



# Educational & Financial

Annual Report

2024

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## MESSAGE FROM CHAIRMAN

I start with the name of Allah the most merciful. All praise is due to Allah. I ask our Lord to raise the rank of our Master and Prophet Muhammad, peace be upon him.

Allah Ta^ala said in the Quran, in Surat Al-Duha: "وأما بنعمة ربك فحدث". Reflecting on this verse, I am inspired to acknowledge and celebrate the many blessings we have experienced as a school this year. I am filled with pride and gratitude for the incredible progress and achievements of our school community. This year has been one of growth and collaboration, and I am delighted to share some highlights with you.

This year, we witnessed a significant increase in student enrolment, a testament to our community's confidence in our school. In Kindergarten, we catered for 8 streams this year. To support this growth, we deployed a number of demountable classes and welcomed new staff members who have enriched our team with their expertise and passion.

I am incredibly proud of the dedication shown by our staff, the enthusiasm of our students, and the unwavering support of our families. 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.

In our commitment to providing relevant and forward-thinking education, we introduced Retail Services to the Year 12 Education and Training Pathway. This exciting addition ensures our senior students are equipped with practical skills and knowledge for their future endeavours and 2 certifications on top of the HSC. Furthermore, our teachers have worked tirelessly to update the teaching programs for English, Math and Technology in response to changes in the syllabus. They have also attended numerous professional development courses to enhance their teaching practices and stay at the forefront of educational excellence.

In closing, I would like to thank our whole Salamah College family and congratulate and give special thanks to our sixth Year 12 graduates who achieved remarkable 23 Band 6 degrees in numerous subjects. **Congratulations to our Year 12 Students, Cohort of 2024**

Dr Ghayath Al Shelh OAM  
Chairman



## STUDENT REPRESENTATIVE COUNCIL

Salamah College acknowledges the importance of leadership within the student body. The establishment of a Student Representative Council provides an avenue for students to express views and become part of the decision-making process with regard to issues that affect the student body. It empowers young people to support each other and contribute positively to society. It also provides an opportunity for representatives to take on leadership roles and lead by example by upholding the school values; positivity, integrity, wisdom, work ethic, commitment and compassion.

In general, the Student Representative Council allows students to:

- Develop positive attitudes and to practice good citizenship
- Promote harmonious relationships throughout the whole school
- Improve student/staff relationships
- Provide a forum for student expression
- Plan special events and fundraisers

The 2024 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 Acting School Principal, Mr Alameddine, delivered an inspiring speech about the key values for student leadership and the School Imam Mr Alwan and the School executive Mr Alshelh related their insights of SRC from a religious perspective.

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. The Student Representative Council of 2024 worked cooperatively to help promote the school values and leadership amongst the students. SRC members demonstrated leadership qualities by serving as good examples through their words and actions. The year was concluded with a Thank You breakfast to celebrate their leadership journey and achievements throughout the year.

The dedicated students met together weekly with the SRC teachers to share ideas, discussed issues and planned upcoming school and community events. To foster a vibrant school community, the SRC organised a variety of events and activities. Listed below are some of the highlights of the SRC for 2024.

- The SRC were welcomed to their new roles with breakfast with the executive staff and teachers. Students were able to begin to express their ideas and discuss their responsibilities for the year. It was a memorable morning that set a positive tone for the year ahead.
- The SRC 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 use a system that enables them to become critical thinkers.

- To further develop leadership skills and build camaraderie, the SRC students participated in a dynamic, full-day leadership program facilitated by Active Fest Sports. The day included a series of engaging team-building exercises, recreational activities, and sporting challenges designed to foster teamwork, communication, and mutual respect. Students rotated through various sports, such as Rugby League, AFL, Soccer, Cricket, Baseball, and Softball, working together to overcome challenges and support one another. This enriching experience not only strengthened friendships but also nurtured essential leadership qualities.
- The SRC committee organised an excursion to Treetops, where students took part in numerous activities designed to foster peer connections, boost student engagement, and enhance communication skills.
- Throughout the year, the SRC led several successful fundraising efforts that reflected their creativity and dedication to the school community. To mark Mawlid, the SRC hosted a celebratory fundraiser featuring doughnuts and spider drinks, with proceeds supporting Year 6 graduation activities. In Term 4, the council organised a vibrant "Shake and Cake" fundraiser, which received enthusiastic support from students and further contributed to graduation celebrations. These events brought joy to the school community while reinforcing the value of teamwork and giving back.
- The SRC concluded the year with a heartfelt "Thank You Lunch," held in recognition of their commitment, hard work, and positive contributions. This celebratory event brought together students and staff to reflect on a successful year and acknowledge the difference the SRC has made in enriching school life. The 2024 SRC cohort can take pride in their accomplishments, having demonstrated leadership, initiative, and a strong sense of community throughout the year.

