

2019 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



ARKANA COLLEGE
2019 Annual Report: Educational and Financial Reporting

Can be viewed on the School's Website at
<https://arkana.nsw.edu.au/school-reports/>

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EDUCATIONAL AND FINANCIAL REPORTING

POLICY

Arkana College has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

PROCEDURES

Annual Report

Procedures for implementing the policy include:

- the principal being responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required;
- the head teachers and Principal are responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the Principal 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, relevance and usefulness;
- preparation of the report in an online or appropriate electronic form to provide to NESA through *RANGS Online*
- the annual schedule for:
 - ❖ delivery of information for each reporting area to the Principal coordinating the report
 - ❖ preparation and publication of the report
 - ❖ providing annual report requirements in electronic form to NESA on *RANGS Online* by 30 June 2020
- public disclosure of the annual report within 6 months after the end of a year by making it available on the internet (e.g. the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, procedures identify the Principal as the person responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

REPORT AREA 1: A MESSAGE FROM KEY SCHOOL BODIES

Arkana College is a registered and certified independent, non-government, K-6 primary school, which was first established in 1960, and currently run completely by a Muslim board of directors.

GOVERNANCE AND MISSION

The governance of the school is in the hands of a School Board, who are elected to the position. The Board has eight directors who come from various workplace sectors; including engineers, doctors, lawyer and personnel from the corporate sector. Several members also comprise the board and come from a range of professional backgrounds.

VISION

Empowering students to become knowledgeable, confident, and value-driven Australian Muslim leaders in the global community.

MISSION

We deliver quality education to students in an Islamic environment through:

- Dynamic, engaging and innovative teaching methods,
- A nurturing school setting, and
- Instilling positive values throughout everything we do.

VALUES

At Arkana College we aim to provide all students with a high-quality education that will prepare them to be active, contributing citizens in Australia's multicultural society. The School will be a caring, Islamic environment in which the education given to students will teach our children to keep their identities and be part of the wider Australia. Our key values include:

- Adab (Manners)
- Confidence
- Empowerment
- Generosity
- Integrity
- Responsibility

VALUES MEANING

STUDENTS AND STAFF	STAFF ONLY
ADAB (MANNERS)	
I will role model the Prophet (saw)	I make it clear as to what good manners are
I will treat others with kindness	I reward positive behaviours
CONFIDENT	
I believe in myself	I acknowledge student achievements
I uplift others	I use words that are inspiring
EMPOWERMENT	
I take part in all activities	I help students reach their full potential
I push myself to do great things	I stretch students' comfort zone
GENEROSITY	
I help others	I encourage students to support one another
I am compassionate and loving	I am empathetic towards my students
INTEGRITY	
I always do the right thing	I encourage students to do the right thing
I am trustworthy	I role model trustworthiness and honesty
RESPONSIBILITY	
I think of ways to do things better	I always educate in the best way possible
I take ownership of my actions	I encourage children to do their best

STRATEGIC PRIORITIES

To achieve its vision, Arkana College will pursue the following five strategic priorities as part of its longer-term (2018-2021) strategic plan:

1. ACADEMIC EXCELLENCE

Arkana College will nurture and educate each and every student in its care and provide the opportunity for each student to excel academically, socially and emotionally.

Arkana College is working towards this objective today through its robust literacy programs such as: our reading comprehension and writing programs; Spalding; numeracy programs including Mathletics; and various other programs in the field of sports, Arabic, and Islamic studies.

In addition to these programs, Arkana College will also:

1. Ensure ongoing achievement of reading and writing objectives of students K-6
2. Introduce a Digital Literacy program, with an emphasis in the Science and Technology programs K-6 and oversee the development of digital literacy amongst our students K-6.
3. Nurture the physical wellbeing of students.
4. Endorse the continual upgrade of computer hardware in the school, including upgrading the smartboards and computers throughout the school.
5. Ensure 50% of our support students return to mainstream classes by the end of each calendar year.
6. Drive our Year 6 cohort so that 10% of the students are offered a position in a state selective school in Year 7.

2. ISLAMIC PRINCIPLES

Arkana College will foster an environment that incorporates Islamic principles in its teaching programs, events and school culture.

Today, Arkana College teaches Arabic, Quran, Islamic studies, and the seerah of Prophet Muhammad, peace be upon him. The school also runs events, including Mawlid Al Nabi, Anasheed Concerts, Arafat Day, Islamic storytelling, Eid Al-Fitr, and Eid Al-Adha celebrations (including Takbir), charity drives and Quran competitions throughout the year.

To continue to foster and nurture an Islamic environment, Arkana College will:

1. Introduce goal setting in the mainstream and Arabic, Quran and Islamic Studies as a means of programming, assessment, evaluation and reporting.
2. Monitor the continual student progression in Arabic, Quran and Islamic Studies.
3. Widen the links with the Islamic community.
4. Ensure interactions with one another reflect the Islamic values espoused by the school.
5. Ensure 100% of children have memorised Juz Umma of the Quran by Year 6.

