

2016 ANNUAL REPORT

EDUCATIONAL AND FINANCIAL REPORTING FOR ARKANA COLLEGE



ARKANA COLLEGE
2016 Annual Report: Educational and Financial Reporting

Can be viewed on the School's Website at
<http://www.arkana.nsw.edu.au/resources/school-reports/>

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EDUCATIONAL AND FINANCIAL REPORTING

POLICY

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

PROCEDURES

Annual Report

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required;
- for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report;
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness;
- preparation of the report in an appropriate form to send to the Board of Studies;
- setting the annual schedule for delivery of information for each reporting area to the coordinator for preparation, publication and distribution of the report to the Board of Studies and other stakeholders;
- provision of information for MySchool website, as requested; and
- provision of data in electronic format as requested by the Minister within 3 months of the notification.

Requests for Additional Data

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEEWR Annual Financial Return

The Principal is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

REPORT AREA 1: A MESSAGE FROM KEY SCHOOL BODIES

Arkana College is a registered and certified independent, non-government, K-6 primary school which was first established in 1960, and currently run completely by a Muslim board of directors.

GOVERNANCE AND MISSION

The governance of the school is in the hands of a School Board, who are elected to the position. The Board has five members who come from various backgrounds, including an engineer, doctor and personnel from the corporate sector. Several members also comprise the board and come from a range of backgrounds including medicine, law and education.

MISSION STATEMENT

Provide a balanced quality education in a nurturing Islamic environment.

VISION

To be a leading Australian Islamic School, offering an integrated educational experience drawing upon best practice teaching methods and a strong Islamic moral framework.

VALUES

At Arkana College we aim to provide all students with a high quality education that will prepare them to be active, contributing citizens in Australia's multicultural society. The School will be a caring, Islamic environment in which the education given to students will teach our children to keep their identities and be part of the wider Australia.

ARKANA'S AIMS / STRATEGIC PRIORITIES

1. STUDENT LEARNING ACHIEVEMENT

Arkana College is a school that promotes academic achievement across the key learning areas. High academic standards combined with open communication and commitment within a shared learning environment has been the key to our success. Furthermore, we examine our pedagogy in light of our students' needs and evaluate our teaching and learning programs to guide our future practice.

In terms of literacy instruction, we have adopted robust reading, comprehension and writing programs that have proven to be effective. Pre and post testing is used to assess the students'

progress and the success of our teaching and learning programs. Results from Smartdata are used to plan accordingly and student results are tracked and graphed to ensure progression is made from semester to semester and year to year. Furthermore, we have adopted the Spalding program. The entire staff of Arkana College is trained in Spalding to equip them with further skills and practices most crucial to the development of reading. Our teaching programs have reflected the essential instructional components of effective literacy programs. In addition to a complementing robust Numeracy program, we have our Mathletics program, an online mathematical program that has also been incorporated into teaching and learning programs to consolidate learning in Mathematics.

We have employed specialist staff that assist children experiencing learning difficulties and a staff member to extend our students where possible. We have successfully implemented PreLit, MiniLit, MultiLit, MacqLit for our students finding it difficult to acquire the necessary reading skills. The extension students have engaged in creative writing and an extracurricular program of debating.

The students have excelled in their academic work and have achieved pleasing results in NAPLAN testing on Years 3 and 5 and in diagnostic, summative and formative assessments across all grades K-6. The students have also excelled in sports, in the creative arts and in the areas of Arabic, Quran and Islamic Studies.

2. PROFESSIONAL DEVELOPMENT OF TEACHERS

At Arkana College, we value our staff. They play a central role within the school individually and collectively. It is our philosophy that an abreast teacher is the most important school related factor influencing student achievement, therefore, it is imperative to us that our teachers engage in ongoing professional development that will keep them up to date with new curriculum, pedagogy on how students learn, innovative practices and emerging technology.

3. ISLAMIC PERSPECTIVE

The children have been engaged in a rich, diverse multitude of programs. The programs at Arkana encompass the customary primary curriculum in addition to the rich co-curricular programs being offered. We endeavour to implement an Islamic perspective into our teaching and learning programs. We also plan whole school events around significant events in the Islamic Calendar.

4. LINKS WITH THE COMMUNITY

At Arkana College, we value the strong relationships established with the community; including that with parents, students, the Islamic Community and the wider Australian Community. We pride ourselves on having a collaborative culture, transparency, open communication and an open door policy. Ultimately, our aim is to build the reputation of the school in the wider community as one that delivers excellence in all endeavours.

