ANNUAL REPORT 2022

AL NOORI MUSLIM SCHOOL

Collaboration

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Contents

Other School Policies
Page 33

A Message from Key School Bodies
Page 6

Workforce Composition
Page 27

Senior Secondary Outcomes
Page 16

Contextual Information about the School and Characteristics of the Student Body
Page 10

Student Outcomes in Standardised National Literacy and Numeracy Testing
Page 15

Enrolment Policies
Page 30

Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

Page 28

Initiatives Promoting Respect and Responsibility

Page 40

School Determined Priority Areas for Improvement

Page 38

Teacher Professional Learning, Accreditation, and Qualifications

Page 24

Publication Requirements

Page 46

Parent, Student, and Teacher Satisfaction

Page 44

Summary Financial Information

Page 45

A Message from the Chairman

At Al Noori Muslim School, we continually strive for excellence in everything we do. This annual report serves as a testament to our unwavering commitment to our school community, reinforcing our successes and dedication.

First and foremost, heartfelt gratitude is extended to the dedicated and passionate teachers and staff members whose exceptional commitment to education has provided a nurturing and enriching learning environment for our students. Their unwavering efforts are truly commendable, and the school community is grateful for their tireless work.

Throughout the year, the school has maintained its reputation for academic excellence. The students have consistently demonstrated outstanding performance in various academic competitions, and examinations, achieving remarkable results. These achievements are a clear demonstration of the hard work and resilience of our school community.

In the National Assessment Program - Literacy and Numeracy (NAPLAN), our students across all year levels achieved exceptional results in all assessed areas, surpassing their peers with similar backgrounds and outperforming students nationwide.

In the Higher School Certificate (HSC), our students achieved exceptional results and were recognised as Distinguished Achievers by NESA. Notably, seven students achieved Band 6 results across all their subjects, earning a place on the NESA All Rounder Achievers' Merit List. Moreover, the school achieved one hundred and fifty-one merits, with eighty-two students from the Year 12 cohort and Year 11 compression program being listed on the NESA 2022 Distinguished Achievers HSC Merit List for at least one subject. Al Noori Muslim School achieved a rank of 26th in NSW.

In 2022, the school continued to prioritise holistic education, and a wide range of extracurricular activities

were offered, enriching the overall educational experience. Students participated in Book Week and Character Parade, Prime Minister's Spelling Bee, Public Speaking and Debating Competitions, Canterbury-Bankstown Council Community Development Workshop, NRMA Science and Road Safety Show, Student Leadership program at NSW Parliament House, and many more. It is worth noting that Anhaar Kareem, a Year 10 student, secured the second position in the highly competitive 2022 Legacy Junior Public Speaking Award NSW State Final. These initiatives have provided opportunities for students to showcase their communication and critical thinking skills.

Our exceptional HSC and NAPLAN results, along with our accomplishments in extracurricular activities and wellbeing initiatives, are clear evidence of our steadfast dedication to providing a comprehensive education that fosters both academic excellence and overall personal growth.

In 2022, our school soared to new heights as we actively embraced initiatives centered around deep learning and fostering global competencies. One of the year's standout moments was our participation in the AISNSW Deep Learning Lab, where our teachers had the incredible opportunity to present our ideas and initiatives to over twenty schools from around the state and to international visitors. It serves as a confirmation to our collective efforts in creating an environment that embraces deep learning, fosters global competencies, and celebrates the dedication and passion of our staff. By embracing innovation and collaboration, we continue to shape the future of education and empower our students to excel in an ever-changing world.

The school board's master plan for 2023 and beyond is to continue to invest in the upgrade of teaching resources and facilities. A new state-of-the-art building will open in 2023, featuring two science labs, a STEM and innovation lab, four ICT labs, a library, office spaces, and additional classrooms. This development aims to enhance the educational experience and provide students with tools for hands-on experiments, research, and collaborative learning. The board is excited about this development and its potential to further enhance learning opportunities for all students.

The school board also recognises the vital role of digital transformation in shaping the future of education for both the school and its students. With this understanding, we are committed to continuing our investments in digital technologies and initiatives. By embracing digital transformation, we aim to provide our students with the necessary skills and competencies to thrive in an increasingly digital world. We believe that these investments will pave the way for innovative teaching and learning methods, preparing our students for future opportunities and challenges.

Another area of focus is the integration of Islamic pedagogy and the development of Islamic ethics and character traits within the curriculum. We aim to nurture students' Islamic identity and spiritual growth by integrating Islamic teachings on honesty, integrity, kindness, and humility into daily interactions and embedding them in the curriculum.

Finally, as the school continues to prepare for the NESA curriculum changes in 2023 and beyond, the school board's commitment lies in implementing an engaging pedagogy that prioritises student-centered learning and encourages educational growth. Understanding the importance of instructional leadership and expertise in curriculum, we will allocate additional resources to provide invaluable guidance, mentorship, and support to our teachers. By cultivating a culture of innovation and excellence within our educational community, we aim to smoothly transition to the new curriculum. Our investment in expertise and forward-thinking approaches will ultimately benefit our students, empowering them to thrive in their educational journeys.

On behalf of the School Board, I extend my commendation to the students for their academic achievements and extracurricular successes. We express gratitude to teachers, staff, and parents for their unwavering support. We thank the school community for their trust and contributions in providing a holistic education that empowers students to excel academically, emotionally, and socially.

Mr Fawaz Sankari
Chairman of the Board

A Message from the Principal

Extract from the 2022 Awards Presentation

It gives me great pleasure to wrap up 2022 with a celebration and acknowledgment of the many successes and achievements of our students. My staff and I share with parents the joy of seeing your children beam with pride at their many accomplishments and endeavors.

We want our students to grow up with the courage to follow their dreams,

- to know that integrity matters.
- to know that humility trumps pride.
- to understand the power of tenacity and how to walk towards the challenges of life.
- to know that our attitude determines our altitude in life.
- to know that the future is theirs to create and that nothing worthwhile comes easy.
- to know that life is a journey of discovery and is meant to be lived with hope, aspirations, and wonder.

Congratulations to our Year 12 cohort on their excellent achievements. They all received placements at university and placed Al Noori in the Top 5% of the state.

Congratulations also to our Year 3, 5, 7 and 9 students. As expected, they have outperformed the state in all areas of both Literacy and Numeracy in NAPLAN.

Congratulations to our Student Representative Council for their ability to motivate and inspire fellow students to share and strive with them in contributing positively to the wider community.

One of the most important gifts we can offer young children is a positive view of themselves. The future of our community depends upon the education of our youth.

Our job is to help children find their own voices, to take children on a journey to discover their talent and potential.

Excellence needs to be within the individual. It is easy to be motivated to do your best work when someone is watching, but the real test of excellence is what you do when no one is watching. Remember Allah (SWT) is always watching.

Everything that you do at school is a skill you can improve. You are not just getting the work done, you are trying to get better at it.

The best people in any field are those who devote the most hours to the kind of practice that is intended to make you better. It is hard work, not talent.

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.

Remember that you are not educated to become bystanders but to make things happen. The greatest privilege is to have the skills to shape events in your life and in the lives of others around you.

Mr Ali Kak
Principal

A Message from the Student Representative Council

Excerpt from the School Captains' & Vice Captains' Address 2022

"We didn't realise we were making memories; we just knew we were having fun." These words, though simple, encapsulate the essence of our journey together. As we stand here at the end of our academic voyage, it is a fitting reminder that our experiences and the bonds we have formed have shaped us in ways we may not have fully realised.

There are countless ways to begin a speech, to captivate an audience and deliver a powerful message. However, I find it pertinent to start by acknowledging the achievements and growth we have witnessed during our time here. It is a moment to reflect on the knowledge we have acquired and the personal development we have undergone.

