



**MINARAH**  
RABBI ZIDNI ILMA

# 2024 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 would also like to acknowledge the Cabrogal people of the Eora Nation upon whose ancestral lands our college now stands. I would also like to pay my respects to Elders both past and present acknowledging them as the traditional custodians of knowledge for this land. Sovereignty was never ceded, it is and will always be Aboriginal land.

The Green Valley Islamic College Ltd T/A Minarah College (GVIC) 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.

GVIC will embrace a new constitution in the near future.

In addition, our plan is to build a new state of the art 980 student independent co-educational K-12 college to service the growing Catherine Field community, which will function as the second campus of Minarah College Green Valley. The SSDA application (SSD-30759158) lodged with Department

of Planning, Housing and Infrastructure is expected to go through IPC process in 2025. Our parents and families at Green Valley are very excited about a second campus because we have a long waitlist, and we can’t keep up with demand. Our engagement with the Catherine Field community extends all the way back to 2021. We are confident we have addressed the needs of the community, and we are eager to receive an outcome on our application – then we can begin to deliver a new campus and address a small fraction of the growing demand for education in Western Sydney. The new school represents a \$134 million investment in the local community and it will create 434 jobs during construction and nearly 100 new full time/part time jobs once opened. New schools are urgently needed in the area, with around 78,000 student places needed by 2036 as identified in the NSW Government’s Western City District Plan.

The new school to be built over 4 stages will feature:

- An Early Learning Centre for 60 students.
- School for Specific Purpose (SSP) for 30 students.
- Primary School accommodating 505 students.
- High School for 385 students.
- On-site parking with 96 parking spaces and a dedicated drop-off/pick-up area.
- Amenities including a library, canteen, a primary school hall, high school hall and a sports field.
- Site access from Catherine Fields Road at two different points.

To our students I say that we must find a dream so big that it overwhelms all of our fears. That makes us have that “never give up” attitude. We all are talented individuals who have different skills and are different. What defines us is that we are Team Minarah College.

Knowledge is like an endless river flowing from an ocean, and we are all lifelong learners. It is up to students whether to pause and drink from it, whether to take just a

spoonful, a cup, or a bucketful of knowledge. Students will never be fully satisfied with the level of knowledge for their thirst, and it shouldn’t. Wherever it flows to and from the knowledge, it nurtures a culture of growth and development, shaping individuals.

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.

To our graduates, my message is as you step into the new chapter of your lives, you will face changes and challenges such as FT university, or start as a cadet with part time university or alternative pathways. Embrace these. As you venture out into the world, never forget the importance of community. Support one another, lift each other up, and stay connected with your roots. The friendships you’ve built during your time at Minarah College will serve as a foundation as you navigate life’s complexities. Be kind, be compassionate, and always lend a helping hand to those in need.

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



# FROM THE PRINCIPAL

Minarah College aspires to be a leading provider of holistic education, despite the numerous challenges associated with the process, for the school is a strong advocate of wholesome development of the students' physical, emotional, social and cognitive well-being. The significant demand on teachers to cater for this comprehensive approach has great rewards, for as evident in the hadith Tirmidhi, the Prophet Muhammed PBUH stated that "Allah SWT, the Angels, the inhabitants of heaven and earth... send blessings upon the one who teaches". The broad spectrum of holistic, rather than purely academic, provides enhanced opportunities to make a wider impact on students' development. It is an honour to share the incredible achievements our school has accomplished over the past year which stand as a testament to the dedication and spirit of collaboration that define our vibrant community.

Alhamdulillah, no achievement is more celebrated than HSC, and students proved that determination to succeed overcomes all barriers. The highest ATAR was 97.35 for our most dedicated student. Fifteen students achieved the ATAR of 80+, placing them in the top 20% of the student population in the state. The achievement is not just a number, it represents countless hours of study, the tireless efforts of our teachers who provide unwavering support and the determination of our students who rise to the challenge each day. The commitment to understanding complex concepts and their enthusiasm for learning has truly set them apart. The extensive after school support and extra classes during the weekend, combined with explicit teaching by the staff, facilitated the overall improvement in the students' performance. Likewise, NAPLAN results showed marked improvement compared to the previous years, nevertheless, enhanced effort and steady routines have been put in place for further improvement.

Alhamdulillah, a new benchmark was set for

students through the Minarah Well-being Fair (MWF), that promoted not only well-being but a heightened community spirit through free unlimited rides and provision of food vouchers for the students. The MWF team worked tirelessly for weeks to make provisions for enhanced student engagement in wonderful entertainment activities, rides, patting zoo, Inter school Quran Competition, Design Contest and Sports Tournament, that not only developed the talent but also the strong values of teamwork, resilience and sportsmanship, leading to a true sense of camaraderie. Learning networks were created with local schools, that further provided opportunities to show case the talents of our students. The range of food and clothing stalls added another dimension for those who participated on the day.

Collaboration with parents were targeted through a range of events, including the Parent Iftaar, that attracted such a massive level of interest, and was fully booked within a few hours, and resulted in the school hall filled with excited students with their parents. The school was overwhelmed with positive feedback and reviewed the process to include two sessions, moving forward. The same level of participation was noted during the Eid Hat Parade, and the Book Character session. Our talented students paraded their creative hats, mesmerising the audience and their peers. Indeed, the satisfaction of parents leads to the success of the school. Our school's commitment to community service has deepened. Fostering a profound sense of responsibility and compassion among our students. The students have witnessed the impact that empathetic individuals and the power of giving back to the community.

In order to create a stimulating learning environment, various professional learning platforms were made available to the staff to grow professionally, while their wellbeing was being catered for through a number of activities, including a team building day at Milson Island. Teachers perfected their

art of lesson delivery through whole school PDs, on site learning via peer observations, and professional guidance and support from the line leads. The two key aspects that were focused on were the impact of effective feedback for students to critically review their performance and the power of partnership in building cohesive school communities. Consultants from AIS diligently trained the staff in these areas and the implementation in classrooms resulted in notable difference in student work samples. The debating team triumphed by engaging in rigorous discussions that honed their arguments and poise. Students embraced innovation by participating in groundbreaking programs, including STEM and Robotics competitions, for which they trained in the newly established STEM lab. Education in this area continue to ignite a genuine passion for science, technology, engineering and mathematics among our students, offering them hands on opportunities to explore these filed in depth and prepare for their future career paths. Furthermore, our school's digital transformation has ensured that students are able to navigate the rapidly evolving digital platforms to support their learning. The University of Melbourne worked in partnership with Minarah to conduct research on the use of technology to facilitate the learning of students with special needs, and Alhamdulillah a very positive feedback was provided.

At the heart of our school's mission is a steadfast commitment to Islamic values and character development, that our students embody the essential ROCKS (Respect, Ownership, Caring, Knowledge and Safety) values that shape their personality, as they internalise the principles of our faith and grow into well-rounded individuals. This foundation not only helps to shape their character but also guides them in becoming responsible and positive contributors to society.

No mission so great could materialise without the collective effort of all the stakeholders of Minarah College, including the respected Shuraa Council, the School Board of Directors, supportive parents and the committed staff, who have contributed in various ways to facilitate the learning of our hardworking

students. I would like to express my heartfelt gratitude to all involved for your unwavering support and collective effort that has propelled us forward, inspiring us to continue striving for excellence in every aspect of our educational journey.

In supplication, I would like to close with a verse from the Holy Quran: "Any say, My Lord, increase me in knowledge" (Quran 20:114). Let us foster a spirit of continuous learning, embracing knowledge as a lifelong journey, and work together to reach even greater heights of accomplishments, In Sha Allah.

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





# SCHOOL BACKGROUND

# 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 1100 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 1,132 students enrolled in 2024. Of this 424 were High School Students.

Our Student Body is made up of 537 boys (47.4%) and 595 girls (52.6%).

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 2023 to 2024 we saw an increase of 2 enrolments (+0.2%)**

There were no students who identified as Indigenous in 2024.





MINARAH COLLEGE



Minarah College Award  
Ceremony **2024**

# STUDENT OUTCOMES

# Student Performance in National and State Wide Examinations

## NAPLAN 2024

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

The **Year 3 NAPLAN** results for 2024 indicate that Minarah College exceeds the state in Writing by 7.9%. Minarah College Year 3 is on par with the state in Spelling. The College's Year 3 cohort performs close to state in Reading, in Grammar and Punctuation and in Numeracy.

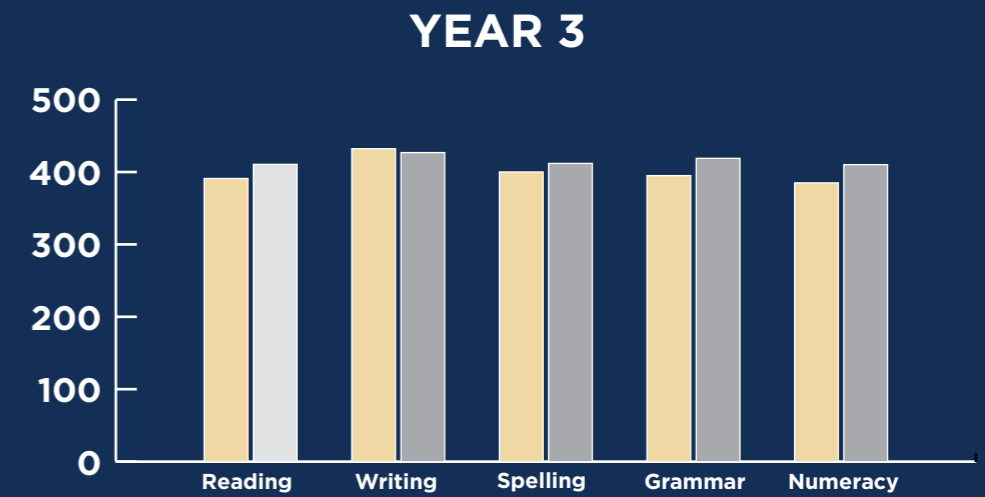
The **Year 5 NAPLAN** results for 2024 indicate that Minarah College exceeds the state in Grammar and Punctuation by 1.4% and in Numeracy by 0.7%. The College's Year 5 cohort performs close to state in Reading, Writing and in Spelling.

The **Year 7 NAPLAN** results for 2024 indicate that Minarah College exceeds the state in Spelling by 10.7%. The College's Year 7 cohort performs close to state in Reading, Writing, Grammar and Punctuation and in Numeracy.

