



# AL AMANAH COLLEGE

## Annual Report



# 2024

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## MESSAGE FROM THE SCHOOL'S CHAIRMAN

بسم الله الرحمن الرحيم

It is with immense gratitude to Allah that I address the students, staff, and families of Al Amanah College in this yearbook, celebrating another remarkable year of growth, achievement, and commitment to our shared values.

As we reflect on the accomplishments of 2024, it is evident that our College has upheld its mission to provide an exceptional education rooted in Islamic principles. The milestones we have reached this year are a testament to the dedication of our staff, the determination of our students, and the unwavering support of our families and community.

This year, Al Amanah College has embraced new opportunities to enhance our academic programs, extracurricular activities, and community engagement. The expansion of our facilities, the integration of innovative teaching methodologies, and the success of initiatives like the Mawlid celebrations and community fundraisers highlight the dynamic spirit that drives our college forward.

Our commitment to nurturing well-rounded students who excel academically, socially, and spiritually remains steadfast. Through programs that promote critical thinking, Islamic values, and leadership, we continue to prepare our students to be confident contributors to both our community and the wider society.

I would like to extend my heartfelt gratitude to the Principal, Mr. Ayman Alwan, and the dedicated staff who work tirelessly to ensure that our students receive the highest standard of education and care. Your efforts are deeply appreciated, and your impact on our students' lives is profound.

To our students, you are the future of our community. I urge you to continue striving for excellence, holding fast to your faith, and seeking knowledge with sincerity and purpose. Remember, you have the potential to make a meaningful difference in the world.

As we close another successful year, I pray that Allah blesses Al Amanah College with continued success, unity, and prosperity. May He guide us all to be among those who earn His pleasure and who contribute positively to our communities.

Thank you.

Sheikh Fawaz Abboud  
School Chairman

## MESSAGE FROM THE PRINCIPAL

As we close another remarkable year, I am honoured to reflect on our collective achievements and the values that guide us. The year 2024 has been a testament to the strength of our school community, the dedication of our staff, and the bright potential of our students.

This year's theme, "*A Time to Reflect*", reminds us of both our accomplishments and the global challenges we face. Many of our families and staff have been affected by ongoing struggles in the Middle East, highlighting the importance of empathy, unity, and the role of education in fostering resilience and understanding.

Among this year's highlights was the **Al Amanah Community Vision Night**, showcasing our students' and staff's remarkable achievements, including outstanding NAPLAN and HSC results. The expansion of our high school at the mother campus also allowed us to welcome more students, meeting the growing needs of our Liverpool community.

We celebrated the establishment of the *first-ever Al Amanah Alumni Committee*, creating meaningful connections between past and present students, and organised our first <sup>^</sup>Umrah trip, a spiritually enriching journey for students, staff, and families. Additionally, we launched the first Qur'an school, reinforcing our commitment to Islamic education and excellence.

This year's student, teacher, and parent satisfaction surveys brought overwhelmingly positive feedback, affirming the strong sense of belonging, trust, and pride across our community. This feedback motivates us to continue providing a supportive and enriching environment for all.

We also focused on staff professional development, fostering a culture of growth, and established new committees, such as the Curriculum Reform Committee and the Educational Events Committee, to enhance programs in collaboration with our sister schools.

Looking ahead, we are excited about the transformation of the old school hall into a state-of-the-art library, blending modern technology with traditional learning methods to inspire creativity.

Finally, I want to honour our long-serving staff members, whose dedication over 5, 10, 15, 20, and 25 years has been the foundation of our success. Your passion and perseverance are deeply valued, and you remain an integral part of the Al Amanah family.

As you explore this yearbook, I hope it reminds you of the extraordinary moments, growth, and excellence that have defined 2024. Together, let us continue building on this legacy and fostering the values that make Al Amanah College a beacon of education and community.

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 the whole world and Sustainer for all his creations; and to Him belong the endowments and proper commendations. I ask Allah to enlighten our hearts with the knowledge of the Holy Qur’an and all types of beneficial education and learning. I ask Him to bestow upon us wisdom and to guide us on the path of righteousness. 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 reflect on another year of growth, learning, and achievement, I am thrilled to share exciting news about our school’s future in 2025. We will be expanding our Primary School to accommodate more students and welcome our first Year 7 Class starting in 2025. This significant milestone marks a new chapter in our school’s history and signifies our commitment to providing a comprehensive education for our students. By adding Year 7, we aim to offer a seamless and smooth transition from primary to secondary education, allowing students to benefit from a familiar and supportive environment. We believe this will foster a stronger sense of belonging and academic success.

Moreover, our dedicated staff members, with over 25 years of experience, have consistently adapted to evolving curricula and students’ needs and offer a rich education to our students. Indeed, the path that our staff has been filled with challenges that have tested our flexibility, determination, and resilience, and it has been filled with growth and success. We always look for the most convenient teaching strategies which will take into consideration the theories of the learning and understandings of students, and interests of individual students for the implementation of appropriate and modern pedagogy to best meet the needs of our students.

