



**MINARAH**  
RABBI ZIDNI ILMA

# 2023 ANNUAL REPORT



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# From the Chairman

Assalamu Alaikum Wa Rahmatullahi  
Wa Barakatahu

In the name of Allah, the most gracious and the most merciful. I am grateful to Allah (SWT) that He has given us another successful academic year.

I'd like to begin by also acknowledging the Traditional Owners of the land on which the college stands on – The Cabrogal people. I would also like to pay my respects to Elders past and present.

The Green Valley Islamic College Ltd T/A Minarah College which opened with 20 students in 2002 has blossomed to nearly 1,200 students. Many people have contributed to this success including our sole member and the Council and I pay tribute to their foresight and dedication. I joined the Board in early 2020 and have also seen the college evolve out of the COVID-19 pandemic and continue to work for its vision and maintain its core values - **“ROCKS” (Respect - Ownership - Caring - Knowledge - Safety)**. The current Board's ambition outlined in the Strategic Plan, Shaping Futures Together, is to build on this success and make Minarah College the coveted Islamic school in New South Wales.

At Minarah College, we believe in nurturing well-rounded individuals who excel not only academically but also in character and leadership.

The Green Valley Campus is now full. Therefore, Minarah intends to open a new state of the art Campus in Catherine Fields in the next few years after securing planning approval from the authorities. The K-12 Campus, catering for 980 students will be constructed in 4 stages with provisions for an early learning centre and special needs facilities as well. We are confident

that Minarah will reach new heights in delivering high quality education that produces exemplary Australian Citizens - our leaders of tomorrow.

The revolution in the education sector to meet the demands of current and future jobs has seen a transformation from the traditional pedagogies of teaching and learning inside the classroom to contemporary teaching methods and learning taking place both inside and outside the classroom.

Fostering and celebrating our student's talents and achievements are at the core of all we do every day. To our new and future parents, words and visuals are not sufficient to understand what we do here at Minarah College, so I encourage you to visit our school to experience the vibrant learning atmosphere created by our students, parents and staff. To our past and current parents, I thank you all for your contribution and continued support in the growth and development of our school.

Thank you to the School Board, Acting Principal, Deputy Principal, teaching and non-teaching staff for your hard work and passion. On behalf of the School and School Board of Directors, I acknowledge and thank the Federal Government, NSW State Government, New South Wales Education Standards Authority (NESA), NSW Association of Independent Schools, Auditors and NSW Police for their funding, guidance, advice and support.

As we come to the end of a challenging year, we look forward to another exciting year of achievements and progress. Let us all work together to continue to grow Minarah College into a leading institution, by providing quality education and developing students into responsible citizens of Australia; who will not only achieve a rewarding career but also contribute towards the positive achievement of our community.

**Mr Faizal Ajmat**  
**Chairman,**  
**Minarah College Board of Directors**





# From the Principal

Minarah College's foundation is built on a humble supplication - "Rabbi Zidni Ilma - Oh Lord! Increase me in Knowledge" (Quran, 20:114) and for those on the journey to attain knowledge, it is stated in Hadith Abu Dawud that "...Angels will lower their wings in their great pleasure with one who seeks knowledge" - inspirational for any institution, including ours that strives to deliver excellence in teaching and learning through holistic education.

Alhamdulillah, it is indeed a privilege to present the 2023 Annual Report on behalf of the remarkable staff and the Minarah Team, including all stakeholders, who have actively contributed towards the growth, achievements, and success of Minarah College. We are particularly proud of our students' outstanding improvement in the HSC (Higher School Certificate) results, a testament to our belief in inclusive education and its ability to deliver remarkable results. This achievement, the culmination of months of dedicated work from staff and students, is a shining example of our commitment to holistic development and academic progress through research-based, proven pedagogies and regular data analysis.

Rapid innovations in many facets of the school, particularly the recent re-branding, the introduction of a new uniform, and the roll-out of devices for Stage 3 and above have created a platform for recognition of Minarah College as an institution that draws the attention of many organisations. Despite adopting the hybrid model of

teaching that allows a balanced approach using devices and books, Minarah College retained the award for the Microsoft Lighthouse School for integration of technology in teaching practices in 2023 and 2024. The school gained further recognition of our sustainability practices, leading to the Heads of Independent Co-educational Schools attending a workshop at Minarah to gain insight into this venture. Furthermore, Principals from local and interstate schools visited Minarah to explore our successful initiatives for student well-being and learning intervention that propels a safe and supportive learning environment. Additionally, the school funded trips to Los Angeles, CA, and to an AIS presentation at Luna Park, Sydney, where the Educators had the opportunity to showcase the school's successful integration of Deep Learning Pedagogies.

Minarah College advocates that for students to have an effectively delivered curriculum, it is critical not only for staff to engage in professional learning but also to enhance the support mechanisms at home through developing understanding and awareness of initiatives with parents; hence, numerous workshops were arranged to facilitate this. Parents eagerly participated in workshops introducing the Striving for Excellence Program and the Student-Based Research Project; both initiatives provided parents with the necessary resources and knowledge to strengthen the learning environment at home. All parents had the opportunity to collaborate with Minarah, forming a partnership to cater to the differentiated needs of students. Networks were created with other schools for a "shadowing" program that allowed executive staff from different schools to spend a day at Minarah, buddied with an executive team member, to experience the challenges and skill set of Minarah. As a result of this, a learning medium was created, benefitting

all. Staff had structured fortnightly professional learning sessions to polish and increase their pool of teaching pedagogies for efficient delivery of lessons. Teachers had opportunities for individualised professional development of their choice in areas they required to explore research-based pedagogies to enhance their teaching.

The significant investment in staff development has resulted in stimulating educational experiences for our student's learning, evidenced by some outstanding achievements in 2023. As an institution with a holistic approach, Minarah College acknowledges each student's effort, with the slightest improvement, as the hallmark of inclusive education is the varying levels of progress of each child on their journey to reach their potential. Students who participated in the HICES debating competition were crowned winners, and the junior debating team was also victorious in their sector. The current Head Boy of the school received the Victor Chang School Science Award, a remarkable recognition for his passion and ability to stimulate growth in STEM subjects. Terrific effort indeed!

I sincerely thank the Minarah community, including the School Board of Directors, for their ongoing support, the staff for their visionary dedication to materialise the "Shaping Futures Together" strategic improvement plan, and the parents and students for their due diligence. Insha'Allah, we continue our steadfast journey for improvement through inclusive education of our students, who are equipped to tackle the challenges of their workforce as curious and critical thinkers with empathetic approaches. May Allah (SWT) guide us to work collaboratively for the betterment of our students. Ameen.

**Mrs Samina Ali**  
**Acting Principal, Minarah College**



# SCHOOL BACKGROUND

# Contextual Information about our school

Minarah College, formerly 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 1,130 students enrolled in 2023. Of this 431 High School Students.

Our Student Body is made up of 533 boys (47%) and 597 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 2022 to 2023 we saw a decrease of 30 enrolments (-2.6%)** There were no students who identified as Indigenous in 2023.





# STUDENT OUTCOMES

# Student Performance in National and State Wide Examinations

## NAPLAN 2023

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

The Year 3 NAPLAN results for 2023 indicate that the cohort has achieved above the state average in Writing and slightly below the state average in Reading, Spelling, Grammar and Numeracy.

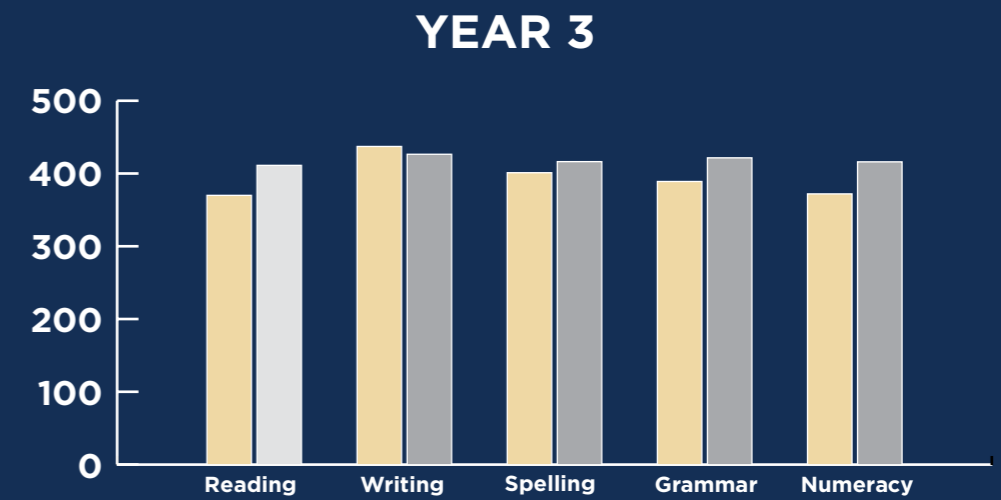
The Year 5 NAPLAN results for 2023 indicate that the cohort has achieved close to the state average in Reading, Numeracy, Grammar and Spelling and above the stage average in Writing.

