ANNUAL REPORT
# DIANELLA 2022

# 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 relationshipsbetween 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.  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 was in collaboration with Human Appeal and Charity Australia International to assist with the relief efforts after the Pakistan and Afghanistan floods.  This campaign resulted in donations totalling 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.

During 2022 we began construction of two new campuses in Henley Brook and Forrestdale to meet current and projected future demand for placements.  The College is committed to ensuring Islamic schooling opportunities are available for Muslim families now and into the future.  Both schools will provide modern learning environments and are on track to commence in 2024 In Shaa Allah.

In 2022 we completed construction of the State of the Art AIC Kewdale Aquatic Centre, a facility we can all be very proud of.  From 2023 our students will have access to swimming lessons as part of their Physical Education curriculum to enhance their water safety survival and swimming skills.  It is truly a privilege for us to provide such opportunities to enhance student safety in and around Perth's water ways.  During 2022 the Board also invested in upgrades of facilities at AIC Thornlie and AIC Dianella to increase student capacity and ensure we can meet growing demands for student placements.

I am very proud to share that in 2022 Australian Islamic College was ranked in the Top 30 real schools in Western Australia.  The analysis took into account Year 12 student achievement over the last 3 years, as well as socio-educational advantage.  With more than 1,000 schools in WA, this is an achievement to be celebrated.  I take this opportunity to thank all our students for putting in maximum effort, 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.

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.

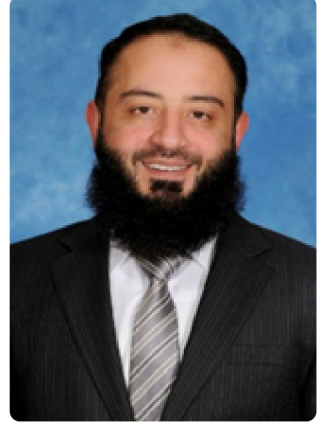I look forward to continuing to work together to achieve even greater successes in the coming years.


**Abdullah Khan**
**Executive Principal / CEO**

# PRINCIPAL

Dear Parents, Students and Community

السلام عليكم و رحمة الله و بركاته

I am delighted to present to you the 2022 Annual School Report on the progress and achievements of the Australian Islamic College (Dianella) Campus. Our goal at AIC Dianella is to give each student the chance to succeed academically, grow as leaders and flourish spiritually. We strive to provide each student with the greatest education possible to prepare them for life beyond school. I take this opportunity to thank and give due credit and acknowledgment to all those who continually work hard and constantly support our students to reach their potential.

Firstly, I am pleased to announce that the long-awaited $2.1 million building project is now officially open. The new building will house 12 well equipped classrooms with new amenities.
Our 2022 NAPLAN results were incredible, and I would like to express my sincere gratitude to every one of our staff, students, and parents who worked so hard to make this success possible. Teaching initiatives designed and implemented in AIC have shown continued growth in both Literacy and Numeracy. Once again, congratulations to all our NAPLAN participants on your achievements.

Similarly, to our 2022 Year 6 and Kindergarten graduates, a hearty congratulation on reaching a significant milestone. It was a wonderful experience to recognise and acknowledge our remarkable graduates by awarding them with well-deserved trophies and certificates.

This year, our students participated in a variety of school activities including our annual Eid Festival, the Character Dress Up Parade, the Sports Carnival, and fundraising appeals. It gives me great pleasure to see how much effort our students have put into these events and how they have contributed to its overall success.

I would also like to express my appreciation and gratitude to the Student Representative Council (SRC) leaders and house captains for initiating the fundraising event for the Pakistan and Afghanistan flood. Alhamdulillah, the students were able to support the worthwhile cause.

In closing, I want to reiterate our gratitude for your continued support and wish you and your family goodness, happiness, health and prosperity.
May Allah bless you with the best of both worlds.

**Ustadh Wahaj Tarin**
**Principal**

## School overview

The Australian Islamic College (Dianella) is a co-educational institution (K to Year 10) that provides a high level of academic and Islamic integrated education. The College prides itself in employing teachers with the best experiences and providing these teachers with the resources and opportunities to enhance their professional development. The College has a distinctive mix of students from a wide variety of cultural and ethnic backgrounds allowing students to develop a better understanding and appreciation for Australia's multicultural society. Students are taught to be proud Australian citizens and to contribute in building a prosperous, harmonious and safe Australia. The College provides a safe, friendly and stimulating learning environment that has produced exceptional local and national results from the students over the years. The running of the College as a united family helps to promote core values that are ingrained in the school rules, behaviour management policy, classroom environment and teaching pedagogy. The College also prides itself in actively integrating its students within the local community and with other schools in interfaith, multi-cultural and sporting events that encourage dialogue and collaboration between cultures.

