



**Australian Technical College Western Sydney**

Now known as:



# ANNUAL REPORT

# 2009

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The Anglican Technical College Western Sydney (formerly Australian Technical College Western Sydney) commenced operation in January 2008 and is an Anglican senior secondary school offering a trade-based schooling program catering for senior secondary students (Years 11 and 12).

Students enrolled at the College have the opportunity to achieve their New South Wales Higher School Certificate and concurrently complete the first year of a School Based Apprenticeship or Traineeship, or up to 33% of nationally accredited vocational training while gaining significant work experience. In 2009 students of ATCWS trained at either Certificate II or Certificate III level in:

- Carpentry
- Commercial Cookery
- Electrotechnology
- Plumbing
- Painting and Decorating
- Automotive
- Metal Fabrication
- Landscaping
- Shopfitting

Most students were signed up as Australian School-based Apprentices/Trainees within 6 months of enrolment and commenced a five week rotational model that is designed to meet the requirements of both employers 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. The College acquired land in Glenwood during 2009 and is proceeding with plans to construct a permanent, purpose built facility. It is expected that the College will occupy the new site during 2010.

This Annual Report for 2009 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.

### **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;

# Section 1: Reports from Key School Bodies

## 1.1: Chairman's Report

2009 was a year of transition for the Australian Technical College Western Sydney. This transition was precipitated by the change in the Australian Federal Government's position regarding the future of all Australian Technical Colleges. The shift resulted in changes in the College's governance structure, the College name and the future funding arrangements for the College.

During 2009 an agreement was finalised between the Department of Education Employment and Workplace Relations and Sydney Anglican School Corporation. SASC agreed to take over the governance and management of the school. It was also agreed that, as part of this arrangement, all remaining funds allocated to the College would be utilised to fund and build permanent premises for the College.

As a consequence of this agreement the College Foundation Board was dissolved at the end of 2008. In its place a Steering Committee was established to oversee the governance and management of the College. The Steering Committee consists of the College Principal, members of the College Executive, members of the SASC Board and SASC management, as well as representatives of industry and the Chairman of the Foundation Board. The Steering Committee has met regularly throughout 2009 in its governance and management capacity.

The College continues to have a positive impact and make an important contribution to rebuilding the skills base in NSW and Australia. The commitment to and focus on trade training, apprenticeships and traineeships combined with academic study has resulted in the College becoming a sought after option for students intent on entering a chosen trade pathway at the end of Year 10.

The Australia wide need for a skilled workforce is acknowledged and emphasized by ACTU.

*"ACTU believes Australia may be short by up to 250,000 skilled trades apprentices within a decade, at a cost of \$9 billion to the economy, as 170,000 tradespeople retire over the next five years. Especially hard hit are traditional trades in the building, metal and electrical industries."*

The College maintains its commitment to the inaugural Mission Statement:

*"To provide an environment for high quality learning with trade training based on the Christian ethos enhancing the transition for student from school to work."*

On behalf of the whole College community I would like to thank the Steering Committee and SASC Board and staff for their continued involvement and commitment to the College. I would also like to thank the Principal, Sandra Langford, for her outstanding and tireless work since the inception of the College in 2007. Thanks also go to the College executive, management team and staff who have worked hard on ensuring the success of the College and ensured that the College remains a place of excellence and caring for students and their families.

The first Year 12 cohort consisted of twenty students who attained their HSC in 2008. It was with great pride that in October 2009 sixty one Year 12 students graduated with their HSC. Over 250 people attended the Graduation Evening including members of the College community, representatives from Government and industry.

I look forward to the coming year. It will be an exciting time as we establish our College at the new and permanent site at Glenwood. The College will continue the outstanding work of nurturing young people in a caring Christian community and preparing them for the world of work.

**John Hibberd**

*Chairman of ATCWS Steering Committee*

# Section 1: Reports from Key School Bodies

## 1.2: CEO/Principal's Report

2009 was the last year of funding for the College under the Australian Technical Colleges legislation. It was a year spent securing the future of the College with the transfer of ownership to the Sydney Anglican Schools Corporation (SASC) in April 2009. The Board stepped down in April and a Steering Committee was appointed by the SASC to manage the transition of the College from being a stand-alone entity, supported by government funding, to a new model for the College post 2009.

