



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

# ANNUAL REPORT THORNIE 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



Assalamu Alaikum Warahmatullahi Wabarakatuh,

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

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

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

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

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

### **School Achievements:**

In 2021, we were able to hold a number of school events, including school excursions and incursions. Alhamdulillah, we achieved many things in 2021, such as:

- Amazing NAPLAN results for our year 3 and 5 students. We are so proud of our students' huge achievements. I would like to sincerely thank our hard working and highly dedicated teachers and our diligent and highly motivated students. I also would like to thank our parents for their support and cooperation.
- ICAS Certificates - Merits, Credits, Distinctions and High Distinctions in the areas of Digital Technologies, English, Writing, Spelling, Mathematics and Science.
- The installation of the Interactive White Boards with the latest touch-screen technology in many of our classrooms. This will certainly enhance teaching and learning across the school.
- In 2021, we continued with our project-based learning in the form of STEM projects and the integration of Design and Digital technologies across curriculum.
- The formation of Year 6 Student representative Councillors.

### **Our Teachers:**

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

### **School Resources:**

With only the very best for our children in mind, classrooms are equipped with an abundance of teaching and learning resources that are updated with current technologies. Such resources include:

- educational books,

- maths equipment,
- STEM resources (Ozobots, Spheros, Edison, Blue Bots, Little Bits and Micro Bits).
- Interactive White Board in every classroom.
- Students also have access to laptop computers, iPads and a first-class school library.
- The Accelerated Program that is run in the library encourages students to develop their love of reading and improve their literacy skill
- Our school has also subscribed to MyOn, which is an online library, to make it easy for our students to have access to digital books and encourage and develop a love of reading in our school.
- We also have a subscription with Mathletics, our students can access the programs from anywhere and at any time.
- Mathletics
- Reading a-z program
- Reading Eggs online program

#### **Islamic Values and Islamic Heritage:**

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

#### **Academic Excellence:**

Our school strives for 'academic excellence and success in this life and the hereafter.' We combine and integrate high scholastic standards with spiritual nurture to enable our students from all communities and cultural backgrounds to establish their identities as Australians within a democratic society and to develop the knowledge, skills and values that will empower them to participate and contribute as good and active citizens.

#### **Building Construction in Progress:**

Towards the end of 2020, the demolition of A Block started to take place. Our plan is to rebuild the A Block with more classrooms, a two-storey building and a gymnasium. During this building construction, we need everyone's patience and understanding, support and cooperation as we did not have as much space at our school until the building construction is complete. We are all looking forward to our beautiful school, Insha-Allah.

#### **Positive Parent – Teacher Partnership:**

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

I would like to thank all parents for their continued patience and cooperation during this rebuilding stage. In general, I would like to take this opportunity to once again thank parents for their wonderful support. I would also like to thank Thornlie P&F and parent helpers for their suggestions and thoughtful input, their wonderful support and valuable contribution throughout the year. Finally, I thank our upper management for their guidance and wisdom.

**Kindest regards,  
Endah Hayes  
Principal**

## **School Overview**

The Australian Islamic College Thornlie is a coeducational institution which provides a high level of academic and Islamic integrated education for students from K to 6 (co-education). Since 1986, this Islamic educational facility has provided the best in academic achievement and in its philosophy of high morals and conduct. AIC believes that a solid academic education coupled with morals and values teachings is the greatest legacy for its students. The College has a unique mix of students from a wide variety of cultural and ethnic backgrounds allowing students to develop a better understanding and appreciation for Australia's multicultural society. Students are taught to be proud Australian citizens and to contribute in building a prosperous, harmonious and safe Australia. The College's success in achieving its educational objectives is attributed to its network of experienced teachers, its emphasis on effective learning and its goal of inspiring its youth to aim for excellence in both academic and personal spheres of life.