Looking ahead, the SRC is well-positioned to build on these achievements by expanding student engagement, introducing new initiatives, and deepening their involvement in school planning and wellbeing programs. Future SRC members can draw inspiration from this year's successes, continuing to be proactive, inclusive, and innovative in their approach. With a strong foundation now in place, the SRC can aim even higher—amplifying student voice, fostering a culture of collaboration, and leading positive change across the school community.

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 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 71 classes and specialty rooms all equipped with the latest cutting edge CleverTouch Interactive White Boards.

Salamah College promotes integrating ICT within the curriculum and have allowed the students in Years 3 to 12 to lease laptops to equip them with computing devices that will facilitate their educational journey in this 21<sup>st</sup> century and deployed iPads into the lower primary classes to allow the young learners to enjoy the use of technology in a responsible way.

Salamah College also incorporated the use of Mathletics for the Primary School students and Cambridge Go 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 Adobe licensing and allowed the students to download the software they need from the Creative Suite. Similarly, the school extended the benefit of its Microsoft subscription and provided each student with an email id and the ability to download Microsoft Office on the students' own laptops at home. This allows the students to open at School the documents they make at home and vice versa without the need to have a USB, rather they can rely on Microsoft cloud, OneDrive.

Moodle (a web-based learning platform) was deployed 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. Furthermore, the Primary School started using Moodle as a repository for resources our youngsters need.

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 Sentral, 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.

The Year 12 students who study VET subjects are given the opportunity to attain a Certificate 3 in the VET subject they study on top of the HSC they receive at the successful conclusion of Year 12 provided that they are deemed competent for the assessed skills.

School-based instructional leadership support consists of the following components: school-based professional learning in literacy and numeracy, instructional coaching, parent workshops, and early literacy and numeracy screening tools. Instructional coaches provide direct support to 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 assist 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 coaches 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, Leadership and Time management skills** to research a topic, develop and lead a project efficiently, 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.
- **Creativity and Attention to detail** by following technical directions, recording data accurately, formative, and summative assessment to solve problems and develop new ideas.
- **Technical and Teamwork skills** through troubleshooting, repairing, and utilising software and modern equipment for successful project completion.
- **Communication and Organisation skills** to listen to customer needs or interact with project partners and keep track of different requirements and information.

### 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. NAPLAN can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community. This year all exams but the Writing exam of Year 3 students were conducted on laptops.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress.

NAPLAN is made up of tests in the 4 areas (or 'domains') of:

- **reading**
- **writing**
- **conventions of language (spelling, grammar and punctuation)**
- **numeracy**

From 2023, NAPLAN results are reported against **proficiency standards**, with student achievement shown against **4 levels of proficiency**. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset.



The NAPLAN proficiency standards are:

**Exceeding:** the student's result exceeds expectations at the time of testing.

**Strong:** the student's result meets challenging but reasonable expectations at the time of testing.

**Developing:** the student's result indicates that they are working towards expectations at the time of testing.

**Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

School performance in state-wide tests and other vital information can be accessed via the MySchool website (<http://www.myschool.edu.au/>).

We currently have 122 students in Year 3, 132 students in Year 5, 114 students in Year 7 and 86 students in Year 9. We had a number of students withdrawn from different domains of NAPLAN in 2024. Below, four tables have been organised to show the number of students at each proficiency level per domain.

