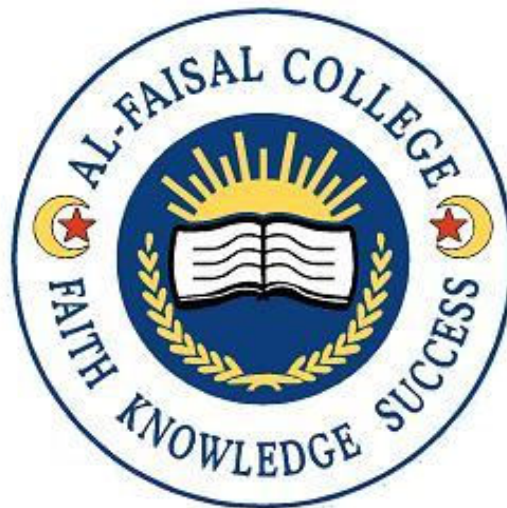


AL-FAISAL COLLEGE



ANNUAL REPORT 2006

149 Auburn Road
Auburn NSW 2144
Ph: (02) 9646 1222
Fax: (02) 9646 1333
Email: alfaisalcollege@alfaisalcollege.com
Website: www.alfaisalcollege.com

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Introduction

Al-Faisal College is an independent co-education school which currently caters from Kindergarten to Year 11. Al-Faisal College was established on 27 April 1998.

In the first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. Currently we have 780 students enrolled from K-11. Our first Year 11 students will present for the Higher School Certificate in 2008.

The College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist each student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merits regardless of their colour, creed or religious affiliations. Although all the students are Muslims, the 40% of staff are non-Muslims.

Al-Faisal College is managed by Board of Directors. The College Board is predominantly responsible for the governance of the college. The Principal of the College is also the Secretary of the Board. The Principal is responsible for the daily management of the college including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include annual reporting to publicly disclose educational and financial performance measures and policies of the school and the provision of data, as required, to the Minister that is relevant to the Minister's annual report to parliament on the effectiveness of the schooling in the State.

Procedures

Procedures for implementing the policy will include:

1. identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
2. 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.
3. determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
4. preparation of the report in an online or appropriate electronic form to send to the Board of Studies by 1 July each year.

5. the annual report will be made publicly available on the school website by 1 July each year.
6. setting the annual report schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders

Requests from NSW Minister for Education and Training for data that is relevant to Minister's annual report

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 the Board of Studies in an appropriate electronic form by the date specified in the request.

DEST Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Messages from Key School Bodies

Message from the Chairperson of the School Board

The School Board congratulates the Principal and her dedicated staff for producing excellent results throughout the school. Congratulations to 2006 Year 10 students for achieving excellent results in School Certificate. The School Board acknowledges the dedication and commitment of the school staff, students and parents in providing better results every year. The School Board met on a regular basis during 2006 to discuss the progress and future direction of the school.

For many years, the progress of our school was hindered due to lack of building infrastructure. We thank Auburn Council for approving our DA for the construction of additional classrooms and other resources. In July 2006, the ground was broken for the new building which will provide much needed additional high school facilities, including design and technology – major projects studio, visual arts, second science room (including massive prep room) and additional general learning areas. The modifications to the existing building were also completed in 2006 to cater for our year 11 students in 2007.

Value Added Information

Principals Message

At Al-Faisal College we have a wide-ranging curriculum, which we feel best suits the needs of the students in our school, so they may have an equal opportunity to develop to their potential.

- The College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities.
- In 2006 the College participated in the celebration of Harmony Day on 21 March. The aim of the celebration was to emphasise on our traditional values, of justice, tolerance, respect, acceptance, equality and fairness.
- Students are encouraged to participate in Leadership programs or workshops. In 2006 a number of students in Year 9, attended The National Young Leaders Day. The purpose was to inspire and equip students to be more effective in their school and society.
- In sport our Infants participated in the “Buzzy Bees” Program which included various sporting activities such as gymnastics, hockey, and basketball. We had a swimming program for boys and girls from Years 2 – 10. We had other sporting activities such as athletics, rugby and soccer, and students from K – 6 participated in a Football Competition.
- Our students attended various excursions such as the Sydney Aquarium, Imax Theatre, Blue Mountains, Canberra, Bathurst Goldfields, Sydney Tower, Botannical Gardens and the Hyde Park Barracks.
- In 2006 a company called Deadly Australians Pty Ltd visited the school to present a hands-on show to teach our students about animals that live in the Australian bush.

