



# Educational & Financial

Annual Report

2014

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## MESSAGE FROM CHAIRMAN

Praise be to Allāh and may Allāh raise the rank of Prophet Muḥammad peace be upon him and protect his nation from what he feared for it.

Seven hundred and twenty five students attended Salamah College in the year 2014 covering classes ranging from Kindergarten to Y10. The year 2014 was characterized by two important changes that are quite pleasing and reassuring in terms of the future of our beloved school Salamah College. Firstly the school's enrolment increased from 2013 by 214 students which represents a 42 % increase. This again stands evidence that the community's trust in our schools and in our educational product is increasing. Secondly the year 2014 was particularly special because it was the first year that Salamah College operated a Grade 10 cohort of students with two classes. These students will always be special for they are and will forever be the first Y10 students of Salamah College.

The overall Naplan results of 2014 are better than our results in 2013 which suggests that the students' performance is improving as well as the performance of our teachers in the classrooms. On this note I would like to assure the community that our school is committed to the education of the students and to their academic success.

I am pleased to announce to parents that we have submitted a development application to council which will allow for the school to provide more educational facilities, more amenities to the students, covered walk ways and covered playgrounds. As soon as our application gets approved by council the work should commence without any interruption to the students learning. We anticipate that the school will apply for Y11 and Y12 Registration and Accreditation with the BOSTES in 2016 and if successful to start these classes in 2017.

Finally I would like to thank all the parents for their support and trust, all the students for their patience and all our school friends for believing in Salamah College.

Yours truly,

Dr. Ghayath Al-Shelh OAM  
Chairman

## STUDENT REPRESENTATIVE COUNCIL

The Salamah College Student Representative Council (SRC) is a student-based civic body that is designed to promote school spirit amongst the student population, and teach leadership skills to its members. With a current student population of nearly 800, and coupled with the fact that the school is in its third year of operation it was very important to ensure that the highest quality of behaviour, academics and leadership were both taught to and displayed by the SCR members.

It was clear that the 2014 SRC members were able to make a difference to the student population in the school by acting as responsible people that all students could look up to. In order to ensure that the SRC members were able to function, weekly meetings were organised where thoughts, ideas and initiatives could be shared.

Students who participated in the Student Council in 2014 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour through the duration of the year.

In 2014, the SRC actively canvassed a wide range of issues which affect young people, they did so within a framework which ensured that the advice presented to students was balanced, relating to enhancing the quality of school life for all students.

Students have been involved in raising funds for the improvement of facilities and for the purchase of new resources for the school. SRC members visited Westmead Children's Hospital, after the visit students organised a fundraiser to raise funds for the hospital. This was a very successful event and SRC as members did a fantastic job.

Whilst fundraising is a worthwhile endeavour, it is not their main focus. Our focus is about student participation, the development of leadership skills and the meaningful involvement of students in school decision making.

SRC members, including the School Captains have experienced enjoyment through successful participation during Harmony Day, Book Week, Literacy and Numeracy week, running weekly assemblies and the effective running of SRC meetings every Friday.

Looking forward to the induction of the new Student Representative Council for 2015 who will enjoy new challenges, events and pleasurable experiences of being a SRC member.

The Student Council was involved in many community minded projects throughout the year which included:

Projects that have been completed include:

- **Recycling:** SRC members devised a student awareness forum regarding the importance of recycling during national clean up Australia Day. SRC members all prepared speeches about the topic at hand and presented it to their peers within their grades. Posters were also designed and hang around our school to help promote the importance of recycling.
- **Fundraising:** Throughout the year SRC representatives ran a variety of fundraisers including;
  - Spider drink sale
  - Cake sale
  - Sausage sizzle day
- **Charity Projects:** Students at Salamah College will participate in raising must needed funds for the Royal Children’s Hospital Westmead. SRC members will actively be involved in this operation via organising and promoting the fundraising event.
- **Organised Sports Activities:** SRC representative’s modified popular sports games such as soccer, Oz-Tag and the like, by simplifying rules so sports games like these could be played and refereed by students during lunch. The objective of promoting physical activity and good sportsmanship was established through the organisation of these games.
- **School Talent Quest:** Students at Salamah experienced their first talent quest. All SRC representatives played an important role in the organization, promotion and operation of this event.
- **Pre Ramadan Picnic:** SRC members assisted in the promotion and organisation of our schools second pre Ramadan picnic. All students K-6 brought a variety of food to share with their peers and teachers to mark the beginning of the fasting month.
- **Harmony Day:** Harmony Day festivities was overwhelming orange, with students displaying their sense of commitment and belonging to multicultural Australia.