Furthermore, our school community is a testament to the power of education and the importance of fostering a nurturing environment. We strive to instill in our students not only academic excellence, but also the implementation of our strong moral values of integrity, responsibility, positivity, compassion, wisdom, pride, work ethics and commitment which have been modelled daily and practiced in our everyday activities with our students from diverse backgrounds to foster a very positive school culture and atmosphere.

I would like to express my heartfelt congratulations to the success of our students academically, and to their parents for their dedication, hard work, and unwavering support that have culminated in this remarkable achievement. At Al Amanah College, we firmly believe that every child deserves a nurturing and stimulating environment where they can reach their full potential.

Our commitment to providing personalised education, tailored to the unique needs of each student, has been instrumental in fostering their growth and development. I am confident that

our students will continue to be imaginative thinkers, excellent problem solvers, and inspired learners. Their education at Al Amanah College has prepared them to thrive in their chosen careers and become compassionate contributors in society. Therefore, I truly believe that the best place for a child to receive an education is here at Al Amanah College.

Once again, 2024 has been an exciting and productive year. It has seen many of activities and ventures such as the implementation of PBIS Program in Collaboration with AIS Consultants through the whole year, Athletic Carnival, Annual Ramadan Competition Award Ceremony, Eid Al-Adha Fete, New Hijri Year, Mawlid Celebrations, and several sports activities. We also had SRC induction, Public Speaking and Science Week. Through these diverse experiences, our students had valuable opportunities to deepen their understanding, develop important skills, and build strong character.

As we conclude another successful academic year, I would like to extend my sincere gratitude to our staff, teachers, parents, carers, students, and the entire community for their unwavering commitment and dedication. I wish you a restful holiday, and I look forward to seeing you all back in 2025, working together to achieve an even more successful and enriching academic year.

Regards

Mr Bassam Adra

Principal



## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2024 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 2024 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

Organising 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 (peace be upon him), as well as other significant Islamic events, the SRC promoted religious practices and celebrated students' cultural backgrounds. This was followed by three fundraisers contributing to the major Mawlid fundraising efforts. The SRC also encouraged student participation in chanting activities and the recitation of Madih.

- **‘Welcome Ramadan’ Breakfast:** To mark the commencement of the Holy Month of Ramadan, the SRC members assisted in coordinating a special breakfast event with students, teachers and SRC delegates.
- **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.

- **Annual Eid Fete and Eid Present Gift Stall:** The annual Eid Fete was organised to celebrate the joyful occasion of Eid ul-Fitr and Eid ul-Adha. 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 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 Morning Tea Fundraiser. Students enjoyed decorating cupcakes and enjoying them with friends.

At the Liverpool Campus, SRC students played an active role in supporting the Year 6 graduation fundraiser by assisting with the sale of Zooper Doopers and helping during the BBQ lunch day. Students enjoyed a range of sandwiches, and a variety of food options prepared for the occasion.

- **Assembly Hosting:** SRC held weekly meetings and hosted the assembly every week. This allowed the SRC to be upskilled in public speaking and organisation of an event.
- **Gardening:** SRC were becoming “green thumb gardeners” as they planted trees around the school. This environmental initiative helped beautify our campus and encouraged a sense of responsibility towards our environment.
- **Whole school Dojo Excursion:** Our Liverpool Primary SRC team collaborated with the Welfare Committee and school management to organise the end-of-year Dojo excursion, recognising students who earned the highest points. The excursion was run by Ranger Jamie and took place at Casula Park. Students thoroughly enjoyed the day, and the engaging activities provided. The SRC played a vital role in supporting and assisting throughout the event.
- **The Al Amanah Way Excursion Bankstown:** The ‘Al Amanah Way’ excursion is set to reward those students who incorporate our school values and expectations by gaining positive feedback through our dojo system. Students enjoyed a team building activity of bowling and laser tag followed by a lovely lunch. SRC members helped their peers to have a successful day.
- **Kindergarten Orientation:** SRC members in the primary and the senior grades supported teachers during the Kindergarten Orientation Sessions. SRC was assigned roles such as greeting parents new Kindy 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 as work closely with the teachers to run a very successful and productive Kindergarten Orientation.

The 2024 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 2025.

### **Background**

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

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

The College was first established at Bankstown, where classes commenced with 88 students K-Yr3 in 1998 and from there the school grew rapidly. The Bankstown campus has reached 256 students (K-6) in 2024.

In 2002 the College grew further through the opening of the Liverpool Campus with 168 students, where secondary classes commenced with Yr7 then expanded to year 12 in 2007. The Liverpool Campus is located in the heart of Liverpool City catering for K-12 with approximately 636 primary and secondary students (2024).

