



MAARIF

ANNUAL REPORT 2019

International Maarif Schools of Australia

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INTRODUCTION

International Maarif Schools of Australia (Maarif) is an independent coeducational school offering educational programs endorsed and approved by the NSW Education Standards Authority (NESA) from Kindergarten to Year 4. The total enrolment in 2019 at the August census was 71.

Maarif recognises that for effective learning to take place, students need to feel safe and supported. The mission of the school is to provide a comprehensive educational program to ensure the collective accumulation of international knowledge. Utilising traditional Australian schooling techniques, staff, students and parents work collaboratively to achieve academic, spiritual and emotional excellence along with a commitment to lifelong learning. Our vision is to be a pioneering school, nurturing pure-minded people who use their knowledge for peace and the welfare of humanity, from a community level to the global stage. The school's underlying philosophy is based on the following seven values: Confidence, Transparency, Cooperation & Solidarity, Competence & Virtue, Respect to Local Values, Inclusiveness in Education and Universality.

The information contained in this report has been compiled for submission to the NSW Education Standards Authority to comply with legislative requirements for the continuing Registration and Accreditation of International Maarif Schools of Australia- Gallipoli Campus as a School in NSW.



REPORTING AREA 1: MESSAGE FROM KEY BODIES

1.1.Principal's Report

The aim of International Maarif Schools of Australia is to raise decent generations who will use their knowledge and wisdom for the future of humanity. Like the “compass” metaphor of Mevlana Celâleddin-i Rûmî, Maarif will be at the forefront of our values and beliefs with one arm resting faithfully upon this land while the other travels across the world.

Maarif is a community school with advanced bilingual education and open to all who want to be bilingual in the Turkish language or have a sympathy to Turkish language and culture.

School vision: Our vision is to be a pioneering school, nurturing pure-minded people who use their knowledge for peace and the welfare of humanity, from a community level to the global stage.

Teaching and Learning: 2019 has been a very productive year. We had a great team who thrived on change, diversity and progress. The team is focused on accelerating learning, and evidence to improve professional practice. The Teaching and Learning which we experienced at Maarif Schools in 2019, was brilliant. The opportunities being afforded to our learners is of the highest quality and meets the diverse range of learning needs. The drive, passion and determination; underpinned by skill, knowledge and empathy, has seen teaching and learning continue to raise progress and achievement despite the ever changing social, learning and emotional needs that we are confronted with.

In the first year of school, Year 3 students participated in NAPLAN testing and the results show that while we had the highest achieving students, we also had students who need more focus on spelling and numeracy skills. We addressed this by supporting numeracy and literacy skills for Maarif students.

Our Turkish lessons aimed to focus more on speaking and reading for all levels of students in primary years. Kindergarten students learnt how to write and read in Turkish and older grades focused more on speaking and reading.

For Islamic Studies, younger students focused on the basics of their religion which included the fundamentals of beliefs and also learn the proper Islamic manners one should have. The older year students focused on our beliefs and learnt the details of the five pillars of Islam, predominantly salah. These students also learnt about some of the important events in the early life of Prophet Muhammad (PBUH). All students at Maarif had the opportunity to memorize surahs from the Quran and learn how to read and write the Arabic letters with emphasis given on correct pronunciation.



Our Music lessons improved students' self-confidence through the year with Junior School Choir. Students learned how to play the ukulele and recorder and performed on many occasions in 2019.

Maarif Folk Dance Groups developed physical abilities and coordination for young students. Folk dancing taught basic concepts of rhythm, repetition, sequencing, patterning, predictability, anticipation, musical cues, auditory discrimination, and counting. Teaching folk dance in Maarif provided a legitimate outlet for kinaesthetic learners, and an avenue to challenge active children who often become frustrated and had behavioral problems in programs that do not cater for young children's basic needs. At the end of year ceremony, Maarif folk dance groups performed amazing highly structured intricate, and choreographed performances.

Campus: Maarif students commenced school at our temporary location in Turella with a free door to door bus service. During the bus trips the longer distance buses had supervisors and students enjoyed engaging in activities including singing Turkish & English songs, math games, reading and journey dua.

Development Approval had been submitted for the main Auburn-Gallipoli Campus to move in the 2020 school year.

Nesa inspection: We had a successful inspection conducted by the NSW Education Standards Authority (NESA). The inspection focused on accreditation for K-4 and the initial registration for Year 5 and 6. NESA granted accreditation for K-4 and the initial registration for Year 5 and 6.

Staffing: The focus has been ensuring that all Maarif staff respect the values and mission of the school. All staff reflect the values of the school in their action and interactions. A new curriculum coordinator has been appointed to support staff to meet our professional needs. One to one support has been provided for students who needed intervention throughout the year. Classroom differentiation for extension level students had been a high focus in classes. Co-curricular activities had been supported by management. Professional Development in many different areas has taken carriage in 2019 for all staff. We thank all Maarif parents for their contributions to our school.

Governance: International Maarif Schools of Australia is managed by Board of Directors. The School Board is predominantly responsible for the governance of the School. The Principal is responsible for the daily management of the School including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the School Board is a "responsible person" as defined in the Education Act.



1.2. School Board: Director's Message

With the mission of predicating the common accumulation of mankind and the wisdom of Anatolian tradition, Maarif provides extraordinary education and in the 2019 academic year Maarif catered for Kindergarten to Year 4. With the vision of becoming a pioneering educational organisation, Maarif is dedicated to nurture “good people” who will employ their knowledge and wisdom for peace and tranquillity.

Maarif is a bilingual international school implementing both the Australian National Curriculum requirements and also providing intensive Turkish language and cultural programmes by professional teachers in the field. As Maarif, we believe in the revelation of the creativity, competency and skills in young learners and recognise individual differences within its community and regards diversity as an asset. To achieve these targets, we offer our students many opportunities including academic excellence, unique courses clustered in arts, drama, music and games; traditional and cultural programmes; sporting opportunities; student leadership; an accelerated and enhanced learning programmes including religious studies and inter-disciplinary initiatives. The implementation of the Early Years Literacy and Numeracy Program and the Bilingual Education Program is a solid foundation for our students. We strongly have the conviction that all humans have the creative power by virtue and it is the responsibility of education providers to extricate and cultivate these powers which is not limited just to the above mentioned disciplines but more influential in all areas of life; science, mathematics, politics, technology, teaching, arts, business, etc.

Maarif students will become the leaders of the society. With the correct pedagogical approach in Maarif, they will gain critical and analytical thinking abilities, confidence, tolerance and integrity which will enhance their communication skills, encourage them to solve problems in all situations of life, foster an open-minded generation in order to make positive contributions to their wider community.

1.3 Parents

Maarif Parents play an intrinsic and vital role in supporting the School to provide quality education for Maarif students. Parents were involved in the following school events:



- Maarif Orientation Day
- Maarif Iftar Dinner
- Maarif Toy Drive
- Maarif Qurban Festival Breakfast
- Maarif Mother's Day Stall
- Maarif Mother's Day Breakfast
- Maarif Parent Information Breakfast
- Maarif 23 April Children Festival
- Book Week
- Harmony Day
- Maarif End of Year Ceremony

REPORTING AREA 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

International Maarif Schools of Australia introduced and implemented bilingual education. This allows the content of the curriculum to be delivered both in English and Turkish Languages. The intended bilingual education is of course implemented along with NESA approved educational program for primary education. Bilingual education gives students the opportunity to communicate in another language (Turkish) in a very natural and inclusive learning environment which reinforces the fact that communicating in another language is a living experience and it is part of the curriculum.

The curriculum is designed to develop cultural awareness and literacy in two languages for children from Kindergarten to Year 12 in Australia. For the children of Turkish speaking parents, we aim to strengthen their native language as a living language in Australian school environment with an Australian curriculum. For non-Turkish speaking background children, we aim to give them experience of another language and culture in a natural way.

Maarif is focused on improving STEM and language education to engage our students in science and technology lessons with a variety of STEM materials. Our language lessons have been developed to provide further STEM materials for students to engage in STEM contexts. Our lessons have been designed to encourage innovative and creative thinking with the integration of ICT. We are using a coding program for our students to use in our Science and Technology lessons. Learning is a process of active constructing by students, and new knowledge is constructed on a framework of previous understanding based on a constructivist perspective.



Students at Maarif, use collaboration and communication learning skills during their learning process. Vygotskian emphasis on peer collaboration in learning is broadly consistent with the principles of cooperative learning. Cooperative learning has been described as a kind of small group instruction in a social setting in which students solve the given tasks. In cooperative learning, students work not only with their teacher but also other students with whom they exchange many different ideas. Group work and cooperative learning are important considerations in our school. When students work together and discuss in groups rather than work individually (Yaseen & Aubusson 2018), they develop their cognitive strategies and develop their understanding of what they are doing. Learners in groups develop a common understanding about tasks and how to accomplish them. When they work together on activities or tasks in a group, each member of the group may have a different internalisation of knowledge depending on their existing knowledge, therefore students work not only with their teacher but also other students with whom they exchange many different ideas.

In short, at International Maarif Schools of Australia, learners construct their knowledge as learning involves the interactive processes of sharing, discussion, and negotiation. Scaffolding occurs when students are asked to perform a task and support is provided by the teacher to enable them to complete the task. 21st Century skills are creativity, critical thinking, productivity, collaboration, communication and technology literacy that Maarif students need to succeed in their schooling during their learning journey.

