2022

ANNUAL REPORT

ARKANA COLLEGE

2022 REPORT: EDUCATIONAL AND FINANCIAL REPORTING

Available on the School's Website at https://arkana.nsw.edu.au/school-reports/

POLICY

Arkana College has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

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 2022 school year. We have strived to improve the school by beginning the year with a three-year school strategic plan with short-term and long-term goals for the students, staff, Principal, and the Board of Directors.

With the blessings of Allah SWT, the school has done well financially and academically during 2022. By the end of 2022, the school managed to pay more money towards the bank loan with a reserve to plan for demolishing the house on 3 Rayment Avenue to provide more space for the students' activities.

The College once again was immersed in a wealth of curricular and extracurricular activities and events including assemblies, concerts, carnivals, end of year presentation and graduation evenings, excursions/incursions, Islamic events and much more ensuring the educational needs of our students remain of paramount importance and that no student is deprived in any way from reaching their full potential. My sincerest congratulations, on behalf of the Board of Directors, to all those involved under the leadership of the principal, Mr. Osman Karolia.

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. The school is engaged in a myriad of initiatives and fundraisers with money raised for various charities here in Australia and abroad. I convey my heartfelt thanks to all staff, students and parents of Arkana College.

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

The Arkana College Board worked closely with the Principal, coordinators and staff to ensure the College continues striving for excellence across all aspects and promoting the Islamic ethos to be at the forefront and heart of every decision. The alignment with the Principal and staff on policies and the promotion of standards provided the students with a focus to ensure they make the most of their opportunities for personal development and get the most reward out of their school days.

The Board continued to uphold the highest standards of governance to support the Principal and staff in delivering a quality education to all our students.

Mohammed A Helal
Chairman Arkana College Board

MESSAGE FROM THE PRINCIPAL

It is with a tremendous sense of honour and humility to join the Arkana College community as Principal in April of this year and I couldn't be prouder at the continued success of the College throughout the 2022 school year.

As we transitioned back to a sense of normality after Covid – 19 restrictions over the last two years it was deeply rewarding to see students return to sporting events, incursions/excursions, camps and have our parents attend assemblies and school events.

 We pursued a number of goals in 2022 set by the previous Principal, Mr. Sam Halbouni, around teaching and learning, student achievement and renewing our registration with NESA. The efforts of Mr. Halbouni and our staff in achieving the highest standards as part of our registration renewal must be commended and reflect the high standards of governance, teaching/learning and financial accountability to which the College aspires.

 Together with our staff we implemented several new initiatives to promote community engagement through volunteering and service learning as well as other initiatives. This included establishing:

- Orphan sponsorship program in five countries including sending Eid greeting cards made by K-2 students to the orphans.
- Homeless engagement program each term involving distribution of hot and non-perishable food to the homeless by students, staff and parents in Sydney CBD
- Engagement program with children living with a disability.
- Fred Hollows Walk to restore eyesight to indigenous communities in Australia and impoverished communities abroad.
- Robotics program including robotics team to compete in regional competitions.
- Expansion of our environmental awareness program with focus on the local environment of the Georges River and Botany Bay.
- Al Aqsa Day to acknowledge the significance of Jerusalem and Masjid Al Aqsa in particular to the Islamic faith and to celebrate Palestinian history, food, culture and contribution to civilization.
- A monthly digital newsletter and social media platforms on Linked In, Facebook and Instagram to improve communication with our school and wider community.

These new initiatives align with the school's mission and strategic goals responsible citizenship and engagement with local, regional, national and global links that reflects our Islamic values through social contribution. The efforts of students, staff and parents was also acknowledged by Arkana College being awarded the independent primary school with the most social impact by the Independent Primary Heads Association (IPSHA), the Crescent Award for most social impact by an Islamic school in Australia and students had the opportunity to share their initiatives with local councilor's from Georges River Council, the local Mayor, Nick Katris, the NSW Multicultural Minister the Hon. Mark Coure and NSW opposition leader, the Hon. Chris Minns who all visited the school.

Our K-2 staff worked tirelessly on planning for the new K-2 literacy/numeracy syllabus along with the rest of our teaching team to ensure we are well placed to provide learners 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 Muhammad (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.

Through a process of collaboration between the Board, staff and parents the school finalised our 2022-2025 strategic plan. To achieve its vision, Arkana College will pursue the following six strategic priorities:

- Islamic principles
- Academic standards/application
- Best in class educators
- Community engagement
- Wellbeing
- Future growth

During the year we continued with a broad spectrum of established programs including sports, leadership. IT and STEM, a snow camp to Thredbo, Harmony Day, ANZAC and Remembrance Day ceremonies, our celebration of Islamic festivals and significant days (including our iftar dinner Literacy and Numeracy Week, National Reconciliation Week and Harmony Day. I was immensely proud to see the school engaged in wider community initiatives including the Heart Foundation, Cancer Council and contributing food items for vulnerable local families including refugees and victims of domestic violence to Giving Back Australia as well as supporting impoverished communities in Cambodia with water wells and food/education items through AusRelief. We also supported those impacted by the floods in Pakistan and the food crises in Lebanon.

 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 for supporting our initiatives and for their significant contributions to Arkana College.

Mr. Osman Karolia

Principal

ARKANA COLLEGE PARENT COUNCIL

The Parent Council meets regularly with parents and the Principal to communicate ideas and/or concerns and discuss fundraising opportunities for specific events/charities throughout the year.

Alhamdulillah, this year was an extremely successful one for the Parent Council and we are pleased to be able to share some of our fundraising efforts. The main highlights of this year were the Eid Fete, Annual Iftar Dinner, Palestine Quds day, Mother's Day Stall and our contribution towards year 5 and year 6 snow camp.

We would like to take this opportunity to thank the generous Arkana parents for their continuous support throughout the year. A special thank you to the parents who donated their time to volunteer with fundraising lunches and events throughout the year as well as the parents who donated financially to the various charities throughout the year.

