



TOONGABBIE
CHRISTIAN COLLEGE

ANNUAL
REPORT

2020

TOONGABBIE CHRISTIAN COLLEGE

1981 - 2020

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Toongabbie Christian College (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 PRIMARY	Mrs Bronwynne Pocknall
DEPUTY PRINCIPAL SECONDARY	Mrs Gai Thomas
DEPUTY PRINCIPAL TEACHING & LEARNING	Mr Gareth Scott
BUSINESS MANAGER	Mr Jaime Frialde

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

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PURPOSE STATEMENTS

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

Teach the NESAs 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.

OUR COLLEGE

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 and a College-operated private door-to-door bus service. 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 families 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 to 2) and a Head of Senior Primary (3 to 6) is responsible for the pastoral care and oversight of students. In the Secondary School a Dean of Students Years 7 to 9 and a Dean of Students Year 10 to 12 oversee the pastoral care of the Secondary School. The College has three classes per year level in the Primary School and four classes per year level in the Secondary School. To assist with the wide range of student abilities there are programs for extension, 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, Viva Voca and DESIGNTech.

The College conducts a strong curricular and co-curricular program including participation in academic competitions, excursions, a Year 5-12 camping program, dance troupes, a concert bands program, a Primary Ministry choir, a chess club and a 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 a State level.

The College employs two College Counsellors 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 provides students with opportunities for homework, research and reading for enjoyment. The College Library offers extended hours for secondary students to support their learning. Toongabbie Christian College operates a Canteen, a Uniform Shop on the premises 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 of us attains *'the whole measure of the fullness of Christ'* (Ephesians 4:13).

PRINCIPAL'S REPORT

When the Executive decided on Gratitude as our theme for 2020 we could never have anticipated the unique challenges created by COVID-19 for our College, Australia and the world in general where nearly all aspects of College life, for much of the period from late January 2020 was impacted. Looking back at 2020 I am extremely proud of the way our community has responded to the challenges posed by COVID-19. Let 2020 be remembered as a year we all collectively came together to face a once in a lifetime pandemic. Our students, staff, and parents/carers have been resilient and agile in the transition to online learning. The ability and willingness to step up to the challenge and adapt new technology to facilitate online delivery has been inspirational. Despite the challenges of COVID-19 and the disruption to teaching and learning our students achieved their 2020 learning outcomes and this reflects the dedication of students, the commitment of our staff, and the support from our parents/carers. The role NESA played supporting schools in general and the successful delivery of the 2020 HSC must be mentioned as a major achievement. The College wants to acknowledge the continued support and communication from CSA and AISNSW during COVID-19.

Although this year has been both exciting and different for our College, reflecting on 2020 brings a great sense of satisfaction as we are able to identify an overwhelming gratitude for all the blessings received from God. We need to identify with the Apostle Paul reflecting on 2020 as he knew what it was to be imprisoned unjustly, to be beaten and left for dead. He faced fabricated charges on several occasions, but Paul was still able to write to friends in the Greek city of Thessalonica. He advised, *"Rejoice always, pray continually, give thanks in all circumstances; for this is God's will for you in Christ Jesus"* (1 Thessalonians 5:16-18, NIV).

When Paul in 2 Corinthians 11:23-27 (NIV), wrote about being imprisoned, beaten, pelted with stones, shipwrecked, going without sleep, food, warmth and clothes, he did not for one moment welcome these things. He suffered badly and nearly died. Paul did not say, *"Thank God for everything that happens to us"*, but rather, *"in every situation" or "in every set of circumstances thank God that He is able to redeem the circumstances and help us to come out on the other side rejoicing"*. We need to be aware of God's hand in our lives. As stated before, God's involvement in our lives does not mean that we are free from challenges. God wants us to experience His comfort and assurance even in the midst of our troubles and challenges. It is possible to deepen our relationship with God when things are tough, as this is God's desire to deliver us in His way and time. In the midst of all trials, surrender to Him, trust in Him. We need to voice our gratitude that God is with us and will provide a way for us. In His presence we will be able to overcome our circumstances.

To give thanks in all circumstances does not mean that everything that happens in the world we live is good, but there is never a time during which we can't be thankful. We can give thanks because God is there too, no matter the circumstances. When Paul and Silas were thrown into prison in Philippi, with their feet fastened in the stocks, they sang hymns and praised God. They knew they were not abandoned, nor left alone by God, although they probably did not view their circumstances as good. But God was there, and with God present there was always hope. We can give thanks because there is no circumstance God cannot use for His purpose. It is remarkable that God uses bad circumstances for good. We were able to celebrate 2020 as a year of opportunity, a year of upskilling, a year of trusting God more and to be grateful as we were not alone.

When we began the 2020 school year with excitement, optimism and a deep sense of gratitude for another year God had gifted us, we were able to testify that we were able to access new opportunities to learn, grow and thrive as a community under the watchful hand of our Loving Father.

Following a year like never before, students, staff and parents/carers will engage once more in music, singing, theatre, sport, camps, excursions, and other events and activities. We will be able to praise, worship and pray honouring our Loving Father in person. Although we were able to engage in so many of these things online, we missed the personal interaction around our faith and supporting each other.

We have completed 2020 successfully and we are looking forward to celebrating our 40th year as a Christian School in awe of how faithful God has been over the past 40 years.

Dr Johan Griesel
Principal

CAPTAINS' REPORT

During our years at Toongabbie Christian College, we have had the opportunity to be a part of a diverse and dynamic grade. Over the past year, we also had the honour and opportunity to lead the Prefect Body as a team with Ysabella Avedillo and Oliver Skiller, as College Vice Captains. Our vision was to see the entire student body become one family in Christ, who would commit to seeing the Kingdom of God advance in power, where through Godly relationships there would be accountability and an open community with a renewed passion for Christ. It has been our privilege to see this vision develop despite the challenges of this unique time in history.