It is based on three key changes. The first is that the College became part of the Sydney Anglican Schools Corporation of schools. SASC has a long history of effective development and management of low fee paying schools and already had a close relationship with the College as six members of SASC sat on the original College Board.

The second major change was the purchase of a new site on Old Windsor Road Glenwood. This site, opposite NorWest Business Centre, provides room to expand and develop outstanding training facilities.

The newness of the concept of school-based apprenticeships in NSW has provided challenges to both training institutions and to industry. ATCWS is now in a position to create our own new model of trade delivery which will provide more flexible and functional pathways in trade training. This is the third major change for the College.

In 2009 the College worked towards a Registered Training Organisation so that students in Years 11 and 12 can:

- enter a school-based apprenticeship or traineeship,
- take a non-ATAR HSC pathway with accredited vocational training and work placement,
- or complete an ATAR HSC and enter University or business.

The RTO, to be known as TechWest Sydney, will meet the needs of industry as well as supporting students in an HSC VET pathway.

Courses in which students will be enrolled include:

- Certificate II Business
- Certificate II Information Technology
- Certificate II in Construction
- Certificate II in Electrotechnology
- Certificate III in Carpentry
- Certificate III in Electrotechnology



## Section 1: Reports from Key School Bodies

### 1.2: CEO/Principal's Report

TechWest Sydney will also provide training to the general community and industry in the above courses plus:

- Certificate III in Frontline Management
- Certificate III in Occupational Health and Safety

Courses which will be offered in the second phase of development of TechWest Sydney include:

- Aged Care Nursing,
- Child Care,
- Hairdressing,
- Beauty,
- Hospitality,
- Training and Assessment.

We believe this model encompasses and best fulfils all of the Government's objectives consistent with the aims of COAG within the NSW context to build Australia's skills base.

Obviously this model was not part of the original concept and Business Plan for the College and it illustrates a significant iteration from the Australian Technical College – Western Sydney's initial plan for trade training. We believe this evolution is now a powerful way forward.

From 2010 the College will be known as *Anglican Technical College Western Sydney*.

**Sandra Langford,**  
Principal, Anglican Technical College Western Sydney  
CEO, TechWest Sydney



## Section 2: Student Performance in Statewide or Equivalent Tests and Examinations

The College is registered and accredited in NSW for Years 11 and 12. In 2009, 61 students sat the HSC Examination. All students received the award of Higher School Certificate.

HSC Board Developed Courses offered by the school were:

- English Standard
- General Mathematics
- Mathematics
- Business Studies
- Design and Technology
- Food Technology

HSC Industry Curriculum Framework Courses offered by the school were:

- Hospitality
- Automotive
- Construction

A small number of students presented for the HSC Board Endorsed Courses in Plumbing, Children Services and Horticulture.

School Based Apprentices presented Industry Based Learning for the HSC.

In 2009, all students of the College were enrolled in either Certificate II or Certificate III AQF VET courses. This allowed students to gain vocational training and skills while completing their HSC.

All learning programs were written to include trade based contexts highlighted as important by the College's Industry Partners.

Comparison of Results \*

Subject	Students achieving bands 2-4 (%)			
		2008		2009
	ATCWS	NSW	ATCWS	NSW
English Standard	77.77	87.84	85.22	87.08
Business Studies	44.44	64.59	89.63	59.60
General Mathematics	83.32	64.55	79.64	67.93

*\* Only those subjects with all or most students presenting for the HSC have been included. Because of the small cohort in other subjects, privacy considerations for individual students prevent presentation of comparative results.*

In 2009 Awards our students received included:

- South Western Sydney School Based Apprentice of the Year,
- Master Plumbers Apprentices Ltd (MPAL) Award for Australian School Based Achievement,
- Restaurant and Catering NSW Excellence Award for Outstanding School Based Apprentice,
- Bay to Bay Regional Finalists (2) for School Based Apprentice of the Year.

