

# ANNUAL REPORT 2024

YEAR IN REVIEW



**THOMAS HASSALL  
ANGLICAN COLLEGE**

LEARNING  
WISDOM  
SERVICE





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# College Chairman

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The management of Thomas Hassall Anglican College is overseen by the College Council, which is appointed by the Board of the Anglican Schools Corporation. The College Council meets eight times per year (during college terms). We meet to discuss matters of college planning, policy and the oversight of finances.

The College Council members contribute a range of professional, business and spiritual expertise and include a representative from the Anglican Schools Corporation. I am most grateful for the valuable contributions, the support and prayerful devotion provided by each of the members of our College Council.

- Rev David Clarke
- Dr Ian Jackson
- Rev David Ould
- Rev Stuart Pearson
- Dr Cynthia Spiers
- Mrs Annemarie Rivers
- Mrs Karen Easton (Principal)
- Mrs Rebecca Clarke (Business Manager)
- Mrs Jennifer Flavelle (CEO Representative from the Anglican Schools Corporation)
- Mr Gary Angel (consultant)



2024 was a significant year for the College, with the commencement of Mrs Karen Easton as the third Principal of the College. Mrs Easton has quickly transitioned into her new role with a focus on driving improvements in teaching and learning, to ensure each student achieves great progress in their learning journey. The College Council and Executive Team developed a new Strategic Plan and Christian Ministry Plan in 2024 and it is exciting to see the opportunities for the future direction of our College.

At the end of 2024, Mr Roger Young, Deputy Principal and Head of Senior School – Student Development, retired after serving the college for 17 years. His desire to see every student succeed and reach their full potential has greatly impacted our College wellbeing and co-curricular programs.

A major highlight of 2024 was the College Musical, The Little Mermaid, which was a memorable experience for all students involved and showcased the incredible talent and creativity of our students and the dedication of our staff. The range of co-curricular programs in music and sport continues to grow – our dancers have placed well in competitions against other schools, football teams continue to climb the ladder, our music students have been serving the community with visits to the local retirement homes and performing locally.

Camps, Mother's Day and Father's Day breakfasts, sporting competitions, discos, ensemble nights, clubs, Duke of Edinburgh hikes and carnivals took place in 2024, providing our students opportunities to develop their gifts and talents inside and outside the classroom.



“We are thankful for the many blessings  
that the Lord Jesus Christ has given us”



2024 saw the full construction of the John Flynn STEM Building, to facilitate the academic pursuits of our students in mathematics, science and technology. Our next refurbishment plans are focused on enhancing the learning spaces in Junior School A and R Blocks. Continually improving our facilities to meet the current and future learning needs of our students continues to be a priority focus for the College Council.

We are thankful for the many blessings  
that the Lord Jesus Christ has given us

and for the Community he has created at  
Thomas Hassall Anglican College in 2024.



**Mr Craig Moore**  
College Chairman

# College Principal

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I am pleased to be presenting to you the Annual Report for 2024.

In 2024 we refreshed our College Mission statement “To be a vibrant learning community where Christ is honoured, everyone is valued, character is nurtured, and positive relationships thrive”. We have deliberately included references to both character and relationships, because we know that students need to learn positive societal values, ethical standards, and develop personal integrity, for success beyond their schooling years. Learning to exhibit perseverance, patience and resilience are fundamental to improved academic outcomes, as students learn to apply themselves consistently in all aspects of their lives.

At Thomas Hassall we want all students to feel supported and challenged, so they can do their best and achieve their goals. We want to shape a culture that fosters

belonging, acceptance and adaptability, in a safe and supportive environment.

In 2024 we developed a new strategic plan, with a renewed focus on classroom culture, study-focused initiatives for senior students, and tailored support for diverse learners. This will mean using more data points to understand the needs of each student and to create classes that are responsive to these needs. We’re using academic and welfare data more intentionally to understand how each student is learning and to make sure they are moving forward.

We were excited to see the John Flynn STEM building being built and the Senior School quadrangle redesigned in 2024. These spaces are more than just physical upgrades; they represent our commitment to innovation, collaboration, and creating environments that inspire students to learn.



2024 was a year filled with growth and success:

### ACADEMIC EXCELLENCE

We saw some outstanding results from our students, setting new benchmarks for achievement in external competitions and internal assessments. NAPLAN results remained above state average and one of our HSC Extension 2 English students was nominated for her major work in the NSW Showcase publication. The majority of our students wanting to pursue tertiary study received early round offers for 2025.

