



AUSTRALIAN
ISLAMIC COLLEGE

Australian Islamic College | Thornlie

Annual Report 2020

**Australian Islamic College
Thornlie Campus**

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Executive Summary

From The Executive Principal



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

From the Principal



Assalamu Alaikum Warahmatullahi Wabarakatuh,

Dear parents, students, staff members, the college management and all members of the community at large.

I praise Allah (SWT) as He is the Only and absolute One worthy of Praise. Peace and Blessings be to the Beloved Prophet Muhammad (SAW), his family and his companions. Thanks to Allah (SWT) the Most Kind and the Most Merciful for all His blessings that He showers upon us, Alhamdulillah.

I would like to warmly welcome everyone to the Australian Islamic College – Thornlie. For our new students and their families into our school community and convey my heartfelt thanks for choosing our school for your children. As for the existing students and their families, please accept my sincere thanks for continuing to trust us in educating your children.

We pledge to continue with our tireless efforts and absolute hard work in providing high quality education and a most effective teaching and learning environment, programs and activities that activate our children's curiosity and nourish the desire to search for knowledge. Our focus is to provide a stimulating learning environment for our students where they feel completely motivated to achieve their very best.

The school's warm and welcoming atmosphere will ensure that students feel valued as individuals. All of our students are given an enriched learning experience to develop as unique learners.

2020 was a very different year, marked by Covid-19, we had to face many different restrictions and challenges.

Due to our resilience, patience, persistence, determination and everyone's cooperation and dua, Alhamdulillah, we managed to pull through the year safely.

With the help and Mercy of Allah Swt, we are proud to say that together, in partnership with the school and families, we were able to rise above all challenges and were able to achieve so many great things such as:



- **Successful Online Teaching and Learning**
Alhamdulillah, we were the only school in Western Australia during the Covid19 pandemic that delivered curriculum in a most effective way through the "Teams" platform for three full weeks.
- **Our students received ICAS Certificates - Merits, Credits, Distinctions and High Distinctions in the areas of Digital Technologies, English, Writing, Spelling, Mathematics and Science.** One of our Year 5 students received a Medal in Digital Technologies.

From the Principal

- We purchased more robotics to use in Digital Technologies and STEM.
- We installed new Interactive White Boards with the latest touch-screen technology in many of our classrooms. This will certainly enhance teaching and learning across the school.
- Alhamdulillah, as the Covid-19 restrictions were easing off, we were able to hold a number of school events.

In 2020, we continued with our project-based learning in the form of STEM projects and the integration of Design and Digital technologies across curriculum.

One of our most valuable resources are our outstanding teachers. Teachers at our school are extremely committed and dedicated. They work in collaboration with each other to form a very strong Professional Learning Team. Our experienced and vibrant teachers provide students with a superlative education. I thank Allah Swt for blessing us with our wonderful teachers.

With only the very best for our children in mind, classrooms are equipped with an abundance of teaching and learning resources that are updated with current technologies. Such resources include educational books, maths equipment, STEM resources and an Interactive White Board in every classroom. Students also have access to laptop computers, iPads and a first-class school library. The Accelerated Program that is run in the library encourages students to develop their love of reading and improve their literacy skills. Our school has also subscribed to MyOn, which is an online library, to make it easy for our students to have access to digital books and encourage and develop a love of reading in our school. We also have a subscription with Mathletics, our students can access the programs from anywhere and at any time.

Teaching and learning is underpinned by our Islamic morals and values. Both academic and Islamic values are inter-related as we strive for excellence in both areas. Another special feature that was integrated into our programs is Islamic Heritage. Our students need to be exposed to our Islamic Heritage. With the knowledge and awareness of their Heritage, we expect them to be confident and proud of their identity as Muslims in a diverse Australian community.

Our school strives for 'Academic Excellence And Success In This Life And The Hereafter.' We combine and integrate high scholastic standards with spiritual nurture to enable our students from all communities and cultural backgrounds to establish their identities as Australians within a democratic society and to develop the knowledge, skills and values that will empower them to participate and contribute as good and active citizens.

Harmonious relations and trust between school and families, specifically parents, teachers and management, are essential and the key to success. Therefore, parent support is very much acknowledged and appreciated. We have only the very best for our children in mind and value our strong partnership between teachers and parents. With the help of Allah Swt, our children will achieve success both in this world and the hereafter.

Ameen!

Towards the end of 2020, the demolition of A Block started to take place. Our plan is to rebuild the A Block with more classrooms, a two-storey building and a gymnasium. We are expecting to start the building in 2021 and Insha-Allah, it will be completed by the end of 2021 or early 2022.

