




ANNUAL REPORT **KEWDALE 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. 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



The 2022 Annual Report informs the community about Australian Islamic College, Kewdale. This report includes information on school profile, curriculum delivery, social climate, teaching faculty composition and student performance.

At Australian Islamic College, we aim to foster a learning community catering to all our student's academic, physical, social, spiritual, and emotional needs. Over the period, it has grown to become a vibrant and contemporary school of more than 2000 students from kindergarten to year 12, built on strong foundations of Teaching and Learning. The school provides a balanced and viable curriculum of Early Childhood Education, WA & ACARA Curriculum, and VET studies that meet students' varied learning need at Primary & High School.

It is an icon of the community helping families raise children with an inspirational motto, **Islamic Values & Academic Excellence for success in this life and the Hereafter** – these words from the school motto proudly define Australian Islamic College.

In 2022 we focused on the holistic aspects of student achievement and development. The school has established and refined a working organisational structure, with clearly articulated roles and responsibilities of important decisions in school. The school restructured and implemented a shared leadership model, with the two Assistant Principals in Primary and High School, respectively, supported by the Dean of Students and Head of Year Levels and Learning Areas. The school leadership endeavoured to create an environment that encourages cooperation, empathy, respect, progressive mindsets and behaviours that will help change take hold and grow.

The college is dedicated to promoting the growth, development, and success of the youth of the Australian Muslim community. Alhamdulillah, Australian Islamic College has dedicated, knowledgeable and caring staff. The year 2022 was a remarkable year of progress and initiative. We are pleased about our students' excellent performance and significant success in NAPLAN and WACE 2022 results. It was an outcome of students' hard work, parents' support, diligence, and the teamwork of our teachers.

The college obligates that teacher quality is the most important for students' achievements. The college consistently invests in providing professional learning opportunities to improve their craft and skills for best practices in Teaching & Learning. The college's priorities focus on the Visible Learning & Teaching Model, emphasising High Impact Teaching Strategies and implementing Explicit Teaching as its signature pedagogy. It is a step forward, enabling the college to practice evidence-based teaching and learning. The college caters to students with special needs. It provides added learning support to gifted children at all year levels with increased opportunities for high school students to choose from electives and in the curriculum.

The college aims to advance with an enhanced commitment to improved learning and teaching practices. We want to see our students as lifelong learners, successful students, 21st Century learners and responsible citizens.

As a school, engaging our students in critical and creative thinking has been a great journey. We have aimed to integrate technologies into STEAM and other core learning areas. Our annual STEAM and Technology exhibition

reflects our professionals' successful teaching and learning in integrating Technologies.

It isn't easy to sum up a year in a single report. Many accomplishments made the 2022 School Year a great year. All accomplishments, major or minor, demonstrate the collaboration, cooperation, and professionalism of the staff, students, and parents.

Some events followed tradition, traditions that have made Australian Islamic College a cradle of lifelong learning and excellence.

- Annual STEM, Arts & Technology Exhibition showcasing students' creativity, initiative, and growth mindset.
- ANZAC Day
- Aussie of the month award (Primary school)
- Awards & Rewards
- Career Expo
- Developing and supporting students with subsidised after-hours enrichment programs and tuition classes
- Excursions & Incursions
- Football, Badminton & Net Ball Academy
- Harmony Day
- Medina Sisters – Nasheed Group Annual Presentation
- Parent's Information Sessions
- Police Rangers
- Principal's Morning Tea with the students
- Quran Recitation Competitions
- Senior Students' Assembly
- Soccer Team participation in Singapore Soccer Cup
- School Camps
- Sports & Carnivals
- STEAM Exhibition
- Science, Literacy & Numeracy weeks
- Student Leadership & Public Speaking
- Teacher Recognition of Excellence in Teaching
- The Life & Teaching of Prophet (PBUH) SEERAH week
- Theme Based Morning Assemblies – Sharing Thoughts, Themes & Traditions
- Year 12 Annual Dinner
- Year 12 Farewell Assembly
- Year 6 & Year 12 Graduations
- Year 6 Annual Lunch

Students and staff's social and emotional well-being has always been our priority. School counsellors and program coordinators support the students' service department. Career Development programs focusing on career development, subject selection, and different pathways aim to help and guide students with the skills, knowledge, and attitudes to seek their career pathway. In this way, students become empowered to make future decisions. The

students come to college from many different cultures and backgrounds but leave with one thing in common – a good Muslim and a great Australian citizen.