The Year 7 NAPLAN results for 2023 indicate that the cohort has achieved close to the state average in Reading, Writing and Numeracy and Grammar. Of particular note is the performance above the state average in Spelling.

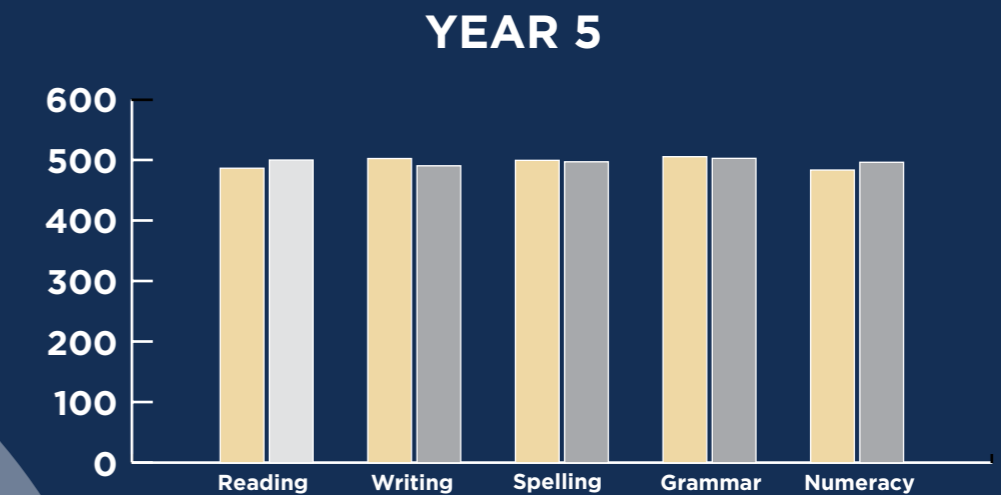
The Year 9 NAPLAN results for 2023 indicate that the cohort has achieved close to the state average in Reading, Writing, Grammar and Numeracy and above the state average in Spelling.

The graphs display this information in greater detail.

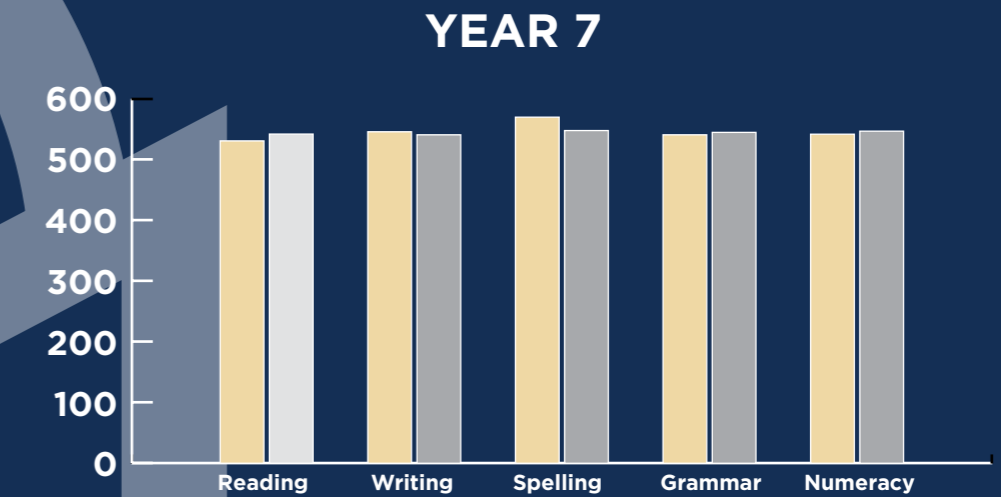
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● NSW



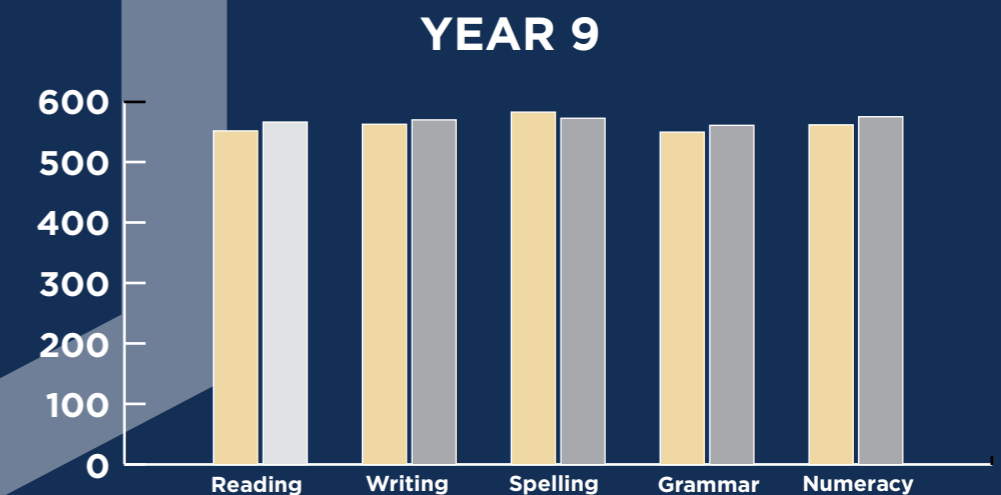
● Minarah  
● NSW



● Minarah  
● NSW



● Minarah  
● NSW



# HSC Results 2023

In 2023 we had 48 Year 12 students at Minarah College.  
All 48 students achieved the HSC and all 48 attained an ATAR.

Course/Subject	No. of Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology	12	1	3	8	0	0	0
Business Studies	35	6	5	16	5	3	0
Chemistry	6	0	0	3	3	0	0
Community and Family Studies	10	0	4	2	3	1	0
Design and Technology	5	0	4	1	0	0	0
Earth and Environment Science	4	0	0	1	2	1	0
Economics	4	0	0	2	2	0	0
English Advanced	21	0	14	7	0	0	0
English Standard	27	0	1	14	7	5	0
Geography	4	0	1	0	2	1	0
Legal Studies	17	5	5	5	2	0	0
Mathematics Advanced	4	2	0	2	0	0	0
Mathematics Standard 2	28	6	9	9	4	0	0
PDHPE	27	0	4	12	7	3	1
Physics	4	0	1	3	0	0	0
Studies of Religion II	25	2	12	7	1	2	1

# HSC Results Commentary

**Highlights** of the 2023 HSC Student performance include:

- 4 Students achieved an ATAR of 90+
- 14 Students achieved an ATAR of 80+, placing them in the top 20% of the State
- Two students achieved 4/5 Band 6 Results
- 22 Band 6 Results, 64 Band 5 Results
- Highest ATAR achieved at Minarah College in 2023 was 97.05, by Abdullah Bhatti

