



Hunter Trade College Ltd

Annual Report 2022



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Messages from Key College Bodies



Governing Body Chairperson

In my second year as Chair and third year as Director, I am proud to say that the College is in good hands. We are privileged to have such a high-calibre CEO and a dedicated group of teachers and support staff. The team demonstrated resilience and adaptability to deliver exceptional results this year despite continuing challenges presented by the Covid 19 pandemic and extreme weather events.

Under the oversight of the Board and the leadership of our CEO and the Leadership Team, the College has enjoyed another outstanding year. I am delighted with the positive financial result, which further builds our capacity to improve facilities and teaching resources.

Year 12 graduates achieved improved mathematics examination results, which highlighted the efforts of our teaching team, considering the adversity they faced during the COVID lockdowns in previous years. 90% of graduates achieved an apprenticeship or other full-time employment after finishing their Higher School Certificate, which is an exceptional result.

This year the Board faced the additional challenge of the CEO being away for several consecutive weeks and is thankful to the Leadership Team for stepping up in her absence. The Board also recognises and thanks those staff who temporarily adjusted their working hours this year.

From a governance perspective, seeing the College achieve NESA re-registration and accreditation and a positive WHS external audit was pleasing. Both audit activities resulted in minor updates to procedures.

Trust is a critical factor in effective Board and staff relationships, and it showed this year as directors and staff unanimously supported deferring enterprise bargaining for twelve months.

Four long-term teachers retired in 2022, including the Assistant Principal. We thank them for their service and wish them well in retirement.

As we continuously strive to improve our facilities, it was great to see a shade structure installed over the lower quadrangle. In addition to weather protection for students during breaks, the space will be ideal for outdoor learning and other events.

This year the College Board bade farewell to Paul Greaves, following two years as a Director on behalf of the Catholic Diocese of Maitland-Newcastle. I thank Paul for his faithful service and wish him well in his future endeavours. We welcomed Mr Greg Dagg to the Board as an independent Director and look forward to his contribution. The Board appointed Director Janet Lee as Audit, Finance and Risk Committee Chairperson.

I thank all our directors for their efforts and support during 2022. Your time, dedication and interest in helping young people achieve their goals are greatly appreciated.

Finally, the Board is genuinely thankful for the support and guidance the College Executive and Staff provide. Their time and effort continue to take the College forward as a leader in the delivery of trade education as part of the Higher School Certificate.

Andrew Betts
Chairperson

Chief Executive Officer



Resilience was a feature of 2022 and a commonly used term throughout the year as we grappled with various environmental challenges. COVID continued impacting several operational areas, including teaching, learning, and staff attendance. But we had learned much from the previous two years and applied that learning to the year's challenges.

The year began with twice weekly rapid antigen testing and increased hygiene cleans to minimise COVID impact. Other measures included cohort separation to reduce the risk of transfer between groups. Many students and staff members had time away from College throughout the year due to COVID infection.

In July, the Maitland area experienced an extreme east coast low-pressure system, leading to widespread flooding. While the impact on facilities was limited to damaged automatic gate motors, the College closed for two weeks between 6-20 July. The water reached a record height but thankfully did not enter buildings. Most flood days fell during the school holidays, limiting the impact on students. Teachers implemented online learning for a few days at the start of Term 3 before the roads re-opened.

Five students each received a \$1,500 HomeWorld Scholarship through our continuing partnership with the HomeWorld Group. As COVID eased, we hosted a celebratory morning tea for students and their families, where students spoke with HomeWorld's CEO, Phil Jones, about their plans for the future.

The Mentor Support Network provided scholarships for two students. We are grateful for the Network's ongoing support of our students facing financial difficulties. Scholarships help students with the cost of their learning, and most students use the funds for tools of trade and computing equipment.

Students shone at competitions this year, with a Year 11 student placing first in the Electrotechnology section of the regional WorldSkills competition in Port Macquarie. The student will compete in Melbourne in the WorldSkills Australian National Championships in October 2023. A Year 12 student won the VET in Schools category of the 2022 NSW Training Awards Hunter and Central Coast Region, making it the fourth consecutive year of success at the Awards.

Students benefitted from the Australian Government's decision to provide a counselling Support Grant, which enabled us to extend our School Counsellor's hours. Service provision this year included some parent workshops on understanding the teenage brain. Our Counsellor worked with high-support students and their parents throughout the year.

We celebrated ten years of service with our Assistant Principal and Information Technology Officer.

Several staff members left the College throughout 2023, with two support staff choosing not to meet the COVID-19 mandatory vaccination requirements and four teacher retirements. Our Assistant Principal retired after a forty-year teaching career. An Electrotechnology Teacher who was the last of the inaugural teachers, served for 16 years before his retirement at the end of the year.

Following a successful site visit in June, we achieved re-registration and re-accreditation for the full period from 2023-2027 through the NSW Education Standards Authority.

This year, the Australian Government's Boosting Apprenticeship and Traineeship Wages Subsidy significantly impacted our student recruitment and retention. Following consultation with the Hon. Tim Crakanthorp, MP, the then Shadow Minister for Skills and TAFE, we approached the Department of Education to consider adjusting our Census date. A successful application restored the lost funding for 30 students.

I was honoured by the Department of Education's invitation to judge the School Pathway to VET Award for the Australian Training Awards, following the College winning that section in the previous year.

Towards the end of the year, staff voted to delay the enterprise agreement bargaining process until 2023.

