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Reporting Area 1:A Message From Key School Bodies

A Message from the Chairman of the Board

2014 was a dynamic year at Rissalah College which saw several innovative changes within the school. The school year witnessed an environment which was very conducive to learning. We have a school that can be justifiably proud of its high standards, strong Islamic ethos and excellent community standing. In 2015, we shall embark on our 2015-2019 strategic plan, which the Board envisages will take the College to new heights. On behalf of the Board of Directors, I would like to take this opportunity to thank the teaching and non-teaching staff for their efforts in providing our students with the strongest foundations for the world of tomorrow.

A Message from the Principal

It has been a great pleasure leading Rissalah College as of 2014 and enjoying a year of hard work and success. I believe that talent and luck alone do not bring excellence. Nothing in this world comes easily, least of all success and excellence. Hard work is always the only sure way to achieving success. This is what I have endeavoured to instil in the young minds of today, the leaders of tomorrow.

We, as adults, must continue to set good examples for excellence so that our young minds can be inspired. Examples of excellence are the greatest motivator towards our students achieving this as their goal. Thus we should not be satisfied with mediocre classrooms, monotonous lessons and a lack of hard work. Rather, we must always strive for excellence in all of the College's pursuits.

Reporting Area 2: Contextual Information About the School

The school aims to be the provider of the best, comprehensive education program in all the six Key Learning Areas stipulated by BOSTES NSW. This program is inextricably linked to a strong Islamic school spirit in keeping with the Values for Australian Schooling. The school’s mission is to be an active hub of the community, committed to providing a supportive environment in which all members attain their full potential. This mission is achieved through the provision of quality teaching and learning programs, sound pedagogies and professional excellence amongst staff.

The school works in harmony with parents and the community, government and non-government educational institutions to produce students who are able to effectively function as responsible, compassionate and balanced individual citizens. The school aims to enhance students' contribution to the development of this nation and thereby participate as global citizens in a rapidly changing society.

Rissalah College provides its students a range of excursions, special events and extra-curricular activities to augment the educational programs offered. These include: field trips, incursions, sport carnivals and focus education days. The school offers an integrated literacy based approach to learning, with an early intervention program in Years K to 2. All mainstream teaching staff members are qualified professionals who employ comprehensive strategies to increase the language skills of the students.

Rissalah College has provided support for students with special needs, particularly through the learning support teaching programs. One-to-one sessions are also conducted for students who have
reading difficulties, and targeted students are also withdrawn from classes in small groups to focus on comprehension and numeracy skills.

The school also provides an Arabic and Islamic Studies program across the whole school. This involves the Arabic language and aspects of Arabic culture and the Islamic faith. These lessons are linked with the KLAs wherever possible, particularly the PDH Values Program.

Our school is a major participant of the Inter-School Harmony and Inter-School Sports Committee involving schools from the Public sector, the Catholic schools sector and Independent schools sector. The committee organises an event each year to bring students of all cultures together.

Throughout 2014, we incorporated a specific skills-based program in accordance with the outcomes and indicators of the PDHPE syllabus, called Active Kids and conducted by an external provider. Rissalah College also continued to offer the Active-After School Sports Program in line with the P.E. Syllabus. This project was funded by the State Government and conducted every Tuesday and Wednesday afternoon.

**Reporting Area 3: School Outcomes in Standardised National Literacy and Numeracy Testing**

**School Performance in the NAPLAN Tests**

In 2014, Year 3 and Year 5 students participated in the NAPLAN for Literacy (which covered Reading, Language Conventions and Writing) and Numeracy (which covered Number, Patterns, Algebra, Data, Measurement, Space and Geometry).

In Year 3, 100% of students achieved skill bands 2 or higher in the NAPLAN Test for overall literacy, while 100% of students achieved band 2 or higher in Numeracy. The majority of students performed competently in Literacy and Numeracy, reaching skill band 4 or higher. In Literacy, 100% of students scored band 3 or higher in Reading, Writing, Grammar & Punctuation and 95.3% or higher in Spelling. In Numeracy, 98.8% of students reached band 3 or higher.

In Year 5, 99.6% of students achieved skill band 4 or higher in overall literacy (100% in Reading and Writing, 97.8 in Grammar and Punctuation and 98.7 in Spelling), while 100% achieved skill band 5 or higher in Numeracy.

