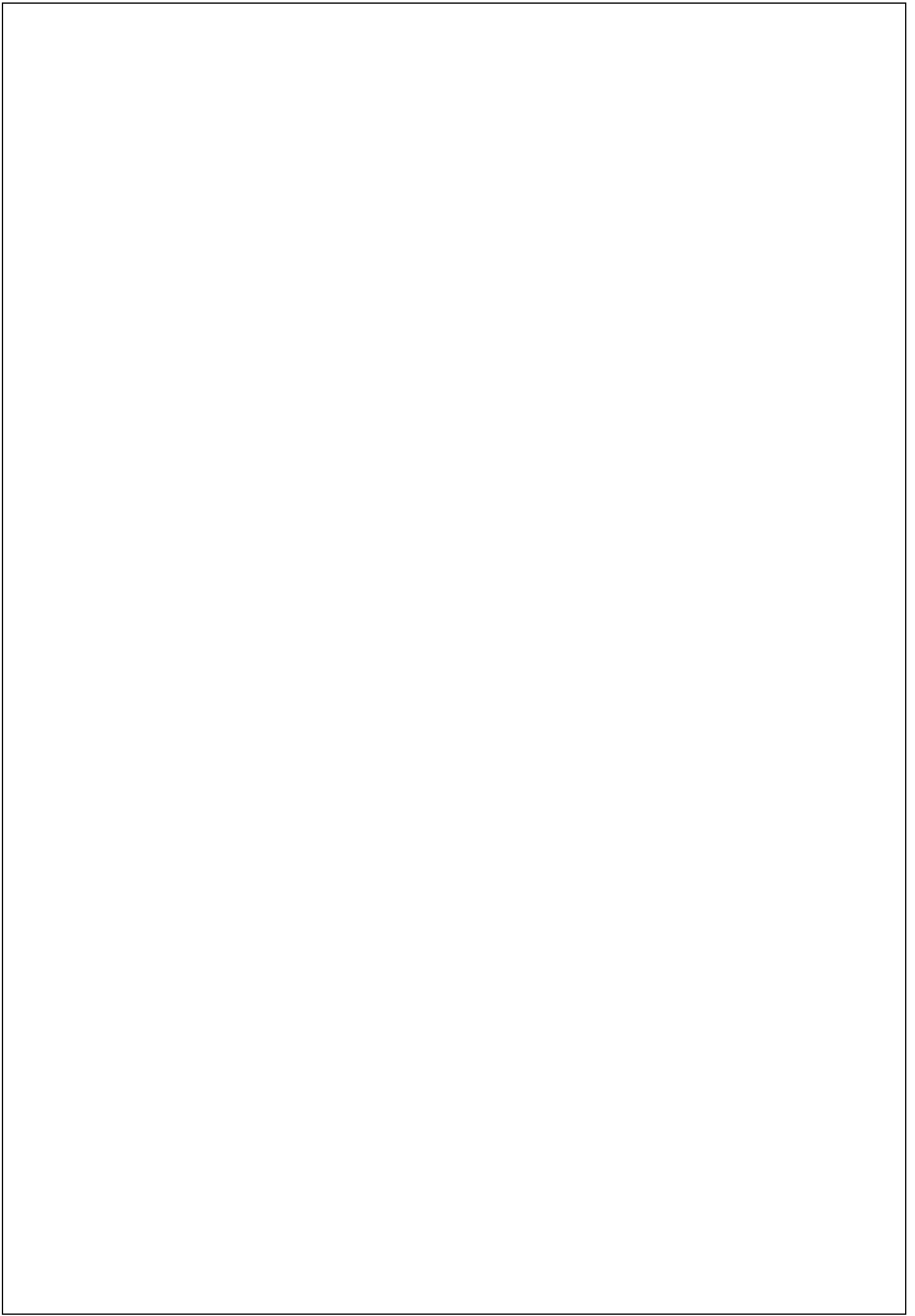




Student and Supporters Handbook 2026







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1. STRATEGIC PLAN

Why We Exist

We are an independent senior secondary school established to meet a growing need for Muslim students who are better suited to a more applied, hands-on approach to learning. We want to provide this style of learning in an environment where students can also continue to embrace their Islamic faith and develop a sense of identity.

We provide a culturally safe space for Islamic youth to learn, building the foundations upon which they can become the best versions of themselves. Our learning model will take a strength-based approach, and use the power of sport, to create a unique educational experience.

Students complete the NSW Higher School Certificate (HSC) Non Atar pathway and gain nationally recognised Vocational Education and Training (VET) qualifications.

Our Vision

We want to be:

- the school of choice for young Muslim students seeking an education experience that is applied and connected to industry; and
- a highly regarded and trusted school within the Islamic school and wider Islamic community.

Our Values

Our College is a values driven organisation. Our values are the strong beliefs and consistent behaviours of our people - they describe the way in which the directors, team and students behave, interact and work together, as well as how they behave and represent the College when interacting with others.

The College's culture is defined by our values and how we behave. It "is how we do things around here". Our values are held in high regard and protected by every person at the College.

Our values are:

<i>Connection</i>	<i>We show genuine interest in others and share experiences</i>
<i>Humility</i>	<i>We appreciate and use our strengths to lift up others</i>
<i>Care</i>	<i>We look out for each other</i>
<i>Determination</i>	<i>We work hard and consistently give our best effort</i>

Education Philosophy

The College believes that a well-rounded and more applied approach to learning can often better meet the needs of many young people when compared to more traditional forms of teaching. It believes that students learn better when they are interested in what they are learning and can see the relevance of what they are learning, “in action”, and connected to an industry they enjoy.

