



**EDUCATIONAL AND FINANCIAL
REPORT
2017**

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Message from Key School Bodies

From the Board Chair.....

The past year has been another productive year of Christian Education through the ministry of Taree Christian College. The Board has experienced some directorship changes throughout the year with two of our directors resigning early, and the departure of two more directors completing their six-year tenures. In addition to this we have one new appointment which needs to be ratified at our AGM. I've been thankful for the support of the Board as we've continued to develop and improve our processes in accountable governance, and build upon the solid work the Board has engaged in for several years now. Board directorships are challenging in this day and age, with ever-growing demands and changing compliance criteria required for healthy governance. The Company Members' prayers are greatly valued and needed for future director appointments, as we seek guidance from God in this process.

The new Primary Precinct Project (PPP) has commenced with preliminary planning as we've engaged the services of Stanton & Dahl Architects. This is in line with the Board's previous strategic plan to accommodate an ever-growing number of student enrolments. The Lord has blessed the College in bringing many more students to TCC, and with such growth, infrastructural needs also grow accordingly. The Board is confident in our current financial position regarding responsible financial management required to fund the PPP. We are grateful to our God who provides in many ways and look forward to seeing how the project continues to develop.

This year is David Coleman's 5th year serving the College as Principal. The Board is undertaking a formal review process to ensure David continues to be supported and developed in his role. We are thankful for stability amongst the Senior Executive team of David Coleman (Principal), Mark Drury (Business Manager), Jason Reed (Head of Primary) and Wayne Green (Head of Secondary). The review will also feedback vital information to the development of a new leadership structure which is currently underway.

As a Board we are constantly mindful of our reliance upon God's leading and wisdom in the decisions we make for the College's vision and direction. Each life of every student is important to God and therefore to the teachers, staff and Board. It's a privilege and responsibility to ensure Gospel-focused, Christ-centred, biblically-informed Christian education is faithfully taught to the students who are entrusted to us. Please continue to pray for us, and for all who serve at Taree Christian College, in this important Kingdom ministry – we value your support.

Grace and Peace,

Chris Thornhill (Rev)

Board Chair

From the Student Representative Council.....

The Student Representative Council (SRC) is made up of students from Years 7-12. Student representatives are selected from Years 7-11, one from each class, and are joined by the Captains and Prefect body from Year 12.

Meetings are held fortnightly, during lunchtimes and occasionally more frequently as required.

The SRC provides the forum for students to voice their ideas or concerns regarding school matters affecting students. Students are able to share their opinions in a safe environment, and practise problem-solving as a group. The SRC also sees prayer as an important part of its regular meetings.

SRC members are encouraged to be pro-active and positive among their peers.

There are a number of areas in the life of the school for which the SRC is responsible. We aim to have at least one fundraising event per term. Our fundraisers embrace causes ranging from school needs through to the local, national and international community.

During the year the SRC also served the College community by running barbeques at both the Secondary and Primary Athletics Carnivals.

The SRC encourages students to develop their leadership skills by being involved in inter-school student committees. Senior leaders also attend the GRIP Conference held in Newcastle each November. They assist with the running of one of the Secondary Chapel services.

It has been observed that students who have been part of the SRC during their schooling are more likely to step up into positions of leadership in their community, and have a heightened awareness of the needs of those around them. The SRC is a valuable tool for teaching communication and tolerance, on both a local and wider level, and therefore is an invaluable part of the ministry of the College.

Contextual information about the school

School Mission Statement

“To educate excellently from a Christian perspective, developing and nurturing students’ character, faith, knowledge, skills and values in the context of a dynamic, caring and creative Christ-centred community.”

Vision Statement

“Empowering students to fulfil their God given potential and make a difference in their world for Christ.”

Taree Christian College is registered and accredited by the NSW Board of Studies, Teaching and Education Standards and offers courses from Kindergarten to Year 12 leading to the award of the Higher School Certificate.

The College is committed to providing students with a Christ-centred education; that is teaching the NSW curriculum through a Christian perspective with a focus on excellence in teaching and learning, a comprehensive pastoral care program and fostering a sense community between the school and home.

