

2020 ANNUAL REPORT



Theme 1:

A message from the Principal

The main objective at Alpha was to get through the year safely with minimal disruption to students' academic development as well as ensuring their welfare, especially considering the unprecedented challenges presented by Covid-19.

We decided as a school that it was in the best interest of the school community and the community at large that we transfer to a full online learning school for the duration of the Covid-19 outbreak and we were one of the first schools in the country to do so.

The transition was seamless with the school running a full-fledged timetable with live classes throughout the weeks of the lockdown. The school staff were conducting surveys, gathering information, collecting and analyzing feedback from students, parents and teachers and were very dynamic in adjusting timetables, classes, homework submissions and assessments to cater for the changing learning environment. *For example, through data and feedback we discovered that too much screen time affected the students' concentration levels and so incorporated breaks accordingly as well as specific "off screen" tasks*

Welfare was a major focus. Members of the team called home to check up on our families regularly, sending gifts and creating staff competitions. Our PDHPE team were contacting families and staff regularly to encourage a healthy lifestyle throughout the lockdown and just to ask if they were OK.

Thankfully, the lockdown was lifted and we could resume face to face teaching. Our transition back lifted the spirits of both staff and students alike although in a different way than we would have imagined before March 2020. Our Covid-19 safe processes helped students, staff and visitors come back to school safely and confidently. We also adjusted our school terms to maximize student learning by moving holiday dates and making revision campaigns.

Based on parent and student feedback, student academic performance and the overall vibes from staff and students, 2020 proved to be a successful year for our school. As strange as the times were, it gave staff an opportunity for professional growth and development and built resilience, grit and determination in our staff, students and families alike.

After the 2020 HSC exams, whereby 94 students sat 468 exams, the school ranking improved from 68th to 55th according to the SMH data rankings. Despite the implications of Covid-19, students performed well with approximately 72% of exam results in either the Band 5 or Band 6 categories as well as 26% distinguished achievers. 59 of our 94 students were also included in the Honour Roll.

Our English Team continued their high performance with 20% of Standard and 30% of Advanced English students scoring a Band 6. Three Standard English students specifically also had an outstanding achievement and ranked in the top 20 in NSW.

In a time where things can be a little uncertain, I would like to acknowledge the School Board, the Executive Team, Heads of Departments, Coordinators, Year Advisors and the whole teaching and non-teaching staff of the School. It's great to be working with a team that shows support and instils confidence within the School community.

I warmly thank our parents, students, staff and community for their contributions to Alpha Omega Senior College this year and look forward to continuing to work with them all in leading our great school into the future.

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 7-12 students. Alpha Omega's doors opened to its first year 11 cohort at the commencement of the 2011 academic year. The school went on to expand to open its doors to the first Year 9 and 10 Cohort in 2017 and Year 7 and 8 in 2018.

In 2020 Census, there were 507 students of which there were 294 males and 213 females. Students come from a wide range of cultural backgrounds of which less than 1% of the school cohort were Aboriginal.

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

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 Outcomes in Standardised National Literacy & Numeracy Testing

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>). These results can be seen on this website from the NAPLAN dropdown menu.

Theme 4:

Senior Secondary Outcomes (Student achievement)

2020 Grade Achievement – Year 10 (rounded)

SUBJECT	%A	%B	%C	%D	%E
ENGLISH	9.61	25.00	53.84	11.53	0
SCIENCE	3.84	41.34	38.46	16.34	0
PDHPE	3.88	33.98	49.51	11.65	0
HISTORY	10.57	61.53	26.92	0.96	0
GEOGRAPHY	22.64	38.67	37.73	0.94	0

	A10	A9	B8	B7	C6	C5	D4	D3	E2
MATHS	8.65	12.50	18.26	16.34	12.50	8.65	9.61	7.69	5.76

No RoSA credentials were issued in 2020

2020 Grade Achievement – Year 11 (rounded)

SUBJECT	%A	%B	%C	%D	%E
Ancient History	0	44.44	55.55	0	0
Biology	10.66	40.00	36.00	12.00	1.33
Business Studies	2.73	43.83	41.09	10.95	1.36
Chemistry	10.60	34.84	34.84	16.66	3.03
Economics	0	47.36	47.36	5.26	0
English Advanced	14.28	37.50	46.42	1.78	0
English Standard	0	34.37	53.12	12.50	0
Legal Studies	0	25.71	45.71	28.57	0
Mathematics Advanced	35.18	22.22	35.18	7.40	0
Mathematics Extension	22.22	44.44	33.33	0	0
Mathematics Standard	22.22	31.48	35.18	11.11	0
Modern History	18.75	37.50	31.25	12.50	0
Personal Development, Health and Physical Education	19.04	30.95	39.28	10.71	0
Physics	7.50	35.00	32.50	22.50	2.50
Studies of Religion I	0	63.63	36.36	0	0
Studies of Religion II	0	30.64	53.22	14.51	1.61

No RoSA credentials were issued in 2020.

