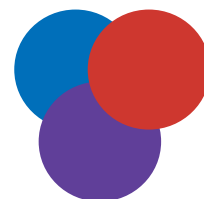NSW GOVERNMENT | Education

Aurora College
Annual Report

2019

AURORA
COLLEGE

8912

Introduction

The Annual Report for 2019 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.

School contact details:
Aurora College
635 Mowbray Road
LANE COVE NORTH NSW 2066
Web: www.aurora.nsw.edu.au
Email: auroracoll-h.school@det.nsw.edu.au
Telephone: 1300 287 629

Message from the Principal

Writing the forward to the Annual Report obviously gives me pause to reflect on another busy year in the life of our remarkable school. Some of the many highlights of 2019 are recorded in words and pictures throughout this publication. These pages are testament to the high level of student engagement that is a hallmark of Aurora College.

What do I mean by 'student engagement' and why is it important? Engagement at school includes students' sense of belonging, the extent to which they value schooling outcomes, and their investment in their learning. Few would argue that engagement and learning are not very closely connected. For all educators, therefore, student engagement is as important as academic achievement, as a key measure of student success.

Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. The Department's Centre for Education Statistics and Evaluation (CESE) engages The Learning Bar to administer the surveys to NSW government schools.

Between 31 March 2019 and 11 April 2019, 156 Aurora students completed the *Tell Them From Me* survey, which included ten measures of student engagement along with five 'drivers' of student outcomes. Validating the results of surveys conducted over the past five years by the Aurora State Reference Group, the *Tell Them From Me* data (summarised later in this report) measured the social, institutional and intellectual engagement of Aurora students at levels well above the NSW government norm.

In this, our fifth year of operation, we also welcomed Stage 3 students to Aurora College as the first cohort in the Aurora Opportunity Class Pilot (AOCP). The results of an evaluation of phase 1 of the pilot by CESE in Term 4 verified the need for a virtual opportunity class in rural and remote areas of NSW where there is currently no 'terrestrial' provision. Late in November, in an exciting development for families across rural and remote NSW, the Senior Executive of the NSW Department of Education approved the conversion of the pilot program to an ongoing provision, commencing in 2021.

Reflecting on our achievements thus far, and looking forward to all we have planned for 2020 and beyond, we should all be filled with great optimism for the future of our school.

Chris Robertson | Principal

School background

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 achievement

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.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement measures

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 English, mathematics and science courses in Stage 6.

Progress towards achieving improvement measures

Process 1: Aspirational learners

Implement a curriculum that meets the aspirations of the community, promotes high expectations and enhances students' awareness of post school opportunities, through development of the: Mentor program; Short course program; and Stage 3 opportunity class program.

Progress	Funds expended (Resources)
In 2019, Aurora College commenced Phase 1 of a pilot virtual Opportunity Class (OC) in areas of the state where a 'terrestrial' provision does not currently exist. The program has a focus on STEM, teaching the Mathematics and Science and Technology syllabuses and using an inquiry based learning approach. The 2019 OC cohort comprised 46 students from 21 rural and remote government primary schools. An evaluation of the pilot program by the Centre for Education Statistics and Evaluation (CESE) was completed late in 2019. Supported by this, and other evidence of the success of the pilot program, the AOCP working group prepared and submitted to the Executive of the NSW Department of Education, a comprehensive business case detailing an operational model for an ongoing virtual opportunity class. In November 2019, the Department approved the conversion of the pilot program to an ongoing provision, commencing in 2021. After the success of the 2018 mentoring program the platform has continued to provide quality interactions between professionals and students. In 2019, six students participated in the program, paired with mentors that would assist in providing understanding and coaching for their future aspirations. The students were carefully selected with the intention of continuing into the following year, 2020, leading to meaningful and sustained, quality mentoring. Between 2019 and 2020 the program has continued to garner interest with the steady attainment of quality mentors who are highly invested in providing valuable assistance to high performing students. The success of the program can also be measured by the 100% retainment of participants, both mentors and mentees, proving that careful and selective pairing leads to a sustained practice. In partnership with University of Sydney, Aurora delivered a short course on social entrepreneurship. The course was designed to help generate, build and/or refine students' business ideas and had a 'social responsibility' focus.	$541,282.80

It was designed to provide students with a framework to identify, develop and deliver a viable business model. Each student had the opportunity to work at their own pace and be extended, but also had access to the guidance and support of the course facilitator and entrepreneur, Michael Katz. With assistance, a group of nine students completed a Project Scope and their own Business Plan and 'pitch' presentation.	

Process 2: Holistic learners

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling, by enhancing the: New student transition program; Student wellbeing program; Tutorial support program; and Parent outreach program.

