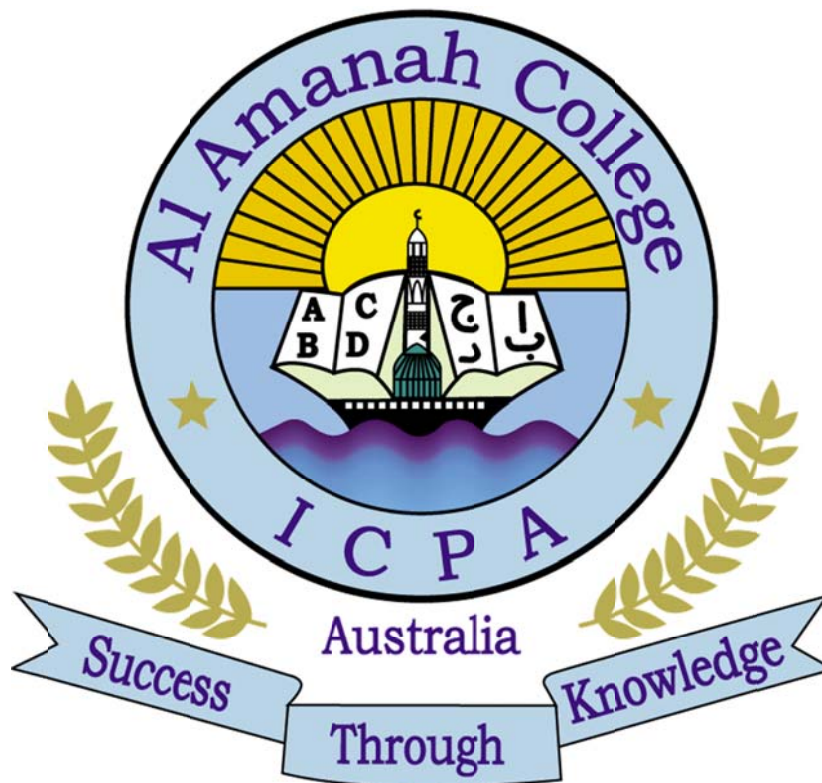


# AL AMANAH COLLEGE

## Educational & Financial Annual Report



**2011**

## CONTENT

<b>Message from the Chairman</b>	2
<b>Student Representative Council</b>	3
<b>Value added information</b>	5
<b>School Performance in state-wide tests and examination</b>	
National Assessment Program–Literacy and Numeracy for Primary School	6
National Assessment Program–Literacy and Numeracy for Secondary School	7
School Certificate	8
Higher School Certificate	9
<b>Professional learning</b>	10
<b>Teaching Standards</b>	12
<b>School Enrolment</b>	12
<b>Student Attendance and Retention Rate</b>	12
<b>Post School Destinations</b>	13
<b>Policies</b>	
Educational and Financial Reporting-Annual Report Policy	14
Enrolment Policy	16
Policies for Student Welfare	17
Policies for Student Discipline	19
Policies for Complaints and Grievances Resolution	19
<b>Determined Improvement &amp; Development</b>	20
<b>Respect and Responsibility</b>	20
<b>Parent, Student and Teacher Satisfaction</b>	21
<b>Summary Financial Information</b>	23

## 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 is a place where we are always learning, caring and remains true to being a Muslim School pursuing excellence in academic and personal achievement.

Al Amanah College is a school that seeks to prepare students with positive attitudes, sound values and skills for the future. Our staff understand the stages children go through in their learning and development. The parents care deeply about their children, their peers and are heavily involved in activities across the year groups. Our pastoral care programs extend horizontally across a year group and vertically to ensure students are mentored by older role models.

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.

The high standards set by Al Amanah College were reflected in our commitment to curriculum excellence with the enhancement of extra – curricular Arabic and Islamic programs. High quality teaching standards this year matched 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".

Dr Ghayath Alshelh  
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 the 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.

I thank all the 2011 SRC members for all their hard work this year and I congratulate them on all their success.

### **Secondary School**

The Student Representative Council (SRC) of 2011 has had yet another exciting year by adding a new chapter to the challenges and opportunities offered at Al Amanah College. They have endeavored 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 the Birthday of Prophet *Muhammad*, peace be upon him 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. It was the first time that both the Primary and Secondary SRC had a collective event as one Al Amanah Community.

