



ANNUAL REPORT **ADELAIDE 2022**



**AUSTRALIAN
ISLAMIC COLLEGE**

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EXECUTIVE PRINCIPAL

Assalamu'Alaikum wa Rahmatullahi wa Barakatuh

Australian Islamic College has had a phenomenal 2022, filled with many successes and achievements that I am proud to share with you.



Following the COVID-19 global pandemic, it was pleasing to see our lives slowly return to a sense of normality during 2022. Our staff continued to facilitate collaborative relationships with our parent community to provide our students with a quality education. Collaborative relationships between home and school have an integral role to play in student success.

You may recall that the College conducted a couple of fundraising campaigns during 2022 across our Perth and Adelaide schools. The first was in collaboration with Human Appeal to benefit our brothers and sisters in Somalia and Yemen during Ramadan. Through the collective efforts of the staff, students and parents, we raised more than \$30,000! The second campaign was in collaboration with Human Appeal and Charity Australia International to assist with the relief efforts after the devastating Pakistan and Afghanistan floods. This campaign resulted in donations total-ling just over \$60,000. The generosity and support of our parent and wider community is greatly appreciated. The Quran reminds us that there is a recognised right over our wealth from the needy and deprived. I am always so proud to see our staff, students, parents and wider community come together to collectively assist our brothers and sisters in other parts of the world who are facing significant hardship.

I am extremely excited to share the following excellent results of our 2022 graduating Year 12 students with you. A 90 and above ATAR score was achieved by 23% of our students while 34% achieved an 80 and above ATAR score (including adjustment factor). I would like to thank all our students for putting in maximum effort and our teachers for working with students, parents and peers to provide the best possible learning environment.

Providing quality education that consistently and effectively incorporates Islamic manners and values is a significant challenge in today's ever-changing world but the College is committed to ensuring Islamic values are incorporated across all learning areas. I pray that with the help of Allah (swt) we continue to work together in a positive way to grow our Islamic values, academic excellence and the spiritual and emotional wellbeing of our students to ensure their success in this life and the hereafter.

I would like to take this opportunity to thank Sr May Ezz for filling the Acting Principal role during the latter half of 2022 and thank our parent community for their patience during this transition period. We are looking forward to the new Principal commencing in 2023. Thank you for entrusting us with your child's learning journey both academically and spiritually. Our accomplishments this year were made possible due to the unwavering commitment of our Board, staff and leadership teams to ensure our students received the best possible education - academically, emotionally and spiritually.

I look forward to continuing to work together to achieve even greater successes in the coming years.

Abdullah Khan
Executive Principal / CEO

PRINCIPAL

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

4 Core Values are promoted for student success:

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

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

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

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

Student wellbeing is highly valued, with student counsellors and a variety of wellbeing programs run throughout the year.

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

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

School progress towards its goals in 2022

Our main focus throughout the year has been on improving the literacy and numeracy levels of our students. It is believed that these improvements will lead to enhanced outcomes in other educational areas as well. A number of steps have been taken in this regard. For the Primary School these include adoption of iMaths programme which allows

students to become inquisitive problem solvers. In High School the numeracy focus has been on worded problem solving questions as well as weekly testing to ensure mastery of key skills.

As regards literacy, the Primary School has adopted the Seven Steps of Successful Writing programme to improve the writing skills of students. In tandem with Jolly Phonics, Reading Recovery and explicit teaching of reading strategies, the emphasis has been the all round development of literacy skills. In High School, the data driven focus has been tri-pronged. It has included emphasis on structural aspects of writing, such as TEEL paragraphing, vocabulary development through provision of weekly vocabulary lists, weekly testing and explicit teaching of higher order reading strategies. It is hoped that these changes will enable students to thrive in the two areas that impact learning the most. The success of these strategies will be empirically tested through the NAPLAN results of the students in 2023. One of the key issues in relation to this was the staff turnaround which has been stabilised in semester 2.

The school focus on using evidence from data gleaned through standardised testing to set goals and target teaching towards them has been of key value in identifying areas of focus and students needing support or extension.

