



2021 Annual Report

Aurora College



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Introduction

The Annual Report for 2021 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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Principal's message

In our seventh year of operation, the COVID-19 pandemic continued to disrupt our lives in unprecedented ways. At our Annual Presentation Assembly in November, I acknowledged the very real disappointment we all felt at not having the opportunity to come together in Term 4 and to enjoy all that a full Residential School offers students and staff. Arguably, this disappointment was felt most acutely by our Year 10 students, for whom the final 'res' of the year marks an important rite of passage.

Of course, it is natural to feel disappointment when our hopes or expectations are not met. Indeed, learning to accept disappointing circumstances that are beyond your control, is one of life's great lessons. Our circumstances also give us pause; however, to reflect on how we, as a society and as a school, have shown resilience, resourcefulness and flexibility in meeting the challenges of the pandemic. The fact that Australian students, and Aurora students in particular, have been able to continue their education despite school closures, underscores how fortunate we are to live in a first world nation.

At the start of the pandemic in mid-April 2020, UNESCO reported 192 countries had closed all schools and universities, affecting the education of more than 90 percent of the world's learners - approximately 1.6 billion children and young people. For students in poor countries, COVID-19 will likely worsen education inequalities, whilst ongoing school closures could signal the end of many school careers altogether. During the Ebola outbreak, drop-outs from school in the three countries most affected by the crisis, increased dramatically. Analysis by Malala Fund, an international not-for-profit organisation that advocates for girls' education, estimates that if similar patterns are repeated, the COVID-19 pandemic will result in 20 million girls in poor nations never returning to school. As a wise person once said, "Perspective is everything when you are experiencing the challenges of life."

In 2022, Aurora College will share close to 630 students in approximately 180 schools across NSW. For the NSW Department of Education, Aurora's success in providing a broad range of curriculum opportunities for high potential and gifted rural and remote students, is justifiably, a point of great pride. It is with great excitement that I can announce that in the second half of 2022, Aurora will commence a pilot program to give additional high potential and gifted Aboriginal students the advantages that each of you currently enjoy as Aurora students.

As in previous Annual School Reports, here we celebrate some of your many achievements for the year, not least among them, surviving another year of lockdowns. To our students and staff, and to our Aurora families and friends, I commend your adaptability, your resilience and your sense of community. I thank you all for the part each of you has played in the ongoing success of our school.

Chris Robertson | Principal

School vision

Aurora College aims to provide great teaching and inspired learning in a whole 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 its 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 enables these students to remain in their local school and community while providing the opportunity to study with peers and specialist teachers from across the state. Our school offers:

- Year 5 and 6 students Opportunity Class lessons in Mathematics, Science and Technology
- Year 7 to 10 students Selective School classes in English, Mathematics and Science
- Year 11 and 12 students the opportunity to study one or more Preliminary and/or Higher School Certificate subjects that may not be available in their local school.

Students at Aurora College connect with their teachers and classmates in timetabled lessons through a cutting-edge virtual learning environment, which includes 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>.

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

To ensure that all students grow in their learning through explicit and targeted initiatives, so they may access the widest possible curriculum and participate fully in society.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systematic data analysis for school improvement
- Highly effective teaching practices

Resources allocated to this strategic direction

- Low level adjustment for disability: \$56,066.53
- Global funds: \$325,134.47

Summary of progress

Systematic data analysis for school improvement

The Literacy and Numeracy team analysed qualitative and quantitative data from NAPLAN and PAT testing to create personalised literacy and numeracy plans to deliver targeted, intensive and individualised tutorial support to identified students, as well as embed school wide strategies to support greater student achievement. In moving towards achieving system-negotiated targets, in 2022 we will continue to embed strategies that will address identified areas for improvement in Reading and Numeracy for the Years 7 to 9 cohort, as well as for individual students.

A review of subjects on offer in Stage 6 was undertaken to better meet the needs of our community, and to address a growing demand for placements from our partner schools. As a consequence, additional courses were offered in 2021, particularly in the areas of science and HSIE, expanding our Stage 6 curriculum offerings by 30%.

Highly effective teaching practices

Whole school professional learning was delivered in order to develop a shared understanding of the concept of learning intentions and success criteria, and how to embed these into daily classroom practice and into faculty programs across the school.

As a result of this learning, all staff identify learning intentions that are visible throughout the lesson, and also in planning and delivery. Feedback from staff indicated that 90% had gained a better understanding of the impact of developing learning intentions and success criteria with students. Evidence from programs and student work, demonstrate that all staff have embraced this initiative across the school. To move towards our progress measures in 2022, staff will focus on collaborative and reporting practices which will enhance student voice in this part of the learning and teaching cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in the percentage of students achieving results in the top two bands in Year 9 NAPLAN, approaching the school's lower bound targets of 87% for numeracy and 88% for reading.</p>	<ul style="list-style-type: none"> • In 2021, 81% of students achieved a result in the top two bands in Year 9 NAPLAN for reading, indicating progress yet to be seen toward the system-negotiated target. • In 2021, 81% of students achieved a result in the top two bands in Year 9 NAPLAN for numeracy, indicating progress toward the lower-bound target.
<p>Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN, approaching the school's lower bound targets of 62% for numeracy and 68% for reading.</p>	<ul style="list-style-type: none"> • In 2021, the percentage of students achieving expected growth in Year 9 NAPLAN for reading increased to 71%, indicating achievement of the lower bound target. • In 2021, the percentage of students achieving expected growth in the 2021 Year 9 NAPLAN for numeracy decreased to 38%, indicating progress yet to be seen toward the system-negotiated target.
<p>Improvement in the percentage of HSC results in the top three bands, approaching the school's lower bound target of 60%.</p>	<ul style="list-style-type: none"> • In 2021, the percentage of HSC results in the top three bands increased to 71%, demonstrating achievement of the upper bound target.
<p>Improvement in the percentage of Aboriginal students achieving results in the top two bands in Year 9 NAPLAN, approaching the school's lower bound targets of 60% for numeracy and 80% for reading.</p>	<ul style="list-style-type: none"> • In 2021, 100% of Aboriginal students achieved a result in the top two bands in Year 9 NAPLAN for reading, indicating achievement of the upper bound target. • In 2021, 100% of Aboriginal students achieved a result in the top three bands in Year 9 NAPLAN for numeracy, indicating progress yet to be seen toward the system-negotiated target.