### **History**

The Australian Islamic College (previously named the Muslim Community School) opened its doors in February 1986. Our visionary founder Haji Abdallah Magar recognised that there was no faith based educational institution catering for Muslim student and fearing that their rich heritage, both cultural and religious, would be lost he established the first Islamic School in Western Australia with a modest network of 50 students and 3 teachers.

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

### **Vision Statement**

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

### **Mission Statement**

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

### **Values, Ethos and Philosophy**

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

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

### **AIC Values**

In Year 2021, some of our teachers (from three colleges – Thornlie, Dianella and Kewdale) were sent to attend a Professional Learning on "Islamic Pedagogy in Islamic Schools" organized by University of South Australia. By the end of the year a team was formed to work on developing our own AIC Values, which are:

1. Faith
2. Knowledge
3. Service
4. Excellence
5. Compassion

6. Courage
7. Resilience

### **School progress towards its goals in 2021**

- Continued improvement in Literacy and Numeracy
- Continue to embed Direct Explicit Instruction across the school with special emphasis on the delivery of lessons
- Continue to develop and build upon the partnerships with parents and the wider community
- Continue to build teacher capacity by ensuring teachers are able to collaborate with each other and engage in professional dialogue.
- Continue to identify and support students who are at risk.

### **What went well**

- We achieved amazing NAPLAN results again in 2021 in Year 3 and 5, and this year was the first year our school implemented online NAPLAN
- All teachers took on board Direct Explicit Instructions and their planning reflects that they are clearly implementing this pedagogy across the school.
- At risk students were identified very early in the year and received the necessary interventions from our remedial teachers who were working tirelessly to bring about an improvement and reduce the gaps in their learning.
- Implementation of MyOn, Mathletics and Accelerated Reader Programs
- Established strong partnerships between the school and families.
- Teachers worked in collaboration to increase and develop teacher capacity.
- Community integration – we invited politicians, school and community leaders and other organisations within the wider community to our school events.
- Parents were invited into classrooms to participate in a variety of different activities and morning teas.
- Implementation of our Behaviour Policy that was child friendly and placed a great focus on its restorative approach.

### **Acknowledgment of Outstanding Students**

- Mid-term and end of term certificates
- ICAS Awards
- NAPLAN Awards
- Exemplary Behaviour Awards
- MyOn Reading Competition Award
- Accelerated Reader Competition Award.
- End of Year Awards (in Literacy & Numeracy, Quran and Islamic Studies)

### **Short & Long-Term Goals and Our Improvement Agenda**

Based upon our data derived from NAPLAN, On Entry Assessment, ACER Diagnostic assessments, Brightpath along with the advice and guidance from the ACER Review panel and other professional staff, we developed

our school Improvement Agenda. The Operational and College Strategic Plans have been developed and implemented in order to achieve our College goals and targets both short and long term.

Within our Improvement Agenda embedding explicit teaching was a main priority as it is our College wide pedagogy with a focus on differentiated instruction. In Literacy the focus was on continuing with Guided Reading and developing reading fluency. We use the Oxford-Word Lists as well as the Fry's List for sight word recognition and fluency. In Maths the focus was on fluency and problem-solving strategies. We purchased many new resources and books both fiction and non-fiction, maths equipment for all year levels, STEM resources and robotics as well as online school subscriptions such as Reading A-Z, MyOn, Reading Eggs and Mathletics.

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

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

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

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

### **ESL and Remedial Classes**

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

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

### **Students with Special Needs**

We provide additional support for our students with special needs. These students were removed from their main stream classes to attend sessions daily where they received an intervention from our specialist teachers. The specialist teachers worked in collaboration with the class teachers in developing the students' Individual Education Programs to monitor and track students' progress and set targets, in collaboration with their parents, for them to achieve.

### **Professional Learning Team**

We have a strong Professional Learning Team where teachers are engaged consistently in professional dialogue, sharing ideas and working in strong collaboration with each other. Teachers within the same year level met once a week during their common DOTT (Duty Other Than Teaching) to discuss programs, share

ideas, plan and discuss other matters related to their students' progress and wellbeing. We also encouraged the teachers to observe lessons and provide feedback to their colleagues. At Thornlie, we work very much in collaboration with each other. We have a strong, supportive group of teachers who work collaboratively to build teacher capacity across the school.

