



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

HENLEY BROOK **ANNUAL** REPORT 2024



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MESSAGE FROM THE EXECUTIVE PRINCIPAL / CEO

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu,

Dear Parents and Community Members,

Australian Islamic College has had a phenomenal 2024, filled with many successes and achievements that I am proud to share with you.

On the 22nd and 23rd of January 2024, the Australian Islamic College (Perth) Inc. proudly marked a significant milestone with the official inauguration of two newly established schools AIC Henley Brook and AIC Forrestdale. These momentous occasions celebrated the continued growth and commitment of the College to providing quality education within the community. Both schools currently cater to students from kindy through to Year 8, which will extend to Year 11 and 12 by 2027 In Sha Allah.



INAUGURATION OF AIC HENLEY BROOK



INAUGURATION OF AIC FORRESTDALE





I am very proud to share that 2024 Australian Islamic College once again was ranked in the Top 25 schools in Western Australia for outstanding 2024 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 with incredible achievements and results, with 39% students receiving an ATAR of 90+ with bonus points, and with 14% of our outstanding students achieving remarkable ATAR scores of 99 and above. Alongside this achievement we also ranked within the top 15 of Western Australian schools for highest performing students across 4 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

MESSAGE FROM THE PRINCIPAL

السلام عليكم ورحمة الله وبركاته

Assalamu'alaikum Wa Rahmatullahi Wabaraktuh.

Dear Parents, Students, and Community,

I am delighted to present the 2024 Annual School Report, highlighting the progress and achievements of our school community over the past year. This year marked a significant milestone with the official opening of the AIC Henley Brook campus on January 23. We proudly welcomed 414 students and 56 dedicated staff members to our school for the very first time.



Alhamdulillah, it has been an incredible first year, and we are deeply grateful that you have chosen to be part of this experience as we continue to grow and thrive. We eagerly look forward to the next two phases of our campus expansion and all that the future holds for AIC Henley Brook.

Our commitment to holistic education is evident through the various initiatives we have undertaken throughout the year. These include our participation in Palestine Week, a program designed to raise awareness about the challenges faced by the people of Palestine. During this week, our students engaged in a range of educational activities, including fundraising, historical lessons, and debates. We also held Science literacy programs, whole-school numeracy workshops, school carnivals, and inter-campus competitions, as well as Principal Teas. We are confident that these efforts will make a meaningful impact, Insha'Allah.

Furthermore, our students participated in various events, including the Qur'an competitions, the annual Eid Festival, the Sports Carnival, the "Aussie of the Month" awards, the Character Dress-Up Parade, and numerous fundraising appeals. These events have been designed to foster a sense of community, involvement, and contribution to meaningful causes.

I would like to extend my heartfelt appreciation to every member of the AIC Henley Brook school community for their contributions, support, and unwavering commitment. Thank you for being a part of this exciting journey. I wish you and your family happiness, health, prosperity, and continued success.

May Allah bless you with the best of both worlds.

Donia Elbakdadi

Principal

AIC Henley Brook

SCHOOL OVERVIEW

The Australian Islamic College (Henley Brook) is dedicated to providing a comprehensive and holistic education that caters to the academic, spiritual, social, and emotional development of every student. We strive to create an inclusive and nurturing environment that encourages our students to excel in all areas of their lives.

Located in the heart of Henley Brook, the College serves the Muslim community of Swan Valley. Its close proximity to residential areas in Henley Brook and the surrounding districts makes it easily accessible and convenient for prospective students and their families. The Henley Brook area is also rich in history, home to historic landmarks such as Haddril's House, Spring Park, and Edward's House, all of which are listed on the National Register of Historic Places, providing a unique blend of modern education and cultural heritage.

Since the official opening of the Henley Brook campus on January 23, 2024, we have had the privilege of welcoming 414 students and 56 members of staff into our vibrant school community. As we continue to grow, we remain committed to providing a high-quality education based on Islamic values and principles, preparing our students to be confident, responsible, and successful individuals in the future.

At the heart of our educational approach is the belief that academic excellence goes hand-in-hand with character development. Our curriculum is designed to ensure that students not only achieve their academic potential but also develop into compassionate, respectful, and well-rounded individuals. We offer a wide range of learning opportunities, including a strong emphasis on literacy, numeracy, and personal development, alongside enrichment programs in arts, sports, and community service.