Mariam Bazzi Deeb

Parent Council President

Message from the Captains

It has been an honour to be the 2022 school captains at Arkana College. 2022 has been a great year and a wonderful way to end our journey as students at Arkana College.

Our school participated in many events ranging from debating, public speaking and sport tournaments to volunteering with the homeless, those living with a disability and environmental campaigns. Students participated in mathematics, science and wellbeing incursions and students across all years enjoyed excursions to many places which extended our learning. Yr. 5/6 enjoyed a winter camp at Thredbo where we learnt to ski, and Yr. 6 had a great time at the annual Yr. 6 Big Day Out at MovieWorld on the Gold Coast.

We are grateful for the many Islamic events and excursions which strengthened our faith as well as the different leadership opportunities we enjoyed. We impacted on people's lives locally and around the world with our charity campaigns and hosted many visitors including other schools, the fire brigade, police, members of our local council as well as members of parliament.

We were sad to say goodbye to our principal since Kindergarten, Mr. Halbouni earlier in the year and enjoyed working with our new principal Mr. Karolia.

Finally, we wish to thank the Parent Council and all the amazing staff for making 2022 such a memorable and exciting year for all students at Arkana College.

Muhammad Ali Boussi and Eliza Kotb
School Captains

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 seven directors: Mohammed Helal (Chairman), Dr Mohamad Assem (Vice Chair), Hossam Elrayes (Secretary), Ali Elgohary (Director), Adel Salman (Director), Dr Fariha Dib (Director), Tasnim Saeid (Director).

Several members also comprise the board and come from a range of professional backgrounds including building, counselling and education.

VISION

Empowering students to become knowledgeable, confident, and value-driven Australian Muslim leaders in the global community.

MISSION

We deliver quality education to students in an Islamic environment through:

- Dynamic, engaging and innovative teaching methods,
- A nurturing school setting, and
- Instilling positive values throughout everything we do.

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 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. Our key values include:

- Adab (Manners)
- Confidence
- Empowerment
- Generosity
- Integrity
- Responsibility

STRATEGIC PRIORITIES

To achieve its vision, Arkana College did pursue the following six strategic priorities as part of its longer-term (2022-2025) strategic plan. The next strategic plan was formulated with the contribution of various stakeholders including the Board, members, Principal, staff and parents.

1. ISLAMIC PRINCIPLES

Arkana College will foster an environment that incorporates Islamic principles in its teaching programs, events, and school culture. Arkana College values an Australian Islamic Pedagogy that promotes values, concepts, behaviour, and perspectives based on Islamic teachings and traditions that inspire our students to be proud Australian Muslims grounded in justice, service, understanding and compassion to all. Arkana College and our Islamic pedagogy framework aims to produce young citizens who are cognisant of and responsive to global citizenship in a rapidly changing world. To achieve this Arkana College teaches Arabic, Quran, Islamic studies, and the Seerah of Prophet Muhammad (peace be upon him). The school also runs events, including Mawlid Al Nabi, Anasheed Concerts, Arafat Day, Islamic storytelling, Eid Al-Fitr, and Eid Al-Adha celebrations and a Ramadan program including a school community and multifaith iftar.

To continue to foster and nurture an Islamic environment, Arkana College will:

- Set achievement goals in the mainstream and Arabic, Quran, and Islamic Studies as a means of programming, assessment, evaluation, and reporting. This includes monitoring continual student progression in Arabic, Quran, and Islamic Studies.
- Ensure students will be able to read the Holy Quran fluently by the end of Yr. 4 and to have memorised Juz Ama (part 30) by the end of Yr. 6
- Divide Arabic classes into two streams from K-6 to cater for different ability levels.
- Widen the links with the Islamic community locally, nationally, and globally.
- Ensure interactions with one another reflect the Islamic values espoused by the school and is in the spirit of the Tarbiyah pledge taken by all students.
- Integration of Islamic content to consolidate and support mainstream content in teaching/learning programs including the arts, physical education and sport, extracurricular activities, and support services and programs.
- Follow the example and character of the Prophet PBUH to enable students to be the best versions, be saved from the consequences of poor choices and sin, learn, and show forgiveness and compassion to others, be conscious of the Almighty, and strive for eternal life.
- Engage in programs and initiatives for students from K-6 that embody and reflect college and faith values and our service to humanity locally, regionally, and as responsible global citizens.

2. ACADEMIC STANDARDS/APPLICATION

Arkana College will nurture and educate each student in its care and provide the opportunity for each student to excel academically, socially, and emotionally. Arkana College is working towards this objective today through its robust literacy programs such as: our reading comprehension and writing programs; Spalding; numeracy programs and various other programs in the field of sports, Arabic, and Islamic Studies.

In addition to these programs, Arkana College will also:

- Ensure outgoing achievement of reading and writing objectives, critical thinking, and development of communication skills of all students K-6
- Continue to develop Digital Literacy Program, with an emphasis on the Science and Technology programs K-6 and ensure the continual upgrade of computer hardware in the school.
- Nurture the teaching and learning as well as physical wellbeing of students and staff through diverse programs.
- Drive our Yr. 6 cohort so that 15% are offered a position in a state selective school in Yr. 7 and Islamic/Independent school equivalent.
- Develop the Extension program for all students and as an OC equivalent for Yr. 5/6
- Track and report on growth data including pre/post testing to show progress and growth.
- Familiarise and Implement the New Syllabus for 2022-2024:
    - Familiarisation and Implementation of New K -2 Maths/English Syllabus for 2022/2023.
    - Familiarisation and Implementation of New 3 - 6 Maths/English Syllabus for 2023/2024.
    - Including relevant internal and external Professional Development.
    - External benchmarking in literacy, numeracy, and science for selected students.

3. BEST-IN-CLASS EDUCATORS

Arkana College will develop best-in-class educators that instruct its students in a way that is dynamic, engaging, and innovative. The staff at Arkana College continue to play a leading role in meeting the needs of students. Staff will 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.