Progress	Funds expended (Resources)
In 2019, 32 students from Years 7-10 accessed one-on-one tutorial support. These sessions were provided for English, mathematics and science with 22% of participants accessing the support for more than one subject. The sessions ranged from 2 weeks for support on a particular topic, to 37 weeks for continued support. Students accessed this initiative for additional support for homework, to address perfectionism tendencies and to revise topics covered in class. Throughout 2019, Aurora continued to provide opportunities for parents to better understand and 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); and Dealing with anxiety (Blackdog Institute). The 2019 Orientation and Transition program benefitted from a number of enhancements and refinements, with students undertaking workshops throughout Term 1 on: the effective use of a range of software applications; adjusting and belonging; safe laptop use and cyber safety; time management; and study skills. Analysis of pre-program and post-program surveys of new students showed increased levels of confidence in working and learning in the virtual environment. The Wellbeing Action Team investigated and implemented the Be You program. Staff completed professional learning modules around developing resilience in our students. Members of the team also attended both the Wellbeing In Schools Australasia (WISA) Wellbeing Conference and the Redbank School Conference, gaining valuable knowledge on how to incorporate Social and Emotional Learning into classroom practice. Our students and parents attended master classes hosted by the Black Dog Institute on Mental Fitness and Navigating Your Teens Mental Health. These classes highlighted the importance of mental health and gave both groups insightful information.	$128,167.00

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.

Improvement measures

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 and learning, and provide meaningful feedback on student achievement.

Progress towards achieving improvement measures

Process 1: Curriculum differentiation

Draw on research to develop and implement effective planning, programming and instruction practices that provide appropriate learning opportunities for every student.

Progress	Funds expended (Resources)
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. Visible Learning workshops at the first leadership conference focussed staff attention on influences on student achievement. Staff also considered carefully constructed learning intentions and success criteria as a critical underpinning of effective curriculum differentiation. Later in the year, colleagues across the state joined Aurora staff for a professional learning special event on Visible Learning, presented by Professor John Hattie. Follow-up collaborative planning was facilitated for faculties to further develop teaching and learning programs that demonstrate curriculum differentiation to cater for individual student learning needs. In the week beginning 25 November 2019, Aurora welcomed 14 new members of staff in preparation for the start of the 2020 school year. An intensive induction program included the completion of the University of NSW's mini–Certificate in Gifted Education. This course is completed by all members of the teaching staff and provides the professional basis for conversations around differentiating the curriculum to meet the needs of high potential and gifted students.	$150,772.00

Process 2: Quality assessment and feedback

Draw on research to develop and implement consistent, high quality feedback and assessment practices across the school.

Progress	Funds expended (Resources)
Regular state-wide professional learning meetings in the virtual learning environment targeted: • The rigourous classroom (Barbara Blackburn, Education consultant) • Rigourous assessments (Barbara Blackburn, Education consultant) • Rigour and differentiated instruction (Barbara Blackburn, Education consultant) • Effective Assessment Practices in Stage 6 (Lisa O'Neill, NSW Education Standards Authority) Follow-up collaborative planning was facilitated for faculties to develop assessment practices that better inform teaching, help students achieve their best and provide meaningful reports on their achievement. Aurora College values opportunities to share expertise and experience with all schools. Aurora staff were joined by 881 colleagues in six state-wide professional learning sessions in 2019. These sessions contributed 9 hours of registered professional learning for maintenance of accreditation with NESA.	$5,400.00
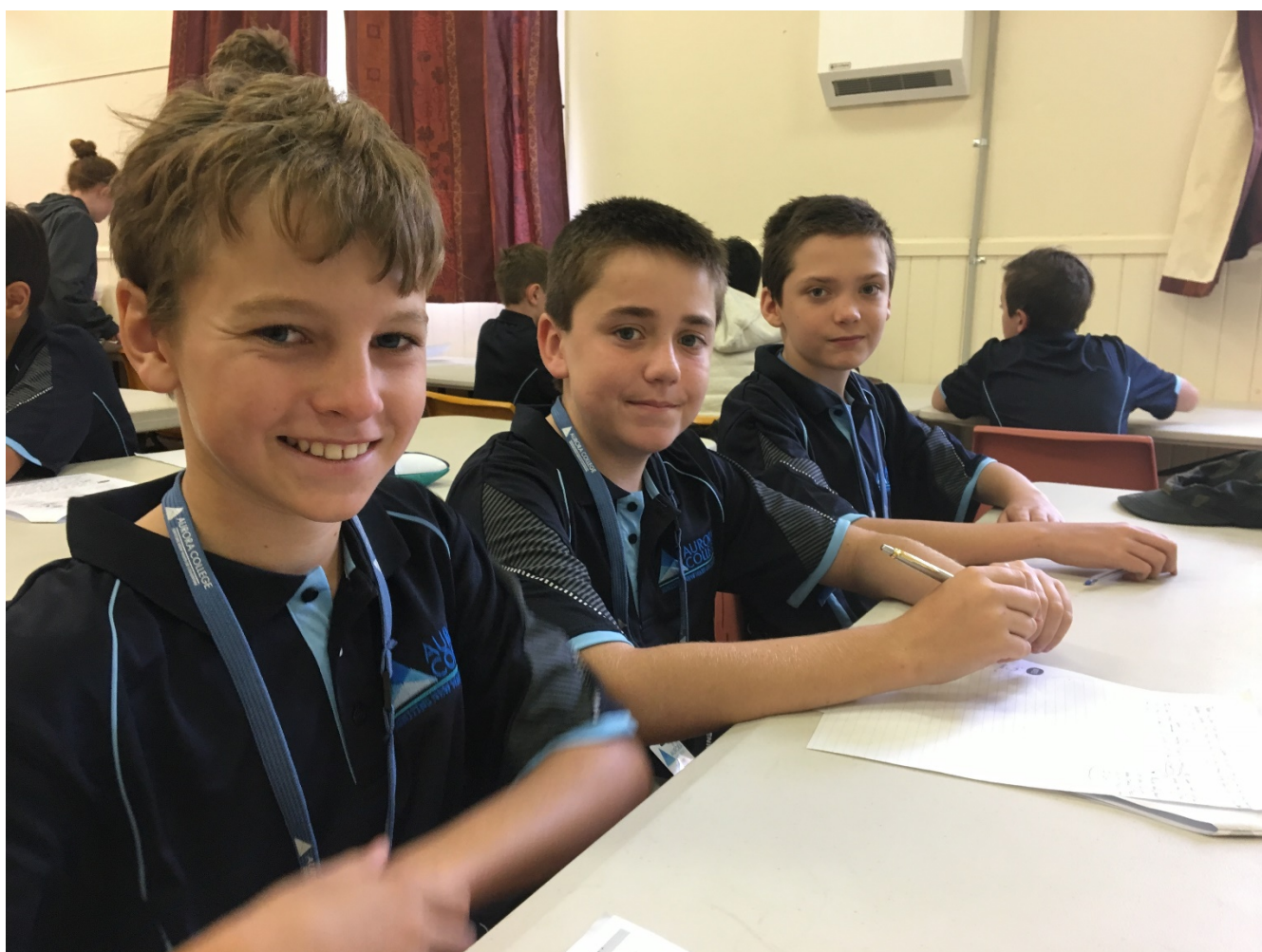
Strategic Direction 3

