



Educational & Financial

Annual Report

2019

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MESSAGE FROM CHAIRMAN

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

The Year 2019 has been a very special year with our first Year 12 students sitting the HSC exams and achieving outstanding results. 14 Year 12 students out of 15 sat the HSC exams in 2019 and received offers from different universities. They have since continued to accept these offers and enrol in their preferred courses.

After only 7 Years, Salamah College was able to open its doors at the start of 2019 to 1049 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 more classes to the Primary School and the Secondary School. Salamah College started the year with 33 Primary classes and 19 Secondary classes.

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.

This year we have continued to use the explicit teaching model in all our Primary School classes and have ensured that all teachers have completed their training under their instructional leaders, mentors and coordinators, and consultants from the AISNSW.

In closing, I would like to thank our whole Salamah College family and congratulate and give special thanks to our first Year 12 graduates.

Dr Ghayath Al Shelh OAM
Chairman

Congratulations to our first Year 12 Students, Cohort of 2019:



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 2019 Student Representative Council (SRC) consisted of peer-elected members from Years 3 to 12, 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 where the School Principal, Mr Saad, delivered an inspiring speech about the key values for student leadership. After the ceremony, the students participated in a Young Leaders Workshop where they delved further into their roles and responsibilities that such a role entails then 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. It was a great opportunity for students to build a strong rapport with one another.

The SRC students participated in four leadership workshops throughout the year.

The first workshop, titled "Leading with your Heart and Effective Communication", opened with an engaging STEM challenge in which students teamed up had to work collaboratively with each other to meet a common goal of lifting a cup of water without using their hands. The students were encouraged to look at their role as leaders with empathy and compassion. The importance of effective communication and active listening skills was emphasised all throughout the workshop.

The second workshop, titled "Positivity", opened with an engaging STEM challenge in which students had to work collaboratively with each other to construct a free standing balloon tower with limited resources; a test of their communication skills developed in the first workshop. The students were encouraged to look at positivity as an integral element of leadership while emphasising the importance of positive words and self-talk.

The third workshop, titled "Conflict Resolution Skills", opened with a set of engaging educational activities to help students understand that it is not about avoiding conflicts, rather it is about discovering productive ways of handling conflicts.

The fourth workshop which was the last for the year, titled "Decision Making Skills", aimed to build the students' decision-making skills to become an effective leader. The students participated in activities that helped them break down the stages of the decision-making process and come up with solutions to problems individually and as teams.

Each and every workshop was closed by the Principal Mr Saad who encouraged SRC students to lead by example and encourage their peers to be active members of Salamah community, to find the light no matter how dark the tunnel may be, to find resolutions for the conflicts they

encounter rather than acting negatively and to strive to be data driven in order to come up with the best decisions in any situation they may face.

During the year, the SRC members attended an excursion to AMF Bowling & Laser Tag in Liverpool. The students enjoyed a competitively eventful day in which they were able to test their skills in a friendly environment. The excursion was an opportunity for them to build on the communication workshop they had attended.

SRC Leaders demonstrated a commitment in representing students' best interests within the school community and advocated students' needs at Salamah College. The 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 2019 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 teachers on duty in the playground to ensure students were throwing litter in the bin, wearing a hat, lining up in the canteen area, and organising games such as handball and skipping.
- **Young Leaders Workshop:** SRC students explored their roles and responsibilities and participated in engaging team building activities.
- **Kindy Orientation Program:** Year 6 School Captains assisted preschool children to smoothly transition into a school setting.
- **Kindy and Year 6 Reading Buddies Program:** SRC students assisted the Early Stage 1 students in reading and in the development of their comprehension skills.
- **K-6 Peer Support:** This social skills program is peer-led and was facilitated by Grade 6 students in mixed aged groups, promoting team-work, problem solving, resilience, assertiveness, decision-making and leadership.
- **Athletics and Swimming Carnivals:** This activity promoted active student participation and sportsmanship.
- **Charity Events:** The Gold Telethon Fundraiser raised money in support of medical research at the Sydney Children's Hospital to provide the best clinical care for children across NSW. Jump Rope for Heart, a skipping and fundraising program, encouraged kids to have a positive attitude towards exercise, healthy eating and heart health while raising vital funds to fight heart disease.
- **Fundraisers:** Spider drinks sale, cake sale, and slushies sale showcased the students' entrepreneurial marketing skills. Proceeds supported Year 6 and Year 12 Graduation ceremonies.

- **Special Events:** The school organised in 2019 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, Year 10 and Year 12 Graduation Ceremonies.
- **Organised Sports Activities:** The students enjoyed modified popular sports games such as soccer, touch football, handball, and OZ tag to promote physical activity.

