

AUSTRALIAN TECHNICAL COLLEGE WESTERN SYDNEY

# ANNUAL REPORT

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2008



*The 2008 Annual Report of ATCWS as required by the Education Act1990(NSW) as amended.*



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## INTRODUCTION

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### AUSTRALIAN TECHNICAL COLLEGE WESTERN SYDNEY

*Where the young, ambitious and motivated trade places.  
Going from where they are today to the success of tomorrow*

The Australian Technical College Western Sydney commenced operation in January 2008 and is an independent, not-for-profit senior secondary school offering a trade-based schooling programme catering for senior secondary students (Years 11 and 12). In 2007 the College operated under the auspices of Rouse Hill Anglican School.

Students enrolled at the College have the opportunity to achieve their New South Wales Higher School Certificate and concurrently complete the first year of their apprenticeship or up to 33% of their trade training in one of the following areas: Building & Construction, Commercial Cookery, Electro-technology, Plumbing, Painting and Decorating or Automotive.

Most students were signed up as Australian School-based Apprentices within 6 months of enrolment and commenced work in a five week rotational model that is designed to meet the requirements of both industry and senior schooling.

The College services Western Sydney, including the Hills District. The College campus is currently situated at King's Park adjacent to Marayong railway station, in rented premises. It is envisaged that the College will move to its own purpose designed campus before the conclusion of 2010.

This Annual Report for 2008 provides students, parents, staff, grandparents and the wider school community with information about various aspects of the College's distinctiveness as a school and its performance and development. The report is provided in accordance with the requirements of the *The Education Amendment (Non-Government Schools Registration) Act 2004*.

The Staff Handbook and other relevant newsletters complement the information provided in this report.

#### College Mission Statement:

**To provide high quality academic learning with trade training based on the Christian ethos whilst enhancing the transition of the student from school to work.**

#### **The College logo "Tradeplaces" encapsulates the desire to:**

1. Help place students in apprenticeships of their choice
2. Educate students to the highest HSC standards.
3. Move between work and to make smooth the transition from school to work.

## College Values:

We value and acknowledge success.

We value:

- life-long learning through promoting success to enable students and staff to have an opportunity to reach their full potential;
- achievement of goals;
- high standards in work and study habits and personal presentation;
- rigorous and relevant curriculum and training implementation by highly skilled staff;
- building positive relationships through effective communication and teamwork;
- innovation:
  - through enabling technologies
  - by engaging current trends to develop critical/analytical skill

## ONE: REPORTS FROM KEY SCHOOL BODIES

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### CHAIRMAN'S REPORT

2008 has seen the first graduates of the *Australian Technical College Western Sydney* reach the milestone of completing their Higher School Certificate in conjunction with the completion of their first year of trade training as a school-based apprentice.

As these graduates move on to full time employment it is important to look back on the early beginnings of the College, the difficulties of not having a permanent home, the late relocation from the Rouse Hill Anglican College site to the Marayong site and somewhat marred at the effort that has gone into making it happen in the face of some adversity and problems that all involved faced during those difficult times.

The first graduating students have achieved success in what can only be described as an unknown and untried model of school-based apprenticeship in NSW, and their success has to be attributed not only to their own efforts, but to the dedication and untiring devotion of the Principal and teachers, who embraced the challenge of the new venture with an optimism and desire for success that saw no barriers too great to overcome. Such achievement and dedication is applauded by the Board of Directors along with our thanks in making the College the success that it is today.

The College operates under a Funding Agreement with the Department of Education, Employment and Workplace Relations (DEEWR) and on the election of the Rudd Government it was clearly known that there would be a new direction for Australian Technical Colleges throughout the country and new arrangements would need to be found and approved by the Deputy Minister, Julia Gillard to ensure continuation of funding for the College to the end of 2009. The Federal Government established a consultation process with the communities in which the Australian Technical Colleges were located in order to gain an insight as to the way forward for the Colleges.