The school prides itself on its strong partnership with parents, recognising that collaboration between home and school is essential to the success of our students. We are committed to maintaining open communication with families, working together to support and guide each student along their academic journey.

We also prioritise the professional growth of our teaching staff, continuously engaging in professional development to enhance the delivery of high-quality teaching and learning. This is complemented by our focus on personalised learning support, ensuring that all students, including those with special needs and gifted learners, receive the attention they need to thrive.

As we move forward, we are excited about the upcoming phases of campus expansion and the continued growth of the Henley Brook community. We look forward to seeing our students thrive academically, socially, and spiritually, contributing positively to both the local and wider communities.

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 5500 students and approximately 450 staff across 6 campuses in Dianella, Kewdale, Thornlie, Forestdale , Henley Brook and Adelaide.

SCHOOL VISION

Our collective vision is to inspire our youth to strive for excellence in both character and academics. We aim to provide our students with enriching educational experiences that support their future ambitions, while ensuring a harmonious balance between their academic growth and Islamic values.



VALUES

Our core values at Australian Islamic College are founded on our websites and throughout all our handbooks



- **Excellence:** We are committed to providing a high standard of education and striving for excellence in both academic achievement and personal development.
- **Faith:** Our Islamic principles guide us in cultivating strong character, spirituality, and a sense of responsibility towards others.
- **Resilience:** We encourage students to develop the strength and perseverance to overcome challenges, embrace setbacks as opportunities for growth, and adapt to changing circumstances with a positive mindset.
- **Knowledge:** We are committed to the pursuit of knowledge, fostering a deep understanding of both the world around us and our faith, enabling students to make informed decisions and contribute meaningfully to society.
- **Service:** We instill in our students a sense of responsibility to serve others, encouraging acts of kindness, social responsibility, and contributions to the well-being of both the local and global community.
- **Compassion:** We emphasize the importance of empathy and understanding towards others, fostering a caring environment where students learn to support and uplift those in need.
- **Courage:** We encourage students to be brave in the face of challenges, to stand up for what is right, and to face difficulties with determination, resilience, and an unwavering commitment to their values.

As we continue our journey toward achieving the goals outlined in our Strategic and Operational Plan, I would like to take this opportunity to update you on our progress and share some of the key initiatives and outcomes that are driving our vision for excellence in education.

1. All staff have a clear understanding of the the school signiture preferred pedagogy 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

1. CURRICULUM, TEACHING AND LEARNING

Additionally, we are using student achievement data to continuously inform our teaching practices, ensuring that every child receives the individual attention they need to thrive. This data-driven approach has been instrumental in improving literacy, numeracy, and academic progress across all learning areas.



1.1 CURRICULUM DELIVERY INCULDES AND NOT LIMITED TO.

- ✓ 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.
- ✓ 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 all learning areas.

1.2 ASSESSMENT AND DATA

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

2. LITERACY AND NUMERACY

- ✓ Explicit Instruction Model: AIC employs a structured teaching approach comprising five key components: Warm Up, I Do, We Do, You Do, and Plough Back. This method emphasizes clear explanations, guided practice, independent work, and review, aiming to improve academic skills effectively.
- ✓ Dedicated Literacy and Numeracy Blocks: The curriculum includes specific blocks of time focused on literacy and numeracy, allowing students to engage in activities such as editing, comprehension, vocabulary development, and targeted math exercises. This structured time allocation supports skill development in these fundamental areas.
- ✓ Use of Data-Driven Strategies: AIC collects and analyses student performance data to inform teaching practices. This approach ensures that instructional methods are tailored to address individual learning needs, promoting continuous improvement in literacy and numeracy outcomes.
- ✓ Professional Development and Collaboration: The college invests in ongoing professional development for teachers, fostering collaboration and the sharing of effective teaching strategies. This commitment enhances educators' capabilities in delivering high-quality literacy and numeracy instruction.

3. EMBEDDING THE ISLAMIC ETHOS

We are proud to report that the Islamic ethos remains a core element of our school community. This ethos is embedded in all aspects of our curriculum, programs, and daily practices. Our teachers have actively participated in professional development focused on fostering an Islamic ethos in their teaching methods, ensuring that our students are not only academically proficient but also grounded in Islamic traditions. We continue to celebrate Islamic events and work closely with the wider Islamic and local communities, enriching the educational experience for our students.

