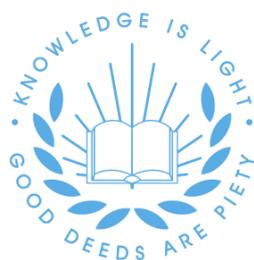
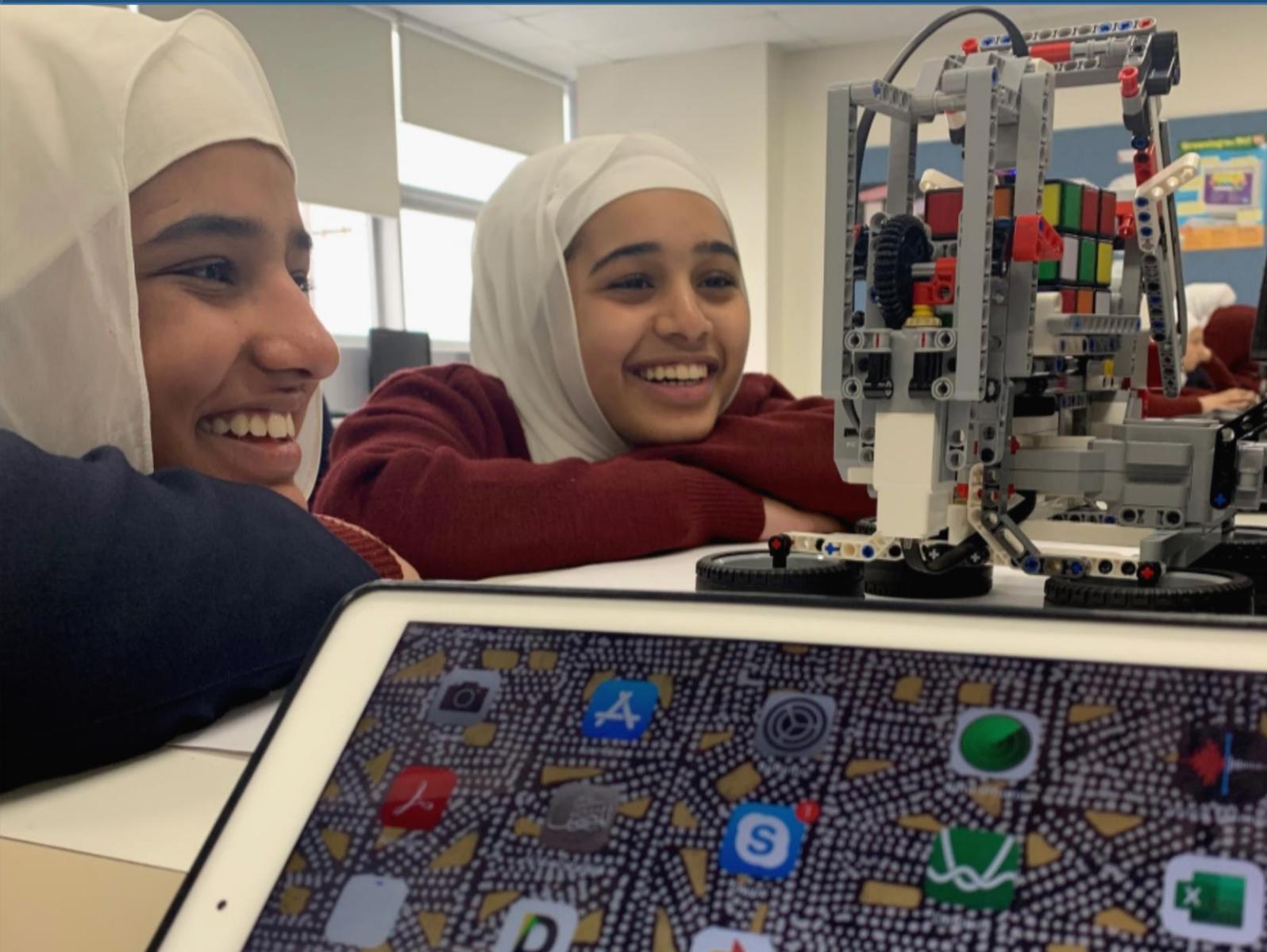


# Annual Report

AL NOORI MUSLIM SCHOOL

2018



**AL NOORI**  
MUSLIM SCHOOL



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**Fifty-five students were recognised on the  
NESA 2018 Distinguished Achievers'  
HSC Merit List**

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## A Message from Key School Bodies



### A Message from the Chairman

It has been a privilege to serve Al Noori Muslim School as Chairman on the School Board of Directors. More than 30 years ago Al Noori Muslim School was established to provide an education based on the Islamic ethos and rich in a diverse range of educational activities and opportunities. The school's vision is based on the premise that excellence comes when each boy and girl achieves his or her best in both the curricular and co-curricular environments and is well prepared for their future beyond Al Noori Muslim School.

For three decades, the school has stayed true to its founding values, which make this possible – practising **care and compassion**, instilling a motivation of **doing your best**, pursuing a **fair go**, honouring **freedom**, embodying **honesty and trustworthiness**, leading with **integrity**, showing **respect**, taking **responsibility** and demonstrating

**understanding, tolerance and inclusion** - and we have measured success by the achievements of our students, both academically and in life-experience.

The Board of Directors of Al Noori Muslim School remains committed to the academic excellence and character development of staff and students of the School, in line with the school vision for Al Noori Muslim School to continue to be a school of excellence by:

- providing students with the highest quality and innovative educational opportunities
- implementing best practice and structure to support the wellbeing of students, staff and parents
- developing global citizenship by engaging students, staff and parents with other cultures
- providing facilities and resources of a first-class standard
- providing professional development and career opportunities, as well as work conditions, which will make Al Noori Muslim School considered as a most desirable 'Employer of Choice'

One part of the strategic vision of the Al Noori Muslim School Board of Directors has been to plan and build outstanding facilities for the benefit of the students. In 2018, we commenced work on construction of the new building facilities, which is due to open in late 2020.

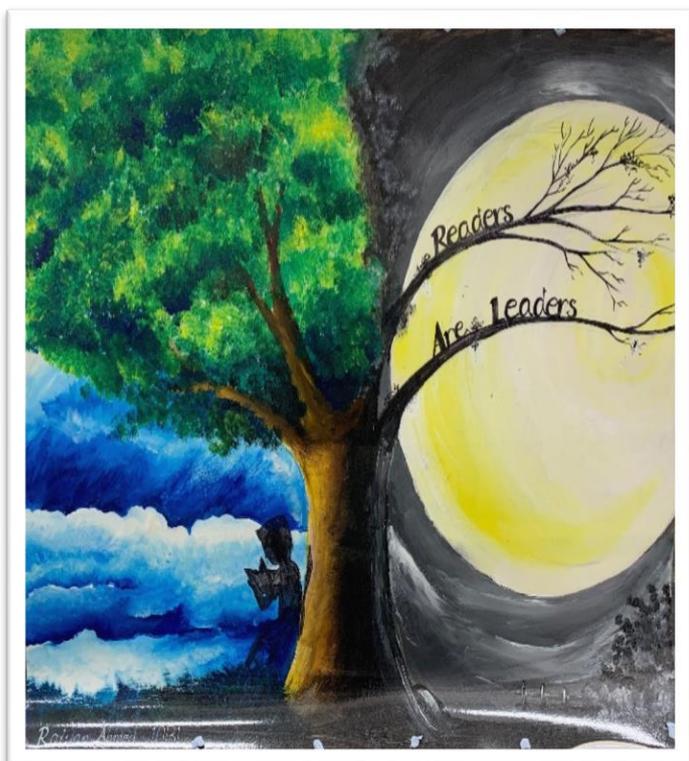
In 2018, our academic results were some of the best we have achieved so far. The Sydney Morning Herald League tables ranked Al Noori Muslim School as 42nd in NSW. The School achieved 96 Band 6 results from 69 students sitting all HSC exams. Fifty-five students were recognised on the NESA HSC Distinguished Achievers List in at least one subject. Our NAPLAN results across all ages

were impressive, with excellent results achieved in Years 3,5,7 and 9. Furthermore, six students were awarded a full academic scholarship and seven students were awarded partial academic scholarships in recognition of their growth mindset and effort at school during 2018.

We have commenced a period of Strategic Planning, including a significant consultation with key stakeholders about the shape of the School for the next five years. The Strategic Plan will be made available in 2020. Striving for excellence and continuing to support the wellbeing of students, staff and parents with best practice structures and programs in a context nourished by the Islamic faith and its teachings remains of high importance to the Board of Directors and Al Noori Muslim School.

We would like to thank staff and parents for their continuing commitment in supporting the school and the wellbeing of students. Congratulations to all students on their academic achievements in 2018!

**Fawaz Sankari**  
**Chairman**  
**Al Noori Muslim School**



## A Message from the School Principal

*Extract from the 2018 Awards Presentation*

Today is a celebration of the hard work of our students, teachers and parents throughout 2018. Congratulations to all our students for their great achievements both in their academic work and on the sport fields.