REPORTING AREA 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

In 2019, Year 3 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). Reports showing 2018 achievement levels in Reading, Writing, Language Conventions and Numeracy were posted to each parent and the School retained a copy. 100% of Year 3 participated in NAPLAN. All students were new students because 2019 was the first year of International Maarif Schools of Australia. The charts below show the percentage distribution of students based on Bands.



REPORTING AREA 4: PROFESSIONAL LEARNING & TEACHER STANDARDS

For 2019, all teaching staff at International Maarif Schools of Australia have been categorised into the following three categories:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution from within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	6
Teachers who have qualifications as a graduate from a higher education institution from within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers who do not have qualifications as described on (a) and (b) but have successful teaching experience or appropriate knowledge relevant to the teaching context.	0

All Teaching staff participated in Professional Learning throughout the year. Professional development was provided to assist staff – for example, in the use of appropriate language and ensuring all staff are informed that the school will consider the enrolment applications for students with or without a disability.

Professional development also included information on the school's policy on the prevention of harassment and victimisation of students with disabilities and their associates.

Where adjustments are to be implemented to support individual students with disabilities, professional development of staff are provided in a consistent, appropriate, and timely manner.

The specialist areas outlined below indicate the diversity of professional learning that took place in 2019 among Maarif staff.

Description of Professional Development	No. of Staff Participating
First Aid Training	All Staff
CPR and Anaphylaxis Training	All Staff
Asthma Training	All Staff
First Day of Teachers Induction	All Staff
Sound Waves Training	5
Sentral Training Session 1 and 2	All Staff
3P Learning Training	4
Classroom Teachers Curriculum Day	4
AI NSW Orientation for Accreditation at Proficient Teacher Session	4
Role of a School Councillor: Referral Pathways, Confidentiality, School Discipline and Reward System	All Staff
Our School Security	All Staff
Handling Parent Complaints, Grievance and Discipline Procedures	All Staff
AI NSW: Creating Safer Independent Schools Session 1 and 2	All Staff
NSW Reportable Conduct and Allegations against Employees - Online Module	All Staff
School Improvement Masterclass AI NSW	2
AI NSW Governance Modules	1

REPORTING AREA 5: WORKFORCE COMPOSITION

School Staff	
Teaching staff	8
Full time equivalent teaching staff	3
Non-teaching staff	3
Full-time equivalent non-teaching staff	2

At Maarif, the workforce composition in 2019 was as follows:



Position	Full Time Equivalent (FTE)
Principal	1
Coordinator	0.4
Primary Class Teachers	3
Turkish Teacher	0.6
Religious Teacher	0.28
School Administration and Support Staff	2.5

There is nil indigenous staff at Maarif.

REPORTING AREA 6: STUDENT ATTENDANCE

The table below shows the student attendance rates for each year level and the overall rate during the first operational year in 2019.

Year Level	% of Attendance
Kindergarten	88%
Year 1	87%
Year 2	89%
Year 3	91%
Year 4	77%
Overall	87%

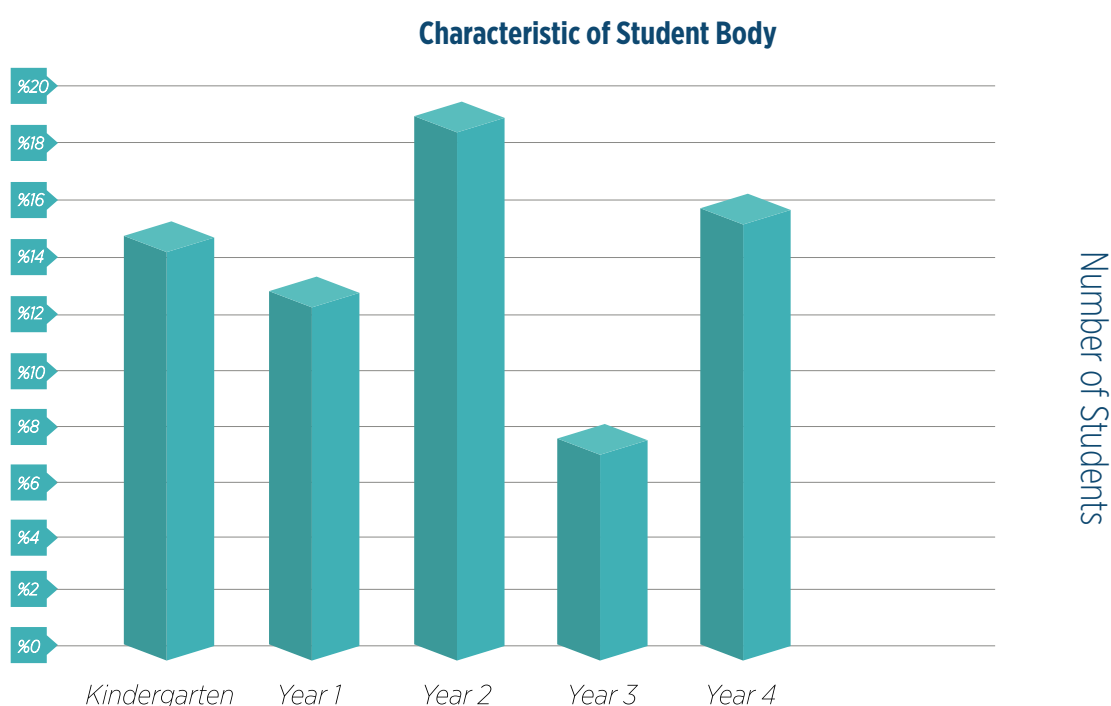
Management of Non-Attendance

International Maarif Schools of Australia promotes regular and consistent attendance in order to achieve optimal outcomes for all students.

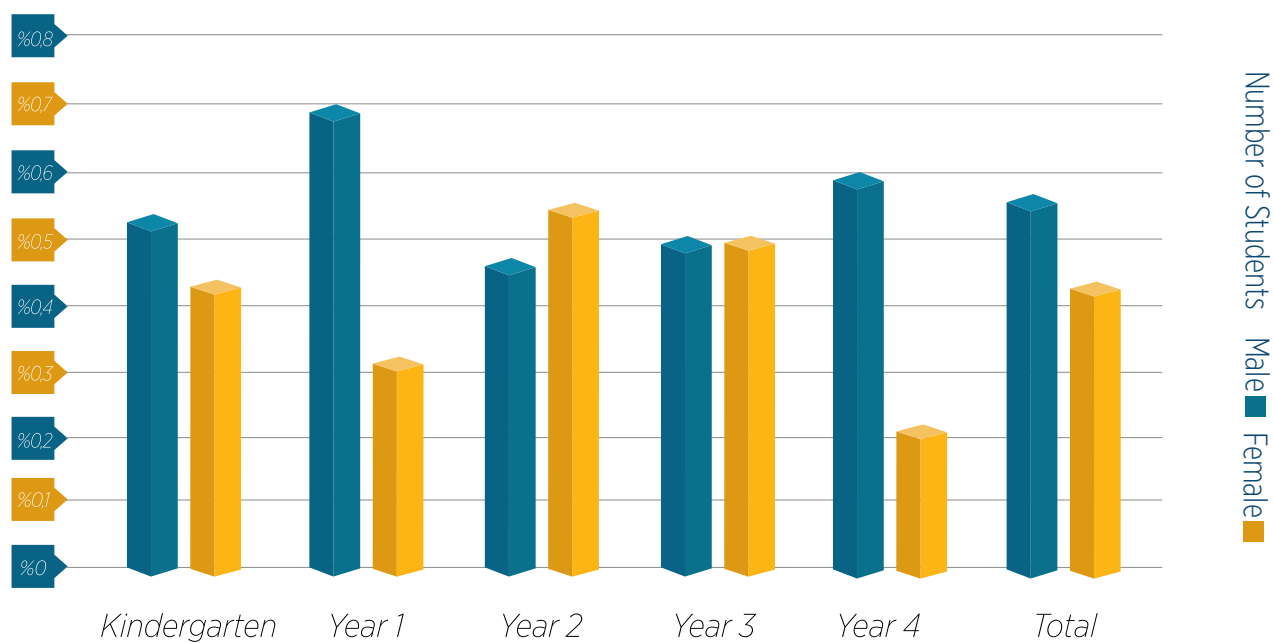
Student attendance is monitored daily and is maintained through the use of the School's administration database (Sentral). The register of daily attendance includes the following information about each student:

- Daily attendance (recorded by noting daily absence)
- Absences
- Reason for absence
- Documentation to substantiate reason for absence

It is recognised that on occasion, students may be absent from school. When this occurs, parents are required to contact the school in advance of the leave or immediately following the leave. Families are encouraged to holiday or travel during school vacations rather than during school terms.



We have one (1) indigenous student at our school.



REPORTING AREA 7: ENROLMENT POLICIES

As stated above, the enrolment of the School in 2019 was 71. The number of applications for enrolment always exceeds the number of spaces available. Following is the link to the enrolment policy published on our website. A summary is provided in the Maarif Enrolment Form and the full policy is sent to all parents who request an application for enrolment.