3. BEST-IN-CLASS EDUCATORS

Arkana College will develop best-in-class educators that teach its students in a way that is dynamic, engaging and innovative.

The staff at Arkana College continue to play a central role in meeting the needs of students. Staff will engage in ongoing professional development that will keep them up to date with new curriculum, pedagogy on how students learn, innovative practices and emerging technology.

To continue developing best-in-class educators, Arkana College will:

1. Provide ongoing professional development for teachers, particularly in the areas of Science and Technology and PDHPE.
2. Revisit the school's scope and sequence charts to ensure innovation and compliance remain at the forefront of our school's mission and vision.
3. Improve the general health and wellbeing of staff.
4. Reduce the number of staff absences by 50%

4. COMMUNITY-ENGAGEMENT

Arkana College will build, form, and drive strong relationships with the local community. Today, Arkana College has an open and collaborative culture with the wider Australian community, including its students, parents, the Islamic community, local charities, community organisations and other schools. Strong community relationships have enhanced the school's reputation, improved the school's ability to raise funds, and fostered a positive and open culture.

To continue to strengthen community bonds, Arkana College will:

1. Maintain and grow engagement with parents and students.
2. Broaden networks with other schools, local charities, community organisations and the wider community.
3. Extend and further enhance the relationship between the Muslim, Jewish and Christian Independent schools sector.
4. Strengthen and expand the 'Giving Back to the Community' program.
5. Achieve an NPS* score of 80% from parents, and 80% satisfaction** from children.

5. FUTURE GROWTH

Arkana College prides itself as a reputable, harmonious, and highly capable primary school catering for students from Kindergarten to Year 6.

Today, the school currently serves the needs of approximately 207 students. However, the surrounding community continues to grow, placing additional demand on Arkana College for more capacity that it cannot currently meet. The school will need to expand its size to take on any additional students. As such, the Board will strive to meet the needs of the community by expanding the size of the school by raising funds, acquiring nearby land, and constructing additional classrooms and facilities.

To grow the size of the school, the Board will:

1. Ensure strong financial management of the school
2. Raise funds to expand the size of the school.
3. Build a cohesive and experienced Board.
4. Ensure financial Viability by guaranteeing the school's protocols around the management of funds is adhered to and regular cash flow / budgets are generated and updated whenever necessary.
5. Foresee the growth to a two stream Primary school or the expansion of the capacity of the school by at least 70%.

MESSAGE FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

Assalamu alaykum wa Rahmutallah wa Barakatuhu
In the name of Allah, the most Gracious, the most Merciful

Islam calls upon us to be responsible to our community and to work hard to provide a benefit to others. Work in the worldly life relies upon diligence. I will begin by expressing my sincerest gratitude to the staff of Arkana College for their hard work and diligence throughout 2019. Your dedication and commitment to the students has instilled within yourselves and our students a strong work ethic, and this is evident in the results our students have achieved.

I would also like to take this opportunity to thank the students for their hard work, parents and the Board of Directors for their unsurpassed support and dedication in ensuring Arkana College remains a leading school within the wider Australian community.

Collectively, we have created a dynamic school, instilling positive values and providing our students with the knowledge required for them to become confident, value driven Australian Muslims that we are extremely proud of. Congratulations on another wonderful year. Inshallah, 2020 will be another prosperous year for all.

Wassalam
Mr Mohammed Helal
Chairman Arkana College Board

MESSAGE FROM THE PRINCIPAL

Assalamu alaykum wa Rahmutallah wa Barakatuhu

Who can believe that 2019 has almost come to an end? The year has just flown by! I remember my first year at Arkana and now I've been here a decade. I want to begin by expressing my gratitude and appreciation to the students, staff, parents and the board for their ongoing support throughout 2019. Our collective efforts have led to the achievement of our school's mission and vision.

As the Principal, I am proud of the continued success of the College throughout the 2019 school year. We set several goals around teaching and learning, student achievement, teacher professional development, Islamic principles and community engagement. Alhumdillah, we continue to reach new milestones, term by term and then year by year.

Our aim is to provide a balanced quality education in a nurturing Islamic environment. We have provided our children with a quality teaching and learning experience that pursues and promotes a holistic extracurricular and values program whilst preserving the tenets of the Islamic faith, the legacy (sunnah) of the prophet Mohammed (s.a.w) and the basics of the Arabic language. In doing this we aim to develop students who are proud Australians who contribute to the local and wider community whilst maintaining the traditions and faith of their families which has sustained many generations previously. The College continues a strong and broad community appeal as reflected in the record demand for student placements.

There have been numerous highlights that stand out for me in 2019. This includes our various sporting programs organised by Mr Ali Kourouche, our specialist PDHPE teacher, including a Games & Sports skills program, Gymnastics and Aquatics; our Athletics and Swimming carnivals; our interfaith program with Mount Sinai College; our celebration of Islamic festivals and significant days (including our iftaar dinner); our Scope IT program covering coding, electronics, website development and 3D printing; interschool debating; our involvement in various ANZAC ceremonies including our annual in-school ANZAC ceremony; incursions and excursions, Literacy and Numeracy Week and Harmony Day.

