



# Educational & Financial

Annual Report

2018

## CONTENTS

<b>Message from the Chairman</b>	<b>2</b>
<b>Student Representative Council</b>	<b>3</b>
<b>Value added information</b>	<b>6</b>
<b>School Performance in state-wide tests and examination</b>	<b>9</b>
National Assessment Program–Literacy and Numeracy for Primary School	
National Assessment Program–Literacy and Numeracy for Secondary School	
<b>Professional Development</b>	<b>14</b>
<b>Teaching Standards</b>	<b>21</b>
<b>School Enrolment</b>	<b>21</b>
<b>Student Attendance and Retention Rates</b>	<b>22</b>
<b>Policies</b>	<b>23</b>
Educational and Financial Reporting-Annual Report Policy	
Enrolment Policy	
Student Welfare Policy	
Student Discipline Policy	
Policies for Complaints and Grievances Resolution	
<b>Determined Improvement &amp; Development</b>	<b>32</b>
<b>Respect and Responsibility</b>	<b>38</b>
<b>Parent, Student and Teacher Satisfaction</b>	<b>38</b>
<b>Summary Financial Information</b>	<b>39</b>

## MESSAGE FROM CHAIRMAN

I thank Allah for all that he has granted us, may Allah raise the rank of our Prophet Muhammad and strengthen and guide us to adhere to the path of success and knowledge.

The Year 2018 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 8 Years, Salamah College was able to open its doors at the start of 2018 to over 1000 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 7 new classes to the Primary School. Salamah College Kindergarten class has 6 streams now and the plan is to add more streams to every grade a year after a year so that all grades will be 6 streams at least.

All classes are now fitted with the state of the art Epson and Promethean 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 2018 does not stop here. We have paved a new staff carpark so that we allow more space for parents to safely pickup their children from the in-school car parks and pickup zones without the need to pick them up from the road outside the School and thus traffic congestion has been reduced.

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 has been registered as CRICOS provider which means that the School is able to offer positions to overseas students to come to Australia and enjoy great academic success. The Administration Office has started accepting enrolment applications for overseas students who will commence their academic journey at Salamah College in the 2020 scholastic year.

In closing I would like to thank all board directors, School leaders, staff, parents, carers and students 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 2018 Student Representative Council (SRC) consisted of peer-elected members from Years 3 to 11, who were positive role models in the school environment. SRC students were inducted in a Primary School and Secondary School assemblies in the presence of their peers, teachers and parents. After the ceremony, students participated in a Young Leaders Workshop where they delved further into their roles and responsibilities and participated in some engaging team building activities such as Salamah's Amazing Race. 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 their communication skills. It was a great opportunity for students to build a strong rapport with one another.

The SRC student body focused on bringing positive changes that would benefit the students and the whole school community. To celebrate the end of Ramadan, the SRC were invited to Salamah College's first Iftar dinner. The students came together to embrace a beautiful Iftar together as they set an example for the young Muslim community. The students engaged in fun activities to show their pride in community participation.

Moreover, on behalf of Salamah College the Years 10, 11 and 12 SRC leaders were invited to attend Amity College for an annual Student Leaders Iftar dinner. This was an initiative where the students were able to meet and liaise with other school leaders. They were able to share successful projects they undertook and gain a greater insight into effectiveness of various programs in other schools and be able to adopt similar projects for the betterment of the school community. The students had an enjoyable and sociable experience meeting students from diverse cultures and sharing their common interests in educational studies.

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, community events and end-of-Year presentations and graduation ceremonies.

## School and Community Involvement

In 2018 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 with included:

- **Playground Monitors:** SRC students assisted supervising teachers in the playground to ensure students were throwing litter in the bin, wearing a hat, lining up in the canteen area, and organised games such as handball and skipping.
- **The Parliament of NSW and Government House Visit:** Year 12 captains attended the civics and citizenship program for Year 12 captains and student leaders from all NSW secondary schools. It gives the student leaders the opportunity to develop their knowledge of our system of government and parliamentary proceedings, and the opportunity to meet the Governor, Justice Margaret Beazley and gain a better understanding of her role.
- **Jason Clare Visit:** Students participated in an informative workshop with local Member of Parliament, Jason Clare. The students participated in a mock parliament arguing over the introduction of a bill banning homework in schools. Students were fortunate to have Mr Clare to guide them in the process and also the opportunity to ask questions about parliament.
- **Young Leaders Workshop:** SRC students explored their roles and responsibilities and participated in engaging team building activities.
- **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 groups, promoting team work, problem solving, resilience, assertiveness, decision making and leadership.
- **Athletics Carnival:** promoted active student participation and sportsmanship.
- **Charity Events:** Gold Telethon Fundraiser to raise money in support of medical research at the Sydney Children's Hospital to provide the best clinical care for children across NSW, school newspaper sale to support the local community radio station.
- **Fundraisers:** Spider drinks sale, cake sale, and slushies sale to showcase their enterprise marketing skills. Proceeds supported Year 6 Graduation.
- **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, Year 6 and SRC Student Ramadan Iftar, End-of-Year presentations, Year 6 and Year 10 Graduation Ceremonies.

- **Organised Sports Activities:** modified popular sports games such as soccer, touch football, handball, and OZ tag to promote physical activity.

### **Future Projects**

- **Fundraisers:** Spider Drinks, Year 6 Cake Sale, Slime Stall at the Eid Fete, and Billy Cart Incursion.
- **Young Leaders Workshop:** Organise a termly workshop to focus on specific leadership skills including communication, decision making, problem solving and positivity whilst building relationships with their peers.
- **Charity Fundraiser:** Gold Telethon for Sydney Children's Hospital.
- **School Environment:** SRC representatives will design a range of posters to display on keeping the environment clean, conflict resolution and curriculum events to enhance the school learning environment.
- **Playground Monitors:** SRC students will continue to 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 organising games such as handball and skipping.
- **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 21<sup>st</sup> 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 59 classes all equipped with the latest cutting edge Interactive White Boards. Majority of the classes are equipped with Epson Interactive Projectors that transform any wall into an Interactive White Board; the School has introduced 7 Promethean 80 inches Interactive White Boards by the start of 2019 and will continue rolling them out to all classes as they proved to be a good investment. 2019 also witnessed an introduction to an additional kindergarten class which made the total number of classes to be 6 per that grade which means that the School will always witness a steady influx in the enrolments for 10 years at least.

Salamah College also incorporated the use of Mathseeds for the kindergarten, Year 1 and Year 2 students on top of Mathletics for the whole k-6 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, flipped 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 (a web-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 teachers / parents communication will continue to prosper at Salamah College. On top of having an open door policy where any parent may meet with any teacher at the School via a prior arrangement, Salamah College has utilised technology to assist in the process. Teachers have shared their email addresses with parents, communicated with them via ClassDojo and via formal letters to maintain an ongoing open communication. The School has shared all the events on its social media pages and mainly on Facebook and ClassDojo to give the parents and the larger community an insight about the effort and the care being directed towards the community's children. Moreover the aforementioned strategies for maintaining an open communication have led to parents being able to easily relate their concerns and provide constructive feedback. Salamah College management wishes to maintain such strong ties with the community.

