

AL AMANAH COLLEGE

Educational & Financial

Annual Report



2007

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Message from the Chairman

It gives me great pleasure as chairman of Al Amanah College to include the following message in the 2007 Annual School Report. The School board sat for 11 meetings during 2007, all chaired by myself and with very few apologies. This year the School Board focused on continuing the development of certain strategic plans we started in 2006. These plans were concerned with the expansion of the school facilities to meet the growing school demands as well as developing, reviewing and adopting new policies. The highlight for the year 2007 were the Year 12 students who represent the first group of students in the history of Al Amanah College to sit the higher school certificate and achieve great results. With great deal of pride I congratulate all of them and wish them great success in their future endeavors noting that 85% of these students have enrolled in different universities.

As in 2006 we have consolidated our achievements in 2007 furthering again our resources and curriculum enrichment for the students of Al Amanah College. Our list of achievements keeps on growing through the support of our wonderful community. In a sense that is what we are about. Our students find success in the academic, sporting and cultural environments which radiate out from the school. Their success is the expression of the individual talent each of our students possesses further enriched by contact with others. We see therefore the need that we continue to send teams to run, swim, and play futsal, tennis, basketball and oztag. It is important that the choir band performs on stage on festive occasions such as Ramadan or the celebration of the prophet's birth and that our students go on excursions and take part in debates and visit theatres. These enriching experiences are opportunities for personal growth and confirm the reputation for excellence enjoyed by Al Amanah College.

Student Representative Council

Throughout the year, the SRC Captains and Vice Captains organised many fundraising events such as Mufti Days, Cake Stalls, selling chocolates and participating in Red Nose Day. I would like to thank the Student Representative Council SRC who initiated all these events as well as supporting a number of charities. Again in 2007 two students from our school have been awarded Leadership and Teamwork Awards in the Australian Defense Force National Competition. These awards are based on the following selection criteria: Leadership, Teamwork, values, Communication, Problem Solving, Resourcefulness, Cooperation and Community involvement.

Value added information

Student performance in the School Certificate tests and other examinations is discussed in details in the following pages. In support of the students' welfare, the school ran a number of programs throughout 2007 including Values and Drug Education, Student Leadership, Peer Support, Positive Behaviour Intervention program and a range of other initiatives and activities.

The following Report is a summary of the major initiatives, policies and achievements during 2007. It has been compiled in a format to meet NSW Board of Studies requirements for continuing Registration as a school in NSW. This report will be displayed on the school's notice board and on the school's web site www.alamanah.nsw.edu.au for parents and other members of the community to view.

School Performance in State-wide tests and examinations

Bankstown Campus

Primary School

All students from Year 3 and Year 5 participated in the State-wide Basic Skills Test (BST) at this campus in 2007. Table 1 demonstrates a summary of the tests results.

Table 1: BST– percentage above benchmark

2007 Test	Year 3			Year 5		
	No. of students	Band 1	Bands 2-5	No. of students	Bands 1-2	Bands 3-6
Basic Skills Test (BST) Aspects of Literacy	35	0%	100%	23	0	100%
Basic Skills Test (BST) Aspects of Numeracy	36	0%	100%	23	0	100%

Liverpool Campus

Primary School

All students from Year 3 and Year 5 participated in the State-wide Basic Skills Test (BST) at this campus in 2007. Table 2 demonstrates a summary of the tests results.

Table 2: BST– percentage above benchmark for Liverpool campus

2007Test	Year 3			Year 5		
	No. of students	Bands 1	Bands 2-5	No. of students	Bands 1-2	Bands 3-6
Basic Skills Test (BST) Aspects of Literacy	51	0%	100%	37	3%	97%
Basic Skills Test (BST) Aspects of Numeracy	51	6%	94%	37	6%	94%

Secondary School

All students in year 7 participated in the English Language and Literacy assessment (ELLA) and in the Secondary Numeracy Assessment Program (SNAP). The results of the tests are summarised and tabulated in table 3 below.

Table 3: ELLA and SNAP results

2007 Test	Number of Students Yr 7	Percentage of students achieving lower than elementary level	Percentage of students achieving elementary level or higher
English Language and Literacy Assessment (ELLA)	51	2%	98%
Secondary Numeracy Assessment Program (SNAP)	49	8%	92%

School Certificate and the Higher School Certificate

In 2007, all students of Year 10 sat for the NSW School Certificate and all Year 12 students sat for the Higher School Certificate exams. In general student achievements from both cohorts were at or above state level. The results of the tests are summarised and tabulated in tables 4 and 5 below.