I would like to thank all parents for their continued patience and cooperation during this rebuilding stage.

In general, I would like to take this opportunity to once again thank parents for their wonderful support.

I would also like to thank Thornlie P&F and parent helpers for their suggestions and thoughtful input, their wonderful support and valuable contribution throughout the year. Finally, I thank our upper management for their guidance and wisdom.

**Sr Endah Hayes
Principal
Australian Islamic College Thornlie**



School Overview

School Overview

The Australian Islamic College Thornlie is a coeducational institution which provides a high level of academic and Islamic integrated education for students from K to 6 (co-education).

Since 1986, this Islamic educational facility has provided the best in academic achievement and in its philosophy of high morals and conduct. AIC believes that a solid academic education coupled with morals and values teachings is the greatest legacy for its students.

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

Students are taught to be proud Australian citizens and to contribute in building a prosperous, harmonious and safe Australia.

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

School History

The Australian Islamic College (previously named the Muslim Community School) opened its doors in February 1986.

Our visionary founder Haji Abdallah Magar recognised that there was no faith based educational institution catering for Muslim student and fearing that their rich heritage, both cultural and religious, would be lost he established the first Islamic School in Western Australia with a modest network of 50 students and 3 teachers.

The Australian Islamic College is now Western Australia's largest and longest running Islamic school with 4000 students and over 400 staff across campuses in Dianella, Kewdale, Thornlie, and Adelaide.

Vision Statement

Islamic Values and Academic Excellence for success in this life and in the Hereafter

Mission Statement

Our goal is for our youth to aspire towards excellence in both character and education. We want our students to encounter new educational experiences that will serve their future aspirations whilst maintaining a balance between academic pursuits and Islamic values.

Values, Ethos and Philosophy

The Australian Islamic College provides a nurturing and challenging but balanced Islamic learning environment where children enjoy a diversity of opportunities to engage in meaningful learning experiences that ultimately shape their development as well adjusted, happy and contributing members in the wider community.

Well-qualified, committed and encouraging teachers are dedicated to supporting student growth. Programs are founded in the strongest traditions of learning and embrace the best of contemporary practice and quality teaching. Australian Islamic College continues to thrive by providing a vibrant, supportive educational environment. In addition to studies in mandatory key learning areas, the school also provides studies in Arabic, Holy Quran and Islamic Studies.

School Progress

School Progress

Our priorities for 2020 were:

- Continued improvement in Literacy and Numeracy
- Continue to build teacher capacity by ensuring teachers are able to collaborate with each other and engage in professional dialogue.
- Continue to develop and build upon the partnerships with parents and the wider community
- Continue to identify and support students who are at risk.

What went well:

- We achieved strong NAPLAN results again in 2019 with significant improvement, particularly in Year 3 and 5. Unfortunately due to Covid19 restrictions, NAPLAN 2020 was cancelled.
- All teachers took on board Direct Explicit Instructions and their planning reflects that they are clearly implementing this pedagogy across the school.
- At risk students were identified very early in the year and received the necessary interventions from our remedial teachers who were working tirelessly to bring about an improvement and reduce the gaps in their learning.
- Implementation of MyOn, Mathletics and Accelerated Reader Programs
- Established strong partnerships between the school and families.
- Teachers worked in collaboration to increase and develop teacher capacity.
- Community integration – we invited politicians, school and community leaders and other organisations within the wider community to our school events.
- Parents were invited into classrooms to participate in a variety of different activities and morning teas.
- Implementation of our Behaviour Policy that was child friendly and placed a great focus on its restorative approach.

Acknowledgment of Outstanding Students

- Mid-term and end of term certificates
- ICAS certificates and medals presented
- Excellence in Behaviour Awards

- MyOn Reading Competition Award
- Accelerated reader Competition Award.
- End of Year Awards (in Literacy & Numeracy, Quran, Islamic Studies and Arabic)

Short and Long Term Goals and Our Improvement Agenda

Based upon our data derived from NAPLAN (based on 2019 data), On Entry Assessment, ACER Diagnostic assessments, Brightpath along with the advice and guidance from the ACER Review panel and other professional staff, we developed our school Improvement Agenda. The Operational and College Strategic Plans have been developed and implemented in order to achieve our College goals and targets both short and long term.

Within our Improvement Agenda embedding explicit teaching was a main priority as it is our College wide pedagogy with a focus on differentiated instruction.

