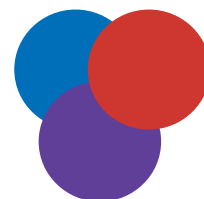


Aurora College Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of **Aurora College** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources.

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Message from the Principal

Aurora College's fourth year of operation was one in which our school's achievements were recognised and celebrated by the wider education community.

On 13 August, Aurora was among eight public schools that were honoured at the Department of Education's inaugural CIO's Technology in Schools Conference. On this occasion, Aurora was awarded the Technology 4 Learning (T4L) Award for Productivity and Collaboration. This prestigious award recognised our school as a leader in the use of productivity and collaboration tools to empower learning and teaching.

Following our success with the T4L Awards, our school was recognised again on 29 August, this time in the 2018 Minister's and Secretary's Awards for Excellence. Managed by the Public Education Foundation, these awards celebrate the best of NSW public education – some of our finest students, our most impressive schools and teachers, and some of our most committed employees and parents.

Aurora College received the 2018 Secretary's School Achievement Award for stages 4 and 5 science. Schools receiving this award must demonstrate significant improvement in learning outcomes and opportunities, excellence in student learning, maximising learning opportunities for all students, as well as community leadership. Underpinning Aurora's award were the outstanding results of our Year 10 (2017) science students in the department's Validation of Assessment for Learning and Individual Development (VALID) program. An impressive 94.4% of our Year 10 (2017) cohort achieved greater than their expected growth in achievement from Year 8 to Year 10.

Finally, in early September, I was thrilled to be given the news that Aurora College had been nominated by the NSW Department of Education to receive the Premier's Award for Public Service in the category of Improving Education Results. From a field of outstanding finalists, Aurora College was announced the co-winner of the Premier's Award at the Award Ceremony on 7 November.

Our students and teachers continue to show that distance is no longer a barrier to achieving great things, to forming productive working relationships, and to developing and sustaining wonderful friendships. Reflecting on our achievements thus far, and looking forward to all we have planned for 2019 and beyond, we should all be filled with great optimism for the future of our school.

Chris Robertson | Principal

School background

School vision statement

Aurora College aims to provide great teaching and inspired learning in a completely new context, by allowing students in rural and remote communities to connect locally and to learn globally.

Aurora is committed to building relationships which foster in our students, a strong sense of belonging to Aurora and to their home school. Remaining in their local community, Aurora students benefit from the enhanced opportunities that come from belonging to two education communities.

Aurora College is dedicated to creating opportunities that will build each student's capacity to become an autonomous, life-long learner. Aurora College embraces the philosophy of 'personal best', acknowledging that each student's drive towards self-improvement in a curriculum rich in higher-order thinking provides a strong foundation for success in life beyond the school years.

Aurora's vision is to develop students who are not only at ease in the digital world, but who are empowered through their knowledge, skills and creativity to become influential contributors to the knowledge economies of this century.

Finally, the college recognises the importance of developing each student as a 'whole' person. Aurora students have multiple and diverse passions and interests, and it is the desire of the college that students pursue these and also have a happy and balanced social life.



School context

The establishment of a virtual secondary school was a key deliverable of [Rural and Remote Education – Blueprint for Action](#). Through a range of actions, the Blueprint aims to bridge the gap in educational achievement between rural and remote and metropolitan schools.

Aurora College, the state's first virtual school, commenced classes on Monday 2 February 2015. Our students meet specific criteria, including enrolment in a [rural and remote government school](#) as defined by the MCEETYA Geographical Location Classification.

The college is partially selective, with classes in English, mathematics and science in Years 7 to 10. Years 7 to 10 students are chosen in the same way as students in all other selective classes in NSW government schools. With the home school principal's approval, students enrolled in Year 11 and Year 12 may include those students who have been part of the Year 7 to 10 selective stream. The college enables these students to remain in their local school and community while providing the opportunity to study specialist subjects which their home school cannot currently offer.

Students at Aurora College connect with their teachers and classmates in timetabled lessons through a virtual learning environment which comprises web conferencing software and a range of online information, communication and collaboration tools. Teachers and students also have the opportunity to work together at a residential school held twice per year.

