


# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

Our school at a glance

	Postal address	139 President Street, Kewdale, WA 6150
	Phone	93622100
	Fax	93625810
	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	Nasreen Ahmed Principal

## 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.

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.

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

Our school at a glance

Kind regards,

*Abdullah Khan*

Executive Principal

## **Principal's Foreword**

### Introduction

Assalamu' Alaikum Warahmatullahi Wabarakatuhu,

Dear students, Parents and Friends, and community,

In the name of Allah (SWT) most Gracious, most Merciful. All praise be to him.

May the peace and blessings of Allah (SWT) be with our beloved Prophet Mohammad (SWS), his family and his companion and to all of you.

Welcome to the new academic year at the AIC Kewdale College of 2012. I warmly welcome everyone to 2012 and eagerly anticipate yet another year of outstanding educational achievement and effective learning. I thank everyone, especially parents for their best efforts during 2011.

The College is dedicated to serving the needs of our students. Our mission and goal for 2012 is to make this year the best year of AIC history. We aim to provide the following this year:

To make 2012 the best year ever.

We are applying new and exciting educational program that will engage each student according to their previous knowledge and skills.

Implementing differentiated learning in today's learning structure.

Applying extensions by providing opportunities at a greater level of challenge to the students.

Gifted and talented and remedial are catered for, by providing them extension and enrichment opportunities through accelerative practices.

Opportunities for the overall integral development of each student.

Better communication with parents, which is why we have the school diary that will provided and allow parents and teachers to communicate more effectively.

To follow-up with parent concerns.

New exciting programs and facilities for the improvement of our College

Our multi-cultural school community comprises of early years, primary and secondary students. Alhumdulillah we have been blessed with little more than 1100 enrolments and we have a few new staff members. We have very dedicated and committed teachers and staffs who strive to provide a stimulating environment that prepare students to be independent learners. Our curriculum equips students to further their studies at any higher institutions nationally and internationally.

The Australian Islamic College (Kewdale) is committed to 'academic excellence and success in this

## AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

### Our school at a glance

life and the hereafter.' We combine high scholastic standards with spiritual nurture to enable Islamic students from all cultures and communities to establish their identity as Australians within a democratic society and to develop the knowledge, skills and values for participation as active citizens.

We aim to develop a 'personalised education experience', always encouraging our diverse students to aim for their personal best. Our goal is to instil our graduates with a life-long love of learning and a keen desire to achieve. In addition to striving for scholastic achievement, morals and values, training and spiritual development are incorporated into the college ethos every day. From 2000 to 2011 the College community has worked extremely hard to help our students shine in the wider community with impressive results. Due to this we have reflected upon "Teamwork is essential to any progress."

We have participated in many programs such as the Harmony Day, student development programs, inter- and intra - school sports competitions, nationwide public speaking competitions, leadership training and national writing ,reading and mathematics competitions.

With consistent monitoring of our Literacy and Numeracy skills as well as tailoring our programs to suit all levels have brought us excellent results. In particular, we have reason to be proud of our Year 12 students' achievement in NAPLAN and WACE exams, which reached a high record. Our year 12 Graduation rate this year was 98.8% compared to last year's 98.5%. Our 2012 WACE students have obtained their first preference for university placement. Three of our WACE courses including two Mathematics courses and Accounting were among the top ten schools in the State. The highest ATAR score from our Top WACE students in 2012 was 97%.

This year we are the only school selected by the OECD to participate in PISA Mathematics testing for year 10 and 11 students.

In order to cater for all levels, the College has extended the scope of Vocational Education and Training (VET) courses in High School in 4 areas. Students are also involved in Industry based apprenticeship. This year we introduced Gifted & Talented Education (GATE) program for our year 7 and 8 students along with remedial support program. We have also introduced Design and Technology in our ICT and a whole school Art curriculum. Insha'Allah We are also aiming to open Food and Technology, Metal work and Wood work in 2013.

The senior management and teachers have the benefit of ongoing participation in Professional Development programs providing the National Curriculum and other specific learning areas. The National Professional Standard of teaching is maintained and teachers appraisal is based on the 7 standard of National Professional Standard of teaching.

