



AUSTRALIAN  
ISLAMIC COLLEGE

Australian Islamic College | Adelaide

# Annual Report 2020

**Australian Islamic College  
Adelaide Campus**

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# Executive Summary

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# From the Executive Principal



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**Assalamu'Alaikum wa Rahmatullahi wa Barakatuh**

**The 2020 academic year was not without its challenges given the global pandemic we found ourselves in. Despite the challenges, it was another great year Masha'Allah for the Australian Islamic College Adelaide.**

Our Year 12 students rose to the challenges that Covid brought during their academic year, and through hard work and determination, coupled with support and guidance from our dedicated staff, they were rewarded with exceptional ATAR results – 14 students received an ATAR of 80+ with bonus points, of which 6 received 90 and above. May Allah (swt) reward them and grant them success in their future endeavours.

The mission of our College is to provide a high-quality academic program in a dynamic Islamic environment. The College works alongside the students and parents and examines our pedagogy considering the needs of our students. Combined with our collegial nature, enthusiasm, and dedication, we make every effort to provide students with quality learning experiences. We are committed to providing our students with a rich co-curricular program with Islamic values integrated into all learning areas. Our aim is to prepare our students to succeed as lifelong learners who are constructive members of Australian society while being proud of their Islamic heritage and identity. Providing quality education, while ensuring the integration of Islamic manners and values is not without its challenges in these ever-changing times. We do everything possible to prepare our students academically, intellectually, emotionally and spiritually but for this to be possible we need a strong partnership between the school, home and community. True success is possible when we all work together to ensure the aims and intent of our policies and procedures are wholeheartedly embraced. We ask our parent community to continue to foster in your children healthy study habits, a consistent approach to homework and provision of assistance and support to ensure your child arrives at school every day ready to learn. I ask Allah (swt) to help us all accomplish the objectives we have set.

Jazak'Allah Khairan for entrusting your child to us. I can assure you, we are more than willing to do all that it takes to make sure our College is an outstanding institution, where our students have both their souls and minds nurtured. I look forward to working together now and into the future.

**Abdullah Khan**  
**Executive Principal**

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# From the Principal



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## **The Australian Islamic College (Adelaide) is a co-educational institution (K- to Year 12)**

It is part of a 4 campus school the other 3 campuses being located in WA. The College offers all key learning areas as well as Islamic Studies, Study of The Quran and Arabic. The Core values of AIC Adelaide include Being Ready for learning, Exemplifying the Deen of Islam, Always respectful and safe, and being Determined to Succeed. AICA focuses on the students' personal, academic and spiritual development in order to encourage them to life-long learners and to prepare them for life beyond school.

The College has a multicultural student body from a wide variety of cultural and ethnic backgrounds allowing student to develop a better understanding and appreciation for Australia's multicultural society.

Students are taught to be proud Australian citizens and to contribute to building a harmonious and safe Australia. The College provides a supportive and stimulating learning environment that encourages the development of a strong identity, producing excellent local and national results from their SACE. AIC aims to provide students with an Islamic education that equips them with moral and social values that best prepare them to be active 21st century leaders in the wider Australian community. Student wellbeing is highly valued, with student counsellors and a variety of Wellbeing programs run throughout the year.

Our extensive co-curricula program activities include swimming, camps, after school sport, AFL program, SAPSASA interschool sports, debating, Art club and Drama.

The College's success in achieving its educational objectives is attributed to its experienced teachers, its professional development program, its emphasis on effective learning and its goal of inspiring its youth to aim for excellent in both academic and personal spheres of life.

**Silma Ihram**  
**Principal**  
**Australian Islamic College Adelaide**



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# School Progress

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# School Progress

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## AICA's goals for 2020 focussed on the following Key Areas:

1. Faith, Values and Religion
2. Curriculum, Teaching and Learning
3. Student wellbeing, pastoral care and engagement
4. Transitions and Pathways

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### Faith, Values and Religion

During 2020 as an Islamic school that contributes to its local community, AIC participated in Ramadan TV, the local Eid Festival, livestreamed its Khutbah to the community, had student speeches at the local Armistice day and supported families and the community through attendance at a number of funerals of families associated with the school. This was despite the restrictions of COVID-19 which caused the cancellation of many intended events. In 2021 we expect to continue our outreach to the wider community with a large Eid Festival of our own, and celebration of many more events throughout the year.