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. 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.

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. The Year 6 students have enjoyed programming mini robots and drones and the IST students of Year 10 developed their programming skills via the web application "Scratch" and enjoyed programming the mini controllers Arduino Uno.



## **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 National Assessment Program - Literacy and Numeracy**

Salamah College is a Kindergarten to Year 12, non-selective, co-educational Islamic School that was first established in 2012 with 345 students and from there the school has grown rapidly. Salamah College encourages students to develop their knowledge and skills in various disciplines so that they may lead a successful life as Australian Muslims who can benefit the community at large. The School is committed to pursuing academic excellence and the fostering of individual abilities in a caring and challenging educational environment. The school is multicultural, with almost 100% of students from language backgrounds other than English, including African, Arabic, Bengali, Bosnian, Dari, Indian, Indonesian, Krio, Kurdish, Malay, Pashto, Persian, Somali, Southwest and Central Asian, Turkish, Turkmen, Urdu and Uzbek. Predominately (70%), students come from an Arabic language background.

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. In 2018, 91 Year 3 students, 87 Year 5 students, 109 Year 7 students, 71 Year 9 students sat NAPLAN at Salamah College.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

School performance in state-wide tests and other vital information can be accessed via the MySchool website (<http://www.myschool.edu.au/>). The school results shown over the page are compared to students nationally.

## **Primary School Performance**

### **Literacy Achievements:**

- A significant improvement in Year 3 & 5 writing results from 2016 to 2018, 1.2% of both Year 3 & 5 students below National Minimum Standards (NMS). School performed better than the State in the bottom 2 bands, further extend students in the top 2 bands. A steady increase in the top 2 bands in Year 3 Girls performance from 2017 -2018 (10.6%). There was a slight increase in Boys performance from 2017 to 2018 in the top two bands. In Year 5, Writing across the three-year trend data, 0% percentage in Band 3, however there was an increase of 3.3% of students in Bands 7 and 8. Year 3 & 5 students are clustering in the middle bands, and need to shift to the top bands.
- In Spelling, 0% of Year 3 student below National Minimum Standards (NMS) across a three-year trend. An increase in Band 6 of 4.3% in 2018. School vs State performance, in the bottom 2 bands with both Year 3 and Year 5 showing a noticeable difference. However, more emphasis required to shift the middle bands to the top 2 bands. Girls performed better than the Boys across bands in 2018. We aim to decrease the percentage of Year 3 students in the bottom bands by 5.6% 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 average of 18.4% of students sitting in Band 5 from 2016 to 2018. In Year 5, in the top 2 bands; Bands 7 and 8 the average over the three-year trend was 8%. Steady progress in middle bands for both Years 3 and Year 5, with an average of 21.3% over a three-year trend. School performed better in the bottom bands gradually declining and clustering in the middle bands, with a need to shift to the top bands. Decrease the percentage of students below National Minimum Standards (NMS) by 10% and increase the percentage of students in the top bands by 10%.
- In Grammar and Punctuation, on average between 2016 and 2018 the percentage of students in the top bands is 32%. In Year 3, Band 4, 14.7% increase from 2016 to 2018. In 2018, significant difference between the Boys and Girls, with the Girls performing better in top bands. Decrease the percentage of students below National Minimum Standards (NMS) by 10.5% and increase the percentage of students in the top bands by 10%.

### **Numeracy Achievements:**

- In Year 5, 0% of students below National Minimum Standards (NMS). School performed better than the State in the bottom bands, Band 1, 4.4% in 2016 to 1.2% in 2018 and Band 2, 15.8% in 2016 to 12.9% in 2018.
- In Year 5, growth in Band 7 from 2.1% in 2016 to 4.8% in 2018. Boys performed better than the Girls in Band 7 in 2018 by 2.9%.
- Decrease the percentage of students in below National Minimum Standards (NMS) by 15.2% and increase the percentage of students in the top bands by 10%.
- In Numeracy, 51% made greater than or equal to expected growth. Areas to further develop Whole Number, Patterns & Algebra; Fractions & Decimals and Addition & Subtraction with multi-step problems. On the other hand, Measurement, Statistics and Probability, Data, & Geometry have been areas of strength.

### **Overall Primary School Achievements:**

Overall analysis of the NAPLAN data, highlights that the students have maintained consistent performance in Spelling and Writing results for Years 3 & 5 students from 2016 to 2018. There has been a significant decrease of Years 3 and 5 students below the National Minimum Standards for Writing and Spelling. The majority of students are clustered in the middle two bands. School performed better than the State average in the bottom bands in the aspects of Spelling and Writing. Girls generally performed significantly better than the boys across most 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 with students clustering in the middle 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 synthetic phonics approach, explicit direct instruction and number sense skills.

## **High School Performance:**

### **Literacy Achievements:**

Reading: For the 2018 Y7 cohort who were in 2016 in Y5, the percentage of students in the bottom 2 bands decreased by approximately 5%. Consequently, the percentage of students in the middle 2 bands increased by the same percentage. The variation of the percentage of students of the top 2 bands is negligible and less than 1%. For the 2018 Y9 cohort who were the 2016 Y7 cohort, a significant decrease of students in the bottom 2 bands was witnessed where 59.4% scored in 2016 decreased to 36.9%. Consequently the 38.1% of students in the middle bands in 2016 increased to become 58.5% in the middle bands in 2018. Also 3% increase in students achieving a position in the top 2 bands was witnessed between 2016 and 2018.

Grammar and Punctuation: For the 2018 Y7 cohort who were in 2016 in Y5, a modest increase by 0.8% for the number of students At Proficiency in Grammar & Punctuation and an increase by 0.6% for the number of students At Proficiency in spelling. For the 2018 Y9 cohort who were the 2016 Y7 cohort, the percentage of students in the bottom 2 bands decreased by 5% approximately. An increase in the percentage of students achieving a position in the middle 2 bands was witnessed between 2016 and 2018 with slight decrease in the students achieving a position in the top 2 bands.

Writing: For the 2018 Y9 cohort who were the 2016 Y7 cohort, a 2% slight decrease in the percentage of students of the bottom 2 bands was witnessed. Consequently the percentage of the students achieving in the middle 2 bands and top 2 bands increased by 0.5% and 1.5% consecutively.

Spelling: for the 2018 Y9 cohort who were the 2016 Y7 cohort, the percentage of students in the bottom 2 bands decreased by 16% between 2016 and 2018. Consecutively, the percentage of students achieving a position in the middle 2 bands increased by 16%. No significant change occurred for the percentage of students achieving position in the top 2 bands.