7.1 Enrolment Policy

Elements of the Enrolment Process

Parents wishing to enrol their child at our school will be made aware of the culture of the school, its education offerings, the terms on which a child is enrolled as a student and the responsibilities of parents of children enrolled before the parent makes a commitment.

The procedures for enrolment of students will include the following elements:

1. A background document (e.g. prospectus) will be prepared providing an outline of the school's programs including academic courses and other activities and the school's philosophy. It will be made clear that the programs may vary from time to time. The document will avoid extravagant claims or giving promises of particular outcomes.
2. An application form will be provided which is sent with the background document and a document outlining the conditions of entry of the school.
3. There will be an interview with the parents and the child to assist in establishing that the expectations of the parents can be met.
4. There will be a placement/entry exam for students.
5. A letter of offer of enrolment (attached) will be sent to the parents of student(s) which again contains the conditions of entry to the school.

The parents may accept the offer, agreeing to the terms in a week's time.

DOCUMENTATION

Enrolment Application Form

This form will capture the following information:

- Personal information about both parents and the student

Student details that are required will include the following information:

- Full name, age verified by sighting original Birth Certificate and placing a copy of Birth Certificate on the Student's file
- Home address
- Parent/Carer contact phone numbers
- Emergency contact numbers
- Date of enrolment
- For students entering the school at age 6+, registering their previous school or their pre-enrolment situation
- Students can enrol into kindergarten at the beginning of the school year if they turn 5 on or before 31 July of that year. The school may accept children born after this date subject to further assessment of the child and child being ready for kindergarten.
- Medical alert information (e.g. Anaphylaxis, Asthma, Diabetes)

- Details of special circumstances of the student that may need to be taken into account by the school (such as medical conditions, special gifts or talents, special needs, psychological test results, results of testing that may have impact on the student's education, English as a second language)
- Clear indication that the student will need to be offered a place before enrolment can be confirmed
- Current school fee list should be attached and should indicate if a percentage of the fees will be used for capital purposes
- Information regarding any application and/or enrolment fees that may apply and any possible forfeiture of these fees
- Question as to whether the student will be identified as an overseas student
- Declaration by the parents that the information provided is true and correct

Note: Where applicable, the application form will be signed by both parents.

Conditions of entry

The following will be outlined to prospective families:

- Process in dealing with absences from school because of
 - sickness
 - other
- Requirements of the school relating to behaviour of students
- Policy on discipline and expulsion of students
- Removal of the student in case of a breakdown of relationship with parents
- Uniforms
- Information regarding fees and possible fee increases
- Payment for books and stationery (in 2019, all stationary was provided free of charge for all students by Maarif)
- Permission for urgent hospital or medical treatment
- Responsibility for care of personal belongings
- Requirement (if any) to take part in school activities
- Future amendments to terms and conditions of enrolment
- Responsibility of parents to advise school of change of address and contact number

Letter of offer

- Clear offer requiring acceptance of conditions of entry
- Signed by all parents/guardians

RECORDING ENROLMENT INFORMATION

The school will ensure that all enrolment data is maintained for students electronically. A copy of the signed Enrolment Application, Enrolment Contract, copies of Visa, Birth Certificate, Medical Information, etc will be maintained in hard copy on the student's file.

Departing Students

The following will be recorded for all departing students:

- Departure Date
- Future school destination for any student <17 years of age.
- In instances where the destination of the student < 17 years of age is unknown, then notification will be made to the Home School Liaison officer with the NSW Department of Education. This notice will include details of the

student's full name, DOB, last known address and family contact details, as well as any information regarding possible destination. Further information regarding any health and safety risks associated with the contacting parents or the student will also be provided. Copies of all documentation and communication with the Home School Liaison Officer will be kept on the student's file.

Maintaining Enrolment Records

Enrolment Registers will be maintained in electronic or hard copy form for a minimum of 5 years. Following the enrolment data will be archived electronically.

GUIDELINES FOR DEALING WITH APPLICATIONS FOR ENROLMENT ON BEHALF OF STUDENTS WITH DISABILITIES

The Disability Standards for Education 2005 (Standards) apply to a school's dealings with all students with disabilities (i.e. including those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom that will help the school to comply with the Standards in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

Some general comments:

- These guidelines are intended to be flexibly applied to suit the circumstances of each application.
- The Standards and DDA have been developed to advocate for the student with the disability and the school will consider its approach accordingly. The school may seek advice on the appropriate interpretation of the Standards.
- When considering any application for enrolment, a determination will be made regarding the school's capacity to address the student's individual needs. This will be achieved by working through the individual planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school. This process may require lateral thought to identify solutions.
- The school is aware of the importance to demonstrate to the family that the school is seriously considering relevant issues; is willing to listen to their views; will seek assistance in finding solutions; is willing to be flexible and think laterally about solutions; and will make genuine efforts to find ways to meet the student's needs.
- A collaborative approach where the school, family and relevant experts work together to identify the adjustments required and jointly seeking solutions is most likely to produce positive results for all parties.
- When considering adjustments, a detailed analysis for the initial years of the student's schooling will be prepared. This will include consideration of the student's potential needs in the years following enrolment.
- The school may seek special education advice in analysing the student's needs and to develop the potential range of adjustments.
- At all stages of the enrolment process, including if the school makes inquiries of a third party, care will be taken to protect the privacy of the applying student and family in accordance with the school's privacy policy and the Privacy Act. The school will seek the parent's permission to speak with preschools, other schools and/or specialists.
- Objective notes will be recorded regarding all discussions and interviews with parents and kept on file. Records will also be kept of any decisions made about adjustments for the student.

Guidelines

The school will follow these guidelines.

- In the prospectus (or similar document) provide information about the school's:
 - [entry requirements](#)
 - [educational and other offerings \(including sport, camps, music\)](#)

- approach to progression through course and programs which is consistent with the object of the course
- To enable a person with a disability to make informed choices and supply relevant information. The enrolment application form should contain an acknowledgment that the family has received and read this information.
- Ensure that the enrolment process does not disadvantage a person with disabilities (e.g. because information is not easily accessible).
- Ask all students/families (e.g. in enrolment application forms) to identify any specific needs they have which may impact on their education and/or participation in the programs and opportunities provided by the school.
- Invite the student and parents to attend an interview/meeting at the school as part of the enrolment process before making any decision of the enrolment. At the interview, discuss if the student requires any special services or facilities which the school would need to provide to assist the student. It may be of assistance to obtain information from a third party (such as AIS and/or the student's specialist support personnel) about the student's needs related to any identified disability. It is essential to obtain all relevant information as quickly as possible as schools are expected to process the application from a student with a disability in the same/similar timeframe as would apply to any other student. A collaborative team approach to planning to use the combined expertise of the family and their specialist/s with the school and their advisors is recommended.
- Document the people involved and the issues raised in a format which allows objective notes on possible adjustments, agreed actions and a timeline. This format can be used on an on-going basis to document the individual planning process and will be a protection for the school in the case of a complaint.
- Request the family to provide information about the student's needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
 - previous school or preschool reports, noting current achievements and areas of need
 - psychologist's report documenting functional skills and recommended strategies for working with the student
 - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
 - occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
 - medical specialist reports identifying issues which need to be considered by the school
 - vision and hearing reports documenting level of functioning and recommended strategies
- Where appropriate, invite the family to bring relevant specialists (for example special educators, preschool staff, therapists, psychologists and medical specialists) to visit the school to discuss specific needs or issues and participate in developing potential adjustments to address the specific needs or issues.
- Assess the school's physical environment, and the likely impact of any adjustments required (including, but not necessarily limited to, the financial impact). Provide a tour of the school with the student, parents and where relevant, specialists, to identify issues and potential solutions. If a student with a physical disability has difficulty with the environment a specialist paediatric occupational therapist should undertake an access audit to have a comprehensive assessment of the difficulties with the site.
- Request feedback and suggestions from relevant staff within the school and external special educators about the possible impact of the adjustments required by the school if the student was enrolled.
- Seek information about possible levels of Australian Government funding and access to other support services. Contact the AIS to obtain a list of the documentation required for applications for funding and the range of available funding programs.
- Consult with the family and the student's specialist, where appropriate, about possible adjustments.



- Keep the family informed about the progress of the application.
- If the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's special needs should be identified before communicating the enrolment decision.
- If the school considers that it may have to decline the enrolment, involve the principal or deputy principal before the decision is communicated to the family.
- If the school considers that it may have to decline an enrolment, seek advice from the AIS or a specialist in the area before informing the parent of the preliminary decision.
- Any preliminary decision regarding the school's ability to meet the child's special needs must be justifiable. For example, where the school declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student's needs without imposing unjustifiable hardship, having regard to the student's current condition

and prognosis.

- Before making a final decision about the required adjustments, or before declining an application for enrolment, communicate the preliminary decision to the family and invite their input to the school. The onus is on the school to demonstrate why they are declining the enrolment.
- Discuss the process the school will use to manage ongoing or emerging issues which require further adjustments, with the family. Based on the process for determining reasonable adjustments, the ongoing use of a collaborative team approach involving school, home and relevant experts is likely to deliver mutually agreed outcomes.
- Provide a review mechanism for dealing with any issues or disputes between family and school about decisions made.