The College also believes in creating agency and developing responsibility within students, where they are trusted as young people nearing adulthood and learn in an environment reflective of the way people best learn at work – through experiences, support, inclusion, collaboration and sharing knowledge.

The learning and personal development is also closely linked to students connecting with their Islamic faith, where students will experience a safe and inclusive environment to explore their faith and sense of identity as a young Muslim person.

The College is implementing its education philosophy by delivering the HSC (VET/Non Atar), which is ideally suited given the applied learning approach that is central to the delivery of that qualification, as well as an approach that allows learning to occur in a more holistic manner, and account for the personal strengths, interest and goals of students.

The College will use the framework of the HSC (VET) and for each study design, develop curriculum and learning experiences that are in context and connected to areas of interest for students. This will be enacted in the following way:

- Curriculum and program design – we will acquire and develop curriculum in consultation with selected sports industry and community organisations – the intent being to develop learning experiences that reflect the work of the industry and to develop student knowledge and skills wanted by the industry.
- Experiences - exposing students to a range of industry experts, role models and experiences – with a focus on the sport and recreation industry, and community organisations that also work in this industry. The experiences will include industry specific curriculum, work placements, real projects and volunteering.
- Individual Development Plan – creating with each student a capabilities and learner profile, linked to students developing key attributes and transferable skills, and the opportunity for them to explore and test career possibilities.
- Teacher/Student Relationship – while this important at all schools, we place a high importance on teachers who can build a connection and trust with students, and who can provide a positive and relevant learning environment by understanding the personal strengths, interest and goals of each student. The nature of the program allows our teachers to spend more time with students so these strong and positive relationships can be established.
- Faith – complement the HSC (VET) with opportunities for students to explore and develop their Islamic faith.

- Resourcing – we will prioritise the allocation of College resources to ensure that the learning environment (inclusive of facilities, teachers, curriculum and experiences) are of a very high standard

Consistent with delivering education in Australia, the College will also operate with a belief and commitment to the following:

- an accountable, democratically elected government;
- respect for and observing the rule of law;
- equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes;
- freedom of religion, including a need to practise tolerance and understanding of others' beliefs;
- freedom of speech and freedom of association; and
- the values of openness and tolerance.

2. KEY TEAM MEMBERS (OPERATIONS)

All Campuses

Mr. Ali Fahour

NSW Campus

NSW Director Mr. Ali Faraj

Principal: Mr Osman Karolia

All Campus Admin/Curriculum/Careers

Learning and Development Manager: Ms Esra Boz

Head of VET: Mr Sevdet Bektas

Administrative Officer: Ms Derya Keles

Administrative Assistant: Ms Zena Rasol

Careers Advisor: Ms Alanur Aydemir

All Campus Wellbeing Team

Provisional Psychologist: Ms Nadine Haidar

College Imam: Sk Zouhayr Benhim

Mentor: Br Bachar Houli

All Campus HP Team

Head of High-Performance: Mr Michael Chiovitti

High-Performance Male Coach: Mark Alford/Tarek Elrich

High-Performance Female Coach: Rachel Harvey

3. TERM DATES

Each year, the College will publish a calendar with a range of important events and dates, which will allow both students and families/supporters to be aware of important dates and deadlines.

This calendar will be available for students and families/supporters on our student management system, Compass.

Term 1	02 Feb – 2 Apr
Term 2	22 Apr – 03 Jul
Term 3	23 Jul – 25 Sep
Term 4	13 Oct – 02 Dec

School hours: 8:50am – 3:15pm

4. STUDENT SAFETY, WELLBEING & MANDATORY REPORTING

Child Safety Culture

The College has a range of policies that seek to protect students from abuse and explain our approach to implementing the NSW Government Child Safe Standard, which sets out how the NSW Child Safe Standards apply in school environments as directed by the Office of the Children's Guardian as per the Children's Guardian Act 2019

The policies also seek to provide the foundation for the College's procedures, practices, decision-making processes and ultimately our culture with respect to child safety and wellbeing.

Our College is a child-safe organisation which welcomes all young people and their families. We are committed to providing an environment where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. We believe that at the core of students achieving their individual best is a commitment to their safety, wellbeing and own self-development.

Our child safe policies and practices are intended to meet the needs of our students. We have zero tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our care.

We promote positive relationships between students and adults and between students. We understand that students will be nearing or will reach 18 years of age while at the College, so will seek to build relationships that are based on trust, understanding and respect. As emerging adults, we will encourage student agency and responsibility.

As a school that will enrol Muslim students, we are also committed to the cultural safety of Muslim children, and the cultural safety of children from other culturally and/or linguistically diverse backgrounds should they come to the College. This includes paying particular attention to the cultural, safety and wellbeing needs of children from Aboriginal and Torres Strait Islander students should they attend the College.

Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed.

The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Student safety is a shared responsibility. Every person involved in our College has an important role in promoting child safety and wellbeing and to promptly raise any issues or concerns about a child's safety.

Our College has the following policies to assist in creating a safe and secure environment for its team and students free from discrimination, harassment and bullying on Compass:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Bullying Prevention and Intervention Policy
- Inclusion and Diversity Policy
- Digital Technology and Social Media Policy – Students

Mandatory Reporting Obligations and Reportable Conduct Scheme

Teachers and non-teaching staff are mandatory reporters and must report to the principal and/or the Office of the Children's Guardian or NSW Police as soon as practicable if, in the course of teaching or carrying out their duties, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse; and
- the child's families/supporters have not protected, or are unlikely to protect, the child from harm of that type.

