



2019

Annual

Report

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THEME 1: MESSAGES FROM KEY SCHOOL BODIES

Principal's Message:

The Australian Islamic College of Sydney (AICS) is a K to 12 co-educational independent school. It is registered with the New South Wales Education Standards Authority (NESA) and is due for renewal of registration in 2020.

In 2019, the school maintained a steady growth trend, with a healthy intake at Kindergarten and a reasonably good retention rate in the upper secondary school. The school has a total of approximately 1200 students and more than 90 teaching and non-teaching staff. Students and staff alike come from diverse cultural backgrounds. Although the majority of students are Australian born, their parents originate from approximately 33 different countries and an even greater number of cultural backgrounds.

2019 proved to be a period of consolidation and refinement of innovations and improvement strategies introduced in 2018, which largely focussed on building and maintaining consistent teaching practices for writing in Primary and targeted learning support in Secondary School.

In 2019 the Higher School Certificate results showed an increase in ranking among NSW schools from the previous year. Our NAPLAN results across Primary and High School demonstrate great results, both as a school and for individual student growth. However, in NAPLAN, our students continued to perform above the State and National averages in most subjects. This was a significant achievement in a school where nearly all students are from a non-English speaking background.

The College remained committed to developing and inspiring young student leaders to actively engage in promoting international issues such as sustainability and recycling as well as organising various functions and gatherings to assist the less fortunate. They have led and officiated many positive fund-raising programs to assist people who suffered hardships in different parts of Australia and around the world. These initiatives have contributed to a high student morale, a sense of school community and international mindedness.

The College Board continued to work on long term plans to develop an additional campus to meet the demands for additional enrolments. Construction work at the Abraham Street campus has progressed well and is in the final stages of construction.

During 2019, our team of committed and proactive teachers continued to work together and review the curriculum in both Primary and Secondary School. Staff from mixed faiths and backgrounds were able to draw on their unique professional and cultural experiences to provide stimulating and balanced educational programs to the students. Several College policies were revised, and new ones were written as a matter of annual review and to meet the changes in legislation.

Our students continue to enjoy a variety of excursions and the College's annual sports carnival. Like other years, Literacy and Numeracy Week, Science Week and Harmony Day celebrations featured prominently on our calendar.

This report provides information put together through a detailed self-evaluation. It includes a factual educational and financial account of College's progress and achievements as is required by legislation.



Ms Sherin Mohamed

Acting Principal

Board Chairman's Message:

The Australian Islamic College of Sydney (AICS) has continued to provide excellence in education and excellent service to the local community. With the efforts of the school management and the support of the local community, AICS continues to grow rapidly and now prides itself on being the largest Islamic school in Western Sydney serving a vibrant multi-cultural Australian Muslim community.

The College has reached some remarkable milestones and experienced considerable transformations. The AICS board continue with their efforts to improve and expand its buildings and facilities to ensure high quality of teaching and learning. Within the first decade, AICS became a full-fledged K-12 school.

In terms of providing quality education, AICS has made consistent progress and experienced many successes. It has produced excellent HSC results in some years although its ranking among NSW schools fluctuated considerably. The NAPLAN results have also shown consistent progress with our College's performance remaining above the state and national means in the majority of subjects. We are also proud that ACARA has identified our school as having demonstrated substantially above average gains in reading and numeracy achievements, as measured by NAPLAN.

In addition to achieving high level of academic excellence, AICS makes every effort to help students adopt a global outlook and develop the skills, talents and the character they will need to take on challenges in a more complex future. Moreover, the College has made considerable effort to adhere to the core Islamic values, ethos and teachings focusing on universally accepted morals and behaviours.

The above attainments and observance of Islamic values and ethos have resulted in an increase in demand for places at the College. As a result, the numerical strength of AICS in 2019 was approximately 1200 students and more than 90 teaching and non-teaching staff. The demand for places continues to grow with a large number of students placed on the waiting list every year.

To meet the ever-expanding demands for additional places the AICS Board continues to work on long and medium term plans to develop additional campuses at Mt Druitt and Blacktown. The construction works at Abraham Street in Mt Druitt have progressed considerably. It is anticipated the high school section of the school will move to the new Mt Druitt campus at the end of 2020 academic year. The start of development works at the Blacktown campus still awaits approval by the Blacktown City Council.

I would like to thank the enthusiastic staff, supportive parents, talented students and devoted members of AICS Board for their dedication and valuable contribution for making AICS a developing and progressive educational institution.



Mr M. Cheema
Board Chairman

Student Representative's Message:

Preparing ourselves as individuals and supporting each other as a family to venture through the journey of our last school year, we've made pledges to evolve together and to lead by example. As we peer into the past, the achievements and accolades accomplished by all our young leaders and overcoming all the trials and tribulations, have definitely made us and the school proud.

Donning the title of captains, an exciting yet nerve-wracking journey was ahead of us. As Captains, our goals were to uphold the school motto "Seek knowledge and serve thy nation", become ambassadors for the school and to be a pillar for the students.

One of the most memorable events that we were blessed to be a part of was the Youth Leadership Forum. The school gave the SRC the opportunity to voice our opinions and make a change in our community.

As the special guest Ramadan came around, we held multiple assemblies spreading knowledge and meaning behind Ramadan as well as the Ramadan Campaign, encouraging students to promote Islamic ethos.

Being bestowed with the roles of Captain allowed us to flourish and engage with our community through multiple avenues. Together as Captains of the College, we have achieved a tremendous success with the aid and cooperation of our fellow peers and leadership team.

Mixed emotions start to arise as we are leaving the College which we called home; leaving our amazing teachers who are like parents to us, our peers who are like family to us. We sincerely wish every single individual within this College the best for their future.

As the year draws to an end, so does our journey together as Captains of AICS. We hold immense gratitude and love for our welfare coordinator Ms. Abir who taught us how to become leaders, our year advisor Ms Sullivan who taught us how to succeed, our beloved parents, our cherished peers and most of all, the endless support from our Deputy Principal Ms Sherin Mohammed and our Principal Dr. Imam Ali as well as our school board for assisting us throughout this chapter of our lives.

Aqueel Anjum & Aleha Sandhu
School Captain

THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

The Australian Islamic College of Sydney (AICS) is a multicultural, co-educational, faith based Islamic school, which was established in 1997 to serve the local community's needs. The College offers classes from Kindergarten to Year 12 with a majority of students attending the college throughout their Primary and Secondary School years. At AICS students benefit from an academic focus, provided through a range of key learning areas and extra-curricular activities, as well as an on-campus Mosque and core values derived from Islamic teachings.

In 2019 the school had a student population of 1189 with 587 female students and 602 males, all of the Islamic faith (Table 1). The students represent a diverse community of some 25 language and ethnic groups and about 99% of students had a language background other than English. Accordingly, the College has a strong focus on addressing student's language and literacy needs to prepare them for future success. This focus was enhanced via the commitment of the teaching staff. The College is dedicated to ensuring that all students are fully supported to achieve their aspirations, be they tertiary study or alternative vocational pathways.

Table 1: Number of male and female students in primary and secondary school in 2019

Primary School				High School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	61	60	121	7	32	38	70
1	74	63	137	8	36	42	78
2	50	65	115	9	29	39	68
3	57	74	131	10	43	33	76
4	51	54	105	11	27	14	41
5	62	56	118	12	23	16	39
6	42	48	90				
Total	397 (48.6%)	420 (51.4%)	817	Total	190 (51.1%)	182 (48.9%)	372
School Total: 1189							

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

In the month of May, students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These annual assessments test essential skills divided into five subcategories including reading, writing, spelling, grammar and punctuation, and numeracy. It is devised to test a variety of literacy and numeracy skills that progress over time throughout the curriculum. It is strongly recommended that parents/guardians review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the academic year.

