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# AL AMANAH COLLEGE

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## Annual Report



# 2019

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## MESSAGE FROM THE HEAD PRINCIPAL

All Praise is due to Allah, may Allah raise the rank of our beloved prophet and master Muhammad and protect his nation from which he fears for it.

The end of the year allows us to focus our attention on the many achievements of our students, our staff and our community throughout the past year! It is an opportunity for us to express our gratitude to all staff, students and parents who have contributed to Al Amanah College progress and success over the last twelve months.

During 2019 we have continued to maintain a strong focus on our vision ‘Pursuing Academic Excellence’ and our mission ‘Promoting Values and Ethics’ by inspiring the potential of each child. We have continued to admire the dedication of our staff and families in enabling every child to strive for their best in learning. This remains a core aspect of our work as we work closely with the parents and community to ensure our practices and protocols build the capacity of every member of our school family to have a clear understanding of the social/emotional literacies and their impact upon children’s learning.

Academically, we are continuing 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 and providing our teaching staff with professional development opportunities to enhance skills and achieve better students’ result.

As an Islamic school it is our core focus to ensure our students can learn and acquire the necessary knowledge of the religion and to develop a positive and moderate character. This foundation is reflected in their relationships with others and in their love of learning. However, for our children to flourish it is crucial that they leave our school confident with themselves equipped with the needed knowledge and skills to face future challenges.

We continue to witness increasing complexities confronting our children and the social/emotional behaviours which provide a range of challenges in allowing them to self-regulate. This remains a core aspect of our work to ensure our practices and protocols build the capacity of every member of our school family to have a clear understanding of the social/emotional literacies and their impact upon children’s learning. We are highly motivated to develop a collaborative approach between home and school in the establishment of a

consistent language and range of strategies to maintain the dignity of every child yet ensure that they are accountable for their actions.

At the heart of the work undertaken by educators at Al Amanah College is to inspire our students to perform at their best. The composition of our teaching team reinforces the commitment of our teachers to plan and program collaboratively and to moderate work samples each term to ensure a consistent understanding of the quality and grading of assessment tasks. It is also our intention to establish a whole school approach to allow our children to access learning activities which reinforce our School motto 'Success Through Knowledge'. The focus is on the promotion of higher order thinking skills, scientific procedures, research and questioning, developing fine motor skills and problem solving.

In conclusion, I would like to thank our students, staff and parents for their support to the school and wish all a safe and joyous end of year holiday. I ask Allah to guide us to do what is the best to achieve the best outcomes for the school.

Mr. Mohamad El Dana  
Head Principal

## MESSAGE FROM THE LIVERPOOL CAMPUS PRINCIPAL

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

As the school year ends, our minds and hearts are filled to the brim. It has been a great year! Together we have learned much and shared experiences that will long remain with us in the years to come. The strength and passion of our community to make our school a wonderful place of learning not only for our students but for all involved makes Al Amanah College a truly special place.

Special thanks to our parents who have contributed in ways small, large, and unimaginable! Thank you for getting your children to school on time each day and helping your children in the learning process; the partnership between home and school is important.

I would like to thank our hard working and caring staff members who have made a huge difference to our students. Their commitment is outstanding, and our kids are the beneficiaries. Thank you for providing rich and engaging well-rounded experiences to our children. Education is about joy, fostering curiosity along with the development of social skills needed to succeed. For these, and a million other things, we are truly grateful.

Al Amanah College is committed to improving its educational standards. While there have been recent major improvements, the school is always striving to do better. Al Amanah College works tirelessly every academic year to maintain and improve students' outcomes in all areas of schooling. Our senior students of 2018 have been exemplary in carrying through the school's values and ethos with pride and reinforcing the academic tradition of the school. The following students have achieved excellent results with some students achieving 90s in their ATARs; Banine Alfartose, Sakena Alwan, Zeinab Imtiaz, Firas Attieh, Firas El Hawat, Adam Hawchar, Israh Zahr, Maryam Amir, Talia Saad, Nour Sulaiman and Zahra Shwan.

We are proud to say that Al Amanah College, Liverpool campus, was formally recognised by the Australian Curriculum Assessment and Reporting Authority (ACARA) for significant gains in NAPLAN 2019 results. The high standards set by Al Amanah College were reflected in our commitment to quality teaching. Teaching and learning success at the College was again

proudly evident in our NAPLAN and HSC results. It is with great pleasure that I congratulate the students on their successes in the 2018 HSC. The results were very pleasing with students achieving excellent results and are continuing their tertiary studies at different universities. Whereas, NAPLAN results for years 3, 5, 7 and 9 has shown steady academically successful growth and solid performance.

Congratulations to the Al Amanah College graduating Class of 2019, you have been a special group of students who held the school ethos and values high. You will never be forgotten! Your many accomplishments along with those of your teachers, fellow students and parents who support us all, are the primary reasons that our school continues to improve. I believe the key ingredient of a good education is the hard work and commitment of the people who make up our community. You and your fellow students are a strong indication of the value of those efforts.

The 2019 SRC students worked very hard! May Allah reward them for their ongoing commitment towards the betterment of the school community. Amongst the many roles of the SRC committee is the fundraising activities held throughout the year supporting both the school and much needed non-profit community organisations. These fundraising events included sport carnivals, harmony day, Eid fete, chocolate fundraising and contributing to orphan donations. The SRC team of 2019 has set stride and precedent for the years to come. We are consistently working on evolving the great community and culture that is Al Amanah College, hopefully leaving a legacy for following generations.

In closing, I take this opportunity to wish all those who are leaving for new places all the best. I congratulate all students of Al Amanah College for completing another year successfully! I wish all our parents, students and staff a time of happiness and relaxation and look forward to working with you all in 2020.

Mr. Ayman Alwan  
Principal

## MESSAGE FROM THE BANKSTOWN CAMPUS PRINCIPAL

Dear parents, students, staff and community of Al Amanah;

All praise and thanks are due to our Exalted God “Allah”, 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 Qura’n 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.

