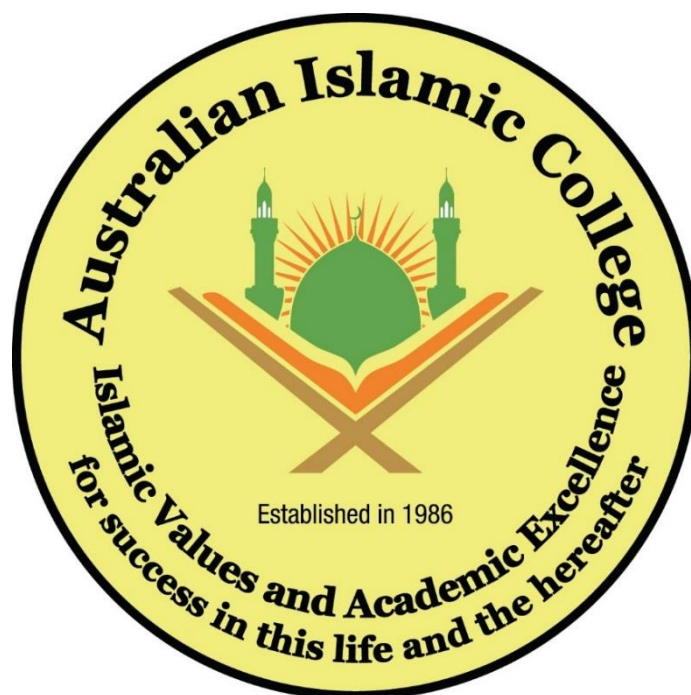


AUSTRALIAN ISLAMIC COLLEGE KEWDALE HIGH SCHOOL

PARENT HANDBOOK



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I COLLEGE VISION STATEMENT

“TO ASSIST ITS STUDENTS TO ACHIEVE SUCCESS IN THIS LIFE AND THE HEREAFTER”.

The Australian Islamic College strives to provide the highest Islamic moral guidance along with quality education to prepare students for further education and equip them to live in and enhance society without losing their identity.

II WHY ENROL AT THE AUSTRALIAN ISLAMIC COLLEGE?

Teachers

Highly qualified and dedicated teachers.

Resources

Our school has a library, computer labs, well equipped science labs, and our class rooms are equipped with interactive whiteboards, computers or laptops, teachers have access to iPad, surface pro and that reflect the technological world of today. The school also have a well-equipped gymnasium, material design and technology lab, food and technology lab, visual art lab and facilities for professional soccer and basketball training.

Curriculum

The students in Years 7- 10 will study the Australian Curriculum in the following learning areas: **English, Mathematics, Science and Humanities and Social Sciences**. Studies in other learning areas will soon follow the Australian Curriculum and will fully be implemented by 2018.

AIC offers preliminary, general and ATAR WACE courses in Year 11 and 12 along with VET courses to cater for all ability group of students.

AIC also provides religious education by providing Arabic language course, Islamic studies and Quran reading in Year 7-10 and Religion and Life in Year 11 and 12.

Integration of Islamic Values across all Learning Areas. Values based education strengthen students' self-esteem, commitment to personal fulfilment and help students exercise ethical judgement and social responsibility.

ESL Support

Students coming from non-English speaking back ground are supported by specialist ESL teachers.

Additional Learning Needs

AIC supports all students including students with special learning needs. If needed a student can access the services of

- Psychologists
- Speech pathologist
- Visiting teachers supporting hearing impairment, vision impairment, physical and chronic health impairment

If the school believes your child would benefit from these services, the school will contact parents and ask for approval to use student services staff with the child. Information regarding the relevant referral process is available from the school.

Extra-Curricular Activities

- Debating
- Quran competition
- Poetry/story completion
- Swimming lessons
- Karate lessons
- Soccer training
- Charity fund raising
- Working with Homeless Connect
- Student council activities

Interschool Competition

Students at AIC have the opportunities to compete with students in AIC Thornlie and Dianella campuses and also with other schools in WA.

- Australian Schools Science, Maths, IT, HASS competitions
- Quran reading
- Soccer and Basketball matches
- Debating

Building the Bridges

AIC has been actively involved in participating/organising seminars/workshops with other faith based schools to build relationships, promote respect and have appreciation for other faith traditions.

Citizenship

AIC promotes active citizenship by teaching students about Australia and celebrating

- Anzac day
- Harmony day
- Charity fund raising for Australia and overseas countries
- Clean up day

Leadership and Peer Support Program

Students are encouraged to be involved in Student Representative Council and in programs within their local community. There are several leadership and peer support programs in schools in schools to encourage personal development and self-awareness. Students are encouraged and trained to present Jumah Khutbah, assembly presentations, various in-schools and out of school presentations and activities. Older students are assigned to help and support the newly enrolled students that teach the older students to take on leadership and responsibility.

Quality Pastoral Care

AIC focuses on Positive Behavior for Learning, teaching and counseling students the behavior expectations and our Behaviour Management Team provides quality pastoral care to ensure that students are supported to achieve their goals.

Low School Fees and Charges

AIC charges very low school fees compared to other independent and catholic schools. AIC also supports parent if there is any concerns paying school fees and charges. Parents are encouraged to discuss any concerns regarding school fees with the Business Manager or the Principal. Where appropriate parents will be able to make alternate arrangements to pay the fees. Parents are requested not to ignore notice of request for payment.

Interpreting and Translating Services

AIC provides access to interpreting and translating services free of charge. Parents of students from non-English speaking background may request interpreters for parent-teacher interviews.

Student Well Being and Counselling Service

A professional Islamic Scholar has been appointed to work with the Principal, Deputy Principals, Year Coordinators to provide wide range of student well being support in areas of

- Personal development
- Self-esteem
- Leadership
- Safety
- Anti-harassment and anti-bullying education
- Resilience
- Emotional well being
- Drug Education
- Safe and ethical use of Social media

After Hour Tuition

AIC provides after hour tuition bringing experienced teachers from out side with minimum charge for the students. After hour tuition generally is organised for the preparation of

- NAPLAN
- OLNA
- WACE

UWA Fairway Program

AIC has been working with UWA to help and support Year 12 students with unsupportive study environment to gain entry to UWA with lower ATAR.

Entry to UWA Medicine and Dentistry

AIC has been working with UWA to help and support Year 12 students to gain entry to UWA Medicine and Dentistry with lower ATAR.

