



**AUSTRALIAN
ISLAMIC COLLEGE**
KEWDALE . THORNLIE . DIANELLA . ADELAIDE

ANNUAL REPORT ADELAIDE 2021

Contact information

Postal address	22A Cedar St West Croydon SA 5088
Phone	0883407799
Fax	0883409988
Email	info@aic.sa.edu.au

PO Box 252 Cloverdale, WA 6985 **ARBN** 633 740 137 **EMAIL** info@aic.wa.edu.au **WEB** www.aic.wa.edu.au
KEWDALE 08 9362 2100 **THORNLIE** 08 9493 2718 **DIANELLA** 08 9375 9770 **ADELAIDE** 08 8340 7799

From the Executive Principal



Assalamu'Alaikum wa Rahmatullahi wa Barakatuh

The academic year has flown by. It has been another great year Masha'Allah for the Australian Islamic College — full of fun, activities, challenges, and growth.

I am extremely excited to share the following excellent results of Year 12 with you. In 2021, 34% of our students have achieved 90 and above ATAR and 17% have achieved 80 and above ATAR with adjustment factor which AIC students are privileged with. Alhamdulillah the hard work, dedication and aspirations of our students and staff have once again made us to keep our heads high in the South Australian Muslim and mainstream Australian community.

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



School overview

Since 2017, the Australian Islamic College in Adelaide has been a leading Islamic school servicing the needs of the Muslim community in Adelaide. Catering for students from Kindergarten to Year 12, AICA prides itself on supporting students in a positive learning environment that is based on Islamic concepts of nurturing, critical reflection, accountability and love of learning.

4 Core Values are promoted for student success:

- * Ready for Learning
- * Exemplifying the Deen of Islam
- * Always respectful and safe
- * Determined to succeed

AICA focuses on the students' personal, academic and spiritual development in order to encourage them to be life-long learners and to prepare them for life beyond school.

The College has a multicultural student body from a wide variety of cultural and ethnic backgrounds allowing students to develop a better understanding and appreciation for Australia's multicultural society. Students are taught to be proud Australian citizens and to contribute to building a harmonious and safe Australia.

The College provides a supportive and stimulating learning environment that encourages the development of a strong identity, producing excellent local and national results from their SACE. Despite the difficulties of COVID-19, students have continued to study whether online or in school. AICA aims to provide students with an Islamic education that equips them with moral and social values that best prepare them to be active 21st century leaders in the wider Australian community. Student wellbeing is highly valued, with student counsellors and a variety of Wellbeing programs run throughout the year.

Our extensive co-curricula program activities include swimming, camps, after school sport, AFL program, SAPSASA interschool sports, community projects, Art club as well as a variety of events and activities supporting the Arabic language and religious occasions.

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

School progress towards its goals in 2021

In 2021 we continued to build on many of the achievements of 2020. Despite COVID continuing to disrupt activities and plans, AIC Adelaide was successful in the following areas:

School Improvements:

For the first time in many years, after only artificial grass and bitumen the school now has a natural grassed area for the boys to play soccer on. Around the school, and particularly in the high school area, corridors and rooms have been freshly painted and hung with attractive pinboards. The exterior of the school was improved with the development of a garden at the entrance of the school, more planting of bushes and flowers in the primary courtyard, and around one side of the premises. With support from Bunnings and community connections, Sis Rebecca Gilbert, along with teachers of Junior Primary, established and opened a Wicking Garden, while also highlighting our Clean Up Green Up program. As staff wellbeing was highlighted in previous surveys, a new staff room and kitchen were installed in the main building, while more computing facilities, faster internet and the provision of Smartboards throughout the school made teaching much easier. Our new STEAM room for primary was opened by Executive Principal Br. Abdullah Khan.

