

ANNUAL REPORT 2025

YEAR IN REVIEW



**THOMAS HASSALL
ANGLICAN COLLEGE**

LEARNING
WISDOM
SERVICE



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College Chairman

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 Favelle (CEO Representative from the Anglican Schools Corporation)
- Mr Gary Angel (consultant)



2025 was a year where the College Council and Executive Team started enacting and embedding the 2024 Strategic Plan and Christian Ministry Plan initiatives and it has been exciting to see the future direction of our College progressing.

We have enjoyed another positive season of learning, creative arts and sporting endeavours in 2025. Our students have participated in a wide range of experiences and offerings throughout the year. Some highlights include music and creative arts events, tours to Queensland and Japan, the Duke of Edinburgh program and, of course, the biennial Southwest Festival. Camps, Mother's Day and Father's Day breakfasts, sporting competitions, clubs, and carnivals took place in 2025, providing our students opportunities to develop their gifts and talents inside and outside the classroom.

The significant range of co-curricular programs in music and sport continues to actively support the holistic educational opportunities for our students. These after-College Academy Programs support our families with after-College activities that are engaging and provide stimulating experiences, skills development and collaborative experiences onsite in a safe and supported environment.

2025 saw the completion of several exciting projects that directly enhanced our students' learning experiences. The refurbishment of A Block was completed, providing our Year 2 students with a bright, modern space tailored to their learning needs. In addition, the Senior Library had significant refurbishments commenced in late 2025, and we look forward to unveiling a refreshed collaborative environment for our senior students to research and study. In 2025 the College updated its Master

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



Plan and the College Council is excited to continue our commitment to developing and refreshing the College campus to ensure Thomas Hassall students experience a state-of-the-art learning environment.

At the end of 2025, Mr David Butler, our Deputy Principal and Head of Senior School, concluded his time at Thomas Hassall. David is known as a man of integrity. He upheld the mission and vision of our College and cared deeply about maintaining the standards we value. Beyond his leadership, Mr Butler has impacted countless students' lives through his genuine care and commitment to their growth. We are extremely thankful for his long-term commitment to our College and are pleased that he will remain within the Anglican Schools Corporation going forward.

We are particularly blessed with our Principal, Mrs Karen Easton. As a leader, she has ensured the embedding of the

Strategic Plan and the Christian Ministry Plan. In two years, she has demonstrated her clear and strategic thinking with the achievement of many goals. She leads by example and has also demonstrated her kindness and care of our staff, our families and our students. As she has embraced our College, so the College family have embraced her.

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 2025.



Mr Craig Moore
College Chairman

College Principal



I am pleased to be presenting to you the Annual Report for 2025.

In 2025 we celebrated the College's 25th anniversary year. The College is changing and we celebrate who we were, who we are today and who we are becoming. We were proud to officially launch our Alumni Network with over 100 former students and staff coming together and reminding us of the strong foundations on which our College was built. We have a strong heritage and a desire to strengthen our offerings to best meet the needs and interests of our students.

In 2025 the College celebrated and reflected on the theme "Together". For us, as a Christian school, "together" is more than being in the same place; it's about being united in purpose and in actions. At the College, together we are seeking to create an environment where grace and hope combine so that students can flourish.

We actively seek to value every person, students, staff, and parents, and recognise that every learner brings unique gifts to our College community. We strive for unity in our shared goal: to develop our students as the next generation – not just as learners, but as people of character and integrity.

Together means partnership. We listen to one another, and create a culture where belonging is about making connections through relationships that matter. When we become more aware of our impact, we begin to see how every action, conversation, and achievement contribute to a bigger picture.

This year, we saw many examples of students living out these values. They've shown kindness in their words and developed more resilience through experiences that have challenged them. These moments remind us that when

students feel encouraged and supported, they grow in maturity and can reflect. Together, we create an environment where they are nurtured – not just academically, but as people who will make a difference.

Our teaching and learning continue to show encouraging trends, supported by a strong focus on differentiation and evidence-informed practice. These are not isolated initiatives but part of a continuous improvement program to support academic growth. Our professional development is intentionally focused on understanding how learning occurs so that we can support students to achieve their personal best.

