

2012 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



ARKANA COLLEGE
2012 Annual Report: Educational and Financial Reporting

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

CONTENTS

Educational Reporting

Report Area 1:	A Message from Key School Bodies
Report Area 2:	Contextual Information about the School
Report Area 3:	Student Outcomes in NAPLAN Examinations
Report Area 4:	Senior Secondary Outcomes (N/A)
Report Area 5:	Professional Learning and Teacher Standards
Report Area 6:	Workforce Composition
Report Area 7:	Student Attendance and Management of Non-Attendance
Report Area 8:	Post School Destinations (N/A)
Report Area 9:	Enrolments Policies and Characteristics of Student Body
Report Area 10:	School Policies
Report Area 11:	School Determined Improvement Targets
Report Area 12:	Initiatives Promoting Respect and Responsibility
Report Area 13:	Parent, Student and Teacher Satisfaction
Report Area 14:	Summary Financial Information

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 co-ordinating 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
 - (a) delivery of information for each reporting area to the coordinator
 - (b) preparation and publication of the report
 - (c) distribution of the report to the Board of Studies and other stakeholders
- provision of information for My School website, as requested.

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, may request additional information. To ensure that such requests are dealt with appropriately, the Principal and/or his delegated representatives are 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 or DEEWR in an appropriate electronic form.

DEEWR Annual Financial Return

The Principal and/or his delegated representatives are 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 eleven members who come from various backgrounds, i.e. engineers, school teachers, doctors and people from the business world.

MISSION STATEMENT

The Mission of Arkana College is 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 Australian community.

AIMS

Our school aims to provide a school environment that:

- Promotes and practices the principles of Islam.
- Is stable, happy and productive and respects cultural differences.
- Has an atmosphere of respect for the individual on child-teacher, child-adult, and teacher-child as well as child-child basis.
- Leads to the development of a positive self-concept and pride in the school.
- Reflects a co-operative attitude between staff members so the school functions as an efficient harmonious unit.

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 2012 school year. The remarkable success of the previous year was again repeated in 2012 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 2012 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.

The infrastructure rollout continued with upgrades and refurbishments of the administrative area, library and play areas. The new admin wing and library has been an impressive addition to the school. 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.

In conclusion I hope that with our experiences and lessons learnt over the last 26 years, we will be able to further advance our school and achieve our strategic goals with great distinction in all facets of schooling.

Wasslamu Alaikum
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 at the success of the College throughout the 2012 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 2012. This includes our sporting program and victories, our Athletics and Swimming carnivals, our interfaith program, our celebration of Islamic festivals and significant days, our sixth annual in-school ANZAC ceremony, incursions and excursions (including the Gold Coast), Literacy and Numeracy Week, Science Week, our Book Week character parade and author visits 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.

In early 2012 we finished the construction of a new admin wing and library. This has finally provided our teachers and students with the facilities and resources which they so richly deserve.

I was immensely proud to see the school engaged with the wider community including projects to feed the homeless and improve the environment. These initiatives further consolidated our relationship with Mount Sinai College. The school 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 Hospital at Westmead, the Cancer Council, First Voice, International Centre for Eyewear Education and Muslim Aid.

I would like to thank the hard working staff, our 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 2013 and beyond.

All positions in the Parent Council are elected positions and elections are held each year. The Parent Council meets regularly with the Principal to communicate ideas and concerns as well as to consider requests for fund raising for specific events or to provide volunteers for excursions and sporting events.

Events that occurred during 2012 include:

- Mother's Day Stall
- Hot food days
- Cake Stalls
- Adidas Fun Run
- Book Character Parade
- Iftar Dinner
- Eid Stalls
- Chocolate Drive
- Islamic Events
- Food Drive for the homeless
- Blanket / Sleeping Bag Drive
- Coles Sports for Schools Drive

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 including Muslim Aid. We look forward to further success in 2013.

Mrs Zeyneb Boussi
President

REPORTING AREA 2 – CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 recently built a new administration wing and library/computer lab. The school has an open entry policy, with no entrance examinations or particular entrance requirements. 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 all students with a high quality education that will prepare them to be active, contributing citizens in Australia's multicultural Society. This is incorporated into the values policy at Arkana College which reflects strong Islamic and Australian values. The school 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. An active afterschool sports program is another service offered by the school.

