



Educational & Financial

Annual Report

2016

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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 fifth 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 every 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

Salamah College acknowledges the importance of leadership within the student body. The establishment of a Student Representative Council provides an avenue for students to express views and become part of the decision making process with regard to issues that affect the student body. It empowers young people to support each other and contribute positively to society. It also provides an opportunity for representatives to take on leadership roles and lead by example by upholding the school values; positivity, integrity, wisdom, work ethic, commitment and compassion.

The 2016 Student Representative Council (SRC) consisted of peer-elected members from Years 3 to 10, who are positive role models in the school environment. SRC students were inducted in a Primary and Secondary assembly in the presence of their peers and parents. SRC students enjoyed building a harmonious relationship with their fellow SRC members, teachers, and executive staff. An SRC excursion was planned to AMF Bowling and Laser Skirmish to foster team building skills.

The SRC student body focused on bringing about positive changes that would benefit the students and the whole school community. SRC Leaders demonstrated a commitment in representing students' best interests within the school community and advocate students' needs on educational issues. SRC proactively assisted with the organisation and execution of fundraising activities, assemblies, special events, extra-curricular activities, authentic leadership opportunities, and end-of-year presentations and graduation ceremonies.

School and Community Involvement

In 2016 the SRC was actively involved in a variety of leadership and fundraising initiatives to enhance the quality of school life for all students. The projects that the SRC was involved in included:

- **Kindy Orientation Program;** Year 6 Leaders assisted preschool children to smoothly transition into a school setting
- **Kindy and Year 6 Reading Buddies Program;** to develop Early Stage 1 reading and comprehension skills.
- **K-6 Peer Support;** this social skills program is peer led facilitated by Grade 6 students in mixed aged group to promote team work, problem solving, resilience, assertiveness, decision making and leadership
- **Athletics Carnival;** promoted active student participation and sportsmanship
- **Charity Events;** Ramadan Breakfast for parents, Ramadan Breakfast for students, Eid Fete
- **Fundraisers;** Spider drinks sale, Cake sale, and Ice cream sundaes to showcase their enterprise marketing skills

- **Special Events;** Harmony Day, National Day of Action Against Bullying & Violence, Book Week, Literacy & Numeracy Week, Clean Up School Day, National Simultaneous Story Time, Talent Quest, Science Week, end-of-year presentations, Year 6 and Year 10 Graduation Ceremonies, presenting merit awards during fortnightly assembly, public speaking training for students in weekly meetings.
- **Organised Sports Activities;** modified popular sports games such as soccer, touch football, handball, and OZ tag to promote physical activity

Future Projects

- **Special Event;** Salamah's Special Breakfast to support community radio station.
- **Fundraisers;** Raising much needed funds in charity for Westmead Children Hospital, Desserts for All, Beanie for Brain Cancer,
- **School Environment;** SRC representatives will design a range of posters to display on keeping the environment clean, bullying, friendship, and conflict resolution to enhance the school learning environment, Anti-Bullying Campaign, Book Week Events/Competitions
- **Playground Monitors;** SRC students assist supervising teachers in the playground to ensure students are throwing litter in the bin, wearing a hat, lining up in the canteen area, and assist as well in teaching games to the early years.
- **Excursions;** TreeTops Adventure Park, Cataract Scout Park, Go Karting

VALUE ADDED INFORMATION

Salamah College Executive Board, since the inception of the School in 2012, had recognised the requirements of teaching in the 21st century. Teaching via technology was one of the requirements in 2016 and in 2017, teaching through technology remains integral to modern classes.

Salamah College started in 2012 with 9 classes equipped with Promethean Interactive White Boards out of 15 classes in total. Currently, Salamah College has 37 classes all equipped with the latest cutting edge Epson Interactive Projectors that transform any wall into an Interactive White Board.

Salamah College started in 2012 with 1 Computer Lab that was shared between the Primary School and the High School. In 2014, a second Computer Lab was set-up for the use of High School students. Salamah College is currently in the process of moving towards equipping every class with its own dedicated class set of laptops. Teaching via ICT is integrated in each and every teaching program and thus the need for computing devices every session of the day for every class is crucial. Salamah College was a winner in the 2016 Samsung STEM Hero competition and received a gift of thirty SAMSUNG TAB S2 tablets from SAMSUNG in conjunction with the National Science and Technology Centre Questacon. These tablets are being utilised in the implementation of learning support programs.

Salamah College also incorporated the use of Mathletics for the Primary School and Cambridge HOTmaths for the High School. Both are comprehensive mathematics learning systems with targeted and adaptive curriculum content yet captivating with engaging games and rewards, an interactive online maths learning, teaching and assessment resources for students and teachers, for individuals or whole classes, for school and at home all aligned to the Australian Curriculum. They include projectable material in all lessons for interactive whiteboards. More effort is being directed towards bringing more and more ICT educational applications to the use of our students.

Salamah College is moving towards relying completely on technology. With this in mind, the School has extended the benefit of its Microsoft subscription and provided each student with an email id and the ability to download Microsoft Office on the students' own laptops at home. This allows the students to open at School the documents they make at home and vice versa without the need to have a USB but solely rely on Microsoft cloud, OneDrive.

Salamah College also gave a great deal to the development of its facilities and succeeded in obtaining an approval to expand its facilities. The project started in 2016 and is expected to be carried out over the next 8 years.

Salamah College participated in the Schools Leading Learning Project (SLLP) for three years, 2016 being the final year of implementation. The teachers at Salamah College are capable of speaking the language of data to identify issues hindering the development of their students' numeracy and literacy skills. This was achieved through the use of diagnostic tests, external examinations' results like NAPLAN and ICAS, or internal examinations' results. Teachers also attended targeted professional learning sessions, reflected upon their newly acquired knowledge and their practice, set achievable goals and worked in collaboration with the School community to witness success then ultimately used the constructive feedback they received to refine the whole process.

NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY(NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. NAPLAN tests assess student knowledge and skills in numeracy, reading, writing, spelling, punctuation and grammar. The results of the tests provide information for students, parents, teachers and Principals about student achievement which can be used to inform teaching and learning programs.

Primary School

Literacy Achievements:

- A significant improvement in Year 3 & 5 spelling results from 2014 to 2016, 9% decrease in the percentage of Year 3 students in the bottom 2 bands, to 17% increase in the top 2 bands. In Spelling, 0% of Year 5 student below National Minimum Standards (NMS). Decrease the percentage of Year 3 students in the bottom bands by 5% and increase the percentage of Year 3 & 5 students in the top bands by 10%.
- A significant improvement in Year 3 & 5 writing results from 2014 to 2016, 27% decrease in the percentage of Year 3 students in the bottom 2 bands, to 35% increase in the top 2 bands. In Writing, 0% of Year 5 student below National Minimum Standards (NMS). Decrease the percentage of Year 3 students in the bottom bands by 5% and increase the percentage of Year 3 & 5 students in the top bands by 15%.
- In Grammar & Punctuation, 0% of Year 5 student below National Minimum Standards (NMS). Decrease the percentage of Year 3 students in the bottom bands by 10% and increase the percentage of Year 3 & 5 students in the top bands by 10%.
- In Reading, Year 3 & 5 students are clustering in the middle bands. Decrease the percentage of students below National Minimum Standards (NMS) by 6% and increase the percentage of students in the top bands by 15%.

Numeracy Achievements:

- Year 3 & 5 students are clustering in the middle bands. Decrease the percentage of students in below National Minimum Standards (NMS) by 10% and increase the percentage of students in the top bands by 10%.

Overall analysis of the NAPLAN data, highlights that there has been a significant increase of Spelling and Writing results for Years 3 & 5 students from 2014 to 2016. There has been a significant decrease of Year 5 students below the National Minimum Standards for Writing, Spelling, and Grammar and Punctuation. A significant increase of the percentage of Year 3 & 5 students in the top 2 bands for Spelling & Writing. The trends in the pattern of data across the three years suggests that there is a slight decrease in the bottom 2 bands, a cluster in the middle bands, and a gradual increase in the top 2 bands. Therefore, target students in the middle bands with further opportunities to challenge and extend students' learning to increase achievements into the top 2 bands. In conclusion, more emphasis on enhancing literacy skills through quality literature and synthetic phonics approach.

High School

The following deductions have been made upon comparing the data of 2014 and the data of the same cohorts in 2016 (2014 Y5 progressing to 2016 Y7 and 2014 Y7 progressing to 2016 Y9).

Literacy Achievements

Increase in the percentage of Year 7 students at National Minimum Standards (NMS) in Reading:

- An increase of 23 percentage points from 36% to 59%

Increase in the percentage of Year 7 students at National Minimum Standards (NMS) in Writing:

- An increase of 32 percentage points from 29% to 61%

Decrease in the percentage of Year 7 students below National Minimum Standards (NMS) in Spelling:

- A drop of 4 percentage points from 7% to 3%

Increase in the percentage of Year 7 students at National Minimum Standards (NMS) in Spelling:

- An increase of 10 percentage points from 20% to 30%

Increase in the percentage of Year 7 students at National Minimum Standards (NMS) in Grammar and punctuation:

- An increase of 36 percentage points from 9% to 45%

Increase in the percentage of Year 9 students at National Minimum Standards (NMS) in Grammar and punctuation:

- An increase of 3 percentage points from 36% to 39%

Numeracy Achievements

Increase in the percentage of Year 7 students at National Minimum Standards (NMS) in Numeracy:

- An increase of 12 percentage points from 22% to 34%

Increase in the percentage of Year 7 students at Proficiency in Numeracy:

- An increase of 2 percentage points from 4% to 6%

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

- A drop of 8 percentage points from 8% to 0%

Overall analysis of the NAPLAN data, highlights that there has been a significant improvement in all the aspects for the 2014 Y5 cohort that progressed to become the 2016 Y7 cohort. Furthermore, a great room of improvement exists for the 2014 Y7 cohort that progressed to become the 2016 Y9 cohort who succeeded in improving in both Grammar & Punctuation and Numeracy.

Table 1: 2016 NAPLAN results – Primary School Summary of Percentages

2016 PRIMARY SCHOOL SUMMARY						
NAPLAN Results	Year 3			Year 5		
Aspects	% Below NMS	% At or Below NMS	% At Proficiency	% Below NMS	% At or Below NMS	% At Proficiency
Reading	4%	21%	21%	6%	34%	4%
Writing	1%	3%	52%	0%	15%	6%
Spelling	4%	10%	43%	0%	11%	19%
Grammar & Punctuation	9%	21%	25%	0%	15%	9%
Numeracy	9%	34%	9%	4%	43%	4%

Table 2: 2016 NAPLAN results – High School Summary of Percentages

2016 HIGH SCHOOL SUMMARY						
NAPLAN Results	Year 7			Year 9		
Aspects	% Below NMS	% At or Below NMS	% At Proficiency	% Below NMS	% At or Below NMS	% At Proficiency
Reading	9%	59%	2%	8%	36%	5%
Writing	17%	61%	3%	39%	64%	3%
Spelling	3%	30%	19%	15%	25%	15%
Grammar & Punctuation	9%	45%	11%	10%	39%	3%
Numeracy	9%	34%	6%	0%	19%	3%

PROFESSIONAL DEVELOPMENT

Salamah College aims to enhance student achievement outcomes and sustain quality teaching practices through targeted professional learning and distributed leadership. A team teaching approach has been adopted to build teacher capacity and improve teaching practices in literacy and numeracy. Literacy and Numeracy Coaches are team teaching with Classroom Teachers to incorporate a range of teaching strategies into their literacy and numeracy planning and programming. Grade leaders and Coaches are meeting regularly and working collaboratively with Classroom Teachers and the Coordinator to ensure consistency across the grade. Lesson observations are conducted formally and informally to identify areas for further development, make recommendations, and monitor teacher progress throughout the year. Classroom Teachers are becoming more reflective practitioners through lesson evaluations and feedback sessions.

Throughout 2016, Primary staff participated in a range of professional learning in line with the Australian Professional Standards for Standards including school based training in staff meetings and staff development days, QTC registered professional development courses, online modules, and literacy and numeracy team teaching. The table below provides details of all professional development courses attended by Salamah College teachers:

STAFF PROFESSIONAL DEVELOPMENT RECORD 2016

Professional Development Course	Professional Teaching Standards	Facilitator
Policies and Procedures <ul style="list-style-type: none"> - Child Protection Policy and Procedures - Welfare Policy - Islamic Care - Discipline Policy - School basics - Code of Ethics - Policies & procedures - Sensitive contractual terms and conditions - School Admin Matters - Communication - Australian Professional Standards for Teachers 	6.1.2, 7.1.2, 7.2.2	School Based Principal
Administering and Marking Diagnostic Screening Assessments Workshop <ul style="list-style-type: none"> - Diagnostic Assessments; LIEN Interviews, PM Benchmark testing, Waddington Reading & Spelling, TORCH - Students-at-risk chart 	1.3.2, 1.5.2, 2.5.2, 3.6.2	School Based Learning Support Leader
'Composing & Responding to Writing' Workshop <ul style="list-style-type: none"> - NSW syllabus familiarisation; composing and responding to writing component - NSW syllabus K-6 writing continuum - Responding and composing to texts - Writing in the early years - Writing Process - Sentence writing framework - Sentence building ideas - NAPLAN writing teaching strategies 	2.1.2, 2.5.2, 3.2.2, 6.2.2	School Based Literacy Coaches

<p>‘LIEN’ Catch-Up Numeracy Workshop</p> <ul style="list-style-type: none"> - Utilising LIEN Framework - LIEN Domains (Counting, Place Value, Addition & Subtraction, Multiplication & Division) 	1.3.2, 1.5.2, 2.5.2, 6.2.2	School Based Numeracy Coaches
<p>Moodle Follow Up ICT Workshop</p> <ul style="list-style-type: none"> - Logging in to Moodle site - Uploading documents and images to page - Changing layout of weekly descriptors - Adding hyperlinks - Adding texts - Checking student participation 	2.6.2, 3.4.2, 4.5.2, 6.2.2	School Based ICT Teacher
<p>Restorative Behaviour Management (RBM) Workshop</p> <ul style="list-style-type: none"> - School Values - Purpose of RBM - Discipline procedure; extreme behaviour, incident reports, minor and major breaches - Classroom management strategies - Individual Behaviour Management Plans 	4.1.2, 4.2.2, 4.3.2, 4.4.2, 6.2.2	School Based Principal
<p>Analysing NAPLAN results using SMART</p> <ul style="list-style-type: none"> - Undertaking NAPLAN analysis; SMART data login, Reports tab, Data Analysis tool, Percentage in Bands, Trend Data, School Growth, Student Growth, Means and Standard Deviations, Item Analysis, Relative Achievement - Using the NAPLAN School Performance Analysis 	1.1.2, 1.3.2, 1.5.2, 2.6.2, 3.6.2, 6.2.2	School Based Primary Coordinator
<p>Familiarisation: NSW Syllabus for the Australian Curriculum Geography K-6</p> <ul style="list-style-type: none"> - Geography syllabus rationale, aim and objectives for teaching - Key features of the Geography curriculum and associated implications for teaching and learning 	2.1.2, 3.2.2, 6.2.2	AIS Senior Consultant
<p>Reading & Comprehension</p> <ul style="list-style-type: none"> - What is comprehension? - Syllabus comprehension strategies - Comprehension in ‘Reading to Learn’ - 3 levels of comprehension - Super 6 comprehension strategies 	2.1.2, 2.2.2, 3.2.2, 6.2.2	School Based Literacy Coaches
<p>Mathematical Language and Effective Questioning</p> <p>Part 1- Mathematical Language:</p> <ul style="list-style-type: none"> - Supporting all students in Mathematics - Literacy in Mathematics and Mathematical Literacy - The importance of mathematical language in the classroom - How we can support our students’ mathematical language development - BOSTES Resources to support our teaching - NSW Institute Research and Key Ideas <p>Part 2- Effective Questioning:</p> <ul style="list-style-type: none"> - Open Ended Questions - Features of a good question - Reasons for good questioning - What is understanding? - The Questions- students & teachers - Constructing good questions 	2.1.2, 2.2.2, 3.2.2, 6.2.2	School Based Numeracy Coaches
<p>Familiarisation: NSW Syllabus for the Australian Curriculum Geography K-6</p> <ul style="list-style-type: none"> - Stages and Outcomes - Australian Curriculum Coding - Learning Across the Curriculum Areas - Stage Statements 	2.1.2, 3.2.2, 6.2.2	School Based & Online Learning Module

<ul style="list-style-type: none"> - Organisation of Geography Syllabus Content - Geography Rationale - Geographical Concepts Continuum - Geographical Inquiry Skills Continuum - Geographical Tools Continuum - Assessment For, As, Of Learning 		Primary Coordinator
Australian Curriculum Reform- History <ul style="list-style-type: none"> - Reviewed current History Scope for K-6 - Unpacked History syllabus outcome and content descriptors - History Key Inquiry Questions 	2.1.2, 3.2.2, 6.2.2	AIS Educational Consultant
Planning & Programming with the Australian Curriculum English syllabus K-6 <ul style="list-style-type: none"> - Learning Intentions - Difference between English and literacy - English syllabus organisation of content - Unpacking English syllabus content - Engaging with texts - Quality texts - Texts requirements - Types of Text - English objectives - Developing Understanding, Knowledge & Skills in English - Big Ideas - Textual Concepts - Considerations for scope and sequencing and programming - Designing Learning - Understanding by Design - Assessment 'of', 'for', 'as' learning 	2.1.2, 2.2.2, 3.2.2, 6.2.2	AIS Educational Consultant
The Principles of Purposeful Programming <ul style="list-style-type: none"> - Process of reviewing current teaching programs for the implementation of the Australian curriculum - Providing tools, resources and examples develop engaging learning experiences - Exploring the requirements of the syllabuses - Discussing the implications for programming and planning - Guidance to begin shaping a scope and sequence and unit of work 	2.1.2, 2.2.2, 3.2.2, 6.2.2	AIS Online Learning Module
Planning & Programming: NSW Syllabus K-6 Australian Curriculum Geography <ul style="list-style-type: none"> - Key aspects of new syllabus explored. - BOSTES advice on planning scope and sequences and units of work. - Writing quality units of work for the Australian Curriculum Geography K-6 - Examples provided to guide teachers for own planning. 	1.2.2, 2.2.2, 2.3.2, 6.2.2	AIS Online Learning Module
Australian Curriculum Planning- Geography <ul style="list-style-type: none"> - Develop Geography Scope for K-6 - Unpacked Geography syllabus outcome and content descriptors - Geography Skills, Concepts, and tools 	1.2.2, 2.2.2, 2.3.2, 6.2.2	AIS Educational Consultant
Planning & Programming: NSW Syllabus for the Australian Curriculum Geography K-2 <ul style="list-style-type: none"> - Introduction to the programming process on geographical concepts, skills and tools outlined in the syllabus - Unpack the Geography syllabus outcomes - Design appropriate Geography assessments 	1.2.2, 2.2.2, 2.3.2, 6.2.2	AIS Education Consultant
Geographical Inquiry K-6 (Webinar)	1.2.2, 2.1.2, 6.2.2	AIS

<ul style="list-style-type: none"> - Process of geographical inquiry for the Australian Curriculum Geography K-6 - Incorporation of the inquiry process 		Educational Consultant
Australian Curriculum Reform- English <ul style="list-style-type: none"> - Develop English Scope for K-6 in line with Geography, History and Science overview - English Resource List for K-6 - English Unit Ideas for K-6 	1.2.2, 2.2.2, 2.3.2, 6.2.2	AIS Educational Consultant
Behaviour Support <ul style="list-style-type: none"> - Outline of Learning Support referral policy and process - Structure of Welfare Committee - Behaviour differentiation strategies - Classroom management techniques and resources 	4.1.2, 4.2.2, 4.3.2, 4.4.2, 6.2.2	Learning Support Leader
Backward by Design; Teaching & Assessing for Understanding <ul style="list-style-type: none"> - Key to backward design - 3 stages of backward design - Focus on Big Ideas - Categories of desired results - Essential Questions - 6 Facets of Understanding - Curricular priorities and assessment methods - Planning learning experiences and instruction 	1.1.2, 1.3.2, 1.5.2, 2.6.2, 3.6.2, 6.2.2	School Based Primary Coordinator
Australian Curriculum Planning & Programming- English ES1, S1, S2, & S3 <ul style="list-style-type: none"> - Developing Unit planners for ES1 & S1 units of work; student learning 'know', 'do', 'understand', textual concepts, essential questions, summative assessments, unit resources. 	1.2.2, 2.2.2, 2.3.2, 6.2.2	AIS Educational Consultant
Literacy/Numeracy Team Teaching with Literacy/Numeracy Coach <u>Numeracy</u> <ul style="list-style-type: none"> - Learning Intentions - Working Mathematically; Measurement <u>Literacy</u> <ul style="list-style-type: none"> - Applying 'Super 6 comprehension strategies' to text 	2.1.2, 2.2.2, 3.2.2, 6.2.2	AIS SLLP Consultant
NAPLAN SMART Data Analysis <ul style="list-style-type: none"> - Analysis of NAPLAN data per domain for reading, writing, spelling, grammar, and numeracy - Trends in data for gender per domain - Patterns from 2014 to 2016 per domain - Year 5 Student Growth per domain 	1.1.2, 1.3.2, 1.5.2, 2.6.2, 3.6.2, 6.2.2	School Based Primary Coordinator
'Get Reading Right' <ul style="list-style-type: none"> - Participants will have improved subject knowledge of phonics - Participants will have improved pedagogical knowledge to teach phonics - Participants will have improved assessment practices to assess and track phonics learning 	2.2, 2.5, 3.2, 6.2.2	'Get Reading Right' consultant
<u>Parents Teachers Meeting Techniques</u>	3.7.2, 5.2.2, 5.5.2, 7.3.2	School Based TPL High School Coordinator
<u>Bloom's Taxonomy and Metacognition</u>	2.1.2, 3.3.2, 6.1.2	School Based TPL High School Coordinator

<p><u>Online Services Facilitated by the School</u></p> <ul style="list-style-type: none"> - Moodle: Adding resources and activities - ClassDojo: Utilising the system for behaviour management and communicating with the parents. - ATS: Adding URLs to the system and issuing reports 	2.6.2, 3.4.2, 4.5.2, 6.2.2	School Based TPL Assistant Principal
<p><u>Metacognition – Helping Students to Self-Regulate</u></p>	1.5.2, 3.1.2, 4.1.2	School Based TPL High School Coordinator
<p><u>Seven Metacognitive Classroom Strategies</u></p>	1.2.2, 3.2.1, 3.5.2	School Based TPL High School Coordinator
<p><u>Metacognition in Exams</u></p> <ul style="list-style-type: none"> - Effective multiple choice question writing - Metacognition in multiple choice exams - Metacognition in short answer questions - Metacognition in long response questions 	2.5.2, 5.1.2	School Based TPL High School Coordinator
<p><u>Metacognition in practice</u></p> <ul style="list-style-type: none"> - English - Math - Science - TAS - Arabic - Creative Arts - Learning Support 	1.3.2, 5.3.2, 6.3.2	School Based TPL
<p><u>Effective Report Writing Techniques</u></p>	6.2.2, 6.4.2	School Based TPL High School Coordinator

TEACHING STANDARDS

Primary

- In 2016, 35% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2015 and 2016 is an average of 92%.

Secondary

- In 2016, 86% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2015 and 2016 is an average of 67%.

Ancillary

- Retention rate of staff between the start of 2015 and the start of 2016 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	38
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	9
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

EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	48		60		108
	Year 1	39		33		72
	Year 2	38		45		83
	Year 3	24		47		71
	Year 4	35		38		73
	Year 5	25		21		46
	Year 6	39		35		74
Primary Total		248		279		527
Secondary	Year 7	32		32		64
	Year 8	44		35		79
	Year 9	26		37		63
	Year 10	17		18		35
Secondary Total		119		122		241
SCHOOL TOTAL		367		401		768

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 76%. 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 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.

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.

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 2016:

1. An improvement of reading and comprehension skills
2. An improvement of composing and responding writing skills
3. Utilised mathematical language and working mathematically strategies in numeracy assessments
4. Extended and challenged student learning to maximise to reach their full potential
5. An improvement of literacy and numeracy NAPLAN results
6. Increased levels of literacy and numeracy student achievement outcomes
7. Increased level of staff competence in using SMART data to analyse literacy and numeracy NAPLAN results to identify school strengths, trends across three years, and any areas of further development
8. Whole school analysis of NAPLAN results to set school literacy and numeracy priority areas and achievement targets.
9. Incorporated NAPLAN teaching strategies into English and Mathematics lessons
10. Differentiated learning to cater for students' needs as reflected in their teaching programs and classroom practices
11. Application of problem solving, and critical and creative thinking skills
12. Integrated ICT across KLAs as reflected in their teaching programs to engage a higher standard of student learning
13. A smoother transition of the Australian Curriculum progressing from Primary to Secondary
14. Distributed leadership through Grade Leaders, Literacy and Numeracy Coaches, Beginning Teacher Mentor, and Senior Teachers
15. 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.

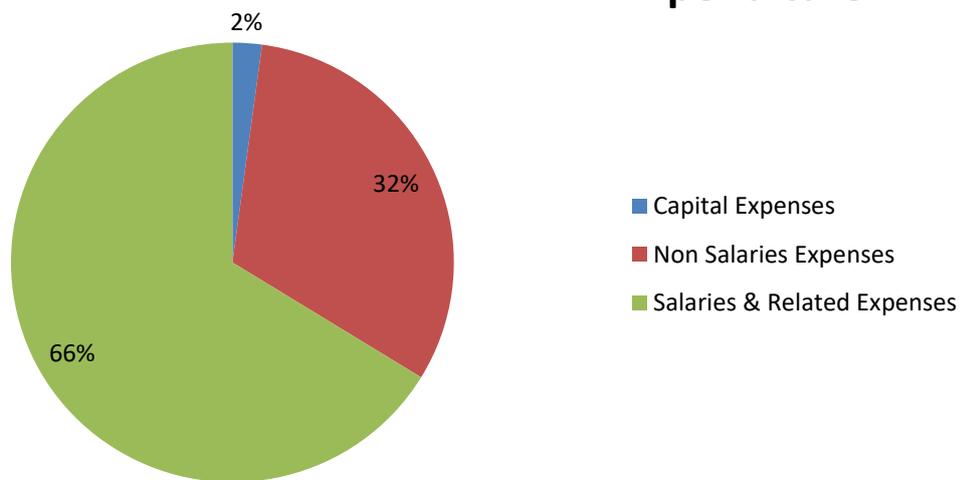
The School treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport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

Expenditure



Income

