



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

FORRESTDAL
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, Guardians and School Community,

The Australian Islamic College Forrestdale is a coeducational institution committed to delivering high-quality education grounded in Islamic values. Our vision is to nurture well-rounded individuals by integrating rigorous education with spiritual and moral development, preparing students for success in both their personal and professional lives. Through evidence-based teaching methodologies such as inquiry-based learning and High Impact Teaching Strategies (HITS), we foster critical thinking, engagement, and essential 21st-century skills.



Beyond academics, we offer diverse extracurricular programs, including Sports, Arts, STEM, coding, and Islamic competitions, ensuring students have opportunities for personal growth. Our structured merit and reward system further promotes a culture of achievement, recognising excellence in academics, behaviour, and participation. As we continue to expand, our strategic focus remains on fostering innovation, inclusivity, and holistic development, equipping students with the knowledge, skills, and values needed for lifelong success.

SCHOOL PROGRESS FOR 2024

The 2024 academic year has been a pivotal period for AIC Forrestdale, marking significant progress in our journey as a growing institution. Our commitment to academic excellence, student wellbeing, and community engagement has been at the forefront of our efforts, and we are proud of the achievements made throughout the year. Key priorities, such as enhancing the quality of teaching and learning, improving student engagement, and strengthening school culture, have been successfully implemented. We have also taken significant strides in refining our curriculum delivery, fostering student leadership, and integrating new initiatives to support holistic development.

While many of our goals for 2024 have been achieved, some initiatives are still in progress and will continue into 2025. The expansion of our high school curriculum, the development of new facilities to accommodate our growing student population, and the continued refinement of our pastoral care programs are among the priorities that will further enhance our school environment in the coming year. We remain committed to ensuring that every student at AIC Forrestdale benefits from a well-rounded education that prepares them for future success.

This year has also been distinguished by outstanding student and staff achievements. Our students have demonstrated excellence across academic disciplines, sports, and extracurricular activities, reflecting their dedication and commitment to personal and collective success. We extend our sincere appreciation to our teachers for their unwavering professionalism, dedication, and commitment to fostering an environment in which all students, particularly those new to AIC Forrestdale, feel supported and empowered in their educational journey.

As a new institution, the collective support of our staff, parents, and students has been instrumental in making 2024 a successful year. We are forever grateful for every contribution—big or small—that has helped shape our school into the thriving learning environment it is today. The collaboration, resilience, and dedication of our entire school community have laid a strong foundation for the years ahead. We look forward to continuing this journey together, building on our successes and striving for even greater achievements in 2025.

FUTURE OUTLOOK

As AIC Forrestdale continues its journey of growth and development, our priorities for 2025 will focus on strengthening academic excellence, expanding our high school offerings, and enhancing student wellbeing. Our improvement priorities are designed to ensure a high-quality learning environment that fosters excellence, character development, and future-readiness.

1. Expansion and Strengthening of Our High School
2. Curriculum and Teaching Excellence Through Professional Learning
3. Community Engagement and Broader Involvement
4. Student and Parent Education on Cyber Safety and Wellbeing
5. Enriching the School Experience Through Events and Activities

Our inaugural year at AIC Forrestdale has been marked by significant growth, achievement, and a strengthened sense of community. As we look ahead to 2025, we remain committed to fostering excellence, innovation, and a nurturing learning environment, and we look forward to continuing our valued partnership in shaping the future of our school.

Mrs. Fadhilah Baktir

Principal

AIC Forrestdale

OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2024
Total	454
Indigenous	0
Enrolment continuity (Feb. – Nov.)	90%

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

AIC Forrestdale is a diverse and inclusive school that serves a growing student population from a wide range of cultural, linguistic, and socio-economic backgrounds. As an Islamic school, our students come from Muslim families, representing various ethnicities and nationalities, enriching our community with a multicultural identity. Many of our students speak English as an Additional Language or Dialect (EAL/D). Our school is located in a rapidly developing urban area, attracting families from different professional and occupational backgrounds, including business owners, professionals, and skilled workers.