### **Numeracy Achievements:**

For the 2018 Y7 cohort who were in 2016 in Y5, a significant improvement took place when the 42.6% of students scoring in the bottom 2 bands in Y5 decreased to 17.9% when the same cohort became Y7 in 2018. Similarly the percentage of students in the middle 2 bands increased from 53.2% to 82.1%. Moreover for the 2018 Y9 cohort who were in 2016 in Y7, the students continued to improve however at lower rates. The improvement across the board between 2016 and 2018 is estimated to be 1% in the bottom, middle and top bands.

## Overall High School Achievements:

Overall analysis of the NAPLAN data, highlights that the students have improved in all aspects from 2016 to 2018 and predominantly those who were in 2016 in Year 7 and became in 2018 in Year 9. There has been a significant decrease of Years 7 and 9 students below the National Minimum Standards for all domains. The majority of students are clustered in the middle two bands. School performed better than the State average in the bottom bands in the aspects of Spelling and Writing. Girls generally performed significantly better than the boys across all bands and aspects with the exception for Numeracy in both Year 7 and Year 9 and Spelling in Year 7 were boys performed better than the girls. The trends in the pattern of data across the three years 2016, 2017 and 2018 suggest that there is a decrease in the bottom 2 bands in Y7 mostly with students clustering in the middle bands in general. 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 is required through explicit direct instruction and similar emphasis on numeracy skills is crucial.

**Table 1: 2018 NAPLAN results – Primary School Band Summary**

2018 PRIMARY SCHOOL BAND SUMMARY						
NAPLAN Results	Year 3			Year 5		
	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands
Aspects						
Reading	19.3%	59.1%	21.6%	33.7%	62.7%	3.6%
Writing	2.3%	39.7%	57.9%	14.3%	76.2%	9.5%
Spelling	5.6%	40.9%	53.4%	11.9%	69.3%	17.9%
Grammar & Punctuation	20.5%	56.8%	22.7%	32.2%	56%	11.9%
Numeracy	27.3%	61.3%	11.4%	33.3%	61.5%	4.8%

**Table 2: 2018 NAPLAN results – High School Band Summary**

2018 HIGH SCHOOL BAND SUMMARY						
NAPLAN Results	Year 7			Year 9		
	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands
Aspects						
Reading	29.2%	67%	3.8%	36.9%	58.5%	4.6%
Writing	53.8%	41.5%	4.7%	59%	36.4%	4.5%
Spelling	12.3%	67.9%	19.8%	13.7%	68.2%	18.2%
Grammar & Punctuation	33.9%	56.6%	9.4%	40.9%	53%	6%
Numeracy	17.9%	82.1%	0%	33.3%	59.1%	7.6%

## PROFESSIONAL DEVELOPMENT

Salamah College aims to build teacher capacity and thus enhancing students' achievement outcomes through distributed leadership, targeted ongoing professional learning to improve quality teaching and learning in line with the School Plan. Professional learning can take many forms including whole school staff development days, staff meetings, conferences, and a range of professional learning programs provided by AIS. A team-teaching approach has been adopted to 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 programming. Grade Leaders and Instructional Leaders are meeting regularly with the Coordinator to discuss consistency, strengths, and areas for further development. All teachers have been involved in professional learning opportunities during the year related to improving student performance outcomes whether by attending conferences, seminars, webinars, workshops or even delivering any of the aforementioned. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual members take responsibility for their own ongoing professional development.

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 2018

Professional Development Register 2018	Facilitator
<p><b><u>Staff Development Day 1</u></b></p> <ul style="list-style-type: none"> <li>- Child Protection</li> <li>- Code of Ethics</li> <li>- Islamic Care</li> <li>- School basics (policies &amp; procedures)</li> <li>- Sensitive contractual terms and conditions</li> <li>- School Admin Matters</li> <li>- Communication</li> </ul>	<p>School Based TPL</p> <p>Principal- Mr Saad</p>
<p><b><u>Restorative Behaviour Management Workshop (RBM)</u></b></p> <ul style="list-style-type: none"> <li>- Student Welfare policy and procedure</li> <li>- RBM Toolkit and Guidelines</li> </ul>	<p>Arabic Coordinator- Abir Madani</p>
<p><b><u>Using Data to Inform Educational Direction</u></b></p> <ul style="list-style-type: none"> <li>- Purpose of Assessment</li> <li>- Principles of Effective Assessment</li> <li>- Using Syllabus Outcomes in Standard Referenced Assessment</li> <li>- Assessment For, As and Of Learning</li> </ul>	<p>Primary Coordinator- Yasmin Zein</p>

<ul style="list-style-type: none"> <li>- Administration of Assessments</li> <li>- How teachers Record and Use Evidence</li> <li>- Assessment Strategies</li> <li>- Feedback to Support Student Learning</li> <li>- Sharing Learning and Assessment Intentions</li> <li>- Data Driven Teachers</li> </ul>	
<p><b><u>Anti-bullying</u></b></p> <ul style="list-style-type: none"> <li>- What is bullying</li> <li>- Reasons for bullying</li> <li>- Monitoring &amp; Intervening</li> <li>- Feedback</li> </ul>	<p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>
<p><b><u>Orientation to Accreditation</u></b></p> <ul style="list-style-type: none"> <li>- Purpose of Accreditation</li> <li>- Roles &amp; responsibilities</li> <li>- Key stages of accreditation process and time frame</li> <li>- Guide to The Australian Professional Standards</li> </ul> <p><b><u>Accrediting Proficient Teachers Workshop</u></b></p> <ul style="list-style-type: none"> <li>- How it works?</li> <li>- Accreditation Journey</li> <li>- Accreditation Policy</li> <li>- Evidence of Practice</li> <li>- Annotating Evidence</li> <li>- Accreditation Report</li> </ul> <p><b><u>Maintenance of Proficient Teachers Workshop</u></b></p> <ul style="list-style-type: none"> <li>- What is involved?</li> <li>- Teacher Accreditation Maintenance Cycle</li> <li>- Maintenance of Teacher Accreditation Policy</li> <li>- Types of Professional Development</li> <li>- Validate Professional Development</li> </ul> <p><b><u>Accreditation Mentors and Supervising Teachers Training Session</u></b></p> <ul style="list-style-type: none"> <li>- Importance of Accreditation</li> <li>- Key Players- The Principal, The Supervisor, The Teacher</li> <li>- Administering Accreditation</li> <li>- Evidence of Practice</li> <li>- Annotations</li> <li>- Accreditation Report</li> <li>- Accreditation Decision making</li> </ul>	<p>Salamah College TAA Prime Delegate</p> <p>Wissam Saad &amp; Authorised Delegate- Yasmin Zein</p>
<p><b><u>Roll Marking &amp; Academic Reporting</u></b></p> <ul style="list-style-type: none"> <li>- Old System (Pen and Paper)</li> <li>- New System ( Online)</li> <li>- Benefits</li> <li>- Technical overview</li> <li>- Roadmap</li> <li>- Period-Based Attendance</li> <li>- Mark book Utilisation</li> <li>- Report comments and proofreading</li> </ul>	<p>School Based TPL</p> <p>IT Department</p>



