



Alpha Omega
SENIOR COLLEGE



2022

ANNUAL REPORT

(02) 9199 3900

aosc.nsw.edu.au

Theme 1:

A message from the Principal

With the easing of Covid-19 restrictions, we are thrilled with the return of staff, students, and parents back to school. The pandemic was a challenging time for us all, and despite our notable effort to make remote learning fun, engaging, and interactive, the benefits of having students learning in person are unparalleled.

While there are advantages to remote learning, there were repercussions to our students' social skills and personal development. In an attempt to mitigate what was lost during remote learning, we have implemented various initiatives to encourage meaningful interactions between all members of our school community in pursuit of our commitment to prioritise our students' social and emotional well-being. An example of this is seen through allocating time each week solely dedicated to activities aimed at fostering the students' social connections and interpersonal growth. This in turn allowed our students to excel socially and has overall enhanced their learning experiences, leading to positive in their academic performance.

The challenges did not end with Covid-19, as shortly thereafter we were faced with multiple floods. The safety of our students and the community were our primary concern, and we took it upon ourselves to closely monitor the situation and adjust in order to accommodate the evolving situation impacting our students' needs. Our school's flexible approach and proactive measures helped alleviate the stress of parents and students during an already heightened time of stress.

It is with great pleasure to announce that our school has achieved its highest results to date, despite these challenges. This result could not have been achieved without the dedicated effort and collaboration of the entire school community. The efforts of our teachers to maintain a positive learning environment and their tireless efforts to assist our students doesn't go unnoticed. Additionally, the ongoing support of parents including their communication and engagement with the school was much appreciated.

We would like to offer our congratulations to the cohort of 2022 and your achievements serve as a testament to your hard work and perseverance. We look forward to supporting your future endeavours.

As a school we look forward in continuing to build on this success and welcome new students, engaging them with enhanced programs and opportunities in the years to come.

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 incorporated the first Year 9 and 10 Cohort in 2017 and Year 7 and 8 in 2018.

In the 2022 Census, the School population was **572** students, comprising of **319** males and **253** 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 **88%** of our student body.

Theme 3:

Student Outcomes in Standardised National Literacy & Numeracy Testing

ALPHA OMEGA SENIOR COLLEGE 2022 NAPLAN RESULTS

SCHOOL AVERAGE vs NATIONAL AVERAGE

	YEAR 7		YEAR 9	
	SCHOOL AVERAGE	NATIONAL AVERAGE	SCHOOL AVERAGE	NATIONAL AVERAGE
GRAMMAR	549	545	660	586
NUMERACY	564	561	605	596
READING	550	556	601	587
SPELLING	577	559	606	587
WRITING	549	540	575	570

In 2022, Year 9 NAPLAN results exceeded NSW average results for all schools in all domains.

In 2022, Year 7 NAPLAN results exceeded NSW average results for all schools in all domains except for Reading, which was slightly lower than the state average.

Additional Information can be found on My School website: <http://www.myschool.edu.au>

Theme 4:

Senior Secondary Outcomes (Student achievement)

2022 Grade Achievement – Year 10 (rounded)

SUBJECT	%A	%B	%C	%D	%E
ENGLISH	7.14	30.15	46.82	6.89	0
SCIENCE	5.55	47.61	37.30	9.52	0
PDHPE	5.60	47.20	37.60	9.60	0
HISTORY	2.38	50.79	39.68	7.14	0
GEOGRAPHY	2.38	50.79	39.68	7.14	0

	A10	A9	B8	B7	C6	C5	D4	D3	E2
MATHS	11.90	15.87	19.84	21.42	11.90	1.58	5.55	4.76	7.14

No RoSA credentials were issued in 2022.

2022 Grade Achievement – Year 11 (rounded)

SUBJECT	%A	%B	%C	%D	%E
Ancient History	23.07	41.02	30.76	5.12	0
Biology	15.38	27.69	32.30	21.53	3.07
Business Studies	6.41	26.92	42.30	20.51	3.84
Chemistry	17.07	24.39	39.02	17.07	2.43
Economics	5.26	26.31	52.63	10.52	5.26
English Advanced	10.52	57.89	31.57	0	0
English Standard	1.36	45.20	46.57	5.47	1.36
Legal Studies	9.67	38.70	41.93	9.67	0
Mathematics Advanced	42.30	32.69	11.53	13.46	0
Mathematics Extension	16.66	38.88	27.77	11.11	5.55
Mathematics Standard	36.95	34.78	13.04	10.86	4.34
Modern History	9.52	33.33	47.61	4.76	4.76
Personal Development, Health and Physical Education	11.39	37.97	30.37	13.92	6.32
Physics	10.00	25.00	30.00	25.00	10.00
Studies of Religion I	75.00	0	25.00	0	0
Studies of Religion II	10.00	28.33	43.33	18.33	0

No RoSA credentials were issued in 2022.