3.1 FAITH, VALUES AND RELIGION

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

4. FOSTERING WELLBEING AND ENGAGEMENT

Creating a positive, respectful, and supportive culture is a priority for us. Our school community is united in promoting the wellbeing of all students, ensuring that they feel safe, confident, and respected. Students are encouraged to develop resilience, self-esteem, and leadership skills through a range of school and community programs. We also continue to work on reducing bullying and inappropriate behaviors, with incidents being reported at very low levels.

The wellbeing of our staff is also a key focus. We recognize that a healthy, supported teaching team contributes to the success of our students. Our staff are provided with the resources and support necessary for their social, emotional, and professional development, ensuring they are empowered to provide the best educational experience for our students.

We believe in the power of collaboration between staff and parents to ensure the continued success of our students. We regard parents as vital partners in the academic journey and remain steadfast in our commitment to working closely with families to provide the best possible education for their children.

Central to our success is the dedication of our teaching staff, whose commitment to excellence is the driving force behind student achievement. We prioritise ongoing professional development, focusing on High Impact Teaching Strategies and the application of evidence-based pedagogies such as Explicit Teaching. In addition, we ensure that students with special needs and gifted learners receive the tailored support they need to thrive academically. Our students' academic ability, moral character, and personal strengths are essential for their future roles as confident and capable leaders. In our supportive challenging environment, we nurture these competencies, empowering our students to emerge as proactive and engaged members of society, prepared to shape a bright future.

4.1 STUDENT, PARENT AND COMMUNITY ENGAGEMENT:

- ✓ Involving students in more leadership activities.
- ✓ Regular exhibitions to showcase students' work.
- ✓ Science and literacy week.
- ✓ Participation in national competitions such as ICAS
- ✓ Participation in intercampus competitions
- ✓ Book Fairs and Book Week Celebration

Beyond academics, our school offers a wealth of extracurricular activities and events that foster the social and emotional well-being of our students. From the Quran Recitation contest and Seerah Week to Harmony Day and leadership commemorations, from celebrating Science and Literacy weeks and interschool tournaments in football and netball, we provide ample opportunities for students to explore their interests, talents, and passions.

4.2 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)
- ✓ Student voice
- ✓ House Captains and Vice Captains
- ✓ Organising school events
- ✓ Addressing school assemblies
- ✓ Fundraising projects
- ✓ Volunteering

4.3 EXTRACURRICULAR

We offer a range of activities for students, providing opportunities for children to engage and socialise outside the classroom.

- ✓ Soccer clinics
- ✓ Basketball
- ✓ Literacy and Numeracy enrichment classes
- ✓ Chess club
- ✓ Netball

- ✓ Interschool carnivals

WHAT WENT WELL

- ✓ Our Year 8 Girls team achieved a remarkable victory in 2024, winning the prestigious Bachar Holi Cup, demonstrating outstanding teamwork and dedication.
- ✓ Our Year 6 Boys team secured an impressive second-place finish in the 2024 basketball tournament, showcasing their skill and teamwork.



STUDENT ACHEVIMENT IN LITERACY AND NUMERACY

We commend the efforts of our students for their hard work and dedication, and we are excited to continue supporting their academic growth.

The College is proud to formally acknowledge the exceptional achievements of our students who have achieved an 'Exceeding' level in various subject areas. It is important to note that our school opened in January, and these results were captured during the first 7 weeks of Term 1. As a new school, the results reflect the initial intake of students and their literacy and numeracy proficiency levels in Year 3, 5, and 7. These results should serve as a baseline for improvement.

FUTURE OUTLOOK

As we continue our pursuit of excellence, we are guided by a vision of nurturing successful students and responsible citixens who embody the values of Islamic teachings. With unwavering dedication, we move forward, confident that we are shaping a brighter future for both our students and the community.