## Section 3: Teacher Standards and Professional Learning

### 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). 20

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: 20

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





# Section 3: Teacher Standards and Professional Learning

## 3.2: Professional Learning

The College conducted and/or provided professional learning and support for teachers during the 2009 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: OHS, pedagogy and practice, pastoral care, information and computer technology, and leadership:

Category	Description	Involved
OHS	First Aid OHS Management Anaphylaxis training	Selected Staff Executive Staff All Staff
Pedagogy and Practice	Positive Classroom Practice Conscious Classroom Management Visual Literacy Workshop AIS Special Education Conference Hospitality Conference Hotel schools promotion Cert IV Training and Assessment	Teaching Staff Teaching Staff English Teachers Special Education Staff Teaching Staff Teaching Staff VET teachers
Pastoral Care	AIS Pastoral Care Conference	Pastoral Care Staff
ICT	Driving Interactive Whiteboards AIS ICT Integration Conference It Managers Conference Working with Digital Images 21st Century Learning and Teaching	Teaching Staff IT Staff IT Staff Teaching Staff Teaching staff
Leadership	School Leaders Conference Middle Managers Conference	Executive Staff Department Heads



## Section 4: Student Attendance and Retention Rates

109 students attended the College at Census date in 2009. The average attendance rate was 92%.

Student attendance is managed by a computer based system. There is much movement on and off the school site as students attend training and employment, so a sign in/sign out system complements the in-class attendance records. All absences are required to be verified and explained by a parent/guardian. Follow up in the form of phone calls and letters are sent for the remaining unexplained absences.

Disciplinary/pastoral support is provided by Mentor teachers and the Director of Pastoral Care in cases where personal circumstances contribute to student non-attendance.

Out of 47 2009 Year 11 students 34 students continued into Year 12 in 2010. Those who left the College did so for the following reasons:

- 10 took up full-time apprenticeships
- 1 entered the full-time workforce
- 1 pursued further fulltime vocational training
- 1 unknown.

## Section 5: Post School Destinations

61 Year 12 students finished at the College at the end of 2009. 61 students were awarded the Higher School Certificate. 42 students gained full-time employment in an apprenticeship, 4 gained other fulltime employment, 4 are in further full-time study and 11 are unknown.



### 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 Anglican 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 Anglican 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 Druitt, as well as travelling from the Hills District, the Parramatta area, Penrith, the Lower Blue Mountains and as far away as Hornsby Heights.

The following policy areas are reported below:

- 7.1; Student Welfare
- 7.2: Discipline
- 7.3: Child Protection
- 7.4: Complaints and Grievances

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

### 7.1 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.

#### 7.1.1 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

### 7.2 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 facilitated by the Co-ordinator of Pastoral Care.

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.

### 7.3 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.

### 7.4 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 - Deputy Principal/Principal

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





### College Site Development:

In 2008, a priority was to locate and secure land to build our permanent home.

During 2009, the College secured land for the construction of our purpose built trade school and training facility at Glenwood. Throughout the year a strategic plan for development was initiated. It is expected that construction will commence in 2010, with Stage 1 completed ready for occupation at the commencement of 2011.

### Registered Training Organisation

During 2009 the need for us to better integrate training with the school program was identified. We need to be able to utilise a variety of training formats, and lessen our reliance on external training providers.

An RTO manager was appointed during 2009 to commence development of a business plan and to initiate RTO accreditation with VETAB. Once in place, the RTO will be the vehicle for considerably improving the breadth and quality of trade based schooling available for both our own students, and students in other independent schools.

An application for accreditation with VETAB was submitted at the end of 2009. The audit and subsequent approval is expected in February 2010.

This application included the following qualifications on the initial scope:

- Certificate II Business
- Certificate II Information Technology
- Certificate II Construction
- Certificate II Electrotechnology (Career Start)
- Certificate III Carpentry
- Certificate III Electrotechnology (Electrician)
- Certificate III Frontline Management
- Certificate III Occupational Health and Safety

It is expected that the RTO will commence delivering training in 2010.

