AUSTRALIAN ISLAMIC COLLEGE

KEWDALE . THORNLIE . DIANELLA . ADELAIDE

EST. 1986

ANNUAL REPORT KEWDALE 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

Australian Islamic College, Kewdale is a school of choice for the Muslim Community living in Perth. We empower lifelong learners to take on challenges and thrive, with a strong belief as a Muslim Australian, care for others in our rich multicultural community.

It is a school imbued in heritage and a history of fine traditions of Islamic Values and Culture. School Vision – Islamic Values and Academic Excellence for Success in this life and the Hereafter is a well-chosen statement that illustrates a message for a culturally diverse community canvas.

It is with great pleasure that I present the Annual Report 2021, which provides a snapshot of the work, teaching and learning practices, and events at school.

It is hard to believe that we have reached the end of another school year.

It has been another year where the school have had managed the COVID pandemic and catered to the varied needs of the students. The school ensured ongoing learning safety and stability of its students and staff.

The school has a split-site for Primary & High School students and caters to more than 2100 students across both sites. Each classroom is equipped with the latest in technology. All teachers are highly professional and well trained in the needs of the 21st-century learner.

Students at AIC come from a wide variety of socioeconomic and cultural backgrounds. 2021 continued to see the enrolment of new families with children with diverse needs. The school maintained its reputation of being welcoming and inclusive.

The school ensures a safe, respectful, and caring environment for the school community. The students are encouraged to think critically, communicate respectfully, and always be ready to serve the diverse community.

Explicit Teaching Pedagogy & High Impact Teaching Practices The school implements evidence-based pedagogical approaches; Explicit Teaching is a signature pedagogy at school, teachers model ways to achieve the learning intention, combined with regular checks of student understanding.

The high-impact teaching strategies (HITS) instructional practices reliably increase and contribute to student learning. The teachers identify and address the needs of individual students by implementing differentiated teaching practices. The students receive a well-rounded education based on 21st-century skills made possible through the wide choice of subjects and pathways.

The inclusive education and learning support team continued to engage with AISWA and other agencies to comprehensively support our students according to their needs and learning difficulties. The collaborative intervention was sourced from therapists, AISWA psychologists, speech therapists, and
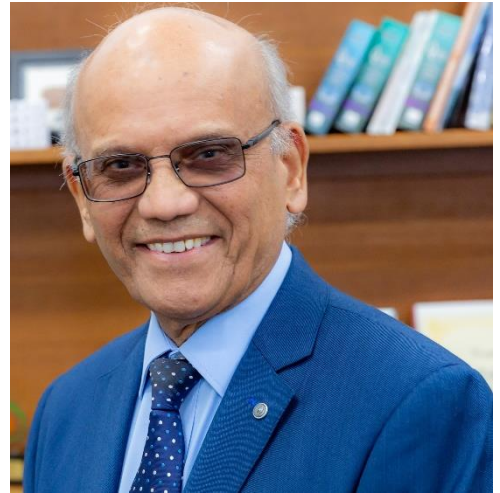
school counsellors. Education Assistants were employed to work closely with students with special needs, their teachers, and the IE team to ensure needs and documented goals were being achieved.

The annual Quran Recitation contest & Seerah of Prophet (PBUH) have been the major events by the Religion Department at school. The students demonstrated their competence in the preciseness of memorization and accuracy in the articulation of the Honorable words of Allah (SWT). The students were also assessed on the translation of the surahs as the school aimed for students to develop an understanding of the meaning and message of the Quran. It is pleasing to mention that student participation increased many folds this year compared to the previous year.

Students enthusiastically participated in Seerah Week. With a great collaboration of woodwork and art departments students designed and displayed a replica of the Prophet's (PBUH)) blessed house along with replicas of artifacts and objects that he would use. Students also prepared and participated in daily assembly presentations during the Seerah week. The highlight of the week was the department arranging a Virtual Reality experience with virtue for students and staff to view and experience different parts of the Seerah.

It has been a great journey to engage our students in critical and creative thinking as a school. The school has aimed to integrate Technologies into STEM and other core learning areas. The annual STEM and Technology exhibition reflects our professionals' successful teaching and learning in integrating Technologies. Students are actively involved through a scaffolded process to achieve and engage in authentic and hands-on learning as they create innovative projects as a product.

School progress towards its goals in 2021:

The students at Australian Islamic College are supported in their studies by 156 teachers and staff. The teaching staff adheres to the National Professional Standards for Teachers, including having obtained appropriate qualifications for teaching and abiding by the Code of Conduct for teachers.