Aurora College offers students expanded career options through innovative programs and strengthened partnerships with business, and with scientific, cultural and tertiary education institutions. Mentoring opportunities and masterclasses are key features of both the online and residential school programs.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

In 2018, Aurora College undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of:

- Learning, Aurora College is excelling in the elements of Learning Culture, Wellbeing, Curriculum and Reporting, and sustaining and growing in the elements of Assessment and Student performance measures
- Teaching, Aurora College is excelling in the elements of Effective classroom practice, and Learning and Development, and sustaining and growing in the elements of Data Skills and Use and Professional standards
- Leading, Aurora College is excelling in the elements of Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



Strategic Direction 1

Aspirational learners

Purpose

To develop a learning environment that promotes a culture of high expectations and which informs, guides and nurtures all students so they may achieve their goals and aspirations.

Overall summary of progress

The first year of the current planning cycle resulted in pleasing progress in the implementation of the Aspirational Learners and Holistic Learners initiatives.

The Aspirational Learners initiative aims to implement a curriculum that meets the aspirations of the community, promotes high expectations and enhances students' awareness of post school opportunities, through the:

1. **e-Mentor Program.** Developed in collaboration with a leading consultant, the e-Mentoring program has undergone two trials (2016-2017) which have provided invaluable insights into the operational aspects of mentoring in the context of a virtual school. The 2018 iteration of the program saw 12 students participating in regular one-to-one mentoring in the 3-dimensional virtual environment with mentors from a range of backgrounds, providing our students with insights into their professional lives.
2. **Short Course Program.** In 2018, 11 students participated in a short course in coding delivered by the Coder Academy. Throughout terms 3 and 4, the students participated in a series of lectures in the college's virtual learning environment, developing their critical thinking and problem solving skills along the way. The program concluded with a practical session at the Term 4 Residential School in Canberra.
3. **Stage 3 Opportunity Class Program.** In 2017, a working group was established to investigate whether the approaches used by Aurora College could be used to establish a virtual opportunity class in areas of rural and remote NSW where there is not currently an opportunity class provision. Early in 2018, the working group developed a rationale for a small-scale pilot for a virtual opportunity class, with schools or groups of schools across rural and remote NSW applying to opt into the pilot. A state-wide expression of interest process resulted in the temporary appointment in term 3 of two classroom teachers. Following the development of the student application process in collaboration with colleagues in the department's High Performing Students Unit, 48 students in 20 government primary schools were selected for the first pilot. The Aurora Opportunity Class Pilot (AOCPP) commenced in Semester 2 with an orientation and taster program, including masterclasses by Sarah Larsen from the ABC's Behind the News program and Rob Hollow from the CSIRO.

The Holistic Learners initiative aims to enhance a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling, through the:

1. **New student transition program.** In 2018, an enhanced orientation and transition program was offered to our new students. Our incoming Year 7 students attended 12 separate sessions throughout Term 1 to assist them in adjusting to high school and to learning in a virtual environment. New students in other Year groups attended 7 sessions related to learning with Aurora College. In Term 4, a comprehensive orientation and 'taster' program for students joining the Aurora Opportunity Class Pilot program, included masterclasses by Rob Hollow at the CSIRO and Sarah Larsen from ABC's Behind the News (BTN).
2. **Student wellbeing program.** The Wellbeing Action Team, comprising executive and teaching staff, was formed in 2018 to advance a number of initiatives to enhance student well-being. The team worked collaboratively with the Student Representative Council to articulate its aspirations for every Aurora student: to be engaged, challenged and connected. This goal will form the basis of all future work of this group. In 2018, team members attended the Mental Health in Education Summit and welcomed colleagues from across the state to the Aurora-hosted professional learning events: Supporting adolescent wellbeing (Dr Michael Carr-Gregg); and Supporting student stress management (Roxanne Goff, Clinical Psychologist, Macquarie University Centre for Emotional Health);
3. **Tutorial support program.** In 2018, one-on-one tutorial support was provided to 23 students. Support programs for mathematics, English and science ran for between 5 weeks and 35 weeks. This initiative is helping students to achieve their best by providing additional targeted support.

