

# AL AMANAH COLLEGE

## Educational & Financial Annual Report



## CONTENT

<b>Message from the Chairman</b>	3
<b>Student Representative Council</b>	5
<b>Value added information</b>	7
<b>School Performance in state-wide tests and examination</b>	
National Assessment Program–Literacy and Numeracy for Primary School	9
National Assessment Program–Literacy and Numeracy for Secondary School	10
Higher School Certificate	11
<b>Professional learning</b>	12
<b>Teaching Standards</b>	14
<b>School Enrolment</b>	14
<b>Student Attendance and Retention Rate</b>	14
<b>Post School Destinations</b>	15
<b>Policies</b>	
Educational and Financial Reporting-Annual Report Policy	16
Enrolment Policy	18
Policies for Student Welfare	19
Policies for Student Discipline	20
Gifted and Talented Students Policy	21
Policies for Complaints and Grievances Resolution	22
<b>Determined Improvement &amp; Development</b>	23
<b>Respect and Responsibility</b>	24
<b>Parent, Student and Teacher Satisfaction</b>	24
<b>Summary Financial Information</b>	26

## MESSAGE FROM CHAIRMAN

Praise be to *Allah* the Lord of the Worlds. To Him belong the endowments and proper commendations. May *Allah* raise the honour of Prophet *Muhammad*, peace be upon him, and protect his nation from that which he fears for it.

At Al Amanah we recognise the need to act as a bridge between the pillowed life of the home and the hard edges of the real world. We continue to be a vibrant, well managed, effective school with strong Islamic, academic, social, cultural and sporting programs through which we seek to prepare students with positive attitudes, sound values and skills for the future. We devote ourselves not just to the task of preparing students for their HSC but also for preparing them for a life of changing situations and equip them with the knowledge to operate in an environment which is continually changing.

Al Amanah College has continued to meet the demands of growth and has built a respectable reputation for providing a caring environment, maintaining discipline and offering quality education across all key learning areas including Arabic and Islamic studies. Our yearly book records the many wonderful achievements of our students in many different aspects of school life. It has been a year in which many events have captured our minds and hearts and have driven us into the future with great enthusiasm.

Al Amanah is committed to accomplish successful transformations and sustainability by applying the notion of leading to learn in order to build a harmonious professional community that values learning. I am proud of the way we run our educational programs which result in the production of a holistic pedagogy for a resilient and cohesive community. Our personnel are committed to continue working with the College community for a brighter future of our community and the nation.

The high standards set by Al Amanah College were reflected in the commitment to curriculum excellence with the enhancement of extra – curricular Arabic and Islamic programs. High quality teaching standards this year ties with the standard of achievement revealed in the student high performance results. I am delighted to see our students perform well and congratulate them on their success, an outcome which in principle is a way of life we aspire to at Al Amanah College and one which is deeply rooted in our Statement of Mission: "The achievement of academic excellence in a caring environment that is founded on Islamic belief and behaviour".

I would like to acknowledge the dedication and hard work of the College Staff, which are evidenced every day in the success and character building of the students they teach and for whom they care.

Dr Ghayath Alshelh  
Chairman

## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2012 has had yet another exciting year by adding a new chapter to the challenges and opportunities offered at Al Amanah College. They have endeavoured to help steer the Al Amanah community to new heights in educational, social and sporting achievements. Their proactive approach has provided extensive opportunities for student leadership and participation for students across all year levels. The efforts and achievements of this body is duly recognized and commended.

The first official function for the SRC student this year was the Al Amanah College SRC Induction Ceremony. It was a pleasing day attended by their teachers, peers, parents, friends and local community members. From that day, the SRC students were being asked to contribute their voice and their student perspective, to the decision making processes in the school. Below are some of the highlights implemented by the SRC students throughout the year.

