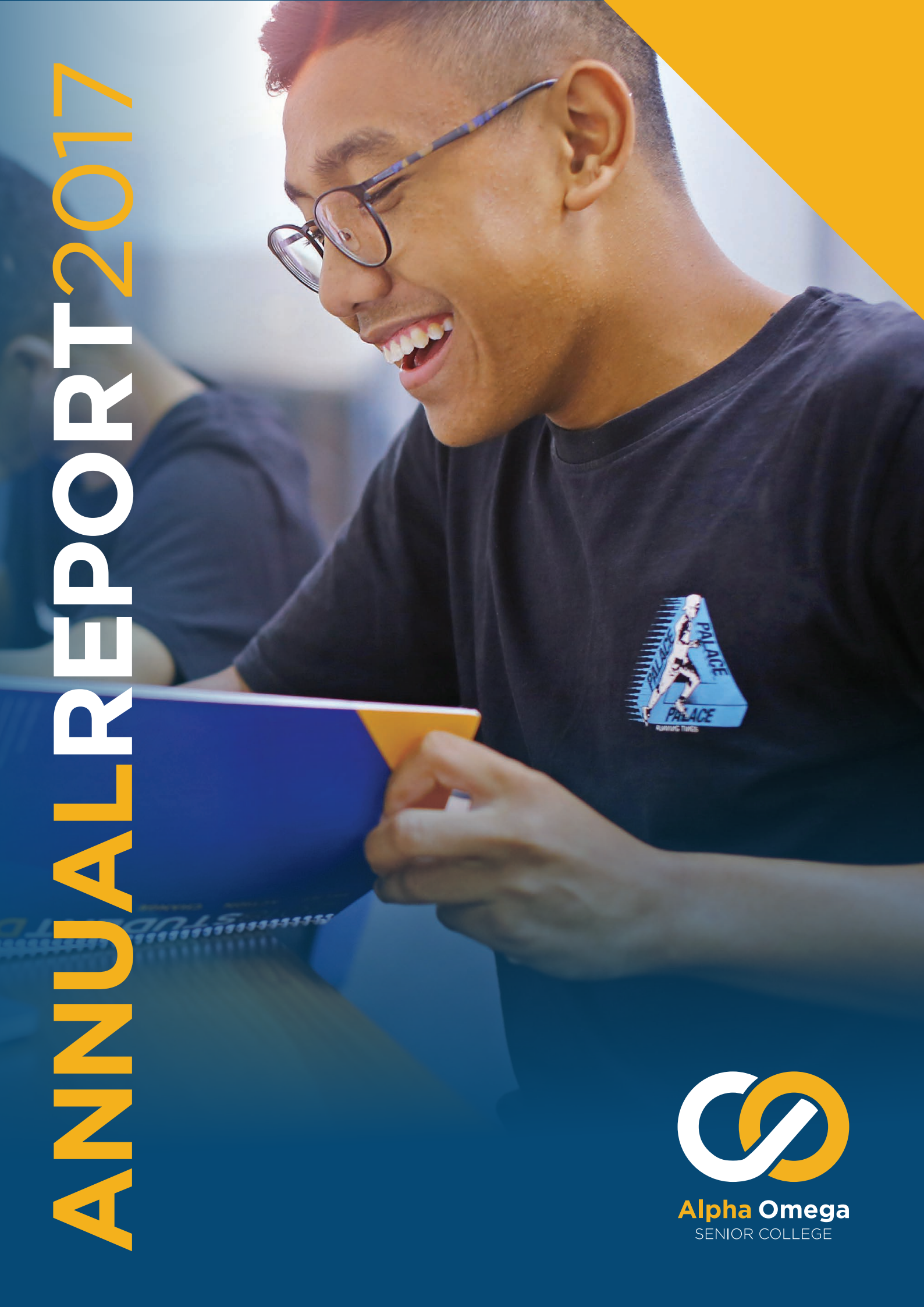


ANNUAL REPORT 2017



Alpha Omega
SENIOR COLLEGE

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Theme 1:

MESSAGE FROM the PRINCIPAL

Growth is a common quality that exists in all those who succeed. Be it a business, a project, an entire nation or one individual; without growth, success and progression are not possible. This time last year in our Principal's message, I proudly reported that AOSC had successfully gained registration to teach years 9-10. In 2017 we witnessed what could be achieved with our stage 5 students and set our sights on greater goals. We wanted to influence and shape students at a younger age. We wanted to give them the chance to spend more time at AOSC to benefit from the influence of great teachers, mentors and the wider school community. So of course in 2017 AOSC applied for registration to teach stage 4 (years 7 and 8) and gained the registration successfully. Teachers and staff were excited with the prospect of shaping student growth and development for an entire 6 years.

In 2017 AOSC continued to employ teachers to cater for its growth. Teachers were employed and trained by our existing staff to prepare for the year ahead. Not only was content an important factor in their training, but new teachers were welcomed into the school community and quickly adapted to the AOSC culture, catering for students through more than just teaching content but also developing character and focusing on self-growth.

AOSC continued to improve its Personal Development services in 2017 catering for stages 5 and 6. Our year 11 and 12 students participated in the WSU Masterclass. Students worked in teams to present solutions to various issues confronting our youth. We were very proud of all of our students, not only did they participate and contribute ideas across the entire day, one team also won the challenge which saw them win \$1000 and a mentoring opportunity by WSU staff to implement their winning idea at school. Other projects throughout the year included those that allowed students to volunteer their services to the local and broader community. These projects included Clean Up Australia Day, Harmony Day and Australia's Biggest Morning Tea. Students also attended the 'UTS Big Day In' exposing them to the latest developments in technology and the newest career paths available to them.

As always AOSC is proud to announce its achievement in the HSC. All of our students performed extremely well and we are proud of all their achievements. Students were able to achieve academic results beyond their expectations but more importantly develop into mature adults eager to contribute to the world they were about to enter as givers rather than takers. Some of their academic achievements included:

- Achieving an overall school rank of 35th in the state of NSW.
- 70 students gaining a place on the honours roll.
- 9 students receiving a state ranking.
- An outstanding 113 distinguished achievers Band 6 results.
- A remarkable 3rd in the state in Standard English and ESL.

No feat in life is achieved without dedication and hard work. At AOSC all of our students and staff possess both these qualities in everything they do. The path of growth is never painted as an easy one, but always experienced as a rewarding one. Whether teachers, students and even our parents walk away with a pride in academic results or personal development, they always progress to the next stage of their journey with an eagerness to pass on what they have learnt.

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 9-12 students. Alpha Omega's doors opened to its first year 11 cohort at the commencement of the 2011 academic year and for year 9 and 10 at the commencement of the 2017 academic year.

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:

- Educational excellence
- Responsibility
- Independence
- Leadership
- Community awareness
- Good character
- Success
- Respect
- Integrity
- 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. In 2017, Alpha Omega Senior College had a year 9 cohort who participated in the NAPLAN testing.

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy		Data, Measurement, Space and Geometry		Writing	
	AOSC	State	AOSC	State	AOSC	State	AOSC	State	AOSC	State	AOSC	State	AOSC	State
Band 10	0%	7.6%	0%	7.3%	3.7%	9.1%	7.4%	7.6%	0%	7.6%	0%	7.6%	0%	7.6%
Band 9	11.5%	17.1%	14.8%	10.7%	40.7%	22.0%	14.8%	13.7%	23.1%	17.7%	7.7%	15.7%	30.8%	18.0%
Band 8	38.5%	33.7%	44.4%	27.2%	33.3%	24.0 %	40.7%	26.7%	26.9%	28.7%	50.0%	35.7%	19.2%	27.7%
Band 7	30.8%	21.1%	18.5%	20.0%	14.8%	25.8%	29.6%	24.6%	34.6%	25.9%	19.2%	20.3%	23.1%	23.9%
Band 6	19.2%	14.9%	14.8%	18.7%	7.4%	12.8%	7.4%	15.3%	14.6%	7.7%	15.4%	13.8%	15.4%	15.9%
Band 5	0.0%	5.6%	7.4%	16.1%	0.0%	6.2%	0.0%	8.5%	0.0%	1.0%	0.0%	3.0%	0.0%	2.3%

