

AUSTRALIAN TECHNOLOGY

&

AGRICULTURAL COLLEGE

Growing Skills. Growing Careers. Growing Workforces.



ANNUAL REPORT 2018

ATAC Annual Report 2018 (Based on 2017 data)

Descriptive Information

ATAC is a new Agricultural and Trade College and had few students and staff. We had rented a site in Parkinson to deliver more trade focused curriculum by partnership with other RTOs meeting the needs of local community with plans to move to an originally approved site at 4808-4822 Mt Lindesay Highway from 22 January 2018.

Thank you for taking your time to read the Annual Report for the 2016 academic year. We hope the information will be useful to you. There are no comparative data available as 2017 was our first year in operation. ATAC newsletter is available on the website for further information about development of the College throughout the year.

School Sector:

Independent

School's Address:

4808-4822 Mount Lindesay Highway

Total Enrolments:

67

Year Levels Offered:

Year 10-12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Girls: 10

Boys: 57

Indigenous students: 4

Language other than English: 2

Student attendance rate: 89.3%

Distinctive Curriculum Offerings:

Certificate 2 in Business

Build Employability & Life Skills

Pathway into an early Career

Our Mission Statement:

To provide life skills in personal and career development with workplace opportunities through senior education, VET and potential research and development in Trades, Agricultural and Horticultural sectors with emphasis on Bushfoods, vegetables, medicinal plants and Food industries.

Our Vision Statement

To provide high standard nationally recognised Education in Technical, Agricultural and Trade sectors with an alternative pathway to QCE and higher Education for young people to support Agricultural and Industrial sectors.

Social Climate:

Our Values are:

Honesty – builds self- esteem, confidence and pride

Hardwork - teaches a student to sacrifice and persevere to achieve success and take on challenges

Honour – integrity, trust, faith and belief in others and one-self

Respect - is earned by respecting others around you

Resilience- tolerance and understanding for harmonious living in a diverse society

Resolve – fair and acceptable judgements for progress and development of every individual and ATAC community.

Bullying and Harassment

Australian Technology & Agricultural College will not accept any forms of bullying and harassment. We believe that each student and staff are different and have the right to be protected from physical, verbal, social or emotional abuse. ATAC community strongly believes in its values and works with the community to provide an environment which is safe, inclusive, conducive to learning and be free from harassment and bullying and/or cyberbullying. Our “Code of Expectations and Behaviour” are in line with the Educational requirements and embeds our values to prevent bullying and harassment and follows the DET guidelines to protect its community.

Child Protection

Child protection is priority at ATAC and our obligation is to proactively prevent any harm or inappropriate behavior towards a student (including sexual abuse or likely sexual abuse). Our policies outline the procedures to be followed in the event of any harm or suspected harm or harassment to any student. ATAC values are incorporated into its teaching programs and professional development of staff to emphasise the importance of these policies and procedures to develop awareness in our community.

Parental Involvement:

Parents were invited to serve on board and the committee via the ATAC newsletter before the AGM (as per constitution). We currently have a parent on the committee and plan to include more parents on the committee in the future. A Community Relations Officer assists ATAC on a casual basis to establish and grow partnerships within the local community to support student placements and ATAC staff and the Board.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

We did not conduct any surveys for the 2017 academic year, however, parents were in constant contact with the College providing feedback as requested. This was through meetings with teachers and Principal to ensure student needs were being met.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Administration: admin@atac.qld.edu.au

Staffing Information

Staff Composition, Including Indigenous Staff:

Non Indigenous

Teaching staff	11	Full time 6	Part time 2	Casual 3
Full time equivalent teaching staff	7.6			
Non-teaching staff	5	Full time 3		Casual 2
Full time equivalent non-teaching staff	3.9			

Indigenous:

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1
Masters	7
Bachelors Degree	7
Diploma	1
Certificate	

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Mental Awareness & Suicide Prevention	5
QCAA Workshop	4
Mind Education – fortnightly education about mental health for teachers and students	4
Wellness Centre – Education on Various topics for students and teachers – eating healthy, bullying and harassment, Etc (voluntary)	4
Total number of teachers participating in at least one activity in the program year	5

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
5	\$3094	\$619
The total funds expended on teacher professional development in 2017		\$3094
The proportion of the teaching staff involved in professional development activities during 2017		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
16	180	35	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98% in 2017			

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2017 was 87%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Year 10	89%
Year 11	85%
Year 12	86%

A description of how non-attendance is managed by the school:

Parents/Guardians are required to phone or email the College when the student is absent. After the roll is marked, for those students who have not informed the College an email is sent to the nominated parent/guardian. The parent/guardian is aware that all communication will be through email unless requested.

If the student is consecutively absent, more than a day without notice, the parent/guardian is contacted by phone and requested to provide an explanation for their absence.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	8
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	7
Number of students awarded a Queensland Certificate of Education at the end of Year 12	5
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	88%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (Diploma)	1	12.5%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	25.0%
Working full-time	3	37.5%
Working part-time/casual	1	12.5%
Seeking work	1	12.5%
Not studying or in the labour force		
Total Year 12 students	8	100%

ATAC Curriculum

Year 10 students worked on individual and customised programs to develop knowledge and skills necessary for personal development, Mathematics and English for senior schooling and Business towards a Trade Certificate.

Year 11 & 12 students did QCAA approved Prevocational Mathematics and English Communication and completed units towards Certificate II in Business offered by an external RTO (AQI).

Students were placed in work experience, and one had secured traineeship and another an apprenticeship. Partnerships with local businesses have been established for potential work experience, traineeships and/or apprenticeships.

Voluntary Personal Development programs were delivered by Mind Education and Springwood Wellness Centre to assist students in maintaining a healthy lifestyle, good mental health and how to protect themselves in a violent situation (personal safety). ALIVE provided professional services for a fee and supported staff and students on a few occasions.

We intend to further assist our student in building their life and employability skills. Our learning is based on creating an interactive and flexible environment where students are learning at their own pace guided by our teachers. They gain experience in a workplace and become aware of expectations of an adult and how they can make a positive contribution to their community.