### Future Projects

The Salamah College Student Representative Council has many future activities planned for the coming year, with many based upon faculty-focussed activities.

- **Fundraising Activities:** We plan to run more fundraising activities to raise funds for our school.

- Spider drink sale
- Cadbury Chocolate Sale
- Teachers vs students Oz-tag and Newcomb challenge
- **Sport of the Week:** All playground areas will be allocated with play equipment during lunch in an effort to promote productive play. Seniors will have a sport of the week, where sporting events like cricket, soccer and football will be played on the sports oval. SRC members will implement this program via organising and setting up equipment on a daily basis.
- **Salamah Biggest Breakfast:** Promote healthy eating and cancer awareness.
- **Science Fete:** SRC representatives will work collaboratively with staff to design science experiments for their peers during Science Week.

## VALUE ADDED INFORMATION

One of the main points of focus in both Primary and Secondary Schools has been the continued improvement in teaching programs for the Australian Curriculum. This has seen many positive steps in the direction of student motivation and attitude. As a new school we are continuing to see improvements in the construction of a positive, learning-oriented school culture.

The Multilit, Minilit and LIN programs have been operating effectively in the Primary School since the inception of the school. 2014 saw an increased use of these programs to aid students in Secondary School. The programs target specific literacy and numeracy skills that are necessary for students to succeed at school. Where possible, these programs are integrated seamlessly into teaching programs to allow the skills learnt to be used in the units that students are studying at the time.

The RBM program (implemented in 2012) is a Restorative Behaviour Management system that has seen continued refinements and improvements in 2014. All teachers are trained in the system which allows teachers and students to have positive effects on one another, producing a warm teaching and learning environment. As a supplement to the continued review process, the collection of more specific data has also been implemented to highlight certain areas that may need to be targeted and developed. These data collection systems are still in their infancy and will develop over the course of the next 12 months.

The partnership between Primary and Secondary Learning Support continued to improve. Both Back to Basics programs (Literacy and Numeracy) were reviewed and their implementation by Learning Support staff, as well as teaching staff has seen improvements in literacy and numeracy skills. These skills-based programs are constructed 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. Also, teachers are in regular phone and email contact with parents so as to update them on the progress of their children.

Moodle (an internet-based learning platform) was implemented across both Primary and Secondary Schools in 2014. Moodle allows students to have the opportunity to learn from home, read messages posted by their teachers and communicate academic questions to their teachers. It has been used with success for homework and for class tests. Because it is an interactive learning medium the students have been very quick to learn how to use it effectively.

### 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) for the third time at Salamah College. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

### **Primary School**

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

### 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 second time at Salamah College. NAPLAN tests the sort of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The 2014 NAPLAN results identify whether all student have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community.

Decrease in the percentage of students below National Minimum Standards (NMS) from 2012 to 2014:

- In Reading for Year 3, a 15% decrease to 0% and in Year 5, there was a 4% decrease
- In Grammar for year 3, a 15% decrease to 0% and in year 5, there was a 5% decrease
- In Spelling for year 3, there was a 6% decrease down from 11% to 5%
- In Numeracy for year 3, there was a 15% decrease down from 15% to 0 % and in year 5 there was a 13% decrease down from 15% to 2%

Increase in the percentage of students at proficiency level from 2012 to 2014:

- In Reading for year 3, a 10% increase was attained and in year 5 there was a 8% increase detected
- In Grammar for year 3, an 11% increase was attained and in year 5 there was a 26% increase detected
- In Numeracy for year 3, an 8% increase attained up from 8% to 16%

Overall analysis of the NAPLAN data from 2012 to 2014, highlights that there has been a significant decrease of students below the National Minimum Standards and a gradual increase of the percentage of students in the top 2 bands. In conclusion, the trends in the pattern of data across the three years demonstrates that our Reading to Learn program and LIEN/LIN strategies have been effectively

incorporated into our K-6 curriculum. This has been embedded through means of professional learning, team teaching and coaching, quality teaching and learning practices.

