



TOONGABBIE
CHRISTIAN COLLEGE

ANNUAL
REPORT

2021

TOONGABBIE CHRISTIAN COLLEGE

1981 - 2021

ADDRESS	30-40 Metella Road PO Box 765 Toongabbie NSW 2146
PHONE	02 8863 2952
EMAIL	enquiries@tcc.nsw.edu.au
WEB	www.tcc.nsw.edu.au

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 ADMINISTRATION	Mr Gareth Scott
BUSINESS MANAGER	Mr Jaime Frialde

COLLEGE MOTTO
Centred in Christ

PURPOSE

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.

COLLEGE VALUES

Faith • Honour • Excellence • Creativity • Service

INDEX

Our College.....	4
Principal’s Report.....	5
Captains Report.....	7
Board Chair Report.....	8
Initiatives promoting respect & responsibility Primary.....	9
Initiatives promoting respect & responsibility Secondary.....	11
Community Satisfaction	14
Staff Profile.....	17
Student Profile.....	19
College Performance: 2021 RoSA & HSC.....	20
College Performance: 2021 NAPLAN.....	22
Reviewing 2021 Strategic Targets.....	33
2022 Strategic Targets.....	34
Enrolment Policy.....	35
College Policies: Discipline, Grievance, Student Wellbeing, Anti-Bullying.....	37
Financial Report.....	38

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.

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, 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 attend. 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 in both Primary and Secondary Schools 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 NIV).

PRINCIPAL'S REPORT

In 2021 we celebrated 40 years of God's Faithfulness to the Toongabbie Christian College Community in 2021. God was there on 4 April 1981 when Toongabbie Baptist Christian Community School was officially opened. Throughout the past 40 years we have stood in awe of God's amazing faithfulness surrounding us. God's faithfulness gives us the opportunity to be here and serve this community. As the story of Toongabbie Christian College is a representation of God's faithfulness, God's Word from Genesis to Revelation tells the story of the faithfulness of a Loving God.

We discovered God's Faithfulness deeply entrenched in Scripture. We learned this year that:

- > Our God is always faithful (Deuteronomy 7:9)
- > God's faithfulness has happened, is happening and will happen (Lamentations 3:22-23)
- > God has always been the same from the beginning until the Jesus returns (Hebrews 13:8)
- > God is consistent (James 1:17)

Just a link

Have you ever wondered how some things come about?
 How an action starts a fire that can't be put out?
 It sometimes seems unbelievable that one action or word
 May be used by God in His great plan of things
 And in His wise economy, where He to explain –
 That the event is just a link in one whole chain
 Used to make complete His full and perfect plan.
 In every way in all things we say and do,
 For God the great Creator may be using me or you
 As just one link in a very important chain of events.

Elsie Frisken (A poem by Bob Frisken*'s mother)

**The Rev Dr Bob Frisken AM is one of the earliest pioneers of Christian Education*

Published in It Only Takes a Spark. The story of Christian Community Schools, by Bob Frisken AM

It is incredible how quickly life can change. COVID-19 has taught us that. Perhaps if we look back at this year, I do not think many of us would have envisaged how last year would repeat itself exponentially. It is almost unavoidable that we will focus on the ever-changing nature of life and this could leave us insecure and from time to time discouraged about the future, even the present. We can, however, find our encouragement, remembering God's faithfulness during tough times, even looking back at how difficult and sometimes challenging 2021 has been. We learned again this year that no challenge, no problem, no fear or hurt is too overwhelming for our Heavenly Father.

2021 was significantly impacted by the COVID-19 pandemic that disrupted nearly every aspect of life, including teaching and learning. Although Learning from Home posed challenges for our students and parents/carers, I want to thank our parents/carers and our students for their kindness, grace, and support as the College staff supported their education. As a staff we have been proud of our students for the flexibility and resilience they have shown as they learnt in a different way. We are proud of them for the way they came through the Learning from Home phase and settled back into the day to day routines after a significant time away from the College and face-to-face learning. I want to believe our students skills set has developed during Learning from Home this past year.

We need to pause and acknowledge the effort of our Year 12 cohort completing their HSC under difficult and disruptive circumstances. This group of young people have shown courage and commitment which is reflected in their results. Some of the most notable parts of the HSC results include students achieving 37 of the top band possible (Band 6 for 1 and 2 Unit subjects and E4 for Extension subjects) across 15 different subjects. In addition, our students achieved 58 of the second highest band (Band 5 for 1 and 2 Unit subjects and E3 for Extension subjects). ATAR's included 10 students who achieved an ATAR of 90 or above. The highest ATAR achieved in 2021 was 99.65.

I want to honour our staff who continued to provide quality learning experiences for our students and supported them while Learning from Home. Collectively they gave so much and I am grateful for their commitment and their professional effort under difficult circumstances.

We are grateful that our students were able to attend their camps, go on excursions and participate in sport before the lockdown commenced. Students were also able to participate in the NAPLAN testing program in 2021.

We are grateful to our Loving Father for His love and protection during the past year. We have so much to be grateful for during 2021, but we are not surprised because the God we love and depend upon is a God who never forgets about us and never ceases to carry us through difficult times.

Dr Johan Griesel

Principal

CAPTAINS' REPORT

It has been an honour to serve as College Captains alongside the College Vice Captains, Rachael Blair and Josiah Merchant. Together, we have been blessed to lead the amazing Prefect Body of 2020-2021. Despite the challenging year of both COVID and HSC, we have still managed to plan and start many projects together under the leadership of our wonderful teachers Mr Nick Gatenby and Miss Larissa Harris. From the beginning of our captaincy, we worked together to form a vision centred around humility and the eternality of God's Kingdom.

Although we have had a tough couple of years, we have still taken the main ideas of this vision to heart. We aimed to constantly remind ourselves of Jesus' sacrifice, as it transforms us into His image and equipped us for service in our College. Through the rewarding experience of Leadership Camp, we were taught to clothe ourselves with humility before anything else, as it is when we are weak and broken that God uses us to fulfil His will. Keeping this in mind, we have achieved many things as a Prefect Body.

Prior to lockdown, we witnessed God working throughout the College with initiatives such as House Festivals, Chapels and Peer Support, instilling a culture permeated by faith and fellowship. Furthermore, events such as the aforementioned Leadership Camp allowed us to see several students come into their various callings and we are grateful to have seen the hearts of these upcoming leaders grow and develop. We depart Toongabbie Christian College with excitement as we wait to see how God unfolds the several plans of these students and works through the incoming Prefect Body of 2022.

As we graduate Toongabbie Christian College, we are reminded of the great memories that we made and also the challenges that were faced. Throughout all these experiences and as the world rapidly changed, one thing always remained certain: God's love for us in Jesus. We encourage you to remind yourself and each other of this truth every day, as it not only transforms us into Christ-like Christians, but also comforts us in a way that nothing else can. We encourage you to constantly look to Jesus and then remember the promise of heaven. As you humbly remember this gift of eternal life, we pray that it will strengthen you in tough times and will always be the truth you rely on.

We would also like to extend our gratitude to the teachers, the staff, the Prefect Body of 2021 and to each student within the Toongabbie Christian College family. You have allowed our time of service to be a rewarding and unforgettable experience and we ultimately thank God for the opportunity to serve as your College Captains this year.

Grace De Villa and Noah Vedamonickam
2021 College Captains

COLLEGE BOARD CHAIR REPORT

I am delighted to bring you the 2021 report on behalf of the Toongabbie Christian College Board of Directors. 2021 has been another busy year for the College Board and we thank almighty God for His promised presence with us, boundless love and abundant mercy. Yes, our God is and always will be the true and living God.

2021 has in many respects continued on its merry way from the happenings of the previous year.

Last year was challenging for notable reasons and this past year has had its fair share of challenges as well. However, it seems, not surprisingly that there has been no restraint of God's provision for His people and His College and we only need to pause for a moment, have a quick look around and in the words of an old Christian worship song, we are able to count our many blessings and name them one by one. This is not to downplay the many struggles that our community has faced but to gratefully highlight that God is still God and His provision for us in all aspects of life is to be thankfully acknowledged.

"And my God will meet all your needs according to the riches of his glory in Christ Jesus."
(Philippians 4:19 NIV)

The College Board has met regularly throughout the year and has worked diligently to support the framework that ensures the College continues to provide a quality, Christ-centred education for our students and their families. I would like to thank each Director for their consistent commitment to the task of governance. Each Director has completed the required NESA training to ensure we remain compliant in the challenging landscape of governance requirements. In addition to the scheduled monthly College Board meetings, the College Board has met as required throughout the year for various committees. One such committee is the Finance Committee. The Finance Committee works to ensure the College maintains a healthy financial position through responsible fiscal management which, in addition to the day to day running expenses of the College, allows for such things as property upgrades as per the Master Plan, additional teaching staff as required and the unforeseen expenses of College life that occur from time to time. We give thanks to God that we have continued to experience strong enrolments which have meant we enjoy a healthy financial position notwithstanding the many challenges we have faced, and continue to face, as a community.

This has been Toongabbie Christian College's 40th year of operations and even though our planned celebrations have not been possible due to certain restrictions, we nevertheless remain grateful for God's provision and His faithfulness. When I consider the countless lives that have been touched by the Christian education offered at the College over the years I cannot help but honour those who have gone before, who faithfully laid the foundation that strongly supports the College and its aims to provide an education that represents a Christ-centred, quality education. I honour the current staff who continue to work diligently to ensure this is not only maintained today but is being preserved for future generations. Above all, we praise God for His abundant blessing over the past 40 years of ministry which we will continue to seek and acknowledge, both today and into the future.

Yours in Christ,

Mr Joel Gollan
College Board Chair

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

PRIMARY SCHOOL

Student Leaders

In Year 6 there are 16 Elected Student Leaders chosen by their peers after presenting speeches to students in Years 2-5. Elected Student Leaders completed a training day with Mission Aviation Fellowship. Following on from this day Elected Student Leaders identified a service project. They collected plastic bread tags and sent these to a charity who recycles these tags, using the profits to support South African children in need of wheelchairs. Year 6 students also served the College in classrooms and in the playground. In Term 1 and 2 Elected Student Leaders led Friday morning assemblies and did weekly jobs such as recycling and helping with Kindergarten. They displayed initiative and cooperation when participating in new activities in order to serve their community.

WAVES and Biblical Studies

The WAVES focus was Heroes. The testimonies and biographies of Christian men and women were used to encourage students to consider the way God uses people to build His Kingdom. Students enjoyed singing and praying together during WAVES. We continued to support two Compassion children, Dushime from Rwanda and Jhusbert from Peru. We received regular correspondence from them and prayed for them during devotions and assembly times.

Assemblies

During Terms 1 and 2 students participated in a variety of weekly assemblies including Monday Morning with Mrs Pocknall and Friday Morning assembly with Student Leaders. House Assemblies and K-6 Assemblies were held throughout Terms 1 and 2. On House Assembly days students wore their House shirts and met together to celebrate the College Values. An Easter Assembly was held on the final day of Term 1 2021. We also had special assemblies (online) to recognise special events such as ANZAC Day and Remembrance Day. Finally, our Encouragement Assemblies were recorded and released via video link to enable families to celebrate the achievements of their children.

Sport

During Term 2 students were able to participate in the WSCS (Western Sydney Christian Schools) Interschool Competition playing soccer, netball and T-Ball. We participated in Christian Schools Gala days for soccer and cricket with both boys' and girls' teams competing. Students participated in the College Swimming Carnival and Water Fun Day for K-2 held in February. Students in Years 3-6 progressed to CSSA Zone and CSSA State. Students also participated in the K-6 Athletics Carnival but further events were cancelled due to COVID-19. Students also competed in the Cross Country and the CSSA Cross Country. Zone events were cancelled due to COVID-19. Students in Years 1, 3 and 5 participated in a Gymnastics Incursion. Year 2 Swim School was cancelled for 2021 due to COVID-19.

Interschool Competitions

Year 6 students participated in CIDCOM (Christians in Debating Community) but were unable to contest the finals due to COVID-19. Our Chess Club started the year meeting weekly to further develop their skills. The Chess Team Competition against other schools but the One Day Chess Tournament was cancelled for 2021 due to COVID-19.

Music

Students enjoyed learning about the Musica Viva group 'Taikoz'. Many of these lessons took place during Learning from Home. In Term 4, students were able to watch a performance via video link. Our Concert Bands, Ensembles and Choirs rehearsed in Terms 1 and 2. Students also commenced rehearsing for the College musical Aladdin Jr but from Term 3 on all rehearsals were cancelled due to COVID-19. Toonie Tunes was cancelled for 2021 due to COVID-19.