- At the end of Term 4, parents joined students and staff of Al-Faisal College at a school picnic at Bicentennial Park in Homebush Bay.
- The school successfully applied to the NSW Board of Studies for registration and accreditation, and under new procedures, we received an accreditation for Kindergarten to Year 6. We also received provisional registration and accreditation for Years 11 and 12. This year, 2007, we have started Year 11 for the first time.

As the school is expanding, the staff has increased in number and in 2006 we had a full time counsellor.

- Our students progress is measured by established benchmarks across the state, such as Basic Skills Tests for Years 3 and 5, ELLA and SNAP Tests for Years 7 and 8. Our results were pleasing and encouraging.
- In 2006 construction of a new building started as the College is expanding.
- In 2006 the school introduced a number of scholarship and award incentives to reward and acknowledge academic excellence from Years 6 to 11.

1 st place:	Full scholarship
2 nd & 3 rd place:	Half scholarship
4 th & 5 th place:	Quarter scholarship

School Performance in State-wide Test and Examinations

Introduction

The school has participated in various state-wide tests and examinations during the year. Below are the reports for the Basic Skills Test (BST), Secondary Numeracy Assessment Program and English Language (ELLA) and Literacy Assessment (SNAP). In 2006, our College offered School Certificate (SC) for the second year. Our first group of students sat for SC in 2005.

1. Basic Skills Test (BST)

Basic literacy and numeracy skills are the foundation for young person's future education. The NSW Government is committed to improving the literacy and numeracy levels of school students across the State. The Basic Skills Test is an important part of the Government's Literacy and Numeracy Plan and gives parents and teachers a detailed picture of child's development.

Students from Year 3 and Year 5 participate in the Basic Skills Test, which is usually held in August. The test covered aspects of literacy and numeracy, including reading, language, number, measurement and space. The results are shown in skill bands, which indicate the levels of achievement. The skill band ranges from one (lowest mark) to five (highest mark) in year 3 and one (lowest mark) to six (highest mark) in year 5.

2. Secondary Numeracy Assessment Program (SNAP)

The Secondary Numeracy Assessment Program (SNAP) is a curriculum-based assessment, testing students' skills in particular aspects of numeracy. SNAP is also part of the Government's Literacy and Numeracy Plan.

Year 7 students participate in the test and also year 8 students are tested as part of retest. The knowledge and skills in the following areas are tested:

Number – using numbers and calculations in a variety of situations

Measurement – making and comparing measurements involving length, area, volume, mass, time and temperature.

Space – drawing shapes, working with patterns, representing 3 dimensional space and describing positions, using scales.

Data – identifying, organising and interpreting data in tables and graphs

Numeracy Problem Solving – asking and solving numeracy questions, checking solutions.

The results are given in a graphical form from low to high.

3. English Language and Literacy Assessment (ELLA)

The English Language and Literacy Assessment (ELLA) provide teachers and parents with valuable information about the literacy skills of students in Years 7 and 8. These skills are necessary for students to progress in all their subjects in high school.

ELLA is part of the NSW Literacy and Numeracy Plan. ELLA is based on the curriculum studied by students in high school. The results show how each individual student performed against a standard of achievement, that is, against what they should be able to do at this level; students are not compared with each other or ranked in order.

ELLA is held on Tuesday, week 6, term 1 in every year. Year 7 students sit for the ELLA test. Our school also re-test Year 8 students. This means we are able to check on the progress students are making in Year 7 and Year 8.

Three aspects of literacy are tested through ELLA:

Writing: students write responses to two tasks; one task is factual and one is literacy

Reading: students read and respond to questions about a range of texts, including texts and diagrams that are commonly used in the key learning areas of the secondary curriculum.

Language: students respond to texts and questions about their knowledge and use of spelling, punctuation and grammar.

The results of ELLA provide information to teachers about what students can and cannot do. Teachers can use this information to design teaching programs that target the needs of their students. The results are analysed to assist school planning and to monitor literacy development over time.

Al-Faisal College test results

Basic Skills Test (BST) results – percentages above benchmark

2006 Test	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	School (%)	State (%)	School (%)	State (%)
Overall Literacy	98	92	98	94
Overall Numeracy	94	91	100	94
Writing	96	93	100	93

Basic Skills Test (BST) results – percentages in skills bands

2006 Test	Year 3				Year 5			
	Bands 2-5		Band 1		Bands 3-6		Bands 1-2	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
Aspects of Literacy	98	92	2	8	98	94	2	6
Aspects of Numeracy	94	91	6	9	100	94	0	6
Writing	96	93	4	7	100	93	0	7

In Year 3, 98% of students achieved skill band 2 or higher in the literacy compared to 92% of the State and 94% achieved skill band 2 or higher in numeracy compared to 91% of the State. In the literacy component student's achieved better overall in language than in reading while they performed consistently across all aspects of numeracy. Students did fairly well in the writing as well. In Year 3, 96% of the students achieved skill band 2 or higher compared to 93% of the State.

