



AL AMANAH COLLEGE

Annual Report



2018

Bankstown Campus: 2 Winspear Avenue Bankstown, NSW 2200

Liverpool Campus: 55 Speed Street Liverpool, NSW 2170

Email: admin@alamanah.nsw.edu.au Website: www.alamanah.nsw.edu.au

TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
MESSAGE FROM THE HEAD PRINCIPAL.....	3
STUDENT REPRESENTATIVE COUNCIL.....	5
Fundraising Initiatives.....	6
SCHOOL CONTEXT.....	9
Overview.....	9
The Educational Program.....	10
Our Vision: Pursuing Academic Excellence.....	10
School Philosophy.....	10
Curriculum.....	10
Aims of the College.....	11
VALUE ADDED INFORMATION.....	12
SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS.....	14
School Performance in National Assessment Program - Literacy and Numeracy.....	14
Primary School - Liverpool Campus.....	14
Primary School - Bankstown Campus.....	15
Secondary School - Liverpool Campus.....	15
Senior Secondary Outcomes.....	16
Record of School Achievement (RoSA).....	16
Year 12 – Higher School Certificate.....	16
Vocational Education and Training (VET).....	17
PROFESSIONAL LEARNING.....	18
TEACHER STANDARDS.....	24
Workforce Composition.....	25
SCHOOL ENROLMENT.....	26
STUDENT ATTENDANCE AND RETENTION RATES.....	26
POST SCHOOL DESTINATIONS.....	27
POLICIES.....	28
Educational and Financial Reporting - Annual Report Policy.....	28
BEST PRACTICE GUIDELINES.....	28
Annual report.....	28
Request for additional data from the NSW Minister for education and Training.....	29
DEST Annual Financial Return.....	29
Annual Report - Content.....	29
Enrolment Policy.....	33

Procedures	33
Waiting list.....	33
Notification for interview and assessment.....	33
Enrolment Considerations.....	33
Conditions for Acceptance.....	34
Probationary Period	34
THE ENROLMENT PROCESS	34
THE ENROLMENT REGISTER	36
SCHOOL POLICIES	37
Student Welfare Policy	37
Welfare and Pastoral Care:	38
Anti-Bullying Policy.....	39
WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES.....	39
Rights and Responsibilities of School Community Members	39
Student Discipline Policy.....	41
School Rules/Discipline Code	41
GIFTED AND TALENTED STUDENTS POLICY	42
COMPLAINTS AND GRIEVANCES RESOLUTION POLICY.....	43
ACCESSIBILITY OF AND CHANGES TO POLICIES.....	43
DETERMINED IMPROVEMENT AND DEVELOPMENT.....	44
RESPECT AND RESPONSIBILITY	50
PARENT, STUDENT AND TEACHER SATISFACTION	51
Parent Satisfaction.....	52
Student Satisfaction.....	52
Teacher Satisfaction	53
PUBLICATIONS REQUIREMENTS.....	55
SUMMARY FINANCIAL INFORMATION	56

MESSAGE FROM THE HEAD PRINCIPAL

I thank Allah for all that he has granted us, may Allah raise the rank of our Prophet Muhammad and strengthen and guide us to adhere to the path of success and knowledge.

It has been 20 years since Al Amanah College was established in 1998. Looking back over a period of twenty years, our school has progressed very well. This year is a special year in the history of Al Amanah College as it marks the 20th anniversary. For me, it is an important milestone as it has been a great personal journey. Al Amanah College has been cultivating in our students the seeds of Islamic belief, values and ethical growth, and is keen to pass on this knowledge to the next generation. We endeavour to equip our students with an all-round set of abilities so that they may contribute to the community in the future, serve others and fulfil their Islamic obligations.

The story of Al Amanah College started 20 years ago when a group of people from the Islamic Charity Projects Association (ICPA) worked diligently to establish a school to serve the community's educational needs. Swiftly, this effort became a reality when Al Amanah College officially opened its door for the first time in 1998. The school began with a small number of students at Bankstown campus with no set budget and very limited resources and experiences. But, through vigorous efforts of the school board and team leaders the school grew and expanded further. In 2002 the school managed to purchase a site at Liverpool, which was a hospital, and transformed it into a school.

