



ANNUAL REPORT **THORNIE 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



Dear Parents, Students and Community

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

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

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

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

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

In 2022, we were able to hold a number of school events, including school excursions and incursions. Alhamdulillah, we achieved many things in 2022, such as in NAPLAN and ICAS achievements.

NAPLAN Results

Once again we achieved amazing NAPLAN results for our year 3 and 5 students. We are so proud of our students' huge achievements. I would like to sincerely thank our hard working and highly dedicated teachers and our diligent and highly motivated students. I also would like to thank our parents for their support and cooperation.

ICAS Certificates

Some of our students participated in ICAS and achieved Merit, Credit and Distinction certificates in the areas of Digital Technologies, English, Writing, Spelling, Mathematics and Science.

STEM Projects

In 2022, we continued with our project-based learning in the form of STEM projects and the integration of Design and Digital technologies across the curriculum.

Our Teachers

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

School Resources

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

- Interactive White Boards: Our school provides the students and the teachers with an abundance of educational resources. All classrooms are equipped with the latest touch-screen technology of Interactive White Boards which enhances teaching and learning across the school.
- educational books,
- maths equipment,
- STEM resources (Ozobots, Spheros, Edison, Blue Bots, Little Bits and Micro Bits).
- Students also have access to laptop computers, iPads and a first-class school library.
- The Accelerated Program that is run in the library encourages students to develop their love of reading and improve their literacy skill
- Our school has also subscribed to MyOn, which is an online library, to make it easy for our students to have access to digital books and encourage and develop a love of reading in our school.
- We also have a subscription with Mathletics, our students can access the programs from anywhere and at any time.
- Reading a-z program
- Reading Eggs online program

Islamic Values and Islamic Heritage

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

Academic Excellence

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

Building Construction Completed

Towards the end of 2020, the demolition of A Block started to take place. Our plan to rebuild the A Block with more classrooms, a two-storey building and a gymnasium was completed in December 2022. During this building construction, we were very grateful for everyone's patience and understanding, support and cooperation as we did not have as much space at our school until the building construction was complete. The Opening Ceremony for our new building

took place on 6th December, on the same day as the Year 6 Graduation Ceremony. The Hon. Sue Ellery, Minister of Education, Senator Fatima Payman, Senator for WA, Mr Chris Tallentire MLA, Mr Terry Healy and Councillor Theresa Lynes, the Mayor of the City of Gosnells were among the special guests. Alhamdulillah, now we are so blessed to have our amazing school.

The new building comprised of:

- Three additional Early Childhood classrooms
- A huge gymnasium
- Administration Office
- Staff Room
- Sixteen Primary classrooms in a two-storey building



Community Engagement

In 2022 our school participation in Art Exhibition by showcasing our Ramadan Art during the Holy Month of Ramadan. This event was held in Maddington Central Shopping Centre. The purpose of our engagement was to inform the community about our school and Islam (da'wah).



Positive Parent – Teacher Partnership

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

Aamiin!

I would like to take this opportunity to once again thank parents for their wonderful support. I would also like to thank Thornlie P&F and parent helpers for their suggestions and thoughtful input, their wonderful support and valuable contribution throughout the year. Finally, I thank our upper management for their strong leadership, guidance and wisdom.

Kind regards,

Endah Hayes
Principal

School Overview

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

History

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

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

Vision Statement

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

Mission Statement

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

Values, Ethos and Philosophy

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

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

AIC Values

AIC values, "Faith", "Knowledge", "Service", "Excellence", "Compassion", "Courage" and "Resilience" underpin and reflected in all school daily activities. Our Religion Teachers deliver speeches weekly during our Morning Assembly and in the Mosque during Friday Prayer with the focus on those seven AIC Values.