Table 4: School Certificate Results

Subject	Number of Students	Performance band achievement by %		Grades allocated by %	
		Bands 3-6	Bands 1-2	Grades A-C	Grades E-D
English	33	School: 91% State: 92%	School: 9% State: 8%	81%	19%
Mathematics	34	School: 71% State: 76%	School: 29% State: 24%	82%	18%
Science	34	School: 91% State: 90%	School: 9% State: 10%	74%	26%
Australian History Civics and Citizen	33	School: 70% State: 85%	School: 30% State: 15%	43%	57%
Australian Geography Civics and Citizen	33	School: 88% State: 89%	School: 12% State: 11%	31%	69%
Subject	Number of Students	Performance band achievement by %			
		Bands HCOMP-COMP		Bands CND	
Computing Skills	34	School: 100% State: 97%		School: 0% State: 3%	

Table 5: 2007 Higher School Certificate Test Results

Subject	Band Range	School (%)	State (%)
Biology	3- 6	93.75	89.01
Business Studies	3- 6	100	80.04
<i>Chemistry</i>	3- 6	77.77	91.06
<i>Engineering studies</i>	3- 6	57.13	88.43
English (Standard)	3- 6	85.71	77.66
English (Advanced)	4- 6	90.90	89.39
Geography	4- 6	100	77.27
Industrial Technology	3- 6	90	86.55
<i>General Mathematics</i>	3- 6	80	83.71
<i>Mathematics</i>	3- 6	79.99	87.94
Mathematics Extension 1	E2 – E4	100	95.82
Modern History	4- 6	83.32	72.15
PDHPE	4- 6	75	63.43
Physics	4- 6	80	67.31
Visual Arts	4- 6	100	90.3
Arabic Continuers	4 - 6	75	65.22

Professional learning, teaching standards, attendance and retention rate

Professional learning

This year the teaching staff at Al Amanah College participated and attended many professional development courses and training. In addition, the school executives participated in leadership seminars conducted by the Association of Independent Schools. The following professional development activities were undertaken by staff throughout 2007.

Primary School Professional Development Courses	No of staff participating
In-service	
PBIS/students with special needs	All staff
PBIS/students with special needs	All staff
PBIS- Arabic staff	All staff
PBIS/students with special needs	All staff
PBIS- Arabic staff	All staff
PBIS- Students with special needs	All staff
PBIS/students with special needs	All staff
Guided reading	All staff
ESL	All staff
Comprehension strategies	All staff
Novel Study/Big Book	All staff
PBIS/students with special needs	All staff
PBIS/students with special needs	All staff
PBIS/students with special needs	All staff
Out of school	
Bringing writing to life	1
ESL scales	1
Teaching reading stage 2/3	1
A fresh look at PDHPE	1
21 st Century Arabic	2
Enhancing discussion K-2	1
AIS conference	1

Secondary School Professional Development Courses	No of staff participating
In-service about literacy in all units of work	All Staff
Arabic program feedback	1
English program feedback	1
King Lear: A Critical Study of the text	1
Literary Theory in secondary English	1
Exploring Documentaries in English	1
The AIS Annual History Conference	1
Introduction to Flash Animation	1
Introduction to Dream Weaver	1
Photoshop for teachers of Visual Arts	1
An introduction to Photoshop Elements for Classroom Teachers	1
Creative and imaginative Writing	1
The AIS Annual English Teachers Conference 2007	2
Enhancing skills for pastoral care	1
Programming and Assessing Stage 4 Technology (Mandatory)	1
Taking the Lead: Nurturing a Leadership culture in your school	1
More Flash	1
The mind on fire: Getting Philosophical in English	1
The AIS Visual Arts Conference: Collaborations	1
Teaching the pleasure and beauty of the text.	1
Screenplay Writing: From concept to story to script	1
Storytelling with Digital Video	1
Teaching 'The Canon' in the 21st Century	1
Introducing Postmodernism in Stage 5 English	1
Twilight History Conference	1
An Introduction to the New HSC Prescriptions Text list	2
Animated Films: Exploring Different Styles and Forms	1
Programming Preliminary Standard and Advanced English Courses	2
Innovations and Emerging Technologies	2
Assessment in years 7-10 English	1
Film Making in schools	1

The above table is indicative of some professional development during 2007. Teaching and non teaching staff members have attended other whole school in-services that are not shown in the above table including seminars and conferences.