Again, I was immensely proud to see the school engaged with the wider community. The school enjoyed several projects with other diverse communities including our AusRelief Ramadan project in Cambodia, our 'Brothers in Need', feeding the homeless of Sydney, our 'Give Back Australia' initiative and were active in raising funds for numerous charities including the Bushfire Appeal and the Sydney Children's Hospital.

I would like to thank the hard-working staff, our incredible Parent Council, students and families of our college community for their ongoing care and tremendous dedication. I'd also like to thank the Board of Directors in supporting my initiatives and for their significant contributions.

Mr Sam Halbouni
Principal

ARKANA COLLEGE PARENT COUNCIL

The Parent Council meets regularly with parents and the Principal to communicate ideas and/or concerns and discuss fundraising opportunities for specific events/charities throughout the year. Alhamdulillah, we had successful fundraisers, raising tens of thousands of dollars for the less fortunate, and we hope it continues in 2020 and beyond.

Ms Mariam Bazzi-Deeb
President

REPORTING AREA 2 – CONTEXTUAL INFORMATION AND CHARACTERISTICS OF THE STUDENT BODY

ARKANA COLLEGE

Arkana College is a single stream K-6 Independent School with an Islamic ethos located in the southern suburbs of Sydney. Originally established as a non-denominational day school in 1960, it was purchased by the Muslim community in 1986 and grew with the purchase of two adjoining properties.

The school has an open entry policy. Although the school has an Islamic ethos, it welcomes students and staff of all backgrounds. The majority of our children come from families who speak a language other than English, although most children are Australian born.

The Vision of Arkana College is to empower students to become knowledgeable, confident, and value-driven Australian Muslim leaders in the global community. Our key values include Adaab (manners), empowerment, confidence, integrity, generosity and responsibility.

The school has achieved academic excellence with pleasing results in Literacy and Numeracy. It also enjoys a fine reputation in choir and sport as well as a proud history of social service and fundraising for a diverse range of charitable organisations.

The school is dedicated to the concepts of equity and excellence in education. The school is committed to developing the academic, sporting and social potential of its students. Arkana College works with the community to provide a complete education in a caring and stimulating environment.

STUDENT INFORMATION/ENROLMENT PROFILE

The school has 207 students. As an Independent School, the students come from a diverse range of backgrounds, including cultural and language backgrounds other than English. The diverse range of experiences afforded by this policy leads the children to a better understanding and a greater tolerance of others. A survey of the school population revealed that a large range of different nationalities were represented in the school community.

2019 Class Sizes are as reported at end of the 2019 school year. This represented an increase of 1 student when compared to enrolment figures for 2018.

School Facts 2019

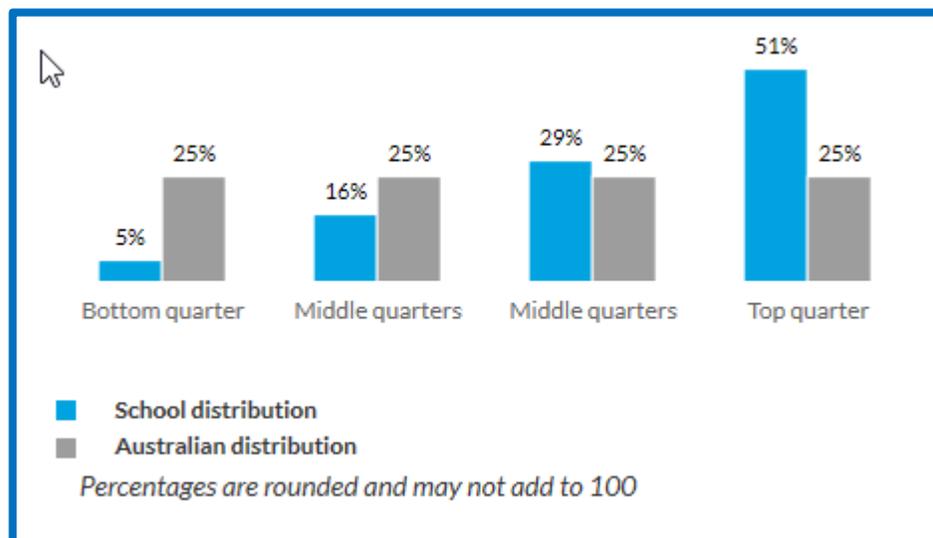
School sector	Non-Government
School type	Primary
Year range	K-6
Total enrolments	207
Location	Major Cities

Student background 2019

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value	1116
Average ICSEA value	1000
School ICSEA Percentile	89

Distribution of Socio-Educational Advantage (SEA)

