



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

DIANELLA  
**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

Assalamu'alaikum Wa Rahmatullahi Wabaraktuh.

Dear Parents, Students and Community

I am delighted to present the 2024 Annual School Report, celebrating the progress and achievements of the Australian Islamic College Dianella.



Our 2024 NAPLAN results were outstanding, showcasing continued growth in both Literacy and Numeracy. Once again, Dianella has been recognized among the Top 20 High-Performing Schools in Western Australia, as identified by The Australian Curriculum, Assessment and Reporting Authority (ACARA). Congratulations to all our students on their achievements, and sincere gratitude to our dedicated staff and supportive parents for their invaluable contributions.

At AIC Dianella, we are committed to providing a well-rounded education that extends beyond the classroom. This year, we proudly participated in Palestine Week, a meaningful initiative aimed at raising awareness about the struggles of the Palestinian people. Through fundraising efforts, debates, and speeches, our students explored cultural, historical, and humanitarian perspectives, reinforcing the values of empathy and global awareness. We believe that these collective efforts can make a meaningful impact, Insha'Allah.

Beyond academics, our students engaged in a variety of school events, including the: the Athan and Quraan competition, our annual Eid Festival, Sports Carnival, Character Dress Up Parade and fundraising appeals. A special acknowledgment goes to our Student Representative Council (SRC) leaders and house captains for their initiative in organizing fundraising events. Alhamdulillah, their collective efforts contributed to numerous worthy causes, embodying the spirit of service and generosity.

This year also marked significant milestones for our students, particularly our 2024 Year 6 and Kindergarten graduates. It was an honor to celebrate their achievements and present them with well-deserved trophies and certificates. We take immense pride in their growth and accomplishments and wish them continued success in their educational journey.

I extend my heartfelt appreciation to every member of our school community—students, teachers, parents, and staff—for their unwavering dedication and support. Your commitment plays a vital role in our continued success.

May Allah bless you with all happiness, health and prosperity in both worlds.

**Ustadh Wahaj Tarin**

Principal  
AIC Dianella

## SCHOOL OVERVIEW

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

## SCHOOL HISTORY

The Australian Islamic College (previously named the Muslim Community School) opened its doors in February 1986. Our visionary founder Haji Abdallah Magar recognised that there was no faith based educational institution catering for Muslim student and fearing that their rich heritage, both cultural and religious, would be lost he established the first Islamic School in Western Australia with a modest network of 50 students and 3 teachers. The Australian Islamic College is now Western Australia's largest and longest running Islamic school with over 5,000 students and more than 500 staff across four all 6 schools in Dianella, Kewdale, Thornlie, Forrestdale, Henley Brook and Adelaide.

## VISION 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

Our core values at Australian Islamic College are founded on:



Our 2024 school priorities were developed from an evaluation of the School Operational Plan & ACER recommendations. Our priorities were:

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

The school has made visible progress in meeting the 2024 goals. These are the following areas where visible progress were made:

## CURRICULUM, TEACHING AND LEARNING

### CURRICULUM DELIVERY

- Explicit Instruction remains the primary teaching approach throughout the campus.
- Ongoing improvement in student literacy and numeracy, as evidenced by NAPLAN results.
- Implementation of differentiated teaching strategies and personalized educational planning.
- Teachers utilize the 30-40-30 rule when planning lessons.
- Warm-up activities are used to help students transition learning from short-term to long-term memory.
- Continuous staff mentoring and professional development to enhance teachers' skills.
- Participation in moderation and cross-marking activities.
- Integration of ICT across the curriculum.

### ASSESSMENT AND DATA

- Diagnostic, formative, and summative assessments are conducted regularly to monitor student progress.
- Data from BrightPath, ACER testing, NAPLAN, and biweekly assessments is analyzed consistently to guide teaching practices.
- Remedial support and differentiated instruction are provided to meet individual learning needs.
- Assessments are adjusted for students with Individual Education Plans (IEPs).
- Elastik (Essay Grading Software) automates and analyses student writing, offering feedback to enhance writing skills.
- AI-powered data analytics assist teachers in assessing student performance, identifying strengths and weaknesses, and making data-driven decisions to improve student outcomes.

## IMPLEMENTATION OF MICROSOFT TEAMS

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

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

1. **Assignment Management:** TEAMS was used to manage assignments, distribute and collect homework, and provide feedback to students.
2. **Group Work:** TEAMS facilitate group work and collaboration between students on projects and assignments.
3. **Communication:** TEAMS is also used as a communication tool between teachers, students, and staff, allowing them to send messages, make announcements, and share files.
4. **Access to Resources:** TEAMS provide students and teachers with access to a wealth of educational resources, including online resources and lesson slides.