Strategic Direction 2: Student wellbeing

Purpose

To develop a learning environment which informs, guides and nurtures high levels of social, institutional and intellectual engagement for students while strengthening post school pathways that clearly link learning to future employment and study options.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to effective evidence-based teaching and learning
- Excellence in professional standards

Resources allocated to this strategic direction

- School support allocation (principal support): \$13,604.80
- Global funds: \$168,359.20

Summary of progress

Whole student wellbeing

A focus on whole-student wellbeing was seen as essential in ensuring higher levels of attendance, engagement, academic achievement and overall mental health for students. A full time Head Teacher Wellbeing was appointed to lead the wellbeing team, which looked at supporting students in many areas, including the induction program, monitoring attendance and through other wellbeing initiatives. Survey data showed that students felt supported in the online environment, as well as being engaged with their peers and teachers, while taking a lead with their own learning. To move towards our progress measures in 2022, the Wellbeing Team will continue to: implement programs such as Stymie; engage in various wellbeing days and initiatives; ensure a greater proportion of staff are trained in Mental Health First Aid; introduce a digital school diary; and continue to monitor and follow-up on attendance concerns, including liaising with partner schools and the HSLO/ASLO to implement attendance plans, where necessary.

The Aboriginal Education Coordinator worked closely with students, parents and partner schools to meet the cultural and learning needs of our Aboriginal students. Personalised Learning Plans were developed to meet their individual goals and aspirations, while Aboriginal students led initiatives and cultural awareness days within the school to foster greater cultural understanding. To move towards attainment of our progress measures, Aboriginal students will continue to lead the school in culturally significant days, while staff will undertake further professional learning in the Aboriginal Education Policy, as well as developing a personalised Acknowledgment of Country.

Strengthened partnerships

Emphasis was placed on building stronger partnerships with students, their parents and partner schools, in order to enhance student support and to better inform communities about the unique opportunities offered by Aurora College in Stage 6.

In 2021, there an increase of 55% in Stage 6 enrolments from our partner schools. To move towards attainment of our progress measures, Aurora College staff will visit more schools in 2022, with the aim of fostering stronger relationships and building the Stage 6 cohort.

In 2021, a Careers Adviser (0.4 FTE) was appointed to support career pathway planning for students. Opportunities for students leadership development were also enhanced through a bolstered Student Representative Council, as well as the Rural Youth Ambassadors Program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in the proportion of students attending >90% of the time, approaching the school's lower bound target of 65%.</p>	<ul style="list-style-type: none"> In 2021, 56% of students attended >90% of the time, indicating progress toward the lower-bound target.
<ul style="list-style-type: none"> Increase in the percentage of students with a positive growth mindset, approaching the school's target of >53%. Increase in the percentage of students who feel accepted and valued by their peers and by others at their school, approaching the school's target of >76%. 	<ul style="list-style-type: none"> Analysis of the 2021 Tell Them From Me survey data indicated 76% of students set challenging goals for themselves in their schoolwork and aim to do their best, indicating achievement of the school's identified target. Analysis of the 2021 Tell Them From Me survey data indicated 72% of students felt accepted and valued by their peers and by others at their school, indicating progress yet to be seen toward the school's identified target.
<p>Increase in the percentage of students displaying academic buoyancy, approaching the school's target of >56%</p>	<ul style="list-style-type: none"> Analysis of the 2021 Tell Them From Me survey data indicated 51% of students can overcome setbacks and challenges that are typical of the ordinary course of school life, indicating progress yet to be seen toward the school's identified target.
<p>Increase in the percentage of Aboriginal students who feel good about their culture, approaching the school's target of >34%</p>	<ul style="list-style-type: none"> Analysis of the 2021 Tell Them From Me survey data indicated 75% of Aboriginal students felt good about their culture when they are at school; indicating achievement of the school's identified target.



Strategic Direction 3: High impact 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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four-year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to effective evidence-based teaching and learning
- Excellence in professional standards

Resources allocated to this strategic direction

- Professional learning: \$5,623.72
- Global funds: \$337,856.28

Summary of progress

Whole school approach to effective evidence-based teaching and learning

The position of High Performance and Gifted Education Coordinator (0.2 FTE) was established to ensure the effective implementation of the new Departmental policy, as well as the ongoing professional learning of staff. Lesson observations, as part of the Performance and Development cycle, required staff to look at and assess their use of HPGE strategies in their teaching practice.

Moving towards the attainment of progress measures in 2022, further resources will be dedicated to familiarising staff with relevant research, undertaking professional learning and implementing innovative teaching methods with a focus on HPGE, PBL and the Aboriginal Pedagogy Framework.

Excellence in professional standards

An Instructional Leader was appointed to lead and support the professional development of staff at all stages of their careers. This ensured evidence-based practices formed the foundation of the design and implementation of professional learning for staff.

Newly appointed teachers at the school were supported to gain proficiency in the teacher accreditation process, while a group aspiring to achieve Highly Accomplished and Lead Teacher accreditation was formed and supported.

In 2022, emphasis will be on further building teacher and leader capacity, reflection and evaluation practices, using school and system based data, curriculum specialisation and formative feedback.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Increase in the percentage of teaching programs and classroom observations that demonstrate embedded HPGE strategies, approaching the school identified target of 100%. 	<ul style="list-style-type: none"> An audit of 2021 teaching programs and classroom observations found 75% with embedded HPGE strategies, demonstrating progress toward the school's identified target.
<ul style="list-style-type: none"> Increase in the percentage of school assessments and reporting practices that include clear evidence of student voice and feedback, approaching the school identified target of 100%. 	<ul style="list-style-type: none"> An analysis of the school's practices in this area indicated 67% of school assessments in 2021 included clear evidence of student voice and feedback, demonstrating progress toward the school's identified target.
<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework indicates the school is excelling in the themes of: <ul style="list-style-type: none"> - Collaborative Practice and Feedback - Professional Learning - Expertise and Innovation. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework in 2021 indicated the school is currently: <ul style="list-style-type: none"> - Excelling in the theme of Collaborative Practice and Feedback. - Excelling in the theme of Professional Learning. - Excelling in the theme of Expertise and Innovation.



