AL AMANAH COLLEGE

Annual Report

2016

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MESSAGE FROM THE HEAD PRINCIPAL

In the name of Allah, the most merciful. Praise be to Allah the Lord of the worlds and may Allah raise the rank of our beloved Prophet Muhammad peace be upon him, and protect his nation from that which he fears for it.

2016 has been both challenging and rewarding not only in the continuing development of Al Amanah College but in my own growth and professional learning as a Head Principal. It is a year I believe that has truly defined us as one learning community. A year when we have been tested both as individuals and as a whole and a year when we have truly come together, supported each other and moved beyond the school gates to make real connections and links with the wider community.

A whole school focus for 2016 has been the continuation in developing the School's curriculum to provide greater student learning which is in accordance with the Australian curriculum. Curriculum Frameworks have been updated across the school and targeted Literacy, Numeracy and ICT strategies have been embedded within the curriculum.

Student learning data and student engagement have continued to show improvement both through the NAPLAN results and the student Attitudes to School. Growth data is strong showing that students are learning and developing their skills at the expected rate.

Al Amanah College vision commits to providing an environment where "every student can learn and achieve success". This is something the School Board, the School Leaders and all staff work very hard to achieve each year.

Our vision empowers us to realise our mission and challenges to reflect critically on the quality of the education we provide. We strive for excellence and committed to improving our school. Strengthened by our Islamic principles and values, we strive to provide rich and relevant environments that promote and sustain a culture of lifelong learning.

Al Amanah continues working to provide its students with a clear vision that empowers them to build their Islamic identity and set their life goals with positive attitudes.

The operation of the school has been well supported again by the school's community, parents, devoted school leaders and committed staff. Our dedicated teachers have worked tirelessly to enrich the lives of young people and engage them in their learning. Thanks and recognition must also be given to the large number of non-teaching staff who play a vital role in the efficient running of the school.

Our Aim is to keep working collectively to fully achieve our goals, fulfil a promise and deliver to Al Amanah Community what it deserves; adequate educational facilities, a dynamic learning community and an educational hub that, together with its feeder primary and Secondary schools, provides a broad range of learning opportunities for all.

I take this opportunity to thank our students for doing their 'best' in all they do, our staff for their hard work and remarkable commitment, our parents for their strong support in assisting us to shape the learning pathways for the students in our care.

I look forward to us working together towards a more successful, productive and enriching academic year for our children.

Yours Truly,

Mr Mohamad El Dana
Head Principal

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2016 has played an important and active role in the school community. SRC members worked cooperatively to help promote the school values and leadership among the students. They demonstrated leadership qualities by serving as good examples through their words and actions by becoming more involved in the running of their school. They have gained respect from their peers while building a harmonious environment in which students and teachers can interact. The SRC team of 2016 has taken strides to fulfil their duties as responsible young Muslim Australian leaders to Al Amanah College and the wider community whilst building on the core values of the school.

Throughout the year, the SRC has come together firstly at the SRC Induction where they were formally inaugurated as members, with their proud parents looking on. This was followed closely with the SRC Breakfast where students were able to voice their concerns, issues and proposals to the executive staff of Al Amanah. Building upon this tightknit foundation, students were able to develop team and leadership skills by embarking on an SRC excursion to Treetop Adventure Park which took place during the latter weeks of Term One. It was a chance to network and collaborate with other SRC leaders across the Years Three to Twelve cohort. It was an opportunity to learn, and grow into a team that looks towards bettering this community. The excursion involved many different learning activities and team-bonding sessions, which complemented the enduring and challenging high ropes courses.

Students Representative Council aims to:

- Provide a forum for student opinions, ideas and attitudes.
- Provide a forum for student expression.
- Provide leadership in representing the opinions, ideas and attitudes of students.
- Making suggestions about improving school facilities.
- Organising extra-curricular activities.
- Carrying out surveys and questionnaires.
- Plan special events and fundraisers.
- Encourage pride in achievement.
- Promote harmonious relationships throughout the whole school.
- Promote school and community spirit.
- Improve student/staff relationships.