We did not anticipate the speed with which we arrived at this milestone, donning our graduation gowns. From that nerve-wracking first day of our educational journey, we embarked on an adventure that surpassed our expectations. We became part of a new family, where we learned from one another, supported each other, and gained the confidence to pursue our ambitions.

Over the years, we faced challenges and triumphs, forging unforgettable memories that have left an indelible mark on our lives. From the early days of kindergarten, when we clung to our parents' hands, to the decorated classrooms of our primary years and the vast corridors of high school. Each step shaped our personalities, strengthened our friendships, and molded us into the individuals we are today.

We fondly remember the shared experiences, the discussions, and the laughter. From trading cards and animated characters to engaging in thought-provoking conversations, we have grown and expanded our horizons together. Our teachers, who tirelessly guided us through the educational journey, deserve immense gratitude for their dedication and efforts.

As we embark on the next chapter of our lives, let us strive for excellence in every facet. As young adults responsible for our actions, it is fitting that we aim for greatness in all that we do. Work hard, play hard, but always remember to keep a balance between the two.

During our reflection on the past years, we must acknowledge the transformative nature of our experiences. Every challenge, every obstacle has contributed to our personal growth. Even amidst the difficulties, such as the global pandemic, we discovered hidden blessings. We reconnected with our families, developed new skills, and found a deeper appreciation for the simple joys in life.

As we step into adulthood, we bear the responsibility of shaping our future and making a positive impact on society. Let us aspire to be kingmakers, individuals who uplift and empower those around us. With determination and perseverance, we can become leaders and role models for the generations to come.

Before concluding, we would like to express our gratitude to the parents and guardians who were our guiding lights throughout this journey. Your sacrifices, support, and unwavering love have equipped us with the tools we need to succeed. We owe our achievements to your compassion and encouragement.

As we bid farewell, let us remember that the path ahead may appear uncertain, but with trust in ourselves and a steadfast belief in our capabilities, we will navigate through the challenges that come our way. Let us embrace the opportunities that lie ahead and make a positive impact in every endeavor we undertake.

To conclude, we express our sincere gratitude to all who have accompanied us on this journey. Your contributions will always be remembered and cherished.

Emad Merhi, Fatima Harb, Abdullah Naeem and Aya Shatnawi

Contextual Information about the School and Characteristics of the Student Body

Al Noori Muslim School is a selective school that caters for students from Kindergarten to Year 12. Since its establishment in 1983, the school has consistently delivered a high-quality education, fostering academic growth in an inspiring and inclusive environment.

Deeply embedded in the Islamic faith, the school's values form the foundation of everything done at Al Noori Muslim School. In addition to rigorous academic programs, the school implements comprehensive religious programs that foster and nurture the spiritual development of its students. Arabic Studies and Islamic Religious Studies are integral components of the curriculum, aligned with core values such as 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.'

Located in the heart of Greenacre, Al Noori Muslim School enrolment numbers in 2022 were 2,176, comprising 1,164 girls and 1,012 boys. Over the past five years, the cultural and linguistic diversity within the school community has significantly expanded, with representation from forty-three different cultural groups. Moreover, ninety-eight percent of the students come from a language background other than English. Al Noori Muslim School is proud to provide support programs for students facing socio-economic challenges. There are currently no Indigenous students enrolled.

One of the most distinctive aspects of Al Noori Muslim School is the genuine care and compassion that permeates the school community. The strong bond shared among the dedicated staff, students, and parents creates a nurturing and supportive atmosphere. Together, they work tirelessly to ensure that the children entrusted to their care grow into

empowered, capable, and empathetic leaders within the Australian society.

Al Noori Muslim School is committed to nurturing lifelong learners and leaders. The school's dedication to the holistic development of the students makes it an exciting place for them to explore their potential and embark on a fulfilling journey of self-discovery. During 2022, improvements in student engagement were noted in the following key school activities:

- **Student Wellbeing Incursions** – A series of workshops aimed at enhancing the overall wellbeing and learning of students were delivered in 2022. These workshops provided valuable opportunities for students to acquire important skills and knowledge in various areas.

  Study workshops were organised to equip students with effective study techniques, time management strategies, and problem-solving skills. These workshops empowered students to become more efficient and independent learners.

  Adolescence workshops were also conducted, providing a safe space for students to learn about physical and emotional changes during the critical stages of their lives. These workshops focused on promoting healthy habits, building self-esteem, and developing positive relationships.

  Additionally, an inspirational leadership workshop was offered to foster leadership skills and inspire students to become agents of positive change within their school and community. Through these diverse workshops, students were able to gain valuable insights, develop essential life skills, and thrive in their personal and academic journeys.

- **Public Speaking and Debating Competitions** - Students from years 7-11 actively participated in a range of public speaking and debating competitions throughout the year, including the Rostrum Public Speaking Competition, Plain English-Speaking Award, and The Islamic Schools Debating Competition. These competitions provided invaluable platforms for students to showcase their communication and critical thinking skills. Students expressed their enthusiasm for

these opportunities, as they allowed them to further hone their abilities in expressing ideas, structuring arguments, and delivering persuasive speeches. The competitions also provided a forum for students to engage with important contemporary issues pertaining to law and order and social responsibility. With insightful perspectives and articulate presentations, students demonstrated their ongoing dedication to academia and proactive citizenship. These experiences not only fostered their growth as effective communicators but also instilled in them a sense of responsibility to contribute meaningfully to society.

Anhaar Kareem, a student in Year 10, was successful in securing the second position in the highly competitive 2022 Legacy Junior Public Speaking Award NSW State Final. This prestigious competition attracts participants from various government and non-government schools nationwide. Anhaar's exceptional speaking skills and eloquence enabled her to advance through the local, regional, and state rounds, earning her a spot in the national final in Tasmania.

Throughout 2022, our school's prefect body took the lead in organising and conducting various school presentations and formal events. Notably, the Graduation Ceremonies and Academic Award Ceremonies were entirely student-led, providing a platform for students to take on coaching, preparation, leadership, and the delivery of exceptional speeches before a wide audience. These events served as significant milestones, allowing students to reflect on their individual strengths, establish personal goals, and cultivate their capabilities as responsible leaders. The academic sphere provided students with valuable opportunities for growth and self-improvement as they embraced their roles as active and accountable contributors to the school community.

- **Council Community Development Workshop** - The Canterbury-Bankstown Council organised a community development workshop in March 2022 for students in Years 5 and 6. The workshop aimed to discuss and plan future services for the community. During the event, the students actively shared their opinions and perspectives on various topics such as crime prevention, disability services, and support for senior citizens. The Canterbury-Bankstown Council Officers who attended the workshop expressed their satisfaction with the students' input and appreciated the collaborative effort in envisioning a better future for the community.

- **NSW Parliament House Student Leadership Program** – In June 2022, Year 12 School Captains, Emad Merhi and Fatima Harb, received a special invitation to participate in the Secondary Schools Student Leadership Program held at NSW Parliament House. The program offered a full day of activities, starting with a visit to Government House, where they had the opportunity to meet the Governor and deepen their understanding of leadership.

- **NRMA Science and Road Safety Show** – In March 2022, primary students engaged in the NRMA Science and Road Safety Program. The program aimed to educate them about the best practices of road safety education. By increasing their knowledge and promoting changes in attitudes and behaviours, the program sought to enhance road safety awareness. Aligned with the PDHPE, English, and Science Syllabus, the program provided valuable content for the students' curriculum.

- **Prime Minister's Spelling Bee** - In 2022, students from Years 3 to 6 had the opportunity to take part in the Prime Minister's Spelling Bee. One Year 5 student advanced to the State Level due to her exceptional spelling abilities.

- **Book Week** – Year 1 student, Arwaa Sharifee was successful in winning the Canterbury Bankstown Book Week Art Competition. Her captivating artwork, titled 'My Dream,' beautifully captured the essence of compassion and the importance of assisting those who require support. Arwaa's submission embodied the values celebrated during this event, showcasing her ability to express herself artistically while conveying a meaningful message.