### SPORTING SUCCESS

Our athletes have represented the College with pride, from the weekly sport programs to the representative level with personal achievements that inspire us all.

### CULTURAL AND CREATIVE ACHIEVEMENTS

The 2024 musical, The Little Mermaid showcased the incredible dedication of our students and staff. It was a spectacular show and included students from both Junior and Senior School. The music ensemble evenings were fabulous and the band programs continued to highlight the exceptional talent within our community.

“  
a vibrant learning  
community where  
Christ is honoured,  
everyone is valued,  
character is nurtured,  
and positive  
relationships thrive



### SERVICE AND COMMUNITY ENGAGEMENT

Through initiatives like our Year 10 Service-Learning week, and the Duke of Edinburgh award our students have demonstrated their commitment to making a difference, living out their faith and their desire to help others in practical ways.

### STAFF: THE HEART OF EDUCATION

Education is not just about curriculum; it's about people—dedicated teachers, support staff, and leaders who work tirelessly to see the best interests of every student.

We celebrate the achievements of 2024 and look forward to a bright and hopeful 2025.

**Karen Easton**

Principal



# Student Leadership

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## JUNIOR SCHOOL

Our K-6 Manners Matter program equips all students in the Junior School to be responsible corporate citizens and to develop leadership and initiative. The program content is tailored to be both proactive and reactive, and enables all Junior School students to have a common language around rights and responsibilities.

In Junior School, Year 6 students are selected to be Prefects and House Captains and are responsible for a range of different areas in the College such as leading assemblies, leadership at sporting carnivals and representing the College. 'Student Voice' groups have been established in the Junior School for Stages 1-3. One student from each class is elected to represent their class in their grade and stage group. They meet regularly in break times with a Junior School Coordinator to raise ideas and provide feedback related to the running of the Junior School. Staff also work with students to develop service learning opportunities for the Junior School.

## SENIOR SCHOOL

Student Leadership in the Senior School is recognised through both formalised roles and in our high expectations of all students.

Our Year 12 Student Leadership team are responsible for a range of different areas including the extracurricular and Christian-focused offerings at the College. They organise assemblies, charity and Christian service-related projects, sporting carnivals and a range of other activities throughout the year. Our College Captains are also responsible for attending and speaking at events in the wider community, such as the ANZAC dawn service, commissioning of prefects and other local events.

Students in Year 11 are given opportunities to develop their leadership capacity through the "Year 7 Peer Support Program." Year 11 students are invited to be a part of Peer Support training, culminating in applying and being selected to lead groups of Year 7 students as they transition into secondary school.

All students in Years 7 to 11 are able to nominate themselves to be involved in the Student Voice committee, representing their cohorts in discussions related to College initiatives and plans for future years. All of our student leaders are involved in training which prepares them for the responsibility of their duties as they strive to reflect the College values of learning, wisdom and service.











# Contextual Information About the College

Established in 2000, Thomas Hassall Anglican College (THAC) is a co-educational Pre-Kindergarten to Year 12 school located in Sydney's growing South-West with 1821 enrolled students (Kindergarten to Year 12 – 1731). The College student population consists of 48% language background other than English, and 52% with an English language background.

The College is a Christian school owned by the Anglican Schools Corporation. The Corporation is a ministry of the Anglican Church Diocese of Sydney. The College seeks to nurture and educate our students in accordance with the doctrines, tenets, beliefs and teachings of the Sydney Anglican Church.

Our vision is 'Growing and Nurturing Excellence in Learning, Wisdom and Service'. Our mission is "To be a vibrant learning community where Christ is honoured, everyone is valued, character is nurtured, and positive relationships thrive". The College welcomes students from all cultural backgrounds. Every student at the College is introduced to the Christian faith through the teaching of the Bible and staff model Christian character and care to our students.

The College has modern, functional and well-maintained buildings and facilities that are conducive to student

learning and wellbeing.

Our College facilities include attractive landscape-designed grounds and our sporting fields are maintained to a professional sporting standard.

Thomas Hassall is committed to partnering with parents, both in the education of their children and in fostering a strong inclusive community. The College has a committed Parent Community Network that partners with the College in fostering community events and connections. Parents are welcomed onsite at the College cafeteria every Friday morning. In 2024 the College fostered strong relations between parents, students and staff by hosting Mother's Day and Father's Day breakfasts, grandparents day, parent teacher nights, sporting events, Creative Arts performances, ensembles evenings and Dance concerts.

