



2025

A N N U A L

REPORT

RISSALAH COLLEGE

Achieving Excellence Together

TABLE OF CONTENTS

<i>Theme 1: A message from key school bodies</i>	<i>2</i>
<i>Theme 2: Contextual information about the school and characteristics of the student body</i>	<i>3</i>
<i>Theme 3: Student Outcomes in Standardized National Literacy and Numeracy Testing</i>	<i>5</i>
<i>Theme 4: Senior secondary in outcomes (student achievement).....</i>	<i>6</i>
<i>Theme 5: Teacher professional learning, accreditation, and qualifications.....</i>	<i>14</i>
<i>Theme 6: Workforce composition</i>	<i>15</i>
<i>Theme 7: Student attendance, retention rates and post-school.....</i>	<i>16</i>
<i>Theme 8: Enrolment policies.....</i>	<i>17</i>
<i>Theme 9: Other Policies.....</i>	<i>31</i>
School Wellbeing	31
Anti-Bullying	32
Student Behaviour Support Policies	33
Complaints and Grievances	34
<i>Theme 10: School determined priority areas for improvement.....</i>	<i>36</i>
<i>Theme 11: Initiatives promoting respect and responsibility.....</i>	<i>43</i>
<i>Theme 13: Summary of financial information</i>	<i>65</i>
<i>Theme 14: Publication Requirements</i>	<i>66</i>

Theme 1: A message from key school bodies

Message from the Chairman of the Board

Assalamu alaykum wa Rahmatullahi wa Barakatuhu,

On behalf of the Board, it is a pleasure to present the 2025 Annual Report for Rissalah College. Throughout the year, the College continued to demonstrate its strong commitment to providing a high-quality education grounded in Islamic values, academic excellence and service to the community. The Board remains focused on ensuring effective governance, strategic direction and ongoing support for the growth and success of the College.

In 2025, Rissalah College continued to nurture students in a learning environment that values both achievement and character development. The Board is encouraged by the College's continued progress across academic programs, student wellbeing, leadership opportunities, faith-based learning and community engagement. These achievements reflect the dedication of the Principal, staff, students and families who work together to uphold the College's vision and mission.

Sincere appreciation is extended to the entire school community for its ongoing trust, commitment and support. With gratitude to Allah and confidence in the future, the Board looks forward to building on this progress and continuing to strengthen Rissalah College for the benefit of all students.

Imad El Masri
Chairman of the Board



Message from the Principal

Assalamu alaykum wa Rahmatullahi wa Barakatuhu

It is a pleasure to present the 2025 Annual Report and reflect on another productive year at Rissalah College. Throughout the year, the College remained committed to providing a safe, inclusive and values-based learning environment where students were supported to grow academically, socially, emotionally and spiritually. The strong partnership between staff, students, families and the Board has continued to play an important role in the life of the College.

In 2025, students engaged in a rich range of learning experiences across the curriculum, together with leadership, wellbeing, faith-based and extracurricular opportunities. The College also continued to invest in student support, technology and STEM education, while maintaining a strong focus on Islamic identity, service and community responsibility. These efforts have helped create a learning culture that encourages students to strive for excellence and contribute positively to society.

Thanks are extended to the Board, staff, students and families for their continued dedication and support. The achievements of 2025 reflect a shared commitment to excellence in education and to the values that continue to guide Rissalah College

Warm regards,

Principal
Yeliz Yilmaz



Theme 2: Contextual information about the school and characteristics of the student body

Rissalah College is an independent co-educational Islamic school serving the Western Sydney community. Since its establishment in 1997, the College has continued to expand and strengthen its educational offerings. In 2025, the College caters for 946 students, including 587 primary students and 359 secondary students.

At Rissalah College, education extends beyond academic achievement. The College is dedicated to developing confident, compassionate and responsible young people through a balanced approach that nurtures intellectual, social, emotional and spiritual growth. Guided by Islamic values and respect for universal human rights, the College provides a safe and inclusive learning environment where every student is encouraged to succeed.

The governance of the College is overseen by a Board of Directors, with the Principal responsible for the leadership and day-to-day management of the school. Working collaboratively, the Board and Principal ensure that the College operates in accordance with regulatory requirements while maintaining a strong focus on strategic planning, financial sustainability and continuous improvement.

Rissalah College values diversity and is committed to fostering a welcoming and inclusive environment where every member of the school community feels respected, supported and empowered. Students are treated with dignity regardless of their cultural background, race, gender or individual circumstances. The College is proud to serve a culturally diverse community, with students and families representing a wide range of nationalities from across the Middle East, South Asia, Southeast Asia, Africa, Europe and the Pacific region. While English is the primary language spoken in many homes, numerous families also speak a variety of community languages, particularly Arabic and several South Asian and Southeast Asian languages. This rich cultural and linguistic diversity enhances the educational experience by fostering intercultural understanding, mutual respect and a strong sense of belonging among students, staff and families.

The College remains committed to providing equitable access to learning opportunities for all students. Through specialised learning support programs and targeted interventions, students with varying abilities and educational needs are supported to achieve their personal best.

Strong partnerships between the College, families and the wider community continue to play an important role in the school's success. Throughout 2025, students and staff actively participated in charitable and community-focused initiatives that reinforced the values of generosity, empathy and social responsibility. A notable initiative was the Ramadan Food Box distribution program in Lebanon, which provided support to families experiencing hardship while helping students develop a deeper understanding of global citizenship and humanitarian service.

Rissalah College offers a comprehensive curriculum designed to foster excellence across all key learning areas. Learning is enhanced through a variety of co-curricular and extracurricular experiences, including sporting competitions, educational excursions, leadership opportunities and academic enrichment programs. Students participated in athletics and swimming carnivals, as well as a range of activities designed to encourage teamwork, resilience and personal growth.

Student leadership continued to flourish in 2025 through the work of the Student Representative Council (SRC). SRC members participated in a leadership development camp at The Entrance, where they



engaged in activities aimed at strengthening communication, collaboration and leadership skills. The experience provided students with valuable opportunities to develop confidence and contribute positively to the school community.

Islamic education remains a central component of College life. Students undertake studies in Quran, Arabic and Islamic Studies, while participating in a range of faith-based activities and competitions. Programs such as the Quran recitation competition encourage students to deepen their understanding of their faith and strengthen their connection to Islamic values. Senior students also have the opportunity to participate in a pilgrimage trip to Saudi Arabia, further enriching their spiritual and cultural learning.

The College proudly celebrated significant milestones in 2025 through its Year 6 and Year 12 Graduation Ceremony Dinners. These occasions provided an opportunity to acknowledge students' achievements, recognise their growth and celebrate their transition into the next stage of their educational journey alongside family, friends and staff.

Student wellbeing continues to be a key priority at Rissalah College. The College provides a range of wellbeing services aimed at supporting students' emotional, social and mental health needs. Dedicated male and female counsellors work alongside staff to foster positive relationships, encourage resilience and promote a culture of care and belonging throughout the school.

The College also continues to invest in innovative learning opportunities, particularly within STEM (Science, Technology, Engineering and Mathematics). In 2025, members of the High School STEM Team travelled to Singapore, where they explored emerging technologies, scientific innovation and educational institutions renowned for excellence in STEM education. The experience broadened students' perspectives and inspired further engagement with STEM-related fields.

Technology remains an integral part of teaching and learning across the College. Students have access to individual digital devices, including iPads and laptops, while every classroom is equipped with a CleverTouch interactive board. These resources support engaging, collaborative and technology-rich learning experiences that prepare students for future academic and professional success.

As the College continues to grow and evolve, it remains committed to providing a high-quality education grounded in faith, excellence and service. Rissalah College looks forward to building on its achievements and creating new opportunities for students to thrive in an increasingly dynamic and interconnected world. For further information regarding Rissalah College, please visit the My School website: **www.myschool.edu.au** or the College's website **www.rissalah.nsw.edu.au**.



Theme 3: Student Outcomes in Standardized National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual nationwide assessment for students in Years 3, 5, 7, and 9, covering Reading, Writing, Conventions of Language (spelling, grammar, and punctuation), and Numeracy.

In 2025, students from Rissalah College in the relevant year levels participated in the NAPLAN examinations. The results have provided valuable insights into our students' learning progress and highlighted key areas for ongoing development. They also reflect the early outcomes of our targeted strategies to enhance Literacy and reading across the College.

While we continue working towards stronger overall achievement, it is encouraging to note that many students performed well in specific areas, particularly in Writing, Spelling and Grammar. These strengths indicate growth in foundational Literacy skills.

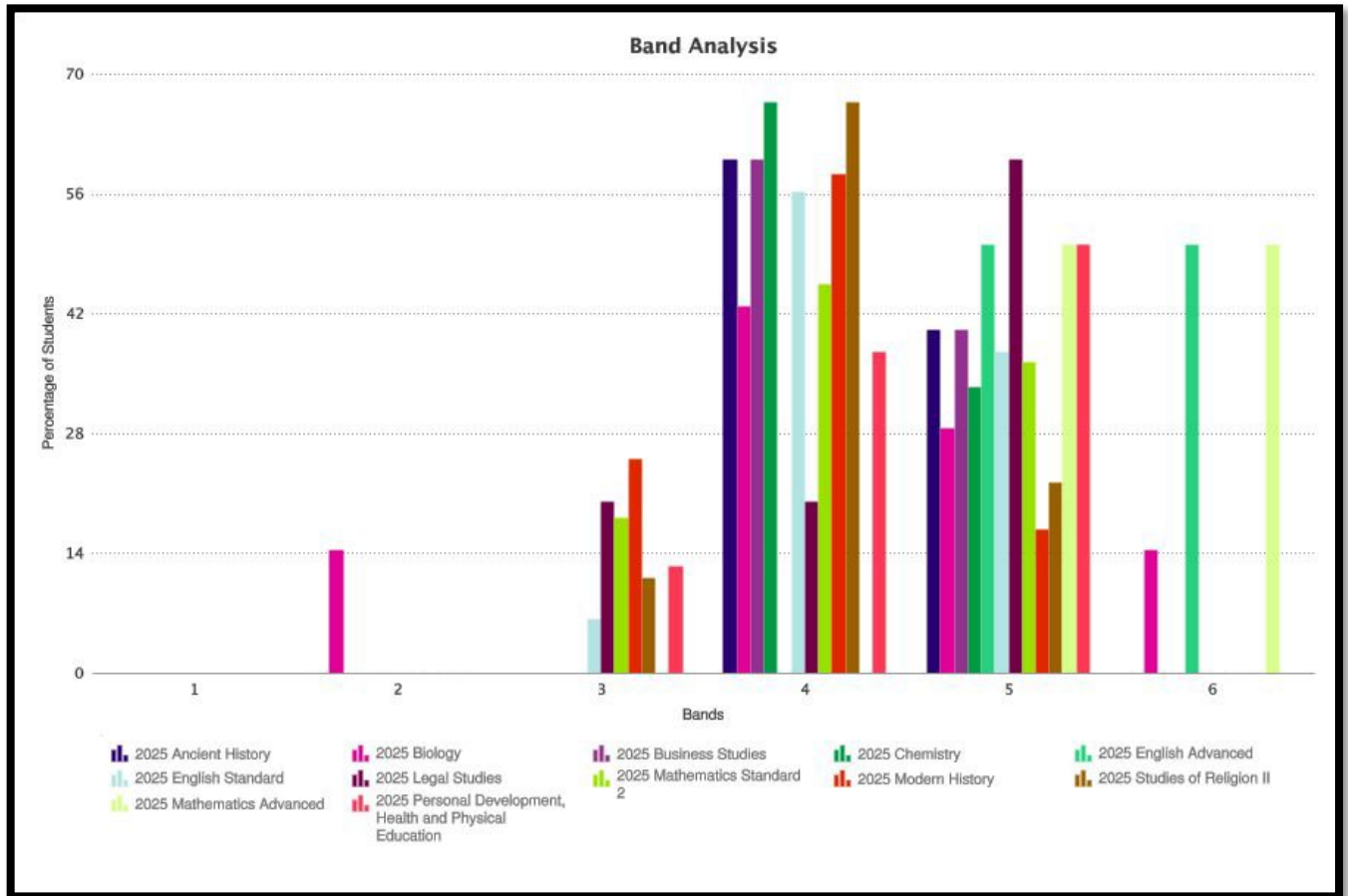
As indicated in the My Schools website, <https://www.myschool.edu.au>. The table below shows the average student results at Rissalah College for the year 2025.