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.

Improvement measures

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.

Progress towards achieving improvement measures

Process 1: Research informed pedagogy

Draw on current research to develop and implement an integrated whole school approach to the teaching and learning of literacy and numeracy skills.

Progress	Funds expended (Resources)
In 2019, literacy and numeracy coaches were trained in the use of Education Perfect, a learning and teaching application which assists in the ongoing collection of data to measure student growth. The Literacy and Numeracy Team analysed the NAPLAN data and identified students who did not display required growth. Fifteen students were identified as needing targeted support, which was provided in one-on-one tutorials throughout the year by the literacy and numeracy coaches. The coaches ensured content delivered within these tutorials was based on specific areas of need, as identified in the NAPLAN data, as well as subsequent diagnostic tests undertaken through the Education Perfect and Mathspace platforms. The team also developed Individualised Literacy and Numeracy Plans (ILNPs) for students needing targeted support. The plans were used by staff to ensure best practice, as well as ensuring that the current curriculum supported these strategies at a whole school level. With guidance from the Literacy and Numeracy Team, faculties utilised school development days throughout the year to embed specific teaching strategies and activities into Year 8 learning and teaching programs to support identified student weaknesses.	$120,916.00

Key initiative	Resources (annual)	Impact achieved this year
Low level adjustment for disability	$42,686.00 (Staffing) $11,011.00 (Flexible)	Low level adjustment for disability funding was used to employ additional Learning and Support Teachers (Total 1.2 FTE). Funds were also used to provide targeted professional learning for key members of staff. This enabled the school to provide enhanced levels of support for students in need, in both the virtual classrooms and at the two annual residential schools. Flexible funding also enabled on–site visits by Learning and Support staff at the home schools of select students.

Student information

Student enrolment profile

Aurora's 2019 cohort comprised 160 males and 166 females in Years 6 to 12.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school. Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Aurora College undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Aurora College expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Post-school destinations

Proportion of Year 12 students moving into post-school education, training or employment	Year 12
University entry	29%
Deferred university entry	20%
Employment	7%
Unknown	44%

Workforce information

Workforce composition

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

*Full Time Equivalent

In 2019, Aurora College provided funds to 30 schools across the state to release classroom teachers (11.3 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 2019:

- 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)

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace.

As of 2019, 3.9% of the Department's workforce identify as Aboriginal people. In 2019, one Aurora staff member identified as either Aboriginal or Torres Strait Islander.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree.

Qualifications	% of Aurora teaching staff
Undergraduate degree or diploma	100%
Postgraduate degree	45%

All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual ($)
Opening Balance	700,380
Revenue	7,517,223
Appropriation	7,329,976
Sale of Goods and Services	2,193
Grants and contributions	174,171
Investment income	10,883
Expenses	-6,110,823
Employee related	-4,834,909
Operating expenses	-1,275,915
Surplus/deficit for the year	1,406,400

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary – Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Actual SBA ($)
Targeted Total	0
Equity Total	53,697
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Languages	0
Equity - Disability	53,697
Base Total	6,209,876
Base - Per Capita	**0**
Base - Location	0
Base - Other	6,209,876
Other Total	18,148
Grand Total	6,281,721

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results, such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format, should be treated with care.

