

# 2014 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



**ARKANA COLLEGE**  
**2014 Annual Report: Educational and Financial Reporting**

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

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## **EDUCATIONAL AND FINANCIAL REPORTING**

### **POLICY**

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

### **PROCEDURES**

#### **Annual Report**

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required;
- for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report;
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness;
- preparation of the report in an appropriate form to send to the Board of Studies;
- setting the annual schedule for delivery of information for each reporting area to the coordinator for preparation, publication and distribution of the report to the Board of Studies and other stakeholders;
- provision of information for MySchool website, as requested; and
- provision of data in electronic format as requested by the Minister within 3 months of the notification.

#### **Requests for Additional Data**

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

#### **DEEWR Annual Financial Return**

The Principal is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

## **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 seven members who come from various backgrounds, including an engineer, school deputy principal, doctor, pharmacist and personnel from the corporate sector.

### **MISSION STATEMENT**

Provide a balanced quality education in a nurturing Islamic environment.

### **VISION**

To be a leading Australian Islamic School, offering an integrated educational experience drawing upon best practice teaching methods and a strong Islamic moral framework.

### **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.

### **ARKANA'S AIMS / STRATEGIC PRIORITIES**

#### **1. STUDENT LEARNING ACHIEVEMENT**

Arkana College is a school that promotes academic achievement across the key learning areas. High academic standards combined with open communication and commitment within a shared learning environment has been the key to our success. Furthermore, we examine our pedagogy in light of our students' needs and evaluate our teaching and learning programs to guide our future practice.

In terms of literacy instruction, we have adopted a robust reading and writing program that has proven to be effective. Pre and post testing is used to assess the students' progress and the success of our teaching and learning programs. Furthermore, we have adopted the Spalding

program. The entire staff of Arkana College is trained in Spalding to equip them with further skills and practices most crucial to the development of reading. Our teaching programs have reflected the essential instructional components of effective literacy programs. In addition to a complementing robust Numeracy program, we have our Mathletics program, an online mathematical program that has also been incorporated into teaching and learning programs to consolidate learning in Mathematics.

We have employed specialist staff that assist children experiencing learning difficulties and a staff member to extend our students where possible.

The students have excelled in their academic work and have achieved pleasing results in NAPLAN testing on Years 3 and 5 and in diagnostic, summative and formative assessments across all grades K-6. The students have also excelled in sports, in the creative arts and in the areas of Arabic, Quran and Islamic Studies.

## 2. PROFESSIONAL DEVELOPMENT OF TEACHERS

At Arkana College, we value our staff. They play a central role within the school individually and collectively. It is our philosophy that an abreast teacher is the most important school related factor influencing student achievement, therefore, it is imperative to us that our teachers 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.

## 3. ISLAMIC PERSPECTIVE

The children have been engaged in a rich, diverse multitude of programs. The programs at Arkana encompass the customary primary curriculum in addition to the rich co-curricular programs being offered. We endeavour to implement an Islamic perspective into our teaching and learning programs. We also plan whole school events around significant events in the Islamic Calendar.

## 4. LINKS WITH THE COMMUNITY

At Arkana College, we value the strong relationships established with the community; including that with parents, students, the Islamic Community and the wider Australian Community. We pride ourselves on having a collaborative culture, transparency, open communication and an open door policy. Ultimately, our aim is to build the reputation of the school in the wider community as one that delivers excellence in all endeavours.

## **MESSAGE FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS**

Assalamu Alaikum

On behalf of the Board of Directors I would like to congratulate all students, staff and parents for their efforts and achievements throughout the 2014 school year. The remarkable success of the previous year was again repeated in 2014 as the College once again enjoyed impressive academic results, success on the sporting field, a wealth of extracurricular activities and outstanding events including productions at assemblies, concerts, carnivals, end of year presentation nights and much more. My sincere congratulations to all involved.

Our literacy/numeracy results from NAPLAN 2014 again exceeded expectations and were a great endorsement of the quality of teaching and learning experiences at Arkana College. I would like to convey my heartfelt thanks to all staff, students and parents. Our excellent results are a product of their collective effort.

