



AL AMANAH COLLEGE

Annual Report



2020

Bankstown Campus: 2 Winspear Avenue Bankstown, NSW 2200

Liverpool Campus: 55 Speed Street Liverpool, NSW 2170

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

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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.

I am pleased to present the 2020 Al Amanah College Report, the year of challenges and variations. Our vision is to continue to be a school of success through knowledge.

The year of 2020 witnessed robust growth and enhancement of both the Primary and Secondary and the School's quality of teaching and learning offerings. As we come to the end of 2020, I would like to thank and acknowledge the outstanding contributions that staff, students, and parents have made throughout this difficult time of the COVID-19 outbreak. Successfully, all members of staff and the school community have worked together, with high levels of flexibility to adapt to the different working conditions that were faced.

The spread of COVID-19 this year has significantly impacted schools and communities. Across the board response was to first and foremost meet the safety, needs and wellbeing of our students, teachers and parents. During the lockdown, we were forced to replace face to face learning with online teaching, promoting digital learning.

I am truly grateful for all the support and effort that went into the preparation of the new online teaching and learning programmes that were adopted by teaching staff and administration. Parents and students have all been very persistent to support remote learning and the benefits it holds. The care given by parents to establish a practical study area at home and to provide the right amount of over-the-shoulder support has truly contributed to this whole process running so well.

We constantly assess how our teachers and families are managing the current situation, and how students are learning and progressing through their academic milestones. To best meet the needs of all our stakeholders, we will continue to adjust the specific needs of the community to ensure we are able to provide the education that is expected on our behalf. Please note that any changes that are made are not done so lightly, and it is the intention of all students and teachers to benefit.

Academically, we are continuing to upskill our teaching and learning progressions with up-to-date resources and technologies. Reviewing and improving our curriculum and teaching programs alongside providing our teaching staff with professional development opportunities to enhance skills and achieve better student 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, where the performance of our students showed significant growth and outstanding results in various HSC and NAPLAN examinations. I am proud to reveal 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.

We provide activities for learners that will stimulate, motivate, and challenge them. The school's curriculum is regularly reviewed and refined for today's changing world which encompasses our Vision, Values, and Competencies. We have a shared philosophy towards teaching and learning which sees us identifying individual learning needs and implementing personalised programmes using a range of programmes, teaching styles and e-learning tools.

Our teachers and school leaders are always provided with many important opportunities to give feedback on the continued improvements across the school.

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

In 2021, we will work smart and hard to see the results of the many decisions and changes we made during 2020. We look for every student, every teacher and every leader improving every year. Together we will help prepare today's students to become tomorrow's leaders equipped with the necessary skills and knowledge for future success.

Mr. Mohamad El Dana
Head Principal

MESSAGE FROM THE LIVERPOOL CAMPUS PRINCIPAL

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

The start of the 2020 school year for most schools in NSW has been like no other in living memory. Bushfires, floods and the spread of COVID-19 have impacted schools and communities significantly. School leaders and teachers are currently working in ways they never have before. Navigating ever-changing health and education policies, using technology on a scale not planned for, implementing social distancing practices, planning a phased transition back to face-to-face teaching and all that while delivering quality learning-from-home experiences for their students and families: the complexity has been daunting.

Al Amanah College Board, staff and whole school community's response to the COVID-19 pandemic was prompt and best suited to the community as a whole. All stakeholders were affected in some way. Aligned with the school's vision; it was of vital importance that the School's response was to first and foremost to meet the safety, needs and wellbeing of its students, teachers and parents. Our Schools have been promoting digital learning for quite some time, our students and teachers have always been equipped with the latest technologies and have been trained how to use different teaching and learning platforms such as ClassDojo, Moodle and Microsoft Teams.

In saying that, one must admit that COVID-19 acted as a catalyst to shift the mindset towards an agile working environment. It has increased our level of flexibility and ability to adapt to a different working environment and it has also enhanced the technological skills of all staff and students. The School has found exponential growth in teacher skills and the ability to deliver the curriculum in a variety of modes, with a continuous emphasis on quality teaching and learning.

One important aspect the school focused on was student wellbeing. The School's Welfare Committee and Religion teachers were in regular contact with students in order to provide support and ensure their positive wellbeing. Special needs students also played an important part in the School's COVID-19 plan. In order to minimise the impact on the students with special learning needs, the Learning Support Department worked in collaboration with the School's Welfare Committee and Religion teachers to provide extra support to the students in need. Teams calls were also made with all Learning Support students in order to maintain a routine with students and the setting of at least ONE daily goal.

The work of the School's Religion department was one of the main highlights during this Pandemic. The Religion department has worked tirelessly to produce interactive videos to all students in different grades, in addition to the pre-recorded Islamic and Qur'anic recitation videos. The Religion department delivered online Qur'anic and Islamic studies classes, this service was also extended to the parents of the School.