This year Alhamdulillah all Primary and high school classes were equipped with Interactive Whiteboards to further improve their ICT integration in all learning areas. Our multipurpose building is now in operation for the year 6 classes, our daily Zuhur prayer, Jum'ah prayers and other events for staff and students. It is also open to the public for any community activities.

The partnership, relationship and support from AISWA, Belmont City Council, Muslim women Support centre, AFL club, Catholic Education, Murdoch University, Curtin University, UWA and Edith Cowan University was exceptional and I have gratefully acknowledge that. Insha'Allah

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

## Our school at a glance

hoping our relationship with wider communities will grow over the coming years.

I would like to thank all beautiful and amazing parents, teachers, staff, students, College Board, College management team and Parent and Friends Association for their continuous support, suggestions and thoughtful input for 2013.

May Allah (SWT) guide and support us in improving the college's performance and relationship with all parties and make us successful in this life and in the Hereafter.

Nasreen Ahmed  
**Principal**

## School progress towards its goals in 2012

The 2012 school priorities were developed from an evaluation of the 2010 priorities.

The 2012 priorities were:

- To continue the professional development of our teaching and senior management staff. This is ongoing.
- To further the ICT integration into the School (ongoing).
- To improve student's literacy and build sustainable capacity among our teaching staff through the National Partnership Program (ongoing).
- To use NAPLAN data to inform the teachers in English and Mathematics through participation in various Professional Development (ongoing).
- To establish our College's reputation in the wider community through inter-school events.
- To improve our Year 12 graduation rate - this increased from 96% in 2010 to 98% in 2011.

Future outlook

In 2012, we look forward to many exciting events and additions to our curriculum and campus, including:

- A new Multipurpose Building which will accommodate three Year 6 classes, a community hall and an open learning space.
- Introduction of Design and Technology for Years 7-9 students
- New Gifted and Talented classes for Years 7 and 8
- New Remedial Programmes for Primary Students
- Interactive Whiteboards in primary and high school classes
- 2 Physical Education and 1 Health Class
- Introduction of Vocational Education and Training courses
- Focus on differentiated learning and individual educational planning,
- Involving students in more leadership activities
- More training for teachers to cater for the National curriculum.
- Increase parent involvement by working with parents/students /teacher teams and the wider community.
- 100% graduation rate for Year 12 students

## Future outlook

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

## Our school at a glance

- Introduction of Food and Technology, metal and wood work to enhance students engagement.
- New Gifted and Talented classes for Years 7 and 8
- New Remedial Programmes for Primary and high school students  
Introduction of media study for year 11 and 12.
- Interactive Whiteboards in primary and high school classes
- More involvement of students in interschool sports competition.
- Introduction of more courses in Vocational Education and Training training.
- Focus on differentiated learning and individual educational planning,
- Involving students in more leadership activities.
- More training for teachers to cater for National curriculum.
- Increase parent involvement and working with parents/students /teacher teams and the wider community.
- 100% graduation rate for Year 12 students

## School Profile

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

Our school at a glance

## School Profile

Coeducational or single sex: coeducational

Year levels offered: K-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 - Dec 2011)
1119	558	561	

## Characteristics of the student body:

Characteristics of the student body:

Our students come from 55 ethnic communities from around the world. Most of our students are from a Somali, Iraqi and Afghani backgrounds. We also have many students from a South East and South Asian, Middle Eastern and European ethnicity. The larger proportions of students are Australian-born with parents born overseas.

Since many of our students come from families in which English is not the first language, we have a higher than usual number of students requiring help with their English reading and writing skills. To meet this need we have on-campus ESL (New Arrivals) classes.

