



2018 ANNUAL REPORT

Faith
Honour
Excellence
Creativity
Service



TOONGABBIE
CHRISTIAN
COLLEGE

Centred in Christ

tcc.nsw.edu.au

A ministry of Toongabbie Baptist Church

TOONGABBIE CHRISTIAN COLLEGE

1981 - 2018

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TCC is a ministry of **Toongabbie Baptist Church**
TCC is a member of **Christian Schools Australia** and **Association of Independent Schools NSW**



PRINCIPAL Dr Johan Griesel

DEPUTY PRINCIPAL SECONDARY Mr Gareth Scott

DEPUTY PRINCIPAL PRIMARY Mrs Nicole Smith

DEPUTY PRINCIPAL TEACHER ACCREDITATION & STAFF DEVELOPMENT Mr Richard Warren

DIRECTOR OF CORPORATE SERVICES Mrs Lily Ng

COLLEGE MOTTO

Centred in Christ

COLLEGE VERSE

Ephesians 4:15 *Instead, speaking the truth in love, we will in all things grow up into Him who is the Head, that is Christ.*

PURPOSE

To function as a Christian community in supporting families by providing quality education to develop the whole person in a Christ-centred, caring environment for life and eternity.

COLLEGE VALUES

Faith • Honour • Excellence • Creativity • Service

Toongabbie Christian College is a Kindergarten to Year 12 co-educational day school located in the Western suburbs of Sydney. The College is located ten minutes' walk from Toongabbie station and is serviced by public route buses. The College commenced in 1981 as a ministry of Toongabbie Baptist Church. The College's purpose is to be a caring Christian Community that supports families by providing a quality Christ-centred education which develops the whole person for life and eternity. The College is a Christ-centred learning community where children and young people are given opportunities to grow in their understanding of what it means to live as a Christian in the 21st Century. The College has a reputation as a safe and caring Christian environment where students are encouraged to learn and reach their potential working with committed Christian staff. Toongabbie Christian College offers enrolment to students from a wide range of cultural and denominational backgrounds. Both staff and families are required to provide a reference from the pastor of the Christian church they currently attending. The College seeks to work in partnership with parents for the Christian education of their children.

Toongabbie Christian College offers the NESA curriculum, taught from a Biblical Worldview. There is the opportunity for students to study a wide range of subjects to Extension levels at the HSC. The College is divided into a Primary School and Secondary School with a Deputy Principal overseeing each School. In the Primary School a Head of Junior Primary (K-2) and a Head of Senior Primary (3-6) is responsible for the pastoral care and oversight of students. In the Secondary School three Heads of Stage oversee the pastoral care of Stages 4, 5 and 6 students. The College has three classes per year level in Primary and are growing into four classes per year level in Secondary, to be completed in 2020. To assist with the wide range of student abilities there are programs for Gifted & Talented, acceleration, learning support and EALD students. The College has a strong academic record with the results on NAPLAN, the HSC and the number of University places offered either equal to or ahead of the State averages. Students' work has been shortlisted or selected for showcase in ARTEXPRESS, ENCORE, OnSTAGE and DESIGNTech.

The College conducts a strong curricular and co-curricular program including participation in academic competitions, excursions, a Year 5-11 camping program, dance troupe, concert bands program, a Primary Ministry choir, a chess club and an annual mission trip to Suva, Fiji. Students studying German as a language in Secondary have the opportunity to undertake a Tour to Germany. Students in Primary and Secondary can learn a musical instrument as part of the College's music tuition program. Toongabbie Christian College has a proud sporting tradition and regularly competes with success against other schools and at State level.

The College employs a College Counsellor and a Psychologist as part of the overall student wellbeing program and a Chaplain to support our Counselling Team. The College Library is well resourced and provide students with opportunities for homework, research and reading for enjoyment. Toongabbie Christian College operates a Canteen, a Uniform Shop on the premises (with an online component) and an Out Of School Hours centre.

At Toongabbie Christian College we desire Jesus to be first in everything we think, say and do. Working together we seek the mind of Christ in all our decision-making and planning. As we participate in every aspect of College life we seek to offer the best of ourselves for God's glory. We long to be a generous and inclusive community where our students, staff and parents/carers are valued and enabled to discover and live out God's purposes for their lives. We are committed to walking the long journey of character and faith formation, speaking the truth in love, striving to grow and become mature until each one us attains *'the whole measure of the fullness of Christ'* (Ephesians 4:13).



Faith 

Honour 

Excellence 

Creativity 

Service 



The publication of the Toongabbie Christian College Annual Report is a NESA requirement. This annual report is a public document published each year to provide both the College Community and the wider community with information in relation to the College. This report has been prepared to reflect the 2018 school year.

The 2018 Principal's Report represents a snapshot of how our College Community consisting of students, parents/carers and staff engaged with Christian Education facilitated by Toongabbie Christian College underpinned by a Biblical Worldview.

During 2018 we have been constantly reminded of God's goodness, God walking beside us and an encouraging God showing us His way. We worship and love a God that we can trust. This is clearly articulated in scripture. The prophet Jeremiah gives the reassurance about an ever present God in Jeremiah 17: 7-8 (NIV):

*But blessed is the one who trusts in the Lord,
whose confidence is in Him.
They will be like a tree planted by the water
that sends out its roots by the stream.
It does not fear when heat comes;
its leaves are always green.
It has no worries in a year of drought
And never fails to bear fruit.*

We have the desire at the College to trust God placing our hope in His promise being a God that loves us and care for us as a College and as individual believers.

2018 will stand out as being a year of change. The rebranding of the College with the change of name, uniform, logo, motto, a set of new values and general appearance will have a huge impact on the future of the College. The positioning the College in a changing education environment became a focus to ensure we form part of a 21st Century approach to teaching and learning. The 2017-2021 Strategic Plan has been the road map in 2018 to direct an improvement agenda to ensure better learning outcomes for our students.

Under the College Board's leadership, the capital project involving the upgrade of the Multi Purpose Centre (MPC) was completed in 2018. The air conditioning of the MPC, full acoustic treatment and installation of a new sound system has increased the effectiveness of the MPC as a teaching and learning space and to be used as a community space.

The College Board has approved a capital project in 2018 that will see a refurbishment of the College Administration Block, developing flexible learning areas in the Secondary G Block and a perimeter security fencing upgrade ensuring centralised access control to College grounds. This exciting project will commence in early 2019.

A third mission trip to Homes of Hope in Suva, Fiji took place in 2018. Our students had the opportunity to serve the Homes of Hope community and spread the gospel at the same time. Our Year 5 to 11 camps program has been an enriching experience program for our students. Chapel services and assemblies have enabled our students to engage with Jesus alongside their peers. Daily devotions and the College's Biblical Studies Program in combination with the above, enriches the spiritual development of our students.

Our staff enable the College to remain committed to a strong Biblical Worldview and we are fortunate to employ committed Christian staff who care and support our students with their learning and spiritual development.

We are grateful for a community effort to ensure that the College can serve our students in their learning. All of this is only possible because our College belongs to God and we desire to please Him in everything we do.

Yours in His service

Dr Johan Griesel
Principal



**Our theme for 2018:
Centered in Christ**

TOONGABBIE CHRISTIAN COLLEGE
PRODUCTION OF

Annie Jr.

BROADWAY JUNIOR COLLECTION

BOOK BY THOMAS MEEHAN MUSIC BY CHARLES STROUSE LYRICS BY MARTIN CHARNIN

PRODUCED BY IRWIN MEYER ALVIN NEIDERHANDER ASSOCIATES INC. STEPHEN R. FRIEDMAN THE JOHN F. KENNEDY CENTER FOR PERFORMING ARTS LEWIS ALLEN ICARUS PRODUCTIONS

BASED ON 'LITTLE ORPHAN ANNIE' BY PERMISSION OF THE TRIBUNE MEDIA SERVICES, INC. ORIGINALLY PRODUCED BY THE EGGHEAD OPERA HOUSE MICHAEL P. PRICE, EXECUTIVE DIRECTOR

DIRECTOR MRS MELISSA BOULDEN COLLEGE PRODUCTION BY MUSICAL DIRECTOR MR MATTHEW WAKELING CHOREOGRAPHY MRS RUTH NEWELL

SHOWING 2018
THURSDAY 21 June at 7pm
FRIDAY 22 June at 7pm
SATURDAY 23 June at 2pm & 7pm

LOCATION
MPC (Multi Purpose Centre) at TOONGABBIE CHRISTIAN COLLEGE

Visit trybooking.com/book to buy tickets/reserved seating

LICENSED EXCLUSIVELY BY MUSIC THEATRE INTERNATIONAL AUSTRALASIA. ALL PERFORMANCE MATERIALS SUPPLIED BY HAL LEONARD AUSTRALIA



I am delighted to present the 2018 Board Chair report. The College continues to focus on all aspects of student development and deliver on a Biblical Worldview of the NESA curriculum.

Significant progress has been made in the eight strategic priority areas with notable progress in the implementation of an evidenced based 21st Century learning program. The College is committed to professional development of College staff and seeks to further the caring Christian ethos that will benefit the academic and spiritual development of students. Key staff have recently been involved in attending and presenting at industry leading conferences internationally.

The execution of the master plan commenced in 2018 with the first key capital works project completed. The refurbishment of G Block and the Administration Block was approved in 2018, with the project commencing early 2019. This project will present modern facilities providing adequate first aid facilities, improved professional collaboration areas and key areas for support for teaching and learning. The College is committed to maximising the safety of students and staff and as such the Board approved a security perimeter fencing project, with central access control.

