



AL NOORI
MUSLIM SCHOOL

ANNUAL REPORT

20

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KNOWLEDGE

is Light

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A message from key school bodies



A Message from the Chairman

We begin this report with a strong sense of pride following what has been a challenging year at Al Noori Muslim School. The year 2020 was unprecedented – from bushfires and floods to a global pandemic. It was a year to remember at Al Noori Muslim School, as our connected school community demonstrated resilience in the face of the many changes necessitated by COVID-19 restrictions. As school leaders, we believed that with every challenge there was an opportunity to build resilience and improve our response structures.

The school continued to achieve despite the challenges posed by the pandemic. This was due to the extraordinary effort of all the students, our dedicated staff and supportive parents and families. We all carried on teaching, learning, growing, giving, and working together to achieve the school's mission to develop empowered, resilient, and future-focused students.

In the 2020 Higher School Certificate, the school achieved an overall school state rank of 32nd in NSW, state rank of 4th in English Standard, state rank of 5th in Mathematics Standard, and state rank of 15th in Mathematics, Mathematics Extension 1, and Mathematics Extension II.

The Class of 2020 is to be congratulated for their outstanding results. Students were provided with opportunities to participate in engaging programs and experiences, including Girls in STEM program; Science Week activities, Debating, Public Speaking Competitions, Write4Fun Competition, Premiers Reading Challenge, Book Week activities, Character Dress Up Competitions, Ramadan K-6 Art Competition, Quran Competition and many more.

The year 2020 has seen a wonderful culture of giving and philanthropy within Al Noori Muslim School. With Islamic faith as our foundation, the school continued to provide opportunities for students to express care and compassion to the less fortunate through the Class Orphan Sponsorship Program. Our students continue to help by giving hope and an education to many children in developing countries who never experienced classroom learning. Our school motto of 'Good Deeds are Piety' is also demonstrated through the Ramadan Food Drive, Bottle Recycling Program, Red Nose Day, Jeans for Genes Day and through the raising of over \$15 000 to build a mosque and water wells in Africa in the name of a student who passed away in 2020. Our students also took a stand on the National Day of Action against Bullying by raising awareness and participating in activities to promote understanding and inclusion.

In addition, with the goal for students to be empowered, collaborative and strong leaders who thrive on personal responsibility and problem solving, our students participated in leadership workshops, Remembrance Day Ceremonies, wellbeing incursions

and were acknowledged during Student Representative Council Inauguration Assemblies and local community leadership award ceremonies.

One initiative of particular significance is the AISNSW Designing for Deep Learning project. Our staff from K-12 participated in workshops based on the deep learning framework to engage students and develop skill based global competencies. The purpose of this initiative is to also foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world. This initiative will continue into 2021.

I feel privileged to reflect upon how far we have come over the last five years. During this time, there has been considerable transformation to the school's facilities, including the construction of our new gymnasium and further upgrades to the learning facilities, including twelve modern classrooms, an ICT lab, STEM and a Creative Arts space, multiple staffrooms, Administration Office, Meeting Rooms, ML Conference Room, and 4-in-1 Innovation Hub.

The momentum for change over the past year will now provide strong foundations for our continued growth in the years to come. In 2021, the school will undertake a NESA Registration and Accreditation inspection. We will continue to deliver excellent educational programs and ensure facilities and compliance requirements are at the highest standards.

Al Noori Muslim School continues to be a place that inspires learning. On behalf of our Board of Directors, we would like to acknowledge and thank all the key stakeholders, including our staff, students, parents, school community and our partners, for their unwavering dedication. We will continue to focus our energy and resources to see improvement in every setting and for every student in our care, across a full range of measures. We will continue to invest in professional development, technology, learning spaces and other resources to see the improvements required for our school to continue to be a school of excellence.

Mr Fawaz Sankari

AMS School Board Chairman



A Message from the Principal

Extract from the 2020 Awards Presentation

We are living in the midst of tremendous upheaval, which has spurred innovation and new ideas but also exposed long-standing inequities.

If the future is what we create, then you will surely be important in determining the pathway ahead. As we reflect on the past several months, our lives have changed in immeasurable ways. Especially when it comes to schooling, the world has seen with new eyes just how essential and underappreciated educators are. As our current circumstances have made clear, schools are more than just physical buildings that provide academic content; educators do more than just stimulate minds. We should take note that the word 'education' in Mandarin has two characters. One character is to teach and the other is to nurture. The two together make the word education.

Through this pandemic, many more are seeing clearly that education is not only the foundation for opportunity and growth, but that educators also provide crucial emotional and social support. And we are coming to terms with the realisation that the mark of this pandemic is not temporary – our way of life will not go back to the old normal and these setbacks will not quickly be resolved.

I realise we are living in a world of great uncertainty and a long list of things that seem beyond our control, but as the writer Alan Paul said, “Life itself is controlled chaos and success depends on navigating it, rather than waiting for things to be perfect”.

As I have told my Coordinators: Life is not about waiting for the storm to pass, it is about learning to dance in the rain. This is a time when old assumptions have been thrown out. A time when we have seen dramatic changes to everyday life none of us would have believed as we welcomed in the new year of 2020.

The year 2020 started with the wildfires that ravaged through many communities and left a trail of destruction which will take years to repair. For those not affected directly by the bushfires, record breaking drought threatened their livelihoods. The news was then dominated by a worldwide pandemic, COVID-19, which changed the way we went about our daily lives and affected everyone everywhere.

Many businesses were on the verge of collapsing, fear took over logic and rational thought, supermarkets became battle grounds. The online education revolution evolved rapidly. Even when we returned to school, it was not as we knew it before. Teachers became front line workers.

How we learn, how we greet one another, how we pray, how we communicate with others; it all changed. What we once took for granted we learned a deep appreciation for. Of course, we cannot forget the HSC, is it on or not? And to top it up, the bomb threats made to numerous schools during the HSC. These were certainly challenging times for the 2020 HSC cohort.

A couple of days before the HSC started, we were informed about the passing away of one of our students, our brother Mazin Ahmed. May Allah (SWT) be pleased with him and grant him access to the highest level of paradise. It was heart-warming to see his peers at the funeral getting together to ensure he is not forgotten.

NESA had awarded him an HSC Certificate before he passed away. UTS made him an early round offer to

the double degree he was seeking. We, the senior staff visited him to congratulate him and award him his graduation certificate. The money collected during the HSC by the staff and students went towards the purchase of water wells in Asia and the building of the Mazin Ahmed Mosque in Africa with a water well for the mosque and surrounding community.

We are all learners; we are all leaders. Leaders need many qualities but underlying them all is good judgement. Think about how you – blessed with a world-class education – might act and work differently.

People work to bring meaning to their lives and meaning comes from personal growth and development. This is best achieved when our career and passion work together. Therefore, we must value professional learning, actively participate in PD workshops, demonstrate genuine interest and engagement. Teaching is an art, not just a degree. Successful teachers live and work with passion, commitment, integrity, and humility. They have the presence of care, optimism, respect, and trust within their classrooms.

Next year is an inspection year. I see it as an opportunity to showcase the great work taking place at Al Noori by this wonderful team. I also see it as an opportunity to assess what we do and learn how to do it even better. It is all about working as one team. In teamwork it is not about the individual, it is not ME but WE.

Together we will help prepare today’s students to become tomorrow’s leaders equipped with the necessary skills and knowledge for success in this life and the hereafter.

I wish you all a very productive week, a safe and happy holiday with your family and friends and look forward to your return next year to your Al Noori family. Thank you all for all your efforts throughout 2020. We thank Allah (SWT) for our continued success.

Mr Ali Kak
AMS School Principal

DESIGN
THINKING KING

no
of
fiction

Rethink
your physical
space

GROWING *Knowledge*

@inclusion

Create our
future

TAL



Collaborative

A Message from the Student Representative Council

Extract from the 2020 speech

As lifelong students at this school, we are grateful to Allah (SWT) for providing us with an opportunity to vocalise our ideas and intent to positively influence our school environment and to give back to the very school which has nurtured us for over 11 years.

Having been here since kindergarten, we have grown with our school, and we desire to give back to our second home. Some of the projects pursued include the introduction of certain clubs within the school, such as the Quran, chess, and Journalism club. We are blessed to be in an amazing school surrounded by spectacular teachers and friends, and it is only fitting that we endeavour to bring about more positivity.

We, of course, would like to thank our wonderful parents. All the efforts, sacrifices and the hours poured into refining us, into guiding us, into moulding us for our betterment – it is only fitting to say that we owe you everything. We will endeavour to keep your heads raised high and to make you proud, to give back for all your support and encouragement. Thank you for making us the people we are today.

And of course, we cannot forget to thank our outstanding teachers. As younger students, we saw teachers as individuals who just teach and test us, but they are much more than that. We have learnt to deeply appreciate our teachers. Their roles exceed merely academic development; they have helped us grow to be the students we are and supported us endlessly through times of need. They are the foundations of Al Noori and the fundamental role models of this school.

And lastly, we would like to thank our peers. We have made great friends from our own grades, and other grades. We have grown with our peers and seen each other develop to be the people we are today. It is with their support that we stand here today, and for that we give our thanks, to our lord (SWT), to our beautiful parents, our teachers and school authorities and finally to our peers.

