



Alpha Omega Senior College

2013

Annual Report

Principal's Message

Growth is an experience that speaks for itself. While it cannot happen without struggle, it is from this struggle that the fruits of growth and success can be appreciated. With the lessons and experience of establishing and a running a school that saw its first cohort graduate in 2012, we were looking forward to the year to come with excitement.

Our reflection and dedication for continuous improvement saw the school change it's approach to much of its teaching program's and the management of students. In 2013 changes to the teaching strategies were made to allow flexibility in both student and teacher timetables to consult students and provide a more individualised approach to education for each and every student enrolled at the school. The results that came about from this were only made possible as a result of the passion and dedication of our teachers. With an eagerness to develop student performance, teacher meetings became an avenue for teachers to explore their inner strengths and weaknesses and develop them to enhance the quality of their teaching.

With the fast changing world becoming a stronger influence on the lives of our youth, it became evident very quickly that the subject based classroom experience was not sufficient enough to develop a well-rounded student ready to face the world awaiting them outside of school. Having a Personal Development team at AOSC that was formed to help support such readiness for their post school lives, our team worked extremely hard to help nurture students by providing weekly lessons and seminars that focused on personal growth. As students were taught how to manage their lives, set achievable goals, run projects and communicate at the highest level, they successfully manifested these skills in year 12 as they ran their own Careers Expo in Auburn Town Hall with over 350 attendees. The student philosophy soon became clear; 'students for students' establishing an environment where they came to realise, the harder they could work to develop each other, the more they would benefit in the long term.

I am extremely proud to say that with such hard work invested by both students and their teachers, we had the opportunity to celebrate such great success. Over 20% of our students received an ATAR above 90, we also had 31 Distinguished Achievers and 1 All Rounder. With these results students were able to take the schools position from 313th in 2012 to 68th in 2013 and all move on to a tertiary degree, a phenomenal result that both students and teachers are extremely proud of. We are not only proud of their ability to achieve such results but more so of their ability to transform themselves from teenagers who sometimes had no direction of where their future may be headed, to young adults ready to enter the real world equipped with a dream and the skills to acquire it.

Overall, we are pleased with the progress and growth of our students and staff. As they continue to embrace our school motto 'Belief, Action, Change' we look forward to seeing even more students transform their lives as they find the inner strength to believe in their ability to act upon their dreams and set out into the world to make a positive contribution and change.

Tarek Bayah

AOSC principal

School Captains' Message

Rather than drawing attention to a list of school rules and colour codes, Alpha Omega Senior College directs the spotlight of student achievement upon character. As year 12 students, we have developed and grown into mature, young people, who were not only nurtured to draw on our strengths but help draw such strengths from our direct environment and the wider community.

First and foremost we were taught how to search within and establish a firm BELIEF in our ability to achieve what we previously thought we were unable to. We realised that when we understood ourselves and what we really wanted, the belief in these goals would come hand in hand. This belief has been instilled within our school through the number of activities offered including, public speaking opportunities, planning and running the MSA Careers Expo and managing the AOE Tutoring Fun Day. The different tasks completed by our year 12 cohort gave us the confidence to believe in our capabilities and make positive contributions to both our school and wider community.

It is only through self-confidence and the acknowledgment of ones strengths that one is able to move from belief to taking action. As teenagers we are told to take responsibility of our own actions, however, the concept of what action to take is not completely understood. AOSC teachers have helped us understand that we needed a purpose in our lives, a reason to want to work hard, a reason to achieve and to look forward to the future. In saying this, various programs and activities were provided to the students as an avenue to help establish their independence. For instance, the year 12 students were given the responsibility to organise and run an entire Career Expo event, an event that needed to cater for up to 1000 people, with only little assistance. We personally believe that this activity allowed us to become responsible and mature young adults and taught the entire team about the realities of dealing with organisations and achieving goals in an adult setting.

We soon came to learn that belief and action on their own were incomplete if they did not leave a legacy and make positive changes that would carry us through to the next stage in our lives. Our journey towards growth and change at AOSC was supported by the allocation of Mentors as part of the schools mentoring program. Each student enrolled in year 12 was assigned a mentor who would speak to them on a daily basis. Their role was to support our learning process and help us overcome challenges when we were faced with them. Instead the teachers became like friends. They were often there when school hours were over and supported their mentees when they often had nobody else to turn to. The mentors became the strength that pulled us through our final exams when it was so easy to become complacent and succumb to the pressure. We now realise that the habits we developed have helped us thrive outside the school environment and develop a resilience we once were unaware of.

