



**AL SIRAAAT**  
COLLEGE

*Many Journeys . One Faith*

Annual Report - 2009

## School Performance Information

### Annual Report

2009



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Each year Al Siraat College is required by the Commonwealth Government and Victorian Registration and Qualifications Authority to provide information relating to its performance. This report has been prepared to satisfy these requirements in the form of School Performance Information and an Annual Report that is made publicly available as per the prescribed requirements.

#### Introduction

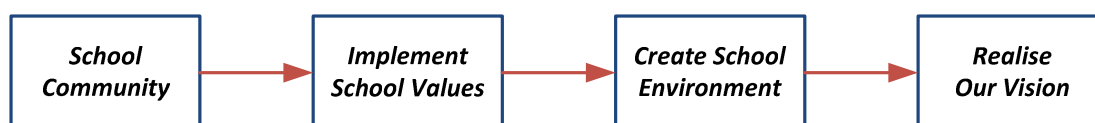
We have been told by our beloved Prophet (peace be upon him) that people are like gold and silver mines. Each person has an enormous capability, however, that capability has to be surfaced through great efforts. With the Prophet being sent as a teacher and an educator, he has shown us a path of investing in human capital through education and learning to realise this vast capability that exists within, bringing out the best in people so that they can be of benefit to themselves, to those around them and the society at large.

#### College Vision and Values

Al Siraat College, an independent Islamic School established in 2009, has embarked on an ambitious journey to realise this vision, which is to:

***"Invest in our most valuable assets, our children, to equip them with sifaat (values) for a lifetime, so that one day they can shine in society".***

Al Siraat College is a values based organisation. The focus of the school will be for **all** members of the school community to make an effort on these values to develop such a school environment which will allow us to realise our vision. This is summarised in the following diagram:



These values, and the resulting environment span areas of religious, moral, social and educational achievement and excellence. These are a defined set of values which are expected to become “the path” and the guiding factors for the College as it embarks on this ambitious journey. These values are shown in the diagram **Al Siraat Learning Together Framework** on the following page.