<u>Fundraising Initiatives</u>

Amongst the many roles of the SRC committee is their commitment and dedication to the fundraising initiatives for both the school and much needed non- profit community organisations. These fundraising events entailed the following:

- **Islamic Wear Day:** On the auspicious occasion of the Birth of Prophet Mohammad's (peace be upon him) and other Islamic occasions by promoting religious practices and the students' cultural background.

- **Administrative Breakfast:** The SRC 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:** The school takes prides in celebrating our successes as a culturally diverse society. The day was overflowing with orange-themed students, food, decorations and activities. The day was a great success and students contributed by fundraising for the school via numerous contributions of cakes and ice-cream.

- **SRC excursion:** The SRC excursion was held in Term One of 2016 at TreeTop Adventure Park. The students tested their endurance and overcame fears along the course - effectively achieved through team work. The day was heralded as a success and students gained a closer bond with their SRC peers and teachers.

- **Chocolate fundraising:** Primary and Secondary SRC students sold chocolates to raise funds towards various school initiatives.

- **Eid Fetes:** In collaboration with the Arabic and Religion Department, the two Eid Fetes were organised whereby students had the opportunity to have an enjoyable time on rides, jumping castles and many other activities. They were able to indulge in sweets, cakes, fairy floss and popcorn. The SRC students were encouraged in their weekly meetings to share ideas on stalls for our annual school Eid Fetes. SRC students were given the opportunity in setting up these various stalls as well as advertise the various activities that were run on these days.

- **Orphan Donation**: SRC members and students played an active role in raising much needed funds for a Darulfatwa Islamic High Council Orphanage in Indonesia. A big thank you to everyone who contributed generously to this worthy charity.

- **Gold Week:** The SRC and the school community raised much-needed money to support the Sydney Children's hospital. Students were encouraged to wear the colour gold to acknowledge the event. The SRC hosted cake, corn, spider drink stalls and custard dipped bananas to raise money for the Sydney Children's hospital at Randwick.

- **Fundraising:** The SRC team helped to plan term fundraisers which included selling cakes, delicious cheese pizza, Zooper Doppers and popcorn. These fundraisers were all very successful and helped SRC members to develop organisational skills and enhance their ability to advertise a whole school event.

- **School Assembly Reports:** SRC members were active during the weekly school assembly with the students taking turns to promote fundraisers and promote our school values through reminders about school responsibilities. Public speaking skills were enhanced as well as learning how to make a positive impact on the school and community environment.

- **Sport Fun Days:** The SRC team organised a fun sporting day to coincide with the 2016 Rio Olympics. Students devised 'Olympic' style games for each class to compete including sock wrestling, tricycle race and equestrian hurdles. The event helped to raise money for various school projects.

- **Lunch Time Sports:** Students in the SRC team organised for sports equipment to be taken out during recess and lunch for students to use. The SRC devised a timetable and roster so they were able to work together as a team and share the responsibility. The students held demonstrations on how to use the equipment correctly as well as the rules to the games. This initiative was very successful and allowed students to develop strong leadership skills as well as enhance the playground environment during recess and lunch.

Al Amanah College SRC has developed a Master Plan, a vision for a more modern and improved College to facilitate the learning, growth and well-being of the Al Amanah family. This vision encompasses the implementation of Al Amanah core values of Integrity, Compassion, Wisdom, Work Ethic, Positivity and Commitment into the wider school community. The SRC team of 2016 has set stride and precedent for the years to come. We are consistently working to build upon the great community and culture that is Al Amanah College, hopefully leave a lasting legacy. We look forward to our next SRC team for 2017 which will be part of a new direction and vision for the SRC and the school. A big thank you goes out to all the dedicated and diligent SRC members, students and staff who made this year a remarkable one.