MESSAGE FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

Assalamu Alaikum

On behalf of the Board of Directors I would like to congratulate all students, staff and parents for their efforts and achievements throughout the 2016 school year. The College once again enjoyed impressive academic results, were immersed in a wealth of extracurricular activities and events including productions at assemblies, concerts, carnivals, end of year presentation nights and much more. My sincere congratulations to all involved.

Our literacy/numeracy results from NAPLAN 2016 were positive once again and were a great endorsement of the quality of teaching and learning experiences at Arkana College. I would like to convey my heartfelt thanks to all staff, students and parents. Our excellent results are a product of their collective effort.

It is with satisfaction that we see Arkana College continuing to play a leading role in the Islamic school community, the broader Muslim community and amongst the different communities of NSW. In particular, our engagement with Mount Sinai College is a wonderful reflection of our values program.

The Arkana Board will continue to work alongside the Principal and stakeholders to ensure we continue to achieve our strategic goals.

Mohammed A Helal
Chairman Arkana College Board

MESSAGE FROM THE PRINCIPAL

Assalamu Alaikum

I have just completed my sixth year as Principal of Arkana College. As the Principal, I am overwhelmed with pride at the continued success of the College throughout the 2016 school year. We are now into our final year of our school improvement plan focusing further on reading, comprehension and writing. We have made numerous changes and we can proudly say that we have made leaps and bounds that we will endeavour to build upon in years to come.

Our mission is to provide a balanced quality education in a nurturing Islamic environment. We have provided our children with a quality teaching and learning experience that pursues and promotes a holistic extracurricular and values program whilst preserving the tenets of the Islamic faith, the legacy (sunnah) of the prophet Mohammed (s.a.w) and the basics of the Arabic language. In doing this we aim to develop students who are proud Australians who contribute to the local and wider community whilst maintaining the traditions and faith of their families which has sustained many generations previously. The College continues a strong and broad community appeal as reflected in the record demand for student placements.

There have been numerous highlights that stand out for me in 2016. This includes our various sporting programs organised by Mr Ali Kourouche, our specialist PDHPE teacher, including a Games & Sports skills program, Gymnastics, Aquatics and Dance; our Athletics and Swimming carnivals; our interfaith program with Mount Sinai College; the Youth Summit at NSW Parliament House; our celebration of Islamic festivals and significant days; our new Scope IT program; interschool debating; our involvement in various ANZAC ceremonies including our annual in-school ANZAC ceremony; incursions and excursions (including our 'BIG DAY OUT' on the Gold Coast, our visit to Melbourne to see the Islamic Museum of Australia, camp and our biennial trip to Canberra to visit our nation's capital), Literacy and Numeracy Week and Harmony Day.

Again, I was immensely proud to see the school engaged with the wider community including our Egyptian Orphanage Drive and our St George Hospital fundraisers. The school also enjoyed a number of projects with other schools from diverse communities and were active in raising funds for numerous charities including the Leukaemia Foundation, the Heart Foundation, the Children's Medical Research Institute, MS Australia, The Kids Cancer Project, Muslim Aid and AusRelief (by building several water wells to provide clean water in remote villages in Cambodia).

I would like to thank the hard working staff, our incredible Parent Council, students and families of our college community for their ongoing care and tremendous dedication. I'd also like to thank the Board of Directors in supporting my initiatives and for their significant contributions to Arkana College.

Mr Sam Halbouni
PRINCIPAL

ARKANA COLLEGE PARENT COUNCIL

The Parent Council meets regularly with the Principal to communicate ideas and/or concerns and fundraising opportunities for specific events/charities throughout the year. Alhamdulillah we had some fantastic fundraisers and we hope it continues in 2017 and beyond.

The Parent Council in 2016 organised a Mother's Day Stall, hot food days, cake stalls, the 'Book Character Parade', our annual Iftar dinner, Eid stalls and chocolate drive. They also donated a substantial amount of money to the school. There was also our 'Give Back to the Community' fundraiser whereby we successfully purchased six new portable TV/DVD players so that children that have been admitted into the children's ward at The St George Hospital have access to their favourite DVD to comfort them during their stay in hospital. We look forward to further success in 2017.