It is a criminal offence not to report in these circumstances.

NSW also has a Reportable Conduct Scheme, which seeks to improve an organisation's responses to allegations of child abuse and neglect by their workers and volunteers. It seeks to do this by giving oversight and monitoring responsibility to the Office of the Children's Guardian (OCG), and by creating obligations on the Principal to:

- have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response; and
- ensure that the OCG is notified and given updates on the organisation's response to an allegation.

There are five types of 'reportable conduct':

- sexual offences (against, with or in the presence of, a child)
- sexual misconduct (against, with or in the presence of, a child)
- physical violence (against, with or in the presence of, a child)
- behaviour that causes significant emotional or psychological harm
- significant neglect.

The Reportable Conduct Scheme does not replace the need to report allegations of child abuse, including criminal conduct and family violence to NSW Police. The mandatory reporting obligations therefore still operate alongside the Reportable Conduct Scheme.

5. STUDENT DAILY PROCEDURE & STUDENT ATTENDANCE

Class Times and Timetable

Students are expected to arrive at the College or at the relevant program venue on time to prepare for the day.

The College's program will be delivered over four terms, Monday to Friday, 8:50am to 3:15pm. The program timetable will broadly set out study areas and allocated time, but the College will also embrace flexibility, meaning that allocated times may be changed to take learning opportunities that may arise on short notice from the sport and recreation industry. The timetable, and any updates, will be provided to students and families/supporters through the College's Student Management System, Compass.

Students will receive an up-to-date class page on Compass, with a published weekly timetable. The timetable and other information on the class page will be available to students and families/supporters via Compass. If a change is being made within 24 hours of the activity or

effective immediately, students and families/supporters will be notified of the change via Compass or where necessary, via text message.

Attendance

The College believes that attendance at the College enables students to actively participate and engage in their learning. We seek to work in partnership with families/supporters, who are responsible for ensuring the regular attendance of their child.

Students are expected to attend the College during normal school hours every day of each term, unless there is an approved reason for not attending.

The College expects that each student will maintain, at the very least, a 95% attendance record for each year after accounting for approved absences.

The College has a range of measures designed to positively impact attendance, including the following:

- maintain attendance records and identifying and following up unexplained absences
- marking attendance rolls as required and recording the reason given for each absence
- advise families/supporters of unexplained absences, as soon as practicable on the same day of the absence, including for post-compulsory aged students
- encourage the development of a learning culture in which good relationships are modelled
- designing an education experience for students that is relevant, engaging and meets individual needs – as outlined in the College's Student Engagement Policy
- adopting approaches which foster the health, well-being, safety and development of resilience in students
- engage the team in professional learning which responds to changing educational and social contexts
- practices to identify 'at risk' students and provide the necessary support to maintain attendance and participation

Families and Supporters

Families/Supporters are expected to:

- ensure that their children attend the College each day
- provide written permission to the relevant teacher, or the admin office, for their child, if arriving after 8.50 am and/or leaving early - this can be done through the College's student management system, Compass.
- support the College to address non-attendance issues

- promptly notify and explain their child's absences from the College
- maintain up to date contact details and advise the College of any changes to such details

Students

Students are expected to:

- maintaining a good record of attendance, conduct and progress - attend every College day and be punctual for all classes, programs, commitments and organised activities, unless they have a valid reason to be absent
- when applicable, ensure that they attend structured work placements on time and advise both their teacher and the relevant employer if they will be late or unable to attend

Attendance Procedures

The following procedures apply with respect to student attendance:

- Student attendance will be recorded twice per day as follows, at the beginning of the school day (9am), and after lunch break, using the 'COMPASS' electronic roll marking package. The times of late arrivals will be noted and details about a student's absence will also be recorded on the system.
- Notification of student absence from families/supporters may be made via COMPASS, but can also be made via telephone message, email or written note - where possible, families/supporters are requested to advise the College of their child's absence before the school day commences through COMPASS.
- Where an absence is likely to be extended beyond a single day, families/supporters are requested to notify the College as early as possible by recording an absence through COMPASS.
- If a student is absent where an explanation has not been provided, teachers must contact the families/supporters or ensure that the College administration officer makes contact. This must be done on the day the student is absent.

For further information the Student Attendance Policy can be found in Compass under the Policies tab.

After Hours Contact

Students will be provided the College mobile phone number, which in many ways take the place of the 'school phone'; it allows student and family/supporter contact regarding educational matters. It will be made available to students and families/supporters between the hours of 8.30 am and 4:30pm weekdays only.

While it may be tempting to call the school for short or simple questions out of hours, such as locations or homework questions, it is strongly encouraged to avoid developing habits of out of hours contact with the school and teachers. Teachers are less likely to answer the phone out of school hours, but the College will endeavour to maintain good and consistent communication, often via Compass, to ensure students and families/supporters are informed.

6. COMMUNICATION - COMPASS

Compass is the Student Management System that students, families/supporters and College team use as their central hub for teaching, learning, assessments and communication.

Compass will support students and families/supporters to stay connected, with real-time access to student assessment, grades, reports, industry experiences and important notifications.

It will also allow families/supporters to keep all student information up to date and provide consent for College activities where that is required.

7. PROGRAM QUALIFICATIONS, STRUCTURE & DURATION

Students at the College will study the HSC (VET), which has a greater focus on vocational and applied learning program within the HSC.

The purpose of the HSC (VET) is to:

- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empower students to make informed decisions about the next stages of their lives through real-life workplace experiences.