The staff puts effort in and prepare themselves for a demanding and changing world. The students develop skills to live successfully, respecting the environment and thriving in a challenging world. Year 10 students can discuss their course selections for Year 11 during course counselling sessions. In Years 7 to 10, students can access outstanding programs, including Accelerated Learning – an academic excellence program.

In Years 11 and 12, students have ample opportunities to follow their career and study aspirations. The vocational education and training (VET) courses, combined with UniReady, general subjects and ATAR courses, ensure our students are well-prepared for life after graduation.

The school caters for Islamic values integration into students' life, teach the meaning of the Quran and educate our students about the life and teaching of our Prophet (PBUH). Values integration through morning assemblies is always the focus under the guidance of a team of well-qualified religion teachers and school staff.

Future Outlook:

The following area is identified as a continued focus:

- Muslim identity & challenges in the contemporary world
- Explicit Improvement of Pedagogical Practices
- Build teacher pedagogical capability through the Annual Performance Development Plan
- Adopt shared language through the Model of Pedagogy
- To create a positive environment for staff, students, and family.
- Strategies for improvement of Student Services
- Advocacy for Student Voice initiatives
- Advocacy for Staff well-being initiatives
- Rich and engaging learning is taking place in all classrooms.
- Use of evidence-based whole-school approaches is evident throughout all classrooms.
- A team approach and clear processes in place for identifying and supporting students at educational risk.
- Continue to Project Based Learning across the school.
- Monitor individual student progress and
- Implement emotional development YCDI education program.
- Embed a culture of high care throughout the school.
- Develop a vibrant environment with motivating spaces to optimise student learning.
- The whole school approach to STEAM focuses on pedagogy, recognising the effort and promoting student engagement, problem-solving, critical thinking, creativity, and independent learning.
- A school-wide understanding of STEAM pedagogy
- Overall improved whole school student performance across all learning areas over time.
- Continue to work on OLNA and improve the number of students who have not met band eight from year 9 onwards and try to eliminate OLNA by the time students reach years 11 and 12.
- Working towards meeting new goal median ATAR of 90.
- Continue to use school data to inform students' performance and pathways for years 11 and 12.
- Identify and use expert teachers to facilitate extra classes in form class for years 11 and 12 to improve the ATAR ratio of our senior students.

- Continue integrating Islamic Values into all learning areas, including form classes.
- Use analytical data to inform students and staff of their performance so that each party knows what work needs to be done for a better academic outcome.
- Improve on all pathways to allow students different avenues to enter their chosen career pathways. (ATAR, UniReady, VET, Cert IV)
- Continue to provide an outstanding learning environment and facilities that equip students to face the real world after school.

The school aims to advance with an enhanced commitment to improved learning and teaching practices. We want to see our students as lifelong learners, successful students, 21st-centuryers and responsible citizens, in sha Allah.

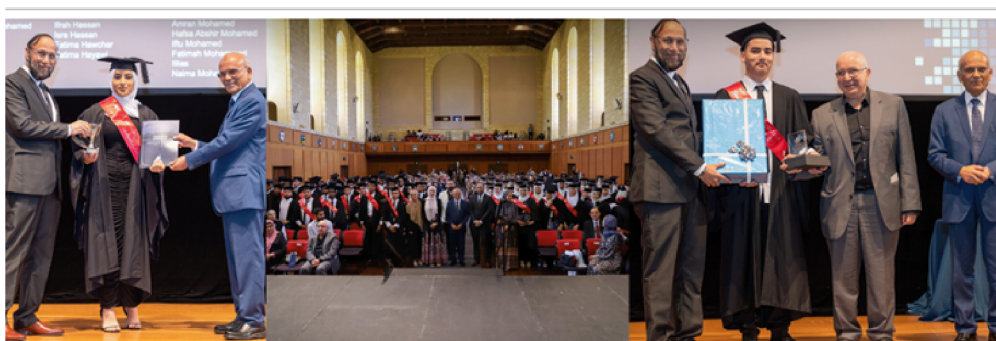
Sincerely,

Mohammed Nazar Khan
Principal

Teachers Excellence Award Ceremony



Yr 12 Formal Dinner & Yr 12 Graduation 2022



OUR SCHOOL AT A GLANCE

School Profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2022
Total	1955
Indigenous	-
Enrolment continuity (Feb. – Nov.)	93.44%