In light of the pandemic, Al Amanah College continued to encourage its staff to become evaluative teachers and focus on its continuous improvement and growth. Teachers were given the opportunity to; evaluate their own weaknesses throughout the pandemic, collect data and information of their practices and triangulate the data to demonstrate an area of improvement in their teaching practices throughout the pandemic.

Many staff members are keen to continue with the skills they have gained, using a variety of modes for curriculum delivery. As a school, the expectation is that teachers will now continue with the current practices and be always prepared to deliver curriculum in various forms.

Congratulations to the Al Amanah College graduating Class of 2020. Despite all the challenges they have faced this year due to the pandemic, they have proven to be a talented group of young men and women. Students have achieved some outstanding results! Perseverance, resilience and dedication are just some of the words that describe this year's cohort and their amazing efforts. Results include:

- 16 Band 6 results in the HSC courses
- 2 band 6 results in the Extension HSC courses.

Moreover, it is also very pleasing to note:

- 43 Band 5 results in HSC courses
- 6 E3 in the HSC Extension courses.

The overall results across the Year 12 HSC courses are representative of our senior student's commitment to engage in learning and their desire to attain excellence. The HSC results in 2020 have made the wider college community proud. The 2020 graduating Year 12 cohort has worked with diligence and perseverance throughout the pandemic and have been rewarded for their commitment to academic pursuits.

In closing, I take this opportunity to wish all those who left us for new places all the best. I congratulate all students of Al Amanah College for completing the 2020 academic year successfully!

Mr. Ayman Alwan
Principal

MESSAGE FROM THE BANKSTOWN CAMPUS PRINCIPAL

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 Qur’an and all types of beneficial education and learning. I ask Him to always bestow upon us guidance and wisdom. May Allah raise the rank of Prophet Muhammad and protect his nation from that which he fears for it and protect our communities from all severe diseases and afflictions.

The academic year of 2020 was extraordinary, strenuous and we were taken by surprise at the speed with which it passed, finding ourselves at the years end. COVID-19 had an immense impact on our school in 2020. This unprecedented year was filled with a lot of tremendous challenges and great accomplishments. It limited our ability to do many things, and our activities were impacted, limiting community participation in school. That said, I was amazed at the number of impressive performances and the quality of teaching delivered by our dedicated teachers. Regardless of the challenges of 2020, we managed to stay connected through virtual meetings and assemblies, phone calls and emails.

Our school has followed the directions and guidelines issued by both the Departments of Health and Education. We conducted specialised cleaning of the premises, established personal hygiene, social distancing protocols and extensive sanitisation facilities. Our staff and students were trained on those protocols as a requirement to ensure the safety of the school. Our committed staff worked tirelessly to make sure students were learning with ease. Students up skilled themselves in a short period of time and revealed a great passion and concern for the wellbeing of their students. This unique experience will long remain with us in the years to come and I am honored to be the educational leader of such a hidden jewel which lights the way of our students and has a long history of providing education.

Al Amanah College is a school which maintains a strong community partnership and provides quality education in a caring, safe, stimulating and fully equipped educational environment. Meeting the needs of our children and supporting the instructional pedagogy of our school allows for the development of individual abilities and our students’ greater knowledge. It strives for excellence and achieves high educational outcomes through a differentiated, updated, and challenging curriculum. An emphasis is placed on developing numeracy and literacy skills led by highly qualified, professional, and dedicated teachers. I would like to thank you all for

your ongoing support throughout the year to make our school a wonderful place of learning. None of these accomplishments would have been fully achieved with your ongoing support.

I am proud of what we achieved in 2020 and I am very excited for what 2021 and beyond holds for our school. I thank the community for its support thus far and look forward to continuing a fruitful and productive relationship. As always, all we do is for the benefit of our children.

I would also like to take this opportunity to express my gratitude and appreciation to our Head Principal, Mr. El Dana for his continuous advice and guidance, helping to enhance our school's academic performance. Furthermore, I highly appreciate and recognise all our dedicated staff for their commitment, continuous effort, and effective teaching skills.

Mr Bassam Adra
Principal

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2020 continued to play an active and vital role within the school community. They worked cooperatively to help promote the school values and leadership amongst the students. SRC members demonstrated leadership qualities by serving as good examples through their words and actions. As elected members within their cohorts, their roles are to advocate for their peers, by proposing a variety of ideas, initiatives, and proposals to the school administrators to develop positive attitudes and to practice good citizenship. The SRC also promote and encourage the views of students and address relevant issues within the school. The SRC representatives work to develop leadership skills, through ensuring student views are heard in the decision-making processes. They inspire their peers to contribute to a positive school culture and morale and promote harmonious relationships throughout the whole school by being appropriate role models within the school community.

2020 has been a year of adaptation and change. COVID threw us a curveball and we had to roll with it the best we could. At the beginning of the year, the democratically elected SRC student body, was formally introduced into their leadership roles within their cohorts and were inducted as official SRC members during the Al Amanah College SRC Induction Ceremony. This was followed closely with an Administrative SRC Breakfast where primary and secondary students were able to voice their concerns, issues, and proposals to the executive staff of Al Amanah. The ideas communicated to Principal and the SRC coordinators illustrated the amount of commitment and sense of responsibility the SRC students had towards bettering the school and the community.