4. **Parent outreach program.** Throughout 2018, a number of webinars provided parents with the opportunity to understand ways to better support the education of their children. Topics included: Learning in a virtual environment (Virginia Cluff, Head Teacher Science, Aurora College); Accessing and using Sentral (Ben Hillsley, Learning Technology Support Officer, Aurora College); Supporting your gifted child's learning (Dr Ruth Phillips, Learning and Development Consultant); Think you know what's going on online? (ThinkUKnow.org.au); and Managing anxiety in adolescents (Roxanne Goff, Clinical Psychologist, Macquarie University Centre for Emotional Health).

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds expended (Resources)
<ul style="list-style-type: none"> Increased levels of resilience, confidence and independence in students. Increased number of students who feel supported in achieving their goals and aspirations. Increase in the number of students selecting higher level mathematics, English and science courses in Stage 6. 	<ul style="list-style-type: none"> 12 students participated in one-to-one e-mentoring sessions throughout Terms 2 and 3. Feedback from students and mentors indicated a high degree of satisfaction with the program, with one student saying "Mentoring has taught me how to manage my time and my stress levels, to find motivation and it has also raised my awareness of new careers." Short course on coding presented by Coder Academy delivered to 11 students over 10 weeks. 100% of students rated the course as engaging, 83% rated the course as challenging and 63% said that the course helped them to achieve their goals. Aurora Opportunity Class Pilot (AOCP) successfully launched with the co-enrolment of 48 students from 20 rural and remote government primary schools. Student feedback on the orientation and taster program indicated high levels of excitement with their new mode of learning, as they developed new skills in the use of Microsoft Teams, OneNote, Stile and Adobe Connect. Student surveys indicated a high level of satisfaction with the orientation program. Pre and post survey data indicated that students estimated an average increase of 18% in their level of confidence in using the range of Aurora College applications. One student commented "I liked that you guided us through the first couple of weeks of Aurora and helped us to learn how to use all of the new technology." Positive parent feedback was received on the range of webinars and included comments such as: "It was great to be talked through the processes involved instead of having to search and read through information" and "Having it in the evening meant I didn't have to try a get time off at work to take part. I liked the slides that accompanied the speaker." 	\$381,640.00

Next steps

The number of students applying for entry into the 2019 e-Mentoring Program has increased by 33% compared with the previous year. We look forward to expanding this provision, through the recruitment and training of additional mentors to meet the increase in demand.

Planning is currently underway for a short course on student entrepreneurship, to be delivered in 2019 by staff at The University of Sydney's Innovation Hub. Further opportunities to enrich the education of our students through our partners in learning will be further explored.

AOCP classes will commence for our Stage 3 students on Day 1 of 2019. The pilot will use and build upon Aurora's delivery via synchronous, face-to-face learning using Adobe Connect and will be delivered over 5 sessions each week. Classes will focus on STEM, delivering the Mathematics and Science and Technology syllabuses and will use an inquiry based learning approach.

In 2019, a second Year 6 cohort (commencing with Aurora College in 2020) will be selected as part of the expanded pilot program. Throughout the year, staff will work with our colleagues in the School Policy and Information Management (SPIM) Unit to conduct an evaluation of the AOCP.

The Tutorial Support Program will be further enhanced in 2019 with the employment of two literacy and numeracy coaches (0.4 FTE each). See Strategic Direction 3 for further details.



Strategic Direction 2

Quality teaching and learning

Purpose

To ensure a challenging, engaging and responsive learning environment underpinned by high quality, collaborative planning, programming, assessing and reporting practices, which maximise the potential of every learner.

Overall summary of progress

Throughout 2018, the Aurora College leadership supported a whole-school approach to achieving the highest quality programming, assessing and reporting practices.

Staff engaged in professional learning and collaborative planning related to developing teachers' diagnostic skills in identifying individual learning characteristics of our students and effectively differentiating their learning.

Regular professional learning meetings in the virtual learning environment, school development days, the classroom teacher induction program and twice-yearly executive leadership conferences, underpinned the college's strong professional learning culture.