Following a grant from the local Council, a beautiful mosaic was developed by artist Lauren-Jade Ryan who worked with the students to complete the large artwork which included both diversity, historical and Islamic references. Our Senior Art teacher, Sis Niuma Ernst, supported our SACE students in completing an attractive mural listing the names of the Prophet Muhammad s.a.w. in lanterns hanging in a cherry tree, located outside the library. For our Morning Assembly, the presentation of Quran and Dua was updated with a new recording as well as inspiring pictures, Arabic transcription, transliteration and translation. Many thanks to Sheikh Mohamed El Sayed who provided the updated recording. Both attendance and punctuality also improved during 2021, despite the difficulties of COVID-19 and concerns over student welfare.

Educational Initiatives:

Improved educational outcomes and initiatives was the second major goal for 2021. This was achieved through:

- The introduction of Robotics from a Schools Plus grant, which included establishing good relations with other schools and extending the students understanding of STEAM with coding and working with Lego Robotics. This was led by Sis Tanya Khelwaty who encouraged the teachers with coding and activities, while managing the extensive documentation for the grant.
- Sis Heba Adel further developed our Arabic Day with fun activities, a play, nasheed and poems.
- Sis Holly Lewis organised training for the high school students in debating
- NCCD training with more support for teachers was supported by Sis Emine Atakan who improved our documentation and knowledge in how to both recognise, support and document students with learning difficulties
- Once again our students excelled at SACE, doubling the previous number of students who achieved over 90 for their final ATAR.

Activities and Engagement with the Community

In 2021 Sport has also seen our students achieve outstanding results – winning the Bachar Houli Cup, the Power Intercultural Program and interschool competitions with elite schools. Our after school sports

programs and coaching also increased. Swimming began again this year and we look forward to increasing the quality of our sports activities as well as our sports facilities in 2022.

We have held many events at the school this year including International Women’s Day with guest speakers, a successful Iftar followed by a well attended Eid Festival, Ramadan Art competition, Arabic Assemblies for both High school and primary, Quran competition and Sirah Week, Harmony Day, charitable fundraising, Remembrance Day, Teacher’s Day, Book Week, Clean up Australia, Self Initiated Project Day, Market Day and of course our beautifully run graduations of Year 12, Year 6 and Kindergarten. For each of these events AIC teachers have dedicated hours of planning, late nights in decorating and many hours of practice sessions. I would like to acknowledge the hard work of our teachers and their dedication in ensuring that AIC students have a range of fun and exciting events throughout the year. Outstanding teachers who deserve recognition during 2021 include Sis Rosalie as Deputy who handled community connections for all our events, Sis Ilknur Ozkan who supervised much of the maintenance and improvements around the school, Sis Marissa Fernandez and Sis Tanya Khelwaty who managed their respective departments as Head of Junior Primary and Upper Primary, along with Sis Kubashni Pillay who improved the quality and support of our Wellbeing program with the introduction of Skodel.

Future Outlook

For 2022 the improvement of both facilities and support for teachers and students will continue, including more shade structures, more grass and a new basketball court for the high school. New furniture is planned for primary and high school classes, more Smartboards are due to be installed, a new communications system should be in place, while an extensive review of curriculum and the accountability of our teaching systems will be put in place. Policies and procedures will be reviewed along with the support for improving leadership both of staff and students.

With COVID decimating the start of 2022, the pace of change should slow a little and allow teachers and students to consolidate the gains made in the past 2 years.

Our school at a glance

School profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2021
Total	523
Girls	270
Boys	253
Indigenous	0
Enrolment continuity (Feb. – Nov.)	520-523

Notes:

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

Characteristics of the student body

Overview

AIC Adelaide is a school based on Islamic principles and although not excluding students who are not Muslim, all enrolled students follow the Islamic faith. The majority of our students are from a low socio-economic background typically with large families and frequently with limited English or a non-English speaking background. Family occupations are generally blue collar workers running their own small businesses, while some are professionals in the medical, academic and business areas. There are many single parents and unemployed parents amongst our student community.

