



Educational & Financial

Annual Report

2022

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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.

Year 2022 has been the year that revealed the impact COVID-19 had imposed on our students. COVID-19 had a lasting impact on many students' academic achievement and social interactions. The state government provided Salamah College with a grant to help the students who were affected academically the most. To spend the grant, Salamah College organised after hours classes to help students with an Intensive Learning Support Program.

10 years after its inception back in 2012, Salamah College catered to the needs of 1120 students on average. In 2012, Salamah College catered to the needs of 345 students on average. 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 we present to our students at Salamah College.

31 Year 12 students sat the HSC exams in 2022 and received offers from different universities. They have since continued to accept these offers and enrol in their preferred courses. This year, the School encouraged students who wished to attain the Higher School Certificate without receiving an ATAR to continue their education at Salamah College. This resulted in a new pathway being offered at Salamah College that included a VET subject.

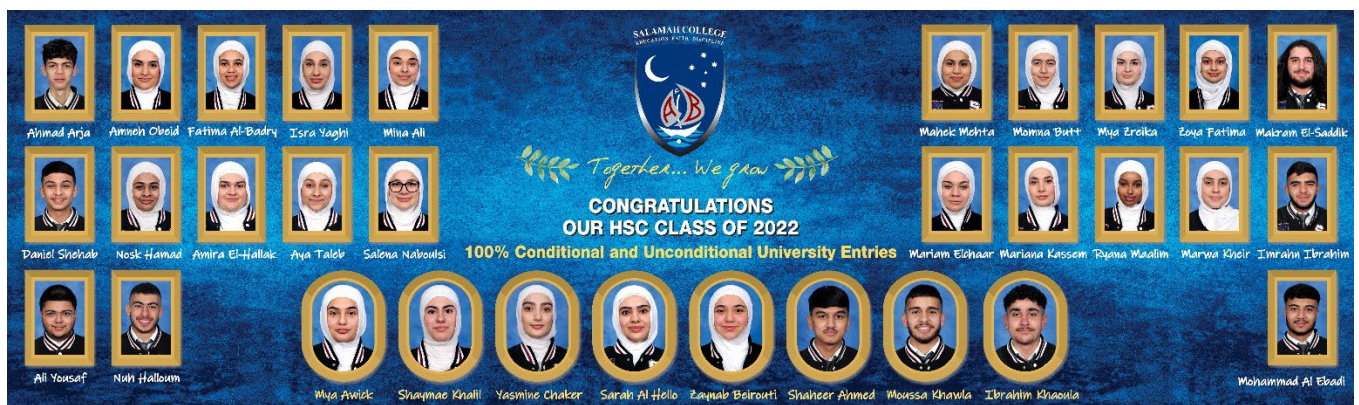
Salamah College provides an education that encompasses many disciplines including a very solid Arabic and Religion programs. To provide a curriculum that covers all key learning areas alongside a robust Arabic and Religious curriculum is where the uniqueness lies in our educational product at Salamah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

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.

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

Dr Ghayath Al Shelh OAM
Chairman

Congratulations to our Year 12 Students, Cohort of 2022



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 2022 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.

The SRC served as the official voice of the student body, ensuring effective communication between students, teachers, and administration. The SRC worked diligently to address student concerns and advocate for their needs.

To foster a vibrant school community, the SRC organised a variety of events and activities. We successfully executed initiatives such as:

- a) **SRC incursion and excursion:** To build students teamwork and collaboration skills, the SRC committee organised an incursion held by the Motiv8 Sports Group and an excursion to Treetops. Students engaged in multiple activities that allowed them to build connections among peers, encourage student engagement, and enhance their communication skills.
- b) **SRC Workshop:** SRC students participated in leadership workshops, which targeted specific leadership skills each term. Students in these workshops were able to set goals and focus on areas that allowed them to enhance their roles and responsibilities. SRC members learnt ways to manage challenges and create a system that enables them to become critical thinkers.
- c) **SRC Fundraisers:** The SRC actively initiated and participated in a range of fundraisers throughout the year.

The SRC of Salamah College played a crucial role in representing the student body, organising events, promoting academic support, and advocating for student welfare. We achieved significant milestones and initiated positive change within the school community. The year was concluded with a Thank You breakfast to celebrate their leadership journey and achievements throughout the year.