While it must be acknowledged that this test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum, the data does provide schools with useful information regarding student progress. A continuum of skills has been defined in each test area. The students' performance in each task is matched to a subset of six of the ten bands on the continuum. This allows schools to track actual growth in performance rather than simply look at each student's relative rank within their cohort. Year 3 student results are reported against bands 1 to 6, Year 5 students are reported against 3 to 8, Year 7 students against bands 4 to 9 and Year 9 students against bands 5 to 10.

The table below shows the proportion of AICS students who achieved levels of proficiency in the 2019 NAPLAN testing. Growth figures, between Year Three and Year Five, between Year Five and Year Seven, and Year Seven and Year Nine also showed significant gains in all domains.

Table 2: Statistical summary of 2019 NAPLAN results of Australian Islamic College of Sydney.

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	% above minimum standard (School)	% above minimum standard (State)	% above minimum standard (School)	% above minimum standard (State)	% above minimum standard (School)	% above minimum standard (State)	% above minimum standard (School)	% above minimum standard (State)	% above minimum standard (School)	% above minimum standard (State)
<i>Year 3</i>	95.9	88.8	100	94.8	99.2	88.8	96.1	89.2	94.4	87.7
<i>Year 5</i>	94.6	86.6	93.7	83.6	99.1	88.0	93.7	82.3	88.3	86.1
<i>Year 7</i>	94.0	84.4	92.5	73.4	100	86.2	88.0	78.4	97.0	85.3
<i>Year 9</i>	90.1	80.8	81.7	63.8	97.3	83.5	84.6	74.1	91.5	84.7

Minimum Standards Test

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. From 2020, HSC students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. To do this, students must achieve a level 3 in three online tests in Reading, Writing and Numeracy. Students can sit the online tests twice a year in Year 10, 11 and 12, as well as up to five years after they start the HSC.

At AICS in 2019, all Year 10 students and Year 11 students still below the required level sat the tests in November. The table below shows the proportion of AICS students who have achieved the minimum standard in each grade.

	Reading	Writing	Numeracy
<i>Year 10 (74 entries)</i>	98.6%	89.2%	91.9%
<i>Year 11</i>	100% (5 entries)	85.7% (7 entries)	85.7% (7 entries)

THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

AICS HSC cohort of 2019 achieved the following summary of results:

- Seven Band 6's (Business Studies, Chemistry, Legal Studies, PDHPE, Physics and Studies of Religion)
- There was a notional Band 6 in Mathematics Extension 2, which is not included in the overall Band 6 number.

	Band 6	Band 5	Band 4
2019 (37 students)	7	40	69
2018 (35 students)	2	45	81
2017 (50 students)	12	72	81

Figure 1. Improvement in the number of Band 6 results from 2018 to 2019. (comparison of HSC results of the Australian Islamic College of Sydney from 2016 to 2018)

- There were three confirmed ATAR's in the 90's (96.0, 93.15 and 92.9)
- There were also ATAR's in the 80's and 70's, with all students.

Record of School Achievement Years 10, 11 and 12

In 2019, 76 Year 10 students and 41 Year 11 students received a Record of School Achievement (RoSA). This was 100% of the cohort in both year groups.

Two of the Year 10 students eligible for the RoSA nominated themselves as school leavers to enroll in a TAFE course.

In addition, two students in Year 12 withdrew from their HSC studies and therefore collected their RoSA, detailing their completion of the Preliminary course. One other Year 12 student did not meet the requirements to receive their HSC, and therefore was eligible to receive their RoSA instead. All other students completed and received their HSC but are eligible to collect their RoSA as well if required.

THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

In 2019, there were 81 teachers at the Australian Islamic College of Sydney (Table 4). Of these, the vast majority (73) had teacher qualifications either from higher education institutions within Australia or institutions recognised by the National Office of Overseas Skills Recognition (AEI-NOOSR guidelines). Those teachers who did not have appropriate teacher qualifications were involved in teaching Islamic Studies and Arabic.

Table 4: Categories of qualifications of teachers at Australian Islamic College of Sydney in 2019.

Category	Number of Teachers		
	S	P	T
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.	31	42	73
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised with the AEI-NOOSR guidelines but lack formal teacher education qualifications. These members of staff are engaged in the delivery of other (non-Board of Studies) aspects of our overall curriculum.	0	4	4
Teachers not having qualifications as described above but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.	1	3	4

S – Secondary School, P – Primary School, T – Total

Professional Development Undertaken by Teachers

The Australian Islamic College of Sydney firmly believes that ongoing professional development for teachers is essential to:

- Ensuring teachers are effective educators and leaders
- Maintaining quality schooling
- Promoting professionalism
- Encouraging a sense of scholarship within the teaching community

Consequently, AICS makes every effort to provide professional development opportunities to all its teachers and a vast majority of teachers participate in them to develop their professional skills and improve their teaching effectiveness.

The table below details professional development undertaken by Primary and Secondary teachers at AICS in 2019:

Title of the professional learning activity and provider – Primary School	Number of staff participated
Writing Across the Curriculum: Years 5-9 (AIS)	2
Behaviour Management Essentials (Calmer Classrooms)	3
Building Vocabulary (PETAA)	1
Cardio Pulmonary resuscitation, Provide basic emergency life support, Provide first aid (St John Ambulance Australia)	1
Differentiation: Catering for the Diverse Needs of All Learners (AIS)	1
First Aid Course (Royal Life Saving)	1
Managing Challenging Behaviour (Step by Step Interventions)	2
Middle Leaders Program (AIS)	3

Planning and Programming for the new NSW PDHPE K-10 (AIS)	2
Primary Curriculum Requirements for Registration	1
Registration 2020 (AIS)	1
Strategies for Teaching Problem Solving in Mathematics (APSMO)	2
Teaching Knowledge for the Art and Craft of Writing (AIS)	1
Write from the Start: K-4	2
Title of the professional learning activity and provider – Secondary School	Number of staff participated
2019 AIS Mathematics HoD Day (AIS)	1
Better Assessment: Improving Feedback, Reducing Correction (TTA)	1
Business Studies: Through the eyes of the student (AIS)	1
Create an Engaged Learning Environment (Learn Implement Share)	1
Drawing to see and experiment (TTA)	1
Economics for new teachers (EBE)	1
English on Stage: AIS English Conference (AIS)	1
Familiarisation: NSW Stage 6 English Syllabuses (AIS)	1
Geography Intro Course (GTA)	1
Geography Teachers Association NSW & ACT Annual Conference (GTA)	1
Inspiration in teaching Business Studies (TTA)	1
Studies of Religion Inservice (ISRA)	1
Legal Day Out (LSA)	1
Mathematics Advanced Year 12: Getting to Know Content, Resources & Assessment (TTA)	1
Mathematics Extension 1 Year 12: Getting to know Content, Resources and Assessment	1
Mathematics Extension 2 Year 12: Getting to Know Content, Resources and Assessment	1
Maximising HSC marks for new HSC Syllabus covering all modules (TTA)	1
Mental Health Support: Whole School Processes	1
Middle Leaders Program (AIS)	4
Printmaking (S&S)	1
Science Conference - Infinity and Beyond (AIS)	1
Scientific Methods (University of New England)	1
Senior Executive Course (AIS)	1
Spectroscopy (University of New England)	1
Teacher Wellbeing Toolkit - Recharge and regain control	1
Using Geogebra to illuminate Stage 5 and Stage 6 mathematics (TTA)	1

Wellbeing and Positive Education (AIS)	1
What is Discursive Writing? (AIS)	2

Table 5: Professional development undertaken by primary and secondary teachers at Australian Islamic College of Sydney in 2018.