## School History

The Australian Islamic College (previously named the Muslim Community School) opened its doors in February 1986. Our visionary founder Haji Abdallah Magar recognised that there was no faith based educational institution catering for Muslim student and fearing that their rich heritage, both cultural and religious, would be lost he established the first Islamic School in Western Australia with a modest network of 50 students and 3 teachers. The Australian Islamic College is now Western Australia's largest and longest running Islamic school with over 4000 students and approximately 300 staff across four campuses in Dianella, Kewdale, Thornlie and Adelaide.

## School Vision

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

## Values

Values are the backbone of all teaching and learning. Our core values at Australian Islamic College are founded on:
**School progress towards its goals in 2022**

**Our 2022 school priorities are developed from an evaluation of the School Operational Plan & ACER recommendations. Our priorities are:**

1. All staff have a clear understanding of the preferred pedagogy (Explicit Instruction) and it is embedded in all planning and teaching.
2. There is continuous improvement in the literacy and numeracy achievement by students
3. The College develops its partnerships with the Islamic and wider community for mutual benefit.
4. Effective relationships between teachers, parents and students.

**The school has made visible progress in meeting the 2022 goals. These are the following areas where visible progress has been made:**

## 1.0 Curriculum, Teaching and Learning

- Explicit Instruction continues to be used as the preferred pedagogy across the campus
- Continuous improvement in the literacy and numeracy achievement by students NAPLAN Performance
- Differentiated teaching and learning and individual educational planning
- Teachers plan their lessons using the 30-40-30 rule
- Through Warm Ups, teachers move students' learning from short term to long term memory
- Staff mentoring and ongoing professional learning to upskill teachers



- Moderation exercises and cross marking
- ICT integration across

## 1.1 Assessment and Data

- Meaningful diagnostic, formative and summative assessments are conducted to track students' learning.
- Data from BrightPath, ACER testing, NAPLAN and fortnightly assessments are analysed regularly and used to inform teaching.
- Remedial help and differentiation and provided
- Adjustment of assessments for students on IEP

## 1.2 Implementation of Microsoft TEAMS

All teachers and students are confidently using Microsoft TEAMS to collaborate, communicate and support students in their digital learning journey.

The following are ways Microsoft Teams have been integrated in our school environment:

1. Virtual Classrooms: During lockdown,TEAMS have been used to host virtual classrooms where teachers can conduct lessons and students can interact with each other and the teacher in real-time.
2. Assignment Management: TEAMS was used to manage assignments, distribute and collect homework, and provide feedback to students.
3. Group Work: TEAMS facilitate group work and collaboration between students on projects and assignments.
4. Communication: TEAMS is also used as a communication tool between teachers, students, and staff, allowing them to send messages, make announcements, and share files.
5. Access to Resources: TEAMS provide students and teachers with access to a wealth of educational resources, including online resources and lesson slides.

## 1.3 Student Engagement

- Involving students in more leadership activities
- Regular exhibitions to showcase students' work
- Participation in national competitions such as ICAS
- Participation in intercampus competitions
- Book Fairs and Book week celebration
- Containers for Change program has been established in Dianella



## 2. Faith, Values and Religion

- Islamic values and heritage integrated across all subjects in the curriculum
- School-wide house system has been adopted based on the Muslim caliphates
- Variety of Islamic events and activities organised (Quraan recitation, quizzes, Adhan competition, Islamic book fairs)
- Fundraising activities

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## 3.0 Student Wellbeing, and Engagement

### 3.1 Our Three Imperatives

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

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

### 3.2 School Wide Positive Behaviour (SWPBS)

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

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

### 3.3 Student Leadership

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

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



### 3.4 Extracurricular Clubs

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

- Coding
- Languages
- Mosaic
- Taft and Leadership
- Table Tennis
- Squash
- Baskeball
- Master Chef
- Photography
- Paper Craft
- Soccer
- Candle Making

## What Went Well

1. High student achievement in NAPLAN 2022: The school demonstrated continued and strong academic performance in Literacy and Numeracy.