The dedicated students then met together on a weekly basis with the SRC supervisors to share ideas, discuss issues or plan upcoming school and community events. Due to the COVID-19 pandemic however, the SRC of 2020's roles were greatly altered towards the end of Term 1. To continue to develop essential leadership skills, primary and secondary students still attended meetings with the Principal as well as individual meetings held by the primary and secondary coordinators to voice their concerns and deliver suggestions from their cohorts. These meetings communicated an ample number of proposals in attempts to advocate for the needs of the school and wider community. Listed below are some of the highlights of the SRC for 2020.

Fundraising Initiatives

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

- **Islamic Wear Day:** On the auspicious occasion of the Birth of Prophet Mohammad's (peace be upon him) and other Islamic occasions by promoting religious practices and the students' cultural background.
- **Administrative Breakfast:** The SRC primary and secondary held a breakfast with the executive staff and teachers to express their ideas and considerations about future initiatives and fundraising ideas for the school.
- **Chocolate fundraising:** Primary and Secondary SRC students sold chocolates to raise funds towards various school initiatives.
- **Community Involvement:** The secondary SRC student body proposed and actively contributed to a community-based project which included fundraising donations to Lebanon after the devastating events which transpired in 2020.
- **Clean Up Australia Day:** In attempts to maintain and conserve the cleanliness of school grounds, primary and secondary students were given opportunities to participate in a whole school clean up Australia Day campaign which encouraged the importance of recycling and the correct disposal of rubbish. They implemented their leadership skills by setting a positive example to their peers. As the pandemic continued to progress, the secondary SRC body proposed a Dodge Ball Competition to increase morale within the school community. SRC students planned and executed the competition with the help of their coordinators and encouraged their peers to participate.
- **Fundraising:** Throughout the year the SRC members helped plan and implement numerous cake sale and food-based fundraisers. They participated in a Healthy Foods fundraiser where they helped sell a variety of healthy fruits and snacks in attempts to showcase the nutritional benefit to healthy eating and delicious alternatives to sugary snacks. They also encouraged students to sample delicious desserts in the Mawlid Fundraisers.
- **SRC Annual Excursion:** Towards the end of Term 4 both primary and secondary students were able to gain team and leadership skills by embarking on a SRC excursion to Treetop

adventure Park. It was a chance end 2020 on a positive note, after a long and challenging schooling year. It was an opportunity to learn and grow into a team that looks towards bettering this community in 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.

- **Welcome Ramadan Breakfast:** Although, students of the SRC missed out on developing, planning, and attending many events such as Harmony Day, Eid Fetes, Sayubaan Ramadan and Leadership Seminars, they maintained their morale throughout the year and encouraged their peers to maintain a harmonious positive attitude within the school. May Allah reward the students for their ongoing commitment and valiant efforts towards the betterment of the school community.
- **Eid Present Stall:** In 2020, SRC students assisted teachers to sell gifts for mums and dads during the annual EID present stall. Students set up a 'gift wrapping' stand to help wrap the presents and showcased their creativity by adding fancy touches to make the gifts look amazing. The very popular Krispy Kreme fundraiser was also implemented this year to help raise money for the Year 6 graduation as well as a 'Bubble Tea' fundraiser which was a huge success.
- **Sports Bins Fundraiser:** For the past four years, SRC members have been responsible for organising sports equipment to be taken out during recess and lunch for students to use. The students collaborated with the Sports teacher to purchase new equipment to add to the Sports Bins and held demonstrations on how to use the equipment correctly. The SRC were responsible for the upkeep of the Sports Bins and ensuring students were using the equipment responsibly.
- **Decision Making Initiative:** Another purpose of the SRC is to teach students how the school works, how decisions are made and how to achieve changes. Being on the SRC teaches skills which you can put to use in later life. The SRC have been very active and made some important negotiations with the principal. The SRC team worked alongside the SRC Coordinators to write a letter to the Principal requesting canteen lines to ensure a more efficient and user-friendly system for purchasing snacks during recess and lunch. Their persuasive letter writing skills were successful with bright yellow lines being painted in Term 3. The SRC spent a few weeks transitioning the students into using the lines correctly. Students were rewarded for their fantastic efforts with a delicious pizza party at the end of the year to celebrate their achievements.

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 2020 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 2021 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 244 students (K-6) in 2020.

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 (2020).

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 2020 was a challenging year for all industries. In education, the sensitivity of children and their wellbeing was one of high concern. The year at Al Amanah College began very well with many functions in the school carrying on with continuous growth and contribution to the community.

Al Amanah College Board, staff and whole school community response to the COVID-19 Crisis was prompt and best suited to the community as a whole. All stakeholders were affected in some way. It was of vital importance that the school's response was to first and foremost meet the needs and wellbeing of the students. Our school vision includes to nurture our students and their wellbeing.