Communication with Parents

AIC promotes open and strong partnership with parents and wider community.

AIC Parents Portal

AIC parents portal provides parents easy access to their children's progress reports, class work and home work activities given by teachers, timetable etc. Teachers can also send email to parents about students' achievement, concerns, test dates, homework, class works etc.

Bus Services

Provides low cost bus services to and from school.

Prayer Facilities

Students participate in the Zahra and Friday prayers at the school.

Canteen

AIC Canteen provides quality food during recess and lunch for the whole school.

Transition from AIC Thornlie, Dianella and Kewdale Primary Campuses

(i) Year 10 from Thornlie and Dianella to Year 11 in Kewdale High School

In an effort to familiarise Year 10 Thornlie and Dianella students with the Kewdale students and teachers the following events occur throughout the year.

- Attending Kewdale Yr 10 Parent-student information sessions in Year 10
- Attending Kewdale Career information session in Year 10
- Attending parent information session on course selections in Year 10
- Writing Year 10 Semester one and Two exams in Kewdale
- Transition programs

(ii) Year 7 boys from Thornlie and Dianella to Year 8 in Kewdale High School

- Intercampus soccer tournament
- Transition programs in term 4

(iii) Year 6 from Kewdale primary to Year 7 in Kewdale High School

- Transition program in Term 4

Cyber Safety

At the Australian Islamic College, we respect the right to be free from all forms of bullying (cyber, physical, and verbal) and harassment. Australian Islamic College expects its students to use Social Media in a respectful and responsible manner. Social Media should not be used to insult, present offensive or inappropriate content or to misrepresent the College or any member of the College community.

When using Social Media, Students are expected to ensure that they:

- Respect the rights and confidentiality of others
- Do not impersonate or falsely represent another person
- Do not bully, intimidate, abuse, harass or threaten others
- Do not make defamatory comments
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the AIC Community
- Do not post content that is hateful, threatening, pornographic or incites violence against others
- Do not harm the reputation and good standing of Australian Islamic College or those within its community
- Do not film, photograph or record members of the College community without express permission of the College or use film, photographs or recordings without express permission of the above.

III RIGHTS AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

All members of the Australian Islamic College have the RIGHT to:

- Be treated with civility and respect.
- Practice their religious beliefs without repercussion.
- Work in and enjoy a safe, secure and clean environment.
- Teach and learn without disruption.
- Achieve their educational potential.
- Have their property respected.
- Be proud of their accomplishments.

All members of the Australian Islamic College have the RESPONSIBILITY to:

- Show respect and courtesy to others.
- Respect all religious beliefs.
- Keep our environment safe, secure and clean.
- Ensure that there is no disruption to another person's teaching or learning environment.
- Respect student, staff and school property.
- Ensure that their actions do not discredit the school.

IV UNIFORM POLICY

Male

- School jacket with logo / Leaver's Jacket for Year 12 only
- White business shirt (short/long sleeve) with logo (tucked in)
- Plain white undershirt with no logo (optional)
- Black dress pants – strictly no tracksuit pants or jeans
- Lace-up / Velcro / slip-on black leather shoes
- Plain white or black socks
- Plain white prayer caps
- Strictly no radical haircuts (hair length should be of uniform level)

Female

- School jacket with logo / Leaver's Jacket for Year 12 only
- Black school dress with logo (ankle length)
- Black school tunic with logo (must cover the knee) + loose black school pants – strictly no tracksuit pants, no jeans, no leggings, no tights.
- White scarf (over chest) with black under cap
- Plain white or black socks
- Lace-up / Velcro / slip-on / buckle black leather shoes
- Strictly no make-up, nail extensions, nail polish, nose rings or jewellery.

V STUDENT CODE OF CONDUCT

All students are expected to comply with the School Code of Conduct.

In the Classroom

1. Students will line up outside class rooms, take out all text books, exercise books, stationaries and other necessary equipment and enter the classes quietly.
2. Students will sit at the desk designated by their teachers.
3. Students will not disrupt class room learning.
4. Students are not allowed into class rooms without the permission of a staff member.
5. Students will be punctual in assembly, classes, prayer and appropriately equipped for each class.
6. Food and drink are not permitted inside the gym or class rooms. Water is allowed with staff permission.

General

1. Students will follow all reasonable instructions given by staff members.
2. Students will be respectful to all teachers, students and will not show arrogance, rudeness or use inappropriate language.
3. Students will abide by the School Drug Policy.
4. Students are not permitted in out of bounds areas. These include car parks, staff offices, all fenced building sites, Tomato lake areas, and Primary school yards.
5. Students will not be outside of classes during class time without a "out of class" pass from the teachers.
6. Students will visit the lockers only during breaks and have books for all lessons between breaks.
7. Use breaks to eat lunch, drink water or use the washrooms.
8. Throwing of food, liquids, containers or littering is not permitted. All rubbish must be placed in rubbish bins.
9. Stealing from or interference with any other person's property is not permitted.
10. Students will abide by the Safe School Policy.
11. No balls will be kicked against the building.
12. Students will abide by the zero tolerance policy of fighting, bullying, harassing, disrespectful to teachers, truancy, cyber bullying, uploading school pictures to social media.
13. Students may not remain at school after hours unless under the supervision of a staff member.
14. Students should not engage in any communication with persons outside of school during school time unless authorised.
15. All mobile phones should be switched off during school times.

16. Chewing gum, aerosol cans, any item that could threaten the maintenance of good order and personal safety are not permitted at school.
17. Students will attend all detention, suspension, community service and other activities decided by the management team as consequences of unacceptable behaviour.
18. Sick bay can only be accessed by a student with genuine health condition and will not be allowed access without a sick bay pass
19. Students must line up in an orderly fashion, one for boys and one for boys in the canteen. Canteen staff must be addressed politely with respect.

Code of Conduct for School Bus

To avoid the buses and students arriving late, all drivers have been advised not to wait for longer than two minutes. Once this period has elapsed, the driver will leave without taking the student. All buses are required to arrive at the AIC by 8:20am.

Activities that are not acceptable while in the bus.

- Students must be respectful and courteous to the bus driver and other students in the bus
- Talking to the driver
- Not listening to driver's instructions
- Littering
- Throwing out anything from the bus
- Extending out arms and head through the windows
- Listening to loud music
- Getting up from their seats
- Fighting, bullying, teasing
- Damaging any part of the bus
- Any other activities that affects driver's concentration

The bus coordinator shares all information with behaviour coordinators who unify these incidents on the AIC system. The first incident occurrence on a bus, a student receives a verbal and incident is recorded. On the second occurrence, the parents of the student are notified via the behaviour coordinator, who warns the family of the potential termination of their bus contract. If an incident occurs for a third time, the student revokes their privilege of the AIC bus system and will no longer be picked up.

