

Hunter Trade College Ltd

Annual Report 2018



Year 12 2018 Graduation

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Messages from Key College Bodies

Governing Body Chairperson

This was my third year as Chairperson and my sixth year being involved in the College as a Director and with each year I am proud to say the college continues to evolve and improve. The College is extremely privileged to have a highly credentialed CEO in Mallory Gleeson, Executive Team and Board of Directors, who continue to perform at a high level.

The College has enjoyed another outstanding year with record student numbers and an improvement on an already strong financial position. A significant achievement over the last 12 months is the purchase of the land upon which our College sits on at 60 Junction Street, Telarah. Owning this land allows the college to take a long term view past the 20 year lease the College was subject to.

With continued success comes the expectation that these high standards will be maintained, therefore the CEO organised a series of workshops to start the new Strategic Plan that will take the College through to 2023. These workshops were highly beneficial in developing the foundations for our new strategic direction.

Changes to governance requirements for the College has caused the Board and staff to focus on adjusting systems and processes to ensure compliance to the standards set by the Australian Skills Quality Authority and NSW Education Standards Authority. As Chairperson and as a Board member I am very pleased with the way the CEO and staff have adjusted to this changing environment to ensure ongoing success.

Student attraction, retention and wellbeing remains a focus of the College with a number of strategies being pursued to support students. These strategies include:

- Adding a new Student Support Officer role;
- Employing a Learning Support Teacher;
- Undertaking the planning for an improved internal classroom layout; and
- Upgrading teacher and student support technology.

This year the Board bids farewell to Director Kay Sharp and Director Helene O'Neil who submitted their resignations after serving the full six years on the Board. The College will sorely miss the experience, knowledge and character of these two Directors.

The Board welcomed Directors Brad Harris, Sally Priestley and Sharon Smith who will add a wealth of training and industry knowledge to the Board.

Finally, the Board is truly blessed to have the support and guidance provided by the College Executive. Thanks must also go to the College staff whose time and effort continue to assist in taking the College forward as a leader in the delivery of trade education as part of the Higher School Certificate.



Tony Chadwick
Chairperson

Chief Executive Officer



Twelve years on from the establishment of Hunter Trade College, the organisation is strong and financially sound. We achieved record enrolment levels in 2018 with full enrolment numbers in Year 11 for the first time. Rapidly increasing enrolments brought challenges which our team overcame through hard work and determination. We finished the year with excellent financial results that will enable us to invest back into the College for the benefit of our students and families.

A founding staff member, Mr Peter Gallagher, bade us farewell as he moved into his retirement years. Peter helped to develop the College as a registered training organisation. Both the College and the VET in Schools sector valued his knowledge and commitment to vocational education and training. With Peter's departure, we took the opportunity to restructure the registered training organisation team. Ms Tanya Hall joined us as RTO Manager mid-2018 and made significant progress on improving our quality systems throughout the remainder of the year.

To support the growing number of students facing barriers to learning through health and wellbeing related circumstances, we continued our full-time Student Support Officer role and employed a Learning Support Teacher. Together with key staff members, they form a new Pastoral Care Team to lead student wellbeing at the College. With a prevalence of mental health illness in the local area, we remain grateful for the support of external organisations to whom we refer students for specialised assistance.

The Board and Leadership Team worked on a new Strategic Plan to take us through to 2023, with the entire College team helping to revise our vision and values. Our strategic direction over this period sets aspirational goals for our organisation. Our view to future, sustainable growth will enable us to serve more families and help more young people on their path to a trade career.

A highlight of the year was the purchase of the land upon which our College sits, from the Hunter Valley Training Company. Owning this parcel of land provides us with long term stability and security. We acknowledge and thank former director Mrs Kay Sharp for her extensive work and unwavering support in helping us to achieve this milestone.

Under the leadership of Chairman, Tony Chadwick, the Hunter Trade College Board continues to provide valuable strategic governance for the College. On behalf of the HTC team, I thank our directors for their significant voluntary contribution over the year.

After my first year leading the College, I reflect on a year of change, challenge and learning. Team members stepped up and supported one another as they navigated new leadership and new ways of thinking. I commend our team on a successful year and thank each for their professionalism, passion and dedication to our students.

A handwritten signature in black ink, which appears to read 'M Gleeson'. The signature is fluid and cursive.

Mrs Mallory Gleeson
Chief Executive Officer

5 April 2019

College context

Hunter Trade College is an independent specialist senior high school that delivers vocational education courses in technical trades at Certificate II and III levels as a significant component of the Higher School Certificate (HSC). Hunter Trade College is a registered high school, accredited to deliver the HSC. The College is also a registered training organisation. The College delivers vocational education and training on site using trade qualified teachers and trainers in College workshops, which are purpose designed and equipped to industry standards.