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

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

Average class sizes

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

Phase of schooling	2022
Kindy – Year 3	17 – 30
Kindy 4 – Year 6	28 – 30
Year 7 – Year 10	26 – 28
Year 11 – Year 12	26

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

The educational programs at The Australian Islamic College are designed to give all our students the best possible opportunities to pursue post-school options, whether university, training or work. We provide this by offering our year 11 and 12 students a diverse range of subjects: WACE, VET Curriculum, Uni Ready program and for 2023 Cert IV.

Features of the Curriculum:

A full range of subjects covering the eight learning Areas are offered:

1. The Arts
2. English
3. Health and Physical Education
4. Languages
5. Mathematics
6. Science
7. Humanities & Social Sciences
8. Technologies

Primary School:

Our teachers are committed to excellence in daily teaching and learning practices with a continuing focus on pupils' learning. We are a forward-thinking school that sees every young person as an individual with individual needs and talents. The school is dedicated and plans regularly for each student's spiritual, social and academic growth. We are fortunate to have a strong Religion, Quran and Arabic Studies department. Students are regularly guided and supported with structured lessons for Quran recitation, the meaning of selected verses and Quran memorisation. Students are taught about the life and teaching of the Prophet (PBUH) as an integral part of Islamic Studies. Regarding student character building and self-improvement, we integrate the general capabilities (Personal and social capability, Ethical understanding, and Intercultural understanding). In to many of our teaching programs i.e

- PATHS
- Protective behaviours
- Restorative practices
- You can do it (YCDI)
- Health program
- Weekly talks from the spiritual adviser (Sheik)
- Extracurricular activities during lunch play – encouraging teamwork and community spirit.
- Students taking part in fundraising events for charities – support the board community.
- Promoting Literacy development (PLD)
- Quick smart – remediation program grade 4-9



Co-curricular activities – HIGH SCHOOL

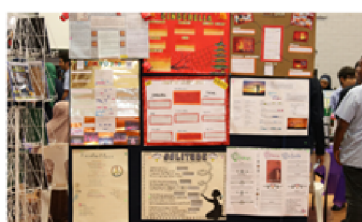
Our Co-curricular programs offer a wide range of opportunities for students across all learning areas.

- Futsal Tournament
- Volleyball Exhibition Match
- Basketball Tournament
- Netball Tournament– Fremantle Netball Association
- South Middle School Badminton Competition
- Multicultural Netball Carnival 2022
- WA High School Cup 2022
- Interschool Basketball Tournament
- Interfaith Dialogue Event
- AIC Volleyball Competition
- Supreme Court Tour
- After-School Art Club
- Workshops – Resume Writing & Interview
- Maths Empowering Girls' Day
- Police Rangers Camp
- Bachar Houli Foundation Academy Trials