**Feedback and Assessment:** Teachers can give instant feedback on assignments or projects, track student progress, and monitor participation through built-in analytics and grading features.

## STUDENT ENGAGEMENT

- Engage in incursions and excursions
- Celebrating Book Week and organizing book fairs in the library
- Participation in national/intrastate competitions such as ICAS, Bachar Houli Cup, Netball Multicultural Competition, AIC Sports Carnival at Arena Joondalup
- Participation in intercampus competitions such as Quran Competition, Arabic Speech competition and Athletics Carnival.
- Participation in intracampus competitions such as debates, soccer tournament, Sports Day
- Implementation of student-led activities, such as Multicultural Day and weekly speeches
- Celebrating joyous occasions like the Eid Festival, which strengthen students' faith and foster community and belonging.



## FAITH, VALUES AND RELIGION

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

## STUDENT WELLBEING, AND ENGAGEMENT

### OUR THREE IMPERATIVES

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

- **STUDENTS ARE SAFE, HAVE TRUST, RESPECT AND FEEL VALUED**

Through **School-Wide Positive Behaviour Support (SWPBS)**, we reinforce respectful interactions, encourage positive relationships, and ensure that every student feels valued and heard.

- **STUDENTS HAVE WORK AT THEIR LEVEL**

Our educators implement **Explicit Instruction** and **Differentiated Teaching Strategies** to provide personalized learning experiences that challenge and support students at their individual levels. Through continuous assessment and targeted support, we ensure that all students are engaged in meaningful learning, fostering their academic growth and confidence. Our approach also integrates Islamic teachings to provide a holistic educational experience that nurtures both intellect and character.

- **STUDENTS HAVE FRIENDS AT SCHOOL**

We encourage friendship-building through student leadership initiatives and extracurricular activities such as clubs which promote teamwork and collaboration.

## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

We are committed to fostering a positive, respectful, and inclusive learning environment where students feel safe, supported, and empowered to succeed. To achieve this, we have implemented the **School-Wide Positive Behaviour Support (SWPBS)** framework, a proactive and evidence-based approach that promotes positive behaviour, enhances student well-being, and strengthens our school community.

SWPBS aligns with our Islamic values, encouraging students to demonstrate kindness, responsibility, and respect in their daily interactions. Through this framework, we set clear expectations, reinforce positive behaviours, and provide consistent support to help students develop self-discipline, resilience, and strong character.

At Australian Islamic College Dianella, this framework is built upon three schoolwide expectations:

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

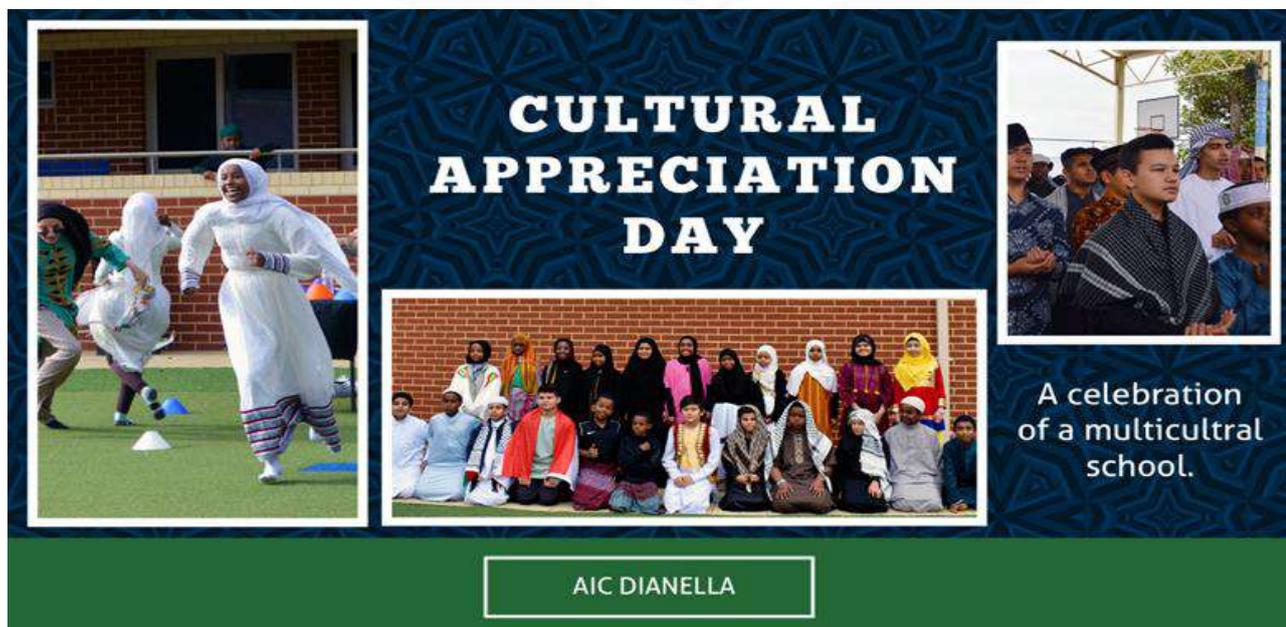
These guiding principles shape our nurturing school culture where every child can thrive academically, socially, and spiritually.

