

2020 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 successfully achieved registration for the maximum possible time of five years in 2020.

Despite the pandemic of COVID-19 in 2020, 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 1350 students and about 100 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.

2020 proved to be a period of consolidation and refinement of innovations and improvement strategies introduced in 2019, which largely focussed on building and maintaining consistent teaching practices for writing in Primary and targeted learning support in Secondary school. The College introduced new modes of learning involving more computer-based online strategies to cope with the adapted learning from home enforced by the chaotic uncertainty of the COVID-19 disaster.

In 2020 the Higher School Certificate results showed an increase in ranking among NSW schools from the previous year. AICS was ranked 257 with our top student achieving an ATAR of 98.2, allowing her entrance into her first preference, Medicine. These results are the best AICS has seen thus far, with the prediction of continuing down this path and improving on these results next year. In 2019 our NAPLAN results across Primary and High School demonstrated outstanding results, both as a school and for individual student growth. This won the College the title 'Best in the West' by surrounding media. 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 as well as supporting the communities that were damaged by the horrendous bushfires early in the year. These initiatives have contributed to 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 in Blacktown to meet the demands for additional enrolments. Construction work at the Abraham Street campus is in the final stages of construction with the intention of opening in 2021.

During 2020, our team of committed and proactive teachers continued to work together and review the curriculum in both Primary and Secondary schools. They developed and adapted programs and learning activities through online learning and participated in a mixture of working on and off-campus. Staff from mixed faiths and backgrounds were able to draw on their unique professional and cultural experiences to provide a stimulating and balanced educational program 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.

Like other years Literacy and Numeracy Week, Science Week, and Harmony Day celebrations featured prominently on our calendar. Although the celebrations took a different look due to social distancing and health safety measures, students and teachers enjoyed the celebrations.

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



Ms Sherin Mohamed

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 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, the 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 current numerical strength of AICS in 2020 was approximately 1500 students and more than 100 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 development of Blacktown campus has been approval by the Blacktown City Council. The development work will start soon.

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.

Dr. S. Kirmani
Board Chairman

Student Representative's Message:

The Student Representative Council was made up of students from across Year 7 to Year 12. Our Year 12 students represented the College as Senior Prefects and House Captains.

The SRC lead the student body, demonstrating positive behaviours and following the ethos of the College. They organized and attended SRC meetings, planning and strategizing how to support the College and lifting school spirit. They demonstrated leadership in empowering students, and strengthening the school community through presence and active participation.

The SRC worked hard this year to support the student body and the College, their achievements demonstrated in the various events they lead throughout the year such as the Bushfire Appeal Fundraiser, World Teacher's Day, Remembrance Day and many more despite the circumstances around COVID-19.

The official SRC team of 2019/2020 was filled with determined and creative individuals, keen to introduce a range of ideas and events for the enjoyment of the College. As a team they worked closely with one another, alongside the junior SRC team, to ensure they were representing AICS in proper fashion.

To support the Australian communities struggling in the Summer bushfires, the SRC team honoured the College by running a Bushfire Appeal Fundraiser which helped make a donation to the heroes of the community – the firefighters and volunteers during this hard time. Many families supported the cause with donations, with the College making a generation donation as well.

The COVID-19 pandemic forced the brilliantly planned ideas of 2020 to a halt, slowing down the action of the SRC within the College. However, as opportunities arose, the SRC were back and able to jump back in with the awareness events for National Day of Action Against Bullying, Multicultural Day, R U OK Day, as well as International Women's Day.

Overall, being an SRC member for 2020 wasn't easy or close to what the team was expecting. It was a difficult challenge having to adjust to the situation that took place unexpectedly.

Shaiza Kemp & Matthew McAllister
SRC Coordinators

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, Islamic faith based school. The school was established in 1997 to serve the local community's needs. The College offers classes from Kindergarten to Year 12, with majority of students attending AICS throughout their Primary and Secondary School years. By attending 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 continuation of core values derived from Islamic teachings.

In 2020 the school student population was 1317 with 650 females and 667 of male students, all of Islamic faith (Table 1). The students represent a diverse community of approximately 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 supported via the commitment of the teaching staff. The College is dedicated to ensuring that all students are fully supported to achieve their future aspirations, be that tertiary studies or vocational pathways.

Table 1: Number of males and female students in primary and secondary school in 2020

Primary School				Secondary School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	72	68	140	7	45	44	89
1	66	66	132	8	30	44	74
2	76	65	141	9	37	41	78
3	60	69	129	10	27	37	64
4	60	80	140	11	28	22	50
5	59	56	115	12	27	14	50
6	63	61	124				
Total	456 (49.5%)	465 (50.5%)	921	Total	194 (49%)	202 (51%)	396
Total School: 1317							

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

Due to the COVID-19 pandemic, NAPLAN testing was suspended in 2020.