Hunter Trade College commenced operations in January 2007 as the Australian Technical College Hunter. It was created specifically to address trade skill shortages in the Hunter Valley and to provide quality education and training for young people with aspirations to become tradespeople.

Students from across the Hunter Valley enrol at the College, residing in local government areas from Cessnock, Dungog, Lake Macquarie, Maitland, Muswellbrook, Newcastle, Port Stephens, Singleton and the Upper Hunter, as well as on the Central Coast.

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. They will be ready to engage in apprenticeship programs to develop themselves as competent tradespersons. Our graduates will join the next generation of skilled workers confident to thrive 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 2019. The College scope of registration is listed on the national register of the VET sector in Australia, www.training.gov.au

The College holds registration to deliver and assess:

- AUR20516 Certificate II in Automotive Servicing Technology
- AUR20716 Certificate II in Automotive Vocational Preparation
- AUR30616 Certificate III in Light Vehicle Mechanical Technology
- CPC20211 Certificate II in Construction Pathways
- CPC30211 Certificate III in Carpentry
- MEM20105 Certificate II in Engineering
- MEM30205 Certificate III in Engineering – Mechanical Trade
- MEM30305 Certificate III in Engineering – Fabrication Trade
- UEE21711 Certificate II in Technical Support
- UEE22011 Certificate II in Electrotechnology (Career Start)
- UEE30811 Certificate III in Electrotechnology Electrician
- CPCCOHS1001A Work safely in the construction industry

Work Health and Safety (WHS)

Hunter Trade College's WHS Management system utilises a direct consultation model, providing regular opportunities for workers to discuss health and safety matters at staff meetings. Teams discuss WHS matters specific to their area. The College trains all students to use the "Take 5" system of risk identification, risk assessment and risk control. All College staff and students have a responsibility to actively monitor safe work practices at the College and report work-related illness, injury and hazards.

The Human Resources/WHS Officer records all WHS hazards, incidents and injuries.

The College's Leadership Team reviews injury details and WHS controls for any situation involving lost time, or resulting in medical treatment or presenting as a high-level risk to staff or students. Lessons learned from these reviews help to strengthen and support our safety-first culture.

The College's Board of Directors receives a WHS data report bi-monthly, which includes details about the type and location of injury and the injury ratio¹.

The alert level is 4.0. In 2018, the injury ratio for 2018 was 2.65¹. Hazard identification and control percentage reports calculate the number of hazards reported with completed corrective actions. The alert level is 80%, and the target is 100%. In 2018, the College achieved 100% of the target as at the end of the calendar year. The College continued to maintain its excellent record of safety in the College and at host employer workplaces.

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

The College has been purpose built to industry standards. Industry standard workshops facilitate a smooth transition from school to work. Students are trained to use similar equipment to that found in the trade-based businesses of the Hunter Valley to facilitate the transfer of their skills and competencies from College to work.

In 2018 the College purchased the land upon which it is constructed from the Hunter Valley Training Company, ending the previous lease and providing ongoing stability and security for the College.



Auto Electrotechnology Construction Engineering Engineering

Student Characteristics

Enrolments

Census Month	2018	2017	Variance	% variance
February	255	226	29	12.8%
August	235	204.7	30.3	14.8%

Enrolments in February 2018 exceeded the previous year by 29. Year 11 enrolments increased by 36 and Year 12 enrolments decreased by 7.

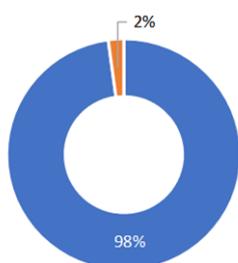
The rate of female enrolment remained steady, with four girls in Year 11 and one in Year 12.

Eighteen students identified as Aboriginal or Torres Strait Islander, or both.

Twenty-one percent (21%) of students required support to overcome barriers to learning, addressed by quality differentiated teaching practices and adjustments to study and assessment activities.

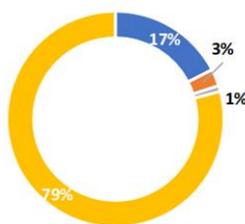
The College continues to enrol students from a large geographic area. Students enrolled at the College, reside in local government areas from Cessnock, Dungog, Lake Macquarie, Maitland, Muswellbrook, Newcastle, Port Stephens, Singleton and the Upper Hunter, as well as on the Central Coast.

