



ANGLICAN TECHNICAL COLLEGE WESTERN SYDNEY

ANNUAL REPORT

2013



The 2013 Annual Report of ATCWS as required by the Education Act 1990 (NSW) as amended.

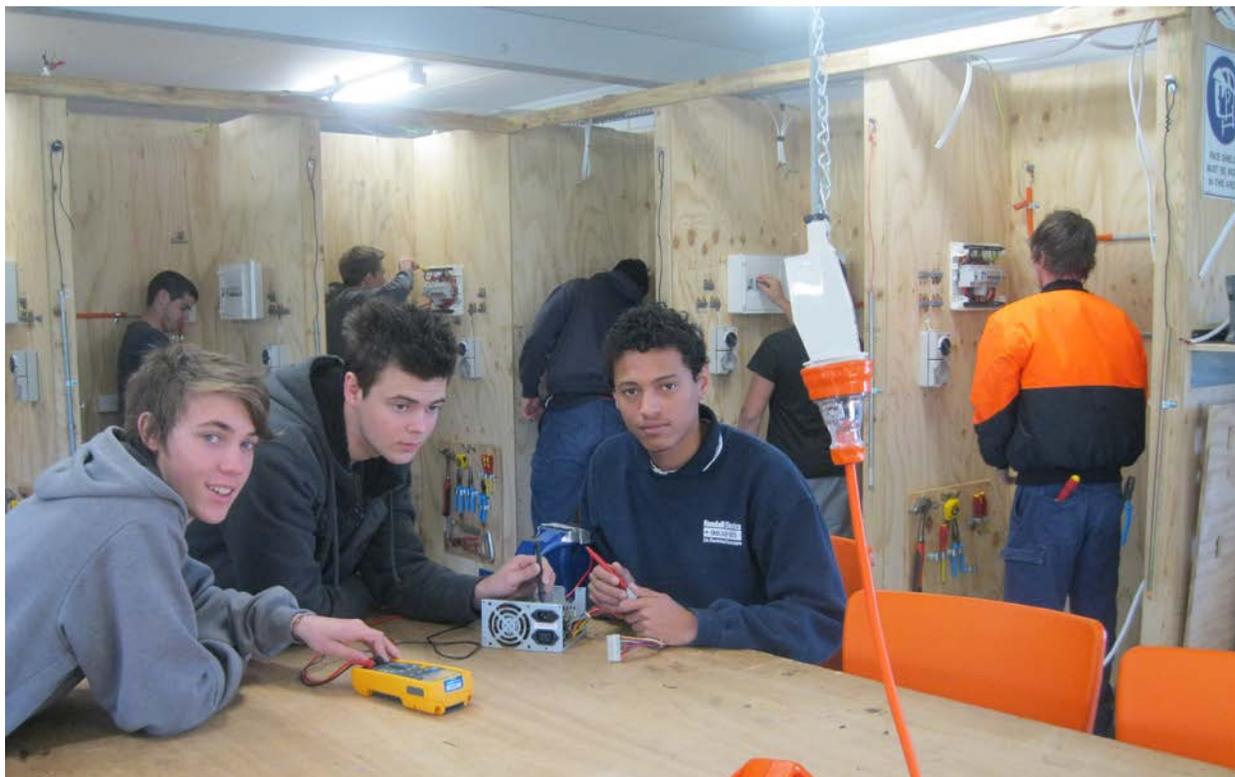


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INTRODUCTION

ANGLICAN TECHNICAL COLLEGE WESTERN SYDNEY

Building the Right Foundation

The **Anglican Technical College Western Sydney** (formerly *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 19 independent schools, the Sydney Anglican Schools Corporation (SASC) provides education of the highest quality delivered in a nurturing, caring, Christian environment.

This Annual Report for 2013 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*.



ONE: REPORTS FROM KEY SCHOOL BODIES

Report from the Principal

Since the commencement of the College in 2007, the College has gone through some difficult and uncertain times. The positive results for many of the College's students, however, have been life-changing, with students formerly disengaged with learning, finally completing their schooling and achieving the HSC qualification.

2013 has been challenging, but also has been very rewarding for every person working at College. Rewarding because of the number of students whose lives have been transformed for the better and who have graduated from the College. The majority of students are very hands-on and their needs are not met in more traditional schools. The College's work-focused environment keeps students happier and more engaged in class.