## STUDENT LEADERSHIP

We empower our student leaders by cultivating a supportive environment that nurtures leadership skills through character-driven learning experiences. Students have various leadership opportunities, including:

- Organizing school events
- Leading fundraising initiatives
- Participating in volunteer projects
- Planning and speaking school assemblies
- Engaging in mosque duties and responsibilities
- Holding positions of House Captains and Vice Captains
- Serving as a member of the **Student Representative Council (SRC)** leadership team.

These experiences foster a strong sense of school pride, belonging, and a commitment to service, preparing students to become future leaders within and beyond the school.



## WHAT WENT WELL

1. **High student achievement in NAPLAN 2024:** The school demonstrated continued and strong academic performance in Literacy and Numeracy.
2. **Increase in enrolment:** The school saw an increase in enrolment, indicating a strong level of satisfaction among parents and students with the school's programs and services.
3. **Professional development for teachers in Explicit Teaching Pedagogy:** Teachers received high-quality professional development opportunities, which have helped them to improve their teaching practices and better meet the needs of students.
4. **Development of Student Leadership**
5. **Improvement to Assembly Area:** The assembly area has been resurfaced, and a new stage has been built. Additionally, the sound system has been upgraded.
6. **Early Childhood:** New play area has been created, additional shading provided, child-friendly gates installed.
7. **High retention rate** of 96.5% for year 10 students transitioning to Kewdale campus.
8. Appointment of **Assistant Principal** for High School
9. **More cameras** were added enhancing security and monitoring within the school.
10. **Canteen renovations**, new range hood and exhausted fitted and security screens.

## ACKNOWLEDGMENT OF OUTSTANDING STAFF ACHIEVEMENTS

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

- Mohamad Saleh
- Najat Abu Rgeef
- Naseema Minhaj
- Tracey Can
- Rashidah Nordin

## FUTURE OUTLOOK

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

### MAJOR FOCUS:

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

## TARGETS:

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

## STRATEGIES TO ACHIEVE TARGETS

### STUDENTS:

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

### STAFF:

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

### PARENTS:

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



# OUR SCHOOL AT A GLANCE

## SCHOOL PROFILE

### STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2024	Notes:
Total	916	1. Student counts are based on the prior Census enrolment collection.
Indigenous	0	2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
Enrolment continuity (Feb. – Nov.)	89%	

## CHARACTERISTICS OF STUDENT BODY

Australian Islamic College Dianella is a vibrant and diverse school that welcomes students from a wide range of cultural and ethnic backgrounds. Our student body reflects the richness of multiculturalism, fostering an inclusive environment where respect, understanding, and shared Islamic values unite us all.

### AVERAGE CLASS SIZES

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

Phase of schooling	2024	Note:
Kindy – Year 3	24	The <a href="#">class size</a> 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.
Year 4 – Year 6	28	
Year 7 – Year 10	24	
Year 11 – Year 12	-	

## CURRICULUM DELIVERY

Australian Islamic College is a learning community that is committed to achieving excellence. Our practices and decisions are based on informed research and accurate data collection. At Australian Islamic College, teaching and learning is developed around the Explicit Instruction model. Explicit Instruction is a structured, systematic, and effective methodology for teaching academic skills. The lesson consists of 5 key components: Warm up, I do, We Do, You Do and Plough Back.