.As we move forward, we remain dedicated to serving as the voice of the students, fostering a welcoming environment, and striving for continuous improvement. We express our gratitude to all students, teachers, parents, and administrators for their support throughout the year.

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 57 classes and specialty rooms all equipped with the latest cutting edge CleverTouch Interactive White Boards that were deployed this year to replace a combination of Epson and Promethean interactive whiteboards. 2022 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 in Years 3 to 12 to equip them with computing devices that will facilitate their educational journey in this 21st century and iPads that were deployed into the lower primary classes.

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 of 2021 and has been utilised ever since 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 for two years till 2022. 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 continued utilising the 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.

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. Predominately 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. This year all exams but the Writing exam of Year 3 students were conducted on laptops.

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

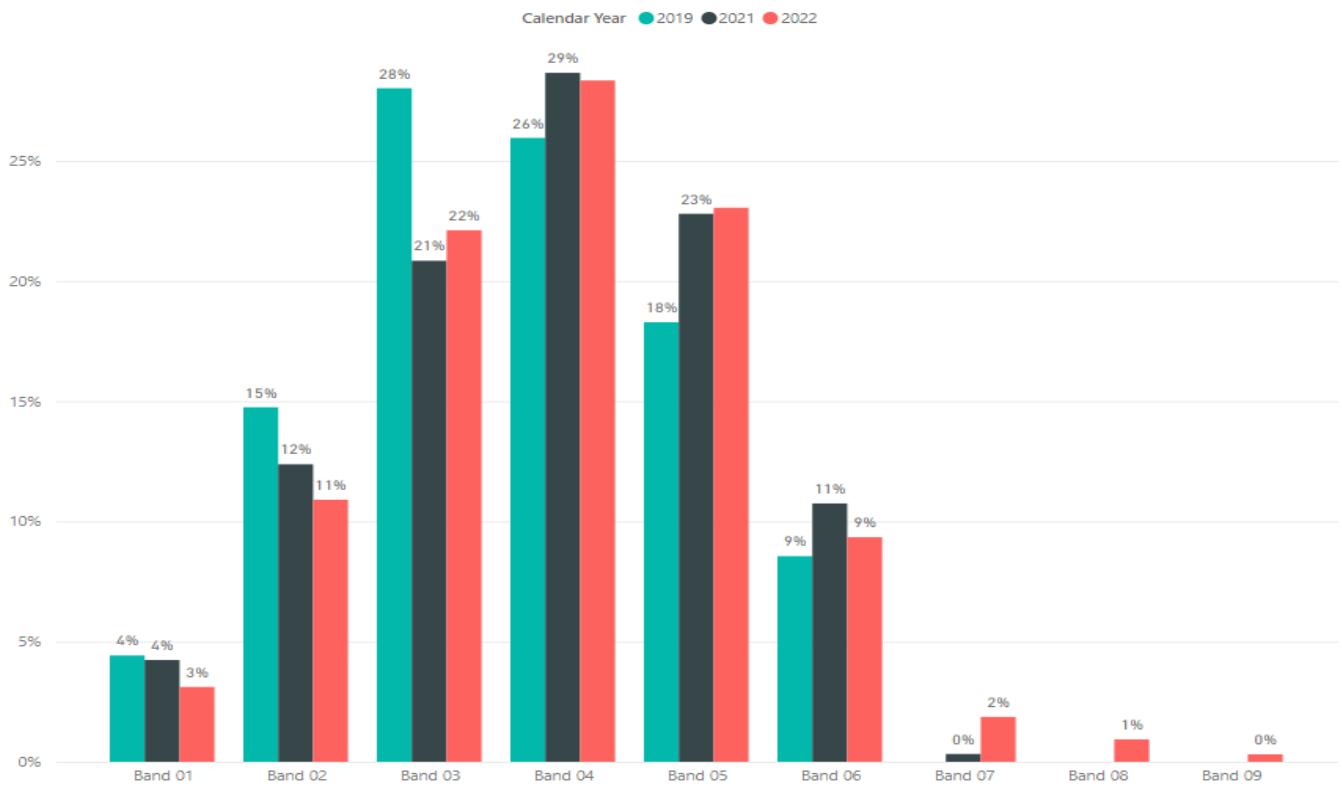
- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

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.

