



# Educational & Financial

Annual Report

2021

## CONTENTS

|  |           |
|--|-----------|
| <b>Message from the Chairman</b>                                       | <b>2</b>  |
| <b>Student Representative Council</b>                                  | <b>3</b>  |
| <b>Value added information</b>   | <b>4</b>  |
| <b>School Performance in state-wide tests and examination</b>          | <b>7</b>  |
| National Assessment Program–Literacy and Numeracy for Primary School   |           |
| National Assessment Program–Literacy and Numeracy for Secondary School |           |
| <b>Professional Development</b>  | <b>10</b> |
| <b>Teaching Standards</b>  | <b>14</b> |
| <b>School Enrolment</b>  | <b>14</b> |
| <b>Student Attendance and Retention Rates</b>                          | <b>15</b> |
| <b>Policies</b>  | <b>16</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>25</b> |
| <b>Respect and Responsibility</b>                                      | <b>27</b> |
| <b>Parent, Student and Teacher Satisfaction</b>                        | <b>27</b> |
| <b>Results of the Higher School Certificate</b>                        | <b>28</b> |
| <b>Post school destinations</b>  | <b>29</b> |
| <b>Summary Financial Information</b>                                   | <b>30</b> |

## 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 2021 has been an overwhelming year due to the Covid-19 pandemic and its aftermath. 2021 was also the year that Salamah College witnessed an increase in the number of students sitting HSC. 27 Year 12 students sat the HSC exams in 2021 and received offers from different universities. They have since continued to accept these offers and enrol in their preferred courses.

After 9 Years from its inception back in 2012, Salamah College was able to open its doors at the start of 2021 to 1149 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 35 Primary classes and 22 Secondary classes and 6 Secondary LABs.

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 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 second Year 12 graduates.

Dr Ghayath Al Shelh OAM  
Chairman

### Congratulations to our second Year 12 Students, Cohort of 2021

**Distinguished Achievers**

**Band 5 Achievers**

**CONGRATULATIONS TO THE HSC CLASS OF 2021**

**100% Unconditional University Entries**

## 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 2021 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 two leadership workshops throughout the year rather than four.

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.

Unfortunately the subsequent workshops couldn't be run since the state went into a lockdown due to the Covid 19 pandemic.

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.

## 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 57 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 in addition to 7 Promethean 80 inches Interactive White Boards 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. 2021 also witnessed the continuity of having a sixth Kindergarten and Year 1 classes and an introduction to the sixth Year 2 class to reach a total of 6 classes in each of these three grades. 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 invested around \$2M in laptops that leased to the students to equip them with computing devices that will facilitate their educational journey in this 21<sup>st</sup> century.

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.

Microsoft Teams was integral to the operation at Salamah College specially during the lockdown and has been utilised to keep all staff and students connected in such unprecedented eventful year where the School community had to adapt to new models of teaching including the online only model of teaching and the hybrid model where some students are attending physically and others virtually.

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 which was extended another year till 2021. 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

Salamah College started utilising a new funding scheme provided by the federal government for an Intensive Learning Support Program to support the students who were affected the most due to the pandemic.

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.

### **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.

More than a third of the year was spent while the state was in complete lockdown, online teaching had flourished and the teachers acquired further skills in delivering lessons and transferring their knowledge to the students remotely who in their turn adapted to being away from teachers and utilised technology to eliminate distances. Classes, Excursions, Experiments, Meetings, Entrance exams, Events and End-of-Year exams and ceremonies took place online. It was a year like no other year we witnessed before.

### **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.

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

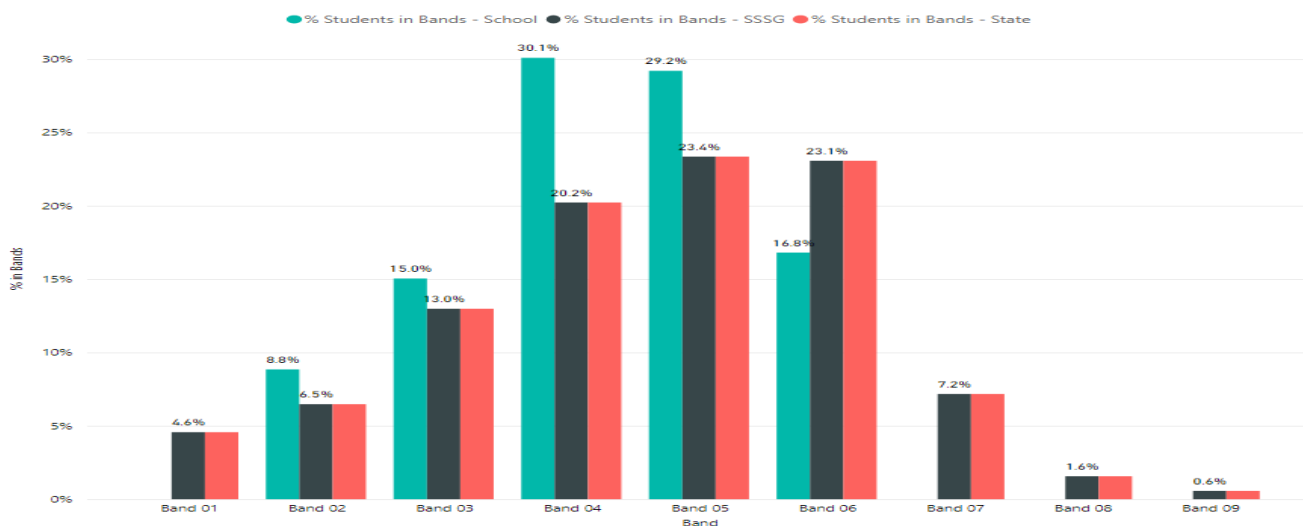
The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