Higher School Certificate Overview

In 2022, 90 students sat for the NSW Higher School Certificate in courses. In total, 83% of exams sat achieved Band 5 or Band 6 in any course. In the 2022 HSC, AOSC was ranked 22nd in NSW. (Sydney Morning Herald, 2022)

All- Round Achievers

In the 2022 cohort, six 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 2022, two students were part of the Top Achievers list in Standard English, one of which ranked 1st in NSW and the other sixth.

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 2022, AOSC students earned 167 places on the honour roll. More than 60 out of the 90 HSC students were part of the Honour Roll this year. We acknowledge the hard work and great achievement that these students accomplished.

2022 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	13	38.46	53.84	0	7.69	0	0
Biology	33	12.12	39.39	27.27	21.21	0	0
Business Studies	45	57.77	35.55	4.44	2.22	0	0
Chemistry	21	14.28	38.09	28.57	9.52	9.52	0
Economics	14	14.28	71.42	7.14	0	0	7.14
English Advanced	24	66.66	29.16	4.16	0	0	0
English Standard	66	21.21	56.06	18.18	4.54	0	0
Legal Studies	19	47.36	36.84	10.52	5.26	0	0
Mathematics Advanced	42	59.52	38.09	2.38	0	0	0
Mathematics Standard 2	40	37.50	60.00	2.50	0	0	0
Modern History	19	31.57	31.57	31.57	5.26	0	0
PDHPE	65	27.69	52.30	16.92	3.07	0	0
Physics	9	11.11	55.55	33.33	0	0	0
Studies of Religion II	35	31.42	60.00	5.71	2.85	0	0
Mathematics Extension 1	6	100	0	0	0	0	0
Mathematics Extension 2	6	100	0	0	0	0	0

In 2022, 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	10
Provisional	4
Proficient Teacher	40
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of teachers	54

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.	52
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

Teaching staff	54
Teaching staff- Full time equivalents (FTE)	50.6
Operational Staff	18
Operational Staff- Full time equivalents (FTE)	17.4

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	92.45%
Year 8	91.25%
Year 9	90.93%
Year 10	91.12%
Year 11	91.02%
Year 12	95.28%
Whole School	92.08%

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 2022 cohort student numbers decreased from 94 in Year 10, 2020 to 90 in Year 12, 2022, which is a negative growth of 4%. Of the 90 Year 10 students in 2020, 90 of them continued to complete their HSC at our School which is a retention rate of 96%.

Post School Destinations

Out of 90 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 2022	Access to Full text
Behaviour Management Policy and Procedure The School expressly prohibits corporal punishment and does not explicitly nor implicitly sanction the administering of corporal punishment to enforce discipline at the School. All disciplinary action decided by school staff against any student including detention, suspension, expulsion, or exclusion will be based in 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.	In 2022 the School's Policy remained current	This is issued to all staff in staff induction day in accordance to the staff induction policy. The full text of all School policies can be accessed by contacting the Business Manager or emailing TheRegistrar@aosc.nsw.edu.au
Anti-Bullying Policy 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.	In 2022 the School's Policy remained current	Teachers Handbook . Policy can be accessed from the staff intranet. Available to all students, parents/ guardians from the Administration Office upon request.
Child Protection Policies This policy sets out staff responsibilities for the safety, protection and welfare of students and it outlines the processes that staff must follow in relation to child protection matters.	Amended guidelines regarding complaints and allegations of staff misconduct or reportable conduct	Teachers Handbook . Policy can be accessed from the staff intranet. Available to all students, parents/ guardians from the Administration Office upon request.

<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.</p> <p>These processes incorporate how parents raise complains and grievances and how the school will respond.</p>	<p>In 2022 the School's Policy remained current</p>	<p>Policy can be accessed from the staff intranet.</p> <p>Available to all students, parents/ guardians from the Administration Office upon request and the school's website: www.aosc.nsw.edu.au.</p>
<p>Student Welfare</p> <p>Though a number of policies the School aims to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students.</p> <ul style="list-style-type: none"> • Pastoral Care Policy • Student Code of Conduct • Supervision Policy 	<p>There were no significant changes made to these policies in 2022</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>

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 the excessive rain, flooding and with Covid and the flu as the community came of lockdown, we knew 2022 would have challenges of its own. We continued to work on our goals of literacy and numeracy, growth and expansion and increasing school community and companionship.

Managing absences and helping students to not fall behind and bridge any gaps was paramount. This was important to stay on top of our literacy and numeracy improvement focus.

