



2022 Annual Report

Aurora College



8912

Introduction

The Annual Report for 2022 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

Writing the forward to the Annual Report gives me pause to reflect on another busy year in the life of our remarkable school. Some of the many highlights of 2022 are recorded in words and pictures throughout this publication. As I do each year, I offer my congratulations to students, parents and staff for the part each of you has played in our continuing success.

In a year with many highlights, it is difficult to surpass the return of our much-loved Residential School Program as the favourite of students and staff. In the nation's capital, on the traditional lands of the Ngunnawal people, we were once again able to enjoy a wonderful 'res' experience, largely unencumbered by restrictions imposed by the COVID-19 pandemic.

Nobody should be in any doubt about the herculean effort it took to return residential schools to the Aurora College curriculum. I want to again acknowledge the enormous amount of work from staff in making the Term 4 camp in Canberra the great success it was. I know that all who attended this event will have memories they will cherish for years to come.

Throughout the year, a range of initiatives have enabled the school to attain many of the targets we had set for ourselves as part of the current planning cycle. Of the great many statistics contained herein, Aurora's NAPLAN results in the Premier's priority areas of reading and numeracy are particularly pleasing.

In 2022, 86.7% of Year 9 Aurora students achieved a result in the top two bands in reading and 88.3% achieved a result in the top two bands in numeracy. To put these results into perspective, the corresponding results for all Selective schools in 2022 were 78.2% in reading and 87.8% in numeracy. These results are testament to the hard work of our students and staff and another great endorsement for the 'Aurora model'.

Reflecting on our achievements thus far and looking forward to all we have planned for 2023 and beyond, we should all be filled with great optimism for the future 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	2022 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: \$55,839.50
- Site specific funds: \$390,728.00

Summary of progress

Systematic data analysis for school improvement

Literacy and numeracy

In 2022, the literacy program at Aurora College continued to support students through weekly tutorials for targeted students, as well as a wide reading program for the whole Year 8 cohort. Modifications were made to the tutorial component of the strategy, following subsequent testing after the initial data analysis in Term 1. After Term 4 PAT assessments were completed, short lesson starter activities were created, and were implemented at the start of every English lesson to address specific questions students had answered incorrectly. The entire process was consistently informed by data collected at various points throughout the year. This allowed literacy coaches to adapt the approach to tutorials and to better meet the individual needs of each targeted student.

In 2022, 86.7% of Year 9 students achieved a result in the top two bands for reading in NAPLAN. This compared very favourably with the result of 78.2% for all Selective Schools. Star Reading testing also indicated that close to 90% of the current Year 8 cohort are testing within the top 2 bands for reading.

In 2022, students in Years 7, 8 and 9 were the focus for improved numeracy learning through a range of strategies in their mathematics and science classes. Targeted students had weekly individual or small group tutorials where each identified area for improvement had a strategy explicitly taught. Consistent periodical monitoring of each strategy through feedback and data collection ensured that processes were continually adapted to suit the learning needs of our students. The change in the science numeracy activities demonstrated the flexibility and adaptability of the strategies to ensure they were focused on quality processes to improve numeracy learning. PAT results show that 79.5% of Year 8 students achieved growth between the PAT assessments conducted in Term 1 2021 and Term 1 2022.

In 2022, 88.3% of Year 9 students achieved a result in the top two bands, exceeding our school target of 87%. This result compared very favourably with the result of 87.8% for all Selective Schools.

In 2023, the Literacy and Numeracy Team will continue to refine, consolidate and expand current strategies in order to meet the school's improvement measures in this area.

Highly effective teaching practices

Curriculum

In 2022, the college ensured professional learning for all staff underpinned the significant shift from summative assessment of student achievement to formative assessment. A common and consistent approach to data analysis in each KLA supported a move from surface to deeper levels of learning by our students. The ongoing development of learning and teaching programs enhanced curriculum differentiation and the increased use of data helped to support the individual learning needs of students.

In 2023, the college will continue to invest in further training in this area to ensure that all teachers have the confidence to inform their teaching practice through the better use of data. There will also be a significant focus on preparing the school and staff for the effective implementation of the new curriculum.

Stage 6

In 2022, the college enhanced a number of areas of practice, including analysis and use of HSC results, teacher feedback and student voice within assessment. A comprehensive analysis of HSC data directed teachers to engage in targeted HSC professional learning which focused on high leverage strategies. This enhanced a professional environment of trust and collegiality in which teachers felt comfortable to co-develop and share effective HSC teaching strategies. A teacher survey highlighted the variety of ways in which feedback was provided to students, while also indicating the need for consistent practice across the school. Term 4 saw a careers expo developed for the Residential School in Canberra. This initiative allowed our Year 10 students, in particular, to make informed choices around Stage 6 subjects which support their preferred career options.

In 2022, the school again exceeded our upper bound target of 65% of course entries in the HSC achieving in the top three bands. The school will continue to enhance opportunities for Year 10 Aurora College students to study one or more subjects with the school in Years 11 and 12. Wider promotion of the many opportunities offered by the college may be achieved through the use of an interactive Stage 6 subject prospectus. An exemplar created this year was well received by staff and students and will be further developed in 2023.

In 2023, the college will continue to support the needs of our Stage 6 students by ensuring we are providing consistent best practice across the school which enhances the engagement of students with their senior studies. The careers expo initiative will be further developed, supporting all students as they explore their post school study options.

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
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.	<ul style="list-style-type: none">In 2022, 88.3% of students achieved a result in the top two bands in Year 9 NAPLAN for numeracy, indicating progress toward the upper bound target.In 2022, 86.7% of students achieved a result in the top two bands in Year 9 NAPLAN for reading, indicating progress toward the lower bound target.
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.	<ul style="list-style-type: none">Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of HSC results in the top three bands, approaching the school's lower bound target of 60%.	<ul style="list-style-type: none">In 2022, 66.7% of students attained results in the top three bands, demonstrating achievement beyond the upper bound target.
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.	<ul style="list-style-type: none">In 2022, 50% of Aboriginal students achieved a result in the top two bands in Year 9 NAPLAN for reading, indicating progress toward the lower bound target of 80%.In 2022, 100% of Aboriginal students achieved a result in the top two bands in Year 9 NAPLAN for numeracy, indicating achievement of the upper bound 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 student wellbeing
- Strengthened partnerships

Resources allocated to this strategic direction

- Site specific funds: \$178,097.00

Summary of progress

Whole student wellbeing

Student wellbeing

In 2022, the Wellbeing Team established clearer processes across the school community and strengthened communication through the following channels: MS Teams; email; social media; the school newsletter; and a regular school assembly was used to increase the school's and the community's awareness of all student wellbeing initiatives. Evidence showed an increase in student engagement across all areas and enhanced levels of teacher understanding of how best to meet the wellbeing needs of our students. Consistent and clear messaging targeted all key stakeholders. Analysis of 'Tell Them From Me' data confirmed our initiatives were successful throughout 2022 with 88% of our primary school students and 72% of our high school students feeling a "positive sense of belonging" which exceeded NSW Government norms.