To continue developing best-in-class educators, Arkana College will:

- Provide ongoing professional development for all teachers in all KLA's as well as ongoing mentoring from more experienced teachers to less experienced and New Scheme Teachers.
- Check all assessment, programs and scope and sequence charts annually to ensure innovation and compliance remain at the forefront of our school's mission and vision.
- Improve the general health and wellbeing of staff by ensuring systems, protocols and procedures are considerate of staff and their private lives.
- Encourage collegial experiences through lesson observations, staff bonding and team building days and activities.
- Appoint a mentor/ teaching/learning coordinator when the school grows to a full two stream model that will see a reduction in average class sizes to 26.
- Differentiate content in class as a whole school focus to meet the needs of all students.
- Implement a culture of thinking that includes scaffolding of ideas, set routines to promote independent learning, modelling the thinking process, regular feedback throughout the process and student reflections on what they have done/learnt.
- Actively promote the seven general capabilities of the Australian curriculum across all

Key Learning Areas: Literacy; Numeracy; Digital and ICT Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding.

4. COMMUNITY ENGAGEMENT

Arkana College will continue to build, form, and drive strong relationships with the local and wider Australian community. This collaborative approach includes students, parents, the Islamic community, local charities, community organisations and other schools. Strong community relationships have enhanced the school's reputation, improved the school's ability to raise funds, and fostered a positive and open culture.

To continue to strengthen community bonds, Arkana College will strive to achieve the following goals where it complements the school's values as well as teaching and learning programs and does not adversely impact on delivering a high standard of education or on the welfare of students and staff.

- Grow engagement with parents and students through charitable projects, volunteering, service learning and social events including guest speakers.
- Broaden networks with other schools, local charities, community organisations and the wider community including an interfaith program with Jewish and Christian schools.
- Encourage student voice, agency and participation in all community events and initiatives.
- Participate in regular inter school activities and competitions in sport, the arts, debating/public speaking.
- Deliver a community service program focusing on the environment, aged care, young people living with a disability and the homeless
- Address bullying throughout the year and not just at annual workshops or events.
- Collaborate with partner schools, charities, and NGO's locally, nationally, and overseas.
- Organise a Yr. 6 trip to an overseas partner school and to distribute humanitarian/education aid that is age appropriate.
- Establish a biennial school Umrah tour for parents/students/staff.
- Engage with Arkana Alumni through a digital platform, volunteer, and weekend/school holiday events.
- Establish school holiday activity program and excursions.
- Conduct annual surveys to get feedback from students, staff, and parents.

5. WELL BEING

The wellbeing program at Arkana College is a partnership program between parents, teachers, and students. It seeks to provide students with effective strategies and support to be resilient and to cope with challenges in and away from the school environment. Our wellbeing programs develop skills to identify, manage and promote mental health and wellbeing. Arkana College students are encouraged to be proactive and bold in constantly striving for individual progress and community wellbeing.

We seek to achieve this by:

- A whole school proactive approach to wellbeing including bullying and resilience building events throughout the year and not just isolated events.
- Pastoral care to include both chaplaincy and counselling including access to a female resource to cater for the many concerns older girls may not wish to share with a male chaplain.

- Wellbeing days and workshops to make wellbeing engaging, interactive and visible

Three level approach to well-being

Student:

- Well-being groups at transition points
- Mentoring for Yr. 5 and Yr. 6
- Universal evidence-based programs for anti-bullying
- Access to school counsellor
- Access to evidence-based gaming, social media, and body image programs

Parent:

- Universal evidence-based parenting program for pre-kindy parents and new Arkana parents.
- Goal driven and evidence-based parenting program for families that need further support
- Pathways to mental health support
- Pathways to social support

Staff:

- Staff well-being programs and access to Employee Assistance Programs (EAP)
- Career mentoring program
- Ongoing professional development in mental health, trauma, and other well-being issues.
- Access to meditation/mindfulness or similar
- End of year anonymous survey.

6. FUTURE GROWTH

Arkana College prides itself as a reputable, harmonious, and highly capable primary school catering for students from Kindergarten to Year 6 with a Pre Kindy. Today, the school currently serves the needs of approximately 200 students. However, the surrounding community continues to grow, placing additional demand on Arkana College for more capacity that it cannot currently meet as well as demand for a high school campus.

The school will need to expand its size to take on any additional students. As such, the Board will strive to meet the needs of the community by expanding the size of the school by raising funds, acquiring nearby land, and constructing additional classrooms and facilities.

The Board however will only consider goals to expand in size, increase enrolments or start a high school after detailed feasibility studies and business plans demonstrate that these projects are financially viable and that the brand integrity of Arkana College and its core values are not affected or lost in the process to grow.

These goals include:

- A strong and cohesive board with responsible financial management of the school by guaranteeing the school's protocols around the management of funds is adhered to and regular cash flow / budgets are generated and updated whenever necessary. This includes raising funds for projects to meet additional costs and services.
- Refurbish the current site with resurfacing main play area with Astro turf and move existing play equipment to the rear of 340 Stoney Creek Road
- Prepare a DA to increase numbers at existing site with council.
- Clear property on Rayment street to expand the existing primary school and/or put in place 2 x GLA's, 1 science lab to establish Yr. 7 (2024) and Yr. 8 (2025)
- Look for/secure commercial property 2023/2024 to be ready for students to move in by 2026.
- Transition the current campus to move to a 2-stream model by 2026.

THEME 2 – CONTEXTUAL INFORMATION AND CHARACTERISTICS OF THE STUDENT BODY

ARKANA COLLEGE

Arkana College is a single stream K-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. The majority of our children come from families who speak a language other than English, although most children are Australian born.

The Vision of Arkana College is to empower students to become knowledgeable, confident, and value-driven Australian Muslim leaders in the global community. Our key values include Adab (manners), empowerment, confidence, integrity, generosity and responsibility.

The school has achieved academic excellence with pleasing results in Literacy and Numeracy. It enjoys a fine reputation in debating 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, 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 234 students, PreK – Year 6. 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.

2022 student numbers are as reported at end of the 2021 school year. This represented a small increase when compared to enrolment figures for 2021.

