



AUSTRALIAN  
ISLAMIC COLLEGE

Australian Islamic College | Kewdale

# Annual Report 2020

**Australian Islamic College  
Kewdale 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.**

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 - 31 students received an ATAR of 90+ with bonus points, of which 10 received 99.7 and above. Many of the Year 12 students also received special awards and Certificates of Merit and Distinction. May Allah (swt) reward them and grant them success in their future endeavors.

Providing quality education, while ensuring the incorporation of Islamic manners and values is indeed a real challenge in these ever-changing times. I ask Allah (swt) to help us all to accomplish the objectives we have set for AIC. I am sure by the grace of Allah (swt), coupled with the ongoing dedication and commitment of our staff and focused and determined students we will Insha'Allah face all challenges together and achieve our goals.

Our primary focus has always been to ensure a truly Islamic environment is provided for each child, which is not only safe but conducive to his/her academic, social, emotional and spiritual development. To provide quality education and maintain an environment conducive to learning, AIC sets high academic, character and behaviour standards. True success is possible when policies and rules are properly followed with staff, students and our parent community wholeheartedly embracing the aims and intent. 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 in a state of readiness to learn.

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 schools are outstanding institutions, where our students have both their souls and minds nurtured. Such a mission is only possible to accomplish with your full support and cooperation. 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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Australian Islamic College, Kewdale is a school of choice for the Muslim Community living in Perth. It is a school imbued in heritage and a history of fine traditions of Islamic Values and Culture. **School Vision – Islamic Values and Academic Excellence for Success in this life and the Hereafter** is a well-chosen statement that illustrates a message for a culturally diverse community canvas.

It is with great pleasure that I present the Annual Report 2020, which provides a snapshot of the work, teaching and learning practices, and events at school. The school has a split site for Primary & High School students and caters to more than 2200 students across both sites. Students at AIC come from a wide variety of socio-economic and cultural backgrounds.

Islamic values, academic achievement, sporting talent, and cultural engagement are embedded in the everyday curriculum. High academic performance and expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology. All teachers are highly professional and well trained in the needs of the 21st-century learner.

**The year 2020 has been another amazingly busy year with a great deal of success to celebrate. The school has effectively implemented the Student Leadership Program, Career Advice & Pastoral care system. The students have enjoyed Sports events, Sports Carnival, Debate competitions, Eid Celebrations, Principal's Tea, Building the Bridges program in a smooth, calm, and supportive atmosphere.**

It was pleasing to see so many parents at Parent & Teacher meetings, Semester Awards, Parents' Information Sessions, Award Ceremonies, Seerah Week, Excursions, Incursions, and School's Annual Quran Contest, Digital Photo Contest, STEM & Art Exhibitions.

The students also generously donated for Lebanon Fire Disaster and contributed \$5000.00 for the fund. Despite the current state of uncertainty regarding the pandemic, the school has done its part in arranging remote teaching during the lockdown. Our teachers have stayed positive throughout all the changes and have wholeheartedly learned new systems teaching our students on campus and remotely. We realize that some of our students struggled to stay motivated and complete their tasks and assignments online. We are working forward and thinking of ways to fill in the gaps for those students whose learning had been delayed.

School improvement is an ongoing process. The school leadership team consistently self-assess and looks forward to improving effective practices such as:

## Learning Culture

The school provides learning opportunities to every student and believes in student's capacity with a firm belief that every student is capable of successful learning. There is a strong partnership between teachers, parents, and students. The school ensures a safe, respectful, and caring environment for the school community. The students are encouraged to think critically, communicate respectfully, and always ready to serve the diverse community.

## Explicit Teaching Pedagogy & High Impact Teaching Practices

The school implements evidence-based pedagogical approaches; Explicit Teaching is a signature pedagogy at school, teachers model ways to achieve the learning intention, combined with regular checks of student understanding. The high-impact teaching strategies (HITS) instructional practices reliably increase and contribute to student learning. The teachers identify and address the needs of individual students implementing differentiated teaching practices. The students receive a well-rounded education based on 21st-century skills made possible through the wide choice of subjects and pathways.