Funding sources

Low level adjustment for disability
\$56,066.53

Impact achieved this year

Low level adjustment for disability equity loading provides support for students at Aurora College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Activities partially or fully funded with this equity loading included:

- engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting
- systematic data analysis for school improvement
- employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs
- development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students
- employment of literacy and numeracy coaches

The allocation of this funding has targeted student achievement in Years 5, 7 and 9 in NAPLAN. The school also achieved a more consistent approach to student learning support and interventions, with an increased number of learning support referrals and subsequent collaborative development of learning support activities.



Student information

Student enrolment profile

Aurora commenced the 2021 school year with a cohort which comprised 522 students from Years 5 to 12.

Cohort	No. students
Year 5	87
Year 7	88
Year 8	77
Year 9	81
Year 10	63
Year 11	79
Year 12	47

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven-week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 12 %
Seeking employment	0%
Employment	31%
TAFE entry	2%
University entry	60%
Other	7%
Unknown	0%

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Aurora College undertook vocational education and training in 2021.

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 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)**	25.4
Learning and Support Teachers	1.2
Teacher Librarian	0.6
School Administration and Support Staff	5
School Counsellor	0.2

*Full Time Equivalent

In 2021, the Aurora College workforce comprised a mix of: permanent full-time staff; full-time and part-time temporary staff; and permanent staff shared with 35 other schools, located throughout the state.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 than 100 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. 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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,111,958
Revenue	8,699,609
Appropriation	8,566,658
Sale of Goods and Services	5,675
Grants and contributions	125,381
Investment income	1,895
Expenses	-7,782,395
Employee related	-6,180,931
Operating expenses	-1,601,464
Surplus/deficit for the year	917,213
Closing Balance	3,029,171

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	56,067
Equity – Aboriginal	0
Equity – Socio-economic	0
Equity – Languages	0
Equity – Disability	56,067
Base Total	991,411
Base - Per Capita	0
Base – Location	0
Base – Other	991,411
Other Total	7,359,396
Grand Total	8,406,874

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

See **Appendix 1 (end of this report)** for 2021 NAPLAN results for Years 5, 7 and 9 students at Aurora College.



School performance - 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 2021, 13 HSC courses were offered at Aurora College with 41 students enrolled, and a total of 65 course completions.

70.8% of HSC results were in the top 3 bands.

41.5% of HSC results were in the top 2 bands.

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

- Two Band 5 results in Chemistry
- One Band 6 result and one Band 5 result in Economics
- Two Band 6 results and one Band 5 result in English Advanced
- Three Band E4 results in English Extension 1
- One Band E4 result in English Extension 2
- One Band 6 result and one Band 5 result in Italian Beginners
- One Band 6 result and two Band 5 results in Mathematics Advanced
- Two Band E4 results and two Band E3 results in Mathematics Extension 1
- One Band E3 result in Mathematics Extension 2
- Five Band 5 results in Physics
- One Band 5 result in Science Extension.

In 2021, the 36 students who were part of the Aurora selective stream in 2019 but were not able to study Stage 6 courses with Aurora, achieved a further 33 Band 6/E4 results.

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.

For this reason, the following data only is available for Aurora College:

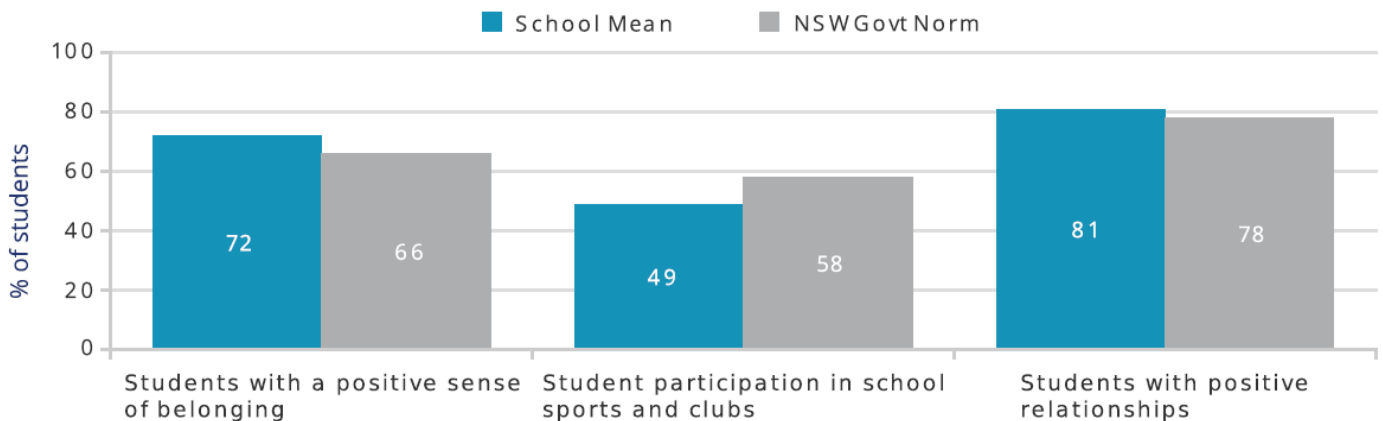
Subject	School 2021	State average 2021	School average 2020-21
Chemistry	65.5	74.1	67.8
Mathematics Advanced	72.9	77.4	73.9

Parent/caregiver, student, teacher satisfaction

In 2021, 156 secondary students completed the *Tell Them From Me* survey. Validating the results of surveys conducted over the past seven 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.