Description of Student Composition

Taree Christian College draws students from a wide area with varying socio-economic, religious and cultural backgrounds. In 2017, there were approximately 564 students enrolled at the College of whom 15% were Indigenous.

Student outcomes in standardised literacy and numeracy testing

When comparing literacy and numeracy data from year to year it is important to remember:

- the raw data needs to be used in context regardless of whether the data shows progress or decline
- these tests are administered once a year
- each year the NAPLAN tests a **different** cohort of students in the same year level
- the data needs to be used to highlight areas of strength and areas that need a specific focus in the curriculum.

2017 NAPLAN Tests Data

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	408 Sim:404 All: 431	399 Sim: 395 All: 414	409 Sim:395 All: 416	405 Sim:410 All: 439	398 Sim:388 All: 409
Year 5	480 Sim:479 All: 506	447 Sim:455 All: 473	473 Sim:484 All: 501	471 Sim:472 All: 499	470 Sim:469 All:494
Year 7	529 Sim:525 All: 545	483 Sim:493 All: 513	523 Sim:530 All: 550	525 Sim:520 All: 542	549 Sim:528 All:554
Year 9	583 Sim:561 All: 581	515 Sim:527 All: 552	571 Sim:566 All: 581	562 Sim:553 All: 574	575 Sim:574 All:592

How to interpret the data above

408 (TCC average student achievement)

Sim: Similar schools

All: All Australian schools

Overall comments

There were some significant improvements in comparison with the 2016 NAPLAN test results. The percentage of students who were at proficient increased in the following areas:

- Year 3 Reading and Grammar/Punctuation
- Year 5 Reading and Grammar/Punctuation
- Year 7 Reading, Writing, Spelling, Grammar/Punctuation and Numeracy
- Year 9 Reading, Writing and Spelling.

The granting of Records of School Achievement

In 2017, the College requested a total of eight (8) RoSAs to be issued to students leaving the College in Year 10, three (3) for students in Year 11 and four (4) for students in Year 12. Most of these students transitioned directly to the workforce or further studies at TAFE or private training organisations.

Results of the Higher School Certificate

In 2017, 27 Year 12 students studied the HSC across 25 subjects. 4 of these students studied courses offered externally through Distance Education (3 students) or as an SBAT (1 student). 77% of these 27 students and were awarded the NSW Higher School Certificate.

Each cohort of students is unique, each expressing different strengths. As such, HSC results vary accordingly from year to year. The table below represents the percentage of students who studied subjects provided by the College who achieved in the top three bands (4-6). The variable nature of results from year to year is reflective of the strength of cohorts rather than any change in the nature of the College's teaching. Courses with a total of 2 or less students (Senior Science, Music 2, English Extension 1 & 2 and Music Extension in 2017) have not been reported on in order to not compromise the privacy of their results.

Course	2017		2016		2015	
	TCC	State	TCC	State	TCC	State
Biology	88	69	75	65	75	60
Chemistry	67	71	N/A	74	67	73
Design & Technology	100	77	N/A	77	86	78
Drama	86	84	33	83	N/A	N/A
English (Adv)	100	91	67	90	100	91
English (Standard)	22	55	9	49	14	42
Food Technology	60	60	25	58	50	55
Legal Studies	73	75	25	70	N/A	N/A
Maths General 2	57	51	8	52	45	50
Mathematics	25	75	33	77	38	81
Modern History	100	71	50	73	67	72
Music 1	67	90	100	89	N/A	N/A
PDHPE	78	72	33	62	38	62
Physics	50	66	25	65	25	66
Visual Arts	75	90	83	87	N/A	N/A

HIGHLIGHTS OF THE 2017 HSC

Cohort Highlights

- Students who achieved in the top two bands received a total band distribution of one Band 6 and 24 Band 5's across all of their subjects.
- 67% of all students and courses were in the top three bands, with 24% of all students and courses in the top two bands.

Course Highlights

- English (Adv): 100% of our students scored in the top 3 bands (4-6) compared to 91% of the state.
- Modern History: 100% of our students scored in the top 3 bands (4-6) compared to 71% of the state.
- Design & Technology: 100% of our students scored in the top 3 bands (4-6) compared to 77% of the state.
- Biology: 88% of our students scored in the top 3 bands (4-6) compared to 69% across the state, and 50% achieved the top 2 bands (5&6) compared to 40% of the state.