As we come to the end of another prodigious and marvellous academic year, it is very hard to believe that the school year is over since it has been a very busy one which seemed to go at lightning speed. This fantastic and remarkable year has been filled with a tremendous sense of accomplishments and events that have brought us closer together. I cannot help marveling at the obvious delight emanating from the faces of the children that I have seen since the beginning of the school year. These accomplishments and successes are due to the collective efforts and commitments of staff and students as well as the confidence in us by our community members and parents.

At Al Amanah College, our staff members have worked so hard and shared experiences with every changing demand made on them by an updated and challenging curriculum that offers such a rich education to our students. Moreover, planning is already underway to the preparation of the teaching strategies which will take in to consideration the theories of learnings, understandings of students and interests of individual students for the implementation of appropriate and modern pedagogy in 2020 to best meet the needs of our students and see them improving in their learning from Literacy and Numeracy to Science and Visual Arts, from Sport to Student Emotional and Social Learning and finally from Arabic Language Learning to Islamic Knowledge and Ethics.

At Al Amanah College and together with our wholehearted community members, we are all committed to a “quest to be the best” and turn our good school into a great one in the areas of academics, athletics and ethics. Our students became exuberant with their desire to learn and love reading more. I am indebted to you for your cooperation, collaboration and positive attitude. We have all worked together to build pride in our school, and I would like to thank you all for your ongoing support throughout the year to make our school a wonderful place of learning, and none of these would have been fully achieved with your continuing and support.

Once again, 2019 has been an exciting and productive year. It has seen a myriad of activities and ventures such as the Athletic Carnival, Annual Ramadan, Competition Award Ceremony, Eid Al-Adha Fete, New Hijri Year Celebration, and sports activities. We also had SRC induction, Public Speaking, Science Week, and a Book Week Parade, where our students showed traditional and fabulous performances. Throughout all these activities, our students have demonstrated good character.

Our school values of integrity, responsibility, positivity, compassion, wisdom, pride, work ethics and commitment are modelled daily and practised in our everyday activities with our students from diverse backgrounds to foster a very positive school culture and atmosphere. At Al Amanah College, we have been serving the community for more than two decades, and we always strive for distinction and excellence in academic achievement and ethical life of our enthusiastic students to reach their full prospect of success.

I want to thank our dedicated, hardworking and caring teaching and non-teaching staff members for their full energy and wonderful efforts for a successful 2019. They have made a huge difference to our students by offering them a varied range of learning opportunities and superior services. They strived with the spirit of benevolence and togetherness to enable our students to attain the utmost of learning performance and achieve a very positive influence on their ethical lives. Consequently, their commitment is outstanding, and our kids are the most beneficiaries. We are truly grateful.

I would also like to take this opportunity to acknowledge and thank our Head Principal Mr El Dana, for his remarkable, careful governance and support of our school. Furthermore, I highly appreciate and recognise our loyal and devoted staff members for their demonstrated commitment, exerting their continuous effort, and implementing their eminent teaching skills and high-quality education to nurture and intensify the learning and knowledge of our students within a caring environment

Finally, I wish all staff, teachers, parents, carers and the whole community of Al Amanah a relaxing, refreshing, safe, and enjoyable summer break with your families and I look forward to seeing you all back and working together to achieve an even more successful and enriching academic year.

Mr. Bassam Adra  
Principal

## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2019 has played an important and active role in the school community. The SRC works as an advocate for the needs of the school community, and as a point of contact between the student body and the school. The role of the SRC is to promote the views of students and addresses relevant issues and most importantly encourage students to become actively involved in their school's functions and events. The SRC aims to develop leadership skills, ensure student views are heard in decision-making processes, empower students to contribute to a positive school culture and strengthen the sense of achievement and the school community through active participation. Members of the SRC are reviewed annually and a formal election is held to provide new students the opportunity to join the SRC team. SRC meetings are held once a week and has regular contact with the students, coordinators and principal.

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

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

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

The SRC students for 2019 worked very hard and may Allah reward the students for their ongoing commitment towards the betterment of the school community. Amongst the many roles of the SRC committee is their commitment and dedication to the fundraising initiatives throughout the year for both the school and much needed non- profit community organizations. These fundraising events included Sport Carnivals, Harmony Day, Eid Fete, Chocolate fundraising and contributing to Orphan donations. We are consistently working and building upon the great community and culture that is Al Amanah College and hopefully leave a legacy.

### **Fundraising Initiatives**

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

- **Islamic Wear Day:** On the auspicious occasion of the Birth of Prophet Mohammad’s (peace be upon him) and other Islamic occasions by promoting religious practices and the students’ cultural background.
- **Administrative Breakfast:** The SRC primary and secondary held a breakfast with the executive staff and teachers to express their ideas and considerations about future initiatives and fundraising ideas for the school.
- **Parent Breakfast:** The SRC joined with their parents for a formal breakfast during term 4 to celebrate and thank the SRC for representing our school throughout the year. Thank you to the parents who contributed.

- **Harmony Day:** A Multicultural Fair was held at the school to celebrate Harmony Day. Students across K-6 participated in making cultural foods and crafts from various countries around the world and students has their 'passports' stamped to mark their visit. The SRC team helped students from lower primary 'travel' to their destination as well as provide a supporting hand in craft activities.
- **SRC Annual Excursion:** The SRC excursion was held in Term One of 2019 at Treetop Adventure Park. The students tested their endurance and overcame fears along the course - effectively achieved through teamwork. The day was heralded as a success and students gained a closer bond with their SRC peers and teachers.
- **SRC Apple Store Excursion:** Students were given the opportunity to attend an excursion to the Apple store in Miranda. After a short demonstration, students worked in teams to produce a short film utilising some of the skills taught.
- **Chocolate fundraising:** Primary and Secondary SRC students sold chocolates to raise funds towards various school initiatives.
- **Orphan Donation:** SRC and students played an active role in raising much needed funds for a Darulfatwa Islamic High Council Orphanage in Indonesia and other countries. A big thank you to everyone who contributed generously to this worthy charity.
- **Fundraising:** The SRC team helped to plan term fundraisers which included Spider Drinks and Snazzy Sock Day. These fundraisers were all very successful and helped SRC members to develop organisational skills and enhance their ability to advertise a whole school event.
- **School Assembly Reports:** SRC members were active during the weekly school assembly with the students taking turns to promote fundraisers and promote our school values through reminders about school responsibilities. Public speaking skills were enhanced as well as learning how to make a positive impact on the school and community environment. SRC members also began an initiative 'caught you being good' during assembly. SRC members were able to observe student behaviour during weekly assemblies and rewarded students who were well behaved.
- **Eid Fetes:** The SRC students were encouraged in their weekly meetings to share ideas on stalls for our annual school Eid Fetes. SRC students were given the opportunity in setting up these various stalls as well as advertise the various activities that were run on these days.