In Year 5, 98% of the students achieved skill band 3 or higher in literacy compared to 94% of the state and 100% of the students achieved bands 3 or higher in numeracy compared to 94% of the State. In the literacy, students achieved better overall in language than in reading. In language component 62% of the students were in bands 5 and 6 while in reading 47% of the students were in bands 5 and 6.

Our results improved considerably compared to 2005. Below is the brief comparison of the improvement.

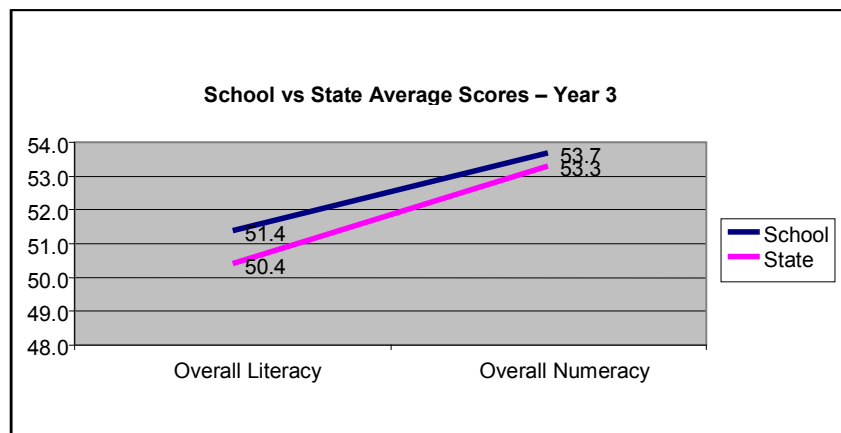
Test	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	2006	2005	2006	2005
Overall Literacy	98	82%	98%	95%
Overall Numeracy	94	89%	100%	100%
Writing	96	96%	100%	100%

Basic Skills Test (BST) results – School vs State Average Scores

YEAR 3

The table and graphical representation above clearly indicates that our School average is higher than State average in all aspects of literacy and numeracy for year 3. Congratulations to all our year 3 students for an excellent achievement.

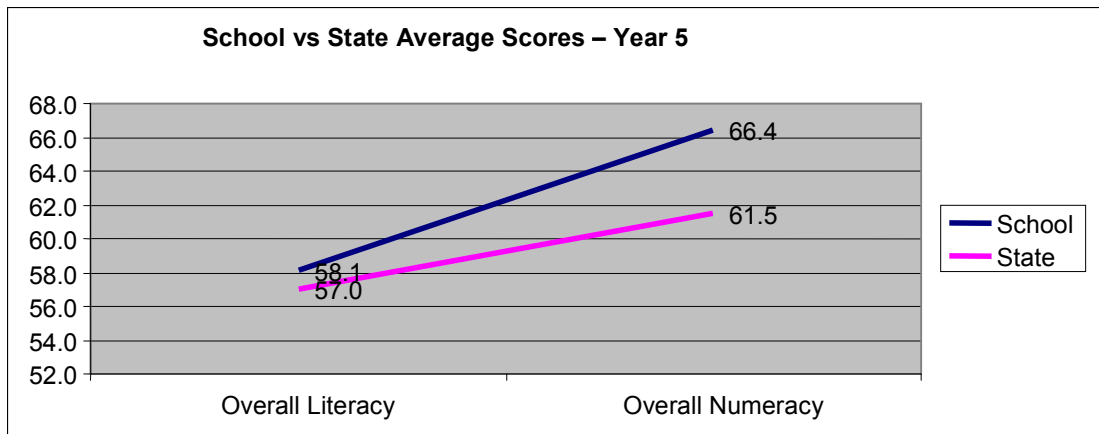
Basic Skills Test - Year 3	School	State
Writing	51.7	50.2
Language	52.1	50.9
Reading	51.0	50.8
Number, Patterns and Algebra	55.6	53.6
Measurement and Data, Space and Geometry	52.6	53.4
Overall Literacy	51.4	50.4
Overall Numeracy	53.7	53.3



YEAR 5

The table and graphical representation above clearly indicates that our School average is higher than State average in all aspects of literacy and numeracy for year 5. Congratulations to all our year 5 students for an excellent achievement.

