



# AL AMANAH COLLEGE

## Annual Report



# 2023

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## MESSAGE FROM THE SCHOOL'S CHAIRMAN

Dear Al Amanah College Community,

All Praise and thanks are due to Allah and May Allah raise the rank of our beloved Prophet Muhammad (peace be upon him) and his nation, I extend warm greetings to all.

In reflecting upon the remarkable journey of the past 25 years at Al Amanah College, I am filled with immense pride and appreciation. This milestone is not just a moment on the calendar; it is a celebration of the visionary ideals, steadfast dedication, and enduring commitment that define our beloved school.

Founded on principles of excellence and inclusivity, Al Amanah College has been a nurturing ground for young minds. Our educational foundation extends beyond imparting knowledge; it is about shaping character and instilling enduring values. The establishment of our college, a quarter of a century ago, was driven by a collective passion to provide an educational environment that transcends the conventional. Today, we reaffirm our commitment to the principles that have been the cornerstone of Al Amanah College.

Our journey has had its share of challenges, but it is through overcoming these obstacles that we have strengthened our foundation. The resilience and perseverance displayed by our students, faculty, and administration have been truly inspiring. Together, we have overcome challenges and celebrated triumphs, always united by a common purpose—the pursuit of knowledge and the cultivation of values that extend far beyond the classroom.

As we look back, let us remember and honor the contributions of those we lost in our journey—Hajji Nafisa Mehio and Mr. Mohamad El Dana—both of whom played significant roles in shaping the school we celebrate today.

Every teacher, student, and supporter has played a vital role in weaving the success story of Al Amanah College. Our institution has not only imparted knowledge but has also fostered a sense of community, where diversity is embraced, and unity is celebrated.

As we turn the page to the next chapter, let us carry forward the spirit of innovation, curiosity, and inclusivity that defines Al Amanah College. To the students, both past and present, you are the living testament to the success of our institution. Your achievements are our pride, and your dreams are our inspiration.

Looking ahead, let us collectively strive to make the coming years even more exceptional, shaping not only the minds of our students but also contributing positively to the world they will inspire.

In conclusion, I express my deepest gratitude to everyone who has been part of this incredible journey. May Al Amanah College continues to grow, develop, and shape lives.

Thank you.

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.

I am honoured to reflect upon the journey we have undertaken together in 2023. It has been a year filled with triumphs, growth, and moments that define the essence of our school community. I am immensely proud to be a part of this extraordinary family, and I extend my heartfelt gratitude to all.

First and foremost, I want to extend my warm congratulations to our students who excelled in the Higher School Certificate (HSC) examinations of 2022 and the National Assessment Program – Literacy and Numeracy (NAPLAN) results of 2023. Your diligence, hard work, and determination have yielded outstanding outcomes. You have demonstrated your commitment to learning and your potential to succeed, and we could not be prouder of your achievements.

Al Amanah College is so proud of the 2023 Graduates! They have worked well throughout the year in order to achieve outstanding results. The students displayed perseverance, dedication and above all a high level of leadership in everything they did, as evidenced by the results they achieved. A school that is built on community, culture and integrity, this year's cohort have displayed the leadership skills necessary to contribute back into the community as many of them hope to do. A well-known tradition at Al Amanah is to grow and learn the skills needed to bring back to the next generation. The collective achievement of this graduating class shows that it is more than just results that make the difference. All the students have grown, developed and achieved in all aspects of their character which is demonstrated through their integrity and pride in their school.

The following students have attained outstanding results:

**Yusuf Khazma, Mohamad Abdo, Omar Alwan, Ahmad Mansi, Yousef Hakouz, Malaak Alawieh, Kawthar Aldhalimi, Siham Nachar, Reyhan Baig, Rabia Imtiaz, Davin Saleh**

A special mention goes to our various school departments, each playing a vital role in enriching our students' experiences. The Religion department, has particularly continued to amaze us with its Islamic events, growing better with each passing year. Your dedication to fostering a sense of community and spiritual growth among our students is truly commendable.

While celebrating our achievements, we also remember a great loss we suffered this year. On 21<sup>st</sup> March 2023, we farewelled our founding principal, Mr. El Dana. His vision, dedication, and unwavering commitment to our school have left an indelible mark on our institution. We honour his memory and will continue to carry forward his legacy by upholding the values he instilled in us.

In addition to these milestones, we are overjoyed to commemorate the 25<sup>th</sup> anniversary of Al Amanah College's establishment with the special slogan "Shaping Lives." This celebration is a tribute to the dedication and hard work of our entire school community. Congratulations to all who have played a part in our success, from our founding members to our current students and staff. Together, we have shaped lives, and aim to do so for generations to come.

I extend my heartfelt appreciation to the school board for their continuous commitment to the improvement and growth of Al Amanah College. Your unwavering support has been instrumental in shaping our school's journey and ensuring a bright future.

As we close this chapter, let us reflect on the lessons learned, the friendships forged, and the memories created. With "Shaping Lives" as our 25<sup>th</sup> Anniversary slogan, let us look to the future with hope, determination, and commitment to excellence.

Thank you all for your dedication, resilience, and unwavering support. Here is to a bright and promising future ahead.

Warm regards,

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 inflictions.

As we close yet another remarkable and marvellous chapter in the history of Al Amanah College, I find myself filled with pride and gratitude in reflecting on the incredible journey we have embarked on together during the 2023 academic year. This year is also a momentous occasion for us as it marks the 25<sup>th</sup> anniversary of our journey, a quarter century of educational excellence, growth, reflection, gratitude, and cherished memories. But we found ourselves with a profound sense of a great loss. It is with heavy hearts that we acknowledge the passing of our inspired leader, the founder of Al Amanah College Mr. Mohammed El Dana who left a memorable mark on our School. This message carries the weight of both our achievement and the memory of our visionary leader.

At Al Amanah College, over the past quarter century, our staff members have worked so hard and shared experiences with every changing demand made on them by an updated and challenging curriculum that offers such a rich education to our students. Moreover, the path that our staff and community members walked together has been filled with challenges that have tested our flexibility, determination, and resilience; and it has been filled with growth and mutual success. We always look for the most convenient teaching strategies which will take into consideration the theories of learnings, understandings of students and interests of individual students for the implementation of appropriate and modern pedagogy to best meet the needs of our students. Indeed, our shared commitment to excellence and progress has propelled us forward, making this anniversary a symbol of unwavering and sustained dedication.