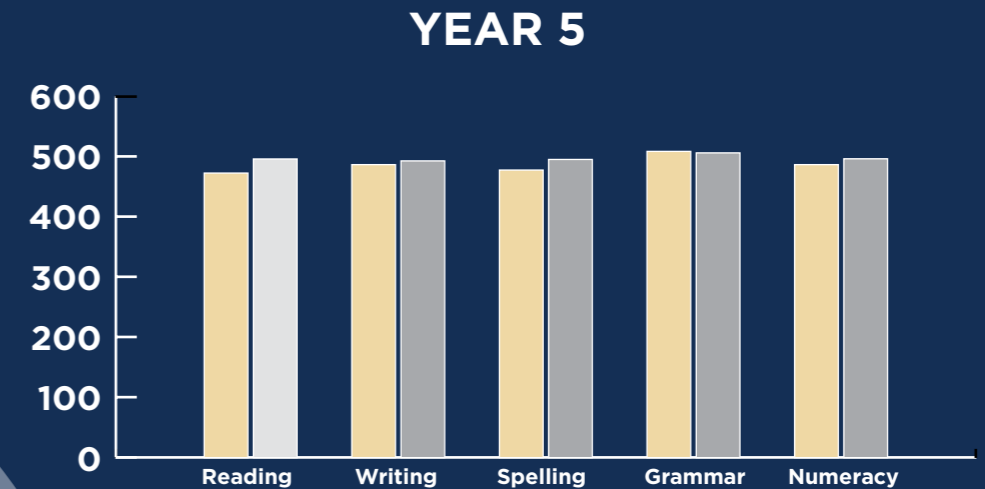
The **Year 9 NAPLAN** results for 2024 indicate that Minarah College exceeds the state in Spelling by 9.6% and in Numeracy by 3.2%. Minarah College Year 9 is on par with the state in Writing. The College's Year 9 cohort performs close to state in Reading and Grammar and Punctuation.

The graphs display this information in greater detail.

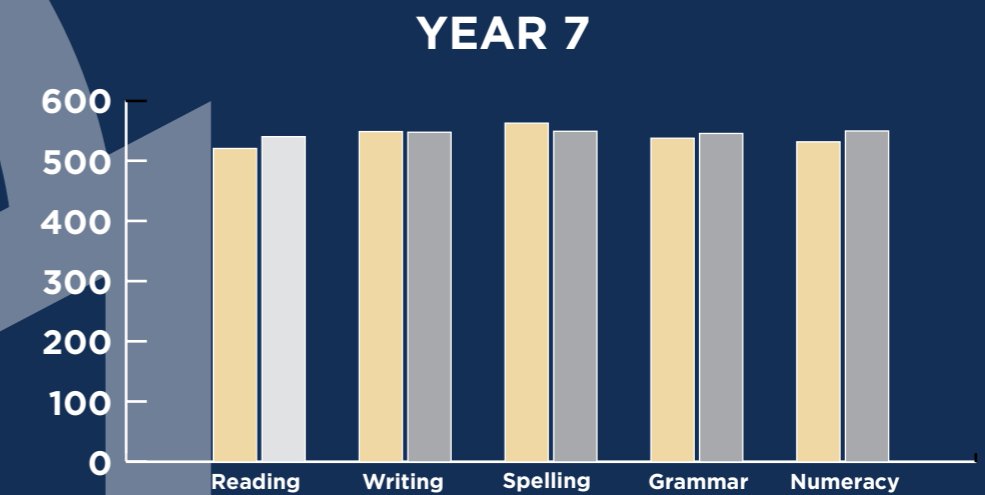
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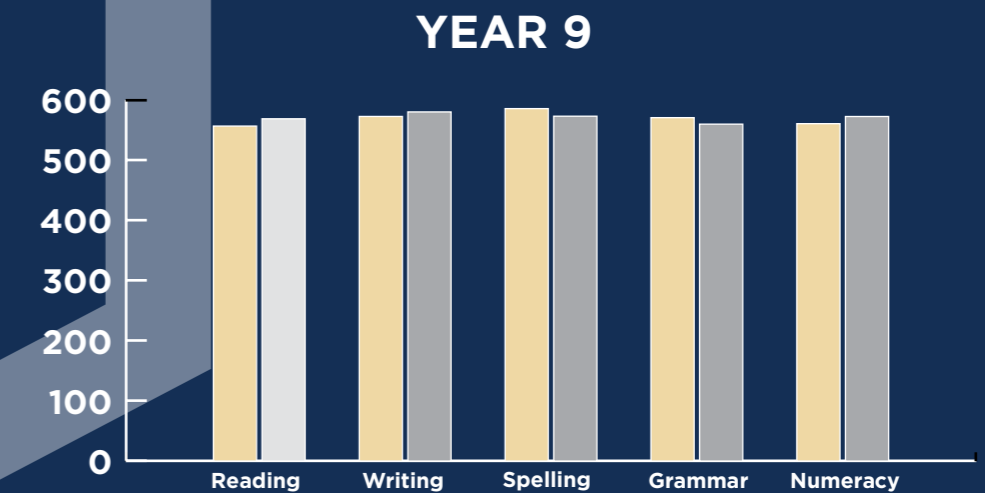
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# HSC Results 2024

In 2024 we had 64 Year 12 students at Minarah College.  
All 64 students achieved the HSC and all 64 attained an ATAR.

Course/Subject	No. of Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Arabic Continuers	7	0	0	5	1	1	0
Biology	22	1	8	10	2	1	0
Business Studies	34	1	9	15	7	0	2
Chemistry	4	0	0	2	0	2	0
Community and Family Studies	18	0	5	9	4	0	0
Design and Technology	12	2	4	5	1	0	0
Earth and Environmental Science	5	0	0	1	3	1	0
English Advanced	22	0	10	12	0	0	0
English Standard	42	0	0	27	14	1	0
Food Technology	12	0	2	7	3	0	0
Geography	8	0	1	4	3	0	0
Legal Studies	7	0	2	3	1	1	0
Mathematics Advanced	9	3	3	2	1	0	0
Mathematics Extension 2	1	1	0	0	0	0	0
Mathematics Standard 2	31	2	8	15	5	1	0
Modern History	9	0	2	4	2	1	0
PDHPE	40	2	12	12	12	2	0
Physics	2	0	0	2	0	0	0
Studies of Religion II	36	0	18	15	0	2	1

# HSC Results Commentary

**Highlights** of the 2024 HSC Student performance include:

- 4 students achieved an ATAR of 90+
- 15 Students achieved an ATAR of 80+, placing them in the top 20% of the State
- Two students achieved 3 Band 6s from the 5 courses they were studying
- 12 Band 6 results, 84 Band 5 results
- Highest ATAR achieved at Minarah College in 2024 was 97.35, by Ahmed Ghazzaoui
- A first for Minarah College where the student with top ATAR was enrolled in Mathematics Extension 2 and achieved a Band 6 in the course

Minarah College's 2024 HSC results provide a noteworthy reflection of the school's growing academic capacity, even though the number of Band 6s may not have been exceedingly high.