The year 2020 was an absolute rollercoaster of a year - emotionally, economically, and even spiritually. Blazing fires, floods and then of course, the pandemic. Even so, this year was filled with hidden blessings, a year wrought with contemplation and appreciation. We were taught in 2020 how blessed we really are, and how much we take for granted.



As Muslims, it is our responsibility to give back to the unfortunate, to our community and to our environment, just as our previous captains had ensured with the orphan sponsorship programs. Allah (SWT) informs us of this in the Quran, 'And establish prayer and give Zakah, and whatever good you put forward for yourselves, you will find it with Allah. Surely, Allah is All-Seeing of what you do' (2:110). We will embody this beautiful verse in our leadership, advocating for various fundraisers and charities.

Finally, inshAllah, we wish everyone an eventful and blessed 2021, where we can all commit to making a difference in our communities. We give our final thanks to all those present, and we thank the school board for blessing us with such an opportunity to develop our abilities and pursue our dreams.

Uzayr Patel and Ruqaya Doureih
2020 School Captains

**Contextual information
about the school and
characteristics of the
student body**





Al Noori Muslim School is a selective Kindergarten to Year 12 school that is in pursuit of excellence. The school was founded in 1983 and has a proud history of providing a quality education where students can flourish academically in an environment that is inspiring and inclusive.

The Islamic faith and its values underpin all that we do at Al Noori Muslim School. Complementing the academic dimension is a rich religious program which nourishes the spiritual formation of our students. Arabic Studies and Islamic Religious Studies are a distinctive part of the school curriculum, which align with the core values of the school: Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and

Inclusion. The school's motto is 'Knowledge is light, Good Deeds are Piety'.

The school is situated in the heart of Greenacre with an enrolment of 1951 in 2020, 892 girls and 1059 boys. The school had 1233 students in the primary and 718 in the high school. The school community's cultural and linguistically diverse backgrounds have broadened significantly over the last five years, with forty-two different cultural groups represented and ninety-eight percent of the students being from a language background with English as an Additional Language.

The school also has programs in place to support students who present with a socio-economic disadvantage. There are no students from an Aboriginal and/or Torres Strait Islander background.

One of the greatest characteristics of Al Noori Muslim School is the genuine care and compassion shared between staff, students, and parents. Al Noori Muslim School is a place where staff and families come together to ensure that the children entrusted into our care grow to be empowered, effective and empathetic leaders in Australian society.

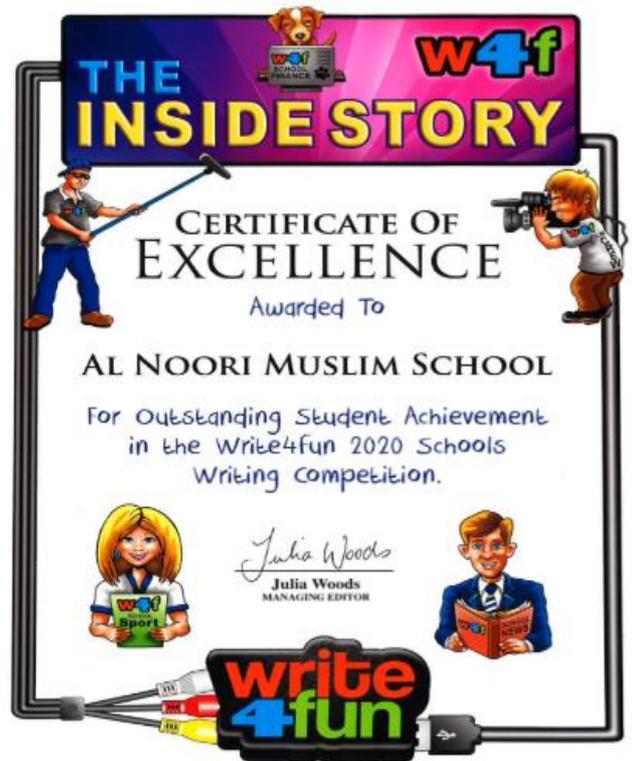
In pursuit of a balanced and holistic education our students are engaged in a range of extracurricular activities such as Debating, Competitions, Creative Arts, Public Speaking, STEM activities and Sports. In the year 2020, the COVID-19 pandemic had a significant impact on the school community and many extra-curricular activities were temporarily placed on hold as the school focussed all resources on supporting students and parents with adapting to remote learning.

Towards the end of the year, as we returned to normal school life, several events were held within the permitted restrictions. Some key activities which recorded a high level of student engagement in 2020 included:

- **Art Competition** - In July 2020, students from Kindergarten to Year 6 participated in a Ramadan themed art competition. Students submitted a wide range of art forms including models, paintings, 3D art, collages, and drawings. This initiative was designed to engage students during the learning from home period. Awards were given for creativity, originality, and overall design. Over 300 submissions were received from students.
- **Book Cover Competition** - In October 2020, students from Year 7 to Year 10 participated in the Library's Book Week competition. The entries were outstanding.



- **Write4Fun Competition** - In May 2020, it was confirmed that Al Noori Muslim School had 10 or more students successfully progress past the initial judging in the Writing Competition. The competition was held throughout primary and secondary schools within Australia and there were over 7000 entries. Our school was recognised for outstanding student writing as less than 5% of schools showed this level of achievement.



- **Character Dress Up Day** - On 20 October 2020, students from Kindergarten to Year 6 participated in Character Dress Up Day. The day was a celebration of books, characters and children's literature through the theme Curious Creatures, Wild Minds. Students were required to select a character from their favourite book and represent this character through costume on the day. Student participation was high, and students shared stories with each other about their chosen character.

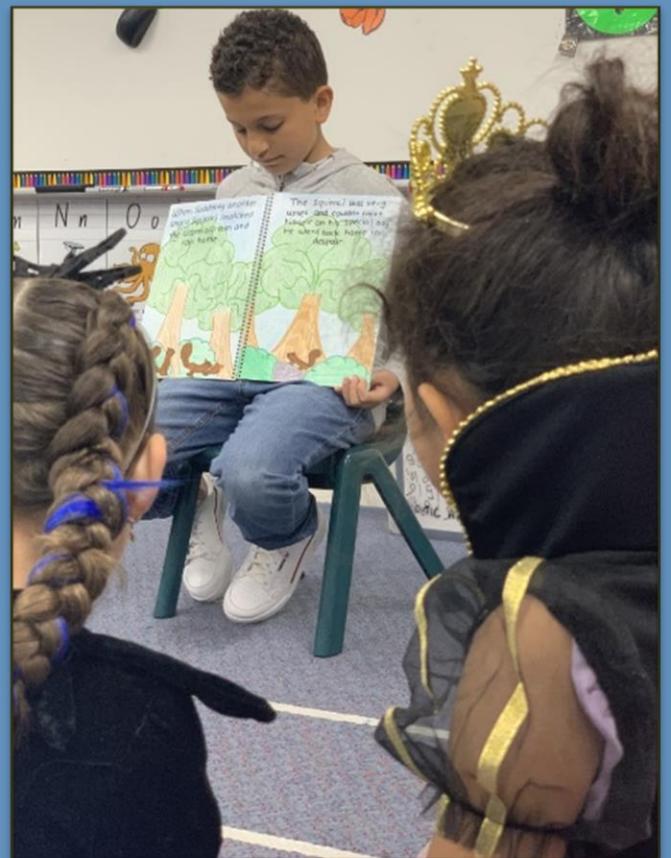
Our mission is for all students to be empowered, resilient and future focused. Al Noori Muslim School graduates are known for their flexibility, creativity and resilience and have enjoyed success at the highest levels in a diverse range of professional areas such as Business, Commerce, Education, Engineering, Law, Medicine, Science, and the Arts.

