ANNUAL REPORT DIANELLA 2021

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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, 11 % of our students achieved 99 and above ATAR and 60% achieved 90 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.

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

Dear Parents, Students and Community

I am delighted to present to you the 2021 Annual School Report on the progress and achievements of the Australian Islamic College (Dianella) Campus.

Three years ago, we embarked on a journey towards a vision of **One Year Ahead**. Our journey towards the actualisation of this vision has seen us move from success to success, Alhamdulillah! The achievements and growth has been evident throughout our practice but in particular in the results and achievements of our students in the recent NAPLAN assessment and the UNSW ICAS tests. I would like to take this opportunity to sincerely thank all our parents, students and staff for supporting our college and embracing our vision and pursuing our goals. The close community spirit and camaraderie we share is the enduring platform upon which the college is built and on which it thrives.

This year the school has been abuzz with innovative activities that have allowed our students to extend their knowledge, develop critical thinking skills and get creative. Our STEM Exhibition is one such activity which provides our students the opportunity to use their knowledge, develop their skills, learn to reason and create real solutions to modern challenges. The learning activities in our campus did not stop there but extended well beyond the classroom and included the Annual Eid Festival, Sports Carnival, Book Week and Character Dress Up Parade.

The excitement didn't stop with our students, our **Parents and Friends** committee have also been busy and undertaken major initiatives such as introducing "**Containers for Change**" to the school, including the setup and ongoing efforts to maintain.

2021 has been a year of developments and upgrades to the campus. The internet speed and bandwidth upgrade saw internet download speeds increasing by a hundred-fold, whilst upload speeds increased five-fold. Thanks to this upgrade to our system, the school was able to move to testing online and completed its NAPLAN test online without any technical issues.

Construction of our new, $2.1 million building project has begun and will be completed and ready for use in the first half of 2022. The new building will provide the campus with twelve new classrooms and is replacing the outdated single-story.

Finally, a special thank you to all my staff for your efforts in inspiring a love of learning to all our students. Your dedication, professionalism and commitments are very much appreciated. Jazak-Allahu Khairan!

May Allah bless you with the best of both worlds.

Ustadh Wahaj Tarin
Principal
Australian Islamic College

School Overview

The Australian Islamic College (Dianella) is a co-educational institution (K to Year 10) that provides a high level of academic and Islamic integrated education. The College prides itself in employing teachers with the best experiences and providing these teachers with the resources and opportunities to enhance their professional development. The College has a distinctive 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 provides a safe, friendly and stimulating learning environment that has produced exceptional local and national results from the students over the years. The running of the College as a united family helps to promote core values that are ingrained in the school rules, behaviour management policy, classroom environment and teaching pedagogy. The College also prides itself in actively integrating its students within the local community and with other schools in interfaith, multicultural and sporting events that encourage dialogue and collaboration between cultures.

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 over 4000 students and approximately 300 staff across four campuses in Dianella, Kewdale, Thornlie and Adelaide.

School Vision

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

Values are the backbone of all teaching and learning. Our core values at Australian Islamic College are founded on:

School progress towards its goals in 2021

Our 2021 school priorities are developed from an evaluation of the School Operational Plan & ACER recommendations. Our priorities are:

1. All staff have a clear understanding of the preferred pedagogy (Explicit Instruction) and it is embedded in all planning and teaching.

2. There is continuous improvement in the literacy and numeracy achievement by students

3. The College develops its partnerships with the Islamic and wider community for mutual benefit.

4. Effective relationships between teachers, parents and students.

5. Teacher and student preparedness to transition to remote learning

The school has made visible progress in meeting the 2021 goals. These are the following areas where visible progress has been made:

1. **Curriculum, teaching and learning**
   Curriculum Delivery
   - Explicit Instruction continues to be used as the preferred pedagogy across the campus

   - Continuous improvement in the literacy and numeracy achievement by students

   - NAPLAN Performance

   - Differentiated teaching and learning and individual educational planning

   - Teachers plan their lessons using the 30-40-30 rule

   - Through Warm Ups, teachers move students' learning from short term to long term memory

   - Staff mentoring and ongoing professional learning to upskill teachers

   - Moderation exercises and cross marking

   - ICT integration across

   Assessment and Data

   - Meaningful diagnostic, formative and summative assessments are conducted to track students' learning.