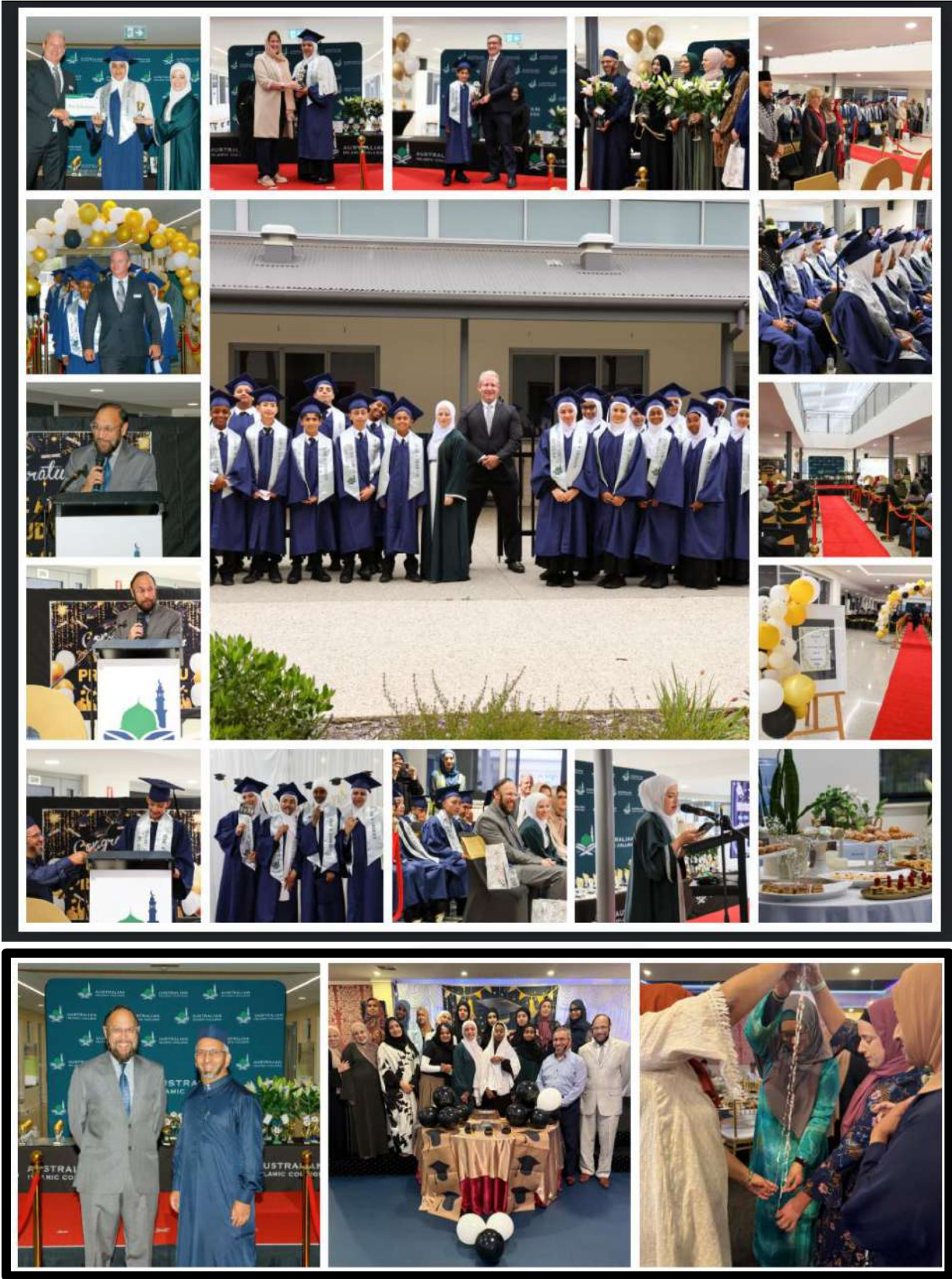
We are excited about the progress we've made so far and remain committed to continuous improvement across all areas. Parental and community support and engagement are crucial to the success of our shared goals, and we look forward to collaborating closely with our community to achieve even greater success together. Our campus is expanding to meet the growing demands of our community, and we are focused on enhancing our skill base in Islamic Pedagogy. Additionally, we are dedicated to strengthening our teaching and learning through ongoing professional development, reflection, and best practices AIC's proven signature methods.

OUR SCHOOL AT A GLANCE

PROFESSIONAL DEVELOPMENT AND TRAINING



Year 6 Graduation and Dinner



Pre-Primary and Kindergarten Graduation and Orientation



STAFF APPRECIATION AND AWARDS



PRINCIPAL TEA AND STUDENT AWARD CELEBRATION





SCHOOL PROFILE

STUDENT ENROLMENTS

Enrolment category	2024
Total	467
Indigenous	2
Enrolment continuity (Feb. – Nov.)	98%

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

Table 1: Student enrolments at this school

CHARACTERISTICS OF STUDENT BODY

OVERVIEW

At Australian Islamic College Henley Brook Campus, we take pride in our vibrant and diverse student body, representing a rich tapestry of cultural backgrounds. With students hailing from over 56 ethnicities, our campus fosters a multicultural environment that celebrates global perspectives and traditions. While many of our students were born in Australia, a significant portion come from backgrounds where English is not their first language, contributing to the linguistic diversity within our school community. This multiculturalism enriches the educational experience at AIC Henley Brook, promoting cross-cultural understanding and appreciation among our students and staff.