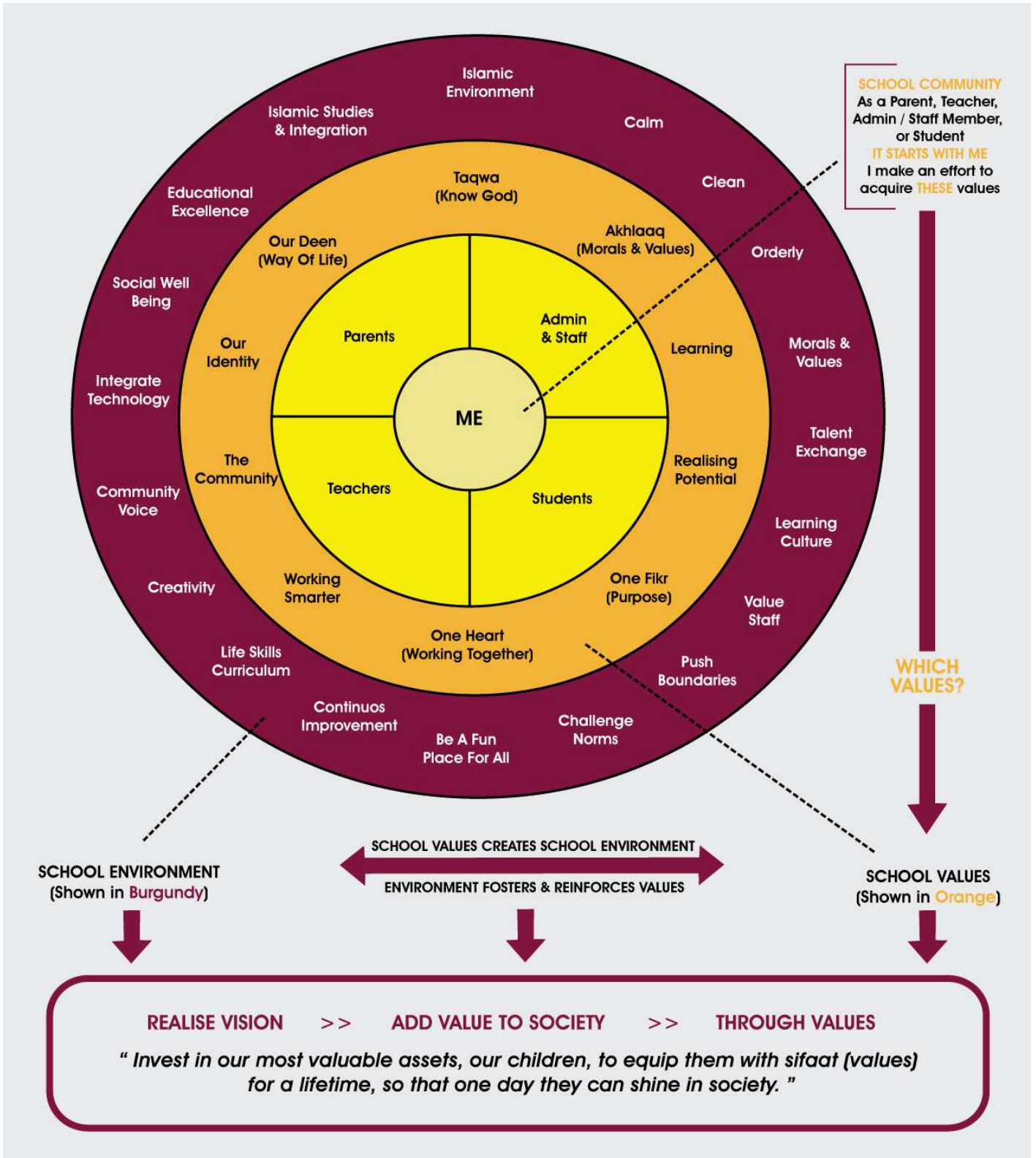
Research, experience and common sense all take us to the realisation that successful educational, religious and values based outcomes can only be achieved when all members of the school community work together towards a common purpose.

Once these School Values are adopted by the school community, a creative school environment can be developed where students will be able to challenge themselves and each other in an atmosphere of learning. It is hoped that students will learn to push boundaries, think outside the box and realise their full potential through support mechanisms and technologies that allow focusing on the needs of every

individual learner. InshaAllah, the College will equip students with life skills that will enable them to enter and add value to the greater community through their good Akhlaaq (high standard of morals), maturity, confidence and self identity.

**Al Siraat College Learning Together Framework**

Al Siraat College, an independent Islamic School established in 2009, has embarked on an ambitious journey to realise this vision, which is to:



## Student Enrolments

Al Siraat College commenced operations in 2009 as a Primary School, offering Grade Levels Prep to 5. There were **82** students enrolled at Al Siraat during this year.

There were no indigenous students enrolled during 2009.

## Student Outcomes in standardised national literacy and numeracy testing

Al Siraat College only had **8 students** sit for the NAPLAN test in 2009 – all of these students were in Year 3. As such, the results below need to be taken in context as even one student performing below benchmark will have a significant percentage impact on the result shown.

Domain	% Students At Or Above Min Standards
Reading	100%
Writing	100%
Spelling	87%
Grammar & Punctuation	87%
Numeracy	73%

## Staff

Al Siraat College employed 8 staff members in 2009 as follows:

- 4 teachers that taught the VRQA required curriculum. Each of these teachers had a recognised tertiary degree and registration with the Victorian Institute of Teaching (VIT).
- 2 teachers that taught LOTE and Islamic Studies. These teachers had the appropriate VIT registration.
- 2 support staff members.
- The average absence per staff members was 4 days for the year.
- 1 staff member left at the end of the year.
- All staff participated in Professional Development in accordance with the College's Training Strategy, which is discussed below. The average expenditure in 2009 on Professional Development per teaching staff member was over \$2,000 which included training on THRASS (literacy program), interactive whiteboards, First Aid, and other training areas.

