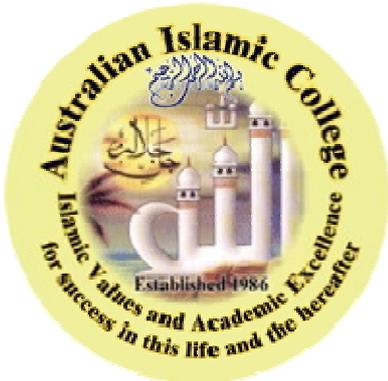


AUSTRALIAN ISLAMIC COLLEGE (DIANELLA)

Our school at a glance

	Postal address	81 CLEVELAND STREET
	Phone	9375 9770
	Fax	9375 9772
	Email	Info@aic.wa.edu.au
	Webpages	Additional reporting information pertaining to all schools is located on the My School website.
	Contact Person	DR. AHDIELAH EDRIES Principal

Executive Principal's Message

Assalamu'Alaikum wa Rahmatullahi wa Barakatuh

Australian Islamic College provides a nurturing and challenging but balanced Islamic learning environment where children enjoy a diversity of opportunities to engage in meaningful learning experiences that ultimately shape their development as well-adjusted, happy and contributing members in the wider community.

Well-qualified, committed and encouraging teachers are dedicated to supporting student growth. Programs are founded in the strongest traditions of learning and embrace the best of contemporary practice and quality teaching. Australian Islamic College continues to thrive in its vibrant, supportive, educational environment. In addition to studies in mandatory key learning areas the school also provides studies in Arabic, Holy Quran and Islamic Studies.

The 2011 schooling year has proven to be exceptionally successful in many ways. I would like to take this opportunity to thank the school community for their commitment during 2011. Congratulations to our students for their fine achievements in the classroom, on the sporting field and their endeavours as students of AIC and citizens of the community.

The completion of the College's new Multi-purpose Hall, classrooms and Resource Centre in Kewdale towards the end of 2011 ensured that the school community had access to additional quality educational resources and much need space that beautifully complemented the existing infrastructure of the school. Similar BER projects in Thornlie and Dianella are due to be completed in 2012, insha'Allah.

The College was able to build on the educational achievement of students in previous years through its participation in the National Partnership Program. The program has enabled the school to make substantive improvements in student literacy and build sustainable capacity amongst its teaching staff, a school's most important asset, to ensure that the maintenance and provision of literacy intervention for students can continue for years into the future. Well done to all.

I look forward to many more years of success for the Australian Islamic College community as we work together on the task of educating generations of children, the men and women of our future, a process that is of critical importance to their well-being and that of the prosperity of our nation.

Kind regards,

Abdullah Khan

Abdullah Khan

Executive Principal

Principal's Foreword

I am proud to present to you the 2011 Annual School Report on the progress and achievements of the Australian Islamic College (Dianella).

The College's philosophy, *Islamic Values and Academic Excellence for Your Children's Success in this Life and Hereafter*, sums up how our Colleges govern themselves and educate their students. The cultural diversity among the student and staff population is an enriching aspect of our school's development. Great emphasis is placed on high academic standards and the pastoral care of every student. Our goal is to strive to attain excellence in all our endeavours.

The College aims to develop each child intellectually, physically, emotionally, spiritually, morally, and vocationally so that they can become lifelong learners and global citizens. We expect all our students to strive to:

- be fully literate
- take responsibility and recognise the consequences of their actions.
- take responsibility for their personal health and well-being.
- be caring individuals with tolerance, concern and respect for others.
- make sound moral decisions
- develop good character

Our pastoral care is exemplary here in Dianella, as we believe that it is the foundation of a positive student experience, enhancing learning by encouraging a sense of belonging and security. Our strength lies in our deep respect that we have for each other: we (staff & students) consider ourselves to be part of a 'Big Dianella Family'. The Golden Rule of our school, "*Everyone has the right to be safe, to be happy and to Learn*", informs the expectations of both staff and students, and is directly linked to our School Motto, "Everyday is a Learning Day".

Our school has experienced continual growth in enrolments, with this trend expected to continue. Our current enrolments extend to 2015, as many parents are seeking out the teaching and learning culture, pastoral care, high standards, individuality, and safe and positive environment that we provide.

Dr Ahdielah Edries
Ahdielah Edries
Principal

School progress towards its goals in 2011

The 2011 priorities were:

- *To continue the professional learning program for staff personal growth. The program is ongoing.
- *To build teacher capacity to impact on the learning outcomes through developing shared practice in the teaching of English. This will continue into 2012.
- *To use NAPLAN data to inform the teaching in English and Mathematics through participation in various PD.
- *To work collaboratively in Professional Learning Teams to align practice and pedagogical

AUSTRALIAN ISLAMIC COLLEGE (DIANELLA)

Our school at a glance

understanding in teaching English (reading and writing).