To encourage a more dynamic approach to Islamic Studies, extensive reviews of the Islamic studies curriculum has begun with professional development through CITE, along with fortnightly meetings of the staff on Islamic pedagogy. Morning dua and the Names of Allah have been enhanced with vibrant graphics, clear transliteration and translations to encourage the students to understand and appreciate their value

Art competitions during Ramadan and for the two Eids are now very competitive and focus on the meaning of the event, along with practising the beauty of Islamic geometrical art which is now integrated into senior art studies. This is now an established practice at AICA with student artwork on display throughout the year. An Arabic Assembly has now been instituted where students are encouraged to perform plays, songs and poems in Arabic to celebrate this important language in both our faith and culture.

In partnership with the local community, the Al Salaam Saturday school continues to expand. AICA holds an annual Quran competition which is livestreamed to the community, with local leaders judging the beauty of Quran reading amongst our students. An Arabic Assembly including drama and presentations was celebrated for the first time in 2020.

In Sport our school House teams were renamed with Islamic names, associating historical cities and attributes to encourage the key concepts of Generosity, Sincerity, Purity and Perseverance.

### Curriculum, Teaching and Learning

AICA is a fairly new additional campus to the Australian Islamic College which has had many years of trialling different teaching programs and pedagogies. AICA invested heavily in 2020 in professional development on utilising educational software – Education Perfect, IRIS, TASS and Markbook.

To ensure appropriate differentiated learning, staff have been trained in recognising student difficulties and in the implementation of Individual Learning Plans. Specialist teachers have been assigned time to both teach and follow up students who are on ILPs.

Redesigning the school's pedagogy is a long term project which began with training in Direct Instruction and working with Good to Great Schools on understanding how to implement DI and also benefit from Good to Great School's training on effective teaching. A clear understanding of the uniqueness of Islamic pedagogy is being undertaken over the next few years in order to integrate Islamic culture, teaching and philosophy into the school's pedagogy through the CITE program at UNISA.

Data collection for analysis is a vital aspect of improvement and enhancement. With the support of AISSA our curriculum leaders are being trained in analysing PAT, NAPLAN and other data, moderation and redesigning teaching programs in order to improve results. This will continue through 2021.

A focus on STEM/STEAM particularly in the primary area has culminated in the completion of

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## School Progress

a new Primary STEAM room which was opened in 2021. In the high school a display of Student Initiated Projects was held successfully during Term 4, showing the innovation and capacity of our Middle school students. In 2021 AICA will implement Robotics into the Upper Primary and Middle School STEAM programs, as a result of a successful grant application.

### **Student Wellbeing, Pastoral Care and Engagement**

In 2020 AICA with input from the teachers, a new Wellbeing policy was developed along with 4 Core Values which identified the key areas that would improve student attitudes and results. This was integrated with the TASS online pastoral care and with the primary Class Dojo system to ensure that students understood and were rewarded for their improvement. Termly awards were increased to awards twice during the term.

Students were encouraged to develop their confidence through participation in school Assemblies – both through running the Assemblies and leading the Morning prayer. Incidents of bullying were treated firmly and school wide programs emphasised the importance of not being a bystander, as well as recognising and reporting any bullying through Anti-bullying programs.

Student welfare associated with cyber issues were also addressed through follow-up from incidents on social media, addresses by local police and regular class counselling about the long term and damaging effects of inappropriate social media use.

The celebration of natural beauty is a fundamental aspect of Islamic culture and contributes to personal happiness. AICA has embarked on a program of improving the school visually – through establishment of gardens, painting and refurbishing the school, beautiful displays of Islamic culture in the library, and student artistic displays neatly celebrated around the school.

Service to the community contributes to positive self-esteem and student wellbeing. During 2020, despite COVID AICA was involved with Clean Up Australia, Feeding the homeless, backpacks for Kids, and fundraising for the victims of the Beirut tragedy.

After school activities increased with Art Club, Homework Club and after school sport. Extra curricular activities in Drama and lunch time games clubs are due to be established in 2021.