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



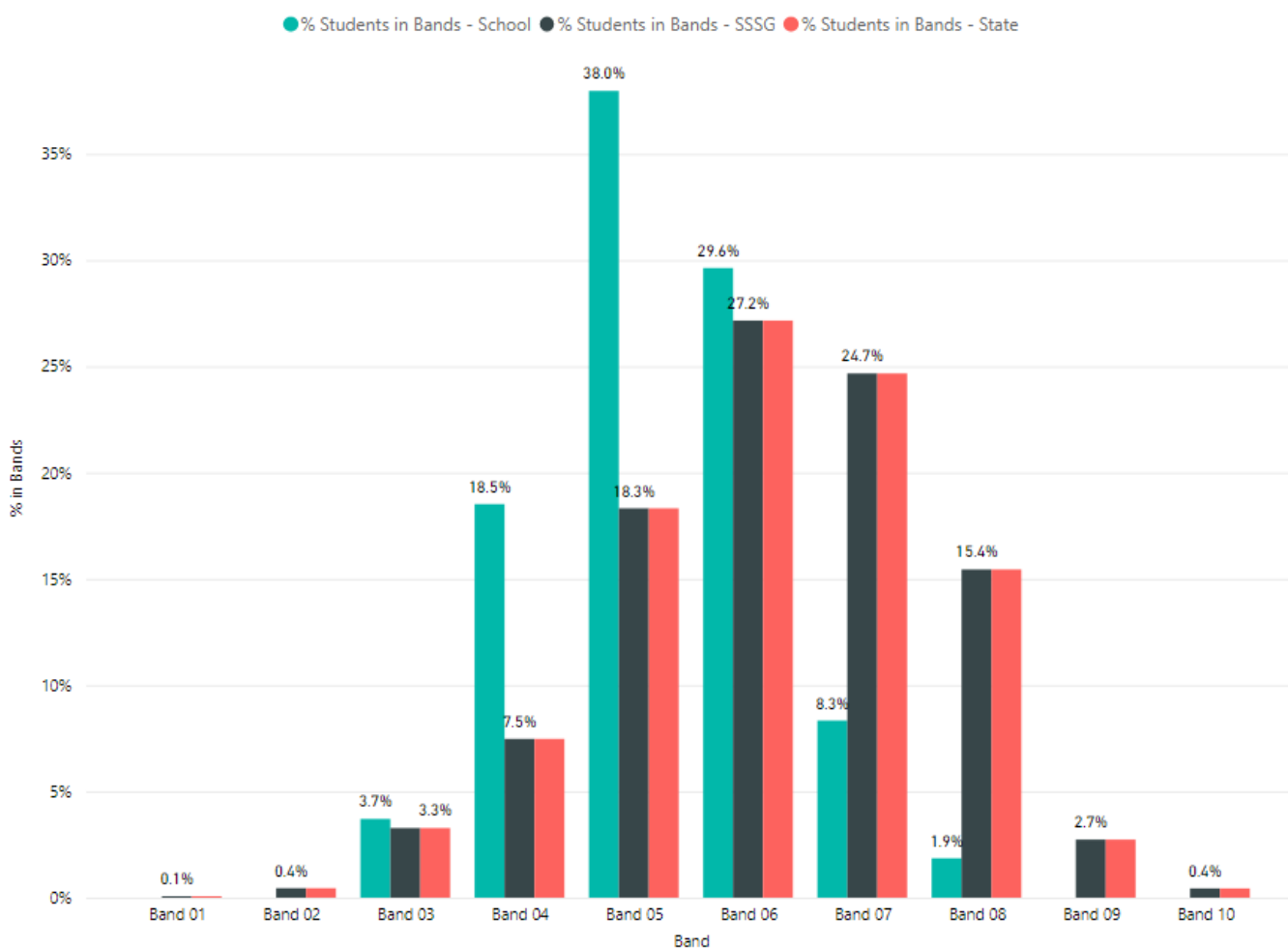
## Year 3 – Spelling

% Students in Bands - School, SSSG and State



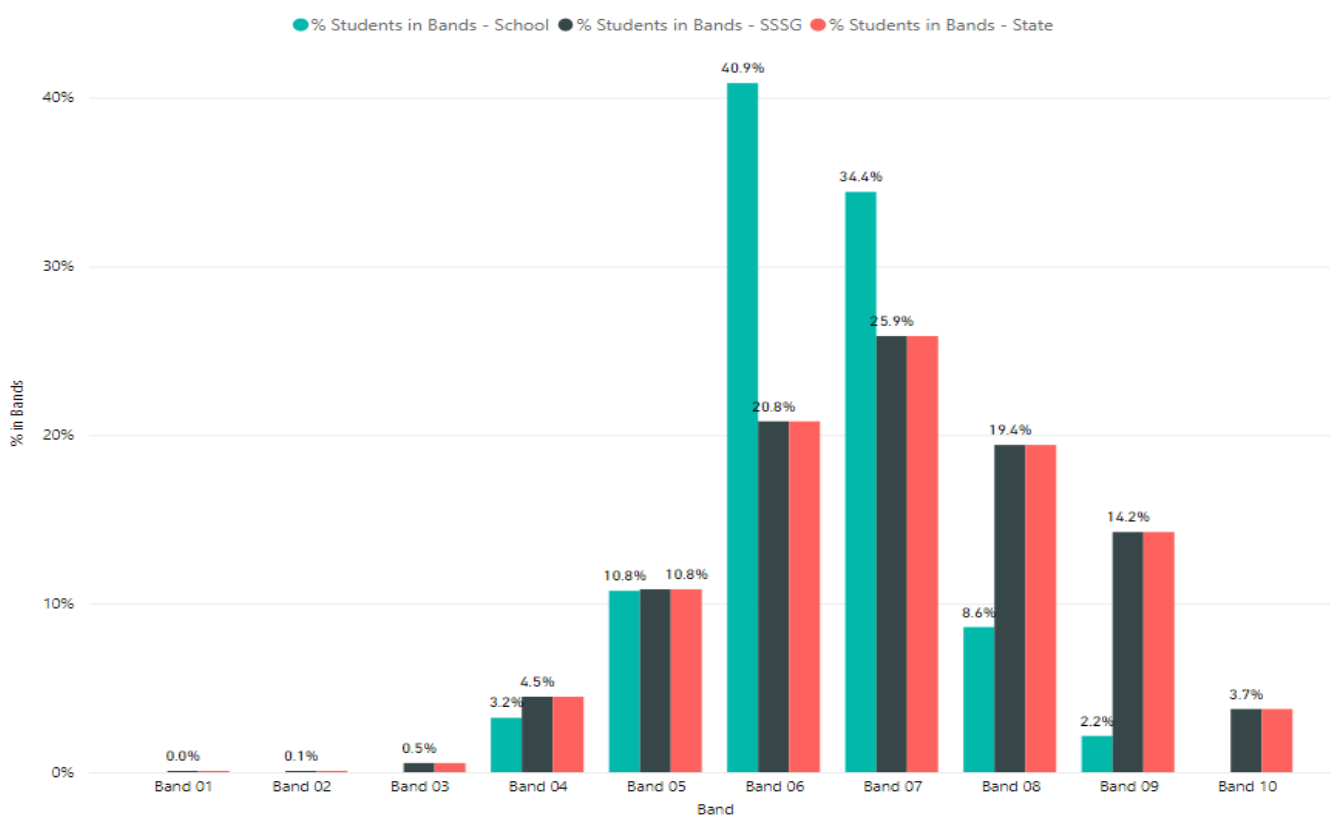
## Year 5 – Reading

% Students in Bands - School, SSSG and State



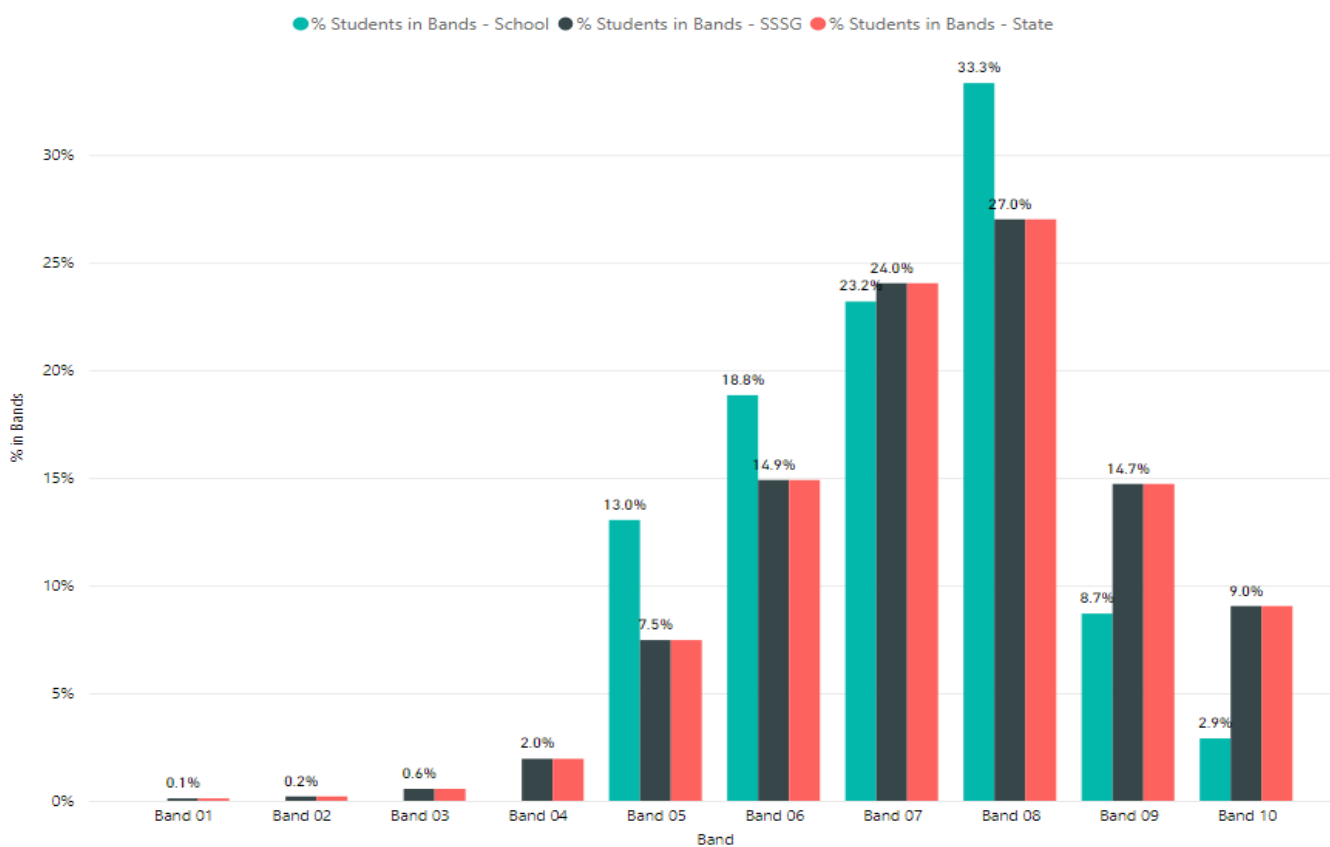
## Year 7 – Numeracy

% Students in Bands - School, SSSG and State



## Year 9 – Grammar and Punctuation

% Students in Bands - School, SSSG and State



## 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 2021, 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, NESA registered and NESA elective 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 2021**

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

|   |   |
|---|---|
| <b><u>Online Services Induction</u></b> <ul style="list-style-type: none"> <li>- Moodle</li> <li>- Class Dojo</li> <li>- School Email</li> <li>- Microsoft Teams</li> <li>- One Drive</li> <li>- Hotmaths</li> <li>- iWise</li> </ul>   | School Based<br>TPL<br><br>IT department  |
| <b><u>IL Zoom Diagnostic Assessment Updates for Leaders</u></b>   | AISNSW  |