- **Character Parade** – In September 2022, the school witnessed an incredible spectacle as the students brought their favourite book characters to life during the annual Character Parade. The primary school atmosphere was filled with joy and excitement as the students showcased their characters and costumes.

Please maintain
distancing
Little Red Riding Hood

WHERE'S WALLY?

Student Outcomes in Standardised National Literacy and Numeracy Testing

Al Noori Muslim School demonstrated exceptional performance in the National Assessment Program – Literacy and Numeracy (NAPLAN), held in 2022. The program evaluates the literacy and numeracy skills of students across all Australian schools in Years 3, 5, 7, and 9. Our students across all year levels achieved remarkable results in all the assessed areas, surpassing their peers with similar backgrounds and outperforming students nationwide.

Below is a comparison of Al Noori Muslim School's performance in relation to students with similar backgrounds.

2017 2018 2019 2020 2021 2022

<< >>

NAP NATIONAL ASSESSMENT PROGRAM

Compare to ● Students with similar background ○ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	484	496	498	523	436
Year 5	545	542	566	593	532
Year 7	577	576	610	603	610
Year 9	636	625	640	665	655

Well above Above Close to Below Well below

The results demonstrate that students at Al Noori Muslim School perform above all Australian students. Al Noori Muslim School's NAPLAN results are documented on http://www.myschool.edu.au

Senior Secondary Outcomes

Records of School Achievement

The NSW Record of School Achievement (RoSA) serves as a comprehensive qualification, enabling students to compile their academic achievements throughout their school tenure. In 2022, four Record of School Achievement credentials were issued to students.

In addition, students currently receive A to E grades for their completed courses in Year 10 and Year 11, which are then submitted to NESA. In 2022, a total of one hundred and twenty-four Year 10 students received grades contributing to their RoSA, and one hundred and nineteen students were awarded grades for their Preliminary High School Certificate.

Higher School Certificate Results

Our school proudly celebrated the achievement of eighty-four Year 12 students who were awarded the NSW Higher School Certificate. Among them, numerous students from Al Noori Muslim School excelled and were recognized as Distinguished Achievers by NESA. These exceptional students attained the highest possible results (Band 6 or Band E4) in one or more courses. In total, our students earned an impressive count of one hundred and fifty-one merits, with eighty-two students from the Year 12 cohort and Year 11 compression program being listed on the NESA 2022 Distinguished Achievers HSC Merit List for at least one subject. Notably, seven students accomplished Band 6 results across all their subjects, earning a place on the NESA All Rounder Achievers' Merit List.

The HSC results play a crucial role in determining the Australian Tertiary Admission Rank (ATAR) for students aspiring to pursue higher education at universities. These ranks serve as a basis for admission into various university courses. The achievements of our students in this regard were truly remarkable. An impressive fifty percent of our students achieved an ATAR of 90 or higher, with the highest ATAR attained being 98.90. Moreover, all our students performed exceptionally well in English Advanced, Legal Studies, Mathematics Standard 2, Mathematics Extension 2, Society and Culture, and Studies of Religion I, with every student securing a position in the top two bands for these subjects.

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 %**
Biology	61	43	19	70.48	26.65
Business Studies	66	61	36	92.41	34.50
Chemistry	9	8	1	88.88	33.03
Earth and Environmental Science	16	12	1	75.00	31.89
English (Standard)	64	52	7	81.24	15.36
English (Advanced)	20	20	8	100.00	67.09
Legal Studies	32	32	11	100.00	40.55
Mathematics Standard 2	33	33	19	100.00	28.82
Mathematics Advanced	33	29	25	87.87	48.88
PDHPE	27	14	4	51.84	25.81
Physics	12	8	1	66.66	41.30
Society and Culture	14	14	3	100.00	43.37
Studies of Religion I	3	3	1	100.00	40.68
Studies of Religion II	29	26	6	90.64	46.25

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 %**
Mathematics Extension 1	8	7	6	87.50	73.36
Mathematics Extension 2	6	6	3	100	85.00

HSC Results Comparative Performance 2018 – 2022

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

Biology	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
2018	36	School: 36 (100%) State: 89.4%	School: 0 (0%) State: 10.05%
2019	54	School: 54 (100%) State: 84.07%	School: 0 (0%) State: 15.26%
2020	45	School: 45 (100%) State: 87.03%	School: 0 (0%) State: 12.97%
2021	43	School: 43 (100%) State: 90.61%	School: 0 (0%) State: 8.66%
2022	61	School: 61 (100%) State: 79.20%	School: 0 (0%) State: 20.76%

Business Studies	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
2018	39	School: 39 (100%) State: 86.6%	School: 0 (0%) State: 12.20%
2019	50	School: 50 (100%) State: 82.89%	School: 0 (0%) State: 16.02%
2020	56	School: 056 (100%) State: 82.04%	School: 0 (0%) State: 16.80%
2021	57	School: 57 (100%) State: 85.97%	School: 0 (0%) State: 12.79%
2022	66	School: 66 (100%) State: 89.38%	School: 0 (0%) State: 10.60%

Chemistry	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
2018	16	School: 16 (100%) State: 88.58%	School: 0 (0%) State: 11.02%
2019	7	School: 7 (100%) State: 87.62%	School: 0 (0%) State: 11.86%
2020	12	School: 12 (100%) State: 90.06%	School: 0 (0%) State: 9.35%
2021	9	School: 9 (100%) State: 88.31%	School: 0 (0%) State: 11.21%
2022	9	School: 9 (100%) State: 84.19%	School: 0 (0%) State: 15.77%

Earth & Environmental Science	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
2019	20	School: 20 (100%) State: 85.61%	School: 0 (0%) State: 13.71%
2020	13	School: 13 (100%) State: 84.79%	School: 0 (0%) State: 14.37%
2021	20	School: 20 (100%) State: 86.60%	School: 0 (0%) State: 11.97%
2022	16	School: 16 (100%) State: 90.60%	School: 0 (0%) State: 9.35%

English Advanced	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
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%
2021	22	School: 22 (100%) State: 99.11%	School: 0 (0%) State: 0.69%
2022	20	School: 20 (100%) State: 99.01%	School: 0 (0%) State: 0.94%

English Standard	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
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%
2021	51	School: 51 (100%) State: 90.00%	School: 0 (0%) State: 9.38%
2022	64	School: 64 (100%) State: 87.52%	School: 0 (0%) State: 12.44%

Legal Studies	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
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%
2021	17	School: 17 (100%) State: 85.48%	School: 0 (0%) State: 13.44%
2022	32	School: 32 (100%) State: 83.96%	School: 0 (0%) State: 15.99%

Mathematics Extension 1	No. of students	Performance band achieved by number and percentage	
Year		Bands E3-E4	Bands E1-E2
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%
2021	9	School: 9 (100%) State: 74.16%	School: 0 (0%) State: 25.62%
2022	8	School: 7 (87.5%) State: 73.36%	School: 1 (12.5%) State: 26.61%

Mathematics Extension 2	No. of students	Performance band achieved by number and percentage	
Year		Bands E3-E4	Bands E1-E2
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%
2021	5	School: 5 (100%) State: 86.64%	School: 0 (0%) State: 13.19%
2022	6	School: 6 (100%) State: 85.00%	School: 0 (0%) State: 14.98%

Mathematics Advanced	No. of students	Performance band achieved by number and percentage	
Year		Bands 3-6	Bands 1-2
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%
2021	37	School: 37 (100%) State: 93.64%	School: 0 (0%) State: 6.12%
2022	33	School: 33 (100%) State: 94.24%	School: 0 (0%) State: 5.72%

Mathematics Standard 2	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
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%
2021	35	School: 35 (100%)	State: 77.89%	School: 0 (0%)	State: 21.15%
2022	33	School: 33 (100%)	State: 81.12%	School: 0 (0%)	State: 18.85%