To be awarded the HSC (VET), students must satisfactorily complete a minimum of 12 units in Yr. 11 and 10 units in Yr.12, including:

- HSC Literacy
- HSC Numeracy

- HSC Health and Movement Science (HMS)
- HSC Sport Leisure Recreation (SLR)
- HSC VET Business Services certificate 3
- HSC VET Sport Coaching certificate 3

Students must complete a minimum of 12 units in Yr. 11 and 10 units in Yr. 12 to be awarded the HSC.

As the HSC (VET) can be tailored to the needs and interests of students, at the College we have to connected much of the learning to the sport and recreation industry. **For more about the curriculum and study areas of the HSC (VET), see the curriculum section below.**

The HSC (VET) is completed over two years (years 11 and 12), with students generally commencing with the College at the at the start of year 11.

Year 11 and 12 students will be enrolled in a combination of HSC (VET) units and a VET qualification. The nationally recognised VET qualification contributes towards the HSC. Students will also gain credit by completing structured workplace learning. The VET qualification will be delivered and assessed by College teachers over the two-year period of years 11 and 12, in partnership with the VET provider.

Students in Yr. 12 will complete 10 units with SLR concluding in Yr. 11

The current College program, demonstrating how students will be eligible to receive the HSC (VET) upon successful completion, is set out below:

Curriculum type	Literacy	Numeracy	Human Movement Science (HMS)	Sport Leisure Recreation (SLR)	VET (certificate, level and hours)	VET (certificate, level and hours)
Preliminary HSC or HSC (VET) Yr. 11	Preliminary HSC Literacy	Preliminary HSC Numeracy	Preliminary HSC HMS	Preliminary HSC SLR	HSC VET – Certificate II Business Services	HSC VET – Certificate II Sport Coaching
HSC or HSC (VET) Yr. 12	HSC Literacy	HSC Numeracy	HSC HMS		HSC VET – Certificate III	HSC VET – Certificate III

Curriculum type	Literacy	Numeracy	Human Movement Science (HMS)	Sport Leisure Recreation (SLR)	VET (certificate, level and hours)	VET (certificate, level and hours)
					Business Services	Sport Coaching

Completing the HSC (VET) requirements means that students have also completed the requirements of the HSC. Upon satisfactory completion of the HSC (VET), students receive recognition through the appellation of 'Vocational Major' on their NSW Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

8. CURRICULUM, ASSESSMENT & REPORTING

Curriculum

The HSC (VET) delivered at the College comprises areas of study in Literacy, Numeracy, Human Movement Science and Sport Leisure Recreation, as well as a completion of a nationally recognised vocational certificates (being a Certificate III Sport Coaching and Business Services).

There is a greater focus on applied learning, which teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

The design of the curriculum by the College, connected to both sport and faith, is intended to be engaging, based in real life and to give students in-demand skills needed for the future world of work.

The implementation of the curriculum will occur using Compass. All resources, teaching materials, assessment tasks (and marking resources), and recording of results are completed through this system, which is readily accessible to students, families/supporters and teachers.

Assessment

HSC (VET) assessments are school-based and assessed through a range of learning activities and tasks. Apart from Human Movement Science there are no external assessments of HSC and HSC (VET) courses. HSC (VET) studies do not contribute to the ATAR.

For satisfactory completion of a HSC (VET) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tasks related to the outcomes. Students will be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The objective of assessment is for the student to show that they have achieved the unit's competencies and learning outcomes. The developed program may call for students to be assessed by one or more of the following methods:

- **Observation** – the completion of a specified task or set of procedures normally performed under close supervision, using a detailed checklist.
- **Oral questioning** – a response is provided to a series of questions presented in order to demonstrate understanding of principles or reasoning behind the action taken.
- **Case study** – an opportunity to display problem solving and decision-making skills is provided in a simulated context.
- **Multiple choice** – a question or incomplete statement followed by several options from which the trainee selects the appropriate answer/s.
- **Written short answer** – a written response item consisting of a question/s with answers of a single word, a few words, a sentence, or a paragraph.
- **Project** – an exercise or investigation based on a real-life situation, generally requiring a significant part of the work being carried out without supervision and involving the completion of a project report.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation (assessment levels of achievement for a study score do not apply to the HSC (VET) units). HSC unit results (S or N) contribute to satisfactory completion of the certificate.

Teachers must have regard for the HSC assessment principles when creating assessments and marking student's work.

In addition to the information provided in this Handbook, a student's teacher will provide the following information via Compass:

- a course outline for the relevant HSC (VET) and VET units, with an approximate time allocated to teach each and assess each unit

- the work that a student must complete to achieve an S (satisfactory) for a unit and the conditions under which the work is to be done
- An assessment outline for the units that includes the number of tasks to be assessed, the approximate timing of each assessment task, the weighting (if any) of each assessment task, and a general description of the assessment task
- Changes to assessment task dates (if they arise from time to time for the whole class), and processes for extensions of time for assessment tasks on an individual need's basis.

Students are expected to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- be pro-active with teachers about absences from class, missed in-class assessment tasks, requests for extension of the due date for an out-of-class assessment task and other issues relating to assessment.

Satisfactory HSC unit result

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes.
- submitted work that is clearly their own.

Decisions about satisfactory completion of a unit are solely the responsibility of the teacher and school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the academic year, the College, via this Handbook on Compass, will provide students with clear written details of both the NESA rules and the school's rules and procedures. As described above, this includes specifying the work that a student must complete to achieve an S for a unit and the conditions under which the work is to be done.

