



RISSALAH COLLEGE ANNUAL REPORT 2016



Knowledge | Faith | Discipline

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College Annual Report

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A Message from the Chairman of the Board

Rissalah College continues to prosper with the renewed focus by the College Board, Principal and staff as we work through the 2015-2019 Strategic Plan for the College.

The high level of enrolments has been particularly pleasing and has led to the strong financial position that the College finds itself in.

The Board has approved a project for delivery in 2017, aimed at improving the technology resources available to teachers for delivery of their teaching outcomes. As part of this project the following outcomes will be achieved:

- A significant number of iPads will be sourced for use in the classrooms, and to assist in achieving learning outcomes in a manner that will resonate more with our students;
- The interactive whiteboards will be upgraded throughout the College, ensuring that current technology is being used;
- Expand our Wi-Fi network to allow for a significant increase in connectivity across the College;
- Improve the internet speeds that the College currently has access to.

This project is aimed at providing a better environment for students to embark on this important early phase of their education, and provide our teachers with more options and tools to enhance their delivery of the required teaching outcomes.

A Message from the Principal

Established in 1997, Rissalah College has been preparing our children for the future for the last 20 years. The 2016 Annual Report reflects the continuing success of our College, our commitment to excellence and our pursuit to provide the best quality education for our students.

Rissalah College has a clear vision and purpose, focused on excellence in teaching and learning. Through our motto, 'Knowledge, Faith and Discipline', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

We have committed, proactive teachers and dedicated support staff working to help each child to reach their potential. Our teachers are reflective and responsive to student needs and there is quality commitment from our College community. We focus on supporting all students to reach their full potential academically, spiritually, socially and emotionally. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

In planning ahead for 2017, we shall place a strong emphasis on STEM (Science, Technology, Engineering and Mathematics). A significant amount of time and consultation will be spent with staff on enhancing the curriculum and teaching programs in the six Key Learning Areas. Students will receive more individual and small group attention in Literacy, Numeracy, Arabic and Islamic Studies

We commend and thank the students, dedicated teaching and administrative staff, families and wider College community for their continued commitment, assistance and care throughout 2016.

Reporting Area 2: Contextual Information about the School

Rissalah College Limited is an independent Islamic faith-based co-educational College from Kindergarten through to Year 6. Rissalah College is located at 54-72 Hampden Road, Lakemba and 2016 was our sixth year at this campus. The College endeavours to be the provider of the best holistic education program in all Key Learning Areas stipulated by the NSW Education Standards Authority (“NESA”).

The school commenced with an enrolment of 127 students in 1999. In 2016, 529 students were enrolled, 267 boys and 262 girls (August 2016 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 Backgrounds. The majority of students have a Middle-Eastern background, with a small number with 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.

Our teaching and learning programs are inextricably linked to a strong Islamic school spirit, whilst embedding the *Values for Australian Schooling* in our daily practice. The College philosophy is that students should strive for excellence, equity and a strong moral ethos, in an Islamic context. We aim to provide a positive, stimulating and accepting environment in which students can develop individual qualities and abilities.

One of Rissalah College’s greatest strengths is its dedicated and hard-working teachers and support staff, who aim to provide an excellent education and nurturing environment for our students. The College has a strong focus on improving its teaching staff through professional development and other forms of professional support so that they are able to strive for excellence as educators. Our collaborative team of expert staff are well supported with opportunities for professional development and they actively engage in the continual improvement of our College.

The College has embarked upon the development of a strong culture of academic excellence, starting initially with the focus on enhancing the quality of our teaching and learning programs and our teaching professionals. Through process oriented teaching, rather than product oriented teaching, our students are developing lifelong skills which can easily be transferred to their secondary and tertiary educational settings. Our students are provided with effective verbal and written feedback as we believe that effective feedback is more strongly and consistently related to achievement than any other teaching behaviour.