Student Gender



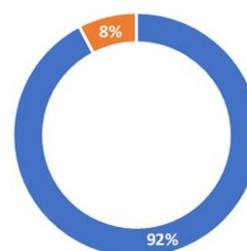
■ Male ■ Female

Learning Support



■ Differentiated teaching ■ Supplementary adjustments
■ Substantial adjustments ■ No adjustments

Indigenous Students



■ Non-Indigenous ■ Indigenous

Stakeholder Satisfaction

The College has a strong client service focus and collects feedback from employers, students and parents. Management analyses feedback and reviews policy and procedures to ensure a continuing high level of client satisfaction with service provision.

Students

Category	Percentage
Percentage of students participating in satisfaction surveys	43%
Satisfaction rating for quality of VET teachers	71.6%
Satisfaction rating for competency development	71.5%
Satisfaction rating for training resources	71.4%
Satisfaction rating in HSC subjects for teacher quality, resources, expectations, communication and feedback on learning activities.	>80%

Students commented on the value they placed on the practical learning opportunities provided by the College and indicated a desire to have a stronger voice in College issues, improved tool management procedures in workshops and more practical work in VET. The College is trialling strategies to improve leadership and embed project work into VET activities.

Parents

The College invites parents and carers to participate in satisfaction surveys during the year. Surveys are conducted online with mail, email and newsletter reminders about the survey communicated to parents. Only 2% of parents and carers responded to the satisfaction survey, a decrease of 1% since 2017. Parents' survey responses indicate satisfaction ratings of between 83% and 100%. However, there are too few responses to provide statistical validity.

The College held three parent-teacher feedback sessions during the year to provide parents and carers with an opportunity to meet with teachers and discuss their young person's College performance.

Parents and carers have regular contact with teaching staff and work placement officers concerning the progress of their young person. The College maintains a policy of frequent communication with parents and carers through newsletters and phone calls.

Employers

Category	Percentage
Percentage of SBAT employers participating in satisfaction surveys	60%
The average score for employer satisfaction – Quality Indicators	87.5%
The average score for employer satisfaction – overall experience of hosting students for work placement	86.1%

Teachers

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

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

100% of teachers were satisfied with:

- our safety-first culture
- the availability of resources
- the support for students with barriers to learning
- the support for student wellbeing
- respect from team members
- support they receive from colleagues

Satisfaction levels were moderate for access to technology (79%); access to professional development (78%); staff wellbeing support (69%); support for managing student issues (67%) and team leadership (67%).

Overall job satisfaction levels show 80% of teachers are satisfied; including 33% who are satisfied most of the time and 56% who love their jobs.

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 complaint report bi-monthly at Board meetings.

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

Staffing Information

Workforce Composition

Category (as at the August Census)	Number
Academic (HSC) teachers, FTE	5.6
Trade (VET) teachers, FTE	6.6
Non-teaching (Support) staff, FTE	16.78
Male staff, FTE	12.69
Female staff, FTE	16.29
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	0
Proficient teacher – experienced teacher maintaining their accreditation	12
Highly Accomplished or Lead Teacher – an advocate, mentor and leader in the teaching profession	0
Vocational Trainers, qualified to deliver nationally recognised training	2

Professional learning	Participants
Applied Suicide Intervention Skills	Student Support and HR/WHS Officers
Bridging program to TAE40116 Certificate IV in Training and Assessment	VET teachers/trainers and some support staff
Building a Culture of Coherence through Effective School Improvement	CEO, HR/WHS Officer, Industry Liaison Coordinator
CDX Training (Automotive Training Software)	RTO Manager
Changes to VET Courses	VET Team
Child Protection Training (Mandatory Reporting and Reportable Conduct)	All Staff
Cloud based 3D CAD Software for 3D Printing, CNC and Laser Cutting	Workshop Manager
Construction Industry Induction	WPO
Developing Student Writing Years 10-12	HSC Teacher
EUS Survey Training	CEO (external program)

Professional learning	Participants
	All teaching staff (internal program)
HLTAID003 – Provide first aid	Teachers/Support Staff
HRATA School Based Apprenticeship and Traineeship Forum	CEO, RTO Manager, ICLC
Hunter Skills Development Network Meetings	CEO, RTO Manager, Industry Liaison Coordinator
National Electrical and Communications Association (NECA) Wiring Rules Roadshow	Electro-technology Teacher
Nationally Consistent Collection of Data Networking Forums	Assistant Principal, Learning Support Teacher
Nationally Consistent Collection of Data Workshop	CEO
PALS Workshop: Mastering Numeracy, Being an Effective LaST and Adjustments: The Theory and the Practice	Learning Support Teacher
PKF Briefing on New Accounting Standards	Business Manager / Accounts Officer
Return to industry experience	VET teachers/trainers
VET in Schools Forum	CEO, RTO Manager
What is new and different in Stage Six Mathematics (WINDSSM) Mathematics Standard Year 11 and 12	Maths teachers
Youth Mental Health First Aid Course	Work Placement Officers, Office Coordinator, CEO

The College expended a total of \$5,058 on teacher professional development in 2018.

