

ANNUAL REPORT

LEARNING | WISDOM | SERVICE



2022



Growing and Nurturing Excellence in Learning, Wisdom and Service.

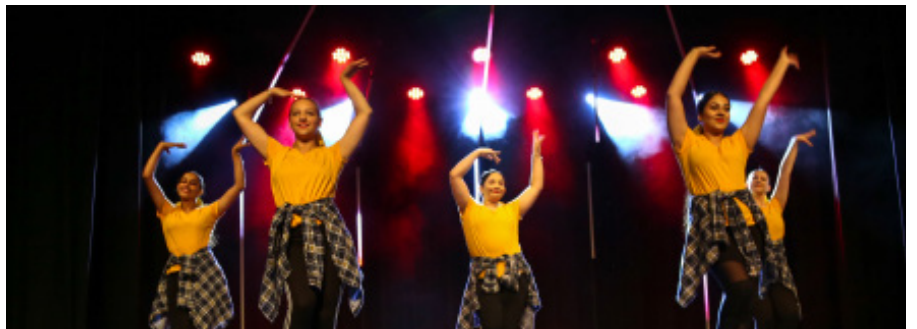


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COLLEGE CHAIRMAN

Thomas Hassall Anglican College was established by The Anglican Schools' Corporation, a body established by the Sydney Diocese of the Anglican Church. The Council is appointed by, and accountable to, the Board of The Anglican Schools Corporation. The Councillors offer a range of professional, business and spiritual expertise and include a representative from The Anglican Schools Corporation. The Principal is an ex-officio member of the Council. All Councillors volunteer their time and expertise to the College and receive no financial or other benefit. Mr Ross Whelan is the second Principal of the College and leads an executive team responsible for the Learning and Teaching, Finance, Business Operations and Marketing of the College.

It has been pleasing to see College life return to how it should be post the pandemic during 2022– camps, sporting competitions, assemblies, the College Musical “Shrek”, Year 12 Graduation, Father’s Day breakfast, parent volunteering and grandparent’s day, to name a few, are all important events in the life of the College and have been able to be re-established after a two year lapse.

It has also been pleasing to accelerate forward with the building upgrades across the College campus. In Junior School, we completed the refurbishment of B Block for Year 3 earlier this year and we are currently renovating C Block for Year 4. Our refurbishment program ensures that we have vibrant purpose-built learning classrooms. It is noted that construction of an extension to our Anne Marsden Centre is currently underway also. We have experienced some delays due to the weather but it will be available for use in 2023. The resurfacing of our hardcourts for tennis and netball, a brand-new running track and a new Kindergarten playground are all occurring to ensure student outdoor experiences are enhanced also.

The College remains committed to completing the Strategic Plan set for 2019-2023, and the Council acknowledges the number of strategies the College had been able to implement. We announced to the community that 2023 would be Mr Ross Whelan’s final year as College Principal and we thank him for his leadership of the College since 2007.

The Australian Education Regulation 2013 requires registered individual non-government schools to prepare an annual report for public disclosure. The College Council is pleased to provide this report according to the determinations of the Minister for Education and Training. The Annual Report for 2022 includes the following reporting areas:

- A message from key school bodies
- Contextual information about the College and characteristics of the student body
- Student outcomes in standardised national literacy and numeracy testing
- Senior School outcomes (student achievement)
- Professional learning and teacher standards
- Workforce composition
- Student attendance and management of non-attendance
- Retention of Year 10 to Year 12
- Post school destinations
- Enrolment policies
- Other College Policies
- College determined improvement targets

COLLEGE CHAIRMAN

- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information

The College Council has policies and procedures in place to ensure it is meeting and will continue to meet educational and financial reporting requirements in accordance with the legislation. We are pleased to provide this report to the NSW Education Standards Authority (NESA). The report has been made available publicly on the College website. Hard copies of the report are available on request.

Mr Craig Moore

College Chair

MEMBERS OF COLLEGE COUNCIL

Mr Craig Moore - Chair
Rev David Clarke
Rev Stuart Pearson
Dr Cynthia Spiers
Rev Luther Symons
Mr Nicholas Fisher
Dr Ian Jackson

EX OFFICIO

Mr Ross Whelan Principal, Thomas Hassall Anglican College
Mr Gary Angel
Mrs Jennifer Favelle Business Partner, The Anglican Schools Corporation
Mrs Rebecca Clarke Business Manager, Thomas Hassall Anglican College

COLLEGE PRINCIPAL



Thomas Hassall Anglican College is a co-educational Prep-Year 12 College enrolling 1821 students and is located at Middleton Grange, in Sydney's South West. The College was founded in 2000 and our vision is 'Growing and Nurturing Excellence in Learning, Wisdom and Service'. Our purpose is to educate, inspire and equip our students to make a positive contribution in their world, looking to the future with the hope and optimism of the gospel.

2022 commenced with continued COVID interruptions. It took sometime to re-engage with normal life. The challenge to reignite a good learning culture for every student was a challenge for teachers and parents alike in 2022 but the progress has been pleasing.

In the Junior School after reviewing the foundation literacy plan, we made a change to a new program called InitialLit. We provided training and time to implement the new program, and the first set of results have been well above what we expected. We will continue to improve the way we introduce our youngest students to the world of literacy and numeracy.

While the Duke of Edinburgh program has been at the College for many years with pleasing results – we've had an increasing amount of silver and gold awards. In the last 2 years, our Senior School students have joined Dukes in record numbers. We have over 300 students from years 9-12 involved. There's a great feeling of belonging to something bigger; something important for learning about resilience and character and service.