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## From the Principal

### Data Analysis and Students Progress

Deputy Principals and Heads of Learning Area analyse overall student performance after every summative assessment. Performance of individual students below the benchmark is followed up and the strategies are implemented to observe the growth across the academic year.

### Learning Support and Inclusive Education

The school caters to the students performing below benchmarks and with learning difficulties. The Learning support team consists of teachers and education assistants with expertise in the area. All students complete the PAT-R and PAT-Math standardized testing at the beginning of the year in Term 1 and again in Term 3. Analysis of these scores suggests students that may have learning difficulties and these students are referred to the Learning Support team. Scores below 25% are escalated as a priority and scores from 25% - 50% are noted for potential support following Quality Differentiated Teaching from the class teacher. Ancillary support is also provided to assist students with learning difficulties.

### Student Wellbeing and Pastoral Care

The social and emotional well-being of students and staff has always been our priority. The students' service department is supported by school counsellors and program coordinators. The school promotes a positive and peaceful learning environment. The school's rules and behavior expectations outline appropriate student behaviors implementing restorative practices that contribute to a safe and inclusive learning environment.

**It is difficult, to sum up, a year in a single report. There are many accomplishments that made the 2020 school year an extraordinary year. All accomplishments major or minor demonstrate the collaboration, cooperation, and professionalism of the staff, students, and parents. Career Development programs focusing on Year 10 aim to support and guide students with the skills, knowledge, and attitudes to seek out their own career pathway. In this way, students become empowered to make future decisions. The students come to college from many different cultures and backgrounds, but they leave with one thing in common – good Muslim and a great**

The staff puts effort and prepare themselves for a demanding and changing world. The students develop skills to live successfully, respecting the environment and thriving in a challenging world. Year 10 students are given an opportunity to discuss their course selections for Year 11 during course counselling sessions. In Years 7 to 10, students have access to outstanding programs, including an Accelerated Learning - an academic excellence program.

The school believes in the continued partnership with parents to boost and enhance the academic and social wellbeing of the children. Thank you, parents, and friend association, for your presence in school events and ongoing support to the school initiatives and practices.

*I sincerely commend and congratulate the staff and students on their many academic, artistic, sporting, and leadership achievements earned throughout the year.*

**Br Mohamed Nazar Khan  
Principal  
Australian Islamic College Kewdale**



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# College Progress Towards Its Goals

# College Progress

The College caters to provide safe and supporting learning and work environment at Kewdale. The overall progress towards its goals and specific areas is mentioned below:

**Meeting the needs of the students at all academic levels of the classroom, with special focus on those experiencing:**

- Learning difficulties
- High achievers

**Pursuit and Celebration - Rewarding & Awarding, celebrating students: (Sustaining & Growing)**

- Achievements
- Exhibiting school values
- Excellent behaviour & Citizenship

**Enhanced Learning & Quality Teaching: (Sustaining & Growing)**

- Remote Teaching & Learning Program
- High Impact Teaching (HITS) program
- VISBILE Teaching & Learning & Explicit Teaching
- ICT & General capabilities implantation
- Enhanced opportunities for Professional Development of the staff
- Effective role of Deputy Principals monitoring staff performance and feedback
- Quality Assessments & feedback in all summative and formative assessments
- STEM focused Science, Mathematics & Technologies Teaching
- 3D – Printers Experience & learning both at Primary & High School
- Increased focus on student learning in Head of Learning Area & Year Level meetings
- Well-equipped Technologies' labs with robust system of teaching & learning
- Enhanced opportunities for students taking Computing Science & AIT ATAR
- Continuing support of ACER Testing in Numeracy & Literacy & sharing data information to address students learning difficulties.
- Implementation the NQS for early years
- Improved results of NAPLAN both in Literacy & Numeracy
- Continually producing Excellent WACE results & 100 % VET students' attainment
- Enhanced program for Physical Education & Health Education