### **Transitions and Pathways**

Key areas that were identified as needing attention included students transitioning from Kindergarten into Preparatory classes, from Year 6 primary into Year 7 Middle school and from year to year. We initiated a number of programs to assist students in moving from class to class within the school and handing over important information needed to support students as they moved into different areas of the school. There is still much work to be done here, but significant improvement has occurred.

There is also a transition period through staff induction, for new teachers. While documentation and personal contact, setting up of buddies and training has improved, again, this is a work in progress.

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# Future Outlook

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# Future Outlook

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**There are a number of areas that AIC Adelaide will focus on for 2021.**

## **Student Wellbeing**

Improving feedback systems to ensure that students are not bullied and any traumas from home, COVID, personal or past issues can be adequately supported. In Term 1 Skodel will be introduced for regular check-ins, and if successful rolled out through the high school and in 2022 into the primary

## **Dynamic Education Program**

Whether in the Religious subjects of Islamic Studies, Quran and Arabic or in our mainstream curriculum areas, a more inclusive and differentiated teaching method based on sound evidence and underpin by Islamic philosophy and pedagogy, will be implemented. Direct Instruction is appropriate in some areas, while critical enquiry, investigation and research along with differentiation for those ahead or behind in their understanding and practice is essential.

While external training in Islamic pedagogy has begun in 2020, for 2021 this will continue and be trialled throughout the school, but beginning with the Religious Classes. TRB approved teachers without educational qualifications in Australia will be regularly mentored and trained, and registered teachers will be sought to increase the understanding and capacity of our Islamic Studies team.

AIC Adelaide will continue to develop its staff professionally through support from the Good to Great Schools Program, with a special focus on Staff Induction, new technologies, data analysis and critical thinking embedded in planning and teaching. The creative arts – whether in Woodworking, Drama or Islamic Art will also be given a greater focus.

## **Engagement with the Community**

The third priority area for AIC is engagement with the community. The College will be reaching out to the parent body and local community with an increased number of public activities. These will include:

**International Women's Day – Term 1**

**Grand Iftar – Term 2**

**Eid Festival – Term 2**

**Clean Up Australia Day – Term 1**

**School Graduations – Term 4**

**Arabic Day – Term 3**

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# Our School at a Glance

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# Our School at a Glance

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## School Profile

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### Student enrolments

Table 1: Student enrolments at this school

Enrolment Category	2020
Total	480
Girls	245
Boys	235
Indigenous	0

#### Notes:

1. Student counts are based on the prior Census enrolment collection.
  2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
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## Characteristics of the student body

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### Overview | Average class sizes

At AIC Adelaide our students come from most parts of the world. There is a predominance in students from African, Afghani, Middle Eastern, Asian and South Asian backgrounds. Many of our students were born in Australia and come from urban rather than remote or rural home locations. Over 90% of students speak English as a Second Language, and may speak two languages at home.

Family occupations are generally blue collar workers running their own small businesses, while some are professionals in the medical, academic and business areas. There are many single parents and unemployed parents amongst our student community. A majority of our families are large with 3 or more children living in the one house.

Table 2: Average class size information for each phase of schooling

Phase Of Schooling	2020
Kindy – Year 3	20
Year 4 – Year 6	19
Year 7 – Year 10	19
Year 11 – Year 12	17

#### Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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# Curriculum Delivery

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## Our Approach to Curriculum Delivery

**AIC Adelaide**, recognises that every student brings to school their experiences, abilities, interests and natural curiosities. This setting forms a platform and is combined with the Explicit Instruction model. Explicit instruction is a method of teaching students' skills or principles by direct, organised instruction. It aids in the clarity of lessons by demonstrating to students how to begin and complete a task, as well as providing adequate practice time.