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



## SCHOOL INCURSIONS

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

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

## DIGITAL LEARNING

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

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

1. Microsoft TEAMS
2. ACR Reading
3. MyOn
4. Mathletics/Maths Eggs
5. Reading Eggs/Reading Eggspress
6. Education Perfect
7. Typing Club
8. Excel Test Zone
9. IXL
10. Elastik
11. NAPLearn

## KINDERGARTEN – YEAR 6

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

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



## YEAR 7-10 COURSES

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

## EXTRACURRICULAR ACTIVITIES

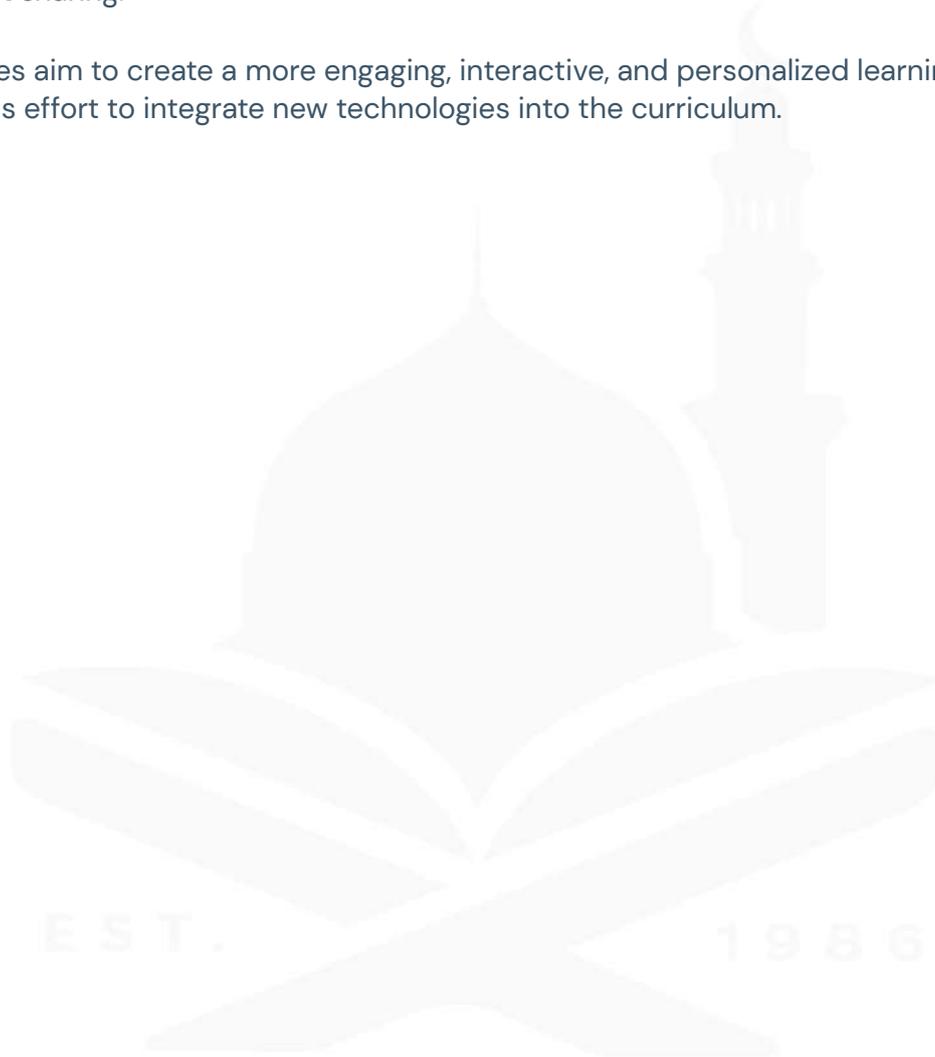
- ❖ Student Representative Council (SRC)
- ❖ Student Leadership Opportunities
- ❖ Book Fairs
- ❖ Book week celebrations (Character Dressed Day)
- ❖ Harmony Day Celebration
- ❖ Intercampus Debating Competitions
- ❖ Intercampus Speech Competitions
- ❖ Intercampus Sport Competition
- ❖ Soccer and Footy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

### **How information and communication technologies are used to assist learning**

At the Australian Islamic College – Dianella, technology is leveraged to enhance student learning and engagement through various strategies:

- **Digital Pedagogy:** Teachers are trained to use technology for student-centered learning, incorporating interactive whiteboards, digital resources, and other online platforms to create engaging lessons.
- **Online Learning:** Students have access to platforms (including Microsoft Teams and Mathletics) to submit assignments, participate in discussions, and receive feedback.
- **Blended Learning:** The curriculum combines online and face-to-face instruction, allowing students to use digital resources and receive additional support during class.
- **Collaborative Learning:** Students are encouraged to collaborate on projects using tools like Microsoft PowerPoint, Microsoft Word, Excel and Prezi, enabling real-time communication and document sharing.

