


# 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 <a href="#">My School</a> website.
	Contact Person	DR. AHDIELAH EDRIES

## Executive Principal's Message

### Introduction

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 2012 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 2012. 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 needed space that beautifully complemented the existing infrastructure of the school. Similar BER projects in Thornlie and Dianella were completed in 2012, Alhamdulillah.

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### Our school at a glance

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*

Executive Principal

### **Principal's Foreword**

#### Introduction

All Thanks and Praise is due to the Allah Almighty, the Sustainer of our Universe. May Allah's Peace and Blessings be showered upon our Beloved Prophet Muhammad (Peace Be Upon Him), his family and companions Insha-Allah.

I am proud to present to you the 2012 Annual School Report on the progress and achievements of the Australian Islamic College (Dianella) Campus.

I would like to take this opportunity to sincerely thank our parents, students and staff for their wonderful work this past year. May Allah (swt) shower you with His Infinite Blessings for being an integral part of our school community. It has been a very productive year, Alhamdulillah!

Dianella College prides itself on creating opportunities to develop outstanding skills, knowledge, and confidence within our students. Our focus is the individual child and how best to foster learning and growth within the Islamic context. Staff provide a wide range of educational opportunities and experiences for all students to engage in. They display professionalism, dedication and commitment towards the students and their learning. It has been amazing to watch how our students matured and developed as the year progressed. We look forward to our students becoming active, dynamic members of a global society, Insha-Allah!.

There have been numerous innovative activities happening in our classrooms this year, on a daily basis. In particular, the Science lessons have allowed the students maximum involvement whilst allowing them to celebrate success in a fun, innovative way. Students were also engaged in exciting learning experiences across all the core subject areas to extend their knowledge base and challenge them to be critical thinkers.

Our BER \$3 million building was completed in late November and we now have full use of our new Multi Purpose Building that includes a new library, gymnasium and prayer and classroom facilities.

Our parents have been very supportive and worked collaboratively with the staff to ensure their children were given the best opportunity to succeed. I am thankful to be working with such wonderful, cooperative parents; Jazak- Allah!

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### Our school at a glance

I want to extend a sincere thank you to all my staff for your commitment, dedication, hardwork, excellent pastoral care and for your sterling efforts to provide our students with a holistic education.

Lastly, I would like to convey a special, heartfelt thank you to my beautiful students who continue to shower me with their love, kindness and compassion. I am proud to have such a diverse group of students who have impeccable adab, positive attitudes, embrace challenges with fearlessness and who allow themselves the opportunity to excel both academically and Islamically. Through your dedication and the will of Allah (swt), we have a magnificent school that any principal would be truly proud of.

Jazakallah Khairun



Dr Ahdielah Edries  
PRINCIPAL

### School progress towards its goals in 2012

The 2012 school priorities were developed from an evaluation of the 2011 priorities; and these priorities was continued into 2012 to build on the work that was previously done.

The 2012 priorities were:

To continue the professional learning program for staff personal growth and development. The program is ongoing.

To build teacher capacity to impact on the learning outcomes through developing shared practice in Literacy and Numeracy across the whole school.

To use NAPLAN data to inform the teaching in English and Mathematics through participation in various PL sessions, seminars and peer coaching, and personal development.

To work collaboratively in Professional Learning Teams to align practice and pedagogical understanding in teaching English (reading, comprehension and writing).

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Our school at a glance

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## Future outlook

The future outlook for Dianella is very positive. The school has shown strong enrolment growth over the past 8 years where numbers have risen above 700. We endeavour to reach 740 in 2013.

Major Focus:

National Curriculum

New behaviour management policy implementation

Recommendations from ACER teaching & learning School Improvement Audit

Completion of BER funded multipurpose building –opening of building.

## School Profile

Although all the students share the same faith of Islam, they originate from various cultural groups across the four corners of World; each bringing their own rich and varied backgrounds that they have come from.

A small percentage (20%) of students' are Australian-born (first generation Australians) and the next largest group (30%) of students was born in 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.

Nevertheless, each child is treated as a unique individual and is challenged to attain their optimum potential.