Literacy and Numeracy Graphs

Literacy and numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

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 and the results of all other selective schools. **See Appendix 1 for related graphs.**

Year 7 NAPLAN
- Numeracy: 66.18% (Aurora); 16.10% (State); 84.60% (Selective)
- Reading: 63.24% (Aurora); 10.30% (State); 58.80% (Selective)
- Writing: 20.29% (Aurora); 3.70% (State); 21.10% (Selective)
- Spelling: 51.47% (Aurora); 13.30% (State); 66.40% (Selective)
- Grammar and Punctuation: 55.88% (Aurora); 14.00% (State); 63.80% (Selective)

Year 9 NAPLAN
- Numeracy: 84.48% (Aurora); 24.50% (State); 89.30% (Selective)
- Reading: 84.75% (Aurora); 22.10% (State); 79.50% (Selective)
- Writing: 43.33% (Aurora); 11.20% (State); 42.90% (Selective)
- Spelling: 72.22% (Aurora); 23.10% (State); 78.80% (Selective)
- Grammar and Punctuation: 70.69% (Aurora); 19.40% (State); 74.50% (Selective)

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

In Stage 6, Aurora College is a **non-selective** school. In 2019, 11 HSC courses were offered at Aurora College with 36 students enrolled, and a total of 45 course completions.

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

- one Band 6 in Software Design and Development

- two notional Band 6 and one notional Band 5 in Mathematics Extension 2
- one Band 5 in Agriculture
- three Band 5 in Chemistry
- two Band 5 in Mathematics
- one Band 5 in Physics

In 2019, students who were part of the Aurora selective stream in 2017, but were not able to study Stage 6 courses with Aurora, achieved a further ten Band 6 results.

Parent/caregiver, student, teacher satisfaction

Between 31 March 2019 and 11 April 2019, 156 Aurora students completed the *Tell Them From Me* survey, which included ten measures of student engagement along with five 'drivers' of student outcomes.

Validating the results of surveys conducted over the past five years by the Aurora State Reference Group, the *Tell Them From Me* data measured the social, institutional and intellectual engagement of Aurora students at levels well above the NSW government norm.

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Aurora College that were socially engaged compared with NSW government norms for students at the year levels assessed in this school.

Figure 1: Percentage of students socially engaged
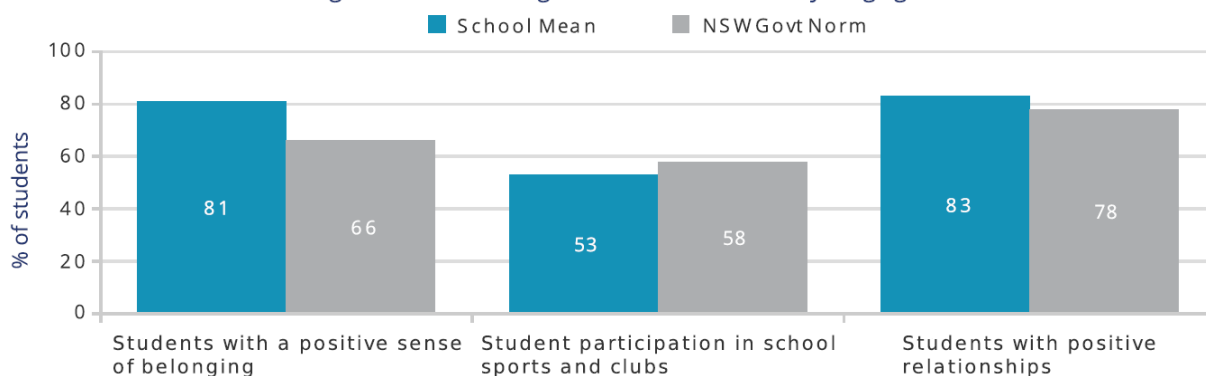
Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Aurora College are shown in Figure 2.

Figure 2: Percentage of students institutionally engaged
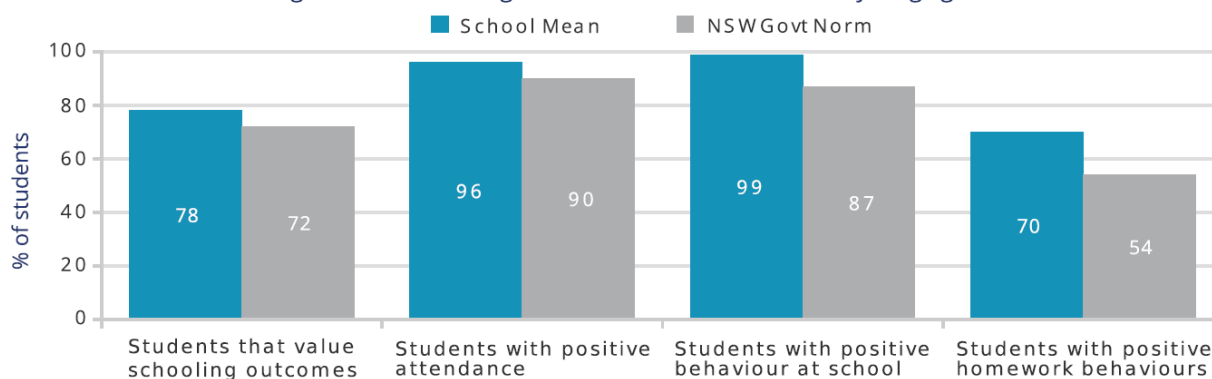
Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [4]. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes [5]. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Aurora College on the three measures of intellectual engagement.