Significant marketing activities were undertaken in 2017, resulting in strong enrolments for 2018. The College continued to build on the rebranding of the College with the implementation of the new uniform for 2018. The uniform fabric is vastly improved with the designs and range of garments well suited to student activities. The appearance and behaviour of students in the extended community is often complimented by community members, which is a credit to the families associated with the College.

The Board continues its commitment to a transformational strategy for the College and I look forward to seeing God's hand developing the College over the coming years.

Yours in Christ

Mr Andrew Dunlop

Board Chair



PARENTS & FRIENDS ASSOC. REPORT By Pr James Langley

Being a parent/carer or friend of Toongabbie Christian College is a great honour as you are able to be involved in the ministry that God has planted here at Toongabbie Christian College.

The P&F exists as an opportunity for all of us to play a part in the life of the College, and we can accomplish so much more if we had additional people who could be involved.

We held our normal events throughout 2018, being the Mother's and Father's day stall, involvement in four prayer breakfasts, a special music night and two open days, where prospective families come to see and to tour the College.

I am looking forward to what is ahead in 2019, including our big event being the Toonie Community Night and in seeing what God has planned for the P&F.

A big thank you for all those who have helped and have been involved with the P&F in all different aspects throughout 2018.

Pastor James Langley

President

Parents & Friends Association

A group of Year 5 and 6 students participated in the annual **Maths Cup**. They performed well on the day and earned second place.

Our Year 6 students served our student body both in the **classrooms and in the playground**. They led Morning Assemblies each Friday. All students in Year 6 participated in leadership opportunities.

Year 6 visited Canberra. Over the 3 days, students visited the National Capital Exhibition, Australian Parliament House, Museum of Australian Democracy, National Electoral Education Centre, Australian War memorial, National Portrait Gallery, Arboretum and Questacon.

Students in Year 6 planned and prepared stalls for the **Year 6 Mini Fete** including nail painting, hair braiding, sponge throwing, and soccer playoffs. They raised money towards equipment for the Primary School.

The **WAVES** focus this year was on Heaven. Students explored what heaven is like.

Year 5 and 6 students participated in the Religious Reading Section of the **Hawkesbury City Eisteddfod**. Students read the scriptures in an engaging and honouring way.

Our Primary School supports two **Compassion** children. Dushime from Rwanda and Jhusbert from Peru. We have had regular correspondence from them and pray for them during Devotions and assembly times.

Our College **Swimming, Cross Country and Athletics Carnivals** were 3 successful events and had students progress to **CSSA Zone, CSSA State, CIS and PSSA**.

Teams participate in the **CSSA Cricket Gala Day, Oztag Gala Day and Futsal Gala Day**. Students performed well at the **Netball Metro Cup** and **Soccer Metro Cup**, both qualifying for CSSA. Special mention to our Junior Girls Netball Team for winning the State competition.

Students in Years 1, 3 and 5 participated in a **Gymnastics Incursion**.

A team of Stage 3 students participated in **CIDCOM (Christians in Debating Community)**.

Our **Chess Club** continued to meet weekly to further develop their skills. A group of students participated in the **Chess Team Competition** against other schools each Friday afternoon during Terms 2 and 3. Our College hosted the One Day Chess Tournament. Our College was successful in defending the Zone Championship Title, winning first, second and third place.

Students enjoyed the **Musica Viva** group performing the musical Davinci's Apprentice. Students learned about Baroque music and the instruments and songs featured. They completed the unit with a live performance.

Our Primary and Junior **Concert Bands** performed at morning assemblies, Presentation Night, LIVE STREAM'D and the Hawkesbury Eisteddfod.

Students in Years 1–3 had the opportunity to be part of **1, 2, 3 Sing** with performances at a number of College events.

A group of students from Years 4–6 participated in **Ministry Choir**. They performed at a number of venues including Winston Hills Shopping Centre, Wentworthville Uniting Church and Parramatta Salvation Army.

Students performed in **Wakakirri**, a musical story of the well-known book *The Rainbow Fish*. Student's amazing work and effort was rewarded with performing at the Awards Night.

Our College started a **Dance Troupe** in 2018, highlighted by performances in a variety of Eisteddfods and competitions throughout the year, including a performance at the Sydney Opera House.

Kindergarten spent an awesome day celebrating the goodness of our God who created such diversity in our world through **Numbers, Colours and Shapes**. They celebrated 100 Days of Kindy with a variety of number activities.

Year 1 students invited their grandparents or a special senior person to a **Grandparents Day** to share what life was like for them when they were younger. Our students presented a small concert and served a lovely morning tea.

Harmony Day was an opportunity for students to wear their family's national dress. The day commenced with students, staff and parents praying in different languages. Students enjoyed a special pizza lunch.

One Day focused on Thrive. Our students were encouraged to think about how they could grow and develop and support others to do the same. Students in primary and secondary joined together for group activities.

Staff and Secondary students encouraged and guided our Primary students as they participated in **Walk Safely to School Day**. This campaign encourages families to be more active when travelling to school.

Literature Fun Day was a great day where students dressed up and participated in our Book Week Character Parade. Matt Stanton came and spoke about his books and writing process. Students attended a Musical "Treasure Hunt" featuring the Children's Book Council of Australia's 2018 Short-listed Books.

Giving God Glory (GGG) was an opportunity for students from each grade to use their talents and gifts from God during a short performance. This included songs, dances, skits and joke telling. A variety of acts were chosen to perform at our GGG Showcase.

For **Fundraising Day**, students raised \$12,214 for TEAR through their participation in a Read-a-thon.

Pink Day raised funds for the National Breast Cancer Foundation by wearing pink and supporting a cupcake stall.

A faithful group of students met each week to **pray** for events and for our College, our community and our world.

Garden Group was an opportunity for students to plant, care for and grow a variety of different plants in our garden beds.

Primary Leaders attended the RSL & Schools **Remember ANZAC Commemoration Service**.

Students in Years 9-11 participated in a **Mission trip** to Fiji in September to serve at Homes of Hope in Wailoku, Suva.

Year 12 students went on a **Canberra Trip** to visit the Australian War Memorial, the Museum of Australian Democracy and Parliament House in Canberra. The visit enables students to develop further their understanding of Australian history and democracy and to enhance their respect of others and their responsibility as active Australian citizens.

Secondary Drama group **Easter performance** at Seven Hills Shopping Centre and College Easter Service.

Secondary Jazz Band participated in the **Hawkesbury Eisteddfod**, performed at assembly, P&F Musical Night, Chapels, Presentation Night, Easter Service and Anzac Day Service.

Students worked together to contribute to the **K-12 Easter Service**, student run assemblies and regular Chapels.

Students created drawings of their friends and environment to contribute to the **"My People, My Place" community arts project**.

Parents and Friends Association sponsored **prayer breakfasts**, including a Prefect led event.

Students participate in **morning devotions** in Homeroom (K-8) and Family Groups (9-12).

Secondary students participated in **Interschool sport and Gala Days** for volleyball, soccer, basketball, touch football, triathlon, rugby union, Oz Tag and triathlon.

Secondary School **Athletics, Swimming and Cross Country Carnivals**.

The Secondary Cross Country event **"Run for Bibles"** raised \$2830.62 for the Bible League.

Secondary **ANZAC Day ceremony** was held and students with staff also attended the 2018 RSL & Schools **Remember ANZAC Commemoration Service**.

An assembly was held to acknowledge with a one minute silence **Remembrance Day**.

End of year **Secondary Presentation Night**.

Enrichment students in Year 10 visited the Parramatta Riverside Theatre as part of the Sydney Writer's Festival.

Students in Year 7-12 attended **excursions** relating to their units of work.

Secondary student **fundraising** events included:

- Fight Cancer Foundation
- Eloi Ethiopian Prison Ministry
- The Australian Literacy & Numeracy Foundation
- Aussie Farmers
- Breast Cancer Foundation (Pink Day)

Secondary students attended as volunteers the Toongabbie **Pink Ribbon Morning Tea** with local MP, The Hon Michelle Rowland, MP.

Students attended the **White Ribbon Breakfast** hosted by the Blacktown Police Area Command.

Sponsorship for Mrs Juliet Galiwango (Education Coordinator of New Hope International in Uganda).

Students in Years 10-12 who are peer support leaders, are being mentored to become prefects. Prefects attended a **Leadership Camp** for 3 days with students from Mt Annan Christian College.

Prefects in Year 10 & 11 attended a **Prefect Camp** for 3 days at Katoomba Christian Conference Centre.

Students in Year 7 to 11 attended **camps**.

Students participated in **Sources of Strength**, a training program that brings Peer Leaders together in partnership with caring adults for an opportunity to connect with friends and provide concrete steps about how to seek help and support when facing various problems that cause distress.

One Day is a K-12 anti-bullying event where everyone learnt what a difference one kind word, action or deed could make for others. Secondary classes buddied with Primary classes and engaged in a range of activities from craft to sport and drama. Students focused on the theme 'Thrive'.

Knitting Club is open to all Secondary students to learn the skills of knitting and to use these skills to make blankets for people in need that are distributed all over the world through the charity organisation **Wrap with Love**.

Focus, Girls of Grace and **Brotherhood** groups foster a safe environment through the genuine connection between students from Years 7-12; it's a program for students by students.

Work Experience is a hands-on approach to learning, affording students the opportunity to work in an environment different to their own as well as live out their passions and theories in a safe manner.