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Our school at a glance

Coeducational or single sex: Co-educational

Year levels offered: K-10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2012 – Dec 2012)
709	390	319	

Characteristics of the student body:

Class sizes – Proportion of school classes achieving class size targets in 2012

Phase	Average Class Size	Percentage of classes in the school				
		On under target	or	Under Target	On Target	Over Target
Prep – Year 3	28-30	85%		5%	80%	15%
Year 4 – Year 10	25-28	90%		10%	80%	10%
Year 11 –Year 12	n/a	%		%	%	%
All Classes	26-28	90%		10%	80%	20%

School Disciplinary Absences

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

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Our school at a glance

## Curriculum offerings

In Primary school, students attend English, Mathematics, Science, Society & Environment lessons. In addition to these core subjects, the students have to attend the LOTE (Arabic), Islamic Studies, Sports, Health, Art and Computing classes.

High school subjects taught at Middle school level are English, Mathematics, Science, SOSE, Computing, Art, Health, Sports and Islamic Studies.

Dianella College runs its own Education Support system where the educational and emotional needs of the students are catered for by a school psychologist through consultations and testing. Education support classes in the college provide for the weaker students from each year group as well as cater for the advance students in gifted and talented classes. The education support classes run twice a week for each year level and the education support staff works closely with the class teachers to develop the best literacy support programs for individual students. The education support department also organises and implements formal testing of new students, academically struggling students and whole school. Examples of formal testing include Neale Analysis, Rigby Math Diagnostic tests, South Australian Spelling and TORCH tests.

The College also spend a lot of funds purchasing and maintaining literacy and numeracy programs that are IT-based for every classroom, such as the *Accelerated Reader* and *Accelerated Mathematics Programs*. These programs encourage users to take some charge of their learning and become independent learners to a greater extent. The *Accelerated Reader Program* is linked to the Colleges' library catalogues and students borrow a book every week to read and then sit for a computer quiz that assesses their reading level and directs them to another reading level book. The *Accelerated Mathematics Program* is a collection of Mathematics topics (categorized by year groups) that the computer produces, such as exercises, tests and revision questions for students to complete and that are later marked through the computer program. Every student has a different Mathematics level and can progress at his or her own pace, thus making their learning less stressful and more positive.

We were fortunate this year to run a series of Gifted and Talented classes for Year 3-7

A reading recovery program for the Year 1's and monitored in year 2

Whole-school guided reading program

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## Our school at a glance

Extra curricula activities include

Morning tea with Principal

Excursions

Incursions

Interfaith Programmes

Interschool soccer tournament

Students Uniting Nations (SUN) Program

How Information and Communication Technologies are used to assist learning

Each class has an interactive whiteboard;

Computers in each classroom (provide access to learning development, research assignments, extension of learning etc.)

- Access to targeted programs such as ACR, AMP, Exceltestzone, Studentladder, Skwirk
- Structured ICT Program that all classes follow.

## Social climate

We have a very strong emphasis on pastoral care and maintaining and building good relations between all stake holders (parents, students, staff, Islamic and Wider Australian community).

Very effective communication practices – Wake Up call magazine, school website, regular newsletters, parent - teacher meetings, community Eid fetes.

Big emphasis on adherence to school rules and policies (NO bullying, respect, tolerance of others etc).

Celebration of success - promoted to encourage the good positive behaviour, increase motivation, self-esteem and confidence. Aussie of the month, morning tea recipients, Quran competitions, outside agency competitions, interschool speech competitions, NSW ICAS testing, award day, top students award ceremony).

Enrolments for next 4 years due to schools positive, caring, safe, successful educational environment.



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### Our school at a glance

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

Our long term core goals are (1) maintenance of a positive school environment; (2) continual monitoring and support of staff; (3) continual self-evaluation by staff; (4) good use of learning time; (5) increase student attendance (especially students who go on overseas trips; (6) further develop support for students at risk; and (7) provide a high quality of support for students.

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.

### Parent, student and teacher satisfaction with the school

All stakeholders of the school (staff, parents, students, outside agencies, government and non-government organisations) are very pleased with the school. The morale of staff and students in this school is very high. Staff professionalism, commitment and dedication ensure that all our students are given every opportunity to excel in all their endeavours.

Performance measure	Result 2012
Percentage of parents/caregivers satisfied that their child is getting a good education at school	99%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	99%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and its Vision	90%
Percentage of staff members satisfied with morale in the school	100%

### Involving parents in their child's education

We believe that parents form an integral part of our school, as such we have an

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open door policy. All parents are encouraged to have a partnership with their child's teachers and the school administration to ensure a holistic education is attainable for their children.