Title of the Professional Learning Activity- Primary School	Number of Participating Staff
Differentiation in the Classroom: a Proactive Common Sense Approach (AIS)	2
Bounce Back – a K-6 Workshop (AIS)	1
What beginning readers need to know (AIS)	1
Promoting effective learning of subject content among EAL students (AIS)	1
Middle Leaders Program (AIS)	1
Research to Practice Initiative (AIS) – program ran throughout 2018	4
New Science/ Technology Syllabus familiarisation (AIS)	32
The AIS Digistem Conference (AIS)	4
Deputy Principals Colloquium (NESLI)	1
Title of the Professional Learning Activity – Secondary School	Number of Participating Staff
AIS Familiarisation: Revised Stage 6 English Syllabus	2
Bringing the Studies of Religion Syllabus to Life	1
Revamping Commerce Syllabus for 2019	1
ICT Workshop	1
The AIS Student Wellbeing Conference: Connecting the Dots	2
The AIS Digistem Conference – Wiredup and Unplugged	1
Orff Schulwerk Teacher Training Course	1
Teaching Year 12 Business Studies for the first time	1
How the Brain Learns Mathematics-TTA	1
The AIS Mathematics Conference - HoD Day	1
Beginner Teacher Training Ways of Delivering Content	1
Geography Skills Workshop	1
2018 Using Naplan data effectively to support school strategic planning	1
Text & Human Experiences – Year 12 Common Module - AIS	2
Legal Studies Information Night 1 & 2	1
Webinar Series - The Craft of Writing	1
Conference - Leading for Tomorrow	1
2018 AISNSW Economics Conference	1
The Craft of Writing - AIS	1
Knowledge and Skills required to successfully contribute to the leadership at the school	1
Planning and Programming for Year 12 Revised Science Syllabus	1
Deputy Principals Colloquium - National Excellence in School Leadership Initiative (NESLI)	1
Creating the most engaging STEM lessons	1
Encountering real world learning through case studies	1
Assessment for Learning in Science	1
Macquarie Ancient History and Studies of Religion Conference	1

Introduction to ADOBE Illustrator	1
English 1 Extension - Worlds of Upheaval	1
Visual Literacy for Year 11 & Year 12	1

THEME 6: WORKFORCE COMPOSITION

The Table below represents the composition of teaching and non-teaching staff at the Australian Islamic College of Sydney in 2019. Staff members come from a variety of backgrounds; however, the college did not have any Indigenous employees.

Table 6: Workforce composition of Australian Islamic College of Sydney in 2019

Workforce composition at Australian Islamic College of Sydney in 2018					
Role	Full-time		Part-time		Total
	Male	Female	Male	Female	
Principal	1		-	-	1
Deputy Principal	-	1	-	-	1
Head of Teaching and Learning	-	1	-	-	1
Secondary Coordinator	1	-	-	-	1
Primary Coordinator	-	1	-	-	1
Welfare Coordinators	1	1	-	-	2
Head of Department (Secondary School)	3	3	-	-	6
Teachers (Secondary)	4	9	-	2	15
Stage Coordinators (Primary School)	2	2	-		4
Teachers (Primary School)	3	31	2	2	38
Year Advisors (Secondary School)	2	3	-	-	5
Librarians	-	2	-	-	2
Teacher Aide	-	5	-	-	5
Learning Support Teachers (Primary)	-	3	-	1	4
Learning Support Teachers (Secondary)	-	1	-	-	1
Laboratory Technician	1	-	-	-	1
IT Support	3	-	-	-	3
First Aid Officer	-	1	-	-	1
Groundskeeper	2	-	-	-	2
Administration	2	4	-	-	6
Total	25	68	2	5	100

THEME 7: ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student Attendance Rates

In 2019 the average attendance rate was 91.45 % (Table 7) which was slightly lower than attendance rate in 2017 (92.66). Several strategies have been put in place to further improve the attendance rate in 2019.

Table7: Student Attendance Rates in 2019

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	91.02%	7	94.00%
1	90.47%	8	90.50%
2	93.51%	9	89.47%
3	92.08%	10	87.68%
4	91.68%	11	94.52%
5	92.77%	12	90.01%
6	91.60%	<i>ALL GRADES (7 - 12)</i>	<i>91.03%</i>
<i>ALL GRADES</i>	<i>(K - 6)</i>		<i>91.88%</i>
Whole School	91.45%		

Management of Non-Attendance

The College has implemented policies and procedures with a Student Welfare and Behaviour Management focus on the management of student attendance. Students are required to provide a written explanation, signed by a parent or guardian explaining any absence from school upon return. Medical certificates are accepted together with parents' written notes; these are kept in the corresponding attendance folder.

Senior students are spoken to when they remain absent from school frequently. Parents or guardians are contacted by the class teachers (K-6) or Year Advisors (7-12) when absences are unexplained. Mandatory reporting procedures apply where absences are extended or when the student is believed to be at risk.

Absences that are not explained after three days are followed up by the relevant teacher (class or roll call). If the absence remains unexplained after 7 days, it will be recorded on the AWMS system as 'declared absence' (Aa).

Unexplained absences which continue beyond this point are followed by Stage Coordinators (K-6) or Year Advisors (7-12). Students may be required to complete an Attendance Improvement Plan and/or be referred to the Department of Family and Community Services. Such measures are in place to ensure that all children of compulsory school age receive the education they deserve.

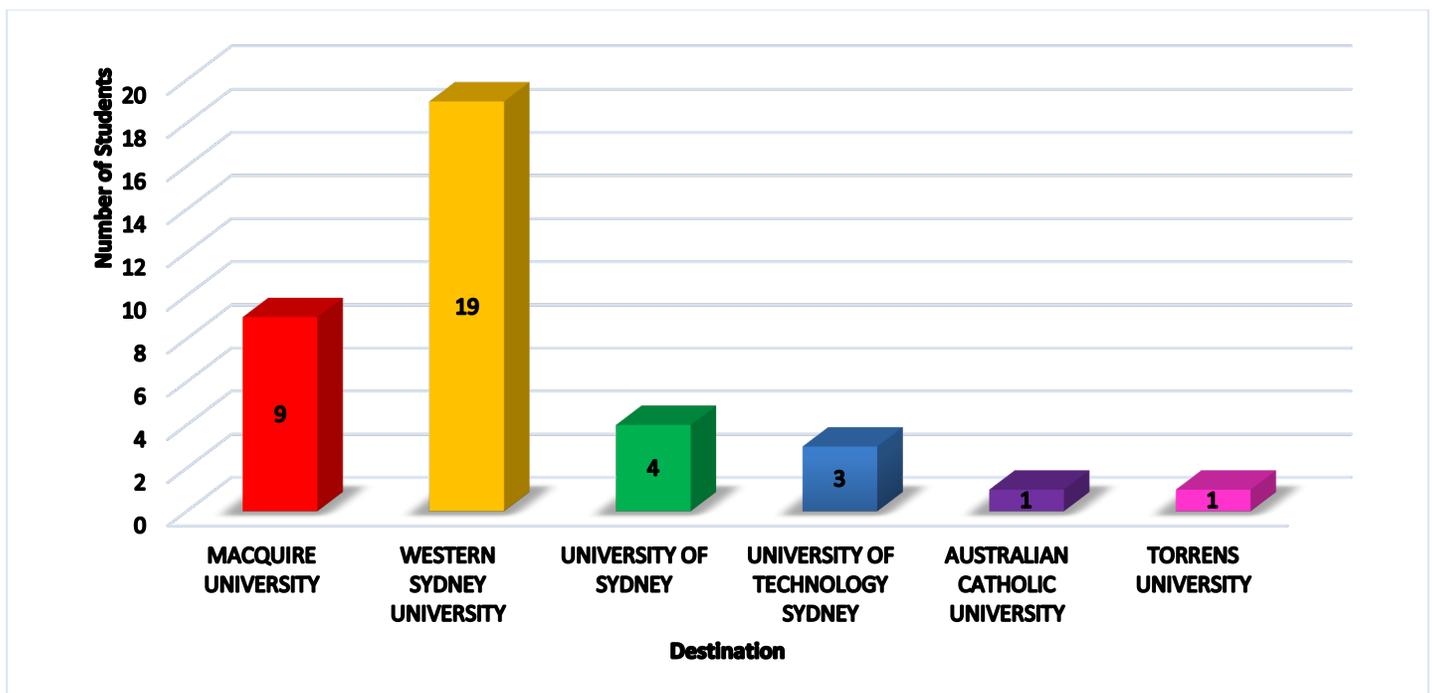
Post School Destinations

A total of 37 students sat for HSC Examinations in 2019. All 37 HSC students gained admissions to universities and tertiary institutions (Figure 1).