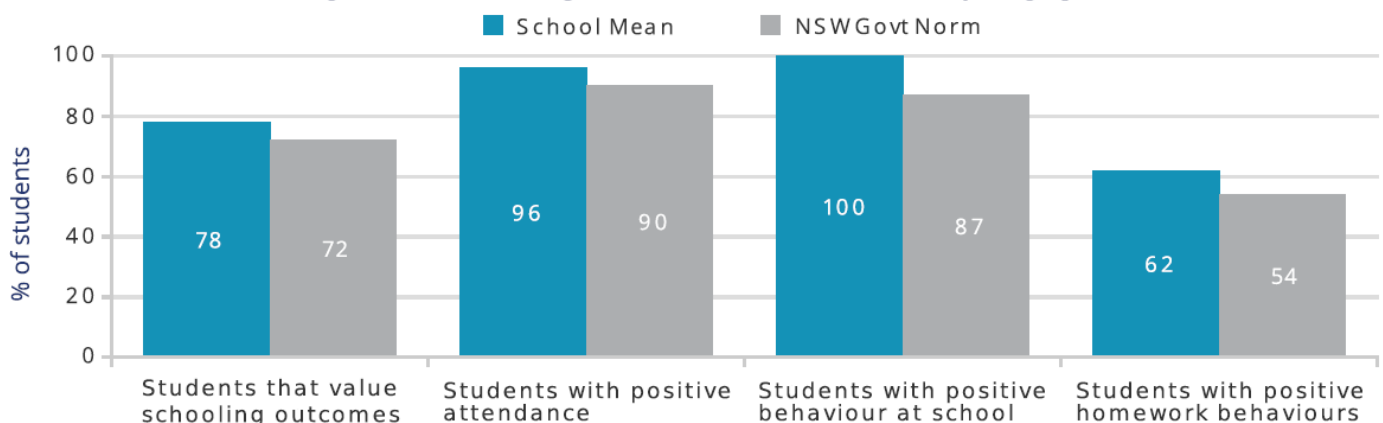
Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage 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



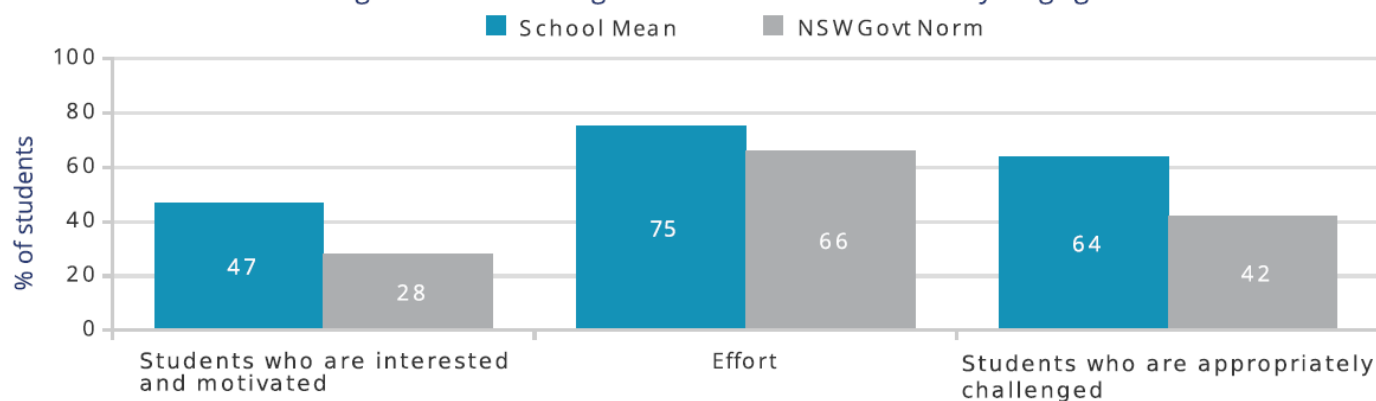
Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort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

Figure 2: Percentage of students institutionally engaged



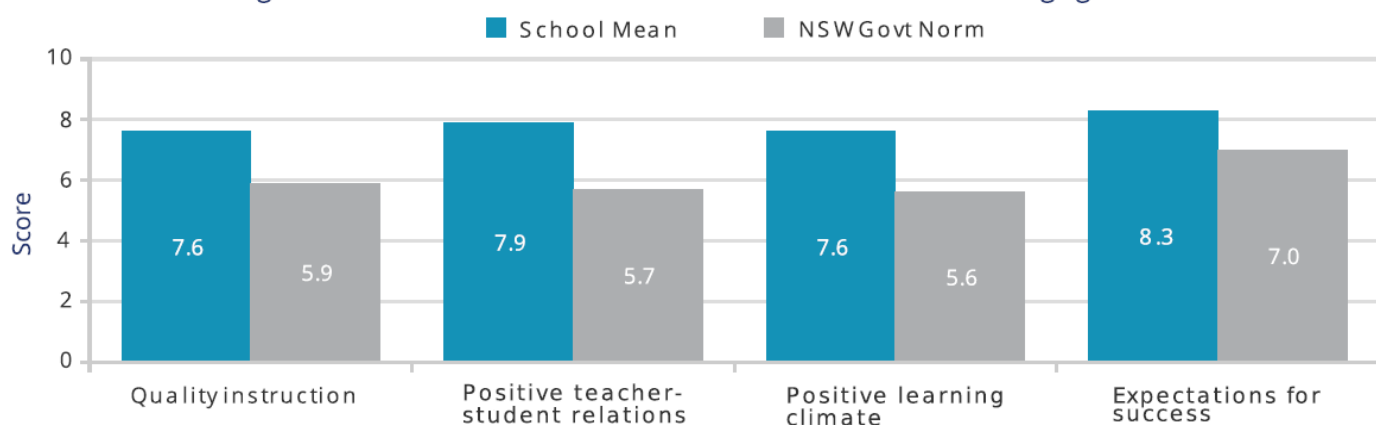
Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. 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



Feedback from parents continues to emphasise the high regard in which the school is held. Whilst no formal survey of parents was conducted in 2021, unsolicited comments via Parents and Citizens Association meetings, emails and telephone calls were frequent and very positive. The following correspondence from a parent was typical of the feedback received:

"I am writing to you as a parent and on behalf of my wife to extend our deepest gratitude and sincerest thanks for the incredible efforts of your staff in supporting our daughter over these 2 years.

All staff that she has worked with have gone above and beyond in their commitment and dedication to not just her learning and achievement in the HSC but to helping her grow and mature as a person through the challenges and tragedy that her cohort has experienced. They have all been truly wonderful examples of the best of our profession and of public education overall.

From our point of view it has been incredible how much our daughter has grown during the 2 years in her ability to handle adversity and this is in no small part due to the environment, support and friendships that she found in Aurora. If you could please pass on my thanks to your wonderful staff that would be greatly appreciated."

Staff feedback focused on the professional development opportunities available to staff working at Aurora College. The following quotes, in reference to the school's leadership conference, were typical of comments made by attendees.

- *"I am always grateful to be privileged to have the opportunity to attend the leadership conferences ... thank you! I love working in a school where I feel respected and included, and am surrounded by such passionate and professional educators!"*
- *"It was a fantastic two days, excellent team work and effort to keep Aurora College as school of excellence."*

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.