Since then, Al Amanah has grown in size and resources, today we have about 835 students in both campuses. We have been very fortunate throughout the years to advance Al Amanah College to reach today's success. Over the past 20 years, we have strived to strengthen the quality of teaching and learning, raising our educational standards in line with social development, providing a stimulating and harmonious school environment where students can thrive and have great opportunities to enjoy the best academic, artistic, sporting and social endeavours. Al Amanah College has been founded to serve the community by offering our students quality pedagogic and social skills needed to be active, and productive members of the wider community. Being a non-selective school Al Amanah College has maintained high educational qualities. In past years, 100% of our graduates were accepted into universities of their choice. Across the years, Al Amanah students were on honorary lists with fellow high ATAR achievers scoring up to 98.9 and the like.

Our Islamic Curriculum endorsed by Al Azhar University has been derived from pure Islamic faith, reflecting the firm foundation that the religion of Islam is the religion of tolerance and sound intellect and enabling our students to always be steadfast in acquiring the Islamic knowledge. We are devoted to maintaining and strengthening links with peak religious community organisations such as Darulfatwa. It is through this organisation that five of our religion teachers have attended Islamic courses, acquired further knowledge and achieved certification in Islamic Studies from Al Azhar University in Egypt. Our students are given the proper knowledge and opportunity to grow in an Islamic environment. Our Australian Islamic identity fills the school, from daily supplications and prayers to weekly assemblies. We aim to teach young people how to integrate Islamic values into all aspects of life and to be good Australian citizens.

Our professional teaching staff is motivated and passionate. Inside the classrooms, they are proficient in their teaching and keen to explore students' potentials. Outside the classrooms, they teach with their words and deeds. They connect with students both as teachers and as friends and become their life mentors. Our teachers also actively participate in school development work. They are willing to offer their suggestions and demonstrate excellent team spirit. I am honoured to have had the opportunity to lead this College since its inception and I treasure the time I have spent with my colleagues and staff, my students and their families. The staff and I are committed to excellence and to providing an environment where children are challenged, and their experiences are rewarded.

Finally, I would like to acknowledge all board directors, committee members, school leaders, staff, parents and students who have contributed to the College's success. Parents have been a big part of our journey and their support has enabled us to reach this point of success. May Allah bless and guide us to what is beneficial for us in this life and the hereafter, and may Allah continue to guide us as we proceed into the future.

Mohamad El Dana
Head Principal

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2018 has played an important and active role in the school community. The SRC works as an advocate for the needs of the school community, and as a point of contact between the student body and the school. The role of the SRC is to promote the views of students and addresses relevant issues and most importantly encourage students to become actively involved in their school's functions and events. The SRC aims to develop leadership skills, ensure student views are heard in decision making processes, empower students to contribute to a positive school culture and strengthen the sense of achievement and the school community through active participation. Members of the SRC are reviewed annually and a formal election is held to provide new students the opportunity to join the SRC team. SRC meetings are held once a week and has regular contact with the students, coordinators and principal.

Throughout this year, the SRC team has come together following the SRC induction where they were formally inaugurated to the SRC hall of fame. This was followed closely with the SRC Breakfast where primary and secondary students were able to voice their concerns, issues and proposals to the executive staff of Al Amanah. Building upon this tightknit foundation both primary and secondary students were able to gain team and leadership skills by embarking on an SRC excursion to Treetop adventure Park that took place during the latter weeks of Term One. It was a chance to network and collaborate with other young SRC leaders across the year 3 to 12 cohort. It was an opportunity to learn and grow into a team that looks towards bettering this community into the future. The excursion involved many different learning activities including team-bonding sessions, which were complemented by participating and enduring the challenging high ropes courses.

In addition, building upon the foundations of instilling essential leadership skills, primary and secondary students attended various meetings with the principal Mr Ayman Alwan throughout the year. The main objective was for both Primary and Secondary SRC to provide a termly overview of the various activities the SRC have been actively involved in and to deliver important suggestions from their cohort about implementing new initiatives within the school.

Moreover, the SRC cohort attended an SRC Leadership three seminars titled “Leadership and its effectiveness’ presented by the School’s Imam Sheikh Amr Alshelh Al-Azhary. The seminars provided the students and their respective parents with an important religious insight on the qualities and characteristics of being a leader and a role model within the school and wider community. Sheikh Alshelh emphasized this through explaining the characteristics and traits of Prophets and Pious Islamic figures in history who displayed good manners, respect and integrity amongst their nations.