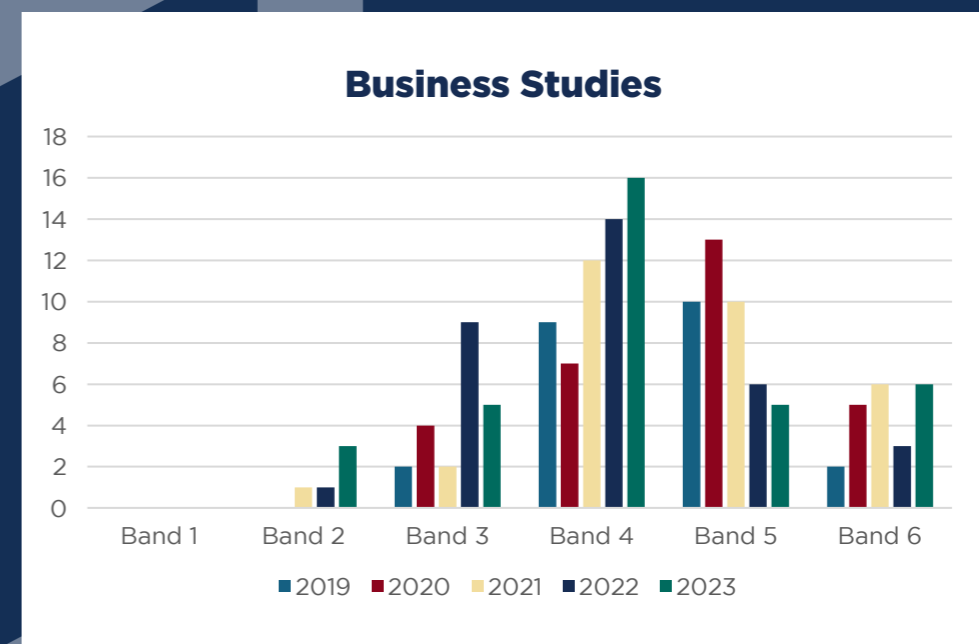
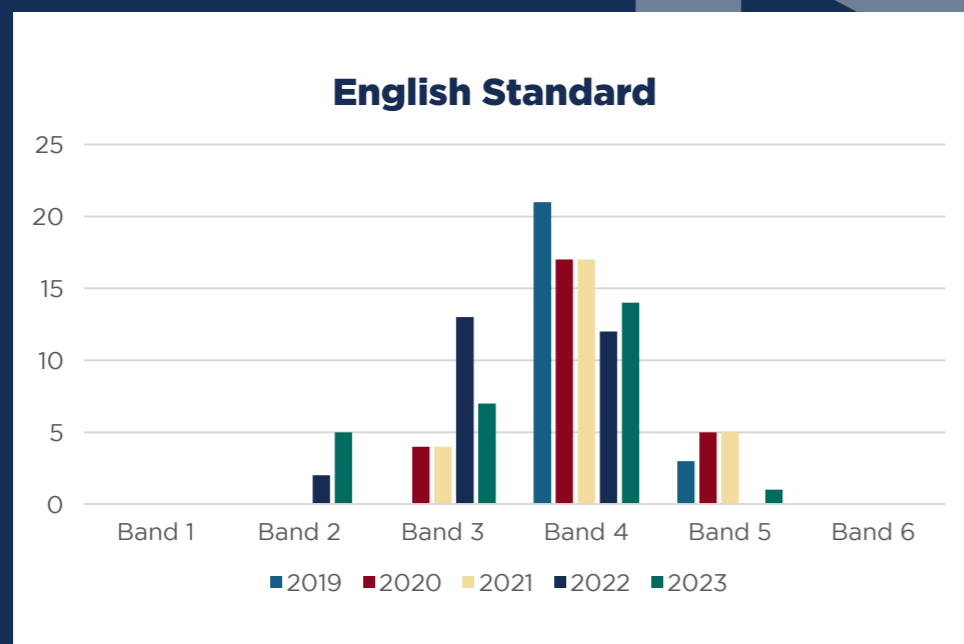
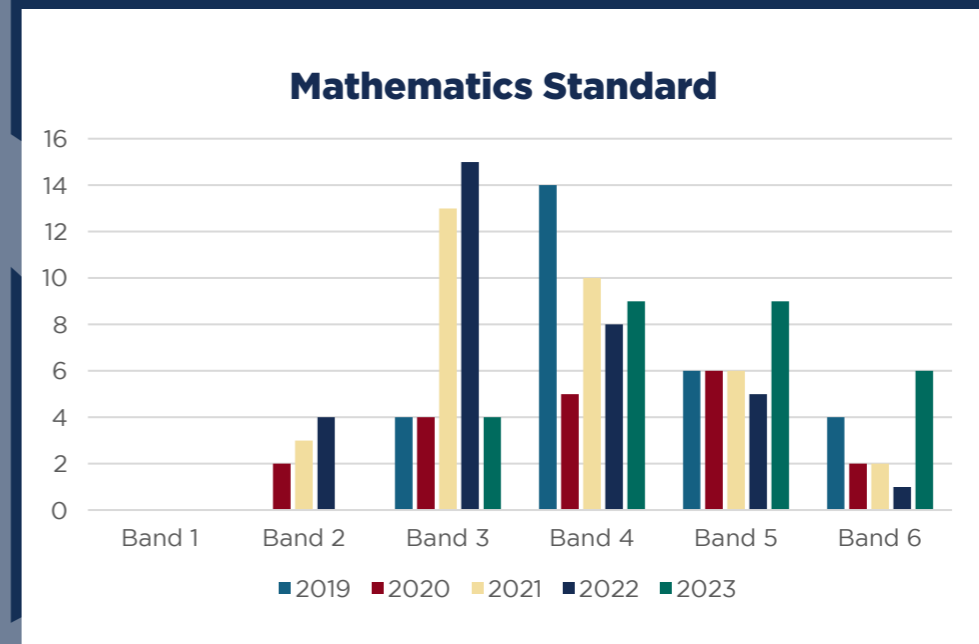
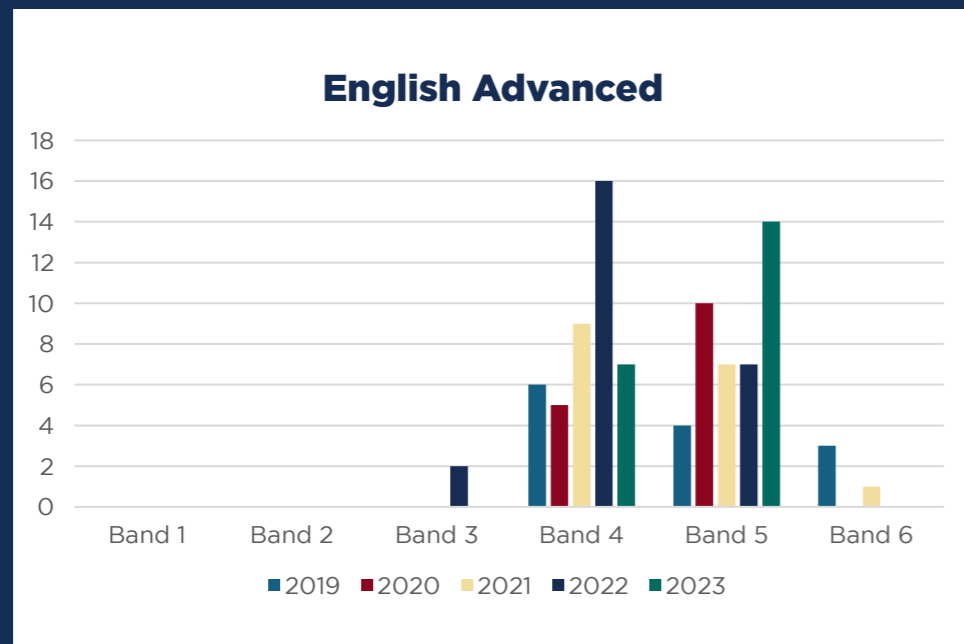
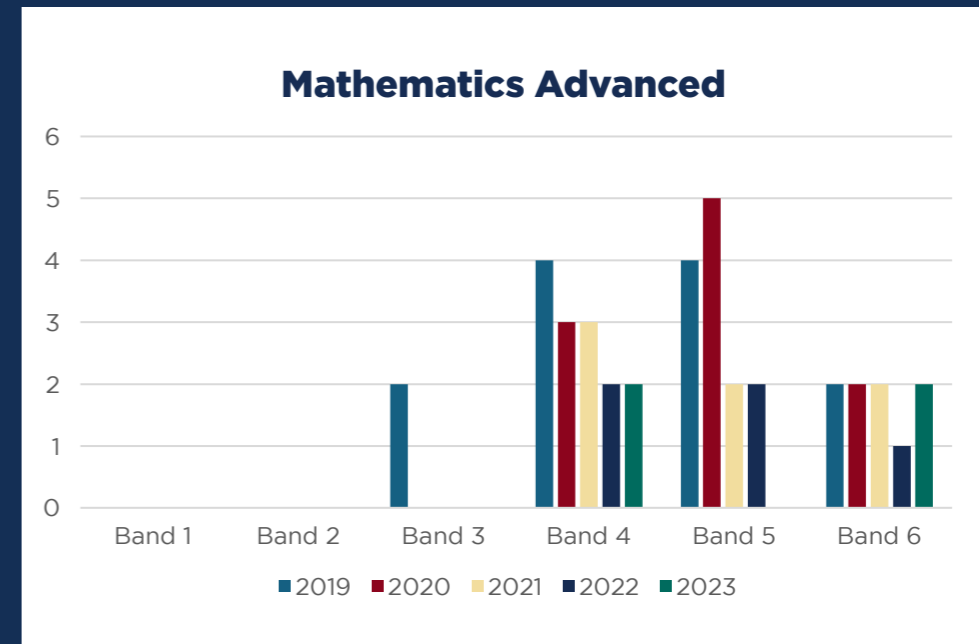
Overall, the performance of the students was satisfactory, with a majority of students achieving the desired results/bands. However, there is still room for improvement.