In 2023, with an increase in the number of students requiring personalised learning and support adjustments, the school will continue to explore and implement initiatives that better meet their needs. The Wellbeing Team will also focus on providing enhanced support to shared Aurora College staff who are balancing their home school obligations alongside Aurora College processes.

Student attendance

In 2022, attendance procedures effectively changed the way that staff and our community monitor student attendance. A whole community approach was implemented to refine and streamline attendance monitoring procedures. Aurora College's management platform, Constellation, was enhanced to send emails to staff to remind them of their roll marking requirements by 5 pm each day. In addition to this, each day at 11 am, Constellation scanned attendance data and sent emails to families and ACCs requesting explanations for whole absences, and to students and ACCs for partial absences. Absence notification emails were also sent to class teachers so that communication with families could occur seamlessly, informing them of missed work that needed to be completed. For students who the Wellbeing Team identified as being an attendance concern and in need of individual support, letters regarding attendance were sent to their family highlighting their role in encouraging regular school attendance. In cases where these approaches were not successful, Attendance Improvement meetings were held with the student, their family, the Wellbeing Team, the ACC and DP so that expectations and supports were outlined and an Attendance Improvement Plan/Academic Improvement Plan was developed and agreed upon.

In 2023, the Wellbeing Team will enhance the ways in which we deliver professional development in the area of attendance monitoring and will be proactive in upskilling teaching staff and Head Teachers around procedures within the school. We will also look at changing the way information is provided to staff around attendance monitoring processes, with clear roles and responsibilities at each level of the attendance monitoring process from senior executive down to classroom teacher.

Aboriginal students and education

In 2022, the college undertook extensive professional learning around the Aboriginal Education Policy and Turning Policy into Action. This had the effect of increasing our knowledge of how to best support the identity and diversity of our Aboriginal students and how best to support their learning. The professional learning also supported staff in embedding Aboriginal culture, histories and experiences in learning and teaching in an authentic way. Each Key Learning Area completed an audit of learning and teaching programs and resources, ensuring Aboriginal cultures and histories was embedded appropriately. Throughout the year, some of our Aboriginal students organised school wide events that acknowledged, remembered and/or celebrated Aboriginal days of significance for the entire Aurora community. Both staff and students also undertook the development of writing their own Welcome to, or Acknowledgment of Country, showing awareness of and respect for the Traditional Custodians of the lands on which we learn.

In 2023, the Aboriginal Education Team will work to provide enhanced levels of support for our current Aboriginal students, as well as those joining the school for the first time as members of our Aboriginal High Potential and Gifted Students cohort. This NSW Department of Education funded initiative aims to enhance engagement and retention for students in regional, rural and remote areas of NSW. Staff will continue to undertake extensive professional learning around the Aboriginal pedagogies which will provide a framework for teaching practice that supports the meaningful inclusion of Aboriginal perspectives. Our Aboriginal students will be encouraged to take-on further leadership opportunities as they celebrate their cultural identity and continue to build a strong sense of belonging within the Aurora context.

Strengthened partnerships

Wider Aurora community

In 2022, the college continued to build stronger partnerships with students, their parents, partner schools and other key stakeholders in regional, rural and remote education, in order to enhance student support and to better inform communities of the many opportunities offered by Aurora College. Different groups, people and initiatives helped to continue to build a greater sense of belonging within the Aurora community. This was achieved through: the active involvement of the college's virtual P&C; visits by staff to partner schools; the establishment of community liaison hubs; and an expansion of the role of Careers Advisor to better support and guide students with future career pathways. A close working relationship was also established between the college and the Regional, Rural and Remote Policy Team, as a means to improving and strengthening educational engagement and achievement.

In 2023, the Community Team will continue to strengthen existing processes and initiatives to enhance support for students and the wider college community. This will be achieved by establishing further ways to better engage with the broader community and to communicate the many benefits that partnering with Aurora College provides for students, parents and the public education system.

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
Improvement in the proportion of students attending >90% of the time, approaching the school's lower bound target of 65%.	<ul style="list-style-type: none">In 2022, 48% of students attended more than 90% of the time, indicating progress toward the school determined 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 2022 Tell Them From Me survey data indicated 71% of secondary school and 91% of primary school students set challenging goals for themselves in their schoolwork and aim to do their best, indicating achievement beyond the school's identified target.Analysis of the 2022 Tell Them From Me survey data indicated 72% of secondary school and 88% of primary school students felt accepted and valued by their peers and by others at their

	school, indicating progress toward the school's identified target.
Increase in the percentage of students displaying academic buoyancy, approaching the school's target of >56%	<ul style="list-style-type: none"> Analysis of the 2022 Tell Them From Me survey data indicated 52% of students can overcome setbacks and challenges that are typical of the ordinary course of school life, indicating progress toward the school's identified target.
Increase in the percentage of Aboriginal students who feel good about their culture, approaching the school's target of >34%	<ul style="list-style-type: none"> Analysis of the 2022 Tell Them From Me survey data indicated 63% of secondary high school and 57% of primary school Aboriginal students felt good about their culture when they are at school, indicating achievement beyond 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: \$7,438.71
- Site specific funds: \$355,260.00

Summary of progress

Whole school approach to effective evidence-based teaching and learning

HPGE implementation

In 2022, the college implemented the High Potential & Gifted Education (HPGE) policy, following the five key actions through building the capacity of teachers. This was achieved by presenting and making available videoed sample lessons and observations of best practice. The development of staff in relation to the HPGE Policy was delivered through staff development days and the feedback data was evaluated. The capacity of the school community was built through the formation of the HPGE Team, the allocation of an HPGE coordinator and representatives from each faculty. HPGE meetings were held three times a term, with baseline data evaluated to inform: future planning; development of an effective HPGE induction program for new staff; and ongoing HPGE differentiation in programs.

A differentiated professional learning course was also developed to build the capacity of teachers within the Aurora context. Coupled with this was the provision for teachers to undertake the mini-Certificate of Gifted Education through the University of NSW, adding an external qualification to their capacity to deliver and evaluate best practice programs for HPGE students. The impact of the HPGE policy implementation was evidenced by differentiated programs, which were coded using HPGE policies and principles, using icons to indicate the differentiated activities. In addition, recorded teacher observations of practice and faculty-led instructional rounds provided evidence of the impact of the HPGE policy on classroom teaching.

In 2023, the HPGE Team will continue to support and develop differentiated learning and teaching programs and will investigate the use and quality of differentiation in assessment tasks and practices. Promotion of the Advanced CoGE course for staff will also be a focus moving forward. As a school, we will also revise and review the acceleration process in relation to our context, with the possibility of short courses/electives to provide "beyond the syllabus" into critical and creative thinking.

Project based learning

In 2022, the college undertook Project Based Learning in the virtual context. Through pretesting in MS Teams and Stile, we were able to determine the effectiveness of the program. The collation of lesson observations and student work samples also helped to determine if outcomes were met, and an integrated approach was achieved. The implementation of Project Based Learning as a whole school initiative required all staff to be familiar with and develop a clear knowledge and understanding of the pedagogy and the impact of this style of teaching. Professional learning through Staff Development Days (SDD) and staff meetings allowed for detailed discussions with whole school staff and executive. Each faculty determined what was realistic and manageable within the time frame. The Curriculum Team was pivotal in transferring and communicating ideas back to faculties to ensure time frames were met. What enabled this project to succeed was the engagement of staff with prior experience in PBL and the engagement of staff who were invested in change. The project provided an opportunity for faculties to work together toward a common goal, while building a deeper understanding of each faculty, their needs and how

and where crossover in various aspects of the curriculum occurs. The impact of this initiative was that students were able to see visible links with each subject area, as the common focus and theme continued throughout.