2. Complettion of the new block housing 12 new classrooms: The building was commissioned at the end of 2022. The student capacity for the school was also increased.

3. Increase in enrollment: The school saw an increase in enrollment, indicating a strong level of satisfaction among parents and students with the school's programs and services.

4. Professional development for teachers in Explicit Teaching Pedagogy: Teachers received high-quality professional development opportunities, which have helped them to improve their teaching practices and better meet the needs of students.

5. The transition research project conducted by ECU and NoTosh, focuses on supporting Early childhood students through academic, social, and emotional challenges associated with school
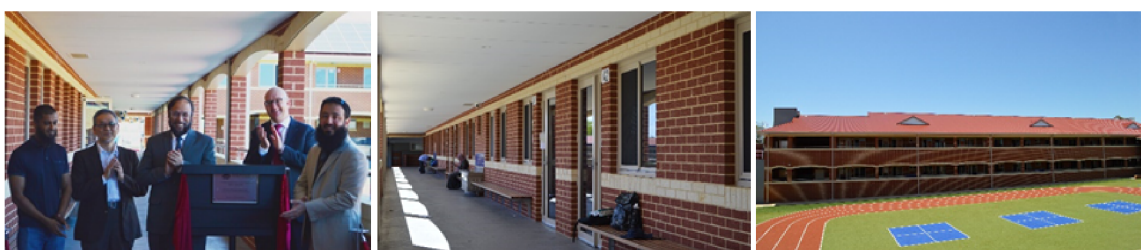


## What issues were faced

1. COVID disrupted continuity in teaching and learning. Staff and student attendance was affected due to COVID isolation rules.

2. Greater focus in typing and computer skills in preparation for NAPLAN online.

3. Due to the construction in school, there was limited space for events

**The following goals and priorities may have been partially completed/implemented in 2022 with an expectation of completion in 2023:**

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

## Acknowledgment of outstanding student achievements

- The College would like to formally acknowledge the outstanding achievements of our Year 3 and 5 students for
- achieving 2 bands above the National Mean.
- 51% of the Year 3 students have achieved Band 6 and above in Reading
- 52% of the Year 3 students have achieved Band 6 and above in Writing
- 56% of the Year 3s students have achieved Band 6 and above in Spelling
- 64% of the Year 3 students have achieved Band 6 and above in Grammar
- 34% of the Year 5s students have achieved Band 8 and above in Grammar



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

## Acknowledgment of outstanding staff achievements

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

- Mr Nur Haji Adam

## Future outlook

The outlook for Dianella is very positive. The school has increased in enrolment and and has opened new class. There is demand for securing a place in our college. Enrolments are granted on a first come first served basis.

## Major Focus

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

**Targets:**
- 90% of students perform at or above the National mean for their age group
- Reduce the numbers of continuing students at or below the All Australian Schools' literacy benchmark by 50% compared to their previous results
- Increased engagement of students at all years with activities that improve their confidence in relating to members of the wider community

**Strategies to Achieve Targets**

**Students:**
- Continued focus on phonemic awareness, fluency, understanding and prosody to improve reading.
- Continued focus on fluency, problem solving and reasoning to improve numeracy
- Continued implementation of the Daily Literacy Block, focusing on reading, writing and spelling.
- Differentiation in teaching to cater to below, at and above benchmark students
- Improving the pace and content of Warm ups to move information from short term to long term
- Improving validity of assessments and gathering meaningful data to inform teaching
- Increase participation of Education Online Platforms
- A stronger focus on typing as NAPLAN moves online
- Providing remedial help for struggling students and developing IEPs
- Goal setting and setting success criteria
- Further develop the Student Representative Council (SRC)

**Staff:**
- Supporting staff through continuous refreshers and professional learning sessions
- Staff members new to the school to have a Personal Mentor
- Coaching is embedded in the school culture
- Each teacher and the Vice Principal are engaging with the data on student achievement to
- improve the learning outcomes of students

**Parents:**
- Increase attendance of parents/carers at parent meetings
- Conduct series of parent information evenings on specific aspects of literacy and numeracy
- strategies to support student learning at home
- Organise phone calls/online meetings
- Communication via emails

# OUR SCHOOL AT GLANCE

## School Profile

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2022 |
| --- | --- |
| Total | 834 |
| Indigenous | - |
| Enrolment continuity (Feb. – Nov.) | 92.52% |

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

Average class sizes

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

| Phase of schooling | 2022 |
| --- | --- |
| Kindy – Year 3 | 25 |
| Year 4 – Year 6 | 24 |
| Year 7 – Year 10 | 21 |
| Year 11 – Year 12 | - |

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

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

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

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

We believe that **'Every Child Matters Every Day'** and **'All Children Can Be High Achievers'**.
We have established **Six Givens** for every learning environment.