Basic Skills Test - Year 5	School	State
Writing	57.8	56.7
Language	62.0	57.8
Reading	57.3	57.3
Number, Patterns and Algebra	67.8	61.9
Measurement and Data	67.2	62.0
Space and Geometry	64.4	61.2
Overall Literacy	58.1	57.0
Overall Numeracy	66.4	61.5



ELLA and SNAP – Years 7 & 8

English Language and Literacy (ELLA) and Secondary Numeracy Assessment Program (SNAP) results – percentages above elementary performance

The table below summarises the ELLA and SNAP test results.

2006 Test	Percentage of students achieving elementary band or higher			
	Year 7		Year 8	
	School (%)	State (%)	School (%)	State (%)
ELLA – Writing	100	95	100	97
ELLA – Reading	100	96	100	97
ELLA – Language	100	95	100	97
Overall Literacy	100	94	100	98
SNAP – Overall Numeracy	100	93	100	95

English Language and Literacy (ELLA)

In the English Language and Literacy Assessment (ELLA) test students performed above the State level in each of the three components. All our year 7 and 8 students achieved elementary level or above in all aspects of literacy and numeracy. For year 7, 100% of our students achieved elementary band or higher compared to 94% of the State. For year 8, 100% of our students achieved elementary band or higher compared to 98% of the State.

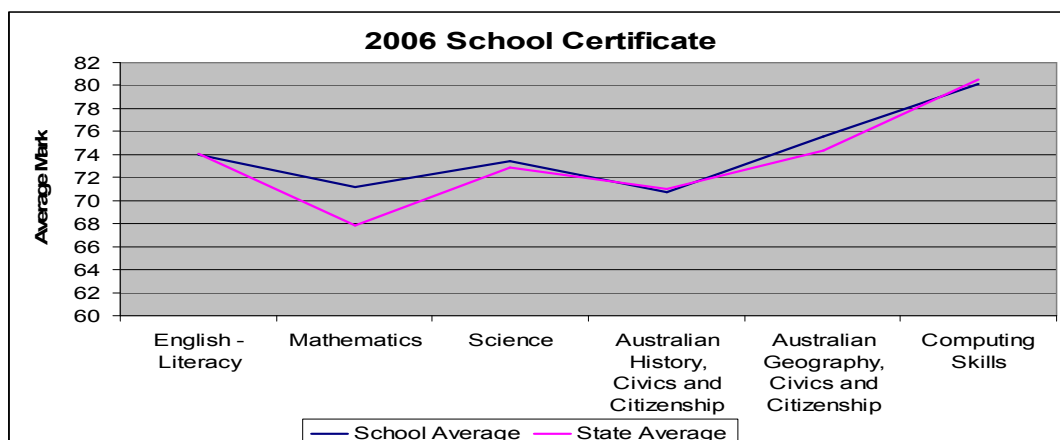
Secondary Numeracy Assessment Program (SNAP)

In year 7, 100% of the students achieved elementary or higher band compare to 93% of the State. In year 8, 100% of the students achieved elementary or higher band compare to 95% of the State.

School Certificate Examination (SC)

The College offered School Certificate examination for the first time in 2005. In 2006, 30 students sat for the school certificate examination compared to 21 in 2005. Our students performed above state level. 99% were placed in bands 3, 4, 5 and 6 in English Literacy as compared to 89% of the State, 95% were placed in bands 3 or higher in Mathematics compared to 71% of the State. All our students are competent or highly competent in computing skills. Our students did very well compare to the State Average. Below are the results for 2006.

Course Name	No. of Students	School Average	State Average
English - Literacy	30	74	74.1
Mathematics	30	71.2	67.87
Science	30	73.4	72.85
Australian History, Civics and Citizenship	30	70.73	71
Australian Geography, Civics and Citizenship	30	75.53	74.37
Computing Skills	30	80.1	80.55



School Certificate Examination Results – Band Summary

Test	No. of Students	Performance band achievement by %			
		Bands 3-6		Bands 1-2	
		School	State	School	State
English - Literacy	30	99%	89%	1%	11%
Mathematics	30	95%	71%	5%	29%
Science	30	99%	89%	1%	11%
Australian History, Civics & Citizenship	30	98%	83%	2%	17%
Australian Geography, Civics & Citizenship	30	100%	91%	0%	9%
Test	No. of Students	Competent & Above		Below Competent	
		School	State	School	State
Computing Skills		100%	98%	0%	2%