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 182 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 at the end of 2012 revealed that a large range of different nationalities were represented in the school community.

2012 Class Sizes are as reported at end of the 2012 school year. This represented an increase of 5 students or 2.7% when compared to enrolment figures for 2011.

School facts 2012

School sector	Non-government
School type	Primary
Year range	K - 6
Total enrolments	182
Location	Metropolitan

School staff 2012

Teaching staff	14
Full-time equivalent teaching staff [?]	11.2
Non-teaching staff	4
Full-time equivalent non-teaching staff [?]	2.7

Student background 2012

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

School ICSEA value	1102
Average ICSEA value	1000
Data source	Parent information

Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	11%	19%	41%	30%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2012

Total enrolments	182
Girls	82
Boys	100
Full-time equivalent enrolments [?]	182
Indigenous students	-
Language background other than English ²	83%
Student attendance rate ³	94%

Please visit the My School website for further contextual information

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

REPORTING AREA 3: STUDENT OUTCOMES IN NAPLAN EXAMINATIONS

ACADEMIC

Arkana College enjoyed remarkable success in the 2012 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 two 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), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (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 includes:

- (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)
 - 1 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 Support Teacher (part time)

All teaching staff of mainstream classes are responsible for the delivery of the NSW Board of Studies Syllabus. The Principal and Head Teachers meet to monitor all teaching programs, student work samples and academic results to ensure compliance with syllabus outcomes. The Principal ensures that teaching standards are in accordance to those mandated by the NSW Institute of Teachers. Below are the details of the qualifications of teaching staff that are responsible for delivering the curriculum.

Category	Description	Number of Staff
i	<i>(a) Teachers who have teaching qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines</i>	12
ii	<i>(b) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications</i>	1
iii	<i>(c) Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</i>	0

PROFESSIONAL LEARNING

Arkana College's professional learning program in 2012 includes

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

Professional Development Courses Completed:

Course	Number of Staff Attended	Provider
Mathletics – Implementation Advanced Workshop	8	3P Learning
ESL- Catering for ESL Learners	8	Arkana College In House - Principal
School of Education UNSW- National Curriculum	1	UNSW
Work, Health Safety- Refresher	2	Courtenell

Work, Health Safety Act-Seminar	1	AIS
Spalding-Writing Road to Reading	2	Spalding Australia
NSW 2012 Experienced Teacher-Professional Support Session	2	AIS ISTAA
NSW 2012 Experienced Teacher-Review and Progress Course	2	AIS ISTAA
First Aid-Senior First Aid Certificate	1	Vital First Aid
Reading-Making the Most of Reading Groups	3	AIS
Ipads-The Road Ahead with Ipads K-6	2	AIS
IPSHA Learning Support-Literacy and Numeracy Funding	2	IPSHA
Library-Oliver Software Training	1	Softlink Training
Autism-Introduction to Autism Spectrum Disorder	1	Autism Spectrum
Autism-Introduction to Autism and Mainstream School Strategies	13	Autism Spectrum
Assessment-Assessing Text Type Writing using the A-E scales	9	AIS In House – Consultant
English-English Syllabus Familiarisation K-6	4	AIS
Learning-Developing Independent Learners	1	AIS
Principal-IPSHA Meetings, Terms 1-4	1	IPSHA

REPORT AREA 6: WORKFORCE COMPOSITION

Please refer to <http://www.myschool.edu.au>

There are no indigenous teachers at Arkana College. 83% of the staff are Muslim and 17% are Non-Muslim.

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 %
K	96%
YEAR 1	92%
YEAR 2	95%
YEAR 3	98%
YEAR 4	89%
YEAR 5	98%
YEAR 6	97%

Ninety Four per cent of students attended school on average each school day in 2012. This was similar to the daily attendance in 2011.

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 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 AND CHARACTERISTICS OF STUDENT BODY

Arkana College is an Islamic co-educational Kindergarten – Year 6 school providing an education underpinned by Islamic values coupled with a secular education based on the curriculum laid down by the New South Wales Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. The Principal must meet with all students and families intending to enrol.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.
6. Enrolment information will be sent out at the time of enquiry. Students enrolling must turn 5 before the 31st July 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 according to whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the student's adherence to school rules and payment of all school fees.