School Facts 2022	
School sector	Non-Government
School type	Primary
Year range	PK-6
Total enrolments	234
Location	Major Cities

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STUDENT BACKGROUND 2022

Index of Community Socio-Educational Advantage ICSEA)

School ICSEA value	1101
Average ICSEA value	1000
School ICSEA Percentile	85

Distribution of Socio-Educational Advantage (SEA)


Percentages are rounded and may not add to 100
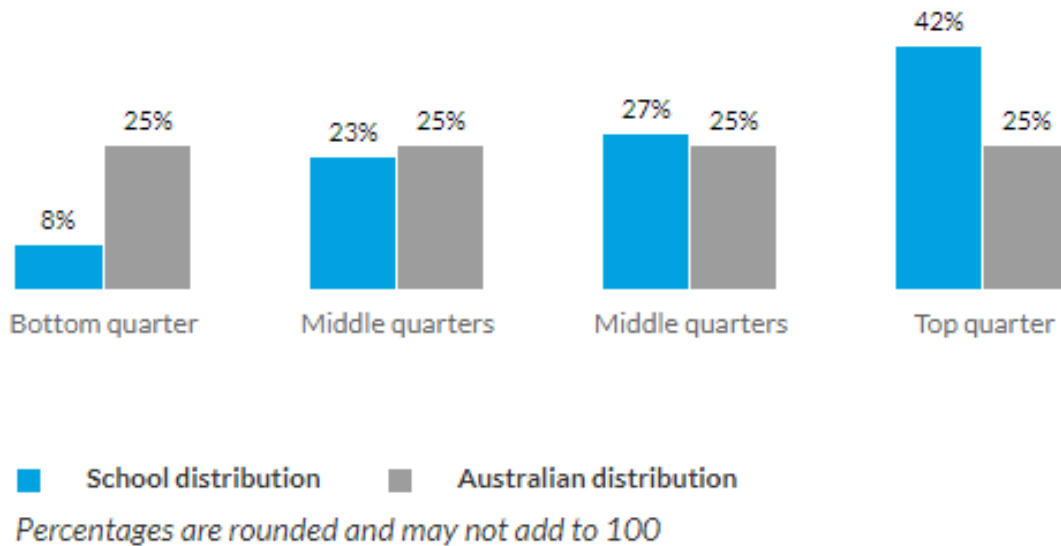
SCHOOL STAFF 2022

Teaching staff	18
Full-time equivalent teaching staff	13.6
Non-teaching staff	5
Full-time equivalent non-teaching staff	4.2

Total enrolments	210 (K-6)
Girls	101
Boys	109
Full-time equivalent enrolments	210
Indigenous students	1%
Language background other than English	64%

Students

Total enrolments: 210

Boys 109
Girls 101

52% 48%

Full-time equivalent enrolments: 210.0

Indigenous students

1%

Language background other than English

1%

Yes (64%)
No (36%)
Not stated (0%)

64%
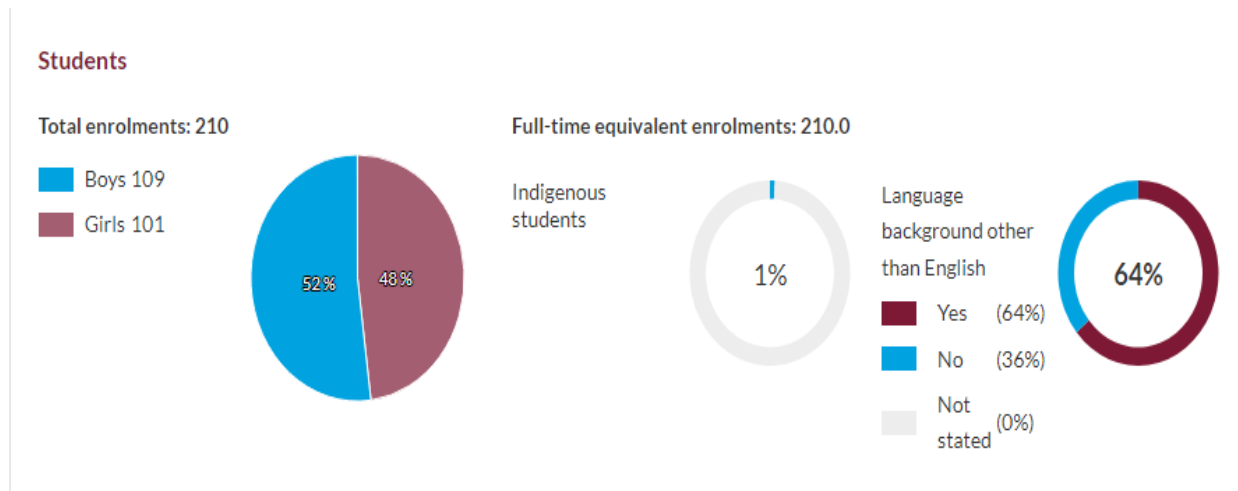
Please visit the My School website for further contextual information http://www.myschool.edu.au/

THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

ACADEMIC

Arkana College continues to enjoy growth and progress in it's numeracy and literacy results

Parents are 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.

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.

THEME 4: SENIOR SECONDARY OUTCOMES (N/A)

THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND TEACHER QUALIFICATIONS

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	*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*				17
Level of Accreditation		Proficient	15	Provisional	1
ii	*Teachers who have a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines*				1
Level of Accreditation		Proficient	1	Provisional	0

TEACHER ACCREDITATION

Level of Accreditation	
Conditional	0
Provisional	1
Proficient Teacher (NESA Accredited)	16
Experienced Teacher (AISNSW ISTAA Accredited)	8
Highly Accomplished or Lead Teacher (Voluntary Accreditation)	0

PROFESSIONAL LEARNING

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local and interstate conferences. These experiences allow teachers to reflect upon their learning and teaching programs with increased motivation and knowledge. The school invests heavily in professional development for staff. A full breakdown is listed below.

Arkana College's professional learning program in 2022 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 2022 academic year.

