School Excellence Plan 2025-2028

Aurora College 8912

School vision and context

School vision statement

Aurora College's vision is to enhance the lives of students and their communities in regional, rural and remote NSW through innovative educational opportunities.

The values we teach define what our school believes in and describes how students, staff and community members engage with each other and with other stakeholders.

- Be Curious - We learn when our curiosity, wonder and inquisitiveness is encouraged
- Be Brave - We grow by having the courage to explore new ideas, take risks and seek challenges
- Be You - We embrace individuality, create safe and inclusive spaces, and value diversity
- Be Engaged - We participate actively, connect genuinely, communicate openly and collaborate respectfully
- Be Brilliant - We shine by creating opportunities to positively impact our future world.

Our vision and values statements are sincerely held beliefs at the heart of the School Excellence Plan, and they will guide our school into the future

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 provides

- 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 5 to 10 high potential and gifted Aboriginal students lessons in Mathematics, Science and Technology in Stage 3 and classes in English, Mathematics and Science in Stage 4 and 5.
- 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 each 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.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students grow in their learning through explicit and targeted initiatives, so they may access the widest possible curriculum and participate fully in society through strengthened post school pathways that clearly link learning to future employment and study options.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of **5 points** in Year 9 NAPLAN reading mean scaled score by 2027

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of **5 points** in Year 9 NAPLAN numeracy mean scaled score by 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

- An increase in the proportion of students' HSC results in the **top three achievement bands** in 2027 compared to 2023 and 2022.

Initiatives

Targeted individualised literacy and numeracy support

- Develop school-based expertise in data analysis and evaluation of literacy and numeracy teaching and learning.
- Develop and embed in learning and teaching programs, a whole-school approach to reading and numeracy.
- Create literacy and numeracy profiles to inform individualised and ongoing support of student growth.

Targeted HSC support and growth

- Implement targeted strategies to improve HSC results through comprehensive data analysis and evidence-based interventions.
- Embed High Leverage Strategies into all Stage 6 teaching and learning programs.
- Develop and implement a study skills program to support student learning.

Success criteria for this strategic direction

Reading:

- Improved reading comprehension
- Effective communication and speaking skills
- Improved critical thinking and analysis
- Higher achievement in literacy assessments

Numeracy:

- Strong conceptual understanding
- Increased problem-solving skills
- Progress in mathematical reasoning
- Higher achievement in numeracy assessments

Pathways:

- Increased student attendance and engagement with course content
- Improved understanding and use of effective study skills
- Higher achievement in the top three achievement bands for each HSC course

In summary: the **success criteria** for these areas of student growth and attainment initiatives focus on measurable outcomes that track improvements in skills, engagement, and understanding. They include students' proficiency in concepts, the ability to apply knowledge in real-world contexts, and continuous progress measured through assessments. Furthermore, these initiatives emphasise inclusivity, differentiated instruction, and fostering a positive attitude toward learning, all of which contribute to the long-term success of students.

Evaluation plan for this strategic direction

Question: What has been the impact of having explicit and targeted initiatives on student performance?

Data: Will be collected and analysed by relevant teachers, leaders and teams: external student

Evaluation plan for this strategic direction

performance measures (PAT, NAPLAN and HSC); internal student performance measures (Literacy and Numeracy); assessments; teaching programs; classroom observations and student work samples.

Analysis: Analyse the data regularly to determine the extent to which these initiatives have been achieved.

Implications: How do we continue to improve student growth and attainment at Aurora College?

Strategic Direction 2: Student wellbeing

Purpose

To ensure high levels of student attendance to maximise opportunities for our students to learn, to develop a sense of belonging, and to enhance their resilience and overall wellbeing.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen students' sense of belonging, engagement and academic outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from **94.9%** in 2023 to **95.9%** by 2027.

Aboriginal Students - Cultural Safety

Achieve by year: 2028

- Establish multiple pathways to incorporate student voice and build cultural safety.

Initiatives

Whole-school and community attendance strategy
 • Develop school-based expertise in the analysis and evaluation of attendance data.
 • Communicate to the community, the importance of attendance to student success.
 • Develop a whole-school approach to improving student resilience and wellbeing.

Aboriginal Students - Cultural Safety

- Embed cultural perspectives in learning.
- Strengthen Aboriginal student voice and leadership.
- Create safe and culturally affirming spaces.
- Utilise student insights for continuous improvement.

Success criteria for this strategic direction

Attendance:

- Improved attendance rates
- All key stakeholders understand their role and obligations in the school's attendance processes
- Greater student resilience and empowerment to overcome challenges and seek support as needed

Aboriginal Students - Cultural Safety:

- Increased student engagement and participation in activities that reflect Aboriginal culture.
- Increased number of Aboriginal students taking on leadership roles and participating in decision-making processes within the school community.
- Positive feedback from Aboriginal students about their sense of safety and belonging in the school.
- Increased percentage of students achieving their Personal Learning Plan (PLP) goals.
- Actionable changes based on feedback from Aboriginal students.

In summary: the **success criteria** for these areas of student wellbeing initiatives focus on measurable outcomes that track improvement on attendance, community understanding of the importance of school attendance, student engagement with their learning and increased sense of student connection, cultural safety and belonging. Furthermore, these initiatives emphasise inclusivity, resilience and empowerment for students, all of which contribute to the long-term success of students.

Evaluation plan for this strategic direction

Question: Has the impact of the various initiatives resulted in improved attendance and a greater sense of cultural safety?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: student surveys; external student performance measures; internal student performance measures; learning and teaching programs;

Strategic Direction 2: Student wellbeing

Evaluation plan for this strategic direction

classroom observations; student work samples and assessments; tutoring records.

Analysis: Analyse the data regularly to determine the extent to which these initiatives have been achieved.

Implications: How do we continue to improve student attendance and cultural safety at Aurora College?