Educational & Financial

Annual Report

SALAMAH COLLEGE
Education Faith Discipline

2017

CONTENTS

MESSAGE FROM CHAIRMAN

The Year 2017 has been a special Year for many reasons. It is in this Year that we witnessed the efforts of the whole Salamah family materialise into great achievements. These achievements started as far away goals in 2012 that seemed then somewhat out of reach.

After only 6 Years, Salamah College was able to open its doors at the start of 2017 to 841 students. Many officials in the education sector and community leaders alike have praised this amazing and rapid growth of Salamah College. In fact, this is a testament to the trust and loyalty of the community in the uniquely balanced product that we present to our students at Salamah College.

Salamah College provides an education that encompasses many disciplines including very solid Arabic and Religion programs. To provide a curriculum that covers all key learning areas alongside a robust Arabic and Religious curriculum at the same time, is where the uniqueness lies in our educational product at Salamah College.

This Year we have added 10 new classes to the Secondary School with new toilets for the students, new specialty classes for music, food technology, visual arts and 2 new Science laboratories. The high school teachers have moved this Year as well to a new facility, as their new staff room, fully equipped with a kitchen and amenities.

All classes are now fitted with the state of the art Epson data projectors to facilitate visual learning and incorporate ICT in all subjects and to provide children with the opportunity to learn in a medium that is at par with the best schools in Australia. The story of our developments in 2017 does not stop here. We have constructed a new drop-off and pick-up zone and as a result, parents coming to school from the Hector Street entrance to the school, can now drop-off and pick-up their children from a properly designed under cover area that is safe and practical.

Academically we are continuing to improve our teaching programs and providing our teaching staff with professional development opportunities to enhance their teaching skills and achieve better students' results. This is evidenced in the Yearly progress in our Naplan results, ICAS competitions, ongoing school assessments, mid-Year and end of Year exams.

There was no dull moment this Year at Salamah College, with the students enjoying event after event, from fundraisers to excursions from academic competitions to sports carnivals and from religious celebrations in the confines of the school hall to the big Eid festivals with carnival rides filling the school oval.

Salamah College this Year was due for inspection from NESA, the New South Wales Education Standards Authority. The inspectors checked all our school policies and programs, records and procedures and were quite pleased with the outcomes of their inspection. As a result, Salamah College received five Years registration for Kindergarten to Year 10, and five Years accreditation for Years 7 to 9, and the Year 10 RoSA. Salamah College also received a five-Year registration as a Teacher Accreditation Authority TAA, which means Salamah College is now qualified and has the authority to accredit teachers at a proficient teacher level. More importantly, our school has received NESA Initial Registration and Accreditation for Years 11 and 12. This means that our students no longer need to go to another school after they finish Year 10. This is arguably the happiest news of 2017 for students, parents and staff at Salamah College.

In closing I would like to thank all staff, students and parents for the wonderful work we do together to improve our home, Salamah College.

Dr Ghayath Al Shelh OAM
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 2017 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 2017 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

- **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

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 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 49 classes all equipped with the latest cutting edge Epson Interactive Projectors that transform any wall into an Interactive White Board. 2017 also witnessed the full development of six specialty rooms: Visual Arts room, 2 Science LABS, Music LAB, Food Technology LAB and a Food Technology LAB.

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 with a unique blend of **student-driven learning** and **teacher-led instruction**. They include projectable material in all lessons for interactive whiteboards. More effort is being directed towards bringing more ICT educational applications to the 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.

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

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 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.

Salamah College Primary Department is participating in Phase 2 NSW Literacy and Numeracy Action Plan (LNAP), a four-Year project commencing from 2017 to 2020. LNAP is a cross sectoral initiative designed to improve student outcomes through enhancing capacity of school leaders and their staff. The purpose of LNAP is to appoint Instructional Leaders to support K-2 classroom teachers to refine their literacy and numeracy teaching.