Dance

Wakakirri was cancelled for 2021 due to COVID-19. Our Dance Troupe teacher recorded lessons for the students to access at home. This allowed dancers to continue to develop their skills, even though they were unable enter any eisteddfods or festivals.

Special Events and Excursions

During Terms 1 and 2 we encouraged community building with Silly Socks and Sunnies Day and Donut Day. On these days recess was extended and teachers spend additional time in the playground playing with students.

Throughout Term 3 and into Term 4 we held a fortnightly Wellbeing Wednesday. On these days students were provided with activities that encouraged them to be creative and explore the environment.

Students submitted photos of the things they had done and these were shared within the community. Kindergarten enjoyed a day full of mathematical activities on our Number, Colour and Shape Day. They celebrated 100 Days of Kindy with a delayed celebration due to Learning from Home with a variety of activities. Unfortunately, the visit to Kellyville Pets and Gymnastics Excursion was cancelled due to COVID-19.

Year 1 visited the Old School House at Rouse Hill and Year 2 visited Warragamba Dam and historic sites in Parramatta such as old Government House. They also participated in an incursion learning about recycling and waste reduction. Year 3 celebrated Chocolate day and enjoyed a Science incursion. Year 4 visited the Blue Mountains and enjoyed hearing the Sydney Symphony Orchestra Perform at Parramatta Riverside Theatre. Year 5 attended a 2 day camp at Wedderburn. Their Geography excursion about Bushfires was completed virtually due to COVID-19. Our Year 6 students attended a 3-day camp focusing on leadership skills. They visited Canberra for 3 days and enjoyed learning more about our national capital and our parliamentary system. A special celebration evening was held for Year 6 to celebrate their graduation from Primary School. K-6 students celebrated Harmony Day by dressing in cultural costumes or wearing something that represented their favourite country. We had a lot of fun dressing up for Pink Day and raising money for Breast Cancer research.

Students also dressed up for Literature Fun Day and enjoyed a visit from Aura Parker (illustrator) and Tim Harris (author). They also watched a

musical via video link. In Term 2 a K-6 talent quest, Toonie's Got Talent was held for each grade. Selected students then performed again in a showcase event which was attended by K-6 students and their parents/carers. In May we held a Mother's Day stall and funds raised were used to buy Mathematics resources for K-6. Unfortunately, One Day and Fundraising Day were cancelled due to COVID-19. On the final day of school, students participated in outdoor play and enjoyed celebrating with their teachers.

Lunch Time Clubs

Lunch Time Clubs provided an opportunity for students to pursue their interests during their lunch break. In 2021, 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. In
- > Years 5-6 Bible study groups met weekly in Term 2.
- > Garden Group met on Tuesdays (K–2) and Wednesday (3–6) and was an opportunity for students to plant and grow a variety of plants, including vegetables, in garden beds.
- > Lego Club met on Tuesdays for students in K–6 and was an opportunity for students to develop their creativity and Lego building skills.
- > Drawing Club met on Thursdays for students in K–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.
- > Knitting club meet weekly in Term 2. Older students learnt to knit using traditional methods while younger students enjoyed learning French Knitting.

Academic Competitions

Students from Years 3–6 participated in ICAS competitions for Science, English and Mathematics. Write a Book in a Day was cancelled due to COVID-19.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

SECONDARY SCHOOL

Many of our scheduled events could not proceed in 2021 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 2021.

Overseas Excursions & Cultural Experiences

There were no scheduled Overseas Excursions due to COVID-19.

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

Camps

Year 7-12 Camps were able to proceed during Camp Week in Term 2, 3-7 May 2021. The Secondary Camp programs aim to provide opportunities for spiritual, social and emotional growth and development of our students, providing students with opportunities to acquire and develop new skills and experiences in a different environment. It also provides the opportunity for students to get to know their fellow students better.

- > Year 7 students attended the Crusaders Campsite at Galston.
- > Year 8 students attended Tallong Outdoor Education and Retreat Centre (Wesley Experiences).
- > Year 9 students attended the Somerset Outdoor Learning Centre.
- > Year 10 students took part in the Urban Challenge around the City of Sydney.
- > Year 11 and Year 12 students had a combined camp at Collaroy Convention Centre.

Student Leadership

Leadership Camp was held from 2-4 June 2021 at Kiah Ridge Christian Conference Centre, Tahmoor NSW. This camp provides students in Year 9, 10 and 11, who have demonstrated leadership qualities, to spend time together in the Word of God. The goal is to equip them for the task of discipling others in the College Community while pursuing God with all their hearts.

The Peer Support Program where student leaders from Year 10-12 mentor Year 7 and 8 students continued in 2021. Staff offer to be mentors and work with Prefect nominees each year. Mentors and students plan to regularly meet to discuss a range of leadership issues including: devotional life, spiritual gifting, types/styles of leadership, personal goals, areas of character requiring improvement and opportunities to be involved in and out of school in various activities. Training for student leaders occurred in March 2021, but due to COVID-19 restrictions ongoing physical mentoring sessions were limited and adjusted when required.

Two students were nominated and invited to represent their Family Group as Student Leaders. Our Junior Student Leaders demonstrated our College values with a willingness to serve others using a variety of God given gifts and abilities. Student leaders represented the Year 7-9 student community in a range of tasks during the year.

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.

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 included components of wellbeing strategies to assist students manage their wellbeing during the changing nature of face to face activities.

Wellbeing Wednesday was implemented during the Learning from Home period. Online classes were run on Monday, Tuesday, Thursday and Friday allowing Wednesdays to be a day of catch-up for students to work independently on

classwork. Wellbeing Wednesday was introduced to manage fatigue that could manifest amongst students while learning using an online platform.

During Term 3 Week 6 Passion Project events were held, encouraging students from Year 7–10 to engage in activities that were interest based and required a report submitted of their activities for the week.

Students participated in a Diabetes Awareness Day on Friday 26 March 2021 which included a video presentation in Family Group to raise awareness and raise money for the JDRF Australia, an organisation which helps children with Type One Diabetes. Students wore blue to celebrate the day.

Students also took part in the Annual RUOK? Day during Term 2. As students were Learning from Home, they participated via Google Meet in Family Group time and watched a Virtual Assembly. Students wore Yellow to show their support of this important cause.

Students supported our Australian Athletes competing in the Tokyo Olympic Games and Paralympic games by wearing green and gold to celebrate this incredible international event and recognise the achievements of our Olympians and Paralympians.

Broader Community Events

Unfortunately, due to COVID–19 restrictions, many of our Community Events could not take place in their usual format in 2021.

The Secondary ANZAC Day ceremony was commemorated at the College with a Year 7–12 special assembly. The Remembrance Day service was commemorated with a recorded presentation that observed a one-minute silence and was watched by students in their Homerooms.

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.

The College Band and Ensemble programs were suspended due to COVID–19 restrictions. Our College Musical, Aladdin Jr, was postponed to 2022.

HSC Music students were able to participate in the annual Year 12 Music Performance where parents/carers were invited to attend.

Year 9 and Year 11 Drama Evening Performances were held in Term 2 where parents/carers were invited to attend.

College Community Building

Secondary Information evening events

Due to the continuing COVID–19 restrictions, our Information Evenings for Year 7–9 and Year 10–12 were made available to parents/carers in a recorded session via YouTube.

An information evening for Year 12 parents/carers was held in Term 2.

Parent/Carer and Teacher Interview evenings

Year 11 and 12 Parent Teacher Interviews were held during Term 1 and Year 7–10 Parent Teacher Interviews were held during Term 2.

Learning from Home

2021 proposed many challenges to our students with Learning from Home in Term 3 and for part of Term 4. 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.

During the lockdown period, students were involved in a series of Lockdown Challenges, created by our Deans of Students and our Sport/PDHPE Staff. Students were involved in various activities including baking, fitness challenges, Bible reading challenges and results were published in a weekly newsletter for students.

Once on-site learning resumed, students continued to build strong relationships with each other. Due to ongoing COVID–19 restrictions, students could no longer meet in their Family Groups in Term 4. Instead, students met together in class Homerooms for a Daily Check in where they read daily Bible passages, watched devotional video clips and prayed together.

Many of our normal Chapels and Assemblies were held as recorded or Google Meet events whilst students were in Family Groups or Homerooms, rather than meeting as a whole Secondary. Students continued to work together to contribute to these activities.

Many of our Lunch time groups were suspended due to the lockdown.

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. These

blankets were distributed all over the world through the charity organisation Wrap with Love. Students met together during Term 2, then in Term 3 online over Google Meet at lunchtimes on Fridays and have been able to produce 5 blankets for Wrap with Love.

Year 10 students were unable to participate in the Annual PDHPE Stalls this year due to the Lockdown in Term 3 and 4. Instead, students researched various population groups, and delivered a health intervention campaign in the form of an Assessment Task.

Eco Club operated at the beginning of the year and were able to meet together to organise a special Mother's Day Event where students put together plant gifts for other students to purchase.

Book Club, Subbuteo, Games Club, Drama Club, Bible Study and Juggling Club also ran in the first part of the year, prior to lockdown.

We were able to proceed with our annual COSDay during Term 3, online, to celebrate books and promote the love of story. The highlight of the day was a virtual COVID safe costume parade which was streamed to students in their Family Groups. Students were encouraged to donate online with funds raised on the day donated to the Australian Literacy and Numeracy Foundation's Wall of Hands.

The Year 12 Formal was held onsite at the College. Students enjoyed a great night of celebration.

Sporting Events

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

Our students were able to participate in our Swimming Carnival, Zone Swimming Carnival, Athletics and Cross Country Carnivals but many of our Zone Representative Sports were cancelled.

Enrichment Exercises

Although many of our excursions were unable to proceed due to COVID-19 restrictions, others were offered as virtual experiences.

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.

Students in Years 7-9 participated in the Premier's Reading Challenge, a State Government initiative which is run through our College Library.

The CREST Program

The CREST Program commenced at the start of the year to further enhance STEM initiatives with identified students in Year 10. Initially the students were meeting together fortnightly with staff but this was interrupted due to COVID-19.

Careers

Year 10 students participated in the Morrisby Survey, a College Careers initiative. Students participated in an online survey which helped determine their strengths and interests, motivations, skills, personality and dreams. 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.

Fundraising

Secondary student fundraising events included:

- > COME Uganda Mission Sponsor Children (Weekly collection of funds)
- > National Breast Cancer Foundation (Pink Day)
- > Sponsorship for Mrs Juliet Galiwango (Education Coordinator of New Hope International in Uganda)
- > RUOK? Day (R U OK Foundation)
- > COS Day (Wall of Hands)
- > Diabetes Awareness Day (JDRF Australia)

COMMUNITY SATISFACTION

Kindergarten to Year 2 Satisfaction

Year 1 students who mostly learned from home returned the highest mean score when asked to rate the support they received from their teachers. Kindergarten and Year 2 students recorded similar scores. When asked if their teachers continued to teach them about God while learning from home, Year 1 students returned an almost perfect mean score, with Kindergarten and Year 2 students recording very similar high responses. It was pleasing to see that the Christian teachings of the College continued in an online context and was noticed by our students. Students mostly learning from home were pleased about returning to the College and engaging in face-to-face learning after the lockdown period concluded. Year 1 returned the highest mean score, followed by Kindergarten and Year 2 scores. Students in Kindergarten to Year 2 overall returned very high scores in regards to their learning from home experience.

Similarly, very high scores were recorded for students in Kindergarten to Year 2 who mostly engaged in face-to-face learning by attending school during the lockdown period. When asked if they enjoyed attending the College during this time, Kindergarten students recorded the highest mean score, closely followed by Year 1 and Year 2 students recording the same mean score. In response to teachers continuing to teach students about God while attending the College, Year 1 recorded a perfect score, followed by Year 2 and Kindergarten students who all responded positively to continued Christian teachings. The highest mean scores recorded for Kindergarten to Year 2 were in response to all students returning to the College after lockdown. Kindergarten students recorded a perfect score, followed closely by Year 1 and Year 2, indicating that students were clearly pleased about being reunited with their peers and teachers in face-to-face learning environment.

Overall, Kindergarten to Year 2 students recorded pleasingly high scores regardless of whether they were learning from home or attending the College.