In 2023, the team will ensure that all faculties have clear expectations with regard to assessment, marking criteria and project conclusion. We will also facilitate timely feedback between each faculty in order to reassess and manage expectations. The science faculty will determine the PBL task in collaboration with team members from each faculty, to lead, build and develop programs and assessments/rubrics that align with student learning outcomes.

Excellence in professional standards

Professional learning

In 2022, the college demonstrated that whole school professional learning was planned, purposeful and contextually relevant, while being framed by data obtained from staff PDP goals, identified needs and school goals. The professional learning was heavily contextual, delivered by staff who know the school community, as well as external providers who were given detailed information regarding the unique context of Aurora College. Each session was thoroughly planned, developed, delivered and evaluated for improvement in future sessions. Feedback suggested that staff found the PL sessions effective and relevant to their professional practice. The surveys clearly revealed a school wide cultural practice where teachers reflected upon their classroom environment, and the impact their teaching pedagogies had upon student engagement and achievement. The implementation of Agile Learners training has had a positive impact upon student wellbeing, supporting students to be more resilient and open to discomfort in learning new things and coping with challenges.

In 2023, the college will continue to embed the High Impact Professional Learning policy effectively across the school, as well as continuing to expand Agile Learners by undertaking Habits of Mind to further consolidate student wellbeing and resilience, which will also impact positively on student achievement.

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 2022 teaching programs and classroom observations found 80% 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 60% of school assessments in 2022 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 2022 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	Impact achieved this year
<p>Low level adjustment for disability \$55,839.50</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic data analysis for school improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities, resulting in improved outcomes for students with additional learning needs • employment of interventionist teacher • 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 <p>The allocation of this funding has resulted in the following impact:</p> <p>The school achieved a more consistent approach to student learning support and interventions, with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of intervention teachers.</p>
<p>Professional learning \$7,438.71</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Aurora College.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to effective evidence-based teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implement a whole school HPGE strategy • Differentiate the curriculum to meet the needs of HPGE students • Engage in professional dialogue on HPGE training at the whole school and faculty level <p>The allocation of this funding has resulted in the following impact:</p>

Increased capacity of all teachers to embed effective practices in the explicit teaching of HPGE students, resulting in improved internal and external student results.

After evaluation, the next steps to support our students will be:

To continue to differentiate the curriculum to cater for the needs of HPGE students and to introduce acceleration and short courses.



Student information

Student enrolment profile

Aurora commenced the 2022 school year with a cohort which comprised 599 students from Years 5 to 12.

Cohort	No. students
Year 5	96
Year 6	78
Year 7	88
Year 8	83
Year 9	68
Year 10	67
Year 11	58
Year 12	61

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	11%
TAFE entry	5%
University entry	61%
Other	16%
Unknown	7%

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Aurora College undertook vocational education and training in 2022.

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 2022 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)	34.5
Learning and Support Teachers	1.2
Teacher Librarian	0.6
School Administration and Support Staff	5.6
School Counsellor	0.2
Other positions	3.4

*Full Time Equivalent

In 2022, the Aurora College workforce comprised a mix of: permanent full-time staff; full-time and part-time temporary staff; and permanent staff shared with 40 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 2022, 4.6% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2022 Actual (\$)
Opening Balance	1,968,247
Revenue	8,978,475
Appropriation	8,851,539
Sale of Goods and Services	7,426
Grants and contributions	104,891
Investment income	14,618
Expenses	-9,539,368
Employee related	-7,571,033
Operating expenses	-1,968,335
Surplus/deficit for the year	-560,894
Closing Balance	1,407,353

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	55,840
Equity – Aboriginal	0
Equity – Socio-economic	0
Equity – Languages	0
Equity – Disability	55,840
Base Total	1,019,778
Base - Per Capita	0
Base – Location	0
Base – Other	1,019,778
Other Total	6,128,754
Grand Total	7,204,372

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.

See **Appendix 1 (end of this report)** for 2022 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 2022, 17 HSC courses were offered at Aurora College with 61 students enrolled, and a total of 96 course completions.

66.7% of HSC results were in the top 3 bands.

34.4% of HSC results were in the top 2 bands.

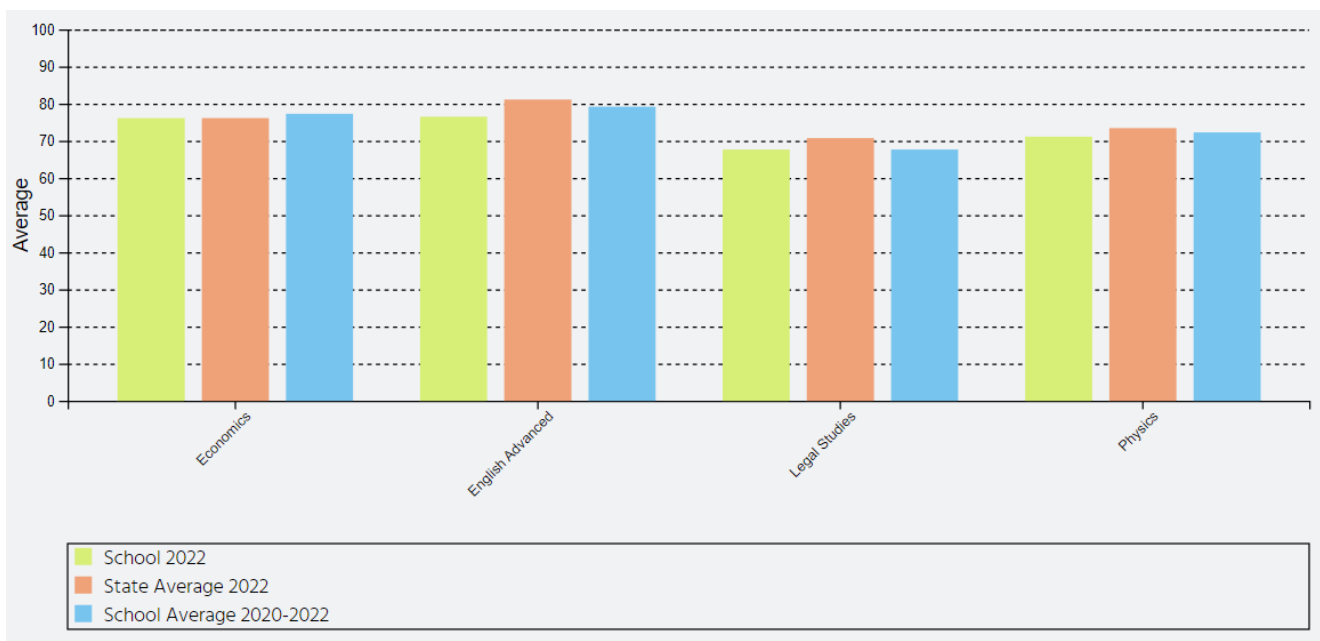
The best results for the college's non-selective Year 12 cohort, included:

- One Band 6 result in Agriculture
- Two Band 5 results in Chemistry
- Two Band 6 results and two Band 5 results in Economics
- Four Band 5 results in English Advanced
- One Band E4 result and two Band E3 results in English Extension 1
- Two Band E4 results and one Band E3 result in English Extension 2
- One Band 5 result in Japanese Beginners
- Two Band 5 results in Legal Studies
- One Band 6 result in Mathematics Advanced
- Three Band E4 results and one Band E4 result in Mathematics Extension 1
- One Band E4 result and one Band E3 result in Mathematics Extension 2
- Three Band 5 results and one Band 6 result in Physics
- Two Band E3 results in Science Extension.