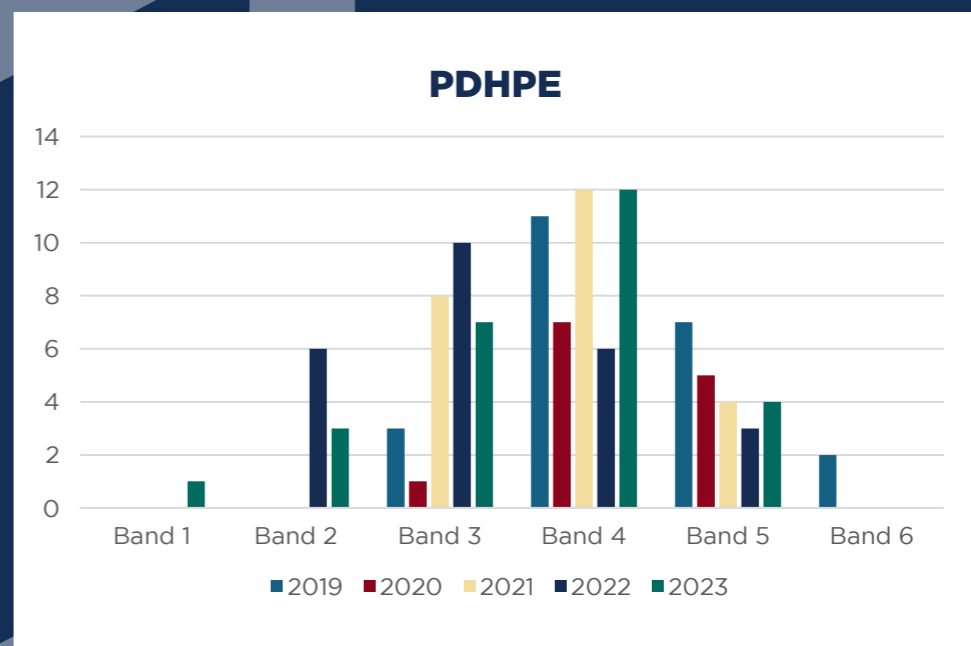
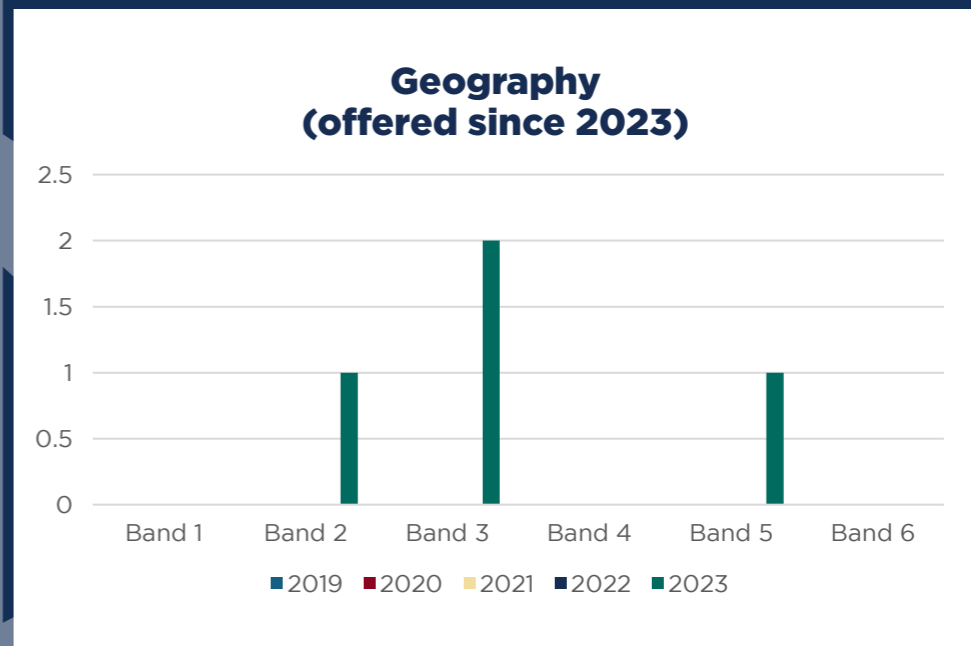
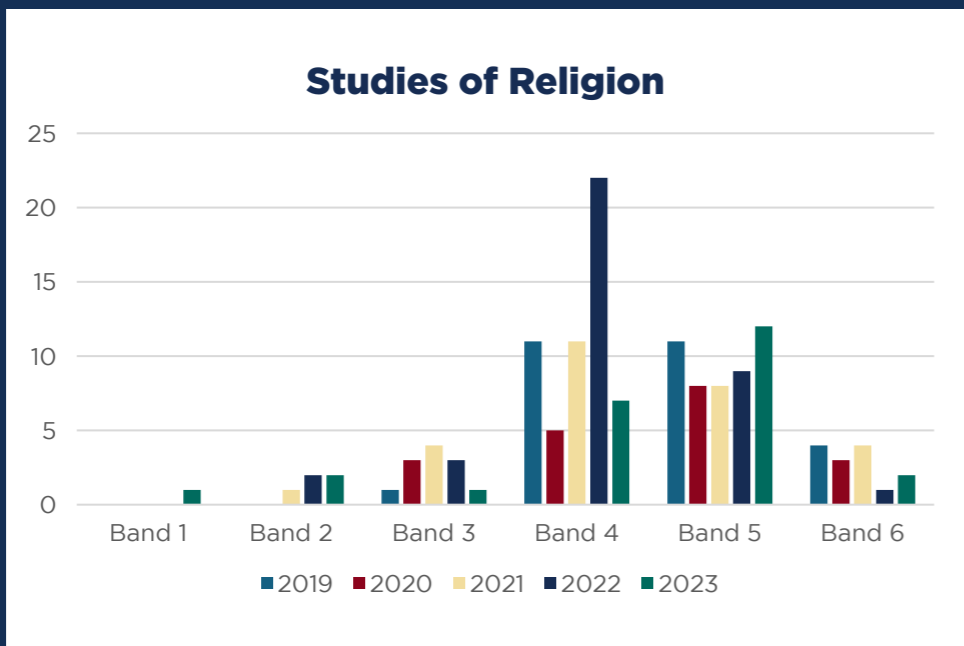
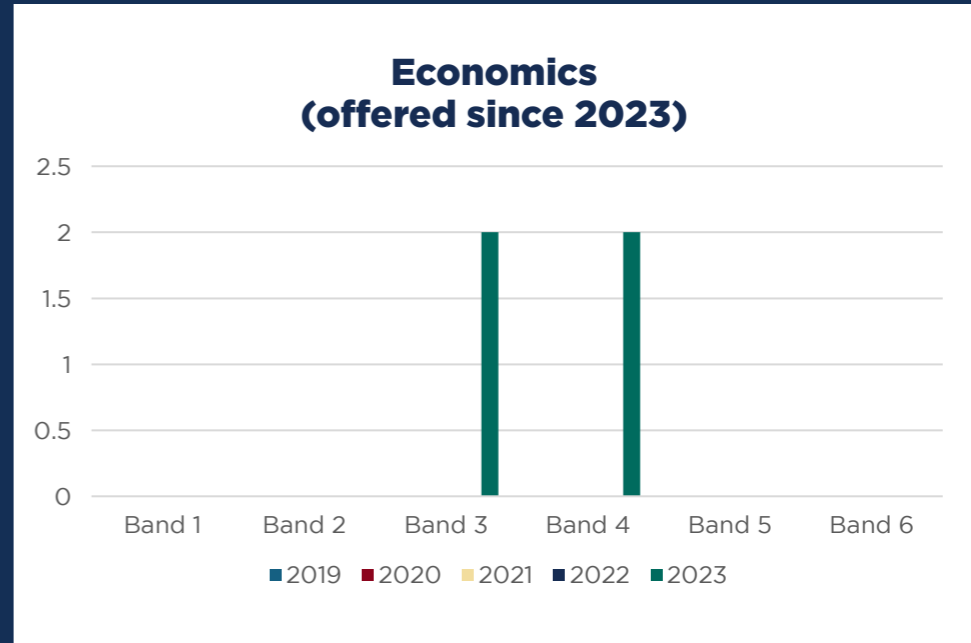
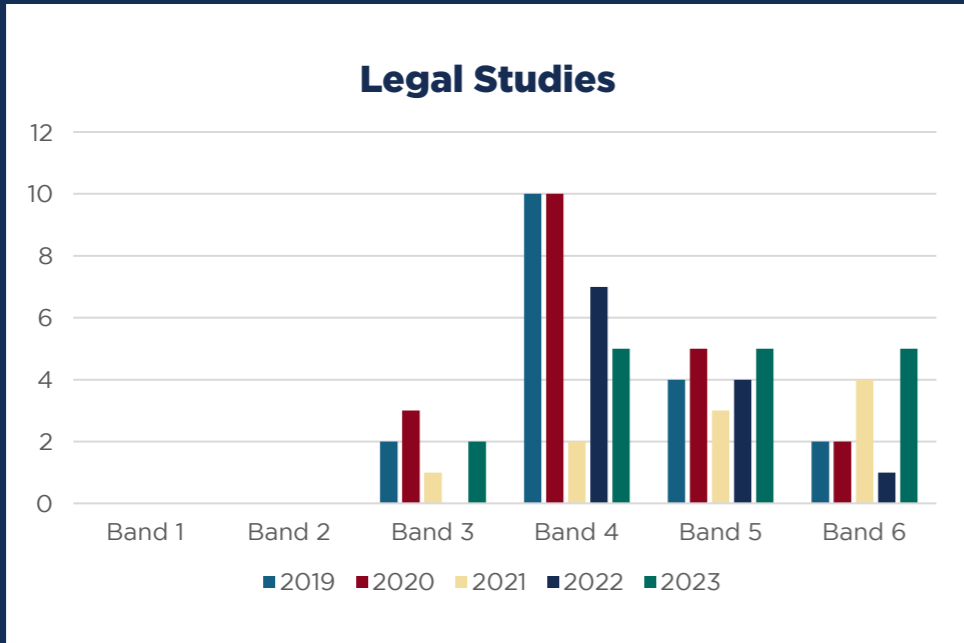
**Recommendations** for improvement in HSC 2024:

- Identify subjects with historically challenging performance and implement targeted interventions.
- Encourage students to develop effective study habits and time management skills to better prepare for examinations.
- Design and implement specialised programs aimed at preparing students specifically for the challenges of the HSC exams.
- Offer additional classes, workshops, and resources to focus on key subjects and exam techniques.
- Establish support teams consisting of teachers, counselors, and academic advisors to assist students in their HSC journey.
- Conduct regular mock exams to simulate real exam conditions.
- Offer practice sessions for major subjects to help students become familiar with the exam format and time constraints.
- Foster open communication with parents, keeping them informed about their child's progress and areas that may need improvement.
- Organise parent-teacher conferences to discuss strategies for improvement.
- Extra support sessions by means of afternoon classes to be scheduled from Tuesday to Thursday for all subjects

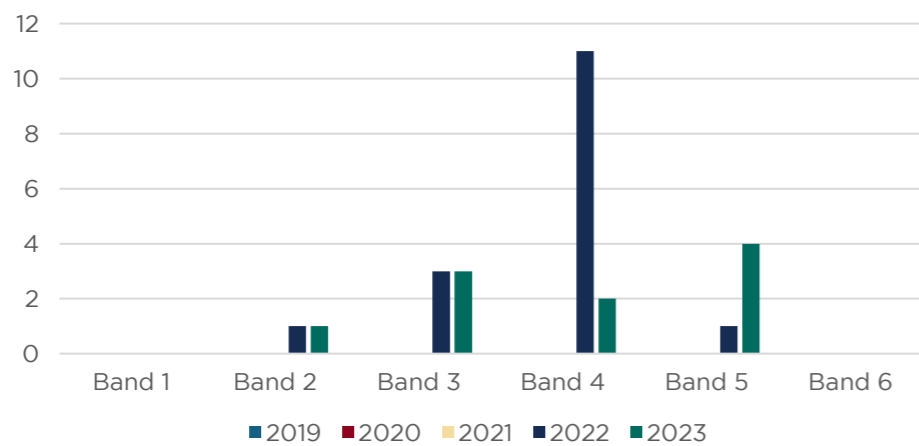
# HSC Results Comparison over time

The following graphs show the performance of Minarah College students from 2018-2023 by HSC subjects.

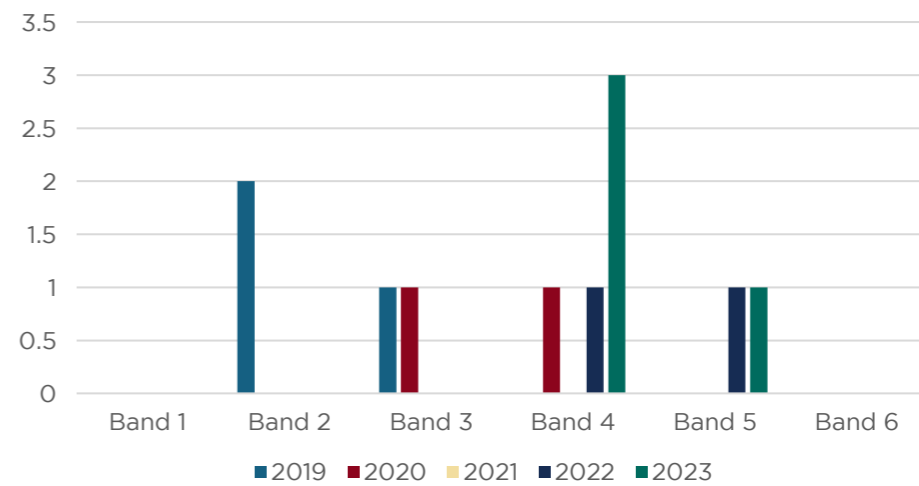




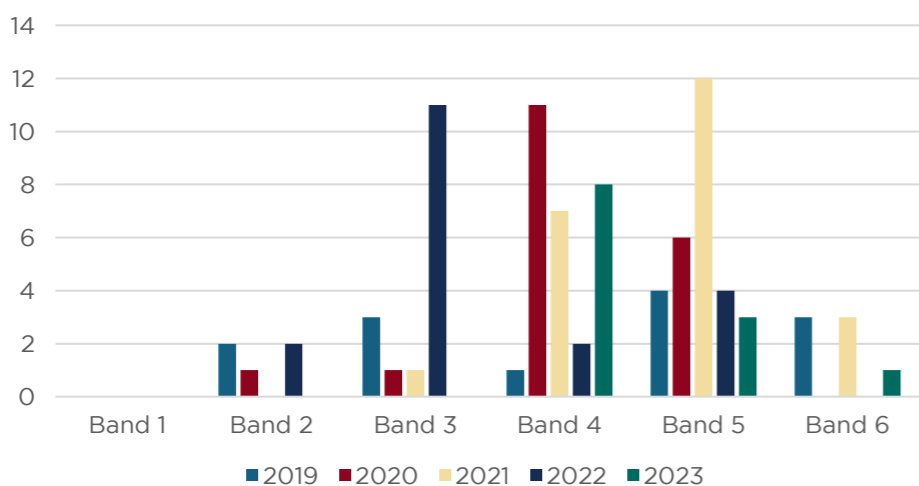
### CAFS (offered since 2022)



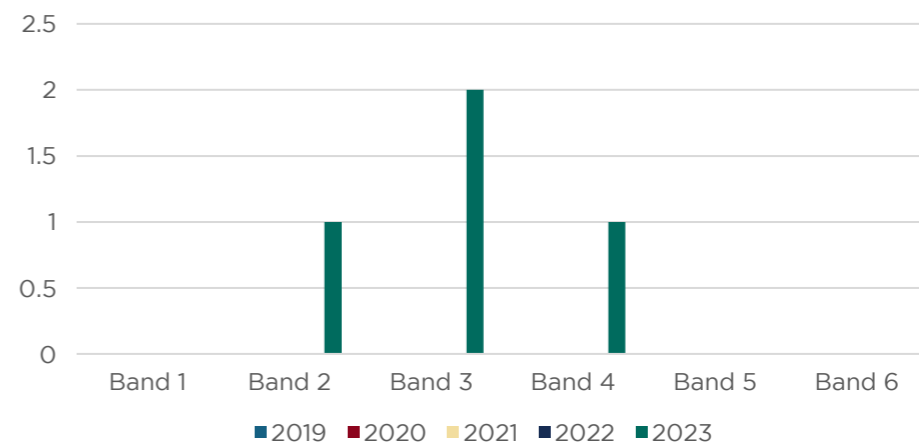
### Physics



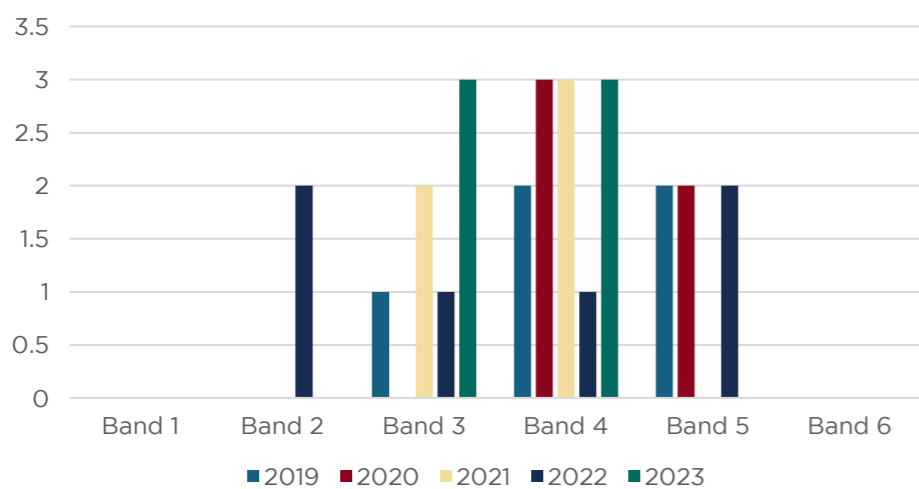
### Biology



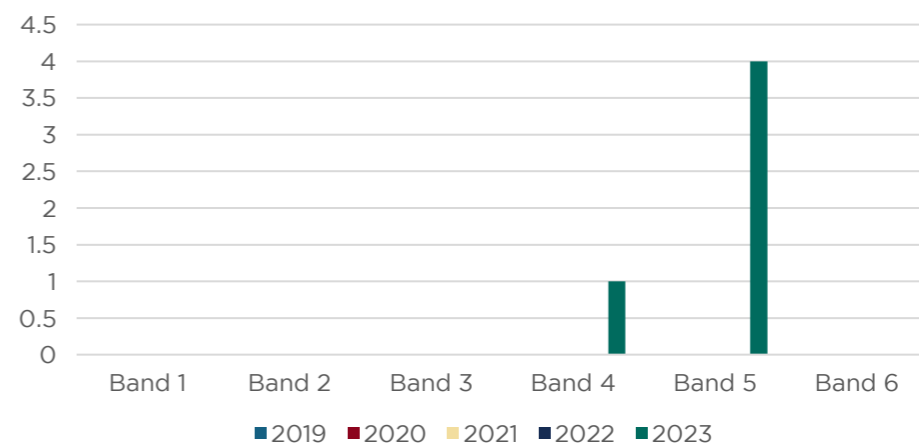
### Earth & Environmental Science (offered since 2023)



### Chemistry



### Design and Technology (offered since 2023)



# Student Retention Rates

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

In 2021 our Year 10 cohort was 58 students, in 2023 we had 48 Year 12 students giving us a retention rate of **83%**.