In Literacy the focus was on continuing with Guided Reading and developing reading fluency. We use the Oxford-Word Lists as well as the Fry's List for sight word recognition and fluency.

In Maths the focus was on fluency and problem-solving strategies. We purchased many new resources and books both fiction and non-fiction, maths equipment for all year levels, STEM resources and robotics as well as online school subscriptions such as Reading A-Z, MyOn and Mathletics.

School Progress

Diagnostic Testing: ACER, Brightpath, NAPLAN, On Entry Assessments

Diagnostic tests were administered to identify strengths and areas for improvement.

- ACER diagnostic tests were administered in term 1 for Years 1-6 to determine the students' levels at the beginning of the year and again in term 3 to see the progress achieved in a school year.
- On Entry Assessments were administered for Pre-Primary students at the beginning of the year.
- Brightpath (Writing tests) were administered in term 2 and Term 4
- Running Records are conducted every term for the lower primary students so that the students' progress can be monitored
- Words Their Way diagnostic tests are conducted at the start of the year so that teachers can group their students according to their ability.
- NAPLAN is usually conducted at the start of term 2 for Year 3 and 5. Areas that are assessed include: Reading, Writing, Spelling, Language and Conventions and Numeracy. Preparation for NAPLAN was conducted in Term 1 and at the beginning of Term 2.

With the data derived from ACER, we had a valid and sound comparison with NAPLAN results.

ESL and Remedial Classes

The majority of our students come from ESL backgrounds. Teachers were trained to equip them with skills and knowledge on how to teach ESL students in mainstream classrooms. This is a way to make sure that the needs of our ESL students are met.

After going through several diagnostic assessments – at risk students were identified and referred to the remedial teachers for intervention. Students were removed from their classes and received a minimum of three time-tabled sessions based on their Individual Learning Program. The remedial teachers monitored and tracked their progress over time. Remedial teachers were working in collaboration with the class teachers to ensure the individual needs of the students were met.

Students with Special Needs

We provide additional support for our students with special needs. These students were removed from their main stream classes to attend sessions daily where they

received an intervention from our specialist teachers. The specialist teachers worked in collaboration with the class teachers in developing the students' Individual Education Programs to monitor and track students' progress and set targets, in collaboration with their parents, for them to achieve.

Professional Learning Team

We have a strong Professional Learning Team where teachers are engaged consistently in professional dialogue, sharing ideas and working in strong collaboration with each other.

Teachers within the same year level met once a week during their common DOTT (Duty Other Than Teaching) to discuss programs, share ideas, plan and discuss other matters related to their students' progress and wellbeing.

We also encouraged the teachers to observe lessons and provide feedback to their colleagues.

At Thornlie, we work very much in collaboration with each other. We have a strong, supportive group of teachers who work collaboratively to build teacher capacity across the school.

Staff Appraisal

Staff Appraisal was conducted once per term based on AITSL standards. The Principal conducted many pop in class visits throughout the year and provided the teachers with support and feedback.

The Curriculum Coordinator also conducted class visits each semester and provided teachers with feedback and support to ensure that all teachers are on board with, and are committed to, the improvement agenda as set out in our School Strategic Plan.

At the end of each term teachers were required to complete a self-evaluation. A final appraisal is conducted in Term 3/4 where a very thorough report is created for each teacher.

Mentoring and Coaching

We have a mentoring system in place to provide the necessary support to our new graduate teachers and less experienced staff members. A mentor is allocated to each new staff member to provide them with support.

School Progress

The mentor will meet regularly with their mentee to ensure they are on track and are aware of all the school policies and procedures as well as the school-wide pedagogy. Coaching takes place and is an integral part of school life, teachers regularly visit each other's class rooms to observe and provide feedback.

Behaviour Management System

Our Behaviour Management System is based on Islamic moral values. Positive reinforcement was emphasised. Students were taught how to self-reflect. At the beginning of the year our Behaviour Coordinator presented a power point presentation in the morning assembly to inform the students explicitly about our Behaviour Policy, Student Code of Conduct, school rules and school expectation. To exercise positive reinforcement, the students were acknowledged for their exemplary behaviour and received certificates of acknowledgment.

Project-Based Learning

Our students were engaged in many fun activities. Among those activities was our project-based learning in the form of STEM projects and the integration of design and technologies into numerous learning areas. Students were engaged in planning, designing, choosing the right materials, creating, testing, evaluating and improving their projects. We held a STEM Exhibition in term 4 to showcase the students' work. We were very impressed with the level of engagement that the students displayed and very proud of our students' work. On top of the help of our P&F and the Spacemaker Grant in previous year, the school purchased more STEM resources for our students. We purchased class sets of Ozobots, Spheros, Edison, Blue Bots, Little Bits and Micro Bits.