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-Y3 in 1998 and from there the school grew rapidly. The Bankstown campus has reached 250 students (K-6) in 2016.

In 2002 the College grew further through the opening of the Liverpool Campus with 168 students, where secondary classes commenced with year 7 and expanded to year 12 in 2007. The Liverpool Campus is located in the heart of Liverpool City catering for K-12 with approximately 590 primary and secondary students (2016).

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 behaviour 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 is 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 school's executive staff worked towards 3 main goals in 2016. The goals were to target curriculum, parent partnerships and ICT. It was through the executive team's drive and motivation to hit the goals and maintain whole school improvement which adds value to the school.

Through curriculum evaluation and ongoing data analysis, teachers and coordinators had working documentation of changes to curriculum and classroom content. Teachers were being trained and encouraged to become evaluators of their own teaching strategies and to make changes when they were needed.

More active communication between teachers and parents was very successful through the use of instant messaging and other ICT methods. Parents expressed their appreciation for continuous and effective communication between home and school. This value added partnership is one that will continue to grow into 2017.

Improvements in ICT and the use of technology platforms has allowed for faster methods of evaluating student results and data. The continued improvements to ICT around the school will allow for further data driven teaching and learning.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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. The performance of Al Amanah College's students indicates outstanding results in many areas of both literacy and numeracy across the 2016 NAPLAN years.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

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

Primary School - Liverpool Campus

45 students from Year 3 and 53 students from Year 5 participated in the NAPLAN 2016

Table 1: NAPLAN results – Percentage above benchmark (Liverpool Campus)

	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	State	School	State	School	State	School	State
Reading	4%	5%	96%	95%	2%	7%	98%	93%
Writing	0%	3%	100%	97%	0%	7%	100%	93%
Spelling	2%	5%	98%	95%	0%	7%	100%	93%
Grammar and punctuation	0%	5%	100%	95%	2%	5%	98%	95%
Numeracy	2%	5%	98%	95%	0%	6%	100%	94%

Primary School - Bankstown Campus

39 students from Year 3 and 18 students from Year 5 participated in NAPLAN, 2016.

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		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	0%	5%	100%	95%	0%	7%	100%	93%
Writing	0%	3%	100%	97%	0%	7%	100%	93%
Spelling	0%	5%	100%	95%	0%	7%	100%	93%
Grammar and punctuation	0%	5%	100%	95%	0%	5%	100%	95%
Numeracy	0%	5%	100%	95%	0%	6%	100%	94%

Secondary School - Liverpool Campus

55 students from Year 7 and 43 students from Year 9 participated in the NAPLAN, 2016.

Table 1: NAPLAN results – Percentage above and below benchmark (Liverpool Campus)

	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	State	School	State	School	State	School	State
Reading	4%	6%	96%	94%	2%	7%	98%	93%
Writing	4%	9%	96%	91%	2%	18%	98%	82%
Spelling	4%	7%	96%	93%	0%	10%	100%	90%
Grammar and punctuation	5%	7%	95%	93%	7%	11%	93%	89%
Numeracy	0%	4%	100%	96%	0%	4%	100%	96%

Additional information can also be accessed from the MySchool website (http://www.myschool.edu.au/). The school results shown are compared to students nationally.

Senior Secondary Outcomes

Record of School Achievement (RoSA)

In 2016, the School had 3 of its Year 12 students who required the issuance of a Record of School Achievement (RoSA).

Year 12 – Higher School Certificate

In 2016 HSC, 25 students sat for the Higher School Certificate exams. The performance of Al Amanah College's students indicates outstanding results in various HSC examinations. The results of the tests are summarised and tabulated in tables 4 and 5 below.