Congratulations to our Student Representative Council for their ability to motivate and inspire fellow students to share and strive with them in contributing positively to the wider community. They managed to raise over \$90 000 for various organisations such as Rural Aid, Jeans for Genes Day, Mark Hughes Foundation, MAA Water Well projects and the Orphan Sponsorship program.

Congratulations to our Year 12 cohort for all receiving placements at university and taking our school rank from 45th in 2017 to 42nd in 2018, Alhamdulillah. Over fifty percent (38 students) of the students achieved ATAR's of 90 or above. Congratulations also to our Year 3,5,7 and 9 students for their outstanding NAPLAN results. They have outperformed the state in all areas of both Literacy and Numeracy with over 80% of students in the top 2 Bands.

One of the most important gifts we can offer young children is a positive view of themselves. The future of our community depends upon the education of

our youth. When I look at the students before me today, when I see their hard work and share in the celebrations of success, I have every confidence that the young people who will leave this school will be precisely the kind of young people who will make a difference to the world.

Excellence needs to be within the individual. It is easy to be motivated to do your best work when someone is watching, but the real test of excellence is what you do when no one is watching. We must however remember that Allah (SWT) is always watching. 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.

On behalf of the students, parents and staff of Al Noori Muslim School, thank you to our Board of Directors for their dedication and commitment. Without their hard work and vision, this would not have been possible. Congratulations and thank you also to our students, parents and staff for their passion and combined efforts in working together towards achieving a positive and nurturing school culture filled with many great opportunities, experiences and achievements both within and outside the classroom. We thank Allah (SWT) for our continued success.

**Ali Kak**  
Principal  
Al Noori Muslim School

## **A Message from 2018 Student Representative Council**

The year 2018 for Al Noori Muslim School started with a strong focus on being grateful for the blessings bestowed upon every one of us and the importance of reflecting upon how well every student utilised the gift of time. The school motto 'Knowledge is light, Good deeds are piety' encompassed every action we took throughout 2018. The year passed by so quickly and we all learnt that change happens all around us every day

whether we like it or not and we must enjoy the moment while we can because one day it will just be another memory.

We reflected on the time we both stood before the student body and received our leadership badges. We addressed the school as school captains for the very first time, vowing to reflect the values of integrity, piety, knowledge, compassion and commitment that our school upholds. As we look back on 2018 and on our time as school captains, we have truly been fortunate enough to experience the obligations of the role first-hand through the multiple initiatives that we have been a part of. These initiatives have been in collaboration with the rest of the SRC committee in both the primary and high school, and the school community, owing to the tireless efforts of Miss Kak and Mr Saboune.

Some 2018 initiatives included a number of fundraisers, specifically raising money for the annual Umrah trip, as well as our school's orphan sponsorship program. The SRC events this year have included the Ramadan Iftar and Circles of Light initiative held during the holy month, and the first ever Ramadan Food Drive in which students collected ten van loads worth of dry goods and toiletries for refugees and asylum seekers. Further, there were also the numerous barbeques and Krispy Kreme sales held throughout the year, and the selling of chocolate by the senior SRC students every recess and lunch to raise money for charity. For the first time, the school was able to raise \$15,000 which was donated to the drilling of ten new water wells for our brothers and sisters in need around the world. We were also closely collaborating with the Primary SRC students with a key initiative of the year, where the school raised more than \$20 000 for the Rural Aid Australia 'Buy a Bale' of hay campaign to assist the farmers.

It has been remarkable to look back and see what was accomplished in such a short period of time. Our peers are a group of talented and unique individuals. As school captains, we did our own data



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## Students raised \$20 000 for the Rural Aid 'Buy a Bale' campaign to assist Australian farmers

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collection and asked the Year 7 students what their favourite experience was in 2018. It was most definitely described as the extraordinary transition from primary to high school through memorable events like the Claymation, and food stalls in Science week. For the Year 8 students, it was a year of discovery and self-exploration and learning new skills in the kitchen, and computer lab. The bonds and networks established by peers in Year 9 transcends that of distinct friendship groups as they have developed and matured collectively. For the year 10 students whom it is their last schooling year wearing red and beige, the Market Day was truly an unforgettable experience.

Throughout 2018, the students have seen the school grow, not as just concrete and mortar, but as a permanent fixture in the Islamic community.

We have witnessed the influx of hundreds of students, all contributing their unique talents and personalities to create the culture that is seen around the school today. It has helped create a sense of pride in being a part of the Alnoori Muslim School community.

We also would like to thank our esteemed board members, school leaders and teachers who have endlessly supported us all whether it be, in the classroom or after school. Also our beloved parents, for not only supporting us today but for doing so unconditionally since the beginning of our schooling education, and who will continue to do so for the rest of our lives. We sincerely wish everyone the very best in 2019.

**Khaled Rajab**  
**School Captain (Boys)**

**Roukaya Hijazi**  
**School Captain (Girls)**

## Contextual Information about the School and Characteristics of the Student Body

Al Noori Muslim School is a school community that is in pursuit of excellence and impact. Founded in 1983, the school strives to make an impact on the lives of others through its students, and by the quality of its teaching and leadership in education. Al Noori Muslim School is a growing selective K – 12 school situated in the heart of Greenacre with an enrolment of 1817 students in 2018, 986 girls and 831 boys. The school had 1223 students in the primary and 594 in the high school. Over the past five years the culturally and linguistically diverse background of the school community has broadened significantly, with thirty-three different cultural groups represented and ninety-nine percent of the students being from a language background with English as an Additional Language. The school has worked towards fostering an environment conducive to high levels of student engagement, translating into above state average results in literacy and numeracy. The school also has programs in place to support students who present with a socio-economic disadvantage. There are no students from an Aboriginal and/or Torres Strait Islander background.

Educational excellence is combined with a holistic approach to the students' intellectual, social, emotional and spiritual development. The school provides a safe and challenging learning environment where the values of academic achievement, respect, responsibility and citizenship are widely promoted, and student achievements celebrated. The school is renowned for its academic success in public examinations, challenging curriculum and broad range of co-curricular activities. Al Noori Muslim School staff focus on literacy and numeracy outcomes in NAPLAN, HSC results that demonstrate increases in student performance in higher bands of achievement, whole school curriculum that is embedded with strategies that promote quality teaching and engaged learners, quality assessment and feedback

designed to inform both student learning and teacher practice and maximising student attendance through a variety of student welfare support strategies. Key achievements in 2018 include success in the VALID8 assessment where two students achieved the fifth highest score in the state, NSW & ACT Junior STEM Competition where the school was shortlisted to win some major prizes, STEM Robotics program, Mindz workshop, Sydney Airport Leadership STEM excursion, debating competitions and Science week activities.

The Islamic faith and its values underpin all that we do at Al Noori Muslim School. Students are given opportunities to participate in the Annual Umrah Trip, Circles of Lights student led activity, Ramadan Iftar Dinners and Lead the Way Workshops. Because our students see aspects of real disadvantage within the community around them, students are encouraged to live their lives with compassion, courage and a determination to benefit the community within and outside of Australia. Key achievements in 2018 included raising \$20 000 for Rural Aid Australia to support families suffering from drought conditions, \$10 000 for the Leukaemia Foundation, sponsoring over 40 orphans to cover their educational and medical needs and the digging of over 10 water wells to ensure communities have safe clean drinking water.

Our mission is for all students to be empowered, resilient and future focussed. Al Noori Muslim School graduates are known for their flexibility, creativity and resilience and have enjoyed success at the highest levels in a diverse range of professional areas such as Law, Medicine, Economics, Business, The Arts, Science and Education. Al Noori Muslim School will continue to promote excellence in all aspects of school life.

# Student Outcomes in Standardised National Literacy and Numeracy Testing

Al Noori Muslim School performed very strongly in the National Assessment Program –Literacy & Numeracy (NAPLAN). The results demonstrate that students at Al Noori Muslim School perform well above the State average. Performance on Al Noori Muslim School’s NAPLAN results are documented on the MySchool website:

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

## NAPLAN

In 2018, the National Assessment Program – Literacy and Numeracy (NAPLAN) was again run for students in Years 3,5,7 and 9. This program assesses the literacy and numeracy learning of students in all Australian schools. Our students in all year groups achieved strong results in all the areas assessed when compared to the rest of the state.

A comparison of Al Noori Muslim School’s performance with those for the state appears below.

The table shows the percentage of students above the national minimum standard and the percentage of students in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The national minimum standard for students in Year 3 is at Band 2, in Year 5 is at Band 4, in Year 7 is at Band 5 and in Year 9 is at Band 6.

Al Noori Muslim School students in all year groups have again performed very well in the National Assessment Program in Literacy and Numeracy. The percentage of Al Noori Muslim School students in the top 2 bands in each group significantly exceeds the state percentage achieving at the same level. Growth data tells a positive story for Al Noori Muslim School students with NAPLAN results being utilised by teachers to adjust teaching and learning programs to cater for areas of need for entire groups and individuals. Specialised programs have been put in place to assist those students most in need.