School progress towards its goals in 2022

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

What went well

- We achieved amazing NAPLAN results again in 2022 in Year 3 and 5.
- All teachers took on board Direct Explicit Instructions and their planning reflects that they are clearly implementing this pedagogy across the school.
- At risk students were identified very early in the year and received the necessary interventions from our remedial teachers who were working tirelessly to bring about an improvement and reduce the gaps in their learning.
- Implementation of MyOn, Mathletics, Reading Eggs and Accelerated Reader Programs
- Established strong partnerships between the school and families.
- Teachers worked in collaboration to increase and develop teacher capacity.
- Community Integration: we invited politicians, school and community leaders and other organisations within the wider community to our school events.
- Parents were invited into classrooms to participate in a variety of different activities and morning teas.
- Implementation of our Behaviour Policy that was child friendly and placed a great focus on its restorative approach.

Acknowledgment of Outstanding Students

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

Short and Long Term Goals and Our Improvement Agenda

Based upon our data derived from NAPLAN, On Entry Assessment, ACER Diagnostic assessments, Brightpath along with the advice and guidance from the ACER Review panel and other professional staff, we developed our school Improvement Agenda. The Operational and College Strategic Plans have been developed and implemented in order to achieve our College goals and targets both short and long term.

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

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

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

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

ESL and Remedial Classes

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

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

Students with Special Needs

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

Professional Learning Team

We have a strong Professional Learning Team where teachers are engaged consistently in professional dialogue, sharing ideas and working in strong collaboration with each other. Teachers within the same year level met once a week during their common DOTT (Duty Other Than Teaching) to discuss programs, share ideas, plan and discuss other matters related to their students' progress and wellbeing. We also encouraged the teachers to observe lessons and provide feedback to their colleagues. At Thornlie, we work very much in collaboration with each other. We have a strong, supportive group of teachers who work collaboratively to build teacher capacity across the school.

Staff Appraisal

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

Mentoring and Coaching

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

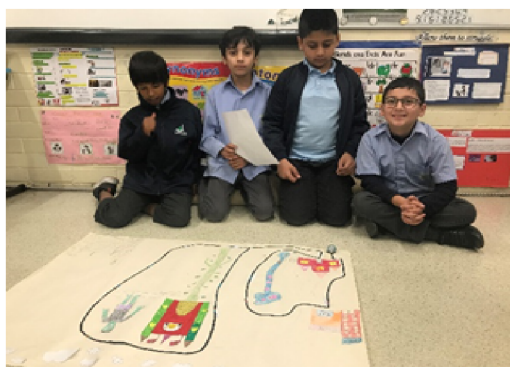
Behaviour Management System

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

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

Project-Based Learning

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



You Can Do It Program:

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

Excursions and Incursions

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

Quran and Islamic Studies Lessons

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

Parent Involvement

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

School Events

Our 2022 School Calendar is as follows:

- Morning Assembly Speeches on Islamic Values
- School Captain & Badge Presentation
- Ramadhan Speeches
- Ramadhan Art Exhibition (Venue: Maddington Central)
- Eid Al Fitr Celebration & Staff Eid Dinner
- Eid Al Adha Celebration
- Harmony Day Celebration
- Clean Up Australia Day
- Student Certificate Day
- Exemplary Behaviour Certificates
- Sport Carnival – Early Childhood
- Sport Carnival – Primary
- Farewell Dinner for the Executive Director of AISWA, Valerie Gould, venue: AIC Kewdale (three campuses)
- STEM Display
- Staff, parent and Student Survey
- P&F Acknowledgement Day
- Staff Flu Vaccine
- Early Childhood Veggie Garden Harvest Event



NAPLAN & ICAS Awards



Graduation Ceremonies

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



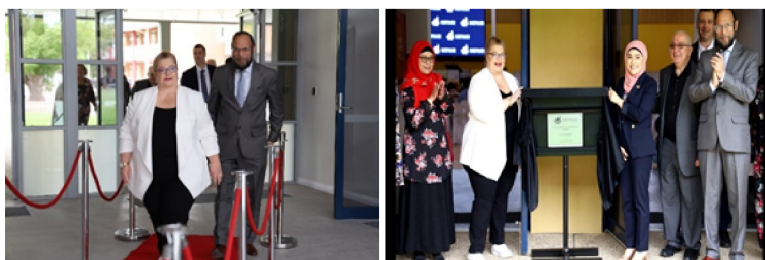
End of Year Awards

- Excellence in Literacy & Numeracy
- Excellence in Quran
- Excellence in Islamic Studies
- Excellence in Arabic
- Exemplary Behaviour Awards