**We believe that 'Every Child Matters Every Day' and 'All Children Can Be High Achievers'**

**We have established the following principles for every learning environment. These are:**

1. Clear learning objectives and student goals
2. Building sound foundation skills and a positive attitude
3. Creating thinking skills through inquiry learning
4. Developing socially, physically, emotionally, and spiritually
5. Students are provided with opportunities to practice and participate in their overall development
6. Quality Feedback to Students

**The model used is based on the Good to Great Schools Australia**

**Opening the lesson:**

1. Daily review
2. Learning outcome
3. Activate prior knowledge

**Body of the lesson:**

1. Concept development
2. Skill development
3. Guided practice

**Closing the lesson:**

1. Review
2. Independent practice

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## Curriculum Offered

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### Kindergarten – Year 6

The school implements Australian Curriculum ACARA curriculum across all levels of teaching and learning practices. Each year level engages in a comprehensive curriculum which covers:

- Kindergarten - Early Childhood Framework Curriculum
- English- Jolly Phonics, Reading Recovery and Lexile
- Mathematics- iMaths program and Mathletics
- Technology
- Science & STEAM
- HASS (Humanities and Social Science)
- Health and Physical Education (incorporating Child Protection Curriculum and You can do it program)
- The Arts
- Islamic Studies
- Quran reading
- Arabic

# Curriculum Offered

## Middle School Years 7-9

Our curriculum delivery follows the premise that all students are an ‘amanah’ from Allah (swt), and our responsibility is to educate them for success in this life and the hereafter. The Middle School offers quality differentiated teaching of the content set out in the Australian Curriculum and following Explicit Teaching as pedagogy (also called the Gradual Release of Responsibility Model).

This model has its foundations in the philosophy that ‘Every Child Matters Every Day’ and ‘Every Child Can Be A High Achiever.’ Based on this, all lessons are structured following the ‘I do, You do, We do and ploughing back sections with frequent reviews of learning to ensure student success.

### Key features of classroom practice include:

1. Setting of high expectations
2. Discussion of learning intentions and success criteria
3. Making connection with prior learning
4. Explicit instruction following the I do, You do, We do and review sections
5. Differentiated teaching practice
6. Using evidence based teaching practices for active student engagement
7. Incorporation of Islamic ethos into learning
8. Quality formative and summative assessments
9. Provision of specific and contingent feedback
10. Nurturing and supportive classroom environment

The school implements Australian Curriculum ACARA curriculum across all levels of teaching and learning practices.

### Each year level engages in a comprehensive curriculum which covers:

- Science
- Maths
- English
- Visual Art
- Drama
- Design & Technology
- Digital Technology
- Health and PE
- Humanities and Social Sciences (History, Geography, Business and Economics, Civics and Citizenship)
- Study of Quran
- Arabic
- Islamic Studies

## Years 10 – 12 Program

At AIC Adelaide, students are offered a diverse range of subjects to complete their SACE. They are also offered the opportunity to enrol in VET programs to explore other pathways to future studies and apprenticeships.

Accounting		Business Innovation
Biology	Chemistry	Physics
Visual Arts	Research Project	Information Processing and Publishing
EALD	Essential English	English
General Mathematics	Mathematics	Research Project
Integrated Learning		Personal Learning Plan
Religion Studies	Study of Quran	Arabic

## Types of Courses

### Students are offered the choice to complete their SACE through the following:

- A selection of Stage 1 and Stage 2 subjects to achieve their SACE and receive an Australian Tertiary Admission Rank (ATAR) score
- A selection of Stage 1 and Stage 2 subjects in addition to recognised VET courses to achieve their SACE and receive an Australian Tertiary Admission Rank (ATAR) score
- Vocational Education and Training through industry specific VET courses delivered by external RTOs for students who are aiming to enter further training or the workforce directly from school

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## Curriculum Delivery

### ICT

#### How information and communication technologies are used in Curriculum delivery

- Coding club
- Laptops
- Scratch
- Code.org
- PowerPoint
- Bee Bots
- Spheros
- Class Dojo
- Typing Club
- Microsoft Word
- Microsoft Excel

#### Co-Curricular Activities

AIC has an active sports program for its Co-Curricular activities with Interschool sports and Afterschool sports training. Swimming was re-introduced during 2020. The upper primary attend an outdoor Camp, and students engage throughout the year in a number of activities. An afterschool Art Club operates regularly.

In 2021 AIC plans to include Woodworking and Robotics into its curriculum as well as its extra-curricula activities.

#### How Information And Communication Technologies Are Used To Assist Learning

During 2020 AIC Adelaide actively upgraded the internet system in order to cope with the additional reliance on improved technologies due to COVID related issues such as online learning during lockdowns.