**Performance Management Staff against AITSL standards: (Sustaining & Growing)**

- Regular class visits & feedback
- Peer Observation & feedback
- Annual appraisal system with focus on key areas as identified by the school

**Distributive Leadership: (Sustaining & Growing)**

- Promoting Effective & enhanced role of Deputy Principals
- Promoting Effective leadership of Head of Learning & commitment
- Program Coordinators cluster to enhance academic, social & emotional wellbeing.
- Providing leadership opportunities to staff for enhanced academic achievement of the Students

**Extra-Curricular & Student Leadership Opportunities:**

- Leadership at all levels
- Election & nominations of Head boy, Head girl
- Theme based assemblies
- Life & Teaching of Prophet (PBUH) week
- Quran Recitation Contest
- Interfaith Dialogue
- STEM, Arts & Technologies Exhibitions
- Incursions & Excursions at all levels

**Student Counselling Support: (Sustaining & Growing)**

- AISWA sponsored Psychologist
- School based counsellors, advice & follow up
- Headspace Incursions
- You Can Do It Education implementation

**School, Parents & Community Partnership: (Sustaining & Growing)**

- Parent's briefings & Seminars
- Schoolzine Newsletter
- Feedback to parents
- Parent & Friends Association activities & involvement

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# Future Outlook

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# Future Outlook

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**Priorities for the year are to identify and focus on the areas which will enhance the attainments of our 2021 targets and long-term vision of the College.**

**Enhanced opportunities and new initiatives for staff & students - the priorities focus is given below:**

- Restructuring School leadership:
  - Deputy Principal Upper Secondary
  - Deputy Principal Lower Secondary
  - Dean of Assessments
  - Dean of Student Affairs (Boys)
  - Dean of Student Affairs (Girls)
- Teaching and learning
- Technology Enabled Learning
- Turnitin program - that allows teachers and students to submit work through a digital platform.
- Art enriched school
- iCentre – The innovation Centre (STEM, Robotics, Communication, Photography)
- BYOD - Bring Your Own Device (BYOD) program for all students in Years 7-12
- Online Tuitions Forum
- Covid – 19 preparedness and response plan
- Teachers to finalise HIT training and be available to mentor other teachers in their departments.
- Curtin UniReady program offered to General students in year 12 to improve student University acceptance for all students.
- Our target is for all students to achieve University entry by the end of year 12
- Accelerated programs to be revised for further academic advancement.
- Assessment methods revised for Accelerated programs to meet the change in program needs.
- Career Pathway Advice provided to all year 10-12 students
- Students in year 10-11 to attend Career Expo to provide post Year 12 advice for career opportunities
- STEM Exhibition to offer more technologies and engineering-based projects designed by students and supported by teachers.
- Reduce OLNA numbers for all year 11 & 12 students for 100% WACE achievements:
  - Reduce the percentage of students in the “Did Not Sit” category for OLNA. Reduce the number of students required to sit OLNA in Year 12.
  - Decrease the number of students in Category 1 of OLNA
- Foundation courses specifically for students not meeting the benchmark.
- New Prophetic Directions Year 10 Religion Program
- Enhanced use of School data to inform student performance and pathways for years 11 – 12.
- The school’s mean score for continuing students in NAPLAN literacy & Numeracy are above the All-Australian Schools’ mean score.
- Targeting year 9 students to all achieve band 8 or over in NAPLAN literacy and numeracy and
- Targeting a median ATAR 85+ to keep AIC WACE ranking within top 50 WA schools, 100% VET
- Achievement with 100% WACE eligibility
- Support all students to work towards a benchmark of 70% or grade B in all subjects.
- Continue integrating Islamic values across all Learning areas
- Continue spiritual uplift and enhancement – Quran Recitation, Seerah Week, Quiz & Contests
- Revise the program and continue “Applied Islam” as an endorsed course in Year 11 & 12.
- That students leave school with proper Islamic values to meet the challenges in universities and outside world.
- Literacy development across all learning areas with additional writing and journal strategies
- Use analytics data to inform teaching and learning
- Continue providing diversified electives to Year 9 and 10 students.
- Integration with core subjects including sports academy for girls and boys.