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 2020, all Year 10, Year 11 and Year 12 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 (64 students)</i>	96.9%	93.8%	93.8%
<i>Year 11(50 students)</i>	100%	100%	100%
<i>Year 12 (41 students)</i>	100%	100%	100%

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)

The points below summaries the results from the AICS HSC cohort of 2020:

- 41 students in the cohort sat a total of 214 examinations.
- 13 Band 6's were achieved (Biology, Business Studies, English Advanced, Legal Studies and Mathematics Advanced)
- 1 Band E4 was achieved (Mathematics Extension 1)

The table below illustrates the improvement in HSC results over the past five years.

Year	Rank	# Exams sat	# Band 6's	% Band 6's	# Band 5's	% Band 5's	% Band 4 or above
2016	295	284	15	5.3%	51	18.0%	48.2%
2017	338	259	12	4.6%	72	27.8%	63.7%
2018	520	184	2	1.1%	48	26.1%	71.2%
2019	351	186	7	3.8%	40	21.5%	63.4%
2020	256	214	14	6.5%	50	23.4%	80.8%

THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Teacher Qualifications

In 2020, there were 84 teachers at Australian Islamic College of Sydney (Table 4). Of these, the vast majority (75) 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 2020.

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.	29	46	75
Teachers having a bachelor 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.	3	2	5
Teachers not having qualifications as described above, but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.	-	4	4

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

Theme 5 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 2020:

Title of the professional learning activity and provider – Primary School	# of staff participated
#Safe2StepOut: Teaching Road Safety in K-6 (AIS)	1
2020 Learning from Home Conversations (AIS)	1
Autism Awareness and Strategies for the Educational Environment (TTA)	2
Behaveability (Independent)	1
Child Protection Webinar Series (AIS)	1
Growth Mindset (Independent)	1
IEU Interview - Angela Hay (IEU)	1
K-2 English language	1
Live Life Well @ School: Starting the Journey (AIS)	1
Management of Asthma Risks and Emergencies in the Workplace (St John's)	1
Middle Leaders Program (AIS)	1
NSW PDHPE K-10 Syllabus Familiarisation and Planning (AIS)	3
PETAA Conference: Reading to Write 2020 (PETAA)	2
Title of the professional learning activity and provider – Secondary School	# of staff participated
2020 Online History Learning Resources (NSW History Teachers Association)	1
Ancient History Writing Skills Seminar (NSW History Teachers Association)	1
Child Protection Webinar Series (AIS)	3
Create an Engaged Learning Environment for your Students (TTA)	1
Economics Skills in the Economics HSC Course 2020 (Economics and Business Educator)	1
Using GeoGebra to Illuminate Stage 5 and 6 (TTA)	1

How Australian Schools are Adapting to the COVID pandemic (TTA)	1
HSC English Paper 1 Section 1 - becoming a better teacher and marker (TTA)	1
Inscriptions Values and Limitations in Pompeii (NSW History Teachers Association)	1
Killing off PEEL (Cornerstone Learning)	1
Macquarie Ancient Languages For Teachers (Macquarie University)	1
Management of Asthma Risks and Emergencies in the Workplace (St John's)	1
Online Learning in Junior History Classroom (NSW History Teachers Association)	1
Reimagining Minecraft: Relating to your curriculum and its possibilities (ICT NSW)	1
Studies of Religion - Webinar Series (Association of Studies of Religion)	1
Teaching the Holocaust – Webinar (NSW History Teachers Association)	1
The Teacher Writer Workshop (Cornerstone Education)	1
Understanding the NCCD Meeting (AIS)	1
Winning over your Mathematics class (TTA)	1
Writing in Junior History (Cornerstone Learning)	1

THEME 6: WORKFORCE COMPOSITION

The Table below represents the composition of teaching and non-teaching staff at Australian Islamic College of Sydney in 2020. Staff members come from a variety of backgrounds, however, the college did not have any indigenous employees.

Workforce composition at Australian Islamic College of Sydney in 2020					
Role	Full-time		Part-time		Total
	Male	Female	Male	Female	
Principal		1			1
Chief Executive Officer	1				1
School Manager	1				1
Governance & Project Manager	1				1
Head of Teaching And Learning		1			1
Secondary Coordinator	1				1
Primary Coordinator		1			1
Welfare Coordinators		2			2
Head of Department (Secondary School)	5	2			7
Teachers (Secondary)	9	10	1	6	26
Stage Coordinators (Primary School)	3	1			4
Teachers (Primary School)	4	39	-	-	43
Year Advisors (Secondary School)	1	4			5
Librarians		2			2

Teacher Aide		5			5
Learning Support Teachers (Primary)		4		-	4
Learning Support Teachers (Secondary)		1			1
Laboratory Technician	1				1
IT Support	3				3
First Aid Officer		1			1
Groundskeeper	3				3
Administration	2	4			6
Total	35	78	1	6	120

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

Student Attendance Rates

Several strategies have been put in place to further improve the attendance rate in 2020.

