

2017

# Annual Report

## EDUCATIONAL AND FINANCIAL REPORTING 2017



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# Theme 1

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## A message from key School Bodies

### *Chairman's Message*

It is with great pleasure that I am able to write the 2017 annual Chairman's message for Al Noori Muslim School.

Al Noori Muslim School is providing our students with a first class education, state of the art facilities within an inclusive environment which provides our students with the opportunities they deserve to enable their continued growth and development.

We continue to strive for a strong partnership between our staff, parents and the wider community. We are proud of our success thus far and we will keep striving to ensure our school is known as a centre of excellence.

Al Noori Muslim School's achievements continue to grow with none more notable than the school being recognised in the top 50 schools in NSW for the 2017 HSC results. This achievement cannot be understated as no other school has reached a top 50 standing in only the second year of being able to participate in the NSW HSC rankings. I would like to thank the Al Noori Board, Principal, Teachers, Parents and most importantly our students for this great result.

Al Noori Muslim School continues to provide its students with the opportunity to take part in many activities including sporting events, which saw our school win many titles in both girls' and boys' sports. The students have also had the opportunity to be involved in many school excursions which promote health and wellbeing among many other objectives.

I would like to acknowledge the Student Representative Council for their efforts in organising many special events throughout the year and I am sure they have developed their leadership skills with this exposure.

I extend my sincere wishes to the Al Noori Muslim School Board of Directors, School Principal, teachers, staff, students, parents and the wider community for your continued support in our vision to become a centre of excellence.

## *Principal's Message*

Throughout 2017, our teachers have continued to inspire our students to excel in all areas, both within and outside the classroom. In this annual report you will gain merely a glimpse of our students' diverse activities and achievements as they strive towards success, InshaAllah, in this life and the hereafter.

The best people in any field are those who devote the most hours to the kind of practice that is intended to make them better. Our dedicated staff instill in students that everything they do at school, is a skill you can improve. You are not just getting the work done - you are trying to get better at it.

In 2017, the school has not only achieved great results, but also built on their success with further success, taking our school ranking from 100<sup>th</sup> in 2016 to 45<sup>th</sup> in 2017, Alhamdulillah. This monumental achievement is a testament to the dedication and commitment of students, staff and parents in manifesting the culture of success we are embedding at the school. We are grateful to Allah (SWT) for the success He has granted us and ask that He continue to shower His blessings on our school community.

Congratulations to all Al Noori Muslim School students who were named in the 68 listings of the NESAs Distinguished Achievers' List. These students achieved a result of over 90 in one or more exams totaling 91 Band 6 results. Congratulations also to our Year 3, 5, 7 and 9 students for their exceptional NAPLAN results. Their results were well above the state average in all areas and on all grades.

Our success continued on the sporting field with many of our teams showcasing their abilities and making it through to semi-finals and grand finals. Both our boys' team and girls' team won the grand final in the Bachar Houli AFL Cup.

Other highlights worth noting include the Science Fair, Umrah trip, Ramadan activities, school camps, Literacy/Numeracy Week, Character Parade, World's Greatest Shave and the many more unprecedented opportunities our students experienced.

The Student Representative Council also needs to be congratulated for their tremendous efforts throughout 2017. Understanding the importance of Islamic values and possessing a strong work ethic are characteristics of well-educated young Muslims who will contribute positively to society.

Congratulations and thank you once again to all Board Members, staff, parents and students for your dedication and commitment. We thank Allah (SWT) for our continued success and look

forward to another rewarding year. The challenge for next year is to do even better and lift the benchmark, InshaAllah, even higher.

## ***Students' Message***

### ***(Extract from the School Captains' Message)***

Being elected as the School Captains for 2017, we have well and truly been honoured by the magnitude of the role, and the ability to contribute towards creating a positive change within the school community and society at large.

The privilege of captaincy is accompanied by immense responsibility. However, the constant aid, positivity and dedication received from teachers, staff members and the committed Student Representative Council has allowed us to accomplish remarkable achievements throughout the year, including raising \$10,000 for The World's Greatest Shave, where our very own Principal had selflessly volunteered to shave his head. The role has allowed us to further develop our skills in communication, leadership and organisation, but most importantly it has given us the chance to reflect upon ourselves as individuals and base our conduct on the teachings of Islam.

We would like to thank everyone who has contributed towards our development as captains and supported our success as leaders and role models within the school. We hope the skills embedded within us throughout the year empower us to create positive change within the wider community. As the year draws to an end, we hope to see the efforts and contributions of all involved in the SRC committee reflected within the school for years to come.

In the words of Mahatma Gandhi "Be the change you wish to see in the world". We, as captains, and the future graduating cohort, wish to be the change we see in the world and strive to make the world a better place.

# Theme 2

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## Contextual information and characteristics of student body

Al Noori Muslim School is currently a K-12 school located in South Western Sydney. Al Noori Muslim School's mission is to provide a high quality education in a supportive environment that inspires students to achieve their full potential. The school environment promotes and nurtures a sense of self-worth, discipline and understanding of the rights of fellow students and fellow human beings. The school values are derived from Islamic principles which directly correlate with the 'Values for Australian Schooling' of care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

The school's focus is to deliver NSW Educational Standards Authority (NESA) syllabus requirements at the highest possible standard of teaching and learning. It aims at providing students with highly rewarding and productive learning programs that incorporate a variety of stimulating events and initiatives. The school also maintains a selective admission policy. Prospective students sit an entrance/aptitude test. The school prides itself on its rich extra curricula program.

The school had 1790 students in 2017, 968 girls and 822 boys ranging from Kindergarten to year 12. The school had 1222 students in the primary school and 568 in the high school campus. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English and a number of students with special needs. Almost all the students are from non-English speaking and low-socio-economic backgrounds. There are no students from an Aboriginal or Torres Strait backgrounds.