- **Islamic Wear Day:** On the auspicious occasion of Prophet Mohammad's birth (peace and blessings be upon him), the great occasion of Al-Isra' and Al Mi^raj, and every Friday during the Holy month of Ramadan by promoting religious practices and cultural background.
- **Administrative Breakfast:** The SRC held a breakfast with the executive staff to express their ideas and thoughts about initiatives in the school. This breakfast was combined with the Primary and gave the Primary students the opportunity to meet with peers much older than themselves.
- **Harmony Day:** celebrating our successes as a culturally diverse society and re-commit ourselves to harmony. The day was overflowed with orange enthusiasm from students. The day consisted of various fun filled activities including the bungee run. The day was a great success and students contributed in fundrasing for the school.

- **SRC excursion:** The SRC excursion was held in Term 2 of 2012 at Tree Top Adventure Park. The day was heralded as a fantastic day, where students were able to build great bonds and learn the importance of team building and leadership skills within the SRC community.
- **Fundraising:** Cake and spider drink days, Sport carnival pizza days, and Islamic Wear Day to raise money for various end of year activities.
- **Leadership Excursion:** The School captains visited the state parliament house and had the opportunity to meet with their area representatives and the Governor. The trip was extremely exciting and educational.
- **Sports competitions:** SRC members also contributed towards the running of the Gala Days and the Sports carnival through supplying Pizzas and drinks.

#### **Student Representative Council aims to**

- provide effective representation of students through communication with and between students, staff and the community
- provide a forum for student opinions, ideas and attitudes
- provide the student body with an opportunity to contribute to school decision making
- develop leadership in representing the opinions, ideas and attitudes of students
- promote involvement in the school and its physical surroundings
- promote school and community spirit
- encourage pride in achievement

#### **Student Representative Council Roles**

- represent the school and student body
- communicate and liaise with students, staff and community
- Organise, coordinate and participate in various activities
- and assist in various school events and duties

The Student Council should listen to the views of the students, the staff, the Principal and the school and respond appropriately.

The SRC is a great asset to the school, representing and communicating the diverse needs of their peers. Al Amanah College looks forward to working the SRC students next year. They are outstanding role models for the student body. This year the SRC worked collaboratively with their peers in creating a harmonious environment and fundraising initiatives for the school. A big thank you and appreciation to all the dedicated SRC students this year.

## VALUE ADDED INFORMATION

There has been a drive towards curriculum in the secondary school and this drive has seen an increase in results and an improvement in student motivation and attitude. The general culture of the school has been very positive as students and teachers alike are focused on the same goals.

The Reading to Learn and LIN/LIEN programs have allowed for quality teaching. The programs target specific literacy and numeracy skills of students at any level. These programs are being carefully integrated into the system so as not to lose the core teaching in the classroom. Teachers have also worked tirelessly on implementing strategies to engage students in the tasks at hand.

The Restorative Behaviour Management System is a great success with the students as they are incentivized to compete in presenting the proper behaviour. Through RBM we focus on restoring relationships and working on a building students' values to address wrong behaviour at a grassroots level which in time would lead to the students acquiring the ability to making the right choices driven by an outstanding set of values away from fear tactics. The students also learn under the RBM to recognise their actions and accepting consequences as part of their responsibility towards themselves, others and the community at large, all in a caring environment.

The partnership formed between teachers and the school's teacher librarian as allowed for targeted study skills. These study skills programs are catered for each class and based on the needs of students. Many students have benefited from study timetabling skills as well as specific study skills needed in order for them to be able to study independently without teacher assistance.

The school's open communication with parents has continued to improve. Parents have been attending workshops and meetings in order to remain up to date with the latest changes in the Australian Curriculum and other matters such as the school's behaviour system.



# SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

## School Performance in National Assessment Program - Literacy and Numeracy

Students in Year 3, Year 5, Year 7 and Year 9 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) again this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. In general, Al Amanah College has performed well in the state-wide test and examination in both the primary and secondary school. The NAPLAN results demonstrate that students at Al Amanah College performed well above the state average.

