AL AMANAH COLLEGE

Annual Report

2014

Bankstown Campus: 2 Winspear Avenue Bankstown, NSW 2200

Liverpool Campus: 55 Speed Street Liverpool, NSW 2170

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MESSAGE FROM THE CHAIRMAN

I thank Allah the Lord of the worlds, and May Allah raise the rank of our Master Muhammad peace be upon him, and protect his nation from all he feared for it.

2014 has been a year of celebration given the level of achievements and improvements Al Amanah College was able to deliver. It is another chapter in the Al Amanah history book of success and pride. The maintaining of high standard performance is a norm and a practice that only a strong administration and an elite academic staff can reflect and one which is manifested in the form of the wonderful results both in Islamic and in academic education.

It is Al Amanah's Board of Governors' doctrine in its commitment to flexibility and innovation in education that ensures that students are provided with the resources and the environment needed today to be at par with the best in a world of advanced and progressive technology.

2014 has been the year in which the attitude of our students was a true representation of our school mission with relaxed school-ground atmosphere throughout the year providing added nourishment to their academic progress in many aspects. This was reflected in the improvement of literacy and numeracy results, the excellent 2014 HSC and NAPLAN results, the excellent students' results in external competitions such as ICAS and young scientists' awards, the improvement in providing NESB families with the tools to link both home and school and a higher level of student engagement in literacy and numeracy.

Our school governance leadership and parental partnership involvement were another success this year. We have achieved recognition of staff that made a difference in the school community, a higher quality of instructional leadership, enhanced parental engagement in student learning and the completion of a magnificent School Multi-purpose Hall and Al-Iman Mosque, as well as the provision of safe playground facilities.

On behalf of the College Board I would like to sincerely thank the staff members, students and their parents. I would like to pay my humble tribute to the long serving school Principal Mr El Dana and to his Deputy Mr Alwan who continue to fulfil their duties to the highest degree of professionalism and competency.

We look forward to continue our working partnership with all parents, students, staff and the wider community.

Yours Truly,

Dr. Ghayath Al-Shelh OAM

Chairman

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (S.R.C) of 2014 has had yet another exciting year by adding a new chapter to the challenges and opportunities offered at Al Amanah College. They have endeavoured 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.

Students Representative Council aims to:

- Provide effective representation of students through communication with and between students, staff and the community.
- Provide a forum for student opinions, ideas and attitudes.
- Provide the students body with an opportunity to contribute to school decisions.
- Provide leadership in representing the opinions, ideas and attitudes of students.
- Helping with school policies e.g. anti-bullying policy, homework, mobile phones, healthy eating, code of discipline, uniform, punctuality etc.
- Making suggestions about improving school facilities.
- Organising extra-curricular activities.
- Promote school and community spirit.
- Carrying out surveys and questionnaires.
- Organising school events.
- Encourage pride in achievement.

The Student Council should listen to the views of the students, the staff, the Principal and the school executives and respond appropriately.

Student Representative Council main Roles:

- Represent the school and student body.
- Communicate and liaise with students, staff and community.
- Organise, coordinate and participate in various activities and assist in various school events and duties.

The first official function for the S.R.C student this year was the Al Amanah College S.R.C Induction Ceremony. It was a pleasant day attended by students, teachers, parents, friends and

local community members. From that day, the S.R.C students have been 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 S.R.C students throughout the year.

- **Islamic Wear Day:** On the auspicious occasion of the Birthday of Prophet Mohammad's by promoting religious practices and cultural background.
- Administrative Breakfast: The S.R.C primary and secondary held a breakfast with the executive staff and teachers to express their ideas and considerations about future initiatives and fundraising ideas for the school.
- **Harmony Day:** Celebrating our successes as a culturally diverse society and re-committing ourselves to harmony is important at Al Amanah College. The day overflowed with orange enthusiasm from students and consisted of various fun filled activities including the bungee run. The day was a great success and students contributed to fundraising for the school.
- **S.R.C excursion:** The S.R.C excursion was held in Term 1 of 2014 at TreeTop Adventure Park. The students tested the endurance and fears along the course and this was effectively achieved through team work. The day was heralded as a success and students gained a closer bond with their S.R.C peers and teachers.
- **Fundraising:** The students were keen to share their ideas for fundraising during weekly S.R.C meetings and were able to successfully raise money for the school through fundraisers such as Smencils, hot chocolate, cakes and spider drinks. S.R.C also held a 'mini Winter Olympics' to coincide with the Sochi Winter Olympics. They were also involved in a sport carnival pizza day and sausage sizzle, and sold Cadbury chocolates to raise money for various projects within the school.
- **Eid Fete:** The Annual Eid Fetes were organised where students had the opportunity to have an enjoyable time on the jumping castles and Gladiator rock n roll. They were able to indulge in the sweets, cakes, fairy floss and popcorn.
- **Gold Week:** S.R.C and the school community raised valuable money for the Sydney Children's hospital. Students were encouraged to wear the colour gold to acknowledge the event. The S.R.C hosted a cake, sundaes and Spider drink stalls. . Two students from each class from years 3-6 took part in a 'Bake-Off' where they had to bake a cake and then decorate it. Photos of the cakes were later placed on Facebook for parents and community members to vote for their favourite cake.