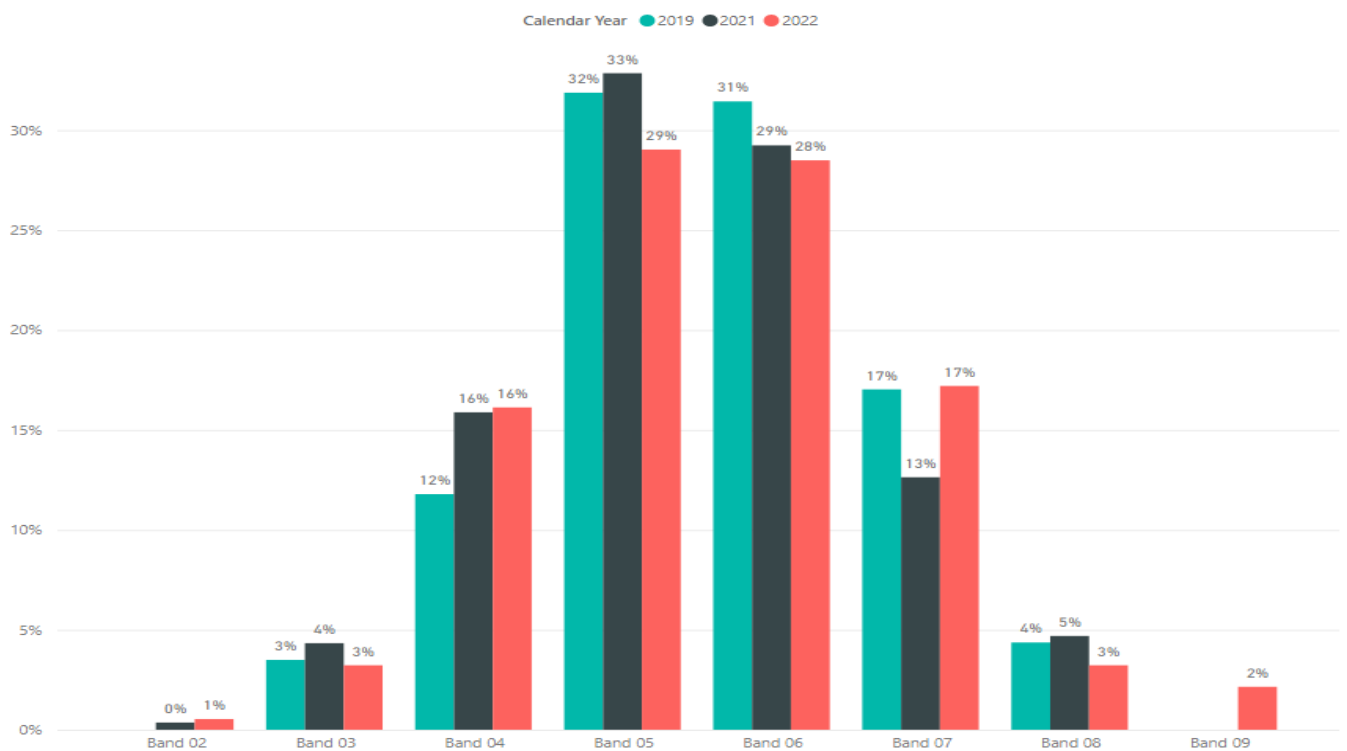
Year 3 – Average of all Domains

% Students in Bands By Band and Calendar Year



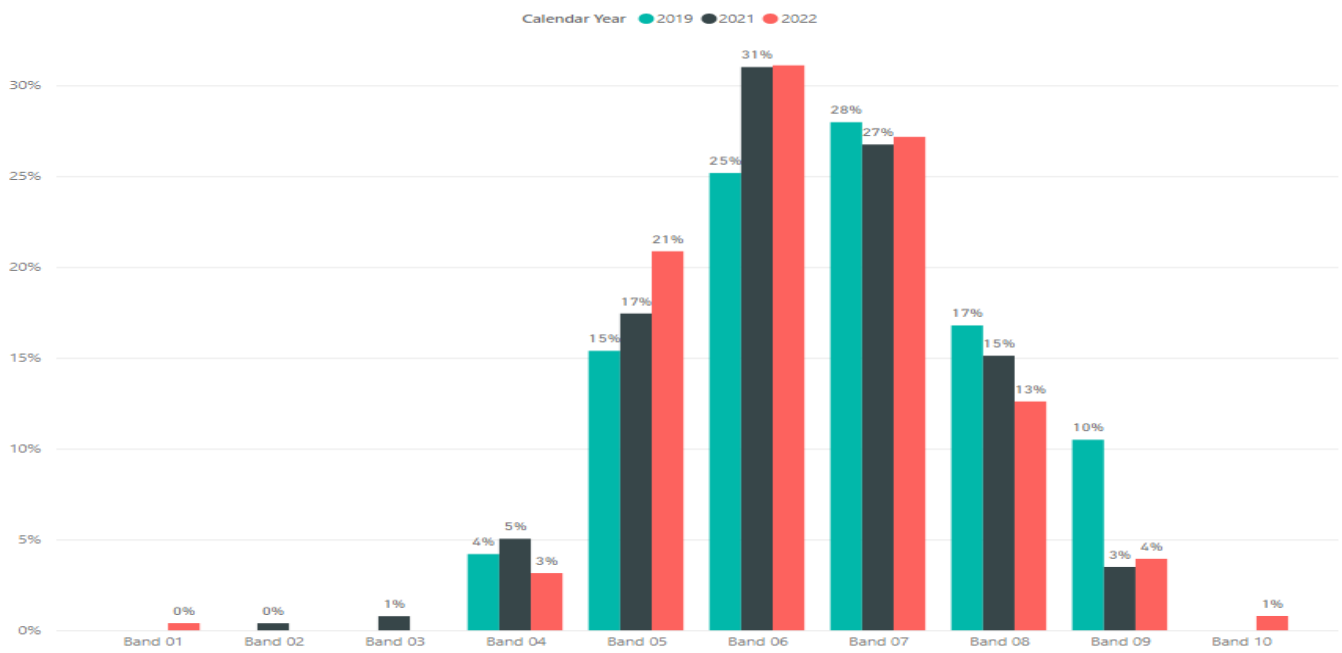
Year 5 – Average of all Domains

% Students in Bands By Band and Calendar Year



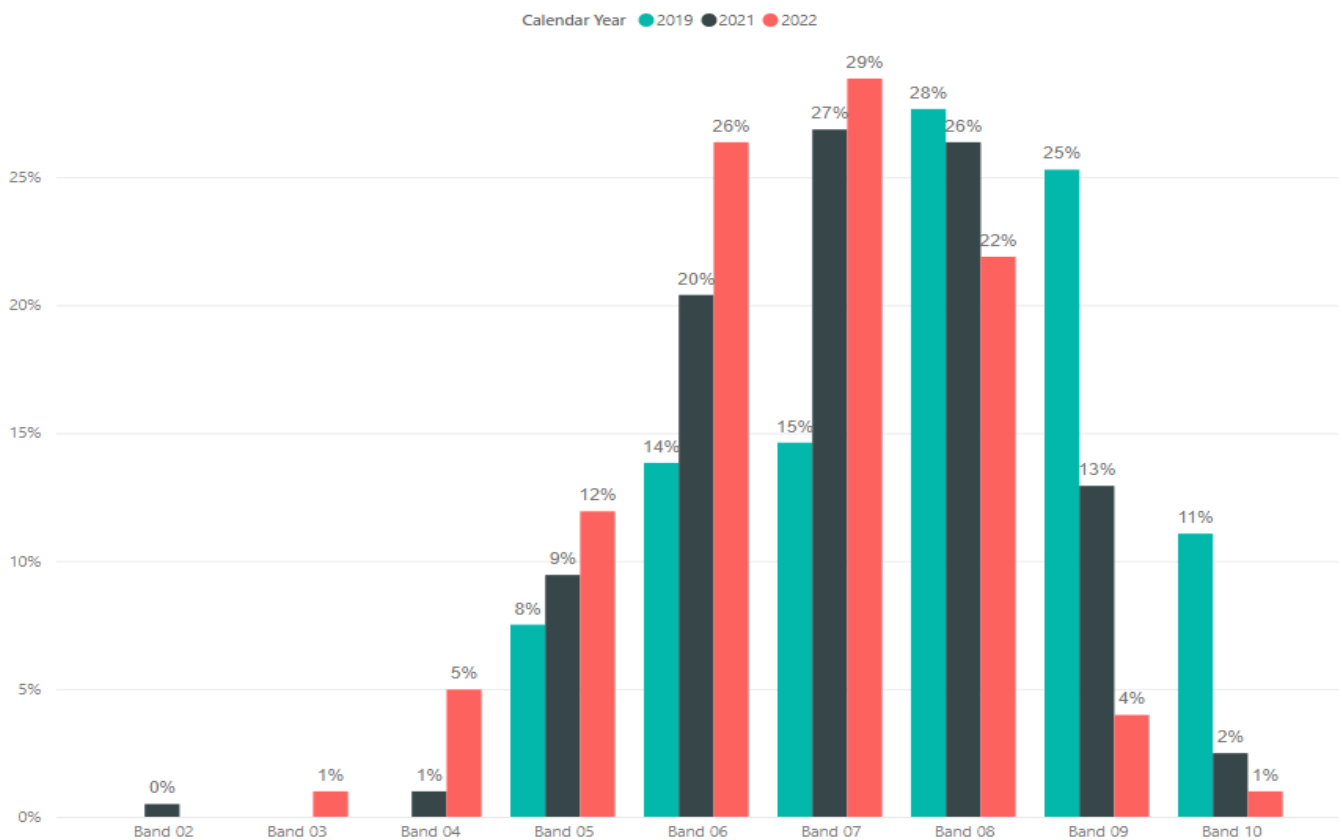
Year 7 – Average of all Domains

% Students in Bands By Band and Calendar Year



Year 9 – Average of all Domains

% Students in Bands By Band and Calendar Year



Additional information pertaining to Salamah College Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

PROFESSIONAL DEVELOPMENT

Salamah Colleg 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 2022, 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 accredited 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 1 - STAFF PROFESSIONAL DEVELOPMENT RECORD 2022

Professional Development Register	Facilitator
<p><u>Staff Development Day: Policies & Procedures</u></p> <ul style="list-style-type: none"> - Child Protection Matters and Conditions - Islamic Awareness Policy - Discipline Policy and Procedures - 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>Planning and Programming using the New K-2 Mathematics