Thomas Hassall supports families by running before and after College Talented Athletes Programs in football, basketball, dance academy, netball, athletics and tennis. These programs allow families to access quality before and after-College programs for their children on the College site. The College also has an externally provided OSH onsite. The College runs a free supervised after College Senior School Study Centre four afternoons a week during term time.



# School Performance Overview

## NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

In 2024, 98% of Thomas Hassall students in Years 3, Year 5, Year 7 and Year 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN assesses individual student achievement in areas of literacy and numeracy. The overall literacy component of the NAPLAN includes areas of reading, writing, spelling and language conventions. The writing component of the NAPLAN is an assessment of a student's writing ability, encompassing aspects of text structuring, grammar, spelling and punctuation.

Performance in NAPLAN is documented on the MySchool website [www.myschool.edu.au](http://www.myschool.edu.au)

### 2024

		Reading	Writing	Spelling	Grammar	Numeracy
Year 3	<b>Thomas Hassall</b>	<b>435</b>	<b>454</b>	<b>444</b>	<b>445</b>	<b>430</b>
	All Australia	404	416	401	409	404
	Similar Background	428	435	423	435	423
Year 5	<b>Thomas Hassall</b>	<b>500</b>	<b>502</b>	<b>502</b>	<b>496</b>	<b>507</b>
	All Australia	492	485	486	498	489
	Similar Background	516	507	506	522	512
Year 7	<b>Thomas Hassall</b>	<b>551</b>	<b>563</b>	<b>556</b>	<b>552</b>	<b>564</b>
	All Australia	535	540	540	537	540
	Similar Background	554	560	555	558	560
Year 9	<b>Thomas Hassall</b>	<b>570</b>	<b>590</b>	<b>583</b>	<b>567</b>	<b>576</b>
	All Australia	565	574	567	555	565
	Similar Background	585	597	581	579	587







# Senior School Outcomes

## RECORD OF STUDENT ACHIEVEMENT

8 students requested and received a ROSA (Record of Student Achievement) in 2024. All of these students left to begin trade apprenticeships/traineeships and/or TAFE courses.

## VET COURSES

27% of Year 12 students were enrolled in VET courses as part of their Year 12 program in 2024.

36 VET students obtained the HSC for their chosen courses.

School-Based VET Delivered Courses		Externally VET Delivered Courses	
Entertainment Industry	10 students	Human Services	1 student
Construction	46 students	Automotive	2 students
<b>Total enrolments</b>	56 students	<b>Total enrolments</b>	3 students

## HSC RESULTS

The College was pleased with the overall performance of students in the 2024 Higher School Certificate Examinations.

In 2024, 134 Thomas Hassall students sat for the NSW HSC in 33 courses (studied at the College) and 7 courses studied externally (through external providers).

100% of the 2024 Year 12 cohort sat for the HSC.

22 students achieved the 35 Band 6/E4 Results across 13 courses.

99 students achieved the 240 Band 5/E3 Results across 31 courses.

75% of our students received a result in the top two bands for their subjects.

### 2024 Distinguished Achievers





2024

# HSC outcomes



75%

results in the  
top two bands



22

Distinguished  
Achievers, earning  
35 Band 6 results.



275

results of 80 or above  
were achieved across  
34 different subjects.



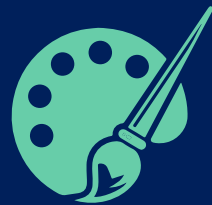
95%

of cohort who applied  
received a University  
placement



1

Young Writers  
Showcase Nomination  
Extension 2 English



3

HSC Art Major Works  
selected for the NEXT  
2024 Exhibition



**DUX OF  
COLLEGE**

**Despina Lamaris**  
97.15 ATAR



**HSC  
ALL ROUNDER**

**Milica Mandic**  
for achieving the highest  
possible band in 10 or  
more units.

# Senior School Outcomes

## HSC RESULTS OVERVIEW

A summary of achievement levels for the Higher School Certificate is provided below:

Subject			Number of Candidates		% Band 3–6		% Band 1–2	
					College	State	College	State
Ancient History	2024	18			94.43	83.59	5.55	16.41
	2023	19			94.71	81.24	5.26	18.75
	2022	10			90	83.77	10	16.23
Biology	2024	28			100	87.83	0	12.17
	2023	31			96.76	88.93	3.22	10.85
	2022	38			89.48	79.89	10.52	20.11
Business Studies	2024	47			85.11	86.40	14.89	13.60
	2023	53			88.66	87.4	11.32	11.66
	2022	36			83.34	90.43	16.66	9.57
Chemistry	2024	16			75	86.99	25	13.01
	2023	10			100	85.76	0	14.24
	2022	24			75.01	84.61	24.99	15.38
Community & Family Studies	2024	20			95	91.46	5	8.54
	2023	21			100	92.37	0	7.63
	2022	22			100	94.76	0	5.24
Design & Technology	2024	11			90.91	95.7	9.09	4.25
	2023	15			100	95.03	0	4.97
	2022	12			100	96.37	0	3.63
Drama	2024	0			–	–	–	–
	2023	8			100	98.95	0	1.05
	2022	8			100	98.53	0	1.47
Economics	2024	10			80	92.23	20	7.77
	2023	15			93.34	92.33	6.66	7.67
	2022	15			93.34	93.12	6.66	6.88
Engineering Studies	2024	10			90	93.58	10	6.42
	2023	8			100	95.26	0	4.74
	2022	11			90.91	86.06	9.09	13.94
English Standard	2024	32			75	92.04	25	7.96
	2023	36			94.45	89.76	5.55	10.24
	2022	23			73.92	88.07	26.08	11.93
English Advanced	2024	97			98.97	99.46	1.03	0.54
	2023	111			99.10	99.45	0.90	0.55
	2022	98			100	99.15	0	0.85
Food Technology	2024	36			94.46	86.48	5.54	13.52
	2023	10			100	88.88	0	11.12
	2022	13			100	86.92	0	13.08
Geography	2024	12			66.67	90.83	33.33	9.17
	2023	49			100	92.88	0	7.12
	2022	0						



Industrial Technology	2024	18	72.23	86.61	27.77	13.39
	2023	0				
	2022	12	83.34	86.70	16.66	13.30
Information Processes & Technology	2024	10	90	83.98	10	16.02
	2023	18	100	81.15	0	18.85
	2022	14	100	85.04	0	14.96
Investigating Science	2024	10	100	91.52	0	8.48
Japanese Continuers	2024	0				
	2023	0	100	94.91	0	5.09
	2022	5	83.34	80.07	16.66	19.93
Legal Studies	2024	27	100	80.80	0	11.20
	2023	31	100	90.37	0	9.63
	2022	25	92	84.98	8	15.02
Mathematics Standard 2	2024	83	71.10	82.79	28.90	17.21
	2023	73	76.72	82.43	23.28	17.57
	2022	67	83.59	81.95	16.41	18.05
Mathematics Advanced	2024	46	93.48	94.66	6.52	5.34
	2023	39	89.75	93.09	10.25	6.91
	2022	43	88.38	94.50	11.62	5.50
Modern History	2024	25	92	89.87	8	10.13
	2023	31	90.33	84.54	9.67	15.46
	2022	37	89.19	88.90	10.81	11.10
Music 1	2024	7	100	96.63	0	3.37
	2023	15	100	97.99	0	2.01
	2022	10	100	98.08	0	1.92
Music 2	2024	0				
	2023	1	100	98.77	0	
	2022	1	100	99.1		
PDHPE	2024	40	97.50	90.21	2.50	9.79
	2023	43	95.35	89.73	4.65	10.27
	2022	25	68.00	80.17	32.00	19.83
Physics	2024	11	90.91	86.03	9.09	13.97
	2023	24	75	89.15	25	10.85
	2022	20	90	86.81	10	13.19
Society and Culture	2024	11	100	94.74	0	5.26
	2023	17	100	94.96	0	5.04
	2022	7	100	93.13	0	6.87
Studies of Religion 1	2024	17	94.12	95.95	5.88	4.05
	2023	15	100	96.48	0	3.52
	2022	0				
Visual Arts	2024	13	100	99.15	0	0.85
	2023	12	100	98.97	0	1.03
	2022	15	100	98.59	0	1.41
Construction Examination	2024	19	100	97.84	0	2.16
	2023	4	100	97.22	0	2.78
	2022	17	100	97.68	0	2.32
Entertainment Industry Examination	2024	10	90	95.55	10	4.45
	2023	5	100	93.92	0	6.08
	2022	7	100	96.60	0	3.40