### Staff structure improvements

Staff roles and responsibilities were further refined during 2009. A Deputy Principal was appointed to further develop school administrative and curriculum structures that will allow the College to grow and deliver better outcomes to students, parents and industry. An Industry Liaison position was also introduced to improve student prospects for employment as an apprentice, or for more extensive work experience.

The role of each curriculum Head of Department was further developed to include responsibility for the direction of each subject area and the development and support of department staff.

In 2010, the College intends to appoint a Director of Pastoral care and a Marketing Manager.

### Academic Improvement

In 2009 we reviewed the College curriculum and timetable structure to attempt to better accommodate the needs of students who do not have apprenticeships. A new model was developed, which will be deployed in 2010. Existing programs that support and develop student's "work readiness" will be bundled together, along with new programs designed to broaden the experience and skills of students without apprenticeships.

Edumate, the College's administration/student management system was deployed during 2009. Personal/contact data, course and timetable data, and reporting were established. In 2010 it is expected that student academic records, attendance and pastoral care/discipline modules will be rolled out.



During 2009 some of the initiatives implemented to promote respect and responsibility included:

### **Student Recognition Awards:**

Each work block students are nominated by their teachers for an Award. Awards are often given for School or community service. 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: World's Greatest Shave etc.



### **Student Representative Council:**

The SRC are running site meetings, getting feed back from students about College issues and taking those back, as advocates, to the College executive. Student Leaders attended leadership training.

### **Student Performances:**

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.





A good school is much more than just classrooms, teachers and students. Parents have been highly supportive of the College during 2009 and have worked with the Staff and Principal as we have expanded our program and learned new things about this unique mode of schooling.