Stem In Action

Some pictures showing our students doing STEM activities. Programming with 'Ozobots':



You Can Do It Program

For the past several years, we have been using the You Can Do It Social Emotional Learning (SEL) program.

Each term we revisit a new key to success while embedding all keys to success across the curriculum. We pay special attention to students' physical, social, emotional and spiritual wellbeing as we firmly believe that resilient, confident students who feel good about themselves, will achieve their full academic potential as well. Protective Behaviour as part of our Health Program.

Protective Behaviour lessons are also taught each term with special emphasis on the two key messages that; 'Everyone has the right to feel safe at all times' and 'Nothing is that bad that we can't tell someone we know and trust.'

Excursions and Incursions

The school participated in numerous incursions in order to boost our students' learning experiences and to give them ample opportunities to interact and integrate with the wider community however, we were restricted in planning excursions due to Covid19

Quran and Islamic Studies Lessons

Through our Quran and Islamic Studies program implementation and skillful teachers, the level of our students' Quran reading was excellent.

To ensure the effectiveness of teaching and learning in Quran and to enable in achieving our target that by the end of year 2, students must be able to read Quran, each Quran teacher within the Lower Primary (Year 1 to 3) only taught a maximum of 15 students.

Alhamdulillah this worked very well, and significant number of students were able to read Quran before they entered Year 3.

Parent Involvement

Parents were encouraged to participate and be involved in many aspects of school life, whether at the level of the Parents and Friends Association projects or as volunteers in their children's classes. Parents were invited to come and join in a variety of activities in class throughout the year. This had a very positive impact on the behaviour and performance of the children.

School Progress

School Events

2020 was marked by the arrival of Covid-19 pandemic. Due to Covid-19 restrictions, we were unable to organize many school events such as excursions, incursions and other community events until the restrictions were gradually ended towards the end of 2020.

There were a number of planned events had to be cancelled at that time.

Our 2020 School Calendar is as follows:

- Meet & Greet (parents meet their child’s class teacher at the beginning of the year)
- Morning Assembly Speeches on Islamic Values and on Seerah
- Ramadhan Speeches
- Eid Festival
- Eid Dress Day
- Eid Al Adha Upper Primary Assembly Presentation
- Class Presentations during Morning Assemblies.
- Student Certificate Day (presented during Morning Assembly)
- Exemplary Behaviour Certificates (presented in the Mosque)
- Power Point Presentation during Morning Assembly (on Behaviour Policy)
- Morning Tea for Parents
- Photo Day
- Census Day – February
- Census Day – August
- School Registration Day
- Evacuation & Lock Down Drills.
- Quran Club
- Parent – Teacher Meetings
- Science Week Whole School Activity on : Deep Blue Innovation for the Future of Our Ocean”
- Book Week “Curious Creatures, Wild Minds” – School Parade.
- Kindergarten Orientation Day
- Pre-Primary Orientation Day
- Sport Carnival – Early Childhood
- Sport Carnival – Primary
- STEM Exhibition
- Staff Flu Vaccine
- Staff Dinner



School Progress

Graduation Ceremonies & End of Year Award Ceremonies:

- Pre-Primary Graduation
- End of Year Awards – Primary (Literacy & Islamic Studies)
- End of Year Awards – Kindergarten End of Year Presentation (Farewell)

- Year 6 Graduation
- End of Year Awards – Quran
- End of Year Awards – Arabic



School Progress

Visits

- OHS Officer (regular)
- School Counselor (regular)
- School Nurse
- School Psychologist (AISWA)
- External Specialists for students with special needs (scheduled)
- Parent Volunteers

Fundraising Activities

- Fundraising for Beirut
- Sausage Sizzles by P&F
- Sport Carnival Stall by P&F
- Year 6 Food Stall
- Toy and Book Sale

Excursions

- Neighbourhood Walk – Pre-Primary
- Swimming program - PP to Year 3
- Road Safety by RAC – Year 6
- Imagine Program, South Perth – Year 5
- Learning About Noongar Culture, Perth Hill – Year 5's
- Laser Blaze & Hoyts Cinema Willetton – Year 6's



Assessments

- Diagnostic Testing:
 - On Entry Assessment
 - ACER tests (Reading, Vocabulary, Writing, Maths)
 - Word Their Way
 - Running Records
 - Fluency tests (Reading and Maths)
- Brightpath
- Mid Term
- End of term
- Portfolio
- Semester tests
- Please note: due to Covid19 restrictions, 2020 NAPLAN was cancelled.
- ICAS (Science, Digital Technologies, English, Maths, Spelling) – for selected students.