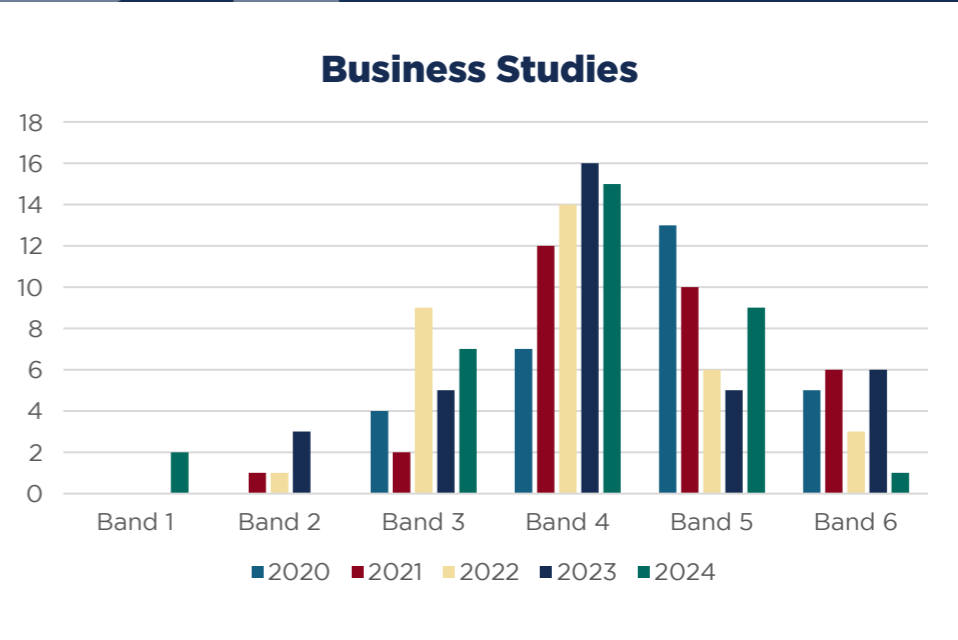
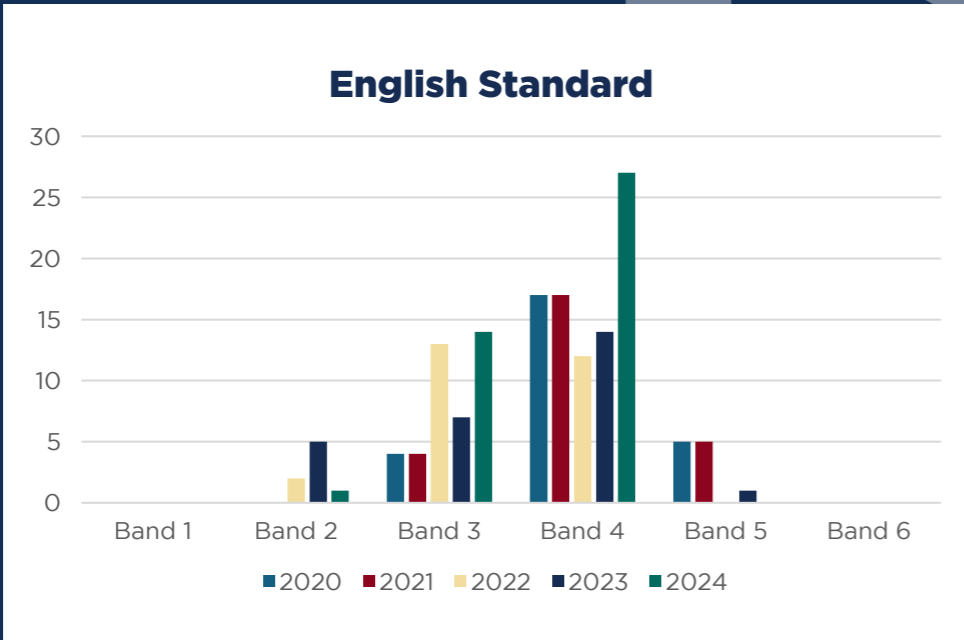
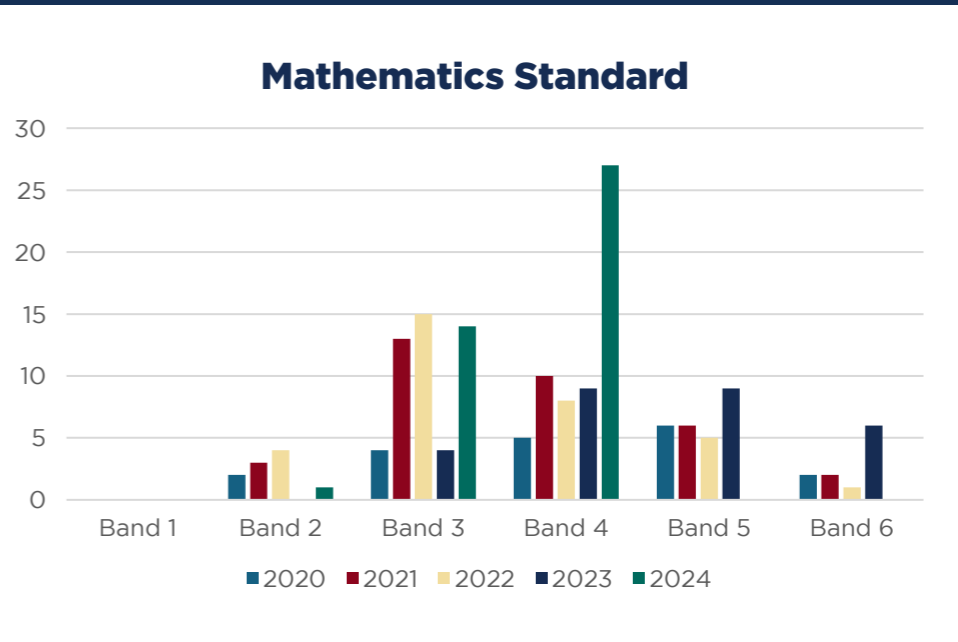
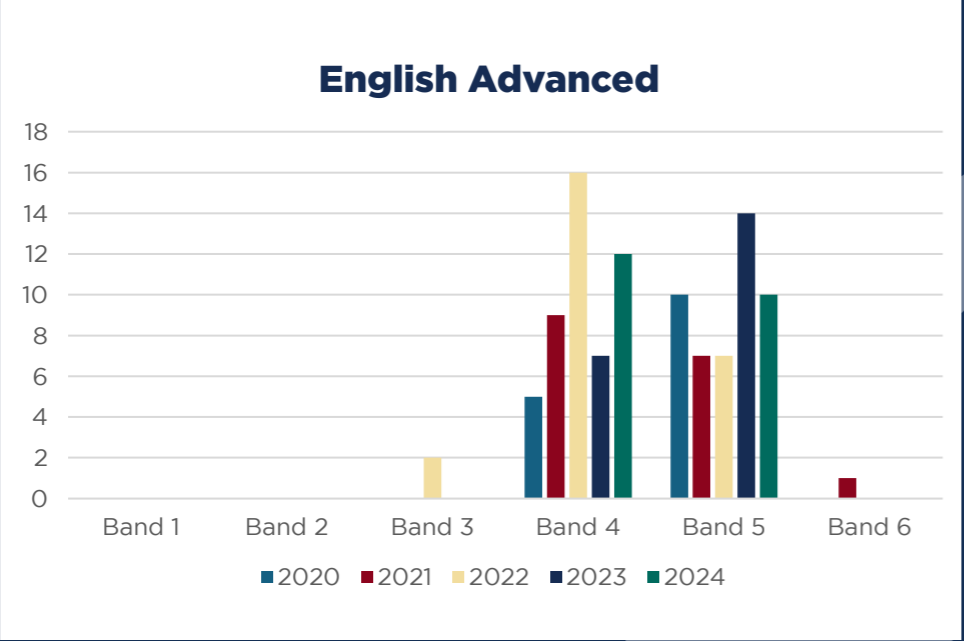
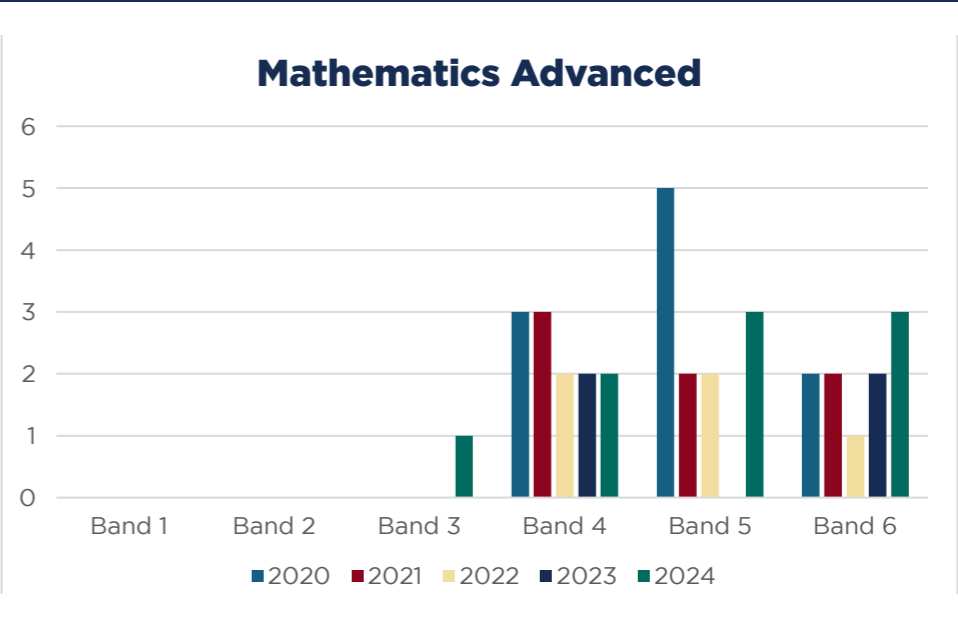
The 2024 cohort at Minarah College set a **record with 64 students** sitting for the HSC exams, resulting in 322 entries. This growth reflects the school's expansion, improved academic programs, and ability to support a larger cohort, highlighting its increasing reputation and academic infrastructure.

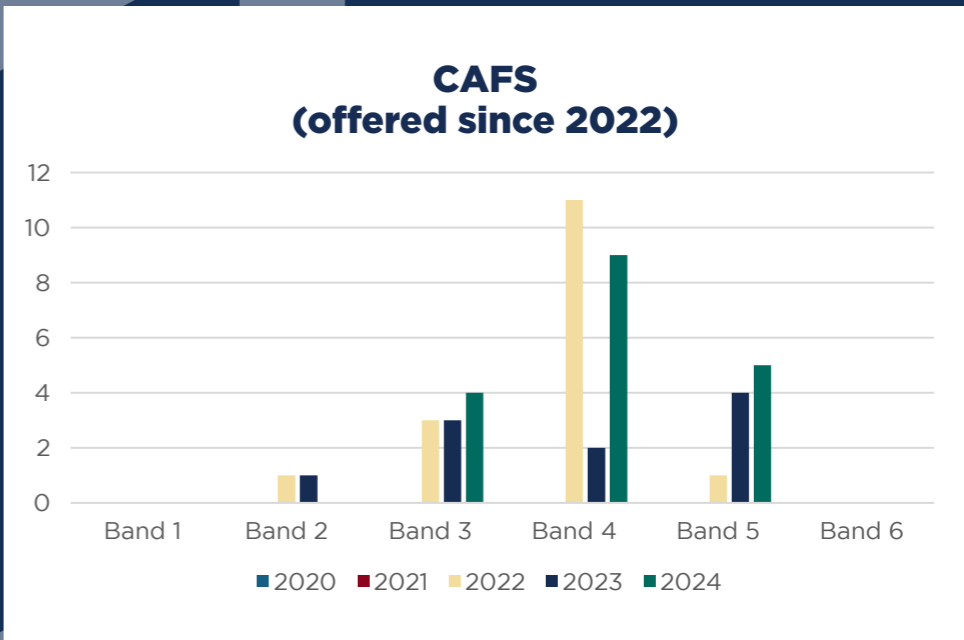
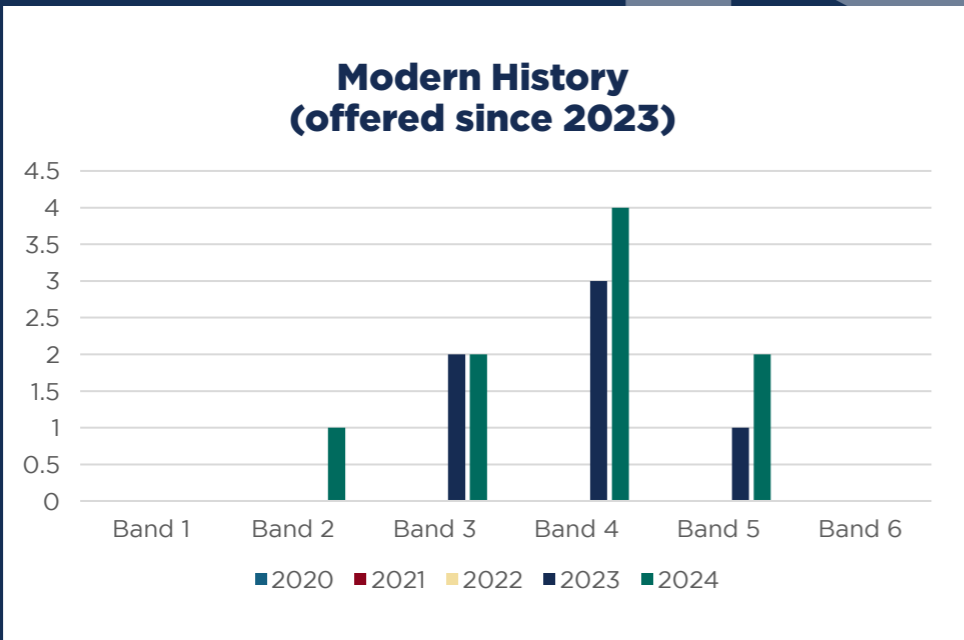
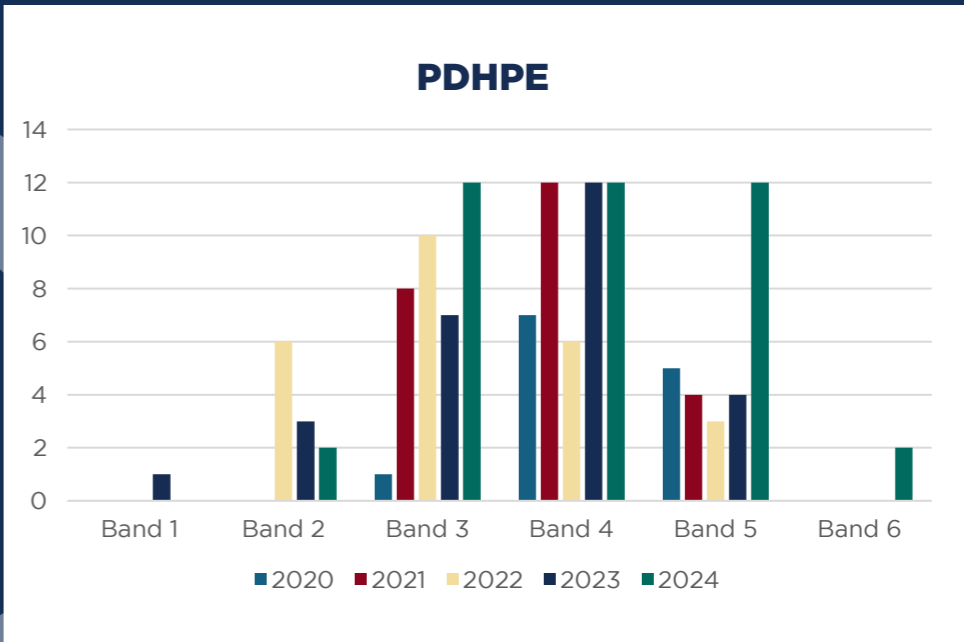
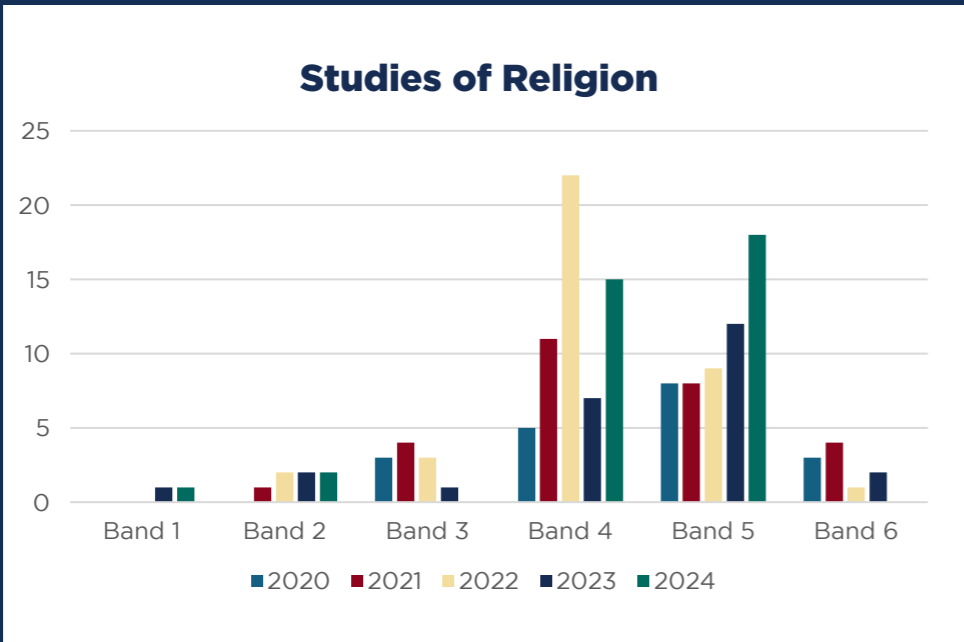
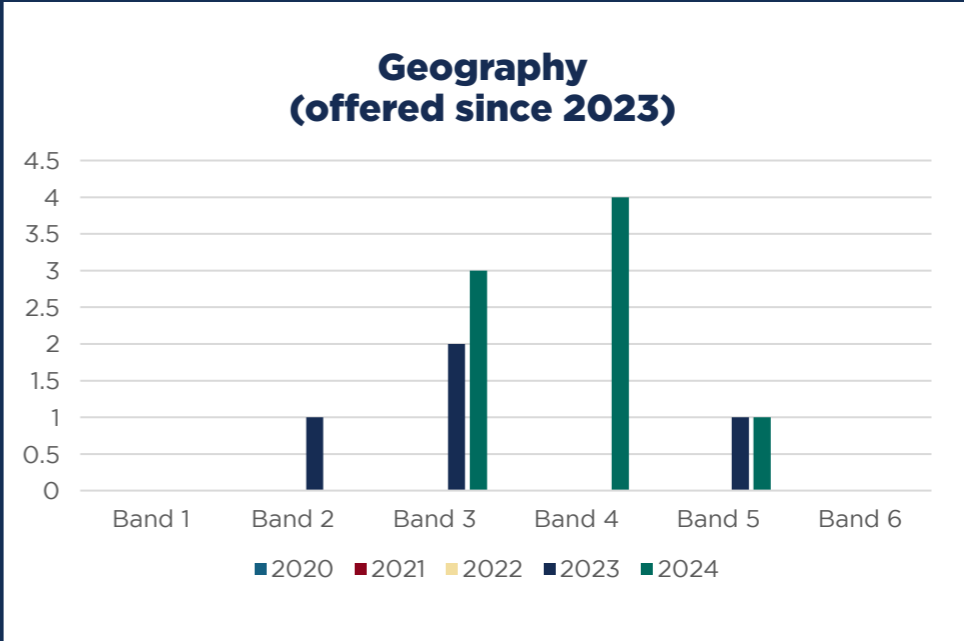
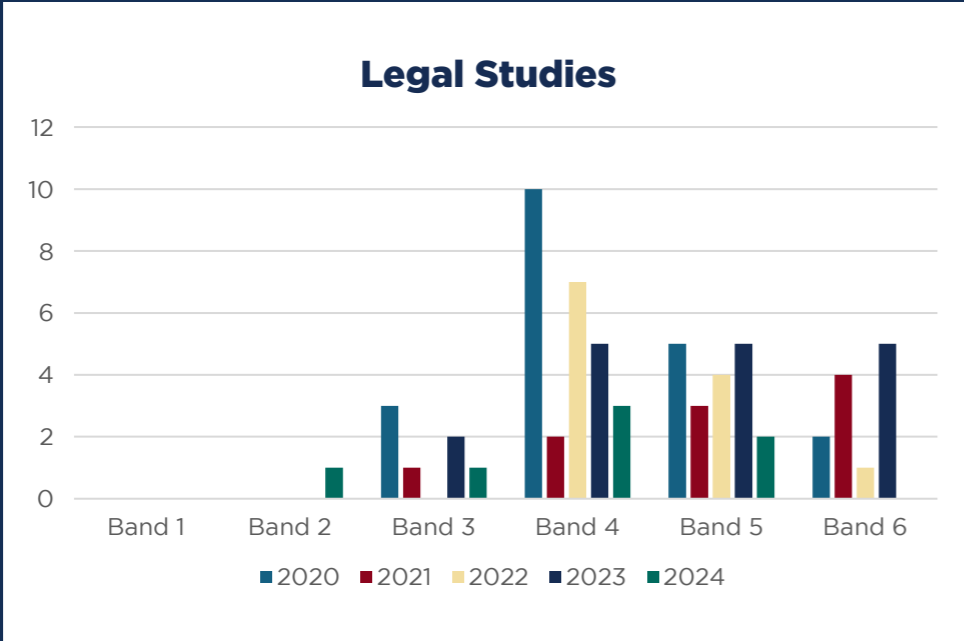
Most students achieved Band 5s, with 84 in total, indicating strong performance and a solid academic foundation. While Band 5 is an excellent result, it suggests many students are close to Band 6, with potential for further improvement through targeted support. This strong Band 5 presence highlights Minarah College's solid academic base and the opportunity for even greater achievements.