- **Orphan Donation:** S.R.C and students played an active role in raising much needed funds to an ICPA Orphanage in Indonesia. A big thank you to everyone who contributed generously to this worthy charity.
- **Citizenship Ceremony:** Students from the upper primary grades were asked to assist the mayor of Bankstown to present new Australia citizens with their citizenship certificates and a native plant.
- **School Vegie Patch:** Students began to organise the vegetable garden beds by planting carrots.
- **Sports competitions:** S.R.C. members also contributed towards running the Sports carnival through supplying and serving food.

The S.R.C is a great asset to the school, representing and communicating the diverse needs of their peers. Al Amanah College looks forward to working the S.R.C students next year. They are outstanding role models for the student body. Last year the S.R.C worked collaboratively with their peers in creating a harmonious environment and fundraising initiatives for the school. A big thank you and appreciation to all the dedicated S.R.C students this year.

SCHOOL CONTEXT

Overview

Al Amanah College is a non-selective co-educational, Islamic faith based college, operating from two campuses, Bankstown: K-6 and Liverpool: K-12.

The College is committed to pursuing academic excellence and the fostering of individual abilities in a caring and challenging educational environment. The College motto 'Success through Knowledge' has a powerful and continuing message for the school's community to achieve success by acquiring the necessary knowledge and skills.

The College was first established at Bankstown, where classes commenced with 88 students K-Yr3 in 1998 and from there the school grew rapidly. The Bankstown campus has reached 219 students (K-6) in 2014.

In 2002 the College grew further through the opening of the Liverpool Campus with 168 students, where secondary classes commenced with Yr7 then expanded to year 12 in 2007. The Liverpool Campus is located in the heart of Liverpool City catering for K-12 with approximately 600 primary and secondary students (2014).

The school is multicultural, with almost 100% of students from language backgrounds other than English, predominately Arabic. As Arabic and Religious Studies form an integral part of our school curriculum, extra teaching staff for Arabic and Religion are employed for this purpose. Parents and the local community are encouraged to support the school through participation in school programs and ongoing provision of additional school resources.

Al Amanah College is considered to be a major institution catering for the cultural needs of the Muslim community and a school that offers a diverse bilingual teaching curriculum. For this reason the college has become an attraction to parents who see in it a bright and distinguished future for their children.

The Educational Program

Al Amanah College aims to provide and sustain quality education, Islamic studies and Arabic language as a second language. At Al Amanah College a comprehensive curriculum is offered with a well-developed academic program. The school timetable is organized around seven 45 and or 50 minute periods in three blocks, with two breaks. Our Behaviour Management Program does not allow corporal punishment. It is based on restorative justice and positive behavior intervention systems. The focus areas are Learning, Respect and Co-operation, and there is a strong emphasis on developing positive, peaceful student-student relationships.

Our Vision: Pursuing Academic Excellence

Al Amanah College is committed to pursuing academic excellence and nurturing the individual abilities in a caring, educational and Islamic environment.

School Philosophy

We believe that education fosters skills and attitudes for lifelong learning and that the learning process can only be successful with good preparation. That everyone must bring a positive attitude to learning and that learning occurs when everyone is an active participant. The school's philosophy is firmly based on the belief that every student has the ability to learn. It stresses the development of initiative, integrity and self-discipline. The school believes that each student's happiness, confidence, feelings of security and sense of belonging is dependent upon an environment where all members are considerate and courteous to each other.

Curriculum

Strong emphasis given to the professional development of staff, good teaching practice combined with knowledge of the NSW Australian curriculum and new technology ensures that Al Amanah College reflects the modern practice.

Al Amanah College offers a wide range of subjects and co-curricular activities. Subject handbooks provide specific information about individual subjects. The curriculum of Al Amanah College provides all students with the opportunity to enhance and showcase their talents in preparation for an active and productive life beyond school. Our dynamic, relevant curriculum reflects society's diverse expectations through negotiation with informed, caring parents and teachers. Students learn to take control of, and be responsible for, their education and the opportunities it brings. Our students develop confidence in themselves as lifelong learners.