AVERAGE CLASS SIZES

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

Phase of schooling	2024
Kindy – Year 3	20 – 28
Year 4 – Year 6	20 – 28
Year 7 – Year 10	28
Year 11 – Year 12	–

Note:

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

CURRICULUM DELIVERY

OUR APPROACH TO CURRICULUM DELIVERY

At AIC Forrestdale, we are committed to delivering a high-quality, well-rounded education that supports the academic, social, and emotional development of all students. Our Early Childhood Education curriculum integrates the Early Years Learning Framework (EYLF) to establish a strong foundation for lifelong learning. In the early years, we foster foundational skills through play-based learning and explicit instruction, nurturing curiosity, creativity, and confidence to ensure a seamless transition into formal schooling.

As students' progress from Kindergarten to Year 8, we incorporate evidence-based teaching practices, including High Impact Teaching Strategies (HITS), to enhance student engagement, deepen understanding, and drive academic success across all learning areas.

EARLY CHILDHOOD EDUCATION (KINDY & PRE-PRIMARY)

Our Early Childhood program is guided by the **Early Years Learning Framework (EYLF)**, which focuses on the principles of "Belonging, Being, and Becoming." We provide a nurturing and engaging environment where children develop early literacy, numeracy, and social skills through a combination of:

- **Play-based learning** to encourage creativity, problem-solving, and social interaction.
- **Explicit instruction** to build strong foundational skills in literacy and numeracy.
- **Inquiry-based activities** to spark curiosity and encourage exploration.
- **Holistic development** focusing on cognitive, emotional, and physical growth.

PRIMARY AND HIGH SCHOOL CURRICULUM

Our curriculum is aligned with the **Western Australian Curriculum** and delivered through engaging, student-centred teaching approaches. The key learning areas include:

- **English** – Literacy, reading comprehension, writing, and oral communication.
- **Mathematics** – Problem-solving, numeracy skills, and real-world applications.
- **Science – Inquiry** – based learning with a focus on STEM concepts.
- **Humanities and Social Sciences (HASS)** – History, Geography, Civics, and Economics.
- **Islamic Studies & Qur'an** – Faith-based learning that nurtures moral and ethical values.
- **Arabic** – Language instruction to promote cultural and linguistic proficiency.
- **Health and Physical Education** – Wellbeing, movement skills, and sports education.
- **The Arts** – Visual and performing arts to encourage creativity and self-expression.
- **Technologies** – Digital literacy, coding, and design technology.

We are committed to delivering a balanced and rigorous curriculum that supports academic excellence while fostering critical thinking, leadership, and personal development. Through ongoing professional learning, our teachers implement best-practice teaching strategies to ensure all students receive a high-quality, engaging, and inclusive education.

CO-CURRICULAR ACTIVITIES

At AIC Forrestdale, we believe in providing students with a well-rounded educational experience that extends beyond the classroom. Our extra-curricular activities aim to foster personal growth, leadership skills, creativity, and teamwork. These activities offer students the opportunity to explore their interests, develop new talents, and build strong connections within the school community.

- Inter-school basketball tournaments
- Inter-school Qur'an Competition
- Inter-school Arabic Competition
- High School Seerah Week Quiz Assembly
- Leadership Ceremony
- Visual Arts Competition
- Seerah Week
- Ramadan Classroom Decoration Competition
- Eid Card Competition
- Year 6 Luncheon
- Harmony Day Celebrations
- Freo Dockers AFL Program (Year 5 & 6)
- Freo Gala Excursion
- School Clean Up Day
- Swimming Lessons
- National Science Week
- Early Childhood Sports Carnival
- Eid Festival and Fun Day
- Author's Visit – James Foley
- Cooking Classes
- Book Week Character Dress Up Day
- Fundraising Events (Bake Sale, Toasty Tuesday)

SCHOOL CLEAN UP DAY



HIGH SCHOOL COOKING CLASS



HARMONY DAY



AUSSIE OF THE MONTH



PRINCIPAL'S MORNING TEA



VISUAL ARTS COMPETITION



AUTHOR'S VISIT – JAMES FOLEY



BOOK WEEK



SEERAH WEEK



HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING

At AIC, teachers incorporate Information and Communication Technologies (ICT) in alignment with the Western Australian Curriculum General Capabilities to enhance learning across all subjects.