Mr Andrew Bett served as Board Chair for the entire year. Under his leadership, the Board has supported executive staff in our roles. We are fortunate to have a strong, committed Board of

Directors, providing valuable strategic governance and oversight. On behalf of our teachers and support staff, I thank our directors for their significant voluntary contributions over the year.

Once again, the year provided many challenges and opportunities. It was a year where the leadership team stepped up during my prolonged absence due to illness and showed their capacity to ensure that the College continued to operate well. I remain grateful for leading the College's day-to-day operations and working with our team. It is a privilege and an honour to serve our College community, where every employee does their best to provide a safe, welcoming and supportive environment for all our students. None of our achievements would be possible without our entire team's work. I commend my staff on a successful year under challenging circumstances. I thank each for their professionalism and dedication to our students and families.

Mrs Mallory Gleeson

Chief Executive Officer

April 2023

College Context

Hunter Trade College is an independent, specialist senior high school. The College delivers vocational education courses in technical trades at Certificate I and II levels as a significant component of the Higher School Certificate (HSC). Dual registration as a registered high school with the NSW Education Standards Authority and a registered training organisation enables the College to deliver the HSC and vocational education and training on-site. Qualified teachers and trade work together in classrooms and workshops designed and equipped to industry standards.

The College commenced operations in January 2007 as the Australian Technical College - Hunter. Its creation aimed to address trade skill shortages in the Hunter Valley and provide quality education and training for young people aspiring to become tradespeople.

Our vision, purpose and values

Our vision

Hunter Trade College is the leading educator in preparing employees of choice.

Our purpose

Hunter Trade College supports students to reach their potential through:

- a safety-first culture;
- quality education, training and facilities;
- a focus on wellbeing; and
- industry partnerships.

We value

- respect
- inclusiveness
- integrity
- honesty
- teamwork

Our cornerstones

- Respect for self and others at the College and the workplace
- Attendance on time, all the time, with minimal absences
- Coursework completed safely and on time
- Dressed correctly at College and the workplace

Our aspiration for graduates

Our graduates will be confident and capable community members who are attractive to trade-based employers. Graduates will be ready to engage in apprenticeships on the way to becoming competent tradespersons. Our graduates will join the next generation of skilled workers confident of thriving in an environment of rapid technological change.

ASQA Registration

Hunter Trade College is a registered training organisation (RTO) with the Australian Skills Quality Authority (ASQA). The current registration period continues to August 2026. The national register of the VET sector in Australia, www.training.gov.au, lists the scope of registration. The College holds registration to deliver and assess:

- AUR20520 Certificate II in Automotive Servicing Technology
- AUR20720 Certificate II in Automotive Vocational Preparation
- AUR30620 Certificate III in Light Vehicle Mechanical Technology
- CPC20120 Certificate II in Construction
- CPC20220 Certificate II in Construction Pathways
- COC30220 Certificate III in Carpentry
- MEM10119 Certificate I in Engineering
- MEM20105 Certificate II in Engineering
- MEM20422 Certificate II in Engineering Pathways
- MEM30219 Certificate III in Engineering – Mechanical Trade
- UEE21720 Certificate II in Technical Support
- UEE22020 Certificate II in Electrotechnology (Career Start)
- UEE30820 Certificate III in Electrotechnology Electrician
- CPCWHS1001 Prepare to work safely in the construction industry
- RIIWHS204E Work safely at heights

Work Health and Safety

The College uses a direct consultation model, providing regular opportunities for workers to discuss health and safety matters at staff meetings. Smaller teams discuss safety matters specific to their area. The College trains all students to use the "Take 5" system of hazard identification, risk assessment and risk control. Students complete safe operating procedures on power tools, machinery, and equipment. Teachers use incident report feedback as lessons learned to reinforce why it is essential to work safely.

The Leadership Team reviews injury details and safety controls for incidents resulting in lost time, requiring medical treatment, presenting a high-level risk to staff or students, or recurring injuries. Lessons learned from these reviews help to strengthen and support our safety-matters culture.

The Board of Directors receives a WHS data report bi-monthly, including details about the type and location of the injury and the injury ratio¹. In 2022, the injury ratio was 4.9, increasing from the 2021 ratio of 2.8 and exceeding the alert level of 4.0. Students experience cut/laceration or strike/crush injuries as they learn and develop skills using hand tools such as chisels, hacksaws, and files. Therefore, minimising the risk of hand injuries will continue to be an area of improvement for 2023.

The College monitors reporting of hazards. Our response to hazard identification and control percentage reports calculates the number of hazards reported with completed corrective actions. The alert level is 80%, and the target is 100%. In 2022, the College achieved 93% completion at the end of the calendar year.

An external audit of our WHS system showed no significant improvement was required.