## Training and Professional Development

Training and Professional Development takes many forms at Al Siraat College and is an organic part of our operations. The College has developed a Training Strategy to support the implementation of our Learning Together Framework (shown on Page 3). We take a holistic approach to the delivery of training across the organisation to ensure that all training activities will complement and support each other.

The following table defines the training areas in light of our Learning Together Framework:

Training Area	Description	Supports Implementation Of:
Iman and Akhlaaq	Development of spiritual and values based training / educational programs that will cover the key organisational values of Taqwa, Akhlaaq, Our Deen, Our Identity, One Fikr and One Heart.	Supports all the values contained within the framework, however, it particularly supports the values of Islamic Environment, Islamic Studies and Integration, Social Well Being, and Morals & Values.

Training Area	Description	Supports Implementation Of:
Curriculum and Education	This area will cover all training requirements in relation to developing / improving the curriculum and educational programs to improve educational outcomes.	Supports all the values, however, it particularly supports the values of Educational Excellence, Life Skills Curriculum and Creativity.
Learning	Learning how to learn. This training area recognises that the development of a 'learning culture' and willingness to learn will support all learning activities.	Supports values of Talent Exchange, Learning Culture, Value Staff, Working Smarter, Continuous Improvement and Creativity.
Leadership and Building Teams	Encompasses: <ul style="list-style-type: none"> <li>Recruiting, developing and retaining exceptional talent.</li> <li>Building and developing high performing teams.</li> </ul>	Supports all the values, however it particularly supports the values of Talent Exchange, Learning, Learning Culture, Value Staff, Realising Potential, Working Together, Working Smarter and Social Well Being.
Continuous Improvement	Training which focuses on creating an <b>attitude</b> , <b>environment</b> and <b>mindset</b> to always 'Work Smarter' – which can be summarised as always looking for a more effective and better way.	Supports the values of Continuous Improvement, Working Smarter, Learning, Learning Culture, Push Boundaries, Challenge Norms, Creativity and Integrate Technology.
Technology	Developing skills in relation to integrating technology in a way that it adds value to our processes and improves educational outcomes.	Supports all the values as technology is a tool that can improve and support the implementation of all values.

### Student Attendance

Rolls are called and records of absence are collected twice a day. Notes are required from parents to explain absence and families are contacted if the absence goes unexplained. Students with ongoing illnesses or approved extended absences are supported, for example, by providing work to be done at home. Any extended or recurring problems of non-attendance are taken very seriously and discussed with parents. The following strategies / steps are also taken with cases of ongoing absences:

- Modified curriculum
- Reward improved attendance
- Strengthening peer support
- Reference to an external agency, and Department of Human Services Notification.

The average student attendance in 2009 was **92.8%** overall. The rates of attendance for each year level were as follows:

- Prep: 92.5%
- Year 1: 93.8%
- Year 2: 92.2%
- Year 3: 94.5%
- Year 4: 91.1%
- Year 5: 96.6%

## Parent, Staff and Student Satisfaction

The College is a fee charging independent school. The fact that we were able to start our school in 2009 (being the first year of establishment) with over 80 students was quite an achievement, and represented the confidence that parents and the community had placed in the Al Siraat Team.

The team rose to the challenge, maintaining an enrolment of over 80 students at the end of the year and providing the foundation for enrolments to grow to over 170 students in 2010. This excellent result was based on the high level of satisfaction and the positive feelings amongst parents, staff and students at Al Siraat. A school satisfaction survey conducted as part of the federally funded National Partnerships program (facilitated by Independent Schools Victoria) also verified this high level of satisfaction rating.

A total of 27 parents from Al Siraat responded to the 2009 Parent Satisfaction Survey.

- 52% were mothers and 48% were fathers
- 37% had a female child at the school and 63% had a male child at the school
- 26% had a child in Prep, 18.5% had a child in Year 1, 18.5% had a child in Year 2, 15% had a child in Year 3, and 22% had a child in Year 4.

