EDUCATIONAL AND FINANCIAL REPORT
2015
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Message from Key School Bodies

From the Board Chair.....

This past year of ministry through Taree Christian College has been one of consolidation as part of our ‘Directions 2017’ strategy. We have seen this evidenced in our strong financial position; slight increase in enrolments (~545), while more than adequately passing Registration and satisfying Government audits as required. I am thankful for this strategy of consolidation being shared by the Principal and Business Manager, and as a Board we believe the College is in a good position to improve facilities in the near-to-medium future, to enable the educational, character and spiritual development of our students.

Our Principal, David Coleman, has settled in well to the College community and has been worshipping with us as a Church, together with his family. Our relationship as a Board and Principal continues to strengthen with the input of mandatory professional development training. These seminars have been presented by the Association of Independent Schools (AIS) and Christian Schools Australia (CSA) associations, of which TCC is a member. We are committed to this process as it informs and educates us in our respective roles.

The Board continues to ensure some of the outcomes from our previous year’s Community Health Audit are being implemented. Our appreciation goes to the ‘CRAM’ Committee who has taken on this task. The Principal’s professional appraisal was conducted by Endeavour Community Relations and presented to the Board last month. We are pleased with the feedback given by the Teachers and Staff about the Principal’s performance, but most impressed with the consistent affirmation of ‘his commitment to prayer’ as a Principal. David is to be commended for his spiritual leadership in this regard, and together we are committed to ensuring he is equipped with everything he needs to continue leading well at TCC.

Perhaps the greatest achievement of the College, however, is seen in the lives of the students. Almost weekly we hear accounts of Children who are growing in, and learning about their Creator-God who has purposed a life for them through His son Jesus. There are many more who have heard – but who are weighing up the cost of following Him – and still others who may not be concerned, but who are impacted by God’s love and faithfulness through their time here at TCC nonetheless. We are grateful to God for His grace towards each of us, and for His enabling in the work of TCC.

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 selected from Years 7-11, one from each class, and are joined by the Captains and Prefect body from Year 12. In 2015, a total of six young people held positions of leadership in 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. The annual ‘See you at the Pole’ prayer event saw a record turnout of students this year with over 40 students attending.

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 2015 school year, our major fundraising event took the form of a Social for the Secondary School students. The aim of this event was to raise the funds needed to support our Compassion sponsor child, Reinz, for a full year.

During the year the SRC also served the College community by running barbecues at both the Secondary and Primary Athletics Carnivals. The funds raised from these events were directed to the purchasing of new uniforms for travelling sporting teams representing the College.

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.

This year the SRC took over the running of one of the Secondary Chapel services, which was both challenging and rewarding for all involved.

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 2015, there were approximately 533 students enrolled at the College of whom 8.25% 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.

### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students above national minimum standards</th>
<th>School % in top 2 performance bands</th>
<th>State % in top 2 performance bands in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>89%</td>
<td>37% achieved Band 5 or 6 in 2015, compared to 28% in 2014 and 34% in 2013</td>
<td>50%</td>
</tr>
<tr>
<td>Year 5</td>
<td>86%</td>
<td>27% achieved Band 7 or 8 in 2015, compared to 14% in 2014 and 24% in 2013</td>
<td>38%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
<td>29% achieved Band 8 or 9 in 2015, compared to 26% in 2014 and 11% in 2013</td>
<td>32%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91%</td>
<td>13% achieved Band 9 or 10 in 2015, compared to 16% in 2014 and 15% in 2013</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students above national minimum standards</th>
<th>School % in top 2 performance bands</th>
<th>State % in top 2 performance bands in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>86%</td>
<td>25% achieved Band 5 or 6 in 2015, compared to 13% in 2014 and 31% in 2013</td>
<td>54%</td>
</tr>
<tr>
<td>Year 5</td>
<td>84%</td>
<td>11% achieved Band 7 or 8 in 2015, compared to 11% in 2014 and 22% in 2013</td>
<td>21%</td>
</tr>
<tr>
<td>Year 7</td>
<td>82%</td>
<td>16% achieved Band 8 or 9 in 2015, compared to 5% in 2014 and 11% in 2013</td>
<td>19%</td>
</tr>
<tr>
<td>Year 9</td>
<td>65%</td>
<td>8% achieved Band 9 or 10 in 2015, compared to 23% in 2014 and 5% in 2013</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students above national minimum standards</th>
<th>School % in top 2 performance bands</th>
<th>State % in top 2 performance bands in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>89%</td>
<td>20% achieved Band 5 or 6 in 2015, compared to 19% in 2014 and 43% in 2013</td>
<td>38%</td>
</tr>
<tr>
<td>Year 5</td>
<td>97%</td>
<td>11% achieved Band 7 or 8 in 2015, compared to 14% in 2014 and 18% in 2013</td>
<td>31%</td>
</tr>
<tr>
<td>Year 7</td>
<td>96%</td>
<td>15% achieved Band 8 or 9 in 2015, compared to 24% in 2014 and 6% in 2013</td>
<td>29%</td>
</tr>
<tr>
<td>Year 9</td>
<td>87%</td>
<td>5% achieved Band 9 or 10 in 2015, compared to 24% in 2014 and 11% in 2013</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Overall comments**

There were some pleasing improvements, most notably in Primary reading. The College has been focusing on Infants Literacy thanks to the NSW Government’s Literacy and Numeracy Action Plan.
The granting of Records of School Achievement
In 2015, the College requested a total of four (4) RoSAs be issued to students leaving the College in Year 10 and one (1) for students in Year 11. All of these students transitioned directly to the workforce or TAFE studies.

Results of the Higher School Certificate

HIGHLIGHTS OF THE 2015 HSC

Biology

75% of our students scored in the top 3 bands (4-6) compared to 60% across the state and 50% of our students receiving a score in the top 2 bands (5 & 6) compared to 28% of the state.

Business Studies

71% of our students scored in the top 3 bands (4-6) compared to 66% across the state.

Design & Technology

86% of our students scored in the top 3 bands (4-6) compared to 78% across the state.

English Advanced

100% of our students scored in the top 3 bands (4-6) compared to 91% across the state.

Music 1

100% of our students scored in the top 2 bands (5 & 6) compared to 88% across the state.

The table on the next page 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 (Retail Services, Music 1 and Mathematics Extension 1 in 2015) have not been reported on in order to not compromise the privacy of their results.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>75</td>
<td>60</td>
<td>73</td>
<td>62</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>Business Studies</td>
<td>71</td>
<td>66</td>
<td>70</td>
<td>68</td>
<td>36</td>
<td>66</td>
</tr>
<tr>
<td>Chemistry</td>
<td>67</td>
<td>73</td>
<td>75</td>
<td>76</td>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>Design &amp; Tech</td>
<td>86</td>
<td>78</td>
<td>100</td>
<td>75</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English (Adv)</td>
<td>100</td>
<td>91</td>
<td>71</td>
<td>92</td>
<td>75</td>
<td>86</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>14</td>
<td>42</td>
<td>23</td>
<td>43</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>Food Technology</td>
<td>50</td>
<td>55</td>
<td>20</td>
<td>56</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>Maths General 2</td>
<td>45</td>
<td>50</td>
<td>19</td>
<td>51</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>38</td>
<td>81</td>
<td>0</td>
<td>82</td>
<td>67</td>
<td>77</td>
</tr>
<tr>
<td>Modern History</td>
<td>67</td>
<td>72</td>
<td>67</td>
<td>75</td>
<td>50</td>
<td>77</td>
</tr>
<tr>
<td>PDHPE</td>
<td>38</td>
<td>62</td>
<td>44</td>
<td>63</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td>Physics</td>
<td>25</td>
<td>66</td>
<td>50</td>
<td>67</td>
<td>0</td>
<td>66</td>
</tr>
</tbody>
</table>
Teacher Professional Learning & Teaching Standards

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number at TCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>43</td>
</tr>
<tr>
<td>(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</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher professional learning
In 2015, 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 literacy, numeracy, student wellbeing, students with disabilities and Christian education.