Staff members worthy of mention are Mrs Hanan Dallah, Mr Azeem Ali, Ms Tanya Khelwaty and Ms Marissa Fernandez – these were the HOS tasked with the day to day running of their clusters and performed their duties admirably. The Literacy and Numeracy coordinators, Benish Hussain, Janine Sutton, Carolina De Leonardis and Farouk Irwan deserve credit for having led the drive relating to their areas of focus strategically and persistently. The school Imam, Br Mohamed Elshakam has been instrumental in counselling students and providing pastoral care based on Islamic principles.

This year saw the school add to its range of facilities. A new communication system was installed. Apart from the usual maintenance work of painting and cleaning, many classrooms got new furniture. The school laptops trolleys have all been refurbished, new smart boards have been installed in computer rooms and new shades have been installed.

Future outlook

The school aims to continue its work towards excellence in academics and ensuring the well-being of students. The academic focus will continue to be on literacy and numeracy. The teachers will be provided support in adopting the best strategies towards achieving this goal through professional development. As regards student well-being and behaviour management, the school aims to continue using the point based system, in consonance with the school Behaviour Management Policy. Apart from that, teachers will also be provided training regarding restorative practices as a tool for behaviour management. Bill Hansberry, who comes highly regarded by AISSA has already been booked in for week zero PD for this purpose. The teachers will be benefitting from another session with an educational psychologist to ensure the well-being of students. A review of policies and procedures will also be undertaken to maximise their utility.

OUR SCHOOL AT A GLANCE

School Profile

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2022 |
|------------------------------------|-------|
| Total | 547 |
| Indigenous | - |
| Enrolment continuity (Feb. – Nov.) | 91.2% |

Notes:

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

Characteristic of student body

Overview

AIC Adelaide is a school based on Islamic principles and although not excluding students who are not Muslim, all enrolled students follow the Islamic faith. The majority of our students are from a low socio-economic background typically with large families and frequently with limited English or a non-English speaking background. Family occupations are generally blue collar workers running their own small businesses, while some are professionals in the medical, academic and business areas. There are many single and unemployed parents amongst our student community. Our school represents the global diversity of Muslim students including refugees more recently arrived and students who have been born in Australia but whose parents or grandparents arrived from Turkey, Iraq, Iran, Palestine, Afghanistan, Pakistan, India, Bosnia, Malaysia, Egypt, Syria, the Sudan, Somalia, Eritrea, Yemen as well as Uyghurs from China. Due to their backgrounds, many of our students have first experience of trauma due to forced relocation from their homeland or are aware of the experiences of their parents living in refugee camps and struggling to arrive in Australia. There are also students whose parents have lived for a long in Australia. As with many other schools, we are seeing an increasing number of students exhibiting undiagnosed special needs including ADHD, autism, and a variety of other medical conditions. For each of these students we provide extra support where required and for students with backgrounds in trauma and difficulties in adjusting socially, counselling and mentoring.

Average class sizes

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

| Phase of schooling | 2022 |
|--------------------|------|
| Kindy – Year 3 | 21 |
| Year 4 – Year 6 | 24 |
| Year 7 – Year 10 | 21 |
| Year 11 – Year 12 | 17 |

Notes:

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

Curriculum delivery

Our approach to curriculum delivery

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

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

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

During 2022 teachers were trained in and follow the Seven Steps Writing program. Seven Steps fosters great writing by breaking it down into simple chunks, so students are not overwhelmed by writing an entire text immediately. Instead, students gain confidence with each step they learn, to become creative and engaging writers. The outcome of this program is that students learn how to construct and write texts independently.

Curriculum Offered

Kindergarten – Year 6

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

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

Middle School Years 7–10

Our curriculum delivery follows the premise that all students are an ‘amanah’ from Allah (swt), and our responsibility is to educate them for success in this life and the hereafter. The Middle School offers quality differentiated teaching of the content set out in the Australian Curriculum and follows Explicit Teaching and evidence based teaching strategies.

