

2021 ANNUAL REPORT



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Theme 1:

A message from the Principal

Firstly, congratulations to the whole team for a great result in with the school inspection in early 2021. A special mention to the curriculum team who NESA inspectors suggested were extraordinary. With another year plagued with Covid-19, our hope was to minimise disruptions and ensure we achieve our goals for 2021.

In 2020 our online learning model was very successful, however, we know that it is not as effective for all students as learning content in a traditional classroom setting.

This year for the lockdown, we made some minor adjustments to the online learning model to incorporate a lot of revision so students can solidify content previously learnt. This helped students take in new content more easily and proved to be more effective.

This flexible learning model meant that the Year 12 students focused on studying and revising for their Trials and HSC examinations, the Year 11 students reviewed gaps that were apparent from their half yearly assessments, the Year 10 students focused on revising and getting ready for yearly examinations and the Year 7-9 students focused on revision and bridging gaps discovered from half yearly examinations.

The 2021 lockdown brought with it a lot of uncertainty, especially for HSC students. We knew it would be important to ensure we always kept students and their parents updated with any information at hand. We held regular Live Zoom updates, we ensured the trial examinations went ahead online with a full-fledged online examination solution. And to boost morale, we even held an online graduation.

Year 7-11 students continued with a mixed learning model for the rest of the year, where they come in to school some days and stay at home and learn online on others. This helped also ensure the school never closed due to a Covid case. Learning continued and the HSC was not disrupted.

The delay of the HSC opened doors for students and staff to rise and work together. They organised online study sessions together, consults and even practice paper sessions in exam conditions.

The 2021 HSC results were phenomenal. School improved from 55th to 31st in NSW according the Sydney Morning Herald School Rankings system. Special mention of the Mathematics faculty with a very solid performance ranking in the 2nd in NSW for Standard Mathematics and 8th in NSW in Advanced and Extension 1 & 2 Mathematics. English Standard also Ranked in the top 5 in NSW again.

Thanks to all staff, parents and students for their continued effort in making our school community stronger and better each year

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 2021 Census, the School population was 472 students comprising of 271 males and 201 females. Students come from a wide range of cultural backgrounds of which less than 1% of the school cohort were Aboriginal. Students from non-English speaking backgrounds comprise 97% of our student body.

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

ALPHA OMEGA SENIOR COLLEGE 2021 NAPLAN RESULTS

SCHOOL AVERAGE vs NATIONAL AVERAGE

	YEAR 7		YEAR 9	
	SCHOOL AVERAGE	NATIONAL AVERAGE	SCHOOL AVERAGE	NATIONAL AVERAGE
READING	550	542	592	577
WRITING	539	522	574	551
SPELLING	575	548	603	580
GRAMMAR	558	533	591	573
NUMERACY	569	550	604	588

In 2021, NAPLAN results indicated that students' performance was either at or above national average in all areas of testing.

Theme 4:

Senior Secondary Outcomes (Student achievement)

2021 Grade Achievement – Year 10 (rounded)

SUBJECT	%A	%B	%C	%D	%E
ENGLISH	11.49	32.18	49.42	6.89	0
SCIENCE	6.89	45.97	39.08	6.89	0
PDHPE	8.04	50.57	28.73	10.34	0
HISTORY	12.64	63.21	19.54	4.59	0
GEOGRAPHY	21.83	44.82	32.18	1.14	0

	A10	A9	B8	B7	C6	C5	D4	D3	E2
MATHS	11.49	11.49	13.79	17.24	13.79	10.34	6.89	9.19	5.74

No RoSA credentials were issued in 2021.

2021 Grade Achievement – Year 11 (rounded)

SUBJECT	%A	%B	%C	%D	%E
Ancient History	25	43.75	31.25	0	0
Biology	13.33	28.33	41.66	16.66	0
Business Studies	5.08	27.11	42.37	20.33	5.08
Chemistry	14.7	32.35	35.29	17.64	0
Economics	6.25	25	50	12.5	6.25
English Advanced	32.14	50	17.85	0	0
English Standard	4.83	33.87	61.29	0	0
Legal Studies	8.33	37.5	45.83	8.33	0
Mathematics Advanced	34.78	36.95	21.73	6.52	0
Mathematics Extension	25	62.5	12.5	0	0
Mathematics Standard	32.43	37.83	21.62	8.1	0
Modern History	10.71	32.14	46.42	10.71	0
Personal Development, Health and Physical Education	5.88	47.05	23.52	11.76	11.76
Physics	23.52	57.35	17.64	1.47	0
Studies of Religion I	0	100	0	0	0
Studies of Religion II	10	25	45	20	0

No RoSA credentials were issued in 2021.