Table7: Student Attendance Rates in 2020

Attendance %age Year level wise for Year 2020.

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	88.71%	7	90.64%
1	89.01%	8	89.89%
2	90.17%	9	88.37%
3	90.73%	10	87.02%
4	90.07%	11	89.95%
5	91.71%	12	93.74%
6	90.47%	<i>ALL GRADES (7 - 12)</i>	<i>89.94%</i>
<i>ALL GRADES</i>	<i>(K - 6)</i>		<i>90.12%</i>
<i>Whole School</i>			<i>90.03%</i>

AICS has a retention policy which states that students must meet a benchmark of 50% in all their core subjects in their final assessment mark at the end of Year 10 for them to proceed into Year 11 at AICS.

Out of the 64 students in Year 10 in 2020, 6 students did not meet the benchmark and did not continue their studies for Year 11 in 2020.

18 other students un-enrolled out of AICS to continue their studies elsewhere.

In Year 11 to Year 12, there was no change to student numbers.

Management of Non-Attendance

The College has implemented policies and procedures with a student welfare and behavior management focus when monitoring student attendance.

If a student is absent, the parents/guardians of that student will be contacted via SMS asking to provide a reason for their child's absence. This helps identify any possible errors in attendance marking and ensures all duty of care requirements regarding notifying parents of student absence are fulfilled. Once a response is received, the reason is recorded on SEQTA by the College's Attendance Officer.

If a parent/guardian fails to respond to the aforementioned SMS message, then on the day of return the student will be provided with a generated letter by their Roll Call/Class teacher requesting a written explanation for the absence by their parent/guardian, along with a signature. This completed letter is to be returned to the Roll Call/Class teacher the next day to then be given to the Attendance Officer who records to the reason on SEQTA.

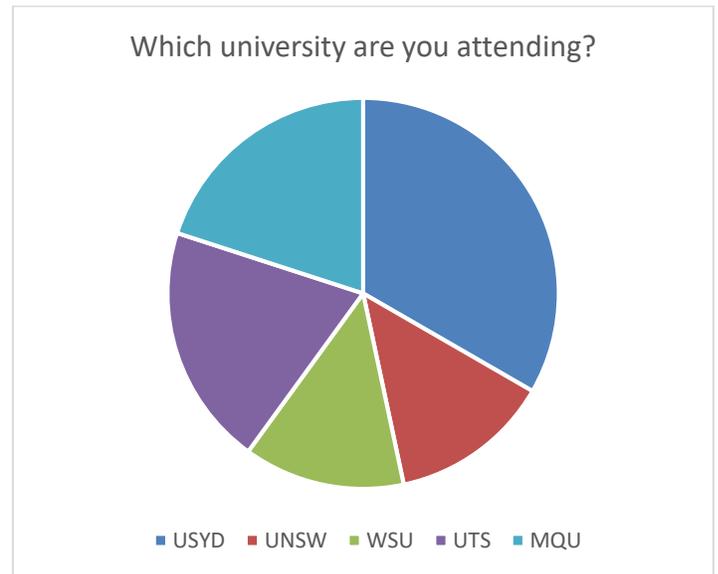
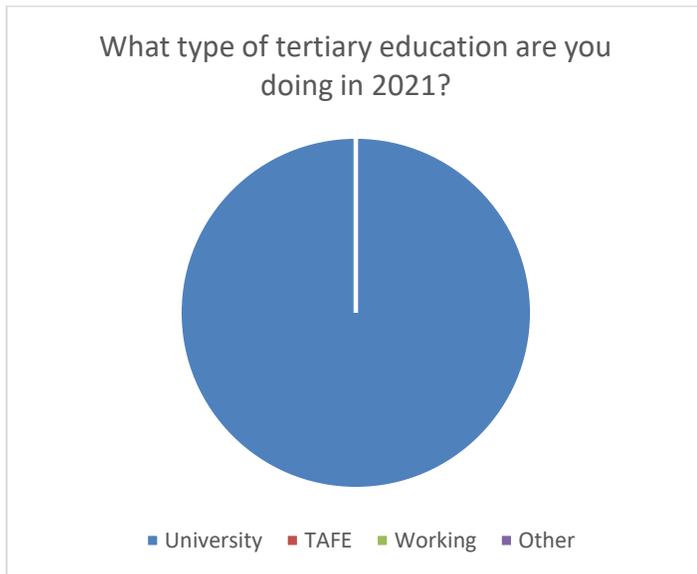
If a student is absent for three consecutive days without reason, then the Year Advisor/Stage Coordinator is to make contact with the child's parents/guardians to check on the wellbeing of the student. Mandatory reporting procedures apply where absences are extended or when the student is believed to be at risk.