With little notice the College managed to train its staff in utilising the Education Perfect and Microsoft Teams software to communicate, teach, and follow up with homework, all of its students at the end of Term 1 when the COVID-19 virus caused schools to go into lockdown.

Communication has been effectively carried out through Class Dojo in primary – where staff posted messages and information as well as work to both students and parents, and through Education Perfect and Parent Lounge for the high school.

During 2020 AIC upgraded 50% of its projection systems with Smartboards, the remainder being installed at the end of 2020 for 2021.

Understanding and implementing new software has been a key element of the Professional Development and training of staff throughout 2020 with a focus on IRIS (for mentoring and shared videos on identified teaching foci),

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# Social Climate

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# Social Climate

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## Overview

We have a whole school and inclusive approach to our Student Wellbeing as follows below:

- Morning meetings in home groups to reiterate the 4 core values which guide good work ethic and discipline
- Programs to support access to the curriculum for students of all background, identities and abilities eg eald/ support in english, differentiated instruction with explicit teaching in all classes, modified and Adjusted learning programs for students on ilp's
- Pastoral care programs to support wellbeing eg skodel and the availability of school counsellors
- Strategies that engage parents and the community in the life of your school include parents/carers being notified about school events and learning outcomes through phone calls, texts, emails, newsletters, and our social media
- We maintain a safe and supportive learning environment by managing behaviour, giving consequences for students who breach behaviour expectations and rewarding students that meet expectations (Via points and certificates)
- School staff create safe and positive environments with clear rules, acknowledgements and consequences that guide student learning behaviours

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# Parent, Student & Staff Satisfaction

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Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent Opinion Survey

Percentage of parents/caregivers who agree that:	2020
AIC values are reflected in the behaviour of staff and students	77.0%
AIC have a very welcoming and supportive culture	80.0%
I respect the leadership team at AIC	78.0%
AIC provides relevant communication on issues affecting the school community	79.0%
Reports are timely and provide good information about my children's progress	78.0%

Table 4: Student Opinion Survey

Percentage of students who agree that:	2020
At AIC I am encouraged to do the best I can	66.8%
My teachers tell me when I do something really well	66.4%
I know what I have to do to improve my work at school	65.2%
When I have a problem with my work, my teachers help me	64.0%
Doing my best at AIC is important to me	71.3%

Table 5: Staff Opinion Survey

Percentage of school staff who agree that:	2020
My team/department members work productively together	78.0%
I understand the personnel policies that directly affect me	84.0%
I am proud to be a staff member at AIC	78.0%
I am committed to a long-term association with AIC	78.0%
I have positive relationships with the students at AIC	94.0%

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# Parent and Community Engagement

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**Below we have outlined what strategies are used for involving parents in their child's education. Parents are encouraged at all times to play an active part in the education of their children.**

**Strategies used are:**

- Parent Information sessions at the beginning of each school year
- Parent - Teacher interviews at the end of each term (4 per year)
- Parent Committee now established and organising events
- Direct communication/meetings with Parents regarding learning and behavioural issues
- TASS Pastoral Care for HS
- "Class Dojo" (PS) communication tool
- Regular SMS and email updates
- Schoolzine
- Call for parent volunteers with SSO assistance, excursions, listening to reading
- Parents encouraged to attend special events such as End of Term awards assembly, Year 12 graduation and Dux of the Schools events, Harmony Day and Book Week celebrations (COVID permitting)
- Translators from a variety of cultural backgrounds are on staff.

**In engaging with the local community the Australian Islamic College Adelaide has many approaches that include:**

- Building relationships with the neighbours ie open discussions regarding traffic and parking issues
- Gifts for neighbours at Eid
- Invitations to significant events (e.g. Grand Iftar, Eid Festival)
- Celebrating significant birthdays with elderly neighbours
- Attending Remembrance Day commemorations at the local RSL
- Establishing relationships with Religious leaders of other Faiths nearby
- Invitations for Community representatives to attend functions such as Harmony Day, Book Week, Ramadan Iftars and Eid Festivals (COVID permitting)
- SAPSASA sporting activities
- Hut Street Centre - cooking for the Homeless
- Back Packs for Kids
- Intercultural sporting events ie football