Student population

The school has 182 students (K-6). There are slightly more boys than girls throughout the school. The students come from a wide range of backgrounds, and all 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 fourteen (14) 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.

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 Staff Handbook.

Policies

Arkana College seeks to provide a safe and supportive environment which:

- Minimises the risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2012	Access to Full Text
Child Protection Policy Encompassing: <ul style="list-style-type: none"> • Definitions and concepts • Legislative Requirements • Reporting • Investigating Reportable Conduct and Processes • Documentation 	Revised	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
Code of Conduct Encompassing: <ul style="list-style-type: none"> • Supervision/Duty of Care • Relationships • Communication • Mandatory Reporting • Employment Screening 	Revised	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
Safe and Supportive Environment Policy Encompassing: <ul style="list-style-type: none"> • Support • Security Measures • Processes for dealing with Complaints/Grievances • Pastoral Care 	<ul style="list-style-type: none"> • Addition of a Family Law Guide when dealing with complaints/grievances from parents that is separated or divorced. 	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request

<p>Anti-Bullying Policy Encompassing:</p> <ul style="list-style-type: none"> • Definitions • Signs/Examples • Consequences • Preventative Strategies • School Action • Recommendations to Parents 	<ul style="list-style-type: none"> • Anti-Bullying Strategies revised. 	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Communications Policy Encompassing:</p> <ul style="list-style-type: none"> • Formal and informal mechanisms available to facilitate communication 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Critical Incident Policy Encompassing:</p> <ul style="list-style-type: none"> • Role of the Critical Incident Team • Short/Long term plans • Procedures • Recovery Cycle 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Emergency Evacuation Policy Encompassing:</p> <ul style="list-style-type: none"> • Evacuation Procedures • Roles and Responsibilities 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Lockdown Policy</p> <ul style="list-style-type: none"> • Definition • Lockdown Procedures • Lockout Procedures 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Risk Assessment Management Encompassing:</p> <ul style="list-style-type: none"> • Risk Assessments • Matrix 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request

<p>Work Health and Safety Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • Specific Responsibilities • Staff Consultation • Communication • Inspections • Hazard Identification 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Confidentiality Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • Practices to protect confidentiality 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Maintenance Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • Essential Maintenance • Planned Maintenance • Unforseen Maintenance • Role of the WHS Committee 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Building and Premises Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • Monitoring and assessing the current standard and state of repair of buildings • Role of the WHS Committee • Security measures to promote safety and well-being of students. 	<p>Revised</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Assessment Data : Collection and Use Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • Procedures • Framework for use of internal and external data 	<p>Revised</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request

<p>Social Networking Policy Encompassing:</p> <ul style="list-style-type: none"> • Rules when using IT within the school 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Student Attendance Policy Encompassing:</p> <ul style="list-style-type: none"> • Specific Responsibilities • Measures designed to follow up on unexplained absences 	<p>NIL</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>First Aid/Medical Services Policy Encompassing:</p> <ul style="list-style-type: none"> • Procedures to follow when children sustain an injury • Asthma Treatment • Storage and administering medication 	<ul style="list-style-type: none"> • Addition of a Classroom Referral Form to be used by teachers. 	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>Experienced Teacher Accreditation Policy Encompassing:</p> <ul style="list-style-type: none"> • Purpose • Eligibility • Roles and responsibilities 	<p>Revised</p>	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request
<p>The Mandatory Accreditation of New Scheme Teachers Encompassing:</p> <ul style="list-style-type: none"> • Teaching standards • Roles and responsibilities • Collection of evidence • Accreditation requirements • Accreditation Report 	<ul style="list-style-type: none"> • Introduction of the National Standards. 	<ul style="list-style-type: none"> • Available to all staff and members of the school board. • Available upon request

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Staff Handbook
- School Assemblies/Meetings
- The Parent Information Package given to new parents upon enrolment.

A copy is also contained on the school's intranet.

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.

During 2011 the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. The discipline policy for implementation in 2011 contains revised processes for disciplinary action that are based on procedural fairness.