¹ number of injuries requiring medical treatment at a hospital or GP divided by the number of staff and students at August Census, multiplied by 100

Education and Trade Training Facilities

Capital improvement items completed in 2022:

- Shade and Membrane structure for the lower quadrangle
- Static Line Roof Safety System
- Grinder D-Bit Universal TM-U3
- HALO Vape detection devices
- Clevertouch LED Smartboards
- WIA Welders MIG 250
- Indoor Flammable liquids storage cabinet



Shade Structure



Static Line



WIA Welder



Die Grinder



Flammable Goods

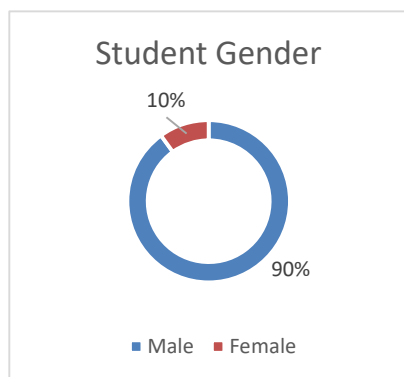


Clevertouch

Student Characteristics

Enrolments

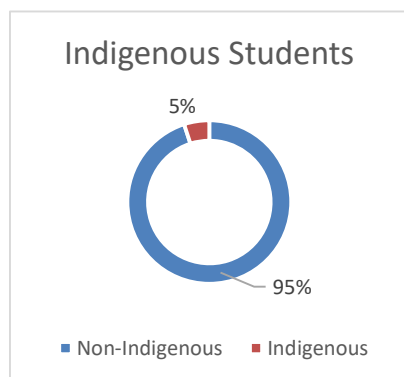
Month	2022	2021	Variance	% variance
February	231	263	-32	12.16% decline
August (Census)	187	215	-28	13.02% decline



Enrolments in February 2022 declined by thirty-two (32) against the previous year. Year 11 registrations increased by twenty-eight (28), and students returning for Year 12 decreased by four (4). There were twenty-eight (28) fewer students in the August Census.

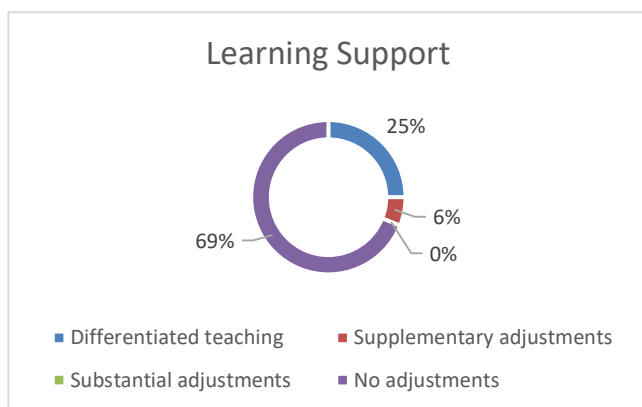
The female enrolment rate increased by 9.3%, with fourteen (14) girls in 2022, compared to thirteen (13) in 2021.

The Australian Government's Boosting Apprenticeship and Traineeship Wages Subsidy was a critical factor in the declining retention rate. Local employers took advantage of the subsidy and offered first-year apprenticeships to more students than usual.



Twelve (12) students identified as Aboriginal and/or Torres Strait Islander.

Thirty-one percent (31%) of students required support to overcome barriers to learning (24% in 2021), addressed by quality differentiated teaching practices and adjustments to study and assessment activities.



The College continues to enrol students from a large geographic area. Students reside in Central Coast, Cessnock, Dungog, Lake Macquarie, Maitland, Muswellbrook, Newcastle, Port Stephens, Singleton and the Upper Hunter.

Stakeholder Satisfaction

The College has a strong client service focus and collects feedback from employers, students and parents.

The executive team analyses feedback and reviews policies and procedures to ensure high client satisfaction with service provision. Executive staff operate an open-door policy, enabling all stakeholders to voice concerns.

Students

Student satisfaction information derives from one or more of the following each year:

- feedback surveys administered at the end of each term for mathematics, English studies, computing applications and work studies
- feedback surveys conducted at the end of VET units of competency
- mandated survey tools for reporting to the Australian Skills Quality Authority
- 'settling-in' surveys for new students
- anecdotal information from the Student Development Team

Feedback from these sources indicates that most students are satisfied with their experience at the College.

Parents

Parents and carers provide feedback to the College in various ways, from phone calls to emails and meetings with teachers or executive staff. In 2022 there were very few complaints. Overall analysis indicates a low dissatisfaction with most issues resolved to the parent's/carer's satisfaction.

Parents provided feedback through three parent-teacher sessions where they had an opportunity to discuss their young person's College performance with teachers.

Parents and carers regularly contact teaching staff and work placement officers concerning their young person's progress. In addition, the College maintains a policy of frequent communication with parents and carers through newsletters and phone calls.

Employers

Category	Percentage
Percentage of host employers participating in satisfaction surveys	22%
The average score for employer satisfaction – overall experience of hosting students for work placement	70%

Teachers

Teacher satisfaction levels are identified and evaluated through staff meetings, regular informal and formal communications between staff and the College executive, annual performance appraisals and surveys.

College staff members have regular opportunities to engage in feedback and input related to College operations and planning. In addition, the CEO analyses the staff satisfaction data to inform continuous improvement activities, strategic and annual operating plans, and setting performance targets and indicators.

Informal feedback from teachers and discussions with teachers in leadership roles indicated a reasonable level of teacher satisfaction in 2022. However, some frustrations arose due to difficulties finding replacement teachers and casual staff in Semester 2.

Three teachers took the opportunity to share the Assistant Principal role in Semester 2 while recruitment was underway. As a small school with limited advancement opportunities, these activities expose teachers to leadership work and are valuable for career building.

Continuous improvement of client satisfaction levels

The College investigates and responds promptly to any complaints it receives. Where relevant, the College utilises complaint resolution as a source of continuous improvement of client satisfaction levels. College directors receive a formal complaint report bi-monthly at Board meetings.