# Senior School Outcomes

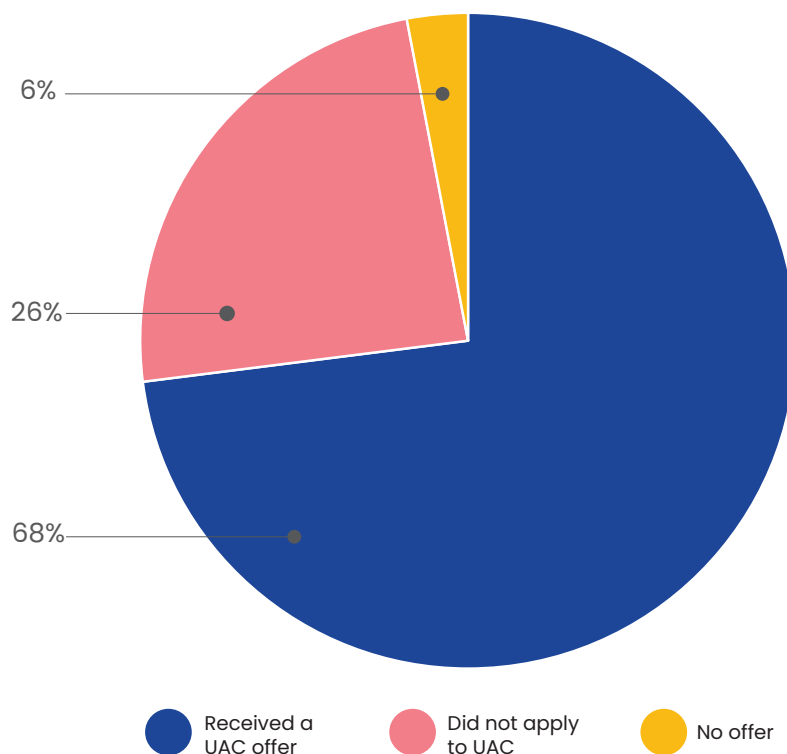
Hospitality Examination	2024	0				
	2023	7	100	96.13		
	2022	3	100	94.64		
			% Band E3-E4		% Band E1-E2	
English Extension 1	2024	25	88	95.39	12	4.61
	2023	21	100	94.44	0	5.56
	2022	15	80	92.58	20	7.42
English Extension 2	2024	3	100	87.23	0	12.77
	2023	5	100	85.69	0	14.31
	2022	5	100	85.06	0	14.94
History Extension	2024	9	88.89	86.27	11.11	13.73
	2023	14	78.58	85.23	21.42	14.77
	2022	6	100	83.53	0	16.47
Mathematics Extension 1	2024	27	62.97	80.18	37.03	19.82
	2023	24	50	71.99	50	28.01
	2022	23	34.77	73.36	65.23	26.64
Mathematics Extension 2	2024	3	66.67	86.27	33.33	13.73
	2023	12	58.34	85.82	41.66	14.18
	2022	1	100	85.14	0	14.86





# Post School Destinations for the Class of 2024

91 students were successful in achieving a UAC offer from the Class of 2024.



## POST SCHOOL DESTINATIONS

### University

Students that completed Year 12 in 2024 are encouraged to identify post-school options that will best suit their interests, talents and career goals, and are supported with applications for scholarships, early entry university schemes, Schools Recommendation Schemes (SRS) and Educational Access Scheme (EAS), as well as other pathways for non-university options.

We were very proud that 92% of Year 12 2024 students that applied for university received a successful offer through the Universities Admissions Centre (UAC). 2024 students have chosen to attend a variety of universities, including Sydney University, University of NSW, University of Wollongong, Western Sydney University, Australian Catholic University, University of Technology Sydney, Macquarie University, Southern Cross University and Notre Dame University.

