



MINARAH
RABBI ZIDNI ILMA

Rewards Policy

November 2025

Purpose

The purpose of this Conflict-of-Interest Policy is to assist the Responsible Persons of the Green Valley Islamic College Ltd (**Company**) to effectively identify, disclose and manage any actual, potential or perceived conflicts of interest in order to protect the integrity of the Company and manage risk.

Date of last review:	November 2025	Author:	SLT Committee
Date of next review:	November 2026	Owner:	Principal/s
Type of policy:	State-wide (DoE) Tailored by school	Approval:	School Board
Key contract email:	principal@minarah.nsw.edu.au	Key Contact Name:	Principal/s
		Key Contact Phone:	02 8783 9188

Positioning within Minarah operational model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input type="checkbox"/> Governance and Accountabilities	
<input checked="" type="checkbox"/> Teaching and Learning	
<input checked="" type="checkbox"/> Culture, Ethos and Wellbeing	
<input checked="" type="checkbox"/> Curriculum and Assessment	
<input checked="" type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

Contents

Purpose	2
Contents	3
1.0 Rewards Policy	4
2.0 Aim	4
3.0 Areas of Achievement	4
3.1 Minarah Values and Competencies Values	4
3.2 Indicators for Each Competency Character	5
4.0 Point System.....	6
4.1 Points Table.....	6
Recognition of Attainment of Each Level	7
Recording of Awards.....	7
5.0 Awards and Badges.....	7
5.1 Outline awards	7
5.2 Presentation.....	8
5.3 Monitoring	8
6.0 End of Year Awards	8
6.1 Academic.....	8
6.2 Sports	9
6.3 Attendance	9
6.4 Leadership.....	9
6.5 Chaplain Award	9
6.6 Extra-Curricular	10
6.7 Year 12 Awards	10
Year 10.....	12
Year 12.....	12
Reuben Scarf Award.....	12
Criteria	12

1.0 Rewards Policy

Minarah College Rewards Policy is a policy that is rooted with 'beyond the classroom mind-set' as it intends to create confident, aspirational, and independent learners and citizens. The Rewards Policy will allow students to receive credit for achievement in all aspects of school life and is a celebration of success.

2.0 Aim

The aim of the rewards policy is to encourage, motivate and recognize student achievement across the six competencies.

This policy will acknowledge students learning in all facets of the school environment and capture opportunities to be global citizens.

It will also allow students to:

- redefine the way they learn and change their perspective and culture to learning.
- assist in preparing them for real-world experiences such as University and/or Vocational opportunities.
- shape them to reflect Australian and Islamic values.

3.0 Areas of Achievement

Every student of Minarah College, from K – 12, will be recognised through the six learning competencies that provide the framework for holistic individual development. Every teaching staff member will recognise and reward student achievement via Sentral based on these six competencies.

3.1 Minarah Values and Competencies Values:

Respect

Ownership

Caring

Knowledge

Safe

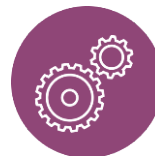
Six Competencies



Character



Citizenship



Collaboration



Communication



Creativity



Critical Thinking

3.2 Indicators for Each

Competency Character:

- Students take responsibility for their own learning by creating learning opportunities in ways that build knowledge and skills by self-directing and self-regulating their learning
- Students see learning as an integral part of life and share a positive outlook with others by striving to do their best
- Student demonstrates grit, tenacity, perseverance, resilience and is flexible when working
- Student demonstrates a high degree of compassion, empathy, integrity, and sincerity by modelling trustworthiness, fairness, bravery, and acts when they encounter injustices
- Student demonstrates 98% attendance

Citizenship:

- Student thinks and actively engages as a global citizen embodying the Australian and Islamic values.
- Student models empathy and compassion as they proactively interact with others to enhance equity and wellbeing and/or participating in community services and/or caring for the environment to create positivity and sustainability.
- Student demonstrates exceptional proficiencies in the respective representation of the school in extracurricular activities such as debate, oratory, sports, and robotics.
- Students positively deal with and/or provide support to peers when they face complex challenges.
- Students use digital platforms to deepen and enrich their perspectives as global citizens.

