

# 2021 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



## **ARKANA COLLEGE**

### **2021 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.

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## **THEME 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; Mohammed Helal (Chairman), Dr Mohamad Assem (Vice Chair), Hossam Elrayes (Secretary), Ali Elgohary (Director), Adel Salman (Director), Dr Fariha Dib (Director), Tasnim Saeid (Director) and Dr Ziad Basyouny (Director). Several members also comprise the board and come from a range of professional backgrounds including building, counselling and education.

### **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                                  |
|-------------------------------------|---|
| <b>ADAB (MANNERS)</b>               |   |
| 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                |
| <b>CONFIDENT</b>                    |   |
| I believe in myself                 | I acknowledge student achievements          |
| I uplift others                     | I use words that are inspiring              |
| <b>EMPOWERMENT</b>                  |   |
| 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            |
| <b>GENEROSITY</b>                   |   |
| I help others                       | I encourage students to support one another |
| I am compassionate and loving       | I am empathetic towards my students         |
| <b>INTEGRITY</b>                    |   |
| I always do the right thing         | I encourage students to do the right thing  |
| I am trustworthy                    | I role model trustworthiness and honesty    |
| <b>RESPONSIBILITY</b>               |   |
| 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 did pursue the following five strategic priorities as part of its longer-term (2018-2021) strategic plan. The next strategic plan will be formulated with various stakeholders in March 2022 and will include student and staff wellbeing:

### **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.
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 PreK to Year 6.

Today, the school currently serves the needs of approximately 234 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

2021 has brought with it many trials and tribulations with the COVID pandemic, the families that contracted the virus and most importantly, measures that every institution across this globe put into place to minimise the risk of COVID transmission within their communities. May Allah swt grant those that did contract the virus complete shifa inshallah and may He protect us all from this disease.

Firstly, I would like to thank the students for their hard work, commitment, and engagement during Remote Teaching. We assumed that it was going to last a week or two, then it suddenly become a term or two. The children always did their best, amidst the angst of internet dropouts and the reliability of the Remote Teaching platforms. Secondly, I'd like to thank the parents for their support and resilience during these trying times. Your ability to rearrange your entire lives to cater for your families and children at home was simply remarkable. Third, I need to thank the staff of Arkana College for their tireless aptitude and ongoing commitment to never give up. I was aware of the ongoing daily issues that they faced and the influx of calls to RODIN, our IT providers. Throughout this year, you all remained strong, devoted and the students remained as the sole focus for each and every one of you. Finally, I need to thank the directors for their ongoing efforts behind the scenes with governance matters and their commitment to our board meetings to ensure that they remained productive and continued to drive the school forward.

May Allah swt reward you all for your efforts. Allah swt has put barakah into our school and inshallah, our students will continue to excel, we will continue to make further leaps and bounds and our school prospers well into the future.

Jazak Allahu Khayrun  
Wassalam  
Mr Mohammed Helal

## MESSAGE FROM THE PRINCIPAL

Assalamu alaykum wa Rahmutallah wa Barakatuhu

What a year this has been. We all assumed that 2020 was the COVID year and that 2021 would be the beginning of a ‘new normal’ state of existence. However, 2021 brought with it many more challenges for students, parents and staff within each and every school.

Every facet of schooling changed this year, especially during the lockdown periods and who can forget, remote teaching. Parents truly became the supermen and superwomen, juggling family life, working commitments and home schooling. For those families with multiple children, this brought about even more challenges. I must commend all our parents for their diligence, support, commitment and their strive for excellence. My hat goes off to you all!

Throughout this year, our change projects were, one by one, put on hold and suddenly we became heavily focused on COVID and community transmission. Along with the daily updates sent to Principals and the ever-changing Public Health Orders, our COVID safety plans were continually updated and refined. The school did everything it could to keep our children safe alhumdillah and minimise the risk of covid transmission within our Arkana Community. May Allah swt continue to protect us and keep this debilitating disease away from each one of us.

The one project that remained burning metaphorically was our commitment to ‘Islamic Pedagogy’. Our staff continued to work collaboratively to get their heads around the concepts and ideas, the University of South Australia (our team project leaders) remained on call and available via zoom and our teachers unwavering commitment kept that flame burning.

We were able to see schools internationally and how they began the process, right through to what it looks like for them today. Our children attend Islamic schooling for a reason and Islam must remain at the forefront of our daily practices.

We have updated policies to reflect Islamic pedagogical principles, we are linking the concepts to our work on Positive Psychology and our school values, so that Karama, Adl, Ihsan, Wara’ and Muhasaba become integral parts of our school culture (for both the students and staff). The school's committee have also been looking at the aesthetics within the school which will enhance the look of our ‘Islamic school’ but also serve as a reminder to us all of what Islam looks like and the attributes, we should all hold dearly to our hearts.

We will be organising workshops for parents in 2022 to inform parents further of what we will be doing in the area of Islamic Pedagogy. Furthermore, we will be updating our school’s strategic plan with all stakeholders, and we have committed to a 12–18-month school improvement plan with educational consultants focusing on ‘Inquiry Based Learning’ within the Science and Technology KLA.