# Post School Destinations for the Class of 2024

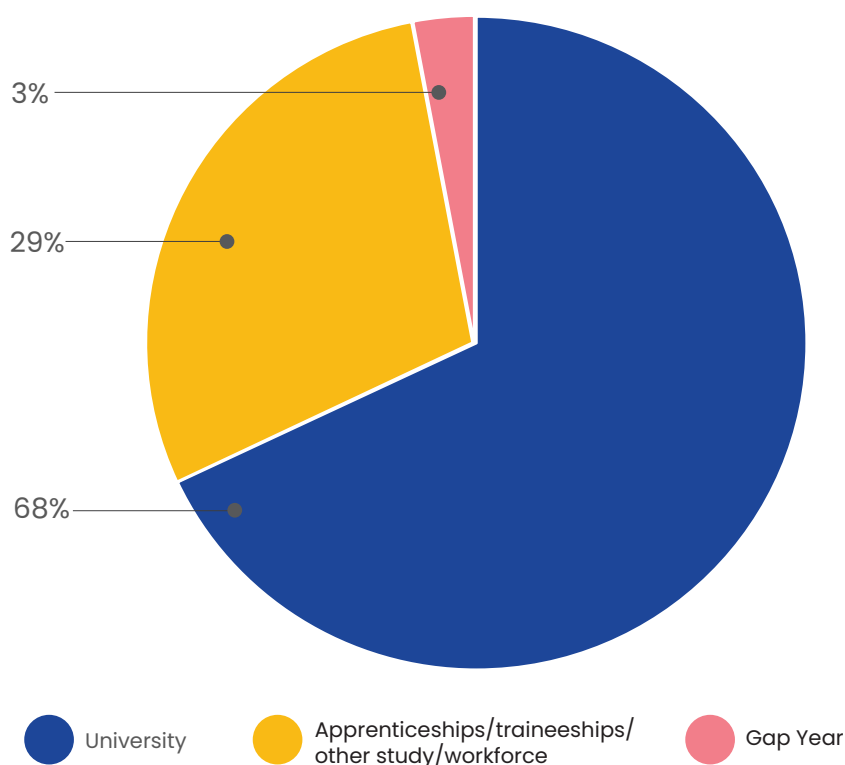
## University Courses

A large number of the 2024 Year 12 cohort received early entry offers for their chosen university courses. Those electing to go to university are studying diverse disciplines including:

- Business
- Communications and Media
- Engineering
- Social Work
- Occupational Therapy
- Exercise and Sport Science
- Fine Arts
- Music (Composition for Creative Industries)
- Architecture or Planning
- Economics
- Visual Media
- Criminology, Forensic Science
- Psychology
- Pharmacy
- Sports Management
- Design
- International Hotel and Tourism Management
- Law
- Computer Science
- Speech Pathology
- Nursing or Midwifery
- Nutrition and Dietetics
- Education
- Construction Management

## TAFE and Apprenticeships

- Electrical
- Carpentry
- Sports and Recreation
- Diploma of Live Production and Technical Services



# Teaching Standards and Accreditation

## TEACHING STANDARDS 2024

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	136
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications	0
Teachers not having qualifications as described above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context; and must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0
Teachers with a PhD	3
Teachers with a Masters Degree	24

## TEACHING STAFF ACCREDITATION STATUS 2024

Level of Accreditation	Number of Teachers
Conditional	14
Provisional	0
Proficient Teacher	54
Experienced Teacher (ISTAA)**	68
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total Number of Teachers</b>	<b>136</b>

\*\*Level of accreditation held in addition to proficient teacher accreditation.



# Workforce Composition 2024

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School Staff 2024	Total Number
Teaching staff	136
Full-time equivalent teaching staff	123.8
Non-teaching staff	77
Full-time equivalent non-teaching staff	59.9
Due to privacy, Thomas Hassall is not able to report on Indigenous, Aboriginal and Torres Strait Islander people on staff.	

# Student Attendance

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## 2024 ATTENDANCE DATA

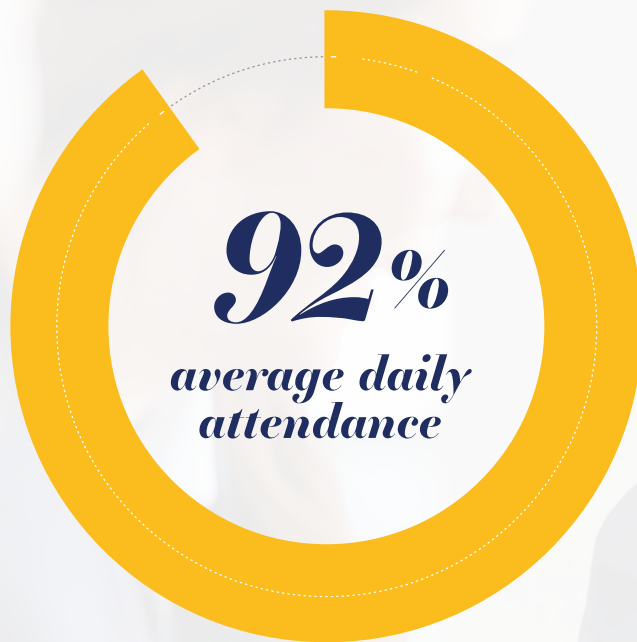
Year Level	Attendance Rate
Kindergarten	96%
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	95%
Year 7	90%
Year 8	87%
Year 9	88%
Year 10	88%
Year 11	90%
Year 12	90%
Whole College Attendance	92%





# Average Student Attendance

On average 92% of students attended school each day in 2024.