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## Future Outlook

- **Social & Emotional wellbeing of the students & Staff**
  - Growth mindset (Teaching students that failure is a chance to learn, embrace challenging tasks & never give up and work hard to improve)
  - Creativity
  - Student voice & leadership
  - Student counselling
  - Curriculum & Career Advice
  - Professional Development Sessions & Conferences
- **Initiating new activities and clubs:**
  - Chess club
  - Homework centre
  - Writing help
  - Math help
  - Minecraft club
  - Work experience program
  - Leadership program
  - Photography & media

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# Our School at a Glance

# Our School at a Glance

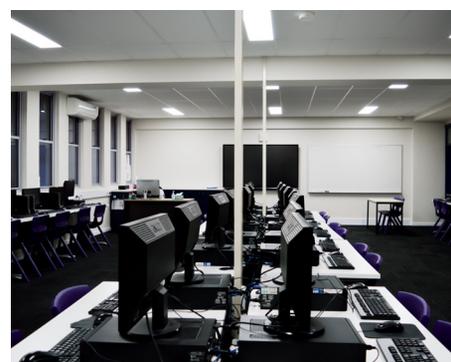
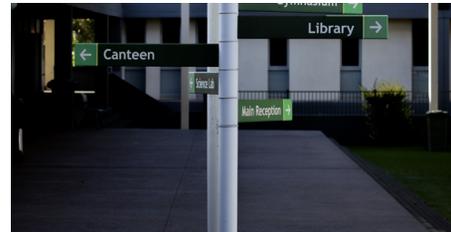
**Australian Islamic College supports student learning, development, and well-being by providing students a safe, supportive and academically challenging learning environment.**

**With its inception in 1986 from humble beginning** it has grown over four campuses. At AIC Kewdale K – 12 campus, we have more than 2200 students with diverse cultural backgrounds and 56 languages. Students are provided the time and space to be active in addition to opportunities for social and emotional development.



**Our modern classrooms and facilities** provide a stimulating learning environment where students can maximize their potential. As students transition into K – 12 schooling, they experience a challenging, inspirational, and differentiated curriculum providing opportunities to extend and develop their knowledge, skills, and understanding.

**The school is dedicated and plans regularly for the spiritual growth of each student.** The students are regularly guided and supported with structured lessons for Quran recitation, the meaning of selected verses, and Quran memorization. Students are taught about the life and teaching of the Prophet (PBUH) as an integral part of Islamic Studies. The character building and self-improvement is an essential aspect of the school curriculum. Integrating the general capabilities such as personnel and social capability, Ethical understanding, and intercultural understanding in all the teaching programs.



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## School Profile

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### Student Enrolments

Table 1: Student Enrolments Australian Islamic College Kewdale

Enrolment Category	2020
Total	1605
Girls	811
Boys	794
Indigenous	3

**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

At AIC Kewdale K -12 campus, we have students with diverse cultural background and 56 languages. Most of the students are born Australian however, from the background whose first language is not English.

### Average Class Sizes

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

Phase of Schooling	2020
Kindy—Year 3	25 Per Class
Year 4 —Year 6	28 Per Class
Year 7 — Year 10	25 Per Class
Year 11—Year 12	25 Per Class

**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

### Early Childhood & Primary Years

A combination of play-based learning and learning by doing and with a clear focus on the development of age-appropriate literacy, numeracy, and inquiry skills, using textbooks, Mathematics, Reading A-Z, Literacy Planet as a resource. The students also attend specialist programs including Art, Physical Education, Technologies, Arabic, Quran, and Religion Studies.