ACADEMIC EXCELLENCE

The Class of 2025 achieved very strong HSC results across the board, with an improvement of 133 places in SMH rankings, alongside individual excellence including an Academic All-Rounder and a highest ATAR of 97.95. Six students received ATARs over 95 and 7 students received NESA nominations for HSC major works, recognising student excellence in music performance and music composition, Industrial Technology: Timber and in Visual Arts. These achievements are not simply measures of performance; they are the result of consistent effort, collaboration between staff and students, and a shared belief in what is possible when we work together.

JOHN FLYNN STEM CENTRE

We are entering an exciting stage of maturity at the College: more aware, more connected, and more able to offer diverse experiences and opportunities. In March 2025, we opened the John Flynn STEM Centre. This new building was designed to bring together different subject areas and to inspire us to consider the integration of science, technology and mathematics in a way that will allow our students to see the significance of these skills in shaping their future. These facilities and programs, such as the emerging STEM Clubs and the introduction of a robotics program, represent our commitment to equipping students with the skills and understanding required for an increasingly complex and connected world. Through innovative programs and integrated learning experiences, our students are engaging in deeper thinking and creative problem solving.

I would like to acknowledge our staff for their professionalism, care, and ongoing commitment to working together in the best interests of our students. I also extend my gratitude to our families for their partnership—it is essential to the culture we are building.

As we look to the future, we remain focused on growing and nurturing excellence in learning, wisdom, and service. This requires clarity of purpose, consistency in practice, and a continued commitment to working together. By aligning in these areas, we are building a strong and enduring culture where Christ is honoured, everyone is valued, character is nurtured, and positive relationships thrive. Together, we look ahead with confidence, knowing our students are being equipped, not only for success, but as people of character and integrity.

Karen Easton
Principal



Contextual Information About the College

Established in 2000, Thomas Hassall Anglican College (the College) is a co-educational Pre-Kindergarten to Year 12 school located in Sydney's growing South-West with 1800 enrolled students (Kindergarten to Year 12 – 1721).

The College is a Christian school owned by the Anglican Schools Corporation (the 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 in the southwest of Sydney".
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 and religious 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. Parents, students and staff, regardless of their own worldview, acknowledge the importance of Christian values in the life of the College community and appreciate the opportunity to learn from the Bible to develop a deeper understanding of the Christian faith.

IN 2025:

52% of enrolments were male and 48% female
3% of College students were born overseas
331 students reported speaking language other than English as the main language at home
55 different languages were spoken by our parent community
47% speak a language other than English
10 Aboriginal or Torres Strait Islander students
22% of students have a recorded disability

Many students live in surrounding established suburbs such as Middleton Grange, Cecil Hills, Hoxton Park, Carnes Hill and Prestons. A growing number of students are now coming from rapidly developing areas in suburbs such as Edmondson Park, Austral, Leppington and Gledswood Hills. The College also draws a large number of students from outlying suburbs, including Liverpool, Casula, Chipping Norton, Moorebank, Hammondville, Glenfield, Picnic Point, Voyager Point, Sandy Point, Fairfield, Smithfield and Bonnyrigg.

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 2025 the College fostered strong relations between parents, students and staff by hosting Mother's Day and Father's Day breakfasts, Grandparent's day, parent-teacher nights, sporting events, Creative Arts performances, ensembles evenings and Dance Concerts.

Thomas Hassall supports families by running a large number before and after College Sports Academy and Music Academy Programs. These programs allow families to access quality before and after-College programs for their children on the College site. The College also has externally provided Outside School Hours care onsite. The College also runs a free supervised after College Senior School Study Centre four afternoons a week during term time.



Strategic Framework



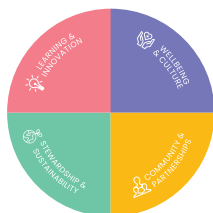
Our Mission

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



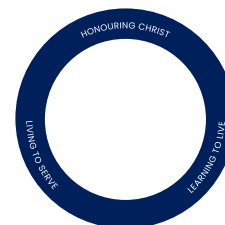
Our Vision

Growing and nurturing excellence in Learning, Wisdom and Service in the South West of Sydney.