This vision is underpinned by the following:

- For all students, educational opportunities are provided in a safe, stimulating environment.
- Learning is relevant, challenging and interactive for all students.
- Enthusiastic and dedicated teachers inspire our students.

Aims of the College

- To provide excellent education, offering a broad academic curriculum and a wide range of extra-curricular activities;
- To prepare students within a disciplined school community to be broadly educated, responsible, confident, empathetic and compassionate contributors to the wellbeing of society;
- To encourage the balanced development of the intellectual, emotional, physical, cultural and spiritual elements of each student's life in an enjoyable atmosphere;
- To provide an educational environment that promotes the spirit of inquiry and skills for life-long learning and the attainment of each student's potential.

Further contextual informational about Al Amanah College can be located on the My School website: http://www.myschool.edu.au.

VALUE ADDED INFORMATION

The continued effort of teachers and executives working towards one collaborative vision has been the school's top priority. Nurturing students and their capabilities through data driven programming as well as student welfare are important to our school.

Teacher professional learning has been ongoing and strategies are implemented in school programs that are written for social and academic purposes. In 2014, the continued use of the social skills programming across the school was further evaluated and improved as it works together with the RBM strategies to implement the proactive approach to behaviour management. Students became more familiar with the social skills and are aware of school expectations with regards to behaviour. Strengthened parent and teacher communication assisted the parent partnership triangle and lead to the working relationship of the school and the community.

In 2014, ICT continued to be a priority which saw more teachers and students using the E-learning platform. Teachers received training in order to build confidence in ICT strategies in the classroom. Many strategies were linked to the new Australian Curriculum.

The school is driving towards students becoming assessors of their own learning and achieving the goals they set for themselves in order to improve their overall results.

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

59 students from Year 3 and 47 students from Year 5 participated in the NAPLAN, 2014

Table 1: NAPLAN results – Percentage above and below 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
Reading	0%	7%	100%	93%	2%	7%	98%	93%
Writing	0%	5%	100%	95%	4%	9%	96%	91%
Spelling	0%	5%	100%	95%	6%	7%	94%	93%
Grammar and punctuation	0%	5%	100%	95%	2%	7%	98%	93%
Numeracy	0%	5%	100%	95%	2%	7%	98%	93%

Primary School - Bankstown Campus

27 students from Year 3 and 12 students from Year 5 participated in NAPLAN, 2014.

Table 2: NAPLAN results – Percentage above and below 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
Reading	0%	7%	100%	93%	0%	7%	100%	93%
Writing	0%	5%	100%	95%	0%	9%	100%	91%
Spelling	0%	5%	100%	95%	0%	7%	100%	93%
Grammar and punctuation	0%	5%	100%	95%	0%	7%	100%	93%
Numeracy	0%	5%	100%	95%	0%	7%	100%	93%

High School - Liverpool Campus

46 students from Year 7 and 42 students from Year 9 participated in the NAPLAN, 2014.

Table 3: NAPLAN results – Percentage above and below benchmark (Liverpool Campus)

	Year 7				Year 9			
	% of students below benchmark		%of students at or above benchmark Above band 8		% of students below benchmark		% of students at or above benchmark Above band 9	
	School	State	School	State	School	State	School	State
Reading	0%	5%	24%	31%	5%	9%	0%	27%
Writing	0%	10%	24%	19%	35%	20%	7%	16%
Spelling	0%	7%	30%	38%	2%	9%	7%	27%
Grammar and punctuation	4%	8%	22%	34%	7%	12%	10%	24%
Numeracy	2%	4%	15%	31%	2%	4%	7%	29%

Senior Secondary Outcomes

Record of School Achievement (RoSA)

The College had none of its Year 10 students who required the issuance of a Record of School Achievement (RoSA).

Year 12 – Higher School Certificate

In 2014 HSC, 17 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 4: 2014 Higher School Certificate Test Results – Board Developed courses

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	3	5 - 6	100%	78%
Biology	9	3 – 6	100%	78%
Business Studies	11	4 – 6	100%	58%
Chemistry	3	4 - 6	100%	29%
Economics	8	3 - 6	100%	46%
English (Advanced)	10	4 - 6	100%	76%
English (Standard)	8	3 - 6	100%	76%
Mathematics General 2	8	4 - 6	100%	44%
Mathematics	8	4 - 6	100%	59%
Modern History	8	2 - 6	100%	84%
PDHPE	5	4 - 6	100%	54%
Physics	4	3 - 6	100%	59%
Visual Arts	2	4 - 6	100%	36%

Table 5: 2014 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
		E3 - E4	100%	45%
English Extension 2	3	E2 - E4	100%	20%
Mathematics Extension 1	5	E2 - E4	100%	38%

Vocational Education and Training (VET)

In 2014, there were no students in Year 12 who participated in vocational and trade training.