Student Results 2025

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	390		441		428		407		398	
	375-404		429-453		415-441		392-423		385-410	
	SIM 406	ALL 402	SIM 424	ALL 414	SIM 415	ALL 405	SIM 416	ALL 408	SIM 409	ALL 405
Year 5	486		479		503		500		482	
	471-500		465-492		490-516		484-515		470-495	
	SIM 499	ALL 492	SIM 490	ALL 480	SIM 498	ALL 487	SIM 507	ALL 497	SIM 498	ALL 492
Year 7	530		525		556		533		525	
	517-543		510-539		543-569		519-548		513-538	
	SIM 538	ALL 538	SIM 539	ALL 538	SIM 545	ALL 542	SIM 540	ALL 539	SIM 542	ALL 545
Year 9	561		574		586		574		573	
	548-575		557-592		571-601		558-589		561-586	
	SIM 573	ALL 568	SIM 584	ALL 575	SIM 576	ALL 569	SIM 568	ALL 559	SIM 578	ALL 573

Theme 4: Senior secondary in outcomes (student achievement)

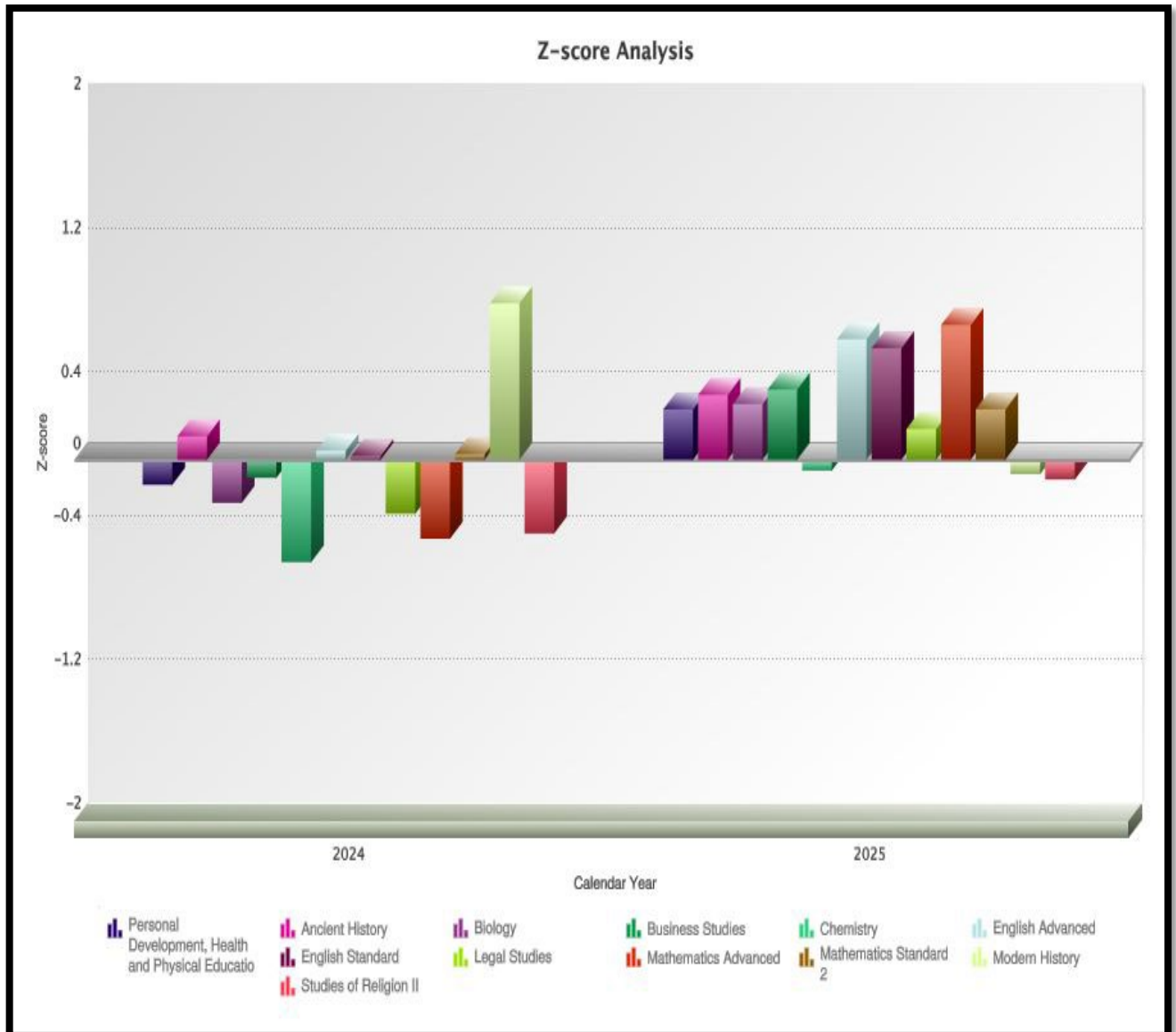
Rissalah College Band Analysis



The 2025 band analysis at Rissalah College provides valuable insight into student achievement across key subject areas. By examining the distribution of results across the achievement bands, we are able to identify patterns of success, monitor student growth, and highlight areas requiring further attention. This analysis supports the refinement of teaching and learning programs, informs targeted intervention strategies, and recognises areas of strong academic performance. It also reflects the College's ongoing commitment to continuous improvement, high educational standards, and evidence-based decision making.

Z-score Analysis

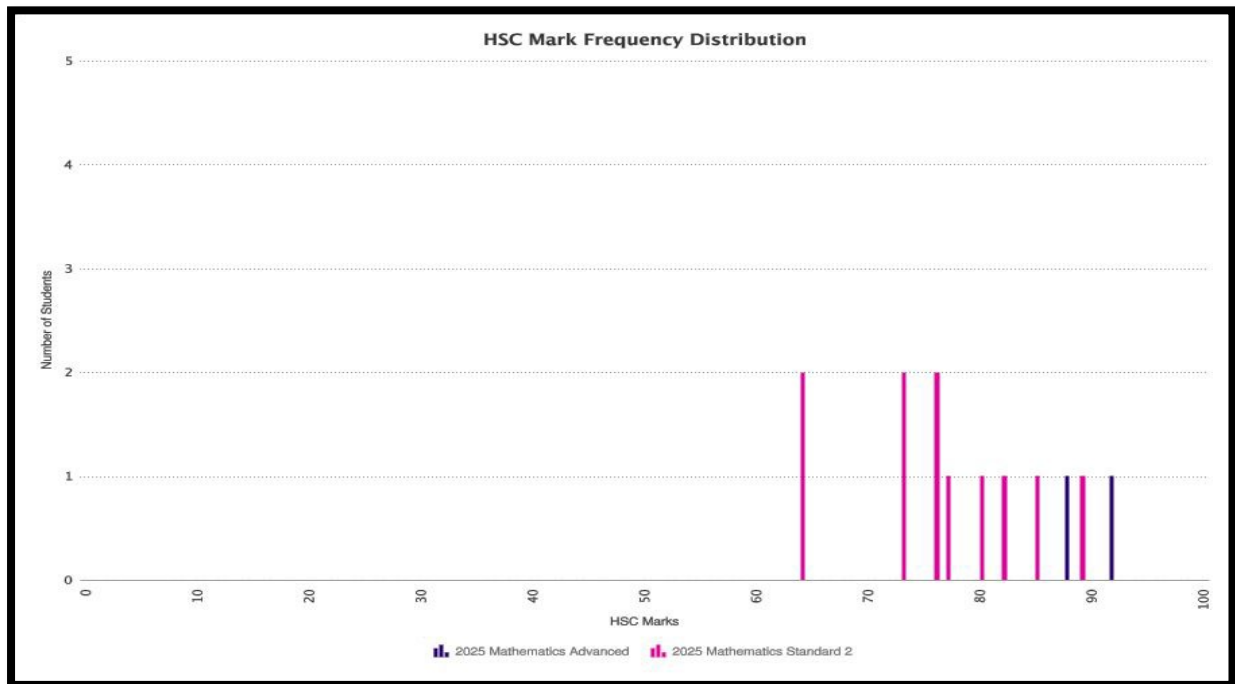
The 2025 z-score analysis provides a clear measure of student performance at Rissalah College relative to state averages across each subject. By standardising results, the analysis highlights the extent to which student achievement is above or below the state mean, allowing for meaningful comparisons across subject areas. This data assists in identifying areas of strong performance, monitoring trends over time, and recognising subjects that may benefit from additional support and intervention. The analysis plays an important role in informing strategic planning, enhancing teaching and learning practices, and supporting the College's commitment to ongoing academic improvement.