The students partake in a wide range of extra-curricular activities. Caring teachers, counsellors and welfare co-ordinators attempt to provide the best education possible to the students in an environment conducive to learning. The parents, student and teacher satisfaction with the school is very high. There is a very big demand for enrolment places at the school. This shows the high regard that the general community has for the school.

More specific details about the school is documented on the My School website: <http://www.myschool.edu.au>

# Theme 3

## Student outcomes in standardised national literacy and numeracy testing

*Table 1: NAPLAN results – percentages at or above national minimum standard*

2017 Test	Year 3		Year 5		Year 7		Year 9	
	Percentage of students at or above the minimum standard		Percentage of students at or above the minimum standard		Percentage of students at or above the minimum standards		Percentage of students at or above the minimum standards	
	School	Statewide	School	Statewide	School	Statewide	School	Statewide
Reading	100	96	100	95.5	100	94.8	100	94.4
Writing	100	98.4	100	93.5	100	91.3	100	83.9
Spelling	100	96.9	100	95	100	95.3	100	93.8
Grammar and punctuation	100	94	100	93.6	100	92.2	100	91.5
Numeracy	100	97.1	100	97	100	97.6	100	99

In 2017, the following number of students sat the NAPLAN assessments:

Year 3	168
Year 5	162
Year 7	125
Year 9	107

Further information about Student Performance in *NAPLAN 2017* can be viewed on <http://www.myschool.edu.au>

# Theme 4

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## Senior secondary outcomes (student achievement)

### *Record of school achievement*

The formal Record of School Achievement credential was awarded by NESAC to one student.

### *Higher school certificate*

This was our third Year 12 cohort of sixty-one students. All the students (100%) attained a Year 12 certificate and continued on to university.

### **HSC Results Comparative Performance 2016-2017**

The following tables illustrates the 2016 -2017 HSC results in each HSC course at Al Noori Muslim School, including comparison of student performance to state wide performance and trends in student performance

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Biology	2016	42	School: 42 (100%)	State: 90.25%	School: 0 (0%)	State: 9.75%
	2017	38	School: 38 (100%)	State: 88.05%	School: 0 (0%)	State: 11.95%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Business Studies	2016	34	School: 33 (97.06%)	State: 87.15%	School: 1 (2.94%)	State: 12.85%
	2017	33	School: 33 (100%)	State: 87.29 %	School: 0(0%)	State: 12.71 %

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Chemistry	2016	17	School: 17 (100%)	State: 94.34%	School: 0 (0%)	State: 5.66%
	2017	24	School: 24 (100%)	State: 90.75%	School: 0 (0%)	State: 9.25%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
English Advanced	2016	28	School: 28 (100%)	State: 98.94%	School: 0%	State: 1.06%
	2017	43	School: 43 (100%)	State: 98.63%	School: 0%	State: 1.37%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
English Standard	2016	24	School: 23 (95.83%)	State: 87.33%	School: 1 (4.17%)	State: 12.67%
	2017	18	School: 18 (100%)	State: 86.34 %	School: (0%)	State: 13.66 %

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band E3- E4		Band E1-E2	
English Ext. 1	2016	1	School: 1 (100%)	State: 95.16%	School: 0 (0%)	State: 4.84%
	2017	2	School: 2 (100%)	State: 93.51%	School: 0 (0%)	State: 6.49%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Legal Studies	2016	20	School: 19 (95%)	State: 89.04%	School: 1 (5%)	State: 10.96%
	2017	26	School: 26 (100%)	State: 91.68%	School: 0 (0%)	State: 8.32%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band E3- E4		Band E1- E2	
Mathematics Ext. 1	2016	11	School: 10 (90.91)	State: 79.58%	School: 1 (9.09%)	State: 20.42%
	2017	15	School: 15 (100)	State: 81.9 %	School: 0 (0%)	State: 18.1%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band E3- E4		Band E1- E2	
Mathematics Ext. 2	2016	5	School: 4 (80%)	State: 85.48%	School: 1 (20%)	State: 14.52%
	2017	13	School: 12 (92.3%)	State: 84.11%	School: 1 (7.7%)	State: 15.89%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Mathematics 2 unit	2016	38	School: 38 (100%)	State: 92.20%	School: 0 (0%)	State: 7.80%
	2017	36	School: 36(100%)	State: 90.89 %	School: 0 (0%)	State: 9.11%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Mathematics General	2016	26	School: 25 (96.15%)	State: 75.67%	School: 1 (3.84%)	State: 24%
	2017	17	School: 17 (100%)	State: 74.59%	School: 0 (0%)	State: 25.41%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Physics	2016	12	School: 12 (100%)	State: 88.41%	School: 0 (0%)	State: 11.59%
	2017	17	School: 17(100%)	State: 88.5%	School: 0 (0%)	State: 11.5%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Senior Science	2016	8	School: 8 (100%)	State:91.45 %	School: 0 (0%)	State: 8.55%
	2017	18	School: 18 (100%)	State: 86.91%	School: 0 (0%)	State: 13.09%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Ancient History	2016	14	School: 13 (92.85%)	State: 82.58%	School: 1 (7.14%)	State: 17.42%
	2017	6	School: 6 (100%)	State: 81.61%	School: 0 (0%)	State: 18.39%

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Band 3-6		Band 1-2	
Economics	2016	11	School: 11 (100%)	State: 94.38%	School: 0 (0%)	State: 5.62%
	2017	15	School: 15 (100%)	State: 92.44%	School: 0 (0%)	State: 7.56%

In 2017, sixty-one students sat for the NSW Higher School Certificate in fifteen courses. In total 99.7% of candidates across all courses achieved marks of 50% or more (Band 2 or higher) with 73.5% of these placed in Band 5 and 6 (80- 100 marks). Of the 30 candidates who sat for a one unit extension course all 30 achieved 25 marks or more out of 50 with 43% of these achieving in the highest band with 45 marks or more and 96% of candidates in the 2 highest bands 40 marks or more.