The *Australian Technical College Western Sydney* engaged the services of KPMG Consulting to assist in drafting a plan for the College past the end of the existing funding period of the end of 2009.

The Board of the College and the Sydney Anglican Schools Corporation were extremely pro-active in their desire to see the College remain viable and continue the excellent work done to date in fostering trade training within the Higher School Certificate environment. Resulting from consideration of a range of propositions, it was agreed by the Board that the *Australian Technical College Western Sydney* should become a Sydney Anglican Schools Corporation school and stand alone in 2010 as an independent school. This proposal, with the support of the College Board, was incorporated into the submission to DEEWR and the Deputy Prime Minister and subsequently approved after very thorough analysis of the viability of the proposal for the longer term.

The process of transferring the assets and Funding Agreement to the Sydney Anglican Schools Corporation is currently in progress and will be finalised before mid 2009. The consortium that has operated the school since 2007 is comprised of the following organisations:

- Master Builders Association of NSW
- Master Builders Group Training
- Master Plumbers Association of NSW
- Master Plumbers Apprentices Limited
- Master Painters Australia NSW
- Master Painters Group Training
- National Electrical and Communications Association (NECA) NSW
- NECA Group Training
- Restaurant and Catering NSW
- Hospitality Training Network (HTN)
- Sydney Anglican Schools Corporation

The consortium will remain the interim governing body of the College whilst the Funding Agreement with the Sydney Anglican Schools Corporation is finalised. The consortium partners have all indicated their desire to remain involved with the College and continue to support and promote the school-based apprenticeship model of CERT III vocational training being undertaken during the Higher School Certificate years.

In setting the new direction for the College as an independent school, work has commenced on meeting the compliance issues for the College to become a Registered Training Organisation (RTO) so as to enable the delivery of trade training by the College in its own right. A significant task indeed, but again a task that has been totally embraced by the staff to ensure the RTO registration process is completed as soon as possible. This along with other strategies currently being examined and implemented will form the new foundations for the success of the College into the future.

Towards the latter part of 2008 it became obvious that Australia would not be exempt from the growing economic downturn and this would have an affect on enrolments for 2009. Industry was starting to see the effects on employment of the downturn and had conveyed their concerns to the Board through their representatives.

*Paul Naylor, Chairman*

## CEO/PRINCIPAL'S REPORT

We commenced 2008 very positively with a cohort in Year 11 of 105 and 22 students in Year 12. This was achieved with an enrolment and marketing process which could not guarantee parents where the site for the school would be in 2008. We started the year also very hopeful of placing all or most of our students in ASbAs. By February though the economic situation in NSW had changed drastically and the movement of Beechwood Homes into receivership signalled the beginning of the very serious decline of the building industry. This had had a significant effect on our ability to place students into apprenticeships.

The situation only worsened as it became clear that the Global Financial crisis was a reality and building around NSW grinded to almost a halt. We had 37 students at the start of the year wanting to commence an apprenticeship in carpentry, for example, but as we were only able to place 18 in ASbAs many of those students left to go into other work or a full time apprenticeship if they could attain one.

We had great success in the development of trade based curriculum and received much praise from the NSW Board of Studies inspectors when they inspected us for registration and accreditation. We have been registered as an independent school for the next 5 years for Year s 11 and 12.

I have had great support from the Chairman and the Board who have been flexible and sensible in facing a range of challenges across the year and were able to change the strategic direction of the College to ensure our ongoing existence. Changes to our strategic direction included using independent employers as well as GTOs, transferring ownership of the College to the *Sydney Anglican Schools Corporation (SASC)* and looking at all sorts of options for sustainability.

Enrolments were also down this year because there was much uncertainty in the local area as to whether the College would be there in 2010 for students enrolling to begin in 2009. This has been disappointing for us because combined with the downfall in the economy, fewer enrolments and far fewer ASbAs has directly affected our ability to meet our KPIs. We have had great success with our students winning several major awards for apprentices including the Master Builders' Award for the best apprentice, beating a field of full time apprentices.