Future Projects

- **School Assemblies:** The SRC students to be given the task of making weekly announcements in the Upper Primary assembly.
- **Fundraisers:** Spider Drinks, Year 6 Cake Sale, Slime Stall at the Eid Fete, and Billy Cart Incursion.
- **Young Leaders Workshop:** The school will continue to organise termly workshops 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 Randwick 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 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 59 classes and specialty rooms all equipped with the latest cutting edge Interactive White Boards. The majority of the classes are equipped with Epson Interactive Projectors that transform any wall into an Interactive White Board. However, the School has introduced 7 Promethean 80 inches Interactive White Boards at the beginning of 2019 and will continue rolling them out, in replacement of the Epson Interactive Projectors to all classes, as they proved more suited to the educational experience of students and teachers. 2019 also witnessed the introduction of an additional Kindergarten class to reach a total of 6 classes in this foundational grade. The aim is to extend the 6-stream vision to all grades in the future. This will cater for the steady growth of enrolments at Salamah College.

Salamah College also incorporated the use of Mathletics for the Primary School students and Cambridge HOTmaths for the High School students. Both are comprehensive mathematics learning systems with targeted and adaptive curriculum content which are captivating with engaging games and rewards. They are an interactive online maths learning, teaching and assessment resource for students and teachers, for individuals or whole classes, for school and at home. They are aligned with the Australian Curriculum and provide a unique blend of student-driven learning, flipped learning and teacher-led instruction. They include projectable material in all lessons for interactive whiteboards.

Salamah College is continuously integrating technology in the classroom. 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, rather they can rely on Microsoft cloud, OneDrive.

Moodle (a web-based learning platform) was implemented at Salamah College in 2014 in the Secondary School. 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 is of high standard at Salamah College. On top of having an open-door policy to all the executives, any parent may meet with any teacher at the School via a prior arrangement. Salamah College has made use of technology to facilitate a seamless 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 with the School community all the events on its social media pages and mainly on Facebook and ClassDojo. Moreover, the aforementioned strategies for maintaining an open communication, gave the parents easy access to relate their concerns and provide constructive feedback.

The Restorative Behaviour Management System (RBM) that was implemented in 2012 at Salamah College has shown 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 the capacity of all school leaders and 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.
- **Mathematics skills** for calculations and measurements.
- **Attention to detail** by following technical directions, recording data accurately, formative, and summative assessment.
- **Technical skills** through 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 has continued to see exponential growth since then. 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. 70% of 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 2019, 115 Year 3 students, 87 Year 5 students, 100 Year 7 students and 80 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 2018 to 2019, 16.5% increase of both Year 3 & 5 students at National Minimum Standards (NMS). School performed better than the State in the middle 2 bands, further extend students in the top 2 bands. Year 3 & 5 students are clustering in the middle bands and need to shift to the top bands.
- In Spelling, there was an 11.7% increase of Year 3 students in the middle two bands. School vs State performance, in the bottom 2 bands with both Year 3 and Year 5 showing a noticeable difference of 4.2% decrease. However, more emphasis required to shift the middle bands to the top 2 bands. We 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 average of 18.8% of students sitting in Band 5 from 2017 to 2019. In Year 5, in the top 2 bands; Bands 7 and 8 the average over the three-year trend was 9.2% showing a slight increase. Steady progress in middle bands for both Years 3 and Year 5, with an average of 61.3% 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. There was a significant decrease 10.4% in the percentage of students below National Minimum Standards (NMS). We aim to increase the percentage of students in the top bands by 10%.
- In Grammar and Punctuation, on average between 2017 and 2019 the percentage of students in the top bands is 26.3%. In 2019, there was a 10.5% increase from the middle two bands to the top two 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%.

Numeracy Achievements:

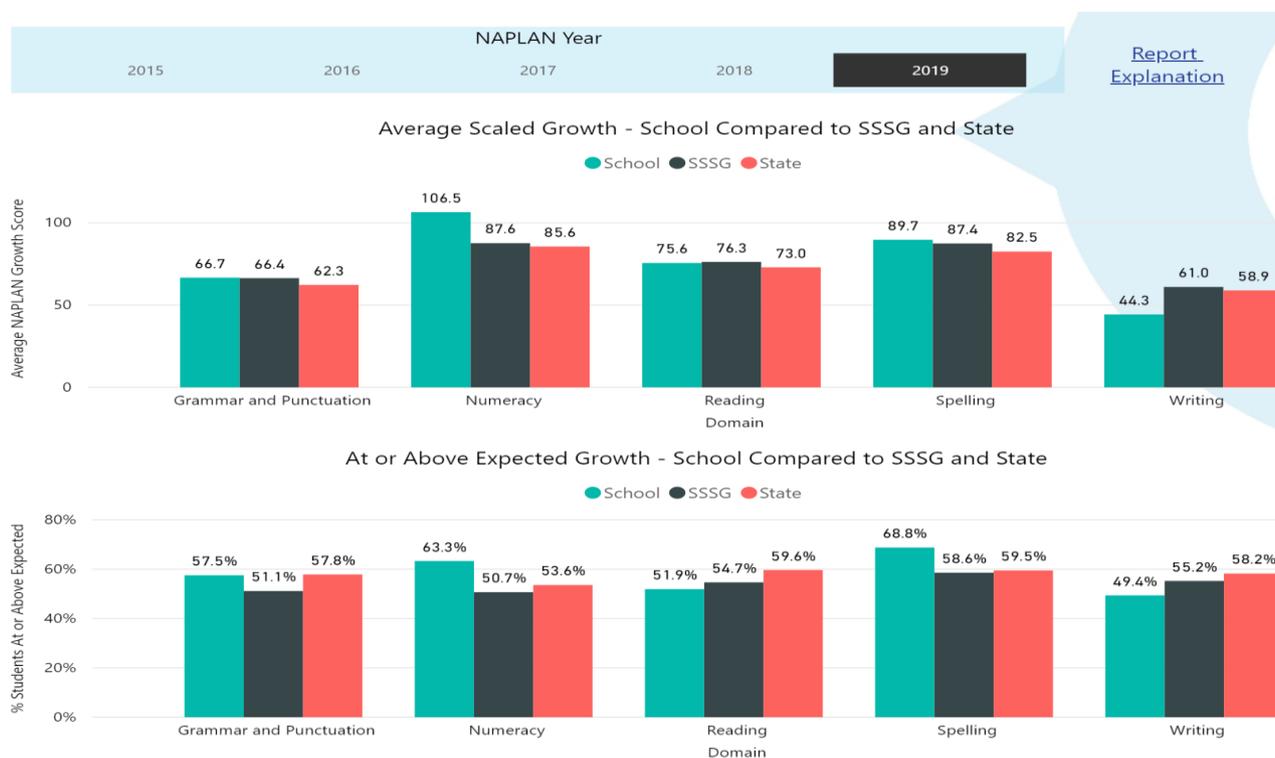
- In Years 3 and 5, there was a 4.7% increase of students in the top two bands between 2018 and 2019.
- On average, in Year 3, Boys performed slightly better than Girls.
- In Year 5, growth in Band 7 from 4.8% in 2018 to 16.3% in 2019 with an increase of 11.5. Boys performed better than the Girls in Band 7 in 2019 by 16.3%.
- Decrease the percentage of students in below National Minimum Standards (NMS) by 15% and increase the percentage of students in the top bands by 10%.
- In Numeracy, 61.7% made greater than or equal to expected growth (above NMS). 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 Achievements:

Overall analysis of the NAPLAN data highlights that the students have clustered in the middle two bands in Spelling and Writing for Years 3 & 5 students from 2017 to 2019. There has been a decrease of Years 3 and 5 students below the National Minimum Standards for Writing and Spelling. School performed better than the State average in the bottom bands in the aspects of Spelling and Writing. 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 explicit direct instruction programs, and enriching core knowledge, understanding and skills in numeracy.

Graph 1: NAPLAN School Level Growth 2019



The School-Level Growth report shows Salamah College's NAPLAN performance Average Scaled Growth in each item of the Assessments and compares the percentage of students who have exceeded the Expected Growth, comparing it with the growth of students in SSSG and the state. It provides the percentage of students whose growth is at or greater than the Expected Growth in each of the domains in 2019.

Table 1: 2019 NAPLAN Results – Primary School Primary Band Category

2019 PRIMARY BAND CATEGORY						
NAPLAN Results	Year 3			Year 5		
	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands	Bottom 2 Bands	Middle 2 Bands	Top 2 Bands
Reading	16.5%	61.7%	21.7%	15.1%	76.7%	8.1%
Writing	8.8%	65.8%	25.4%	9.2%	85.1%	5.7%
Spelling	5.3%	52.6%	42.1%	3.4%	67.8%	28.7%
Grammar & Punctuation	15.8%	54.4%	29.8%	24.1%	50.6%	25.3%
Numeracy	35.7%	54.8%	9.6%	11.6%	70.9%	17.4%

High School Performance:

Literacy Achievements:

Reading: A significant decrease of almost 50% of students achieving scores below NMS. The right hand shift in results increased the percentage of students achieving scores at NMS and above NMS. For the 2019 Y9 cohort who were the 2017 Y7 cohort, a significant decrease of students in the bottom 2 bands was witnessed where 20% scored below NMS in 2017 decreased to 1.3%. Consequently the 74% of students in the middle bands in 2017 decreased to become 44.2% in the middle bands in 2019; the previous numbers allowed for scores above NMS to increase from 4% in 2017 to 54% in 2019.

