



AL AMANAH COLLEGE

Annual Report



2021

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Liverpool Campus: 55 Speed Street Liverpool, NSW 2170

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
MESSAGE FROM THE HEAD PRINCIPAL	3
MESSAGE FROM THE LIVERPOOL CAMPUS PRINCIPAL	5
MESSAGE FROM THE BANKSTOWN CAMPUS PRINCIPAL	8
STUDENT REPRESENTATIVE COUNCIL	10
SCHOOL CONTEXT.....	13
Background.....	13
Our Vision:.....	14
Our Motto	14
Our Mission	14
Aims of the College	14
School Philosophy	15
The Educational Program	15
Curriculum	15
VALUE ADDED INFORMATION	16
SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS	18
School Performance in National Assessment Program - Literacy and Numeracy.....	18
Primary School - Liverpool Campus	18
Primary School - Bankstown Campus	19
Secondary School - Liverpool Campus	19
Senior Secondary Outcomes	20
Year 12 – Higher School Certificate.....	20
Vocational Education and Training (VET).....	21
PROFESSIONAL LEARNING.....	22
TEACHER STANDARDS	27
Workforce Composition.....	28
SCHOOL ENROLMENT	29
STUDENT ATTENDANCE AND RETENTION RATES.....	29
Management of non-attendance	30
POST SCHOOL DESTINATIONS	32
POLICIES	33
Educational and Financial Reporting - Annual Report Policy.....	33
DET Annual Financial Return	33
BEST PRACTICE GUIDELINES.....	33
Annual report	33

Request for additional data from the NSW Minister for education and Training	34
Annual Report - Content.....	34
Enrolment Policy	38
Procedures.....	38
Waiting list.....	38
Notification for interview and assessment.....	38
Enrolment Considerations.....	38
Conditions for Acceptance.....	39
Probationary Period	39
THE ENROLMENT PROCESS.....	39
THE ENROLMENT REGISTER.....	41
SCHOOL POLICIES	42
Student Welfare Policy	42
Welfare and Pastoral Care:	43
Anti-Bullying Policy.....	44
WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES.....	44
Rights and Responsibilities of School Community Members	44
Student Discipline Policy.....	46
School Rules/Discipline Code	46
GIFTED AND TALENTED STUDENTS' POLICY.....	47
COMPLAINTS AND GRIEVANCES RESOLUTION POLICY.....	48
ACCESSIBILITY OF AND CHANGES TO POLICIES.....	48
DETERMINED IMPROVEMENT AND DEVELOPMENT	49
RESPECT AND RESPONSIBILITY	55
PARENT, STUDENT AND TEACHER SATISFACTION	56
Parent Satisfaction	57
Student Satisfaction	57
Teacher Satisfaction	58
PUBLICATIONS REQUIREMENTS.....	59
SUMMARY FINANCIAL INFORMATION	60

MESSAGE FROM THE HEAD PRINCIPAL

Praise be to Allah the Lord of the Worlds and May Allah raise the honour of Prophet Muhammad, peace be upon him, and protect his nation from that which he fears for it.

Allah ta[^]ala said to His Prophet:

وقل ربّ زدني علماً

This Ayah means: [And say (Meaning O'Muhammad) Oh my Lord, increase my knowledge].

This noble Ayah holds great meaning that indicates the merit of knowledge. Had there been a matter greater in merit than knowledge, Allah would have ordered his prophet Muhammad peace be upon him to ask for an increase of that.

The best of what one acquires in this life is the proper knowledge and belief in Allah and His messenger and the rules of the religion. We are proud to say that Al Amanah College was established in accordance with the true teachings and methodology of Islam, the methodology of the prophets and the righteous ones. It is truly a path of moderation and clear from extremism. Al Amanah's beneficial and modern teachings are those that our society needs. It has illuminated the paths of our youth and guiding them to the truth and to rejecting extremism.

For those who know Al Amanah College, they know that the school is built on its core purpose of catering for the cultural needs of the Muslim community, with the intention of nurturing each student to reach their potential. Our continuing message is to ensure students will find success through knowledge, which is not only represented through our motto, but shaped by our approach in pursuing academic excellence in all aspects of a student's educational journey. Moreover, finding success through knowledge also comes with upholding the Islamic principles, values, and ethos of our school community, enabling students to always be open-minded and remain steadfast in their pursuit of these values.

The impact of COVID-19 was felt at every level across our school, and indeed our community. Since the outbreak of COVID-19 this year, we have again transformed learning, adapted flexible online teaching, and ensured that every student was provided with meaningful learning experiences that facilitated their continued learning growth. Our 2021 Year 12 cohort faced the biggest disturbance as the peak of the pandemic hit at the most crucial time in their HSC studies.

They faced an instant switch to online learning and had to adjust with the changes in the exam and assessments dates.

Similar interruption occurred last year but, despite the COVID-19 disruption and impact on the schools, our 2021 cohort showcased the best results in the school's history with many students achieving an ATAR above 90 while the majority achieved an ATAR above 80.

The high standards set by Al Amanah College were reflected in our commitment to quality teaching. Our school provides educating and learning programs for all our students to develop the necessary knowledge and skills to become confident independent learners. We continued to advance our teaching and learning processes with up-to-date resources and technology, as well as reviewing and improving our curriculum and teaching programs. Providing our teaching staff with new professional development opportunities to enhance skills and achieve better student results was a high priority.

The College has curriculum priorities in Numeracy and Literacy with the focus on embedding consistent Educational Excellence goals. Health and Well-being of all students and staff is also a current focus area, with several strategies being utilised to monitor and promote students' well-being.

Finally, I thank the School Community for their support and trust and the Board for its exceptional leadership and support it has provided throughout this difficult time. I congratulate and thank all our students, staff and families who united in their determination to take care of each other and what we have built together, resulting in the wide range of achievements.

Mr. Mohamad El Dana
Head Principal

MESSAGE FROM THE LIVERPOOL CAMPUS PRINCIPAL

Praise and thanks are due to Allah, the Lord of the universe. May Allah raise the rank of our Master and Prophet Muhammad ﷺ and protect his nation from that which he fears for them.