Year 3 to 6 Satisfaction

Students in Years 3 to 6 who mostly learned from home indicated that they missed their friends, with the highest mean score from Year 5 students followed by Year 3, Year 4 and Year 6. Students in Year 3 recorded the highest mean score in regards to missing face-to-face teaching, followed by Year 5, Year 6 and Year 4. The two sets of data recorded clearly indicated that attending school, interacting with their peers and being involved with face-to-face teaching and learning is valued by students. Years 5 and 6 students who mostly learned from home recorded the highest mean score in regards to their experience receiving support from their teacher, followed by Year 3 and Year 4 students. The ability of students in Year 5 and Year 6 to learn independently and use Google Classroom to access learning material definitely played a role in rating their learning experience. Year 3 and Year 4 students recorded lower mean scores due to their higher dependence on and level of support they are used to receiving from, their teacher and their ability to independently navigate Google Classroom and other online resources. Students mostly learning from home valued their teachers teaching them about God with Year 5 rating this interaction with their teachers the highest, followed by Year 3, Year 6 and Year 4. The importance of the College's faith-based approach to education continues to be valued by students and is well supported by staff. Students in Years 3 to 6 mostly learning from home were positive about returning to the College after the lockdown. Although the mean scores were closely grouped, Years 3 and 5 recorded equally the highest mean score followed by Year 6 and Year 4.

Students in Years 3 to 6 mostly learning at school during the lockdown recorded varied responses in regards to the support received while attending school. The highest mean score was from Year 5 students, followed by Year 3, Year 6 and Year 4. Year 3 students enjoyed attending the College the most during lockdown followed by Year 5, Year 6 and Year 4. Year 5 students recorded the highest mean score when rating the Christian teachings at the College, followed by Year 4, Year 6 and Year 3. Students who mostly learned from school were positive about all students returning to the College after the lockdown. Year 5 recorded the highest mean score closely followed by Year 3, Year 4 and Year 6. Students who mostly attended the College during the lockdown indicated that it was a positive experience overall.

Year 7 to 11 Satisfaction

Students in Year 7 to 11 learning from home recorded similar mean scores when indicating the support they received from their teachers. Year 10 students recorded the highest mean score, closely followed by Years 7 and 11 and then Years 9 and 8. Students in Year 7 recorded the highest mean score when indicating the continued support they received on a spiritual level during lockdown, followed by Year 10, Year 11, Year 9 and Year 8. Students mostly learning from home in Years 7 to 11 recorded similar scores in regards to missing their friends during lockdown. Returning to face-to-face learning attracted high mean scores of all Year groups. Students who mostly learned from home indicated with high mean scores that they understood the expectations from the College in regards to their learning. Year 10 students recorded the highest mean score, closely followed by Years 9 and 7 with Years 8 and 11 returning the lowest mean scores. Missing their friends and returning to the College clearly indicate that students thrive on social interaction with their peers.

An accurate determination of results in regards to the students in Years 7 to 11 mostly learning at the College cannot be made due to the small number of students in attendance throughout the lockdown period.

Year 12 Satisfaction

The 2021 Year 12 cohort indicated with high mean scores that they have been encouraged to live a Christian life while a student at the College and that they have been supported in the development of their individual spiritual journey. High mean scores were recorded in regards to the College providing an academic program that met student needs, underpinned by meaningful assignments and activities while being sufficiently challenged and receiving adequate feedback. A high mean score was recorded in relation to support received and they felt that staff acknowledged their effort and achievements, encouraging them to take individual responsibility for their learning. Year 12 students found their teachers to be enthusiastic in regards to their teaching and felt that staff and students developed positive relationships. This cohort indicated that the College could improve their provision of career education to students and place more focus on establishing effective study habits and routines. Students indicated that they felt that the staff genuinely cared for their wellbeing and that the College was a safe place to learn with the focus on the whole person and not just their learning. They indicated that they have been treated fairly by the College and have experienced a friendly and caring environment. Students were satisfied that the College dealt with bullying behaviour effectively. Whilst they indicated that student behaviour in class was generally good, they felt that it could improve when students were not in class. Students reported that they had adequate opportunities to participate in co-curricular activities, enjoyed participating in the camping program and found Family Group time valuable for both devotions and connecting with others. Students highly rated the services provided by the College. This included support provided by the College Office, Student Services, Sick Bay, IT staff, Counselling Services and the Library Team. They indicated that the College grounds and buildings were adequate, well maintained, clean and supported their learning. The 2021 Year 12 cohort were particularly complimentary of the Dean of Students 10-12 and grateful for the support he personally provided in this role.

Parents/Carers Satisfaction

Primary parents/carers completed an online survey in regards to their experience during lockdown. Responses were recorded in two groups consisting of 'Primary students who mostly learned from home' and 'Primary students who mostly attended the College'. The two groups will not be compared with each other in terms of satisfaction ratings due to group numbers being significantly different.

Primary parents/carers whose child/ren mostly learned from home during lockdown gave very high ratings indicating that the College was organised and communicated well during lockdown. Equally high mean scores were recorded from Primary parents/carers indicating that they felt their child's learning was well supported by the College. High levels of satisfaction were recorded in regards to the spiritual support provided to students and an awareness of student wellbeing for those learning from home. These parents/carers indicated that their child/ren were positive about returning to the College after lockdown and indicated that the College prioritised student health once onsite learning resumed.

Primary parents/carers whose child/ren mostly attended the College during lockdown indicated that the College was well organised and communication was rated very high. These parents/carers rated the support

their children received in regards to their learning from staff very high, as well as the emphasis staff placed on student's spiritual and mental wellbeing. Very high mean scores were recorded by these parents/carers in regards to prioritising the health and wellbeing of students when all students resumed.

Staff Satisfaction

Staff indicated with very high ratings that the College was well organised and communicated effectively during lockdown. They recorded high ratings indicating that they felt that both parents/carers and students appreciated their effort during this period. Staff rated the College's effort to support their personal wellbeing very high. Staff reported, with very high ratings, that the College acknowledged the fact that their workload increased during lockdown. Very high staff ratings were recorded when onsite learning resumed for all students in terms of the College prioritising their health, although staff indicated that wearing a mask had a significant impact on their ability to perform their duties effectively. Staff provided a very high rating for the support and leadership they received from their Line Managers/Deputy Principals and the Executive during both Learning from Home/lockdown and the recommencement of face-to-face teaching and learning.

STAFF PROFILE

Toongabbie Christian College employed 63 full-time equivalent teaching staff and 21 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.

9.9% of teachers were at the Provisional/Conditional accreditation level, who were going through the Proficient Teacher Accreditation process.

90.1% of teachers at the College are accredited at the Proficient Teacher Level.

The College employed 29.8 full-time equivalent support staff in 2021.

Staff Composition (Full and Part-Time)

1	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
10	Head of Faculty Secondary
35	Secondary Teachers
7	Learning Support Officers Primary
3	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
14	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
10	Cleaners
1	Uniform Shop Supervisor
1	Uniform Shop Assistant
3	Bus Drivers

Professional Development

COVID-19 continued to have an impact upon professional development offerings but a wide variety of professional development opportunities were accessed by corporate and teaching staff throughout 2021. The following snapshot of staff professional development opportunities consisted of a mixture of face-to-face and online attendance.

All corporate and teaching staff in leadership roles within the College participated in a 5-day course, "Leading from the Middle", presented by the AISNSW. Selected Executive staff members attended a 3-day Law Sense course to support performing their day-to-day running of the College and as a group attended the AISNSW Crisis Ready Training.

Primary staff attended courses specific to their roles within the College. These included Rise Literacy – Sounds Write Practitioner training, Science of Language and Reading, SPELD Talk for Writing and Sounds Write Linguistic Phonics training. Primary staff commenced the AISNSW Primary Numeracy Project, undertook training in the new PDHPE curriculum through the AISNSW and Dyscalculia training through SPELD.

Secondary staff participated in training in different subject areas that included the new PDHPE curriculum, Mathematics Extension 1, Trigonometry, Calculus and Statistics, Conference for Economics teachers, English Teachers Conference, HSC Design and Technology, "What is your Game Plan" and a Secondary perspective on the Science of Language and Reading. Careers Education Professional Learning included the AISNSW Diverse Pathways – Brighter Futures and the CAA New Careers Advisors Day.

Student wellbeing and safety professional development were attended by staff across the Primary School, Secondary School and Corporate staff. The professional development consisted of Wellbeing Vision, AISNSW Introduction to Whole School Social and Emotional Learning, Embracing Opportunity – Vision with Action, Rock and Water, Navigation Consent and Sexual assault, Attendance and School Refusal Planning, Collaboration and Support, Step by Step Interventions and Eating Disorders presented by the Australian Centre for Eating Disorders. In addition, staff attended Child Protection Training, Concussion Management and First Aid/CPR training.

Professional development in Learning Support included consultation in regards to support structures for students with complex needs, Learning Support Coalition supporting students with Working Memory Difficulties, Dr Temple Grandin and Sue Larkey Teaching Students with Autism Spectrum Disorder workshop, Down Syndrome Association of NSW training workshop and Creating Purposeful Individual Education Plans.

Corporate staff attended a course on Dealing with Difficult Parents and Design and Infographics. IT staff attended an AISNSW Conference and Edval training. Female staff participated in the CSA Flame program.

STUDENT PROFILE

Student Enrolments

At the August Census in 2021 student numbers were **1009**. This comprised of:

Primary	505 students
Secondary	504 students
Boys	505
Girls	504
Indigenous students	1%
Language background other than English	48%

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	95.6%
1	95.5%
2	95.7%
3	96.3%
4	97.2%
5	96.5%
6	96.7%
7	95.9%
8	94.3%
9	94.6%
10	94.6%
11	93.8%
12	94.7%

In **Primary School (K-6)** the average attendance rate of students during 2021 was 96.2%.

In **Secondary School (7-12)** the average attendance rate of students during 2021 was 94.9%.

The average attendance rate of students **K-12** at Toongabbie Christian College during 2021 was 95.5%.

COLLEGE PERFORMANCE 2021 ROSA & HSC

2021 Record of School Achievement Credential

The Record of School Achievement (RoSA) records the completion of NESA's curriculum requirements for Year 7 to 12 and is a cumulative record of grades awarded in all Stage 5 and Year 11 courses a 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.

75 students completed Year 10 in 2021.

Year 10, 2019 - Year 12, 2021

Of the 78 students who completed Year 10 in 2019:

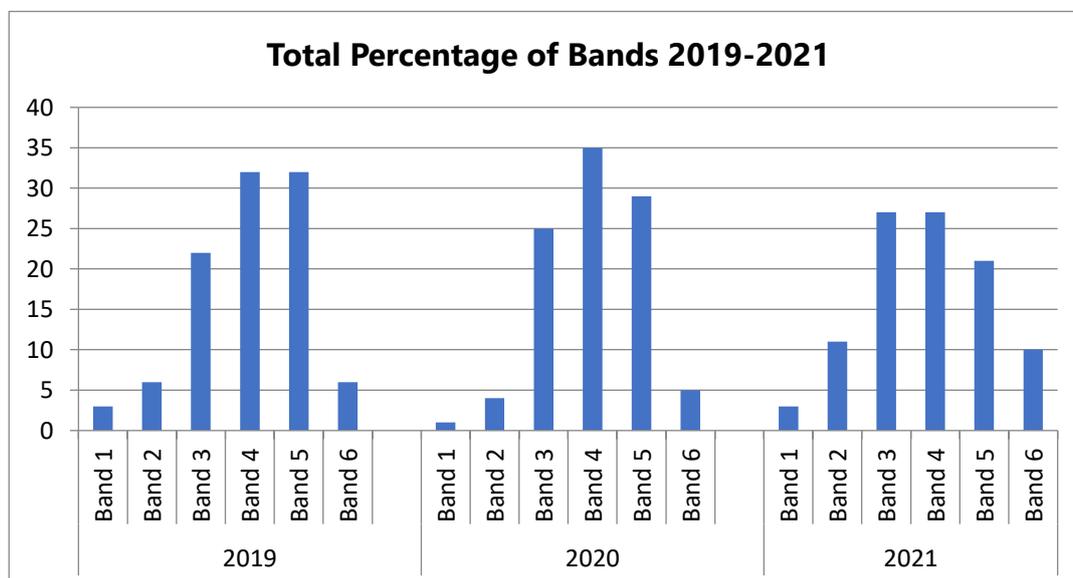
- 72 students commenced the Preliminary Course in Year 11, 2020
- 69 students proceeded to achieve the HSC in 2021 at Toongabbie Christian College

Of the 71 students who commenced Year 12 in 2021:

- 97% of students went on to achieve all of their HSC
- 1 Year 11 student completed an HSC course
- 1 Year 12 student studied a Distance Education course
- 5 Year 12 students studied a VET course with 100% achieving their course certificate

HSC Results

	2019	2020	2021
	%	%	%
Band 6	6	5	10
Band 5	32	29	21
Band 4	32	35	27
Band 3	22	25	27
Band 2	6	4	11
Band 1	3	1	3



Higher School Certificate Results & Trends

As a College, we celebrated with our 2021 cohort who demonstrated immense resilience and perseverance whilst navigating difficult educational circumstances. Although part of the learning landscape looked different, each student worked hard and the 69 strong cohort was awarded their Higher School Certificate (HSC).