These approaches aim to create a more engaging, interactive, and personalized learning experience, with a continuous effort to integrate new technologies into the curriculum.



## SOCIAL CLIMATE

### OVERVIEW

Australian Islamic College Dianella is a safe and nurturing environment that epitomizes the notion of 'every student matters everyday', providing our students with the best opportunity to develop to their full potential intellectually, spiritually, socially and physically. An Islamic spiritual and religious practice is integrated into the education experience daily and informs the school rules as well as the disciplinary processes. Our behaviour management policy involves awareness of student rights, expected student behaviour and school rules. These are acknowledged by staff, students and parents. We have adopted a School Wide Positive Behaviour Support (SWPBS) framework. SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. With SWPBS, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from positive and respectful relationships among students and staff, a predictable learning environment and increased attendance.

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

### PARENTS, STUDENTS AND STAFF SATISFACTION

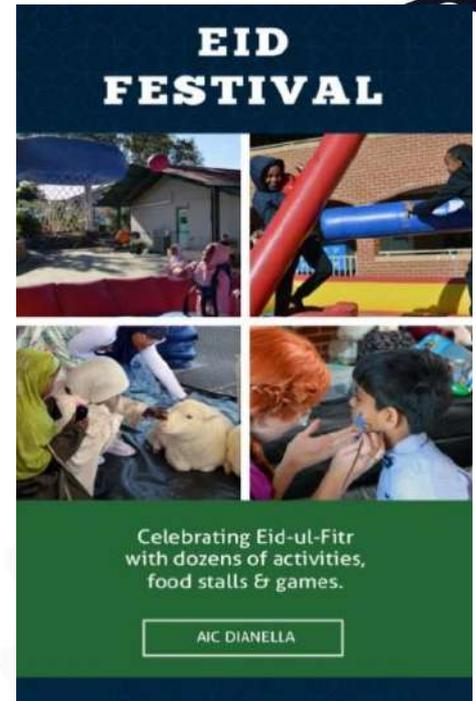
A reputable and experienced external survey company is engaged annually by the school to conduct Parent, Staff, and Student satisfaction surveys. Following each survey, the feedback is analysed by the Executive Team with an action plan developed to ensure identified areas for improvement are addressed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

Australian Islamic College Dianella 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

There is recognition of the importance of parents as partners in the education of their children. AIC Dianella actively involves parents and caregivers in monitoring and supporting student progress. To ensure ongoing communication, we engage with parents in various ways, including:

- Termly parent-teacher conferences
- An open-door policy with the Principal
- Diary entries
- Emails
- Face-to-face meetings
- Phone calls
- SMS
- Academic updates through reports
- Parent Information sessions
- Online portals for real-time updates
- Termly School Newsletter
- Social media- Facebook and Instagram
- Yearly Parent Satisfactory Surveys



# 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.



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.



### 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	\$ 1,805,036
	State Government Grants	\$ 2,266,609
	Commonwealth Government Grants	\$ 11,196,096
	Other income	\$ 166,885
	<b>Total Income</b>	<b>\$ 15,434,626</b>
Expenditure		2024
	Employee expenses	\$ 8,996,017
	Supplies and services	\$ 4,404,319
	Depreciation	\$ 632,122
	<b>Total Expenditure</b>	<b>\$ 14,032,458</b>
<b>Operational Surplus</b>		<b>\$ 402,168.00</b>

# OUR STAFF PROFILE

## WORKFORCE COMPOSITION

### STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

Table3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	64	34	0
Full-time equivalents	62	23	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	11
Graduate Diploma etc.*	10
Bachelor's degree	30
Diploma	7
Certificate	6

\*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 \$41,311.