The student's achievements are the result of experienced and dedicated staff, leadership team, heads of learning areas, classroom teachers, and support staff. I would like to thank all staff for their work in 2021 and for consistently going over and above the call of duty to ensure every student had the best chance of success.

I would also like to thank the leadership team for their commitment to improving student outcomes and collectively working to find solutions to the many challenges that 2021 presented.

The Year 2021 was an academically successful year for all students. The fantastic academic achievements of our Year 12 students in 2021 are remarkable.

With 100% VET achievement, the overall performance of 154 Year 12 students in 2021 was very pleasing. The Median ATAR 83.25 was higher than the previous year with a WACE achievement of 90%.

In years 3,5, 7 & 9 students learned new technologies and assessment protocols and took their NAPLAN online. We set aspirational NAPLAN targets; the targets are not only met have also shown increased achievement exceeding the state and national average.

The school offered Foundation Math & English courses to enable more OLNA focussed content in curriculum delivery for the students who were not meeting the literacy and numeracy benchmark

required for WACE. Regular motivational sessions were conducted for Year 10, 11 & 12 students to set both short-term and long-term academic targets and goals.

Future outlook:

- Restructuring School Leadership:
    - Deputy Principal High School
    - Deputy Principal Primary School
    - Assistant Principal Upper Secondary
    - Assistant Principal Lower Secondary

- Reduce OLNA number for all year 11-12 students for 100% WACE achievement
- Working towards meeting new goal median ATAR of 90.
- Continue to use school data to inform students' performance and pathways for years 11-12.
- Divine Seekers – a new AIC developed endorsed program to be approved by the Authorities.
- Career Pathway Advice is provided to all year 10-12 students with support from the newly appointed Career Advisor
- Use of technologies and increased online learning options will be explored.
- Continue to identify and use expert teachers to facilitate professional learning in ICT
- Support teachers to trial innovative or evidence-based practices in ICT
- High-quality teaching – High Impact Teaching Strategies are implemented in AIC's teaching practice.
- Academic Accelerated Program for Year 7, 8, 9 & 10 students.
- Year 11 & 12 early starts in term 4, 2022
- Targeting all Year 9 students to achieve band 8 or over. A decrease in band 6 and 7 from Year 9 NAPLAN testing to limit the number of students sitting for OLNA in Year 10.
- Continue Integrate Islamic Values across all learning areas.
- Continue spiritual uplift and enhancement – Hifz-ul-Quran, Seerah Week
- Student Leadership Team - Provide leadership opportunities for students – involving students in the decision-making process and creating a school climate of connectedness.
- Use analytics data to inform future planning for teaching and learning.
- Continue providing diversified electives to year 9 and 10 students to allow for extracurricular integration with core subjects including sports academy for girls and boys.
- Integrate new technologies to enhance learning and communication.
- Provide an outstanding learning environment and facilities that equip us to respond to challenges and opportunities.

Our school at a glance

School profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2021
Total	2005
Girls	1007
Boys	998
Indigenous	2
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

Average class sizes

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

Phase of schooling	2021
Kindy – Year 3	20-29
Year 4 – Year 6	29
Year 7 – Year 10	25
Year 11 – Year 12	25
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.	

Overview

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

Curriculum delivery

Our approach to curriculum delivery

The Australian Islamic College follows the School Curriculum and Standards Authority. This sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire. The School encompasses a holistic outlook on Educational delivery. The overarching academic imperatives laced within a values-driven curriculum is how we overlap our instructional

output. The viable curriculum based on explicit instruction and HITS program provides the school with an effective blueprint on planning, delivering, monitoring and assessing effective delivery utilising ICT in the classrooms.

Curriculum and primary school:

1. The Early Years Learning Framework

2. Kindergarten Curriculum Guidelines

3. Pre-Primary to Year 6 Curriculum

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

At school, our teaching and learning program is supported by evidence-based strategies. We aim to use several strategies to guide our teaching and learning.

- Whole School Planning Approaches
- High impact teaching strategies
- Explicit teaching practices
- AITSL Standards
- Literacy and Numeracy Blocks
- Collaborative Processes
- Staff Capacity Building
- Clever touch Technology
- Use of data and other evidence related to student performance
- Parent Capacity Building

In the primary, we have both generalist teachers as well as specialist teachers. Students Participate in all eight learning areas as specified in the Australian Curriculum.

Curriculum and High School

Year 7 – 10 Programs
Years 7 – 10 programs build strong foundations for further studies and future course selection. It is compulsory for all students to attend and attain reasonable grades while studying English, Mathematics, Science, Health & Physical Education, HASS, Arabic, Quran & Islamic Studies, Arts & Technologies.