Not satisfactory HSC unit result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes.
- the student has failed to meet a school deadline for the assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance.
- there has been a substantial breach of the NESA rules and the school's rules and procedures.

Redeeming outcomes – submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. Where possible, teachers may delay the decision of satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome.

Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The College must keep a record, but it is not required to report the loss, theft or damage to the NESA. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

A student who uses technology to produce work for assessment is responsible for making sure:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability.
- hard copies of the work in progress and backup versions are produced regularly.

Cheating, collusion and plagiarism

At the beginning of the academic year, the College will provide students with clear written details of both the NESA's rules and the College's rules and procedures for HSC school-based assessments, including the NESA rules for authentication of school-based assessment and rules relating to cheating, collusion and plagiarism.

Students must not cheat when completing individual assessment tasks or engage in any other dishonest act to gain an unfair advantage. All work in each individual assessment task must be the work of the student. Students must not submit for marking, as original, any work which:

- contains identical or similar material to the work of another person (e.g., another student, supporter, a tutor)
- contains identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes
- is sourced or substantially based on artificial intelligence applications, such as Chat GPT.

The College will assist students to understand the importance the work being their own, provide guidance on what is and is not permissible, and look at measures to minimise issues arising.

In considering if a student's work is their own, teachers may consider if the work:

- is atypical of other work produced by the student.

- is inconsistent with the teacher's knowledge of the student's ability.
- contains unacknowledged material.
- has not been sighted and monitored by the teacher during its development.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will address the matter with student in the first instance, who must be given an opportunity to respond.

If, after hearing a student's explanation, the teacher is satisfied, exercising their professional judgment, that cheating, collusion or plagiarism has occurred, the teacher may:

- mark the whole assessment task as N (not satisfactory) or incomplete
- mark a part of the assessment task as incomplete where the teacher can identify that the work is not the student's own
- require further or additional assessments task to be completed
- take disciplinary steps under the College's Behaviour Management Policy

Cheating may result in a student receiving an N (not satisfactory) for a unit where the work of a student cannot be authenticated. In the above circumstances the Teacher will also involve the family/supporter when considering the matter.

A student may exercise their right to lodge a complaint under the College's Complaints Policy should they wish to challenge the decision taken by a teacher.

Individual Needs - Special Provision

The nature of the College program means that there is a level of flexibility to meet the needs of individual students. Throughout the program students will be monitored by teachers through ongoing feedback and assessment. Students identified as needing further support may be placed on an Individual Learning Plan, in consultation with the student and family/supporter, and their program is modified accordingly - this may occur at the beginning or during a student's time at the College.

The plan may involve the modification or extension of time for assessment tasks, with approval from the Principal.

If, on the odd occasion, a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher may exercise their reasonable judgement and provide a short extension of a submission date.

Where a student has a disability or learning need, the College may, upon request, consider modifications or support for students to complete assessment tasks. Such modifications must be approved by the Principal and allowed by the NES. Modifications, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time.

Students who are unable to complete an assessment task because of their special education needs will, where possible or permitted, be provided with alternative opportunities to demonstrate their knowledge, skills and understanding.

If a student's application for special provision for classroom learning and school-based assessment, or an extension, is rejected, the student may have the matter reviewed under the College's Complaints Policy.

Reporting

The College's Student Management System, Compass, is used to monitor student progress through the submission of work, recording of results, provision of feedback and creation of student reports.

Access to Compass is available to both students and families/supporters on an ongoing basis, so they can obtain clear and accurate information on a student's progress throughout the year.

The College will conduct at least two three way conferences during the year, using an Individual Capability and Learner Profile for each student to provide a framework for such meetings, and to reinforce a collective approach to help each student with their learning goals.

Formal reports are also completed twice a year at the end of each semester.

The College has a Assessment and Reporting Policy on Compass, which has detailed information with respect to the above matters.

NSW Numeracy/Literacy minimum standards

The NSW numeracy/literacy test is mandatory for all students to be awarded a HSC. Students at the College can sit the Numeracy/Literacy minimum standards test in Yr. 11 or Yr. 12.

The NSW numeracy/literacy test provides students with an opportunity to demonstrate they meet the NSW Literacy and Numeracy Standards expected at a senior secondary level.

No special study is needed.

Students may attempt the test on four occasions in Yr. 11 and six occasions in Yr. 12 until they are successful.

NSW Numeracy/Literacy minimum standards test

The numeracy test:

- contains 45 multiple-choice questions
- is allocated 45 minutes
- is adaptive – meaning the test adjusts to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- provides an onscreen calculator, protractor or ruler for some questions.

The reading test:

- contains 45 multiple-choice questions
- is allocated 45 minutes
- is adaptive — meaning the test adjusts to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly

The writing test:

- contains one question where students can choose between a visual or a text prompt
- is allocated 45 minutes
- requires a response of up to 500 words to be provided in an onscreen text box
- is marked by trained reviewers according to the achievement level descriptions, relevance of writing to the topic, structure and sequence of ideas, and control of language.

Exemption from the Numeracy/Literacy minimum standards test

There are a range of circumstances where a student may be eligible for an exemption from the Numeracy/Literacy minimum standards test. More detail is contained in the current HSC Handbook but should be raised with the Principal in the first instance.

9. FACILITIES/VENUES

The Islamic College of Sport NSW is located within the Australian College of Physical Education (ACPE) at Sydney Olympic Park.

Activities may also be conducted at other venues, consistent with the applied nature of the program and connection to the sports industry. All equipment for practical activities will be provided by the College and the partnering organisations.