Teaching standards

Al Amanah College only employs professional, qualified and experienced teachers. All teachers in the third category below have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW institute of teachers as transition scheme teachers and are undertaking study to complete their teaching requirements.

1. Details of all teaching staff – Bankstown campus

Category		Number of Teachers
a	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	12
b	Teachers who have qualification as a graduate from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualification	-
c	Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	-
Total		12

2. Details of all teaching staff - Liverpool campus

Category		Number of Teachers
a	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	32
b	Teachers who have qualification as a graduate from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualification	2
c	Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	1
Total		35

Attendance and Retention rate

In 2007 the average daily staff attendance rate was 95.4%. The proportion of staff retained from 2006 is approximately 91%.

School Enrolment

The school total enrollment figure in 2007 was 794 students of whom 215 students attended Bankstown campus, 355 primary and 224 secondary students attended Liverpool campus. There are 107 girls and 108 boys in the Primary School Bankstown campus, 194 girls and 161 boys in the Primary School Liverpool campus and 117 girls and 107 boys in the Secondary School Liverpool campus. From a percentage perspective there are 53% girls and 47% 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 96% of students attended the College each school day in 2007, which is a similar rate to the 2006 attendance rate. 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 2006 indicate that Year 7 enrolment in 2002 was 47 students with 38 students completing the School Certificate in Year 10, class of 2005 (an actual retention rate of 81%). In 2006, 29 students of our 2005 Year 10 group were enrolled in Year 11 (an actual retention rate of 62%) and 25 students of our Year 11 students enrolled in Year 12 in 2007.

Post School Destinations

Al Amanah College in 2007 has 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 and Year 11. Students leaving at these stages have typically sought employment opportunities through apprenticeship programs or further education through TAFE.

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 the inclusion of a yearly review process to ensure ongoing compliance with the Board of Studies requirements.
- 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 has nominated a 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.

DEST Annual Financial Return

The school has nominated a 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 DEST 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: message from key school bodies
- Reporting area 2: value added information
- Reporting area 3: student performance in state-wide tests and examinations
- Reporting area 4: professional learning and teacher standards
- Reporting area 5: teacher attendance and retention rates
- Reporting area 6: student attendance and retention rates in secondary schools
- Reporting area 7: post school destinations
- Reporting area 8: enrolment policies and profiles
- Reporting area 9: school policies
- Reporting area 10: school determined improvement targets
- Reporting area 11: initiatives promoting respect and responsibility
- Reporting area 12: parent, student and teacher satisfaction
- Reporting area 13: summary financial information

The above information shall be published on the school's web site by 1st July, a copy of the report will be provided to the board of studies in an on line or other appropriate electronic form.

Enrolment Policy

Al Amanah College is a comprehensive co-educational K-12 school offering education underpinned by Islamic values and operating within the policies and requirements of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given according 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. Once enrolled, students

are expected to support the school's ethos and comply with the school rules to maintain their enrolment.

Procedures

Waiting list

Families wishing to enroll their children and siblings at the school must submit the enrolment form to be on the waiting list in order to be considered. The relevant waiting list procedures are applicable; **however, being on the waiting list will not guarantee enrolment at the school.**

Notification for interview and assessment

A formal letter is sent to inform parents about the date of the entrance assessment and interview. This normally takes place during term 3 of each year. If parent and child do not attend the interview or the entrance assessment, the child's name will be removed from the waiting list. All placements are subject to withdrawal of offer by Al Amanah College, should circumstances under which the offer was made alter prior to enrolment.

Enrolment Considerations

It is essential that parents have an understanding of Al Amanah's principles and a desire for their children to participate fully in the life of the college. Once a child is enrolled, parents are asked to enhance their knowledge of Al Amanah College as their child progresses through the school by attending all Parent Evenings, visiting the school, and supporting the college ethos and principles. 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).
- Factors taken into consideration are student numbers, application date, age, balance in the classroom within the guidelines of the various regulations, maintaining a 'normalised' 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.