Opening Day (AIC Thornlie New Building)

- Gymnasium – opened by Senator Fatima Payman, Senator for WA
- Three new classrooms in the Early Childhood Area– (opened by Mr Chris Tallentire MLA, member for Thornlie
- Administration – opened by The Hon. Sue Ellery, Minister of Education
- Staff Room and sixteen primary classrooms – opened by Mr Terry Healy MLA, Member for Southern River



Orientation Day

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

Visits from

- OHS Officer
- School Counselor
- School Nurse
- School Psychologist (AISWA)
- IE AISWA Consultant
- Senior Lecturer from South Metropolitan TAFE
- External Specialists (Speech therapist and OT) for students with special needs (scheduled)
- Parent Volunteers

Fundraising Activities

- Sport Carnival Stall by P&F
- P&F Bake Sale
- Year 6 Food Stalls
- Kindy Hot Milo
- Pre-Primary Food Stall
- Toy and Book Sale
- Fundraising Stalls for Pakistan & Afghanistan (Flood Appeal)



Excursions & Incursions

- Swimming Program (Venue: Thornlie Leisure Centre)
- Planting Day (in conjunction with Armadale Landcare Group)
- Tropical Twist
- Caversham Wild Life
- Kings Park
- Neighbourhood Walk
- Scitech
- Parliament House & the Electoral Education Office
- Perth Zoo
- Laser Blaze & Hoyts Cinema Southland



Incursions

- Swimming Incursion by Royal Life Saving Society
- West Oz Wild Life
- Fire Fighters Visit
- Constable Care
- Annual Staff Dinner (three campus event organized by the Head Office, venue: The Crowns)
- AIC Thornlie End of Year Dinner
- Invitation from Mr Chris Tallentire MLA to attend: The International Women's Day Morning Tea, Venue: Gosnells Football Club
- Student Placement / Work Experience (South Metropolitan TAFE)



Assessments

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

Competitions

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

Meetings held in 2022:

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

Future outlook

Our commitment is to:

- Continue to improve NAPLAN results
- Keep and / or improve retention of students and staff.
- Continue with our focus on effective teaching and learning and embedding the Explicit Direct Instruction Model
- Continue with the implementation of AITSL standard
- Maintain the integration of values and Islamic Heritage
- Literacy focus and integration across the curriculum with a special focus on the 12 Reading Strategies
- Continue with the implementation of project-based learning, STEM, Design Technologies and Digital Technologies
- Continue to implement separate timetable, lunch and recess for Lower Primary (Kindy to Year 3) and Upper Primary (Years 4 – 6)
- Look after students' welfare by providing a School Psychologist, School Counsellor and pastoral care support system
- Continue to provide essential support to students with special needs and remedial students
- Provide high quality assessment tasks and test papers
- Provide early interventions for students with behavioural issues and those who are academically at risk
- Continue to implement differentiated program
- Continue our participation in community involvement
- Continue with termly Parent – Teacher meeting and parent participation and engagement
- Continue to implement STEM, robotics and other extracurricular activities
- Continue to implement Teachers mentoring and coaching program specially the new teachers
- Zero tolerance on bullying and Online Safety Program for staff, students and parents
- Continue to implement the restorative approach to behaviour management
- Continue with Performance Management goals
- Continue to implement the five school rules
- Continue to monitor students' progress and student support systems
- Appoint a Student Representative Council from the Upper Primary students
- Continue to take part in more leadership training and activities.
- Continue to take part in community development such as Clean Up Australia Day, Harmony Day and any other initiatives
- Parent awareness program for community integration.
- Continue to welcome visitors visiting our school
- Maintain school buildings and structures

- Maintain and improve the school grounds
- Continue to implement and extend student leadership programs.
- Maintain positive Parent – Teacher – Student relationships
- Create a calm, sound and safe school environment
- Improve student and staff well-being

Our Target

- All students are all above the minimum benchmark in NAPLAN and not more than 5% of the cohort is at minimum standard
- To continue to build teacher capacity
- Update the behaviour Policy to reflect an emphasis on positive reinforcement and to continue to improve students' wellbeing
- Focus on staff wellbeing to ensure that staff are well equipped to meet new challenges and changes.