Over 400 students have graduated from the College, the majority of whom would never have completed Year 12 in other schools. Twenty-eight Year 12 students, the last cohort, sat their HSC and graduated in 2013. Fourteen Year 11 students completed their one-year Pre-Apprenticeship course.

The cost of running a quality trade school is far in excess of a regular school due to expensive resources, smaller class sizes and extra staffing to manage work placement commitments. Regrettably, the College has consistently been running at a loss and, despite best efforts, no additional government funding has been able to be obtained to support its future. As a consequence, it was anticipated that the College will close at the end of 2013.

For staff at the school, the past years have been gratifying as we have seen the post-school prospects improved for so many students. Most importantly, many young people have been able to hear the Gospel of Jesus Christ and to see his love in action.

An opportunity was provided late in 2013 to reconsider options for the College and a new program with a non-ATAR non-exam HSC was proposed for 2014. Approval was received to begin this program with a small cohort of new students in Year 11 and some returning students who wanted to complete their HSC studies.

The College is excited to be able to continue to offer our innovative program for 2014 and to continue to provide the opportunity for young people to make real choices about their future careers through a vocational pathway.

Gaynor MacKinnon
Principal

Report from Chairman of the Governing Body

During 2013 the College maintained a “holding pattern” as it was expected to be the last year of operation. We had been unable to secure sufficient funding to continue operating and consequently preparations were made to close the school at the end of 2013. In March 2012 the Board of SASC voted to close the College at the end of 2013. Consequently, our inability to offer the two year HSC course meant that the College was unable to accept new enrolments.

At the start of the 2013 academic year 32 students returned to complete Year 12 and graduate with the HSC. The student population was boosted by the introduction of a unique Pre-Apprenticeship 12-month course developed specifically for Year 11 students wishing to focus on a trade. This course attracted 16 Year 11 students.

76% of the student population obtained a School-based Apprenticeship in spite of the slump in the building and construction industries. These students went on to full-time apprenticeships or employment at the end of 2013. It is a testament to the College that the caliber of the apprentices produced is first class.

Students continued to actively support needy families by donating refurbished furniture and contributed to improving the school grounds. Using the skills they have learnt through their various trades they built a large shelter, which involved erecting a retaining wall, laying out and pouring a concrete slab, erecting the shelter and installing electricity.

In September, parents and friends joined students in acknowledging both their academic and trade successes at a Graduation Dinner for the whole school. The mission of the College, to produce great tradespeople who meet the needs of industry was evident during this special evening.

The College stood fast to its core values and continued to educate, develop and support students and spread the Gospel of Jesus Christ to the wider community.

During the year the College applied for Registration and Accreditation and this was granted for another five years. As the year came to a close the Board of SASC agreed to trial a new school model for an interim 12-month period.

This new model offers a more flexible and innovative educational curriculum and eliminates excessive running costs. Students benefit from a flexible program combining their work and studies with the advantage of a no-exam HSC at the end of Year 12.

An Interim Principal, Mrs Gaynor MacKinnon was appointed and under her leadership new structures were implemented, new teaching staff appointed and strategic planning commenced for the new school. The College now has enormous potential for expansion and success. In spite of the short time available during the Christmas/New Year period for advertising and promoting the school, the number of enrolments has already exceeded the projected number of students for 2014 by 50%.

The governance of the College will move away from a Steering Committee to a School Council. Plans for 2014 include an advertising campaign, rebranding of the College and a re-launching of the College under a new name and logo.

As Chairman, I am very pleased with how industry has received and supported our new model. Current and prospective students and their families will benefit greatly from this flexible and dynamic learning environment with its particular focus on trade.

John Hibberd
Chairman
ATCWS Steering Committee



TWO: CONTEXTUAL INFORMATION

School

ATCWS (from 2010 to be known as Anglican Technical College) is a Sydney Anglican Schools Corporation senior high school for students in Years 11 and 12 who wish to commence an apprenticeship whilst studying for the HSC. The school's curriculum is designed to meet the needs of industry, with students completing courses in English, Maths, Business Studies, and an elective.

All students complete a 2 unit course in their trade area and those who secure a school-based apprenticeship also complete a board endorsed course (Industry Based Learning). This is not to say that there is not a high focus on the completion of the HSC outcome for all students, but that the desired educational outcome is an equal partner with the apprenticeship training.