For our final remarks, we wanted to present you with a few challenges that we ourselves have been challenged by the past year. Firstly, that 'Who you are friends with does not determine your value'. This relates to Romans 12:2 (NIV) where it says "*do not be conformed to this world any longer with its superficial values*" but focus on Godly values and ethical attitudes. In other words, your identity comes from Jesus Christ, not your circle of friends.

Secondly, to "*live in harmony with one another; do not be proud (conceited, self-important, exclusive)*" (Romans 12:16). Our encouragement to you is to be inclusive in relationships, not exclusive. Diffuse the fragrance of Christ as it says in 2 Corinthians 2:15 (NIV), "*For we are to God the pleasing aroma of Christ among those who are saved and among those who are perishing*".

Thirdly, Romans 12:17 (NIV) states, "*Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone.*" In other words, respond in love rather than react in hate.

And finally, Romans 12:12 (NIV) "*be joyful in hope (because of our confidence in Christ), patient in affliction, faithful in prayer (continually seeking wisdom, guidance, and strength)*". Our confidence in Christ doesn't come out of unbelief, it comes out of our personal relationship and walk with God. From abiding in His Word, keeping fresh the premise that we have a covenant, a solemn promise with God, and having a covenant with God means He is our source and He meets our needs according to His riches in glory. He is our healer over all sickness and disease, including COVID-19.

So, in closing, be true to what you know, as you are centred in Christ, eternally grateful for what you have. Hold onto your faith and witness, cling to what is good and hate what is evil, and keep your eyes fixed on the one important thing over all things of this world, a personal relationship with Jesus Christ.

Cassandra Luna and Blake Kennard
2020 College Captains

BOARD CHAIR REPORT

“A year of unprecedented challenges but pushing onwards and upwards” is how a small business owner recently described to me the year 2020. I felt he spoke from the heart and encapsulated perfectly the Aussie spirit of shoulder to the grindstone and eternal optimism that has helped shape our nation since beyond federation. Our nation has a proud history that extends back many hundreds of years of men and women, boys and girls, stoically facing all that this life has thrown at us. Drought, flood, fire, cyclones, war, economic downturn, disease and much more. Yes, this is not the first time we as a nation have faced challenges such as the current pandemic, for in 1919 many thousands of Australians and millions worldwide were taken by the Spanish flu. As a nation we have not only survived many challenges in the past but have continued to thrive. With God’s help and continued blessing I’m sure we will continue to do the same, both now and into the future.

As a College, we’ve been inspired not only by our nation’s history and those who have gone before us but by the students and all our staff who have carried on this past year with incredible commitment and dedication. The Executive team led by Dr Griesel and all the staff in particular have gone above and beyond to ensure that learning opportunities for our students have not fallen by the wayside whilst also adhering to governmental health and safety requirements during the time of the pandemic. God has been abundantly merciful in His protection of students and staff and our prayer is that this will remain so for the year ahead.

The College Board has continued on from 2019 with a further property acquisition in line with the Master Plan. We thank God for his provision of an additional property that will add further opportunities into the future. In addition, plans are well underway to extend the existing playing fields bringing much needed space for additional sporting activities. The Board has approved the purchase of an additional bus as demand for such a service continues to grow.

There is much to do and another year is upon us and so, in the words of a fellow patriotic Australian, ‘onwards and upwards’!

Yours in Christ,

Mr Joel Gollan

Board Chair

PARENTS & FRIENDS ASSOCIATION REPORT

Due to the impact of COVID-19 in 2020, our parents/carers had only limited access to the College throughout the year. The social restrictions made necessary by COVID-19 also limited the interaction between parents/carers. This meant that the activities planned by the P&F for 2020 were unable to go ahead. We are looking forward to 2021 providing opportunities to be active in the community again. This will include new ways and opportunities for parents/carers to connect with each other and contribute to the life of the College Community.

Mrs Sarah Mullette

Acting President

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

PRIMARY SCHOOL

Student Leaders

Year 6 students demonstrated responsibility and resourcefulness as they served the College in the classrooms and in the playground. Due to COVID-19, Elected Student Leaders and Elected House Leaders adapted to changes in tasks, including running House Assemblies online. When permitted, Elected Student Leaders led Friday morning assemblies and did weekly jobs such as recycling and helping with Kindergarten. They displayed initiative and cooperation when partaking in new activities in order to serve their community.

WAVES and Biblical Studies

The WAVES focus this year was exploring what Jesus achieved on the cross, using the Colin Buchanan song, *"Big Words that End in Shun"*. The topics we explored were revelation, substitution, salvation, propitiation, justification, imputation, resurrection, redemption and adoption.

As a Primary School, we supported two Compassion children, Dushime from Rwanda and Jhusbert from Peru. We received regular correspondence from them and prayed for them during devotions and assemblies.

Assemblies

Our students participated in a variety of weekly assemblies throughout the year that were face-to-face pre-COVID and online, or in an adjusted format, during COVID. These include: morning assemblies, K-6 assemblies and WAVES. This year, we also introduced House Assemblies. Students came to school in their House shirts and met as Houses to learn about the origins of each House.

We had special online assemblies to recognise special events such as ANZAC Day and Remembrance Day. Students enjoyed the opportunity to have an outdoor Christmas WAVES. We were also able to finish the year with an outdoor assembly to farewell Mrs Heather Grebert and Mr Jeff Twible.

We recorded our end of year Encouragement Assembly and Presentation Night awards and families were able to enjoy these events from the comfort of their own home.