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 continuous growth and improvements in the school have become more evident throughout 2024. The year 2023 marked the successful implementation of new systems, with parents, teachers, and students fully integrating school practices into daily routines. The distribution of laptops continued for Year 4 students, to Year 11 students. With the plan that in 2025 all students from Year 4 to Year 12 will be using school laptops.

The Al Amanah College Alumni Committee was officially launched during 2024 with an official constitution being implemented. The committee support the school through many events that are beneficial to the students and teachers. These events included the:

Alumni Iftar Dinner – many graduate students took part in the dinner and re-connected on a level that allowed them to network and exchange details wherein they intend to return and contribute back to the community.

Year 10 My Future Plans Day – Graduates held round-table discussions with year 10 to help them think about their future

Professional Learning for Teachers about Domestic Violence – The Alumni facilitated the Professional Learning for our teachers to help identify any signs of Domestic Violence and how teachers can help our students and their families.

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.

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 fruitful, as they generated comprehensive data and fostered engaging discussions.

In 2024, teachers successfully completed all literacy and numeracy modules aimed at familiarising them with the new syllabus. This effort ensured that educators were well-equipped with the necessary knowledge to support their students effectively. Teacher training was also expanded to focus on a variety of literacy and numeracy skills, improving overall student understanding in these key areas.

As part of this initiative, new English and Maths programs were introduced for students in Grades 3 to 6, providing a more structured and comprehensive approach to learning. Teachers utilised the explicit teaching method, incorporating various engagement strategies to enhance student participation. Additionally, teachers became more actively involved with the School Strategic Plan, using it as a framework when setting both personal and professional goals. This ensured alignment with the school's overarching priorities.

Furthermore, teachers underwent training in school data analysis tools, such as PAT and NAPLAN, allowing them to better interpret data and identify areas where students required additional support. This analytical approach empowered teachers to make informed decisions and focus on areas of improvement. Looking ahead, this comprehensive approach will continue in 2025, with a commitment to applying these skills to drive better student outcomes.



## SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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

Students in Year 3, Year 5, Year 7 and Year 9 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) 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

44 students from Year 3 and 46 students from Year 5 participated in the NAPLAN 2024

**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
Reading	11.6%	10.9%	51%	69 %	10.9%	8.8%	65%	72.8%
Writing	0%	4.8 %	95%	82 %	2.2 %	7.3%	84.8%	72.7%
Spelling	4.7%	9.4 %	72%	65%	2.2 %	8.4%	78.2%	71.5%
Grammar and Punctuation	9.3%	15 %	40%	58%	10.9%	9.4%	47.8%	67%
Numeracy	6.8%	8.7 %	43%	66%	8.7 %	7.8%	71.7%	70%

### Primary School - Bankstown Campus

28 students from Year 3 and 26 students from Year 5 participated in the NAPLAN 2024

**Table 2:** 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
Reading	3.6%	10.9%	67.8%	69 %	3.8%	8.8%	73%	72.8%
Writing	10.7%	4.8 %	89.3%	82 %	0%	7.3%	73.1%	72.7%
Spelling	10.7%	9.4 %	89.3%	65%	0%	8.4%	84.6%	71.5%
Grammar and Punctuation	3.6%	15 %	67.8%	58%	3.8%	9.4%	57.7%	67%
Numeracy	7.1%	8.7 %	50%	66%	7.7%	7.8%	57.6%	70%

## Secondary School - Liverpool Campus

68 students from Year 7 and 51 students from Year 9 participated in the NAPLAN, 2024.

**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
Reading	13.2%	9.5%	48.6%	67.6%	13.7%	10.1%	43.1%	66.2%
Writing	5.9%	7.6%	63.3%	68.8%	9.8%	8.1%	64.7%	64.8%
Spelling	4.4%	6.7%	77.9%	76.4%	5.9%	6.3%	78.4%	76.4%
Grammar and Punctuation	13.2%	11%	47%	63.9%	19.6%	12.5%	43.2%	58.5%
Numeracy	15.2%	7.6%	43.9%	70.4%	8%	8.5%	58%	67.5%

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

## Senior Secondary Outcomes

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

In 2024, the school had none of its Year 11 students who required the issuance of a Record of School Achievement (RoSA).

## Year 12 – Higher School Certificate

In 2024 HSC, 20 students sat for the Higher School Certificate exams. The students' performance was outstanding and the overall performance saw the school achieve 9, band 6 results. The results of the tests are summarised and tabulated in tables 4 and 5 below.