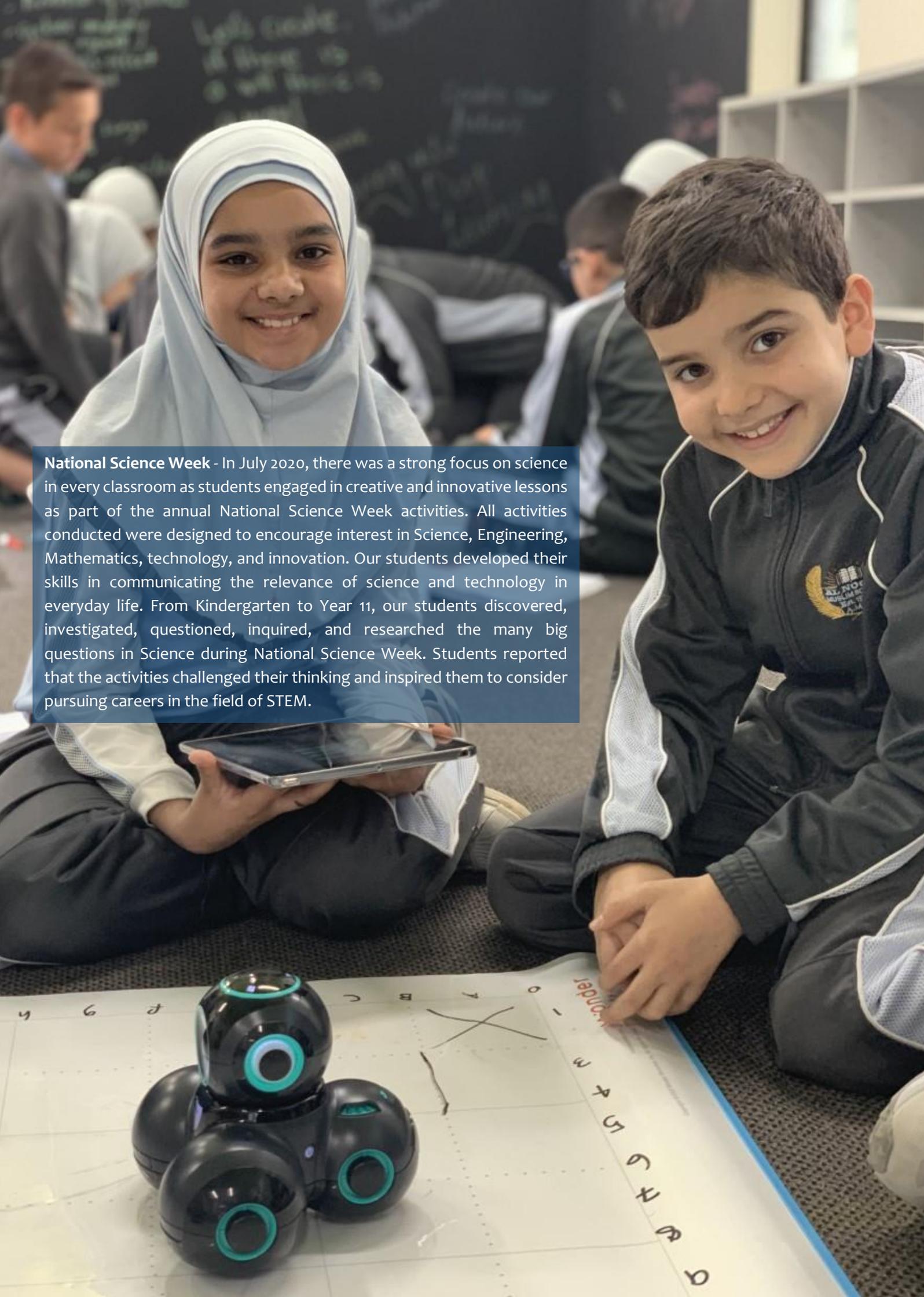
EXPANDING IMAGINATION





Book Week – From the 17 – 23 October 2020, students from K-6 participated in planned activities, such as mask making, Kahoot quizzes and book illustrating activities. A highlight was the Year 6 students who authored and illustrated their own books as part of their literacy lessons. The student authors visited K-2 classes to read their books to the students throughout the week. Our Year 6 students recounted that they felt empowered and excited about their learning.





National Science Week - In July 2020, there was a strong focus on science in every classroom as students engaged in creative and innovative lessons as part of the annual National Science Week activities. All activities conducted were designed to encourage interest in Science, Engineering, Mathematics, technology, and innovation. Our students developed their skills in communicating the relevance of science and technology in everyday life. From Kindergarten to Year 11, our students discovered, investigated, questioned, inquired, and researched the many big questions in Science during National Science Week. Students reported that the activities challenged their thinking and inspired them to consider pursuing careers in the field of STEM.



SPARKING

Curiosity

Student Outcomes in Standardised National Literacy and Numeracy Testing

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School website: (<http://www.myschool.edu.au>).



Senior Secondary Outcomes (Student Achievement)



Records of School Achievement

The NSW Record of School Achievement (RoSA) is a cumulative credential that allows students to accumulate their academic results until they leave school. No Record of School Achievement credentials were issued to students in 2020. However, A to E grades are currently awarded for courses completed in Year 10 and Year 11. The grades are forwarded to NESA.

In 2020, one hundred students in Year 10 were awarded grades towards their RoSA. Eighty-seven students were awarded grades for their Preliminary High School Certificate. RoSA grades for both Years 10 and 11 were above the state in most areas.

Higher School Certificate Results

The 2020 HSC results were very pleasing. Seventy-five Year 12 students from our school were awarded the NSW Higher School Certificate. The NESA Distinguished Achievers lists the students who achieved a result in the highest band possible (Band 6 or Band E4) for one or more courses. Al Noori Muslim School students gained one hundred and twelve merits in total, with fifty-seven students being placed on the NESA 2020 Distinguished Achievers HSC Merit List in at least one subject. Al Noori Muslim School achieved a school state rank of 4th in English Standard, 5th in Mathematics Standards and 15th in Mathematics, Mathematics Extension 1, and Mathematics Extension II.

Forty-nine students missed out on achieving a Band 6 or Band E4 by one or two marks. We are particularly pleased with the standard of the results in all courses, achieving results well above the state mean.

HSC results are used by the University Admission Centre to calculate the Australian Tertiary Admission Rank or ATAR for students applying for a university place. These ranks are used for entry into university courses. The results that were achieved by our students were impressive. Forty students achieved an ATAR of 90+ or higher. The highest ATAR achieved was 99.60.

One hundred percent of our students were in the top two bands in English Advanced, English Extension 1, English Extension 2, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, and Studies of Religion 1.

Al Noori Muslim School percentage in Band 5 or 6 versus State					
Course	Number of Students	Number Awarded Band 5 or 6	Number Awarded Band 6	School %	NSW %
Ancient History	7	6	5	85.7	33.06
Biology	45	32	6	71.1	30.54
Business Studies	56	51	23	91.07	34.91
Chemistry	12	11	5	91.66	42.86
Earth and Environmental Science	13	7	2	53.84	29.37
Economics	9	4	1	44.44	51.3
English (Standard)	47	41	9	87.22	11.49
English (Advanced)	28	28	5	100	63.31
Legal Studies	20	20	13	100	39.40
Mathematics Standard 2	29	28	10	96.54	24.50
Mathematics	18	16	12	88.88	52.46
PDHPE	18	13	0	72.22	34.19
Physics	10	9	3	90.00	40.36
Studies of Religion 1	8	8	5	100	43.71
Studies of Religion 2	22	20	2	90.90	43.64

Al Noori Muslim School percentage in Band E3 or E4 versus State					
Course	Number of Students	Number Awarded Band E3 or E4	Number Awarded Band E4	School %	NSW %
English Extension 1	5	5	4	100	92.54
English Extension 2	1	1	0	100	82.40
Mathematics Extension 1	3	3	2	100	74.25
Mathematics Extension 2	10	10	5	100	83.86

HSC Results Comparative Performance 2016 – 2020

The Senior Secondary outcomes are documented on <https://www.myschool.edu.au>.

Ancient History	No. of students	Performance band achieved by number and percentage			
		Bands 3-6		Bands 1-2	
Year		School:	State:	School:	State:
2016	14	13 (92.85%)	82.58%	1 (7.14%)	17.42%
2017	6	6 (100%)	81.61%	0 (0%)	18.39%
2018	14	14 (100%)	74.04%	0 (0%)	14.92%
2019	12	12 (100%)	83.79%	0 (0%)	14.78%
2020	7	7 (100%)	83.59%	0 (0%)	15.45%

Biology	No. of students	Performance band achieved by number and percentage			
		Bands 3-6		Bands 1-2	
Year		School:	State:	School:	State:
2016	42	42 (100%)	90.25%	0 (0%)	9.75%
2017	38	38 (100%)	88.05%	0 (0%)	11.95%
2018	36	36 (100%)	89.4%	0 (0%)	10.05%
2019	54	54 (100%)	84.07%	0 (0%)	15.26%
2020	45	45 (100%)	100%	0 (0%)	12.97%

Business Studies	No. of students	Performance band achieved by number and percentage			
		Bands 3-6		Bands 1-2	
Year		School:	State:	School:	State:
2016	34	33 (97.06%)	87.15%	1 (2.94%)	12.85%
2017	33	33 (100%)	87.29%	0 (0%)	12.71%
2018	39	39 (100%)	86.6%	0 (0%)	12.20%
2019	50	50 (100%)	82.89%	0 (0%)	16.02%
2020	56	56 (100%)	82.04%	0 (0%)	16.80%

Chemistry	No. of students	Performance band achieved by number and percentage			
		Bands 3-6		Bands 1-2	
Year		School:	State:	School:	State:
2016	17	17 (100%)	94.34%	0 (0%)	5.66%
2017	24	24 (100%)	90.75%	0 (0%)	9.25%
2018	16	16 (100%)	88.58%	0 (0%)	11.02%
2019	7	7 (100%)	87.62%	0 (0%)	11.86%
2020	12	12 (100%)	90.06%	0 (0%)	9.35%

Earth & Environmental Science	No. of students	Performance band achieved by number and percentage			
		Bands 3-6		Bands 1-2	
Year		School:	State:	School:	State:
2019	20	20 (100%)	85.61%	0 (0%)	13.71%
2020	13	13 (100%)	84.79%	0 (0%)	14.37%

Economics	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	11	School: 11 (100%)	State: 94.38%	School: 0 (0%)	State: 5.62%
2017	15	School: 15 (100%)	State: 92.44%	School: 0 (0%)	State: 7.56%
2018	26	School: 26 (100%)	State: 92.01%	School: 0 (0%)	State: 7.61%
2019	13	School: 13 (100%)	State: 92.22%	School: 0 (0%)	State: 7.41%
2020	9	School: 9 (100%)	State: 90.96%	School: 0 (0%)	State: 8.64%