It is with satisfaction that we see Arkana College continuing to play a leading role in the Islamic school community, the broader Muslim community and amongst the different communities of NSW. In particular our engagement with Mount Sinai College is a wonderful reflection of our values program.

The School Board's major task in 2013 and again in 2014 was the review of long term planning and formulation of a Three Year Strategic Plan that sets improvement directions for the school. I hope that with our experiences and lessons learnt over the last 28 years, we will be able to further advance our school and achieve our strategic goals with great distinction in all facets of schooling.

Mohammed A Helal  
Chairman Arkana College Board

## **MESSAGE FROM THE PRINCIPAL**

Assalamu Alaikum

As the Principal of Arkana College I am overwhelmed by pride and satisfaction once again at the success of the College throughout the 2014 school year. Our mission is to provide the children of the community with a quality teaching and learning experience that pursues and promotes a holistic extracurricular and values program whilst preserving the tenets of the Islamic faith, the legacy (sunnah) of the prophet Mohammed (s.a.w) and the basics of the Arabic language. In doing this we aim to develop students who are proud Australians who contribute to the local and wider community whilst maintaining the traditions and faith of their families which has sustained many generations previously. The College continues a strong and broad community appeal as reflected in the record demand for student placements.

There have been numerous highlights that stand out for me in 2014. This includes our various sporting programs, including our ASISSA and ASISSA West programs, Fit Ozzie Kidz, Gymnastics, Aquatics and Dance; our Athletics and Swimming carnivals; our interfaith program with Mount Sinai College; our celebration of Islamic festivals and significant days; our involvement in various ANZAC ceremonies including our annual in-school ANZAC ceremony; incursions and excursions (including our 'BIG DAY OUT' on the Gold Coast), Literacy and Numeracy Week and Harmony Day. We have also continued to maintain a dynamic website, we have had further upgrades to our facilities and of course preparing the annual Yearbook. Once again we enjoyed outstanding academic success in NAPLAN exams.

Again, I was immensely proud to see the school engaged with the wider community including projects to feed the homeless and our annual sleeping bag drive for the homeless of Sydney. The school also enjoyed a number of projects with other schools from diverse communities and were active in raising funds for numerous charities including the Leukaemia Foundation, the Heart Foundation, the Children's Medical Research Institute, Autism Spectrum, MS Australia, The Shepherd Centre, the Ansaar Project and Islamic Relief.

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

Mr Sam Halbouni  
PRINCIPAL

### **ARKANA COLLEGE PARENT COUNCIL**

Last year the parent council was very busy. Alhamdulillah we had some fantastic fundraisers which we are very proud of and we hope it continues in 2015 and beyond.

All positions in the Parent Council are elected positions and elections are held annually. The Parent Council meets regularly with the Principal to communicate ideas and/or concerns and fundraising opportunities for specific events/charities throughout the year.

Events that occurred during 2014 include a Mother's Day Stall, hot food days, cake stalls, The Adidas Fun Run, the 'Book Character Parade', our annual Iftar dinner, Eid stalls, chocolate drive, food drive for the less fortunate and the blanket/sleeping bag drive for the homeless.

These are just to name a few of the events which we organised. We also donated a substantial amount of money to the school. There were a few charities which we donated to as well. We look forward to further success in 2015.

Mrs Zeyneb Boussi  
President

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

### **ARKANA COLLEGE**

Arkana College is a single stream K to 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. Almost all children come from families who speak a language other than English though the majority of children are Australian born.

The Mission of Arkana College is to provide a balanced quality education in a nurturing Islamic environment. Our vision is to be a leading Australian Islamic School, offering an integrated educational experience drawing upon best practice teaching methods and a strong Islamic moral framework.

The school has achieved academic excellence with pleasing results in Literacy and Numeracy. It also enjoys a fine reputation in choir, sport and the arts 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, creative, performing, 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 203 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.

2014 Class Sizes are as reported at end of the 2014 school year. This represented an increase of 6 students or 3% when compared to enrolment figures for 2013.