Our Focus Areas

- Learning and Innovation
- Wellbeing and Culture
- Stewardship and Sustainability
- Community and Partnerships



Our Guiding Principles

- Honouring Christ
- Learning to Live
- Living to Serve

Focus Areas



Learning and Innovation

Cultivate a dynamic environment that is responsive to the needs of every learner to achieve their potential, guided by our values and evidence-informed practices.



Wellbeing and Culture

Develop resilient, confident individuals with a clear sense of purpose for their lives; nurturing their social, emotional, and intellectual growth, now and into the future.



Stewardship and Sustainability

Strengthen our systems and processes through continuous improvement, ensuring that we are responsible stewards of all College resources.



Community and Partnerships

Foster a thriving community which promotes a sense of belonging and enhances opportunities to engage and connect.



School Performance Overview

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

In 2025, 99% 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

2025

		Reading	Writing	Spelling	Grammar	Numeracy
Year 3	Thomas Hassall	424	440	435	441	431
	All Australia	402	414	405	408	405
	Similar Background	423	433	425	434	424
Year 5	Thomas Hassall	512	501	507	515	517
	All Australia	492	480	487	497	492
	Similar Background	514	501	506	523	514
Year 7	Thomas Hassall	558	570	561	567	575
	All Australia	538	538	542	539	545
	Similar Background	562	563	560	566	572
Year 9	Thomas Hassall	566	593	576	557	573
	All Australia	568	575	569	559	573
	Similar Background	587	599	583	583	595



Senior School Outcomes

RECORD OF STUDENT ACHIEVEMENT

17 students requested and received a RoSA (Record of Student Achievement) in 2025. Many of these students left to begin trade apprenticeships/traineeships and/or TAFE courses.

VET COURSES

32% of Year 12 students were enrolled in VET courses as part of their Year 12 program in 2025. 47 VET students obtained the HSC for their chosen courses.

School-Based VET Delivered Courses		Externally VET Delivered Courses	
Entertainment Industry	14 students	Human Services	1 student
Construction	22 students	Automotive	1 student
Business Services	9 students		
Total enrolments	45 students	Total enrolments	2 students

HSC RESULTS

The College was extremely pleased with the overall performance of students in the 2025 Higher School Certificate Examinations.

In 2025, 145 Thomas Hassall students sat for the NSW HSC in 33 courses (studied at the College) and 6 courses studied externally (through external providers).

100% of the 2025 Year 12 cohort sat for the HSC.

34 students achieved 64 Band 6/E4 results across 18 courses. This was an amazing achievement and almost doubled the 2024 Band 6 results.

81 students achieved the 209 Band 5/E3 Results across 31 courses.

82% of students received results in the top three bands.

The College improved 133 places in HSC school rankings due to the hard work of our staff and students in 2025.

2025 Distinguished Achievers



2025

HSC outcomes



82%

Results in the top three bands



34

Distinguished Achievers, earning band 6 or an E4 result



4

Students achieving an ATAR over 97



21

Students achieving an ATAR over 90



7

Students nominated for their major works in Music, Visual Arts, and Industrial Technology: Timber.



64

Band 6/E4 Results



DUX OF COLLEGE

Timothy Bakhit
97.95 ATAR



HSC ALL ROUNDER

Mia Kusilek
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	
			School	State	School	State
Ancient History	2025	14	85.72	81.54	14.28	18.46
	2024	18	94.43	83.59	22.21	16.41
	2023	19	94.71	81.24	5.26	18.75
	2022	10	90	83.77	10	16.23
	2021	27	82.6	79.47	7.4	20.53
Biology	2025	38	97.37	86.33	2.63	13.67
	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
	2021	44	100	91.34	0	8.66
Business Studies	2025	47	91.49	87.96	8.51	12.04
	2024	47	85.11	86.40	14.89	13.60
	2023	53	88.66	87.40	11.32	11.66
	2022	36	83.34	90.43	16.66	9.57
	2021	61	85.26	87.21	14.74	12.79
Chemistry	2025	12	91.67	89.49	8.33	10.51
	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
	2021	21	90.48	88.79	9.52	11.21
Community & Family Studies	2025	21	100	90.16	0	9.84
	2024	20	95	91.46	5	8.54
	2023	21	100	92.37	0	7.63
	2022	22	100	94.76	0	5.24
	2021	19	100	93.26	0	6.74
Design & Technology	2025	17	94.12	97.35	5.88	2.65
	2024	11	90.91	95.75	9.09	4.25
	2023	15	100	95.03	0	4.97
	2022	12	100	96.37	0	3.63
	2021	16	100	97.07	0	2.93
Drama	2025	0	-	-	-	-
	2024	0	-	-	-	-
	2023	8	100	98.95	0	1.05
	2022	8	100	98.53	0	1.47
	2021	10	100	98.51	0	1.49
Economics	2025	9	100	92.53	0	7.47
	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
	2021	13	92.31	94.39	7.69	5.61

