



ANNUAL REPORT

2016

Belief | Action | Change



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Educational Report

Theme 1: A message from Key School Bodies

Message from the Principal

With 2016 being the 6th year of Alpha Omega Senior College's journey, we are proud that our vision has only grown and our achievements have superseded our goals for the year. With a vision of inspiring students of all ages, we felt it was time to progress to the next level to seek registration to expand our capacity to teach Years 9 and 10 (stage 5) in addition to Years 11 and 12. On the 20th May 2016 AOSC was registered by NESA, formally BOSTES, to enrol and teach Years 9 and 10 the following year. Achieving registration at this stage in our journey ignited a drive amongst the staff at AOSC to continue to achieve our vision in their respective roles. As a small but growing team, each member of the team feels a part of the AOSC family. Every achievement is success that is shared and a testament to everyone's hard work and dedication.

In 2016 AOSC continued its expansion through the employment of additional staff to cater for its growth. The majority of new staff were in their first few years of teaching and able to give and gain so much by joining the AOSC team. Their development in content knowledge, classroom management and team work in this year alone has demonstrated their potential and capacity to continually grow throughout their future at the school. In saying this, our senior staff have expressed their overwhelming response to their own development as they mentored new, younger teachers and discovered the potential for growth within themselves. Our growth and success in 2016 came not only from teachers but from the wider community including parents. Regular correspondence with NESA allowed AOSC to develop its knowledge of registration expectations and develop ways to work towards performing beyond outlines and outcomes. It was only through the contribution of teachers, staff, parents and NESA that continued improvements were applied to the schools systems, policies and goals overall.

Each year AOSC strives to improve the Personal Development (PD) program by providing students with opportunities to improve their character by gaining skills and contributing to the school and wider community. This year we continued our 2 hour weekly PD lessons where Year Advisors address student concerns as a cohort and work towards developing resilience and changing perspectives towards what may usually trigger negative and self-defeating responses. Students worked on several projects, all of which they chose themselves based on what they felt strongly about including the '2016 Blanket Drive' which saw them collect over 100 blankets and donate them to the homeless and less fortunate within Sydney. The students also worked on a 'Book Drive' amongst other projects where books were collected and donated to third world countries to support literacy development.

Our greatest achievement in 2016 is attributed to our students, notably our Year 12 cohort who achieved an impressive rank for the HSC of 41st in the state; AOSC's highest rank in 5 years. Some of their achievements which stood out included:

- 113 Band 6 results out of 415 entries
- 5 students who were All Rounders – achieving a Band 6 in all of their subjects.
- 53 of 73 students achieved one or more Band 6's.
- 73 of 73 students received an ATAR
- One student ranking 4th in NSW for Extension 2 Mathematics
- One student ranking 2nd in NSW for Arabic
- AOSC ranking 5th in NSW for Standard/ESL English
- AOSC ranking 9th in NSW for English Advanced/Extension 1 and 2 English



This year was a great year for all members of the AOSC community and we look forward to the challenges, successes and growth to be seen in 2017.

Tarek Bayah

Principal

Alpha Omega Senior College



Theme 2: Contextual Information about the School and Characteristics of the Student body

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 year 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.

For further information regarding the school, please visit www.aosc.nsw.edu.au or you may also visit the MySchool website: <http://www.myschool.edu.au>



Theme 3: Student Performance outcomes in standardised national literacy and number testing

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. Alpha Omega Senior College did not have any students who completed the NAPLAN in 2016.