Our school values of integrity, responsibility, positivity, compassion, wisdom, pride, work ethics and commitment are modelled daily and practised in our everyday activities with our students from diverse backgrounds to foster a very positive school culture and atmosphere.

Congratulations to the Al Amanah College community for a magnificent quarter century of success. As a principal, I truly believe that the best place for a child to receive an education is here at “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. All these skills will make kids educated, and more equipped for real life, and compassionate contributors to the wellbeing of society.

Once again, 2023 has been an exciting and productive year. It has seen a myriad of activities and ventures such as the Athletic Carnival, Annual Ramadan, Competition Award Ceremony, Eid Al-Adha Fete, New Hijri Year Celebration, and sports activities. We also had SRC induction, Public Speaking and Science Week. Throughout all these activities, our students have demonstrated good character.

To our dedicated, hardworking, and exceptional educators who have ignited the flames of learning in our students, guiding them on a path of knowledge, to our loyal non-teaching staff members who have made a huge difference to our students by offering them superior services, and to our cooperative parents who have contributed and supported our school over the past year by being helpers in school trips and sports days. We are truly grateful for your commitment and continuous effort.

Finally, I wish all staff, teachers, parents, carers, and the whole community of Al Amanah a happy 25<sup>th</sup> anniversary; I highly appreciate and recognise all our loyal and dedicated staff for their commitment, continuous efforts, and effective teaching skills.

Regards

Mr Bassam Adra  
Principal



## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2023 has consistently upheld its commitment to actively engage in the school community. Together, they have nurtured leadership among students and upheld the school's core values. The members of the 2023 SRC have demonstrated leadership qualities through their actions and words, serving as role models for their peers. As elected representatives, their responsibilities include advocating for their classmates by presenting constructive suggestions to the school administration to foster positivity and good citizenship. Additionally, they actively support student opinions and address relevant concerns, ensuring that student voices are heard and valued in decision-making processes, thereby nurturing leadership skills among their peers. By embodying excellence and integrity, they inspire their peers to cultivate a vibrant school culture, foster morale, and nurture harmonious relationships. As the voice of the student body, the SRC represents their interests on all school matters.

The new year began with optimism as SRC candidates gathered in a general school assembly. During the Al Amanah College SRC Induction Ceremony, the elected members were formally introduced to their leadership roles within their cohorts. Following this, the executive staff of Al Amanah College engaged in meaningful dialogue with primary and secondary students during an administrative SRC brunch, where they listened attentively to concerns, issues, and suggestions. The dedicated SRC members then convened with their supervisors on a weekly basis to collaborate on ideas, address challenges, and organise forthcoming school and community events, showcasing their unwavering commitment to serving their peers and enhancing the school community.

### **Fundraising Initiatives**

Organizing events and fundraising activities constitute a pivotal aspect of the SRC's responsibilities. The SRC Coordinators delegate and assist the running of the various events and fundraisers put in place by the SRC. Through these endeavours, students gain and refine valuable skills.

- **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 actively engages in class-based activities to acknowledge diversity and unite students from various backgrounds.

- **Administrative Breakfasts/Iftars:** 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:** To uphold the cleanliness of school grounds, both primary and secondary students were provided with opportunities to join a school-wide Clean Up Australia Day campaign. This initiative aimed to promote the significance of recycling and proper waste disposal. Students demonstrated their leadership skills by serving as positive role models for their peers.
- **SRC Annual Team Building Excursion/s:** To demonstrate their leadership abilities, the SRC students participated in the annual Treetops adventure park excursion. Here, they tested their resilience and teamwork through challenging high ropes and obstacle courses, enhancing their bonds and overcoming fears together.

**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 mark the commence of the Holy Month of Ramadan, the SRC members assisted in coordinating a special breakfast event with students, teachers and SRC delegates.
- **Annual Eid Fete and Eid Present Gift Stall:** The annual Eid Fete was organized to celebrate the joyful occasion of Eid ul-Fitr. Our Eid Present Gift stall provided students with a delightful opportunity to express gratitude to their parents for their hard work. Senior SRC members managed a variety of food stalls, while primary SRC students helped teachers run game stalls. The event featured arcade games, rides, and a many more. The SRC team played a crucial role in setting up displays, serving as cashiers, and showcasing their popular and successful gift-wrapping skills.
- **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.

The 2023 SRC members played a significant role in supporting the wellbeing of students at school by advocating for their needs and concerns, promoting a positive school culture, and organising events and initiatives that foster a sense of belonging and community. Additionally, the SRC sets a vision for the future, which they pass on to subsequent candidates, ensuring continuity and progress in promoting student welfare and engagement and look forth to the next SRC team for 2024.

## SCHOOL CONTEXT

### 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. 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 students.

In 2023, our primary school had 590 students (K-6), along with around 285 secondary students.

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 organised 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 year 2023 has been a rewarding one as many new initiatives have been implemented and embedded successfully for our parents, staff, students and whole school community.

The implementation of new systems throughout last year allowed for the benefits to show in 2023. The implementation of Sentral and other software systems was further embedded in 2023. The parents and students became much more comfortable in using more ICT, namely the use of laptops. The distribution of laptops was extended to Year 4 students, which also meant that Year 10 students carried on the use of laptops. In 2023, only Year 11 and 12 students used BYOD, which will continue to be phased out over the next year.

Our strong rapport and bond with graduate students continue to be evidenced through the increased number of graduates returning to the school as support staff. Their commitment to the school community is inspiring to all, particularly current, enrolled students. Their enthusiasm when they see the graduates and have the opportunity to work with them is evident in the eagerness to have them in the classroom.

The school's wellbeing and executive teams expanded with more members being given responsibilities in order to assist with the growth of the school's leadership opportunities. The wellbeing of students and staff members continues to be a priority as the workload increases further due to the writing of the New Curriculum across both the Primary and Secondary Teams. Teams have been established and planning / evaluation is part of an ongoing process as the writing of new programs becomes an important aspect of our school's growth.

