



Educational & Financial

Annual Report

2012

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MESSAGE FROM CHAIRMAN

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

In its first year of operation Salamah College has drawn on its sister schools tradition Al Amanah College to continue building upon their successes and provide an educational framework that has proven successful since 1998. At Salamah College, we recognise the need to act as a bridge between the pillowed life of the home and the hard edges of the real world. We continue to be a vibrant, well managed, effective school with strong Islamic, academic, social, cultural and sporting programs through which we seek to prepare students with positive attitudes, sound values and skills for the future. We devote ourselves not just to the task of preparing students for success at school but also for preparing them for a life of changing situations and equip them with the knowledge to operate in an environment which is continually changing.

Salamah College has continued to meet the demands of growth and has built a respectable reputation for providing a caring environment, maintaining discipline and offering quality education across all key learning areas including Arabic and Islamic studies.

Salamah College is committed to accomplish successful transformations and sustainability by applying the notion of leading to learn in order to build a harmonious professional community that values learning. I am proud of the way we run our educational programs which result in the production of a holistic pedagogy for a resilient and cohesive community. Our personnel are committed to continue working with the college community for a brighter future of our community and the nation.

The high standards set by Salamah College were reflected in the commitment to curriculum excellence with the enhancement of extra – curricular Arabic and Islamic programs. High quality teaching standards this year ties with the standard of achievement revealed in the student results. I am delighted to see our students perform well and congratulate them on their success, an outcome which in principle is a way of life we aspire to at Salamah College and one which is deeply rooted in our Mission Statement: "The achievement of academic excellence in a caring environment that is founded on Islamic belief and behaviour".

I would like to acknowledge the dedication and hard work of all school staff, which are evidenced every day in the success and character building of the students they teach and for whom they care.

Dr Ghayath Alshelh
Chairman

STUDENT REPRESENTATIVE COUNCIL

The Student's Representative Council (SRC) is the peak representative body for over 300 students at Salamah College. Salamah College's first SRC members for the year 2012 were elected by their peers and teachers to provide a range of services that would serve our school community. They are a team of dedicated and cheerful students who are always aiming for a higher level of education, social and sporting achievements. The SRC also acts as a forum for the students to voice their needs and opinions, as well as being an organisational body that runs various activities such as Islamic occasions and Harmony Day.

Working with passion, our inaugural Primary SRC members were recognised for their teamwork and involvement in developing a better and successful school community. Below are some of the highlights of the school's SRC's achievements in 2012:

- **Hats on the playground:** Students have been designing posters to encourage students to wear hats and have been coming up with some interesting ideas on how to reward classes who wear hats.
- **PRE Ramadan Picnic (Sayuban Ramadan):** Students bring a variety of food to share with their peers and teachers to mark the nearing of the fasting month in the Islamic calendar.
- **Islamic Wear Day:** On the auspicious occasion of the Birthday of Prophet Mohammad's by promoting religious practices and cultural background.
- **Harmony Day:** celebrating our successes as a culturally diverse society and re-commit ourselves to harmony. The day was overflowed with orange enthusiasm from students. The day consisted of various fun filled activities including the bungee run. The day was a great success and students contributed in fundraising activities for the school.
- **Sports equipment and markings:** The SRC members have spent several weeks on this project and have been surveying the 3-6 students to find out where they would like to play. From those surveys the students know roughly how many handball courts we need and what sporting equipment we require for the various play areas and how we can hold organised games at lunch.

Future Projects

- **Recycling:** SRC members are planning on pushing the recycling message by having Visy recycling bins in each classroom. The SRC members will be responsible for collecting the paper for recycling.

- **Beautifying the primary school through native plants:** There are plans to look at beautifying areas around the primary school with native plants. The SRC committee members have been contacting the local council and various nurseries in support of this project.
- **Organised Sports:** With the assistance of committee members, the SRC are going to modify popular games including soccer and Oz tag, having simplified rules so that these games can be refereed by the students playing these games. From these organised games, teams will be chosen to represent Salamah in inter school sports competitions against the two campuses of Al Amanah College, our sister school.
- **Inter School Athletics Carnival:** Assistance from the sports house leaders and selected SRC representatives made it possible for planning the inaugural Inter School Athletics Carnival.
- **Fundraising:** The SRC will run more fundraising activities in order to provide sports equipment bags for the various playground areas. As the focus will be sports orientated, students will be able to wear a football jersey of any sporting code on a chosen day. All money raised will go towards the sports equipment bags.
- **Beautifying the primary Lancaster House wings:** Both wings of Lancaster House in the Primary School have a lot of unutilised space, which can be taken up with promoting the school motto “Education, Faith, Discipline”. The students are already planning how to make the walls more visually appealing. They have suggested a variety of theme walls including: RBM, CAPA, Math, English, Wall of Fame and Sports Houses. SRC students will announce what theme wall they will be working on.

