



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

THORNIE **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 todays 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 childs 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 Warahmatullahi Wabarakatuh,

Dear Parents, Students, Staff Members, College Management, and esteemed Community Members,



It is with great pleasure that I present the 2024 academic year at Australian Islamic College Thornlie. Our college remains firmly committed to delivering high-quality education while nurturing a learning environment where curiosity is encouraged, and the pursuit of knowledge is deeply valued. We continuously strive to cultivate an inspiring and supportive atmosphere that empowers our students to excel academically and achieve their fullest potential.

Our school's welcoming and supportive environment ensures that every student feels valued as an individual. We provide each student with a rich learning experience, helping them grow as unique learners.

In 2024, we had the privilege of hosting several enriching school events, including excursions and incursions, which added meaningful depth to our educational journey. I am also pleased to share that our performance in NAPLAN and ICAS assessments was truly commendable.

NAPLAN RESULTS

Alhamdulillah, our school has once again attained outstanding results in NAPLAN, with performance in all literacy and numeracy areas surpassing both State and National averages. This achievement reflects the commitment and hard work of both our students and teachers. I would like to express my heartfelt gratitude to our dedicated teachers, hardworking students, and supportive parents for their essential role in this success.

ICAS CERTIFICATES

Furthermore, our students have showcased their skills in the ICAS assessments, earning Merit, Credit, and Distinction certificates across a range of subjects including Digital Technologies, English, Mathematics, Science, Writing, and Spelling. These achievements underscore the dedication and commitment of our entire school community towards academic excellence.

STEM PROJECTS

In line with our commitment to providing a holistic educational experience, we continue to integrate project-based learning through STEM projects and the incorporation of Design and Digital Technologies across the curriculum. These initiatives not only foster creativity and critical thinking but also equip our students with essential skills for the future.

OUR TEACHERS

One of our most valuable resources are our dedicated teachers. They are the backbone of our school. Working collaboratively as a strong Professional Learning Team, they provide students with exceptional education and support. We are immensely grateful for their commitment and passion. I thank Allah (SWT) for blessing us with our amazing 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: All classrooms are equipped with the latest touch-screen technology of Interactive White Boards that 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 skills
- Our school has also subscribed to MyOn, an online library, to make it easy for our students to have access to digital books and encourage and develop a love of reading
- 3P Learning 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

Our approach to teaching and learning is rooted in Islamic morals, values, and heritage, seamlessly integrated with academic excellence. We aim to instil in our students a strong sense of pride in their Islamic heritage, empowering them to flourish as confident individuals in a diverse society.

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.

FIRST CLASS SCHOOL BUILDING & INFRASTRUCTURE



Our school buildings consists of:

- A Block – Early Childhood, featuring two Kindergarten classrooms and four Pre-Primary classrooms, along with a play area, water fountains, and toilet facilities.
- A Block – Two-storey Primary building and a gymnasium. Our administration office, staff room and sixteen classrooms are also located in this block.
- B Block – Quran, IT, Remedial (Literacy), Arabic and Year 5D classrooms.
- C Block – Remedial (Numeracy), Year 1C, 1D, 2D, 6C classrooms
- D Block is where our school library is operated daily. Our students visit the library once a week to participate in the Accelerated Program.
- Mosque – Our students and staff are blessed to have our Mosque where we are able to pray Dhuhr together every day, Alhamdulillah.



HAJI ABDALLAH MAGAR HALL

We are very pleased to announce our beautiful multipurpose hall has been named after our dear founder, Haji Abdallah Magar. We hosted many important events here throughout the year.



COMMUNITY ENGAGEMENT

Our students actively participate annually Clean Up Australia Day, aligning with one of the integral Islamic Values of cleanliness. Students engage in cleaning both our school premises and the surrounding local parks. Our students also participate in a Planting Tree Day in conjunction with Armadale Gosnells Landcare Group. Prophet Muhammad SAW said, "There is none amongst the Muslims who plants a tree or sow seeds, and then a bird, or a person or an animal eats from it, but is regarded as charitable gift for him."