Higher School Certificate Overview

In 2020, 94 students sat for the NSW Higher School Certificate in courses. In total, 72% of candidates across all courses achieved Band 5 or Band 6 in any course. In the 2020 HSC, AOSC was ranked 55th in NSW. (Sydney Morning Herald, 2020)

All- Round Achievers

In the 2020 cohort, 6 out of 94 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 in a Course

Top Achievers in Course lists the student(s) who achieved one of the highest places in an HSC course or VET exam and also achieved a result in the highest band possible (Band 6 or Band E4). In 2020, three students were part of the Top Achievers list, with all three achieving this in English Standard.

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 2020, AOSC students earned 120 places on the honour roll. 59 out of the 94 HSC students were part of the Honour Roll this year. We acknowledge the hard work and great achievement that these students accomplished.

2020 Higher School Certificate Results by Course

Performance Band Achievement by Percentage (rounded)

SUBJECT	# OF STUDENTS	BAND 1 %	BAND 2%	BAND 3%	BAND 4%	BAND 5%	BAND 6%
Ancient History	15	0	0	0	26.66	33.33	40
Biology	38	0	0	5.26	47.36	42.1	5.26
Business Studies	41	0	0	2.43	17.07	48.78	31.7
Chemistry	15	0	0	13.33	53.33	26.66	6.66
Economics	18	0	11.11	11.11	5.55	55.55	16.66
English Advanced	28	0	0	0	0	70.58	29.41
English Standard	60	0	0	10	30	40	20
Legal Studies	32	0	0	0	6.25	28.12	65.62
Mathematics Advanced	28	0	0	0	14.28	50	35.71
Mathematics Standard 2	39	0	0	7.69	35.89	41.02	15.38
Modern History	15	0	0	6.66	33.33	40.00	20.00
PDHPE	54	0	0	3.7	25.92	48.14	22.22
Physics	9	0	22.22	22.22	22.22	33.33	0
Studies of Religion II	50	0	0	8	10	60	22

SUBJECT	# OF STUDENTS	E4%	E3%	E2%	E1%
Mathematics Extension 1	10	70.00	30.00	0	26.66
Mathematics Extension 2	10	30.00	70.00	0	0

In 2020, 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:

Attendance Requirements for Schools	2
Beeins Two Days Conference (Biology -content & teaching strategies)	1
Chemistry Workshop for Modules 4,5,6,7 & 8	1
Combined CPR, Asthma and Anaphylaxis	All Staff
Edval Daily Training	1
First Aid Training	12
Human Resource Briefings	2
Meet the Markers Online - Biology Exam Analysis	1
Meet the Markers Online -Depth Studies - Exam Analysis	1
Physics Exam Analysis	1
Preparing for 2020 HSC Biology Exam	1
Registration Requirement for Schools Renewing Registration in 2021	1
RoSA and HSC Curriculum Requirements for Registration and Accreditation	1
Supervising Teachers Progressing to Proficient Teacher	1
The Collaborative Planning Process: Developing individual plans for students with Learning Support needs.	1
Vectors In Maths Ext 1 & 2 Webinar	1

Teacher Accreditation	
Teacher Category	Number of teachers
Conditional	13
Provisional	13
Proficient Teacher	33
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of teachers	59

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.	57
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.	2

Theme 6:

Workforce composition

Workplace Composition	
Teaching staff	59
Teaching staff- Full time equivalents (FTE)	55.7
Operational Staff	16
Operational Staff- Full time equivalents (FTE)	15.2

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

Student Attendance Rates in 2020	
Year Level	Attendance rate
Year 7	97.18%
Year 8	95.33%
Year 9	95.93%
Year 10	95.15%
Year 11	95.74%
Year 12	96.64%
Whole School	95.88%

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 digital attendance records. All parents/guardians of our Year 7 to Year 12 students are expected to support the School's Attendance Policy & Procedure.

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.

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 first period, 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 within 7 days of an absence, the student is marked as having an unexplained absence.