In the Secondary School the SRC students are recognised for their contribution in setting a fantastic Assembly to celebrate the occasion of **Isra’ and Mi[^]raj**. The school captains were MCs, other SRC students were in charge of noise control. Also all SRC students made lolly bags and handed them out to their peers after the assembly.

Continuing with the Islamic occasions, SRC students planned for Ramadan and have been involved in organising a PRE Ramadan Picnic (**Sayuban Ramadan**) as well as took charge of **Ramadan decorations**. Every student had to bring in or make decorations, and the SRC students were be in charge of collecting and organising them. The decorations were displayed in their homerooms also all over the school.

Looking at education, our SRC students promoted the importance of study for their **half yearly exams** where they set up a plan encouraging the students to study hard and assist them in getting the message across to all students they created posters for display. Students also put together a countdown poster (everyday one of the SRC students is in charge to change the number of days left). They also worked on putting together study tips, and present them in their homeroom.

Congratulations to all our SRC members on a fantastic effort filled with so many achievements in 2012.

VALUE ADDED INFORMATION

There has been a drive towards curriculum in the Primary and Secondary Schools and this drive has seen an increase in results and an improvement in student motivation and attitude. The general culture of the school has been very positive as students and teachers alike are focused on the same goals.

The Reading to Learn, Multilit and Minilit, and LIN programs have allowed for quality teaching. The programs target specific literacy and numeracy skills of students at any level. These programs are being carefully integrated into the system so as not to lose the core teaching in the classroom. Teachers have also worked tirelessly on implementing strategies to engage students in the tasks at hand.

The Restorative Behaviour Management System is a great success with the students as they are incentivized to compete in presenting the proper behaviour. Through RBM we focus on restoring relationships and working on a building students' values to address wrong behaviour at a grassroots level which in time would lead to the students acquiring the ability to making the right choices driven by an outstanding set of values away from fear tactics. The students also learn under the RBM to recognise their actions and accepting consequences as part of their responsibility towards themselves, others and the community at large, all in a caring environment.

The partnership between teachers and the Learning Support Team in the Primary School and the introduction of the Back to Basics, Creative and Critical, Thinking and Writing Skills in the Secondary School allowed for targeted study skills. These study skills programs are catered for each class and are based on the needs of students. Many students have benefited from the study of timetabling skills as well as specific study skills needed in order for them to be able to study independently without teacher assistance.

The school's open communication with parents has continued to improve. Parents have been attending workshops and meetings in order to remain up to date with the latest changes in the Australian Curriculum and other matters such as the school's building development progress.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

School Performance in National Assessment Program - Literacy and Numeracy

Students in Year 3, Year 5, and Year 7 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) for the first time at Salamah College. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. The 2012 NAPLAN results provide a benchmark of our school performance to be used as comparative data across the future years. The 2012 NAPLAN results for literacy and numeracy demonstrate that students who all came from different schools and joined Salamah College in its first year are trying hard to meet its educational standards of achievements.

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

Primary School

27 students from Year 3 and 39 students from Year 5 participated in the NAPLAN, 2012.

Table 1: NAPLAN results – Summary of Percentages

	Year 3				Year 5			
	% of students below benchmark		% of students at or above benchmark Above band 1		% of students below benchmark		% of students at or above benchmark Above band 3	
	School	State	School	State	School	State	School	State
Reading	15%	4%	85%	96%	8%	8%	92%	92%
Writing	4%	2%	96%	98%	3%	6%	97%	94%
Spelling	11%	3%	89%	96%	5%	4%	95%	96%
Grammar and punctuation	11%	5%	89%	95%	5%	8%	95%	92%
Numeracy	15%	4%	85%	96%	15%	5%	85%	95%

Secondary School

52 students from Year 7 participated in the NAPLAN, 2012.

