



MINARAH

RABBI ZIDNI ILMA

**2022
ANNUAL
REPORT**



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From the Principal

With great pleasure and a deep sense of pride, I present the annual report for Minarah College for 2022. This report encapsulates the achievements, progress, and **ongoing commitment to excellence** our school has demonstrated throughout the past academic year. Minarah College continues to serve as a leading Islamic educational institution in New South Wales, providing our students with a holistic and inclusive learning environment. Our dedicated staff members, passionate teachers, and supportive community have all played pivotal roles in shaping the success of our college. In 2022, we were awarded a **5-star Innovative School by The Educator**, which summed up our rapid school improvement journey based on our strategic plan *Shaping Futures Together*.

At Minarah College, we remain steadfast in our pursuit of academic excellence. Although our HSC results were less favourable than in previous years, we have developed a strategy **'Striving for Excellence'** to ensure all students demonstrate exceptional achievements across various subjects and grade levels. We take pride in our commitment to delivering a rigorous and comprehensive curriculum that equips our students with the knowledge and skills necessary for their future endeavours. In an ever-evolving world, we understand the importance of preparing our students for the **challenges of the digital age**. At the start of 2022, we rolled out the 1:1 Device program, a bold step in our digital transformation; our students have had

the opportunity to engage with cutting-edge tools and platforms, enhancing their **critical thinking, problem-solving, and digital literacy skills**. We were proud to be showcased by Microsoft for their **Education Global Marketing campaign**, a reward for our focus on investing in state-of-the-art technology and the ability to integrate it into our teaching practices. We became a **Lighthouse School and Showcase Incubator at the end of 2022**.

At Minarah College, we emphasise the well-being of our students and develop their **'Character'**. We have implemented various programs and initiatives to foster a positive and inclusive school culture. Our comprehensive student support services have ensured that every student feels safe, valued, and supported throughout their educational journey. We have also provided opportunities for students to develop their **social and emotional intelligence** through workshops, counselling services, and extracurricular activities.

We firmly believe in the strength of **community collaboration**. We have **actively engaged** with parents, guardians, and community members throughout the year to build solid relationships and partnerships. Our **open-door policy** has encouraged meaningful dialogue and valuable input from all stakeholders. We have also organised several community events, such as our Eid Festival, fostering a sense of belonging and unity among our college community.

In 2022 we built on the previous year's significant emphasis on professional development, staff were provided with ample opportunities to ensure they remain at the forefront of educational practices. Our staff members have participated in numerous AISNSW workshops, Deep Learning conferences, and ICT training sessions to enhance their **teaching**

methodologies, subject knowledge, and leadership skills. This investment in professional growth translates into a more **enriching educational experience** for our students.

Minarah College is committed to providing a conducive learning environment for our students. During 2022, we continued to **upgrade and improve our infrastructure and facilities**. We have invested in modern secondary classrooms and **upgraded technology infrastructure** with a state-of-the-art network. These enhancements have created an optimal environment for teaching and learning.

As we move forward, we remain dedicated to **continuous improvement**. We strive to enhance our academic programs, strengthen community partnerships, and foster a culture of innovation. Our goal is to **empower** our students to become **confident, compassionate, and resilient individuals** who are well-prepared for the challenges and opportunities that lie ahead.

In conclusion, I extend my heartfelt gratitude to our incredible staff, dedicated parents, and supportive community for their unwavering commitment to the success of Minarah College. Together, we have created an exceptional educational institution that **nurtures the potential of every student**.

Thank you for your ongoing trust and support.

Jay Halai,
Principal, Minarah College



SCHOOL BACKGROUND

Contextual Information about our school

In 2022 Minarah College, formerly Green Valley Islamic College celebrated 20 years!

Green Valley Islamic College was founded in 2002, to cater for the local community by the Muslim League of NSW Inc. Our school had humble beginnings with 40 students in Kindergarten to Year 2, supervised by two teachers. Today, we have a fully comprehensive K-12 campus catering to more than 1200 students, supervised by 60 teachers.

We are an independent Islamic co-educational school designed to provide boys and girls with knowledge and education of Islamic values, as well as secular studies, providing them with a well rounded

education, to become citizens of world, excelling in the practice of their faith through their everyday work.

The school is located in close proximity to the centre of Liverpool in Sydney's south-west, with all the students from bilingual or non-English speaking backgrounds.

Being in a low SES region, Minarah College offers a wide range of learning experiences in a supportive, caring and intellectually stimulating environment.

The school motto "Rabbi Zidni Ilma" ("Oh, Lord Increase my Knowledge") reflects the hope that students will seek increased knowledge through faith and prayer.

Characteristics of the Student Body

Minarah College had a total of 1,160 students enrolled in 2022. Of this 421 High School Students.

Our Student Body is made up of 544 boys (47%) and 616 girls (53%).

Our student body is culturally and linguistically diverse, made up of a range of cultural backgrounds, reflective of the region in which we operate. 91% of our students are from a **Language Other than English background**.

From 2021 to 2022 we saw an increase of 249 enrolments (27.3%) There were no students who identified as Indigenous in 2022.



STUDENT OUTCOMES

Student Performance in National and State Wide Examinations

NAPLAN 2022

Across all cohorts we see that some of our best results were in Spelling.

The Year 3 NAPLAN results for 2022 indicate that the cohort has achieved close to the state average in Writing, Spelling and Grammar and slightly below the state average in Reading and Numeracy.

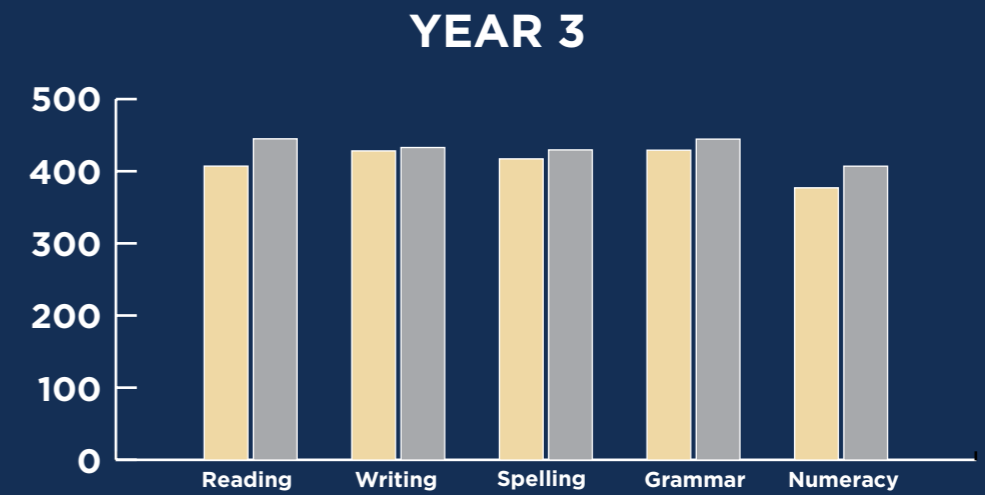
The Year 5 NAPLAN results for 2022 indicate that the cohort has achieved close to the state average in Reading and Numeracy, Above the state average in Writing and Grammar, of particular note is the performance Well Above the state average in Spelling.

The Year 7 NAPLAN results for 2022 indicate that the cohort has achieved close to the state average in Reading, Writing and Numeracy, Above the state average in Grammar. Of particular note is the performance Well Above the state average in Spelling.

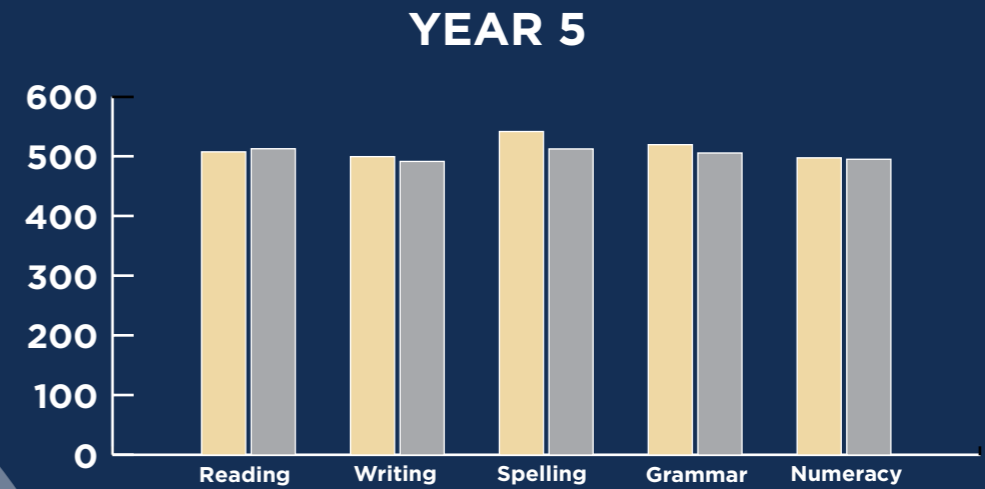
The Year 9 NAPLAN results for 2022 indicate that the cohort has achieved close to the state average in Reading, Writing, Grammar and Numeracy and Above average in Spelling.

The graphs on the following page display this information in greater detail.