- **Eid Present Stall:** SRC students assisted teachers to sell gifts for mums and dads during the annual EID present stall. Students contributed to setting up the displays, using their mathematical skills to give change and helped the younger children with their purchases.
- **Lunch Time Sports:** Students in the SRC team organised for sports equipment to be taken out during recess and lunch for students to use. The SRC devised a timetable and roster so they were able to work together as a team and share the responsibility. The students held demonstrations on how to use the equipment correctly as well as the rules to the games. This initiative was very successful and allowed students to develop strong leadership skills as well as enhance the playground environment during recess and lunch.
- **Jason Clare MP Visit:** Students participated in an informative workshop with local Member of Parliament, Jason Clare. The students participated in a mock parliament arguing over the introduction of a bill banning homework in schools. Students were fortunate to have Mr Clare to guide them in the process and the opportunity to ask questions about parliament.
- **Camp Quality Fundraiser:** Students were inspired to raise money for Camp Quality after watching a puppet show that helps children understand what cancer is and how they can be supportive towards people with cancer. The SRC organised a Super Snazzy Sock Day fundraiser to help support Camp Quality.
- **SRC Leadership Seminars:** The school's chaplaincy officer, Imam Sheikh Amr Alshelh, hosted several SRC seminars throughout the year. The seminars were presented to both SRC students and their parents and were well received by all. Sheikh Amr discussed qualities and characteristics of being a leader and a role model within the school and wider community. The students were given opportunities to discuss their concerns and ideas with their teachers, parents and the special visitor during these successful sessions.

Al Amanah College SRC has developed a Master Plan, a vision for a more modern and improved College to facilitate the learning, growth and well-being of the Al Amanah family. This vision encompasses the implementation of Al Amanah core values of Integrity, Compassion, Wisdom, Work Ethic, Positivity and Commitment into the wider school community. The SRC team of 2019 has set stride and precedent for the years to come. We are consistently working to build upon the great community and culture that is Al Amanah College, hopefully leave a legacy. We look forward to our next SRC team for 2020 which will be part of a new direction and vision for the SRC and the school.

## SCHOOL CONTEXT

### Overview

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

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

The College was first established at Bankstown, where classes commenced with 88 students K-Yr3 in 1998 and from there the school grew rapidly. The Bankstown campus has reached 240 students (K-6) in 2019.

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 (2019).

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

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

## **The Educational Program**

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

## **Our Vision: Pursuing Academic Excellence**

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

## **School Philosophy**

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

## **Curriculum**

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

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

**This vision is underpinned by the following:**

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

**Aims of the College**

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

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

## VALUE ADDED INFORMATION

The year 2019 was one where value and ongoing learning were of vital importance for all teachers and staff members. Continuous and ongoing growth are a way to ensure the school is well on its way to constant growth and improvement.

In 2019 the school started a new initiative with the Association of Independent Schools (AIS) as part of the School Improvement service. The school's leadership team established and implemented an action plan for vocabulary across the school from K-12 and across both campuses. The initiative aims to carry through to 2020 as it will see an improvement in vocabulary expressions and terminology across all subjects and in the general writing skills of the students.

The initiative of study skills and implementation of programs for encouraging more independent study was reinforced by a senior mentoring program. A formalised process of mentoring was established and implemented where senior students worked with junior students throughout roll call and other subject classes. This added value for all students as the junior students gained an understanding of skills through peers they could look up to, and the senior students used the opportunity for their own learning as they evaluated their own skills and what was beneficial for them only to encourage juniors to use or not use the same systems.

Al Amanah worked in a partnership with Elevate Education in order to reach the students at a level that they could relate to. Elevate sends university students to school to speak to the students using modules of work that students are able to relate to. Each module focuses on specialised areas of motivation as well as techniques for mindset, study and time management as well as organisational skills. Students responded very well to the partnership and the school intends to keep Elevate Education as an ongoing source of motivation for the students. The closeness in age of the university students has proven to be highly effective.

All the ICT and platforms implemented in previous years saw a more streamlined approach for learning as well as improved communication between parents, students and teachers. Ongoing improvement is a high priority for the school. Students, parents and teachers continue to use the following platforms:

- Igloo – a student and parent platform which allows them to log in and check lessons, homework, timetables, fees and any other information needed. Parents will have access to approve lateness, absences, excursions and any other school events. Students have begun using the platform as a way to check for lessons and homework.

- Moodle – a platform for students to check missed class work and any homework. Teachers are using the platform for more flipped instruction where students are also able to interact with each other and the teachers.
- Class Dojo- an online platform which connects teachers and parents through communication features such as class announcements, photos and videos. Parents gain an insight about their child’s learning.
- BYOD – High School students across stages and faculties have been introduced to a Bring Your Own Device Policy which has allowed for better understanding of technological use.

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

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

The Learning Support Department has worked across the Primary and the High school to ensure all students in need of support are provided with ongoing, beneficial support and programs that help them move smoothly through schooling. Team teaching combined with programs such as:

- Mini-Lit
- Macq-Lit
- Multi-Lit

These programmes/strategies are used to ensure students are getting the best education that suits their individual learning needs.

The parent and community engagement with the school will continue at Al Amanah College. This commitment was possible through the use of technology and ongoing open communication. More online learning and communication with the teachers have given the community a direct line to the teachers to address any concerns or to simply provide feedback.