Theme 4:

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

2017 Grade Achievement by % – Year 11 (rounded)

SUBJECT	Number of Students	A	B	C	D-E
Ancient History	10	30%	40%	30%	0%
Biology	56	23%	25%	23%	29%
Business Studies	42	7%	33%	38%	22%
Chemistry	31	19%	26%	23%	32%
Economics	8	13%	50%	12%	25%
English Standard	44	0%	14%	75%	11%
English Advanced	33	42%	42%	16%	0%
Legal Studies	27	4%	30%	26%	40%
Mathematics General 2	38	21%	29%	16%	34%
Mathematics	38	50%	21%	18%	11%
Mathematics Extension 1	15	33%	33%	6%	28%
Modern History	13	23%	39%	31%	7%
PDHPE	44	18%	32%	45%	5%
Physics	24	8%	29%	29%	34%
Studies of Religion 1	12	25%	25%	17%	33%
Studies of Religion 2	42	7%	33%	33%	27%



Higher School Certificate Overview



In 2017, 101 students sat for the NSW Higher School Certificate in 19 courses. In total, 100% of candidates across all courses achieved band 4 or higher. In the 2017 HSC, AOSC was ranked 35th in NSW.

All- Round Achievers

In the 2017 cohort, 9 out of 101 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.

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 2017, AOSC students earned 113 places on the honour roll. We acknowledge the hard work and great achievement that these students accomplished.

2017 Higher School Certificate Results By Course

Performance Band Achievement by Percentage (rounded)

SUBJECT	Number of Students	Bands 5-6 AOSC %	Bands 5-6 State %	Bands 3-4 AOSC %	Bands 3-4 State %	Bands 1-2 AOSC %	Bands 1-2 State %
Ancient History	9	45%	35%	55%	45%	0%	17%
Biology	51	90%	40%	10%	348%	0%	12%
Business Studies	36	72%	36%	28%	50%	0%	14%
Chemistry	35	49%	43%	51%	48%	0%	9%
Economics	16	63%	49%	37%	43%	0%	8%
English Standard	43	73%	16%	27%	70%	0%	14%
English Advanced	52	89%	64%	11%	32%	0%	4%
English as a Second Language	6	84%	25%	16%	56%	0%	19%
English Extension 1	2	100%	94%	0%	6%		
English Extension 2	1	100%	20%	0%	80%		
Legal Studies	27	93%	44%	7%	47%	0%	9%
Mathematics General 2	36	56%	26%	42%	49%	2%	25%
Mathematics	34	89%	53%	11%	36%	0%	11%
Mathematics Extension 1	18	100%	81%	0%	19%		
Mathematics Extension 2	18	67%	83%	33%	17%		
Modern History	9	67%	38%	33%	47%	0%	15%
PDHPE	32	63%	30%	37%	50%	0%	20%
Physics	19	37%	34%	63%	55%	0%	11%
Studies of Religion2	31	68%	47%	32%	46%	0%	7%

In 2017, 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

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

PROFESSIONAL DEVELOPMENT COURSE	Number of Staff
Accreditation : Rosa and HSC Eligibility Requirements	1
Anaphylaxis and Asthma Awareness	24
Exploring Quality Assessment in Stage 6 Economics - Linda Busetto	1
First Aid Training	1
First Aid Training Refresher	1
Improving Parent Engagement for Student Wellbeing	1
NAPLAN Online Implementation and Procedures Training	2
NSW Stage 6 Senior History Syllabus implementation for 2018 - Ken Webb	2
Obligations in Identifying and Responding to Child Protection	24
Provide Emergency FA & Resuscitation Training	1
Provide Emergency FA Response in an Education and Care Setting	3
Review of the New Stage 6 English Syllabus - Karen Stapleton	1
ROSA and HSC Information	2
Teacher Immersion Series	1

TEACHER ACCREDITATION	
Teacher Category	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	5
Conditional	5
Provisional	6
Proficient Teacher	8
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0

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.	19
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.	5





Theme 6:

WORKFORCE COMPOSITION

WORKPLACE COMPOSITION	
Teaching Staff	24
Teaching staff - Full time equivalents (FTE)	20.2
Operational Staff	9
Operational Staff - Full time equivalents (FTE)	8.8

Theme 7:

STUDENTS ATTENDANCE, and RETENTION RATES AND POST-SCHOOL DESTINATIONS in SECONDARY SCHOOLS

STUDENT ATTENDANCE RATES IN 2017	
Year Level	Attendance Rate (%)
Year 9	96%
Year 10	96%
Year 11	96%
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 Years 9 to 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 school 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 then a School Absentee Letter is sent to parents/guardians. Once received the explanation of absence is then recorded. If the parents/guardians do not return the explanation of absence, the student is marked as having an unexplained absence.

LATENESS

If a student comes to school after the start 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 prior to 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 101 year 12 students, 100% of the students enrolled in various universities.



Theme 8:

ENROLMENT POLICIES and CHARACTERISTICS of the STUDENT BODY

1. RATIONALE

Alpha Omega Senior College (AOSC) is a modern coeducational college for Year 7 to 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.

2. 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.

3. SCOPE

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

4. DEFINITIONS

Parents: includes legal guardians or any other person who has applied to have a child enrolled at the school

Disability: in relation to a child, is that as defined in the Disability Discrimination Act (Cth) 1992

Pre-enrolment Assessment: is a test that is undertaken by all students prior to their enrolment into the school. It is conducted to ensure that the school provides the best advice possible to students and parents about the suitability of the school's academic courses to the student's interests and aptitudes.

5. 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;
- 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.

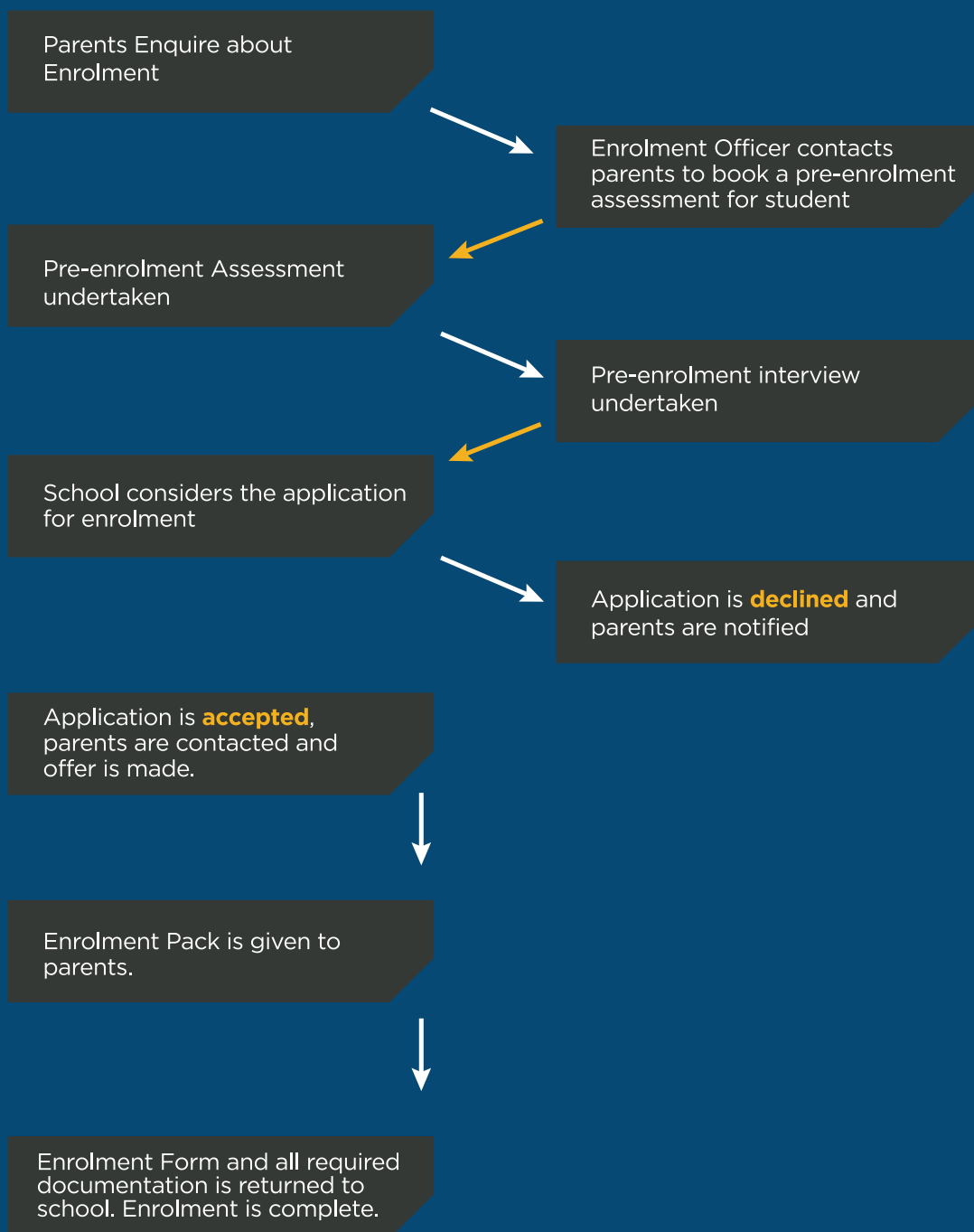
The Acts as referred to in "ASSOCIATED DOCUMENTS/REFERENCES/LINKS" make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of their disability or race. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