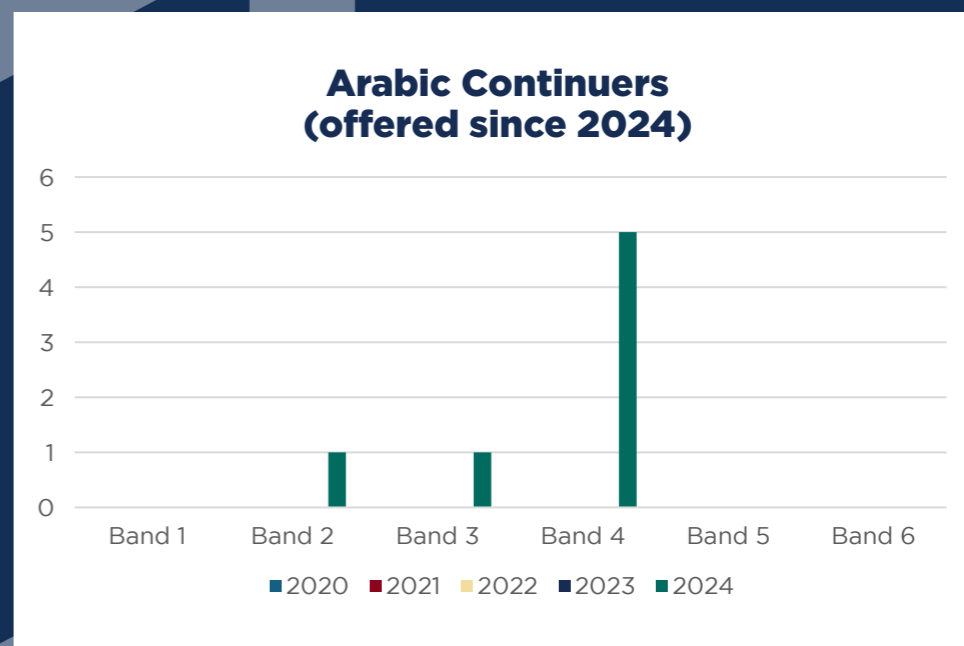
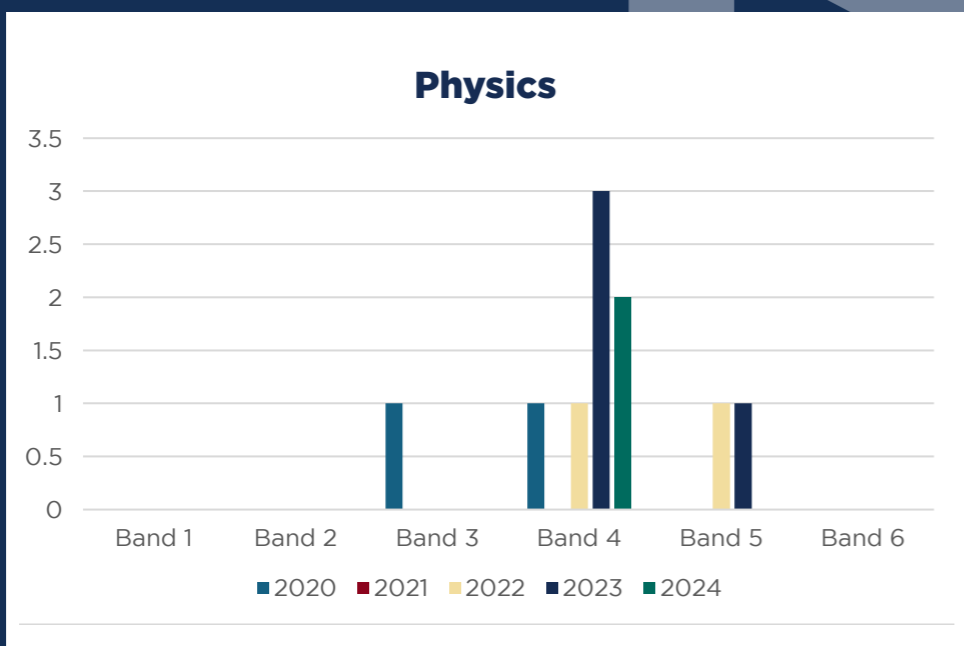
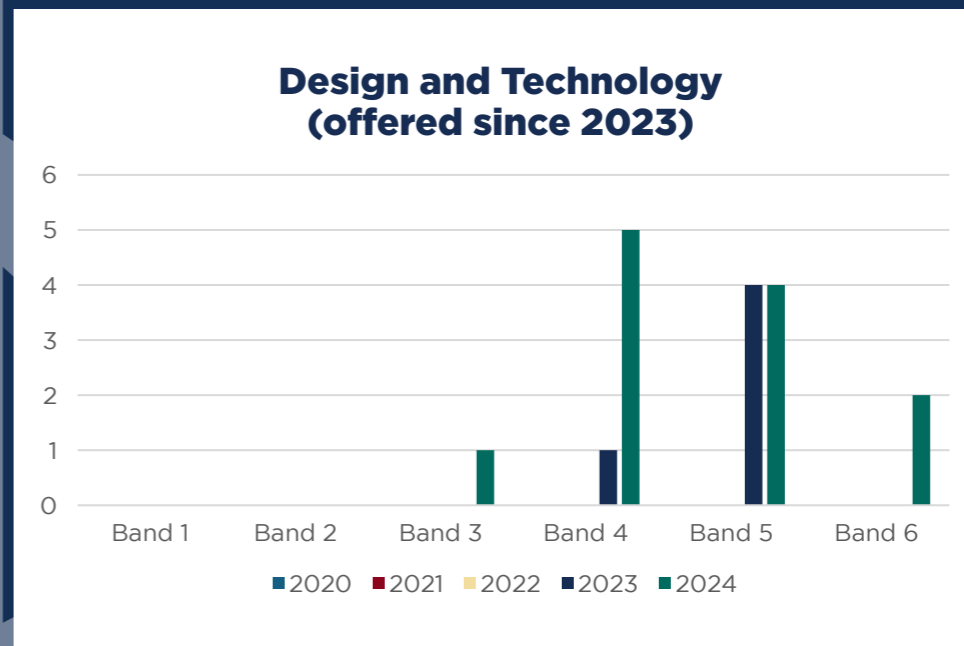
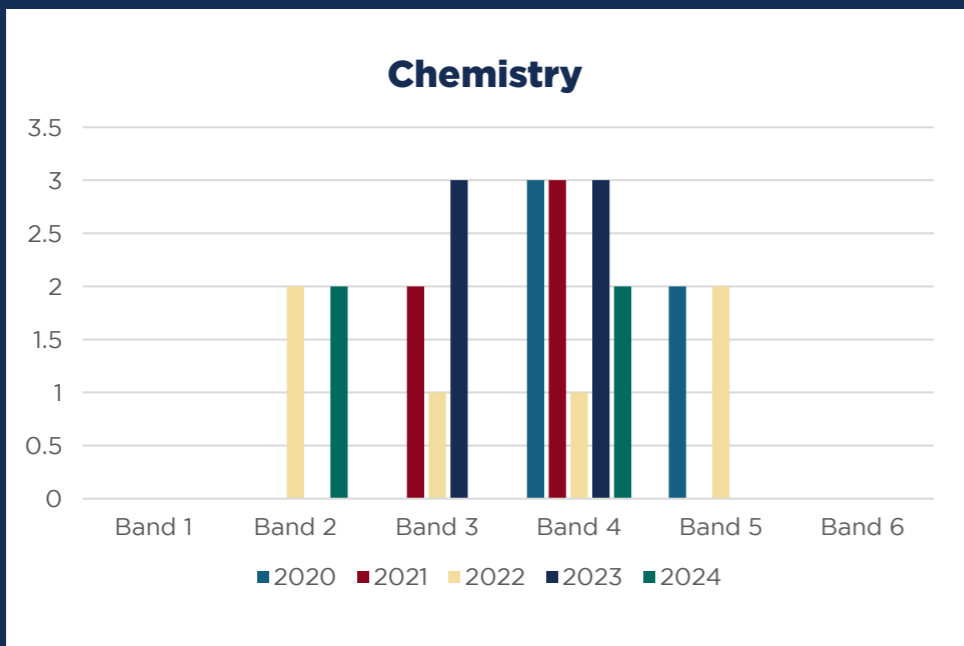
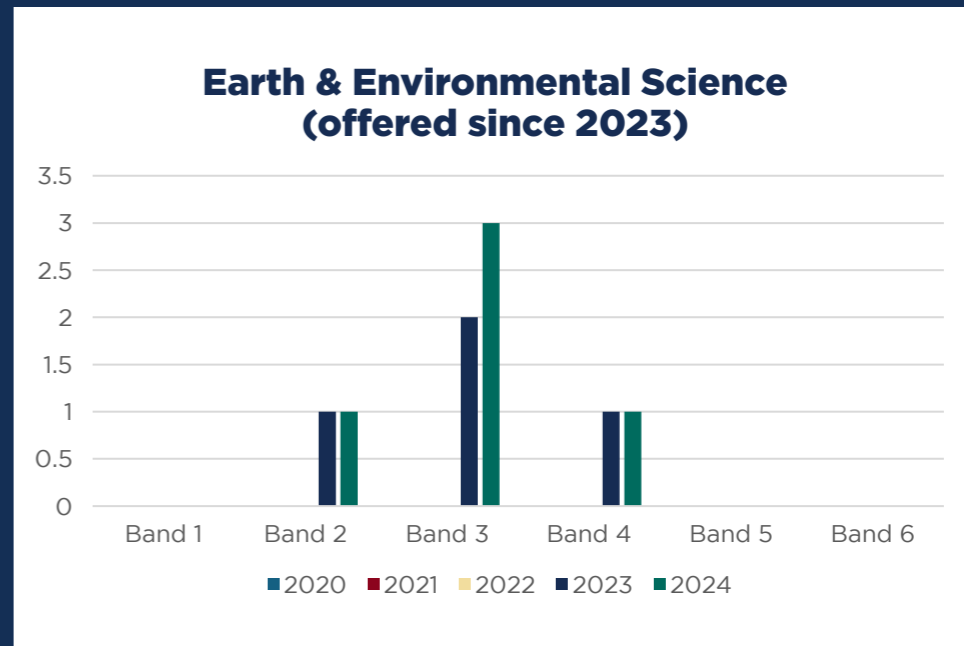
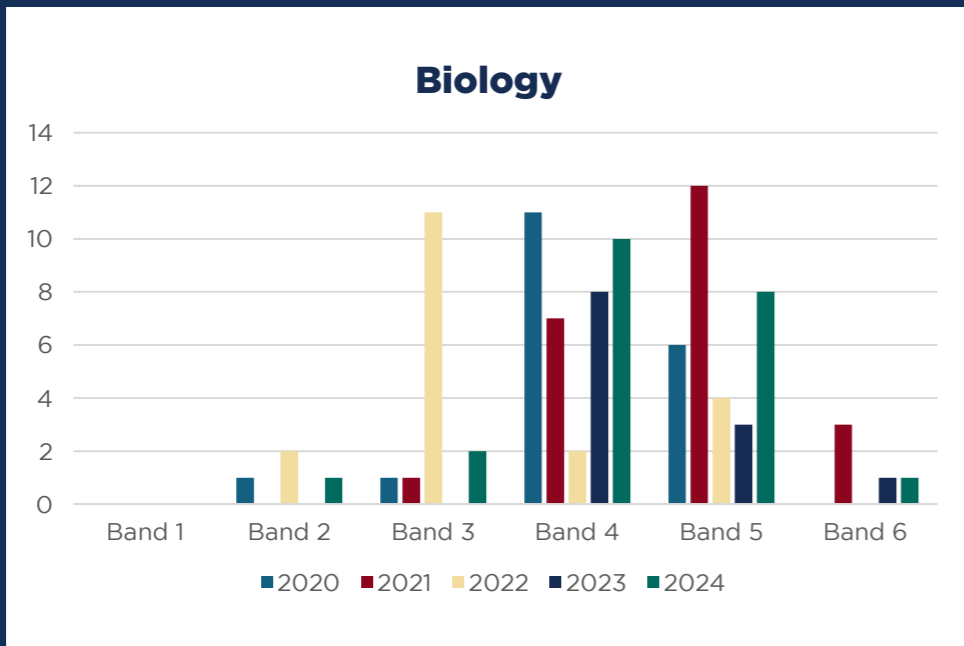
While the number of Band 6s was not large, the overall performance of 64 students and 322 entries lays a strong foundation for future success. Historic achievements and a solid presence of Band 5s indicate the school is on the right track. Continued tailored support, especially for Band 5 students, can help bridge the gap to top performance. With a focus on enhancing outcomes, Minarah College is poised for even greater results in future HSC cohorts.