Figure 3: Percentage of students intellectually engaged
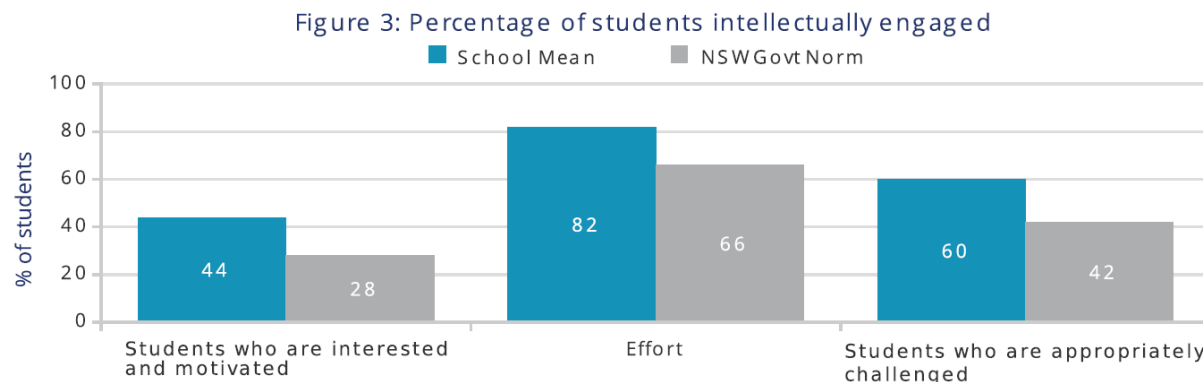
Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Aurora College to NSW government norms for each factor on a ten-point scale.

Figure 5: School-level factors associated with student engagement
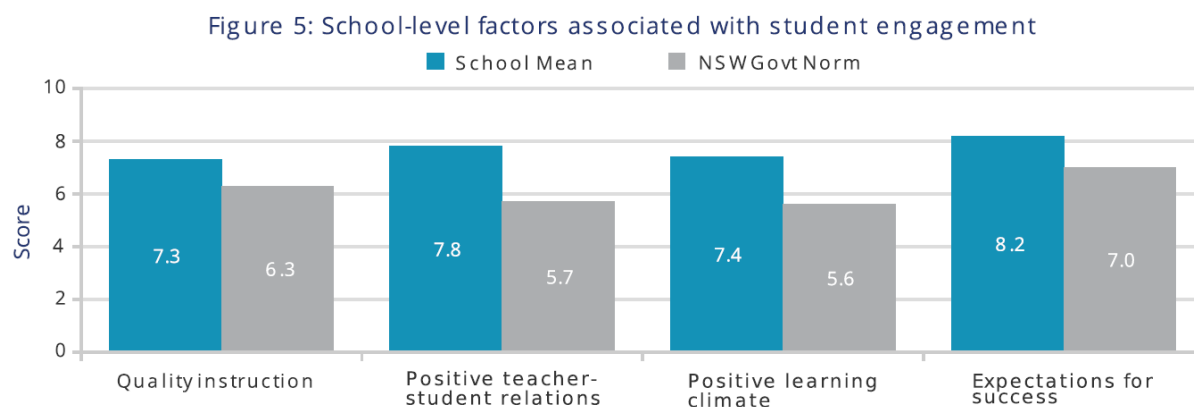
Each year, input and feedback from key stakeholders is sought and received by the Aurora College State Reference Group. In 2019, surveys were conducted for parents and staff.

Input from parents reflected the positive views of their children. Of the 57 respondents to the parent survey:
- 91.37% strongly agreed or agreed with the statement: "My child is encouraged, challenged and stimulated by learning with Aurora"
- 92.5% strongly agreed or agreed with the statement: "My child feels a sense of belonging at Aurora"
- 93.10% strongly agreed or agreed with the statement: "My child enjoys learning at Aurora College"

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 teacher said: *"The ethos and the culture of the school is extremely positive, welcoming and respectful of both the needs of staff and of students. Executive and staff are passionate and proactive and a pleasure to*

work with. The organisation of the faculty and school supports staff in adjusting their practice to a new way of thinking about teaching and learning in this format."

