



Educational & Financial

Annual Report

2015

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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 fourth year of operation Salamah College is now well developed into a K – 10 School which is 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 provide them with the knowledge to operate in an environment which is continually changing.

Salamah College has continued to meet the demands imposed by the extensive growth in 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 School 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 achievement 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 Students' Representative Council (SRC) is the peak representative body for 240 Secondary students and 470 Primary students at Salamah College. The Student Representative Council at Salamah College is run as a student-based civic body, committed to representing student, to promote School spirit amongst the student population, and teach leadership skills to its members contribute to their School community.

Students who participated in the Student Council in 2015 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples for academic achievements and discipline through the duration of the year.

In its fourth year of operation, the Primary Student Representative Council offered a new variety of experiences to cater for a larger group of students under the umbrella of student leadership. They actively canvassed a wide range of issues which affect young people and 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.

The SRC members and teachers constructed a strong skill based foundation of leadership which became evident in the weekly meetings that were organised where thoughts, ideas and initiatives could be shared and in the many successful events and activities held in 2015. All SRC representatives participated in a range of activities, which served to enhance the quality of both the physical and behavioural environment of our School.

The SRC members organised and executed many fund raising activities for the improvement of facilities and for the purchase of new resources for the School. And whilst fundraising is a worthwhile endeavour it is not their main focus. The focus was 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.

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

- **Salamah's Special Breakfast:** In 2015 SRC members wanted to make a difference by contributing to the fight against cancer, and raised much needed funds for a family battling cancer. As such, students from K-10 participated in a whole School charity breakfast which was kindly donated and organised by staff. Funds raised from this charity event were presented to the selected family in a special whole School assembly.
- **Fundraising:** Throughout the year SRC representatives ran a variety of fundraisers including;
 - Ice-Cream sale
 - School Mufti days
 - Spider drink sale
 - Sausage sizzle day
 - Cake sale

- **Year 6 Graduation Ceremony:** Year 6 Students enjoyed an impressive farewell breakfast that was well organised with aesthetically pleasing decorations. All SRC representatives played an important role in the organisation and decoration of this special event.
- **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.
- **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.
- **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.
- **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 were enjoyed by all students who were asked to wear orange tops, with students displaying their sense of commitment and belonging to multicultural Australia. The day was filled with various fun filled activities.
- **Numeracy Day Competition:** All SRC students benefitted from participating in the organization and operation of a whole-day event, attended by the majority of students in 7-10.

Future Projects

- **Fundraising Activities:** We plan to run more fundraising activities to raise funds for our School.
 - Spider drink sale
 - Cakes sales
 - Sundae sales
 - Fit Kids Australia
 - 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.
- **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.

- **School Environment:** ‘Put your rubbish in the bin, let’s keep Salamah clean’. SRC representatives will design posters and post them around our School in an effort to promote a cleaner School environment.
- **Salamah’s 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.
- **Fit Kids Australia:** Fit kids Australia at Salamah! SRC representatives will work on a project alongside teacher to devise plan to empower all children with the knowledge, skills and habits to enable them to grow up as healthy, active and happy adults. Professional sports coaches will come to our School to run fitness programs for all of our students. Thus research has revealed that teaching fitness through integrated programs into children’s lifestyles refines and assist with:
 - Fitness (strength training, cardio and flexibility)
 - Good nutrition
 - Healthy mental state
 - Adequate sleep
 - Improved concentration, mood, and ability to perform mental tasks to a possible improvement in academic achievement

VALUE ADDED INFORMATION

One of the main points of focus in both Primary and Secondary Schools has been the shift and preparedness for the New NSW Curriculum. Salamah College staff attended targeted professional learning sessions to improve the teaching programs and practices based on School priorities to achieve School targets.

Classroom teachers have become more reflective practitioners through lesson evaluations and feedback sessions to inform future planning and teaching and engaged teachers in team teaching practices as a means of Teacher Professional Learning to enhance their individual skills and build teacher capacity. As a developing School, Salamah College continued to see improvements in the construction of a positive, learning-oriented School culture.

Salamah College is proud to follow a distributed leadership model that empowers leaders including Grade Leaders, Literacy and Numeracy Coaches, Beginning Teacher Mentors, and Senior Teachers. As a developing School, Salamah College, strives to improve curriculum standards and will continue to lead a whole-School approach to improve student outcomes in a positive learning environment.

A range of Literacy and Numeracy skills were integrated across other KLAs throughout 2015. Teachers have incorporated LIEN/LIN and 'Reading to Learn' strategies into their Literacy and Numeracy Programming. These programs have been carefully integrated into the school's curriculum in such a way so as not to lose the core teaching of any KLA in the classroom. In 2015 the students got the opportunity to read a wide range of quality literature to enhance their reading and comprehension skills as well as the opportunity to improve their ability to use mental computation skills independently and to solve other mathematical problems. This required that teachers implement strategies to keep students engaged at all times. The application of the explicit teaching pedagogy enhanced student learning outcomes, synthetic phonics, reading and comprehension, spelling and grammar and whole number skills.

All Primary and High School teachers have become more data driven. Teachers analysed internal and external assessment results and NAPLAN SMART data results to monitor student performance. NAPLAN Literacy and Numeracy teaching strategies have been incorporated into English and Mathematics teaching programs using NAPLAN task cards. The integration of varied types of assessments 'for learning', 'as learning', 'of learning' included multiple choice style questions, self-assessment, responding and composing to different types of texts. Effective assessment increased student engagement in their learning and enhanced student outcomes.

The Restorative Behaviour Management System (RBM) that was implemented in 2012 at Salamah College has shown itself to be a very successful model for student behaviour and wellbeing in 2015. All staff are

enthusiastic followers of this Positive Behaviour Management System. Whilst the system has been working very well, Salamah College has continued to train teachers on the use of RBM in all school settings.

The Learning Support Department has implemented a range Literacy and Numeracy Intervention Programs that best meets students' learning needs. These programs included PreLit, Minilit, Multilit, Count Me In Too, LIEN, Reading Groups, CARS & STARS, Behaviour Management Plans, and Individual Learning Plans. The teaching strategies have been integrated into the core curriculum to improve student achievements.

Salamah College has shared its School vision with the whole School community through parent partnership and effective open communication. The School communication with parents has continued to improve, due to teachers using phones, Class Dojo and email to contact parents and discuss any matter.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

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) with very few absentees in 2015. 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. 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.

Primary School

Decrease in the percentage of students below National Minimum Standards (NMS) from 2014 to 2015:

- In Reading, a 10% decrease to 5% in both Year 3 and Year 5
- In Grammar & Punctuation, a 10% decrease to 4% in Year 3 and 5% in Year 5
- In Spelling, a 7% decrease to 4% in Year 3 and 1% in Year 5
- In Numeracy for Year 3, there was a 5% decrease down from 15% to 10 % and in Year 5 there was a 15% decrease down from 15% to 0%

Increase in the percentage of students at proficiency level from 2014 to 2015:

- In Writing, a significant increase, a 30% increase in Year 3 from 18% to 48% and in Year 5 from 4% to 12%
- In Year 3 Spelling, a 6% increase from 26% to 32%
- In Numeracy, 17% in Year 3, and 7% increase in Year 5 from 4% to 11%

Overall analysis of the NAPLAN data highlights that there has been a steady 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 four 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: 2015 NAPLAN results – Primary School Summary of Percentages

GRADE	YEAR 3			YEAR 5		
Aspects	% of stds below NMS	% of stds at or below NMS	% at proficiency	% of stds below NMS	% of stds at or below NMS	% at proficiency
Reading	5%	16%	17%	5%	30%	10%
Writing	4%	8%	48%	0%	5%	12%
Spelling	4%	19%	32%	1%	7%	29%
Grammar & Punctuation	4%	19%	29%	5%	22%	23%
Numeracy	10%	42%	17%	0%	23%	11%

Secondary School

Decrease in the percentage of Year 7 students below National Minimum Standards (NMS) from 2014 to 2015:

- A drop of 7 percentage points in Spelling to 0%
- A drop of 7 percentage points in Numeracy to 1%

Decrease in the percentage of Year 9 students below National Minimum Standards (NMS) from 2014 to 2015:

- A drop of 10 percentage points in Reading to 2%
- A drop of 2 percentage points in Spelling to 0%

Increase in the percentage of Year 7 students at proficiency from 2014 to 2015:

- An increase of 10 percentage points in Spelling to 34%
- An increase of 7 percentage points in Grammar and Punctuation to 16%

Increase in the percentage of Year 9 students at proficiency from 2014 to 2015:

- An increase of 11 percentage points in Numeracy to 19%
- An increase of 8 percentage points in Reading to 11%

Table 2: 2015 NAPLAN results – School Summary of Percentages

GRADE	YEAR 7			YEAR 9		
Aspects	% 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	6%	33%	4%	2%	29%	11%
Writing	9%	47%	6%	21%	55%	11%
Spelling	0%	8%	34%	0%	4%	19%
Grammar & Punctuation	10%	28%	16%	4%	26%	13%
Numeracy	1%	25%	9%	0%	2%	19%

PROFESSIONAL LEARNING

At Salamah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2015, 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 2015

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 -LIEN Domains (Counting, Place Value, Addition & Subtraction, Multiplication & Division)	School based
Reading to Learn Workshops -Detailed reading -3 levels of comprehension -Intensive strategies -Joint & individual construction -Team Teaching	School based
EMAZE Training	School based
Purpose of Student Progress Portfolios -Process of writing and reviewing academic reports -Procedures for reporting, progress portfolios, and effective communication for parent teacher interviews	School based
Introduction to Restorative Behaviour Management	School based
ICT Professional Learning -Basic Computer Skills -Basic functions of Moodle - Basic functions of Class Dojo	School based

<p>Literacy Workshops</p> <ul style="list-style-type: none"> -Super 6 Comprehension Strategies -Literacy in the Australian Curriculum -Sentence construction -Teaching creative writing skills -Spelling, Grammar & Punctuation -Vocabulary building activities -Narrative structure 	<p>School based</p>
<p>Numeracy Workshops</p> <ul style="list-style-type: none"> -LIEN integrating Patterns & Algebra -LIEN domain 'Addition & Subtraction' -LIEN domain 'Multiplication & Division' 	<p>School based</p>
<p>Implementation of the K-6 Maths Syllabus</p> <ul style="list-style-type: none"> -Developing real life meaningful experiences -Investigating and problem solving -Student Centred learning (Maths Tool box) -Teaching strategies 	<p>School based</p>
<p>Teaching Synthetic Phonics</p> <ul style="list-style-type: none"> -Strategies on how to effectively teach phonics -Phonics lesson planning -Implementation per phase -Phonic knowledge and skills -Phonic activities and games -Utilising effective resources 	<p>School based</p>
<p>Educator Impact Introductory Workshop</p> <ul style="list-style-type: none"> -What is Educator Impact? -Why is this tool important? -What is the EI Process? -How does it work? -Goal setting workshop -Reflect on 360 degree feedback 	<p>Change Labs</p>

-Set a SMART development goal	
Australian Curriculum for History -Familiarisation: NSW History Syllabus for the Australian Curriculum K-6 -Planning & Programming: NSW History Syllabus for the Australian Curriculum K-6	AIS

Secondary Staff Professional Development 2015

PD Courses	Facilitator
Child Protection	School based
LIN-Learning In Numeracy	School based
Multilit	School based
ICT – Moodle	School based
ICT – Advanced Moodle	School based
ICT – Class Dojo	School based
ICT – Assignment Tracking System	School based
Student Welfare and Discipline	School based
Emotional Intelligence In the Classroom	School based
Prevention is Better Than the Cure – A Whole-School Approach to Teacher Preparation	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
ICT as a General Capability	AIS
Familiarisation: NSW Geography Syllabus for the Australian Curriculum	AIS
Hotmaths	Cambridge

TEACHING STANDARDS

Primary

- In 2015, 35% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2014 and the start of 2015 is an average of 71%.

Secondary

- In 2015, 88% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2014 and the start of 2015 is 84 %

Ancillary

- Retention rate of staff between the start of 2014 and the start of 2015 is 100 %

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	48
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

SCHOOL ENROLMENT

SCHOOL ENROLMENT:

EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	37		36		73
	Year 1	37		45		82
	Year 2	25		47		72
	Year 3	37		38		75
	Year 4	26		25		51
	Year 5	38		33		71
	Year 6	23		23		46
Primary Total		223		247		470
Secondary	Year 7	49		39		88
	Year 8	30		40		70
	Year 9	18		27		45
	Year 10	17		20		37
Secondary Total		114		126		240
SCHOOL TOTAL		337		373		710

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

SCHOOL ATTENDANCE AND RETENTION RATES

Student Attendance

Education Level	Attendance %
Kindergarten	
Year 1	89.4%
Year 2	90.9%
Year 3	90.5%
Year 4	91.3%
Year 5	91%
Year 6	91.1%
Year 7	90.1%
Year 8	88.8%
Year 9	85.8%
	86%
OVERALL	89.7%

Student Retention Rates

The way in which Salamah College calculates its student retention rates is:

Number of students at Census of the previous year minus the number of students that left the School up to the Census date of the current year, not including any new enrolments during the current year.

Based on this calculation, the retention rate of students this year is approximately 89.2%. It is important to note that this rate has been affected by the fact that there was no Year 11 available in 2016 and therefore all Year 10 students were unable to continue at the School.

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. The School is working towards providing a digital access to all parents in 2015 - 2016 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.

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.

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 2015:

1. An improvement of Literacy and Numeracy 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. Increased levels of Literacy and Numeracy achievement
5. Increased levels of Literacy and Numeracy engagement
6. A higher level of student engagement across Literacy and Numeracy
7. An improvement in mental communication and working mathematically skills
8. An improvement in reading and comprehension skills
9. Increased levels of student oral reading fluency rates
10. Increased levels of student vocabulary in reading and writing
11. Maximised learning opportunities to meet students' needs within the mainstream classroom
12. Increased level of staff competence in using SMART data to analyse NAPLAN results for Literacy and Numeracy
13. Increased level of staff competence in the use of technology to be integrated across the curriculum
14. More student-centred learning in the classroom through the use of technology
15. A higher level of collaboration in using a holistic approach to strengthening the curriculum along a continuum from Primary to Secondary
16. Better quality teaching and learning practices in line to the teaching standards
17. A higher quality of distributed leadership by empowering School leaders
18. A higher level of parent engagement in the School curriculum
19. Enhanced community and parent partnerships

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 and compassion, courtesy and good citizenship to develop positive and productive attitudes that young people need.

PARENT, STUDENT AND TEACHER SATISFACTION

Salamah College strives to maintain and strengthen links with parents and the community as both School and parents share 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.

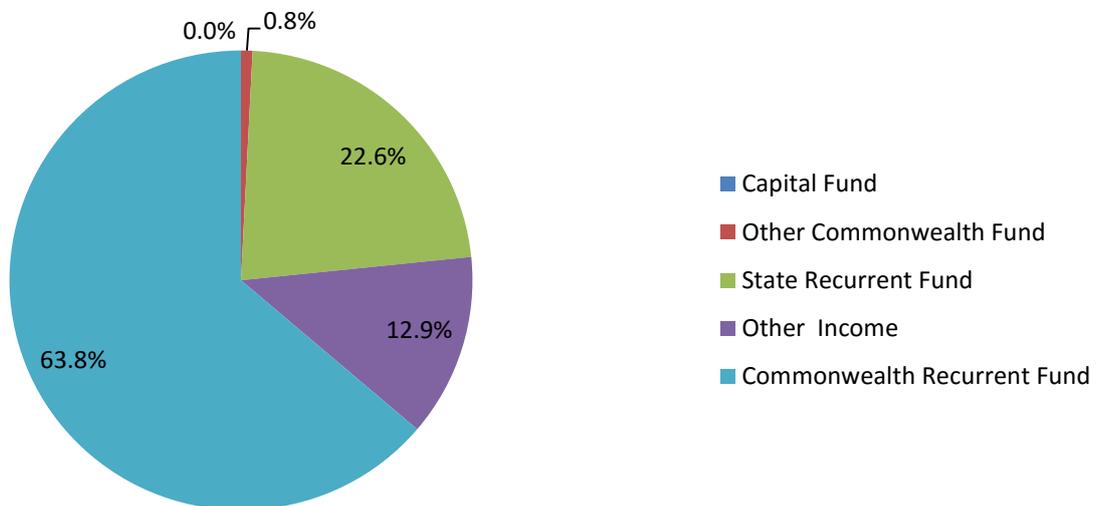
The School treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport 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 2015 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.

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 2015.

Current Income



Current Expenditure