Future outlook

In 2014 we look forward to:

- * Implementing a whole-school Literacy and Numeracy Program to improve the results of all students through dynamic teaching and learning programs.
- * Enhancing the teaching and learning in Information and Communication Technology (ICT) across all the learning areas

School Profile

Coeducational or single sex: Co-educational

Year levels offered: K-10

Total student enrolments for this school:

Total Enrolment	Girls	Boys
681	382	299

Characteristics of the student body:

Although all the students share the same faith of Islam, they originate from various cultural groups. A small percentage (20%) of students are Australian-born (first generation Australians) and the next largest group (30%) of students are from Iraq and Somalia. The remaining students (50%) come from all the continents of the world such as Africa, America, Asia, Europe and the Pacific Islands. Due to this diversity of cultures, the students speak a variety of languages and dialects, as well as conforming to different customs in areas of community life. Most of our students require intensive support in English and Mathematics.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	28-30
Year 4 – Year 10	27
Year 11 –Year 12	
All Classes	27-28

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- An accelerated Reading program
- An accelerated Mathematics program
- A Reading Recovery Program (Year 1)
- Whole-school Guided Reading Program
- Whole-school Literacy Program
- Education support for weaker students in English and Mathematics

Extra curricula activities

- Curriculum related Excursions
- Students United Nations (SUN) program with other schools
- Interfaith school visits
- Principal Morning Tea
- Inter-schools Soccer Tournament

How Information and Communication Technologies are used to assist learning

Computers are viewed as essential learning tools to enhance teaching and learning outcomes. Students are exposed to extensive programs (within their classroom and the computing laboratory) to advance the learning experiences. All classes have their own “smartboard” to support students learning through innovative teaching practices.

Social climate

In taking into account the social and emotional needs and well-being of all the students, the College has an exceptional pastoral care system in place. There is a strong emphasis across the College to foster, build and strengthen relationships between the management, students, staff, parents and the wider community. Our school community is well informed about all aspects of school practices, events, parent-teacher meetings, school academic and sporting activities through regular newsletters, wake-up call school magazine and the school web-site.

Our domains for measuring student progress include academics, behaviour, attendance, attitudes towards school, and self-image, along with consideration of the nature of the learning environment and school processes.

Our primary goals are

- (1) maintenance of a positive school environment;
- (2) continual monitoring and support of staff and students;
- (3) good use of learning time;
- (4) increasing student attendance (especially students who go on overseas trips);
- (5) developing support for students at risk; and
- (6) providing a high quality of support for students.

A prevailing sense of shared commitment (students and staff) is evident across our school, which makes our school a very safe, supporting environment to teach and learn in.

Behaviour expectations are well known by staff, students and parents. Behaviour management programs such as, the National Safe School’s Friendly Policy and the behaviour management red file system are accessible to all teachers within the school. The Friendly Schools program provides every teacher a range of resources that cover topics about positive relationships, values and interactions. The school also manages bullying incidents by utilising accountability forms, community service duties, interviews and shared concern sessions, where needed. The recent

survey confirms that students, parents and staff feel very satisfied with the feeling of safety within the school and positive educational environment.

Parent, student and teacher satisfaction with the school

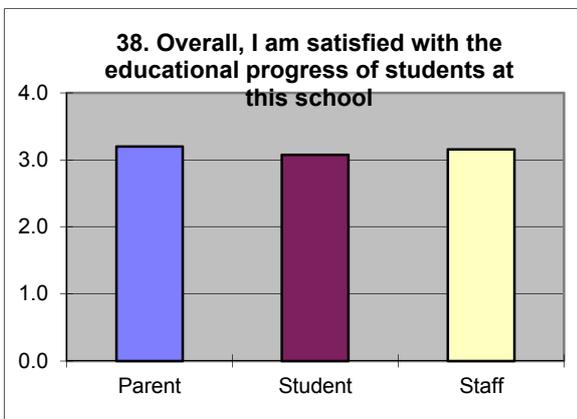
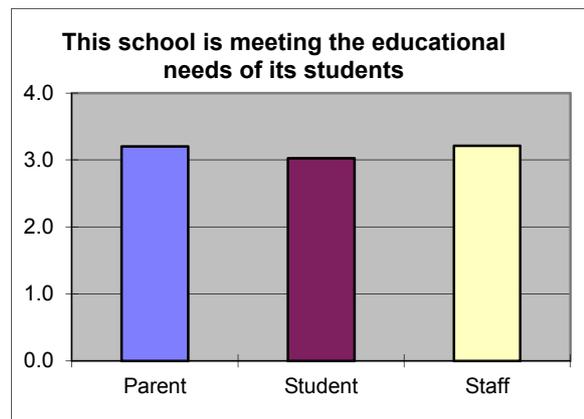
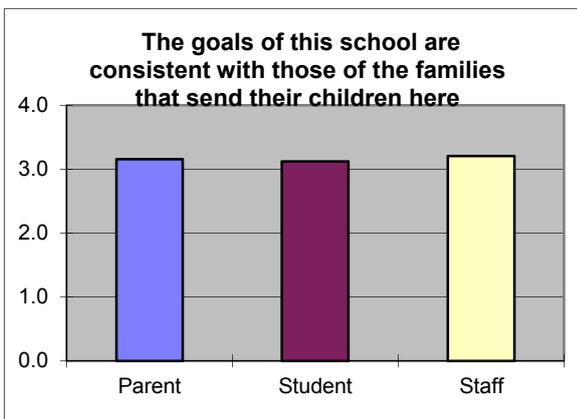
Please see below data extracted from our parent/student/teacher surveys.