Targeted professional learning undertaken by staff related to Strategic Direction 3 included:

- Gifted education literature review (Dr Ben North, Centre for Education Statistics and Evaluation)
- Accelerating A-Z (Dr Ruth Phillips, Learning and Development Consultant)
- How to boost student engagement (Professor Andrew Martin, University of New South Wales)
- Assessing for impact – learning Intentions, success criteria and effective feedback (Jessica Myers, NSW Department of Education)
- Differentiating assessment (Dr Dennis Alonzo, University of News South Wales)
- Allocating grades consistently (Paul Jansons, NSW Education Standards Authority)

Follow-up collaborative planning was facilitated for faculties to develop:

- teaching and learning programs that demonstrate further curriculum differentiation to cater for individual student learning needs
- assessment practices that better inform teaching, help students achieve their best and provide meaningful reports on their achievement.

In the week beginning 4 December 2018, Aurora welcomed 21 new members of staff in preparation for the start of the 2019 school year. An intensive induction program included the completion by new members of staff of the University of NSW's mini-Certificate in Gifted Education.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds expended (Resources)
<ul style="list-style-type: none">• Increase in the number of students demonstrating active engagement with their learning.• Increase in the number of students who demonstrate a capacity for self-assessment and reflection.• Improved assessment practices inform teaching	<ul style="list-style-type: none">• Further development of learning and teaching programs that reflect high quality professional learning undertaken across the school.• Delivered professional learning aligned to school goals, system requirements and teachers' professional career aspirations, including through: regular teacher professional learning (TPL) meetings in virtual learning environment; school development days; mini-Certificate in Gifted Education for new staff to begin in 2019; induction conference for	\$27,866.00

and learning, and provide meaningful feedback on student achievement.

newly recruited teaching staff for 2019; and executive planning conferences.

- Delivered registered professional learning to 1018 teachers from across the state, held after school hours via Adobe Connect.

Next steps

Aurora College will continue to develop, implement and lead best practice learning and teaching in a virtual environment.

In the next phase of this planning cycle, the school will support the ongoing provision of high quality professional learning for Aurora College staff and any rural and remote government school teachers who may wish to join us.

A key deliverable of the ongoing work of the school in this area will be that curriculum differentiation is evident in all learning and teaching programs.



Strategic Direction 3

Leading data informed practice

Purpose

To ensure best practice teaching and learning of literacy and numeracy skills, so that all students may access the widest possible curriculum and participate fully in society.

Overall summary of progress

Throughout the 2018-2020 planning cycle, the primary focus of Strategic Direction 3 will be to build teachers' skills in the analysis, interpretation and use of student progress and achievement data. The school's aim is that wide ranging data will be systematically gathered and interpreted by all teachers, to inform and to adapt their practice and to meet the learning needs of all students.

With this focus, the school aims is to achieve expected growth for each individual student, specifically in the areas of literacy and numeracy. In 2018, a cross-faculty team, led by the Head Teachers of Mathematics and English, was formed to lead this important work.

Throughout the year, the school facilitated the professional learning of the team members and other key staff so they may also build each teacher's understanding of effective literacy and numeracy teaching strategies. The ongoing work of the Literacy and Numeracy Team will be informed by collective and individual data which has been gathered for our students, as well as current research into best practice.

In 2018, the school:

- conducted research into how schools can improve literacy and numeracy performance so that teaching can be targeted according to student needs, ensuring that learning goals are clear and transparent as well as ensuring that teacher professional learning is targeted at improving the teaching of literacy and numeracy
- conducted close analysis of the National Assessment Program - Literacy and Numeracy (NAPLAN) data to ascertain the school's areas of achievement, as well as areas that need greater support to ensure improvement. This deep analysis allowed the school to see the areas that current curriculum supported and the strategies which would need to be applied at a whole school level to assist student growth.
- established key literacy and numeracy roles, including leaders and coaches. The leaders will drive the implementation of a clear and targeted approach at a whole school level. Coaches will work with individual students where extra support has been identified as being necessary.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds expended (Resources)
<ul style="list-style-type: none">• Increase of 10% in the number of students demonstrating expected growth in literacy and numeracy from Year 7 to Year 9• Increase of 10% in the number of Year 9 students in the top 2 bands in literacy and numeracy	<ul style="list-style-type: none">• Facilitated professional learning for key members of staff, including in the following areas:<ul style="list-style-type: none">- Literacy and numeracy progressions- SCOUT for schools – business intelligence for education- Using diagnostic data- NAPLAN and VALID data analysis- Writing science- Literacy and numeracy strategies in the classroom	\$4,052.00