With the change of government in 2008 it became clear that Australian Technical Colleges would no longer be funded by the Commonwealth so ATCWS would need to develop a new Business Plan. We developed a proposal for future development in conjunction with KPMG which we believe will allow us to be sustainable with the ongoing support of the Sydney Anglican Schools Association. This was approved by the Deputy Prime Minister in August 2008 and we are now transitioning to be an independent Anglican Trade College under the auspices of SASC.

We look forward to building a permanent site for the College in 2010 and becoming an RTO where we can fulfil in a real and concrete sense the aspirations of the Board in setting up the College.

*Sandra Langford, CEO/Principal*

## **Two: STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS**

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The College is registered and accredited for Years 11 and 12, and 2008 was the first year that there were candidates for public examinations.

17 students sat the Higher School Certificate (HSC) Examination in 2008. All were awarded the Higher School Certificate.

HSC subjects offered by the school were:

English (Standard) (15130)  
General Mathematics (15230)  
Business Studies (15040)

78% (State Av 57%) of students achieved results in Bands 2 or 3 in English.

60% (State Av 57%) of students achieved results in Bands 3 or 4 in  
General Mathematics

66% (State Av 36%) of students achieved results in Bands 2 or 3 in  
Business Studies

The additional two units required to be eligible for an HSC were achieved through Industry-Based Learning with an appropriate Australian School-based Apprenticeship (ASbA).

As this is the first year of candidature for the school there is no comparative school data from previous years.

Students at the College were ideally commencing an apprenticeship whilst undertaking their HSC studies. Programs have been contextualised and written especially for trade students.

Our students are enrolled in Certificate II and Certificate III vocational courses enabling them to gain trade and vocational skills whilst also working towards their HSC.

### **In 2008 Awards our students received included:**

Master Plumbers Apprentices Limited (MPAL) Awards 2007 – presented in 2008,  
**Award for Excellence for Best School Based Apprentice,**

**Master Builder's Apprentice of the Year** for First Year Apprentice (drawn from mainstream and school-based nominees),

**State VET Awards** for Automotive Apprentice - award for South Western Sydney,

Master Plumbers Apprentices Limited (MPAL) Award for Australian **School Based Achievement Award 2008.**

## THREE: PROFESSIONAL LEARNING AND TEACHER STANDARDS

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### 3.1 Teacher Standards

The following table shows the total numbers of members of staff responsible for delivering the curriculum as described by the *Education Act 1990*, and in terms of standard of professional competence as determined by the Minister for Education and Training.

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the guidelines of the National Office of Overseas Skills Recognition (AEI-NOOSR).	16
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications.	0
Teachers employed in NSW before 1 October 2004 who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0
Total number of teachers:	<b>16</b>

A number of teaching staff hold postgraduate qualifications in education including 3 degrees at Masters level.

### 3.2 Professional Learning

The College conducted and/or provided professional learning and support for teachers during the 2008 reporting period. This involved whole school professional development days, and group and individual experiences. Professional development was conducted in-house and outsourced.

Staff undertook the following professional learning under the following categories: pastoral care; pedagogy, professional practice and individual subject support; and OHS

Category	Description	Involved
OHS	First Aid	Admin Staff
	OHS Management	Executive Staff
	Anaphylaxis training	All Staff
	Child Protection Awareness	Teaching and Admin Staff
Pedagogy and Practice	Beginning Teachers Courses	New Scheme Teachers
	Inst of Teachers Workshop	Teaching Staff
	Intro to new Stage 6 Mathematics Syllabus	Mathematics Teachers
	Mathematics workshop	Mathematics Teachers
	AIS Special Education Conference	Special Education Teachers
	Hospitality Conference	Teaching Staff
	Hotel schools promotion	Teaching Staff
Pastoral Care	Positive Classroom Practice	Teaching Staff

## **FOUR: TEACHER ATTENDANCE AND RETENTION**

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There were four terms consisting of 40 x 5 day weeks.  
Average Teacher Attendance rate was 96.9%.