| <b><u>PL Planning Literacy 3-6</u></b> <ul style="list-style-type: none"> <li>- What is a literacy session?</li> <li>- Planning Principle 1: Allocating Time</li> <li>- Planning Principle 2: Program Emphasis</li> <li>- Planning Principle 3: Grouping</li> <li>- Considerations for Planning Literacy Sessions</li> <li>- Delivery of Instruction</li> <li>- Maximising Reading</li> </ul>   | AIS Literacy<br>Consultant<br>Fiona Walker  |
| <b><u>PL Zoom - ESTA-L: Top Tips for Administration and Analysis</u></b> <ul style="list-style-type: none"> <li>- Administration of screening tool using app which will automatically sync data to the portal</li> </ul>  | AIS Literacy<br>Consultant<br>Fiona Walker  |
| <b><u>Accrediting or Maintaining Proficient Teachers Workshop</u></b> <ul style="list-style-type: none"> <li>- The Australian Professional Standards</li> </ul> <b><u>Accrediting</u></b> <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> <b><u>Maintenance</u></b> <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> | Salamah<br>College Prime<br>Delegate<br>Wissam Saad<br>& Authorised<br>Delegate-<br>Yasmin Zein |
| <b><u>PL Zoom - Early Numeracy Screening Tool K-2: An Introduction to Administration and Interpretation</u></b> <ul style="list-style-type: none"> <li>- Screening Tools</li> <li>- Administration tips</li> </ul>  | AIS Numeracy<br>Consultant<br><br>Troy Douglas  |
| <b><u>IL Zoom Inducting New Staff</u></b> <ul style="list-style-type: none"> <li>- Supporting new teachers</li> <li>- Expectations for effective teaching practices such as explicit instruction</li> <li>- Developing teachers' skills and practice</li> </ul>   | AISNSW  |
| <b><u>Anti-bullying PD</u></b> <ul style="list-style-type: none"> <li>- Definition and forms of bullying</li> <li>- Communication and preventative measures</li> <li>- Curative measures</li> <li>- Welfare of the Victim and the bully</li> </ul>  | School<br>Based TPL<br>High School<br>Coordinator<br>Mariam<br>Shehab                           |
| <b><u>Numeracy Coaching</u></b> <ul style="list-style-type: none"> <li>- Analysing data with leaders and staff</li> <li>- Identifying areas to target and strengthen in numeracy</li> <li>- Collaborating with leaders to provide lesson feedback</li> <li>- Assisting with planning a demonstration lesson</li> </ul>  | School<br>Based TPL<br>Primary<br>School<br>Coordinator-<br>Yasmin Zein                         |