Through a diverse and broad range of extra and co-curricular activities, students at Rissalah College enjoy a well-balanced education. Sport and Physical Education Programs in Aquatics and Gymnastics are delivered by qualified instructors, whilst Stage 3 students enjoy the recreational pursuits explored during the 3-day annual camping trip. A busy yearly planner is filled with events for NLNW (National Literacy and Numeracy Week) and Science Week incursions, excursions to Calmsley Hill Farm, Taronga Zoo, Parliament House - Canberra and performances by Anti-Bullying groups and Indigenous members during National Reconciliation Week. These are the added experiences our students treasure.

The strength of the Rissalah College community is reflected in the quality of the relationships that exist within it. Relationships are founded on mutual respect and understanding to create a sense of care and compassion and allow each person to feel safe to be themselves. We strive to instil in our students an awareness of the communities to which they belong, both local and international, encouraging their contribution, service and example in these communities. We are all dedicated to achieve the school purpose to inspire students to achieve personal excellence and to be outstanding citizens who work to create a harmonious society.

Rissalah College Limited is a registered Company under the Corporations Act, and has a governing Board of Directors. The Principal is appointed by the Board and has day-to-day responsibility for the operations of the College. The Principal has regular contact with the Board Chairman as the primary point of contact with the Board on operational matters. The Board meets each month and oversee the strategic direction of the College, governance matters, compliance, finance and strategic long-term planning issues.

Further information regarding the College context that is publicly available including student numbers, student background, school staff and enrolments can be found at the My School website www.myschool.edu.au or the College website www.rissalah.nsw.edu.au.

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

School Performance in the NAPLAN Tests

In 2016, 81 Year 3 and 70 Year 5 students participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). NAPLAN is a national assessment of the standards of literacy and numeracy learning across all Australian schools. The areas assessed through this program is Literacy (which covers Reading, Language Conventions and Writing) and Numeracy (which covers Number, Patterns, Algebra, Data, Measurement, Space and Geometry). Rissalah College achieved strong results across all areas of the NAPLAN assessment.

We note that comparisons from year to year are not valid because different student cohorts are being compared. What we can do is analyse the performance and growth between Year 3 2014 and Year 5 2016 because these are the same students tested at different points in their schooling.

The national minimum standard in reading, writing, spelling, punctuation and grammar, and numeracy for students is:

Year 3 at Band 2

Year 5 at Band 4

A comparison of Rissalah College's performance with those of the State appears in the tables below. These tables show the percentage of students in each Band.

Table 1: Percentage of Students Achieving Benchmark - Literacy

2016 NAPLAN Exam	Year 3		Year 5	
	Percentage of students achieving the benchmark (Band 2 or higher)		Percentage of students achieving the benchmark (Band 4 or higher)	
	School %	State %	School %	State %
Reading	100	96.9	100	94.0
Writing	100	98.8	100	94.7
Spelling	100	96.9	98.6	94.6
Grammar and Punctuation	100	97.0	100	96.0

Table 2: Percentage of Students Achieving Benchmark - Numeracy

2016 NAPLAN Exam	Year 3		Year 5	
	Percentage of students achieving the benchmark (Band 2 or higher)		Percentage of students achieving the benchmark (Band 4 or higher)	
	School %	State %	School %	State %
Number, Patterns & Algebra	100	93.2	100	94.6
Measurement, Data, Space and Geometry	96.3	95.1	100	96.2
Numeracy	100	96.9	100	95.7

Table 3: 2016 Year 3 NAPLAN Results – Percentages in Skill Bands

Skill Band	Reading	Writing	Spelling	Grammar & Punctuation	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
Band 6	27.2	29.6	51.9	75.3	34.6	12.3	22.5
Band 5	33.3	44.4	23.5	14.8	33.3	25.9	32.1
Band 4	21.0	21.1	16.0	6.2	27.2	29.6	30.9
Band 3	18.5	4.9	8.6	3.7	4.9	21.1	12.3
Band 2	0.0	0.0	0.0	0.0	0.0	7.4	1.2
Band 1	0.0	0.0	0.0	0.0	0.0	3.7	0.0