### School facts 2014

|                  |                |
|------------------|----------------|
| School sector    | Non-government |
| School type      | Primary        |
| Year range       | K - 6          |
| Total enrolments | 203            |
| Location         | Metropolitan   |

### School staff 2014

|  |      |
|--|------|
| Teaching staff                                       | 14   |
| Full-time equivalent teaching staff <sup>?</sup>     | 11.6 |
| Non-teaching staff                                   | 5    |
| Full-time equivalent non-teaching staff <sup>?</sup> | 3.5  |

### Student background 2014

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

|                     |                    |
|---------------------|--------------------|
| School ICSEA value  | 1101               |
| Average ICSEA value | 1000               |
| Data source         | Parent information |

| Distribution of students | Bottom quarter | Middle quarters |     | Top quarter |
|--------------------------|----------------|-----------------|-----|-------------|
| School distribution      | 5%             | 18%             | 33% | 44%         |
| Australian distribution  | 25%            | 25%             | 25% | 25%         |

*Percentages are rounded and may not add up to 100*

### Students 2014

|   |        |
|---|--------|
| Total enrolments                                    | 203    |
| Girls   | 101    |
| Boys  | 102    |
| Full-time equivalent enrolments <sup>?</sup>        | 203    |
| Indigenous students                                 | -      |
| Language background other than English <sup>2</sup> | 96%    |
| Student attendance rate <sup>3</sup>                | 92.75% |

**Please visit the My School website for further contextual information**

<http://www.myschool.edu.au/>

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

### **ACADEMIC**

Arkana College enjoyed further success in the 2014 National Assessment Plan for Literacy and Numeracy (NAPLAN) exams which further improved on the already high standard established. In most areas we exceeded the national average. These results were supported by the College's proactive intervention strategies targeting literacy delivered by staff including a dedicated literacy support teacher three days per week and a support teacher five days per week.

Parents are well aware of the My School website. My School enables you to search the profiles of almost 10,000 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. This responsibility is derived from the ACARA Act ([www.comlaw.gov.au](http://www.comlaw.gov.au)), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) ([www.mceecdya.edu.au](http://www.mceecdya.edu.au)).

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

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

## **REPORT AREA 5: PROFESSIONAL LEARNING AND TEACHER STANDARDS**

### **TEACHER QUALIFICATIONS**

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

(a) Staff Responsible for Delivering the NSW Syllabus

- 1 Principal
- 6 Full Time Mainstream Teachers (including two Head Teachers)
- 3 Part Time Mainstream Teachers
- 2 Arabic Teachers (part time, including one Head Teacher)
- 2 Literacy Support Teacher (part time)
- 1 Student Welfare Officer/Teacher (part time)

(b) Other Staff

- 1 Full Time Quran and Islamic Studies Teacher
- 2 Full Time Administrative Staff
- 1 Teacher's aide (part time)

All teaching staff of mainstream classes are responsible for the delivery of the NSW Curriculum determined by BOSTES 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 BOSTES. 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> | 12              |
| 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               |

## PROFESSIONAL LEARNING

Arkana College's professional learning program in 2014 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                            |
|---|--------------------------|-------------------------------------|
| English Programming   | 12                       | In House<br>Arkana College          |
| English Program Builder                                     | 12                       | In House<br>Arkana College          |
| English 'Super 6' Comprehension Induction                   | 12                       | In House<br>Arkana College          |
| English 'Super 6' Comprehension Mentoring                   | 12                       | English 'Super 6'<br>Comprehension  |
| Seven Steps to Writing                                      | 12                       | Seven Steps to Writing<br>Ann Korab |
| Spalding – 'Writing Road to Reading 1'                      | 1                        | Spalding<br>Australia               |
| Implementing the NSW Syllabus for the Australian Curriculum | 2                        | PETAA<br>Homebush                   |