<p><b><u>Familiarisation, Planning and Programming for Science &amp; Technology K-6</u></b></p> <ul style="list-style-type: none"> <li>- Examine the difference between ICT and Digital Technologies</li> <li>- Appreciate how the content strands 'work'</li> <li>- Describe what a 'good' unit of work for SciTech 'looks like'</li> <li>- Unpacking Working Scientifically outcomes</li> <li>- Better understanding of the design and production skills</li> <li>- Scope and sequence requirements</li> <li>- Viewing units of work samples</li> <li>- Discussing unit of work requirements- Science &amp; Technology checklist</li> </ul>	<p>AIS Consultant</p>
<p><b><u>Inter-school Instructional Leadership; Early Literacy &amp; Numeracy Module- Explicit Instruction, Assessment &amp; Early Literacy/Numeracy Concepts</u></b></p> <ul style="list-style-type: none"> <li>- Explicit instruction; lesson delivery and design (literacy and numeracy)</li> <li>- K-6 Teacher Literacy and Numeracy Screener update</li> <li>- Kindergarten Teachers; Best Start Assessment</li> <li>- Grades 1-6 Teachers; Literacy and Numeracy Learning Progressions</li> </ul>	<p>AIS- LNAP Consultants</p>
<p><b><u>Instructional Leadership Masterclass 5: Evaluating Progress</u></b></p> <ul style="list-style-type: none"> <li>- Data informed Practice: Literacy and Numeracy</li> <li>- Disciplined dialogues</li> <li>- Literacy and Numeracy data analysis framework</li> <li>- Using and analysing data</li> <li>- Use of data to inform practice</li> <li>- Reporting Requirements</li> <li>- School based Instructional Leadership: literacy and numeracy</li> <li>- Walk throughs</li> </ul>	<p>AIS- LNAP Consultants</p>
<p><b><u>LNAP Instructional Leadership Masterclass 6: Tiered Intervention &amp; Differentiated Teaching:</u></b></p> <ul style="list-style-type: none"> <li>- Cognitive Load Theory and Instructional Design by John Sweller</li> <li>- Early numeracy screening tool</li> <li>- Tiered interventions</li> <li>- ESTA-L</li> </ul>	<p>AIS- LNAP Consultants</p>
<p><b><u>Classroom Management</u></b></p> <ul style="list-style-type: none"> <li>- Classifications of incidents</li> <li>- Recording minor incidents &amp; Acting upon them</li> </ul>	<p>School Based TPL  International Students' Officer Mr Foster</p>
<p><b><u>Assessments &amp; Work Samples</u></b></p> <ul style="list-style-type: none"> <li>- Requirement</li> <li>- Benefits</li> </ul>	<p>School Based TPL  Secondary School Coordinator</p>

	Mrs Alameddine
<p><b><u>Behaviour Management</u></b></p> <ul style="list-style-type: none"> <li>- General expectations</li> <li>- Attentiveness to details</li> <li>- Diffusing escalating situations</li> <li>- Reporting</li> </ul>	<p>School Based TPL</p> <p>International Students' Officer Mr Foster</p>
<p><b><u>LNAP Instructional Leadership Masterclass 7; School Stories</u></b></p> <ul style="list-style-type: none"> <li>- Sharing of school case students, facilitation of questions and planning</li> <li>- Case Study 1: Leading change through a whole school focus</li> <li>- Case Study 2: Leading change through building explicit instruction</li> <li>- Case Study 3: Leading change through demonstrations, observations and walkthroughs</li> </ul>	<p>AIS-</p> <p>LNAP Consultants</p>
<p><b><u>LNAP Instructional Leadership Masterclass 8;</u></b></p> <ul style="list-style-type: none"> <li>- 2019 Planning Workshop; expenditure report, road map, and school plan</li> </ul>	<p>AIS-</p> <p>LNAP Consultants</p>
<p><b><u>LNAP Phase 2: Literacy Module 5- Explicit Instruction, Fluency &amp; Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Principles of Explicit Instruction</li> <li>- Developing a teaching focus</li> <li>- Components of fluency</li> <li>- Strategies for fluency Instruction</li> <li>- Corrective feedback</li> <li>- Interpreting fluency results</li> <li>- Assessing fluency</li> <li>- Link between vocabulary and comprehension</li> <li>- Vocabulary teaching strategies</li> </ul>	<p>AIS-LNAP</p> <p>Literacy Consultant; Fiona Elliot</p>
<p><b><u>Programming and Scope and sequence</u></b></p> <ul style="list-style-type: none"> <li>- Designing Units of work</li> <li>- Designing Scope and Sequence</li> <li>- Match Syllabus, Scope and Sequence, Units of work and Assessment Schedule</li> </ul>	<p>School Based TPL</p> <p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>
<p><b><u>LNAP Literacy Module 6; Explicit Instruction and Comprehension</u></b></p> <ul style="list-style-type: none"> <li>- The 5 big ideas of reading instruction</li> <li>- What is comprehension?</li> <li>- Principles of instruction</li> <li>- Checking for understanding</li> <li>- Three types of corrective feedback</li> <li>- Six strategies for effective evidence-based comprehension instruction</li> <li>- Literal, inferential, inferred, interpretive comprehension</li> <li>- Cooperative learning</li> </ul>	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>

<p><b><u>First Aid Course</u></b></p> <ul style="list-style-type: none"> <li>- Toolkits</li> <li>- Case Assessment</li> <li>- Intervention Strategies</li> <li>- Keeping Records</li> <li>- Case Studies</li> </ul>	CPR First Aid
<p><b><u>LNAP Literacy Module 7; Planning Literacy Instruction:</u></b></p> <ul style="list-style-type: none"> <li>- Purpose of independent practice</li> <li>- Features of quality practice</li> <li>- Designing quality independent tasks</li> <li>- Strategies to increase oral reading</li> <li>- Principles of Explicit Instruction</li> <li>- What is systematic literacy teaching</li> </ul>	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><b><u>Parents Teachers Meeting Techniques</u></b></p> <ul style="list-style-type: none"> <li>- Reporting professionally</li> <li>- Student Confidentiality</li> <li>- Containment Strategies</li> <li>- Communication Plan</li> <li>- Feedback</li> </ul>	<p>School Based TPL High School Coordinator Mrs Alameddine</p>
<p><b><u>LNAP Literacy Module 8; Developing Effective Literacy Sessions:</u></b></p> <ul style="list-style-type: none"> <li>- Response to Intervention (3 tier model)</li> <li>- Literacy lesson planning; daily review, teaching focus, guided practice, independent practice</li> <li>- Multi-focus reading lesson</li> </ul>	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><b><u>LNAP Phase 2: Numeracy Module 4- Explicit Instruction and Working Mathematically</u></b></p> <ul style="list-style-type: none"> <li>- Explicit instruction in Mathematics</li> <li>- Designing a learning intention</li> <li>- Working Mathematically Components</li> <li>- Explicit instruction in Working Mathematically</li> </ul>	<p>AIS-LNAP</p> <p>Numeracy Consultant; Troy Douglas</p>
<p><b><u>LNAP Numeracy Module 5; Explicit Instruction and Working Mathematically in Number &amp; Algebra:</u></b></p> <ul style="list-style-type: none"> <li>- Explicit instruction in Working Mathematically</li> <li>- Effective Teaching Functions or Explicit Teaching Model</li> <li>- What is problem solving?</li> <li>- Problem solving strategies</li> <li>- Teaching sequence</li> </ul>	<p>AIS-</p> <p>LNAP Numeracy Consultant; Troy Douglas</p>
<p><b><u>Online Services</u></b></p> <ul style="list-style-type: none"> <li>- Moodle refreshment</li> <li>- ClassDojo refreshment</li> <li>- Assignment Tracking System refreshment</li> </ul>	<p>School Based TPL</p> <p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>