The students achieved enrolments for 2020 tertiary studies in a range of universities as indicated in Figure 1. The most preferred tertiary destination for our students is Western Sydney University. Macquarie University and the University of Sydney were other popular choices.

The most popular university courses of study for the 2019 Year 12 students included degrees in Business, Health Sciences and the Arts.

Figure 1: Post School Destinations of 2019 Year 12 Students



THEME 8: ENROLMENT POLICY

The Education Reform Act 1990 outlines the objects of education and the legal requirements for compulsory schooling. In brief, the legislation requires students between the ages of six and seventeen be enrolled at a government or registered non-government school and attend school on each day that instruction is provided or be registered for home-schooling. It is the duty of the parent or carer of the student to ensure that these obligations are fulfilled.

The Australian Islamic College of Sydney (AICS) aims to offer a holistic education, which takes place in an Islamic environment to all of its enrolled students. The following enrolment procedure strives to promote a clear and consistent practice in the enrolling of prospective new students to their respective parents/guardians. This ensures that the students and their parents/guardians are treated fairly and equitably.

Responsibilities

The Principal, designated executive staff, and the Enrolment Officer are responsible for all enrolments at AICS.

All parents enrolling their child(ren) at the AICS must complete the official enrolment form with the associated enrolment application fee. This does not guarantee enrolment at the College. Applications received after the specified due date may be considered depending on student's special circumstances should vacancies still exist.

Parents must abide by the provisions specified in the enrolment form. The parent/guardian of the child must be prepared to meet their financial responsibilities for the ongoing enrolment. The parent/guardian must advise the Principal of any standing Court Order that may exist, or any that may arise. If matters of custody are in place, documentation must be produced.

PROCEDURES:

New Enrolments

The parents/guardians of all new students must complete the AICS 'Application for Enrolment' form. Once completed and lodged the parent/guardian will be notified of a date when their child will attend an interview. They may also be required to sit an entrance exam, dependent on student's age.

A non-refundable \$50.00 fee accompanies the application. All fields must be completed accurately, and the requested information submitted when lodging the application.

Application forms must have the following supporting documents attached:

- Birth certificate
- Citizenship documentation
- Immunisation records
- Information regarding any student allergies / medical conditions
- Information regarding asthma and or anaphylaxis and supporting action plans
- Most recent school reports
- NAPLAN results (where applicable)
- Information relating to any special needs, diagnosed disabilities, or gifted / talented
- Relevant court orders (if any)

Upon receiving the above documentation, the Principal together with the Deputy Principal and Heads of School will review the prospective student's performance in the interview/entrance exam along with academic and behavioural records from previous schools.

If deemed appropriate the College will distribute an acceptance letter stipulating the conditions of enrolment, which will include a 'probationary period' for the student's enrolment.

The full enrolment procedure is stated within the AICS Enrolment Procedure Timelines.

Upon accepting an offer of enrolment, one term's fees are to be paid in advance. This is non-refundable if the parents/guardians withdraw the enrolment thereafter. Fees for subsequent terms must be paid before the end of the preceding term (eg. second term fees must be paid before the end of first term). Withdrawal from AICS must be accompanied by a 'Withdrawal Form'.

No student may commence a new term unless the fees for the previous term and the current term have been paid.

Parents/guardians and students are expected to abide by all College policies and procedures during the time of enrolment, as agreed to in the 'Enrolment Application'.

Enrolment can be reviewed if deemed necessary and revoked based on the principles of procedural fairness.

Figure 2: Enrolment Flowchart – Primary school



Table 8: School age – Grade ready reckoner

Child born	Year level (subject to meeting entry exam requirement)				
	2018	2019	2020	2021	2022
1st August 2004 to 31st July 2005	Year 8	Year 9	Year 10	Year 11	Year 12
1st August 2005 to 31st July 2006	Year 7	Year 8	Year 9	Year 10	Year 11
1st August 2006 to 31st July 2007	Year 6	Year 7	Year 8	Year 9	Year 10
1st August 2007 to 31st July 2008	Year 5	Year 6	Year 7	Year 8	Year 9
1st August 2008 to 31st July 2009	Year 4	Year 5	Year 6	Year 7	Year 8
1st August 2009 to 31st July 2010	Year 3	Year 4	Year 5	Year 6	Year 7
1st August 2010 to 31st July 2011	Year 2	Year 3	Year 4	Year 5	Year 6
1st August 2011 to 31st July 2012	Year 1	Year 2	Year 3	Year 4	Year 5
1st August 2012 to 31st July 2013	Kindergarten	Year 1	Year 2	Year 3	Year 4
1st August 2013 to 31st July 2014	-	Kindergarten	Year 1	Year 2	Year 3
1st August 2014 to 31st July 2015	-	-	Kindergarten	Year 1	Year 2
1st August 2015 to 31st July 2016	-	-	-	Kindergarten	Year 1
1st August 2016 to 31st July 2017	-	-	-	-	Kindergarten

Continuing enrolment is subject to maintaining financial responsibilities for the ongoing enrolment. If matters of custody are in place, documentation must be produced to the Principal. Students are, from time to time, enrolled on a probationary basis (either with behaviour or academic conditions) and these conditions must be met for continued enrolment. Probationary requirements are applied on a case by case basis and are agreed upon by all stakeholders.

Privacy

The College is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002. The information provided by parents/guardians will be used to process student applications for enrolment. It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student
- Communication with students and parents or caregivers
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- For any other purposes required by law

The primary purpose for collecting and sharing information is to meet government requirements such as annual reporting, census, parental background data for NAPLAN and **MySchool**. Additionally, the information provided can enable the College to better meet the learning needs of students.

All information will be filed and stored securely. Parents/guardians may access or correct any personal information relating to their children by contacting the school.

The health-related information may be used and disclosed to medical practitioners, health workers, other government departments and or schools in circumstances deemed necessary for the welfare of the student.

We are required by law to ensure the health and safety of students, staff, and visitors on AICS premises. It is important that all enrolment information provided be accurate and complete. Incomplete forms will not be accepted. Giving false or misleading information is a serious offence. In the event that statements made in the application process later prove to be false or misleading, any decision made as a result of the application may be reversed.

Entry into the College requires the family to submit an Application for Enrolment Form, provide identification documents, current school reports and attend an interview with the Head of the relevant School. Entry into the College is by date of application with priority given to siblings, children of past students and children of current staff only.

Availability of places is dependent on individual vacancies in school grades and spaces are exceptionally limited.