In 2022, 6 students who were part of the Aurora selective stream in 2020 but did not study Stage 6 courses with Aurora achieved a further 16 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 2022	State average 2022	School average 2020-22
Economics	76.1	76.0	77.2
English Advanced	76.6	81.0	79.1
Legal Studies	67.7	70.8	67.7
Physics	71.3	73.5	72.3

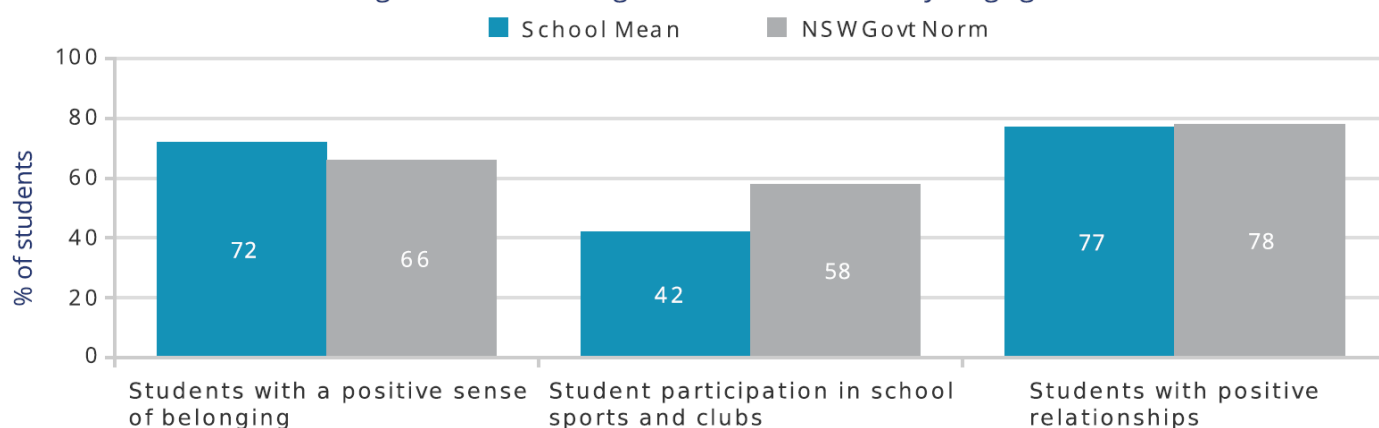


Parent/caregiver, student, teacher satisfaction

In 2022, 247 secondary students completed the Tell Them From Me survey. Validating the results of surveys conducted over the past eight 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.

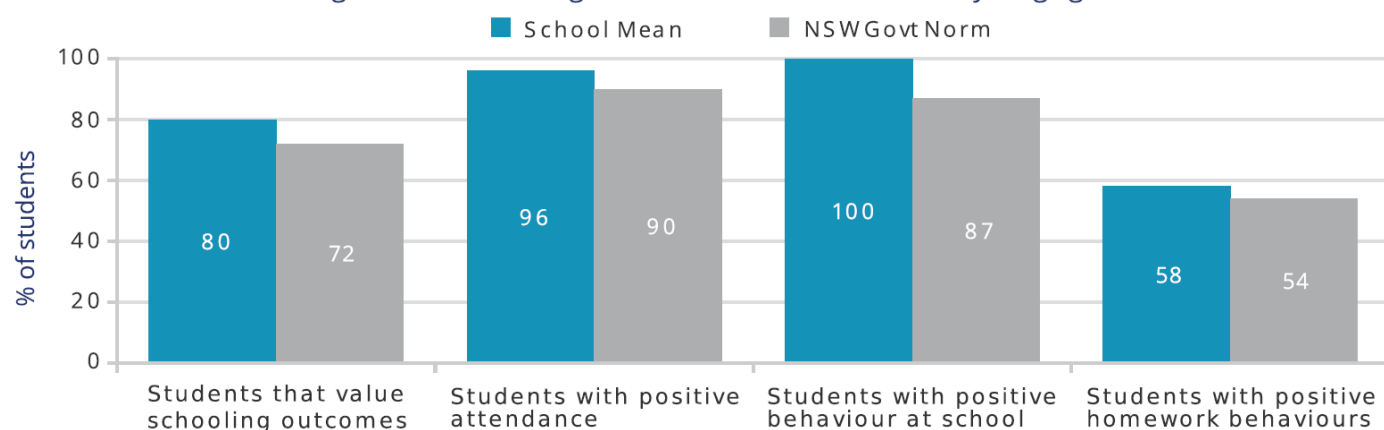
Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage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



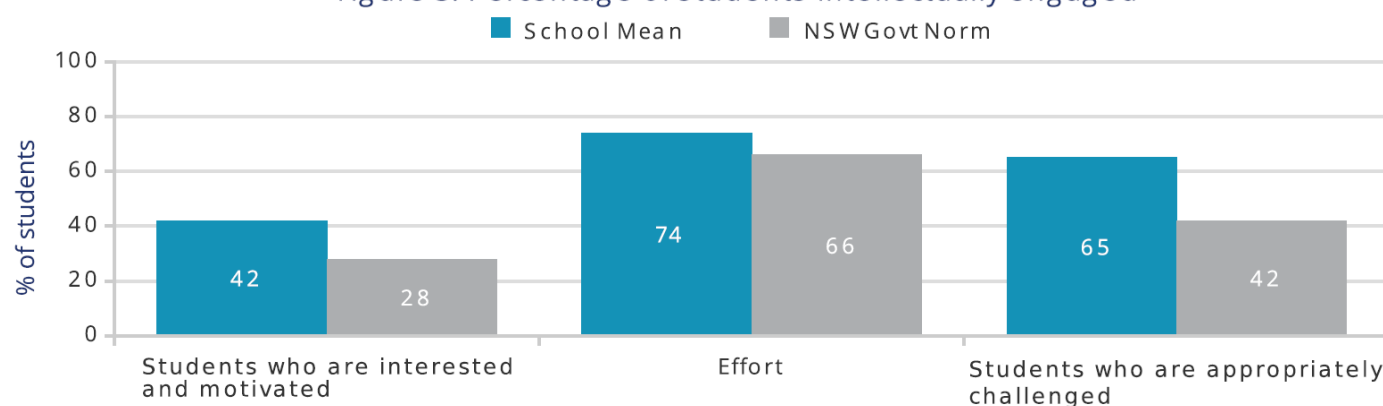
Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort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