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 & Procedure can be provided upon request.

School Growth & Retention

The Year 12 2020 Cohort student numbers increased from 54 in Year 10, 2018 to 94 in Year 12, 2020 which is a growth rate of one hundred and seventy-four percent (174%). Of the 54 Year 10 students in 2018, 43 of them continued to complete their HSC at our School which is a retention rate of 80%.

Post School Destinations

Out of 94 year 12 students who wished to disclose their post-school endeavours, 100% of those students enrolled in various universities.

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 enroll 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.

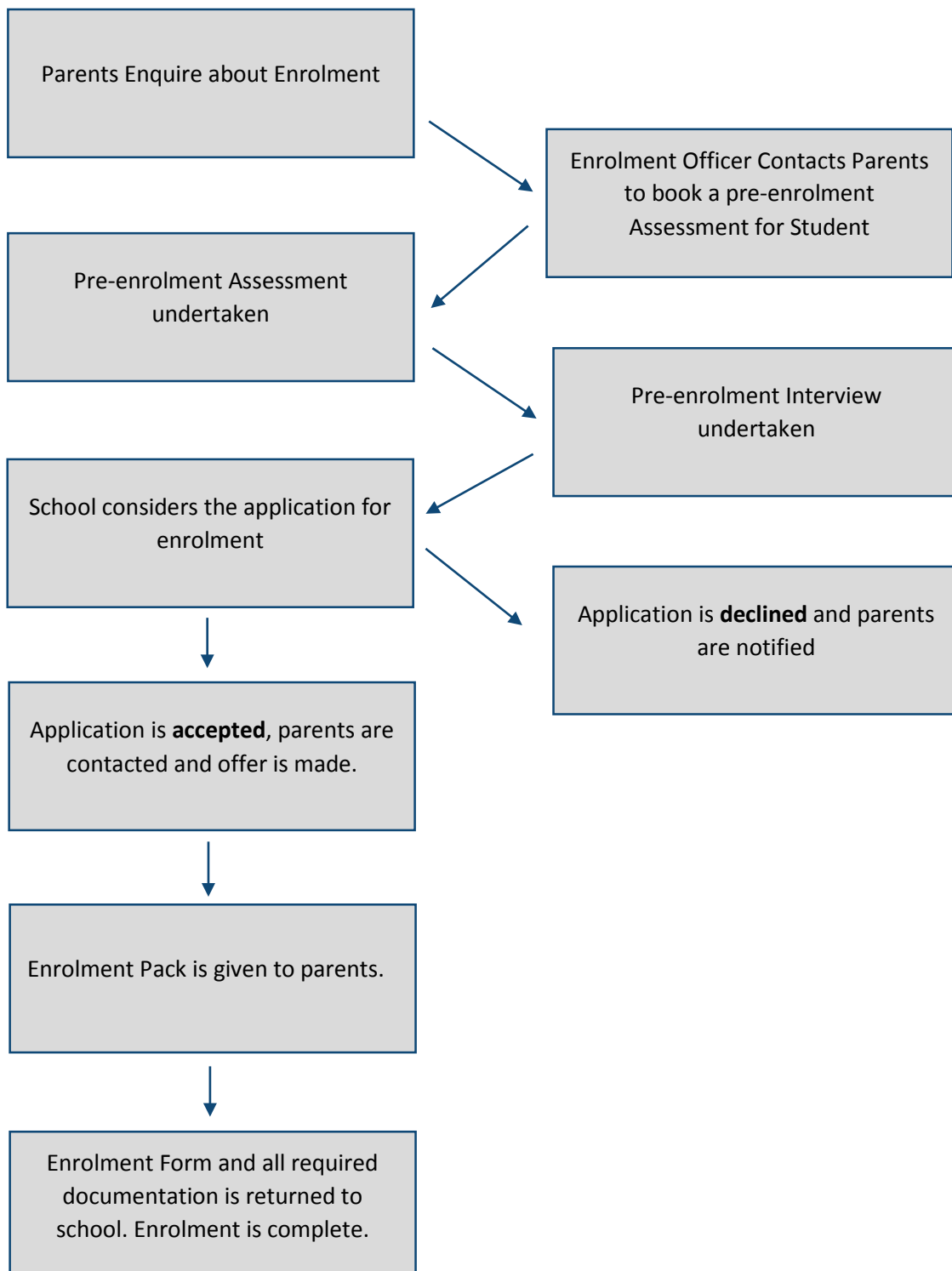
The Acts as referred to in "ASSOCIATED DOCUMENTS/REFERENCES/LINKS" make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of their disability or race. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

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 Enrolments

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.