# HSC Results Comparison over time

The following graphs show the performance of Minarah College students from 2020-2024 by HSC subjects.







# Student Retention Rates

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

In 2022 our Year 10 cohort was 74 students, in 2024 we had 64 Year 12 students giving us a retention rate of **86%**.

# Record of School Achievement

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

# Post School Destinations

In 2024, we had 64 Year 12 students at Minarah College. All 64 students achieved the HSC, and all 64 students attained an ATAR. Approximately 85 % of Year 12 students who completed their studies in 2024 were offered places in Universities in NSW. The remaining 20% progressed through to private colleges, TAFE, and work placement. What we believe to be the final traditional tertiary offers made to students in early 2025 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
- University of Canberra
- Australian Catholic University
- Charles Strut University
- Western Sydney University

Some of the courses offered to the 2024 HSC cohort to undertake in 2025 are:

- Bachelor of Ed (EC & Prim)
- Bachelor of Artificial Intelligence
- Bachelor of Criminology
- Bachelor of Cybersecurity
- Bachelor of Info Tech Bachelor of CrtInIn
- Bachelor of Cyber Secur & Bachelor of Behaviour
- Bachelor of Medical Sciences
- Bachelor of App Sc (Exercise & Sport Sc)
- Bachelor of Nursing
- Bachelor of Nursing
- Bachelor of Med Sc
- Bachelor of Psych Sci/Bachelor of Soc Sci (Crim)
- Bachelor of Pharm Med/M Pharm
- Bachelor of Construction Mgt (Hons)
- Bachelor of Eng (Hons) (Civil Eng)
- Bachelor of Hlth Science (Spt & Exer Sc)
- Bachelor of Accounting
- Dip Nursing /Bachelor of Nursing (LVP)
- Bachelor of Psychology (Hons)
- Bachelor of Speech & Hearing Scs
- Bachelor of Podiatric Med
- Bachelor of Public Health Bachelor of Mgt
- Bachelor of Cyber Secur & Bachelor of Behaviour
- Bachelor of Occ Therapy
- Bachelor of Speech Pathology
- Bachelor of Arts Distance
- Dip Science/Bachelor of Science
- Bachelor of Eng (H)(Aero/M&Man/Mech)
- Bachelor of Laws
- Bachelor of Psychology
- Bachelor of Cyber Security
- Dip Bachelor of iomed Sci
- Dip Med Hlth Sc FT/Bachelor of MedHlth Sc
- Bachelor of Interior Dsgn (Com) (DFEE)
- Bachelor of Midwifery
- Bachelor of Arts/M Teach (Prim)
- Bachelor of Arts/M Teach (Sec)
- Bachelor of Hlth Science (Hlth Prom)
- Bachelor of Eng (H) (Electrical)
- Bachelor of Info & Comm Tech
- Dip Information Technology
- Dip InfoTech FT/Bachelor of CompSci(LVP)
- Bachelor of Education (Sec)
- Bachelor of Nursing
- Bachelor of Primary Education (LVP)
- Bachelor of Midwifery
- Bachelor of Eng (Hons) Bachelor of Medical Sc

# Student Attendance and Management of Non-Attendance

## Attendance Rates 2024

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

## 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

# OUR STAFF

## QUALIFICATIONS

In 2024 we had a total of 69 teachers. All teaching staff meet the professional requirements to teach in NSW schools and are registered with the Institute of Teachers NSW.

All teaching staff are qualified with at least the Bachelor Degree in Education or their subject field. Teachers requiring a Master’s Degree to supplement their Undergraduate Degree have completed this requirement.