Engineering Studies	2025	10	100	91.38	0	8.62
	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
	2021	24	95.84	92.65	4.16	7.35
English Standard	2025	29	93.11	93.86	6.89	6.14
	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
	2021	33	75.76	90.62	24.24	9.38
English Advanced	2025	118	100	99.69	0	0.31
	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
	2021	118	97.46	99.31	2.54	0.69
Enterprise Computing	2025	11	100	90.79	0	9.21
Food Technology	2025	16	100	86.15	0	13.85
	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
	2021	14	100	86.93	0	13.07
Geography	2025	31	96.78	89.81	3.22	10.19
	2024	12	66.67	90.83	33.33	9.17
	2023	49	100	92.88	0	7.12
	2022	0				
	2021	0				
Industrial Technology	2025	8	87.50	84.32	12.50	15.68
	2024	18	72.23	86.61	27.77	13.39
	2023	0				
	2022	12	83.34	86.70	16.66	13.30
	2021	15	100	79.51	0	20.49
Investigating Science	2025	6	100	92.91	0	7.09
	2024	10	100	91.52	0	8.48
Japanese Continuers (2025 is an extension subject)	2025	2				
	2024	0	100	94.91	0	5.09
	2023	0	83.34	80.07	16.66	19.93
	2022	5				
	2021	6				
Legal Studies	2025	30	96.67	86.51	3.33	13.49
	2024	27	100	88.80	0	11.20
	2023	31	100	90.37	0	9.63
	2022	25	92	84.98	8	15.02
	2021	52	92.32	89.56	7.68	10.44
Mathematics Standard 2	2025	74	66.23	83.04	33.77	16.96
	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
	2021	81	66.67	78.85	33.33	21.15