POSITIVE PARENT – TEACHER PARTNERSHIP

Establishing harmonious relationships and trust between the school and families, particularly parents, teachers, and management, is paramount to success. We deeply appreciate and recognise the invaluable support of parents, prioritising the well-being and success of our children through our strong partnership. With the blessings of Allah (SWT), we aim for our children's success in both this life and the hereafter. Aameen!

DEDICATED SCHOOL COUNSELLING SERVICES

Recognising the significance of student well-being, we are committed to providing support through the expertise of a qualified school counsellor. The counsellor has been meeting with the students on a weekly basis and provide a monthly report to the Principal on progress.

SPEECH THERAPIST AND OCCUPATIONAL THERAPIST

Our school is committed to providing health and wellbeing services demonstrated by appointing both a Speech Therapist and Occupational Therapist, Alhamdulillah. They assess the students and work closely with their class teachers by providing support and specific strategies to support their participation.

GRATITUDE AND APPRECIATION

I would like to take this moment to sincerely thank the parents for their steadfast support. My deepest appreciation also goes to Thornlie P&F and the parent volunteers for their invaluable insights, meaningful contributions, and consistent assistance throughout the year. Finally, I wish to acknowledge and commend our upper management for their outstanding leadership, guidance, and wisdom.

Kind regards,

Endah Hayes

Principal

AIC Thornlie

SCHOOL OVERVIEW

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 strong leadership team and network of experienced teachers, its emphasis on effective teaching and 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 students and, fearing that their rich cultural and religious heritage, would be lost he established the first Islamic School in Western Australia with a modest network of 50 students and 3 teachers.

Australian Islamic College is now Western Australia's largest and longest running Islamic school with over 5,000 students and more than 500 staff across all six schools in Dianella, Kewdale, Thornlie, Forrestdale, Henley Brook and 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 offers a supportive and stimulating Islamic learning environment that balances challenge and care, providing students with a wide range of opportunities to engage in meaningful experiences that contribute to their growth as well-rounded, content, and active members of the broader community.

Our team of highly qualified, dedicated, and passionate teachers is committed to fostering student development. The programs are rooted in established teaching traditions while integrating the best of modern educational practices and high-quality instruction. 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" are reflected in all our school daily activities. Our Religion Teachers deliver speeches weekly during our Morning Assembly and in the Mosque during Friday Prayer with the focus on our seven AIC Values.



SCHOOL PROGRESS TOWARDS ITS GOALS IN 2024

- Sustained improvement in Literacy and Numeracy outcomes.
- Further embed Direct Explicit Instruction across the school, with a particular focus on enhancing lesson delivery.
- Strengthen and expand partnerships with parents and the broader community.
- Continue to build teacher capacity by fostering collaboration and encouraging meaningful professional dialogue among educators.
- Ongoing identification and targeted support for at-risk students.

WHAT WENT WELL

- In 2024, we once again achieved outstanding NAPLAN results, with Year 3 and 5 students performing above both the State and National averages in Literacy and Numeracy.
- All educators effectively adopted Direct Explicit Instruction, and their lesson planning consistently reflected the implementation of this pedagogical approach throughout the school.
- The STAR Methods (Sort, Think, Act, Reflect) were utilized to support students in problem-solving.
- At-risk students were promptly identified at the beginning of the year and received targeted interventions from our dedicated remedial teachers, who worked diligently to foster improvements and close learning gaps.
- The implementation of MyOn, Mathletics, Reading Eggs, and Accelerated Reader programs contributed to the enrichment of student learning.
- Strong, collaborative partnerships were established between the school and families.
- Teachers engaged in collaborative efforts to enhance professional development and increase overall teacher capacity.
- Community Integration efforts included inviting politicians, school and community leaders, as well as representatives from various organizations, to participate in our school events.
- Parents were actively invited to engage with classroom activities, including morning and afternoon teas, fostering a deeper connection with the school community.
- The implementation of our Behaviour Policy, which emphasized child-friendly and restorative practices, was a key focus throughout the year.