Collaboration:

- Students are working interdependently as a team; each member's strengths and perspectives are infused to come to the best possible decision that benefits all
- Students take active responsibility in ensuring that collaborative processes work
- Students demonstrate skills in the understanding of perspectives of others, empathy, and compassion, positively impacting team functioning
- Students have a deep understanding of what underpins their own and others' points of views, the courage and clarity to effectively express their own viewpoints, and empathy to hear and learn from others
- Students select appropriate digital platforms, tools, and technologies to enrich their learning and learning of others.

Communication:

- Students communicate effectively and appropriately for specific audiences with an impact
- Students clearly articulate a message that compels critical thinking
- Students reflect on their communication skills to refine them.
- Students are authentic in their communication and champion for voices of those that may not be heard
- Students use multimodal tools to deepen efficiency, reach quality, and value of communication.

Creativity

- Students demonstrate resilience in solving real world problems by using resources innovatively.
- Student completes assessment tasks of high quality using a range of thinking processes to support their inquiry and are genuinely curious to explore more.
- Students are observant and innovative thinkers that draw connections to their learning by confidently expressing and sharing unique perspectives about how to act on their ideas and thoughts.
- Students work hard to turn ideas into reality by demonstrating leadership, perseverance and action orientated.
- Students use appropriate digital platforms to create original and authentic work.

Critical Thinking

- Students think both logically and intuitively to enhance academic achievement.
- Students demonstrate various relevant connections, patterns, and relationships in their work.
- Students can reason, interpret, analyse, synthesise, and evaluate their work and are able to construct deep and insightful connections across multiple perspectives.
- Student adapts as necessary and works out how to transfer and/or apply knowledge into new contexts effectively.
- Students can use appropriate digital platforms, tools, and technologies to deepen their quality of thinking.

4.0 Point System

Each indicator has a set number of points that will be awarded to students. Students will be awarded the merit based on the accumulated points for each level.

4.1 Points Table

Students can achieve a bronze, silver, gold, or platinum in any and/or all six competencies. The required number of points are outlined below:

Competency/Level	Bronze	Silver	Gold	Platinum
Character	50	100	150	200
Citizenship	50	100	150	200
Collaboration	50	100	150	200
Communication	50	100	150	200
Creativity	50	100	150	200
Critical Thinking	50	100	150	200

*Points are non-transferable across competencies.

Recognition of Attainment of Each Level

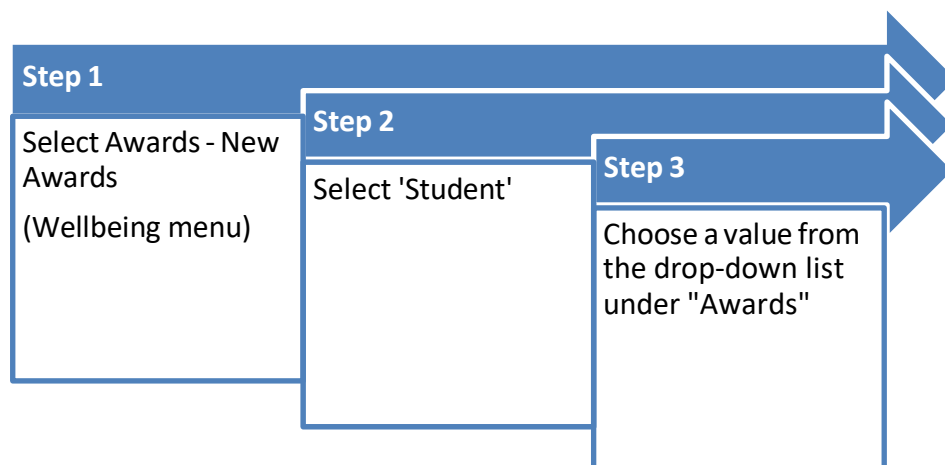
Students will be awarded badges for each level that they achieve in assembly.

- Badges will be presented by Principal/s or their delegates.
- Presentation of badges will occur during the assembly throughout the Term.
- If a student attains a progressive badge, they keep the preceding badges.
- Students are to wear their badges on their blazers.

Recording of Awards

All teaching staff are to enter awards through Sentral.

- A teacher can only award **one achievement award per lesson per student**.
- Staff members need to ensure that students have successfully demonstrated the indicator at a proficient level.
- For students with special needs, discretion needs to be allowed at developing stage for the indicator.



5.0 Awards and Badges

5.1 Outline awards

The awards system will be monitored and recorded via Sentral. Minarah College focuses on awarding students throughout their schooling life, emphasising all facets of the individual.