# Record of School Achievement

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

# Post School Destinations

In 2023, we had 48 Year 12 students at Minarah College. All 48 students achieved the HSC, and all 48 students attained an ATAR. Approximately 96 % of Year 12 students who completed their studies in 2023 were offered places in Universities 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 2024 are listed below.

The most popular post school destinations are:

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

The courses undertaken by the students in 2024 are:

- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Commerce
- Bachelor of Business
- Bachelor of Exercise & Sports Science
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Psychology
- Bachelor of Commerce/Bachelor of Information Technology
- Bachelor of Pharmacy
- Bachelor of Engineering (Hons)/Bachelor of Project Management
- Bachelor of Economics
- Bachelor of Education (Primary)
- Bachelor of Applied Science (Exercise & Sport Science)
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Applied Science (Occupational Therapy)
- Bachelor of Business
- Bachelor of Midwifery
- Bachelor of Sport & Exercise Science
- Bachelor of Medical Science (Pathology)
- Bachelor of Communication (Journalism)
- Bachelor of Nursing (LVP)
- Bachelor of Psychology (Hons)
- Bachelor of Design (Visual Communication)
- Bachelor of Cyber Security & Behaviour
- Bachelor of Health Science (Sport & Exercise Science)
- Bachelor of Arts/Master of Teaching (Primary)
- Bachelor of Policing
- Bachelor of Engineering Hons(Civil)/Bachelor of Design in Architecture

# Student Attendance and Management of Non-Attendance

## Attendance Rates 2023

School Year	Boys	Girls	Overall
Kindergarten	92%	91%	92%
Year One	89%	92%	91%
Year Two	92%	90%	91%
Year Three	88%	91%	90%
Year Four	90%	93%	91%
Year Five	93%	92%	92%
Year Six	92%	94%	93%
Year Seven	92%	92%	92%
Year Eight	90%	91%	90%
Year Nine	87%	89%	88%
Year Ten	92%	88%	90%
Year Eleven	92%	88%	90%
Year Twelve	95%	90%	92%

## 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 2023 we had a total of 64 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>	<b>45</b>
<i>Bachelors Degree Qualified</i>	<b>19</b>

## 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>	<b>60</b>
<i>Provisional</i>	<b>2</b>
<i>Conditional</i>	<b>9</b>

## Workforce Composition

There were no indigenous staff at Minarah College in 2023. Our workforce composition is as follows:

<i>Category</i>	<i>No of Full-time Equivalent</i>
<i>Teachers</i>	<b>60</b>
<i>Specialist Support</i>	<b>10</b>
<i>Administration</i>	<b>6</b>
<i>Operations</i>	<b>6</b>

## Professional Learning

Key themes of Professional Learning undertaken by our staff in 2023 related to:

### *Technology and eLearning:*

- Microsoft Innovative Educator Expert (MIEE)
- Lumio and SMART Board
- Adobe Qualified
- Power BI
- eSafety
- Minecraft Education
- eLearning Applications (MS Teams, MS OneNote)

### *Other Learning:*

- Child Protection (AIS)
- WHS (Wormald)
- First Aid
- Shining a Light on Deep Learning
- Supporting Students with Challenging Behaviours
- Training Governance (For School Board of Directors)
- Outreach work visiting other Independent Schools Interstate
- Delivering Value by Leveraging Data
- Curriculum Reform



# SCHOOL IMPROVEMENT TARGETS

# The Learning Environment

## ***Achievements of 2023***

In 2023, educators prioritised crafting an interactive and stimulating learning atmosphere that emphasised collaboration, proficient communication, character development, critical thinking, good citizenship, and creativity, recognising its pivotal role in shaping students' educational journeys and holistic growth.

A significant element of the 2023 learning environment involved fostering student collaboration, achieved by strategically arranging desks and seating. A balance between traditional linear desk setups and flexible options like clusters or pods, encouraging teamwork and peer interaction was implemented where necessary. This configuration facilitated group discussions, idea sharing, and project collaboration, nurturing a communal atmosphere and improving students' team-working skills whilst the linear approach encouraged independent focus time when required.

The learning environment in 2023 placed a strong emphasis on honing effective communication abilities. This was supported by the use of cutting-edge audio-visual technologies like interactive whiteboards and multimedia resources in classrooms. These tools empowered students to articulate their ideas persuasively, participate in discussions, and express their thoughts clearly. Additionally, educators incorporated diverse communication activities like role-playing and debates to augment students' oral and written communication proficiencies.

Educators in 2023 acknowledged the significance of nurturing character alongside academic growth. They crafted a learning environment aimed at instilling values like respect, empathy, and responsibility. Character-building activities were integrated into the curriculum, focusing on ethical decision-making, and cultivating a supportive classroom atmosphere. Through the promotion of kindness, empathy, and inclusivity, students gained an appreciation for diversity and cultivated robust moral character.

In 2023, the learning atmosphere prioritised cultivating students' critical thinking prowess through inquiry-based learning balanced with explicit teacher and problem-solving tasks. Educators provided avenues for students to delve into real-world issues, scrutinise information rigorously, and hone their logical reasoning abilities. The classrooms were equipped with technology to bolster students' capacity for independent and critical thinking.

The learning environment in 2023 embraced vital elements such as collaboration, effective communication, character development, critical thinking, citizenship, and creativity in student learning. Through collaboration promotion, technology integration, and character development emphasis, educators sculpted an environment that enriched students' comprehensive development and academic accomplishments.

This all-encompassing educational approach nurtured a positive classroom ambiance, cultivated well-rounded individuals, and readied students to excel in an ever-evolving world.

## ***Goals for 2024***

The aim in 2024 is to continue create an inclusive, stimulating, and balanced environment where explicit teaching and a student-centered approach is toggled between based on the task at hand. Specific goals, including incorporating practical displays for teachers to display students work effectively.

### ***2024 Goals include:***

- To enhance visual display of student work and fostering a positive learning atmosphere.
- To alter the movement of the High School students from building to building and have the formality of a homeroom base with teachers moving to classes.
- Install bag hooks outside High School homeroom classrooms, to limit students from having to carry heavy bags since student movement from class to class reduced.
- To maintain the diversity in signage, representing various cultures,

languages, and abilities, promoting inclusivity and a sense of belonging for all individuals.

- Encourage student participation in external competitions related to both academic and sporting.
- Increase wellbeing and team building activities for teachers and students.
- To increase family involvement through enhanced school-based events.

The objectives for the 2024 learning environment strive to establish an engaging, inclusive, and supportive space for students. Through improved changes highlighted above educators aim to foster effective communication, character growth, critical thinking, citizenship, and creativity. These objectives will contribute to a positive and empowering learning environment, nurturing students' holistic development and equipping them for success in a continually evolving world.

# Teaching and Learning

## Achievements of 2023

### Deep Learning Integrated with NESACurriculum

Minarah College was very much focussed on implementing Deep Learning competencies embedded in the NESACurriculum from Kindergarten to Year 12. The College networked extensively with other deep learning-based schools in 2023 to showcase its Deep Learning capacity. This created a strong sense of collaboration between our teachers and many other 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 such as collaboration, communication, critical thinking, and creativity which developed their character and prepared them to be great citizens.

Minarah Teachers also presented on their Deep Learning journey at a Teacher's Conference in Los Angeles, a premier event for educators and school administrators interested in improving their teaching and learning pedagogies in primary and high schools. The wealth of knowledge and expertise gained at the conference emphasised the importance of ongoing professional development for educators to stay updated with current trends and pedagogical approaches. This will ensure that the students of Minarah College are exposed to current and

relevant knowledge that brings together excellence, prosperity, and equity for all.

Teaching and learning strength encountered in Primary and Secondary School 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. The school encourages students to identify goals and develop tailored, practical learning strategies in collaboration with their teachers. This empowers students to become the change-makers in their own lives. The positive connections with teachers and staff focussed on developing strong, positive relationships with young people so they can become more comfortable, confident, and responsive to the education and wellbeing support provided to them.

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

## Goals for 2024

Implement new curriculum for K-6 and Years 7 and 9 English and Mathematics

Intervention classes to enhance the learning experience

Attracting and retaining the most qualified individuals to the teaching profession

Using student data to make informed decisions on pedagogical practices

Common language used in planning, monitoring, and reflecting on classroom practices.

Making clear connections between the learning goals, activities, and assessment tasks

Explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills.