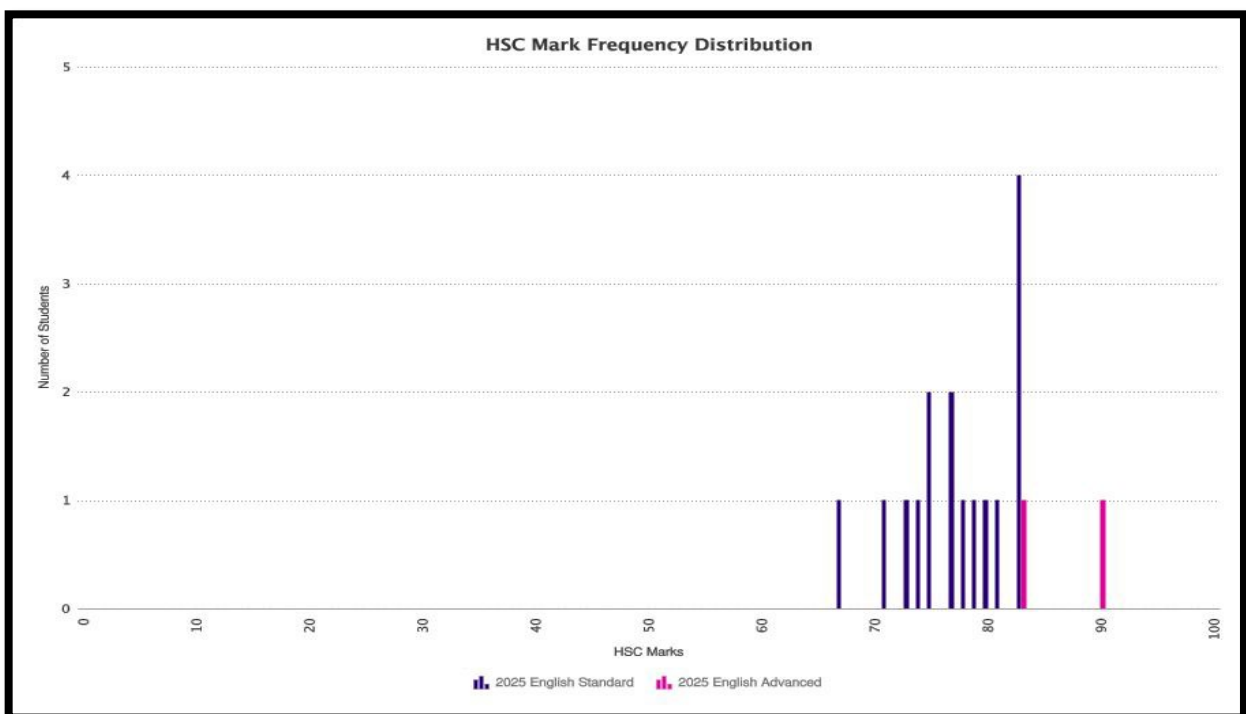


HSC Mark Frequency Distribution

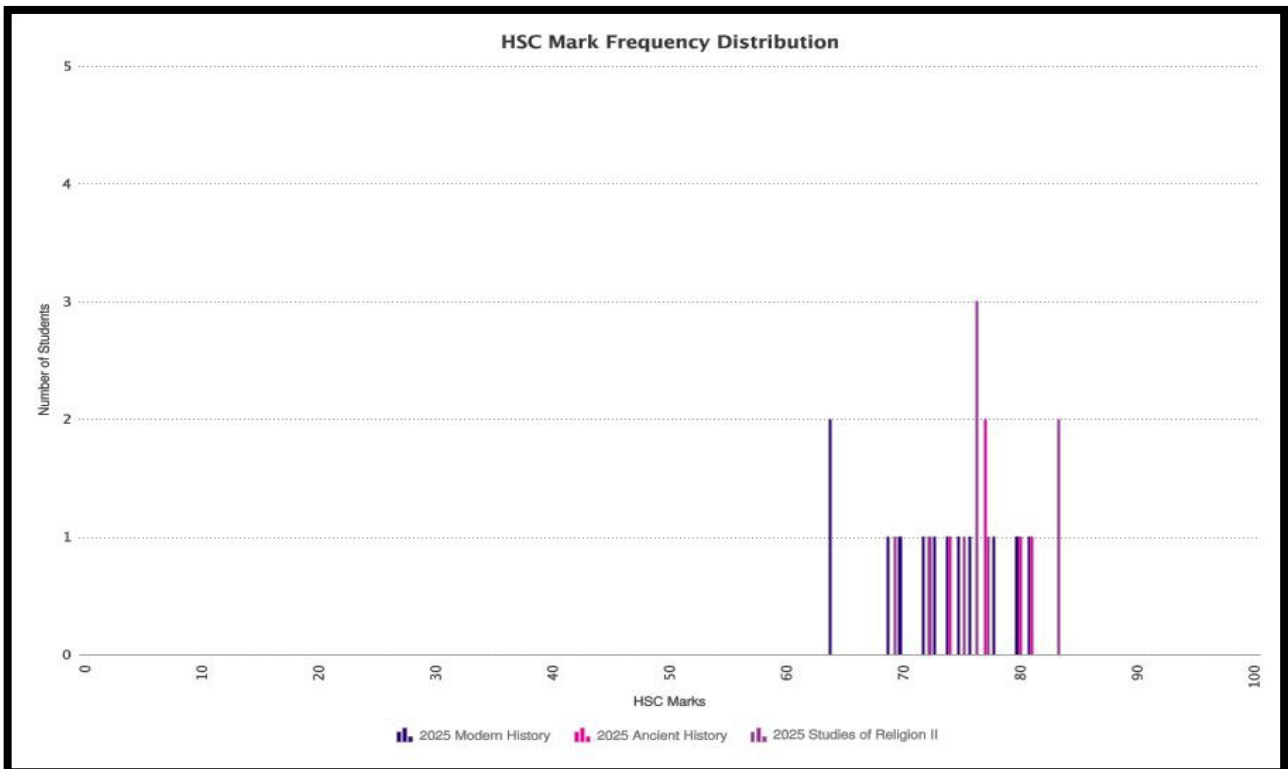
Mathematics



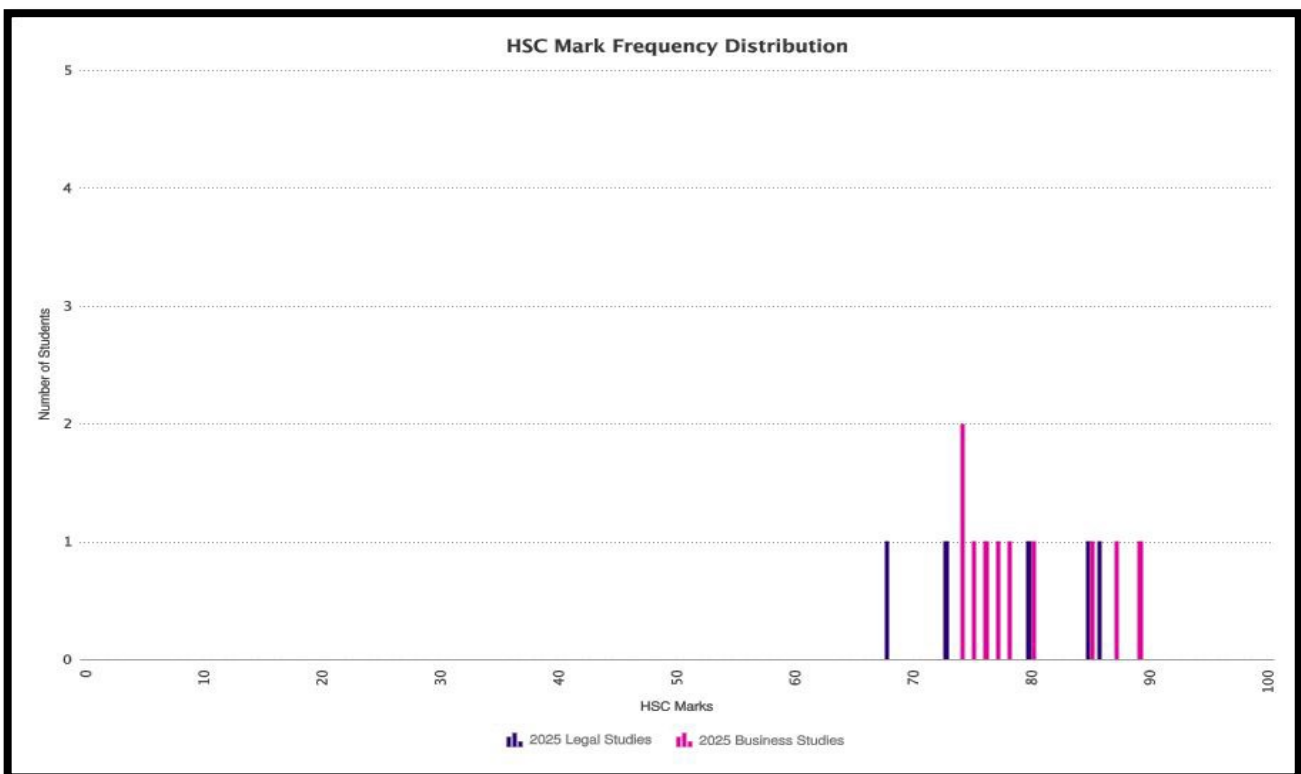
English



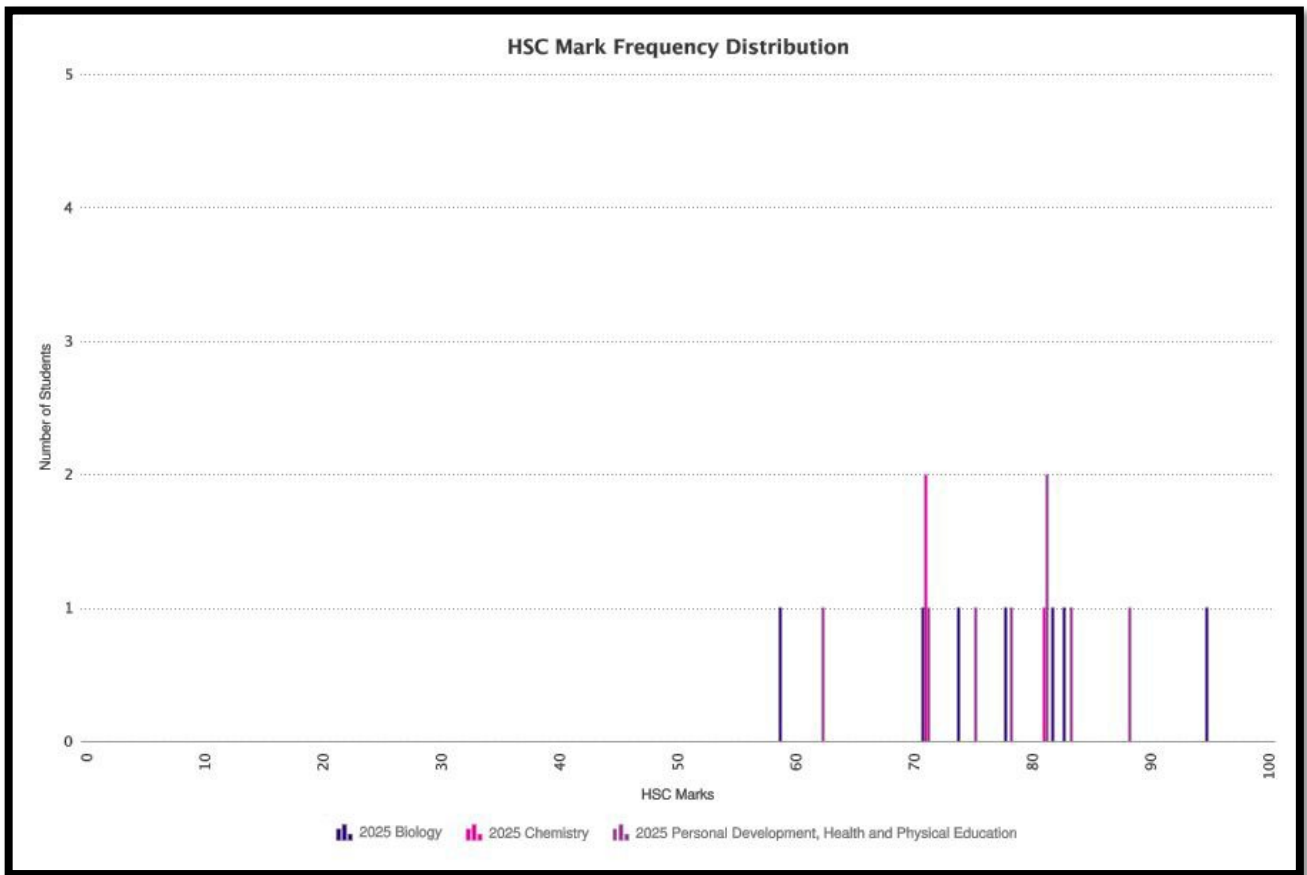
Humanities



Social Science



Science and PDHPE



The HSC mark distribution graphs at Rissalah College provide a comprehensive overview of student achievement across all examined subjects. By illustrating the spread of results, these graphs enable the College to identify patterns of performance, recognise areas of academic excellence, and monitor student outcomes against expected standards. The data highlights the strong achievements of our students and reflects the effectiveness of our teaching and learning programs, targeted interventions, and ongoing academic support structures. Furthermore, the analysis assists in informing future planning and decision-making, ensuring that all students are provided with the opportunities and support required to achieve their full potential in the Higher School Certificate.

School Group Statistics

Course Name	Course No.	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-Score
Ancient History 2 unit	15020	5	0	77.6	2.79	80.2	9.41	77.6	2.69	72.41	14.43	5.19	0.36
Biology 2 unit	15030	7	0	77.2	11.28	81.71	7.32	77.09	10	73.04	12.93	4.05	0.31
Business Studies 2 unit	15040	10	0	78.94	5.49	79.5	6.82	79.04	6.05	74.28	12.2	4.76	0.39
Chemistry 2 unit	15050	3	0	74.33	4.48	81.33	8.22	74.13	4.59	74.86	11.93	-0.73	-0.06
English Advanced 2 unit	15140	2	0	86.4	3.8	87	7	86.4	3.8	81.8	6.9	4.6	0.67
English Standard 2 unit	15130	16	0	77.65	3.82	79.31	9.15	76.43	6.35	71.62	7.76	4.81	0.62
Legal Studies 2 unit	15220	5	0	78.04	8.92	83.6	8.31	77.56	7.12	75.21	13.5	2.35	0.17
Mathematics Advanced 2 unit	15255	2	0	91.5	0.9	89.5	2.5	88	4.4	78.83	12.27	9.17	0.75
Mathematics Standard 2 2 unit	15236	11	0	76.55	7.94	81.55	7.11	75.31	7.79	71.56	13.32	3.75	0.28
Modern History 2 unit	15270	12	0	72.77	5.51	76.67	5.79	72.7	5.9	73.72	13.22	-1.02	-0.08
Personal Development, Health and Physical	15320	8	0	77.43	8.07	79.88	6.95	77.28	7.95	74.15	11.15	3.13	0.28
Studies of Religion II 2 unit	15380	9	0	76.18	4.13	79.67	7.32	76.16	4.61	77.38	11.19	-1.22	-0.11

The 2025 School Group Statistics provide valuable insight into the performance of Rissalah College in comparison to schools within our designated group. These statistics allow us to analyse patterns in student achievement, identify areas of strength, and recognise opportunities for further improvement. By examining our performance alongside similar schools, we gain a broader understanding of our academic outcomes and the effectiveness of our teaching and learning practices. This data plays an important role in informing strategic planning, supporting evidence-based decision making, and guiding initiatives that enhance student achievement and ensure continued growth across the College.

Programs and Initiatives Implemented:

Program	Description
After School Classes	Targeted academic support sessions conducted to consolidate key content.
Umrah Trip	A spiritually enriching journey to Makkah and Madinah during the term.
Gold Coast Trip	A recreational and bonding excursion.
Year 11 Girls Retreat	A recreational bonding activity to the Blue Mountains
Year 11 Boys Retreat	A recreational bonding activity to QLD to watch NRL with our students
Graduation Ceremony	A formal event acknowledging student achievement and school completion.



Summary of Key Outcomes:

Post-school outcomes	100% of students enrolled in Tertiary education. Some graduates were offered scholarships or early entry based on academic merit
High results	Numerous high student results including a student ATAR of over 95
Leadership in Faith and Service:	Several students played an active role in leading school assemblies, delivering Friday khutbahs, and organising charitable initiatives
Consistent Student Growth and Achievement	The College experienced consistent growth in student numbers through strong academic outcomes, positive community engagement, and a continued commitment to providing quality education and support for all students.
Literacy and Numeracy Development	College strengthened literacy and numeracy outcomes through targeted intervention programs including focused after school classes for Year 11 English and regular Quiz's, data-informed teaching practices, regular assessment, and ongoing support for students requiring additional assistance.



Theme 5: Teacher professional learning, accreditation, and qualifications

Qualifications

Teacher Accreditation

Level of Accreditation	Number of Teachers
Rissalah College Policies and Procedures	All Teaching Staff, Arabic, Welfare and Support Staff
Conditional	20
Provisional	6
Proficient Teacher	35
Highly Accomplished Teacher	0
Lead Teacher	0

In 2025, Rissalah College had 61 mainstream teachers, 5 Assistant Principals, 1 Learning Support Coordinator, 7 Learning Support Teachers, 1 Teacher Librarian, 2 School Counsellors, 2 Deputy Principals, 1 Principal, 1 K-6 Arabic/Islamic Studies Coordinator, 1 7-10 Arabic/Islamic Coordinator, 7 Arabic/Islamic Studies teachers and 3 wellbeing Officers.

The table below includes the details of teaching staff who were responsible for delivering the curriculum during 2025:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	61
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	14
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



Theme 6: Workforce composition

Teaching Staff

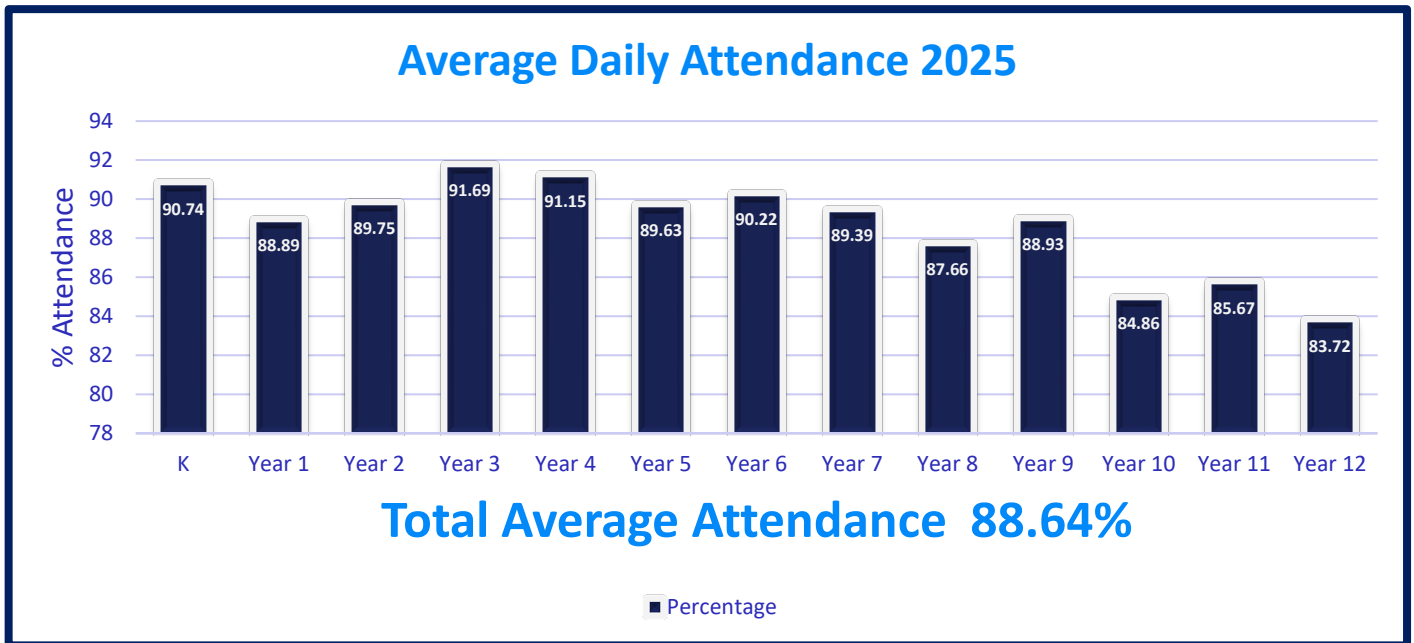
- One Principal
- Two Deputy Principals
- One Governance, Risk and Compliance Manager
- Two Primary Assistant Principals
- Three High School Assistant Principals
- Two Wellbeing Coordinators
- One School Wellbeing Officer
- One Primary and High School Learning Support Coordinator
- 20 teachers, comprised of the following staff members: 3 Kindergarten Teachers, 3 Year One Teachers, 3 Year Two Teachers, 3 Year Three Teachers, 3 Year Four Teachers, 3 Year Five Teachers and 3 Year Six Teachers and 30 High School Teachers.
- One K-6 Arabic & Islamic Coordinator
- One 7-10 Arabic & Islamic Coordinator
- Nine Arabic/Islamic Studies Teachers/Assistants
- One Librarian Assistant
- Five Support Learning Officers
- Two Reading Recovery Teachers
- 1 EALD Teacher
- Two School Counsellors

Administration Staff

- One Finance Manager
- Two Accountants Assistants
- One Administration Manager
- Three Administration Staff
- One ICT Manager
- Two ICT Assistants
- One Sick Bay Nurse
- One Security Guard



Theme 7: Student attendance, retention rates and post-school



Students are expected to attend school on all prescribed school days and to arrive on time. Students who arrive late are required to obtain a late note from the College office before proceeding to class. Student attendance is monitored daily through Sentral, with class teachers recording attendance each day. Attendance data is reviewed by the Administration Team, and parents/carers of absent students are contacted via SMS and the Sentral Parent Portal to confirm the reason for the absence. The College works closely with families to promote regular attendance and ensure compliance with attendance requirements.