In addition, the staff who contributed to the following results showed immense flexibility and professionalism while pivoting to the Learning from Home model. The Learning Support Team were instrumental in their contribution to many of our students and their success in the HSC.

Pleasingly, this cohort performed well across the board.

- There were 37 Band 6/E4 results
- There were 58 Band 5/E3 results
- The highest mark achieved in an HSC subject was 98%

Examples of achievement of students in the course in the top two bands:

	% of Class
• Ancient History _____	66%
• Biology _____	40%
• Chemistry _____	38%
• Design and Technology _____	66%
• English Advanced _____	51%
• Music 1 _____	87%
• Music 2 _____	100%
• SOR 1 _____	100%
• Visual Arts _____	52%

Success will look different for each student but some of the notable achievements include nine students achieving either a Band 5/E3 or Band 6/E4 across all of their subjects. One student in Year 11 being accelerated to complete the HSC in Physics achieving a Band 6. One of our students was selected to be a part of ARTexpress. Of the ATAR's that the College knows about, 10 of our students achieved an ATAR of 90 or above, with the highest ATAR achieved 99.65.

Post College Destinations

A large proportion of our students have been accepted into their first choices for tertiary study in 2022. Of the students who wanted to be accepted into a University course, our students have accepted offers from a range of courses including the Health Sciences, Education, Psychology, Communications, Business, Medical Sciences, Law, Music and Zoology. In addition, 23 of our students received an early offer to university, equating 1 in 3 of our students. Many of our students received multiple offers and chose courses from institutions such as Macquarie University, The University of Sydney, The University of Technology Sydney, the University of NSW and Western Sydney University.

In addition, students have been successful in gaining an apprenticeship, part or full time employment or have enrolled in a range of other tertiary courses at other institutions.

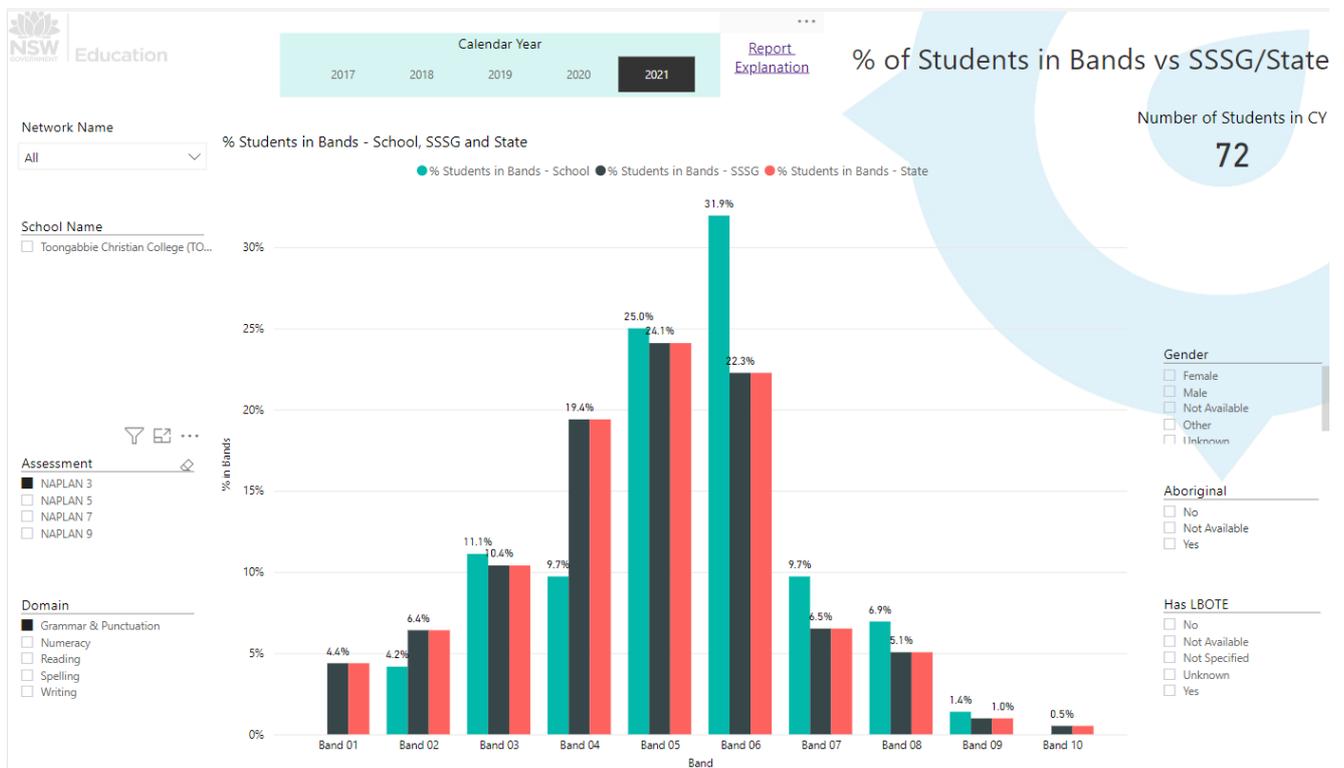
COLLEGE PERFORMANCE: NAPLAN

NOTE: % of Students in Bands vs SSG/State Report

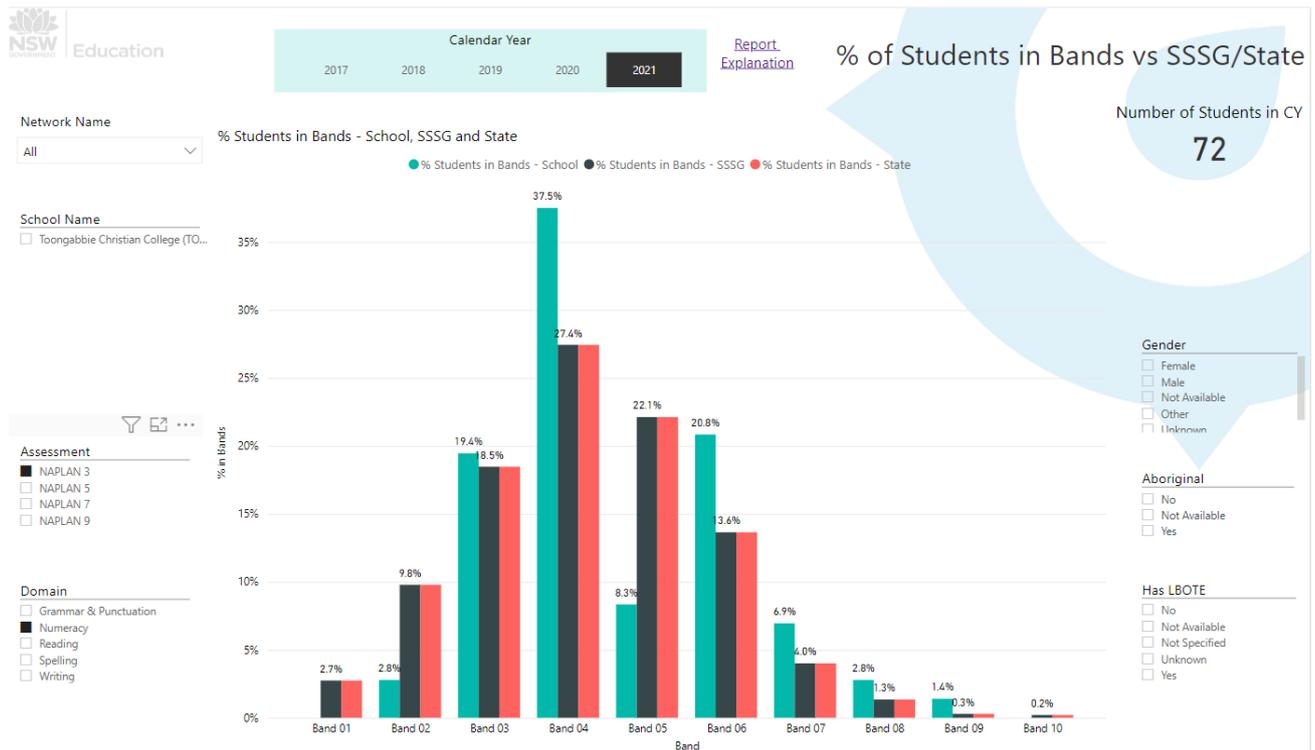
The Percentage of Students in Bands vs SSG/State (NSW) report provides a high level view of a school's cohort percentage in each NAPLAN band for the selected assessment and domain and compares the scores to the school's Statistically Similar School Group (SSSG) and the State.

- % Students in Bands – Toongabbie Christian College
- % Students in Bands – SSSG
- % Students in Bands - NSW