   - Data from BrightPath, ACER testing, NAPLAN and fortnightly assessments are analysed regularly and used to inform teaching.

   - Remedial help and differentiation and provided

   - Adjustment of assessments for students on IEP

   Remote learning

   - Teacher and student are prepared to transition to remote learning

   - Ongoing professional learning on how to use TEAMS and One Note

   - Implementation to the following online programs (Myon, ACR, Reading Eggs, Mathletics and Education Perfect)

   Student Engagement

   - Involving students in more leadership activities

   - Regular exhibitions to showcase students' work

- Participation in national competitions such as ICAS
- Participation in intercampus competitions
- Book Fairs and Book week celebration
- Containers for Change program has been established in Dianella

2. Faith, Values and Religion
- Islamic values and heritage integrated across all subjects in the curriculum
- School-wide house system has been adopted based on the Muslim caliphates
- Variety of Islamic events and activities organised (Quraan recitation, quizzes, Adhan competition, Islamic book fairs)
- Collecting school wide data on students' Quraan reading level
- Fundraising activities

3. Student Wellbeing, and Engagement

3.1 Our Three Imperatives
In Dianella, student engagement is facilitated by the **Three Imperatives**. All staff are committed to being an inclusive community by ensuring that:

1. Students are safe, have trust, respect and feel valued
2. Students have work at their level
3. Students have friends at school

3.2 School Wide Positive Behaviour (SWPBS)

We have adopted a **School Wide Positive Behaviour Support (SWPBS)** framework. SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. Our established common philosophy is:

1. Be safe
2. Be responsible
3. Be respectful

3.3 Student Leadership

We provide student leaders with a supportive learning environment that develops leadership skills through character based learning opportunities. Our student leaders are required to work cooperatively to achieve set goals, inspire their peers and promote a culture of school pride and belonging.

Our school leadership opportunities include:
- Student Representative Council (SRC)
- House Captains and Vice Captains
- Organising school events
- Addressing school assemblies
- Fundraising projects
- Volunteering

3.4 Extracurricular Clubs

We offer a range of clubs for students, providing opportunities for children to engage and socialise outside the classroom. Some examples of our High School Clubs are:

- Archery
- Board games
- Table Tennis
- Basketball
- Drama
- Coding
- Knitting
- Cooking
- Photography
- Soccer
- STEM
- Health and Fitness

What went well

- Students achieved excellent results in NAPLAN 2021
- NAPLAN Online went smoothly after the Internet upgrade
- Increased preparedness of staff and students to transition to remote teaching
- Teachers were continuously upskilled in Explicit Teaching
- PRIME Maths was sourced to replace SignPost Math
- Construction on the new building has started
- Container for Change initiative was implemented

What issues were faced

- Greater focus in typing and computer skills in preparation for NAPLAN online.
- A handful of teachers were on long service leave and maternity leave.
- Guided reading texts were below for some year levels
- Due to the construction in school, there was limited space for exhibitions

Acknowledgment of outstanding student achievements

The College would like to formally acknowledge the outstanding achievements of our Year 3 and 5 students for achieving 2 bands above the National Mean.

- 51% of the Year 3 students have achieved Band 6 and above in Writing
- 38% of the Year 3s have achieved Band 6 and above in Spelling
- 24% of the Year 3 students have achieved Band 6 and above in Numeracy
- 15% of the Year 5 students have achieved Band 8 and above in Numeracy
- 32% of the Year 5s have achieved Band 8 and above in Grammar

The College would like to thank our students for their phenomenal efforts and commitment to their learning. We would also acknowledge the families for their continued support to their children's education.

Acknowledgment of outstanding staff achievements

The College awarded the following staff members with the Long Service Award to celebrate their continued service and dedication:

- Najat Abu Rageef
- Colleen Carter
- Lucie Moore
- Asheeqah Jones
- Tania Stavreff
- Tracey Canal
- Halida Dzamastagic
- Oussama Magar
- Hedzlyn Mahrom

- Edmund Ong
- Fatima Mohideen
- Venetia Herbert
- Fleur Laginha
- Suhaila Tookhi
- Sulaiman Jacobs
- Siti Ashraf

The following teachers were also awarded Outstanding Teacher award to recognise their contribution to the College:

- Fleur Laginha
- Tracey Canal
- Venetia Herbert
- Madina Hamimi
- Siti Ashraf
- Hedzlyn Mahrom

We thank the staff for their professionalism, commitment and care they have demonstrated in working with our students and families this year.