6. PROCEDURE

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

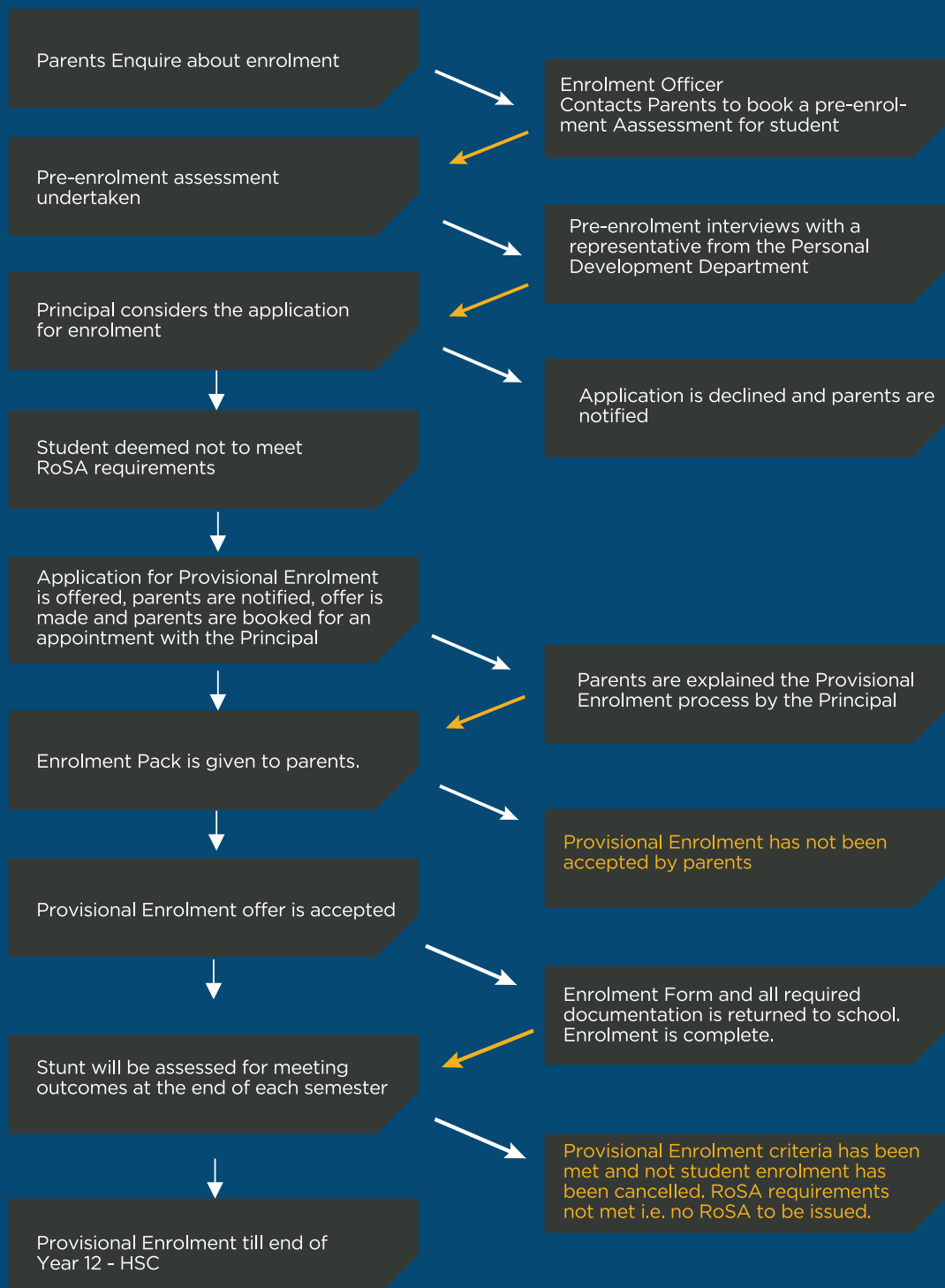
Enrolment relates to any student who is eligible for a Record of School Achievement and has met Pre-enrolment Assessment for entry into the school. The procedure for enrolments of students is below:

6.1 Enrolment Process





6.2. Provisional Enrolment



Provisional Enrolment relates to any student who has is not eligible for a Record of School Achievement and has met AOSC standard testing for entry into the school.

A student who is not eligible for a Record of School Achievement may enter Preliminary courses:

- a) if the principal deems that the student has another credential equivalent to the Record of School Achievement; or
- b) Provisionally, if the principal believes that the student has a reasonable chance of satisfactorily completing Higher School Certificate studies.

Provisional enrolment is offered to students on the basis of academic merit, as demonstrated by their performance in their previous school and through AOSC Assessment. Students will also undergo an interview process as per the enrolment process. This is to assess whether the students has a reasonable chance of satisfactorily completing the Higher School Certificate (HSC).

All students enrolling provisionally will be provided with **RoSA Letter to Parents - Appendix A** stating the requirements needed to fulfil their ROSA/HSC Requirements.

Students leaving prior to the completion of Year 12, will not qualify for ROSA.

6.3. Review Process

Students who have been offered a Provisional Enrolment will be monitored closely to ensure that they meet all academic criteria of a student in their year group.

Review dates will be conducted at the end of semester reviewing how the student is progressing. Students at risk of not achieving outcomes will be interviewed with their parents to discuss performance improvement.

6.4. Students with a Disability

Where information obtained by the School indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the School.

In making this assessment, the Principal will take into account all relevant circumstances of the case, including:

- a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the student, the family of the student, and the School community); and
- b) the effect of the disability of the student; and
- c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer. Refer to Disability Discrimination Policy.

6.5. Full Fee Paying Overseas Students (FFPOS)

FFPOS will be enrolled as any other student, but will also require:

- Certified transcripts of academic records for the past two years of school
- Certified evidence of Date of Birth.
- Copy of passport and Visa Details

7. Rights and Responsibilities

The School reserves the right not to offer any student a place at the School or to defer the offer of a place to any student in its discretion but particularly when the parents, having been aware of their student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to the student.

The School reserves the right to terminate a student's enrolment;

a) If the behaviour or progress of a student is deemed to be unsatisfactory. The school may review any student's enrolment from time to time and may cancel the enrolment if the school, in its absolute discretion, considers that it can no longer appropriately meet the student's needs.

b) Where there are not sufficient resources to deal with a student's needs and where the parents have not declared or have withheld known information pertaining to their student's needs.

c) Where a parent owes monies to the school and all fees have not been paid during the year, or if arrangements agreed by the parent and the school have not been honoured by the parent.

d) If a parent withholds information relevant to the application and Enrolment Process.

8. 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.

9. 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 involved in the enrolment process.