### **Year 3 and 5 – National Assessment Program – Literacy and Numeracy (NAPLAN):**

#### **Primary School - Liverpool Campus**

49 students from Year 3 and 38 students from Year 5 participated in the NAPLAN, 2012.

**Table 1: NAPLAN results – Percentage above and below benchmark (Liverpool Campus)**

	Year 3				Year 5			
	% of students below benchmark		%of students at or above benchmark Above band 1		% of students below benchmark		% of students at or above benchmark Above band 3	
	School	State	School	State	School	State	School	State
<b>Reading</b>	0%	4%	100%	96%	0%	8%	100%	92%
<b>Writing</b>	0%	2%	100%	98%	3%	6%	97%	94%
<b>Spelling</b>	0%	3%	100%	97%	0%	4%	100%	96%
<b>Grammar and punctuation</b>	0%	5%	100%	95%	3%	8%	97%	92%
<b>Numeracy</b>	0%	4%	100%	96%	0%	5%	100%	95%

### Primary School - Bankstown Campus

39 students from Year 3 and 16 students from Year 5 participated in the NAPLAN, 2012.

**Table 2: NAPLAN results – Percentage above and below benchmark (Bankstown Campus)**

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark Above band 1		% of students below benchmark		% of students at or above benchmark Above band 3	
	School	State	School	State	School	State	School	State
<b>Reading</b>	0%	4%	100%	96%	0%	8%	100%	92%
<b>Writing</b>	0%	2%	100%	98%	4%	6%	96%	94%
<b>Spelling</b>	0%	3%	100%	97%	0%	4%	100%	96%
<b>Grammar and punctuation</b>	0%	5%	100%	95%	0%	8%	100%	92%
<b>Numeracy</b>	0%	4%	100%	96%	4%	5%	96%	95%

### Secondary School - Liverpool Campus

48 students from Year 7 and 60 students from Year 9 participated in the NAPLAN, 2012.

**Table 3: NAPLAN results – Percentage above and below benchmark (Liverpool Campus)**

	Year 7				Year 9			
	% of students below benchmark		% of students at or above benchmark Above band 4		% of students below benchmark		% of students at or above benchmark Above band 5	
	School	State	School	State	School	State	School	State
<b>Reading</b>	6%	5%	94%	95%	12%	7%	88%	93%
<b>Writing</b>	19%	8%	81%	92%	32%	19%	68%	81%
<b>Spelling</b>	2%	6%	98%	94%	2%	8%	98%	92%
<b>Grammar and punctuation</b>	2%	3%	98%	97%	3%	8%	97%	92%
<b>Numeracy</b>	0%	5%	100%	95%	0%	4%	100%	96%

## Year 12 – Higher School Certificate

In 2012 HSC, 13 students sat for the Higher School Certificate exams. In general, students' achievements were at or above state level. The results of the tests are summarised and tabulated in tables 5 and 6 below.

**Table 5: 2012 Higher School Certificate Test Results – 2 Unit courses**

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	5	3 – 6	100%	94%
Biology	6	3 – 6	100%	90%
Business Studies	7	3 – 6	100%	88%
English (Advanced)	4	3 – 6	100%	98%
English (Standard)	9	3 – 6	89%	79%
General Mathematics	5	3 – 6	100%	79%
Geography	3	3 – 6	67%	86%
Industrial Technology	6	3 – 6	100%	85%
Info Process and Technology	7	3 – 6	100%	80%
Mathematics	9	3 – 6	89%	89%
Modern History	7	3 – 6	100%	90%
Physics	3	3 – 6	100%	89%
Visual Arts	6	3 – 6	100%	98%

**Table 6: 2012 Higher School Certificate Test Results – Extension Units**

Mathematics Extension 1	1	E4	100%	35%
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## PROFESSIONAL LEARNING

At Al Amanah College, we regard Professional Development as an ongoing training requirement. In 2012, our teaching staff attended various Professional Development courses and training whereas the school executives participated in leadership seminars organized by the Association of Independent Schools. The list of Professional Development courses attended by Al Amanah College staff are as follows:

### Primary Staff Professional Development 2012

PD Courses	No. of Staff
Child Protection	All
Duty of Care	All
AIS Maths Programming x 4 days	19
Reading to Learn x 2 days	19
AIS Integrated Inquiry	19
AIS Moving Beyond the Basics	All
AIS Leadership Course	10
Introducing the Grammar of the Australian Curriculum	19
K-6 Sport Conference	1
Curriculum Differentiation	1
Creating writing classroom where students love to write	1
Building Teacher-Student Relationships	1
Making Connections: NeuroScience and Education Conference	1
Highly Accomplished Teachers	1
Live Life Well	1
Australian Curriculum	1
Learning Difficulties and ADD	1
Kindergarten Conference	1
The Road Ahead with IPADs K-12	1

## Secondary Staff Professional Development 2012

PD Courses	No. of Staff
Child Protection	All
Duty of Care	All
AIS Maths Programming x 4 days	6
Reading to Learn x 2 days	All
AIS Moving Beyond the Basics	All
AIS Leadership Course	10
Introducing the Grammar of the Australian Curriculum	All
Curriculum Differentiation	1
Australian Curriculum Conferences	6
Inspiration in teaching Business Studies	1
Leadership for Middle Management	6
Moodle Connected Classroom	1
AIS Visual Arts Conference	1
Performance Pedagogy	1
Meet the markers Conference	1
Moving Beyond the Basics: Primary Teaching Practice with Interactive White boards	All

## TEACHING STANDARDS

### Details of all teaching staff - **Liverpool campus**

- In 2012, 36% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 14% of teacher turnover during the period 2011-2012. Teachers on Maternity leave have indicated they will be returning to work in 2013.
- Retention rate of staff is an average of 86% in the period 2011-2012.

### Details of all teaching staff - **Bankstown campus**

- In 2012, 43% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 25% of teacher turnover during the period 2011-2012. Teachers on Maternity leave have indicated they will be returning to work in 2013.
- Retention rate of staff is an average of 75% in the period 2011-2012, note: the 25% of teachers who left in 2012 were re-employed at our new sister school.

## SCHOOL ENROLMENT

The school total enrolment figure in 2012 was 809 students. From a percentage perspective there are 51% girls and 49% boys in both campuses from Kindergarten to Year 12. Most of the students come from NESB background, and a number of students do have special needs.

## STUDENT ATTENDANCE AND RETENTION RATES

On average 94% of students attended the school each school day in 2012. The majority of students in the secondary school who start in year 7 are expected to remain in the school until the end of year 10. Apparent retention rates for 2012 indicate that Year 7 enrolment in 2009 was 68 students with 42 students completing Year 10 (an actual retention rate of 62%).

At Al Amanah College in 2010, 40 students successfully completed the School Certificate award, 13 of these students continued on to Year 12 to successfully complete the Higher School Certificate in 2012. This equates to a retention rate of 32.5% from Year 10, 2010 to Year 12, 2012.

## POST SCHOOL DESTINATION

Al Amanah College in 2012 had enrolments up to Year 12; this component of the report refers to students who have withdrawn from the College at the conclusion of Year 10, Year 11 and Year 12.

### **Year 10, 2012:**

Twenty One students left Al Amanah College at the end of year 10. Students leaving at these stages have typically sought employment opportunities through apprenticeship programs or further education through TAFE or other schools.

### **Year 11, 2012:**

The number of year 11 students who progressed to year 12 remained the same.

### **Year 12, 2012:**

Of those students leaving Year 12 in 2012, 95% received an offer at university. The remaining students have gone directly into the workplace or have combined TAFE studies with an apprenticeship.

## POLICIES

The school has in place various policies such as student welfare policy, discipline policy, reporting complaints and resolving grievances policy as well as other policies and procedures.