Peer support program where student leaders from Years 10-12 mentor Year 7-8 students. Staff will offer to be mentors and work with Prefect nominees each year. **Mentors** and students make arrangements to regularly meet to discuss a range of leadership issues including: devotional life, spiritual gifting, types/styles of leadership, personal goals, areas of character that need improvement and opportunities to be involved in and out of school.

Student leadership program through Years 7-12. Year 10 leaders participate at Year 6 camp and senior student leaders participate at the Year 7 & 8 camps.

Parent Information Evenings including information about Careers Profiling using Morrisby and post school destinations. (Apprenticeships, UAC).

Year 10 attended the **RYDA driver education** excursion and presentations from **Wheelchair Basketball**.

Year 12 attended various **well-being** sessions throughout the year.

Single gender meetings in Years 7-10 where students have opportunity to receive input and discuss areas concerning sexuality, relationships and cyberbullying.

Students completed many hours of **out of school service** through the Biblical Studies program.

Year 9 Boot Camp which focused on anti-bullying strategies.

Year 10 community service for two days in November.

Staff and students **sponsor** 6 students for the COME Schools in Uganda.

Secondary students were involved in the **Salvation Army Red Shield Appeal**.

Involvement from our **Police Youth Liaison Officer** to encourage respect, responsibility and safety.

Students participated in the **Australian Aeronautical Velocity Challenge** and the **Trebuchet simulated War Day**.

Cultural appreciation through hosting Japanese students for a week.

Selected Year 9, 10 and Prefects attended a **Bible Society Masterclass** as well as students from Year 9 & 10 attending the **World Vision Youth Conference**.

Year 7 to 11 students **participated** in the **TCC musical Annie**

Satisfaction surveys were conducted in 2018 to gain insight into the College Community's perception, opinions and satisfaction with the College.

Kindergarten to Year 2 Satisfaction

Kindergarten to Year 2 students indicated with high scores in 2018 that they enjoyed being at school and that they felt safe. Kindergarten students registered the highest average score for enjoying being at school and feeling safe at school. Year 2 students indicated the lowest scores for both enjoying being at school and feeling safe at school. These scores were slightly lower than the Year 1 cohort in 2018. Comparing the 2016 and 2017 average scores on enjoying school, the average score is slightly lower in 2017, with a slight increase in 2018. Feeling safe at school student responses were very consistent over the 2016, 2017 and 2018 periods.

The survey asked Kindergarten to Year 2 students to indicate how many friends they had at school on a scale of 1 to 5+ friends. In 2018 Year 2 students indicated that they had on average 4.7 friends followed by Year 1 with 4.2 and Kindergarten 4.1 friends on average, with an overall average of 4.3. The results are similar to the results from the previous two years. These results are pleasing, forming a point of view that our students have not only established friendships but have the ability to identify friendships.

A picture chart was used to enable Kindergarten to Year 2 students to indicate how safe they felt in different areas around the College. The following areas were displayed: Library, College Office, classrooms, playground, Canteen and the Weather Shed.

In all three year levels in 2018 the highest scores for perceived safety were recorded for the College Office, Library and classrooms. Kindergarten to Year 2 students indicated in 2018 with a high rating that they felt safe when in the College Office. The responses of Kindergarten to Year 2 students in reference to feeling safe in the College Office has been higher in 2018 compared to 2017 and 2016. In 2018 Kindergarten to Year 2 students indicated with high scores that they felt safe in their

classroom, with the highest score Year 1 followed by Kindergarten and Year 2. Both Kindergarten and Year 1 scores indicated an increase with Year 2 a slight decrease. The experience of Kindergarten to Year 2 students in their classroom is consistent with the 2016 and 2017 scores. In 2018 the Library was viewed as a safe place for Kindergarten to Year 2 students. Year 1 indicated the highest score with Kindergarten the lowest score with a decline in their perception of the Library for a second year in a row. Year 2 showed a significant increase in 2018 rating the Library as a safe place. The average scores in relation to Library remained consistent over the past three years.

It remains clear that Kindergarten to Year 2 students experience the structured supervised areas as safe. Although the playground and toilets attracted lower scores than the above mentioned areas, the average score in 2018 has been consistent with the 2017 averages. Both the Canteen and Weather Shed had scores very similar in 2018 compared to 2017. Kindergarten responses have been higher in relation to feeling safe in the Weather Shed than in 2016 and 2017. The average scores for the playground remained consistent in 2018, with Kindergarten showing an increase and Year 1 a decrease. The lowest average score was identified by Kindergarten to Year 2 students as the toilet areas and after a pleasing increase in the responses in 2017, Kindergarten to Year 2 students indicated consistent 2018 responses. It remains clear that Kindergarten to Year 2 students experience the structured supervised areas as safe and have a high level of trust in teachers.

Overall, the results from this survey for Kindergarten to Year 2 students are positive and indicate that our students, in general, enjoy attending school and feel safe while attending the College.

Year 3 to 6 Satisfaction

The results of the combined responses of Year 3 to 6 students indicated a similarity of average scores between 2016, 2017 and 2018.

Year 3 to 6 students indicated in 2018, with a high score, that their teachers taught them about God. These scores are consistent with the 2016 and 2017 scores. The average scores in 2018 showed Year 6 with the highest score relating to the statement above with the other three year groups a bit lower, but similar. Year 3 indicated with the highest score in 2018, that staff would support them if they experienced problems at school in general or problems with another student. The other year levels were slightly lower but their scores are similar. In 2018 Year 3 to 6 students indicated with a high score that their teachers support them with their learning. The highest average score is the Year 3 group with the other groups also recording high scores. The combined comparative averages from 2016, 2017 and 2018 are very similar with 2018 the highest average score recorded.

In relation to being proud to be a student of Toongabbie Christian College and the idea that the College is a 'good school', the 2018 responses of our Year 3 to 6 students were high, with

Year 3 having the highest average score. The combined averages for 2016, 2017 and 2018 are similar with 2018 being slightly higher than the other two years.

The survey asked Year 3 to 6 students to indicate how many friends they have at school on a scale of 1 to 5+ friends. In 2018 Year 3 students indicated that they had on average 4.6 friends, Year 4 had 4.6, Year 5 had 4.4 friends and Year 6 had 4.5 friends. Year 3 to 6 students seemed to have good friendships with an overall average of 4.6 friends in 2018, consistent across all year levels and similar to the 2017 average, being slightly higher than in 2016.

Responding to "I feel safe at school" and "I feel cared for at school": according to the responses to these statements it became clear that teachers played an important part in creating a safe environment for Year 3 to 6 students and that students in Year 3 to 6 felt safe in the care of their teachers. Students in Years 3 to 6 feel that their teachers are trustworthy and teach them well. In 2018 Year 3 and 6 had the highest scores. The 2018 scores compared well with 2016 and 2017. The average scores are consistent over the past three years.

Year 3 to 6 Satisfaction *continued*

An additional question in 2018 asked students in Year 3 to 6 if computers in their classroom had improved. The introduction of the 1:1 Chromebook program in Year 5 and 6 has been successful. The shared computer trolley program in Year 3 and 4 had Year 3 with a high average but Year 4 with a lower average. The needs of a Year 4 student to have access to ICT in their classroom would be similar to a Year 5 or 6 students, therefore the lower score.

Overall, our Year 3 to 6 cohort indicated high levels of satisfaction with their education experience at Toongabbie Christian College.

Year 7 to 11 Satisfaction

In 2018 the College continued with Satisfaction Surveys administered to Year 7 to 11 with an adjusted survey administered as an exit survey to our Year 12 cohort.

Students in Year 7 to 11 had to respond to 33 statements and had to indicate a satisfaction rating. In 2018 the average score in 32 statements was higher in 2018 than in 2017 and 1 was the same. The 2018 scores were in most cases higher than the 2016 scores. Our Year 7 to 11 students indicated that the College taught them about God and encouraged them to live as a Christian. Students enjoy our active Christian groups during lunch times and recommend that these programs be expanded. The 2018 scores in relation to the two statements were higher than the 2016 and 2017 scores and the scores were high in general.

Students in Year 7 to 11 felt safe at school, indicated that the behaviour of students at the College met their expectations and that the College did not tolerate bullying. The 2018 results were similar with the 2016 and 2017 results, with the 2018 results slightly higher. In addition, our students felt that the College responded well when bullying incidents occurred and recommended that the current preventative programs the College presents be expanded. Students indicated, with a high score, that they had positive relationships at the College.

Year 7 to 11 students showed an increased satisfaction in 2018 with the ICT infrastructure available to them. They feel that ICT supports their learning well. There has been a steady increase in the scores since 2016 in relation to IT by our Year 7 to 11 students. The 2018 scores indicate a higher satisfaction by Year 7 to 11 students with the Counselling Services provided by the College.

Relationships between staff and students received a high rating with students indicating that they felt supported by their teachers and that teachers were approachable and helpful. The 2018 scores are higher than the 2016 and 2017 scores. The service provided by our Administrative staff to our students was rated high with the 2018 scores the highest compared with 2016 and 2017, with staff being described as courteous, helpful and knowledgeable. Students described the College as always seeking to improve. Students rated our teachers high and their effort supporting student learning.

The 2018 results indicated that Year 7 to 11 students gave the College a high overall rating, indicating that they enjoy attending College and would recommend the College to other people. The 2018 results have been the highest compared to the 2016 and 2017 results.