Assembly

All students at AIC must attend everyday assembly starting at 8.30 AM. Students must be in the assembly by 8.25 AM. Assembly procedure includes verses from the Quran, Hadiths, 99 names of Allah, presentations on Islamic Values. Important messages are given to students in assembly. Students also have the opportunity to listen to speeches from distinguished Islamic Scholars from all over the world.

Late Arrival

All students must arrive at school by 8.25 AM except buses sometimes late for unforeseen reasons. Parents must drop off their children by 8.25 AM in the front car park pick up point and pick up by 3.30 PM in the afternoon. Parents must provide a written note, text message or a phone call in case students are dropped off after 8.30 AM. Late arrival must always be avoided.

Students Leaving Early

No students will be allowed to leave early without parents' written permission. Parents must provide a written note, email or a text message to the Year Coordinator if their children need to leave early. Parents must inform office in advance for the child to be brought in front office for the parents to take them away.

Students' Leave Of Absence

Students must always be punctual and must not be absent without a valid reason. In case of sickness or any other valid reason, parents must notify school through phone call, text message, sending message through parents' portal, email etc. by 9 AM so that teachers can be informed. It is very important that parents provide a written document stating the reason for absence when the child returns to school. A medical certificate is expected in case of sickness.

Long Leave Of Absence

Long leave of absence must be approved by the Principal. Parents must provide documentary evidence of long leave of absence including date of leaving and also the date of re-attending school. The school is not responsible to provide works if a student takes long leave of absence. An assessment would be required to determine which year level the child would be returning after the long leave of absence.

Mobile Phones

Students must not be using mobile phones in school at any time. In case of an emergency students are permitted to use the school phones to call parents or other emergency information.

Items Not Permitted In School

- Mobile phones
- Cigarettes, lighters, matches
- Chewing gums
- Alcohol, drugs, aerosol cans
- Adult magazines
- Knives, blades, cutters, pen knives
- iPod
- Playing cards, electronic and computer games

Excursions

Excursions are part of planned curriculum activities and students must participate in excursions. Parents will receive a form detailing about the excursion, a signing document to give permission and an emergency contact details information. Students will not be allowed to go on excursion without parents' permission and the emergency contact details. A small fee is involved covering bus and entrance fees. School will not be liable for any unforeseen occurrences where the child may be injured.

Outside School Grounds

Students are expected to be safe, respectful and responsible both at school and outside to and from school. Consequences apply for inappropriate behaviour.

VI PARENTS MEETING THE PRINCIPAL

Parents can see the Principal between 9-11 AM without appointment provided the Principal is available. It is always encouraged to make an appointment to see the Principal to avoid disappointment.

VII MEETING THE DEPUTY PRINCIPALS, TEACHERS AND THE COORDINATORS

Parents need to make appointments to see the Deputy Principals, teachers and the Year Coordinators. In case of emergency the Year Coordinators might see a parent if they are available. Parents must not be coming to the class rooms or teachers' office rooms to discuss any issues with them without making appointments. Parents must stay in front office seating areas and will be called to a nearby office room for discussion.

VIII VISITORS AT SCHOOL

All visitors must report to the front office, sign in and enter the premises with a visitor's pass.

IX UNIFORM SHOP

Uniform shop is open every Friday from 8 to 10 AM school days.

X SICKNESS ISSUES

Parents are requested not to send students who are not well. Students who fall sick in school must report to the Central office. They will be put in sick bay and parents will be contacted if needed. Students must not be coming to sick bay without the permission of the class teacher or the Year Coordinator. In an emergency and the condition is critical parents will be contacted, ambulance will be called and parents are liable for the ambulance charges. After the emergency has been met, the responsibility lies with the parent, ambulance or the doctors. It is very important that parents provide correct phone numbers to the school.

First aid – an immediate temporary treatment is given by the qualified staff in the event of illness, injury or accident. When recovered the student returns to class. If the condition is serious, parents or the emergency contact person nominated by the parents are contacted. It is important that parents provide the correct contact number for an emergency contact person.

Students who have been sick with infectious diseases will not return to school until fully recovered. Parents are requested to send the child with a medical certificate stating that the return of the child is safe for the school community.

Examples of infectious diseases are chicken pox, diphtheria, Hepatitis A, Measles, Meningitis, Conjunctivitis, Mumps, Rubella, Whooping cough, Meningococcal infection etc.

XI CHILD PROTECTION ACT

All school staff have the responsibility of maintain appropriate behaviours when dealing with students. Staff members are obliged to report any child abuse incidents or suspected child abuse situations. Parents are not informed of the initial allegation. Staff is also not informed initially if accused of unacceptable dealings with students. Accused teacher's case would be heard after the initial investigation. Any questions relating to Child Protection Act should be directed to the Administration of the school.

XII STUDENTS' PERSONAL RECORD STATEMENTS

Parents must provide school the personal record documents of their children. Examples of these documents are birth certificates, citizen certificates or visa status, immunisation records, any special physical and academic needs etc. Any change of visa status must be informed to the school immediately. This information is necessary to maintain an up-to-date school records.

XIII PARENTS' CONTACT DETAILS

Parents must provide their correct addresses, phone numbers, email addresses to school. It is necessary for constant communication between school and parents regarding academic and behavioural issues, information regarding parents meetings, access to parent portal etc. Any change in addresses or phone numbers should be reported to the school to maintain up-to-date records.

XIV BEHAVIOUR MANAGEMENT PROCEDURES [KEWDALE HIGH SCHOOL]

The Australian Islamic College behavior management policy epitomizes the school mission statement. It represents a total school approach towards the achievement of a sociable school environment which students and staff can strive for religious development and academic advancement.

The Australian Islamic College aims to:

- Create a nurturing school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise students whose exemplary behaviour promotes a nurturing school environment.
- Establish a set of rules and regulations that protect the rights of all individuals.
- Make certain a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they recognise and respect the rights of others.
- Promote the development of our students to become pragmatic in their religious understandings and practices.