Table 6: Year 12 attaining a certificate/VET qualification

Year 12	Qualification/Certificate	Percentage of Students (Liverpool Campus)
2014	HSC	100%
2014	VET Qualification	0%

PROFESSIONAL LEARNING

At Al Amanah College, we regard Professional Development as an ongoing training requirement. In 2014, our teaching staff attended various Professional Development courses and training whereas the school executives participated in leadership seminars organised by the Association of Independent Schools. The list of Professional Development courses attended by Al Amanah College staff are as follows:

Table 7: Staff Professional Development 2014

PD Courses	Facilitator	No. of Participants
Child Protection	School Based	All
Anaphylaxis Training	NSW Anaphylaxis Education	All
Asthma Training	NSW Anaphylaxis Education	26
First Aid	All-Australian-Training	20
Duty of care	School Based	All
Evacuation Procedures	School Based	All
Safe and Supportive Environment	School Based	All
Australian Curriculum – Mathematics Syllabus Familiarisation	AIS	32
Planning and Programming for the New Mathematics Syllabus	AIS	32
Australian Curriculum – Science syllabus Familiarisation	AIS	32
Planning and Programming for the New Science Syllabus	AIS	32
Scope and Sequence	School Based	20
Literacy Centres	AIS	1
Spelling K – 6 More than 'i' before 'e'	AIS	1
Modified games coach accreditation	AIS	1
Reading Assessment	AIS	1
Grammar on line: Levels of Delicacy	AIS	1
Using Interactive whiteboard in English	AIS	1
Teaching grammar using quality literature	AIS	2
Teaching struggling students in mathematics	AIS	2
Inferential reading and viewing in stage 2 and 3	AIS	2
Critical and creating thinking as general capability	AIS	1

iPad I wonder how I can take my year 3 to 6 student further	AIS	1
iPad in Action: Mathematics K-2	AIS	1
Learning across the curriculum in Maths	AIS	1
The nuts and bolts of teaching writing, spelling and grammar	AIS	1
Physical activity and sports students workshop	AIS	1
History familiarisation	AIS	2
ICT as a General Capability – What Does It Mean in English 3-6	AIS	1
ICT as a General Capability – What Does It Mean in Mathematics K-2	AIS	1
Visual Literacy in K-6 English	AIS	1
Writing K-6: Teaching Beyond Text Types	AIS	1
Hamlet Webinar	AIS	1
Contextualising teaching and Learning in Science Webinar	AIS	2
Review of current year 7 and 9 AC History Units of work	AIS	1
Grammar Roolz	AIS	1
Teaching the new 7-10 syllabus: poetry	AIS	1
Embracing the diversity of learning in Science	AIS	1
iPads – iwonder	AIS	1
Area of Study: Discovery	AIS	1
Inquiry Learning in the History Curriculum and Planning	AIS	1
Comedy - A New Extension 1 Elective course	AIS	1
Science Syllabus Familiarisation: 7-10	AIS	1
Learning Across the Curriculum in Science	AIS	1
Planning for years 8 and 10 - Exploring the Depths studies	AIS	1

TEACHING STANDARDS

Table 8: Teacher Standards

All teaching staff for the year has been categorised into the following three categories:

Category	Number of Teachers (Bankstown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	8	37	45
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher ,education qualifications or	0	2	2
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0	0	0

Please note: All teachers in the third category have been employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher.

Additional information regarding total number of staff is available on the My School website: http://www.myschool.edu.au/

Workforce Composition

Al Amanah College has a diverse workforce which, at the time of the 2014 census, consisted of 52 women and 24 men, ranging in age to over 70 years. 47 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum.

In 2014, Al Amanah College did not have any indigenous staff.

Table 9: Workforce Composition

Workforce Composition	Liverpool Campus	Bankstown Campus	Total Number of Staff
Full-time equivalent teaching staff	48	11	59
Full-time equivalent non-teaching staff	12	5	17
Number of indigenous staff	0	0	0

Details of all teaching staff - Liverpool campus

- In 2014, 23% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 13% of teacher turnover during the period 2013-2014. Teachers on Maternity leave have indicated they will be returning to work in 2015.
- Retention rate of staff is an average of 84% in the period 2013-2014.

Details of all teaching staff - Bankstown campus

- In 2014, 30% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 9% of teacher turnover during the period 2013 - 2014. Teachers on Maternity leave have indicated they will be returning to work in 2014.
- Retention rate of staff is an average 82% in the period of 2013 - 2014.

