

# AL AMANAH COLLEGE

## Educational & Financial Annual Report



**2010**

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## 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.

Al Amanah College believes in a holistic approach to learning and the principles of a curriculum framework that is structured on this approach. The curriculum encompasses not only what is taught explicitly in the classroom but also the opportunities offered by the co-curricular programme, the environment and the values that are embodied within Al Amanah college community.

In 2010, Al Amanah College concluded yet another stage of its development as part of a ten year plan that was produced back in 2002. It is obvious that in terms of the physical structures and the academic areas new milestones have been reached this year, however the highlight of our achievements lies in slightly more implicit areas. These include School Management, Human Resources, Child Protection, Student welfare, Counseling and Special Education.

On a management level more professional training in the areas of leadership, mentoring, communication skills has been provided to a number of future aspiring executives. A transitional process has seen new roles allocated to different staff members allowing them to explore new experiences on a leadership level to empower them and to prepare them for the future continual growth of our flourishing institution.

Al Amanah College recognises that all students are individuals and have different abilities, learning styles and learning rates and hence the curriculum is designed in such a way that it caters for their individuals needs.

Al Amanah College continued its highly successful quest towards excellence by achieving outstanding results in 2010. The students of Al Amanah College through dedication and commitment have carried forward a successful tradition of achieving top results, nothing short of amazing, once again proving to the community just how competitive Al Amanah College has become in comparison to the top educational institutions in the region.

Our teaching team grew this year with more learning support staff. The team works across all KLA's with students and teachers in order to develop student literacy and numeracy skills. The team has put various programs in place and is working towards a solid learning support system that will assist all students as well as students with special needs. Staff took part in a number of professional development workshops throughout the year, including the whole school Academic English TAFE course. The commitment and dedication to the students is evident through the way teachers are always willing to go the extra mile and apply all their expertise, knowledge and skills in their core teaching. It is also becoming increasingly evident in our NAPLAN results. Many of our 2010 targets were met and some targets exceeded our expectations.

I look forward to continued growth and development in all areas and look forward to a better and brighter future for all.

Dr. Ghayath El Shelh  
Chairman

## STUDENT REPRESENTATIVE COUNCIL

### Primary School

Every year, the Student Representative Council (SRC) embraces the leaders of tomorrow. They are guided by the SRC Coordinators to become constructive members of society. They are taught imperative life skills, such as leadership, teamwork and community involvement, in order for them to develop successful futures for themselves and their companions in life.

The members of the SRC are proud role models who are passionate about helping their school become a better place. A select few are elected every year from Year Three to Year Six. They are elected by the students and staff to discuss and organise events and activities that serve the school community with its students, parents and staff.

By the end of their Primary School journey, most students would have had the opportunity of becoming SRC members and enjoyed the prospect of developing life skills that will help them soar through the rest of their lives.

### Secondary School

In the High School, the Student Representative Council (SRC) of 2010 has had an exciting year bringing forward new attitudes and changes into the school community. Their constructive approach has provided extensive opportunities for students to use their leadership skills and participate in team building activities for students across all year levels.

The first official function for the SRC student this year was the Al Amanah College SRC Induction Ceremony. It was a lovely day shared by the teachers, peers, parents, friends and local community members. Since that day, the SRC students have been very active in voicing their opinions and becoming more involved in the decision making processes at the school. Below is a list of the events organised by the SRC students throughout the year.

- **Islamic Wear Day:** promoting religious practices and cultural background.
- **Sayaran Ramadan:** promoting the glorious month of Ramadan.
- **Administrative Breakfast:** The SRC held a breakfast with the executive staff to express their ideas and thoughts about initiatives in the school.

- **Fundraising:** Cake Day, Pizza Day, Spider Drink Day and Islamic Wear Day raised money for various end of year activities
- **Harmony Day:** Celebrating our successes as a culturally diverse society.
- **Leadership Excursion:** The SRC enhanced their leadership skills through fun and challenging activities eg. Giant Swing (going on the 15m harnessed pendulum swing which was very exhilarating) and Teamwork Rescue (archery activity to promote small group teamwork).
- **Sport competitions:** Students versus Teachers Football Competition and the soccer competition.

Congratulations to all SRC members of 2010.