The key elements underpinning the Action Plan include:

- instructional leadership;
- diagnostic assessment;
- differentiated teaching; and
- tiered intervention

School-based instructional leadership support will consist of the following components: school-based professional learning in literacy and numeracy, instructional coaching, parent workshops, and early literacy and numeracy screening tools. Through the instructional coaching component, AIS consultants provide direct support to Instructional Leaders in assisting teachers to refine their classroom practice by reflecting on teaching strengths, modelling evidence-based teaching strategies, observing teaching, providing constructive feedback and collaboratively planning lessons. The screening tools for K-2 developed by AISNSW assists teachers to map early literacy and numeracy skills across their class and supports them to gauge the range of early reading and number sense skills children demonstrate. Instructional Leaders will be supported to assist teachers to pinpoint students' needs, monitor progress, support whole class programming and promptly identify students at risk, within a Response to Intervention (RTI) framework.

Salamah College has incorporated an integrated approach to STEM education in the learning of Science, Technology, Engineering and Mathematics. Science lessons provide opportunities for students to develop the knowledge, understanding and problem-solving skills needed to influence scientific and technological developments through innovation.

STEM Skills - What Our Students Learn:

- **Analytical skills** to research a topic, develop a project and timeline, and draw conclusions from research results.
- **Science skills** to break down a complex scientific system into smaller parts, recognise cause and effect relationships, and defend opinions using facts.
- **Mathematic skills** for calculations and measurements.
- **Attention to detail** by following technical directions, recording data accurately, formative and summative assessment.
- **Technical skills**, troubleshooting, repairing, and utilising software and modern equipment.
- **Communication and cooperation skills** to listen to customer needs or interact with project partners.
- **Teamwork skills** for successful project completion.

- **Creativity** to solve problems and develop new ideas.
- **Leadership skills** to lead projects or help customers.
- **Organisation skills** to keep track of lots of different information.
- **Time management skills** to function efficiently.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

School Performance in National Assessment Program - Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. NALAN 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 writing results from 2015 to 2017, 0% of both Year 3 & 5 students below National Minimum Standards (NMS). The school performed better than the State in the bottom 2 bands shifting more students into the top 2 bands. A steady increase in the top 2 bands in Year 3 from 2015 -2017 by 13.9% with a significant increase by the Girls. However, a decline in Boys performance from 2015 to 2017 in Band 3 of 13.8%. In Year 5, Writing across the 3-Year trend data, 0% percentage in the Band 3, however 0% percentage of students in Band 8. Year 3 & 5 students are clustering in the middle bands, need to shift to the top bands.

➢ In Spelling, 0% of Year 3 student below National Minimum Standards (NMS) a decrease of 3.9% across a 3-Year trend. An increase in Band 6 from 11.7% in 2015 to 17.7% in 2017. School vs State performance, significant difference in the bottom 2 bands. However, more emphasis required to shift the middle bands to the top 2 bands. Girls performed better than the Boys across bands in 2017. The School will aim to 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%.

➢ In Reading, an increase of the percentage of students in the middle and top bands, shifting from the bottom and middle bands. In Year 3, an increase in Band 5 from 2015 to 2017 by 10%. In Year 5, improvement in the top 2 bands; Band 7 from 9.6% in 2015 to 13.6% in 2017 and Band 8 from 0% in 2015 to 2.5% in 2017. A decrease in Band 3 from 5.5% in 2015 to 3.7% in 2017. School performed better in the bottom bands, 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%.

➢ In Grammar and Punctuation, an increase in the percentage of students in the top bands in 2017. In Year 3, Band 5, 17.3% increase from 2015 to 2017. School performed better than the State in Band 1 by 3.5%. A higher percentage of students achieved in the top bands compared to the previous Years. In 2017, significant difference between the Boys and Girls, with the Girls performing better in top bands. There is a decrease in the percentage of students below National Minimum Standards (NMS) by 7% and an increase in the percentage of students in the top bands by 15%.

Numeracy Achievements:

➢ In Year 3, 1% and in Year 5, 4% of students below National Minimum Standards (NMS). School performed better than the State in the bottom bands, Band 1 10.4% in 2015 to 1.3% in 2017 and Band 2 31.2% in 2015 to 17.5% in 2017.

➢ In Year 5, growth in Band 7 from 8.2% in 2015 to 11.1% in 2017. Girls performed better than the Boys in 2017, highlighting a decrease in Boys performance from 2015.

➢ There is a decrease in the percentage of students in below National Minimum Standards (NMS) by 4% and an increase in the percentage of students in the top bands by 10%.