The College maintains a Continuous Improvement Register, which utilises client feedback as an essential source of improvement identification.

Staffing Information

Workforce Composition

Category (as at the August Census)	Number
Academic (HSC) teachers, FTE	6.45
Trade (VET) teachers, FTE	5.75
Non-teaching (Support) staff, FTE	16.66
Male staff, FTE	15.37
Female staff, FTE	13.49
Indigenous staff members	1

Teacher accreditation and professional learning

Teacher Accreditation	Number of teachers
Conditional accreditation – completing qualifications	0
Provisional accreditation – approved teaching degree, qualified to begin teaching	1
Proficient teacher – experienced teachers maintaining their accreditation	10
Highly Accomplished or Lead Teacher – an advocate, mentor and leader in the teaching profession	1
Vocational Trainers, qualified to deliver nationally recognised training	3

Professional development was predominantly online, with the opportunity for face-to-face professional development increasing progressively during the year. Annual refresher training was completed throughout Term 4 for all staff.

Participant	Professional Development
All teachers	Child Protection and Child Safeguarding Refresher (5 hrs Face-to-face)
New teachers	Identifying and Responding to Children and Young People at Risk NSW Reportable Conduct and Allegations Against Employees
All teachers due	Annual CPR Refresher First Aid and CPR ASCIA Anaphylaxis Training – NSW Schools Annual Refresher
Assistant Principal	Student Mentor Training Day
Learning Support Teacher	NCCD Term 1 Network Meeting: School Planning Keeping it Right, Making it Right, Upholding the Right Behaviour Management Digital Rights and Responsibilities of Students and Educators Irlens Diagnostic Clinic - Options for NESA Sign Off Successful Learning Conference Including LGBTQIA+ Students and Families in our Community
Teachers (All)	Disability Standards for Education for Senior Secondary Part 1 and 2

Participant	Professional Development
Teacher	Teaching Strategies and Behaviour Support for Students with Autism Spectrum Disorders
Teacher	Making Your Numerical Data Work
Teacher	Practical Behaviour Management Masterclass
Teacher (VET Automotive)	Introduction to Hybrid Electric Vehicles
Teacher (VET)	Site Visit to Australian Rail Track Corporation: Signal Electricians, industry currency
Teachers (VET)	Return to industry visit, industry currency
Teacher (VET Construction)	RIIWHS204E: Work safely at heights
Teachers (VET All)	Trainer and Assessor Competency and Currency

Student Performance

Senior Secondary Outcomes

Outcome	Percentage	Change from last year
Students undertaking trade training	100%	-
Students who completed Year 12 and achieved a Higher School Certificate	100%	-

Records of School Achievement

Students enrol in vocational trade courses over two years, with most study patterns comprising four units of the student's preferred trade and two units of a second trade. Students who gain a school-based traineeship while enrolled at the College may complete a Certificate II qualification.

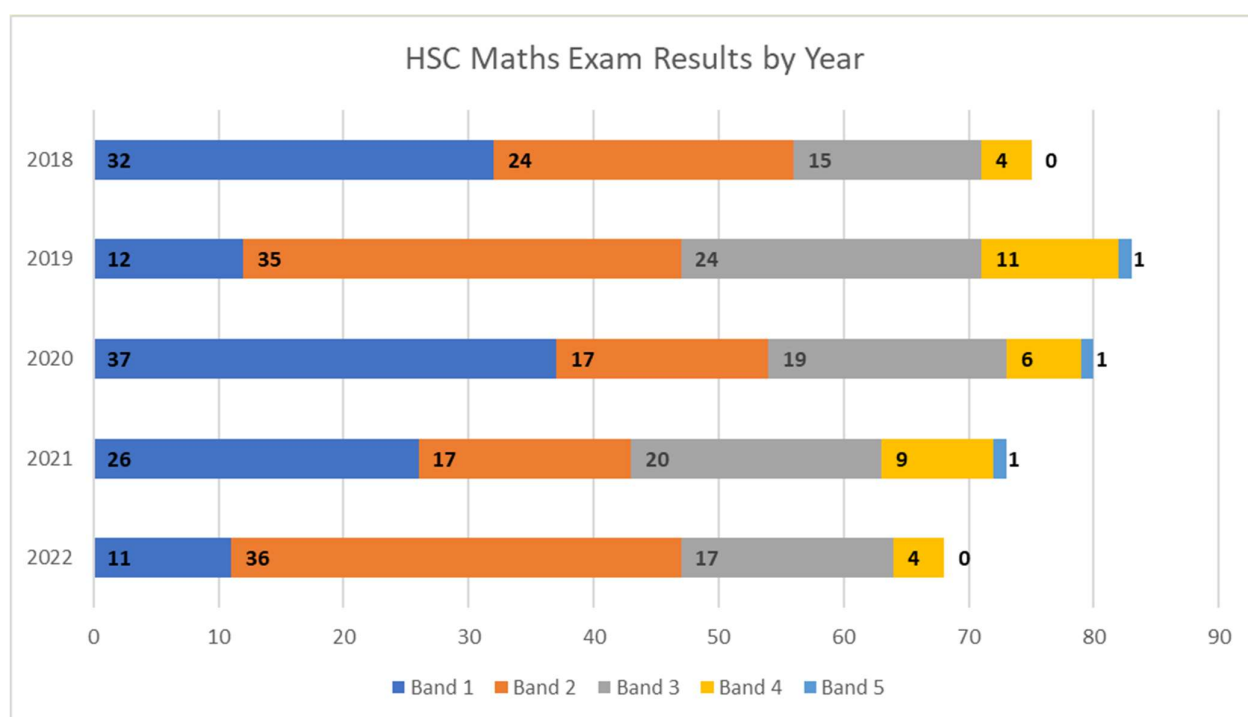
Students receive Statements of Attainment for competency achievement towards trade qualifications. These qualifications carry national recognition. Students achieving competency units from qualifications aligned to their trade career receive credit when commencing an apprenticeship after finishing their studies at the College.