Syllabus</u></p> <ul style="list-style-type: none"> - Familiarise with the new syllabus - Strategies to assist with planning and programming - How changes impact scope and sequence documents 	<p>AISNSW</p> <p>Speakers</p>
<p><u>Grade Leader Coaching Training Toolkit</u></p> <ul style="list-style-type: none"> - What makes a good leader? - Leader expectations - Leader responsibilities 	<p>Primary Coordinator</p>

<p><u>Instructional Leadership Seminar</u></p> <ul style="list-style-type: none"> - Case study of Brighton Grammar’s approach to coaching - Story of their coaching journey - How to prioritise time, overcome challenges and achieve impact 	<p>Mark Dowley</p> <p>Brighton Grammar Crowther Centre, Victoria</p>
<p><u>Planning and Programming using the New K-2 English Syllabus</u></p> <ul style="list-style-type: none"> - Familiarise with the new syllabus - Strategies to assist with planning and programming - How changes impact scope and sequence documents 	<p>AI NSW</p> <p>Speakers</p>
<p><u>Literacy Instructional Coaching Support</u></p> <ul style="list-style-type: none"> - Observations - Planning & programming support 	<p>AI NSW</p> <p>Fiona Elliott</p>
<p><u>Accreditation Workshop</u></p> <p>Salamah College TAA Policies & Procedures</p>	<p>High School Coordinator</p> <p>Mariam Shehab</p> <p>Primary School Assistant Coordinator</p> <p>Suemaya Chami</p>
<p><u>Numeracy Instructional Coaching Support</u></p> <ul style="list-style-type: none"> - Observations - Planning & programming support 	<p>AI NSW</p> <p>Fiona Walker</p>
<p><u>Coffee and Coaching for Leaders</u></p> <p>Analysing Scout data for NAPLAN</p>	<p>AI NSW</p> <p>Ben Arber</p>
<p><u>NAPLAN School Data Analysis</u></p> <ul style="list-style-type: none"> - School summary report - Assessment area report - Writing criteria report - Student response report - Student achievement level report 	<p>Primary Coordinator</p> <p>Yasmin Zein</p>
<p><u>Tea and Talk for Teachers</u></p> <p>Using data to inform practice</p>	<p>AI NSW</p> <p>Speakers</p>
<p><u>Coffee and Coaching for Leaders</u></p> <p>Setting up for the new 3-6 English and Mathematics syllabus</p>	<p>AI NSW</p>
<p><u>ICT Services</u></p>	<p>IT Department</p>
<p><u>Curriculum Planning 1</u></p> <ul style="list-style-type: none"> - Outcomes, Units of work and Lesson plans 	<p>High School Coordinator</p> <p>Mariam Shehab</p>