The SRC students for 2018 worked very hard and may Allah reward the students for their ongoing commitment towards the betterment of the school community. Amongst the many roles of the SRC committee is their commitment and dedication to the fundraising initiatives throughout the year for both the school and much needed non- profit community organizations. These fundraising events included Sport Carnivals, Harmony Day, Eid Fete, Chocolate fundraising and contributing to Orphan donations. We are consistently working and building upon the great community and culture that is Al Amanah College and hopefully leave a legacy.

Fundraising Initiatives

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.
- **Parent Breakfast:** The SRC joined with their parents for a formal breakfast during term 4 to celebrate and thank the SRC for representing our school throughout the year. Thank you to the parents who contributed.

- **Harmony Day:** A Multicultural Fair was held at the school to celebrate Harmony Day. Students across K-6 participated in making cultural foods and crafts from various countries around the world and students has their ‘passports’ stamped to mark their visit. The SRC team helped students from lower primary ‘travel’ to their destination as well as provide a supporting hand in craft activities.
- **SRC Annual Excursion:** The SRC excursion was held in Term One of 2018 at Treetop Adventure Park. The students tested their endurance and overcame fears along the course - effectively achieved through teamwork. 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.
- **Orphan Donation:** SRC and students played an active role in raising much needed funds for a Darulfatwa Islamic High Council Orphanage in Indonesia and other countries. A big thank you to everyone who contributed generously to this worthy charity.
- **Fundraising:** The SRC team helped to plan term fundraisers which included Spider Drinks and Snazzy Sock Day. 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. SRC members also began an initiative ‘caught you being good’ during assembly. SRC members were able to observe student behaviour during weekly assemblies and rewarded students who were well behaved.
- **Eid Fetes:** 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.
- **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.

- **Jason Clare Visit:** Students participated in an informative workshop with local Member of Parliament, Jason Clare. The students participated in a mock parliament arguing over the introduction of a bill banning homework in schools. Students were fortunate to have Mr Clare to guide them in the process and the opportunity to ask questions about parliament.
- **Camp Quality Fundraiser:** Students were inspired to raise money for Camp Quality after watching a puppet show that helps children understand what cancer is and how they can be supportive towards people with cancer. The SRC organised a Super Snazzy Sock Day fundraiser to help support Camp Quality.
- **SRC Leadership Seminars:** The school's chaplaincy officer, Imam Sheikh Amr Alshelh, hosted several SRC seminars throughout the year. The seminars were presented to both SRC students and their parents and were well received by all. Sheikh Amr discussed qualities and characteristics of being a leader and a role model within the school and wider community. The students were given opportunities to discuss their concerns and ideas with their teachers, parents and the special visitor during these successful sessions.

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 2018 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 legacy. We look forward to our next SRC team for 2019 which will be part of a new direction and vision for the SRC and the school.

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 234 students (K-6) in 2018.

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 (2018).

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 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 and 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 focus for 2018 has been a number of key areas across the College. The school is looking to bridge the gap from Primary school into High School for the students mainly through the use of Technology. Students, parents and teachers have been introduced to the following platforms and policies:

- Igloo – a student and parent platform which allows them to log in and check lessons, homework, timetables, fees and any other information needed. Parents will have access to approve lateness, absences, excursions and any other school events. Students have begun using the platform as a way to check for lessons and homework.
- Moodle – a platform for students to check missed class work and any homework. Teachers are using the platform for more flipped instruction where students are also able to interact with each other and the teachers.
- BYOD – High School students across stages and faculties have been introduced to a Bring Your Own Device Policy which has allowed for better understanding of technological use.

Students in the Primary are using these platforms more and finding it easier through their transition into High school to complete tasks and have items completed on time.

Many high school students who previously struggled with keeping up with class work are now documenting and completing tasks with more ease. This has contributed to the whole school approach to Learning Support being more streamlined and uniform across the whole school.

Student's independent learning and study skills, as well as time management have been a major improvement throughout 2018. The school is working to ensure that learning becomes a part of student's growth and commitment to themselves. Many students are gaining the skills needed to become further independent learners. Engagement with syllabus documents and school curriculum is of vital importance for the students to be able to approach their learning with enthusiasm. The implementation of inquiry learning, and quality teaching see students motivated and driven to improve, by setting academic as well as social / personal goals, the students are reviewing these goals and becoming self-evaluators. It is evident that in 2018 teachers incorporated specific goal setting strategies with students, and "hook" students into their learning by activating prior knowledge and continue display learning intentions to provide students with a purpose.