The Attendance Policy states that all students must maintain an attendance rate of 80% or above. Year Advisors/Stage Coordinators regularly check the attendance percentages of their respective students and follow-up accordingly. This may involve contacting parents/guardians of the attendance requirements of the College, and in some cases, may result in the development of an Attendance Improvement Plan and/or be referred to relevant governmental bodies. Such measures are in place to ensure that all children of compulsory school age receive the education they deserve.

Post-school Destinations (Year 12)

A total of 41 students sat for HSC Examinations in 2020, with all students continuing their education at tertiary institutions both at universities and at TAFE.

An anonymous survey was sent to alumni of the class of 2020 asking for details about their post-school destinations. The figures below summarise the responses from this survey.



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 to be enrolled at a government or registered non-government school, and to attend school on each day that instruction is provided or to 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 the 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 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 Heads of Schools will review the prospective students' 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 (e.g. 2nd 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 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



Upon receipt of the completed application form and fees, the school will notify the parents/guardians of a date when their child will attend an interview. The child may also be required to sit an entrance exam, dependent on their age. After the exam and interviews the Principal together with the Deputy Principal and Head of School will review the students' performance along with academic and behavioural records from previous schools.

If the student is accepted, the College will issue an acceptance letter stipulating the conditions of enrolment, which may include a 'probationary period' for the student's enrolment.

Upon accepting an offer of enrolment, one term's fees have to be paid in advance. This is non-refundable if the parents/guardians withdraw the enrolment thereafter (If the child wishes to withdraw, the parent/guardian must fill a 'Withdrawal' form). Enrolment can be reviewed if deemed necessary and revoked based on the principles of procedural fairness.

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 application 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 this application process later prove to be false or misleading, any decision made as a result of this 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 Policy	Changes in 2020
<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>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. 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 Policy in 2020.</p> <p>Next date of review is June 2021.</p> <p>The Policy is available on the AICS website</p>
Anti-bullying Policy	Changes in 2020
<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</p>	<p>No changes were made to the Policy in 2020.</p> <p>Next date of review is June 2021.</p>

<p>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"> <tr> <td>Rights</td> <td>Responsibilities</td> </tr> <tr> <td>To feel safe</td> <td>To respect the Islamic beliefs and Values</td> </tr> <tr> <td>To learn</td> <td>To be a learner</td> </tr> <tr> <td>To be respected</td> <td>To respect others</td> </tr> <tr> <td>To be valued</td> <td>To support others</td> </tr> </table> <p>The 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>The Policy is available on the AICS website</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>Discipline Policy</p>	<p>Changes in 2020</p>										
<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>The policy was reviewed in February 2020 to incorporate clearer guidelines for student expectations and procedures for disciplinary action.</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. The AICS Discipline Policy provides clear guidelines on student expectations and processes on the disciplinary action, following procedural fairness, taking away any bias.</p>	<p>The next date of review is June 2021.</p> <p>The Policy can be provided upon request.</p>
<p>Complaints and Grievances Procedures</p>	
<p><i>Complaints</i></p> <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>No changes were made to the Policy in 2020.</p> <p>Next date of review is June 2021.</p> <p>The Policy is available on the AICS website</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><i>Grievances</i></p> <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>	
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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.

Priority areas for improvements as selected by the school for 2020 and the achievements of 2019 priorities

In 2020 we implemented a whole school improvement plan to reflect our improvement targets from K-12. These targets were divided into three objectives, with broad and specific strategies to allow for consistent and continual achievement of the school's goals.

1. **Teaching, learning and curriculum:** Improve our teaching and learning within the College, including reviewing and evaluating the curriculum documentation.
2. **Pastoral care and student welfare:** Improve and enhance the College's pastoral care processes, with a strong emphasis on student well-being and anti-bullying.
3. **Co-curricular activities:** Plan appropriate co-curricular activities to enrich and complement the learning of our students beyond the classroom.

Achievement of 2019 priorities

Priorities	Achievement
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>	<ul style="list-style-type: none"> • Developed the existing curriculum documentation to align with NESAs requirements • Learning support team created programs to assist students in their development and goal setting • Developed a process for maintenance of curriculum documentation • Developed process for reflection and evaluation of curriculum documentation to reflect the teaching and learning principles of the College
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>	<ul style="list-style-type: none"> • The allocation of a Student Welfare Coordinator and employment of a School Counsellor • Year Advisors were trained in pastoral care processes and development of support strategies • Welfare team and the Learning Support Team were working together to support students who required extra support due to welfare and wellbeing concerns
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 Australian Islamic College of Sydney from the Primary through Secondary School.</p>	<ul style="list-style-type: none"> • Develop Sports program externally for students to participate in • Develop ideas within KLAs to introduce extra curricula activities in 2021 (due to COVID-19 restrictions in 2020)
Human Resources	
<p>Promote clear decision-making processes throughout the school.</p> <p>Conduct regular staff appraisal.</p>	<ul style="list-style-type: none"> • More involvement from staff via staff surveys for the development of the College • Staff Appraisal processes developed including: <ul style="list-style-type: none"> • Lesson Observations, • Mid-year Reviews, • Staff Evaluation, and