**At AIC there is a consultation process used to assist in making decisions that will allow adjustments for students with diverse needs to access and participate fully at school. These include:**

- Dedicated EALD teachers, Special Needs and SSO support
- Individual Learning Plans (ILPs) which are developed by the class or Subject teacher in consultation with the EALD or Special Needs teacher. Parents are fully consulted and asked to agree to and support the adjustments required.
- Where a student may require a medical assessment, support is required from the parents which is handled with sensitivity
- Parents are required to advise the school of any Physical or Mental health issues which may affect their child's learning either at enrolment or when issues occur. The school will be able to make Staffing changes (ie SSOs) or physical changes (ie student use of Lift)
- SKODEL – monitoring Student wellbeing

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## Parent and Community Engagement

### **Strategies used for involving parents:**

Parents are encouraged to be involved in and to support the school through regular communication on our School Communication systems of Class Dojo and parent Lounge. Parents are invited into the school at the beginning of the year to hear presentations on the school's teaching plans for that year, and they are also invited into Morning Assembly to keep up to date with what is happening. School Newsletters, SMS updates and regular events where parents are encouraged to attend, ensure an active involvement of parents in the school.

Through our parent committee parents are encouraged to give feedback on any changes that are pending and also to provide suggestions on improvements. The Parent Committee meets fortnightly with the Deputy and the Principal.

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# School Funding

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# School Funding

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## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

### How to access our income details

1. Click on the My School link <http://www.myschool.edu.au/>
2. Enter the 'School Name' or 'Suburb' of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: "Find a school" and "Search website". Below these is a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search bar are three dropdown menus: "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the navigation menu for a school profile. The menu items are: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". Below the menu is a year selection bar with options for 2015, 2016, 2017, 2018, 2019, and 2020. The year 2019 is currently selected. There are also navigation arrows for previous and next years.

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# School Funding

Sources of Funding: Audited financial statements summary for the Year ended 31 December 2020

Income		2020
	Fees	\$813,581
	State Government Grants	\$1,540,273
	Commonwealth Government Grants	\$5,406,755
	Others	\$154,253
	<b>Total Income</b>	<b>\$7,914,862</b>
Expenditure		
	Salaries	\$3,826,957
	Building & Ground Maintenance	\$200,543
	Depreciation	\$289,735
	Others	\$1,902,588
	<b>Total Expenditure</b>	<b>\$6,219,823</b>
Operating Surplus		<b>\$1,695,039</b>

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# Our Staff Profile

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# Workforce Composition

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## Staff Composition, including Indigenous Staff

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Table 8: Workforce composition for this school

Description	Teaching Staff*	Non-Teaching Staff	Indigenous** Staff
Headcounts	43	10	nil
Full-time equivalents	29	4	nil

\*Teaching staff includes School Leaders.

\*\* Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

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## Qualification of All Teachers

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Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Description	Number of Qualifications
Doctorate	1
Masters	12
Graduate Diploma etc.*	7
Bachelor degree	21
Diploma	1
Certificate	1

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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# Professional Development

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## Expenditure on and teacher participation in professional development

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The total funds expended on teacher professional development in 2020 were **\$43,042**.

The major professional development initiatives are as follows:

- Differentiated learning
- Good to Great Schools Australia and other explicit instruction sessions
- Managing Challenging Behaviour - Bill Hansberry
- On-line Learning - Monash, Microsoft etc (COVID requirements)
- IRIS - teacher reflection and appraisal tool
- Education Perfect
- Jolly Phonics (PS)
- NCCD process
- ILP development

The proportion of the teaching staff involved in professional development activities during 2020 was 100% as all staff employed at the school needed to be involved in training.

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## Staff Attendance And Retention

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### Staff Attendance

Table 10: Average staff attendance for this school as percentages

Description	2020
Staff attendance for permanent /temporary staff and school leaders	75%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, **75% of staff** were retained by the school for the **entire 2020**.