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep - Year 3	25	100%	4.2%	95.8%	0%
Year 4 - Year 10	17-23	100%	30%	70%	0%
Year 11 - Year 12	17	100%	32%	68%	0%
All Classes	23%	100%	17%	83%	0%

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	20
Long Suspensions - 6 to 20 days	2
Cancellations of Enrolment	4

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Curriculum offerings

Our distinctive curriculum offerings are;

Arabic

Islamic Studies

Holy Qur'an Reading

Hifz (optional)

Religion and Life (Years 11 and 12)

Design and Technology

Food and Technology

VET courses ( Economics 1AB , Apply Info Technology 1A1B, Year 10)

### Year 11 and 12 courses:

Accounting and Finance 2A

Computer Science 2A

Health Education Studies 1A

Physical Education Studies 2A

VET Business Certificate 1and 2, VET Hospitality Certificated 2, Visual Arts

Business Management and Enterprise 2A

Business Management and Enterprise 1A.

English 2A, English 3A3B

English 1A, English 2A, English 3A3B

Economics 2A, 3A 3B

Mathematics: 2A2B,2C2D,3A3B, 3C3D, Specialist Maths

Applied Information Technology

Human Biological Science,

Chemistry,

Physics

Computer Science

Biological Science

### Extra curricula activities

Poetry Competition

- Creative Art Competitions
- WAFL One Day Clinic'
- Inter-school sports competition
- WACA Cricket Clinic
- Library Scholastic Book Fair
  - Persuasive Writing Competition
  - ICAS English, Mathematics, Science and ICT competitions.
  - Quran Competition
  - Harmony Day celebration.
  - Seerah week celebration
  - Quran Quiz competition

# AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

## Our school at a glance

### ADF Longtan Leadership Activities

- Visits with Catholic Colleges
- Ramadan Iftar Night
- AIC Open Day
- Numeracy Week
- Qur'an Competition
- Athletics Carnival
- Visits from Malaysian and Indonesian schools
- Curtin English and English Literature Conference
- Leadership Forum hosted by the Muslim's Women's Support Centre
- Public Speaking and Debating
- Spelling Competition

### How Information and Communication Technologies are used to assist learning

Since information technology is now an essential skill for university studies and many career paths, at AIC we aim for all our students not just to be computer literate but confident and comfortable with information technology.

In 2012 the AIC challenge was to provide each student with computer access in class. We installed 620 computers at the moment for the students, 2 of which were for Inclusive Education students. Each student now has access to the latest software and programs, enabling a more efficient completion of tasks with their teacher's assistance.

The emphasis on interactivity also makes it very student-friendly lessons which engage children at all levels of academic ability. 'Student-centric' learning means education that empowers students to progress at their own pace. For example, in 'Excel Test Zone' and 'Scootle Learning Paths', Learning Federation Learning path enables students to log in using their credentials and work on Maths and English problems on their own. Tasks and classwork that is not finished at school can be continued at home through Internet access.

Teachers too benefit from the greater efficiency of interactive whiteboards (IWBs). In every classroom in Primary and most of the High school classes were installed with Interactive White Board. This allowed teachers to instantly access information and visual aids, as well as create and save their lessons. Several training sessions were offered to teachers on how to use the Interactive White Boards.

Computer integration at AIC is not just limited to Information Technology subjects. We utilise the Latest educational software in teaching all learning areas.

### Social climate

Our mission statement is to provide an educational environment that is beneficial to the wholesome upbringing of an individual in accordance to the values and tradition of the Islamic faith.