## VALUE ADDED INFORMATION

In 2010 Al Amanah College has been chosen to participate in the National Partnerships Program for low SES communities which involve government and non-government schools, the State and the Commonwealth Government working together to deliver better outcomes for students. The funding received was used to employ more specialty ESL, STLA and support teachers to build up enhanced ESL teaching programs and stronger literacy support team. It has also enabled us the purchase more reading resources, hands on resources, computers and a number of interactive white boards to improve the ICT program with exciting new pedagogies. Apart from that, the NPI funding also provided opportunities for existing staff to access more professional learning and build teacher capacity through collaborative planning and team teaching opportunities.

Our school teachers also have also taken part in SMART DATA training in order to effectively analyse the NAPLAN results which has assisted us in identifying the areas of most concern and also the areas of strength.

Also in 2010, an overhaul of the Child Protection System in NSW forced all schools to change their policies and retrain their staff in this area in line with all new legislations including the introduction of the Keep Them Safe website. As a result of that, Al Amanah College updated its school policies and provided a Professional Development course to explain the changes to all staff members.

## 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**

41 students from from Year 3 and 43 students from Year 5 participated in the NAPLAN, 2010.

**Table 1: NAPLAN results – Percentage above 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%	5%	7%	95%	93%
<b>Writing</b>	0%	2%	100%	98%	0%	4%	100%	96%
<b>Spelling</b>	0%	4%	100%	96%	2%	5%	98%	95%
<b>Grammar and punctuation</b>	0%	6%	100%	94%	5%	6%	95%	94%
<b>Numeracy</b>	0%	3%	100%	97%	7%	4%	93%	96%



### Primary School - Bankstown Campus

35 students from Year 3 and 27 students from Year 5 participated in the NAPLAN, 2010.

**Table 2: NAPLAN results – Percentage above 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%	7%	7%	98%	93%
<b>Writing</b>	0%	2%	100%	98%	0%	4%	100%	96%
<b>Spelling</b>	0%	4%	100%	96%	4%	5%	96%	95%
<b>Grammar and Punctuation</b>	0%	6%	100%	94%	0%	6%	100%	94%
<b>Numeracy</b>	0%	3%	100%	97%	4%	4%	96%	96%

### Secondary School – Liverpool Campus

71 students from Year 7 and 35 students from Year 9 participated in the NAPLAN, 2010.

**Table 3: NAPLAN Results – Percentage above Benchmark**

	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>	4%	5%	96%	95%	9%	8%	91%	92%
<b>Writing</b>	0%	6%	100%	94%	11%	10%	89%	90%
<b>Spelling</b>	0%	6%	100%	94%	6%	9%	94%	91%
<b>Grammar and Punctuation</b>	11%	11%	89%	89%	6%	8%	94%	92%
<b>Numeracy</b>	3%	4%	97%	96%	3%	6%	97%	94%

## Year 10 - School Certificate

In the 2010 School Certificate tests, 40 students sat for the NSW School Certificate Tests in English Literacy, Science, Australian Geography Civics and Citizenship, Australian History Civics and Citizenship and Computing Skills and 42 students sat the Mathematics School Certificate Test. Students performed at, or above, the state level in the 6 School Certificate tests. The results of the tests are:

- In **English Literacy**, 12.5% of our students achieved Band 5 or 6 compared to 36% State-wide. No students were placed below Band 3.
- In **Mathematics**, 28% of our students achieved Band 5 or 6 compared to 27% State-wide – an increase of 4% from 2009 and 9% from 2008. 6 students were placed below Band 3.
- In **Science**, 42% of our students achieved Band 5 or 6 compared to 40% State-wide. 2 were placed below Band 3.
- In **Australian History**, 17.5% of our students achieved Band 5 or 6 compared to 18% State-wide. 6 students were placed below Band 3.
- In **Australian Geography**, 7.5% of our students achieved Band 5 or 6 compared to 25% State-wide. 5 students were placed below Band 3.
- In **Computing Skills**, 43% of our students achieved Highly Competent compared to 55% State-wide – **all** students were either Highly Competent or Competent

