



AL AMANAH COLLEGE

Annual Report



2022

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Liverpool Campus: 55 Speed Street Liverpool, NSW 2170

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MESSAGE FROM THE SCHOOL'S CHAIRMAN

Al Amanah College Mourns the Loss of Founding Principal, Mr. Mohamad El Dana

إِنَّا لِلّٰهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ

((يا أيتها النفس المطمئنة ارجعي إلى ربك راضية مرضية فادخلي في عبادي وادخلي جنتي))

The deep sorrow and sadness of Al Amanah College is felt when we announced the passing of our Founding and Head Principal, Mr. Mohamad El Dana, on Tuesday 21st March 2023. His passing is a huge loss to the Al Amanah Schools community, as well as the wider community.

The heartbreaking news was followed by a flood of messages from current and former students, parents and staff members emphasizing his noble influence on their lives. Mr El Dana was an exceptional educator and intelligent engineer who dedicated his life to promoting quality education in Australia that integrated Islamic values and principles.

He was instrumental in the establishment and flourishing of Al Amanah Islamic schools in Australia, including Bankstown Campus in 1998 and Liverpool Campus in 2002.

He has played a key role in shaping the institution's mission and values, and has worked tirelessly to ensure that students receive a comprehensive education for success in both this life and the Hereafter.

His memory will live on as an enduring legacy that will inspire future generations of students and educators.

His kindness, unwavering humility, and deep devotion to his faith and community will be fondly remembered.

Our thoughts and prayers are with his family and loved ones during this difficult time. We also extend our condolences to the Al Amanah School community and all those who knew and worked with him.

We ask Allah to elevate him to the highest rank in Paradise and give his family the strength and patience to bear this great loss.

Aameen.

Sheikh Fawaz Abboud

School Chairman

MESSAGE FROM THE LIVERPOOL CAMPUS PRINCIPAL

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

The year 2022 has proven to be a year of many changes and shifts in the school's systems and ideals. It comes after a couple of years of intense challenges and uncertainty as a result of lockdowns and restrictions. Thankfully, the start of 2022 saw the community returning to school with a return to 'normal' schooling experience. While this was the case, we cannot deny that social restrictions, floods and the absences of staff and students due to isolation periods meant that the return was a very volatile one.

I want to thank our exemplary teaching staff and supportive parents who were prepared to take on the year with a fresh way of thinking and were committed to moving forward with a positive mindset. Working as one unit is instrumental in helping our students develop in all aspects of their lives whether it be intellectually, physically, socially, emotionally and most importantly Islamically. I truly believe that challenges bring us together, they strengthen us, and they open our eyes to ways we can improve. For this reason, we found that this year every member of the school contributed in one way or another - with great ideas, enhanced passion and an appreciation of the school community as a whole.

This year Al Amanah College saw major additions to the implementation of technology within the school environment. The way that students learn has changed and is constantly changing. To ensure that students have the best resources available we introduced the addition of iPads for Primary classes and laptops for students of years 5 to 9. Feedback from both students and teachers indicates that these devices have settled into the classroom space well and have supplemented student learning where students will begin to use more digital textbooks moving forward.

Congratulations to the HSC Class of 2021 who have attained academic excellence this year. Given the circumstances for all students across NSW, the year 2021 was very challenging and a unique year. Students of Al Amanah College maintained their participation in their classes and worked together with their teachers to achieve the goals they had set for themselves at the start of their Stage 6 journeys. Congratulations to the following students for their outstanding results; Halima El-Zahab, Sabrina Kfoury, Malak Kabbout, Yassmin Kabbout, Muhammad Alwan, Muhammad Nachar, Nadia Abdo, Ayah Awad, Maria Hazarvi, Ahmad Khaled, Iyad Mohammed, Samir Sadiq, Adam Chahine, Alae Jamous, Rachid Trad and Yasmin Bajouri.

A large number of students graduated year 12 this year and they adapted well to the changes and upgrades that we had this year. Our teachers worked hard to ensure our year 12 students had as many opportunities as possible to catch-up after lockdowns last year. Congratulations to the Class of 2022!

A very important point that I am always reiterating is the role that a supportive and healthy communication between parents and the school plays. Having an open and consistent relationship is one of the key factors that drives student improvement and ensures a good balance between school and home. I encourage all parents to give importance to this matter and continue to stay connected with the school whenever they may have questions or concerns.

In conclusion, I would like to take this opportunity to note that Al Amanah College continues to be in a very strong Islamic and educational position. We continue to have strong enrolments for 2023 and with the support of the School's executives, teaching and non-teaching staff, Al Amanah College Community will continue to flourish and grow.

Mr. Ayman Alwan

Principal

MESSAGE FROM THE BANKSTOWN CAMPUS PRINCIPAL

All praise and thanks are due to our Exalted God “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 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.

Congratulations to Al Amanah College community for a magnificent year 2022. As a principal, I truly believe that the best place for a child to receive an education is here at our hidden jewel “Al Amanah College”, and I have been so pleased to be able to meet and nurture the individual needs of all students in our ambitious school for their future careers, and able to remove barriers to learning. We want our students to become imaginative thinkers, intellectual problem solvers, and inspired learners prepared to thrive in their future career. Indeed, our students have demonstrated independence, positivity, integrity, empathy, determination, and communication skills to take their ideas to an efficient character, and ready to present to the competition judges.

Our students have enjoyed another fabulous year in 2022, and they have excelled in so many fields. I have attended many academic, cultural, and Islamic events and have listened in admiration as their achievement have been described. This outstanding achievement is a result of the hard work and shared experiences of our staff members who have met the shifting demands placed on them by an updated and demanding curriculum that provides such a rich education for our students. I am so fortunate, honoured, and feel privileged to be the principal of such a great school working alongside my staff members who are committed to turn our good school into a great one in the areas of academics, athletics, and ethics to see our students 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.