Mrs Zeyneb Boussi
President

REPORTING AREA 2 – CONTEXTUAL INFORMATION AND CHARACTERISTICS OF THE STUDENT BODY

ARKANA COLLEGE

Arkana College is a single stream K to 6 Independent School with an Islamic ethos located in the southern suburbs of Sydney. Originally established as a non-denominational day school in 1960, it was purchased by the Muslim community in 1986 and grew with the purchase of two adjoining properties.

The school has an open entry policy. Although the school has an Islamic ethos, it welcomes students and staff of all backgrounds. Almost all children come from families who speak a language other than English though the majority of children are Australian born.

The Mission of Arkana College is to provide a balanced quality education in a nurturing Islamic environment. Our vision is to be a leading Australian Islamic School, offering an integrated educational experience drawing upon best practice teaching methods and a strong Islamic moral framework.

The school has achieved academic excellence with pleasing results in Literacy and Numeracy. It also enjoys a fine reputation in choir and sport as well as a proud history of social service and fundraising for a diverse range of charitable organisations.

The school is dedicated to the concepts of equity and excellence in education. The school is committed to developing the academic, creative, performing, sporting and social potential of its students. Arkana College works with the community to provide a complete education in a caring and stimulating environment.

STUDENT INFORMATION/ENROLMENT PROFILE

The school has 201 students. As an Independent School, the students come from a diverse range of backgrounds, including cultural and language backgrounds other than English. The diverse range of experiences afforded by this policy leads the children to a better understanding and a greater tolerance of others. A survey of the school population revealed that a large range of different nationalities were represented in the school community.

2016 Class Sizes are as reported at end of the 2016 school year. This represented an increase of 3 students or 1.5% when compared to enrolment figures for 2015.

School Facts 2016

School sector	Non-government
School type	Primary
Year range	K-6
Total enrolments	201
Location	Major Cities

School staff 2016

Teaching staff	14
Full-time equivalent teaching staff ?	12
Non-teaching staff	4
Full-time equivalent non-teaching staff ?	3.3

Student background 2016

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value	1092
Average ICSEA value	1000
Data source	Parent information

Distribution of students ²

	Bottom quarter	Middle quarters	Top quarter
School Distribution	10%	15% 30%	45%
Australian Distribution	25%	25% 25%	25%

Percentages are rounded and may not add to 100

Students 2016

Total enrolments	201
Girls	119
Boys	82
Full-time equivalent enrolments [?]	201
Indigenous students	1%
Language background other than English	95%
Student attendance rate ³	95%

Please visit the My School website for further contextual information

<http://www.myschool.edu.au/>

REPORTING AREA 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

ACADEMIC

Arkana College enjoyed further success in the 2016 National Assessment Plan for Literacy and Numeracy (NAPLAN) exams which further improved on the already high standard established. In most areas we exceeded the national average. These results were supported by the College's proactive intervention strategies targeting literacy delivered by staff including a dedicated literacy support teacher, a Minilit specialist and a teacher delivering an extension program.

Parents are well aware of the My School website. My School enables you to search the profiles of Australian schools. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools. This responsibility is derived from the ACARA Act (www.comlaw.gov.au), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (www.mceecdya.edu.au).

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to affect test performance. Parents may access the College's profile by going to <http://www.myschool.edu.au/>. Simply type in 'Arkana College' under school search for a comprehensive report.

REPORT AREA 4: SENIOR SECONDARY OUTCOMES (N/A)

REPORT AREA 5: PROFESSIONAL LEARNING AND TEACHER STANDARDS

TEACHER QUALIFICATIONS

The school has a diverse staff representing many different cultural and religious groups. This contributes toward the character of Arkana College. Staff include:

(a) Staff Responsible for Delivering the NSW Syllabus

- 1 Principal
- 8 Full Time Mainstream Teachers (including two Head Teachers)
- 2 Part Time Mainstream Teacher
- 2 Arabic Teachers (part time, including one Head Teacher)

(b) Other Staff

- 1 Full Time Quran and Islamic Studies Teacher
- 2 Full Time Administrative Staff
- 1 Teacher's aide

All teaching staff of mainstream classes are responsible for the delivery of the NSW Curriculum determined by NESA in accordance with the *Education Act 1990*. The Principal and Head Teachers meet to monitor all teaching programs, student work samples and academic results to ensure compliance with NSW syllabus outcomes. The Principal ensures that teaching standards are in accordance to those mandated by NESA. Below are the details of the qualifications of the teaching staff (as defined by the Teacher Accreditation Act 2004) that are responsible for delivering the curriculum.