Phase of schooling	2024
Kindy – Year 3	17–30
Year 4 – Year 6	20–27
Year 7 – Year 10	26–32
Year 11 – Year 12	0

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

CURRICULUM DELIVERY

OUR APPROACH TO CURRICULUM DELIVERY

The Australian Islamic College has a strong commitment to providing a broad and inclusive curriculum designed to meet the needs of diverse students and their future aspirations. Emphasising on both academic rigor and holistic development, which is essential for preparing students for life beyond high school. Here's a breakdown of our curriculum delivery:

- **Wide Range of Subjects:** By offering a variety of subjects across key learning areas, students can explore their interests and develop a well-rounded skill set.
 - **The Arts:** Encouraging creativity and self-expression.
 - **English:** Building strong communication and literacy skills.
 - **Health and Physical Education:** Promoting physical well-being and healthy lifestyles.
 - **Languages:** Enhancing cross-cultural communication and global awareness.
 - **Mathematics:** Strengthening analytical and problem-solving skills.
 - **Science:** Encouraging inquiry and critical thinking.
 - **Humanities & Social Sciences:** Developing an understanding of society, history, and ethical decision-making.
 - **Technologies:** Preparing students for future careers in the digital and technological fields.

HOLISTIC DEVELOPMENT:

- **Academic Excellence:** Ensuring that students are academically equipped for their post-school plans, whether that be further study, training, or employment.
- **Well-Rounded Education:** Emphasising not only knowledge but also personal growth, leadership, and contributions to society.

This diverse and inclusive approach prepares students to succeed in various fields, catering to a range of post-school ambitions.

CO-CURRICULAR ACTIVITIES

The Australian Islamic College offers a rich array of co-curricular programs designed to complement the academic curriculum and foster the development of students across a wide range of interests. These programs focus on helping students grow holistically, exploring passions and talents beyond traditional subjects. Here's an overview of some of the incredible opportunities provided:

SPORTS AND PHYSICAL ACTIVITIES:

- Year 7–9 Annual Sports Carnival
- Basketball Tournament
- Swimming Lessons

- Multicultural Netball Carnival 2023
- Bachar Houli Cup
- Interschool Basketball Tournament

ARTS AND CULTURE:

- Book Week and character dress up parade
- Science Week
- Harmony Day
- Literacy Week
- HASS Week
- Maths Week

LEADERSHIP, COMMUNITY ENGAGEMENT, AND CAREER DEVELOPMENT:

- Student Leadership & Public Speaking
- Leadership Ceremony
- Principal's Morning Tea with the Students
- Parent's Information Sessions
- Theme-Based Morning Assemblies – Sharing Thoughts, Themes & Traditions

ACADEMIC ENRICHMENT:

- ICAS (International Competitions and Assessments for Schools)
- Quiz – Life & Teaching of Prophet (PBUH)
- Seerah Week – Lecture Series – Life & Teaching of Prophet (PBUH)
- Developing and Supporting Students with Subsidized After-Hours Enrichment Programs and Tuition Classes

SPECIAL EVENTS AND STUDENT MILESTONES:

- Pre-Primary Graduation
- Year 6 Dinner
- Year 6 Graduation
- Kindy Graduation

These programs offer students the chance to grow in diverse areas such as sports, leadership, academics, and community service, helping them develop essential skills for their future. Whether it's through athletic challenges, leadership experiences, or academic competitions, the opportunities provided at The Australian Islamic College ensures that students have a well- rounded education.

EXTRACURRICULAR ACTIVITIES





At AIC Henley brook uses several digital strategies to enhance learning:

1. Blended Learning: The school combines online resources with in-person instruction to offer flexible, self-paced learning opportunities for students.
2. Interactive Platforms: Tools like Microsoft Team, Canva, Nap learn, Reading eggs, Mathletics, Reading A-Z, Accelerated reading are utilised to distribute materials, assignments, and assessments, allowing real-time feedback and communication between students and teachers.