**Fundraising:** Cake Day, Pizza day, Spider Drink day and Islamic Wear Day raise money for various end of the year activities

**Harmony Day:** Celebrating our successes as a culturally diverse society and re-commit ourselves to harmony.

**Gold Week:** Raising money for the Sydney Children's hospital.

**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:** Students versus teachers football competition and the soccer competition. SRC members also contributed towards the running of the Gala Days and the Sports Carnival.

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.

Congratulations to all SRC members of 2011.

## VALUE ADDED INFORMATION

Al Amanah College continued to build strong relations with parents and the community throughout 2011. The NPI reform was given high priority as partnerships are vital to the successful running of the school. Parent attendance numbers increased at P&C committee meetings and parent involvement was valuable to the student learning. Parents were trained in literacy programs as they volunteered their time to school literacy programs all for the betterment of the students. In addition to literacy programs, parents attended a cybersafety workshop which warns against cyber bullying. The increase use of technology and social networking has led the school to take action against inappropriate behavior.

The cyber safety workshop ran for all students from years 5 to 12. Senior students also had the opportunity to connect with universities through in-school seminars and excursions to the universities.

Teachers continued to be trained in many areas as their learning continues to be enriched. The successful implementation of 'Reading to Learn' across the primary school led to the introduction of the program in the secondary school. Teachers have been trained in the program and implementation has already begun.

## 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**

60 students from Year 3 and 43 students from Year 5 participated in the NAPLAN, 2011

**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%	0%	7%	100%	93%
<b>Writing</b>	0%	2%	100%	98%	0%	5%	100%	95%
<b>Spelling</b>	0%	4%	100%	96%	2%	5%	98%	95%
<b>Grammar and punctuation</b>	0%	5%	100%	95%	0%	7%	100%	93%
<b>Numeracy</b>	2%	3%	98%	97%	0%	4%	100%	96%

### Primary School - Bankstown Campus

38 students from Year 3 and 25 students from Year 5 participated in the NAPLAN, 2011.

**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%	0%	7%	100%	93%
<b>Writing</b>	0%	2%	100%	98%	0%	5%	100%	95%
<b>Spelling</b>	0%	4%	100%	96%	0%	5%	100%	95%
<b>Grammar and Punctuation</b>	0%	5%	100%	95%	0%	7%	100%	93%
<b>Numeracy</b>	0%	3%	100%	97%	0%	4%	100%	96%

### Secondary School – Liverpool Campus

73 students from Year 7 and 50 students from Year 9 participated in the NAPLAN, 2011.

**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>	1%	4%	99%	96%	0%	6%	100%	94%
<b>Writing</b>	1%	7%	99%	93%	20%	16%	80%	84%
<b>Spelling</b>	0%	5%	100%	95%	2%	7%	98%	93%
<b>Grammar and Punctuation</b>	0%	7%	100%	93%	0%	10%	100%	90%
<b>Numeracy</b>	0%	4%	100%	96%	0%	5%	100%	95%



## Year 10 - School Certificate

In the 2011 School Certificate tests, 33 students sat for the NSW School Certificate Tests in English Literacy, Mathematics, Science, Australian Geography Civics and Citizenship, Australian History Civics and Citizenship and Computing Skills. Students performed at, or above, the state level in the 6 School Certificate tests. The results of the tests are:

- In **English Literacy**, 12% of our students achieved Band 5 or 6 compared to 40% State-wide. No students were placed below Band 3.
- In **Mathematics**, 12% of our students achieved Band 5 or 6 compared to 26% State-wide. 9 students were placed below Band 3.
- In **Science**, 13% of our students achieved Band 5 or 6 compared to 31% State-wide. 3 were placed below Band 3.
- In **Australian History, Civics and Citizenship**, 21% of our students achieved Band 5 or 6 compared to 27% State-wide. 2 students were placed below Band 3.
- In **Australian Geography, Civics and Citizenship**, 10% of our students achieved Band 5 or 6 compared to 25% State-wide. 4 students were placed below Band 3.
- In **Computing Skills**, 7% of our students achieved Highly Competent compared to 54% 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	33	School: 100% State: 96%	School: 0% State: 4%	School: 82%	School: 18%
Mathematics	33	School: 73% State: 77%	School: 27% State: 23%	School: 85%	School: 15%
Science	33	School: 91% State: 96%	School: 9% State: 4%	School: 58%	School: 42%
Australian History Civics and Citizenship	33	School: 91% State: 90%	School: 9% State: 10%	School: 64%	School: 36%
Australian Geography Civics and Citizenship	33	School: 88% State: 88%	School: 12% State: 12%	School: 60%	School: 40%
Computing Skills	33	<b>HCOMP + COMP:</b> 100%	<b>CND</b> 0%		