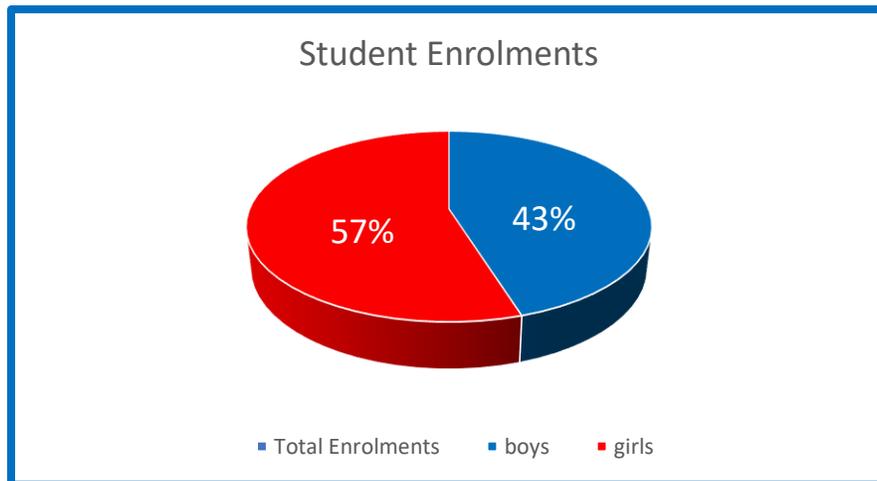


School staff 2019

Teaching staff	19
Full-time equivalent teaching staff	15
Non-teaching staff	3
Full-time equivalent non-teaching staff	2.9

Students 2019

Total enrolments	207
Girls	118
Boys	89
Full-time equivalent enrolments	207
Indigenous students	2%
Language background other than English	83%



Please visit the My School website for further contextual information
<http://www.myschool.edu.au/>

REPORTING AREA 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

ACADEMIC

Arkana College enjoyed further success in the 2019 National Assessment Plan for Literacy and Numeracy (NAPLAN) exams which further improved on the already high standard established. In most areas we exceeded the national average. These results were supported by the College's proactive intervention strategies targeting literacy delivered by staff including a dedicated literacy support teacher, a Minilit/Macqlit specialist and an extension teacher.

Parents are aware of the My School website. My School enables you to search the profiles of Australian schools. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools.

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to affect test performance. Parents may access the College's profile by going to <http://www.myschool.edu.au/>. Simply type in 'Arkana College' under school search for a comprehensive report.

REPORT AREA 4: SENIOR SECONDARY OUTCOMES (N/A)

REPORT AREA 5: PROFESSIONAL LEARNING AND TEACHER STANDARDS

TEACHER QUALIFICATIONS

The school has a diverse staff representing many different cultural and religious groups. This contributes toward the character of Arkana College. Staff include:

(a) Staff Responsible for Delivering the NSW Syllabus

- 1 Principal
- 8 Full Time Mainstream Teachers (including two Head Teachers)
- 6 Part Time Mainstream Teacher
- 2 Arabic Teachers (part time, including one Head Teacher)

(b) Other Staff

- 2 Part Time Quran and Islamic Studies Teacher
- 2 Full Time Administrative Staff
- 1 Teacher's aide

All teaching staff of mainstream classes are responsible for the delivery of the NSW Curriculum determined by NESA in accordance with the *Education Act 1990*. The Principal and Head Teachers meet to monitor all teaching programs, student work samples and academic results to ensure compliance with NSW syllabus outcomes. The Principal ensures that teaching standards

are in accordance to those mandated by NESA. Below are the details of the qualifications of the teaching staff (as defined by the Teacher Accreditation Act 2004) that are responsible for delivering the curriculum.

Category	Description	Number of Staff
i	<i>Teachers who have teaching qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</i>	18
Level of Accreditation	Proficient	13
	Provisional	1
ii	<i>Teachers who have a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines</i>	1
Level of Accreditation	Proficient	1
	Provisional	0

PROFESSIONAL LEARNING

Arkana College's professional learning program in 2019 includes

- Professional development Courses provided by external agencies
- Professional development imparted by the principal and other senior staff.

Below is a summary of professional learning undertaken by teachers (as defined by the Teacher Accreditation Act 2004) during the year.

Course	Number of Staff Attended	Provider
Child Protection	19	Principal In House
Principals Dialogue, Tour of China	1	AIS NSW
AISNSW Enhancing your Child Protection Investigation Skills	2	AIS NSW
Seven Steps to Writing Success	3	Seven Steps to Writing
Mathematical Thinking with Rich Tasks	1	Mathematical Association of Australia
Equipping Students to Work Mathematically through Explicit Instruction	1	AIS NSW
Assessment For, As and Of Learning Online Module	1	AIS NSW
The Principles of Purposeful Programming - Online Module	1	AIS NSW

