AL AMANAH COLLEGE

Educational & Financial

Annual Report

2008

Content

Message from the Chairman

It gives me great pleasure as chairman of the board of Al Amanah College to include the following message in the 2008 Annual School Report. The *Annual Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies. The *Report* also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Development Plan.

Throughout 2008, a whole-school emphasis was placed on using the Quality Teaching and Learning frameworks, the focus continues to be more on supporting students with learning, organisational and exam difficulties. The ICT infrastructure of the College was redesigned and rebuilt during the year. This was accomplished in response to the College's stated commitment to excellence in education for all students and in recognition of the importance of technology in today's society. 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 2008 achieved excellent results, almost 80% of last year graduates gained direct entry to 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 2008 school year, a year which was marked by strong commitment, rigorous enterprise and genuine endeavour. We look forward to 2009 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 2009 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

Character and leadership continue to be developed within the School through the opportunities for student leadership in a wide variety of activities including peer support program, school's choir and through participation in the school's leadership learning program. Throughout the year, the SRC Captains and Vice Captains organised many fundraising events such as Mufti Days, Cake Stalls, selling chocolates and participating in Red Nose Day. I would like to thank the Student Representative Council SRC who initiated all these events as well as supporting a number of charities. Again in 2008 two students from our school have been awarded Leadership and Teamwork Awards in the Australian Defense Force National Competition. These awards are based on the following selection criteria: Leadership, Teamwork, values, Communication, Problem Solving, Resourcefulness, Cooperation and Community involvement.

Value added information

Although Al Amanah is academically is a non-selective school, it managed to produce some fine academic results which are reported in greater details in the next section of this report. The expansion of our Educational Support Services over the years has particularly benefited those students who may need some enrichment in their learning.

In support of the students' welfare, the school ran a number of programs throughout 2008 including Values and Drug Education, Student Leadership, Peer Support, Positive Behaviour Intervention program and a range of other initiatives and activities.

In the management of the School, work was undertaken throughout 2008 to modify and train staff in the risk-assessment and reporting program throughout the School, and to continually review and update policies and procedures.

School Performance in National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time this year. NAPLAN supersedes the previous state-based *Basic Skill Test, Secondary Numeracy Assessment Program (SNAP)* and *English Language and Literacy Assessment* (ELLA). NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

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

In 2008, **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).

In general, Al Amanah College has performed well in the NAPLAN in both the overall literacy and numeracy assessments. Comparison of the 2008 results with those from previous years is difficult to assess with the change of testing but results show a steady, constant pattern of above average performance in many areas of literacy and numeracy.

Primary School - Bankstown Campus

35 students from Year 3 and 26 students from Year 5 participated in the NAPLAN, results for 2008 shown in the following table.

Table 1: NAPLAN Results – Percentage above Benchmark

2008 Test	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	0%	2%	100%	98%	0%	4%	100%	96%
Numeracy	0%	3%	100%	97%	0%	5%	100%	95%

Primary School - Liverpool Campus

47 students from Year 3 and 47 students from Year 5 participated in the NAPLAN, results for 2008 shown in the following table.

Table 2: NAPLAN Results – Percentage above Benchmark

2008 Test	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	4%	2%	96%	98%	6%	4%	94%	96%
Numeracy	0%	3%	100%	97%	15%	5%	75%	95%

Liverpool Campus

Secondary School
Year 7 and 9 – National Assessment Program – Literacy and Numeracy (NAPLAN)

In 2008, **Year 7 and Year 9** students from Liverpool campus participated in the NAPLAN. The results of these tests for year 7 are reported in Bands from 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 in Bands from 5 (the lowest level where students are below the national minimum standards) to Band 10 (the highest level of attainment).

 In general, Al Amanah College has performed well in the NAPLAN in both the overall literacy and numeracy assessments. Comparison of the 2008 results with those from previous years is difficult to assess with the change of testing but results show a steady, constant pattern of above average performance in many areas of literacy and numeracy.

42 students from Year 7 and 46 students from Year 9 participated in the NAPLAN, results for 2008 shown in the following table.

Table 3: NAPLAN Results – Percentage above Benchmark

2008 Test	Year 7				Year 9			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Overall Literacy	0%	4%	100%	96%	9%	6%	91%	94%
Numeracy	2%	3%	98%	97%	0%	5%	100%	95%

School Certificate and the Higher School Certificate

In 2008, all students of Year 10 sat for the NSW School Certificate and all Year 12 students sat for the Higher School Certificate exams. In general student achievements from both cohorts were at or above state level. The results of the tests are summarised and tabulated in tables 4 and 5 below.