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%
2021	20	School: 19 (95%)	State: 85.73%	School: 1 (5%)	State: 13.41%
2022	27	School: 27 (100%)	State: 78.93%	School: 0 (0%)	State: 21.03%

Physics	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
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%
2021	10	School: 10 (100%)	State: 90.40%	School: 0 (0%)	State: 9.11%
2022	12	School: 12 (100%)	State: 86.44%	School: 0 (0%)	State: 13.52%

Society and Culture	No. of students	Performance band achieved by number and percentage			
Year		Bands 3-6		Bands 1-2	
2021	13	School: 13 (100%)	State: 93.71%	School: 0 (0%)	State: 6.08%
2022	14	School: 14 (100%)	State: 92.93%	School: 0 (0%)	State: 7.04%

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%
2021	6	School: 6 (100%)	State: 91.49%	School: 0 (0%)	State: 8.03%
2022	3	School: 3 (100%)	State: 95.56%	School: 0 (0%)	State: 4.41%

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%
2021	21	School: 21 (100%)	State: 90.46%	School: 0 (0%)	State: 9.17%
2022	29	School: 29 (100%)	State: 92.81%	School: 0 (0%)	State: 7.17%

AL NOORI
MUSLIM SCHOOL

CLASS OF 2022
RESULTS SNAPSHOT

98.90
Top ATAR

26th
Al Noori Muslim School rank in the Sydney Morning Hearld Top 100 Schools Report

151
Total Band 6 (90+) results

82
Students on the NESA Distinguished Achiever's List

7
Students on the NESA All-Round Achievers Merit List

42
Students with an ATAR of 90 and above

Class of 2022

AL NOORI
MUSLIM SCHOOL
OUR VALUES
Graduate
CLASS OF
2022
AL NOORI
MUSLIM SCHOOL

5

6

Teacher Professional Learning, Accreditation, and Qualifications

Al Noori Muslim School remains committed to providing high-quality professional learning opportunities for its teachers, ensuring their continuous growth and development. Throughout 2022, the Professional Learning Team continued to organise professional learning days and capacity building activities to enhance the skills and knowledge of the teaching staff. The Professional Development Plans developed by staff members outline specific goals and strategies aligned with the Australian Professional Standards for Teachers. Notably, in 2022, twenty-one teachers successfully completed accreditation at the Proficient Teacher level through the NSW Education Standards Authority, further demonstrating the school's dedication to supporting teacher professional development.

Throughout 2022, Al Noori Muslim School actively participated in the AISNSW Design for Deep Learning Program, which proved to be immensely valuable for both students and teachers. At the core of the program lies the Deep Learning pedagogy, which offers a practical approach that fosters meaningful connections between student learning and the real world.

The Design for Deep Learning Program embraces the global competencies for deep learning, equipping students with the necessary skills to navigate the complexities and constant changes of our modern world. Our focus throughout the program was on developing six key competencies: Character, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking. By prioritizing these competencies, our aim was to cultivate confident learners who possess leadership skills and have the capacity to bring about positive change.

In October 2022, Al Noori Muslim School was selected to present at the 2022 Level Up: Precision in Pedagogy Deep Learning Lab, which took place at Abbotsleigh Junior School. This event provided a unique platform for the school to share innovative teaching practices and insights with over forty network schools. In addition to the school's presentation, a showcase of the school's progress was on display in the exhibition hall, further highlighting our commitment to excellence in education.

The feedback received from the AISNSW DDL consultants and participants was overwhelmingly positive, affirming the efficacy of our pedagogical approach. We took great pride in this recognition, as it underscored our dedication and unwavering commitment to empowering our students. Through this program, we have continued to nurture well-rounded individuals who are prepared to face the challenges of the future with resilience and adaptability.

Teacher Professional Learning

In 2022, the implementation of the school's Professional Development Plan enabled the school to focus its professional learning on the areas identified by the teachers. This strategic approach ensured that professional development efforts were targeted and aligned with the specific needs and goals of the teachers. By tailoring learning opportunities to address these identified areas, the school enhanced the effectiveness and relevance of its professional development initiatives, ultimately supporting the growth and success of the teachers and improving overall educational outcomes.

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

- AMS Discipline Policy
- Child Protection 2022 Update Training
- Designing for Deep Learning (AISNSW)
- Islamic Model of Leadership
- Jumpstarting Deep Learning
- Making Learning More Lively
- NCCD: Census Guidelines and Evidence Requirements
- NCCD: Student Diversity Workshops
- NSW Curriculum Reform and Deep Learning
- Professional Development Plan and Australian Professional Standards for Teachers
- Reading Matters
- Staff Code of Conduct
- Sentral Training and Updates
- Teacher Accreditation Requirements
- The Schools Summit
- Transformium: The Quantum Leap in Learning
- Wellbeing 101: An Islamically Integrated Perspective

In addition, the staff addressed the following professional development areas throughout 2022. Several of these courses fulfilled registered hour requirements for staff members pursuing accreditation.

Leadership

Description of professional learning activity	# of staff participating
AICD: Governance Foundations for NFP Directors	2
Governance Symposium 2022: School Wellbeing: Complexities, issues, and direction - AISNSW	1
In-House Counsel Conference: Legal and Commercial Imperatives	1
Law Sense School Law Conference 2022	1
Leading the Implementation of the New English K-2 Syllabus	1
MEA Interpretation Workshop for Teachers	1
NAPLAN Coordinator Training	1
Positive Practices for Classroom Management: Small Changes, Big Impact	1
School Governance Improvement Tool	2
Science Heads of Department Conference 2022 - AISNSW	1
Sydney Morning Herald School Conference	1

Primary and Senior Campus

Description of professional learning activity	# of staff participating
Analysis to Action in PDHPE	1
Autism Spectrum Disorder: Intensive Supports	3

Autism Spectrum Disorder: Targeted Supports	2
Autism Spectrum Disorder: Universal Supports	6
BenQ Interactive Flat Panels Training	59
Building Mathematical Thinking with Rich Tasks – Mathematical Association of NSW Inc.	3
Business Studies Reloaded – Resource Factory	3
Counsellors Conference 2022 - AISNSW	2
Conducting Interviews and Focus Groups - AISNSW	2
Deep Learning Lab: Level Up – Precision in Pedagogy	4
Designing for Deep Learning Teach Meet Term 1	49
Designing Surveys that Work - AISNSW	2
Diabetes in Schools Level 2 – Eventbrite	2
Disability Legislation	1
InitiaLit Training by MultiLIt	2
Live Life Well @ School: Taking the Next Step - AISNSW	1
Making Your Numerical Data Work - AISNSW	3
Mathematics Conference 2022 - AISNSW	1
Measures that Matter – Next Steps	1
Mental Health Intensive Supports: Essential for a Few	2
Mental Health Targeted Supports: Necessary for Some	2
Mental Health Universal Supports: Good for All	5
Moving Beyond Numbers: Using Qualitative Data	1
NAPLAN Test Administrator Training	14
NCCD Term 4 Network Meeting: Reflection and Planning	6
NESA Literacy and Numeracy Progressions	67
NESA Standards Setting	59
NSW Primary Curriculum General Overview	59
NSW Primary Curriculum English K-2	59
NSW Primary Curriculum Mathematics K-2	59
PIP Edit with Hannah Geraghty	1
School Governance Module 1: An Introduction to Independent Schools	1
School Governance Module 7: Child Protection	1
School Governance Module 8: Strategic Thinking in Schools	1
Supporting Students with Challenging Behaviour: Introductory Webinar	1
Talking Maths – How to make maths noisy! - TAA	1
The Collaborative Planning Process: Developing Individual Plans	2
The Resilience Project	3

Teacher Accreditation

The table shows level of accreditation of teachers who were responsible for delivering the curriculum in 2022.

