

2020 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



ARKANA COLLEGE

2020 REPORT: EDUCATIONAL AND FINANCIAL REPORTING

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

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.

CONTENTS

Educational Reporting

Report Area 1:	A Message from Key School Bodies
Report Area 2:	Contextual Information about the School and Characteristics of the Student Body
Report Area 3:	Student Outcomes in Standardised National Literacy and Numeracy Testing
Report Area 4:	Senior Secondary Outcomes (N/A)
Report Area 5:	Teacher Professional Learning, Accreditation and Qualifications
Report Area 6:	Workforce Composition
Report Area 7:	Student Attendance, and Retention Rates and Post School Destinations (for Secondary Schools)
Report Area 8:	Enrolments Policies
Report Area 9:	Other School Policies
Report Area 10:	School Determined Priority Areas for Improvement
Report Area 11:	Initiatives Promoting Respect and Responsibility
Report Area 12:	Parent, Student and Teacher Satisfaction
Report Area 13:	Summary Financial Information

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 Mathematics; 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.
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 a score of 80% satisfaction 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
To the wonderful family at Arkana College
In the name of Allah, the most Gracious, the most Merciful

We come to the end of another wonderful, yet challenging year, in the life of Arkana College. We celebrated many successes and saw many great achievements in our students. We also saw firsthand, the perseverance and conscientiousness of students, staff and parents, amidst the COVID-19 pandemic and the adversities and challenges that it posed.

It was a difficult year, however everyone rose to the challenge and made sure that Arkana College still performed at its highest standard. We saw positive changes within the school; with the introduction of the PreKindy and Positive Psychology as a management tool, changes to Arabic and Quran and changes to the mainstream curriculum Alhumdulillah. We also revisited the school's strategic plan, examined its successes and shortfalls. We will be, inshaAllah, formulating an updated plan in 2021 for 2022.

On behalf of the Arkana College directors, I want to say thank you to everyone involved, for their hard work and dedication to this wonderful school. Alhumdulillah, we are blessed with an excellent team and an excellent community. Again, I am so proud and thankful to Allah that I am associated with inspiring people, who give more than 100%, who are dedicated and committed to the success of our students, and to this wonderful school.

Wassalam
Mr Mohammed Helal
Chairman Arkana College Board

MESSAGE FROM THE PRINCIPAL

Assalamu alaykum wa Rahmutallah wa Barakatuhu

As the Principal, I am proud of the continued success of the College throughout the 2020 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.

This year was also a challenging year for us all and will be remembered as the COVID Year. By mid-March, states and countries started to shut borders, close businesses, and cancel community events and we commenced preparation for the school to go into remote learning. By late March, all students and staff embarked on remote teaching and learning. Who can forget the challenges that posed!

The COVID challenges continued throughout 2020, but the resilience and determination of our community kept us in good stead. The restrictions were mounting, and the expectations continued rising, but nevertheless, the students, staff, board and parents embraced them all and worked tirelessly and diligently to achieve positive learning outcomes for all our students.

I do want to thank everybody involved in Arkana College, for their understanding, patience and perseverance during these difficult times. Your unwavering support and your ability to adapt in these uncertain times, has been challenging, but you all tackled any issues that did arise head on alhumdillah. We also need to thank Allah (swt) for giving us the patience and virtue required to deal with these difficulties during these uncertain times.

With all the setbacks COVID posed, Arkana College continued to shine throughout 2020 alhumdillah. We were proactive and implemented Positive Psychology and Islamic Pedagogy throughout various aspects of the school. We want both these areas to become part of the fabric at Arkana College. They will be of paramount importance in the formulation of policies and curriculum integration, through to award ceremonies, discipline and general welfare and wellbeing within the school inshallah. We have invested heavily in the professional development of staff (with online and face to face courses), including having four staff begin a two-year course through the University of South Australia. We are committed and inshallah, we will also see the Islamic principles throughout every aspect of the Arkana life. It is part of a longer term, 5-year plan and alhumdillah, we are all embracing the changes and have seen the benefits already within our school community.