Once again, 2022 has been an exciting and productive year. It has seen various 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, and Science Week, etc. Throughout all these events, our students have demonstrated good and strong moral character.

Special thanks to our parents who have contributed and supported our school over the past year by being helpers in school trips and sports days. The family-school partnership based on mutual trust is so very important to strengthen the educational foundations of the students and help them

to improve from Good to Excellent. We look forward to working closely with you all to build a pride in our school and its accomplishments.

I would also like to take this opportunity to express my gratitude and appreciation to our school board for their continuous advice and guidance, helping to enhance our school's academic performance. Furthermore, I highly appreciate and recognise all our loyal and dedicated staff for their commitment, continuous efforts, and effective teaching skills.

Mr Bassam Adra
Principal

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2022 has kept up its commitment to playing a significant and active part in the school community. They have collaborated to encourage leadership in the students and the school's principles. The members of the 2022 SRC displayed leadership abilities by setting an excellent example with their words and deeds. Their responsibilities as elected representatives of their cohorts include advocating for their classmates by presenting the school administration with a range of suggestions on how to foster positive attitudes and demonstrate good citizenship. Additionally, the SRC supports and fosters student opinions while addressing pertinent concerns in the school. By making sure that student opinions are taken into consideration during the decision-making process, the SRC representatives aim to develop leadership abilities. By serving as proper role models within the school community, they encourage their peers to establish a strong school culture and morale and promote harmonious relationships throughout the entire school. On all issues involving the school, this group serves as the voice of the students.

In a general school assembly, the optimistic SRC candidates began the year 2022 with a new beginning. The elected SRC student body was formally introduced into their leadership responsibilities within their cohorts and was inducted as official SRC members during the Al Amanah College SRC Induction Ceremony. The executive staff of Al Amanah heard the problems, issues, and suggestions of elementary and secondary students at an administrative SRC brunch that immediately followed. The committed students then met together with the SRC supervisors on a weekly basis to exchange ideas, talk about problems, and organise forthcoming school and community events.

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.
- **Harmony Day:** The SRC primary assisted in the Harmony Day fundraiser, whereby the school sold some healthy snacks. The initiative was for students to recognise diversity and bring together all from different backgrounds.

- **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. Several iftars were also organised with the help of the SRC committee, including the school's Careers Night and Year Six Iftar dinner and Graduates recognition dinner.
- **Clean Up Australia Day:** In attempts to maintain and conserve the cleanliness of school grounds, primary and secondary students were given opportunities to participate in a whole school clean up Australia Day campaign which encouraged the importance of recycling and the correct disposal of rubbish. They implemented their leadership skills by setting a positive example to their peers.
- **SRC Annual Team Building Excursion/s:** To showcase their leadership skills, the SRC committee attended the annual Treetops adventure park excursion where they tested their fears and endurance in completing team-bonding sessions, which were complemented by participating and enduring the challenging high ropes and obstacles courses under pressure.

Our Bankstown campus went on a fun team building excursion to SCRAM escape rooms. Escape rooms are a fantastic way to develop team building skills as students worked together to decode clues, solve puzzles and riddles to 'escape' the room within a specified time. The SRC learnt problem-solving skills and how working as a part of a team is the key to their success.

- **'Welcome Ramadan' Breakfast:** to celebrate the commencing of the glorious month of Ramadan, the SRC members helped in organising the special breakfast with teachers and the SRC delegates.
- **Annual Eid Fete and Eid Present Gift Stall:** The annual Eid Fete was held to celebrate the joyous occasion of Eid ul-Fitr. Our Eid Present Gift stall was a lovely way for students to thank their parents for all their hard work. A variety of food stall fundraisers were organised and served by the senior SRC members. Primary SRC students also assisted teachers in running their various game stalls. The student body enjoyed a range of arcade games, rides, and a selection of farm animals to see and touch. The SRC team assisted in this fundraiser by setting up the displays and taking on roles as cashiers as well as gift wrappers. Their creative gift-wrapping techniques were very popular and successful.
- **Fundraising:** The SRC held several successful fundraisers during the year including hosting the school's second year of 'The Biggest Morning Tea'. Students wore beanies for brain cancer and enjoyed a delicious morning tea picnic with their class. Students also held a school fundraiser to help support the Year 6 graduation by selling loaded

milkshakes. Proving to be extremely popular, students indulged in over the top milkshakes filled with delicious treats.

- **Assembly Hosting:** An important role for our SRC is developing strong communication skills as well as confidence in public speaking. SRC students undertook the role of presenting at the school's weekly assembly by addressing topics and issues of importance.
- **Kindergarten Orientation:** SRC members in the senior grades supported teachers during the Kindergarten Orientation Sessions. Students were assigned roles such as greeting parents and students, distributing Kindy Showbags and assisting in the Kindy rooms with a variety of activities. Their participation enabled students to develop their leadership skills as well work closely with the teachers to run a very successful and productive Kindergarten Orientation.
- **Talent Quest:** The SRC students and teachers welcomed back the popular school event 'Al Amanah's Got Talent'. Students were encouraged to show case their amazing talents. SRC students assisted in the audition process by organising the queues as well as helping to advertise the event through posters and reminder announcements at assembly.

Our 2022 Primary Student Representative Council (SRC) was elected by their peers to represent the interests of the student body. The elected members represented a broad cross-section of girls and boys from Years 3 to 6.

Our hopeful year 11 SRC candidates presented their speeches online through a 'virtual assembly' for the secondary teachers and students, while voting was conducted using online surveys. Mr Alwan also conducted separate teams' meetings with the future SRC candidates.