School Certificate Results – School vs State Grading Pattern

Test	No. of Students	Grades Allocated by %			
		Grades C-A		Grades E-D	
		School	State	School	State
English 200 hours	30	87%	76%	13%	24%
Mathematics 200 hours	30	60%	68%	40%	32%
Science 200 hours	30	77%	73%	23%	27%
Australian Geography 100 hours	30	67%	69%	33%	31%
Australian History 100 hours	30	70%	69%	30%	31%
Commerce 100 hours	15	87%	76%	13%	24%
Arabic 200 hours	30	86%	78%	14%	22%
Design & Technology 100 hours	20	95%	82%	5%	18%
Design & Technology 200 hours	10	80%	80%	20%	20%
Visual Arts 100 hours	5	40%	80%	60%	20%
PDHPE 200 hours	30	94%	77%	6%	23%

Professional learning, teaching standards, attendance and retention rates

Professional Learning

The school executives participated in various leadership seminars and meetings conducted by the Association of Independent Schools. All teaching staff participated in the onsite seminars organised by the Association of Independent Schools. During the school staff development day, all the staff participated in literacy seminar conducted by The Association of Independent Schools. In addition the following professional development activities were undertaken by the staff throughout 2006.

Description of the Professional Learning Activity	No. of Staff participating
Child protection Investigation Training – Course 2	2
Making Measurement Matter	1
Supervising New Scheme Teachers	2
Representations	1
Child protection Investigation Training – Course 4	2
Curriculum Support	1
Fa`lam: an innovative approach to teaching Arabic K-6	3

The average expenditure per teacher on professional learning in 2006 was \$129.18.

Teaching Standards

All the teaching staffs for the year has been categorised into the following three categories:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	43
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualification	7
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	3

Please note: All teachers in the third category have been employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all undertaking study to complete their teaching requirements.

Teacher Attendance and Retention Rates

In 2006 the average daily staff attendance rate was 95%. The proportion of staff retained from 2005 is approximately 83%.

Student Attendance, Retention Rates and Post School Destinations

Student Attendance

Ninety-five percent of students attended school on average each day in 2006. This was similar to the daily attendance in 2005. The school has procedures in place to monitor student attendance throughout the day.

Student Retention Rates and Post School Destinations

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in year 7 who have continued to year 10 at the same school.

The apparent retention rate is calculated by a simple comparison of total enrolments in each year level in one year.

For example, the school compares years 7 and 10 at the same census date. In 2002 (first year of high school) there were 37 students in year 7 and in 2006 there were 31 students in year 10. The apparent retention rate is 83%. Of the 37 students from 2002 year 7, only 28 students are on the year 10 roll. The actual retention rate is 77%.

Years Compared	Year 7 total enrolment on census date	Year 10 total enrolment on census date	Year 7 enrolment at census date remaining in year 10 on census date	Apparent Retention Rate	Actual Retention Rate
2002/2006	37	31	28	83%	77%

Comment:

While the apparent retention rate and actual retention rates from Year 7 to Year 10 has improved over the last three years. Based on the information provided to the school when students leave it would appear that most of students left school because of family circumstances or going overseas while few left as they wanted a change of environment for the final years of their schooling.

Enrolment Policy

Al-Faisal College is a comprehensive co-educational K-11 school providing an education underpinned by Australian and religious values and operating within the policies of the NSW Board of Studies. 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.

All prospective applications also include an interview with the Principal. If a prospective applicant is arriving from a previous school, copies of reports are also required.

Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Procedures

The College will:

1. process all applications within the school's enrolment policy
2. consider each applicant's interview responses regarding their ability and willingness to support the school's ethos.
3. consider each applicant's educational needs. To do this, the school gathers information and consults with parents/family, previous school and other relevant persons.
4. identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. inform the applicant of the outcome of the discussion.

The College may decline a student enrolment if:

1. all sections of the enrolment form have not been completed.
2. sections of the enrolment form have been falsely completed.

Student Population

In 2006, the school had 694 students of whom 139 were in the secondary school. There were approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English.

Student Welfare Policy

Like any other school, Al-Faisal College needs to have an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

As an Islamic school, Al-Faisal College has certain advantages in implementing such a Student Welfare Policy, given that:

- we are a culturally and religiously unified school;
- virtually all students come from an Islamic background;
- as a faith and belief system, Islam embodies a range of values which are highly relevant in forming the basis of a Student Welfare Policy and practices.

As a registered and accredited school, Al-Faisal College must meet all relevant government requirements, specifically including those of the NSW Board of Studies, and is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

Al-Faisal College has a very comprehensive Student Welfare Policy which meets all the requirements of Board of Studies and other relevant government requirements.