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Trialed Education Perfect – a platform comprising curriculum-aligned lessons which enables personalised learning experiences with immediate feedback catering to each student’s needs.• Allocated funding in the 2019-2020 budget and recruited literacy and numeracy coaches (two staff members at 0.4 FTE each). | |
|--|---|--|

Next steps

In 2019, the Literacy and Numeracy Team will identify the specific literacy and numeracy needs of individual students and develop a Literacy & Numeracy Plan (ILNP) for students in need of specialised assistance.

The ILNP will outline the areas of support needed and the strategies implemented to facilitate student growth.

Parents will be informed of the support their child will have access to, including via the literacy and numeracy coaches, as well as the online learning platform, Education Perfect.



Student information

Student enrolment profile

Aurora's 2018 cohort comprised 144 males and 139 females in Years 7 to 12.

Student attendance profile

Attendance data of all Aurora College students resides with their home school. Aurora College collects and retains separate attendance data records for each of our classes.

Post-school destinations

Proportion of Year 12 students moving into post-school education, training or employment	Year 12
University entry	33%
Deferred university entry	20%
Employment	20%
Unknown	27%

Workforce information

Workforce composition

Position	FTE*
Principal	1.0
Deputy Principal	1.0
Head Teachers	5.0
Classroom teachers	4.0
School Administrative & Support Staff	2.0
Learning Technologies Support Officer	1.0
Total	14.0

*Full Time Equivalent

In 2018, Aurora College provided funds to 23 schools across the state to release classroom teachers (8.2 FTE, in total) to teach Aurora lessons.

In addition to the permanent positions shown in the table above, Aurora College funded the following positions in 2017:

- Technologies Support Officer (0.6 FTE)
- Teacher librarian (0.4 FTE)
- School Counsellor (0.2 FTE)
- Learning and Support Teachers (1.2 FTE)
- Community Liaison Officers (0.4 FTE)

In 2018, no staff member identified as either Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	38%

Professional learning and teacher accreditation

Aurora College staff undertook significant amounts of professional learning in 2018. As described in Strategic Directions 2 and 3, this was and will continue to be, a focus area of the college.

Financial information

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

Opening balance	\$2,891,640
Revenue	\$2,964,899
Appropriation	\$1,827,707
Sales of Goods and Services	\$4,661
Grants and Contributions	\$1,112,757
Investment income	\$19,774
Expenses	-\$5,516,159
Recurrent expenses	-\$5,516,159
Employee related	-\$4,054,589
Operating expenses	-\$1,101,570
Surplus/Deficit for the year	-\$2,191,259
Balance carried forward	\$700,380

Financial summary equity funding

Base total	\$800,560
Base per capita	\$0
Base location	\$0
Other base	\$800,560
Equity total	\$50,789
Equity Aboriginal	\$0
Equity Socio economic	\$0
Equity Language	\$0
Equity Disability	\$50,789
Targeted total	\$0
Other total	\$0
Grand total	\$851,349

Aurora College operates with fixed funds from the Rural and Remote Education Blueprint budget.

Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The percentage of students who achieved a result in the top two bands at Aurora compared very favourably with the whole of state results. See Appendix 1 for related graphs.

- Year 7 Numeracy: 45.5% (Aurora); 13.3% (State)
- Year 7 Reading: 61.2% (Aurora); 10.8% (State)
- Year 7 Writing: 10.4% (Aurora); 4.0% (State)
- Year 7 Spelling: 44.8% (Aurora); 12.5% (State)
- Year 7 Grammar and Punctuation: 58.2% (Aurora); 14.3% (State)
- Year 9 Numeracy: 80.4% (Aurora); 26.2% (State)
- Year 9 Reading: 82.7% (Aurora); 21.2% (State)
- Year 9 Writing: 47.1% (Aurora); 12.6% (State)
- Year 9 Spelling: 78.8% (Aurora); 24.4% (State)
- Year 9 Grammar and Punctuation: 80.4% (Aurora); 23.3% (State)

In 2018, the growth of five students who identified as Aboriginal and Torres Strait Islander was tracked through NAPLAN. The average growth for the Year 7 students in the literacy components was +33.58 points and average growth in the numeracy components was +19.15 points. The average growth for the Year 9 students in the literacy components was -9.25 points and the average growth in the numeracy components was +5.95 points.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In Stage 6, Aurora College is a **non-selective** school. In 2018, a small cohort of 14 students studied one course with Aurora College and one student studied two courses with Aurora College.