Additional information pertaining to Al Amanah College's Workforce Composition is available on the My School website: http://www.myschool.edu.au

SCHOOL ENROLMENT

The school total enrolment figure in 2014 was 786 students. From a percentage perspective there are 50% girls and 50% 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 2014. 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 2014 indicate that Year 7 enrolment in 2011 was 72 students with 41 students completing Year 10 (an actual retention rate of 57%).

At Al Amanah College in 2012, 41 students successfully completed Year 10, 17 of these students continued on to Year 12 to successfully complete the Higher School Certificate in 2014. This equates to a retention rate of 42% from Year 10, 2012 to Year 12, 2014.

POST SCHOOL DESTINATIONS

Al Amanah College in 2014 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, 2014:

13 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 or other schools.

Year 11, 2014:

The number of year 11 students who progressed to year 12 dropped from 28 to 25.

Year 12, 2014:

Of those students leaving Year 12 in 2014, 100% received an offer at university.

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.

BEST PRACTICE GUIDELINES

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 BOSTES 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 BOSTES.
- Preparation of the report in an appropriate form to send to BOSTES
- 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 BOSTES 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 BOSTES in an appropriate electronic form.

Al Amanah College through this policy ensures that:

- Its participation in annual reporting and that it will publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister (refer to section 3.10.1 of the Manual). The school's annual report will be provided in an online or appropriate electronic form to BOSTES unless otherwise agreed by the Board.
- It will provide data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State (refer to section 3.10.2 of the Manual). Such data from schools will be provided to BOSTES in an online or appropriate electronic form unless otherwise agreed by the Board.

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:

- ❖ a message from key school bodies
- ❖ contextual information about the school
- ❖ student outcomes in standardised national literacy and numeracy testing
- ❖ the results of the School Certificate and the Higher School Certificate including comparison of student performance to statewide performance and trends in student performance.

- ❖ Where it does not contravene privacy and personal information policies, graphical and/or tabulated presentation of this information is required and should show:
    - o comparative performance over time,
    - o comparisons with statewide performance, and
    - o comparative information in relation to similar schools where appropriate.

Interpretive comments for the graphical/tabulated information presented must be provided.

Publication of performance data must be consistent with the requirements of all relevant State and national legislation.

- ❖ senior secondary outcomes including:
    - o percentage of students in Year 12 undertaking vocational or trade training, and
        - ▪ percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification
- ❖ a summary of professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year
- ❖ details of all teaching staff (as defined by the Institute of Teachers Act 2004) who are responsible for delivering the curriculum in terms of the numbers in the following categories:
    - o having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or
    - o having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or
    - o not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity
- ❖ workforce composition, including indigenous (as known and with regard to consideration of privacy issues)
- ❖ student attendance rates for each Year level and the whole school
- ❖ a description of how the school manages student non-attendance
- ❖ retention of Year 10 to Year 12 (where relevant)

- post-school destinations (secondary schools only). For students beyond the compulsory years of schooling these can be represented in broad terms (e.g. workforce, further study, unknown) and in the most appropriate way according to each school's circumstances

- enrolment policies, including any prerequisites for continuing enrolment

- characteristics of the student body

- school policies. A summary of policies for student welfare, discipline and complaints and grievances, and anti-bullying with information on:
    o changes made to these policies during the reporting year
    o how to access or obtain the full text of these policies

- priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement

- actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities

- a description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances

- summary financial information which includes:
    o income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations
    o expenditure on all purposes, including teaching and learning, administration and financing (i.e. borrowing costs, depreciation, etc.).

Financial information is to be based on and reported in a form consistent with the detailed information provided to the Commonwealth Government each year in the Commonwealth Financial Questionnaire.

The presentation of financial information may be in graphical forms such as pie charts, provided that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth. Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

- Graphic one – recurrent/capital income, with segments detailing percentages derived from:

- fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- government capital grants
- other capital income
- Graphic two – recurrent/capital expenditure, showing percentages spent on
    - salaries, allowances and related expenses
    - non-salary expenses
    - capital expenditure.

At Al Amanah College this information will be publicly disclosed, in fact, this information will be published or its availability advertised online on the School's Website and Intranet.

The school's annual report will be provided in an online or appropriate electronic form to the BOSTES unless otherwise agreed by the Board.

The Annual Report will relate to each school year and is produced by no later than 30 June in the year following the reporting year.

Enrolment Policy

Al Amanah College is a comprehensive co-educational K – 12, school offering education underpinned by Islamic values and operating within the requirements of the BOSTES. The purpose of this document is to assist the School in providing and implementing a step-by-step application and enrolment process which provides a transparent and consistent reference point to both those seeking enrolment and those responsible for enrolment at the school. All applications will be processed in order of receipt and consideration will be given 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 the enrolment.