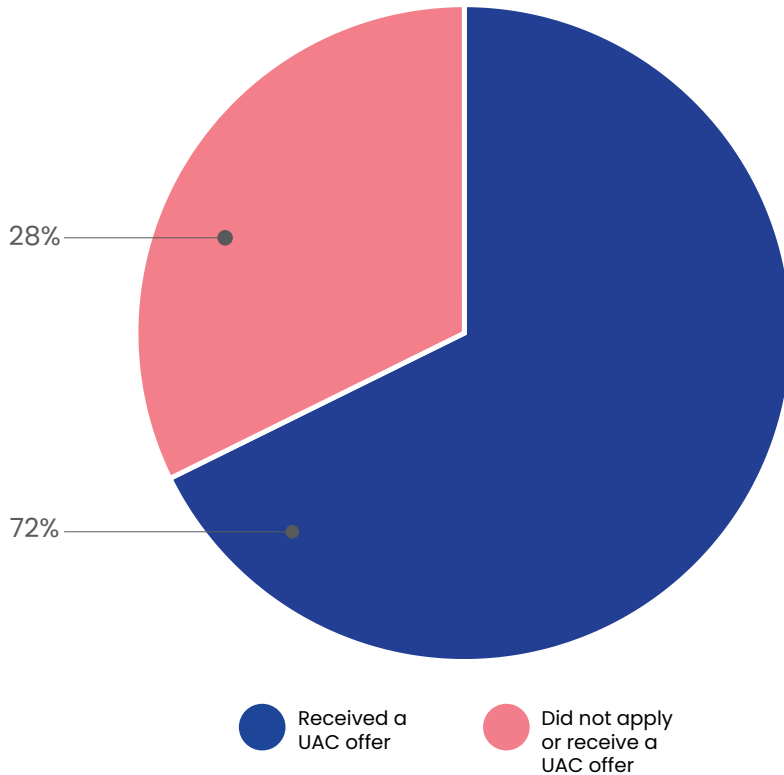
Senior School Outcomes

Subject		Number of Candidates	% Band 3-6		% Band 1-2	
Mathematics Advanced	2025	40	100	94.22	0	5.78
	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
	2021	57	89.48	93.88	10.52	6.12
Modern History	2025	27	92.6	86.81	7.4	13.19
	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
	2021	17	94.12	84.46	5.88	15.54
Music 1	2025	16	100	95.22	0	4.78
	2024	7	100	96.63	0	3.37
	2023	15	100	97.99	0	2.01
	2022	10	100	98.08	0	1.92
	2021	10	100	98.31	0	1.69
Music 2	2025	0				
	2024	0				
	2023	1	100	98.77	0	1.23
	2022	1	100	99.1	0	0.87
	2021	1	100	99.72	0	0.28
PDHPE	2025	42	92.86	89.87	7.14	10.13
	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
	2021	23	95.66	86.59	4.34	13.41
Physics	2025	23	91.31	84.45	8.69	15.55
	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
	2021	32	81.25	90.89	18.75	9.11
Society and Culture	2025	0				
	2024	11	100	94.74	0	5.26
	2023	17	100	94.96	0	5.04
	2022	7	100	93.13	0	6.87
	2021	12	100	93.92	0	6.08
Software Engineering	2025	8	100	91.63	0	8.37
Studies of Religion 1	2025	12	100	94.92	0	5.08
	2024	17	94.12	95.95	5.88	4.05
	2023	15	100	96.48	0	3.52
	2022	0				
	2021	0				

Visual Arts	2025	8	100	99.18	0	0.82
	2024	13	100	99.15	0	0.85
	2023	12	100	98.97	0	1.03
	2022	15	100	98.59	0	1.41
	2021	12	100	98.45	0	1.55
Business Services Examination	2025	9	100	92.74	0	7.26
Construction Examination	2025	22	100	92.07	0	7.93
	2024	19	100	97.84	0	2.16
	2023	4	100	97.22	0	2.78
	2022	17	100	97.68	0	2.32
	2021	14	100	95.54	0	4.46
Entertainment Industry Examination	2025	15	100	97.91	0	2.09
	2024	10	90	95.55	10	4.45
	2023	5	100	93.92	0	6.08
	2022	7	100	96.60	0	3.40
	2021	6	100	97.37	0	2.63
Hospitality Examination	2025	0				
	2024	0				
	2023	7	100	96.13	0	3.87
	2022	3	100	94.64	0	5.36
	2021	7	81.43	91.84	28.57	8.16
			% Band E3-E4	% Band E1-E2		
English Extension 1	2025	22	95.46	95.25	4.54	4.75
	2024	25	88	95.39	12	4.61
	2023	21	100	94.44	0	5.56
	2022	15	80	92.58	20	7.42
	2021	20	100	94.41	0	5.59
English Extension 2	2025	4	100	88.41	0	11.59
	2024	3	100	87.23	0	12.77
	2023	5	100	85.69	0	14.31
	2022	5	100	85.06	0	14.94
	2021	8	100	84.42	0	15.58
History Extension	2025	5	80	87.32	20	12.68
	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
	2021	9	44.44	77.19	55.55	22.81
Mathematics Extension 1	2025	28	64.29	77.27	35.71	22.73
	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
	2021	37	48.66	74.38	51.34	25.62
Mathematics Extension 2	2025	20	75	84.37	25	15.63
	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
	2021	11	63.64	86.81	36.36	13.19

Post School Destinations for the Class of 2025

105 students were successful in achieving a UAC offer from the Class of 2025.



POST SCHOOL DESTINATIONS

University

Students who completed Year 12 in 2025 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.

2025 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.