Table 4: 2016 Year 5 NAPLAN Results – Percentages in Skills Bands

Skill Band	Reading	Writing	Spelling	Grammar & Punctuation	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
Band 8	10.0	0.0	20.0	27.1	12.9	14.3	11.4
Band 7	28.6	21.4	22.9	27.1	35.7	25.7	24.3
Band 6	22.8	48.6	35.7	34.4	37.1	32.9	45.8
Band 5	25.7	24.3	20.0	11.4	11.4	25.7	17.1
Band 4	12.9	5.7	0.0	0.0	2.9	1.4	1.4
Band 3	0.0	0.0	1.4	0.0	0.0	0.0	0.0

Reporting Area 4: Senior Secondary Outcomes

N/A

Reporting Area 5: Teacher Qualifications and Professional Learning

Teacher Standards

In 2016, Rissalah College had 20 overall mainstream teachers (four of whom were stage coordinators), 1 Learning Support coordinator and 3 Learning Support teachers, a Principal, a Deputy Principal, a Teacher Librarian, 5 Arabic/Islamic Studies teachers and a Head of Arabic and Islamic Studies.

The table below only includes the details of the teaching staff members who were responsible for delivering the curriculum:

Category	Number of Teachers
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	25
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	0
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Professional Learning

Staff members attended the following professional development sessions conducted at the school, online or face-to-face via the Association of Independent Schools and other agencies:

- AIS Governance Symposium 2016 – Principal
- Special Education Essentials – 1 Staff member
- SCIS - An Introduction to SCIS Webinar – 1 Staff member
- SCIS - Downloading SCIS records Webinar – 1 Staff member
- SCIS - Search and selection on the SCIS Catalogue Webinar – 1 Staff member
- Obligations in Identifying and Responding to Children and Young People at Risk Online Module – Whole School
- Visual Literacy in English K-6 – 1 Staff member
- Connecting the dots: Integrated Units of Work for the New Curriculum – 1 Staff member
- Objectives C, D and E: how do they look in the K-6 Classroom? – 1 Staff member
- The Flipped classroom – 1 Staff member
- Assessment into Practice - PETAA Understanding assessment practice to improve student learning – 1 Staff member
- First Aid, Anaphylaxis and CPR Course – Whole School
- Grammar Online; Levels of Delicacy Online Module – All Teachers and Support Teaching staff
- Familiarisation - NSW Syllabus for the Australian Curriculum English K - 6 Online Module – 2 Staff members
- Registration and Accreditation Briefings - Principal
- Introduction to Autism – All Teaching Staff
- Disability Legislation Online Module – All Teaching Staff
- Assessing Students' Writing: Where To Next? – 1 Staff member
- Writing K-6 Teaching Beyond text types – 1 Staff member

Reporting Area 6: Workforce Composition

Our workforce consisted of the following personnel:

- One Principal
- One Deputy Principal
- 20 classroom teachers, comprised of the following staff members:
4 Kindergarten Teachers, 3 Year One Teachers, 3 Year Two Teachers, 3 Year Three Teachers, 3 Year Four Teachers, 2 Year Five Teachers and 2 Year Six Teachers.
- Five Arabic/Islamic Studies Teachers
- One Head of Arabic and Islamic Studies
- 1 Teacher Librarian
- 3 full-time Learning Support teachers or equivalent
- 1 full-time Learning Support Coordinator/Teacher
- One School Counsellor (one day per week)