|  |  |
|--|--|
| <b><u>DIBELS Workshop</u></b> <ul style="list-style-type: none"> <li>- Introduction to Dibels</li> <li>- Student assessment materials</li> <li>- Scoring materials</li> </ul>  | School Based TPL<br>Primary School<br>Coordinator-<br>Yasmin Zein  |
| <b><u>Accreditation Mentors and Supervising Teachers Training Session</u></b> <ul style="list-style-type: none"> <li>- Purpose of Accreditation</li> <li>- Importance of Accreditation</li> <li>- The Australian Professional Standards</li> <li>- Key Players- The Principal, The Supervisor, The Teacher</li> <li>- Administering Accreditation</li> <li>- Evidence of Practice &amp; Annotations</li> <li>- Accreditation Report &amp; Accreditation Decision</li> <li>- NESA Online Resources</li> </ul>   | Salamah<br>College<br>Authorised<br>Delegate-<br>Yasmin Zein       |
| <b><u>PL Zoom - Years 3-6 Numeracy Screening Tool: Making the most of your Screening Tool Data</u></b> <ul style="list-style-type: none"> <li>- Class instructional priorities</li> <li>- Data talk</li> <li>- Modifying lessons</li> <li>- Daily review</li> <li>- Reassess</li> </ul>  | AIS Numeracy<br>Consultant<br><br>Troy Douglas                     |
| <b><u>HSC General Information</u></b> <ul style="list-style-type: none"> <li>- General information about HSC</li> <li>- Criteria to become a HSC Marker</li> <li>- How marks are calculated</li> <li>- How ATAR is calculated</li> <li>- How to use the ARC Website</li> <li>- How to use the standards reference</li> <li>- Engaging with the Syllabus Documents</li> <li>- How to do a lot of pilot marking amongst faculty members</li> <li>- Scaling of Marks</li> <li>- Moderation of Marks</li> <li>- Difference between NESA and UAC</li> </ul> | School Based TPL<br>High School<br>Coordinator<br>Mariam<br>Shehab |
| <b><u>PL Fluency</u></b> <ul style="list-style-type: none"> <li>- Skills of reading fluency</li> <li>- Reading strategies - pace with accuracy &amp; expression</li> <li>- Strategies to maintain active student engagement</li> </ul>   | AISNSW<br>Literacy<br>Consultant<br>Fiona Walker                   |
| <b><u>IWISE Reporting System Training</u></b> <ul style="list-style-type: none"> <li>- How to utilise Markbook to input academic report data; grades and comments</li> <li>- IWISE guidelines</li> </ul>   | School Based TPL<br>IT Department                                  |
| <b><u>Literacy Coaching</u></b> <ul style="list-style-type: none"> <li>- Analysing data with leaders and staff</li> <li>- Identifying areas to target and strengthen in literacy</li> <li>- Collaborating with leaders to provide lesson feedback</li> <li>- Assisting with planning a demonstration lesson</li> </ul>   | AIS Literacy<br>Consultant<br>Fiona Walker                         |
| <b><u>PL Zoom K-2 Literacy &amp; Numeracy Learning Progressions</u></b>  | AIS Literacy<br>Consultant<br>Fiona Walker                         |
| <b><u>PL Whole Number K-2</u></b> <ul style="list-style-type: none"> <li>- Key ideas in whole numbers</li> <li>- Models for Place Value</li> <li>- Concrete &amp; Visual Materials</li> <li>- Place Value</li> <li>- Misunderstandings &amp; Mental Strategies</li> </ul>  | AIS Numeracy<br>Consultant<br><br>Troy Douglas                     |