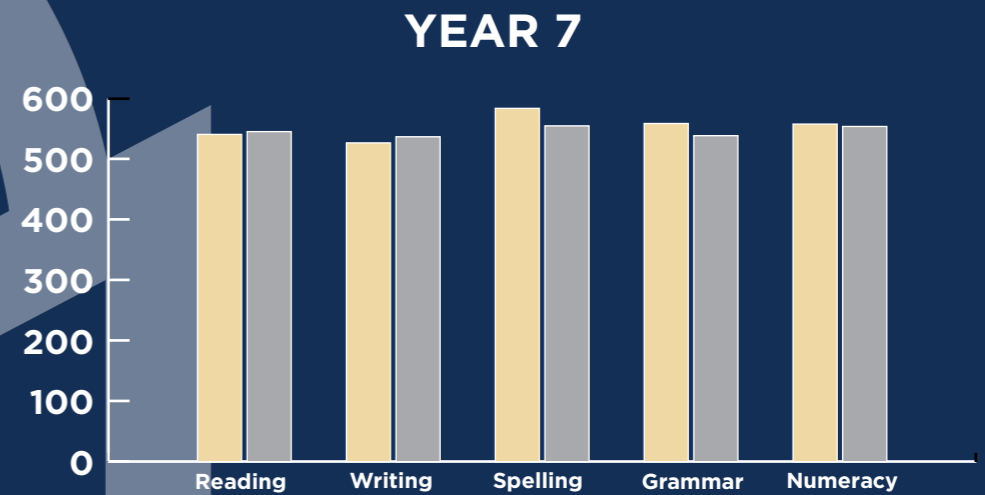
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● NSW



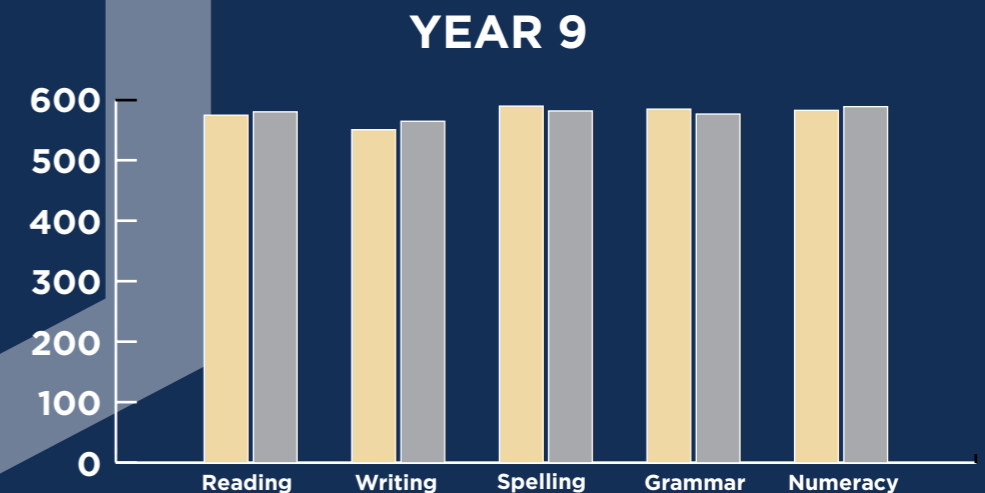
● Minarah
● NSW



● Minarah
● NSW



● Minarah
● NSW



HSC Results 2022

In 2022 we had 52 Year 12 students at Minarah College.
All 52 students achieved the HSC and all 52 attained an ATAR.

Course/Subject	No. of Students	Band 6	Band 5	Band 4	Band 3	Band 2
Ancient History	14	0	4	6	2	2
Biology	19	0	4	2	11	2
Business Studies	33	3	6	14	9	1
Chemistry	6	0	2	1	1	2
Community and Family Studies	16	0	1	11	3	1
English Advanced	25	0	7	16	2	0
English Standard	27	0	0	12	13	2
IPT	7	0	0	0	5	2
Legal Studies	12	1	4	7	0	0
Mathematics Advanced	5	1	2	2	0	0
Mathematics Standard 2	33	1	5	8	15	4
PDHPE	25	0	3	6	10	6
Physics	2	0	1	1	0	0
Studies of Religion II	37	1	9	22	3	2

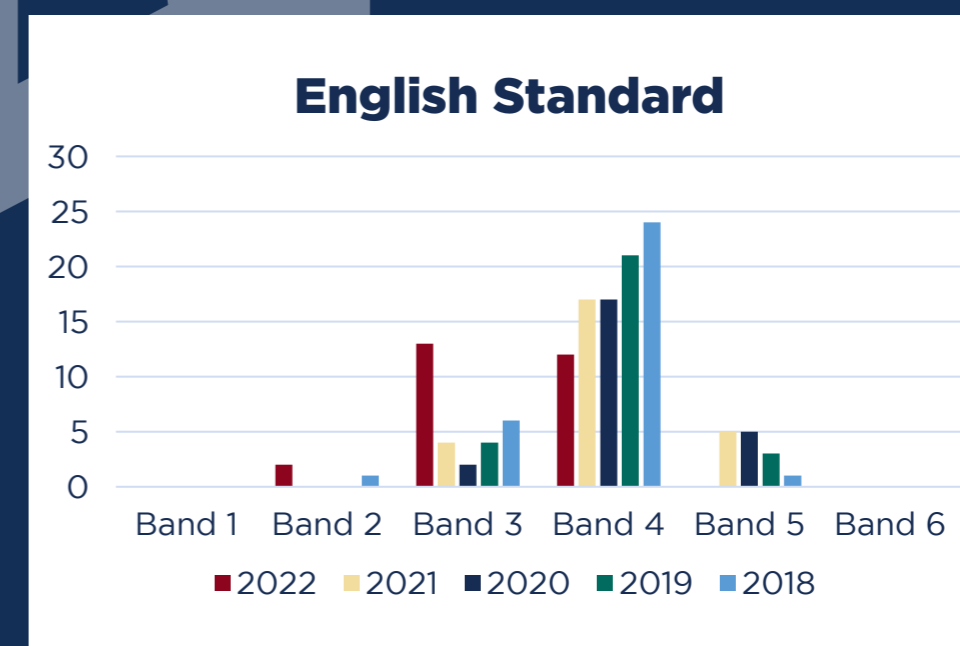
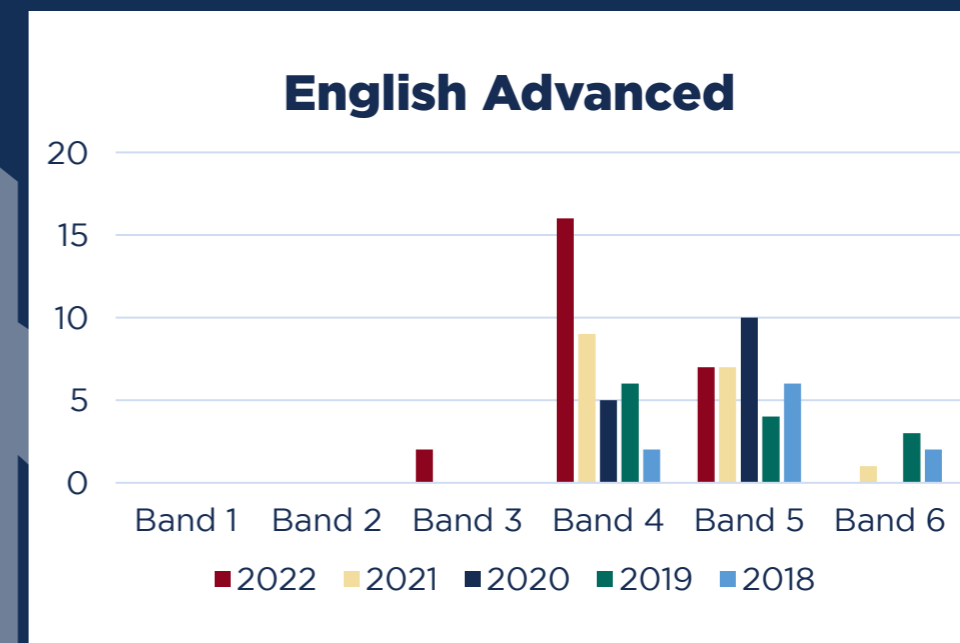
The following root causes were identified as reasons for a drop in HSC achievement standards in 2022:

- Large class sizes due to low number of teachers.
- 32 out of 52 informed the school of Early entry into University courses of their choice thus lack of effort in the latter part of their studies.
- Missing gaps in skills due to Covid in their last 2 year of studies prior to HSC.
- Students called back were not performing to the required standards.
- High rate of staff absenteeism
- High rate of student absenteeism

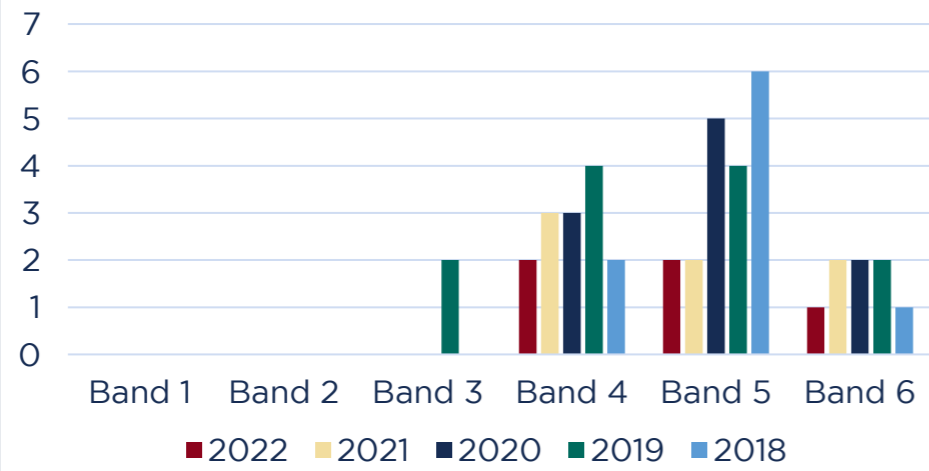
An action plan has been developed for the 2023 HSC cohort to address these root causes and improve student HSC outcomes.