Key features of classroom practice include:

1. Setting of high expectations
2. Discussion of learning intentions and success criteria
3. Making connection with prior learning
4. Differentiated teaching practice
5. Using evidence based teaching practices for active student engagement
6. Incorporation of Islamic ethos into learning
7. Quality formative and summative assessments
8. Provision of specific and contingent feedback
9. Nurturing and supportive classroom environment

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

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

Year 11–12 programme

The following subjects are being offered at SACE level:

- Accounting
- Arabic
- Biology

- Business Innovation
- Chemistry
- English
- English as an Additional Language
- Essential English
- General Maths
- Information Processing and Publishing
- Integrated Learning
- Mathematics
- Integrated Learning
- Mathematics
- Personal Learning Plan
- Physics
- Research Project
- Study of Quran
- Spirituality, Religion and Meaning
- Visual Arts

Types of Courses at SACE Level

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

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

Co-curricular activities

AIC has an active sports program, with activities such as after school Sports Training, Interschool sports and coaches attending the school to train students in various sporting clinics. Upper Primary students from years 3 – 6 attended camp at Mylor Baptist Camp, and students engaged throughout the year in a number of activities. The school also

Middle School and Senior School students participated in River Journey Programme and Flash Mentor-ing Sessions organised in collaboration with Flinders University. Students from Years 10–12 also attended the Tertiary Studies and Careers Expo at Adelaide Convention Centre.

Students also participated in the Power Intercultural Cup and Bachar Houli Academy programmes for promoting leadership in sports. After school Art Club took place on a fortnightly basis.

Students also take part in a wide variety of excursion and incursion opportunities, such as fundraisers, pastoral care reward activities, museum and university visits.

How information and communication technologies are used to assist learning

During 2022, AIC Adelaide continued to upgrade the quantity and quality of IT equipment, including use of Smartboards, improvements to the internet system and training in programs such as Education Perfect for teaching online during lockdowns. Senior years are now all required to bring laptops to school, while all classes now have access to a laptop trolley or a computer lab.

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

Upper primary classes developed their IT skills learning coding that was applied to Lego Robotics.

Social climate

Overview

Here are some examples of AIC's inclusive, whole-school approach to student wellbeing:

- Student assembly during which the Quran is read, announcements are made, and reminders about pastoral care and activities are given
- Morning gatherings in home groups so students can get to know their teachers better.
- Programs to enable students of all backgrounds, identities, and abilities accessing the curriculum, such as EALD/support in English, differentiated instruction with explicit teaching in all subjects, and modified and adjusted learning programmes for students on ILPs.
- Pastoral Care programs to support wellbeing, the availability of school counsellors, and the end of term reward excursion for High School students.
- The Student Wellness Policy promotes communication with parents in resolving challenges that students encounter at school, as well as a knowledge of the reasons behind student disengagement.
- Strategies that engage parents and the community in the life of the school include Parents/Carers being notified about school events and learning outcomes through phone calls, texts, emails, newsletters, and our social media.
- Maintaining a safe and supportive learning environment through modelling and encouraging respectful behaviour, negotiating positive learning environments and different learning techniques, while reminding and counselling for students who breach behaviour expectations before giving consequences, and rewarding students that meet expectations with recognition in Assembly, opportunities for leadership, and privileges.
- School staff create safe and positive environments with clear rules and understanding of individual students, reminders and finally consequences that guide student learning behaviours.
- Junior Primary had fortnightly Adaab awards for positive behaviours and good manners based on the 4 core values.
- High School had monthly awards for positive behaviours and good manners based on the 4 core values.

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: | 2022 |
|---|------|
| I have access to my child's teacher(s) when I feel the need to contact them. | 78% |
| This school is a safe place for my child. | 79% |
| This school keeps me well-informed of my child's academic progress. | 74% |
| Teachers and staff model and teach positive behaviour to my child. | 72% |
| My child is encouraged to achieve high results. | 71% |
| This school is doing a good job in preparing my child for a career in the future. | 67% |
| I feel well-informed about school matters. | 65% |
| This school provides an inviting atmosphere to family members. | 68% |
| The resources in this school are of high quality. | 63% |

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2022 |
|--|------|
| I am encouraged to achieve high results. | 70% |
| This school has enabled me to have a much greater understanding of my faith. | 66% |
| I am very positive about my future. | 69% |
| The School is helping me to become a better Muslim | 66% |
| I feel like I belong in this school. | 64% |
| I feel safe at school. | 63% |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2022 |
|---|------|
| I am onboard with the Islamic Ethos of the school. | 88% |
| I have an appreciation for the school's mission and values. | 89% |
| I enjoy working with other staff members. | 81% |
| I am proud to be a member of this school. | 78% |
| I am able to share my ideas and collaborate with other staff members. | 78% |
| Teachers model and teach positive behaviour to children. | 71% |
| The ICT and other resources are easily accessible. | 56% |
| Professional development programs are enriching and of great benefit to me. | 53% |