Table 2: NAPLAN results – Summary of Percentages

	Year 7			
	% of students below benchmark		% of students at or above benchmark Above band 4	
	School	State	School	State
Reading	12%	5%	88%	95%
Writing	4%	8%	96%	92%
Spelling	2%	6%	98%	94%
Grammar and punctuation	6%	3%	94%	97%
Numeracy	2%	5%	98%	95%

PROFESSIONAL DEVELOPMENT

At Salamah College, we regard Professional Development as an ongoing training requirement. In 2012, our teaching staff attended various Professional Development courses and Teacher Professional Training workshops whereas the school executives participated in leadership seminars organised by the Association of Independent Schools. The Professional Development courses attended by Salamah College are as follows:

Primary and Secondary Staff Professional Development 2012

PD Courses	Facilitator
Child Protection and Duty of Care	School based
LIEN-Learning In Early Numeracy	School based
Multilit	School based
PM Benchmarking	School based
Primary Connections	School based
Study Ladder	School based
Scootle	School based
Marking Assessments Forum	School based
Effective Communication for Parent/Teacher Interviews	School based
Writing Meaningful Report Comments	School based
Purpose of Student Progress Portfolios	School based
IWB Training for the Classroom	School based
EMAZE Training	School based
Learning Centres	School based
Punitive and Restorative Justice	School based
Effective Communication	School based

Introduction to Restorative Behaviour Management	School based
Team Teaching	School based
An Introduction to the Australian Curriculum	School based
Reading to Learn	AIS
Integrated Inquiry: Planning for Deeper Learning – Integrated Curriculum	AIS
Moving Beyond the Basics: Primary Teaching Practice with Interactive Whiteboards	AIS
Introducing the Grammar of the Australian Curriculum	PETAA
Leadership Skills for Executives	CIRCLE
Leadership Skills for Middle Management	CIRCLE

TEACHING STANDARDS

Primary

- In 2012, 94% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2012 and the end of 2012 is an average of 81%. The school could not draw on 2011 staff numbers as it started in 2012.

Secondary

- In 2012, 77% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2012 and the end of 2012 is an average of 74%

SCHOOL ENROLMENT

The school total enrolment figure in 2012 was 336 students. There are 123 girls and 141 boys in the Primary School and 38 girls and 34 boys in the Secondary School. From a percentage perspective there were 48% girls and 52% boys in Kindergarten to Year 8. Most of the students come from NESB background, and a number of students do have special needs.

SCHOOL ATTENDANCE AND RETENTION RATES

On average 96.2% of students attended the school each school day in 2012. The majority of students in the secondary school who start in year 7 are expected to remain in the school until the end of year 10.

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 and the student diary. Parents can access all school policies through the Front Office. The school is working towards providing a digital access to all parents in 2013 -14 to see all of these policies.

Educational and financial reporting-annual report policy

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

DEEWR 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.

Annual Report

Salamah College is a registered non-government school that has in place policies and procedures that ensure its participation in annual reporting in order to publicly disclose the educational and financial performance measures and policies of the school. The Act requires that this information be publicly disclosed. Therefore at Salamah College this information will be available online on the school's website.

Salamah College also provides the Annual Report in an online electronic form to the Board of Studies by no later than 30 June in the year following the reporting year.

The *Education Act 1990* (NSW) requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by

the Minister. Accordingly, the Minister has determined that the performance measures and policies that must be included in the annual report relate to:

- a message from key school bodies
- contextual information about the school
- student outcomes in standardised national literacy and numeracy testing
- the granting of Records of School Achievement
- results of the Higher School Certificate
- professional learning and teacher standards
- workforce composition
- senior secondary outcomes
- student attendance and management of non-attendance
- retention of Year 10 to Year 12 (where relevant)
- post-school destinations
- enrolment policies and characteristics of the student body
- school policies
- school-determined improvement targets
- initiatives promoting respect and responsibility
- parent, student and teacher satisfaction
- summary financial information.

Enrolment Policy

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.

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.

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 Salamah College, should circumstances under which the offer was made alter prior to enrolment.

Enrolment Considerations

It is essential that parents have an understanding of Salamah 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 Salamah 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 Salamah College, the following factors are considered:

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

Conditions for Acceptance

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

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

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

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- 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.

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 Salamah College all staff members are informed of their legal responsibilities for the care, safety and welfare of the students and they 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

Welfare and Pastoral Care:

Salamah 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 such as Students Services – DEECD, Special Development Centres, Department of Human Service 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

Parents enrolling their children at Salamah College enter into a partnership between themselves, their children and the school staff. This partnership is based on shared responsibilities, expectations and mutual respect.