|  |    |                             |
|--|----|-----------------------------|
| Minilit  | 2  | Multilit<br>Macquarie Park  |
| Preelit  | 1  | Multilit<br>Macquarie Park  |
| Multilit   | 1  | Multilit<br>Macquarie Park  |
| Grammar in context of imaginative, informative and persuasive texts              | 9  | PETAA                       |
| How can I best Cater for my EAL/D (ESL) Students K-6                             | 1  | PETAA                       |
| K-6 Maths Syllabus Familiarisation   | 12 | In House<br>Arkana College  |
| Creating Sequenced Units of Work for Primary Maths                               | 3  | TTA<br>Strathfield          |
| Implementation of the NSW Mathematics K–6 Syllabus for the Australian Curriculum | 3  | Nelson Maths<br>Bexley      |
| Using data to inform planning, teaching and learning                             | 12 | AIS<br>NSW                  |
| Smart Data Analysis  | 12 | AIS<br>NSW                  |
| Science Syllabus Familiarisation and Programming                                 | 12 | In House<br>Arkana College  |
| Science Syllabus to Success  | 3  | Primary<br>Connections      |
| Understanding Autism Spectrum: Practical Strategies for Teachers                 | 2  | Autism Understanding<br>NSW |
| Supporting Students with ASD in Mainstream School Settings K-6                   | 4  | In House<br>Autism Spectrum |
| Supporting Students with ASD in Mainstream School Settings K-6                   | 2  | Autism Spectrum<br>NSW      |
| Worker’s Compensation Briefing   | 1  | AIS<br>NSW                  |
| Obligations in Identifying and Responding to Children At Risk                    | 1  | AIS<br>NSW                  |
| Nationally Consistent Collection of Data   | 1  | AIS<br>NSW                  |
| Child Online Safety and Protection   | 1  | Informa<br>Australia        |
| Boys and Education National Conference   | 1  | Informa<br>Australia        |
| Library –<br>Oliver V3 Professional Development                                  | 1  | Softlink                    |
| First Aid Asthma Management  | 17 | Asthma<br>Foundation        |

|                                     |   |              |
|-------------------------------------|---|--------------|
| Principal-IPSHA Meetings, Terms 1-4 | 1 | IPSHA<br>NSW |
| IPSHA Biennial Conference           | 1 | IPSHA<br>NSW |
| IPSHA Deputies Conference           | 3 | IPSHA<br>NSW |
| IPSHA Curriculum Heads Meetings     | 2 | IPSHA<br>NSW |

## REPORT AREA 6: WORKFORCE COMPOSITION

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

### School Staff 2014

Teaching Staff include:

- 1 Principal
- 6 Full Time Mainstream Teachers (including two Head Teachers)
- 3 Part Time Mainstream Teachers
- 2 Arabic Teachers (part time, including one Head Teacher)
- 2 Literacy Support Teacher and an aide (part time)
- 1 Student Welfare Officer/Teacher (part time)

(c) Other Staff

- 1 Full Time Quran and Islamic Studies Teacher
- 2 Full Time Administrative Staff

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

### Student Attendance Rates

For whole school attendance rates, please refer to the school's data on the My Schools website: <http://www.myschool.edu.au>

| Year Level   | Attendance Rate % |
|--------------|-------------------|
| KINDERGARTEN | 96.40%            |
| YEAR 1       | 92.92%            |
| YEAR 2       | 92.92%            |
| YEAR 3       | 95.35%            |
| YEAR 4       | 94.90%            |
| YEAR 5       | 87.69%            |
| YEAR 6       | 92.28%            |

Ninety 92.75 per cent of students attended school on average each school day in 2014. This was similar to the daily attendance in 2013.

### **Management of Non-Attendance**

Arkana College implements policy and procedures (Student Attendance Policy) 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 (hard copy and electronically) 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 must be provided when the student returns to school.
4. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/ or their parent or guardian.
5. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

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

## **REPORT AREA 8: POST SCHOOL DESTINATIONS (N/A)**

## **REPORT AREA 9: ENROLMENT POLICIES**

### **Enrolment Policies and Profiles**

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

### **Procedures**

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's interview responses regarding their ability and willingness to support the school's 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.**
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 200 students (K-6). There are approximately equal numbers of boys and girls throughout the school. The students come from a wide range of backgrounds, and the vast majority come from a language background other than English. The College complies with the Disability Discrimination Act.