Theme 4: Senior Secondary Outcomes (Student achievement)

2016 Grade Achievement by Percentage – Year 11 (rounded)

Subject	Number of students	A-B %		C %		D-E %		None %	
		School	State	School	State	School	State	School	State
Ancient History	15	46%	44%	47%	34%	7%	21%	0%	1%
Biology	59	47%	41%	17%	38%	34%	21%	2%	0%
Business Studies	45	29%	42%	42%	35%	29%	22%	0%	1%
Chemistry	43	33%	44%	14%	35%	53%	20%	0%	1%
Economics	16	44%	56%	31%	30%	25%	14%	0%	0%
English Standard	45	44%	23%	49%	48%	5%	28%	2%	1%
English Advanced	40	80%	60%	20%	33%	0%	7%	0%	0%
English Extension 1	1	100%	78%	0%	18%	0%	4%	0%	0%
Legal Studies	26	42%	43%	35%	34%	23%	23%	0%	1%
Mathematics General 2	45	33%	27%	11%	34%	54%	38%	2%	1%
Mathematics	39	77%	50%	13%	30%	10%	20%	0%	0%
Mathematics Extension 1	14	72%	53%	21%	28%	7%	19%	0%	0%
Modern History	14	57%	48%	36%	33%	7%	18%	0%	1%
PDHPE	37	54%	40%	24%	37%	19%	23%	3%	0%
Physics	27	30%	45%	44%	35%	26%	20%	0%	0%
Studies of Religion I	14	57%	41%	36%	40%	7%	19%	0%	0%
Studies of Religion II	46	26%	46%	26%	36%	46%	18%	2%	0%



Higher School Certificate Overview

In 2016, 80 students sat for the NSW Higher School Certificate in 17 courses. In total, 100% of candidates across all courses achieved band 4 or higher. In 16 out of 17 courses, student achievement was above state level.

All- Round Achievers

In the 2016 cohort, 5 out of 80 AOSC students were named in the All Rounders achiever lists. We acknowledge the outstanding achievement of the students who achieved Band 6 results (90 or above) or a Band E4 results (45 or better) in an extension course in 10 or more units.

Top Achievers

Top Achievers in Course lists the student(s) who achieved one of the highest places in an HSC course or VET examination and also achieved a result in the highest band (Band 6 or Band E4). In the 2016 cohort, Amir Mohammad Mustavi was awarded a top achievers position in Mathematics Extension 2.

Honour Roll

The Honour Roll acknowledges students who achieve Band 6 results (90 or above) in a 2U course or a Band E4 (45 or above) in an extension course in one or more subjects. In 2016, AOSC students earned 119 places on the honour roll. These places were achieved by 53 individual students. We acknowledge the hard work and great achievement that these students accomplished.



2016 Higher School Certificate Results by Course

Performance Band Achievement by Percentage (rounded)

Subject	Number of students	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Ancient History	5	80%	31%	20%	51%	0%	18%
Biology	51	78%	35%	22%	55%	0%	10%
Business Studies	45	80%	34%	20%	52%	0%	14%
Chemistry	18	44%	41%	56%	53%	0%	6%
English Standard	41	78%	14%	22%	73%	0%	13%
English Advanced	23	83%	62%	17%	37%	0%	1%
English as a Second Language	9	44%	27%	56%	57%	0%	16%
Legal Studies	25	80%	42%	20%	46%	0%	12%
Mathematics General 2	18	50%	26%	50%	50%	0%	24%
Mathematics	55	82%	52%	18%	39%	0%	9%
Mathematics Extension 1	12	100%	79%	0%	24%		
Mathematics Extension 2	12	92%	85%	8%	15%		
Modern History	10	60%	41%	40%	45%	0%	14%
PDHPE	31	65%	34%	35%	48%	0%	18%
Physics	17	12%	30%	88%	58%	0%	12%
Senior Science	19	58%	29%	42%	61%	0%	10%
Studies of Religion II	24	91%	48%	9%	42%	0%	10%

In 2016, 100% of the year 12 cohort participated in the HSC. There were no VET courses studied at the school.