	Year 3				Year 5				Year 7				Year 9			
	188 students				166 students				145 students				103 students			
	% Above National Minimum Standard		% Top 2 Bands		% Above National Minimum Standard		% Top 2 Bands		% Above National Minimum Standard		% Top 2 Bands		% Above National Minimum Standard		% Top 2 Bands	
	School	State	School	State												
<b>Reading</b>	100	96.2	69.1	52.6	98.8	95.5	52.7	38.3	99.3	95.4	51.0	30.7	99.0	94.9	35.0	24.8
<b>Writing</b>	100	97.2	92.5	46.9	100	93	52.4	16.1	100	93.7	49.6	18.6	99.0	86.0	33.0	15.4
<b>Spelling</b>	100	95.5	81.2	50.8	100	96.5	65.9	37.3	100	94.3	73.8	35.7	99.0	92.1	54.4	27.0
<b>Grammar &amp; Punctuation</b>	100	95.8	76.5	47.7	100	95.1	71.7	36.2	100	94.1	70.3	30.2	100	93.6	49.5	26.9
<b>Numeracy</b>	100	97.9	65.4	43.5	100	97.4	63.9	32.1	100	97.8	66.2	31.2	100	97.6	57.4	30.4

## Senior Secondary Outcomes (Student Achievement)

### Records of School Achievement

The NSW Record of School Achievement (RoSA) is a cumulative credential that allows students to accumulate their academic results until they leave school. No Record of School Achievement credentials were issued to students in 2018. However, A to E grades are currently awarded for courses completed in Year 10 and Year 11. The grades are forwarded to NESA.

In 2018, ninety students in Year 10 were awarded the RoSA. Seventy-three students were awarded their Preliminary Higher School Certificate. RoSA Grades for both Years 10 and 11 were above the State in most areas.

### Higher School Certificate Results

The 2018 HSC results were very pleasing. Sixty-nine Year 12 students from our school were awarded the NSW Higher School Certificate. The NESA Distinguished Achievers lists the students who achieved a result in the highest band possible (Band 6 or Band E4) for one or more courses. Al Noori Muslim School students gained ninety-six merits in total, with fifty-five students being placed on the NESA 2018 Distinguished Achievers HSC Merit List in at least one subject. Fifty-one students missed out on achieving a Band 6 or Band E4 by one or two marks. We are particularly pleased with the standard of the results in all courses, achieving results well above the state mean.

HSC results are used by the University Admission Centre to calculate the Australian Tertiary Admission Rank or ATAR for students applying for a university place. These ranks are used for entry into university courses. The results that were achieved by our students were impressive. Thirty-eight students achieved an ATAR of 90+ or higher. The highest ATAR achieved was 99.45.

One hundred percent of our students were in the top two bands in English (Advanced), English Extension 1, English Extension 2, Chemistry, Mathematics Extension 1, Mathematics Extension 2 and Studies of Religion 1.

Al Noori Muslim School percentage in Band 5 or 6 versus State				
Course	Number of Students	Number Awarded Band 5 or 6	School %	NSW %
Ancient History	14	8	57.13	36.1
Biology	36	30	83.32	36.87
Business Studies	39	37	94.86	36.96
Chemistry	16	16	100	42.08
Economics	26	15	57.69	46.39
English (Standard)	26	19	73.07	15.06
English (Advanced)	43	43	100	62.61
Legal Studies	28	26	92.85	43.99
Mathematics General 2	17	15	88.22	26.64
Mathematics	34	33	97.05	51.8
Physics	17	11	64.7	33.79
Senior Science	24	14	58.32	21.48
Studies of Religion 1	4	4	100	36.72
Studies of Religion 2	9	5	55.55	40.97

Al Noori Muslim School percentage in Band E3 or E4 versus State				
Course	Number of Students	Number Awarded Band E3 or E4	School %	NSW %
English Extension 1	6	6	100	95.43
English Extension 2	3	1	33.33	71.12
Mathematics Extension 1	10	10	100	79.6
Mathematics Extension 2	7	7	100	85.41

## HSC Results Comparative Performance 2016 – 2018

Ancient History	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	14	School: 14 (100%)	State: 74.04%	School: 0 (0%)	State: 14.92%

Biology	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	36	School: 36 (100%)	State: 89.4%	School: 0 (0%)	State: 10.05%

Business Studies	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	39	School: 39 (100%)	State: 86.6%	School: 0 (0%)	State: 12.20%

Chemistry	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	16	School: 16 (100%)	State: 88.58%	School: 0 (0%)	State: 11.02%

Economics	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	26	School: 26 (100%)	State: 92.01%	School: 0 (0%)	State: 7.61%

English Advanced	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
2016	28	School: 28 (100%)	State: 98.94%	School: 0 (0%)	State: 1.06%
2017	43	School: 43 (100%)	State: 98.63%	School: 0 (0%)	State: 1.37%
2018	43	School: 43 (100%)	State: 98.41%	School: 0 (0%)	State: 1.39%

English Standard	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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 (0%)	State: 13.66%
2018	26	School: 26 (100%)	State: 84.41%	School: 0 (0%)	State: 14.98%

English Extension 1	No. of students	Performance band achieved by number and percentage			
		Band E3-E4		Band E1-E2	
Year					
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%
2018	6	School: 6 (100%)	State: 95.43%	School: 0 (0%)	State: 4.55%

Legal Studies	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	28	School: 28 (100%)	State: 84.76%	School: 0 (0%)	State: 14.04%

Mathematics Extension 1	No. of students	Performance band achieved by number and percentage			
		Band E3-E4		Band E1-E2	
Year					
2016	11	School: 10 (90.91%)	State: 79.58%	School: 1 (9.09%)	State: 20.42%
2017	15	School: 15 (100%)	State: 81.90%	School: 0 (0%)	State: 18.1%
2018	10	School: 10 (100%)	State: 79.60%	School: 0 (0%)	State: 20.07%

Mathematics Extension 2	No. of students	Performance band achieved by number and percentage			
		Band E3-E4		Band E1-E2	
Year					
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%
2018	7	School: 7 (100%)	State: 85.41%	School: 0 (0%)	State: 14.41%

Mathematics 2 Unit	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	34	School: 34 (100%)	State: 92.36%	School: 0 (0%)	State: 7.42%

Mathematics General 2	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
2016	26	School: 25 (96.15%)	State: 75.67%	School: 1 (3.84%)	State: 24.0%
2017	17	School: 17 (100%)	State: 74.59%	School: 0 (0%)	State: 25.41%
2018	17	School: 17 (100%)	State: 79.12%	School: 0 (0%)	State: 19.95%

Physics	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	17	School: 17 (100%)	State: 86.74%	School: 0 (0%)	State: 12.91%

Senior Science	No. of students	Performance band achieved by number and percentage			
		Band 3-6		Band 1-2	
Year					
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%
2018	24	School: 24 (100%)	State: 86.69%	School: 0 (0%)	State: 11.63%

The Senior Secondary outcomes are documented on the My School website: <https://www.myschool.edu.au>.



## Teacher Professional Learning, Accreditation and Qualifications

Our staff strive for excellence in academic standards and recognise the importance of individual strengths and differences within students. The delivery of high quality teaching and learning opportunities is the essence of what Al Noori Muslim School staff do and the school aims to maintain the highest standards in teaching practice.

### Teacher Qualifications

The table shows the number of teachers who were responsible for delivering curriculum during 2018 according to the following categories:

Teachers who have 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	105
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
<b>Total number of teachers</b>	<b>105</b>

For additional information on total teacher numbers: <http://www.myschool.edu.au>

**Our staff strive for excellence in academic standards and recognise the importance of individual strengths and differences within students**



### Teacher Accreditation

The table shows level of accreditation of teachers who were responsible for delivering the curriculum during 2018.

Conditional	11
Provisional	29
Proficient Teacher	65
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>105</b>

**Note:** Al Noori Muslim School also employs another thirteen teachers who do not deliver Curriculum set by the NSW Education Standards Authority (NESA). The overall total number of teachers in 2018 was 118.



## Teachers' Professional Development

Al Noori Muslim School is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and inspire a culture of continuous improvement. Teachers work with their Head of Departments to develop targeted teaching and learning approaches with the aim of lifting student and teacher performance in line with the Australian Professional Standards for Teachers (APST). The approach to professional learning is evidence informed, grounded in improving pedagogical content knowledge and enhanced through teacher collaboration.

All teaching staff K-12 are active participants in their own learning and actively engaged in staff professional development days during 2018. The staff professional development days incorporated guest speakers in the areas of teaching Gifted and Talented students and Literacy, planning activities and training in compliance related areas. In addition, Al Noori Muslim School staff were able to access a range of professional external in-services during 2018. There was a considerable emphasis on subject specific updates and HSC marking insights. This focus was important for continued academic success and reflects the demands of new syllabuses in English, Mathematics, Science and History.

The School's Executive Team provided support and expertise to teachers undertaking formal programs of accreditation. All teachers have their lessons observed and are provided with feedback. Regular

training is given to the staff as relevant new technology appears, with Sentral Education software and NAPLAN online being key initiatives. In terms of accreditation of teachers, all Proficient and Conditional Teachers completed an induction program and were provided with mentoring support through the Accreditation Supervisors and Head of Departments.

Teachers are always encouraged to pursue their interests in their own subjects, and the School assists with the cost of books, course or conference fees where appropriate. The various professional learning activities were organised by TTA, AIS NSW, STANSW, MANSW and the Executive Team of the school.