The response of the school to the crisis meant that all staff and other stakeholders were also nurtured throughout the entire process. The management and transition of changes and updated policies and procedures were regularly and consistently evaluated and updated according to advice from:

- NSW Association of Independent Schools
- NESAs
- NSW Health
- The NSW Department of Education
- The Commonwealth Department of Education, Skills and Employment and
- The Commonwealth Department of Health

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

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

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

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

In 2020, the primary school implemented InitialLit into the Kindergarten classroom. InitialLit is an evidence- based, whole class literacy program that provides all students with the essential core knowledge and strong foundations to become successful readers and writers. It provides assessment tools to monitor student achievement on a regular basis and assists teachers to modify teaching practices if required. It has proven to be successful where students are reading earlier in the year compared to previous years. The InitialLit program will be implemented from K-2 by 2022.

In the primary school, teachers worked on new Mathematics programs as a team to ensure that scope and sequencing in the Mathematics subject aligned to curriculum. The primary teachers devoted many hours outside of school time to write detailed and explicit maths programmes. The explicit instruction model breaks learning down into small, readily processed steps to help students become more independent problem solvers.

Overall, the school encouraged growth mindset amongst all stakeholders given the challenging circumstances for all.

School Performance in National Assessment Program - Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the widespread disruption to schools caused by the coronavirus pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning. The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Senior Secondary Outcomes

Record of School Achievement (RoSA)

In 2020, the School had 0 of its Year 11 students who required the issuance of a Record of School Achievement (RoSA).

Year 12 – Higher School Certificate

In 2020 HSC, 20 students sat for the Higher School Certificate exams. The performance of Al Amanah College's students indicates outstanding results in various HSC examinations. The results of the tests are summarised and tabulated in tables 4 and 5 below.

Table 4: 2020 Higher School Certificate Test Results – Board Developed courses

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	7	3-6	100%	95.65%
Biology	4	5-6	100%	30.73%
Business Studies	17	2-6	100%	93.85%
Economics	9	2-5	100%	97.46%
English (Advanced)	9	5	100%	49.19%
English (Standard)	13	3-5	100%	88.66%
Geography	10	3-6	100%	74.7%
Industrial Technology (Graphics)	7	3-4	100%	56.97%
Mathematics Standard 2	14	1-6	100%	100%
Mathematics	5	3-5	100%	77.66%
Modern History	7	4-5	100%	55.94%
PDHPE	4	3-5	100%	76.39%
Visual Arts	4	5	100%	48.11%

Table 5: 2020 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Extension	2	E3-E4	100%	76.23%
Mathematics Extension 1	4	E3	100%	36.55%
Mathematics Extension 2	1	E3	100%	47.66%

Vocational Education and Training (VET)

In 2020, there were no students in Year 12 who participated in vocational and trade training.

Table 6: Year 12 attaining a certificate/VET qualification

Year 12	Qualification/Certificate	Percentage of Students (Liverpool Campus)
2020	HSC	100%
2020	VET Qualification	0%

PROFESSIONAL LEARNING

In 2020 and due to COVID-19, staff were involved in additional awareness sessions at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2020, 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 2020

Al Amanah College – Professional Development Schedule 2020					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
<ul style="list-style-type: none"> • Child Protection • Duty of Care • Time Management • Code of Conduct 	All staff	School Based – School Principals	28-Jan	5.5hrs	Bankstown and Liverpool Campus
<ul style="list-style-type: none"> • iWise and Igloo 	All Secondary Staff	School Based IT	28-Jan	1hr	Liverpool Campus
<ul style="list-style-type: none"> • Teaching Senior Students Study Skills 	All Secondary Staff	School Based Elevate Presenter	29-Jan	1hr	Liverpool Campus
<ul style="list-style-type: none"> • Action Planning 	5	AIS - Sandra & Duggan Ben Arber	15-Jan	3hrs	Liverpool Campus

• InitiaLit Workshop	All staff	Kyle Pitt	28/29-Jan	12hrs	Bankstown and Liverpool Campus
• iWise	18	School Based IT	12 -Feb	1hr	Bankstown Campus
• Math Mastery Series	4	Rhonda Farkota	21-Feb	4hrs	Karstens Sydney
• Vocabulary workshop	All staff	Sandra Duggan and Ben	24-Feb	1.5hrs	Liverpool Campus
• Planning a Vocabulary Intervention	12	AIS - Sandra Duggan & Ben Arber	26-Feb	1.5hrs	Bankstown Campus
• School Improvement Processes 1	6	AIS - Sandra Duggan & Ben Arber	4-March	1.5hrs	Liverpool Campus
• Making it a Success:Teaching Strategies for Students with an Autism Spectrum Disorder	1	Sue Larkey	6-March	5hrs	Rooty Hill
• Infection Control Training COVID-19	All Staff	NSW Health	21-March	30 mins	Bankstown and Liverpool Campus
• Maths Programming	English Staff	Primary Coordinators	Feb -Mar	5hrs	Bankstown and Liverpool Campus