7.2 Requirements for Continued Enrolment

Requirements for Continued Enrolment Acceptance of a position at International Maarif Schools of Australia and continued enrolment requires values and practices of the School and acknowledgement and support of the importance of regular opportunities to affirm these values and practices. At all times, a high standard of behaviour is expected of students inside and outside the School as well as adherence to all Maarif School values, policies and procedures. Parents/guardians are expected to reinforce their child/ren's adherence to these school values, policies and procedures. Enrolment in subsequent years is always subject to satisfactory attendance, participation, conduct, progress and application. Failure to pay entitles the School to discontinue a student's continuing education at International Maarif Schools of Australia.

REPORTING AREA 8: OTHER SCHOOL POLICIES

8.1 Student Wellbeing Policy

STUDENT WELFARE and PASTORAL CARE GUIDELINES

The need for comprehensive Student Welfare and Pastoral Care Guidelines when working with children cannot be underestimated. These guidelines have been developed so that appropriate procedures can be practised at the school as it evolves. Our aim is to protect all members of the school Community.

Pastoral Care encompasses the formation of each student's character and is integrated throughout the school for students from Kindergarten through to Year 4. Learning experiences will be provided, both within and outside the classroom, to help the students grow into confident, capable and caring young people

How We Care

Providing good pastoral care lays at the heart of all that we do at the School, and we will constantly strive to improve the way we nurture and care for our students.

Pastoral Care features prominently in all aspects of school life and in the day-to-day experiences of each individual in our community. The school has a strong pastoral care ethos and is committed to looking after the needs of the student and nurturing their growth and development within a safe and caring environment. Effective pastoral care promotes a positive, supportive whole- school culture and is a pivotal element of a creative and stimulating learning environment where each student can feel connected and develop a sense of his own abilities, achievements and self-worth. Pastoral care underpins the broad educational environment at the School and provides the essential foundation to our dynamic and healthy learning community.

Pastoral Care at the School focuses on the development of the 'whole student': their values, attitudes and character on the journey to adulthood. The School strives to educate and raise confident future leaders driven by strong societal and ethical values with a sense of purpose in the community.

Pastoral care and student welfare programmes are whole-school in nature. The health, wellbeing and safety of students is measured and managed through a carefully planned K - 6 pastoral care system and which will be embedded within the curriculum, the 'House' system, staff professional development and other key policies that guide procedures throughout the School.

At the School, we see a need to integrate both pastoral and academic care. We recognise that students' wellbeing and resilience are enhanced when one looks beyond the traditional model of pastoral care to see the links between teacher's expectations and relationships, classroom practices, school policies and mental, emotional, and social health.





The core of school life is the student's wellbeing. Wellbeing at the School seeks to incorporate all aspects of the School community life from students' physical, intellectual, moral, social, emotional and spiritual wellbeing and development, to the safe and supportive environment in which they learn. Research has made it clear that these areas of development are integral rather than incidental to learning.

Our focus at the School is as follows:

1. Classroom relationships, teaching and practices.
2. School policies and procedures.
3. Support and education for families.
4. Partnerships between the school, family and the outside community.

Structure

In Primary School each student will be directly cared for by their classroom teachers. They are

the first contact for parents who wish to raise any concerns to provide information about their child.

The pastoral care in the Primary School is a vital component in the education of each student. The Primary School aims to focus on the intellectual, social, spiritual, emotional, moral and physical needs of the young students in our care. The programs offered focus on developing individual strengths, developing resilience and the skills to manage social situations and foster growth and development in all. Pastoral Care is attending to the wellbeing of the child in order to guide and support them towards achieving their personal potential.

Pastoral Care in the Primary School focuses on:

- Building and maintaining the self-esteem of each individual
- Developing respect for self and others; respect for the environment
- Maintaining positive relationships with adults and students alike
- Developing resilience, positive attitude, self-discipline
- Providing opportunities to achieve success
- Equip each child for the 21st century with skills to problem solve and make decisions.

Staff Guidelines

- Every staff member is responsible for the care of children. Class teachers assume responsibility for the main pastoral care needs of children.
- The teacher takes responsibility for the pastoral needs, duty of care and standards of behaviour of students inside and outside the classroom. He/she may delegate support from other personnel e.g. assistants, counsellor, administration staff, to also reinforce standards with the children.



- Every staff member acts as a good role model for the children.
 - Teachers actively support the school's Staff Code of Conduct, behaviour and rules and insist on acceptable standards of behaviour in children.
 - Teachers encourage children to take responsibility for their own actions and make them aware of the need to show respect for others in interpersonal relationships.
 - Teachers are proactive in relation to health and safety issues regarding children in their care, raising concerns with the Principal.
 - Teachers encourage children to approach them if there is a problem that they are not able to resolve themselves.
 - Teachers ensure that written records of all communication with parents are maintained and that information is passed on when and if necessary.
-
- If children are to be taken off school premises at any time, or if they are meeting off-premises two or more adults should accompany them, preferably one male and one female. At least one of those adults will be first aid trained.
 - Permission slips with details (including names of adults who will accompany the students) are vital for all trips off School premises, whether during or outside of regular school hours. The Excursions Policy and Procedures will be followed in such cases.
 - The Teacher-in-Charge of an activity must remain with all students at the conclusion of an activity until every student has been collected.
 - When a school activity requires an adult to drive student/s anywhere, then it is necessary to complete documentation about the vehicle's operator and the vehicle to be used. Attached to the form will be a copy of the driver's licence, proof of insurance and the vehicle registration (when relevant). A letter must accompany the form indicating written permission from the parent/s or guardian for the student to travel in that vehicle for that activity. (This regulation includes all staff). A second adult should always be present.
 - If possible, there should be visibility into all classrooms, by way of glass inserts in doors, so that someone can see into classrooms at all times.
 - It is unwise for a teacher to be alone (and out of sight of anyone else) with a child. If that seems necessary, then teachers should ask another adult to stand by. A file note or record of the interview is to be placed on the child's file, noting that the private conference took place.
 - If a child needs to undress (for example for First Aid or to get into a costume, or sporting attire), then teachers are advised to call another adult of the same gender as the student, to at least be nearby.
 - Even playfully, or even if a child asks, a teacher should not touch any part of the body of a student.
 - If a teacher has an encounter with a child which they think there might be a possibility of misunderstanding or



might raise concerns, and ratings will be enforced.

- Teachers are not permitted to meet a child at the end of the School day, or in an unplanned way, without informing parents.
- Teachers should never allow any material which displays nudity, or material that could be called pornographic, to be brought to school or to any school-related activity. If such material is brought, teachers are required to confiscate it at once and consult with the Principal or delegate to establish the fact that it was brought to the event by a student and not by an adult teacher/leaders.

8.2 Anti Bullying Policy

The aim of this policy is to ensure that the School is a supportive and safe environment where every member of the community has the right to feel safe and protected. They also have the right to experience positive and respectful relationships between all members of the school community. All adults in this community need to be especially aware of their behaviour, as they are the role models for our children. This is particularly important to the role of the teacher. By empowering members of our community, we hope to achieve a safe learning environment that respects and values individual differences. Therefore, the purpose of this policy is to:

- Promote a positive culture where bullying is unacceptable
- Ensure the right of respect from others, the right to learn or teach, and the right to feel safe and secure in the School community
- Policy Statement
- The School does not accept bullying. By providing guidelines on how bullying can be dealt with, and through education and support to members of the school community, matters of inappropriate behaviours that constitute bullying will be minimized.
- Our aim is to promote acceptance and positive behaviour in our School community by:
- Promoting positive behaviours and respect for individual differences

misinterpreting the teacher's behaviour, then the teacher should de-brief the encounter with Principal, or delegate. This should be documented with a dated Record of Interview. If deemed necessary, the matter should be discussed with the child's parent or carer.

- For overnight camps, etc. the School will attempt to have at least two adults present (more if the size of the group requires). Parents/carers will be made aware of the general ground rules which will govern all such events. Teachers will be clear about specifying the consequences of any infraction whilst on camp. Separate sleeping areas are to be provided for boys and girls and privacy is to be assured for the use of bathroom facilities and for changing clothes.
- Caution will be taken regarding the showing of any movies or DVDs that

- Providing on-going and age appropriate education focussed on self-esteem, assertiveness, resilience and peer-support
- Reinforcing within the school community that no form of bullying is acceptable
- Encouraging the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as an observer or victim
- Ensuring that all reported incidents of bullying are followed up and that support is given to the victim, perpetrator and all other individuals involved.
- Seeking parental and peer group support co-operation at all times.
- Negative behaviour not deemed to be bullying will be addressed under The School Discipline Policy and Procedures.



Scope

This policy applies to all members of The School Community: students, staff, parents/carers and board members. School staff in particular have a responsibility to support students at the School in cases of bullying behaviours.

What is bullying?

A clear definition for bullying is required so that everyone in our School has a common starting point. This will facilitate consistent and clear expectations. Good practices can only be built on a clear and common understanding of the nature and effect of bullying. It is widely accepted that negative and repeated behaviours toward a person or a group that are intended to 'hurt' or put them at risk is bullying.

More definitions include:

"Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on."

Peer Support Foundation (1998)

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety – either psychologically or physically – or their property, reputation, or social acceptance on more than one occasion. (NSW Department of Education Definition)

The terms 'bully' and 'target' are short-hand terms that we use because most people understand through the use of these terms the dynamic that we are addressing. We do not seek to negatively label individuals who are involved in bullying. We acknowledge that individuals that bully others are not bullies in every situation. We similarly acknowledge that targets of bullies are not targets in every situation.