Interpretative guide

3.0 or over = most agree

Below 3 = some disagree

Below 2.0 = most disagree



Involving parents in their child's education

We hold an annual Parent-teacher information session at the beginning of the school year to establish a rapport with parents, to keep them informed of the school academic and behaviour expectations, to encourage parents to become active participants in their children's education, to outline the teaching programs that their children will be exposed to, and to address any concerns that parents may have. Our 'open door' policy encourages regular meetings throughout the year between our parents and staff. Parents are also invited to assist on excursions and to attend all sporting carnivals, P & F community events (Eid fete), award and graduation ceremonies to celebrate their children's achievements and successes.

AUSTRALIAN ISLAMIC COLLEGE (DIANELLA)

Our school at a glance

Staff composition

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	56	25
Full-time equivalents	42	21

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	1
Bachelor degree	37
Diploma	3
Certificate	0

A 3D pie chart illustrating the distribution of teacher qualifications. The largest slice is Bachelor degree at 84%, followed by Doctorate at 7%, Masters at 7%, and Diploma at 2%. There is no slice for Certificate as the count is 0.

Qualification	Percentage
Doctorate	7%
Masters	7%
Bachelor degree	84%
Diploma	2%
Certificate	0%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2011 was \$50,000.00

The major professional development initiatives are as follows:

- Australian Curriculum Overview
- NAPLAN data analysis
- NAPLAN Summative Assessment
- Occupational Health and Safety
- Child Protection

AUSTRALIAN ISLAMIC COLLEGE (DIANELLA)

Our school at a glance

Persuasive Writing
Interactive Whiteboard Training
Pips Data Interpretation
Safety and Health Practices
Early Childhood Learning Framework

Teaching staff participation in professional development activities during 2011 was 100 % .

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

KEY STUDENT OUTCOMES

Student attendance - 2011

The average attendance rate for the whole school as a percentage in 2011 was 98%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
97%	98%	98%	98%	97%	98%	96%	96%	96%	95%

Description of how non-attendance is managed by the school

Non-attendance is managed in AIC in line with the DES policies.

School staff, as part of their duty of care, monitor whole day absences at 9:15am and at 12:30pm (for Primary school) and at the beginning of the Period for High school students. Staff maintain accurate records of student attendance, follow-up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal may grant permission for late arrival at school or early departure from school, only in individual cases, on written request from parents and guardians. The principal or delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

AIC Dianella NAPLAN 2011 RESULTS				
At & Above/Below Benchmark				
	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING				
All Australian Schools Mean	93.9	91.5	94.7	92.4
All WA Schools Mean	92.5	89.7	94.9	91.1
School Mean At & Above BM	100	97	98	100
WRITING				
All Australian Schools Mean	95	92.1	90.7	84.6
All WA Schools Mean	94.7	90.2	91	83.1
School Mean At & Above BM	100	99	94	92
SPELLING				
All Australian Schools Mean	92.8	91.3	92.5	90.5
All WA Schools Mean	92.1	89.6	92	88.5
School Mean At & Above BM	100	100	97	100
GRAMMAR & PUNCTUATION				
All Australian Schools Mean	93	91.9	92.7	90
All WA Schools Mean	90.9	89.7	92.1	88
School Mean At & Above BM	99	97	95	100
NUMERACY				
All Australian Schools Mean	95.7	94.4	94.4	93.1
All WA Schools Mean	95.3	93.5	94.8	92.2
School Mean At & Above BM	100	96	100	100

AIC Dianella NAPLAN 2011 RESULTS				
	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING				
All Australian Schools Mean	416	488	540	580

AUSTRALIAN ISLAMIC COLLEGE (DIANELLA)

Our school at a glance

All WA Schools Mean	401	480	542	578
School Mean	410	468	528	568
WRITING				
All Australian Schools Mean	416	483	529	568
All WA Schools Mean	404	472	530	564
School Mean	397	455	543	581
SPELLING				
All Australian Schools Mean	406	484	538	582
All WA Schools Mean	396	476	536	575
School Mean	436	515	556	613
GRAMMAR & PUNCTUATION				
All Australian Schools Mean	422	500	533	573
All WA Schools Mean	408	491	529	567
School Mean	426	490	520	565
NUMERACY				
All Australian Schools Mean	398	488	545	584
All WA Schools Mean	387	479	545	583
School Mean	415	473	553	590

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN data.