ACKNOWLEDGMENT OF OUTSTANDING STUDENTS

- Mid-term and end of term certificates
- ICAS Awards
- NAPLAN Awards
- Exemplary Behaviour Awards
- End of Year Awards (in Literacy & Numeracy, Arabic, Quran, Islamic Studies and Exemplary Behaviour)

SHORT AND LONG-TERM GOALS AND OUR IMPROVEMENT AGENDA

Based on data derived from NAPLAN, On-Entry Assessments, ACER Diagnostic Assessments, Brightpath, and the advice and guidance of the ACER Review Panel, alongside input from other professional staff, we have developed our School Improvement Agenda. Our Operational and Strategic Plans have been carefully crafted and implemented to achieve the outlined goals and targets.

A key priority in our agenda has been the embedding of explicit teaching, aligning with our College-wide pedagogical approach, with a particular focus on differentiated instruction. In Literacy, the emphasis has been on continuing with Guided Reading and developing reading fluency. We have incorporated the Oxford Word Lists and Fry's List to support sight word recognition and fluency.

In Mathematics, our focus has been on enhancing fluency and fostering problem-solving strategies. To support teaching and learning, the school has invested in a wide range of resources, including both fiction and non-fiction books, mathematics equipment for all year levels, STEM resources, robotics kits, and various online subscriptions such as Reading A-Z, MyOn, Reading Eggs, and Mathletics.

DIAGNOSTIC TESTING: ACER, BRIGHTPATH, NAPLAN

Diagnostic tests were administered to identify strengths and areas for improvement.

- ACER diagnostic tests were administered in term 1 for Years 1-6 to determine each students' levels at the beginning of the year and again in term 3 to see the progress achieved during the school year.
- BrightPath (Writing tests) were administered in term 2 and term 4
- Running Records were conducted every term for the lower primary students so that the students' progress could be monitored, and the students were regrouped according to their progress.
- Words Their Way diagnostic tests were conducted at the start of the year so that teachers could group their students according to their ability.
- NAPLAN was conducted towards the end of term 1 for Year 3 and 5. Areas that were assessed include: Reading, Writing, Spelling, Language and Conventions and Numeracy.

Our ACER diagnostic testing provide a valid and sound comparison with NAPLAN results.

ENGLISH AS SECOND LANGUAGE (ESL) AND REMEDIAL CLASSES

The majority of our students come from ESL backgrounds. To ensure that their needs are met, teachers are provided with the necessary skills and support from remedial staff, who offer strategies for effectively teaching ESL students in mainstream classrooms.

Following a series of diagnostic assessments, at-risk students were identified and referred to remedial teachers for targeted intervention. These students were removed from their regular classes to receive a minimum of three scheduled sessions, tailored to their Individual Learning Program. Progress was closely monitored and tracked by the remedial teachers, who worked collaboratively with classroom teachers to ensure that the individual needs of each student were addressed.

STUDENTS WITH SPECIAL NEEDS

We provide additional support for our students with special needs. These students were removed from their mainstream classes to attend daily sessions where they received 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 appraisals are conducted in alignment with the Australian Institute for Teaching and School Leadership (AITSL) standards. Throughout Terms 1 and 2, the Principal and Curriculum Coordinator carry out regular classroom observations, with a particular focus on supporting new teachers. These visits provide opportunities for timely feedback and guidance, ensuring all staff are aligned with and committed to the improvement initiatives outlined in our School Strategic and Operational Plan. A comprehensive final appraisal is conducted between term 3 & 4, where thorough feedback is provided to each teacher.

MENTORING AND COACHING

We have a mentoring system in place to provide the necessary support to our new graduate teachers. 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 rooted in Islamic moral values and restorative practices. Positive reinforcement was a central focus, with an emphasis on teaching students how to self-reflect and correct their behavior.