The implementation of InitialLit and the development of the Duke of Edinburgh Program are all strategic outcomes of the Strategic Plan 2019-2023. We continue to work through our plan in the key areas of: Teaching, Student Wellbeing, IT, Ministry, Staff Services, and Business. In every area, our intent and purpose are for the best student outcomes. In every area, we are concerned to have a Christian perspective. Yes, 2021 and 2022 have been difficult years for families and students and staff, yet we are finding ways to be innovative to overcome the impacts.

COLLEGE PRINCIPAL

Undeniably, the strength of the College is the character of our people, as we seek to grow into a strong, confident community and to have that sense of belonging. We benefit from the gifts and talents of the whole team – our students and staff and indeed our families.

Let me commend the teaching staff and our support staff teams for their hard work towards a return to normal life. Let me encourage students in their efforts generally throughout the year. There is much to be happy about, and yet more to work do in 2023. We belong to a community intent on pursuing improvement and best outcomes.

Ross Whelan
Principal



CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

CONTEXTUAL INFORMATION

BACKGROUND INFORMATION

Thomas Hassall Anglican College was established in 2000 by the Anglican Schools Corporation to provide quality, affordable education to Sydney's South-West. Thomas Hassall Anglican College offers an innovative, academic curriculum for 1,821 students from Preparatory to Year 12.

The College vision is 'Growing and Nurturing Excellence – in Learning, Wisdom and Service' and our mission is "Creating a vibrant learning community in which each student is valued, high standards of character and behavior and relations are set and Christ is honored". This is achieved through:

- a commitment to providing a positive and engaging learning community in a safe and supportive Christian environment
- provision of a continuous curriculum across the key learning areas, supporting a seamless transition across the Junior, Middle and Senior years
- teaching programs based on individual needs at all levels
- an established student leadership program providing the opportunity for growth and development
- encouraging achievement in a wide range of settings both inside and outside the classroom
- staff providing positive role modelling and Christian values which aim to nurture the spirit and encourage the heart of our students.

Our College facilities include attractive landscape-designed grounds, access to and interaction with technology to support learning, and specialist learning areas shared across the Preparatory to Year 12 continuum.

Every student is introduced to the Christian faith through the teaching of the Bible and through the practical display of Christian character and care. The personal response to the Christian message from each student is respected and the College welcomes students from all backgrounds.

GOVERNANCE

Thomas Hassall Anglican College is a member of the Anglican Schools Corporation which supports Anglican education and ensures the College's strong financial performance. The College is administrated by the College Council which numbers amongst its members representatives from the Corporation, the Anglican Synod, and experienced members of the business community. The daily management of the College is the responsibility of the Principal, Ross Whelan.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

CHARACTERISTICS OF THE STUDENT BODY

The College had a total of 1821 students enrolled in 2022, of which 79 were enrolled in Preparatory, 799 were in K- 6 and 943 were in Years 7 to 12. Across K-12 there was 929 boys and 813 girls. 50% of students have a language background other than English. Whilst the majority of students live within a six kilometre radius of the College, many come from further afield.

For further details see the 'My Schools' website <https://www.myschool.edu.au/school/43843>



STUDENT OUTCOMES

NAPLAN - LITERACY AND NUMERACY ASSESSMENTS

The 'My School' website shows the College NAPLAN results in detail and demonstrates comparative data with similar and local schools.

NAPLAN for 2022 has been published on the My School website. The link below will take you to the 'My School' website to view Thomas Hassall Anglican College NAPLAN 2022 results:

<https://www.myschool.edu.au/school/43843/naplan/results>


NAPLAN 2022: THOMAS HASSALL ANGLICAN COLLEGE


NATIONAL COMPARISON

The results below illustrate the College's performance against all Australian schools and also against schools with similar characteristics.

| YEAR | | READING | | WRITING | | SPELLING | | GRAMMAR | | NUMERACY | |
|--------|-----|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Year 3 | | 454 | | 435 | | 443 | | 455 | | 420 | |
| Sim | All | 465 | 438 | 442 | 422 | 442 | 418 | 462 | 433 | 423 | 400 |
| Year 5 | | 521 | | 498 | | 515 | | 516 | | 499 | |
| Sim | All | 528 | 510 | 593 | 484 | 521 | 505 | 517 | 499 | 505 | 488 |
| Year 7 | | 551 | | 551 | | 570 | | 545 | | 564 | |
| Sim | All | 560 | 543 | 550 | 530 | 565 | 547 | 553 | 533 | 568 | 546 |
| Year 9 | | 594 | | 585 | | 603 | | 591 | | 603 | |
| Sim | All | 596 | 578 | 581 | 560 | 592 | 577 | 591 | 573 | 601 | 584 |

 Above the average of all Australian Students

 Below similar schools

 Close to similar schools

SENIOR SCHOOL OUTCOMES

HSC

In 2022 our Year 12 students achieved solid results for the Higher School Certificate. Our top ATAR was recorded at 99.45. These results represent a focus on academic endeavor and commitment, combined with a diverse co-curricular program, defined student wellbeing support structures and a positive and relevant learning environment, challenging each student to achieve their very best despite the challenges they faced due to COVID interruptions during their final years.