The best results for the college's **non-selective** Year 12 cohort, included:

- one Band 5 in Software Design and Development

- one Band E2 (notional Band 5) in Mathematics Extension 2
- one Band 5 Economics

None of the 15 students who completed Year 10 with Aurora College in 2016 were able to study courses with Aurora College in Year 12 in 2018.

Of these 15 students, 7 gained a place on the 2018 HSC Honour Roll for their achievements in a range of subjects.

Parent/caregiver, student, teacher satisfaction

Each year, input and feedback from all key stakeholders is sought and received by the Aurora College State Reference Group (The Aurora SRG).

Feedback from students indicated a high level of satisfaction, with:

- 74% of respondents saying they feel the content of lessons is engaging and challenging
- 66% saying their teachers prepare innovative and creative lessons.

Popular responses to the question *What three things do you like about Aurora College?* were:

- "The teachers"
- "I feel a connection with my Aurora peers"
- "I enjoy learning in an environment with like-minded students"
- "I enjoy the challenging and engaging lessons"

In response to the question *What three things do you not like about Aurora College?* 62% of respondents said there was nothing they did not like.

Input from parents reflect the positive views of their children. Of the 108 respondents:

- 100% said their child feels a sense of belonging at Aurora College
- 98% said their child's learning needs are catered for at Aurora College
- 100% said they felt well-informed about their child's learning progress
- 88% said their child enjoys attending Aurora College 'a tremendous amount' or 'quite a bit'
- 83% said they would recommend Aurora College to other families.

One parent said "Thank you for your support." This comment reflected the view of many of the respondents.

Among the 'likes' of teachers working with Aurora College, were the:

- Opportunities to use innovative and emerging technologies
- Opportunities to learn and apply new skills
- Collaborative practices of staff
- Access to high quality support and professional learning.

One Aurora College Coordinator said *“Our (shared) student was a non-attender, now he attends everyday and is really enjoying his 2 stage 6 Aurora classes.”*

The Centre for Educational Statistics and Evaluations (CESES) conducted separate surveys and student focus groups as part of the overall evaluation of the Rural and Remote Education Blueprint. Data collected by CESE through this process will be published in 2019.

Separate surveys of students and staff relating to the Masterclass, Mentor and Residential School programs indicate a high level of satisfaction and engagement. Data collected from all sources will continue to inform the ongoing development and delivery of key programs.

Policy requirements

Aboriginal education

Aurora College is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2018, Aurora College continued the practice of developing Student Learning Profiles (SLPs) for all students. Created in consultation with the student, their parents/carers and the home school, SLPs aim to provide an overview of students' background, interests, and learning needs.

SLPs are supporting personalised learning and high quality educational outcomes at Aurora College by:

- identifying clear destinations for all students in terms of goals for learning
- pinpointing the potential obstacles that might impede them attaining their goals
- listing the necessary adjustments for students with special needs
- referring to any additional individual health care, learning or other plans such as Personalised Learning Pathways (PLPs) for Aboriginal and Torres Strait Islander students.

Multicultural Education and Anti-racism

Aurora College is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Throughout 2018, the school continued the development of teaching and learning programs focused on developing the knowledge, skills and values for participation as active citizens in the 21st century. Our teachers ensured that *Learning across the curriculum* areas, including *Difference and diversity* and *Intercultural understanding* are embedded in units of learning.

Throughout the year, Aurora promoted positive community relations through effective communication with parents and community members. Central to this strategy, the college added a second Community Liaison Officer (CLO) position to the staff. Throughout 2018, our CLOs visited communities across the state to speak with staff, students and parents about the unique opportunities that Aurora College offers.