Grammar and Punctuation: For the 2019 Y7 cohort who were in 2017 in Y5, the number of students achieving scores below NMS decreased slightly by 10%; the percentage of students achieving scores at NMS has increased by 34% and the percentage of students achieving at the top bands has increased by 20%. For the 2019 Y9 cohort who were the 2017 Y7 cohort, the percentage of students in the bottom 2 bands decreased by 8% approximately. A decrease in the percentage of students achieving a score in the middle 2 bands was witnessed between 2017 and 2019 to the favour of a significant increase of 50% in the students achieving a score in the top 2 bands.

Writing: For the 2019 Y7 cohort, an 8% 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. The 2019 Y9 students were not as fortunate as their Y7 peers. The percentages didn't see major fluctuations.

Spelling: for the 2019 Y9 cohort who were the 2017 Y7 cohort, the percentage of students in the bottom 2 bands decreased by 7% between 2017 and 2019. Consecutively, the percentage of students achieving a position in the middle 2 bands increased by 40% from 2017 to 2019. However a significant drop of 40% occurred for the percentage of students achieving position in the top 2 bands.

Numeracy Achievements:

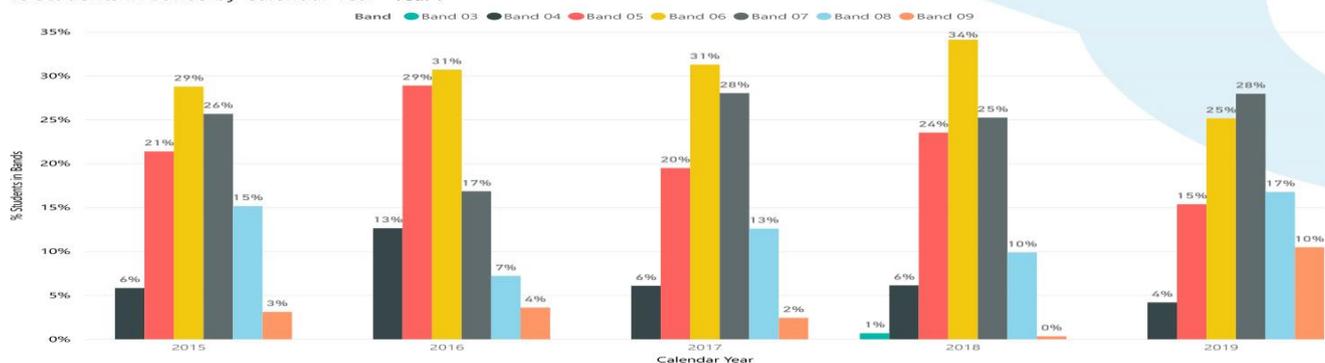
For the 2019 Y7 cohort who were in 2017 in Y5, an improvement took place when 8% of students scoring in the bottom 2 bands in Y5 decreased by 4%. Similarly the percentage of students in the middle 2 bands increased by 13% from 60% to 73%. Moreover for the 2019 Y9 cohort who were in 2017 in Y7, the students continued to improve at similar rates.

Overall High School Achievements:

Overall analysis of the NAPLAN data, highlights that the students have improved in almost all of the domains from 2017 to 2019 and predominantly those who were in 2017 in Year 7 and became in 2019 in Year 9. There has been a significant decrease of Years 7 and 9 students below the National Minimum Standards for all domains except for writing. The majority of students are clustered in the middle two bands. School performed better than the State average in the bottom bands in all the aspects except for Writing; the same is witnessed in the middle bands whilst in

the top 2 bands the Y7 students achieved scores better than the state in Grammar and Punctuation only and the Y9 students achieved scores better than those achieved by the state in Grammar and Punctuation as well as in Reading. Girls generally performed a little bit better than the boys across all bands and aspects. The trends in the pattern of data across the three years 2017, 2018 and 2019 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.