2022 is going to be a big year with changes to our English and Mathematics NESA curriculum (which we have begun looking into) and we will be undergoing a rigorous registration process, a process every independent school undergoes every five years.



Inshallah, 2022 brings about more positive change and our children continue to prosper and become proud Australian Muslims that will represent our community with confidence and pride.

Jazak Allahu Khayrun  
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 2021 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 remained on halt. Inshallah, 2022 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

## **THEME 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 234 students, PreK – Year 6. 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.

2021 Class Sizes are as reported at end of the 2021 school year. This represented a small increase when compared to enrolment figures for 2020.

### **School Facts 2021**

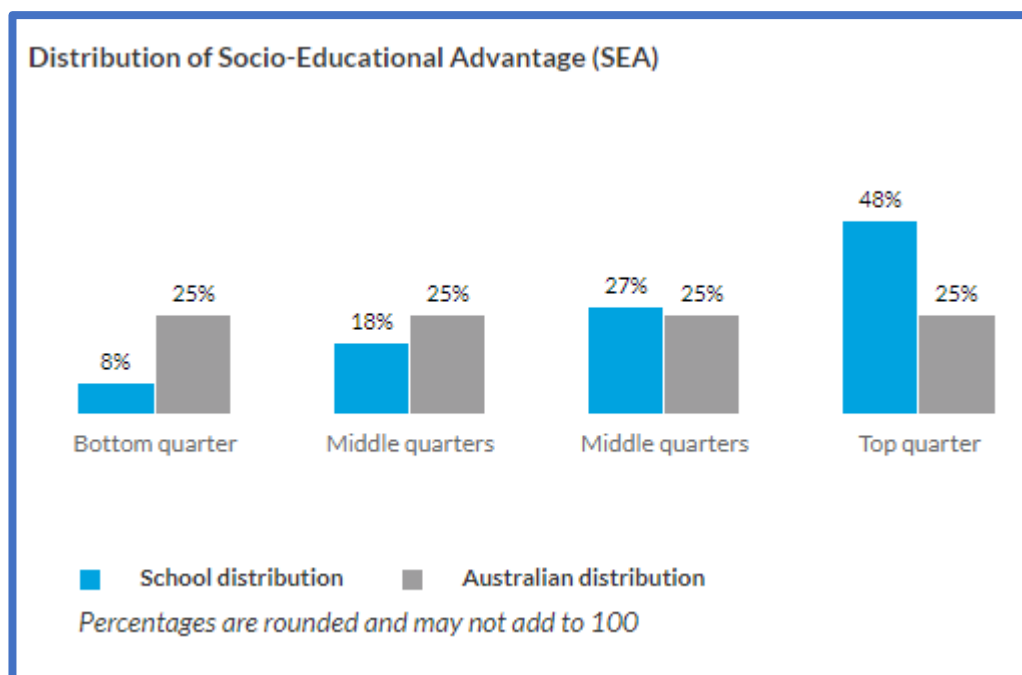
|                  |                |
|------------------|----------------|
| School sector    | Non-Government |
| School type      | Primary        |
| Year range       | PK-6           |
| Total enrolments | 234            |
| Location         | Major Cities   |

### **Student background 2021**

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

|                         |      |
|-------------------------|------|
| School ICSEA value      | 1113 |
| Average ICSEA value     | 1000 |
| School ICSEA Percentile | 89   |

## Distribution of Socio-Educational Advantage (SEA)



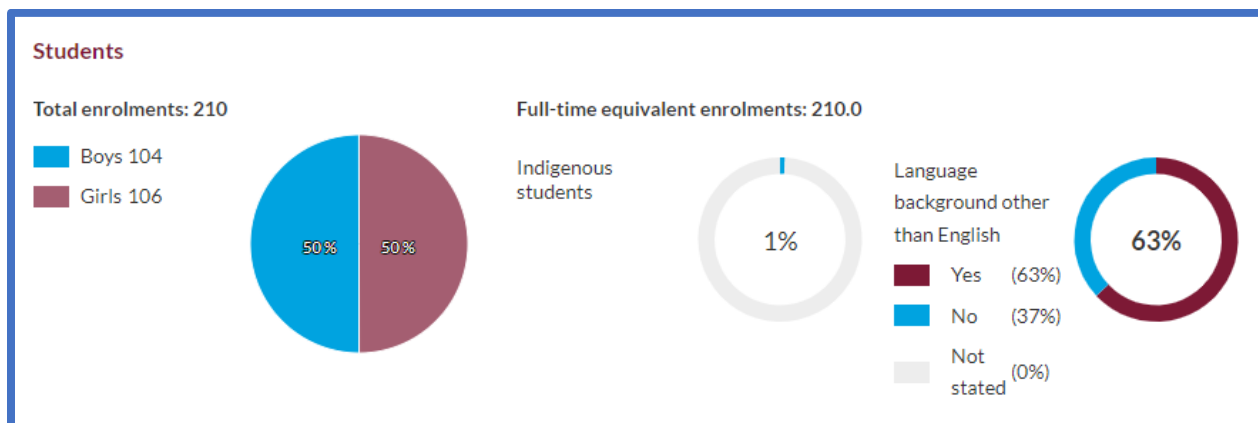
### School staff 2021

|   |     |
|---|-----|
| Teaching staff                          | 17  |
| Full-time equivalent teaching staff     | 14  |
| Non-teaching staff                      | 5   |
| Full-time equivalent non-teaching staff | 3.9 |