Alpha Omega Senior College, AOSC, Alpha, our home. Our playground, so unlike any playground we had experienced before allowed us to enjoy the everlasting hum of the vending machine and its goodies. The common jokes that will linger along the school walls for a lifetime. The parallels found between the graph $y=x$ in Math and an Egyptian dance in History classes kept our brains working. Each of these 'little things' connected us as one student body, in our endeavour to conquer our goals and achieve greatness.

The AOSC 2013 School Captains: Ahmed Darwish & Shukri Omar

The AOSC 2013 School Vice Captains: Emad Elzahr & Sarah Elhelou

Contextual information about the school:

Alpha Omega Senior College (AOSC) is a modern coeducational college for year 11 and 12 students which opened at the commencement of the 2011 academic for its first preliminary cohort.

Our aim is to inspire every individual in our school community, parents, students and staff, to believe in the change they can make in the world and provide them with the support that will allow this change to become a reality. At AOSC, we aim to position ourselves to become a leader in education by taking a comprehensive approach to the academic, social and personal learning of all our students. At AOSC we have developed a team of educators unified by their shared goal to strive towards absolute and exceptional student achievement. Alpha Omega Senior College, through its tolerant, caring and nurturing environment promotes strong community values with a specific focus on respect and responsibility.

At Alpha Omega Senior College the values we uphold are:

1. Educational excellence
2. Responsibility
3. Independence
4. Leadership
5. Community awareness
6. Good character
7. Success
8. Respect
9. Integrity
10. Transparency

Our school motto is Belief- Action- Change. We believe these are the steps to a successful schooling life and a successful life beyond the classroom.

School SES score: 92

Our student body has been very active this year and has participated in many in school and out of school activities. Some of these activities for this reporting year include:

- A compulsory subject that all AOSC students participate - Personal Development. This course runs for 2 hours per week whereby students undertake various courses that develop students academically, emotionally and socially. Some of the courses which our students have participated in are:
 - Time management
 - Goal setting

- Project management
- Exam skills
- Debating
- Stress management
- Memory enhancement
- Students were able to apply their skills across 2 different projects which they participated in during 2013. The first project was the Alpha Omega Education fun day. AOSC students were in charge of running a fun day for primary aged students aged 6-12 whereby they were responsible for various activities. This fun day was a great success and students were able to use the skills they were taught in managing the students and the events of the day.

The second project was the MSA careers expo. This expo took place on June 29th in Auburn town hall. The students were responsible for organising the entire day from food stalls to organising presenters. There were over 350 people that attended the expo. The students enjoyed participating in this project as it allowed them to give back to their community.

- Students have participated in fundraising for Jeans for Genes day
- Sports committee- planned and executed four engaging and innovative sports days
- Jersey committee- designed, planned and ordered the Year 12 jersey for 2014
- Students participated in the “ Healthy Minds, Healthy Body” Seminar- a seminar that was focused on the 3 main aspects of health- physical, psychological and social
- Whole college approach directed at our values- especially those of tolerance, understanding and fairness.
- Special days during school holidays to promote curriculum areas and allow students to have an uninterrupted time to develop skills and ideas in different subject areas.

Student outcomes in standardised national literacy and numeracy testing

Alpha Omega Senior College is a college which caters for year 11 and year 12 students only and as such, there have been no NAPLAN tests completed at our school.

Student performance in state-wide tests and examinations

Higher School Certificate

35 students sat for the NSW Higher School Certificate in 13 courses. In total, 83% of candidates across all courses achieved band 4 or higher. In 8 out of 14 courses, student achievement was above state level.

Table 1- 2013 Higher School Certificate Test Results

Subject	Number of students	Performance band achievement by number	
		Band 3-4	Band 5-6
Ancient History	11	8	3
Biology	22	10	12
Business Studies	19	9	10
Chemistry	14	8	6
English Standard	18	16	2
English Advanced	16	2	14
Legal Studies	11	5	6
General mathematics	10	4	6
Mathematics 2 unit	17	7	10
Mathematics Extension 1	8	E1-E2-0	E3-E4-8
Mathematics Extension 2	5	E1- E2- 3	E3-E4- 2
Physics	12	9	3
Studies of Religion II	20	6	14

Professional learning and teacher standards:

Teaching Standards	
Teacher Category	Number of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	12
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications.	0
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual, or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	1

Workforce Composition

- Total full time teaching staff equivalent-8.8
- Total full time non teaching staff equivalent – 4.1

Professional learning

All AOSC staff attended a variety of Professional learning activities. Some of these courses are listed below:

- Child protection – all staff
- First AID – all staff
- Staff Induction
- Classroom management training for the less experienced staff
- There was a focus on staff development around our behavioral management system and raising responsibility
- Various Professional development courses such as:
 - Exploring the New 2015 HSC Prescriptions Text List
 - Feedback - first the theory now the real deal in the classroom

- Delegating with Influence
- Imaginative Writing and Creativity
- Meet the Markers- Ancient History
- Meet the Markers- Physics
- National Curriculum Training

Reporting Area 7: Senior secondary outcomes

In 2013, 100% of the year 12 cohort participated in the HSC. There were no VET courses studied at the school.

Student attendance and management of non-attendance

Student Attendance Rates in 2013	
Year Level	Attendance rate (%)
Year 11	95%
Year 12	97%

The overall school attendance for 2013 was 96 %.

Management of non-attendance

It is the policy of Alpha Omega Senior College that an accurate record of daily attendance as per the new NSW Attendance Register Codes is maintained using Roll Call books. All parents /guardians of our year 11 and year 12 students are expected to support the college's rules.

Absences

In the case of day-to-day absences due to illness or misadventure, the parents/guardians of the student are expected to notify the college by calling before 7:30am. When a student is recorded as absent during roll call, parents/ guardians are sent an SMS informing them that their child is absent from school. Upon the student's return to school, the student must bring a note from home explaining the absence. The note must include the date of absence, the reason for absence and in the case of illness or appointment, the nature of illness or appointment. All notes are to be handed in to the roll call teacher during roll call. In the case where there is no letter of explanation handed in, the student is marked as having an unexplained absence.

Lateness

If a student comes to school after the end of roll call, the student is to report to the reception to obtain a late note. This note is to be shown to the classroom teacher and is then to be signed by parents.

Extended leave

AOSC students are expected to attend school every day. Students who wish to travel or require an extended leave of absence will need to notify the College one month in advanced of their leave. Students must complete **ALL** relevant documentation before any extended leave will be approved. The approval of the application for extended leave remains solely with the discretion of the Principal.

Retention of Year 10 to Year 12

AOSC caters for year 11 and year 12 specifically, this section does not apply to our school.

Post- School destinations

Out of 35 year 12 students, 35 of the students enrolled in various universities

Enrolment policies and characteristics of the student body

Alpha Omega Senior College (AOSC) enrolment Policy

Alpha Omega Senior College (AOSC) is a modern coeducational college for year 11 and 12 students which operate within the policies of the NSW board of studies. AOSC does not discriminate with regards to enrolments on the basis of gender, disability or special needs however the College may not be able to accommodate all students given the limitations of space, number, specialised facilities and special needs teachers. Once students have enrolled, they are expected to support the College's ethos and abide by and respect all the college's rules to maintain their enrolments.

Enrolment:

- Admission to the students is given on a yearly basis.
- Year 10 students looking to enroll into year 11 are required to sit for a school determined examination. Students must achieve the required grades for enrolment to be processed.
- All students looking to enroll into Alpha Omega Senior College will be interviewed by the Deputy Principal/ Principal and must satisfy a selection criterion.

Enrolment procedure at AOSC- Year 10 student enrolling into year 11

1. Return the completed and signed Expression of Interest form.
 2. Parent/ guardian of student will be contacted to complete a school determined examination according to a selection criteria set by the school.
 3. All students will be contacted with the result from their assessment and an interview will be booked with the Deputy Principal or Principal for all successful applicants.
 4. Successful applicants will be required to attend an interview with Deputy Principal or Principal. Students attending an interview are required to bring with them any past school reports, NAPLAN results and any other documentation supporting their application into AOSC.
 5. Successful applicants will then be required to hand in the AOSC application form with the first term's fees to secure a position at the school.
 6. Parents new to the college must also attend an interview with the Business Administrator.
- Enrolment will comply with the Disability Discrimination Act.
 - Continued enrolment into year 12 is dependent on the student respecting the school ethos, rules and expectations as well as payment of the school fees.

Any students looking to enrol into year 12 only (at the end of year 11), will be dealt with on a case- by- case basis.