% Students in Bands by Calendar Year - Year 7



% Students in Bands by Calendar Year - Year 9

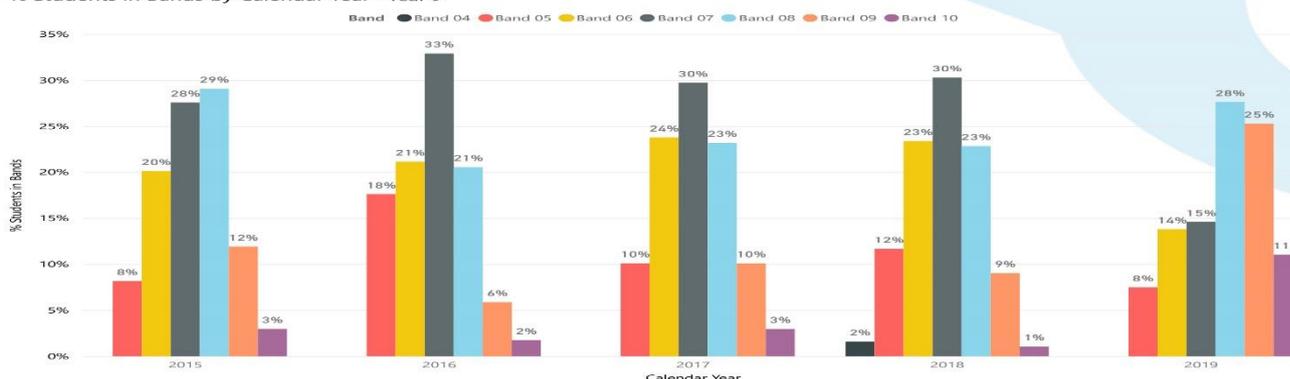


Table 2: 2019 NAPLAN results – High School Band Summary

2019 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
Reading	13.4%	74.2%	12.4%	1.3%	44.2%	54.5%
Writing	45.1%	52.7%	2.2%	66.2%	31.1%	2.7%
Spelling	2.1%	66.7%	31.2%	4%	73.3%	22.7%
Grammar & Punctuation	1.1%	45.1%	53.8%	2.7%	16%	81.3%
Numeracy	4.6%	73.6%	21.8%	1.3%	71.4%	27.3%

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 2019, the 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 staff are as follows:

Table 3 - STAFF PROFESSIONAL DEVELOPMENT RECORD 2019

Professional Development Register	Facilitator
<p><u>Staff Development Day; Policies & Procedures</u></p> <ul style="list-style-type: none"> - Child Protection - Islamic Care - Discipline Policy - Code of Conduct & Code of Ethics - Sensitive Contractual Matters - Orientation to Accreditation - Staff Induction - Beginning Teachers Workshop - Restorative Behaviour Management Workshop - School basics (policies & procedures) - Communication - School Admin Matters - Classroom Expectations - Screening - Curriculum documentation; Programming, scope and sequence and Assessments - Online Services 	<p>School Based TPL</p> <p>Principal-</p> <p>Mr Wissam Saad</p> <p>Primary coordinator- Yasmin Zein</p> <p>High School Coordinator</p> <p>Mariam Shehab</p>
<p><u>Evidence-Based Classroom Management</u></p> <ul style="list-style-type: none"> - The dynamics of classroom behavior - Proactive classroom management - Responding to inappropriate behaviour 	<p>AIS Special Education Consultant- Renae Watkins</p>
<p><u>Online Services Induction</u></p> <ul style="list-style-type: none"> - Moodle - Class Dojo 	<p>School Based TPL</p>

<ul style="list-style-type: none"> - School Email - One Drive - Hotmaths - iWise 	IT department
<p><u>LNAP PHASE 2: LITERACY MODULE 1- Assessment for Explicit Teaching of Spelling</u></p> <ul style="list-style-type: none"> - Identify the linguistic components of spelling - Gain skills to select diagnostic spelling tests - Practice using error analysis to plan spelling instruction - Identify explicit, systematic elements of instruction in a spelling lesson demonstration 	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><u>LNAP PHASE 2: NUMERACY MODULE 8- Planning Effective Numeracy Instruction</u></p> <ul style="list-style-type: none"> - Identify strategies for differentiated teaching - Use the Mathematics syllabus as a tool for planning - Plan a numeracy lesson using the explicit teaching model - 4 main themes to improve practice: high expectations, explicit teaching, effective feedback, and use of data to inform practice 	<p>AIS-</p> <p>LNAP Numeracy Consultant; Troy Douglas</p>
<p><u>Maths Seeds & Mathletics Training</u></p> <ul style="list-style-type: none"> - Program implementation at home and school 	3P Learning- Darcy Gale
<p><u>Accrediting or Maintaining Proficient Teachers Workshop</u></p> <ul style="list-style-type: none"> - The Australian Professional Standards <p><u>Accrediting</u></p> <ul style="list-style-type: none"> - How it works? - Accreditation Journey - Accreditation Policy - Evidence of Practice - Annotating Evidence - Accreditation Report <p><u>Maintenance</u></p> <ul style="list-style-type: none"> - What is involved? - Teacher Accreditation Maintenance Cycle - Maintenance of Teacher Accreditation Policy - Types of Professional Development - Validate Professional Development 	Salamah College Prime Delegate Wissam Saad & Authorised Delegate- Yasmin Zein
<p><u>First Aid Course</u></p> <ul style="list-style-type: none"> - Theory and Practical techniques 	CPR First Aid Ms Pamela Arzadon
<p><u>Instructional Leadership Masterclass 8: Strengthening Instructional Leadership for</u></p> <ul style="list-style-type: none"> - Development of language and implications for the teaching of reading - Instructional Leadership Toolkit: observing instruction and evaluation Instructional Leadership - Enhancing Instruction: Engagement and checking for understanding strategies - Phase 2 Action Plan Priorities: tiered interventions - NSW Literacy & Numeracy Action Plan: Phase 2 updates and requirements 	<p>AIS-</p> <p>LNAP Consultants</p>
<p><u>Anti-bullying PD</u></p> <ul style="list-style-type: none"> - Definition and forms of bullying - Communication and preventative measures - Curative measures - Welfare of the Victim and the bully 	School Based TPL High School Coordinator Mariam Shehab
<p><u>LNAP Literacy Module 2; Explicit Teaching of Phonology and Irregular Words</u></p> <ul style="list-style-type: none"> - Understand the role of phonology in spelling instruction - Plan spelling instruction based upon analysis of phonology errors and the English syllabus - use effective strategies to teach the spelling of irregular words - Identify and practice engagement strategies in the context of spelling lesson 	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><u>LNAP Numeracy Module 9; Programming Effective Numeracy Instruction</u></p> <ul style="list-style-type: none"> - Observe the elements of Lesson Closures - Identify the steps in designing a unit of work, including the opportunities for identifying and monitoring student learning 	<p>AIS-</p> <p>LNAP Numeracy</p>