At our school we recognize that bullying:

- Devalues, isolates and frightens the targets of bullying

- Affects an individual's ability to achieve
- Has long term effects on those engaging in bullying behaviour, those who are the subject of bullying behaviours and the on-lookers or bystanders
- We believe that teachers, students, parents, caregivers, and members of the wider school community have a responsibility to work together to address bullying with a structured approach.

Types of Bullying

There are four main types of bullying:

- Direct physical bullying – could include hitting, tripping, and pushing or damaging the property of others.
- Direct verbal bullying – could include name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's reputation and/or cause humiliation. Indirect bullying could include:
 - Lying and spreading rumours
 - Playing nasty jokes to embarrass and humiliate
 - Mimicking
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation and social acceptance
- Cyber bullying – could include being cruel, tormenting, humiliating or harassing to others by sending or posting harmful material or engaging in other forms of social aggression using technology such as, but limited to the internet, social networking sites, blogs, emails, interactive and digital technologies, mobile phones and instant messaging. Cyber bullying includes but is not limited to:
 - Flaming: online fights using electronic messages with angry or vulgar messages.
 - Harassment: Repeatedly sending nasty, mean and insulting messages.
 - Denigration: Posting or sending gossip /photos / video or rumour about a person to damage his/her reputation or social relationships.
 - Outing: Sharing someone's secrets or embarrassing information or images / video online.
 - Exclusion: Intentionally and cruelly excluding someone from an online group.
 - Cyber Stalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Psychological Bullying

This is when someone, or a group of people, repeatedly or intentionally uses words or actions which cause psychological harm. Intimidating someone, manipulating people, stalking a person are all examples of psychological bullying.

Sexual Bullying

This might include unwanted sexual inferences, touching or brushing against others, writing/drawing/commenting about someone's body sexually, sexual name calling etc.

Clarification of Bullying

Other forms of hurtful behaviour are often mistaken for bullying. Upsetting and harmful things happen but not all of them are bullying. These may include:

- Mutual Arguments or disagreements are upsetting but usually everyone involved wants to solve the problem and there is no power imbalance. This is not bullying.
- Unless a person deliberately and repeatedly tries to cause someone distress, excludes them or encourages others to dislike them; not liking someone is not bullying.

- Single acts of meanness, spite, conflict, rejection, exclusion, physical harm, and emotional aggression hurt people and can cause great distress. However, these are not examples of bullying unless someone is repeatedly and deliberately doing it to the other person.

The School Anti-Bullying strategies

The role of teachers at Maarif is to support, nurture and direct students towards socially accepted behaviours. Children and young adolescents make mistakes and they will also test boundaries. As they learn about relationships and explore their own powers and their impact on others, they may display behaviours that fall within the bullying definition. It is the responsibility of the school to take the appropriate steps to modify those behaviours in a positive manner with due regard for the circumstances, age and developmental stage of the student. This means that not every instance of reported bullying will result in punitive consequences. As such the school has:

- Emphasis on preventative and early intervention wellbeing programs that focus on the areas of social skills and peers support and promote resilience, life skills and protective factors.
- Curriculum to include open discussion on anti-bullying strategies.
- At the commencement of the School year each classroom teacher should clarify with their students, the School Policy on bullying and also the Discipline Policy and Procedures.
- The Discipline Policy and Procedures and Anti-Bullying Policy and Procedures will be stored on the School webpage and staff handbook so it's available for staff viewing at any time.
- Approaches that encourage students to report incidents and assist them in adopting strategies to deal with bullying.

Teacher Obligations

Teachers should:

- Assist students who report negative behaviours that may not be bullying, with options to address the current situation.
- Openly discuss and provide strategies to students to deal with others who are upsetting or hurting them.
- In cases of bullying, counsel the bully about their behaviour and its impact.
- Counsel the target providing guidance and strategies to deal with bullying behaviours targeted towards them (perceived or otherwise).
- Conduct 'circle time' and other classroom activities to address bullying behaviours.
- Provide mediation with both the bully and the target.
- Consistently reinforce positive behaviour.
- Encourage and model tolerance and acceptance.
- Be observant of signs of distress or suspected incidents of bullying.
- Confer with parents if necessary.
- Make efforts to remove opportunity for bullying through proactive playground duty.
- Communication between staff members, the names of children requiring attention during playground duty times.
- Arrive at class on time and supervise children in and out of the building.
- Take steps to help victims and remove sources of distress.
- Listen and respond to all complaints of bullying.
- Record children's unacceptable behaviour.
- Report incidents of behaviour to the appropriate senior staff member, and then the Principal.
- Student Obligations
- Refuse to be involved in bullying situations.
- Report incidents to the appropriate teachers, either as an observer or a victim.

- Behave in a way that reflects their understanding of the Discipline Policy and Procedures.
- Parent Obligation
- Take an active interest in their child's school life to be aware of any problems.
- Encourage their child to report and deal with the problem themselves.
- Encourage their child to be verbally assertive rather than retaliate with action.
- Communicate to the school if they suspect their child is being bullied.

8.3 Student Discipline Policy

Maarif has a responsibility to determine incidents that may require disciplinary action and the nature of penalties that may apply. The approach of the school is outlined below. The policy and process at the school that manages the discipline of students, and leads to the imposition of penalties, will be based on principles of procedural fairness.

Rationale:

The school expects that all of our students will learn to exercise self-discipline and comply with the school's standards outlined which will be communicated to parents of our school community.

Policy:

Maarif's approach to the discipline of students will be based on procedural fairness. The principal determines incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension and expulsion will be procedurally fair.

Procedural Fairness:

The principles of procedural fairness are fundamental to the implementation of disciplinary procedures. Procedural fairness is generally recognised as having two essential elements. These are:

- The right to be heard, and
- The right of a person to a fair and impartial decision.

Corporal Punishment:

Maarif expressly prohibits corporal punishment in the process of applying disciplinary procedures. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Definition of Corporal Punishment based on Registered and Accredited Individual Non-Government Schools (NSW) Manual January 2019 is as follows:

Corporal punishment:

The application of physical force to punish or correct the student, but not including the application of force to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).



Purpose:

The school affirms its duty of care for all of our students. We are committed to the creation of a safe and caring environment in which each student is valued, and all students are helped to learn and to grow to maturity. This growth to maturity involves learning many concepts and skills, developing meaningful relationships, abiding by the rules of the school community, exercising self-discipline as well as serving and respecting others.

The role of staff is to facilitate this growth by engaging all students in the learning process, by providing a safe and supportive environment and establishing boundaries within which healthy interpersonal relationships can be developed, by teaching students a variety of responsible behaviours and modelling what we advocate in the way we live.

The school acknowledges that there will be occasions when a student does not meet the expectations of student behaviour. Students who are guilty of such transgressions will be counselled and disciplined in a compassionate, fair, firm and consistent manner.



Objectives:

The objectives of the student behaviour code are that:

- Students and teachers are familiar with the school rules and expectations.
- Each teacher promotes and enforces the expectations consistently to promote an atmosphere conducive to effective teaching and learning.
- Consequences of breaching the code are outlined and implemented consistently.
- Students are expected to respect others and their property and accept responsibility for their actions and the consequences of those actions.
- In dealing with misbehaviour, students are afforded 'procedural fairness'.

Strategies:

A Student Diary will be provided annually to each student from Year 5 up to the end of High School at the start of each year. The Diary outlines what is expected of students including behaviour, compliance with rules and the uniform code. Parental Communication through classdojo and school's newsletters and bulletins and classroom bulletins will take place regularly outlining the expectations of student behaviour and encouraging their support.

School Code of Behaviour:

At Maarif the central principle in relationships is "respect". It is expected that our students will:

- respect the property of the School and others
- follow instructions given by staff,
- act in a polite, courteous manner,
- obey all School rules,



- act in a safe manner and observe safety guidelines at all times,
- report all injuries and damage to appropriate staff members,
- refrain from bringing alcohol, tobacco, drugs and weapons to school,
- follow all bus rules,
- be punctual to class, scheduled meetings and practices, etc.,
- behave in a respectful, appropriate way outside school and respect the rights of members of the public,
- allow others to learn without interruption,
- bring all books and equipment, including the diary to class,
- complete tasks including homework to the best of their ability,
- record all homework in the exercise book,
- submit homework and assignments by the due date,
- follow up requirements after an absence from class eg. absence notes, missed work,
- ensure that the School uniform is worn correctly both inside and outside of school,
- comply with the School policy about dress and footwear requirements,
- be correctly and neatly groomed and follow the school uniform and grooming policy,
- recognise that bullying and harassment are unacceptable and actively discourage such behaviour,
- avoiding discrimination against others because of race, disability etc.,
- resolve differences peacefully,
- strive to respect and care for other members of the School Community.