Electives:
Students in Years 9 and 10 can select one elective for each semester. Some of these electives are run across two semesters and some are only offered for one semester.
- Performing Arts – Drama
- Visual Arts
- Photographic and Digital Media
- Journalism Design
- Leadership, Personal Wellness and Financial Literacy

- Hifz-ul-Quran
- Police Rangers
- Soccer Academy
- Badminton Academy
- Netball Academy
- Investigating in Science
- MakeCode-Micro:Bit
- Game Design and Development
- Photography
- Food Science
- Creative Textile

Years 11 – 12 Program:

Year 11 - 12 students are provided with a diverse range of subjects WACE WA & VET Curriculum.

Features of the Curriculum:

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

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

Types of Courses:

- ATAR course units for students who are aiming to enrol in a university course directly from the school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

- General course units for students who are aiming to enter further training or the workforce directly from the school. These courses will not be examined by the Authority

- Foundation course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

- Preliminary course units for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

- Endorsed programs are a significant learning program that has been developed for year 11 and 12 senior secondary students. They are developed by the school and endorsed by the School Curriculum Authority and contribute to the achievement of WACE.

- Vocational Education and Training industry-specific (VETis) courses for students who are aiming to enter further training or the workforce directly from the school. VET is courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognized qualification and mandatory industry-related workplace learning.

Co-curricular activities

Our Co-curricular programs offer a wide range of opportunities for students across all learning areas.

- Futsal Tournament
- Sports School WA Soccer State Championship 2021
- Volleyball Exhibition Match
- Basketball Tournament
- Netball Tournament– Fremantle Netball Association
- Badminton WA Interschool Tournament
- Maths Empowering Girls Day
- Next Gen - Energy Club of WA Student Expo Day, ECU Joondalup
- Year 11 Outdoor Education Hike
- WA State Theatre – Animal Farm
- Police Rangers Camp
- WA Museum Boola Bardip - Creative Entrepreneurs Workshop
- Book week
- ICAS
- Artist talks – WA Art Gallery
- Resource technology Showcase
- Big Day In – Digital technologies event
- Career Expo
- Elevate Education Study Workshops
- STEM Outreach Program
- Quiz – Life & Teaching of Prophet (PBUH)
- Seerah Week – Lecture Series – Life & Teaching of Prophet (PBUH)
- Developing and supporting students with subsidized after-hours enrichment programs and tuition classes
- Excursions & Incursions
- Leadership Ceremony
- Principal's Morning Tea with the students
- Parent's Information Sessions
- Science Week
- STEM, Arts & Technologies Exhibitions
- Student Leadership & Public Speaking
- Teacher Recognition of Excellence in Teaching
- Theme Based Morning Assemblies – Sharing Thoughts, Themes & Traditions
- Year 12 Annual Dinner ▪ Year 12 Farewell Assembly
- Year 7-10 Annual Sports Carnival

How information and communication technologies are used to assist learning

- Bring your own device policy introduced for year 11 and 12 students to provide access for students to use their personal device for research and study
- Turnitin program incorporated into high school for students' electronic submission of assignments. This program ensures original work from students and addresses potential misconduct and authentic learning.

- Well-equipped technologies labs to educate our students to cope with current uses of technology. Computer labs have all in one computer linked to a fast internet connection. Each student has his/her own workspace.

- Seamless transition to Remote teaching and Learning during the Covid-19 lockdown through Office 365.

- Teachers continued to provide high-quality teaching programs via the TEAMS platform. Teachers met with their classes according to the regular school timetable during the lockdown. Students could access daily teaching videos, digital resources and submit their work through TEAMS.

- Students and staff, who did not have access to a device during the lockdown, were issued with laptops to support them during periods of online learning.

- Live streaming of major school events such as Graduation, Award ceremonies and Assemblies through AIC's social media platforms

- AIC Digital Library - a very valuable resource. It has a good collection of books ranging from classics to recent releases, providing general reading facilities for every age, interest and reading level

- Smartboards in all classrooms across the school, enhancing the learning opportunities for all students, with all teachers using the boards in their teaching and learning programs.

- All departments have access to laptops for digital work in the classroom

- Laptops and iPads are available for students with special needs.

- A range of online and school purchased programs, support and extend students across the school.

- The school has invested in Codeavengers, Microbits and Unity software to support coding and the Digital Curriculum.

