



ANGLICAN TECHNICAL COLLEGE WESTERN SYDNEY

# ANNUAL REPORT

---

2011



*The 2011 Annual Report of ATCWS as required by the Education Act 1990 (NSW) as amended.*



**ANGLICAN TECHNICAL COLLEGE WESTERN SYDNEY  
ANNUAL REPORT 2011**

**Contents**

College Mission Statement: .....	5
College Values: .....	5
3.1 Teacher Standards .....	11
3.2 Professional Learning.....	11
Enrolment Policy: .....	12
Entry Requirements .....	12
Procedure .....	13
Student Welfare Policies: .....	14
Academic Improvement Targets: .....	16



## INTRODUCTION

### **ANGLICAN 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 program catering for senior secondary students (Years 11 and 12). In 2007 the College operated under the auspices of Rouse Hill Anglican College. With a change of government and the development of a new strategy for delivering trade training in schools, the College changed hands in 2009 and in 2010 the College became a Sydney Anglican Schools Corporation school. Its name changed to the **Anglican Technical College Western Sydney**.

The Sydney Anglican Schools Corporation caters for the academic, spiritual and pastoral needs of over 10,000 students in NSW, ranging in age from four to eighteen years. Currently administering 16 independent schools, the Sydney Anglican Schools Corporation (SASC) provides education of the highest quality delivered in a nurturing, caring, Christian environment.

Students enrolled at Anglican Technical College Western Sydney 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, Butchery, Automotive, Child Care, IT or Beauty.

Most students (80%) were signed up as 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 Glenwood.

This Annual Report for 2011 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, the College website and other relevant newsletters complement the information provided in this report.

[www.atcws.com.au](http://www.atcws.com.au)

## 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 “Building the right foundation” 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 school 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**

### **Chairman of the Governing Body**

2011 was a very exciting and challenging year for the school.

The College relocated from Kings Park to the new site at Glenwood in May. The executive of the school, teachers and staff worked very hard to ensure that the transition to the new campus went as smoothly as possible, particularly for students. As Chairman I want to acknowledge the commitment and dedication of the Principal, Sandra Langford, the executive, teachers and administrative staff at the College.

It is a testament to the great teachers and staff that the caliber of the apprentices produced by the College is first class. We continued to adhere to our mission to produce great tradespeople who meet the needs of industry. Throughout 2011 the majority of our Year 11 students started their apprenticeships and the Year 12 students continued and moved into second year when they graduated at the end of the year.

Our College continues to receive the full support of industry, and our industry partners Master Plumbers, Master Builders, MTA and other important are represented on the Steering Committee. The College is proud of the fact that we consistently have about 20% of the state's school-based apprentices.

However, the better we prepare the apprentices, the more likely they are to be accepted into full time work by their employer. The College loses a significant number of enrolments to full time apprenticeships every year because they are seen as being very good workers. In addition, some students have difficulty in settling back into academic work at school after being out in the workforce. The College has always been proactive and supported both students and parents in realising the long range benefit of completing the HSC and doing the best at school.

During the year we organized and scheduled Open Days at Kings Park and held our first Open Day at our new campus at Glenwood. The events were very well attended by both prospective students and parents. Some of our industry partners arranged to have Display Stands with representatives available throughout the day to talk with students and parents.

After considerable delays due to wet weather the College moved into the new campus at Glenwood in May 2011. Unfortunately there were some problems with the building of the electrical substation by Endeavour Energy. As a result the College has been running on a generator for the last 12 months.

The staff settled into Glenwood and were amazingly patient with the generator breaking down, leaving staff with no light, warmth or computers. In addition, there were considerable issues with the installation and maintenance of IT and the linking of Glenwood to the Kings Park campus. For the first weeks at Glenwood there was no email or internet, and there have been frequent issues with email and internet not working throughout the year.

In September, the Graduation Dinner for Year 12 was held and a lovely evening was enjoyed by all the Year 12 students and their families. It recognised as part of the evening, the achievement

and effort of our Year 12 students, both at work and at school. Academic Awards and trade awards were warmly received by the students.

Our students continue to contribute to the community and this year they repaired and restored furniture which was then distributed to needy families in the area. Students have also used the skills they have learnt through their various trades to improve the school grounds. They laid concrete pathways, laid drains, painted workbenches, built steps, created gardens and planted garden beds, and been involved in the general improvement of the new site.

The students continue to win awards, and in 2011 a student was awarded Western Sydney School-based Apprentice of the Year NSW 2011 and also awarded NSW Automotive School-based Apprentice of the Year 2011. In addition a student was awarded Finalist in the Western Sydney School-based Apprentice of the Year NSW 2011 for Electrotechnology, and another was awarded Finalist in the Western Sydney School-based Apprentice of the Year NSW 2011 for Carpentry.