Course	Number of Staff Attended	Provider
Child Protection	22	Principal In House
Anaphylaxis Training	18	Westmead Childrens Hospital
Visual perception skills & Visual motor system difficulties impact on a child's education	1	AIS NSW
Planning and Programming: NSW Syllabus for the English curriculum K-2	1	AIS NSW
Masterclass Reportable Conduct	1	AIS NSW
Literacy & Numeracy Progressions	1	AIS NSW
MEA interpretation Workshop-Teachers	2	AIS NSW
MEA interpretation Workshop-Support & OPP Staff	2	AIS NSW
The Principles of Purposeful Programming	2	AIS NSW
IPSHA Bi-Annual Conference	1	IPSHA
IPHSA Wellbeing	1	IPSHA
Leading staff wellbeing	1	AIS NSW
Promoting & protecting student wellbeing and mental health	1	AIS NSW
School Governance Improvement Tool Professional Learning	1	AIS NSW
Spelling Essentials K-6	1	AIS NSW
Implementation of the K-2 syllabus	4	Arkana Coordinators
Visible learning in Early Childhood/Transference	1	Corwin
IPSHA Deputies and school leaders conference	3	AIS NSW
Executive leadership workshop	1	AIS NSW
The AIS Annual Briefing	1	AIS NSW
Numeracy Essential for K-2 Teachers	2	AIS NSW
Programming and planning for the New Mathematics K-2 Syllabus	2	AIS NSW
AIS Governance Symposium	5	AIS NSW
English Teachers Conference 2022- Leading with Literacy	1	PETAA

School Governance Module 2: Critical Priorities of the Board	3	AIS NSW
School Governance Module 5: Executive Supervision - The Board/Principal Relations	3	AIS NSW
School Governance Module 6, Managing Risk	1	AIS NSW
School Governance Module 7: Child Protection	3	AIS NSW
School Governance Module 8: Strategic Thinking in Schools	2	AIS NSW
School Governance Module 9, Reputation Risk	3	AIS NSW
School Governance Module 11: Financial Governance Part 1	1	AIS NSW
School Governance Module 12: Financial Governance Part 2	1	AIS NSW
Islamic Pedagogy and renewal	3	University of South Australia / CITE
It Takes A Village: The Why, What and How of School Industry Partnerships	1	AIS NSW
IPSHA Principal Meetings, Terms 1-4	1	IPSHA NSW

THEME 6: WORKFORCE COMPOSITION

The school employed 23 teaching and non-teaching staff in 2022, of these, 18 were female and 5 were male. There are no indigenous teachers at Arkana College. 22 staff members were of the Islamic faith and 1 staff member was non-Muslim. All staff are fluent in English and others speak various other languages.

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THEME 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Student Attendance Rates

Year Level	Attendance Rate %
KINDERGARTEN	92.50%
YEAR 1	92.18%
YEAR 2	94.07%
YEAR 3	94.21%
YEAR 4	92.61%
YEAR 5	92.61%
YEAR 6	90.23%
SCHOOL AVERAGE	90.48%

Ninety per cent of students attended school on average each school day in 2021. This was similar to the daily attendance in 2021.

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)

THEME 8: 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 NESA. 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 enrolment is made.

5. Inform the applicant of the outcome.

6. Enrolment information will be sent out. Students enrolling must turn 5 before the 31$^{st\,of}$ 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. <u>Continuing enrolment is subject to the student's adherence to school rules and payment of all school fees.</u>

 Student population

The school has 210 students (K-6). There are slightly more boys (109) than girls (101) throughout the school. The students come from a wide range of backgrounds, and the vast majority or 64% 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 green or lemon coloured scarf for Halaqa and Prayer.

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. Parents should refer to the Media and Social Media policy.

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.

THEME 9: SCHOOL POLICIES

Arkana College has policies which address all the NESA requirements. All new and current staff are required to sign that they have read the Child Protection policy as part of their induction or for annual review , and selected other existing policies are reviewed annually as part of the schools continuous improvement process. The full text or summary of the School's policies and procedures is available on the School's intranet portal and many policies and the School's website where required. Parents may obtain policies by asking for copies from the School office. Policies and procedures are reviewed, updated and added as required to the School's Shared Drives.

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

- ❖ Policies: Summary of the following policies:
- ❖ Child Protection
- ❖ Behaviour and Anti Bullying
- ❖ Wellbeing

1. Child Protection

The safety, protection and well-being of all students is of fundamental importance to the school. Child Protection policies within our school ensure we have built a child safe community and it is the responsibility of all stakeholders (school staff, parents, students) to take action to prevent harm to students. Parents' engagement with children, both in the home setting and through school-based programs, is seen as crucial to the success of prevention programs, as parents are often the first and major source of information for children. To build parent and community awareness of child safety in schools, the following video, https://vimeo.com/392356477/e1151ba983 has been produced to assist parents and carers to recognise concerning behaviour and have the confidence and capability to report this behaviour to the appropriate person in the school.

2. Complaint and Grievances Resolution

Arkana College values its students, staff, parents and the wider community. It believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive school community. The school's grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well-defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity. Parents that wish to raise a concern are encouraged to raise it directly with the classroom teacher, before attempting to raise it with the Principal. If the Principal is the subject of the grievance, contact can be made with the Chairman of the School Board.

3. Behaviour Management and Anti Bullying Policy

At Arkana College, we hold a holistic view of education which dignifies the child, through Tarbiyah (transformation). Parents must actively reinforce the Tarbiyah approach at home by adhering to the 'Tarbiyah Parent/Guardian Document' and agreeing to and signing off on the 'Tarbiyah Pledge' as part of the 'Parents/Guardian's School Enrolment Agreement Contract'. Character transformation is not taught but transferred. Discipline needs to be intrinsically motivated by the quest to please Allah جل جلاله and the achievement of Taqwa (God consciousness). By nurturing Adaab (the way one conducts themselves), we cultivate values and morals which are firmly based in the revealed tradition of Islam, with the aim of developing good humans in the service of Allah. Mahasabha and Muraquaba (self-assessment, evaluation, and self-accountability), are at the core of our whole school practice. Everyone should reflect upon their words, actions, and thoughts, and understand that these have a significant impact on the quality of their relationships and interactions, within our learning environment. Disciplinary action is guided by equity, compassion, and mutual respect. Arkana College aims to emulate the Prophet Muhammad صلى الله عليه وسلم who is the exemplar of the 'Insan Al Kamil' (the complete person) by achieving Ihsan (excellence) in all that we do, by fostering a balanced, harmonious, and purposeful way of living, guided by the exemplary conduct of our Noble Prophet Muhammad صلى الله عليه وسلم, so that all members of the Arkana College community grow closer to Allah جل جلاله, by doing good deeds, developing positive relationships, and serving humanity and Allah in the quest for eternal life.