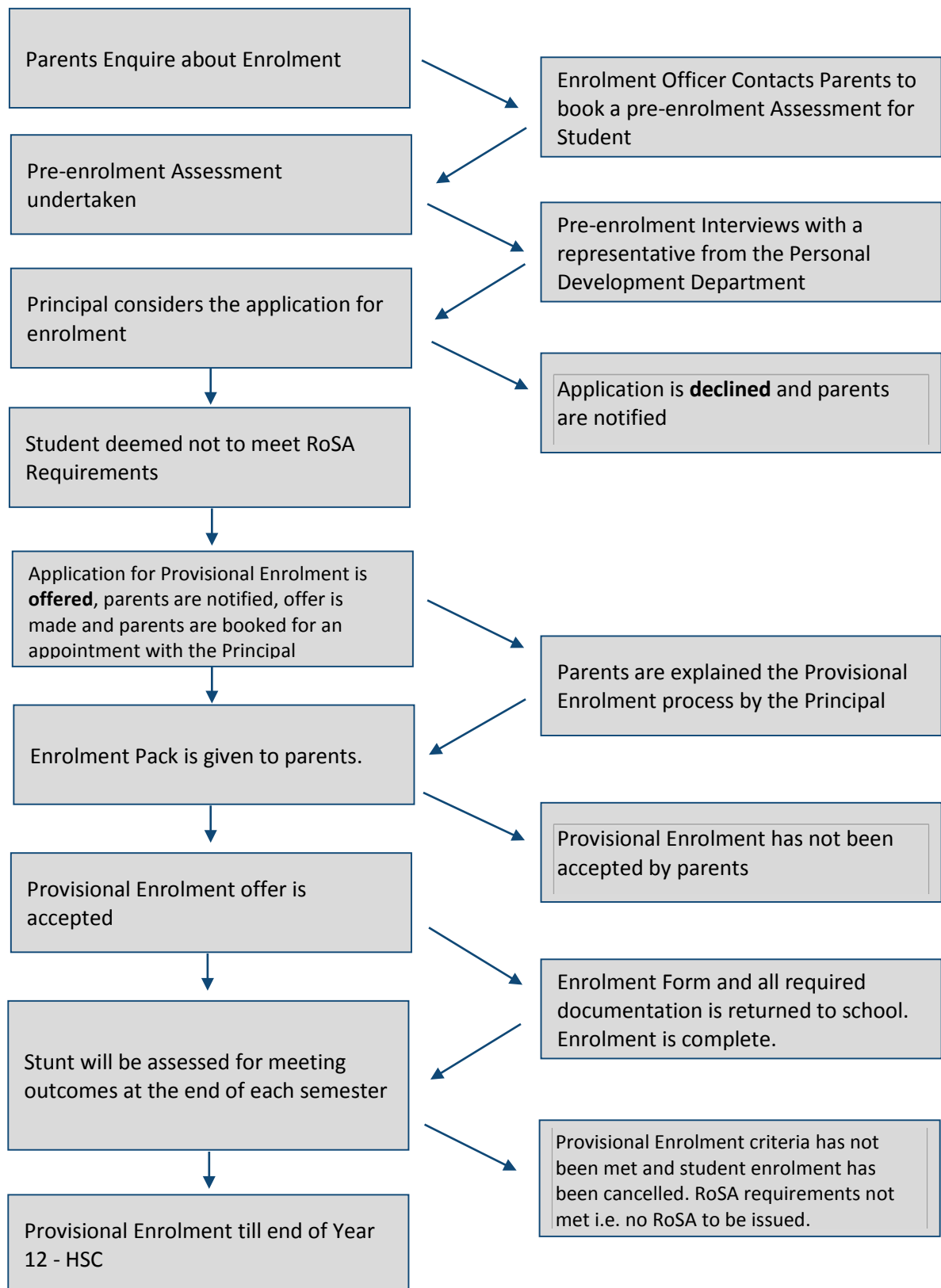
A student who is not eligible for a Record of School Achievement may enter Preliminary courses:

- 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

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 2020	Access to text
<p>AOSC Behaviour Management Policy and Procedure</p> <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 & Procedure 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>	<p>Procedures were amended to achieve greater transparency, and create clarity in regards to the School Rules and the School's expectations and consequences for non adherence to the set rules.</p>	<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> <p>Available to all students, parents/guardians from the Administration Office upon request.</p>