3. Gamification: The use of points, badges, and leaderboards in certain courses encourages student motivation and engagement through friendly competition.
4. Collaborative Tools: Platforms like Google Docs and Microsoft Teams enable students to collaborate on group projects and engage in real-time discussions, fostering teamwork and communication.
5. Flipped Classroom: Students access learning materials online before class, allowing in-class time for interactive activities like discussions, problem-solving, and group work.
6. Digital Literacy: The curriculum incorporates coding, media production, and critical thinking about digital content to ensure students are prepared for the digital world.
7. VR/AR: Virtual and augmented reality technologies are used to create immersive learning experiences, enhancing subjects like history and science. Which will be more prominent in classroom in 2025.
8. Assistive Technology: Students with diverse learning needs benefit from speech-to-text tools, screen readers, and other technologies that ensure equal access to the curriculum.
9. Teacher Training: Continuous professional development ensures teachers stay up to date with the latest digital teaching tools and pedagogical strategies.

These strategies at Australian Islamic College Henley Brook create a dynamic, engaging, and personalised learning environment, supporting students in their academic growth.

SOCIAL CLIMATE

OVERVIEW

At Australian Islamic College Henley Brook, we foster a safe, supportive, and disciplined learning environment where students feel valued and respected. Our approach focuses on promoting positive behaviour, inclusivity, and respect for diversity. We implement clear behaviour expectations and provide ongoing support through programs that emphasize empathy, kindness, and conflict resolution.

To respond to bullying, the school has a zero-tolerance policy. We use strategies like restorative practices, where students are guided to reflect on their actions and understand the impact on others. Anti-bullying programs, including workshops and awareness campaigns, are regularly held to educate students about respect and empathy.

In terms of differentiation, we tailor learning experiences to meet the individual needs of students, ensuring that all learners are supported at their level. This includes differentiated instruction, additional learning support, and personalised adjustments for students with diverse needs, helping them thrive in a nurturing and inclusive environment.

At Australian Islamic College Henley Brook, the school implements a whole-school inclusive approach to ensure that all students, regardless of background, identity, or ability, have access to the curriculum and are supported in their learning journey. Here's an overview:

1. PROGRAMS TO SUPPORT ACCESS TO THE CURRICULUM

- The school offers differentiated learning to meet the diverse needs of students. This includes tailored learning materials, additional support in the classroom, and modified assessments for students who require it.
- English as an Additional Language (EAL) support is provided for students from non-English speaking backgrounds, ensuring they can fully engage with the curriculum.
- Specialised learning support programs are available for students with disabilities or specific learning needs, ensuring they receive the appropriate resources and assistance to succeed academically.

2. PASTORAL CARE PROGRAMS TO SUPPORT WELLBEING

- The school provides pastoral care programs that focus on student wellbeing, including emotional and social support. Programs such as mindfulness, resilience building, and social skills development are part of the school's wellbeing initiatives.

- Regular counselling services are available to students who may need assistance with mental health or personal issues.
- The school also runs peer mentoring programs where older students support younger ones in adjusting to school life, fostering a sense of community and belonging.

3. OTHER SUPPORT PROGRAMS

- The school offers extra-curricular support programs, including after-school tutoring and homework help, to ensure students who need additional academic assistance can receive it.
- Enrichment programs are also provided for high-achieving students, allowing them to explore advanced topics and interests beyond the standard curriculum.
- Cultural and Religious Support: Given the school's Islamic identity, there are programs that support students' understanding of their faith, and cultural activities that celebrate diversity and inclusion within the school community.

4. STRATEGIES TO ENGAGE PARENTS AND THE COMMUNITY

- The school actively involves parents through regular communication via newsletters, emails, and parent-teacher meetings to keep them informed of their child's progress and school events.
- Parent involvement is encouraged in school activities, such as volunteering for events, participating in fundraising initiatives, or helping with classroom activities.
- The school runs workshops and information sessions for parents on topics such as supporting children's learning at home, mental health, and navigating digital literacy.
- There is a strong focus on community partnerships, with the school collaborating with local organisations to support students' learning and development.
- The school organises cultural celebrations and community events that bring families together, promoting inclusivity and fostering a strong connection between the school and the wider community.

These strategies ensure that Australian Islamic College Henley Brook is an inclusive environment that supports the academic, emotional, and social growth of all students, while also engaging parents and the broader community in the school's activities.