Parent involvement has shown to be a contributing factor to more community engagement for the school and it wishes to continue to improve on this.

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

## SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

### School Performance in National Assessment Program - Literacy and Numeracy

Students in Year 3, Year 5, Year 7 and Year 9 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) again this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. The performance of Al Amanah College's students indicates outstanding results in many areas of both literacy and numeracy across the 2019 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**

42 students from Year 3 and 41 students from Year 5 participated in the NAPLAN 2019

**Table 1: NAPLAN results – Percentage above and below benchmark**

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
<b>Reading</b>	0%	2.2%	100%	97.8%	7.3%	3.8%	92.7%	96.2%
<b>Writing</b>	0%	1.2%	100%	98.8%	0%	4.4%	100%	95.6%
<b>Spelling</b>	0%	4.6%	100%	95.4%	4.9%	3.5%	95.1%	96.5%
<b>Grammar and punctuation</b>	0%	3.5%	100%	96.5%	7.3%	5.7%	92.7%	94.3%
<b>Numeracy</b>	0%	2.8%	100%	97.2%	0%	2.7%	100%	97.3%

### Primary School - Bankstown Campus

36 students from Year 3 and 23 students from Year 5 participated in NAPLAN, 2019.

**Table 2: NAPLAN results – Percentage above and below benchmark**

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
<b>Reading</b>	0%	1.7%	100%	98.3%	0%	3%	100%	97%
<b>Writing</b>	0%	0.6%	100%	99.4%	0%	3.3%	100%	96.7%
<b>Spelling</b>	0%	3.4%	100%	96.6%	0%	9.4%	100%	90.6%
<b>Grammar and Punctuation</b>	6.3%	2.7%	93.7%	97.3%	0%	5.1%	100%	94.9%
<b>Numeracy</b>	5.9%	2.5%	94.1%	97.5%	0%	2.6%	100%	97.4%

### Secondary School - Liverpool Campus

61 students from Year 7 and 68 students from Year 9 participated in the NAPLAN, 2019.

**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
<b>Reading</b>	3.2%	4.0%	96.8%	96.0%	5.8%	5.7%	94.2%	94.3%
<b>Writing</b>	9.7%	6.2%	90.3%	93.8%	5.8%	12.3%	94.2%	87.7%
<b>Spelling</b>	3.2%	3.7%	96.8%	96.3%	1.4%	4.5%	98.6%	95.5%
<b>Grammar and punctuation</b>	8.1%	6.2%	91.9%	93.8%	2.9%	7.1%	97.1%	92.9%
<b>Numeracy</b>	0%	3.5%	100%	96.5%	0%	1.3%	100%	98.7%

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

## Senior Secondary Outcomes

### **Record of School Achievement (RoSA)**

In 2019, the School had 1 of its Year 11 students who required the issuance of a Record of School Achievement (RoSA).

### **Year 12 – Higher School Certificate**

In 2019 HSC, 20 students sat 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: 2019 Higher School Certificate Test Results – Board Developed courses**

<b>Subject</b>	<b>No. of Students</b>	<b>Band Range</b>	<b>School (%)</b>	<b>State (%)</b>
Arabic Continuers	5	4-5	100%	73.29%
Biology	5	5-6	100%	31.53%
Business Studies	9	4-6	78%	95.23%
Chemistry	2	3-4	100%	41.82%
English (Advanced)	9	3-5	100%	41.47%
English (Standard)	11	3-5	100%	86.96%
Geography	8	3-6	100%	87.51%
Industrial Technology (Graphics)	8	3	100%	30.21%
Mathematics Standard 2	10	3-5	80%	91.84%
Mathematics	10	3-6	100%	92.49%
Modern History	8	3-5	100%	76.24%
PDHPE	10	3-5	100%	82.17%
Physics	6	4	100%	27.33%

**Table 5: 2019 Higher School Certificate Test Results – Extension Units**

<b>Subject</b>	<b>No. of Students</b>	<b>Band Range</b>	<b>School (%)</b>	<b>State (%)</b>
Mathematics Extension 1	5	E2-E3	100%	56.51%

**Vocational Education and Training (VET)**

In 2019, there were no students in Year 12 who participated in vocational and trade training.

**Table 6: Year 12 attaining a certificate/VET qualification**

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students (Liverpool Campus)</b>
2019	HSC	100%
2019	VET Qualification	0%

## PROFESSIONAL LEARNING

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2019, 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 2019**

Al Amanah College – Professional Development Schedule 2019					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
Background Theory for the New Chemistry Stage 6	1	Simon Crook	22-Jan	5hrs	AIS
<ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Duty of Care</li> <li>• Time Management</li> </ul>	All staff	School Based – School Principals	29-Jan	5.5hrs	Bankstown and Liverpool Campus
iWise and Igloo	All Secondary Staff	School Based – School Coordinator	29-Jan	1hr	Liverpool Campus
Visible Thinking	All Secondary Staff	Deborah de Riddler	30-Jan	3hrs	Liverpool Campus

Australian Professional Standards Explained - Standard 1-7	1	IEU	19-Feb 28-Feb 4-Mar	3hrs	Online
Fire Evacuation	All Primary Staff Bankstown	School Based -School Principal	27-Feb	1hr	Bankstown Campus
Understanding Higher Levels of Accreditation	1	NESA	5-Mar	3 hrs	NESA
Understanding Higher Levels of Accreditation	1	NESA	5-Mar	3 hrs	NESA
Understanding Higher Levels of Accreditation	1	NESA	5-Mar	3 hrs	NESA
NESA Mini Workshop - Engaging with higher Levels (Preparation Course)	1	NESA	19-Mar	1.5 hrs	NESA
NESA Mini Workshop - Engaging with higher Levels (Preparation Course)	1	NESA	19-Mar	1.5hrs	NESA
NESA Mini Workshop - Engaging with higher Levels (Preparation Course)	1	NESA	19-Mar	1.5hrs	NESA
Australian Professional Standards for Teachers Accreditation in NSW	1	IEU	2-Apr	1hr	Online