Category	Description	Number of Staff
i	<i>Teachers who have teaching qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</i>	12
ii	<i>Teachers who have a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines</i>	1

PROFESSIONAL LEARNING

Arkana College's professional learning program in 2016 includes

- Professional development Courses provided by external agencies
- Professional development imparted by the principal and other senior staff.

Below is a summary of professional learning undertaken by teachers (as defined by the Teacher Accreditation Act 2004) during the year.

Course	Number of Staff Attended	Provider
Shared Purpose, Different Journeys – Focusing on Impact	3	AIS NSW
Familiarisation : NSW Syllabus for the Australian Geography K-6	7	AIS NSW
Familiarisation : NSW Syllabus for the Australian Mathematics K-6	2	AIS NSW
Familiarisation : NSW Syllabus for the Australian History K-6	2	AIS NSW
Familiarisation : NSW Syllabus for the Australian Mathematics K-6	2	AIS NSW
Middle Leaders (3 Day Course)	2	AIS NSW
NAPLAN Writing Markers Training	10	NESA NSW
Child Protection	17	Principal In House
Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online Module	18	AIS NSW
School Communities Working Together	1	AIS NSW
Enhancing Your Child Protection Investigation Skills	1	AIS NSW
Taking it to the Next Level – Sports Conference	1	AIS NSW
K-6 PDHPE Toolkit for Teachers	1	AIS NSW
Strategies for Managing Parental Complaints	1	AIS NSW
Positive Behaviour for Learning	1	NESA NSW
MiniLit Early Reading Intervention Program	1	MultiLit Macquarie University
The Professional Association for Learning Support Conference	1	Professional Teachers' Council NSW
Sleep Disorders and their Impact on Learning	2	Dr Chris Seton Paediatric and Sleep Physician
Embedding the Islamic Ethos into the Curriculum	4	US Consultant Leila Shatara
SafeWork NSW WHS Refresher Course	3	National Safety Council of Australia
Asthma Refresher	15	Asthma Australia
CPR Training	15	Premium Health

AIS Annual Briefings	1	AIS NSW
Registration and Accreditation Workshops	4	AIS NSW
IPSHA Principal Meetings, Terms 1-4	1	IPSHA NSW
IPSHA Deputies / Curriculum Heads Meetings Terms 1-3	2	IPSHA NSW
Team Building Workshops	15	Bluefit Hurstville Leisure Centre

REPORT AREA 6: WORKFORCE COMPOSITION

Please refer to <http://www.myschool.edu.au>. There are no indigenous teachers at Arkana College. Eighty nine percent of the staff are Muslim and eleven percent are Non-Muslim.

REPORT AREA 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

Student Attendance Rates

Year Level	Attendance Rate %
YEAR 1	93.80%
YEAR 2	92.66%
YEAR 3	95.11%
YEAR 4	93.00%
YEAR 5	96.92%
YEAR 6	94.71%
SCHOOL AVERAGE	94.32%

Ninety four per cent of students attended school on average each school day in 2016. This was similar to the daily attendance in 2015.

Management of Non-Attendance

Arkana College implements the Student Attendance Policy and Procedures for the management of student non-attendance.

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. All absences must be explained. An absentee note or email must be provided when the student returns to school.

4. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/ or their parent or guardian.
5. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Student Retention Rates and Post School Destinations (N/A)

REPORT AREA 8: POST SCHOOL DESTINATIONS (N/A)

REPORT AREA 9: ENROLMENT POLICIES

Enrolment Policies and Profiles

Arkana College is a comprehensive Islamic co-educational Kindergarten – Year 6 School providing an education underpinned by religious Islamic values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, an interview process, an assessment and other criteria determined by the school from time to time. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents must also be supportive of the school's policies, procedures and ethos.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's interview responses regarding their ability and willingness to support the school's policies, procedures and ethos.
3. Consider each child's assessment results and educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons / bodies.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.
6. Enrolment information will be sent out. **Students enrolling must turn 5 before the 31st May of the year they are due to start school.**
7. Enrolment will comply with the Disability Discrimination Act.

Subject to availability, offers of a place will be made. **Continuing enrolment is subject to the student's adherence to school rules and payment of all school fees.**

Student population

The school has 201 students (K-6). There are slightly more girls than boys throughout the school. The students come from a wide range of backgrounds, and the vast majority come from a language background other than English. The College complies with the Disability Discrimination Act.