### **Staff Appraisal**

Staff Appraisal was conducted once per term based on AITSL standards. The Principal conducted many pop in class visits throughout the year and provided the teachers with support and feedback. The Curriculum Coordinator also conducted class visits each semester and provided teachers with feedback and support to ensure that all teachers are on board with, and are committed to, the improvement agenda as set out in our School Strategic Plan. At the end of each term teachers were required to complete a self-evaluation. A final appraisal is conducted in Term 3/4 where a very thorough report is created for each teacher.

### **Mentoring and Coaching**

We have a mentoring system in place to provide the necessary support to our new graduate teachers and less experienced staff members. A mentor is allocated to each new staff member to provide them with support. The mentor will meet regularly with their mentee to ensure they are on track and are aware of all the school policies and procedures as well as the school-wide pedagogy. Coaching takes place and is an integral part of school life, teachers regularly visit each other's class rooms to observe and provide feedback.

### **Behaviour Management System**

Our Behaviour Management System is based on Islamic moral values. Positive reinforcement was emphasized. Students were taught how to self-reflect. At the beginning of the year our Behaviour Coordinator, worked in collaboration with the class teachers, informed the students explicitly about our Behaviour Policy, Student Code of Conduct, school rules and school expectations.

To exercise positive reinforcement, the students were acknowledged for their exemplary behaviour and received certificates of acknowledgment.

### **Project-Based Learning**

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



### **You Can Do It Program:**

For the past several years, we have been using the You Can Do It Social Emotional Learning (SEL) program. Each term we revisit a new key to success while embedding all keys to success across the curriculum. The Five Keys to Success are: Organisation, Get Along, Confidence, Persistence and Resilience. We pay special attention to students' physical, social, emotional and spiritual wellbeing as we firmly believe that resilient, confident students who feel good about themselves, will achieve their full academic potential as well. Protective Behaviour as part of our Health Program. Protective Behaviour lessons are also taught each term with special emphasis on the two key messages that; 'Everyone has the right to feel safe at all times' and 'Nothing is that bad that we can't tell someone we know and trust.'

### **Excursions and Incursions**

The school participated in numerous excursions and incursions in order to boost our students' learning experiences and to give them ample opportunities to interact and integrate with the wider community.



Year 1 excursion to Scitech



Sercul Incursion – Landcare Group

### **Quran and Islamic Studies Lessons**

Through our Quran and Islamic Studies program implementation and skillful teachers, the level of our students' Quran reading was excellent. To ensure the effectiveness of teaching and learning in Quran and to enable in achieving our target that by the end of year 2, students must be able to read Quran, each Quran teacher within the Lower Primary (Year 1 to 3) only taught a maximum of 15 students. Alhamdulillah this worked very well, and significant number of students were able to read Quran before they entered Year 3.

### **Parent Involvement**

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



## School Events

Our 2021 School Calendar is as follows:

- Online Teaching & Learning from Tuesday 2<sup>nd</sup> February to Friday 5<sup>th</sup> February
- Morning Assembly Speeches on Islamic Values
- Student Representative Council – Badge Presentation and Morning Tea
- Ramadhan Speeches
- Eid Al Fitr Celebration
- Eid Al Adha Celebration
- Harmony Day Celebration
- Clean Up Australia Day
- Student Certificate Day
- Exemplary Behaviour Certificates (presented in the Mosque)
- Morning Tea for Parents
- National day of Action Against Bullying and Violence – whole school event
- Photo Day
- AEDC (Australian Early Development Census) for Pre-Primary students
- Census Day – February
- Census Day – August
- Lock Down Drills.
- Parent – Teacher Meetings
- Science Week
- Book Week - School Parade.
- Sport Carnival – Early Childhood
- Sport Carnival – Primary
- STEM Exhibition
- Exhibition
- Staff, parent and Student Survey
- P&F Acknowledgement Day
- Staff Flu Vaccine
- Staff Dinner