The full text of the Student Welfare Policy is in the student diary and in the college information booklet, student diary and staff induction manual.

To ensure that all aspects of the college's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place (or developed) during 2006.

Policy	Changes in 2006	Access to full text
<p>Child Protection Policy. This encompasses:</p> <ul style="list-style-type: none"> ▪ definitions and concepts ▪ legislative requirements ▪ reporting and investigating “reportable conduct” ▪ investigation and documentation process 	NIL	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> ▪ Homework Policy ▪ School Merit System 	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information Booklet
<p>Security Policy encompassing:</p> <ul style="list-style-type: none"> ▪ Educational Facilities ▪ Visitor Policy ▪ Emergency Evacuation Policy ▪ Repair and Maintenance Policy ▪ Occupational Health & Safety Policy 	NIL	To be issued to all staff members. It is included in the Staff Induction Manual.
<p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> ▪ Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student’s education and well-being 	Formal and informal levels of communication between students, teachers and parents divided into 2 main areas: discipline and welfare / academic issues	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information booklet ▪ Staff induction manual ▪ Student diary
<p>Academic Policies encompassing:</p> <ul style="list-style-type: none"> ▪ School Assessment Policy ▪ Homework Policy ▪ Attendance Policy 	NIL	<p>Full Text in:</p> <ul style="list-style-type: none"> ▪ College Information Booklet ▪ Staff Induction Manual ▪ Student Diary
<p>Codes of Conduct Policy encompassing:</p> <ul style="list-style-type: none"> ▪ The role of the student representative council (SRC) ▪ Rights and Responsibilities of Students, Teachers and Parents ▪ Behaviour Management 	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information booklet ▪ Staff Induction Manual

Policy	Changes in 2006	Access to full text
Excursion Policy	Addition of risk assessment to excursion policy	Full text in: <ul style="list-style-type: none"> ▪ Staff Induction Manual
Procedural Fairness Policy encompassing: <ul style="list-style-type: none"> ▪ Dealing with complaints against students ▪ Dealing with complaints against staff ▪ Investigation Process ▪ Findings ▪ Disciplinary Proceedings ▪ Notification to CCYP 	NIL	Full text in: Staff Induction Manual
Professional Standards Policy encompassing: <ul style="list-style-type: none"> ▪ Confidentiality and Professionalism ▪ Support for College Policies ▪ Equal Opportunity for Women 	NIL	Full text in: Staff Induction Manual
Internet/Intranet and Email Policy encompassing: <ul style="list-style-type: none"> ▪ Legal risks ▪ Legal requirements ▪ Best practices ▪ System monitoring ▪ Plagiarism & copyright infringement 	NIL	Full text in: Staff Induction Manual College Information Booklet

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the college community through College Information Booklet, Student Diary and staff induction manual as part of the College's Student Welfare Policy.

Policies for Complaints and Grievances **Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

An appropriate outline of the policy and processes is provided in the College Information Booklet. This policy is under redevelopment and once finalised will be included in the staff handbook and College Information Booklet.

School-determined improvement targets

Achievements of priorities identified in school's 2005 Annual Report

Area	Priorities	Achievements
Teaching and Learning	Revision of K-6 timetable (including Arabic and Islamic Studies)	Formalised K-6 time table to include set times/allocation of all Key Learning Areas, including Arabic and Islamic Studies
	Year 11 Program	Finalised Year 11 Program for inspection in 2007
	More excursions needed for high school students	Staff responsible for researching excursion possibilities relating to individual Key Learning Areas, for implementation in 2007
Student Achievements and Welfare	Discussed the possible implementation of pastoral care classes in the high school	Included pastoral care classes within the timetable for Year 7
	Number of students participating in International Competitions	Increased number of participants in all ICAAS competitions
Staff	Dealing with an increasing number of student welfare issues	Employment of a school counsellor
Staff Training	Conduct several staff workshops regarding the use of SM Marks programme	All staff familiar with the SM Marks programme
Facilities and Resources	Purchase more white boards for classrooms	Installed new white boards in several classes
	Purchased more DVD players for primary and high school Purchased more CD/cassette player/recorders for Arabic department	Greater access provided to teachers for use of DVD players. CD/cassette players used by staff to record students in speaking component of Arabic course

2006 Priorities areas for improvement

Area	Priorities
Student Achievements and Welfare	<ul style="list-style-type: none">• Employing another Deputy to oversee the implementation of school discipline and welfare K-11• Revised Student welfare policy and introduction of Student behaviour management
Teaching and Learning	<ul style="list-style-type: none">• Improved literacy and numeracy intervention strategies K-2• Enhance stage 6 curriculum
Facilities and Resources	<ul style="list-style-type: none">• Implementation of school wide administration software for:<ul style="list-style-type: none">○ Student details○ Student attendance○ Marks○ Student reports○ Student background information○ etc

Initiatives Promoting Respect and Responsibility

Through our ethos, practice and beliefs we exercise and teach the importance of student respect and responsibility in and beyond the school environment. Our school community is committed to producing students who belong to and represent a civil, caring and just society. This includes the contribution to a socially cohesive and culturally rich society.