## 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:

<b>Proficient</b>	<b>55</b>
<b>Provisional</b>	<b>1</b>
<b>Conditional</b>	<b>4</b>

## WORKFORCE COMPOSITION

There were no indigenous staff at Minarah College in 2024. Our workforce was made up of 80 female and 30 male staff. Our workforce composition was as follows:

Category	Full Time	Part Time
<b>Teachers</b>	<b>60</b>	<b>9</b>
<b>Teacher Aides</b>	<b>9</b>	<b>4</b>
<b>LOTE Staff</b>	<b>8</b>	<b>1</b>
<b>Operations/Admin</b>	<b>1</b>	<b>4</b>

## PROFESSIONAL LEARNING

Key themes of Professional Learning undertaken by our staff in 2024 related to:

### Technology and eLearning:

- Microsoft Innovative Educator Expert (MIEE)
- Lumio Smart Ambassador
- Adobe Qualified
- Power BI
- eSafety
- Minecraft Education
- eLearning Applications (MS Teams, One Note)
- IT Applications

### Other Learning:

- Child Protection (AIS)
- WHS (Wormald)
- WHS policies workshop
- Effective Feedback
- First Aid
- Training Governance (For School Board)
- Students with Diverse Learning Needs Programming Adjustments
- Islamic Pedagogy
- Navigating the Digital World: Cyber Security for K-12
- Seven Steps to Writing
- Differentiation workshop
- Curriculum Reform

## PROFESSIONAL LEARNING EXPENDITURE

Professional development is essential for Minarah College as it ensures that educators remain equipped with the latest pedagogical strategies, subject knowledge, and educational principles to provide high-quality learning experiences. Continuous training fosters a culture of excellence, aligning teaching practices with the college’s vision of integrating faith, knowledge, and character development. It also enhances staff collaboration, professional growth, and well-being, enabling teachers to effectively address diverse student needs, including those in special and inclusive education. By investing in professional development, Minarah College strengthens its commitment to nurturing well-rounded, resilient, and knowledgeable students who thrive academically, spiritually, and socially.

As outlined in the business plan for 2024, an average budget allocation of \$40,000 was designated and utilised for individual staff development. This investment ensures that educators have access to continuous learning opportunities, equipping them with the necessary skills and knowledge to implement effective teaching practices, leadership strategies, and mentorship programs. By fostering a culture of lifelong learning, Minarah College reinforces its commitment to academic excellence, staff well-being, and the holistic development of both educators and students.

Furthermore, Minarah College allocated \$20,000 for whole-school professional development initiatives to ensure a unified approach to teaching, learning, and leadership. This investment supports comprehensive training sessions, workshops, and collaborative learning opportunities that align with the college’s vision and educational goals. By

focusing on collective growth, the program enhanced staff cohesion, and ensured consistency in delivering high-quality education. The funding also enabled expert-led sessions, fostering professional excellence and equipping educators with the necessary tools to address diverse student needs effectively. This commitment reflects Minarah College’s dedication to continuous improvement and holistic educational development.



**Professional Development Workshop facilitated by the Association of Independent Schools of NSW (AISNSW) on the topic of ‘Building Community Partnerships.’**



# SCHOOL IMPROVEMENT TARGETS

# SCHOOL IMPROVEMENT TARGETS

## THE LEARNING ENVIRONMENT

### ACHIEVEMENTS OF 2024

In 2024, the College was dedicated to cultivating an engaging and dynamic learning environment that prioritises academic excellence while also fostering collaboration, effective communication, character development, critical thinking, responsible citizenship, and creativity. This comprehensive approach is seen as crucial in driving both students' academic achievements and their overall personal growth.

In 2024, a key focus in shaping the learning environment is enhancing student collaboration through thoughtful classroom design. Educators have adopted a flexible seating arrangement that balances traditional linear desk setups with collaborative clusters or pods, depending on the activity. This configuration supports group discussions, idea exchange, and collaborative projects, fostering a sense of community while also allowing for independent focus time when needed. The blend of these seating options helps cultivate teamwork skills while maintaining individual workspaces for concentration and personal growth.

The learning environment continued to prioritise the development of effective communication skills. Advanced audio-visual technologies, such as interactive whiteboards and multimedia tools, are integrated into classrooms to enable students to present their ideas confidently,

engage in discussions, and communicate their thoughts clearly. Educators also incorporate a range of interactive activities, including role-playing and debates, to enhance both oral and written communication abilities, ensuring students are equipped to express themselves effectively in various contexts.

Educators in 2024 recognise the importance of nurturing character development alongside academic growth. The learning environment is intentionally designed to instil values such as respect, empathy, and responsibility. Character-building activities are woven into the curriculum, with an emphasis on ethical decision-making and fostering a supportive, inclusive classroom culture. By promoting kindness, empathy, and inclusivity, students cultivate a deeper appreciation for diversity and strengthen their moral character, equipping them to make positive contributions to their communities.

In 2024, the learning environment focused on fostering students' critical thinking skills through inquiry-based learning, complemented by targeted teacher guidance and problem-solving tasks. Educators created opportunities for students to explore real-world issues, critically analyse information, and sharpen their logical reasoning. Technology is integrated into the classroom to enhance students' ability to think independently and critically.

The 2024 learning environment prioritised collaboration, effective communication, character development, critical thinking, responsible citizenship, and creativity.

By promoting teamwork, leveraging technology, and emphasising character growth, educators cultivate an environment that supports both academic excellence and holistic development.

This comprehensive approach not only creates a positive classroom atmosphere but also nurtures well-rounded individuals, preparing students to thrive in an ever-changing world.

### GOALS FOR 2025

In 2025, the goal is to maintain an inclusive, engaging, and well-rounded learning environment where the approach shifts seamlessly between explicit teaching and student-centered learning, depending on the needs of the task. A key objective is to strengthen academic achievement by building strong bonds with students, creating an environment that supports student's growth and success.

2025 Goals include:

- Foster academic excellence by enhancing the learning experiences and providing opportunities for students to showcase their achievements.
- Strengthen academic and extracurricular development by encouraging student participation in external competitions, both in academics and sports.
- Promote a culture of wellbeing by increasing team-building activities and support initiatives for both staff and students.
- Increase family engagement and strengthen the school community through enhanced school-based events, creating more opportunities for connection and collaboration.
- Ensure continuous professional

growth for staff by providing targeted professional development programs that support both academic and wellbeing-focused initiatives.

- Enhance student support systems by improving access to counselling, mentoring, and academic tutoring, ensuring that every student has the support they need to succeed.
- Promote leadership development among students by offering opportunities for student-led projects, peer mentoring, and leadership roles within the school community.
- Cultivate a growth mindset in both students and staff by fostering an environment where challenges are seen as opportunities for growth, resilience, and learning.
- Prioritise sustainability and environmental awareness through initiatives that engage students and staff in eco-friendly practices, promoting responsibility toward the environment.
- Strengthen the school's digital infrastructure by ensuring all students and staff have access to the necessary tools and resources for effective learning in an increasingly digital world.
- Enhance inclusion practices by creating more diverse and accessible learning materials, ensuring that all students, regardless of background or ability, can thrive.

The objectives for the 2025 learning environment aim to create an engaging, inclusive, and supportive space for students. These goals will foster a positive and empowering atmosphere, nurturing students' holistic growth and preparing them for success in an ever-changing world.

# TEACHING AND LEARNING

## ACHIEVEMENTS OF 2024

Teaching and learning at Minarah College included a vast range of differentiation and collaboration where activities were carefully aligned to student's individual capabilities. Effective and innovative teaching strategies through the use of interactive and student-centred approaches has enhanced comprehension and engagement in learning. NESA syllabi were aligned to create Deep Learning lessons to enhance student progress.

Well-equipped learning environment such as the modern classrooms, student devices, science, robotics and technological laboratories, and a well-stocked library have supported students' learning experiences. Students who required support, received this through teacher intervention. Students who were excessively capable were excelled. Strong collaboration between parents, teachers, and the community has played a vital role in student motivation and performance.

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 focused 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. Professional Development Days allowed collaboration between teachers to put forth quality teaching and learning programs that catered to the students more effectively by making clear connections between the learning goals, activities, and assessment tasks.

## GOALS FOR 2025

- Provide an engaging, holistic learning experience where students thrive academically.
- More explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills.
- Continue Integrating digital tools in teaching and learning to improve student engagement.
- Common language used in planning, monitoring, and reflecting on classroom practices.
- Using student data to make informed decisions on pedagogical practices.
- Extend intervention classes to enhance the learning experience.
- Establishing peer tutoring and mentorship initiatives to support struggling students.
- More Inquiry-Based Learning to promote problem-solving and critical thinking through research and exploration.
- Regular professional development for teachers to keep up with modern educational trends.
- Attracting and retaining the most qualified individuals to the teaching profession.
- Promoting a balance between academics and extracurricular activities for holistic development. The school is running enrichment activities on a fortnightly basis for all students.
- Addressing students' emotional and psychological needs to reduce stress and anxiety.
- Encourage parents to participate in school activities and academic monitoring.
- Foster a positive school culture where effort and perseverance are valued.
- Continue to celebrate academic achievements to motivate students.
- Encourage teamwork and cooperative learning projects across key learning areas.
- Continue with STEM Programs to promote Science, Technology, Engineering, and Mathematics (STEM) learning.
- Implement reading initiatives to strengthen comprehension and critical thinking.
- Workshops on managing time and answering questions effectively during examinations.
- Collaborate with local businesses for internships and career exposure.
- Connect students with higher education institutions for mentorship and college preparation.



# COMMUNITY ENGAGEMENT

## ACHIEVEMENTS OF 2024

In 2024, from Term 3 onwards, our community engagement initiatives successfully fostered strong connections between students, parents, and the broader school community.

Some of the key events and activities included:

**Character Parade** – A vibrant event celebrating creativity and literacy, where students showcased their favourite book characters.

**Public Speaking Event** - We hosted a public speaking event in our school hall, where students from our school and four other schools participated. This event helped students develop confidence, articulation, and effective communication skills.

**Parent-Teacher Interviews** - Opportunities for meaningful discussions between educators and parents, strengthening communication and collaboration in student learning.

**Charity Fundraising for Muslims in Need** - MATW provided students with charity tins to help fundraise money for Muslims in need. This initiative encouraged families to participate in acts of kindness and community support, reinforcing the values of generosity and empathy.

**Catherine Field Campus Support Day** - A special community event featuring face painting, henna, popcorn, balloons, and a coffee cart for parents. We were honoured to have the Member of Parliament for Leppington, Nathan Hagarty, join us for the day.

**4W Book Launch** - A special event that highlighted our students' achievements in writing and publishing their own books, fostering a love for storytelling and literacy. Parents from K-6 were invited to read and purchase the students' books on the day. The event featured a talk by author Mr. Gavin McCormack, who spoke about the success of the program. A portion of the proceeds from book sales was donated to a charity chosen by the students themselves.

**End-of-Year Assemblies** - Celebratory gatherings that recognised student achievements and reflected on the school year.

These events not only fostered a strong sense of belonging within our school community but also enriched our students' educational experiences. By prioritising collaboration, creativity, and social responsibility, we strengthened our school's culture of inclusivity and engagement. The success of these initiatives reflected in higher student participation, increased parental involvement, and enhanced student confidence in both academic and social settings.