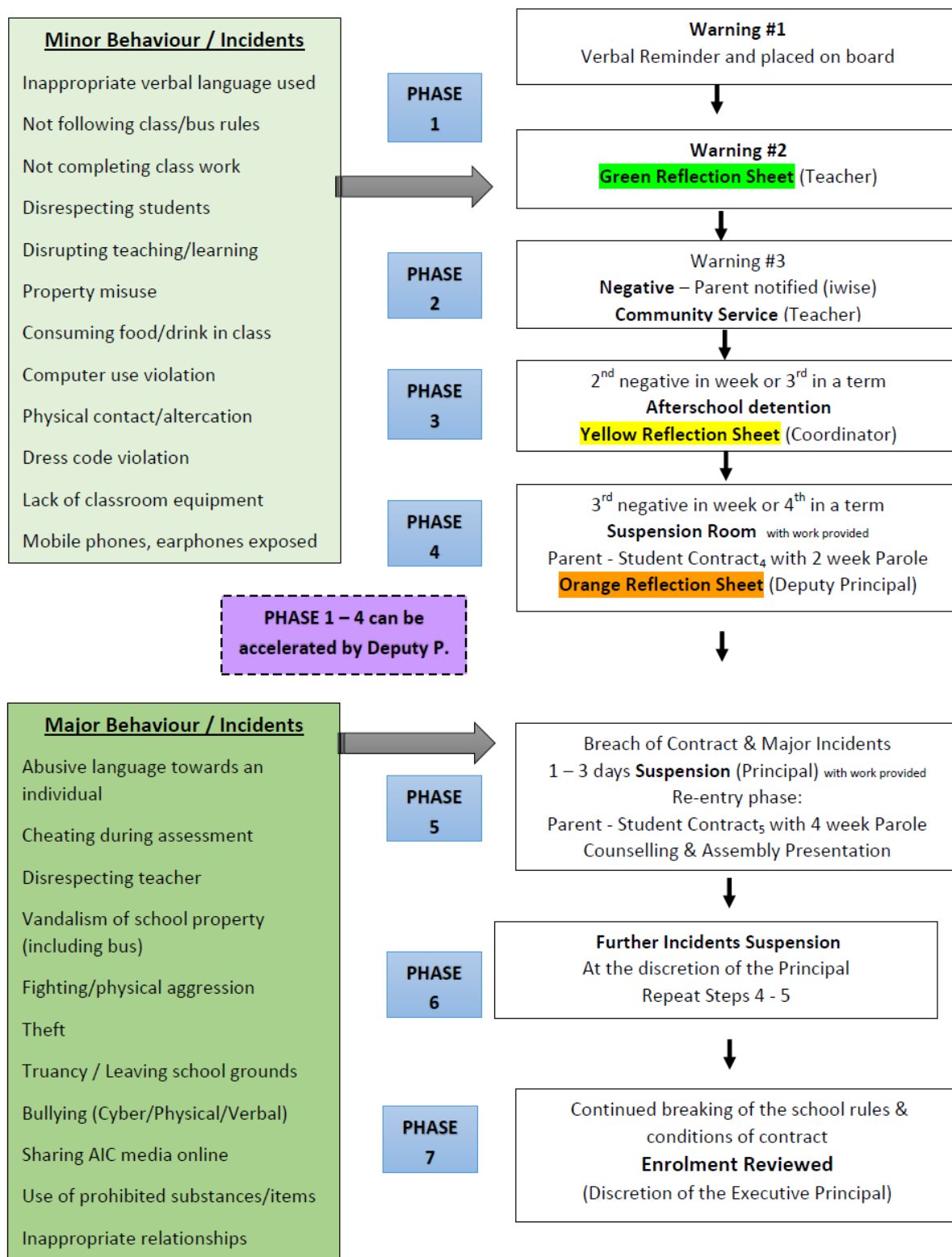
At the Australian Islamic College, our ethos is to provide excellence in academic education and of equal importance, to guide our students to grow to be responsible young adults both within the school and the greater community. This policy aims to educate students on the importance of punctuality, acceptable behaviour in class and outside of class, endeavours to minimise any loss of valuable learning time and disruption to the classroom environment.

The following steps will be implemented to manage the behaviour of students. It is important to note that our Managing Student Behavior procedure focuses on a 'Personal Plan' and each student accepting the logical consequences of his/her personal behaviour choices.