The parent and community engagement with the school will continue at Al Amanah College, this commitment was possible through the use of technology and ongoing open communication. More online learning and communication with the teachers have given the community a direct line to the teachers to address any concerns or to simply provide feedback. Parent involvement has shown to be a contributing factor to more community engagement for the school and it wishes to continue to improve on this.

The school continued to encourage the growth mindset in 2018, not only in its students but just as importantly in its teachers. Teachers and school leaders are on a constant journey of professional learning and sustainable growth that will only contribute with positive aspects into the school's community. The collaborative approach to programming, where resources were developed and shared among staff as a critical part of driving whole-school improvement. Shared planning occurred within and across stages/faculties, resulting in consistent programming and sequencing at a school-level and a common approach to teaching as students moved between years and subjects. This shared approach to teaching and planning was also evident in supporting students with additional learning needs, including those at-risk of falling behind and those students excelling beyond their year level.

The regular staff meetings addressed relevant issues within the school and were effective ways of building a collaborative culture and developing common school goals. During meetings, staff members had the opportunity to share their knowledge with other staff through internal professional development exercises after attending any professional learning seminars. The whole-school focus, of Literacy and Numeracy skills, facilitated that staff understood the common goal and the role they played in reaching it. Additionally, the high levels of collaboration among staff at Al Amanah College brought about a consistent set of expectations across a school – both academically and behaviourally. Academically, this included collaborative staff marking and sharing student work samples to ensure that teacher judgements were consistent and that a culture of high expectations was cultivated for all students. Behaviourally, this included having a common set of guidelines across a school that rewarded positive behaviours and had a transparent set of procedures for responding to negative behaviours.

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 2018 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

48 students from Year 3 and 50 students from Year 5 participated in the NAPLAN 2018

Table 1: NAPLAN results – Percentage above and below benchmark

	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%	3.1%	100%	96.9%	4%	4.5%	96%	95.5%
Writing	2%	2.8%	98%	97.2%	0%	7%	100%	93%
Spelling	4%	4.5%	96%	95.5%	4%	74%	96%	96%
Grammar and punctuation	2%	4.2%	98%	95.8%	2%	5%	98%	95%
Numeracy	4%	2.1%	96%	97.9%	6%	2.6%	94%	97.4%

Primary School - Bankstown Campus

36 students from Year 3 and 26 students from Year 5 participated in NAPLAN, 2018.

Table 2: NAPLAN results – Percentage above and below benchmark

	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	8%	3.8%	92%	96.2%	3.5%	5.4%	96.5%	94.6%
Writing	0%	2.8%	100%	97.2%	14%	8.8%	86%	91.2%
Spelling	0%	4.5%	100%	95.5%	0%	4.1%	100%	95.9%
Grammar and Punctuation	0%	4.2%	100%	95.8%	0%	5.5%	100%	94.5%
Numeracy	3%	2.1%	97%	97.9%	3.5%	2.7%	96.5%	97.3%

Secondary School - Liverpool Campus

59 students from Year 7 and 53 students from Year 9 participated in the NAPLAN, 2018.

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		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	1.7%	4.6%	98.3%	95.4%	0%	5.1%	88.46%	86.4%
Writing	0%	6.3%	100%	93.7%	11.3%	14.0%	88.7%	86%
Spelling	1.7%	5.7%	98.3%	94.3%	3.8%	7.9%	96.23%	92.1%
Grammar and punctuation	6.8%	5.9%	93.2%	94.1%	1.9%	6.4%	98.11%	93.6%
Numeracy	0%	2.2%	100%	97.8%	0%	2.4%	100%	97.6%

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 2018, the School had 1 of its Year 11 students who required the issuance of a Record of School Achievement (RoSA).

Year 12 – Higher School Certificate

In 2018 HSC, 24 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: 2018 Higher School Certificate Test Results – Board Developed courses

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	5	3-5	100%	89.2%
Biology	10	3-5	90%	81%
Business Studies	18	4-6	100%	65%
Chemistry	4	3-4	100%	46.5%
Economics	11	3-5	91%	79.2%
English (Advanced)	8	4-5	100%	76.7%
English (Standard)	16	3-5	93.75%	84%
Mathematics General 2	15	3-4	80%	53%
Mathematics	8	4-5	87.5%	55.4%
Modern History	13	3-5	76.9%	74.7%
PDHPE	5	3-4	100%	53%
Physics	6	3-4	100%	53%
Visual Arts	5	4-6	100%	91.6%