<p><b><u>Curriculum Management</u></b></p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>- Units of work</li> <li>- Lesson plans</li> <li>- Teaching Strategies</li> <li>- Assessments</li> </ul>	<p>School Based TPL</p> <p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>
<p><b><u>LNAP Numeracy Module 6; Explicit Instruction and Working Mathematically in Measurement &amp; Geometry:</u></b></p> <ul style="list-style-type: none"> <li>- Principles of instruction</li> <li>- Checking for understanding</li> <li>- Effective feedback</li> <li>- Explicit Instruction in Mathematics</li> <li>- Measurement and Geometry strand</li> <li>- Language</li> <li>- Working Mathematically components</li> </ul>	<p>AIS-</p> <p>LNAP Literacy Consultant; Troy Douglas</p>
<p><b><u>LNAP Numeracy Module 7; Explicit Instruction and Working Mathematically in Statistics &amp; Probability:</u></b></p> <ul style="list-style-type: none"> <li>- Independent practice</li> <li>- Explicit teaching model</li> <li>- Working Mathematically components; communicating, problem solving, reasoning, understanding, fluency</li> <li>- Probability or Mathematical Chance</li> <li>- Explicit instruction in Working Mathematically</li> <li>- Resources to assist with teaching the conventions of data</li> <li>- Communicating in data</li> <li>- Reasoning in data</li> </ul>	<p>AIS-</p> <p>LNAP Literacy Consultant; Troy Douglas</p>
<p><b><u>Classroom Management</u></b></p> <ul style="list-style-type: none"> <li>- Classroom management plan</li> <li>- Setting expectations</li> <li>- Applying positive and reinforcement consequences</li> </ul>	<p>School Based TPL</p> <p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>
<p><b><u>End of Year Exam Writing</u></b></p> <ul style="list-style-type: none"> <li>- Types of questions</li> <li>- Cognitive level of the questions</li> <li>- Outcomes assessed</li> </ul>	<p>School Based TPL</p> <p>Secondary School Coordinator</p> <p>Mrs Alameddine</p>
<p><b><u>Classroom Management Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Prepping the students</li> <li>- Setting initial tasks</li> </ul>	<p>School Based TPL</p>

<ul style="list-style-type: none"> <li>- Tactical ignorance</li> <li>- Intervention</li> </ul>	<p>International Students' Officer</p> <p>Mr Foster</p>
<p><b><u>DIBELS ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>- Module 1; Foundations</li> <li>- Module 2; Guidelines</li> <li>- Module 3; Fist Sound Fluency</li> <li>- Module 4; Phoneme Segmentation Fluency</li> <li>- Module 5; Letter Name Fluency</li> <li>- Module 6; Nonsense Word Fluency</li> <li>- Module 7; Oral Reading Fluency</li> <li>- Model 8; DAZE</li> <li>- Module 9; Logistics</li> <li>- Module 10; Conclusion</li> </ul>	<p>AIS-</p> <p>Literacy Consultant</p> <p>Sarah McDonagh</p>
<p><b><u>Coding PD:</u></b></p> <ul style="list-style-type: none"> <li>- Getting started with visual programming (using Scratch)</li> <li>- Understanding the coding elements of the Digital Technologies strand of the Science and Technology syllabus</li> <li>- Teaching coding using Beebots and Bluebots and drones</li> <li>- Integrating coding into other learning areas (in particular</li> <li>- Looking at some coding projects which integrate with science, maths, and literacy and HSIE)</li> <li>- An introduction to Micro:bits and computational thinking across the curriculum</li> <li>- Setting up an extra-curricular Code Club and STEM</li> </ul>	<p>Code Rangers;</p> <p>Nicola O'Brien</p>

## TEACHING STANDARDS

### Primary

- In 2018, 59% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2017 and 2018 is an average of 74%.

### Secondary

- In 2018, 60% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2017 and 2018 is an average of 82%.

### Ancillary

- Retention rate of staff between the start of 2018 and the start of 2019 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	76
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	21
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	47	43.5%	61	56.5%	108
	Year 1	40	40.4%	59	59.6%	99
	Year 2	52	44.4%	65	55.6%	117
	Year 3	52	56.5%	40	43.5%	92
	Year 4	44	46.3%	51	53.7%	95
	Year 5	29	35.8%	52	64.2%	81
	Year 6	36	42.8%	48	57.2%	84
<b>Primary Total</b>		<b>300</b>	<b>44.3%</b>	<b>376</b>	<b>55.7%</b>	<b>676</b>
Secondary	Year 7	62	57.4%	46	42.6%	108
	Year 8	49	52.6%	44	47.4%	93
	Year 9	37	53.6%	32	46.%	69
	Year 10	35	56.4%	27	43.6%	62
	Year 11	5	29.4%	12	70.6%	17
<b>Secondary Total</b>		<b>188</b>	<b>53.8%</b>	<b>161</b>	<b>46.2%</b>	<b>349</b>
<b>SCHOOL TOTAL</b>		<b>488</b>	<b>47.6%</b>	<b>537</b>	<b>52.4%</b>	<b>1025</b>

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

## SCHOOL ATTENDANCE AND RETENTION RATES

### Student Attendance

<b>Education Level</b>	<b>Attendance %</b>
Kindergarten	-
Year 1	90.6%
Year 2	91.3%
Year 3	91.9%
Year 4	92.5%
Year 5	90.9%
Year 6	91.9%
Year 7	92.5%
Year 8	89.8%
Year 9	88.8%
Year 10	86.6%
<b>OVERALL</b>	<b>90.9%</b>

### 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 84%.

## 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 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.

## **BEST PRACTICE GUIDELINES**

### **Annual report**

#### **Procedures for implementing the policy include:**

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholder as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance form to send to NESA.
- Preparation of the report in an appropriate form to send to NESA
- Setting the annual schedule for
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - distribution of the report to the NESA and other stakeholders

### **Request for additional data from the NSW Minister for education and Training**

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form.