- Top ATAR: 99.45 achieved by the Dux of the College in 2022
- 2 All Rounder students: they achieved a result in the highest bands (B6/E4) in 10 or more course units
- 2 Top Achievers (state ranks):
 - 4th in the state in Food Technology
 - 4th in the state in Entertainment Industry
- 9% of cohort about 90 ATAR
- HSC Distinguished Achievers: 29 students made the Distinguished Achievers list – one Band 6 in their results with a total of 56 Band 6's
- Most of the Year 12 students received early entry offers to University in their chosen option

HSC DATA 2016 – 2022 COMPARISON OF STUDENTS IN BANDS 4, 5 AND 6

| YEAR | TOTAL NO STUDENTS | TOTAL NO OF BAND 6 | TOTAL NO OF BAND 5 | TOTAL NO OF BAND 4 |
|------|-------------------|--------------------|--------------------|--------------------|
| 2022 | 134 | 56 | 181 | 209 |
| 2021 | 154 | 49 | 242 | 227 |
| 2020 | 120 | 52 | 167 | 228 |
| 2019 | 115 | 86 | 201 | 170 |
| 2018 | 127 | 63 | 214 | 253 |
| 2017 | 129 | 42 | 150 | 144 |
| 2016 | 99 | 64 | 177 | 158 |

SENIOR SCHOOL OUTCOMES

Student's achievement versus State average by subjects in 2022 as outlined in the following table.

| Subject | Total Students No's | % Students Band 4-6 | School v State Variation |
|---|---------------------|---------------------|--------------------------|
| Ancient History | 10 | 70% | 4.64 |
| Biology | 38 | 47% | 0.83- |
| Business Studies | 36 | 61% | 0.97- |
| Chemistry | 24 | 38% | 5.21- |
| Community & Family Studies | 22 | 77% | 2.70 |
| Construction Examination | 17 | 59% | 3.02- |
| Design and Technology | 12 | 83% | 1.53 |
| Drama | 8 | 100% | 3.64 |
| Economics | 15 | 60% | 3.07- |
| Engineering Studies | 11 | 73% | 0.68- |
| English Advanced | 98 | 87% | 3.51- |
| English Standard 2 | 23 | 30% | 3.75- |
| English Ext 1 | 15 | 100% | 2.21- |
| English Ext 2 | 5 | 100% | 0.11 |
| Entertainment Industry Exam | 7 | 100% | 7.31 |
| Food Technology | 13 | 100% | 12.50 |
| History Extension | 6 | 100% | 0.99- |
| Hospitality Exam (Kitchen Operations & Cookery) | 3 | 100% | 0.84 |
| Human Services Exam | 1 | 100% | 4.58 |
| Industrial Technology | 12 | 42% | 0.74- |
| Japanese Continuers | 5 | 20% | 11.37- |
| Legal Studies | 25 | 56% | 1.53- |
| Mathematics Advanced | 43 | 67% | 4.68- |
| Mathematics Ext 1 | 23 | 100% | 20.11- |
| Mathematics Ext 2 | 1 | 100% | 2.77 |
| Mathematics Standard 2 | 67 | 54% | 2.82 - |
| Modern History | 37 | 76% | 0.71 |
| Music 1 | 10 | 100% | 8.46 |
| Music 2 | 1 | 100% | 8.20 |
| Personal Dev, Health & PE | 25 | 24% | 4.92- |
| Physics | 20 | 60% | 3.08 - |
| Society and Culture | 7 | 71% | 2.30 - |
| Visual Arts | 15 | 100% | 1.32 |

SENIOR SCHOOL OUTCOMES

HSC

In 2022, 134 students left the College at the end of Year 12 following the completion of their school education. To the best of our knowledge, most of the cohort received offers for further study at University. A number of students also continued education at TAFE or pursued employment.

Our students go on to be part of a variety of universities and have chosen various courses including within the Facilities of Arts, Commerce, International Business, and Media Studies.

VOCATIONAL TRAINING

In 2022, 66 (49%) of the Year 12 cohort participated in vocational training including:

- Entertainment Industry – 10 students
- Business Services – 13 students
- Construction – 22 students
- Sports Coaching - 12 students
- Hospitality – 9 students

RECORD OF SCHOOL ACHIEVEMENT - 2022

The College is registered to award Record of School Achievement (ROSA) to students who conclude their studies prior to the HSC. In 2022, the NSW Education Standards Authority (NESA) issued 10 Record of School Achievement (ROSA) credential to a student of the College.



TEACHER PROFESSIONAL LEARNING, ACCREDITATION & QUALIFICATIONS

PROFESSIONAL LEARNING 2022

2022 AATE / ALEA National Conference

2022 Guild Research Awards (Finalist and Presenter)

2022 Mentoring Early Career Teachers Course

Aboriginal and Torres Strait Islander Perspectives in Creative Arts

Advanced Leadership 2022 ASC Conference

Agile Leadership Program

AIS Heads of Sport Conference

AIS Investigation Masterclass

AIS Networking day - VET Entertainment

AIS NSW Education Research Symposium

AIS NSW Music Conference

AIS NSW PDH PE Conference

Business Services Networking Day

CAA's 2022 New Careers Advisers Induction program

CPR, Asthma and Anaphylaxis Annual Refresher

Dealing with Difficult Parents

Developing an effective writing program

English Extension Conference

English Teachers Association Annual Conference

First Aid Certificate - Allens Training

ICT in Schools Summit

Initialit extension PD

Introduction to Leadership Coaching

Investigations Masterclass

Investigations masterclass: Workplace Investigations

Investigations masterclass; Reportable Conduct

Islam

Japanese Teachers Conference 2022

Leading Change

Leading Professional Growth Cultures

Leading the Implementation of the k-2 Syllabus

Mathematics Extension 1 Complete Subject

Mathematics Extension 1 Year 11

Mini-COGE Course

NCCD Intro for School Teams

NSW Studies of Religion Conference 2022 (Presenter)