English Advanced	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	28	School: 28 (100%)	State: 98.94%	School: 0 (0%)	State: 1.06%
2017	43	School: 43 (100%)	State: 98.63%	School: 0 (0%)	State: 1.37%
2018	43	School: 43 (100%)	State: 98.41%	School: 0 (0%)	State: 1.39%
2019	31	School: 31 (100%)	State: 98.83%	School: 0 (0%)	State: 1.04%
2020	28	School: 28 (100%)	State: 99.26%	School: 0 (0%)	State: 0.59%

English Standard	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	24	School: 23 (95.83%)	State: 87.33%	School: 1 (4.17%)	State: 12.67%
2017	18	School: 18 (100%)	State: 86.34%	School: 0 (0%)	State: 13.66%
2018	26	School: 26 (100%)	State: 84.41%	School: 0 (0%)	State: 14.98%
2019	37	School: 37 (100%)	State: 87.22%	School: 0 (0%)	State: 12.21%
2020	47	School: 47 (100%)	State: 88.69%	School: 0 (0%)	State: 10.73%

English Extension 1	No. of students	Performance band achieved by number and percentage			
Year		Bands E3-E4		Bands E1-E2	
2020	5	School: 5 (100%)	State: 92.54%	School: 0 (0%)	State: 7.30%

English Extension 2	No. of students	Performance band achieved by number and percentage			
Year		Bands E3-E4		Bands E1-E2	
2020	1	School: 1 (100%)	State: 82.40%	School: 0 (0%)	State: 17.51%

Legal Studies	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	20	School: 19 (95%)	State: 89.04%	School: 1 (5%)	State: 10.96%
2017	26	School: 26 (100%)	State: 91.68%	School: 0 (0%)	State: 8.32%
2018	28	School: 28 (100%)	State: 84.76%	School: 0 (0%)	State: 14.04%
2019	30	School: 30 (100%)	State: 83.18%	School: 0 (0%)	State: 15.54%
2020	20	School: 20 (100%)	State: 88.10%	School: 0 (0%)	State: 10.60%

Mathematics Extension 1	No. of students	Performance band achieved by number and percentage			
Year		Bands E3-E4		Bands E1-E2	
2016	11	School: 10 (90.91%)	State: 79.58%	School: 1 (9.09%)	State: 20.42%
2017	15	School: 15 (100%)	State: 81.90%	School: 0 (0%)	State: 18.1%
2018	10	School: 10 (100%)	State: 79.60%	School: 0 (0%)	State: 20.07%
2019	19	School: 19 (100%)	State: 80.11%	School: 0 (0%)	State: 19.7%
2020	3	School: 3 (100%)	State: 74.25%	School: 0 (0%)	State: 25.40%

Mathematics Extension 2	No. of students	Performance band achieved by number and percentage			
Year		Bands E3-E4		Bands E1-E2	
2016	5	School: 4 (80%)	State: 85.48%	School: 1 (20%)	State: 14.52%
2017	13	School: 12 (92.3%)	State: 84.11%	School: 1 (7.7%)	State: 15.89%
2018	7	School: 7 (100%)	State: 85.41%	School: 0 (0%)	State: 14.41%
2019	3	School: 3 (100%)	State: 85.86%	School: 0 (0%)	State: 14.05%
2020	10	School: 10 (100%)	State: 83.86%	School: 0 (0%)	State: 15.95%

Mathematics 2 Unit	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	38	School: 38 (100%)	State: 92.20%	School: 0 (0%)	State: 7.80%
2017	36	School: 36 (100%)	State: 90.89%	School: 0 (0%)	State: 9.11%
2018	34	School: 34 (100%)	State: 92.36%	School: 0 (0%)	State: 7.42%
2019	36	School: 36 (100%)	State: 92.17%	School: 0 (0%)	State: 7.56%
2020	18	School: 18 (100%)	State: 95.55%	School: 0 (0%)	State: 4.17%

Mathematics Standard 2	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	26	School: 25 (96.15%)	State: 75.67%	School: 1 (3.84%)	State: 24.0%
2017	17	School: 17 (100%)	State: 74.59%	School: 0 (0%)	State: 25.41%
2018	17	School: 17 (100%)	State: 79.12%	School: 0 (0%)	State: 19.95%
2019	30	School: 30 (100%)	State: 82.84%	School: 0 (0%)	State: 16.23%
2020	29	School: 29 (100%)	State: 74.90%	School: 0 (0%)	State: 24.24%

PDHPE	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2020	18	School: 18 (100%)	State: 84.91%	School: 0 (0%)	State: 14.28%

Physics	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2016	12	School: 12 (100%)	State: 88.41%	School: 0 (0%)	State: 11.59%
2017	17	School: 17 (100%)	State: 88.5%	School: 0 (0%)	State: 11.5%
2018	17	School: 17 (100%)	State: 86.74%	School: 0 (0%)	State: 12.91%
2019	7	School: 7 (100%)	State: 85.41%	School: 0 (0%)	State: 14.2%
2020	10	School: 10 (100%)	State: 85.47%	School: 0 (0%)	State: 13.84%

Studies of Religion I	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2019	2	School: 2 (100%)	State: 95.62%	School: 0 (0%)	State: 4%
2020	8	School: 8 (100%)	State: 93.80%	School: 0 (0%)	State: 5.86%

Studies of Religion II	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2019	25	School: 25 (100%)	State: 93.16%	School: 0 (0%)	State: 6.35%
2020	22	School: 22 (100%)	State: 91.74%	School: 0 (0%)	State: 7.78%

GROWING

Academics

4

School state rank of 4th in English Standard

15

School state rank of 15th in Mathematics, Mathematics Extension 1, and Mathematics Extension II

5

School state rank of 5th in Mathematics Standard

32

School state rank of 32 in NSW

5

Five students achieved Band 6 results in all their subjects, placing them on *NESA's All-Round Achievers' Merit List*

50

In 2020, over 50 percent of the students achieved ATARs of 90 or above

5

Five students achieved ATARs above 99.00.

57

From our cohort of students, 57 of them were listed on the *NESA Distinguished Achievers' List*. These students achieved a result of over 90 in one or more exams, totalling 112 Band 6 results.

Teacher Professional Learning, Accreditation and Qualifications



AL NOORI
MUSLIM SCHOOL

The school aims to maintain the highest standards of teaching practice. In 2020, the school continued to focus on delivering quality professional learning to meet the needs of diverse learners and to increase staff understanding of effective differentiation in their classroom practice, with a focus on the Australian Professional Standards for Teachers (APST). However, unlike any other year, the ability to attend face to face training was hampered by the COVID-19 lockdown and restrictions. Many training providers had to adapt quickly, and many professional learning courses were delivered online. As a result, a richer learning environment was created, with all teachers developing their skills in learning technology.



Teachers' Professional Development

Throughout 2020, the Professional Learning Team facilitated professional learning days and learning activities. Staff members were encouraged to pursue interests in their own subjects, host collegial workshops and share best practice and resources.

A number of major new initiatives were undertaken in 2020. Of particular note was the AISNSW Designing for Deep Learning (DDL) project. During professional learning days, the DDL team conducted workshops on the six global competencies and the progressions, under the guidance of AISNSW Consultant Jorga Marrum.



Thirteen staff completed accreditation at the Proficient Teacher level through the NSW Education Standards Authority. One staff member published a children's book which is currently being used by many schools across the state to support students with mental health and wellbeing.

In 2020, the implementation of the school's Professional Development Plan enabled the school to focus its professional learning on areas identified through the staff goals.

K-12 staff participated in whole school professional development sessions on:

- Child Protection Update 2020
- Compliance and Legal Risks
- Curriculum Requirements for Registration
- Designing for Deep Learning (AISNSW)
- Interpreting HSC data
- Introduction to CompliSpace
- Making Your Numerical Data Work (AISNSW)
- Mandatory Emergency Care and Anaphylaxis e-training Update

- Microsoft Office 365 and MS Teams Training
- Moving Beyond Numbers – Using Qualitative Data (AISNSW)
- My Digital Workspace
- NCCD: Supporting our Students (AISNSW)
- NSW Curriculum Review
- Peer Support Training (Peer Support Australia)
- Professional Development Plan and Australian Professional Standards for Teachers
- Psych Education
- Sentral Reports
- Staff Code of Conduct
- Student Wellbeing Overview
- Teacher Accreditation Requirements
- What Works in Online / Distance Teaching and Learning (AITSL)

In addition, the following professional development areas were addressed by staff throughout 2020. Some of these courses satisfied registered hours for staff completing accreditation.

Leadership

Description of professional learning activity	Number of staff participating
A Day with Joanne Quinn: Dive into Deep Learning Design	5
Crossing Professional Boundaries Webinar 2020	1
Designing for Deep Learning	72
EDVAL Timetable Summit	1
NCCD Term 1 Network Meeting: Implementation and Support	1
NESA Renewal of Registration/ Accreditation and TAA Approval	1
NSW Child Protection Legislation Updates	1
NSW Enhancing Your Child Protection Investigation Skills	1
Primary Curriculum Requirements for Registration	2
Registration Requirements for Schools Renewing Registration in 2021	4

School-based Teacher Accreditation Authority (TAA) Approval	1
RoSA and HSC Curriculum Requirements for Registration and Accreditation	2
The Sydney Morning Herald Schools Summit	1

Preparing for the 2020 HSC EES Exam	1
Probability Distributions and Statistics Webinar	2

Teacher Accreditation

The table shows level of accreditation of teachers who were responsible for delivering the curriculum in 2020.