We are employing a *Values Education* approach at our school. To do this at our school, we have incorporated values education into PDH and Islamic studies programs. Our students are actively involved in discussing and creating lists of values as the main focus. We feel that this process allows students to become more actively involved in creating classroom rules, where they are engaged in using the appropriate language and able to identify what is respectful and what is not.

Elements of the school plan focus on:

- the consistent use of good manners : students are reminded on a daily basis through morning assembly and before and after school prayers. This is also reinforced in classroom activities.
- ensuring that students know and understand the words of the National Anthem : regular practice in classrooms. Also the National Anthem is sung at the beginning of every assembly.
- students taking responsibility for maintaining an orderly classroom and a clean playground
- students using an appropriate manner of speech when talking to teachers, adults, members of the community.
- appropriate behaviour on the sporting field, displaying good sportsmanship
- celebrating days of cultural and historical significance such as Harmony Day and Anzac Day. Remembrance Day.: all students are actively involved through various activities. Eg poetry, designing posters, speeches, etc

- encouraging parents to set a positive example within the school.
- We promote peace and understanding through interfaith and intercultural interactions.
- We teach children in our schools to be proud Australians and model citizens, and to participate positively in building a prosperous, harmonious and safe society in Australia.
- We teach the children in our school to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.
- We teach our children about the rights of their neighbours and their entitlement to respect, care and the protection of their property and persons.
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Parent, Student and Teacher Satisfaction

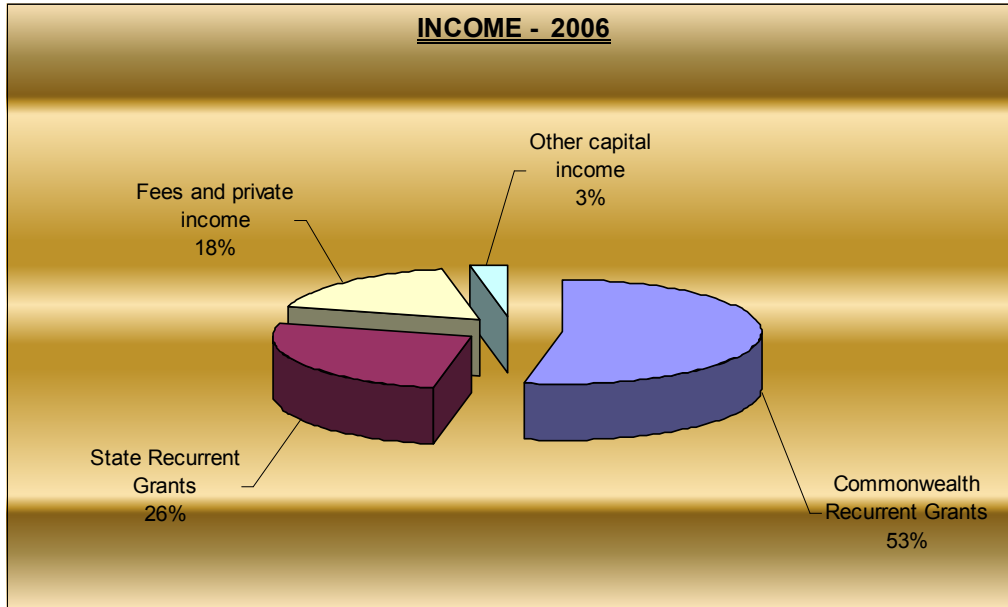
The school is very proud of its open door policy with parent involvement welcomed and encouraged. Through both formal and informal discussions throughout the year indicate that in general parent satisfaction is very positive.

The school has an active Students' Representative Council (SRC) that provide peer support, and organise various functions. Discussions throughout the year and reports included in the 2006 SRC meetings indicate that student satisfaction is also positive. The students are proud of their achievements and are always pleased to represent the school in various activities.