Student Performance

Senior Secondary Outcomes

Outcome	Percentage	Change from last year
Student undertaking trade training	100%	-
Students who completed Year 12 and achieved a Higher School Certificate*	97.5%	1.3% decrease

*Two students completed Year 12 previously and were not eligible for the HSC credential.

Records of School Achievement

All students enrol in a 360-hour Certificate III level vocational trade course over two years and a 120-hour vocational trade Certificate II level course delivered over one year. Students who gain a school-based traineeship while enrolled at the College may complete a Certificate II qualification.

All students receive two Statements of Attainment; one for competency achievement towards a Certificate II qualification and the other for competency achievement towards a Certificate III qualification. These qualifications are nationally recognised. Students achieving units of competency 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 record of academic achievement up until the date they leave.

Credentials issued	Number or Percentage	Change from last year
Students achieving Certificate Level II qualification	32	Increase of 18
Students who achieved Statements of Attainment in VET units of competency	99%	1% Decrease

VET HSC exams

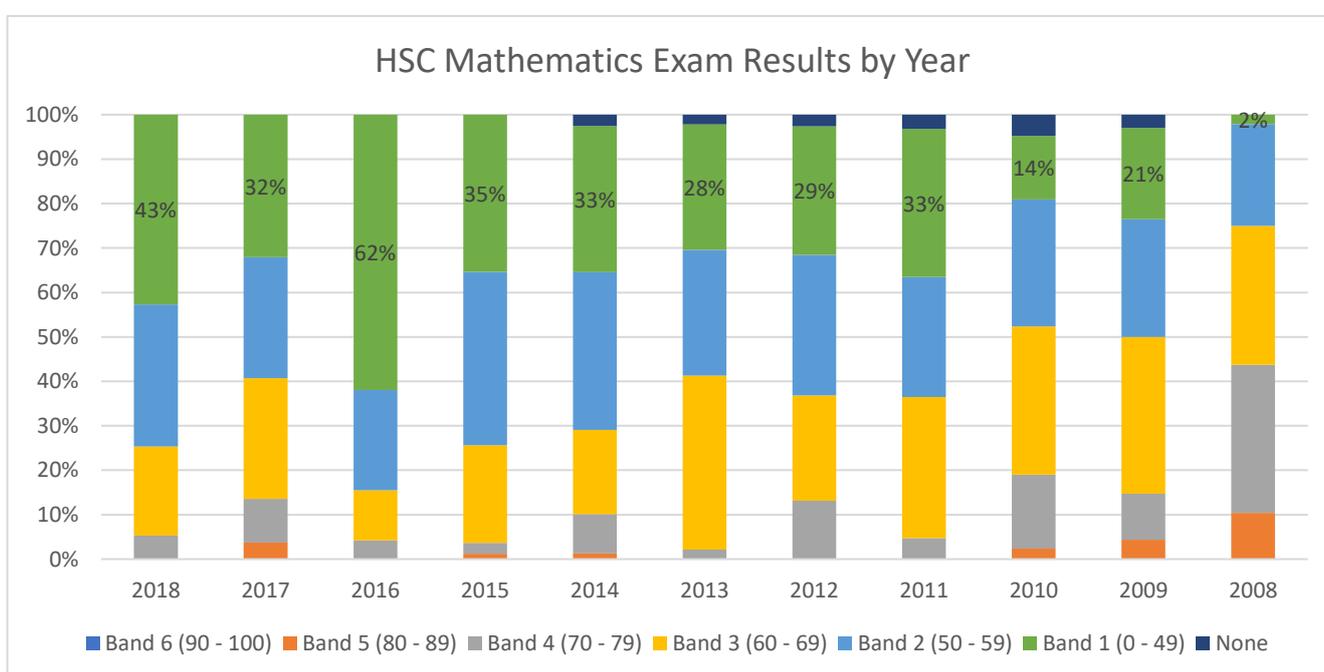
Eleven students elected to sit for the optional HSC Vocational Education and Training (VET) exams.

VET Results	Number of students	Band achievement					
		1	2	3	4	5	6
2-unit Electrotechnology	3	-	-	-	2	1	-
2-unit Construction	8	-	-	-	7	1	-

The College candidature for the HSC VET exams is too small to make any valid statistical comparison to the NSW average results for these exams.