HSC Results Comparison over time

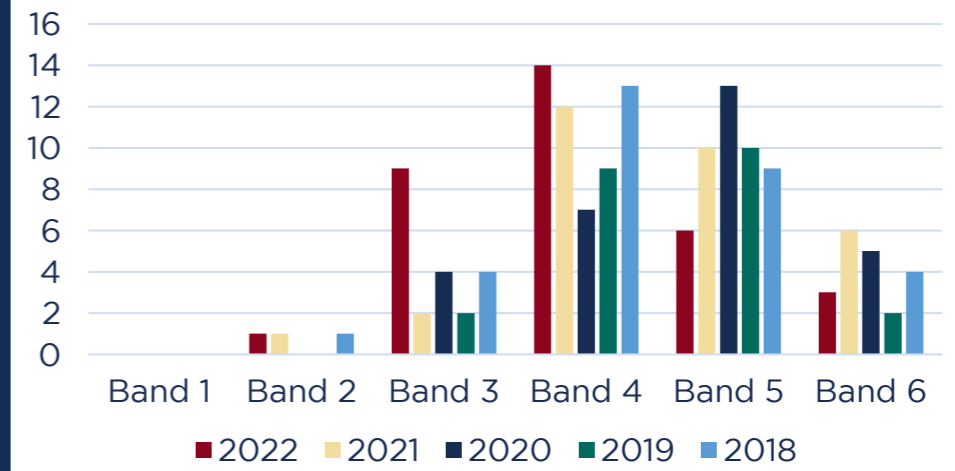
The following graphs show the performance of Minarah College students from 2018-2022 by HSC subjects.