<p><u>Curriculum Planning 2</u></p> <ul style="list-style-type: none"> - Teaching Strategies & Assessments 	<p>High School Coordinator Mariam Shehab</p>
<p><u>Providing Feedback</u></p>	<p>High School Coordinator Mariam Shehab</p>
<p><u>Literacy and Numeracy Progressions</u></p> <ul style="list-style-type: none"> - Literacy within the KLAs - Numeracy within the KLAs 	<p>AISNSW Michelle O'brien</p>
<p><u>Reading to Learn / Academic Reading</u></p> <ul style="list-style-type: none"> - Scarborough's Reading Rope infographic - Automaticity and Strategy in Reading - Fluency and its role in reducing the cognitive load of reading through automaticity - Robust Vocabulary Instruction - Revise the Reading Rope - Read-aloud and shared reading - Think aloud and other ways to model the cognitive processes employed by proficient readers - Predicting, confirming, monitoring and connecting related elements of text 	<p>AISNSW Michelle O'brien</p>

TEACHING STANDARDS and WORKFORCE COMPOSITION

Salamah College has a diverse workforce which, at the time of the 2022 census, consisted of 92 women and 33 men from various culturally and linguistically diverse backgrounds, and age demographics. 80 of those were teaching staff delivering courses within the NSW teaching and Education Standards Curriculum.

In 2022, Salamah College did not have any indigenous staff.

Table 2: Workforce Composition

Workforce Composition	Number of Staff
Full-time equivalent teaching staff	70.8
Full-time equivalent non-teaching Staff	35.5
Number of indigenous staff	0

Details of all teaching staff

- In 2022, 46% of staff members are Conditional. 6% of staff members are at Provisional level. 47% of the teaching staff are at Proficient level. Maternity leave accounted for 1% of teaching staff for the 2022 period. Retention rate of staff in 2021-2022 is at 80%.

Additional information pertaining to Salamah College Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

SCHOOL ENROLMENT						
EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Kindergarten	45	45.45	54	54.55	99
	Year 1	55	47.41	61	52.59	116
	Year 2	50	46.3	58	53.7	108
	Year 3	59	45.74	70	54.26	129
	Year 4	43	43.43	56	56.57	99
	Year 5	37	40.22	55	59.78	92
	Year 6	44	42.72	59	57.28	103
Primary Total		333	44.64	413	55.36	746
Secondary	Year 7	51	53.68	44	46.32	95
	Year 8	43	49.43	44	50.57	87
	Year 9	31	41.33	44	58.67	75
	Year 10	30	46.88	34	53.12	64
	Year 11	11	50	11	50	22
	Year 12	10	32.26	21	67.74	31
Secondary Total		176	47.06	198	52.94	374
SCHOOL TOTAL		509	45.45	611	54.55	1120

Table 3: Students breakdown by gender and School Year.

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 4: Attendance Rate per Year Group

Education Level	Attendance %
Kindergarten	86.62
Year 1	84.95
Year 2	83.62
Year 3	82.79
Year 4	85.70
Year 5	87.37
Year 6	86.49
Year 7	83.64
Year 8	81.50
Year 9	78.72
Year 10	80.43
Year 11	88.05
Year 12	82.55
OVERALL	83.77

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 82%.

Management of non-attendance

Salamah College keeps track of attendance and develops plans to improve students' attendance. Through the Sentral platform, the school organises and keeps track of student attendance. The Sentral Attendance Module is used by Class Teachers (grades K–6) and Roll Call Teachers (grades 7–12) to mark the students' rolls at the beginning of each school day. All absences are closely monitored, and where necessary, students with attendance concern are referred to for further action.

If a student is absent on a certain day or portion of a day, parents must notify the school. The school will contact parents through SMS to confirm a student's absence in the morning if they have not notified the School. The parents are contacted for a verbal explanation on the third day of absence after three consecutive days missed from school. A message indicating (unable to contact parents) is posted on Sentral if the school is unable to reach the parents.

After the child has been absent from school for a week (5 consecutive days) a letter is sent home asking parents to contact the school immediately to provide an explanation.