	Consultant; Troy Douglas
<p><u>Accreditation Mentors and Supervising Teachers Training Session</u></p> <ul style="list-style-type: none"> - Purpose of Accreditation - Importance of Accreditation - The Australian Professional Standards - Key Players- The Principal, The Supervisor, The Teacher - Administering Accreditation - Evidence of Practice - Annotations - Accreditation Report - Accreditation Decision - NESA Online Resources 	Salamah College Authorised Delegate- Yasmin Zein
<p><u>LNAP Instructional Leadership Masterclass 9; Strengthening Instructional Leadership for Numeracy</u></p> <ul style="list-style-type: none"> - Explicit Teaching in Mathematics and Self-Efficacy - Instructional coaching Toolkit: Enriching Conversations - Phase 2 Action Plan Priorities: Diagnostic Assessment - Using video to enrich instructional leadership - NSW Literacy and Numeracy Action Plan: Phase 2 Updates and Requirements 	Dr Rhonda Farkota- Managing Director Maths Mastery Series AIS Consultants Pat Hodges Henrietta Miller Jill Ryman Troy Douglas Lisa Ridings
<p><u>HSC General Information</u></p> <ul style="list-style-type: none"> - General information about HSC - Criteria to become a HSC Marker - How marks are calculated - How ATAR is calculated - How to use the ARC Website - How to use the standards reference - Engaging with the Syllabus Documents - How to do a lot of pilot marking amongst faculty members - Scaling of Marks - Moderation of Marks - Difference between NESA and UAC 	Head, Liaison Unit Communication, Media and Events Margot Braithwaite
<p><u>AISNSW Assessment and Rubrics</u></p> <ul style="list-style-type: none"> - Assessment Structure - Assessment Forms - Assessments to Inform Teaching and Learning 	AIS Student Services Deb de Ridder
<p><u>IWISE Reporting System Training</u></p> <ul style="list-style-type: none"> - How to utilise Markbook to input academic report data; grades and comments - IWISE guidelines 	IT Department
<p><u>Explicit Direct Instruction</u></p> <ul style="list-style-type: none"> - Illustrations of practice - The role of the teacher - DI Programs - DI Features - Fluency - Automaticity - Self-Efficacy - Verbal persuasion 	Numeracy Instructional Leaders – Hala Abdulkader & Francis Scalici
<p><u>LNAP Numeracy Module 10; Explicit Instruction in Number and Algebra (1):</u></p> <ul style="list-style-type: none"> - The importance of Daily Review and Cumulative Review - Place Value and its significance in developing numeracy - The teaching of additive strategies 	AIS-LNAP Literacy