There has been a steady increase over recent decades in our efforts to manage uncertainty. We do this by setting goals, planning, implementation, and measurement of outcomes. We encourage this in our staff and our students. Without planning and budgeting we would tend towards a state of chaos. However, while planning is good and proper, from the outset of 2021, our best made plans were challenged and hindered on a regular basis.

Thank you to our exemplary teaching staff and faithful parents whose dedication and commitment have been instrumental in developing all our students (intellectually, physically, socially, emotionally and most importantly Islamically) and ensuring they remain focused and inspired throughout their learning journey, especially in this year of COVID-19. Contemporary educational evidence indicates that outstanding teachers have a greater impact on lower to middle ability students. It is the broader cohort of students that benefits most from the influence of teachers and of the school. This is visible in more students achieving higher academical results than they normally would.

Student and staff wellbeing has always been a priority for the school during this period of uncertainty. In term three, teachers conducted several wellbeing initiatives each week to support our children who were isolated from their friends. Nothing can replace the interpersonal experiences of being at school and in classrooms. Unfortunately, we had no control over this.

The high standards set by Al Amanah College were reflected in our commitment to quality teaching. Teaching and learning success at the College were again proudly evident in our 2021 HSC results, where the performance of our students showed significant growth and outstanding results. I am proud to acknowledge that despite the COVID-19 interruption and impact on the schools, our 2021 cohort showcased the best results in the school's history, with many students achieving an ATAR above 90. We are extremely proud of their efforts and achievements.

A sense of relief and a long-awaited day arrived on Thursday 20 January as the class of 2021 received their results. A very big heart felt Congratulations to the Al Amanah College graduating Class of 2021! It was a very long and drawn-out academic year for this group of students who persevered and stayed committed to their studies. Results include:

- 20 Band 6 results in the HSC courses
- 1 Band E4 results in the Extension HSC courses.

Moreover, it is also very pleasing to note:

- 65 Band 5 results in HSC courses
- 2 E3 in the HSC Extension courses.

Given the circumstances for all students across NSW, the year 2021 was very challenging and a unique year. Students of Al Amanah College maintained their participation in their classes and worked together with their teachers to achieve the goals they had set for themselves at the start of their Stage 6 journeys.

The collective achievement of this graduating class shows that it is not just about a number. All the students have grown, developed and achieved in all aspects of their character which is demonstrated through their integrity and pride in their school.

The following students have attained outstanding results: Halima El-Zahab, Sabrina Kfoury, Malak Kabbout, Yassmin Kabbout, Muhammad Alwan, Muhammad Nachar, Nadia Abdo, Ayah Awad, Maria Hazardvi, Ahmad Khaled, Iyad Mohammed, Samir Sadiq, Adam Chahine, Alae Jamous, Rachid Trad, Yasmin Bajouri

Perseverance, resilience and dedication are just some of the words that describe this year's cohort and their amazing efforts. Congratulations to the Class of 2021! You have been a special group of students who held the school ethos and values high. Despite all the challenges you have faced this year due to the pandemic, you have proven to be a talented group of young men and women. You have shown perseverance and great dedication toward your education, and we are proud of your achievement.

One of the most important components of a school's success is having a healthy and supportive communication between families and the school. This positive relationship is one of the key factors that carries students to great accomplishments. I encourage all parents to give importance to this matter and continue to stay connected with the school.

In conclusion, I would like to take this opportunity to note that Al Amanah College continues to be in a very strong Islamic and educational position. We continue to have strong enrolments for 2022 and with the support of the School's Executives, teaching and non-teaching staff, Al Amanah College Community will continue to flourish and grow.

Mr. Ayman Alwan
Principal

MESSAGE FROM THE BANKSTOWN CAMPUS PRINCIPAL

All praise and thanks are due to our Exalted God “Allaah”, the Creator of all and to Him belong the endowments and proper commendations. I ask Allah to enlighten our hearts with the knowledge of Holy Qur’an and all types of beneficial education and learning. I ask Him to bestow upon us guidance and wisdom. May Allah raise the rank of Prophet Muhammad and protect his nation from that which he fears for it and protect our communities from all severe diseases and afflictions.

What a year 2021 has been! This unusual and unprecedented year is almost over but it has been filled with great challenge, of which was the Virulent Covid Delta-Strain which has led our teachers, students, and parents to improve and consolidate their IT capacity during that critical and hard time. First and foremost, I would like to acknowledge the role of our parents, carers and members of the school community in assisting our children's learning this year. In a normal year, parents play a vital role in continuing the learning of our students at home. However, for a period in 2021, parents and carers were called upon to be their child’s teacher, motivator and mentor.

During this pandemic, our staff has worked tirelessly together and supported each other with full collaboration and organisation to ensure students’ learning happens adequately and efficiently. I want to applaud Al Amanah College staff for the massive effort they have exerted in adapting and producing interesting teams-based virtual classes to engage students despite the critical time frame encountered over the academic year. Teachers promoted and enhanced their own skills to make the virtual leaning accessible to our students properly. As educators and facilitators, they tried to motivate our students to uphold the values of integrity and positivity along with of togetherness and cooperation to lead our students to become diligent workers.

At Al Amanah College, we strive to promote individual growth, to foster student leaders which serve their wider community that aims for educational excellence. An emphasis is placed on Literacy and Numeracy with integration of ICT resources.

Academically, I would like to acknowledge the continuous efforts of all teachers in supporting our students to achieve their goals throughout 2021. Moreover, our dedicated teachers focused on the learning needs of our Year 3 & 5 students and assisted them continuously. Year 3 students showed success and solid performance in their NAPLAN results. Furthermore, our staff analysed NAPLAN results using (SCOUT) to help better understand and evaluate the performance of our students. This analysis will assist teachers to identify students' learning needs and help them modify their learning experiences to close substantial learning gaps and improve results in the coming year.