### **K – 12 staff participated in whole school professional development on:**

- Introduction to teaching Gifted and Talented Students by Australian Gifted Support Centre
- Defibrillation Awareness Training by The Royal Life Saving Organisation
- First Aid and Emergency First Aid Response in an Educational Setting (HLTAID004, HLTAID004) by Allens Training Pty Ltd
- Anaphylaxis Online Training
- Prophetic Pedagogy

In addition, the following professional development areas were addressed by staff throughout 2018. Some of these courses satisfied accredited registered hours for staff completing accreditation.

## Leadership

Description of professional learning activity	Number of staff participating
Middle Leaders Program 3	2
AISNSW Senior Executives Program	1
AISNSW Introduction to Scout online Course	1
2018 EBE NSW Legal Update Conference	1

## Junior School

Description of professional learning activity	Number of staff participating
The Literacy Block, Consultant: Renae Watkins (AISNSW)	All K-6
Strength and Solution Focused Approaches for Classroom Management, Consultant: Nicky Sloss (AISNSW)	All K-6
The AISNSW Teacher Librarian Conference	1
Multilit Professional Development Workshop	2
Leadership in Science (K-12) for Proficient Teacher	1
Wired Up and Unplugged Conference (AISNSW)	1
Green Screen Technology Across the Curriculum (TTA)	1



## Senior School

Description of professional learning activity	Number of staff participating
Stage 6: The Common Elements - Texts and Human Experience and Craft of Writing (English Teachers Association)	3
Multimodal Experiences in English from 7-12 (English Teachers Association)	2
The AISNSW History Conference 2018-Reanimating History: Leading Learning, Embedding Understanding	2
Chemistry Teachers' Conference 2018 (STANSW)	1
Encountering Real World Learning Through Business Studies Case Studies (AISNSW)	2
Maximising HSC Marks for New English Syllabus covering all Modules (TTA)	1
Familiarisation: Revised Stage 6 Mathematics Syllabuses	2
Mental Health and school Based Support (AISNSW)	3
STEM Programming Years 7-10 (AISNSW)	1
The AISNSW Mathematics Conference 2018 – Head of Departments Day	1
The AISNSW Digi Stem Conference 2018- Wired up and unplugged	1
New Stage 6 Syllabus Content- Standard and Advanced (MANSW)	1
The AISNSW Teacher Librarian Conference	1
The Tempest and Hag-Seed	1
Extension 1 English: Words of Upheaval (AISNSW)	1
The Craft of Writing: Standard and Advanced English	1
Familiarisation: Revised Stage 6 English Syllabuses Online Module	1
Year 12 Background Theory for the New Biology Syllabus (STANSW)	1
Year 12 Experiments for the New Biology Syllabus (STANSW)	1
Food Safety Supervisor Course	1
Year 12 Earth and Environmental Science Programming and Resources (STANSW)	1
Microbiology in Schools: Skill UP Fear Not	1
Microbiology in Depth	2
Familiarisation: Revised Stage 6 History Syllabuses Online Module	1
Year 12 Background Theory for the New Chemistry Syllabus (STANSW)	1

The School will continue to deliver professional learning and engage with the school community in relation to pastoral care and academic areas, within the scope of the Australian Professional Standards for Teachers.

The average expenditure per teacher for professional development in 2018 was \$1 100. This average amount includes course fees, resources, casual relief and minor miscellaneous costs. The costs of providing replacement teachers for staff on PD is approximately \$300 per teacher per day.



## Workforce Composition

This table shows Al Noori Muslim School staff.

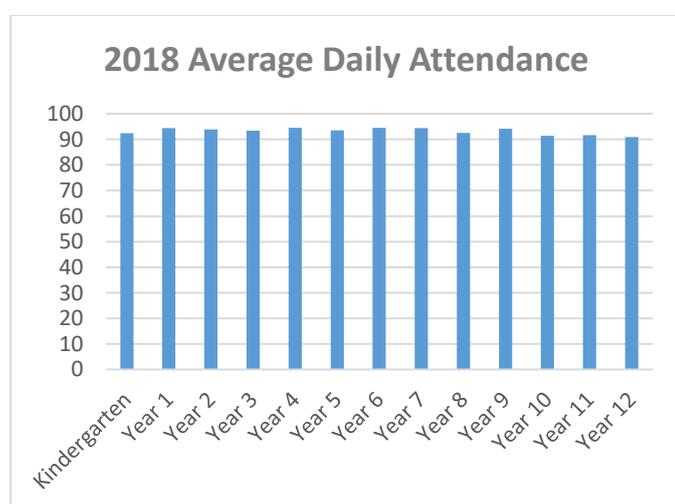
Teaching Staff	118
Full-time equivalent teaching staff	105.7
Non-teaching staff	32
Full-time equivalent non-teaching staff	20.8

As at the end of 2018 the School did not have any Aboriginal and/or Torres Strait Islander staff. For additional staff information: <http://www.myschool.edu.au>

# Student Attendance, and Retention Rates and Post-School destinations in Secondary Schools

## Student Attendance Profile

On average, the student attendance for 2018 was 96% (Semester 1, 2018) and 94% (Semester 2, 2018) – data taken from the My Schools website. This was similar to the daily attendance in 2017. The student school population consists of approximately 1817 total students; 1223 at the Junior School (K to 6) and 594 in Senior School (7-12).



## Management of Non-Attendance

Al Noori Muslim School monitors and manages school attendance through Sentral Management system. The rolls are marked at the start of every school day by Class Teachers (K – 6) and Roll Call Teachers (7 – 12).

Parents are required to contact the School if their child is not attending on any given or part of a day. If a student's absence is identified in the morning and a parent has not notified the School, the School will contact parents via SMS to confirm their child's absence. After two consecutive days away from School, the School will require a medical certificate. Any unexplained absences are also followed up by Class Teachers (K – 6), Roll Call Teachers (7 – 12), Welfare Coordinators and Grade Coordinators.

Students are required to report to the Administration Office if they are late, or leaving the School for an appointment during the day. Parents are required to sign their child in late or out early through the Administration Office.

Staff carefully monitor students during the school day and regularly communicate between the Deputy Principal, Welfare Coordinators and teachers for class absences.

Attendance interventions include daily SMS text messaging, attendance letters, newsletter articles, phone calls and interviews with parents. Any serious non-attendance issues are dealt with by the Deputy Principals and Principal. Further details regarding the Al Noori Muslim School's policies and procedures on absences can be found on the School website.

## Retention in the Secondary School

Student retention rates are calculated by making a comparison of the number of students enrolled for an initial year, such as those who completed Year 10 and deducting those students in this cohort who did not complete Year 12. The retention rate is reported as a percentage. Fifty-nine students who were enrolled at the school and awarded a Year 10 RoSA in 2016 continued to achieve a Year 12 HSC in 2018. Based on the information provided to the school, leavers post Year 10 were largely attributed to international/interstate moves, subject choice or family circumstances.

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
2016/2018	82	59	72%



## Post School Destinations

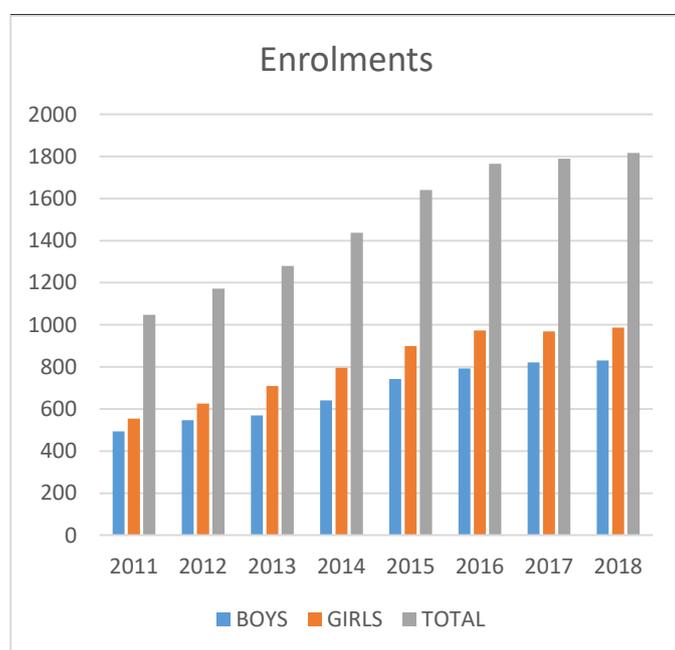
A total of sixty-nine students were awarded a HSC in 2018 at Al Noori Muslim School. Ninety-six percent of the 2018 student cohort went on to a tertiary institution to further their education. Four percent went on to seek employment and other opportunities.

It should be noted that the collection of this information on post school destinations for students over 17 years of age is not compulsory. The school contacts Year 12 students after ATARs are released in December and uses the UAC guide from the Sydney Morning Herald and the UAC website to ascertain university offers. Outcomes for the 2018 Higher School Certificate are given in this report. The school does not offer any vocational courses.