Table 5: 2018 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
Mathematics Extension 1	3	E1-E3	100%	67.06%

Vocational Education and Training (VET)

In 2018, 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)
2018	HSC	100%
2018	VET Qualification	0%

PROFESSIONAL LEARNING

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2018, 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 and governing body 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 2018

Al Amanah College – Professional Development Schedule 2018					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
<ul style="list-style-type: none"> • Child Protection • Duty of Care • Time Management 	All staff	School Based – School Principals	29-Jan	5.5hrs	Bankstown and Liverpool Campus
Programming Guidelines	All Secondary Staff	School Based – Secondary School Coordinator	29-Jan	1hr	Liverpool Campus
Spelling Mastery	All Primary staff	Maria Vaz – McGraw Hill	29-Jan	1.5hrs	Bankstown Campus
Learning Through Inquiry in the Primary Classroom	All Primary staff	AIS – Sue Pike	30-Jan	6hrs	Liverpool Campus
Student Centred, Inquiry Learning	All Secondary Staff	Karen Stapleton AIS	30-Jan	5hrs	Liverpool Campus
Mathletics	All Primary staff	Darcy Gale – 3P Learning	14-Feb	1hr	Bankstown Campus

Igloo Introduction for Teachers	All Primary staff	IT Manager	6-Mar	1hr	Liverpool and Bankstown Campus
Igloo and Parent Portal	All Secondary staff	School Based – School Principal	6-Mar	1.5hrs	Liverpool Campus
iWise Mark book Set up Training	All Primary staff	IT Manager	6-14 Mar	1hr	Liverpool and Bankstown Campus
Familiarisation: NSW Syllabus for AC Science and Technology	1	AIS – Philippa Miller	9-Mar	5hrs	AIS Sydney
Bounce Back	1	AIS	19-Mar	5hrs	AIS Sydney
Coding	1	AIS	26-Mar	5hrs	AIS Sydney
Light Up Your Classroom	2	AIS	29-Mar	5hrs	AIS Sydney
Synthetic Phonics – Get Reading Right	All Primary staff	Educational Dynamics Consultancy	3-Apr	6hrs	Bankstown Campus
Evidence Based Classroom Management	1	AIS	5-Apr	5hrs	AIS SYDNEY
PIP Maintenance of Accreditation	1	IEU	5-Apr	2hrs	Online
Planning and Programming: Year 12 Revised Science Syllabuses Workshop	1	AIS	9-Apr	5hrs	AIS
Promoting Positive Behaviour	1	AIS	9-May	5hrs	AIS Sydney

Planning and Programming the Stage 6 English Studies course	1	AIS	14-May	5hrs	AIS
ANSTO Professional Development	1	ANSTO	17-May	5hrs	ANSTO
The AIS Visual Arts Conference 2018	1	AIS	17-May	5hrs	Museum of Contemporary Art
The English Conference: A Year in a Day	1	AIS	18-May	5hrs	State Library
What Beginning Readers need to know	1	AIS – Pat Hodges and Rena Watkins	30-May	5hrs	AIS Sydney
Meaningful Inclusion: Children with disabilities, supporting positive behaviours & Children with Autism Spectrum Disorders	1	Western Sydney University	21-June	6hrs	UWS Bankstown
The Literacy Block K-6	1	AIS	26-June	5hrs	AIS
Science familiarisation Workshop	All Primary staff	Primary School Coordinators	26-June	1hr	Liverpool and Bankstown Campus
Wise With Water	1	Water NSW	29-June	6hrs	Water NSW
Maintenance of Accreditation	1	IEU	31-Jul	2hrs	IEU
Live Life Well	All Primary staff	LLW@S	1-Aug	1hr	Bankstown Campus
Assessing Student Progress and Achievement in English K-6	1	AIS	2-Aug	5hrs	AIS

Syllabus Development For Languages K-10	1	NESA	6-Aug	2hrs	NESA
Texts and Human Experiences	1	AIS	8-Aug	5hrs	AIS
Live Life Well	All Primary staff	LLW@S	15-Aug	1hr	Bankstown Campus
Planning & Programming for the new Science & Technology Syllabus	2	AIS – Philippa Miller	24-Aug	5hrs	AIS – Sydney
Practices for Stage 6 Assessment	1	NESA	29-Aug	2hrs	NESA
Planning and Programming for the new NSW PDHPE 7-10 Syllabus	1	AIS	29-Aug	3hrs	AIS
Cracking the hard classroom	2	Dynamic Learning Group	31-Aug	5hrs	Waterview Convention Centre
Young Scientist Judging - STEM training	1	NESA	31-Aug	2hrs	NESA
Young Scientist Judging - STEM marking Engineering	1	NESA	31-Aug	5hrs	NESA
Young Scientist Judging - STEM marking Scientific Investigations	1	NESA	31-Aug	5hrs	NESA
Teaching Mathematics Through Inquiry K-6	1	AIS	3-Sep	5hrs	AIS
Familiarisation NSW PDHPE K-6 Syllabus	1	AIS	3-Sep	5hrs	AIS