	Consultant; Troy Douglas
<p><u>LNAP Literacy Module 3; Explicit Teaching of Spelling Patterns and Rules</u></p> <ul style="list-style-type: none"> - Give clear explanations and examples of spelling patterns and rules - Plan spelling instruction using the English syllabus, testing data, sequences - Demonstrate guided and independent practice components of explicit instruction 	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><u>Unpacking K-6 PDHPE Syllabus</u></p> <ul style="list-style-type: none"> - Aim of the PDHPE syllabus - PDHPE skills - The 5 propositions - Guide to the PDHPE syllabus - Create unit clusters - Big Ideas and essential questions - Developing learning goals - Activity audit tool 	<p>PE Speciality Teacher</p>
<p><u>Disability Discrimination Legislation</u></p> <ul style="list-style-type: none"> - Design and implement teaching activities that support the participation and learning of students with disability and address relative policy and legislative requirements - Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes 	<p>AIS-</p> <p>Special Education Consultant; Dianne Hooke</p>
<p><u>LNAP Instructional Leadership Masterclass 10: Responding to Developments in Cognitive Load</u></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> - Principles of instruction - Cognitive load theory - Differentiated Teaching - Instructional Leadership toolkit 	<p>AIS-</p> <p>LNAP Consultants</p>
<p><u>UTILISE SCOUT TO ANALYSE NAPLAN DATA:</u></p> <ul style="list-style-type: none"> - How to utilise the SCOUT platform and the Main functions of SCOUT - Analysis of trend data across the 3 years - Strengths and areas of concern 	<p>AIS NAPLAN Consultant- Ben Arber</p>
<p><u>Accreditation Evidence Collection and Annotation</u></p> <ul style="list-style-type: none"> - Evidence Collection - Evidence Annotation - Quality and Quantity of Evidence 	<p>AIS Teacher Accreditation Consultant Hadley Johnston</p>
<p><u>Talk for Writing Workshop:</u></p> <ul style="list-style-type: none"> - Planning based instructional needs of students at whole school level - The 3 I's- imitation, innovation, invention to guide students in a systematic and scaffolded way from dependent to independent - Effective feedback - Accurate assessment of writing - Development of grammatical skills 	<p>SPELD- Special Education Consultant; Courtney McNally</p>
<p><u>LNAP Literacy Module 4; Explicit Teaching of Morphology and Etymology:</u></p> <ul style="list-style-type: none"> - Explain the meanings and spellings of morphemes - Show the effect of meaning and morphemes and etymology on spelling - Use the English syllabus and testing data to plan morphology instruction 	<p>AIS-</p> <p>LNAP Literacy Consultant; Fiona Elliot</p>
<p><u>LNAP Numeracy Module 11; Explicit Instruction in Number and Algebra (2):</u></p> <ul style="list-style-type: none"> - Effective teacher presentations within a numeracy lesson - The progression of multiplicative thinking - Sample lessons for multiplication and division 	<p>AIS-</p> <p>LNAP Numeracy Consultant; Troy Douglas</p>

<p><u>LNAP Instructional Leadership Masterclass 2020 Planning Workshop: Purposeful School Change;</u></p> <ul style="list-style-type: none"> - Enhancing analysis of school data - Literacy and numeracy learning progressions update - School improvement journeys - Phase 2 Action Plan priority areas in actin - Overview of the Phase 2 Action Plan- 2020 and Planning 	<p>AIS- LNAP Consultants</p>
<p><u>Education Perfect Consultancy</u></p> <ul style="list-style-type: none"> - Aim - Features 	<p>Education Perfect Graham Fanagen</p>
<p><u>K-2 INITIALIT TRAINING</u></p> <ul style="list-style-type: none"> - Lesson structure and theoretical underpinnings - Initial assessments - Explicit whole class teaching - Small group and independent activities - Data collection and types of assessment 	<p>Kate Monteath School Partnerships Manager MultiLit</p>

TEACHING STANDARDS

Primary

- In 2019, 60% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2018 and 2019 is an average of 78%.

Secondary

- In 2019, 65% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2018 and 2019 is an average of 77%.

Ancillary

- Retention rate of staff between the start of 2018 and the start of 2019 is 91%.

Table 4: Number of Teachers per Category

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	66
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	18
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

Table 5: Number of students Attending Salamah College in 2019.

SCHOOL ENROLMENT						
EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	67	50.0%	67	50.0%	134
	Year 1	50	44.6%	62	55.4%	112
	Year 2	47	46.0%	55	54.0%	102
	Year 3	50	42.7%	67	57.3%	117
	Year 4	49	56.3%	38	43.7%	87
	Year 5	45	48.3%	48	51.7%	93
	Year 6	39	45.8%	46	54.2%	85
Primary Total		347	47.5%	383	52.5%	730
Secondary	Year 7	37	42.0%	51	58.0%	88
	Year 8	44	53.0%	39	47.0%	83
	Year 9	40	54.0%	34	46.0%	74
	Year 10	16	47.0%	18	53.0%	34
	Year 11	15	57.7%	11	42.3%	26
	Year 12	4	28.5%	10	71.5%	14
Secondary Total		156	48.9%	163	51.1%	319
SCHOOL TOTAL		503	48.0%	546	52.0%	1049

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

SCHOOL ATTENDANCE AND RETENTION RATES

Student Attendance

Table 5: Attendance Rate per Year Group

Education Level	Attendance %
Kindergarten	93.09%
Year 1	91.18%
Year 2	90.92%
Year 3	90.93%
Year 4	91.67%
Year 5	92.07%
Year 6	90.4%
Year 7	89.49%
Year 8	89.75%
Year 9	86.72%
Year 10	82.23%
Year 11	93.55%
Year 12	93.73%
OVERALL	90.44%

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 94.6%.

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.

DET 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 NESAs 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 others 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.

