	Postal address	17 Tonbridge Way
	Phone	(618) 9493 2718
	Fax	(618) 9493 1204
	Email	mahmoud.eid@aic.wa.edu.au
	Webpages	Additional reporting information pertaining to all schools is located on the <u>My School</u> website.
	Contact Person	Dr Mahmoud Eid

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.

Kind regards,

Abdullah Khan

Executive Principal

Principal's Foreword

Introduction

Assalamu Alaikum

All praise and thanks are due to Allah SWT. 2012 was a very remarkable and busy year with lots of challenges. Alhamdulillah our school is growing in buildings and in numbers. We now have a new early childhood centre, a new library and theatre, an oval and landscaping around the whole school. We also installed interactive white boards in every classroom and purchased lots of Islamic Studies, Arabic, numeracy and literacy resources. We are trying our best to achieve academic excellence in both secular and religious education. We also focus on the wellbeing of our students and their spiritual and intellectual needs to make them successful inshallah in this life and the Hereafter.

Our school has now strong ties with the community and for the second year we are working closely together with the parents and students to achieve our school's goals in all aspects. Last year we were busy conducting an internal review to identify our areas of weakness and strength. Based on that we were involved in drafting a short and long term strategic planning for the school. A new Professional Learning Teams structure was adopted to address the needs of the school in many areas such as students' learning outcomes, Students' leadership and wellbeing issues and transitions and pathways.

Our expectations and hope is that parents, students and teachers will continue to work together in order to achieve our future goals inshallah.

Dr Mahmoud Eid

Principal - AIC Thornlie

School progress towards its goals in 2012

Alhamdulillah we have now explicit improvement agenda: We have Professional Learning Teams structure and we are implementing our Guided Reading program.

We have a formal mentoring system in place to support less experienced staff

Due to the fact the majority of our kids are speakers of languages other than English, we therefore send our teachers for ESL training to gain the knowledge of how to cater for the needs of our students

We have a dedicated behaviour management team

Our library, theatre and early childhood projects were completed at the end of last year. We have been using them since the beginning of 2013

In order to improve the school's academic standard we adopted ACER's diagnostic tests for grades 1 – 9 so that we have a valid and sound comparison with NAPLAN results. Those Acer tests will be conducted twice every year: in March and September. We hope this will help our students to achieve good results in standardized tests. Also we will carry on our participation in PIPS for our pre-primary kids. This is conducted twice at the

beginning and at the end of each academic year

Behaviour wise, we developed an in-class system to monitor students' behaviour by creating an atmosphere of positive competition among the students who became part of it and enjoy monitoring their own behaviour.

We have started to reap the benefit from the Quran program that we adopted since 2011. Alhamdulillah many students are now reading from the Quran although they are still in year 2.

More attention was given to students' wellbeing at both the spiritual and the physical levels

The school participated in many excursions / incursions in order to boost our kids learning experiences and to encourage their integration with the larger Australian community.

We see more parents' involvement in the school whether at the level of the PnF projects or as volunteers in their children's classes. This has a very positive impact on the behaviour and performance of the kids – we look for more parent involvement.

Future outlook

Targetted professional learning reflecting on our school needs mainly in the ESL and Guided Reading areas.

Inshallah we will try our best to achieve better results in standardised tests such as NAPLAN, PIPS and NSW

We will implement the guided reading program in the whole school as part of the National Partnership agreement with AISWA. We hope this will improve our students results in literacy

We are hoping to communicate with all parents through their electronic emails. Our newsletter will inshallah be delivered electronically next year.

We plan to adopt a more sophisticated software to enable us to better analyse our students results and their learning outcomes

We still have faith in Allah SWT that the school will be able to secure the required budget to build the Gym and Home Economics centre or Woodwork workshop. It is worth-mentioning that we secured the council's approval for that and is valid for two years.

School Profile

AUSTRALIAN ISLAMIC COLLEGE (THORNIE)

Our school at a glance

Coeducational or single sex: mixed classes from K- 7 then only girls classes up to Year 9

Year levels offered: K - 9

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Dec 2012)
482	278	204	97%

Characteristics of the student body:

Our students come from different ethnicities and cultural backgrounds. The vast majority of them are Sunni students with a very minority of Iraqi Shiaat students. Most of their families are receiving Centerlink benefit and are of ESL background.

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	%	%	90%	%
Year 4 – Year 9	24	%	%	88%	%
Year 11 – Year 12	N/A	%	%	N/A	%
All Classes	25	%	%	90%	%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	22
Long Suspensions - 6 to 20 days	0
Cancellations of Enrolment	0

AUSTRALIAN ISLAMIC COLLEGE (THORN LIE)

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Integration of ICT into classroom activities and through bank of computers in the IT lab

Literacy and numeracy remedial classes throughout all year levels

Arabic (LOTE)

Outdoor and indoor education visits from qualified trainers and professional sports people

Life Education & Social Skills Programs

Extra curricula activities

Excursion/ Camping programs

Visual Arts program throughout the whole schools and two murals

Speech Competitions

National numeracy and literacy week parade

Interschool Sports

How Information and Communication Technologies are used to assist learning

Each Classroom is equipped with an Interactive Whiteboard;

Year 9 students are provided with Laptops for research, writing and editing.

Every class goes to the IT lab minimum one period per week

Teachers and students' use of IT and innovative practice is supported by an IT teacher employed at the school on full time basis.

Also we have a computer lab for remedial purposes to improve students numeracy and literacy achievement levels.

We have a a separate Quran computer lab to teach Quran reading and memorisation

Social climate

Whole school community makes a warm and supporting environment. Our school policies are designed to cater for our students' wellbeing and we are constantly giving them support in respect of how they deal with each other and how to respond to challenging behaviour situations. Based on parents feedback, they are happy with our friendly and safe environment and they are also happy with our behaviour policy which does not only focus on punishment but also on rewarding and promoting the good behaviour. We also educate the parents and students on bullying issues mainly during assembly functions.