Social climate

Overview

The Australian Islamic College is committed to providing a safe, respectful, and disciplined learning environment for all students, staff, parents, and visitors. It is through our Islamic heritage and values system the school focuses on the wellbeing of their students. The school climate is underpinned by the values.

The Australian Islamic College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole-school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritized, where all students can experience success and staff enjoy a safe workplace.

The elements of our school climate that create the conditions that support the intentional development of the positive social climate at our college are as follows:

- Supportive, respectful, trusting relationships - between students, teachers, staff, and the community.

- Engagement – a sense of belonging and connection with adults and peers at school.

- Safety – when students feel safe, they are more willing to focus on learning and take academic risks.

- Value-driven – a set of behaviours, attitudes, and policies that enables students and teachers to work more effectively by being conscious of their settings and interactions

- Cultural responsiveness – instructional approaches and models to scaffold learning by using students' cultural knowledge and helps students counteract negative dominant narratives

- Challenge and high expectations – creating conditions where students are more personally motivated to succeed and be actively engaged in learning and achieving their goals.

The Australian Islamic College is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Our School varies what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning, and demonstrate their learning.

The Australian Islamic College uses Positive Behaviour for Learning (PBL) as the multitiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. At The Australian Islamic College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff takes responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations, and striving to use behavioural incidents as opportunities to re-teach.

Within a school environment, students may face a wide range of behavioural, emotional, social, and psychological challenges that, if left untreated or ignored, may impact their wellbeing, growth, and academic progress. These include mental illnesses, relationship difficulties, traumatic experiences, self-esteem problems, substance abuse or other addiction-related issues. Australian Islamic College, being academically driven, is keen to provide a healthy support system for their students to rely on, to nurture their growth and increase their abilities to face emotional, social, and behavioural challenges in the future. We have experienced counsellors on our campus who give the one on support and help to these students. We have an established process for students to be referred to our counsellors.

Parental involvement is a key element in achieving success for students learning. At the Australian Islamic College, we find that when parents have engaged their children's school lives, students have the home support and knowledge they need to not only finish their assignments but also develop a lifelong love of learning. All our teachers have access to all parents of their students, this allows them to introduce themselves and to create rapport with parents and students. It provides the link from home to school, so students are kept up to date with what is happening as well as their parents.

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.	76%
I have access to my child's teacher(s) when I feel the need to contact them.	75%
This school provides an inviting atmosphere to family members.	69%
This school keeps me well-informed of my child's academic progress.	73%
My child is encouraged to achieve high results.	71%

Percentage of parents/caregivers who agree[#] that:	2021
I feel well-informed about school matters.	69%
This school is doing a good job in preparing my child for a career in the future.	68%
Teachers communicate with me regularly about my child's progress.	68%
The resources in this school are of high quality.	68%

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2021
I am encouraged to achieve high results.	70%
This school has enabled me to have a much greater understanding of my faith.	67%
The School is helping me to become a better Muslim	66%
I am very positive about my future.	64%
I feel like I belong in this school.	62%
I feel safe at school.	62%

Table 5: Staff opinion survey

Percentage of staff who agree[#] that:	2021
I am onboard with the Islamic Ethos of the school.	90%
I have an appreciation for the school's mission and values.	88%
I enjoy working with other staff members.	87%
I am able to share my ideas and collaborate with other staff members.	83%
I am proud to be a member of this school.	82%
Teachers model and teach positive behaviour to children.	78%
The ICT and other resources are easily accessible.	70%
Professional development programs are enriching and of great benefit to me.	62%

Parent and community engagement

Parental involvement is a key element in achieving success for students learning. At the Australian Islamic College, we find that when parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments but also develop a lifelong love of learning. All our teachers have access to all parents of their students, this allows them to introduce themselves and to create rapport with parents and students. It provides the link from home to school, so students are kept up to date with what is happening as well as their parents.
This is done regularly, via emails, directly and as a whole school to keep parents up to date with all relevant information with their child and with the school.

Along with what is mentioned above, we also run parent-teacher interviews twice a term to keep parents updated on their child's academic process.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behaviour.