In terms of Antibullying, we do not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. In 2022, the school's discipline and anti-bullying policies and procedures continue to incorporate Islamic Pedagogical principles, in line with our school improvement targets set for the year.

Arkana College bases an approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

4. Wellbeing Policy

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.

- develop students' sense of self-worth and foster personal development.
- 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.
- A chaplain is employed to provide individual and group sessions to support students with their welfare and wellbeing concerns. one day per week (0.2 basis), providing chaplaincy for a select number of students K-6.

- Wellbeing workshops for students on personal development, cyber safety and transition to high school. We also had an external provider deliver a wellbeing workshop to staff with emphasis on self-care and teamwork.

Hard copies are available on request at the College Administration Office

THEME 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

2022 Priority Areas for Improvement

Area	Priorities	Achievements
Teaching and Learning	• Robotics Education to complement our current curriculum for our students.	• Robotics program introduced • PD of teachers to robotics program • Participation in interschool robotics event
	• Inquiry Based Learning as part of our next school improvement plan for 2022-2023	• Review of programs to also incorporate explicit learning as per ACARA/NESA recommendations
	• introducing the new K-2 English and Mathematics syllabus for rollout in 2023	• PD of staff • Writing of programs and documents for implementation
Student Achievement	• Analysing and effectively using data to inform teaching practice to improve student learning outcomes across the grades PreK-6.	• Modify and adjust teaching/learning programs to reflect data to improve student outcomes
Facilities and Resources	• Establishment of a Green Space / Oval, using our adjoining property, for the children to play sport on and for the children to access at recess and lunch.	• Vacate premises and prepare documentation for demolition of house and pre-existing structures
	• The refurbishment of the soft fill area with artificial turf	• Obtained quote and will be staged with other works
Extra-Curricular	• Re-writing policies, procedures, and curriculum to reflect Islamic Pedagogy.	• Islamic principles incorporated into wellbeing and behaviour management policies
	• Reviewing the school's strategic planning with all stakeholders	• 2022 – 2025 strategic plan finalised in collaboration with parents and teachers
	• Community Engagement	• Introduced volunteer program to feed the homeless • Disability engagement program • Orphan sponsorship program

2023 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Preparation and delivery of new K-6 syllabus in English and Mathematics • External presenters and incursions focusing on self-confidence, resilience, and anti-bullying workshops as a means to improve student welfare / wellbeing. • Review of phonics and literacy programs in K-2 • Professional Development of staff in preparing for new syllabus changes and phonics program.
Student Achievement	• Using pre assessment data, particularly in writing programs to continue to plan accordingly to improve student learning outcomes. • Widen student achievement to acknowledge success outside the classroom including civics, citizenship and volunteering.
Facilities and Resources	• Demolition and clearing of adjacent property to increase play and recreational space. • Upgrade basketball court including backboards, hoops, netting and line markings. • Introduction and expansion of robotics program including acquisition of robotics kits and resources for participation in external inter school events. • Expansion of school leadership team to improve career progression for staff and to implement new teaching/learning and wellbeing programs
Extra-Curricular	• Review and realignment of Islamic pedagogy including policies, practice and curriculum through CITE at the University of South Australia • Establish a sustainable volunteer framework with community partners to feed the homeless, engage with young people living with a disability and environmental programs

THEME 11: 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.

This includes promoting respect and responsibility within the school and in the wider community. In 2021 these initiatives included

- Interfaith program with Mt. Sinai College including interfaith iftar
- AusRelief Ramadan 'Feed the Needy' Appeal
- Grocery Drive for local needy families with Giving Back Australia
- Palestine Appeal with Human Appeal to support the Al Shifa hospital.
- Funding three water wells in Cambodia with AusRelief
- Preparing hot food for women and children in shelters
- Providing hot food and non-perishable food items to the homeless in the Sydney CBD
- Engagement program with young people living with a disability
- Community walk to fund restorative eye surgery with the Fred Hollows Foundation
- Pakistan Flood Appeal with Sadaqa Welfare Fund
- Orphan sponsorship program, sponsoring 5 orphans globally
- ANZAC and Remembrance Day ceremonies

These initiatives ensure that students at Arkana College experience a values-based program 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 global members of our society.

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

The school encourages constructive criticism from staff, students, and parents from formal and informal sources, including surveys, suggestion boxes, parent council forums, involvement in school activities, school functions, strategic planning or our open-door policy.