Schools Working Together – online module	2	AIS NSW
Diverse Learners	1	Illume Conference
Solutions Growth and Proficiency	1	NWEA Australia
Safe2StepOut: Teaching Road Safety in K-6 - Online Module	1	AIS NSW
On Track with PDHPE K-10	1	AIS NSW
Live Life Well @ School: Starting the Journey - Online Module	1	AIS NSW
K-6 Physical Activity and Sport	1	Achpher Wollongong
Australia Islamic Forum	6	University of South Australia / ISAA
Viewing of Experienced Teacher Digital Portfolios	1	AIS NSW
Professional Support for Experienced Teachers through Accreditation	2	AIS NSW
Becoming Accredited at Experienced Teacher through the Standards Based Pathway	2	AIS NSW
AIS Governance Symposium	9	AIS NSW
AIS Online Module 1, Introduction to School Governance	1	AIS NSW
AIS Online Module 2, School Governance	1	AIS NSW
AIS Online Module 3, Legal Compliance	1	AIS NSW
AIS Online Module 4, Financial Compliance	1	AIS NSW
AIS Online Module 5, Executive Supervision	1	AIS NSW
AIS Online Module 6, Managing Risk	1	AIS NSW
AIS Online Module 13, Child Safe Schools: Values and Behaviours	1	AIS NSW
AIS Online Module 14, NESA Accreditation and Accreditation	1	AIS NSW
The AIS Annual Briefing	1	AIS NSW
Chaplaincy	1	Office of the e-safety Commissioner
IPSHA Principal Meetings, Terms 1-4	3	IPSHA NSW

REPORT AREA 6: WORKFORCE COMPOSITION

Please refer to <http://www.myschool.edu.au>. There are no indigenous teachers at Arkana College. Eighty nine percent of the staff are Muslim and eleven percent are Non-Muslim.

REPORT AREA 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Student Attendance Rates

Year Level	Attendance Rate %
KINDERGARTEN	96.07%
YEAR 1	92.28%
YEAR 2	88.64%
YEAR 3	93.06%
YEAR 4	93.69%
YEAR 5	92.42%
YEAR 6	92.65%
SCHOOL AVERAGE	92.69%

Ninety-two per cent of students attended school on average each school day in 2019. This was slightly down as compared to the daily attendance in 2018.

Management of Non-Attendance

Arkana College implements the Student Attendance Policy and Procedures for the management of student non-attendance.

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. All absences must be explained. An absentee note or email must be provided when the student returns to school.
4. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/ or their parent or guardian.
5. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Student Retention Rates and Post School Destinations (N/A)

POST SCHOOL DESTINATIONS (N/A)

REPORT AREA 8: ENROLMENT POLICIES

Enrolment Policies and Profiles

Arkana College is a comprehensive Islamic co-educational Kindergarten – Year 6 School providing an education underpinned by religious Islamic values and operating within the policies of NESAs. 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, an interview process, an assessment and other criteria determined by the school from time to time. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents must also be supportive of the school's policies, procedures and ethos.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's interview responses regarding their ability and willingness to support the school's policies, procedures and ethos.
3. Consider each child's assessment results and educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons / bodies.
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.
6. Enrolment information will be sent out. **Students enrolling must turn 5 before the 31st May of the year they are due to start school.**
7. Enrolment will comply with the Disability Discrimination Act.

Subject to availability, offers of a place will be made. **Continuing enrolment is subject to the student's adherence to school rules and payment of all school fees.**

Student population

The school has 207 students (K-6). There are slightly more girls than boys throughout the school. The students come from a wide range of backgrounds, and the vast majority come from a language background other than English. The College complies with the Disability Discrimination Act.

Waiting List for Enrolment

The student's name will be placed on the waiting list for the year of entry desired. Students placed on the waiting list will be transferred to the accepted list in the event of a vacancy.

Contractual Obligation

Within five (5) days of the child being offered a place at the College, a non-refundable fee as determined by the College will be payable by the parent/guardian to the College.

Exclusion from the College

1. If the Principal, or any person deputing for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion.
2. If the School Board or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the School Board or the Principal may require the parent to remove the child from the school.
3. The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

Fees

The scale of fees and other charges may vary from time to time by notice to the parent or guardian from the Principal.

Medical treatment

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts, you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Personal Belongings

Students are responsible for their personal belongings and the College will not be liable for any loss of these belongings.

Uniform and Appearance

1. All students enrolled at Arkana College must arrive and leave the school premises in full school uniform. This includes black school shoes for the boys and girls. The girls also require a plain white or lemon coloured scarf for Halaqa and Prayer.
2. Sports uniforms are to be worn on scheduled sports days only.
3. The children must have appropriate haircuts; as outlined in the school's uniform policy and deemed appropriate by the principal of the school.

Publishing of Student's Work and / or Photographs

From time to time, a student's (your child's) work, comments and / or photograph may be published electronically or in print. This may be used in promotional material, newsletters and the annual magazine created by the College, or used for similar purposes with the consent of the College. Parents should notify the College in writing if they do NOT want their child's work comments and/ or photograph to be used for such purposes. Please note consent will be ongoing for the duration of your child's enrolment at the College.

Amendment of Terms and Conditions

The school may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of notice.

REPORT AREA 9: SCHOOL POLICIES

Detailed information on all policies is available upon request from the principal, the school's front office and/or parent information booklet.

Policies: Summary of the following (4) FOUR policies:

- A. **Student welfare**
- B. **Anti-bullying**
- C. **Discipline**
- D. **Complaints and grievances**

STUDENT WELFARE

Arkana College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- meet the personal, social and learning needs of all students K-6;
- develop students' sense of self-worth and foster personal development.