Waiting List for Enrolment

The student's name will be placed on the waiting list for the year of entry desired. Students placed on the waiting list will be transferred to the accepted list in the event of a vacancy.

Contractual Obligation

Within five (5) days of the child being offered a place at the College, a non-refundable fee as determined by the College will be payable by the parent/guardian to the College.

Exclusion from the College

1. If the Principal, or any person deputing for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion.
2. If the School Board or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the School Board or the Principal may require the parent to remove the child from the school.
3. The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

Fees

The scale of fees and other charges may vary from time to time by notice to the parent or guardian from the Principal.

Medical treatment

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts, you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Personal Belongings

Students are responsible for their personal belongings and the College will not be liable for any loss of these belongings.

Uniform and Appearance

1. All students enrolled at Arkana College must arrive and leave the school premises in full school uniform. This includes black school shoes for the boys and girls. The girls also require a plain white or lemon coloured scarf for Halaqa and Prayer (which can be purchased through the school).
2. Sports uniforms are to be worn on scheduled sports days only.
3. The children must have appropriate haircuts; as outlined in the school's uniform policy and deemed appropriate by the principal of the school.

Publishing of Student's Work and / or Photographs

From time to time, a student's (your child's) work, comments and / or photograph may be published electronically or in print. This may be used in promotional material, newsletters and the annual magazine created by the College, or used for similar purposes with the consent of the College. Parents should notify the College in writing if they do NOT want their child's work comments and/ or photograph to be used for such purposes. Please note consent will be ongoing for the duration of your child's enrolment at the College.

Amendment of Terms and Conditions

The school may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of notice.

REPORT AREA 10: SCHOOL POLICIES

Detailed information on all policies is available upon request from the school's front office.

Policies

Summary of the following (4) FOUR policies:

- A. Student welfare**
- B. Anti-bullying**
- C. Discipline**
- D. Complaints and grievances**

STUDENT WELFARE

Arkana College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- meet the personal, social and learning needs of all students K-6;
- provide early intervention programs for students at risk using a permanent teaching member of staff as a support teacher to assist in collaboration with the staff, a PreLit, MiniLit, MacqLit and MultiLit qualified aide and a teacher targeting extension programs.
- develop students' sense of self-worth and foster personal development.

In 2016, the policy and procedures were reviewed. The full text can be accessed by request from the principal, the school's front office and/or parent information booklet.

ANTI BULLYING POLICY

Arkana College does not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The contact information for the local police School Liaison Officer, Youth Liaison Officer and other support services available to the community are provided in the full text of the policy.

In 2016 the school's anti-bullying policy and procedures were reviewed. The full text of the school's anti-bullying policy can be accessed by request from the principal, the school's front office and/or parent information booklet.

DISCIPLINE

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

All disciplinary actions that result in any sanction against the student are based on the processes of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions could result in suspension and expulsion. Disciplinary actions do not include exclusion. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

As part of the school evaluation of policies, the school’s discipline procedures were reviewed. The full text of the school’s discipline policy can be accessed by request from the principal, the school’s front office and/or parent information booklet.

COMPLAINTS AND GRIEVANCES RESOLUTION

Arkana College uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, students, staff and/or the general community. These processes incorporate how one would raise complaints and grievances and how the school will respond.

The school’s policy and procedures were reviewed. The full text of the school’s complaints and grievance resolution policy can be accessed by request from the principal, the school’s front office and/or parent information booklet.

REPORT AREA 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities identified in the school’s 2016 Annual Report

Area	Improvement Targets	Achievements
Teaching and Learning	Provide further professional development in the area of persuasive writing.	Mentoring through fortnightly writing observations by colleagues has proven to be effective.
	The teaching curriculum reflects (writing) data identified as potential areas of concern through Smartdata.	The data gathered has been analysed and scaffolding has been a targeted area with staff to create the necessary progression from year to year and stage to stage.
	Have all teachers become proficient NAPLAN writing markers.	All staff have completed the NAPLAN markers course.
	Continue tracking student benchmarking (reading) and comprehension (through the Super 6 strategies) from 2015 to 2016 to monitor progress.	The tracking of student progress of benchmarking results and comprehension results have indicated progression. The K-2 students have made significant improvements in reading and the upper primary students are making gains in comprehension as expected.
	Provide professional learning based on the new Geography K-6 syllabus.	In house professional development was delivered to our staff. AIS online modules were also made available to supplement.