At the start of the academic year, our Behaviour Coordinator collaborated with classroom teachers to explicitly communicate the Behaviour Policy, Student Code of Conduct, school rules, and expectations to students. Parents were provided with a summary of the Behaviour Policy, which outlined the behaviour management procedures and the positive incentives employed throughout the school to encourage the development of strong moral values.

In instances of behavioural concerns, the school works closely with parents to provide support for students, ensuring that interventions are implemented prior to formal enforcement of the behaviour policy.

As part of our positive reinforcement strategy, students who demonstrated exemplary behaviour were recognized with medals of acknowledgment at the end of each term.

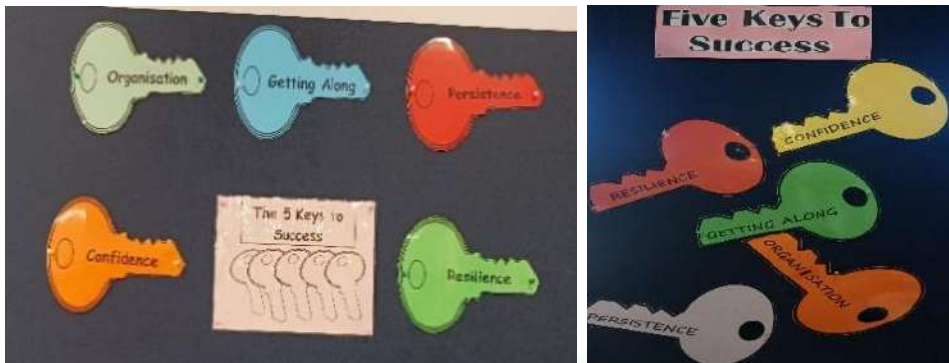
PROJECT-BASED LEARNING

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 provided our students with 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 only taught a maximum of 15 students. Alhamdulillah this worked very well, and significant number of students were able to read Quran before entering 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 2024 School Calendar were as follows:

- Morning Assembly Speeches on Islamic Values
- Mid-Day Prayer in our Thornlie Mosque



- School Sport Captain & Badge Presentation
- School Prefect Election (in conjunction with the Electoral Education Centre)



- School Prefect Badge Ceremony



- Student Certificate Day
- Harmony Day Celebration



- School Photo Day
- Eid Al Fitr Celebration



- Eid Al Adha Celebration
- Clean Up Australia Day
- Bullying No Way Week
- Homework Club
- MyOn Club
- Extension Club
- Cricket Clinic
- Cricket Leadership Program
- Football West
- Exemplary Behaviour Awards each term
- Young Author Club – Morning Tea with Principal



- Parent Morning / Afternoon Teas



- Science Week



- Planting Day (in conjunction with Armadale Gosnells Land-care Group)
- Book Week



- Scholastic Book Fair



- Sport Carnival (Primary)
- Sport Carnival (Early Childhood)



- STEM Exhibition



- AEDC (The Australian Early Development Census)
- Staff, Parent, Student Satisfaction Survey
- Lock Down & Evacuation Drills
- Staff Annual Dinner

GRADUATION & FAREWELL

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



SPECIAL AWARDS

- NAPLAN Awards



- ICAS Awards
- Exemplary Behaviour Awards

FUNDRAISING ACTIVITIES

- P&F Staff Food Stalls
- Cup Cake and Donut Day by Kindergarten
- Pre-Primary Food Stalls
- Year 6 Food Stalls
- Toy and Book Sale



ASSESSMENTS

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

COMPETITIONS

- ICAS – English, Spelling, Writing, Mathematics, Science, Digital Technologies
- Quran Recitation Reading Competition
- Arabic Competition

INCURSIONS:

- Goldrush
- Legal Aid by Jessica Baynes
- Travelling Museum
- RAC Little Legends
- A Workshop by the Electoral Education Centre
- Fire Fighters



- Teddy Bear Hospital
- Constable Care Puppet Show

EXCURSIONS:

- Visit to Parliament House
- A Journey Back in Time



- Constable Care Safety School
- Planting Day (in conjunction with the Gosnells/Armadale Landcare Group)
- SciTech
- Fremantle Prison
- Visit to the Thornlie Library – Story Time
- Lazer Blaze & Hoyt's Cinema
- Crocs
- Picnic Day in Thornlie Park
- Swimming Program in term 3

END OF YEAR AWARDS

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

ORIENTATION DAY

- Kindy Orientation Day
- Pre-Primary Orientation Day
- Year 7 Orientation

STUDENT PLACEMENT / WORK EXPERIENCE

- South Metropolitan TAFE
- ITAC
- Skills Strategies
- Curtin University

MEETINGS HELD IN 2024:

- Parent – Teacher Meetings (week 10 of each term)
- Staff Briefings (every Monday afternoon)
- Staff Meetings (every Wednesday afternoon)
- Religion Teacher Meetings
- Islamic Heritage Committee Meetings
- Inclusive Education Coordinators Meeting
- Remedial Teacher Meetings
- Year Level / Curriculum Meetings
- Early Childhood Meetings
- Combined-Campus Meetings held at Kewdale Campus (every Week 3, 6 and 9 each term)
- Senior Management Meetings (held at Kewdale Head Office every Thursday afternoon)

- WHS Meetings
- P&F Meetings
- P & F AGM

VISITS FROM:

- AIC WHS Coordinator
- AIC School Counselor
- AIC Speech Therapist
- AIC Occupational Therapist
- AIC School Nurse
- School Psychologist (AISWA)
- IE AISWA Consultant
- Independent Education Union of WA
- Senior Lecturer from South Metropolitan TAFE
- External Specialists (Speech Therapist and OT) for students with special needs (scheduled)
- Parent Volunteers

FUTURE OUTLOOK

Our commitment is to:

- Continue to improve NAPLAN results
- Maintaining 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 standards
- Maintain the integration of Islamic 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 (Kindergarten to Year 3) and Upper Primary (Years 4 – 6)
- Look after students' welfare by providing a School Psychologist, School Counsellor, Speech Therapist, Occupational Therapist 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 monitor students' progress and student support systems.
- Continue to conduct a yearly election to select student Prefects from the Upper Primary classes
- Continue to take part in leadership training and activities
- Continue to implement and extend student leadership programs.
- Continue to take part in community development such as Clean Up Australia Day, Planting 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
- Maintain positive Parent – Teacher – Student relationships
- Create a calm, sound and safe school environment
- Improve student and staff well-being

OUR TARGET:

- In NAPLAN, 90% of the cohort should be in the strong and exceeding proficiency bands and not more than 10% of the cohort is in the developing and or in the needs additional support bands.
- To continue to build teacher capacity
- Update the Behaviour Policy to reflect an emphasis on explicitly teach expected behaviour.
- 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	2024
Total	778
Indigenous	0
Enrolment continuity (Feb. – Nov.)	95%

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 come from diverse cultural backgrounds, including 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 many of our students, English is not spoken at home. Our students and families follow Islam. Our school community is made of families from various socio-economic background including professionals, small business owners and working-class families.

In 2024, there was a number of students who were identified as having special needs. Additionally, there were some students receiving remedial intervention.

AVERAGE CLASS SIZES

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

Phase of schooling	2024
Kindy – Year 3	26
Year 4 – Year 6	26

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

OUR APPROACH TO CURRICULUM DELIVERY

At AIC 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

In 2024, we held after school activities every Tuesday:

- Homework club
- Extension club
- MyOn Club
- Football West

The role of information and communication technologies in supporting and enhancing learning

To provide a 21st-century education, Information and Communication Technologies (ICT) are seamlessly integrated into all learning areas across the curriculum, as reflected in our school programs and General Capabilities framework. Our school is well-equipped with a Computer Lab, laptops, iPads, and STEM resources, including robotics kits, LEGO, and coding tools. Each classroom is fitted with an Interactive Whiteboard to enhance interactive learning.