Last year, value was added to the school's platforms as several software programs across the school were introduced which included:

- Sentral
- Employment Hero
- Oliver
- Turnitin

These all continued to be established and evaluated as the year progressed. iPads for Primary classes and laptops for students of years 4 to 10. The school continues the process of transition where students will begin to use more digital textbooks and books through the use of the laptops.

Professional development initiatives have been actively pursued across both Primary and Secondary levels through partnerships with AIS and other reputable organisations. The School Improvement Committee played a fundamental role in assessing school data, including conducting Focus Groups with students and parents. These sessions were particularly productive, as they generated comprehensive data and fostered engaging discussions.

In 2023, Primary teachers remained committed to enhancing their expertise by participating in impactful professional learning programs focused on key literacy and numeracy strategies. These programs were strategically aligned with the broader initiatives implemented throughout the school.

The release of the new K-6 English and Mathematics Syllabus prompted early preparations for its implementation in 2023. Our dedicated K-6 teaching staff diligently updated existing programs to align them with the new syllabus, with a particular emphasis on strengthening foundational skills highlighted in the new documents. This comprehensive approach spanned all four school terms in 2023 and strongly aligned with the school's strategic plan, emphasising literacy and numeracy and will continue in 2024 academic year.

Looking ahead, our objective is to sustain our programming and implement the new syllabus at both the Bankstown and Liverpool campuses. By collaboratively planning and sharing resources, we aim to alleviate the workload on teachers and facilitate a smoother transition.

Additionally, the introduction of specialty classes in Stage 3, initiated in Term 4 of 2022 and fully integrated in 2023, gathered positive feedback from various stakeholders, including parents, students, and teachers. This innovative approach allows for a concentrated focus on literacy and numeracy, providing teachers with the opportunity to deliver targeted instruction.

The year 2023 has emerged as a significant period characterised by a strong emphasis on evaluation, collaboration, and the essential pursuit of growth opportunities.



### 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) this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. The performance of Al Amanah College's students indicates strong results in many areas of both literacy and numeracy across the NAPLAN years.

Starting from 2023, NAPLAN results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset.

#### **Proficiency standards**

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

## Year 3 and 5 – National Assessment Program – Literacy and Numeracy (NAPLAN):

### Primary School - Liverpool Campus

46 students from Year 3 and 37 students from Year 5 participated in the NAPLAN 2023

Table 1: NAPLAN results – Percentage of students that Need Additional Support and at or above Strong proficiency standards.

	Year 3				Year 5			
	% Of students that Need Additional Support		% Of students at or above Strong		% Of students that Need Additional Support		% Of students at or above Strong	
	School	State	School	State	School	State	School	State
<b>Reading</b>	7%	7.7%	51%	69.7%	5%	6.6%	60%	75.4%
<b>Writing</b>	0%	6.3%	96%	79.7%	3 %	8.3%	87%	69.8%
<b>Spelling</b>	4%	9.2%	42%	66.1%	3 %	7.5%	89%	72.6%
<b>Grammar and Punctuation</b>	7%	11.4%	42%	59.1%	6%	9.5%	67%	66.3%
<b>Numeracy</b>	20%	8.6%	96.7%	68.2%	6 %	8.3%	65%	70.9%

### Primary School - Bankstown Campus

32 students from Year 3 and 19 students from Year 5 participated in NAPLAN, 2023.

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

	Year 3				Year 5			
	% Of students that Need Additional Support		% Of students at or above Strong		% Of students that Need Additional Support		% Of students at or above Strong	
	School	State	School	State	School	State	School	State
<b>Reading</b>	6%	7.7%	56%	69.7%	5%	6.6%	74%	75.4%
<b>Writing</b>	0%	6.3%	87%	79.7%	0%	8.3%	79%	69.8%
<b>Spelling</b>	3%	9.2%	88%	66.1%	1	7.5%	90%	72.6%
<b>Grammar and Punctuation</b>	12%	11.4%	66%	59.1%	0%	9.5%	74%	66.3%
<b>Numeracy</b>	9%	8.6%	53%	68.2%	11%	8.3%	68%	70.9%

## Secondary School - Liverpool Campus

53 students from Year 7 and 47 students from Year 9 participated in the NAPLAN, 2023.

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

	Year 7				Year 9			
	% Of students that Need Additional Support		% Of students at or above Strong		% Of students that Need Additional Support		% Of students at or above Strong	
	School	State	School	State	School	State	School	State
<b>Reading</b>	6.0%	8.1%	55%	70.5%	2%	10.4%	60%	63.5%
<b>Writing</b>	2%	9.1%	55%	66.1%	9%	10.8%	51%	59.2%
<b>Spelling</b>	2%	6.1%	75%	76.5%	4%	7%	77%	73.2%
<b>Grammar and Punctuation</b>	9%	9.7%	55%	66.2%	9%	12.0%	55%	57.6%
<b>Numeracy</b>	13%	8.2%	57%	70.0%	2%	9.2%	79%	66.2%

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 2023 HSC, 30 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: 2023 Higher School Certificate Test Results – Board Developed courses.

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	7	4-5	100%	75.52%
Biology	11	3-6	100%	89.39%
Business Studies	10	4-6	100%	64.14%
Chemistry	6	3-4	100%	47.38%
Economics	3	4	100%	28.09%
English (Advanced)	13	4-5	100%	81.55%

English (Standard)	17	3-5	100%	89.39%
Geography	10	3-5	100%	82.9%
Industrial Technology (Graphics)	9	3	100%	31.3%
Mathematics Standard 2	20	2-5	100%	87.29%
Mathematics	7	3-4	100%	43.27%
Modern History	15	3-5	100%	74.15%
PDHPE	19	3-6	100%	89.62%
Physics	NA	NA	NA	NA
Visual Arts	7	4-5	100%	72.82%

**Table 5: 2023 Higher School Certificate Test Results – Extension Units**

Subject	No. of Students	Band Range	School (%)	State (%)
Mathematics Extension 1	5	2-3	100%	61.67%

## Vocational Education and Training (VET)

In 2023, 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)
2023	HSC	100%
2023	VET Qualification	0%

## PROFESSIONAL LEARNING

Ongoing Professional Development at Al Amanah College plays a pivotal role in nurturing teacher capacity and refining their skills. Throughout 2023, our teaching staff actively engaged in diverse Teacher Professional Learning workshops, professional development courses, and specialized training sessions tailored for different subjects. These initiatives focused particularly on adapting the curriculum in Literacy and Numeracy to align with the latest syllabus updates.