Year 7 to 11 students indicated higher satisfaction with the education at the College meeting their needs. Our students seem to feel safe and supported at the College.



Year 12 Satisfaction

Year 12 students in 2018 gave high scores to the College encouraging them to live as a Christian and that the College taught them about God. Students felt that the College offered them a safe, friendly and caring environment. Year 12 students rated the relationships they had at the College high and felt supported and that the College staff demonstrated a genuine concern for their wellbeing. Year 12 placed a high value on the College's approach to zero tolerance for bullying.

Year 12 registered a higher satisfaction rating with the College IT infrastructure supporting their learning and indicated that they have noticed an improvement in IT service. The satisfaction rating for buildings and resources slightly increased. Year 12 students had a higher satisfaction rating in 2018 for service they received from the College Office staff.

The 2018 Year 12 cohort were asked to list the best school experiences while being a student at Toongabbie Christian College. Students placed a high value on friend-

ships they established with peers and younger students as well as the positive relationships with staff. Relationships with teachers in their Senior years were a highlight for the 2018 cohort. Students valued the Fiji Mission Trips where community was established and relationships with peers and staff developed. Responses included that the 2018 appreciated the Senior Common Room being available to Year 12 students and that they appreciated the camping program. Students could comment on the impact their schooling at the College had on them as a person. Growing as a person was prominent and the impact of camps and the Chapel program were highlighted. Friendships and relationships were highly rated by the 2018 Year 12 cohort and that the College cared about them as a person. Students indicated that the College has strengthened their walk with Christ. Students felt accepted at the College. The 2018 Year 12 cohort indicated high levels of satisfaction with their education at the College

Parent/Carers Satisfaction

The combined scores for 2018 for parents/carers were slightly higher than the 2017 scores relating to 32 of the 36 statements, with 3 scores being the same and 1 score slightly lower. The satisfaction ratings of parents/carers for 2016, 2017 and 2018 has been consistent.

Parents/carers feel that the College places a high regard on the Christian Ethos. High scores from parents/carers were registered for embedding Christian values, the teaching of Biblical principles, spiritual growth of our students and teaching their children about God. Parents/carer satisfaction rating has increased in all four statements in reference to the Christian Ethos in 2018.

Parents/carers view a strong academic program that includes academic rigor as important, while meeting the academic needs of students as essential. Parents/carers encouraged the College to develop the academic reputation of the College by challenging their children academically and to focus on bringing out the best in their children. The 2018 results indicated a higher satisfaction in the above mentioned areas with a slight increase compared with the 2017 results and similar to the 2016 results

Forming part of the pastoral care component of the 2018 Satisfaction Survey, parents/carers indicated that they were satisfied with the care that their children received at the College with high average scores for providing a safe, caring and friendly environment for their children. The behaviour of students at the College was rated high in 2018 and parents/carers indicated that they were confident that their children would receive support from

staff at the College if they encountered a problem. Parents/carers indicated in 2018 that the College did not tolerate bullying and with a higher score indicated that they were satisfied with how the College deals with unacceptable student behaviour. In 2018 Parents/carers gave a high score to the statement that their child/ren had positive relationships at the College.

Parents/carers indicated that the staff at the College were approachable, the College had committed and enthusiastic teachers and that students and staff had good relationships. The 2018 satisfaction ratings were slightly higher than 2017 in these areas. College Administration staff received a high rating for being helpful, friendly and knowledgeable. Parents/carers rated the service provided by the College Counselling Team high and viewed the service as valuable.

Parents/carers indicated, with high scores in 2018, that the College was managed effectively, looked for ways to improve, had sufficient technology and rated buildings, facilities and equipment high. Parents/carers indicated in 2018 with higher satisfaction ratings that their children enjoyed attending the College and gave an overall high rating to the College, stating they would recommend Toongabbie Christian College to other families.



Staff Satisfaction

The 2018 combined scores are similar for when comparing the past years' average scores.

College staff indicated with very high scores that the College implemented Christian values and beliefs effectively, taught Biblical principles and encouraged spiritual growth in our students. 2018 average scores in relation to pastoral care were similar to the 2017 averages scores. Staff rated the College environment for students as safe, friendly and caring, where bullying was not tolerated and staff were committed to the welfare of students, very high.

Staff indicated in 2018 that our students usually had a high standard of behaviour and that College staff had good relationships among themselves as well as with students and parents/carers. Across the board College Staff commented that they had committed and enthusiastic colleagues who want the best for students they teach or support in various ways, whether it is academic, administrative or providing well maintained buildings and resources. The 2018 scores representing these statements are similar to previous years.

In 2018 staff indicated with similar scores that the College IT infrastructure and resources supported them better performing their duties effectively. Although staff rated buildings, equipment with a good average score they indicated that an improvement in infrastructure would support them performing their duties more effectively. This has been consistent with other years.

2018 scores in terms of relationships among staff were high, where staff felt supported by their peers and supervisors and that they were approachable. Staff showed high ratings in their responses enjoying coming to work and feeling that the College cared about them as a person. Collaboration and communication among the staff is rated high.

Our staff view their roles at the College as more than just a job, getting personal satisfaction from their jobs and indicated with a high score that they are satisfied with their roles at the College. The College was rated very high as an employer and staff recommend the College as a good place at which to be employed. The College received a high overall rating from our staff.



Toongabbie Christian College employed 73 full time equivalent teaching staff and 33.3 full time equivalent support staff in 2018. (This includes 1.8 OOSH staff)

All teaching staff have qualifications from a higher education institution within Australia or an overseas qualification recognised by Australian Government guidelines.

9% of teachers are Provisional/Conditional accredited, going through the Teacher Seeking Accreditation process. 91% of teachers at TCC are accredited at the Proficient Teacher Level.

STAFF COMPOSITION (FULL & PART-TIME)

1 College Principal	2 Learning Support Officers Secondary
1 Deputy Principal (Teacher Accreditation & Staff Development)	1 Secondary / Food Technology Assistant
1 Deputy Principal Primary (K-6)	2 Secondary Laboratory Assistants
1 Deputy Principal Secondary (7-12)	1 College Counsellor (K-12)
1 Director of Corporate Services	1 Psychologist (K-12)
1 Head of Junior Primary	1 Theatre Technician (K-12)
1 Head of Senior Primary	3 Facilities / Maintenance / Grounds
1 Head of Primary Operations	4 IT Management & Administration
3 Head of Stages (Secondary)	1 Head of Library Services
1 Head of Educational Support Primary	1 Teacher Librarian (K-12)
1 Head of Educational Support Secondary	3 Library Technician & Library Assistant
29 Primary Teachers	2 Canteen Supervisor & Assistant
8 Head of Curriculum (Secondary)	1 Out of Hours School Care Coordinator
30 Secondary Teachers	1 Out of Hours School Care Educational Leader
6 Learning Support Officers Primary	1 Chaplain
	11 Cleaners
	1 Uniform Shop Supervisor

PROFESSIONAL DEVELOPMENT

The average expenditure on professional development in 2018 per teacher was \$1,154.

Staff received professional development in the following areas:

- All teaching staff received training in God’s Big Story – a model of Christian Education from Christian Schools’ Australia
- Making Thinking Visible – first half – completed in July PD Week
- Curriculum Differentiation in Secondary School
- Nature, identification and instruction of Gifted and Talented learners
- Continued updates by Learning Support staff for students requiring reasonable adjustments and extra support
- Continued refinement of the teaching and learning programs for Stage 6 especially with focus on the HSC
- New staff received First Aid training
- All staff had professional development in self-care and wellbeing
- K-12 staff trained in Wellbeing Frameworks
- All staff received professional development in trauma-informed care practices for students
- Teaching Staff received PD in subject specific areas including English, Mathematics, Physics, Chemistry, Biology, Technology, IT, Modern and Ancient History, Business Studies, Geography, Music, Visual Arts, Economics and PDHPE.



All Librarians who have served at our College over 30 years



STUDENT ENROLMENTS

At Census in 2018 student numbers were 949. This comprised of:

- **Primary 494 students**
females 247 | males 247
- **Secondary 455 students**
females 220 | males 235

MANAGING STUDENT NON-ATTENDANCE

Toongabbie Christian College keeps formal records of student attendance in relation to attendance on all scheduled school days, whether on or off campus, in an electronic format.

Parents/carers are required to inform the College in relation to a student being absent from school in advance. Parents are notified via SMS if non-attendance has not been notified. Parents are required to reply to the SMS providing a reason for absence. A non-reply to the SMS will be followed by a phone to the parent or emergency contact.

Chronic or lengthy absences (even if notified) are followed up by the Deputy Principal (Primary/Secondary).

Lateness is recorded as partial attendance and requires a parent/carer response. Chronic lateness (even if explained) is followed up by the Deputy Principal (Primary/Secondary).

The **Attendance Policy** can be found at - <http://www.tcc.nsw.edu.au/wp-content/uploads/2018/06/TCC-Attendance-Policy.pdf>

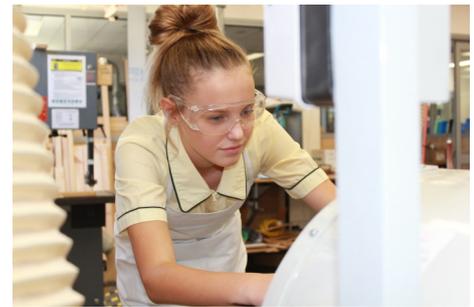
GRADE ATTENDANCE RATE

K	93%
1	96%
2	95%
3	95%
4	96%
5	94%
6	94%
7	94%
8	91%
9	91%
10	91%
11	93%
12	93%

In **Primary School (K-6)** the average attendance rate of students during 2018 was 95%.