Students engage with digital tools and resources, such as Prime Maths, which includes interactive components, as well as online programs like Accelerated Reader, Reading A-Z, MyOn, Reading Eggs, and Mathletics. These technologies offer students ample opportunities to participate in rich, meaningful learning experiences through a variety of activities, including research, interactive mapping, and design and creation projects.

SOCIAL CLIMATE

OVERVIEW

Our school fosters a nurturing and caring atmosphere within our entire community. Our policies prioritise the well-being and safety of our students, ensuring they receive the necessary support to respond to challenging situations effectively. Our school fosters a warm, inclusive, and secure environment, complemented by a behaviour policy that encourages self-reflection and emphasizes positive reinforcement through the recognition and celebration of commendable conduct.

Additionally, we actively educate both parents and students on bullying prevention, utilising morning assemblies and our annual observance of the Bullying No Way Week to raise awareness and promote understanding.

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 Thornlie 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.

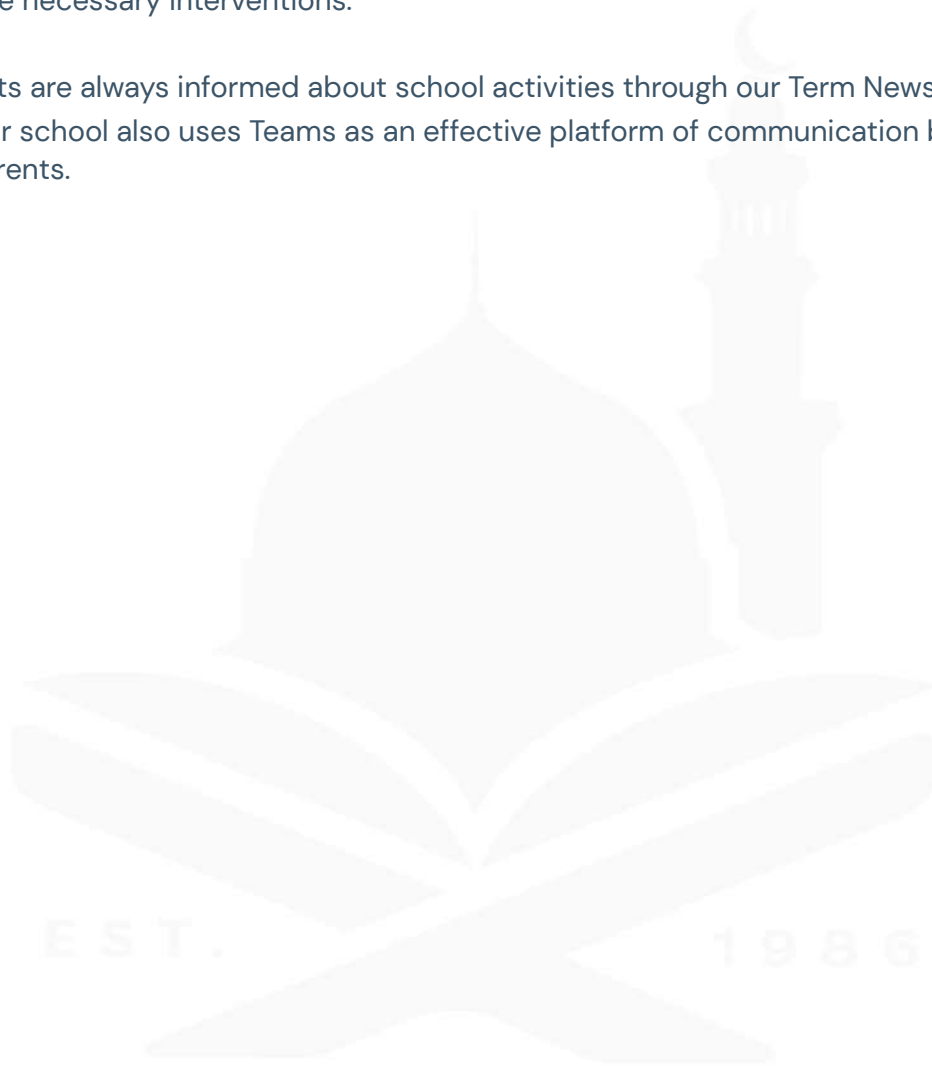
PARENT AND COMMUNITY ENGAGEMENT

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 also in assisting in completing art activities in the early years.
- We invite the parents to become involved in resolving any behavioural issues with their children; and we work in partnership with them in this respect.
- Parents are encouraged to participate in school excursions to assist with supervision.
- Invitations are issued for special school events
- Parents are involved with many fundraising activities
- Parents are strongly encouraged to involve themselves with special celebrations, school functions and gatherings. They are invited to join us at our Eid celebration, sport carnivals and Book Week.

- Behaviour Management issues are dealt with in partnership between the school, the parents and students.
- Teachers conduct regular Parent Information Sessions and/or interviews during the course of the year to establish positive partnerships between the teachers and the parents.
- Parents are regularly informed and updated regarding their child's performance.
- 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, the Class Teacher, 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 Term Newsletters and Parent Portal. Our school also uses Teams as an effective platform of communication between teachers and parents.



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.

Find a school

Search website

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 '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	\$ 1,522,953.00