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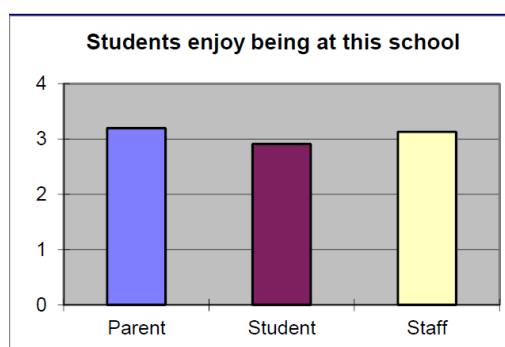
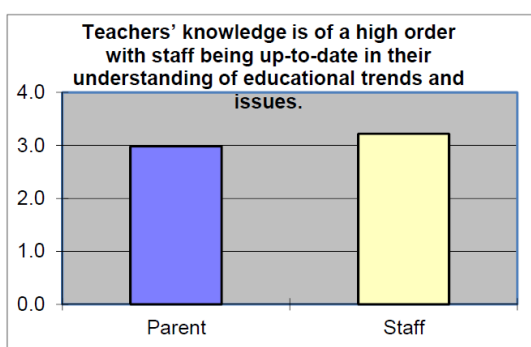
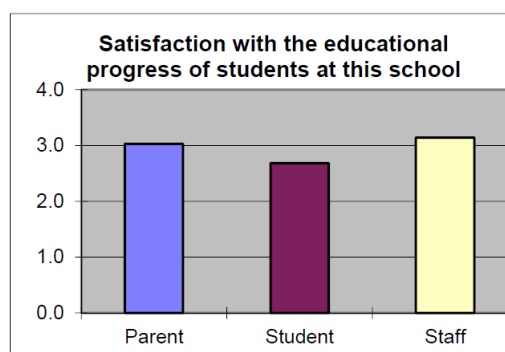
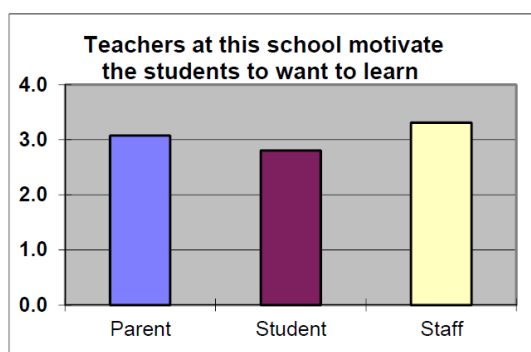
## Our school at a glance

An Islamic spiritual and religious practice is integrated into the education experience on a daily basis and informs the school rules as well as the disciplinary processes.

Our behaviour management policy involves awareness of **student rights**, **expected student behaviour** and **school rules**. These are well-known to staff, students and parents.

**Students have a right to** be safe and happy at school, to learn, to succeed through effort, to enjoy an environment conducive to learning, and to voice their opinions where appropriate.

## Our school at a glance



**Students are expected** to be respectful of staff, other students and to themselves, to be punctual and prepared for class, to be appropriately dressed, to be honest, co-operative, open to personal development, to ask for help if they need it and to meet consequences of their actions.

**Our school rules** reflect upon our Islamic educational ethos. We require students to show mutual respect and respect other's properties, are obedient to staff and parents, attend assembly and prayers and to avoid inappropriate sexual interactions of any description. As an aspect of our Islamic faith, it is prohibited for students to use illicit drugs, alcohol or tobacco.

Our **child protection policy** and **bullying policy** reflect our commitment to providing a safe Islamic environment for students and to develop academically, spiritually and socially. We firmly believe that God has given all educational institutions and its leaders the responsibility of protecting all children placed in their care.

As teachers, we have a legal duty of care to our students, and as such we are responsible for being vigilant and sensitive with respect to questions of child abuse. Reporting of suspected child abuse to higher authorities is mandatory for all teachers.

Victims of bullying or students likely to be targeted are given support, and bullies are subject to serious penalties, including cancellation of enrolment. Our strategies to prevent bullying include teacher supervision during recess and lunch (out of sight is out of bounds), participation in Cyber

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Our school at a glance

Friendly Schools and Families projects, Parent Education Programmes and ongoing morals and values education.

Our faith teaches us to shun cruelty and violence, and this is the message we constantly reinforce at AIC for the benefit and protection of all our students.

## Parent, student and teacher satisfaction with the school

### **Parents' Comments:**

".....Beyond doubt, it's been an outcome of the encouragement and appreciation provided to him by the Islamic College. We thank you & your team.

Being parents, it's always been our goal to promote AIC among our peer groups and such performances by their students makes it easy to spread the school's good name.

The recent changes and drastic steps taken by AIC in terms of taking this institution to another level are noteworthy. InshAllah we have no doubt that the time is not far that AIC will be among the leading schools not only in terms of quality education but also in nurturing & supporting students to perform well in all other fields that make up a valuable ingredient of personality."