## Enrolment Policies

### Student Enrolment Profile

In 2018, the positive growth in student enrolments continued. It is anticipated that in 2019, the positive enrolment trend since 2011 will continue with total student numbers predicted to exceed 1850. The majority of students come from a language background with English as an Additional Language, with thirty-three different cultural groups represented in school enrolments.



### Enrolment Policy

#### Introduction

Al Noori is a K-12 co-educational Islamic School. 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. Enrolment will comply with the Disability Discrimination Act.

**Admission to the children is given on a yearly basis.**

#### Enrolment Procedures

##### 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;
  - A birth certificate.
  - Child's proof of residency
  - Parent's proof of residency
  - Medical records
  - 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

1. 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. ...)
2. Parents should show support to the school ethos. They should show commitment to the aims of Islamic education.
3. 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.
4. **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.

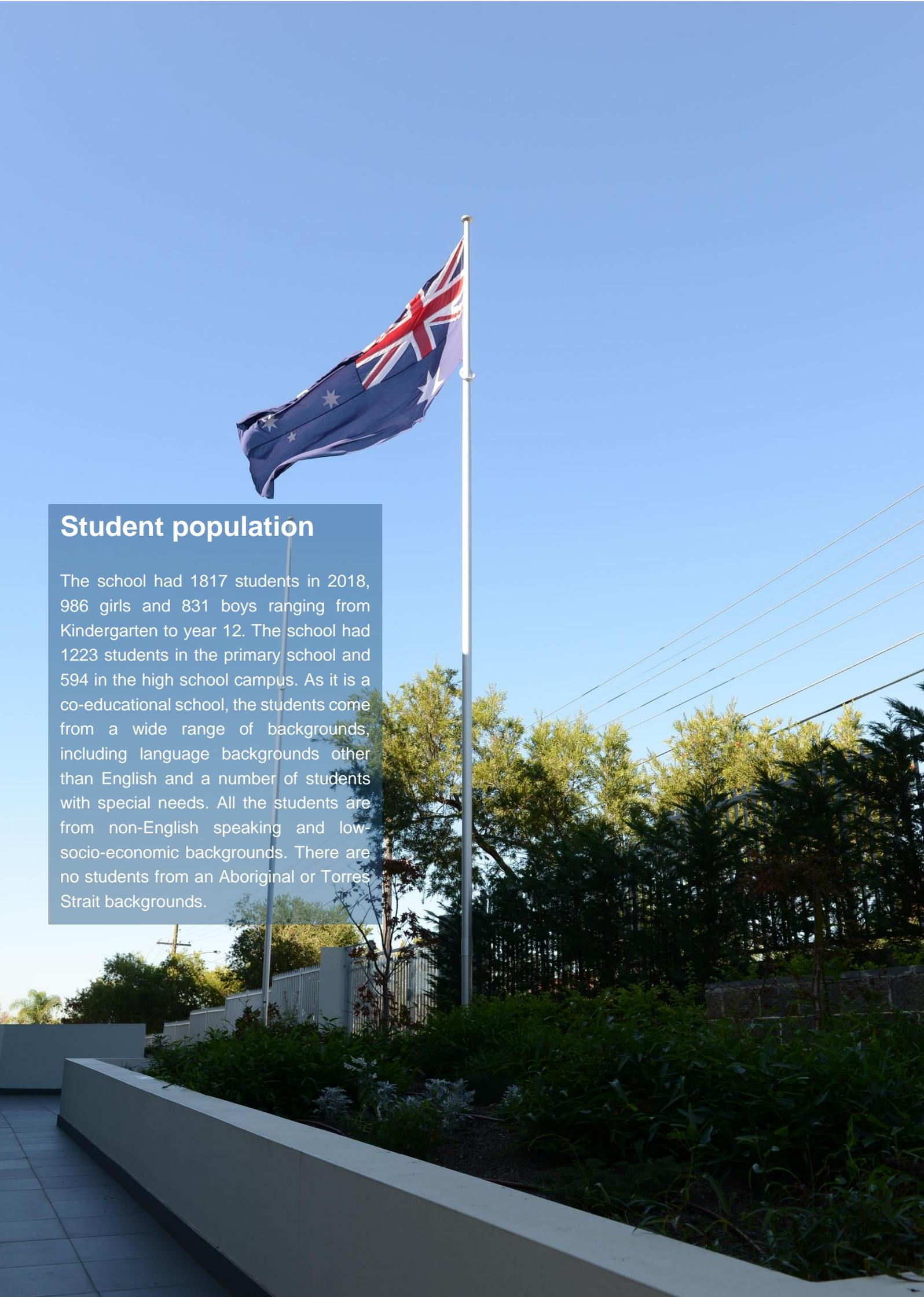
## Promotion

- 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 1817 students in 2018, 986 girls and 831 boys ranging from Kindergarten to year 12. The school had 1223 students in the primary school and 594 in the high school campus. As it is a co-educational school, the students come from a wide range of backgrounds, including language backgrounds other than English and a number of students with special needs. All the students are from non-English speaking and low-socio-economic backgrounds. There are no students from an Aboriginal or Torres Strait backgrounds.

## Other School Policies

School policies are made available to staff through the Sentral Education 'Documents' module and in the staff handbook. Parents may view the full text of selected policies on the School's website, including the Grievance and Complaints Resolution Policy. Access to additional policies may be requested from the Principal.

Information on student expectations with regards to attendance, discipline, phones and electronic devices, assessment related policies and procedures and wellbeing strategies are provided within the School Student Diaries issued to all students annually.

In 2018 no changes were made to the School's policy or procedures for Anti-Bullying or Complaints and Grievances. The Discipline Policy was updated in 2018 to include certain undesirable behaviours that will be exempt from the process and may require immediate suspension or expulsion (Guideline Exemptions). The Welfare Policy was also updated in 2018 to include updated SRC details. The Management and Operations Policy was updated to reflect an update in the 2017 RANGS Manual which was released in January 2018. The updated policy now includes a section on financial viability.

### Student Welfare

Al Noori Muslim School is committed to creating quality learning opportunities for all students. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children to teachers and school staff with confidence that Al Noori Muslim School will provide a safe and supportive environment which:

- minimises 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.

The Pastoral Care program at Al Noori Muslim School has been effective in providing the opportunity for the students to be actively involved in activities and programs which encourage self-confidence, social skills, moral values and dialogue with different cultures. Within the Pastoral Care program there is also strong emphasis on leadership skills through community civic and citizenship activities.

The following policies and procedures were in place during 2018 to ensure that Al Noori Muslim School provided for the welfare of our students:

- Attendance Policy
- Bring Your Own Device (BYOD) Policy
- Child Protection Policy
- Communication Policy
- Email and Electronic Facilities Policy
- Emergency Evacuation and Lockdown Policy
- Excursion Policy
- Facilities Policy
- Homework Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Risk Assessment Policy
- Staff Code of Conduct for the Care and Protection of Children Policy
- School Counselling Policy
- Student Representative Policy
- Student Supervision Policy
- Work Health and Safety Policy

**The Pastoral Care program seeks to grow students' self-confidence, social skills, moral values and appreciation of different cultures**



## Anti-bullying

### Purpose

Our vision at Al Noori Muslim School is to provide a supportive and challenging learning environment where all members of the school community feel safe and supported. It is an expectation that all members of the school community treat one another with mutual respect and we believe that all members of the community have the right to a learning and working environment where they are treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. We all share a responsibility to create a culture of caring which does not tolerate bullying. This policy builds on the school's pastoral care policy to provide clear and agreed procedures and strategies for combating bullying in the school, responding to bullying

behaviours and protecting and supporting all parties involved.

### Rationale

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community. In practising Islamic values, we do not accept ideas, beliefs and behaviours which marginalise or victimise people. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

## Definition

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying can take many forms, all of which will cause distress. Examples of bullying include:

- Physical: hitting, pushing, tripping, kicking, spitting on others
- Extortion: threatening to take someone's possessions, food or money
- Verbal: teasing, using offensive names, ridiculing, spreading rumours
- Non-Verbal: writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others
- Rude gestures
- Exclusion: deliberately excluding others from the group, refusing to sit next to someone
- Property: stealing, hiding, damaging or destroying property
- Cyber: (emails, SMS, chat rooms) offensive, /threatening images, offensive/ threatening/hurtful comments
- rumour spreading

## Anti-Bullying

At Al Noori Muslim School, there are clear procedures in place for the reporting and investigation of incidences of bullying. Our anti-bullying plan is developed collaboratively with

students, school staff, parents, caregivers, and the community and includes strategies for:

- developing a shared understanding of bullying behaviour
- maintaining a positive climate of respectful relationships where bullying is less likely to occur
- developing and implementing programs for bullying prevention
- embedding anti-bullying messages into each curriculum area and in every year
- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- educating students on how to behave as responsible bystanders
- developing clear procedures for reporting incidents of bullying to the school and responding to them promptly and effectively
- providing support to any student who has been affected by bullying behaviour
- includes procedures for contacting the Child Wellbeing Unit or Community Services and/or Police Youth Liaison Officer where appropriate

## Procedures

1. If a student believes that he/she or other student is being bullied, the student is encouraged to report the concern immediately.
2. A student can report his/her bullying concern to the Class Teacher, Grade Coordinator, Head of Department Coordinators, Welfare Coordinators, School Counsellors, Deputy Principals or any adult that the student feels comfortable with.
3. The person receiving the complaint will report it to the Grade Coordinators or Welfare Coordinators for action.
4. Any reported bullying incident will be followed up sensitively and actions will be taken and documented.