The following goals and priorities may have been partially completed/implemented in 2021 with an expectation of completion in 2022:

- Continuous improvement in the literacy and numeracy achievement by students
- Empowering parents as partners in the education of their children
- Organising more initiatives to ensure Dianella is a 'green school'
- Developing its partnerships with the Islamic and wider community for mutual benefit.
- Ongoing mentorship of new teachers and upskilling of staff in Explicit teaching

Future Outlook

The outlook for Dianella is very positive. The school has opened new classes and the campus and there is demand for securing a place in our college. Enrolments are granted on a first come first served basis.

Major Focus:

- Continue to improve literacy and numeracy achievement
- Ongoing mentorship of new teachers and upskilling of staff in Explicit Teaching
- Empower parents as partners in the education of their children
- Organise initiatives to ensure Dianella is a 'green school'
- Developing its partnerships with the Islamic and wider community for mutual benefit.

Targets:

- Continued progress to ensure students perform one year above their year mean

- 90% of students perform at or above the National mean for their age group

- Reduce the numbers of continuing students at or below the All Australian Schools' literacy benchmark by 50% compared to their previous results

- Increase the performance of Years 3, 5, 7 & 9 students in the top bands by 25%

- Increased engagement of students at all years with activities that improve their confidence in relating to members of the wider community

Strategies to Achieve Targets

Students:

- Continued focus on phonemic awareness, fluency, understanding and prosody to improve reading.

- Continued focus on fluency, problem solving and reasoning to improve numeracy

- Continued implementation of the Daily Literacy Block, focusing on reading, writing and spelling.

- Differentiation in teaching to cater to below, at and above benchmark students

- Improving the pace and content of Warm ups to move information from short term to long term

- Improving validity of assessments and gathering meaningful data to inform teaching

- Increase participation of Education Online Platforms

- A stronger focus on typing as NAPLAN moves online

- Providing remedial help for struggling students and developing IEPs

- Goal setting and setting success criteria

- Further develop the Student Representative Council (SRC)

Staff:

- Supporting staff through continuous refreshers and professional learning sessions

- Staff members new to the school to have a Personal Mentor

- Coaching is embedded in the school culture

- Continue to use IRIS as a learning tool to provide feedback on teaching practice

- Each teacher and the Vice Principal are engaging with the data on student achievement to improve the learning outcomes of students

Parents:

- Increase attendance of parents/carers at parent meetings

- Conduct series of parent information evenings on specific aspects of literacy and numeracy strategies to support student learning at home

- Organise phone calls/online meetings in place of face to face meetings during COVID restrictions

Our School at a Glance

School profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2021
Total	922
Girls	525
Boys	397
Indigenous	3
Enrolment continuity (Feb. – Nov.)	11

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

At AIC Dianella K -10 campus, we have students with diverse cultural background and languages. 97% of our students has a language background other than English.

Average class sizes

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

Phase of schooling	2021
Kindy – Year 3	24
Year 4 – Year 6	26
Year 7 – Year 10	21
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

Australian Islamic College is a learning community that is committed to achieving excellence. Our practices and decisions are based on informed research and accurate data collection. At Australian Islamic College, teaching and learning is developed around the Explicit Instruction model. Explicit Instruction is a structured, systematic, and effective methodology for teaching academic skills. A lesson consists of 5 key components.

The **Warm Up** is a purposeful learning activity at the beginning of the lesson for key learning areas. The objective is to move learning from short-term to long-term memory. It is also to ensure students effectively retain what they are learning, while developing their ability to apply and transfer skills and concepts to different contexts.

The teaching and learning process scaffolds learning and gradually moves from the teacher modelling the skill to students independently learning. In the **'I Do'** phase, the teacher clearly models and explains step by step the concept to be covered. **'We Do'** incorporates guided practice, with the teacher checking individual student understanding, providing immediate feedback and support. Finally, **'You Do'** sees students engaging in independent practice at their ability level. In '**Plough Back**' phase, teachers check for understanding against the success criteria.