Sport

Although most of our sporting events were cancelled as a result of COVID-19, we were fortunate that some events were able to take place. We had our College Swimming Carnival in February and some students progress to CSSA Zone and CSSA State.

We were able to send a team to the CSSA Super 8s Cricket Gala Day.

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

Year 4 attended a swim school program in Term 1 and Year 6 started swim school, until it was cancelled.

Music

Students enjoyed learning about the Musica Viva group 'Mara!'. Many of these lessons took place via remote learning. In Term 3, students ended the unit with a performance from the group via Zoom.

Dance

Dance Troupes were supplied with recorded lessons for the students to access at home. This allowed them to continue to develop their skills, even though they couldn't enter any eisteddfods or festivals.

Special Events and Excursions

On 13 May 2020 and 27 May 2020, the Primary School had Wellbeing Wednesday. This was during the time were students were predominately completing their work at home. Students were given a grid of activities that they could choose from. It was great to see the photos of the activities that students enjoyed on these days.

On 1 December 2020, we celebrated Student Appreciation Day. Each student received a cinnamon donut at recess time. Kindy particularly enjoyed being handed their donut by Dr Johan Griesel.

Kindergarten enjoyed a day full of mathematics activities on our Number, Colour and Shape Day. They celebrated 100 Days of Kindy with a variety of activities.

Year 1 students enjoyed their Safety Incursion where they brought their bikes or scooters to school to further develop their knowledge of bike

safety. They visited Girraween Oval as part of their Geography unit.

Year 2 visited Warragamba Dam as part of their Science unit.

Year 3 enjoyed their Charlie and the Chocolate Factory day based on their novel study.

One Night Only in November replaced the Year 6 Canberra trip. We had an inflatable obstacle course, nachos for dinner, movie time and a sleepover. We enjoyed croissants and cheese and bacon rolls for breakfast before heading home. Students in Year 6 planned and prepared stalls for the Year 6 COVID safe Mini Fete. They raised money for their Year 6 Celebration Day, where they visited Don Bosco Recreation Centre, as well as purchasing a gift of outdoor tables and chairs for the Primary School playground.

In Term 4, Years 1, 2, 4 and 5 had Science Incursions based on their science units.

On Harmony Day, students wore their family's national dress or wore orange.

For Literature Fun Day, Lisa Shanahan came and spoke about her books. Students attended a Musical 'The Greatest Discovery'. Students enjoyed the opportunity to dress up on this day themed 'Curious Creatures, Wild Minds, Amazing Animals'. This year, students were able to purchase from the online book fair.

For Fundraising Day, students raised over \$11, 000 for Mission Aviation Fellowship. A small plane was brought to the College and students were able to have their photo taken with the plane.

Pink Day was an opportunity to raise funds for National Breast Cancer Foundation.

Lunch Time Clubs

Lunch Time Clubs provided an opportunity for students to pursue their interests during their lunch break. In 2020, we ran several Lunch Time Clubs:

Cru Group met on Mondays for students in Year 3 - 6 to read the Bible, pray and play games.

Garden Group met on Tuesdays (K to 2) and Wednesday (3 to 6) and was an opportunity for students to plant and grow a variety of plants, including vegetables, in our garden beds.

Lego Club met on Tuesdays for students in K to 6 and was an opportunity for students to develop their creativity and Lego building skills.

Coding Club met on Wednesdays for students in Year 6 to explore basic programming and coding skills.

Knitting Club for students in Years 2 to 6 met on Thursdays and students were taught how to knit.

Prayer Group met on Thursdays for students in K to 6. Students shared prayer points and prayed for the College and the needs of others.

Drawing Club met on Thursdays for students in K to 6 and was an opportunity for students to draw in a quiet space. Older students often encouraged younger budding artists and collaborated with their peers on a masterpiece.

Camps

Year 6 attended Wedderburn Camp over three days in February. They participated in variety of activities based around the Health unit they were studying.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY SECONDARY SCHOOL

Many of our scheduled events could not proceed in 2020 due to the COVID-19 restrictions. When possible, others proceeded in a different format, as virtual events. Our College Community learnt many new skills throughout the year and adapted to the limitations presented by this challenging year.

Below is a list of extra-curricular and experience-based learning opportunities offered to secondary students at Toongabbie Christian College in 2020.

Overseas Trips & Cultural Experiences

Scheduled Fiji Trip June/July 2020 was cancelled due to COVID-19.

Cultural appreciation through hosting Japanese students in September was cancelled due to COVID-19.

Camps

Year 7-12 Camps were cancelled due to COVID-19.

Prefects in Year 10 and 11 attended a day only camp over two days where students participated in sessions and an outdoor experience which focused on leadership development and team unity.

Student Leadership

Leadership Camp was cancelled due to COVID-19. The Peer Support Program where student leaders from Year 10 to 12 mentor Year 7 and 8 students continued in 2020. Staff 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. Training for student leaders occurred in March 2020, but due to COVID-19 restrictions ongoing physical mentoring sessions were limited and adjusted when required. Student leadership program through Year 7 to Year 12. After being initiated in 2019, the SALT leadership program for those in Year 7 to 10 was suspended until 2021 where selected leaders will carry over into 2021.

Wellbeing Presentations

Students were refreshed with presentations that included the Friend First Aid initiatives by the Wellbeing Team where students are reminded about the best ways they can care for their friends from a mental health perspective.

Selected students in Year 9 were involved in a Future Proofing Study led by researchers from the Black Dog Institute at the University of New South Wales in collaboration with the Australian National University, The University of Sydney, Macquarie University and Deakin University. This study aims to prevent depression and anxiety in young people.