Theme 8: Enrolment policies

POLICY

1. Applications for enrolment may be made at any time by the parents/carers of students to commence at Rissalah College.
2. Students enrolling at school for the first time will be five years of age on or before 31 July.
3. Rissalah College will base any decision about offering a place to a student on:

Family relationship with the school:

- Student and parent interview with the Principal
- They hold attitudes, values and priorities that are compatible with the Rissalah College's ethos
- Enrolment at Rissalah College is not granted on the basis of existing siblings or of ex-students. You should not expect that if one of your children has been successful, the other children in your family will be placed. The placement of one twin does not guarantee the placement of another. Brothers and sisters and twins will be offered a place at Rissalah College if they both qualify.

The student:

Entry to Rissalah College is based on individual academic merit including:

- Entrance Examination results (examinations and student results are confidential school property and will not be disclosed under any circumstances)
- Contribution that the student may make to the school, including the co-curricular activities
- Most recent reports from previous schools or prior to school service including, academic performance/achievements and NAPLAN results
- Record from previous school that the student has completed the allocated hours for RoSA courses
- Leadership (Including SRC, and other civics and citizenship achievements)
- Satisfactory attendance records
- Records of behaviour in previous school/s of enrolment



Rissalah College:

- Ability to meet any special needs or abilities of the student
4. The Principal or delegate may meet with parent/carers of the student before offering a place.
 5. Rissalah College has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
 6. Continued enrolment at Rissalah College is dependent upon the student making satisfactory academic progress (C grade or above average), attending consistently, and the student and the parent/carers observing all behavioural codes of conduct and other requirements of Rissalah College, which are applicable from time to time. The Principal has the right to discontinue the enrolment of students as deemed necessary. Please refer to the College's Learning Support Policy for more details on the procedure for 'at-risk' students.
 7. For continued enrolment at Rissalah College, Year 11 and 12 students are required to maintain an academic average of 85% or higher across all subjects
 8. Admission is given to the student on a yearly basis based on the above criteria.
 9. Enrolment will comply with the Disability Discrimination Act.

GENERAL PRINCIPLES

Rissalah College is a comprehensive co-educational K-12 school providing education underpinned by Islamic values. The College delivers the curriculum of the six Key Learning Areas, as stipulated by NESA. Additionally, students learn Arabic and Islamic Studies.

Rissalah College is proud of its Islamic ethos, strong academic performance and extra-curricular program. Families intending to enrol their children at Rissalah College need to understand and respect that all students of the College are expected to aspire to achieve their full potential in all facets of college life.

All applicants sit outcome-based literacy and numeracy tests. A decision regarding enrolment is then made based on the candidate's test results. Once enrolled, students are expected to support the College's ethos and comply with the College policies to maintain the enrolment.

The Principal and the College Board have the discretion to determine the number, size and composition of classes operating in the College each year, in keeping with a commitment to providing an optimal learning environment for all students.



CRITERIA FOR ENROLMENT

- The College seeks to provide the best educational environment for each child and does not discriminate on the basis of gender, race, religion and/or disability.
- Enrolment at Rissalah College is open to boys and girls from Kindergarten to Year 12.
- The College will accept students for enrolment, provided that:
 - entrance examination (selective test) results are adequate
 - educational offerings are deemed appropriate for the students;
 - welfare programs are deemed sufficient for the students' needs;
 - the family has a commitment to the ethos and expectations of the College; and
 - the family has the capacity to meet the financial requirements.

POINT OF ENTRY

- The main entry years are Kindergarten and Year 7, but enrolments are accepted at any year level where vacancies exist, subject to the selective test results and meeting the enrolment criteria in point 3 of the College's Policy.
- Transition from Primary to High School is not automatic nor guaranteed. Existing Year 6 students must reapply for enrolment for Year 7. Acceptance is subject to selective test results, previous record of academic performance, attendance, behaviour and payment of school fees, in addition to meeting the enrolment criteria in point 3 of the College's Policy.
- The College adheres to State Government legislation governing the age of entry to Kindergarten.
- Students entering at other year levels (including those coming from educational systems outside of NSW) will be placed according to their educational and social needs.

ENROLMENT PROCESS

Parents must complete an Enrolment Form available from the College office or on the School's website. All student applicants must go through an assessment process, followed by approval from the Principal.

This process is used to determine:

- a) for Kindergarten applicants, whether they are ready for school
- b) for all other applicants, whether they pass the selective process and can maintain an above C level grade required for the prospective grade

Due to the limited number of positions and the high demand, all applicants will undergo a selective process based on academic standing and behaviour. Promotion to the next class is subject to good academic standing and behaviour.



Equal opportunity will be given to all applicants.

Our College has a Learning Support team, responsible for designing specific programs to suit individual children's needs. Early intervention is crucial in these circumstances.

PROCEDURES

1. Parents complete the Enrolment Form and the following documents are requested before an appointment for assessment and interview is organised. It is the parents' responsibility to ensure that the application is completed in full with all required documents attached. Incomplete applications will not be accepted.
 - Child's Birth Certificate or Passport.
 - Medical documents (if applicable)
 - Immunisation statement from Medicare (no blue books accepted). The immunisation History statement from the Australian Immunisation Register (ACIR)
 - Passport size photo of the student
 - Parent's evidence of residency i.e. parent's Passport / Australian Birth Certificate/Citizenship Certificate and VISA documentations
 - Parent's Drivers licence (should the address on the driver's licence contradict the address given on the Enrolment Form, another proof of address will be required, such as a utility bill).
 - Medicare Card
 - Record that the child has attended a full academic year of a School Readiness program (Kindergarten applicants)
 - Record from previous school that the student has completed the allocated hours for RoSA courses (high school)
 - Most recent school report
 - NAPLAN results
2. On the day student Entrance Exam, a \$50 non-refundable application fee is payable.
3. The Principal considers each applicant's educational needs.
 - Applicants for Kindergarten sit an aptitude test to check for school readiness. The test covers oral language skills and basic knowledge of letters, numbers, shapes and colours.
 - Applicants for Years 1-6 complete a Literacy and Numeracy test. Previous school reports, NAPLAN results (where applicable) and the student's portfolio including work samples across all KLAs are also collected/sighted to gather as much information as possible.
 - Applicants for Years 7 - 12 (including existing year 6 students) will sit a selective test which will cover Literacy and Numeracy skills. A current report from the previous school must be submitted as well as the student's most recent NAPLAN results.
 - Test results with recommendations are passed on to the Principal for an admission decision.
4. The Principal identifies any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The Principal considers placement based on availability of places in the respective grade.
6. The applicant is informed of the outcome by phone or in writing (see point 9 for more detail)
7. Parent/student interview process:



- in addition to the above enrolment procedures and after consideration of priority status, parents and student will be invited to attend an interview for screening purposes with the Principal
- copies of the student's most recent two school reports (if applicable) are required in advance of the interview
- comprehensive and full disclosure of special circumstances, including medical details must be made prior to the interview
- following the interview, Rissalah College may make an offer of a place.

8. An Offer of Enrolment letter (Appendix A) is given to parents to read and sign. A \$500 education levy is payable for new applicants and a \$200 education levy is payable for existing students continuing on to High School. This fee is to be paid by the date indicated in the acceptance letter. These levies are non-refundable and do not contribute to the school fees.

This information is collected and recorded in the following ways:

- Information is collected on the Enrolment Form, which is then filed in the student's file along with copies of relevant documents such as birth certificate, immunisation certificate, etc.
- The information is recorded in a Register Book.
- The information is entered into the Sentral Program.

Once an applicant accepts a placement at the College, the following information is confirmed and attached to the student's Enrolment Form:

- Name, age and address (An original birth certificate must be sighted before the child is enrolled)
- The name and contact telephone number of parent(s)/guardian(s)
- Immunisation certificate
- Information regarding any serious health problems requiring medication, or disabilities
- The date of enrolment
- Previous school or pre-enrolment situation

Upon acceptance of enrolment, parent/carers will be provided with the following school policies and procedures:

- Student Enrolment
- Student Behaviour Support
- Student Attendance
- Uniform Policy

Parents/carers are required to sign the acknowledgement of receipt form (Appendix E) located at the end of the Enrolment Policy document, agreeing to abide by Rissalah College's Policies and Procedures. Failure to adhere to the College's policies and procedures, could result in termination of enrolment.

9. Unsuccessful Candidates will receive an Unsuccessful Candidate letter (Appendix A).



10. Re-enrolment:

- Prerequisites for re-enrolment will be the required levels of academic performance, attendance, behaviour, payment of school fees and the continued support of parents. If a parent withdraws a child without the Principal's approval to attend another school, to go overseas, to do home-schooling or any other reason.
- Parents will have to sign a re-enrolment form (Appendix D) if they wish their children to return to the school the following year.

The Student Enrolment Register is kept for at least five years.

ENROLMENT PROCEDURE FOR STUDENTS WITH A DISABILITY

Stage 1: Enrolment Application (all students)

- ✓ Parent completes application form
- ✓ The School's enrolment criteria is applied as per the Rissalah College enrolment policy
- ✓ Interview with parents/carers and potential student as per the School's enrolment criteria
- ✓ Does the student have a disability? If yes, proceed to Stage 2

Stage 2: Gather Information and Consult (Students with disability)

Note: These are the first two steps of the Collaborative Planning Process

- ✓ Written permission from parents/carers provided to the College to gather further information about the student's needs from the previous school or early childhood setting as well as health professionals such as paediatricians, psychologists, speech pathologists and occupational therapists Background Check (Appendix B).
- ✓ Parents/carers and school collects information to determine the student's educational needs and identifies any adjustments regarding:
 - Physical access, equipment, building modifications
 - Health issues
 - Personal care needs
 - Communication needs
 - Curriculum areas
 - Specialist agencies
 - Emergency procedures

Stage 3: Enrolment Decision

- ✓ Issues and barriers are discussed and adjustments are identified
- ✓ Consideration of how the College can meet the student's needs
- ✓ Principal or Deputy Principal meets with parents/carers and relevant/appropriate health professionals to consult regarding the adjustments that have been identified, and how and if these can be implemented, as determined as part of the initial two steps of the collaborative planning process (Stage 2 above).
- ✓ The College makes assessment regarding reasonable adjustment



- ✓ The College considers whether reasonable adjustment would nonetheless cause unjustifiable hardship.

The College advises parents/carers of preliminary view regarding those matters.

The College provides parents/carers the opportunity to respond to preliminary review before making final decision about adjustments.

Stage 4: Action Following Enrolment Decision

Enrolment Proceeds

- Letter stating what the school is able to provide and offering the enrolment; signed by parents/carers.
- Implementation of adjustments identified in Individual Plan.
- Individual Plan reviewed regularly to ensure school continues to make reasonable adjustments to meet the student's needs.

Enrolment Does Not Proceed

- Parents/carers choose not to continue with the enrolment if they believe the school is unable to adequately meet their child's needs
or
- The College can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school

Rissalah College must be fully informed in relation to your child's special or individual needs (including medical, physical, learning, or psychological needs, medical conditions and/or health care requirements), in order to provide adequate resources, facilities and support for your child should a place be offered. You must fully and accurately disclose any special or individual needs, (including medical, physical, learning, or psychological needs, medical conditions and/or health care requirements) in the application form. The following documents need to be attached to the application form:

- 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 any of these matters change or where any new matters arise subsequent to submitting your application, you must notify the School immediately. If you have failed to disclose or not fully and accurately disclosed any material matter, either in the application form or subsequently, the School may refuse your application, withdraw an offer of enrolment, or terminate the enrolment without notice.



WAITING LIST

1. Applications for enrolment will be processed in order of receipt of applications. It is important to arrange testing and confirm any offer of a place as soon as possible to secure your child's position at the College.
2. When all places have been allocated, further applicants will be processed and offered a place on the Waiting List.

TERMS AND CONDITIONS

1. Acceptance of Offer of Enrolment

- 1.1 Both parents/guardians are asked to sign an Acceptance of Offer Letter (Appendix A), indicating their agreement to be bound by and to comply with all Policies and Terms and Conditions of the College, including any changes that may be made to these during the student's enrolment at the College. The current Policies and Terms and Conditions are published on the College website.
- 1.2 The Offer of Acceptance must be accompanied by a non-refundable fee of \$500 (\$200 for Rissalah College students progressing to High School) for each new enrolment that confirms your child's enrolment. This is a one-off payment which does not contribute to the school fees.
- 1.3 If Parent/carer(s) wish to defer the entry of a student to a different calendar year to the initial request, the School will advise whether it is able to agree to this. If it is unable to agree, the Student will be placed on a waiting list for the requested year but enrolment cannot be guaranteed.