"I am a parent of the Australian Islamic College in Perth.Inc. As a pleased parent, I would like to state some positive points about my son's school.

AIC is one of the best Islamic schools in WA. It is positive to children and has zero tolerance to bullying. My son's class teacher is great and she often communicates well with me. She is readily available to speak with any parent who has any concerns.

As a parent I am very happy with the Islamic values and belief instilled in the children on a daily basis. Also, I feel assured that I am sending my child to a safe and secure environment. The staff and teachers at AIC do their best to teach, discipline children and strongly encourage the Islamic faith, behaviour and ethos. It provides a safe environment, effective teaching and creates a solid foundation of the Islamic structure.

Although the school have many different types of background, it tries to cater for all of them. Most of the letters I receive from my son provides different other translations attached to it. As a multicultural school, my son feels free to express his feelings and actions.

AIC provides sports activities for children which is very good for improving their physical and mental well-being. My son would remind me when his sport day is coming and would organise himself in preparing for that day.

I would wake my son up for school effortlessly. That tells me that he is willing to go to school with a happy heart.

### **Anonymous Parent "**

Gratefulness is important for generating and sustaining happiness. I am so grateful to the AIC for the way they taught my son. On one hand AIC teaches Western educational system which has been successful in developing skills and preparing students for a market based economy. On the

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other hand, it also equips students with the ethnics and Islamic Values for a sustainable development.

AIC is equipped with excellent teachers who can deliver quality education. The Kewdale school Principal is truly working with dedication for keeping the school environment in a harmonious and peaceful way.

**Mahmood Hazan Khan**  
**Father of Toran Khan**

### Teacher's Comments:

".....One of the major aspects of AIC is its focus on religious teaching and learning. Students attend religious classes on a regular basis. This helps them to learn and practice Islam and its values.

AIC provides state of the art teaching and learning technologies in all classes. For example, smart-boards, computers are readily available to use by students and teachers. Use of these technologies enhances students learning.

Australian Islamic College is very rich in cultural diversity. Students come from various countries and cultures. Teaching and non-teaching staffs are also from many cultural backgrounds. A harmonious environment thus exists in the college for teaching and learning. AIC respects all cultures equally. Every Year College organizes harmony day. On this day students and staff represent their culture via food and costumes

AIC provides state of the art teaching and learning technologies in all classes. For example, smart-boards, computers are readily available to use by students and teachers. Use of these technologies enhances students learning.

Finally, AIC Kewdale administration headed by the Executive-Principal and college Principal work tirelessly for the betterment of the college. AIC truly works like a family. I am proud to be part of the AIC family.

**(Nasim Quaddus)**  
**Staff member of AIC**

### Student Comments:

"Coming from the Dianella campus, with a small, family-like environment to a more broad, sophisticated and competitive atmosphere of the Kewdale campus; has exposed me to a variety of different skills and ways of being independent. The hospitable ambiance, modern facilities, advanced teaching methods and the caring, talented teachers and administration is what mesmerized me. I have learnt to be a better Muslim, a good law-abiding citizen and being able to excel in the fields of science and technology. I am grateful and feel privileged to have attended this school as I received world class education."

**Fatimah Payman**  
**Year 12 graduate 2012**

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## Our school at a glance

My name is Toran Khan. I began attending AIC in year 10 in 2010, after spending a few years at Leeming Senior High School. I was initially sad to make the move but looking back now, I think it was one of the best decisions my parents made for me.

At a public school such as Leeming I was not spiritually strong. AIC fulfilled this void in my life, enshrining me with strong religious and personal values. Thanks to the elite private school environment, the extremely dedicated and well selected teachers and a comfortable, multicultural, non-discriminating population of students, I have graduated as a much stronger, happier and independent person and now at Edith Cowan University

I would sincerely like to dedicate my thanks to Sr. Nasreen (principal) who individually nurtured all the students in our final graduating year.