➢ In Numeracy, 83.1% made greater than or equal to expected growth with 28% of students above the 75th percentile and 18.8% less than the expected growth. Areas to further develop Patterns & Algebra; Fractions & Decimals and Addition & Subtraction with multi-step problems. On the other hand, Measurement, Data, & Geometry has been an area of strength.

Overall Primary Achievements:

Overall analysis of the NAPLAN data, highlights that there has been a significant improvement of Spelling and Writing results for Years 3 & 5 students from 2015 to 2017. There has been a significant decrease of Year 5 students below the National Minimum Standards for Writing and Spelling. A significant increase of the percentage of Year 3 & 5 students in the top 2 bands for Spelling & Writing. In Year 5 Student Growth, similar growth in Reading, Grammar and Punctuation, and Spelling; 40% range less than expected growth and 53% range in the greater than or equal to expected growth. School performed better than the State average in the bottom bands. Girls performed significantly better than the boys across bands and aspects. 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, we need to 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 synthetic phonics approach and number sense skills.

High School

Literacy Achievements:

Reading: 2017 Year 7 students had a higher increase in improvement when compared with State School averages. Students in Year 9 did not increase at the same rate as students in AIS and State schools. For Year 7 students, the percentage of students in the bottom 2 bands decreased, the middle 2 bands increased, and the top 2 bands increased. This shows a steady improvement in student reading ability. The boys performed significantly better than the girls in reading, with a noticeable increase in improvement from 2016 to 2017. Whilst the girls improved marginally from 2016 to 2017.

Writing: All 2017 Year 7 and 9 students had a noticeably higher increase in improvement when compared with State and AIS School averages. For Year 7 and 9 students, the number of students in the bottom 2 bands decreased, and the top 2 bands increased. the percentage of students in the middle 2 bands for Year 7 increased, while for Year 9, the percentage of students in the middle

2 bands decreased. This shows a significant improvement in the writing of all Year 7 and 9 students. Whilst significant improvements can be seen in both genders, the girls had a slightly better improvement, moving almost to parity with state schools.

Spelling: All 2017 Year 7 and 9 students had a noticeably higher increase in improvement when compared with State and AIS School averages. For Year 7 and 9 students, the percentage of students in the bottom 2 bands decreased, the middle 2 bands increased, and the top 2 bands increased. This shows a steady improvement in student spelling ability. Girls' results in spelling were better than those of the boys, with the Year 7 girls superseding the stage average, and the Year 9 girls nearly reaching parity with the state average. The Year 9 boys superseded the state boys average in spelling.

Grammar and Punctuation: All 2017 Year 7 and 9 students had a noticeably higher increase in improvement when compared with State School averages. For Year 7 and 9 students, the percentage of students in the bottom 2 bands decreased, the middle 2 bands increased, and the top 2 bands increased. This shows a steady improvement in student knowledge of grammar and punctuation. The girls performed better in Year 7 with their grammar and punctuation, while the boys performed better in Year 9.

Numeracy Achievements:

Data, Measurement, Space and Geometry: All 2017 Year 7 and 9 students had a noticeably higher increase in improvement when compared with State and School averages. For Year 7 students, the percentage of students in the bottom 2 bands decreased, the middle 2 bands increased, and the top 2 bands increased. For Year 9 students, the percentage of students in the bottom 2 bands decreased, the middle 2 bands increased, and the top 2 bands decreased slightly. This shows a steady improvement in student knowledge of Data, Measurement, Space and Geometry. Gains from the previous year were marked for both boys and girls, but the boy's improvement was slightly better than from the previous year.

Number, Patterns and Algebra: For Year 7 and 9 students, there were no students in the bottom band, the percentage of students in the middle 2 bands increased, and the top 2 bands increased. This shows a steady improvement in student knowledge of Number, Patterns and Algebra. The girls in Years 7 and 9 showed more of an improvement from the previous Year than the boys.

Overall analysis of NAPLAN data demonstrates that there has been a significant increase in literacy and numeracy. Except for Year 9 Reading, the data shows that there has been a decrease in the percentage of students falling in the bottom two bands of all areas. Similarly, except for Year 9 Reading, the data shows that there has been a significant increase in the percentage of students falling in the top two bands of all areas. The data shows that the school is making improvements in overall NAPLAN results, with all data shifting to the positive. The majority of students, however are still falling in the middle 2 bands. This shows that there is opportunity to extend students' learning and understanding to a stage where more students will be getting marks in the top 2 bands over time. More emphasis needs to be placed on reading across Stage 4 and Stage 5 to enhance students' understanding of the concepts and skills needed in this area.