Student Population

Alpha Omega Senior College – 2013- 88 students of which there were 35 year 12 students and 53 year 11 students. The gender balance across year 11 and 12 was 33 girls and 55 boys. The students at AOSC come from a wide range of backgrounds, including language backgrounds other than English with a few students with special needs.

School policies

A- Student welfare policies		
<p>AOSC seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> • Minimizes risk of harm and ensures students feel secure • Supports the personal, academic, physical, social and emotional wellbeing and development of all students. • Provides student welfare policies and program that develop a sense of self- worth and foster personal development 		
Policy	Changes in 2013	Access to text
<p>AOSC Code of Conduct- includes:</p> <ul style="list-style-type: none"> • Legislative context • Required reporting • Discrimination, harassment and Bullying policy • Duty of care • Work health and safety • Supervision of students • Child Protection Policy 	Revised	<p>This was issued to all staff in staff induction day.</p> <p>Also included in policy folders located on school grounds.</p>
AOSC charter of rights and responsibilities	Revised	<p>This was issued to all staff in the staff induction day.</p> <p>This was also explained to students in Student induction days.</p> <p>This has now been added to the AOSC student diaries.</p> <p>Also included in policy folders located on school grounds.</p>
Anti- Bullying policy	No changes	Included in policy folders located on school grounds.
Critical Incident Management policy	No changes	<p>Included in policy folders located on school grounds.</p> <p>Also explained during Child Protection training</p>
Communication policy	No changes	<p>This is found in student's diaries.</p> <p>Also included in policy folders located on school grounds.</p>
Pastoral care policy	No changes	Included in policy folders located on school grounds.
Dispensing of Medication Policy	No changes	Included in policy folders located on school grounds.
Onsite risk assessment Policy	No changes	Included in policy folders located on school grounds.
School building Security Policy	No changes	Included in policy folders located on school grounds.

Student mobile phone policy	No change	This was issued to all staff in staff induction day. This was also explained to students in Student induction days. This policy is found partially in the student's diaries. Also included in policy folders located on school grounds.
Emergency evacuation and Lockdown Policy	No change	Included in policy folders located on school grounds.
B- Student discipline Policy		
<p>All AOSC students are expected to abide by the AOSC school rules and any instructions given by school staff. The school rules are found in the front of the school diary.</p> <p>All staff members must abide by the AOSC Discipline Policy which was issued to staff during the staff induction day. Where disciplinary action is required, penalties will be determined and imposed according to nature of the breach of discipline and the student's prior behaviour.</p> <p>All disciplinary action decided by school staff against any student including detention, suspension, expulsion or exclusion will be based in procedural fairness. The AOSC Discipline Policy was issued to all staff members during induction and has been explained to students during the Student Induction Day.</p>		
C- Complaints and grievances policy		
<p>The school's policy for dealing with complaints and grievance includes processes for raising and responding to matters of concerns identified by staff, parents and students. All these processes incorporate principles of procedural fairness. No changes were made to the Complaints Handling Procedure during 2013. This policy can be found in the policy folders on school grounds.</p>		

Reporting Area 13- School determined improvement targets

As AOSC is a newly established school, achievements of previous improvements targets cannot be made. Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This plan is discussed with school board and an extensive evaluation process of the priority areas is carried out. One of the major continuing target areas for 2013 will be the improvement of student literacy in all subjects. As our students come from a wide range of backgrounds, mostly non- English speaking, this focus on improved literacy will help our students achieve more pleasing results in their HSC examinations. The literacy focus will also be reflected on our targets for our staff, whereby additional training will need to be carried out to ensure overall literacy improvement at school.

Reporting Area 14- Initiatives promoting respect and responsibility

Alpha Omega Senior College employs a range of different strategies to implement the values of respect and responsibility in our students. Our school 's motto- Belief, action, change helps our students understand that it is the belief in themselves and others that can bring about the action that will result in the change that they would like to see in the world. At AOSC we believe that by educating and supporting our students, they will in turn become better and more responsible Australian citizens showing respect to themselves, their communities and the society as a whole.

The concepts of respect and responsibility are greatly emphasised during The AOSC Personal Development Program. The AOSC Personal Development Program is a program which is run on a weekly basis as part of the AOSC Pastoral Care program. Through this program students are gaining the essential skills which they need to help make them more responsible individuals that can give back to the community. Our students have been working closely with different organisations in the community, to help others in need. Some of the activities that our students have participated in are:

- Jeans for genes day
- The World's Greatest Shave
- Our students are planned and ran a careers expo in July 2013. This is a free and voluntary service that students are providing to other students in NSW.