2. Conditional Enrolment

- 2.1 All enrolments are conditional upon the College being satisfied in its discretion that the student's needs can be met by the school. Rissalah College may cancel the enrolment if it determines prior to the start of the enrolment that the Student's needs cannot be met.
- 2.2 Rissalah College may require parent/carer(s) to provide reports and assessments necessary to determine the particular needs of the Student.
- 2.3 Competence in English is a pre requisite for enrolment. If the College considers that the English language capabilities of the Student are not sufficient it may require the Student to undergo an intensive English language course. If the required language level is not reached the School may decide that the enrolment should be cancelled.
- 2.4 Extra-curricular activities, incursions and excursions such as, camps are compulsory.
- 2.5 Admission is given to the student on a yearly basis and is subject to the College forming a view that the student has achieved satisfactory academic progress, attending punctually and consistently and observing the College Code of Conduct

3. Progress of Student

- 2.0 If the School considers that the progress of a student is unsatisfactory and that it can no longer meet the student's needs, it may cancel the enrolment of the Student by giving not less than one term's



notice. Please refer to the College's Learning Support Policy for more details on the procedure for 'at-risk' students.

- 2.1 Continued enrolment at Rissalah College is dependent upon the student making satisfactory academic progress (C grade or above average), attending punctually and consistently, and the student and the parent/carers observing all behavioural codes of conduct and other requirements of Rissalah College which are applicable from time to time
- 2.1 For continued enrolment at Rissalah College, Year 11 and 12 students are required to maintain an academic average of 85% or higher across all subjects

3. Fees and Charges

Payment Procedures:

1. The School Office does not accept cash payments for school fees. The preferred payment method is Direct Deposit/Net banking. Bank details:

Bank: Westpac

BSB: 032-360

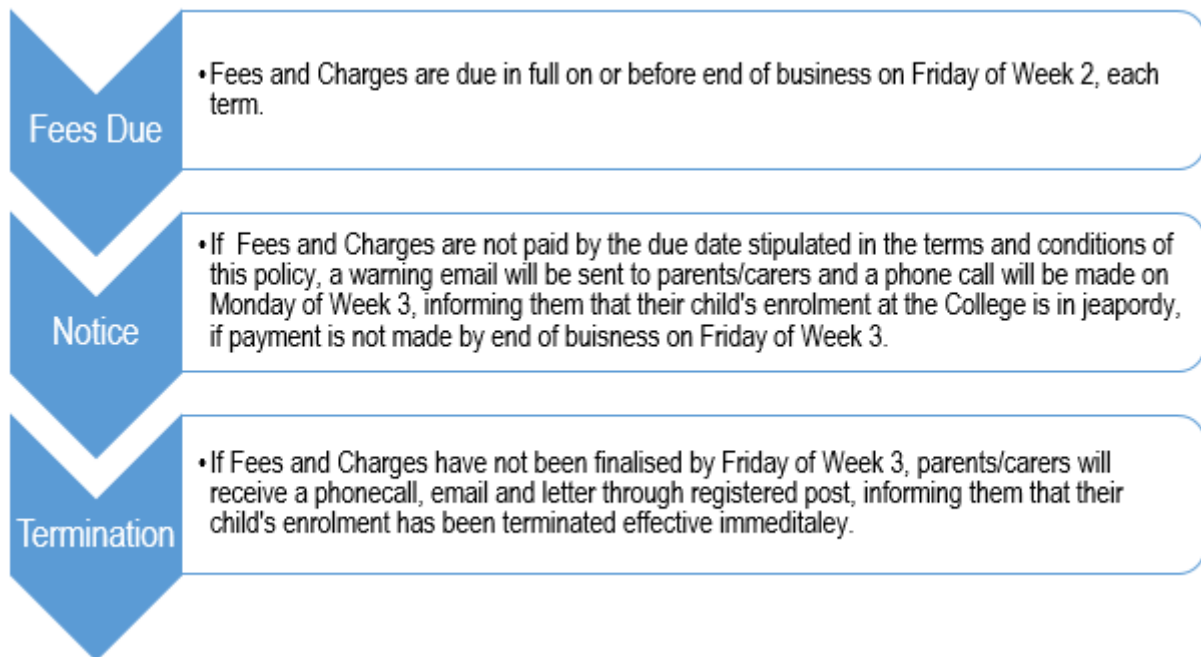
Account number: 123908

Reference: Use invoice number/parent code/eldest child's full name

2. The School office will accept EFTPOS/Credit Card payments by phone between the hours of 8am-12pm.

***Students with outstanding school fees by the end of the academic year will not be able to enrol for the following year at Rissalah until the fees are accounted for. *A student's enrolment at the College may be at risk if there are outstanding school fees.**

Late Payment Procedures:



5 Withdrawal of Students

- 2.6 Where students leave to enrol at another school, the NSW Education Standards Authority (NESA) requires that parent/carer(s) advise the School in writing of the name of the school the Student will be attending and the grade the Student will be entering at the new school.
- 2.7 If parent/carer(s) wish to withdraw a student from the College, notice given must be not less than one full term's notice to expire at the end of a term, except in cases where the Principal determines that fair notice is given or that fair notice was impractical in which case the parent/carer must apply in writing to the Principal. If the required notice of withdrawal (Appendix C) of a student is not given by the parent/carers, school fees for a full term is payable.
- 2.8 All school fees must be paid in full by the last day of attendance at the School. Any fees still outstanding after a family has left the School will be forwarded directly to a Debt Collector.

6 Obligations of Students

Students are required to have high standards of behaviour and:

- 6.1 abide by the College Rules and Codes of Conduct as they apply from time-to-time
- 6.2 behave courteously and considerately to each other and to staff at all times
- 6.3 not do anything which may bring the College into disrepute, including in print and electronic media
- 6.4 support the goals and values of the College
- 6.5 attend and, if required, participate in assemblies, the School sports program, important school events such as Literacy Week or other events determined by the Principal, and camps and excursions that are an integral part of the school curriculum



- 6.6 wear the school uniform as prescribed including when travelling to and from school and follow conventional standards of appearance while at school in accordance with the College's guidelines and the expectation of the school community
- 6.7 attend the College during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted
- 6.8 Year 11 and 12 students are required to attend mandatory afterschool study sessions, between 4pm – 7pm daily. In addition to Saturday study sessions when applicable.
- 6.9 K-10 students are required to maintain a 'C Grade' average or above and Year 11 and 12 students must maintain an academic average of 85% or higher across all subjects for continued enrolment at Rissalah College.

7. Obligations of Parent/Carer(s)

The parent/carers(s):

- 7.1 must accept and abide by the requirements and directions of Rissalah College and the Principal relating to the student or students generally and not interfere in any way with conduct, management and administration of the School,
- 7.2 are required to support the goals, values and activities of the College, and should view the College's parent portal on a regular basis and/or read all correspondence

The Parent/carers(s) must promptly advise the College:

- 7.3 in writing of any change of home, mailing, email address or contact details or other information on the Enrolment Application Form. Offers of enrolment may be cancelled if the College loses contact with the parent or mail is returned
- 7.4 if the Student is absent from the College due to ill health or other reason
- 7.5 in writing of any orders or arrangements that affect the Student concerning custody or access, any change to them or any other orders or arrangements which were relevant to the Student's education and welfare and provide copies of any orders to the College.

The Parent/carers(s) also:

- 7.6 must ensure the Student has each item of officially required uniform, clean and in good repair, and all other requirements such as textbooks and stationery,
- 7.7 ensure their child/ren in Year 11 or 12 attends the afterschool study sessions, between 4pm – 7pm daily and any Saturday study sessions when applicable.
- 7.8 should communicate with students, parent/carers(s), visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the College from time-to-time and observe the Parent Code of Conduct,
- 7.9 should use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the College which are relevant to the Student's education
- 7.10 must not use social media to denigrate the College, staff, students or other members of the school community



8. Health and Safety

8.1 For the protection and safety of students, employees and visitors at the school, the entire premises (with the exception of bathrooms, change rooms, locker rooms, toilets, and showers) are monitored by 24-hour CCTV surveillance. The purpose of the CCTV surveillance is to; deter the commission of unlawful activity on the school's premises; investigating any allegation or reasonable suspicion of unlawful activity on school premises; taking criminal, civil or disciplinary action in relation to any allegation or reasonable suspicion of unlawful activity on the school premises; and protecting the safety of other people on school premises including, parents, carers and members of the community.

The CCTV footage is collected and held by the school at 54-72 Hampden Road Lakemba, 2195. The footage may be disclosed to any person undertaking an investigation or taking civil or disciplinary action on behalf of the school, or to a court, in relation to any allegations of, or reasonable suspicion of, unlawful activity on school premises. The footage may be provided to the police or another enforcement agency for the purposes of investigating criminal behaviour and prosecution.

8.2 Parent/carer(s) must advise the College immediately if they become aware of any special needs that the Student may have including, but not limited to, any medical, physical, psychological needs, or any changes to these needs

8.3 Parent/carer(s) must complete and return to the College the required health form for the Student prior to the Student commencing at the School and provide updates if circumstances change or as required by the School from time to time.

8.4 If the Student is ill or injured, requiring urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and parent/carer(s) are not readily available to authorise such treatment, the Principal or, in the Principal's absence, a senior staff member of the College, may give the necessary authority for such treatment. The parent/carer(s) indemnify the College, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

8.5 Parent/carer(s) must observe College security procedures for the protection of students

8.6 Students are responsible for their personal property and the College does not accept any responsibility for the loss of their belongings

8.7 The Principal or the Principal's nominee may search the Student's bag, locker or other possessions where there are reasonable grounds to do so, in order to maintain a safe environment for all students.

9. Programs and Activities

9.1 The College determines the educational and other programs and activities conducted at the College from time to time in its absolute discretion.

9.2 The College may change its programs and activities and the content of these programs and activities without notice.



9.3 The Student will be required to participate in all compulsory activities including excursions, camps and outdoor education unless the Principal agrees otherwise. Charges may be levied for these activities and will be payable unless the Student is unable to attend due to ill health or other reason where it is impossible for the Student to attend.

9.4 Year 11 and 12 students are required to attend the mandatory afterschool study sessions, between 4pm – 7pm daily. In addition to Saturday study sessions when applicable.

10. Leave

- If the Parent/carer(s) wish to seek leave for the Student not to attend any School academic or co-curricular program or activity during a term, they must apply to the Principal. Leave will usually only be granted in most extreme circumstances.
- The Principal may decline to approve an *Application for Extended Leave - Travel*. Should the parents/carers choose to take the student out of school for the period of extended leave without the *Certificate for Extended Leave - Travel* the students will be recorded as absent ('A') on their attendance record and this may jeopardise their enrolment at the College, at the Principal's discretion.
- If a parent has not provided an application for extended leave their child/ren's enrolment may be in jeopardy and the Principal may decide to terminate the child's enrolment.

11. Suspension & Termination of Enrolment

11.1 The College may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

- a) a serious breach of the College's rules or Code of Conduct
- b) conduct prejudicial to the reputation of the College or the well-being of its students or staff, and;
- c) where the Principal believes that a mutually beneficial relationship of co-operation and trust between the College and the Parent/carer(s) has broken down to the extent that it adversely impacts on that relationship

11.2 The College will only exercise its powers under this clause to expel a student if it has provided the Student and their parent/guardian(s) with details of the conduct which may result in a decision to expel the Student and provided them with a reasonable opportunity to respond and where there has been procedural fairness. In the event that this occurs, a Parent/Carer Conduct (Appendix C) letter will be sent to the parent/s/carer/s.

11.3 The College may terminate the enrolment of the Student without notice if, either before or after the commencement of enrolment, the College finds the relevant particulars of the special needs of the Student have not been provided to the College or the particulars provided are materially incorrect or misleading.



11.4 Principal (or a nominee) may cancel a student's enrolment at the College for any breach of the College Rules or other condition of enrolment. Parents/carers will be provided with a Parent Confirmation Notice of Withdrawal Form attached to an explanation letter (Appendix C). In the event that a student or parent/carer has breached school policy, a Parent Confirmation Notice of Withdrawal letter will accompany the Parent Confirmation of Withdrawal form (Appendix C).

11.5 The parent may cancel a student's enrolment by giving one term's notice of withdrawal.

12.Privacy

The Parent/guardian(s) acknowledge that they have read the College's privacy policy.

13.Amendment of Terms and Conditions

The College may alter the terms and conditions of enrolment at any time by giving not less than two (2) term's notice to the Parent/guardian(s) in writing which shall apply to both current and future students and parent/guardian(s) from the date specified in the notice.

14.Definitions

In the terms and conditions:

Parent means the parent/guardian(s) who entered into the contract of enrolment with the School

College/School means Rissalah College

Student means the student who is named in the contract of enrolment

15.References

Refer to policies:

- Student Behaviour Support Policies
- Student Attendance Policy
- Fee Collection Policy
- Parent Code of Conduct
- Uniform Policy



Theme 9: Other Policies

School Policy	Changes in 2025	Access to Full text
School Wellbeing Rissalah College wishes to promote a learning environment where students are supported and guided by their teachers. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support and also respect the philosophy and ethics of Rissalah College. Rissalah College encourages consultation between all members of the College community in matters which affect them. Rissalah College implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as support, security, supervision, conduct, communication, pastoral care, complaints and grievances. Everyone at Rissalah College has the right to feel safe, secure and supported in the school environment. The College has in place and implements procedures to ensure that it provides a 'safe and supportive environment' for all students. Specifically, in the following areas; whereby specific policies address the wellbeing of students: - Child Protection - Safe and Supportive Environment - Providing Security for Students and Staff Policy - Premises, Buildings and Maintenance Policy - Facilities Policy - Emergency Evacuation and Lockdown Policy and Procedures - Serious Incidents and Emergencies Policy and Procedures - Injury and Illness Management Policy and Procedures - Staff Code of Conduct	Following a review of the School Wellbeing Policies the following changes were made: Attendance Policy: - dismissal times were adjusted - the Early Leaver Procedure was updated to include a further procedure. Enrolment Policy: - following the adoption of a new online procedure via Enrol HQ, the policy was revised to align with the updated process. - Year 11 and 12 students are required to maintain an academic average of 85% or higher across all subjects	The full text of the School's Student Wellbeing policies can be accessed by request from the Principal.