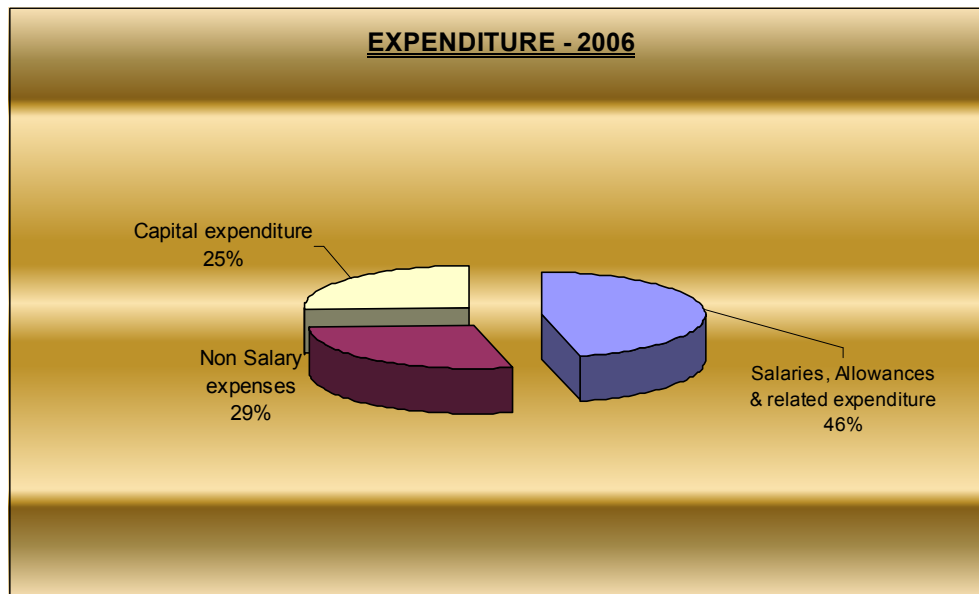
Through formal and informal feedback from teachers and discussions with executive team indicates that staffs are generally very satisfied in the majority of areas of our school. In particular, in terms of relationships, staff support, staff development, staff morale and the open door policy for all. They feel that their contributions are been valued and achieving progress. They are proud members of the school who choose to include their own children as students of this school.

Summary Financial Information

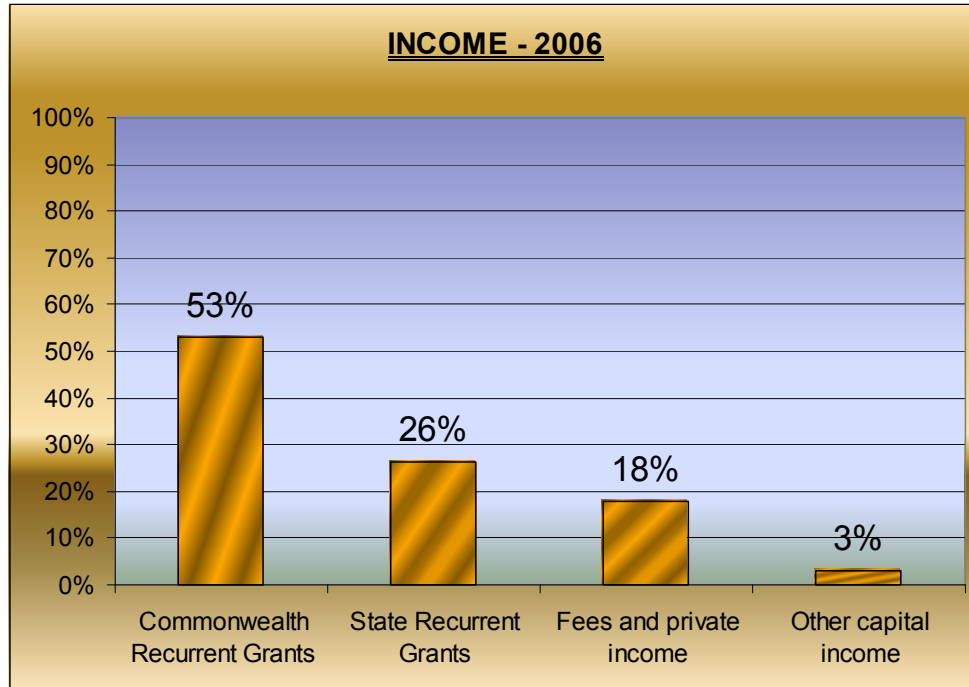
Graphic one: recurrent vs capital income represented by a pie chart



Graphic two: recurrent vs capital expenditure represented by a pie chart



Graphic three: recurrent vs capital income represented by a bar graph



Graphic two: recurrent vs capital expenditure represented by a bar graph