Challenging Behaviours: Practical Strategies for students with ADHD, ASD and ODD	1	LDC – John M Blythe	9-Apr	3hrs	Castle Hill
Action Planning	6	AIS Sandra Duggan & Ben Arbor	2-May	3 hrs	Liverpool Campus
Teaching EALD K-6	1	AIS	9-May	5hrs	AIS
PDHPE	1	AIS	9-May 10-May	10hrs	AIS
Positive behaviours and social Skills	1	NSW Education	15-May	3hrs	Dee Why
Co-constructing PL	6	AIS Sandra Duggan & Ben Arbor	16-May	2 hrs	Liverpool Campus
NCCD - Network Meeting	1	AIS	21-May	3hrs	Kemps Creek
AIS student wellbeing conference	1	AIS	6-Jun	5hrs	The Rocks Sydney
Staff Engagement with Students	All Staff	AIS Sandra Duggan & Ben Arbor	12-Jun	1.5 hrs	Liverpool Campus
Creative Approaches to Planning for New Syllabus	1	Liberty Campbell, Celinda	22-Jun	5hrs	Modern Languages

		Corsini, Alison Dean			Teachers Association
Planning to build teacher capacity in vocabulary instruction 2019	6	AIS Sandra Duggan & Ben Arbor	25-Jun	2 hrs	Liverpool Campus
Cracking the hard classroom	1	Dynamic Learning	28-Jun	5hrs	Newcastle Rydges
Familiarisation and Planning: NSW PDHPE K-10 Syllabus	1	AIS – Nicky Sloss and Katrina Mostyn	28-Jun	2hrs	Online Module
Revisiting Guided Reading and PM Benchmarking	1	Carmel Small	4-Jul	5hrs	Wentworth Point Public School
Vocabulary Development Session 2	All Staff	AIS Sandra Duggan & Ben Arbor	22-Jul	3hrs	Liverpool Campus
Familiarisation and Planning: NSW PDHPE K-10 Syllabus	All Primary Staff	School Based- School Coordinator	22-Jul	1 hr	Bankstown Campus
Cracking the hard classroom	1	Dynamic Learning Group	16-Aug	5hrs	Waterview Convention Centre
Making Curriculum Adjustments for Students with Diverse Needs in Primary School	All Primary Staff	AIS Dianne Hooke	20-Aug	1.5hrs	Liverpool Campus

Wellbeing and positive education	1	AIS	13-Sep	5hrs	AIS
Equipping students to work mathematically through explicit instruction	2	AIS	16-Sep	5hrs	AIS
Mental Health Literacy Plan	1	School Based	17-Sep	5hrs	Liverpool Campus
The Principles of Purposeful Programming	4	AIS Sue Pike & Karen Stapleton	Term 4	4hrs	Online Module
#Safe2stepout: Teaching Road Safety in K-6	All Staff	AIS Sue Pike	Term 4	3hrs	Online Module
Cognitive Load 1: Schema Theory	6	Training 24/7	Term 1-4	1hr	Online Module
Cognitive Load 2: Cognitive Load Theory	6	Training 24/7	Term 1-4	1hr	Online Module
Igloo and Parent Portal	All Secondary Staff	School Based – School Principal	ongoing	1.5hrs	Liverpool Campus
Faculty Goal Setting and School Goals	All Secondary Staff	School Based - Primary School Coordinators	ongoing	4hrs	Liverpool Campus

Reading to Learn - Teacher Identified	All Secondary Staff	School Based - Primary School Coordinators	ongoing	3hrs	Liverpool Campus
Sexuality and Gender Diversity	1	IEU	Online	1.5hrs	AIS
Challenging and Interrupting homophobic and transphobic behaviour	1	IEU	Online	1.5hrs	AIS
Live Life Well at School: Starting the Journey	1	AIS	Online	3hrs	AIS
Live Life Well at School: Taking the Next Step	1	AIS	Online	3hrs	AIS
School Communities Working Together	1	AIS	Online	1hr	AIS
Introduction to Reportable Conduct	1	AIS	Online	1hr	AIS
Live Life Well at School: Starting the Journey	1	AIS	Online	3hrs	AIS
Live Life Well @ School: Taking the Next Step	1	AIS	Online	3hrs	AIS

## TEACHER STANDARDS

**Table 8: Teacher Standards**

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

Category	Number of Teachers (Bankstown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	13	42	55
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher ,education qualifications or	0	2	2
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0	0	0

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

*Additional information regarding total number of staff is available on the My School website:*

<http://www.myschool.edu.au/>

## Workforce Composition

Al Amanah College has a diverse workforce which, at the time of the 2019 census, consisted of 67 women and 30 men, ranging in age to over 70 years. 55 of those were teaching staff delivering courses within the NSW Teaching and Educational Standards curriculum.

In 2019, Al Amanah College did not have any indigenous staff.

**Table 9: Workforce Composition**

<b>Workforce Composition</b>	<b>Liverpool Campus</b>	<b>Bankstown Campus</b>	<b>Total Number of Staff</b>
Full-time equivalent teaching staff	49	18	67
Full-time equivalent non-teaching Staff	14	6.8	20.8
Number of indigenous staff	0	0	0

### **Details of all teaching staff - Bankstown campus**

- In 2019, 90.9% of the teaching staff are at a proficient level and 9.1 % are at a conditional level.
- One maternity leave accounted for during the period 2018-2019.
- Retention rate of staff is an average of 82% in the period 2018 – 2019 excluding leave of absence.

### **Details of all teaching staff - Liverpool campus Primary**

- In 2019, 82% of the teaching staff are at a proficient level, 13% of the teaching staff are at a provisional level and 2 % are at a conditional level.
- One maternity leave accounted for during the period 2018-2019.
- Retention rate of staff is an average of 93% in the period 2018 – 2019 excluding leave of absence.