Figure 2: Percentage of students institutionally engaged



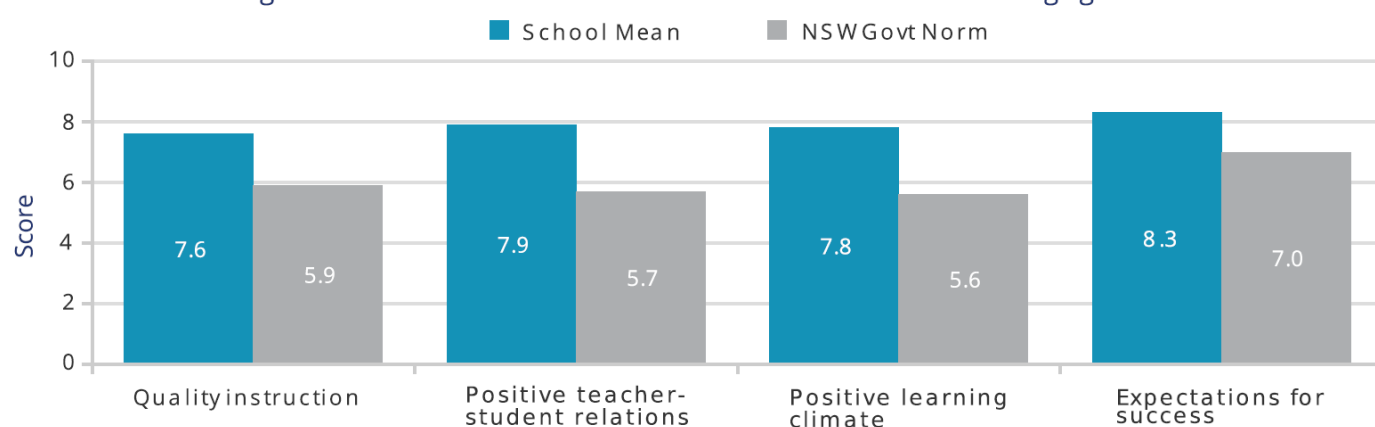
Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. 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.

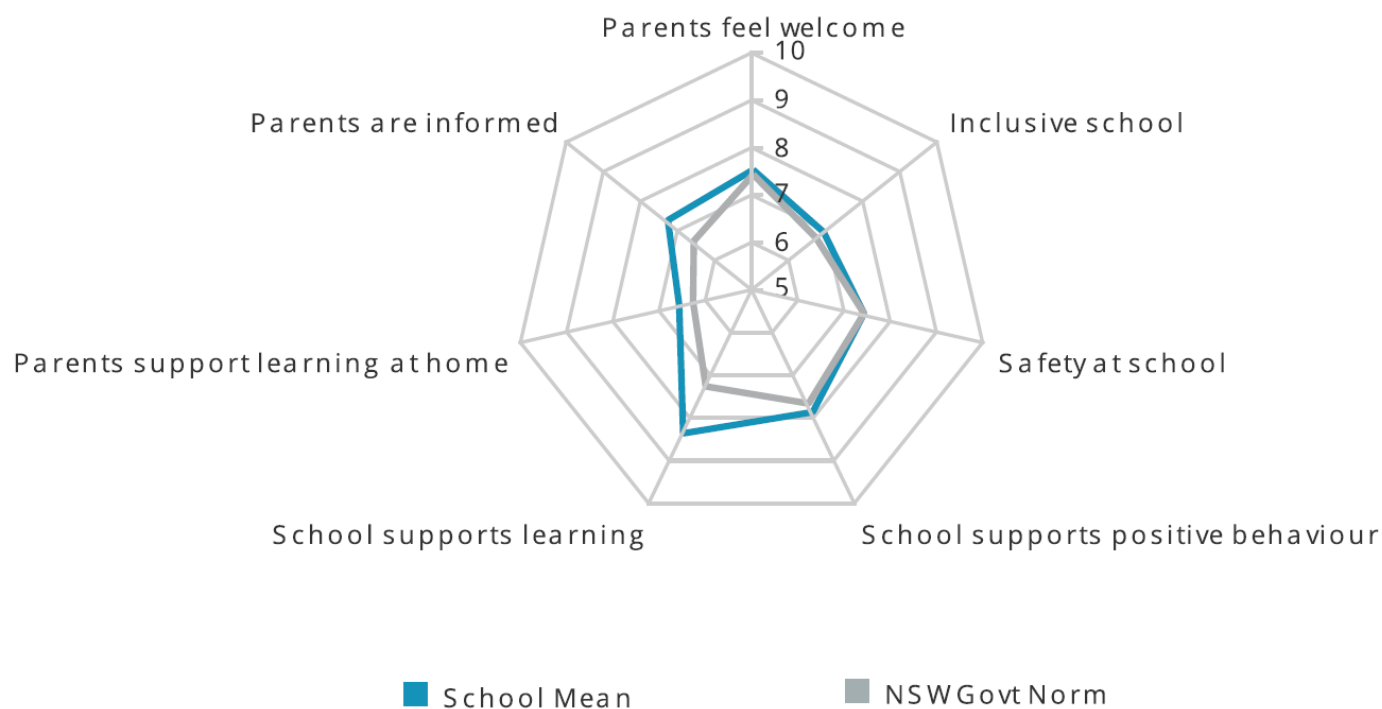
Figure 5: School-level factors associated with student engagement



The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

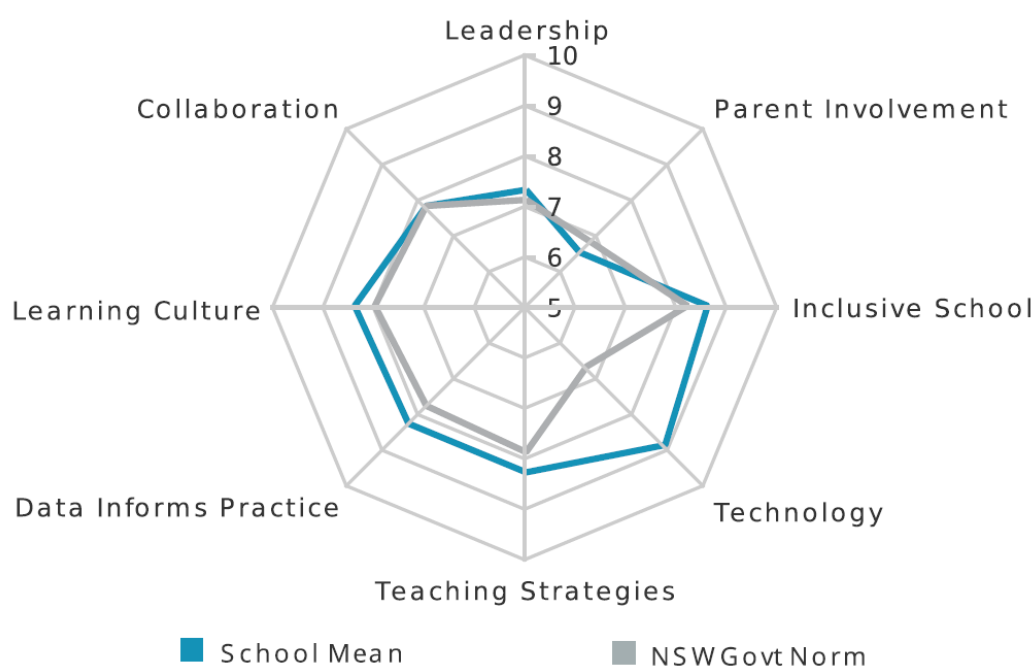
The radar chart below shows a summary of the data from 137 respondents at Aurora College who completed the Parent Survey in 2022.