Al Noori Muslim School encourages students to reject all forms of bullying and to report any bullying concerns immediately. This will support the school's positive culture.

### Responsibilities and Delegations

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Policy
- In addition, teachers have a responsibility to provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Policy
- behave as responsible bystanders
- report incidents of bullying according to the school's Anti-bullying Policy

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Policy and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policy
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur

## Student Discipline

Students are required to abide by the school's rules and follow the directions of teachers and other staff. Where disciplinary action is required, consequences imposed vary according to the nature of the breach of discipline and a student's prior behaviour. 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.

Al Noori Muslim School values the wellbeing of all members of the school community. This is achieved by positive reinforcement of appropriate behaviour and a consequential approach to inappropriate behaviour. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- have a decision reviewed.

The Discipline Policy will be applied in a manner appropriate to each individual student and each individual circumstance with the ultimate goal of enabling students to make good behavioural choices on their own.



The full text of the Complaints and Grievance Policy, which includes grievance resolution, is available on the Sentral Education system in the 'Documents' module. An appropriate outline of the policy and processes is also provided on the school website.

**Al Noori Muslim School is committed to providing a fair, safe and productive environment**

## Reporting complaints and resolving grievances

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. Al Noori Muslim School is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously. The school has developed clear procedures and these processes incorporate principles of procedural fairness.

All matters of concern relating to interactions with staff, student relationships, conflicts, discipline and the like, must be referred to the school for investigation and appropriate action. Under no circumstances should parents or other adults directly approach students (children of other families) with their concerns.

In the first instances, issues of concern about a student are taken up with the class teacher or staff member concerned. If there is some reason why an approach to the class teacher or staff member concerned would be awkward, a parent can approach the supervisor of the staff member involved (Grade Coordinators, Head of Departments or Welfare Coordinators).

If the parent is dissatisfied with the response of the Grade Coordinators, Head of Department Coordinators or Welfare Coordinators, a parent may then contact the relevant Deputy Principal. If there is some reason why an approach to the Grade Coordinators, Head of Department Coordinators or Welfare Coordinators would be awkward, the Deputy Principals may be approached directly. In the event of concern still being felt, the Principal may be contacted. Students are able to directly approach the Class Teacher or Grade/Welfare Coordinators. These arrangements reflect long-standing practice at the school and were not changed in 2018.



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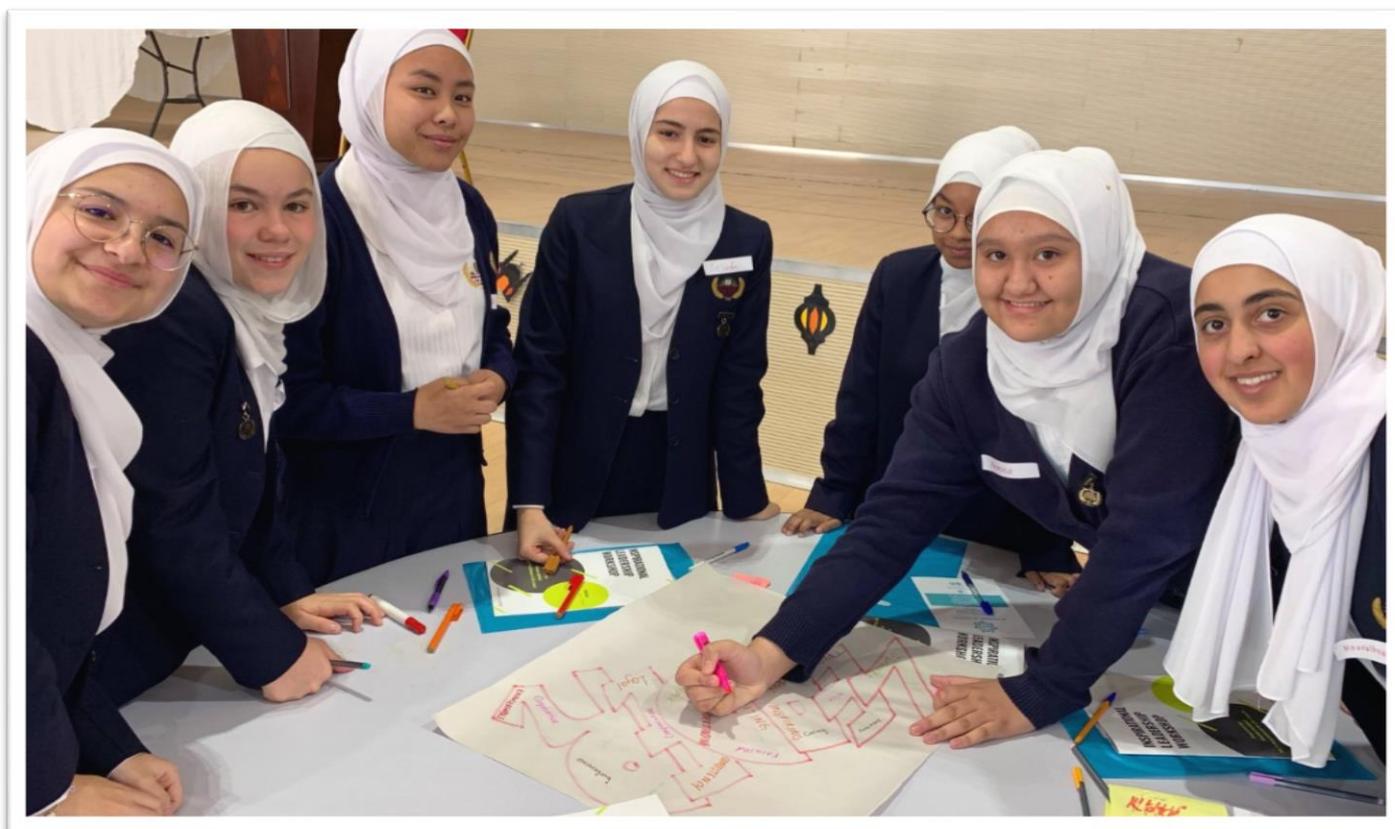
**Our vision is for Al Noori Muslim School to continue to be a school of excellence. We aspire to provide our students with an extraordinary skill set for further academic and professional life, in a context nourished by the Islamic faith and its teachings.**

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## School-Determined Priority Areas for Improvement

### Achievement of 2018 Priorities as set out in the 2017 Annual Report

Area	Achieved	Priorities
Staff Development	✓	<ul style="list-style-type: none"> <li>▪ Organisation of a whole school professional development day</li> <li>▪ The school provided training for staff to use intense support programs to serve Individual Education Plans (IEPs). This involved staff working collaboratively to analyse NAPLAN and HSC data to inform targeted teaching areas</li> <li>▪ Teachers had access to ongoing professional learning opportunities internally and externally through NESA accredited courses</li> <li>▪ All teachers received feedback through at least two lesson observations done in 2018</li> </ul>
Teaching and Learning	✓	<ul style="list-style-type: none"> <li>▪ All K-6 teaching and learning programs were evaluated and reviewed</li> <li>▪ Backward mapping of outcomes and indicators with scope and sequences was undertaken</li> <li>▪ All K-6 teaching and learning programs were modified to incorporate teacher evaluations and NESA curriculum updates</li> <li>▪ The school purchased a Fontas &amp; Pinnel Reading Program, staff were provided with training and supported with strategies to implement the reading program</li> <li>▪ Fontas &amp; Pinnel Reading Program was used in enrichment classes to support underperforming students and were informed by student IEPs</li> <li>▪ Data shows value added results in student reading levels for K - 3</li> </ul>
Student Welfare	✓	<ul style="list-style-type: none"> <li>▪ All attendance records are managed through the Sentral Management system</li> <li>▪ The school provided coaching and support for staff in the use of Sentral Education Attendance Module, including Messaging and creating student attendance reports</li> <li>▪ An Attendance Manual for staff was developed and can be accessed from Sentral Education Documents Module</li> <li>▪ Student Welfare programs were further strengthened and enhanced</li> <li>▪ Mindfulness strategies used to remove stigma associated with school counselling leading to more students accessing counselling support</li> </ul>



## Priority areas for School improvement in 2019

Area	Priorities
Learning Excellence	<ul style="list-style-type: none"> <li>▪ Reimagine the practices around student wellbeing</li> <li>▪ Improve attendance practices through staff professional learning</li> <li>▪ Expand opportunities to engage students in STEM</li> </ul>
Teaching Excellence	<ul style="list-style-type: none"> <li>▪ Ongoing focus on lifting academic results for all students, especially HSC results through improving academic writing, Stage 6 teacher meetings and RAP analysis.</li> <li>▪ Data use in planning &amp; teaching</li> <li>▪ Innovation in teaching through the implementation of Microsoft Teams across Key Learning Areas</li> </ul>
Leading Excellence	<ul style="list-style-type: none"> <li>▪ Develop and approve a new strategic plan for 2020-2025</li> <li>▪ Reimagine the practices around Performance &amp; Development, Professional learning and Accreditation</li> <li>▪ Introduce a new role to lead School Operations and Performance</li> <li>▪ Progress with new building facilities &amp; upgrades in technology</li> <li>▪ Improve the school's online presence through social media</li> <li>▪ Develop partnerships with International schools to facilitate the start of a Professional Learning Network</li> </ul>

## Initiatives promoting Respect and Responsibility

Al Noori Muslim School is a culturally diverse Islamic school in which responsible citizenship and respect for others are strongly encouraged. Respect and responsibility are promoted through the integrated pastoral care and discipline system, the School rules, discussion with parents, community service, the work of senior students as Prefects and through the various initiatives that are organised by the school. Being an Islamic school, Al Noori Muslim School takes seriously its requirements to develop social skills within its students, including the development of respect and responsibility. The School has a Counsellor, Chaplaincy team, Welfare Coordinators, and Pastoral teams who are involved in the pastoral care of students and their families.