EXPLICIT INSTRUCTION SALAMAH COLLEGE

INSTRUCTIONAL LEADERSHIP

2019, marks the third year of Salamah College's participation in the Phase 2 Literacy and Numeracy Action Plan (LNAP) implemented in the Primary Department and supported by the Association of Independent Schools - New South Wales.

The Phase 2 NSW Literacy and Numeracy Action Plan is a cross sectoral initiative designed to improve student outcomes through enhancing the capacity of school leaders and their staff.

The key elements underpinning the Phase 2 Action Plan in Kindergarten to Year 2 literacy and numeracy include instructional leadership; diagnostic assessment; differentiated teaching; and tiered interventions.

This teaching pedagogy has been adopted across the entire Primary School supporting student learning and achievement from Kindergarten to Year 6

Evidence shows that teacher effectiveness has a highly significant impact on improving student outcomes. Teachers are supported by Instructional Leaders as a valuable way to increase effectiveness through upskilling and equipping teachers with evidence-based, pedagogical skills and content knowledge.

- Developing a shared moral purpose with a strong evidence base
- Professional Learning
- Planning, coordinating and evaluating teaching and the curriculum
- Walkthroughs by the Principal and leaders
- Lesson Demonstrations, Observations and Feedback

DIAGNOSTIC ASSESSMENT

Diagnostic assessments play a vital role in early detection of students who are not making sufficient progress in their learning.

Teachers use diagnostic assessment to plan and adjust instruction, targeting areas where students require additional instruction or extension. This is critical to ensure all students receive the teaching that they require to achieve their personal best.

Diagnostic assessments, such as AISNSW Early Screening Tool Application - Literacy (ESTA-L), AISNSW Early Numeracy Screening Tool and Dynamic Indicators of Basic Literacy Skills (DIBELS) have been implemented across the Primary School. The results of these diagnostic assessments are used as a tool to identify Instructional Priorities and Areas for Improvement to adjust teacher instruction and improve student learning.

DIFFERENTIATED TEACHING

The purpose of differentiated teaching is to ensure that all students receive sufficient teaching to achieve curriculum skills and concepts. Not all students have the same prior knowledge and capacity so teachers differentiate instruction within the class program to support all students learning.

What does differentiated teaching look like at Salamah College?

Teachers are:

- frequently checking for understanding; providing additional scaffolds;
- teaching in small, cumulative steps using multiple examples;
- adjusting worked examples; and providing supplementary teaching.

Effective, differentiated teaching is crucial for students' success. It allows teachers to respond to students during their teaching, making variations to the intensity of instruction. This ensures that all students receive the instruction they require to achieve grade level expectations.

TIERED INTERVENTIONS

Tiered interventions are used at Salamah College to ensure that all students receive the intensity of instruction that they require to be successful in their learning, Salamah College endeavours to identify and support the wide range of learners in each of our classrooms.

The tiered intervention model has allowed teachers to effectively target resources and programs whilst ensuring that all students receive the instruction they need to be successful in their learning.

Students who require additional instruction at a Tier 3 Level receive targeted support through participation in MiniLit, MultiLit and MacqLit programs.

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 2019 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. Salamah College aims to build teacher capacity through 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. 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.

Results of the Higher School Certificate

Record of School Achievement (RoSA)

In 2019, the School had 1 of the Year 10 students and 1 of the Year 12 students who required the issuance of a Record of School Achievement (RoSA).

Vocational Education and Training (VET)

In 2019, there were no students in Year 12 who participated in vocational and trade training.

Year 12 – Higher School Certificate

In 2019 HSC, 14 students sat the Higher School Certificate exams out of 15. The performance of Salamah College students indicates pleasing results in various HSC examinations.

Table 6: Number of students per subject sitting exams and the resulting band range.

Subject	Number of Students	Band Range
English Standard	12	3 - 5
English Advanced	2	5
Mathematics Standard	13	2 - 5
Mathematics	1	5
Modern History	10	2 - 5
Biology	10	2 - 5
Economics	1	2
Chemistry	4	2 - 4
Arabic Continuers	1	4
Geography	4	3 - 4
Business Studies	8	3 - 5
PDHPE	4	3 - 4

Post School Destinations

Salamah College in 2019 had enrolments up to Year 12; this component of the report refers to students who have withdrawn from the School at the conclusion of Year 10, Year 11 and Year 12. Students leaving at these stages have typically sought employment opportunities through apprenticeship programs or further education through TAFE or other schools.

Year 10, 2019:

26 students left Salamah College at the end of year 10.

Year 11, 2019:

3 students left Salamah College at the end of Year 11. The number of year 11 students who progressed to year 12 is 15.

Year 12, 2019:

1 student left Salamah College before the end of the year. Of those students leaving Year 12 in 2019, 93% received an offer at university from the total number of students which translates into 100% of those who sat the HSC.

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 2019.