Moreover, our school executives and governing body participated in leadership seminars organised by the Association of Independent Schools.

Professional Development at our college is a personalised process, designed to capitalise on each teacher's strengths and areas for improvement, ultimately fostering higher competence and knowledge. These courses are conducted through various formats, including in-person sessions, mandated or recommended courses, participation in external activities, and self-study.

Furthermore, we are exploring online platforms such as Live Streamed Webinars, Zoom Workshops/Meetings, Online Summits, and Digital Seminars to expand our professional development options beyond traditional face-to-face methods.

Below is a list of professional development courses that Al Amanah College staff attended:

**Table 7: Staff Professional Development Log 2023**

Al Amanah College – Professional Development Schedule 2021					
Professional Learning Context	No. of Participants	Presenter(s)	Date	Time	Location
Child Protection Duty of Care School Policies and Procedures Staff Code of Conduct Emergency Procedures	all staff	School Principals	Jan-30	3hrs	Liverpool Campus and Bankstown Campus
PBIS Whole Staff Overview	23	AIS	Jan-30	1.5hrs	Bankstown Campus
Faculty Goal Setting and School Goals	Secondary Staff	High School Coordinator	Ongoing	4hrs	Liverpool Campus
Sentral training	all staff	IT	Feb-7	1hr	Liverpool Campus
PBIS Team Training Workshop	4	AIS	Feb-16,17	10hrs	AISNSW
Making the New 7-10 Syllabus Work For Me	1	MTA	Feb-23	5hrs	MAT
Cybersecurity Symposium	1	AIS	Feb-27	5hrs	AISNSW
English 7-10 New Syllabus Implementation	1		Mar-1	5hrs	AISNSW
NCCD: Community of Practice: Introduction to Teams	1	AIS	Mar-9	5hrs	AISNSW
Planning and Programming for the New Mathematics 7-10 Syllabus	2	AIS	Mar-17	5hrs	AISNSW

Leading the Implementation of the New English 3-6 Syllabus	2	AIS	Mar-17	5hrs	AISNSW
Preparing for Implementation – Stage 6 Geography	1	AIS	Apr-4	5hrs	AISNSW
Monitoring, Assessing and Reporting in Mathematics	12	NESA	Apr-26	0.5hr	Online Module
Monitoring, Assessing and Reporting in English	12	NESA	Apr-26	0.5hr	Online Module
Social and Emotional Learning Webinar	3	AIS	May-2	1.5hrs	AISNSW
Positive Practices for Classroom Management	1	AIS	May-8	1.5hrs	AISNSW
Supporting Students with challenging behaviour	2	AIS	May-18	5hrs	AISNSW
Planning and Programming with the new English 3-6 Syllabus	15	Online module	May-18	5hrs	AISNSW
NCCD: Community of Practice: Moderation	2	AIS	May-11	2hrs	AISNSW
NCCD: Community of Practice: Introduction to Teams	1	AIS	May-11	5hrs	AISNSW
NCCD: Leading NCCD to Develop Whole School Practice	2	AIS	May-12	3hrs	AISNSW
Numeracy Essentials for K-2 Teachers	1	AIS	Jun-2	5hrs	AISNSW

Cognitive Load Theory: Implications for Primary Teachers	1	AIS	Jun-2	3.5hr	AISNSW
AISNSW Geography Conference 2023 - Geographies of the Future - Local to Global	1	AIS	June-9	5.5hrs	AISNSW
Teaching Economics In and Ever-Changing Global Economy – Theory and Practice	1	AIS	June-21	5hrs	AISNSW
Literacy and Numeracy Progressions	2	AIS	Jun-23	5hrs	AISNSW
Planning and Programming with the new English 3-6 Syllabus	6	AIS	Jul-17	3hrs	Online Module
Restorative Practice in Schools Webinar	3	AIS	July-25	1.5hrs	AISNSW
Supporting Student Mental Health	2	AIS	Jul-31	5hrs	AISNSW
NSW Curriculum Professional Learning Course: English 3-6	6	NESA	Aug-2	2.5hrs	Online Module
PDHPE Networking	1	AIS	Aug-7	1hr	AISNSW
Responding to Behaviour	22	AIS	Aug-9	1hr	Bankstown Campus
Leading the Implementation of the new 3-6 Mathematics Syllabus	2	AIS	Aug-9	5hrs	AISNSW
English: Focus on Writing	2	AIS	Aug-11	5hrs	AISNSW



PDHPE New Curriculum Familiarization	1	AIS	Aug-16	1hr	AISNSW
Supporting Teachers through 2024 Experienced Teacher Accreditation	1	AIS	Aug-22	5hrs	AISNSW
Writing Essentials K-2	1	AIS	Aug-28	5hrs	AISNSW
English Planning and Programming for the New English 7-10 Syllabus	1	AIS	Sept-8	5hrs	AISNSW
Planning and Programming with the new 3-6 Mathematics Syllabus	2	AIS	Sep-12	5hr	AISNSW
NSW Curriculum Professional Learning Course: Mathematics 3-6	6	NESA	Sep-13	2.5hrs	Online Module
PBIS PD	7	AIS	Oct-6	hrs	AISNSW
Planning and Programming for the new Computing Technology Syllabus 9 and 10	1	AIS	Oct-9	5hrs	AISNSW
Deepening the Learning in Technology Mandatory	1	USW	Oct-31	5hrs	USW
NCCD: Review and reflection	2	AIS	Oct-25	1hr	AISNSW
NCCD: Review and reflection	1	AIS	Oct-26	1hr	AISNSW

Stage 5 Science	2	ANSTO	Weeks Online	3hrs	ANSTO
Mental Health Universal Supports	3	AIS	Self-Paced	1hr	AISNSW
Planning and Programming with the new Mathematics K-2 Syllabus	3	AIS	Self-paced learning	5hrs	AISNSW
Planning and Programming with the new English K-2 Syllabus	3	AIS	Self-paced learning	5hrs	AISNSW
Supporting EAL/D learners in the K-6 Classroom	1	AIS	Webinars	1hr	AISNSW
Experienced Teacher Accreditation	1	AIS	Webinar	1hr	AISNSW

## 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	8	36	44
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.	6	11	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 2023 census, consisted of 84 women and 27 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 2023, Al Amanah College did not have any indigenous staff.