THEME 9: OTHER POLICIES: STUDENT WELFARE, ANTI-BULLYING, DISCIPLINE, COMPLAINTS AND GRIEVANCES

Student Welfare	Changes made and access in 2019
<p>The K-12 Student Welfare and Behaviour Management Program at the Australian Islamic College of Sydney (AICS) facilitates both the personal and academic care of students. This program utilises a positive psychological approach in order to achieve student wellbeing.</p> <p>Using a positive psychological approach, our initiatives focus on:</p> <ul style="list-style-type: none"> • Expressing gratitude • Identifying personal strengths • Building positive relationships • Developing positive emotion • Acquiring leadership skills • Utilising a growth mindset • Building resilience <p>In particular, the Student Welfare and Behaviour Management Program has a focus on developing our students spiritually, emotionally, intellectually; and physically via the concepts of gratitude, the identification of personal strengths, and the development of positive relationships, positive emotion, leadership skills, and resilience.</p> <p>The Student Welfare and Behaviour Management Program at AICS is firmly based on Islamic morals and values and is delivered through a variety of structured activities which include: themed assemblies, guest speakers and presentations. External activities complement the College program.</p> <p>Students involved in inappropriate behaviour will be actively encouraged to seek assistance from their respective Year Advisor and/or Welfare Coordinator.</p> <p><i>The College does not tolerate/allow corporal punishment of any kind. The principles of procedural fairness are followed in regards to the follow up of any disciplinary issue.</i> Procedural fairness refers to what are sometimes described as the “hearing rule” and the “right to unbiased decision” (refer to AICS Discipline and Behaviour Management Policies).</p>	<p>No changes were made to the Student Welfare and Behaviour Management Program in 2019.</p> <p>Next review date is February 2020</p> <p>The policy is available on the College website and from AICS upon request</p>

Complaints	Changes made and access in 2018
<p>At the Australian Islamic College of Sydney all members of the College community share in the responsibility of educating children within a context of justice and love. The College provides an appropriate model of conflict resolution by which disputes and complaints about the provision of education are resolved.</p> <p>A culture of listening and acknowledging differing opinions is achieved by clear processes that enhance communication, provide direction and are understood and supported by all community members.</p> <p>The AICS Complaints Handling Policy, the teaching programs and teacher practices reflect respect for all students and parents/caregivers. This is achieved by building and fostering positive relationships, respecting each other's rights, and seeking to fulfil our responsibilities as teachers and parents/caregivers through communication and through the common purpose of student success.</p> <p>The Principal, or the Principal's Delegate will handle complaints and issues of concern using a fair, unbiased manner to facilitate transparency and objective assessment of the situation under consideration (refer to AICS Complaints Handling Policy).</p> <p>Complaints that may involve reportable allegations must be resolved in accordance with Child Protection Policies (refer to AICS Child Protection Policy).</p> <p>The person about whom a complaint is made is given opportunity to respond to the complaint.</p> <p>Complainants are kept confidential so that there are no discriminatory actions taken against them as a result of a complaint being lodged.</p> <p>Complaints are monitored to track the nature, frequency and resolution details for future reference.</p>	<p>No changes were made to the complaints procedure in 2019</p> <p>Next review date is February 2020</p> <p>The policy is available on the College website and from AICS upon request</p>
Grievance	Changes made and access in 2018
<p>Australian Islamic College of Sydney recognises that staff members may have grievances about matters at work, including:</p> <ul style="list-style-type: none"> • work relationships; and • decisions made by other staff members which impact on their work. <p>A grievance procedure applies to all employees and contractors across the College and applies to general grievances.</p> <p>If staff has a grievance that cannot be resolved directly with the person involved, they are advised to raise it with the Deputy Principal, then the Principal, and finally the Chairman of the College Board.</p> <p>On receipt of a grievance, the College will follow the AICS Grievance Policy to determine course of action.</p>	<p>No changes were made to the grievance procedure in 2019.</p> <p>The policy is available on the College website and from AICS upon request</p>

Discipline	Changes made and access in 2018
<p>The Australian Islamic College of Sydney (AICS) is committed to maintaining an inclusive learning environment and a positive school climate where students, parents and staff feel safe and have a strong sense of belonging. The school community aims to help our students become responsible, self-disciplined and respectful of the rights of others. The College affirms that all members of the College community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment.</p> <p>AICS aims to develop positive relationships between all members of the College community and to promote high standards of behaviour and personal responsibility. All students are expected to show respect at all times and display behaviour that reflects well on themselves, their families, the College and their faith. We focus on building respectful relationships with students by maintaining best practice through the use of class rules and the AICS Discipline Policy, that emphasise safety, respect and learning.</p> <p>The College actively encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others.</p> <p>AICS incorporates the recognition of both appropriate and inappropriate behaviours and the reward and consequences for both. This policy recognises that if the responsibility for discipline is shared by all members of the College community, with a positive outlook for the students in our care, that a safe, challenging and caring environment should be possible for all students, staff and parents. In terms of inappropriate behaviours, The AICS Discipline Policy and following procedures require staff to use their knowledge of the students and situations to ‘anticipate’ what could happen and respond accordingly in an informed, non-instinctive manner, thereby helping to prevent situations arising.</p>	<p>No changes were made to the complaints procedure in 2019</p> <p>Next review is due in February 2020</p> <p>The policy is available on the College website and from AICS upon request</p>

Anti-Bullying	Changes made and access in 2018										
<p>The Australian Islamic College of Sydney (AICS) is committed to creating a caring College environment based on Islamic ethos and values. The College affirms that all members of the College community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment. The purpose of the Anti-Bullying Policy is to ensure that all members of the College community enjoy a safe and supportive environment. This policy aims to: identify bullying behaviour; acknowledge student rights and responsibilities; outline processes for dealing with bullying; encourage a whole school community approach towards dealing with bullying behaviour.</p> <p>The AICS Anti-Bullying Policy is formulated to demonstrate that the College does not tolerate bullying in any form. It also aims to discourage and act on any behaviour that may impinge on a person's rights, self-respect, morale or capacity to work and study.</p> <p>All members of the College community have the following rights and responsibilities:</p> <table border="0"> <thead> <tr> <th data-bbox="131 678 212 709">Rights</th> <th data-bbox="365 678 558 709">Responsibilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 730 272 762">To feel safe</td> <td data-bbox="365 730 846 762">To respect the Islamic beliefs and Values</td> </tr> <tr> <td data-bbox="131 783 233 814">To learn</td> <td data-bbox="365 783 542 814">To be a learner</td> </tr> <tr> <td data-bbox="131 835 326 867">To be respected</td> <td data-bbox="365 835 574 867">To respect others</td> </tr> <tr> <td data-bbox="131 888 289 919">To be valued</td> <td data-bbox="365 888 574 919">To support others</td> </tr> </tbody> </table> <p>Our College constantly strives to reduce bullying by:</p> <ul style="list-style-type: none"> • Teaching and reinforcing the Islamic ethos and values through Islamic studies lessons and integration of Islamic principles and guidelines within all remaining KLA's. • Implementing Pastoral Care Programs by Year Advisors and the Student Welfare Coordinators who teach appropriate social skills, resilience, conflict resolution skills and how to respond to bullying • Engaging visiting experts such as 'Police Liaison Officers' and Anti Bullying seminars • Teachers staying informed by the latest research on bullying • Providing information to the parent body on issues related to bullying via newsletters • Creating a positive physical environment through such things as displaying Anti-Bullying posters and creating awareness via College events for National Day of Action. <p>Identifying, tracking and responding to students who may exhibit or have been the victim of bullying behaviour, by providing support to the victims, and the perpetrators in rectifying their behaviours.</p>	Rights	Responsibilities	To feel safe	To respect the Islamic beliefs and Values	To learn	To be a learner	To be respected	To respect others	To be valued	To support others	<p>This policy was revised in February 2017.</p> <p>Next date of review is February 2020</p> <p>The policy is available on the College website and from AICS upon request</p>
Rights	Responsibilities										
To feel safe	To respect the Islamic beliefs and Values										
To learn	To be a learner										
To be respected	To respect others										
To be valued	To support others										

THEME 10: COLLEGE DETERMINED IMPROVEMENT TARGETS

In 2019 we implemented a whole school improvement plan to reflect our improvement targets from K-12. These targets were divided into five objectives, with broad and specific strategies to allow for consistent and continual achievement of the school's goals.