|  |  |
|--|--|
| <b><u>PL Fractions &amp; Decimals 3-6</u></b> <ul style="list-style-type: none"> <li>- Three models of fractions</li> <li>- Fundamentals of fractions</li> <li>- Introducing decimals</li> <li>- Developing conceptual understanding</li> <li>- Components of well-designed lessons</li> </ul>   | AIS Numeracy Consultant<br><br>Troy Douglas    |
| <b><u>IL Zoom Facilitating Coaching Conversations and Navigating Difficult Conversations</u></b> <ul style="list-style-type: none"> <li>- Enriching instructional coaching conversations</li> <li>- Effective coaching conversations</li> <li>- Promoting dialogue</li> <li>- Constructive strategies</li> <li>- Planning ahead</li> <li>- Defusing problematic situations</li> </ul>  | AIS Numeracy Consultant<br><br>Troy Douglas    |
| <b><u>PL Vocabulary</u></b> <ul style="list-style-type: none"> <li>- What is vocabulary?</li> <li>- Four Types of vocabulary</li> <li>- Facilitating student vocabulary development</li> <li>- Considerations for choosing words to teach</li> <li>- The Four P's of vocabulary</li> <li>- Vocab lesson design</li> <li>- Using examples &amp; non-examples</li> <li>- Instructional routines</li> <li>- Word learning strategies</li> <li>- Instructional considerations</li> <li>- Assessment for learning</li> </ul>    | AIS Literacy Consultant<br>Fiona Walker        |
| <b><u>UTILISE SCOUT TO ANALYSE NAPLAN DATA:</u></b> <ul style="list-style-type: none"> <li>- How to utilise the SCOUT platform and the Main functions of SCOUT</li> <li>- Analysis of trend data across the 3 years</li> <li>- Strengths and areas of concern</li> </ul>   | High School Coordinator<br><br>Mariam Shehab   |
| <b><u>Accreditation Evidence Collection and Annotation</u></b> <ul style="list-style-type: none"> <li>- Evidence Collection</li> <li>- Evidence Annotation</li> <li>- Quality and Quantity of Evidence</li> </ul>  | Accreditation Mentors and Supervisors          |
| <b><u>PL Differentiating Teaching</u></b> <ul style="list-style-type: none"> <li>- The challenge of differentiated teaching</li> <li>- Features of differentiated teaching</li> <li>- Effective instructional programs</li> <li>- Fully guided explicit instruction</li> <li>- The pedagogy of differentiated teaching</li> <li>- Planning for differentiation</li> <li>- Guidelines for differentiation of reading materials</li> <li>- Time: Plan opportunities for practice</li> <li>- Supplemental teaching</li> </ul> | AIS Consultants<br>Troy Douglas & Fiona Walker |
| <b><u>IL Zoom Peer Coaching</u></b> <ul style="list-style-type: none"> <li>- What is peer observation?</li> <li>- Why peer observation?</li> <li>- What are the key elements?</li> <li>- What do I need to consider?</li> <li>- Pre-observation meeting</li> <li>- Classroom observation &amp; Post observations debrief</li> </ul>  | AIS Numeracy Consultant<br><br>Troy Douglas    |
| <b><u>Writing Across the Curriculum</u></b> <ul style="list-style-type: none"> <li>- Teaching writing in Secondary School: Why? How?</li> <li>- Supporting all students with writing</li> <li>- Assessing student writing</li> </ul>   | AIS Literacy Consultant<br><br>Jill Ryman      |

## TEACHING STANDARDS

### Primary

- In 2021, 56% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2020 and 2021 is an average of 70%.

### Secondary

- In 2021, 47% of staff teaching the curriculum are new scheme teachers.
- Retention rate of staff between 2020 and 2021 is an average of 78%.

### Ancillary

- Retention rate of staff between the start of 2020 and the start of 2021 is 81%.