Of the 16 teachers in 2008 14 remained on Staff for the beginning of the 2009 year.  
Therefore, the retention rate was 87.5%.

As the School commenced as a separate entity in 2008 teaching staff retention rate was measured as the percentage of teachers who continued to be employed at ATCWS from the 2008 to 2009 academic year relative to the total number of staff in 2008.

## **FIVE: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS**

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114 students attended the College in 2008. The average attendance rate was 95%.  
Out of 90 Year 11 students 65 students continued into Year 12. Those who left the College did so for a number of reasons. 12 entered the full-time workforce, 7 took up full-time apprenticeships, 2 transferred to other schools, 4 unknown.

## **SIX: POST SCHOOL DESTINATIONS**

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18 Year 12 students finished at the College at the end of 2008. Seventeen students were awarded the Higher School Certificate. 15 students gained full-time employment and an apprenticeship with an ASbA employer. 1 student is self-employed, 1 student is continuing his HSC study elsewhere, and 1 student's status is unknown.

## **SEVEN: ENROLMENT POLICIES AND PROFILES**

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### **Enrolment Policy:**

#### ***Entry Requirements***

Students wishing to enter the College will have completed the NSW School Certificate and will have the capacity to complete the NSW Higher School Certificate.

The College will run enrolment information sessions during Terms 2 and/or 3 when enrolling for the next academic year. These information sessions will be advertised in the local media.

Students applying to the Australian Technical College Western Sydney (ATCWS) will be required to:

- Complete the ATCWS enrolment form.
- Attend, with their parents/guardians, a personal interview at the College.
- Provide a copy of their resume.

- Provide copies of their School Certificate (when available) and latest school reports.
- Provide evidence of a demonstrated commitment to work.
- Bring an original copy of their birth certificate to the interview.
- Attend and satisfactorily demonstrate their capacity and commitment to complete an apprenticeship at a personal interview with representatives from the relevant group training company. That is, a student wanting a School based Apprenticeship in Plumbing will need to attend a personal interview and meet the minimum standards set by the Master Plumbers Association of NSW (as per standard apprenticeship recruitment).
- Undertake and meet the minimum academic requirements in the relevant apprenticeship test administered by the group training company (as per standard apprenticeship recruitment).
- Attend and pass a medical examination organised by the relevant group training company (as per standard apprenticeship recruitment).

### **Procedure**

1. The school will maintain a **register of enrolments** that includes the following information for each student:
  - Name, age and address
  - The name and contact telephone number of parent(s)/guardian
  - Date of enrolment and, where appropriate, the date of leaving and the student's destination
  - Previous school or pre-enrolment situation
  - Where destination of a student who is under 15 is unknown, evidence that a DET officer with home school liaison responsibilities has been notified of the student's name, age and last known address
2. The school does not discriminate on the grounds of disability. All students wishing to enrol at the Australian Technical College – Western Sydney will need to fulfill all of the entry requirements as listed above.

Students may enter the College at the beginning of Year 11 and as vacancies arise during Year 11 and Year 12. Students who enter the College must meet the criteria for entry. All students in the College are in either Year 11 or Year 12, and may also be an ASbA.

Students attending the College were all enrolled in courses that are advantageous to trade employment and which will also lead to the Higher School Certificate. The College and trade organisations have supported HSC subjects and VET courses for the students as a pathway to a career in a trade.

The College is currently at King's Park, next to Marayong Railway Station. Students at the College live in the vicinity of the School including Rouse Hill, Blacktown and Mt Drutt, as well as travelling from the Hills District, the Parramatta area, Penrith, the Lower Blue Mountains and as far away as Cronulla.

## EIGHT: SCHOOL POLICIES

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As the College commenced in 2008 all policies were new and developed for the 2008 school year.

The following policy areas are reported below:

- Student Welfare
- Discipline
- Complaints  
*and*
- Grievances

Student Welfare is covered by a number of policies including Anti-Bullying and Child Protection

### **Student Welfare Policies:**

The College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the College's mission in providing for a student's welfare are implemented.