Level of Accreditation	Number of Teachers
Conditional	14
Provisional	13
Proficient Teacher	66
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Qualifications

The table show the number of teachers who were responsible for the delivery of curriculum during 2020, according to the following categories:

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	93
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

The school staff profile is documented on <https://www.myschool.edu.au>.

Primary and Senior Campus

Description of professional learning activity	Number of staff participating
Autism and Mental Health Training	1
Biology Exam Analysis	1
Developing Voices: Successful Creative Writing in the Classroom	2
Earth Sciences – Exam Analysis	1
Economics Issues by Mohan Dhal, Dymocks Education	1
HSC English Paper 1 Section – Becoming a better teacher and marker of unseen texts	1
HSC Mathematics Advanced – Long Course (MANSW)	2
HSC Mathematics Extension 1 – Long Course (MANSW)	1
Faith, Politics, and Identity: Studies of Religion in a Globalised World	2
Great Teachers Give Great Feedback – Blended Course	1
NSW PDHPE Syllabus for Year 7 to 10	1
Teaching Commerce for first time	1
Teaching the HSC (Year 12) Business Studies Course for the first time	2
Teaching the HSC (Year 12) Economics Course for the first time	2
Teaching the HSC (Year 12) Legal Studies Course for the first time	1
Teaching Stage 5 Mathematics	3
The Castle – Module A – Language, Identity and Culture	1
The Craft of Writing: Advanced and Standard English	4
Pedagogy for Stage 6 Biology	1
Preparing for the 2020 HSC Chemistry Exam VDO Conference	1

INSPIRING *Creativity*



Workforce Composition

The table shows the composition of Al Noori Muslim School staff.

Teaching Staff	109
Full-time equivalent teaching staff	98.7
Non-teaching staff	31
Full-time equivalent non-teaching staff	23.60

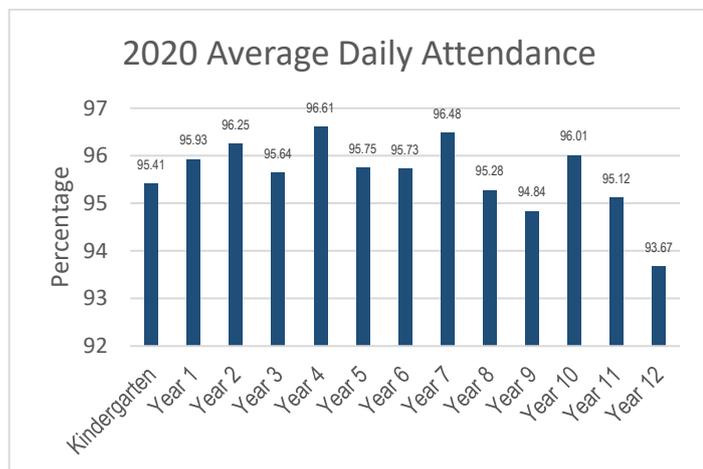
At the end of 2020, the school did not have any Aboriginal and/or Torres Strait Islander staff. For additional staff information see <http://www.myschool.edu.au>.

Student Attendance, Retention Rates and Post-School Destinations



Student Attendance Profile

On average, the student attendance for 2020 was ninety-five percent. This was similar to 2019. The student school population consists of 1951 students: 1233 in the Primary School and 718 in Senior School.



Management of Non-Attendance

Al Noori Muslim School monitors and manages school attendance through the Sentral Education software. The rolls are marked at the start of every school day by Class Teachers (K – 6) and Roll Call Teachers (7 – 12) through the Sentral Attendance Module. Class attendance in the high school is monitored and managed through the Sentral PxP Module.

Parents are required to contact the school if their child is not attending on any given or part of a day. If a student’s absence is identified in the morning and a parent has not notified the School, the School will contact parents via SMS to confirm their child’s absence. After two consecutive days away from School, the School will require a medical certificate. Any unexplained absences are also followed up by Class Teachers (K – 6), Roll Call Teachers (7 – 12), Welfare Coordinators and Grade Coordinators.

Students are required to report to the Administration Office if they are late or leaving the school for an appointment during the day. Parents are required to sign their child in late or out early through the Administration Office.

Staff carefully monitor students during the school day and regularly communicate with the Deputy Principal and Welfare Coordinators for class absences.

Attendance interventions include daily SMS text messaging, attendance letters, newsletter articles, phone calls and interviews with parents. Any serious non-attendance issues are dealt with by the Deputy Principal in the Primary School and Welfare Coordinators in the Secondary School. Further details regarding the Al Noori Muslim School’s policies and procedures on absences can be found on the school website.

Retention in the Secondary School

Student retention rates are calculated by making a comparison of the number of students enrolled for an initial year, such as those who completed Year 10 and deducting those students in this cohort who did not complete Year 12. The retention rate is reported as a percentage. Based on the information provided to the school, leavers post Year 10 were largely attributed to international/interstate moves or financial reasons.

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
2018/2020	84	75	89%

Post School Destinations

A total of seventy-five students were awarded an HSC in 2020 at Al Noori Muslim School. One hundred percent of the 2020 student cohort went on to a tertiary institution to further their education.

It should be noted that the collection of this information on post school destinations for students over 17 years of age is not compulsory. The school contacts Year 12 students after ATARs are released in December and uses the UAC guide from the Sydney Morning Herald and the UAC website to ascertain university offers. Outcomes for the 2020 Higher School Certificate are given in this report. The school does not offer any vocational courses.

Enrolment Policies



Student Enrolment Profile

In 2020, the growth in student enrolments continued. It is anticipated that in 2021, the positive enrolment trend since 2011 will continue with total student numbers predicted to exceed 2000 students. Most students come from a language background with English as an Additional Language, with forty-two different cultural groups represented in school enrolments.



Enrolment Policy

Al Noori Muslim School is a K-12 co-educational Islamic school. It aims at a holistic education approach in which the mind, spirit and body of its students are developed to their full potential. Because of its holistic approach, Al Noori Muslim School is a selective school that demands commitment from all its community members i.e., management, teachers, parents, and students. Its students are encouraged to be seekers of excellence in all fields of knowledge and in all aspects of character and manners.

The selection process involves interviewing the parents and assessing the students' aptitude. However, equal opportunity for gender, ethnic background and representation of different nationalities are also considered. Enrolment will comply with the Disability Discrimination Act.

Admission to the children is given on a yearly basis.

Enrolment Procedures for Kindergarten Students

Students who have turned five by 30th June can apply to the school. Parents should follow the following procedures.

1. Fill in an Enrolment Form and pay \$75.00 non-refundable fee. The enrolment form should be accompanied with:
 - A birth certificate.
 - Child's proof of residency
 - Parent's proof of residency
 - Medical records
 - Other reports from early childhood centres, schools.
2. The school advises the parents of the date and time of the interview and assessment.

3. After the interview and assessment parents are advised of the outcome. Due to limited vacancies and once the position has been offered, parents will have two weeks to respond, after which their place will be made available to others on the waiting list. During November there will be an opportunity for the students and their parents to attend the Kindergarten Orientation Day, to have an insightful experience into the school life at Al Noori Muslim School.
4. The Selection Process involves students sitting for an interview and a test.

Criteria for Selection

1. Students must demonstrate;
 - Basic knowledge of early Kindergarten outcomes such as colours, shapes, numbers, alphabet, writing one's name etc.
 - Interact with the assessor through responding and cooperating.
 - Physical/mental coordination (showing fine motor skills through the use of scissors, drawings, etc.)
2. Parents should show support to the school ethos. They should show commitment to the aims of Islamic education.
3. The School Board of Directors screens all prospective students and reserves the right to accept or reject. The Board, represented by the Chairman, is the ultimate authority.
4. **Siblings do not have any preferential treatment regardless.**

Enrolment Procedures for Years 1 to 12 Students

Students in Years 1 to 12 can also join the school after following the same procedure, but the exams will cover Maths & English and may cover Islamic Studies.

A current report from the previous school must be submitted as well as the student's most recent NAPLAN results.

Year 6 students currently enrolled at Al Noori will have to go through the selective process in order to be promoted into the High School.

Due to the limited number of positions and the high demand in the high school all applicants will undergo a selective process based on academic standing and

behaviour. Promotion to the next class is subject to good academic standing.

Equal opportunity will be given to all applicants.

Re-enrolment

Prerequisites for re-enrolment will be the required levels of academic performance, attendance, behaviour, payment of school fees and the continued support of parents. If a parent withdraws a child without the principal's approval to attend another school, to go overseas, to do home-schooling or any other reason, other siblings will lose their places at our school.

Parents will have to sign a re-enrolment form if they wish their children to return to the school the following year.

Promotion

- Students will be promoted to a higher class only if their work and attendance are satisfactory.
- Parents will be informed of any additional specific promotion criteria at the start of each school year.
- Parents will be informed whether their children have been promoted.

Please note that admission to the children is given on a yearly basis.

Procedures

1. All applications will be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
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.