To support the learning, development, and well-being of the Al Amanah family, Al Amanah College SRC has created a "Master Plan," a vision for a more contemporary and enhanced College. The adoption of the basic principles of Al Amanah—integrity, compassion, wisdom, work ethic, optimism, and commitment—into the larger school community is part of this vision. We would like to express our gratitude to the whole SRC committee for their heroic efforts during this difficult academic year. May Allah reward the SRC class of 2022 for their tireless efforts on behalf of the enhancement of the school community.

We will continue to put in a lot of effort to strengthen the wonderful community and culture at Al Amanah College and, perhaps, leave a lasting impression. As part of a new direction and vision for the SRC and the school, we look forth to the next SRC team for 2023.

Background

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

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

The College was first established at Bankstown, where classes commenced with 88 students K-Yr3 in 1998 and from there the school grew rapidly. The Bankstown campus has reached 253 students (K-6) in 2021.

In 2002 the College grew further through the opening of the Liverpool Campus with 168 students, where secondary classes commenced with Yr7 then expanded to year 12 in 2007. The Liverpool Campus is located in the heart of Liverpool City catering for K-12 with approximately 638 primary and secondary students (2022).

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

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

Our Vision:

Pursuing Academic Excellence.

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

This vision is underpinned by the following:

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

Our Motto

Success Through Knowledge

Our Mission

Promoting values and Ethics

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

Aims of the College

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

School Philosophy

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

The Educational Program

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

Curriculum

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

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

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

VALUE ADDED INFORMATION

The start of 2022 saw the community returning to school with an expectation to have daily routine pre-lockdown. However, with restrictions, floods and the absences of staff and students due to isolation periods meant that the return was a very volatile one.

Terms 1 and 2 saw the increase in support staff in order to maintain behaviour across all classes as a priority. The planning of the school proved to be very successful as the return of graduate students who were previously the mentors of many students meant that their support was successful. The fruits of the school's senior mentoring program were clearly evident as the graduate students made fantastic contributions to the classes they covered and helped with. All classes and absences were covered without the need to combine any classes. Teachers worked hard to maintain the curriculum in order to ensure the delivery went along without disruption.

In addition to the support of graduate students, the school continued with the ILSP program which allowed for the students who took part in the program to ensure they were given the best possible support for their skills and knowledge gaps to be filled.

The wellbeing of students and staff members was a priority through the adjustment period throughout Terms 1 and 2. The wellbeing unit has worked on social skills and the training of senior mentors in years 11 and 12 who have been implementing the social skills across the junior year groups. Any staff members that needed more than the isolation periods or any other wellbeing time / long service leave were granted the time that they needed to adjust back to the daily routines of school.

Value was added to the school's platforms as several software programs across the school were introduced which included:

- Sentral which has improved the communication between home and school and allowed for a very smooth partnership.
- Employment Hero in order to streamline the use of all Employment Relations matters
- Oliver – a new library system which has assisted the establishment of the new K-2 library.
- Turnitin – a new system for plagiarism

Other technology included the purchase of iPads for Primary classes and laptops for students of years 5 to 9. The school began the process of transition where students will begin to use more digital textbooks and books through the use of the laptops.

During the lockdown in 2021, the school's executive wrote and established the new strategic plan which was implemented in 2022. Several action plans have been put into place this year wherein Professional Learning Circles have been established and analysing data across the school in order to make changes throughout the implementation of the plan.

In Term 1 2022, Al Amanah College Liverpool began working closely with a Speech and Language Pathologist who has started providing ongoing assessments and therapy services on school premises within school hours. Speech and Language Pathology involves the diagnosis and treatment of communication disorders including difficulties with speaking, listening, understanding language, reading, writing, social skills, stuttering and using voice. In addition, the specialist works closely with school staff to identify and support students presenting with communication difficulties or challenges and ensures they are able to access assessment, intervention and support. The pathologist works with teaching staff works to assist them with skills such as identifying speech disorders, supporting vocabulary skills, and adapting their verbal language for children with receptive difficulties. The school's partnership has been very beneficial for both staff and students. We look forward to continuing with this initiative into the future.

Our primary teaching staff have accessed high impact professional learning around key strategies related to Literacy and Numeracy and programs implemented across the school. Developing leaders to facilitate the uptake and embedding of these whole school programs has been pivotal to achieving the targets set in our Strategic Plan. Working in teams, teachers planned units of work, set assessment tasks, delivered effective learning programs, evaluated results and reflected on the impact of their teaching. This has ensured consistency in classroom programs, with evident progress and achievements noted in 2022.

Data is then collected from various sources throughout the year including NAPLAN, PAT Maths and Vocabulary, InitiaLit, and Torch. School leaders and teachers have a comprehensive student assessment database to use to evaluate the effectiveness of curriculum delivery, inform planning across the school and to plan for improvement. With a focus on student progress, wellbeing, safety and school improvement, there is a shared responsibility for student achievement. The key questions which guide our planning for teaching and learning programs are: What does the data tell us? What is working well? Where to next? Using this framework, the staff and School Improved Committee discussed and reviewed our progress towards targets set in the new School Strategic Plan across well thought of priority areas.

At the start of Term 3, the new K-2 English and Mathematics Syllabus have been released and will be implemented in 2023. Our dedicated K-2 teaching staff have been working effectively to update our programmes to incorporate the new syllabus. The aim of the new programmes is to build a stronger emphasis on developing the foundation skills in the new syllabus documents.

The year 2022 has proven to be a year of many changes and shifts in the school's systems and ideals. Many which are sustainable and will continue to grow and improve.

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 2022 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

Primary School - Liverpool Campus

44 students from Year 3 and 49 students from Year 5 participated in the NAPLAN 2022

Table 1: NAPLAN results – Percentage above and below benchmark

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	2.3%	2.7 %	97.7%	97.3%	0%	4.2%	100%	95.8%
Writing	0%	1.7%	100%	98.3%	2.0 %	5.5%	98.0%	94.5%
Spelling	0%	6.0%	100%	94%	0 %	4.2%	100%	95.8%
Grammar and Punctuation	0%	4.0%	100%	96%	0%	3.6%	100%	96.4%
Numeracy	0%	3.3%	96.7%	97.3%	4.1 %	3.2%	95.9%	96.8%

Primary School - Bankstown Campus

34 students from Year 3 and 25 students from Year 5 participated in NAPLAN, 2022.