**Table 4: 2024 Higher School Certificate Test Results – Board Developed courses**

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Continuers	5	4-5	100%	91.66%
Biology	12	4-5	100%	63.09%
Business Studies	10	3-6	100%	86.36%
Chemistry	10	3-5	100%	75.56%
Economics	5	3-5	100%	92.19%
English (Advanced)	9	5-6	100%	67.53%
English (Standard)	11	4-5	100%	67.01%
Geography	7	3-5	100%	90.79%
Industrial Technology (Graphics)	NA	NA	NA	NA
Mathematics Standard 2	7	3-5	100%	82.75%
Mathematics Advanced	8	3-4	100%	94.63%
Modern History	11	4-6	100%	71%
PDHPE	5	4-5	100%	66.6%
Physics	NA	NA	NA	NA
Visual Arts	NA	NA	NA	NA

**Table 5: 2024 Higher School Certificate Test Results – Extension Units**

Subject	No. of Students	Band Range	School (%)	State (%)
Arabic Extension	0	NA	NA	NA
English Extension 1	0	NA	NA	NA
English Extension 2	0	NA	NA	NA
Mathematics Extension 1	5	E2-E3	100%	97.31%
Mathematics Extension 2	3	E3	100%	46.08%

### Vocational Education and Training (VET)

In 2024, 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)
2024	HSC	100%
2024	VET Qualification	0%

At Al Amanah College, ongoing Professional Development plays a crucial role in nurturing teacher capacity and enhancing their skills. Throughout 2024, our teaching staff enthusiastically participated in a wide range of Teacher Professional Learning workshops, professional development courses, and specialised teacher training sessions designed for various subjects. These courses specifically emphasised curriculum adaptations in Literacy and Numeracy to align with the latest updates in syllabus outcomes.

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

Professional development is a fundamental component of teacher growth at Al Amanah College. It is a personalised process tailored to each teacher's strengths and areas of improvement, aimed at fostering higher competence and knowledge.

These professional development activities take place in different formats, including in-person sessions within the school premises, participation in courses and programs mandated or recommended by the school, involvement in activities organised by various associations and professional bodies, and sometimes through individual self-study.

In addition to traditional face-to-face meetings, workshops, and conferences, we are actively exploring various online platforms such as Live Streamed Webinars, Zoom Workshops/Meetings, Online Summits, and Digital Seminars to expand our professional development options.

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

**Table 7: Staff Professional Development Log 2024**

Professional Development Schedule 2024					
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
NAPLAN Analysis	20	School	Jan-30	2hrs	School
Making the New 7-10 Syllabus Work For Me	1	Auburn School	Feb-23	5hrs	Auburn
Accreditation	All staff	School	Feb-26	1hr	School
Cybersecurity Symposium	1	AIS	Feb-27	5hrs	AIS
English 7-10 New Syllabus Implementation	1	AIS	Mar-2	5hrs	AIS
Navigating a New Role: Wellbeing Webinar	2	AIS Online	Mar-7	1.5hrs	AIS
NCCD: Community of Practice: Introduction to Teams	1	AIS	Mar-9	5hrs	AIS
Planning and Programming for the New Mathematics 7-10 Syllabus	2	AIS	Mar-17	5hrs	AIS
An Overview of Social and Emotional Learning Webinar	2	AIS	Mar - 21	1.5hrs	Online
NCCD Webinar	2	AIS	Mar-26	3hrs	Online

MiniLit Sage Training	1	MultiLit	Mar-20-21	6hrs	MultiLit Centre
Preparing for Implementation – Stage 6 Geography	1	AIS	Apr-4	5hrs	AIS
Microsoft Training	All staff	Microsoft	Apr-29	2hrs	School
Planning and Programming for the New Science Syllabus	1	AIS	May-1	5hrs	AIS
Business Studies	1	AIS	May-1	5hrs	AIS
Numeracy Essentials for Years 3-6	2	AIS	May-2	6hrs	AIS
Assessment for the New Course Performance Descriptors	1	AIS	May-3	5hrs	AIS
Assessing Common Content in Mathematics	1	AIS	May-23	5hrs	AIS
Visual Arts Conference	1	AIS	Jun-3	5.5hrs	Blacktown
Understanding and Responding to Literature	2	AIS	Jun-13	6hrs	AIS
Positive Partnerships: Positive Partnerships – Autism Workshop	1	AIS	Jun-26-27	10hrs	Rooty Hill
Leading Computing Conference 2024	1	DET	Jul-5	5hrs	DET
Health and Movement year 11 and 12 Blended Learning Experience	1	AIS	Jul-26	5hrs	AIS
Supporting challenging behaviours	1	AIS	July-31	6hrs	AIS
Writing Teaching Sentence Level Grammar	3	AIS	Aug-9	6hrs	AIS