The Arabic and Quran programs have continued to evolve, and classes K-3 are all split in half during Arabic classes, with the aim of extending that to Year 4 in 2021. Our Quran and Islamic Studies programs with Ms Lozi and Sheikh Ibrahim have also evolved with new scope and sequence charts being rewritten and 2021 will bring further changes to these important curriculum areas.

Our PreKindy kicked off in 2020 with Ms Ghazi and Ms Nasser, a strong formidable team. With their talents and skills, they provided our students with the best possible start to school life. The students by the end of 2020 were benchmarked and most of those students had begun guided reading programs as they are at the blending stage of reading alhumdillah.

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 Lebanon Crisis' appeal, our 'Human Appeal Cycling' fundraiser also for Lebanon, our 'Give Back

Australia' initiative and were active in raising funds for numerous charities through 'Jeans for Genes Day', 'R U OK? Day', 'Daffodil Day' and 'White Ribbon Day'.

I would like to conclude by thanking 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.

Unfortunately, there were many setbacks in 2020 due to COVID. With schools restricting the number of parents on the school site, the social distancing, masks and hand sanitising, our efforts were hindered, and fundraising opportunities came to a complete halt. Inshallah, 2021 will bring about a positive change and we will resume our efforts to raise funds for another school-based project.

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 debating 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.

2020 Class Sizes are as reported at end of the 2020 school year. This represented no increase when compared to enrolment figures for 2019.

School Facts 2020

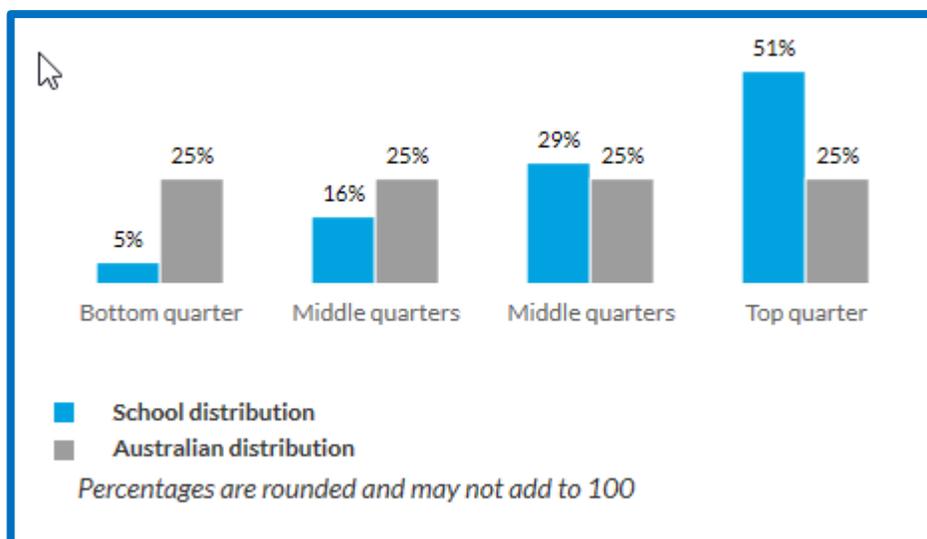
School sector	Non-Government
School type	Primary
Year range	K-6
Total enrolments	207
Location	Major Cities

Student background 2020

[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)