1. **TEACHING, LEARNING AND CURRICULUM:** Implement a cycle of continuous review and revision to the teaching learning strategies, curriculum and programs so that they help enhance the intellectual, physical, social, emotional and spiritual attributes of the students.
2. **Pastoral care:** Improve the school's pastoral care policies and strategies to foster student well-being across the entire school community.
3. **Co-curricular activities:** Plan appropriate co-curricular activities to enrich and complement the learning of our students beyond the classroom.
4. **Human resources:** Recruit and nurture well-qualified and experienced teachers in order to maintain a high quality of education for the students.
5. **Business and services:** Continue to grow, develop and maintain an efficient network of services, infrastructure and financial resources to achieve the purpose and values of the school.

Achievement of 2018 School Priorities

Area	Priorities	Achievements
Teaching and Learning	<p>Primary School Two priorities were developed:</p> <ul style="list-style-type: none"> • Early Literacy Instruction and the • Implementation of a revised Mathematics Program. <p>In Secondary School Two Priorities were developed:</p> <ul style="list-style-type: none"> • Embed aspects of-literacy and numeracy across the curriculum • Introduce the teaching of literary genres as it is related to Subject area <p>There was also a whole school effort to meet the requirements of the Australian Teacher Performance and Development Framework.</p>	<p>Teachers received extensive professional learning, coaching and mentoring from supervisors and outside consultants. This included classroom observation and feedback in the implementation of an explicit instruction model.</p> <p>Teachers focused on embedding aspects of-literacy and numeracy across the curriculum, with specific teaching of subject-related vocabulary lessons, expanded on to include numeracy focus topics in lessons.</p> <p>Programs were revamped to ensure literary genres were imbedded i.e. scientific reports taught in subject areas.</p> <p>This was accomplished by increasing the effectiveness of release time for teachers to participate in collaborative professional learning and peer observations.</p>
Student Welfare	<ul style="list-style-type: none"> • Improve the overall student discipline in the whole school • Reduce bullying • Improve attendance and punctuality. 	<ul style="list-style-type: none"> • Reduction in school disciplinary absences. • Improving punctuality through parent contact and following up on absenteeism. • Promotion of Islamic Values through weekly 'themes'

Facilities and Resources	<ul style="list-style-type: none"> • Offer internet connection to seniors • Establish new school campuses to reduce overcrowding and congestion on the existing campus 	<ul style="list-style-type: none"> • Year 12 provided with internet access. • Construction for Abraham St campus is ongoing.
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WHOLE SCHOOL IMPROVEMENT PRIORITIES FOR 2019

Area	Priorities	Strategies
Teaching, Learning and Curriculum	<p>Review and renew the curriculum. Align teaching and learning practices with the school's purpose and values.</p> <p>Continually develop and review a team of effective Learning Support systems and teachers.</p> <p>Develop and maintain documentation, assessment and reporting processes which reflect our key principles of teaching and learning.</p>	<p>Plan for curriculum review and renewal of Primary and Secondary curriculum.</p> <p>Develop a whole school ideal of the key principles of teaching and learning and describe how this will be implemented in Primary and Secondary School sections of the school.</p> <p>Offer both students and teachers assistance in accessing and understanding the curriculum in terms of individual learning needs</p> <p>Continue to work towards aligning curriculum documents, assessment and reporting processes with the key principles of teaching and learning based upon the Australian Curriculum.</p>
Pastoral Care	<p>Engage staff in the process of thinking, reflecting and revising the student welfare policy and strategies.</p> <p>Foster and develop provision of pastoral care.</p>	<p>Implement a plan to review and revise student welfare policy and strategies.</p> <p>Establish ways in which staff can undertake more critical reflection.</p> <p>Develop pastoral care vision and values.</p> <p>Encourage staff to participate in professional development programs focused on pastoral care.</p> <p>Investigate and evaluate alternative pastoral care models to help enhance our operations.</p> <p>Continue to examine and develop new strategies to deal with children's health and welfare issues.</p>
Co-curricular Activities	<p>Develop in the school community a greater understanding of the importance and value of co-curricular activities and programs.</p> <p>Establish an approach that is consistent and complementary</p>	<p>Identify and articulate the purpose and benefits of co-curricular activities and programs to the school community.</p> <p>Hold discussions with staff, students and parents on issues related to the co-curricular activities.</p> <p>Seek the support of the Parent Association.</p>

	from the Primary through Secondary School.	<p>Appoint teachers-in-charge of Primary and Secondary School co-curricular activities.</p> <p>Put procedures in place so that staff work closely with each other.</p> <p>Establish recording procedures to record student participation and achievement in co-curricular activities.</p> <p>Revise common reporting procedures for success of student participation.</p>
Human Resources	<p>Promote clear decision-making processes throughout the school.</p> <p>Conduct regular staff appraisal.</p>	<p>Ensure that all major decisions are made in meetings where appropriate staff have the opportunity to express their ideas and opinions.</p> <p>Ensure decisions are communicated clearly.</p> <p>Develop a culture of peer and self-evaluation leading to the development of professional goals.</p> <p>Establish a process that includes students' voice in staff appraisal.</p>
Business and Services	<p>Manage resources for staff learning effectively.</p> <p>Develop an effective marketing plan for the school.</p>	<p>Budget annually for professional development across departments and schools to ensure prioritisation and alignment to improvement strategies.</p> <p>Explore ways of marketing the school to the wider community via website, newspapers.</p> <p>Review the marketing method at regular intervals to ensure desired results are achieved.</p>

THEME 11: PROMOTING RESPECT AND RESPONSIBILITIES

The Australian Islamic College of Sydney (AICS) is a convivial and harmonious community that encourages a sense of belonging in an environment filled with tranquillity and comprehensiveness.

AICS offers a vast range of activities that require our students to respect their roles and responsibilities as citizens in a diverse and multi-cultural society. This includes acknowledging the Traditional Owners of the country and paying respect to their Elders, both past and present, and engaging in various important events throughout the year. Events include, commemorating ANZAC and Remembrance Day, Global citizenship day and Multicultural day. Students are also taking part in Ramadan and Eid festivals aimed at promoting Islamic morals as well as enlightening the parents on the betterment of their community cohesiveness for support through various communication channels.

Our students play an active role in fundraising for the local community and are regular participants in the Western Sydney Multicultural debating and public speaking competitions. In addition, students contribute to the community through their involvement in Harmony Day, hosting and being hosted by different schools from many different backgrounds and faiths where respect, understanding and acceptance is readily promoted. Students also actively participate in No to Cyberbullying Day, Jeans for Gene's day, Canteen Day, Daffodil Day, the Australia/ Children's Medical Research Institute, McGrath Foundation and the 'NRL One Community' and 'In league in Harmony' programs.

As active members of the 'Clean-up Australia Day', all students from Kindergarten to Year 12 enjoy keeping the school and the community clean by collecting rubbish and recyclable material. Students are also encouraged to recycle within their classrooms. Parents and students are also invited to partake in the 'Bullying No Way' communities program involving our local area police who put forward a number of preventive measures. Other noteworthy events that our students have participated in include: SRC volunteer week, Science week, Literacy and Numeracy week, Cultural / Language Reading Initiative (NLNW), Young Australian Women Leaders, Readathons, Healthy Harold, (NED Show) Never give up, and encourage others and do your best.

We are proud to be part of the Australian society and it is an honour to be part of an educational facility in a country advocating for the needs of our youth to ensure constant improvements.