Level of Accreditation	**Number of Teachers**
Conditional	22
Provisional	7
Proficient Teacher	84
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	**113**

Teacher Qualifications

The table show the number of teachers who were responsible for the delivery of curriculum during 2022, 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	113
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.

Workforce Composition

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

Teaching Staff	128
Full-time equivalent teaching staff	116.30
Non-teaching staff	30
Full-time equivalent non-teaching staff	24.20

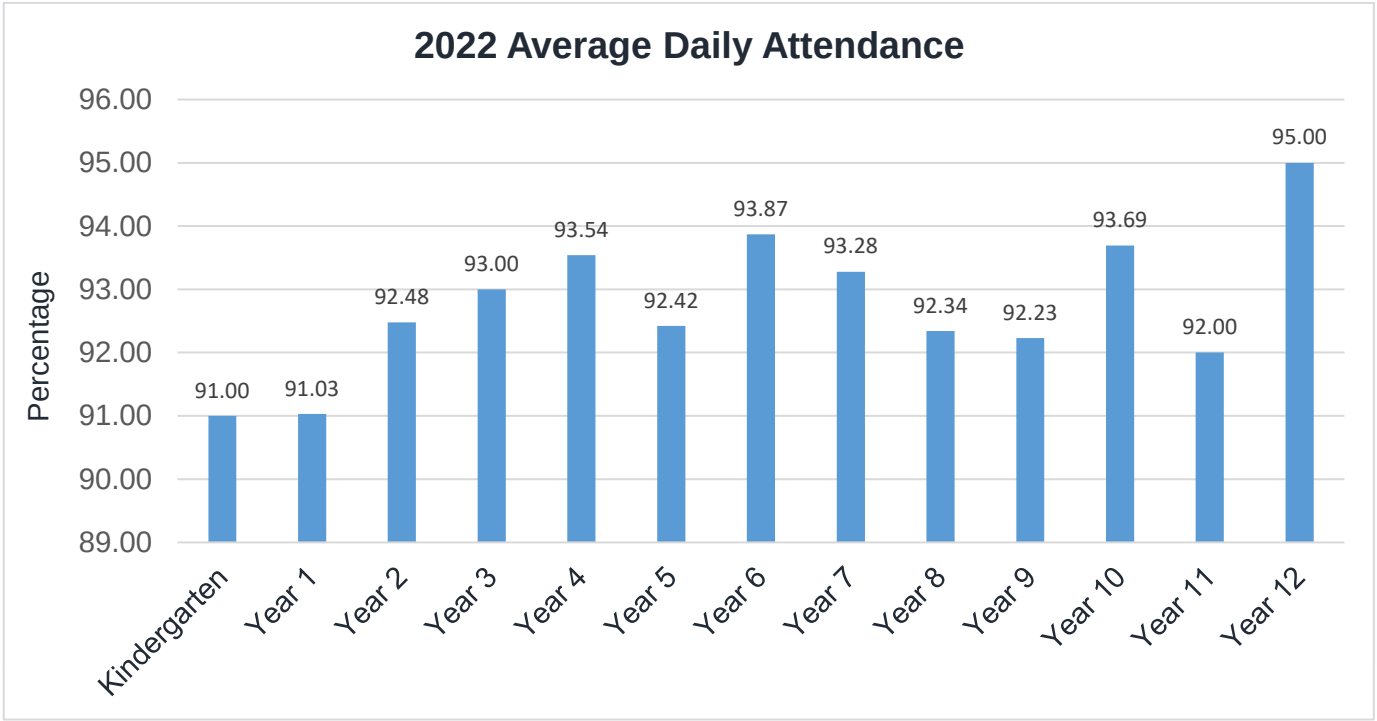
At the end of 2022, the school did not have any Aboriginal and/or Torres Strait Islander staff. For additional staff information see http://www.myschool.edu.au

Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance Profile

On average, the student attendance for 2022 was ninety-three percent, which is consistent with previous years. The school population comprises 2176 students.

Student attendance information can also be found on http://www.myschool.edu.au



Management of Non-Attendance

Al Noori Muslim School utilises the Sentral Education software to manage, record and monitor school

attendance. Each school day, Class Teachers (K – 6) and Roll Call Teachers (7 – 12) mark the attendance rolls using the Attendance Module. In high school, class attendance is managed through the PxP Module.

If a student is absent from school, parents are required to inform the Administration Office. In case the school identifies a student's absence in the morning without prior notification from the parents, an SMS will be sent to the parents to confirm the absence. If a student is absent for two consecutive days, a medical certificate will be required. Class Teachers (K – 6), Roll Call Teachers (7 – 12), Welfare Coordinators, and Deputy Principals also follow up on unexplained absences.

If a student arrives late or needs to leave the school during the day for an appointment, they must report to the Administration Office. Parents must sign for their child when they arrive late or need to leave early.

Throughout the school day, staff members closely monitor students and maintain regular communication with Deputy Principals and Welfare Coordinators regarding class absences.

Various interventions are implemented to address attendance issues, such as daily SMS text messages, attendance letters, newsletter articles, phone calls, and parent interviews. The Deputy Principal in the Primary School and Welfare Coordinators in the Secondary School handle any serious non-attendance matters. Detailed information about Al Noori Muslim School's policies and procedures regarding absences can be found on the school website and are regularly published in the school newsletters.

Retention in the Secondary School

To calculate student retention rates, the number of students who enrolled in an initial year, like those who completed Year 10, is compared to the number of students from that cohort who did not complete Year 12. The resulting retention rate is expressed as a percentage. According to the data provided to the school, students who left after Year 10 were mainly associated with factors like pursuing apprenticeships, relocating internationally or interstate, facing financial constraints, making subject choices, or opting for homeschooling.

Years compared	Cohort students completing		Actual retention Rate
	Year 10	Year 12	
2020/2022	96	82	85.41%

Post School Destinations

In 2022, Al Noori Muslim School celebrated the achievement of awarding HSC certificates to a total of eighty-four students. Impressively, every single student from the 2022 cohort continued their educational journey by enrolling in a tertiary institution.

It is important to emphasise that the school does not enforce the mandatory collection of information regarding post-school destinations for students aged seventeen and above. However, the school took the initiative to reach out to Year 12 students once the ATARs were released in December 2022. To determine university offers, the school relied on the UAC guide from the Sydney Morning Herald and the UAC website. This report provides an overview of the outcomes for the 2022 Higher School Certificate.

Enrolment Policies

Student Enrolment Profile

In 2022, the school experienced a continued increase in student enrolments. The positive trend in enrolment growth since 2011 is expected to persist throughout 2023. A significant majority of the students come from language backgrounds other than English, highlighting the diverse multicultural nature of the student body. Notably, enrolments encompass a remarkable forty-three different cultural groups, reflecting the school's commitment to inclusivity and providing an enriching learning environment for students from various backgrounds.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Boys	546	570	641	742	792	822	831	852	892	943	1012
Girls	626	709	796	898	973	968	986	999	1059	1106	1164
Total	1172	1279	1437	1640	1765	1790	1817	1851	1951	2049	2176

Enrolment Policy

Al Noori Muslim School is a K-12 selective 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 $100.00 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 Mathematics and 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.

Other School Policies

Al Noori Muslim School is dedicated to creating a safe and supportive learning environment for its students. Comprehensive welfare policies and programs are in place to nurture the emotional wellbeing of all students and foster a sense of security and support. The school ensures that staff members have access to relevant policies, procedures, work health and safety (WHS) requirements, and governance information through the school's information and management systems.

Parents can find selected policies, including the Grievance and Complaints Resolution Policy, in their entirety on the school's website. Additionally, the principal can be contacted to request access to additional policies. The School Student Diaries, distributed to all students annually and published in the school newsletters, contain information on student expectations regarding attendance, discipline, the use of phones and electronic devices, assessment-related policies and procedures, and wellbeing strategies.