Familiarisation NSW PDHPE 7-10 Syllabus	1	AIS	4-Sep	5hrs	AIS
Planning & Programming for the new Science & Technology Syllabus	All Primary staff	Primary School Coordinators	4-Sep	1hr	Bankstown and Liverpool Campus
The Craft of Writing: Standard English	1	AIS	11-Sep	5hr	AIS
Coaching and mentoring training for teachers	1	TTA	12-Sep	5hrs	TTA
Making Classroom Observations and Feedback	3	AIS -	17-Sep	5.5hrs	AIS – Sydney
Fire Evacuation and Lockdown	All staff	School Based – School Principals	24-Sept	1hr	Liverpool Bankstown Campus
Behaviour Management - Keeping It Right	1	IEU	17-Oct	2hrs	IEU
Behaviour Management - Getting it Right	1	IEU	25-Oct	2hrs	IEU
Connecting the Dots Conference	1	AIS	9-Nov	5hrs	AIS
Behaviour Management - Upholding the Right	1	IEU	13-Nov	2hrs	IEU
Live Life Well @ School: Starting the Journey	All Staff	AIS – Katrina Mostyn	Term 2	2hrs	Online Module
Live Life Well @ School: Taking the Next Step	All Staff	AIS – Katrina Mostyn	Term 3	2hrs	Online Module

Personalised Learning Processes for Aboriginal Students	All Staff	AIS – Rosalyn Thomas	Term 4	3hrs	Online Module
Disability Legislation Online Module	1	AIS	On going	1.5hrs	Online
The Principles of Purposeful Programming Online Module	1	AIS	On going	4hrs	Online
Familiarisation: NSW Syllabus for AC Geo	1	AIS	On going	4hrs	Online
School Communities working together	1	AIS	On going	4hrs	Online
Live Life Well @ School: Taking the Next Step	1	AIS	On going	4hrs	Online
Familiarisation: NSW Syllabus for AC Geo	1	AIS	On going	4hrs	Online
School Communities working together	1	AIS	On going	4hrs	Online
Live Life Well @ School: Taking the Next Step	1	AIS	On going	4hrs	Online
Grammar Online: Levels of Delicacy Online Module	1	AIS	On going	4hrs	Online

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	36	47
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications or	0	3	3
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 2018 census, consisted of 66 women and 30 men, ranging in age to over 70 years. 50 of those were teaching staff delivering courses within the NSW Teaching and Educational Standards curriculum.

In 2018, 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	55.3	18	73.3
Full-time equivalent non-teaching Staff	12.6	6	18.6
Number of indigenous staff	0	0	0

Details of all teaching staff - Bankstown campus

Maternity

- In 2018, 18% of the teaching staff are at a provisional accreditation level, another 73% are at a proficient level and 9% are at a conditional level.
- No maternity leave accounted for during the period 2017-2018. Two staff members took a leave of absence for 2018.
- Retention rate of staff is an average of 91% in the period 2017 – 2018 excluding leave of absence.

Details of all teaching staff - Liverpool campus

- In 2018, 21% of the teaching staff are at a provisional accreditation level, another 74.5% are at a proficient level and 8.5% are at a conditional level.
- Maternity leave accounted for 7% of teacher turnover during the period 2017-2018. Teachers on Maternity leave have indicated they will be returning to work in 2019. Three staff members took a leave of absence for 2018.
- Retention rate of staff is an average of 98% in the period 2017-2018 excluding leave of absence.

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 2018 was 840 students. From a percentage perspective there are approximately 48.5% girls and 51.5% boys in both campuses from Kindergarten to Year 12. This is an increase of 3% compared to 2017. Most of the students come from NESB background, and a number of students do have special needs.