In **Secondary School (7-12)** the average attendance rate of students during 2018 was 92%.

The average attendance rate of students **K-12** at Toongabbie Christian College during 2018 was 94%.



2018 RECORD OF SCHOOL ACHIEVEMENT CREDENTIAL

The Record of School Achievement (RoSA) records the completion of NESAs curriculum requirements for Years 7 to 12, and is a cumulative record of grades awarded in all Stage 5 and Year 11 courses that the student has completed. It also lists any courses that the student is currently enrolled in at the time of leaving school.

Students are able to view and download a copy of their transcript of study at any time.

74 students completed Year 10 in 2018.

YEAR 10, 2016 - YEAR 12, 2018

Of the 75 students who completed Year 10 in 2016:

- 61 students returned to Toongabbie Christian College to commence the Preliminary Course in Year 11, 2017.
- 97% proceeded to achieve the HSC in 2018 at Toongabbie Christian College.

Of the 61 students who commenced Year 12 in 2018:

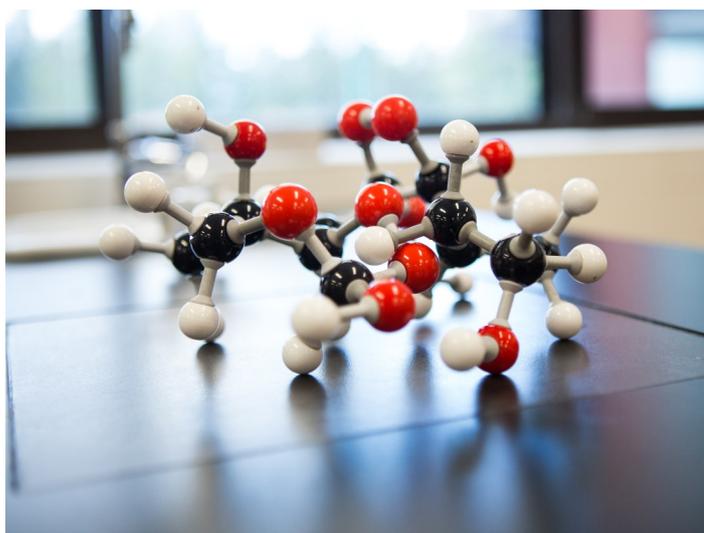
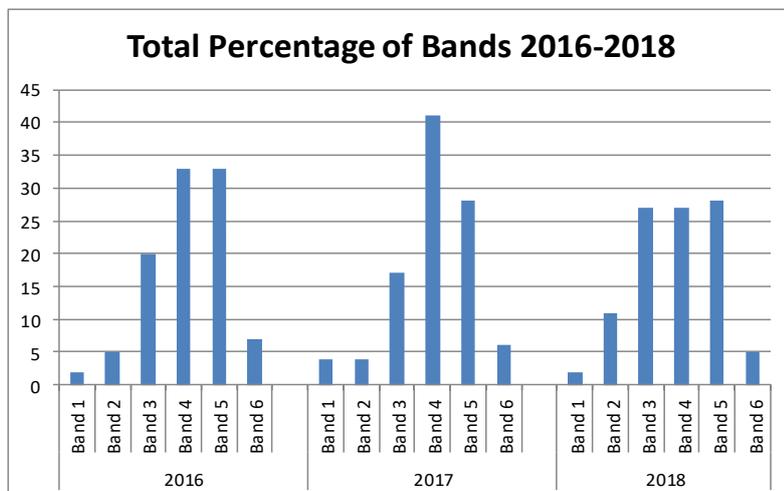
- 97% (59 fulltime students) went on to achieve all of their HSC.
- Two Year 12 students studied a Distance Education course.
- One Year 12 students studied a TVET course externally.

Two Year 10 students undertook a University Level Course at UNE.

One Year 11 student completed two HSC subjects.

HSC RESULTS

	2016	2017	2018
	%	%	%
Band 6	7	6	5
Band 5	33	28	28
Band 4	33	41	27
Band 3	20	17	26
Band 2	5	4	11
Band 1	2	4	2



HIGHER SCHOOL CERTIFICATE RESULTS & TRENDS

- There were 15 Band 6/E4 results
- There were 90 Band 5 results where most teaching subjects had students achieve a Band 5 results
- The highest known ATAR was 98.70
- The highest mark was for Mathematics 2 unit of 98%
- One student was nominated for Art Express
- Examples of achievement of students in the course in the top two bands:

% of Class

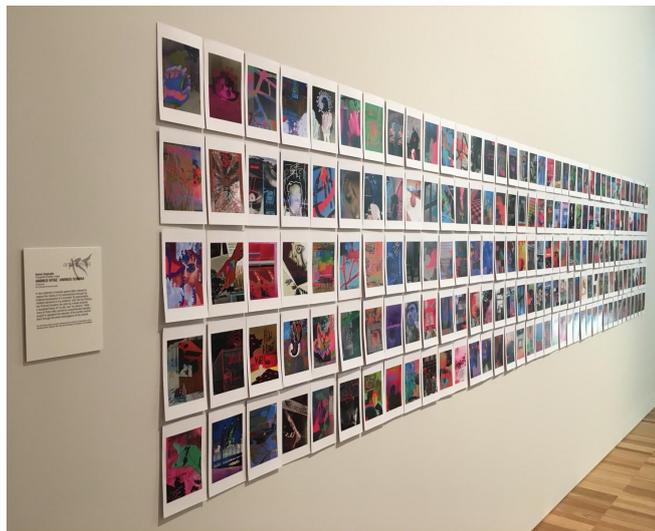
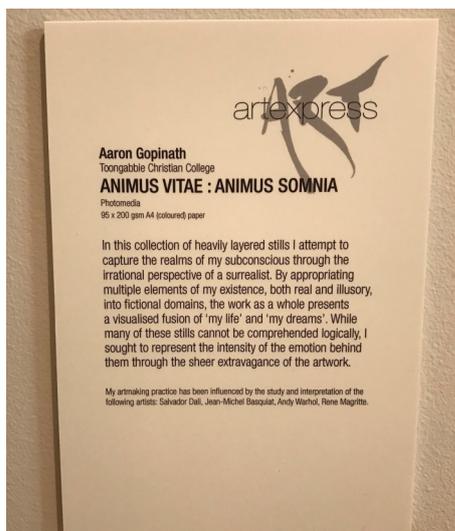
- Community and Family Studies _____ 43%
- History Extension _____ 50%
- Software Design and Development 50%
- Visual Arts _____ 50%
- Music 1 _____ 90%
- Mathematics Extension 2 _____ 100%
- Extension 1 English _____ 100%
- English Extension 2 _____ 100%

Overall, the comparison of 2013-2018 results indicates that the 2018 students have performed at a level consistent with student performance in previous years. The diverse range of teaching and learning strategies has ensured that student performance has been maintained. Students achieved personal bests in various subjects and were engaged in their learning. Several students were accelerated in a variety of different subjects. These students achieved at high levels in the respective subjects – Mathematics Extension 2 (the top student in this course at TCC was in Year 11) and Physics.

Aaron Gopinath had his Body of Work included in ArtExpress 2018. The Body of Work was selected by NESA to be displayed in the NSW Art Gallery.

POST SCHOOL DESTINATIONS

We cannot confirm how many students applied for university courses but approximately 70% of students eligible to attend university were offered positions. Some students had multiple offers. A range of courses were offered but a higher percentage were from the Arts, Business and Commerce, Education, Science, Technology and Mathematics areas. A proportion of students received early entry offers from various universities including Macquarie University, The University of Sydney and The University of NSW. Other students have been successful in gaining part or full-time employment or have enrolled in a range of tertiary courses. Some are enjoying a gap year and travelling abroad.



TOONGABBIE CHRISTIAN COLLEGE V STATE MEANS 2018

Subject	TCC Mean	State Mean	Band 6/E4
Ancient History 2 unit	70	73	0
Biology	74	74	1
Business Studies	71	74	1
Chemistry	73	75	1
Community & Family Studies	75	72	2
Economics	67	76	0
English (Advanced)	77	81	1
English (Standard)	65	69	0
English Extension 1	40	42	1
English Extension 2	35	37	0
Food Technology	70	73	0
German Continuers	68	82	0
History Extension	31	39	0
Legal Studies	70	75	0
Mathematics	73	78	3
Mathematics Extension 1	72	79	1
Mathematics Extension 2	76	81	0
Mathematics General 2	69	70	0
Modern History	65	74	0
Music 1	84	82	0
Personal Development, Health & Physical Education	71	72	1
Physics	74	73	1
Software Design & Development	78	74	0
Studies of Religion I	37	37	0
Studies of Religion II	60	75	0
Visual Arts	79	80	2