### Students 2021

|                                 |           |
|---------------------------------|-----------|
| Total enrolments                | 210 (K-6) |
| Girls                           | 106       |
| Boys                            | 104       |
| Full-time equivalent enrolments | 210       |

|  |     |
|--|-----|
| Indigenous students                    | 1%  |
| Language background other than English | 63% |



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

### **THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING**

#### **ACADEMIC**

Arkana College enjoyed further success in 2021 alhumdillah.

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.

## THEME 4: SENIOR SECONDARY OUTCOMES (N/A)

## THEME 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> | 16              |             |   |
| Level of Accreditation | Proficient  | 15              | 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)                          | 16              |
| Experienced Teacher (AISNSW ISTAA Accredited)                 | 8               |
| Highly Accomplished or Lead Teacher (Voluntary Accreditation) | 0               |

## PROFESSIONAL LEARNING

Arkana College's professional learning program in 2021 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   | 4                        | Seven Steps to Writing<br>NSW         |
| What is Educational Data – Growing Evidence, Informed Practice             | 2                        | AIS<br>NSW                            |
| Introducing the Draft K-2 English and Maths Syllabuses:                    | 3                        | IPSHA<br>NSW                          |
| Making Your Numerical Data Work  | 1                        | AIS<br>NSW                            |
| Reading Essentials K-2   | 3                        | AIS<br>NSW                            |
| Moving Beyond Numbers: Using Qualitative Data                              | 1                        | AIS<br>NSW                            |
| Online Mathematics Mangahigh   | 8                        | Mangahigh<br>Consultant               |
| Getting Ready for Robust Research  | 1                        | AIS<br>NSW                            |
| Conducting Interviews and Focus Groups                                     | 1                        | AIS<br>NSW                            |
| Great Teachers Give Great Feedback   | 1                        | AIS<br>NSW                            |
| K-12 Wellbeing Webinar: Supporting Wellbeing Pre and Post Return to School | 1                        | AIS<br>NSW                            |
| 2021: Your Wellbeing Vision  | 1                        | AIS<br>NSW                            |
| Live Life Well @ School: Taking the Next Step                              | 1                        | AIS<br>NSW                            |
| Staff Bonding Session  | 18                       | Together for Humanity<br>Consultants  |
| Islamic Pedagogy<br>(Introduction to Islamic Pedagogy)                     | 19                       | CITE<br>University of South Australia |
| Islamic Pedagogy<br>(Over four different Halaqa sessions)                  | 19                       | CITE<br>University of South Australia |
| Child Protection<br>(Annual Refresher)                                     | 22                       | Principal<br>In House                 |

|   |    |  |
|---|----|--|
| Cyber Security for School Decision Makers   | 1  | AIS<br>NSW                               |
| Disability Legislation - Self-paced Learning Experience                           | 2  | AIS<br>NSW                               |
| The Collaborative Planning Process: Developing Individual Plans                   | 1  | AIS<br>NSW                               |
| Preparing for Renewal of Registration/Accreditation in 2022                       | 3  | AIS<br>NSW                               |
| Briefings by NESA: Renewal of School Registration/Accreditation in 2022 (Webinar) | 2  | AIS<br>NSW                               |
| Anaphylaxis Training Refresher  | 18 | Westmead Hospital<br>Nursing Staff       |
| Autism Spectrum Disorder: Universal Supports                                      | 2  | AIS<br>NSW                               |
| What's Your Game Plan?  | 1  | AIS<br>NSW                               |
| Positive Difference – Leaders Course  | 1  | Positive Difference<br>Robert Richie NSW |
| Experienced Teacher Support Session   | 2  | AIS<br>NSW                               |
| 2022 Experienced Teacher Standards Pathway Review of Evidence                     | 2  | AIS<br>NSW                               |
| Becoming Accredited at Experienced Teacher through the Standards-based Path       |    | AIS<br>NSW                               |
| Supporting Teachers through Experienced Teacher Standards-based Accreditation     | 1  | AIS<br>NSW                               |
| Proficient Teacher Accreditation  | 1  | IPSHA<br>NSW                             |
| AIS Online Module 2 – Critical Priorities of the Board                            | 2  | AIS<br>NSW                               |
| AIS Online Module 4 – Financial Compliance  | 1  | AIS<br>NSW                               |
| AIS Online Module 6 – Risk Management   | 7  | AIS<br>NSW                               |
| AIS Online Module 8 – Child Protection  | 3  | AIS<br>NSW                               |
| AIS Online Module 9 – Strategic Thinking in Schools                               | 4  | AIS<br>NSW                               |
| AIS Online Module 10 – Reputational Risk  | 10 | AIS<br>NSW                               |
| AIS Online Module 11 – Financial Governance                                       | 2  | AIS<br>NSW                               |
| AIS Online Module 14 – NESA Registration and Accreditation                        | 2  | AIS<br>NSW                               |
| Play and Inquiry Based Learning   | 2  | Walker<br>Learning                       |