Table 4: 2016 Higher School Certificate Test Results – Board Developed courses

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	4	4-6	100%	85%
Biology	10	3-6	90%	89%
Business Studies	7	4-6	100%	64%
Chemistry	8	3-6	100%	94%
Economics	6	3-6	100%	94%
English (Advanced)	10	4-6	80%	90%
English (Standard)	14	3-6	100%	87%
Geography	8	3-6	87.5%	89%
Industrial Technology	7	3-6	100%	77%
Mathematics General 2	13	3-6	100%	75%
Mathematics	9	3-6	100%	91%
Modern History	6	5-6	84%	41%
PDHPE	10	3-6	80%	82%

Subject	No. of Students	Band Range	School (%)	State (%)
Physics	5	4-6	100%	66%
Visual Arts	7	4-6	100%	87%

Table 5: 2016 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
Mathematics Extension 1	4	E3-E4	100%	79.60%
Mathematics Extension 2	1	E2-E4	100%	98%

HSC Honour Roll

	Students	Distinguished Achievers
Al Amanah College	25	9

Subject	Distinguished Achievers
Arabic Continuers	1
Biology	1
Business Studies	1
Mathematics	1
Mathematics Ext 1	1
Modern History	4
Total	**9**

Vocational Education and Training (VET)

In 2016, 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)
2016	HSC	100%
2016	VET Qualification	0%

PROFESSIONAL LEARNING

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2016, our teaching staff participated in and presented a range of Teacher Professional Learning workshops throughout the year, professional development courses and teacher professional training workshops 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 are as follows:

Table 7: Staff Professional Development Log 2016

Al Amanah College – Professional Development Schedule 2016 – Liverpool Campus					
Professional Learning Context	**No. of Participants**	**Presenter(s)**	**Date**	**Time**	**Location**
Duty of Care	All staff	School Based	27-Jan	1.5 hour	School
Child Protection	All staff	School Based	27-Jan	1.5 hour	School
Time Management	All staff	School Based	27-Jan	45 mins	School
ICT Session – Moodle	All Staff	School Based	10-Feb	45 mins	School
Resilient Kids- Bouncing back in the classroom	1	AIS	29-Feb	5 hours	York St Sydney
Rugby League Coaching Accreditation	1	National Rugby league	3-Mar	5 hours	Mt Pritchard
Stem Cells: Promoting STEM education in our schools	1	Western Sydney University	3-Mar	2 hours	Western Sydney University
Strength and Solution Focused approaches to behaviour in school	1	AIS	7-Mar and 5-Apr	10 hours	York St Sydney
ICT session- Moodle/Student tools for publishing	All Staff	ICT	15-Mar	45 mins	School
New Scheme Teacher Meeting	New scheme teachers	Coordinators	16-Mar	45 mins	School
Supporting Struggling Readers: Organising the literacy block	1	PETA	17-Mar	5 hours	PETA
What beginning readers need to know	1	AIS	30-Mar	5 hours	York St Sydney

Getting creative: Making Multimodal and digital texts for IPADs K-6	1	AIS	30-Mar	5 hours	York St Sydney
Maximising student engagement and positive relationships for learning	1	AIS	31-Mar	5 hours	York St Sydney
Geography Familiarisation	1	AIS	31-Mar	3 hours	York St Sydney
Computatinoal thinking, storytelling and creative problem thinging with ICT K-6	1	AIS	1-Apr	5 hours	York St Sydney
Behaviour and Learning	2	Learning Difficulties Coalition	5-Apr	3 hours	Parramatta Leagues Club
Engaging lesson starters	1	AIS	6-Apr	5 hours	York St Sydney
Teaching so all students can learn maths	1	AIS	28-Apr	5 hours + 3 hours online	York St Sydney
Number sense: Foundational to success in mathematics	1	AIS	2-May	5 hours	York St Sydney
Visual Literacy in English	1	AIS	9-May	5 hours	York St Sydney
Connecting the dots: Integrated units of work for new curriculum	1	AIS	10-May	5 hours	York St Sydney
Exploring Aboriginal and Torres Strait Islander Histories and Cultures through ICT	1	AIS	16-May	5 hours	York St Sydney
Objectivies C,D and E: How do they look in the K-6 Classroom?	1	AIS	19-May	5 hours	York St Sydney
The Flipped Classroom	1	AIS	24-May	5 hours	York Street Sydney
K-2 Geography planning and programming	1	AIS	25-May	5 hours	York St Sydney
Planning and Programming: Geography	All	Online (AIS)	1-Jun	2 hours	School