Procedures

Waiting list

Families wishing to enroll their children and siblings at the school must follow the enrolment process outlined below. This means that a child may be recorded on the waitlist in order to be considered according to the School's Best Practice Guidelines; however this does not mean that enrolment is guaranteed.

Notification for interview and assessment

If parent and child do not attend the interview or the entrance assessment the child's name will be removed from the waitlist. 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 College Philosophy and a desire for their children to participate fully in the life of the school. Once a child is enrolled, parents are advised to further 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 your child is offered a place at Al Amanah College, the following factors are considered:

- Interview and Classroom Appraisal (entrance exam, previous school report).
- Current student numbers, application date, age, balance in the 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.
- That once students are enrolled they are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Probationary Period

In certain circumstances there is a probationary period of one (1) term for new students. At the end of the probationary period, parents are advised of the continuation or termination of their child's enrolment. The probationary period may be extended at the discretion of the School Principal or his delegate. If the child is withdrawn within the probationary period, the balance of the tuition fee only (excluding building fund payments and the Enrollment Fee In Advance) is refunded for that term. After the probationary period has lapsed, no refund is applicable.

THE ENROLMENT PROCESS

Step One – Expression of Interest Form
- All new applicants wishing to enroll at Al Amanah College need to complete the Expression of Interest Form   which can be forwarded to the school at any time for consideration, however within an appropriate time frame prior to an interview process.
- The Expression of Interest form for new students requires a basic student information, school connection and family information.
- The form is returned to the Enrolment Officer, an acknowledgement letter is sent and student information is entered on the school's database.
- An interview may be required for new students.

Step Two – Student/Family Information Form
- All those who have completed an Expression of Interest Form are contacted by the Enrolment Officer prior to the entrance exam. The Information Form accompanies a

letter regarding the enrolment process and includes the Enrolment Contract and current Fee Schedule .

- On completion of the Information Form, these are returned to the Enrolment Officer where they are checked for completed information.

- Where documentation is missing, families are contacted to provide the appropriate data.

- Once documentation is complete the Enrolment Officer arranges an interview with the Principal or his delegate if required and will notify the parents of the entrance exam.

- The Information Form and any other necessary documentation is required to be returned by a specific date and the entrance exam and interview process where applicable cannot proceed unless the Information Form is completed by that date.

- Where additional information or reports are required, the enrolment application process may take longer.

Step Three – Interview

- A formal letter will be posted to inform parents about the date of the entrance assessment and interview. This normally takes place in term 3 of each year.

- For annual intake of students, interviews with the family and the applicant, where applicable are held up to a 2 month period as arranged by the Enrolment Officer.

- It is the school's responsibility that parents/guardians be made aware of full and frank disclosure requirements when completing the Information Form. This includes advising parents/guardians that failing to provide relevant details and assessments may result in the cancellation of an enrolment interview.

- Parents/guardians will be required to discuss their financial capacity to pay fees and the options open to them to do so in fee and voluntary contribution payments.

Step Four – Notification of Outcome of Interview

- The enrolment officer informs the applicant the family by phone or through a letter of an offer of enrolment.

- The parents/guardians and applicant sign the Enrolment Contract and return it to the Enrolment Officer. A signed Enrolment Contract is retained by school and one copy is retained by the parents/guardians.

- Parents accepting the School's offer should return the Enrolment Contract with the non-refundable Enrolment Fee $150 to confirm their acceptance.

- If no offer of placement is made, the parents/guardians will be informed in writing.

Parents/Guardians' Enrolment Contract is a legally binding contract between the parents/guardians Al Amanah College.

The school will acknowledge enquiries in the most appropriate and timely manner according to its documented procedures.

THE ENROLMENT REGISTER

An electronic register of enrolments (MAZE) will be used.

The register will contain:

- Student name, gender, date of birth , place and country of birth
- Nationality
- Residential address
- Date and grade of enrolment
- Previous school attended
- Family details
- Alternative family details (if any)
- Access restrictions (if any)
- Medicare details
- Medical condition (if any)
- Anaphylaxis medical information forms (if any)
- Individual registration number
- Enrolment status i.e.: full time, part time etc.
- Date and grade of ceased enrolment
- Student's destination

SCHOOL POLICIES

Students and parents/guardians are required under the Enrolment Contract to abide by and support the school policies as outlined in the Enrolment Contract. From time to time these policies may change as the need may arise.