Anti-Racism Policy

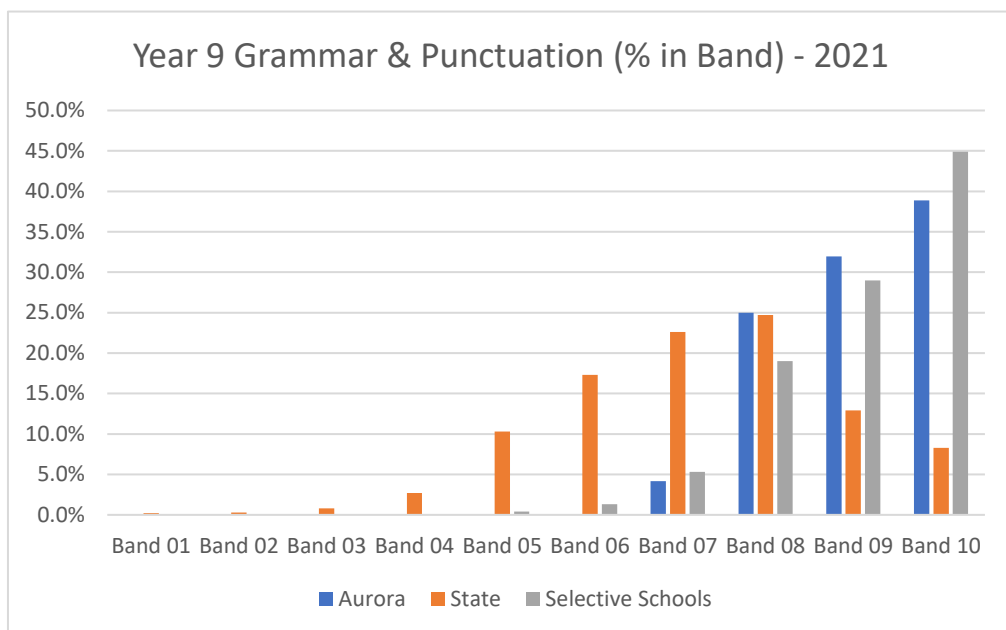
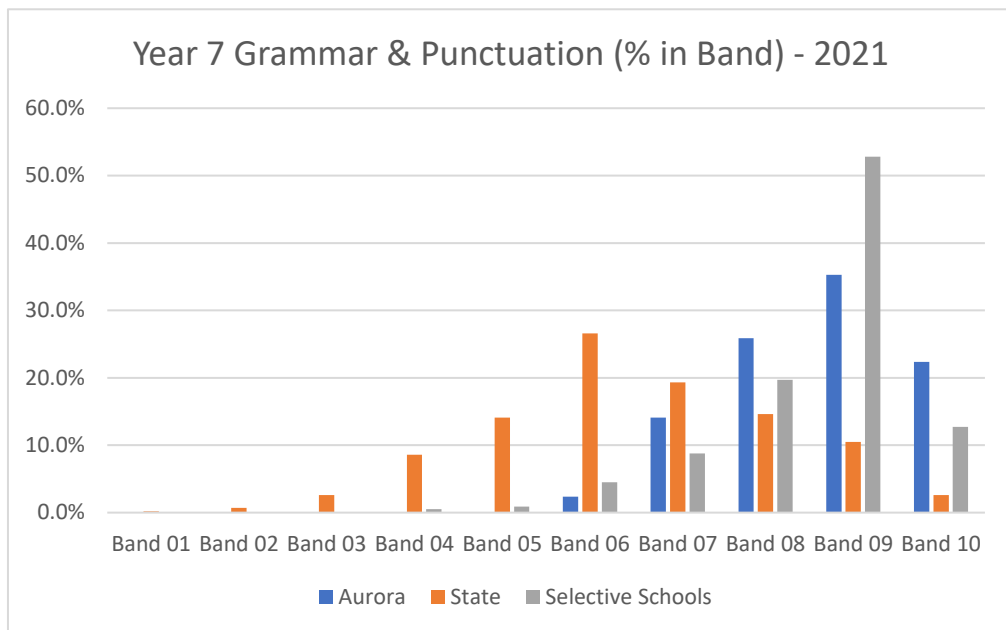
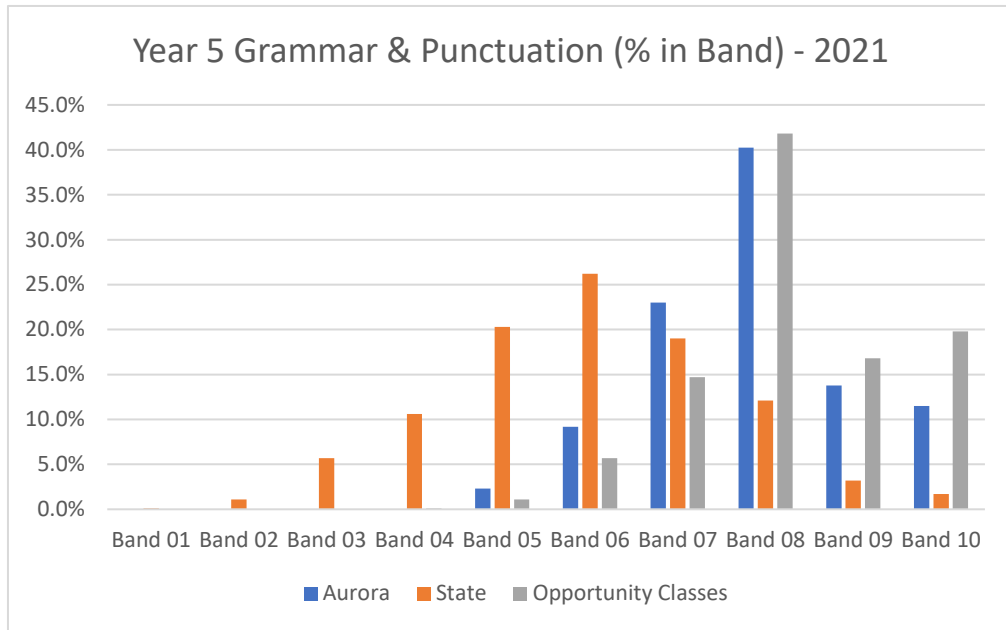
All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure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