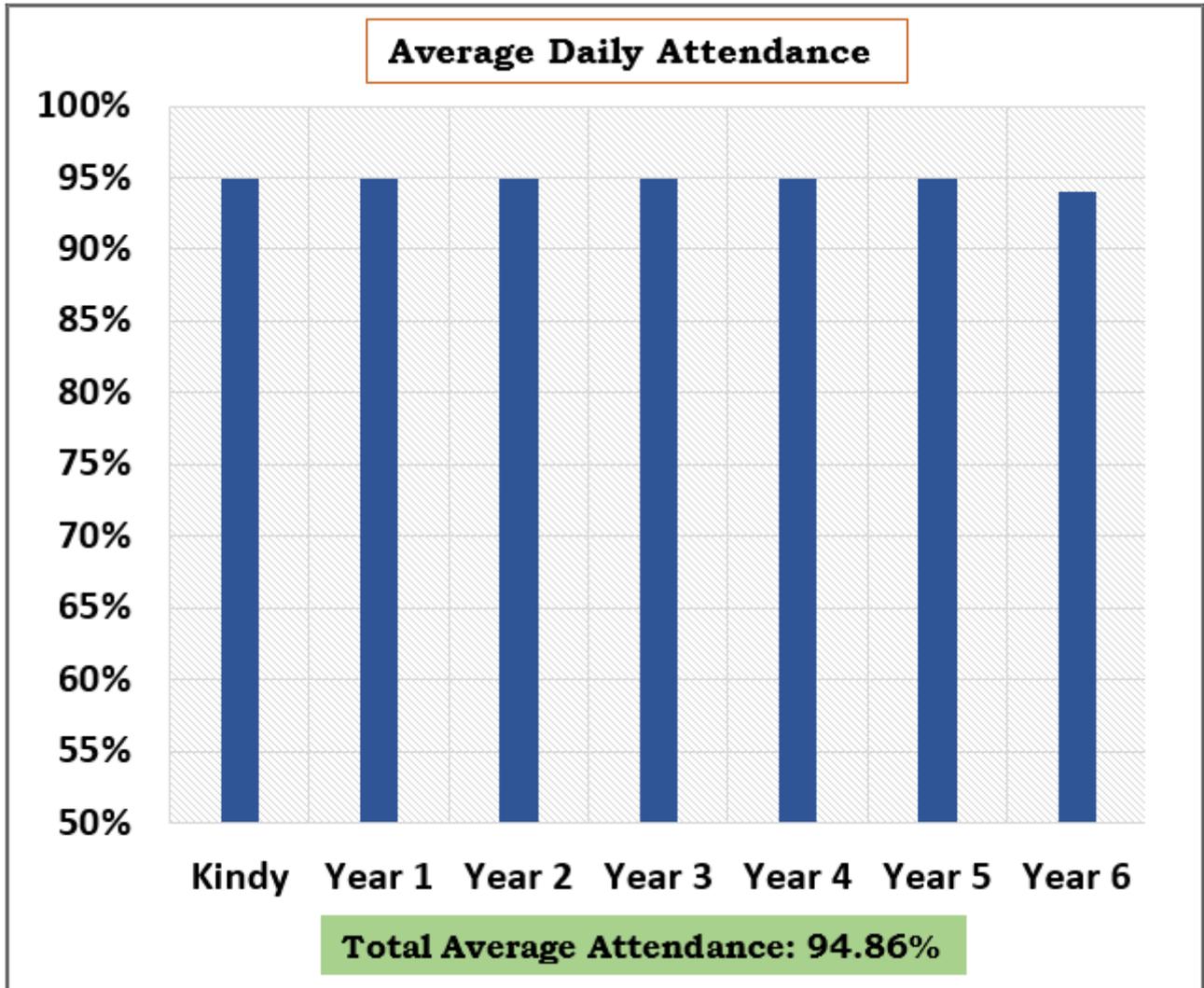
Administration Staff

- One Finance Manager
- Four administration staff (including an Administration Manager)
- One IT Manager

Reporting Area 7: Student Attendance and Retention Rates

94.86% of students from Kindergarten to Year Six attended school on average each school day in 2016. See Table 6 for a breakdown of each grade.

Table 6 - Student Attendance Rates - Percentage of Students who Attended School in 2016



Students must attend school during the prescribed school days and times. Students who are late must obtain 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.

Student attendance is monitored daily, with class teachers marking their roll and submitting daily attendance slips to the office. The parents of students whom are absent are then contacted via phone to ascertain the reason for their absence.

Students are required to bring in a note explaining the reason for their absence upon their return to school. Administration staff in charge of attendance, monitor this process and report any concerns directly to the Principal.