As the College grows, more venues may be established via partnerships with local clubs and councils. The nature of the partnerships allows the College team, and students access to the venue during program hours and full use of facilities during these times.

Students are expected to treat all facilities and equipment with care and respect, and ensure all facilities are left in a neat and tidy manner each day. A tidying roster may be established and operate throughout the year.

10. STUDENT MEDICAL MATTERS

The management of student health and wellbeing and our approach to general health management, first aid, ill students, medication administration and medical record keeping is an important part of the College's duty of care to its students. The College has a Student Health Policy, on Compass under the policies tab, which sets out information on how these matters are addressed.

The management of student health and wellbeing also applies to supporting students diagnosed as being at risk of suffering from anaphylaxis. See the College's Anaphylaxis Policy on Compass under the policies tab for further information.

The College will maintain an electronic register of student health records, accidents and medical incidents for all students. This register will be created through the collection of medical information for each student, provided as part of completing the College enrolment process, and will be updated throughout as necessary. Families/supporters and carers will from time to time be asked to update information and are otherwise requested to advise the College if information changes.

The register will be stored electronically on Compass against each student's profile and will set out the following details:

- any medical conditions and instructions on how the team should manage them, including any allergies;
- any medication requirements;
- emergency contact details for families/supporters

The College understands the importance of protecting the privacy of its students, including in connection with their medical information. The College will ensure that all medical information retained on Compass is treated sensitively and in accordance our Privacy Policy.

Note: A first aid kit is kept at the venue.

11. CAMPS & EXCURSIONS

Camps and excursions provide valuable opportunities for students to develop self-management, organisation, and problem-solving skills. Engaging in new environments, making individual choices,

and navigating real-world situations helps students build independence, resilience, and confidence.

Camps are a compulsory part of the educational program and are subsidised in school fees. Families/supporters will be provided with detailed information for each camp and must provide consent for their child's participation.

For excursions, general consent is provided at the time of enrolment. Families/supporters who do not want their child to attend a particular excursion must formally revoke permission by notifying the College.

For further information, please refer to the Camps and Excursions Policy available on Compass.

12. STUDENT ENGAGEMENT

We believe:

- that student interest and motivation is a cornerstone to student learning.
- that students are motivated and learn better when they are interested in what they are learning and can see the relevance of what they are learning, "in action", and connected to things they enjoy.
- in creating agency and developing responsibility within students, where they are trusted as young people nearing adulthood and where they learn in an environment reflective of the way people best learn at work – through experiences, support, inclusion, collaboration and sharing knowledge.
- setting high and consistent expectations of students, and consider that when motivated, valued and appreciated, most students meet such expectations.
- each student also has their own goals, talents and needs and we consider it our responsibility to provide an education that values and seeks to meet the individual needs of each student.
- learning at the College and our behaviours can embrace and be influenced by our faith.
- the development of positive relationships between the team, students and families/supporters is fundamental to building and sustaining student engagement and wellbeing.
- developing a culture where the safety and wellbeing needs of Aboriginal and Torres Strait Islander students are protected, as well as any other student who may be at risk or vulnerable to becoming disengaged if they are not provided with a safe and inclusive environment.

The design of the education experience at the College for students is driven by these beliefs.

The College has a Student Engagement Policy, which sets out the different approach taken by the College to help students embrace and engage with their learning. It also outlines approaches to be taken to assist students who might be facing additional challenges and how an individual plan can be developed to assist these students.

An important part of the program is how teachers will support each student to develop and own an Individual Capability and Learner Profile, with the development of key attributes and transferable skills given equal importance to acquiring knowledge. This allows for a more focused and personalised approach, driven from the needs of the student.

13. STUDENT SUPERVISION

During scheduled class times students will be supervised by registered teachers that manage the overall classroom setting, provide a safe and positive learning environment, and deliver and assess student learning activities. Teachers are required to maintain their teacher registration as a condition of their ongoing employment, as well as comply with a range of College policies, including the suite of policies that address student safety and wellbeing.

All College non-teaching team members are required to obtain a working with children clearance as part of their employment. Such team members may be involved to support teachers with education programs or the supervision of students, but the registered teacher will retain primary responsibility for the management of their class.

Where an external education provider, is engaged for the delivery of curriculum, a College teacher or team member will in most cases be present, or a contract will be entered into which ensures that the external provider can meet the College student safety and wellbeing policies, including appropriate supervision. College teachers will deliver the VET qualification at the College under an auspicing arrangement with an RTO, so teachers will maintain responsibility for supervision.

The nature of the College program means that some the supervision arrangements are different to other schools. The enrolment agreement and Student Supervision Policy, on Compass, explains this in more details.

14. STUDENT BEHAVIOUR & STUDENT CODE OF CONDUCT

The College encourages high standards of behaviour from all members of our community, consistent with our values of connection, care, humility, and determination.

Our approach is to create a culture that promotes good behaviour, explain rights and responsibilities of key people in our community, and set out a staged response to deal with poor

behaviour, having regard to the seriousness of the conduct and the specific circumstances. These matters are explained in more detail below.

It is our policy that corporal punishment is strictly prohibited.