Table 2: NAPLAN results – Percentage above and below benchmark (Bankstown Campus).

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	0%	2.7%	100%	97.3%	0%	4.2%	100%	95.8%
Writing	0%	1.7%	100%	98.3%	0%	5.5%	100%	94.5%
Spelling	2.9%	6%	97.1%	94%	0%	4.2%	100%	95.8%
Grammar and Punctuation	0%	4%	100%	96%	0%	3.6%	100%	96.4%
Numeracy	0%	3.3%	100%	96.7%	0%	3.2%	100%	96.8%

Secondary School - Liverpool Campus

62 students from Year 7 and 46 students from Year 9 participated in the NAPLAN, 2022.

Table 3: NAPLAN results – Percentage above and below benchmark (Liverpool Campus).

	Year 7				Year 9			
	% of students below benchmark		% of students at or above benchmark		% of students below benchmark		% of students at or above benchmark	
	School	State	School	State	School	State	School	State
Reading	6.4%	4.9%	93.6%	95.1%	10.8%	8.9%	89.1%	91.2%
Writing	6.5%	6%	94%	97.0%	6.5%	11.4%	93.5%	88.6%
Spelling	1.6%	5.2%	94.1%	94.0%	6.5%	6.5%	93.5%	93.5%
Grammar and Punctuation	6.4%	6.8%	92.1%	93.2%	10.9%	10.8%	89.1%	89.2%
Numeracy	14.5%	6.0%	93%	94.0%	6.5%	2.4%	93.5%	97.6%

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

Senior Secondary Outcomes

Year 12 – Higher School Certificate

In 2022 HSC, 44 students sat for the Higher School Certificate exams. The performance of Al Amanah College's students indicates some excellent results in various HSC examinations. The results of the tests are summarised and tabulated in tables 4 and 5 below.

Table 4: 2022 Higher School Certificate Test Results – Board Developed courses.

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	5	4-5	100%	75.5%
Biology	9	3-5	100%	72.89%
Business Studies	21	3-5	100%	79%
Chemistry	11	2-4	100%	62.48%
Economics	8	3-5	100%	78.23%
English (Advanced)	21	3-5	100%	84.51%
English (Standard)	23	3-4	100%	72.16%
Geography	23	2-4	100%	85.87%
Industrial Technology (Graphics)	17	2-3	100%	46.67%
Mathematics Standard 2	23	1-6	100%	100%
Mathematics	10	1-5	100%	77.47%
Modern History	22	3-4	100%	53.96%
PDHPE	19	2-4	100%	69.84%
Physics	3	3-4	100%	45.14%
Visual Arts	7	4-5	100%	74.22%

Table 5: 2022 Higher School Certificate Test Results – Extension Units

Subject	No. of Students	Band Range	School (%)	State (%)
Mathematics Extension 1	3	E2-E3	100%	59.1%

Vocational Education and Training (VET)

In 2022, 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)
2022	HSC	100%
2022	VET Qualification	0%

PROFESSIONAL LEARNING

At Al Amanah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2022, 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 2022

Al Amanah College – Professional Development Schedule 2021					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
<ul style="list-style-type: none"> • Child Protection • Duty of Care 	All staff	School Principal	Jan-28	2hrs	Online
<ul style="list-style-type: none"> • Sentral Training 	All staff	School IT Manager	Jan-28	5hrs	Online
<ul style="list-style-type: none"> • Diabetes in Schools Level 1: Introductory Training 	7	Diabetes in Australia	Feb-7	20mins	Online
<ul style="list-style-type: none"> • Diabetes in Schools Level 1: Introductory Training 	7	Diabetes in Schools	Feb-7	20mins	Online
<ul style="list-style-type: none"> • Diabetes in Schools Level 2: Intermediate Training 	7	Diabetes in Schools	Feb-7	1.5hrs	Online
<ul style="list-style-type: none"> • Diabetes in Schools Level 3: Intermediate Training 	4	Bernadette Conaghan - Acting Clinical	Mar-3	3hrs	Bankstown Campus

		Nurse Specialist – Diabetes			
<ul style="list-style-type: none"> Making it a Success: Teaching Strategies for students with an autism spectrum disorder 	2	AIS	Mar-12	5hrs	Online
<ul style="list-style-type: none"> Supporting Students with Challenging Behaviours: Introductory Webinar 	4	AIS	Mar-14	1hr	Webinar
<ul style="list-style-type: none"> Preparing for the 2022 HSC Chemistry Exam 	1	AIS	Mar-14	5hrs	Webinar
<ul style="list-style-type: none"> Planning and Scope and Sequence requirements 	K-6	School	Apr-8	4hrs	School
<ul style="list-style-type: none"> Leading the Implementation of the new English Syllabus 	2	AIS	May-5	5hrs	MLC School
<ul style="list-style-type: none"> Liverpool Library CSIRO Workshop 	1	CSIRO and Liverpool STEM CPP (and the Crest awards)	May-10	2hrs	Online