Early departure from school: Parents must come to the office and obtain an early departure slip, before picking up their child. The Principal and Deputy Principal is notified of any early departures and a valid reason must be given.

Supervision commences at 8:10a.m., with morning assembly commencing at 8:30a.m. Supervision is then provided until 3:45p.m, after which time students should be accompanied to the administration office by their class teacher.

Policy Principles

Rissalah College seeks to enrol those students we assess to be best able to benefit from the academic program we offer, and whose families understand and are supportive of the Islamic aims of the School.

Rissalah College will assess all applications for enrolment against the following criteria:

- The application has been fully completed and has been received by the College;
- The ability of the prospective student to benefit from the educational offering of the College;
- The willingness of the student and their family to abide the College's rules, policies and procedures, and the Islamic context within which the School operates;
- The capacity of the College to support the interests, academic needs and social needs of the prospective student;
- The capacity of the family to pay the school fees and other charges applicable to being a student at Rissalah College;
- Preference may be given to current College families and children of full-time staff;
- In the event of accepting a student for enrolment, priority will be given to students with the earliest application dates.

Procedures

The Principal and the College Board have the discretion to determine the number, size and composition of classes operating in the College each year, in keeping with a commitment to providing an optimal learning environment for all students.

All prospective students are required to sit outcome-based literacy and numeracy tests. A decision regarding enrolment is then made based on the candidate's test results. Once enrolled, students are expected to support the College's ethos and comply with the College policies to maintain the enrolment.

Criteria for Enrolment

1. The College seeks to provide the best educational environment for each child and does not discriminate on the basis of gender, race, religion and/or disability.
2. Enrolment at Rissalah College is open to boys and girls from Kindergarten to Year 6.
3. The College will accept students for enrolment, provided that:
 - educational offerings are deemed appropriate for the students;
 - welfare programs are deemed sufficient for the students' needs;
 - the family has a commitment to the ethos and expectations of the College; and
 - the family has the capacity to meet the financial requirements.

Point of Entry

1. The main entry year is Kindergarten, but enrolments are accepted at any year level where vacancies exist.
2. The College adheres to State Government legislation governing the age of entry to Kindergarten.
3. Students entering at other year levels (including those coming from educational systems outside of NSW) will be placed according to their educational and social needs.

Enrolment Process

Parents must complete an Enrolment Form available from the College office. All student applicants must go through an assessment process, followed by approval from the Principal.

This process is used to determine:

1. for Kindergarten applicants, whether they are ready for school
2. for all other applicants, whether they have the appropriate skill levels required for the prospective grade

Our College has a Learning Support team who are responsible for designing specific programs to suit individual children's needs. Early intervention is crucial in these circumstances.

Application Procedure

1. Parents complete the Enrolment Form and make an appointment for assessment.
2. The Principal considers each prospective student's educational needs. Applicants for Years 1-6 complete a literacy and numeracy test. Previous school reports, NAPLAN 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 sit an aptitude test to check for school readiness. The test covers oral language skills and basic knowledge of letters, numbers, shapes and colours.
3. Test results with recommendations are passed on to the Principal for an admission decision.
4. The Principal identifies any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The Principal considers placement based on availability of places in the respective grade.
6. The family of the prospective student is informed of the outcome.

Once an applicant accepts a placement at the College, the following information is confirmed and attached to the student's Enrolment Form:

1. Name, age and address
2. The name and contact telephone number of parent(s)/guardian(s)
3. Birth certificate
4. Immunisation certificate
5. Information regarding any serious health problems requiring medication, or disabilities
6. The date of enrolment
7. Previous school or pre-enrolment situation

This information is collected and recorded in the following ways:

1. Information is collected on the Enrolment Form, which is then filed in the student's file along with copies of relevant documents such as birth certificate, immunisation certificate, etc.
2. The information is recorded in a Student Enrolment Register.
3. The information is entered into the SchoolWrite and SENTRAL computer-based databases.
4. The student's name, address, and the name and contact number of parent(s)/ guardians(s) are given to the Administration staff for entry into the Class Roll Folder.