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings. Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 2019, 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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

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 2019, 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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 2019, 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 employed two Community Liaison Officers (CLOs). Throughout 2019, 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.*
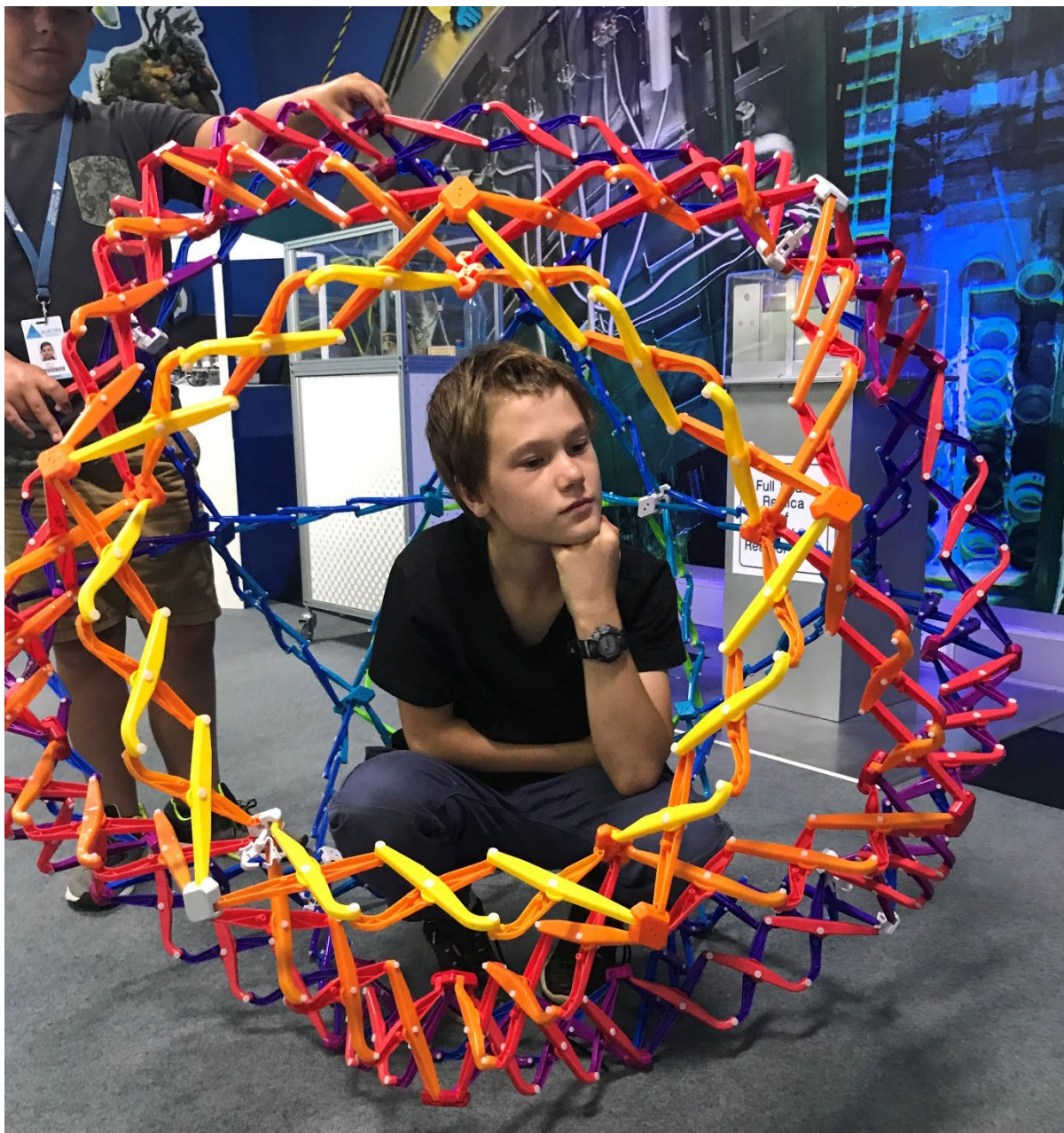
Appendix 1