Student Achievement	The student benchmarking (reading) results continue to indicate progression from semester to semester and year to year.	The K-2 reading benchmarking results indicate the students have made significant improvements. The progression towards the top as they reach independent level is slow but still steady, with no student regressing.
	The students K-6 progress in areas of writing identified by the school within their school improvement plan.	The student results in writing, particularly in our three targeted areas, have improved further. The NAPLAN marking matrix continues to be implemented as a guide.
	The comprehension curriculum be differentiated (in terms of the Super 6 strategies) and student results continue to improve from semester to semester and year to year.	The ‘Super Six’ differentiated curriculum continued to be implemented with students on Years 4-6 moving from class to class to join groupings based on their specific abilities.
Facilities and Resources	Begin upgrading computer hardware in the school	The computer hardware in the office and staffroom have begun the rollout.
	Complete the final wireless installation points within the school	The final wireless points including the hall have now been completed.
	Geography resources for the new K-6 Geography syllabus	Geography resources for K-6 has been purchased for the rollout of the syllabus.
	Purchase of literacy appreciation resources and more library texts for the students	Literacy resources to encourage reading are continually updated to reflect student interests and new titles on the market.
Extra-Curricular	Align the school’s library program with the school’s curriculum	The library program has been written and aligned with the school’s curriculum.

2017 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Introduction of a Digital Literacy program that encompasses coding, 3D printing, programming, website development and apps.
	Inclusion of further programs to complement our Anti-Bullying program and further combat cyberbullying.
	Extension of our Interfaith program to include representation of our Christian sector.
Student Achievement	Continual student progression in writing, with a focus on imaginative as well as persuasive texts.
	The development of digital literacy amongst our students K-6.
Facilities and Resources	Continue upgrading computer hardware in the school to include the staff computers in the classroom.
	The purchase of a second set of iPads for use within the school.
	Further seating in the playground.
Extra-Curricular	Expansion of the ‘Giving Back to the Community’ program.

REPORT AREA 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school wants all students to recognise that they are valued and are an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

In 2016, the school continued to participate in the interfaith program through the ‘Together for Humanity Foundation’ with Mount Sinai College, Maroubra. The program fosters an opportunity for religious understanding by encouraging dialogue. The aim is to unpack prejudice by looking at commonalities between the two faiths that will ultimately break down barriers and stereotypes. The children engage in lots of dialogue, cook for the homeless at the Big Kitchen in Bondi, visit a synagogue and mosque and engage in sporting/swimming activities jointly.

Moreover, the children participated in various ANZAC Commemorative Ceremonies in 2016. The children had an in-house ANZAC service with veterans from Kingsgrove RSL. Select primary students attended a ceremony at Kingsgrove RSL and four of those students had official roles on the day. Our captains and vice captains also attended an ANZAC ceremony at the War Memorial in Hyde Park, Sydney. The children also participated in Harmony Day celebrations and Remembrance Day.

The children raised money throughout 2016 for numerous charities including:

- The St George Hospital’s Children’s Ward (Giving Back to the Community)
- The Leukaemia Foundation (Crazy Hair Day)
- The Heart Foundation (Jump Rope for Heart)
- The Children’s Medical Research Institute (Jeans for Genes)
- MS Australia (‘Sydney to Gong’ cycle)
- The Kids Cancer Project (Cupcakes for a Cure)
- Muslim Aid (Fiji Cyclone Appeal)
- Islamic Relief (Child Sponsorship)

Finally, Arkana College has a values based program for our students K-6 that address the core values we as Australians would be proud to reflect. Combined with the initiatives listed above, we prepare our students to become responsible and respectful members of our society.

REPORT AREA 13: PARENT, STUDENT AND TEACHER SATISFACTION

The school conducted its annual surveys on conclusion of 2016 with staff, students and parents. The feedback was constructive and the data gathered was collated and will be considered further with recommendations deliberated on for implementation in 2017. Throughout the year, the school prides itself on its open door policy and its open communication amongst students, staff and parents.

Parent Satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. Parents are encouraged to communicate with teachers directly and the Principal through a student diary, school email, phone call and/or interview.

The Principal also meets with the Parent Council regularly and this is an important vehicle by which to gauge the level of parent satisfaction. The Parent Council meets regularly during school time and provides one of a number of avenues for parents to express their level of satisfaction or dissatisfaction. The level of parent involvement in the Parent Council is high and discussions throughout the year combined with a survey indicated that parent satisfaction is extremely positive. The Parent Council also have a suggestion box in the office for anyone wanting to make an anonymous suggestion. Those suggestions are read during any of the scheduled meetings and acted upon.