Student Welfare Policy

Self-esteem is perhaps the single most important factor in helping a child advance his/her potential. Self-esteem activities are carried out by individual classroom teachers, staff and community at appropriate levels. Therefore at Al Amanah all staff members are informed of their legal responsibilities for the care, safety and welfare of the students. In addition, At Al Amanah we are committed to the welfare of our students through the provision of policies in the areas of:

- Managing complaints or grievances
- Anaphylaxis management plans
- Mandatory reporting procedures
- Emergency management plan
- Critical incident plan
- Accidents and incident register
- First aid policy and procedures, and
- Internet use policy and procedures.
- Anti-bullying and harassment
- Drug use policy

Aim:

The aim of the welfare programme is to develop the skills of students in a safe, happy and caring environment to help meet the challenges of the future. At Al Amanah College we believe our school is:

- A safe and happy environment.
- Drug free.
- Well maintained.

Welfare and Pastoral Care:

Al Amanah College provides pastoral care to its students and ensures their welfare through the appointment of a Welfare Coordinator who in addition to his role in pastoral care, has the responsibility of developing working relationships with external agencies including access to counselling in order to provide the following:

- Identification of and provision of support for students with special needs
- Monitoring students' health needs and the distribution and monitoring of medication
- Response to serious incidents and emergencies
- Provide referrals to external agencies that can assist students and families
- Organise Student Support Group Meetings
- Adequate homework

At Al Amanah will extend and enrich the potential and achievements of our students through:

- Creating an environment that is conducive to learning.
- Providing a wide range of technological resources.
- Fostering individuality.
- Fostering and promoting self-esteem.
- Developing social skills including co-operation.
- Fostering a respect for themselves and others.
- Celebrating student achievements and success.
- Providing a wide subject choice both academic and vocational.
- Providing a wide range of extra-curricular activities.
- Providing consistent discipline and the opportunity to develop self-discipline.
- Providing an adaptable, innovative and professional staff.
- Promoting and strengthening the school's local link.

Anti-Bullying Policy

Bullying is a damaging harm that can happen to a child's sense of well-being and self-worth. It is not a normal part of growing up, nor is it part of a "toughening up" process preparing a child for the adult world. Worse still, is the idea that "once a bully, always a bully".

AIM

The aim of this policy is to allow everyone to enjoy a safe, harassment-free school environment and to be treated with respect and equality.

WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

Rights and Responsibilities of School Community Members

All students, teachers, parents, wider school community - Rights

- Are safe and supported in the school environment; and
- Are treated with respect.

All students, teachers, parents, wider school community - Responsibilities

- Establish positive relationships; and
- Respect and accept individual differences.

Administrators - Rights

- Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.

Administrators - Responsibilities

- Provide leadership in resourcing the school's prevention and effective management of bullying;
- Implement the school plan;
- Ensure parents are informed of the school plan; and
- Support staff to implement the school's plan.

Staff - Rights

- Feel safe and supported in the workplace;
- Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention;
- Are informed of the school's plan on bullying;
- Are treated with respect in the workplace; and
- Access to professional learning in preventing and effectively managing bullying.

Staff - Responsibilities

- Promote and model positive relationships;
- Participate in implementing the school plan to counter bullying;
- Identify and respond to bullying incidents;
- Teach students how to treat other with care and respect;
- Teach students how to respond effectively to bullying;
- promote social problem solving with students; and
- Respect and accept individual differences.

Students - Rights

- Access to curriculum that supports the building of resiliency and problem solving strategies;
- Are informed of the school's plan on bullying; and
- If involved, are provided with support to stop bullying.

Students - Responsibilities

- Treat others with care and
- Respect; and
- Identify and respond effectively to bullying.

Parents - Rights

- Expect children to be safe and provided with a supportive school environment and treated with respect; and
- Are provided with access to information on the prevention and response strategies related to bullying. Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying;

Parents - Responsibilities

- Encourage children to report bullying incidents; and
- Are aware of school plans and support school in effectively managing bullying.

Wider community: including other professionals - Rights

- Strategic inclusion in prevention and bullying incident management.

Wider community: including other professionals - Responsibilities

- Provide support and input into the school's approach to preventing and managing bullying.

Student Discipline Policy

At Al Amanah College we believe that a stimulating and positive learning environment will encourage good behaviour by the students. Our Restorative Behaviour Management (RBM) program promotes conflict resolution and encourages students to practice self-discipline which involves responsibility, self-monitoring and students analysing inappropriate behaviour and coming up with solutions.

At Al Amanah College our aim is to focus on positive behaviour rather than inappropriate behaviour by rewarding students with merit awards, class incentives, excursions and fun days. We believe it is more effective for students to evaluate their own behaviour by using the school behaviour expectations matrices.

SCHOOL RULES/DISCIPLINE CODE

We have designed Restorative Behaviour Management (RBM) which has been implemented in the classroom and the playground. The school behaviour expectations matrix will be displayed in the classrooms, office and the hallways. Parents will obtain a copy of the discipline policy and the Restorative Behaviour Management (RBM).