Student Welfare and Pastoral Care

- Discipline is inextricably linked to the welfare and pastoral care of a student. Student's negative behaviours can be corrected effectively in a positive, supportive and caring manner, with staff giving encouragement and guidance in order to support their personal development and maturity. In order to guide children towards socially appropriate behaviour staff should consider:
 - Carefully planning a variety of interesting and challenging learning opportunities that will actively engage the children.
 - Keep consistently to routines.
 - Set reasonable, developmentally appropriate limits and provide natural consequences to behaviours.
 - Constantly model appropriate behaviours.
 - Whenever possible avoid punitive discipline. Instead, children may be guided towards self-discipline and respect for others.
 - The following should be considered before 'disciplining' students:
 - Questioning the child about their behaviour and their understanding of whether it is appropriate.
 - Explaining why the behaviour is inappropriate.
 - Warning that the behaviour is not acceptable and should cease immediately.
 - Give "Time out" (particularly for games).
 - Remove privileges.
 - Isolate the child temporarily but under supervision.
 - Let parents know about the behaviour that worries you.

Discipline Procedures:

Care of a student sometimes requires enforcement of the school's disciplinary code. The pastoral care and general disciplining of each student is directly the responsibility of the classroom teacher. Teaching staff have the authority of the Principal, within the ethical and professional expectations of the School and in liaison with the senior staff in primary and secondary, to take initiatives to ensure the educational and personal welfare of the students in their roll call group or class.

The senior staff report directly to the Principal. The Principal will ensure the quality of discipline and pastoral care across the school.

The Principal will only be directly involved in disciplinary matters upon the recommendation of the senior staff and then only in matters which might affect a student's continuing enrolment in the School or where the senior staff requests assistance in reaching a full understanding of an issue.

The school will attempt to ensure that rules are implemented fairly and consistently, but do not accept the view that 'good discipline' requires absolute uniformity. Because of the link between discipline and pastoral care, the School will apply penalties on an individual basis taking into account the age of the student, the full circumstances of the incident, the student's general attitude and progress, and how best to ensure the student will approach the future with a confident and re-assessed attitude. It is important that if penalties are to have any formative outcome, they must be fashioned to suit the individual and not the offence itself.

The school will automatically respond to disciplinary matters with increased seriousness should dishonesty be shown during any enquiries conducted, or towards older students if they have involved younger students.

All students will be informed that the School webpage which will outline the school's main policies related to behaviour. This may include:

- Safety (security at the School and travel safety).
- The school expectations.



The Anti-Bullying policy

Teaching staff may use a range of disciplinary measures for breaches of the School rules such as:

- Time out.
- Tidying the playground at recess or lunchtime.
- Service to the School.
- Attending detentions.

Suspension and Expulsion

Serious breaches of the School rules which may affect the student's continuing enrolment at the School will be addressed by the Principal. This may include:

- Physical assault or intimidation of staff or students.
- Physical intimidation refers to any physically threatening behaviour towards school staff or towards a student.
- Verbal abuse or harassment of staff or students.
- Verbal abuse or harassment of staff or students includes offences such as stalking, sexual harassment, sexual innuendo, and manipulation.
- Wilful offence against property.
- A wilful offence occurs when there is intent to deface or cause damage to property. It may also involve theft.
- Serious and repeated breach of the School's behaviour expectations and rules.

Substance misuse

This may include incidents involving substances that are not illegal but threaten the good order and proper management of the School. This may include substances such as cigarettes, alcohol and the misuse of prescribed medicines.

Illegal substance offences

The substances are those deemed illegal under the Criminal Code.

Other

This may include other serious incidents deemed by the School Principal to qualify for suspension. We do not use exclusion at International Maarif Schools of Australia.

Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All individuals have a legitimate expectation that teachers will follow these principles in all circumstances when disciplining a student.

Procedural fairness is generally recognised as having two essential elements.

The right to be heard, which includes:

- The right to know why the action is happening.
- The right to know the way in which the issues will be determined.
- The right to know the allegations in the matter and any other information which will be taken into account.
- The right of the person against whom the allegations have been made to respond to the allegations.
- The right of a person to an impartial decision, which includes:
- The right to impartiality in the investigation and decision-making phases.
- The right to an absence of bias by the decision maker.

8.4 Grievance Policy and Procedures

To state a clear and fair process for students or parents to raise a grievance, and to identify the member of staff responsible for settling the grievance.

Objectives

- To ensure that complaints lodged at this school are resolved in a prompt and efficient manner.
- To promote the highest standard of professionalism in dealing with our community.

Policy

- Staff at the School are responsible for managing the resolution of disputes and complaints lodged with us. We will make every effort to promptly resolve disputes and complaints lodged according to the principles of procedural fairness. Where we cannot resolve a complaint, the complainant or School Principal can forward a written complaint to the Chair of the Board.
- Procedural Fairness is a basic right of all when dealing with authorities. Procedural Fairness ensures that everyone should have access to an “unbiased decision”.
- At our school we believe that any person against whom an allegation has been made has the right to:
- know the allegations related to the specific matter and any other facts which could be taken into account in the consideration of the matter,
- be aware of the range of possible consequences resulting from the decisions made,
- know the process by which the matter will be considered and the timeframe within which processes will take place,
- have an opportunity to respond to the allegations,
- be given an opportunity to have a “preliminary decision” reviewed if there are additional issues which could be considered in mitigation before the preliminary decision is confirmed.

Principles

- These principles apply to those raising complaints and to those against whom complaints have been raised.
- School stakeholder, in particular parents and care givers are entitled to raise concerns and complaints. The school encourages parents to raise any conduct report.
- The school has a transparent and clear process which provides the framework and structure within which such concerns/ complaints can be raised. This includes timely feedback and response times for responses and actions.
- Consideration needs to be given to the level of seriousness before beginning the process.
- All efforts are made to resolve the dispute at the most appropriate level.
- Justice requires that both/all parties have the opportunity to have their case heard.
- Individual cases are considered on their own merits and within the context of the pressures and demands on families and schools.
- Appropriate confidentiality should be respected by all parties.
- The School will extend the same principles of justice to members of staff.
- The role of the board is one of governance and not day-to-day school management. Complaints should not start at the board level unless the subject of the dispute is the School Principal herself/himself. Only in such a situation should the matter be referred to the Chair of the School Board, in writing, who will raise the issue with the School Principal.

Complaints Procedure for Students

Students are able to discuss their concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute. If this has been unsuccessful, the matter should be referred to the relevant person.



Class Teacher

Principal or Head of Curriculum in the absence of Principal (concerns should be in writing).

If this is unsuccessful, or if there are concerns about the process itself, approaches can be made to the Principal. It is requested that these concerns are put to the Principal in writing before a meeting takes place. Procedural fairness principles apply to those raising complaints and to those whom against complaints have been raised. The following forms the basis for this:

- Students are entitled to raise concerns and complaints.
- The school has a transparent and clear process which provides the framework and structure within which such concerns/complaints can be raised. This includes timely feedback and response time. A reasonable timeframe for a response would be within a further two school days following the complaint. If the issue has not been fully investigated and more time is required, then

communication with the complainant should take place to update them that this is the case.

- Consideration needs to be given to the level of seriousness before beginning the process.
- Consideration should also be given to determining the most appropriate staff member for initial contact within the School.
- All efforts are made to resolve the dispute at the most appropriate level.
- Justice requires that both/all parties have the opportunity have their case heard.
- Individual cases are considered on their own merits and within the context of the pressures and demands on families and schools.
- Appropriate confidentiality should be respected by all parties.
- Complaints Procedure for Parents

Parents should discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute. If this has been unsuccessful, the matter should be referred to the relevant senior staff member.

In the case of the issue not being resolved at this level, or if there are concerns about the process itself, approaches can be made to the School Principal. It is requested that these concerns are put to the School Principal in writing before a meeting takes place.

At a formal meeting the Principal will provide the complainant with an estimated response time. A reasonable timeframe for a response would be within a further five school days following the meeting. This assumes the matter is

serious and warrants considerable follow-up. If the issue has not been fully investigated within the five days and more time is required, then communication with the complainant should take place to update them that this is the case.

Complaints Procedure for Staff

Staff should discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute. If this has been unsuccessful, the matter should be referred to the relevant senior staff member.

In the case of the issue not being resolved at this level, or if there are concerns about the process itself, approaches can be made to the School Principal. It is requested that these concerns are put to the School Principal in writing before a meeting takes place.

Recommendations to staff handling complaints:

- On receipt of written complaints (letters or email), acknowledge receipt of the letter immediately and advise that you will be in touch with the writer after you have considered the matter.
- Distribute correspondence, as appropriate, to direct supervisor or senior staff member.
- On receipt of telephone complaints/concerns: listen, make notes, and if you feel the need to have time to reflect before responding reply that you have heard and understand the concerns/complaints etc, and that you will "come back to" (whomever) after you have had an opportunity to fully consider the matter/issue. Teachers should not feel pressured into responding to complaints immediately, without careful consideration. A reasonable timeframe for a response would be within a further two school days. If the issue has not been fully investigated and more time is required by the staff member then communication with the complainant should take place to update them that this is the case.
- Seek advice from the Principal if required about handling difficult parents.
- It is recommended that notice to the Principal is provided for serious matters or when an escalation of conflict may occur.

Grievance Handling Procedures Overview

International Maarif Schools of Australia takes all complaints or concerns seriously from the Schools' community including students and their parents, staff, former students of the school, the immediate communities which the School's premises are located, the communities of other schools that interact with Maarif, organisations that interact with the school, members of the public who come into contact with the staff and students of Maarif.