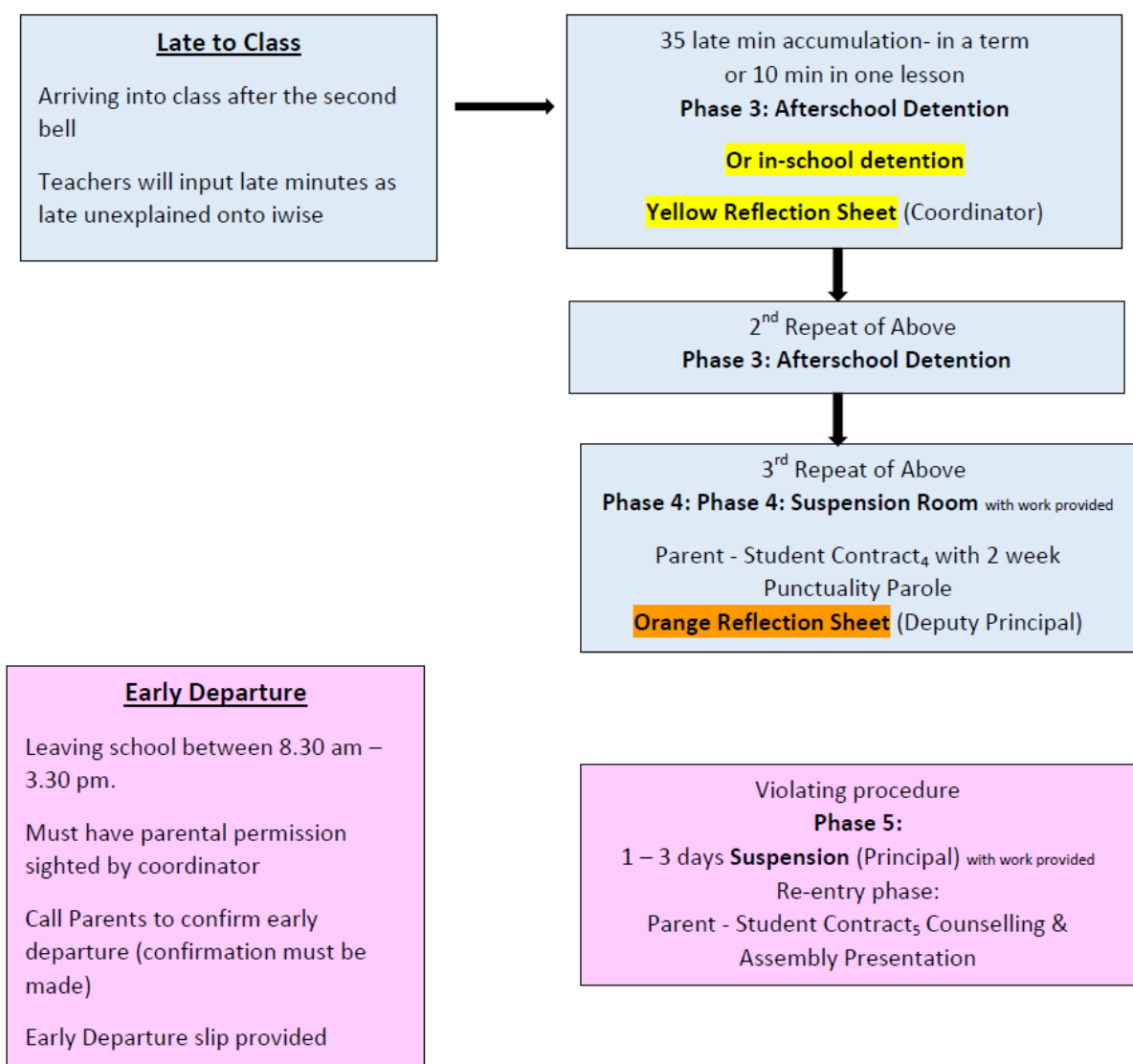
Lateness to School Policy Extract

Time	8:50am – 9:45am	9:45am onwards
Catchment Area	Front Office	Front Office
Recorders	Office Administrators and Behaviour Coordinators.	Front Office Staff
Follow up		
First Occurrence	Lateness is recorded and verbal warning is given, advising a second strike results in parental contact. Students are to stay in front office until contact is established.	Student is turned back home without valid excuse after parental contact. If no parental contact, automatic in-school suspension.
Second Occurrence	Parental contact, advising a third strike will result in an in-school detention for the duration of the entire day.	Security Admin to escort student to suspension room.
Third Occurrence	In-school suspension for the entire day. Any additional lateness will occur in additional detentions.	

BEHAVIOUR DISCIPLINARY PROCESS



STUDENT LATE TO CLASS & EARLY DEPARTURE PROCESS



XV SECONDARY SCHOOL CURRICULUM

Background

Australian Islamic College (AIC) provides all students with a planned and structured Curriculum to improve their knowledge, skills and attitude through successful learning to make the students confident, creative and participate in Australian community as informed citizens. AIC also promotes high religious and moral standards by implementing well-structured Arabic, Islamic studies and Quran reading programs in the pursuit of excellence. AIC acknowledges that the needs and interests of students will vary, and that schools and teachers plan from the curriculum in ways that respond to those needs and interests.

Australian Islamic College also emphasizes implementation of teaching –learning programs that meet the learning needs of all students and the requirement of 'outline of curriculum assessment and reporting approved for Western Australian Schools. This structured curriculum follows WA curriculum in line with National Curriculum.

The school curriculum plan outlines teaching-learning and assessment programs in eight learning areas such as English, Mathematics, Science, Humanities and Social Science (HASS), Technologies, Visual art, Physical Education Studies, Arabic as a Language requirement as well as Islamic Studies and Quran reading. AIC promotes implementation of the Australian Curriculum in ways that value teachers' professional knowledge, reflect the local contexts and take into account the individual's family, culture and community background.

The school curriculum plans also include diversity of differentiated learning e.g. gifted and talented programs, modified programs, and individual education plan (IEP) for special need students. School has already introduced new WACE by including ATAR, General, Foundation and preliminary courses in Year 11 and 12. Along with WACE courses school also provides VET courses for upper secondary students (Year 10-12) to provide extra hands on skills for work related learning, fulfil requirement of completing at least Cert II for WACE graduation if any student has less than four ATAR courses in Year 12 in 2016 and ahead. VET can be taken as an integral part of the WACE and its completion by the student gains credit towards a nationally recognized VET qualification within the Australian Qualifications Framework (AQF), providing a broad range of post-school options and pathways. Literacy, numeracy and ICT skills have been integrated in all learning areas.

Lower School Curriculum [Year 7-10]

The students in Years 7- 10 will study the Australian Curriculum in the following learning areas: **English, Mathematics, Science and Humanities and Social Sciences**. Studies in other learning areas will soon follow the Australian Curriculum and will fully be implemented by 2018.

WEEKLY TIME ALLOCATION FOR YEAR 7-10 COURSES IN HIGH SCHOOL

[Subject to change whenever needed]

YEAR 7 - 9		LESSONS
ENGLISH	Per week	5
MATHS		5
SCIENCE		4
HASS		4
DESIGN AND TECHNOLOGY		2
ARABIC		2
ISLAMIC STUDIES		2
PHYSICAL EDUCATION STUDIES		2
ART/WOODWORK		1
QURAN READING		2
HEALTH STUDIES		1
Total course lessons Per week		30

YEAR 10**LESSONS**

ENGLISH		5
MATHS	Per week	5
SCIENCE		5
HASS		5
DIGITAL TECHNOLOGY		3
ARABIC/HEALTH STUDIES/ART/VET SPORTS&REC/WOODWORK/MATERIALDESIGN AND TECHNOLOGY [ANY ONE]		3
ISLAMIC STUDIES		2
QURAN READING		2
	Total course lessons Per week	30

Year 10 Electives [Can Choose One of the Following]

- Formal Soccer Academy (Specialist program)
- Visual Art
- Arabic
- Health Studies
- Sports and Recreation
- Material Design and Technology
- Graphic Design

Cross-Curricular Priority

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

General Capabilities

- Literacy and Numeracy
- Information and communication technology
- Critical and creative thinking
- Personal and social capability
- Ethical understanding and Intercultural understanding

School Curriculum and Standards Authority (SCSA)

SCSA sets curriculum policy directions for Kindergarten to Year 12 schooling in WA.