A suite of presentations to Year 10, 11 and 12 from our Police Youth Liaison Officer to encourage respect, responsibility and safety. Presentations scheduled for Year 7, 8 and 9 were cancelled due to COVID-19.

Family Group devotions, virtual assemblies and chapels also held components of wellbeing strategies to assist students manage their wellbeing during the changing nature of face to face activities.

Broader Community Events

Unfortunately, due to COVID-19 restrictions, many of our Community Events could not take place in their usual format in 2020.

The Secondary ANZAC Day ceremony and a service to acknowledge with a one-minute silence Remembrance Day were recorded and students watched the presentation in their Family Groups.

Our Year 12 Graduation and Secondary Presentation Nights were filmed and distributed to parents/carers via YouTube. Parents/Carers were encouraged to meet together in their homes, with respect to COVID-19 restrictions, and celebrate our students' achievements with other family members.

A Year 12 Parent Meeting, Helping Your Child Conquer the Trials and HSC was held as a virtual event.

Students in Year 11 and 12 Visual Arts classes were provided with the opportunity to display their work at the Visual Arts Exhibition, which was held in the College Theatre Foyer. Parents/Carers were invited to view the exhibition, celebrating the wonderful gifts that God has given these talented students.

College Community Building

2020 proposed many challenges to the College Community with remote learning. We are proud of the way our students rose to the challenge, embracing their online learning through Google Classroom and through Google Meetings with their teachers while at home during the lockdown period. Some students still attended the College throughout the lockdown period.

Once on-site learning resumed, students continued to build strong relationships with each other through their Family Group times. Students participated in daily devotions in their Family Groups.

Many of our normal Chapels and Assemblies were held in Family Groups, rather than meeting as a whole Secondary School. Students continued to work together to contribute to these activities.

Students took part in Harmony Week, a Federal Government initiative that celebrates cultural diversity in the community. It's about advocating for inclusiveness, respect and a sense of belonging for everyone. Students were able to wear their cultural dress or the colour orange to celebrate the event. Funds raised on the day were donated to Compassion.

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

Year 10 students participated in the Annual PDHPE Stalls where students, who had been studying various population groups, delivered a health intervention campaign in the form of an expo stall, which was presented to the rest of the Secondary School community.

We were able to proceed with our annual COSDay in September 2020. This is a day to celebrate books and promote the love of story through various

events throughout the day. The highlight of the day was a COVID safe costume parade which was recorded and streamed to students in their Family Groups. Funds raised on the day were donated to the Australian Literacy and Numeracy Foundation's Wall of Hands.

Students participated in a Secondary House Festival Day in Term 4, Week 8. This day is an initiative put forward by the Secondary Prefect Body with the desire to foster House culture and provide opportunities for students to build and strengthen interpersonal relationships with one another.

For the first time, the Year 12 Formal was held onsite. Students enjoyed a great night of celebration in the MPC.

Sporting Events

Many of our regular sporting events were cancelled due to COVID-19 restrictions this year. Representative sporting events were converted to in school events.

Our Swimming Carnival and the Zone Swimming Carnival were held early in the year but unfortunately the Athletics and Cross Country Carnivals were cancelled.

The Year 9 & 10 Toonie Plate went ahead in December where students participated in various different sporting and non-sporting events to earn points for their House.

Enrichment Exercises

Many of our excursions were unable to proceed due to COVID-19 restrictions, but others were offered as virtual experiences where students were able to participate within their classroom.

Some students participated in the Mathematics Challenge for Young Australians from home during the lockdown period.

Students participated in the ICAS Assessments for Science, Digital Technologies, English and

Mathematics. ICAS is developed by the University of NSW Global, a wholly-owned subsidiary of the University of NSW.

Students in Year 7-9 were encouraged to participate in the Premier's Reading Challenge, a State Government initiative which is run through our College Library.

Students in Year 10 were provided with the opportunity to participate in a Taster Week where they sampled various subjects which are available for them as electives in Year 11 and 12.

Year 10 students participated in the Morrisby Survey, a TCC Careers initiative. Students participated in an online survey which helped determine their strengths and interests, motivations, skills, personality and desires. A student profile is created by the Morrisby site which assists students to formulate discussions around their subject selections in Year 11 and 12 and future options post HSC.

Various HSC Study days were held at the College during the school holidays to assist our students with their HSC courses.

Fundraising

Secondary student fundraising events included:

- COME Uganda Mission Sponsor Children
- Harmony Week (Compassion)
- National Breast Cancer Foundation (Pink Day)
- Sponsorship for Mrs Juliet Galiwango (Education Coordinator of New Hope International in Uganda)
- PDHPE Stall Fundraiser
- R U OK? Day (R U OK Foundation)
- Footy Colours Day (Fight Cancer Foundation)
- Wall of Hands (COS Day)

COMMUNITY SATISFACTION

Kindergarten to Year 2 Satisfaction

In 2020 Kindergarten to Year 2 students indicated by providing high satisfaction ratings that their teachers taught them about Jesus, and that they liked school and learning. The Kindergarten to Year 2 cohort indicated with high scores that they enjoy being at school and that they feel safe.

Kindergarten to Year 2 students indicated they have on average 4.4 friends. These results are pleasing, from 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: Classroom, Library, Toilets, Playground, College Office, Canteen and the Weather Shed. It is pleasing that classrooms returned a very high score as a safe place for Kindergarten to Year 2 students as this impacts the learning of students positively by feeling safe in class. The Library and the College Office returned equally high scores as places where Kindergarten to Year 2 feel safe.