Competitions

- ICAS – English, Spelling, Writing, Mathematics, Science, Digital Technologies (One of Year 4 students received a Medal for ICAS – Digital Technologies)
- Reading (MyOn) Competition
- Accelerated Reader Competition
- Ramadhan / Quran Reading Competition



MyOn Competition winner in 2020 was Year 3C (the students read 7,120 books with 84% accuracy). The Accelerated Reader Competition winner was Year 3A class (the students read 3,686 books with 83.9% accuracy). Congratulations Year 3A and 3B students for their huge achievement this year.

Meetings held in 2020 at Thornlie Campus

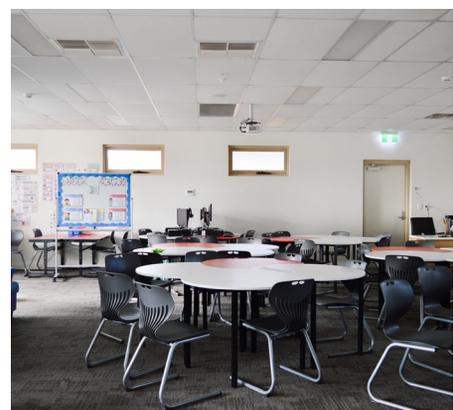
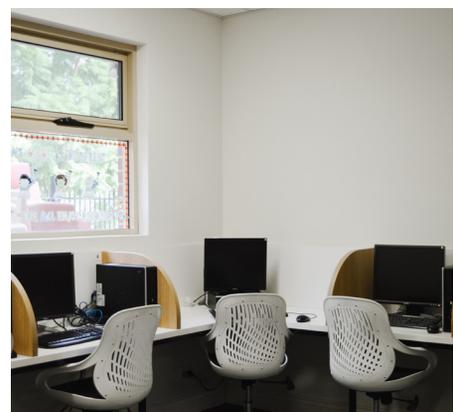
- Meet & Greet
- Parent – Teacher Meetings (week 10 of each term)
- Thornlie Staff Briefings (every Monday afternoon)
- Thornlie Staff Meetings (every Wednesday afternoon)
- Religion Teacher Meetings
- Remedial Teacher Meetings
- Year Level / Curriculum Meetings
- Early Childhood Meetings
- Combined-Campus Meetings (held at Kewdale Campus 3 times per term)
- Senior Management Meetings (held at Kewdale Head Office every Thursday afternoon)
- Operational & Strategic Planning & Reporting Meeting
- OHS Meetings
- P&F Meetings

Future Outlook

Future Outlook

Our commitment is to:

- Continue to improve NAPLAN results
- Keep and / or improve retention of students and staff.
- Continue with our focus on effective teaching and learning and embedding the Explicit Direct Instruction Model
- Continue with the implementation of AITSL standard
- Maintain the integration of values and Islamic Heritage
- Literacy focus and integration across the curriculum with a special focus on the 12 Reading Strategies
- Continue with the implementation of project-based learning, STEM, design technologies and digital technologies
- Continue to implement separate timetable, lunch and recess for Lower Primary (Kindy to Year 3) and Upper Primary (Years 4 – 6)
- Look after students' welfare by providing a School Psychologist, School Counsellor and pastoral care support system
- Continue to provide essential support to students with special needs and remedial students
- Provide high quality assessment tasks and test papers
- Provide early interventions for students with behavioural issues and those who are academically at risk
- Continue to implement differentiated program
- Continue our participation in community involvement
- Continue with termly Parent – Teacher meeting and parent participation and engagement
- Continue to implement STEM, robotics and other extracurricular activities
- Continue to implement Teachers mentoring and coaching program specially the new teachers
- Zero tolerance on bullying and Online Safety Program for staff, students and parents
- Continue to implement the restorative approach to behaviour management
- Continue with Performance Management goals
- Continue to implement the five school rules
- Continue to monitor students' progress and student support systems
- Appoint a Student Representative Council from the Upper Primary students
- Continue to take part in more leadership training and activities.