## Student Non-Attendance Management

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The College Student Attendance Policy and Procedure specifies how the College manages student attendance and non-attendance.

Teachers are required to mark their class rolls at the beginning of every day, and in Senior School at the beginning of every lesson. Rolls are marked electronically in our student information system (Edumate). SMS messages and broadcast messages in the College App are sent in the morning requesting parents to confirm any absence. Letters are emailed to parents that afternoon requesting an explanation for the absence. Parents are required to give a reason for the absence within 7 days on the College App or using the Parent Portal. After 7 days the absence is logged as unexplained. Unexplained absences are monitored and followed up on a regular basis by a delegated member of staff.

Student Reception review all non-sickness related absences that parents submit for accuracy and for information regarding the care of the student. Where frequent absences are explained as being due to illness, the College requests medical certificates for the absences and consult with parents regarding the health care needs of the student.

Students with persistently low attendance are monitored and personalised strategies (Attendance Improvement Plans) are enacted to increase attendance and/or engage the student in continuing education programs. College Counsellors support students requiring more intensive support.



# School Policies

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## Publicly available Policies and Procedures

### Child Safe

[Child Safe Policy](#)

### Codes of Conduct

[Student Code of Conduct](#)

[Parent Code of Conduct](#)

### Bullying

[Bullying Policy](#)

[Bullying Fact Sheet](#)

### Behaviour Management

[Behaviour Management Policy and Procedures](#)

### Discipline

[Discipline Policy and Procedures](#)

### ICT/Mobile Phone

[Mobile Phone Policy: Junior School](#)

[Mobile Phone Policy: Senior School](#)

[ICT Policy: Junior School](#)

[ICT Policy: Senior School](#)

### Enrolment

[Enrolment Policy](#)

### Privacy

[Privacy Policy](#)

[Standard Collection Notice](#)

### Complaints and Concerns

[Complaints and Concerns Policy and Procedures](#)

[Procedures for Handling Staff Misconduct and Reportable Conduct](#)

[Procedures for Managing Child Safety Incidents or Concerns at or involving the College](#)

[Whistleblower Policy](#)

# Stakeholder satisfaction



## PARENT SATISFACTION

Parents identify the College as a school of choice in Southwest Sydney. This is attributed to the clear Christian worldview, vision and providing quality affordable education for students of all abilities. Our extensive co-curricular opportunities for students attract parents to the College, creating a place where their child can learn academics, performing and creative arts and sport in the one location and within the single safe community environment.

In 2024, we surveyed the Parent Community Network, prospective parents who visited us for enrolments, and families leaving the College, and also sought feedback on major events. Across these parents surveyed, the feedback was overwhelmingly positive and encouraging. Parents are comfortable in approaching the College and raising concerns, and staff are available to talk through any issues with parents.



# Stakeholder Satisfaction

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## STUDENT SATISFACTION

Targeted surveys around PC Classes and grades were completed during the year.

Thomas Hassall Senior School and Junior School now have Student Voice opportunities for student representatives across College grades and houses. Student Voice members are able to raise ideas and provide feedback to the College leadership about different aspects of College life, improving 2-way communication between students and College leadership on matters that students identify as important.

Senior School students are given the opportunity to use an anonymous feedback platform, THAC Cares, to provide feedback about any aspect of College life. It has been positive to see students take advantage of the ability to share concerns using this platform and students have expressed satisfaction and confidence that they can see changes actioned as a result of THAC Cares submissions. It has also allowed students to be heard and to take ownership expressing opinions that are valued, taken seriously and acted upon.

Junior School students have responded very positively to our Manners Matter wellbeing program where students have learnt valuable life skills, based around respectful relationships and behaviours. Over time there has been an observable positive impact on student satisfaction in their relationships with each other and with staff. Junior School students are able to communicate any concerns anonymously through letterboxes in the stage break out spaces and the Junior School Library.

## STAFF SATISFACTION

Staff of the College have a common goal of living and modelling authentic Christian faith, which creates a strong staff collegiality at the College. Staff express a satisfaction that they can develop their professional teaching practice, whilst aligning this with their faith values when working at Thomas Hassall.