# Community Engagement

## ***Achievements of 2023***

Minarah College takes pride in developing students for the future through the Deep Learning Competencies, with character, collaboration, communication, creativity, critical thinking, and citizenship being the foundation of many of the community engagement initiatives undertaken in 2023. Students are provided with a range of opportunities to develop their skills in these areas through structured and organised activities throughout the year. Community engagement is not restricted to the immediate Minarah community, we include the wider community and beyond.

### ***Australian Open***

Minarah College selected a group of girls to enjoy a trip to the Australian Open in Melbourne. They had the opportunity to showcase their exemplary character, collaborate with staff and each other away from school and most importantly celebrate their Australian Spirit to support local players. The girls were also able to meet female WAFL players, who taught them some rules, practised skills and played a game with them. It was an opportunity for the girls to witness great female players, which encouraged them to be actively involved in sports.

### ***Sports Enrichment Days***

In Term 1, High School students adorned themselves in their new Adidas Sports uniform and participated in Sports Enrichment Days off campus, enjoying a day filled with basketball tournaments. K-12 Sports Enrichment was held in February where students engaged in a variety of exciting activities at the Sydney Olympic Park.

Parents had the opportunity to attend and share the golden moments with their children. Other Sports Enrichment Days included Cross Country at Lizard Log, FUTSAL tournaments and an Athletics event for High School students.

### ***Inter-School Competitions***

Students from Minarah College had some challenging and rewarding competitions with external schools. The high school and primary students participated in the Da Vinci Decathlon. Students also participated in the Tournament of Minds competition. Stage 3 students participated in the HICES Gifted and Talented Camp at Douglas Park. This gave students the opportunity to work collaboratively with students from other schools. Students from Years 11 and 12 represented the school in the United Nations Youth State Conference. Students stepped into the HICES debating arena, winning in the debate with William Carey High School. Some students also participated in the Australian National Virtual Debating Competition. Our Junior debating team were victorious in their debate against Snowy Mountains Grammar School.

### ***Parents' Dinner - SBRP***

To learn more about the student based research project, – Empowering Female Students in Stage 3, parents attended a workshop and dinner event to gain an understanding of their role in ensuring their daughters are provided a catalyst to boost their development into dynamic individuals. The project was funded by the Association of Independent Schools of New South Wales (AIS). The project aimed at building the girls' confidence and providing them with the necessary

resources to encourage them to have aspirational goals for the future.

### ***Striving for Excellence - Parent Workshop***

Reflecting on the previous year's HSC result, intervention was required. The "Striving for Excellence" program was launched to reduce learning gaps for the Year 12 students and provide pathways for support. To create awareness and engage parents in the process, a workshop was held, and parents explored ways to enhance resources to facilitate their child's success. In particular, the intensity of the program was explained, and a partnership was developed so that students were equipped with the best tools to strive for excellence.

### ***Ramadan Parents' Workshop & Quran Competition***

For the students to be fully equipped for the blessed month of Ramadan, once again help from parents was sought. A workshop was held encouraging parents to work in partnership, to ensure students were able to balance their schoolwork with the spiritual requirements of the month. Parents were assured that in order to cater for increased prayers in Ramadan, homework would be reduced, and school hours will be shortened. Parents were guided on how to support students in Ramadan, the expectations on parents for students in lower grades, who may be training to fast and in general, the routines of students at Minarah during Ramadan.

In Term 3, a Quran Competition was held and parents of students competing had the opportunity to attend and support their children.

### ***Bandage Bear Breakfast***

Minarah Community joined forces to participate in the annual Bandage Bear

Breakfast. Parents, staff and students contributed generously, raising funds for the Westmead Children's Hospital Foundation.

### ***Eid Hat Parade***

One of the most anticipated events of the Year is the Eid Hat Parade for primary students. Parents join us to witness their children competing for the most creatively adorned hats, that depict the significance of the celebration. The parade encourages students to work with their parents in designing hats which they feel represents their meaning of Eid. No other event on the school calendar attracts such a large crowd of parents!

### ***Minarah's Biggest Morning Tea***

We had amazing parental participation at the morning tea to raise funds for the Cancer Council Australia. The SRC, with the support of staff and parents were able to put up this wonderful event where everyone enjoyed delicious breakfast with lovely company.

### ***Collaborate With Minarah***

K-12 parents had a wonderful evening of collaboration and enrichment with staff, an opportunity to meet with their child's teachers, explore the learning environment and tour the school's newly renovated facilities. The event fostered open communication between parents and teachers, strengthening our partnership in supporting student development.

### ***Network with Other Schools***

Minarah College had the pleasure of networking with Principals of inter-state schools, to show case the services that are being provided and the support systems in place. They were in particular impressed with our focus on the wellbeing for our students and confirmed that their visit was an invaluable learning experience for them.

# Student Wellbeing

## ***Achievements of 2023***

As we reflect on the events and initiatives of the past year, it's evident that 2023 was marked by a commitment to enhancing student wellbeing at our College. With a holistic approach encompassing emotional, mental, and physical health, we aimed to create a nurturing environment conducive to academic success and personal growth.

The implementation of Heads of Years brought forward dedicated individuals who functioned as mentors and allies for students, providing them with guidance, support, and a receptive presence. Their inclusion fostered a tighter-knit community and offered students a dependable resource for addressing any issues they might encounter.

School Initiatives were implemented in line with our commitment to fostering a culture of empathy and support, we actively participated in Harmony Day and R U OK Day initiatives throughout the year. These initiatives encouraged open conversations about cultural diversity and mental health, which included the importance of checking in on one another. From awareness campaigns to interactive workshops, we sought to empower students to recognise the signs of distress in their peers and offer meaningful support.

School Counsellor facilitated workshops were introduced to our students as a means of recognising the pivotal role of mental health professionals in our community. These workshops equipped students with the latest tools and techniques for addressing a wide range of student needs, from managing stress and anxiety to navigating interpersonal relationships. By investing in the professional development of our counsellors, we ensured that they were well-equipped to provide effective support to our students.

The Whole-school Wellbeing initiative at Minarah College, facilitated by the AIS-NSW, aimed to foster a comprehensive approach to student welfare, incorporating the Australian Student Wellbeing Framework's five components. Term 2 started with staff introduction to the initiative and completion of an online module. Staff engaged in defining whole school wellbeing tailored to our college context, leading up to a professional learning session focusing on social and emotional learning. Furthermore, preparations included attending masterclasses, sharing draft wellbeing definitions, and bringing relevant frameworks for discussion. The initiative underscored our commitment to nurturing a supportive and holistic learning environment for our students.

## ***Goals for 2024***

### ***Teacher-Student Mentoring Program***

We aim to establish a structured mentoring program that pairs students with teachers who can provide guidance and support outside of the classroom. This initiative will foster stronger relationships between students and faculty and provide students with additional avenues for seeking assistance and advice.

### ***Promotion of Positive Behaviour***

Building on our existing efforts to promote positive behaviour, we will implement new strategies and initiatives to cultivate a culture of respect, kindness, and character. By celebrating and reinforcing positive behaviours, we aim to create a supportive environment where all students feel valued and respected.

### ***Islamic Connection with Wellbeing in Taleem Sessions and Jummah Prayer***

Recognising the importance of holistic wellbeing, we will integrate Islamic teachings and practices into our Taleem sessions and Jummah Prayer lectures. These sessions will provide students with spiritual guidance and support, helping them develop a deeper connection with their faith and nurturing a feeling of self-confidence.

In conclusion, the past year has been characterised by a concerted effort to prioritise and enhance student wellbeing at Minarah College. Through the introduction of Heads of Years, participation in Wellbeing initiatives, ongoing professional development for school counsellors and teachers, and the implementation of the Whole-school Wellbeing initiative, we have made significant strides in creating a supportive and nurturing environment for our students. As we look forward to the year ahead, we remain committed to building on these achievements and further strengthening our commitment to student wellbeing.

# Staff Development

## Achievements of 2023

### Observations

In 2023, scheduled lesson observations and spontaneous learning walks were carried out regularly. These practices contributed to enhancing the standard of teaching and learning by offering comprehensive feedback through written and verbal assessments.

### Leadership Growth In 2023

The College disbursed leadership by appointing Heads of Years in High School, reporting to the Deputy Principal.

### Deep Teaching and Learning

The deep learning presence was eminent in all facets of teaching and learning to improve the academic approach at Minarah College alongside an explicit teaching model, creating a balanced approach for higher education results. Minarah College networked extensively with other schools and collaborated on growing ideas.

Members of the Senior Leadership Team presented on the Deep Learning model at Minarah College on an international level, in Anaheim, America.

Minarah College also presented locally at the Shine a Light on Deep Learning, showcasing our deep learning approaches to other educators.

### New Staff to Minarah

A 'New staff to Minarah' professional learning program commenced in 2023 in addition to the whole school PDs. This ran every Thursday for new staff who commenced their employment with Minarah College during the year.

### Coaching

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

## Goals for 2024

### Observations

Regular lesson observations to be conducted in 2024 to gauge a true reflection of the quality in teaching and learning at Minarah College. Fortnightly spontaneous learning walks will also be implemented.