TEACHER PROFESSIONAL LEARNING, ACCREDITATION & QUALIFICATIONS

PETAA 2022 Conference
Planning v Programming New K-2 English
Planning v Programming New K-2 Maths
Play matters - The Post pandemic classroom and why play matters
Primary Mathematics Webinar Series
Primary Mathematics Webinar serives
Reciprocal Teaching
SCA NSW PL Day
School Counsellors Conference
Skills Day 2022 - Teachers new to Legal Studies
Sociocultural Literacy - The ultimate success criteria
Spell-It PD Workshop
Steve Howard's Advanced Mathematics Course
Steve Howard's Ext 1 Year 12 Trigonometry
Steve Howard's Extension 2
Steve Howard's Proofs and Vectors Ext 1
Supporting Students to become competent and confident spellers
Teaching Maths through inquiry K-6
Teaching the Modern History Core: Power and Authority
The Learning Power Approach
Transforming the Future of Education- AARE Conference
Understanding PAT
Using Powerful Routines in Maths K-6
VET Brick and Block Units
VET Constrction Newwork day
VET Construction Upgrade
VET Construction Upgrade Training

WORKFORCE COMPOSITION

TEACHER ACCREDITATION 2022

| Level of accreditation | Number of Teachers |
|---|--------------------|
| Conditional | 2 |
| Provisional | 1 |
| Proficient Teacher | 59 |
| Highly Accomplished Teacher (voluntary accreditation) | 74 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers (should be the same as reported on My School) | 134 |

PROFILE OF TEACHING STAFF QUALIFICATIONS IN 2022

| Category | Number of Teachers |
|---|--------------------|
| (i) Teachers who have 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 |
| (ii) Teachers who have 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 |
| Total number of teachers | 136 |

FULL TIME EQUIVALENT WORKFORCE

In 2022 the total full time equivalent teacher workforce was 130. The total full time equivalent non – teaching workforce was 60.5. There are no indigenous staff at present.

| Staff Type | Total Number |
|---|--------------|
| Teaching Staff | 136 |
| Full Time Equivalent Teaching Staff | 123.9 |
| Non-Teaching Staff | 70 |
| Full Time equivalent Non-Teaching Staff | 54.4 |

STUDENT ATTENDANCE & RETENTION RATES

STUDENT ATTENDANCE

The average student attendance rate for Thomas Hassall Anglican College in 2022 for Year One to Year 10 was 92%. The attendance was consistent with previous years.

Unexplained absences are monitored and followed up on a regular basis by a delegated member of staff. Rolls are marked electronically in our student information system (Edumate) and SMS messages, broadcast messages and emailed letters are sent to parents requesting an explanation for the absence. The table below shows the student attendance percentage for Year 1-10 as is consistent in the government attendance reporting requirements.

In the early part of 2022, there was high absenteeism due to the lingering impact of COVID. The College experienced an improvement in the second half of 2022 as students and their families were encouraged to be present and on time to College.

2022 STUDENT ATTENDANCE PERCENTAGES

| Year | Attendance % |
|---|--------------|
| Year 1 | 94% |
| Year 2 | 96% |
| Year 3 | 95% |
| Year 4 | 94% |
| Year 5 | 94% |
| Year 6 | 94% |
| Year 7 | 90% |
| Year 8 | 89% |
| Year 9 | 88% |
| Year 10 | 88% |
| Average Student Attendance Rate Years 1 – 10 | 92% |

STUDENT ACTUAL RETENTION RATES

The 2022 student actual retention rate is 90%.

ACTUAL RETENTION RATES – YEAR 10 (2020) TO YEAR 12 (2022)

| Years compared | No. of students completing Year 10 in 2020 | No of Year 10 students in 2020 completing Year 12 in 2022 | Actual retention rate (%) |
|----------------|--|---|---------------------------|
| 2020- 2022 | 146 | 132 | 90% |

POST SCHOOL DESTINATIONS IN SECONDARY SCHOOL

POST SCHOOL DESTINATIONS IN SECONDARY SCHOOL

In 2022, 134 students left the College at the end of Year 12 following the completion of their school education. A majority of the cohort who applied to UAC received offers for further study at University. A number of students also continued education at TAFE or pursued employment.

Our students go on to be part of a variety of universities and have chosen various courses including:

Medical Science

Psychology

Nursing

Business

Law

Education

Construction Management

Occupational Therapy

Commerce

Information Technology

Engineering

Media and Communications

Policing

Psychology

Social Work

Speech Pathology

ENROLMENT POLICY

ENROLMENT POLICY

Thomas Hassall Anglican College is a co-educational Pre-Kinder to Year 12 day College, providing an education underpinned by Christian values. Our mission is to create a vibrant learning community where every student is valued, high standards are set and Christ is honoured. Our vision is to grow and nurture excellence in Learning, Wisdom and Service.

This document aims to outline our enrolment policy and procedural guidelines.

STUDENT ENTRY INTO THE COLLEGE

New enrolments are generally accepted for students from Pre-Kinder to the beginning of Year 11, with the main entry points being Pre-Kinder, Kindergarten, Year 7 and the beginning of Year 11. The College does not enrol students for the final HSC year, nor does it enrol students who have extensively completed their Preliminary HSC year at another educational institution.

1.1 Christianity

The College is open to children from any religious background and provides an education underpinned by religious values outlined in the current College Prospectus and operating within the policies of the NSW Educational Standards Authority (NESA). Parents are required to have read the College Prospectus and to understand that Christianity will be taught as the spiritual and moral basis of life, and students will be encouraged to come to a personal faith in Jesus Christ. It is compulsory that students attend and participate in Christian Studies lessons and Chapel Services. When parents/guardians sign the enrolment application form they are acknowledging and accepting the College culture and enrolment conditions.

