



**EDUCATIONAL AND FINANCIAL  
REPORT  
2013**

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## Message from key school bodies

### From the Board Chair.....

Taree Christian College has continued to flourish during a period of significant change over the past year. Principal Ken Greenwood announced his decision to move back to Melbourne for family reasons and to fulfill a new role with Christian Schools Australia (CSA) as Chief Executive Officer of Victoria and Tasmania. This was a difficult decision for him to make as TCC and his leadership were going well. As a College community we were able to say 'farewell' and 'thank you' to Ken for his outstanding contribution to the ministry of TCC. There were significant growth and changes that occurred under his leadership, and we have been greatly blessed by his nine years as Principal.

During the past year the Lord led us to several candidates for consideration to be the next Principal. After a thorough interview process and much prayer, it was unanimously agreed that Mr David Coleman be appointed to this role, and as a board we were grateful for God's leading and provision in this man. David and his wife, Mari with their two daughters, moved from the Batemans Bay area into the Manning Valley over the Christmas school holidays and they have already settled in remarkably well, confirming that under God, we made the right decision.

In light of such change, the Board has been focusing on what it means for the ministry of TCC to 'consolidate'. After growth in enrolments and infrastructure over the past four years in particular, we believe there is need for us to consolidate the direction of the College. This will give adequate time for David Coleman to settle in and establish himself as the new Principal. It will also help us consolidate financially in terms of capital expenditure in times of relative economic uncertainty.

We continue to work with Tim Caughey from Endeavour Community Relations who conducted an in-depth evaluation of the College nearly two years ago. The Board has agreed to undertake a similar audit at the end of the 2014 to hear from the perspectives of parents, students, teachers, staff, executive, Board and the broader community. This continues to be an invaluable process and one that we have gained much helpful insight into how we are going as a College.

The plans from last year to expand the Reception / Administration building of the College have finally begun after a delayed funding application by the Federal Government. The Executive and Administration Staff have graciously 'squashed' themselves into a converted classroom building while the renovations are completed. This will greatly enhance the presentation of the College, as well as provide much needed space for staff to be able to more effectively carry out their roles.

Once again, I am ever thankful to the Board members for their diligence in governance, their unity of spirit, and for their commitment to seeing Taree Christian College be the best it can be for the sake of God's Kingdom. This cohesion amongst Board members was very much needed for us to lead and oversee the changes in a new College Principal – and we thank God for it. We are also thankful for the leadership and management of the Business Manager, Mark Drury and the Executive Team of Wayne Green, Jason Reed and Catherine Laughlan. Together, they continue to demonstrate a passion for Christian education and Christ-centered care for students and their families.

**Chris Thornhill**  
**Board Chair**

## **From the Student Representative Council.....**

The Student Representative Council (SRC) is made up of students from Years 7-12. Student representatives are elected from Years 7-11, usually a boy and a girl, and are joined by the Captains and Prefect body from Year 12. In 2013, a total of seven young people held positions of leadership in Year 12.

The SRC provides the forum for students to voice their ideas or concerns regarding school matters affecting students. Students can 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. Our 'See You at the Pole' prayer event is a highlight of our annual calendar.

There are a number of areas in the life of the school for which the SRC is responsible.

During the 2013 school year, funds were raised for the Children's Medical Research Institute via Jeans for Genes Day, Canteen and Operation Christmas Child. We introduced the popular 'Soup-er Tuesday' during the cold winter months, where delicious soup prepared by Year 8 students was sold to raise money for our Compassion child, Reinz. The SRC also held a BBQ to raise funds for a Year 11 student selected to take part in the Youth Science Forum in Canberra. So our fundraising events have embraced causes ranging from school needs through to national and international causes.

The SRC provides a forum for the training of future leaders. Our Senior leaders attend the GRIP Young Leaders Conference held in Newcastle each year.

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, as they 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 our school.

# 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 fulfill 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 2013, there were approximately 530 students enrolled at the College of which approximately 14% 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 results indicate trends in different year levels
- the data needs to be used to highlight areas of strength and areas that need a specific focus in the curriculum.