Multicultural Education Policy

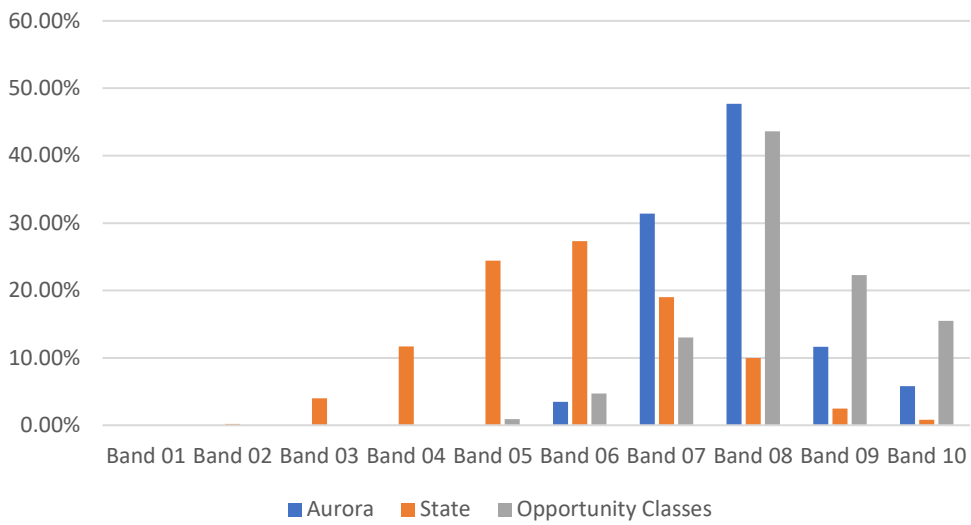
Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and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