Teacher Professional Learning & Teaching Standards

Teaching standards

The *Institute of Teachers Act 2004* requires teachers to be accredited. In 2017, all teachers held teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AELNOOSR) guidelines.

Teacher professional learning

In 2017, teachers undertook various professional learning experiences ranging from post-graduate degrees, external courses, visiting presenters and in-house training. Teachers attended a range of workshops on topics including evidence based classroom management, educational leadership, motivating students, generational change and Aboriginal education.

Workforce composition

In 2017, the College employed 45 teachers and 28 non-teaching staff members. There were two Aboriginal teachers.

Student attendance & management of non-attendance

The overall student attendance rate was 90.35%.

Attendance rates by grade:

Grade	Attendance Rate
Kindergarten	94.00
1	91.7
2	93.30
3	94.50
4	93.80
5	93.40
6	93.20
7	92.70
8	92.30
9	91.80
10	89.90
11	93.10
12	86.40

Student attendance is managed by daily marking of attendance rolls. Parents of absent students are notified by SMS text message each morning if the school has not received notification from parents of the reason for absence. Parents are contacted directly in cases of prolonged absence. The number of absences is recorded on individual student reports.

Retention of Year 10 to Year 12

There were 21 students who completed Year 12 in 2017. 45% of Year 10 students remained for the completion of Year 12.

Post-school destinations

Year 12 Leavers

- university (justice, teaching, nursing, science)
- retail work
- Bible college
- Gap year

Year 10 Leavers

- TAFE
- Retail work

Enrolment policies

Rational

Taree Christian College is a ministry to all families who truly desire Christ-centred education for their children.

The following guiding principles form the basis of this policy:

1. Christian schooling should be available to all who desire it for their children.
2. An enrolment should only be accepted if the school is reasonably able to cater for the needs of the student being enrolled.
3. Enrolments should only be accepted if they do not threaten the school's ability to cater for the needs of all students and to maintain a harmonious and Christian atmosphere and ethos in the school.
4. Assistance should be given to families on low income.
5. Provided families meet the requirements of the school's enrolment policy, and the school has suitable places and resources available, access to Christian education should not be discriminated on the basis of gender, race, physical disability, academic ability, or financial means.

Policy

1. Taree Christian College will accept enrolments from families who indicate a desire for Christian education, but not necessarily from those who desire education in an independent school for other reasons such as high academic results and good discipline.
2. Discretion is given to the Principal in accepting or rejecting enrolments in accordance with the guiding principles in this policy.
3. The school may suspend or terminate enrolment at its discretion if a student's behaviour, within or outside of school, brings disrepute on the school or if the student promotes a lifestyle which is in conflict with the school's values.
4. Continued enrolment is subject to payment of fees, as determined in accordance with the school fees policy.

Priority of Enrolments

If insufficient vacancies exist for the number of children seeking positions, the following order of priority shall apply:

- 1) siblings of existing students or children of members of staff;
- 2) children of Christian parents/carers, with at least one parent a practising Christian and regular church attender;
- 3) children transferring from other Christian schools;
- 4) unless special circumstances apply, others in order of application.

The percentage of students from un-churched homes will be monitored.

Enrolment selection and marketing strategies will be geared to work towards achieving a **majority of Christian homes** in the school population, and at any one year level.

ENROLMENT PROCEDURES

Enrolment Enquiries

- a. Enrolment enquiries will normally be received by the **Principal's Assistant**.
- b. Staff handling an enquiry for enrolment shall fill out an Enrolment Cover Sheet, seeking to obtain as much information as possible but at least mailing details and telephone and the names and classes of the children for whom enrolment is sought. School tours will be provided by the Principal's Assistant upon request.
- c. Enquirers will be sent an enrolment pack containing:

Parents' Handbook	Brochure on the school
Enrolment form(s)	Conditions of Enrolment form
Copy of Statement of Faith	Reference form
Table of current fees	Subject choices (high school)
General Consent form	Uniform requirements
Data Collection form	
- d. It is expected that parents/carers will fully disclose any educational, emotional or physical needs that may affect the education of their child or other children. Enquirers will be asked to supply copies of school reports and any educational and medical assessments that may be relevant.