- Complaints and Grievances Policy and Procedures - Student Behaviour Support Policies (Primary and Secondary) - Excursions, Incursions and Overnight Stays Policy and Procedures - Anti-Bullying Policy - Learning Support Policy and Procedures - School Counselling Policy (Pastoral Care) - Homework Policy (Primary and Secondary) - Student Enrolment Policy - Student Attendance Policy	- inclusion of holiday tutoring program requirements, where applicable - Bank details updated	
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School Policy	Changes in 2025	Access to Full text
Anti-Bullying Rissalah has in place procedures regarding Anti-bullying. All students have an absolute right to be educated in a safe and caring environment which promotes personal growth, positive self-esteem and to be protected from others who may wish to harm, degrade or abuse them. There is no justification whatsoever for bullying behaviour. It is not acceptable and will not be tolerated in any form at Rissalah College. Bullying behaviour is problematic for the perpetrator and target alike and the effective management of bullying is a shared responsibility that involves school staff, parents/carers and other professionals. Rissalah College believes that bullying is not acceptable under any circumstances and will not be tolerated at our college. All students at our College have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm them. Effective management of bullying is a shared responsibility and strategies should involve school staff, parents and other professionals involved with children who are the targets or perpetrators of bullying behaviour. Bullying is integrated and emphasised in our Personal Development and Health Program and reinforced in Islamic Studies with their Islamic values.	No changes were made in 2025	The full text of the School's Anti-Bullying Policy can be accessed by request from the Principal.



The School has in place systems for behavioral support, reporting, student discipline and pastoral care, when any cases of bullying are reported. These cases are investigated, reported and acted upon. Policies and Procedures are in place for staff and students regarding responsibilities, reporting and preventative measures for bullying.		
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School Policy	Changes in 2025	Access to Full text
Student Behaviour Support Policies Schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in the context of student discipline. Rissalah College is accountable to the community for managing student behavior and for creating a safe, orderly, productive and successful learning community. The College is founded on Islamic traditions, thus the values of social behaviour as set down in the Holy Qu'ran and practised by the Prophet Mohammed (PBUH), are reflected in the Rissalah College Student Behaviour Support Policy. The Rissalah College Student Behaviour Support Policy ensures that no student is discriminated against on the grounds of his/her disability, colour of their skin or nationality. Students are encouraged to behave responsibly, respect the rights of others and build positive relationships with all. The Code of Behaviour provides clear guidelines for appropriate behaviour, incorporating teachers' expectations and reflecting the values of the community. The College implements a relevant and challenging curriculum, which also provides for children with special needs. The teachers are encouraged to continually reflect upon their teaching practice to ensure the success of our students' academic, emotional, social and physical wellbeing. As such, when dealing with behavioural issues all teachers are required to review the strategies that they have implemented in an effort to cease behavioural concerns. They are also required to tailor strategies which are applicable for range of behavioural concerns.	Following a review of the Student Behaviour Support Policies the following changes were made: Secondary Student Behaviour Support Policy: The policy has been revised to refine behaviour management procedures, adjust detention durations, specify that preliminary and final expulsion notifications must be sent to the Administration Manager, and update both the merit awards and behaviour card templates.	The full text of the School's Student Behaviour Support Policies can be accessed by request from the Principal and from the School's website.



Rissalah College has in place and implements procedures related to the behaviour support of students, that are based on procedural fairness. The College prohibits the use of corporal punishment in disciplining students attending the College and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College. Rissalah College does not prevent a student's admission (ie exclusion) to other schools. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion. Rissalah College has in place and implements procedures by which students and parents/carers can raise complaints in an appropriate and confidential way and for this can be responded to, respectfully and in a timely and procedurally fair manner. The College is commitment to responding positively to feedback to maintain harmonious relations and stakeholder satisfaction.	Primary Behaviour Support Policy: Updates include assigning Assistant Principals responsibility for recording and monitoring student merit awards, clarifying that teachers are responsible for contacting parents regarding behaviour concerns, implementing a phone tub system for primary students and update the merit awards template.	
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School Policy	Changes in 2025	Access to Full text
Complaints and Grievances Rissalah College takes all complaints and grievances seriously. Concerns of parents should be directed to their child's class teacher first to try and resolve the matter. Where unresolved, the concern needs to be directed to the Grade Co-ordinator, and/or Deputy Principal. If your complaint cannot be resolved directly with the person involved you should submit the details of the matter in writing to the Deputy Principal in an email to deputyprincipal@rissalah.nsw.edu.au. If the complaint is about the Principal or there is an obvious conflict of interest the details of the complaint should be emailed to the Chairperson of the Board at chairman@rissalah.nsw.edu.au. Rissalah College has in place and implements procedures by which students and parents/carers can raise complaints in an appropriate and confidential way and for these to be	No changes were made in 2025.	The full text of the school's Complaints and Grievances Policy can be accessed by request from the Principal and from the School's website.



responded to, respectfully and in a prompt and procedurally fair manner. The College is committed to responding positively to feedback to maintain harmonious relations and stakeholder satisfaction. All parties involved in a complaint will be expected to maintain confidentiality and to be sensitive and show respect for all individuals who may be involved in the process in any way. Unconstructive confrontation should be avoided, and mutual respect and understanding are to be maintained. Every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned. Complainants are assured that no discriminatory action will be taken against them as a result of a complaint being lodged.		
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Theme 10: School determined priority areas for improvement

Achievement of priority areas in 2025 Area	Priorities	Achievements
Stage 6 Health and Movement Science Implementation	Implementation of Health and Movement Science as a new elective subject for Year 11 and Year 12, enriching the senior curriculum and aligning with student interests and future pathways.	Successfully introduced Health and Movement Science through careful curriculum planning, teacher preparation, resource development, and student engagement strategies, providing students with a new pathway aligned with health, science, and movement-related fields.
Preparation for Stage 6 English and Mathematics (2026 Rollout)	Strategic planning and development of comprehensive Scopes and Sequences, Assessment Schedules, and Teaching and Learning Programs for: - English Standard & Advanced - Mathematics Standard & Advanced	Completed detailed curriculum planning, collaborative teacher discussions, and development of structured programs to ensure a smooth transition into the updated Stage 6 courses and strengthen future HSC preparation.
STEAM Policy and Student Engagement	Development of a whole-school STEAM (Science, Technology, Engineering, Art, and Mathematics) policy, including: - Weekly after-school STEAM enrichment sessions	Established a whole-school approach to STEAM learning through enrichment opportunities, hands-on experiences, and extended learning activities that increased student engagement and



	- Local and interstate STEAM-focused excursions including an overseas trip	promoted innovation, creativity, and problem-solving skills. Students attended a STEAM trip to Singapore.
Onsite Stage 6 Professional Development	Partnership with EduConsulting to deliver high-impact, subject-specific professional learning to Stage 6 teachers directly onsite, supporting improved HSC outcomes and teaching quality.	Strengthened teacher capacity through targeted professional development, collaborative practice, and subject-specific strategies focused on improving teaching quality and enhancing HSC student outcomes.
Leadership Appointments Across K-12- Assistant Principals	Appointment of Assistant Principals across K-12, with all leaders enrolled in structured leadership development programs, ensuring a consistent and visionary approach across all stages	Enhanced leadership capacity across the College through the appointment of experienced leaders, professional development opportunities, and a shared focus on consistent practices, improvement, and student success across all stages.
Leadership Appointments Across 7-12- Heads of Department	Establishment of Heads of Departments across key high school subject areas to strengthen curriculum leadership, teacher support, and subject-specific strategy	Strengthened curriculum leadership through the appointment of Heads of Department who provide subject-specific guidance, support teachers, monitor student outcomes, and lead improvement initiatives.
Stage 5 Physical Activity and Sports Studies (PASS)	Introduction of the PASS elective course for Year 10 students, encouraging active lifestyles, team	Successfully implemented PASS through engaging practical learning experiences, increased



	skills, and engagement with health and physical education pathways	student participation, and opportunities for students to develop teamwork, leadership, and lifelong health skills.
Public Speaking & Debating Team	Establishing a competitive team to represent Rissalah College in inter-school public speaking and debating events. This initiative aims to build students' confidence, critical thinking, and persuasive communication skills.	Developed student confidence and communication skills through structured training, speaking opportunities, and participation in debating and public speaking activities that encouraged critical thinking and persuasive expression.
		Implementation of Public Speaking team with selected students from 4-6. Represented Rissalah College at the Islamic Schools Public Speaking Competition
Development of Scopes and Sequences	Created scope and sequences for PDHPE, Science and Technology, HSIE and Creative Arts new syllabus for mandatory implementation in 2027	Developed comprehensive Scope and Sequences for PDHPE, Science and Technology, HSIE, and Creative Arts in preparation for the mandatory implementation of the new syllabus in 2027. This work ensures curriculum alignment, supports consistent teaching practices, and provides a strong foundation for the successful delivery of updated learning programs.



		o strengthen literacy outcomes across the Primary School, Reading Eggs has been implemented across K-2 to support early reading development through engaging activities that build phonics, fluency, and comprehension skills. In addition, Modelled and Guided Reading practices have been embedded across K-6, providing students with explicit instruction, targeted feedback, and opportunities to develop confidence and independence as readers.



Priority Areas for 2026

1. Preparation for Stage 6 Legal Studies, Ancient History, Modern History and Biology
 - Developing comprehensive Scope and Sequences, Assessment Schedules, and Teaching and Learning Programs to ensure a smooth implementation of new Stage 6 courses.
 - Strengthening curriculum planning to provide students with engaging and structured learning experiences that support future HSC success.
2. Year 11 English Intervention Plan
 - Implementing targeted literacy support strategies to strengthen student writing, comprehension, and analytical skills.
 - Using student data to identify learning needs and provide additional support to improve Stage 6 English outcomes.
3. Implementation of new Stage 5 subject: English Skills
 - Introducing English Skills to provide additional literacy development and targeted support for students requiring further assistance.
 - Focusing on building reading, writing, communication, and confidence skills to better prepare students for senior learning pathways.
4. Stage 5 Carns trip
 - Providing students with practical learning experiences that support Geography, Biology, and PDHPE curriculum outcomes. Also, encouraging students to develop a deeper understanding of sustainability, the environment, and their role as responsible global citizens.
5. Stage 5 Saturday classes
 - Providing additional learning opportunities to consolidate skills, extend understanding, and support academic growth.
6. Year 7 Peer support Program
 - Implementing a peer mentoring program to support students transitioning into high school and promote a positive sense of belonging.
 - Developing leadership, communication, and mentoring skills among senior students while providing guidance and support to Year 7 students.



7. Implement 2026 Technology Programs, Scopes and Sequences and Assessment Schedules
 - Developing updated Technology programs with a stronger focus on coding, engineering, and future-focused skills.
8. Implementation of Careers classes
 - Introducing Careers classes to support students in exploring future pathways, tertiary education, and employment opportunities.
 - Assisting students in developing career awareness, goal-setting skills, and informed decision-making for their future.
9. Increased community engagement
 - Strengthening connections with families and the wider community through initiatives such as the Eid Festival and community events.
 - Providing students with enrichment opportunities, including the NRL Bullying Workshop and guest speakers, to promote wellbeing, respect, leadership, and social responsibility.
10. Provide students with an international learning experience through a curriculum-linked study tour to London, enhancing engagement and understanding in Literature, Geography, and History through authentic, real-world learning opportunities.
11. Primary Program development
 - Create Term 1 and 2 programs for PDHPE, Science and Technology, HSIE and Creative Arts for mandatory implementation on new syllabus in 2027
12. Reading Eggs
 - Implementation of Reading Eggs for Stage 2 as well as K-2 students to continue to consolidate literacy as the program worked well for K-2 in 2024
13. Journalist Club
 - The Journalist Club will continue to be developed through the Rissalah Primary Newsletter, Primary Chronicles, providing students with opportunities to strengthen their writing, communication, and reporting skills. Students will contribute to capturing school events, celebrating achievements, and sharing important updates with the wider College community, while developing confidence and creativity through authentic publishing experiences.



14. Public Speaking

- A new Public Speaking Team will be established for Years 4–6, providing students with opportunities to develop confidence, communication skills, and critical thinking while representing the College in Islamic school competition

15. Home Reading Program

- A new Kindergarten Home Reading Program will be developed involving parent volunteers to support early literacy development, encourage regular reading practice, and strengthen students' confidence and fluency through family engagement.



Theme 11: Initiatives promoting respect and responsibility

At Rissalah College, moral education stands as a fundamental pillar of our holistic student development framework, deeply rooted in Islamic principles while harmoniously aligned with the core Australian values that underpin contemporary schooling. The College is unwavering in its commitment to cultivating a culture of respect and responsibility, not only within the student body but throughout the wider school community. This commitment is realised through a diverse range of carefully designed initiatives that foster ethical awareness, personal integrity, and social accountability. These initiatives encompass structured programs such as the Student Representative Council, weekly reflections on prophetic teachings, and continuous reinforcement of positive behaviour across academic and social settings. By embedding these values into everyday school life, Rissalah College ensures that students are equipped to navigate their personal and academic journeys with a strong moral compass, contributing positively to both local and global communities.