1.2 Placement Priorities

In general the following criteria will be used to determine the priority order in which students will be interviewed:

- siblings of current Thomas Hassall Anglican College*
- children of Clergy and full-time Christian ministry workers*
- children of Thomas Hassall Anglican College staff members
- scholarship winners in Year 7 and Year 11
- children of past Thomas Hassall Anglican College students*
- date of receipt of application form

* This criteria will only be accepted for priority entry if the child has been enrolled at least twenty-four (24) months before the year of entry.

Apart from a limited number of students awarded Academic, Sports and Music Scholarships each year, Thomas Hassall Anglican College does not select students on ability (academic or otherwise).

1.3 Student Age Requirements

Children will not be offered a place in Kindergarten unless they will have reached the age of five years by 30th April in the Kindergarten year. Likewise, children will not be offered a place in Prep unless they will have reached the age of 4 years by 30th April in the Prep year. An exception is made for Gifted and Talented students if, after testing, the Principal feels early entry is feasible. The discretion for this lies entirely with the Principal. By law, all children must be enrolled in school by their sixth birthday.

ENROLMENT POLICY

1.4 Enrolment of Students with Disabilities

The College supports the enrolment of students with a disability and acknowledges and supports the rights of parents and carers to be fully informed and actively participate in key decisions relating to their child's education.

Any decisions about admission, enrolment or participation will be made on the basis that reasonable adjustments will be made where necessary, within the means of the school, so that the student with a disability is treated on the same basis as a student without a disability.

1.5 Enrolment of International Students

The College is not CRICOS approved to accept children on a student visa. The College can accept students on other visa classifications which can be clarified with the enrolments staff at the time of enquiry.

2. CONDITIONS OF ENROLMENT

The conditions of enrolment for the College are consistent with those of The Anglican Schools Corporation. Enrolments applications and the letter of offer is included in the Conditions of Enrolment.

A child entering the College will have continual enrolment until the completion of Year 12, unless there is a failure to follow the conditions of enrolment.

3. PROCESS OF ENROLMENT

A. Application for Enrolment

As the first step, families seeking a place for their child at Thomas Hassall Anglican College may submit an Application of Enrolment together with an Application Fee of \$100. Parents are encouraged to apply for enrolment at least 24 months prior to their child's expected commencement date.

An 'Application of Enrolment' does not in itself secure a place, but ensures that the Child is placed on the Enrolment list for their cohort year. The online application form is on the College's website. At this time they will also be required to submit the following documentation online:

For All Students

- A copy of the child's birth certificate
- A copy of the Australian Immunisation Register for their child
- A copy of proof of citizenship (if born overseas) or a copy of the applicable VISA
- Upload a passport photo
- A Copy of Psychometric/Learning Support Reports including Speech Therapy Reports (if applicable)

For students who have attended previous schools

- A Copy of the last two School Reports
- A Copy of NAPLAN Results (if applicable)

B. Assessment

After receiving the application, at some time decided by the College, we will undertake an assessment process. As part of the assessment process, the college may ask the parents to provide more information about the child.

If there are any assessments or reports required from non-school personnel, it will be at the parents' expense.

ENROLMENT POLICY

As part of the application form, parent's/guardians agree to the College contacting the child's previous school to confirm information pertaining to the child's enrolment. The College may also request authorisation to contact any medical or personnel considered necessary for providing information about the child.

Where information obtained suggests:

- (a) a profile of misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the College; or
- (b) the parents may not be able to meet the financial commitment required by having a child at the College, even in the case of being a sibling family, the Principal may decline to proceed further with the enrolment process.

C. College Invitation for Interview with Student and Family

Approximately 12-24 months before the anticipated commencement date parents and guardians will be invited, in priority order, to an enrolment interview.

The enrolments staff will attempt to make contact the Parents and/or guardians three times (via email &/or phone). Should there be no contact within two weeks, the enrolment's team will move to the next person on the wait list.

D. College Interview with Student and Family

Every student seeking admission is interviewed in the company of at least one parent. (There is only one exception to this rule and it is for sibling Pre-Kinder students who may be offered without interview at the discretion of the Principal.) The interview helps to establish that parent expectations and student needs are clearly compatible with the philosophy and offerings of the College and that the College has the capacity to meet those expectations and needs.

During periods of high enrolment in certain year groups (eg Pre-Kinder, Kindergarten and Year 7), a staged approach to the offer process may be enacted whereby successful applicants will be informed in multiple tranches (typically 2 weeks prior to the end of each term). The Enrolments Co-ordinator will then keep a Year Group Waiting List and advise those on the list when a vacancy becomes available.

E. Letter of Offer and Payment of Enrolment Fee

Following the interview process, an Offer of a Place will be made to families. It is NOT possible to defer acceptance of an enrolment place to a later year. Provided that the College is satisfied that parents and the students can meet the demands of the Enrolment Conditions, an offer will be sent to the family. Acceptance of this Offer, including a payment of \$500, must be accepted and paid within a fortnight of being sent.

F. Offers for Provisional Enrolment

Where there is a circumstances where there is uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time. Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with one weeks notice. In such circumstances, fees will be adjusted to cover the period of enrolment only and no penalties apply.

ENROLMENT POLICY

4. REGISTER OF ENROLMENTS/ADMISSIONS

The New South Wales Educational Standards Authority (The NSW Registration Manual for Non-Government Schools) requires all schools to keep a register of enrolments (admissions) of all children enrolled at the College.