Table 1: 2017 NAPLAN results – Primary School Summary of Percentages

2017 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	6%	11%	27%	4%	36%	16%
Writing	0%	4%	62%	0%	12%	6%
Spelling	0%	5%	44%	2%	11%	26%
Grammar & Punctuation	3%	18%	48%	7%	36%	20%
Numeracy	1%	19%	16%	4%	27%	14%

2017 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	10%	37%	2%	10%	56%	0%
Writing	9%	36%	9%	19%	50%	8%
Spelling	3%	11%	30%	2%	11%	21%
Grammar & Punctuation	5%	29%	13%	6%	21%	13%
Numeracy	0%	8%	10%	0%	13%	13%

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 Mentors are team teaching with Classroom Teachers to incorporate a range of teaching strategies into their literacy and numeracy planning and programing. Grade leaders and Instructional Leaders 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 2017, Primary staff participated in a range of professional learning in line with the Australian Professional Standards for Standards including school based in staff meetings and staff development days, QTC registered professional development courses, online modules, and literacy and numeracy team teaching. The list of professional development courses attended by Salamah College are as follows:

STAFF PROFESSIONAL DEVELOPMENT RECORD 2017

Professional Development Course	Professional Teaching Standards	Location and Facilitator
Policies and Procedures - Discipline Policy - Welfare Policy - Child Protection Policy and Procedures - Code of Ethics - Australian Professional Standards For Teachers	6.1.2, 6.2.2, 7.1.2, 7.2.2	School Based Principal
Restorative Behaviour Management (RBM) Workshop - 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 Coordinator
Administering and Marking Diagnostic Screening Assessments Workshop - 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

'Get Reading Right' Synthetic Phonics Training - Recap implementation of Synthetic Phonics	2.1.2, 2.5.2, 3.2.2, 6.2.2	School Based Literacy Mentors
Reading & Comprehension Workshop - Effective reading and comprehension skills and strategies - Organising efficient reading sessions - Vocabulary - Reading Fluency	2.1.2, 2.2.2, 3.2.2, 6.2.2	School Based Literacy Mentors
Whole Number Numeracy Workshop - Planning effective numeracy lessons - Working Mathematically - Student centred learning - Relating Maths to everyday lives - Mathematical language - Open ended questions	1.3.2, 1.5.2, 2.5.2, 6.2.2	School Based Numeracy Mentors
LNAP- Instructional Leadership Masterclass 1: Evidence based Practices in Literacy and Numeracy - Research about school change that results in improved student learning outcomes - Leadership blueprint - Response to Intervention (RTI), The Three Tier Model - Evidence-based practices in literacy and numeracy	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
LNAP- School Based Instructional Leadership Module 1: Explicit Instruction and Assessment (Literacy & Numeracy) - Explicit Instruction - Literacy & Numeracy Screeners administration and results - Best Start Literacy & Numeracy Assessment for Kindergarten	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
Orientation Program for Teacher Accreditation **Salamah College TAA Accreditation Policies and Procedures:** - Guide to Accreditation - Roles & Responsibilities of Salamah TAA - Key stages of Accreditation Process - Accreditation Time frame - Professional Teaching Standards - Reasons to decide/refuse to accredit - Provisions for internal review - Accreditation Orientation - Assessing teachers seeking accreditation - Maintenance of Accreditation - Proficient Teacher Level	6.1.2, 6.2.2	Salamah College Prime Delegate & Principal