In general, students' achievement was above state level. This has been a consistent trend over the past two years.

***Note that Senior Secondary outcomes are documented on the My School website:***  
<http://www.myschool.edu.au>

# Theme 5

## Teacher professional learning, accreditation and qualifications

### *Professional Learning*

As life-long learners, teachers at Al Noori Muslim School were engaged in a rich Professional Development Program in 2017. The benefits of whole school professional learning have been embedded through curriculum programs to enhance and sustain the quality of education the school provides to its learning community. The following professional learning activities were undertaken by staff throughout 2017:

Description of the Professional Learning Activity	No of participants
The AIS Studies of Religion Conference 2017-Enhancing Student Learning in Studies of Religion	1
Familiarisation: Revised Stage 6 History Syllabuses	1
Designing STEM Cross-Curricular Units of Learning for Stage 4	4
Planning and Programming the Revised Year 11 Standard/Advanced English Syllabus	1
Planning and Programming the Revised Year 11 Extension 1 English Syllabus	1
Familiarisation: Revised Stage 6 Mathematics Syllabuses	3
Seven Steps to writing success	2
Child Protection Investigation	2
Biology, Earth & Environmental and Senior Teachers Conference 2017	1
Year 12 Advanced English Module A- 'Julius Caesar' and 'The Prince', Presented by Barbara Stanners	1
The Medium is the Message	1

Raising the Bar in Legal studies: Improving Student Achievement and Enhancing Engagement	2
The AIS Digistem Conference 2017-Collaborate to create	1
Familiarisation: Revised Stage 6 English Syllabuses Online Module	2
HoDs Day	1
Fountas & Pinnell Leveled Literacy Intervention Workshop, Organised by Pearson Academy	2
ETA NSW: Repeat Session of Programming Yr 11 (with emphasis on Reading to Write)	1
Diabetes Teacher Training Seminars	2
School renewal project by University of South Australia Staff Members	101
Relationships, communication and a strengths-based approach for K-6	65

### ***Teacher Accreditation***

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	13
Conditional	7
Provisional	30
Proficient Teacher	37
Highly Accomplished Teacher (voluntary accreditation)	Nil
Lead Teacher (voluntary accreditation)	Nil
<b>Total number of teachers in school in 2017</b>	<b>87</b>

**Note:** Al Noori also employs another fourteen teachers who do not deliver Curriculum set by the NSW Educational Standards Authority (NESA). Thus, overall total number of teachers in school in 2017 was 101.

## *Teacher Qualifications*

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	86
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	1
<b>Total number of teachers in school in 2017</b>	<b>87</b>

**Note:** Al Noori also employs another fourteen teachers who do not deliver Curriculum set by the NSW Educational Standards Authority (NESA). Thus, overall total number of teachers in school in 2017 was 101.

All teachers in the category (ii) have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher.

# Theme 6

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## Workforce composition

During the 2017 school year Al Noori employed a total of 101 teaching staff members and 28 administrative staff member, there were no staff members from an indigenous background employed during the 2017 school year.

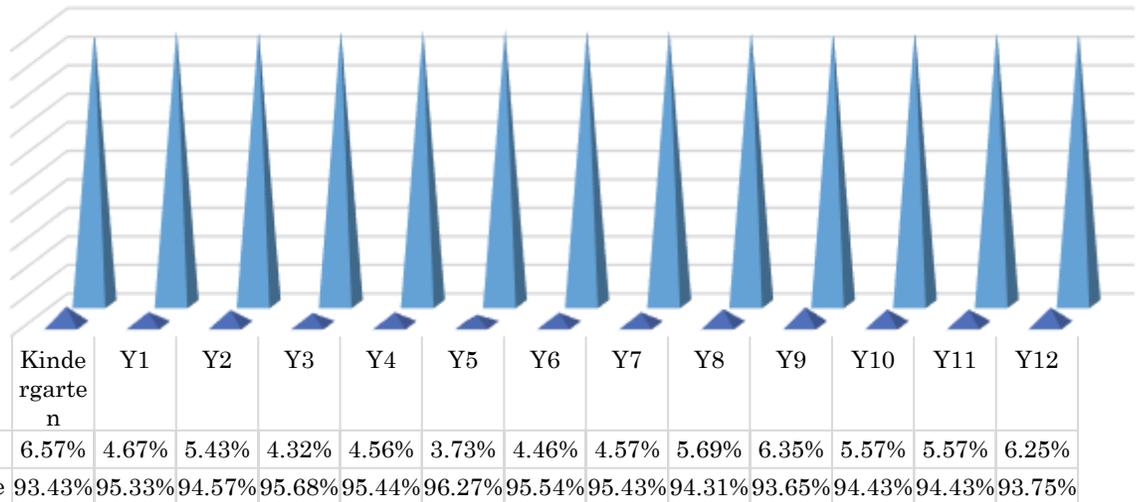
Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0	96.2	0	17.9
Persons	0	101	0	28

School staff information is documented on My School website: <http://www.myschool.edu.au>

# Theme 7

## Student attendance, and retention rates and post-school destinations in secondary schools

Average Daily Attendance Chart 2017



■ Daily Absence ■ Daily Attendance

### *Student Attendance:*

Ninety-four percent of students attended school on average each day in 2017. This was similar to the daily attendance in 2016.

*Student attendance information can also be found on <http://www.myschool.edu.au>*

## ***Management of non-attendance:***

Al Noori Muslim School implements policy and procedures for the management of student non-attendance. The school follows up where written explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student maybe at risk.

The following is an extract from our Attendance Policy:

### ***Absent Students***

***Class rolls are to be marked and signed by the class teachers daily.*** Absent students are to be marked with a lower case ‘a’. Class teachers must ensure that a note is to be provided by the student’s carer upon returning to school.