### **Educational and Financial Reporting - Annual Report Policy**

Al Amanah College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

### **Procedures**

#### **Annual report:**

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board of Studies and other stakeholder as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance form to send to the Board of Studies.
- Preparation of the report in an appropriate form to send to the Board of Studies
- Setting the annual schedule for
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - distribution of the report to the BOS and other stakeholders



### **Request for additional data from the NSW Minister for education and Training**

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

### **DEEWR Annual Financial Return**

The school will identify the staff member responsible for completing the questionnaire. The person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

### **Annual Report - Content**

The school will produce an annual report and publicly disclose the performance measures and policies of the school in each of the thirteen reporting areas:

- **Reporting Area 1:** a message from key school bodies
- **Reporting Area 2:** contextual information about the school
- **Reporting Area 3:** student outcomes in standardised national literacy and numeracy testing
- **Reporting Area 4:** the granting of Records of School Achievement
- **Reporting Area 5:** student performance in state wide tests and examinations
- **Reporting Area 6:** professional learning and teacher standards
- **Reporting Area 7:** workforce composition
- **Reporting Area 8:** senior secondary outcomes
- **Reporting Area 9:** student attendance and management of non-attendance
- **Reporting Area 10:** retention of Year 10 to Year 12 (where relevant)
- **Reporting Area 11:** post-school destinations
- **Reporting Area 12:** enrolment policies and characteristics of the student body
- **Reporting Area 13:** school policies
- **Reporting Area 14:** school-determined improvement targets
- **Reporting Area 15:** initiatives promoting respect and responsibility
- **Reporting Area 16:** parent, student and teacher satisfaction
- **Reporting Area 17:** summary financial information.

## **Enrolment Policy**

The purpose of this document is to assist the School in providing and implementing a step-by-step application and enrolment process which provides a transparent and consistent reference point to both those seeking enrolment and those responsible for enrolment at the school. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

Before a child is offered a place at Al Amanah College, the following factors are considered:

- Interview and Classroom Appraisal (entrance exam, previous school report).
- Current student numbers, application date, age, balance in the classroom, child's readiness for school, learning needs, academic and behaviour record.
- Sibling priority is not guaranteed. Preference will normally be given to siblings of children attending the school, provided the family has continued to demonstrate support for the school.

On acceptance of the offer of a position the following conditions must be agreed to:

- That a non-refundable, non-transferable \$150 Enrolment Fee In Advance is paid.
- That once students are enrolled they are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

In certain circumstances there is a probationary period of one (1) term for new students. At the end of the probationary period, parents are advised of the continuation or termination of their child's enrolment. The probationary period may be extended at the discretion of the School Principal or his delegate.

### **THE ENROLMENT REGISTER**

An electronic register of enrolments (**MAZE**) is used at Al Amanah College.

The register will contain:

- Student name, gender, date of birth , place and country of birth
- Nationality
- Residential address
- Date and grade of enrolment

- Previous school attended
- Family details
- Alternative family details (if any)
- Access restrictions (if any)
- Medicare details
- Medical condition (if any)
- Anaphylaxis medical information forms (if any)
- Individual registration number
- Enrolment status i.e: full time, part time, etc.
- Date and grade of ceased enrolment
- Student's destination

## **SCHOOL POLICIES**

Students and parents/guardians are required under the **Enrolment Contract** to abide by and support the school policies as outlined in the **Enrolment Contract**. From time to time these policies may change as the need may arise. The school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

### **Student Welfare Policy**

Self-esteem is perhaps the single most important factor in helping a child advance his/her potential. Self-esteem activities are carried out by individual classroom teachers, staff and community at appropriate levels. Therefore at Al Amanah College all staff members are informed of their legal responsibilities for the care, safety and welfare of the students and they are committed to the welfare of our students through the provision of policies in the areas of:

- Managing complaints or grievances
- Anaphylaxis management plans
- Mandatory reporting procedures
- Emergency management plan
- Critical incident plan
- Accidents and incident register
- First aid policy and procedures, and
- Internet use policy and procedures.
- Anti-bullying and harassment
- Drug use policy

### **Welfare and Pastoral Care:**

Al Amanah College provides pastoral care to its students and ensures their welfare through the appointment of a Welfare Coordinator who in addition to his role in pastoral care, has the responsibility of developing working relationships with external agencies such as Students Services – DEECD, Special Development Centres, Department of Human Service including access to counselling in order to provide the following:

- Identification of and provision of support for students with special needs
- Monitoring students' health needs and the distribution and monitoring of medication
- Response to serious incidents and emergencies
- Provide referrals to external agencies that can assist students and families
- Organise Student Support Group Meetings
- Adequate homework

Parents enrolling their children at Al Amanah College enter into a partnership between themselves, their children and the school staff. This partnership is based on shared responsibilities, expectations and mutual respect.

### **Student Discipline Policy**

At Al Amanah College we believe that a stimulating and positive learning environment will encourage good behaviour by the students. Our Restorative Behaviour Management (RBM) program promotes conflict resolution and encourages students to practice self-discipline which involves responsibility, self-monitoring and students analysing inappropriate behaviour and coming up with solutions.

Our aim is to focus on positive behaviour rather than inappropriate behaviour by rewarding students with merit awards, class incentives, excursions and fun days. We believe it is more effective for students to evaluate their own behaviour by using the school behaviour expectations matrix.

## **SCHOOL RULES/DISCIPLINE CODE**

We have designed Restorative Behaviour Management (RBM) which has been implemented in the classroom and the playground. The school behaviour expectations matrix will be displayed in the classrooms, office and the hallways. Parents will obtain a copy of the discipline policy and the Restorative Behaviour Management (RBM).

Corporal punishment is prohibited at Al Amanah College. Any form of physical punishment such as hitting of any kind, emotional such as mocking, degrading and humiliating is prohibited as well. The School prohibits corporal punishment and clearly and exhaustively has listed the proposed School's discipline methods so as to plainly exclude corporal punishment. Al Amanah College does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the School.

The school's policies on student's discipline are provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

## **GIFTED AND TALENTED STUDENTS POLICY**

This policy aims to identify gifted and talented students and to maximise their learning outcomes at Al Amanah College.

Students identified as 'gifted and talented' must know that the College values their special ability or abilities and will encourage them to pursue new challenges. Teaching, stimulating and facilitating the development of enriching programs which enable students to develop "to the edge of their ability" will help them reach their potential and maintain their enthusiasm for lifelong growth.

The College will endeavour to provide appropriate support for gifted students as resources permit, taking into account the social, emotional and educational well-being of the students concerned. Families must also recognise their role and responsibility in catering for their gifted children and work cooperatively with the school to provide suitably enriching programs for their children.

At any stage of the planning, development and implementation of a policy for gifted and talented students there should be evaluation of:

- the policy
- school management plans
- faculty plans
- teacher programs and strategies
- student experience and outcomes

### **Complaints and Grievances Resolution Policy**

Al Amanah College values the feedback it receives from staff, parents, the students and the community. Responding to both affirmative and negative feedback demonstrates the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions that may be used to improve standards and may prevent cause for further complaint.

The school's policies on student's discipline are provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

## **DETERMINED IMPROVEMENT AND DEVELOPMENT**

Achievements and priorities in 2012:

1. An improvement of Literacy NAPLAN results
2. An improved students' understanding of text types and their structures, grammar and vocabulary
3. Maximised learning opportunities for ESL learners within the mainstream classroom
4. An improvement of Numeracy NAPLAN results
5. Increased levels of numeracy achievement
6. Increased level of staff competence in the use of Technology to be integrated into literacy teaching practices.
7. Increased level of staff competence in the use of technology to be integrated into numeracy teaching practices
8. More student-centered learning in the classroom through the use of technology.
9. Better quality teaching and learning
10. A higher quality of academic leadership
11. A higher level of student engagement across literacy
12. A higher level of student engagement across numeracy.
13. An increased participation of NESB families in the school curriculum
14. Enhanced community relationships.