Future Outlook

- Continue to take part in community development such as Clean Up Australia Day, Harmony Day and any other initiatives
- Parent awareness program for community integration.
- Continue to welcome visitors visiting our school
- Maintain school buildings and structures
- Maintain and improve the school grounds
- Continue to implement and extend student leadership programs.
- Maintain positive Parent – Teacher – Student relationships
- Create a calm, sound and safe school environment
- Improve student and staff well-being

Our Target

- All students are all above the minimum benchmark in NAPLAN and not more than 10% of the cohort is at minimum standard
- To continue to build teacher capacity by making use of the Iris Connect Platform
- Update the behaviour Policy to reflect an emphasis on positive reinforcement and to continue to improve students' wellbeing
- Focus on staff wellbeing to ensure that staff are well equipped to meet new challenges and changes.

Strategies

- On-going professional learning for teachers to ensure that they have the confidence and capacity required to achieve excellence
- Continue to embed DEI and further embed the 7 Steps to Writing Success, the 12 Reading strategies as well as, a focus on reading and numeracy fluency and continue the many other initiatives we have already started.
- Continue to use a range of reliable sources of data to inform the teaching and learning.
- Continue to identify at risk students, develop IEPs and provide them with the essential support and interventions.
- Continue with the process of setting individual targets in Literacy and Numeracy.
- Link the Behaviour Management Policy to the You Can Do It program and Islamic Values. Acknowledge students who display exemplary behaviour on the honour board. Use Self-reflection sheets for students to encourage students to take greater responsibility for their behaviour.

Our School at a Glance

Our School at a Glance

School Profile

Coeducational Classes

Kindergarten to Year 6 are mixed classes

Year levels offered:

Kindergarten to Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment Category	2020
Total	526
Girls	266
Boys	260
Indigenous	1
Enrolment continuity (Feb. – Nov.)	80%

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

Overview | Average class sizes

Our students came from diverse cultural backgrounds, ranging from Somalia, Bangladesh, Pakistan, Afghanistan, Egypt, Iraq, Jordan, Palestine, Syria, Libya, Turkey, India, Eritrea, Indonesia, Malaysia, Singapore, Brunei, Vietnam, Burma, Saudi Arabia, Algeria, Morocco and others.

For majority of our students, Language other than English is spoken at home. Islam is the only faith that our students and their families hold. Parents occupations are ranging from taxi drivers, librarians, electricians, engineers, doctors, plumbers, shop assistants, working from home, home duties and others.

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

Phase Of Schooling	2020
Kindy – Year 3	27
Year 4 – Year 6	25
Year 7 – Year 10	-
Year 11 – Year 12	-

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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Thornlie, our school-wide pedagogy is developed around the Direct Explicit Instruction Model. All teachers are required to deliver lessons according to this pedagogy. All teachers start with a warm up, they make their learning intentions and success criteria clear to their students and then proceed with the I do, We do, You Do components of the lesson and end the lesson with the plough back to ensure that the success criteria have been met. We believe in setting high expectations for every child every day. Our teachers are required to provide high quality teaching and learning for all students entrusted to them and provide a safe, warm and welcoming classroom environment.

Our distinctive curriculum offerings are:

- English, Mathematics, Science and HASS.
- Technologies (Digital and Design) Health, Art (Visual and Performing) Physical Education.
- Arabic (LOTE)
- Islamic Studies and Quran
- Literacy and Numeracy remedial classes
- Enrichment classes (Maths and Gate Club)
- Outdoor and indoor education visits from qualified trainers and professional sports personnel.
- Life education and social skills programs

Co-Curricular Activities

A range of extra-curricular activities took place before and after school such as:

- GATE Club
- Quran Club.
- Sport activities were conducted in conjunction with other external sport organizations

How Information And Communication Technologies Are Used To Assist Learning

To provide 21st Century education, Information and Technologies are integrated into all learning areas (across curriculum) and this is reflected in the school programs (General Capabilities).

Our school is equipped with a Computer Lab, laptops, ipads and STEM resources such as robotics, legos and coding resources. Every classroom is equipped with Interactive White Board. Students' work-books such as Signpost Maths and Science Now have interactive components.

Online and digital programs are used, including Accelerated Reader, Reading A-Z, MyOn and Mathletics. Students are given ample opportunities to have rich and meaningful learning experiences through a wide range of activities which involve the use of technologies (research, interactive mapping tools, designing and creating).

Social Climate

Social Climate

Overview

Our whole school community is a warm and supportive environment.

Our school policies are designed to ensure our students' wellbeing and safety. We always provide them with the support they need to interact with each other and to respond to challenging behaviour and difficult situations.