I would strongly recommend an education at AIC. AIC will help you achieve what you want most in life and you will treasure the friendships built for a lifetime.

**Toran Khan**

**Year 12 graduate 2012**

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

## Involving parents in their child's education

Involving parents in their child's education

We welcome and encourage appropriate parent volunteering and involvement with the College. On special occasions such as Open Day, Graduations and sports events, parents are given an opportunity to appreciate their children's achievements.

Parents are most welcome to attend and participate in religious occasions. End of each term we will organise a parent teacher meeting. Any requests for parent meeting is welcome and meeting is regularly organised. We also invite parents to important information sessions such as the Year 10, and 11 subject selection and year 12 progress meeting.

We also offer support and advice about behavioural issues to parents, and enlist parental support to address any unusual problems of behaviour or learning that may arise.

During the school year our teachers help to establish fruitful parent/teacher relations with Parent Information Sessions. During these sessions we aim to maximize co-operative relationships with parents/guardians, to increase awareness of academic and behavioural expectations, to prepare parents for what their children will be encountering at school, and to listen to parental concerns where relevant.

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Our school at a glance

## Performance of our students

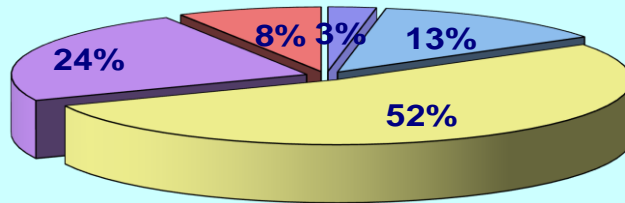
### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	87	34	0
Full-time equivalents	87	52	0

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	25
Bachelor degree	100
Diploma	45
Certificate	15

■ Doctorate    
 ■ Masters    
 ■ Bachelor degree  
■ Diploma    
 ■ Certificate



## Performance of our students

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

The total funds expended on teacher professional development in 2011 were **\$48,675**.

The major professional development initiatives are as follows:

- English as Second Language Teacher's Training
- Australian National Curriculum Training
- Language other than English Training
- Leadership Training
- Interactive Whiteboard Training
- First Steps Training
- Mandatory Reporting Training

The involvement of the teaching staff in professional development activities during 2012 was 95 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 85% in 2012.

### Proportion of staff retained from the previous school year.90%

From the end of the previous school year, 85 % of staff was retained by the school for the entire 2012 school year.

## Key student outcomes

### Attendance

#### Student attendance - 2012

The average attendance rate for the whole school as a percentage in 2012 was 98.35%.

#### 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	Year 11	Year 12
98.07 %	98.57 %	98.86 %	98.81 %	98.31 %	98.52 %	99.25 %	97.25 %	98.19 %	98.05 %	97.42 %	98.14 %

#### Description of how non-attendance is managed by the school

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

Non-attendance is managed by AIC in line with the Department of Education and Services policies. We identify students with potential attendance problems by monitoring our Student Absentee list on a weekly basis. Students with an attendance level that is regularly lower than 90% are targeted by our attendance intervention strategy.

Every day the absentees are entered into the AIC Info System. High School teachers enter attendance for each lesson. Primary School teachers enter their attendance for students twice daily: 9:30am and 12:30 noon.

Parents of children that are away for the first three periods are contacted using our SMS Broadcast Website. SMS replies from parents are also downloaded and printed. The information is put into the absentee system via the "Absentees Report" button under "Daily Follow-up". Parents without a mobile contact number are contacted on their landline at work or home and their responses are also recorded under "Daily Follow Up."

## Performance of our students

2012 NAPLAN analysis year 3						
Subject	Mean score. All WA schools	Mean score. AIC	Difference	Mean score. All Australian schools	Mean score. AIC	Difference
Reading	407	394	-13	419	394	-25
Writing	407	412	5	415	412	-3
Spelling	401	425	24	414	425	11
Grammar and Punctuation	408	417	9	424	417	-7
Numeracy	384	378	-6	395	378	-17
2012 NAPLAN analysis year 5						
	Mean score.	Mean score.		Mean score.	Mean score.	