Table 4: School Certificate Results

Subject	Number of Students	Performance band achievement by %	
		Bands 3-6	**Bands 1-2**
English	39	School: 100% State: 96%	School: 0% State: 4%
Mathematics	40	School: 88% State: 79%	School: 12% State: 21%
Science	38	School: 92% State: 87%	School: 8% State: 13%
Australian History Civics and Citizenship	39	School: 92% State: 83%	School: 8% State: 17%
Australian Geography Civics and Citizenship	39	School: 95% State: 89%	School: 5% State: 11%
Subject	**Number of Students**	**Performance band achievement by %**	
		Bands HCOMP-COMP	**Bands CND**
Computing Skills	39	School: 100% State: 98%	School: 0% State: 2%

Table 5: 2007 Higher School Certificate Test Results

Subject	Band Range	School (%)	State (%)
Biology	3- 6	92.3%	89.0%
Business Studies	3- 6	100%	85.7%
Design and Technology	3- 6	83.4%	94.4%
English (Standard)	3- 6	77.8%	79.0%
English (Advanced)	3- 6	100%	98.9%
English Extension 1	E3-E4	100%	83.9%
Food Technology	4-6	100%	68.3%
Geography	3- 6	75.0%	90.6%
Industrial Technology	3- 6	33.4%	86.1%
General Mathematics	3- 6	77.0%	82.2%
Mathematics	3- 6	34.0%	87.6%
Modern History	4- 6	100%	77.0%
PDHPE	4- 6	100%	63.6%
Arabic Continuers	3 - 6	100%	92.8%

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 2008.

Primary School Professional Development Courses In-service	No of staff participating
Explicit & Effective Teaching (Literacy)	All staff
Working Mathematically – Patterns & Algebra	All staff
Reading Fluency "Comprehension Assessment for Learning"	All staff
Working Mathematically	All staff
Working Mathematically	All staff
Guided reading	All staff
Reading Fluency Review and Vocabulary	All staff
ESL	All staff
Reading fluency	All staff
Explicit instructions	All staff
Assessments	All staff
PBIS/students with special needs	All staff

Primary School Professional Development Courses Out of school	No of staff participating
Spelling and Phonemic Awareness	5
Fostering Learning In The Digital Era	1
Team Teaching -Working Mathematically	4
Critical Literacy- John Callow	1
Encouraging language to young students	2
Developing Maths tasks	2
Music- singing and percussion	1
ESL learners and the mainstream curriculum	1

Secondary School Professional Development Courses	No of staff participating
Getting the best out of your HSC Science Classes	1
Area of Study: Belonging	1
Differentiation-Leading the way	1
HSC English Extension 1 Day	1
Working Mathematically in Stage 5	1
Mathematics General 1 & 2 Stage 6	1
Mathematical Modelling in the Stage 6 Calculus	1
Plagiarism No Way	1
Tas Conference 2008	1
Hamlet : A Critical Study of Text	1
Business Management and Change and Employment Relations	1
Mastering Extension 1 and Extension 2 Math Day 1 & 2	1

The above table is indicative of some professional development during 2008. 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	13
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		13

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	35
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	1
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.	0
Total		36

Attendance and Retention Rate

In 2008 the average daily staff attendance rate was 93.75%. The proportion of staff retained from 2008 is approximately 92.1%.

School Enrolment

The school total enrollment figure in 2008 was 838 students of whom 252 students attended Bankstown campus, 359 primary and 222 secondary students attended Liverpool campus. There are 117 girls and 135 boys in the Primary School Bankstown campus, 196 girls and 163 boys in the Primary School Liverpool campus and 113 girls and 109 boys in the Secondary School Liverpool campus. From a percentage perspective there are 51.14% girls and 48.86% 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 95.5% of students attended the College each school day in 2008, which is a consistent rate to the 2007 attendance rate. The majority of students in the secondary school who start in year 7 are expected to remain in the school until the end of year 10. Apparent retention rates for 2008 indicate that Year 7 enrolment in 2005 was 56 students with 43 students completing the School Certificate in Year 10, class of 2008 (an actual retention rate of 76.8%). In 2007, 20 students of our 2006 Year 10 group (40 students) were enrolled in Year 11 (an actual retention rate of 50%) and 20 students of our Year 11 students enrolled in Year 12 in 2008.

Post School Destinations

Al Amanah College in 2008 has enrolments up to Year 12; this component of the report refers to students who have withdrawn from the College at the conclusion of Year 10 and Year 11. Students leaving at these stages have typically sought employment opportunities through apprenticeship programs or further education through TAFE. Almost 80% of the year 12 students gained access to the universities, the rest of the students enrolled in various TAFE centers.