Responses from Al Siraat are compared with parents in the ISV reference mean. The ISV reference mean is made up of 6834 respondents. Parents were asked to rate the items below on a scale on 0-10 from No agreement to Complete agreement. Mean scores are reported below. Scores highlighted in red indicate that Al Siraat's mean is lower than the ISV reference mean for the particular item.

Parent Satisfaction Survey	2009 Al Siraat mean	2009 ISV reference mean
Students are treated fairly at school	9.80	8.01
Parents are made to feel welcome to visit this school	9.78	8.29
Students from different backgrounds and cultures are treated equally at this school	9.73	8.37
Students are happy to go to school	9.70	8.49
This school is a safe place in which to learn	9.63	8.71
School staff are approachable when parents want to talk about their children	9.59	8.23
Overall, I am very satisfied with my decision to send my child to this school	9.56	8.30
The school uses a broad range of communication types to keep parents informed	9.56	7.61
The school provides an excellent environment in which to learn	9.54	8.37
There are excellent opportunities for contact with teachers at this school	9.54	8.12
This school teaches children about different cultures	9.52	8.05
Teachers provide useful and relevant information at parent - teacher interviews	9.46	7.75
The school encourages participation in community activities	9.46	7.93
The school is open to new teaching strategies	9.46	7.79
Teachers at this school are enthusiastic about their teaching	9.41	7.94
Teachers provide excellent help and support for students when it is needed	9.37	7.70
Students have access to high quality materials and resources that help them learn	9.31	8.11

Parents are encouraged to be involved in a large variety of ways at this school	<b>9.26</b>	7.66
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	<b>9.26</b>	7.91
The range of co-curricular offerings is excellent	<b>9.21</b>	7.91
Parents are kept well informed about the learning programs undertaken by students	<b>9.19</b>	7.02
This school does a good job developing the thinking and reasoning skills of students	<b>9.19</b>	7.94
The quality of teaching at this school is excellent	<b>9.15</b>	7.77
Students are challenged in their studies at this school	<b>9.11</b>	7.96
Teachers understand the differing abilities of students and teach accordingly	<b>9.11</b>	7.36
Students are well prepared for the next stage in their education	<b>9.08</b>	8.04
This school encourages students to be responsible for their learning	<b>9.08</b>	8.03
The standard of schoolwork expected is appropriate to age and stage of development	<b>9.08</b>	8.02
The learning program offered at this school meets the needs of individual students	<b>9.04</b>	7.56
Bullying does not pose a problem at this school	<b>9.00</b>	6.94
The school administrators take prompt action when problems occur	<b>9.00</b>	7.57
The school is successful in the development of the students' social and personal skills	<b>8.88</b>	7.89
The range of learning levels at the school is excellent	<b>8.78</b>	8.00
Special interests and talents are developed at this school	<b>8.70</b>	7.68
The discipline in this school follows established and well-known procedures	<b>8.70</b>	7.80
The behaviour of students at the school is excellent	<b>8.59</b>	7.65

### Student Satisfaction Survey (Prep – Year 4)

A total of 73 students from Al Siraat responded to the 2009 Student Satisfaction Survey. Students were asked a series of questions and were invited to answer either “yes”, “sometimes”, or “no”. Mean scores vary between 0 and 2; 0=no, 1=sometimes, 2=yes. The results are presented in the table below.

	<b>2009 Al Siraat mean</b>
Does your teacher know how to help you?	1.96
Are you happy to be at this school?	1.90
Does your teacher teach you things in different ways?	1.89
Does your teacher help you try your best?	1.86
Do you feel safe at this school?	1.74
Are you treated fairly at this school?	1.73
Do you get to practise your own interests at school?	1.73
Does your schoolwork make you think hard?	1.68
Do the school buildings and grounds look nice?	1.66
Are you well-behaved at school?	1.65
Do students share things with each other?	1.53
Are students good to each other at this school?	1.47
Are you good at your schoolwork?	1.47

## Smarter Schools National Partnerships – Staff Survey

A short staff survey was provided to you as part of the government requirements for participation in the Smarter Schools National Partnerships initiative. Four statements were made and teaching staff were asked to indicate the extent to which they agreed or disagreed with each statement:

1. The school promotes an excellent teaching and learning environment
2. The school supports continuous improvement in its teaching and learning practices
3. The school encourages collaboration between staff to improve teaching and learning practices
4. The school's learning environment optimises outcomes for students.

