



ANGLICAN TECHNICAL COLLEGE WESTERN SYDNEY

ANNUAL REPORT

2010



The 2010 Annual Report of ATCWS as required by the Education Act 1990 (NSW) as amended.



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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 programme catering for senior secondary students (Years 11 and 12). In 2007 the College operated under the auspices of Rouse Hill Anglican School. 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 or Child Care.

Most students (80%) were signed up as Australian School-based Apprentices within 6 months of enrolment and commenced work in a six 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 during 2011.

This Annual Report for 2010 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

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’S REPORT

Report from Chairman, ATCWS Steering Committee

2010 was a year of development and change for the College as it was the first year the College operated as an independent school under the governance and management of SASC (Sydney Anglican School Corporation). From its inception in 2007 until 2010, the College operated under a funding agreement with DEEWR (Department of Education, Employment and Workplace Relations).

During 2010 the College also finalized plans for the relocation of academic classes to our new site at Glenwood, while ensuring that the trade training facilities continued uninterrupted at our campus in Kings Park.

In addition, we continued the development and expansion of our RTO (Registered Training Organisation), *TechWest Sydney* at Kings Park. The College has always maintained it’s commitment to offer young people quality trade training through School-based Apprenticeships.

Our students and their parents are drawn to the College as it offers them quality training in the trade of their choice, while at the same time completing their HSC in a caring Christian environment which also reflects and prepares them for the world of work.

The College continues to maintain and built on our strong connections with our industry partners, who were instrumental in the foundation of the College in 2007. Industry remains very committed to ensuring that Certificate III vocational training is provided to all our students while they work towards the HSC.

During the year the Principal/CEO and College Executive worked with planners and architects finalizing the building plans for the new site at Glenwood. In addition, planning commenced for the relocation of students and staff, together with furniture, equipment and a myriad of associated resources. The relocation of the College to Glenwood will free up additional valuable space for the expansion of the RTO to provide training at Kings Park.

Under the overall governance and management of SASC, the College Steering Committee has managed, guided and supported the College throughout the year. The composition of the Steering Committee reflects the ethos of the College with representatives from key industry bodies including MPA and Workcover NSW as well as SASC Officers and Board members in addition to the College Principal.

We are very proud of the success of our students, both academically and at industry level. During 2010 many of our students received awards from industry including the NSW Automotive Training Award for Best School-based Apprentice NSW. In addition our students received four NSW State Training Awards:

Overall Best School-based Apprentice of the Year, Western Sydney
School-based Apprentice in Electrotechnology, Western Sydney
School-based Apprentice in Carpentry, Western Sydney
School-based Apprentice in Automotive, Western Sydney

Our students have also been actively involved in various community projects and have built retaining walls, renovated gardens, built play equipment for a pre-school and laid concrete in a local park, as well as cooking for the homeless.

As with many other schools, we are very proud as we watch our graduating Year 12 students receive their awards at their Graduation Dinner each year. In 2010, 30 students graduated, bringing to over 200 the number of graduating students since 2007.

Over 90% of our students complete the first year of their apprenticeship compared with only 60% nationally. This is a significant achievement for the College and an acknowledgement that we are contributing to building a skills base in the Australian workforce.

***“New data reveals that Australia’s apprenticeship completion rate is faltering at below 50%, with a sharp increase in withdrawals last year putting further pressure on apprentice numbers. According to a recent study by the National Centre for Vocational Education Research (NCVER), just 49.5% of apprenticeships and traineeships commenced in 2002 were completed within the following five years”
(2010 SkillsOne)***

On behalf of the school community, I would like to thank the Principal, Sandra Langford for her tireless work in ensuring that the College continues to grow and prosper. I would also like to acknowledge the great work of the College Executive, our industry partners and members of the Steering Committee.

2010 was a year of great change for the College and many challenges were overcome by management, staff and the students themselves. I look forward to working closely again with this dedicated and committed school community.

John Hibberd
Chairman
ATCWS Steering Committee

CEO/PRINCIPAL'S REPORT

2010 has been a new beginning for the College. Formerly the Australian Technical College Western Sydney, one of the Howard Government trade schools, this year it became Anglican Technical College Western Sydney, the sixteenth school operated by the Sydney Anglican Schools Corporation. As the first trade school in Sydney, ATCWS continued in 2010 to lead the way in trade education.

Rebranding has not, however, changed the mission and direction of the College. It is still very much a school which aims to meet the needs of industry, producing school-based apprentices in areas such as carpentry, electro-technology, plumbing, automotive, commercial cookery, painting and decorating, metals and engineering, landscaping and shop-fitting. It has also always been a school in the Anglican tradition though now more overtly.

Working closely with *TechWest Sydney*, the registered training organisation developed to train ATCWS's students in carpentry and electro-technology, the College has endeavoured this year to tailor a trade training curriculum which is flexible, closely linked to employment outcomes and is developing a strong social literacy in students so they are more likely to succeed.