Book Week



STEM



Science Week – Food by Design



Staff Dinner



Pre-Primary Farewell Picnic in Mills Park, Beckenham



Clean Up Australia Day

**Graduation Ceremonies**

- Kindergarten Graduation
- Pre-Primary Graduation
- Year 6 Graduation



Kindergarten Graduation



Year 6 Graduation

### **End of Year Awards – Excellence in:**

- Literacy & Numeracy
- Quran
- Islamic Studies
- Exemplary behaviour
- ICAS
- NAPLAN



End of Year Awards – ICAS



End of Year Awards – Exemplary Behaviour

### **Orientation Day:**

- Kindy Orientation
- Pre-Primary Orientation
- Year 6 Orientation

### **Visits from:**

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

### **Fundraising Activities**

- Year 5 Fundraising for World Wildlife Fund
- Fundraising for Palestine
- Fundraising for Ajit Khan Family (Katanning tragedy)
- Sausage Sizzles by P&F
- Sport Carnival Stall by P&F

- Year 6 Food Stall: Chicken Treats & Krispy Kreme Donuts
- Toy and Book Sale

### **Excursions**

- Tropical Twist
- Mills Park, Beckenham
- Neighbourhood Walk
- Scitech
- AQWA
- Fremantle Prison
- Parliament House
- Lolly Pop Play Land
- Pre-Primary Farewell Picnic in Mills Park, Beckenham
- Laser Blaze & Hoyts Cinema Willetton

### **Incursions**

- School Cleaning Audit Incursion
- Sercul Land-care Group – Indigenous Incursion.
- Electoral Education Centre Incursion
- Meeting a scientist from Curtin University

### **Assessments**

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

### **Competitions**

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

MyOn Competition winner in 2021 was Year 3A - the students read 14,010 books. The Accelerated Reader Competition winner was Year 3B class - the students took 563 quizzes with 83% accuracy. Congratulations Year 3A and 3B students for their huge achievement this year.



Quran Recitation Competition



MyOn & AR trophies

#### **Meetings held in 2021:**

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

#### **Future outlook**

#### **Our commitment is to:**

- Continue to improve NAPLAN results
- Keep and / or improve retention of students and staff.
- Continue with our focus on effective teaching and learning and embedding the Explicit Direct Instruction Model
- Continue with the implementation of AITSL standard
- Maintain the integration of values and Islamic Heritage
- Literacy focus and integration across the curriculum with a special focus on the 12 Reading Strategies
- Continue with the implementation of project-based learning, STEM, Design Technologies and Digital Technologies

- Continue to implement separate timetable, lunch and recess for Lower Primary (Kindy to Year 3) and Upper Primary (Years 4 – 6)
- Look after students' welfare by providing a School Psychologist, School Counsellor and pastoral care support system
- Continue to provide essential support to students with special needs and remedial students
- Provide high quality assessment tasks and test papers
- Provide early interventions for students with behavioural issues and those who are academically at risk
- Continue to implement differentiated program
- Continue our participation in community involvement
- Continue with termly Parent – Teacher meeting and parent participation and engagement
- Continue to implement STEM, robotics and other extracurricular activities
- Continue to implement Teachers mentoring and coaching program specially the new teachers
- Zero tolerance on bullying and Online Safety Program for staff, students and parents
- Continue to implement the restorative approach to behaviour management
- Continue with Performance Management goals
- Continue to implement the five school rules
- Continue to monitor students' progress and student support systems
- Appoint a Student Representative Council from the Upper Primary students
- Continue to take part in more leadership training and activities.
- Continue to take part in community development such as Clean Up Australia Day, Harmony Day and any other initiatives
- Parent awareness program for community integration.
- Continue to welcome visitors visiting our school
- Maintain school buildings and structures
- Maintain and improve the school grounds
- Continue to implement and extend student leadership programs.
- Maintain positive Parent – Teacher – Student relationships
- Create a calm, sound and safe school environment
- Improve student and staff well-being

#### **Our Target:**

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

#### **Strategies:**

- On-going professional learning for teachers to ensure that they have the confidence and capacity required to achieve excellence
- Continue to embed Explicit Direct Instruction Model and further embed the 7 Steps to Writing Success, the 12 Reading strategies as well as a focus on reading and numeracy fluency and continue the many other initiatives we have already started.