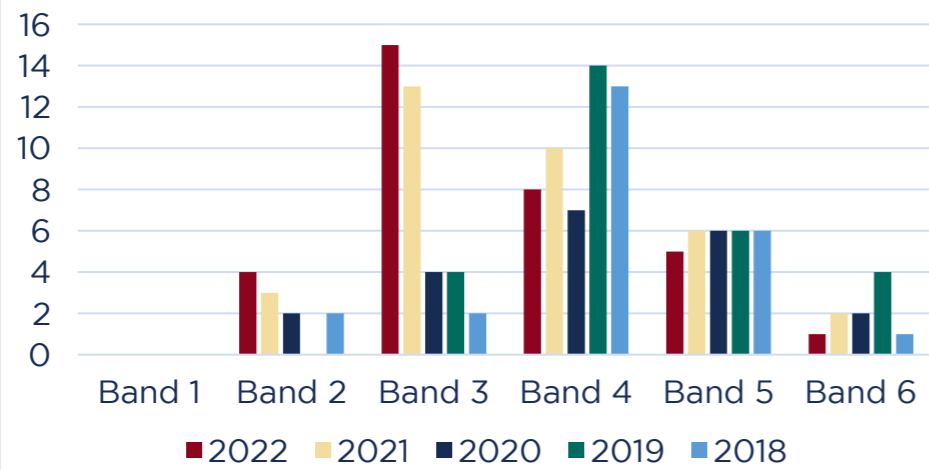
Mathematics Advanced



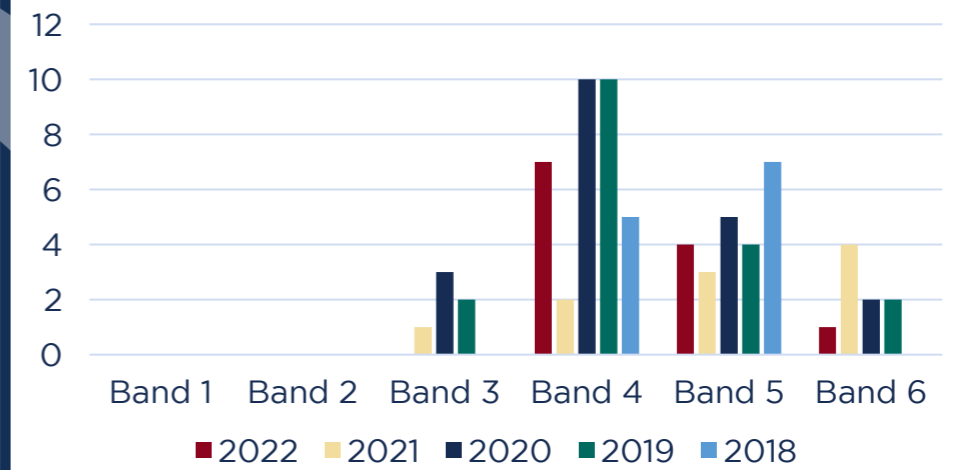
Business Studies



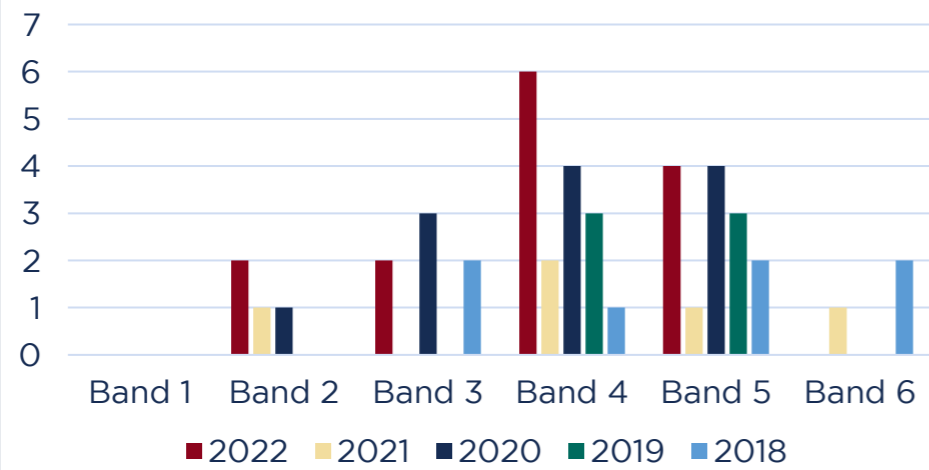
Mathematics Standard 2



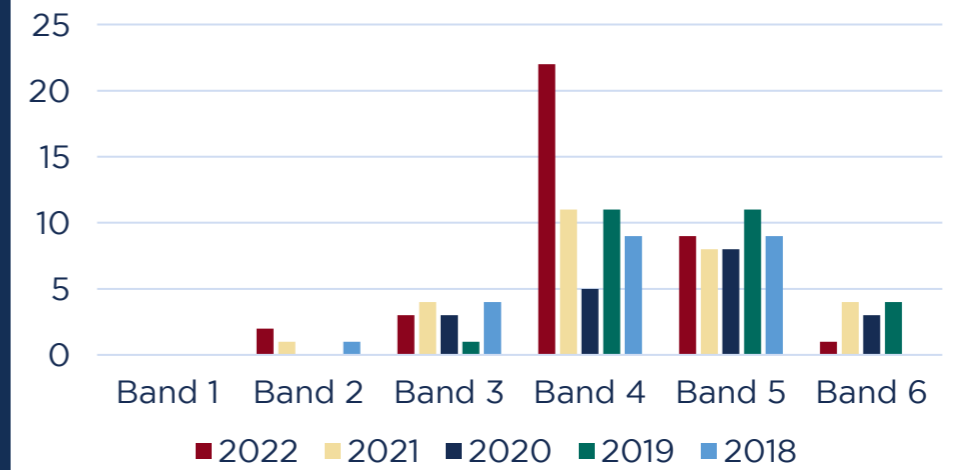
Legal Studies

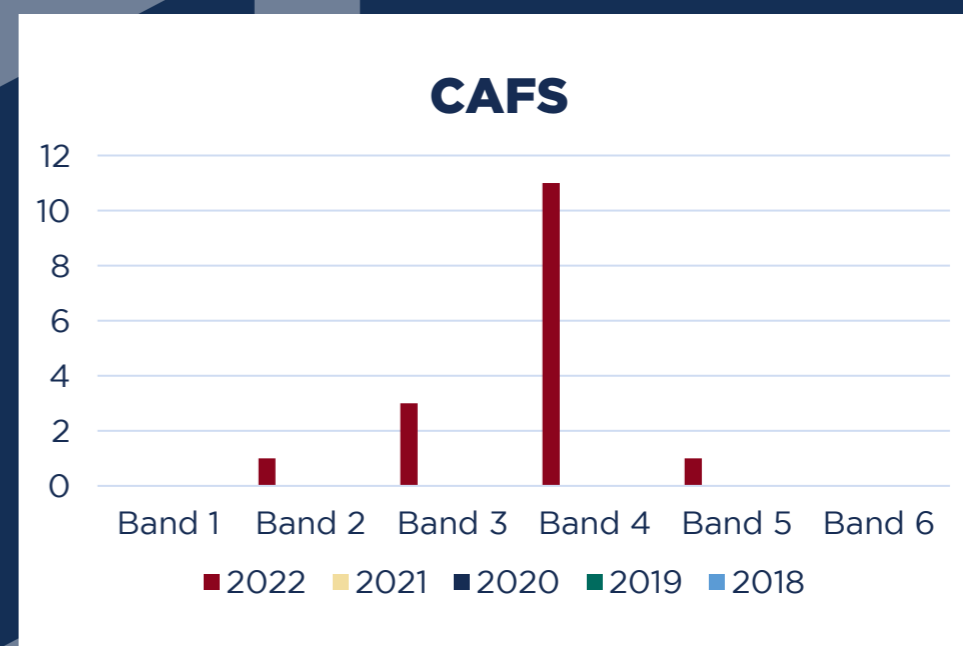
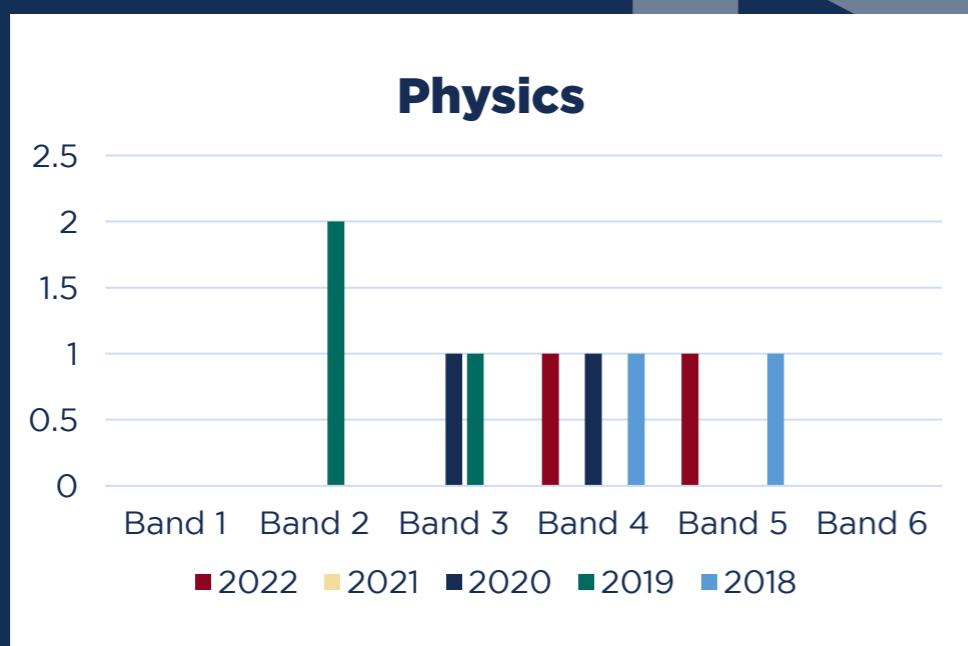
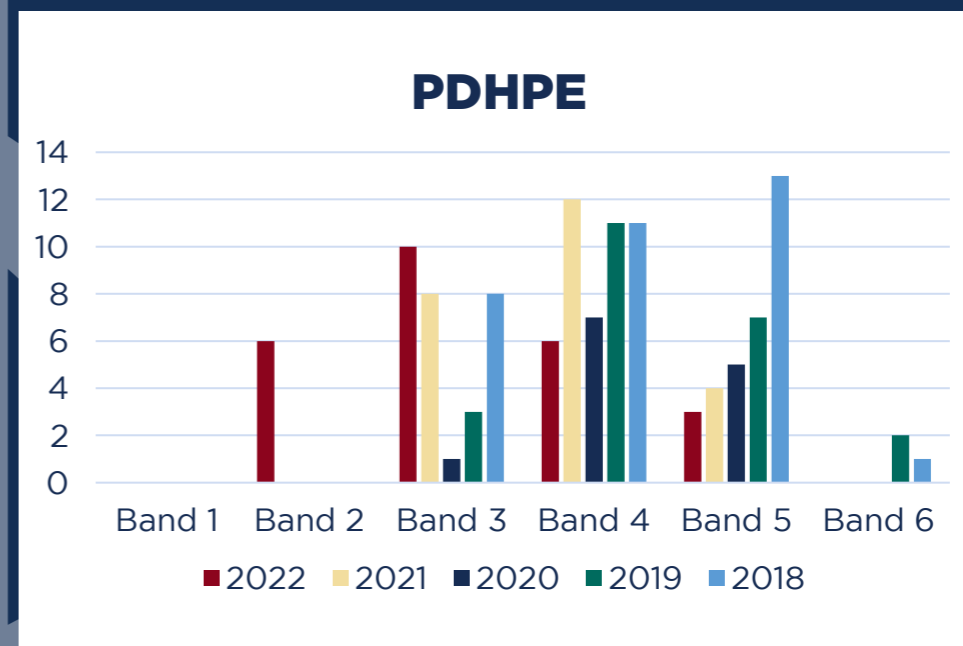
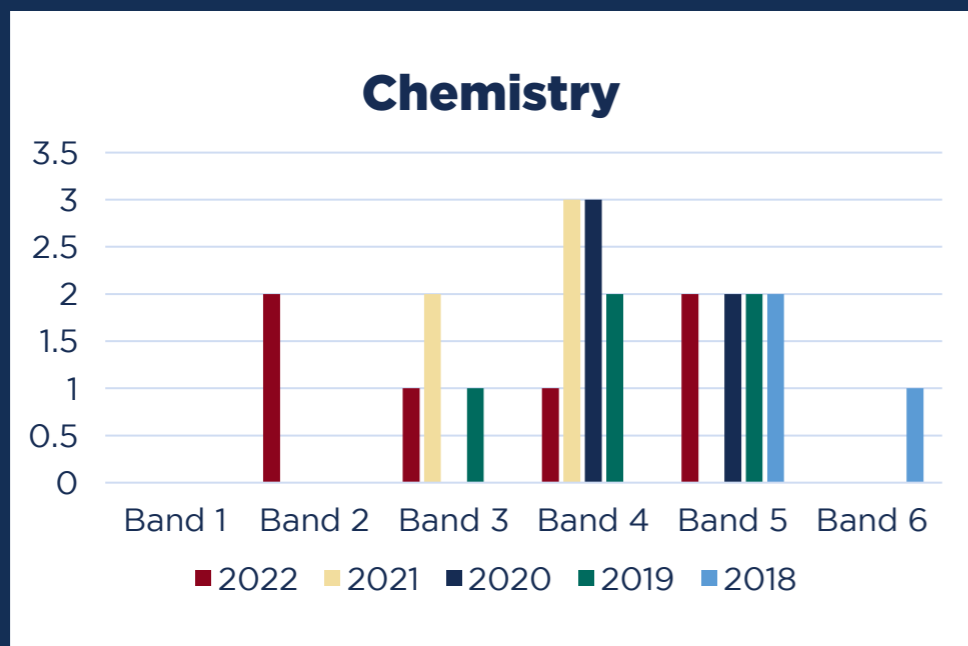
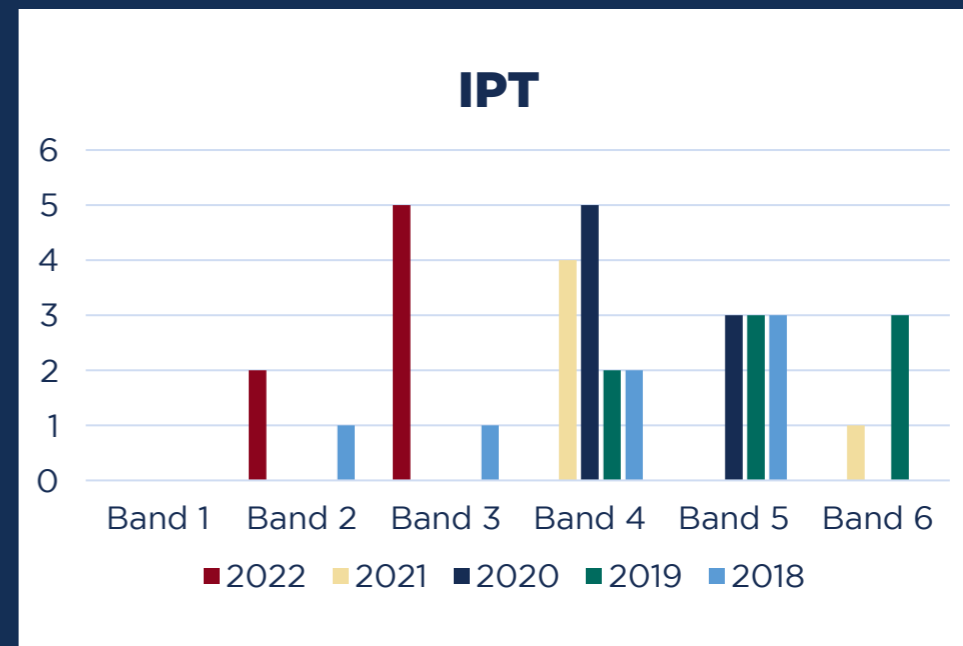
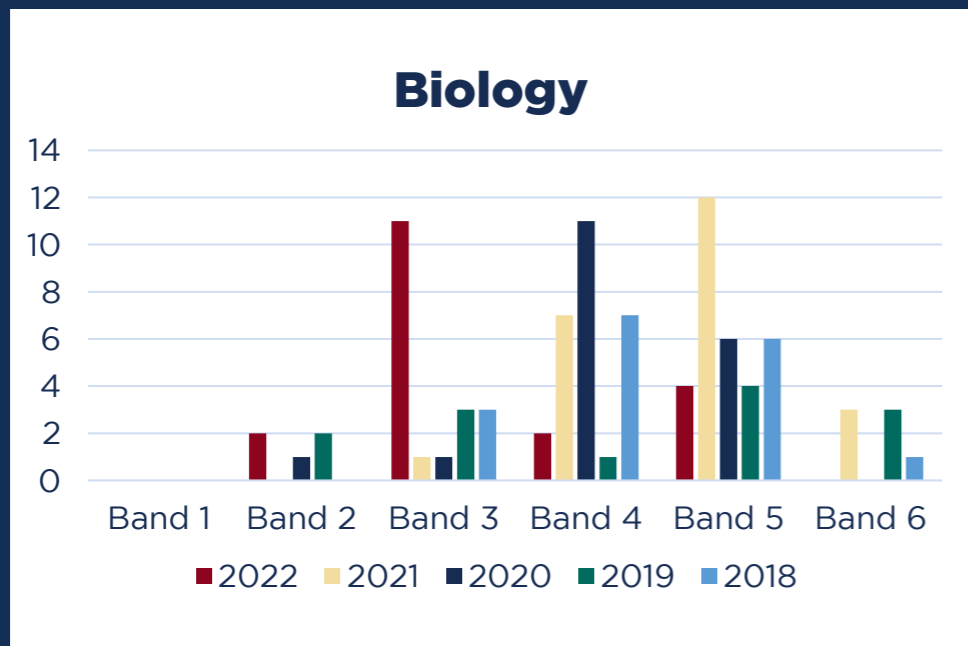