#### *Anti-Bullying:*

ATCWS Standards and Positive Expectation Policy is based on the College community's belief that our College should be an inherently safe, healthy, tolerant and enjoyable place. There is a positive expectation that teaching and learning will occur without significant disruption or harm or threat of harm to students. Members of the whole College community are actively involved in the development of the ATCWS Anti-bullying Plan.

There is an expectation that students will not hit or hurt in a physical, psychological or emotional way, nor threaten to hit or hurt another student, and they should respect the rights and property of others.

The College provides parents, staff and students with clear information regarding developed strategies that promote appropriate behavior, and the consequences for inappropriate behaviour.

Strategies in place to prevent bullying foster an inclusive culture and ethos to support all students and values the diversity of the student, staff and community population including culture, ethnicity, gender, physical ability and economic status.

Opportunities are provided for connectedness and engagement for all students, through supportive learning environments both within the classroom and the broader school life, that promote positive peer relations, social skills and resiliency.

The College maintains student welfare systems that enable all students to feel safe and to feel valued.

- Pastoral Support program
- Mentor Program
- Year meetings
- Pastoral care camps and excursions
- Welfare meetings with staff and specific care givers

*Strategies that link to the College Discipline Code:*

The College's discipline code encourages behaviour that is socially suitable for College life, and no form of corporal punishment is permitted. Student behaviour which does not meet our College's expectation to "Be civil" will be addressed proactively, effectively and consistently. Counselling advice and support for the bully, victim and bystander are referred to the College councilor and DOSP.

In cases of repeat of offenders or if physical violence is involved the student who bullies could be suspended from the College in accordance with the ATCWS Suspension and Expulsion guidelines.

*Child Protection Policy:*

ATCWS is committed to the protection, care and support of Children and Young People. The Principal will ensure that all staff are employed in accordance with the requirements of Child Protection Legislation, and that they are given appropriate training in their responsibilities. Visitors to the College are obliged to register at the College Office and those in direct contact with students to complete a declaration.

The Principal will ensure that the requirements of Ombudsman Act 1974 are known and observed

The Policy includes: reporting sexual Offences and misconduct, Physical Assault, Ill-treatment, Neglect, Psychological Harm, Misconduct, Apologies, Investigation procedures, and definitions.

*Grievance Policy:*

ATCWS is committed to providing a safe, harmonious and productive work and study environment where grievances are dealt with sensitively and promptly. The resolution procedures ensure that students, staff and parents are able to discuss legitimate grievances, knowing that ad hoc, vindictive or arbitrary action will not be taken against them. By providing a clear set of procedures, it is hoped that grievances can be dealt with satisfactorily and as quickly as possible, and will prevent a minor grievance from becoming a major problem. These processes incorporate, as appropriate, principles of procedural fairness.

### ***General Guidelines for Complaints or Grievances***

- Step 1 approach - Subject Teacher or Mentor
- Step 2 approach - Subject Coordinator
- Step 3 approach - Director
- Step 4 approach - Principal

Full copies of College Policies may be obtained from the College Office.

## **NINE: SCHOOL DETERMINED IMPROVEMENT TARGETS**

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### **College Site Development:**

- The College is now developing trade based curriculum which meets the requirements of the Board of Studies and is contextually suitable for trade education
- The College has been registered as an independent school for the next 5 years for Years 11 and 12
- The College opened the 2008 school year in rented premises in an industrial site at King's Park. This meant that much work had to be done to fit out the bare nine units in time for the start of the school year
  - The project involved the provision of the following facilities for a planned initial enrolment of 170 students:
    - Six General Learning Areas
    - with 30 dedicated computer workstations shared between every pair of classroom
  - Food Tech Teaching Space and Prep Room
    - with high quality domestic food preparation equipment (white goods etc)
  - Design & Technology (Wood) Teaching Space
    - with commercial quality equipment and dust extraction
  - Design & Technology General Space
  - Library and IT Space
    - with 17 dedicated computer workstations
  - Recreation room
  - Administration
  - Staff and Meeting Facilities
  - Demountable Amenities Buildings
  - Off street parking for 25 vehicles
- The College will seek to purchase a permanent site to be occupied during 2010