In 2024 the College appointed “XRef” (formerly the “Voice Project”) to complete a staff survey in the areas of Engagement, Wellbeing and Progress. Engagement represents the level of job satisfaction and staff commitment to the College. Wellbeing reflects the emotional wellness of staff at their work and their ability to manage job stress. Progress reflects staff perceptions about organisational performance. The College had previously undertaken the same survey in 2022 and it was very pleasing to see that all three areas had improved over the two year period. The strongest area of staff satisfaction was in engagement, where staff were shown to be highly engaged. The results from this survey were very encouraging and reflected the overall staff satisfaction of the College.



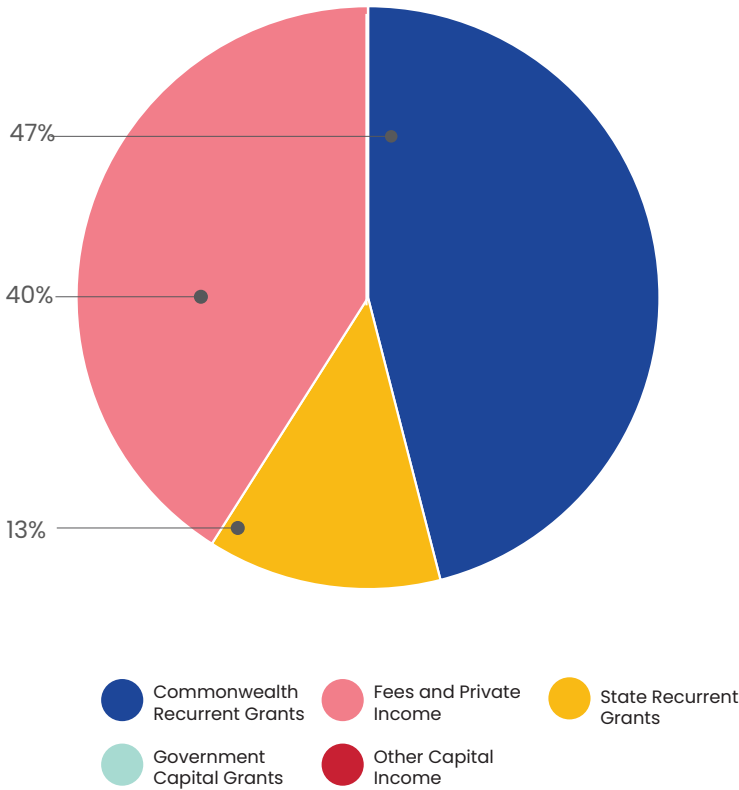




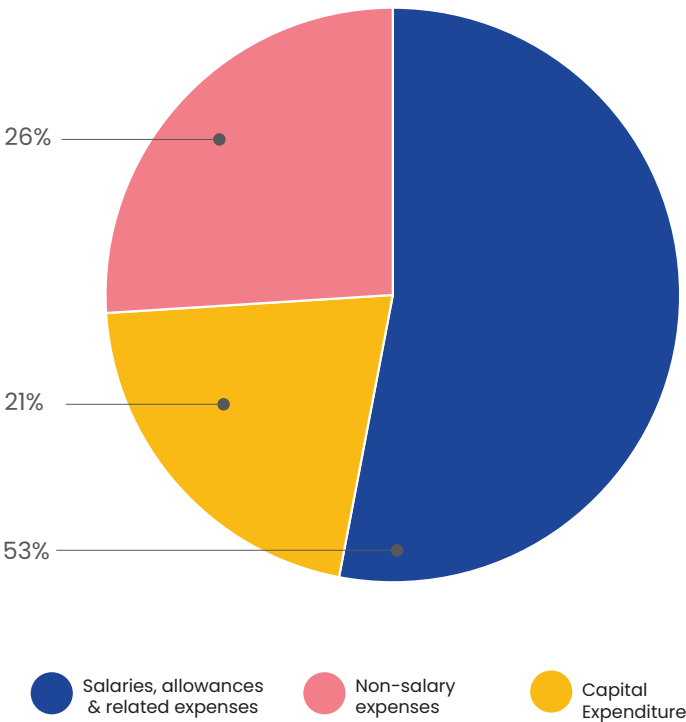


# Summary of Financial Information

## Income



## Expenditure









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*A School within the Anglican Schools Corporation*