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

We have established **Six Givens** for every learning environment.
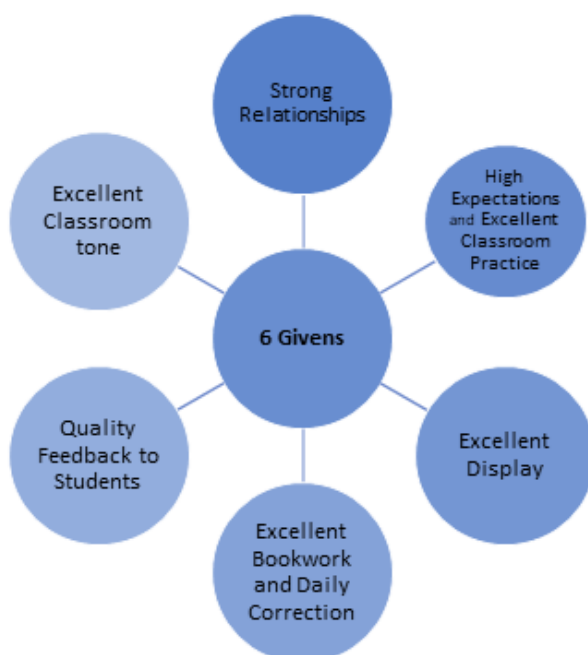
Remote Learning

AIC is committed to ensure staff, students and families are prepared when we transition to remote learning. A Remote Learning Plan has been established to ensure each child will have access to learning content and explicit instructions for each of their curriculum subjects. The main platform used for remote learning is Microsoft Teams.

The school has registered the students for the following online programs:

1. Microsoft TEAMS
2. ACR Reading
3. MyOn
4. Mathletics/Maths Eggs
5. Reading Eggs/Reading Eggspress
6. Education Perfect
7. Typing Club

Kindergarten – Year 6

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

- Early Childhood Framework Curriculum
- English
- Mathematics
- Technology and the Arts.
- Science
- HASS (Humanities and Social Science)
- Health and Physical Education
- Islamic Studies
- Quraan reading
- Arabic (Year 4-6)

Year 7-10 courses

- English
- Math
- Science
- HASS (Humanities and Social Science)
- Technologies
- Arabic
- Islamic Studies
- Quraan Reading
- Health and Physical Education
- Art

Extracurricular activities

- High School Clubs
- Student Representative Council (SRC)
- Student Leadership Opportunities
- Book Fairs
- Book week celebrations (Character Dressed Day)
- Harmony Day Celebration
- Intercampus Debating Competitions
- Intercampus Speech Competitions
- Intercampus Sport Competition
- Soccer and Footy Intercampus Competition
- Arabic Speaking Competition
- Quran Recitation Competition
- Adhan Competition
- Interfaith Programmes
- STEM exhibitions
- Year 1-6 Sport Carnival
- High School Sports Carnival
- Eid Carnivals
- Volunteering Opportunities
- "Master Chef" Cooking Competitions
- Participation in ICAS
- Semester Awards
- Year 6 Graduation Ceremony
- Positive behaviour certificates
- Fundraising opportunities
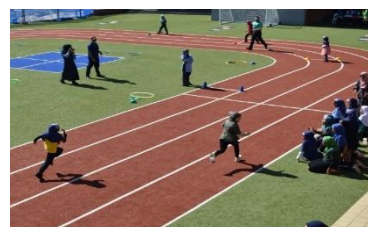
- Woodside SciTech Science Award
- School Fete
- Incursions
- Excursions
- Sport Clinics

Student Leadership

We provide student leaders with a supportive learning environment that develops leadership skills through character based learning opportunities. Our student leaders are required to work cooperatively to achieve set goals, inspire their peers and promote a culture of school pride and belonging.

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- Volunteering

High School Clubs

We offer a range of clubs for students, providing opportunities for children to engage and socialise outside the classroom. Some examples of our High School Clubs are:

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- Archery
- Green Club
- Basketball
- Table Tennis
- Coding
- Knitting
- Cooking
- Photography
- Soccer
- STEM
- Health and Fitness
- Board Games

Using information and communication technologies to assist learning

In 2019, the Australian Islamic College – Dianella Campus set down the One Year Ahead plan which aimed to increase student performance so students would perform one year ahead of their peers.

As part of this ongoing strategy, the campus has and is introducing various online programs to assist with learning, as well as to assist teachers with assessing students.