Theme 5: Teacher Qualifications and Professional Learning

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

Professional Development Course	Department
REVIVA: Asthma and Anaphylaxis Awareness	Whole School
School: Induction Meeting	Teaching Staff
Precision Industries: Google Apps for Education Training	Whole School
AIS: Supervising Teachers Progressing to Proficient Teacher	Director for Teaching and Learning
AIS: Supporting Teachers through accreditation at the Higher Levels	Director for Teaching and Learning
PALS: Disability Provisions Workshop	Personal Development
T ^{TA} : Advanced Course - Module B – Speeches	English
T ^{TA} : Module A - Intertextual Perspectives - 'Nineteen Eighty Four' and Metropolis	English
T ^{TA} : Successful Processes in HSC PDHPE:	PDHPE
Anne Fontaine: Consultation - Creating Networks and Refining Biology Pedagogy	Science
EBE: Conference – Content Marking and Examination Marking for Business and Economics	HSIE
AIS: Child Protection Legislation: Reportable Conduct and Allegations against employees Online Module	Whole School
AIS: Conference - Standard, Advanced English Consultation, Ext 1 and Ext 2	English
To unpathed waters conference 2016 at UNSW	English
EBE: Intro to Ext 3: Student Day Teacher Registration	English
T ^{TA} : Auden – Advanced Module C	English



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.	21
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.	0



Theme 6: Workforce composition

Workplace Composition	
Teaching staff	21
Teaching staff- Full time equivalents(FTE)	20.4
Operational Staff	9
Operational Staff- Full time equivalents(FTE)	7.8



Theme 7: Students Attendance, and retention rates and post-school destinations in secondary schools

Student Attendance Rates in 2016	
Year Level	Attendance rate (%)
Year 11	95%
Year 12	95%

Attendance Summary Calculation Assumptions

- Students are calculated as present even if they are present for a single period in a day.
- Students are calculated as present if they are on school related leave.
- Year 12 attendance is calculated for Term 1, Term 2 and Term 3 only.
- Attendance is calculated only for school days.

Management of non-attendance

It is the policy of Alpha Omega Senior College that an accurate record of daily attendance as per the 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.

A copy of the school's attendance policy can be provided upon request.



Post School Destinations

Out of 91 year 12 students, 100% of the students enrolled in various universities.





Theme 8: Enrolment policies and characteristics of the student body

RATIONALE

Alpha Omega Senior College (AOSC) is a modern coeducational college for Year 11 and 12 students from a diverse range of backgrounds. AOSC welcomes families of any cultural background and of many faiths. AOSC believes all students have a right to quality education and the diverse nature of the student body and the students' individual talents, interests and skills enrich and benefit the entire school community.

OBJECTIVES

The policy will provide guidance to all staff involved in the school's enrolment process to ensure that their practice leads to compliance with all relevant School policies and Government legislation.

SCOPE

All School staff involved in the enrolment process, students and parents/guardians.

POLICY

This policy has been developed in order to provide guidelines for the enrolment of students to ensure that all enrolment applications are dealt with justly and consistently.

The school seeks to enrol students:

- Whose families have similar attitudes, values and priorities as the school;
- Who will avail themselves to the academic opportunities provided by the school;
- Who will abide by the school's regulations.

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

The Acts as referred to in "**ASSOCIATED DOCUMENTS/REFERENCES/LINKS**" make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of their disability or race. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.