• Microsoft Learning	All Staff	Microsoft Learning	April	6hrs	Bankstown and Liverpool Campus
• School Improvement Processes	3	AIS - Sandra Duggan & Ben Arber	4-Jun	1hr	Zoom Meeting
• Adaptive Leadership Framing the Challenges that Lie Ahead	2	AIS - Penny Brown	16-Jun	1hr	Zoom Meeting
• MultiLit Reading Programme	8	School Coordinator	4-Aug	1hr	Liverpool Campus
• School Improvement Processes	3	AIS - Sandra Duggan & Ben Arber	26-Aug	1hr	Zoom Meeting
• Arabic Online Zoom Meeting	1	AIS	15-Sep	1hr	Online
• First Aid	All staff	CPR First Aid	28-Sep	6hrs	Liverpool Campus
• First Aid	All Staff	CPR First Aid	28-Sep	6hrs	At School
• School Improvement Processes • Supporting teachers in the planning, implementation, monitoring and evaluation of school improvement initiatives	4	AIS - Sandra Duggan & Ben Arber	14-Oct	1.5hrs	Zoom Meeting

• Navigating School-based assessment in Stage 6 Languages	1	AIS	23-Oct	2hrs	Online
• NCCD: Networking Event	1	AIS	4-Nov	5hrs	York St Sydney
• Assignment and Investigations in Secondary Maths	1	Mathematics Association of NSW	5-Nov	1hr	Online
• HSC Chemistry	1	Crooked Science	13-Nov	6hrs	Online
• Teaching Network	1	Mathematics Association of NSW	19-Nov	2hrs	Online
• First Aid	25	Australian Wide First Aid	15-Dec	6 hrs	Bankstown Campus
• Igloo and Parent Portal	All staff	School Based Principal	Ongoing	1.5hrs	School
• Faculty Goal Setting and School Goals	Secondary Staff	School Based High School coordinator	Ongoing	4hrs	School
• Differentiation in the Classroom with Learning Support - Teacher Identified	Secondary Staff	Learning Support	Ongoing	1hr	School
• What is Educational Data?	1	AIS	Online Module	5hrs	Online
• Conducting Interviews and Focus Groups	1	AIS	Online Module	5hrs	Online

• What is Working well in wellbeing?	1	AIS	Online Module	5hrs	Online
• The Collaborative Planning Process: Developing IPs	1	AIS	Online Module	1hr	Online
• What is Educational Data? Online Module	1	AIS	Online Module	3hrs	Online
• Conducting Interviews and Focus Groups - Online Course	1	AIS	Online Module	3hrs	Online
• Moving Beyond Numbers: Using Qualitative Data - Online Course	1	AIS	Online Module	3hrs	Online
• Making Your Numerical Data Work - Online Course	1	AIS	Online Module	3hrs	Online
• Designing Surveys that Work	1	AIS	Online Module	3hrs	Online
• NCCD: Networking Meeting: Evidence and Moderation	1	AIS	Online (due to COVID-19)	2hrs	Online
• Communicating With presence Online	1	AIS	Online Module	2hrs	Online
• Adaptive Leadership: Framing the challenges that Lie Ahead	1	AIS	Online Module	2hrs	Online

TEACHER STANDARDS

Table 8: Teacher Standards

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

Category	Number of Teachers (Bankstown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	12	43	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	1	5	6
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 2020 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 2020, Al Amanah College did not have any indigenous staff.

Table 9: Workforce Composition

Workforce Composition	Liverpool Campus	Bankstown Campus	Total Number of Staff
Full-time equivalent teaching staff	54.4	17.5	71.9
Full-time equivalent non-teaching Staff	14.4	9	23.4
Number of indigenous staff	0	0	0

Details of all teaching staff - Bankstown campus

- Two maternity leave in 2020. In 2020, one staff member is **Conditional**. Another staff member is at a **Provisional Accreditation** level, 10 staff members (85%) are at a **Proficient**. Retention rate of staff in 2019 – 2020 is at 92.8%.

Details of all teaching staff - Liverpool campus

- Two maternity leave in 2020. In 2020, two staff members (5%) is **Conditional**. Six staff members (12%) at **Provisional Accreditation** level. (86%) of staff are at proficient level. Maternity leave accounted for (5%) of teacher turnover during the period 2019-2020. Retention rate of staff is an average (87%) in the period 2019-2020.

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 2020 was 852 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 2019. Most of the students come from NESB background, and a number of students do have special needs.