Ancient History



Studies of Religion II





Student Retention Rates

Our Current Retention Rate for Year 10 to Year 12 is as follows:

In 2020 our Year 10 cohort was 65 students, in 2022 we had 52 Year 12 students giving us a retention rate of 80%

Record of School Achievement

100% of Year 10 Students who applied for their RoSA, successfully attained it.

Post School Destinations

Approximately 96 % of Year 12 students who completed their studies in 2022 were offered places in traditional tertiary institutions in NSW.

The remaining 4% progressed through to private colleges, TAFE, and work placement.

What we believe to be the final traditional tertiary offers made to students in early 2023 are listed below.

The most popular post school destinations are:

- University of Sydney
- University of Wollongong
- University of Western Sydney
- University of Technology Sydney
- Macquarie University
- University of New South Wales

The courses undertaken by the students in 2023 are:

- Bachelor of Criminology/Bachelor of law
- Bachelor of Medical Radiation and Physics
- Bachelor of Physiological and Social Sciences
- Bachelor of Health Science
- Bachelor of Arts into Master of Teaching
- Bachelor of Business
- Bachelor of Nursing
- Bachelor of Policing
- Bachelor of Accounting and Business Administration
- Bachelor of Social Science
- Bachelor of Security Studies and Business Analytics
- Bachelor of Psychology and Physical Education
- Bachelor of Primary Teaching and Bachelor of Psychology
- Bachelor of Community and Criminal Justice
- Bachelor of Laws
- Bachelor of Medical Radiation
- Bachelor of Medical and Health science
- Bachelor of Advanced Science
- Bachelor of Engineering
- Diploma of Business Studies

Student Attendance and Management of Non-Attendance

Attendance Rates 2022

School Year	Boys	Girls	Overall
Kindergarten	86%	87%	87%
Year One	87%	86%	87%
Year Two	87%	87%	87%
Year Three	88%	89%	88%
Year Four	89%	87%	88%
Year Five	88%	91%	90%
Year Six	90%	89%	89%
Year Seven	89%	88%	89%
Year Eight	85%	89%	87%
Year Nine	89%	86%	88%
Year Ten	86%	84%	85%
Year Eleven	90%	85%	87%
Year Twelve	85%	82%	83%

Management of Non-Attendance

Minarah College has a Student Attendance Policy in place which governs the procedures to be used to manage non-attendance. These are as follows:

For students who are absent from school, parents should provide a reason for absence upon the students return to school. The reason may be provided with a medical certificate, or a phone call/note from the parent(s) explaining the exact reason for the absence.

Parents must contact the school if the student will be unable to come to school for more than one (1) day, due to illness or other misadventure. If a student has been absent for more than two (2) consecutive days and the school hasn't been notified, the admin office staff will contact the parents on the third day of the absence occurring – after being informed by the class/roll call teacher(s).

In the event of a child's extended absence from school or a lack of attendance on the child's part, the College will employ intervention strategies and put in place attendance improvement plans for the student(s) concerned.

All/any documentation/communication in relation to a student's absence from school is filed in a Roll Call folder maintained by the Roll Call or the Class Teacher for the

calendar year. Students' who come to school late (that is after 8:35am) or leave early (before 3.20pm) will be marked on Sentral as a partial attendance using Minister's code 'P'. This is to be entered onto Sentral by the Admin office staff detailing the reason(s) for late entry or early exits from the school. The student coming in late or departing early from school must be accompanied by the parent. The parent will need to state the reasons for early departure or late arrival which is then recorded onto Sentral by the Admin staff.

In cases where a parent cannot accompany the child to school for late arrivals, a phone call from the parent is necessary to substantiate the reasons. Early departures, however, will require the parent to pick up the child from school.

Parents are responsible for the regular attendance of students at school. Problems of non-attendance is usually resolved by principals and school staff in consultation with parents and students. Minarah College has a systematic process for timely identification of students whose attendance may be of concern. The Deputy Principals (Primary and Secondary) proactively monitor the attendance of all students to identify indicators that may reveal potential attendance concern



OUR STAFF

Teacher Qualifications and Professional Learning

Qualifications

In 2022 we had a total of 60 teachers. All teaching staff meet the professional requirements to teach in NSW schools and are registered with the Institute of Teachers NSW.

<i>Masters Degree Qualified</i>	19
<i>Bachelors Degree Qualified</i>	41

Accreditation

Accreditation status of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum are as follows:

<i>Proficient</i>	50
<i>Conditional</i>	10

Workforce Composition

There were no indigenous staff at Minarah College in 2022. Our workforce composition is as follows:

<i>Category</i>	<i>No of Full-time Equivalent</i>
<i>Teachers</i>	60
<i>Specialist Support</i>	12
<i>Administration</i>	6
<i>Operations</i>	6

Professional Learning

Key themes of Professional Learning undertaken by our staff in 2022 related to:

Technology and eLearning:
Microsoft Innovative Educator Expert (MIEE)
Lumio and SMART Board
Power BI
eSafety
Minecraft Education
Box of Books (eBooks)

Other Learning:
Child Protection (AIS)
Dive into Deep Learning Connect Sessions
Minarah Linewize: Staff Empowerment Training
Governance (For School Board)
Outreach work visiting other Independent Schools Interstate



SCHOOL IMPROVEMENT TARGETS

The Learning Environment

Achievements of 2022

The learning environment plays a crucial role in shaping students' educational experiences and fostering their overall development. In 2022, educators focused on creating a dynamic and engaging learning environment that emphasised collaboration, effective communication, building character, critical thinking, citizenship, and creativity.

One of the key aspects of the learning environment in 2022 was promoting collaboration among students. This was achieved through the strategic arrangement of desks and seating arrangements. Traditional rows of desks were replaced with flexible seating options such as clusters or pods, promoting teamwork and peer-to-peer interaction. This setup allowed students to engage in group discussions, share ideas, and collaborate on projects, fostering a sense of community and enhancing their ability to work effectively in teams.

Effective communication skills were highly emphasised in the learning environment in 2022. To facilitate this, classrooms were equipped with advanced audio-visual technologies, including interactive whiteboards and multimedia tools. These tools enabled students to present their ideas effectively, engage in debates, and communicate their thoughts clearly. Teachers also integrated various communication exercises, such as role-plays and debates, to enhance students' oral and written communication skills.

In 2022, educators recognised the importance of character development alongside academic learning. The learning environment was designed to instil values such as respect, empathy, and responsibility. Teachers integrated character-building activities into the curriculum, emphasising ethical decision-making and fostering a positive classroom culture. By promoting kindness, empathy, and inclusive behaviour, students learned to appreciate diversity and develop strong moral character.

To nurture students' critical thinking skills, the learning environment in 2022 encouraged inquiry-based learning and problem-solving activities. Teachers created opportunities for students to explore real-world issues, analyse information critically, and develop logical reasoning skills. Classrooms were equipped with technology to support students' independent and critical thinking abilities.

The learning environment in 2022 embraced collaboration, effective communication, character building, critical thinking, citizenship, and creativity as essential components of student learning. By strategically arranging desks, promoting collaboration, integrating technology, and emphasising character development, educators created an environment that enhanced students' overall growth and academic success.

This holistic approach to education fostered a positive classroom culture, nurtured well-rounded individuals, and prepared students to thrive in an ever-changing world.