NAPLAN Year 3, 2018

SSSG = Statistically Similar Student Groups

	% TCC	% SSSG	% State		% TCC	% SSSG	% State
Grammar & Punctuation				Spelling			
Band 1	0.0	2.1	4.2	Band 1	0.0	1.5	4.5
Band 2	7.5	4.3	8.2	Band 2	1.5	4.7	8.0
Band 3	13.4	8.9	12.5	Band 3	14.9	10.7	13.7
Band 4	19.4	21.7	23.2	Band 4	19.4	21.3	21.0
Band 5	16.4	20.1	16.8	Band 5	20.9	28.2	25.0
Band 6	25.4	39.7	30.9	Band 6	25.4	32.1	25.8
Band 7	9.0	1.8	2.3	Band 7	11.9	1.2	1.6
Band 8	4.5	0.7	1.0	Band 8	6.0	0.2	0.4
Band 9	4.5	0.7	0.6	Band 9	0.0	0.1	0.1
Band 10	0.0	0.2	0.2	Band 10	0.0	0.0	0.0
Numeracy				Writing			
Band 1	0.0	0.5	2.1	Band 1	0.0	1.2	2.8
Band 2	3.0	5.8	10.1	Band 2	1.5	2.9	5.4
Band 3	11.9	12.4	16.6	Band 3	16.4	14.0	18.4
Band 4	34.3	26.4	26.5	Band 4	28.4	26.0	24.3
Band 5	28.4	30.3	25.7	Band 5	37.3	41.9	36.0
Band 6	16.4	23.3	17.8	Band 6	10.4	12.2	10.9
Band 7	6.0	1.0	1.0	Band 7	6.0	1.6	1.7
Band 8	0.0	0.0	0.2	Band 8	0.0	0.2	0.3
Band 9	0.0	0.2	0.1	Band 9	0.0	0.0	0.0
Band 10	0.0	0.0	0.0	Band 10	0.0	0.0	0.0
Reading							
Band 1	1.5	1.0	3.8				
Band 2	6.0	4.1	7.2				
Band 3	9.0	8.3	12.8				
Band 4	13.4	18.1	20.2				
Band 5	26.9	28.5	24.7				
Band 6	23.9	36.3	27.7				
Band 7	9.0	2.1	2.2				
Band 8	7.5	0.9	1.0				
Band 9	3.0	0.3	0.3				
Band 10	0.0	0.0	0.1				

"I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN. On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging."

Mr David De Carvalho
CEO, ACARA
May 2019



NAPLAN Year 5, 2018

SSSG = Statistically Similar Student Groups

	% TCC	% SSSG	% State		% TCC	% SSSG	% State
Grammar & Punctuation				Spelling			
Band 1	0.0	0.1	0.0	Band 1	0.0	0.0	0.1
Band 2	1.2	0.0	0.5	Band 2	0.0	0.1	0.4
Band 4	7.3	6.4	11.0	Band 3	2.4	1.1	3.6
Band 5	18.3	13.6	16.2	Band 4	8.5	6.1	9.4
Band 6	22.0	31.3	29.1	Band 5	8.5	16.8	17.7
Band 7	29.3	20.6	8.1	Band 6	36.6	32.5	31.1
Band 8	13.4	24.6	8.1	Band 7	25.6	25.6	22.7
Band 9	4.9	1.2	1.4	Band 8	18.3	17.4	14.6
Band 10	3.7	0.5	0.6	Band 9	0.0	0.4	0.4
				Band 10	0.0	0.1	0.2
Numeracy				Writing			
Band 1	0.0	0.0	0.0	Band 1	0.0	0.3	0.7
Band 2	0.0	0.0	0.1	Band 2	0.0	0.2	1.1
Band 3	1.2	0.8	2.6	Band 3	3.7	3.6	1.1
Band 4	3.7	6.5	12.1	Band 4	7.3	8.1	11.5
Band 5	22.0	23.0	26.3	Band 5	26.8	35.7	35.9
Band 6	41.5	28.2	25.9	Band 6	47.6	31.8	27.2
Band 7	19.5	23.8	9.7	Band 7	11.0	14.5	11.5
Band 8	7.3	16.8	2.5	Band 8	3.7	5.3	4.6
Band 9	4.9	0.8	0.7	Band 9	0.0	0.5	0.5
Band 10	0.1	0.1	0.0	Band 10	0.0	0.0	0.0
Reading							
Band 1	0.0	0.0	0.2				
Band 2	2.4	0.1	0.7				
Band 3	3.7	2.1	4.5				
Band 4	2.4	5.8	11.1				
Band 5	15.9	15.2	19.5				
Band 6	31.7	26.6	23.8				
Band 7	23.2	25.7	20.9				
Band 8	15.9	22.8	17.4				
Band 9	3.7	1.4	1.2				
Band 10	1.2	0.3	0.5				



NAPLAN Year 7, 2018

SSSG = Statistically Similar Student Groups

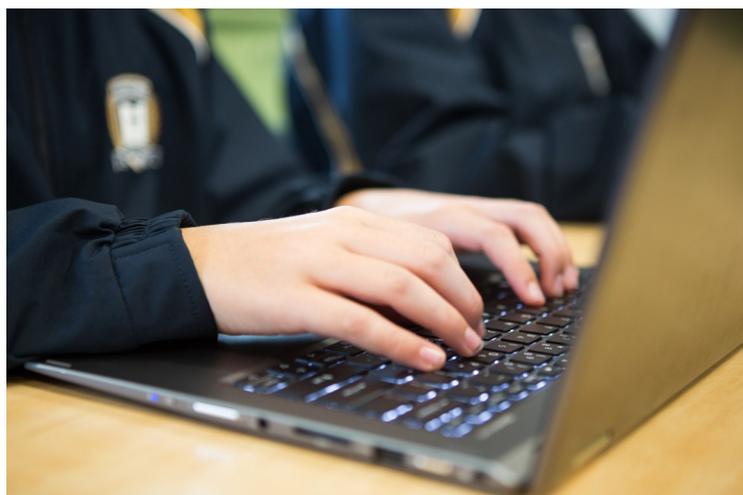
	% TCC	% SSSG	% State
Grammar & Punctuation			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.1
Band 3	1.2	0.1	0.3
Band 4	0.0	2.0	5.9
Band 5	6.0	8.1	14.0
Band 6	19.3	19.6	22.1
Band 7	21.7	30.7	26.5
Band 8	24.1	19.5	15.4
Band 9	19.3	19.1	14.8
Band 10	8.4	1.0	1.0

	% TCC	% SSSG	% State
Numeracy			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.0
Band 3	0.0	0.0	0.0
Band 4	0.0	0.6	2.2
Band 5	2.4	5.1	11.7
Band 6	10.8	19.8	25.3
Band 7	33.7	32.0	28.7
Band 8	31.3	24.0	17.7
Band 9	12.0	17.8	13.5
Band 10	9.6	0.6	0.8

	% TCC	% SSSG	% State
Reading			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.0
Band 3	1.2	0.1	0.2
Band 4	0.0	1.5	4.6
Band 5	3.6	6.0	12.0
Band 6	18.1	18.9	24.6
Band 7	32.5	30.7	27.2
Band 8	28.9	25.4	18.9
Band 9	12.0	16.8	11.8
Band 10	3.6	0.6	0.6

	% TCC	% SSSG	% State
Spelling			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.1	0.2
Band 3	0.0	0.0	0.3
Band 4	0.0	2.7	5.7
Band 5	2.4	6.3	9.5
Band 6	14.5	21.0	22.2
Band 7	36.1	28.3	25.9
Band 8	30.1	26.5	23.0
Band 9	10.8	14.7	12.7
Band 10	6.0	0.5	0.6

	% TCC	% SSSG	% State
Writing			
Band 1	0.0	0.2	0.7
Band 2	0.0	0.1	0.5
Band 3	0.0	0.7	2.3
Band 4	1.2	3.2	6.3
Band 5	14.5	17.8	22.9
Band 6	33.7	27.9	27.2
Band 7	28.9	25.1	20.7
Band 8	18.1	18.9	14.9
Band 9	3.6	5.1	3.7
Band 10	0.0	0.9	1.0



NAPLAN Year 9, 2018

SSSG = Statistically Similar Student Groups

	% TCC	% SSSG	% State
Grammar & Punctuation			
Band 1	0.0	1.2	0.0
Band 2	1.2	0.0	0.1
Band 3	1.2	0.0	0.1
Band 4	1.2	0.1	0.4
Band 5	0.0	2.0	6.4
Band 6	13.3	11.3	17.5
Band 7	21.7	17.4	19.5
Band 8	24.1	35.3	29.3
Band 9	16.9	24.1	17.9
Band 10	21.7	9.7	9.0

	% TCC	% SSSG	% State
Numeracy			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.0
Band 3	0.0	0.0	0.0
Band 4	1.2	0.1	0.1
Band 5	0.0	0.8	2.4
Band 6	8.4	5.5	13.3
Band 7	15.7	23.1	27.5
Band 8	28.9	31.8	26.2
Band 9	24.1	25.0	17.4
Band 10	21.7	13.8	13.0

	% TCC	% SSSG	% State
Reading			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.0
Band 3	0.0	0.0	0.0
Band 4	1.2	0.0	0.1
Band 5	0.0	1.4	5.1
Band 6	9.6	7.0	14.2
Band 7	24.1	22.5	25.6
Band 8	28.9	36.3	30.1
Band 9	26.5	21.5	16.6
Band 10	9.6	11.2	8.2

	% TCC	% SSSG	% State
Spelling			
Band 1	0.0	0.0	0.0
Band 2	0.0	0.0	0.0
Band 3	1.2	0.1	0.2
Band 4	0.0	0.1	0.3
Band 5	2.4	3.7	7.9
Band 6	7.2	7.6	10.7
Band 7	26.5	25.2	24.7
Band 8	28.9	31.1	29.2
Band 9	24.1	23.1	18.8
Band 10	9.6	9.0	8.2