The use of CleverTouch Interactive Whiteboards (IWBs) enables interactive, dynamic lessons that engage students in a variety of ways, from displaying digital resources to facilitating collaborative activities. Teachers integrate multimedia, such as videos, simulations, and interactive activities, to cater to different learning styles and reinforce concepts.

The introduction of laptop trolleys further supports learning by providing students with easy access to digital tools for research, collaborative projects, and assessments. Teachers guide students in using ICT tools to access online resources, create digital presentations, and develop critical thinking skills. ICT is also used to support differentiated learning, offering personalised opportunities for students to work at their own pace and receive immediate feedback. By embedding ICT into everyday teaching practices, AIC is fostering 21st-century skills that will prepare students for future learning and success.

SOCIAL CLIMATE

OVERVIEW

At Forrestdale, we foster a safe, supportive, and disciplined learning environment where students feel valued and respected. Our approach emphasises positive behaviour reinforcement, clear expectations, and proactive strategies to prevent and respond to bullying. We implement structured differentiation practices to cater to diverse learning needs, ensuring all students receive appropriate academic support and challenge.

ACCESS TO THE CURRICULUM

- Differentiated teaching strategies tailored to individual learning needs.
- Technology-enhanced learning with most up to date resources.

PASTORAL CARE AND WELLBEING

- A structured pastoral care program promoting student resilience and emotional well-being.
- Regular well-being check-ins and student support initiatives.
- Islamic values embedded in daily school life to nurture character development.
- A merit certificate system recognising students for good behaviour and strong character. Students' progress through bronze, silver, and gold certificates, with those achieving Gold receiving the Principal's Medallion.
- House tokens awarded for positive behaviour, which accumulate towards sports faction points, encouraging teamwork and school spirit.
- Leadership programs and extracurricular activities to promote personal growth.

PARENTS, STUDENT 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 Forrestdale 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 Forrestdale, we actively involve parents in their child's education through regular communication, parent-teacher meetings, information sessions, orientation sessions, and engagement events.

Our P&F Committee plays a key role in planning school activities, fundraising, and supporting student initiatives. The Principal meets with the P&F Committee at least 2-3 times each term to discuss and plan upcoming school events, initiatives, and fundraising opportunities.

To ensure students with diverse needs can access and participate fully in school life, we have a structured consultation process involving teachers, parents, support staff, and external specialists. This process includes meetings, individual learning plans, and ongoing reviews to provide tailored support and adjustments that meet each student's needs.



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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	\$ 874,208.00
	State Government Grants	\$ 1,117,213.00
	Commonwealth Government Grants	\$ 4,946,594.00
	Other income	\$ 51,419.00
	Total Income	\$ 6,989,434.00
Expenditure		2024
	Employee expenses	\$ 4,376,470.00
	Supplies and services	\$ 1,955,724.00
	Depreciation	\$ 970,040.00
	Total Expenditure	\$ 7,302,234.00
Operating Surplus		\$ 312,800.00

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	33	21	-
Full-time equivalents	27	19	-

*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	-
Masters	6
Graduate Diploma etc.*	4
Bachelor's degree	13
Diploma	3
Certificate	7

*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 \$ 22,650.