Respect and responsibility are intertwined in almost all our school activities and programs, and in regular Islamic Studies lessons, we promote and practise skills of understanding and tolerance. The Moral Education program lead by the school Chaplains explicitly promote respect and responsibility. The brotherhood and sisterhood approach to student wellbeing encourages students to be positive, optimistic and willing, to have empathy and show respect. Respect and responsibility are actively taught in extra-curricular programs, such as the Values for Life workshops. Guest speakers frequently attend assemblies and encourage students to learn ways to help those less fortunate than themselves, or to become aware of issues affecting the world, and our possible responses. Police Youth Liaison Officers provide sessions focusing on digital citizenship and are designed to promote the development of responsibility and resilience.

The development of awareness of the needs of others and respect for the diversity of people's heritages occurs through participation in global

awareness activities associated with Harmony Week, NAIDOC Week, the Ramadan Iftar and Eid Fete.

The school value of practising Care and Compassion so students can show empathy and kindness to the less fortunate encourages students to serve others through SRC activities. Key achievements in 2018 included raising \$20 000 for Rural Aid Australia to support families suffering from drought conditions, \$10 000 for the Leukaemia Foundation, sponsoring over 40 orphans to cover their educational and medical needs and the digging of over 10 water wells to ensure communities have safe clean drinking water.

Students are encouraged to assume responsibility for an aspect of school life through a leadership role, including SRC members, Library Monitors, Prefects and Captains. All students are viewed as leaders.

### Al Noori Muslim School values are expressed by:

- ✓ Practising **Care and Compassion** so students can show empathy and kindness to the less fortunate
- ✓ Instilling a motivation of **Doing Your Best** so students can become the best version of themselves
- ✓ Pursuing a **Fair Go** so students can make sincere, ethical and moral choices
- ✓ Honouring **Freedom** so students can confidently practise their faith
- ✓ Embodying **Honesty & Trustworthiness** so students hold themselves accountable for their actions
- ✓ Leading with **Integrity** so students can be authentic and true to themselves
- ✓ Showing **Respect** so students develop positive and harmonious relationships in Australian society
- ✓ Taking **Responsibility** so students work hard, take initiative and pursue excellence
- ✓ Demonstrating **Understanding, Tolerance and Inclusion** so students protect the rights of other students and fellow human beings

## Parent, Student and Teacher Satisfaction

Al Noori Muslim School welcomes stakeholder involvement. In 2018, the school sought the opinions of parents, students and teachers about the school. In conducting our School Evaluation for 2018 the school used a variety of data and analysed our practices in a number of ways including:

- Interviews were conducted with members of the school community including members of staff, students, parents, family members and community members.
- Individualised focus groups and forums were used to gain feedback from all stakeholders.

Their results are presented below.

- Through various professional learning opportunities, staff reported an increased awareness of the needs of students and the need to differentiate the curriculum and the importance of preparation of Assessment and Programming.
- High participation at all school events and positive feedback as reflected in parent responses highlights the satisfaction and support that the community feels is being offered by the school to promote and strengthen parent / student / teacher / school relationships. The involvement of parents in school functions such as the Book Fair, Eid Fete, Athletics Carnival, Commerce Market Day and the contributions parents have made to support the school fundraising initiatives all indicate a strong level of satisfaction with the school.
- Programs such as the Elevate Workshops, Lead the Way workshops, Commerce Market Days, Healthy Harold, STEM Robotics program, Mindz workshop, Sydney Airport Leadership STEM excursion, debating competitions and Science week activities have assisted students



in remaining engaged and at school. Students have reported that they enjoy their schooling, feel extremely supported in the school environment and are appreciative of the diverse experiences that are made available to them. Student participation rates in excursions, incursions and extra-curricular programs exceeded 98%.

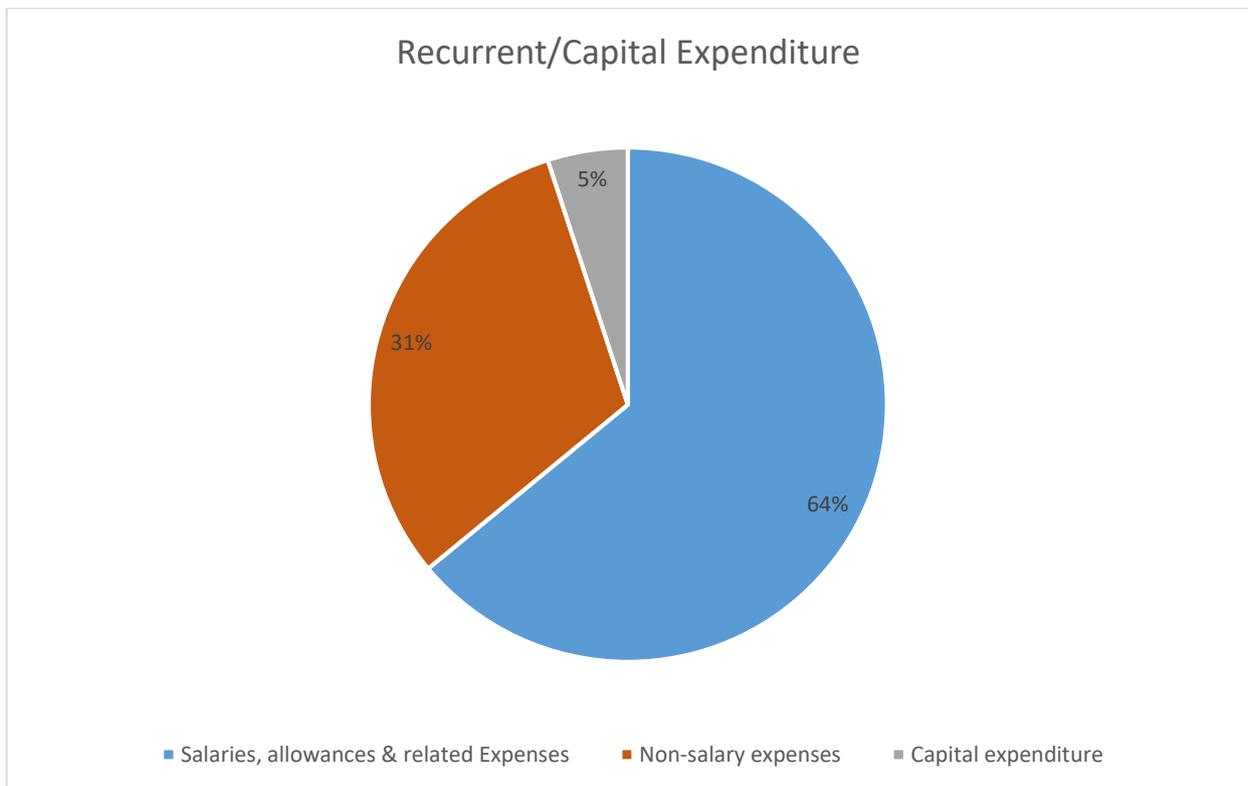
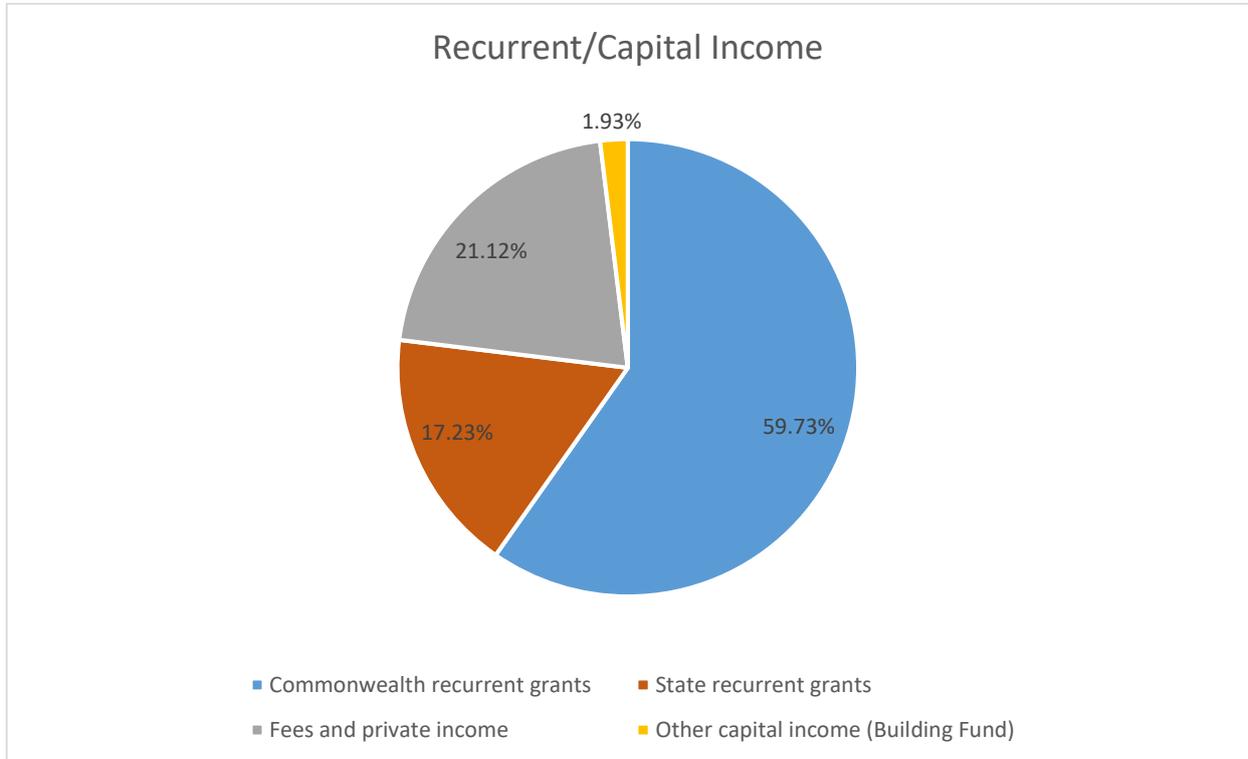
- SRC reported a positive response to the leadership opportunities provided to them. The students took leadership and organised the Ramadan Iftar dinner, Circles of Light sessions, graduation ceremony and ran a number of fundraisers for worthy charities and causes.