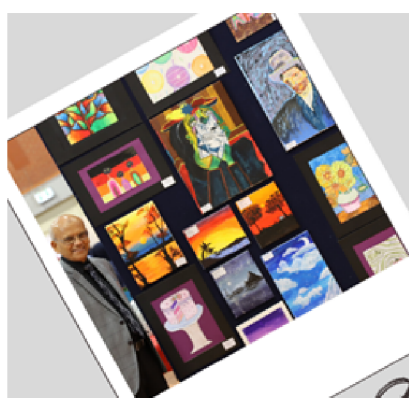
BASHAR HOULI ALL PLAYERS



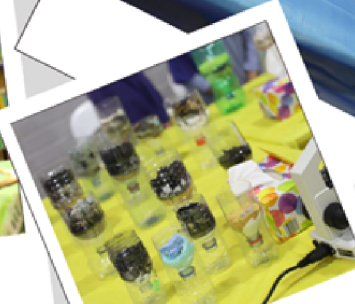
- Book Week
- ICAS
- Artist talks – WA Art Gallery
- Resource Technology Showcase
- Career Expo
- Elevate Education Study Workshops
- Quiz – Life & Teaching of Prophet (PBUH)
- Seerah Week – Lecture Series – Life & Teaching of Prophet (PBUH)
- Developing and supporting students with subsidised after-hours enrichment programs and tuition classes
- Excursions & Incursions
- Leadership Ceremony
- Principal's Morning Tea with the students
- Parents' Information Sessions
- Science Week
- English Week
- HASS Week
- Maths Week
- STEAM Exhibition
- Student Leadership & Public Speaking
- Teacher Recognition of Excellence in Teaching
- Theme-Based Morning Assemblies – Sharing Thoughts, Themes & Traditions
- Year 12 team building dinner
- Year 12 Annual Dinner
- Year 12 Farewell Assembly
- Year 7-12 Annual Sports Carnival
- Yanchep Crystal Cave Tour
- Girls Badminton, Netball & Volleyball Academy Camps
- Boys Volleyball Camp
- Girls Engineering Tomorrow Forum
- Student Leaders Parliament House Visit
- UniReady Campus Tour
- Senior First Aid Training
- Van Gogh Alive – Multi Sensory Exhibition
- Career Expo 2022
- Online Artist Talks
- Sculpture by the Sea Exhibition



STEAM Exhibition (High School)



STEAM Exhibition (Primary School)



How information and communication technologies are used to assist learning

- Bring your device policy for year 11 and 12 students to provide access for students to use their personal devices to research and study.
- Turnitin program incorporated into high school for students' electronic submission of assignments. This program ensures original work from students and addresses potential misconduct and authentic learning.
- Well-equipped technologies labs to educate our students to cope with current uses of technology. Computer labs have one computer linked to a fast internet connection. Each student has his/her work-space.
- Seamless transition to Remote teaching and Learning during the Covid-19 lockdown through Office 365.
- Education at AIC is not confined to physical classrooms since Covid. Teams is being incorporated for all classes, which allows teachers and students to interact online, a workspace where they can communicate, share files and use OneNote class notebooks to share notes and give feedback to students.
- Live streaming of major school events such as Graduation, Award ceremonies and Assemblies through AIC's social media platforms
- AIC Digital Library – a very valuable resource. It has a good collection of books ranging from classics to recent releases, providing general reading facilities for every age, interest and reading level.
- Smartboards in all classrooms across the school, enhancing the learning opportunities for all students, with all teachers using the boards in their teaching and learning programs.
- All departments have access to laptops for digital work in the classroom.
- Laptops and iPads are available for students with special needs.
- A range of online and school-purchased programs support and extend students across the school.
- The school has invested in Education Perfect, Code avengers, Micro bits and Adobe Suite to support coding and the Digital Curriculum.



Social climate

Overview

At Australian Islamic College, safety and well-being are top priorities. One of the notable features of our school is a strong emphasis on pastoral care for all students. A motivated and dedicated pastoral care team, staffed by highly qualified and trained practitioners, works collaboratively with students, staff and parents to create a sound environment towards achieving student safety, well-being, success and overall development. Pastoral care is embedded in every facet of school life we practice daily.

The school has created and maintained a safe, supportive and disciplined environment by creating and implementing our student safety, well-being and behaviour support policy and our school and student code of conduct. Our policies are reviewed annually or depending on circumstances as they arise (For example, vaping, pandemic).

Our pastoral care team meets regularly to discuss policies and areas of concern and counsel students on the importance of academics and overall development, understanding that each child is born with unique abilities and should reach his or her full potential. Each student benefits from a safe learning environment created by our committed pastoral care team using various techniques.

Students are briefly reminded of any behaviour concerns during the morning assembly. Students with problems can change their behaviour through a personal improvement plan or a weekly behaviour monitoring sheet. Meetings with parents are planned as needed to discuss the behaviour problem and a strategy for change to instil and promote positive behaviour. With a focus on recognising, confirming, and encouraging exemplary behaviour through the Excellence Awards system and Breakfast with the Principal programs, where two students from each cohort are recognised each term, the program coordinators work to promote and uphold high standards of student behaviour.

We have a behaviour phase system at the Australian Islamic College, and students get suitable consequences for their unacceptable behaviour. Their coordinators consistently follow up with the involved students and reprimand them regularly. We adhere to a restorative philosophy regarding behaviour, and we frequently counsel children who repeatedly exhibit negative behaviours, emphasising their rights and obligations.

