

AL AMANAH COLLEGE

Educational & Financial Annual Report



2009

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Message from the Chairman

2009 has been a challenging, exciting and busy year for Al Amanah College. In the third year of HSC graduation, we have clearly demonstrated once again a commitment to continued improvement in the standard of achievements in all areas of school life, particularly in the levels of educational attainment reached by our students.

Throughout 2009, a whole-school emphasis was placed on student care within a supportive environment. Students are better prepared for learning when they are healthy, safe and happy.

The results of the new national testing NAPLAN showed a significant growth in Literacy and Numeracy skills for many students. On the other hand, some of our HSC graduating class of 2009 achieved excellent results where almost 85% of last year graduates received an offer at various universities where others have typically sought employment opportunities or other tertiary education. This is a great result for a non-selective school.

This report demonstrates accountability to regulatory bodies and the school community and considered to be supplementary to school newsletters, yearbooks and other regular communications. It summarises the hopes and achievements of the 2009 school year, a year which was marked by strong commitment, rigorous enterprise and genuine endeavour. We look forward to 2010 and to the opportunities it will bring to collaborate further with the school for the benefit of our students. The report will be available on the school's website by 30 June 2010 following its submission to the Board of Studies. Further information about the school or this report may be obtained by contacting the school.

Student Representative Council

Primary

The Student Representative Council (SRC) is comprised of one male and one female Class Captain and Class Vice-Captain (from Year 3 to Year 6) and one male and one female School Captain and School Vice-Captain (from Year 6). The SRC members are elected by their peers, teachers and executives via an autonomous voting system.

The SRC members are the nominated role-models of the school and the leaders of tomorrow. They volunteer their lunch time to attend regular meetings to discuss school matters that are significant to their peers. They organise school events such as Harmony Day, Clean Up Australia Day and Talent Quest and they put together fundraisers such as Jelly Bean Competition and Cake Day for precious school resources.

The SRC aims to develop its members into constructive members of society that are able to identify and solve problems. The Council aspires to enrich the students with good character, leadership skills, teamwork, values, communication skills, cooperation, resourcefulness and community involvement. I applaud the SRC members for all their hard work and I wish them all the best in their future endeavours.

Secondary

Whilst raising funds for the improvement of facilities or donation to charity is a worthwhile endeavour, the school's SRC focuses on the development of leadership skills and the meaningful involvement of students in school decision making. Hence the students develop skills in leadership and communication.

I would like to express my appreciation and gratitude to the SRC students for their participation and initiation of various events in raising money for a number of charitable organisations.

The students experience enjoyment through participation in holding cake stalls, selling chocolates and sporting events.

This year I'm very proud to say that The Australian Defence Force has awarded three students from our school with Leadership and Teamwork Awards. These awards are based on the following criteria:

leadership, teamwork, values, communication, problem solving, cooperation, resourcefulness and community involvement.

I would like to offer my congratulations to the students on receiving these awards.

Value added information

As a faith-based school, Al Amanah College strives to maintain high results and continues to serve many members of the community. Programs to target specific skills in students were put into place in 2009. Literacy was a focus for 2009 and will continue to be for many years to come. The benefit of being a K-12 school is one that was utilised through the introduction of our transition program between stages three and four. The program focused not only on academic areas of the school but also on welfare and social skills to equip students with the ability to smoothly make the change from primary to high school.

The teaching team at the school was enriched with experienced teachers who brought the knowledge and value to the school. The effect the teachers had on the students was positive for their well-being and for their learning.

In the management team, cohesiveness and regular, open communication has been the key to transparency.

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): In 2009, **Year 3 and Year 5** students from Bankstown and Liverpool campuses participated in the NAPLAN. The results of these tests for year 3 are reported in Bands from 1 (the lowest level where students are below the national minimum standards) to Band 6 (the highest level of attainment), and for year 5 are reported in Bands from 3 (the lowest level where students are below the national minimum standards) to Band 8 (the highest level of attainment).

Primary School - Bankstown Campus

37 students from Year 3 and 33 students from Year 5 participated in the NAPLAN. Results for 2009 shown in the following table.

Table 1: NAPLAN results – Percentage above benchmark

2009 NAPLAN	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	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	0%	2%	100%	98%	0%	5%	100%	95%
Numeracy	0%	4%	100%	96%	0%	2%	100%	98%

Primary School - Liverpool Campus

49 students in Year 3 and 49 students in Year 5 participated in the NAPLAN. Results for NAPLAN 2009 are shown in the following table.

Table 2: NAPLAN Results – Percentage above Benchmark

2009 Test	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	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	2%	2%	98%	98%	2%	4%	94%	96%
Numeracy	11%	5%	89%	95%	0%	3%	100%	97%

Secondary School – Liverpool Campus

In 2009, **Year 7 and Year 9** students from Liverpool campus participated in the NAPLAN. The results of these tests for year 7 are reported from Band 4 (the lowest level where students are below the national minimum standards) to Band 9 (the highest level of attainment), and for year 9 are reported from Band 5 (the lowest level where students are below the national minimum standards) to Band 10 (the highest level of attainment).