	<ul style="list-style-type: none"> • Termly Reviews (Middle Management)
Business and Services	
<p>Manage resources for staff learning effectively.</p> <p>Develop an effective marketing plan for the school.</p>	<ul style="list-style-type: none"> • Purchase request and procurement process developed further to maintain staff resources • Staff budgets developed to incorporate resources and staff professional development • Social media platforms used for marketing and promotion, as well as community evenings, P&C meetings, and parent information sessions.
<p>Manage resources for staff learning effectively.</p> <p>Develop an effective marketing plan for the school.</p>	<ul style="list-style-type: none"> • Purchase request and procurement process developed further to maintain staff resources • Staff budgets developed to incorporate resources and staff professional development • Social media platforms used for marketing and promotion, as well as community evenings, P&C meetings, and parent information sessions.

Whole School Priorities for 2020

Priorities	Strategies
Teaching, learning and curriculum	
<p>Improve our teaching and learning within the College, including reviewing and evaluating the curriculum documentation.</p> <p>Developing cross-curriculum links within subjects to implement new research based practices</p> <p>Develop student support within the school through individualised planning and goal setting for students to ensure equity for all students</p>	<ul style="list-style-type: none"> • Evaluate and improve the systems for reviewing curriculum documentation • Create consistency across KLAs in checking and implementing assessments • Provide staff with professional development to improve and update practices with current research based practices • Develop systems using the school management system to create individualised plans for students • Develop an environment of goal setting for students in their learning
Pastoral care and student welfare	

<p>Improve and enhance the College's pastoral care processes, with a strong emphasis on student well-being and anti-bullying</p> <p>Foster a strong culture of understanding student needs from a well-being perspective across the school</p>	<ul style="list-style-type: none"> • Review and update welfare policies as required with more knowledge and understanding of the College's needs • Review and update our processes in supporting students and staff to ensure student well-being is priority • Host events within the school to raise awareness of welfare and wellbeing • Work with the student body to host events to allow students to develop a culture of unity and community • Encourage staff to participate in professional developments aimed toward pastoral care and student well-being
<p>Co-curricular activities</p>	
<p>Plan appropriate co-curricular activities to enrich and complement the learning of our students beyond the classroom.</p> <p>Develop extra curricula activities across the College, including lunch time and out of school hours</p> <p>Extend student reach to participate in competitions external to the College</p>	<ul style="list-style-type: none"> • Encourage staff to develop understanding of the importance of co-curricular involvement • Allow staff time and professional development to develop effective co-curricular activities • Liaise with community and external organisations to involve students in external programs • Foster a positive culture around student participation • Develop a systemic approach to implement and record College and student involvement in co-curricular activities

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 inclusiveness.

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. Our students participate in various events within the school community to represent the College and to build connections with people outside the organisation. Our students partake in understanding the values of the Australian culture and values as well as understanding the values of the Aboriginal people, including acknowledging them as the Traditional Owners of the country and paying respect to their Elders, both past and present, throughout the various important events in the year.

Students take up various leadership roles within the College to be part of the Student Representative Council, taking responsibility for the voice of the student body, upholding the College's ethos and values, both inside and out of the College.

Events held within the College 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 wellbeing of its students. Based on the feedback gained, the College is able to refine practices, reallocate resources and commence new initiatives that continue to improve standards and, therefore, satisfaction within the community.

In most cases, conversations between teaching students, teaching staff and parents give an indication of current levels of satisfaction. Staff at AICS are in regular contact with parents and vice-versa through many channels such as phone conversations, emails, online portals such as Edmodo and ClassDojo, and in student diaries. Face-to-face meetings are also arranged between relevant parties when required, as well as official parent-teacher interview events to develop the important relationships between parents, students and staff.

Online surveys are also conducted throughout the year, providing insightful feedback to College executives from parents, students and staff. The following sections shows summaries of various surveys given to parents, students and staff throughout the 2020 academic year to gauge satisfaction on a range of areas.

Parents

Remote Online Learning Feedback Survey (May)

A survey given to parents at the beginning of Term 2 during remote learning asking for feedback about changes that were made to the school's online learning processes.