- i. Class teachers must report absence on a daily basis to admin by 11:30am, attachment 7 to be filled right after the roll is marked and **the teacher is to take attachment 7 to admin each day.** Admin will make a courtesy phone call to parents and return slips into pigeon holes each day. Slips are to be retained by class teachers in class attendance folders.
- ii. Students with unexplained absences are to be provided with *Unexplained Absence Proforma* for parents to complete Attachment 6; this must be prepared and sent by the class teacher. Where absences remain unexplained; class teachers must report this to their coordinators to investigate.
- iii. Unsatisfactory Attendance – parents of students with unsatisfactory attendance (exceeding 5 days in a given term without reasonable explanations) are provided with Attachment 1 outlining that the student is not meeting the school requirements. This must be completed and signed by the class teacher and coordinator. For continued unsatisfactory attendance the Deputy Principal and/or Coordinator will arrange a meeting with the parents. Reasons such as birthdays, helping with shopping or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.
- iv. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.
- v. The student file will also include the date of enrolment and, where appropriate, the date of leaving the school and the student’s destination.

***Any concerns class teachers have regarding the attendance of students must be immediately discussed with their coordinator.***

## ***Student Retention Rates and Post School Destinations:***

Seventy-one percent of the 2015 Year 10 cohort completed Year 12 in 2017. This was our third Year 12 cohort. Based on the information provided to the school when students leave, it would appear that many of the students who left at the end of Year 10 or during Year 11 did so because of subject choice or family circumstances. All sixty-one students who left at the end of Year 12 following the completion of their school education, continued on to University (100%).

# Theme 8

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## Enrolment policies

Al Noori Muslim School is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW Educational Standards Authority (NESA). It aims at a holistic education approach in which the mind, spirit and body of its students are developed to their full potential. Because of its holistic approach, Al Noori is a selective school that demands commitment from all its community members i.e. management, teachers, parents and students. Its students are encouraged to be seekers of excellence in all fields of knowledge and in all aspects of character and manners. The selection process involves interviewing the parents and assessing the students' aptitude. However, equal opportunity for gender, ethnic background and representation of different nationalities are also considered. Once enrolled, students are expected to support the ethos of the school and comply with the school rules to maintain the enrolment. Enrolment will comply with the Disability Discrimination Act.

Admission to the children is given on a yearly basis.

### *Enrolment:*

#### Kindergarten Students:

Students who have turned five by 30th June can apply to the school. Parents should follow the following procedures:

1. Fill in an Enrolment Form and pay \$75.00 non-refundable fee. The enrolment form should be accompanied with;
  - i. A birth certificate.
  - ii. Medical records
  - iii. Other reports from early childhood centres, schools.

2. The school advises the parents of the date and time of the interview and assessment.
3. After the interviews and assessments, parents are advised of the outcome. Due to limited vacancies and once the position has been offered, parents will have two weeks to respond, after which their place will be made available to others on the waiting list. During November there will be an opportunity for the students and their parents to attend the Kindergarten Orientation Day, to have an insightful experience into the school life at Al Noori.
4. The Selection Process:
  - ∞ Students sit for
    - an interview and
    - a test

### Criteria for Selection:

- ∞ Students must demonstrate;
  - Basic knowledge of early Kindergarten outcomes such as colours, shapes, numbers, alphabet, writing one's name etc.
  - Interact with the assessor through responding and cooperating.
  - Physical/mental coordination (showing fine motor skills through the use of scissors, drawings etc ... )
- ∞ Parents should show support to the school ethos. They should show commitment to the aims of Islamic education.
- ∞ The School Board of Directors screens all prospective students and reserves the right to accept or reject. The Board, represented by the Chairman, is the ultimate authority.
- ∞ **Siblings do not have any preferential treatment regardless.**

## Years 1 to 12 Students:

Students in years 1 to 12 can also join the school after following the same procedure, but the exams will cover Maths & English and may cover Islamic Studies. **A current report from the previous school must be submitted as well as the student's most recent NAPLAN results.**

**Year 6 students currently enrolled at Al Noori will have to go through the selective process in order to be promoted into the High School.**

Due to the limited number of positions and the high demand in the high school all applicants will undergo a selective process based on academic standing and behaviour. Promotion to the next class is subject to good academic standing.

Equal opportunity will be given to all applicants.

### ***Re-enrolment:***

Prerequisites for re-enrolment will be the required levels of academic performance, attendance, behaviour, payment of school fees and the continued support of parents. If a parent withdraws a child without the principal's approval to attend another school, to go overseas, to do home-schooling or any other reason, other siblings will lose their places at our school.

Parents will have to sign a re-enrolment form if they wish their children to return to the school the following year.

### ***Promotion:***

- Students will be promoted to a higher class only if their work and attendance are satisfactory.
- Parents will be informed of any additional specific promotion criteria at the start of each school year.
- Parents will be informed whether their children have been promoted.

***Please note that admission to the children is given on a yearly basis.***

### ***Procedures:***

1. All applications will 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.

### ***Student Population:***

The school had 1790 students in 2017, 968 girls and 822 boys ranging from Kindergarten to year 12. The school had 1222 students in the primary school and 568 in the high school campus. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English and a number of students with special needs. Almost all the students are from non-English speaking and low-socio-economic backgrounds. There are no students from an Aboriginal or Torres Strait backgrounds.

# Theme 9

## Other School Policies

### A. *Policies for Student Welfare:*

Al Noori Muslim School’s policies aim at providing a safe and supportive environment for the school community, especially the students. The safety of our students is given priority at all times. Students at our school should always feel secure physically, socially and mentally. The school aims at providing a holistic approach which tries to develop a sense of responsibility in our students, whereby they achieve their full potential in all aspects of the human personality: spiritual and religious, physical, emotional, moral, aesthetical and vocational.