Type of program	Pre-"One Year Ahead Plan"	One Year Ahead Plan (2019 Year 1)	One Year Ahead Plan (2020 Year 2)	One Year Ahead Plan (2021 Year 3)	One Year Ahead Plan (2022 Year 4) Planned
Online programs used by students to improve their learning.	Code Avengers – Python Scratch Coding	MyOn Digital Library	Microsoft Teams – ClassNote Book Quizlet Flashcards	Mathletics Education Perfect Code Avengers – HTML Unity Game Design Software	Reading Eggspress Code Avengers – Javascript
Online programs used by teachers to improve the assessment of students.	ACER School Assessment Renaissance Accelerated Reader ICAS Assessments for Writing, English, Science and Mathematic	Pearson Reader + Cambridge GO		Turnitin Plagiarism Software	
Online programs used by teachers to moderate and manage behaviour.	TASS school management system.	ClassDojo			
Physical changes to the campus to improve				Upgrade to the school bandwidth.	

Furthermore, as a result of the ongoing pandemic the campus has increased the use of Microsoft Teams by both its staff and students. All staff have been provided with training and the relevant documentation to ensure that they can run online classrooms if the situation arises. Similarly, all students were provided with mini lessons during the course of the year, to ensure any transitions to online learning would be seamless. Staff from 2022 onwards, will be provided with a Teams Refresher course at the start of each year to ensure that the campus can move into online teaching, if the need arises.

In 2021, the IT department also worked to improve the performance and security of the school network. In terms of performance, download speeds were improved by a magnitude of 100, whilst upload speeds were improved by a magnitude of 5.

Test	Download Speed	Upload Speed	Number of Computer Used in test
Test conducted prior to the upgrade.	0.66 Mbps	13.2 Mbps	28
Test conducted after the upgrade - no additional load.	73.7 Mbps	66.7 Mbps	28
Test consisted of running Google's Speed test simultaneously across 28 computers labs in one of the school's computer labs.			

The school's firewall and website blacklist were also reviewed in 2021. With the firewall being improved to block out connections to websites that were detrimental for students. The blacklist was updated to include various social media websites and their proxies. These changes were done to ensure students were using their time productively on campus and were not being distracted during class time.

Social climate

Overview

The Australian Islamic College Dianella is a safe and nurturing environment that epitomizes the notion of **'every student matters everyday'**, providing our students with the best opportunity to develop to their full potential intellectually, spiritually, socially and physically. An Islamic spiritual and religious practice is integrated into the education experience daily and informs the school rules as well as the disciplinary processes. Our behaviour management policy involves awareness of student rights, expected student behaviour and school rules. These are acknowledged by staff, students and parents.

We have adopted a **School Wide Positive Behaviour Support (SWPBS)** framework. SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. With SWPBS, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from positive and respectful relationships among students and staff, a predictable learning environment and increased attendance.

At Australian Islamic College, we welcome and support students from diverse background. Students experience **inclusive education** when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

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
This school is a safe place for my child.	81%
I have access to my child's teacher(s) when I feel the need to contact them.	80%
My child is encouraged to achieve high results.	78%
This school keeps me well-informed of my child's academic progress.	76%
This school is doing a good job in preparing my child for a career in the future.	75%
This school provides an inviting atmosphere to family members.	70%
I feel well-informed about school matters.	68%
The resources in this school are of high quality.	68%
Teachers communicate with me regularly about my child's progress.	67%

Table 4: Student opinion survey

Percentage of students who agree that:	2021
I am encouraged to achieve high results.	68%
I am very positive about my future.	65%
This school has enabled me to have a much greater understanding of my faith.	62%
The School is helping me to become a better Muslim	60%
I feel like I belong in this school.	57%
I feel safe at school.	55%

Table 5: Staff opinion survey

Percentage of staff who agree that:	2021
I am onboard with the Islamic Ethos of the school.	88%
I enjoy working with other staff members.	86%
I have an appreciation for the school's mission and values.	84%
Teachers model and teach positive behaviour to children.	82%
I am proud to be a member of this school.	79%
I am able to share my ideas and collaborate with other staff members.	78%
The ICT and other resources are easily accessible.	72%
Professional development programs are enriching and of great benefit to me.	64%

Strategies to build effective relationships between teachers, parents and students.