At AIC, all bullying-related situations are treated seriously and dealt with appropriately. The problems of various forms of bullying are addressed and resolved using tier-based and personalised techniques. Depending on the complexity of the problems, the type of bullying, and the involvement of year-level kids, adjustments are made to address the problems. As an illustration, the appropriate consequences are given to the bullies among the pupils. The child is then given a follow-up and behaviour-improvement plan to help them change their behaviour. The child who experiences bullying receives appropriate counselling and support, and their coordinators consistently monitor the child to provide mental and emotional support. We also organise theme-based programs at the Australian Islamic College, such as R U OK Day, where speakers give talks and discuss bullying and mental health. Every year, the school observes Mental Wellbeing Week, during which school counsellors, knowledgeable instructors, visitors, and student council members provide a variety of lectures and talks. We integrate the subject of bullying into our health curriculum to inform students about the different types of bullying as well as prevention and coping mechanisms.

According to pastoral care data and coordinators' reports, behavioural issues have decreased over time; we also had fewer suspensions and detentions from the beginning to the end of the year. Overall, school behaviour improved last year, with fewer incidents.

Aside from implementing policies and procedures for student safety, well-being, and behaviour management, the school has also taken some physical precautions to ensure the safety of students and staff. For example, we have a CCTV system in each classroom and the school building. A safety procedure and evacuation plan are posted on the walls of each classroom. The school gates close at 9 a.m. and reopen at 3 p.m. Visitors are not permitted to enter the premises unless they sign in, and lockdown and fire drills are held each semester.



Programs to support access to the curriculum of students of all backgrounds, identities and abilities:

AIC and Curriculum Support work closely with the wider school community to effectively support all learners with diagnosed disabilities, learning difficulties, and imputed learning needs. Learning and Curriculum Support aims to support all students learning journeys by ensuring inclusive and evidence-based best practices, providing support to teaching staff, and consulting with families and external providers.

All students are supported and have access to the curriculum at the Australian Islamic College. Individual education plan (IEP) Coordinator at the school identify students who may be struggling academically and assist teachers in modifying (differentiating) the program to support these students best. Furthermore, the college provides education assistance to specific students to assist and develop our students' cognitive development. This encourages students to access the curriculum more one-on-one, allowing additional help and care for those requiring it.

Each learning area provides a well-structured and detailed program for each year level, and the HOLA ensures that the program is successfully delivered and that student learning outcomes are met.

The Australian Islamic College motivates and strongly encourages our students to participate in the Student Representative Council. We ensure a fair process of selecting the roles for head boy and head girl, deputy head boy and deputy head girl. Students are allowed to prepare speeches to their peers and a voting system is in place. This also allows students to understand the democratic process in society and schools.

We ensure there are several leadership positions such as class prefects and house captains, giving more students a chance to be part of leadership within the school. We ensure to provide optimum opportunities for students to develop their leadership skills, through assemblies and student committees in the school.

Interschool Competitions- Students at AIC have the opportunities to compete with students in AIC Thornlie and Dianella Campuses and other WA schools.



Quran Recitation Competition

Pastoral care programs to support Well-being:

The school regularly trains its teachers to help our students' well-being. Restorative practises used at our college to maintain positive relationships with students and staff.

AIC School staff and students participated in various activities in 2022 to celebrate and recognise the diverse cultures represented. Harmony Week recognises and celebrates AIC's cultural diversity, while Eid Festival, a day filled with fun activities, was held to mark the end of the holy month of Ramadan.

Students are given presentations and talk about social-emotional learning during form classes. Students take part in team-building activities organised by their coordinators and form teachers. Each year group had access to expert speakers who provided pastoral care advice throughout the year. Time management, respectful relationships, study skills, leavers, friendships, good decision-making, and mental health were among the topics covered in the presentations.

We also encourage students to have regular conversations with faculty and vice versa to foster an environment that supports students' emotional, spiritual, and mental well-being. We accomplish this through our student leadership program (student councillors), who regularly meet with the senior management team to voice concerns or questions, fostering nurturing and meaningful relationships between staff and students.

The maturing nature of the Student Leadership process was highlighted in 2022. The core of this process revolved around leadership being "more than a badge," a paradigm that allowed our Councillors to learn leadership by actively participating in the school.