Students are able to undertake apprenticeships in various areas including Carpentry, Plumbing, Painting and Decorating, Electro-technology, Automotive, Child Care and Commercial Cookery. For students who secure apprenticeships, the school year is built around blocks of time doing academic work and working on the job. When students are 'on the job' they are paid a first year apprentice's wage. They complete the first year of their apprenticeship part-time across Years 11 and 12 and then go straight into their second year at the completion of Year 12.

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 or Electro-technology through our own Registered Training Organisation, TechWest Sydney. Other trades are studied at local TAFE Colleges.

In 2013, most students 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. By the end of 2013, 89% of the Year 12 students had apprenticeships or traineeships, as did 46% of the Year 11 students.

The College services Western Sydney, including the Hills District. The College campus is now situated at Glenwood.

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 motto "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. Enable students to move easily between work and school.
4. Equip students to make a smooth 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 skills

Characteristics of the Student Body

In 2013 there were 42 students enrolled in the College. There were 39 boys and 3 girls. Students who identified as indigenous comprised 2% of the student population.

THREE: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The College is a senior college for students in Years 11 and 12 only. These students are not required to participate in standardized national literacy and numeracy testing.

FOUR: SENIOR SECONDARY OUTCOMES

Twenty seven students sat the Higher School Certificate Examination in 2013. Twenty-five students were awarded the Higher School Certificate. Only one student elected to be considered for the calculation of an ATAR. The remainder of the students did not request an ATAR as their career choices did not include continuing to university straight from school.

HSC subjects offered by the school to all 27 candidates were:

English Standard
General Mathematics
Business Studies

Other subjects studied for the HSC:

Subject	Number of students
Business Services	2
Industrial Technology (Wood)	1
Information Technology	3

Twenty-eight students achieved an additional two units through Industry-Based Learning with an appropriate Australian School-based Apprenticeship (ASbA). Their Trade Training, which included Automotive, Beauty, Business, Carpentry, Electrotechnology, Information Technology, Plumbing, Retail, Baking, Community Services added another two units.

Table: Students Achieving Band 2-4 (%)

	2010		2011		2012		2013	
	ATCWS	NSW	ATCWS	NSW	ATCWS	NSW	ATCWS	NSW
English Standard	86.65	86.91	55.25	83.62	77	80	78	88
Business Studies	100	60.51	62.15	31.30	70	58	79	62
General Mathematics	76.65	70.40	73.68	68.68	72	72	70	70

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.

Most students at the College commenced an apprenticeship whilst undertaking their HSC studies. Programs have been contextualised and written especially for trade students. All students were undertaking a VET Certificate II or Certificate III course. One student achieved Certificate II in Business Services.

By the end of 2013, 89% of the Year 12 students and 46% of the Year 11s had apprenticeships or traineeships.

Students who left the College prior to the completion of Year 12 or who did not meet the requirements for an HSC were provided with a Record of School Achievement (RoSA).

FIVE: PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 Professional Learning

The College conducted and/or provided professional learning and support for teachers during the 2013 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, Individual Subject Support and WHS.

Category	Description	Involved
WHS	Child Protection Awareness	All Staff
	Anti Bullying Awareness	All Staff
	First Aid	All Staff
Pedagogy and Practice	Edumate	1 Executive, 1 Admin staff
Individual Subject Support	Information Technology	1 teaching staff
	Industrial Technology (Timber)	2 teaching staff

5.2 Teacher Standards

The following table shows the total numbers of members of staff responsible for delivering the curriculum in 2013 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). 5

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: 5

Several VET courses were delivered by part time trainers with the appropriate training credentials. A number of teaching staff hold postgraduate qualifications in education.

Since 2010 a Chaplain has been employed in a part-time capacity to promote the vision of the Sydney Anglican Schools Corporation.

5.3 Teacher Attendance and Retention

Average Teacher Attendance rate was 92%.

Of the 5 teachers in 2013, all 5 were made redundant at the end of the year. The redundancy occurred as a result of the expected closure of the College, in its present form, at the end of 2013.

SIX: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

No staff identified as Indigenous Aboriginal or Torres Strait. Information on workforce composition can be found on My Schools website: <http://www.myschool.edu.au>

SEVEN: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

At the commencement of the 2013 academic year, a total of 48 students were enrolled in the College.