The Student Enrolment Register is kept for at least five years.

Waiting List

1. Applications for enrolment will be processed in order of receipt of applications. It is important to arrange testing and confirm any offer of a place as soon as possible to secure your child's position at the college.
2. When all places have been allocated, further applicants will be processed and offered a place on the Waiting List.
3. Any vacancies that arise will be filled from the Waiting List, but preference may be given to current college families and children of full-time staff, provided that the required benchmark is met.

Conditions of Enrolment

Parents are asked to sign an Acceptance Letter, indicating their agreement to be bound by, and to comply with all Rules and applicable Policies of the College, including any changes that may be made to these during the student's enrolment at the College. The current Rules and applicable Policies of the College are published on the College website.

Termination of Enrolment

1. The Principal (or his nominee) may cancel a student's enrolment at the College for any breach of the College Rules or other condition of enrolment.
2. The parent may cancel a student's enrolment by giving one term's notice of withdrawal.

College Fees

The College fees must be paid in the first week of each term. Any extension of times must be applied for in writing.

Summary of College policy for Student Welfare

At Rissalah College the safety and wellbeing of our students is our prime concern. The College provides a supportive environment which minimises risk of harm and ensures that students feel secure. The Colleges policies and strategies supports the physical, social, academic, spiritual and emotional development of students. Student welfare programs and strategies are followed that develop a sense of self-worth and foster personal development.

The full text of this policy is contained in the Student Welfare Policy which may be viewed in the Student Handbook provided to parents on enrolment, a copy of which may also be obtained at the College reception desk. This policy was last reviewed in 2016.

Summary of College policy for Anti-Bullying

Rissalah College believe that all students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, abuse or degrade them. Bullying will not be tolerated in any form. Effective management of bullying is seen as a shared responsibility and strategies to respond to incidents of bullying will involve school staff, parents and other professionals involved with children who are the targets or perpetrators of bullying behaviours.

The full text of this policy is contained in the Anti-Bullying Policy which may be viewed in the Student Handbook provided to parents on enrolment, a copy of which may also be obtained at the College reception desk. This policy was last reviewed in 2016.

Summary of College policy for Discipline

Rissalah College 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. Students develop best in schools where teaching and learning occurs in the context of positive student welfare. 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 to enforce discipline at the College or at home.

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 this policy is contained in the Student Discipline Policy which may be viewed in the Student Handbook provided to parents on enrolment, a copy of which may also be obtained at the College reception desk. This policy was last reviewed in 2016.

Summary of College policy for Complaints and Grievances

Rissalah College takes all complaints and grievances very seriously. Concerns of parents should be directed to their child's class teacher first to try and resolve the matter. Where unresolved, the concern needs to be directed to the Stage Co-ordinator, the Deputy Principal or ultimately the Principal. The College undertake to investigate the concerns with affected teachers, and then develop an action plan to resolve it. This action plan will be agreed to by the parent(s) and the teacher(s) concerned. The final decision regarding the outcome will be with the Principal.

General Complaints about the College will be dealt with on a case-by-case basis, depending on the nature of the complaint. Letters of complaints will be responded to within a reasonable timeframe, either by letter, phone or face-to-face interviews with the parties concerned. All reasonable complaints will be fully investigated and resolved. Any serious matters that cannot be resolved in the above manner will referred to and dealt with by the Principal (or nominated delegate). The Principal may raise the matter with the School Board if further guidance is required.

A written record is kept of all formal complaints received.

The full text of this policy is contained in the Complaints and Grievances Policy which may be viewed in the Student Handbook provided to parents on enrolment, a copy of which may also be obtained at the College reception desk. This policy was last reviewed in 2016.