General Mathematics

General Mathematics Results	2018 results (%)	NSW results
Band 6	0	6.54
Band 5	0	20.1
Band 4	5.33	26
Band 3	20	26.48
Band 2	32	14.61
Band 1	42.66	5.34
None	0	0.89



The chart above shows the pattern of achievement for the past 10 years. Gains that were achieved in 2017 reversed, with teachers commenting that a core group of students disengaged partway through the year and could not be re-engaged.

College results remain lower than the State average. The percentage of students achieving Band 4 and 5 results decreased by 8.27% when compared to the 2017 HSC Maths results. The percentage of students achieving Band 1 or 2 results increased by 15%. Further analysis of student performance and individual circumstances suggest that:

- many students perform better in less formal assessment environments;
- most students had improved their performance over their initial entry test scores, indicating that they came to the College with very low mathematics levels; and
- 22% of students sitting the mathematics exam had significant learning barriers including ongoing mental health issues, emotional trauma or known learning difficulties

Maths tutorials were available throughout the year, and exam preparation sessions were offered in early Term 4, before the exams.

Teachers' reporting indicates that most students recognise maths skills as relevant to their trade training, but not all are willing to apply additional time to revision and exam preparation at home or attend tutorials at College. Contextualising of HSC Maths to trade maths is a focus of maths teaching at the College.

Mathematics Standard 2 is a mandatory course for all College students as it is essential in a technical trade career to be competent and confident in maths knowledge and skills.

English Studies

All students undertake English Studies. In 2018, English Studies did not have an external HSC exam component. Students follow a formal assessment program, with the results submitted to NESA and reported on their HSC result summary. Assessment results ranged from 90% to 45%, with 53% of students achieving 70% or higher course assessment results. The course emphasises communication and literacy skills over literature, which better supports students in trade programs.

All students had the opportunity to sit for the online Literacy and Numeracy tests that NESA provides for senior school students. This test provides an Australian Core Skills Framework (ACSF) benchmark against which the students can measure their Literacy and Numeracy skills.

Work Studies

Eight (8) students elected to complete Work Studies as an alternative to the Industry Based Learning (IBL) course. Work Studies students had personal circumstances that prevented them from completing 50 days of work placement during the year. All the students met the course requirements and gained valuable career planning skills.

Industry Based Learning (IBL)

91% of Year 12 HTC students completed a minimum of 50 days of work placement organised by the College and met course requirements relating to the IBL log and journal. The remainder of the Y12 students transferred to Work Studies and completed the Work Studies course requirements.

Computing Applications

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

2018 School-Based Apprenticeship and Traineeship (SBAT) Data

Trade	As of 31 December, 2018	
	Year 11	Year 12
Automotive	4	10
Construction	4	12
Electrotechnology	7	5
Metals and Engineering	5	9
Total	20	36

Certificate II and III qualifications require students to have significant industry experience as part of their training. The College timetable provides time dedicated to work placement or school-based apprenticeships/traineeships to ensure students meet industry experience requirements without missing education and training time at the College.

The school-based training contracts available to students in NSW require students to complete between 100 days and 180 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 continue to demonstrate a preference for full-time apprenticeship and traineeships rather than school-based apprenticeships and traineeships.

Value Added Results

Qualitative feedback contained in employer work placement reports indicates students gain significant improvement in employability skills over the two years because of the level of work placement that the College makes available for students.

Post-School Outcomes

Year 12 students

Category	Number or Percentage
Students participating in destinations surveys	77 of 79
Participating students who achieved an apprenticeship by March 2019	70%
Participating students who achieved employment by March 2019	82%
Participating students who enrolled in full-time post-school study	2.5%
Unknown outcome	13 of 79

Post-school outcomes for Year 11 and Year 12 students who withdrew in 2018

Student Trade	Positive Post School Outcomes			Other ²	Total
	Full-Time Apprenticeship	Full-Time Employment	Full-Time Education or Training		
Automotive	6	2	1	6	15
Electrotechnology	3	0	2	5	10
Construction	14	5	5	10	34
Fitting	3	0	0	0	3
Fabrication	0	1	0	0	1
Total	26	8	8	21	63

² Includes students withdrawing due to long term illness, moving to another region or not providing a withdrawal reason.

Student Retention Rates

Category	Percentage	Change from last year
Year 11 students from February 2018 to August 2018	92%	2% increase
Year 12 students from February 2018 to August 2018	92%	1% increase
Students commencing Year 11 2017, completing Year 12 in 2018 ³	59%	1 % increase

Many parents and students view withdrawal from College to enter a fulltime apprenticeship as a positive post-school outcome. While the College also views gaining a fulltime apprenticeship/ traineeship as a positive post-school outcome, we remain concerned about the risks faced by students exiting before achieving their HSC. The main risk is the low completion rate for apprenticeships in NSW and particularly the high drop out rate from first-year apprenticeships. Industry attributes some of this drop out rate to the poor literacy, numeracy and problem-solving skills of the first year apprentices. The College curriculum is designed to explicitly teach these skills to improve student skill levels and minimise the drop out risk.