The percentage of students who achieved the national benchmarks in Year 3 literacy was 100% and in Numeracy 100%. In Year 5, the percentage who achieved the benchmark in Numeracy was 100% and in Literacy was 99.9%.
Table 1: Percentage of Students Achieving Benchmark - Literacy

<table>
<thead>
<tr>
<th>2014 NAPLAN Exam</th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students achieving the benchmark (Band 2 or higher)</td>
<td>Percentage of students achieving the benchmark (Band 4 or higher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School %</td>
<td>State %</td>
<td>School %</td>
<td>State %</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95.1</td>
<td>100</td>
<td>94.6</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96.7</td>
<td>100</td>
<td>92.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>96.6</td>
<td>98.7</td>
<td>94.8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>96.2</td>
<td>100</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Table 2: Percentage of Students Achieving Benchmark - Numeracy

<table>
<thead>
<tr>
<th>2014 NAPLAN Exam</th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students achieving the benchmark (Band 2 or higher)</td>
<td>Percentage of students achieving the benchmark (Band 4 or higher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School %</td>
<td>State %</td>
<td>School %</td>
<td>State %</td>
</tr>
<tr>
<td>Number, Patterns &amp; Algebra</td>
<td>100</td>
<td>95.9</td>
<td>98.7</td>
<td>93.5</td>
</tr>
<tr>
<td>Measurement, Data, Space &amp; Geometry</td>
<td>100</td>
<td>96.7</td>
<td>98.7</td>
<td>95.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96.8</td>
<td>100</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Table 3: 2014 Year 3 NAPLAN Results – Percentages in Skill Bands

<table>
<thead>
<tr>
<th>Skill Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Number, Patterns &amp; Algebra</th>
<th>Measurement, Data, Space &amp; Geometry</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>20.9</td>
<td>41.9</td>
<td>34.9</td>
<td>72.1</td>
<td>18.6</td>
<td>18.6</td>
<td>16.3</td>
</tr>
<tr>
<td>Band 5</td>
<td>32.6</td>
<td>44.2</td>
<td>40.7</td>
<td>15.1</td>
<td>41.9</td>
<td>41.9</td>
<td>29.1</td>
</tr>
<tr>
<td>Band 4</td>
<td>36.0</td>
<td>12.8</td>
<td>12.8</td>
<td>8.1</td>
<td>33.7</td>
<td>30.2</td>
<td>32.6</td>
</tr>
<tr>
<td>Band 3</td>
<td>10.5</td>
<td>1.2</td>
<td>7.0</td>
<td>4.7</td>
<td>8.1</td>
<td>8.1</td>
<td>12.8</td>
</tr>
<tr>
<td>Band 2</td>
<td>0.0</td>
<td>0.0</td>
<td>4.7</td>
<td>0.0</td>
<td>5.8</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Band 1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Table 4: 2014 Year 5 NAPLAN Results – Percentages in Skills Bands

<table>
<thead>
<tr>
<th>Skill Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Number, Patterns &amp; Algebra</th>
<th>Measurement, Data, Space &amp; Geometry</th>
<th>Overall Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8</td>
<td>6.7</td>
<td>9.3</td>
<td>12.0</td>
<td>41.3</td>
<td>17.3</td>
<td>16.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Band 7</td>
<td>24.0</td>
<td>17.3</td>
<td>41.3</td>
<td>33.3</td>
<td>26.7</td>
<td>18.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Band 6</td>
<td>38.7</td>
<td>41.3</td>
<td>28.0</td>
<td>20</td>
<td>41.3</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Band 5</td>
<td>20.0</td>
<td>26.7</td>
<td>16.0</td>
<td>8</td>
<td>6.7</td>
<td>20.0</td>
<td>9.3</td>
</tr>
<tr>
<td>Band 4</td>
<td>10.7</td>
<td>5.3</td>
<td>1.3</td>
<td>0.0</td>
<td>6.7</td>
<td>4.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Band 3</td>
<td>0.0</td>
<td>0.0</td>
<td>1.3</td>
<td>0.0</td>
<td>1.3</td>
<td>1.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Table 5: 2014 Year 3 NAPLAN Results – Number of students (of a total 86) exceeding the national minimum standard (Band 3 or above)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>86</td>
<td>86</td>
<td>86</td>
<td>86</td>
</tr>
</tbody>
</table>

Table 6: 2014 Year 5 NAPLAN Results – Number of students (of a total 75) exceeding the national minimum standard (Band 4 or above)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>75</td>
<td>74</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