Strategies

- On-going professional learning for teachers to ensure that they have the confidence and capacity required to achieve excellence
- Continue to embed Explicit Direct Instruction Model and further embed the 7 Steps to Writing Success, the 12 Reading strategies as well as a focus on reading and numeracy fluency and continue the many other initiatives we have already started.
- Continue to use a range of reliable sources of data to inform the teaching and learning.
- Continue to identify at risk students, develop IEPs and provide them with the essential support and interventions.
- Continue with the process of setting individual targets in Literacy and Numeracy.
- Link the Behaviour Management Policy to the You Can Do It program and Islamic Values. Acknowledge students who display exemplary behaviour. Use Self-reflection sheets for students to encourage students to take greater responsibility for their behaviour.

OUR SCHOOL AT A GLANCE

School Profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2022
Total	544
Indigenous	-
Enrolment continuity (Feb. – Nov.)	76.88%

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

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

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

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

In 2022 we had approximately 29 students with special needs. We also had approximately 25 ESL students and around 72 remedial students.

Average class sizes

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

Phase of schooling	2022
Kindy – Year 3	27
Year 4 – Year 6	29

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

At Thornlie, our school-wide pedagogy is developed around the Direct Explicit Instruction Model. All teachers are required to deliver lessons according to this pedagogy. All teachers start with a warm up, they make their learning intentions and success criteria clear to their students and then proceed with the I do, We do, You Do components of the lesson and end the lesson with the plough back to ensure that the

success criteria have been met. We believe in setting high expectations for every child every day. Our teachers are required to provide high quality teaching and learning for all students entrusted to them and provide a safe, warm and welcoming classroom environment.

Our distinctive curriculum offerings are:

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

Co-curricular activities

Due to building construction (security) we suspended our after school activities.

How information and communication technologies are used to assist learning

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

Social climate

Overview

Our whole school community is a warm and supportive environment. Our school policies are designed to ensure our students' wellbeing and safety. We always provide them with the support they need to interact with each other and to respond to challenging behaviour and difficult situations. Based on parents' feedback, they are happy with our friendly and safe environment and they are also happy with our behaviour policy which places a great emphasis on self reflect and positive reinforcement by rewarding celebrating good behaviour. We also educate our parents and students on bullying, especially during morning assembly functions and through the yearly school event for National Day of Action Against Bullying and Violence.

PARENT, STUDENT AND STAFF SATISFACTION

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2022
I have access to my child's teacher(s) when I feel the need to contact them.	81%
This school is a safe place for my child.	80%
This school keeps me well-informed of my child's academic progress.	74%
Teachers and staff model and teach positive behaviour to my child.	77%
My child is encouraged to achieve high results.	75%
This school is doing a good job in preparing my child for a career in the future.	74%
I feel well-informed about school matters.	71%
This school provides an inviting atmosphere to family members.	74%
The resources in this school are of high quality.	68%

Table 4: Student opinion survey

Percentage of students who agree# that:	2022
I am encouraged to achieve high results.	86%
This school has enabled me to have a much greater understanding of my faith.	83%
I am very positive about my future.	82%
The School is helping me to become a better Muslim	87%
I feel like I belong in this school.	79%
I feel safe at school.	84%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2022
I am onboard with the Islamic Ethos of the school.	90%
I have an appreciation for the school's mission and values.	89%
I enjoy working with other staff members.	88%
I am proud to be a member of this school.	89%
I am able to share my ideas and collaborate with other staff members.	84%
Teachers model and teach positive behaviour to children.	90%
The ICT and other resources are easily accessible.	79%
Professional development programs are enriching and of great benefit to me.	73%