The major professional development initiatives were as follows:

- Staff Code of Conduct
- Goal setting
- Science of Reading
- NAPLAN Preparations
- NCCD and Inclusive Education
- Neurodiversity by AISWA

- Parent Information Session Run through
- What is Ramadan?
- Culture and Rapport building
- NCCD refresher
- 7 Steps to Writing (Persuasive)
- Curriculum, Pedagogy and Assessment
- School Values and System
- Youth Mental Health First Aid
- Difficult Students and Engagement
- Athletics PD
- HPE curriculum PD
- CoPilot Professional Learning
- Using AI for Teachers
- Incorporating Indigenous Perspectives into the Languages Classroom
- Reading A to Z
- Workplace Safety
- PL - Religion Department
- Forms for Assessments
- Fgatekeep Suicide Prevention Training
- Fire Safety and OHS
- Teaching and Learning Audit (ACER)
- Elastik Presentation
- Professional Learning for Arabic Language Teachers
- Explicit Teaching: Warm Ups
- Explicit Teaching: Writing
- Writing (Narratives)
- Science of Reading- Questioning the Author
- Using Webbook
- Explicit Teaching Refresher
- Implementing Effective Documented Plans
- Re-Enrolment Demo
- How to make a memory with Brain Science
- Many Languages - One Methodology
- World of Math PL

The proportion of the teaching staff involved in professional development activities during 2024 was 94%

## 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.	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 72% 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 91%.

Tables 6-7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school

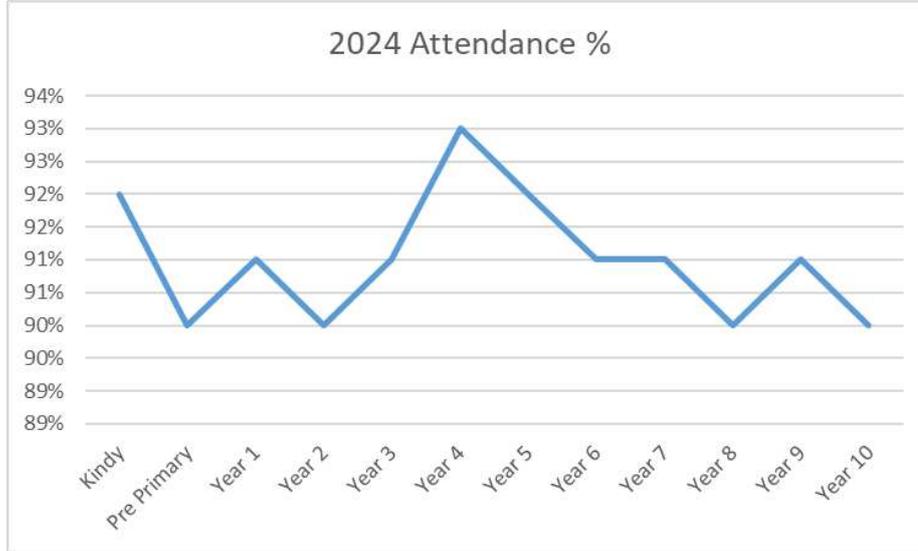
Description	2024
Overall attendance rate* for students at this school	91%

Table 7: Overall student attendance at this school

Year level	2024	Year level	2024	<b>Notes:</b> 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	90%	Year 7	91%	
Year 1	91%	Year 8	90%	
Year 2	90%	Year 9	91%	
Year 3	91%	Year 10	90%	
Year 4	93%	Year 11	-	
Year 5	92%	Year 12	-	
Year 6	91%			

## STUDENT ATTENDANCE DISTRIBUTION

Graph 1: Proportion of students by attendance rate



## DESCRIPTION OF HOW 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.

### DAILY ATTENDANCE MONITORING:

1. An SMS is sent daily to the parents of all absent students. Responses regarding absences are recorded in the system.
2. If parents do not respond to the initial SMS, they are contacted via phone. If there is no answer, emails or letters are sent to request an explanation for the student's absence.
3. If there is still no contact, the school will liaise with the Department of Education to follow up with the parents regarding the student's absence.

### ROLL MARKING PROCEDURES:

- Teachers are required to mark their classroom roll every morning before the start of the first lesson at 9:00 am and again in the afternoon by 1:30 pm, ensuring accuracy and timeliness.
- Any late students without a note are sent to the Central Office to obtain a late note.
- Roll marking is monitored daily and followed up by the end of each day.

### PARENTAL COMMUNICATION:

- The school contacts parents via SMS daily if a student is marked absent.

- If there is no response after the SMS, the attendance officer will call parents directly to obtain a reasonable explanation for the absence.
- If there is still no explanation after the SMS, a letter is sent requesting an explanation for the absence, which must be returned to the Central Office.

### KEY STRATEGIES TO INCREASE ATTENDANCE:

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



# NAPLAN

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

## How to access our NAPLAN results

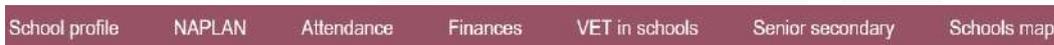
1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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

View School Profile

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



### Notes:

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