Reporting Area 4: Granting of Records of School Achievement

N/A

Reporting Area 5: Results of the Higher School Certificate

N/A

Reporting Area 6: Professional Learning and Teacher Standards

Teacher Standards
In 2014, Rissalah College had 21 mainstream teachers (seven of whom were grade coordinators), 1 part time paraprofessional, 1 Support teacher, a Principal and 5 Arabic/Islamic Studies teachers.
The table below only includes the details of the teaching staff who were responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>21</td>
</tr>
<tr>
<td>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional Learning**

All teachers attended the following in-services conducted at the school and/or online via the Association of Independent Schools and other agencies:

- Program Builder: A comprehensive whole school professional development program on using Program Builder in programming for the new NSW Syllabus.
- Programming and planning with the new NSW Maths Syllabus by Kristen Tripet - whole school
- 1 day CPR and Anaphylaxis training for all staff on administering first aid and dealing with emergencies that may arise at school for teaching and non teaching staff.
- NSW Syllabus familiarisation for the Australian Curriculum Mathematics - whole school
- NSW Syllabus familiarisation for the Australian Curriculum Science & Technology - whole school
- Teaching Struggling Students Mathematics
- Child Protection - Obligations in Identifying and Responding to Children and Young People at risk
- Developing a Culture of Deliberate Targeted and Intentional School Improvement - Circle whole school
- Science and Technology Programming and planning with new NSW Maths Syllabus - whole school
- Fire safety - whole school
- Fire equipment training - whole school

The College employed a consultant for 22 days to support teachers in using Program Builder, programming for English, Mathematics, Science and Technology and developing Scope and Sequences Mapping grids and other curriculum documents.
Reporting Area 7: Workforce Composition

Our workforce consisted of the following personnel:

- One Principal
- 21 classroom teachers which was comprised of the following staff members:
  - 3 Kindergarten Teachers, 3 Year 1 Teachers, 3 Year 2 Teachers, 3 Year 3 Teachers, 3 Year 4 Teachers, 3 Year 5 Teachers, 3 Year 6 Teachers.
- Five Arabic/Islamic Studies Teachers
- 1 Librarian
- 1 Full time Support teacher or equivalent

Administration Staff

- One Finance Manager
- Three office staff
- One IT Manager

Attendance and Retention Rate

In 2014, the average daily staff attendance rate was 100%, excluding any approved leave such as long service leave, sick leave, maternity leave, carer’s leave, family leave, annual leave or any non-attendance leave which is less than 5 consecutive days. The proportion of staff retained from 2013 was approximately 85.5%.

Reporting Area 8: Senior Secondary Outcomes

N/A

Reporting Area 9: Student Attendance and Management of Non-Attendance

95.26% of students from Kindergarten to Year six attended school on average each school day in 2014. See Table 6 for a breakdown of each grade.
Table 6 - Student Attendance Rates - Percentage of Students who Attended School in 2014.

Students must attend school during the prescribed school days and times. Students who are late must get a late note from the office stating the reason for being late. Late notes are to be handed in to the class teacher. If a student is late five times, a compliance letter is issued.

Absence notes: Students are required to bring in a note explaining the reason for their absence on their return to school. Notes are to be handed in to the class teacher.

Early departure from school: Parents must come to the office and sign the early departure book before picking up their child.

Students must not arrive before 8:10 am and must leave by 3:45 p.m. as there is limited teacher supervision outside of these times.

**Reporting Area 10: Retention of Year 10 to Year 12**
N/A

**Reporting Area 11: Post-School Destinations**
N/A

For further information visit http://www.myschool.edu.au
Reporting Area 12: Enrolment Policies and Characteristics of the Student Body

Enrolment Policy

Rissalah College is a comprehensive co-educational K-6 school providing education underpinned by Islamic values and operating within the policies of BOSTES NSW. All applications will be processed in order of receipt and considered on the basis of merit including siblings already attending the school and other criteria determined by the school from time to time. All applicants are interviewed by the Deputy Principal/Principal’s delegate and are given basic literacy and numeracy tests to determine the best placement for the student, and to identify any special learning needs which need to be addressed. The outcomes of the interviews are discussed with the Principal and a decision is made. Once enrolled, students are expected to support the school’s ethos and comply with the school rules to maintain the enrolment.

