



AUSTRALIAN
ISLAMIC COLLEGE

ANNUAL REPORT



DIANELLA
2023

FROM THE EXECUTIVE PRINCIPAL



Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Australian Islamic College has had a phenomenal 2023, filled with many successes and achievements that I am proud to share with you.

I am pleased to announce the exciting news of the completion of phase 1 of our two new schools in Henley Brook and Forrestdale. With this milestone achieved, it enables us to commence classes in 2024 from Kindergarten to Year 8. Each school will be welcoming approximately 500 students, further reflecting the College's commitment to providing a high-quality Islamic learning environment for our community. We eagerly anticipate the positive impact these new schools will have on the lives of our students and their families.

In 2023 we marked a significant milestone with the introduction of the first-ever swimming lessons at AIC Kewdale Aquatic Centre. These sessions, skilfully conducted by State Swim, not only enhanced our students' physical abilities but also instilled a sense of water safety and confidence. A special thank you to State Swim's swimming instructors and all AIC staff involved for their commitment to expanding our students' learning experiences around water which is such an important life-skill.

I am very proud to share that in 2023 Australian Islamic College once again was ranked in the Top 20 schools in Western Australia for outstanding 2023 NAPLAN results. We could not have achieved this without our students putting in maximum effort, our parents/guardians supporting and encouraging them, and of course our teachers' professional commitment to the academic, spiritual, and emotional growth of AICs students.

Furthermore, our Year 12 students once again have made us proud of incredible achievements and results, with 44 students receiving an ATAR of 90+ with bonus points, and with 16 of our outstanding students achieving remarkable ATAR score of 99 and above, alongside ranking within the top 15% of Western Australian schools for highest performing students across 5 ATAR subjects. We are profoundly proud of our students and teachers for their dedication, perseverance, and hard work in achieving such commendable accomplishments.

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 OAM
Executive Principal / CEO

FROM THE PRINCIPAL



Dear Parents, Students and Community,

I am delighted to present to you the 2023 Annual School Report on the progress and achievements of the Australian Islamic College (Dianella) Campus.

On the academic front, our 2023 NAPLAN results were remarkable, with continued growth in both Literacy and Numeracy. Dianella once again achieved the Top 20 High Performing School in Western Australia as identified by The Australian Curriculum, Assessment and Reporting Authority (ACARA). I would like to congratulate all participants for their achievements, and sincere gratitude to our staff, students, and parents whose hard work contributed to this success.

Our commitment to holistic education is evident in various initiatives undertaken throughout the year. The school proudly participated in Palestine Week, a dedicated initiative aimed at raising awareness about the challenges faced by the people of Palestine. Students engaged in educational activities, including fundraising, debating, and speeches, highlighting cultural, historical, and humanitarian aspects. We believe that these collective efforts can make a meaningful impact, Insha'Allah.

Our students also actively participated in various school activities, such as the Athan and Quraan competition, our annual Eid Festival, Sports Carnival, Character Dress Up Parade and fundraising appeals. Special recognition goes to the Student Representative Council (SRC) leaders and house captains for their initiative in organizing a fundraising events. Alhamdulillah, the students were able to make a meaningful contribution to many worthwhile causes.

The school year also saw significant milestones for our students, particularly the 2023 Year 6 and Kindergarten graduates. It was a joyous experience to recognize and honor these remarkable graduates with well-deserved trophies and certificates.

I would like to extend my heartfelt appreciation to each member of our school community for their contributions, support, and commitment. I want to reiterate our gratitude for your continued support and wish you and your family goodness, happiness, health and prosperity.

May Allah bless you with the best of both worlds.

Ustadh Wahaj Tarin

Principal

Australian Islamic College

School overview

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

School History

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

School Vision

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

Values

Our core values at Australian Islamic College are founded on:



School progress towards its goals in 2023

Our 2023 school priorities are developed from an evaluation of the School Operational Plan & ACER recommendations. Our priorities are:

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

The school has made visible progress in meeting the 2023 goals. These are the following areas where visible progress has been made:

1. Curriculum, Teaching and Learning

Curriculum Delivery

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

Assessment and Data

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

Implementation of Microsoft TEAMS

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

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

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

Student Engagement

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



1. Faith, Values and Religion

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

2. Student Wellbeing, and Engagement

3.1 Our Three Imperatives

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

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



3.2 School Wide Positive Behaviour (SWPBS)

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

1. Be Safe
2. Be Responsible
3. Be Respectful

3.3 Student Leadership

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

Our school leadership opportunities include:

- Student Representative Council (SRC)
- House Captains and Vice Captains
- Organising school events
- Addressing school assemblies
- Fundraising projects
- Volunteering



3.4 Extracurricular Clubs

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

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

What Went Well

1. High student achievement in NAPLAN 2023: The school demonstrated continued and strong academic performance in Literacy and Numeracy.
2. Increase in enrolment: The school saw an increase in enrolment, indicating a strong level of satisfaction among parents and students with the school's programs and services.
3. Swimming Lessons: There was a high level of interest and participation in the swimming lessons conducted in Kewdale.
4. Professional development for teachers in Explicit Teaching Pedagogy: Teachers received high-quality professional development opportunities, which have helped them to improve their teaching practices and better meet the needs of students.
5. Development of Student Leadership



What issues were faced:

1. COVID disrupted continuity in teaching and learning. Staff and students' attendance was affected due to absences.
2. Greater focus in typing and computer skills in preparation for NAPLAN online.
3. New employees are required to fill the positions left vacant due to staff members transferring to new campuses.

The following goals and priorities may have been partially completed/implemented in 2023 with an expectation of completion in 2024:

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

Acknowledgment of outstanding student achievements

The College would like to formally acknowledge the outstanding achievements students for achieving 'Exceeding' in different Subject Areas.

Subject Areas (Year 3)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	39%
Spelling	40%
Numeracy	32%
Writing	49%
Reading	33%

Subject Areas (Year 5)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	48%
Spelling	45%
Numeracy	27%
Writing	52%
Reading	29%

Subject Areas (Year 7)	Percentage of cohort achieving 'Exceeding'
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Grammar and Punctuation	43%
Spelling	39%
Numeracy	27%
Writing	35%
Reading	35%

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

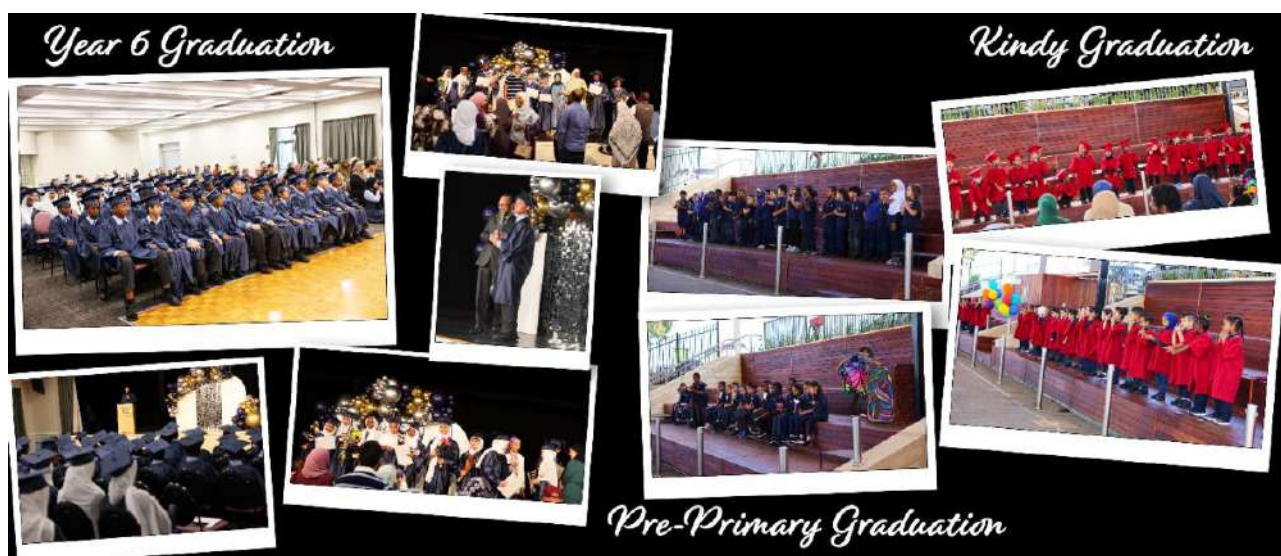
Acknowledgment of outstanding staff achievements

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

- Mr Nur Haji Adam

Future Outlook

The outlook for Dianella is very positive. There is demand for securing a place in our college. Enrolments are granted on a first come first served basis.