If a student arrives late or needs to leave throughout the day for an appointment, they must report to the office. Then, parents must sign their child out early or sign them in late through the office. Latecomers must report to the office to pick up a late slip before proceeding to their course. Students that arrive late will be noted as present but late on the roll, and their late arrival will be noted in the "Late Arrival Register" on Sentral.

Throughout the school day, teachers keep a close eye on their students and frequently interact with administration. Every time an attempt is made to get in touch with the parents, a record of the date and time is kept.

Any significant non-attendance issues are dealt with by the School Principal.

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 (Sentral) will be used.

The register will contain:

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

STUDENT WELFARE POLICY

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

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

Welfare and Pastoral Care:

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

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

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

STUDENT DISCIPLINE POLICY

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

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

School rules/discipline code

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

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

WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

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

Rights and Responsibilities of School Community Members

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

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

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

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

Administrators - Rights

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

Administrators - Responsibilities

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

Staff - Rights

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

Staff - Responsibilities

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

Students - Rights

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

Students - Responsibilities

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

Parents - Rights

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

Parents - Responsibilities

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

Wider community: including other professionals - Rights

- Strategic inclusion in prevention and bullying incident management.

Wider community: including other professionals - Responsibilities

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

POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

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

DETERMINED IMPROVEMENT AND DEVELOPMENT

This section of the report outlines the progress, achievements, and challenges faced by our school over the past academic year. We aim to provide a transparent and comprehensive assessment of our efforts towards improving the quality of education and overall development of our school. We firmly believe that education is a lifelong journey, and we have strived to establish an environment that fosters growth, learning, and character development for all our students.

Academic Achievements: Our commitment to academic excellence remained a top priority during 2022. Our primary focus was to embed literacy and numeracy skills for the students across the key learning areas. We have maintained consistent performance in both literacy and numeracy. The average grades achieved by our students in 2022 were significantly higher compared to previous years. This is a testament to the dedication and hard work of our teachers, students, and support staff.

Curriculum Enhancement: To ensure a quality curriculum, we continued to enhance our curriculum throughout 2022. The Literacy and Numeracy Action Plan (LNAP) initiative from 2017-2022 supported our school to implement evidence-based literacy and numeracy teaching practices essential in meeting the learning needs of students in K-6. In line with the new English and Mathematics syllabus, K-2 teaching programs were being written with systematic explicit instruction to promote student engagement and check for understanding. Explicit Direct Instruction Programs were implemented in both English (K-2 InitialLit and 3-6 Spelling Mastery) and Mathematics (Grades 3-6 Maths Mastery). Additionally, iPads (K-2) and laptops (3-12) technology integration to promote critical thinking, problem-solving, and creativity among our students. Non ATAR pathway for HSC students was introduced with additional 6 subjects to be delivered in which one of them leads to a certificate 3 in VET.

Student Development: The Learning Support Department have taken significant steps to support the holistic development of our students through targeted tiered intervention Direct Instruction programs including MultiLit, MiniLit, MacLit in the Primary School. Similarly, the High School has started the learning support department and utilised IXL to support students working at levels below their grades. We have introduced a range of extracurricular activities, including specialty sport and Music lessons, and school interest-based clubs to provide our students with opportunities to develop their talents and interests outside the classroom.

Professional Development: Our commitment to excellence is reflected in the continuous professional development of our teaching staff. In 2022, we organised numerous workshops, seminars, and training programs to equip our educators with the latest teaching strategies, methodologies, and technologies. Our focus was on enhancing instructional leadership capacity to transform teaching and learning practices. The professional development included coaching new instructional leaders complemented by three other critical areas: diagnostic assessment, differentiated teaching, and tiered intervention. These initiatives have empowered our teachers to provide high-quality instruction and meet the individual needs of our diverse student population effectively.

Parental Engagement: We recognise the crucial role parents and guardians play in a child's education. Throughout 2022, we focused on strengthening our partnership with parents, encouraging their active involvement in school activities. We organised regular parent-teacher meetings and information sessions to enhance communication and collaboration between the

school and families. The positive impact of this partnership was evident in improved student engagement and academic outcomes.

Infrastructure Development: Our commitment to providing a conducive learning environment led us to undertake various infrastructure development projects in 2022. We renovated the school hall, upgraded facilities, and invested in technology resources to equip modern, interactive learning spaces. These improvements have positively impacted the overall student experience and have provided them with the tools necessary to thrive in the digital age.