Implementing Restorative Practice in Schools Webinar	3	AIS Online	Aug-15	1.5hrs	AIS
PBIS	5	AIS	Aug-19	7hrs	AIS
Deepening the Learning in Commerce	1	AIS	Sept-4	5hrs	AIS
Writing Essentials K-2: Sentence Level Grammar	1	AIS	Sept-26	6hrs	AIS
Differentiated instruction in English and Maths K-6	2	AIS	Sept-26	6hrs	AIS
Teaching and Planning guide, Explicit Teaching	20	School	Throughout the year	10hrs	School
Being an effective mentor	1	AIS	Self-Paced	NA	Online
English K-2 Syllabus	1	NESA	Self-Paced	NA	Online
Maths K-2 syllabus	1	NESA	Self-Paced	NA	Online
Personalised learning process for Aboriginal Students	1	AIS	Self-Paced	NA	Online
Faculty Goal Setting and School Goals	Secondary Staff	School	Ongoing	4hrs	School
Promoting and Protecting Student Wellbeing	3	AIS Online	Self-Paced	1.5hours	AIS
Mental Health Universal Supports	All Secondary Staff	AIS online	Self-Paced	1.5hrs	AIS

## TEACHER STANDARDS

**Table 8: Teacher Standards**

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

Category	Number of Teachers (Bankstown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	6	33	39
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	27
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 2024 census, consisted of 81 women and 32 men from various culturally and linguistically diverse backgrounds, and age demographics. 78 of those were teaching staff delivering courses within the NSW teaching and Education Standards Curriculum.

In 2024, 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	56.4	18.25	74.65
Full-time equivalent non-teaching Staff	18.8	8.7	27.5
Number of indigenous staff	0	0	0

### **All Al Amanah (Liverpool and Bankstown)**

- In 2024, 39% of staff members are **Conditional**. 5% of staff members are at **Provisional** level. 56% of the teaching staff are at **Proficient** level. Maternity leave accounted for 7% of teaching staff. **Retention** rate of staff is at 76%.

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

- In 2024, 24% of staff members are **Conditional**. 5% of staff members are at **Provisional** level. 71% of the teaching staff are at **Proficient** level. Maternity leave accounted for 7% of teaching staff. **Retention** rate of staff is at 89%.

*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 2024, the school experienced a continued increase in student enrolments, resulting in a total of 892 students. The gender distribution remains consistent, with approximately 51% girls and 49% boys across both campuses from Kindergarten to Year 12, mirroring the statistics from the previous year, 2023. 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

2024 SCHOOL ATTENDANCE RATES		
EDUCATION LEVEL	ATTENDANCE RATE (Bankstown Campus)	ATTENDANCE RATE (Liverpool Campus)
Kindergarten	NA	NA
Year 1	89%	95%
Year 2	89%	92%
Year 3	93%	90%
Year 4	90%	92%
Year 5	91%	93%
Year 6	90%	92%
Year 7	NA	92%
Year 8	NA	92%
Year 9	NA	93%
Year 10	NA	91%
Year 11	NA	96%
Year 12	NA	NA
School Average	90%	93%

In 2024, student attendance remained consistently stable across all three terms.

Generally, there was an increase in attendance compared to 2023, 91%.

## **Management of non-attendance**

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

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

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

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

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

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

## **Retention in the Secondary School**

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

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

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
<b>2020 / 2022</b>	58	44	76%
<b>2021 / 2023</b>	50	32	64%
<b>2022 / 2024</b>	55	20	36%

Thirty six percent of the 2022 Year 10 cohort graduated Year 12 in 2024. The 2022 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 2024 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, 2024:**

19 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 19 students who left in year 10, there were 0 who were given a RoSA.

### **Year 11, 2024:**

The number of year 11 students who progressed to year 12 is 27.

### **Year 12, 2024:**

Of those students leaving Year 12 in 2024, 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 NESA and other stakeholder as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance form to send to NESA.



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

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

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

## Priority Areas of Evaluation

Evaluation	Suggested Steps
Priority Area 1	Islamic Identity and Leadership
Continue to foster the Islamic education values amongst the students and implement these within the community.	<p><b><u>Progress:</u></b></p> <p><b><u>Primary:</u></b></p> <ul style="list-style-type: none"> <li>- Weekly Hadith Posts: Selected Hadith messages are shared with the school community each week. These valuable teachings are delivered during the morning assembly and featured in the school newsletter and other platforms such as Dojo and FB.</li> <li>- Religious lessons for Years 3-6 (Liverpool): Seminars are conducted for students in Years 3-6 during prayer time and Friday prayer.</li> <li>- Department Meetings for Religious Studies: The Religion department holds regular meetings to review progress and set goals aimed on educating students.</li> <li>- Year 6 Boys Camp: A special camp organised for Year 6 boys, offering a blend of educational and extracurricular activities.</li> <li>- Establishment of Committees for Goals 1 and 2: Committees have been formed to develop action plans for achieving these key goals.</li> <li>- Academic Awards: Recognising and celebrating student achievements through the Academic Achievement awards ceremony.</li> <li>- Alignment of Islamic Events Across Campuses: Ensuring Islamic events are coordinated and aligned across all campuses.</li> </ul> <p><b><u>High School:</u></b></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>- Alumni started this year with regular meeting being held. Alumni &amp; Parent Dinner ‘loving the school’ dinner.</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>- Social Skill Programs: We aim to re-implement a comprehensive social skill program to further develop our students' interpersonal and social skills.</li> <li>- Work on a timeline for the “Protecting Your Religion” A series of seminars with previous 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>Primary and High School:</u></b></p> <p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Student Representative Council (SRC) hosting 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.</li> <li>- Breakthrough Social Skills Program for 1-6: We've introduced the Breakthrough Social Skills Program specifically designed for year 1-</li> </ul>