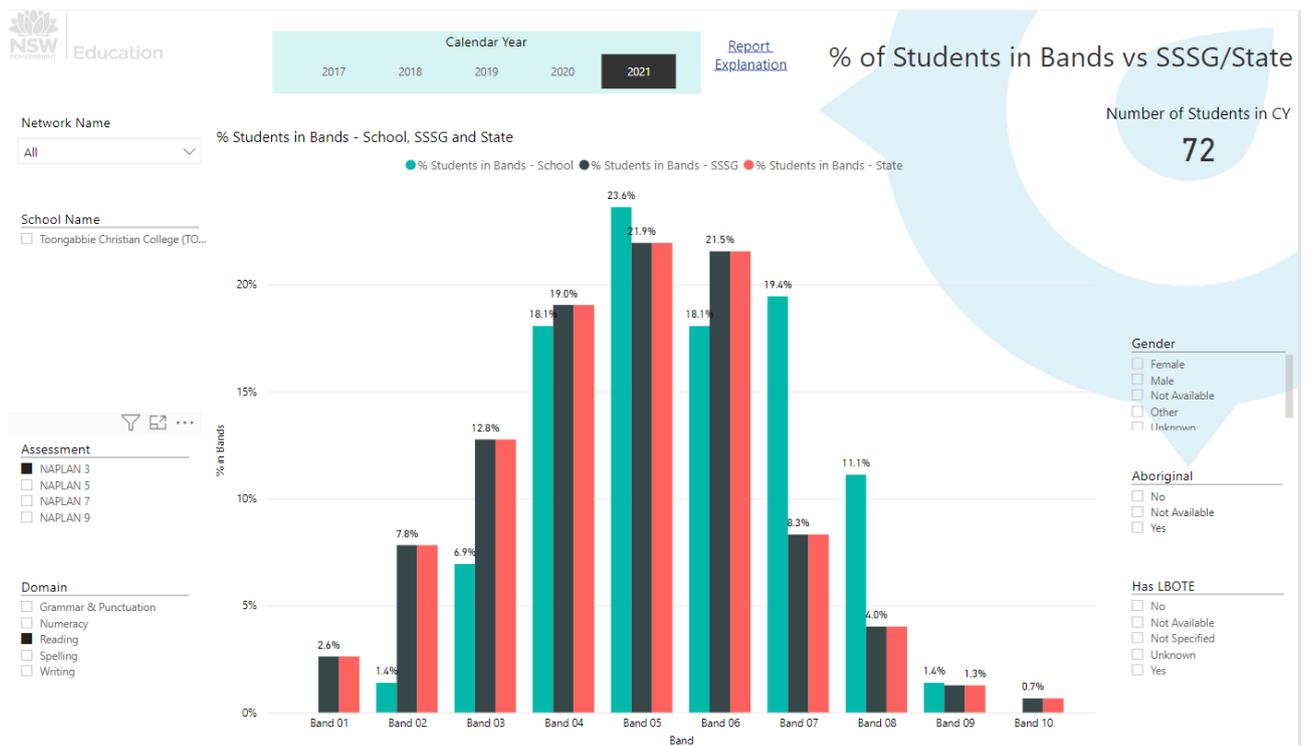
Year 3 Grammar & Punctuation



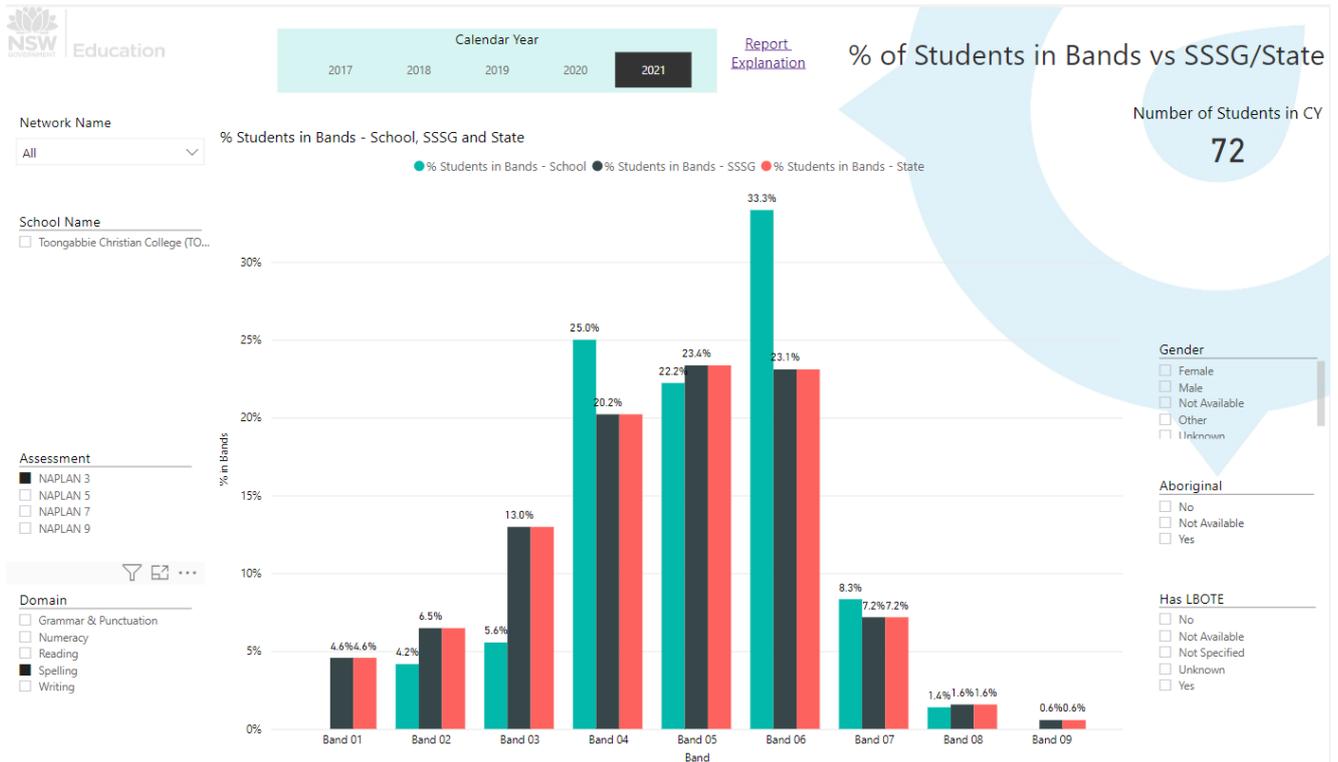
Year 3 Numeracy



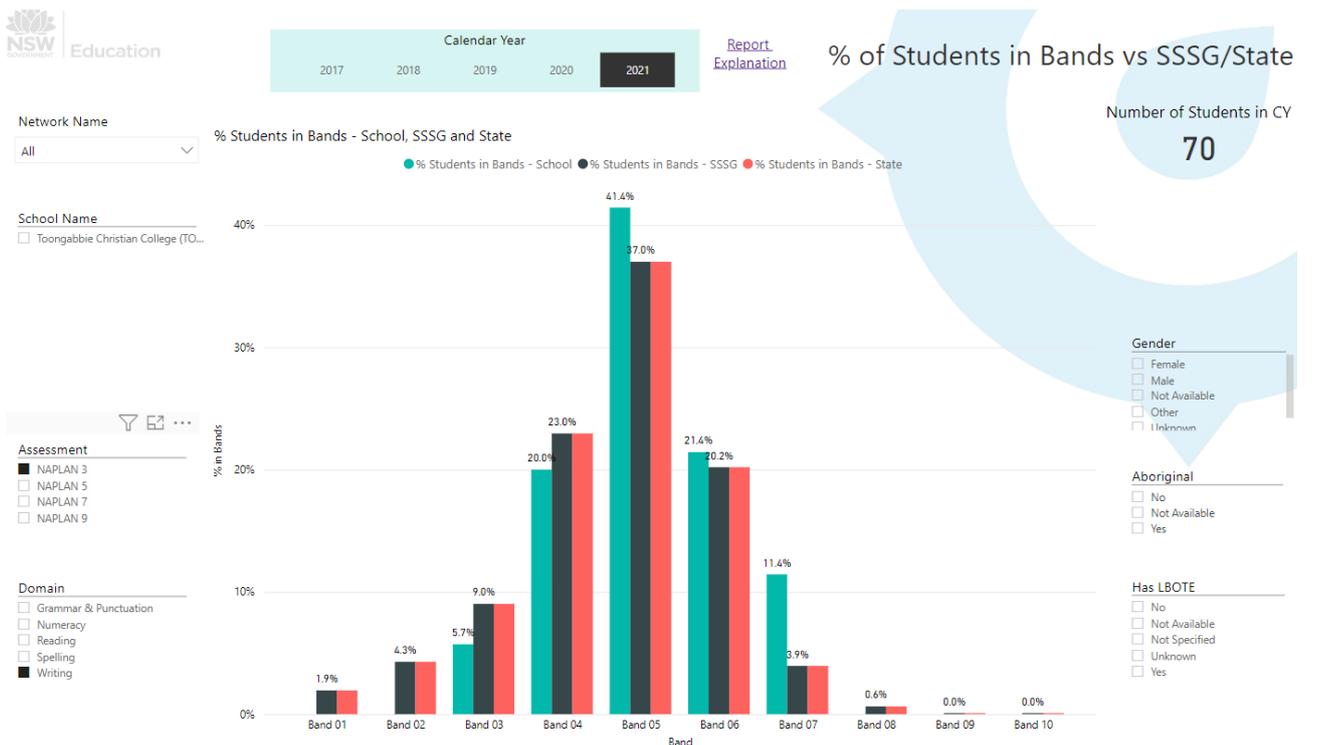
Year 3 Reading



Year 3 Spelling



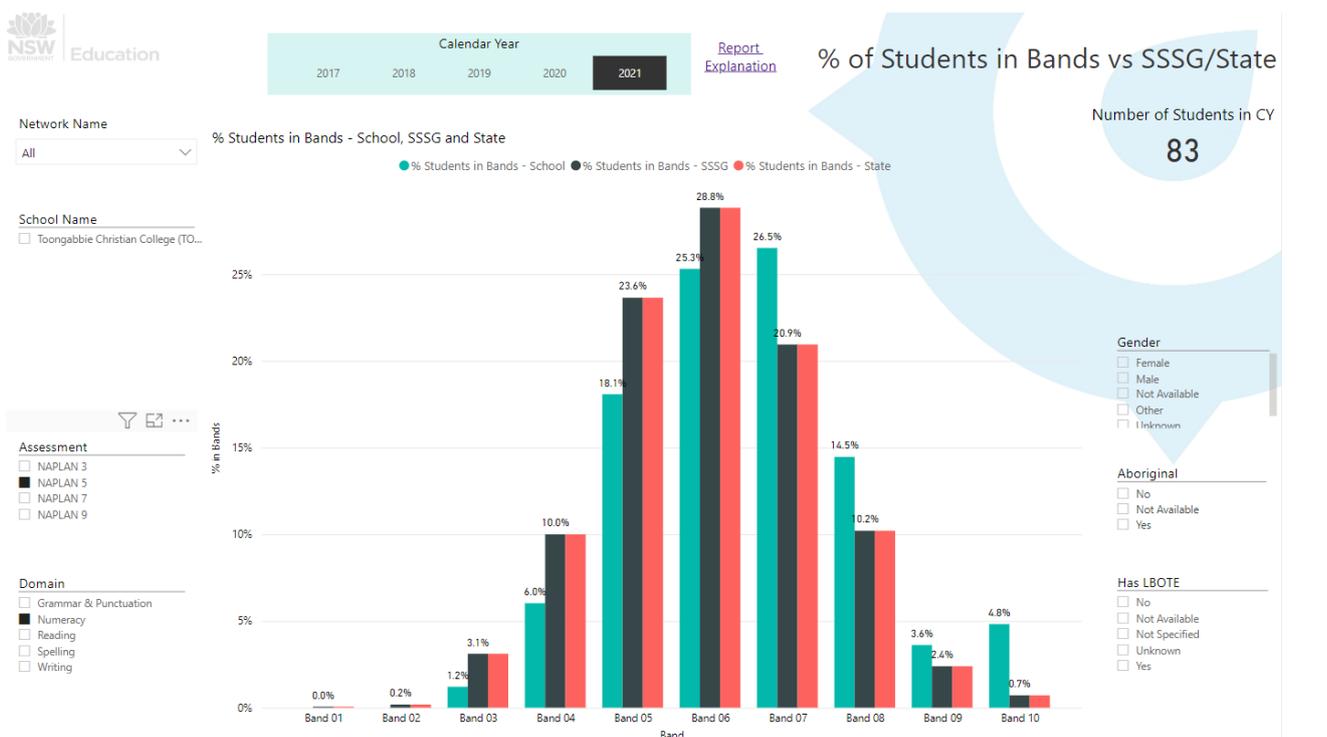
Year 3 Writing



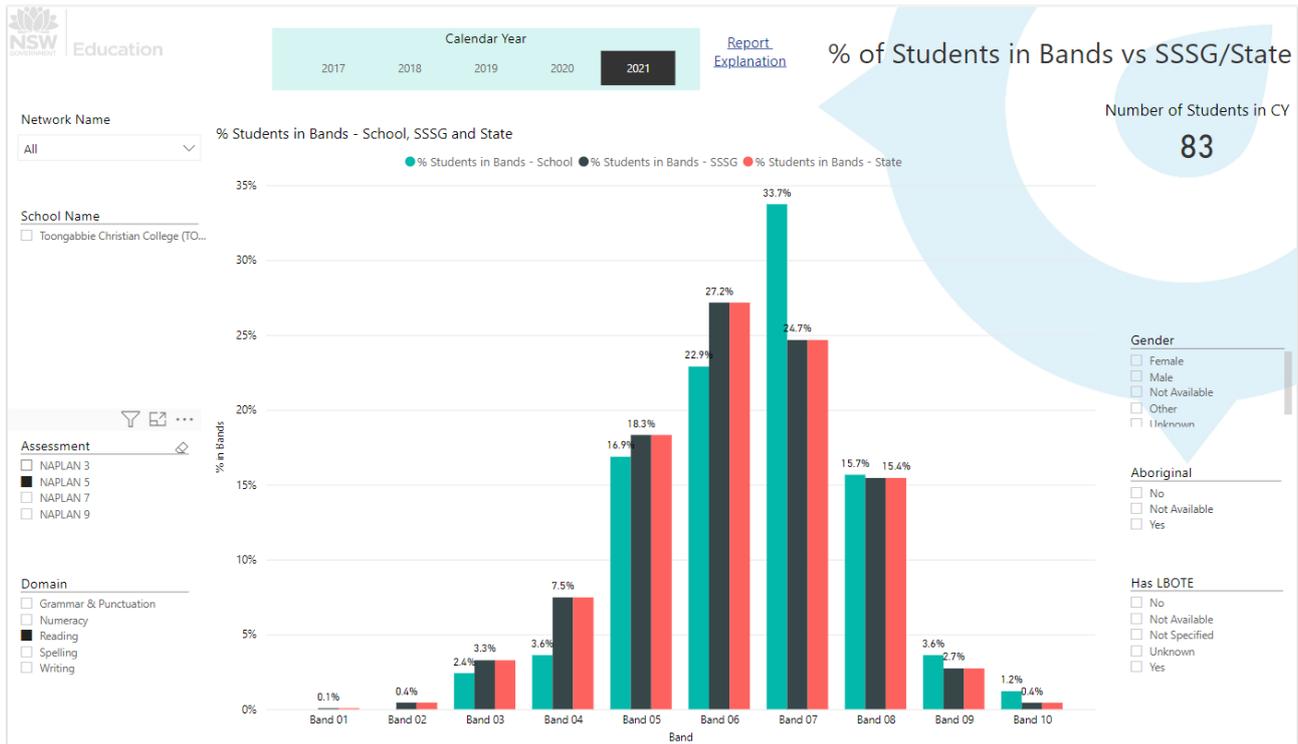
Year 5 Grammar & Punctuation



Year 5 Numeracy



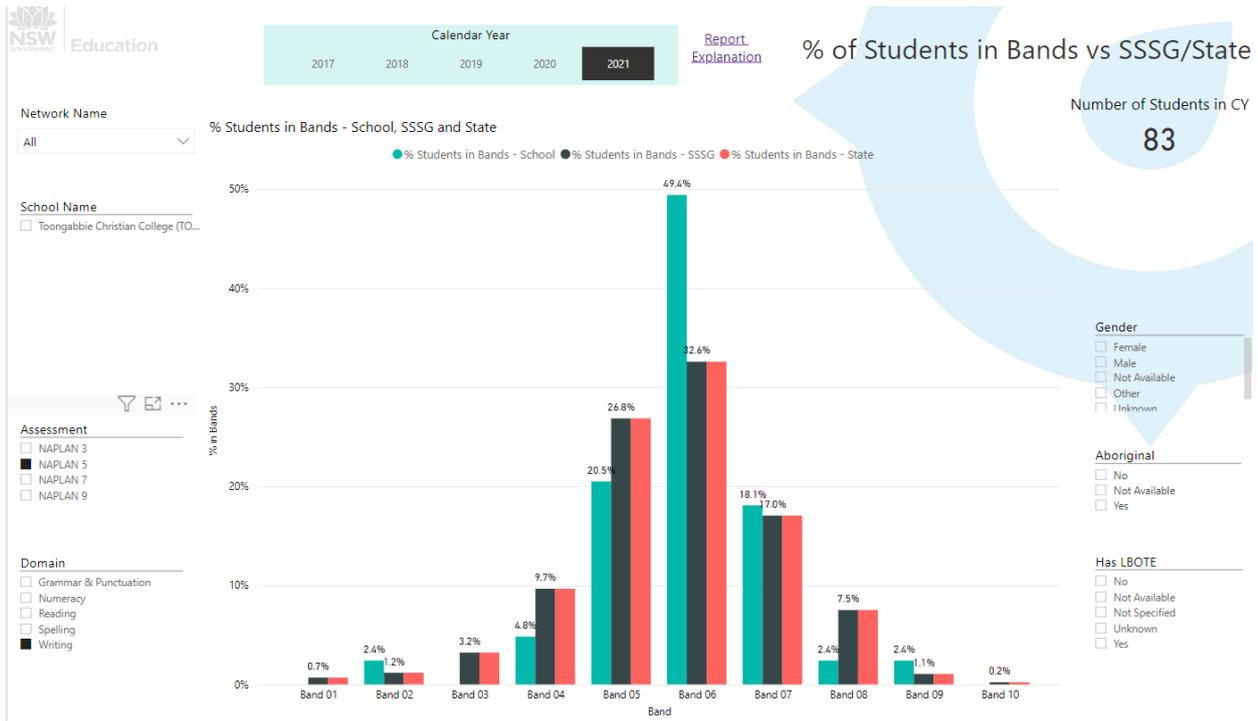
Year 5 Reading



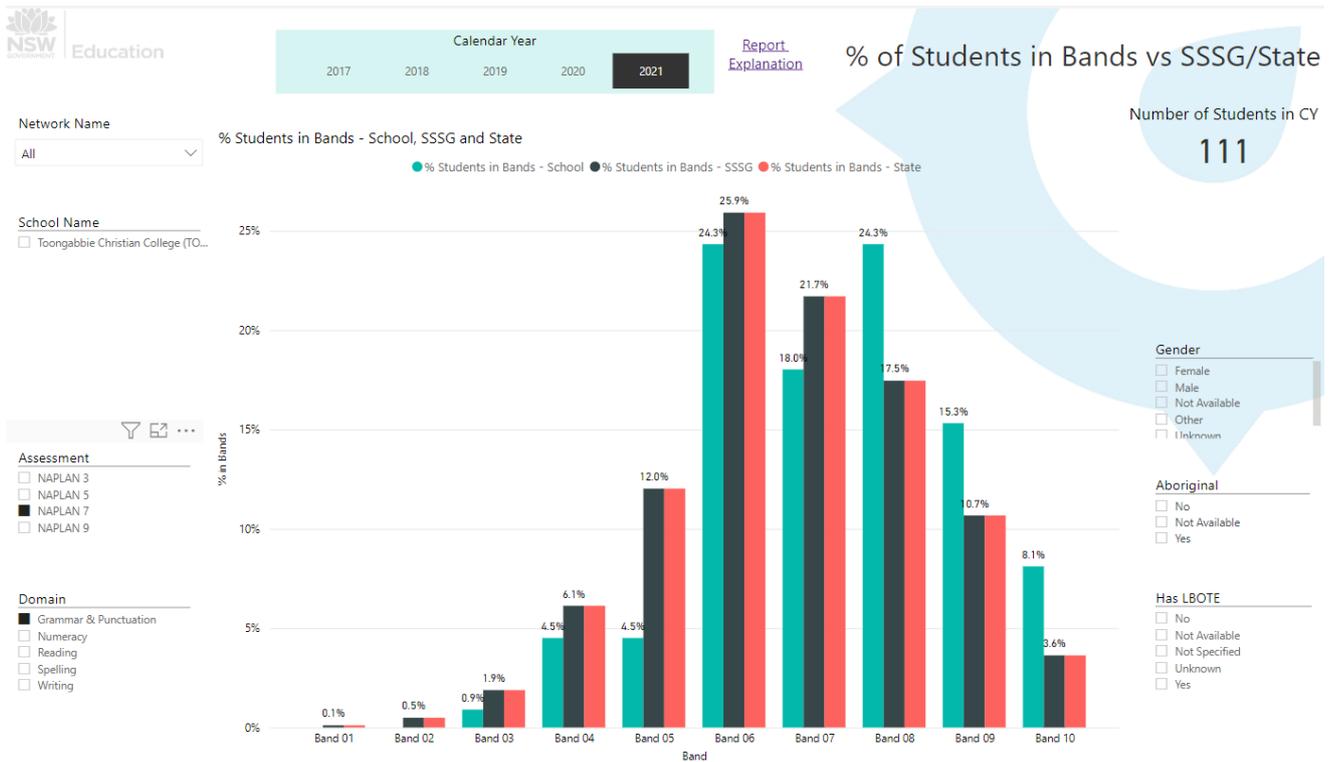
Year 5 Spelling



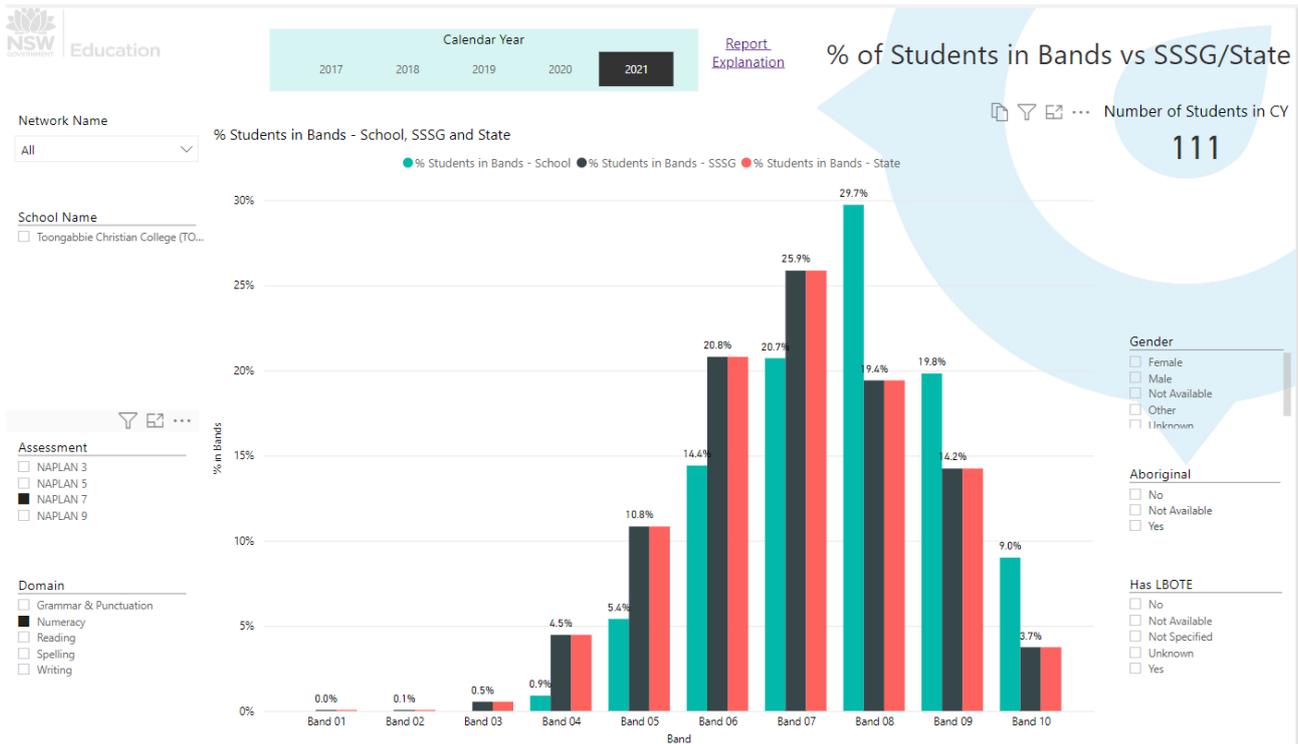
Year 5 Writing



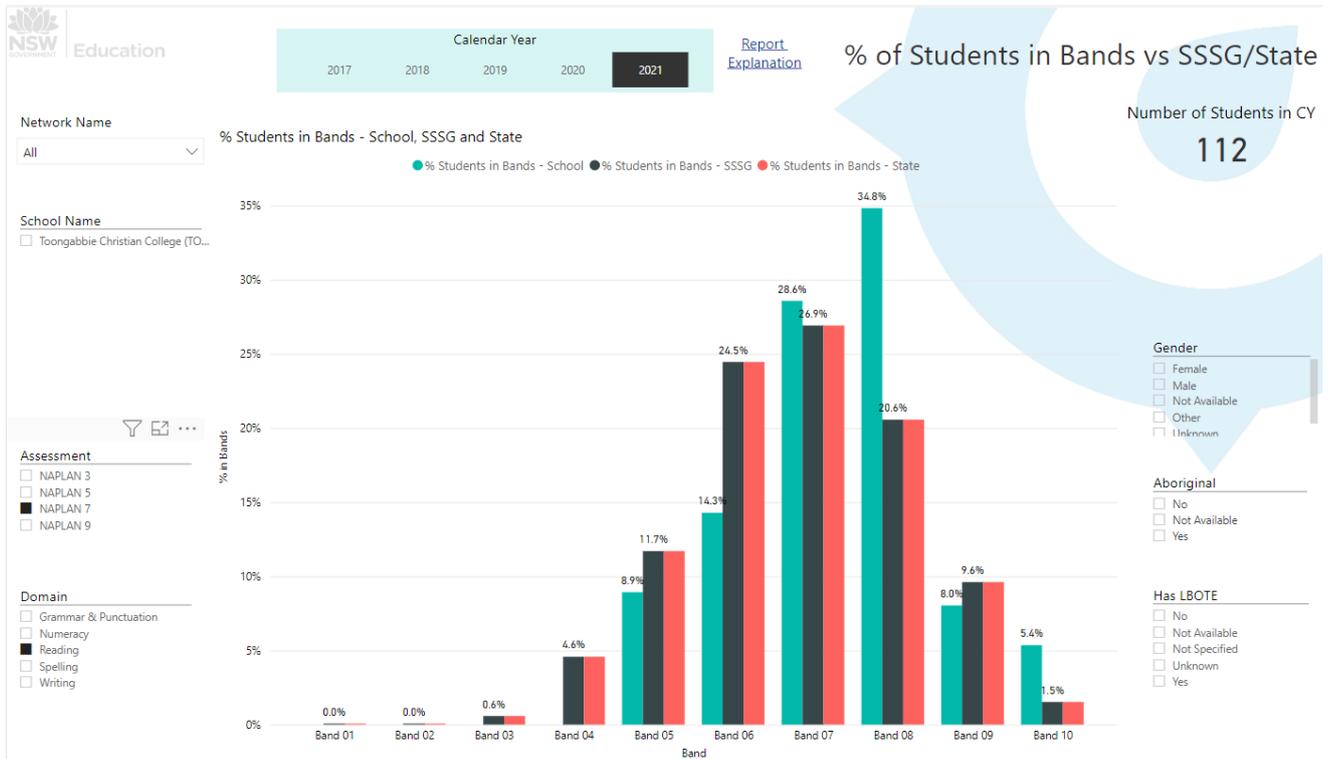
Year 7 Grammar & Punctuation



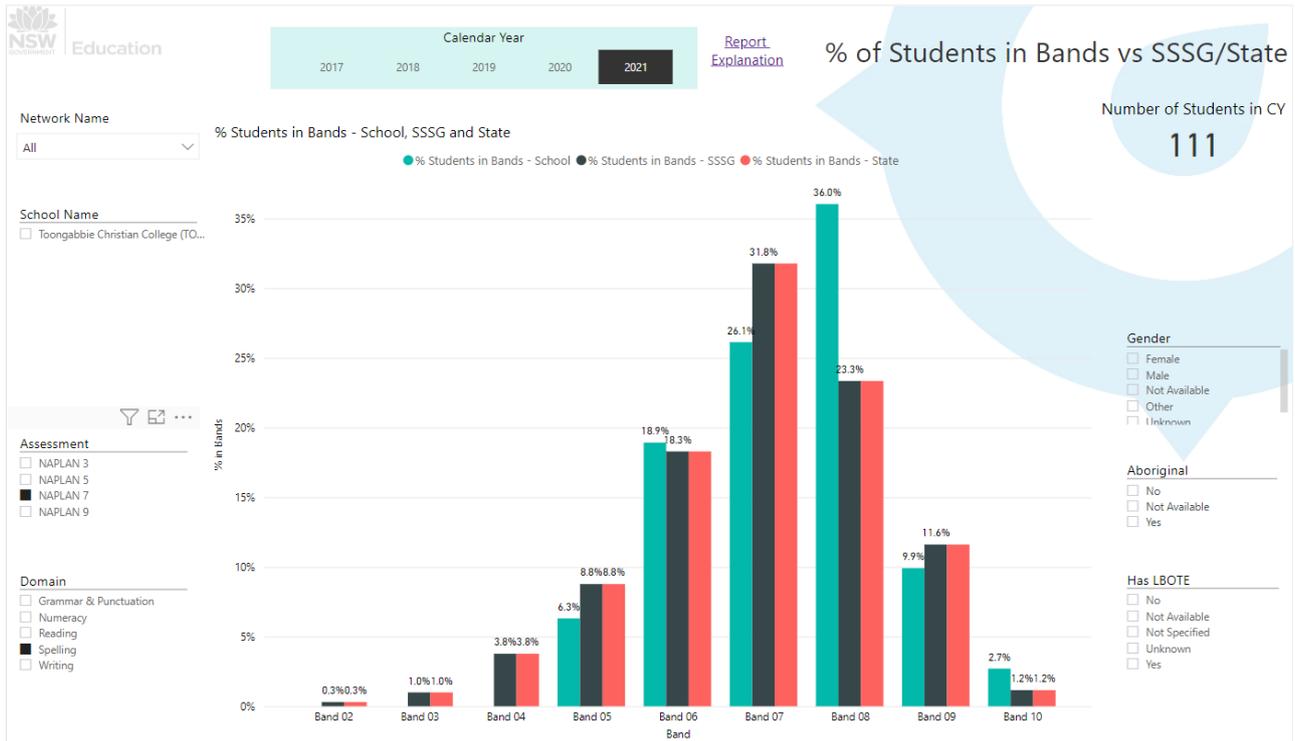
Year 7 Numeracy



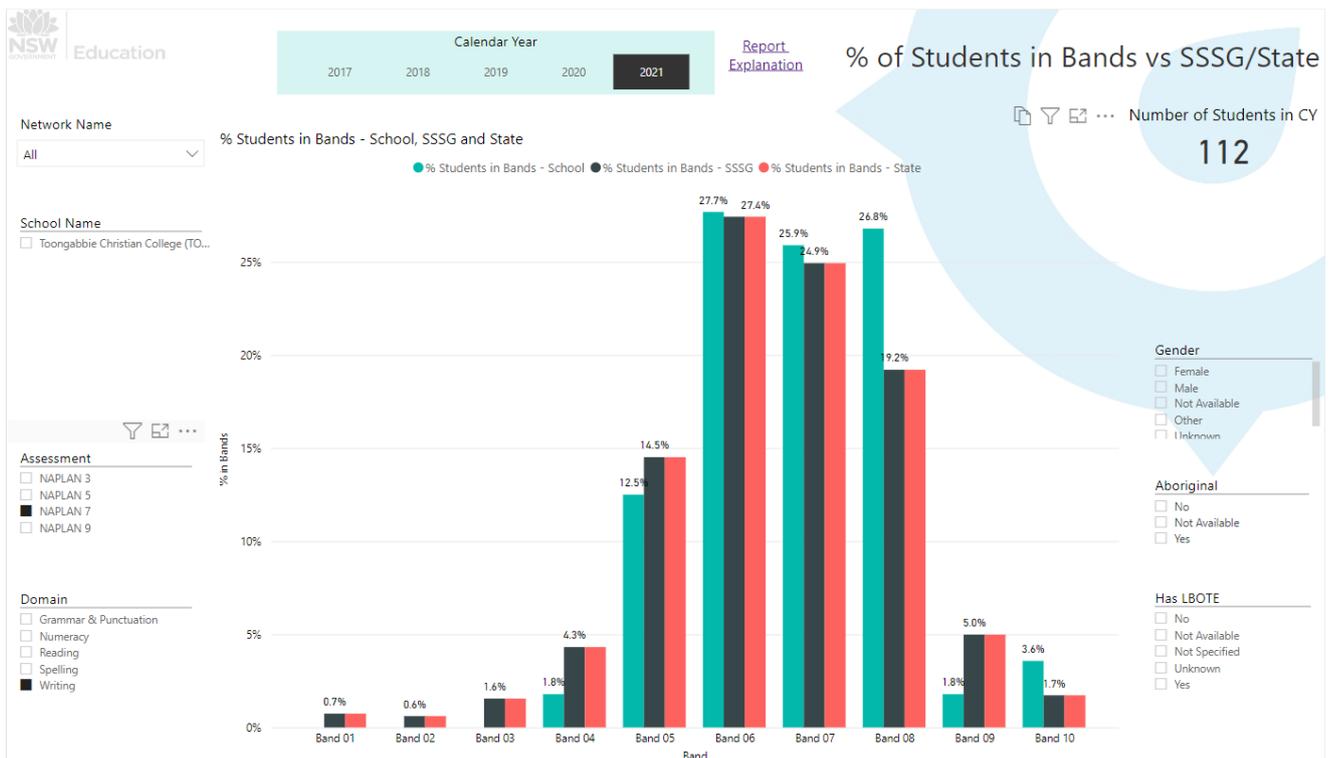
Year 7 Reading



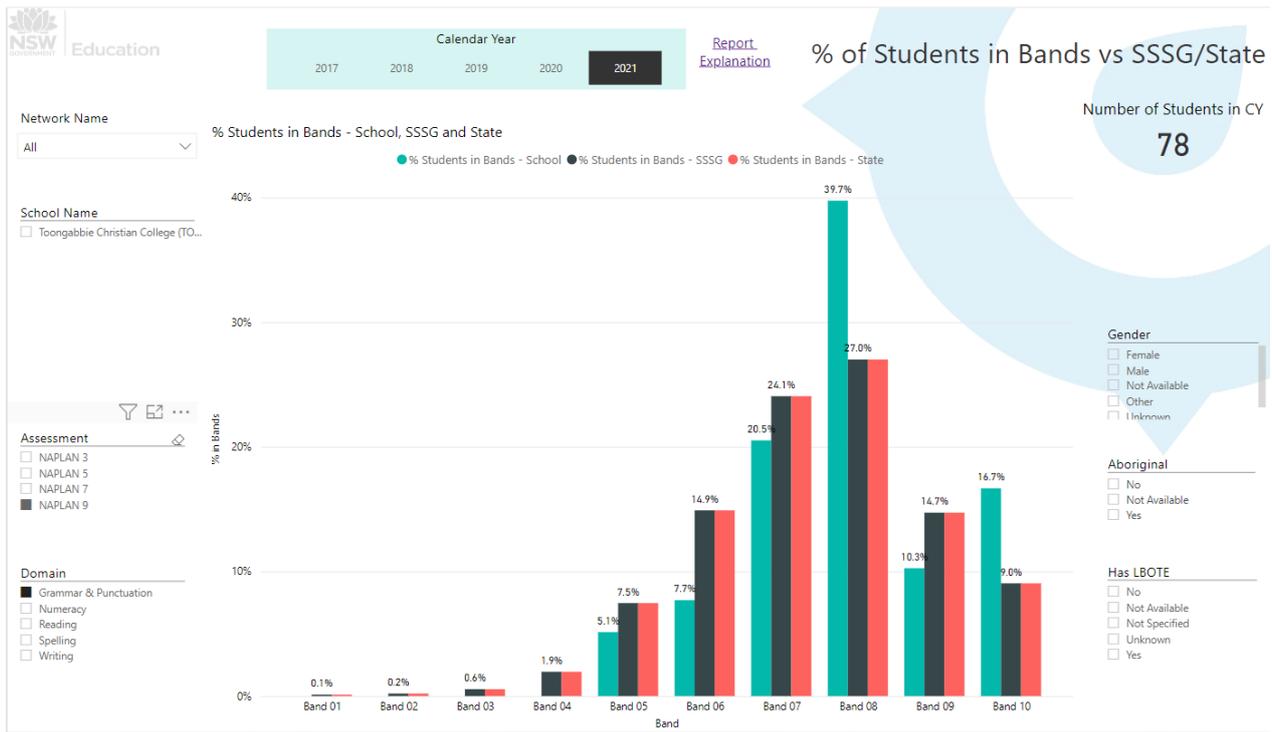
Year 7 Spelling



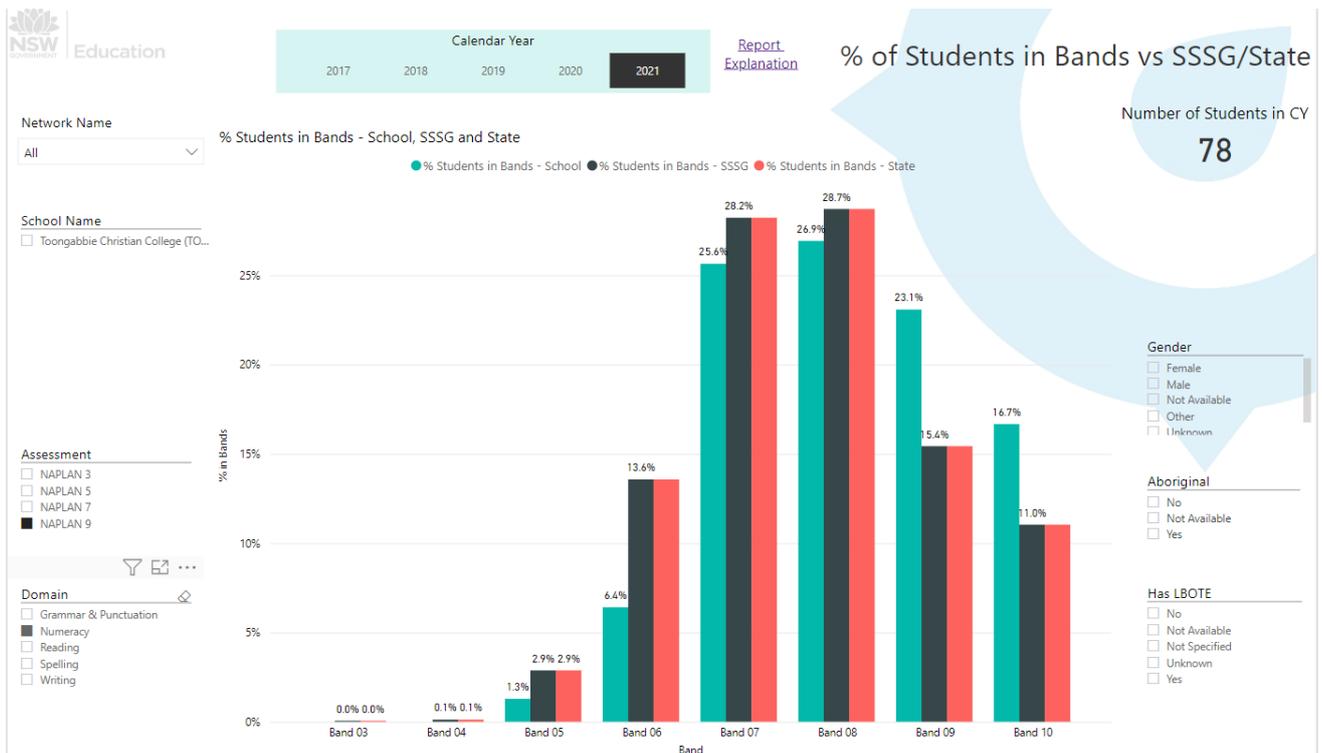
Year 7 Writing



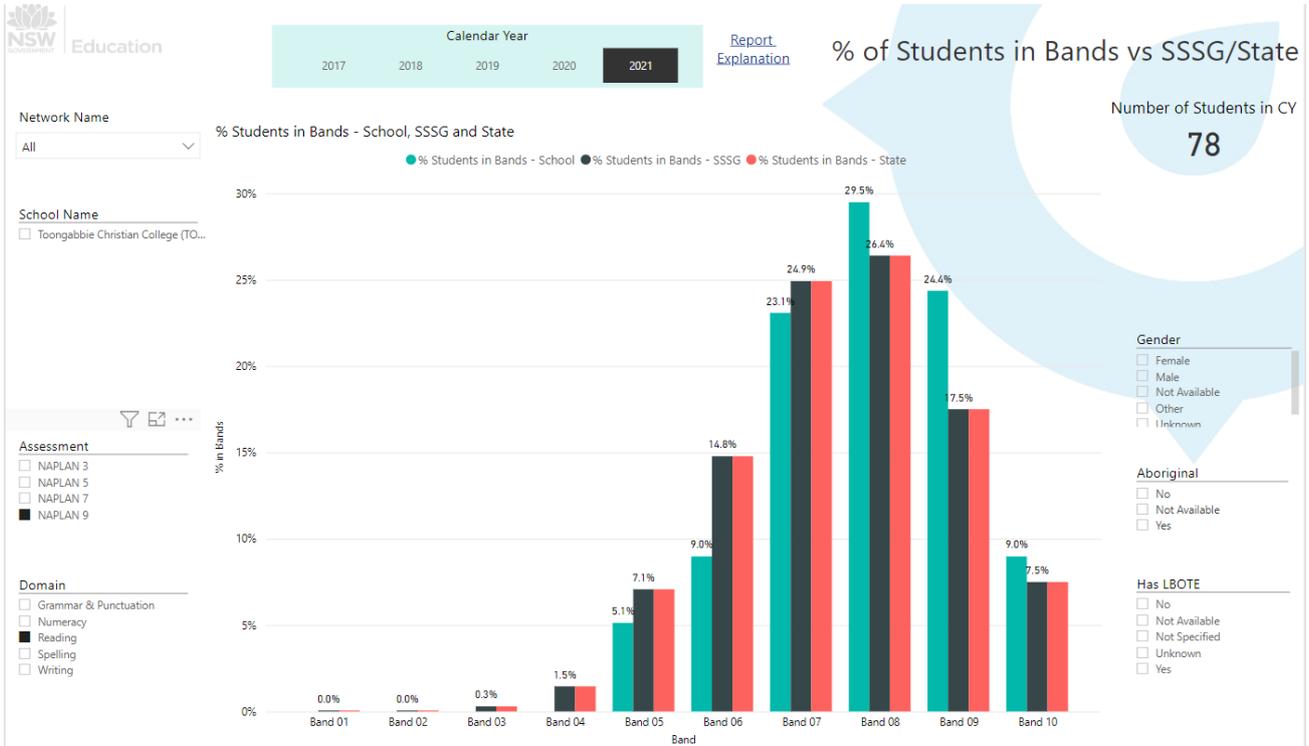
Year 9 Grammar & Punctuation



Year 9 Numeracy



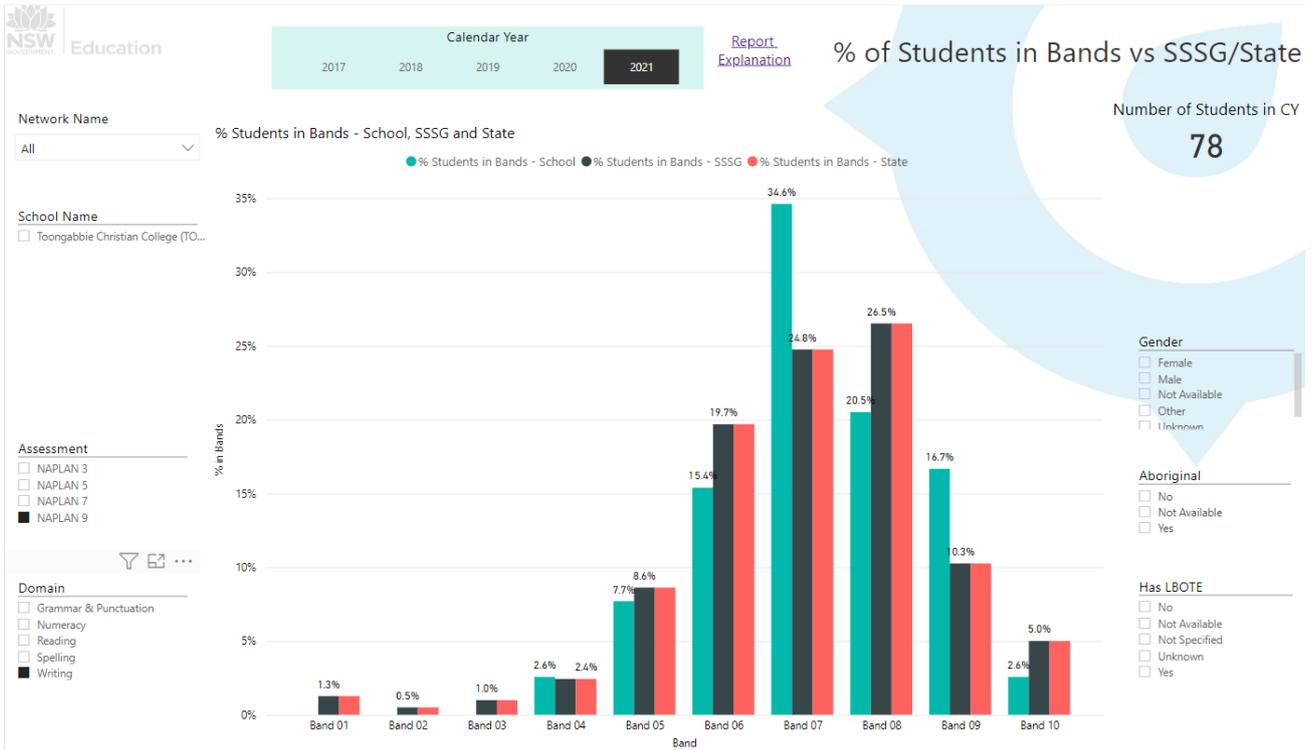
Year 9 Reading



Year 9 Spelling



Year 9 Writing



REVIEWING OUR 2021 STRATEGIC TARGETS

KEY	✓	Completed
	○	In progress/ongoing
	X	Not commenced/deferred

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

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

Organisation and Compliance

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

Community

- Roll out Koinonia*
- Strengthen the Alumni profile and Involvement*
- X Implement a Volunteers recognition Program*
- X Implement Canteen On-Line ordering System*
- X Celebrate 40 years of God's Faithfulness*
- X 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

* 2021 Strategic Target implementation significantly impacted by COVID-19

2022 STRATEGIC TARGETS

Living Our Faith

- Present an evangelical event
- Facilitate a week of prayer