Policy	Changes in 2012	Access to Full Text
Discipline Policy	Updated various proformas within the policy. This proforma is used by staff to address student behaviour and refer to the Discipline Coordinator.	<ul style="list-style-type: none">• Staff Handbook• Available to all staff, students, parents and members of the school board.• Available upon request• The parent information package given to new parents upon enrolment.

Policies for Complaints and Grievances Resolution

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

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An outline of the policy and processes is also provided in the Parent Information package and on the school's intranet.

REPORT AREA 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities identified in the school's 2011 Annual Report

Area	Improvement Targets	Achievements
Teaching and Learning	Have the New Scheme Teachers achieve Professional Competency	All five remaining teachers with Provisional Status have completed their accreditation requirements and achieved 'Professional Competency'.
	Professional competency standards for recent graduates and other New Scheme Teachers	Increased professional development for staff including New Scheme Teachers through regular meetings, collaborative discussions and Institute Registered PD.
	Senior staff completes their Experienced Teacher Accreditation through ISTAA (AIS).	Two senior staff completed their ISTAA accreditation requirements and achieved 'Experienced Teacher' status.
Student Achievement	Improve Literacy Standards K-6	Literacy results through ongoing assessments, benchmarking and external assessments have shown an overall improvement K-6.
	Achieve more Bands 5 and 6 on Year 3 and more Bands 6, 7 and 8 on Year 5 in NAPLAN.	The school's NAPLAN results were pleasing with a marked improvement in literacy.
Facilities and Resources	To complete the construction of our administration wing and library	Schools construction projects have been completed and an Occupation Certificate has been issued.
	To complete the delivery bay area / sports area for the students.	The delivery bay area / sports area has been completed.
Extra-Curricular	Introduce further Islamic Orientated activities/days each school term	Introduction of our 'Sunnah Days' to promote the Islamic ethos of the school and reinforce Islamic beliefs and traditions.

2012 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Improve our assessment practices including our assessment schedules, quality of assessments and assessment methods.
	Implement the Spalding program to our students K-6.
	Ensure all staff is Spalding Trained through Spalding Australia.
	Introduce on alternative weeks, a library / Computing Studies session with our Teacher Librarian.
Student Achievement	Improve the general literacy levels for our students K-6.
	Continuation of our support program for students requiring support needs.
Facilities and Resources	The construction of a basketball court for the students to play in during recess, lunch and sports times.
	The purchase of wireless laptops for the students to use in the library.
	The purchase of spalding resources including spalding cards, posters, CDs, literature, etc. to implement into our teaching programs.
Extra-Curricular	Expansion of our fundraising efforts to support various charities.

REPORT AREA 12: INIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

In 2012, the school continued to participate in the interschool 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 conversation, plants trees along the Georges River, cook for the homeless at the Big Kitchen in Bondi and engage in sporting/swimming activities jointly.

Furthermore, in collaboration with 'The Australian Egyptian Council Forum of Sydney', the Arkana College students participated in the annual 'Egyptian Festival' at Darling Harbour with St Mark's Coptic Orthodox College. In a joint performance with the two schools, the students sang the Australian National Anthem and the Egyptian National Anthem before presenting a myriad of performances separately.

Moreover, the children participated in various ANZAC Commemorative Ceremonies in 2012. 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 2012 for numerous charities including:

- The Leukaemia Foundation (Greatest Shave and Crazy Hair Day)
- Cancer Council (Biggest Morning Tea)
- Heart Foundation (Jump Rope for Heart)
- Children's Medical Research Institute (Jeans for Genes)
- Westmead Children's Hospital (Red Nose Day and Bandaged Bear)
- International Centre for Eyecare Education (Sunnies for Sight Day)
- First Voice (Loud Shirt Day)
- Muslim Aid (Iftaar Dinner during Ramadan) and
- The Ansaar Project (Food and Sleeping Bag/Blanket Drive).

The school also had a 'Toy Drive' in collaboration with 'Mission of Hope' and 'The Islamic Egyptian Society'. The school children donated new toys including balls, board games, bikes, scooters, dolls, cars. etc to give to the Afghani refugees in Sydney's West. With over 250 new toys combined together to distribute to these young children, it was a commendable effort.