## GOALS FOR 2025

The planned initiatives for 2025 aim to strengthen community bonds, promote inclusivity, and offer enriching experiences for students and their families. These initiatives include:

**Annual Eid Festival** - A school-wide celebration to embrace cultural diversity and inclusivity. The festival will feature traditional food stalls, performances, and activities to educate students about the significance of Eid.

**Community Parent Iftar** - A shared meal during Ramadan, bringing together parents, staff, and students in a spirit of unity and reflection. This event fosters a sense of belonging while highlighting

the importance of fasting, gratitude, and community support.

**Homeless Run** - A student-led initiative to provide food and essential supplies to those in need. This project will instill empathy and social responsibility in students while making a meaningful impact on the wider community.

**Sewing, Gardening, and Cooking Classes for Women** - Skill-building workshops designed to empower women by equipping them with practical skills. These classes will also serve as a social platform, fostering connections among participants.

**Parent Information Sessions** - Regular sessions covering essential topics such as child development, academic support strategies, mental health awareness, and online safety. These workshops will enable parents to actively support their children's education and well-being.

**Harmony Day Celebrations** - A day dedicated to promoting cultural awareness, respect, and inclusivity within the school community. Students will participate in cultural performances, storytelling sessions, and art displays reflecting the diverse backgrounds within our school.

**Annual Character Parade** - Continuing the tradition of celebrating creativity and literacy, where students dress up as their favourite book characters and participate in a themed storytelling event.

**End-of-Year Assemblies** - A culminating celebration of student growth, accomplishments, and memorable moments throughout the school year. Awards and recognitions will highlight the efforts of students, teachers, and the broader school community.

By implementing these initiatives, we aim to build a strong, supportive, and inclusive school environment that fosters engagement, learning, and a sense of belonging for all students and families.



# STUDENT WELLBEING

## ACHIEVEMENTS OF 2024

Minarah College has implemented several initiatives to promote student wellbeing, creating a supportive and engaging environment for its students. One of the key events is the **Minarah Wellbeing Fair**, held annually to emphasise the importance of wellbeing and fostering a sense of community. This event features various activities such as sporting workshops, rides and stalls, as well as food stalls. It also provides an opportunity for students, parents, and staff to interact with one another and enhance the wellbeing of its students and their families alike.

Another popular initiative is the **Character Parade**, which encourages students to express their creativity and individuality. Held every August, this event sees students dressing up as their favourite characters from books, movies, or historical figures. The parade not only promotes literacy and a love for reading but also helps build confidence and public speaking skills as students present their characters to their peers. It's a fun and educational experience that brings the school community together in celebration of imagination and learning.

The **Sports Enrichment Days** are another key component of Minarah College's wellbeing initiatives. These days are dedicated to promoting physical activity and teamwork among students. Held at various sports facilities, such as the Bankstown Basketball Stadium and Sydney Olympic Park, these events include a variety of sports competitions and activities designed to cater to all skill levels. By encouraging students to participate in sports, the school aims to instil the values of discipline, perseverance, and

healthy living. These enrichment days are a highlight of the school calendar, fostering a spirit of camaraderie and healthy competition.

During the holy month of Ramadan and the celebration of Eid, Minarah College distributes **Ramadan and Eid gift bags** to students. These gift bags contain items such as dates, gift toys, and educational materials about the significance of Ramadan and Eid. This initiative not only enhances the festive spirit but also educates students about the cultural and religious importance of these occasions, fostering a sense of community and belonging among the students.

Additionally, Minarah College hosted an **anti-bullying presentation by Daniel Mirza**, a renowned speaker on the topic. This presentation aims to raise awareness about the impact of bullying and provides students with strategies to combat it. The school also collaborated with **Brainstorm Productions** to deliver a **wellbeing show**, which uses live theatre to address issues such as bullying, resilience, and mental health. These presentations are designed to empower students with the knowledge and skills to create a safe and supportive school environment.

**Harmony Day** at Minarah College is a significant event that celebrates the cultural diversity within the school community. By encouraging students and staff to dress in their own cultural clothing, symbolising inclusiveness and respect, the day fosters a sense of belonging and unity. Activities such as cultural stands where marquees are decorated in the specific country colours and images that represent it, food stalls, and interactive workshops allow students to experience and appreciate different cultures, promoting mutual respect and understanding. This celebration of diversity not only enhances student wellbeing by creating a supportive and inclusive environment but also helps

build a strong, cohesive community where every student feels valued and accepted.

## Goals for 2025

### Team Building and Wellbeing

In 2025, Minarah College aims to build on its beloved traditions and introduce new initiatives to enhance student wellbeing. The school will continue hosting the much-loved Eid festival, a cherished event that students eagerly anticipate each year. Additionally, the college plans to introduce wellbeing workshops led by school counsellors, ADPs, and external experts. These workshops will cover various aspects of wellbeing, including sessions on Islamic pedagogy and its connection to student wellbeing. The school will also celebrate Harmony Day, Enrichment Days, the Character Parade, and Islamic Dress Days, fostering a vibrant and inclusive community where every student feels supported and valued.



# STAFF DEVELOPMENT

## ACHIEVEMENTS OF 2024

### Leadership Growth In 2024

Leadership at Minarah College is distributed across various roles to ensure effective management and support. In Secondary, leadership includes Heads of Years, Heads of Departments, the Deputy Principal of Teaching and Learning, and the Deputy Principal of Operations. In Primary, leadership is structured with Associate Deputy Principals overseeing different stages and the Deputy Principal of Primary. Across both divisions, an Acting Principal provides overall guidance. This distributed leadership model fosters collaboration, accountability, and a cohesive approach to school improvement. Leaders are consistently staying attuned with syllabus reforms and general operational matters through regular professional development.

### Deep Teaching and Learning

Minarah College implements a hybrid model of teaching and learning, combining structured instruction with meaningful engagement. Explicit teaching, a systematic and direct instructional approach, ensures clarity by outlining learning objectives, modelling skills, providing guided practice, and delivering immediate feedback. Deep Learning brings joy back into education for both students and teachers by fostering

purposeful, relevant, and engaging learning experiences that unlock potential. This balanced methodology enhances student understanding by simplifying complex concepts into manageable steps, supporting effective and impactful learning.

### Observations

In 2024, scheduled lesson observations were carried semesterly, and spontaneous learning walks were carried out fortnightly. These practices contributed to enhancing the standard of teaching and learning by offering comprehensive feedback through written and verbal assessments.

### New Staff to Minarah

New staff at Minarah College are effectively inducted by the Deputy Principals of each sector to ensure a smooth transition into the school's culture, values, and expectations. Induction is essential for fostering a shared vision, enhancing professional growth, and equipping staff with the knowledge and support needed for success.

### Coaching

Coaching is provided to support teachers progressing through their accreditation and to enhance the quality of teaching and learning. These sessions involve collaborative planning, co-teaching, and reflective feedback to guide future improvement.

## Goals for 2025

### Team Building and Wellbeing

Strengthening teamwork will be a key focus in fostering a collaborative environment for 2025. An external agency acquired to work with staff through Wellbeing initiatives. Planned activities will encourage meaningful connections, enhance communication, and develop problem-solving abilities. Engaging in interactive challenges and group projects will help build trust, cohesion, and overall staff productivity, creating a supportive and dynamic workplace culture.

### Observations

Semesterly lesson observations to be conducted in 2025 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 2025, coaching to continue for staff at various accreditation levels to enhance teaching and learning standards. Sessions to involve joint lesson planning, shared teaching experiences, and reflective discussions to enhance future instructional strategies.

### Professional Learning

Offer termly Professional Development (PD) sessions on Staff Development/ Pupil Free Days, instead of the former fortnightly arrangement. These whole-school PDs are conducted each term, while individualised PDs are ongoing and address specific teacher needs, ensuring targeted professional growth and support.

### Enhancing Assessment and Feedback Practices

Enhance staff members' skills in formative and summative assessments and in providing constructive feedback. Provide professional development on assessment design, data analysis, and feedback techniques that promote student growth and self-reflection.



**Pink Ribbon Morning Tea to raise funds for the Breast Cancer Network Australia.**



# 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 attending the school,

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

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

## SUMMARY OF STUDENT WELLBEING/WELFARE POLICY

The **Minarah College Wellbeing Policy** establishes guidelines and expectations for creating a safe, inclusive, and supportive learning environment. It applies to all students and aligns with the school's mission to provide holistic education rooted in Islamic values.

### Key Objectives:

- Foster **academic excellence, character development, and citizenship** through positive behaviour initiatives.
- Ensure a **safe and respectful environment** where students and staff uphold shared values of respect, ownership, caring, knowledge, and safety.
- Provide structured **student support**, including child protection measures, behaviour management, and targeted wellbeing programs.

### Core Components:

- **Positive Behaviour Support (PBS):** Encourages goal setting, self-reflection, and engagement through structured

- behaviour management strategies.
- **Rewards System:** Recognises students demonstrating core values through a tiered merit system.
- **Anti-Bullying & Harassment Policies:** Clearly defines bullying, outlines intervention procedures, and promotes a culture of respect and reporting.
- **Wellbeing & Mental Health:** Includes Mindful Mornings, wellbeing excursions, and student counselling to support social and emotional development.
- **Pastoral Support Program:** Provides individualised behaviour support and intervention strategies for students needing additional guidance.

### Behaviour Management & Consequences:

- A structured **stage-based disciplinary approach** is in place, with progressive consequences from verbal reminders to exclusions.
- Strict policies on **violence, drug use, smoking, and weapons** ensure a safe school environment.
- Emphasis is placed on **rehabilitation and support** rather than punitive measures, where possible.

This policy reflects Minarah College's commitment to **academic success, student wellbeing, and positive school culture**, preparing students to thrive in a diverse and evolving world.

## SUMMARY OF STUDENT DISCIPLINE POLICY

The **Minarah College Student Discipline Policy** establishes clear expectations for student behaviour, promoting a safe, respectful, and inclusive school environment. The policy aligns with Islamic values and ensures procedural fairness in all disciplinary actions.

### Key Objectives:

- Foster a **positive and respectful school culture** where students uphold integrity, responsibility, and discipline.
- Ensure **fair and transparent disciplinary processes** guided by procedural fairness.
- Promote **student accountability and character development** through restorative practices.
- Maintain a **safe learning environment** by addressing bullying, harassment, and unsafe behaviours effectively.
- Provide **support systems** to help students improve their behaviour and personal growth.

### Core Components:

- **Behaviour Expectations:** Students must adhere to school values, demonstrating respect, responsibility, and cooperation.
- **Legislative Compliance:** The policy aligns with legal frameworks such as anti-discrimination and child protection laws.
- **Prohibition of Corporal Punishment:** The use of physical discipline is strictly forbidden.
- **Student Support & Wellbeing:** The policy integrates counselling, behaviour progress reports, and structured interventions to guide students toward positive change.

### Behaviour Management & Consequences:

Minarah College follows a structured, staged approach to behaviour management:

- **Progressive Discipline:** Behaviour concerns are addressed through verbal warnings, behaviour reports, and parent communication.
- **Detentions:** After-school detentions are issued for recurring or disruptive behaviour.