We have a very diligent P & F committee (that meets twice a term) and are actively engaged in building a partnership to support the staff and to unite the community through Eid Fetes.

Parents are also encouraged to participate in our annual school carnival, and to assist staff with supervision for all the school excursions (4 per year).

A parent-teacher meeting is held each term

Parents are invited to attend our school assemblies for class presentations and student award ceremonies

Parents are invited to share and participate in our annual school carnival

Parents support and attend our annual Inter-school Soccer Tournament

Serious behavior issues are dealt with in consultation with the parents to find a solution to address any issues pertaining to the child.

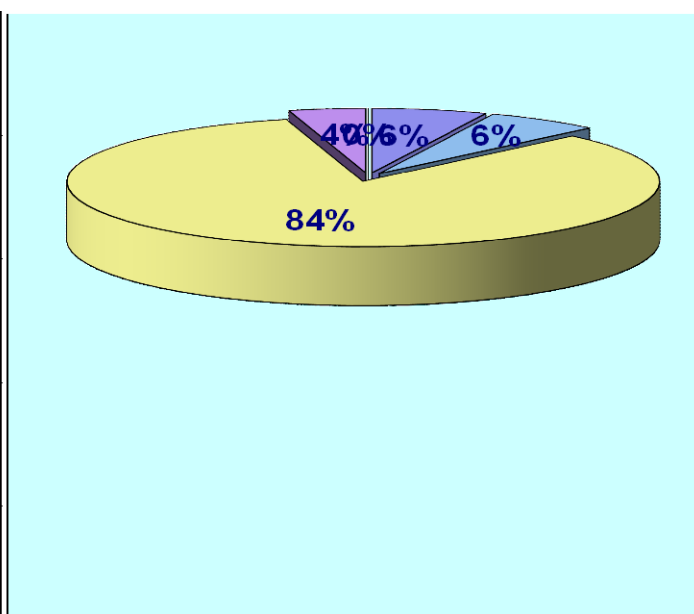
## Performance of our students

### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	28	0
Full-time equivalents	42.9	24.2	0

### Qualifications of all teachers

Doctorate	3
Masters	3
Bachelor degree	40
Diploma	2
Certificate	0



## Performance of our students

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2012 was **\$2,984.08**.

The major professional development initiatives are as follows:

- Brain Development in the Early Years
- Early Childhood Co-ordinators Network Meetings
- Linking the Early Years Framework and Australian Curriculum – School Leaders Breakfast
- Early Childhood Educators Network Meeting
- Igniting the Passion (Part 2)
- Thinking keeps you out of trouble
- Australian Curriculum Implementation Workshop
- Leading Professional Learning Teams
- Running Records
- Managing the Hard Conversations
- Persuasive Writing
- Primary Science Network Meeting (Year 3 – 6)
- Know your Science Yrs 3 & 4
- Year 5 – 6 Exploring the Australian History Curriculum @ Fremantle Prison
- Briefing the Board Conference
- Aspiring Leadership: So you want to be a leader?
- Appraise Workshop
- Bringing the Australian Curriculum for Mathematics to Life: Measurement and Geometry
- Bringing the Australian Curriculum to Life: Number and Algebra
- Ipads and Maths
- Inclusive Leadership – Driving the way forward for 21<sup>st</sup> Century schools
- Your Ipad and “The Cloud”
- Education Agenda for Governors

## Performance of our students

- Relationships between the Early Years Learning Framework and Australian Curriculum
- Leading for Pedagogical Excellence
- Primary Connections
- How to make an Online Application for Inclusive Education
- Bob Conway – Teaching the 21<sup>st</sup> Century Classroom
- Bilingual Teacher Assistant

The involvement of the teaching staff in professional development activities during 2012 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2012.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97 % of staff was retained by the school for the entire 2012 school year.

### Key student outcomes

#### Attendance

Student attendance - 2012									
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
98.33%	98.44%	99.5%	99.96%	99.77%	98.34%	99.28%	99%	98%	97%

Description of how non-attendance is managed by the school

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

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School staff, as part of their duty of care, monitor whole day absences at 9:15am and at 12:00pm (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

## Performance of our students

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.

## Performance of our students

### 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

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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 results.

## Performance of our students