The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

This report provides results based on data from 54 respondents at Aurora College who completed the Teacher Survey in 2022.

The results for the Eight Drivers of Student Learning are shown below. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Aurora College in 2022.



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

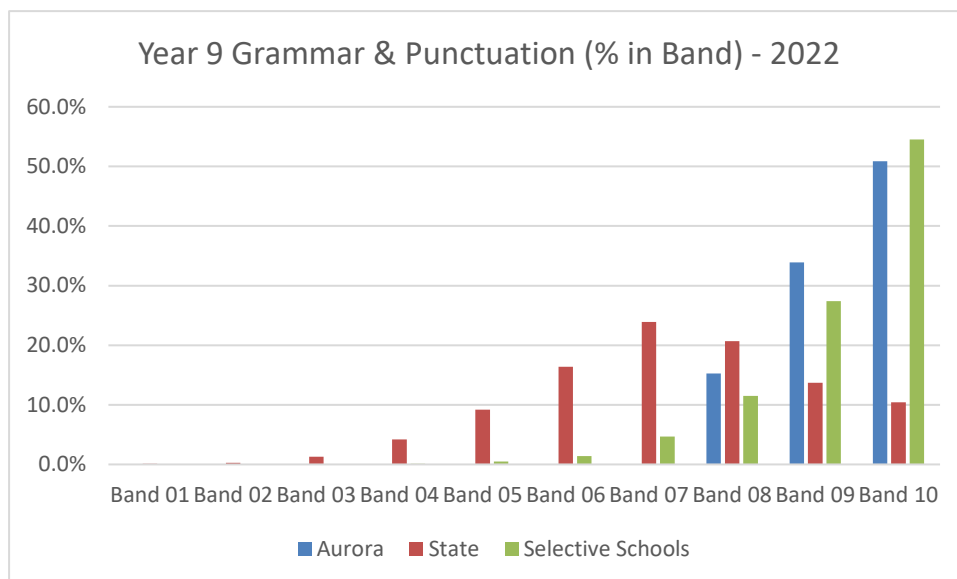
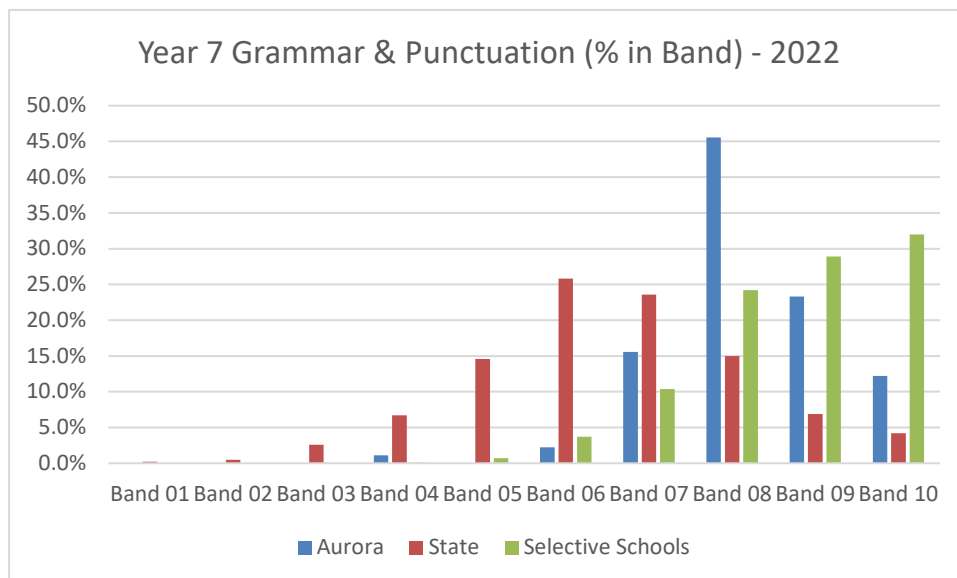
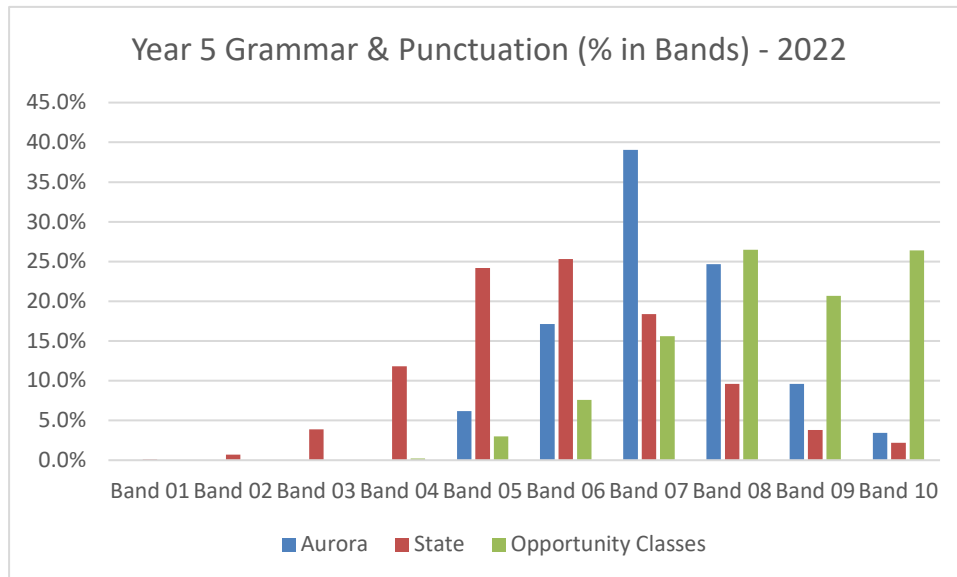
All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure 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

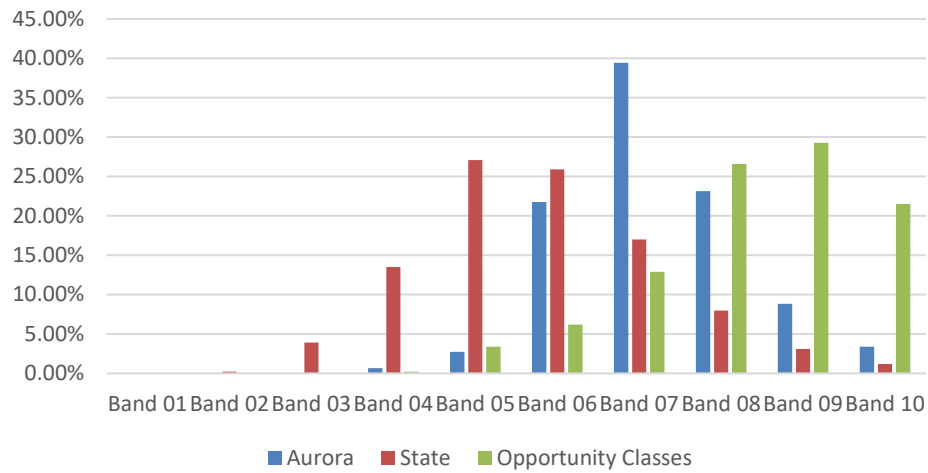
Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and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