Procedures

1. All applications should be processed within the school’s enrolment policy.
2. Interview the applicant and parent/guardian and consider the applicant’s responses regarding their ability and willingness to support the school’s ethos.
3. Consider each applicant’s educational needs. Applicants for Years 1-6 do a benchmark reading test to assess fluency and comprehension, and a text-type writing task, as well as some basic numeracy tasks. Previous school reports, NAPLAN Test results (where applicable) and the student’s portfolio including work samples across all KLAs are also collected/sighted to gather as much information as possible. Applicants for Kindergarten are given general aptitude test to check for school readiness, and are asked to write their own name. The test covers oral language skills and basic knowledge of letters, numbers, shapes and colours.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Test results with recommendations are passed on to the Principal for an admission decision.
6. Inform the applicant of the outcome.

Student Population

Rissalah College is located at 54-72 Hampden Road, Lakemba and 2014 was our fifth year at this campus. The school commenced with an enrolment of 127 students in 1999. In 2014, 505 students were enrolled, 255 boys and 250 girls (August 2014 census figures).

Rissalah College is a co-educational school, which operates within the Islamic community of South-Western Sydney. The school population is predominately comprised of students from Non-English Speaking and Background. The majority of students are of a Middle-Eastern background, with a small number from Asian backgrounds. We have no students of Aboriginal or Torres Strait Island descent. As far as possible, we strive to have gender equity in each class.

The school’s formal enrolment policy is outlined below.


**Reporting Area 13: School Policies**

**Application for Enrolment**

Parents must complete an Enrolment Form available from the school office. All student applicants must go through an interview and assessment process conducted by the Deputy Principal/Principal's delegate, followed by a discussion with the Principal who oversees the process and makes decision accordingly. This process is used to determine:

a) for Kindergarten applicants, whether they are ready for school; and

b) for all other applicants, whether they have the appropriate skill levels so that students can be placed in the appropriate grade.

The assessment process is also used to determine whether the student has any special learning needs that need to be catered for.

**Conditions of Entry**

Parents are asked to sign a form indicating their consent to abide by the school’s Discipline Policy, School Rules, Code of Conduct, Uniform Policy and School Attendance Rules.

**School Fees**

The school fees must be paid in the first week of each term. Any extensions of time must be applied for in writing. Requests for special considerations for families who are unable to meet school fees are put in writing to the Principal. A decision is made by the Principal following a meeting with the parents.

**Privacy Act**

All personal information collected regarding students and parents is kept in confidential files.

**Excursions and Incursions**

All excursions and incursions that are linked to the curriculum must be attended by students.

**Behaviour in Buses**

Students must behave appropriately whenever they ride a bus to and from school during school excursions and every day travel to school. They must always follow the School Code of Conduct and ensure they do not put themselves and others at risk by behaving inappropriately. Refer also to the ‘Travelling Safely on School Bus’ policy which is part of the school’s Occupational Workplace and Safety Policy, for everyday travel to school by bus.

**Policies for Student Welfare**

The school seeks to 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; and
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.
To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented, the following policies and procedures are in place:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2014</th>
<th>Access to Full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Health and Safety Policy - covering the following areas:</td>
<td>Updated</td>
<td>Full text on the School’s website</td>
</tr>
<tr>
<td>• First aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Injury and Illness Management Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sun smart policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asthma policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Workplace Bullying policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Canteen hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Travelling safely on the school bus policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Camps and excursions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Child Protection complaints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Welfare, Discipline, Complaints, Attendance and Grievances Policy</td>
<td>Updated</td>
<td>Full text on the School’s website</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>Updated</td>
<td>Full text on the School’s website</td>
</tr>
<tr>
<td>Information Communication Technology (ICT) Policy</td>
<td>Updated</td>
<td>All students using the internet were issued with a copy of the policy for code of conduct.</td>
</tr>
</tbody>
</table>

**Student Discipline**

To enhance and promote child learning, the school through its Student Welfare and Discipline Policy is committed to promoting acceptable social behaviour. These behaviours include respect for self, respect for one another, respect for elders, respect for the environment and compliance. The policy is based on positive and negative consequences.

Schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in the context of positive student welfare.

Rissalah College’s Student Discipline Policy ensures that no student is discriminated against on the grounds of his/her disability, sex or race. The school aims to create an inclusive environment which affirms diversity and respects difference.

Rissalah College explicitly prohibits corporal punishment and does not sanction the administering of corporal punishment in any form by school or non-school persons, to enforce discipline at the school or at home.