<p>AOSC Pastoral Care Policy</p> <p>The school aims to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students.</p>	<p>Reviewed and no changes made</p>	<p>This was issued to all staff in the staff induction day.</p> <p>Included in policy folders located on school grounds and on the staff intranet.</p>
<p>Anti-Bullying Policy</p> <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>	<p>Reviewed and no changes made</p>	<p>Included in policy folders located on school grounds and on the staff intranet.</p>
<p>Grievance Policy and Procedure</p> <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>	<p>Reviewed and no changes made</p>	<p>Included in policy folders located on school grounds and on the school's website: www.aosc.nsw.edu.au.</p>

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.

With 2020 proving to be a year that challenged, we changed our focus throughout the year to cater for these challenges. Hence, there will be three major areas we will be targeting for the next several years. These are;

1. Literacy and Numeracy
2. Expansion of Physical Space
3. School community & companionship

Although the NAPLAN was cancelled in 2020, we did continue to focus on building Literacy and Numeracy skills in our students and will continue with this as a major focus area in 2021.

Our expansion plans for 2020 were slowed down due to Covid- 19, we feel that as our school population grows so will the School's expansion plans in 2021.

With growth, it is important that there still remains a community feel. This year proved that this is very effective in creating a sense of belonging which had a positive effect on both student and staff well-being and performance. In 2021, we want to continue to make this a major focus area and build on the strong foundations formed throughout the year.

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.

With the new online learning programs, students had to take on the responsibility of adapting to new ways of learning and growing. We encouraged students to take on the responsibility of creating ways they can socialise through our online learning platforms and also ways they can submit tasks and stay on target with their academic goals.

Students and their families were encouraged to sit down and create new targets and goals on an individual basis and as a family unit. These goals were inputted into an online platform where staff were able to support and encourage families to stay focused on achieving these goals.

On both our online learning platforms and in our classrooms, students had a series of workshops promoting respect directly and indirectly.

This year, students also saw the fruits of their communal project which started last year where they worked together to buy a wheel chair for one of their peers to help her stand. With the help of that chair and that student's dedication, they witnessed her take 20 steps.

Theme 12:

Parent, student and teacher satisfaction

Throughout the year at our school we conduct formal and informal surveys to gather feedback from all members of the school community including our students, parents and staff. With this years' learning challenges, the communication was heightened, feedback was analysed live and our teams were very dynamic in making swift changes where necessary.

The vast majority of the school population was extremely pleased and proud of the way the school was quick in responding to the changes due to the Covid-19 situation. Many parents and staff sent through emails and messages thanking the school for the great effort and success in providing a true learning environment at a time where most other things seemed to be uncertain.

Our school's staff turn-over is quiet low with almost all staff members staying on year on year. The greatest percentage for why staff leave is due to maternity. This indicates a high level of staff satisfaction in our school.

We also have a variety of touch points for staff, students and parents which provide opportunities for feedback. These include;

- Head of department meetings several times every week
- Weekly faculty staff meetings
- The Pastoral care team call parents every term

Some students from every class also fill in a survey at the end of every unit or topic they learn which provides feedback about the teacher and the learning experience for that topic. These surveys are analysed by the head of department and discussed with the teacher of those classes.