### Year 7 – 9 Program

Year 7 – 9 programs build strong foundations for further studies and future course selection. All students must attend and attain reasonable grades while studying attending English, Mathematics, Arabic, Quran & Islamic Studies, Science, Health & Physical Education, HASS & Technologies.

Students in Years 9 and 10 can select one elective for each semester. Some of these electives are run across two semesters and some only offered for one semester.

- Elective Performing Art Drama Boys
- Elective Visual Arts
- Journalism & Design
- Football Academy
- Police Rangers
- Netball Academy
- Leadership
- Investigating in Science
- App Design & Development
- Food Science Technology

### Year 10 – 12 Program

As the students climb the stair of success and attainment, opportunities are provided to enhance their pathways. The students are provided with a diverse range of subjects WACE WA & VET Curriculum.

### Features of the Curriculum

A full range of subjects covering the eight Learning Areas is offered:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities & social science
- Technology and Enterprise

### Types of Courses:

- **ATAR course units** for students who are aiming to enroll in a university course direct from the school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
- **General course units** for students who are aiming to enter further training or the workforce directly from the school. These courses will not be examined by the Authority.
- **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.
- **Endorsed programs** are a significant learning program that has been developed for year 11 and 12 senior secondary students. They are developed by the school and endorsed by the School Curriculum Authority and contribute to the achievement of WACE
- **Vocational Education and Training** industry specific (VETis) courses for students who are aiming to enter further training or the workforce directly from the school. VET is courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognized qualification and mandatory industry-related workplace learning.

### Co-curricular activities

The school population is divided into four house groups, each house has a housemaster. The house masters in collaboration with the coordinators, student leadership and Deputy Principals are responsible to promote co-curricular activities at school. The school has taken large number of initiatives with enthusiasm and vision *“for Students by Students”*. Following is a brief list of the activities:

**Some events are followed with tradition; traditions that have made Australian Islamic College a cradle of lifelong learning and excellence.**

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## Curriculum Delivery

- Annual STEM, Arts & Technology Exhibition showcasing creativity, initiative and growth mindset of the students.
- ANZAC Day
- Aussie of the month award (Primary school)
- Awards & Rewards
- Badminton Inter School competition (Live Lighter WA)
- Building the Bridges
- Building the Bridges – Developing Interfaith Dialogue
- Developing and supporting students with subsidized after-hours enrichment programs and tuition classes
- Dockers Cup Tournament
- Eagle's faction footy visit
- Eagles Rock My School assembly
- Early childhood carnival
- Excursions & Incursions
- Football & Net Ball Academy
- Freo Gala Day excursion
- Futsal inter-school tournament
- Harmony Day
- Healthy breakfast
- Inter School Quran Recitation Contest
- Interfaith Dialogue
- Interschool Debate Contest
- Leadership Ceremony
- Medina Sisters – Nasheed Group Annual Presentation
- Netball Inter School Cup (School sports WA)
- Netball Multicultural Cup Year 7-10 Inter campus Netball Games
- Numeracy & Literacy Week
- Parent's Information Sessions
- Police Rangers
- Principal's Morning Tea with the students
- Quiz – Life & Teaching of Prophet (PBUH)
- Quran Recitation Competitions
- Reading Out Loud Contest
- Science Week
- Seerah Week – Lecture Series – Life & Teaching of Prophet (PBUH)
- Soccer Team participation in Singapore Soccer Cup
- Soccer, Round Robbin Interschool Southern Schools competition (School sports WA)
- Sports & Carnivals
- STEM, Arts & Technologies Exhibitions
- Student Leadership & Public Speaking
- Teacher Recognition of Excellence in Teaching
- Theme Based Morning Assemblies – Sharing Thoughts, Themes & Traditions
- West Coast Eagles SEDA Football Coaching Clinics
- Year 10 Basketball 3V3 Competition (State basketball WA)
- Year 12 Annual Dinner
- Year 12 Farewell Assembly
- Year 6 & Year 12 Graduations
- Year 6 Annual Lunch
- Year 7-10 Annual Sports Carnival
- Year 7-12 Basketball Competition