Reporting Area 10: School Determined Priority Areas for Improvement

Achievement of Priorities Identified for Improvement in 2016

Area	Priorities	Achievements
CURRICULUM DEVELOPMENT	Engage qualified professionals to assist in appraising and enriching the newly-developed teaching and learning programs for English, Mathematics and Science and Technology.	Two contractors were engaged to develop and enrich the English and Mathematics programs from K-6.
QUALITY LEADERSHIP	Develop the leadership skills of the executive team.	Skills training was started for Executive team members and will continue to be an area of focus for 2017.
LIBRARY DEVELOPMENT	Employ a qualified Teacher-Librarian and expand the resources and programs offered by the College library.	A Teacher-Librarian was employed.
LEARNING SUPPORT	<p>Appoint a Learning Support Coordinator who will be responsible for the design, implementation and evaluation of programs of study and initiatives to support the learning needs of all students, including students with special education needs, and gifted and talented students.</p> <p>Employ additional learning support staff to support those students who have been identified as having special education needs.</p> <p>Develop a gifted and talented program to ensure that the College is providing for the educational needs of all its students.</p>	<p>Learning Support Coordinator appointed.</p> <p>Four additional Learning Support staff appointed.</p> <p>A gifted and talented class was implemented for Year 6.</p>

SPECIALISED PROFESSIONAL DEVELOPMENT	Allocate specialised professional development opportunities for every staff member at the College, with a focus on maximising quality teaching and learning initiatives.	Staff attended a variety of professional development days with a number of different providers. This includes face-to-face delivery as well as on-line learning opportunities.
SCHOOL POLICY DEVELOPMENT	The Principal will undertake a comprehensive review of all school policies, procedures and guidelines to ensure they are consistent, coherent and aligned with Rissalah's vision and values.	A review of the policies and procedures of the College was started and will be completed in 2017.
COMMUNITY ENGAGEMENT	Develop parent and community engagement through the development of strategic opportunities such as literacy and numeracy support, special events committees and fundraising opportunities.	The College managed an active program of events aimed at increased engagement with parents and the community, which included the following events: <ul style="list-style-type: none"> - Biggest Morning Tea; - Isra and Mi'raj Commemoration; - Parent information session for using online programs; - Open Day for parents with a focus on Literacy and Numeracy.

Improvement Targets for 2017

The College has set the following improvement targets for 2017:

- **Technology** - Improve the use of technology in the classrooms by acquiring iPads and upgrading Interactive Whiteboards. Upgrade internet delivery to the College, allowing for increased bandwidth and an increased number of wi-fi routers.
- **Governance** – Increase focus on Risk and Compliance management by ensuring that responsibilities are clearly assigned and that responsible staff have adequate knowledge.
- **Student Welfare** – Increase support for targeted needs by engaging the services of an Occupational Therapist and a Speech Therapist.

- **Staff Development** – Continue to develop and support key staff by providing access to leadership programs. Prioritise professional development in Science, Technology, English and Mathematics (STEM) in support of Curriculum changes. Enhance process of monitoring, feedback and support provided through lesson observations.
- **Teaching and Learning** – Increase the use of Support Learning Officers to support class teachers across all stages.
- **Arabic and Islamic Studies** – Increase the use of Teaching Assistants to support students requiring additional assistance. Implement an after-school enrichment program in Quranic reading twice a week.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

The College understands the importance of educating its students in all areas including promoting an understanding of respect and responsibility among all its students. The College prides itself on its Moral Education Program, encompassing Islamic values that correlate to the *Values for Australian Schooling*.

Activities and programmes to promote respect and responsibility include:

1. School Captains, Vice Captains and Prefects were elected from the College's Year 6 cohort. The school's SRC cultivates leadership by allowing opportunities for students to participate and contribute to their school community. These students are responsible for working with the SRC coordinators, Deputy Principal and Principal in the promotion of the College.
2. Throughout the year, students, parents and College staff participated in community events such as Australia's Biggest Morning Tea, Jeans for Genes Day, Walk Safely to School Day and other fundraising activities.
3. To help build relationships, respect and trust between the College community and Aboriginal and Torres Strait Islander peoples, a National Reconciliation Week event was held. This aimed to connect students through shared experiences, expectations and knowledge, and educate them about Aboriginal and Torres Strait Islander histories, cultures, identities and successes.
4. Students were 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.
5. Our teaching curriculum, based on NESA 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.
6. Each year several activities and projects are organised to promote respect and responsibility between children of different backgrounds and faiths. In 2016, students participated in a Harmony Day celebration involving schools from the Public sector, Catholic Schools sector, Independent Schools sector and the wider community.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Rissalah College is accessible to all stakeholders in the school community, with numerous opportunities for parents, students and teachers to express their satisfaction or concerns.