|   |   |              |
|---|---|--------------|
| IPSHA Principal / Heads Meetings, Terms 1-4                               | 1 | IPSHA<br>NSW |
| IPSHA Wellbeing Umbrella Group Meetings, Terms 1-4                        | 3 | IPSHA<br>NSW |
| IPSHA Curriculum Coordinator Umbrella Group Meetings, Terms 1-4           | 2 | IPSHA<br>NSW |
| IPSHA K-2 Umbrella Group Meetings, Terms 1-4                              | 2 | IPSHA<br>NSW |
| IPSHA Early Childhood Umbrella Group Meetings, Terms 1-4                  | 1 | IPSHA<br>NSW |
| IPSHA Proficient Teacher Accreditation Umbrella Group Meetings, Terms 1-4 | 2 | IPSHA<br>NSW |
| IPSHA Support Teacher Umbrella Group Meetings, Terms 1-4                  | 1 | IPSHA<br>NSW |
| IPSHA Office Bearers Meeting  | 1 | IPSHA<br>NSW |

#### **THEME 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.

#### **THEME 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE**

##### **Student Attendance Rates**

| <b>Year Level</b>     | <b>Attendance Rate %</b> |
|-----------------------|--------------------------|
| KINDERGARTEN          | 99.40%                   |
| YEAR 1                | 99.64%                   |
| YEAR 2                | 97.11%                   |
| YEAR 3                | 99.43%                   |
| YEAR 4                | 99.05%                   |
| YEAR 5                | 99.39%                   |
| YEAR 6                | 99.34%                   |
| <b>SCHOOL AVERAGE</b> | <b>99.05%</b>            |

Ninety-nine point zero five per cent of students attended school on average each school day in 2021. This was increase from the daily attendance in 2020, due largely to remote teaching and learning arrangements.



## **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)**

### **THEME 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 31<sup>st</sup> 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.

## **SCHOOL POLICIES**

### **1. Child Protection**

The safety, protection and well-being of all students is of fundamental importance to the school. Child Protection policies within our school ensure we have built a child safe community and it is the responsibility of all stakeholders (school staff, parents, students) to take action to prevent harm to students.

Parents' engagement with children, both in the home setting and through school-based programs, is seen as crucial to the success of prevention programs, as parents are often the first and major source of information for children. To build parent and community awareness of child safety in schools, the following video, <https://vimeo.com/392356477/e1151ba983>, has been produced to assist parents and carers to recognise concerning behaviour and have the confidence and capability to report this behaviour to the appropriate person in the school.

The Principal and Ms Ghazi are both child protection investigators and all matters should be reported immediately to either of them.

### **2. Complaint Handling**

Arkana College values its students, staff, parents and the wider community. It believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive school community. The school's grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

Parents that wish to raise a concern are encouraged to raise it directly with the classroom teacher, before attempting to raise it with the Principal. If the Principal is the subject of the grievance, contact can be made with the Chairman of the School Board.

### **3. Discipline Policy and our Tarbiyah Pledge**

At Arkana College, we hold a holistic view of education which dignifies the child, through Tarbiyah (transformation). Parents must actively reinforce the Tarbiyah approach at home by adhering to the 'Tarbiyah Parent/Guardian Document' and agreeing to and signing off on the 'Tarbiyah Pledge' as part of the 'Parents/Guardian's School Enrolment Agreement Contract'. Character transformation is not taught, but transferred. Discipline needs to be intrinsically motivated by the quest to please Allah ﷻ and the achievement of Taqwa (God consciousness).

By nurturing Adaab (the way one conducts themselves), we cultivate values and morals which are firmly based in the revealed tradition of Islam, with the aim of developing good humans in the service of Allah.

Muhasabah and Muraquaba (self-assessment, evaluation, and self-accountability), are at the core of our whole school practice. Everyone should reflect upon their words, actions, and thoughts, and understand that these have a significant impact on the quality of their relationships and interactions, within our learning environment. Disciplinary action is guided by equity, compassion, and mutual respect.

Arkana College aims to emulate the Prophet Muhammad ﷺ who is the exemplar of the ‘Insan Al Kamil’ (the complete person) by achieving Ihsan (excellence) in all that we do, by fostering a balanced, harmonious, and purposeful way of living, guided by the exemplary conduct of our Noble Prophet Muhammad ﷺ, so that all members of the Arkana College community grow closer to Allah ﷻ, by doing good deeds, developing positive relationships, and serving humanity and Allah in the quest for eternal life.