Parent, student and teacher satisfaction with the school

The percentages below are based on the verbal feedback we got from the parents and on survey results we conducted last year. Although the survey conducted last year did not literally address the questions below

but the survey items were generally about these questions:

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and its Vision	98%
Percentage of staff members satisfied with morale in the school	90%

Involving parents in their child's education

Our parents are an integral part of our school community and are welcomed into our school at every opportunity. Parent helpers provide support in reading and art groups in the early years.

We prefer to involve the parents in solving out behavior issues with their kids and we gain their support in this respect.

Parents are encouraged to participate in school excursions . Invitations are issued for Open Day celebrations, school Parties and gatherings. Behaviour Management issues are dealt with as a partnership between school staff, parents and students.

Teachers conduct Parent Information Sessions and/or interviews during the year to establish positive parent

In general, parents are always informed about school activities throughout our newsletters.

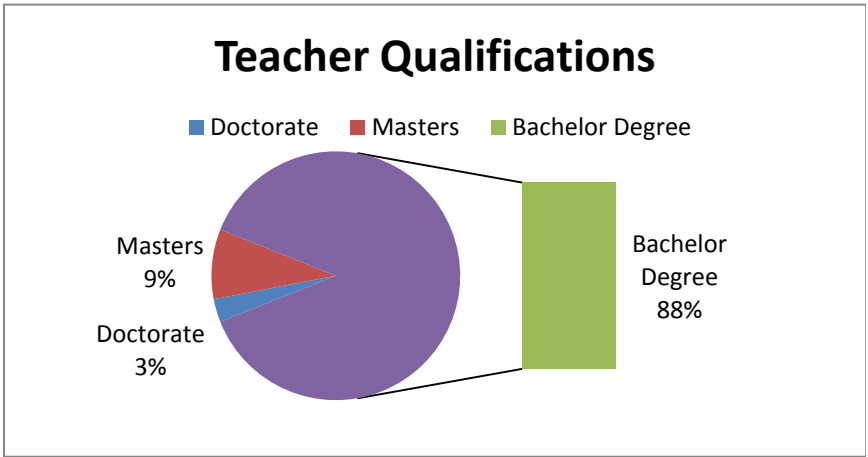
Performance of our students

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	18	0
Full-time equivalents	30	5	0

Qualifications of all teachers.

Docotorate	1
Masters	3
Bachelor	29



Performance of our students

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2012 was more than \$8,939

The major professional development initiatives are as follows:

- Mentoring PDs
- Numeracy and literacy PDs
- Early Childhood PDs
- Behaviour and Learning difficulties / disabilities PDs
- ESL PDs
- Leadership and Admin PDs
- First Aid PDs

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 98% in 2012.

Proportion of staff retained from the previous school year.

From the end of the previous school year 96 % of staff was retained by the school for the entire 2012 school year.

Key student outcomes

Attendance

Student attendance - 2011

The average attendance rate for the whole school as a percentage in 2012 was 98.5%.

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
98.5%	98%	98%	98.5%	99.5%	98.5%	99%	99.5%	98.5%	NA	NA	NA

Description of how non-attendance is managed by the school

Non-attendance is managed in AIC in line with the DES policies.
Attendance is marked every period for high school students. For primary students it is

Performance of our students

marked twice at the beginning of the day and in the middle of the day We address the attendance issue in assemblies and also we send letters home in addition to MSGs and telephone calls. Parents are required to provide the office with a written explanation to justify any absence or with a medical certificate.

NAPLAN RESULTS – 2012

READING:					
	Our School	WA Average	Above Below	National Ave.	Above Below
Yr 3	398	407	-9	419	-21
Yr 5	469	482	-13	493	-24
Yr 7	547	538	+9	541	+6
Yr 9	563	572	-9	575	-12
WRITING:					
Yr 3	409	407	+2	415	-6
Yr 5	528	470	+58	477	+51
Yr 7	524	521	+3	518	+6
Yr 9	556	557	-1	553	+3
SPELLING:					
Yr 3	424	401	+23	414	+10
Yr 5	515	486	+29	494	+21
Yr 7	559	539	+20	543	+16
Yr 9	579	574	+5	577	+2
GRAMMAR:					
Yr 3	419	408	+11	424	-5

Performance of our students					

Yr 5	501	479	+22	491	+10
Yr 7	546	545	+1	546	
Yr 9	544	570	-26	573	-29
NUMERACY:					
Yr 3	375	384	-9	395	-20
Yr 5	466	477	-11	488	-22
Yr 7	526	535	-9	538	-12
Yr 9	552	582	-30	584	-32

We achieved very strong results in spelling with all year levels - above State and National means.

We also achieved pleasing results in writing for years 3, 5 & 7 all above WA average and year 5, 7 & 9 all above National average

Good results were achieved in Grammar for years 3, 5 and 7 – above WA average.

Plans to strengthen our reading results: we have adopted a guided reading program across the school with an explicit and specific focus on years 1 – 3. PLTs were created to better equip teachers; and new resources will be purchased to support this process.

We have some concerns regarding Numeracy results. We will send teachers for more professional learning in the maths learning area. We have purchased and will purchase more Maths manipulatives. Also will purchase problem solving resources for teachers to assist with the teaching of higher order thinking. In this regard David Dunston from AISWA conducted a PL session in the school for all our teachers to share with them his experience and ideas of how to use Maths manipulatives to assist them in their teaching as they are of great help to students to achieve better results.

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

GO

Search by suburb, town or postcode

Sector Government

Non-government

SEARCH

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