**Table 4: School Certificate Results**

Subject	Number of Students	Performance band achievement by %		Grades allocated by %	
		Bands 3-6	Bands 1-2	Grades C-A	Grades E-D
English	40	School: 100% State: 97%	School: 0% State: 3%	School: 80%	School: 20%
Mathematics	42	School: 85% State: 95%	School: 15% State: 5%	School: 81%	School: 19%
Science	40	School: 95% State: 94%	School: 5% State: 6%	School: 45%	School: 55%
Australian History Civics and Citizenship	40	School: 85% State: 82%	School: 15% State: 18%	School: 57.5%	School: 42.5%
Australian Geography Civics and Citizenship	40	School: 92.5% State: 87%	School: 7.5% State: 13%	School: 60%	School: 40%
Computing Skills	40	<b>HCOMP + COMP:</b> 100%	<b>CND</b> 0%		

## Year 12 – Higher School Certificate

In 2010 HSC, 24 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: 2010 Higher School Certificate Test Results – 2 Unit courses**

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	8	3 - 6	100%	95.52%
Biology	8	3- 6	100%	90%
Business Studies	13	3- 6	92.5%	91%
Chemistry	4	3 - 6	100%	89%
Design and Technology	5	3- 6	100%	96%
English (Standard)	13	3- 6	77%	72%
English (Advanced)	11	3- 6	100%	99.11%
General Mathematics	11	3- 6	100%	86.10%
Geography	7	3- 6	100%	92.4%
Industrial Technology	14	3- 6	100%	81.75%
Info Process and Technology	6	3 - 6	100%	88.40%
Mathematics	9	3- 6	100%	89.40%
Physics	4	4- 6	100%	92.90%
Visual Arts	8	4- 6	100%	98%

Industrial Technology	14	3- 6	100%	81.75%
Info Process and Technology	6	3 - 6	100%	88.40%
Mathematics	9	3- 6	100%	89.40%
Physics	4	4- 6	100%	92.90%
Visual Arts	8	4- 6	100%	98%

**Table 6: 2010 Higher School Certificate Test Results – Extension Units**

English Extension 1	3	E3-E4	100%	100%
English Extension 2	3	E3-E4	67%	66.67%
Mathematics Extension 1	3	E3-E4	100%	82.83%

## PROFESSIONAL LEARNING

At Al Amanah College, we regard Professional Development as an ongoing training requirement. In 2010, 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 2010

PD Courses	No. of Staff
SMART Data Training	27
ESL pedagogy	27
Reading to Learn – Session 1	20
Reading to Learn – Session 2	20
Reading to Learn – Session 3	20
Reading to Learn – Session 4	20
Reading to Learn – Session 5	20
Reading to Learn – Session 6	20
( LIEN Workshop) LIEN – Learning in Early Numeracy	20
LIEN – Learning in Early Numeracy – Session 1 Professional team teaching and PD	20
LIEN – Learning in Early Numeracy – Session 2 Professional team teaching and PD	20
LIEN – Learning in Early Numeracy – Session 3 Professional team teaching and PD	20
LIEN – Learning in Early Numeracy – Session 4 Professional team teaching and PD	20

LIEN – Learning in Early Numeracy – Session 5 Professional team teaching and PD	20
LIEN – Learning in Early Numeracy – Session 6 Professional team teaching and PD	20
IWB Training	5
Advanced English course- Tafe x 10 sessions	27
Multilit training	4
Paving the way to the Australian curriculum	1
Child Protection	27
Primary Connections	20
Rich Tasks in Primary Mathematics	2
Teaching Grammar	2

### **Professional Development Programs for Secondary School Teachers**

<b>PD Courses</b>	<b>No . of Staff</b>
Using Interactive Whiteboards in Mathematics 7 - 12	1
Introduction to Moodle - an ONLINE course	1
Imaginative Writing in Extension 1	1
Motivating, Engaging and Managing Students Effectively	1
Dreamweaver - Web Design for Absolute Beginners	2
Introductory Animation (INA00)	2
Extension 2 English	2
Exploring the National Curriculum in Mathematics	2
Video production in the classroom	1
Motivating Students to Think Scientifically	1
Geography: Stage 5 Brought Alive	1
AIS TAS Conference: Innovation & Sustainable Design Practice.	3
AIS PDHPE Conference	1
Introductory Photoshop for Computing Teachers	1
Go Google: Explore Google's Technology Playgrounds	1
Making the most of mentoring	1
A digital journey: ICT tools to inspire PDHPE Teach.	1
HODs of Mathematics "ISSUES" Day	1

Area of Study: Belonging	1
Romanticism	1
Motivating, Engaging and Managing Students Effectively	1
Major Design Project (TDP00)	1
Guiding behavior in secondary school	1

## TEACHING STANDARDS

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

#### Primary

- In 2010, 56% of staff teaching the curriculum are new scheme teachers. There were 47% new scheme teachers in 2009. Maternity leave accounted for an average of 19% of teacher turnover during the period 2009 – 2010.
- Retention rate of staff is an average of 83% in the period 2009 – 2010.