Assessment and Reporting

Teachers make judgements based on:

- Marks from assessment tasks
- Anecdotal comments
- In-class Observations
- Progress maps
- Student portfolios
- Digital recordings
- Working in pairs/groups

NAPLAN and OLNA

- SCSA is also responsible for administering the National Assessment Program in Literacy and Numeracy (NAPLAN) testing programs in WA.
- Band 8 NAPLAN means no Online Literacy and Numeracy Assessment (OLNA)!
- Year 7 and 9 NAPLAN, Year 10 OLNA
- Category 3 OLNA or Band 8 NAPLAN is the pre-requisite for achieving minimum qualification for Literacy and Numeracy for Year 12 WACE graduation.

ACER Testing (Australian Council for Educational Research) For Literacy and Numeracy

- The goal for ACER testing is to promote new ways of thinking about assessment.
- Assessments of this kind provide informed starting points for teaching and learning and enable long-term progress to be monitored by promoting a 'growth mindset' in assessment.
- ACER testing is done for all Yr 7-10 students twice in a year. First round ACER testing is conducted in Term One. The results are analysed, teaching-learning programs are updated according to the needs of the students. Second round testing is done in term 4 to see the progress since the first round.

Preparation for Year 11

- More focus on Year 10 course selections
- Parent information sessions for more awareness of choosing courses in Year 11
- Career Awareness by organizing Career Expo with five different Universities in WA
- Year 10 Semester Exams
- Pre requisites for each ATAR course

Gifted and Talented Education Programs (GATE)

GATE programs are offered to select Year 7-10 students who have shown outstanding academic achievement along with good behaviour. Year 8-10 GATE students are selected based on the whole year performances in English, Science, Math and HASS in previous year. Year 7 students are placed according to the recommendation of the Primary teachers for Term One. This selection is reviewed based on end of term one results.

Modified Programs

Students identified as low literacy and numeracy level are put into modified classes with specialist programs and assessment tasks. These students are sent to mainstream classes as soon as their literacy and numeracy skills improved enough to cope with mainstream classes.

ESL Classes

Students with no English background are put into special ESL class with specialist teachers. They have English in 3-4 periods and the rest of the lessons are sports, Quran reading, art. Arabic and Quran reading.

STEM Project

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. STEM develops a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives. STEM isn't a standalone class—it's a way to intentionally incorporate different subjects across an existing curriculum.

In 2016 a Year 7 STEM project has been started as a trial basis and continuing with some interesting outcomes. STEM project will be ongoing activities in 2017 and beyond.

Project Based Learning

Project Based Learning is a teaching method in which students' gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

In 2016 Project Based Learning has been started across all Learning Areas and will continue as a regular task for all year groups in 2017 and beyond. These projects will focus on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.

Implementing Islamic Values across All Learning Areas

Australian Islamic College's mission statement includes academic excellence with Islamic morals and values. Islamic values integration has been an important aspect across all Curriculum Learning areas. More structured integration of Islamic values across all Learning areas will be combinedly adopted across three campuses in 2017. Teachers will be given appropriate resources related to each subject areas to help implement Islamic values. Our aim for our students to graduate successfully and go out with these values, be proud of being a Muslim and contribute positively to Australian Community.

WACE Courses – Year 11 And 12

PLANNING CURRICULUM PATHWAYS FOR ALL STUDENTS

Students are catered from diverse background and needs according to the following three categories:

- (i) University-bound
- (ii) TAFE bound
- (iii) Entering workforce after leaving school.

Parents' expectations are mostly University-bound. AIC tries to encourage students starting from the entry of high school in Year 7. For University entry students must complete at least 4 ATAR courses in Year 12.

Selection criteria for taking ATAR courses

To qualify for ATAR courses in Year 11 and 12, students must achieve

- Category 3 in Literacy and Numeracy through Year 9 NAPLAN by achieving Band 8 or above or through OLNA in Year 10.
- Must achieve 60% or more in that course in Year 10 for Year 11 and in Year 11 for Year 12.

To facilitate the selection process the following steps are used.

- Year 10, 11 and 12 Parent information sessions in Term One.
- Year 10 parent-student information session in Term two.
- Career expo facilitated by 5 major universities in WA [UWA, Curtin, Murdoch, Edith Cowan and Notre Dame]
- Individual and group counselling by the Deputy Principal-Year 10-12.
- Tracking progress report in every reporting cycle and setting targets to achieve the pre-requisites.
- UWA medicine and dentistry workshop for Year 10, 11 and 12s. Year 10 students from all 3 campuses attend. **[Students can get entry to Medicine and Dentistry with lower ATAR for our school]**
- UWA Fairway workshop for Year 11s. **[Students can get entry to UWA with lower ATAR with this program]**
- A Senior School Handbook is uploaded in school website (www.aic.wa.edu.au) in curriculum section for students to check graduation requirement, course information, pre-requisites, literacy/numeracy requirement, University/TAFE entry, alternate entry to Universities etc.

Courses

The following combination of WACE courses including ATAR, general, foundation and preliminary courses from both list A and B are offered based on students' need. VET courses are offered in Business, IT, hospitality, Sports and Recreation in Year 10,11and 12. School also organises sending Year 11 and 12 students to external TAFE/RTOs for a day or two to complete Cert III, IV or diploma courses in different disciplines.

LIST A	LIST B
English (General, preliminary, ATAR) English as an additional language ATAR History ATAR Economics ATAR Political and Legal Studies Business Management and Enterprise ATAR Religion and Life General and ATAR Health Studies General and ATAR Arabic ATAR Visual Art General and ATAR	Chemistry General and ATAR Human Biology General and ATAR Physics ATAR Physical Education Studies General and ATAR Accounting and Finance ATAR Computer science ATAR Applied Information Technology General and ATAR Material design and Technology General Math <ul style="list-style-type: none"> • Preliminary • General • Application • Methods • Specialist

[Subject to change depending on the need and number of students select the course. Any course with less than 10 students might have to be withdrawn]

Teaching and Learning Principles

Students get the opportunity

- To observe and practise the expectations of the relevant course or program.
- Connect their existing knowledge, skills and values while challenging their current w of thinking
- To reflect on their thinking process, develop new ideas, evaluate and solving problems.
- To have meaningful learning and relate to issues that are relevant to their lives and cultures.
- To have flexible learning contexts, diverse learning experiences as students learn in different ways.
- For individual and collaborative learning.
- To have class room policies that are designed to foster students' belief that they can be successful learners, develop confident approach to learning and desire to do well is supported.

School-Based Assessment

School based assessment of student achievement in all courses is underpinned by the following principles.