The school seeks to provide a safe and supportive environment which:

- Minimizes 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

In 2017, the policy was revised to include the provision for follow up on student attendance issues as an integral part of student welfare. The full text can be accessed by request from the Principal, from the school website, and from the staff handbook.

### Policies for Student Welfare:

Policy	Changes in 2017	Access to full text
<p>Child Protection Policy</p> <ul style="list-style-type: none"> <li>• definition and concepts</li> <li>• the legislative requirements</li> <li>• Preventative strategies</li> <li>• General guidelines</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school’s website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

Policy	Changes in 2017	Access to full text
<p style="text-align: center;">Supervision Policy</p> <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of care for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p style="text-align: center;">Code of Conduct Policy</p> <ul style="list-style-type: none"> <li>• code of conduct for staff and students</li> <li>• behaviour management</li> <li>• the role of the student leadership system</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p style="text-align: center;">Pastoral Care Policy</p> <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• critical incident policy</li> </ul>	<p>Updated to include a new administration of medication form and a new medical form.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p style="text-align: center;">Attendance Policy</p> <ul style="list-style-type: none"> <li>• Class rolls</li> <li>• Procedure for absenteeism</li> <li>• Procedure for late arrivals/early pickups.</li> <li>• Special leave</li> <li>• Record keeping</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

Policy	Changes in 2017	Access to full text
<p>School Counselling Policy</p> <ul style="list-style-type: none"> <li>• The Counselling process and procedure</li> <li>• Referral guidelines</li> <li>• Assessment and intervention</li> <li>• Confidentiality and mandatory reporting</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p>Communication Policy</p> <ul style="list-style-type: none"> <li>• Communication mechanisms in place to facilitate formal and informal communication.</li> <li>• Communication between the school and the school community</li> <li>• Communication between staff members.</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p>Security /WH&amp;S Policy encompassing</p> <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school-related activities</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

Policy	Changes in 2017	Access to full text
<p>School Excursion Policy</p> <ul style="list-style-type: none"> <li>• Guidelines for planning an excursion</li> <li>• Excursion risk assessment</li> <li>• Excursion approval form</li> <li>• Excursion checklist</li> </ul>	<p>This policy was revised to provide more details regarding student supervision and risk assessment (students with allergies).</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p>Code of Conduct for the Care and Protection of Children</p> <ul style="list-style-type: none"> <li>• Code of conduct</li> <li>• Employee expectations</li> <li>• Duty of care</li> <li>• Confidentiality</li> </ul>	<p>Revised to include that all staff will be informed annually of their legal responsibilities.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p>SRC Policy</p> <ul style="list-style-type: none"> <li>• Student representative council</li> <li>• Election procedure</li> </ul>	<p>Updated to include 2017 changes.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au"><b><i>http://www.alnoori.nsw.edu.au</i></b></a></li> </ul>
<p>Academic Support Policy</p> <ul style="list-style-type: none"> <li>• Role of the support teacher</li> <li>• Teaching</li> <li>• Programs</li> <li>• Communication</li> </ul>	<p>Updated to include 2017 changes.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au"><b><i>http://www.alnoori.nsw.edu.au</i></b></a></li> </ul>

## Policies for Anti-Bullying:

Policy	Changes in 2017	Access to full text
<p>Anti- Bullying Policy</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Causes of bullying</li> <li>• Signs of bullying</li> <li>• Understanding the victim and the bully</li> <li>• Long term consequences for victims, bullies and bystanders</li> <li>• Procedures and standards</li> <li>• Strategies to help prevent bullying.</li> </ul>	<p>Revised to include updated contact information.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.a</a> <u>u</u></li> </ul>
<p>Guidelines Against Bullying</p> <ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• Examples of bullying</li> <li>• What to do if bullied?</li> <li>• Preventing bullying</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>
<p>Discrimination, Harassment and Bullying Statement</p> <ul style="list-style-type: none"> <li>• Defining unlawful discrimination, harassment and bullying</li> <li>• Different types and examples</li> <li>• Obligations/what to do</li> <li>• What will the school do if you have a complaint</li> </ul>	<p>This policy was revised.</p>	<p>Full text available in:</p> <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

## Policies for Student Discipline:

Policy	Changes in 2017	Access to full text
Discipline Policy <ul style="list-style-type: none"> <li>• School rules</li> <li>• Roles and responsibilities of all stakeholders</li> <li>• Positive reinforcement</li> <li>• School merit system</li> <li>• School consequence system</li> <li>• Procedural fairness</li> <li>• Corporal punishment</li> <li>• Intervention strategies</li> </ul>	Revised in line with <i>Sentral</i> (school administrative software). Information regarding use of phones and other electronic devices was revised. Suspension and expulsion details were revised (vandalism/expulsion).	Full text available in: <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

## Policies for Complaints and Grievances Resolution:

Policy	Changes in 2017	Access to full text
Complaints and Grievances Resolution Policy <ul style="list-style-type: none"> <li>• Process for raising a compliant</li> <li>• The resolution procedure</li> </ul>	This policy was revised.	Full text available in: <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

## Policies for use of email and electronic devices:

Policy	Changes in 2017	Access to full text
Use of Email & Electronic Devices <ul style="list-style-type: none"> <li>• Process for raising a complaint</li> <li>• The resolution procedure</li> </ul>	This policy was revised.	Full text available in: <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

## Policies for Teacher Accreditation

Policy	Changes in 2017	Access to full text
Teacher Accreditation <ul style="list-style-type: none"> <li>• Process of accreditation</li> <li>• Documentary evidence</li> </ul>	This policy was revised.	Full text available in: <ul style="list-style-type: none"> <li>• Staffrooms</li> <li>• On the school's website: <a href="http://www.alnoori.nsw.edu.au">http://www.alnoori.nsw.edu.au</a></li> </ul>

### ***B. Policies for Anti-bullying:***

Al Noori Muslim School 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.