John Hibberd  
Chairman  
ATCWS Steering Committee



## Report from the Principal

2011 is the fifth year of operation for the Anglican Technical College (formerly the Australian Technical College). The College continued to operate with a model that encourages students to attain a school-based apprenticeship while completing their HSC.

At the start of the 2011 academic year the whole College, students and teachers, attended a day at Jamberoo. Because of the College's unique 5 week rotating blocks of school and work, students rarely have the opportunity to spend time together as a whole school. These excursions are therefore a great opportunity to establish the school culture of working together and for the students to get to know each other and their teachers in a relaxed environment.

In May of 2011 the College moved to its permanent site, with the acquisition of land at Glenwood on Old Windsor Road, in Sydney, by the Sydney Anglican Schools Corporation. While the move was not an easy one, with the College operating off a generator as the electrical substation could not be built in time for occupation, it was an exciting time for the school. A purpose built Carpentry Workshop was completed with 10 classrooms, allowing for future growth of the College.

Certainly, 2011 was a difficult year in other ways as the College continued its quest for funding. Trade schools require significant extra funding due to smaller class sizes, expensive resources and extra staffing to manage work placement commitments. As the College regularly boasts having approximately 20% of the State's school-based apprentices each year, it is disappointing that the Government cannot see its way to supporting the school with a more supportive funding model.

With an incredibly committed staff and the support of our Industry Partners, the College has built on the strong foundations laid by the Sydney Anglican Schools Corporation in maintaining this very different school in Western Sydney. Many of the students have some form of reading disability or are not engaged with the traditional school model. By creating a very hands on, practical approach to trade education, with strong pastoral care and mentoring, ATCWS value adds to every student who enrolls.

As we continue our mission of developing the apprentices that industry wants and needs, the College continues to win awards. This year Evan Dunne was awarded Western Sydney School-based Apprentice of the Year NSW 2011, Mark Burgess was awarded Finalist in the Western Sydney School Based Apprentice of the Year NSW 2011 for Electrotechnology, Alex Gallo was awarded Finalist in the Western Sydney School-based Apprentice of the Year NSW 2011 for Carpentry and Evan Dunne was awarded NSW Automotive School-based Apprentice of the Year 2011.

As always the Graduation Dinner in September was a joyous event for the graduating Year 12 students and their families. For most of these students and particularly their families it was an evening to be very proud of. Most of them, as they had gone through the more traditional schools, had believed that they would never make it to the end of Year 12. Our more hands-on and work focused subjects and trades had kept students engaged, happy and committed to getting their HSC and moving on in their trades.

Sandra Langford  
Principal



## TWO: STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The College is registered and accredited for Years 11 and 12. 38 students sat the Higher School Certificate (HSC) Examination in 2011. All (except one student) were awarded the Higher School Certificate.

HSC subjects offered by the school to all 38 candidates were:

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

55% (State Av 53%) of students achieved results in Bands 2 or 3 in English.  
 74% (State Av 69%) of students achieved results in Bands 2, 3 or 4 in  
 General Mathematics  
 62% (State Av 30%) of students achieved results in Bands 2 or 3 in  
 Business Studies

The additional four units required to be eligible for an HSC were achieved through Industry-Based Learning with an appropriate Australian School-based Apprenticeship (ASbA). Three students studied Food Technology, two studied Industrial Technology and one sat for the Automotive examination (non-compulsory).

Table: Students Achieving Band 2-4 (%)

	2009		2010		2011	
	ATCWS	NSW	ATCWS	NSW	ATCWS	NSW
English Standard	85.22	87.08	86.65	86.91	55.25	83.62
Business Studies	89.63	59.60	100	60.51	62.15	31.30
General Mathematics	79.64	67.93	76.65	70.40	73.68	68.68

*Please note: Only subjects with most students presenting for the HSC have been included. The small cohort in other subjects requires privacy consideration when giving comparative results.*

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 2011 Awards our students received included:**

Evan Dunne was awarded Western Sydney School-based Apprentice of the Year NSW 2011. Evan was also awarded NSW Automotive School-based Apprentice of the Year 2011. In addition two students from the College were finalists. Mark Burgess was awarded Finalist in the Western Sydney School-based Apprentice of the Year NSW 2011 for Electrotechnology

Alex Gallo was awarded Finalist in the Western Sydney School-based Apprentice of the Year NSW 2011 for Carpentry.