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# Performance Of Our Students

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

The overall student attendance rate in 2020, school year was **90.78%**  
Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2020
Overall attendance rate for students at this school	90.78%

Table 12: Average student attendance rates for each year level at this school

Year level	2020	Year level	2020
Prep	88.82%	Year 7	92.45%
Year 1	91.90%	Year 8	90.70%
Year 2	93.14%	Year 9	92.62%
Year 3	90.84%	Year 10	89.00%
Year 4	89.77%	Year 11	87.74%
Year 5	93.32%	Year 12	88.08%
Year 6	91.02%		

#### Notes

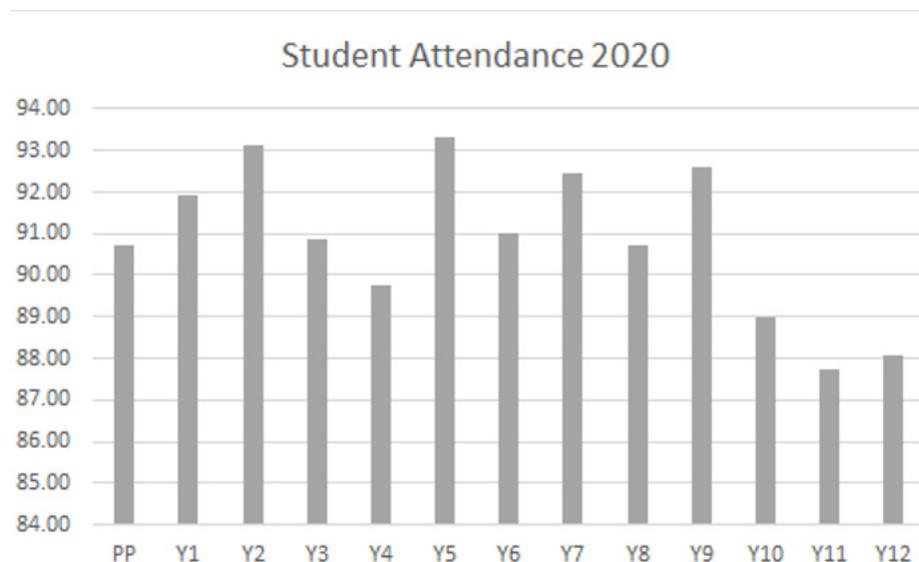
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

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# Student attendance distribution

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Graph 1: Proportion of students by attendance rate



## Description of How The School Manages Non-Attendance

South Australian Independent schools manage non-attendance in line with the South Australian Department of Education procedures which outline processes for managing and recording student attendance and absenteeism.

**Where students do not attend punctually and regularly, the following procedures are carried out by our school:**

- When a student has consistent absences with multiple unexplained reasons by the parents, I forward the matter to the Deputy Principal.
- An appointment is then arranged with the parents to see the Deputy Principal to discuss the reason for reoccurring absences and to find a resolution that can help.
- If absences persist after meeting with the parents, we then notify the parents that we will need to make an official report.
- If in this time absences are continuing, we will need to notify the parent that if their child is not at school on the date provided, we will be terminating student's enrolment.
- After all efforts if there is still no resolution a letter of Termination of Enrolment will be sent out.
- Teachers are encouraged to be vigilant and must report to Administration any unusual attendance patterns

**At AIC roll mark process include the following:**

- Rolls are marked using the TASS on-line system
- First roll call at 8:35am during Home group. beginning of each lesson (HS), after lunch (PS)
- Admin will then check that all rolls are completed. If there is any that are still pending, there will be a follow up with the teacher until completion.

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## Student attendance distribution

**Once students have been identified as absent or frequently late, parents are followed up by the procedures listed below:**

- Following the completion of Rolls, an SMS notification is sent to parents advising them that their child is not in attendance
- a response is usually received from the parent either by phone call or reply to our text with the reason for absence.
- In the circumstance that we do not get a reply, Admin will give parents a call.
- If there is no answer and there is another absence the following day still with no contact from the parent, Admin will notify the Deputy Principal.
- If the reason for absence is that their child is sick, Admin will then notify the parent that if there are any more consecutive days of absence, they will need to provide us with a medical certificate for those dates.
- If no medical certificate is provided and I am not able to get in contact with parent or if a parent is reluctant to provide information that is needed, I then forward the matter onto the Deputy Principal.
- Students with irregular attendances are also reported to the Deputy Principal.
- The Deputy Principal and /or Principal will ask the parents in for a meeting to explain absences
- if leadership is not satisfied with explanations, a formal notification is made to the truancy section of DECD (SA) as well as CARL (mandatory notification).
- For part day absences parents usually inform us in advance so that we aware the student will be attending later in the day. We then put in the reason for late attendance when signing them in.
- Parents are encouraged to contact the school prior to the day if there is going to be a known absence ie. Medical appointment.