### *C. Policies for Student Discipline:*

In partnership with parents and students, the staff of Al Noori Muslim School have a shared responsibility for managing students' behaviour and for creating a safe, productive and successful learning community. Students are required to abide by the school rules and to follow the directions given to them by school staff and other people with authority delegated by the school. The discipline policy endeavours to encourage positive behaviour which respects the rights of all students to learn and teachers to teach. This discipline policy indicates that students must accept responsibility for their own behaviour through the realisation that undesirable behaviour has consequences. Family member involvement is crucial and staff members are encouraged to liaise with them throughout the disciplinary process. The disciplinary process is based on the value of procedural fairness that is taught at the school. Procedural fairness is a basic right of all when dealing with the authorities. Procedural fairness refers to what is described as the 'hearing rule' and the 'right to an unbiased decision'.

That is, persons involved in cases where allegations have been made against them, have the right to:

- know the allegation related to the matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations
- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

The aim of the discipline policy is:

To create a safe, secure and happy school environment, where all students are respected and acknowledge responsibility for their actions and behaviour.

The objectives of the policy are:

- To ensure a safe school environment free from harassment, violence and bullying.
- To develop high self-esteem in all individuals.
- To encourage students to learn and allow teachers to teach effectively.
- To clearly guide staff members dealing with discipline issues.
- To establish a proactive system of consistent rewards and consequences for students.

- To develop the use of non-violent conflict resolution skills between students.
- To establish and support a strong home/school partnership for school discipline.
- To encourage positive intervention strategies for non-compliant students.
- To empower students to give their opinion of some aspects of the discipline policy.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by school or non-school persons, to enforce discipline at the school or at home.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on principles of procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.

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

- Staff Handbook
- School News letters
- Parent information packages given to new parents upon enrolment
- The School Website

During 2017 the Discipline policy and procedures were reviewed as part of the expansion of the high school. The 2017 Discipline Policy contains all the merit and consequence processes for grades K-12 as well as visual representations for each process. The discipline policy for implementation in 2017 contains revised processes for disciplinary action that are based on procedural fairness.

Parents are provided with an overview of the discipline policy at parent information sessions and the full text is available on the school's website.

### ***D. Policies for Complaint and Grievance Resolutions***

Al Noori Muslim School strives to build and maintain strong partnerships between all members of the school community including students, parents, staff members and members of the wider community. 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.

During the 2017 Parent Information Sessions all attendees were informed of the school's procedure for dealing with complaints and grievances. The full text of the school 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 booklet and is available on the school website ***[www.alnoori.nsw.edu.au](http://www.alnoori.nsw.edu.au)***

This policy was revised during 2017.

# Theme 10

## School determined priority areas for improvement

### *Achievement of priorities identified in 2016:*

Areas	Priorities	Achievements
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>○ Implementation of Professional Learning days every term.</li> <li>○ To launch a school renewal project in partnership with the University of South Australia.</li> </ul>	<ul style="list-style-type: none"> <li>○ Professional learning days were held at the beginning of term 1, 2 &amp; 3. The last week of term 4 was also held as a professional development week.</li> <li>○ School renewal project was initiated. Staff members from the University of South Australia have been working with our staff throughout the year.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>○ To write k-6 geography programs.</li> <li>○ To adopt a whole school reading program (k-6) for the literacy intervention classes.</li> </ul>	<ul style="list-style-type: none"> <li>○ K-6 Geography programs were written.</li> <li>○ A K-6 support team was established.</li> <li>○ A K-6 support program was implemented.</li> <li>○ Year 6 after school classes were offered.</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>○ To implement a wider variety of student counselling &amp; student welfare programs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Anti-bullying week events were implemented.</li> <li>○ Individual and group counselling.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Teacher development workshops run by the school counsellor.</li> <li>○ Brainstorm- student wellbeing workshops were implemented.</li> <li>○ Allen’s Adventure Program for K-6 students.</li> <li>○ Buddy builders- K-6</li> <li>○ Kindness walls K-6</li> </ul>
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***2017 Priority areas for improvement***

Areas	Priorities
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>○ To provide staff with professional development on the welfare &amp; wellbeing component of Sentral.</li> <li>○ Train support staff to use intense support programs.</li> <li>○ Implementation of Professional Learning days every term.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>○ To refine the K-6 teaching and learning programs.</li> <li>○ To adopt a whole school reading program (K-6) for the literacy intervention classes.</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>○ To use the <b><i>Sentral</i></b> attendance feature for all attendance records.</li> <li>○ To implement a wider variety of student counselling &amp; student welfare programs.</li> </ul>

# Theme 11

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## Initiatives promoting respect and responsibility

Al Noori Muslim School is committed to programs and initiatives which promote respect and responsibility. The school aims to instill respect and responsibility in all the students through well planned and appealing programs. The 2017 Moral Education Program as well as the 2017 Curriculum programs facilitated the opportunity for explicit and interactive teaching of values. The weekly messages explored daily, during assemblies, were based on many fundamental ethical themes such as kindness, honesty, compassion, patience, justice, respect and responsibility.

The 2017 Personal Development and Health programs introduced students to topics such as accepting uniqueness & differences, self-control, understanding feelings of others, personal rights and responsibilities, personal values, school values, family and cultural values, uniqueness of self-identity and challenging discrimination. Through these programs students investigated fictional situations and explored appropriate decisions and solutions.

The 2017 fundraising events were extremely successful, the school community worked together to raise awareness of events such as the food drive, Red Nose Day, Beanie day, Jeans for Genes day and the outstanding orphan sponsorship campaign. Through educating students about the importance of the events and the spirit of giving charity, the school helped to raise money for the respective organisations.