26 schools/campuses participated and there were a total of 557 respondents. Your mean average results for each question are presented in Figure 1 (in red), compared to the average of all participating schools (in blue). 6 staff from your school participated in the survey.

The error bars show one Standard Deviation. Wider bars demonstrate greater variance in responses. The scale on the vertical axis represents the level of agreement:

- 1.0 Strongly disagree
- 2.0 Generally disagree
- 3.0 Uncertain
- 4.0 Generally agree
- 5.0 Strongly agree.

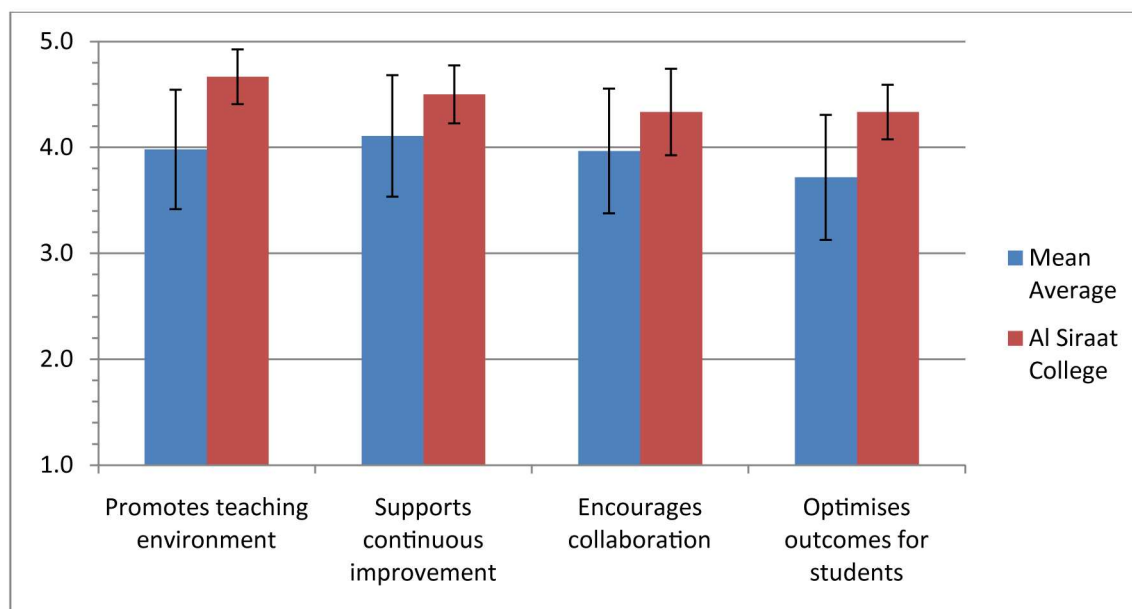


Figure 1: Mean average results of the Staff Survey



## **Finances**

This year (2009) was the first year of operations for Al Siraat College. Note that as the College rents its site (land and buildings), rental expense forms a significant part of our expenditure.

A summary of our income is as follows:

<b>Income Source</b>	<b>Percentage</b>
Fees	21%
Commonwealth Recurrent Grant	45%
State Recurrent Grant	25%
Capital Grants	7%
Other Government Grants	2%

A summary of our expenditure is as follows:

<b>Expenditure Area</b>	<b>Percentage</b>
Salaries and Staff Costs	44%
Rent	20%
Stationery, Classroom and Educational	17%
IT Equipment and Technology	5%
Essential Services	3%
Administration and Other	6%
Other Capital Expenditure	5%



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