Policies

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

Educational and Financial Reporting-Annual Report Policy

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

Procedures

Annual report: Procedures for implementing the policy include:

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

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

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

DEST Annual Financial Return

The school has nominated a staff member responsible for completing the questionnaire. The person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Annual Report – Content

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

- Reporting area 1: message from key school bodies
- Reporting area 2: value added information
- Reporting area 3: student performance in state-wide tests and examinations
- Reporting area 4: professional learning and teacher standards
- Reporting area 5: teacher attendance and retention rates
- Reporting area 6: student attendance and retention rates in secondary schools
- Reporting area 7: post school destinations
- Reporting area 8: enrolment policies and profiles
- Reporting area 9: school policies
- Reporting area 10: school determined improvement targets
- Reporting area 11: initiatives promoting respect and responsibility
- Reporting area 12: parent, student and teacher satisfaction
- Reporting area 13: summary financial information

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

Enrolment Policy

Al Amanah College is a comprehensive co-educational K-12 school offering education underpinned by Islamic values and operating within the policies and requirements of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given according to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain their enrolment.

Procedures

Waiting list

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

Notification for interview and assessment

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

Enrolment Considerations

It is essential that parents have an understanding of Al Amanah's principles and a desire for their children to participate fully in the life of the college. Once a child is enrolled, parents are asked to enhance their knowledge of Al Amanah College as their child progresses through the school by attending all Parent Evenings, visiting the school, and supporting the college ethos and principles. Before a child is offered a place at Al Amanah College, the following factors are considered:

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

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

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

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

Trial Period

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

Policies for Student Welfare

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

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

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

- **Child Protection Policy** encompassing definition and concepts, legislative requirements, preventative strategies, reporting and investigating "reportable conduct, mandatory reporting", investigation process and documentation. The full policy is available through the school. No changes were made to this policy in 2007.

- **Duty of Care** encompassing duty of care and risk management, levels of supervision for on site and off site activities and guidelines for supervisors. The full policy is available through the school. No changes were made to this policy in 2007.

- **Code of Conduct** Policy encompassing code of conduct for staff and students, behaviour management and the role of student leadership system. The full policy is available through the school. No changes were made to this policy in 2007.

- **Security Policy** encompassing procedures for security of the grounds and buildings, use of grounds and facilities, emergency procedure, and travel during school-related activities. The full policy is available through the school. No changes were made to this policy in 2007.

- **Pastoral Care** Policy encompassing the pastoral care system, access to counselling, health care procedures, critical incident policy, and homework policy. The full policy is available through the school. No changes were made to this policy in 2007.

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

Policies for Student Discipline

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

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

Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. Theses 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 2008

- **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 primary 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.
- **Student Achievements**
  - Improve the School's performance in its School Certificate and HSC results particularly in English, Mathematics and Science through providing after school hours tutoring and organising study camps for year 12 students.
  - Almost 80% of the year 12 students enrolled in various universities.

- **Facilities and Resources**
  - Boys and staff amenities have been refurbished and new ventilation system was installed
  - Wireless network connections have been installed throughout the entire school.
  - 64 desktops and laptops computers have been installed for students use
  - School's servers have been upgraded
  - security - access control and cameras have been installed throughout the school facilities

- **Health and Sports**

  Once again the Al Amanah College Open Rugby Team has continued its victorious tradition successfully wining the Edmonson Zone Shield. Al Amanah College place a strong emphasis on health issues and sports, many and various athletic and swimming carnivals have been organised during the 2008.

- **Staff Development**

  In 2008, staff attended many professional development courses in both forms external and in-service, details and description of the courses have been listed in the professional learning section of this report. Expand the opportunities for staff to "shadow" each other in the classroom.

Respect and Responsibility

A wide range of social activities were developed to promote respect and responsibility in students. Al Amanah College asks of all students to recognise that they are valued and that they form an integral part of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. 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 2008 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 2008 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 2008.

Recurrent/Capital Income
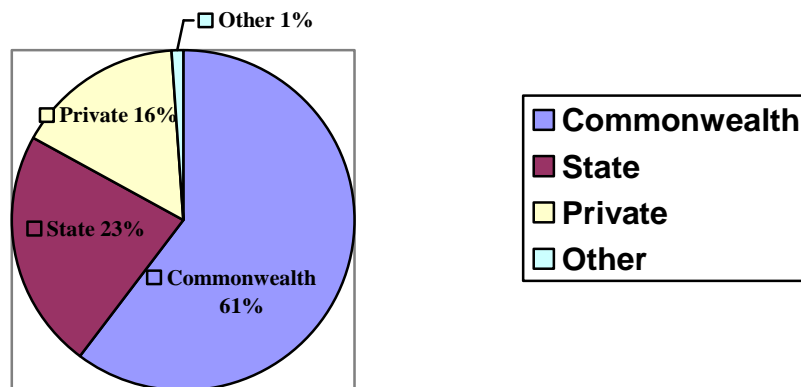
Recurrent/Capital Expenditure