**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  | 83                 |
| 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   | 30                 |
| 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. | 4                  |

**Table 5: Number of students Attending Salamah College in 2021.**

| SCHOOL ENROLMENT       |              |            |               |            |               |             |
|------------------------|--------------|------------|---------------|------------|---------------|-------------|
| EDUCATION LEVEL        | YEAR         | MALE       | %             | FEMALE     | %             | TOTAL       |
| Primary                | Kindergarten | 59         | 46.46%        | 68         | 53.54%        | 127         |
|                        | Year 1       | 54         | 44.26%        | 68         | 55.74%        | 122         |
|                        | Year 2       | 68         | 49.28%        | 70         | 50.72%        | 138         |
|                        | Year 3       | 50         | 45.87%        | 59         | 54.13%        | 109         |
|                        | Year 4       | 38         | 40.00%        | 57         | 60.00%        | 95          |
|                        | Year 5       | 45         | 41.67%        | 63         | 58.33%        | 108         |
|                        | Year 6       | 44         | 50.00%        | 44         | 50.00%        | 88          |
| <b>Primary Total</b>   |              | <b>358</b> | <b>45.49%</b> | <b>429</b> | <b>54.51%</b> | <b>787</b>  |
| Secondary              | Year 7       | 48         | 51.06%        | 46         | 48.94%        | 94          |
|                        | Year 8       | 45         | 47.87%        | 49         | 52.13%        | 94          |
|                        | Year 9       | 31         | 44.29%        | 39         | 55.71%        | 70          |
|                        | Year 10      | 24         | 54.55%        | 20         | 45.45%        | 44          |
|                        | Year 11      | 10         | 30.30%        | 23         | 69.70%        | 33          |
|                        | Year 12      | 12         | 44.44%        | 15         | 55.56%        | 27          |
| <b>Secondary Total</b> |              | <b>170</b> | <b>46.96%</b> | <b>192</b> | <b>53.04%</b> | <b>362</b>  |
| <b>SCHOOL TOTAL</b>    |              | <b>528</b> | <b>45.95%</b> | <b>621</b> | <b>54.05%</b> | <b>1149</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

Table 5: Attendance Rate per Year Group

| Education Level | Attendance % |
|-----------------|--------------|
| Kindergarten    | 89.9%        |
| Year 1          | 91.6%        |
| Year 2          | 91.5%        |
| Year 3          | 91.2%        |
| Year 4          | 90.2%        |
| Year 5          | 91.1%        |
| Year 6          | 89.9%        |
| Year 7          | 89.8%        |
| Year 8          | 88.7%        |
| Year 9          | 87.8%        |
| Year 10         | 92.6%        |
| Year 11         | 88.4%        |
| Year 12         | 93.9%        |
| <b>OVERALL</b>  | <b>90.5%</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 89%.



## 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 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 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**

2020, marks the fourth 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 2020 throughout many School activities Salamah College has continued to collect data from the parents and 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 2021, the School had 4 Year 10 students, 3 Year 11 students and no Year 12 students who required the issuance of a Record of School Achievement (RoSA).

### Vocational Education and Training (VET)

In 2021, there were no students in Year 12 who participated in vocational and trade training.

### Year 12 – Higher School Certificate

In 2021 HSC, 27 students sat the Higher School Certificate exams. 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 |
|--|--------------------|------------|
| Arabic Continuers 2 unit                                   | 5                  | 4-5        |
| Biology 2 unit   | 14                 | 2-5        |
| Business Studies 2 unit                                    | 13                 | 3-5        |
| Chemistry 2 unit   | 1                  | 3          |
| Economics 2 unit   | 10                 | 2-5        |
| English Advanced 2 unit                                    | 5                  | 5          |
| English Standard 2 unit                                    | 21                 | 2-6        |
| Geography 2 unit   | 8                  | 3-4        |
| Mathematics Advanced 2 unit                                | 2                  | 4          |
| Mathematics Standard 2 2 unit                              | 18                 | 2-5        |
| Modern History 2 unit                                      | 20                 | 2-5        |
| Personal Development, Health and Physical Education 2 unit | 13                 | 2-5        |