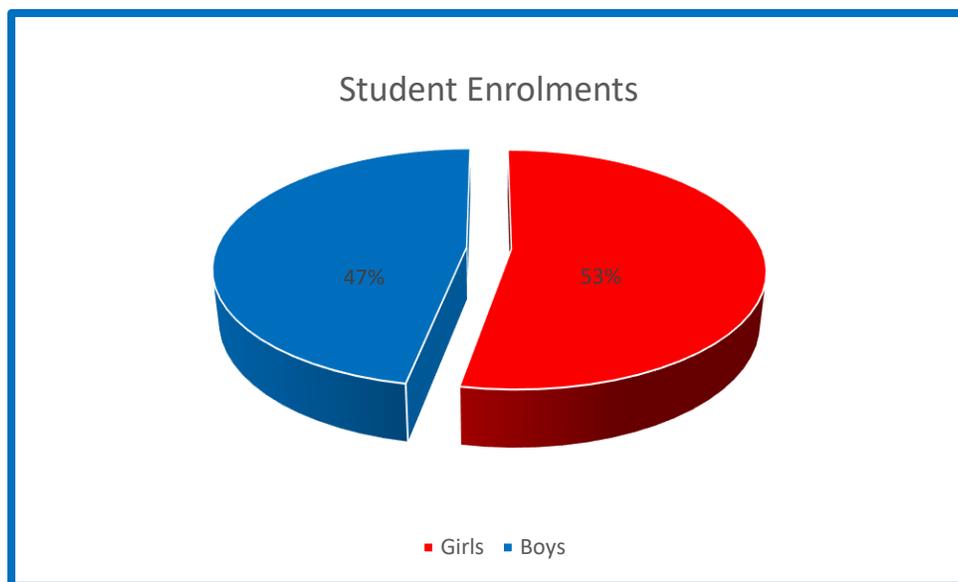


School staff 2020

Teaching staff	17
Full-time equivalent teaching staff	14.4
Non-teaching staff	4
Full-time equivalent non-teaching staff	3.5

Students 2019

Total enrolments	207
Girls	109
Boys	98
Full-time equivalent enrolments	207
Indigenous students	2%
Language background other than English	82%



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 2020, however, due to COVID, the National Assessment Plan for Literacy and Numeracy (NAPLAN) exams were not conducted nationally.

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: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

TEACHER QUALIFICATIONS

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>	17		
Level of Accreditation	Proficient	16	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

TEACHER ACCREDITATION

Level of Accreditation	Number of Staff
Conditional	0
Provisional	1
Proficient Teacher (NESA Accredited)	17
Experienced Teacher (AISNSW ISTAA Accredited)	7
Highly Accomplished or Lead Teacher (Voluntary Accreditation)	0

PROFESSIONAL LEARNING

Arkana College's professional learning program in 2020 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
Seven Steps to Writing Success	3	Seven Steps to Writing NSW
Academic Writing Workshop	2	Write That Essay Pty Ltd
What is Educational Data	1	AIS NSW
WUSKHA Online Dashboard	18	WUSHKA NSW
Islamic Pedagogy	4	CITE University of South Australia
Child Protection	20	Principal In House
Investigations Masterclass – Workplace Investigations	1	AIS NSW
How the New Child Protection Regulations will work under the Office of the Children's Guardian	1	Legalwise NSW
Understanding the NSW Child Safe Standards	1	AIS NSW
NSW Child Protection Legislation Updates	1	AIS NSW
AISNSW- Crossing Professional Boundaries	1	AIS NSW
Managing Risks to Students - Child Protection, Whistleblowers & Family Breakdown	1	Legalwise NSW
Instructional Practices Inventory Level	1	Teacher Training Australia
NCCD: Evidence & Moderation	2	AIS NSW
Raising Resilience of Students	3	You can Do It Education
Developing Resilient Learners	2	Corwin Australia
Psychology PD	1	Positive Difference Robert Richie NSW

Positive Difference – Short Course in Teacher Wellbeing	20	Positive Difference Robert Richie NSW
Positive Difference – Character Strengths	17	Positive Difference Robert Richie NSW
Positive Difference – Leaders Course	2	Positive Difference Robert Richie NSW
'Teaching in a Digital World' by Ryan Fede	19	Alannah and Madeline Foundation
Influence Education: Neuro Education Series	3	Ideal Learning NSW
Professional Support for Experienced Teachers	2	AIS NSW
Professional Support for Experienced Teachers – Additional Online Course	2	AIS NSW
Viewing of Experienced Teacher Digital Portfolios	1	AIS NSW
Proficient Teacher Accreditation	1	IPSHA NSW
VU21800, VU21801 & VU22927 First Aid Management of Anaphylaxis; Development of Risk Minimisation & Risk Management Strategies for Anaphylaxis; Manage Asthma Risks & Emergencies in the Workplace	23	Allen's Training
HTLAID003, HLTAID002 & HLTAID001 First Aid Basic Emergency Life Support Cardiopulmonary Resuscitation	23	Allen's Training
Multi Enterprise Agreement Briefings	1	AIS NSW
AIS Online Module 6,	4	AIS NSW
AIS Online Module 10	4	AIS NSW
IPSHA Wellbeing Meetings, Terms 1-4	1	IPSHA NSW
IPSHA Principal Meetings, Terms 1-4	1	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	95.03%
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	92.53%

Ninety-two point five three per cent of students attended school on average each school day in 2020. This was similar to the daily attendance in 2019.