### Coaching

In 2024, coaching remains ongoing for staff across various levels to enhance the standard of teaching and learning. Coaching sessions encompass collaborative planning, co-teaching, and reflective feedback to refine 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.

### Team Building

Team building is a cornerstone for the collaborative environment proposed for 2024. These activities will be designed to foster stronger relationships among team members, promote effective communication, and improve problem-solving skills. Through interactive challenges, and group projects, teams we will be able to enhance the cohesion, trust, and productivity amongst staff.





# 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, specialised 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, immunisation 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 authorised 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](http://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**

The purpose of the Minarah College's Whole School Discipline Policy is to foster a conducive learning environment that promotes respect, ownership, caring, knowledge, and safety (ROCKS). The policy aims to encourage students to become more responsible for their behaviour, ensure

the safety and welfare of all members of the school community, and provide a framework for rewarding good behaviour. It also sets procedures for dealing with behaviour that falls short of the school's standards. The policy is grounded in both Australian and Islamic values, and it is designed to support the holistic development of students.

Changes to the policy may be driven by a variety of factors, including changes in legislation, societal norms, or the school's mission and values. For instance, the policy adheres to several pieces of legislation, including the Anti-Discrimination Act 1977, Racial Discrimination Act 1975, Disability Discrimination Act 1992, Sex Discrimination Act 1984, Workplace Surveillance Act 2005 (NSW), and Work Health and Safety Act 2011. Any changes in these laws could necessitate updates to the policy, such as anti-vaping laws, etc... Additionally, the school's ongoing commitment to promoting positive behaviour and rewarding good and responsible behaviour may also lead to changes in the policy.

Consistency is crucial in the implementation of the policy. It ensures fairness and helps students understand the consequences of their actions. The policy outlines clear expectations for all members of the school community, including students, parents, and teachers. It also provides guidelines for procedural fairness, ensuring that all students have the right to be heard, that there is impartiality in the process, and that the consequences of inappropriate behaviour are reasonable and consistent. The policy's success depends on the full support of parents

and the commitment of teachers to provide the best possible program to meet the needs, capabilities, and aspirations of each student.

## **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 2023 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 129 responses from Parents.

**82.2% of Parents agreed that**  
'Teachers at this school expect my child to do his or her best'

**69.5% of Parents agreed that**  
'Teachers at Minarah are enthusiastic about their teaching'

**61.2% of Parents agreed that**  
'I am satisfied with digital learning offered at Minarah'

**60.5% of Parents agreed that**  
'Teachers at Minarah are keen to help students of all abilities'

**80.6% of Parents agreed that**  
'This school is well maintained and clean'

**56.6% of Parents agreed that**  
'I am very satisfied with food, drinks/beverages sold at the school during recess and lunch breaks'

**65.6% of Parents agreed that**  
'Student discipline at Minarah follows established and well-known procedures'

**83.7% of Parents agreed that**  
'Minarah College is a safe and secure place for students to learn'

## Staff Survey

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

**81% of Staff agreed that**  
'I am proud to be a teacher at Minarah College'

**78% of Staff agreed that**  
'My school looks for ways to improve'

**77% of Staff agreed that**  
'I am very comfortable with using IT tools for teaching'

**74% of Staff agreed that**  
'I have received adequate training and support in using IT tools for teaching'

**74% of Staff agreed that**  
'Innovation is encouraged and supported in my work'

## Student Survey

Below are some of the key results received from Students in the Survey conducted. We had 32 responses from Students.

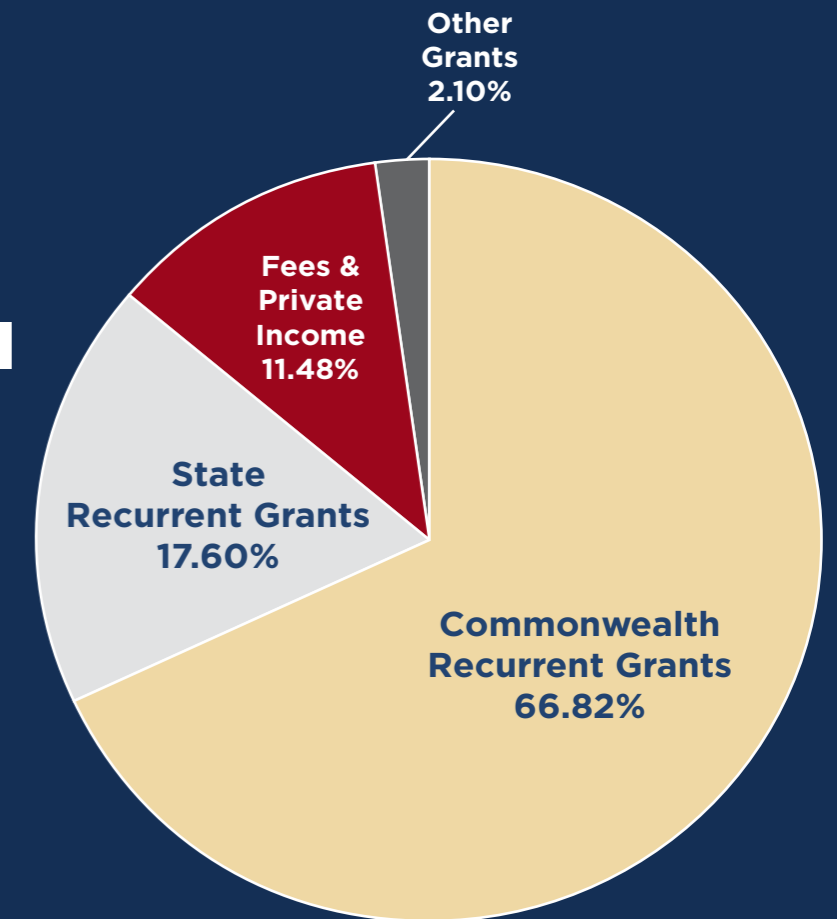
**87.5% of Students agreed that**  
'The school aims to equip all students with an agreed set of educational outcomes that characterise the knowledge, skills and dispositions they will need in order to thrive in their world'

**65.33% of Students agreed that**  
'At this school, students are inspired, challenged and supported to find their voice, forge a personal narrative for their growth in character during their time at the school'

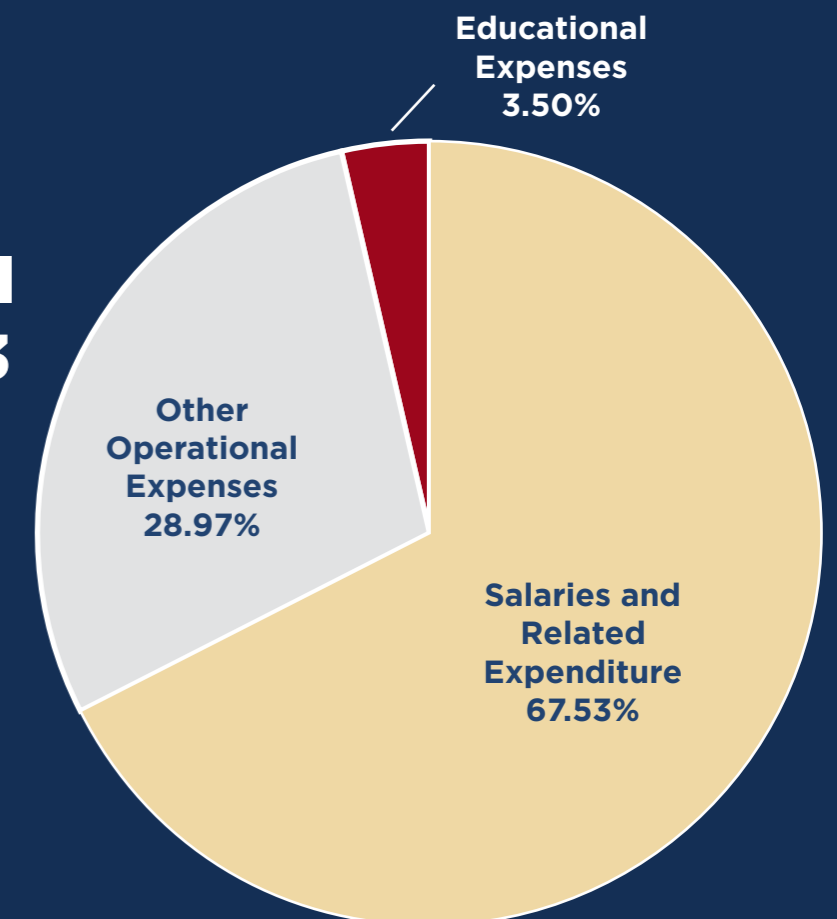
**67.74% of Students agreed that**  
'Taking everything into account, I am satisfied with the school's capacity to meet the needs of today's students for tomorrow's world'


# FINANCIAL SUMMARY

## Recurrent/Capital Income 2023



## Recurrent/Capital Expenditure 2023





**Minarah College**  
**264 Wilson Rd,**  
**Green Valley**  
**NSW 2168**

**[minarah.nsw.edu.au](http://minarah.nsw.edu.au)**