The grievance handling is about an expression of dissatisfaction made to International Maarif Schools of Australia about some aspect of the Schools' operations or about the complaints handling process itself.

Most issues that arise can be resolved through direct communication with the school and with the appropriate member of staff.

If direct discussion does not solve the issue, then grievances can be raised by Head of Curriculum in the absence of the Principal.

If the allegation involves the Principal, you are required to report to the School Board (necmi.uzun@maarif.nsw.edu.au). This is about the Principal's conduct as opposed to a decision that you do not agree with.

Maarif aims to handle complaints in an efficient, fair and timely manner. The review of complaints received and the implementation of remedial action, where deficiencies are identified, are key to the School's commitment.

Maarif recognises that its complaints handling procedures must be fair to the complainant as well as the person about whom the complaint is made. All the complaints will be kept in password protected computer in Principal's office. The Principal will be the responsible person of all complaints.

Therefore,

- Maarif will acknowledge receipt of a complaint.
- Maarif will treat people with respect and sensitivity.
- Maarif will carry out investigations of the cases impartially and fairly, and with due regard to the welfare of the students at the school.
- Maarif will provide a response in a timely manner.
- Maarif will provide interim information if a response is not yet available.
- Maarif will provide clear reasons as to why any actions have been taken or are proposed to be taken.
- Maarif will consider the requirements of confidentiality and privacy.
- Maarif will follow up the effectiveness of outcomes.
- The following steps will be followed to do make a complaint:
- Telephone or send an email to the classroom teacher.
- Telephone or send an email to the admin (admin@maarif.nsw.edu.au).
- Telephone or write to the School addressing the Principal.

Complaints of Staff Misconduct (including allegations of reportable conduct)

The most serious matters, including allegations of staff misconduct or reportable conduct, should be raised directly with the Principal or in his/her absence the Head of Curriculum or, if the matter involves the Principal, the Chairman of the Board.

Staff misconduct includes (but is not limited to) reportable conduct, allegations of which must be reported to the Ombudsman's Office. In this context the term "allegation" encompasses concerns and expressions of suspicion, and this need not come from a pupil or child who is allegedly a victim or that child's parents. Reportable conduct includes sexual misconduct towards a child (including assault, sexual touching, other sexual conduct and grooming), physical assault of a child, neglect of a child (e.g. failure to attend appropriately to a sick or injured child), causing psychological harm (e.g. by ongoing bullying) and ill treatment (e.g. by locking up a child as a punishment). Further material on what is reportable conduct is available in the School's Child Protection Policy.



REPORTING AREA 9: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Target	Explanation	Outcome
Employ key staff for management	Admin Manager and Head of Curriculum employed	Achieved
Registration of Kindergarten-Year 4	Initial registration granted for 2020	Achieved
Initial registration of new school years in 2020	Initial registration granted for Year 5 and 6 in 2020	Achieved
Having full school capacity	The school had over capacity students and a long waiting list for 2020	Achieved
Secure site for 2020	Turella lease extended for a year	Achieved
Auburn permanent site	DA Application has been lodged	Ongoing
Improving school resources	New school resources for each KLA purchased	Achieved
PD day	The number of PD days increased throughout the year	Achieved
Turkish curriculum	Turkish lessons have been categorised based on students' levels for 2020	Achieved
Increase student numbers for 2020	Placement tests have been realized for 2020, reached over capacity for 2020	Achieved
Kindergarten orientation for 2020	6 week Kindergarten orientation completed during Term 4	Achieved



REPORTING AREA 10: INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Honesty Shop: Students had the opportunity to shop from an “Honesty Shop” every Thursday and Friday. Honesty is important in every person’s life, as it shows their moral character. Our religious teacher taught Maarif students to be honest with their words and actions, and with this behaviour instilled in their lives from a young age, they will not have the inclination to lie, cheat or steal. To put their knowledge into practice, Maarif put together a mini shop with a few healthy food snacks (4 stars and above). What was special about this shop is, the fact that there is no shopkeeper. So, students displayed honesty by putting the money directly into the “Honesty Box” to pay themselves. If they needed any change, they would be able to open the box and take their change. This is how students showed their honesty.

Values: Weekly lessons targeting the key values of Confidence, Transparency, Cooperation & Solidarity, Competence & Virtue, Respect to Local Values, Inclusiveness in Education, Universality as applied to all school settings were continued and the reward system launched in term 3.

Religious Education Lessons: Students come to understand that respect is important in Islam and that we must show respect to Allah, ourselves and others. They have respect for others views and to celebrate the diversity in society. They develop an awareness of spiritual and moral issues in life experiences, reasoned judgements about religious issues.

Junior Choir: Our music teacher taught our junior choir the National Anthems in a short time. Children are enjoying music lessons and choir practices have prepared them well to perform both the Turkish and Australian National Anthems at many occasions throughout the year. The children enjoyed being on stage, performing in front of an audience.

Captain Badges Ceremony: At the end of term 1, we elected our first school captains, vice captains and class prefects. Children who wanted to run for the school captaincy and prefects prepared their speeches over the weekend and presented them to their classmates. School captains, who were from year 4 delivered their speech to the whole school on Monday assembly. Teachers organised ballot papers, and all the classes voted for the candidates. This experience helped our school to become a learning community, as well as providing children with a learning experience where they had the opportunity to learn about the concepts such as democracy, voting, and election. Children nervously but



cheerfully waited for the captains to be announced. All the students from youngest to oldest were very enthusiastically engaged in the elections and were happy to be the part of this process. The prefects are voted within the classrooms. The classroom teachers reported that children were very supportive of each other.

In parallel with the above initiatives, the following initiatives were undertaken to promote respect and responsibility within the school community:

Harmony Day: International Maarif Schools of Australia celebrated Harmony Day with many fun and exciting activities. The children wore an orange T-Shirt and traditional clothing from their culture on the day and brought a gold coin donation. With the funds raised from harmony day, the school has purchased hands on classroom maths resources. All students brought traditional food from their culture and also orange colour local food.

23 April National Sovereignty and Children's Day: Every year, the children in Turkey celebrate '23 April Sovereignty and Children's Day' as a national holiday. Schools participate in ceremonies marked by performances in all fields in large stadiums watched by the entire nation. Among the activities on this day, the children send their representatives to replace state officials and high-ranking civil servants in their offices. International Maarif Schools of Australia proudly hosted the 2019 April 23rd National Sovereignty and Children's Day. Children's Day celebrations were held at International Maarif Schools of Australia Auburn Campus together with a few other community language Saturday Turkish Schools. Food and drinks were served. Children had lots of fun with a variety of activities. This was a great opportunity for the community to get together and spend some quality time with the children and also celebrate the 23rd April Children's Day.

Jeans for Genes Day: Students participated in a fundraising event by all wearing their jeans dedicated to finding ways to treat or prevent childhood cancers, birth defects and genetic diseases to create brighter futures for all children. One of the Kindergarten students donated his coin box that he was collecting for years.

World Smile Day: Kindergarten and Year 1 students visited Auburn Gallipoli Home Aged Care.

Auburn Mosque Visit: Kindergarten and Year 1 students visited Auburn Gallipoli Mosque and had a guided mosque tour.



REPORTING AREA 11: PARENT, STUDENT & TEACHER SATISFACTION

11.1 Parent satisfaction

A strong sign of parent satisfaction was evident as there were high levels of parent engagement and volunteering in the School. The volunteering parents who worked with staff, and the volunteers who devoted many hours to school activities are all evidence of high levels of parental engagement. The School also used the opportunities of Parent Information Sessions, Parent – Teacher meetings and other parent functions as opportunities to informally determine levels of satisfaction of parents.

2019 Parent Survey

According to 2019 Maarif parents' survey results:

- All parents (100%) claim that their children are happy at Maarif and have positive opportunities and their children are appreciated by staff.
- 90 % can communicate easily with the School.
- 91% express their concerns to the School.
- 95% agree that they can easily communicate with the School.
- 95% agree that they are well informed about how to support their child.
- 92% found that non-teaching staff is helpful.
- All parents are happy with the teaching staff.
- 95% found that teachers are a good role model for their children.
- 92 % found religious studies effective.
- 100% found Turkish classes effective.
- 88% are happy with homework.
- 92 % is happy with the range of teaching methods.
- 75 % of parents claim that bus supervisions are required.
- 92 % found bus service useful and effective.
- All parents (100%) recommend Maarif to other families.
- 95% are positive about school direction and are satisfied with the School.

Free bus service: International Maarif Schools of Australia offered all parents free door to door bus service throughout the year. Maarif free bus service runs from western to eastern suburbs of Sydney.

Mother's Day Stall: Maarif children bought special gifts for their mothers from Maarif Mother's Day Stall.

Mother's Day: International Maarif School organised Mother's Day breakfast with a special guest singer from Turkey to entertain Maarif mothers. Students also prepared many activities for their mothers.

Ramadan Iftar Dinner: International Maarif Schools of Australia was honoured to organise its first Maarif Iftar Dinner with distinguished guests.

Eid Toy Drive: International Maarif Schools of Australia collected new unopened gifts for underprivileged children during the Month of Ramadan.

Qurban Eid Breakfast: Maarif parents celebrated Qurban Eid Festival together with Maarif staff with a special Eid Breakfast.