Various programs and strategies aim to support social and emotional development and well-being. Such as:

- a. Student, Staff and family support
- b. Counselling sessions
- c. Grief Support
- d. Cohort talks

Being academically driven, Australian Islamic College is keen to provide a healthy support system for their students to rely on, to nurture their growth and increase their abilities to face future emotional, social, and behavioural challenges.

We have experienced counsellors at our campus who give the one on support and help to these students. We have an established process for students to be referred to our counsellors. AIC focuses on positive behaviour for learning, teaching, and counselling students.

Strategies that engage parents and the community in the life of your school

At our college, we use a variety of strategies to engage parents. We encourage parent volunteers to serve on our parents' committee to foster a sense of community among parents and to promote ownership and belonging to the school. The parent committee regularly meets with the senior management team to encourage our parents' active participation and feedback to the college.

We have a parents' lounge as part of our administration system (TASS) that allows parents and teachers to communicate and engage in open dialogue with one another to promote a holistic approach to our students. TASS allows for feedback and appropriate care when ensuring our students' success. This also gives parents access to information about their child's academic progress, behaviour, major events, incursion, excursion, and tasks or assignments their child may or may not complete.

We also hold parent information sessions to explain the school's ethos, values, academic programmes and pathways, structure, and future goals. Question and answer sessions are included, allowing parents to actively promote such endeavours and encourage a community feel at the college.

The Year 7 2022 Parent Information sessions provided information about AIC's values, ethos, and learning environment; curriculum; co-curricular programmes; provision for students' individual needs; transition; and school policies to parents of Year 6 students.

To prepare families for the senior secondary school in 2022/2023 and to support curriculum pathway planning and course counselling processes, Year 12 and 11 WACE information sessions were held for parents of Year 10 and 11 students.

Also, we hold parent-teacher meetings once a term to allow parents to meet with their child's teacher in person. This enables community parents to receive feedback on their child's academic progress, behaviour, and strategies for moving forwards and continually improving.

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.	72%
This school is a safe place for my child.	75%
This school keeps me well-informed of my child's academic progress.	71%
Teachers and staff model and teach positive behaviour to my child.	67%
My child is encouraged to achieve high results.	67%
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.	67%
This school provides an inviting atmosphere to family members.	66%
The resources in this school are of high quality.	65%

Table 4: Student opinion survey

Percentage of students who agree# that:	2022
I am encouraged to achieve high results.	69%
This school has enabled me to have a much greater understanding of my faith.	66%
I am very positive about my future.	66%
The School is helping me to become a better Muslim	66%
I feel like I belong in this school.	60%
I feel safe at school.	55%

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.	84%
I enjoy working with other staff members.	84%
I am proud to be a member of this school.	78%
I am able to share my ideas and collaborate with other staff members.	80%
Teachers model and teach positive behaviour to children.	75%
The ICT and other resources are easily accessible.	71%
Professional development programs are enriching and of great benefit to me.	58%

Parent and community engagement

The school believes in healthy partnership with parents and members of general community. The school regularly conducts:

1. Parent Information sessions.
2. Parent-Teacher meetings
3. Participate and support the Parents and Friends Association
4. Provides formally and informally feedback to parents regarding their children's progress.
5. End of the Term Newsletter.
6. Achievement Awards & Graduation Ceremonies.
7. Sporting events.
8. Religious & cultural events.

Strategies used to involve parents in their child's education.

We have a parents' lounge as part of our administration system (TASS) that allows parents and teachers to communicate and engage in open dialogue with one another to promote a holistic approach to our students. TASS allows for feedback and appropriate care when ensuring our students' success. This also gives parents access to information about their child's academic progress, behaviour, major events, incursion, excursion, and tasks or assignments their child may or may not complete.

The Year 7 2022 Parent Information sessions informed parents of Year 6 students about AIC's values, ethos, and learning environment; curriculum; co-curricular programmes; provision for students' individual needs; transition; and school policies.

Year 12 and 11 WACE information sessions were held for parents of Year 10 and 11 students to prepare families for the senior secondary school in 2022/2023 and to support curriculum pathway planning and course counselling processes.

We hold parent-teacher meetings once a term to allow parents to meet with their child's teacher in person. This allows community parents to receive feedback on their child's academic progress, behaviour, and strategies for moving forwards and continually improving.