#### Secondary

- In 2010, 27% of staff teaching the curriculum are new scheme teachers. There were 36% new scheme teachers in 2009. Maternity leave accounted for an average of 17% of teacher turnover during the period 2009 – 2010.
- Retention rate of staff is an average of 82% in the period 2009 – 2010.

## SCHOOL ENROLMENT

The school total enrolment figure in 2010 was 897 students of whom 273 students attended Bankstown campus, 368 primary and 256 secondary students attended Liverpool campus. There are 135 girls and 138 boys in the Primary School Bankstown campus, 200 girls and 168 boys in the Primary School Liverpool campus and 127 girls and 129 boys in the Secondary School Liverpool campus. From a percentage perspective there are 51.5% girls and 48.5% 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 2010. 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 2010 indicate that Year 7 enrolment in 2007 was 52 students with 43 students completing the School Certificate in Year 10 (an actual retention rate of 83%). In 2009, 28 students of our 2008 Year 10 group (40 students) were enrolled in Year 11 (an actual retention rate of 70%) and 24 students of our Year 11 students enrolled in Year 12 in 2010 (an actual retention rate of 86%).

## POST SCHOOL DESTINATION

Al Amanah College in 2010 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, 2010:**

Seventeen 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.

### **Year 11, 2010:**

No students left at the conclusion of year 11. One received a scholarship to the University of New England. Two enrolled in another school and one left to seek apprenticeship.

### **Year 12, 2010:**

Of those whose students leaving Year 12 in 2010, 85% 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 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 1<sup>st</sup> 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 \$150 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 2009 and relate to the well-being and welfare of the students:

- **Child Protection Policy** encompassing definition and concepts, legislative requirements, preventative strategies, reporting including the following changes:
  - a) Raising the reporting threshold to "at risk of significant harm" (from 24 January 2010)
  - b) Setting up an alternative reporting process for mandatory reporters in major government agencies (from 24 January 2010)
  - c) Permitting the exchange of information between government and non-government agencies involved with children and young people (30 October 2009)
  - d) Making some changes to the Children's Court and its procedure (from 1 June 2009)
- **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 since 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 since 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 since 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 since 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 AND DEVELOPMENT**

Achievements and priorities in 2010:

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 centred 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**

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 typically 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 2009 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.

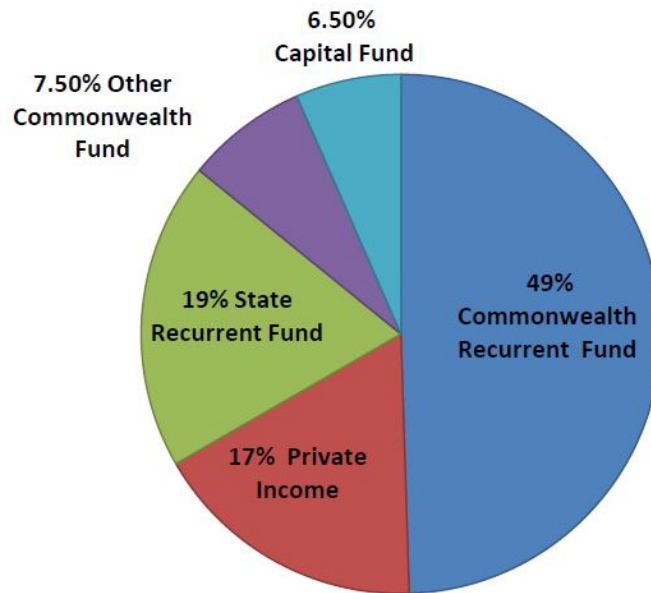
Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on 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 2009 staff were generally very satisfied in all areas of our school.

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 2009.



## SUMMARY FINANCIAL INFORMATION

### Recurrent/Capital Income



### Recurrent/Capital Expenditure