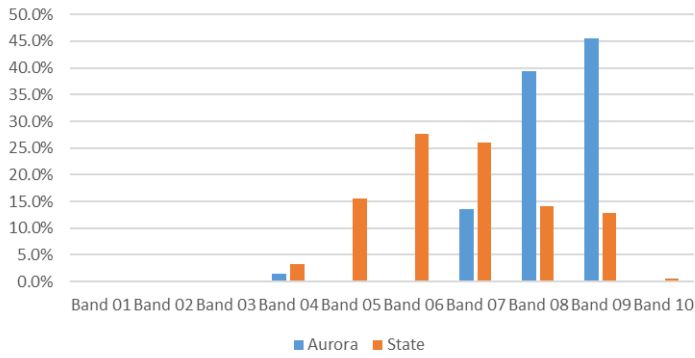
The college's regular e-newsletter, *The Auracle*, continued to celebrate the many diverse rural and remote communities we serve, through the regular features, *Connect locally*, *learn globally* and *Spotlight on*.

In 2018, signature community outreach programs, including Teacher Professional Learning Special Events, e-safety primary school presentations and HSC Study Days firmly entrenched Aurora College as a leading partner in rural and remote public education.

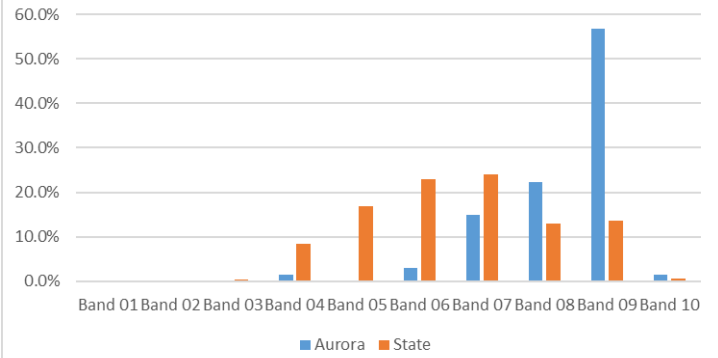
The staff at Aurora College is committed to the eradication of racism in our society by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours. In 2018, the college continued the development of programs and policies to maintain a cohesive environment, in which all members of the school community can participate in the learning programs and life of a school free of racism.