### **TARBIYAH PARENT/GUARDIAN DOCUMENT**

***“To nurture and develop the character and inner spirit of children, by supporting their transformation and empowerment towards self-discovery, wholeness and social consciousness”***

Discuss the following 8 key elements of ‘tarbiyah’ and tools for development with your child:

1. Iman or faith – Meaning that we should teach our children that everything is from Allah (SWT), that He created us and that He fulfils our needs. We should turn to Him in our difficulty and rely on Him only.
2. The Sunnah – Ensuring that we live by the example of our beloved Prophet Muhammad (peace be upon him). This requires us to study how he lived his everyday life, how he conducted his business and relationships and then to emulate this where appropriate. Very often, we will say that something that is sunnah is not obligatory but just encouraged. This leaves us the option of dropping the sunnah from our everyday lives. In reality, we should value the sunnah and work hard to make it a reality in our and our children’s lives.
3. Salaah or prayer – We should encourage our children to join in the five daily prayers so that it becomes a lifelong habit. This habit also instils discipline in other areas such as cleanliness and timekeeping. Our beloved Prophet (peace be upon him) commanded us to encourage our children to perform their salaah from the age of seven.
4. Knowledge – We need to educate our children regarding their faith from a young age so that they know what halal and haram is, what is permissible and forbidden and how to conduct our everyday lives in the way that Allah (SWT) has commanded.
5. Remembrance – This requires us encouraging our children to remember their Creator throughout the day through their “masnoon” prayers such as those for entering the house,

entering the bathroom, before eating, before sleeping on waking etc. This also requires us to teach our children to use Islamic expressions: saying 'Bismillah' when starting anything new, 'Alhamdulillah' rather than saying 'OK', 'Masha'allah' when they like something, 'Astughfiruallah' when they don't.

6. Ikhlaq or good character – This focuses on the way we behave towards others. Islam provides guidance on the best way to behave towards different people – respect for our elders/teachers, kindness towards other students/peers, and civility towards our neighbours. Islam outlines the rights of each person, whether Muslim or non-Muslim. One element of this is reminding our children that a Muslim is one from whose hands (actions) and tongue (what is said) should feel safe and that we should take care never to engage in bullying/mean/aggressive behaviour, backbiting or slander/rumours.
7. Sincerity – Everything we do should be to please Allah (SWT). Our good deeds are rewarded on the basis of our intentions. Often our children will try to please or impress us. We should remind our children that everything that they do should be to please Allah (SWT) to gain the true reward.
8. Calling to Allah – As soon as you stop influencing your children, they are open to be influenced by something else, i.e., you either share with your children about Islam and make an impact on them or you let society and their environment in general impact on them and shape them. Encourage your children to be proud of their deen and to dress, behave and live accordingly. In doing so they become a form of dawah for their friends, peers, and teachers. Alhamdulillah.

<http://www.happymuslimah.com/2012/11/tarbiyah-correct-upbringing.html>



**For all parents AND students of Years 4, 5 and 6.**

‘Tarbiyah Pledge’

*“To nurture and develop the character and inner spirit of children, by supporting their transformation and empowerment towards self-discovery, wholeness and social consciousness” (Tauhidi, 2007, pg. 6)*

I/We hereby agree to reinforce/consolidate, should it be required, as determined by the Principal of Arkana College, the ‘Tarbiyah’ approach at home, as per the ‘Tarbiyah Parent/Guardian Document’ and any other ‘Tarbiyah’ resources provided by Arkana College.

I understand that this is part of the ‘Parents’/Guardians’ School Conditions of Enrolment Agreement’. I understand that adherence to the ‘Tarbiyah’ process is a mandatory requirement of our enrolment contract.

**Parents**

Name of Mother/Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Father/Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **SCHOOL EXPECTATIONS**

### **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



## **THEME 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 (5) FIVE policies:**

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

### **STUDENT WELFARE AND CHILD PROTECTION**

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.

Child Protection has continued to be a focus area, with the professional learning of teachers and changes in terminology and agencies remaining at the forefront of practices. We have also begun introducing the new child safe standards and included videos for parents informing them of child safe practices, processes for notification and a complaint handling procedure. The students have also been involved in the education of safe practices, posters, which are bilingual have been designed to notify students of what behaviours are inappropriate and who to report them to. The focus has been on educating staff, students and parents to advocate a zero tolerance for child abuse and our commitment to act in the children's best interests and keeping them safe from harm.

In 2021, both policies and procedures were reviewed and adjusted accordingly.

### **DISCIPLINE AND ANTI BULLYING POLICY**

At Arkana College, we hold a holistic view of education which dignifies the child, through Tarbiyah (transformation). Parents must actively reinforce the Tarbiyah approach at home by adhering to the 'Tarbiyah Parent/Guardian Document' and agreeing to and signing off on the 'Tarbiyah Pledge' as part of the 'Parents/Guardian's School Enrolment Agreement Contract'.