In 2022, the Discipline Policy underwent updates to promote a consistent positive behavior approach for learning across all grade levels (K-12). Changes were also made to the appeals process, with the principal's decision being deemed final after an appeal. The Professional Development Policy was similarly updated to align with changes implemented by the NSW Education Standards Authority (NESA).

Student Welfare

Al Noori Muslim School demonstrates a strong commitment to creating quality learning opportunities for all students. The school's focus extends to nurturing their cognitive, physical, social, emotional, and spiritual development. Parents confidently entrust their children to the dedicated teachers and staff at Al Noori Muslim School, knowing that it provides a safe and supportive environment that:

- Minimises the risk of harm and ensures students feel secure.
- Supports students' physical, social, academic, spiritual, and emotional growth.
- Implements student welfare policies and programs that foster a sense of self-worth and promote personal development.

The Pastoral Care program at Al Noori Muslim School has proven effective in actively engaging students in programs that enhance self-confidence, social skills, and moral values. Within this program, there is a strong emphasis on developing leadership skills through civic and citizenship activities.

During 2022, Al Noori Muslim School had several policies and procedures in place to ensure the welfare of its students, including:

- 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 another 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, Stage 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

The 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 its school community. This is achieved by employing positive reinforcement of appropriate behaviour and implementing a consequential approach to address such conduct.

According to the NSW Registration Manual, a registered non-government school must have discipline policies for students that are based on principles of procedural fairness and explicitly prohibit the use of corporal punishment. Al Noori Muslim School strictly prohibits corporal punishment and does not condone its administration by any individuals, whether affiliated with the school or not, as a means of enforcing discipline within the school or at home.

All disciplinary actions that may result in sanctions against a student, including suspension, expulsion, or exclusion, adhere to processes rooted in procedural fairness. The school ensures that parents are involved in these processes, particularly in cases of suspension and expulsion, to maintain procedural fairness. However, disciplinary actions do not involve exclusion.

Students possess the right to procedural fairness in all matters that affect their interests, including disciplinary

decisions. The principles of procedural fairness encompass the following rights:

- The right to be aware of the school's rules and expected behavior.
- The right to have decisions made by a fair and impartial individual.
- The right to be informed of any allegations made against them and to provide a response.
- The right to present their case before a decision is reached.
- The right to have the decision reviewed.

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

Reporting complaints and resolving grievance

The school, Al Noori Muslim School, has a policy in place to address complaints and grievances, encompassing procedures for raising and addressing concerns brought forward by parents and/or students.

Al Noori Muslim School is dedicated to establishing a fair, secure, and productive environment, ensuring that grievances are handled with sensitivity and efficiency. The school has formulated explicit protocols that incorporate principles of procedural fairness.

All concerns pertaining to interactions with staff, student relationships, conflicts, discipline, and similar matters should be directed to the school for investigation and appropriate action. Parents or other adults must not approach students (children of other families) directly with their concerns under any circumstances.

Initially, concerns regarding a student are to be discussed with the respective class teacher or staff member involved. If approaching the class teacher or staff member proves difficult for any reason, parents have the option to approach the supervisor of the staff member in question, such as the Stage Coordinators, Head of Departments, or Welfare Coordinators. If contacting the Stage Coordinators, Head of Department Coordinators, or Welfare Coordinators is also challenging, or if the parent is unsatisfied with their response, they may directly approach the Deputy Principals.

If the concern persists, the principal can be contacted for further assistance.

Students, on the other hand, can directly approach the Class Teacher, Stage Coordinators, or Welfare Coordinators. These procedures reflect long-standing practices at the school and have not been modified since 2021.

The complete text of the Complaints and Grievance Policy, inclusive of grievance resolution, can be found on the school's website.

CERTIFICATE OF COMPLETION
AL NOORI

Congratulations
CERTIFICATE OF COMPLE
BARAA KRAYEM

CERTIFICATE OF COMPLETION

School Determined Priority Areas for Improvement

Achievement of 2022 Priorities as set out in the 2021 Annual Report

Area	Priorities
Learning Excellence	▪ The school successfully reviewed the discipline policy and associated procedures, ensuring consistency in responses and consequences across the school. This achievement established a fair and equitable disciplinary framework, creating a safe and inclusive learning environment for all students. ▪ Professional learning initiatives which focused on pastoral care were designed and delivered strategically throughout the year. Teachers reported through online evaluations that the collaborative learning opportunities increased their capacity and provided them with the necessary skills and knowledge to further support students' well-being and social-emotional development. ▪ The school successfully utilised MS Teams to administer online surveys to efficiently gather profound and valuable feedback from the school community. The feedback received was used by the school to address concerns, identify areas for improvement, and encourage school-community engagement.
Teaching Excellence	▪ The impact of AISNSW Designing for Deep Learning design principles were continuously monitored and evaluated to ensure their effective integration into teaching and learning practices. The programming template was re-designed to include deep learning principles with a focus on explicit instruction and student-centred approaches to learning. ▪ Targeted professional development for the new NESA K-2 English and Mathematics curriculum was provided to all primary teachers. Investment in new resources also ensured that teachers were well-equipped to deliver the revised curriculum and support student success and achievement. ▪ The Professional Learning Team intentionally designed the Staff Development Day programs to align directly with the school's strategic priorities. The sessions offered teachers the necessary skills and knowledge to successfully implement evidence-based practices, making a valuable contribution to the school's vision and goals.
Leading Excellence	▪ A Literacy and Numeracy Coordinator was appointed to develop a vertical collaboration 'buddy' reading program, enhancing literacy and numeracy skills across different grade levels. This initiative promoted peer learning, collaboration, and student engagement, creating a supportive and inclusive learning environment. ▪ The primary library timetable and programs were reviewed and realigned to meet student needs. This ensured that library resources and activities were tailored to students' interests and learning objectives, enhancing access to information, fostering a love for reading, and promoting independent inquiry and research skills. ▪ The school continued its digital transformation through major upgrades to existing ICT infrastructure. A cybersecurity audit was conducted, and remediation measures were implemented to ensure data security and privacy. Relevant ICT training and support programs were also put in place, enabling staff and students to engage in online activities with confidence. ▪ The school effectively executed its masterplan for capital works, consistently maintaining and enhancing the physical environment. In 2022, the construction of a new campus commenced, and it is set to open in 2023 as scheduled.

Priority areas for school improvement in 2023

Area	Priorities
Learning Excellence	▪ Promote action research and reflective practice as strategic directions for teacher professional learning. Engage teachers in inquiry-based approaches to explore and evaluate their own teaching practices. ▪ Professional Learning for the new K-10 English and Mathematics curriculum. Provide time for teachers to engage in continuous learning, collaborating with curriculum experts to refine instructional strategies and create engaging learning experiences. ▪ Strengthen Islamic Identity and Spiritual Development by prioritising the integration of Islamic pedagogy throughout the curriculum to nurture students' Islamic identity and spiritual growth.
Teaching Excellence	▪ Empower Teachers with Digital Devices to seamlessly integrate technology into their teaching practices, access digital resources, and stay connected with the latest educational advancements. ▪ Review assessment and feedback practices, including formative and summative assessments, to guide instruction and provide timely feedback to students.
Leading Excellence	▪ Invest in state-of-the-art facilities, including the construction of innovative learning spaces, additional classrooms, cutting-edge science and ICT labs, and versatile collaboration areas for teachers. ▪ Appoint experienced leaders with curriculum expertise to guide the planning and implementation of the new curriculum.

Initiatives Promoting Respect and Responsibility

Al Noori Muslim School is a selective Kindergarten to Year 12 school that continuously strives for excellence. It has a rich history of delivering a high-quality education and creating an inclusive and inspiring environment where students can thrive academically.