Enrolment Interview

- (a) Upon receipt of completed enrolment forms a suitable date and time will be set for an interview with the Principal and/or Head of Primary/Head of Secondary. If paperwork is not complete within two weeks, the Principal's Assistant will make contact.
- (b) Present at the interview will be both parents (if possible) and unless special circumstances are being considered, the child(ren).
- (c) Interviews will normally be conducted by the Principal with other members of the executive or senior staff present as appropriate.
- (d) The Principal will offer enrolment or not depending on criteria laid down by the School Board from time to time.
- (e) If parents/carers indicate that they are on low income, they will be offered to complete an "income declaration form". The Business Manager will determine an appropriate fee level according to the fees policy and communicate this to the parents/carers through the Principal's Assistant.
- (f) Offers of enrolment will be made in writing and signed by the Principal. The letter of offer will indicate if the enrolment is probationary, and include details of commencement date, year level, and will be followed by a statement of fees payable.
- (g) Positions may be accepted by completion of a reply form.

Enrolment seminar:

Parents/Carers of newly enrolled students will be encouraged to attend a half-day seminar informing them of the Christian teaching that undergirds the school. Seminars will be organised by the pastoral staff of Taree Baptist Church and will be held on two weekends early in the school year. Parents may then select which weekend they are able to attend. A childcare service will be provided.

Termination of enrolment:

Enrolments may be terminated by the parent/carer responsible for the student at any time. Fees will not be charged for tuition beyond termination date, provided that the school is given a full term's notice.

The school will terminate enrolment under three kinds of circumstances:

- a) Persistent failure of the family to meet the conditions of enrolment. For example:
 - failure to pay school fees or meet financial agreements
 - persistent failure of the student to respond to disciplinary procedures
 - gross misconduct on the part of student or parent, in relation to the school.
- b) Changed living circumstances where the student leaves the care of the family within which they were enrolled. (Note: The student may be eligible to re-enrol if the new situation allows normal Conditions of Enrolment to be met)
- c) The inability of the school to meet the student's needs without seriously disadvantaging other students.

Termination of enrolment will only take place after consultation with the parents/carers to attempt to resolve the issue.

School policies

Full copies of school policies are available from the school office on request, as are copies of the annual Educational and Financial report. Some key policies are summarised as follows:

Staff Code of Conduct

All members of staff at Taree Christian College are required to comply with a Staff Code of Conduct that guides them in the ethical issues and expected standards of behaviour. The Code covers principles of Christian values, staff-student relationships, staff-parent relationships, child protection matters and use of school information, facilities and equipment.

Student Welfare and Discipline Policy

Student discipline is administered in the context of caring pastoral relationships. The school's discipline policy begins with the responsibility of teaching staff to:

- i. Build relationships with students.
- ii. Model the behaviour and character of Christ.
- iii. Ensure that their actions are always motivated by love.
- iv. Be encouragers and see the potential in each student.
- v. Teach Biblical principles; training and instructing students in the ways of the Lord, and teaching them to submit to God-given authority.
- vi. Correct and discipline students with wisdom and godliness.
- vii. Avoid causing students to be exasperated.
- viii. Provide appropriate boundaries and support.
- ix. Demonstrate forgiveness and grace
- x. Provide opportunities for students to have a fresh start following disciplinary measures.

School rules are framed around the expectation to:

- i. Respect self
- ii. Respect others
- iii. Respect property and the environment.

In recognition of community attitude towards corporal punishment, and to comply with State

government legislation, this school does not employ corporal punishment as part of its discipline process.

Anti-harassment and Bullying Policy

Taree Christian College values a culture of mutual respect, appreciation of individual differences and a Biblical resolution of conflict. As a Christian school, our God-given mandate is to create an environment that develops an ethos of care and encouragement and an environment where all students and staff feel safe; one in which their right to be respected and treated as individuals is to be protected.

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. It is to provide a structure and strategies by which students, who believe they are bullied, are counselled sensitively and effectively. It is also to provide structure and strategies by which students that are identified as bullies are dealt with promptly and the outcomes achieved are in the best interests of the student and the school.