	% TCC	% SSSG	% State
Writing			
Band 1	0.0	0.3	0.9
Band 2	0.0	0.1	0.3
Band 3	0.0	0.4	1.2
Band 4	0.0	0.8	2.3
Band 5	9.6	8.0	14.0
Band 6	20.5	17.8	19.6
Band 7	15.7	24.9	21.5
Band 8	34.9	28.8	24.9
Band 9	12.0	12.4	9.8
Band 10	7.2	6.5	5.6



KEY

- ✓ Completed
- In progress
- X Not commenced/deferred

DISTINCTIVELY CHRISTIAN

- Review and resource the Biblical Studies curriculum
- Develop and expand student led Christian Growth Groups
- Review and resource student devotional program

LEARNING

- Investigate and implement current research-based strategies to support student engagement and learning
- ✓ Implement Primary electronic device program
- ✓ Implement Morrisby Career Profiling as part of Careers Program
- ✓ Produce a Secondary School musical
- ✓ Implement a new formal and sports uniform
- ✓ Develop and implement the K-12 Gifted and Talented Education Policy

TEACHING

- ✓ Review College Counselling staff arrangements
- Evaluate K to 12 Writing pedagogy
- Implement a Staff Development program
- ✓ Implement staff electronic device program
- Audit the integration of a Biblical Worldview into new curriculum
- ✓ Continue training staff in Gifted and Talented education

STUDENT WELLBEING

- Investigate and implement current research-based student wellbeing programs
- ✓ Develop Buddy program
- ✓ Provide training for staff to support student wellbeing
- ✓ Evaluate Chaplaincy program

ORGANISATION & COMPLIANCE

- Review Volunteers program
- Formulate and implement Marketing strategy
- ✓ Implement all facets of Rebranding strategy
- Expand usage of Sentral school management system
- Review College policies
- ✓ Review induction process for staff, practicum students and contractors

COMMUNITY

- Increase College Community involvement with P&F events
- ✓ Implement Parent Portal and App
- Establish new website
- Design a new canteen menu and online order system
- Develop Alumni profile and involvement

GOVERNANCE

- Design and implement a governance review process
- ✓ Monitor the implementation of the 2017-2021 Strategic plan
- Structure delegated WHS and compliance processes

INFRASTRUCTURE

- ✓ Prioritise and implement Master Plan
- ✓ Installation of air conditioning and acoustic treatment in MPC
- Refurbishment of College Administration Block
- ✓ Refurbish Secondary oval
- ✓ Investigate drainage of Primary play areas and Secondary oval



DISTINCTIVELY CHRISTIAN

- Review and resource the Biblical studies curriculum
- Develop and expand student lead Christian Growth Groups
- Review and resource student devotional program
- Establish prayer as a focus of devotional programs

LEARNING

- Investigate and implement current research-based strategies to support student engagement and learning
- Refine reporting process content
- Review transition programs for new and current students
- Develop Career Services facilities
- Implement Sounds Write and Talk for Writing programs in K to 6
- Expand sporting opportunities for Primary students
- Implement a Secondary Before and After School Library program

TEACHING

- Evaluate K to 12 Writing pedagogy
- Implement a Staff Professional Development strategy
- Audit the integration of a Biblical Worldview into new curriculum
- Assess implementation of Learning Management System (LMS)

STUDENT WELLBEING

- Investigate and implement current research-based student wellbeing programs
- Strengthen Buddy program
- Provide training for staff to support student wellbeing

ORGANISATION AND COMPLIANCE

- Review Volunteers program
- Formulate and implement Marketing strategy
- Review College policies
- Expand usage of Sentral software management program
- Investigate E-recordkeeping system
- Establish private bus transport service

COMMUNITY

- Increase College Community involvement through P&F
- Implement Canteen On Line ordering system
- Launch new website
- Develop Alumni profile and involvement

GOVERNANCE

- Design and implement a governance review process
- Structure delegated WHS and compliance processes

INFRASTRUCTURE

- Refurbish Administration Block
- Refurbish G Block teaching and learning areas
- Construction of perimeter security fencing and central access control
- Provision of new Secondary lockers



Toongabbie Christian College is a ministry to primarily Christian families. We believe parents have the responsibility of raising their children enlist the support of Christian educational institutions to assist them in this task. Toongabbie Christian College is a Christ-centred learning community where teachers and families serve together in partnership to assist students to grow up into Christ. TCC seeks to provide a high quality Christian education that reflects the biblical worldview and the way of life that it inspires which is consistent with our Purpose Statement.

To function as a Christian community in supporting families by providing quality education to develop the whole person in a Christ-centred, caring environment for life and eternity.

Enrolment is available to students who meet the criteria that they have at least one parent who is a Christian and part of a local Church, or, in exceptional circumstances, where only the child shows a Christian commitment. For students with disabilities, parents are required to provide details during the application process of all necessary documentation and recent professional reports at their own cost. In doing so, the College will be able to determine reasonable education adjustments. For enrolment to proceed to interview, families must indicate their support of the stated purpose of the College, its ethos and policies by signing the Conditions of Enrolment, the Privacy Notice, the Cyber Safety Use Agreement and the College Statement of Faith.

In keeping within this framework, the following categories show the priority order in which we accept students:

PRIMARY ENROLMENTS

1. Siblings of children already enrolled in the College.
2. Children of established families of Toongabbie Baptist Church.
3. Children transferring from other Christian schools (based on our criteria).
4. Children involved in the life of Toongabbie Baptist Church.
5. Children with at least one parent actively involved in a Protestant church other than Toongabbie Baptist Church.
6. Other children, at the Principal's recommendation in consultation with the Board Chair and Pastor representative or other Board members in the absence of the above.

SECONDARY ENROLMENTS

1. Children from our Primary School.
2. Siblings of children already enrolled in the College.
3. Children of established families of Toongabbie Baptist Church.
4. Children transferring from other Christian schools (based on our criteria).
5. Children involved in the life of Toongabbie Baptist Church.
6. Children with at least one parent involved in a Protestant church other than Toongabbie Baptist Church.
7. Other children, at the Principal's recommendation in consultation with the Board Chair and Pastor representative or other Board members in the absence of the above.

KINDERGARTEN STARTING AGE

It is strongly recommended that prospective students enrolling in Kindergarten turn five years old on or before 30 April in the year of commencement. Individual cases, where parents would like consideration to enrol a child at a younger age will be considered at the discretion of the Principal.

PROCEDURE: NEW ENROLMENTS

- Initial telephone, email or counter contact;
- Information, Prospectus and applications forms sent;
- Application fee is payable at the time of application;
- Upon application form and all supporting documents being received, interview arranged with Principal or person delegated by the Principal;
- The Principal will require all health professional reports and may require additional testing or contact with the previous College of a student in determining the level of Educational Support needs or EALD assistance. If the interview is successful an offer of enrolment is made.
- Offer accepted by payment of enrolment fee, and signed acceptance of the Conditions of Enrolment. The Enrolment Fee is non-refundable.
- In the initial stage of enrolments for Kindergarten and Year 7 in each new year, 50% of places are to be held for siblings and 10% of places are to be held for established families of Toongabbie Baptist Church until 30 November ie 15 months prior to the student/s commencement day. After 30 November any remaining places in these years can be filled as per the priorities. When all places are filled a waiting pool is created from which casual vacancies in these years, prior to commencement day, will be filled as per the priorities;
- If vacancies do not exist in any of the grades being applied for, the parents are advised in writing of the outcome and the student is placed in a waiting pool for that grade;
- Unsuccessful applicants are advised in writing.

ENROLMENT POLICY

Enrolment at Toongabbie Christian College is subject to the following terms and conditions.

1. That the parents/carers will agree to allow the child to participate fully in the life and program of the College, including activities that reflect the College's Christian emphasis.
2. That the parents/carers undertake to provide the child with the correct uniform approved by the College, and is to be worn neatly and well maintained.
3. That the parents/carers undertake to provide the child with all necessary text books and other equipment of a personal nature that may be required to enable the child to benefit from the education offered.
4. That the parent/carers agree to support the child and measures taken by the College to assist the child to meet the academic and attendance requirements of NESAs and those of other providers at which they are enrolled.
5. For students with disabilities, parents/carers are required to provide current documentation to assist the College in making reasonable education adjustments. Disability, in relation to a student, means:
 - Total or partial loss of the student's bodily or mental functions; or
 - total or partial loss of a part of the body; or
 - the presence in the body of organisms causing disease or illness; or
 - the presence in the body of organisms capable of causing disease or illness; or
 - the malfunction, malformation or disfigurement of a part of the student's body; or
 - a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
 - a disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.
6. That the parents/carers accept the right of the College to employ such discipline as it seems wise and expedient for the child, and agree to uphold in every way possible the College's authority and right to administer appropriate discipline in accordance with the policies of the College.
7. That all fees are payable in advance by the tenth day of each term. In cases where this requirement would cause hardship, parents must make contact with the Director of Corporate Services before the due date, to enable alternative arrangements to be considered. Failure to do so may result in your child not being allowed to enter a new term. Any outstanding fees must be paid by the end of each term. Should an external debt collection agency be involved, all costs will be added to the amount owing to the College.
8. That the parents/carers will give at least one term's notice of termination of enrolment in writing and failure to do so will result in a liability to pay half of one term's standard fees.
9. That the parents/carers will support the Christian ethos of the College so that the child will be given every opportunity to grow up into Christ.
10. The parents/carers agree to supply at their own cost:
 - copies of any Court Orders or Parenting Plans regarding parenting/fee arrangements;
 - AVO's relevant to the child or family;
 - copies of health professional and other specialist reports.
11. That the College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the College's policies.