STUDENT ATTENDANCE AND RETENTION RATES

2018 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	92.8	93.7
Year 2	92.5	94.2
Year 3	91.1	93.4
Year 4	93.1	92.2
Year 5	91.0	92.1
Year 6	92.8	93.7
Year 7	NA	92.1
Year 8	NA	91.3
Year 9	NA	92.3
Year 10	NA	93.1
Year 11	NA	NA
Year 12	NA	NA
School Average	92.2%	92.8%

On average 92.5% of students attended the school each school day in 2018. 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 2018 indicate that Year 7 enrolment in 2015 was 57 students with 44 students completing Year 10 (an actual retention rate of 77%).

At Al Amanah College in 2016, 35 students successfully completed Year 10, 22 of these students continued to year 11 and successfully completed the Higher School Certificate in 2018. In addition to 2 students enrolling in Year 11 2017. This equates to a retention rate of 63% from Year 10, 2016 to Year 12, 2018.

POST SCHOOL DESTINATIONS

Al Amanah College in 2018 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, 2018:

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, 2018:

The number of year 11 students who progressed to year 12 is 20.

Year 12, 2018:

Of those students leaving Year 12 in 2018, 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 NESAs and other stakeholders 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 NESAs.
- Preparation of the report in an appropriate form to send to NESAs
- 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 NESAs 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 NESAs 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 NESAs 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 NESAs 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 disclose 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 a 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:
 - comparative performance over time,
 - comparisons with state-wide performance, and
 - 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:
 - 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:
 - 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
 - having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or
 - 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:
 - changes made to these policies during the reporting year
 - 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:
 - income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations
 - 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 NESAs 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 NESAs. 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 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 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 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 (iWise) 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 2017 have been reviewed during 2018. Most policies are available on the school's website at www.alamanah.nsw.edu.au.

DETERMINED IMPROVEMENT AND DEVELOPMENT

2018 Priority Areas for Improvement

Area	Priorities
<p>Quality Learning</p> <p><i>What is quality learning?</i></p> <ol style="list-style-type: none"> 1. <i>Willingness and effort by the learner</i> 2. <i>A social surround supportive of teaching and learning</i> 3. <i>Opportunity to teach and learn</i> 4. <i>Good teaching</i> 	<ul style="list-style-type: none"> • 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.
<p>Quality Teaching</p> <ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • 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.

<p><i>environment conducive to learning and leverage available resources outside as well as inside the classroom.</i></p>	
<p>Student Wellbeing</p> <ul style="list-style-type: none"> • <i>Students wellbeing is the degree to which a student is functioning effectively in the school community</i> • <i>A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school</i> 	<ul style="list-style-type: none"> • 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.
<p>Parent Partnership</p> <ul style="list-style-type: none"> • <i>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.</i> 	<ul style="list-style-type: none"> • 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.
<p>Leadership</p>	<ul style="list-style-type: none"> • 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 2017 Annual Report:

Area	Evaluation	Suggested Steps
Quality Learning	<ul style="list-style-type: none"> - Evaluation of data is being done but needs improvement. - Learning support is working with students at an individual level and only collaboratively working with teachers when needed. - Learning Intentions need to be established and implemented for students in order to have clear success criteria. - 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. - Measurement of student learning needs to be after each lesson and teachers properly evaluate what the learning looks like. - Current real-world context is looked at through KIQ in units of work and social skills programs but is not being used consistently. 	<ul style="list-style-type: none"> ➤ 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 to be results driven and ensuring that differentiation is occurring through collaborative teaching and evaluation of learning. ➤ 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 for teachers to assist students work towards performing assessment of learning. ➤ Primary to review their assessment timeline and evaluate what to do with diagnostic testing. ➤ 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.

	<ul style="list-style-type: none"> - Increased training and collaborative and modelled learning amongst staff. 	<ul style="list-style-type: none"> - Provide students with a clear feedback: feedback involves letting the students know how they have performed on a 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 <ul style="list-style-type: none"> ➤ 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
<p>Student Wellbeing</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ➤ 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 Partnership	<ul style="list-style-type: none"> - Enhanced parental engagement in student learning. 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> - Training of student leaders. - Upskilling students for career and community leadership. - A higher quality of instructional leadership. 	<ul style="list-style-type: none"> ➤ 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 everyone 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. Parent feedback is an integral way of ensuring the college connects with the opinions of those who have a key interest in the well-being of children within the school.

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 2018 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 2018 staff were generally very satisfied in all areas of our school.