- Recommendation for refusal, Suspension and revocation of accreditation - Notifying NESA in specified circumstances and timeframes - Information sharing		
Accrediting Proficient Teacher Information Workshop - How accreditation works - Steps towards achieving Proficient Teacher status - Getting to know The Professional Standards - Time frames for accreditation - Overview of the 7 Standards - Importance of collecting quality evidence - Connecting Standards to types of evidence - Annotating evidence - Submitting accreditation - Supervising Teacher writing report	6.1.2, 6.2.2	Supervising Teacher
Maintaining Accreditation at Proficient Level Information Workshop - Procedures for demonstrating Maintenance level - Procedures for demonstrating consistent practice against the Professional standards - Continuing Professional Development requirements - Roles & Responsibilities of Salamah TAA - Applying for leave of absence - Maintenance in practice	6.1.2, 6.2.2	Authorised Delegate
LNAP PHASE 2: MODULE 2- Explicit Instruction and Phonological Awareness - The Three Tier Model - National Inquiry into Teaching Literacy - Explicit Teaching Instructions - Early Literacy skills of Reading instructions; phonological awareness, phonics, fluency, vocabulary, comprehension - Phonological awareness sequence instructional sequence for K-2 - Peer Observation Guide; Literacy	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Literacy Consultant
LNAP Literacy & Numeracy Screeners Results - Trends in data - Teaching points - Strengths and areas for further development	5.1.2, 5.2.2, 5.3.2, 5.4.2, 5.5.2	AIS LNAP Literacy & Numeracy Consultants
LNAP PHASE 2: MODULE 2- Number Sense: Foundational to Success in Mathematics and Numeracy	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Numeracy Consultant

- National Inquiry into Teaching Numeracy - Numeracy Warm Ups - Daily Review - Learning Intentions - Success criteria - Response to intervention; 3 tier model - Effective Teaching Functions; Explicit Teaching Model - How to teacher number sense		
LNAP- Instructional Masterclass 2: **A Framework for Effective Instruction** - Ensuring the implementation of evidence-based practises in literacy and numeracy	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
LNAP - Instructional Leadership Masterclass 3: **Data Analysis in Literacy and Numeracy** - using data in support of instructional leadership - effective skills of data gathering and analysis - different types of data including student performance, student attitude, curriculum delivery, and parent/community support. - Strategies for engaging all staff in collection, analysis and interpretation of data	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
LNAP - Instructional Leadership Masterclass 4: **Supporting Effective Pedagogy in your school** - school wide decisions instructional leaders make in response to the diagnostic importance of data. - design and scheduling of literacy and numeracy programs, allocation of expertise and support personnel, formative assessment and tracking procedures. - Strategies to support teachers to deliver high impact instruction such as 'instructional coaching' and 'walk throughs' will also be included.	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
LNAP- Framework For Effective Instruction In Literacy & Numeracy - Evidence Base practice in literacy and numeracy - What is response to intervention - RTI 3 Tiered Model - What is explicit instruction - Lesson Observation Guide - Synthetic Phonics - Mathematical Proficiency	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	Literacy & Numeracy Mentors

- Principals on how student learn Maths - Number sense		
How to Effectively Make Adjustments and Response To Intervention For All Students' Needs - Become informed of the procedural process for LS support/intervention - Become familiar with vocabulary related to differentiated instruction and response intervention - Understand basic principles of differentiating and making adjustments to the content, process, and product in an academically diverse classroom - Be able to implement one or more instructional strategies and adjustments that support differentiation within the classroom - Become informed of the procedural process and strategies required when addressing challenging behaviours within the classroom	1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2	Learning Support Leader
LNAP Literacy Module 3: Explicit Instruction & Beginning Phonics - National Inquiry into the teaching of literacy - Synthetic phonics - Principles of instruction - Explicit teaching model - Screening phonics - Planning from the instructional sequence	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Literacy Consultant
Leaving Nothing to Chance: How Explicit Instruction can prevent early literacy difficulties - National Inquiry into Teaching Literacy - Systematic, direct and explicit phonics instruction in the early Years - Planning instructional sequences - How to deliver explicit instruction in the areas of reading, writing and spelling in the early Years	1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2	Learning Difficulties Australia
LNAP- School-based Instructional Leadership - Module 3: Effective Numeracy Instruction (Numeracy) - Module 4: Explicit Instruction and Advanced Phonics (Literacy)	1.3.2, 1.5.2, 2.5.2, 2.6.2, 6.2.2	AIS LNAP Consultants
AIS Student Services Conference: 'Every Student, Every Lesson, Every Day: Special Education, Literacy & Numeracy' - Setting high expectations for all students - Explicit and systematic Tier 1 teaching - Use of the Universal Design Framework - Positive Behaviour Interventions and Support	1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2	AIS