### **Waiting List for Enrolment**

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

### **Contractual Obligation**

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

### **Exclusion from the College**

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

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

## **Fees**

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

## **Medical treatment**

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

## **Personal Belongings**

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

## **Uniform and Appearance**

1. All students enrolled at Arkana College must arrive and leave the school premises in full school uniform. This includes black school shoes for the boys and girls. The girls also require a plain white or lemon coloured scarf for Halaqa and Prayer (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; as outlined in the school's uniform policy and deemed appropriate by the principal of the school.

## **Publishing of Student's Work and / or Photographs**

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

## **Amendment of Terms and Conditions**

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

## **REPORT AREA 10: SCHOOL POLICIES**

Detailed information on all policies is available upon request in the School's Handbook from 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;
- provide early intervention programs for students at risk using a teaching member of staff as a support teacher (to assist in collaboration with the staff), two teachers' aides to assist and implement a Minilit program.
- develop students' sense of self-worth and foster personal development.

In 2014, the policy was not revised. The full text can be accessed by request from the principal, the school's handbook and/or parent information booklet.

### **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 2014 the school's anti-bullying policy and procedures were reviewed. The policy was updated to include an updated information booklet for parents.

The full text of the school's anti-bullying policy can be accessed by request from the principal, the school's handbook and/or parent information booklet.

## **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. The policy implemented in 2014 contains a list of rights and responsibilities and revised processes for disciplinary action that are based on procedural fairness. The revision also includes statements based on fairness and justice.

The full text of the school's discipline policy can be accessed by request from the principal, the school's handbook and/or parent information booklet.

## **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 and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.

No changes were made to the policy during 2014. The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, the school's handbook and/or parent information booklet.

## REPORT AREA 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

### Achievement of Priorities identified in the school's 2013 Annual Report

| Area                     | Improvement Targets   | Achievements   |
|--------------------------|---|--|
| Teaching and Learning    | Provide professional development to teachers around the new English K-6 syllabus to be implemented in 2014.   | Fortnightly meetings, full day professional development workshops and/or meetings were organised for the new NSW English syllabus.   |
|                          | Extend the number of days a teacher's aide is employed per week to support the students and the implementation of the current guided reading program. | The teacher's aide's hours have been extended to three-fours per week and have targeted programs such as Multilit and Minilit.   |
|                          | Have staff trained in the area of Minilit and the implementation of Minilit for the students requiring additional support.                            | Two of the support staff and the Kindergarten teacher have all been trained in Minilit for implementation with our support teachers K-3  |
|                          | Continue to support the New Scheme Teachers through their maintenance needs and help them identify areas for growth and development                   | The new scheme teachers mentoring journey has continued and their professional development needs identified and addressed throughout the year.   |
|                          | Commence an Arabic support program for the students requiring additional support in this area.  | An Arabic support program for our students Years 1-6 has been timetabled for and implemented.  |
| Student Achievement      | Improve the general literacy levels of our students and subsequently, reduce the number of overall students requiring support sessions.               | The literacy sessions have been revamped and extended. We have used a consultant to analyse our Smartdata and together, we have seen marked differences to date.   |
|                          | Improve the general Arabic literacy levels of our students.   | The Arabic literacy has improved and some support students have returned to the mainstream class.  |
| Facilities and Resources | The purchase of further quality literature and other resources to address the cross curriculum priorities in the new English K-6 syllabus.            | We have purchased Fitzroy readers for our K-2 department, new home readers that are phonetically based and new shared reading literature for Years 3-6 to address the cross curriculum priorities of the new syllabus. |
|                          | The refurbishment of the general learning area in the old admin/IES building.   | The old admin/IES building has been revamped into two separate areas: a computer lab and a support classroom.  |
| Extra-Curricular         | The continuation of a robust co-curricular program that supports and upholds the ethos of the school.   | The co-curricular program has remained strong and has continued to complement our mainstream program very well.  |
|                          | Expansion of our fundraising efforts to support the wider community.  | The fundraising efforts have continued to include a large number of charities/beneficiaries.   |