I wish our Year 6 graduates the very best with their continued learning at our Liverpool campus and encourage them to achieve their ambitious goals.

Finally, I would also like to take this opportunity to acknowledge the vision and guidance of our School Board and the Head Principal Mr. El Dana for their continuous advice to enhance our school's academic performance. Furthermore, I highly appreciate and recognise all our dedicated staff for their commitment, continuous effort, and effective teaching skills.

Working together and building on what we have learnt from the last year provides me enthusiasm and positivity for the 2022 school year. I expect that flexibility and the drive to succeed will again be essential qualities that take us on new daily life and educational journeys towards our individual and shared successes.

Mr Bassam Adra
Principal

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2021 has continued to pursue an important and dynamic role in the school community. They have worked cooperatively to help promote the school values and leadership amongst the students. The 2021 SRC members demonstrated leadership qualities by serving as good examples through their words and actions. As elected members within their cohorts, their roles are to advocate for their peers, by proposing a variety of ideas, initiatives, and proposals to the school administrators to develop positive attitudes and to practice good citizenship. The SRC also promote and nurture the views of students and address relevant issues within the school. The SRC representatives work to develop leadership skills, through ensuring student views are heard in the decision-making process. They inspire their peers to enforce a positive school culture and morale and promote harmonious relationships throughout the whole school by being appropriate role models within the school community. This body is the voice of students on all matters pertaining to the school.

The year of 2021 commenced with a fresh beginning for the hopeful SRC candidates in a whole school assembly. During the Al Amanah College SRC Induction Ceremony, the elected SRC student body was formally introduced into their leadership roles within their cohorts and were inducted as official SRC members. This was followed closely with an administrative SRC breakfast where primary and secondary students were able to voice their concerns, issues, and proposals to the executive staff of Al Amanah.

The committed students then met together on a weekly basis with the SRC supervisors to share ideas, discuss issues and plan upcoming school and community events. Again, COVID-19 threw a curveball which students and staff worked collaboratively to overcome. Due to the Pandemic, the 2021 SRC's roles were greatly altered towards the end of Term 1. SRC roles could not be fulfilled for most of the year due to the pandemic which occurred end of Term 2, all through Term 3 and the beginning of Term 4.

Fundraising Initiatives

Organising events and fundraising are a very important part of the SRC. The SRC Coordinators delegate and assist the running of the various events and fundraisers put in place by the SRC. The students acquire and develop important skills through these initiatives.

- **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.
- **Community Involvement:** Throughout the year, the SRC members were invited to attend various leadership seminars to strengthen their leadership skills. The School Captain and Vice-Captain attended a leadership seminar hosted in the Parliament House of NSW. They were addressed by the politicians of the Labour party. The captains were given a tour of g Government House and met Governor Margaret Beazley.

On a different occasion, the school captains and the Head Principal attended an Iftar Dinner hosted by the NSW premier Gladys Berejiklian where they networked with many community leaders on the night. Several iftars were also organised with the help of the SRC committee, including the school's first Careers Night and Year Six Iftar dinner and Graduates recognition dinner.

- **Clean Up Australia Day:** In attempts to maintain and conserve the cleanliness of school grounds, primary and secondary students were given opportunities to participate in a whole school clean up Australia Day campaign which encouraged the importance of recycling and the correct disposal of rubbish. They implemented their leadership skills by setting a positive example to their peers.
- **Fundraising:** Before their role was cut short due to the pandemic, SRC organised a cake sale and held Al Amanah College's 'Biggest Morning Tea' to help raise funds for people with cancer. Dressed in robes, students were treated to a morning tea picnic with their class. The day was a great success and enjoyed by all.
- **SRC Annual Excursion:** To showcase their leadership skills, the SRC committee attended the annual Treetops adventure park excursion where they tested their fears and endurance in completing team-bonding sessions, which were complemented by participating and enduring the challenging high ropes and obstacles courses under pressure.
- **SRC Team Building Excursion:** The SRC began their journey with an excursion to Western Sydney Parklands. There, they underwent a series of activities that enhanced and strengthened their bond. They learnt problem-solving skills and how working as a part of a team is the key to their success.

- **‘Welcome Ramadan’ Breakfast:** to celebrate the commencing of the glorious month of Ramadan, the SRC members helped in organising the special breakfast with teachers and the SRC delegates.
- **Annual Eid Fete:** The annual Eid Fete was held to celebrate the joyous occasion of Eid ul-Fitr. A variety of food stall fundraisers were organised and served by the senior SRC members. Primary SRC students also assisted teachers in running their various game stalls. The student body enjoyed a range of arcade games, rides, and a selection of farm animals to see and touch.

Unfortunately, with the new outbreak of COVID-19 in NSW and remote learning, several events were cancelled including the Eid Al Adha Fete, fundraisers, decision making activities, Harmony Day and assemblies. Our hopeful year 11 SRC candidates presented their speeches online through a ‘virtual assembly’ for the secondary teachers and students, while voting was conducted using online surveys. Mr Alwan also conducted separate teams’ meetings with the future SRC candidates.

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. We would like to thank the entire SRC committee for their valiant efforts in this challenging school year. The SRC students of 2021 worked very hard, may Allah reward them for their ongoing commitment towards the betterment of the school community.

We will consistently work hard 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 2022 which will be part of a new direction and vision for the SRC and the school.

Background

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 256 students (K-6) in 2021.

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 (2021).

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.

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.

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.

Our Motto

Success Through Knowledge

Our Mission

Promoting values and Ethics

Al Amanah College upholds Islamic principles, values and ethos enabling our students to be always open-minded and remain steadfast in their pursuit of these values.

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.
- To provide a safe and supportive 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. 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.

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.

Curriculum

Strong emphasis is given to the professional development of staff. Good teaching practices that are 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.

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

Al Amanah College community used 2021 as a year to encourage and continue moving forward in multiple areas of the school. Many students, teachers and parents began the year strong, following a tough year in 2020.