- **Suspensions & Expulsions:** Severe infractions such as bullying, violence, or possession of prohibited substances may lead to suspension or expulsion, following a fair and thorough investigation.
- **Restorative Approaches:** Students are given opportunities to reflect, apologise, and engage in counselling to correct behaviour rather than facing purely punitive measures.
- **Classroom Management Stages:** Both primary and high school students follow a tiered system, escalating from warnings to teacher intervention, disciplinary meetings, and administrative action if necessary.

This policy ensures a **balanced approach to discipline**, fostering accountability while supporting student wellbeing and academic success.

## SUMMARY OF ANTI-BULLYING POLICY

The **Minarah College Anti-Bullying Policy** establishes a safe, respectful, and inclusive learning environment by outlining clear procedures for preventing and addressing bullying. The policy aligns with Islamic values and ensures a supportive school climate for all students and staff.

### Key Objectives:

- Foster a **safe and supportive school environment** free from bullying and discrimination.
- Educate students on **positive relationships, rights, and responsibilities** within the school community.
- Implement **clear reporting and intervention procedures** to address bullying effectively.
- Provide **support for victims, perpetrators, and bystanders** through counselling and restorative practices.
- Enforce **fair and consistent disciplinary measures** to deter bullying behaviour.

### Core Components:

- **Definition of Bullying:** Bullying includes physical, verbal, psychological, relational, cyber, and sexual harassment, occurring repeatedly and deliberately.
- **Responsibilities:** Students, staff, and parents play active roles in preventing and reporting bullying.
- **Intervention Procedures:** A structured approach includes investigation, counselling, parent involvement, and disciplinary actions if necessary.
- **Reporting & Support:** Students can

report bullying through multiple channels, including teachers, counsellors, or school leaders. Staff are responsible for responding promptly and fairly.

- **Preventative Strategies:** The school promotes awareness through antibullying campaigns, classroom discussions, peer mediation, and strong supervision.

### Behaviour Management & Consequences:

- **Progressive Disciplinary Actions:** Bullying incidents are addressed based on severity, starting with warnings and escalating to detentions, suspensions, or expulsion for repeated or severe cases.
- **Restorative Approaches:** Offenders are encouraged to take accountability, make amends, and participate in counselling sessions to change their behaviour.
- **Support for Victims & Bystanders:** Counselling services and follow-up meetings are provided to ensure student wellbeing and prevent recurrence.
- **Suspension & Expulsion:** Severe bullying, such as physical violence or cyber harassment, may result in immediate suspension or expulsion, ensuring the safety of all students.

This policy reinforces Minarah College's commitment to creating a **respectful, inclusive, and bully-free environment**, ensuring the wellbeing of all students and staff while maintaining a structured and fair disciplinary system.

## SUMMARY OF COMPLAINTS, COMPLIMENTS, AND SUGGESTIONS POLICY

The **Minarah College Complaints, Compliments, and Suggestions Policy** provides a structured process for stakeholders to give feedback, ensuring concerns are addressed fairly and efficiently. The policy applies to students, parents, staff, and the wider school community, supporting continuous improvement in the school's services.

### Key Objectives:

- Establish a **transparent and accessible** process for complaints, compliments, and suggestions.
- Ensure **timely and fair resolution** of concerns at the local level where possible.
- Promote **continuous improvement** by valuing stakeholder feedback.
- Maintain **confidentiality and professionalism** in all complaint-handling procedures.
- Align with **legislative requirements** and uphold safeguarding responsibilities.

### Core Components:

- **Scope of Complaints:** Covers concerns related to services, policies, staff conduct, and decisions, ensuring all issues are handled appropriately.
- **Safeguarding & Confidentiality:** Complaints involving child safety are reported immediately to relevant authorities, and all cases are handled with discretion.
- **Multiple Feedback Channels:** Complaints and feedback can be raised in person, via phone, email, letter, or the College's online portal.
- **Complaint Stages:** A tiered process includes informal resolution, formal investigation, and escalation to a Complaint Review Panel if needed.
- **Monitoring & Accountability:** Complaints and resolutions are recorded to improve processes and ensure compliance with relevant laws.

### Management Strategies & Consequences:

- **Progressive Complaint Resolution:** Issues are first addressed informally with relevant staff before escalating to school leadership.
- **Formal Investigation:** Complaints unresolved at the informal stage undergo a structured investigation, with findings documented and shared with involved parties.
- **Escalation to School Board:** If unresolved, the complaint is reviewed by a panel, which can recommend policy changes, corrective actions, or dismiss the case.
- **Unreasonable or Duplicate Complaints:** The school reserves the right to dismiss complaints deemed unreasonable, repetitive, or lacking new evidence.
- **Safeguarding Measures:** Any complaint indicating a risk to student safety triggers immediate action per the Child Protection Policy.

This policy reinforces Minarah College's commitment to **fairness, accountability, and continuous improvement**, ensuring a responsive and supportive school environment.

# 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 2024 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 AND STAFF SATISFACTION

## Parent Survey

Below are some of the key results received from Parents in the Survey conducted. We had 114 responses from Parents.

**71.9% of Parents were 'satisfied' or 'very satisfied'** with the communication from the school regarding their child's progress and school events.

**61.4% of Parents were 'satisfied' or 'very satisfied'** with the academic support provided to their child.

**54.3% of Parents agreed** that their child received adequate support for their learning needs.

**54.3% of Parents were 'satisfied' or 'very satisfied'** with the variety of extracurricular activities offered at Minarah.

**64.9% of Parents selected 'excellent' or 'good'** when asked to rate the overall school environment.

**73.6% of Parents agreed** that the school provides a safe and welcoming environment for their child.

**55.2% of Parents were 'satisfied' or 'very satisfied'** with the opportunities for parent involvement at the school.

## Staff Survey

Below are some of the key results received from Staff in the Survey conducted. We had 70 responses from Staff.

**71.4% of Staff selected 'always' or 'often'** when asked if they felt through proper planning their workload was manageable within their normal working hours.

**98.5% of Staff selected 'yes, completely' or 'mostly'** when asked if they had a clear understanding of their role and what is expected of them in their position.

**80% of Staff selected 'very manageable' or 'manageable'** when asked about the work they are required to complete.

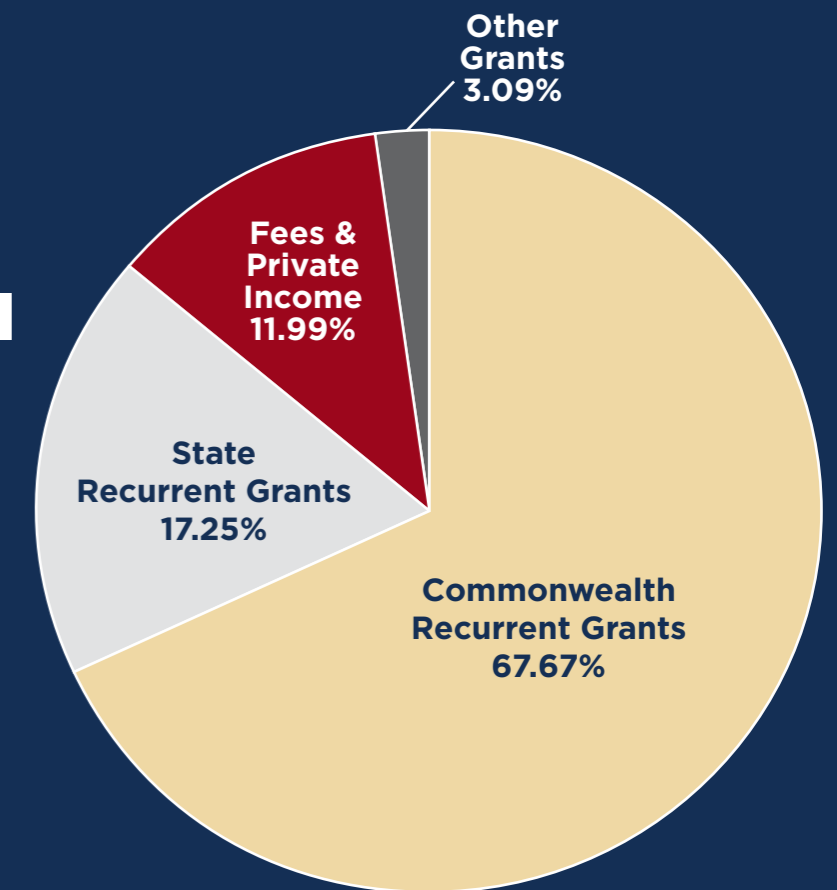
**84.2% of Staff selected 'always' or 'often'** when asked if they felt supported by your immediate supervisor.

**80% of Staff selected 'very manageable' or 'manageable'** when asked how they felt about the work they were required to complete.

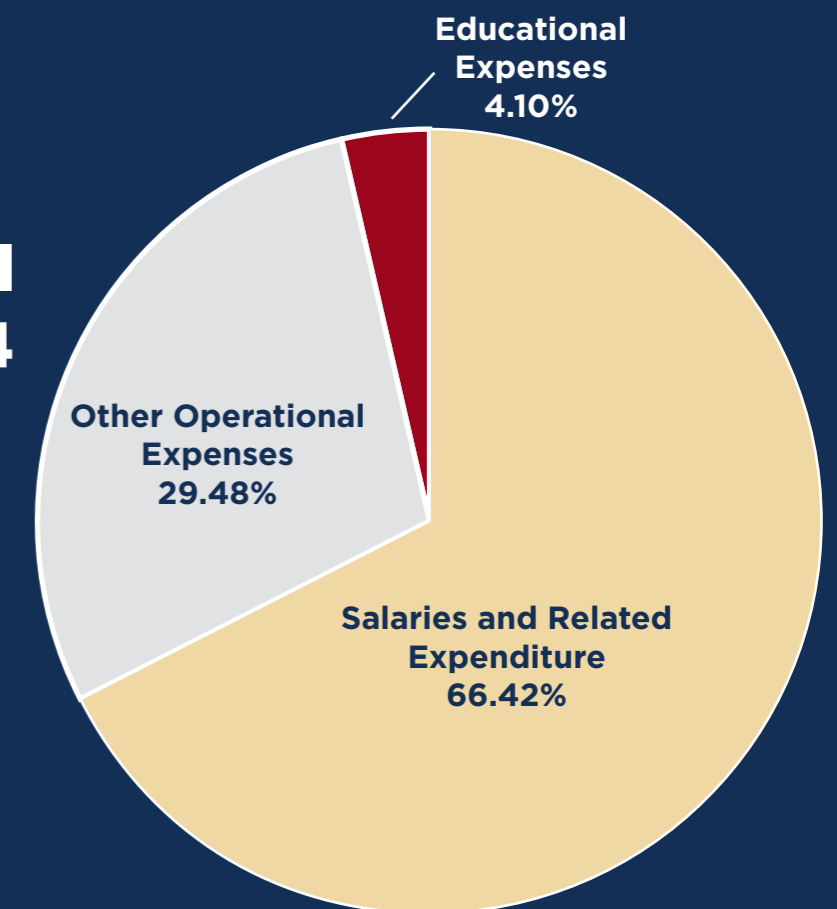
**55.7% of Staff selected 'always' or 'often'** when asked if they were consulted in the decision making process.


# FINANCIAL SUMMARY

## Recurrent/Capital Income 2024



## Recurrent/Capital Expenditure 2024





**Minarah College**  
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