Parent and community engagement

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

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

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

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

Income		2022
	Fees and charges	\$ 1,087,011.00
	State Government Grants	\$ 1,366,699.00
	Commonwealth Government Grants	\$ 6,238,283.00
	Other income	\$ 131,237.00
	Total Income	\$ 8,823,230.00
Expenditure		2022
	Employee expenses	\$ 4,915,291.00
	Supplies and services	\$ 948,529.00
	Depreciation	\$ 382,190.00
	Others expenses	\$ 226,677.00
	Total Expenditure	\$ 6,472,687.00
Operating Surplus		\$ 2,350,543.00

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	33	18	-
Full-time equivalents	30.6	16.8	-

*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	-
Masters	3
Graduate Diploma etc.*	4
Bachelor degree	15
Diploma	3
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 \$43,785.95.

The major professional development initiatives are as follows:

- Staff Code of Conduct
- Collaborative Culture & Shared Leadership
- AIC Values and the Implementation
- Behaviour Management & Building Positive Relationships
- NAPLAN Training for Principal, Coordinators and Test Administrators
- Understanding Autism in 21st Century: Early Intervention and Evidence based Practice by Professor Andrew White House (organised by AISWA)
- NCCD & Data Collection by Karen West (AISWA)
- Many languages One Methodologist (AISWA)
- Working with Students with Special Needs by Positive Partnership
- "Learning Support" Training
- "Coding In School" Training
- E-Cigarettes, Vaping & School Communities by Department of Education (Alcohol & Drug Awareness)
- Quick-smart Training
- Wellbeing Network (AISWA)

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 STUDENT

Student attendance

The overall student attendance rate in 2022, school year was 96.32%. 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	96.32%

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

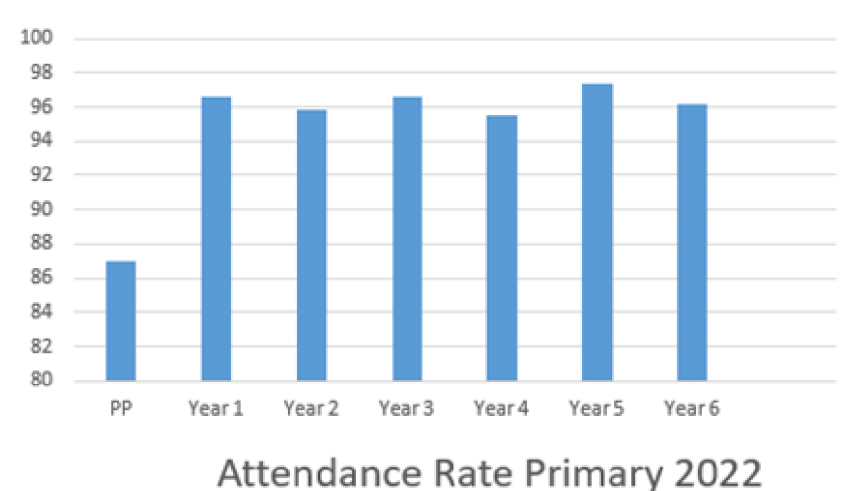
Year level	2022
Prep	86.93%
Year 1	96.62%
Year 2	95.80%
Year 3	96.57%
Year 4	95.51%
Year 5	97.29%
Year 6	96.12%

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.

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

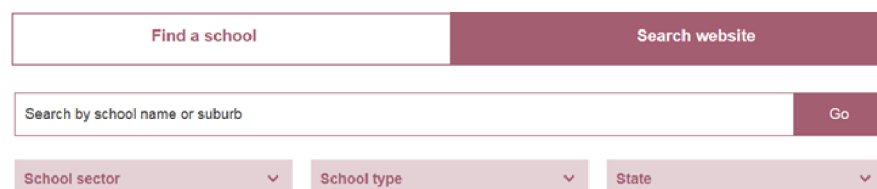
Students who are marked absent will be followed up by the enrolment officer at the front office. The parents of those students who are marked absent, must provide valid reasons as to why their child or children are not at school. Communication with parents is done by sending messages (SMS), telephone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

NAPLAN

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

How to access our NAPLAN results

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



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.

Student destinations

Early school leavers

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