Bronze

- Issued to students when 50 points are accumulated in any one competence.
- Students can receive bronze in one or multiple competencies simultaneously.
- Points are cumulative and will contribute towards the next level.

Silver

- Issued to students when 100 points are accumulated in one competency.
- Students can receive silver in one or multiple competencies simultaneously.
- Points are cumulative and will contribute towards the next level.

Gold

- Issued to students when 150 points are accumulated in one competency.
- Students can receive gold in one or multiple competencies simultaneously.
- Points are cumulative and will contribute towards the next level.

Platinum

- Issued to students when 200 points are accumulated in one competence.
- Students can receive platinum in one or multiple competencies simultaneously.
- Points are cumulative and will contribute towards the next level.

All-Rounder Award

- Issued to students who have received a platinum in all six competencies
- The recipient will be awarded a \$500 Rebel Sports voucher.

5.2 Presentation

- Badges will be presented in assembly as students reach the levels to allow timely recognition of awards.
- Badges will be presented on a badge card.
- Award recipient name and photo will be published in the school newsletter.

5.3 Monitoring

- Deputy Principals (primary and high) will be responsible for maintaining the Sentral records and collecting recipient names.
- DPs will be responsible for updating the records on S4P.

6.0 End of Year Awards

These awards will be presented to students at the end of the Year Award Ceremony or the Year 12 Graduations ceremony.

6.1 Academic

These awards recognise and celebrate the outstanding student achievement and success in a variety of curriculum areas from K-12.

The table below outlines all the curriculum awards:

Category	Year Group	Description
Overall 1 st , 2 nd , 3 rd	K – 12	This award is for the student who achieves the rank across the grade.
Most improved	K – 12	It is awarded to a student per grade who has demonstrated the most improved overall result. It is the difference between the semester 2 and semester 1 results.
1 st in each subject	K – 12	It is offered to a student who has achieved the highest mark in that subject. Mark is the overall highest per grade

**Grade refers to the cohort of students per year group e.g., Year 7T, 7S, 7W is one grade.*

- All students will receive respective badges to recognise their achievement
- The responsibility for compiling the list of recipients for academic awards lies with the Deputy Principal Teaching and Learning and their delegates.

6.2 Sports

- The award recipient is **one student per grade** from K – 12
- Nominees are selected at the discretion of the HOD PDHPE
- The recipient of this award must have contributed significantly to school sport through:
 - participation in a wide variety of school teams as a player, coach and official.
 - demonstration of dedication, reliability, sportsmanship, and fair play.
 - an outstanding ambassador for Minarah College sporting program.
- as a member of an elite sporting pathways development team/program

6.3 Attendance

- Minarah College recognises and values that ‘showing up’ and being engaged in learning is a prerequisite to achievement.
- Those students who attend receive attendance award.
- This award is calculated by Deputy Principal – Operations (primary and secondary).
- The recipient will receive an Attendance badge.

6.4 Leadership

- This award was aimed to recognise outstanding leadership, dedicated service, and academic and professional excellence in students.
- Each year the College recognises a student with the qualities of leadership in their role as a student.
- It is awarded to a student K – 6 and 7 – 12.

6.5 Chaplain Award

- Minarah College is a faith-based school and offers a learning environment that provides students opportunities for spiritual development and fosters a life of selflessness and service as modelled by Prophet Mohammed.
- The school honors those students who embrace a life of Islamic faith and demonstrated concern for others. The recipient has shown an appreciation for the dignity of all human beings and exemplifies these beliefs in word and deed.
- This award is offered to a student from K – 6 and 7 – 12.
- The recipient is selected at the discretion of the School Chaplain.

6.6 Extra-Curricular

- This award is for students from K – 12 who have demonstrated:
- Outstanding effort, level of participation and volunteering for time outside of the key learning areas e.g., debates, oratory, Robotics, etc.
- The award is determined by the HODs and the ADPs
- Students will receive a badge for this award.

6.7 Year 12 Awards

The following awards are only presented to Year 12 students.

1. Principal/s Award

- The Principal's Award for Excellence in School participation provides further recognition for the highest-achieving student.
- This prestigious award recognises a Year 12 student who promotes the school culture/ ethos.
- Students receive a plaque.

Criteria:

The winner of this award must meet the following categories:

- positive role model, an attitude of excellence, and service throughout their time at Minarah College.
- practices and encourages school ethos.
- independent learners sustained competence, conscience, and compassion.
- exemplary leadership qualities.
- involvement in extracurricular activities.