For further information visit [http://www.myschool.edu.au](http://www.myschool.edu.au)
Rights- Responsibilities-Behaviour-Consequences

Students are encouraged to own their own behaviour, respect the rights of others and build workable relationships with all. The Code of Behaviour provides clear guidelines for appropriate behaviour, incorporating students’ views and teacher expectations and reflecting the values of the community.

The full text of the school’s discipline policy is available on the school’s website www.rissalah.nsw.edu.au.

Policies for Complaints and Grievances Resolution

The school takes all complaints and grievances very seriously. The policy for dealing with complaints and grievances is as follows:

1. Complaints from Parents Regarding Educational Issues

Parents who have issues with what their child is learning in class can approach their child’s class teacher first to try and resolve the issue. If the issue cannot be resolved, it is referred to the Deputy Principal/Principal's delegate.

In general, complaints regarding educational issues are dealt with by the Deputy Principal/Principal's delegate. The Deputy Principal/Principal's delegate discusses the complaint with the parent, investigates the issue with teachers concerned, and then develops an action plan to resolve it. This action plan is agreed to by the parent(s) and the teacher(s) concerned.

If parents are not satisfied with the outcome, they have the right to pursue the matter directly with the Principal. Upon referral to the Principal, the matter is then evaluated and a decision is made.

2. Complaints Regarding Student Behaviour

Complaints regarding student behaviour are dealt with by the Deputy Principal/Principal's delegate, in consultation with the Principal. Student behaviour is addressed according to the school’s Discipline Policy (refer to the school’s Discipline Policy).

3. Bullying at School

Complaints regarding bullying behaviour are taken very seriously and dealt with on a case-by-case basis immediately by the Deputy Principal/Principal's delegate. Refer also to the Bullying Policy which is part of the school’s Occupational Health and Safety Policy.

4. General Complaints From the Community About the School

These complaints are dealt with on a case-by-case basis, depending on the nature of the complaint. Letters of complaint are responded to immediately, either by letter, phone or face-to-face interviews with the parties concerned. All complaints are thoroughly investigated and resolved. Any serious matters that cannot be resolved in the above manner are referred to and
deal with by the Principal. The Principal may raise the matter with the School Board if further guidance is required.

5. Recording Complaints

A written record is kept of all complaints in the form of either diary notes or copies of correspondence. This record is filed and kept for at least 3 years.

Reporting Area 14: School Determined Improvement Targets

Achievement of Priorities Identified in the School's 2013 Annual Report

- The College subscribed to three web based learning programs: Mathletics, Reading Eggs and Spellodrome. The initiative was aimed at enhancing the use of technology in the classroom, thus introducing technology as a learning tool at home to consolidate concepts being taught in class.
- Engaging parents in the learning of their children is always of paramount importance. Therefore, the college held workshops to provide parents with the right skills so they would be able to support their children in their learning. These workshops educated the use of assistive technology in literacy and numeracy.
- The College provided small group and one to one learning support in Numeracy. The College used Mathletics as a learning support tool by assigning students work that reinforced what was being taught in class.
- The College engaged a full time librarian and promoted the participation and completion of the PRC. The librarian conducted library classes in collaboration with class teachers that link to the skills/concepts in the Six Key Learning Areas.
- The College recruited a consultant for 22 days to work with coordinators and teachers on developing and enriching all facets of the curriculum, inclusive of developing rich units of work in literacy and numeracy. These units target areas such as spelling, reading comprehension and problem solving.
- The College provided professional support through the engagement of a consultant/mentor to support in developing very comprehensive curriculum documentation. This documentation includes Scope and Sequence for English along with mapping documents, Scope and Sequence for Mathematics along with mapping documents and a Scope and Sequence for Science and Technology along with mapping documents. The development of this curriculum documentation and the training of leading in using Program Builder paved the way to the development of rich teaching/learning programs in the three key learning areas mentioned above.

Improvement Targets for 2015

- A school of excellence starts with teaching. Subsequently, a number of staff will be engaged in structured PD geared towards innovation and excellence.
- Stage-based coordination & corresponding release days
  - Introduce 1 coordinator per stage to monitor teaching and learning programs within their stage, mentor teachers and enrich experiences of the whole school population through the development of various initiatives.
- Implement comprehensive staff appraisal system
  - In order to guarantee high quality teaching and learning at the college, systematic appraisals will be implemented. These appraisals will be aligned with the new
Australian Professional Standards for Teachers and will explore all domains of teaching: professional knowledge, professional practice and professional engagement.