Student Attendance

Category	Measure	Movement
Year 11 attendance rate	90.2%	+ .2%
Year 12 attendance rate	92.7%	+1.8%
Overall attendance rate	91.4%	+1%
Number of students achieving 100% attendance	8	+3

Managing non-attendance

The College regards high attendance rates as an essential component of work readiness and employability skills.

The College marks student rolls in period one of each school day. The College contacts parents of any student absent in period one to confirm the absence and identify the reason and probable length of the absence. The College records the details of the absence, including the reason. Where we cannot contact a parent/carer on the day of the absence, we send a letter requesting parental information to confirm the reason for the absence.

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 3 days or occur on the day of a scheduled assessment task.

Students whose pattern of attendance may impact negatively on their course performance must negotiate an improvement plan, identifying the corrective actions needed to address the issue.

The College organises extensive 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. Work placement officers contact employers to confirm attendance at work placement.

³ Contributing factors included students exiting to take up fulltime apprenticeships before completing their HSC.

College Policies

Bullying Prevention Policy Summary

Hunter Trade College rejects all forms of bullying behaviour, working to provide a safe, inclusive and respectful environment that promotes positive relationships and wellbeing.

Our values of respect, integrity, inclusiveness, honesty and teamwork underpin behavioural expectations for everyone working or learning with the College. We expect everyone to remain inclusive and respect each other and not to bully, harass, intimidate or discriminate against anyone at the College.

We encourage parent and carer involvement to improve student engagement and behaviour, recognising that preventing bullying is a shared responsibility between the College and our students, parents and carers.

Teachers and support staff members receive support and professional development to understand and discourage, prevent, identify and respond effectively to bullying behaviour.

Students, parents and carers may report bullying to any staff member at a school. The College will address the reported bullying promptly.

If a student, parent or carer believes a matter is not being dealt with effectively, they may refer the matter to the Chief Executive Officer (or delegate) for resolution.

Student Enrolment Policy

1. Purpose

This policy outlines the enrolment procedures that College staff will follow when responding to current and future students and their caregiver(s) on matters of new enrolments, continuing enrolment and withdrawing from enrolment.

2. Scope

This policy applies to the Hunter Trade College (“the College”) staff and future and enrolled students and their caregivers.

3. Definitions

ACSF	Australian Core Skills Framework – FSAT ability rating
AP	Assistant Principal
Caregiver	Parent, Carer, Guardian, a person responsible for the welfare of a College student
CEO	Chief Executive Officer
Entry Assessment	Assessment of students’ numeracy, literacy and mechanical reasoning abilities
FSAT	Foundation Skills Assessment Tools – Literacy & Numeracy
HSC	Higher School Certificate
Improvement Plan	Future students given the opportunity to demonstrate in their current school that they can meet the behavioural standards required by the College
Independent Student	A student who is 18 years of age or older, or under 18 years of age and who present evidence that they live independently

RTO	Registered Training Organisation
the "College"	Hunter Trade College

4. Responsibilities and delegations

Caregivers	<p>Provide the necessary information to enable a young person in their care to enrol at the College</p> <p>Ensure that a young person in their care meets the College requirements for continuing enrolment</p> <p>Update the College on changes of caregiver or contact details including residential and email address and telephone contact number</p> <p>Complete withdrawal documentation should the young person cease to attend the College</p>
Staff	<p>The CEO delegates the responsibility for maintaining a current register of all students who are enrolled at the College to designated College administration staff</p> <p>College staff to follow the guidelines in this policy</p>
CEO	<p>The CEO will ensure that the College maintains a register of enrolments that includes for each student the:</p> <ul style="list-style-type: none"> • Name, age and address, • Name and contact telephone number of caregiver(s), • Date of enrolment, leaving date and the student's destination, • Previous school or pre-enrolment situation • Caregiver(s) details as stipulated by various government bodies • Student's details in relation to the Nationally Consistent Collection of Data on School Students with Disability. <p>The CEO has the delegated authority to approve an application for exemption of enrolment for a student in particular circumstances, such as a student under the compulsory attendance age who gains a fulltime apprenticeship/traineeship. See Section 5.2 Exemptions procedures.</p>

5. Policy and Procedures

5.1 Enrolment Procedures

5.1.1 Enrolment in the Year 11 and Year 12 HSC programs is open to all candidates who:

- have completed Year 10 or an equivalent course of study
- have a record of behaviour that demonstrates the ability to meet the Work Health and Safety requirements of the College and a desire/ability to succeed at the College
- achieve minimum levels required in Entry Assessment administered by the College.