	Percentage of students above national minimum standards	School % in top 2 performance bands	State % in in top 2 performance bands in 2013
<b>Reading</b>			
Year 3	94%	34% achieved Band 5 or 6, compared to 45% in 2012 and 42% in 2011	46%
Year 5	97%	24% achieved Band 7 or 8, compared to 7% in 2012 and 20% in 2011	27%
Year 7	90%	11% achieved Band 8 or 9, compared to 26% in 2012 and 21% in 2011	31%
Year 9	93%	15% achieved Band 9 or 10, compared to 16% in 2012 and 30% in 2011	25%
<b>Writing</b>			
Year 3	97%	31% achieved Band 5 or 6, compared to 29% in 2012 and 71% in 2011	54%
Year 5	84%	22% achieved Band 7 or 8, compared to 18% in 2012 and 10% in 2011	23%
Year 7	81%	11% achieved Band 8 or 9, compared to 36% in 2012 and 13% in 2011	20%
Year 9	75%	5% achieved Band 9 or 10, compared to 8% in 2012 and 19% in 2011	18%
<b>Numeracy</b>			
Year 3	100%	43% achieved Band 5 or 6, compared to 16% in 2012 and 29% in 2011	39%
Year 5	97%	19% achieved Band 7 or 8, compared to 27% in 2012 and 6% in 2011	28%
Year 7	94%	6% achieved Band 8 or 9, compared to 24% in 2012 and 13% in 2011	30%
Year 9	92%	11% achieved Band 9 or 10, compared to 20% in 2012 and 22% in 2011	30%

Overall comments:

NAPLAN results:

- Year 5 (Girls) have improved from the 2012 data in the test aspect of Spelling.
- Year 3 (Girls) are above the state average in the test aspect of Numeracy.
- Year 9 (Girls) are above the state average growth in the test aspect of Spelling.
- Year 7 (Boys) have shown a decrease from the 2012 data in the test aspect of Writing.
- Year 3 (Boys) are below the state average in the test aspect of Spelling.
- Year 5 (Boys) are below the state average growth in the test aspect of Reading.

Overall, the cohorts of Year 3 & year 9, in the areas of reading, writing and numeracy, have improved and are achieving well in proportion to the state average.

## The granting of Records of School Achievement

35 students in Year 10 completed Stage 5 2013, with class sizes ranging from 3 to 18. Small classes in most subjects, together with the College's policy of not being selective in terms of academic ability, means that results may vary considerably from subject to subject, and year to year depending on the cohort of students enrolled. 100% of Year 10 students attained their RoSA in 2013.

	Number of Students	Year 10 RoSA Assessment Grade distribution				
		A %	B %	C %	D %	E %
English	35		17%	46%	34%	3%
Mathematics	35	3%	14%	43%	27%	13%
Science	35	9%	20%	48%	23%	
Australian Geography	35	6%	34%	43%	14%	3%
Australian History	35	9%	48%	37%	3%	3%
Agricultural Technology	5	40%	40%		20%	
Design and Technology	7	29%	29%	28%	14%	
Food Technology	16		31%	50%	19%	
Graphics Technology	3		33%	67%		
Industrial Technology	6	17%	83%			
Information and Software Technology	5		60%		40%	
Drama	10	20%	10%	60%		10%
Music	6		50%	50%		
Visual Arts	5	20%	40%	20%	20%	
PDHPE	34	12%	47%	38%	3%	

43 students in Year 11 Preliminary HSC in 2013, with class sizes ranging from 3 to 18. Small classes in most subjects, together with the College's policy of not being selective in terms of academic ability, means that results may vary considerably from subject to subject, and year to year depending on the cohort of students enrolled. 100% of Year 11 students attained their RoSA in 2013.