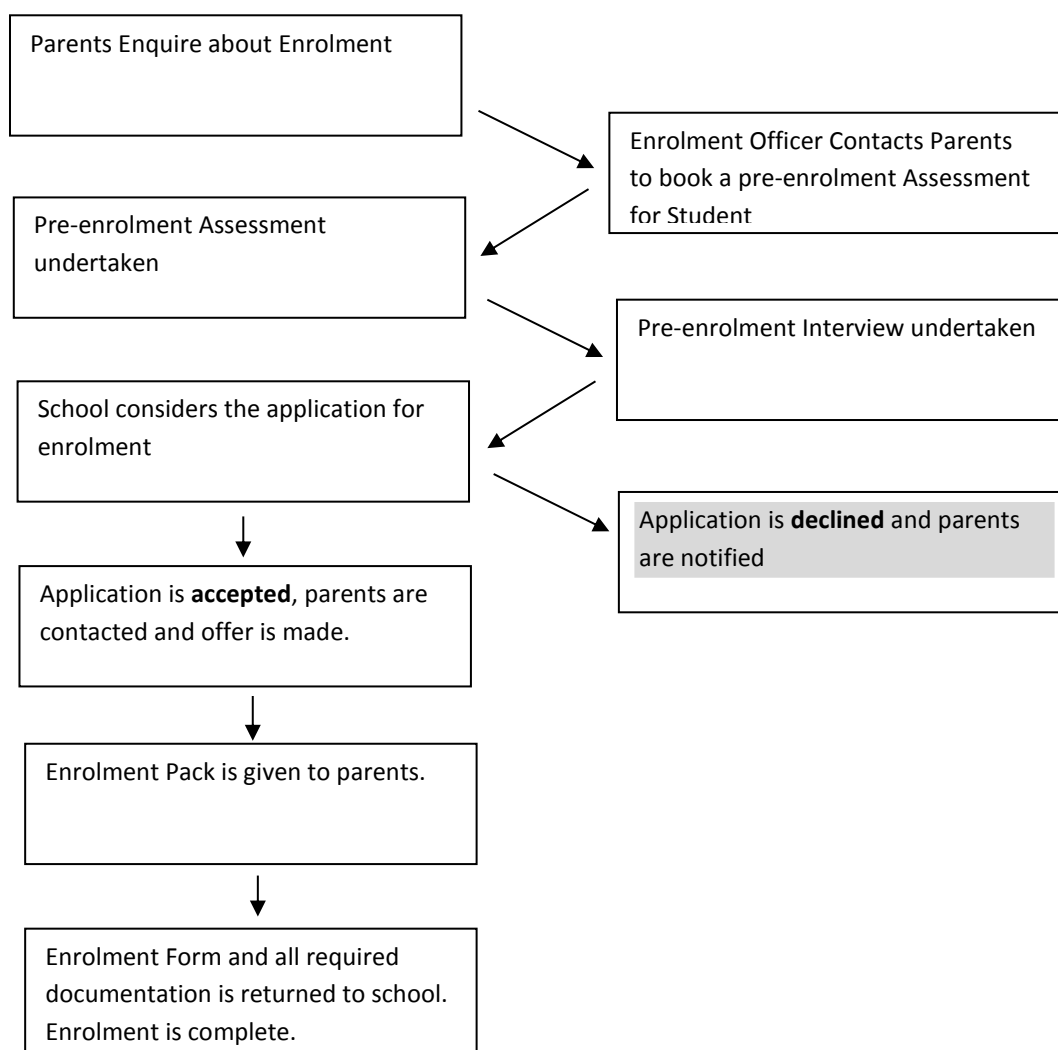
PROCEDURE

The following outlines the process for enrolling a student into AOSC.

General Enrolment

General Enrolment relates to any student who is eligible for a Record of School Achievement and has met AOSC Standard Testing for entry into the school.

Procedure for General Enrolment of students will be as follows;





APPEALS

Where a parent or guardian wishes to appeal against the decision for non-enrolment the Principal will seek to resolve the matter by determining whether the stated criteria for enrolment have been applied fairly. The Principal reserves the right to offer or decline a position to any student and the Principal's decision is final.

NOTICE OF WITHDRAWAL FROM THE SCHOOL

When a student leaves prior to the completion of Year 12, one term's notice in writing to the Principal is required before withdrawal of a student from the School. Notice of withdrawal for the following year must be received before the commencement of Term 4. One Term's school fees will be payable in lieu of notice.

CONFIDENTIALITY & PRIVACY

Confidentiality and privacy require that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

The school respects all right to Privacy and is bound by the Australian Privacy Principles (APPs) contained in the Commonwealth Privacy Act 1988. In relation to health records, the school is also bound by the New South Wales Health Privacy Principles contained in the Health Records and Information Privacy Act 2002 (Health Records Act).