Goals for 2023

The aim in 2023 is to create an inclusive, stimulating, and student-centered environment that fosters holistic development. Specific goals, including changes to signage, the addition of the 6Cs on classroom walls, and making Minarah essentials visible to all students.

2023 Goals include:

- To improve visual communication and promote a positive learning environment.
- Implement clear signage throughout the school premises, including classroom doors, hallways, and common areas, to assist students, staff, and visitors in locating resources and navigating the school.
- Ensure that signage represents diverse cultures, languages, and abilities, promoting inclusivity and a sense of belonging for all students.
- Integration of the 6Cs on Classroom Walls:
- To emphasize and reinforce the 6Cs (Collaboration, Communication, Character, Critical Thinking, Citizenship, and Creativity) as essential skills for students.

- Visible Display: Create visually appealing displays on classroom walls that highlight the 6Cs, their definitions, and examples of how they can be applied in various contexts.
- Student Involvement: Encourage students to contribute to the displays by showcasing their work and demonstrating how they have embodied the 6Cs in their learning experiences.

The goals for the learning environment in 2023 aim to create an engaging, inclusive, and supportive environment for students. By enhancing signage, integrating the 6Cs on classroom walls, and making the Minarah Essentials visible, educators seek to promote effective communication, character development, critical thinking, citizenship, and creativity. These goals will contribute to a positive and empowering learning environment, facilitating students' holistic growth and preparing them for success in an ever-evolving world.

Teaching and Learning

Achievements of 2022

Deep Learning Network

Minarah College networked extensively with other deep learning-based schools in 2022 to develop its Deep Learning capacity. This created a strong sense of collaboration between our teachers and many others. The opportunity for our school to visit other leading schools gave the staff who attended, a great insight into how the deep learning methodology can come to life in a more meaningful, comprehensive, and effective manner. Minarah College worked closely with AIS (Association of Independent Schools NSW) to foster and strengthen the deep learning encounters at our college.

Staff have attended multiple professional development stints to foster the rewarding teaching and learning style. Students and teachers alike have become empowered by the student-centered approach to learning and have gained confidence in a range of skills that are lifelong.

Teaching and learning strength encounters in Primary included a vast range of differentiation and collaboration where activities were carefully attuned to student's individual capabilities. Students who required support, received this thoroughly with teacher intervention. Students who were excessively capable were excelled.

Observations

Regular planned lesson observations were conducted in 2022 and termly spontaneous learning walks. This improved the quality of teaching and learning as in depth feedback was provided both written and verbal.

Global Citizenship Course

Minarah College took Year 5 and 6 students into the Global Citizenship program in 2022. Students focussed on key aspects to develop their social skills and to build their well-rounded character. The course entailed topics on:

- Freedom
- Human Migration
- Governance
- Citizenship Rights and Duties
- Identity and Stereotypes
- Violence and ways to navigate it

These skills aim to help students keep calm when stressed, techniques that will help pay attention to tasks in focus, skills that help build a better relationship with themselves, friends, family, and the world.

Leadership Growth

In 2022, the College disbursed leadership by appointing two Associate Deputy Principals in Primary, reporting to the Deputy Principal.

Goals for 2023

Deep Learning

To enhance the deep learning presence in all facets of teaching and learning to improve the academic approach at Minarah College for higher education results.

To continue to network with other schools, and collaborate on growing ideas.

Collaborative Inquiry Days

Collaborative Inquiry Days to be initiated to allow collaboration between teachers to put forth quality teaching and learning programs that cater to our students more effectively. It will allow for teamwork to take place at its best and for teachers to learn from each other and grow together.

Observations

Regular unplanned lesson observations to be conducted in 2023 to gauge a true reflection of the quality in teaching and learning at Minarah College. Fortnightly spontaneous learning walks will also be implemented.

Coaching

Coaching to commence with a range of staff at all spectrums to improve the quality of teaching and learning in 2023. Coaching sessions to include a co-plan, co-teach and reflective feedback for future sessions.

Professional Learning

Provide teachers with weekly Professional Development sessions (PDs) targeting relatable topics featuring teacher well-being, classroom operation, and student behaviour. Odd (whole school) and even (individual) week PDs based on individual teacher needs.

Additionally, a 'New staff to Minarah' professional learning program is to be developed for 2023 in addition to the whole school PDs. This will run every Thursday for new staff who commence their employment with Minarah College at the start of 2023.

Community Engagement

Achievements of 2022

Minarah strives to promote parental engagement through various school events, which are carefully crafted to provide opportunities for parents to create golden moments with their child/ren by being actively involved. To facilitate the process, the school is mindful that there are several working parents, therefore provisions are put in place for after school hours events. Listed below are some of the events that allowed parental engagement.

Due to Covid restrictions, Minarah College was very cautious about having people on site and our students getting ill. This being said however, there were some great events that involved our community.

Year 6 Graduation

In 2022, the Year 6 students held their Year 6 Graduation. This was an opportunity for parents and the wider community to celebrate the achievements of the students in Year 6. This event was held outside of the school with more than 300 people attending the event.

Eid Festival

On the 21st May 2022 Minarah College held its annual Eid Festival. During this time, parents and the wider community are invited to join our schools eid celebration. There is a variety of rides, foods and clothing stalls. It is an event staff collaborate with other community members and bond on a personal level.

Eid Hat Parade

Each year students wait in anticipation to adorn themselves in creatively designed hats that depict the Eid message of rejoice after a month of fasting. Proud parents in abundance, approximately 200, attend the session to motivate and celebrate with their children. Everyone who attends is a winner - parents are provided light refreshment while all students get a treat. Creativity is rewarded with special awards.

Character Parade

On the 1st September 2022 the school also held its Character Parade. This is a long awaited parade for parents to dress up their children in their favourite characters from a book or movie.

Minarah Hall of Fame

One major event for Minarah was the 20th anniversary of our school. This has members from the community from when Minarah was first established. It was a phenomenal night to highlight the pioneers of the school.

Parent Volunteers in Classrooms

Schools have the capacity to engage parents who are willing to make the difference in the classroom as Volunteer Teacher Aides. However, for parents to contribute in this area, they are required to have Working With Children's Check (WWCC) and qualification as Teacher Aide.

This approach benefits both, the Volunteer Teacher Aide to gain experience in the classroom, while supporting students who require additional one-to-one conferencing in their learning. Every student has the potential to enhance their learning, regardless of their abilities and the school is trying to maximise this through differentiated approach, with additional Student Learning Support Officers/ Teacher Aides. Currently the school has a few parents supporting in this capacity and would like to encourage other parents to do so as well. Please click on the following link to see the Parent Volunteers in action.

School Excursions

As part of experiential learning, Excursions provide terrific opportunities for students to explore concepts taught at school outside the boundaries of the classroom. Teachers continue to involve pedagogies that create interest in the subject matter and Excursions are one of the strategies that motivate students to gain some meaningful insights.

However, to access Excursion venues additional supervision is usually required hence parent volunteers with WWCC are often allowed to support staff during such events. Parents who are at times anxious regarding how the events unfold often request to be part of ongoing excursions due to enjoyable experiences with their children.

The Breakfast Club Parent Helpers

Minarah College has introduced the initiative to provide breakfast for students who are unable to have some at home. It was noted by staff that lack of breakfast led to students being disengaged in lessons, leading to learning gaps and other social as well as emotional concerns as students did not have the energy to participate in school activities.

The school acknowledges the dedication of the teacher aides who have relentlessly worked towards ensuring that the breakfast is ready for the students each morning. Notably, our students are great ambassadors of this good deed, hence recently a few parent helpers have volunteered to support the venture. These parent helpers are being sincerely thanked.



SCHOOL POLICIES

Enrolment Policy

1.0 Guiding Principles

Minarah College is a co-educational Islamic Independent school providing an education underpinned by religious values and operating within the policies of the NSW Education Standards Authority. All enrolment applications received will be processed in order of receipt and consideration may be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students and parents are expected to support the school's ethos and comply with the school rules to maintain the enrolment. Minarah College does not discriminate regarding enrolments on the basis of gender, disability or special needs; however, the College may not be able to accommodate all children given the limitations in space, number, specialized facilities and availability of special needs teachers.