POWERING *Discovery*



Other School Policies



School policies are made available to staff through the Sentral Education 'Documents' module and CompliSpace. Parents may view the full text of selected policies on the school's website, including the Grievance and Complaints Resolution Policy. Access to additional policies may be requested from the principal.

Information on student expectations with regards to attendance, discipline, phones and electronic devices, assessment related policies and procedures and wellbeing strategies are provided within the School Student Diaries issued to all students annually.

In 2020, the Complaints and Grievances policy was updated to include reportable conduct. The Anti-Bullying policy was updated to include the contact information for the local police Liaison Officer. The Management and Operations Policy was updated to reflect the changes in the 2020 RANGS Manual.

In 2020, the school employed the services of CompliSpace – an online management system for school policies and procedures, WHS requirements, governance, etc. In 2021, the school will review all policies in the transition process, with a focus on the Discipline and Welfare policies.

Student Welfare

Al Noori Muslim School is committed to creating quality learning opportunities for all students. This includes strengthening their cognitive, physical, social, emotional, and spiritual development. Parents entrust their children to teachers and school staff with confidence that Al Noori Muslim School will provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure.
- supports the physical, social, academic, spiritual, and emotional development of students.
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

The Pastoral Care program at Al Noori Muslim School has been effective in providing the opportunity for the students to be actively involved in activities and programs which encourage self-confidence, social

skills, moral values, and dialogue with different cultures. Within the Pastoral Care program there is also strong emphasis on leadership skills through community civic and citizenship activities.

The following policies and procedures were in place during 2019 to ensure that Al Noori Muslim School provided for the welfare of our students:

- Attendance Policy
- Bring Your Own Device (BYOD) Policy
- Child Protection Policy
- Communication Policy
- Email and Electronic Facilities Policy
- Emergency Evacuation and Lockdown Policy
- Excursion Policy
- Facilities Policy
- Homework Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Risk Assessment Policy
- Staff Code of Conduct for the Care and Protection of Children Policy
- School Counselling Policy
- Student Representative Policy
- Student Supervision Policy
- Whistle Blower Policy
- Work Health and Safety Policy

Anti-bullying

Purpose

Our vision at Al Noori Muslim School is to provide a supportive and challenging learning environment where all members of the school community feel safe and supported. It is an expectation that all members of the school community treat one another with mutual respect, and we believe that all members of the community have the right to a learning and working environment where they are treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation, and discrimination. We all share a responsibility to create a culture of caring which does not tolerate bullying.

This policy builds on the school's pastoral care policy to provide clear and agreed procedures and strategies for combating bullying in the school,

responding to bullying behaviours and protecting and supporting all parties involved.

Rationale

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers, and members of the wider school community. In practising Islamic values, we do not accept ideas, beliefs and behaviours which marginalise or victimise people. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Definition

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality, or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals and/or single incidents are not defined as bullying.

Bullying can take many forms, all of which will cause distress. Examples of bullying include:

- Physical: hitting, pushing, tripping, kicking, spitting on others.
- Extortion: threatening to take someone's possessions, food, or money.
- Verbal: teasing, using offensive names, ridiculing, spreading rumours.
- Non-Verbal: writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others.
- Rude gestures.
- Exclusion: deliberately excluding others from the group, refusing to sit next to someone.

- Property: stealing, hiding, damaging, or destroying property.
- Cyber: (emails, SMS, chat rooms) offensive, threatening images, offensive, threatening, or hurtful comments.
- rumour spreading.

Anti-Bullying Plan

At Al Noori Muslim School, there are clear procedures in place for the reporting and investigation of incidences of bullying. Our anti-bullying plan is developed collaboratively with students, school staff, parents, caregivers, and the community and includes strategies for:

- developing a shared understanding of bullying behaviour.
- maintaining a positive climate of respectful relationships where bullying is less likely to occur.
- developing and implementing programs for bullying prevention.
- embedding anti-bullying messages into each curriculum area for every year group.
- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- educating students on how to behave as responsible bystanders.
- developing clear procedures for reporting incidents of bullying to the school and responding to them promptly and effectively.
- providing support to any student who has been affected by bullying behaviour.
- contacting the Child Wellbeing Unit or Community Services and/or Police Youth Liaison Officer where appropriate.

Procedures

1. If a student believes that he/she or other student is being bullied, the student is encouraged to report the concern immediately.
2. A student can report his/her bullying concern to the Class Teacher, Grade Coordinator, Head of Department Coordinators, Welfare Coordinators, School Counsellors, Deputy Principals, or any adult that the student feels comfortable with.
3. The person receiving the complaint will report it to the Stage Coordinators or Welfare Coordinators for action.

4. Any reported bullying incident will be followed up sensitively and actions will be taken and documented.

Al Noori Muslim School encourages students to reject all forms of bullying and to report any bullying concerns immediately. This will support the school's positive culture.

Responsibilities and Delegations

School staff have a responsibility to:

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Policy.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school Anti-Bullying Policy.
- behave as responsible bystanders.
- report incidents of bullying according to the school's Anti-Bullying Policy.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour.
- be aware of the school Anti-Bullying Policy and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Policy.
- report incidents of school related bullying behaviour to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

Student Discipline

Students are required to abide by the school's rules and follow the directions of teachers and other staff. Al Noori Muslim School values the wellbeing of all members of the school community. This is achieved by positive reinforcement of appropriate behaviour and a consequential approach to inappropriate behaviour.

The NSW Registration Manual requires that a registered non-government school must have policies relating to discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by school or non-school persons, to enforce discipline at the school or at home.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students.
- have decisions determined by a reasonable and unbiased person.
- know the allegations that have been made, and to respond to them.
- be heard before a decision is made.
- have a decision reviewed.

The Discipline Policy will be applied in a manner appropriate to each individual student and each individual circumstance.

BUILDING

Skills



Reporting complaints and resolving grievances

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. Al Noori Muslim School is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously. The school has developed clear procedures and these processes incorporate principles of procedural fairness.

All matters of concern relating to interactions with staff, student relationships, conflicts, discipline, and the like, must be referred to the school for investigation and appropriate action. Under no circumstances should parents or other adults directly approach students (children of other families) with their concerns.

In the first instances, issues of concern about a student are taken up with the class teacher or staff member concerned. If there is some reason why an approach to the class teacher or staff member concerned would be difficult, a parent can approach

the supervisor of the staff member involved (Stage Coordinators, Head of Departments or Welfare Coordinators).

If there is some reason why an approach to the Stage Coordinators, Head of Department Coordinators or Welfare Coordinators would be difficult, or if the parent is dissatisfied with the response of the Stage Coordinators, Head of Department Coordinators or Welfare Coordinators, the Deputy Principals may be approached directly. In the event of concern still being felt, the principal may be contacted.

Students can directly approach the Class Teacher or Stage/Welfare Coordinators. These arrangements reflect long-standing practice at the school and were not changed in 2019.

The full text of the Complaints and Grievance Policy, which includes grievance resolution, is available on the Sentral Education system in the 'Documents' module. An appropriate outline of the policy and processes is also provided on the school website.



DRIVING

Innovation

SCHOOL DETERMINED PRIORITY

AREAS FOR IMPROVEMENT

Achievement of 2020 Priorities as set out in the 2019 Annual Report

Area	Priorities
Learning Excellence	<ul style="list-style-type: none"> ▪ In 2020, a review of the Enrichment/ICT program was undertaken. Analysis of data provided key targets for a restructure. Changes included updating ICT resourcing to improve delivery of the Science and Technology syllabus, a team teaching and programming approach to support student literacy and numeracy development and professional development for all teachers from K-6 in lesson differentiation and adjustments to support student learning. ▪ In 2020, the Professional Learning Team strategically implemented a more coordinated and school-wide approach to professional learning and development. The COVID-19 evolving situation confirmed the school's strategic approach to invest in the technology infrastructure and the professional development of staff at the school to build their capacity in leveraging digital technologies in teaching, learning and school operations. During 2020, within the short time frame of two weeks based on the advice from government and health departments, the school was able to smoothly transition to 100% online learning and ensure that there was a continuity of learning for our students. This phase of learning further enriched the creativity and diversity of our teaching and learning practices and ensured that students are not disadvantaged during these uncertain times.
Teaching Excellence	<ul style="list-style-type: none"> ▪ In 2020, the school aimed to boost innovation and collaboration by providing opportunities to grow teacher capacity in delivery of STEM, including completion of the Local Schools Community Fund grant 'Library Technology Hub'. The project was implemented in Term 3 2020 and the creation of the Technology Hub equipped the primary campus with a variety of STEM-based robotics technology. Teachers were able to empower students to develop essential future-focused STEM skills using STEM-focused technologies in education and support students' capabilities in using technologies for learning and to build digital resilience. ▪ In 2020, all staff participated in Designing for Deep Learning (DDL) workshops to re-design teaching programs to also focus on entrepreneurial, critical thinking and creativity skills development. A DDL Core Team was established, and coaching sessions were undertaken with the AISNSW consultants. As a result, during professional development week, all teachers participated in a workshop to deepen their understanding of lesson design based on 'The Deep Learning Framework' which comes from the book 'Dive into Deep Learning: Tools for Engagement'. The purpose was to foster deep learning and build global competency skills with students.
Leading Excellence	<ul style="list-style-type: none"> ▪ In 2020, the senior executive staff participated in professional learning related to primary, RoSA and HSC curriculum requirements for registration and accreditation. All curriculum documentation was reviewed to ensure compliance with NES requirements. A collaborative approach was implemented across the school using MS Teams and all teachers participated in professional development sessions, utilising AISNSW curriculum audit checklists to build capacity. ▪ In 2020, the school continued to invest in the upgrade of school facilities. A new telephone system was installed to ensure more reliability.