RECORD KEEPING

Information concerning all applications will be kept on file. Unsuccessful application information will be kept for five years. Successful application information will be kept for the duration of the student's enrolment at the School plus seven years after leaving the school.



Theme 9: Other School policies

A. Student welfare policies

AOSC seeks to provide a safe and supportive environment which:

- 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 2016	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 	Reviewed and no changes made	<p>This is issued to all staff in staff induction day in accordance to the staff induction policy.</p> <p>Included in policy folders located on school grounds and on the staff intranet.</p>
AOSC charter of rights and responsibilities	Reviewed and no changes made	<p>This was issued to all staff in the staff induction day.</p> <p>This is found in the student school diary and is explained to students on their respective induction days.</p> <p>Included in policy folders located on school grounds and on the staff intranet.</p>
Anti-Bullying Policy	Reviewed and no changes made	Included in policy folders located on school grounds and on the staff intranet.
Critical Incident Management Policy	Reviewed and no changes made	<p>Included in policy folders located on school grounds and on the staff intranet.</p> <p>Also explained during Child Protection training</p>
Communication Policy	Reviewed and no changes made	<p>This is found in student's diaries.</p> <p>Included in policy folders located on school grounds and on the staff intranet.</p>
Pastoral Care Policy	Reviewed and changes made to	Included in policy folders located on school grounds and on the staff intranet.



	incorporate stage 4 and 5 students	
Dispensing of Medication Policy	Reviewed and no changes made	Included in policy folders located on school grounds and on the staff intranet.
Onsite Risk Assessment Policy	Reviewed and changes made to incorporate new classrooms and stage 4 and 5 student requirements.	Included in policy folders located on school grounds and on the staff intranet.
School Building Security Policy	Reviewed and changes made to incorporate new classrooms and stage 4 and 5 student requirements.	Included in policy folders located on school grounds and on the staff intranet.
Student Mobile Phone Policy	Reviewed and changes made to incorporate stage 4 and 5 student requirements.	This was issued to all staff in staff induction day. This was also explained to students in Student induction days. A summarised version of this policy is found in the students' diaries. Also included in policy folders located on school grounds and on the staff intranet.
Emergency evacuation and Lockdown Policy	Reviewed and changes made to incorporate new classrooms and stage 4 and 5 student requirements.	Included in policy folders located on school grounds and on the staff intranet.

B. Student Discipline Policy

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.

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.

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. Changes have been made to this policy to incorporate the younger years of schooling which are the Stage 4 and Stage 5 students.

C. Complaints and Grievances Policy

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. This policy can be found in the policy folders on school grounds.



Theme 10: School determined improvement targets

The executive staff at Alpha Omega Senior College annually review and extend the school's Development Plan, evaluating the success of the previous year's priorities and determining future priorities. The plan is discussed with the school's Board and then finalised.

In 2016, the major focus was to improve literacy amongst the students. Our students come from diverse cultural backgrounds, all of which are non-English speaking. A major focus was placed on literacy integration and specialist English teaching programs; staff professional development and an implementation of literacy improvement strategies were employed. Target areas for improvement were particularly focussed on HSC English mastery. The resulting improvement was most impressive – the school ranked in the top 5 for Standard and ESL English and in the top 9 for English Advanced/Extension 1 and 2 English in the 2016 NSW HSC.

The focus on literacy remains a priority. Our first cohort of Years 9 and 10 are of the same cultural diversity and similarly have been assessed as requiring particular focus on improving their literacy. In addition, numeracy has also been identified as an area of improvement for these students. Staff professional development has allowed teachers to develop strategies to improve numeracy. As a result of these focusses, literacy and numeracy is now emphasised across the curriculum.

The expansion of the school facilities is also a primary focus. In 2017, the school will embark on a significant works program, establishing a new campus for Year 7 and 8 for 2018 as well as new classrooms, a second science laboratory and a student lounge in the current school building. These works will greatly enhance the school environment and further the aim of providing improved facilities to the students.



Theme 11: 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 society as a whole.