	Number of Students	Year 11 RoSA Assessment Grade distribution				
		A%	B%	C%	D%	E%
English Studies	11			64%	27%	9%
English Advanced	20	10%	35%	40%	15%	
English Standard	12		25%	42%	33%	
English Extension 1	2	50%	50%			
Mathematics Extension 1	4		25%	50%	25%	
Mathematics General 2	28	4%	32%	14%	32%	18%
Mathematics	9	11%		34%	33%	22%
Biology	19	21%	37%	32%	10%	
Chemistry	8	13%	25%	50%	12%	
Physics	10	20%	20%	40%	20%	
Senior Science	8		13%	75%	12%	
Ancient History	16	25%	44%	12%	19%	
Business Studies	14	7%	36%	36%	14%	7%
Legal Studies	5		20%	40%	20%	
Modern History	15		60%	27%	13%	
Design and Technology	11	18%	28%	27%	18%	9%
Food Technology	11		36%	45%	10%	9%
Drama	11	9%	55%	27%	9%	
Visual Arts	6		83%	17%		
PDHPE	12	8%	34%	33%	17%	8%



## Results of the Higher School Certificate

32 students sat the HSC in 2013, with class sizes ranging from 2 to 21. Small classes in most subjects, together with the College's policy of not being selective in terms of academic ability, means that results may vary considerably from subject to subject, and year to year depending on the cohort of students enrolled. 100% of year 12 students attained a Year 12 certificate or equivalent.

Course	Number of Students	Year 12 Results						Comments
		Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	
Biology	10		10%	50%	40%			This compares favorably with the State-wide distribution and is a similar result to previous years.
Business Studies	11		27%	9%	55%	9%		This compares favorably with the State-wide distribution and is a similar result to previous years.
Chemistry	5				80%	20%		This is a lower result than in previous years.
English Advanced	8			75%	25%			This is a lower result than in previous years.
English Standard	21				72%	28%		This is a lower result than in previous years.
Food Technology	11				64%	36%		This is a lower result than in previous years.
General Mathematics	26			12%	38%	27%	23%	This is a lower result than in previous years.
Geography	7			29%	14%	29%	28%	This is a lower result than in previous years.
Mathematics	6		33%	34%	33%			This compares favorably with the State-wide

Course	Number of Students	Year 12 Results						Comments
		Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	
								distribution
PDHPE	14			14%	43%	36%	7%	This is a lower result than in previous years.
Visual Arts	7		14%	86%				This compares favorably with the State-wide distribution

Less than four students sat for the following courses: Physics, Modern History, Design and Technology, English as a Second Language, Mathematics Extension 1 and Drama. These results have not been reported here, to respect the confidentiality of individual student results.

Seven students studied a vocational course in 2013.

Three students in Year 10 completed Mathematics (2 Unit).

## Teacher professional learning & teaching standards

### Teaching standards

The *Institute of Teachers Act 2004* defines teachers according to three different categories.

Category	Number at TCC
(i) Having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	41
(ii) Having a bachelor degree from a higher education institution from Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher qualifications	1
(iii) Not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

### Teacher professional learning

In 2013, teachers undertook a range of professional learning experiences ranging from post-graduate degrees, external courses, visiting presenters and in-house training.

## Workforce composition

In 2013, the College employed 42 teachers and 30 non-teaching staff members. There was one Aboriginal teacher. The retention rate of staff from 2012 to 2013 was 95.3%. The average attendance rate for teaching staff in 2013 was 91%, with absences due to personal leave and long service leave.

## Student attendance & management of non-attendance

The overall student attendance rate was 91.75%.

Attendance rates by grade for 2013:

Grade	Attendance Rate
Kindergarten	94.19
1	92.97
2	93.86
3	92.91
4	92.56
5	92.8
6	92.89
7	90.37
8	91.44
9	88.9
10	86.67
11	89.12
12	94.06

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. Roll teachers contact parents directly in cases of prolonged absence. The number of absences is recorded on individual student reports.

## Retention of Year 10 to Year 12

78% of Year 10 students remained for Year 12.

## Post-school destinations

More than half of 2013 graduates have gone on to do tertiary studies at University. The University of New England, Charles Sturt University and Southern Cross were the most popular university destinations. These students are studying a range of different degrees including becoming a paramedic, teaching, police studies, paralegal studies, sports science and business/commerce degrees. There are a couple of students who have elected to have a gap year to work this year and are planning to attend university next year. Four students are attending TAFE studying a variety of subjects including floristry, aged care nursing, construction and becoming a teachers' aide.