Priority areas for school improvement in 2021

Area	Priorities
Learning Excellence	<ul style="list-style-type: none">Consolidate reflective teaching practices with teaching staff.Implement professional learning activities which focus on student diversity and differentiation.
Teaching Excellence	<ul style="list-style-type: none">Re-design teaching and learning programs to incorporate AISNSW Designing for Deep Learning global competencies and student reflections.Implement strategies to improve literacy and numeracy.
Leading Excellence	<ul style="list-style-type: none">Upgrade Sentral to Sentral Cloud to optimise data protection and train staff in the use of more Sentral modules.Implement CompliSpace to combine governance, risk, compliance, and policy management.Continue with school masterplan for capital works, including the official opening of the Stage 3 Campus.

EXPANDING *Impact*





FUELLING

Leadership



CERTIFICATE OF COMPLETION
This is to certify that
Salima El Sayed Ahmad

Has successfully completed
Primary School at
AL NOORI MUSLIM PRIMARY SCHOOL
2020

CERTIFICATE OF COMPLETION
This is to certify that
Ahmed Elmir

Has successfully completed
Primary School at
AL NOORI MUSLIM PRIMARY SCHOOL
2020

CERTIFICATE OF COMPLETION
This is to certify that
Umar Farooq

Has successfully completed
Primary School at
AL NOORI MUSLIM PRIMARY SCHOOL
2020



Initiatives Promoting Respect and Responsibility

Al Noori Muslim School is a culturally diverse Islamic school in which responsible citizenship and respect for others are strongly encouraged. Respect and responsibility are promoted through the integrated pastoral care and discipline system, community service, the work of senior students as Prefects and through the various initiatives that are organised by the school.

In 2020, initiatives promoting respect and responsibility continued at Al Noori Muslim School, however, some initiatives were altered due to the COVID-19 pandemic. Despite the restrictions, students were given many opportunities to lead responsibly across the school. School presentations and formal events were led by our prefect body, and many students took the opportunity to present or perform at formal presentations. Major school events, such as the Graduation Ceremonies and Academic Award Ceremonies were entirely presented by the students. These events allowed the students to coach, prepare, lead, and deliver outstanding speeches to a large audience.

Academically the students have an opportunity to reflect on their own strengths, set goals and build their capacity as responsible leaders. Our students also had input into many activities across the school, including environmental strategies, working with younger students, and supporting the work of various charities.

Some key activities from 2020 include:

- **National Day of Action Against Bullying** - On Friday, 20 March 2020, our students took part in the National Day of Action Against Bullying. Throughout the week, students took part in activities planned to give students greater social and emotional awareness. Students participated in an Anti-Bullying Slogan Showcase, Unity Walls and dressed in orange with Anti-bullying wristbands to take a stand against bullying together.
- **SRC Student Leadership Workshops** – During August 2020, students from Years 4 – 6 participated in school-based leadership workshops. The SRC students met with the high school captains who gave an insightful, positive, and inspirational talk on their experience of leadership and what makes a great leader. The primary students were highly engaged and were able to learn about the characteristics of a good leader and the importance of collaboration.

- **School Leaders Awards** - On Thursday, 25 June 2020, our senior school leaders were presented with the School Leaders Awards in recognition of their successful nomination. Our Federal and State Members of Parliament, The Hon Mr Tony Burke and Ms Sophie Cotsis MP presented our leaders with their certificates. The students were grateful for the support and recognition, as well as the opportunity to be inspired by leaders whose actions have made a difference to the Australian community.



- **Department of Education's Plain English-Speaking Competition** – In April 2020, two Year 12 students participated in the Department of Education's Plain English-Speaking competition, with the school reaching the preliminary finals. The school was proud of our students' representation and continues to encourage more students to take the leap into the public speaking arena.



- **Wellbeing Incursions** - In July 2020, students from Years 7 to 12 participated in Wellbeing incursions. Students actively engaged in the Character Development and Wellbeing programs which were presented by guest speakers from In Real Life Education and Life Matters Academy.
- **Orphan Sponsorship Program** – The SRC Committee introduced a new initiative in 2020 across the primary campus. Each class was tasked with the goal of sponsoring one orphan over the course of a year, bringing the total amount to over 40 orphans sponsored by the primary campus. Students promoted this initiative by creating posters, empathised with the less fortunate and promoted the cause through student connection with the Islamic school ethos.



- **Ramadan Food Drive** – The Student Representative Council's annual food drive was a challenge in 2020 due to the community responses to the pandemic. However, students were determined that even small actions can have a big impact on the lives of struggling families. The Community Care Kitchen thanked our parents and students for their generous donations as it was a critical time for these families in need.



- **Quran Competition** - In July 2020, our Islamic Studies Coordinator launched a YouTube channel with the compilation of every Juz of the Quran. Students from K-12 were encouraged to read along, practice reading and recitations and reflect on the key messages of respect and responsibility.



- **Remembrance Day** - On Wednesday, 11 November 2020, students paid their respects to all those who fought and sacrificed their lives at war. Activities were full of reverence with our students learning about the history behind Remembrance Day. Students participated in one minute's silence and completed research tasks. Each student made their own poppy to pin on our Remembrance Wall. The activities were special because they allowed staff and students to take the time to reflect on the sacrifices that were made by so many Australians for us to live in a safe and peaceful country.



- **Jeans for Genes Day** - On Friday, 7 August 2020 the SRC organised a Jeans for Genes Day fundraiser to raise money for the Children's Medical Research Institute. The SRC members promoted this event through messages at morning assembly and raised awareness about the importance of medical research. Students raised \$2, 871.45 for this important cause.
- **Red Nose Day** - On Friday the 28th of August, all K-6 students had the opportunity to wear their favourite red shirt in support of Red Nose Day. Students also participated in a range of class activities based around the cause. Red Nose Day is a campaign with the mission to fund programs that keep children safe, healthy, and educated. Together the primary campus raised a total of \$1,872.60. Every dollar raised will make a profound difference for the thousands of Australian families and for the parents who rely on advice and support from this organisation.





Parent, Student and Teacher Satisfaction

Al Noori Muslim School welcomes stakeholder involvement. Students, staff, and parents across the Primary and Secondary campuses participated in numerous surveys and evaluations during 2020.

At the start of 2020, the school sought feedback from our school community to gauge satisfaction and evidence of parental engagement. Parents seeking enrolment at Al Noori Muslim School were asked why they had chosen our school for their children. In most cases, the response indicated that they had heard excellent feedback from the school community. The 2020 'Meet and Greet' information sessions were a huge success with over 90% of parents attending and providing overwhelmingly positive feedback about the school and the service it provides to the school community.