## **Marketing Improvement Targets:**

- To market to all clients of school based apprentices, not simply the skill shortage areas
- Develop marketing to local area and wider Sydney through expos, newspapers, community radio and school website
- To work with the Anglican Schools Corporation to develop a marketing strategy across all Sydney Anglican Schools Corporation schools

## **Academic Improvement Targets:**

- Shortage of apprenticeships:
  - strategy - appointment of Marketing Apprenticeship Manager to cold canvas, chase job leads and market the school to employers as well as the public.
- Introduction of Edumate (relational data base) as a whole school management system to streamline processes and content (personal data, reporting, attendance etc), and to provide an efficient and economically viable web access system
- Preparation for employment of an RTO Manager in 2009
- Restructuring of leadership roles to clearly define areas responsibility so as to provide the best service for the students and families
- Appointment of Pastoral Care Co-ordinator to provide specific responsibility for the welfare and support of students
- Appointment of a Learning Support Teacher to advise, organise and assist staff to better meet our students learning needs
- Introduction of Key Learning Area Coordinators to lead English, Mathematics, Technological and Applied Studies, and Human Society and Its Environment departments
- Introduction of the Industrial Technology course and the phasing out of the Design & Technology course as Industrial Technology is a more practical course and better suited to the body of study offered by the College.
- Work Studies - changed the way this course was delivered in response to industry requests. The course was delivered early in Year 11 so that students were better prepared for job interviews and to commence work.
- Development of an Education & Training Committee (industry representatives & school executive members) to meet regularly to discuss curriculum and training issues in order for the College to develop systems so as to best meet the needs of industry.

## TEN: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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During 2008 the following initiatives were developed:

- *Student Recognition Awards* – each work block students are nominated by their teachers for an Award. The recipient receives a certificate, letter home to parents, and a small trade related gift voucher
- *Social Justice* – Student Involvement in fundraising activities for the local and wider Community. Also looking at the students using their skills in Community related projects
- *Student Representative Council* running site meetings – getting feed back from students about College issues and taking those back, as advocates, to the College executive
- *Student Performances* at site meetings – create an opportunity for students to display their talents in front of their peers, with the future possibility of developing a music program for the students at the College
- *On Site Training at the College* wherever possible to give students added qualifications and Certificates that will assist them with their trade e.g. OHS, White Card. Senior First Aid, and off site courses such as: heights and confined spaces, and driver education

All 18 students were seen as leaders in 2008 with the following student leadership system being developed for 2009 when the year cohort will be larger:

- College Captain (Year 12 student)
- 2 vice Captains (Year 12 students)
- 5-10 Prefects, depending on the size of the cohort
- 4 Student Leadership Counsellors (Year 11 students)

## ELEVEN: PARENT, STUDENT AND TEACHER SATISFACTION

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A good school is much more than just classrooms, teachers and students. Parents have been highly supportive of the College during this first year at King's Park and have worked with the Staff and Principal in this early developmental stage.

Our school values feedback. Parents, students and teachers were encouraged to give feedback about the College to the Principal and other executive staff.

Informal feedback from teachers indicated that during 2008 staff were generally satisfied in all areas of our College, regarding such matters as: relationships, staff morale, school operations, work roles and work value/recognition.