## 2015 Priority Areas for Improvement

| Area                     | Priorities   |
|--------------------------|--|
| Teaching and Learning    | Extend our current literacy block sessions to a two hour uninterrupted literacy block for our K-3 students.  |
|                          | Extend our current Minilit program from three days to four-five days per week.   |
|                          | Implement an extension program using a secondary trained teacher two days per week to enrich the learning of our more capable students on Years 4-6. |
|                          | Implement the pre-lit literacy program to our pre-Kindy students in Term 4, 2015 to enrich their experiences and prepare them for formal schooling.  |
|                          | Provide professional learning based on the new Mathematics, Science and History K-6 syllabi.   |
| Student Achievement      | Analyse reading (benchmarking) and comprehension results to identify areas of weakness.  |
|                          | Implement the 'Super 6 Comprehension' based program to improve overall reading fluency and comprehension.  |
|                          | Analyse students writing achievement through our Smartdata to target weaknesses.   |
|                          | Implement the 'Seven Steps to Writing' program on K-6 for persuasive, informative and imaginative texts.   |
| Facilities and Resources | Purchase a class set of ipads to use with our students K-6.  |
|                          | Improve the internet coverage and address the connectivity issues using further wireless connections throughout the school.                          |
|                          | Extend the covered walkway area between the administration building and the Years 4-6 classrooms.  |
| Extra-Curricular         | Extend the current program to promote Islamic ethics and ethical behaviour further.  |

## REPORT AREA 12: 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 2014, 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. The children engage in lots of dialogue, cook for the homeless at the Big Kitchen in Bondi, visit a synagogue and mosque and engage in sporting/swimming activities jointly.

Moreover, the children participated in various ANZAC Commemorative Ceremonies in 2013. The children had an in-house ANZAC service with veterans from Kingsgrove RSL. The upper primary students attended a ceremony at Kingsgrove RSL and members of our Student Representative Council had official roles on the day. Our captains and vice captains also attended an ANZAC ceremony at the War Memorial in Hyde Park, Sydney. The children also participated in Harmony Day celebrations and Remembrance Day.

The children raised money throughout 2014 for numerous charities including:

- The Leukaemia Foundation (Greatest Shave and Crazy Hair Day)
- Autism Spectrum Australia (Autism Awareness Day)
- Heart Foundation (Jump Rope for Heart)
- Children's Medical Research Institute (Jeans for Genes)
- MS Australia (through the sponsorship of the Principal in the 'Sydney to Gong' ride)
- The Shepherd Centre (Loud Shirt Day)
- Muslim Aid (Iftaar Dinner during Ramadan) and
- The Ansaar Project (Food and Sleeping Bag/Blanket Drive).

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 13: PARENT, STUDENT AND TEACHER SATISFACTION**

### **Parent Satisfaction**

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. Parents are encouraged to communicate with teachers and the Principal through a student diary, email, phone calls and/or interviews.

The Principal also meets with the Parent Council regularly and this is an important vehicle by which to gauge the level of parent satisfaction. The Parent Council meets regularly each month during school time and provides one of a number of avenues for parents to express their level of satisfaction or dissatisfaction. The level of parent involvement in the Parent Council is high and discussions throughout the year combined with a survey indicated that parent satisfaction is extremely positive.

### **Student Satisfaction**

The School Principal has an 'open door policy' with its students. Students are free to approach the office whenever they feel the need to. The school also has an active Students' Representative Council (SRC) which organises various events. Discussions throughout the year and reports included in the 2014 school magazine indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the school.