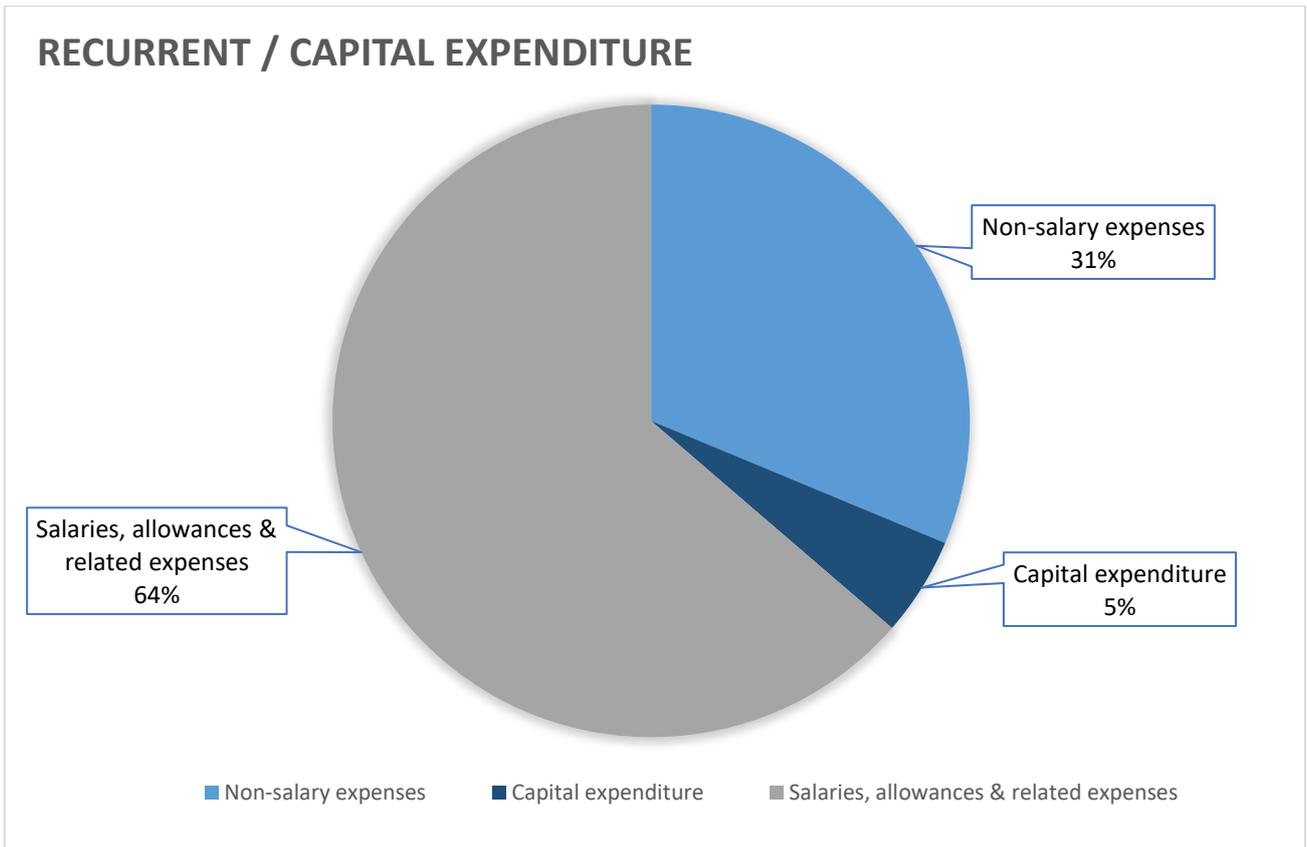
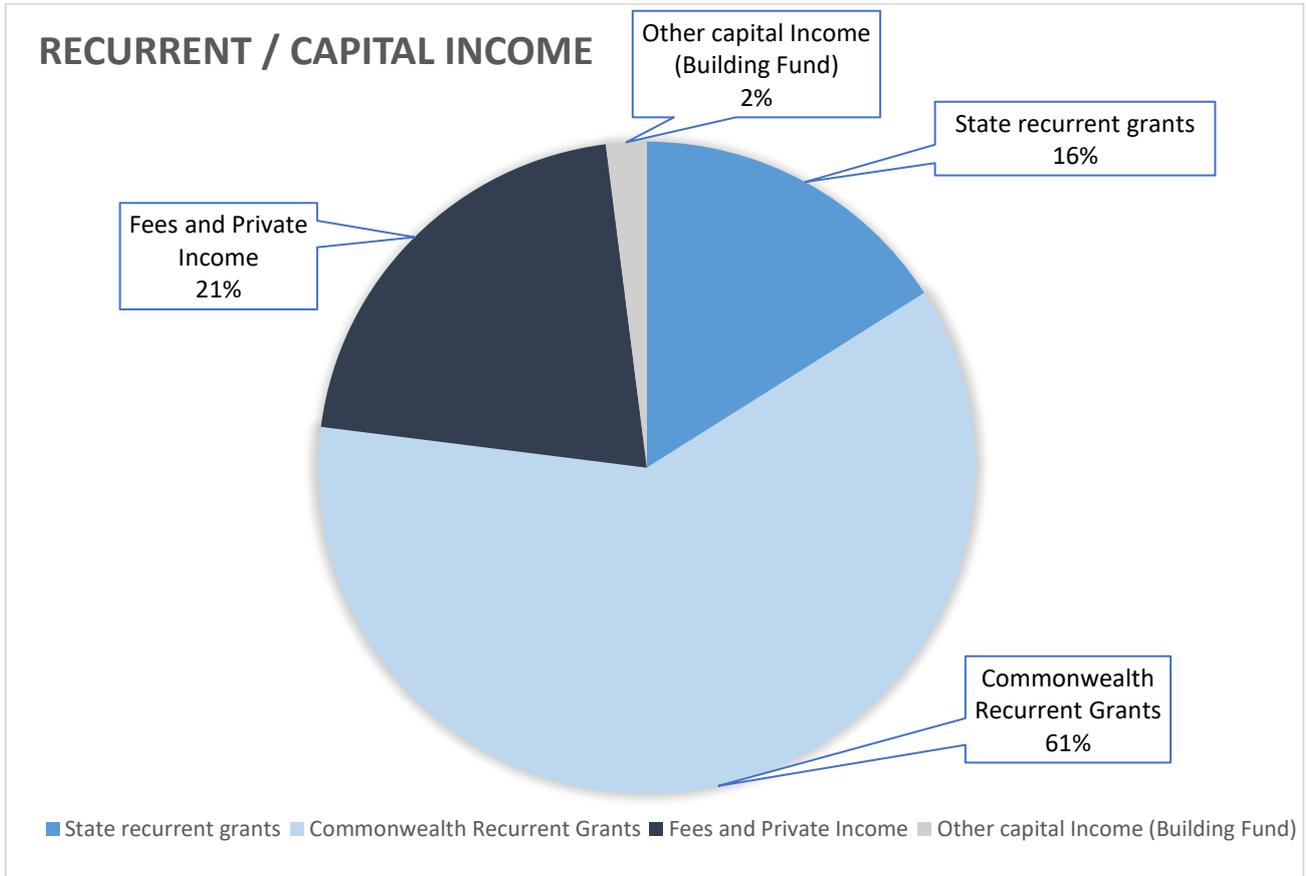
The global COVID-19 pandemic resulted in schools moving to 100% online learning with curriculum being delivered through technology. During the last week of online learning, students were invited to take part in an online Student Voice Survey. Students were asked to think about what they enjoyed about the online learning experience, what specific teacher practices were effective and could be incorporated into their face-to-face learning experiences. Over 400 responses were received from students which indicated positive learning experiences with online remote learning.

Al Noori Muslim staff indicated that they were provided with many opportunities for professional development and were encouraged and supported to pursue their professional interests. The Term 4 Professional Development Week's daily online staff evaluations showed staff appreciation for the opportunities. Staff turnover at the school is very low with nearly all staff members remaining at the school from year to year. The greatest percentage of staff leaving is for the following reasons: maternity leave or taking a promotion position in other schools. This low staff turnover would indicate a high degree of teacher satisfaction with the school.

The school has an open-door policy and parents can phone, email, write or visit the school to speak to Administration staff who will direct them to the appropriate personnel.

Summary Financial Information

Analysis of the school's income and expenditure is shown on the following charts:



A young girl with dark hair, wearing a school uniform consisting of a light blue collared shirt and a dark grey jacket, is seated at a green desk. She is focused on writing in a notebook with a red pencil. Her hair is styled with a red and white patterned headband. The background shows a classroom setting with shelves containing books and other educational materials. The text "ADVANCING Knowledge" is overlaid on the image in a white, serif font, with "ADVANCING" in all caps and "Knowledge" in a cursive script.

ADVANCING
Knowledge



Publication Requirements

Annual Report

The school is required to complete and publish an Annual Report for NESA. The report is to be submitted to NESA by 30 June each year and to be available to the public on the school's website and in paper form from the Administration office.

To meet the requirements of the Annual Reporting, the School will maintain all relevant data electronically and in paper form and will comply with reporting requirements of the NSW Minister for Education and Early Childhood Learning and the Commonwealth Department of Education. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Production and Publication of the Annual Report

The principal in consultation with the other executives is responsible for the coordination of the annual report. At the end of each year the people responsible (as listed below) are reminded by the principal of the information required for the annual report, the format their information is to take and the due date for submission of their information. All information for inclusion in the annual report is to be submitted by the due date for collation and inclusion in the final document.

Annual Report Planning Areas

1. A Message from key school bodies - Chairman, Principal, SRC Coordinators.
2. Contextual information about the school and characteristics of the student body – Head of School Operations & Performance, Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinators.
3. Student outcomes in standardised national literacy and numeracy testing – Deputy Principal (K-6), Deputy Principal (7-12).
4. Senior secondary outcomes (student achievement) - Deputy Principal (7-12).
5. Teacher professional learning, accreditation, and qualifications – Head of School Operations & Performance, Deputy Principal (K-6), Welfare Coordinators, Accountants
6. Workforce composition - HR Department.
7. Student attendance, and retention rates and post-school destinations in secondary schools - Head of School Operations & Performance, Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinators, Administration Staff.
8. Enrolment policies – Principal, Deputy Principal (K-6), Deputy Principal (7-12).
9. Other school policies – Principal, Head of School Operations & Performance, Deputy Principal (K-6), Deputy Principal (7-12).
10. School determined priority areas for improvement - Head of School Operations & Performance, Principal, Deputy Principal (K-6), Deputy Principal (7-12), Coordinators.
11. Initiatives promoting respect and responsibility - Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinator, School Chaplain.
12. Parent, student, and teacher satisfaction - Principal, Deputy Principal (K-6), Deputy Principal (7-12).
13. Summary financial information – Accountant.

Requests for additional data

Any requests from the NSW Minister for Education and Early Childhood Learning or the Commonwealth Department of Education for additional data from the school are to be directed to the principal, who will ensure that the relevant data is collected and provided to NESA in an appropriate electronic or online form within the requested timeframe.

DEEWR Annual Financial Return

The school's Accounts Department, in consultation with the principal, is responsible for completing the DEEWR (Department of Education, Employment and Workplace Relations

<http://www.deewr.gov.au/Pages/default.aspx>
Annual Financial Return questionnaire and for submitting it to DEEWR in an appropriate form.



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