Morning Halaqa, Qur'an Recitation and Hadith

The Morning Halaqa, Qur'an Recitation and Hadith Program is a cornerstone of Rissalah College's efforts to nurture respect, responsibility, and strong moral character within the school community. Each morning, students participate in a structured gathering that includes the recitation of the Holy Qur'an, reflection on its meanings, and the sharing of teachings from the Prophet Muhammad (peace and blessings be upon him). A Hadith of the Week is selected and presented to students, providing practical guidance on important values such as respect, honesty, compassion, self-discipline, and personal responsibility. These teachings are explained by the school sheikh, helping students understand how Islamic principles can be applied in their daily lives, both within and beyond the school environment. The themes explored during the morning halaqa are reinforced throughout the week by teachers and staff through classroom discussions and everyday interactions with students. By encouraging regular reflection on Islamic teachings and their practical application, the program supports students in developing positive behaviours, strengthening their sense of accountability, and fostering respectful relationships with others. Through this consistent and holistic approach, Rissalah College promotes a culture where respect and responsibility are not only taught but actively practised, contributing to a positive and values-driven learning environment.

Annual Umrah Trip



Rissalah College is proud to provide students with the opportunity to participate in the Annual Umrah Trip, a unique experience that combines spiritual growth, character development, and practical learning. This sacred journey to Makkah allows students to strengthen their relationship with Allah through acts of worship, reflection, and remembrance while deepening their understanding of the significance of the holy sites and the traditions of Islam. Beyond its spiritual benefits, the Umrah trip serves as a valuable extension of the values-based education provided at Rissalah College, offering students

the opportunity to put into practice the religious manners, respect, responsibility, and self-discipline they have learnt throughout their schooling. Whether demonstrating patience in crowded environments, showing consideration for fellow pilgrims, caring for shared spaces, or fulfilling their responsibilities as part of a group, students are encouraged to translate classroom learning into meaningful action.



The journey also develops important life skills such as cooperation, accountability, punctuality, resilience, and independence while fostering an appreciation for the diversity and unity of the global Muslim community through interactions with pilgrims from around the world. Accompanying staff play an essential role throughout the trip, leading by example and embodying the values, teachings, and ethos of the College through their conduct, service, and interactions with others. By observing and learning from these role models, students gain a deeper understanding of how Islamic values can be lived and practised in everyday life. Through this transformative experience, the Annual Umrah Trip continues to support Rissalah College's commitment to nurturing respectful, responsible, and faith-driven young people who positively contribute to their communities.



Student Representative Council (SRC)



In 2025, Rissalah College proudly hosted its annual Student Representative Council (SRC) Badge Ceremony, formally recognising and appointing the newly elected student leaders for the year. This significant event celebrated the leadership potential, commitment, and dedication of students entrusted with representing their peers and contributing positively to the school community. The ceremony reinforced the core values of respect and responsibility, which underpin the role of every SRC member, encouraging students to lead by example through their actions and conduct.



Throughout the year, SRC members undertook a range of meaningful responsibilities, including assisting with the implementation of a new lunch order system, operating stalls during the College's annual Ramadan Markets with staff support, and providing assistance at numerous school events and initiatives. The College also organised an SRC Camp, which provided students with opportunities to strengthen relationships, develop teamwork skills, and further cultivate the values of respect, responsibility, and service. Through these experiences, students developed leadership, organisation, and communication skills while contributing positively to the wellbeing and success of the wider school community. The SRC continues to play an important role in fostering a culture of respect, responsibility, and active citizenship at Rissalah College.



Swimming Carnival and Aquatopia Waterpark Excursion

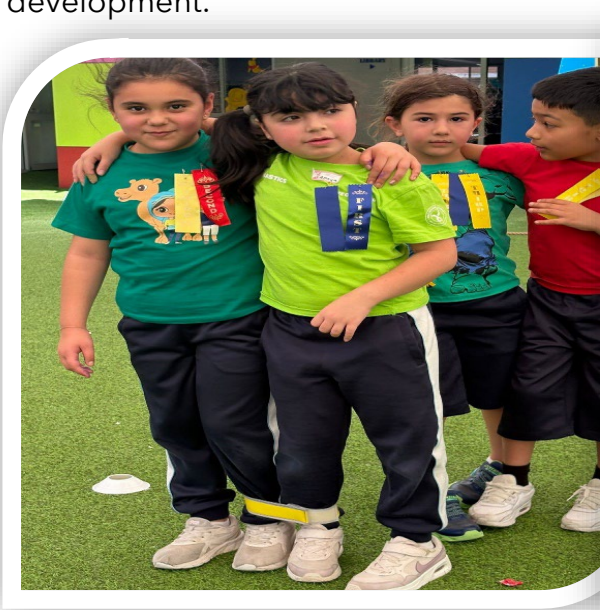
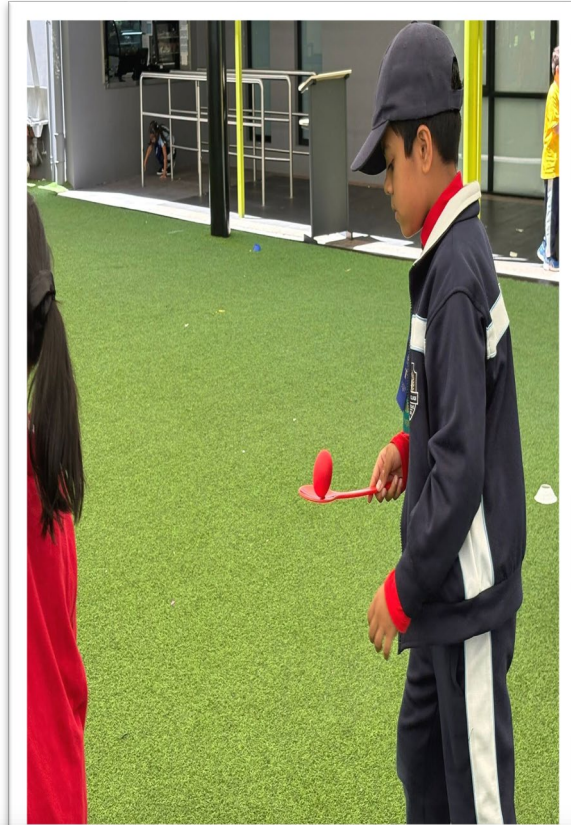
Rissalah College proudly hosted its annual Swimming Carnival, providing students from Years 4 to 12 with a day that combined healthy competition, recreation, and school spirit. This year, the College incorporated an excursion to Aquatopia Waterpark alongside the carnival, ensuring that students of all swimming abilities could actively participate and enjoy the experience. Students rotated between competitive swimming events and the waterpark attractions, allowing both confident swimmers and those less inclined towards competition to engage in the day's activities.

The event created an inclusive and enjoyable atmosphere, with students cheering on their peers, celebrating achievements, and demonstrating good sportsmanship throughout the day. By combining competitive races with recreational activities, students were encouraged to challenge themselves, support one another, and strengthen friendships while embodying the values of respect, responsibility, and teamwork. The Swimming Carnival and Aquatopia Waterpark Excursion continues to be a valued opportunity for students to build school spirit, foster positive relationships, and enjoy physical activity in a fun and supportive environment.



Athletics Carnivals

Rissalah College proudly hosted its annual Athletics Carnivals, providing students with the opportunity to demonstrate sportsmanship, perseverance, and teamwork while embracing healthy competition. Students from Years 3 to 12 participated in the College Athletics Carnival held at The Crest Sporting Complex, competing in a variety of track and field events and striving to achieve their personal best. Throughout the day, students were encouraged to display respect, responsibility, and resilience, both in victory and defeat, while supporting and encouraging their peers. Students from Kindergarten to Year 2 also participated in an age-appropriate in-house Athletics Carnival, which featured a range of engaging and enjoyable activities, including sack races and other fun events designed to develop confidence, participation, and teamwork. Across both carnivals, students were encouraged to embrace their competitive spirit in a respectful manner, celebrate the achievements of others, and contribute to a positive and inclusive environment. These events continue to play an important role in promoting respect, responsibility, cooperation, and school spirit while fostering students' physical wellbeing and personal development.



Year 10 Work Experience

In 2025, Rissalah College proudly continued its Year 10 Work Experience Program for the second consecutive year, providing students with valuable opportunities to engage with the workforce and explore potential career pathways. Students undertook placements across a diverse range of industries and workplaces, including schools, legal settings, retail businesses, and community organisations. With support from the College, students were encouraged to take ownership of the process by sourcing their own work experience placements where possible, helping to develop initiative, communication skills, and personal responsibility. Throughout the program, the College Executive Team maintained regular communication with both students and workplace hosts to ensure students were well supported, progressing positively, and representing the College in a respectful and professional manner. The experience enabled students to apply the values of respect, responsibility, and integrity in real-world settings while developing essential workplace skills such as punctuality, teamwork, communication, and professionalism. Through meaningful interactions with employers, colleagues, and members of the public, students gained valuable insight into workplace expectations and developed a greater appreciation for the responsibilities and opportunities that accompany future employment and career pathways.



R U OK DAY?

Rissalah College proudly participated in R U OK? Day, a national initiative dedicated to promoting mental health awareness and encouraging meaningful conversations about wellbeing. The day provided an opportunity for students and staff to reflect on the importance of supporting one another, demonstrating empathy, and fostering a caring and inclusive school community. Throughout the day, students engaged in a range of activities and discussions designed to encourage kindness, connection, and awareness of the importance of checking in on family members, friends, and peers. Students were also actively involved in decorating the school with messages of positivity and support, helping to create a welcoming environment that reflected the spirit of the initiative. These activities were led and coordinated by staff and Student Representative Council (SRC) members, who worked alongside students and modelled the values of leadership, respect, and responsibility. Through its participation in R U OK? Day, Rissalah College continued to promote a culture where students feel supported, valued, and empowered to look out for one another.



School Camps

School camps remain an important part of the educational experience at Rissalah College, providing students from Years 5 to 12 with opportunities to develop independence, resilience, teamwork, and leadership in environments beyond the classroom. Each camp is tailored to the age and developmental needs of students, offering a range of challenges and experiences designed to encourage personal growth, responsibility, and mutual support. Through participation in camp activities, students learn to work collaboratively, overcome obstacles, and demonstrate respect for their peers, staff, and the wider environment. Staff play a vital role throughout these experiences, leading by example through their conduct, participation, and support of students. By leading prayers, maintaining the importance of faith throughout the camp experience, and actively engaging in activities alongside students, staff model the values of courage, teamwork, compassion, and service. These shared experiences strengthen relationships within the school community and reinforce the core values of respect and responsibility that underpin the College's educational philosophy.

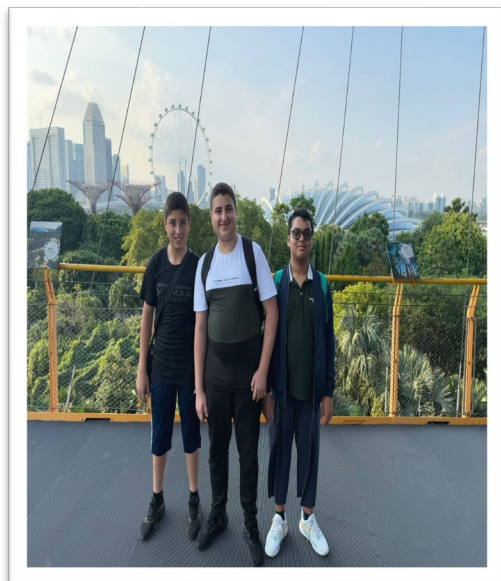


Singapore STEM Study Tour



In 2025, Rissalah College proudly organised its first international STEM (Science, Technology, Engineering and Mathematics) Study Tour to Singapore, providing students with a unique opportunity to extend their learning beyond the classroom and engage with STEM concepts in real-world settings. Throughout the tour, students visited leading science and technology attractions, explored innovative engineering and design initiatives, and

experienced iconic landmarks such as Singapore's illuminated Supertrees, which showcase the powerful integration of science, technology, engineering, arts, and sustainability. The trip encouraged curiosity, critical thinking, and a deeper appreciation for the practical applications of STEM in everyday life. Equally important, the experience provided students with the opportunity to demonstrate the values of respect, responsibility, and teamwork that are fostered at Rissalah College. By travelling and learning together, students supported one another, embraced new experiences, represented the College with pride, and developed greater independence and confidence. The Singapore STEM Study Tour exemplified the College's commitment to providing enriching educational experiences that inspire a love of learning while reinforcing the character and values that underpin student success.



Public Speaking Competition

In 2025, students from Years 4 to 6 proudly represented Rissalah College in an inter-school Public Speaking Competition involving students from a number of Islamic schools. The competition provided students with a valuable opportunity to develop confidence, communication skills, and the courage to speak before a large audience on topics that were meaningful to them. With the support and guidance of dedicated staff members, students spent time preparing, practising, and refining their speeches, developing both their public speaking abilities and self-confidence throughout the process.

A key theme explored during the competition was respect. Students were encouraged not only to speak about the importance of respect but also to demonstrate it through their conduct, interactions, and sportsmanship throughout the event. Through both collaborative preparation and individual effort, students developed a greater sense of responsibility, perseverance, and accountability for their work. The experience challenged students to step outside their comfort zones, support one another, and represent the College with pride and professionalism





Theme 12: Parent, Student and Staff Satisfaction

Parents / Caregivers: The College website continues to serve as a vital communication and information platform for our school community, providing parents, students, staff, and the wider community with timely access to important school information. Regularly updated throughout the school term and year, our college website reflects the latest news, achievements, events, and developments across the school. The platform offers a comprehensive range of resources, including the school calendar, newsletters, policies and procedures, enrolment information, photo galleries, academic resources, and other key publications.