The feedback is generally constructive, and the data gathered is considered further and recommendations deliberated on for implementation. Throughout the year, the school prides itself on its open-door policy and 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 in all facets of schooling. Parents are encouraged to attend school functions and to communicate with teachers and the Principal, through school email, phone call and/or interview or the Class Dojo digital platform. The Principal also meets with the Parent Council, and this is an important vehicle by which to gauge the level of parent satisfaction. The level of parent involvement in the Parent Council is high and regular discussions throughout the year indicated that parent satisfaction is generally positive. The Parent Council also has a suggestion box in the office for anyone wanting to make an anonymous suggestion.
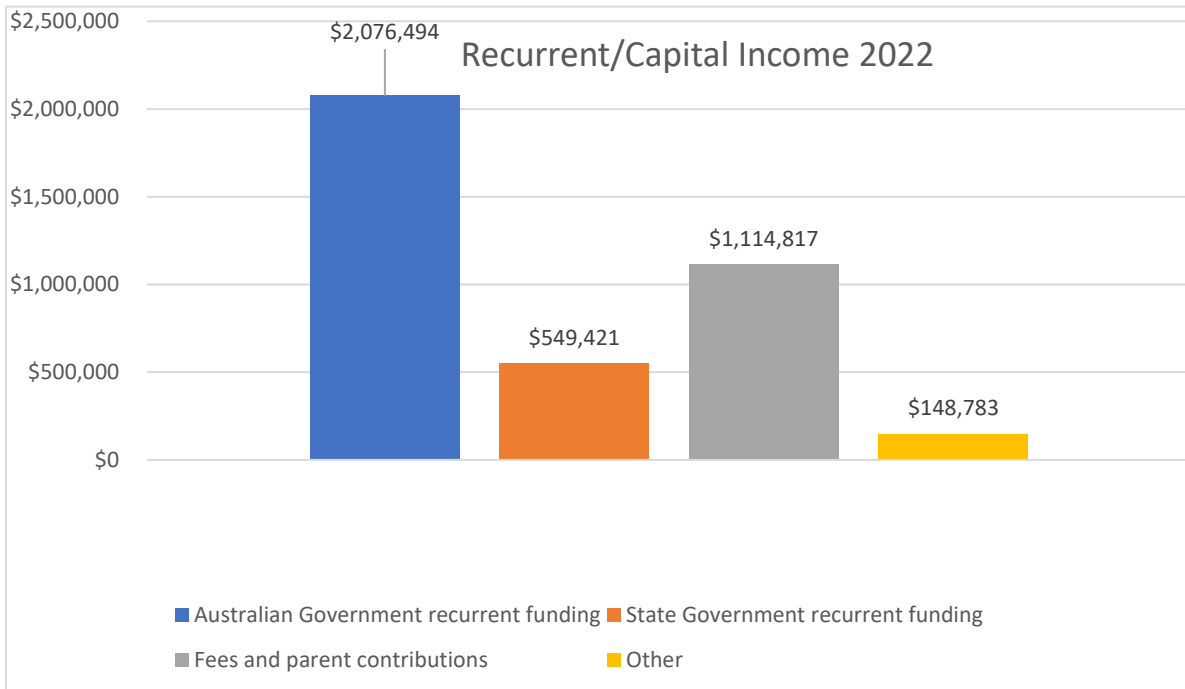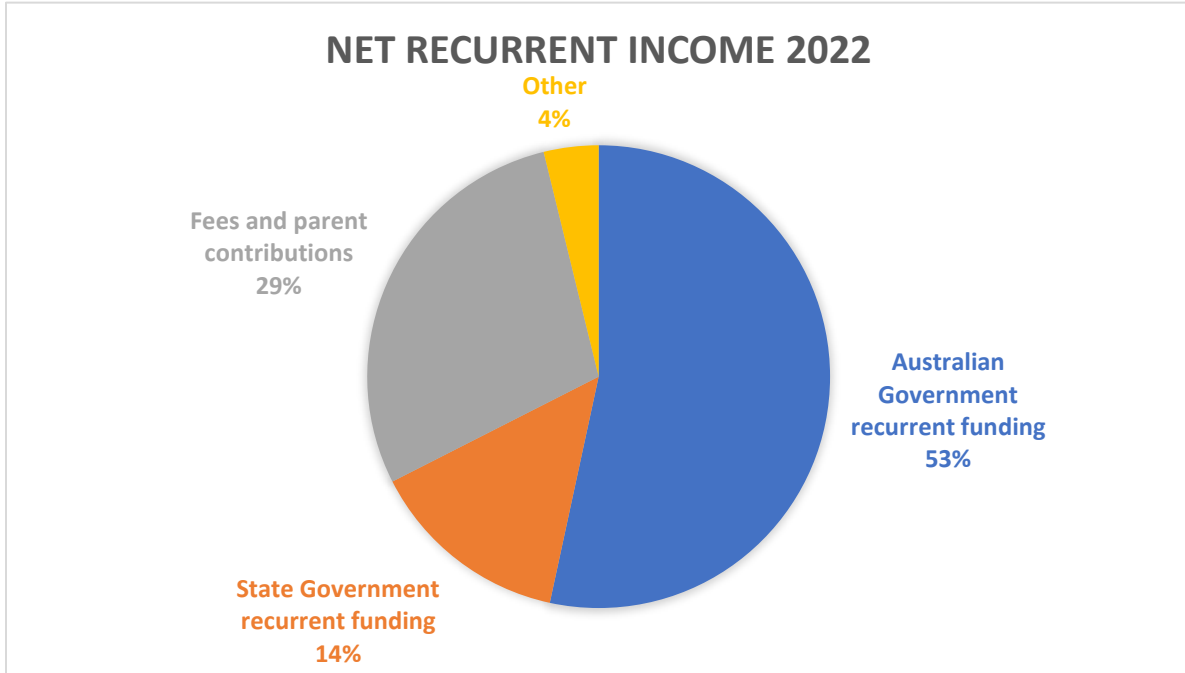
Student Satisfaction