The teachers had become more confident and upskilled with the use of technology across the whole school. The use of various platforms across the school K-12 embedded into the student body. The use of Igloo for parents and students as a centralised technology system to check timetables, homework, personal information and results was widely used.

The School has found exponential growth in teacher skills and ability to deliver the Curriculum in a variety of modes.

The skills developed by individual teachers has varied and continues to vary in the following ways:

- Increased use of Moodle and Online interactive activities
- The use of Microsoft Teams for both student lesson delivery and as a communication tool with colleagues.
- Improved use of PowerPoint and other interactive tools that have multi-modal delivery options.

The varied use of Microsoft Forms to deliver Learning Tasks to classes.

The school strives for sustainability in these skills and maintaining that teachers continue to grow in their Professional Learning and knowledge. The aim is to ensure that skills are not lost and forgotten. Many staff members were grateful for the ongoing support and training provided.

This year, we implemented Initialit into the Kindergarten and Year 1 classroom. Initialit is an evidence- based, whole class literacy program that provides all students with the essential core knowledge and strong foundations to become successful readers and writers. It provides assessment tools to monitor student achievement on a regular basis and assists teachers to modify teaching practices if required. The Initialit program will be implemented from K-2 by 2022.

In 2021, the primary teachers implemented the new maths programmes. Lessons integrated the explicit instruction model which breaks down learning into small, readily processed steps to help students become more independent problem solvers.

In 2021, the school embarked upon its Strategic Plan goal to improve the Literacy and Numeracy outcomes for all students and to ensure accuracy and consistency for both campuses. A Literacy and Numeracy action plans were developed with greater alignment to the NSW Curriculum.

During remote and flexible learning, staff were able to utilise online resources for content and developed new ways of differentiating for students. Students' online assessment was a vital tool for assessing and differentiating in Numeracy and Literacy in 2021. Teachers designed suitable and modified curriculum in Literacy, Numeracy, Creative Arts, Science and Technology, HSIE, PD and Physical education that students could access at home. Microsoft Teams meetings, both individually and in groups, were used as welfare checks, direct instruction and feedback. Resources such as video stories and teaching videos were created to assist students with their learning. Once students returned to school in Term 4, there was a significant focus on Literacy and Numeracy across the school in an attempt to catch up on any learning gaps created by remote and flexible learning. Extra support was arranged by the Learning Support Department to aid this initiative. Wellbeing was also a focus to help students integrate back into school and to assist with re-establishing relationships lost during the lockdown period.

Overall, the school encouraged growth mindset amongst all stakeholders given the challenging circumstances for all during the Term 3 lockdown. It was the school's growth and upskilling that allowed for a smooth transition for students, parents and teachers.

The school carried on with many beneficial programs and ideas throughout the entire lockdown. These included:

- Gift packs for the students experiencing difficulties.
- Sports prizes for students who participated in physical activities.
- English and Science Competition prizes
- Religion Competition prizes
- Online Assemblies, including a farewell assembly for the year 12 students.
- Online examinations including HSC Trials.

Overall, the school pulled together with a wonderful community spirit that proved the school's purpose and intentions are a number one priority.

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 2021 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

37 students from Year 3 and 45 students from Year 5 participated in the NAPLAN 2021

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

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	0%	2.6%	100%	97.4%	0%	3.3%	100%	96.7%
Writing	0%	1.9%	100%	98.1%	0%	3.2%	100%	96.8%
Spelling	0%	4.6%	100%	95.4%	2.2%	3.8%	97.8%	96.2%
Grammar and Punctuation	0%	4.4%	100%	95.6%	0%	4.5%	100%	95.5%
Numeracy	0%	2.7%	100%	97.3%	2.2%	3.1%	97.8%	96.9%

Primary School - Bankstown Campus

40 students from Year 3 and 27 students from Year 5 participated in NAPLAN, 2021.

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%	2.6%	100%	97.4%	0%	3.3%	100%	96.7%
Writing	0%	1.9%	100%	98.1%	0%	3.2%	100%	96.8%
Spelling	0%	4.6%	100%	95.4%	0%	3.8%	100%	96.2%
Grammar and Punctuation	0%	4.4%	100%	95.6%	0%	4.5%	100%	95.5%
Numeracy	0%	2.7%	100%	97.3%	16%	3.1%	84%	96.9%

Secondary School - Liverpool Campus

55 students from Year 7 and 55 students from Year 9 participated in the NAPLAN, 2021.

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	1.9%	4.6%	98.1	95.4%	9.1%	7.1%	90.9%	92.9%
Writing	7.3%	4.3%	92.7%	95.7%	12.7%	8.6%	87.3%	91.4%
Spelling	3.6%	3.6%	96.4%	96.4%	9.1%	13.4%	90.9%	86.6%
Grammar and punctuation	9.1%	6.1%	90.9%	93.9%	10.9%	7.5%	89.5%	92.5%
Numeracy	0%	4.5%	%100	95.5%	0%	2.9%	100%	97.1%

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

Year 12 – Higher School Certificate

In 2021 HSC, 31 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: 2021 Higher School Certificate Test Results – Board Developed courses

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	4	5-6	100%	66.53%
Biology	11	3-6	100%	84.08%
Business Studies	18	3-6	100%	60.42%
Chemistry	8	2-6	100%	97.9%
Economics	8	2-6	100%	99.39%
English (Advanced)	12	4-6	100%	93.88%
English (Standard)	19	4-5	100%	57.23%
Geography	14	4-5	100%	64.94%
Industrial Technology (Graphics)	6	3-4	100%	54.08%
Mathematics Standard 2	23	3-6	100%	73%
Mathematics	7	4-6	100%	78.75%
Modern History	7	5-6	100%	37.99%
PDHPE	10	2-4	100%	66.31%
Visual Arts	11	5-6	100%	63.18%

Table 5: 2021 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
Mathematics Extension 1	3	E3-E4	100%	74.26%

Vocational Education and Training (VET)

In 2021, 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)
2021	HSC	100%
2021	VET Qualification	0%

PROFESSIONAL LEARNING

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2021, 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 2021