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 the student diary, email, phone calls and 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 our annual 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 and helps to produce the annual school magazine. Discussions throughout the year and photographs and reports included in the 2012 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 2012 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition.

Staff usually meets once a week in formal meetings where they may express their thoughts. Staff is also welcome to email or see the Principal in person for any matters that are causing them concern.

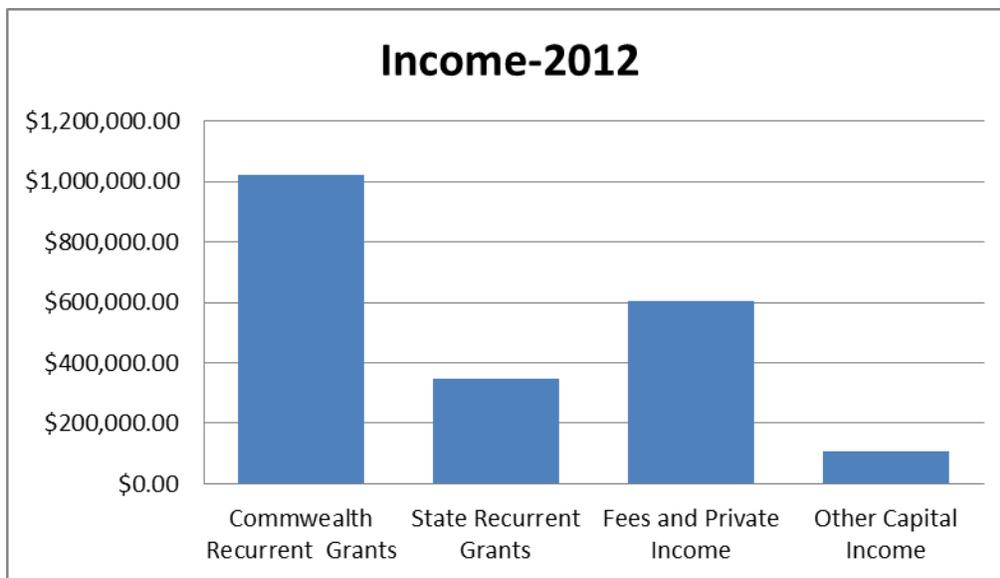
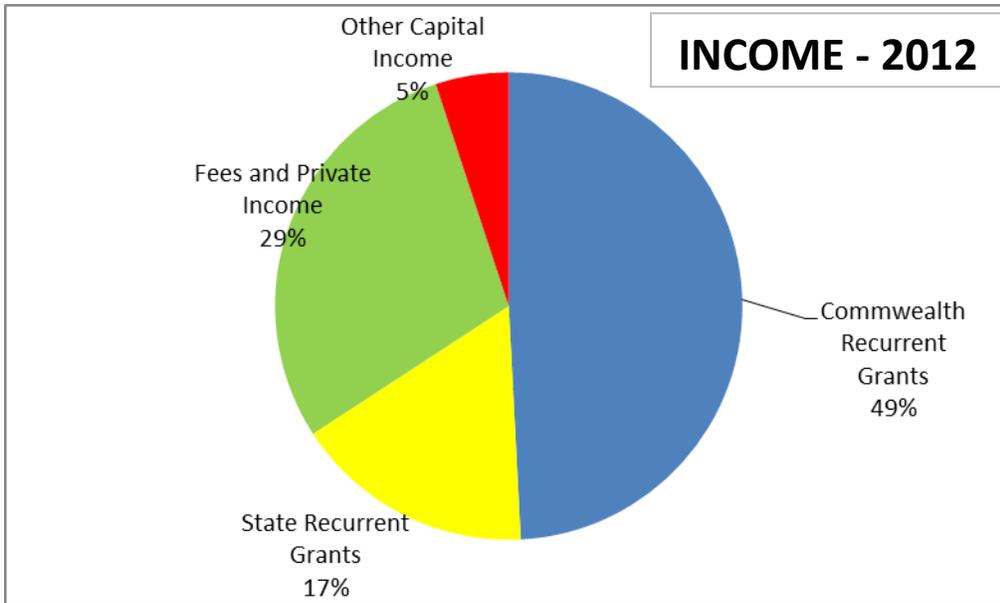
Final Note

There is a very big demand for enrolment places in Kindergarten at the school and this exemplifies the high regard that the general community have for the school.