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

## SCHOOL ENROLMENT

The school total enrolment figure in 2019 was 880 students. From a percentage perspective there are approximately 49% girls and 51% boys in both campuses from Kindergarten to Year 12. This is an increase of 5% compared to 2018. Most of the students come from NESB background, and a number of students do have special needs.

## STUDENT ATTENDANCE AND RETENTION RATES

2019 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	93.6%	93.8%
Year 2	92.5%	93.8%
Year 3	93.7%	94.7%
Year 4	91.2%	95.5%
Year 5	95.3%	93.1%
Year 6	90.7%	93.2%
Year 7	NA	94.2%
Year 8	NA	91.8%
Year 9	NA	92.5%
Year 10	NA	92.7%
Year 11	NA	NA
Year 12	NA	NA
<b>School Average</b>	<b>92.8%</b>	<b>93.53%</b>

On average 93.5% of students attended the school each school day in 2018. The majority of students in the secondary school who start in year 7 are expected to remain in the school until the end of year 10. Apparent retention rates for 2019 indicate that Year 7 enrolment in 2016 was 56 students with 49 students completing Year 10 (an actual retention rate of 87.5%).

At Al Amanah College in 2017, 37 students successfully completed Year 10, 20 of these students continued to year 11 and successfully completed the Higher School Certificate in 2019. This equates to a retention rate of 54% from Year 10, 2017 to Year 12, 2019.

## POST SCHOOL DESTINATIONS

Al Amanah College in 2019 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, 2019:**

15 students left Al Amanah College at the end of year 10. Students leaving at these stages have typically sought employment opportunities through apprenticeship programs or further education through TAFE or other schools.

### **Year 11, 2019:**

The number of year 11 students who progressed to year 12 is 22.

### **Year 12, 2019:**

Of those students leaving Year 12 in 2019, 100% received an offer at university.

## **POLICIES**

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

### **Educational and Financial Reporting - Annual Report Policy**

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

### **BEST PRACTICE GUIDELINES**

#### **Annual report**

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholder as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance form to send to NESA.
- Preparation of the report in an appropriate form to send to NESA
- 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 NESA and other stakeholders

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

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

Al Amanah College through this policy ensures that:

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

## **DEST Annual Financial Return**

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

## **Annual Report - Content**

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

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

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

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

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

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

- ❖ post-school destinations (secondary schools only). For students beyond the compulsory years of schooling these can be represented in broad terms (e.g. workforce, further study, unknown) and in the most appropriate way according to each school's circumstances
- ❖ enrolment policies, including any prerequisites for continuing enrolment
- ❖ characteristics of the student body
- ❖ school policies. A summary of policies for student welfare, discipline and complaints and grievances, and anti-bullying with information on:
  - changes made to these policies during the reporting year
  - how to access or obtain the full text of these policies
- ❖ priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement
- ❖ actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities
- ❖ a description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances
- ❖ summary financial information which includes:
  - income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations
  - expenditure on all purposes, including teaching and learning, administration and financing (i.e. borrowing costs, depreciation, etc.).

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

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

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

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

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

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

## **Enrolment Policy**

Al Amanah College is a comprehensive co-educational K – 12, school offering education underpinned by Islamic values and operating within the requirements of the NESAs. The purpose of this document is to assist the School in providing and implementing a step-by-step application and enrolment process which provides a transparent and consistent reference point to both those seeking enrolment and those responsible for enrolment at the school. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

## **Procedures**

### **Waiting list**

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

### **Notification for interview and assessment**

If parent and child do not attend the interview or the entrance assessment the child's name will be removed from the waitlist. All placements are subject to withdrawal of offer by Al Amanah College, should circumstances under which the offer was made alter prior to enrolment.

### **Enrolment Considerations**

It is essential that parents have an understanding of Al Amanah College Philosophy and a desire for their children to participate fully in the life of the school. Once a child is enrolled, parents are advised to further their knowledge of Al Amanah College as their child progresses through the school by attending all Parent Evenings, visiting the school, and supporting the college ethos and principles.

Before your child is offered a place at Al Amanah College, the following factors are considered:

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

### **Conditions for Acceptance**

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

- That a non-refundable, non-transferable \$150 Enrolment Fee in Advance is paid.
- That once students are enrolled; they are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

### **Probationary Period**

In certain circumstances, there is a probationary period of one (1) term for new students. At the end of the probationary period, parents are advised of the continuation or termination of their child's enrolment. The probationary period may be extended at the discretion of the School Principal or his delegate. If the child is withdrawn within the probationary period, the balance of the tuition fee only (excluding building fund payments and the 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:**

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](http://www.alamanah.nsw.edu.au). An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.**

## **ACCESSIBILITY OF AND CHANGES TO POLICIES**

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, all school policies and procedures were in place during 2017 have been reviewed during 2019. Most policies are available on the school's website at [www.alamanah.nsw.edu.au](http://www.alamanah.nsw.edu.au).

# DETERMINED IMPROVEMENT AND DEVELOPMENT

## 2019 Priority Areas for Improvement

Area	Priorities
<p><b>Quality Learning</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• 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 gifted and talented students to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase of the percentage of students from K to Y6 reaching the school recommended PM Benchmark levels per grade (reading).</li> <li>• An increase of the percentage of students in the top 2 bands in all NAPLAN areas.</li> <li>• An improvement of literacy and Numeracy NAPLAN results of students in the bottom 2 bands</li> <li>• An improvement in the growth rates in Literacy and Numeracy in all NAPLAN areas.</li> <li>• An improvement in the growth requirements in all targeted areas in each KLA for K-12.</li> <li>• An increase of the number of band 6 HSC results achieved by at least 2 per year.</li> <li>• A decrease in the number of HSC results below band 4 by at least 2 per year.</li> </ul>
<p><b>Quality Teaching</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To improve and maintain high quality teaching through ongoing teaching and learning practices. To foster congeniality and collaborative approach to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate the ICT scope and sequence across all KLA's</li> <li>• Effective differentiation programs and assessment across the whole school in order to meet individual needs.</li> <li>• Design and evaluate programs, clearly indicating evidence of student inquiry-based learning.</li> <li>• Increase the engagement of all teachers in Professional Learning commitment and demonstrate ongoing engagement with TAA standards.</li> <li>• Professional standards to be used as a benchmark.</li> <li>• Increased collaborative and modelled learning amongst staff.</li> </ul>