## Performance of our students

Subject	All WA schools	AIC	Difference	All Australian schools	AIC	Difference
Reading	482	468	-14	493	468	-25
Writing	470	448	-22	477	448	-29
Spelling	486	510	24	494	510	16
Gr. and Punctuation	479	482	3	491	482	-9
Numeracy	477	478	1	488	478	-10
<b>2012 NAPLAN analysis year 7</b>						
Subject	Mean score. All WA schools	Mean score. AIC	Difference	Mean score. All Australian schools	Mean score. AIC	Difference
Reading	538	499	-38	541	499	-42
Writing	521	518	5	518	518	0
Spelling	539	553	14	543	553	10

## Performance of our students

<b>Grammar and Punctuation</b>	545	541	-4	546	541	-5
<b>Numeracy</b>	535	528	-7	538	528	-10
<b>2012 NAPLAN analysis year 9</b>						
<b>Subject</b>	<b>Mean score. All WA schools</b>	<b>Mean score. AIC</b>	<b>Difference</b>	<b>Mean score. All Australian schools</b>	<b>Mean score. AIC</b>	<b>Difference</b>
<b>Reading</b>	572	538	-34	575	538	-25
<b>Writing</b>	557	519	-38	553	519	-29
<b>Spelling</b>	574	566	-8	577	566	-11
<b>Gr. and Punctuation</b>	570	547	-23	573	547	-26
<b>Numeracy</b>	582	563	1	584	563	-10

## 2012 NAPLAN analysis year 3

<b>Subject</b>	<b>Students below minimum standard</b>	<b>Students at minimum standard</b>	<b>Students above minimum standard</b>
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## Performance of our students

<b>Reading</b>	<b>7%</b>	<b>13%</b>	<b>80%</b>
<b>Writing</b>	<b>5%</b>	<b>2%</b>	<b>93%</b>
<b>Spelling</b>	<b>7%</b>	<b>2%</b>	<b>91%</b>
<b>Grammar and Punctuation</b>	<b>9%</b>	<b>11%</b>	<b>80%</b>
<b>Numeracy</b>	<b>11%</b>	<b>11%</b>	<b>78%</b>
<b>2012 NAPLAN analysis year 5</b>			
<b>Subject</b>	<b>Students below minimum standard</b>	<b>Students at minimum standard</b>	<b>Students above minimum standard</b>
<b>Reading</b>	<b>8%</b>	<b>14%</b>	<b>78%</b>
<b>Writing</b>	<b>8%</b>	<b>24%</b>	<b>67%</b>
<b>Spelling</b>	<b>6%</b>	<b>8%</b>	<b>86%</b>
<b>Gr. and Punctuation</b>	<b>6%</b>	<b>20%</b>	<b>73%</b>
<b>Numeracy</b>	<b>4%</b>	<b>22%</b>	<b>73%</b>
<b>2012 NAPLAN analysis year 3</b>			