## Remote Learning and Online Platforms

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

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

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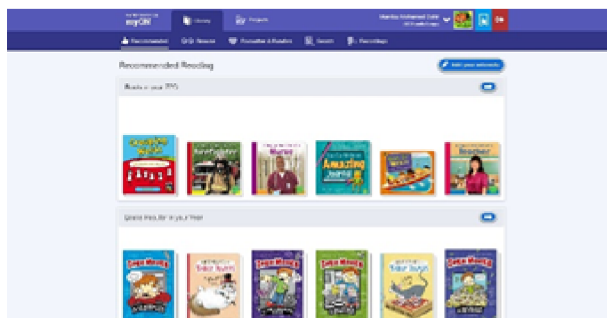


## Kindergarten – Year 6

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

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



## Year 7–10 courses

- English
- Math
- Science
- HASS (Humanities and Social Science)
- Technologies
- Arabic
- Islamic Studies

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- Quraan Reading
- Health and Physical Education
- Art

## Extracurricular activities

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

## Student Leadership

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

Our school leadership opportunities include:

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## High School Clubs

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

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- Taft and Leadership
- Table Tennis
- Squash
- Basketball
- Master Chef
- Photography
- Paper Crafts
- Soccer
- Candle Making

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

At the Australian Islamic College –Dianella, we believe in the power of technology to enhance learning and engagement for our students. We have implemented a number of strategies to incorporate information and communication technologies (ICT) into our curriculum, including:

1. **Digital pedagogy:** Our teachers have been trained in the use of digital pedagogy, which uses technology to support student-centred learning. This includes the use of interactive whiteboards, digital resources, and online learning platforms to create engaging and interactive lessons.

2. **Online Learning:** We provide our students with access to online learning platforms, such as Microsoft Teams which allows them to access and submit assignments, participate in discussions, andand receive feedback from their teachers.

**3. Blended learning:** We have implemented blended learning in our curriculum, which combines online and face-to-face instruction. This allows students to access digital resources and online activities outside of the classroom such as Mathletics, Education Perfect and Cambridge Go, and to receive additional support and guidance from their teachers during class time.

**4. Collaborative learning:** We encourage our students to work together and collaborate on projects and assignments using technology tools like Microsoft PowerPoint and Microsoft Word, and Prezi, which allow them to share and co-create documents and communicate in real time.

These strategies have helped us to create a more engaging, interactive and personalised learning experience for our students, and we are constantly seeking new ways to integrate technology into our curriculum to support their learning.

# Social climate

## Overview

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

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

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

# PARENTS, STUDENTS 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. | 79% |
| This school is a safe place for my child. | 80% |
| This school keeps me well-informed of my child's academic progress. | 75% |
| Teachers and staff model and teach positive behaviour to my child. | 78% |
| 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. | 73% |
| I feel well-informed about school matters. | 70% |
| This school provides an inviting atmosphere to family members. | 71% |
| The resources in this school are of high quality. | 70% |

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2022 |
|---|---|
| I am encouraged to achieve high results. | 67% |
| This school has enabled me to have a much greater understanding of my faith. | 58% |
| I am very positive about my future. | 63% |
| The School is helping me to become a better Muslim | 59% |
| I feel like I belong in this school. | 58% |
| I feel safe at school. | 48% |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2022 |
|---|---|
| I am onboard with the Islamic Ethos of the school. | 86% |
| I have an appreciation for the school's mission and values. | 85% |
| I enjoy working with other staff members. | 85% |
| I am proud to be a member of this school. | 78% |
| I am able to share my ideas and collaborate with other staff members. | 84% |
| Teachers model and teach positive behaviour to children. | 85% |
| The ICT and other resources are easily accessible. | 71% |
| Professional development programs are enriching and of great benefit to me. | 59% |

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

1. Regular communication between teachers, parents, and students is crucial for building effective relationships. This includes
- Communication with parents via SMSs, memos and emails
- Open Door policy to meet the principal
- Use of diaries to communicate between parents and teachers
- Termly Schoolzine Newsletter
- Termly Meet the Parents conferences
- Parent's information session in the start of the year
- Update via Parents' Lounge and Students' Café
- Individual meetings as needed.