## THREE: PROFESSIONAL LEARNING AND TEACHER STANDARDS

### 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).	13
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.	1
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>14</b>

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

ATCWS appointed a Chaplain in 2010 to promote the vision of the Sydney Anglican Schools Corporation.

### 3.2 Professional Learning

The College conducted and/or provided professional learning and support for teachers during the 2011 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: pedagogy, professional practice and individual subject support; and OHS

Category	Description	Involved
OHS	OHS Management	Executive Staff
	Child Protection Awareness	Teaching and Admin Staff
	First Aid	Teaching Staff
Pedagogy & Practice	Edumate	Teaching and Admin Staff

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

There were four terms consisting of 40 x 5 day weeks.  
Average Teacher Attendance rate was 93%.

Of the 14 teachers in 2011, 10 remained on Staff for the beginning of the 2012 year. This reduction was because of redundancies in order to streamline staffing. Therefore, the retention rate was 71.43%.

Teaching staff retention rate was measured as the percentage of teachers who continued to be employed at ATCWS from the 2011 to 2012 academic year relative to the total number of staff in 2011.

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

At the commencement of the 2011 academic year, a total of 93 students were enrolled in the College.

52 students were enrolled in Year 11 and 41 students in Year 12.

During the year the College lost four students from Year 11 when they withdrew to take up full-time apprenticeships.

Of the 41 students who commenced Year 12 at the start of 2011, three left to take up full-time apprenticeships and the remaining 38 students graduated from Year 12 and were awarded the HSC in October 2011.

## **SIX: POST SCHOOL DESTINATIONS**

38 Year 12 students completed and were awarded the Higher School Certificate.  
Post school outcomes for these 38 students included full-time employment and full-time apprenticeships.

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

### **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 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 SbA.

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.

## **EIGHT: SCHOOL POLICIES**

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
- Pastoral care 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 counselor 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**

### College Site Development:

- The College has completed the buildings and moved onto the permanent site at Glenwood

### 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 chase job leads and market the school to employers as well as the public.(80% of students with jobs)
- 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
- Accreditation of ATCWS Registered Training Organisation, *TechWest Sydney*
- Restructuring of leadership roles to clearly define areas responsibility so as to provide the best service for the students and families
- Development of Service Learning coordinator's role to promote the vision of Anglican Schooling and Christian service, with a focus on helping those in need. The Community and Service Learning Program has been very successful. We have increased our profile in the community and established Service Learning partnerships with Bunnings, and Blacktown City Council/Dept of Housing. Our aim has been to give students the opportunity to use their skills to be of service to others.
- The Learning Support Teacher's role was developed to advise, organise and assist staff to better meet our students learning needs
- Refinement of Key Learning Area Coordinators to develop tutorial programs in English, Mathematics, and Business Studies
- Work Readiness Program and Timetable Adjustments – Changes were implemented to accommodate needs of students and industry. Two 5 week blocks were modified so that academic tutorials, Trade Maths and Trade Literacy, community service, work experience and work readiness for students not in apprenticeships,
- Expansion and strengthening of the Education & Training Committee (industry representatives & school executive members) which 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

During 2011 the following initiatives were implemented

- *Social Justice* – Student Involvement in fundraising activities for the local and wider Community. The students were also organised to use their skills in Community related projects eg Anglicare projects, re-furbishing furniture for use by Blacktown Council for those in need.



- *Student Sport and Leisure activities.* Opportunities for students to participate in a small sport (touch football) or leisure activity (music, chess) were created.
- *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

## ELEVEN: PARENT, STUDENT AND TEACHER SATISFACTION

A good school is much more than just classrooms, teachers and students. Parents have been highly supportive of the College during the year and have worked with the Staff and Principal.

Our school values feedback. Parents, students and teachers were encouraged to give feedback about the College to the Principal and other executive staff. Formal and informal communication is welcome and occurs regularly. The Parent Teacher Interview Night was well attended and represents another opportunity for parents to obtain feedback on their child's progress.

Informal feedback from teachers indicated that during 2011 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.

Teachers and Mentors provide support to the students on a daily basis and help students to understand the relationship between school, trade training and apprenticeships. They helped students in areas of resume development, interview skills and encouraged appropriate behaviour both at school and work.

The knowledge that teachers do make a difference - students value the friendly, approachable, caring manner of staff and the individual attention, respect and encouragement they receive.



## TWELVE: SUMMARY OF FINANCIAL INFORMATION

The following graphs summarise the annual Income and Expenditure of the College for the reporting period 1 January to 31 December 2011. The College received funding from fees and private income as well as State and Commonwealth recurrent grants.