**Table 1 - YEAR 3 NAPLAN PERCENTAGE OF STUDENTS AT EACH PROFICIENCY LEVEL**

Level of Proficiency	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
<b>EXCEEDING</b>	6.9	4.3	8.5	4.3	1.7
<b>STRONG</b>	50.9	71.8	59	41	37.1
<b>DEVELOPING</b>	31.9	21.4	25.6	41.9	51.7
<b>NEEDS ADDITIONAL SUPPORT</b>	10.3	2.5	6.8	12.8	9.5
Total Participants Per domain	116	117	117	117	116

**Table 2 - YEAR 5 NAPLAN PERCENTAGE OF STUDENTS AT EACH PROFICIENCY LEVEL**

Level of Proficiency	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
<b>EXCEEDING</b>	2.3	4.7	17.8	4.7	2.3
<b>STRONG</b>	44.6	59.1	50.4	45	34.6
<b>DEVELOPING</b>	36.2	26.8	24.8	32.6	43.1
<b>NEEDS ADDITIONAL SUPPORT</b>	16.9	9.4	7	17.8	20
Total Participants Per domain	130	127	129	129	130

**Table 3 - YEAR 7 NAPLAN PERCENTAGE OF STUDENTS AT EACH PROFICIENCY LEVEL**

Level of Proficiency	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
<b>EXCEEDING</b>	3.9	8.3	21.3	7.4	2.9
<b>STRONG</b>	46.6	50.9	61.1	42.6	41.9
<b>DEVELOPING</b>	36.9	30.6	13	35.2	48.6
NEEDS ADDITIONAL SUPPORT	12.6	10.2	4.6	14.8	6.7
Total Participants Per domain	103	108	108	108	105

**Table 4 - YEAR 9 NAPLAN PERCENTAGE OF STUDENTS AT EACH PROFICIENCY LEVEL**

Level of Proficiency	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
<b>EXCEEDING</b>	2.9	9.1	23.1	7.7	0.1
<b>STRONG</b>	43.5	36.4	67.7	43.1	52.2
<b>DEVELOPING</b>	44.9	47	7.7	33.8	35.8
NEEDS ADDITIONAL SUPPORT	8.7	7.6	1.5	15.4	11.9
Total Participants Per domain	69	66	65	65	67

## 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. An explicit team-teaching approach has been adopted to improve teaching practices in literacy and numeracy.

All teachers have been involved in professional learning opportunities during the year to improve 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 2024, the staff participated in a range of professional learning sessions in line with the Australian Professional Standards. The staff attended weekly meetings and staff development days, NESA accredited and NESA elective professional development courses, online modules, and literacy and numeracy team teaching sessions. The list of professional development courses attended by Salamah College staff are as follows:

**Table 5 - STAFF PROFESSIONAL DEVELOPMENT RECORD 2024**

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> <li>- Cyber Security Training</li> </ul>	Acting Principal  School Imam   Primary coordinator  High School Coordinator
- Child Protection Update	Online - MyPL
- Studying a Text in English K-6	AIS
- Preparing Curriculum Documentation for a Short Notice Inspection in 2024	AIS
- Microsoft Training	Microsoft
- AIS Curriculum Leaders Conference: It's About Time: NSW Curriculum Reform	AIS
- Rethinking Assessment: Examples of transformative assessment	AIS

- Understanding and Responding to Literature	AIS
- Writing: Teaching Sentence-level Grammar in Years 3-6	AIS
- Writing Essentials K-2: Sentence Level Grammar	AIS
- Information Session: Implementing the Primary Syllabuses	AIS
- Moodle, Class Dojo, Sentral, IWBs, MS SharePoint	IT Manager
<u>Curriculum</u> - <u>Outcomes</u> - <u>Units of work</u> - <u>Lesson plans</u> - <u>Strategies</u> - <u>Assessments</u>	High School Coordinator
<u>Assessment Task Policy and Procedure 1</u> - Student Assessment Booklet - Forms - Exam Writing and Providing Feedback	High School Coordinator
- Parents Teachers Meeting Techniques	High School Coordinator
- Excursion System - Duties Expectation - HS Resources - Walkabouts	High School Coordinator
- Be Prepared for an Unexpected School Registration Inspection	AIS

## TEACHING STANDARDS and WORKFORCE COMPOSITION

Salamah College has a diverse workforce which consisted of 126 women and 42 men from various culturally and linguistically diverse backgrounds, and age demographics. 111 of those were teaching staff delivering courses within the NSW teaching and Education Standards Curriculum.