- Regular and ongoing communication with parents via SMSs, memos and face to face meeting
- Update via Parents' Lounge and Students' Cafe
- Parent's information sessions

- Termly Meet the Parents sessions
- Invitation to graduation awards and semester awards
- Invitation to school events, carnivals and plays
- Termly Schoolzine Newsletter
- Parent & Friends Association activities
- Volunteering activities
- Consult and engage parents before making reasonable adjustments

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	$ 1,557,809
	State Government Grants	$ 2,282,066
	Commonwealth Government Grants	$ 9,606,753
	Other income	$ 119,397
	Total Income	**$ 13,566,025**
Expenditure		**2021**
	Employee expenses	$ 7,387,958
	Supplies and services	$ 2,116,311
	Depreciation	$ 672,451
	Others expenses	$ 183,101
	Total Expenditure	**$ 10,359,821**
Operating Surplus		**$ 3,206,204**

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	68	33	-
Full-time equivalents	63	27	-

*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	12
Bachelor degree	32
Diploma/ Graduate Diploma etc.*	12
Certificate	6

*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 $35,873.10.

The major professional development initiatives are as follows:

- Corrective Reading Decoding and Corrective Reading Comprehension
- 7 Steps in Writing
- Team Teach – AISWA
- Child Protection PD
- Briefing the Board Conference – AISWA
- Child Protection Workshop Event – AISWA
- BrightPath
- Jolly Phonics
- WHS Legislation
- Implementing Effective Documented Plans
- Islamic Pedagogy Program & Planning
- Using TEAMS Online
- Lesson Slides and Warm Up
- Staff Conduct
- School Wide Positive Behaviour Support (SWPBS)
- Turn Good Intentions into Better Outcomes
- School and Family Partnership
- Closing the Equity Gap
- Explicit Teaching Expectations
- Technology and Education
- Effective Feedback – AISWA
- Loose Parts
- Bridging Achievement Gap
- Stress Management
- Developing IEPs - AISWA
- Writing: Sentence Construction
- Using IT in Teaching
- Prime Mathematics (Primary Teachers)
- Explicit Teaching- Slide Review
- Guided Reading (Teaching Aide)

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.	94.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, **76.92%** of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021, school year was 90%.

Tables 11–12 show attendance rates at this school as percentage

Table 11: Overall student attendance at this school

Description	2021
Overall attendance rate* for students at this school	90%

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

Year level	2021
Prep	90%
Year 1	90%
Year 2	90%
Year 3	93%
Year 4	92%
Year 5	90&
Year 6	92%

Year level	2021
Year 7	92%
Year 8	88%
Year 9	87%
Year 10	84%

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 student 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

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.

Parents will be contacted via phone. if there is no answer, emails or letters will be sent to get an explanation for the students' absence. However, if there is still no contact, the school will communicate with the Department of Education to follow up with the parents for the absence of the student.

Teachers are required to mark their class roll every morning before the start of the lesson: Morning 9:00am and afternoon by 1:30pm. Ensuring that it is marked accurately and on time. Any late students without a note are sent back to the Central Office to get a late note. Roll marking is monitored daily.

The school will contact parents via SMS daily if a student has been marked absent. If there is no contact after the SMS has been sent by the school, the attendance officer will call parents directly to get a reasonable explanation for the absence of their child.

If there is still no explanation after the SMS, a letter is sent out for the explanation of the absence and to be returned to the Central Office.
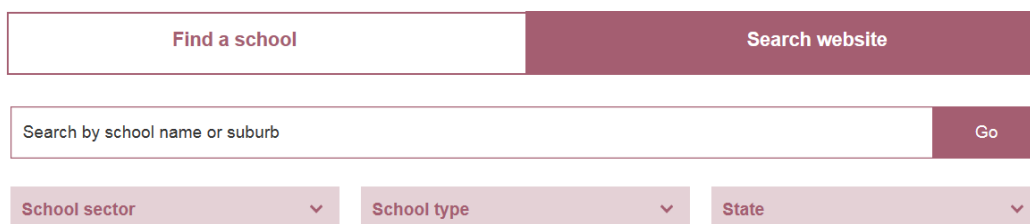
Key strategies AIC uses to increase attendance:

- Track Absence in Real Time
- Boost Personalised Learning
- Gather Feedback
- Implement Rewards
- Increase Parent Involvement

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.

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 '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.

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 students pursue further education and most of our year 10 students to transfer to our Kewdale campus to continue their education, for Year 11 and 12 (as we are K-10). The school works closely with 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.