PARENTS, STUDENTS AND STAFF SATISFACTION

A reputable and experienced external survey company is engaged annually by the school to conduct Parent, Staff, and Student satisfaction surveys. Following each survey, the feedback is analysed by the Executive Team with an action plan developed to ensure identified areas for improvement are addressed by the Principal.

Australian Islamic College Henley Brook values the feedback from its school community and remains committed to maintaining its strengths while continuously working to address the identified key areas. The College will continue its efforts to foster a positive, inclusive, and high-quality learning environment for all students, staff, and parents.

PARENT AND COMMUNITY ENGAGEMENT

At Australian Islamic College Henley Brook, we prioritise active parent engagement by fostering strong communication through regular newsletters, parent-teacher meetings, and workshops on supporting children's education at home.

Parents are encouraged to participate in school activities, volunteering, and cultural events, creating a partnership in their child's learning. The school also maintains close ties with the local community by collaborating with local organizations for student development and offering programs that strengthen the connection between families and the school.

For students with diverse needs, the school employs a consultative process, involving parents, teachers, and support staff to ensure tailored adjustments are made, allowing all students to fully participate in school life and access the curriculum effectively. This ongoing dialogue ensures that adjustments are appropriate and responsive to each student's individual requirements.



SCHOOL INCOME AND EXPENDITURE

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](http://www.myschool.edu.au/) website at.

HOW TO ACCESS OUR INCOME DETAILS

Click on the *My School* link <http://www.myschool.edu.au/>.

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

School sector ▼

School type ▼

State ▼

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

View School Profile

Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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 2024.

Income		2024
	Fees and charges	\$ 825,456.00
	State Government Grants	\$ 1,048,554.00
	Commonwealth Government Grants	\$ 4,940,113.00
	Other income	\$ 99,914.00
	Total Income	\$ 6,914,037.00
Expenditure		2024
	Employee expenses	\$ 4,322,935.00
	Supplies and services	\$ 996,310.00
	Depreciation	\$ 1,055,606.00
	Total Expenditure	\$ 6,374,851.00
Operating Surplus		\$ 539,186.00



OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	30	22	0
Full-time equivalents	27	19	0

*Teaching staff includes School Leaders.
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

QUALIFICATION OF ALL TEACHERS

Table4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1	
Masters	6	
Graduate Diploma etc.*	5	
Bachelor degree	17	
Diploma	1	
Certificate	0	

PROFESSIONAL DEVELOPMENT

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total funds expended on teacher professional development in 2024 were \$ 21,526.

The major professional development initiatives were as follows:

- ✓ Special Needs Supplementary Per Capita (IE Funding) Association Independent School Western Australia
- ✓ Documenting Plans and Learning Support – Special Needs – AISWA
- ✓ High Impact Teaching Strategies (Whole school) AISWA
- ✓ Motivating Students to engage with social emotional learning program – YCDI
- ✓ Child Abuse Reporting including Mandatory Reporting – AISWA
- ✓ R U Legal? Legal Aid Session
- ✓ Bridging the Gap Between Classroom and Home – EC Premium
- ✓ What is Neurodiversity? – AISWA Consultant
- ✓ Restorative Classrooms – EC Premium
- ✓ St John First Aid Training
- ✓ Snake Handling Course _ Removal Planet Arch
- ✓ 7 Steps Professional Development _
- ✓ Arabic languages professional AISWA
- ✓ School Registration seminar AISWA
- ✓ Year one phonics test _ Literacy bites Literacy Hb and phonics
- ✓ Developing Interfaith Relationships Between Schools
- ✓ Bright path
- ✓ Reading egg
- ✓ Mathletics
- ✓ IXL platform
- ✓ ICT in schools summit WA
- ✓ Behavior Management
- ✓ Reportable Conduct Scheme WA – Ombudsman
- ✓ Allied Health
- ✓ TASS and Alii Training
- ✓ Emergency Evacuation and Lockdown Policy and Procedures.

The proportion of the teaching staff involved in professional development activities during 2024 was 100%



STAFF ATTENDANCE AND RETENTION

STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2024
Staff attendance for permanent and temporary staff and school leaders.	83%

Proportion of staff retained from the previous school year
Newly established school, therefore retention rate data is not reported this year.

PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate in 2024, school year was 90%
Tables 6–7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school

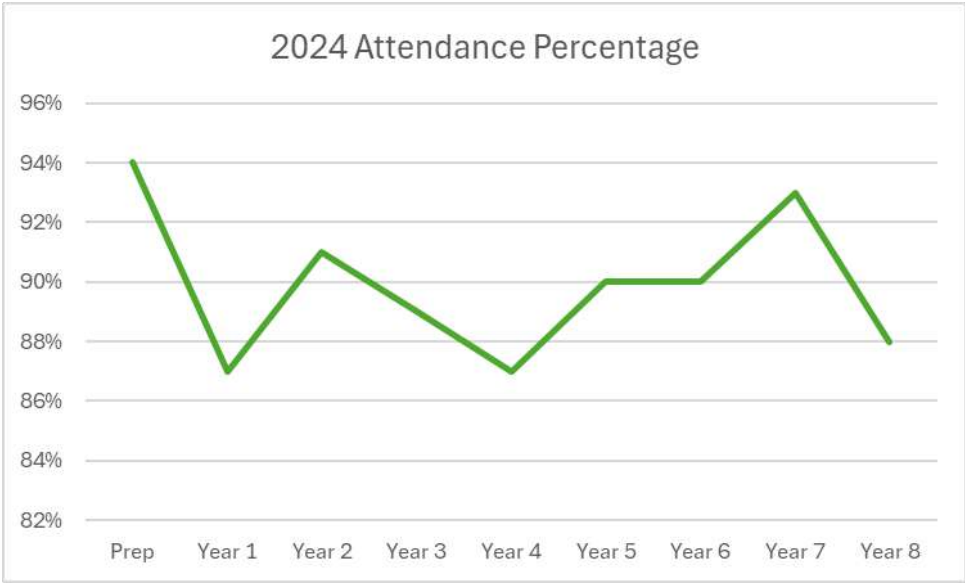
Description	2024
Overall attendance rate* for students at this school	90%

Table 7: Overall student attendance at this school

Year level	2024	Year level	2024	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 student attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality
PP	94%	Year 7	93%	
Year 1	87%	Year 8	88%	
Year 2	91%	Year 9	–	
Year 3	89%	Year 10	–	
Year 4	87%	Year 11	–	
Year 5	90%	Year 12	–	
Year 6	90%			



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.

At The Australian Islamic College, it is believed that every day of attendance is crucial 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 refusal, and truancy. The school finds it essential to investigate patterns and underlying issues that cause non-attendance. This helps in implementing appropriate strategies tailored to address specific absenteeism cases.

PROCEDURES FOR MANAGING NON-ATTENDANCE AT THE AUSTRALIAN ISLAMIC COLLEGE

- Parents are requested to contact the school if their child will be absent on a particular day.
- All students are required to be present at the school by 8:15am for an 8:30 am start.
- Students arriving between 8:30 am and 9 am sign in at the front office and the student is provided with a late slip to enter class. This information is automatically recorded on TASS.
- Teachers mark the rolls electronically through TASS daily by 9 am.
- If a student arrives after 9 am, parents need to sign their child in at the Front office with a valid reason, and the student is then provided with a late slip to enter the classroom.
- The school will contact parents via SMS daily if a student has been marked absent.
- If a child is regularly absent, the central office will notify the respective coordinator for that student, who will then contact the parents to address the issue.
- The central office/administration office regularly checks the school absenteeism system

KEY STRATEGIES TO INCREASE ATTENDANCE AT THE AUSTRALIAN ISLAMIC COLLEGE

- To enhance attendance rates and promote regular school attendance, The Australian Islamic College implements the following key strategies:
- Parental Involvement: Encouraging parents to be actively engaged in their child's education by emphasizing the importance of attendance and communicating regularly about attendance expectations.
- Early Intervention: Identifying attendance patterns early on and intervening promptly to address any underlying issues contributing to non-attendance.
- Education on Importance: Educating students on the long-term benefits of consistent attendance, both academically and personally.
- Regular Monitoring: Continuously monitoring attendance data and trends to identify areas for improvement and track the effectiveness of implemented strategies.

By employing these strategies, The Australian Islamic College aims to create a supportive and engaging environment that promotes regular attendance and sets students up for academic success

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](http://www.myschool.edu.au/) website.

HOW TO ACCESS OUR NAPLAN RESULTS

Click on the *My School* link <http://www.myschool.edu.au/>.

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

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

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.