Year 12 in 2008 gave invaluable feedback from their experience at ATCWS. Their input has helped in establishing an SRC to chair assemblies and to offer students' views to the Staff and Principal. From such discussion has come:

- The need for more opportunities for student leadership
- The importance of helping new students to understand the nature of the College and the

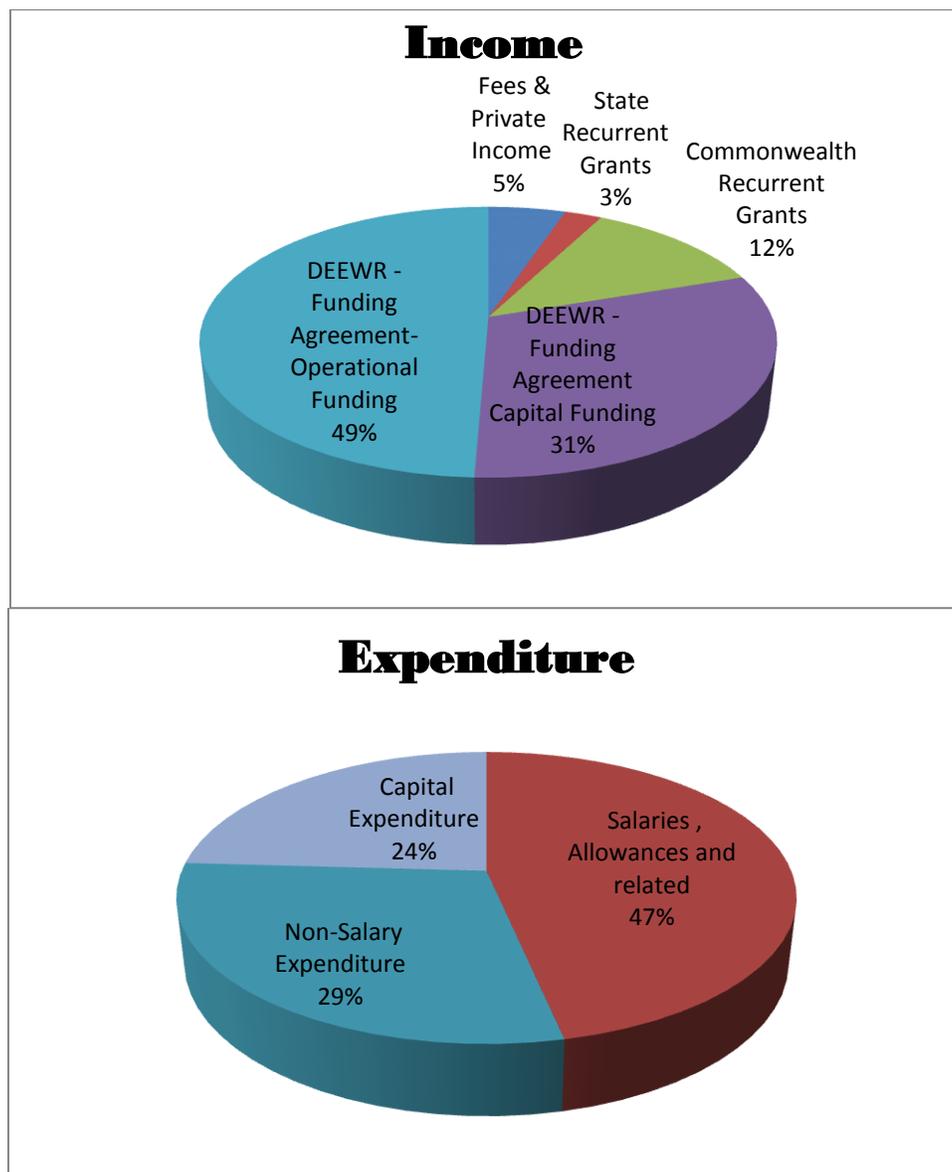
- relationship between school, trade training and apprenticeships, and
- That teachers do make a difference, - students value the friendly, approachable, caring manner of staff and the individual attention, respect and encouragement they receive.

The establishment of a parent association in 2009 will further enhance parents and school working together for the College.

## **TWELVE: SUMMARY OF FINANCIAL INFORMATION**

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The following graphs summarise the annual Income and Expenditure of the College for the reporting period 1 January to 31 December 2008. The College received funding from fees and private income as well as State and Commonwealth recurrent grants. In addition the College received substantial funding from DEEWR for Capital and Operational purposes.



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