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

Feedback is an integral way of ensuring AICS connects with the opinions of those who have a key interest in the well-being of its students. In most cases, conversations between teaching staff and parents give an indication of current levels of satisfaction. Staff at AICS are in regular contact with parents and vice versa regarding issues that may arise, are likely to arise or have already risen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a regular basis. Where a parent has a concern to raise, correspondence occurs between the relevant parties via telephone conversations, email, Class Dojo, and in students' diaries. Formal meetings/ interviews are also arranged with the teacher to discuss concerns, with matters escalated to Executive and Senior Executive members where and when necessary.

A parent survey was conducted in 2019 and focused on the effectiveness of a number of areas. This survey provided insight into the beliefs, attitudes and perceptions regarding, amongst others, parent-teacher interviews, school reports, teacher feedback, accessibility of school information, accessibility of resources, management of student behaviour and overall satisfaction. Parents demonstrated generally positive attitudes towards practices at AICS.

A survey was also conducted amongst staff to provide feedback to Senior Executive and School Management to evaluate staff satisfaction and to be able to improve practices. The survey provided insight into the level of satisfaction and understanding that staff have of school practices, their level of engagement, self-satisfaction, and their general attitude towards their employment fulfilment at AICS. Overall, the results have been highly commendable reflecting high levels of satisfaction with teaching and learning practices occurring throughout AICS.

This survey assisted the Senior Executive to identify areas for improvement. A summary of the data is presented below.

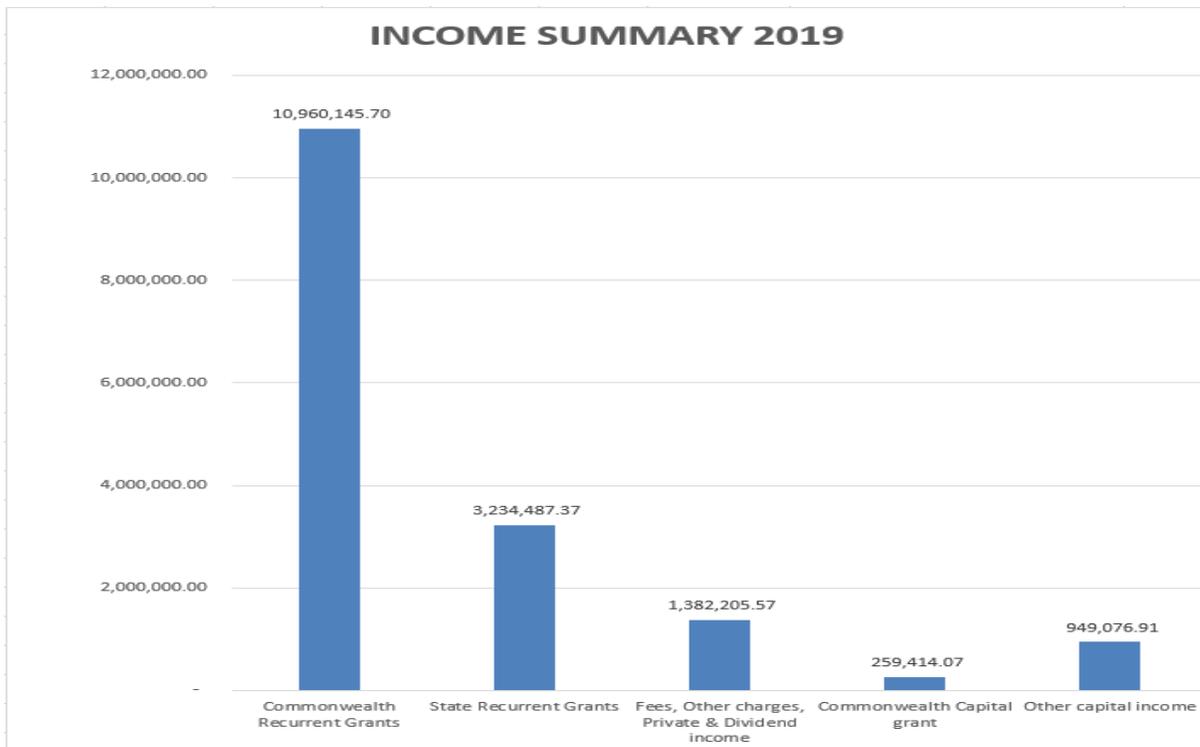
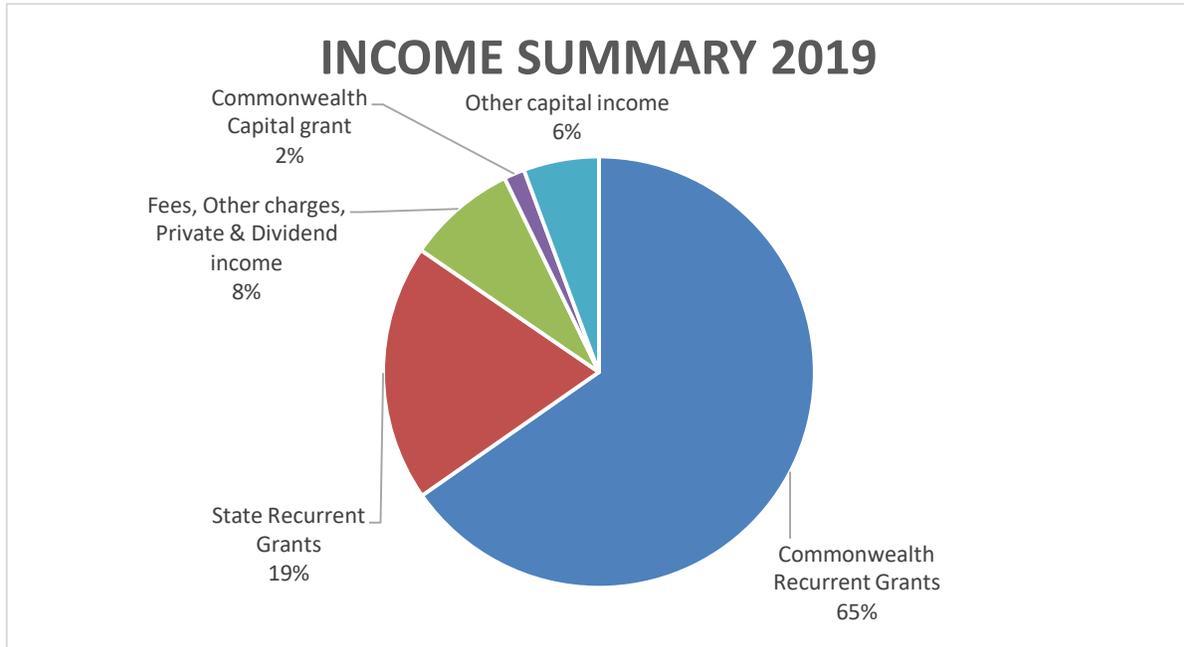
Survey item	Agree (%)	Neither agree nor disagree (%)	Disagree (%)
Parent/ teacher interview days are well-organised and conducted.	75	16	9
School reports give clear feedback about my child's progress.	72	20	8
AICS teachers provide my child/ children with useful feedback about their work.	78	15	7
Teachers respond in a timely and helpful fashion when I [teachers] make contact by phone, email and/ or ClassDojo.	74	13	13
Information on school news and upcoming events/ activities is accurate and easily accessible.	77	16	7
Students have easy access to resources, including technology.	72	19	9
Student behaviour is well-managed and dealt with effectively.	64	25	11
School policies and procedures are fair and consistently enforced.	70	18	12
I am satisfied with the Arabic/ Islamic Studies programs at AICS.	68	20	12
I am satisfied with my experiences at AICS.	64	26	10

While student and teacher surveys were not conducted in 2018, the high attendance rate of students suggests that students are satisfied as they attend school regularly. Informal student feedback about teachers, communicated via students and their parents, also points to students being satisfied with their experience at AICS.