32 students were enrolled in Year 12 and 16 students were enrolled in a twelve-month Year 11 Pre-Apprenticeship course.

During the year the College lost 3 students from Year 11 and 4 students from Year 12 when they withdrew to take up employment or full-time apprenticeships.

Of the 32 students who commenced Year 12 at the start of 2013, 28 graduated from Year 12.

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Year 11	91.40%	91.40%	90.60%	95.90%	
Year 12	94.80%	94.90%	94.40%		

Management of non-attendance

Rolls are marked every morning. Contact is made with families whose students are absent without prior notification. The Welfare Policy of the College gives further information on management of attendance of students.

EIGHT: POST SCHOOL DESTINATIONS

28 students completed Year 12. Post school outcomes for these 28 students included full-time employment and full-time apprenticeships. The three Year 11 students who left school during 2013 are currently employed and seven who completed the Pre-Apprenticeship course are working full-time or in apprenticeships. Six Year 11 students re-enrolled into the College in January 2014 when the College began an interim year of a new non-ATAR HSC program.

NINE: ENROLMENT POLICIES AND PROFILES

Enrolment Policy:

Entry Requirements

Students wishing to enter the College will have completed Year 10 (or equivalent) and will have the capacity to complete the NSW Higher School Certificate.

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 RoSA (if 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.

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 (apprenticed to an employer).

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.

TEN: 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
- Anti-bullying
- Discipline
- Complaints and Grievances

Student Welfare:

The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- *meet the personal, social and learning needs of students*
- *provide early intervention programs for students at risk*
- *develop students' sense of self-worth and foster personal development*

In 2013 the policy was revised as part of the Registration and Accreditation process. The policy has also been revised to reflect the changes expected for the College for 2014. The full text can be accessed by request from the Principal, from the College parent portal, staff handbook and parent information booklet.

Anti-Bullying:

The school does not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The contact information for the local police School Liaison Officer and other support services available to the community are provided in the full text of the policy.

In 2013 the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the College community including the local police School Liaison Officer. The full text can be accessed by request from the Principal, from the College parent portal, staff handbook and parent information booklet.

Discipline

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary actions that result in any sanction against the student are based on the processes of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

The full text of the school's discipline policy can be accessed by request from the Principal, from the College parent portal and student and parent information booklets.

Complaints and Grievances

The College's policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the College will respond.

No changes were made to the policy during 2013.

The full text of the College's Complaints and Grievance resolution policy can be accessed by request from the Principal, from the College parent portal and student diary and parent information booklet.

ELEVEN: SCHOOL DETERMINED IMPROVEMENT TARGETS

REPORT ON 2013 SCHOOL DETERMINED IMPROVEMENT TARGETS

College Site Development: Improvements in landscaping continued.

Marketing Improvement Targets: Marketing was carried out through expos, newspapers and the College website.

Academic Improvement Targets: Shortage of apprenticeships: The Campus Manager developed industry contacts and enabled efficient placement of students in apprenticeships

ATCWS's Registered Training Organisation, TechWest Sydney continued to operate, providing the school access to Trade training in Carpentry, Automotive and Electrotechnology and to other training packages such as First Aid and White Card and the Business Services qualification.

Learning Support Teacher – this role was increased and better met the students learning needs.

Work Readiness Program and Timetable Adjustments improved timetabling allowed better access for students to work opportunities.

2014 SCHOOL IMPROVEMENT TARGETS

The College is implementing a new program for the integration of school-based apprenticeships with HSC study. The goals for 2014 will be focussed around this new venture:

- Create new learning spaces suitable for flexible delivery of an integrated project based classroom program.
- Develop teaching programs to effectively deliver integrated project-based learning outcomes.
- More closely link the activities of the RTO TechWest Sydney with those of the College.
- Develop the capacity of all staff in ATCWS and TechWest Sydney to meet the learning and welfare needs of all students in the College.

TWELVE: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During 2013 the following initiatives were implemented or continued

- *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 sport (touch football, soccer) were created.
- *On Site Training at the College* was implemented wherever possible to give students added qualifications and Certificates that will assist them with their trade e.g. OHS, White Card and Senior First Aid.

THIRTEEN: 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. In May 2013 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 2013 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. They were all very saddened by the forecast closure of the school at the end of 2013.

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.



FOURTEEN: 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 2013. The College received funding from fees and private income as well as State and Commonwealth recurrent grants.