63 students from Year 7 and 44 students from Year 9 participated in the NAPLAN, results for 2009 shown in the following table.

Table 3: NAPLAN Results – Percentage above Benchmark

2009 Test	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	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	2%	5%	98%	95%	10%	7%	90%	93%
Numeracy	0%	4%	100%	96%	0%	3%	100%	97%

Year 10 - School Certificate

In the 2009 School Certificate tests, 38 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**, 25% of our students achieved Band 5 or 6 compared to 40% State-wide – an increase of 13% in 2008 and the highest % in Band 5 or 6 over the last five years. No students were placed below Band 3.
- In **Mathematics**, 24% of our students achieved Band 5 or 6 compared to 24% State-wide – an increase of 9% in 2008 and 11% in 2007. 6 students were placed below Band 3.
- In **Science**, 54% of our students achieved Band 5 or 6 compared to 36% State-wide – an increase of 30% in 2008 and an increase of 41% in 2007. No students were placed below Band 3.
- In **Australian Geography**, 24% of our students achieved Band 5 or 6 compared to 27% State-wide – an increase of 15% in 2008 and an increase of 18% in 2007. 1 student was placed below Band 3.
- In **Australian History**, 17% of our students achieved Band 5 or 6 compared to 27% Statewide – a decrease of 2% in 2008 and an increase of 1% in 2007. 1 student was placed below Band 3.
- In **Computing Skills**, 56% of our students achieved Highly Competent compared to 62% 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	38	School: 100% State: 98%	School: 0% State: 2%	School: 92%	School: 8%
Mathematics	38	School: 85% State: 83%	School: 15% State: 17%	School: 74%	School: 26%
Science	38	School: 100% State: 91%	School: 0% State: 9%	School: 66%	School: 34%
Australian History Civics and Citizenship	38	School: 98% State: 87%	School: 2% State: 13%	School: 87%	School: 13%
Australian Geography Civics and Citizenship	38	School: 98% State: 88%	School: 2% State: 12%	School: 63%	School: 37%
Computing Skills	38	HCOMP + COMP: 100%	CND 0%		

Year 12 – Higher School Certificate

In 2009 HSC, 19 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: 2009 Higher School Certificate Test Results – 2 Unit courses

Subject	No. of Students	Band Range	School (%)	State (%)
Biology	10	3- 6	100%	90.25%
Business Studies	9	3- 6	89%	89.4%
Chemistry	5	3 - 6	100%	90.41%
Economics	8	3- 6	100%	87.82%
English (Standard)	12	3- 6	83.33%	77.54%
English (Advanced)	6	3- 6	100%	98.9%
General Mathematics	11	3- 6	81.82%	81.34%
Industrial Technology	7	3- 6	100%	85.67%
Info Process and Technology	6	3 - 6	100%	88.5%
Mathematics	7	3- 6	100%	89.46%

Physics	4	4- 6	100%	88.22%
Visual Arts	5	4- 6	100%	98.69%
Arabic Continuers	7	3 - 6	100%	91.34%

Table 6: 2009 Higher School Certificate Test Results – Extension Units

English Extension 1	2	E3-E4	100%	83.9%
Mathematics Extension 1	3	E3-E4	100%	81.86%

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 2009.

Primary School Professional Development Courses	No. of staff participating
Comprehension strategies	16
Reading with ESL students	16
Reading Fluency	16
NAPLAN writing certificate	3
LIEN/LIN refresher course	6
Go Google - Explore Google's Technology Playground	1
Naplan Evidence-Led Leader Series Workshop	1
Planning & Programming School Policies	All Staff
Classroom Management	All Staff
Teaching New Vocabulary	All Staff
Explicit Teaching, Focus: Teacher Talk on Literacy	All Staff
How to Prepare & Conduct a Parent –Teacher Interview	All Staff
How Is Student Leadership Linked to Curriculum?	All Staff
Creative Writing	All Staff
NAPLAN: “Writing and Marking”	All Staff
Creative Writing, Focus: Structure of Writing	All Staff
Guided Reading (stages 1-3)	All Staff
Child Protection	All Staff
Positive Behaviour Intervention Scheme – AIS	All Staff
Using Rubrics to enhance student Learning and Self Assessment. Embedding assessment in the Early Years Embedding assessment in the Middle Years	All Staff

Secondary School Professional Development Courses	No of staff participating
Photoshop CS2: Classroom Essentials	1
Navigating the Global	1
Photoshop Elements V3: Practicalities for your classroom.	1
Design: The Practice made Visible	1
Introducing the new stage 6 G. Math Syllabus (Preliminary & HSC)	1
Introducing the new stage 6 G. Math Syllabus (Preliminary & HSC)	1
Using Language to construct meaning in Science	1
A practical approach to teaching scientific literacy	1
Network, Create, Share, Publish: Exploring the world of Web 2.0	1
HODs of Mathematics "ISSUES" DAY.	1
A workshop to explore the NEW assessment and external examination.	1
Taking it Vocal: Podcasting for the Classroom	1
NAPLAN writing Certificates	3
Secondary New Scheme teachers - supporting a successful start	8
Punitive Vs Restorative Approach	All Staff
Plagiarism	All Staff
PBIS workshop	All Staff
Child Protection	All Staff