Year 7 Numeracy (% in Band)
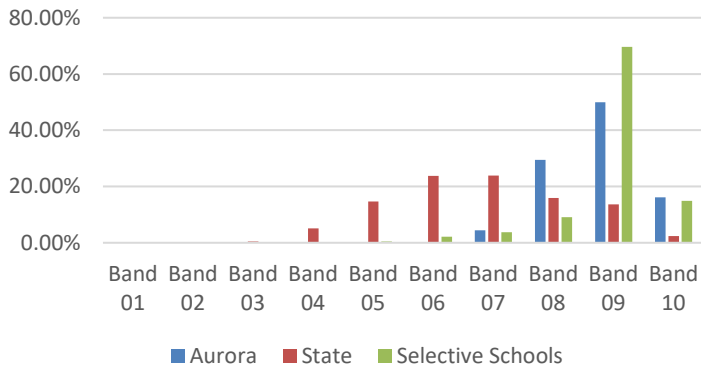
Year 7 Grammar and Punctuation (% in Band)
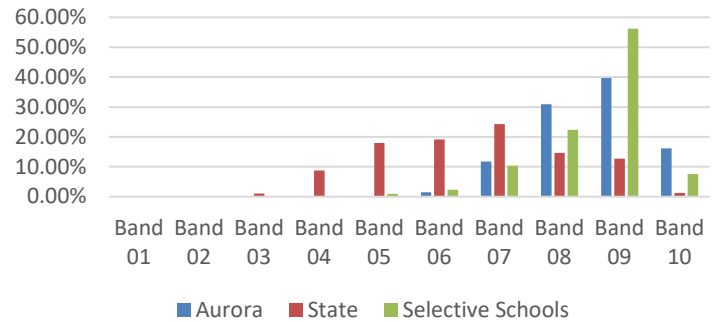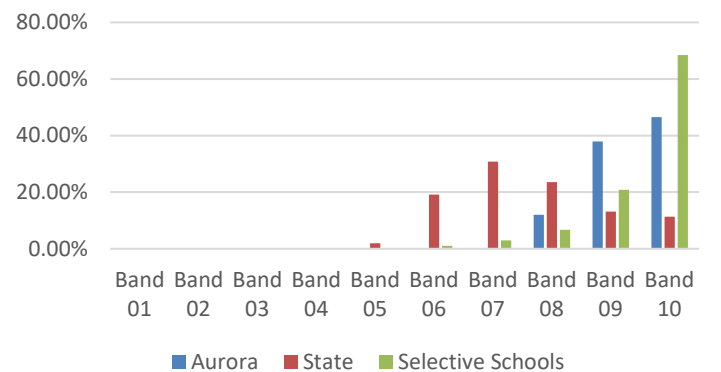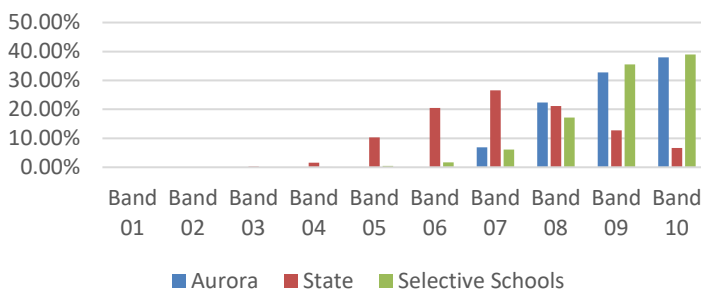
Year 7 Reading (% in Band)
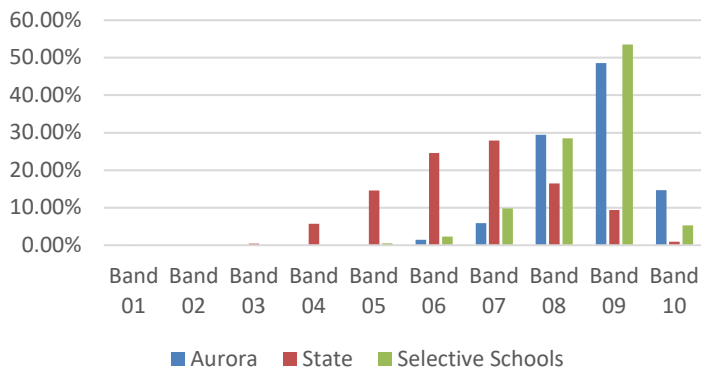
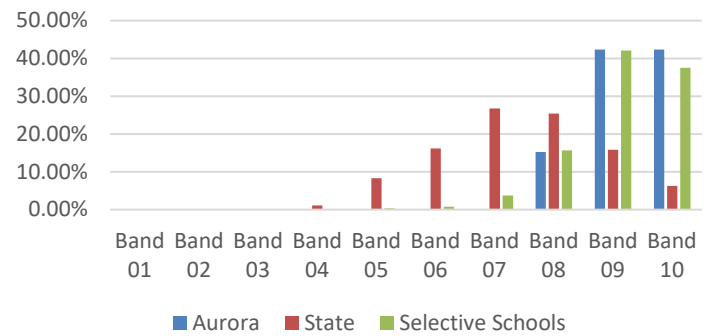Year 7 Writing (% in Band)
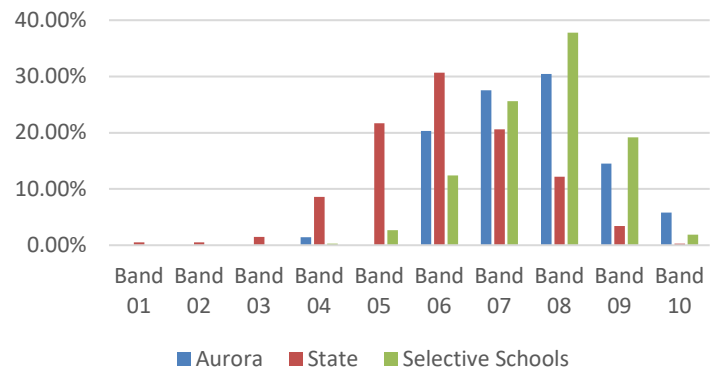
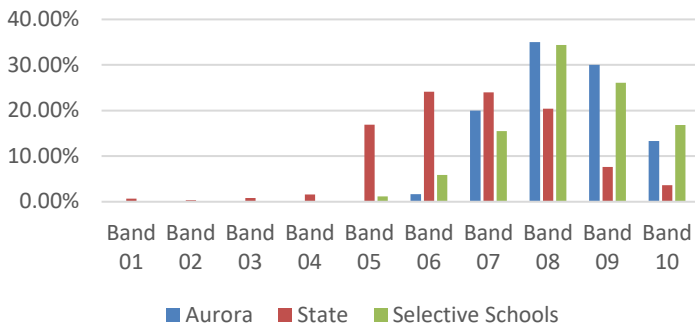Year 7 Spelling (% in Band)
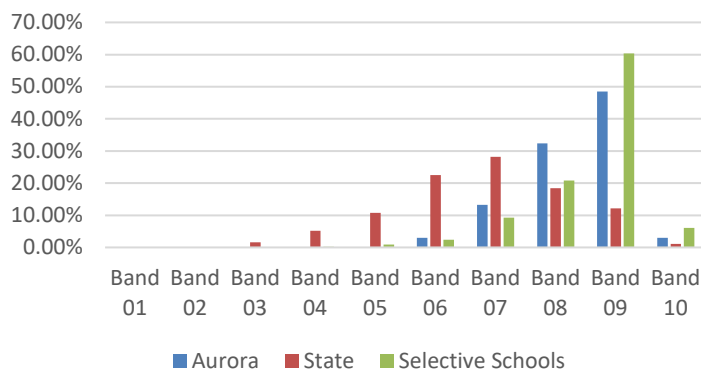
Year 9 Numeracy (% in Band)