Our growth expansion plans for 2022 was in line with our future growth and expansion goals, back to our pre-covid growth rates of approximately 20-35% yearly growth.

We look forward to further growth in 2023 as we also work on ways to increase school, student, staff and parent camaraderie.

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 in our school programs. Students started their own initiative this year of having a cultural day. With the support of parents and staff, students across the school dressed up in their cultural clothing and brought traditional food that represents them and their culture. This created an environment that encouraged acceptance and respect, with students creating conversation about each other's cultures, sparking a curiosity that evolved into stronger bonds and friendships

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.

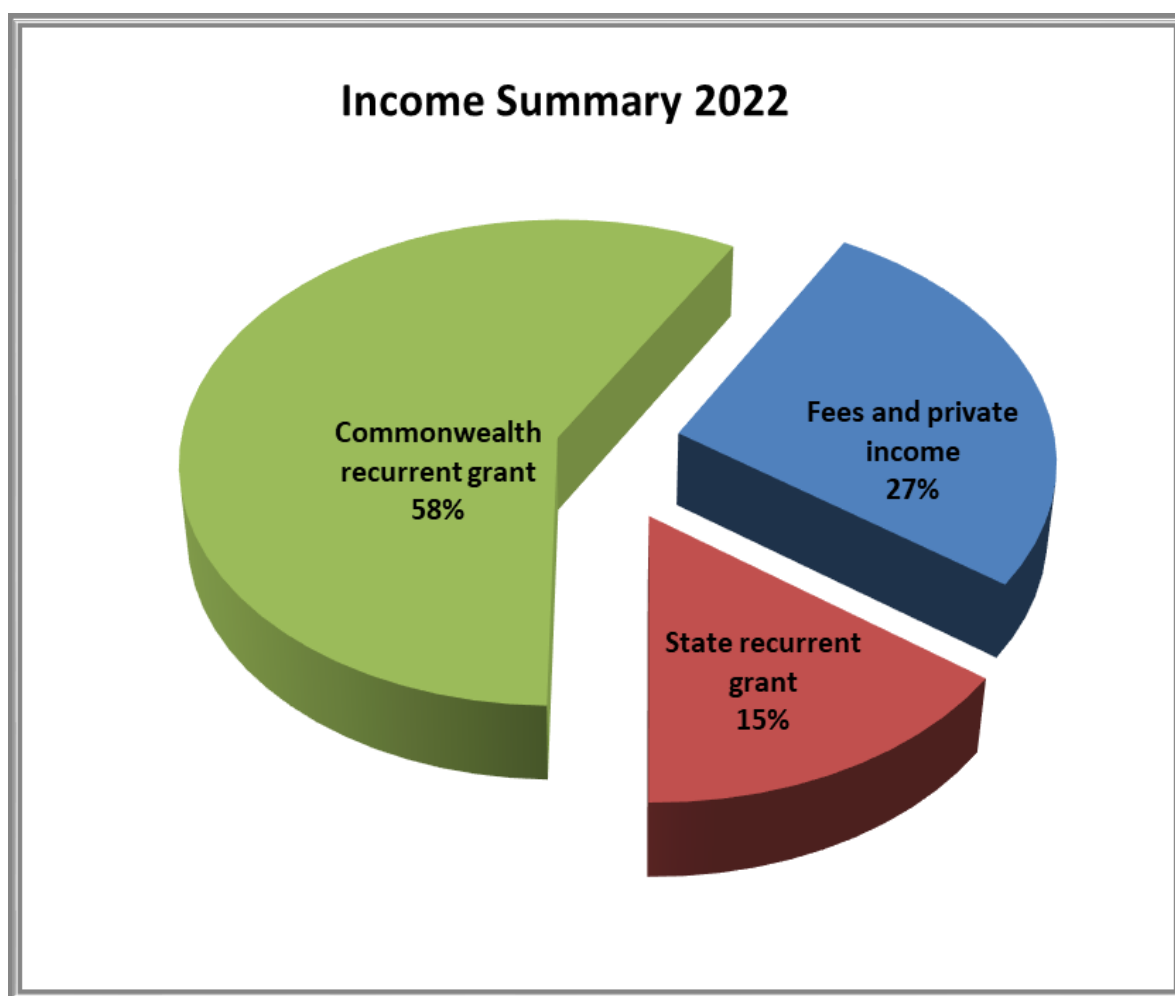
We appreciate and encourage any member of our school community to communicate their feedback and we look forward to working together for the betterment of our school and its members at large.

Theme 13:

Summary of Financial Information

Alpha Omega Senior College Limited - Summary Financial Information 2022

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



Alpha Omega Senior College Limited - Summary Financial Information 2022

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