Appendix 1

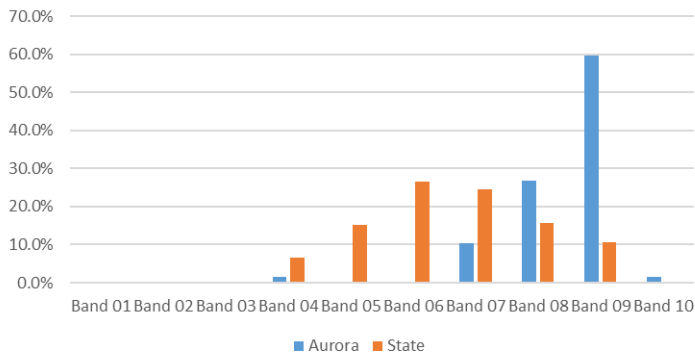
Year 7: Numeracy



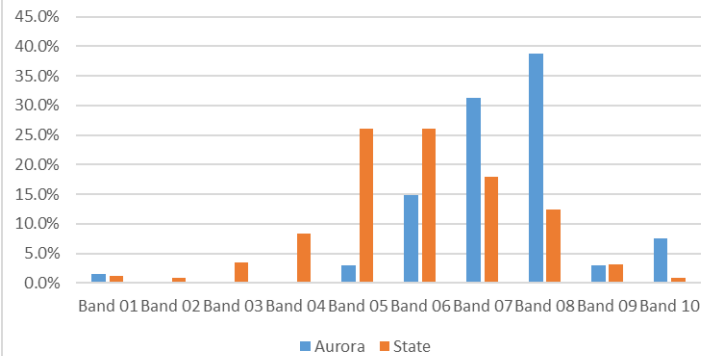
Year 7: Grammar and punctuation



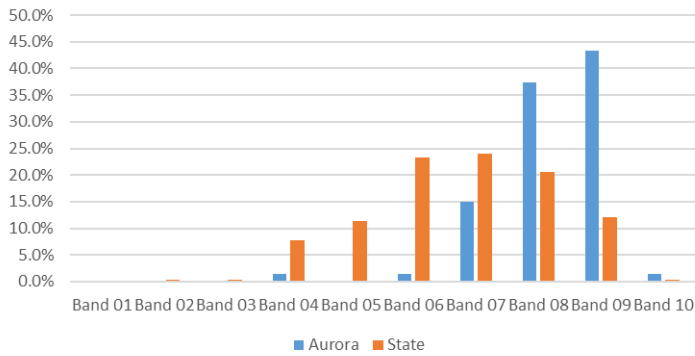
Year 7: Reading



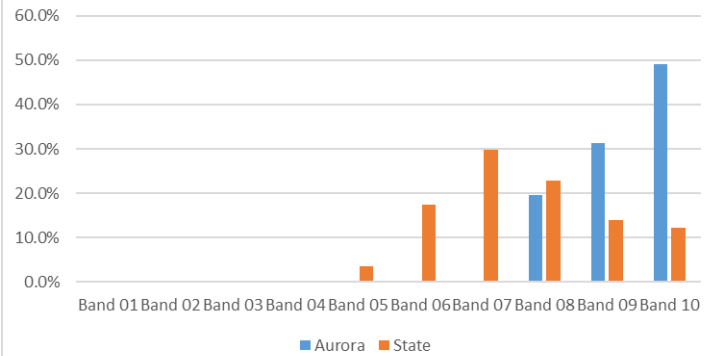
Year 7: Writing



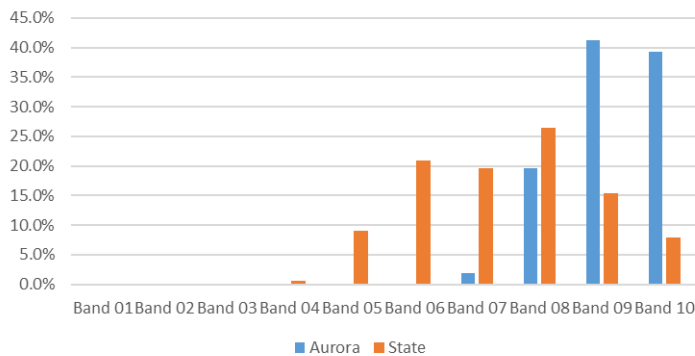
Year 7: Spelling



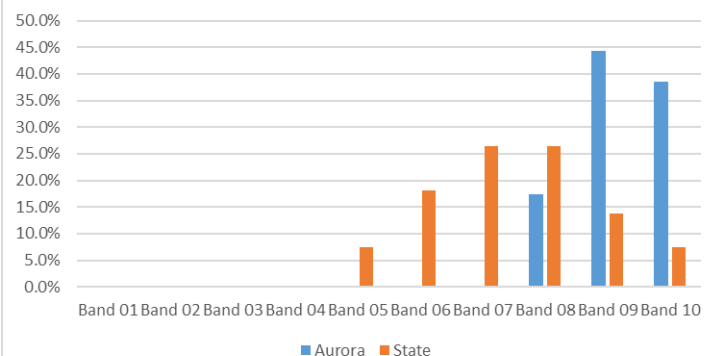
Year 9: Numeracy



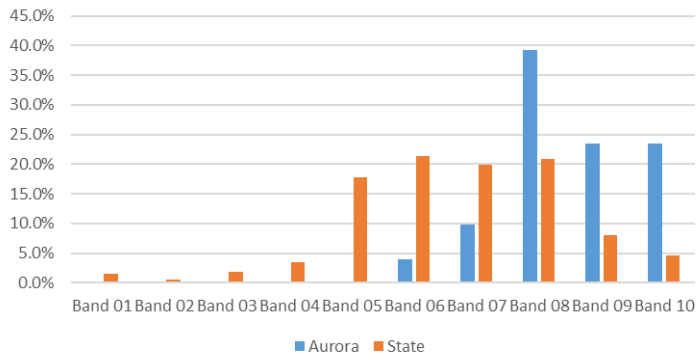
Year 9: Grammar and punctuation



Year 9: Reading



Year 9: Writing



Year 9: Spelling