All eligible students who withdraw before achieving the HSC qualification receive a Record of School Achievement (RoSA) showing the student's academic achievement record until the date they leave. The College requested NESA issue 97 students with RoSA credentials.

Credentials issued	Number or Percentage	Change from last year
Students achieving Certificate I level qualifications	4	Decrease by 2
Students achieving Certificate Level II qualification	77	Increase of 5
Students who achieved Statements of Attainment in VET units of competency	100%	-

Mathematics Standard 2 HSC Examination Results

Examination	Year	Candidature	Comparisons to NSW student performance			
			Bands 3 - 6		Bands 1 - 2	
Mathematics: Standard 2	2022	68	College: 31%	Statewide: 82%	College: 69%	Statewide: 18%
	2021	73	College: 41%	Statewide: 78%	College: 59%	Statewide: 22%
	2020	81	College: 34%	Statewide: 76%	College: 66%	Statewide: 24%
	2019	83	College: 43%	Statewide: 82%	College: 57%	Statewide: 18%



The chart above shows the pattern of achievement for the past five years. The number of students achieving Band 2 in the HSC Mathematics Standard 2 exam increased in 2022; however, overall results lag the State average. These results reflect the concentration of students enrolling with lower-than-average mathematical capability. Students continued to be affected by the disruption to their learning caused by the coronavirus pandemic.

Mathematics tutorials were available throughout the year, and teachers offered exam preparation sessions in early Term 4, before the HSC examination.

Teachers indicate that most students recognise maths skills as relevant to their trade training. However, not all are willing to apply additional time to revision and exam preparation at home or attend tutorials. Therefore, contextualising HSC Maths to trade maths is a teaching focus.

Mathematics Standard 2 remains a mandatory course for all students. Mathematical skills are essential in a technical trade career.

Optional HSC exams

Two students elected to sit optional HSC exams for their trade course. Unfortunately, the College candidature is too small to make any valid statistical comparison to the NSW average results.

Subject	Number of students	Band achievement					
		1	2	3	4	5	6
2 unit Electrotechnology	2	-	-	2	-	-	-

English Studies

All students undertake English Studies. In 2022, no students sat the optional HSC English Studies exam. Instead, all students followed a formal assessment program, with the results submitted to NESA and reported on their HSC result summary. Assessment results ranged from 45 to 90%. The English Studies course emphasises communication and literacy skills over literature, supporting students in trade programs.

The teaching staff reviewed programmed units of work, the Scope and Sequence, and the Assessment Grids for Years 11 and 12.

Work Studies

Twenty-one students completed Work Studies, all meeting the course requirements and gaining valuable career planning skills.

Industry-Based Learning (IBL)

91% of Year 12 students completed the minimum work placement days organised by the College and met course requirements. The remainder transferred to Work Studies or Computing Applications courses.

Computing Applications

Three students completed a 2-unit Computing Applications course as a part of their Year 12 study program.

Minimum Standards Testing

In 2022, all Year 11 and 12 students could sit for the minimum Level 3 standard for NESA's mandatory reading, writing and numeracy testing. All Year 12 students complied with the Higher School Certificate award requirements. These tests offer an Australian Core Skills Framework (ACSF) benchmark against which the students can measure their literacy and numeracy skills.

Year 11 students will complete their testing in 2023.

2022 School-Based Apprenticeship and Traineeship (SBAT) Data

Trade	As of 31 December 2022	
	Year 11	Year 12
Automotive	4	7
Construction	3	4
Electrotechnology	4	12
Metals and Engineering	1	3
Total	12	26

Most nationally recognised qualifications require students to engage in industry experience to meet assessment conditions. The timetable provides time dedicated to work placement or school-based traineeships to ensure students meet industry experience requirements without missing education and training time.

The school-based training contracts available to NSW students require students to complete between 100 days and 144 days of work with their employer as a part of their training contract. The College actively promotes students' involvement in these school-based training contracts. However, Hunter Valley employers prefer full-time post-school candidates to school-based apprenticeships and traineeships. Significant wage subsidies for apprentices made available by the Australian Government amplified this preference during 2022.

Value Added Results

Qualitative feedback in employer work placement reports indicates students significantly improve employability skills due to the level of work placement.