Al Amanah College – Professional Development Schedule 2021					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
<ul style="list-style-type: none"> Making Consistent Professional Teacher Accreditation Decisions 	1	NESA	Jan-26	1.5hrs	Online
<ul style="list-style-type: none"> Child Protection Duty of Care Time Management Code of Conduct 	All staff	School Based – School Principals	Jan -26	5.5hrs	Bankstown and Liverpool Campus
<ul style="list-style-type: none"> Positive Teaching Workshop 	16	MultiLit	Jan-27	6hrs	Online
<ul style="list-style-type: none"> Positive Teaching Workshop 	36	MultiLit	Jan-27	6hrs	Online
<ul style="list-style-type: none"> Teaching Senior Students Study Skills 	Secondary Staff	School Based – Elevate Presenter	Jan-28	1hr	Liverpool Campus
<ul style="list-style-type: none"> Updated Maintenance and PD Requirements 	12	NESA PPT presented by	Feb-24	0.5hr	Bankstown Campus

		primary coordinator			
• Updated Maintenance and PD Requirements	12	NESA PPT presented by primary coordinator	Feb-24	0.5hr	Bankstown Campus
• Introducing the Draft K-2 English and Maths Syllabuses: Live Webinar	12	AIS	Mar-2	1hr	Online Webinar
• Professional Learning for Biology Teachers – COVID Vaccines and Immunity	1	UNSW	Mar-9	1hour	Online
• Professional Learning for Biology Teachers – Pathology of Endometriosis	1	UNSW	Mar-16	1hour	Online
• Neuroscience Night	1	UNSW	Mar-17	1hour	Online
• Professional Learning for Biology Teachers – Stem Cell Biology and research	1	UNSW	Mar-23	1 hour	Online
• Topics in Standard Maths Course	1	Mathematical Association of NSW	Mar-2,9,23	8hrs	Online
• STEM Professional Development	1	Generation STEM Community Partnership	Mar-29	5hrs	Liverpool Campus

• Professional Learning for Biology Teachers – Gene Sequencing and COVID	1	UNSW	Mar-30	1hr	Online
• School registration policy requirements	1	AIS	May-6	7hrs	Webinar
• Assessing English Proficiency of EAL/D Learners	1	AIS	May-14	5hrs	Online
• School Improvement Processes	6	AIS	May-20	3hrs	Bankstown Campus
• iWise training	20	School	May-25	1hr	Bankstown Campus
• Literacy and Numeracy Progression Points	1	AIS	May-28	5hrs	AIS - Sydney
• Literacy and numeracy progressions	1	AIS	May-28	6hrs	AIS
• Visual Arts on Show – Celebrating Creative Imagination and Artistry	1	AIS	Jun-17	5hrs	AIS
• Making assessment count	1	AIS	Jun-18	6hrs	AIS
• NAPLAN online Test Administrator Training	2	NESA	Jul-16	2hrs	Online
• SRT Training	1	NESA	Jul-27	5 Hours	Online

• SRT Training	1	NESA	Jul-30	5 Hours	Online
• NAPLAN Online and SRT 2021 Overview	1	AIS	Aug-2	0.75hr	Online
• NAPLAN Online Coordinator's Role	1	AIS	Aug-2	0.75hr	Online
• The Collaborative Planning Process Developing Individual Plans	2	AIS	Aug-2	1.5hrs	Online
• SRT Training	1	NESA	Aug-3	5hrs	Online
• SRT Training	1	NESA	Aug-5	5hrs	Online
• Powerful Routines for the maths classroom	1	AIS	Aug-20	6hrs	Webinar
• AIS Proposed changes to NESA school Registration and Accreditation	3	AIS	Sep-3	0.25hr	Webinar
• Writing Across the Curriculum	1	AIS	Sep-15	5hrs	AIS
• Conducting Interviews and Focus Groups	1	AIS	Sep-19	3hrs	Online
• Designing Surveys that Work	1	AIS	Sep-21	4hrs	Online
• Autism Spectrum Disorder: Universal Supports	2	AIS	Sep-21	1hr	Online

• Autism Spectrum Disorder: Intensive Supports	2	AIS	Sep-21	0.5hrs	Online
• Autism Spectrum Disorder: Targeted supports	2	AIS	Sep-21	0.5hrs	Online
• NAPLAN Online Principal Role	1	AIS	Sep-21	0.25hrs	Online
• NAPLAN Online Technical Preparation	1	AIS	Sep-21	0.5hrs	Online
• Working Mathematically in K-6	1	AIS	Oct-29	6hrs	Webinar AIS
• Differentiating for all students	2	AIS	Nov-8	6hrs	Webinar AIS
• Preparation of renewal of registration/Accreditation in 2022	1	AIS	Online Module	6hrs	Online Module
• Faculty Goal Setting and School Goals	All secondary staff	Secondary Coordinator	ongoing	4hrs	Liverpool Campus

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	12	38	50
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	2	11	13
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 2021 census, consisted of 75 women and 28 men, ranging in age to over 70 years. 57 of those were teaching staff delivering courses within the NSW Teaching and Educational Standards curriculum.

In 2021, 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	54.2	16.05	70.25
Full-time equivalent non-teaching Staff	16.1	10.3	26.4
Number of indigenous staff	0	0	0

Details of all teaching staff - Bankstown campus

- Two maternity leave in 2021. In 2021, one staff member is **Conditional**. Another staff member is at a **Provisional Accreditation** level, 10 staff members (85%) are at a **Proficient**. Retention rate of staff in 2020-2021 is at 92%.

Details of all teaching staff - Liverpool campus

- In 2020- 2021, 24.4% staff members are **Conditional**. 11.1% of staff members are at **Provisional** level. 64.5% of the teaching staff are at **Proficient** level. Maternity leave accounted for 5% of teaching staff for the 2020 – 2021 period. **Retention** rate of staff in 2020-2021 is at 86%.