Higher School Certificate Overview

In 2021, 103 students sat for the NSW Higher School Certificate in courses. In total, 77% of exams sat achieved Band 5 or Band 6 in any course. In the 2021 HSC, AOSC was ranked 31st in NSW. (Sydney Morning Herald, 2021)

All- Round Achievers

In the 2021 cohort, four 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 2021, three students were part of the Top Achievers list.

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 2021, AOSC students earned 170 places on the honour roll. More than 70 out of the 103 HSC students were part of the Honour Roll this year. We acknowledge the hard work and great achievement that these students accomplished.

2021 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	6	0.00%	0.00%	0.00%	33.33%	16.67%	50.00%
Biology	44	0.00%	0.00%	2.27%	40.91%	40.91%	15.91%
Business Studies	49	0.00%	0.00%	4.08%	24.49%	32.65%	38.78%
Chemistry	32	0.00%	0.00%	9.38%	31.25%	53.13%	6.25%
Economics	14	0.00%	0.00%	7.14%	21.43%	57.14%	14.29%
English Advanced	78	0.00%	0.00%	0.00%	15.38%	70.51%	14.10%
English Standard	25	0.00%	0.00%	0.00%	4.00%	76.00%	20.00%
Legal Studies	22	0.00%	0.00%	4.55%	4.55%	36.36%	54.55%
Mathematics Advanced	45	0.00%	0.00%	0.00%	22.22%	24.44%	53.33%
Mathematics Standard 2	45	0.00%	0.00%	4.44%	2.22%	28.89%	64.44%
Modern History	8	0.00%	0.00%	0.00%	25.00%	62.50%	12.50%
PDHPE	62	0.00%	0.00%	4.84%	20.97%	51.61%	22.58%
Physics	20	0.00%	0.00%	5.00%	40.00%	45.00%	10.00%
Studies of Religion II	42	0.00%	0.00%	2.38%	16.67%	38.10%	42.86%

SUBJECT	# OF STUDENTS	E4%	E3%	E2%	E1%
Mathematics Extension 1	14	78.57%	14.29%	7.14%	0.00%
Mathematics Extension 2	14	71.43%	14.29%	14.29%	0.00%

In 2021, 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:

Professional Development Course	No. of Staff
Asthma , Anaphylaxis & CPR Training & Diabetes - Refresher Course	All
To address Key Elements for Maintenance Cycle and to Improve PDPHE HSC Marking	2
Chemistry Exam Analysis & Networking	1
2021 HSC Biology Exam Preparation	1
2021 HSC Physics Exam Preparation	1
Overview -Redundancy Payments	1
Diabetes in School Level 2: Intermediate Training	All
NSW Reportable Conduct and Allegation against Employees- Self Paced Learning Experience	1
Child Protection Awareness Training	All
Identifying Grooming of the Child Safe eLearning	All
Risk Management Strategy of the Child Safe eLearning	All
Prevention Methods of the Child Safe eLearning	1
Child Safe eLearning	1

Teacher Accreditation

Teacher Category	Number of teachers
Conditional	12
Provisional	6
Proficient Teacher	32
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of teachers	50

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.	46
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.	4

Theme 6:

Workforce composition

Teaching staff	50
Teaching staff- Full time equivalents (FTE)	47.7
Operational Staff	17
Operational Staff- Full time equivalents (FTE)	15.3

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	96.59%
Year 8	94.45%
Year 9	94.10%
Year 10	95.46%
Year 11	96.91%
Year 12	96.09%
Whole School	95.89%

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 school administration office 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 8:00am. 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. They can then respond to this message to explain absence or 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 school administration office prior to attending 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 or delegate.

A copy of the school's Attendance Policy & Procedure can be provided upon request.

School Growth & Retention

The Year 12 2021 Cohort student numbers increased from 78 in Year 10, 2019 to 103 in Year 12, 2021 which is a growth rate of one hundred and thirty-two percent (132%). Of the 78 Year 10 students in 2019, 51 of them continued to complete their HSC at our School which is a retention rate of 65%.

Post School Destinations

Out of 103 year 12 students who wished to disclose their post-school endeavours, 100% of those students enrolled in various universities.