The school fosters a culturally diverse Islamic community, where responsible citizenship and respect for others are strongly promoted. The school also places a great emphasis on cultivating respect and responsibility, considering them as fundamental values. These values are actively nurtured through the integrated pastoral care program offered by the school.

In March 2022, students were appointed to represent the student body at the SRC Induction Ceremony. These students were regarded as future leaders, demonstrating remarkable commitment to learning, exceptional leadership skills, and serving as positive role models for their peers.

In 2022, the initiatives aimed at promoting respect and responsibility continued. The focus for the year was on the deep learning competencies, citizenship, and character development. Students were encouraged to address social concerns by engaging in activities such as fundraising, making donations, and advocating for meaningful causes. These initiatives are grounded in the principles of respect and responsibility. Islamic Studies also played a crucial role in instilling respect and responsibility among students.

Moreover, in 2022, the school placed significant emphasis on student leadership and empowering student voices. It provided ample opportunities for students to unlock their potential, recognise their responsibilities towards others, develop leadership skills, and serve as responsible mentors and role models within the school community.

Some key activities from 2022 include:

Harmony Week – In March 2022, students came together to embrace and honor the diversity within our school community. Through a range of carefully planned activities and engaging discussions, our students fostered an atmosphere of respect and appreciation for one another. Students participated in a poster competition organised by the Moving Forward Together Association Inc. The week was a powerful reminder that we thrive when we embrace inclusivity and recognise that everyone has a place and value in our community.

Values for Life Education "Lead the Way" Leadership Incursion - In March 2022, students engaged in workshops that centered around essential leadership skills. The students delved into the significance of having role models and explored how individual choices can influence both the school environment and the broader community. Through interactive sessions and engaging discussions, the workshops provided valuable insights into effective leadership practices and a deeper understanding of the impact students can make within their school and beyond.

National Day of Action Against Bullying and Violence – In March 2022, Al Noori Muslim School pledged with all Australian schools to STAND UP AGAINST BULLYING. Various activities were organised to promote social and emotional awareness among the students. They engaged in an Anti-Bullying Slogan Showcase, where they creatively expressed their opposition to bullying. Unity Walls were also created to foster a sense of solidarity and unity within the school community. Additionally, the students demonstrated their support by dressing in orange and wearing Anti-bullying wristbands, symbolising their collective commitment to stand against bullying. The National Day of Action Against Bullying and Violence served as a powerful reminder of the importance of creating a safe and inclusive environment, where everyone is treated with respect and kindness.

Circles of Light – In April 2022, students engaged in Ramadan knowledge circles to develop their communication skills. These circles centered around the themes of respect and responsibility, allowing participants to explore and discuss these important concepts. By immersing themselves in these topics, the students not only deepened their own understanding but also fostered a sense of unity and empathy within the school community.

Food Drive - In April 2022, the SRC students in collaboration with the charity organisation Giving Back Australia organised a food drive to support the less fortunate. During the month, the school community came together to donate food and essential hygiene items, demonstrating their compassion and commitment to helping those in need. Volunteers from Giving Back Australia collected the donated items from the school premises and were overwhelmed by the generosity of the school community.

Reconciliation Week – In May 2022, students actively participated in meaningful activities aimed at fostering stronger relationships with Aboriginal and Torres Strait Islander people. Guided by the theme of 'Walking Together Towards Healing,' our students embraced the understanding that true reconciliation requires collective action and genuine efforts. Through their engagement, they raised awareness, asked critical questions, and advocated for concrete actions to bridge the gaps in understanding, respect, and support for Indigenous communities.

School Leadership Awards Ceremony – In May 2022, our School Captains, Emad Merhi and Fatima Harb, along with Vice-Captains Abdullah Naeem and Aya Shatnawi, were honored guests at the School Leadership Awards Ceremony. The School Leadership Awards Ceremony celebrated the exceptional leadership demonstrated by our students, reinforcing their commitment to making a positive impact within the school and beyond. The Honorable Tony Burke presented our students with their leadership certificates.

R U OK? Day - In September 2022, students participated in mental health sessions aimed at promoting the act of asking "R U OK?" and encouraging open conversations. The school community was reminded that anyone can initiate a conversation that might provide valuable support to someone in need, without requiring a formal qualification. During the session, students received strategies, tokens, and conversation starters to assist them in engaging with their friends and family.

Bankstown Police Youth Engagement Officers Safety Workshops – In December 2022, our students participated in cyber safety and vaping workshops. Students learnt valuable insights into the potential risks and consequences associated with engaging in anti-social behaviours such as vaping and cyber-bullying. Students were made aware of the importance of prioritising their safety and wellbeing, both online and offline, whilst also understanding the legal implications related to these activities. These sessions empowered students to make informed and responsible choices in their everyday lives.

Bottle Recycling Campaign – In 2022, students participated in the annual bottle collection program which was a huge success. Each refund of the 10-cent bottles contributed significantly towards reaching the ambitious target of $17,000. The campaign's success not only helped sponsor over thirty orphans in various countries but also played a crucial role in combating the proliferation of plastic bottles in our natural environment. By actively participating in the Bottle Recycling Campaign, the community demonstrated their commitment to both social responsibility and environmental conservation, making a positive impact on the lives of vulnerable children and promoting sustainability.

Class Orphan Sponsorship Program – In 2022, each class set a target to sponsor at least one orphan by contributing coins to a class charity box on a weekly basis. To further support the cause, the student body organised various fundraising activities, ensuring a collective focus on making a positive impact. The program's success was evident as over forty-two orphans were sponsored in 2022, providing them with much-needed support and care. The Class Orphan Sponsorship Program exemplified the compassion and dedication of the students in creating a brighter future for those in need, fostering a sense of empathy and social responsibility within the school community.

We are sorry.

Parent, Student and Teacher Satisfaction

The school made a deliberate effort to seek feedback from the school community in 2022, placing great emphasis on incorporating student voice and considering the perspectives and expectations of various stakeholders in its planning and decision-making processes. Parents and students were given the opportunity to express their views on several important areas, including academic performance, student wellbeing, extracurricular activities, facilities, communication, and community engagement.