How your school engages with the local community (for rural and remote schools, provide some parent/caregiver feedback about the community partnerships that the school is participating in or leading).

AIC's P & F parent group intends to meet twice or three times per term to attend information sessions and support one another. Parent volunteers organise all P & F events, including a thank you breakfast for teachers.

The consultation process used towards making decisions to allow adjustments to assist students with diverse needs in accessing and participating fully at school.

The school leadership team meets regularly to discuss the well-being and support of students with varying needs. Students' behaviour and academic performance are examined to determine the areas and scope of improvement. In consultation with the leadership team, HOLA and the classroom teacher develop a program to meet the needs of the students. One example is setting goals for each term to improve academic performance.

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.

View School 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	\$ 4,291,424.00
	State Government Grants	\$ 5,633,529.00
	Commonwealth Government Grants	\$ 23,789,131.00
	Other income	\$ 2,062,679.00
	Total Income	\$ 35,776,763.00
Expenditure		2022
	Employee expenses	\$ 19,514,596.00
	Supplies and services	\$ 4,113,301.00
	Depreciation	\$ 3,077,589.00
	Others expenses	\$ 698,145.00
	Total Expenditure	\$ 27,403,631.00
Operating Surplus		\$ 8,373,132.00

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	138	53	-
Full-time equivalents	133.2	49.2	-

*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	3
Masters	30
Graduate Diploma etc.*	11
Bachelor degree	54
Diploma	24
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 2022 were \$104,385.50.

The major professional development initiatives are as follows:

Professional development sessions in school:

- "Code of Conduct"
- "Shared Leadership & Collaborative Culture"
- "School Values Promotion & Practice at school" and "Pedagogy, Program and Planning Islamic Studies"
- "The Leaders We Need Now" Session with Leadership Team (PS & HS)
- "Remote Teaching on Teams"
- "Behaviour Management Strategies"
- Online/Hybrid Learning Training
- Role of Educators in battling Visual Addictions
- Discuss goals and managing the current Pandemic and forward progress so that the continuum of learning is not interrupted.
- PD – Education Perfect
- "Whole School Literacy – A joint partnership"
- Preparing students for the future.
- Retention
- Literacy, a whole school approach
- PD given to all staff on NCCD format and IE students.
- Restoring Momentum
- Creating a community of Learners
- "Cognitive Verbs (A whole school approach)"
- Barnga – Collaborative learning and cross-cultural communication
- Australia's Disability Standards
- Role of NDIS and Education
- (AITT-Certificate IV Workskills)
- "A simple approach to differentiation"

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, 73.54% 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 95.08%.

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	95.08%

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

Year level	2022
Prep	93.12
Year 1	94.39
Year 2	92.83
Year 3	94.07
Year 4	94.44
Year 5	96
Year 6	96.18

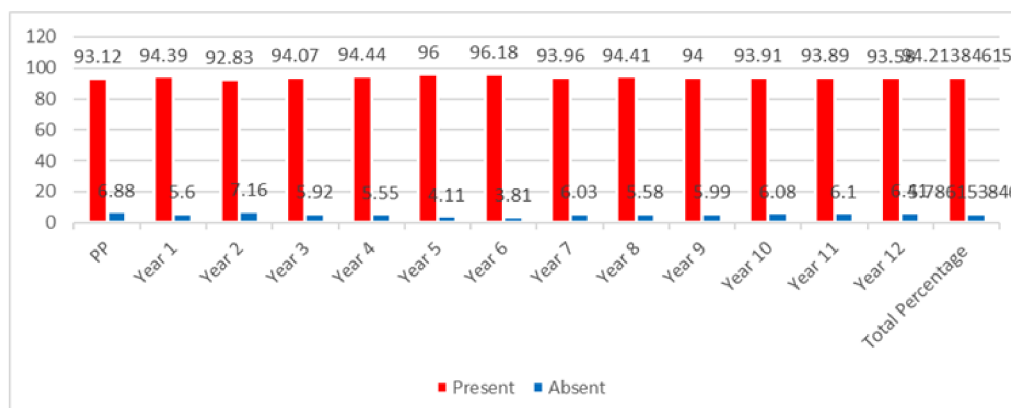
Year level	2022
Year 7	93.96
Year 8	94.41
Year 9	94
Year 10	93.91
Year 11	93.89
Year 12	93.58