Valid	Assessment tasks provide accurate and valid information on the knowledge, skills and understandings expected of students.
Educative	Assessment makes a positive contribution to student learning.
Explicit	Assessment procedures are clearly defined and marking keys are specific to the task and provide clear basis for judgements of student achievement.
Fair	Assessment is demonstrably fair to all students and does not discriminate on grounds of gender, disability or ethnicity.
Comprehensive	Judgements on student achievement are based on multiple assessment tasks of various types.

A quality school assessment program ensures that all assessment tasks have the following characteristics.

Reliability	Assessment tasks a consistent, accurate and can be used with different groups of students to produce assessment information
Discrimination	Assessment tasks have the capacity to differentiate student achievement
Relevance	Assessment tasks are consistent with the content and the assessment Requirements of the syllabus.

Student Achievement

- Achievements in courses are recorded in grades A to E for each of ATAR, general and foundation courses in Year 11 and 12. Marks out of 100 are also awarded by teachers to students who complete a pair of units in each of the above units.
- Achievement in VET is competency-based.

External Examinations

Separate compulsory WACE examinations are conducted for pairs of ATAR units at Year 12 and externally set tasks (EST) are conducted in school for Yr 12 General courses.

Vocational Education and Training (VET COURSES)

Vocational Education and Training commenced in 2012 at the Australian Islamic College. We have a Memorandum of Agreement (MOA) with a local Registered Training Organisation, VETS Consulting. Our programs and training structure is provided by them with all our teachers having up to date Certificate IV's in Training and Assessments. We have had this arrangement with them since we introduced vocational education at the college.

Current courses that are being offered at the Australian Islamic College are as follows:

- ICA10111 Certificate I Information, Digital Media and Technology**
- ICA20111 Certificate II in Information, Digital Media and Technology**
- SIS10113 Certificate I Sports and Recreation**
- SIS20313 Certificate II Sports and Recreation**
- SIT10213 Certificate I Hospitality**
- SIT10213 Certificate II of Hospitality**
- BSB20112 Certificate II Business**
- FNS20111 Certificate II Financial Services**

AIC also send students to complete Cert III and IV in VET courses externally in Certified TAFE and RTOs. Completing Cert IV in any course gives the opportunity for a student to enter university without an ATAR.

TIME ALLOCATION

All Year 11 and 12 WACE and VET courses have five lessons per week.

WACE Graduation Requirement

- Achieve Category 3 in Reading, Writing and Numeracy.
- Completes 4 units of English course over two years and at least 2 units in Year 12.
- Completes minimum of 20 units over two years and must include at least 10 units or equivalent in Year 12.
- One pair of Year 12 unit from List A (English, art, social science, language) and one pair units from List B (Math, science, Technologies)
- Achieve 14 C grades in total from Year 11 and 12 WACE courses or equivalent with at least 6 C grades from 10 WACE courses of equivalent in Year 12.
- Complete at least 4 Year 12 ATAR courses, otherwise a completion of at least on Cert II in any VET courses is compulsory for graduation.
- At least 8 units can be replaced by VET courses together in Year 11 and 12.

Homework Policy

Students in Year 7-12 are given homework on a regular basis. The purpose of homework is to bridge the gap between children's learning at school and at home. The advantages of homework are:

- **Children develop time management and study skills:** Homework sets children up to manage their time and plan out study schedules, which are very useful skills to have when they enter tertiary study and eventually the workforce. Completing homework early in schooling years ensures that it becomes a habit.
- **Students can engage with their studies:** Setting homework allows students to revise content learnt during the day with a fresh set of eyes and a clear head, away from their friends and other schoolyard distractions. Parents also get an opportunity to get involved in their child's school work and provide additional assistance if needed.
- **Teachers can keep track of progress:** Homework allows teachers to track students' progress, identifying if a child is struggling with content or falling behind the rest of the cohort. Completing homework also provides a good lesson in responsibility and diligence, often with disciplinary consequences if homework is not returned or completed to the required standard.

Missing Assessment Policy

If students miss a Scheduled Assessment Task (exams, tests, in class investigation, in class essay, oral presentation, etc.), they should only be given the opportunity to complete that assessment or a similar task and gain credit if the student's absence is explained by the following:

- Medical certificate
- Appointment card

Students must complete the assessment task on the day of return to the school.

It is expected that students will make routine appointment outside of school time. For pre booked specialist appointments it is expected that students will notify the teacher in advance of the scheduled test or assessment date and present the appropriate documentation showing confirmation of the appointment.

Where a student submits an assignment task late either with no satisfactory explanation or without prior agreement with the teacher, then a penalty of 10% per day (including weekends) will apply. In this event, the students marked work will show the possible mark (before the penalty) and the actual mark (including the deducted penalty).

Cheating In Exams

If cheating in a test or examination is established beyond reasonable doubt the student must be referred to the Head of Learning Area. The penalty will depend on the seriousness of the offence. This will be determined by the relevant HOLA assisted by the Deputy Principal - Curriculum if required. Generally teachers have to maximize the security of their tests/examinations by modifying questions from year to year and maintaining them in secure storage prior to being administered to the students.

Plagiarism

Occurs when a student uses material written, devised or constructed by another without acknowledging the source. It is unethical because the student is essentially presenting another person's work as their own, and it is regarded as theft of ideas or intellectual property. To deter plagiarism and to assist students to produce fluent writing, students are required to express ideas in their own words and to compile bibliographies or otherwise acknowledge sources. If work is submitted containing plagiarized material, the grade for that item may be withheld or resubmission required. In addition, teachers may require that students submit drafts of assignments to ensure that the work submitted is the student's own work.

Appeals

Appeals against any decision relating to assessment policy must be made to the Principal.

XVI EXPECTATIONS FROM PARENTS

AIC welcome opportunities to work with the parents in educating children. It is crucial to have partnership and regular communication between parents and the school to ensure the child has the best opportunities to enjoy school and learn effectively. Parents can contribute their own knowledge and skills to assist their child's learning, school goals and promote Islamic values in teaching and learning.