STUDENT ATTENDANCE AND RETENTION RATES

2020 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	88.44%	92.2%
Year 2	87.46%	90.2%
Year 3	87.02%	89.8%
Year 4	88.27%	87.0%
Year 5	90.41%	94.2%
Year 6	87.42%	88.4%
Year 7	NA	94.6%
Year 8	NA	86.2%
Year 9	NA	82.8%
Year 10	NA	93.3%
Year 11	NA	NA
Year 12	NA	NA
School Average	88%	89.87%

On average 90% of students attended the school each school day in 2020. Student attendance data in 2020 is not similar to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to participate in learn from home option instead of face-to-face learning, where possible, for a seven-week period from 24 March to 22 May. During this time, Al Amanah College monitored commitment with learning to determine whether students were marked present. There was also some evidence of varied marking practices as our school adjusted to the learning from home period, with some classes recording higher attendance rates while others recording slightly lower rates.

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 2020 indicate that Year 7 enrolment in 2017 was 79 students with 49 students completing Year 10 (an actual retention rate of 80%).

At Al Amanah College in 2018, 31 students successfully completed Year 10, 20 of these students continued to year 11 and successfully completed the Higher School Certificate in 2020. This equates to a retention rate of 63% from Year 10, 2018 to Year 12, 2020.

POST SCHOOL DESTINATIONS

Al Amanah College in 2020 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, 2020:

14 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, 2020:

The number of year 11 students who progressed to year 12 is 34.

Year 12, 2020:

Of those students leaving Year 12 in 2020, 100% received an offer at university.

POLICIES

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

Educational and Financial Reporting - Annual Report Policy

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

BEST PRACTICE GUIDELINES

Annual report

Procedures for implementing the policy include:

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

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

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

Al Amanah College through this policy ensures that:

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

DEST Annual Financial Return

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

Annual Report - Content

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrolment Policy

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

Procedures

Waiting list

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

Notification for interview and assessment

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

Enrolment Considerations

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

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

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

Conditions for Acceptance

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

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

Probationary Period

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

THE ENROLMENT PROCESS

Step One – Expression of Interest Form

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

Step Two – Student/Family Information Form

- All those who have completed an Expression of Interest Form are contacted by the Enrolment Officer prior to the entrance exam. The Information Form accompanies a letter regarding the enrolment process and includes the Enrolment Contract and current Fee Schedule.
- On completion of the Information Form, these are returned to the Enrolment Officer where they are checked for completed information.
- Where documentation is missing, families are contacted to provide the appropriate data.
- Once documentation is complete the Enrolment Officer arranges an interview with the Principal or his delegate if required and will notify the parents of the entrance exam.
- The Information Form and any other necessary documentation is required to be returned by a specific date and the entrance exam and interview process where applicable cannot proceed unless the Information Form is completed by that date.
- Where additional information or reports are required, the enrolment application process may take longer.

Step Three – Interview

- A formal letter will be posted to inform parents about the date of the entrance assessment and interview. This normally takes place in term 3 of each year.
- For annual intake of students, interviews with the family and the applicant, where applicable are held up to a 2-month period as arranged by the Enrolment Officer.
- It is the school's responsibility that parents/guardians be made aware of full and frank disclosure requirements when completing the Information Form. This includes advising parents/guardians that failing to provide relevant details and assessments may result in the cancellation of an enrolment interview.
- Parents/guardians will be required to discuss their financial capacity to pay fees and the options open to them to do so in fee and voluntary contribution payments.

Step Four – Notification of Outcome of Interview

- The enrolment officer informs the applicant the family by phone or through a letter of an offer of enrolment.
- The parents/guardians and applicant sign the Enrolment Contract and return it to the Enrolment Officer. A signed Enrolment Contract is retained by school and one copy is retained by the parents/guardians.
- Parents accepting the School's offer should return the Enrolment Contract with the non-refundable Enrolment Fee \$150 to confirm their acceptance.
- If no offer of placement is made, the parents/guardians will be informed in writing.

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

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

THE ENROLMENT REGISTER

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

The register will contain:

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

SCHOOL POLICIES

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

Student Welfare Policy

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

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

Aim:

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

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

Welfare and Pastoral Care:

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

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

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

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

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

Anti-Bullying Policy

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

AIM

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

WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

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

Rights and Responsibilities of School Community Members

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

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

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

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

Administrators - Rights

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

Administrators - Responsibilities

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

Staff - Rights

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

Staff - Responsibilities

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

Students - Rights

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

Students - Responsibilities

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

Parents - Rights

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

Parents - Responsibilities

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

Wider community: including other professionals - Rights

- Strategic inclusion in prevention and bullying incident management.