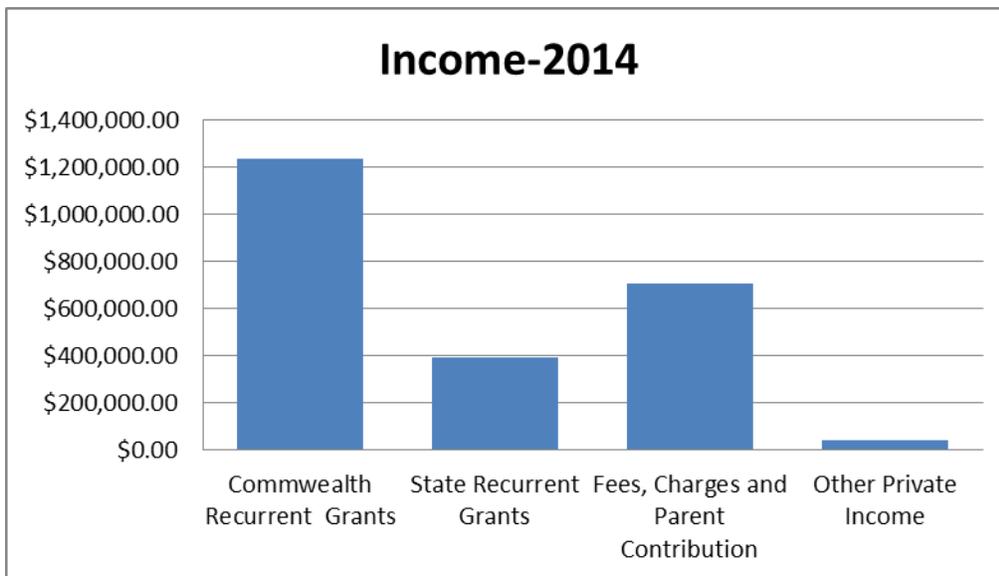
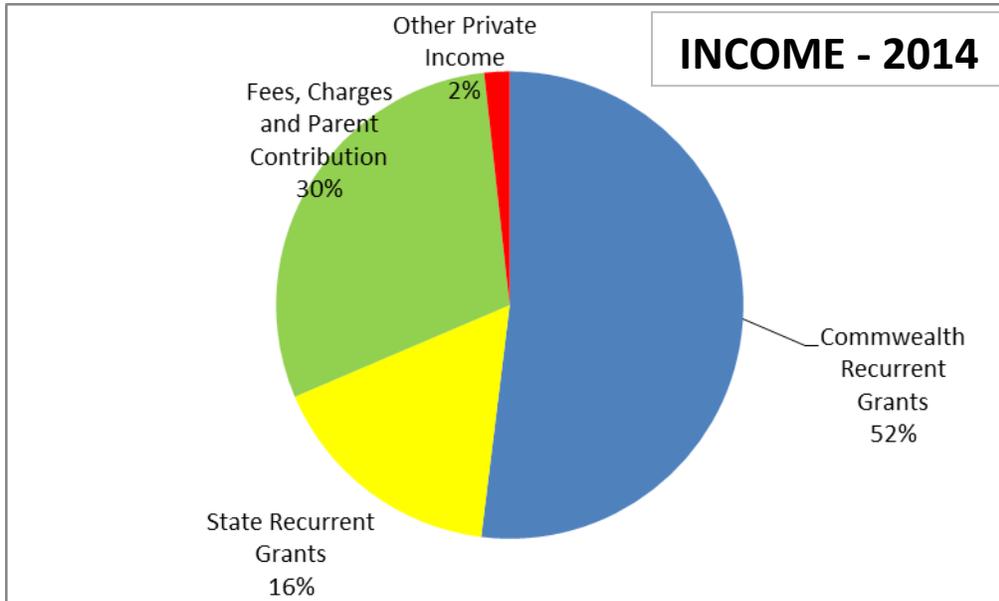
### **Staff Satisfaction**

Informal feedback from teachers, discussions with coordinators and discussions with Board Members indicates during 2014 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale/culture, school operations, work roles and work value/recognition. Staff also usually meets once a week in formal meetings where they may express their thoughts. Staff are also welcome to email or see the Principal in person for any matters that are causing them concern.