Thomas Hassall Anglican College keeps a Register of Enrolments of all children enrolled at the College electronic form. This data is kept in the College's Edumate data management system. This data can be printed out into a hard copy register if and when required.

4.1 Information collected for Register of Enrolments

The Enrolment Team records the following information for each student:

- name, age and address
- the name and contact telephone number of parents/guardians
- date of enrolment
- the date of leaving the College and the student's destination, where appropriate
- for students older than six years, previous school or pre-enrolment situation
- where the destination of a student below seventeen years of age is unknown, evidence that a Department of Education Officer with home school liaison responsibilities has been notified of the following:
 - the student's full name
 - date of birth
 - last known address
 - last date of attendance at the College
 - parent's/guardian's names and contact details
 - an indication of possible destination
 - any other information that may assist officers to locate the student
 - any known work health and safety risks associated with contacting the parent/guardian or student

4.2 Register of Enrolments (current data and archive)

Due to the electronic nature of the register, the data is regularly backed up and is accessible indefinitely. Hard copies of the Register of Enrolments can be generated from the Edumate data management system as required.

5. POLICY REVIEW

This Enrolment Policy was reviewed in 2021 and will be reviewed bi-annually or in the event of any information, incident, legislative changes or organisational practice that would demonstrate the need for a review.

OTHER COLLEGE POLICIES

POLICIES FOR STUDENT WELFARE

The College seeks to maintain a safe and supportive environment in which students and staff feel secure and in which the risk of harm to students is minimised. The College supports the physical, social, academic, spiritual and emotional development of students. Policies and programs for student welfare are designed to develop a sense of self-worth and personal growth.

Policies are centralised in our 'Policy Connect' program (Complispace). Important policies for students are published in the College diaries and in the Parent & Student Handbook. Copies of College policies for parents are available from the College office. Key policies are posted on the College website.

Relevant Student Welfare Policies

Child Safety

- The Child Safety Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed a culture of child safety.
- Ensure compliance with child protection legislative requirements including: employee, volunteer and contractor screening procedures.
- Provide child protection training for employees, governors, volunteers and contractors.
- Reporting child safety as required to external agencies including the Department of Communities and Justice (DCJ), or the Police, depending on the allegation or disclosure made.

Workplace Health and Safety (WHS)

- Policies and procedures that promote a safe work environment to protect the health and safety of staff, students, parents, volunteers, contractors and visitors.
- Conduct workplace inspections and hazard identification with the aim of mitigating risks.
- Conduct risk assessments and implement control strategies.
- Provide WHS staff training and induction for contractors.

Student Duty of Care

- Policies and procedures committed to the creation of a safe and caring environment in which each student is valued as a person and all students are helped to learn and to grow in maturity. This growth to maturity involves learning many concepts and skills, developed meaningful relationships, abiding by the rules of the College community, exercising self-discipline as well as serving and respecting others.
- The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

Pastoral Care

- Policy and procedures to provide support to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students including spiritual, emotional and social wellbeing.
- Provision of staff to provide specialist services in student welfare and counselling support.

Safe & Supportive Environment

- Policies and procedures to support the requirement for a safe and supportive environment for students.
- Staff who have direct contact with students are informed annually of their legal responsibilities related to child protection, and other relevant expectations.
- Staff expectation to respond to reportable matters in accordance with legislative requirements.

OTHER COLLEGE POLICIES

Relevant Student Welfare Policies

Codes of Conduct Policy

- Staff hold a unique position of influence, authority, trust and power in relation to students. As such, it is their duty, at all times, to maintain professional boundaries with students.
- Provision of Professional Code of Conduct for staff & volunteers; Code of Behaviour and Associated Rules for Students

Student Behaviour Management

- Policies relating to discipline of students are based on principles of procedural fairness and prohibit corporal punishment of students by staff and do not sanction corporal punishment by parents.
- Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.
- Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.
- Where disciplinary action is required penalties imposed vary according to the age of the student, the nature of the breach of discipline and a student's prior behaviour. As we are a P-12 school, penalties applied are appropriate to the age of the student.
- All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion is based on procedural fairness.

Anti – Bullying and Harassment

- A duty to students to provide a safe and positive learning environment where individual differences and diversity is respected and accepted.
- Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment.
- Any behaviour which stops an individual from feeling comfortable is a form of bullying or harassment and is not condoned.
- Students who are the victims of bullying or harassment must be encouraged to report instances of such behaviour to a teacher as soon as possible so that appropriate action can be taken.
- The perpetrators of bullying behaviour must accept responsibility for their behaviour.

Reporting Complaints and Resolving Grievances

- Procedural fairness is utilised in dealing with complaints and grievances.
- Processes for raising and responding to matters of concern identified by parents and / or students.
- Specific reference to responding to complaints or grievance are incorporated.
- Gather information to facilitate an appropriate assessment of the concern raised.
- Process for external stakeholders to report staff misconduct or reportable conduct.

The full text of the College policies can be found in the 2022 Parent & Student Handbook and Staff Handbook, which are available to all families with students enrolled at the College and all College staff. Key policies are also available on our College website under 'Key Policies'.

COLLEGE DETERMINED IMPROVEMENT TARGETS

The College continues to progress through the objectives of the College 2019 – 2023 Strategic Plan.