Major Focus:

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

Targets:

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

Strategies to Achieve Targets

Students:

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

Staff:

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

Parents:

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

Our School At a Glance

School Profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2023
Total	865
Indigenous	–
Enrolment continuity (Feb. – Nov.)	91.42%

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

Average class sizes

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

Phase of schooling	2023
Kindy – Year 3	24
Year 4 – Year 6	28
Year 7 – Year 10	24
Year 11 – Year 12	–

Note:

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

Curriculum Delivery

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

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

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

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

Remote Learning

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

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

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

Kindergarten – Year 6

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

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



Year 7–10 courses

- ❖ English
- ❖ Math
- ❖ Science
- ❖ HASS (Humanities and Social Science)
- ❖ Technologies
- ❖ Arabic
- ❖ Islamic Studies
- ❖ Quraan Reading
- ❖ -Health and Physical Education
- ❖ -Art

Extracurricular activities

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

Fundraising opportunities



Student Leadership

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

Our school leadership opportunities include:

- Student Representative Council (SRC)
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- Addressing school assemblies
- Fundraising projects
- Volunteering

High School Clubs

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

- Coding
- Languages
- Mosaic
- Taft and Leadership
- Table Tennis
- Squash

- Basketball
- Master Chef
- Photography
- Paper Crafts
- Soccer
- Candle Making

How information and communication technologies are used to assist learning

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

1. **Digital pedagogy:** Our teachers have been trained in the use of digital pedagogy, which uses technology to support student-centred learning. This includes the use of interactive whiteboards, digital resources, and online learning platforms to create engaging and interactive lessons.
2. **Online Learning:** We provide our students with access to online learning platforms, such as Microsoft Teams which allows them to access and submit assignments, participate in discussions, and receive feedback from their teachers.
3. **Blended Learning:** We have implemented blended learning in our curriculum, which combines online and face-to-face instruction. This allows students to access digital resources and online activities outside of the classroom such as Mathletics, Education Perfect and Cambridge Go, and to receive additional support and guidance from their teachers during class time.
4. **Collaborative learning:** We encourage our students to work together and collaborate on projects and assignments using technology tools like Microsoft PowerPoint and Microsoft Word, and Prezi, which allow them to share and co-create documents and communicate in real time.

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

Social Climate

Overview

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

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

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

Parent, Student And Staff Satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2023
I have access to my child's teacher(s) when I feel the need to contact them.	78%
This school is a safe place for my child.	75%
This school keeps me well-informed of my child's academic progress.	70%
Teachers and staff model and teach positive behaviour to my child.	73%
My child is encouraged to achieve high results.	76%
This school is doing a good job in preparing my child for a career in the future.	74%
I feel well-informed about school matters.	66%
This school provides an inviting atmosphere to family members.	68%
The resources in this school are of high quality.	64%

Table 4: Student opinion survey

Percentage of students who agree# that:	2023
I am encouraged to achieve high results.	70%
This school has enabled me to have a much greater understanding of my faith.	64%
I am very positive about my future.	67%
The School is helping me to become a better Muslim	65%
I feel like I belong in this school.	62%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2023
I am onboard with the Islamic Ethos of the school.	90%
I have an appreciation for the school's mission and values.	86%
I enjoy working with other staff members.	85%
I am proud to be a member of this school.	79%
I am able to share my ideas and collaborate with other staff members.	79%
Teachers model and teach positive behaviour to children.	85%
The ICT and other resources are easily accessible.	72%
Professional development programs are enriching and of great benefit to me.	66%

Parent and community engagement

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

1. Regular communication between teachers, parents, and students is crucial for building effective relationships. This includes:
 - Communication with parents via SMSs, memos and emails
 - Open Door policy to meet the principal
 - Use of diaries to communicate between parents and teachers
 - Termly Schoolzine Newsletter
 - Termly Meet the Parents conferences
 - Parent's information session in the start of the year
 - Update via Parents' Lounge and Students' Café
 - Individual meetings as needed.
2. To foster a sense of community, we encourage parents and students to actively participate in school activities, such as
 - Volunteering
 - Attending school events and ceremonies
 - Joining Parents and Friends Committee
3. We emphasize the importance of student learning by providing opportunities for students to take ownership of their education. Parents/guardians alongside teachers and other relevant stakeholders are consulted before making reasonable adjustments to curriculum.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

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

View School Profile

2. 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 statement summary for the Year ended 31 December 2023.