## Year 12 – Higher School Certificate

In 2011 HSC, 23 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: 2011 Higher School Certificate Test Results – 2 Unit courses**

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	6	3 – 6	100%	97%
Biology	7	3 – 6	71%	87%
Business Studies	11	3 – 6	100%	87%
Chemistry	6	3 – 6	100%	90%
Economics	4	3 – 6	75%	87%
English (Advanced)	10	3 – 6	100%	98%
English (Standard)	13	3 – 6	93%	82%
General Mathematics	10	3 – 6	100%	80%
Industrial Technology	11	3 – 6	100%	88%
Info Process and Technology	7	4 – 6	100%	57%
Mathematics	12	3 – 6	100%	90%
Modern History	14	3 – 6	93%	90%
Physics	5	4 – 6	100%	70%
Visual Arts	6	3 – 6	100%	98%

**Table 6: 2011 Higher School Certificate Test Results – Extension Units**

English Extension 1	1	E2-E4	100%	98%
Mathematics Extension 1	2	E3-E4	100%	85%

## PROFESSIONAL LEARNING

At Al Amanah College, we regard Professional Development as an ongoing training requirement. In 2011, 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 2011

PD Courses	No. of Staff
Child Protection	All
Exploring the Australian Curriculum: Mathematics K - 10	2
Maximising Student Engagement and Positive Relationships for Learning	1
Strategic Assessment for Student Improvement	1
The Struggling Reader in the Middle Years	1
Planning and Programming using Ubb	1
Teaching Grammar to Stages 2-3 Students using Interactive Whiteboards	1
Beginning Teachers K-6: Supporting a Successful Start	1
Student Feedback: Where to next	1
Feedback for Growth	1
Developing Independent Learners	3
Making Maths Real	1
Beyond the Game Sense Model	1
Ten Top Tips for Teaching Fractions	1
Literacy goes digital	1
Maths goes digital	1
IWB Training for the classroom	All
Level 1 IWB Training	4
Level 2 IWB Training	4

## Professional Development Programs for Secondary School Teachers

PD Courses	No. of Staff
Child Protection	All
Beginning Teachers 7 – 12: Supporting a successful start	1
Exploring the Australian Curriculum: Mathematics K - 10	1
Texts in Time: Elizabeth Barrett Barrett Browning	1
A Day in the Life ... Organising yourself online	1
No Passport, No Problem	1
A critical study of text: Hamlet	1
The struggling reader in the middle years	2
Stimulating Deep Learning in Science	1
IWB Training for the classroom	All
Academic English	All
AIS TAS CONFERENCE 2011	3
Higher Order Thinking for Assessment and Learning	1
Photoshop CS: Practicalities for your classroom	1
Teaching Shakespeare	1
AIS VISUAL ARTS CONFERENCE: 2011	1
Accreditation at Professional Excellence	1
AIS PDHPE CONFERENCE 2011: Improving Students' Achievement in PDHPE	1
Engaging and Transformative Teaching and Learning	1
Embedding Digital Literacy in the Curriculum	1
Curriculum Renewal: Opportunities and Challenges	1
Level 1 IWB Training	4
Level 2 IWB Training	5
Engaging Students through Context	1
Learning to Learn	1
AIS English Conference: The Australian Curriculum	1
Bright ideas: Innovative teaching, Learning and Assessment Strategies	1
New Perspective for Programming and Assessment	1

## TEACHING STANDARDS

### Primary

- In 2011, 41% of staff teaching the curriculum are new scheme teachers. There were 56% new scheme teachers in 2010. Maternity leave accounted for an average of 6% of teacher turnover during the period 2010 – 2011.
- Retention rate of staff is an average of 83% in the period 2010 – 2011.