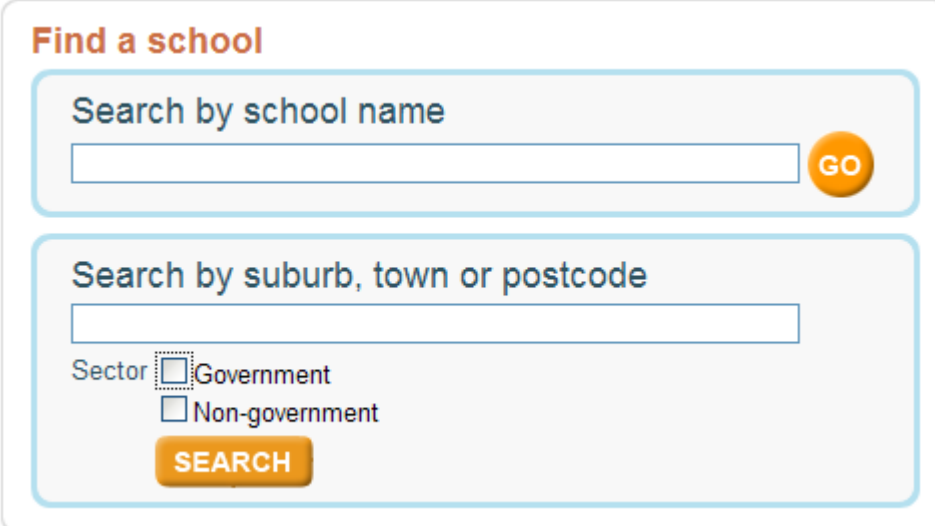
## Performance of our students

<b>Subject</b>	<b>Students below minimum standard</b>	<b>Students at minimum standard</b>	<b>Students above minimum standard</b>
<b>Reading</b>	<b>15.50%</b>	<b>24%</b>	<b>67%</b>
<b>Writing</b>	<b>17.50%</b>	<b>17.50%</b>	<b>65%</b>
<b>Spelling</b>	<b>10.50%</b>	<b>1.80%</b>	<b>87.70%</b>
<b>Grammar and Punctuation</b>	<b>3.50%</b>	<b>29.80%</b>	<b>66.70%</b>
<b>Numeracy</b>	<b>7%</b>	<b>26.40%</b>	<b>66.60%</b>
<b>2012 NAPLAN analysis year 5</b>			
<b>Subject</b>	<b>Students below minimum standard</b>	<b>Students at minimum standard</b>	<b>Students above minimum standard</b>
<b>Reading</b>	<b>18.90%</b>	<b>25.60%</b>	<b>55.50%</b>
<b>Writing</b>	<b>33.70%</b>	<b>24.30%</b>	<b>42%</b>
<b>Spelling</b>	<b>8.10%</b>	<b>17.50%</b>	<b>74.30%</b>
<b>Gr. and Punctuation</b>	<b>18.90%</b>	<b>22.90%</b>	<b>58.20%</b>
<b>Numeracy</b>	<b>2.70%</b>	<b>33.00%</b>	<b>63.50%</b>

## Performance of our students

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, "Search by school name", features a text input field and a circular orange "GO" button. The second section, "Search by suburb, town or postcode", includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "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

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%

## Performance of our students

### Outcomes for our Year 12 cohort of 2012 WACE Results 2010 , 2011 & 2012 Analysis

	2010	2011	2013
WACE GRADUATION	96.3%	98.53%	98.55%
Among the top 10 Schools	Maths 3AB	Accounting and Finance 3AB Maths 3AB Maths 2AB	Accounting and Finance 3AB Maths 2CD

#### ATAR COMPARISON WITH 2011

FINAL ATAR	2011		2012	
	No of students	%	No of students	%
90 & above	4	6	8	14
80 & above	14	21	20	34
70 & above	28	42	27	46
60 & above	45	68	34	57
50 & above	53	80	42	71
Below 50	13	20	17	28%

**Comments: ATAR % improved in the top range (70 and above) in 2012 comparing to 2011. Final ATAR is calculated based on WACE marks which are after school is finished. School cannot monitor their effort and attitude once they finished school.**

#### UNIVERSITY APPLICATION STATISTICS

- Total number of students with an ATAR who applied through TISC: 55
- % of students received first round straight offers to universities: 75%

	CURTIN	ECU	MURDOCH	UWA	TOTAL	%
Number of students offered any of their preferences	22	6	2	11	41	75

#### STUDENTS' UNIVERSITY ADMISSION ELIGIBILITY

- % of students with an ATAR eligible for University entry with or without bridging courses: 93%

Number of students with ATAR eligible for admission to any one of the Universities without any condition	42	71%
Number of students with ATAR eligible for admission to any one of the Universities (except UWA) with STAT (Special Tertiary Admissions Test), UPC (University Preparation course) or Portfolio Entry	13	22%
<b>Total % of students eligible for University Entry</b>	<b>55</b>	<b>93%</b>

## Performance of our students

### Post-school destination information

Majority of our year 12 students received an offer from Universities and a few of them went to TAFE.

### Early leavers information