**In order to increase attendance, we utilize the following:**

- Explicitly teaching our 4 Core Values (READ) which emphasise reliability, responsibility and being ready to learn

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## NAPLAN

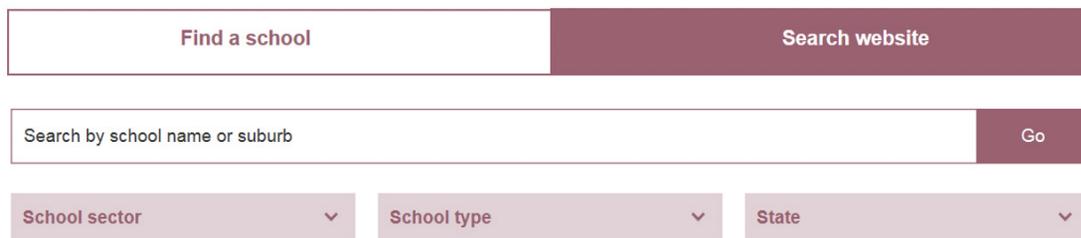
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### NAPLAN was not conducted in 2020 due to COVID-19.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the My School link <http://www.myschool.edu.au/>
2. Enter the 'School Name' or 'Suburb' of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Year 3, 5, 7 and 9.



# Year 12 Adelaide HIGH ACHIEVERS 2020

**90+** 1 in 5 Students

**80+** 1 in 2 Students



**99.95**  
Safa Osman  
DUX 2020



**99.75**  
Hend Mohammednour



**98.3**  
Hasna Khelwati



**95.45**  
Shaghaf Abumustafa



**93.2**  
Mahnaz Khelwati



**90.15**  
Sabah Katari



**89.5**  
Student



**88.45**  
Wesam Aldiab



**86.3**  
Student



**87.9**  
Moneeba Aslam



**86.5**  
Houssaye Bah



**84**  
Student



**83.2**  
Yosur Abumustafa



**83.1**  
Student

The Australian Islamic College has once again produced top quality results in SACE.

These successes reflect the college's commitment to providing high quality education.

\*ATAR scores include Adjustments Factors

Congratulations to our high achieving students and all SA graduates.

University Offers made to AIC Students by various universities in the first round.

	Flinders University	University of Adelaide	University of SA	Total
No. of students offered their 1st preference	8	6	6	20
No. of students offered any of their preferences	10	11	11	32

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## Year 12 Outcomes

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### Tables 13–14 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students awarded a VET qualification.

Table 13: Outcomes for our Year 12 cohorts

Description	2020
Number of students awarded a SACE Certificate	34
Number of students awarded one or more VET qualifications	4
Number of students awarded a VET Certificate II or above	3
Number of students who received university offers	35 (with one entry based on Year 11 results)
Number of Excellence awards received	0

## Wace Achievement 2020

Table 14: Vocational Education and Training (VET)

VET Qualification	2020
Certificate I	1
Certificate II	2
Certificate III or above	2 completed (partially) 1 completed Cert III

### Note:

#### The values in table 15

- are as at 11 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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## Apparent Retention Rate | Year 10 to 12

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Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2020
Year 12 student enrolment as a percentage of the Year 10 student cohort	16%

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## Student Destinations

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**Surveyed information about the journey of early school leavers and Year 12 leavers from school to further study and employment.**

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

- **Our school's approach to managing early leavers**

Small class numbers, provision of less rigorous options in compulsory subjects (like Essential English and Essential Maths), provision of teacher support in school holidays, personalised and explicit teaching practices, provision of VET pathways, exploration of career options from year 10 level.

- **Below is a general indication of where the early leavers move to (i.e., work, study, overseas, interstate, etc.)**

A small number of students have moved interstate or to other schools often due to parent relocation for employment and family reasons and social connections. There is a family who hasn't returned to Australia due to COVID restrictions.