How would you rate the change to the timetable from 6 periods a day to 3 periods?	4.00 / 5
How would you rate the resources and explanations provided to you by your teachers to complete the set tasks?	3.10 / 5
How would you rate your teachers' feedback and overall presence during your lessons?	3.31 / 5
How would you rate your ability to learn online through Edmodo in a more independent manner?	3.02 / 5
How would you rate your ability to stay organised throughout the day and manage your time effectively?	3.12 / 5
How would you rate the clarity of information provided by the school regarding the structure of online learning?	3.24 / 5
How effective has the AICS staff been when communicating with you regarding issues or concerns?	3.24 / 5
How effective has the 3-period a day timetable been in reducing the stress and workload on your child/children?	3.60 / 5

2021 Parent Information Evening Feedback (November)

A survey given to parents at the end of two information evenings presenting the changes to the structure of AICS in 2021

How well would you rate the presentations made on the evening?	3.79 / 5
How well would you rate the information provided during the presentations?	3.71 / 5
Did you ask any follow-up questions to attending executive staff after the presentation?	64% Yes 34% No
Do you have any other questions about AICS in 2021 you'd like addressed in future correspondences to parents?	Free response

Students

Teacher Feedback Surveys (June and December)

At the end of every semester students are asked to complete a series of surveys asking for feedback about their experiences and interactions with their teachers. The results of these surveys are then forwarded to Heads of Departments and Stage Coordinators to be used as discussion points in one-to-one meetings held between teachers and their respective managers. The surveys are created to give feedback to specific teachers and therefore the results of these surveys will not be shown in this report, though the questions given in these surveys are shown in the table below.

How would you rate the explanations of concepts that are given during lessons?	Rating out of 5
How would you rate your teacher's ability to identify and target your strengths and weaknesses?	Rating out of 5
How would you rate the fairness of assessments (formal and informal) with regards to difficulty and length?	Rating out of 5
What are some things you have particularly enjoyed in this subject?	Free response
What are some things you think could be improved in this subject?	Free response

Staff

Remote Learning Feedback Survey (April)

A survey given to staff at the end of Term 1 asking for feedback about their opinions and experiences of school processes after the first few weeks of remote learning due to the COVID-19 pandemic.

What are some positives you've experienced with remote learning so far?	Free response
What are your concerns so far with regards to using Edmodo, if any?	Free response
What do you think is the biggest issue facing online learning so far?	Free response
What are some ways we can improve student participation and submission quality?	Free response
What would you like to see done differently next term?	Free response
Is there something in particular you'd like to discuss in staff meetings on Wed-Thu?	Free response
What would you like more training on? <i>Multiple responses allowed.</i>	Edmodo 28% SEQTA 28% Zoom 28% OBS 24% ClickView / Edrolo 24% Creating lessons 52% SharePoint 8% Attendance admin 44% Other 16%

AICS Staff Survey (June)

A survey given to staff at the end of the first semester gauging satisfaction a number of areas.