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

SCHOOL ENROLMENT

In 2021, the growth in student enrolments continued. The school total enrolment figure in 2021 was 906 students. From a percentage perspective there are approximately 51% girls and 49% boys in both campuses from Kindergarten to Year 12. This is slightly increased by of 3% compared to 2020. Most of the students come from NESB background, and a number of students do have special needs.

STUDENT ATTENDANCE AND RETENTION RATES

2021 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	93.2%	93.9%
Year 2	93.9%	94.4%
Year 3	93.7%	94.5%
Year 4	94.5%	95.2%
Year 5	90.7%	94.3%
Year 6	89.7%	95.7%
Year 7	NA	94.2 %
Year 8	NA	92.9 %
Year 9	NA	94.8 %
Year 10	NA	91.2 %
Year 11	NA	NA
Year 12	NA	NA
School Average	92.6%	94.1%

Ninety-three per cent of students attended school on average each school day in 2021. This was similar to the daily attendance in 2020.

Management of non-attendance

Al Amanah College has a process in place to monitor attendance and strategies to improve unsatisfactory attendance. The school monitors and manages school attendance through the iWise Software platform. The rolls are marked at the start of every school day by Class Teachers (K – 6) and Roll Call Teachers (7 – 12) through the iWise Attendance Module. Class teachers are directly responsible for monitoring daily attendance. All absences are carefully monitored and followed up by referring to appropriate personnel as required.

Parents are required to contact the school if a student is not attending on any given day. If a student's absence is identified in the morning and a parent has not notified the School, the School will contact parents via SMS to confirm their child's absence. After three consecutive days away from School, the parents are contacted on the third day of absence for a verbal explanation. If the school is unsuccessful in contacting the parents a note is left on iWise stating (unable to contact parents).

After the child has been absent from school for a week (5 consecutive days) a letter is sent home asking parents to contact the school immediately to provide an explanation.

Students are required to report to the office if they are late or leaving the school for an appointment during the day. Parents are then required to sign their child in late or out early through the office. Students who arrive late at school must report to the office to collect a late slip, and then go to their classroom. When students receive a late slip, they will be marked on the roll as present but late, and the late arrival will be recorded in the "Late Arrival Register" followed by an entry on iWise.

Teachers carefully monitor students during the school day and regularly communicate with the office. Every time an attempt is made to contact the parents a note of the date and the time the attempt was made is kept.

Any significant non-attendance issues are dealt with by the School Principal in the Primary and Secondary Schools.

Retention in the Secondary School

Student retention rates are calculated by making a comparison of the number of students enrolled for an initial year, such as those who completed Year 10 and deducting those students in this cohort who did not complete Year 12.

The retention rate is reported as a percentage and based on the information provided to the school.

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
2019 - 2021	49	31	63%

Sixty three percent of the 2019 Year 10 cohort completed Year 12 in 2021. The retention rates over the past two years have been varied. The retention rates are mainly based on student performance and the results achieved at the end of Year 10 and 11. All students who left school at the end of Year 12 following the completion of their school education continued to University (100%).

POST SCHOOL DESTINATIONS

Al Amanah College in 2021 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, 2021:

17 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.

Of the 17 students who left in year 10, there were 3 who were given a RoSA.

Year 11, 2021:

The number of year 11 students who progressed to year 12 is 44.

Year 12, 2021:

Of those students leaving Year 12 in 2021, 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.

An appropriate outline of the policy and processes is also provided in the Parent Information Booklet, Parent and the student portal. Parents can access all School policies through the Parent Portal, Front Office and on the school website

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.

DET Annual Financial Return

The School has set up systems to ensure that all responsible persons meet all their legal obligations under the funding agreements. These responsible persons are also responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form. 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.

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.

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 Enrolment 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:

The Pastoral Care initiative at Al Amanah College has been successful in providing the opportunity for the students to be actively involved in activities and programs which encourage self-confidence, social skills, moral values and dialogue with different cultures. Within the Pastoral Care initiative there is also strong emphasis on leadership skills through community civic and citizenship activities

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 portal.

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 2019. Most policies are available on the school's website at www.alamanah.nsw.edu.au.

DETERMINED IMPROVEMENT AND DEVELOPMENT

2021 Priority Areas for Improvement

Area	Priorities
<p>Quality Learning</p> <p>Purpose</p> <ul style="list-style-type: none"> • To encourage independent learners who are able to transfer learning between different contexts in order to ultimately become lifelong learners and to create a supportive school environment that provides engaging and challenging learning opportunities for all students. 	<ul style="list-style-type: none"> • An increase of the percentage of students from K to Y6 reaching the school recommended PM Benchmark levels per grade (reading). • An increase of the percentage of students in the top two bands in all NAPLAN areas. • An improvement of literacy and Numeracy NAPLAN results of students in the bottom two bands • An improvement in the growth rates in Literacy and Numeracy in all NAPLAN areas. • An improvement in the growth requirements in all targeted areas in each KLA for K-12. • An increase of the number of band 6 HSC results achieved by at least two per year.
<p>Quality Teaching</p> <p>Purpose</p> <ul style="list-style-type: none"> • To improve and maintain high quality teaching through ongoing teaching and learning practices. To foster congeniality and collaborative approach to teaching. 	<ul style="list-style-type: none"> • Effective differentiation programs and assessment across the whole school in order to meet individual needs. • Design and evaluate programs, clearly indicating evidence of student inquiry-based learning. • Increase the engagement of all teachers in Professional Learning commitment and demonstrate ongoing engagement with TAA standards. • Increased collaborative and modelled learning amongst staff. • Develop and implement ICT scope across the school.
<p>Student Wellbeing</p> <p>Purpose</p> <ul style="list-style-type: none"> • To support and develop intrinsically motivated students with a high sense of self-discipline and self-awareness. 	<ul style="list-style-type: none"> • Continue the process of follow-up in behaviour to decrease the amount of misconduct incident reports and the amount of resolution times given to students submitted to the school Welfare Team. • Review student behaviour at least once a term by the school Welfare Team • RBM awareness sessions