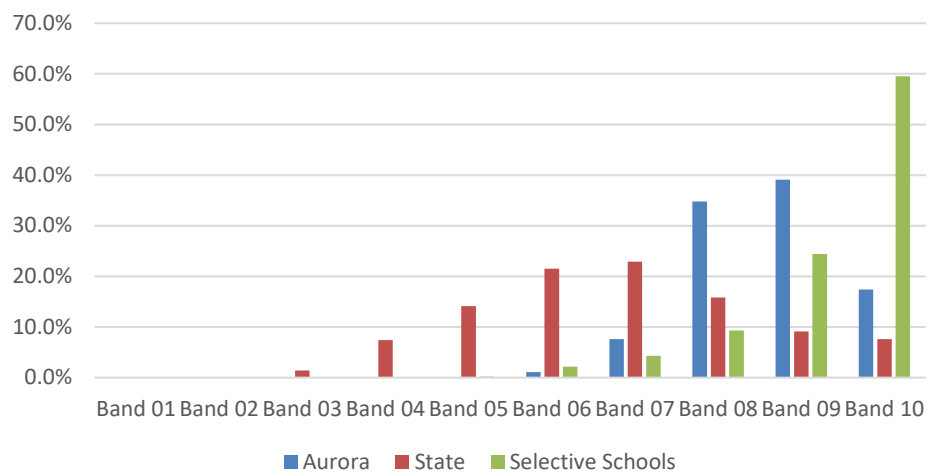
Appendix 1



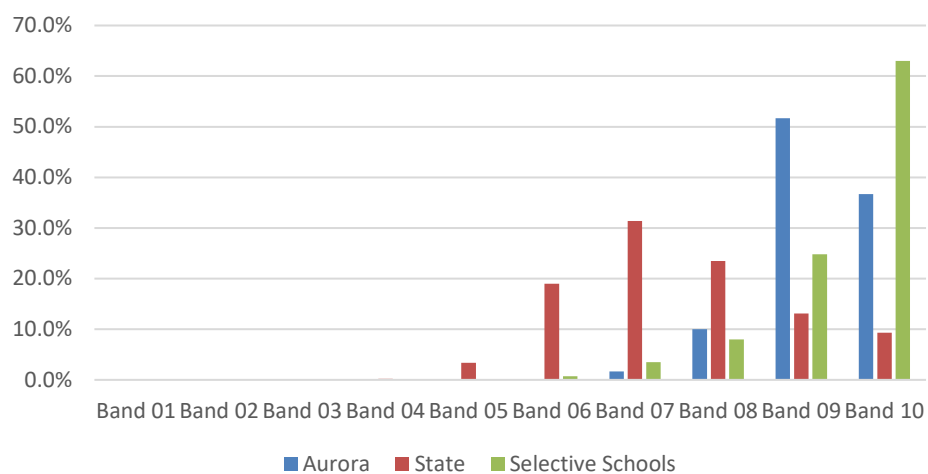
Year 5 Numeracy (% in Band) - 2022



Year 7 Numeracy (% in Band) - 2022



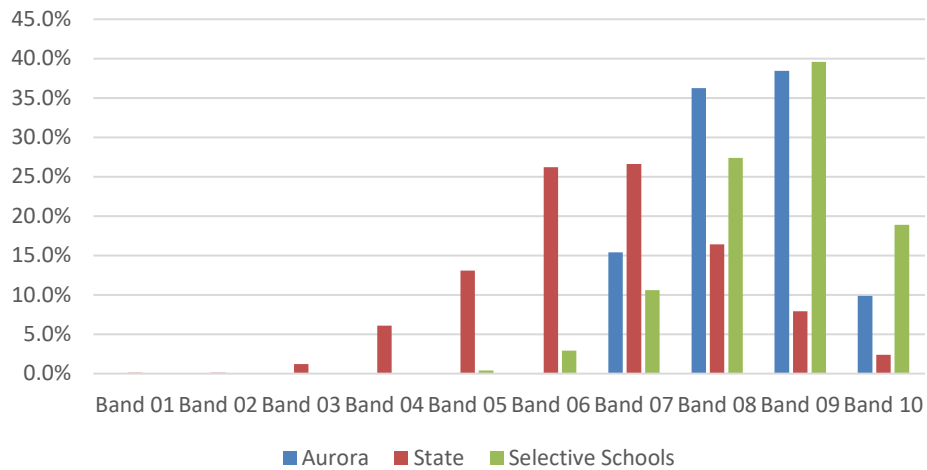
Year 9 Numeracy (% in Band) - 2022



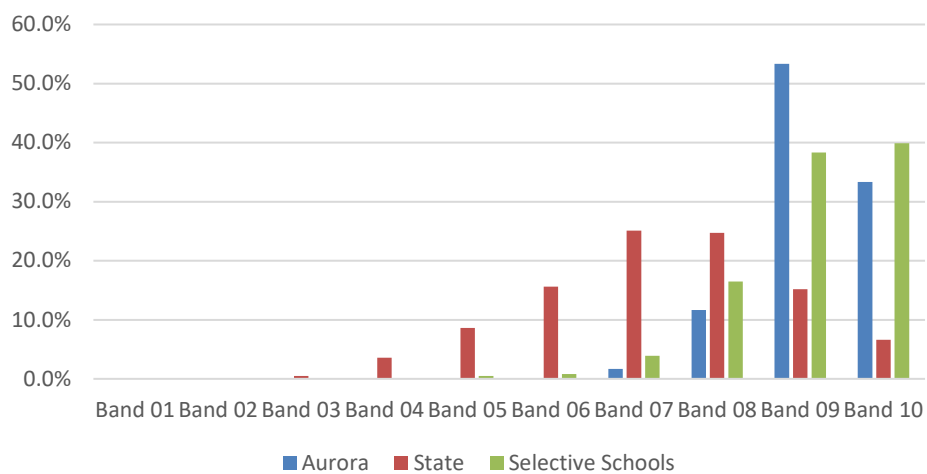
Year 5 Reading (% in Band) - 2022



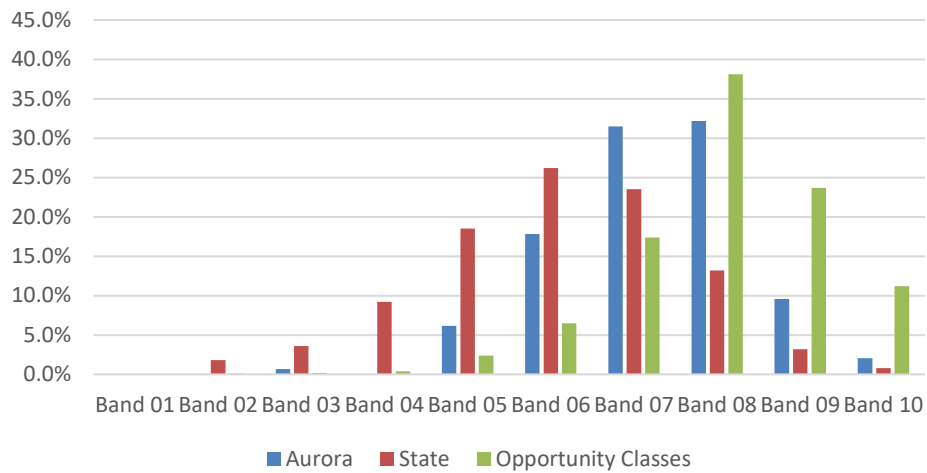
Year 7 Reading (% in Band) - 2022