Parent and community engagement

During 2022, due to COVID restrictions it was difficult to engage parents in many activities in the school. As much as possible however, activities that could bring parents into the school were maintained, or live streamed on Facebook, or contact was made through Microsoft TEAMS and Class Dojo. Parents were invited into the school at the beginning of the year to hear presentations on the school's teaching plans for that year. School Newsletters, SMS updates and regular events where parents were encouraged to attend, ensured an active involvement of parents in the school.

SCHOOL FUNDING

School income is 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.

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

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 2022:

Table 4: Student opinion survey

| Income | | 2022 |
|-------------------|--------------------------------|-----------------|
| | Fees and charges | \$ 919,592.00 |
| | State Government Grants | \$ 1,875,858.00 |
| | Commonwealth Government Grants | \$ 6,739,405.00 |
| | Other income | \$ 186,695.00 |
| | Total Income | \$ 9,721,550.00 |
| Expenditure | | 2022 |
| | Employee expenses | \$ 5,295,451.00 |
| | Supplies and services | \$ 1,331,453.00 |
| | Depreciation | \$ 473,911.00 |
| | Others expenses | \$ 202,567.00 |
| | Total Expenditure | \$ 7,303,382.00 |
| Operating Surplus | | \$ 2,418,168.00 |

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 | 45 | 16 | - |
| Full-time equivalents | 39.3 | 12.6 | - |

*Teaching staff includes School Leaders.

** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Description | Number of qualifications |
|------------------------|--------------------------|
| Doctorate | 1 |
| Masters | 5 |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 28 |
| Diploma | 1 |
| Certificate | 5 |

*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 2022 were \$59,575.44.

The major professional development initiatives are as follows:

- Education Perfect
- NAPLAN data analysis
- Mark book
- IEP development
- Understanding Autism – Autism SA
- Problem Solving Strategies for Mathematics
- SACE teachers completed PLATO Calibration Courses

The proportion of the teaching staff involved in professional development activities during 2022 was 100%.

Staff retention

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2022.

PERFORMANCE OF OUR STUDENTS

Student attendance

The overall student attendance rate in 2022, school year was 92.25%.

Tables 10–11 show attendance rates at this school as percentages.

Table 10: Overall student attendance at this school

| Description | 2022 |
|--|--------|
| Overall attendance rate* for students at this school | 92.25% |

Table 11: Average student attendance rates for each year level at this school

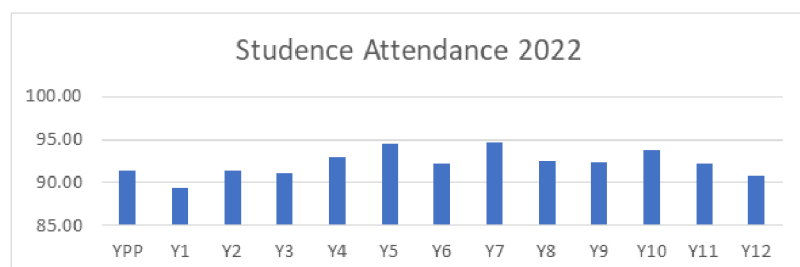
| Year level | 2022 |
|------------|-------|
| Prep | 91.42 |
| Year 1 | 89.36 |
| Year 2 | 91.44 |
| Year 3 | 91.17 |
| Year 4 | 93.00 |
| Year 5 | 94.53 |
| Year 6 | 92.13 |

| Year level | 2022 |
|------------|-------|
| Year 7 | 94.64 |
| Year 8 | 92.55 |
| Year 9 | 92.33 |
| Year 10 | 93.74 |
| Year 11 | 92.11 |
| Year 12 | 90.84 |

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 students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution



Graph 1: Proportion of students by attendance rate

Description of how this school manages non-attendance

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

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

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

At AIC roll mark process include the following:

- Rolls are marked using the TASS on-line system
- First roll call at 8:35am during Home group. beginning of each lesson (HS), after lunch (PS)
- Admin will then check that all rolls are completed. If there is any that are still pending, there will be a follow up with the teacher until completion.
- Once students have been identified as absent or frequently late, parents are followed up by the procedures listed below:
- Following the completion of Rolls, an SMS notification is sent to parents advising them that their child is not in attendance
- A response is encouraged from the parent either by phone call or reply to our text with the reason for absence.
- In the circumstance that we do not get a reply, Admin will give parents a call.
- If the reason for absence is that their child is sick, Admin will then notify the parent that if there are any more consecutive days of absence, they will need to provide us with a medical certificate for those dates.