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## Social Climate

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### Overview

The school provides learning in a supportive environment, where everyone is respected. The elements of our school climate create the conditions that support the intentional development of the positive social climate at our school. These include:

- School policies, procedures, and norms Cultural context and values
- Physical environment
- Partnership with families and community
- The students realize that learning happens when they:
  - Strive for their best
  - Make good connections.
  - Build positive relationship
  - Reflect & think

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**“ We have high expectations for student achievement and behavior. The school is an icon of the Muslim community, we are committed to Respectful, Trusting Relationships — between Students, Teachers, Staffs, and the Community.”**

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- **Engagement** – a sense of belonging and connection with adults and peers at school.
- **Safety** – when students feel safe, they are more willing to focus on learning and take academic risks.
- **Value-driven** – a set of behaviors, attitudes, and policies that enables students and teachers to work more effectively by being conscious of their settings and interactions.
- **Cultural responsiveness** – instructional approaches and models to scaffold learning by using student’s cultural knowledge and helps students counteract negative dominant narratives.
- **Challenge and High expectations** – creating conditions where students are more personally motivated to succeed and be actively engaged in learning and achieving their goals.

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# Parent, Student, Staff Satisfaction

# Parent, Student, Staff Satisfaction

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

Table 3: Parent Survey

Percentage of parents/caregivers who agree that:	2020
AIC have a very welcoming and supportive culture	79%
AIC consistently strives to improve its educational offer to students	75.2%
The classrooms and physical environment are conducive to learning	74.8%
The buildings and grounds are well presented	80.6%
AIC ensures students have a sound understanding of the theory and practice of Islamic Faith	78.5%

Table 4: Student Opinion Survey

Percentage of students who agree that:	2020
At AIC I am encouraged to do the best I can	67.9%
I know what I have to do to improve my work at school	70%
When I have a problem with my work, my teachers help me	62.4%
Doing my best at AIC is important to me	70.1%
If I work hard I can achieve an award or prize at AIC	62.2%

Table 5: Staff Opinion Survey

Percentage of school staff who agree that:	2020
I have confidence in the future direction of AIC	74.8%
The policies and procedures of AIC are documented and accessible to me	83%
I am proud to be a staff member at AIC	80%
I am committed to a long-term association with AIC	82.2%
I have positive relationships with the students at AIC	88.9%

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# Parent and Community Engagement

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## Parent and Community Engagement

- **Parent Lounge** available to link parents with school information regarding their child's academic performance and to connect with the teachers.
- **Schoolzine Newsletter** to keep parents up to date with the activities and priorities of the school.
- **AIC Facebook, Instagram, and YouTube** account to provide regular updates on events running in each of the AIC's campuses.
- **Parent-Student Information** sessions run at the beginning of each year. Information emailed to parents and uploaded onto the school website.
- **Daily opportunities** for parents to book appointments to meet with Deputy Principal Upper Secondary via an open online booking system.
- **Parent-Teacher Conferences** held each term where parents can use the online booking system to see all their children's teachers.
- **Regular email** correspondence by teachers with parents
- **IE coordinator meets** with parents and teachers to identify independent learning needs of students requiring additional support.

**Parents are our partners in education and healthy relationships are supported by the school's commitment to transparent and open-door communication. We believe that communication between parents, teachers, and students plays a vital role in student achievement and attainment. It is crucial that parents and guardians are involved and included in the decision-making process that concerns their child.**

**In addressing parent involvement,** we offer an online platform through TASS, Parent's portal, Class DoJo, and direct emailing. Parents are given the opportunities twice a term to have a parent-teacher meeting with the teacher to discuss student progress, goals, targets, and achievements. Portfolios are presented at the end of the academic year that showcases a learning journey of student growth and achievements. The newsletters and important communications are emailed home regularly. The parents have access to online subject selection handbooks, they receive academic progress reports regularly.