Theme 8:

Enrolment Policy & Procedure

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.

5.1. 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.

5.2. 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.

5.3. 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](#).

5.4. 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

6. 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.

7. 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.

8. 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)*.

9. 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 2021	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>Reviewed and no changes made</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.

2021 proved to be another challenging year. It was important for us to be dynamic throughout the year and ensure we meet the needs of our school community as the year unfolded. Although we continued to work on the three major areas as suggested in last year's report, we also chose to focus on ensuring that no students are left behind especially with the rapid change of learning dynamic.

Building Literacy and Numeracy skills in our students will continue to be a major focus area in 2022.

Our growth expansion plans for 2021 were slowed down again due to Covid- 19, however, there was a solid plan followed through so this isn't an issue in 2022. Towards the end of 2021, our 2022 enrolment numbers had already increased significantly, a goal in line with the future growth and expansion.

With growth, it is important that there still remains a community feel. This year proved, again, 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 2022, 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.

As the dynamics of the year changed due to the implications of Covid-19, it was important for the whole school community to work together take on responsibility for these implications not to cause a negative impact.

Staff, parents and students from across all grades came together and put an online campaign to support the HSC students of the whole state. They created a # with title You Got This HSC 2021 which attracted a lot of attention from students from many schools across Sydney and other members of the community.

Students also got together with their year advisors and worked on collaborating together online using study spaces and exam proctoring online. There was a lot of team work and encouragement which significantly helped students stay focused and motivated throughout the lockdown.

On both our online learning platforms and in our classrooms, students had a series of workshops promoting respect directly and indirectly. There was also a major focus on keeping students aware on their responsibilities when it comes to online interaction with peers and bullying.

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.

Parents have been extremely appreciative of staff for their continued endeavours and the time spent 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 although this year's end of year graduation for the Year 12 students was held online, it proved to be 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 high attendance rate and the level of school pride are all indicative of the level of satisfaction students have with the school. 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.

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. 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

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.

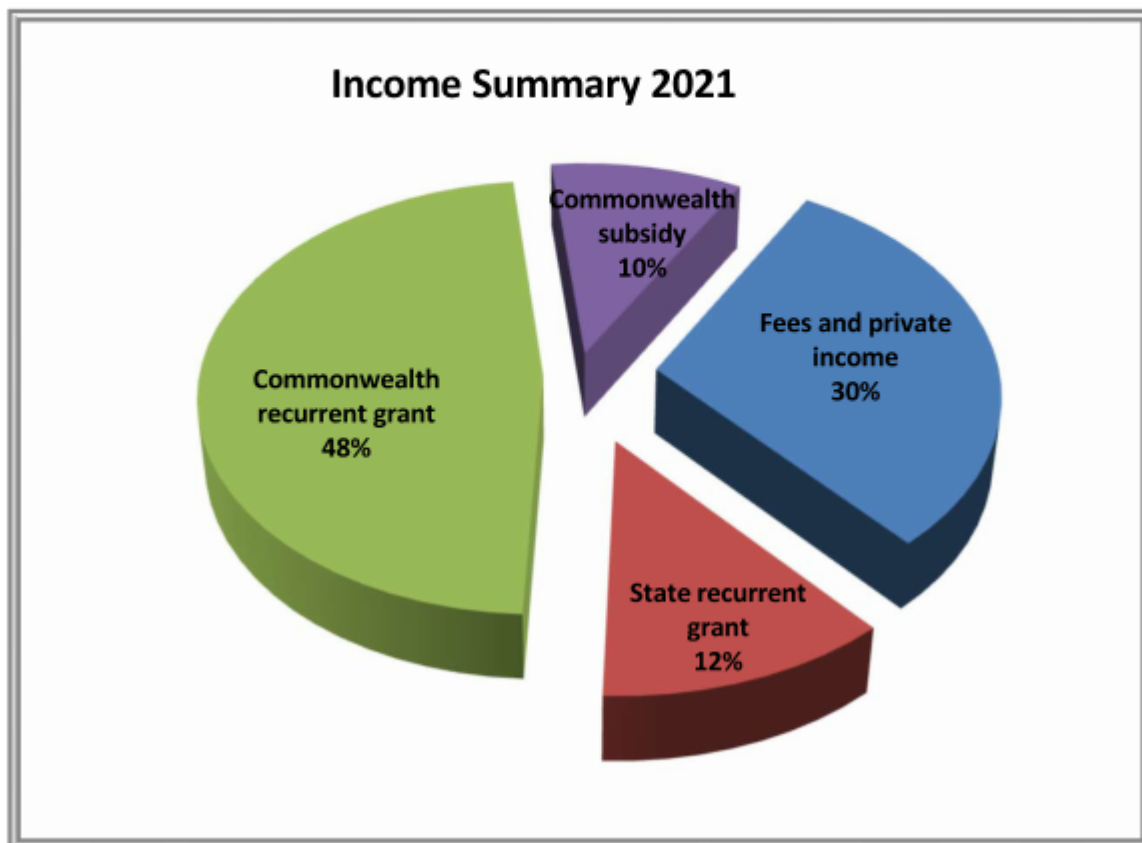
We appreciate and encourage any member of our school community to communicate their feedback and we look forward to working together for the betterment of our school and its members at large.