### Secondary

- In 2011, 20% of staff teaching the curriculum are new scheme teachers. There were 27% new scheme teachers in 2010. Maternity leave accounted for an average of 12% of teacher turnover during the period 2010 – 2011.
- Retention rate of staff is an average of 95% in the period 2010 – 2011.

## SCHOOL ENROLMENT

The school total enrolment figure in 2011 was 864 students of whom 269 students attended Bankstown campus, 364 primary and 231 secondary students attended Liverpool campus. There are 127 girls and 142 boys in the Primary School, Bankstown campus, 190 girls and 174 boys in the Primary School Liverpool campus and 123 girls and 108 boys in the Secondary School, Liverpool campus. 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 93% of students attended the school each school day in 2011. 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 2011 indicate that Year 7 enrolment in 2008 was 42 students with 33 students completing the School Certificate in Year 10 (an actual retention rate of 78.5%).

At Al Amanah College in 2009, 39 students successfully completed the School Certificate Qualification. 23 of these students continued on to Year 12 to successfully complete the Higher School Certificate in 2011. This equates to a retention rate of 59% from Year 10, 2009 to Year 12, 2011. This is a decrease of 1% in the retention rate from 2008 School Certificate to the 2010 HSC, as reported in the 2010 Annual Report. This stable trend in retention numbers could be attributed to the ongoing growth of the School, from the perceived uncertainties of the first few HSC years in the Secondary, to the consolidation of the ensuing cohorts to achieve the HSC qualification at Al Amanah College.

## POST SCHOOL DESTINATION

### Post School Destinations

Al Amanah College in 2011 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, 2011:**

Sixteen 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, 2011:**

No students left at the conclusion of year 11.

#### **Year 12, 2011:**

Of those whose students leaving Year 12 in 2011, 94% 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.

### **DEST 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 DEST in an appropriate form.

### **Annual Report - Content**

The school will produce an annual report and publicly discloses 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:** student performance in state-wide tests and examinations
- **Reporting Area 5:** professional learning and teacher standards
- **Reporting Area 6:** workforce composition
- **Reporting Area 7:** senior secondary outcomes
- **Reporting Area 8:** student attendance and management of non-attendance
- **Reporting Area 9:** retention of Year 10 to Year 12 (where relevant)
- **Reporting Area 10:** post-school destinations
- **Reporting Area 11:** enrolment policies and characteristics of the student body
- **Reporting Area 12:** school policies
- **Reporting Area 13:** school-determined improvement targets
- **Reporting Area 14:** initiatives promoting respect and responsibility
- **Reporting Area 15:** parent, student and teacher satisfaction
- **Reporting Area 16:** summary financial information.



## **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 behavior in the form of a Code of Behavior 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 behavior and a comprehensive system of awards is in place throughout the School to affirm good behavior.

Should a student's behavior 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 behavior 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 2011:

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**

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 2011 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.

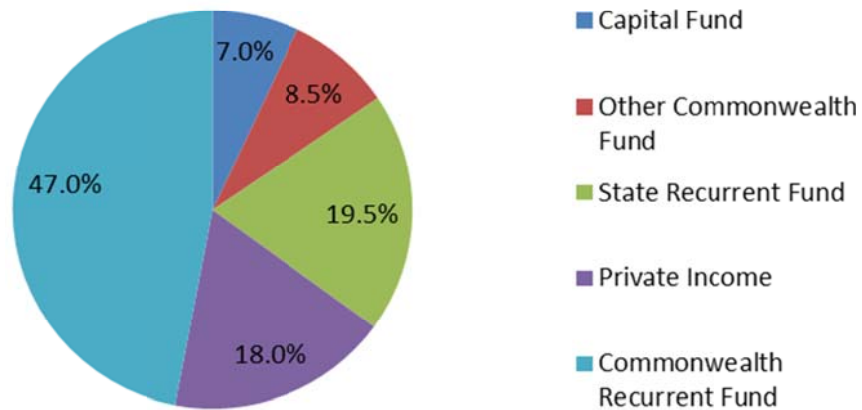
Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on 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 2011 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 2011.

## SUMMARY FINANCIAL INFORMATION

### Recurrent / Current Expenditure



### Recurrent / Current Expenditure