Parents are invited to award ceremonies that celebrate the great achievements that the students have displayed. Parents are welcomed to join themed assemblies like ANZAC day, NAIDOC, Australia Day celebration as well as everyday morning assemblies.

Our students are allocated homework that invites parents into the child's learning. Homework is given at the student developmental level and parents can gain some understanding as to what they have been learning in class. It is a good follow-up and a way to bridge the learning through to home. Students are also sent home tasks that require parents' input like STEAM projects or inquire tasks that involve questioning parents or even through HASS when we look at Family History, Past, Future, Present in the lower primary for example.

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## Parent and Community Engagement

The school conducts induction programs, the Induction procedures are extensive, and the student's families generally meet their teacher, are introduced to the class and an interview is organized with the Deputy Principal. The families are welcome to discuss with the teachers about the subject combination, class placements, what suits best for the child. The school ensures that the child and the families feel safe and well cared for at all levels.

The school has an active Parents and Friends Association that supports the school through:

- (i) Fundraising
- (ii) Volunteering to support Reading at Primary
- (iii) Event organization
- (iv) Promoting parental involvement at school
- (v) Sponsoring Citizenship trophies in Semester Award Ceremonies

**The school welcomes parents' feedback, listens and address their concern on business priority.**

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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.

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.

2015 2016 2017 2018 2019 2020

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

**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	\$3,469,086
	State Government Grants	\$5,100,688
	Commonwealth Government Grants	\$18,200,799
	Others	\$1,946,506
	<b>Total Income</b>	<b>\$28,717,079</b>
Expenditure		
	Salaries	\$14,338,488
	Building & Ground Maintenance	\$610,445
	Depreciation	\$1,920,063
	Others	\$5,117,173
	<b>Total Expenditure</b>	<b>\$21,986,169</b>
<b>Operating Surplus</b>		<b>\$6,730,910</b>

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# Our Staff Profile

# Workforce Composition

## Staff Composition, including Indigenous Staff

Table 8: Workforce composition for this school

Description	Teaching Staff*	Non-Teaching Staff	Indigenous** Staff
Headcounts	115	44	nil
Full-time equivalents	103	28	nil

\*Teaching staff includes School Leaders.

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

## Qualification of All Teachers

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

Description	Number of Qualifications
Doctorate	1
Masters	26
Graduate Diploma etc.*	31
Bachelor degree	52
Diploma	2
Certificate	2

\*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 **\$97,154.**

The major professional development initiatives are as follows:

- High Impact Teaching
- YCDI Education
- Explicit Instruction
- Drama
- Visual Arts
- Homework on TASS
- Workbook use
- Peer observations
- NAPLAN preparation
- IRIS professional development
- Sharp Reading
- 7 steps Implementation
- High Impact teaching strategies and practices
- English General and Foundation
- Inclusive Education
- EALD ATAR workshop
- AISWA - ATAR course examination special course provisions
- SCSA – Syllabus delivery audit training
- Microsoft Teams including managing online classes; crafting collaborative learning environment; creating authentic assessments; OneNote class notebook
- Creating class notebooks
- Live streaming and video conferencing with students
- IT skills for the 21st Century
- Kahoot
- Edpuzzle
- Virtual PD – Curriculum Consultant The Arts
- Ready to Thrive
- Analytics
- Pastoral Care and Student Wellbeing
- Introduction to Restorative Practice
- Student Behaviour Management
- Visible learning
- Essential Mathematics CORE WA
- Collective Efficacy
- Education Support student learning sessions
- Prepare for student learning
- AISWA - Development of the IEP Preparation, Concern and Consideration
- UniReady

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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.	95%

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

From the end of the previous school year, **95% 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 **86%** .  
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	86%

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

Year level	2020	Year level	2020
Prep	74.6	Year 7	91
Year 1	82.55	Year 8	88
Year 2	84.26	Year 9	88.43
Year 3	87	Year 10	86.34
Year 4	87	Year 11	81
Year 5	87	Year 12	90
Year 6	86.53		