Over the past decade, a substantial amount of research has emerged about the transition of young people to work. Undoubtedly, the approaches which combine senior school and vocational training are showing to have the significant outcomes. The great success of the College has always been the way it can prepare young people to understand what is needed to be successful in a trade and to work efficiently and professionally with employers.

This year we also worked to develop a new site at Glenwood, on Old Windsor Road, opposite the Norwest Business Centre. We will move into the new school in 2011 and can then expand our enrolments and offer a greater variety of experiences for the students.

The Board, my staff and I have also been most appreciative of the amazing support the College has received from families, employers and industry groups. We continue to have strong ties with industry and representatives from key industry associations sit on our Industry Advisory Committee. The Master Plumbers Association of NSW, Master Builders

Association of NSW, Motor Traders Association of NSW, Master Painters Association of NSW, NECA and Restaurant and Catering NSW continue to support us in so many ways.

This year our Work Readiness curriculum was refined this year and is, I believe, an outstanding program in preparing young people for the world of work. Students produce a resume, practise interview skills, do their White Card and First Aid, gain elementary trade skills and complete a work experience block.

We have had continued success in winning awards for our school-based apprentices and those awards are detailed in this report. As we strive to produce the sort of apprentices that industry wants, we also aim to develop ethical, capable, confident young people who will lead the way in their trade.

Sandra Langford

Principal

Two: STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The College is registered and accredited for Years 11 and 12.

30 students sat the Higher School Certificate (HSC) Examination in 2010. All were awarded the Higher School Certificate.

HSC subjects offered by the school were:

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

83% (State Av 56%) of students achieved results in Bands 2 or 3 in English.

76% (State Av 69%) of students achieved results in Bands 2, 3 or 4 in
 General Mathematics

93% (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).

Table: Students Achieving Band 2-4 (%)

	2008		2009		2010	
	ATCWS	NSW	ATCWS	NSW	ATCWS	NSW
English Standard	77.77	87.84	85.22	87.08	86.65	86.91
Business Studies	44.44	64.59	89.63	59.60	100	60.51
General Mathematics	83.32	64.55	79.64	67.93	76.65	70.40

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 2010 Awards our students received included:

NSW State Training Awards for:

Overall Best School Based Apprentice of the Year, Western Sydney

School Based Apprentice in Electrotechnology, Western Sydney

School Based Apprentice in Carpentry, Western Sydney

School Based Apprentice in Automotive, Western Sydney

NSW Automotive Training Award for Best School Based Apprentice NSW.

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).	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:	16

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 2010 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 and Practice	Edumate	Teaching and Admin Staff
Marketing	Internet and social media	Marketing staff

FOUR: TEACHER ATTENDANCE AND RETENTION

There were four terms consisting of 40 x 5 day weeks.

Average Teacher Attendance rate was 96.9%.

Of the 16 teachers in 2010 15 remained on Staff for the beginning of the 2011 year.

Therefore, the retention rate was 93.75%.

Teaching staff retention rate was measured as the percentage of teachers who continued to be employed at ATCWS from the 2010 to 2011 academic year relative to the total number of staff in 2010.

FIVE: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

At the commencement of the 2010 academic year, 91 students were enrolled in the College (57 students in Year 11 and 34 students in Year 12).

During the year eight students from Year 11 left the College for various reasons. Two took up full-time employment, two went on full-time apprenticeships, two returned to their previous school and two status unknown. The remaining 49 students graduated from Year 11.

Of the 34 students who commenced Year 12 at the start of 2010, four left to take up full-time apprenticeships and the remaining 30 students graduated from Year 12 and were awarded the HSC in October 2010.

SIX: POST SCHOOL DESTINATIONS

30 Year 12 students completed and were awarded the Higher School Certificate.

Post school outcomes for these 30 students:

5 full-time employment
22 Full-time apprenticeships
3 Status Unknown

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 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 SBAT.

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 at King's Park, next to Marayong Railway Station but will move to a new site in early 2011. 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 and the Lower Blue Mountains.

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 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

College Site Development:

- The College has been planning and organizing for the building of the new College site at Glenwood
- The College has fitted out our Automotive Workshop this year with two new hoists
- The College has also fitted out the Electrotechnology Workshop
- Another unit was acquired for setting up for delivering Certificate III in Carpentry
- The College will move to a permanent site to be occupied during early 2011



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 Pastoral Care Co-ordinator'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 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.
- Learning Support Teacher's role 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 2010 the following initiatives were implemented

- *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 eg Picnic tables for Durug Community; Anglicare projects; Local cafe supporting the homeless.



- *Student Representative Council* running site meetings – getting feedback 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

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 2010 at King's Park and have worked with the Staff and Principal in this stage of development.

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 2010 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 2010 gave invaluable feedback from their experience at ATCWS. Their input has helped in improving the SRC's leadership at the College.

From this input 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
- 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.

The establishment of a parent association in 2009 has further enhanced parents and school working together for the College in 2010.



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 2010. The College received funding from fees and private income as well as State and Commonwealth recurrent grants..