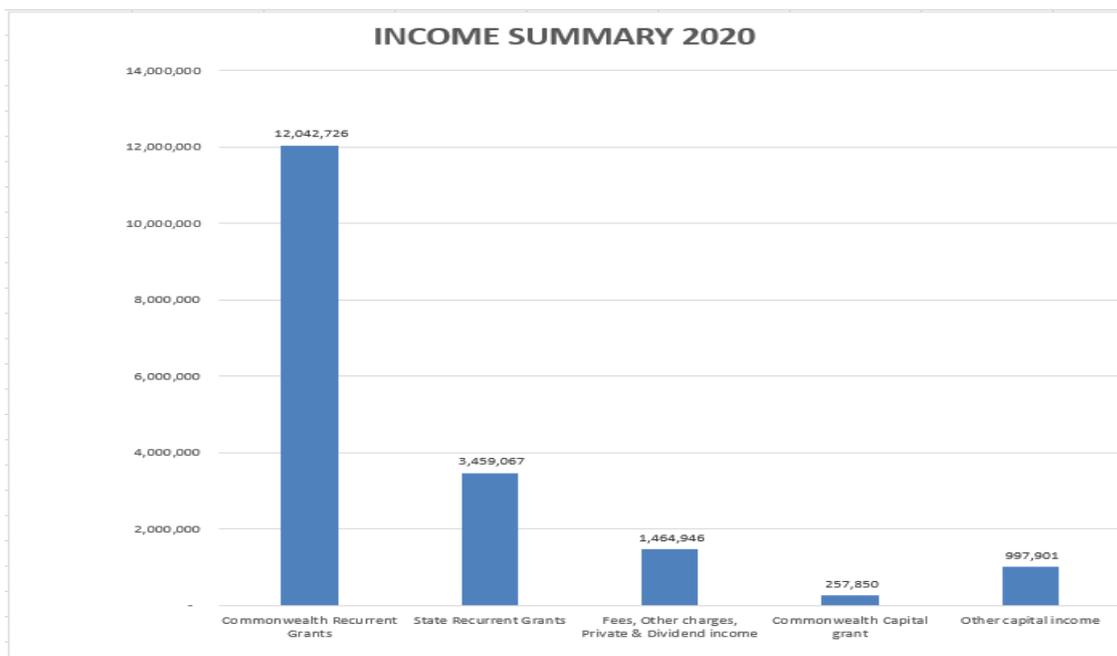
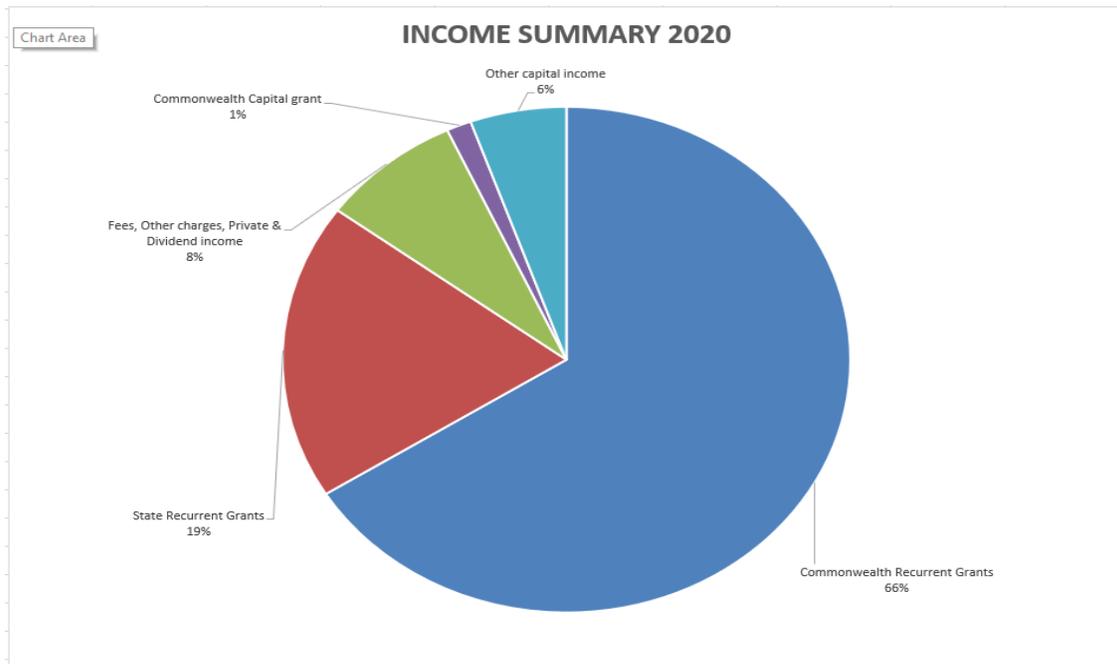
The College provides a safe working environment and addresses WHS concerns.	3.71 / 5
The facilities available in the staffrooms are satisfactory.	3.08 / 5
The facilities and resources available in classrooms enable effective teaching and learning.	3.50 / 5
The College policies and procedures around student discipline are clear and easy to follow.	3.92 / 5
Staff are encouraged to take initiative and take pride in their successes.	3.88 / 5

The training and resources available for curriculum are useful and effective in understanding the processes around planning and programming, assessments and examinations.	4.04 / 5
Feedback and reflection is used to support growth and development within the College.	3.79 / 5
The College provides opportunities for professional development and growth.	3.83 / 5
There is a good sense of collegiality and professional working relationships amongst staff.	3.88 / 5
Staff maintain respectful relationships and conversations.	4.00 / 5
Staff opinions and feedback are valued.	3.58 / 5
Staff are generally enthusiastic about their work.	4.21 / 5
There is a high level of staff morale amongst teachers.	3.78 / 5
The workload is manageable and the demands of the roles within the College are reasonable.	3.33 / 5
Staff wellbeing is a priority.	3.46 / 5
The College communicates new directives and initiatives to staff effectively.	3.33 / 5
The daily on-goings of the school are well communicated and organised.	4.29 / 5
The Executive team are approachable and helpful.	3.92 / 5
The Leadership Team are supportive and transparent in their leadership.	3.92 / 5
The Leadership Team demonstrate interest and awareness of teacher concerns.	3.79 / 5