- Parent Lounge available to link parents with school information regarding their child's academic performance and to connect with the teachers
- Schoolzine newsletter to keep parents up to date with the activities and priorities of the school
- AIC Facebook, Instagram, and YouTube account to provide regular updates on events running in each of the AIC's campuses
- Parent-Student Information sessions run at the beginning of each year. Information emailed to parents and uploaded onto the school website
- Daily opportunities for parents to book appointments to meet with Deputy Principal Upper Secondary via an open online booking system
- Parent-Teacher conferences are held each term where parents can use the online booking system to see all their children's teachers
- Regular email correspondence by teachers with parents
- The IE coordinator meets with parents and teachers to identify the independent learning needs of students requiring additional support.
- Parents are involved in student's subject selection – Year 8 & 9 Electives and Year 11 & 12 subjects
- Parents are invited to award ceremonies to celebrate student achievements.
- Parents are welcomed to join in assemblies like ANZAC Day, Harmony Day, Seerah Week Assemblies as well as everyday morning assemblies.
- Live streaming of major school events such as Graduation, Award ceremonies and Assemblies through AIC's social media platforms to ensure that strong links were maintained with the parents and the school community during the pandemic

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	$ 4,218,749.00
	State Government Grants	$ 5,835,939.00
	Commonwealth Government Grants	$ 21,961,442.00
	Other income	$ 2,548,580.00
	Total Income	$ 34,564,710.00
Expenditure		**2021**
	Employee expenses	$ 18,271,605.00
	Supplies and services	$ 3,921,496.00
	Depreciation	$ 2,650,431.00
	Others expenses	$ 1,071,036.00
	Total Expenditure	$ 25,914,568.00
Operating Surplus		$ 8,650,142.00

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	159	80	0
Full-time equivalents	144	53	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	27
Bachelor degree	90
Diploma/Graduate Diploma etc*	24
Certificate	5

*Graduate Dip loma etc . inc ludes Graduate Dip loma , Bache lor Honours Degree, and Graduate Certificate.

Professional development

Professional development is a weekly occurrence to build staff efficacy and to set high expectations in all areas of the school environment. The school encompasses collaborative thinking building on the strengths and the capacity of the collective to ensure the best delivery can be differentiated intervening when necessary and excelling students who are also in need.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2021 were $88,587.43.

The major professional development initiatives are as follows:

- Average staff attendance for this school as percentages
- High Impact Teaching
- YCDI Education
- Explicit Instruction
- Drama
- Visual Arts
- Homework on TASS
- Workbook use
- Live streaming and video conferencing with students
- IT skills for the 21st Century
- Virtual PD – Curriculum Consultant The Arts
- Ready to Thrive
- Analytics
- Pastoral Care and Student Wellbeing
- Introduction to Restorative Practice
- Student Behaviour Management

- Peer observations
- NAPLAN preparation
- IRIS professional development
- Sharp Reading
- 7 steps Implementation
- High Impact teaching strategies and practices
- English General and Foundation
- Inclusive Education
- EALD ATAR workshop
- AISWA - ATAR course examination special course provisions
- SCSA – Syllabus delivery audit training
- Visible learning
- Essential Mathematics CORE WA
- Collective Efficacy
- Education Support student learning sessions
- Prepare for student learning
- AISWA - Development of the IEP Preparation,
- Concern and Consideration
- UniReady
- Creating class notebooks
- Microsoft Teams including managing online classes; crafting collaborative learning environment; creating authentic assessments

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.	95%

The proportion of staff retained from the previous school year

From the end of the previous school year, 77.97% 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, the school year was 80.02%

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2021
Overall attendance rate for students at this school	80.02%

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

Year level	2021	Year level	2021
Prep	90.67	Year 7	91.83
Year 1	93.42	Year 8	90.29
Year 2	92.27	Year 9	87.09
Year 3	92.13	Year 10	89.00
Year 4	92.75	Year 11	89.80
Year 5	91.33	Year 12	86.49
Year 6	93.47		

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 = Datawithheld to ensure confidentiality.

Description of how this school manages non-attendance

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

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.

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 Years 3, 5, 7 and 9.

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 WACE Certificate	139
Number of students awarded one or more VET qualifications	75
Number of students awarded a VET Certificate II or above	75
Number of students who received university offers	81
Number of Excellence awards recieved	1

Table 14: Vocational Education and Training (VET)

1. Certificate II Business
2. Certificate III Business
3. Certificate II Sports and Recreation
4. Certificate II Sports Coaching
5. Certificate II Community Services
6. Certificate III Retail
7. Certificate II Automotive
8. Certificate IV Preparation for Nursing

VET qualification	2021
Certificate I	0
Certificate II	75
Certificate III or above	9

Apparent retention rate – Year 10 to Year 12

Table 15: 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	72%

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
A small number of students have moved interstate or to other schools often due to parent relocation for employment and family reasons and social connections.
Year 12 Leavers
The majority of our Year 12 students moved on to Higher Education, ie. University or TAFE. Some Year 12 students chose to take a break from studies and joined the workforce