**Table 1: 2014 NAPLAN results – Primary School Summary of Percentages**

GRADE	YEAR 3			YEAR 5		
	% of students below NMS	% of students at or below NMS	% at proficiency	% of students below NMS	% of students at or below NMS	% at proficiency
Reading	0%	9%	25%	4%	36%	11%
Writing	7%	30%	18%	9%	29%	4%
Spelling	5%	19%	26%	7%	20%	38%
Grammar & Punctuation	0%	4%	49%	0%	9%	42%
Numeracy	0%	11%	16%	2%	22%	4%

## Secondary School

**Year 7, 9 – National Assessment Program – Literacy and Numeracy (NAPLAN):**

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

Students in Years 7 and 9 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) at Salamah College. NAPLAN tests the sort of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The 2014 NAPLAN results identify whether all student have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community.

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

General Increase in the percentage of students below the National Minimum Standard (NMS) from 2013 to 2014 in Year 7 cohorts, and a general decrease in the percentage of students At Proficiency:

- In Reading a 3% increase in the percentage of students below the NMS and a 1% increase in the percentage of students At Proficiency
- In Writing a 5% increase in the percentage of students below the NMS and a 2% decrease in the percentage of students At Proficiency

- In Spelling a 7% increase in the percentage of students below the NMS and a 4% decrease in the percentage of students At Proficiency
- In Grammar and Punctuation a 6% increase in the percentage of students below the NMS and a 8% increase in the percentage of students At Proficiency
- In Numeracy an 8% increase in the percentage of students below the NMS and a 5% decrease in the percentage of students At Proficiency

General decrease in the percentage of students below the National Minimum Standard (NMS) from 2013 to 2014 in Year 9 cohorts, and a general Increase in the percentage of students At Proficiency:

- In Reading a 1% decrease in the percentage of students below the NMS and a 3% decrease in the percentage of students At Proficiency
- In Writing a 13% decrease in the percentage of students below the NMS and a 4% increase in the percentage of students At Proficiency
- In Spelling a 4% decrease in the percentage of students below the NMS and a 4% increase in the percentage of students At Proficiency
- In Grammar and Punctuation a 16% increase in the percentage of students below the NMS and a 1% increase in the percentage of students At Proficiency
- In Numeracy a 13% decrease in the percentage of students below the NMS and a 5% increase in the percentage of students At Proficiency

NAPLAN Highlights saw 0% of students in year 9 'Below Proficiency' in numeracy; Better than State Average scores for Year 9 'Below Proficiency' in Spelling, Grammar & Punctuation, and Numeracy. The data suggests that students improve beyond the grading curve as they progressed into year 9. Currently this is not suggestive of a trend as there has only been one year 9 set of NAPLAN results returned to the school.

GRADE	YEAR 7			YEAR 9		
	% of students below NMS	% of students at or below NMS	% at proficiency	% of students below NMS	% of students at or below NMS	% at proficiency
Reading	5%	27%	7%	12%	35%	3%
Writing	11%	52%	7%	25%	55%	7%
Spelling	7%	28%	24%	2%	5%	13%
Grammar & Punctuation	10%	36%	9%	8%	38%	7%
Numeracy	8%	23%	6%	0%	17%	8%

## PROFESSIONAL DEVELOPMENT

At Salamah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2014, our teaching staff participated in and presented a range of Teacher Professional Learning workshops throughout the year, professional development courses and teacher professional training workshops whereas the school executives participated in leadership seminars organised by the Association of Independent Schools. The list of professional development courses attended by Salamah College are as follows:

### Primary Staff Professional Development 2014

PD Courses	Facilitator
Child Protection	School based
Administering and Marking Diagnostic & Screening Assessments -PM Benchmarking -Waddington Reading & Spelling -TORCH -LIEN Interviews	School based
LIEN-Learning In Early Numeracy Workshops -Utilising LIN/ LIEN framework	School based
Reading to Learn Workshops -Detailed reading -3 levels of comprehension -Intensive strategies -Joint & individual construction -Team Teaching	School based
Numeracy Workshops -Back to Basics; numeracy strategies for addition & subtraction -Differentiation; teaching strategies & lesson planning -Student centred learning -Effective questioning	School based
Effective Communication for Parent/Teacher Interviews	School based
Writing Meaningful Report Comments	School based
EMAZE Training	School based
Purpose of Student Progress Portfolios	School based
Introduction to Restorative Behaviour Management	School based

Australian Curriculum for Mathematics -Maths syllabus familiarisation -Maths scope & sequence -Planning & programming	School based
Australian Curriculum for Science -Science syllabus familiarisation -Science scope & sequence -Planning & programming	School based
ICT in the Australian Curriculum	School based
NAPLAN Workshop -How to cater for NAPLAN -Literacy & numeracy teaching strategies	School based
Reading Strategies Workshop	School based
History Familiarisation for Australian Curriculum	AIS
School Leading Learning Project	AIS
NAPLAN SMART data Workshop	AIS

### Secondary Staff Professional Development 2014

PD Courses	Facilitator
Child Protection	School based
LIN-Learning In Numeracy	School based
Multilit	School based
Moodle	School based
Advanced Moodle	School based
Student Welfare and Discipline	School based
Effective Duty Supervision	School based
Emotional Intelligence In the Classroom	School based

Effective Communication in the Classroom	School based
Prevention is Better Than the Cure – a Whole-School Approach to Teacher Preparation	School based
Effective Communication for Parent/Teacher Interviews	School based
Writing Meaningful Report Comments	School based
EMAZE Training	School based
Introduction to Restorative Behaviour Management (RBM)	School based
Advanced Restorative Behaviour Management (RBM)	School based
Australian Curriculum Inquiry-Based Learning	School based
Differentiated Programming for the Australian Curriculum	School based
Australian Curriculum Critical and Creative Thinking	School based
Australian Curriculum Advice on Assessment Workshop	School based
Introduction to Accreditation	School based
Schools Leading Learning Project	AIS
Art Write Now	MCA
Educator Impact Introduction	Change Labs
ICT as a General Capability	AIS
Familiarisation: NSW Mathematics Syllabus for the Australian Curriculum	AIS
Hotmaths	Cambridge
Reflex	Explore Learning
Cambridge Online	AIS

## TEACHING STANDARDS

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

CATEGORY	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, or	40
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications, or	6
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

### Workforce Composition

Salamah College has a diverse workforce which, at the time of the 2014 census, consisted of 52 females and 10 males. 46 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum. In 2014, Salamah College did not have any indigenous staff.

Workforce Composition	Total Number of Staff
Full-time equivalent teaching staff	39
Full-time equivalent nonteaching staff	13
Number of indigenous staff	0

### Details of all teaching staff

- In 2014, 78% of staff teaching the curriculum are New Scheme Teachers. Maternity leave accounted for 11% of teacher turnover during the period 2013-2014. Teachers on Maternity leave have indicated they will be returning to work in 2015 and 2016.
- Retention rate of staff is an average of 88% in the period 2013-2014.

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

## SCHOOL ENROLMENT

### SCHOOL ENROLMENT:

EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	43	49%	44	51%	87
	Year 1	29	39%	46	61%	75
	Year 2	40	51%	38	49%	78
	Year 3	30	53%	27	47%	57
	Year 4	38	51%	36	49%	74
	Year 5	22	49%	23	51%	45
	Year 6	42	56%	33	44%	75
<b>Primary Total</b>		<b>244</b>	<b>50%</b>	<b>247</b>	<b>50%</b>	<b>491</b>
Secondary	Year 7	39	46%	45	54%	84
	Year 8	22	42%	31	58%	53
	Year 9	19	31%	43	69%	62
	Year 10	19	54%	16	46%	35
<b>Secondary Total</b>		<b>99</b>	<b>42%</b>	<b>135</b>	<b>58%</b>	<b>234</b>
<b>SCHOOL TOTAL</b>		<b>343</b>	<b>46%</b>	<b>382</b>	<b>54%</b>	<b>725</b>

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

## SCHOOL ATTENDANCE AND RETENTION RATES

EDUCATION LEVEL	OVERALL ATTENDANCE %
Kindergarten	94.1%
Year 1	93.6%
Year 2	93.8%
Year 3	94.7%
Year 4	91.6%
Year 5	92.7%
Year 6	93.5%
Year 7	93.4%
Year 8	92.3%
Year 9	89.9%
Year 10	87.3%
<b>TOTAL</b>	<b>92.5%</b>

## SCHOOL 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.

### **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 (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 of 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.

Before a child is offered a place at Salamah 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.

## **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.

### **Working with Children Check Policy**

This policy and its procedures will regularly be assessed and reviewed to determine its effectiveness. This will be determined in part by reviewing each incident at the completion of its investigation.

The Principal is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.

### **Employment of Staff**

The School must not employ a person in child-related employment without first requiring that person to disclose whether or not that person is a prohibited person.

- Prior the appointment of a new employee the School must carry out all the relevant procedures of employment screening in line with the Child Protection (Working with Children) Act 2012.
- The School must notify the Commission for Young Children of the name and other identifying particulars of any person whose application for the child related employment with the School has been rejected primarily because of a risk assessment in employment screening.

A member of staff who becomes a prohibited person must immediately inform the Principal and resign from employment with the School.

The School will ensure that at least one senior member of staff is appropriately trained and accredited by NSW AIS to investigate allegations of reportable conduct and all allegations that do not amount to reportable conduct.

### **Communicating the Policy**

#### **To Staff**

Staff members are briefed about the School's Child Protection Policy at the first staff meeting at the commencement of each academic year.

Staff are also informed that the Policy is available on the School website for their perusal. To Students

During the course of a school year programs are run at age appropriate level to inform students of their entitlement to be protected from abuse and/or neglect and the avenues of support available to them should they observe or experience such behaviour.

### **To Parents and Guardians**

The School has a role to play in encouraging, supporting and guiding parents and guardians in matters relating to child care and protection.

### **Training and Development**

All staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary. Staff members are encouraged to attend training courses and in-service opportunities that enhance their contributions to care for all students.

### **Record Keeping**

The School is committed to keeping accurate records of all matters required by this policy.

- The School will collect and hold personal information relating to the Child Protection (Working With Children Check) Act 2014 in accordance with the Data Protection Principles endorsed by the NSW Privacy Commissioner.
- The School will keep securely and indefinitely records relating to reports to the Ombudsman.
- The School will not disclose any information obtained by it in connection with employment screening, except as allowed by law.
- The School will take all reasonable measures to prevent unauthorised access to information held on paper or electronic systems.

A member of staff who is the subject of relevant employment proceedings can:

- apply under the *Freedom of Information Act 1989* for access to any documentation held by the School containing information about those proceedings; and
- apply under the *Freedom of Information Act 1989* for amendment of any School records which contain information about the proceedings on the grounds that such records are incorrect or misleading.

### **Working with Children Check, screening of Employees, Volunteers and Contractors**

The School is required to ensure effective Working with Children Check (WWCC) procedures are implemented and accurate WWCC records for all workers are maintained. All 'new' workers must provide

a WWCC clearance number. All existing workers (prior to 15 June 2013) will be required to undergo the WWCC in line with the CCYP 'Phase in schedule for existing workers'.

### **Employees**

It is the responsibility of a prospective employee to apply for a Working with Children Check (online via the CCYP website and in person at the Road and Maritime Services) prior to the commencement of their employment with the School. The prospective new employee must disclose their "Working with Children Check Clearance Number" on their resume. This clearance number will be verified by the Human Resources Manager. The register records the prospective new employee's full name, WWCC number, the outcome of verification and expiry date.

Each new prospective employee must sign and return the Salamah College General Terms of Employment prior to employment with the School. This is checked and maintained on the employee's file by the Human Resources Manager.

### **Volunteers**

It is the responsibility of a new volunteer to apply for a Working with Children Check (online via the CCYP website and in person at the Roads and Maritime Services) prior to commencing volunteer services at the School. The WWCC clearance number must be provided to the School prior to commencing voluntary services and will be verified by the Human Resources Manager. This clearance will be recorded on the school WWCC Register by the Human Resources Manager.

Throughout the year, occasions will arise when parents offer or are asked to assist in providing transport of students to and from various activities.

Parents are entitled to believe that the parents who assist in this way can be trusted. To strengthen this confidence, parents who offer to help the School on these occasions must also be cleared with a WWCC in the same way as other volunteers. Co-ordinators and teachers need to plan ahead to facilitate this action.

### **Contractors**

All contractors/ providers must go to <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check> prior to commencing work at Salamah College to make sure that the legal requirements relating to WWCC are fulfilled.

This procedure is relevant to ALL types of contractors across the School including but not limited to;

- Maintenance/Building/Grounds related contractors
- Cleaning contractors
- Canteen personnel
- Peripatetic Music Tutors
- Sports Contractors and their coaches
- Practicum Students

Note the following 'providers' are NOT required to provide a current WWCC

- Professional Development providers – on the condition that the provider does not have contact with children without a staff member present.
- Incursion providers – on the condition that the provider does not have contact with children without a staff member present.

### **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 2014:

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 2014 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 2014 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 2014.

### Income



### Expenditure