Grievance Policy

Students, parents or staff-members may from time to time feel aggrieved with someone or something associated with the College. A mechanism is in place to ensure that grievances are able to be heard, assessed and necessary action taken to alleviate, as far as is possible, the distress caused by the grievance. Specific flowcharts for parents, staff and students are provided to guide people through the steps of referral to those in various positions of responsibility. Prayer is an integral part of the school's grievance procedure.

School determined improvement targets 2017

- Board governance training and development
- New school database management system
- Training for staff on our learning management system
- Increasing staff understanding of local Aboriginal culture.

Initiatives promoting respect and responsibility

The College has strong focus on Christian values throughout the curriculum. The core values of the College are encapsulated in the acronym C.H.R.I.S.T.

Compassion

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

Ephesians 4:32

Humility

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves.

Philippians 2:3

Respect

Show proper respect to everyone; Love the brotherhood of believers, fear God, honour the King.

1 Peter 2:17

Integrity

The man of integrity walks securely, but he who takes the crooked paths will be found out.

Proverbs 10:9

Self-control

The grace of God...teaches us to say 'No' to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age.

Titus 2:12

Trustworthiness

'Well done, my good servant!' his master replied. 'Because you have been trustworthy, in a very small matter, take charge of ten cities.

Luke 19:17

The College's Welfare and Discipline policy and school rules are framed around **respect**:

- (i) Respect self
- (ii) Respect others
- (iii) Respect property and the environment.

Staff-members are expected to be mentors, demonstrating respectful attitudes and behaviour, and using consequences and rewards to encourage respectful behaviour in students.

Responsibility is a core value reflected in our discipline process as well as in leadership development of students. To encourage and develop responsibility, a large number of students are given the opportunity to carry out leadership roles within the College. In Infants and Primary, Class Captains are appointed each term so that many students have an opportunity to take on roles of responsibility. School and House Captains and Vice Captains are elected in both Primary and High School. An active Student Representative Council is made up of Senior Prefects as well as representatives elected from each year level.

Parent, student and teacher satisfaction

The College continues to receive many positive comments from families. Prospective parents and carers overwhelmingly say at enrolment that Taree Christian College was recommended to them by friends or acquaintances.

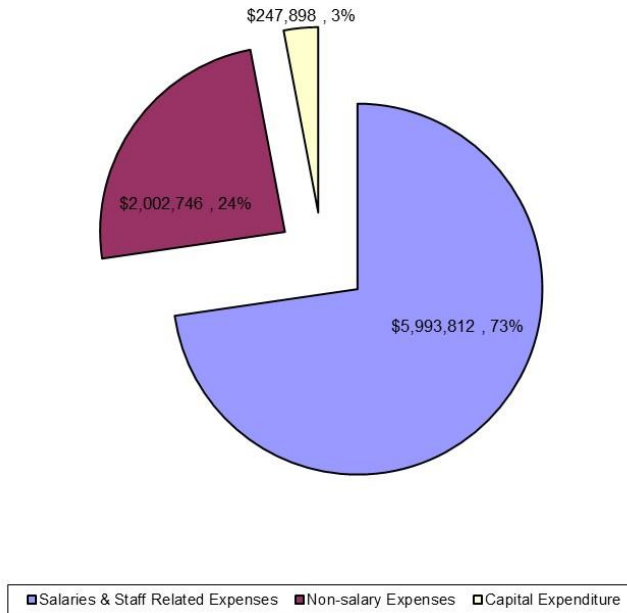
Here are some comments from some parents and carers:

*"Just want to take a moment to thank you for school camp!
I can't put into words how much it has done for my daughter.
Her confidence has grown and she believes in herself a lot more.
From the moment she started school at TCC I've seen so many amazing things
happen for her, but her time away at camp has gone above and beyond anything
I could have hoped for."*

*"I had a relative [who visited the Open Day] and was incredibly impressed,
both with the event and with the school. She loved the inclusive, caring way
the day was run and was really taken with the facilities and grounds within
the school."*

Summary financial information

Taree Christian College Recurrent / Capital Expenditure 2017



Taree Christian College Recurrent / Capital Income 2017