	<p>6 students in the Bankstown campus, emphasising the development of essential social skills.</p> <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> <li>- A Peer Support program will be introduced in primary classes, led by Stage 3 students.</li> </ul>
Continue to involve students in various religious activities with the school community.	<p><b><u>Primary and High School:</u></b></p> <p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Year 6,10 and 12 visit Islamic High Council of Australia and 2MFM.</li> <li>- During Mawlid Month, students participated in a special fundraising initiative. This program teaches them valuable lessons about generosity and community service.</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>- Mawlid Month Fundraisers will continue.</li> <li>- Aligning events between campuses</li> <li>- We were visited by International Islamic Guest speaker, sheikh Gilles Sadek.</li> <li>- High School established the girls' chanting band.</li> <li>- Decorating of hallways and classrooms competition for Mawlid</li> <li>- Umrah Trips.</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> <p><b><u>Primary:</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>- Vocabulary strategies are now embedded in homework 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>- Maths faculty looking at language in syllabus and in the teaching of the strand.</li> </ul> <p><b><u>Highschool:</u></b></p> <ul style="list-style-type: none"> <li>- Develop vocabulary lists for each unit, with students creating their own sentences or responses using the vocabulary words.</li> <li>- During Terms 1 and 2 of 2024, the high school revisited vocabulary strategies to reinforce their effectiveness.</li> <li>- Heads of Departments (HODs) are encouraged to provide ongoing feedback. Teachers received a template and training on "Using Vocabulary Strategies Effectively," which was completed during Term 2 staff development days. In Term 3, teachers were given more autonomy in selecting the types of vocabulary lists.</li> </ul>

	<ul style="list-style-type: none"> <li>- As of End of Term 2, the weekly targets across the high school have reached 75%, with an aim to achieve 80%. The 2024 NAPLAN vocabulary goals have been met.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Working on stage goals to implement targeted vocabulary strategies across subject areas and gather supporting evidence</li> <li>- We will continue our analysing the data from the (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>Primary:</u></b></p> <p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- A InitialLit workshop was organised for all K-2 staff.</li> <li>- We've increased our budget of purchasing additional InitialLit resources to enhance the program's effectiveness.</li> <li>- K-2 teachers have actively started using InitialLit data to adapt lessons, address specific needs, and plan for additional support.</li> <li>- K-2 small group InitialLit</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- InitialLit guidelines to familiarise other staff with the program</li> <li>- Continue to review the InitialLit Action Plan, including reaching the 80% benchmark.</li> <li>- InitialLit Walkthroughs checklist.</li> </ul>
<b>Writing</b>	<p><b><u>Primary:</u></b></p> <p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- A writing workshop has been conducted within the school.</li> <li>- Teachers have been actively engaged in completing online modules for both English and Mathematics through "my PL."</li> <li>- Explicit teaching method of the English programs, using the Writing Revolution.</li> <li>- English evidence-based teaching guide was introduced to all staff.</li> </ul> <p><b><u>High School</u></b></p> <ul style="list-style-type: none"> <li>- Students construct their own sentences or responses using the vocabulary words. The focus will continue to be on reading as part of the reading target plan while integrating vocabulary practice.</li> <li>- Training for teachers on reading strategies is a priority, based on 2024 NAPLAN data analysis—comparing results to both state data and 2023 performance. This training is scheduled to begin mid-Term 4.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Utilise writing 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> <p><b><u>Primary:</u></b></p> <ul style="list-style-type: none"> <li>- We successfully rolled out new mathematics programs across relevant year levels, enhancing student engagement and understanding of key concepts.</li> </ul>