• MiniLit Sage	1	MULTILIT	Jul-18	5hrs	Online
• Positive Practices for Classroom :Management Small Changes, Big Impacts	1	AIS	Jul-18	3hrs	Webinar
• Leading the Implementation of the New Mathematics K-2 Syllabus	2	AIS	Jul-22	5hrs	AIS
• Liverpool CPP STEM program	1	CSIRO and Liverpool STEM CPP (and the Crest awards)	Jul-27	2hrs	Webinar
• Planning and Programming For New Mathematics K-Syllabus 2	1	AIS	Sep-20	5hrs	AIS
• Elevate Seminar Staff	All Secondary Staff	Elevate	Sep-23	1hr	Liverpool Campus
• Data Analysis and Implementation	All Secondary Staff	AIS	Oct-10	6hrs	Liverpool Campus
• Great Teachers Give Great Feedback	1	AIS	Oct-27	5hrs	AIS

• ACHPER	1	First time teaching Stage 6 – PDHPE	Dec-5	6hrs	Online
• AIS	Math department High school	Reading the Maths Syllabus	Dec-5	6hrs	AIS
• NAPLAN E-learning 2022	4	NESA	Online/self paced modules	2hrs	School/Online
• Introducing the New NSW Primary Curriculum	27	NESA	Online/self paced modules	2hrs	School/Online
• English K-2	27	NESA	Online/self paced modules	2.5hrs	School/Online
• Mathematics K-2	27	NESA	Online/self paced modules	2.5hrs	School/Online
• NAPLAN E-learning 2022	4	NESA	Online/self-paced modules	2.5	School/Online
• Engaging Reluctant Learners- Strategies to get them back on track in the classroom	1	CELA	Online/self paced modules	6hrs	School/Online

<ul style="list-style-type: none"> Supporting students with challenging behaviour Modules 1-5 	5	AIS	Online/self paced modules	2.5hrs	School/online
<ul style="list-style-type: none"> Moving beyond numbers: Using Qualitative Data 	1	AIS	Online/self paced modules		School/Online
<ul style="list-style-type: none"> Making your Numerical Data Work 	2	AIS	Online/self paced modules	3hrs	Online
<ul style="list-style-type: none"> Designing Surveys That Work 	2	AIS	Online/self paced modules	4hrs	Online
<ul style="list-style-type: none"> Autism Spectrum: Universal Supports – Self – Paced Learning 	1	AIS	Online/self paced modules	1hr	Online
<ul style="list-style-type: none"> How Educators Can Proactively Manage Challenging Behaviour to Create Calm Classrooms 	1	Sue Larkey	Online/self paced modules	2hrs	Online
<ul style="list-style-type: none"> Effective Writing: The Evidence 	1	NESA	Online/self-paced modules	3hrs	School/Online

• Focus on Creating Texts: Modules 1 and 2	1	NESA	Online/self- paced modules	5hrs	School/Online
• Focus on Creating Texts: Modules 3 Spelling	1	NESA	Online/self- paced modules	4hrs	School/Online
• Faculty Goal Setting and School Goals	All Secondary Staff	School Based	Ongoing	4hrs	Liverpool Campus

TEACHER STANDARDS

Table 8: Teacher Standards

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

Category	Number of Teachers (Bankstown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	10	30	40
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	3	14	17
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 2022 census, consisted of 75 women and 29 men from various culturally and linguistically diverse backgrounds, and age demographics. 74 of those were teaching staff delivering courses within the NSW teaching and Education Standards Curriculum.

In 2022, 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	17.05	71.05
Full-time equivalent non-teaching Staff	16.9	8.5	25.4
Number of indigenous staff	0	0	0

Details of all teaching staff - Bankstown campus

- No maternity leave in 2022. In 2022, Three staff members are **Conditional**. Ten staff members (77%) are at a **Proficient level**. Retention rate of staff in 2021-2022 is at 91%.

Details of all teaching staff - Liverpool campus

- In 2021- 2022, 33% of staff members are **Conditional**. 9% of staff members are at **Provisional** level. 52% of the teaching staff are at **Proficient** level. Maternity leave accounted for 2% of teaching staff for the 2021 – 2022 period. **Retention** rate of staff in 2021-2022 is at 88%.

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

SCHOOL ENROLMENT

In 2022, the growth in student enrolments continued. The school total enrolment figure in 2022 was 891 students. From a percentage perspective there are approximately 51% girls and 49% boys in both campuses from Kindergarten to Year 12. This is fairly similar to 2021. Most of the students come from NESB background, and a number of students do have special needs.

STUDENT ATTENDANCE AND RETENTION RATES

2022 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	86.81%	88%
Year 2	83.78%	88%
Year 3	88.38%	89%
Year 4	86.28%	87%
Year 5	84.02%	90%
Year 6	87.45%	89%
Year 7	NA	89.81%
Year 8	NA	89.43%
Year 9	NA	86.91%
Year 10	NA	89.33%
Year 11	NA	90.7%
Year 12	NA	NA
School Average	86.12%	89%

There was a general trend in 2022 wherein student attendance was much lower in terms 1 and 2 than in Term 3. Evidently this was due to isolation and restriction rules due to COVID-19. There was an increase in term 3 of overall attendance which does not show in this table. In general attendance was lower in 2022 than in 2021 due to isolation rules and absences.

Eight-eight per cent of students attended school on average each school day in 2022. This was close to similar to the daily attendance in 2021.

Management of non-attendance

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

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

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

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

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

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

Retention in the Secondary School

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

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

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
2020 / 2022	58	44	76%

Seventy six percent of the 2020 Year 10 cohort completed Year 12 in 2022. The retention rates are higher than usual as many students were given consideration due to the lockdown of 2021. The retention rates are mainly based on student performance and the results achieved at the end of Year 10 and 11. Although many who remained in Year 12 in 2022 did not quite meet the school's requirements, their wellbeing became a priority. All students who left school at the end of Year 12 following the completion of their school education continued to university (100%).

POST SCHOOL DESTINATIONS

Al Amanah College in 2022 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, 2022:

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

Of the 32 students who left in year 10, there were 0 who were given a RoSA.

Year 11, 2022:

The number of year 11 students who progressed to year 12 is 31.