- Introduce a Secondary Biblical Life Studies program
- Write a College Prayer
- Identify a College Hymn

Inspired Learning

- Establish Chinese as a Stage 4 subject
- Review Primary and Secondary awards criteria
- Optimise the learning environment by rolling out a Learning Management System
- Establish Talk for Writing Kindergarten to Year 6
- Develop the CREST program as a STEM initiative

Passionate Teaching

- Refresh our Biblical Worldview application presenting "Teaching for Discipleship" as a professional learning initiative for staff
- Empower staff to implement Canvas a Learning Management System
- Complete the AISNSW Primary Numeracy Project
- Develop a Staff Professional Learning Strategy

Nurturing Culture

- Implement a Student Wellbeing Framework
- Draft a Child Safe Framework
- Develop parent/carer education and support program
- Focus on empowering staff to apply student wellbeing training

Connected Community

- Acknowledge student service engagement
- Establish Koinonia to engage parents/carers
- Strengthen the Alumni profile and involvement
- Implement a Volunteers recognition program

Sustainable Operations

- Publish and implement the 2022-2026 Strategic Plan
- Align internal and external signage with the College brand
- Commence a Primary building project
- Continue to develop College AV infrastructure
- Implement an Online Canteen system
- Install covered walkways around the College Office

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.

ANTI-BULLYING POLICY

The College is committed to educating students about the importance of building respectful relationships consistent with the purpose and values of a Christian community and creating a safe, inclusive and supportive environment for all students and staff, where the risk of harm is minimised and the dignity of every member of the College Community is respected and upheld.