	State Government Grants	\$ 1,739,779.00
	Commonwealth Government Grants	\$ 8,456,035.00
	Other income	\$ 127,727.00
	Total Income	\$ 11,846,494.00
Expenditure		2024
	Employee expenses	\$ 7,206,472.00
	Supplies and services	\$ 1,242,079.00
	Depreciation	\$ 1,011,234.00
	Total Expenditure	\$ 9,459,785.00
Operating Surplus		\$2,386,709.00

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	45	21	0
Full-time equivalents	44	20	0

*Teaching staff includes School Leaders.

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

QUALIFICATION OF ALL TEACHERS

Table 4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	6
Bachelor degree	27
Diploma	4
Certificate	0



*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 2024 were \$ 53,830.

The major professional development initiatives were as follows:

- Seven Steps to Writing Success
- NAPLAN Training for Principal, NAPLAN Coordinator and Test Administrators
- Essential Skills for Teachers' Growth
- Transitional PL by Language Development Centre
- Playful Literacy in Pre-Kindergarten and Kindergarten by AISWA
- Palestine – Historical Perspective
- Seven AIC Islamic Values
- Neurodiversity by AISWA Consultant
- Curriculum Briefing
- Allied Health and Wellbeing Briefing
- School Review by Trevor Gordon & Tony McGuther
- World of Maths
- Learning Support Training
- Understanding & Supporting Students with ADHD – EC Premium
- Emotional Intelligence & Social Skills – EC Premium
- Parent Communication for Impact – EC Premium
- Motivating the Unmotivated – EC Premium
- Work Effectively with Students & Colleagues – EC Premium
- Collective Efficacy or Individual Ineffectiveness with John Hattie – EC Premium
- Leadership Conference
- Dealing with Difficult Students and Student Engagement
- School Curriculum & Standards Authority's PL workshop for Pre-Primary to Year 10 Health & PE
- NCCD – data Collections and Evidence (AISWA)
- Introduction to Copilot
- Strategic & Operational Plan 2025 – 2029 (Dr Robyn White, Dr Len Sparrow and Valerie Gould)
- Playful Learning in Literacy in Kindergarten (AISWA)
- I am a Writer! Introduction to Bookmaking Approach with 3 – 8 Year Olds (AISWA)
- Diabetes Training
- WA Education Summit 2024 #WAES24
- Wellbeing at Work, How to Fully Thrive



- Reviving Prophetic Way of Tarbiyah
- Team Building Workshop
- Academic Procrastination Webinar
- AI in Reading
- Elastik – Assessment Program online
- IXL Training via zoom
- First Aid
- The Dopamine Dozen – To Engage and Motivate Students so They Remember and Achieve Better, with Brain Science
- The C in the Contemporary Education
- Communicating with Emotional Intelligence
- How to Move Students Through Three Stages for the Brain to Form a Memory of Any Skill, Concept, Fact of New Knowledge

The proportion of the teaching staff involved in professional development activities during 2024 was 95%.