The major professional development initiatives are as follows:

- First Aid Training Online
- St. John of God First Aid Course
- Anaphylaxis and EpiPen Emergency Training
- Snake Handling Training Course
- Snake Awareness & Wildlife Training
- 3P Learning – Reading Eggs & Mathletics Training
- Seven Steps to Writing Workshop
- Brightpath Writing Workshop
- Elastik and Writemark Training
- Why Teaching Pedagogy is Important?
- School Values & Pedagogy
- Understanding Neurodiversity Practical Support (AISWA)
- Mandatory Reporting of Child Sexual Abuse
- Sharp Reading Strategies (AISWA)
- Classroom and Behaviour Management (AISWA)
- Introduction to Co-Pilot
- The 'C' in Contemporary Education
- PLD-Literacy Diana Rigg Training
- Design Technologies Curriculum
- Mentoring Programs
- EC Premium Online Training:
 - AI Resources for Teaching
 - Basic Classroom Management
 - Giving Feedback in Assessments
 - Motivating the Unmotivated
 - Introduction and Practical Tips for Microsoft Teams
 - Parent Communication for Impact
 - Responding to Behaviour
 - Understanding Behaviour

The proportion of the teaching staff involved in professional development activities during 2024 was 98%.

STAFF ATTENDANCE

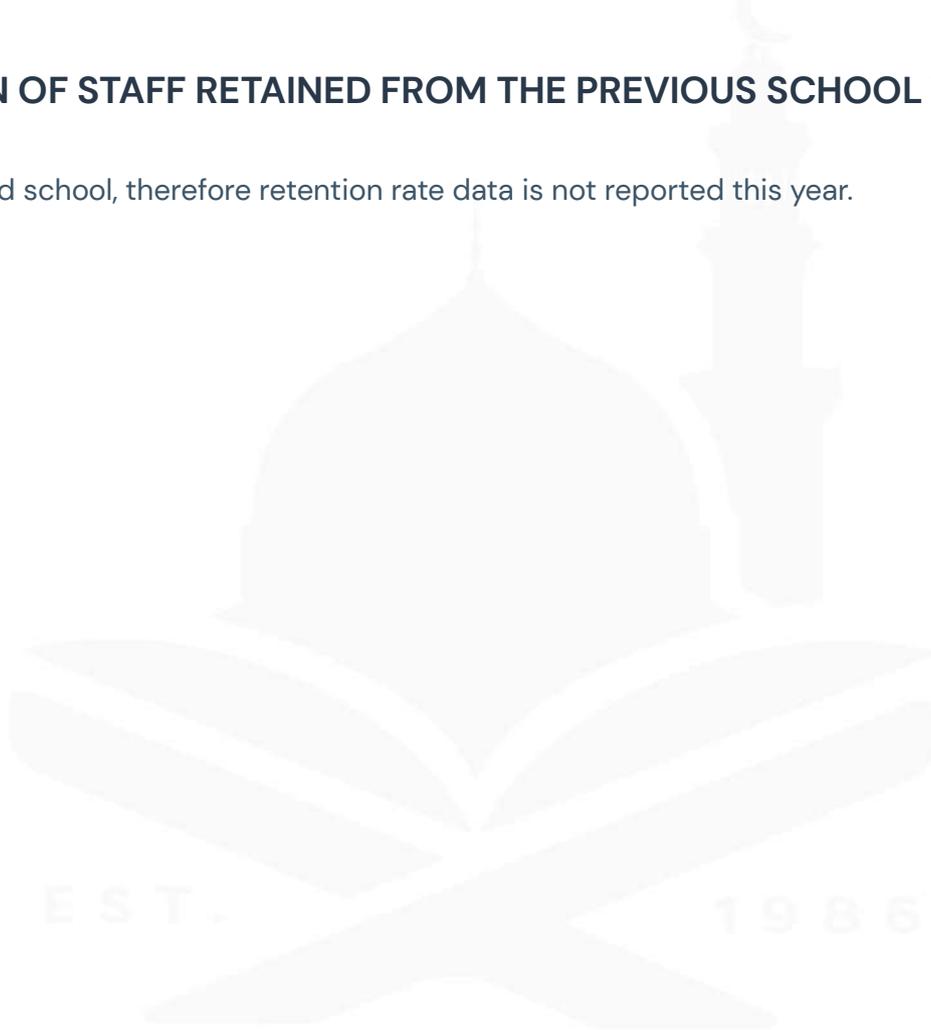
STAFF ATTENDANCE

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

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 93.38%
 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	93.38%