The annual events such as Harmony Day, ANZAC day, Reconciliation week, Remembrance Day and the National Day of Action Against Bullying once again allowed the school community to acknowledge, embrace and celebrate the history and cultural diversity of Australia. For each event students were engaged in class activities which promoted respect and responsibility. School displays were erected to raise further awareness and to celebrate these events. These imperative annual events are embedded into the school's practices and with each New Year comes greater awareness, understanding and success. The school believes if students are exposed to these events and educated about the importance of these events at a young age, they will grow into young adults who value and continue to contribute to a variety of charitable causes.

The Student Representative Council was profoundly involved in all school events, the Prefects, Vice Captains and Captains met with the SRC Coordinators and contributed to events by delivering inspirational speeches and assisting with the management of the events. The SRC members portrayed an admirable level of responsibility, maturity and respect. The SRC body truly represented the students' views, the SRC introduced the Orphan Sponsorship campaign to

promote awareness of disadvantaged communities. This campaign was extremely successful and will be continued in 2018.

The strong partnerships between teachers and parents are essential in working towards common goals. Communication is the tool to success hence; the Moral Education Program was communicated to parents through the weekly homework booklets and parents were greatly encouraged to adopt the same weekly theme in their household. Parents were also informed of this program through the Parent Information sessions.

The school is devoted to the continual growth, development and high achievement of all students, the programs, initiatives and events presented will undergo systematic reviews to ensure the changing and diverse needs of all students are being catered.

# Theme 12

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## Parent, student and teacher satisfaction

In 2017 parents were surveyed during the Term 1 and 3 Parent/Teacher nights, the surveys confirmed that parents were satisfied with the overall school practices. Al Noori Muslim School is committed to continued improvement therefore; the parents were asked to identify one aspect of the school they would like to see improved. The suggestions from parents helped to shape the school goals and priorities for the year ahead.

The continued support of parents was strongly felt by all staff members throughout the year, the involvement of parents in running the Book Fair and the annual athletics carnival, the attendance of parents at school functions and the contributions parents made towards school fundraising events affirmed the strong level of satisfaction and appreciation from the parents.

The SRC provided a forum for student suggestions; the suggestions were tabled at the school executive level with the Principal. Students enjoyed a sense of authority; the voice of the student body was heard by all staff members. The SRC members successfully organised and managed a number of school events and initiatives such as the Red Nose Day fundraiser and the end of year graduation ceremonies.

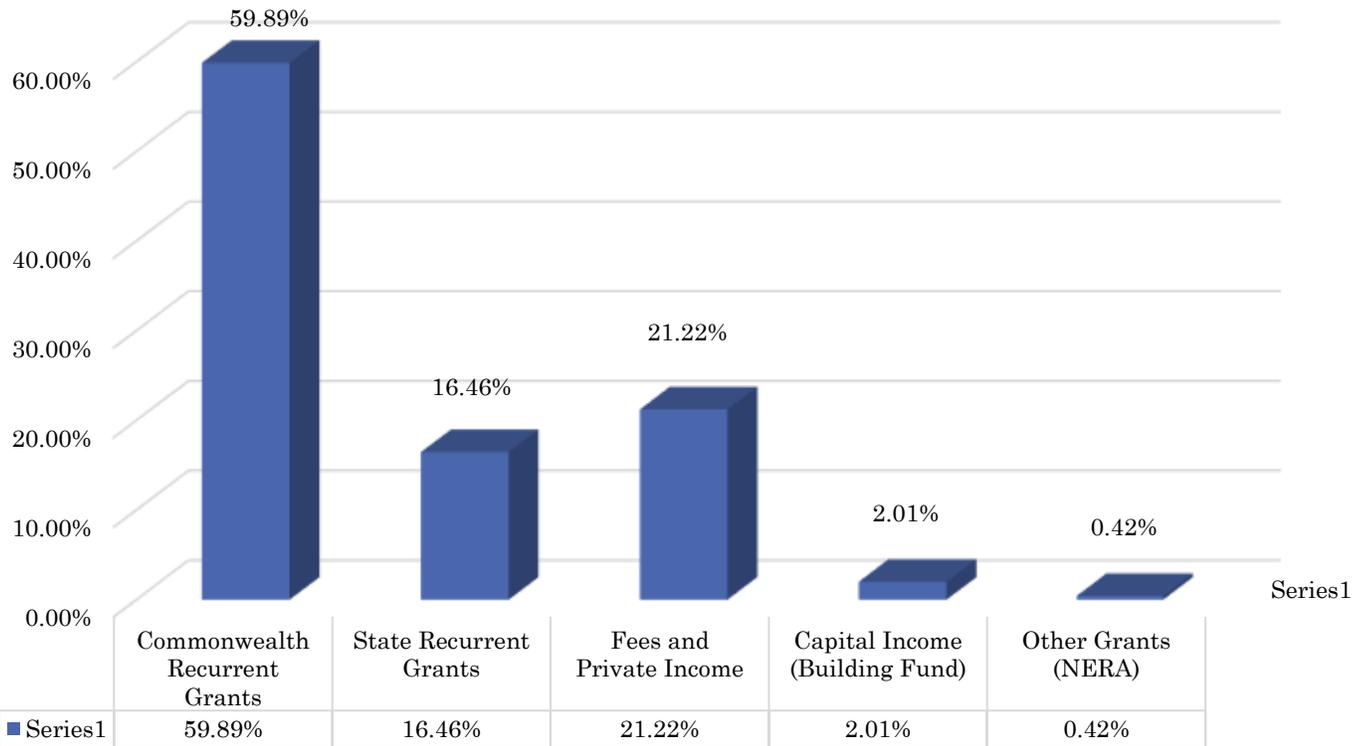
The feedback from students is always interesting and valuable; the students were asked on many occasions to raise concerns and voice opinions on various school initiatives. The students were always extremely positive, they are proud of their school and its achievements and they display an inspirational sense of belonging. The response to school excursions and incursions was impressive; there was always an above 98% participation rate. Students were also enthusiastic towards participation in extracurricular programs.