Teaching Standards and Accreditation

TEACHING STANDARDS 2025

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	137
Teachers having a bachelor's 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 Master's Degree	23

TEACHING STAFF ACCREDITATION STATUS 2025

Level of Accreditation	Number of Teachers
Provisionally Accredited	2
Conditionally Accredited	8.4
Proficient Teacher	48.4
Experienced Teacher	65.3
Total Number of Teachers	124.1

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

Workforce Composition 2025

School Staff 2025	Total Number
Teaching staff	137
Full-time equivalent teaching staff	124.1
Non-teaching staff	80
Full-time equivalent non-teaching staff	63.1
<p><i>Due to privacy, Thomas Hassall is not able to report on Indigenous, Aboriginal and Torres Strait Islander people on staff.</i></p>	

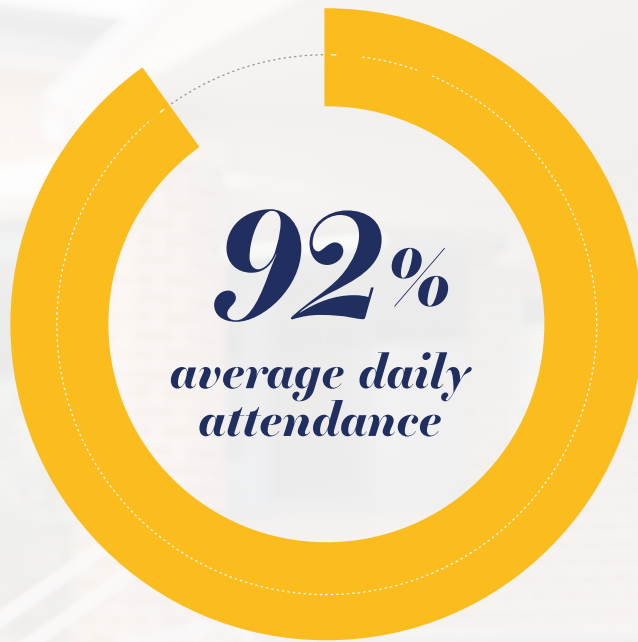
Student Attendance

2025 ATTENDANCE DATA

Year Level	Attendance Rate
Kindergarten	96%
Year 1	95%
Year 2	94%
Year 3	95%
Year 4	95%
Year 5	95%
Year 6	95%
Year 7	91%
Year 8	89%
Year 9	87%
Year 10	87%
Year 11	90%
Year 12	88%
Whole College Attendance	92%

Average Student Attendance

On average 92% of students attended school each day in 2025.





Student Non-Attendance Management

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.

Student Leadership

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 to support students having input into College life and learning to speak up. Kindergarten and Year 1 students report ideas to the Year 2 (Stage One) representatives. The Student Voice initiative aims to allow a spread of voices involved in the group. Year 2 has 2 students per class represent all the K-2 students and the students change mid-year, so that 16 students per year are given the experience and opportunity to be part of the 'student voice' group. In Stage 2 and Stage 3, 1 student per class is chosen to represent their class in their grade and stage group and this role is changed mid-year to enable sharing of opportunities. Students 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 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.



College Policies

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
Student Use of Mobile Phones and Smart Devices Policy and Procedures Prep-Year 12
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

“ Nurturing caring school ”



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 2025, the College surveyed the parents of exiting Year 12 students and parents rated the College extremely positively in relation to:

- Variety of co-curricular activities (eg sport, music and creative arts)
- Use of technology
- Subjects and courses offered to meet student's interests and aptitude
- Welcoming, friendly and inclusive community
- Buildings, grounds and facilities of a high standard that promote learning

Parents consistently commented that they valued the:

- Christian values and ethos of the College
- College's academic success
- Strong supportive community
- Facilities and co-curricular offerings of the College

“ There is a healthy balance of academia, creativity and athleticism promoted at Thomas Hassall Anglican College ”

“ Teachers who took a genuine interest in our child's needs and did everything they could to help them succeed ”

“ Supportive and diverse community ”

“ Sense of belonging amongst peers ”

“ Christian values ”

Stakeholder Satisfaction

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 two-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 Breakout spaces and the Junior School Library.