As our students are nearing adulthood, we start from a position of trust and responsibility, where we encourage and support students to positively contribute to the College and wider community. We will have high expectations of all students and involve them in establishing a class and College culture “owned” by the students that is positive and supportive, consistent with our values.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Each College student is expected to:

- Comply with relevant College policies
- Attend class regularly, arrive in a punctual manner and always contact their teacher prior to start time if late or absent
- Participate fully in the College’s programs and activities, work hard and consistently give their best effort
- Take pride in their work and unless collaboration is part of the curriculum or activity, produce independent work without plagiarism, collusion, or cheating
- Express ideas and feelings using appropriate language and listen to others when they are speaking
- Support other students and respect their right to learn, without disruption and at their own pace
- Represent the College and any sporting or community partners in a positive and professional manner
- Ensure their appearance is professional and tidy, including wearing the College uniform correctly and in a clean and presentable manner
- Not engage in conduct that is discriminatory, harassing or bullying
- Not engage in violent or threatening behaviour or use unacceptable language.
- Respect the property of the College and the property of others.

- Arrive to class and College events sober and unaffected by any form of illicit drug or alcohol, and not consume or possess any alcohol or illicit drugs while at the College or undertaking College activities
- Parents must not engage in any form of hate speech toward any individual, group or community including on their electronic, social media and other digital platforms

Bullying

Protection against bullying and harassment at the College comes through the quality and depth of the relationship students, teachers and families/supporters establish with each other. Each member of the College community has the responsibility to contribute to the general welfare of the College by assisting us to promote positive and respectful relationships and reporting instances of bullying or harassment, if they occur.

The positive behaviour of the bystander (person observing the alleged bullying) can have a major impact on the reduction of bullying behaviour. Most students report that they wish to support victims by intervening directly or indirectly (by telling a teacher). The College therefore encourages students and teachers to be active bystanders by directly indicating to the alleged bully that you feel the behaviour is bullying and that, if does not stop, you will take action by reporting the conduct.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students/families/supporters reporting concerning behaviour as soon as possible, so that a timely response appropriate to the circumstances can be made.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to College team as soon as possible. Families/supporters who develop concerns that their child is involved in, or has witnessed bullying behaviour, are also encouraged to raise the matter with their child's teacher.

Bullying complaints will be taken seriously and responded to sensitively at our College.

Further information can be found in relation to bullying, or student behaviour matters, by accessing on Compass the Bullying Prevention & Intervention Policy, the Student Behaviour Policy and the Student Code of Conduct, including how the College will address incidents where behaviour is unacceptable.

15. FAMILIES / SUPPORTERS BEHAVIOUR

The College's objective is to ensure that a collaborative, trusting and respectful relationship exists between the College team and families/supporters. Respectful behaviours are important as they build strong, healthy and thriving school communities. The foundation for this type of relationship is based on:

- open and honest communication
- trust and respect
- working together
- everyone having fair and reasonable expectations.

The College and the team are committed to engaging with families/supporters about their child's education and working with them to achieve the best outcomes or address any concerns that may arise. The College has expectations that families/supporters will also engage in the right manner. The sections that follow explain the expectations in more detail.

General Expectations

Families/supporters are expected to create a positive environment for learning and work by:

- modelling positive behaviour to their child/children and to the College community
- communicating politely and respectfully with all members of the College community
- working with teachers and the support team to achieve the best outcomes for their child/children, including raising any concerns about their child's learning or wellbeing
- communicating constructively with the College
- making use of the expected processes and protocols when raising concerns
- following the College's processes for communication with the team and making complaints, and do so in a constructive and courteous manner
- treating all the College team, students, and other members of the school community with respect.
- observe College's Child Safety and Wellbeing Policy, and adhere to the expectations for appropriate behaviour towards and in the company of other students
- respect differing points of view and engage in any matters of disagreement in a constructive, courteous and respectful manner
- respect and comply with reasonable requests and directions from the Principal and other members of the team.
- raise any behavioural, bullying or peer group issues with a member of the teaching team and allow College team to deal with these issues
- respect the time of teachers needed for classroom matters and teaching by:
- refraining from interrupting or distracting a teacher while classroom or learning activities are being conducted
- being patient with teachers, allowing them a reasonable period to respond to calls and emails unless there is a genuine emergency

16. STUDENT – USE OF TECHNOLOGY & MOBILE PHONES

The College believes that the use of Digital Technologies, including Social Media, allows the development of valuable skills and knowledge and prepares students to be ready for a digital and inter-connected world.

We embrace student agency and as a part of this, we seek to empower students to use Digital Technologies, including Social Media, to assist their learning and develop digital skills.

But this must be done with responsibility.

All students and families/supporters will be required to sign our ICT - Acceptable Use Agreement, which applies to the use of information and communication technology (ICT) within the College and to the use of student notebooks, desktops and all other devices using the College's operating system. This step will be completed as a part of the enrolment process.

Compliance with the ICT - Acceptable Use Agreement ensures a positive, supportive and productive learning environment for all students. Students are expected to always comply with the directions of teachers in relation to this, including that they:

- not run any application unless directed by a teacher.
- must report to a teacher any ICT problem immediately.

Access to student notebooks, and the College's ICT network, resources and/or facilities will only be granted once that ICT - Acceptable Use Agreement has been signed.

Mobile phones are brought to the College at the owner's own risk, and the College will not be responsible if the phone is lost, stolen or damaged.

The following rules apply regarding mobile phones in the classroom or all other learning environments, College activities and events:

- unless otherwise permitted by the teacher, phones must be kept on silent or do not disturb modes and kept out of sight.
- students must follow all reasonable instructions of teachers or the College team. This may include placing the phone away from a student or in a common collection area during educational activities.
- mobile phones may be used as an educational tool at the direction of the teacher.
- photos and or videos may only be taken for legitimate educational purposes.