Maths and Learning Difficulties	1	Learning Difficulty Coalition	7-Jun	3 hours	Westmead
NCCD	2	AIS	24-Jun	3 hours	York St Sydney
English Planning and Programming	All	AIS	1-Jul	6 hours	Liverpool Campus
Principle of Purposeful Programming	All	Online (AIS)	18-Jul	2 hours	Bankstown Campus
Geography Planning and Programming (K-2)	1	AIS	25-Jul	5 hours	York St Sydney
Teaching Spelling	1	WSU	4-Aug	2 hours	WSU – Bankstown Campus
Teaching Comprehension	1	WSU	18-Aug	3 hours	WSU – Kingswoord Campus
Five from Five: Effective Reading instruction in everyday classroom	2	LDC	31-Aug	2 hours	Parramatta Leagues
Stage 2 Planning Session	3	AIS	31-Aug	2.5 hours	School
working mathematically unpacked for K-2	1	AIS	7-Sep	5 hours	York Street Sydney
ICT as a General Capability in Geography	1	AIS	7-Sep	6 hours	York St Sydney
working mathematically unpacked for Years 3-6	1	AIS	8-Sep	5 hours	York St Sydney
3-6 Geography planning and programming	1	AIS	8-Sep	5 hours	York St Sydney
Stage 3 Planning & Programming	2	AIS	16-Sep	2.5 hours	School
Geography Planning Sessions	3	AIS	14-Oct	2 hours	School
What children find challenging according to NAPLAN and what we can do	2	AIS	17-Oct	5 hours	York Street Sydney
Geographical Inquiry in K-6	1	AIS	19-Oct	5 hours	York St Sydney

writing K-6: Teaching beyond text types	1	AIS	20-Oct	5 hours	York St Sydney
History Planning Session	3	AIS	20-Oct	2 hours	School
Literacy Block Time: So Little Time, So much to do	1	AIS	25-Oct	5 hours	York St Sydney
Writing Workshop	All Staff	AIS	31-Oct	1 hour	School
Get Reading Write	All Staff	Joanne Dooner	15-Dec	6 hours	School

TEACHER 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	11	38	49
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 2016 census, consisted of 60 women and 24 men, ranging in age to over 70 years. 64 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum.

In 2016, 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	47.8	16	63.8
Full-time equivalent non-teaching staff	12	5.8	17.8
Number of indigenous staff	0	0	0

Details of all teaching staff - Liverpool campus

- In 2016, 25% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 4% of teacher turnover during the period 2015-2016. Teachers on Maternity leave have indicated they will be returning to work in 2017-2018.
- Retention rate of staff is an average of 89% in the period 2015-2016.

Details of all teaching staff - Bankstown campus

- In 2016, 45% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 18% of teacher turnover during the period 2015-2016. Teachers on Maternity leave have indicated they will be returning to work in 2017.
- Retention rate of staff is an average of 100% in the period 2015-2016.