Conditions for Acceptance

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

- That a non-refundable non-transferable \$120 Enrollment Fee in advance is paid.
- Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

From time to time these policies may change as the need may arise.

Trial Period

In certain circumstances there is a trial period of one (1) term for new children or for student placed on probation at the school. At the end of the trial period, parents are advised of the continuation or termination of their child's enrolment. The trial period may be extended at the discretion of the School Executive or Board or its representative. If the child is withdrawn within the trial period, the balance of the tuition fee only (excluding building fund payments and enrolment fees) is refunded for that term. After the trial period has lapsed, no refund is applicable.

Policies for Student Welfare

Al Amanah seeks to provide a safe and supportive environment which aims to minimize risk of harm and ensures students feel secure, supports the physical, social, academic, spiritual and emotional development of the students, provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School's Basis and Strategy for meeting a student's welfare and pastoral needs are understood and communicated, a Parent Information Handbook is provided to all parents each year. Staff policies are outlined in a Staff Handbook given to Staff members as part of their induction and to other staff members whenever changes are made.

The following policies and procedures were in place during 2006 and relate to the well-being and welfare of the students:

- **Child Protection Policy** encompassing definition and concepts, legislative requirements, preventative strategies, reporting and investigating “reportable conduct, mandatory reporting”, investigation process and documentation. The full policy is available through the school. No changes were made to this policy in 2007.
- **Duty of Care** encompassing duty of care and risk management, levels of supervision for on site and off site activities and guidelines for supervisors. The full policy is available through the school. No changes were made to this policy in 2007.
- **Code of Conduct** Policy encompassing code of conduct for staff and students, behaviour management and the role of student leadership system. The full policy is available through the school. No changes were made to this policy in 2007.
- **Security Policy** encompassing procedures for security of the grounds and buildings, use of grounds and facilities, emergency procedure, and travel during school-related activities. The full policy is available through the school. No changes were made to this policy in 2007.
- **Pastoral Care** Policy encompassing the pastoral care system, access to counselling, health care procedures, critical incident policy, and homework policy. The full policy is available through the school. No changes were made to this policy in 2007.

Each of these policies has been prepared in conjunction with other relevant legislation (e.g. relating to Care of Children and Young People and Occupational Health and Safety). The policies are available for parents by contacting the School Office. The Religious Advisor plays a significant role in providing ongoing pastoral care and children developmental issues. The School employs a full time School Counselor who is involved in general student welfare, diagnostic assessments and working with those students requiring further assistance in the development of their confidence and social skills

Policies for Student Discipline

Student discipline is an important aspect of student welfare and pastoral care. The learning of self discipline is a stated aim and one supported by various strategies. Student diaries contain an outline of expectations of behaviour in the form of a Code of Behaviour which focuses on values, rights and responsibilities. The Code of Conduct and approach to discipline are also in the Parent Handbook. The focus is on positive behaviour and a comprehensive system of awards is in place throughout the School to affirm good behaviour.

Should a student's behaviour be seen as unsatisfactory in the light of expectations and The Code of Conduct then disciplinary procedures will be applied. Procedural fairness will be used as a basic right when dealing with students, teachers and parents. This involves what is sometimes described as the "hearing rule" and the right to an unbiased decision. Disciplinary procedures will vary according to the offence. At the lower end of the scale, an admonition, ownership and restatement of appropriate behaviour will apply. For more serious matters the foregoing will still apply. However, parents will be informed and actions such as detention and suspension could be used. Corporal punishment is not permitted. Relevant School Policies related to Student Discipline are available for parents from the School Office and are in the Staff Handbook.

Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes for raising and responding to matters of concern identified by parents and/or students incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the board of governors. An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary.

Determined Improvement & Development

Achievement and priorities in 2007

-Official Opening Ceremony: One major priority for our school in 2007 was to complete all building work in order to open the school officially. The final touches involved painting some sections of the second storey in the girls High School and completing some electrical work in addition to the installation of the two school signs next to the school gates on Speed Street and on Nagle Street. A state of the art security system and an access code system with card readers were also installed at the School to ensure that an adequate level of security is provided. A lift was also installed giving any student in need an easy access to any level of the School's three storey north and east wings.