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.

Punctuality

1. Parents will receive an SMS, email or phone call advising of their child's lateness.
2. Student will then receive an official written warning regarding the second lateness;
3. If there is no improvement, parents must sign their child in themselves and they will be notified to attend a meeting regarding an attendance improvement plan for their child;
4. Further lateness will result in an in-school suspension;
5. A meeting with the Principal will follow to discuss your child's enrolment at the school.

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

POST SCHOOL DESTINATIONS (N/A)

REPORT AREA 8: ENROLMENT POLICIES

CONDITIONS OF ENROLMENT

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 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, an interview process, an assessment (which the child must complete successfully) 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 also are expected to be supportive of the ethos of the school.

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 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. Any child born in June or July may be considered, however that is at the Principal's discretion.**
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). 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 seven (7) days of the child being offered a place at the College, the following items need to be completed and lodged with the administrative staff of the College. They include:

- ✚ Enrolment Form;
- ✚ Conditions of Enrolment Contract signed (by both parents);
- ✚ Immunisation Record;
- ✚ The original birth certificate, to be sighted by the school; and
- ✚ A non-refundable application fee of \$350.

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.

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 set uniform is available through Beare and Ley at Hurstville and cannot be substituted for an alternative. The girls also require a plain lemon coloured scarf and skirt for Halaqa, Quran and Prayer (which can be purchased through the school).
2. Sports uniforms are to be worn on scheduled sports days only.

3. The children must have appropriate haircuts; short, blended, one length and in its natural colour for the boys and no colour for the girls, both as deemed appropriate by the principal of the school.
4. Girls can only wear stud earrings and no jewellery or nail polish is acceptable.

Personal Belongings

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

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.

PARENT DECLARATION

I have read and agree with the terms and conditions of enrolment, as outlined in this agreement.

Student Name/s: _____

Name of Mother / Guardian _____

Signature of Mother / Guardian _____

Name of Father / Guardian _____

Signature of Father / Guardian _____

Dated this _____ day of _____ 2020

REPORT AREA 9: SCHOOL POLICIES

Detailed information on all policies is available upon request from the principal or the school's front office.

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 is employed one day per week (0.2 basis), providing chaplaincy for a select number of students K-6. In 2020, the policy and procedures were reviewed.

Student wellbeing is becoming an area that we will focus on further. Additionally, the NCCD classifications became a focus area.

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 2020, the school's anti-bullying policy and procedures were reviewed. With 2020 as the COVID year and work completed using the Microsoft Teams platform (for remote teaching and learning and homework), further revisions were made to remind students of the importance of appropriate behaviour whilst using these platforms.

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 2020, Schoolpro remains to be used to enter all occurrences of inappropriate behaviour and the proformas used to contact parents were updated once again.

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 2020 but no changes were made.

REPORT AREA 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

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

Area	Improvement Targets	Achievements
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	The Microsoft Teams platform and Zoom were both used during the school's initial lockdown. Teams has continued to be used by classroom teachers in the administration of homework.
	Implement a problem-based approach to learning in Science & Technology units of work in a bid to move away from teacher directed instruction.	This was an area that we didn't address due to COVID disruptions. A focus area that will need further consideration in due time.
	Further pretesting in writing to direct teaching content	Pre-Testing has become the norm, so that the results direct teaching
Student Achievement	Implementation of a positive psychology approach to improve student well-being	Positive psychology (online and face to face) professional development has ensured this approach alters the school culture.
	Greater engagement of students in teaching and learning activities	The teachers have implemented engaging activities for the students in their classrooms.
Facilities and Resources	Refurbishment of a new library and MiniLit/MacqLit teaching areas	The library and support areas have been refurbished for the students to use.
	Refurbishment of an extension teaching area	The extension area has been established and refurbished for the extension students.
	Use of a kitchen to promote home science (cooking) learning experiences	The kitchen has become an area that teachers can use as part of their teaching. Some classes have begun utilised this space.
	Upgrade of our CCTV cameras, emergency alarm systems and the installation of Evacuation/Lockdown horns to improve the range of broadcasting	Our CCTV cameras, alarm systems and evacuation / lockdown sound systems have all been replaced. The speakers / horns have also been replaced to ensure security remains of paramount importance.
Extra-Curricular	Incorporate an Islamic perspective into our Science and History units of work	The Islamic perspective was in the process of being implemented but we have rolled it back with the introduction of Islamic Pedagogy.
	Continue driving our charity-based work and fundraising locally and abroad	The charity work has continued through the school's charity service committee, Sadaqa boxes and whole school fundraisers.