| Course | Name  | Source | Number of Students Per Band |      |       |       |       |      | Total Students | Percentage of Students Per Band |       |       |       |       |       | Total Percentage | Percentage of Students Per Band Displayed Graphically |   |   |   |   |   |
|--------|---|--------|-----------------------------|------|-------|-------|-------|------|----------------|---------------------------------|-------|-------|-------|-------|-------|------------------|---|---|---|---|---|---|
|        |   |        | 1                           | 2    | 3     | 4     | 5     | 6    |                | 1                               | 2     | 3     | 4     | 5     | 6     |                  | 1   | 2 | 3 | 4 | 5 | 6 |
| 15510  | Arabic Continuers                                   | School | 0                           | 0    | 0     | 1     | 4     | 0    | 5              | 0                               | 0     | 0     | 20    | 80    | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 4                           | 4    | 3     | 81    | 131   | 52   | 275            | 1.45                            | 1.45  | 1.09  | 29.45 | 47.63 | 18.9  | 100              |   |   |   |   |   |   |
| 15030  | Biology   | School | 0                           | 2    | 5     | 3     | 4     | 0    | 14             | 0                               | 14.28 | 35.71 | 21.42 | 28.57 | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 388                         | 1249 | 4712  | 6515  | 4528  | 1342 | 18734          | 2.07                            | 6.66  | 25.15 | 34.77 | 24.16 | 7.16  | 100              |   |   |   |   |   |   |
| 15040  | Business Studies                                    | School | 0                           | 0    | 2     | 6     | 5     | 0    | 13             | 0                               | 0     | 15.38 | 46.15 | 38.46 | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 697                         | 1602 | 3631  | 5376  | 4706  | 1679 | 17691          | 3.93                            | 9.05  | 20.52 | 30.38 | 26.6  | 9.49  | 100              |   |   |   |   |   |   |
| 15050  | Chemistry   | School | 0                           | 0    | 1     | 0     | 0     | 0    | 1              | 0                               | 0     | 100   | 0     | 0     | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 207                         | 911  | 2216  | 2565  | 2910  | 1086 | 9895           | 2.09                            | 9.2   | 22.39 | 25.92 | 29.4  | 10.97 | 100              |   |   |   |   |   |   |
| 15110  | Economics   | School | 0                           | 3    | 6     | 0     | 1     | 0    | 10             | 0                               | 30    | 60    | 0     | 10    | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 31                          | 253  | 841   | 1383  | 1787  | 750  | 5045           | 0.61                            | 5.01  | 16.66 | 27.41 | 35.42 | 14.86 | 100              |   |   |   |   |   |   |
| 15140  | English Advanced                                    | School | 0                           | 0    | 0     | 0     | 5     | 0    | 5              | 0                               | 0     | 0     | 0     | 100   | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 21                          | 151  | 1318  | 6132  | 12823 | 3982 | 24427          | 0.08                            | 0.61  | 5.39  | 25.1  | 52.49 | 16.3  | 100              |   |   |   |   |   |   |
| 15130  | English Standard                                    | School | 0                           | 1    | 4     | 4     | 7     | 5    | 21             | 0                               | 4.76  | 19.04 | 19.04 | 33.33 | 23.8  | 100              |   |   |   |   |   |   |
|        |   | State  | 502                         | 2461 | 10252 | 12920 | 5035  | 186  | 31356          | 1.6                             | 7.84  | 32.69 | 41.2  | 16.05 | 0.59  | 100              |   |   |   |   |   |   |
| 15190  | Geography   | School | 0                           | 0    | 5     | 3     | 0     | 0    | 8              | 0                               | 0     | 62.5  | 37.5  | 0     | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 78                          | 272  | 789   | 1318  | 1566  | 417  | 4440           | 1.75                            | 6.12  | 17.77 | 29.68 | 35.27 | 9.39  | 100              |   |   |   |   |   |   |
| 15255  | Mathematics Advanced                                | School | 0                           | 0    | 0     | 2     | 0     | 0    | 2              | 0                               | 0     | 0     | 100   | 0     | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 315                         | 716  | 2536  | 4783  | 4527  | 3902 | 16779          | 1.87                            | 4.26  | 15.11 | 28.5  | 26.98 | 23.25 | 100              |   |   |   |   |   |   |
| 15236  | Mathematics Standard 2                              | School | 0                           | 1    | 5     | 4     | 8     | 0    | 18             | 0                               | 5.55  | 27.77 | 22.22 | 44.44 | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 1858                        | 4571 | 8214  | 7979  | 5757  | 1698 | 30077          | 6.17                            | 15.19 | 27.3  | 26.52 | 19.14 | 5.64  | 100              |   |   |   |   |   |   |
| 15270  | Modern History                                      | School | 0                           | 1    | 8     | 7     | 4     | 0    | 20             | 0                               | 5     | 40    | 35    | 20    | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 598                         | 1116 | 2085  | 2957  | 2982  | 1169 | 10907          | 5.48                            | 10.23 | 19.11 | 27.11 | 27.34 | 10.71 | 100              |   |   |   |   |   |   |
| 15320  | Personal Development, Health and Physical Education | School | 0                           | 1    | 6     | 4     | 2     | 0    | 13             | 0                               | 7.69  | 46.15 | 30.76 | 15.38 | 0     | 100              |   |   |   |   |   |   |
|        |   | State  | 458                         | 1778 | 4304  | 4857  | 3956  | 1145 | 16498          | 2.77                            | 10.77 | 26.08 | 29.43 | 23.97 | 6.94  | 100              |   |   |   |   |   |   |

## Post School Destinations

Salamah College in 2021 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, 2021:**

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

### **Year 11, 2021:**

2 students left Salamah College at the end of Year 11. The number of year 11 students who progressed to year 12 is 31.

### **Year 12, 2021:**

No student left Salamah College before the end of the year. Of those students leaving Year 12 in 2021, 100% received an offer from one university at least while the majority received a range of multiple conditional and unconditional offers.

## 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 2020.