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.	95%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 89% of staff were retained by the school for the entire 2024.



PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

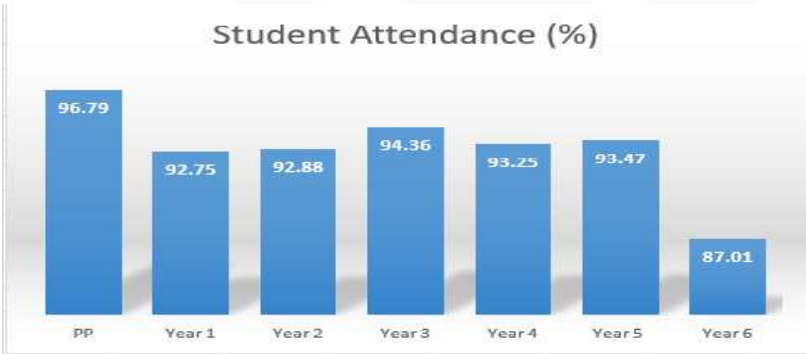
STUDENT ATTENDANCE

The overall student attendance rate in 2024, school year was 92.93%.
Tables 6–7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school
Table 7: Overall student attendance at this school

Description		2024
Overall attendance rate* for students at this school		92.93%
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 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
PP	96.79%	
Year 1	92.75%	
Year 2	92.88%	
Year 3	94.36%	
Year 4	93.25%	
Year 5	93.47%	
Year 6	87.01	

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.

The school takes the following steps when a student does not meet attendance requirements:

MANAGING NON-ATTENDANCE

1. Part-Day Absence (Late Arrivals & Early Departures)

- Students arriving late (after 8:30 am) must report to the administration office to obtain a late pass before proceeding to class.
- Early departures require a parent/guardian to sign the student out at the office.

2. Short-Term Absences (Up to Two Days)

- Parents are required to inform the school of absences via Parent Orbit, email, phone, or in person.
- If no notification is received, a follow-up SMS is sent to parents requesting an explanation.
- Absences are recorded in the school's attendance system and monitored by class teachers and administration staff.

3. Extended Absences (Three Days or More)

- If a student is absent for more than three consecutive days without explanation, the school contacts the parent via phone and email.
- Prolonged or repeated absences may require a meeting with the principal to discuss attendance concerns and support strategies.

ROLL MARKING PROCESS

1. Marking Attendance

- Rolls are marked twice daily using the school's electronic system:
 - **Morning (Period 1):** All class teachers mark attendance promptly at the beginning of the school day.
 - **Afternoon (Period 4):** Attendance is marked again to ensure students remain present.

2. Automated Absence Notifications

- If a student is marked absent without prior notification, an automated message is sent.

KEY STRATEGIES TO INCREASE ATTENDANCE

- A **positive school culture** with engaging learning experiences and a welcoming environment encourages students to attend regularly.
- **Parent engagement** is reinforced through newsletters, social media, and messages, emphasising the importance of attendance. Parent sessions also highlight its impact on academic success.

- **Early intervention and support** involve identifying at-risk students early and working with families to address barriers to attendance. Support services, including counselling, are provided where needed.
- **Flexible learning options** are available for students facing long-term illness or exceptional circumstances, ensuring they stay engaged through learning materials.
- By maintaining consistent procedures and utilising the school platform for daily parent communication, we ensure effective attendance monitoring while fostering a culture of engagement and responsibility.



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

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

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

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

View School Profile

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

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

Notes:

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