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

In order to increase attendance, AIC utilizes the following:

- Explicitly teaching our 4 Core Values (READ) which emphasise reliability, responsibility and being ready to learn.
- Meetings with parents.
- Reminders in our Newsletters CARL reporting where students and parents do not respond.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

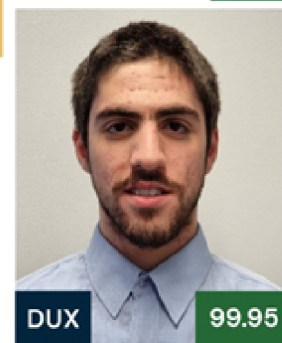
YEAR 12 OUTCOMES



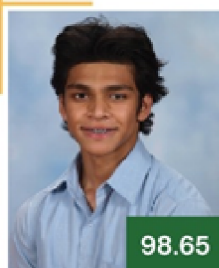
AUSTRALIAN
ISLAMIC COLLEGE

High Achievers 2022

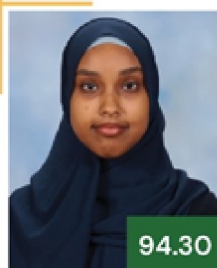
Well Done Year 12 Class For
Your Resilience & Perseverance
CONGRATULATIONS



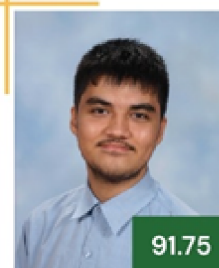
Ameer Kadeh



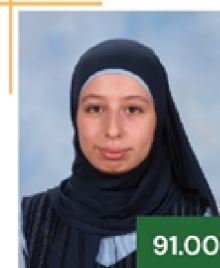
Muhammad Hariz
Mohamed Azmi



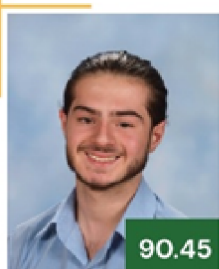
Shaymaa
Mohamed Aman



Abduljalil
Ahmadi



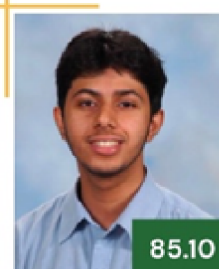
Dijana
Al-Fatyan



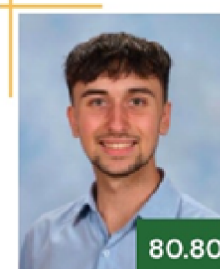
Abdulrahman
Gardawan



Abdallah
Katari



Affan
Ahmed



Alem
Kopic

Tables 12–14 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students awarded a VET qualification.

Table 12: Outcomes for our Year 12 cohorts

| Description | 2022 |
|---|------|
| Number of students awarded a SACE Certificate | 29 |
| Number of students awarded one or more VET qualifications | 2 |
| Number of students awarded a VET Certificate II or above | 4 |
| Number of students who received university offers | 27 |
| Number of Excellence awards received | 1 |

Table 13: Vocational Education and Training (VET) Courses

| 2022 VET Courses |
|-----------------------------------|
| 1. Certificate II in Construction |
| 2. Certificate III in Plumbing |
| 3. Certificate III in Retail |

Table 14: Vocational Education and Training (VET)

| Year level | 2022 |
|-----------------|------|
| Certificate I | 0 |
| Certificate II | 4 |
| Certificate III | 2 |

Apparent retention rate – Year 10 to Year 12

Table 15: Apparent retention rates for Year 10 to Year 12 for this school

| Description | 2022 |
|---|--------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort | 96.67% |

Student destinations

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below:

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, i.e University or TAFE. Some Year 12 students chose to take a break from studies and joined the workforce.