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

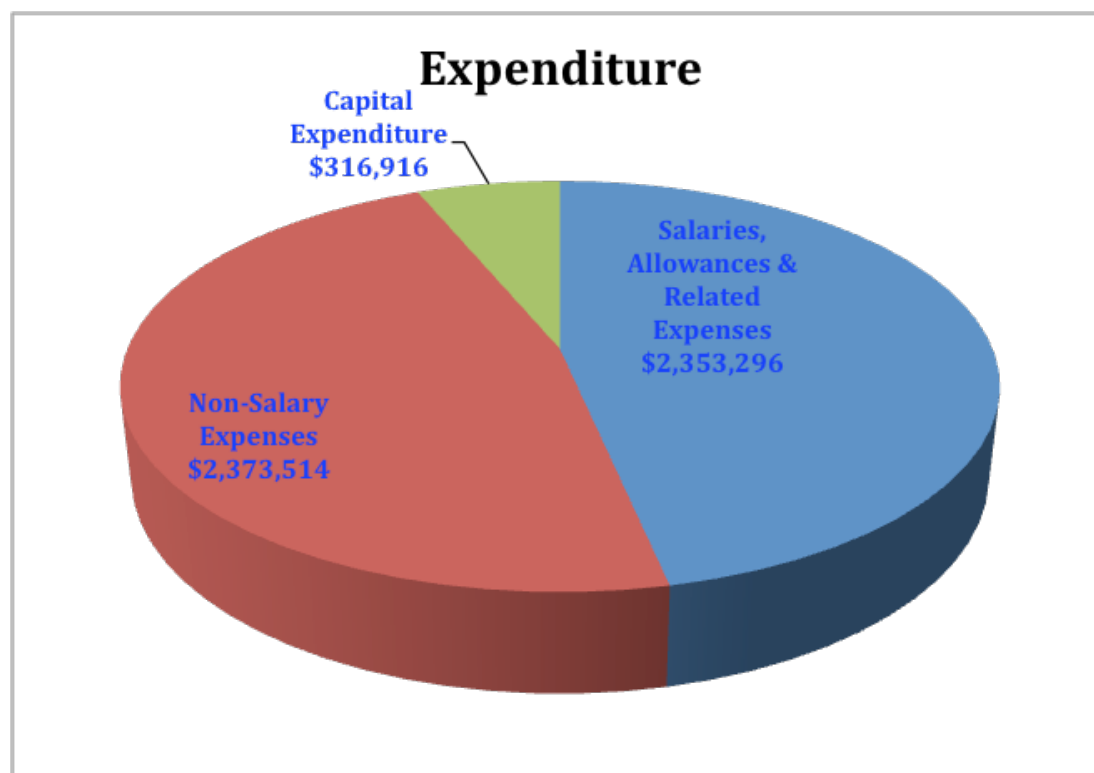
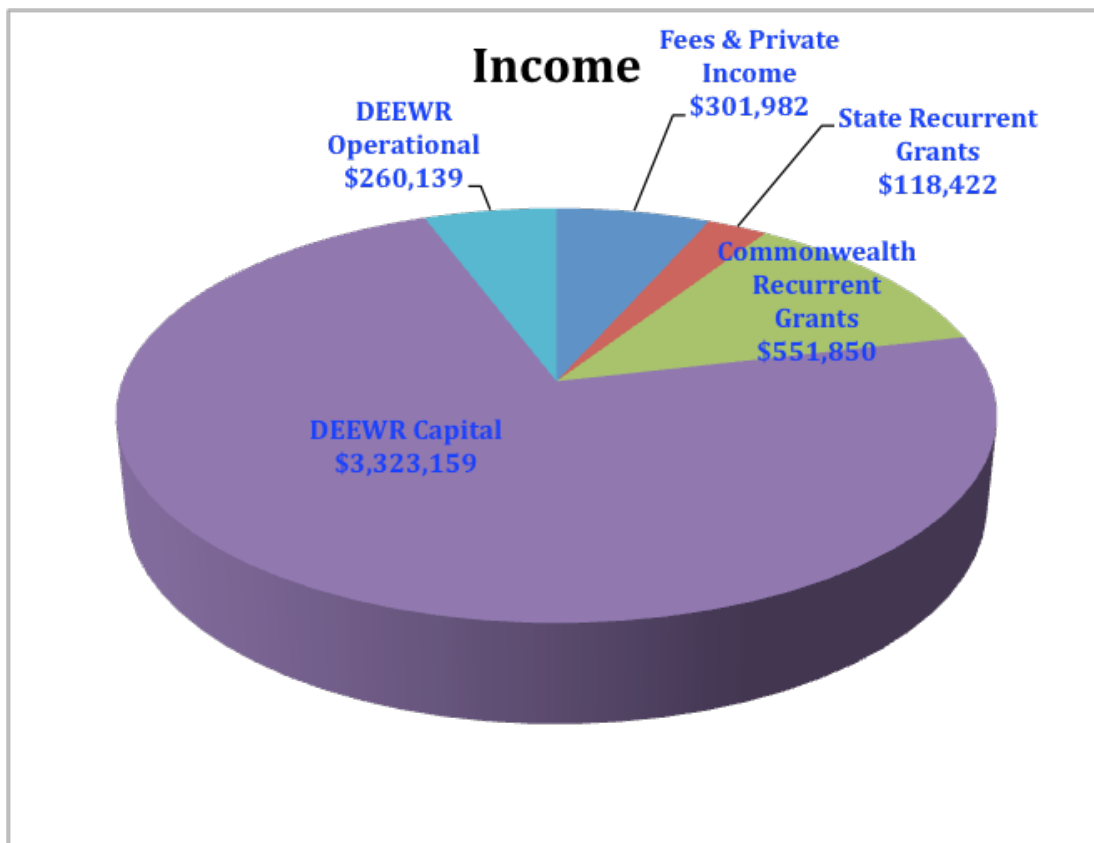
Feedback from teachers indicated that during 2009 staff were generally satisfied in all areas of our College regarding such matters as: relationships, staff morale, school operations, work roles and work value/recognition.

Year 12 in 2009 gave invaluable feedback from their experience at ATCWS. Their feedback has influenced us to review the school experience of the ATCWS student who does not have an apprenticeship. The outworking of this review – a major restructure of our curriculum delivery structure and the inclusion of a focused “Work Readiness” program – is planned to be commenced in 2010.

The ATCWS Parents and Friends meeting occurs once per term. At this meeting we share experiences centred around the growth of the students, and our respective parts in this process. Feedback is very positive from these meetings.



The following graphs summarise the annual Income and Expenditure of the College for the reporting period 1 January to 31 December 2009. 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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