2021 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Using data effectively to inform teaching practice
	Using positive psychology as a means to improve student welfare / wellbeing
Student Achievement	Using pre assessment data, particularly in writing programs to continue to plan accordingly to improve student learning outcomes
Facilities and Resources	Improving PreKindy facilities including the bathroom
	Improve security with a swipe system in the admin area and our classrooms
	Purchase of Ipads for the library and extension teaching area
Extra-Curricular	Professional Development through CITE at the University of South Australia
	Implementing Islamic Pedagogy through policies, practice and curriculum

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 2020, 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.

With COVID and COVID restrictions imposed on schools, the number of further initiatives and activities were limited. We did continue with our fundraising in 2020 for numerous charities including:

- ‘Give Back Australia’ with a food drive (Giving Back to the Community);
- AusRelief’s ‘Lebanon Appeal’;
- Human Appeal’s Cycling Fundraiser for Lebanon;

We were also active in raising funds for numerous charities through ‘Jeans for Genes Day’, ‘R U OK? Day’, ‘Daffodil Day’ and ‘White Ribbon 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 and this is an important vehicle by which to gauge the level of parent satisfaction. Although the Parent Council did not meet as regularly due to COVID, they still provide 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 generally positive. The Parent Council also have a suggestion box in the office for anyone wanting to make an anonymous suggestion.

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 indicated that student involvement and satisfaction is also positive. The students are proud of their achievements and are very proud members of the school and the wider Australian community.