The Playground, Canteen and Weather Shed returned high to satisfactory scores taking into account that larger numbers of students interact in a less structured environment in open areas with supervision that is different than in classrooms, the Library and the College Office. The area with the lowest combined score for Kindergarten to Year 2 students is predictably the student toilets. It is clear that students feel safer in areas with direct staff supervision and this highlights the trust our Kindergarten to Year 2 students have in College staff. The result supports the conclusion that the staff presence boosts student perception of safety.

Overall, the satisfaction of Kindergarten to Year 2 students is high and in general they enjoy school and feel safe while attending the College.

Year 3 to 6 Satisfaction

Students in Years 3 to 6 indicated high satisfaction with their experience at Toongabbie Christian College during 2020. Year 3 to 6 students indicated with high scores that they are proud to be a student at the College and that Toongabbie Christian College is a good school. Services provided to Year 3 to 6 students by the Library, College Office and the Sick Bay are appreciated and rated high.

The relationships with and support from their teachers received high satisfaction ratings from Year 3 to 6 students with students valuing the role their teachers play in their learning. The 1:1 Chromebook program is valued by Year 3 to 6 students where students gave a high rating to the useability of the devices in their learning. Students in Year 3 to 6 feel safe attending the College and feel cared for.

Students indicated that they on average have 7 good friendships among their peers. It is pleasing that students have wider friendship groups and at the same time that friendship groups are consistent within the Year 3 to 6 cohort. Students indicated that friendships are important to them and something they value.

Most pleasing is the high level of satisfaction students experience being taught about God by their teachers. Students in Year 3 to 6 overwhelmingly indicated a desire to learn about God and that they view this as an integral part of their learning at the College.

Students in Year 3 to 6 are committed to making a positive contribution to the College and they wish to play an important role to ensure the College is kept neat and tidy. A desire for the development of play equipment and play areas around the College were clearly expressed by Year 3 to 6 students. Overall, the Year 3 to 6 cohorts at Toongabbie Christian College indicated they are enjoying their time at the College.

Year 7 to 11 Satisfaction

The satisfaction of Year 7 to 11 students is consistent over the different year levels with Year 10 slightly higher than Year 7 to 9. Year 11 recorded the highest satisfaction rating of the cohort of students. The satisfaction of Year 7 to 11 students is high and meeting the expectations of this age group.

The Year 7 to 11 cohort of students indicated a high satisfaction rating towards the College's efforts to teach them about God and to live like a Christian. The highest level of satisfaction is from the Year 7 and Year 11 groups in terms of the College's Christian Distinctive.

Students in Year 7 and 11 indicated with high satisfaction rating that they feel safe at the College and that positive relationships exist with their teachers. Students rated the efforts of teachers high in showing care and supporting them with their learning underpinned by a friendly and caring environment. Year 7 to 11 students felt that their teachers are enthusiastic about their teaching role. The support and the availability of the Counselling Team received high ratings. Friendships and relationships with their peers was rated high by Year 7 to 11 students and there was a general feeling that bullying was managed appropriately by staff. Students indicated they are satisfied with the behaviour of their peers.

Students in Year 7 to 11 expressed high satisfaction with the IT infrastructure provided by the College with the service and support they received from the IT Team throughout 2020. Students rated services provided by the College Office and Sick Bay high. Students were clearly impacted by COVID-19 in 2020. Apart from the impact of online learning students missed access to sport, excursions, music programs, drama performances and the College Musical. Students felt that the College placed a high value on their safety during the pandemic and were pleased with the College's effort managing the effects of COVID-19.

The Dean of Students structure is understood better by Year 10 and 11 students and they rated the support received from the Dean of Students structure higher than Year 7 to 9 students.

Students in Year 7 to 11 would generally recommend the College to others and gave the College a high overall rating.

Year 12 Satisfaction

Year 12 students in 2020 expressed high satisfaction with the encouragement they received to live as a Christian while being a student at the College. High satisfaction ratings indicated that Year 12 students felt that the College provided them with opportunities and encouragement to develop spiritually and that they were taught and re-assured of God's love for them. A student made a comment that important life lessons were learned while at the College.

High satisfaction scores were recorded from Year 12 students in reference to the suitability of the College's academic program meeting their individual needs and that meaningful assignments and other activities supported their learning. Year 12 students felt sufficiently challenged in the learning and that the feedback they received from their teachers in respect to their learning was adequate. Student satisfaction ratings were high in assessing the assistance and support they received and that their efforts and achievements were suitably recognised. Year 12 students returned high levels of satisfaction with the development of their thinking, problem solving and reasoning skills, while being encouraged to take responsibility for their learning.

Students indicated that their teachers used IT effectively to support learning in general. High satisfaction ratings were recorded for the College providing a reliable IT infrastructure and that learning was well supported by the College IT infrastructure. Students rated the support and the service provided by the IT team high. Students rated College buildings and facilities high which included the appearance of the College grounds in reference to being clean and tidy.

The 2020 Year 12 cohort requested more support with career guidance and developing their study skills and habits. Students who accessed the services of the Advanced Learning teacher commented that their learning was positively impacted by applying the skills presented to them.

Personal relationships with staff were rated high by Year 12, 2020. Students viewed the College as a safe place to learn and that the College represents a friendly and caring environment. Students appreciated that there has been a focus on the whole person and not just their learning and that their wellbeing was

prioritised by the College. Year 12 2020 was highly satisfied with their relationships with other students and rated the behaviour of their peers inside and outside the classroom high.

Across many levels of pastoral care, the 2020 Year 12 cohort rated the care provided with high levels of satisfaction. This included the service provided by and the access to the Counselling Team, support by the College Office and a professional service provided by the Sick Bay. Students rated the role of the Dean of Students 10-12 high and placed a high value on the support they received by the Dean of Students 10-12. The camping program received a high rating and Year 12 students indicated that Family Groups have been a valuable time for devotions and developing relationships. Students indicated that their involvement in co-curricular activities were sufficient.