- Continue to use a range of reliable sources of data to inform the teaching and learning.
- Continue to identify at risk students, develop IEPs and provide them with the essential support and interventions.
- Continue with the process of setting individual targets in Literacy and Numeracy.
- Link the Behaviour Management Policy to the You Can Do It program and Islamic Values. Acknowledge students who display exemplary behaviour. Use Self-reflection sheets for students to encourage students to take greater responsibility for their behaviour.

## Our school at a glance

### School profile

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2021
Total	566
Girls	284
Boys	282
Indigenous	-
Enrolment continuity (Feb. – Nov.)	

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

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

For majority of our students, Language other than English is spoken at home. Islam is the only faith that our students and their families hold.

Parents occupations are ranging from taxi drivers, librarians, electricians, engineers, doctors, plumbers, shop assistants, working from home, home duties and others.

In 2021 we had approximately 16 students with special needs. We also had approximately 25 ESL students and around 75 remedial students.

## Average class sizes

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

Phase of schooling	2021
Kindy – Year 3	26
Year 4 – Year 6	26

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

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

Our distinctive curriculum offerings are:

- English, Mathematics, Science and HASS.
- Technologies (Digital and Design), Health, Art (Visual and Performing) Physical Education.
- Arabic (LOTE)
- Islamic Studies and Quran
- Literacy and Numeracy remedial classes

### Co-curricular activities

Due to Covid19 restrictions, limitations and building construction (security) we suspended after school activities.

### How information and communication technologies are used to assist learning

To provide 21<sup>st</sup> Century education, Information and Technologies are integrated into all learning areas (across curriculum) and this is reflected in the school programs (General Capabilities). Our school is equipped with a Computer Lab, laptops, ipads and STEM resources such as robotics, legos and coding resources. Every classroom is equipped with Interactive White Board. Students' work-books such as Signpost Maths has interactive components. Online and digital programs are used, including Accelerated Reader, Reading A-Z, MyOn, Reading Eggs and Mathletics. Students are given ample opportunities to have rich and meaningful learning experiences through a wide range of activities which involve the use of technologies (research, interactive mapping tools, designing and creating).

## Social climate

### Overview

Our whole school community is a warm and supportive environment. Our school policies are designed to ensure our students' wellbeing and safety. We always provide them with the support they need to interact with each other and to respond to challenging behaviour and difficult situations. Based on parents' feedback, they are happy with our friendly and safe environment and they are also happy with our behaviour policy

which does not only focus on punishment but also on rewarding celebrating good behaviour. We also educate our parents and students on bullying, especially during morning assembly functions and through the yearly school event for National Day of Action Against Bullying and Violence.

### Parent, student 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.	84%
This school is a safe place for my child.	81%
This school keeps me well-informed of my child's academic progress.	79%
Teachers and staff model and teach positive behaviour to my child.	80%
My child is encouraged to achieve high results.	76%
This school is doing a good job in preparing my child for a career in the future.	75%
I feel well-informed about school matters.	76%
This school provides an inviting atmosphere to family members.	72%
The resources in this school are of high quality.	69%

Table 4: Student opinion survey

Percentage of students who agree that:	2021
I am encouraged to achieve high results.	86%
This school has enabled me to have a much greater understanding of my faith.	77%
I am very positive about my future.	82%
The School is helping me to become a better Muslim	87%
I feel like I belong in this school.	80%
I feel safe at school.	80%