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 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	95.97%	Year 7	90.96%	
Year 1	92.66%	Year 8	92.33%	
Year 2	94.56%	Year 9	-	
Year 3	92.64%	Year 10	-	
Year 4	94.71%	Year 11	-	
Year 5	93.46%	Year 12	-	
Year 6	92.86%			

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

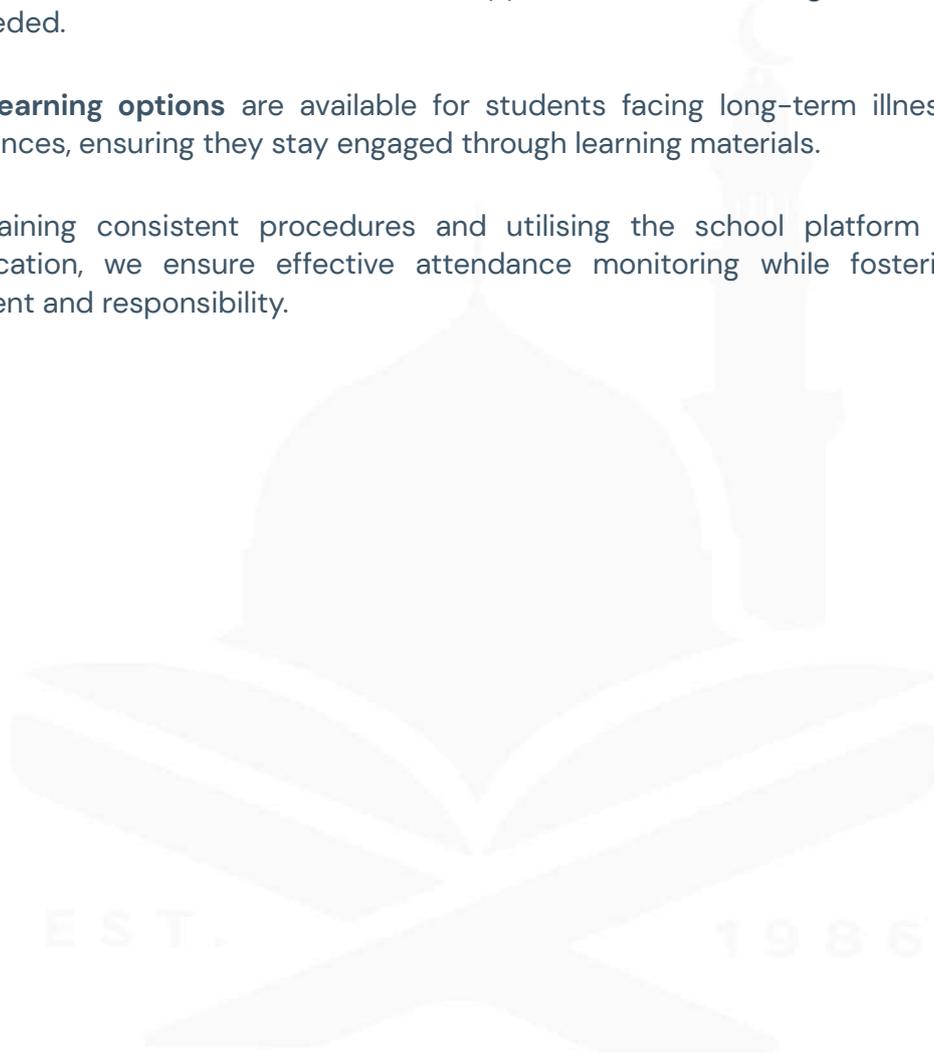
- Rolls are marked twice daily using the school's electronic system:
 - **Morning (Period 1):** All class teachers mark attendance promptly at the beginning of the school day.
 - **Afternoon (Period 4):** Attendance is marked again to ensure students remain present.
 - **High School Teachers:** Attendance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

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](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school's 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.