Our school represents the global diversity of Muslim students including refugees more recently arrived and students who have been born in Australia but whose parents or grandparents arrived from Turkey, Iraq, Iran, Palestine, Afghanistan, Pakistan, India, Bosnia, Malaysia, Egypt, Syria, the Sudan, Somalia, Eritrea, Yemen as well as Uighurs from China. Due to their backgrounds, many of our students have first experience of trauma due to forced relocation from their homeland, or are aware of the experiences of their parents living in refugee camps and struggling to arrive in Australia. There are also students whose parents have lived for a long in Australia.

As with many other schools we are seeing an increasing number of students exhibiting undiagnosed special needs including ADHD, autism and a variety of other medical conditions. For each of these students we provide extra support where required and for students with backgrounds in trauma and difficulties in adjusting socially, counselling and mentoring.

Average class sizes

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

Phase of schooling	2021
Kindy – Year 3	23
Year 4 – Year 6	22
Year 7 – Year 10	20
Year 11 – Year 12	16

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

AIC Adelaide recognises that every student brings to school their experiences, abilities, interests and natural curiosities. Within a positive learning environment, and incorporating both Explicit teaching and critical thinking, Students are regarded as having unique skills and capacities. It is the role of every teacher to understand the capacity and needs of his or her students, ensure that any gaps are addressed, and students are supported in developing not only essential literacy and numeracy, but a love of knowledge and a critical thinking mind.

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

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

1. Clear learning objectives and student goals
2. Building sound foundation skills and a positive attitude
3. Creating thinking skills through inquiry learning
4. Developing socially, physically, emotionally, and spiritually
5. Quality Feedback to Students

During 2021 teachers were trained in and followed the model of Good to Great Schools Australia with:

Opening the lesson:

- Daily review
- Learning outcome
- Activate prior knowledge

Body of the lesson:

- Concept development
- Skill development
- Guided practice

Closing the lesson:

- Review
- Independent practice

Curriculum offered

Kindergarten – Year 6

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

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

Middle School Years 7-9

Our curriculum delivery follows the premise that all students are an ‘amanah’ from Allah (swt), and our responsibility is to educate them for success in this life and the hereafter. The Middle School offers quality differentiated teaching of the content set out in the Australian Curriculum and although following Explicit Teaching as a pedagogy is gradually introducing Islamic pedagogy and principles. This model has its foundations in the Quran and Sunnah (practice of the Prophet Muhammad s.a.w.) which sees that every child is unique and born sinless, and incorporates a number of teaching approaches including Ilm (explicit teaching), Tafakkur (reflection), Muhasabah (accountability).

Key features of classroom practice include:

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

9. Provision of specific and contingent feedback
10. Nurturing and supportive classroom environment

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

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

Years 10-12

Years 10 – 12 Program:

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

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

Types of Courses:

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

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

Co-curricular activities

AIC has an active sports program activities with Interschool sports and Afterschool sports training. Swimming was continued during 2021. The upper primary attend an outdoor Camp, and students engage throughout the year in a number of activities. An afterschool Art Club operated regularly where COVID regulations permitted.

How information and communication technologies are used to assist learning

During 2021 AIC Adelaide continued to upgrade the quantity and quality of IT equipment, including Smartboards which were installed in all classrooms around the school, improvements to the internet system and training in programs such as Education Perfect for teaching online learning during lockdowns. Senior years are now all required to bring laptops to school, while all classes now have access to a laptop trolley or a computer lab.

The main administration system for managing students including recording pastoral care, communication, timetables, resources, daily notices, excursions etc, is TASS, which now also includes Markbook for collecting information on the progress of students and setting clear targets. Communication has been effectively carried out through Class Dojo in primary – where staff posted messages and information as well as work to both students and parents.

Upper primary classes developed their IT skills learning coding that was applied to Lego Robotics – a system we hope to roll out in high school during 2022.