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Arkana College aims to emulate the Prophet Muhammad ﷺ who is the exemplar of the ‘Insan Al Kamil’ (the complete person) by achieving Ihsan (excellence) in all that we do, by fostering a balanced, harmonious, and purposeful way of living, guided by the exemplary conduct of our Noble Prophet Muhammad ﷺ, so that all members of the Arkana College community grow closer to Allah ﷻ, by doing good deeds, developing positive relationships, and serving humanity and Allah in the quest for eternal life.

In terms of Antibullying, we do 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 2021, the school’s discipline and anti-bullying policies and procedures were completely rewritten to incorporate Islamic Pedagogical principles, in line with our school improvement targets set for the year.

## **COMPLAINTS AND GRIEVANCES RESOLUTION**

Arkana College values its students, staff, parents, and the wider community. It believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive, and productive school community. The school’s grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well-defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

Parents that wish to raise a concern are encouraged to raise it directly with the classroom teacher, before attempting to raise it with the Principal. If the Principal is the subject of the grievance, contact can be made with the Chairman of the School Board.

The school’s policy and procedures were reviewed in 2021 and the policy was adjusted.

## THEME 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

### Achievement of 2021 Priorities identified in the school's previous Annual Report

| Area                     | Improvement Targets  | Achievements   |
|--------------------------|--|--|
| Teaching and Learning    | Using data effectively to inform teaching practice   | Data has been collected, particularly from our NAPLAN data to address weaknesses.  |
|                          | Using positive psychology as a means to improve student welfare / wellbeing.   | The positive psychology, embedded into the Islamic Pedagogical principles has transformed our teacher's approaches.  |
| Student Achievement      | Using pre assessment data, particularly in writing programs to continue to plan accordingly to improve student learning outcomes | Pre and post testing is used to assess student growth and improvements in writing. This, when done consistently, improves student writing results across the different genres. |
| Facilities and Resources | Improving PreKindy facilities including the bathroom   | The bathroom facilities were refurbished with new toilets / bathroom.  |
|                          | Improve security with a swipe system in the admin area and our classrooms  | New swipe card systems have been set up in a number of areas to improve security and as a means to control student movement.   |
|                          | Purchase of Ipads for the library and extension teaching area  | Fifteen MacBooks have been set up in the extension / library area with access for the students to use.   |
| Extra-Curricular         | Professional Development through CITE at the University of South Australia   | Whole school and then repetitive Halaqa circles with the UniSA were organised for the staff as part of the PL rollout.   |
|                          | Implementing Islamic Pedagogy through policies, practice and curriculum  | Islamic Pedagogy has been incorporated into the Staff Code of Conduct, Discipline and Anti-Bullying policies within the school.  |

### 2022 Priority Areas for Improvement

| Area                     | Priorities   |
|--------------------------|--|
| Teaching and Learning    | Inquiry Based Learning as part of our next school improvement plan for 2022-2023.  |
|                          | Robotics Education to complement our current curriculum for our students.  |
|                          | Introducing the new K-2 English and Mathematics syllabus for rollout in 2023.  |
| Student Achievement      | Analysing and effectively using data to inform teaching practice to improve student learning outcomes across the grades PreK-6.                            |
| Facilities and Resources | Establishment of a Green Space / Oval, using our adjoining property, for the children to play sport on and for the children to access at recess and lunch. |
|                          | The refurbishment of the softfill area with artificial turf.   |
| Extra-Curricular         | Re-writing policies, procedures, and curriculum to reflect Islamic Pedagogy.   |
|                          | Reviewing the school's strategic planning with all stakeholders.   |

## **THEME 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 2021, the school continued to participate in the interfaith program through the 'Together for Humanity Foundation' with Mount Sinai College, Maroubra until we went into lockdown. 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 2021 for numerous charities including:

- AusRelief's Ramadan 'Feed the Needy' Appeal
- 'Give Back Australia' with a food drive (Giving Back to the Community)
- Muslim Aid's 'Palestine Appeal'
- Human Appeal in the construction of a Water Well
- Muslim Women's Association

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 global members of our society.

## **THEME 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 or 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 school functions, but with COVID rampant, those opportunities were limited in 2021. 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.