Student Satisfaction

The School Principal has an 'open door policy' with its students. Students are free to approach the office whenever they feel the need to. The school also has an active Students' Representative Council (SRC) which organises various events. Discussions throughout the year and reports included in the 2016 school magazine indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the school and the wider Australian community.

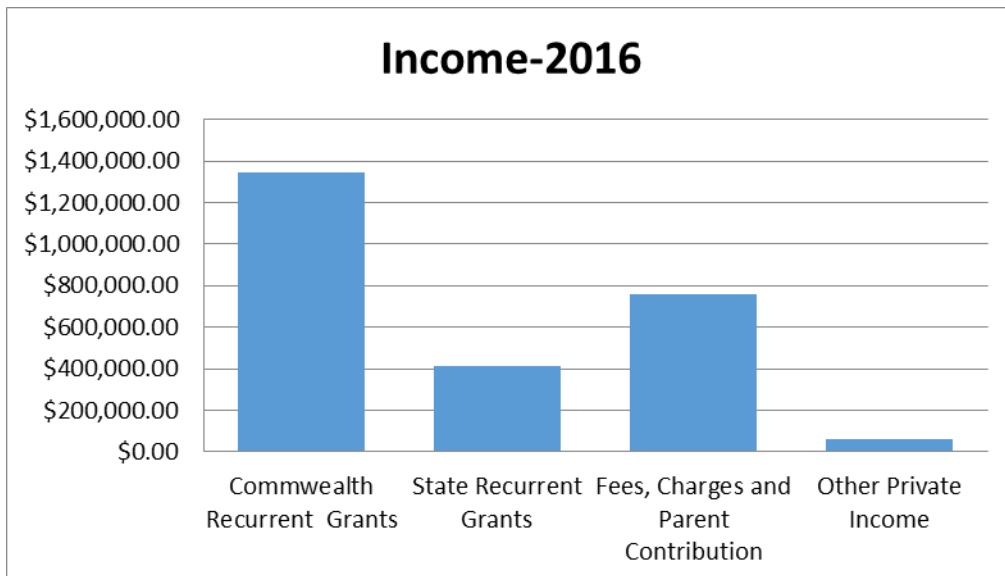
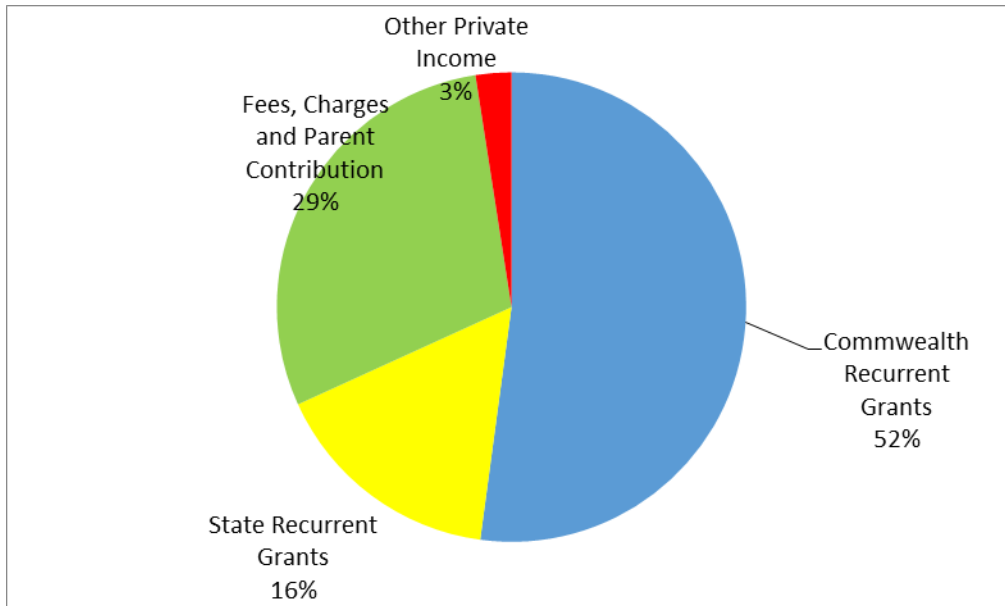
Staff Satisfaction

Formal and informal feedback from teachers, discussions with coordinators and discussions with Board Members indicates during 2016 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale/culture, school operations, work roles and work value/recognition. Staff usually meet once a week in formal meetings where they may express their thoughts/ideas/concerns. Staff are also welcome to email or see the Principal in person for any matters that are causing them concern.