2. AMPOL Award (Year 12)

- The AMPOL Best All-Rounder Award is one of Australia's best-loved secondary education recognition programs.
- AMPOL suggests that recipients should excel in these categories, though not necessarily all of them:
 - **Academic** – achieve scholastically across a range of subjects
 - **Attitude** – willing to help others; makes selfless contributions
 - **Personal conduct** – exemplary always
 - **Leadership** – a role model for other students
 - **Service** – participates in school and community activities
 - **Sport** – represents the school without necessarily being a champion
 - **Arts** – participates enthusiastically in the cultural and artistic life of the school
- Students will receive a medal and certificate.

3. ADF Long Tan Youth, Teamwork and Leadership Award (Year 10 and 12)

The criteria below outline the behaviours and attributes expected of Long Tan award recipients. Award recipients are not required to have shown every behaviour or attribute listed here; however, all award recipients must have demonstrated behaviours and attributes to a level greater than that shown by their peers.

	Year 10	Year 12
Leadership	A student who demonstrates a level of leadership ability amongst peers	A student who demonstrates a level of more strategic leadership ability.
Teamwork	A team player who fosters co-operation within teams and makes positive contributions to the team's performance.	A team player who appreciates the value and contribution of everyone in the team, and whose presence in the team enhances longer-term outcomes.
Values	A student whose appearance and behaviour demonstrates respect for the values of the school and the community.	A student who demonstrates the consistent application of the values that underpin the Long Tan awards, in all facets of life.
Problem Solving	A student who generates workable solutions to problems.	A student with excellent problem-solving abilities, who uses creative approaches to achieving solutions
Resourcefulness	A student who demonstrates resourcefulness in completing tasks.	A student who demonstrates a greater degree of resourcefulness in completing more difficult tasks.
Communication	A student who communicates well with others to complete a task.	A student whose communications skills contribute directly to success task completion.
Co-operation	A student who co-operates well with others to achieve goals.	A student who co-operates well with others, who enhances group work through an ability to motivate others.
Community Involvement	A student who is involved in some form of community activity.	A student who initiates and/or takes the lead in a community activity
Award	Students receive a monetary voucher for \$250 and a certificate from ADF	Students receive a monetary voucher of \$500 and a certificate from ADF

ADF Innovators Award (Year 10 and 12)

- The Australian Defence Force (ADF) Future Innovators Award has been designed to recognise recipients' science and mathematics abilities while highlighting the value the Navy, Army and Air Force place on STEM skills and STEM career opportunities within Defence.
- The program supports the presentation of up to two awards to successful students each year from participating schools – one from Year 10 and another from Year 12.

Selection Criteria:

- a. Award recipients are not required to have shown every behaviour or attribute listed here; however, all award recipients must have demonstrated behaviours and attributes to a level greater than that shown by their peers.

Year 10

- b. STEM Innovation: A student who demonstrates innovation in the learning area of STEM (Science, Technology, Engineering and Maths)
- c. STEM Motivation: A student who demonstrates a level of motivation in the learning area of STEM (Science, Technology, Engineering and Maths)
- d. Students receive a monetary voucher of \$250 and a certificate from ADF

Year 12

- e. STEM Innovation: A student who demonstrates innovation in the learning area of STEM (Science, Technology, Engineering and Maths)
- f. STEM Motivation: student who demonstrates a level of high-level motivation in the learning area of STEM (Science, Technology, Engineering and Maths)
- g. Students receive a monetary voucher of \$500 and a certificate from ADF

Reuben Scarf Award

- Offered to every school in New South Wales and holds a special significance to Mr. Scarf, as he believed that "young people, who are persistent and dedicated, are the ones who ultimately reach their goals. A little recognition and help can be the magic that builds the confidence necessary to start them on their way upwards."
- Students receive a certificate and \$100 voucher.
- Reuben Scarf Memorial Foundation Award is awarded to a year 12 student to recognise and honor consistent effort and desire to improve.

Criteria:

- a. Consistent effort
- b. Excellent Attendance

Document Control

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Applies to:	All Minarah Staff and students		
Responsible Review Officer:	Principal/s		
Approved by:	Minarah Board	Meeting Date:	

Revision History

Version	Revision Description	Revised By	Date
v1.0	Authorised	Jay Halai	January 2023
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