In 2024, Salamah College did not have any indigenous staff.

**Table 6: Workforce Composition**

Workforce Composition	Number of Staff
Full Time Teaching staff	89
Part Time Teaching Staff	22
Full Time Non-Teaching staff	24
Part Time Non-Teaching Staff	24
Indigenous staff	0

### Details of all teaching staff

- In 2024, 41.76% of staff members are Conditional. 7.69% of staff members are at Provisional level. 50.55% of the teaching staff are at Proficient level. Maternity leave accounted for 8.84% of teaching staff for the 2024 period. Retention rate of staff in 2023-2024 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	89	53	79	47	168
	Year 1	74	55	61	45	135
	Year 2	50	43	65	57	115
	Year 3	58	48	64	52	122
	Year 4	50	43	65	57	115
	Year 5	59	45	73	55	132
	Year 6	45	46	53	54	98
<b>Primary Total</b>		<b>425</b>	<b>48</b>	<b>460</b>	<b>52</b>	<b>885</b>
Secondary	Year 7	47	41	67	59	114
	Year 8	48	41	69	59	117
	Year 9	49	57	37	43	86
	Year 10	30	45	36	55	66
	Year 11	7	21	26	79	33
	Year 12	19	49	20	51	39
<b>Secondary Total</b>		<b>200</b>	<b>44</b>	<b>255</b>	<b>56</b>	<b>455</b>
<b>SCHOOL TOTAL</b>		<b>625</b>	<b>47</b>	<b>715</b>	<b>53</b>	<b>1340</b>

**Table 7: 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 8: Attendance Rate per Year Group**

Education Level	Attendance %
Kindergarten	91.4
Year 1	88.75
Year 2	88.78
Year 3	89.71
Year 4	89.38
Year 5	87.39
Year 6	88.7
Year 7	90.8
Year 8	87.85
Year 9	88.13
Year 10	85.58
Year 11	87.83
Year 12	85.94
<b>OVERALL</b>	<b>88.48</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 88%.

### 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. Students arriving late must report to the office to pick up a late slip before proceeding to their classroom. 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 \$200 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.

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 \$200 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
- 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.

## 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 2024. 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 2024 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 2024. 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. The second cohort of the Education and Training pathway for HSC students graduated and 10 students joined this year as year 11 students and new VET subject (Retail Services) was introduced.

**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 learning support department continued to thrive and differentiated the school work 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 2024, 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 2024, 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 2024. We 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 2024 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. Instructional coaches 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 2024, 5 Year 10 students required the issuance of a Record of School Achievement (RoSA).

No Year 11 students required the issuance of a Record of School Achievement (RoSA).

No Year 12 students required the issuance of a Record of School Achievement (RoSA).

### **Vocational Education and Training (VET)**

In 2024, there were 10 students in Year 11 who participated in vocational and trade training.

In 2024, there were 10 students in Year 12 who participated in vocational and trade training.

### **Year 12 – Higher School Certificate**

In 2024 HSC, 28 students sat the Higher School Certificate exams. The performance of Salamah College students indicates pleasing results in various HSC examinations.

**Table 9: Number of students per subject sitting exams and the resulting band range.**

Subject	Number of Students	Band Range
Arabic Continuers 2 unit	8	5-6
Biology 2 unit	20	4-6
Business Studies 2 unit	20	4-6
Chemistry 2 unit	3	4-6
Economics 2 unit	5	4-5
English Advanced 2 unit	4	4-6
English Standard 2 unit	24	3-5
Geography 2 unit	12	4-5
Mathematics Standard 2 2 unit	22	3-6
Modern History 2 unit	14	4-5
Personal Development, Health and Physical Education 2 unit	8	4-5

## Post School Destinations

Salamah College in 2024 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, 2024:**

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

### **Year 11, 2024:**

5 students left Salamah College at the end of Year 11. The number of year 11 students who progressed to year 12 is 28.

### **Year 12, 2024:**

One student left Salamah College before the end of the year. Of those students completing Year 12 in 2024, 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 2024.