The 2017 professional development program was designed and implemented to meet the ranging needs and interests of staff members. The teachers' active participation during the professional development sessions illustrated a sense of commitment and appreciation. The professional development workshops heavily impacted on the teachers' classroom practices and curriculum plans. Through various appraisals it was evident that the professional development sessions had informed and influenced the teachers' practical and theoretical approaches.

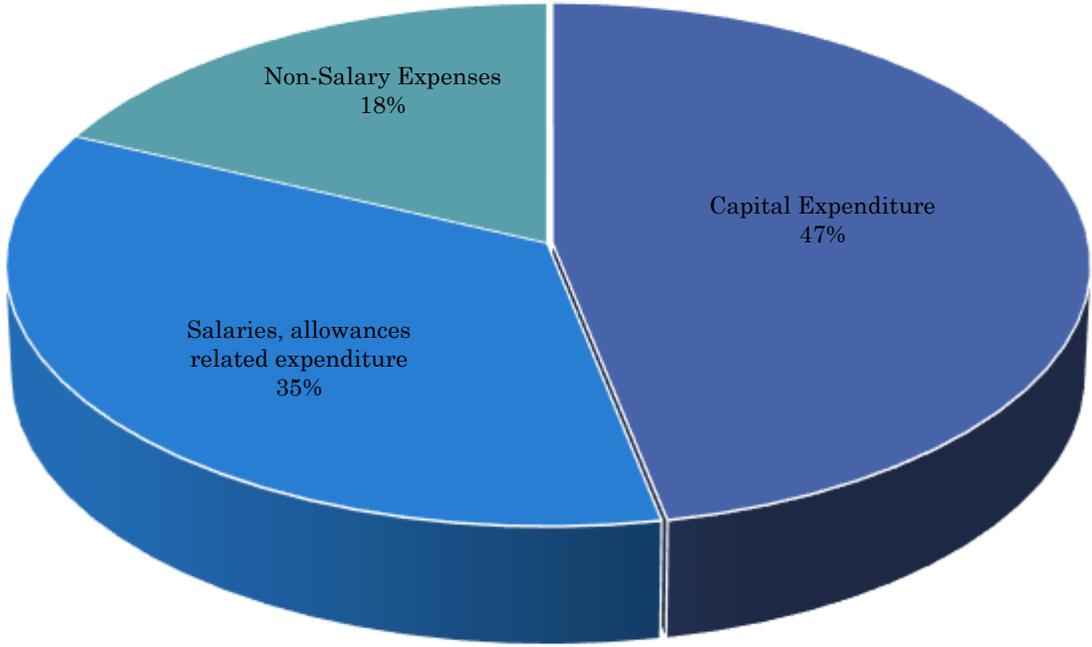
# Theme 13

## Summary financial information

(a) Graphic One: Recurrent/Capital Income represented by Column Chart



(b) Graphic Two: Recurrent/ Capital Expenditure represented by Pie Chart



■ Capital Expenditure      ■ Salaries, allowances related expenditure      ■ Non-Salary Expenses

# Theme 14

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## Publication Requirements

### *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**

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 NSW Educational Standards Authority (NESA);
- 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 NSW Educational Standards Authority (NESA) and other stakeholders;
- provision of information for My School 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 NSW Educational Standards Authority (NESA) in an appropriate electronic form.

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

The School Accountant and Principal are responsible for completing the questionnaire. They are responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

## *Annual Report*

The Principal will ensure that the annual report is submitted online to the NSW Educational Standards Authority (NESAs) by the 30th June annually. It may be accessed on the school website at <http://www.alnoori.nsw.edu.au>

The Principal will also make arrangements to provide a hard copy of the report, on request, to a person who is responsible for a student and is unable to access the internet.

Provided below is the processes for preparing the Annual Reports including executive roles and responsibilities. Reporting Areas are to be submitted to the Principal by the 1st of June. The accountant is responsible for uploading the Annual Report to the NSW Educational Standards Authority (NESAs) by the 30<sup>th</sup> of June annually.

Executive/s Responsible	Reporting Area	Person to follow up	Timeline
Chairperson	Message from key school bodies	Principal	May (calendar year)
Deputy Principal/ Assistant Principal	Contextual information about the school	Principal	January (calendar year)
Deputy Principal/ Assistant Principal	Student outcomes in standardised national literacy and numeracy testing	Principal	November (reporting year)
Deputy Principal/ Assistant Principal	Student performance in statewide tests and examinations	Principal	November (reporting year)
Principal and Coordinators	Professional learning and teacher standards	Principal	December (reporting year)
Human Resources (HR)	Workforce composition	Principal	November (reporting year)

Senior Staff/Admin	Senior secondary outcomes.	Principal	March (calendar year)
Senior Staff/Admin	The granting of records of school achievements.	Principal	March (calendar year)
Senior Staff/Admin	Student attendance and management of non-attendance	Principal	On-going
Senior Staff/Admin	Retention of Year 10 to Year 12 (where relevant)	Principal	March (calendar year)
Senior Staff/Admin	Post-school destinations (secondary schools only)	Principal	March (calendar year)
Deputy Principal/ Senior staff	Enrolment policies and characteristics of the student body	Principal	November (reporting year)
Principal and Senior staff	School policies	Principal	May (reporting year)
Principal, Senior staff and Coordinators	School-determined improvement targets	Principal	November (reporting year)
Deputy Principal/ Senior staff and School Chaplain	Initiatives promoting respect and responsibility	Principal	February (reporting year)
Principal and Senior staff	Parent, student and teacher satisfaction	Principal	December (reporting year)
Accountant	Summary financial information	Chairperson	March (calendar year)