**Table 9: Workforce Composition**

<b>Workforce Composition</b>	<b>Liverpool Campus</b>	<b>Bankstown Campus</b>	<b>Total Number of Staff</b>
Full-time equivalent teaching staff	52.5	18.05	70.25
Full-time equivalent non-teaching Staff	21.4	92	30.6
Number of indigenous staff	0	0	0

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

- One staff member on maternity leave (5%). Six staff members are **Conditional** (30%). Seven staff members are at a **Proficient level** (35%).

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

- Three staff members on maternity leave (5%). Fourteen staff members are **Conditional** (22%). 5 staff members are at a **Provisional level** (8%). 23 staff members are at **Proficient level** (37%).

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

## SCHOOL ENROLMENT

Throughout 2023, the school experienced a continued increase in student enrolments, resulting in a total of 875 students. The gender distribution remains consistent, with approximately 49% girls and 51% boys across both campuses from Kindergarten to Year 12, mirroring the statistics from the previous year, 2022. It's noteworthy that the majority of students originate from non-English speaking backgrounds (NESB), and a portion of the student body presents with special needs.

## STUDENT ATTENDANCE AND RETENTION RATES

2023 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	90.38%	91%
Year 2	90.95%	89%
Year 3	85.53%	91%
Year 4	89.57%	89%
Year 5	90.05%	92%
Year 6	87.59%	91%
Year 7	NA	90%
Year 8	NA	91%
Year 9	NA	92%
Year 10	NA	90%
Year 11	NA	92%
Year 12	NA	NA
<b>School Average</b>	<b>89.00%</b>	<b>91%</b>

In 2023, student attendance remained consistently stable across all three terms.

Generally, there was an increase in attendance compared to 2022.

## **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.

<b>Years compared</b>	<b>Cohort students completing</b>		<b>Actual retention Rate</b>
	Year 10	Year 12	
2020 / 2022	58	44	76%
2021 / 2023	50	32	64%

Sixty four percent of the 2021 Year 10 cohort graduated Year 12 in 2023. The 2021 Year 10 were part of a transition year wherein the overall percentage expectation was moved from 70% to 80% in order for students to remain in the senior school. This falls under our Senior Selection Policy.

## POST SCHOOL DESTINATIONS

Al Amanah College in 2023 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, 2023:**

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

Of the 14 students who left in year 10, there were 2 who were given a RoSA.

### **Year 11, 2023:**

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

### **Year 12, 2023:**

Of those students leaving Year 12 in 2023, 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 (Sentral) 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](http://www.alamanah.nsw.edu.au). An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student 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](http://www.alamanah.nsw.edu.au).



# DETERMINED IMPROVEMENT AND DEVELOPMENT

## 2023 Priority Areas for Improvement

Area	Priorities
<p style="text-align: center;"><b>Islamic Identity and Leadership</b></p> <p><b>Purpose</b></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"> <li>• School leaders, Religion department and Welfare committee to continue the implementation of the students, SRC and graduate mentors in the school and the community</li> <li>• Increased leadership opportunities for students in the school</li> <li>• Provide opportunities for students to develop an awareness and tolerance through curriculum, school and community activities</li> <li>• Instill the sense of belonging to the school that is ongoing and sustained after leaving the school linked to Islamic ethos</li> <li>• Hosting and performance training of students during school assemblies and Islamic events to remain connected / in preparation for community events</li> </ul>
<p style="text-align: center;"><b>Educational Excellence</b></p> <p>“To build reflective and evaluative practices to excel in teaching and learning.”</p> <p style="text-align: center;">-</p>	<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Increase the use of vocabulary across all Key Learning Areas.</li> <li>- Develop and implement programs through explicit teaching of vocabularic teaching experiences.</li> </ul> <p><b><u>InitialLit</u></b></p> <ul style="list-style-type: none"> <li>- Implementation and monitoring of InitialLit (K-2)</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>- Increase the opportunities of writing lessons in English programs (Grades 3 - 6)</li> <li>- revisiting R2L</li> <li>- new K- 2 programs</li> </ul> <p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>- The implementation of explicit teaching practices that are encompassed in the teaching of mathematics programs including Maths Mastery.</li> <li>- Investigate the use of and type of data used to inform teaching strategies.</li> </ul> <p><b><u>Data analysis</u></b></p> <ul style="list-style-type: none"> <li>- Investigate the use of and type of data used to inform teaching strategies.</li> </ul>

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

## Priority Areas of Evaluation

Evaluation	Suggested Steps
<b>Priority Area 1</b>	<b>Islamic Identity and Leadership</b>
Continue to foster the Islamic education values amongst the students and implement these within the community.	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Regular Hadith Posts: Each week, Hadith messages are thoughtfully shared with the school community. These meaningful insights are conveyed during the morning assembly and are also included in the school newsletter and other platforms.</li> <li>- Wellbeing Journals in (Bankstown): In the previous year, the school made a significant contribution to student wellbeing by providing wellbeing journals, focusing on Bankstown.</li> <li>- Religious Seminars for Year 3-6 (Liverpool): To foster religious education, dedicated seminars are held for students in Year 3-6, particularly in the Liverpool area.</li> <li>- Department Meetings for Religious Studies: The Religion department actively engages in regular meetings where they review targets and set goals to enhance the religious education provided to the students.</li> </ul> <p>Secondary</p> <ul style="list-style-type: none"> <li>- Senior students organising lunch time lessons and giving lessons under the guidance of the Religion faculty</li> <li>- Family visits organised regularly</li> <li>- Year 6/7 camp organised</li> <li>- Graduate students started a seminar called ‘Preserving your Religion at Uni’. This to be on a timeline over years 10-12 and done over regular seminars.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Enhancing Home Visits: We plan to focus on improving our home visit programs, strengthening the connection between the school and our students' families.</li> <li>- Launching Social Skill Programs: We aim to implement comprehensive social skill programs to further develop our students' interpersonal and social skills.</li> <li>- Religious Seminars in Bankstown</li> <li>- Work on a timeline for the “Protecting Your Religion” A series of seminars with ex-students to be done (High School)</li> </ul>
Continue to model and build effective leadership that supports a culture of high expectations and shared responsibility.	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Student Representative Council (SRC) In-Charge of Assemblies: The SRC takes on the role of hosting school assemblies, ensuring a student-run approach to these gatherings.</li> <li>- Transition Programs in Term 4: As part of our transition initiatives, our school is actively engaged in comprehensive transition programs. These initiatives encompass various activities aimed at ensuring a smooth and successful transition for our students. As part of these programs, high school senior students have been visiting Year 6 students, and dedicated mentors are actively involved in engaging with Year 5 and 6 classes at our Liverpool campus. Furthermore, within the Stage 3 program at Liverpool, we've designated specialised teachers to offer focused support, ensuring</li> </ul>