Wider community: including other professionals - Responsibilities

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

Student Discipline Policy

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

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

School Rules/Discipline Code

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

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

GIFTED AND TALENTED STUDENTS POLICY

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

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

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

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

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

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

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

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

DETERMINED IMPROVEMENT AND DEVELOPMENT

2020 Priority Areas for Improvement

Area	Priorities
<p>Quality Learning</p> <p>Purpose</p> <ul style="list-style-type: none"> • To encourage independent learners who are able to transfer learning between different contexts in order to ultimately become lifelong learners and to create a supportive school environment that provides engaging and challenging learning opportunities for gifted and talented students to achieve their personal best. 	<ul style="list-style-type: none"> • An increase of the percentage of students from K to Y6 reaching the school recommended PM Benchmark levels per grade (reading). • An increase of the percentage of students in the top 2 bands in all NAPLAN areas. • An improvement of literacy and Numeracy NAPLAN results of students in the bottom 2 bands • An improvement in the growth rates in Literacy and Numeracy in all NAPLAN areas. • An improvement in the growth requirements in all targeted areas in each KLA for K-12. • An increase of the number of band 6 HSC results achieved by at least 2 per year. • A decrease in the number of HSC results below band 4 by at least 2 per year.
<p>Quality Teaching</p> <p>Purpose</p> <ul style="list-style-type: none"> • To improve and maintain high quality teaching through ongoing teaching and learning practices. To foster congeniality and collaborative approach to teaching. 	<ul style="list-style-type: none"> • Integrate the ICT scope and sequence across all KLA's • Effective differentiation programs and assessment across the whole school in order to meet individual needs. • Design and evaluate programs, clearly indicating evidence of student inquiry based learning. • Increase the engagement of all teachers in Professional Learning commitment and demonstrate ongoing engagement with TAA standards. • Professional standards to be used as a benchmark. • Increased collaborative and modelled learning amongst staff.
<p>Student Wellbeing</p> <p>Purpose</p>	<ul style="list-style-type: none"> • An improvement in the follow-up behaviour to decrease the amount of misconduct incident reports submitted to the school welfare team. • Review student behaviour at least once a term by the school welfare team

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

Priority Areas of Evaluation

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

	<ul style="list-style-type: none"> - Measurement of student learning needs to be after each lesson and teachers properly evaluate what the learning looks like. - Current real-world context is looked at through KIQ in units of work and social skills programs but is not being used consistently. 	<ul style="list-style-type: none"> ➤ Students should be doing more peer and self-assessment – assessment ‘as’ learning. ➤ More follow up of social skills across the whole school. In the classroom, making clearer links with KIQ. ➤ Look at giving time for study skills and time management where study days are given for students to learn how to study subject specific content.
Quality Teaching	<ul style="list-style-type: none"> - Multiple opportunities are available for concrete, hands-on Mathematics activities during student-centred learning. - Teachers are currently teaching engaging students in activities that encourage some independent learning. - Teachers are using the backward design process to plan effective lessons and learning experiences collaboratively. 	<ul style="list-style-type: none"> ➤ Review current support for students in Numeracy. Investigate possible programs/practices to support developing foundation numeracy skills. ➤ More thinking routines and higher order activities to be taught. Engaging and challenging classroom activities. ➤ Teacher Observations need to be targeting pedagogy. ➤ Teachers need to use goals and goal setting at a HOD and Mentor teacher level to be managed and followed up. ➤ Teachers collaboratively plan and implement lessons using the backwards design model – sequencing lessons to help students build skills to perform well in assessments for Learning ➤ Primary Coordinators to work with teachers to collaboratively review the programming. ➤ Learning intentions are displayed and 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’)

	<ul style="list-style-type: none"> - Learning intention and success criteria are clearly communicated to students in every lesson/ series of lessons (class observations by head teachers / mentors). - Teachers are recording evidence of learning in all programs, thoroughly evaluating and modifying programs. - - Increased training and collaborative and modelled learning amongst staff. 	<ul style="list-style-type: none"> ➤ Study guidelines need to be used more effectively to help students assess their learning and be used by the teacher as AFL. ➤ Emphasis on the use of success criteria and linking this back to the learning intentions by all teachers in Primary and High School. ➤ Coordinators follow up evidence of student centred instruction and student growth through observations and student sample collection. ➤ AAL has been included in teacher summaries and feedback is being provided to teachers ➤ Teachers engage in inquiry learning, share & reflect on this and implement it in their lessons. ➤ Follow up of Inquiry training and Head Teachers to observe at least one Inquiry lesson per semester. ➤ Teacher showcases done during staff meetings ➤ Teachers need to be showcasing the work they do in order to improve consistency across year groups. ➤ Moodle platform needs to be used more often
Student Wellbeing	<ul style="list-style-type: none"> - An improvement in follow up behaviour to decrease the amount of behaviour incident reports submitted to school welfare team. - Review student behaviour at least once a term by the school welfare team - Students to self-monitor their behaviour and take ownership of their decisions - Improved follow up of behaviour at teacher and welfare level to decrease the amount of resolution times given to students 	<ul style="list-style-type: none"> ➤ Social skills related to areas that need improvement. ➤ Proactive RBM strategies by teachers and welfare officers. Tracking of data to be improved. ➤ 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. ➤ 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.