## **RESPECT AND RESPONSIBILITY**

The culture at Al Amanah College is marked by respectful relationships, with each individual taking responsibility for his or her own actions. Many activities within the school foster civic responsibility and give students the opportunity to contribute to the local community and wider society. A wide range of social activities were developed to promote respect and responsibility in students. Al Amanah College asks all students to recognise that they are valued and that they form an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. Being an Islamic school, Al Amanah College takes seriously its requirement to develop pro-social skills within its students, including the development of respect and responsibility.

A clear anti-bullying policy is well promoted within the school through various posters and other written and graphical materials. It is summarised in every student's school diary. When bullies and their victims are identified, appropriate counselling and sanctions are used. Respect and responsibility are typical qualities which are embedded in the teaching of Islamic values such as fairness, honesty, compassion, courtesy and good citizenship to develop positive and productive attitudes that young people need.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

Al Amanah College has an "open door policy" with parent involvement welcomed. The college strives to maintain and strengthen links with parents and the community, sharing educational and social responsibilities. The school relationship with parents is very productive meeting many objectives due to a close understanding of their concern. Working together in partnership with parents and the community to identify the needs and the priorities helped the school to plan for a better future. The level of parents' involvement in the school activities is high, discussion with parents throughout the year indicated that parent satisfaction is extremely positive.

The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Al Amanah College operates a Peer Support program which provides the students with opportunities to develop skills for



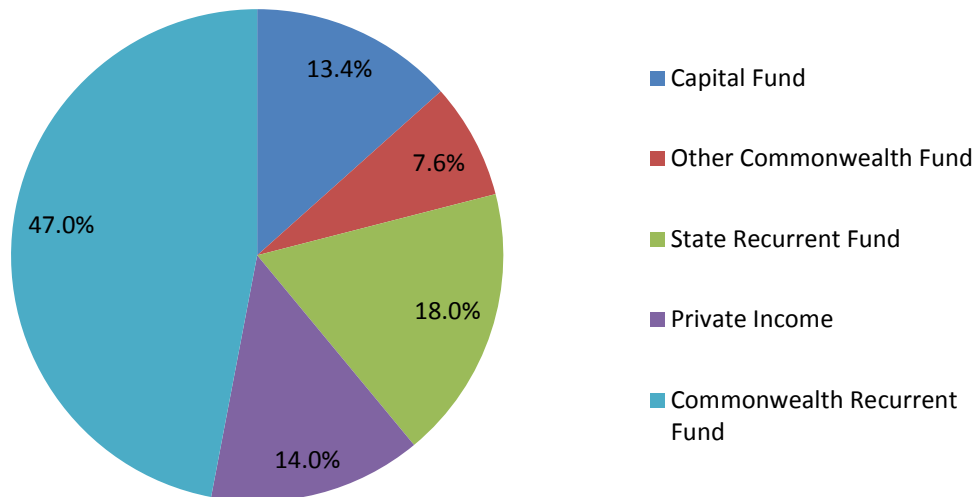
life, resilience, effective communication, risk-taking and conflict resolution. In 2012 throughout many school activities Al Amanah College has continued to collect data from the students and the data showed high level of student satisfaction that they felt safe and happy.

Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on the quality, commitment and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school oriented tasks is very crucial. However an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is obvious that the school management focused on raising the level of staff commitment by increasing their level of motivation, involvement and satisfaction. Thus in times of limited resources, commitment will depend on involving staff to ensure that causes of dissatisfaction are removed and that opportunities for satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2012 staff were generally very satisfied in all areas of our school.

## SUMMARY FINANCIAL INFORMATION

The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Al Amanah College in 2012.

### Recurrent / Current Expenditure



### Recurrent / Current Expenditure