As part of our ongoing commitment to fostering strong school-community partnerships, the website remains an essential tool for keeping families informed, celebrating student achievements, and showcasing the diverse learning opportunities and experiences available at the College

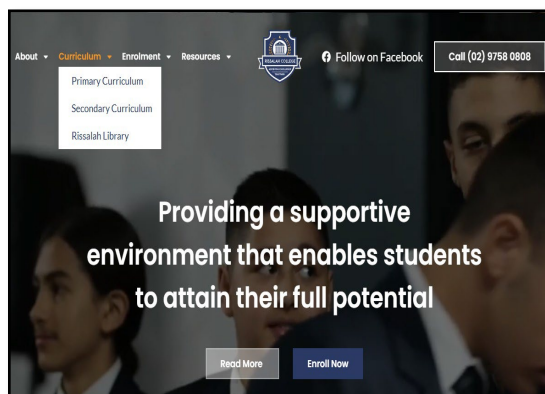
Forms of School Communication

School Website: The College website continues to serve as a vital communication and information platform for our school community, providing parents, students, staff, and the wider community with timely access to important school information. Regularly updated throughout the school term and year, our college website reflects the latest news, achievements, events, and developments across the school.

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Parent-Teacher Interviews: Parent Teacher Interviews continue to play a significant role in strengthening the partnership between home and school at Rissalah College. Conducted at the conclusion of both Semester One and Semester Two, these meetings provide valuable opportunities for parents and caregivers to engage in meaningful dialogue with their child's teachers regarding academic achievement, learning progress, wellbeing, and future educational goals.





These discussions enable teachers and families to collaboratively identify individual strengths, address areas for growth, and develop strategies to support each student's ongoing learning and development. The interviews also provide an important opportunity for sharing feedback, celebrating achievements, and ensuring that students receive consistent support both at school and at home.

Student Reports: At the conclusion of each semester during Term 2 and Term, Rissalah College provides comprehensive written reports to parents and caregivers, offering a detailed overview of each student's academic progress, achievement, and overall development. These reports serve as an important communication tool, providing families with meaningful insights into their child's learning journey and educational outcomes.

The reports highlight student performance across all key learning areas, recognising individual achievements, growth, effort, engagement, and application to learning. They also identify areas for further development and provide constructive feedback to support continued improvement and future success.

By delivering clear and comprehensive reporting, the College seeks to strengthen the partnership between home and school, promote transparency in student learning, and encourage active parent engagement in the educational process. These reports play a vital role in supporting students to reflect on their progress and work towards achieving their full academic potential.

Class DOJO: Rissalah College utilises ClassDojo as a key communication platform to strengthen connections between the College and families. The platform provides a secure and efficient means of sharing important



ClassDojo

information, student achievements, and updates on school activities throughout the year. Through ClassDojo, parents and caregivers can access classroom updates, celebrate learning achievements, and communicate directly with teachers. The platform is also used to share photos and highlights from school events, excursions, fundraising initiatives, and community celebrations, helping families remain informed and engaged in their child's educational experience.

Sentral: Rissalah College continues to utilise the Sentral Parent Portal as a central component of its communication framework, enabling the timely and effective sharing of information with parents and caregivers. Through the portal and SMS notification system, families receive important updates relating to student attendance, academic progress, school events, administrative notices, and other key announcements throughout the year.



The College also communicates with families through email correspondence and written notices, ensuring that information is distributed through multiple channels to maximise accessibility and engagement. This coordinated approach supports clear and consistent communication between the College and its parent community.

School Events

Throughout the year, Rissalah College offers a diverse range of educational, cultural, and community events that enrich the student experience and strengthen connections across the school community. These events provide valuable opportunities for students to engage beyond the classroom, celebrate achievements, develop leadership skills, and build meaningful relationships with their peers, teachers, and families.



Key events during the year included educational excursions, international learning opportunities, in school guest speakers, Eid celebrations, Ramadan community events, School Iftars, Literacy and Numeracy Week activities, the Book Character Parade, Student Representative Council (SRC) Induction Ceremony, graduation ceremonies, and end-of-year presentation events. These occasions recognise student achievement, promote

student engagement, and celebrate the diverse talents and contributions of our learners.

Beyond their educational value, these events play an important role in strengthening community partnerships and cultivating a positive and inclusive school culture. Through participation in these shared experiences, students develop a strong sense of belonging and connection, contributing to a vibrant and supportive learning environment for all members of the College community.



Literacy, Numeracy and Science Weeks



Rissalah College continues to strengthen the meaningful integration of Literacy, Numeracy and Science to provide students with a cohesive and enriched learning experience. This cross-disciplinary approach is designed to deepen understanding, and foster creativity by highlighting the interconnected nature of key learning areas.

Throughout the academic year, a strong emphasis has been placed on knowledge integration, enabling students to make meaningful connections across subjects and apply their learning to real world contexts. This approach supports the development of critical thinking skills and helps students recognise the relevance and application of their learning beyond the classroom.

A key highlight of this year was the collaborative presentation once again of Literacy, Numeracy, and Science Weeks as a unified celebration of learning. Students actively engaged in a range of hands-on and inquiry-based activities, including classroom



displays, creative decorations, and interactive experiments. They were also encouraged to contribute items from home and share innovative ideas, fostering ownership of their learning and strengthening engagement.

Social Media

Rissalah College utilises its official Facebook and Instagram pages as active communication means to keep the school community informed and engaged. These platforms provide regular updates that capture day-to-day school life, highlight student involvement, and showcase a wide range of achievements and activities across the College.

By sharing visual stories and key moments, the College is able to highlight student success, reinforce positive school identity, and strengthen connections between families and the wider school community. These platforms also offer a convenient way for parents and caregivers to stay connected with college initiatives and celebrations.

When used alongside other communication methods and whole-school events, social media contributes to a more connected and informed community. Rissalah College

remains focused on maintaining accessible and engaging communication practices that support strong relationships and contribute to a positive and supportive learning environment.

Pre-Kindergarten Transition Program



In Term 4, Rissalah College successfully delivered a Pre-Kindergarten Transition Program to support the incoming 2026 Kindergarten cohort in their preparation for school. This initiative was designed to familiarise children with the school environment, classroom expectations, teaching approaches, and daily routines, ensuring a positive and supportive introduction to formal schooling.



The program provided students with early exposure to structured learning experiences in a nurturing setting, helping to build confidence, independence, and readiness for the transition into kindergarten. Through engaging activities and guided participation, children were encouraged to develop foundational social, emotional, and learning skills essential for a successful start to their schooling journey.

High School Transition Program

Rissalah College conducts Parent Information Evenings at key transition stages, including Year 6 to Year 7, Year 8 to Year 9, and Year 10 to Year 11. These sessions are designed to support families in understanding the academic and pastoral expectations of the next stage in their child's schooling journey.

The evenings sessions help students move into the next phase of their education with greater confidence, clarity, and preparedness.



Sport and Physical Activity Programs



Rissalah College's sport and physical activity program is designed to promote lifelong participation in health and fitness through structured engagement, enjoyment, and skill. Students actively participate in weekly sport sessions that challenge and extend their physical capabilities while building confidence, coordination, and overall wellbeing. The program also provides opportunities for students to represent the College at inter-school sporting events, including competitions such as the Swimming carnival, Athletics carnival, Harmony Cup and other local school sporting competitions. These experiences foster teamwork, discipline, resilience, and exemplary sportsmanship, while strengthening a strong sense of identity and pride within the College community.



Student Representative Council (SRC)

The Student Representative Council (SRC) provides a formal and meaningful platform for student voice, enabling students to actively contribute to school decision-making and initiatives that impact their learning environment. SRC members are democratically elected by their peers and are selected for their demonstration of the College values, along with their commitment, integrity, and leadership qualities.

Representing their respective year groups, SRC members participate in regular meetings where they engage in discussion with the SRC team and College Principal.

Key outcomes and initiatives are then communicated back to their peers, ensuring transparent and effective two-way communication across the student body.

SRC members play an important role in the life of the College. Their responsibilities include promoting school events and activities, providing constructive feedback to school leadership, supporting the organisation of initiatives and fundraising for charitable causes, and assisting fellow students particularly in younger cohorts in their transition and daily school experience. Participation in SRC camps and leadership development activities further strengthens their capacity to lead and serve.



Staff Professional Practice and Collaboration

At Rissalah College, our dedicated staff are committed to delivering high-quality teaching and learning that supports the academic and personal growth of every student. Educators actively share expertise, resources, and effective practices, fostering a culture of continuous improvement and professional excellence.

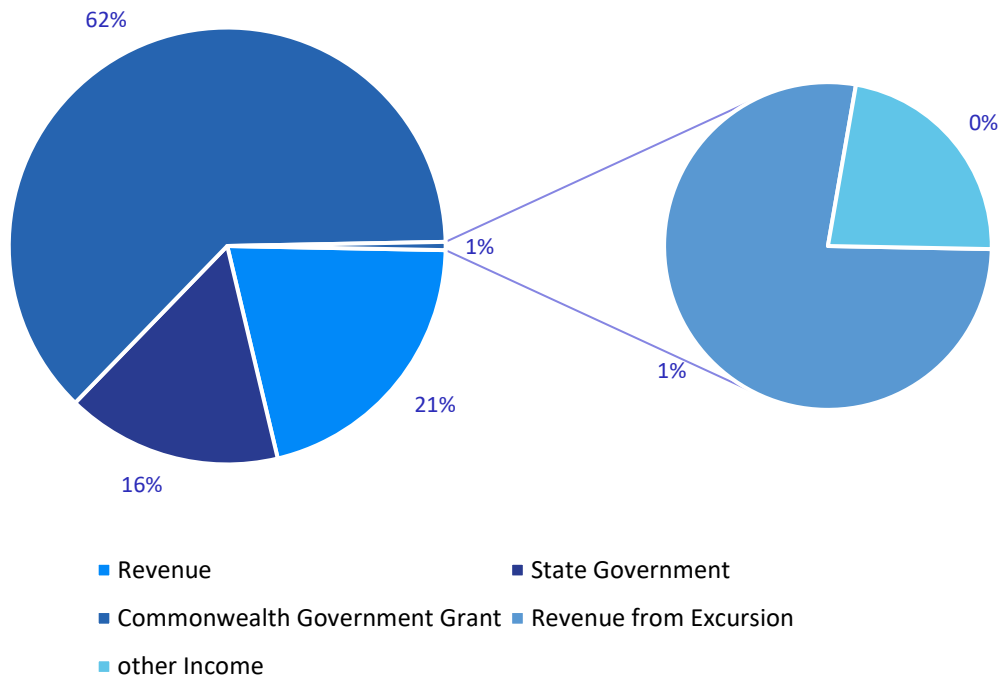
Ongoing professional learning is a key priority, with staff engaging in regular development opportunities to strengthen their knowledge and refine their teaching practice. This ensures that classroom instruction remains current, evidence-based, and responsive to student needs.

The College promotes a collaborative and supportive working environment where diverse perspectives are valued and contribute to improved student outcomes. In addition, regular meetings with Stage Coordinators and weekly staff meetings provide structured opportunities for reflection, planning, and shared decision-making, strengthening cohesion across the College community.

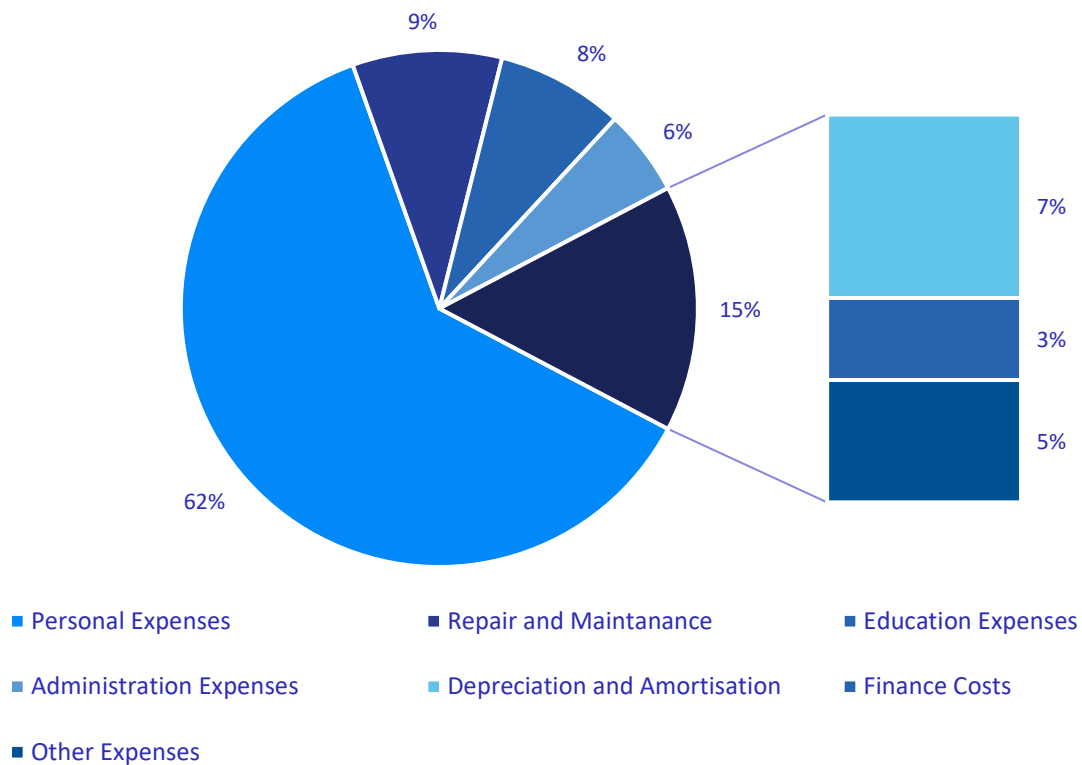


Theme 13: Summary of financial information

FY 2024 Recurrent/ Capital Income



FY 2024 Recurrent/ Capital Expenses





Theme 14: Publication Requirements

Rissalah College has completed its publication requirements by providing:

- Annual Report provided to NESAs or RANGS Online, no later than 30th June 2026
- Public disclosure by publishing the annual report or its availability is advertised on the School's website no later than 30th June 2026 Report able to be provided to those unable to access the internet
- Policies and procedures to ensure availability of information to the Minister upon request