2.0 Procedures

1. All applications are processed within the school's enrolment policy.
2. Applications are made by completion of the school's Enrolment Application Form. A copy of a birth certificate, latest School Report, NAPLAN Results (where applicable), proof of residency, immunization record, court orders (if applicable) and medical documents (if applicable) and any other document requested must accompany the application
3. Enrolment priorities and consideration will be given to:
 - siblings of students already

4. Applicants are interviewed for admission to the school by the Principal or Deputy Principal. This interview outlines the School's ethos and programs. This interview seeks to bring out the parents' responses regarding their ability and willingness to support the school's ethos.
5. The Deputy Principal will consider the child's educational needs. This may involve viewing previous school's reports, examination papers and portfolio or work samples. It may also include formal testing, if appropriate and in consultation with parents and other relevant persons any emotional or educational needs are discussed. Appropriate strategies are examined with the family prior to an enrolment being offered.
6. The application to enrol in Kindergarten must be received by 30th June of previous year.
7. Applications for immediate enrolment will be subject to availability of space. Where the college is unable to offer a place; the applicant's name will be placed on a waiting list.
8. The outcome of application to enrol will be notified by phone.
9. A place at Minarah College is accepted with the payment of a \$100.00 enrollment fee for Primary and \$150 for High (non-refundable) and one term's fee.

attending the school,

- followed by children of staff,
- followed by applications in order of receipt

10. Receipt of the enrolment form by the College does not guarantee entry into Minarah College. Places are allocated strictly in order of the application date; however, the Principal is authorized by the College Board to exercise discretion for applicants in special circumstances. Full enrolment or conditional enrolment may be given. The Principal reserves the right to refuse enrolment of a child into Minarah College.
11. It is the responsibility of the parents/guardians to advise the College of any contact detail, parenting and medical condition change in writing and phone immediately.
12. The College endeavors to maintain accurate details of future enrolments and would request the earliest possible notification in writing and phone of intent not to proceed with the application.
13. Parental/guardian consent is given by default to use your child's photo, video, work sample and other relevant information for schools educational and promotional purposes unless consent is withdrawn by parent/guardian in writing.
14. If the Parent/carer(s) wish to seek leave for the student not to attend any School academic or co-curricular program or activity during a term, they must apply to the Principal. Leave will usually only be granted in most extreme circumstances.
15. Enrolment is given on an annual basis. Pre-requisites for re-enrolment in each successive year after initial admission will depend on the child's academic levels, student's adherence to school rules and their attendance, behavior, payment of school fees and continued support by parents of the school rules and policies and compliance with the school's parent code of conduct policy.

16. Student enrolment will be terminated immediately if the student has reached the expulsion stage on the school's discipline policy.
17. The School may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:
 - a serious breach of the School's rules or Code of Conduct
 - conduct prejudicial to the reputation of the School or the well-being of its students or staff, and;
 - where the Principal or School Council believes that a mutually beneficial relationship of co-operation and trust between the School and the Parent/carer(s) has broken down to the extent that it adversely impacts on that relationship
18. The School may terminate the enrolment of the Student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the Student have not been provided to the School or the particulars provided are materially incorrect or misleading.
19. The Principal reserves the right to accept or terminate enrolment and the Principal's decision is final
20. By signing the enrolment form, the parent/guardian acknowledges that they have read the enrolment policy and have agreed to all the terms, conditions, enrolment policy and procedures; agree that the conditions of the enrolment form part of the agreement with the school with regard to education of the student and agree to bound by them; acknowledge to provide complete and correct information.

Summary of School Policies

All of the following Policies are available in full on our website - minarah.nsw.edu.au or by contacting our administration office on (02) 8783 9188

Student Welfare

Minarah College 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.
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

The student welfare policy aims to promote the development of individual students, a role it shares with home, to promote self-discipline based on respect for self, peers, and others in the school community and to develop attitudes of co-operation, responsibility, tolerance and consideration for others with the aim of creating a suitable learning environment within the school. Like any other school, Minarah College needs to have an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious, and educationally productive environment.

Student Discipline

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

school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness. A full text of the school's Welfare policy and associated procedures is provided to all members of the community:

- Full text is issued to all staff members.
- Full text is available to Students and Parents on the school's website.

Discipline is a process whereby students are seen to be striving towards responsible decision making in accordance with their level of development and conforming to the acceptable standards and values of home and school. These acceptable standards receive positive reinforcement. This policy stresses the fact that students are responsible for their behaviour. The policy covers rights and responsibilities, school playground rules, rewards for good behaviour and the consequences of unacceptable behaviour. At all times children will be expected to behave in a responsible and safe manner.

The Whole School Discipline Policy aims to reflect the values expressed in the Mission Statement, promote consistency, and encourage appropriate behaviours that ensure students become more responsible for their behaviour, provide a framework that ensures safety and welfare of our

students, teachers, and staff. It also aims to offer a conducive learning environment where each student can develop his or her full potential. The framework is set for rewarding good and responsible behaviour and the procedures to be followed with relevant consequences to be applied should behaviour fall short of these standards.

The principles of procedural fairness are fundamental to the success of the school. As such, the practices and procedures at all levels are closely guided by the values of procedural fairness. Procedures which have been developed for parents, staff, and students to adhere to the guidelines of procedural fairness to ensure a fair and just process for all.

Anti Bullying

At Minarah College we have a ZERO tolerance for a student or group of students to bully or harass any student, or group of students. Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

All members of the School Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all. The consequences of unacceptable behaviour are clearly stated in the School Welfare Policy.

The school recognises that quality education requires effective communication between stakeholders. It has established both formal and informal mechanisms to facilitate such communication. Means of communication with parents include Information Evenings,

Student Diary, A school newsletter sent home twice a term, Other Parent Notes for excursions, competitions and state-wide tests, Parent/Teacher evenings, Orientation Days for Kindergarten and Year 7, Information booklet given to new enrolments to the college, Report Cards, and Portfolios.

Strategies to prevent bullying at our school are education and promotion of the school's Anti bullying Policy through assemblies and posters, Telling the children from Day One that bullying (verbal or physical) is not tolerated in the school, Preventative curriculum measures for raising awareness e.g. topics such as racism, discrimination, religious studies etc, Classroom rules applied consistently, Developing classroom management plans, ample supervision of students during breaks, on playground ovals etc, Active intervention when bullying occurs, Student code of conduct, Welfare policy, Peer support/mediation, Taleem and Hadith sessions and Incidents reported to Welfare Coordinator for taking appropriate actions of students who are being bullied.

Complaints and Grievances

Minarah College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. It takes seriously its responsibility to be responsive to concerns raised by students, parents, staff and the wider community. These processes incorporate, as appropriate, principles of procedural fairness. All complaints are dealt with by the Principal and if needs be, are then referred to the School Board or Ombudsman if it is in regards to child protection. The full text to the school's policy and processes for complaints and grievances resolution is issued to all Staff and a summary is included in the Parent Information Booklet.

Respect and Responsibility

Minarah College is dedicated to empowering our students to become respectful, responsible, confident, resilient and compassionate individuals. In an ever-changing world, we strive to ensure our students are well prepared for the challenges and opportunities that are ahead of them.

At Minarah College all of our students are familiar with our 'Character' acronym, which outlines the character traits we aim to instil in our students.

- C - Charity
- H - Honesty
- A - Ambition
- R - Resilience
- A - Analytical
- C - Communication
- T - Teamwork
- E - Enrichment
- R - Reflective

With particular note to the trait of Responsibility students are afforded a number of opportunities to become leaders within our school.

In 2022 we had the following leadership positions:

- High School Captains
- High School Vice Captains
- Primary School Captains
- Primary School Vice Captains
- SRC Members from each grade
- Class Captains in Primary School

These leadership opportunities allow for students to take responsibility for various events throughout the year and demonstrate their leadership skills and their ability to take responsibility for planning and execution of these events.

Respect and Responsibility are also enshrined in our school vision and values.

Minarah College Vision:

We endeavour to create a culture that inspires our students to pursue their passion and aspirations, in an Islamic environment, and achieve success by demonstrating the core values of our school.

Minarah College Values:

RESPECT
OWNERSHIP
CARING
KNOWLEDGE
SAFETY

Additionally we held many events throughout the year acknowledging other cultures and Australian history and culture promoting respect and responsibility, these included:

- ANZAC Day Ceremony
- Harmony Day
- Reconciliation Week Activities
- Bandaged Bear Breakfast

The values of Respect and Responsibility are also instilled in our student body through their faith based lessons. This includes respect for others, respect for self and taking responsibility for what is entrusted to them. These include important Islamic Traditions such as:

Anas bin Malik reported: The Messenger of Allah, peace and blessings be upon him, said, **“He is not one of us who does not have mercy on our young and does not respect our elders.”**

- Jami At-Tirmidhi

This Prophetic tradition promotes the importance of showing respect to the young and old.

Ibn Umar reported: The Messenger of Allah, peace and blessings be upon him, said, **“All of you are shepherds and each of you is responsible for his flock.”** - Bukhari

This Prophetic tradition promotes the importance of taking responsibility, for what has been entrusted to you, for our students this is their education and conduct and they must ensure they are taking full responsibility for conducting themselves in a manner which reflects this.

Respect for self is also an important tradition which is taught, this includes the care and respect for their physical self, eating healthily, rejecting drugs, alcohol, cigarettes and that which is unlawful.

“eat what is lawful and good in the Earth” - Qu’ran - 2:168

“eat and drink and do not commit excesses; indeed He does not love those who are excessive”

- Qu’ran - 7:31

“do not with your own hands throw yourself into ruin”

- Qu’ran - 2:195

In conclusion, Minarah College instils the values of Respect and Responsibility into our every day with various initiatives. The Character we seek to develop in our students is that of responsible and respectful global citizens ready to have a positive impact on their communities and the world around them.



SATISFACTION SURVEY

Parent, Student and Staff Satisfaction

Parent Survey

Below are some of the key results received from Parents in the Survey conducted. We had 132 responses from Parents.

75.7% of Parents agreed that
'Teachers at this school expect my child to do his or her best'

80.4% of Parents agreed that
'My child feels safe at this school'

35.8% of Parents agreed that
'The School takes parents' opinions seriously'

74.7% of Parents agreed that
'The school communicates with me satisfactorily in English language only'

74.7% of Parents agreed that
'The school looks for ways to improve'

Staff Survey

Below are some of the key results received from Staff in the Survey conducted. We had 42 responses from Staff.