The above table is indicative of some professional development during 2009. 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	15
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		15

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	38
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	4
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.	2
Total		44

Teacher Attendance and Retention Rate

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 7% 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 2009 was 855 students of whom 266 students attended Bankstown campus, 356 primary and 233 secondary students attended Liverpool campus. There are 131 girls and 135 boys in the Primary School Bankstown campus, 196 girls and 160 boys in the Primary School Liverpool campus and 119 girls and 114 boys in the Secondary School Liverpool campus. From a percentage perspective there are 52.16% girls and 47.84% 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 95% of students attended the College each school day in 2009. 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 2009 indicate that Year 7 enrolment in 2005 was 52 students with 39 students completing the School Certificate in Year 10, class of 2009 (an actual retention rate of 75%). In 2008, 22 students of our 2007 Year 10 group (34 students) were enrolled in Year 11 (an actual retention rate of 65%) and 20 students of our Year 11 students enrolled in Year 12 in 2009.

Post School Destinations

Al Amanah College in 2009 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, Year 11 and Year 12.

Year 10, 2009:

Thirteen 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, 2009:

Four 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, 2009:

Of those whose students leaving Year 12 in 2009, 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 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 \$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 & Development

Achievement and priorities in 2009

- **Teaching and Learning**

- Put into practice recent research finding into the teaching styles that work particularly well for students that improved literacy intervention strategies in the both primary and secondary school.
- Learning enrichment has been facilitated by continuing to offer extra support for students facing difficulties through increased small group withdrawal and additional in-class support.
- The introduction of various computer software into the teaching and learning practices.

- **Student Achievements**

- Improving the school's performance in its School Certificate and HSC results particularly in English, Mathematics and Science through providing school hours tutoring, organising HSC study camps and through facilitating various online resources.
- Introducing a welfare surveys for secondary students have proven to be effective in minimizing bullying and identifying students who might need extra encouragement and support.
- Almost 85% of the year 12 students enrolled in various universities.
- The performance of the Students Representative Council has been of a particular significance through the involvement in various school activities and events and in assisting with meeting the pastoral needs of fellow students.

- **Facilities and Resources**

- The completion of the Wood Workshop.
- Upgraded Science Lab with some new machines.
- Construction started on two new specialized classrooms for senior students.
- The construction of a new kindergarten classroom has been completed.
- The completion of the new primary ESL room.
- The introduction of various computer software into the teaching and learning practices.

- **Health and Sports**

- Al Amanah College Open's and U15's Rugby League Teams have continued their victorious tradition by successfully winning the Edmonson Zone Shield 2009.

- Al Amanah College places a strong emphasis on health issues and sports through its participation in various athletic and swimming carnivals organised throughout 2009.

- **Staff Development**

In 2009, staff attended many professional development courses held in and out of school. Details and description of the courses have been listed in the professional learning section of this report.

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

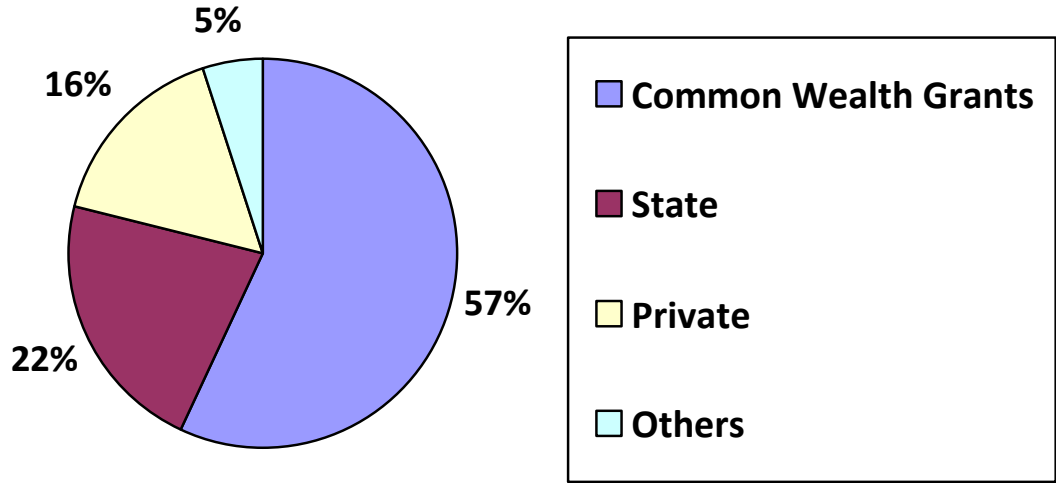
and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Al Amanah College operates a Peer Support program which provides the students with opportunities to develop skills for life, resilience, effective 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.

Summary Financial Information

The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Al Amanah College in 2009.

Recurrent/Capital Income



Recurrent/Capital Expenditure