<p><b>Student Wellbeing</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To support and develop intrinsically motivated students with a high sense of self-discipline and self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• An improvement in the follow-up behaviour to decrease the amount of misconduct incident reports submitted to the school welfare team.</li> <li>• Review student behaviour at least once a term by the school welfare team</li> <li>• Students to self-monitor their behaviour and take ownership of their decisions</li> <li>• Improved the follow up of behaviour at teacher and welfare level to decrease the amount of resolution times given to students.</li> <li>• Greater sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos</li> <li>• An intrinsic sense of self awareness.</li> </ul>
<p><b>Parent Partnership</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced parental engagement in student learning</li> <li>• Enhancing communication with parents</li> <li>• Sharing information</li> <li>• Training parents and upskilling them through various workshops</li> <li>• Visit families to enhanced home-school partnership.</li> <li>• Hold workshops on children’s learning and development for example on learning through play.</li> </ul>
<p><b>Leadership</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of all SRC leaders across the primary and high to become leaders through various and engaging programs.</li> <li>• Train teachers to improve the school’s distributed leadership.</li> <li>• Executive staff are upskilled and work collaboratively to maintain whole school consistency.</li> <li>• Upskilling students for career and community leadership.</li> <li>• A higher quality of instructional leadership.</li> <li>• Increased involvement with the community.</li> </ul>

**Achievements of priorities identified in the school's 2018 Annual Report:**

Area	Evaluation	Suggested Steps
<p><b>Quality Learning</b></p>	<ul style="list-style-type: none"> <li>- Evaluation of data is being done but needs improvement.</li>   <li>- Learning support is working with students at an individual level and only collaboratively working with teachers when needed.</li>   <li>- Evaluate classroom practice to reflect a clear understanding of various learning strategies</li>   <li>- Measurement of student learning needs to be after each lesson and teachers properly evaluate what the learning looks like.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internal data needs to be analysed on a termly basis.</li> <li>➤ External NAPLAN data results to be evaluated at a specialised and designed cohort level.</li> <li>➤ Hold dedicated staff meetings to analyse NAPLAN data to incorporate into the teaching program for the following year</li>   <li>➤ Learning Support to be results driven and ensuring that differentiation is occurring through collaborative teaching and evaluation of learning.</li>   <li>➤ Further professional development in 'Get Reading Right' to enhance teacher's implementation of synthetic phonics as well Guided Reading.</li> <li>➤ Implementation of decodable readers within classroom. Utilise volunteers and/or buddy reading to assist in daily reading.</li> <li>➤ Review Reading to Learn strategies with all staff on a termly basis to integrate more writing opportunities.</li> <li>➤ Continue to implement the R2L guidelines to consistently and sustainably evaluate 'Reading to Learn' without external consultation.</li>   <li>➤ Primary to review diagnostic tests that are suitable to Primary to be completed at the beginning of the year. Complete tests throughout</li> </ul>

	<ul style="list-style-type: none"> <li>- Current real-world context is looked at through KIQ in units of work and social skills programs but is not being used consistently.</li> </ul>	<p>the year to monitor student progress (focus group.)</p> <ul style="list-style-type: none"> <li>➤ Students should be doing more peer and self-assessment – assessment ‘as’ learning.</li> <li>➤ More follow up of social skills across the whole school. In the classroom, making clearer links with KIQ.</li> <li>➤ 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.</li> </ul>
<p><b>Quality Teaching</b></p>	<ul style="list-style-type: none"> <li>- Multiple opportunities are available for concrete, hands-on Mathematics activities during student-centred learning.</li> <li>- Teachers are currently teaching engaging students in activities that encourage some independent learning.</li> <li>- Teachers are using the backward design process to plan effective lessons and learning experiences collaboratively.</li> <li>- Learning intention and success criteria are clearly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review current support for students in Numeracy. Investigate possible programs/practices to support developing foundation numeracy skills.</li> <li>➤ More thinking routines and higher order activities to be taught. Engaging and challenging classroom activities.</li> <li>➤ Teacher Observations need to be targeting pedagogy.</li> <li>➤ Teachers need to use goals and goal setting at a HOD and Mentor teacher level to be managed and followed up.</li> <li>➤ 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</li> <li>➤ Primary Coordinators to work with teachers to collaboratively review the programming.</li> <li>➤ Learning intentions are displayed and</li> </ul>