Workforce composition
In 2015, the College employed 43 teachers and 30 non-teaching staff members. There were two Aboriginal teachers. The retention rate of teaching staff from 2014 to 2015 was 84%.

Student attendance & management of non-attendance
The overall student attendance rate was 91.52%.

Attendance rates by grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>91.39</td>
</tr>
<tr>
<td>1</td>
<td>91.8</td>
</tr>
<tr>
<td>2</td>
<td>92.03</td>
</tr>
<tr>
<td>3</td>
<td>92.95</td>
</tr>
<tr>
<td>4</td>
<td>91.58</td>
</tr>
<tr>
<td>5</td>
<td>91.34</td>
</tr>
<tr>
<td>6</td>
<td>92.31</td>
</tr>
<tr>
<td>7</td>
<td>91.3</td>
</tr>
<tr>
<td>8</td>
<td>89.22</td>
</tr>
<tr>
<td>9</td>
<td>89.32</td>
</tr>
<tr>
<td>10</td>
<td>90.1</td>
</tr>
<tr>
<td>11</td>
<td>92.03</td>
</tr>
<tr>
<td>12</td>
<td>94.43</td>
</tr>
</tbody>
</table>
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
70% of Year 10 students remained for Year 12.

Post-school destinations
Year 12 Leavers – 22

- 13 at Uni (includes 2 on a Gap year)
- 2 at Breakthru transition to work programs
- 7 employed

Year 10 Leavers – 12

- 9 at Secondary school or TAFE
- 3 employed

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
   - Enrolment form(s)
   - Copy of Statement of Faith
   - Table of current fees
   - General Consent form
   - Data Collection form
   - Brochure on the school
   - Conditions of Enrolment form
   - Reference form
   - Subject choices (high school)
   - Uniform requirements

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. 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 2015**
- Board member knowledge and skills.
  
  *Board members undertook new mandatory governance training either through online learning or attendance at symposiums or workshops.*

- Increasing teacher effectiveness.
  
  *The mid-year Conference Week focused on strategic questioning.*

  *Three teachers commenced work as Teacher-Mentors. The Australian Professional Standards for Teachers are the basis for discussing with teachers effective classroom practice. The Teacher-Mentors work with colleagues in the classroom and provide constructive feedback on their teaching strategies. The aim is to increase teacher effectiveness.*

**School determined improvement targets 2016**
- Strengthening the leadership skills of co-ordinators
- Student wellbeing
- Implementation of a Learning Management System
- Increasing the capacity of our volunteers.
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 conducted its second Community Health Audit to gauge community satisfaction. A total of 119 responses were received from parents. Many of the respondents indicated their reason for enrolling their child at TCC was due to a desire for a Christian education for their children. They noted the positive reputation within the community. The Audit found that 90% of respondents would recommend TCC to other families. Families liked the caring nature of the staff, friendly atmosphere and positive learning environment. 93% of Year 6 parents indicated their intention to continue their education in Year 7 at TCC.

Responses to the question, ‘What do you believe are the College’s greatest strengths?’ are:

1. Caring Christian staff
2. Christian values
3. Friendly and positive environment
4. A genuine interest in the students and families
5. Communication
Summary financial information

Taree Christian College Recurrent / Capital Income 2014

- $1,573,505, 19%
- $1,346,568, 17%
- $5,186,636, 64%
- $-, 0%

Taree Christian College Recurrent / Capital Expenditure 2014

- $2,222,771, 27%
- $502,622, 6%
- $545,103, 67%
- $-, 0%

Salaries & Staff Related Expenses
Non-salary Expenses
Capital Expenditure