Parent-information sessions were held at the start of the 2016 school year to provide opportunities for contact and to familiarise parents and caregivers with the policies and procedures of the College. A program of social functions was also scheduled and enjoyed great success. Functions included the Biggest Morning Tea, annual iftar dinners during Ramadan and the Year 6 graduation dinner. Parent teacher interviews were held twice to encourage the engagement of parents and caregivers in the learning of their children.

Large numbers of parents continue to be involved in Parent-Teacher evenings, communicating their great sense of satisfaction with the academic and co-curricular opportunities being offered at the school. Attendance at information sessions for the compulsory online learning programs, Mathletics, Spellodrome and Reading Eggs/Eggspress, highlighted the strong support for these learning initiatives.

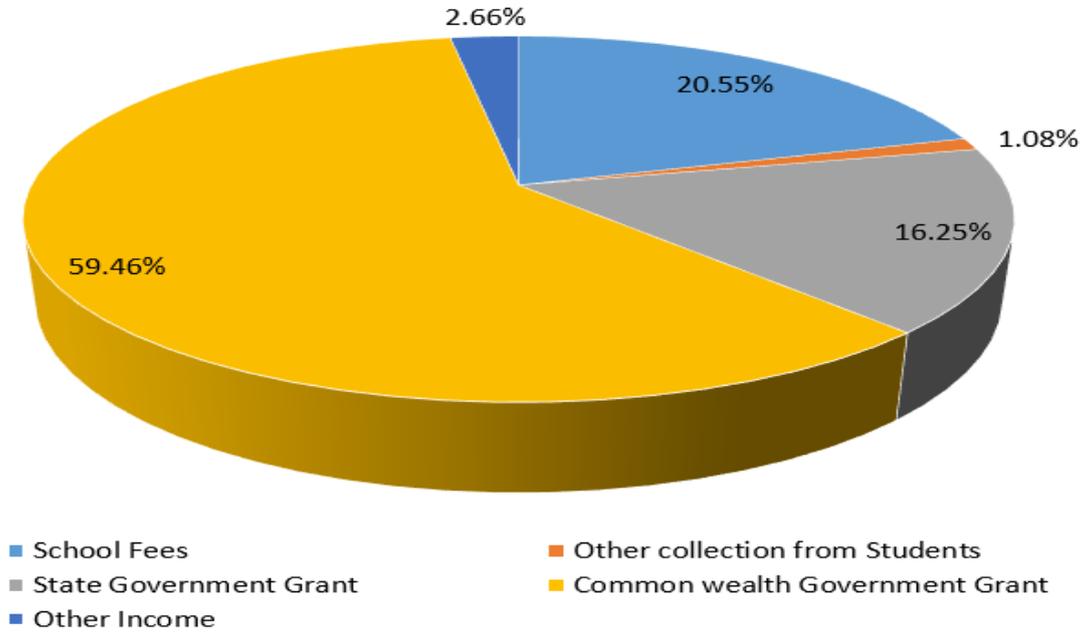
Regular meetings of the Executive, Stage Co-ordinators and full staff meetings provided opportunities for input from staff in the operational and policy direction of the College.

Students have opportunities to express their satisfaction and concerns through the Student Representative Council. The roles they might play in the school, including decision-making processes, are discussed with students. The College also identifies places within the curriculum that can assist students to understand democratic practices, using the Student Representative Council structure as an example.

Reporting Area 13: Summary Financial Information

Financial Summary for Rissalah College Ltd for the year ended 31st December 2016

Recurrent/Capital Income



Recurrent/Capital Expenses