2. To foster a sense of community, we encourage parents and students to actively participate in school activities, such as
- Volunteering
- Attending school events and ceremonies
- Joining Parents and Friends Committee

3. We emphasize the importance of student learning by providing opportunities for students to take ownership of their education. Parents/guardians alongside teachers and other relevant stakeholders are consulted before making reasonable adjustments to curriculum.

**Transitions Research Project**

In 2021 and 2022, Australian Islamic College participated in a Transition Research Project organised by AISWA, ECU and NoTosh.

**The aims of the project were:**

1. To assist schools in using empathy to uncover personal narratives of young people (and their families) transitioning in milestone schooling moments.

2. To help schools to unpack current processes that they undertake to assist young people and their families to transition to school.

**What we found out:**

1. Having a formal interview process for new enrollments may improve our knowledge of the families and students beginning Kindergarten.
2. Parents would like stronger connections with leadership and staff.

**What we do well:**

1. Building relationships with students and their families – approachable and friendly staff.
2. Stronger teacher partnership with parents.
3. Orientation and information sessions.
4. Family questionnaires are sent out at the start of the school year.
5. Regular communication using email and ClassDojo.
6. Monthly kindergarten newsletters.
7. Continually providing information and support as and when required.
8. An openness to feedback from families and continuous improvement.

**Changes Made In 2022:**

**1. Welcome video:** We made a welcome video for Kindergarten students and their families in which we introduced the staff member who would be working with the students. The video also showcased the school environment, i.e., classrooms, toilets, outdoor play area. It demonstrated what children need to bring to school and went through routines and procedures children would need to follow.

**2. Parent Information Sessions and Orientation:** We trialed having the parent information sessions at the end of Term 4, 2021 and 2022, as well as orientation for small groups with their parents present for the sessions.

**3. Toilet Training Support to Parents:** Toilet training information was provided to parents to address the number of children starting school without having been toilet trained.

**4. Co-designed Charter:** We analysed the data from the dialogic drawings and conversation with children and with help of researchers from ECU, created a Charter for our school.

At the end of the Term 4, 2022 Kindergarten classes created works of art that they thought the new Kindy students in 2023 would like to see in the classroom environment that would help them to feel a sense of belonging.



A detailed summary of the transformative practices, undertaken by Australian Islamic College Dianella staff, was compiled by Edith Cowan University and is available upon request.

# 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.
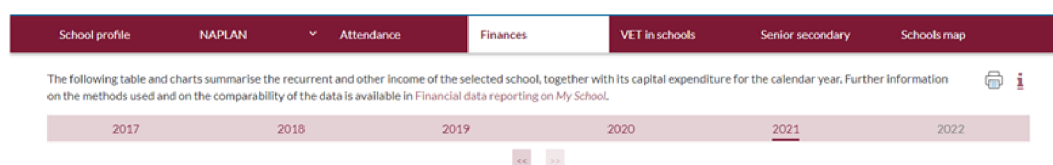
Note:
If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.
**Sources of Funding: Audited financial statements summary for the Year ended 31 December 2022 Audited**

Table 4: Student opinion survey

| Income | | | 2022 |
|---|---|---|---|
| | Fees and charges | | $ 1,619,221.00 |
| | State Government Grants | | $ 2,207,688.00 |
| | Commonwealth Government Grants | | $ 9,928,602.00 |
| | Other income | | $ 85,180.00 |
| | Total Income | | $ 13,840,691.00 |
| **Expenditure** | | | **2022** |
| | Employee expenses | | $ 7,350,211.00 |
| | Supplies and services | | $ 1,965,420.00 |
| | Depreciation | | $ 604,221.00 |
| | Others expenses | | $ 110,573.00 |
| | Total Expenditure | | $ 10,030,425.00 |
| **Operating Surplus** | | | **$ 3,810,266.00** |

# OUR STAF PROFILE

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|---|---|---|---|
| Headcounts | 58 | 27 | – |
| Full-time equivalents | 55.4 | 25.4 | – |

*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 | 0 |
| Masters | 4 |
| Graduate Diploma etc.* | 6 |
| Bachelor degree | 30 |
| Diploma | 8 |
| Certificate | 1 |

*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 $54,447.15.
The major professional development initiatives are as follows:

- Code of Conduct
- Australian Super Information Session
- Leadership & Collaborative Culture
- The School Values: Promotion, Practice & Explicit Teaching at school
- Pedagogy, Program and Planning: Islamic Studies & Arabic New Books Launching
- Goal setting
- 7 Steps to Writing
- IRIS: focusing on Warmups
- COVID Safety Procedures
- Hybrid Teaching (Online)
- Refresher on Teams (Online)
- NAPLAN Test Administrator Module (Online)
- Bar Modelling (Math)
- Education: Preparing our students for the future
- Morning Assembly Review
- Harms of Social Media
- Student with Disability in WA Independent School
- Explicit Instruction break down
- Group presentations on Explicit instructions
- Bridging therapy between even and odd years
- Dealing with parents
- Workplace Etiquette
- Data Walls
- Unpacking Narrative Marking Key
- 7 Steps to Writing: Senses
- E-cigarettes, vaping and the community
- Advancing Thinking Through Writing
- IE Breakfast Conversations

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, 85.24% 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 90%.
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 | 90% |

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

| Year level | 2022 |
|---|---|
| Prep | 87 |
| Year 1 | 90 |
| Year 2 | 87 |
| Year 3 | 92 |
| Year 4 | 90 |
| Year 5 | 90 |
| Year 6 | 90 |

| Year level | 2022 |
|---|---|
| Year 7 | 92 |
| Year 8 | 90 |
| Year 9 | 91 |
| Year 10 | 90 |
| Year 11 | - |
| Year 12 | - |

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
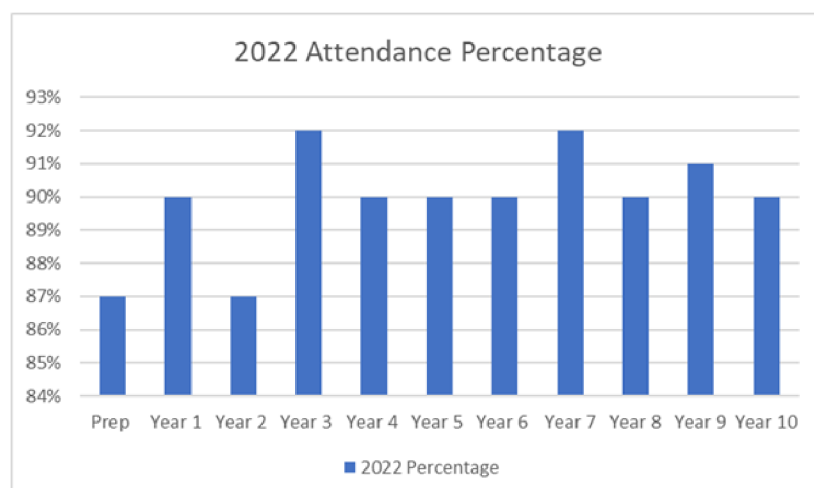
## Description of how this school manages non-attendance

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

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

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

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

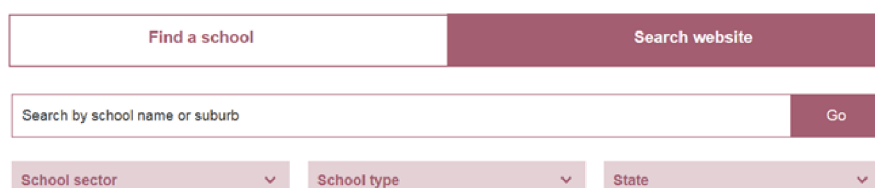Key strategies AIC uses to increase attendance:
- Track Absence in Real Time
- Boost Personalised Learning
- Gather Feedback
- Implement Rewards
- Increase Parent Involvement

# NAPLAN

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

## How to access our NAPLAN results

1.  Click on the My School link http://www.myschool.edu.au/.

2.  Enter the school name or suburb of the school you wish to search.

| Find a school | Search website |
|---|---|
| Search by school name or suburb | Go |
| School sector ⌄ | School type ⌄ | State ⌄ |

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

View School Profile

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

| 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.

# Students destinations

## Early school leavers

Our students pursue further education and most of our year 10 students to transfer to our Kewdale campus to continue their education, for Year 11 and 12 (as we are K-10). The school works closely with Kewdale campus to ensure the transition is smooth, this includes frequent visits to the campus throughout the year. Most students transfer to the Kewdale campus, with a small number continuing their education in other schools.