	<ul style="list-style-type: none"> - Greater sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos - An intrinsic sense of self awareness. 	<ul style="list-style-type: none"> ➤ Implementation of Social and Emotional Learning Program in the high school through year advisors. ➤ 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.
Parent Partnership	<ul style="list-style-type: none"> - Enhanced parental engagement in student learning. 	<ul style="list-style-type: none"> ➤ Re-begin workshops and P&C meetings ➤ Put more strategy driven posts / blogs on social media to increase interest. ➤ More parent invitations into classrooms.
Leadership	<ul style="list-style-type: none"> - Training of student leaders. - Upskilling students for career and community leadership. - A higher quality of instructional leadership. 	<ul style="list-style-type: none"> ➤ SRC training and implementation of skills that they may use in future. ➤ Motivational speakers and incursions. ➤ Training of HOD and mentor teachers ➤ School Marketing plan has been formulated. Implementation of the Marketing plan to be followed up.

RESPECT AND RESPONSIBILITY

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

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

This year, we allied our parent, student and teacher satisfaction surveys to school's Covid -19 policy reinforce an effective COVID-19 risk management plan for our school.

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 2020 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 2020 staff were generally very satisfied in all areas of our school.

Parent Satisfaction

Many parents found they had to quickly respond to using online services. There was an influx of parent requests that were promptly adjusted. This survey was designed to provide a quick snapshot of the changes with particular focus on how they are faring in response to the COVID-19 pandemic.

The 2020 survey showed that parents feel that the school played a positive role in providing students with engaging learning activities during the online learning period. Parents were very satisfied that students were able to successfully login to school's online platform smoothly. They were happy with the communication system in place such as, Dojo, igloo & Moodle, Facebook and Microsoft Teams which keeps the parents up to date with the latest technology methods of learning. Parents stated that the timetable and instructions provided by teachers were clear and self-explanatory.

Without any doubts, some parents expressed mixed feelings, some were overwhelmed with managing online learning with multiple children and/or working from home, students not being engaged and parents not feeling capable of assisting child due to lack of knowledge. Other parents found the transition to online learning smooth and were able to follow instructions easily.

Overall, our parent feedback has been very pleasing, showing that we have very considerate, caring parents, who believe our school performed extremely well during the Covid-19 pandemic and the online learning transition.

Student Satisfaction

During the remote learning period, students revealed that teachers were encouraging and motivating them to do their best. Students stated they liked using a combination of online platforms such as igloo, Microsoft Office 365, Microsoft Teams, Moodle along with HotMaths, Mathletics, Studyladder and other school specific interfaces to facilitate the online learning experience. Majority of students liked how teachers recorded their voices on PowerPoint slides do make it easier to understand. They also acknowledged that the lessons were recorded and streamed onto Microsoft Teams for students who are absent from the online class, so they do not miss out on any class instructions. The survey noted that students enjoyed submitting their work through Moodle, liked being able to send their teacher an email when they had questions and found that Moodle became easier to use and more organised after the update.

Overall, the 2020 survey results were encouraging, showing that teachers are supportive. Most of the students liked being back at school because they were able to socialise with their friends, playing sports and learning with their teacher.

Teacher Satisfaction

No one can deny that this COVID-19 period has been a great challenge for us all, but it has also provided us teachers with a great opportunity to reflect further on the effectiveness of our teaching methods and to find ways to maximise student learning in all settings, whether in the classroom or remotely. The term, unprecedented times, has become a trademark for describing the context in which the Principal and all staff must responded promptly to al changes needed during the COVID-19 pandemic.

The 2020 survey showed that majority of teachers felt that COVID-19 was a demanding period of time for teachers because they were balancing the online learning and students' learning at school. Many teachers agreed that they had faced some challenges and difficulties navigating through available technology resources and at the same time we retrying to further upskill their skills using digital technologies in demand such as Teams and Microsoft. Teachers believe that the switch to online learning made staff more resilience to quickly adapt to unexpected changes in a timely manner. Teacher have noticed that more parents were appreciative and thankful. They believed that the online learning strengthened the relationship between teacher/parents. Some teachers reckon that some students fell behind while others succeeded. Majority of teachers stated that some families did not have enough technology devices at home to cater for every sibling in the house. Some parents were constantly struggling and required an on-going support to further understand allocated tasks.

Overall, Staff adjusted their planning based on attendance rates and planning was constantly changing. Teachers see school leaders leading improvement and change with the majority of teachers knowing and understanding the school's strategic vision. Teachers have a strong drive to meet the learning needs of all students, setting high expectations, monitoring the progress of individual students and providing effective, high impact feedback. Teachers regularly collaborate with each other to increase student engagement in learning. The open-door policy of the Principal ensured Staff had the essential support during the pandemic. The Principal's practice of regular meetings with individual staff also assists the flow of information and understanding background during this challenging time of the year.

PUBLICATIONS REQUIREMENTS

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

- Publicly disclosing information. The College's annual report is published, and its availability advertised online on the school's website.
- Providing the school's annual report in an online or appropriate electronic form to the NESA unless otherwise agreed by the NESA.
- The school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.

SUMMARY FINANCIAL INFORMATION

The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long-term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Al Amanah College in 2020.