Corporal punishment is prohibited at Al Amanah College. Any form of physical punishment such as hitting of any kind, emotional such as mocking, degrading and humiliating is prohibited as well. The School prohibits corporal punishment and clearly and exhaustively has listed the proposed School's discipline methods so as to plainly exclude corporal punishment. Al Amanah College does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the School.

GIFTED AND TALENTED STUDENTS POLICY

This policy aims to identify gifted and talented students and to maximise their learning outcomes at Al Amanah College.

Students identified as 'gifted and talented' must know that the College values their special ability or abilities and will encourage them to pursue new challenges. Teaching, stimulating and facilitating the development of enriching programs which enable students to develop "to the edge of their ability" will help them reach their potential and maintain their enthusiasm for lifelong growth.

The College will endeavour to provide appropriate support for gifted students as resources permit, taking into account the social, emotional and educational well-being of the students concerned. Families must also recognise their role and responsibility in catering for their gifted children and work cooperatively with the school to provide suitably enriching programs for their children.

At any stage of the planning, development and implementation of a policy for gifted and talented students there should be evaluation of:

- the policy
- school management plans
- faculty plans
- teacher programs and strategies
- student experience and outcomes

Complaints and Grievances Resolution Policy

Al Amanah College values the feedback it receives from staff, parents, the students and the community. Responding to both affirmative and negative feedback demonstrates the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions that may be used to improve standards and may prevent cause for further complaint.

The location of the full text of Al Amanah College's policies can be accessed by request from the Principal or found on our school website www.alamanah.nsw.edu.au. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

DETERMINED IMPROVEMENT AND DEVELOPMENT

2015 Priority Areas for Improvement

Area	Priorities
Literacy – Reading and Writing	• An improvement of literacy NAPLAN results • A deeper understanding of text types across all KLAs • Maximised learning opportunities for ESL learners within the mainstream classroom
Numeracy – Number, Patterns & Algebra	• An improvement of numeracy NAPLAN results • Increased levels of numeracy achievement
Education and Technology	• Increased level of staff competence in the use of technology to be integrated into literacy and numeracy teaching practices. • More student-centred learning in the classroom through the use of technology.
Teacher Quality	• A whole school approach is consistently undertaken by the leadership team in relation to; School Planning Process, Mentoring Guidelines, 'Reading to Learn' Guidelines, Monitoring of Student Achievement and Strategic Whole School Assessment Approach. • A higher quality of instructional leadership.
Student Engagement	• A higher level of student engagement in literacy and numeracy.
Parent Partnerships	• An improvement in providing NESB families with the tools to link home and school. • Enhanced parental engagement in student learning.

Achievements of priorities identified in the school's 2013 Annual Report:

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

The culture at Al Amanah College is marked by respectful relationships, with each individual taking responsibility for his or her own actions. Many activities within the school foster civic responsibility and give students the opportunity to contribute to the local community and wider society. 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 typical 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 2014
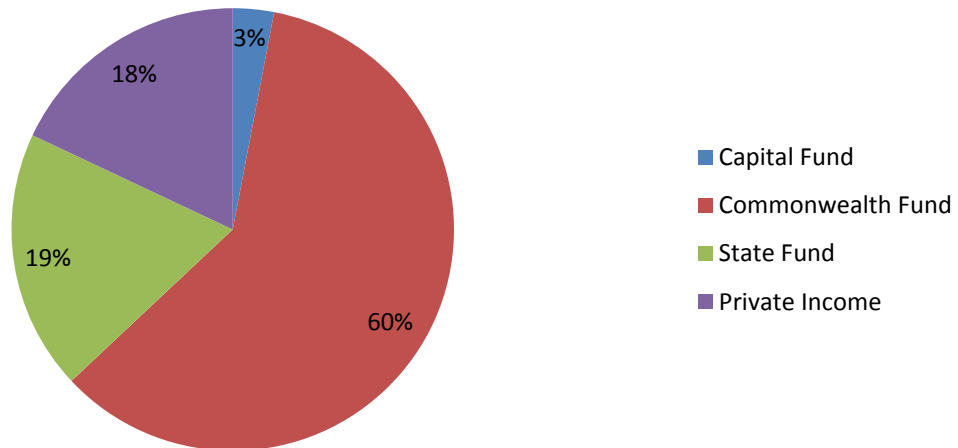
throughout many school activities Al Amanah College has continued to collect data from the students and the data showed high level of student satisfaction that they felt safe and happy.

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 2014 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 2014.

Income - 2014

3%
18%
19%
60%

- Capital Fund
- Commonwealth Fund
- State Fund
- Private Income

Expenses - 2014

10%
20%
70%

- Capital Expenses
- Non Salaries Expenses
- Salaries & Related Expenses