Student Discipline Policy

At Salamah 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 practise self-discipline which involves responsibility, self-monitoring and students analysing inappropriate behaviour and coming up with solutions.

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 matrix.

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 Salamah 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. Salamah College does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the School.

Policies for Complaints and Grievances Resolution

Salamah 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.

DETERMINED IMPROVEMENT AND DEVELOPMENT

Salamah College has compiled a list of determined improvement and development tasks for 2013:

1. An improvement of Literacy NAPLAN results
2. An improved students' understanding of text types and their structures, grammar and vocabulary
3. Maximised learning opportunities for ESL learners within the mainstream classroom
4. An improvement of Numeracy NAPLAN results
5. Increased levels of numeracy achievement
6. Increased level of staff competence in the use of Technology to be integrated into literacy teaching practices.
7. Increased level of staff competence in the use of technology to be integrated into numeracy teaching practices
8. More student-centered learning in the classroom through the use of technology.
9. Better quality teaching and learning
10. A higher quality of academic leadership
11. A higher level of student engagement across literacy
12. A higher level of student engagement across numeracy.
13. An increased participation of NESB families in the school curriculum
14. Enhanced community relationships

RESPECT AND RESPONSIBILITY

A wide range of social activities were developed to promote respect and responsibility in students. Salamah 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, Salamah College takes seriously its requirement to develop social skills within its students, including the development of respect and responsibility.

Respect and responsibility are typically qualities which are embedded in the teaching of Islamic values such as fairness, honesty, compassion, courtesy and good citizenship to develop positive and productive attitudes that young people need.

PARENT, STUDENT AND TEACHER SATISFACTION

Salamah College has an “open door policy” for all its stakeholders. The college strives to maintain and strengthen links with parents and the community, sharing educational and social responsibilities. The school relationship with parents is very productive meeting many objectives due to a close understanding of their concern. The level of parents’ involvement in the school activities is high, discussion with parents throughout the year indicated that parent satisfaction is extremely positive.

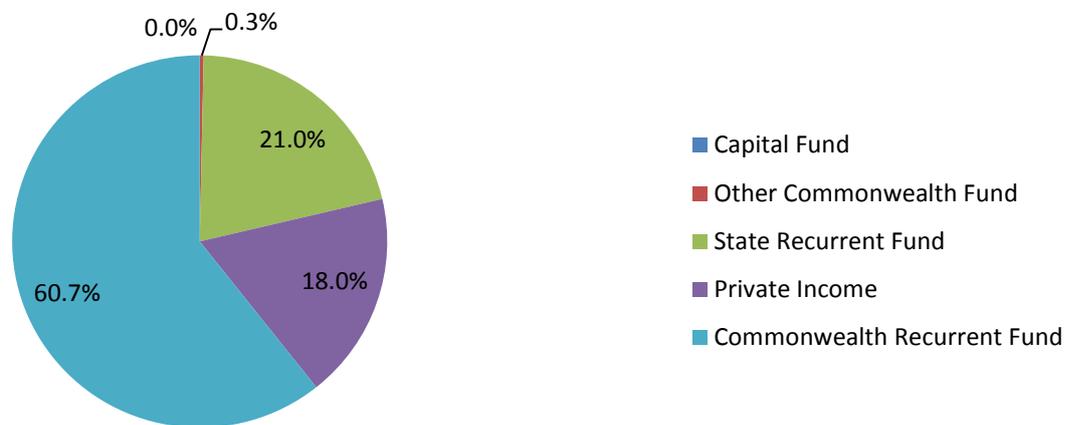
The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Salamah College operates a Peer Support program which provides the students with opportunities to develop skills for life, resilience, effective communication, risk-taking and conflict resolution. In 2012 throughout many school activities Salamah College has continued to collect data from the students and the data showed high level of student satisfaction that they felt safe and happy.

Salamah College success and effectiveness in delivering an excellent education depends on the quality, commitment and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school oriented tasks is very crucial. However an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is obvious that the school management focused on raising the level of staff commitment by increasing their level of motivation, involvement and satisfaction. Thus in times of limited resources, commitment will depend on involving staff to ensure that causes of dissatisfaction are removed and that opportunities for satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2012 staff were generally very satisfied in all areas of our school.

SUMMARY FINANCIAL INFORMATION

The board of Salamah has adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school. Salamah has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Salamah College in 2012.

Recurrent / Current Income



Recurrent / Current Expenditure