Social climate

Overview

At AIC there is a whole school and inclusive approach to Student Wellbeing as follows:

- Assembly where students read Quran, hear announcements and have reminders relating to pastoral care and activities
- Morning meetings in home groups where students are able to build a closer relationship with their teachers
- Programs to support access to the curriculum for students of all background, identities and abilities eg EALD/ support in English, differentiated instruction with explicit teaching in all classes, modified and adjusted learning programs for students on ILP's
- Pastoral Care programs to support wellbeing eg SKODEL and the availability of school counsellors
- The Student Wellbeing Policy encourages an understanding of the causes of any student disengagement and close contact with parents in resolving issues students face at school
- strategies that engage parents and the community in the life of the school include Parents/Carers being notified about school events and learning outcomes through phone calls, texts, emails, newsletters, and our social media
- Maintaining a safe and supportive learning environment through modelling and encouraging respectful behaviour, negotiating positive learning environments and different learning techniques, while reminding and counselling for students who breach behaviour expectations before giving consequences, and rewarding students that meet expectations with recognition in Assembly, opportunities for leadership, and privileges.
- School staff create safe and positive environments with clear rules, acknowledgements, understanding of individual students, reminders and finally consequences that guide student learning behaviours.
- During 2021 a number of anti-bullying programs were instigated, along with a pilot program of 'Be Bilal'

Parent, student and 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:	2021
I have access to my child's teacher(s) when I feel the need to contact them.	76%
This school is a safe place for my child.	75%
This school keeps me well-informed of my child's academic progress.	71%
Teachers and staff model and teach positive behaviour to my child.	70%
My child is encouraged to achieve high results.	66%
This school is doing a good job in preparing my child for a career in the future.	66%
I feel well-informed about school matters.	68%
This school provides an inviting atmosphere to family members.	67%
The resources in this school are of high quality.	59%

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2021
I am encouraged to achieve high results.	61%
This school has enabled me to have a much greater understanding of my faith.	58%
I am very positive about my future.	59%
The School is helping me to become a better Muslim	58%
I feel like I belong in this school.	58%
I feel safe at school.	52%

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2021
I am onboard with the Islamic Ethos of the school.	83%
I have an appreciation for the school's mission and values.	86%
I enjoy working with other staff members.	84%
I am proud to be a member of this school.	77%
I am able to share my ideas and collaborate with other staff members.	76%
Teachers model and teach positive behaviour to children.	74%
The ICT and other resources are easily accessible.	57%
Professional development programs are enriching and of great benefit to me.	54%

Parent and community engagement

During 2021, due to COVID restrictions it was extremely difficult to engage parents in many activities in the school. As much as possible however, activities that could bring parents into the school were maintained, or live streamed on Facebook, or contact was made through Microsoft TEAMS and Class Dojo.

Parents are invited into the school at the beginning of the year to hear presentations on the school's teaching plans for that year. School Newsletters, SMS updates and regular events where parents are encouraged to attend, ensure an active involvement of parents in the school.

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

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

Note:

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

Sources of Funding: Audited financial statements summary for the Year ended 31 December 2021

Income		2021
	Fees and charges	\$ 955,818.00
	State Government Grants	\$ 1,714,344.00
	Commonwealth Government Grants	\$ 6,067,410.00
	Other income	\$ 237,432.00
	Total Income	\$ 8,975,004.00
Expenditure		2021
	Employee expenses	\$ 4,607,860.00
	Supplies and services	\$ 1,428,471.00
	Depreciation	\$ 368,376.00
	Others expenses	\$ 214,081.00
	Total Expenditure	\$ 6,618,788.00
Operating Surplus		\$ 2,356,216.00

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	50	16	0
Full-time equivalents	31	8	0

*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

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	15
Bachelor degree	23
Diploma/ Graduate Diploma etc.*	3
Certificate	3

*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 2021 were \$40,106.64

The major professional development initiatives were as follows:

- Good to Great Schools Australia Modules 1-4 online
- Education Perfect
- Naplan data analysis
- Mark book
- Robotics for PS
- NCCD process
- ILP development - AISSA
- Seven Steps
- Australian super
- Brightpath
- Collaborative learning - Language and Literacy Development

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2021
Staff attendance for permanent and temporary staff and school leaders.	99.03%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75.38 % of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

Table 11: Overall student attendance at this school

Description	2021
Overall attendance rate* for students at this school	90.66

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

Year level	2021	Year level	2021
Prep	93.42	Year 7	94.47
Year 1	90.80	Year 8	91.89
Year 2	92.92	Year 9	94.15
Year 3	93.52	Year 10	89.51
Year 4	93.16	Year 11	87.94
Year 5	92.97	Year 12	90.03
Year 6	94.38		

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.

Description of how this school manages non-attendance

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

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

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

At AIC roll mark process include the following:

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

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

- Following the completion of Rolls, an SMS notification is sent to parents advising them that their child is not in attendance
- a response is encouraged from the parent either by phone call or reply to our text with the reason for absence.
- In the circumstance that we do not get a reply, Admin will give parents a call.
- If there is no answer and there is another absence the following day still with no contact from the parent, Admin will notify the Deputy Principal.
- If the reason for absence is that their child is sick, Admin will then notify the parent that if there are any more consecutive days of absence, they will need to provide us with a medical certificate for those dates.
- If no medical certificate is provided and the office is unable to get in contact with the parent or if a parent is reluctant to provide information that is needed, the matter is then forwarded onto the Deputy Principal.

- Students with irregular attendances are also reported to the Deputy Principal.
- The Deputy Principal and /or Principal will ask the parents in for a meeting to explain absences
- If leadership is not satisfied with explanations, a formal notification is made to the truancy section of DECD (SA) as well as CARL (mandatory notification).
- For part day absences parents usually inform the school in advance so that the College is aware the student will be attending later in the day. The reason for late attendance is entered when signing in.
- Parents are encouraged to contact the school prior to the day if there is going to be a known absence ie Medical appointment.

In order to increase attendance, AIC utilizes the following:

- Explicitly teaching our 4 Core Values (READ) which emphasise reliability, responsibility and being ready to learn
- Meetings with parents
- Reminders in our Newsletters
- CARL reporting where students and parents do not respond
- Rewards ie certificates and participation in extra school activities/excursions for students for students who are punctual and have recorded good attendance

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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.

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

4. Click on 'NAPLAN' to access the school NAPLAN information.

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 Years 3, 5, 7 and 9.

Year 12 Outcomes



HIGH ACHIEVERS 2021 – 90 AND ABOVE ATAR

Well done to all Year 12 Students for your Hard Work and Congratulations on achieving outstanding ATAR



Jana Baroudi



Fatima Haq



Eman Abdulaziz



Afiqah, Mohamed Azmi



Noor Karim



Nour Kadeh



Nadia Ahmed



Omar Abdalla



Jafar Bashir Bilal



Neyas Musa

* ATAR includes bonus points.

aic.wa.edu.au

Tables 13–15 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	2021
Number of students awarded a SACE Certificate	32
Number of students awarded SACE successfully without ATAR score	2
Number of students awarded one or more VET qualifications	3
Number of students awarded a VET Certificate II or above	2
Number of students who received university offers	30

Description	2021
Number of Excellence awards received	1

Table 15: Vocational Education and Training (VET)

VET qualification	2021
Certificate I	1
Certificate II	2
Certificate III or above	0

Note:

The values in table 15:

- are as at 11 February 2021
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students have completed the following Vet qualifications

- CPC10111 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)

Students have completed units in the following courses during 2021:

- CPC20211 Certificate II in Construction Pathways

Apparent retention rate – Year 10 to Year 12

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

Description	2021
Year 12 student enrolment as a percentage of the Year 10 student cohort	88%

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.

- Our school's approach to managing early leavers

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