	<ul style="list-style-type: none"> • Students to self-monitor their behaviour and take ownership of their decisions • Instill the sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos
<p>Parent Partnership</p> <p>Purpose</p> <ul style="list-style-type: none"> • To maintain and strengthen a collaborative and authentic relationship between school, parents and wider community and to foster a culture of trust and respect that enables all members of the school community to feel connected and included. 	<ul style="list-style-type: none"> • Enhanced parental engagement in student learning • Enhancing communication with parents • Training parents and upskilling them through various workshops • Visit families to enhanced home-school partnership. • Hold workshops on children’s learning and development for example on learning through play.
<p>Leadership</p> <p>Purpose</p> <ul style="list-style-type: none"> • To maintain a high level of professional leadership standards and to refine and create flexible and transparent administrative, communicative and procedural systems that equitably cater for the needs of the school community and enable positive relationships across the school. 	<ul style="list-style-type: none"> • Training of all SRC leaders across the primary and high to become leaders through various and engaging programs. • Executive staff are upskilled and work collaboratively to maintain whole school consistency. • Upskilling students for career and community leadership. • Increased involvement with the community.

Priority Areas of Evaluation

Area	Evaluation	Suggested Steps
Quality Learning	<ul style="list-style-type: none"> - Internal and External data is collected and evaluated by Primary and Secondary school. - Learning Support Department is working collaboratively with Coordinators, Stage Leaders, HOD and Teachers when needed. At the same time working with students at an individual level. - Evaluate classroom practice to reflect a clear understanding of various learning strategies 	<ul style="list-style-type: none"> ➤ Internal data to be collected and analysed in Terms 1 & 3. ➤ External NAPLAN data results to be evaluated at a specialised and designed cohort level. ➤ Hold dedicated staff meetings to examine and analyse NAPLAN data. The motive behind this to incorporate effective strategies into the teaching program for the following year and identify areas of further improvement. ➤ Learning Support to be results driven and ensuring that differentiation is occurring through collaborative teaching and evaluation of learning through a clear communication and guidance from the school teacher. ➤ Further professional development in 'InitialLit programme for K-2' to enhance teacher's implementation of synthetic phonics as well Guided Writing. ➤ Implementation of decodable and levelled readers within classroom for K-2. Utilise volunteers and/or buddy reading to assist in daily reading. ➤ Diagnostic tests have been evaluated with a clear system in place. This approach is in progress and is monitored by Coordinators, Stage Leaders and HOD, ensuring they are suitable to Primary. Tests to be completed at the beginning of the year and throughout to monitor student progress (focus group).

	<ul style="list-style-type: none"> - Measurement of student learning needs to be after each lesson and teachers to promptly evaluate what the learning looks like. - More consistency in current real-world context 	<ul style="list-style-type: none"> ➤ Students should be encouraged and guided to do more peer and self-assessment – assessment ‘as’ learning and o come up with co-created rubrics. ➤ 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.
<p>Quality Teaching</p>	<ul style="list-style-type: none"> - Multiple opportunities are available for concrete, hands-on Mathematics activities during independent work for Secondary School and the We Do, and I Do part in the Primary School. - Engage students in activities that encourage some independent learning. - Teachers are using the backward design process to plan effective lessons and learning experiences collaboratively, ensuring the Whole school focus is implemented and guided by the School Strategic Plan. - Learning intention and success criteria are clearly communicated to students in every lesson/ series of lessons (class observations by head teachers / mentors). 	<ul style="list-style-type: none"> ➤ Review current support for students in Numeracy. Monitor the implementation of the new Maths programs/practices to support developing foundation numeracy skills. ➤ More thinking routines and higher order activities to be taught. Engaging and challenging classroom activities. ➤ Teacher Observations need to be targeting pedagogy. ➤ Teachers need to use goals and goal setting at a HOD and Mentor/ Stage Leaders level to be managed and followed up. ➤ Teachers collaboratively plan and implement lessons using the backwards design model – sequencing lessons to help students build skills to perform well in assessments for Learning ➤ Primary Coordinators to work with teachers to collaboratively and consistently review the programming. ➤ Learning intention and success criteria are clearly mentioned and communicated to students. Regular checking on students understanding (more emphasis on ‘evidence of learning’)

	<ul style="list-style-type: none"> - Teachers are documenting evidence of learning in all programs, thoroughly evaluating and modifying programs when needed. - Increased training and collaborative and modelled learning amongst staff. 	<ul style="list-style-type: none"> ➤ Study guidelines need to be used more effectively to help students assess their learning. ➤ Emphasis on the use of success criteria and linking this back to the learning intentions by all teachers in Primary and High School. ➤ Coordinators follow up evidence of students' independent instruction and students' growth through observations, marks and student sample collection. ➤ Teachers engage in inquiry learning, share & reflect on this and implement it in their lessons. ➤ Follow up of Inquiry training and Head Teachers to observe at least one Inquiry lesson per semester. ➤ Teacher showcases done during staff meetings ➤ Hold dedicated conferencing meetings to monitor the process of evaluation and adjustments in place. ➤ Teachers need to be showcasing the work they do in order to improve consistency across year groups. ➤ More Team-Teaching opportunities.
Student Wellbeing	<ul style="list-style-type: none"> - A follow up to decrease the amount of behaviour incident reports submitted to school Welfare Team. - Rview student behaviour at least once a term by the school Welfareg Team - Students to self-monitor their behaviour and take ownership of their decisions - Improved follow up of behaviour at teacher and welfare level to decrease the amount of resolution times given to students - Greater sense of belonging to the school that is ongoing and 	<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 shared amongst staff to ensure consistency in the follow up. ➤ Teachers to be trained to us the Sentral Module/ Wellbeing section to complete the for more effective accuracy and documentation. Data collection of resolution time and other discipline related statistics. ➤ School Students Surveys to show what students want to see in the classroom and for their welfare.

	sustained after leaving the school linked to Islamic ethos	<ul style="list-style-type: none"> ➤ Implementation of Social and Emotional Learning Program in through the Learning Support Team ➤ SRC Acts of Kindness cards to be given out and followed up by the SRC students. Kindness cards displayed on a wall in the school corridor. ➤ Implement and display of the Hadith of the Week through communication platforms (School Dojo, Facebook etc)
Parent Partnership	- Enhanced parental engagement in student learning.	<ul style="list-style-type: none"> ➤ Communicate students' progress to parents on regular basis. ➤ More workshops for parents ➤ Put more strategy driven posts / blogs on available social media platforms 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 guest speakers and incursions. ➤ School Marketing plan has been formulated. Implementation of the Marketing plan to be followed up.