83.3% of Staff agreed that
'The school provides a caring, safe and nurturing workplace'

80.9% of Staff agreed that
'I have clarity on the duties I am required to perform'

61.8% of Staff agreed that
'Parents are engaged in improving learning outcomes of their children in this school'

88% of Staff agreed that
'My school looks for ways to improve'

83.3% of Staff agreed that
'I would recommend my school as a great place to work'

Student Survey

Below are some of the key results received from Students in the Survey conducted. We had 141 responses from Students.

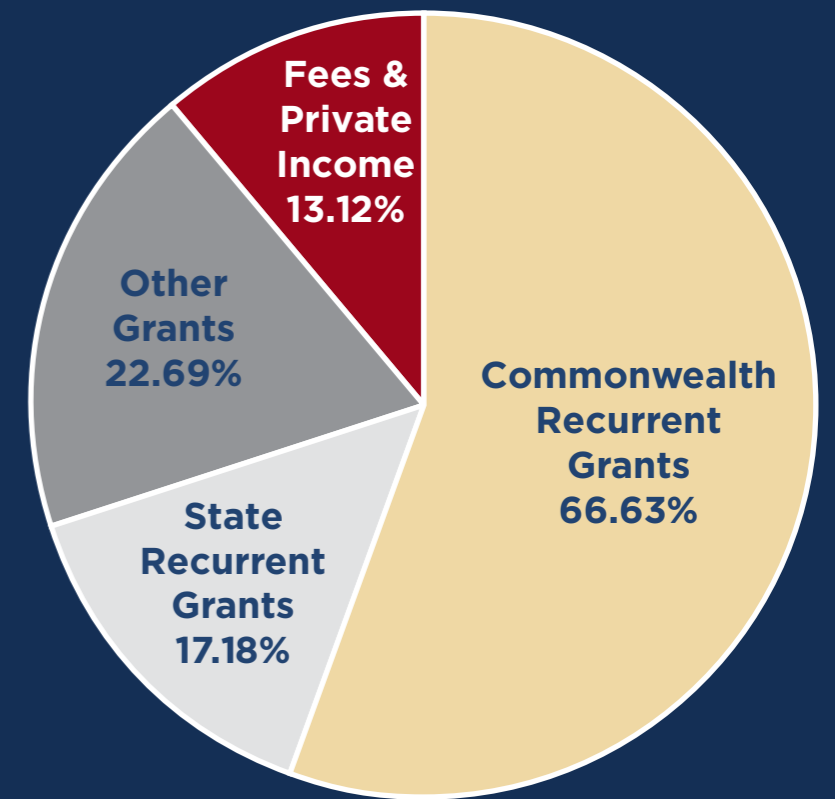
56.6% of Students agreed that
'My teachers motivate me to learn'

35.6% of Students agreed that
'Student behaviour is well managed at my school'

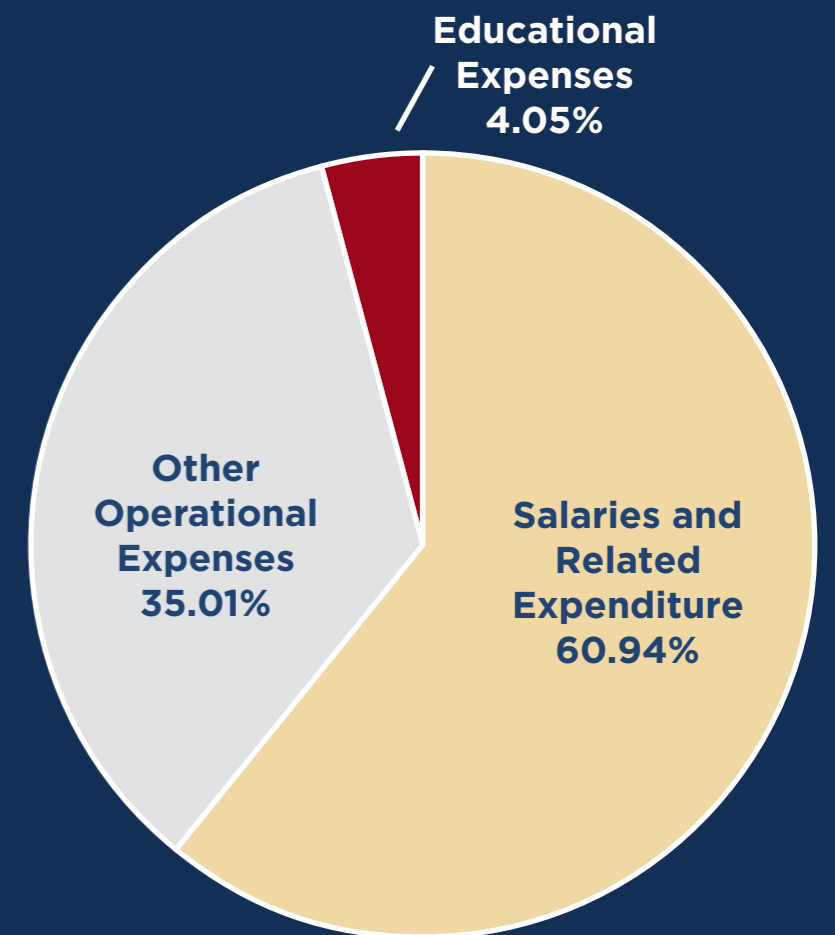
63.7% of Students agreed that
'I feel safe at my school'

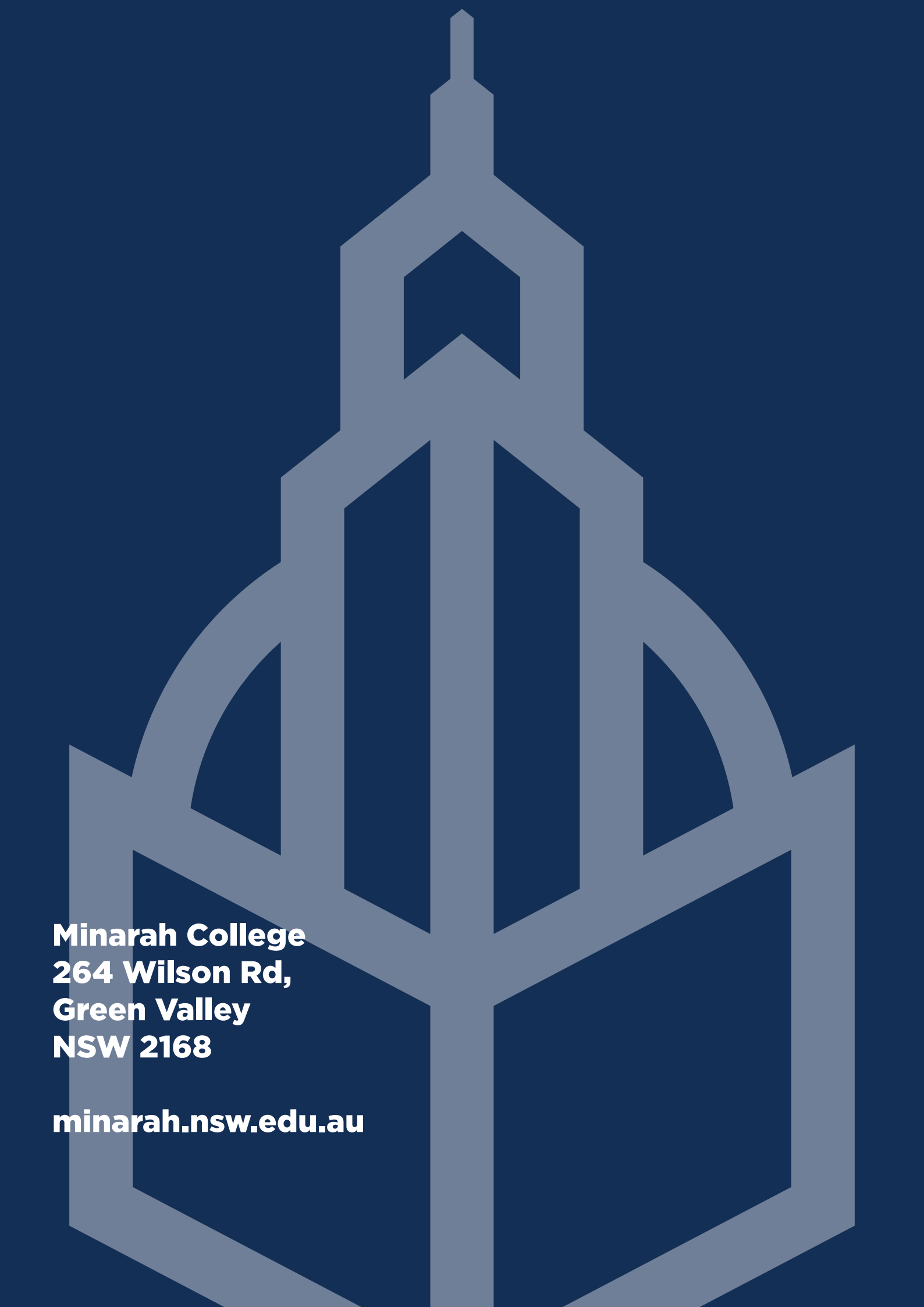
FINANCIAL SUMMARY

Recurrent/Capital Income 2022



Recurrent/Capital Expenditure 2022





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minarah.nsw.edu.au