## Enrolment policies

### RATIONALE

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:
  - o failure to pay school fees or meet financial agreements
  - o persistent failure of the student to respond to disciplinary procedures
  - o 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. This code was last reviewed on 24 January 2013 and remains in implementation until the next review on or before January 2016.

### **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 counseled 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 2013**

- A restructure of Information Technology Support including outsourcing of high-level management and the appointment of a teacher-trained ICT Coordinator to oversee the educational use of ICT throughout the school.

*The outsourcing of our IT management and technical support has provided a big increase in IT availability and flexibility. The number of large and ongoing errors has reduced to almost zero and students are also able to bring in their choice of most devices and join them to our network. Two teachers (one in secondary and one in primary) provide teaching staff with ongoing training and assistance in the use of IT in classrooms to increase awareness and acceptance of IT as a teaching tool. This has started to make an improvement in the level of usage within the classroom.*

- Expansion and Refurbishment of Administration building including a new reception foyer.

*This building was currently still under construction at the time of publication of this Annual Report.*

- Development of a Community Relations and Marketing Plan in conjunction with Endeavour Education Consultants.

*This new position has resulted in much wider community awareness of the College's existence and this has consequently led to an increase in enrolments. Furthermore, a number of events to foster closer relations with the wider community have been held. An example of this is the Outdoor Movie Night, where approximately 450 students and family members attended.*

- Implementation of a plan to improve literacy outcomes in Infants classes.

*Thanks to a NSW Government grant to improve the effectiveness of K-2 literacy practices, teachers have been trained in the use of data to inform teaching programs and have gained updated knowledge and skills in best-practice.*

## School determined improvement targets 2014

- Continuing focus on literacy and numeracy with an emphasis on the analysis of data to inform planning.
- Increasing awareness of research into teacher effectiveness.
- Planning for the introduction of a whole-school learning management system.

## 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's staff and leadership are held in high esteem by all sections of the College community. The Christian ethos and values are very high in families' minds regarding enrolment, and are a very important part of why the majority of staff work at the College. Taree Christian College is seen to achieve the core goals of why families enrol their children at the College – Christian ethos, caring environment, loving Christian teachers and seeking to bring a Christian worldview to bear on the life of the College. Taree Christian College is well known across the community. It had the highest recognition score of any Community Health Audit criteria, with 97.5% recognition.

Here are two statements from families within the College community.

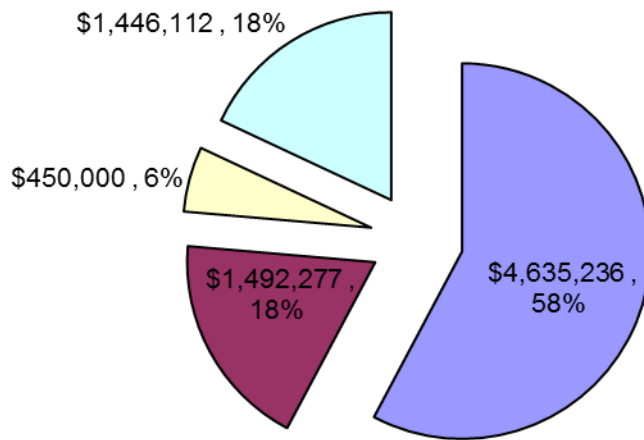
*"We are so thankful that all our children have the privilege of attending Taree Christian College. The school staff are like family to us and always make our children feel loved and cared for. We are looking forward to the years ahead at TCC as we watch our children grow in the ways of the Lord".*

*"Community is such an important part of our family and we love our school community- that feeling of belonging, supporting and caring for those around you. We want our children to do well at school like all parents. We remind our children often, the most important thing to us is their character, and we love that this is such a strong focus of the College, teaching and upholding the values of Jesus Christ: Compassion, Humility, Respect, Integrity, Self-control and Trustworthiness".*



# Summary financial information

## Taree Christian College Recurrent / Capital Income 2013



## Taree Christian College Recurrent / Capital Expenditure 2013