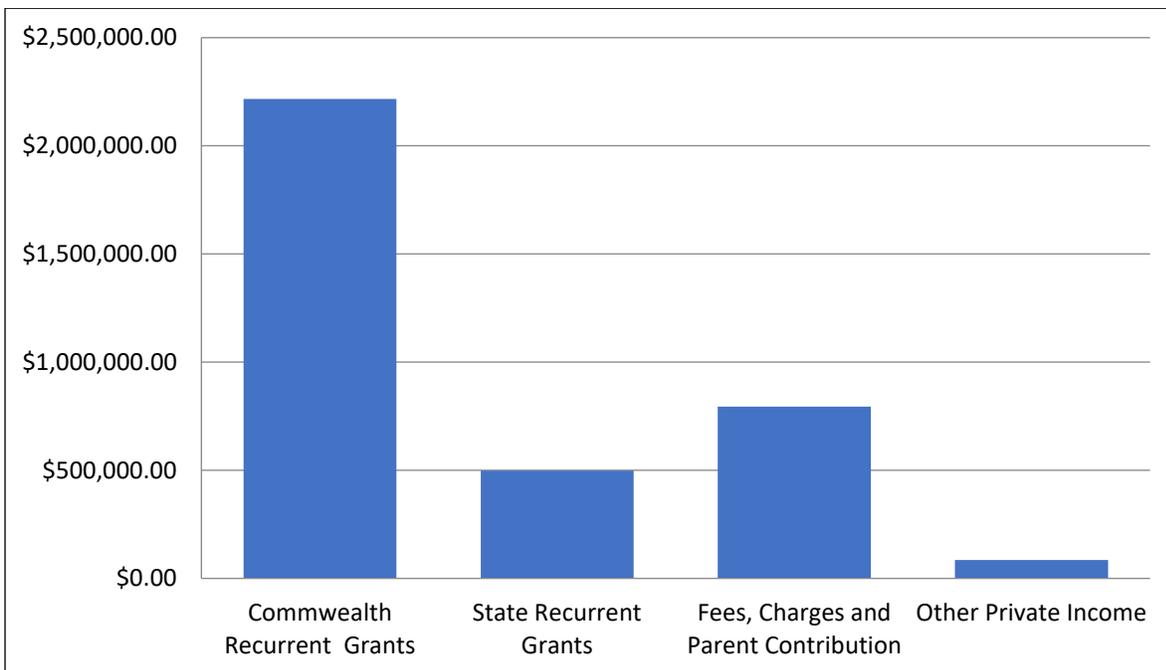
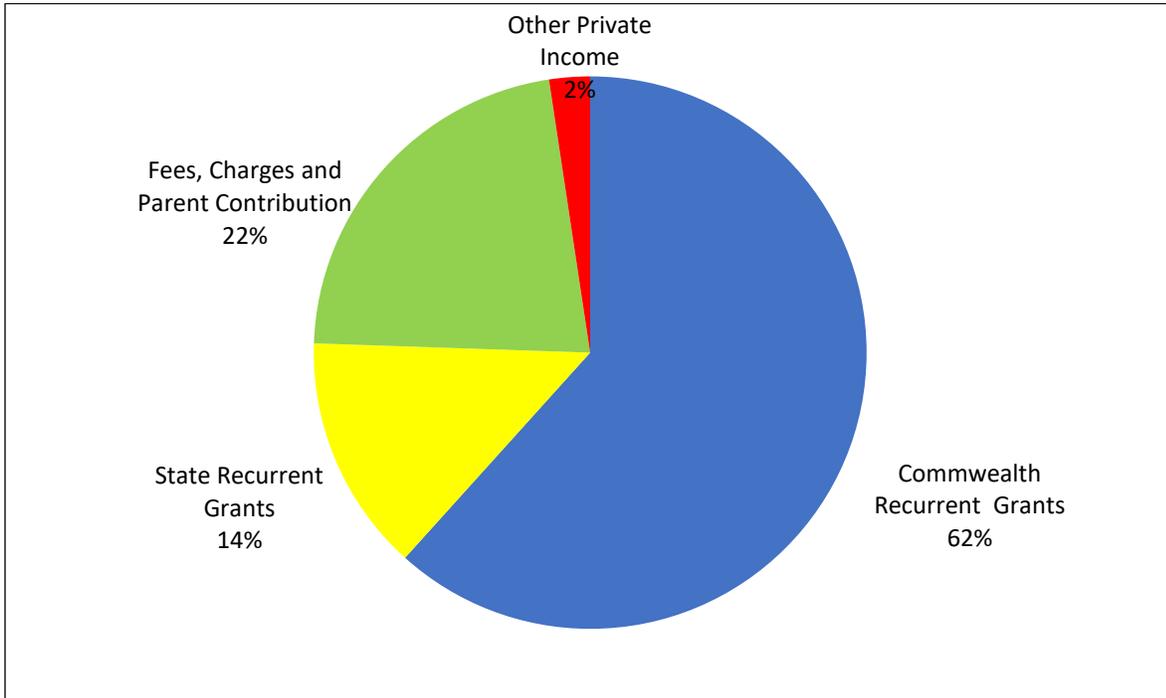
Staff Satisfaction

Formal and informal feedback from teachers, discussions with coordinators and discussions with Board Members indicates staff were generally 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