Post-School Outcomes

Year 12 students

Category	Number or Percentage
Students participating in destinations surveys	68 of 68 students
Participating students achieving an apprenticeship by March 2023	51 students (75%)
Participating students achieving other employment by March 2023	8 students (11.8%)
Participating students enrolled in full-time post-school study	2 students (2.9%)
Other outcomes ²	7 students (10.3%)

² Other outcomes include students who are still seeking work at the post-destination survey date

Post-school outcomes for students who withdrew in 2022

Student Trade	Positive Post School Outcomes			Other ³	Total
	Full-Time Apprenticeship	Full-Time Employment	Full-Time Education or Training		
Automotive	15	7	3	9	34
Construction	31	13	3	10	57
Electrotechnology	38	3	2	5	48
Fitting/Fabrication	7	3	2	4	16
Total	91 (59%)	26 (17%)	10 (6%)	28 (18%)	155

Student Retention Rates

Category	Percentage	Change from last year
Year 11 students from February 2022 to August 2022	83%	1% increase
Year 12 students from February 2022 to August 2022	78%	4% decrease
Year 11 students commencing in 2021 who completed Year 12 in 2022 ⁴	40%	3% decrease

Many parents and students view withdrawal from College to enter a full-time apprenticeship as a positive post-school outcome. The College also considers gaining a full-time apprenticeship as a positive post-school outcome. However, we remain concerned about the risks faced by students exiting before achieving their HSC.

Low apprenticeship completion rates feature in NSW. Industry apportioned some issues to first-year apprentices' poor literacy, numeracy, and problem-solving skills. The College curriculum explicitly teaches these skills to improve student skill levels and minimise the dropout risk.

Student Attendance

Category	Measure	Movement
Year 11 attendance rate	87.7%	-3.3%
Year 12 attendance rate	87.4%	-5.2%
Overall attendance rate	87.6%	-3.7%
Number of students achieving 100% attendance	0	-

³ Includes students withdrawing due to long term illness, moving to another region or not providing a withdrawal reason.

⁴ Contributing factors included students exiting to take up fulltime apprenticeships before completing their HSC.

Managing non-attendance

High attendance rates are essential to student work readiness and employability skills.

The College marks student rolls in period one of each school day. Parents of students absent in period one receive a text message alert asking them to confirm the absence and identify the reason and probable length. Parents who do not respond to the alert receive a letter requesting parental confirmation of the reason for the absence. The College records the absence details in its student management system.

Independent students who do not live with their parents or guardians are responsible for complying with College attendance requirements, including written confirmation of reasons for absence and providing documentation.

Students must submit doctor's certificates or other prescribed statements relating to absences that exceed three days or occur on the day of a scheduled assessment task.

The College implements an improvement plan for students whose attendance pattern may negatively impact their course performance. The plan identifies the corrective actions needed to address the issue.

The College organises work placement for students. Year 11 students have two scheduled days of work placement per week, and Year 12 students have three days per week. Students lodge timesheets verifying attendance on their work placement days.

Student Enrolment Policy

1 Purpose

This policy outlines the College's enrolment procedures for new enrolments, continuing enrolment and withdrawing from enrolment.

2 Scope

This policy applies to the College staff, prospective and current students and their caregivers.

3 Definitions

ACSF	Australian Core Skills Framework
AP	Assistant Principal
Parent/carer	Includes any person responsible for the welfare of a College student
CEO	Chief Executive Officer
Entry Assessment	Assessment of a student's numeracy and reading abilities
HSC	Higher School Certificate
Independent Student	A student who is 18 years of age or older at the time of enrolment A student who is under 18 years of age and who presents evidence that they live independently
RTO	Registered Training Organisation
the College	Hunter Trade College

4 Responsibilities and delegations

Parent/carer	Provide the necessary information to enable a young person in their care to enrol at the College Ensure that a young person in their care meets the College requirements for continuing enrolment Update the College on changes of caregiver or contact details including residential and email address and telephone contact number
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	Complete withdrawal documentation should the young person cease to attend the College
Staff	Follow this policy and procedures. The CEO delegates the responsibility for maintaining a current register of all students to designated College administration staff
CEO	Ensure that the College maintains a register of enrolments that includes for each student the: <ul style="list-style-type: none"> • student's name, age and address • name and contact telephone number of parent/carer • date of enrolment, leaving date and the student's destination, • previous school or pre-enrolment situation • parent/carer details as stipulated by various government bodies • evidence of reporting to Department of Education where a student's destination is unknown, and the student had not reached 17 years of age • student characteristics to inform the Nationally Consistent Collection of Data on School Students with Disability. • Consider and approve applications for exemption of enrolment that meets legislative requirements.

5 Policy Statement

- a) Expressions of interest to enrol at the College are welcome at any time.
- b) Formal enrolment applications open at the start of Term 2.
- c) Students enrolling at the College for the first time will:
 - have completed Year 10 or an equivalent course of study;
 - have a record of behaviour that demonstrates the ability to meet work health and safety requirements;
 - have a desire to succeed in their studies; and
 - achieve minimum levels in entry assessment tests.
- d) The College will base its decision to offer a place to a student on:
 - the student's reports from previous schools;
 - performance in entry assessment activities and interviews;
 - the student and family holding attitudes, values and priorities that are compatible with the College's ethos;
 - the College's ability to meet the student's individual needs or capabilities.
- e) The College will meet with the prospective student and parent/carer before offering a place.
- f) The College has absolute discretion in determining the weight of each factor it considers in deciding whether to offer a place for the student.
- g) The CEO may make an exception to the enrolment criteria where the CEO is reasonably satisfied that the candidate can achieve a successful outcome and work within the College's behavioural and academic expectations.
- h) Continued enrolment depends upon the student:
 - making satisfactory academic progress,
 - attending College consistently, and
 - meeting the behavioural cornerstones.