- Curriculum access for all students including those with additional needs		
AIS LNAP ONLINE MODULE 4; LIVE WEBINAR – Section 1: 'Teaching So That ALL Students Can Learn Mathematics' - Attitudes and expectations around Maths teaching and learning and how to really KNOW what our students understand and can do - Teachers will explore 'WHAT to teach' and 'HOW to teach' using evidence - based practice - Embed changes to teaching practice	6.4.2, 2.5.2, 3.1.2, 4.1.2, 5.1.2	AIS LNAP Consultants
Analysing NAPLAN results using SMART - 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
NAPLAN SMART Data Analysis - Analysis of NAPLAN data per domain for reading, writing, spelling, grammar, and numeracy - Trends in data for gender per domain - Patterns from 2015 to 2017 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
Teachers' and Students' Expectations - Policies - Procedures - Expectations	6.2.2, 6.4.2, 7.1.2, 7.2.2	School Based TPL Deputy Principal
Providing Feedback - Importance of feedback - Meaningful Feedback	3.7.2, 5.5.2, 7.3.2	School Based TPL High School Coordinator
Assessment Notification, Mid-Year Exams and Task Register - Common pitfalls - Best Practices - Requirements	5.2.2, 5.5.2	School Based TPL High School Assistant Curriculum Coordinator
Exam Writing - Importance of higher order questions - Examples of higher order questions	5.1.2, 5.3.2	School Based TPL High School Coordinator

NAPLAN Data Analysis - Collect the data of the achieved percentages - Categorise the data on MS Excel - Analyse and Report the numerical findings	5.4.2	School Based TPL Deputy Principal
NAPLAN PLAN TARGETS - Setting targets for 2018 based on the observed weaknesses	3.3.2, 3.6.2	School Based TPL Primary School Coordinator
Math Standard Stage 6 Syllabus: - How to facilitate learning via Hotmaths	3.4.2, 6.2.2	School Based TPL Cambridge Representative
2018 High School Plan Overview - Components of the plan	3.3.2, 3.6.2	School Based TPL Primary School Coordinator
Math Standard Stage 6 Syllabus: - How to facilitate learning via Oxford ooBook	3.4.2, 6.2.2	School Based TPL Oxford Representative
Using Microsoft Word - MS Word Basics - Frequently used functions	2.6.2, 6.2.2	School Based TPL IT Officer
iWise Training – Reporting System - Report students' marks. - Placing comments regarding students' achievements.	5.2.2	School Based TPL IT Officer

TEACHING STANDARDS

Primary

- In 2017, 40% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2016 and 2017 is an average of 76%.

Secondary

- In 2017, 60% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2016 and 2017 is an average of 64%.

Ancillary

- Retention rate of staff between the start of 2016 and the start of 2017 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	45
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	7
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	41		53		94
	Year 1	44		61		105
	Year 2	41		34		75
	Year 3	38		45		83
	Year 4	28		51		79
	Year 5	36		43		79
	Year 6	28		27		55
Primary Total		**256**		**314**		**570**
Secondary	Year 7	50		42		92
	Year 8	35		32		67
	Year 9	35		29		64
	Year 10	22		26		48
Secondary Total		**142**		**129**		**271**
SCHOOL TOTAL		**398**		**443**		**841**

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 %
Year 1	91.2%
Year 2	93.3%
Year 3	92.2%
Year 4	92.1%
Year 5	91.5%
Year 6	94.2%
Year 7	92.7%
Year 8	91.7%
Year 9	89.7%
Year 10	89.3%
OVERALL	**91.95%**

Student Retention Rates

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

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 93%.

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 and on the school website.

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 2018:

1. Reading and Comprehension skills

2. Composing and responding writing skills

3. Use of mathematical language and working mathematically strategies in numeracy assessments

4. Extending and challenging student learning to reach their full potential

5. 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 analyze 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. Distributed leadership through Grade Leaders, Literacy and Numeracy Coaches, Beginning Teacher Mentor, and Senior Teachers

14. 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 2017 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.

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 2017.

Income

- Capital Funding 0%
- State Recurrent Funding 21%
- Other Income 16%
- Other Commonwealth Funding 0%
- Commonwealth Recurrent Funding 63%

Expenditure

- Non Salaries Expenses 39%
- Capital Expenses 10%
- Salaries Expenses 51%