Based on parents' feedback, they are happy with our friendly and safe environment and they are also happy with our behaviour policy which does not only focus on punishment but also on rewarding celebrating good behaviour. We also educate our parents and students on bullying, especially during morning assembly functions and through the yearly school event for National Day of Action Against Bullying and Violence.

Parent, Student & Staff Satisfaction

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
Staff and parents at AIC work co-operatively to deliver high quality educational outcomes for students	80.5%
Staff are accessible and responsive to my concerns	81.6%
I have confidence in the teaching staff at AIC	80.5%
Reports are timely and provide good information about my childrens progress	79.3%
AIC has an adequate Islamic Studies and Quran reading program	81.6%

Table 4: Student Opinion Survey

Percentage of students who agree that:	2020
I am proud to be a student at AIC	88.6%
At AIC I am encouraged to do the best I can	90.4%
My teachers tell me when I do something really well	84.4%
When I have a problem with my work, my teachers help me	81.4%
Doing my best at AIC is important to me	89.2%

Table 5: Staff Opinion Survey

Percentage of school staff who agree that:	2020
My team/department leader provides adequate feedback on my work	83%
AIC provides me with the training/professional development I need to do my job well	83%
I am proud to be a staff member at AIC	83%
I have access to professional development activities that are consistent with both the school improvement plan and my individual growth plans	83%
The Islamic environment of the college makes it a unique and positive place to work	87.2%

Parent and Community Engagement

Our parents are an integral part of our school community and are welcomed into our school at every opportunity.

- Parent helpers provide support in reading and art groups in the early years.
- We prefer to involve the parents in solving out behaviour issues with their children and we gain their support in this respect.
- Parents are encouraged to participate in school excursions to assist with supervision.
- Invitations are issued for Open Days
- Parents are involved with many fundraising activities
- Celebrations, school functions and gatherings.
- Behaviour Management issues are dealt with as a partnership between school staff, parents and students.
- Teachers conduct Parent Information Sessions and/or interviews during the year to establish positive partnership between teachers and parents.
- Parent awareness regarding their child's performance and school curriculum.
- All Individual Education Plans are developed in consultation with the parents. The parents are called in for a meeting with the Principal, the Inclusive Education Coordinator as well as the AISWA consultant where necessary. The teacher then develops an IEP based on the needs of the students. The students are referred to the school remedial teachers who then deliver the necessary interventions.

In general, parents are always informed about school activities through our newsletters, Schoolzine and Parent Portal.

School Funding

School Funding

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.

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

2015 2016 2017 2018 2019 2020

<< >>

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	\$1,024,112
	State Government Grants	\$1,184,948
	Commonwealth Government Grants	\$4,632,574
	Others	\$78,540
	Total Income	\$6,920,174
Expenditure		
	Salaries	\$3,672,736
	Building & Ground Maintenance	\$153,173
	Depreciation	\$249,494
	Others	\$1,644,228
	Total Expenditure	\$5,719,631
Operating Surplus		\$1,200,543

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	31.5	15	nil
Full-time equivalents	31.5	13.6	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	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	21
Diploma	2
Certificate	0

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

Professional Development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were **\$22,623.44**

The major professional development initiatives are as follows:

PL's & Trainings Organised by the School

- PATHS – Early Childhood
- You Can Do It – Primary by Tammy-Ann
- High Impact Teaching for Improving Student Learning Outcomes by Mr Mohammed Nazar Khan
- Anaphylaxis (by school nurse, Pat Lavante)
- Staff Training on “Teams”, “Education Perfect” and “Mathletics” by Sr Likaa Abdul Rahman and Sr Melissa Julian
- Online Training ‘Covid19’
- Mental Health and Wellbeing (by AISWA consultant)
- Behaviour Management
- Professional Learning for Education Assistants
- Behaviour Management – Restorative Approach by Sr Parveen Neyaz
- Online PL on Corrective Reading
- Staff Mental Health & Wellbeing by Sr Parveen and Mrs Hayes (Combined-Campus Meeting)
- Interactive White Board Training (Viewsonic) by Megan
- Year level meetings (curriculum meetings)

Student Placements:

- From Murdoch University
- Education Assistant – from First Track Training
- Education Assistant – from TAFE

PL's attended by Individual Staff:

- Visible Learning by John Hattie
- First Aid Course
- Transition Workshop
- Mandatory Reporting (AISWA)
- Mark Book Training (conducted at Kewdale Campus)
- Webinar: ‘Be You’
- Webinar ‘Be You on Pastoral Care Team’ – extension
- Online training on ICAS
- Webinar training on ‘Teams & Office 365’
- Webinar: Be You on:
 - “Mental Health and Wellbeing – Whole School Community Approach”
 - “Prepare & Take Care: Critical Incident in Uncertain Times”
 - “Critical Incidents - Community Based Recovery in Primary School “
- Webinar: Be You – Mental Health and Wellbeing during Covid19 Pandemic
- ACEL Conference
- Training on Facial Recognition and Biometric Signing In and Out

The proportion of the teaching staff involved in professional development activities during 2020 was **90%**.