Current minimum levels apply as follows:

All Students	Mechanical Reasoning – 50% (Less than 50% may be accepted if the candidate has ACSF Level 3 or above in numeracy and literacy.)
Electrotechnology Students	Numeracy ACSF 3 Students choosing Electrotechnology for their 120 hour course do not need to meet this benchmark

- 5.1.2 Candidates must fill out an enrolment application form, provide the two latest school reports from their previous school, complete the College Entry Assessment and undertake a student interview. The College will schedule an enrolment interview after receiving all the required 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.
- 5.1.3 If candidate information (enrolment form, school reports and interview) indicates poor attendance, poor conduct or progress, or the student has been suspended or expelled in the previous two years, the AP or CEO will contact the candidate’s current school Deputy Principal or Year Advisor to confirm student conduct. The CEO or AP will decide whether to offer enrolment on the basis of all the information.
- 5.1.4 Candidates who do not meet the College’s behavioural requirements are offered an opportunity to demonstrate, in their current school, that they can meet the standards the College requires. A position will be reserved for the student in their chosen trade. The College will outline the areas of required improvement through an Improvement Plan, and then contact the candidate’s school at the end of term 3 to mid-term 4 to obtain feedback on the candidate’s behaviour. If the candidate has demonstrated a positive change in behaviour the candidate’s enrolment will be confirmed. If the candidate has shown some improvement but is still not at an acceptable level, a second interview may be offered and the improvement period extended.
- 5.1.5 If the College does not offer enrolment to a candidate, the College will contact the caregiver (or independent student) to identify and discuss the reasons. College staff will provide advice about alternative programs.
- 5.1.6 Interview notes and Entry Assessment results are retained 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.

5.2 Exemptions from Continued Enrolment

- 5.2.1 Caregivers may apply for an exemption from continued enrolment for a student of compulsory school age by contacting the College and requesting the Application for Exemption from Enrolment at College form. Independent students under 17 may also apply for an exemption from enrolment at College by requesting a copy of the Application for Exemption from Enrolment at College
- 5.2.2 Reasons for exemption from enrolment may include.
- Entering into a full-time apprenticeship/traineeship contract
 - Part time employment of at least 20 hours per week
 - Medical Illness/Incapacity

- Confirmed fulltime enrolment at another education institution.

5.2.3 Documentation supporting the application must be included with the application form e.g. copy of the signed training plan for the apprenticeship/traineeship, statement from the employer detailing the hours of work offered, letter/certificate from medical professional or confirmation of enrolment at another educational institution.

5.2.4 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*.

5.3 Maintenance of Continuing Enrolment requirements

5.3.1 Attendance

- Caregivers are responsible for ensuring that a student in their care who is enrolled at the College attends regularly.
- Students who are 18 years of age or older, and students under 18 years of age who present evidence that they live independently are responsible for ensuring regular attendance.
- Repeated failure to attend the College, which includes work placement, may result in termination of the student's enrolment.

5.3.2 Student Information

Caregivers and students are responsible for ensuring the College has current information about their residential address and contact information. The College administration office requires students/caregivers to provide new address and contact details within 30 days of a change occurring. Regular reminders are issued in the College newsletter.

5.3.3 Student Withdrawal

Caregivers and students are responsible for notifying the College if they are withdrawing from enrolment at the College. See College Attendance Policy and Procedures.

5.3.4 Student Behaviour

Students attending the College will be required to comply with the College's four cornerstones. Non compliance may result in disciplinary action. Student are encouraged to respond to intervention and support provided by the College. In cases of continued non-compliance enrolment may be terminated.

6. Variation

The College reserves the right to review, vary or revoke this policy.

7. Reference Documents

Education Act 1990

Student Enrolment Application Form

Application for Exemption from Enrolment at College

Certificate for Exemption from Enrolment at College

Student Policies

Policies undergo biannual review as part of our quality management system. Earlier review occurs 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.