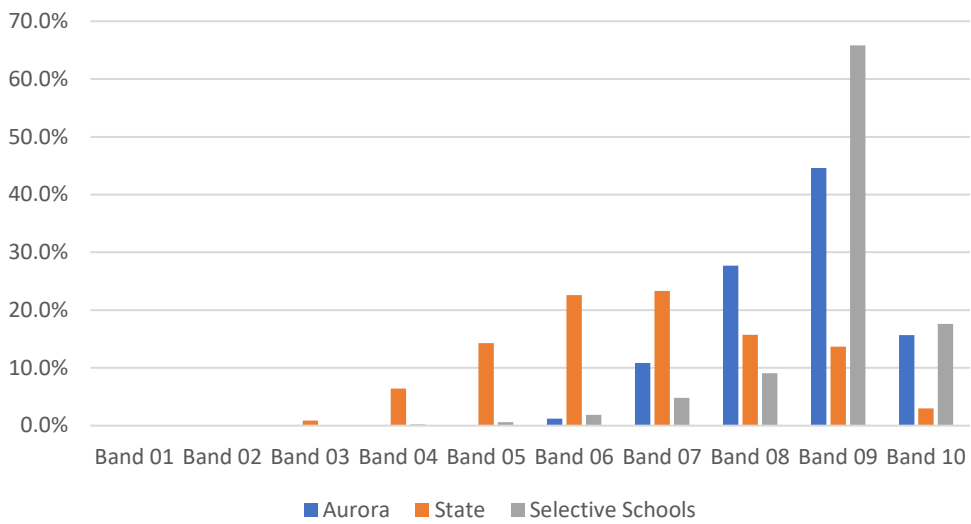
Appendix 1



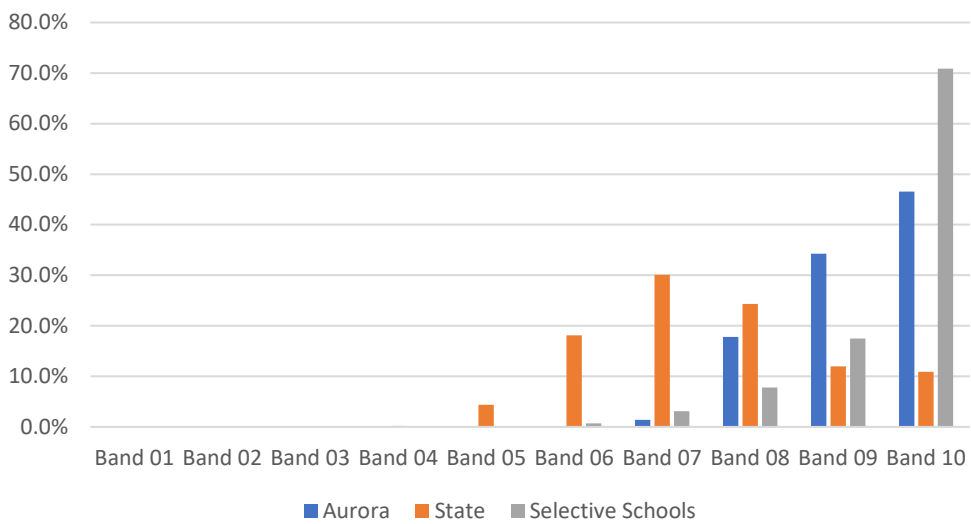
Year 5 Numeracy (% in Band) - 2021



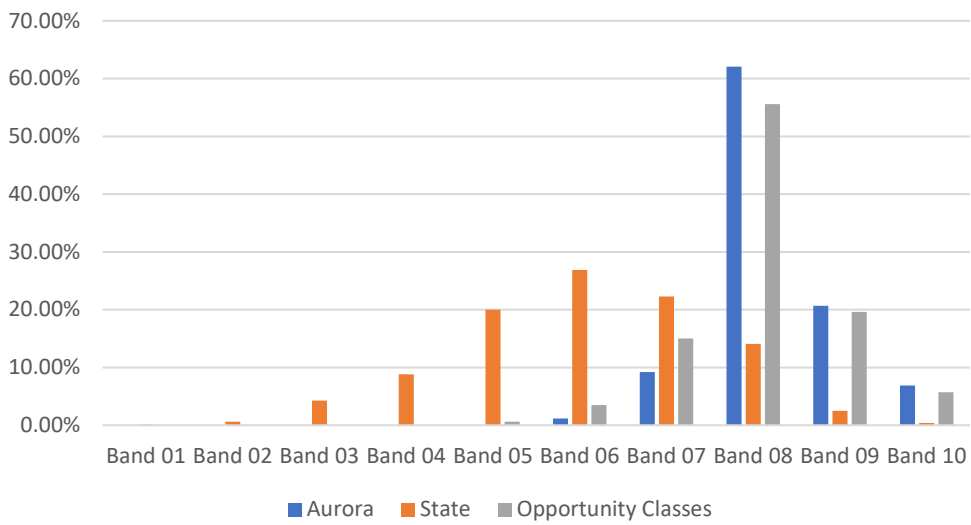
Year 7 Numeracy (% in Band) - 2021



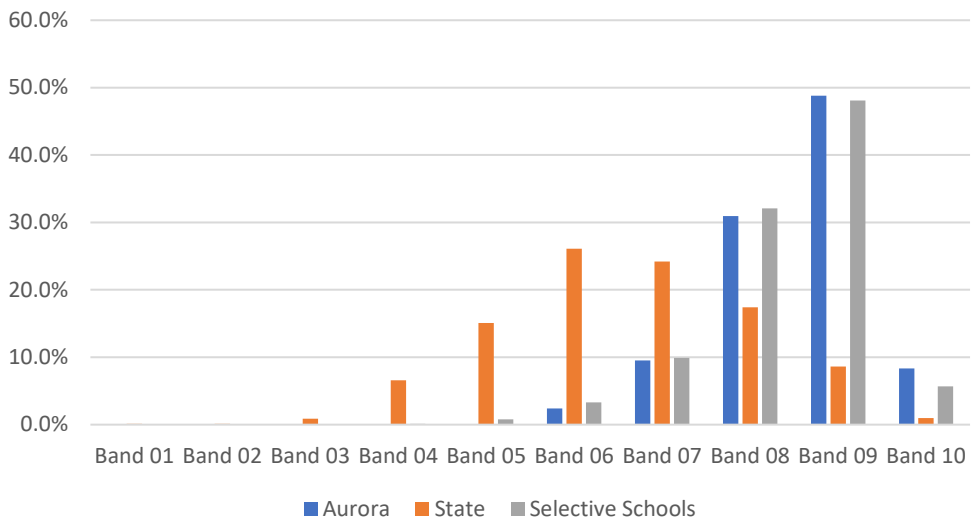
Year 9 Numeracy (% in Band) - 2021



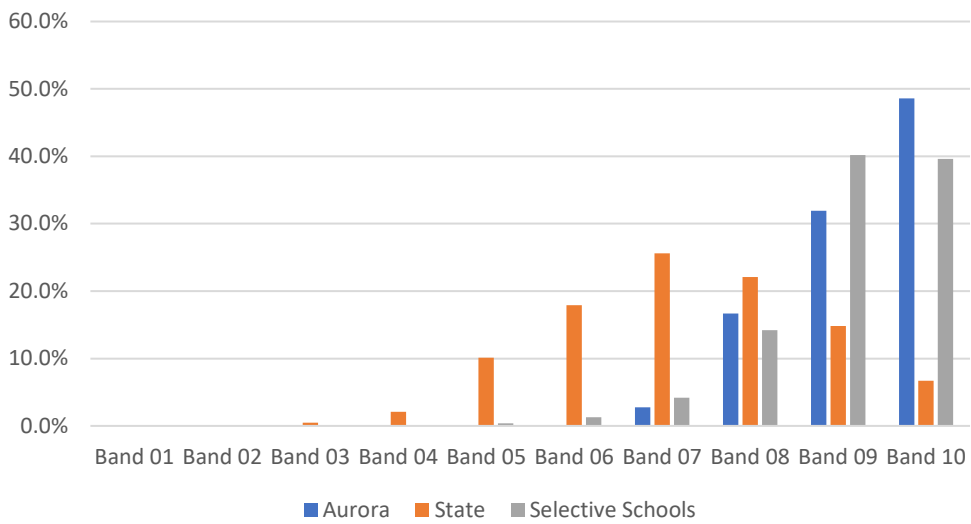
Year 5 Reading (% in Band) - 2021



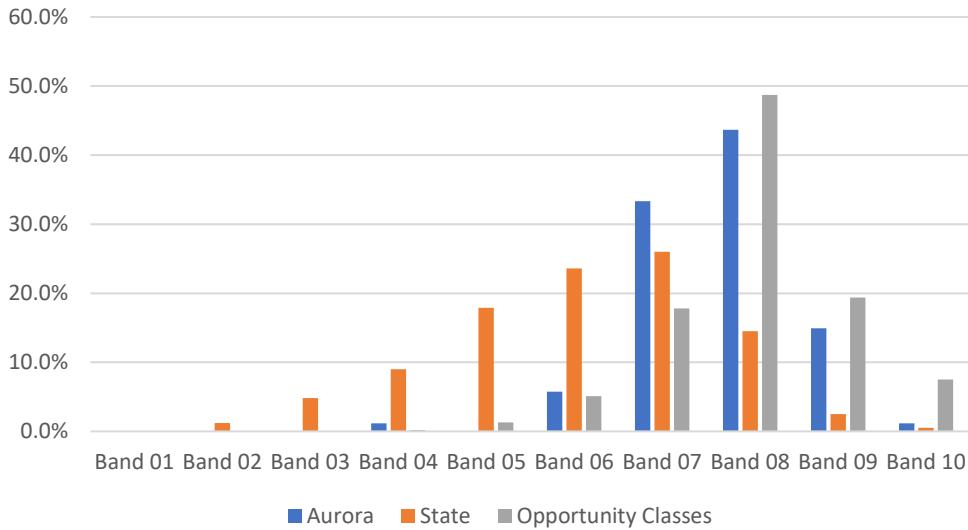