#### **Salamah College through this policy ensures that:**

- Its participation in annual reporting and that it will publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister (refer to section 3.10.1 of the Manual). The school's annual report will be provided in an online or appropriate electronic form to NESA unless otherwise agreed by the Board.

- It will provide data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State (refer to section 3.10.2 of the Manual). Such data from schools will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by the Board.

## **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 School's 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.

## **THE ENROLMENT PROCESS**

### **Step One – Expression of Interest Form**

- All new applicants wishing to enrol at Salamah College need to complete the Expression of Interest Form which can be forwarded to the school at any time for consideration, however within an appropriate time frame prior to an interview process.
- The Expression of Interest form for new students requires a basic student information, school connection and family information.
- The form is returned to the Enrolment Officer, an acknowledgement letter is sent and student information is entered on the school's database.
- An interview may be required for new students.

### **Step Two – Student/Family Information Form**

- All those who have completed an Expression of Interest Form are contacted by the Enrolment Officer prior to the entrance exam. The Information Form accompanies a letter regarding the enrolment process and includes the Enrolment Contract and current Fee Schedule.
- On completion of the Information Form, these are returned to the Enrolment Officer where they are checked for completed information.
- Where documentation is missing, families are contacted to provide the appropriate data.

- Once documentation is complete the Enrolment Officer arranges an interview with the Principal or his delegate if required and will notify the parents of the entrance exam.
- The Information Form and any other necessary documentation is required to be returned by a specific date and the entrance exam and interview process where applicable cannot proceed unless the Information Form is completed by that date.
- Where additional information or reports are required, the enrolment application process may take longer.

### **Step Three – Interview**

- A formal letter will be posted to inform parents about the date of the entrance assessment and interview. This normally takes place in term 3 of each year.
- For annual intake of students, interviews with the family and the applicant, where applicable are held up to a 2 month period as arranged by the Enrolment Officer.
- It is the school's responsibility that parents/guardians be made aware of full and frank disclosure requirements when completing the Information Form. This includes advising parents/guardians that failing to provide relevant details and assessments may result in the cancellation of an enrolment interview.
- Parents/guardians will be required to discuss their financial capacity to pay fees and the options open to them to do so in fee and voluntary contribution payments.

### **Step Four – Notification of Outcome of Interview**

- The enrolment officer informs the applicant the family by phone or through a letter of an offer of enrolment.
- The parents/guardians and applicant sign the Enrolment Contract and return it to the Enrolment Officer. A signed Enrolment Contract is retained by school and one copy is retained by the parents/guardians.
- Parents accepting the School's offer should return the Enrolment Contract with the non-refundable Enrolment Fee \$150 to confirm their acceptance.
- If no offer of placement is made, the parents/guardians will be informed in writing.

Parents/Guardians' Enrolment Contract is a legally binding contract between the parents/guardians and Salamah College.

The school will acknowledge enquiries in the most appropriate and timely manner according to its documented procedures.

## **THE ENROLMENT REGISTER**

An electronic register of enrolments (iWise) will be used.

The register will contain:

- Student name, gender, date of birth, place and country of birth
- Nationality
- Residential address
- Date and grade of enrolment
- Previous school attended
- Family details
- Alternative family details (if any)
- Access restrictions (if any)
- Medicare details
- Medical condition (if any)
- Anaphylaxis medical information forms (if any)
- Individual registration number
- Enrolment status i.e.: full time, part time etc.
- Date and grade of ceased enrolment
- Student's destination

## **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.

## **WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES**

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

### **Rights and Responsibilities of School Community Members**

#### *All students, teachers, parents, wider school community - Rights*

- Are safe and supported in the school environment; and
- Are treated with respect.

#### *All students, teachers, parents, wider school community - Responsibilities*

- Establish positive relationships; and
- Respect and accept individual differences.

#### *Administrators - Rights*

- Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.

#### *Administrators - Responsibilities*

- Provide leadership in resourcing the school's prevention and effective management of bullying;
- Implement the school plan;
- Ensure parents are informed of the school plan; and
- Support staff to implement the school's plan.

#### *Staff - Rights*

- Feel safe and supported in the workplace;
- Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention;
- Are informed of the school's plan on bullying;
- Are treated with respect in the workplace; and
- Access to professional learning in preventing and effectively managing bullying.

#### *Staff - Responsibilities*

- Promote and model positive relationships;
- Participate in implementing the school plan to counter bullying;
- Identify and respond to bullying incidents;
- Teach students how to treat other with care and respect;
- Teach students how to respond effectively to bullying;
- promote social problem solving with students; and
- Respect and accept individual differences.

#### *Students - Rights*

- Access to curriculum that supports the building of resiliency and problem solving strategies;
- Are informed of the school's plan on bullying; and
- If involved, are provided with support to stop bullying.

#### *Students - Responsibilities*

- Treat others with care and
- Respect; and
- Identify and respond effectively to bullying.

#### *Parents - Rights*

- Expect children to be safe and provided with a supportive school environment and treated with respect; and
- Are provided with access to information on the prevention and response strategies related to bullying. Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying;

#### *Parents - Responsibilities*

- Encourage children to report bullying incidents; and
- Are aware of school plans and support school in effectively managing bullying.

#### *Wider community: including other professionals - Rights*

- Strategic inclusion in prevention and bullying incident management.

#### *Wider community: including other professionals - Responsibilities*

- Provide support and input into the school's approach to preventing and managing bullying.

### **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

As reflective practitioners, teachers evaluate the effectiveness of programs and teaching strategies based on evidence-based student performance data for whole school improvement.

Each year, the School develops for the NSW Literacy and Numeracy Action Plan: Phase 2 Priorities, an implementation plan indicating key improvements for student learning outcomes utilising an instructional leadership approach.