Policy	Availability			2018 update
	On request	Student Intranet	HTC Website	
Acceptable Use of Computers (Student)	✓	✓		
Acceptable Use of Mobile Phones and Mobile Electronic Devices (Student)	✓	✓		
Administering Medicines (Student)	✓	✓		✓
Alcohol and Other Drugs Policy	✓	✓		
EEO, Anti-Discrimination, Harassment & Bullying Policy (inc. Bullying Prevention)	✓	✓		
Assessment and Reporting Policy	✓	✓		
Attendance Policy and Procedures	✓	✓	✓	
Child Protection Policy	✓			✓
Code of Conduct Policy	✓			
Complaints Policy	✓	✓	✓	
Disability and Inclusiveness Policy	✓	✓		
Discipline Policy	✓	✓		
Excursion Policy	✓	✓		
Fee and Refund Policy	✓	✓		✓
Homework Policy	✓	✓		
Leadership Policy	✓	✓		
Pastoral Care Policy	✓	✓		
Privacy and Personal Information Policy	✓	✓	✓	✓
Procedural Fairness Policy	✓	✓		
Returning to College Policy	✓	✓		
Smoke-Free Workplace Policy	✓	✓		
Uniform Policy	✓	✓		
Vehicle Policy	✓	✓		
WHS Policy	✓	✓	✓	✓
WHS Risk Management Policy	✓	✓		✓

Priority Areas for Improvement

Progress on achieving the 2018 improvement targets

Target 1: Teaching and Learning	
Identify and implement learning support programs for HSC and VET delivery areas, to improve student outcomes	Achieved. Employed Learning Support Teacher. Implemented in class and withdrawal support for students.
Target 2: Students	
Achieve student retention rates at least at 2017 KPI levels	Achieved.
Implement student leadership opportunities and skills program	Not achieved. The program is under development and is a priority for 2019.
Target 3: Staff	
Teachers formally share professional practice relating to improving student learning outcomes, across at least two meetings, with 100% participation.	Not achieved.
Target 4: Parents	
Improved College communication with parents – at least two newsletters per College term	Partially achieved. Increased newsletter frequency. Increased identification of information to share with parents.
Target 5: Employers	
Improved strategies to monitor employer satisfaction levels and encourage employer input into College programs	Partially achieved; employer satisfaction surveys and increased participation in industry consultation programs
Target 6: Systems and Processes	
Complete ITC Plan to guide asset management and support curriculum and testing programs	Partially achieved with identification and purchase of additional assets. Teachers commenced transitioning to electronic assessment for VET theory assessments.

Progress on the 2018 improvement targets was affected by leadership change and identification of high priority issues.

2019 improvement targets

The 2019 improvement targets relate to the College Strategic Plan 2019 – 2023. They are informed by stakeholder feedback and from the College’s continuous improvement process.

Key Focus Area	Improvement
Student centred approach	Student leadership contributes to planning and decision making, evidenced by the student leadership program being in place by mid-2019.
Community wellbeing	Students and staff have adequate health and wellbeing support, evidenced by formal student and staff wellbeing programs.
Our connected College	Teachers participate in external networks to strengthen practice, evidenced by increasing levels of teacher engagement.
Our professional team	The College employs the best quality teaching and support staff available, evidenced by a workforce plan that supports retention and career development
Prudent stewardship	Effective and efficient governance and management ensure College sustainability into the future, evidenced by improved productivity through addressing inefficiencies.

Initiatives promoting respect and responsibility

The College teaches the rights and responsibilities of young workers concerning Anti-Discrimination EEO and WHS legislation within the context of English Studies and vocational HSC courses.

The College uses a WHS safety breach system similar to that in use in most worksites to reinforce the need for WHS compliance at all times. Students participate in regular toolbox talks to support safety and responsible behaviour information and strategies.

Employer groups visited the College to deliver workshops about employer expectations relating to safe and responsible behaviour in workplaces and their recruitment practices.

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

The College continued to expand the social and emotional well-being program for its students. The 2018 program included presentations from Headspace about mental health, physical and sexual health and family relationships. Centrelink provided financial information workshops related to budget planning, managing debt, superannuation and insurance. Roadwhyz provided a program to raise student awareness safe driving choices, and the damage vehicle accidents cause to drivers, passengers, families and emergency service personnel. OASIS provided workshops for drug and alcohol-related problem awareness.

The Lady Tradies workshopped “Network support for females working in the technical trades”.

Students, staff and neighbouring companies also participated in the Feed A Farmer fund raiser during the devastating drought.

Student feedback about the wellbeing programs was very positive.



This College continued to provide a student support officer, partially funded through the Commonwealth Government National School Chaplaincy and Student Welfare Program. Students gained significant benefit, particularly students who were dealing with a family crisis such as homelessness, grief or other very difficult personal circumstances. Parents, students and staff were very positive about the provision of this service and the quality of the service provided.

The College conducts a student awards program based on student achievement of the four College cornerstones values each term. It is very rewarding to see so many students achieve these awards and demonstrate pride and confidence in their achievements.



Students receiving Cornerstone Awards for Term 1, with CEO and Assistant Principal

Financial Information Summary

College Income and Expenditure