Year 12, 2022:

Of those students leaving Year 12 in 2022, 100% received an offer at university.

POLICIES

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

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

Educational and Financial Reporting - Annual Report Policy

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

DET Annual Financial Return

The School has set up systems to ensure that all responsible persons meet all their legal obligations under the funding agreements. These responsible persons are also responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form. Financial information is to be based on and reported in a form consistent with the detailed information provided to the Commonwealth Government each Year in the Commonwealth Financial Questionnaire.

BEST PRACTICE GUIDELINES

Annual report

Procedures for implementing the policy include:

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

- Preparation of the report in an appropriate form to send to NESAs
- Setting the annual schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the NESAs and other stakeholders

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

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

Al Amanah College through this policy ensures that:

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

Annual Report - Content

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrolment Policy

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

Procedures

Waiting list

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

Notification for interview and assessment

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

Enrolment Considerations

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

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

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

Conditions for Acceptance

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

- That a non-refundable, non-transferable \$200 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 \$200 to confirm their acceptance.
- If no offer of placement is made, the parents/guardians will be informed in writing.

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

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

THE ENROLMENT REGISTER

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

The register will contain:

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

SCHOOL POLICIES

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

Student Welfare Policy

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

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

Aim:

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

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

Welfare and Pastoral Care:

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

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

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

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

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

Anti-Bullying Policy

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

AIM

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

WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

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

Rights and Responsibilities of School Community Members

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

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

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

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

Administrators - Rights

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

Administrators - Responsibilities

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

Staff - Rights

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

Staff - Responsibilities

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

Students - Rights

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

Students - Responsibilities

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

Parents - Rights

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

Parents - Responsibilities

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

Wider community: including other professionals - Rights

- Strategic inclusion in prevention and bullying incident management.

Wider community: including other professionals - Responsibilities

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

Student Discipline Policy

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

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

School Rules/Discipline Code

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

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

GIFTED AND TALENTED STUDENTS’ POLICY

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

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

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

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

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

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

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

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

ACCESSIBILITY OF AND CHANGES TO POLICIES

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

DETERMINED IMPROVEMENT AND DEVELOPMENT

2022 Priority Areas for Improvement

Area	Priorities
<p style="text-align: center;">Islamic Identity and Leadership</p> <p>Purpose</p> <p>“To instill and foster moderate Islamic teachings within the student body in accordance with the teachings of Ahlulsunnah and Jamaa. This will in turn cultivate students to become strong leaders and contribute positively to themselves, their communities, and their society.”</p> <p style="text-align: center;">-</p>	<ul style="list-style-type: none"> • School leaders, Religion department and Welfare committee to continue the implementation of the students, SRC and graduate mentors in the school and the community • Increased leadership opportunities for students in the school • Provide opportunities for students to develop an awareness and tolerance through curriculum, school and community activities • Instill the sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos • Organise Meetings and training with Darulfatwa • Hosting and performance training of students during school assemblies and Islamic events to remain connected / in preparation for community events
<p style="text-align: center;">Educational Excellence</p> <p>“To build reflective and evaluative practices to excel in teaching and learning.”</p> <p style="text-align: center;">-</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Increase the use of vocabulary across all Key Learning Areas - Develop and implement programs through explicit teaching of vocabularic teaching experiences. <p><u>InitialLit</u></p> <ul style="list-style-type: none"> - Implementation and monitoring of InitialLit (K-2) <p><u>Writing</u></p> <ul style="list-style-type: none"> - Increase the opportunities of writing lessons in English programs. - Revisiting R2L (Reading to Learn) - New English programs <p><u>Numeracy</u></p> <ul style="list-style-type: none"> - The implementation of explicit teaching practices that are encompassed in the teaching of mathematics programs including Maths Mastery. - Investigate the use of and type of data used to inform teaching strategies. - New math programs

	<p><u>Data analysis</u></p> <ul style="list-style-type: none"> - Investigate the use of and type of data used to inform teaching strategies. - Build skills in the analysis and use of student data to inform planning, identify interventions, and modify teaching practice <p><u>Differentiation and data</u></p> <ul style="list-style-type: none"> - Build skills in the analysis and use of student data to inform planning, identify interventions, and modify teaching practice - Deliver effective lessons which are differentiated for individual learners and are informed by valid and reliable data. <p><u>ICT</u></p> <ul style="list-style-type: none"> - Integrate the important role of education in preparing responsible digital citizens. Identify opportunities whereby ICT can be used effectively to enhance student learning
<p style="text-align: center;">Community and Culture</p> <p>“To foster a strong sense of belonging to the school and wider community.”</p>	<ul style="list-style-type: none"> • Provide and promote a safe environment for all students • Foster a positive whole school environment through Restorative Behaviour Management strategies • Embed positive practices that improve student and teachers’ wellbeing • Provide opportunities for parents to share feedback. • Encourage parents to communicate with teachers to foster a collective responsibility of student learning. • Foster parents to become active participants in their child's education. • Organise effective workshops for parents on how to improve their child’s learning • Educational articles: establish a focus in the school newsletter and social media • Encourage involving parents in school events like excursions and volunteer reading, Reading Tutor Program • Strengthen the communication to engage the wider community using available platforms