- provide early intervention programs for students at risk using a permanent teaching member of staff as a support teacher to assist in collaboration with the staff; a qualified aide trained in PreLit, MiniLit, MacqLit and MultiLit; and a teacher targeting extension programs.

A chaplain was employed one day per week (0.2 basis) in 2019, providing chaplaincy for a select number of students K-6. In 2019, the policy and procedures were reviewed.

ANTI BULLYING POLICY

Arkana College does not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The contact information for the local police School Liaison Officer, Youth Liaison Officer and other support services available to the community are provided in the full text of the policy.

In 2019 the school's anti-bullying policy and procedures were reviewed.

DISCIPLINE

Students at Arkana College 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.

All disciplinary actions that result in any sanction against the student are based on the processes of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions could result in suspension and expulsion. Disciplinary actions do not include exclusion. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

As part of the school evaluation of policies, the school's discipline procedures were reviewed. In 2019, Schoolpro is used to enter all occurrences of inappropriate behaviour and the proformas used to contact parents were updated.

COMPLAINTS AND GRIEVANCES RESOLUTION

Arkana College uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, students, staff and/or the general community. These processes incorporate how one would raise complaints and grievances and how the school will respond.

The school's policy and procedures were reviewed in 2019.

REPORT AREA 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities identified in the school's 2019 Annual Report

Area	Improvement Targets	Achievements
Teaching and Learning	Extend and refine reading and writing programs K-6.	Pre and post testing being completed to address student weaknesses
	Continue with lesson observations to offer constructive feedback and boost teacher performance.	Ongoing, informal observations made to offer constructive feedback to the teaching staff.
	Provide teachers with ongoing professional development in their area of choice and through school priorities to support staff and their growth.	The teachers were provided with professional development around school-based priorities including child protection. They were also given opportunities to explore professional learning based on their interests and/or needs.
Student Achievement	Continue to drive our support programs to ensure 50% of our support students return to mainstream classes by the end of the calendar year.	Two independent support programs run; one with a mainstream teacher addressing basic literacy and numeracy demands and the other, an aide providing the MiniLit and MacqLit to our students.
	Nurture the physical wellbeing of staff and students.	Appointment of a chaplain to address well being issues
Facilities and Resources	Continual upgrade of computer hardware in the school, to begin the phasing out of Windows 7 PCs.	All Windows 7 pcs have been replaced with new Windows 10 computers throughout the school; the staffroom, lab and classrooms.
	To purchase a second set of iPads for the students to use.	A second set of iPads have been ordered, and are ready for use in 2020
Extra-Curricular	Visually display the school's values strategically around the school to remind and ensure students and staff behaviours and interactions are reflected positively.	The school's values have been visually and strategically placed around the school (hall, internal K-1 area and office, and external buildings) to remind and ensure students and staff of expected behaviours and interactions.
	Ensuring students have memorised Juz Umma of the Quran by Year 6	Revision to the Quran program and continuation of the Halaqa and Hafez programs.

2020 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Move homework to an online Teaching and Learning platform using Microsoft Teams in a shift to move away from paper photocopying and engage students
	Implement a problem-based approach to learning in Science & Technology units of work in a bid to move away from teacher directed instruction.
	Further pretesting in writing to direct teaching content
Student Achievement	Implementation of a positive psychology approach to improve student well-being
	Greater engagement of students in teaching and learning activities
Facilities and Resources	Refurbishment of a new library and MiniLit/MacqLit teaching areas
	Refurbishment of an extension teaching area
	Use of a kitchen to promote home science (cooking) learning experiences
	Upgrade of our CCTV cameras, emergency alarm systems and the installation of Evacuation/Lockdown horns to improve the range of broadcasting
Extra-Curricular	Incorporate an Islamic perspective into our Science and History units of work
	Continue driving our charity-based work and fundraising locally and abroad

REPORT AREA 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school wants all students to recognise that they are valued and are an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

In 2019, the school continued to participate in the interfaith program through the ‘Together for Humanity Foundation’ with Mount Sinai College, Maroubra. The program fosters an opportunity for religious understanding by encouraging dialogue. The aim is to unpack prejudice by looking at commonalities between the two faiths that will ultimately break down barriers and stereotypes.

Moreover, the children participated in various ANZAC Commemorative Ceremonies in 2019. The children had an in-house ANZAC service with veterans from Kingsgrove RSL. Select primary students attended a ceremony at Kingsgrove RSL and four of those students had official roles on the day. The children also participated in Harmony Day and Remembrance Day.

The children raised money throughout 2019 for numerous charities including:

- ‘Give Back Australia’ with a food drive (Giving Back to the Community);
- ‘AusRelief’ with the construction of water wells through their water and sanitation program in Cambodia, food distribution and orphanage sponsorship in Cambodia and Nigeria (Giving Back to the Community);
- ‘Brothers in Need’ with hot food packs and basic backpacks filled with toiletries and non-perishable food to be distributed to the homeless in Martin Place;
- The Children’s Hospital (Jeans for Genes Day);

Finally, Arkana College has a values-based program for our students K-6 that address the core values we as Australians would be proud to reflect. Combined with the initiatives listed above, we prepare our students to become responsible and respectful members of our society.