Table 5: Staff opinion survey

Percentage of staff who agree that:	2021
I am onboard with the Islamic Ethos of the school.	89%
I have an appreciation for the school's mission and values.	89%
I enjoy working with other staff members.	90%
I am proud to be a member of this school.	88%
I am able to share my ideas and collaborate with other staff members.	89%

Teachers model and teach positive behaviour to children.	89%
The ICT and other resources are easily accessible.	83%
Professional development programs are enriching and of great benefit to me.	80%

### Parent and community engagement

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

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

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

## 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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	\$ 941,200.00
	State Government Grants	\$ 1,265,864.00
	Commonwealth Government Grants	\$ 5,296,645.00
	Other income	\$ 537,317.00
	<b>Total Income</b>	<b>\$ 8,041,026.00</b>
Expenditure		2021
	Employee expenses	\$ 4,494,965.00
	Supplies and services	\$ 1,027,661.00
	Depreciation	\$ 373,729.00
	Others expenses	\$ 380,059.00
	<b>Total Expenditure</b>	<b>\$ 6,276,414.00</b>
<b>Operating Surplus</b>		<b>\$ 1,764,612.00</b>

## 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	39	26	-
Full-time equivalents	30	16	-

\*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	1
Masters	5
Graduate Diploma etc.*	2
Bachelor degree	20
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 \$19624.15.

#### The major professional development initiatives are as follows:

- Clever Touch Training
- Online NAPLAN Training for principal and NAPLAN Coordinators
- Parent – Teacher Partnership by Sr Shalini & Sr Betool
- Schoolzine Training
- Early Childhood – Critical & Creative Thinking, Developing Higher Level Thinking by AISWA
- Literacy & Numeracy Training for EA's by Sr Parveen, Mrs Abrahams and Mrs Hayes
- Mandatory Reporting by AISWA
- Reporting, Calendar, Parent Conference and LMS Training
- Mission, Vision and Values by Sh Yusuf Parker
- Closing the Equity Gap by Sr Sehrish Chaalni
- Special Needs "ADHD & Autism" by Bas Snijder (School Psychologist / AISWA)
- Legal Seminar and Note Taking by AISWA
- Literacy & Numeracy Training for EA's
- Curriculum PL (English, Mathematics, Science/STEM, Art) by Mrs Abrahams, Sr Siti, Sr Fadhila, Sr Donia.
- PL for EA's by Sr Donia
- Yassarnal Quran PL by Sh Abdullah Haffejee
- Building Positive Teacher – Student Relationship by Sr Likaa and Sr Parveen
- Sexual Behaviour in Primary School by AISWA
- Behaviour Management Workshop by Sr Parveen
- Islamic Pedagogy Course by South Australia University
- LGBTQ Course organized by ISLA
- Teacher Collaboration to Improve Teacher's Expertise by Sr Rana
- Effective Feedback by Karen Le Raye / AISWA
- Islamic Pedagogy PL by Sh Yusuf Parker, Sh Abdullah Haffejee, Sr Donia, Br Rasouly, Mrs Abrahams
- First Attack Fire Training
- Play Based- Learning by Sr Donia

- Bridging the Gaps by Sr Zana Hassan
- Diabetes Training by Diabetes WA for Staff
- Diabetes Level 3 Training by Diabetes WA
- Prime Maths Training
- Managing Stress by Br Wahaj
- Using Technology in Teaching and Learning by Br Oussama
- Mentoring for Student Placement – Cert 3 and Cert 4 (four students)
- Attributes of A Good Teacher by Sr Parveen and Mrs Hayes
- Response to Emergency Workshop by WAPOL

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%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 78.48% 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 92%.

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	92%

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

Year level	2021
Prep	90.21%
Year 1	90.27%
Year 2	91.68%
Year 3	91.99%
Year 4	92.50%
Year 5	91.91%
Year 6	92.90%

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

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

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

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

### 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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three filter dropdown menus: "School sector", "School type", and "State".

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

[View School Profile](#)

4. Click on '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.

## Student destinations

Surveyed information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

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