Parents agree not to make alcohol freely available at any 18th birthday party or other celebrations while their child is enrolled at TCC as this would be a breach of their enrolment conditions.

The **Enrolment Policy** can be accessed at: [Enrolment Policy](#)

Conditions of Ongoing Enrolment

1. The parent/carer agrees to ensure that their child will exhibit appropriate standards of behaviour as outlined in the Student Handbook and College policies and to refrain from involvement in any activity that significantly brings the name of the College into disrepute. This will include but is not limited to the following: dress; speech and behaviour; use of tobacco and alcohol; possession, use or supply of drugs or prohibited substances; use/misuse of the internet; use/misuse of technology; bullying/cyberbullying; pornography; possession and use of weapons; any illegal activity and behaviour which is not consistent with the College's Christian ethos and the Statement of Faith.
2. Students are expected to exhibit behaviour that does not put the safety of others significantly at risk.
3. That all fees are payable in advance by the tenth day of each term. In cases where this requirement would cause hardship, parents must make contact with the Director of Corporate Services before the due date, to enable alternative arrangements to be considered. Failure to do so may result in your child not being allowed to enter a new term. Any outstanding College fees must be paid by the end of each term. Should an external debt collection agency be involved, all costs will be added to the amount owed to the College.

DISCIPLINE POLICY

The College's Discipline Policy is to be understood in the context of the Welfare Policy as it relates to the process of growth in the student's life. The College through the implementation of policy and procedures assist our students to develop as a whole person made in the image of God and nurtures a Christ-centred learning community where relationships are highly valued. This involves correction and the impartation of wisdom within the context of caring relationships.

Discipline is applied where appropriate and in accordance with procedural fairness. It is part of the students' ongoing development to realise their potential, and to provide a safe and supportive environment conducive to effective learning for all. There is a strong emphasis on reinforcing positive staff and peer role models and communication with parents.

It is the expectation that all students both in and outside of College follow the College rules and the student Code of Conduct that reflects the Christian ethos of the College.

The Discipline Policy can be accessed at: [Discipline Policy](#)

GRIEVANCE POLICY

As a Christian College, we seek to establish clear, open and honest communication with our College Community - staff, students and families. Central to our policy and procedures, is the Biblical understanding that the creation of godly relationships in a Christ-centred community is at the core of the Gospel. The Bible encourages each person to walk in truth, mercy and justice. As a result it has clear instructions to follow when a grievance occurs. The procedures are based on the principles laid out in Matthew 18:15-20, a God-given process which seeks to bring resolution and reconciliation of relationship when there is a perceived or real offence. The application of these principles produces a process that is based on procedural fairness and the right to be heard.

The Grievance Policy can be accessed at: [Grievance Policy](#)

STUDENT WELFARE POLICY

Within a Biblical view of life, the welfare of students refers to their total wellbeing and growth as persons created in the image of God. This involves supporting students as they mature in their relationships with God, with themselves and with others. Our Welfare Policy and procedures seek to promote the growth of students in the context of a safe and supportive environment for the children in our care.

In the Primary School the classroom teacher delivers the pastoral care program, while in the Secondary School, homeroom and family group teachers care for students in smaller groups. A key feature of the Secondary program is the integrated nature that incorporates features of the Personal Health and Development program, pastoral care and the discipline structures within the College. Further, the K-12 nature of the College accounts for the differences in learning, social, sporting, cultural and needs of our students.

Toongabbie Christian College recognises that children pass through different stages of schooling and at each stage we seek to address the unique needs of students from K-12.

The welfare program is supported by a Counselling team, Heads of Junior and Senior Primary and Heads of Stage in Secondary, Deputy Principals in Primary and Secondary and the Principal. Our Counselling team that includes a Counsellor and Psychologist and the College Chaplain all form part of the team supporting our students.

The Welfare Policy can be accessed at: [Welfare Policy](#)

ANTI-BULLYING POLICY

The College's Anti-Bullying Policy is to be understood in the context of the Welfare Policy. In the College there is an expectation of the acceptance and respect for others whether students, staff, parents or visitors.

The College has a zero tolerance to bullying in all forms including cyberbullying.

The Anti-Bullying Policy can be accessed at: [Anti-Bullying Policy](#)





Metella Road

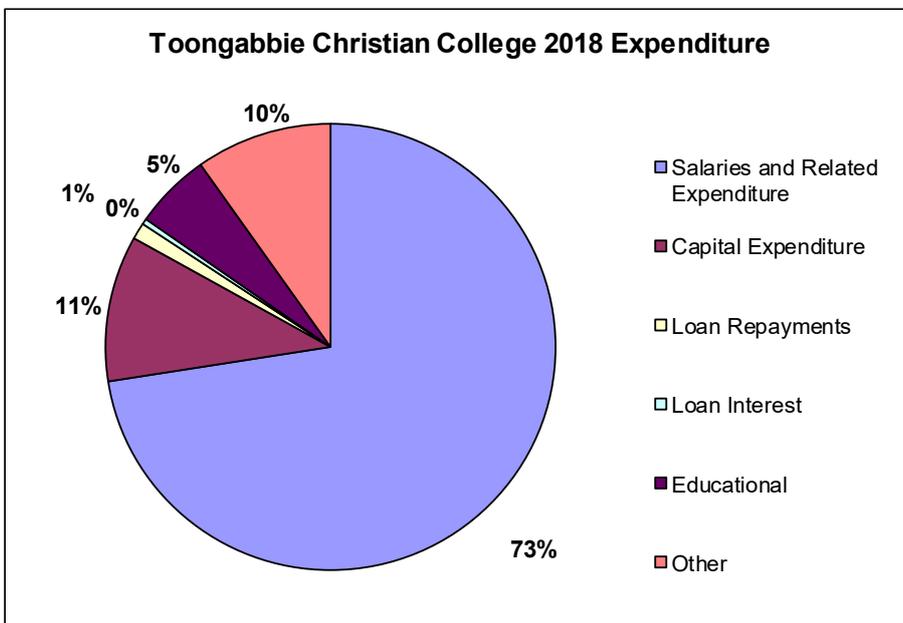
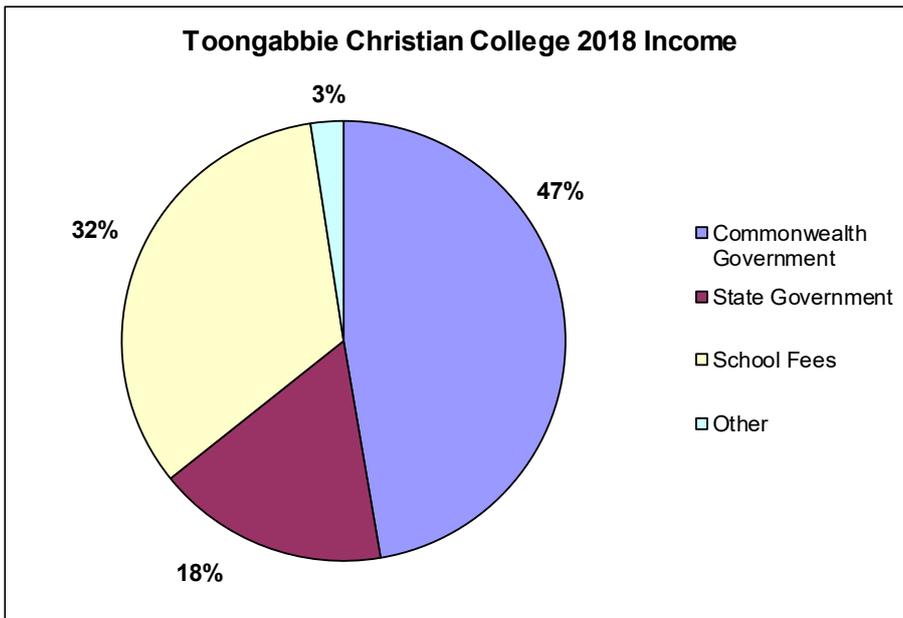


	(Amounts in 000's)	
	2018	2017
	\$	\$
Total Income (all sources)	15,167	14,287
Total Expenditure	13,286	12,646
	<u>1,881</u>	<u>1,641</u>
Operating Surplus	913	799
Capital Surplus	968	842
Total Surplus from Operating & Capital Activities	<u>1,881</u>	<u>1,641</u>



SELECTIVE MAJOR EXPENDITURE ITEMS

Capital Expenditure	1,591	901
Loan Repayments	180	180



PURPOSE STATEMENTS

Provide a quality Christian education that meets the academic, spiritual, physical, social and emotional needs of each student.

Teach the NESA curriculum encouraging each student to attain excellence according to their God-given abilities.

Present the curriculum from a Biblical Worldview perspective that challenges students to become discerning and wise in their judgements.

Regularly **challenge** all students to trust in Jesus Christ as their personal Lord and Saviour and to assist them to grow as his disciples.

Offer opportunities for spiritual growth and service that help students to grow in Christian character

Help all students to grow in a biblical understanding of themselves and others as loved, valued and unique because they are created in God's image.

Employ mature Christian staff who are well-qualified, passionate people who seek to model Christ to their students.

Partner with parents/carers and their local churches for the nurture, growth and equipping of their children.

Develop a relational community where the biblical principles of love, grace, justice and forgiveness are learnt and practised.

Witness through the Christian example of our lives and missional endeavour, to our local community and the world.