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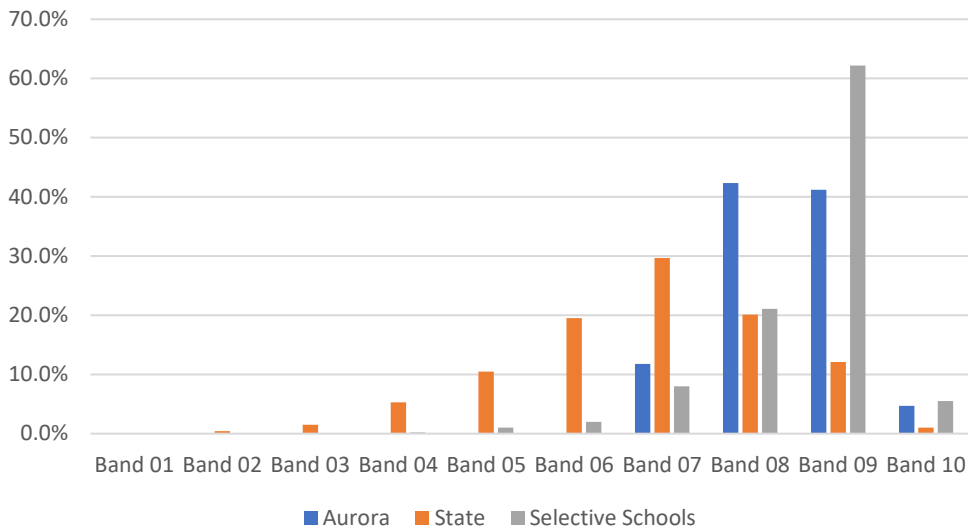
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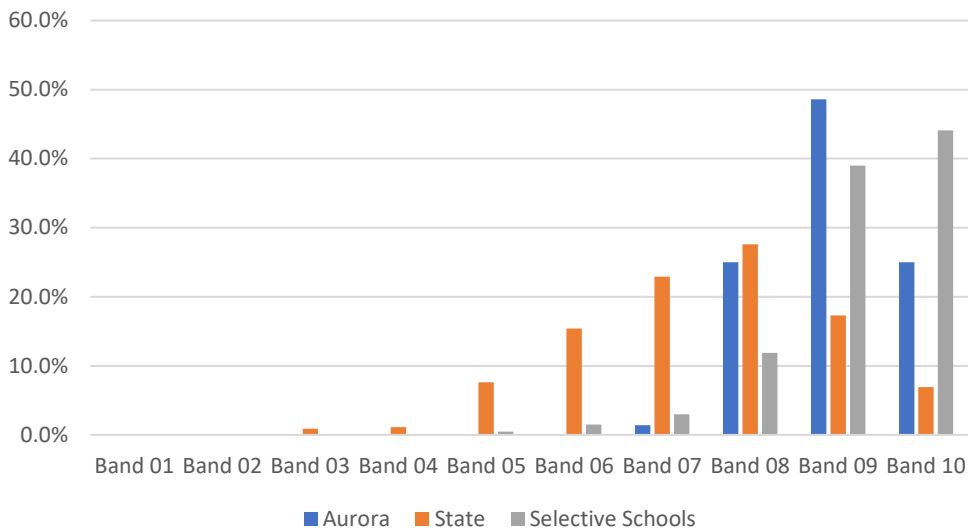
Year 5 Spelling (% in Band) - 2021



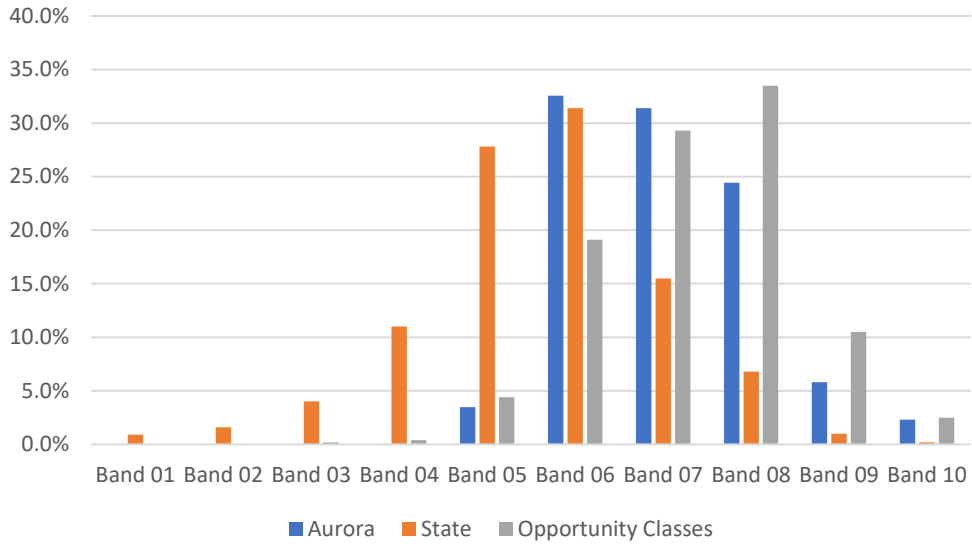
Year 7 Spelling (% in Band) - 2021



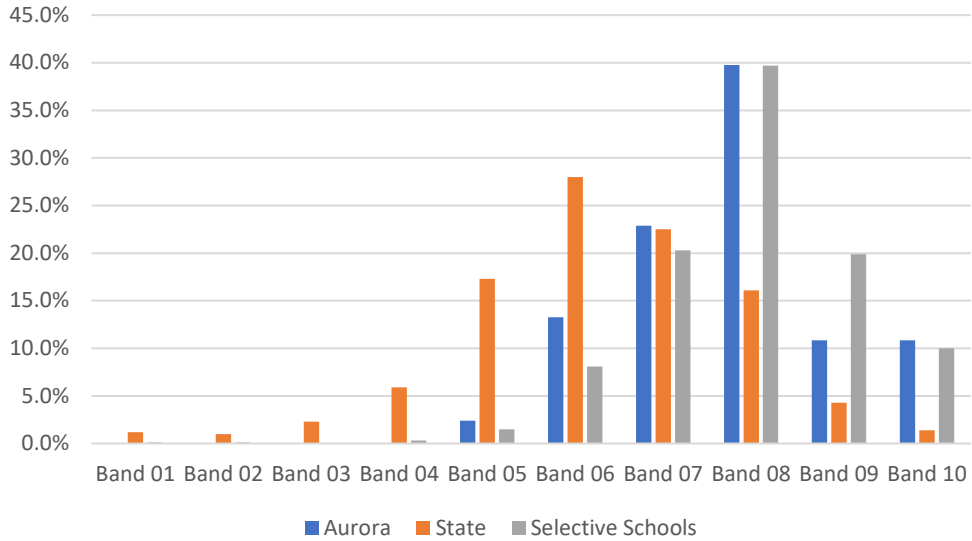
Year 9 Spelling (% in Band) - 2021



Year 5 Writing (% in Band) - 2021



Year 7 Writing (% in Band) - 2021



Year 9 Writing (% in Band) - 2021