ACHIEVEMENT OF PRIORITIES IN 2022

VIBRANT PROGRAMS

- Implemented a HSC Improvement Plan with Secondary Staff
- Commenced the integration of service learning into the P-12 scope &
- Further developed house culture across Yrs K-12 and developed a 7-12 Student representative Council for commencement in 2023.
- Implemented InitialLit in K-2

POSITIVE PARTNERSHIPS

- A reinstatement of a number of key community events eg. Mothers Day, Father's Day, Wellbeing events
- Completed a comprehensive review of "The Way" (College Newsletter) to improve its accessibility and readership among the parent community including a language translator.
- Expanded our interaction with the community by providing visits to our Junior Library for Preschools in the area as an excursion

SUSTAINABLE PRACTICES

- Revised the 10 year forecast
- Worked with the architects, traffic consultant, and staff to review and implement traffic improvement initiatives.
- Invested time and training to ensure implementation of the Child Safe Standards including conducting a gap self-assessment.

QUALITY STAFF

- Completed a Staff Satisfaction Survey
- Piloted a new coaching and mentoring program for staff in Semester 2.
- Enhanced the staff induction program
- Goal setting across all teaching staff

COLLEGE DETERMINED IMPROVEMENT TARGETS

IMPROVEMENT TARGETS FOR 2023

The College staff, in conjunction with the College Council, has set the following improvement targets for 2023 in alignment with the College Strategic Plan 2019 – 2023.

VIBRANT PROGRAMS – Equipping the Learner

‘Pursue excellence in learning, wisdom and service through quality academic, wellbeing and co-curricular programs that engage and equip every learner’.

- Further develop Service Learning into Curriculum, Wellbeing and Co-Curricular Programs P-12
- Ensure staff are trained in the new curriculum areas and equip them with the resources for implementation
- Commence the Student Representative Council for Years 7-12
- Implement “Wellbeing Matters” into the daily classroom messages for Junior School

POSITIVE PARTNERSHIPS – Engaging the Community

‘Foster authentic partnerships with our community ensuring all stakeholders are engaged and valued’.

- Work with “Voice Project” to develop an Annual Parent Feedback Survey
- Embed our Corporate Standards across College publications
- Audit of Communication Methods
- Alumni Database Creation
- Business Directory and establishment of Business Breakfasts

SUSTAINABLE PRACTICES – Enhancing the Environment

‘The College will be a leading organisation of innovative and sustainable practices and facilities through effective planning and management of resources’.

- Conduct a review of the Trading Activity Operations
- Review the bursary application process
- Further develop asset maintenance by establishing a rolling refurbishment program for all buildings
- Covert administrative workflows to electronic
- Commence the building of the Senior School STEM Building

COLLEGE DETERMINED IMPROVEMENT TARGETS

QUALITY STAFF – Enriching People & Practice

'Attract, develop and retain the highest quality of College staff'

- Develop a culture of mentoring and coaching across the College
- Improve the communication flow across the College P-12
- Reevaluate workload of staff with particular emphasis on RFF for Junior Teachers



INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

JUNIOR

- **‘Buddy Program’** – students participate in this interschool program that provides the opportunity for upper Junior School students to assist middle and lower Junior School students with their class work.
- **‘Peer Support Training’** – all Year 6 students participate in peer support training and then are able to put this training into practice with younger students.
- **Cyber Safety** - The role of the Police Liaison Officer is to work with youth and young people to engage them in a positive way. The presentation to Stage 3 was a Cyber Safety talk. The main focus of this talk was to explain how to stay safe online and what some of the dangers are of being online.

SENIOR

- **Duke of Edinburgh’s Award Program** - The program involves students from Year 9 to Year 12 working with teachers in a graduated program to develop their self-reliance. The Award program is one of individual challenge. It presents young people with a program of voluntary activities that encourage personal discovery and growth, self-reliance, perseverance, responsibility and service to the community. Each person who does the Award learns a skill, becomes more physically active, volunteers in their community and undertakes a team adventure.
- **Peer Support Program** - The Peer Support Program includes training leaders to help students to settle in to Senior School and build relationships with younger students. This facilitates developing a sense of community within the College.
- **Charity Awareness** - Houses choose a charity and raise money for the community through various fundraisers. Recipients of the money include World Vision and Anglicare.

WHOLE COLLEGE

- **Pastoral Care Program** - The Pastoral Care Program is designed to allow students to develop relationships with their teacher and with each other. Such relationships help to develop a feeling of belonging in students, which has been shown empirically to foster a greater resilience in students when confronted with the challenges of life.
- **Student Leadership Program** - The student leadership program provides opportunities to help students to develop lifelong skills. Student leadership develops a sense of belonging to a community, which is an important protective strategy in developing a resilient environment in schools.
- **Commemoration of ANZAC** – ANZAC assembly conducted to remember the courage of the people who fought for Australia and New Zealand over a hundred years ago. Also honouring all the brave men and women who have served their nation.
- **‘Unite Week’** – a week all about celebrating the wonderful diversity of our College community. Throughout this week, students have the opportunity to engage in a number of activities, discussions, assemblies, games and challenges. All of these are about promoting and highlighting our cultural diversity with international food, music, dance and dress. Gold coin donations are raised for ‘Miracle School’ in Pakistan.
- **Christmas Hampers** – collection of items for Christmas hampers and provided to a local church for distribution to the local community in need.

PARENT, STUDENT & TEACHER SATISFACTION

PARENT, STUDENT & TEACHER SATISFACTION

In 2022 surveys were conducted with staff, parents and students. A summary of the survey results are as follows:

PARENTS

Parents identify the College as a school of choice in Southwest Sydney. This is attributed to the clear Christian worldview vision and providing quality education for students of all capacities. Our growing co-curricular opportunities for students attract the 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 one safe community environment.