REPORT AREA 14: SUMMARY FINANCIAL INFORMATION

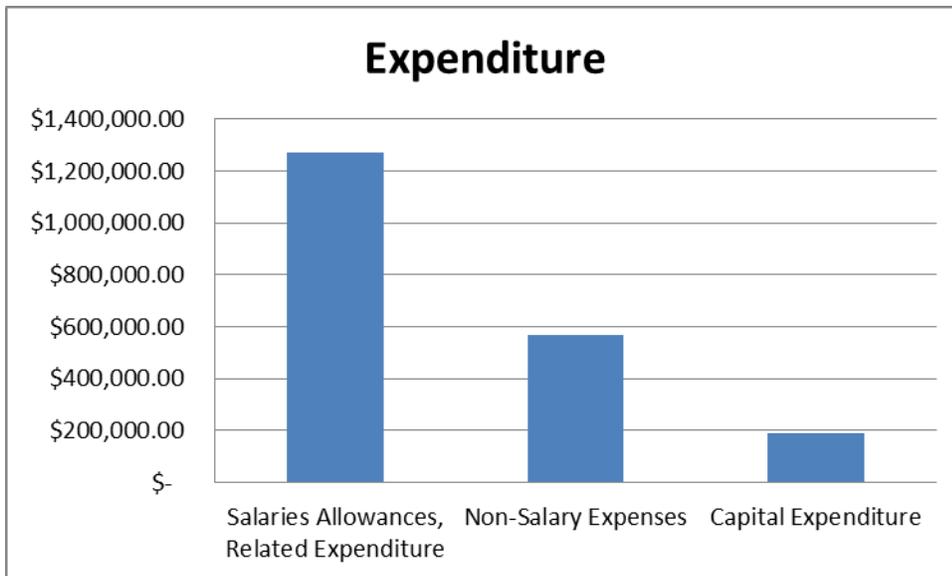
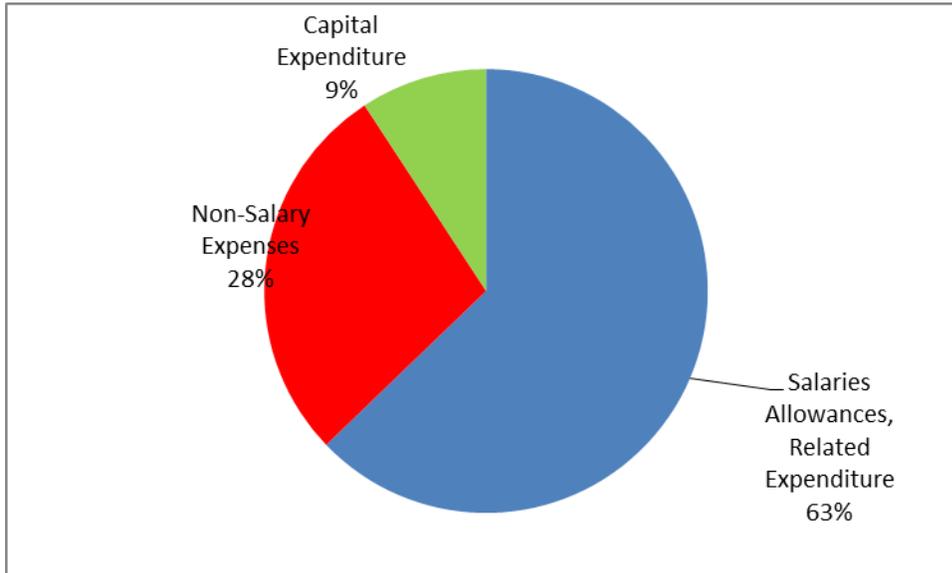
Recurrent/Capital Income

INCOME - 2012



Recurrent/Capital Expenditure

EXPENDITURE - 2012



2012 Annual Report completed by
Mr Sam Halbouni
PRINCIPAL
ARKANA COLLEGE