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).

10. 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

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 2017	ACCESS TO TEXT
AOSC Disciplinary Procedure <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. All discipline actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	Reviewed and sections have been added on to include the year 9 and 10 years	This is issued to all staff in staff induction day in accordance to the staff induction policy. Included in policy folders located on school grounds and on the staff intranet.
AOSC Pastoral Care Policy <p>The school aims to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students.</p>	Reviewed and no changes made	This was issued to all staff in the staff induction day. Included in policy folders located on school grounds and on the staff intranet.
Anti-Bullying Policy <p>This policy provides processes for responding to and managing allegation of bullying at school. This includes all forms of bullying both physical and cyberbullying. This policy also includes contact information for the local police school liaison officer.</p>	Reviewed and no changes made	Included in policy folders located on school grounds and on the staff intranet.
Parents and Students Grievance Policy and Procedure <p>This policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concerns identified by parents and/or students. These process incorporate how parents raise complains and grievances and how the school will respond.</p>	Reviewed and no changes made	Included in policy folders located on school grounds and on the staff intranet.

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 2017, the major focus continued to be the improvement of literacy and numeracy with our students. Upon receiving NAPLAN feedback, the areas of concern in both literacy and numeracy were highlighted and an improvement plan was drawn. Our students come from diverse school and cultural backgrounds. This diversity in backgrounds brings about a dynamic school culture and also brings about diverse background levels in all aspects of education. As such basic skills, reading, spelling and other basic mathematics skills were targeted with students.

The expansion of the school facilities is also a primary focus. In 2017, the school embarked significant works, establishing a new campus for Year 7 and 8 for 2018. This included new classrooms, a science laboratory and a student common area at the Queen Street campus. The Harrow Road campus also had a second science lab constructed, new classrooms and a student cafeteria and reading area set up. These works have greatly enhanced the school environment and have provided students with a safe area to study and relax under teacher supervision.

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 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:

- Clean Up Australia Day
- Harmony day
- Australia's Biggest Morning Tea



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.

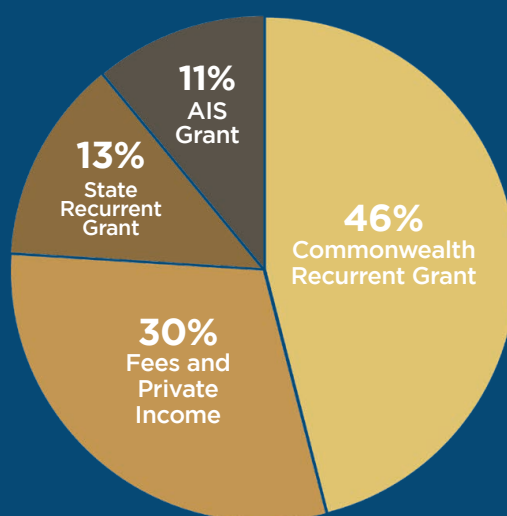
The culture of the school creates an environment of personal and academic growth for the students. The opportunities for leadership in the school are well supported by the students; the students willingly create and foster support groups for each other. The growth in the number of students at the school, 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.

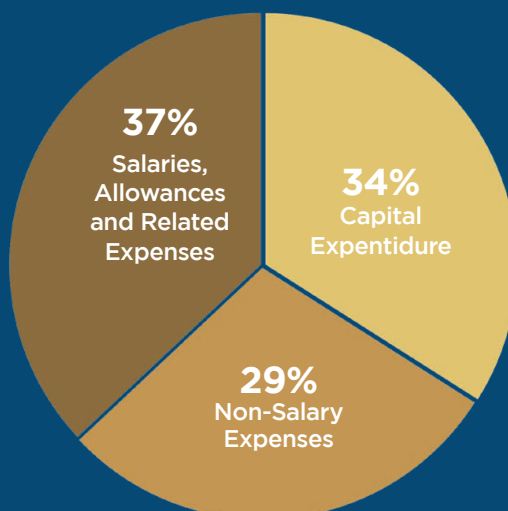
Theme 13:

SUMMARY FINANCIAL INFORMATION

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



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





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