	<p>that our students receive the guidance and resources they need for a seamless transition to the next phase of their education.</p> <ul style="list-style-type: none"> <li>- Breakthrough Social Skills Program for Kindergarten: We've introduced the Breakthrough Social Skills Program specifically designed for Kindergarten students in the Bankstown area, emphasising the development of essential social skills.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Leadership workshops organised and accomplished by the Student Representative Council (SRC).</li> </ul>
Continue to involve students in various religious activities with the school community.	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Year 6 visit Islamic High Council of Australia and 2MFM.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- The SRC will have an increased role in coordinating performances for Islamic events. We aim to cultivate a strong sense of leadership among our students to contribute to the betterment of our community.</li> <li>- Involvement of students in community activities through the university application process</li> <li>- Volunteering and other mentoring hours to be recorded by students</li> </ul>
<b>Priority Area 2</b>	<b>Educational Excellence</b>
<p>Ensure that the curriculum meets the needs of all students.</p> <p>Vocabulary</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Vocabulary strategies have been incorporated into our programs, with a specific focus on explicit teaching for students in Kindergarten through to Grade 6.</li> <li>- We have established a comprehensive vocabulary scope K-6.</li> <li>- Writing samples have been analysed to compare the progression of TIER words over the course of the year.</li> <li>- Vocabulary strategies are now embedded in homework assignments and assessments.</li> <li>- Awareness of the Premier's Reading Challenge (PRC) has been sustained, utilising platforms such as Dojo and morning assembly announcements.</li> <li>- Making Numerical Data Work – online course suggested by AIS after the Term 4 PD about data intro to teachers.</li> <li>- Maths faculty looking at language in syllabus</li> <li>- HOD training around RAP Data Analysis and filtering to junior years</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We will continue our analysing the data from the Progressive Achievement Tests (PAT) for vocabulary assessment.</li> <li>- Our upcoming focus includes monitoring and ensuring student participation in the Premier Reading Challenge.</li> <li>- Detailed analysis of PAT Maths data to further support our ongoing efforts in mathematics education.</li> </ul>
<b>InitialLit</b>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- A MultiLit consultant was organised to conduct a session for all K-2 staff. The consultant observed lessons and provided valuable feedback to teachers.</li> <li>- We've increased our budget of purchasing additional InitialLit resources to enhance the program's effectiveness.</li> </ul>

	<ul style="list-style-type: none"> <li>- K-2 teachers have actively started using InitialLit data to adapt lessons, address specific needs, and plan for additional support.</li> <li>- In the Bankstown, we've recruited casual staff to aid with InitialLit assessments at the beginning of the school year.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Our immediate focus is to review the InitialLit Action Plan, including reaching the 80% benchmark.</li> <li>- We're preparing an InitialLit beginners PowerPoint presentation.</li> <li>- The MultiLit consultant will continue observing lessons and providing feedback, this time in the Bankstown area.</li> </ul>
<b>Writing</b>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We've acquired the book "Writing Revolution" by Hochman.</li> <li>- A writing workshop has been conducted within the school in Liverpool.</li> <li>- Teachers have been actively engaged in completing online modules for both English and mathematics through "my PL."</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Utilise the activities from the book "Writing Revolution" and put into practice the strategies recommended during staff meetings and training.</li> <li>- Continue reviewing our English programs for Grades 3-6, focusing on enhancing our writing lessons and the implementations of the new changes.</li> </ul>
<b>Numeracy</b>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We successfully introduced the new mathematics programs.</li> <li>- The integration of Maths Mastery, with sessions occurring 2-3 days a week, has been effectively implemented.</li> <li>- Numeracy support groups were established in Liverpool as needed.</li> <li>- In the Bankstown region, we organised an in-school workshop with a primary focus on delivering explicit mathematics lessons.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We will continue to monitor the implementation of Maths Mastery, ensuring its effectiveness.</li> <li>- Detailed analysis of PAT Maths data to further support our ongoing efforts in mathematics education.</li> <li>- In Term 4 of 2023, we conducted a comprehensive review of our mathematics programs for Grades 3-6, aiming to enhance our teaching strategies.</li> </ul>
<p><b>Assessment Data</b> Use student assessment data effectively to identify student progress and achievement in order to differentiate the curriculum and inform future learning.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We've diligently examined InitialLit Data, providing valuable insights into our literacy programs.</li> <li>- Our extensive analysis of NAPLAN Data has allowed for a comprehensive situational analysis assessment.</li> <li>- A thorough examination of PAT vocabulary and Numeracy data has contributed to our continuous efforts to enhance language and mathematics education.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We are planning to provide training for our staff, enabling them to proficiently analyse Data and implement improvements in our teaching methodologies.</li> <li>- We will organise stage-based planning days, focusing on data analysis and the development of targeted strategies to enhance our teaching practices further.</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue reviewing the PAT tests for Numeracy and Vocabulary. Identify where students need assistance and incorporate these into the lesson.</li> <li>- Continue reviewing the NAPLAN results and identify students strengths and build on these through differentiated extension activities.</li> <li>- Continue reviewing NAPLAN results and identify students’ areas of further improvement and introduce these activities during lesson implantation.</li> </ul>
<p><b>Differentiation</b></p> <p>Develop knowledge encompassing each student's individual needs which assists in defining success, excellence, and growth in each student.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We've made substantial progress in incorporating differentiation into our units of work, with a clear emphasis on this aspect within the mathematics units.</li> <li>- Collection of units of work to ensure necessary adjustments and enhancements are incorporated.</li> <li>- A significant milestone was reached with a professional learning session led by AIS consultant, focusing on the art of making adjustments and effective differentiation. This session took place in Bankstown campus.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We aim to continue to collect units of work for review and adjustments to ensure they meet the required standards.</li> <li>- Our next professional learning session with the AIS consultant, will be implemented in Liverpool for the 2024 year. This will further our understanding of making adjustments and differentiation in our teaching practices.</li> <li>- Our new English and Maths programs place significant emphasis on the incorporation of Differentiation, Enabling Prompts, Extending Prompts, and necessary Adjustments.</li> <li>- Introduce different comprehension strategies to help students successfully navigate text according to abilities, such as: Echo reading, choral reading and paired reading, ‘turn and talk’ and ‘think, pair, share’.</li> </ul>
<p><b>ICT</b></p> <p>Focus on further developing staff skills in relation to integrating ICT across the curriculum to improve student learning outcomes and engagement.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We successfully conducted regular meetings with the ICT department to collaborate on the development of a comprehensive ICT scope.</li> <li>- Vital cyberbullying safety sessions were conducted, enhancing digital awareness among students.</li> <li>- Our new staff members have been diligently trained in using various ICT software and online platforms, including Sentral, Moodle, PAT, and Mathletics.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Our next steps involve coordinating efforts between both campuses to review and further enhance our ICT scope to cater to the evolving needs of our educational programs.</li> <li>- We are planning to establish a regular schedule for ICT training sessions, to be conducted once a term, ensuring all staff members remain proficient in utilising these technological resources effectively.</li> </ul>