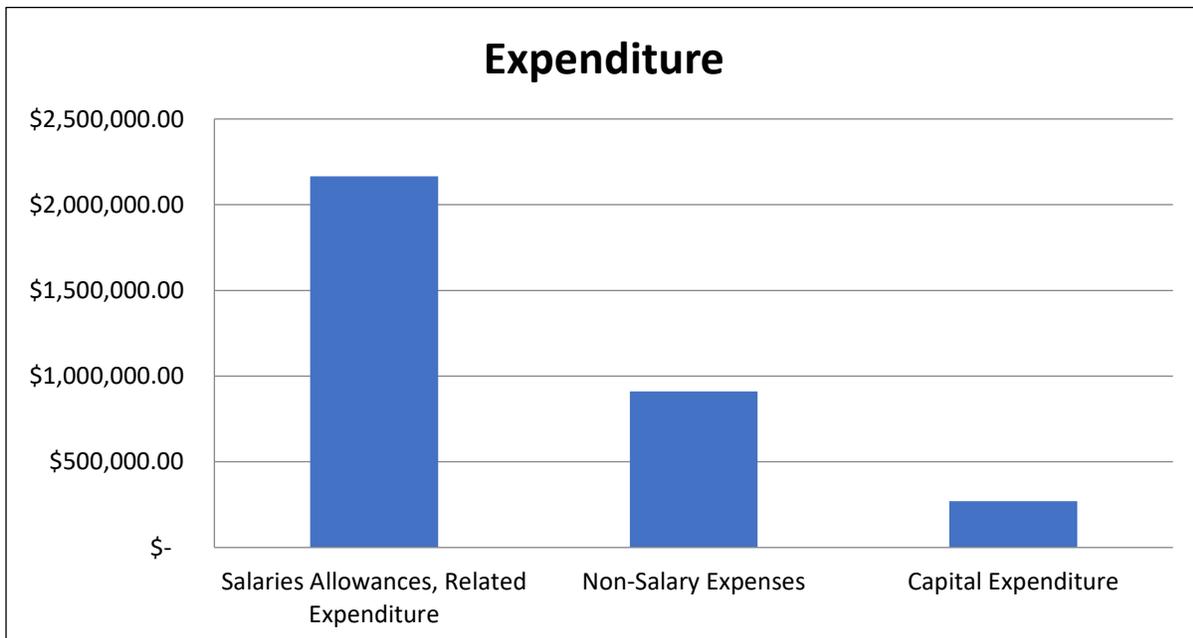
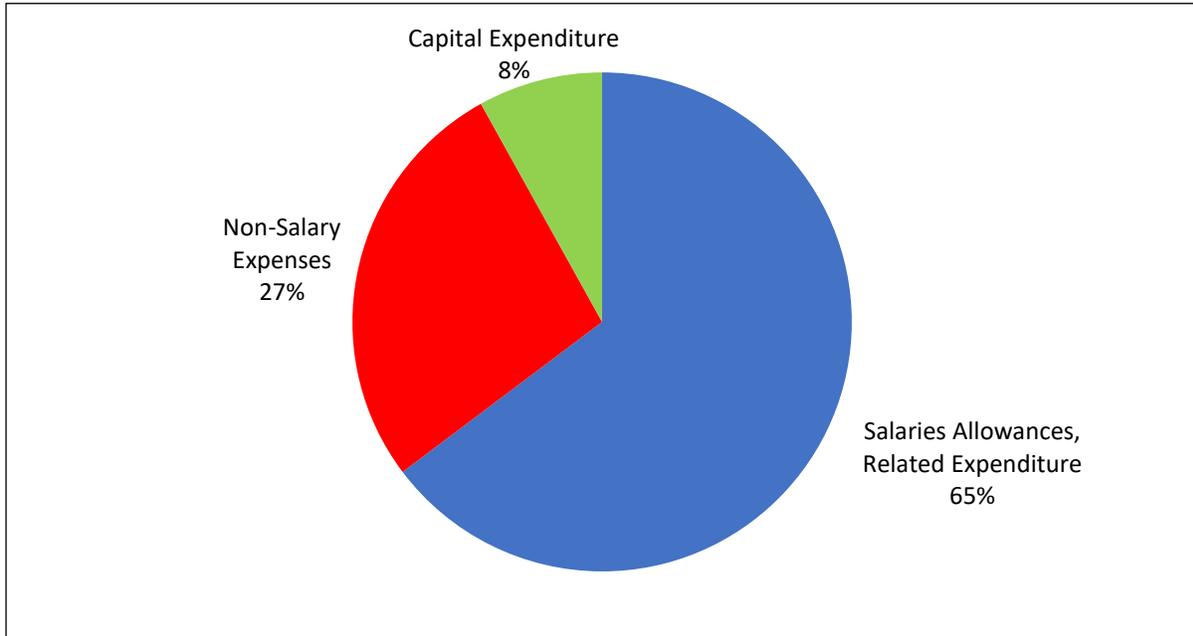
Recurrent/Capital Income

INCOME - 2020



Recurrent/Capital Expenditure

EXPENDITURE - 2020



2020 Annual Report completed by
Mr Sam Halbouni
PRINCIPAL