What you can do to help your child:

- Ensure that your child attends school regularly on time and explain absences in a timely manner.
- Ensure that your child attends assembly as we start the day by prayer.
- Encourage your child to attend classes and Zuhr prayer on time.
- Encourage your child to take responsibility for their own learning and organisational skills.
- Ensure that your child completes homework and have proper preparation for assessment tasks.
- Establish regular contact with your child's teachers and Coordinators.
- Attend all parents meetings organised by the school and book online ahead.
- Support school's decision in case of any negative consequences given to your child for inappropriate behaviour or not completing set tasks.
- Ensure that your child have all text books and necessary stationaries needed in school.
- Ensure paying fees on time where your child is participating in a national or international competitions.
- Establish regular visit to AIC parent portal to check any homework, classwork, tests/exams timetable, progress reports etc.
- Establish regular check up of your email to check any message from the class teachers regarding achievement, test design brief, any behavioural issues etc.
- Ensure update your contact details in case if you change your address, phone number of email address.

XVII BELL TIMES

MONDAY TO THURSDAY		
PERIOD	TIME	DURATION
ASSEMBLY	8:25 - 8:45	20
P1	8:50 - 9:45	55
P2	9:45 - 10:40	55
RECESS	10:40 - 11:10	30
P3	11:10 - 12:05	55
P4	12:05 - 1:00	55
Wudu	1:00 - 1:10	10
Prayer	1:10 - 1:25	15
Lunch	1:25 - 1:40	15
PERIOD 5	1:40 - 2:35	55
PERIOD 6	2:35 - 3:30	55

Contact Time: 5 hours 50 mins

FRIDAY		
PERIOD	TIME	DURATION
ASSEMBLY	8:25 - 8:45	20
P1	8:45 - 9:40	55
P2	9:40 - 10:35	55
RECESS	10:35 - 11:05	30
P3	11:05 - 12:00	55
P4	12:00 - 12:55	55
LUNCH	12:55 - 1:10	15
WUDU	1:10- 1:20	10
PRAYER	1:20 - 1:50	30
P5	1:50 - 2:40	50
P6	2:40 - 3:30	50

Contact Time: 5 hours 20 mins

XVIII PROCEDURE, PRACTICES AND STRATEGIES TO SUPPORT STUDENT ACADEMIC IMPROVEMENT

Teaching

- Common teaching programs for all teachers/campuses teaching the same year group of course that reflect National Curriculum/WA Curriculum for Year 7-10 and SCSA syllabuses for Year 11 and 12s.
- Clear lesson objectives.
- High expectations
- Innovative lesson plans that promote explicit teaching using 2-3 different strategies for maximum student engagement, learning and reflecting.
- Establish realistic and challenging goals for the students using differentiated lesson plans and delivery in line with AITSL professional standards for teachers.
- Curriculum delivery as required by AITSL professional standards for teachers.
- Routine class work and home work policies including communication with parents.
- Encourage students in critical thinking, problem solving and higher order thinking.
- Project based learning.
- Initiation of STEM project.
- ICT integration
- Literacy and Numeracy integration in all Learning Areas
- Implementation of Islamic values across all Learning Areas.
- Educational Excursions.
- Extra Curriculum activities, such as swimming, Karate, after hour Soccer training etc.

Differentiating

- Identify students according to ability, provide extra support with differentiated lesson plans, worksheets, and assessment tasks.
- Individual education plan for Special Need students including Education Assistants to better cater for their needs.
- Extension, general and remedial classes.
- ESL classes for new arrivals.
- For Year 11 and 12 differentiating courses as ATAR, general, foundation and VET courses according to ability.
- Support with after hour extra tuition

Monitoring

- Regular checking of homework and classwork along with communicating parents if work is not done through iwise system.
- Progress maps.
- Result analysis, identifying weaknesses and setting targets based on weaknesses.
- NAPLAN, ACER, OLN analyses, identify weaknesses and set strategies to overcome weaknesses.
- Extra classes and after hour tuition for NAPLAN and OLNA candidates.
- Use Counsellors to monitor social, behavioural and emotional state of students.

Assessing

- Assessment criteria
 - Follows syllabus content
 - Common assessment
 - Cater all ability groups
 - Common marking keys
- Assessment types
 - Formal; informal; summative, external diagnostic such as NAPLAN, ACER, OLNA
- Differentiation if needed to cater for specific ability group.

Moderating

- Standardizing assessment tasks
- Cross marking and moderation if more than one teacher teaching the same course.
- Student portfolios; common assessment tasks, HOLA checking of marked assessment tasks for appropriate and consistent marking.
- Lesson observation by HOLA and management staff.

Reporting

- Midterm reports – includes marks and grades and available to parents through parents' portal. A printout report can be given on request.
- End of term one and three reports - includes marks, grades, comments and available to parents through parents' portal. A printout report can be given on request.
- End of term 2 and 4 are Semester One and Semester Two reports – includes marks, grades, comments as well as comments on behaviour and attitude. Hard copies of these reports will be posted to parents.
- Grades are allocated according to the following cut off scores.
 - A 75% and above
 - B 65 – 74%
 - C 50 – 64%
 - D 35 – 49%

Monitoring Teacher Standards

- Coaching and mentoring
- Class room observation; checking teacher resource files, student portfolios, lesson preparation etc that must reflect AITSL professional standards for teachers.
- HOLA and Management support in areas where support is needed.
- Professional development workshops/seminars in and out of schools.
- HOLA conducts departmental meetings within the campus and with 3 campuses as well.
- HOLA and staff feedback.
- Teacher Appraisal showing evidences of proficiency in all levels according to AITSL standards.
- Student, parent surveys.
- Monitor and evaluate teacher performance by Appretio – an online monitoring and development system.

Extra-Curricular Activities

- Soccer Academy for Year 10 boys- professional soccer training and entry is performance based.
- Karate Academy for girls – performance based
- Swimming for Year 7 and 8 girls
- Student council
- Quran competition
- Poetry competition
- Fund raising for different causes
- Art exhibition
- Math competition
- Etc.

Parent Meetings

- New parents breakfast meeting in term one where parents were informed about the curriculum and behaviour expectations.
- Year 7-9 and 10-12 parent information sessions regarding curriculum and behavioural expectations are conducted in Term one followed by Year 10 parent student meeting in Term 2. Parents information sessions are also conducted in Thornlie and Dianella campuses as well.
- Parent meetings are conducted once in a term for each Year group where parents have the opportunity to see student portfolios, mark records, and discuss with teachers regarding any concerns. Parents are required to book ahead online for a specific time.
- Parents can also see any teacher with prior appointment.
- Parents can also see Year Coordinators, Deputy Principals and the Principal by prior appointment.
- Parents are also encouraged to email if they have any concerns.