<p><b>PD</b> Provide adequate training for all staff with particular emphasis on professional development of staff in teaching the Australian Curriculum, new technologies differentiation, inquiry based learning and other innovative emerging pedagogies.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- To maintain and enhance the quality of education, our teaching staff has been actively participating in professional development sessions. These sessions encompass a range of crucial topics, including child protection and First Aid training, which are undertaken on a recurring three-year cycle and Literacy and Numeracy programming. These initiatives reflect our unwavering commitment to ensuring the ongoing professional growth and preparedness of our educators.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- As we move forward, we are eager to capitalise on the knowledge and skills acquired through these professional development sessions. Our teachers will play a pivotal role in this process by sharing the strategies, insights, and best practices gained from these sessions. This knowledge-sharing approach will not only enrich the collective expertise of our teaching staff but also benefit our students, as these strategies are integrated into the classroom, contributing to a more dynamic and effective learning environment.</li> </ul>
<p><b>Performance review</b></p> <p>Evaluate the process of staff education and performance reviews to ensure alignment with best practice.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We've initiated discussions aimed at refining the framework of observation within our educational institution. These discussions have been instrumental in laying the foundation for more effective and meaningful observation processes, providing valuable insights into teaching practices.</li> <li>- Recognising the significance of consistent approaches to lesson observation and teacher support, we've placed an increased emphasis on communication with our school leaders. This effort ensures that all stakeholders are aligned in their expectations and practices related to these critical aspects of education.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- In the upcoming phase of our educational journey, we are committed to establishing a comprehensive framework designed to plan, execute, and assess the consistency of quality teaching throughout our school. This framework will serve as a guide for ensuring that high-quality teaching practices are maintained and upheld across the entire educational spectrum, contributing to a more robust and equitable learning environment for all our students.</li> </ul>
<p><b>Priority Area 3</b></p>	<p><b>Community and Culture</b></p>
<p>Continue to implement and maintain a positive and safe school environment.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Our Bankstown campus have been actively implementing the PBIS (Positive Behaviour Interventions and Supports) Project, focusing on fostering positive behaviour and a supportive school environment.</li> <li>- In our commitment to student well-being, we've been providing valuable support to staff members who require training in effective behaviour management strategies, ensuring that our students receive the best support possible.</li> <li>- Our school actively participated in 'The National Day of Action Against Bullying,' a crucial initiative in raising awareness and combatting bullying issues within our school community.</li> <li>- To promote positive behaviour in the classroom, we have been encouraging the use of Class Dojo rewards, which helps to recognise and motivate students for their good behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>- As part of our whole-school approach, we have introduced Dojo Rewards for the top achievers, further reinforcing a culture of positive behaviour throughout the school.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Looking ahead, we plan to deepen our efforts in the area of pastoral care by carefully analysing past incidents and sharing these insights with our staff. This will facilitate the implementation of proactive measures aimed at reducing pastoral incidents, thereby enhancing the overall well-being of our students.</li> <li>- We are committed to enhancing the professional development of our staff, by providing training and equipping them with valuable strategies related to Restorative Behaviour Management (RBM). This training will aid our staff to effectively address behavioural issues and promote a more positive and supportive school environment.</li> </ul>
<p>Continue to equip and encourage parents to support and assist in the development of their child's learning.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- The school has successfully conducted Parent-Teacher Interviews, providing a valuable opportunity for parents to engage with teachers and discuss their child's academic progress and well-being.</li> <li>- In a proactive step toward ensuring the safety and well-being of our students in the digital age, school Imam presented an informative workshop for parents on the subject of cyber safety, equipping them with essential knowledge and tools to guide their children in the digital world.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- As a part of our ongoing efforts to enhance parental involvement and understand their perspectives better, we plan to conduct a parent focus group and administer a comprehensive survey. This initiative will allow us to gather valuable insights, concerns, and suggestions from our parents, ensuring that their voices are heard and taken into consideration as we shape the future of our school.</li> </ul>
<p>Continue to provide opportunities for parents to become involved in the life of the College.</p>	<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- We have actively extended invitations to parents to participate in several of our school events, fostering a stronger sense of community engagement. This initiative has created opportunities for parents to get involved in their child's educational journey and connect with the school community.</li> <li>- Furthermore, in our commitment to keep parents informed and engaged, we have consistently shared information about community events through the Dojo platform and school newsletters. By doing so, we aim to ensure that parents are well-informed about events and activities within the school and the broader community, facilitating their active participation and support.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We are steadfast in our commitment to organising a diverse event to actively participate and become an integral part of our school community.</li> <li>- Our target is to make sure that parents not only have opportunities to be physically present but also feel genuinely included in the life of the school.</li> <li>- Increase number of parents participating and attending in school workshops and events</li> </ul>



## RESPECT AND RESPONSIBILITY

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

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

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 2023 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. This year, our Student Satisfaction Surveys were conducted in small group settings, where students had the opportunity to engage with leaders and mentors, expressing their concerns within a supportive environment.