Behavioural Expectations

The College expects students to use their mobile phones in a responsible and appropriate manner. Students must not use their mobile phone or the phone of someone else to:

- take photographs or videos that are unrelated to educational purposes or without the express permission of the person, or where the situation is inappropriate, such as the College bathrooms.
- bully, harass, threaten, embarrass, humiliate or to cause discomfort to another person.

- upload photos or videos of other students or people to any social media platform without the other person's consent
- send or post provocative or sexual photos, messages or videos online.
- upload or publish photos or video of the College team
- photograph or record disputes, arguments or fights between students or other people
- engage in any other type of conduct that would otherwise be in breach of the College's Bullying Prevention and Intervention Policy, Digital Technology & Social Media Policy, or Behaviour Management Policy.

Consequences for Inappropriate Use

Where a teacher or team member has a belief that a student(s) has engaged in conduct in breach of the College's Digital Technology & Social Media Policy or Mobile Phone Policy, disciplinary action may follow. Without limitation, this may include any of the following:

- temporary confiscation of the phone to deal with the immediate nature of the conduct
- removing a student from class to attend the office area, or in consultation with the family/supporter, sending a student home should they refuse a reasonable instruction regarding the use of their phone
- any other disciplinary action available to the College under its Behaviour Management Policy

Further information can be found in the Digital Technology & Social Media Policy and the Mobile Phone Policy on Compass.

17. STUDENT UNIFORM & PROFESSIONAL PRESENTATION

The Islamic College of Sport uniform is designed to reflect professionalism, modesty, and a strong sense of identity. Students wear a sleek black uniform featuring the ICS logo, with polo tops, track pants, hoodies, and jackets forming the standard daily attire for both boys and girls. These items are required during class and while travelling to and from school. In addition, students have dedicated High Performance (HP) uniforms for training sessions, consisting of lightweight HP tops and track pants for girls, and a choice of HP shirts, singlets, tracksuit pants, or shorts for boys. HP items are worn exclusively during training and must be changed out of once the session concludes. Together, the uniforms promote unity, comfort, and a high-performance mindset across all learning environments.



18. STUDENT TRAVEL ARRANGEMENTS

Students are responsible for organising their own travel to and from all school venues and facilities. ICS does not supervise students while they are travelling, please refer to the College's Student Supervision Policy for further information.

To support students in developing independence and safe travel habits, the College encourages the use of public transport. This includes:

- Providing instruction and guidance on how to use public transport safely and confidently, including developing travel plans and using travel apps.
- Outlining expected behaviour while travelling.
- Encouraging students, where possible, to travel with at least one other student or in small groups.

As a school committed to fostering integrity, responsibility, and respect, ICS expects all students to uphold high standards of conduct while travelling. Behaviour that breaches legal regulations or public expectations, such as fare evasion or disrespectful conduct undermines the values of honesty, accountability, and respect for others that our school community is built upon. Fare evasion and other unlawful behaviour can result in significant consequences, including fines, legal action, and even a criminal record, which may impact future opportunities. It is important that students understand that such actions are unacceptable and carry real and lasting implications.

Poor behaviour on public transport also has the potential to reflect negatively on the College. As representatives of ICS, students are expected to demonstrate positive conduct and serve as role models within the broader community.

The College will implement appropriate consequences where required and will continue to reinforce expectations through relevant learning and wellbeing programs to ensure students understand the importance of responsible behaviour.

We ask families and supporters to actively discuss with their child the importance of making responsible choices on public transport and upholding the values that define the Islamic College of Sport.

19. PRIVACY

The College will only collect personal information, including sensitive information, that is necessary for us to provide schooling and educational services. This includes satisfying the needs of families/supporters and the needs of the student throughout the whole period they are enrolled with the College.

The type of personal information and sensitive information we collect, and hold, includes information about:

- students and families/supporters before, during and after the course of the student's enrolment at the College; and
- job applicants, team members, volunteers, and contractors.

The type of personal information that the College collects and holds depends on the circumstances of collection. For students and families/supporters, the College collects information such as name, age, contact details, academic record or work background, and this may include sensitive information (such as information about a student's health or racial or ethnic origin). For the College team and volunteers the information may relate to education, employment history, banking, taxation, as well assessment and background verification.

The College may also:

- collect information about students on behalf of other education providers who have been engaged to provide an education service, such as vocational training.
- survey stakeholders to obtain information about the services provided by the College. These surveys are voluntary, and respondents may exercise their right to provide feedback with anonymity.

If ever there is a concern by a Teacher in releasing information, they should consult the Privacy Policy on Compass.

20. CONCERNS, COMPLAINTS & APPEALS

The College recognises there may be times when there are disagreements and issues of concern that may need to be resolved in a positive and professional way.

It therefore has a Complaints Policy to provide clear and transparent information about how a student or family/supporter can raise concerns or complaints about the College, the team conduct, a student's education and/or student wellbeing, as well as how a concern or complaint will be managed and resolved. The aim of the policy is to ensure that students and families/supporters:

- have access to an open, fair and responsive complaints handling process.
- have the opportunity to resolve concerns and complaints in an informal manner.
- know there is a clear process for escalating a complaint to a more formal procedure.
- know how to lodge an appeal to have a complaint addressed to an independent arbitrator should the internal processes not provide a satisfactory outcome.
- have confidence that complaints will be treated in a consistent and timely manner.

Further information can be found in the College's [Complaints Policy](#) on Compass.

21. POLICIES & PROCEDURES

The College has a number of policies and procedures, which can be found under the policies tab on Compass.

A policy takes effect after being adopted by the Board and published on Compass or such other electronic means adopted by management to make the policy reasonably available. Compass is the central repository for all College policies.