In 2022, we surveyed the Parent Community Network, prospective parents who visited us for enrolments, families as they were leaving the College and feedback on major events such as our Wellbeing Seminars for parents. No matter where families were in their journey with the College, their feedback was positive and encouraging.

STUDENTS

Formal surveys of students across all cohorts were completed at the end of 2021 and will be completed again in 2023 to gain bi-annual data and feedback from students. Other smaller surveys around PC Classes and grades were completed during the year.

The Student Wellbeing Team worked closely with the students in 2022 to develop a Student Representative Council group to be launched in 2023. This SRC will provide another form of feedback from students across grades and houses.

STAFF

In 2021 the College engaged the “Voice Project” and completed a survey on the organisation’s response to COVID and the implications on staff wellbeing. The College reengaged the “Voice Project in 2022 to complete a full Staff Survey providing staff with an opportunity to share their feedback on how Thomas Hassall is performing in such key staffing areas such as leadership, teamwork, job satisfaction, overall effectiveness and wellbeing.

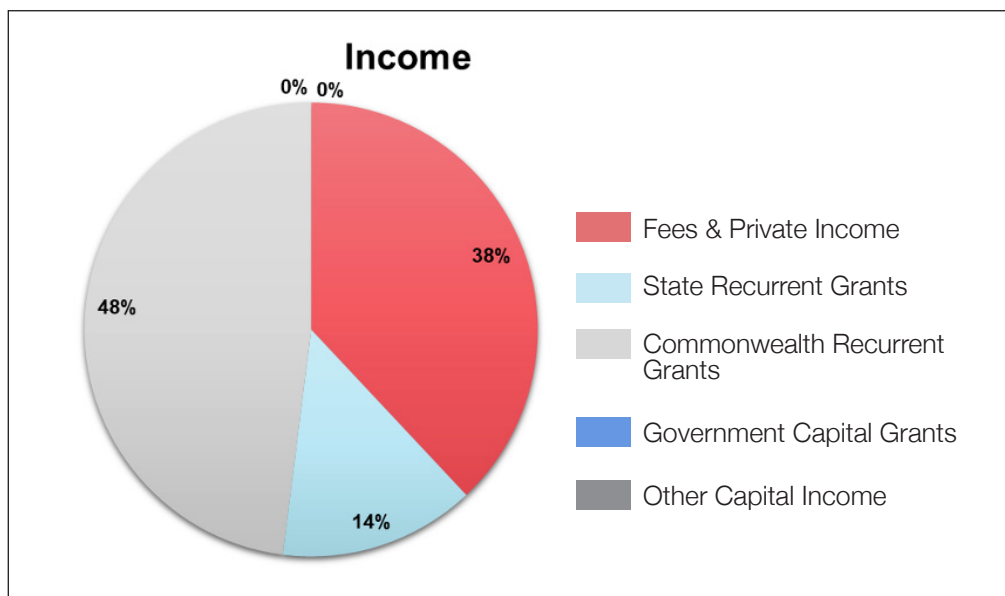
Results from the survey were benchmarked against other data from organisations within the same sector and the results for this inaugural survey were outstanding. The College has since developed key focus areas for improvement.

Staff surveys are also conducted following professional development days. The survey results have inform the Staff Services Committee about the success of the various sessions held and is utilised to further develop future Professional Development Programs which meet the needs of the staff.

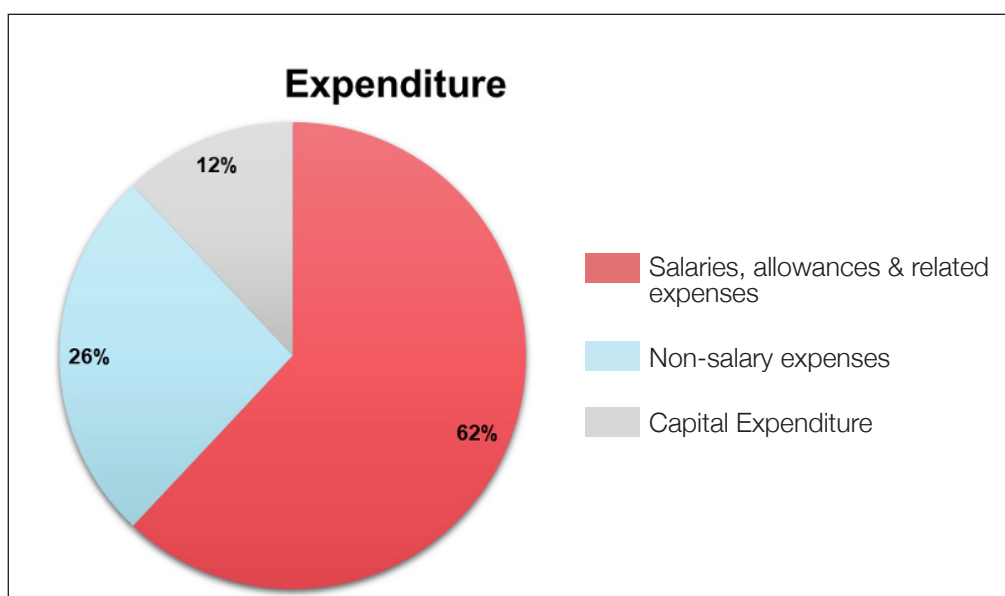
SUMMARY FINANCIAL INFORMATION

Graph 1 below shows the recurrent/capital income and Graph 2 shows the recurrent/capital expenditure.

GRAPH 1: RECURRENT / CAPITAL INCOME 2022



GRAPH 2: RECURRENT / CAPITAL EXPENDITURE 2022



it's about their future...



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