Although the 2020 Year 12 cohort was severely impacted by COVID-19 in terms of their learning and missing out on such a lot, they expressed gratitude for the way the College managed the impact of the pandemic ensuring that they could continue their learning successfully.

Year 12 2020 indicate with a high score that they will recommend the College to other students and overall gave a high satisfaction rating of the College.

Parents/Carers Satisfaction

Parents/Carers appreciate that their child can be in a Christian school where their faith is respected and nurtured. In 2020 parents/carers provide a high satisfaction rating for the College teaching their child about God and encouraging them to live a Christian life. The College's effort to develop the spiritual growth of students is rated high by parents/carers.

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 with a focus on high academic standards.

High satisfaction ratings were returned by parents/carers indicating that the College cares for students and students are safe and respected. Parents/Carers rated the College's zero tolerance for bullying high and are satisfied that instances of bullying are managed well. Student behaviour is rated high by parents/carers. Services provided by the Counselling Team are rated high by parents/carers. Parents/Carers rated the sense of belonging students experience at the College high and that a welcoming and supportive culture is evident.

Parents/Carers describe teaching staff as approachable and friendly. High satisfaction ratings for the services provided by the College Office and the Sick Bay were registered. The College's IT infrastructure has received a high satisfaction rating from parents/carers supporting learning within the College. Parents/Carers indicated that College facilities are of a high quality and sufficient but that the College play areas require further development.

Parents/Carers indicated that the College is managed well and that during COVID-19 communication and expectation were clear. The response to the pandemic was approached in a balanced way by the College. Parents/Carers were satisfied with the College following applicable guidelines throughout the pandemic. The phone calls home to parents/carers were appreciated by parents/carers. Parents/Carers rated their experience with the College high and indicated that they will recommend the College to other families. Overall, parents/carers indicated a high satisfaction with the College

Staff Satisfaction

College staff indicated with high levels of satisfaction that spiritual growth in students is encouraged and that the College focuses on supporting students on their faith journey. Staff rated their engagement with their students, the curriculum and practice high in terms of a strong Biblical Worldview.

Staff were satisfied with the College's education standard, however that an improvement agenda should be followed. Although staff are satisfied with the challenging nature of the curriculum, student commitment to their learning and supporting students with their engagement with their learning needs to be strengthened. The levels of feedback to students in relation to their learning is regarded as important by staff to increase student achievement. Supporting students with learning needs is rated high by staff and the overall application of effective teaching strategies across the board received a high satisfaction rating. Staff rated

their enthusiasm performing their duties as teachers and supporting staff as high and emphasised that staff work well and effectively in teams across the College.

High ratings indicate that the staff of Toongabbie Christian College care about the wellbeing of their students and that a safe physical and emotional, caring and friendly environment, is clearly visible across the College. Staff acknowledge the importance of their role in managing bullying behaviour effectively to ensure student safety. Staff rated student behaviour high and that students respect College staff. Staff identified that students experience a sense of belonging and are mostly proud to be a student at Toongabbie Christian College.

Staff expressed high levels of satisfaction with the IT infrastructure and IT support to enable them to perform their duties effectively. High satisfaction has been indicated with staff having access to the necessary resources and workspaces to perform their responsibilities across various roles. Staff remain committed and value a clean and tidy environment in which to work. Staff rated the services they and students receive from the College Office and Sick Bay high.

High satisfaction ratings represent staff's opinion that Toongabbie Christian College is a good place to work and that they take pride in telling people where they work. Staff indicated a high satisfaction with their roles and the support they receive from their supervisors and the Executive. Staff value the strong relationships with their colleagues.

Although staff were severely impacted by COVID-19 in 2020 they indicated that were satisfied that the impact of the pandemic was managed well by the College and that the College placed high value on staff wellbeing during COVID-19.

Overall, our staff expressed high levels of satisfaction in general and their commitment to a quality teaching and learning culture and the wellbeing of their students are evident on all levels.

STAFF PROFILE

Toongabbie Christian College employed 65 full time equivalent teaching staff and 23 part-time teaching staff. All teaching staff have qualifications from a higher education institution within Australia or an overseas qualification recognised by Australian Government guidelines.

10% of teachers were at the Provisional/Conditional accreditation level, who were going through the Proficient Teacher Accreditation process.

Of those, 10% who completed the process in 2020, 50% of the teachers completed the process.

90% of teachers at TCC are accredited at the Proficient Teacher Level.

The College employed 37.72 full time equivalent support staff in 2020.

Staff Composition (Full and Part Time)

1	College Principal
1	Deputy Principal Teaching and Learning
1	Deputy Principal Primary (K-6)
1	Deputy Principal Secondary (7-12)
1	Business Manager
1	Head of Junior Primary (K-2)
1	Head of Senior Primary (3-6)
1	Head of Primary Operations
2	Deans of Students (7-9) and (10-12)
1	Head of Learning Support Primary
1	Head of Learning Support Secondary
32	Primary Teachers
9	Head of Faculty Secondary
35	Secondary Teachers
6	Learning Support Officers Primary
2	Learning Support Officers Secondary
1	Secondary / Food Technology Assistant
1	Secondary Laboratory Assistant
2	College Counsellors (K-12)
1	Psychologist (K-12)
1	Chaplain (K-12)
1	IT/AV Support Technician
3	Facilities / Maintenance / Grounds
4	IT Management & Administration
11	Office & Finance Staff
1	Head of Library Services
1	Teacher Librarian (K-12)
1	Library Technician
1	Library Assistant
2	Canteen Operators
1	Out of School Hours Care Coordinator
1	OOSH Assistant Coordinator
8	OOSH Educators
11	Cleaners
1	Uniform Shop Supervisor
1	Uniform Shop Assistant
4	Bus Drivers