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.

Al Amanah College has an “open door policy” with parent involvement highly encouraged. 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 and shared understanding of their concerns. Working together in partnership with parents and the community to identify the needs and the priorities, has helped the school to plan for a better future. The level of parents’ involvement in the school activities is high with parent discussions throughout the year indicating parent satisfaction to be 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 to maintain 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 students with opportunities to develop skills for life, resilience, effective communication, risk-taking and conflict resolution. In 2021 throughout many school activities, Al Amanah College has continued to collect data from the students with data showing high level of student satisfaction and that they felt are in a safe and happy environment.

Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system the school maintains. The level of commitment is generally related to the degree of contribution. School success and effectiveness 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 inherently obvious that school management is 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 staff involvement making it crucial to remove any sources to dissatisfaction and to include of various opportunities to increase satisfaction. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2021 staff were generally very satisfied in all areas of our school.

Parent Satisfaction

The 2021 survey indicated that parents are overall, satisfied with their child's education at the school. Parents are happy to be involved in workshops and enjoy regularly attending events at the school. Parents communicate mainly through ClassDojo and need to be encouraged to use other platforms such as Igloo, school website updates and the College Newsletter. Most parents are actively involved in their child's learning and believe teachers are reporting to them on the progress their child is making. The areas we need to improve on is increasing the percentage of teachers meeting the academic needs of their child. In 2021 surveys, the number of parents completing the survey may have been impacted due to online learning period during Covid.

Overall, our parent feedback has been very pleasing, showing that we have very considerate and caring community of parents, who believe our school performed extremely well during the year of 2021.

Student Satisfaction

The survey results reveal that students are encouraged in setting goals and are more aware of the purpose of their learning than previous years. There has been an increase in students using Moodle and a good increase in students being able to complete their homework independently. More students believe that students feel confident that they will come to school and are reminded of their values. Majority of students agreed that they get excited when their work is acknowledged by the class teacher, this has been increased compared to previous year's survey result.

The survey results reveal, that even though, students are encouraged in setting goals and are more aware of the purpose of their learning. However, more work is needed in helping students setting clearer goals, encouraging them to do their best and being challenged. Not all students feel challenged with the work given. Encouraging reading for pleasure is still an issue as the majority of students are only reading for short periods daily.

Some students believe that whenever they have a problem, they need to feel that their teacher is available to help them in solving problems as they occur. Students believe that their teacher mark work by the due date. Most students are able to complete homework without assistance and see the link between homework and their class learning.

Overall, the 2021 survey results were encouraging, showing that students feel excited and acknowledged by their teachers.

Teacher Satisfaction

Survey results indicated a great percentage of teachers regularly refer to the syllabus for understanding of related outcomes and the expectation they are required to set. Implementing school targets and evaluating programmes to meet the learning needs of students is necessary.

Many teachers believed the school leadership team has clear, articulated vision for the school and discusses goals to be accomplished by the staff. Many teachers believed the school acknowledges and recognises teacher contribution and provides teachers with useful and constructive feedback.

Teachers continue to scaffold lessons and reflect on the quality of their teaching to make necessary changes, collaborate with staff, making interactive flipcharts and Moodle is updated regularly. We need to increase percentages in the areas of using student data to inform teaching and adjusting lessons and assessments. We also need to reduce the amount of time some teachers spend on behaviour management in the classroom.

Many teachers believed that they regularly set behaviour expectations in the class, remind students about the school rules/social skills, and follow up behaviour concerns promptly. A few teachers believe there are regularly inconsistencies with teachers following up misbehaviour, however many teachers are satisfied that the Student Welfare Team follow up medium and severe pastorals promptly. The Student Welfare Team are continuing to work really well to ensure pastoral incidents are dealt with immediately plus we had the implementation of the social skills programmes and Hadith of the Week.

Overall, the open-door policy of the Principal ensured Staff had the essential support during the pandemic. The Principal's practice of regular meetings with individual staff also assists the flow of information and understanding background during this challenging time of the year.

PUBLICATIONS REQUIREMENTS

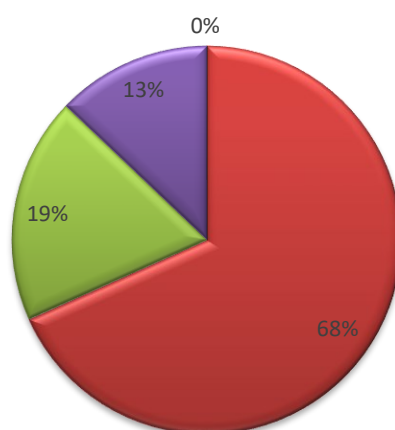
Refer to page 4 of Al Amanah College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements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

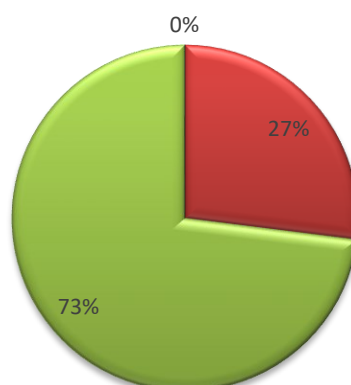
The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long-term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures 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 2021.

Income - 2021



■ Capital Fund ■ Commonwealth Fund ■ State Fund ■ Fees & Private Income

Expenses - 2021



■ Capital Expenses ■ Non Salaries Expenses ■ Salaries & Related Expenses