Year 9 Grammar and Punctuation (% in Band)

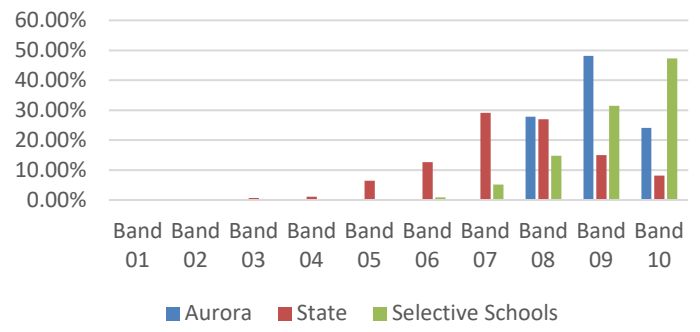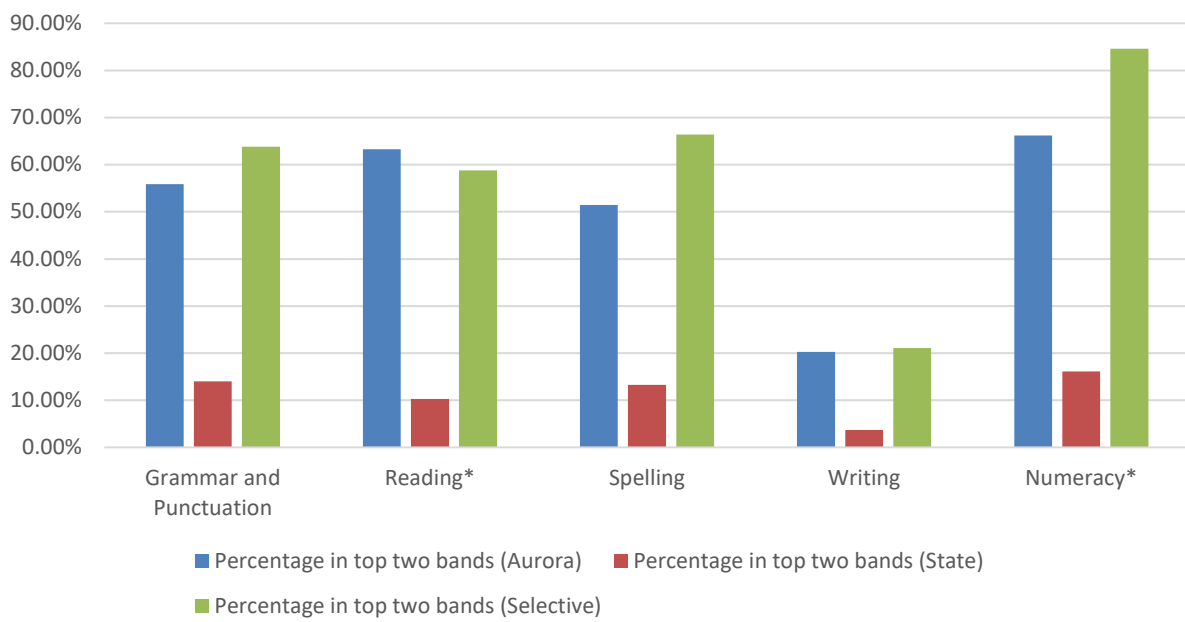Year 9 Reading (% in Band)

Year 9 Writing (% in Band)

Year 9 Spelling (% in Band)

Year 7 NAPLAN (% in top two Bands)

Year 9 NAPLAN (% in top two Bands)