Staff turnover at the School is very low with nearly all staff members remaining at the School from year to year. The greatest percentage of staff leaving is for the following reasons: maternity leave or taking a promotion position in other schools. This low staff turnover would indicate a high degree of teacher satisfaction with the School.

The school has an open channel of communication with the parents who can phone, email, write or visit the school at most times. The school's Communication Policy outlines the mechanisms for communication at Al Noori Muslim School and is available on the school website and by request from the Administration office.

## Summary Financial Information

Analysis of the School's income and expenditure is shown on the following charts:



## Publication Requirements

### Annual Report

The school is required to complete and publish an Annual Report for NESA. The report is to be submitted to NESA by 30 June each year and to be available to the general public on the School's website and in paper form from the administration office.

In order to meet the requirements of the Annual Reporting, the School will maintain all relevant data electronically and in paper form and will comply with reporting requirements of the NSW Minister for Education and Early Childhood Learning and the Commonwealth Department of Education. This reporting will include public disclosure of the educational and financial performance measures and policies of the School as required from time to time.

### Production and Publication of the Annual Report

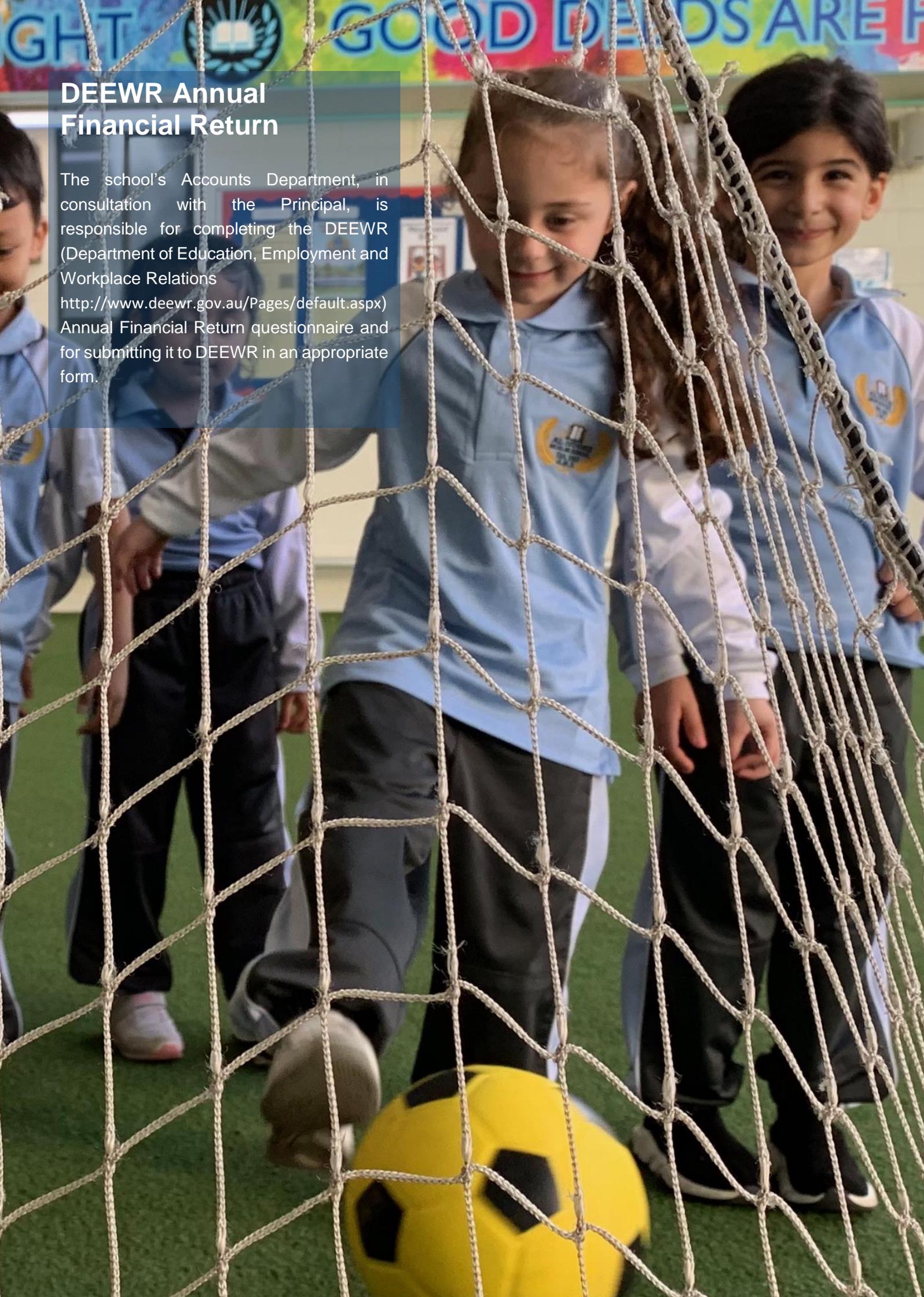
The Principal in consultation with the other executives is responsible for the coordination of the annual report. At the end of each year the people responsible (as listed below) are reminded by the Principal of the information required for the annual report, the format their information is to take and the due date for submission of their information. All information for inclusion in the annual report is to be submitted by the due date for collation and inclusion in the final document.

### Annual Report Planning Areas

1. A Message from key school bodies - Chairmen, Principal, SRC Coordinators
2. Contextual information about the school and characteristics of the student body - Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinator
3. Student outcomes in standardised national literacy and numeracy testing – Deputy Principal (K-6), Deputy Principal (7-12)
4. Senior secondary outcomes (student achievement) - Deputy Principal (7-12)
5. Teacher professional learning, accreditation and qualifications – Deputy Principal (K-6), Welfare Coordinator, Accountant
6. Workforce composition - HR Department
7. Student attendance, and retention rates and post-school destinations in secondary schools - Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinator, Administration Staff
8. Enrolment policies - Deputy Principal (K-6), Deputy Principal (7-12)
9. Other school policies – Principal, Deputy Principal (K-6), Deputy Principal (7-12)
10. School determined priority areas for improvement - Principal, Deputy Principal (K-6), Deputy Principal (7-12), Coordinators
11. Initiatives promoting respect and responsibility - Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinator, School Chaplain
12. Parent, student and teacher satisfaction - Principal, Deputy Principal (K-6), Deputy Principal (7-12)
13. Summary financial information - Accountant

### Requests for additional data

Any requests from the NSW Minister for Education and Early Childhood Learning or the Commonwealth Department of Education for additional data from the school are to be directed to the Principal, who will ensure that the relevant data is collected and provided to NESA in an appropriate electronic or online form within the requested timeframe.



## DEEWR Annual Financial Return

The school's Accounts Department, in consultation with the Principal, is responsible for completing the DEEWR (Department of Education, Employment and Workplace Relations

<http://www.deewr.gov.au/Pages/default.aspx>)

Annual Financial Return questionnaire and for submitting it to DEEWR in an appropriate form.



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## **Al Noori Muslim School**

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