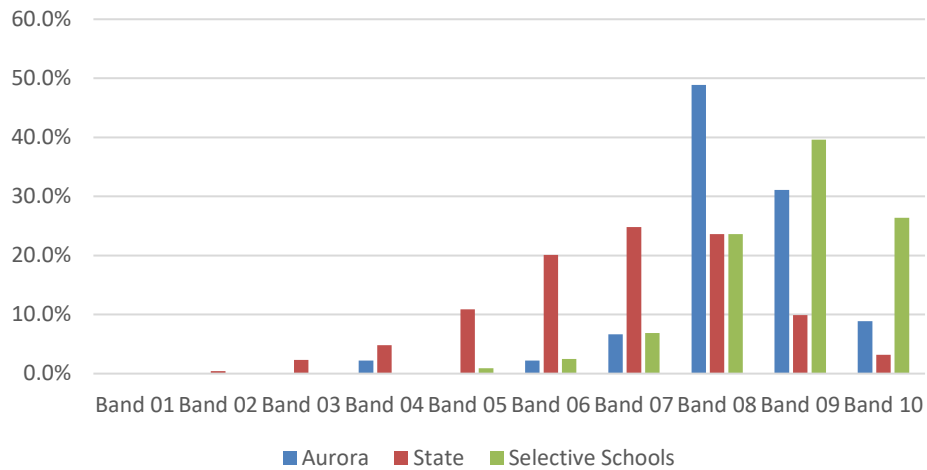
Year 9 Reading (% in Band) - 2022



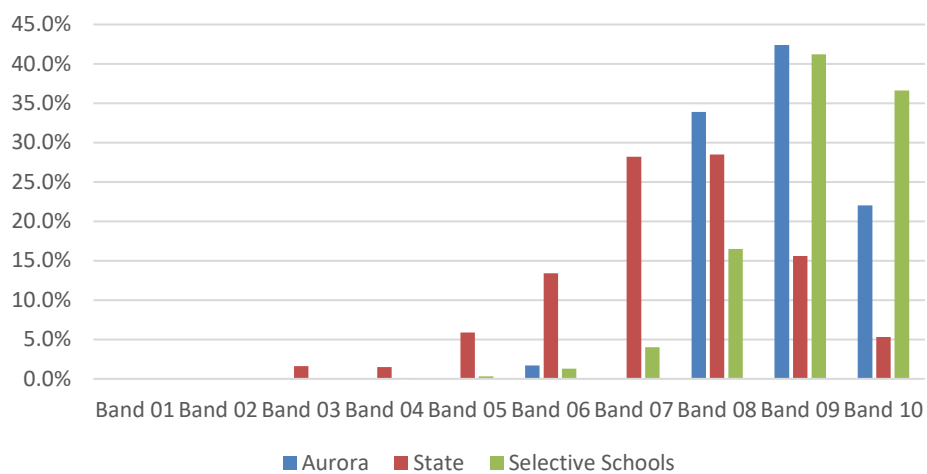
Year 5 Spelling (% in Band) - 2022



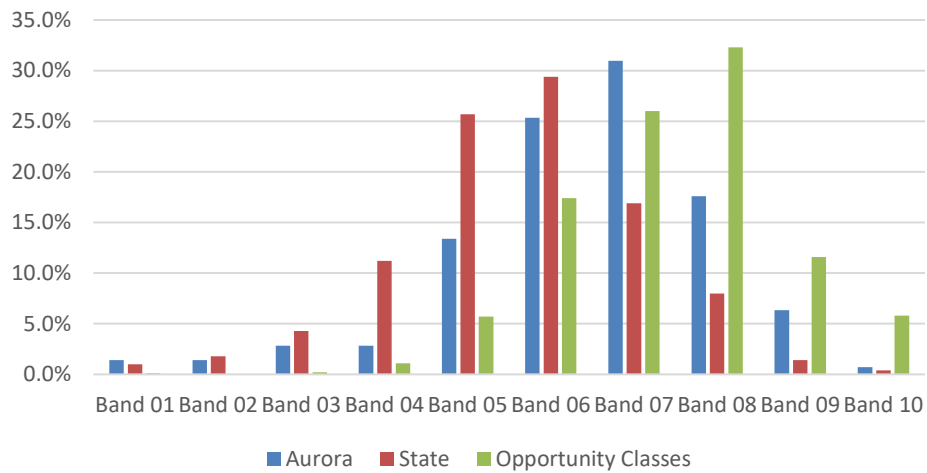
Year 7 Spelling (% in Band) - 2022



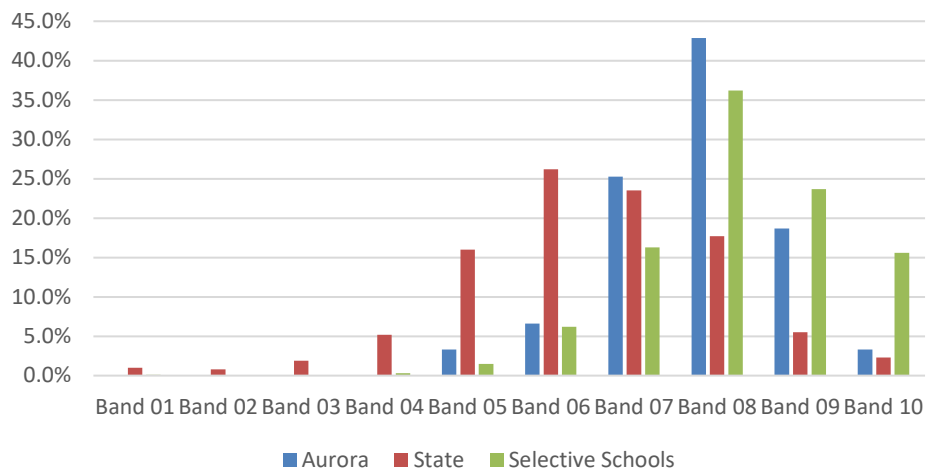
Year 9 Spelling (% in Band) - 2022



Year 5 Writing (% in Band) - 2022



Year 7 Writing (% in Band) - 2022



Year 9 Writing (% in Band) - 2022