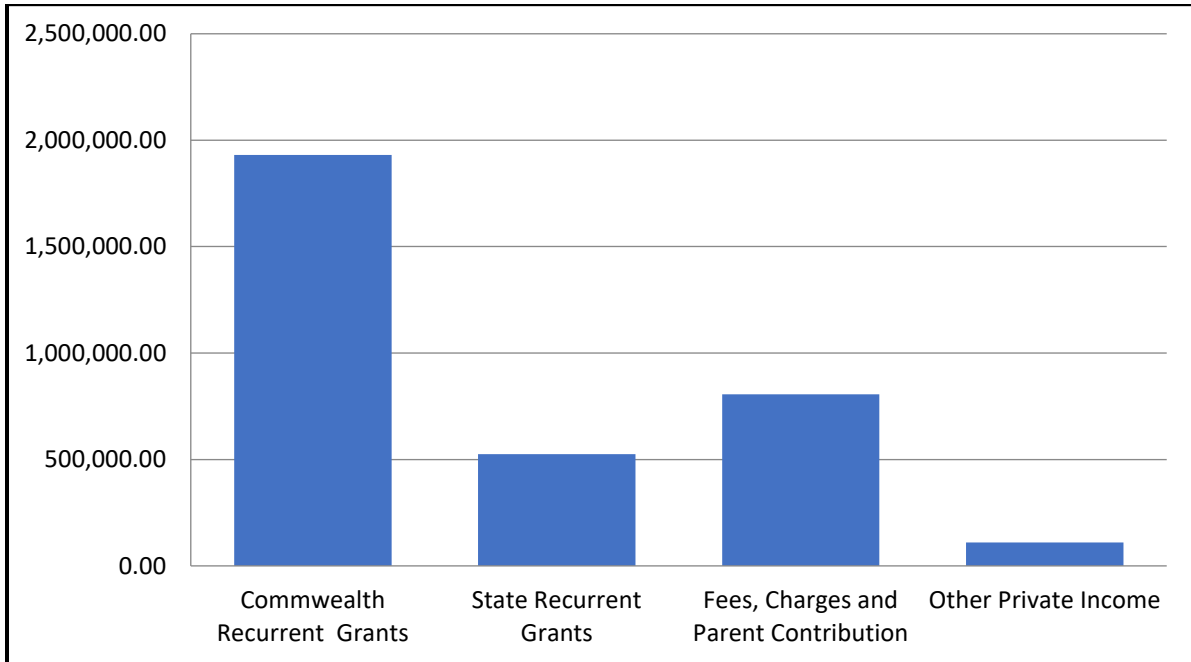
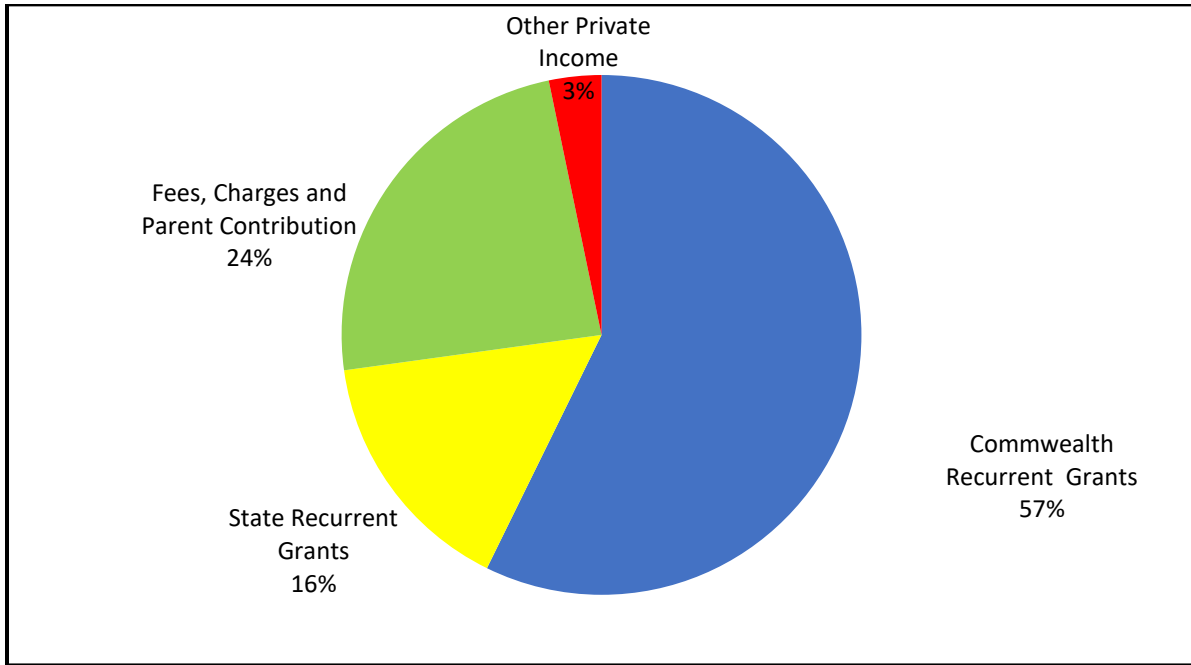
### **Staff Satisfaction**

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. Finally, the Board Chairman has introduced 'Exit Interviews' for any staff member that does resign to gauge their level of satisfaction or dissatisfaction before leaving the school.