Income		2023
	Fees and charges	\$ 1,738,947.00
	State Government Grants	\$ 2,252,767.00
	Commonwealth Government Grants	\$ 10,850,992.00
	Other income	\$ 125,678.00
	Total Income	\$ 14,968,384 .00
Expenditure		2023
	Employee expenses	\$ 8,240,064.00
	Supplies and services	\$ 2,059,605.00
	Depreciation	\$ 651,938.00
	Others expenses	\$ 79,403.00
	Total Expenditure	\$ 11,031,010.00
Operating Surplus		\$ 3,937,374.00

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	63	33	
Full-time equivalents	60.8	30.4	

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	7	
Graduate Diploma etc.*	5	
Bachelor degree	36	
Diploma	2	
Certificate	13	

Professional Development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2023 were \$39,801.58.

The major professional development initiatives are as follows:

- Neurodiversity by Kate Weight (AISWA)
- Curriculum Refresher
- Quick Smart
- 7 Steps to Writing: Sentence Structure
- Graduates: What Industry Wants
- Writing: Unpacking Best Samples
- Implementing Effective Documented Plan by AISWA
- Writing: Unpacking Writing Pieces
- Using Technology in the Classroom

- Positive Education: Introduction/Relationships
- Pedagogy and Values Integration in a Faith Based school
- Collaborating in Effective Teams
- The Writing Revolution: Note-Taking
- Setting Classroom routines
- Your First Year: How to Survive and Thrive as a New Teacher
- Developing Effective Routines
- The Writing Revolution: Single Paragraph Outline
- Persuasive Writing
- Explicit Teaching for New Teachers
- Resilience and Stress management PL
- Explicit Training (New Staff)
- Classroom expectations
- Delivering feedback
- High Impact Teaching Strategies (HITS)

The proportion of the teaching staff involved in professional development activities during 2023 was 96%.

Staff Attendance And Retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2023
Staff attendance for permanent and temporary staff and school leaders.	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.95% of staff were retained by the school for the entire 2023.

Performance Of Our Students

Key Student Outcomes

Student attendance

The overall student attendance rate in 2023, school year was 90 %.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2023
Overall attendance rate* for students at this school	92%

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

Year level	2023
Prep	189
Year 1	93
Year 2	91
Year 3	94
Year 4	91
Year 5	93
Year 6	94

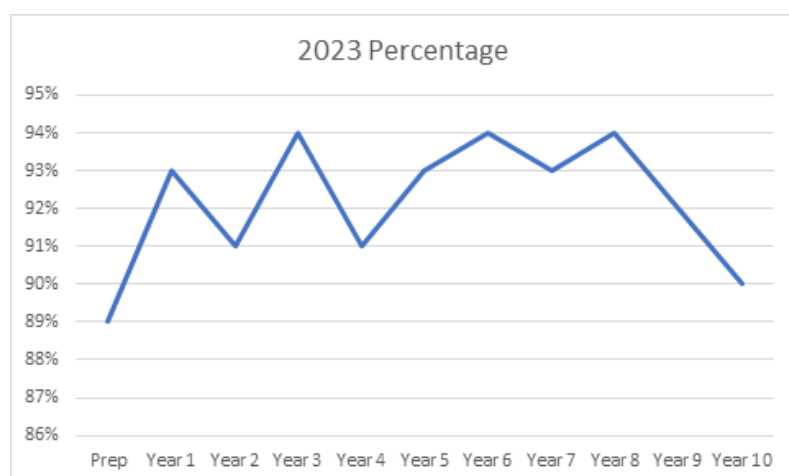
Year level	2023
Year 7	93
Year 8	94
Year 9	92
Year 10	90
Year 11	-
Year 12	-

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.

Firstly, an SMS is sent out to all absentee students' parents daily. Replies regarding absences are noted in the system. Parents will be contacted via phone if they have not replied to the initial SMS. If there is no answer, emails/letters will be sent to get an explanation for the students' absence. However, if there is still no contact, the school will communicate with the Department of Education to follow up with the parents for the absence of the student.

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

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

Key strategies AIC uses to increase attendance:

- Track Absence in Real Time
- Boost Personalised Learning
- Gather Feedback
- Implement Rewards
- Increase Parent Involvement

NAPLAN

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

How to access our NAPLAN results

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

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

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

Student Destinations

Early school leavers

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

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