**REPORT AREA 14: SUMMARY FINANCIAL INFORMATION**

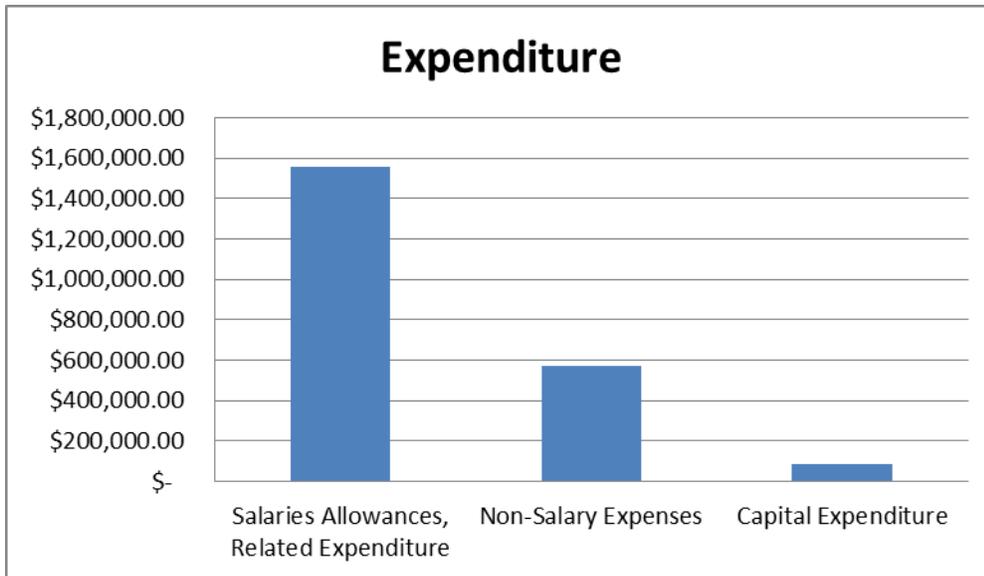
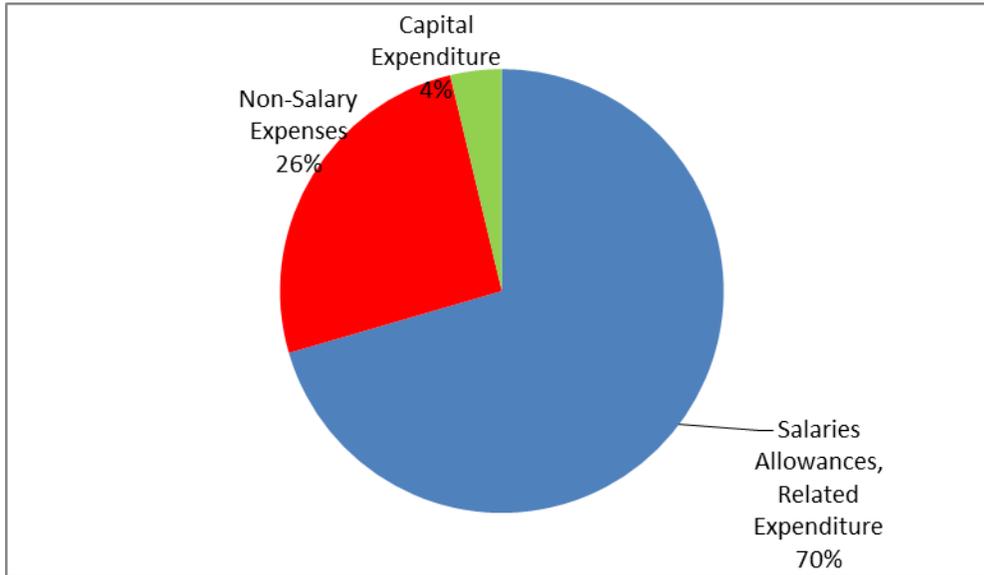
**Recurrent/Capital Income**

**INCOME - 2014**



## Recurrent/Capital Expenditure

### EXPENDITURE - 2014



2014 Annual Report completed by  
Mr Sam Halbouni  
**PRINCIPAL**  
**ARKANA COLLEGE**