Maarif End of Year Ceremony: The joyous emotion of families and signatories overflowed the night at the spectacular Maarif concert at Bryan Brown Theatre to celebrate the success of our school's first year. Hundreds of families applauded and sang along in an incredible outpouring of love and pride for the foundation students as they showcased their talents. Tributes were also made to the exceptional generosity of volunteers, sponsors and board members for their support to Maarif. "This celebration was such a pleasure all around," said one Maarif parent. "Please extend our thanks and gratitude to the entire Maarif team. It was the perfect ending to an exciting year. We are already looking forward to next year's performance!" expressed another parent.

11.2 Student satisfaction

Students at International Maarif of Australia reported they are happy with the care and quality of learning at the School. At Maarif, many activities and events took place in 2019 for students' satisfaction as follows:

- Book week
- Dental and eye checks
- Weekly Mathletics Awards: Students who completed their Mathletics work received a Mathletics award on Monday assemblies.
- Weekly Values Awards: Students received a merit card for Maarif values.
- Student of the Week: Each week students of the weeks were announced on Monday's assemblies.
- Student birthdays
- School picnics
- Sports in Arncliffe Park
- Schools Photo Sessions: All students attended school photo sessions individually and as a group.
- Mother's Day Stall: Students purchased special gifts for their mothers from the Mother's Day Stall.
- Excursions: Sealife Excursion, Indigenous Walking Excursion, Auburn Gallipoli Mosque and Gallipoli Home Aged Care visits.
- Republic Day Turkey: Maarif students attended a special reception at the Turkish General Consulate House with an outstanding choir performance.



Holiday Programs: Maarif students left behind their electronics and attended the holiday program.

End of Year Ceremony: Students celebrated Australian and Turkish cultures in traditional songs and dance performances from both cultures. There was a play performance called Baba, Ogul ve Esek which brought tears and laughter to everyone. The play was about a father, his son and their donkey, and it delivered an important moral - focus on the road ahead because if you try to please everyone you will end up pleasing no one. The Year 2 students presented a standing ovation in the spectacular final performance 'Bir Baskadir Benim Memleketim'. During the dance, they constructed side-by-side two



project during the National Science Week 2019 which took place on the first week of August at the University of Technology Sydney Campus. This project was a two-day workshop held by a company called Indigilab. Sponsors and participants that got involved were ACARA (Australian Curriculum, Assessment and Reporting Authority). The aim of the program was for the students to develop apps and games that can help young people and children to get connected with their language and culture with a focus on Indigenous languages. All of our students attended the first day of the workshop, where all the students brainstormed and shared their ideas about language apps and games which could support to keep them connected to their mother tongues in small groups with a mentor. On the second day of the workshop, a smaller group of students who had a special interest

giant jigsaws of Australian and Turkish maps featuring the flags of the two countries. The students touched each individual deeply as they reflected on the tragedy that occurred in New Zealand earlier this year. A beautiful Maori song helped to show the way towards healing. Some of the dignitaries whose hearts were touched by the students' messages were the Turkish Consul General, Mr. Melih Karalar, Chris Hayes MP – Member for Fowler and the honourable Anthony D'Adam MLC (representing Lynda Voltz MP, Member for Auburn). The evenings' award presentations recognised the academic, cultural and sporting achievement of the students.

UTS Indigi Hack Project: International Maarif Schools of Australia participated in the Indigi Hack project during the National Science Week 2019 which took place on the first week of August at the University of



and advanced abilities in coding represented International Maarif Schools of Australia.

Our group members were 8, 9 and 10 year old children. They developed an interest in indigenous culture and history through their studies. They developed an app called Culture Quest where users click on different spots on a world map and learn languages of particular parts of the world. This app can teach the users phrases of a language they click on, give information about the culture of the country and corrects them if they say the word or sentence incorrectly. Yusuf, Mansur and Ahmed put a specific emphasis on the Indigenous Language of Australia and hope their app can help users learn about various indigenous languages and preserve these languages. After developing their app, our students delivered a pitch to the judges. All the judges were very impressed by our students' passion and love towards their mother tongues. They all stood up and applauded our group at the end of their presentation. The pitch was delivered by Yusuf. After the workshop we attended the award ceremony where the winners were announced. Our school came third with their project and were awarded with a 1000 dollar cash prize. Our students were the youngest of all the participants and received the third place among all ten groups. The judges praised our students' love towards Turkish language and other languages that are spoken by our students. The judge who announced our school for the third place stated that he believed in the future of humanity, the upcoming generations will be sensitive, respectful and willing to protect and improve the native cultures as he was very impressed by Maarif student's commitment and passion.



Our students showed us that they are not only passionate about their own culture, but they also embrace cultures, show empathy and sensitivity towards languages and cultures. This demonstrates that our students are on their way of becoming world citizens.



"I'm proud of working as a teacher in Maarif. This is the fourth school that I'm working but the most special one."

More specifically, staff reported being satisfied with the vision of the School, the School direction and the high standards of performance expected.

At the end of the year, all staff attended an end of year lunch to celebrate and to make the teachers feel recognised, acknowledged and celebrated for their efforts in providing quality care and learning for our students. In the beginning of the year, the School Board invited all staff for a BBQ party to show their support to the Maarif staff.

11.3 Teacher satisfaction

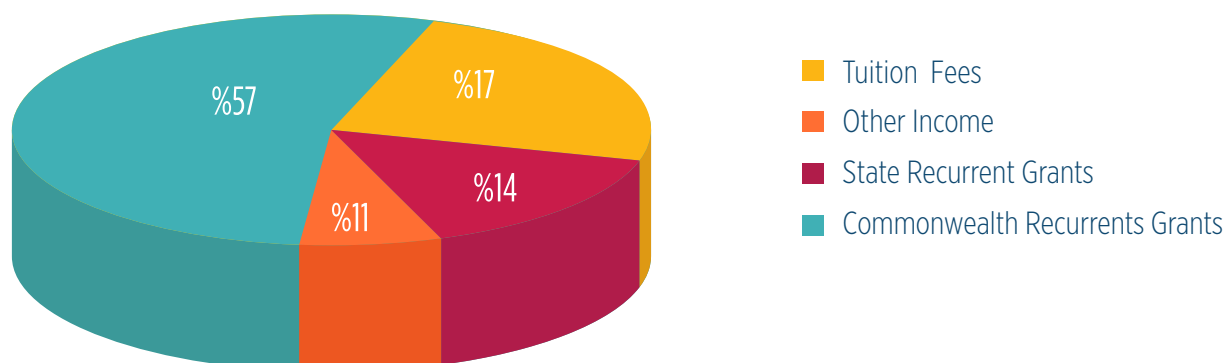
Staff satisfaction was determined through an anonymous administered survey by giving staff the opportunity to reflect on the year. The survey results showed very high levels of satisfaction reported by staff in 2019. The staff who completed the survey strongly believed that Maarif is successfully offering high quality education. Some teacher quotes in the survey are as follows:

"Maarif has a great vision and the future looks bright. The board, teachers and staff should be proud of the direction the school is going in. We have come so far in just 8 months of operation."

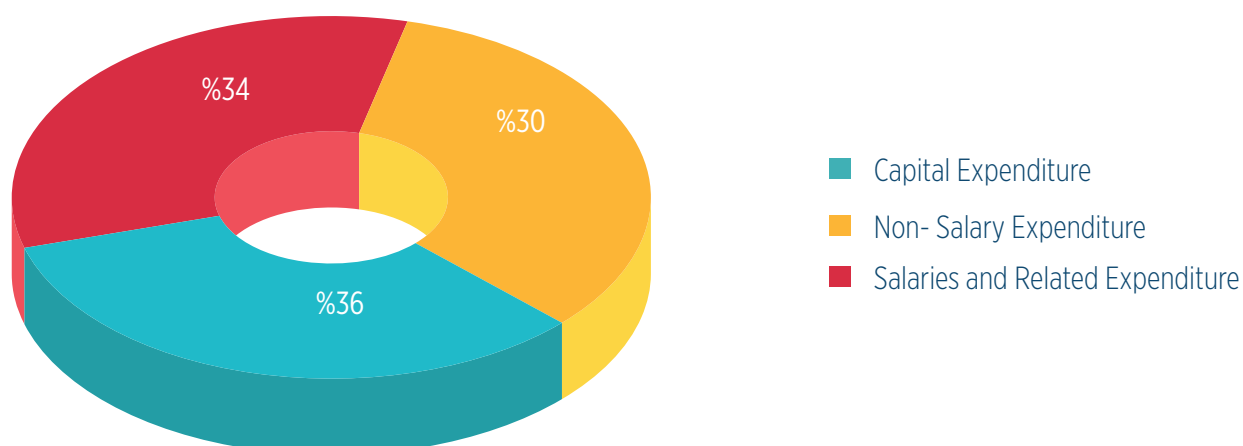
"Maarif has great potential and I am happy to be a part of this team."

REPORTING AREA 12: SUMMARY FINANCIAL INFORMATION

2019 Income



2019 Expenditure



REPORTING AREA 13: PUBLICATION REQUIREMENTS

As well as being available online (<https://www.maarif.nsw.edu.au/>), a hard copy of this report can be made available upon request.



Valuing education!

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