The concepts of respect and responsibility are greatly emphasised within the AOSC Personal Development Program. The AOSC Personal Development Program 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 worked 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
- Blood donations to the Red cross
- Bandaged Bear Day
- Blanket Drive 2016
- Book Drive 2016



Theme 12: Parent, student and teacher satisfaction

At Alpha Omega Senior College, every effort is made to ensure parents are well informed about their child's progress, academically and pastorally. Parents have thanked staff for their continued endeavours and appreciate the time staff spend with students. They acknowledge that the extra individualised tuition and consultations provided by the staff make a significant difference in their child's academic performance. Parent/teacher interviews are always well attended and the end of year farewell for the Year 12 students is a very popular family event.

The culture of the school creates an environment of personal and academic growth for the students. The opportunities for leadership in the school are well supported by the students; the students willingly create and foster support groups for each other. The growth in the number of students at the school, the high attendance rate and the level of school pride are all indicative of the level of satisfaction students have with the school.

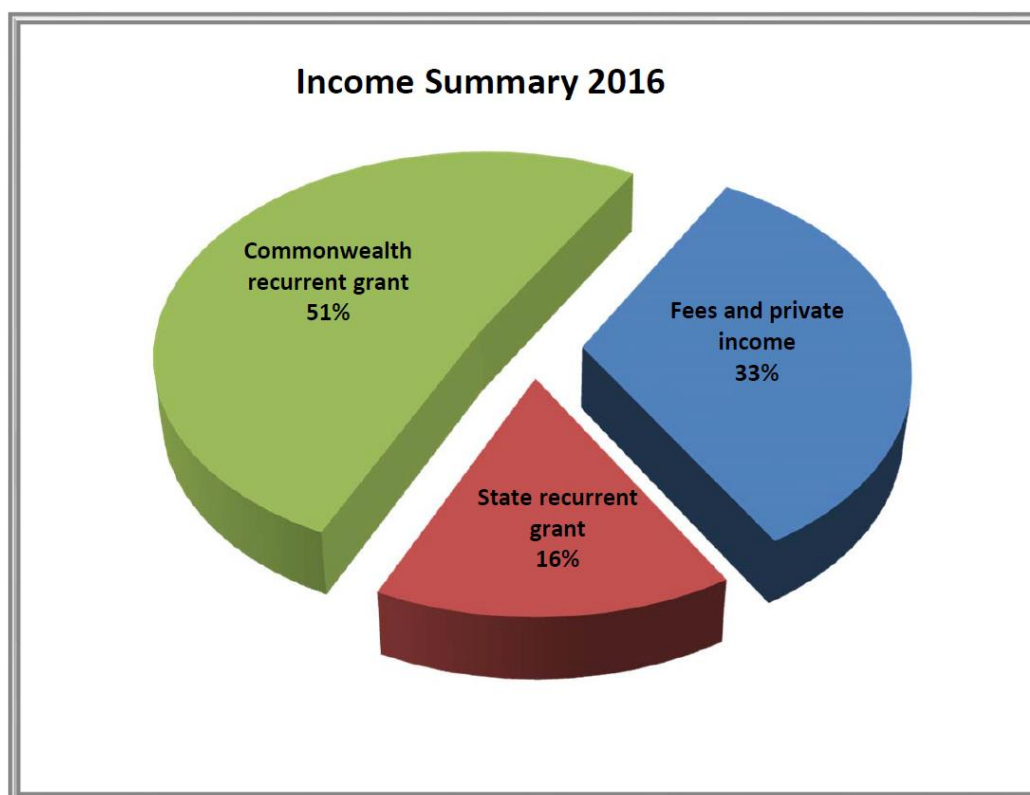
Support of all staff is key to employee satisfaction at the school. The staff work collegially in a collaborative manner. Communication is open and staff are well supported by the Executive. Staff surveys indicate morale is high. The excellent staff retention rate reflects the loyalty staff have to the school and each other.



Financial Report

Theme 13: Summary financial information

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



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