- Accredited support teachers will be employed to work on improving literacy and numeracy standards across the school.
- Qualified psychologist to be employed as a counsellor to assist in identifying and actioning plans for students who require individualised and specialised behavioural, emotional or psychological support.
- Develop an Action Plan for development of senior campus/additional K-12 campus in line with strategic plan goal of sustainable college growth.
- Saturday classes/Homework centre/Sporting clinics
  - Introduce initiatives which seek to enhance the holistic development of all students.
- Further develop innovation in learning through web based learning initiatives in order to make Rissalah College a truly '21st Century School'.
- Appoint Head of Arabic and Islamic Department who will also oversee parent and student engagement. Initiate Positive Parenting Programs and other forums to positively engage school community.
- Embed understanding of Australia's Indigenous Community in the culture of the college.
  - Introduce Acknowledgement of Country.
  - Host indigenous members to educate students.
  - Enrich teaching & learning programs with indigenous customs, knowledge and understandings.
- Prepare for the implementation of the NSW History Syllabus for the national curriculum in 2016.

**Reporting Area 15: Initiatives Promoting Respect and Responsibility**

The College prides itself on its Moral Education Program which encompasses Islamic Values that correlate to the Values for Australian Schooling. These values embed the common threads that bind us all: Care and Compassion; Doing Your Best; Fair Go, Honesty and Trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance and Inclusion. The program is integrated into the daily routine of the school, thus forming the backbone of a continued stride in instilling respect and responsibility in the minds of our young generation.

Respect and responsibility is fostered through the support of community events such as Australia's Biggest Morning Tea, Red Nose Day, Jeans for Genes Day, Walk Safely to School Day and other fundraising activities.

Students are introduced to the concept of national remembrance and respecting those who have fought in Australia's honour through the inclusion of ANZAC and Remembrance Day themes in teaching programs and student representation at commemorative services.

The school’s SRC cultivates leadership by allowing opportunities for students to participate and contribute to their school community.

For further information visit [http://www.myschool.edu.au](http://www.myschool.edu.au)
Our teaching curriculum, based on BOSTES guidelines, contributes strongly to the development of students by exploring values, incorporating respect and responsibility, across learning areas and teaching values that are important in the community.

Each year several activities and projects are organised to promote respect and responsibility between children of different backgrounds and faiths. In 2014, students participated in a Harmony Day celebration involving schools from the Public sector, Catholic Schools sector and Independent Schools sector.

**Reporting Area 16: Parent, Student and Teacher Satisfaction**

Regular conferencing with parents has revealed their great sense of satisfaction with the College's performance. Feedback received through logs at parent teacher interviews has communicated recognition of the high standards being encouraged through student work expectations and high quality teaching. The Parents and Citizens group have been actively engaged in school activities and helped to ensure that we have good communication channels to address issues of concern.

The SRC has helped students in the senior years develop relationships with students in the junior years, and gave students a voice in raising issues, making suggestions, decisions and plans for school activities and resolving issues. The SRC was a good forum for determining student satisfaction with the school. Most students were very proud of the school and its achievements.

Feedback from teachers during 2014 indicated that the staff members were happy with the school’s focus of teamwork and collaboration. This includes issues raised during staff meetings concerning school operations and teacher feedback in terms of their professional development in areas of programming across the curriculum in accordance with the mandatory requirement of BOSTES. The teachers are very pleased with the support they receive in their development of the teaching standards and practices.

For further information visit [http://www.myschool.edu.au](http://www.myschool.edu.au)
Reporting Area 17: Summary Financial Information

Financial Summary for Rissalah College Ltd for the year ending 31st December 2014

Recruent/Capital Income

- School Fees: 21.99%
- Other Collection from Students: 7.41%
- State Gov Grant: 1.17%
- Commonwealth Gov Grant: 8.34%
- Other Income: 61.09%

Recruent/Capital Expenses

- Employment Expenses: 5.90%
- Depreciation: 6.21%
- Finance Cost: 4.68%
- Repairs and Maintenance: 2.29%
- Fuel, Light and power: 7.43%
- Training expenses: 6.30%
- Audit, Legal and consult: 3.08%
- Admin Exp: 0.56%
- Other Expenses: 63.55%