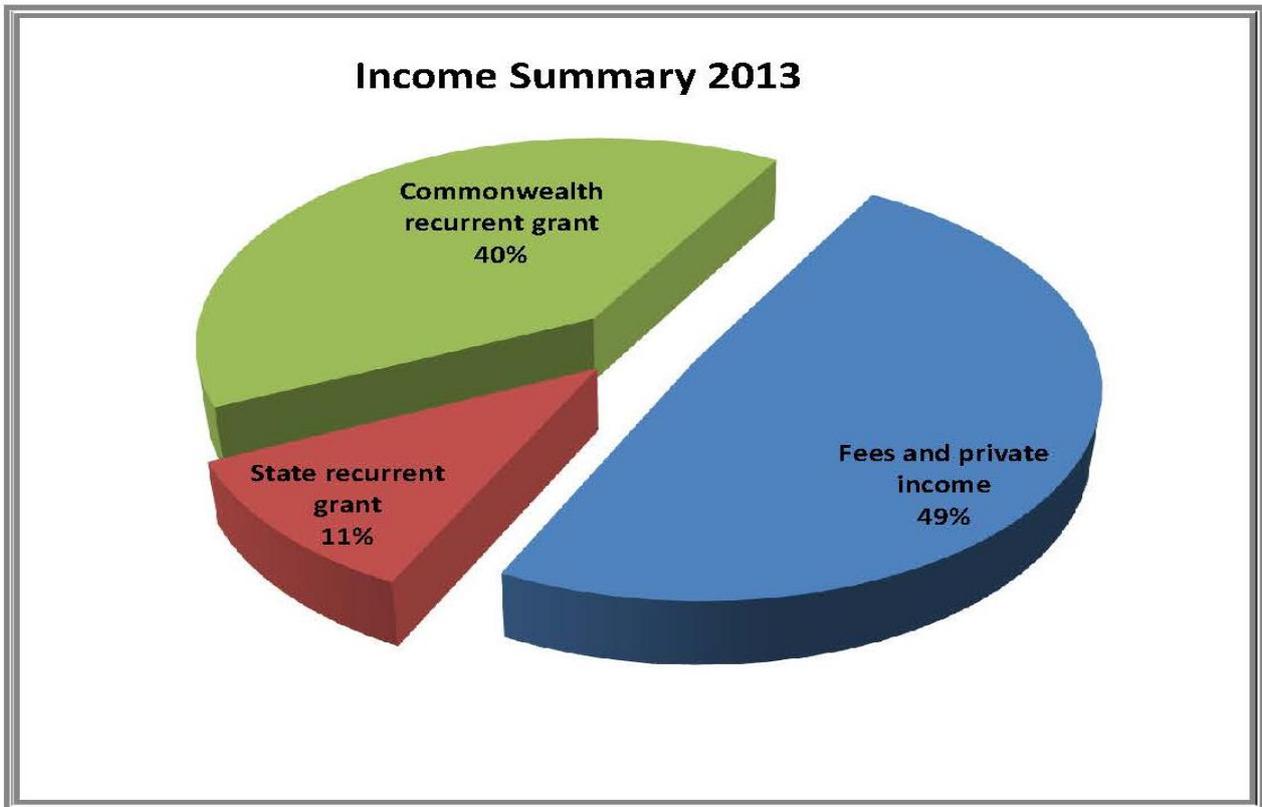
Reporting Area 15- Parent, student and teacher satisfaction

Parents have expressed their high satisfaction with the education their children are receiving at our school. Parents have thanked our staff for the continued support which our staff have presented to their children. Parents are happy with the holistic education that students are receiving at AOSC and appreciate the open door policy which we provide for our students and their families.

A high level of teacher and support staff morale is indicated by staff retention rates, staff involvement in voluntary activities and verbal surveys. Student morale is high, evidenced by the level of school pride and high attendance rates. Our students have shown us through their words and general enthusiasm for school, their satisfaction with the efforts that the school is contributing to their schooling experience.

Reporting Area 16: Summary financial information

Graphic 1: Recurrent/capital income, with segments detailing percentages derived from:



Graphic 2: Recurrent/capital expenditure, showing percentages spent on:

