



Educational & Financial

Annual Report

2013

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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 second year of operation Salamah College has developed into a K – Y9 School and 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 and has built a respectable reputation in just two short years for providing a caring environment, maintaining discipline and offering quality education across all key learning areas including Arabic and Islamic studies.

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

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

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

Dr Ghayath Alshelh
Chairman

STUDENT REPRESENTATIVE COUNCIL

At Salamah College the Student Representative Council is run as a student-based civic body designed to help promote school spirit and leadership among students. Student Council had a lot ahead of them thus the representative body was only in its second year of operation coupled with the task of representing over 400 students. SRC members and staff were stringent in clarifying the roles and responsibilities of members in 2013.

Grades 3-6 students who participated in the Student Council in 2013 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour through the duration of the year. Hence in 2013 the Prefects were now a visible force within the school, acting as positive role models for their younger peers. The Prefects aided in the coordination of the annual Parent/Teacher meetings, school events and organised assemblies.

All SRC representatives participated in approved activities, which served to enhance the quality of both the physical and behavioural environment of our school.

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

- **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:
 - School Mufti days
 - Spider drink sale
 - Cake sale
 - Sausage sizzle day
- **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.
- **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 organization of these games.
- **Pre Ramadan Picnic:** SRC members assisted in the promotion and organization 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 overwhelming orange, with students displaying their sense of commitment and belonging to multicultural Australia. The day was filled with various fun filled activities like the bungee run which was organised by the SRC.

Future Projects

- **Fundraising Activities:** We plan to run more fundraising activities to raise funds for our school.
 - Spider drink sale
 - Candy Crush
 - Yo-Yo Frenzy
 - Teachers against 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 organizing and setting up equipment on a daily basis.
- **Charity Projects:** Students at Salamah College will participate in raising much needed funds for the Royal Children's Hospital, Westmead. SRC members will actively be involved in this operation via organizing 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.
- **Science of Spin:** Go Yo-Yo frenzy at Salamah! SRC representatives will work on a project alongside teacher to devise plan to incorporate a yo-yo play project at our school. Professional instructors will come to our school to demonstrate different yo-yo manipulations for all of our students. Thus research has revealed that integrating yo-yo play into children's lifestyles refines and assist with:
 - Eye/Hand Coordination
 - Catching Skills
 - Fine Motor
 - Bilateral Proficiency
 - Sequencing
 - Visual Tracking
 - Benefits of Practice
 - Self-Esteem
 - ADD / ADHD Focus

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

The Restorative Behaviour Management System (RBM) that was implemented in 2012 at Salamah College has shown itself to be a very successful model for student behaviour and wellbeing. All staff are enthusiastic followers of this Positive Behaviour Management System. Whilst the system is has been working very well, Salamah College has been tireless in its efforts to ensure any minor modifications deemed necessary are implemented. This has been made possible by a continued review process where any areas that are not working at peak efficiency are adjusted. We will continue this process in order to make the learning environment as enjoyable as possible for all teachers and students.

The partnership between teachers and the Learning Support Team in the Primary and Secondary Schools coupled with the introduction of the Back to Basics (literacy and numeracy based subjects), and Writing Skills in the Secondary School allowed for targeted study 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 New NSW 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.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

School Performance in National Assessment Program - Literacy and Numeracy

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

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

Primary School

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 2013 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

The 2013 NAPLAN participants were 59 students in Year 3 and 51 students in Year 5. The 2013 NAPLAN highlights for Year 3 shows 29 girls have improved by 50 scale scores from the 2012 data in the test aspect of Spelling, whereas 21 girls from Year 5 are 16 scales above the state average in the test aspect of Spelling. Areas for further investigation illustrate 30 boys from Year 3 have shown a decrease of 36 scale scores from the 2012 data in the test of aspect of Writing. In addition 29 girls from Year 3 are 62 scale scores below the state average in the test aspect of Reading. In comparison, 30 boys from Year 5 are 55 scale scores below the state average growth in the test aspect of Reading.

Table 1: 2013 NAPLAN results – School Summary of Percentages

GRADE	YEAR 3			YEAR 5		
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	10%	27%	17%	2%	16%	8%
Writing	7%	15%	31%	4%	18%	6%
Spelling	5%	8%	37%	0%	8%	37%
Grammar & Punctuation	8%	17%	51%	2%	4%	37%
Numeracy	2%	22%	10%	4%	25%	6%

Secondary School

Secondary 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 2013 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. The 2013 NAPLAN saw year 7 and year 9 students sit the exam, with very few absentees during the examination period. NAPLAN Highlights saw 26 year 7 girls perform 16 scale scores above the state average growth in the test aspect of Reading.

Table 2: 2013 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	2%	23%	6%	13%	38%	6%
Writing	6%	47%	9%	38%	66%	3%
Spelling	0%	9%	32%	6%	16%	9%
Grammar & Punctuation	4%	26%	17%	22%	44%	6%
Numeracy	0%	22%	11%	13%	34%	3%

PROFESSIONAL LEARNING

At Salamah College, ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2013, 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 2013

PD Courses	Facilitator
Child Protection	School based
LIEN-Learning In Early Numeracy	School based
PreLit/Minilit/Multilit	School based
Reading to Learn	School based
PM Benchmarking	School based
Primary Connections	School based
Study Ladder	School based
Scoutle	School based
Effective Communication for Parent/Teacher Interviews	School based
Writing Meaningful Report Comments	School based
Purpose of Student Progress Portfolios	School based
EMAZE Training	School based
Introduction to Restorative Behaviour Management	School based
Team Teaching	School based
Australian Curriculum Inquiry-Based Learning	School based
Differentiated Programming for the Australian Curriculum	School based
English as an Additional Language or Dialect Australian Curriculum	School based

Australian Curriculum Critical and Creative Thinking	School based
Australian Curriculum Advice on Assessment Workshop	School based
Familiarisation of the English Australian Curriculum	School based
Planning & Programming for the English Australian Curriculum	School based
Student Engagement PD	AIS
K-6 Effective Assessments PD	AIS
Familiarisation of the Mathematics Australian Curriculum	AIS
Planning & Programming for the Mathematics Australian Curriculum	AIS
Familiarisation of the Science Australian Curriculum	AIS
Planning & Programming for the Science Australian Curriculum	AIS
Grammar of the Australian Curriculum	PETAA
Leadership Skills for Executives	CIRCLE
Leadership Skills for Middle Management	CIRCLE

Secondary Staff Professional Development 2013

PD Courses	Facilitator
Child Protection	School based
LIN-Learning In Numeracy	School based
Multilit	School based
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
Familiarisation of the English Australian Curriculum	School based
Planning & Programming for the English Australian Curriculum	School based
The AIS Visual Arts Conference: Art Matters – Visual Arts Education in Contemporary Times.	AIS
Inquiring Learning in the NSW History Curriculum	AIS
Engaging and Easy to Use Apps for PDHPE	AIS
ICT as general capability, what does it mean in Mathematics 7 – 10	AIS
Getting to know Mathematics Syllabus Stage 4 and 5	AIS

TEACHING STANDARDS

Primary

- In 2013, 94% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2012 and the start of 2013 is an average of 81%. The school could not draw on 2011 staff numbers as it started in 2012.

Secondary

- In 2013, 77% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between the start of 2012 and the start of 2013 is 0 %

Ancillary

- Retention rate of staff between the start of 2012 and the start of 2013 is 66 %

SCHOOL ENROLMENT

SCHOOL ENROLMENT:

EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	29	41%	42	59%	71
	Year 1	35	55%	28	45%	63
	Year 2	25	57%	19	43%	44
	Year 3	30	51%	29	49%	59
	Year 4	18	46%	21	54%	39
	Year 5	31	60%	21	40%	52
	Year 6	22	48%	24	52%	46
Primary Total		190	51%	184	49%	374
Secondary	Year 7	19	41%	27	59%	46
	Year 8	21	35%	39	65%	60
	Year 9	16	52%	15	48%	31
Secondary Total		56	41%	81	59%	137
SCHOOL TOTAL		246	48%	265	52%	511

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	94.9%
Year 1	94.9%
Year 2	96.5%
Year 3	95.1%
Year 4	96.1%
Year 5	95.9%
Year 6	93.9%
Year 7	96.7%
Year 8	95.6%
Year 9	95.8%
TOTAL	95.5%

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.

SCHOOL POLICIES

Students and parents/guardians are required under the **Enrolment Contract** to abide by and support the school policies as outlined in the **Enrolment Contract**. From time to time these policies may change as the need may arise.

Student Welfare Policy

Self-esteem is perhaps the single most important factor in helping a child advance his/her potential. Self-esteem activities are carried out by individual classroom teachers, staff and community at appropriate levels. Therefore at Salamah College all staff members are informed of their legal responsibilities for the care, safety and welfare of the students and they are committed to the welfare of our students through the provision of policies in the areas of:

- Managing complaints or grievances
- Anaphylaxis management plans
- Mandatory reporting procedures
- Emergency management plan
- Critical incident plan
- Accidents and incident register
- First aid policy and procedures, and
- Internet use policy and procedures.
- Anti-bullying and harassment
- Drug use policy

Welfare and Pastoral Care:

Salamah College provides pastoral care to its students and ensures their welfare through the appointment of a Welfare Coordinator who in addition to his role in pastoral care, has the responsibility of developing working relationships with external agencies such as Students Services – DEECD, Special Development Centres, Department of Human Service including access to counselling in order to provide the following:

- Identification of and provision of support for students with special needs
- Monitoring students' health needs and the distribution and monitoring of medication
- Response to serious incidents and emergencies
- Provide referrals to external agencies that can assist students and families
- Organise Student Support Group Meetings
- Adequate homework

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

Student Discipline Policy

At Salamah College we believe that a stimulating and positive learning environment will encourage good behaviour by the students. Our Restorative Behaviour Management (RBM) program promotes conflict resolution and encourages students to practise self-discipline which involves responsibility, self-monitoring and students analysing inappropriate behaviour and coming up with solutions.

Our aim is to focus on positive behaviour rather than inappropriate behaviour by rewarding students with merit awards, class incentives, excursions and fun days. We believe it is more effective for students to evaluate their own behaviour by using the school behaviour expectations matrix.

School rules/discipline code

We have designed Restorative Behaviour Management (RBM) which has been implemented in the classroom and the playground. The school behaviour expectations matrix will be displayed in the classrooms, office and the hallways. Parents will obtain a copy of the discipline policy and the Restorative Behaviour Management (RBM).

Corporal punishment is prohibited at Salamah College. Any form of physical punishment such as hitting of any kind, emotional such as mocking, degrading and humiliating is prohibited as well. The School prohibits corporal punishment and clearly and exhaustively has listed the proposed School's discipline methods so as to plainly exclude corporal punishment. Salamah College does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the School.

Policies for Complaints and Grievances Resolution

Salamah College values the feedback it receives from staff, parents, the students and the community. Responding to both affirmative and negative feedback demonstrates the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions that may be used to improve standards and may prevent cause for further complaint.

DETERMINED IMPROVEMENT AND DEVELOPMENT

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

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

RESPECT AND RESPONSIBILITY

A wide range of social activities were developed to promote respect and responsibility in students. Salamah College asks all students to recognise that they are valued and that they form an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. Being an Islamic school, Salamah College takes seriously its requirement to develop social skills within its students, including the development of respect and responsibility.

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

PARENT, STUDENT AND TEACHER SATISFACTION

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

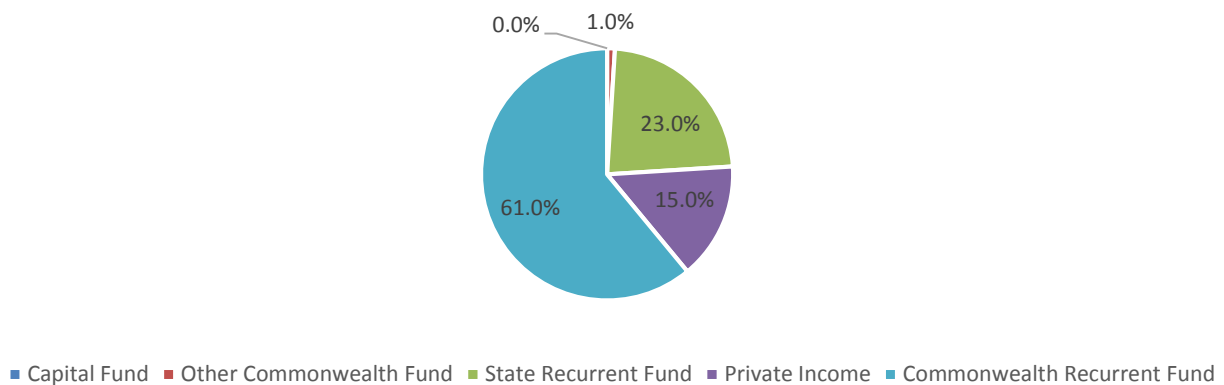
The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport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

Salamah College success and effectiveness in delivering an excellent education depends on the quality, commitment and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school oriented tasks is very crucial. However an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is obvious that the school management focused on raising the level of staff commitment by increasing their level of motivation, involvement and satisfaction. Thus in times of limited resources, commitment will depend on involving staff to ensure that causes of dissatisfaction are removed and that opportunities for satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2013 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 2013.

RECURRENT / CURRENT INCOME



RECURRENT / CURRENT EXPENDITURE