6 Enrolment Procedures

Enrolment in Year 11 and Year 12 HSC programs is open to candidates who meet the policy requirements at 5.0 (b). Minimum levels in assessment tests are:

All Students	Numeracy ACSF Level 3 Reading ACSF Level 3
Electrotechnology Students, Major Trade Course	Numeracy ACSF Level 3 at the upper end Reading ACSF Level 3

Candidates may re-sit the entry tests up to three times to achieve the required benchmark.

To apply for enrolment, candidates must:

- fill out the College's official enrolment application form, online or in hard copy,
- provide the two latest school reports from their previous school,
- provide Year 9 NAPLAN test results, where available,
- complete entry assessment tests, and
- participate in a family interview.

The College will schedule an enrolment interview after receiving the relevant documentation. The CEO, or their delegate, may offer the candidate a place at the College where the entry assessment results and interview outcomes indicate that the candidate meets College entry requirements.

The AP will check issues such as poor attendance, poor conduct or progress or a suspension /expulsion in the previous two years, with the candidate's former school. The CEO will decide whether to offer enrolment based on all the information.

If the College does not offer enrolment to a candidate, the College will contact the parent /carer (or independent student) to identify and discuss the reasons. College staff will provide advice about alternative programs.

Administration staff will file interview notes and entry assessment results in the individual candidate file. All candidate enrolment information is subject to regulatory requirements such as privacy legislation.

Student enrolment application forms are available on the College website or by contacting the College office.

7 Exemptions from Continued Enrolment

Parents and carers may apply for an exemption from continued enrolment for a student under 17 years of age using the *Application for Exemption from Enrolment at College* form. Reasons for exemption from enrolment may include.

- entering a full-time apprenticeship/traineeship contract,
- part time employment averaging 25 hours per week,
- medical illness/incapacity,
- confirmed full-time enrolment at another education institution.

Evidence supporting the application must accompany the application form. For example, a copy of the signed training plan for the apprenticeship/traineeship, statement from the employer detailing the hours of work, letter/Certificate from medical professional or confirmation of enrolment at another educational institution.

The CEO may grant a certificate of exemption if the circumstances documented in the application meet the requirements of Section 25 of the *Education Act 1990*.

8 Maintenance of Continuing Enrolment requirements

Attendance

Parents/carers are responsible for ensuring that a student in their care attends College regularly.

Independent students are responsible for ensuring regular attendance.

Repeated failure to attend the College, including work placement, may result in termination of the student's enrolment.

Student Information

Parents/carers and independent students are responsible for updating address and contact details within 30 days of a change occurring. Regular reminders appear in the College newsletter.

Student Behaviour

Students must comply with the College's four cornerstones. Breaches may result in disciplinary action. The College encourages students to respond to intervention and support for managing behaviours. Continued breaches may result in termination of enrolment.

Parent/Carer Behaviour

The College reasonably expects parents/carers to recognise and respect the policies, procedures and rules which govern day to day operations. Expectations include:

- supporting the College in relation to disciplinary matters and not do anything to undermine the College's authority,
- respond to College communication about the student and participate in discussions and meetings in relation to student behaviour and progress,
- refraining from any aggressive, rude or abusive behaviour or language, bullying or intimidation. The College has a duty of care to protect its staff and will not tolerate parent/carers behaviour that threatens the safety or welfare of its staff or students,
- directing complaints to the CEO or AP,
- communicate verbally and in writing with College community members respectfully,
- avoid involving the College in any parental disputes.

If a parent fails to follow these behavioural expectations after receiving a warning about a breach, the College may:

- limit access to a teacher or teachers,
- limit access to the College premises or College events, or
- terminate the student's enrolment.

Student Withdrawal

Parents/carers and independent students are responsible for notifying the College of intention to withdraw from enrolment at the College. See College Attendance Policy and Procedures.

9 Reference Documents

- *Education Act 1990*
- *Registered and Accredited Individual Non-Government Schools Manual*
- Enrolment Application Form
- Application for Exemption from Enrolment at College
- Certificate of Exemption from Enrolment at College

Other Policies

Policy Summary	Changes in 2022	Access to the full text
<p>Student Welfare (Pastoral Care)</p> <p>The College regards providing high-quality interpersonal relationships based on care and support for all as an essential College cultural element. The College offers its students various support services to help them reach their potential and resolve problems.</p>	<p>There were no changes to the Student Pastoral Care Policy in 2022.</p>	<p>The Student Pastoral Care Policy is available on the student intranet and upon request from the College.</p>
<p>Bullying Prevention</p> <p>The Bullying Prevention Policy provides processes for responding to and managing bullying allegations, methods to restore relationships and strategies to promote a positive College culture.</p>	<p>There were no changes to the Bullying Prevention Policy in 2022.</p>	<p>The Bullying Prevention Policy is available on the student intranet, the College website and upon request from the College.</p>
<p>Student Discipline</p> <p>The Student Discipline Policy promotes a respectful, secure and healthy environment where students grow to be responsible, self-disciplined and contributing members of society.</p> <p>The policy provides intervention strategies to promote a return to appropriate behaviour, consequences for ongoing behavioural issues, and appeal and procedural fairness information. The policy is based on principles of procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. The College neither permits corporal punishment of students, nor sanctions corporal punishment of students by non-school persons.</p>	<p>There were no changes to the Student Discipline Policy in 2022.</p>	<p>The Student Discipline Policy is available on the student intranet, the College website and upon request from the College.</p>
<p>Complaints and Appeals</p> <p>The Complaints and Appeals Policy aims to:</p> <ul style="list-style-type: none"> provide information and a transparent process for all parties to follow in the event of a complaint provide a process by which aggrieved persons may receive prompt, fair and consistent consideration of complaints minimise complaints by taking preventative or corrective action provide information and a transparent process for all parties to request an independent review of decisions 	<p>There were no changes to the Complaints and Appeals Policy in 2022.</p>	<p>The Complaints and Appeals Policy is available on the student intranet, the College website and upon request from the College.</p>

Policies undergo a three-yearly review as part of our quality management system. Earlier updates occur in response to changes in legislation and regulation and continuous improvement activities.

Student policies covering wellbeing and pastoral care, anti-bullying, discipline and complaints are publicly available on the College website at www.htc.nsw.edu.au/policies-forms.

Initiatives promoting respect and responsibility

The College teaches the rights and obligations of young workers within English Studies and vocational HSC courses. Key areas include anti-discrimination, equal employment opportunity and work health and safety (WHS).

The College uses a WHS safety breach system similar to that used in most worksites to reinforce the need for WHS compliance. In addition, students participate in regular toolbox talks to support safety and responsible behaviour information and strategies.

The College actively and consistently promotes respect as a cornerstone of the College values that underpin all College systems, policies and procedures.

The College conducts a student awards program based on student achievement of the four cornerstone values each term. Seeing so many students achieve these awards and demonstrate pride and confidence in their accomplishments is gratifying.

Priority Areas for Improvement

Progress on achieving the 2022 improvement targets

Key focus area	Improvement Goals	Progress notes:
Teaching and learning	Add Industrial Technology to Construction and Electrotechnology course offerings	Complete Feedback from teachers and students indicates increased student engagement, particularly for project work.
	Improve the performance of HSC candidates sitting the Mathematics Standard 2 examination	In progress The number of students achieving in Band 1 reduced. However, there were lower results in Bands 3 – 6.
	Make teaching and learning an explicit focus of long-term plans developed in 2022	Not achieved Strategic Planning was deferred until 2023.
	Review all curriculum scopes and sequences – align to provide a uniform approach.	Achieved
Facilities and resources	Install a cover over the main quadrangle to provide additional outdoor learning space and improve student weather protection during breaks	Achieved
Work health and safety	Reduce the number of hand injuries in VET courses	In progress Work continues to improve off-site safety as most injuries occur at work placement.

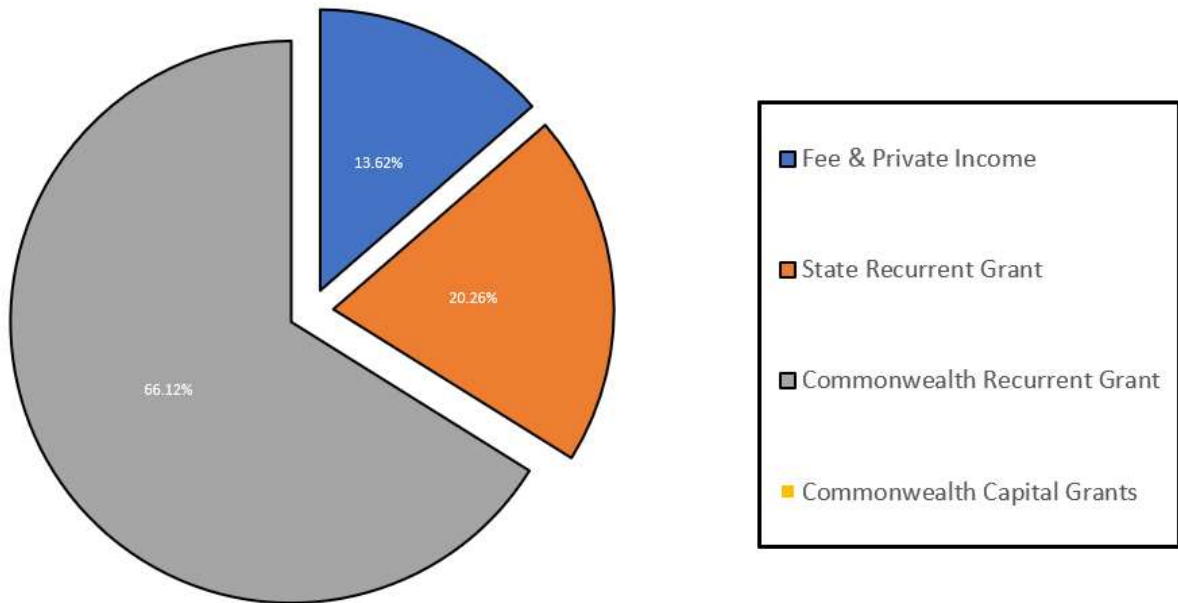
2023 improvement targets

Key Focus Area	Improvement	Target
Environmental responsibility	Implement initiatives to reduce paper usage in teaching and learning and administration	At least one initiative in each area is implemented
Student wellbeing	Identify a framework for supporting positive behaviours to underpin student achievement	Framework identified and preliminary planning completed for implementation in 2024
Trade equipment update	Identify and purchase resources for trade courses that support student learning related to the future of that industry	At least 50% of courses have future focussed resources
Work health and safety	Reduce the number of hand injuries in VET courses	Hand injuries reduced by 50%

Financial Information Summary

College Income and Expenditure

College Income 2022



Recurrent & Capital Expenditure 2022