Professional Development

COVID-19 presented both challenges and opportunities for Professional Development. Providers changed from usually providing in-person opportunities to providing online opportunities. It had also enabled greater access to more cost-effective forms of Professional Development delivery. The average expenditure per teacher was \$1,058. Staff received professional development in the following areas:

- The WHS Committee and all members of the Executive received training in WHS matters
- Two Executive staff members completed the NESLI Course Women's Advanced Leadership
- Three staff members attended the CSA National Leaders Forum online
- Two Executive completed training as part of the National Flame Network
- Six staff members completed training in Vaping and Schools
- Nine staff members received training in Sounds-Write Linguistic Training
- Five staff members completed training in the Talk for Writing Masterclass
- Fifteen Primary School staff members received training in inclusion of children with disability and developmental delay
- Six staff members in Primary and Secondary Schools received training in the Registration and Accreditation process for NESA
- There were continued updates by Learning Support staff for students requiring reasonable adjustments and extra support
- Various staff members in both Primary and Secondary Schools received updated training in NCCD Moderation and in Evidence and Application
- Three Primary School staff members received training in strategies for Children and Adolescents on the Autism Spectrum.
- Some Library staff attended webinars on Trove, SCIS, Cataloguing and RDA for Practitioners
- Some staff members attended networking events in various formats for Leadership, Library, Christian Education and Data Analysis
- Continued refinement of the teaching and learning programs for Stage 6 especially with focus on the HSC
- Six Support staff members completed training in ASCIA Anaphylaxis, Asthma First Aid, Diabetes Intermediate Training
- All Office Support staff members received training in Customer Service
- Three staff members completed training in Attendance Requirements for School
- Two Support staff members attended an FBT Seminar
- One Support staff member completed training in Payroll
- All IT staff members had received ongoing training through ITProvTV
- Two IT staff members attended the Google Education Event
- Five staff members received ongoing training in Edval (Timetable program)
- Four Executive members commenced training in Teaching for Discipleship
- Twenty staff received online training in Canvas, the College Learning Management System
- Eighteen staff received online training in Formative Assessment
- Two Counselling staff members completed legal updates for Counselling
- One Counselling staff member became accredited in the Seasons for Growth Program
- Two staff members completed training in Zones of Regulation
- One Secondary School staff member received extensive training in Careers Education
- There were three staff members who marked HSC Examinations
- Secondary School staff members also received PD in subject specific areas including English, Mathematics, Physics, Chemistry, Biology, Technology, Food Technology, IT, Legal Studies, Modern and Ancient History, Business Studies, Geography, Music, Visual Arts, Economics and PDHPE.

STUDENT PROFILE

Student Enrolments

At the August Census in 2020 student numbers were 974. This comprised of:

Primary 505 students

females 260 ♦ males 245

Secondary 469 students

females 242 ♦ males 227

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/carers are notified via SMS if non-attendance has not been notified. Parents/carers are required to reply to the SMS providing a reason for absence. A non-reply to the SMS will be followed by a phone call to the parent/carer 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	96
1	95
2	96
3	97
4	97
5	97
6	96
7	95
8	95
9	94
10	93
11	94
12	96

In **Primary School (K-6)** the average attendance rate of students during 2020 was 96.28%.

In **Secondary School (7-12)** the average attendance rate of students during 2020 was 94.50%.

The average attendance rate of students **K-12** at Toongabbie Christian College during 2020 was 95.46%.

COLLEGE PERFORMANCE 2020 ROSA & HSC

2020 Record of School Achievement Credential

The Record of School Achievement (RoSA) records the completion of NESAs curriculum requirements for Year 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.

76 students completed Year 10 in 2020.

Year 10, 2018 - Year 12, 2020

Of the 74 students who completed Year 10 in 2018:

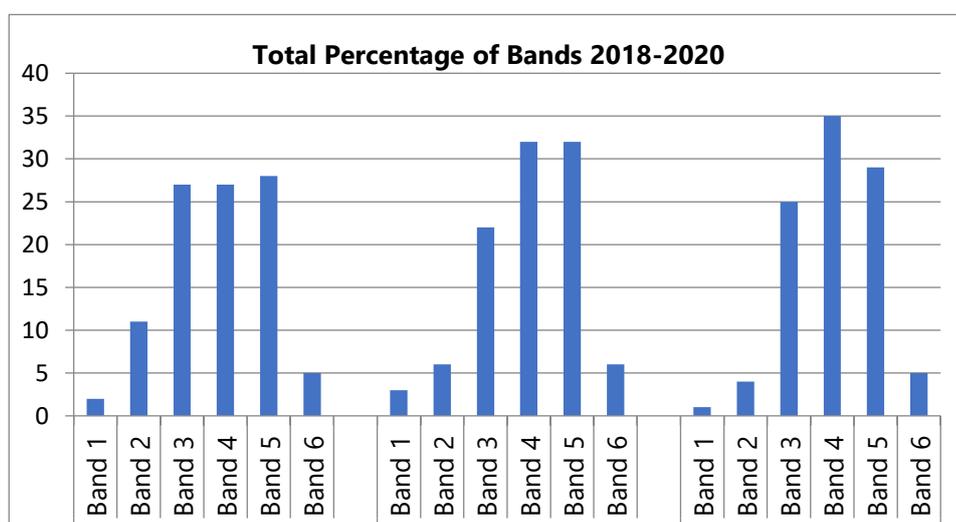
- 59 students returned to Toongabbie Christian College to commence the Preliminary Course in Year 11, 2019
- 1 Year 11 student was accepted into University in Semester 2, 2019
- 96.6% proceeded to achieve the HSC in 2020 at Toongabbie Christian College