The College's Anti Bullying Policy & Procedures outlines prevention programs implemented in both the Primary and Secondary School and the process to be followed in order to address any bullying behaviours.

The College's Anti Bullying Policy & Procedures can be accessed at: <https://www.tcc.nsw.edu.au/wp-content/uploads/2022/03/Anti-Bullying-Policy-Procedures.pdf>

BEHAVIOUR MANAGEMENT POLICY & PROCEDURES

The College aims to provide a safe and supportive environment that fosters the social, intellectual, physical, emotional and spiritual wellbeing of students. Through the implementation of the College's Behaviour Management Policy & Procedures, we aim to assist each student to develop as a whole person made in the image of God and nurture a Christ-centred learning community where relationships are highly valued. This involves setting boundaries, implementing positive behaviour management strategies, providing support within the context of caring relationships and investigation based on procedural fairness. The College is committed to the safety of children and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College.

The College's Behaviour Management Policy & Procedures can be accessed at:

<https://www.tcc.nsw.edu.au/wp-content/uploads/2021/03/Behaviour-Management-Policy-Procedures-S1-1.pdf>

COMPLAINTS HANDLING & GRIEVANCE POLICY & PROCEDURES

The College's Complaints Handling & Grievance Policy & Procedures outlines how the College assesses, resolves and follows up complaints received by the College. The College is committed to resolving any complaints in a manner that is reflective of Christian biblical principles and respects the dignity of the individual. We aim to promote and maintain positive and harmonious relationships amongst all members of the College community including staff, parents/carers and students.