Parent Satisfaction

A very high proportion of parents are satisfied with the school that their child attends, and the quality of links with parents has improved steadily in recent years. Parents' satisfaction is strongly associated with school effectiveness and the achievement of pupils. Parents noted their expectations were met or exceeded with the school providing a balanced, challenging education for their children. The survey showed that parents feel that school has a positive effect on children. Parents thanked the school for providing the correct religious education to their children. Parents feel that school motivates children to strive to be an effective citizen. Many parents were happy with the communication system in place such as, Dojo, igloo & Moodle which keeps the parents up to date with the latest technology methods of learning. Others appreciated the improvement in the outdoor playground area.

Many parents were pleased with the significant improvement with the way bullying issues are dealt with. Parents feel that school deals with behaviour incidents and complaints in a proactive manner. This is due to iWise and pastoral record follow up. Parents suggested to see an improvement in the school's physical appearance and sports programs. There were a number of good suggestions for improvements in various areas which are being considered by the Principal. Overall, our parent feedback has been fantastic, showing that we have very satisfied, happy parents, who believe our school performs extremely well.

Student Satisfaction

The data clearly portrayed a very positive attitude from the vast majority of our students who completed the survey. In the primary faculty, students commented that they attend Al Amanah College because of the Islamic teachings and to learn the Arabic language. It was noted that whenever they have a problem they feel as though their teachers are readily available to help resolve the problem. Students are mindful of the school's Islamic education and are grateful. They agreed that the teachers are passionate while teaching, explain the learning intention, guide students during lessons and provide feedback well. This is a good indication that better teaching is occurring in classrooms. However, the percentage of teaching and learning strategies in the classroom have decreased, compared to the previous year. The percentage of students feeling safe when they come to school have increased.

Al Amanah College will continue working on methods to enable students to feel safe at school. Students felt more confident using Moodle this year, which is a great tool in preparing students for High School. Overall, the survey results were promising, indicating that teachers are

approachable, and the majority of students look forward to seeing their friends at school. The survey noted, that students don't spend enough time reading books, therefore, reading for enjoyment needs to be encouraged throughout the learning process. This can be achieved by getting students involved in the Premier's Reading Challenge Program and allocate a library visit for reading for enjoyment and research.

In the Secondary school, students believe that teachers may need to make stronger links to learning intentions in order to improve students' understanding. Teachers need to set up a clear success criterion as some students are not gaining a clear understanding of the expectations. Reading in High School is an area for concern as students are not being encouraged enough by the teachers. In order for students to become better readers, reading initiatives need to be encouraged by the English Department. It was noted, teachers need to be more considerate when giving feedback. This can be achieved with more teachers engaging in more inquiry-based teaching strategies. Effective feedback is vital and can be varied from written to verbal and immediate. Moodle needs to be used in an effective manner; it will be beneficial for students to view study guidelines as students believe that teachers should use Moodle as a feedback tool in order to improve these statistics. Moodle tasks need to be uploaded on time, in a clear and colourful manner to attract students' attention as student believe Moodle is boring. This can be achieved by more consistent and regular follow up of study patterns from both the subject teachers and the year advisors.

Teacher Satisfaction

2018 data noticeably represented positive approach from our teachers who completed the survey. The survey results showed many strong areas this year, including teamwork, good relationships with families and the community, and confidence in teaching practices, which were on the top of the list. Most teachers believe that Class Dojo helps improve student behaviour in general.

The 2018 data showed that teachers need to be more familiar with iWise/ActiveInspire features and to increase the percentage of teachers satisfied with how technology is introduced at the school. This is due to the number of new IWBs installed recently at school this year. To improve, better results can be attained by increasing the ICT PDs presented by the ICT steering committee at school at least once a term. Teachers were pleased with the physical appearance of the school, the collaboration among colleagues in the staff room, the communication with parents and supervisors and the school follow up with behaviour issues. This year teachers

were satisfied with the collaborative effort with parents, the number of competitions being organised to cater to different students' needs and the curriculum planning and types of assessments. While the survey was well received by teachers, there is still need for improvement. For instance, teachers believe that for the school to improve, perhaps consistent behaviour approach. This can be achieved by reviewing student goals regularly and to work consistently when dealing with students' behaviour. This will avoid any confusion between teachers and students.

Moreover, the 2018 collected data showed that our teachers are using the internal and external data to inform their programming. This normally addressed during regular and weekly staff meetings and the teacher review with the Principal.

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 NESAs unless otherwise agreed by the NESAs.
- 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 2018.