Overall, we are pleased with the progress we have made over the past academic year. We have made significant improvements in our academic performance, curriculum development, infrastructure, and student development. We remain committed to providing our students with the best possible education and will continue to work towards improving and developing our school in the coming year.

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 2022, the School had 5 Year 10 students, no Year 11 students or Year 12 students who required the issuance of a Record of School Achievement (RoSA).

Vocational Education and Training (VET)

In 2022, there were 2 students in Year 11 who participated in vocational and trade training. No students in Year 12 participated in vocational and trade training.

Year 12 – Higher School Certificate

In 2022 HSC, 31 students sat the Higher School Certificate exams. The performance of Salamah College students indicates pleasing results in various HSC examinations.

Table 5: Number of students per subject sitting exams and the resulting band range.

Subject	Number of Students	Band Range
Arabic Continuers 2 unit	7	4-6
Biology 2 unit	16	1-4
Business Studies 2 unit	23	2-5
Chemistry 2 unit	3	2-4
Economics 2 unit	5	2-3
English Advanced 2 unit	3	4
English Standard 2 unit	27	3-5
Geography 2 unit	20	2-5
Mathematics Standard 2 2 unit	21	2-5
Modern History 2 unit	20	2-5
Personal Development, Health and Physical Education 2 unit	5	1-4

Table 6: Number of students achievement per band in HSC

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	5	1	1	7	0	0	0	71.42	14.28	14.28	100							
		State	3	3	20	81	141	46	294	1.02	1.02	6.8	27.55	47.95	15.64	100							
15030	Biology	School	1	6	3	6	0	0	16	6.25	37.5	18.75	37.5	0	0	100							
		State	802	3024	4988	5009	3869	1201	18893	4.24	16	26.4	26.51	20.47	6.35	100							
15040	Business Studies	School	0	1	9	8	5	0	23	0	4.34	39.13	34.78	21.73	0	100							
		State	245	1491	4573	5382	4376	1883	17950	1.36	8.3	25.47	29.98	24.37	10.49	100							
15050	Chemistry	School	0	2	0	1	0	0	3	0	66.66	0	33.33	0	0	100							
		State	406	1129	2042	3059	2378	916	9930	4.08	11.36	20.56	30.8	23.94	9.22	100							
15110	Economics	School	0	3	2	0	0	0	5	0	60	40	0	0	0	100							
		State	42	330	923	1424	1878	781	5378	0.78	6.13	17.16	26.47	34.92	14.52	100							
15140	English Advanced	School	0	0	0	3	0	0	3	0	0	0	100	0	0	100							
		State	11	202	1456	6427	12984	3581	24661	0.04	0.81	5.9	26.06	52.64	14.52	100							
15130	English Standard	School	0	0	11	14	2	0	27	0	0	40.74	51.85	7.4	0	100							
		State	400	3279	9893	12338	4564	172	30646	1.3	10.69	32.28	40.25	14.89	0.56	100							
15190	Geography	School	0	4	9	4	3	0	20	0	20	45	20	15	0	100							
		State	104	303	688	1244	1276	439	4054	2.56	7.47	16.97	30.68	31.47	10.82	100							
15236	Mathematics Standard 2	School	0	1	5	9	6	0	21	0	4.76	23.8	42.85	28.57	0	100							
		State	1040	4398	8269	7485	6478	2206	29876	3.48	14.72	27.67	25.05	21.68	7.38	100							
15270	Modern History	School	0	4	9	6	1	0	20	0	20	45	30	5	0	100							
		State	262	874	2120	3401	2498	999	10154	2.58	8.6	20.87	33.49	24.6	9.83	100							
15320	Personal Development Health and Physical Education	School	1	1	1	2	0	0	5	20	20	20	40	0	0	100							
		State	501	2689	4710	3832	3323	829	15884	3.15	16.92	29.65	24.12	20.92	5.21	100							

Post School Destinations

Salamah College in 2022 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, 2022:

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

Year 11, 2022:

No students left Salamah College at the end of Year 11. The number of year 11 students who progressed to year 12 is 22.

Year 12, 2022:

No student left Salamah College before the end of the year. Of those students leaving Year 12 in 2022, 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 2022.