Of the 57 students who commenced Year 12 in 2020:

- 100% of students went on to achieve all of their HSC
- 1 Year 11 student completed 2 HSC courses (2 unit Maths Ext 1 & 2 unit Maths Ext 2)
- 4 Year 12 students studied a Distance Education course

HSC Results

	2018	2019	2020
	%	%	%
Band 6	5	6	5
Band 5	28	32	29
Band 4	27	32	35
Band 3	27	22	25
Band 2	11	6	4
Band 1	2	3	1



Higher School Certificate Results & Trends

- There were 15 Band 6/E4 results
- There were 84 Band 5/E3 results
- The highest mark was for Mathematics Extension 2 which was 98%
- Examples of achievement of students in the course in the top two bands:

% of Class

- Visual Arts _____ 50%
- Studies of Religion 1 _____ 57%
- Music 1 _____ 60%
- Mathematics Extension 1 _____ 67%
- Mathematics Extension 2 _____ 100%

Success in schooling looks different for each student. Some achieve outstanding academic results, others achieve a personal best and some just want to complete the HSC. One student achieved a Band 5 or Band 6 for all of her subjects in the 11 units that she studied. One student in Year 10 had been accelerated to complete his HSC in Mathematics where he achieved an E4 in both Extension 1 and Extension 2 courses. Another student in Year 11 was also accelerated so that he could complete his HSC in Mathematics and he came first in the College in both Extension 1 and Extension 2 courses. Students persevered through difficult times that COVID-19 presented whilst navigating a changing learning landscape and they achieved results that they had never thought they would be capable of achieving. We also celebrate the achievements of students who worked hard and as one parent of a student in Life Skills had commented when her son who was in Year 11 faced many challenges, "it would be amazing if our son could just complete the HSC". He did and we celebrated his milestone of completing his HSC. We celebrate the success of our HSC 2020 cohort of students whether they be outstanding academic achievements or the achievement of personal bests or even just getting through the HSC during COVID-19.

Post College Destinations

Many universities changed their early entry offers and many students received offers. Many of the students received offers from Macquarie University, The University of Sydney, The University of Technology Sydney, the University of NSW and Western Sydney University. We are unable to confirm how many students applied for university courses but approximately 80% of students eligible to attend university were offered positions. Many students had multiple offers. A range of courses were offered but a higher percentage were from the Arts, Business and Commerce, Education, Law, Science, Technology and Mathematics areas. Other students have been successful in gaining part or fulltime employment or have enrolled in a range of other tertiary courses at other institutions. Some are enjoying a gap year and serving in their local communities or attending theological training at other institutions in order to serve in their local churches.

COLLEGE PERFORMANCE: NAPLAN

Due to the COVID-19 pandemic no NAPLAN tests were administered in 2020 in Australian schools.

REVIEWING OUR 2020 STRATEGIC TARGETS

KEY	✓	Completed
	○	In progress/ongoing
	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
- ✓ 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 a 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-record keeping 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

2021 STRATEGIC TARGETS

Distinctively Christian

- Roll-out "God's Big Story" poster
- Review Secondary Biblical Studies curriculum

Learning

- Investigate and implement current research-based strategies to support student engagement and learning
- Refine Sounds Write in Kindergarten to Year 4
- Implement Talk for Writing programs in Kindergarten to Year 6

Teaching

- Implement Educator Impact as staff continuous development program
- Implement CANVAS as the College Learning Management System (LMS)
- Implement and embed the Primary Numeracy Project through AISNSW
- AISNSW Middle Leaders Program

Student Wellbeing

- Strengthen the Buddy program
- Provide training for staff to support student wellbeing
- Implement a Student Wellbeing Framework

Organisation and Compliance

- Implement Volunteers training program
- Formulate and implement Marketing strategy
- Expand usage of Sentral software management program
- Expand Private Bus Service

Community

- Roll out Koinonia
- Strengthen the Alumni profile and involvement
- Implement a Volunteers recognition program
- Implement Canteen On-Line ordering system
- Celebrate 40 years of God's Faithfulness
- Present a Year 1-11 Musical forming part of the 40th year celebrations

Governance

- Implement a governance review by setting goals
- Draft 2022-2026 Strategic Plan

Infrastructure

- Develop AV infrastructure
- Install covered walkways around the MPC
- Install new Library service desk
- Develop a signage strategy

ENROLMENT POLICY

The Enrolment Policy can be accessed at: <http://tcc.nsw.edu.au/wp-content/uploads/2018/06/Enrolment-Policy-2018.pdf>

1. INTRODUCTION & PURPOSE

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. The College seeks to provide a high quality Christian education that reflects a Biblical Worldview and the way of life that it inspires which is consistent with our purpose.

2. 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.

3. POLICY

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.

Conditions of Enrolment

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 NESA 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.

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 Student Welfare Policy as it relates to the process of growth in the student's life. The College through the implementation of policy and procedures assists 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 WELLBEING 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 Deans of Students in Secondary, Deputy Principals in Primary and Secondary and the Principal. Our Counselling team, which includes 2 Counsellors and a Psychologist and the College Chaplain all form part of the team supporting our students.

The Student Wellbeing Policy can be accessed at: [Student Wellbeing 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 policy to bullying in all forms including cyberbullying.

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

FINANCIAL REPORT

\$

(Amounts in 000's)

	2020	2019
Total Income (all sources)	17,471	17,190
Total Expenditure	16,508	15,652
Total Comprehensive income	963	1,538