The key elements underpinning the LNAP Action Plan to enhance literacy and numeracy practices include:

- **Instructional Leadership**
- **Tiered Interventions**
- **Differentiated Teaching**
- **Diagnostic Assessment**

### INSTRUCTIONAL LEADERSHIP

Describe the additional strategies you will be implementing.	What improvements do you expect to observe and measure?	What will be required to put this strategy into effect (include responsibilities and timeframe)?
<ul style="list-style-type: none"> <li>- Hiring a coach who will focus solely on K-2 LNAP to strengthen current teachers and their explicit teaching practices, as well as train new teachers (Semester 1, Term 1, 2019).</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers regularly receiving feedback to inform their teaching practices.</li> <li>- More of an emphasis on the coaching, observing, demonstrating and team teaching with specific targets that are regularly updated to suit relevant teacher goals.</li> <li>- Teachers will demonstrate a stronger understanding of the explicit teaching model – implementing CFU and engagement strategies throughout all areas of their teaching.</li> <li>- Teachers will demonstrate fluidity between phases of the lesson, showing confidence moving from I do through to you do and everything in-between.</li> </ul>	<ul style="list-style-type: none"> <li>- A pre-existing and experienced teacher to take on a full-time position as an LNAP coach. Who has already been to Master Classes and other PDs.</li> <li>- Timetable is developed that has the coach regularly in classrooms throughout the term, consistently visiting the same classrooms every week working on different target goals.</li> <li>- Ongoing professional development around leadership.</li> <li>- Teachers completing a feedback form on Instructional Leaders during a demonstration lesson.</li> <li>- In situation coaching – focus on engagement strategies (CFU).</li> </ul>
<ul style="list-style-type: none"> <li>- Permanent part time teachers on Mentor's class (Semester 1, Term 1, 2019).</li> </ul>	<ul style="list-style-type: none"> <li>- Student's learning will be less disrupted, there will be more consistency, and students will achieving higher results.</li> <li>- Less pressure on mentors to teach full time load whilst carrying out mentor responsibilities.</li> <li>- Mentors will have more time to team teach and give feedback. Overall improvement on a larger school scale, as teacher's overall performance in relation to the</li> </ul>	<ul style="list-style-type: none"> <li>- Hiring part time teachers who will also be trained in explicit teaching model.</li> <li>- Mentor's will work closely with these teachers to keep as much consistency as possible with teaching pedagogy.</li> <li>- Ongoing professional development for all teacher's involved.</li> </ul>

	explicit teaching model will improve.	
<ul style="list-style-type: none"> <li>- Pineappling where a timetable will be made available for any teacher to observe an explicit lesson (Semester 2, Term 4, 2018).</li> </ul>	<ul style="list-style-type: none"> <li>- If teachers are regularly visiting each other's classrooms.</li> <li>- Listening to teacher discussions in the classroom.</li> <li>- Teachers write a record of which classrooms teachers have visited throughout the term.</li> <li>- Seeing multiple pineapples on the timetable throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a timetable where teachers can place a pineapple in a session where they may be teaching a lesson with a range of CFU and engagement strategies for other teachers to observe.</li> <li>- Place the timetable in the staffroom.</li> <li>- Discuss the concept in a staff meeting.</li> </ul>
<ul style="list-style-type: none"> <li>- Increase in Walkthroughs K-6 (Semester 2, Term 4, 2018).</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers applying TAPPLE and CFU across all KLA's will be observed and measured.</li> <li>- Refining Learning Intentions and having a clear success criteria.</li> <li>- Encourage teachers to become more open with regular visits to their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular visits to classrooms throughout the term.</li> <li>- Set clear expectations of what the focus/goal for that particular walkthrough.</li> <li>- Give oral feedback and revisit to check improvements.</li> <li>- More informal observations and debriefs.</li> </ul>

## TIERED INTERVENTIONS

Describe the additional strategies you will be implementing.	What improvements do you expect to observe and measure?	What will be required to put this strategy into effect (include responsibilities and timeframe)?
<ul style="list-style-type: none"> <li>- Consideration of classroom setting and environment, seating arrangements, flexible seating plans</li> </ul>	<ul style="list-style-type: none"> <li>- Student engaged increased and students feel supported, observed in team teaching sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Learning on setting up classroom environments based on different learning abilities (Term 1, 2019)</li> <li>- Observed and noted during walk throughs and observations (ongoing).</li> </ul>
<ul style="list-style-type: none"> <li>- Visual and concrete materials are always utilised for Tier 2 learners as support</li> </ul>	<ul style="list-style-type: none"> <li>- Gaps within student learning needs will decrease, indicated in screener data and in class data.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Learning on how to cater for Tier 2 students using concrete and visual material. (ongoing)</li> </ul>
<ul style="list-style-type: none"> <li>- Learning objectives clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in student engagement, as shown in peer observations and mentor session feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Daybooks to highlight learning objectives. (ongoing)</li> </ul>
<ul style="list-style-type: none"> <li>- CFU continuously to inform teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be responding correctly when CFU is taking place as indicated through team teaching session feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Observed and noted during walk throughs and observations (ongoing)</li> </ul>
<ul style="list-style-type: none"> <li>- Systematic break down of content</li> </ul>	<ul style="list-style-type: none"> <li>- Successful in You Do independent practice, classroom observation feedback</li> <li>- Less students requiring Tier 2 intervention as indicated in screener test data.</li> </ul>	<ul style="list-style-type: none"> <li>- Daybooks to show the explicit steps for lesson(ongoing)</li> </ul>
<ul style="list-style-type: none"> <li>- Smaller groups for intensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Decrease of amount of students requiring Tier 3 as they are getting Tier 1 and 2 support. This will be indicated in assessment data and screener data.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and record activities in daybook prior to lessons</li> <li>- Teacher to observe and collect data to group students accordingly (ongoing)</li> </ul>
<ul style="list-style-type: none"> <li>- No withdrawal for LS during Literacy and Numeracy blocks</li> </ul>	<ul style="list-style-type: none"> <li>- Progress with the students who attend LS followed by less need for LS intervention with students as indicated in assessment and screener data.</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional leaders and LS staff review and amend timetable (Term 1, 2019 and reviewed every following term)</li> </ul>
<ul style="list-style-type: none"> <li>- In-class support from LS in K-2 as oppose to withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>- Students are up to date with class content and less gaps in student learning as shown in daybook annotations and screener data</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional leaders and LS staff review and amend timetable to have in class support. (Term 1, 2019 and reviewed every following term)</li> <li>- LS to be trained in in class teaching (Term 1, 2019)</li> </ul>
<ul style="list-style-type: none"> <li>- Staff and LS working collaboratively working together to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers aware of student progress in LS as shown in progress reports</li> <li>- LS staff aware of student progress in class as shown in progress reports.</li> </ul>	<ul style="list-style-type: none"> <li>- LS members to be highly trained in EDI</li> <li>- Progress monitoring conversations with LS staff and teachers about students</li> <li>- Collaborative planning with learning support for LS needs</li> <li>- Meetings with staff regularly (Weekly).</li> </ul>