REPORT AREA 12: PARENT, STUDENT AND TEACHER SATISFACTION

The school encourages constructive criticism from staff, students and parents from formal and informal sources, including surveys, suggestion boxes, parent council forums, involvement in school activities, school functions, strategic planning and our open-door policy. The feedback is generally constructive, and the data gathered is considered further and recommendations deliberated on for implementation. Throughout the year, the school prides itself on its open-door policy and open communication amongst students, staff and parents.

Parent Satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged in all facets of schooling. Parents are encouraged to attend assemblies and open classrooms. They also are confident to communicate with teachers and the Principal, through school email, phone call and/or interview.

The Principal also meets with the Parent Council regularly and this is an important vehicle by which to gauge the level of parent satisfaction. The Parent Council meets regularly during school time and provides one of a number of avenues for parents to express their level of satisfaction or dissatisfaction. The level of parent involvement in the Parent Council is high and discussions throughout the year indicated that parent satisfaction is extremely positive. The Parent Council also have a suggestion box in the office for anyone wanting to make an anonymous suggestion. Those suggestions are read during any of the scheduled meetings and acted upon.

Student Satisfaction

The School Principal has an 'open door policy' with its students. Students are free to approach the office whenever they feel the need to. The school also has an active Students' Representative Council (SRC) which organises various events. Discussions throughout the year and reports included in the 2019 school magazine indicated that student involvement and satisfaction is also very positive. The students are proud of their achievements and are very proud members of the school and the wider Australian community.

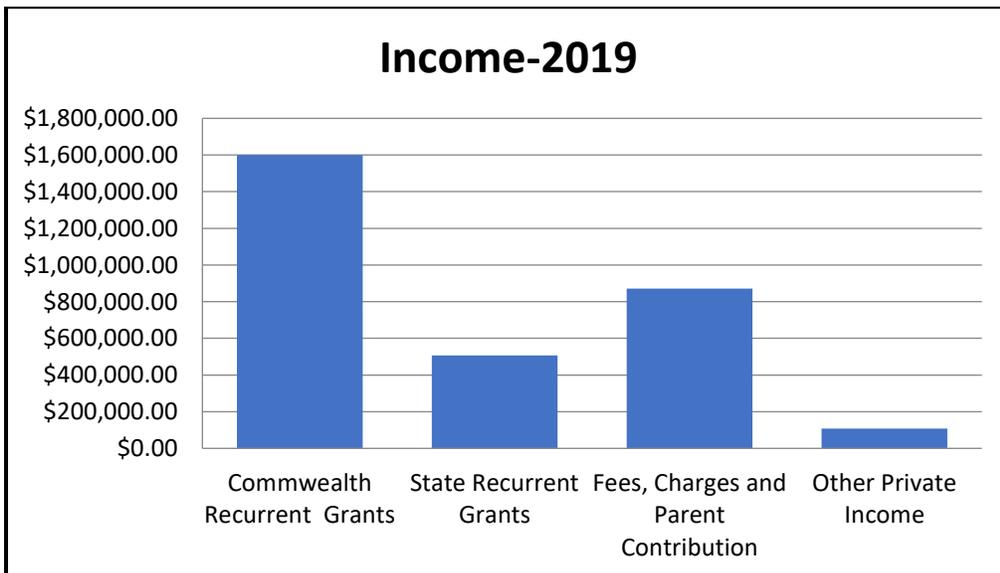
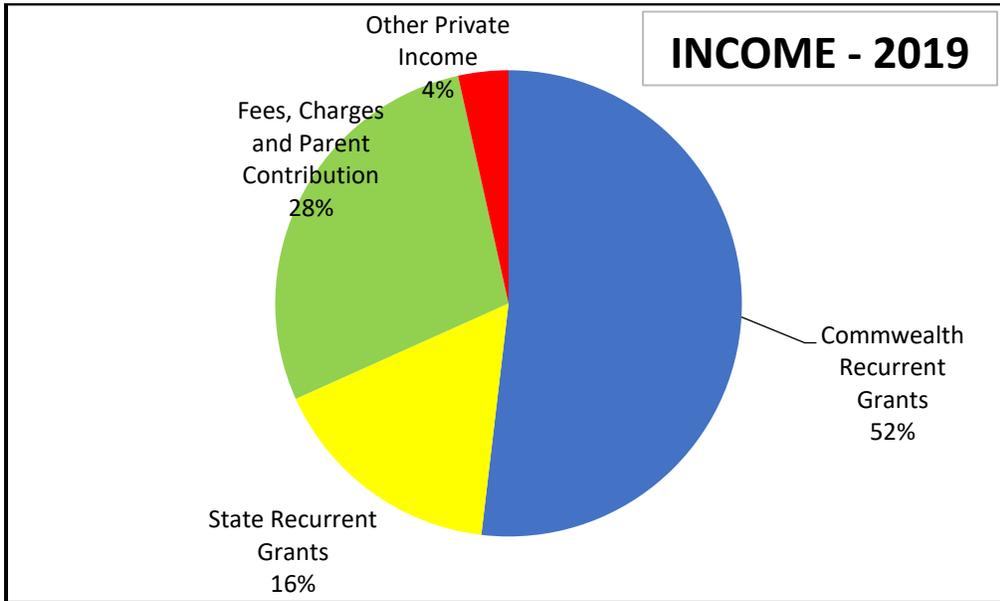
Staff Satisfaction