Staff Attendance And Retention

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**.

Performance Of Our Students

Performance Of Our Students

Key Student Outcomes

Student Attendance

The overall student attendance rate in 2020, school year was **92.10%**. 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	92.10%

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

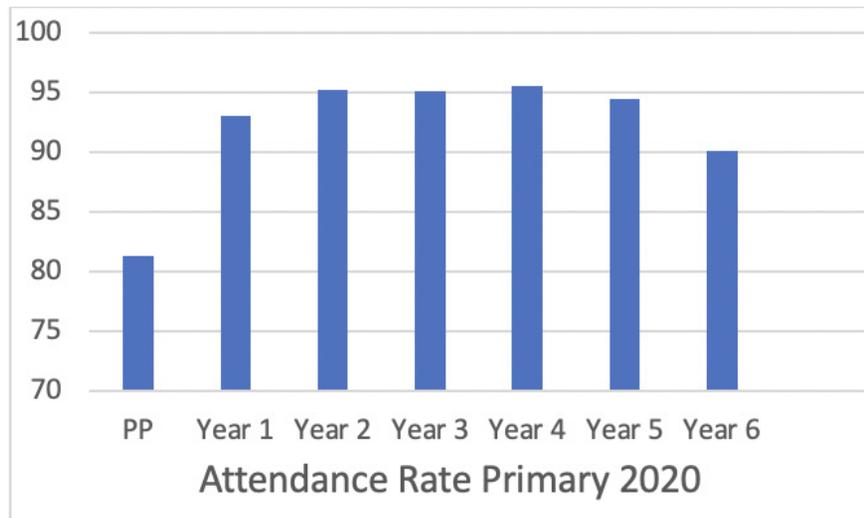
Year level	2020	Year level	2020
Prep	81.37%	Year 7	N/A
Year 1	93.02%	Year 8	N/A
Year 2	95.22%	Year 9	N/A
Year 3	95.07%	Year 10	N/A
Year 4	95.50%	Year 11	N/A
Year 5	94.42%	Year 12	N/A
Year 6	90.13%		

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.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description Of How The School Manages Non-Attendance

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

Our school uses TASS to manage student attendance.

For Kindergarten to Year 6, the class teachers or subject teachers complete the class attendance roll in period 1. This process will be done again in period 4.

Students who are marked absent will be followed up by the enrolment officer at the front office. The parents of those students who are marked absent, must provide valid reasons as to why their child or children are not at school. Communication with parents is done by sending messages (SMS), telephone calls or by emails. The parents are required to submit medical certificates when necessary. For students who are away on holidays, their parents are required to notify the front office and complete the required form before they leave. They are also required to submit an itinerary when necessary.

During COVID-19 when students were participating in online classes attendance was adjusted. Any students that were not participating in online lessons between the time period set by the school were marked as not attending.

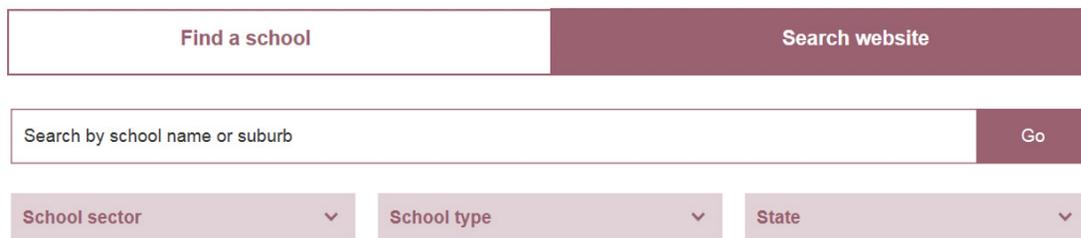
NAPLAN

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.

Student Destinations

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.

On completing Year 6 our students transfer to our Kewdale Campus. The school works closely with the Kewdale campus to ensure the transition is smooth, this includes frequent visits to the campus throughout the year. Most students transfer to the Kewdale campus, with a small number continuing their education in other schools.