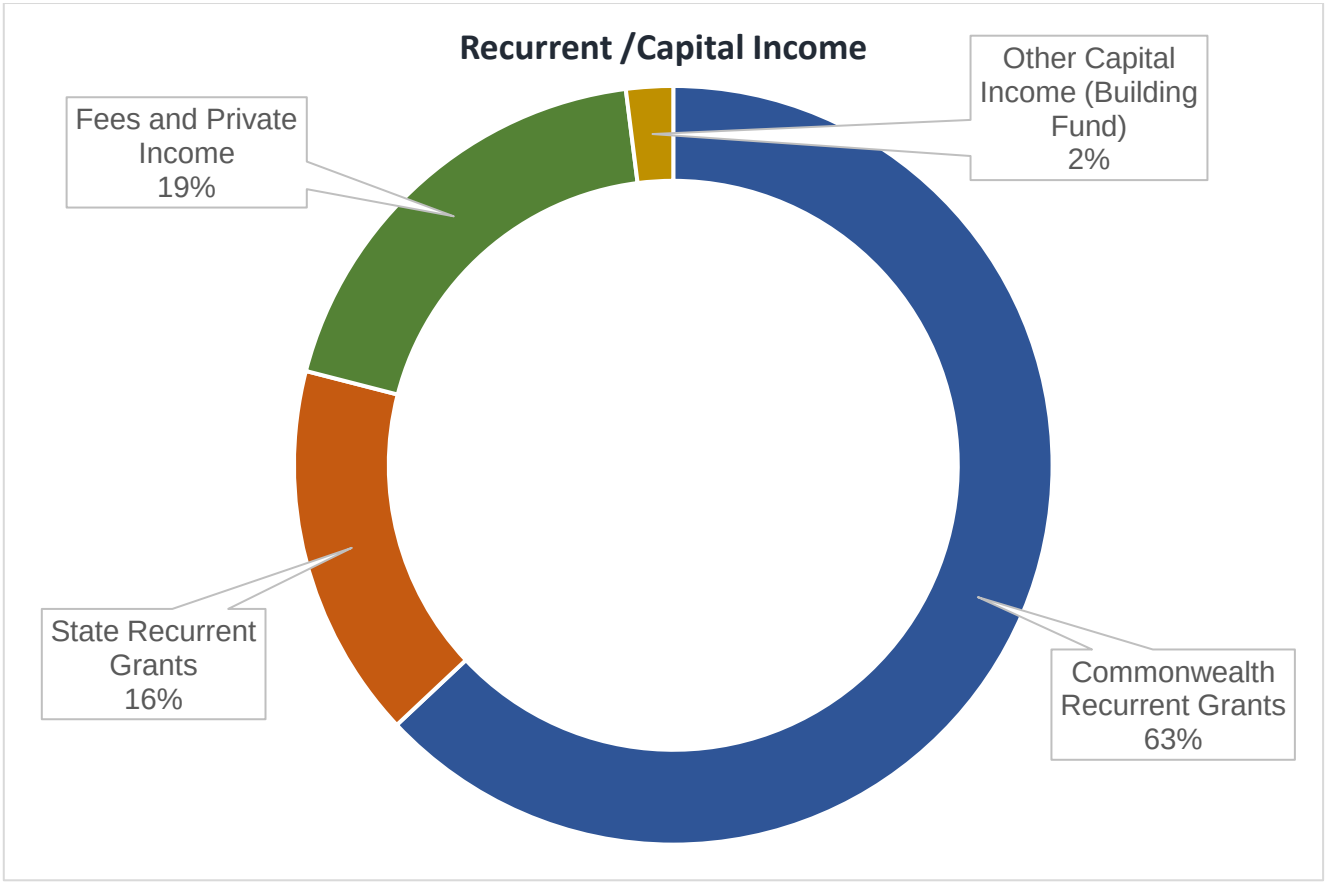
Additionally, prospective parents interested in enrolling their children at Al Noori Muslim School in 2023 were asked about their reasons for choosing our school. The majority of responses indicated that they had received excellent feedback from the school community, which influenced their decision.

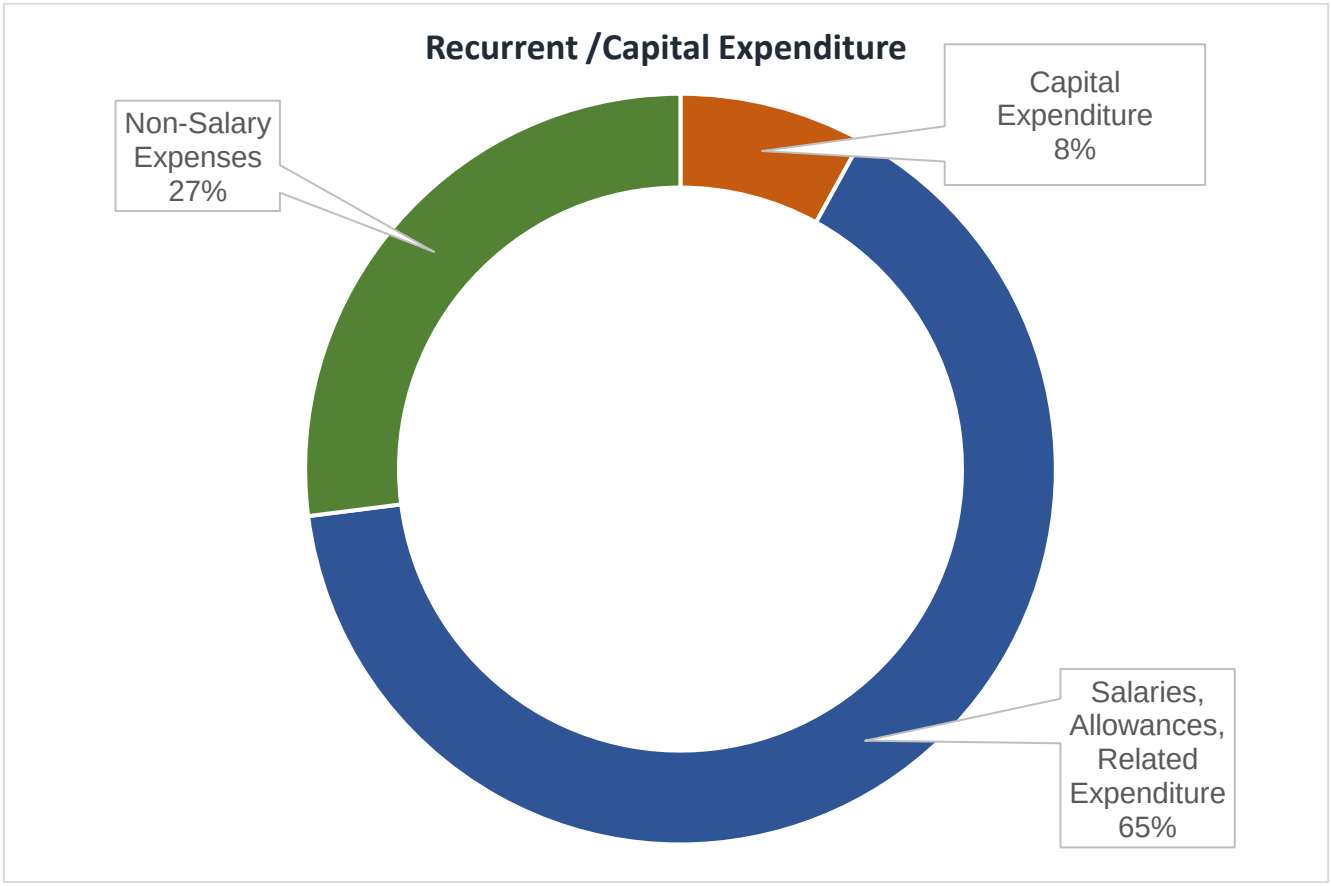
The staff members were also provided with numerous opportunities for professional development and were actively encouraged and supported in pursuing their professional interests. The feedback received through online evaluations and the support teachers received contributed to a positive work environment. The school's commitment to retaining highly skilled staff members fostered continuity and stability in the school team.

The valuable feedback gathered from all the surveys conducted in 2022 greatly assisted the school in its operational and strategic planning. Al Noori Muslim School maintains an open-door policy, allowing parents to engage with the school through various means such as phone, email, mail, or in-person visits. The Administration staff are readily available to address any concerns or inquiries and direct parents to the appropriate personnel when needed.

Summary Financial Information

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





Publication Requirements

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 from the Administration office.

To meet the requirements of 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

- A Message from key school bodies – Chairman, Principal, SRC Coordinators.
- Contextual information about the school and characteristics of the student body – Director of Education, Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinators.
- Student outcomes in standardised national literacy and numeracy testing – Deputy Principal (K-6), Deputy Principal (7-12).
- Senior secondary outcomes (student achievement) – Deputy Principal (7-12).
- Teacher professional learning, accreditation, and qualifications – Director of Education, Deputy Principal (K-6), Welfare Coordinators.
- Workforce composition – HR Department.
- Student attendance, and retention rates and post-school destinations in secondary schools – Director of Education, Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinators, Administration Staff.
- Enrolment policies – Principal, Director of Education
- Other school policies – Principal, Director of Education.
- School determined priority areas for improvement – Principal, Director of Education
- Initiatives promoting respect and responsibility – Deputy Principal (K-6), Deputy Principal (7-12), Welfare Coordinator, School Chaplain.
- Parent, student, and teacher satisfaction – Principal, Deputy Principal (K-6), Deputy Principal (7-12).
- 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 Annual Financial Return questionnaire and for submitting it to DEEWR in an appropriate form.