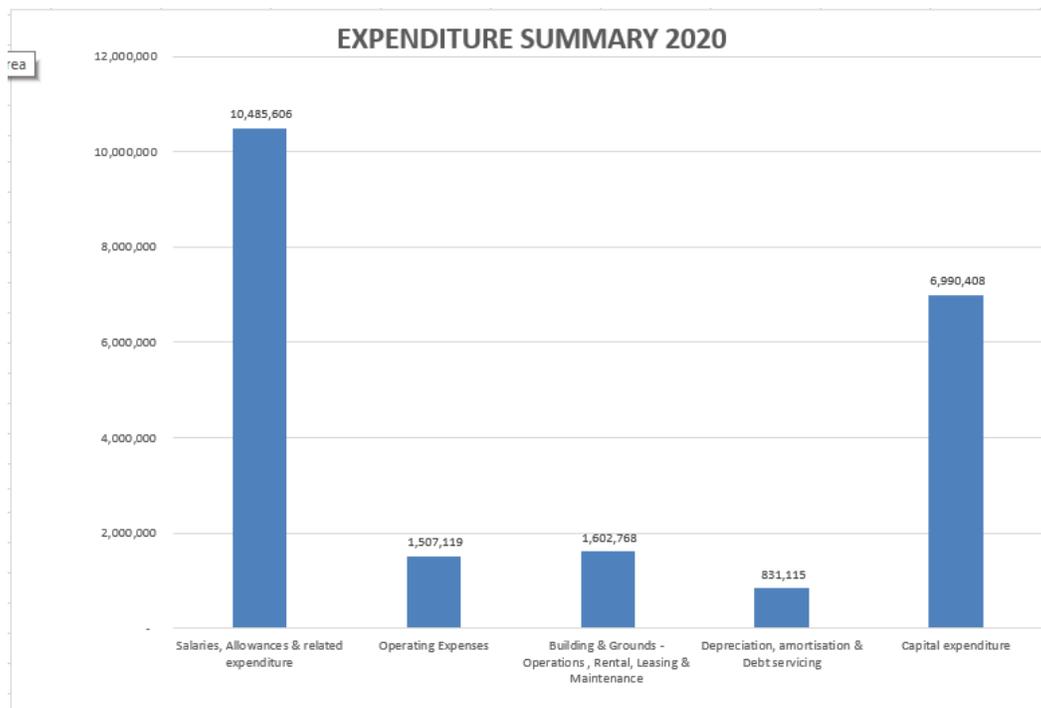
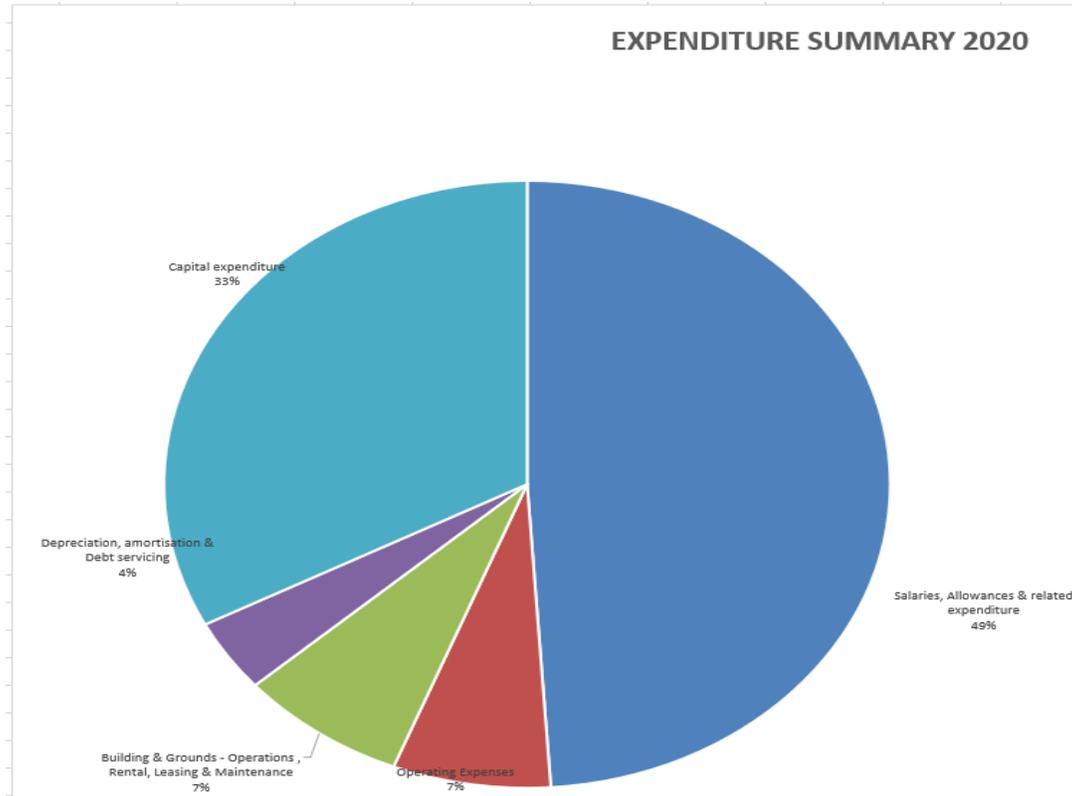
THEME 13: SUMMARY FINANCIAL INFORMATION

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 between 19th and 20th July 2021.
- b. The report will be made available to all public by publishing it by 19th July 2021.
- c. An email will be sent to all parents on 19th July 2021 informing them about the availability of hard copies of the report at the school.
- d. College's notification policy outlines procedures to ensure availability of this report and other relevant information to the Minister on request.