	<p>communicated to students in every lesson/ series of lessons (class observations by head teachers / mentors).</p> <ul style="list-style-type: none"> <li>- Teachers are recording evidence of learning in all programs, thoroughly evaluating and modifying programs.</li> <li>-</li> <li>- Increased training and collaborative and modelled learning amongst staff.</li> </ul>	<p>communicated in all classes, but a greater emphasis need to be placed on students comprehending the LT and checking their understanding regularly (more emphasis on ‘evidence of learning’)</p> <ul style="list-style-type: none"> <li>➤ Study guidelines need to be used more effectively to help students assess their learning and be used by the teacher as AFL.</li> <li>➤ Emphasis on the use of success criteria and linking this back to the learning intentions by all teachers in Primary and High School.</li> <li>➤ Coordinators follow up evidence of student-centred instruction and student growth through observations and student sample collection.</li> <li>➤ AAL has been included in teacher summaries and feedback is being provided to teachers</li> <li>➤ Teachers engage in inquiry learning, share &amp; reflect on this and implement it in their lessons.</li> <li>➤ Follow up of Inquiry training and Head Teachers to observe at least one Inquiry lesson per semester.</li> <li>➤ Teacher showcases done during staff meetings</li> <li>➤ Teachers need to be showcasing the work they do in order to improve consistency across year groups.</li> <li>➤ Moodle platform needs to be used more often</li> </ul>
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<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>- An improvement in follow up behaviour to decrease the amount of behaviour incident reports submitted to school welfare team.</li> <li>- Review student behaviour at least once a term by the school welfare team</li> <li>- Students to self-monitor their behaviour and take ownership of their decisions</li> <li>- Improved follow up of behaviour at teacher and welfare level to decrease the amount of resolution times given to students</li> <li>- Greater sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos</li> <li>- An intrinsic sense of self awareness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social skills related to areas that need improvement.</li> <li>➤ Proactive RBM strategies by teachers and welfare officers. Tracking of data to be improved.</li> <li>➤ Teachers to be trained through advisor meetings to complete the modules in order for more effective implementation. Data collection of resolution time and other discipline related statistics.</li> <li>➤ To use study programs to improve student engagement in the classroom Surveys to show what students want to see in the classroom and for their welfare.</li> <li>➤ Implementation of Social and Emotional Learning Program in the high school through year advisors.</li> <li>➤ 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.</li> </ul>
<b>Parent Partnership</b>	<ul style="list-style-type: none"> <li>- Enhanced parental engagement in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Re-begin workshops and P&amp;C meetings</li> <li>➤ Put more strategy driven posts / blogs on social media to increase interest.</li> <li>➤ More parent invitations into classrooms.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>- Training of student leaders.</li> <li>- Upskilling students for career and community leadership.</li> <li>- A higher quality of instructional leadership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SRC training and implementation of skills that they may use in future.</li> <li>➤ Motivational speakers and incursions.</li> <li>➤ Training of HOD and mentor teachers</li> <li>➤ School Marketing plan has been formulated. Implementation of the Marketing plan to be followed up.</li> </ul>

## RESPECT AND RESPONSIBILITY

The culture at Al Amanah College is marked by respectful relationships, with everyone taking responsibility for his or her own actions. Many activities within the school foster civic responsibility and give students the opportunity to contribute to the local community and wider society. A wide range of social activities were developed to promote respect and responsibility in students. Al Amanah College asks all students to recognise that they are valued and that they form an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. Being an Islamic school, Al Amanah College takes seriously its requirement to develop pro-social skills within its students, including the development of respect and responsibility.

A clear anti-bullying policy is well promoted within the school through various posters and other written and graphical materials. It is summarised in every student's school diary. When bullies and their victims are identified, appropriate counselling and sanctions are used. Respect and responsibility are typical qualities which are embedded in the teaching of Islamic values such as fairness, honesty, compassion, courtesy and good citizenship to develop positive and productive attitudes that young people need.

## PARENT, STUDENT AND TEACHER SATISFACTION

Al Amanah College has an “open door policy” with parent involvement welcomed. The college strives to maintain and strengthen links with parents and the community, sharing educational and social responsibilities. The school relationship with parents is very productive meeting many objectives due to a close understanding of their concern. Working together in partnership with parents and the community to identify the needs and the priorities helped the school to plan for a better future. The level of parents’ involvement in the school activities is high, discussion with parents throughout the year indicated that parent satisfaction is extremely positive. Parent feedback is an integral way of ensuring the college connects with the opinions of those who have a key interest in the well-being of children within the school.

The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Al Amanah College operates a Peer Support program which provides the students with opportunities to develop skills for life, resilience, effective communication, risk-taking and conflict resolution. In 2018 throughout many school activities Al Amanah College has continued to collect data from the students and the data showed high level of student satisfaction that they felt safe and happy.

Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on the quality, commitment and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school-oriented tasks is very crucial. However, an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is obvious that the school management focused on raising the level of staff commitment by increasing their level of motivation, involvement and satisfaction. Thus, in times of limited resources, commitment will depend on involving staff to ensure that causes of dissatisfaction are removed and that opportunities for satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2019 staff were generally very satisfied in all areas of our school. This year, we allied our parent, student and teacher satisfaction surveys to school’s priority areas to reinforce its vision, goal and values.

## **Parent Satisfaction**

The 2019 survey showed that parents feel that school has a positive effect on children by providing them with positive teaching strategies. Majority of the parents were happy with the communication system in place such as, Dojo, igloo & Moodle, Facebook and the school's new App which keeps the parents up to date with the latest technology methods of learning, however, parents appreciated Dojo more than other avenues to communicate with teachers. Due to the number of parents where English is their second language. Therefore, the college will continue translate the important messages to Arabic to assist the clarity of information for parents. Some suggested more Moodle independent and engaging tasks should be considered to motivate their children.

There were a number of good suggestions for improvements in various areas which are being considered by the Principal such as the making surveys available in different languages.

Overall, our parent feedback has been very great, showing that we have very considerate, caring parents, who believe our school performs extremely well.

## **Student Satisfaction**

Students indicated that teachers care, treat them kindly and encourage and motivate them to do their best, be responsible for their learning and help them set goals. In our 2018 survey, we have indicated that the school will continue working on methods to enable students to feel safe at school. The 2019 survey assured that students feel safe and secure at school and are proud to attend Al Amanah College of continuous provides them with a sense of being and belonging.

Overall, the survey results were encouraging, showing that teachers are approachable, and the majority of students look forward to seeing their friends at school. The survey noted, that in 2019, the number of students reading for enjoyment has increased. We still have a small portion of students that do not spend enough time reading books at home. The college will continue encouraging and involving individual students in the Premier's Reading Challenge Program and consider having a class library across K-6 classrooms.

## **Teacher Satisfaction**

During 2019 staff were generally very satisfied in all areas of school, particularly in terms of relationships, staff support, staff morale, work value and recognition. Informal feedback from teachers and discussions with the executive team indicate that they feel their contributions are valued in achieving progress. Teachers indicated that they regularly collaborate with teachers and school management. Teachers appreciate the follow up of the student welfare team effort in following up behavioural related Pastorals' entry promptly.

The open-door policy of the Principal ensured all staff had the essential access to share any concerns. The Principal's practice of regular meetings with individual staff also assists the flow of information and understanding background behind decision-making. The Staff Room is warm, friendly and collaboratively pleasant, displaying all the qualities of a well encouraging and woven community.

## 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 2019.