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Description of how this school manages non-attendance:

At The Australian Islamic College, we believe that every day counts because:

- children achieve better when they attend school all day every day
- coming to school means getting a better chance at life
- school helps children build social and emotional skills such as communication, teamwork, and resilience
- most importantly attending school is a LEGAL requirement
- The issue of absenteeism is complex and covers a range of behaviours, including chronic absenteeism, school refusing and truancy. It is important for our school to investigate patterns and underlying issues as to the causes of non – attendance so that appropriate strategies that address the specific absenteeism can be implemented.
- There are a variety of interrelated factors that influence attendance rates. Some factors are school-related while others relate to individual and family contexts.

Procedures for managing non – attendance by the school:

- parents are asked to contact the school if their child will be absent on that day.
- all students need to be present in assembly by 8:20am
- teachers mark the rolls through TASS (electronically) daily by 9am
- should a student arrive after this time parents need to sign their child in at Central office and the student is provided with a late slip to enter the classroom
- Any students who are arriving after this time without a valid reason will have their name recorded and their parents contacted. If a student is late 3 times they then serve a one day out of school suspension with a follow up meeting upon their return.
- If a child is away regularly, the central office will notify the respected coordinator for that student who will then contact the parents to find out what is going on.
- Central office/administration office checks the school absenteeism system regularly.

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.

YR 12 OUTCOMES

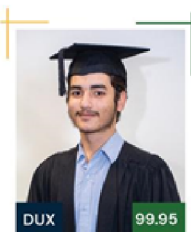
Tables 12–14 show for this school:

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



High Achievers 2022 ATAR 90 and above

Well Done Year 12 Class for Your
Resilience & Perseverance
CONGRATULATIONS



DUX 99.95
Yousef
Mohamed



Hibah Albadri



Haroun
Mohamed



Asma Sadia



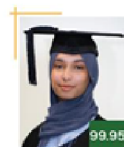
Muath
Elzaharna



Jenan Abu
Rahmeh



Sina Hilal
Payman



Nuha Islam



Ibrahim
Youssef



Asmaa Anzar



Syeda Maisara
Muzaffar



Abdur
Rahman



Lamia Rayta
Khan



Nooruz Zahra
Izad Negahdar



Abdulmuiz
Ajiboye



Aafia Umer



Muhammad
Ali Imran



Thaakir
Parker



Haikal Fakhri
Putrayudha



Hafsa Abshir
Mohamed



Sarah Saabi



Rubah
Albadri



Geeti Weisi



Farhan
Islam



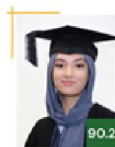
Rayan
Tarawneh



Muhammad
Daniyal Qureshi



Sabrina Putri
Harding



Nashrah
Zakia Tahir



Maryam
Jimie Idris



Shaheen
Khan




Name
Withheld



Fahima Maliha
Hasan


2022 WACE Award Recipients

Subject Certificate of Excellence: English




Sarah Saabi


Certificate of Distinction



Asma Sadia




Hibah Albadri




Jenan Abu Rahmeh


Certificate of Merit




Muath Elzaharna




Name Withheld




Thaakir Parker




Fatimah Mohammed Illas




Yousef Mohamed




Muhammad Ali Imran




Abdur Rahman



Afia Umer



Name Withheld



Name Withheld

aic.wa.edu.au




Table 12: Outcomes for our Year 12 cohorts

Description	2022
Number of students awarded a WACE Certificate	145
Number of students awarded one or more VET qualifications	77
Number of students awarded a VET Certificate II or above	77
Number of students who received university offers	71
Number of Excellence awards received	1

Table 13: Vocational Education and Training (VET) Courses

2022 VET Courses	2022
<ol style="list-style-type: none"> 1. Certificate III Business 2. Certificate II Sports Coaching 3. Certificate II Hospitality 4. Certificate II Community Service 5. Certificate II Work Skills 6. Certificate II IT 7. Certificate II Hospitality 8. Certificate II Electronics 9. Certificate III Aviation 10. Certificate III Retail 	

Table 14: Vocational Education and Training (VET)

VET qualification	2022
Certificate I	0
Certificate II	68
Certificate III or above	9

Note:

The values in table 15:

- are as at 11 February 2022
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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	78.89%

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.