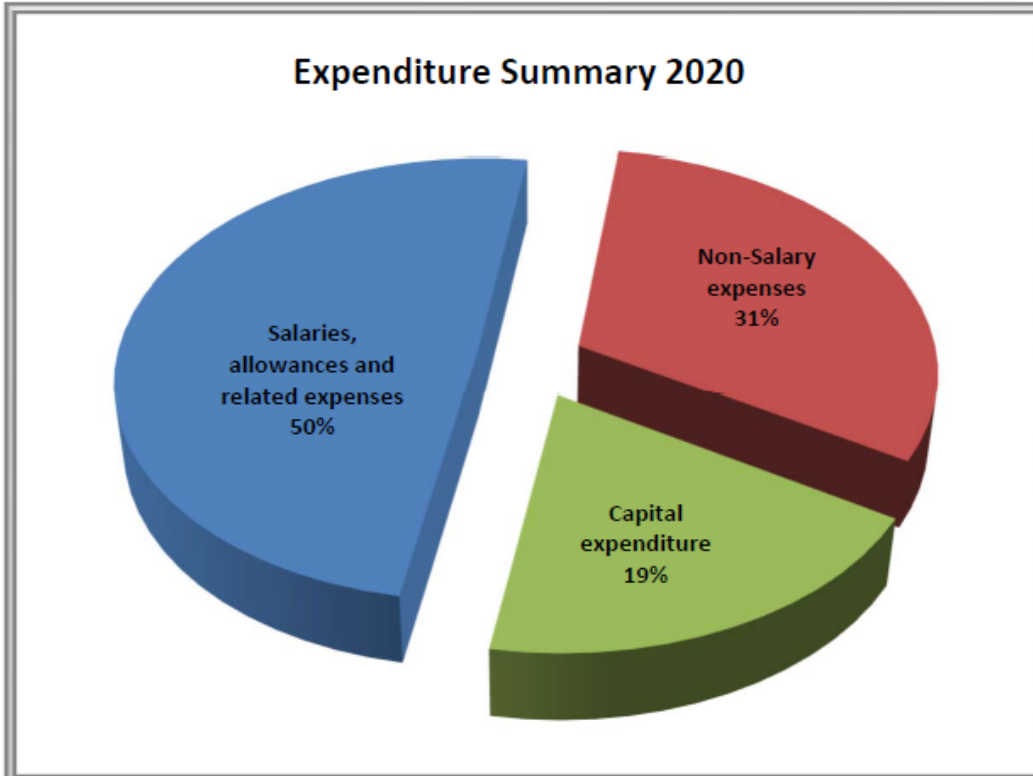
In general, our school has an open communication model. Any member of the school community can phone, email or visit the school to provide feedback, meet with a member of staff.

We appreciate and encourage any member of our school community to communicate their feedback and we look forward to working together for the betterment of our school and its members at large.

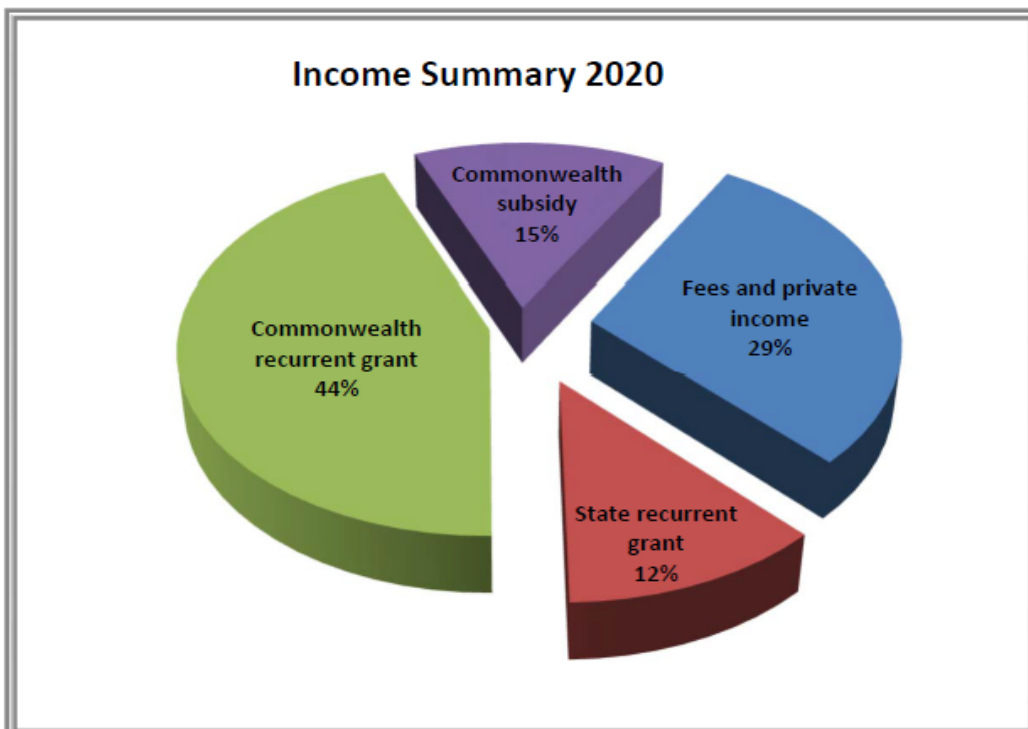
Theme 13:

Summary of Financial Information

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



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



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Alpha Omega
SENIOR COLLEGE

P: (02) 9199 3900

A: Suite 32, 1-5 Harrow Road,
Auburn, NSW 2144

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