**THEME 13: SUMMARY FINANCIAL INFORMATION**

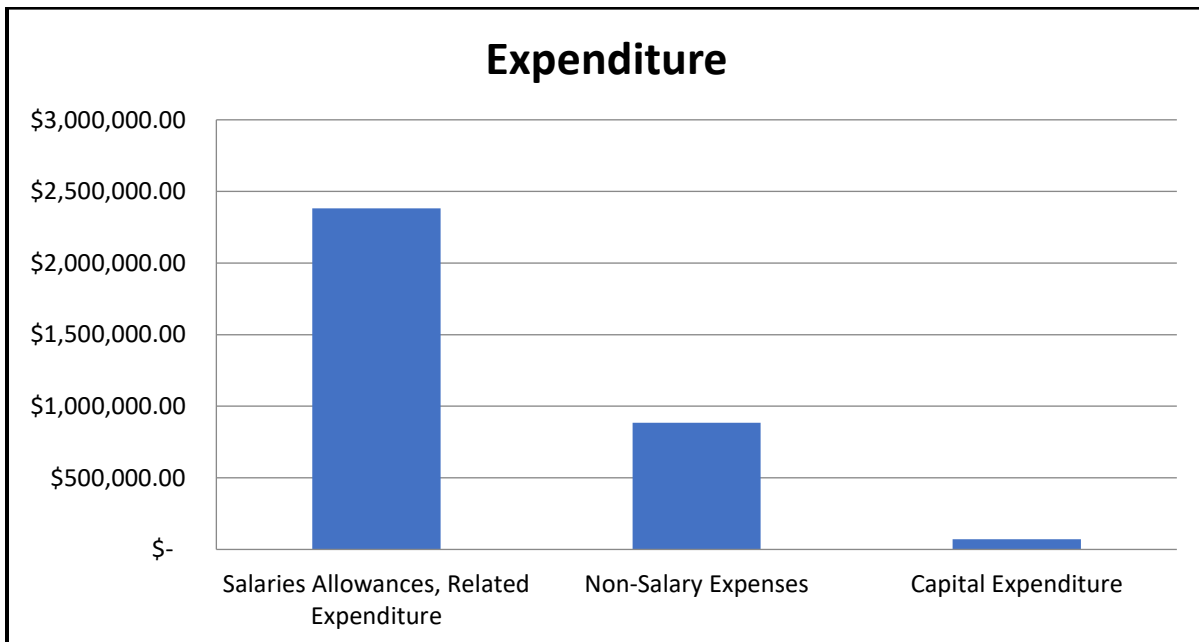
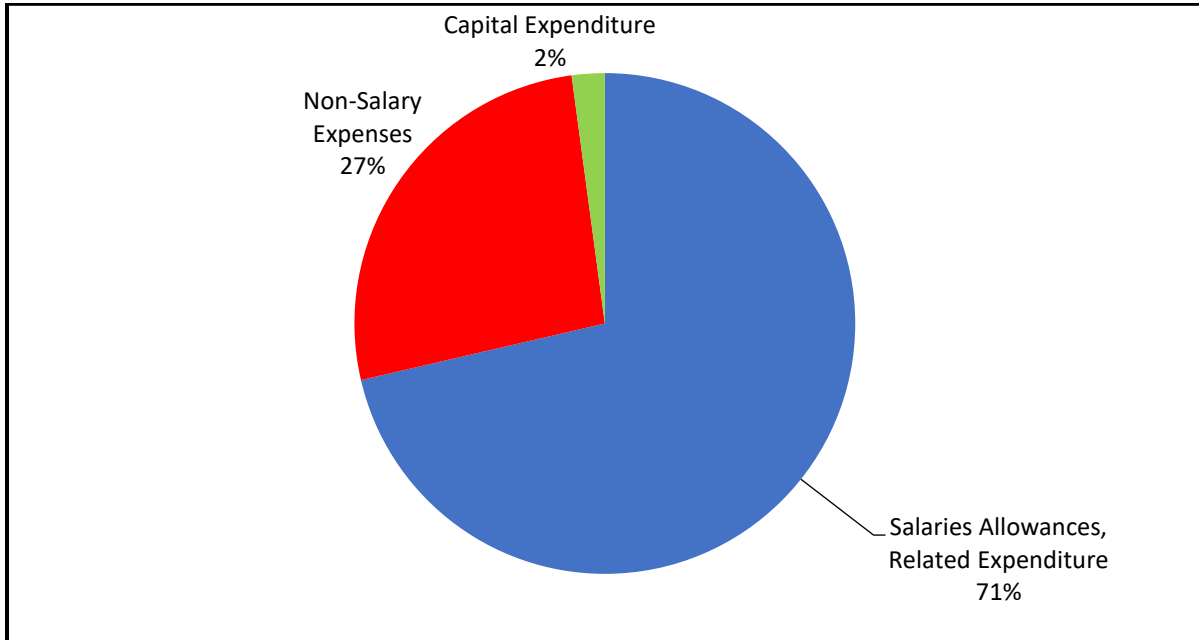
**Recurrent/Capital Income**

**INCOME - 2021**



## Recurrent/Capital Expenditure

### EXPENDITURE - 2021



2021 Annual Report completed by  
Mr Sam Halbouni  
**PRINCIPAL**