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 indicated that student involvement and satisfaction are also positive. The students are proud of their achievements and are very proud members of the school and the wider Australian community.
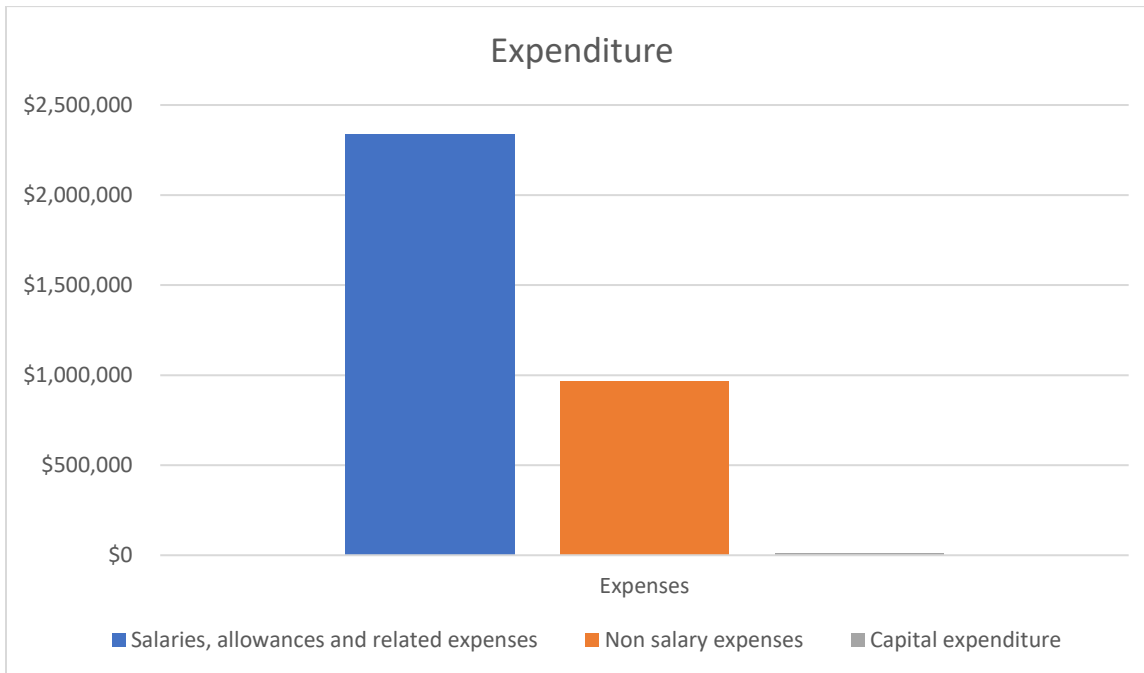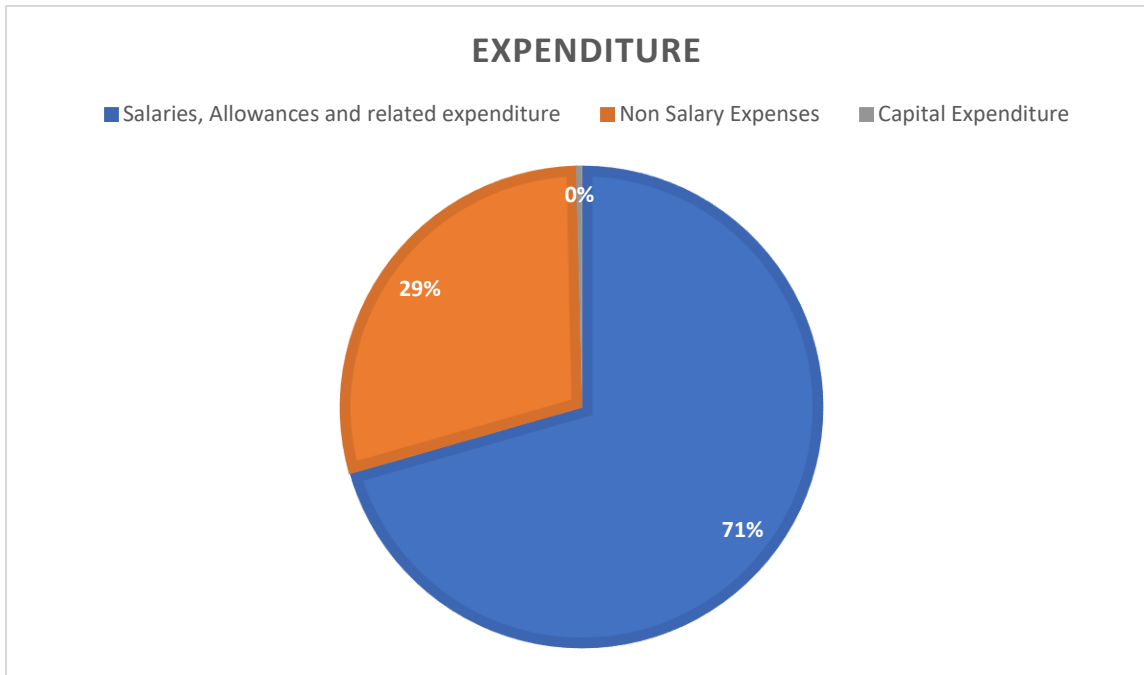
Staff Satisfaction

Formal and informal feedback from teachers, discussions with coordinators and discussions with Board Members indicates staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale/culture, school operations, well-being, 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. Finally, the Board Chairman has introduced 'Exit Interviews' for any staff member that does resign to gauge their level of satisfaction or dissatisfaction before leaving the school.

THEME 13: SUMMARY FINANCIAL INFORMATION

Recurrent/Capital Income 2022

NET RECURRENT INCOME 2022

- Other 4%
- Fees and parent contributions 29%
- Australian Government recurrent funding 53%
- State Government recurrent funding 14%

Recurrent/Capital Income 2022

- Australian Government recurrent funding: $2,076,494
- State Government recurrent funding: $549,421
- Fees and parent contributions: $1,114,817
- Other: $148,783

Legend:
- Australian Government recurrent funding
- State Government recurrent funding
- Fees and parent contributions
- Other

Recurrent/Capital Expenditure 2022

EXPENDITURE

■ Salaries, Allowances and related expenditure   ■ Non Salary Expenses   ■ Capital Expenditure

- 0%
- 29%
- 71%

Expenditure

$2,500,000

$2,000,000

$1,500,000

$1,000,000

$500,000

$0

Expenses

■ Salaries, allowances and related expenses   ■ Non salary expenses   ■ Capital expenditure

Theme 14 Publication Requirements

Arkana College has completed its publication requirements by providing:

• A copy of the 2022 Annual Report to NESA on RANGS online

• A copy of the 2022 Annual Report on its school website.

If requested, data will be provided to the Minister, for the Minister to report to Parliament on the

effectiveness of schooling in the State.

The 2022 annual report is available on request to any person/persons who cannot access the document online.

Annual report prepared by

Mr. Osman Karolia
Principal