REPORT AREA 14: SUMMARY FINANCIAL INFORMATION

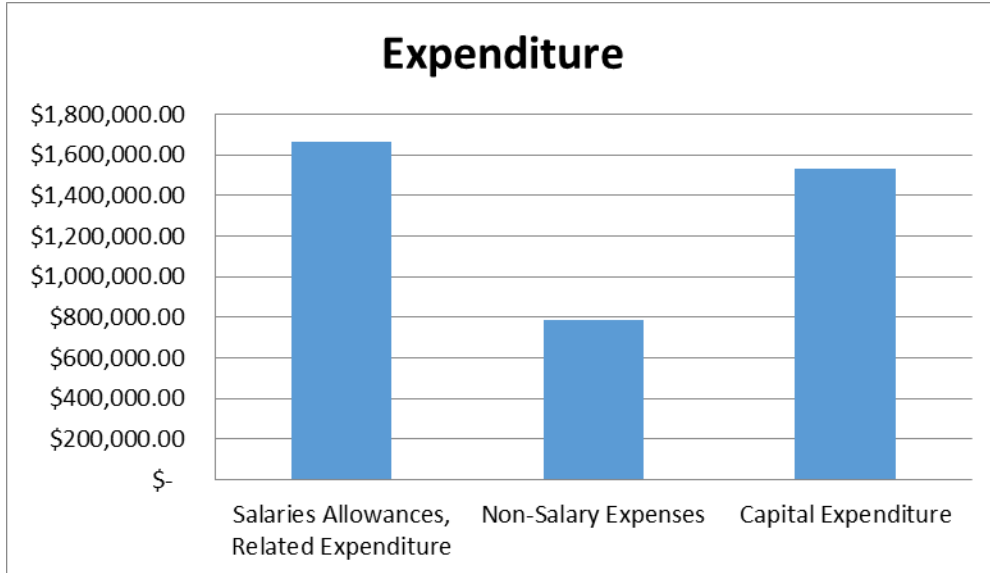
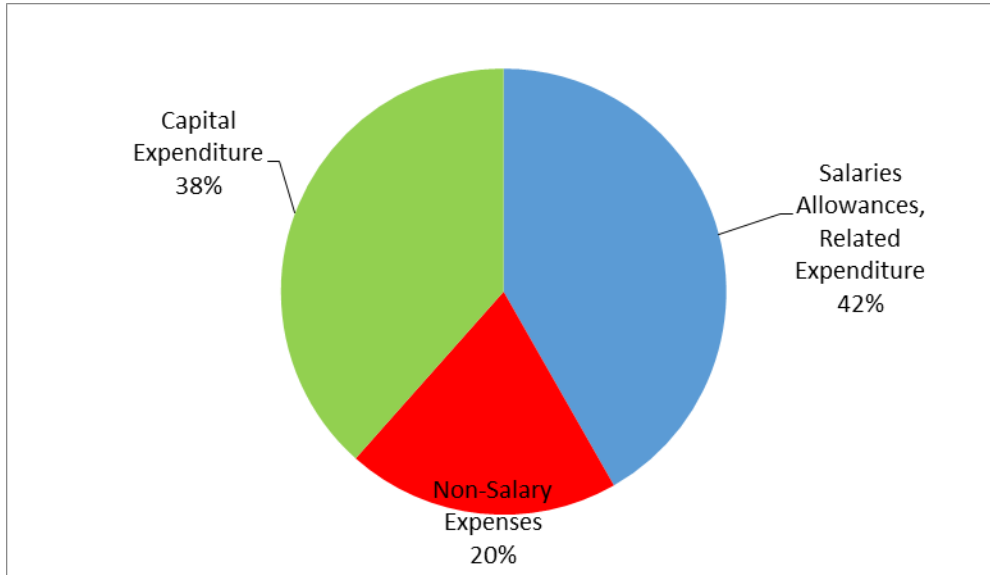
Recurrent/Capital Income

INCOME - 2016



Recurrent/Capital Expenditure

EXPENDITURE - 2016



2016 Annual Report completed by
Mr Sam Halbouni
PRINCIPAL
ARKANA COLLEGE