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 2016 was 822 students. From a percentage perspective there are 47% girls and 53% 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

2016 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	**ATTENDANCE RATE (Bankstown Campus)**	**ATTENDANCE RATE (Liverpool Campus)**
Kindergarten	N/A	N/A
Year 1	91.28%	93.93%
Year 2	90.25%	94.53%
Year 3	93.85%	90.92%
Year 4	90.02%	95.47%
Year 5	95.25%	92.26%
Year 6	88.72	92.34%
Year 7	N/A	92.36%
Year 8	N/A	93.27%
Year 9	N/A	93.26%
Year 10	N/A	91.84%
Year 11	N/A	N/A
Year 12	N/A	N/A
School Average	**91.56%**	**92.98%**

On average 92.3% of students attended the school each school day in 2016. 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 2016 indicate that Year 7 enrolment in 2013 was 45 students with 35 students completing Year 10 (an actual retention rate of 78%).

At Al Amanah College in 2014, 43 students successfully completed Year 10, 20 of these students continued on to year 11 and successfully completed the Higher School Certificate in 2016. In addition to 8 students enrolling in Year 11 2015. This equates to a retention rate of 47% from Year 10, 2014 to Year 12, 2016.

POST SCHOOL DESTINATIONS

Al Amanah College in 2016 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, 2016:

35 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, 2016:

The number of year 11 students who progressed to year 12 remained the same.

Year 12, 2016:

Of those students leaving Year 12 in 2016, 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 NAPLAN and the Higher School Certificate results including comparison of student performance to state-wide 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 state-wide 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 enrol 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 Enrolment 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 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 enrol 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 two 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.

Accessibility of and Changes to Policies

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, all school policies and procedures were in place during 2015 have been reviewed during 2016. Most policies are available on the school's website at www.alamanah.nsw.edu.au.

DETERMINED IMPROVEMENT AND DEVELOPMENT

2016 Priority Areas for Improvement

Area	Priorities
Quality Learning *What is quality learning?* 1. *Willingness and effort by the learner* 2. *A social surround supportive of teaching and learning* 3. *Opportunity to teach and learn* 4. *Good teaching*	• An improvement of literacy NAPLAN results • Improved growth rates in Literacy and Numeracy. • Effective differentiation to meet individual needs. • An improvement of numeracy NAPLAN results • Measurement and evidence of student learning • Reinforce evidence based teaching strategy • Impact of teaching strategies on student learning. • Independent learners who relate to real world context. • Set high and explicit expectations in the classroom.
Quality Teaching • *A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom.*	• High student engagement through higher order teaching activities • Facilitation of independence and self-responsibility in an academic and social context • Increased training and collaborative and modelled learning amongst staff. • A commitment to professional learning. • Work productively in classroom environments that challenge and support all students. • Professional standards to be used as a benchmark.

Student Wellbeing • *Students wellbeing is the degree to which a student is functioning effectively in the school community* • *A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school*	• An improvement in follow up of bullying, safety and cyber safety • Students to self-monitor their behavior and take ownership of their decisions • Improved follow up of behaviour at teacher and welfare level • Greater sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos • An intrinsic sense of self awareness.
Parent Partnership • *Partnership involves parents, families and practitioners working together to benefit children. Each recognises and values what the other does and says. Partnership involves responsibility on both sides.*	• Enhanced parental engagement in student learning • Enhancing communication with parents • Sharing information • Training parents and upskilling them through various workshops • Enhanced home-school partnership • Hold workshops on children's learning and development for example on learning through play.
Leadership	• Training of student leaders. • Upskilling students for career and community leadership. • A higher quality of instructional leadership. • Increased involvement with the community.

Achievements of priorities identified in the school's 2015 Annual Report:

Area	Evaluation	Suggested Steps
Quality Learning	- Evaluation of data is being done but needs improvement.	➢ Internal data needs to be analysed on a termly basis. ➢ External Naplan data results to be evaluated at a specialised and designed cohort level. ➢ Action plan of skills necessary for students based on the Naplan data.
	- Learning support is working with students at an individual level and only collaboratively working with teachers when needed.	➢ Learning Support to be results driven and ensuring that differentiation is occurring through collaborative teaching and evaluation of learning.
	- Learning Intentions need to be established and implemented for students in order to have clear success criteria.	➢ Follow up of HOD and mentor teachers looking at student learning by comparing student books to units of work. ➢ Linking R2L to assessment as learning in order for teachers to assist students work towards performing assessment of learning.
	- Currently secondary teachers are using R2L but at a segmented paragraph level. There needs to be a move towards holistic approach with whole directives. To provide students with learning their strategic approach.	➢ Primary to review their assessment timeline and evaluate what to do with diagnostic testing.
	- Measurement of student learning needs to be after each lesson and teachers properly evaluate what the learning looks like.	➢ Students should be doing more peer and self-assessment – assessment 'as' learning. ➢ More follow up of social skills across the whole school. In the classroom, making clearer links with KIQ.
	- Current real world context is looked at through KIQ in units of work and social skills programs but is not being used consistently.	➢ Look at giving time for study skills and time management where study days are given for students to learn how to study subject specific content.

Quality Teacher	- Teachers are currently teaching engaging students in activities that encourage some independent learning.	➤ More thinking routines and higher order activities to be taught. Engaging and challenging classroom activities. ➤ Teacher Observations need to be targeting pedagogy. ➤ Mentors and HOD to follow up on teachers more ➤ Teachers need to use goals and goal setting at a HOD and Mentor teacher level to be managed and followed up.

	- Facilitation of independence and self - responsibility in an academic and social context.	➤ Evidence of teaching strategies and evidence that teachers are tracking the learning the of their students. AC cross curriculum is being addressed.
		• Evidence based teaching strategy
		  – Clear lesson goals
		  – Show and tell: not to spend the entire lesson having the students listening to the teacher.
		  – Questioning to check for understanding, using randomized sampling, student answer, tell a friend
		  – Summarise new learning in a graphic way: graphic outlines include things like mind map, flow-charts and Venn diagrams
		  – Plenty of practice for students to retain the knowledge
		  – Provide students with a clear feedback: feedback involves letting the students know how they have performed on a particular task along with ways that they can improve.
		  – Get students working together in productive ways ensuring each member personally responsible for one step in the task
		  – Teach strategies not just the content

Quality Teacher		

	- Increased training and collaborative and modelled learning amongst staff.	➢ Teachers need to be showcasing the work they do in order to improve consistency across year groups. ➢ Moodle platform needs to be used more often
Student Welfare	- An improvement in follow up of bullying and safety. - Improved behaviour and follow up at teacher and welfare level. - Greater sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos. - An intrinsic sense of self awareness.	➢ Social skills related to areas that need improvement. ➢ Proactive RBM strategies by teachers and welfare officers. Tracking of data to be improved. ➢ Possible 'Headspace' training for teachers and students Data collection of resolution time and other discipline related statistics. ➢ To use study programs to improve student engagement in the classroom Surveys to show what students want to see in the classroom and for their welfare. ➢ Implementation of Social and Emotional Learning Program in the high school through year advisors.
Parent Partnerships	- Enhanced parental engagement in student learning.	➢ Re-begin workshops and P&C meetings ➢ Put more strategy driven posts / blogs on social media to increase interest. ➢ More parent invitations into classrooms.
Leadership	- Training of student leaders. - Upskilling students for career and community leadership. - A higher quality of instructional leadership.	➢ SRC training and implementation of skills that they may use in future. ➢ Motivational speakers and incursions. ➢ Training of HOD and mentor teachers

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 2016, through many school activities, Al Amanah College continued to collect data from the students. The data showed a high level of student satisfaction, safety and happiness.

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 2016 staff were generally very satisfied in all areas of our school.

PUBLICATIONS REQUIREMENTS

Refer to page 4 of Al Amanah College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

• publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.

• providing the school's annual report in an online or appropriate electronic form to the BOSTES unless otherwise agreed by the BOSTES.

• the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.

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 2016.

Income - 2016

0%
17%
20%
63%

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

Expenses - 2016

0%
25%
75%

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