Formal and informal feedback from teachers, discussions with coordinators and discussions with Board Members indicates staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale/culture, school operations, well-being and work value/recognition. Staff usually meet once a week in formal meetings where they may express their thoughts/ideas/concerns. Staff are also welcomed to email or see the Principal in person for any matters that are causing them concern.

REPORT AREA 13: SUMMARY FINANCIAL INFORMATION

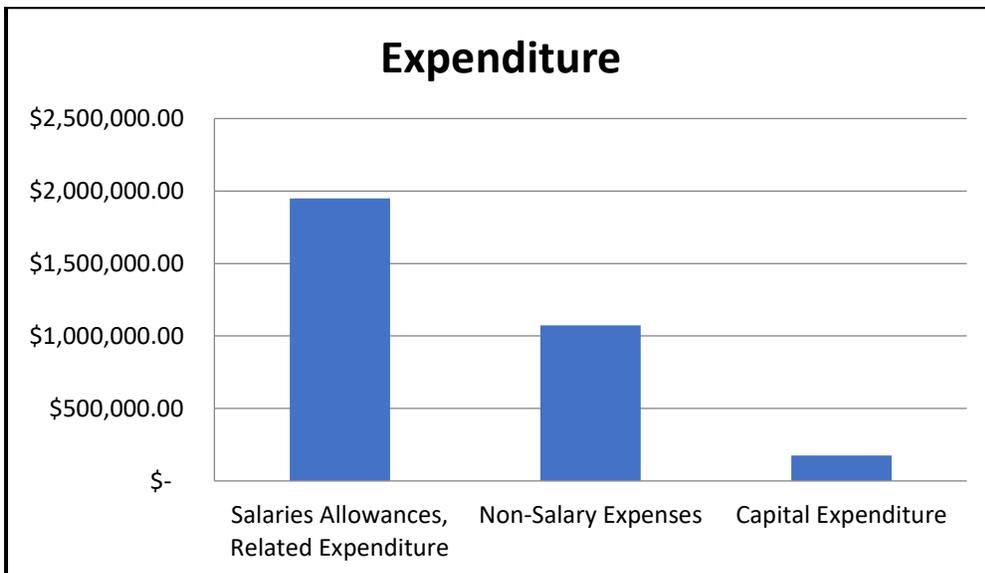
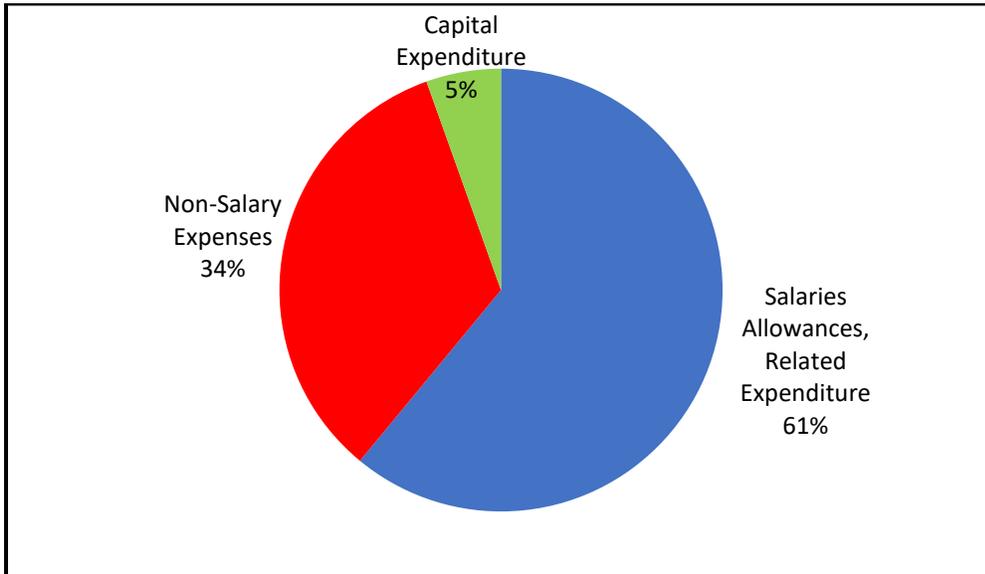
Recurrent/Capital Income

INCOME - 2019



Recurrent/Capital Expenditure

EXPENDITURE - 2019



2019 Annual Report completed by
Mr Sam Halbouni
PRINCIPAL