Theme 13:

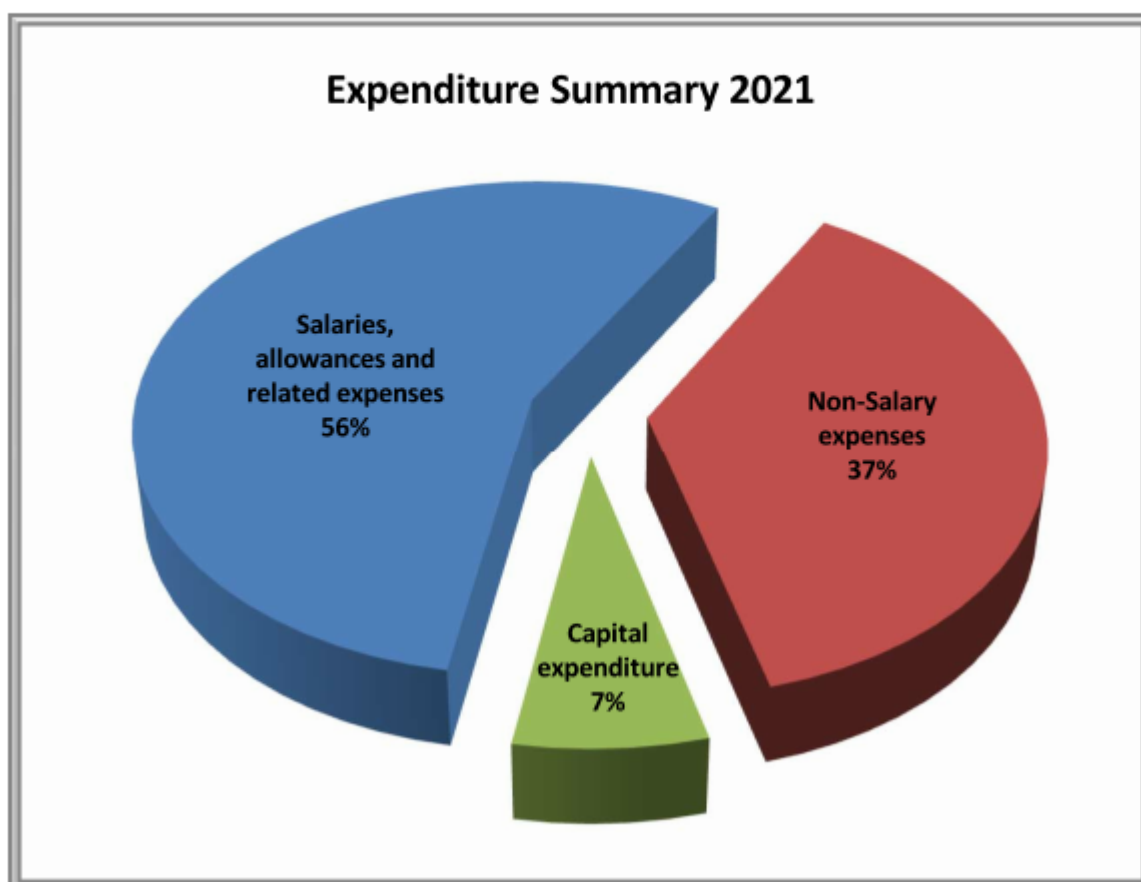
Summary of Financial Information

Alpha Omega Senior College Limited - Summary Financial Information 2021

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



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



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Alpha Omega
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**Belief
Action
Change**