Al Amanah College works with people and through people to achieve goals that are consistent with the generalised 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, recognising 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. The 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 2023 staff were generally very satisfied in all areas of our school.

## **Parent Satisfaction**

The sentiments of most parents resound with a deep satisfaction concerning the quality of education imparted by the school, and they value the distinctive characteristics of a close-knit community institution. This sentiment is underpinned by the belief that the school effectively nurtures their children and maintains robust communication channels, facilitated through apps such as Sentral and Class Dojo.

Parents display their solid commitment by actively supporting their children in their academic journeys, assisting with homework and educational endeavours. Their contentment extends to the diverse range of activities offered by the school, with a special mention of the significance of Islamic events in their children's education. They express a genuine delight in witnessing their kids' participation in curriculum-related experiences, spanning from captivating science experiments to literacy-focused activities. These experiences serve as vibrant facets of their academic lives, enriched by their involvement and the feeling of being well-informed, primarily through the Dojo platform.

While their support for their children is steadfast, parents also express a desire to actively engage in information sessions and workshops. These opportunities would empower them to better support their children's educational journeys. Moreover, parents wholeheartedly participate in Islamic community events and celebrations, adding to the vibrant tapestry of the school community.

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 2023.

## **Student Satisfaction**

Collectively, the students' voices echo a sense of unity within the school environment, as they articulate feelings of safety, comfort, and a profound sense of belonging. In their quest for assistance, students exhibit a natural tendency to seek support from various groups, whether it be friends, teachers, or more prominently, their classroom instructors.

The students' feedback reveals a noteworthy acknowledgment of the transfer of Islamic values and knowledge from school to home and extended family. This encompasses aspects like understanding prayers and fasting. Furthermore, all students expressed a positive response about the school's strong support for religious matters, with religion teachers being their go-to

source for guidance. This emphasises the essential role of the school in fostering a strong connection to Islamic values and nurturing a supportive environment for religious growth.

Students are able to complete their homework independently and all read the books they have borrowed from the library. Students are also reading books from home for enjoyment. Their desire for a broader library selection reflects their eagerness to have more options. In this quest for enrichment, they readily embrace the idea of exploring newer reading materials.

A genuine number of students enjoy their learning experience at school. They recognise the practicality of the skills and knowledge they gain, foreseeing their relevance in the future. Some students expressed a desire for teachers to infuse more creativity and novel approaches into the classroom to enhance the learning process.

Collectively, the students concurred that a shift in homework approaches is needed. They desire more interactive assignments to break away from recurring patterns across different terms. They aim for a balanced homework complexity, neither overly challenging nor too simple.

Students collectively agreed that teachers provide learning intentions to help them achieve short-term goals in class. They actively incorporate teacher feedback into their learning to enhance their understanding. Verbal feedback is being given to students daily, however, there needs to be more emphasis on written feedback as students like knowing how they can improve. Students feel confident in sharing their ideas and teachers need to remind students to take risks and not worry if responses are incorrect.

While students appreciate the challenge in class, they also emphasise the importance of finding the right balance for content comprehension. Most students agreed on feeling engaged in class, and many sought more dynamic experiences, such as those from science week experiments. They also expressed a preference for more hands-on activities to enhance engagement.

Overall, the 20223 survey results were encouraging, as they articulate feelings of safety, comfort, connected and a profound sense of belonging.

### **Teacher Satisfaction**

The majority of teachers have expressed a deep affinity for the school's culture and environment, underlining their appreciation for the school's strong Islamic identity. They find that these factors greatly contribute to their job satisfaction. Notably, the prevailing sentiment among teachers is one of unity and solidarity, which fosters a sense of connection and

teamwork. This positive atmosphere enables teachers to be candid about the areas where improvements are necessary, and they have offered constructive suggestions to address these issues.

Teachers have voiced their gratitude for the collaborative teamwork with school leaders, particularly during stage meetings, where they receive valuable support. The expectation is that this collaborative trend will persist and continue to enhance the efficacy of curricular activities during these gatherings. The role of mentors has also been acknowledged, with teachers appreciating the guidance and support they provide.

In terms of areas for improvement, teachers have made several recommendations. Many have emphasized the necessity for increased support within the classroom, with a particular focus on differentiated learning to cater to the diverse needs of special education students. Professional development initiatives are being organized to equip teachers with the necessary tools for effective differentiation. Furthermore, there is a widespread call for an increase in staffing levels, with a specific request for a dedicated and consistent learning support space. This space would offer continuity, familiarity, and a safe learning environment for students with special needs, and teachers believe that expanding the learning support department would be highly beneficial. These concerns will be considered in the context of staffing for the upcoming year.

Teachers are also advocating for consistency in follow up and procedures. This includes ensuring the consistency of behaviour plans, keeping teachers informed about parent meetings, and addressing disruptive behaviour effectively.

Overall, teachers express deep appreciation for the school's Islamic identity and positive culture, enhancing job satisfaction and fostering unity. Collaborative teamwork with school leaders and mentorship opportunities are valued, with expectations for continued efficacy in curricular activities. Areas for improvement include increased support for differentiated learning and consistency among teachers in following up policies and procedures. These concerns will be carefully considered for future planning and implementation.

In the broader context, the Principal's open-door policy has served as the foundation for providing essential support to parents, staff, and students consistently throughout the year.

## PUBLICATIONS REQUIREMENTS

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

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

## SUMMARY FINANCIAL INFORMATION

The board of Al Amanah has adopted sound principles of corporate governance to guide its work and to ensure the long-term strength and viability of the school. Al Amanah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Al Amanah College in 2023.