The College's Complaints Handling & Grievance Policy & Procedures can be accessed

at: <https://www.tcc.nsw.edu.au/wp-content/uploads/2022/02/Complaints-Handling-Grievances-Policy-Procedures-G10.pdf>

STUDENT WELLBEING POLICY

In the context of a Biblical Worldview, the wellbeing of students refers to their total health and growth as people created in the image of God. This involves supporting students as they mature in their relationships with God, with themselves and with others. The College's Student Wellbeing Policy & Procedures seek to promote the growth of students in the context of a safe and supportive environment for all students.

The Classroom Teacher (Primary) and Homeroom/Family Group Teacher (Secondary) are primarily responsible for the pastoral care of their students. Additional supports include the specific leadership roles (Head of Junior Primary, Head of Senior Primary, Head of Wellbeing Primary, Dean of Students 7-9 and Dean of Students 10-12, Deputy Principals – Primary and Secondary), sub-school Wellbeing Teams, the Chaplain and Counselling Team.

The College recognises the importance of ensuring that wellbeing strategies and programs are age and stage appropriate in order to address the unique needs of students throughout their development.

The College's Student Wellbeing Policy & Procedures can be accessed at: <https://www.tcc.nsw.edu.au/wp-content/uploads/2022/03/Student-Wellbeing-Policy-Procedures.pdf>

FINANCIAL REPORT

\$

(Amounts in 000's)

	2021	2020
Total Income (all sources)	19,112	17,471
Total Expenditure	17,235	16,508
Total Comprehensive income	1,877	963