## DIFFERENTIATED TEACHING

Describe the additional strategies you will be implementing.	What improvements do you expect to observe and measure?	What will be required to put this strategy into effect (include responsibilities and timeframe)?
Frequently checking for understanding	Teachers directing lessons appropriately according to student responses observed during team teaching sessions.	Peer observations/mentoring identifying how they have seen examples of differentiated teaching (Termly basis)  Teachers to specify in lesson plans/PowerPoints when to prompt Checking for understanding which will then direct teaching (Termly basis)
Questioning adjusted to cater for all students	Students are able to participate and answer questions at their level, observed during team teaching sessions.  Higher achievers are being extended, observed in differentiated work samples  Improved student responses during CFU observed during team teaching sessions  Higher student participation during lesson observed during team teaching sessions	Teachers to prepare different levels of questioning prior to lesson that caters for all ability levels (ongoing)  Mentors to provide professional learning to staff on how to adjust questioning appropriately (Term 1, 2019)
Worked examples that are regularly utilised throughout lessons	Students will be more successful in their independent practise. This will be observed with more students participating in independent practise.  Teachers will demonstrate in their team teaching sessions worked examples that are stage appropriate and cater for different abilities.	Teachers to plan ahead and carefully pick examples (ongoing)  Teachers to have a thorough knowledge of the syllabus to include stage appropriate examples (ongoing)  Teachers to prepare examples that encompass the 30-40-30 principle (ongoing)
Teachers are using a range of scaffolds to cater for different learning abilities	Teachers will observe increased student confidence and independence in completing tasks with supporting scaffolds  Mentors to observe teachers utilising a range of resources and scaffolds in their team teaching sessions.	Teachers to prepare resources and scaffolds prior to lessons (ongoing)  Sharing resources and scaffolds for all teachers to utilise (ongoing)
Providing additional instruction for low ability students	Mentors to observe the effectiveness of student grouping during team teaching sessions  Screener data and in class assessment data will show improved results	Teachers to evaluate student groupings and allow fluidity to cater for the different levels of differentiation (Termly basis)  Teachers to communicate student data with Learning Support to work with ability groups (Termly basis)

## DIAGNOSTIC ASSESSMENT

Describe the additional strategies you will be implementing.	What improvements do you expect to observe and measure?	What will be required to put this strategy into effect (include responsibilities and timeframe)?
<ul style="list-style-type: none"> <li>- Implementation of DIBELS for Literacy</li> <li>- Practising using screener prior to implementing</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence in students and teachers</li> <li>- Consistency</li> <li>- Valid, accurate and authentic data</li> <li>- Specific data about each student against a standardised benchmark</li> <li>- Inform teachers about specific reading skill targets.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for teachers to conduct diagnostic assessments consistently → beginning of 2019</li> <li>- Teachers to adjust teaching strategies and practices in order to improve reading data against the grade benchmarks</li> <li>- Allocating relief time for students to conduct assessments → 1 day relief for each instructional leader to complete assessments and data entry (Term 3, 2018)</li> </ul>
<ul style="list-style-type: none"> <li>- Literacy and Numeracy screeners</li> <li>- Best Start (Kindergarten) at the beginning of the year</li> </ul>	<ul style="list-style-type: none"> <li>- In-class assessments reflect student learning</li> <li>- Improvement in student result</li> <li>- Consistently receiving data</li> <li>- Teachers assessing regularly and being consistent in administration</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers using the data to inform their teaching, on a daily basis</li> <li>- Allocating relief time for students to conduct assessments. 1 day per teacher</li> </ul>
<ul style="list-style-type: none"> <li>- Teachers and leaders engage in more dialogue and discussions about school data and assessment</li> <li>- Conversations are scheduled on a regular basis in order to discuss data trends</li> <li>- Include discussion about instructional decisions that will later inform teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Closing the gap between Tier 1 and Tier 3 students.</li> <li>- Tailored teaching and learning for each students and class.</li> <li>- Teachers will set learning goals for students with high expectations for achievement across all tiers</li> <li>- Disciplined dialogue and data talks will become the norm. Teachers will naturally begin to embed their data talks within daily interactions, outside of scheduled meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Having data talks regularly to discover 'where to next'</li> <li>- Allocation of specific time for each teacher, grade and stage groups for disciplined dialogue on a weekly or termly basis</li> <li>- Set a meeting or data talk agenda. List of priorities/discussion points available for discussion. Provided to all staff prior to meeting.</li> </ul>
<ul style="list-style-type: none"> <li>- Allowing teachers to access student data from the previous year.</li> <li>- Teacher dialogue regarding student achievement from previous year.</li> </ul>	<ul style="list-style-type: none"> <li>- Closing the gap between Tier 1 and Tier 3 students.</li> <li>- Teachers will become well informed in their student abilities and can then tailor their teaching and learning practices to cater for all.</li> <li>- Teachers will have a sound understanding of where their student's came from and hence, where they need to be.</li> </ul>	<ul style="list-style-type: none"> <li>- Having data talks regularly (per fortnight/term) to discover 'where to next'</li> <li>- Collegial discussion at the beginning of the year between previous teacher and current teacher- 1 hour staff meeting</li> <li>- Meeting/discussion agenda provided to teachers prior to meeting</li> <li>- Timetabling (group allocated discussions)</li> </ul>
<ul style="list-style-type: none"> <li>- Snap inspections by grade leaders and instructional leaders per term</li> <li>- K-2 and 3-6 Walkthroughs focusing on specific elements of the Explicit Teaching model. Focus on a 1 priority area per term.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure validity, accuracy and consistency in assessment implementation. Instructional leaders will be able to provide further training on assessment administration if required</li> <li>- Instructional leaders gain valuable data in order to focus their mentoring instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Timetabling K-2 and 3-6.</li> <li>- Instructional leader relief time for snap inspections and collegial discussion</li> <li>- Assessment administration guides and discussion agendas</li> <li>- Instructional leadership dialogue for Term or Semester goals</li> <li>- Selected success criteria</li> <li>- Staff meeting/staff discussions regarding expectations, process and goals for walkthrough</li> </ul>

- Progress monitoring
- Maths mental computation tests on a weekly basis to see progress over time
- development of a tracking guide for student progress
- able to identify students at risk

- Teachers will be able to adjust their teaching practices and student learning goals more frequently
- Teachers will be able to adjust content reserved for daily review or numeracy and literacy warmups
- Able to identify students at risk earlier and monitor progress regularly
- Reduction of students falling into the at risk category in both literacy and numeracy
- Closing of the gap between areas of strength and weakness

- Effective tracking processes in order to identify students at risk in literacy and numeracy prior to the next screening assessments
- Data systems
- Frequent data talks and data analysis
- Frequent reviews of effectiveness of teaching. Pre and post assessment discussions per term
- Devise an instructional plan each week, with time allocated for planning, collaboration and data talks

Diagnostic data informs instructional practices:

- Most recent assessments are reviewed and priority areas are developed and documented in order to incorporate into daily reviews and warmups
- Daily reviews and warmups focus on student response accuracy and response rates

- Targeted teaching
- Specific priority skills or areas are incorporated into every teacher's daily review
- Daily reviews and student responses will become fluent and more accurate
- Screening data improvements

- Shared PowerPoints and daily review incorporates a planned cycle of skills. Teachers share resources on a weekly and termly basis.
- Teacher collaboration and planning at the beginning of the term, and at the end of the term
- Teachers incorporating daily reviews every day

## **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 2018.