	<ul style="list-style-type: none"> <li>- Maths Mastery sessions, held 2-3 times a week, were effectively implemented, ensuring students master each topic before progressing.</li> <li>- A walkthrough checklist ensured best teaching practices, with the explicit teaching method simplifying complex concepts for better student understanding.</li> <li>- Numeracy support groups were formed to provide targeted help for students needing extra assistance, ensuring they stay on track with the curriculum.</li> </ul> <p><b><u>High School:</u></b></p> <ul style="list-style-type: none"> <li>- The Math department has begun analysing their RAP data (completed in Term 1) as well as the NAPLAN data—2023 analysis was completed in Term 1, and the 2024 analysis is scheduled for completion in Term 4.</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>- Continue the analysis of PAT Maths data to further support our ongoing efforts in mathematics education.</li> <li>- Work on the stage goals for Numeracy.</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> <b><u>Primary:</u></b></p> <ul style="list-style-type: none"> <li>- We've thoroughly examined InitiaLit 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> <li>- High school leaders have collaborated with Primary leaders to align the approach for analysing NAPLAN data and discussing action plans.</li> </ul> <p><b><u>High School:</u></b></p> <ul style="list-style-type: none"> <li>- In Term 1, all faculties completed an analysis of their RAP data, both at the whole-subject level and item level (question or item analysis). They have developed strategies to address areas needing improvement.</li> <li>- The English and Math faculties are conducting a detailed item analysis of the 2024 NAPLAN data across various domains, focusing on developing strategies to address areas of significant concern.</li> <li>- All faculties will utilise NAPLAN data, alongside provided templates, to identify students needing additional support in different areas. They will also create strategies tailored to those students, including differentiation strategies for whole-class instruction.</li> <li>- Term 3 analysis highlighted an immediate need for increased focus on reading, based on NAPLAN data. Training for teachers on reading strategies will be conducted in Term 4 and will continue into 2025.</li> <li>- High school leaders have collaborated with Primary leaders to align the approach for analysing NAPLAN data and discussing action plans.</li> </ul>

	<p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Continue in planning training for our staff, enabling them to proficiently analyse Data and implement improvements in our teaching practices.</li> <li>- We will organise stage/ curriculum meetings, focusing on data analysis and the development of targeted strategies to enhance our teaching practices further.</li> <li>- Continue reviewing the PAT tests for Numeracy and Vocabulary. Identify where students need assistance and incorporate these into the lesson.</li> <li>- Continue analysing NAPLAN results to identify students' strengths and provide targeted differentiated extension activities to further develop these skills, focusing on both the top 2 levels and the bottom 2 levels of performance.</li> <li>- Continue reviewing NAPLAN results and identify students' areas of further improvement and introduce these activities during lesson implantation.</li> <li>- Training for teachers on reading strategies will be conducted in Term 4 of 2024and will continue into 2025.</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>Primary and High School:</u></b></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> </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>- Use all data analysis to modify all abilities.</li> <li>- Upskill staff with differentiation strategies.</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>Primary and High school</u></b></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>- Our new staff members have been diligently trained in using various ICT software and online platforms, including Sentral, Moodle, PAT, and Mathletics.</li> <li>- ICT scope has been completed for K-12.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Implement the new ICT scope and evaluate the effectiveness of the programs to ensure they meet learning objectives and enhance digital literacy skills.</li> </ul>

<p><b>PD</b></p> <p>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>Primary and High school</u></b></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 for the new syllabus familiarisations.</li> <li>- In schoolwork shops for teaching engagement strategies to enhance the explicit teaching approach.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Daily review workshops</li> <li>- High school leaders are actively training teachers on programming for the new curriculum and will continue this support. Systems have been established to monitor the development, evaluation, and updating of these new programs to ensure their effectiveness.</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>Primary and High school</u></b></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 school. 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.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- We are committed to continue establishing a comprehensive framework designed to plan 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.</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>Primary and High school</u></b></p> <p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>- Our school actively participated in the National Day of Action Against Bullying, raising awareness and addressing bullying within our community.</li> <li>- To promote positive behaviour, we encourage the use of Class Dojo rewards to recognise and motivate students for their good conduct.</li> <li>- Analysis of the pastoral care incidents by analysing past incidents and sharing insights with staff to implement proactive measures, enhancing student well-being.</li> <li>- Leaders equipping teachers with behaviour management strategies.</li> <li>- We initiated a Chanting Club and a Sports Club, both held once a week during lunchtime, to provide students with engaging extracurricular activities that will reduce behaviour incidents.</li> </ul>

	<p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- 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 promote a more positive and supportive school environment.</li> </ul>
Continue to equip and encourage parents to support and assist in the development of their child's learning.	<p><b><u>Primary and High school</u></b></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>- During Vision Night, we launched our School Strategic Plan, outlining our vision for the future of the school. We explained our key aims, which include enhancing academic excellence, fostering student well-being, and strengthening community engagement. This event provided an opportunity to share our long-term goals with staff, students, and parents, emphasising our commitment to continuous improvement and success.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Seminars to educate parents to help their child with their learning</li> </ul>
Continue to provide opportunities for parents to become involved in the life of the College.	<p><b><u>Primary and High school</u></b></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> <li>- Al Amanah Vision Night.</li> </ul> <p><b><u>Upcoming Initiatives:</u></b></p> <ul style="list-style-type: none"> <li>- Continue organising a diverse event for parents to actively participate and become an integral part of our school community.</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 2024 throughout many school activities, Al Amanah College has continued to collect data from the students with data showing high level of student satisfaction and that they felt are in a safe and happy environment.