Priority Areas of Evaluation

Area	Evaluation	Suggested Steps
Islamic Identity and Leadership	<p>Evaluate the:</p> <ul style="list-style-type: none"> • Implementation of values amongst the students • Effective leadership that supports a culture of high expectations and shared responsibility. • Involvement of students in various religious activities with the school community. • Implementation of the sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos 	<ul style="list-style-type: none"> • Review the Social skills related to areas that need improvement. Focus on small group of students. • Monitor and track the number of students leading Friday Prayer sermons • Examine the Annual School Alumni Surveys in relation to the involvement of our graduate students in fostering the Islamic education • Regular meetings for the Religion department and review targets and goals • Upskilling students for career and community leadership. Increased involvement with the community. • Review the Annual SRC leadership survey in relation to their role and responsibilities • Follow up on the feedback from teachers in relation to leadership program during allocated staff workshops • Social skills related to areas that need improvement. • Implement and display of the Hadith of the Week through communication platforms (School Dojo, Facebook etc)
Educational Excellence	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Increase the use of vocabulary across all Key Learning Areas. - Develop and implement programs through explicit teaching of vocabularic teaching experiences. - 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Vocabulary activities, integrated into the content/unit of work • Vocabulary activities implemented during guided reading. • Include more writing / sentence structure activities for students in Junior classes and cut down on content material for some units

Writing

- Increase the opportunities of writing lessons in English programs
- Revisiting R2L
- New English programs
- Use of scaffolded writing templates to be used by all KLA's to ensure consistency
- Action plans jointly written, implemented, monitored & evaluated (coordinated) by school's literacy team & school leaders

K-2 initiLit

Program components

- Spelling
- Comprehension and Fluency
- Storybook reading
- Initial assessment
- Differentiation

- Writing skills in creating a text which flows and links cohesively.
- Writing notes effectively and moving away from copying down word for word teacher content.
- Reading to Learn lessons – focusing on synonyms to expand vocabulary and sentence structure
- Incorporating the laptops into the strategies now that they are an integral part of student learning at the school
- Allow for more writing opportunities when writing the new programs
- Allow for KLAs meeting own reading and writing targets & goals

Spelling

- Revising and introducing new spelling patterns and rules.
- Tricky (irregular) high-frequency words explicitly taught.

Comprehension and Fluency

- Introduce different comprehension strategies to help students successfully navigate text.
- Echo reading, choral reading and paired reading.
- 'turn and talk' and 'think, pair, share' to encourage read aloud

Storybook reading

- Emphasis on developing vocabulary, oral language and listening comprehension skills.
- Each storybook is studied over a couple of weeks using the
- Enrich children's vocabularies by introducing them to new and interesting words in a fun and engaging way.

Initial assessment

- Screener at the start of the year
- Cumulative reviews (1 per term)
- WARP assessment to identify children who may need additional reading and spelling support.

Numeracy

- Evaluate the implementation of explicit teaching practices that are encompassed in the teaching of mathematics programs including Maths Mastery
- Implement Numeracy action plan
- Numeracy groups

Assessment and data

- Evaluate the use student assessment data effectively to identify student progress and achievement in order to differentiate the curriculum and inform future learning.

Differentiation

- Small group work and the setting of independent activities during support and guided reading
- Lower ability groups will have access to decodable readers so that they can continue to work on accurate decoding using controlled vocabulary.
- Highlight key words in questions
- Define unfamiliar words
- Ensure availability of resources
- Class discussions and student reflection about learning
- Using PAT test results to inform teaching practices
- Observation records
- NAPLAN analysis
- Review the Pat tests for vocabulary. Identify where students need assistance and incorporate these into the lesson. For instance, if students scored low in grammar, then introduce grammatical concepts during English.
- Review Pat test results for numeracy. The teacher can review which questions students struggled with the most and go through this as a class.
- Review the NAPLAN results and identify students strengths and build on these through differentiated extension activities.
- Review NAPLAN results and identify students' areas of further improvement and introduce these activities during lesson implantation.
- The torch assessment results can be used to identify students strengths and areas of improvement in comprehension, and provide activities to further strengthen their comprehension skills.
- Communicate with learning support to modify strategies being

	<p><u>Differentiation</u></p> <ul style="list-style-type: none"> - Deliver effective lessons which are differentiated for individual learners and are informed by valid and reliable data <p><u>ICT</u></p> <ul style="list-style-type: none"> - Integrate the important role of education in preparing responsible digital citizens. Identify opportunities whereby ICT can be used effectively to enhance student learning 	<p>implemented in the class to account for differentiation and ensure student's growth in the classroom.</p> <ul style="list-style-type: none"> • Teachers can analyse students progress in the LSP. • Teachers can review evaluated/annotated program from previous years and identify how the program was differentiated for learners who need extra support. • Classroom observations and work samples can be a form of valid and reliable data as this will reveal if students are grasping learned concepts or whether this needs to be differentiated further. • Students can engage in activities pertaining to real-world preparedness ins students by participating in ICT during the computer rooms, in class through the IWB, as well as the iPads. • Websites such as Moodle, Mathletics, and Dojo are all accessible to students, which can also be used to improve students learning and engagement and enhance ICT preparedness in students by improving their technological skills.
Community and Culture	<p>Evaluate the:</p> <ul style="list-style-type: none"> • Effectiveness of promoting a safe environment for all students • Whole school environment through Restorative Behaviour Management strategies (RBM) • Embedded positive practices to improve student and teachers' wellbeing • Parents survey feedback. • Parents responses to become active participants in their child's education. • The number of workshops for parents to improve their child's learning 	<ul style="list-style-type: none"> • Tracking of data to be shared amongst staff to ensure consistency in the follow up • Continue training teachers to us the Sentral Module/ Wellbeing section to complete for more effective accuracy and documentation. • Data collection of resolution time and other discipline related statistics to update staff and find solutions. • School Students Surveys to show what students want to see in the classroom and the playground and for their welfare. • Implementation of Social and Emotional Learning Program in

- Social media educational articles
- Engagement of our community using available platforms

- through the Learning Support Team for students wellbeing
- Implement and display of the Hadith of the Week through communication platforms (School Dojo, Facebook etc)
- Extract responses from parents and students surveys for improvement
- Breakfast with the principal to discuss and give feedback
- Increase number of parents participating and attending in school workshops and events

RESPECT AND RESPONSIBILITY

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

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

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

The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline to maintain proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Al Amanah College operates a Peer Support program which provides students with opportunities to develop skills for life, resilience, effective communication, risk-taking and conflict resolution. In 2022 throughout many school activities, Al Amanah College has continued to collect data from the students with data showing high level of student satisfaction and that they felt are in a safe and happy environment.