STAFF SATISFACTION

College staff express a strong commitment to the Christian ethos of the College and identify that the College is a supportive and collegial workplace.

In 2025, College surveying of staff showed that staff strongly agreed that:

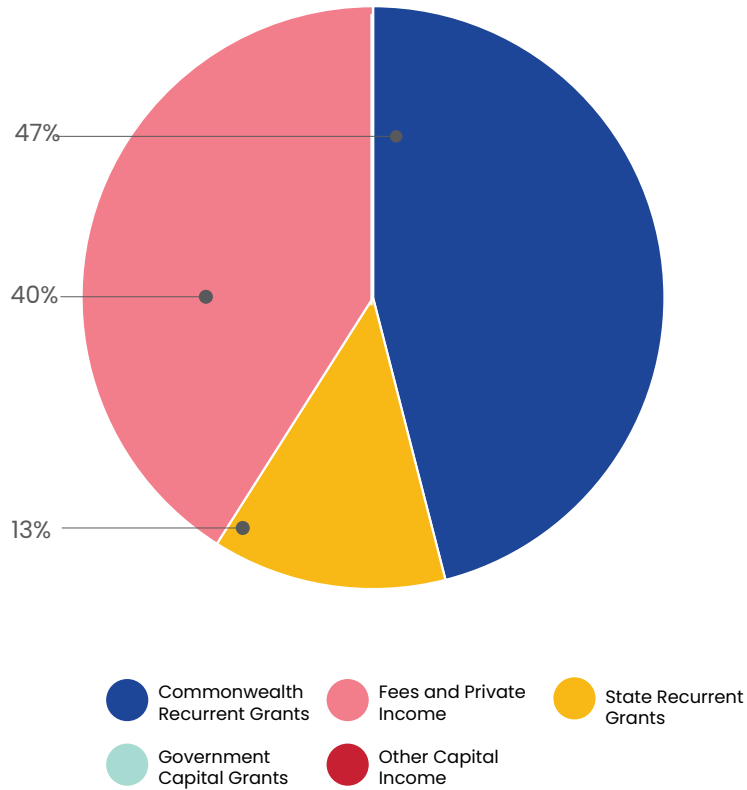
- Team leaders behave in a way that is consistent with the College values
- Colleagues are helpful and supportive
- The Principal articulates a clear vision for the College and communicates frequently about education and learning
- The College is ethical

Staff also reported that the College provides significant professional development opportunities, recognition of achievements, and opportunities for involvement in College life.

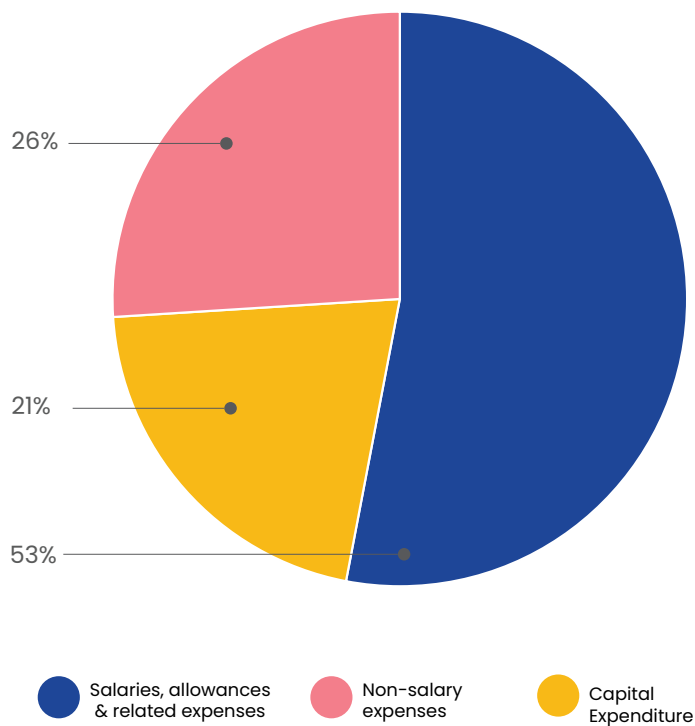


Summary of Financial Information

Income



Expenditure





it's about
their *future...*

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