Al Amanah College works with people and through people to achieve goals that are consistent with the 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 2024 staff were generally very satisfied in all areas of our school.



## **Parent Satisfaction**

Parents have expressed strong appreciation for the dedication of the teachers, praising them for their positive influence on their children's academic progress and enthusiasm for learning. The leadership team also received commendations for fostering a supportive and effective learning environment. Additionally, the Religion department's successful integration of religious values into the curriculum was highly valued, as it provides students with essential spiritual guidance alongside their academic education.

However, areas for improvement were also highlighted. Parents raised concerns about the clarity and effectiveness of communication, particularly regarding payment reminders and administrative processes. Suggestions were made for better traffic management during pick-up and drop-off times, as well as addressing student engagement issues, especially for those with learning difficulties. The school canteen was also assessed for pricing and the availability of some unhealthy items. Despite these concerns, parents generally expressed satisfaction with the school's efforts to foster their child's growth.

The most frequently used forms of communication within the school community are emails, Class Dojo, and Sentral, with approximately 70% of parents indicating they use these platforms regularly. In contrast, social media and the school's website are less frequently utilised, with around 45% of parents stating they rarely engage with these channels. This suggests that while the school's primary communication methods are effective, there are opportunities to improve the use of digital platforms like social media and the website to better reach the parent 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 2024.

## **Student Satisfaction**

Collectively, the students' voices echo a sense of unity within the school environment, as they articulate feelings of safety, comfort, and a deep sense of belonging.

Students feel confident in approaching their teachers for help and believe that their issues are resolved when they do. Additionally, there has been an increase in the percentage of students reading for pleasure compared to last year, alongside a growing enjoyment of attending school.

Students appreciate the school's Islamic environment, supportive teachers, and the strong friendships they have developed. They value learning about their religion, receiving laptops in Years 4-6, and participating in competitions and extracurricular activities such as sports and music. The inclusive and caring atmosphere is frequently highlighted as a key strength of the school.

The feedback shows that students primarily value the social connections they have formed at school, with "friends" being the most frequently mentioned aspect. Other notable elements include the school's sports programs, the availability of a mosque for prayer, and the inclusion of Islamic studies.

Some students expressed a desire to improve their academic skills, particularly in Math, as well as their behaviour, focus, and participation in class. Many have personal goals to become more responsible, kind, and confident. In addition to these academic and personal growth aspirations, students suggested more excursions, reduced canteen prices, earlier access to laptops, and improvements to school facilities, especially bathrooms and playgrounds. They also emphasised the need for more sports activities and competitions to enhance their overall school experience.

The feedback also highlights that students want to improve their study habits, with "studying earlier" and "studying more" being common goals.

Overall, the 2024 survey results were encouraging, as they articulate feelings of safety, comfort, connected and a profound sense of belonging.

### **Teacher Satisfaction**

The feedback from staff highlights a strong sense of appreciation for the Islamic culture and values that form the foundation of the school's community. This culture fosters not only a cohesive and supportive environment but also a shared sense of purpose, where both students and staff are encouraged to grow academically and spiritually. Many teachers find great fulfillment in working in an Islamic setting, where the focus is on nurturing the whole individual—developing character, values, and academic excellence simultaneously. The collaborative atmosphere is a key strength, with staff frequently praising the supportive leadership and emphasis on teamwork, which creates a positive and productive work culture.

Teachers particularly value the focus on student engagement and motivation, which is central to the school's mission. The strong support provided to new teachers is also highly appreciated, as it helps integrate them into the school community and enhances their professional growth. This support system fosters a rewarding and fulfilling work environment for all.

While teachers are generally satisfied with the professional development opportunities available, there is a desire for improvements in the school's environment and facilities. Many staff members feel that enhanced resources and updated infrastructure would further enrich the teaching experience and contribute to a more conducive learning environment for students.

In the grand scheme of things, the Principal's open-door policy has been the cornerstone of ensuring that the parents, staff and students receive crucial support throughout the entire year.

## **PUBLICATIONS REQUIREMENTS**

Refer to page 4 (32) 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 College continues to uphold strong principles of corporate governance to support the school's long-term sustainability and growth. In 2024, the College strategically planned and prioritised its expenditure across key areas including building projects, equipment, maintenance, administrative processes, and fixed asset investments. The school remains committed to a transparent and accountable management system. Ongoing cost analysis has been conducted in various operational areas such as utilities, capital acquisitions, security, and general procurement. The financial information below, presented through percentage-based income and expenditure graphs, provides a snapshot of Al Amanah College's financial performance for the year 2024.