-Health and the Environment: The School in 2007 organized and established an afternoon Sports Program attracting many students from Primary School. The outside qualified trainers motivated the students and taught them many skills in different sporting fields. The Program also concentrated on healthy eating and healthy living in general. The program was truly a success and the School will continue to support it in the future. In regards to the environment, dozens of little plants were provided by Liverpool City Council in a bid to promote a healthier atmosphere. These plants were placed around the new structures next to the fences giving the school a warmer look. In addition three huge water tanks were introduced to the school in order to minimize dam water usage and to raise students' awareness regarding this matter.

-The Higher School Certificate: There certainly was a big buzz around the School for the whole year with our first group of students preparing for their HSC Exams. Everyone around the School was giving support to the students and their teachers in a true sense of community. Extra tuition was provided to the students on a regular basis after school hours and on Saturday and the teachers were there to answer the students anytime they needed help. The Year 12 students' results were better than originally anticipated making the whole school community very proud. It is worthy to note that the school made it on the Honour's Roll with 85% of the Y12 students enrolling in different universities in and around Sydney. The teaching programs are being further developed and improved in order to continue on a positive course in the future.

Continuous specialty help and training for teachers has been provided in 2007 to meet the challenges of the Higher School Certificate.

-Resources: With the large majority of the students' population coming from a non-English speaking background there is always a need to increase resources and provide development in the area of Literacy in general. The focus in particular for the year 2007 was concentrated on further developing students' reading skills. Few reading programs were purchased in order to help teachers achieve the necessary outcomes with their students. Students also enjoyed a greater variety of big books, home-readers, guided reading books and novels giving them better opportunities to enhance their reading skills. A 20-minute team reading program helping young readers was also introduced in 2007 between secondary and primary students.

-Professional Development: 37 Secondary School Professional Development Courses and 21 Primary School Professional Development Courses were attended in 2007. The School focused on helping the teaching staff and the executives alike in a substantial way to ensure that the students and their teachers are achieving their goals and are improving in their areas of need. English in general and English for the HSC in particular received the most support in the area of professional development in 2007. Technology and Visual Arts as well received their share of support in addition to many others especially in Primary School in the area of Positive Behaviour Systems-A Whole School Approach-. The school enjoyed the regular presence of an AIS Consultant in that area helping every bit of way in providing continual support and training to all staff members. This led to a reduction of misbehaviour incidents which in turn resulted in a more positive school environment.

Respect and Responsibility

Al Amanah College asks of 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. Al Amanah College reflects the firm foundation that the religion of Islam is the religion of moderation and sound intellect which will enable and prepare students to face the future challenges. We continue to focus on promoting our

Australian – 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 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 2007 throughout many school activities Al Amanah College gathered 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 2007 staff were generally very satisfied in all areas of our school.

Summary Financial Information

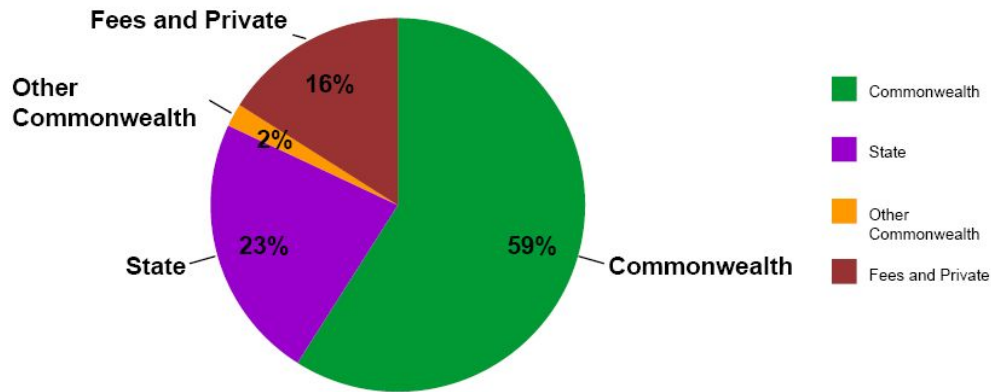
Al Amanah continues to rely on sound and prudent financial management practices. The board of Al Amanah has also adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school.

Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. This has already led to significant savings which allowed the school to continue its growth and expand its facilities.

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. Al Amanah will work towards cost effectiveness and increasing efficiency to ensure our educational objectives are met.

The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Al Amanah College in 2007.

Recurrent/ Capital Income



Recurrent/Capital Expenditure