Al Amanah College works with people and through people to achieve goals that are consistent with the generalized belief system the school maintains. The level of commitment is generally related to the degree of contribution. School success and effectiveness depends on the quality, commitment, and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school-oriented tasks is very crucial. However, an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is inherently obvious that school management is focused on raising the level of staff commitment by increasing their level of motivation, involvement, and satisfaction. Thus, in times of limited resources, commitment will depend on staff involvement making it crucial to remove any sources to dissatisfaction and to include of various opportunities to increase satisfaction. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2022 staff were generally very satisfied in all areas of our school.

Parent Satisfaction

Parents were satisfied with the quality of education at Al Amana College. Additionally, parents are aware that the school communicates effectively. The majority of parents use Dojo and email, but not all use Sentral on a regular basis. Parents should therefore be encouraged to use Central more regularly. Most parents believe they are actively involved in their child's learning and trust teachers to report on their child's progress.

About 90 % of parents believe that the school fosters the Islamic education values amongst the students and implement these within the community. Majority of the parents agreed that the College will continue to model and build effective leadership that supports a culture of high expectations and shared responsibility. Others strongly agreed that the College will continue involving students in various religious activities with the school community.

Areas of concerns involves, encouraging students to develop effective study skills, and providing opportunities for parents to become involved in the life of the College. Due to COVID restrictions, workshops were not available. However, since COVID restrictions have been lifted, parents would like to see the workshops become available.

Overall, our parent feedback has been very pleasing, showing that we have a very considerate and caring community of parents, who believe our school performed extremely well during the year of 2022.

Student Satisfaction

At Al Amanah College, we believe that it is important to ensure that students have access to quality education, and that they are satisfied with the education and other services they are receiving from their school. The measurement of student satisfaction is useful to assist school management identify strengths and to determine areas for improvement. The information gained from this survey assists school management to plan appropriate interventions, continue delivering and supporting services that contribute to student satisfaction while addressing areas of concern.

The survey results indicate that most students feel comfortable when they come to school, and they feel that encouraged to ask their teachers questions when needed. Others believe that teachers encourage them to be responsible for their own learning and to become independent learners.

Students feel confident that they will come to school and are reminded of their values and school rules daily. Most students can complete homework without assistance and see the link between homework and their class learning.

Majority of students agreed that they get excited when their work is acknowledged by the class teacher, however this has slightly decreased compared to the 2021 survey results. Some students believe that whenever they have a problem, they need to feel that their teacher is available to help them in solving problems as they occur and making the time in helping them out.

Areas of concern include, students still not reading for pleasure, as the percentage has decreased from previous survey. The majority of students are only reading for short periods daily. This could be due to online learning being used last year.

Overall, the 2022 survey results were encouraging, showing that students feel excited and acknowledged by their teachers.

Teacher Satisfaction

Survey results indicated that teachers regularly refer to the syllabus for understanding of related outcomes and the expectation. Many teachers believe the school leadership team has clear, articulated vision for the school and discusses goals to be accomplished by the staff. We can continue to work on this area. Majority of teachers believe that constructive feedback is helpful.

There was a great percentage of teachers who regularly refer to the syllabus, help students set goals, incorporate vocabulary tasks, make adjustments in their programmes and reflect on their teaching to make improvements. Areas of improvement include, marking student work regularly and monitoring student goals. In addition, regularly reviewing data for formal assessments including Scout to help modify lessons.

Many teachers believed that they regularly set behaviour expectations in the class, remind students about the school rules/social skills, and follow up behaviour concerns promptly. Areas of concern include inconsistencies between teachers when dealing with students' behaviour.

This can be due to COVID prompting the number of new staff over the last year. Many teachers are satisfied that the Student Welfare Team follow up medium and severe pastorals promptly.

Many teachers believed that parents regularly or sometimes approach them when they have a problem. However, not all teachers believed that parents are immersed in their children's education. It is important to improve the teacher-parent relationship and build on the importance of parents' involvement in their child's education, as parents play a major role in the education of their child. This might have potentially been affected due to Covid restrictions, including retuning school and class routines. This is believed to improve in the coming years, one the impact of Covid has worn off.

Overall, the open-door policy of the Principal ensured Staff had the essential support throughout the year. The Principal's practice of regular meetings with individual staff also assists the flow of information and understanding background in overcoming challenges.

PUBLICATIONS REQUIREMENTS

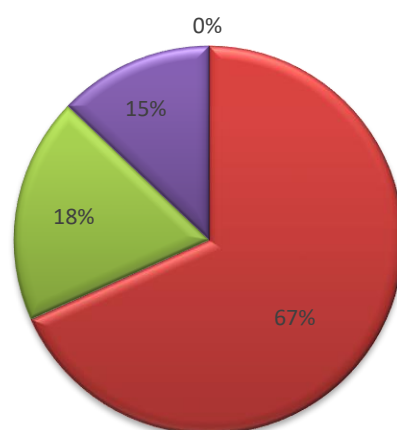
Refer to page 4 of Al Amanah College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements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

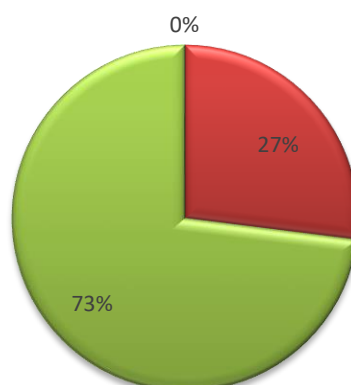
The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long-term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures 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 2022.

Income - 2022



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

Expenses - 2022



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