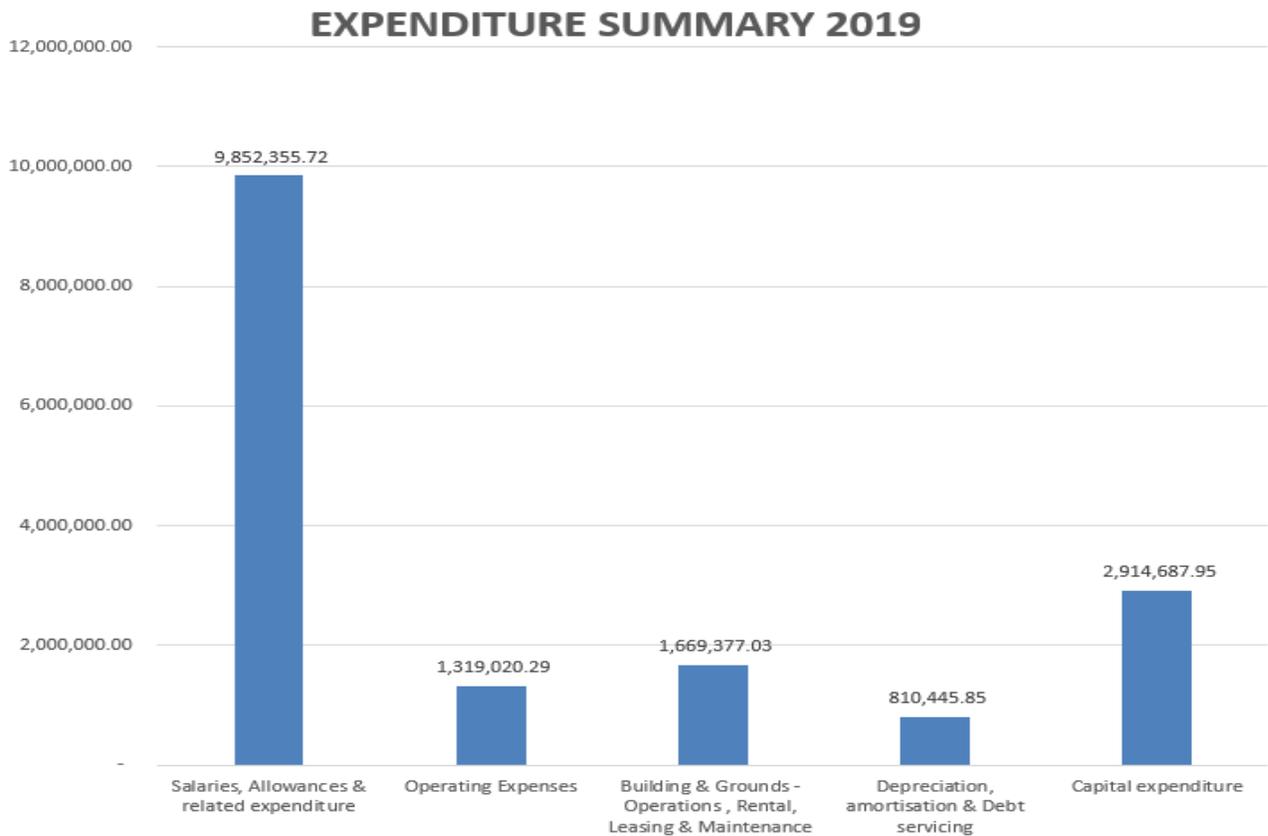
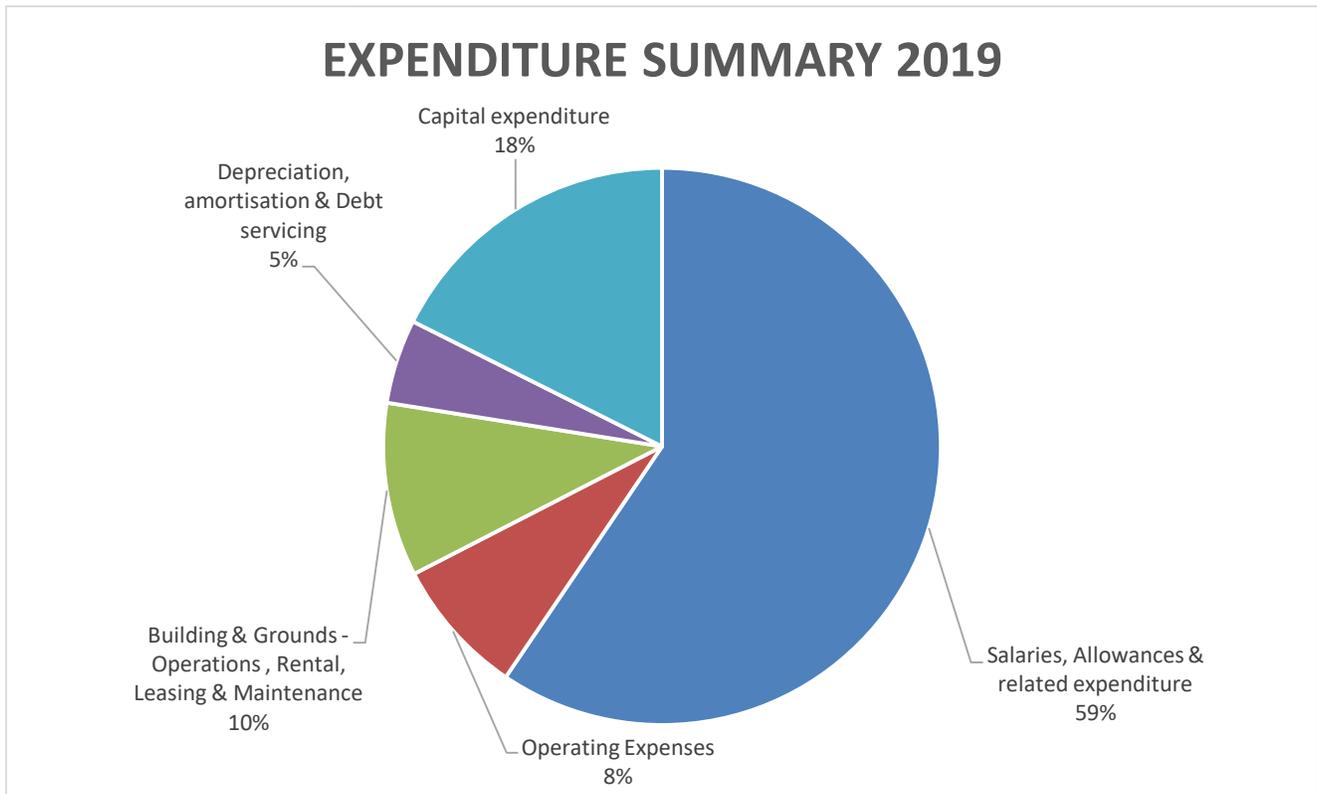
THEME 13: SUMMARY FINANCIAL INFORMATION

The Australian Islamic College of Sydney is a non-profit organisation whose operations are dependent upon continued financial support from the State and Commonwealth Governments. All funds for operations and funds for capital expenditure is provided by Australian Islamic College of Sydney either from their operational surplus or by way of commercial bill facility. Detailed cash flow including recurrent/ capital income and expenditure summary are represented on the pie charts below.

Recurrent / Capital Income



Recurrent/capital expenditure



THEME 14: COMPLIANCE WITH PUBLICATION INFORMATION REQUIREMENT

- a. This report will be provided to NESAs on 31st August 2020.
- b. The report will be made available to all public by publishing on 31st August 2020.
- c. A text message will be sent to all parents on 31st August 2020 informing them about the availability of hard copies of the report at the school.
- d. The College's notification policy outlines procedures to ensure availability of this report and other relevant information to the Minister on request.