#### 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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## Description Of How The School Manages Non-Attendance

- Attendance is regularly monitored by year coordinators. Students and parents are consulted regarding irregular attendance patterns.
  - TASS attendance record for each student displays the percentage of attendance. Students falling below 90% in year 10-12 with no medical or communication leave from their parents are immediately consulted.
  - The roll is taken 6 times a day at the commencement of each lesson. After the third lesson parents are advised via an automated SMS if their child has been marked as absent for periods 1 to 3.
  - Parents must reply or report via phone or on TASS the reason for their child's absence.
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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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "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 a navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

#### 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 Kewdale HIGH ACHIEVERS 2020



**99.95 DUX 2020**  
Afiq Abdillah Bin  
Effiezal Aswadi



**99.95**  
Muhammad  
Jarar Malik



**99.95**  
Ahmed Hassan  
Ibrahim Mohamed



**99.95**  
Khalid Sabit  
Badaso



**99.95**  
Hamza Soliman  
Ahmed



**99.95**  
Siti Qistina Aisyah  
Binti Mohd Ferduz



**99.95**  
Zahraa Al Awadi



**99.95**  
Abdi-Wadud  
Awil Abdullahi



**99.75**  
Zahra Aulia  
Fachruddin



**99.7**  
Yussor Alwaaly



**98.5**  
Nurhayati Samad



**97.35**  
Asiya Mohamed  
Hajjal



**97.25**  
Amar Jehel



**95.45**  
Khalid Abdiwahab  
Sheikh



**94.55**  
Student



**94.4**  
Maryam Saeed



**94.1**  
Ikran Ali Ahmed



**93.75**  
Zainab Parker



**93.15**  
Imran Ismail Elmi



**92.65**  
Syahira Fathiya  
Izzatur Rahmah



**92.2**  
Student



**91.65**  
Sara Mozafari



**90.3**  
Amir-Alslam Badran



**90.2**  
Rafe Umair



**90.1**  
Anas Ahmad  
Ismail Aljaghbeir



**90**  
Fardowza Mohamud  
Samatar



**90**  
Anas Mohamud  
Aden



**90**  
Muhammad  
Ihtasham



**90**  
Asiya Warsame



**90**  
Shahd Saad  
Al-Shadfan



**90**  
Hana Murray Allan



## Year 12 Kewdale HIGH ACHIEVERS 2020

Australian Islamic College students achieved  
the following awards and distinctions

### Subject Exhibition

#### Applied Information Technology

Abdi-Wadud Awil Abdullahi

### Subject Certificate of Excellence

#### Applied Information Technology

Abdi-Wadud Awil Abdullahi

#### Health Studies

Zahraa Al Awadi

#### Mathematics Methods

Afiq Abdillah Bin Effiezal Aswadi

#### Physics

Afiq Abdillah Bin Effiezal Aswadi

### Certificate of Merit

Zahraa Al Awadi  
Khalid Sabit Badaso  
Afiq Abdillah Bin Effiezal Aswadi  
Jasmin Ghanem  
Zainab Parker  
Khalid Abdiwahab Sheikh

### Certificate of Distinction

Muhammad Jarar Malik  
Nurhayati Samad

	Curtin	ECU	Murdoch	UWA	Total
No. of students offered their 1st preference	59	2	2	8	71
No. of students offered any of their preferences	74	2	4	17	97
No. of students who have enrolled	66	1	1	6	74

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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 WACE Certificate	118
Number of students awarded one or more VET qualifications	67
Number of students awarded a VET Certificate II or above	67
Number of students who received university offers	97
Number of Excellence awards recieved	4

Table 14: Vocational Education and Training (VET)

VET Qualification	2020
Certificate I	118
Certificate II	67
Certificate III or above	67

**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 15: 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	77.1

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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**

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.

### **Year 12 Leavers**

The majority of our Year 12 students moved on to Higher Education, ie. University or TAFE. Some Year 12 students chose to take a break from studies and joined the workforce.