



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

# KEWDALE **ANNUAL** REPORT 2024



**ADELAIDE** 08 8340 7799   **DIANELLA** 08 9375 9770   **FORRESTDAL** 08 9493 5819  
**HENLEY BROOK** 08 9375 9892   **KEWDALE** 08 9362 2100   **THORNLIE** 08 9493 2718

PO Box 252 Cloverdale, WA 6985   ARBN 633 740 137   ✉ [info@aic.wa.edu.au](mailto:info@aic.wa.edu.au)   🌐 [aic.wa.edu.au](http://aic.wa.edu.au)

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# MESSAGE FROM THE EXECUTIVE PRINCIPAL / CEO

Assalamu'Alaikum wa Rahmatullahi wa Barakatuh

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

Alhamdulillah, it is an honour to present the Annual Report 2024 for the Australian Islamic College Kewdale. I sincerely thank the community for their support and collaboration.

The College is a K-12 co-educational independent school that continued to expand in 2024, reaching an enrolment of approximately 2,040 students by the end of the year. This included 800 students in the Primary School and 1240 in the Senior School. The College community reflects the rich diversity of its student body, comprising students from nearly 58 linguistic and cultural backgrounds.



The College remains steadfast in its mission to cultivate a culture of trust, determination, and Islamic values, fostering scholarship, character, and a sense of community. We extend our sincere gratitude to our students, staff, parents, carers, and the broader community for their unwavering support and contributions towards this shared vision.

### OUR VISION IS REALISED THROUGH:

- Programs that nurture students identity as Muslim Australians.
- Islamic Pedagogy and integration of Islamic values in the curriculum.
- A focus on individual growth, teamwork, and meeting both personal and academic needs.
- Initiatives that foster personal development, creativity, and community engagement.
- A rigorous curriculum designed to achieve high academic standards.
- A student development and wellbeing framework grounded in our core school values.
- Tailored professional development opportunities for staff, both in-house and external.
- A Performance Management System aligned with AITSL standards.
- The UniReady Program, supporting students in their transition from high school to university.
- Sports academies, interschool competitions, and carnivals.

### ACADEMIC AND CO-CURRICULAR ACHIEVEMENTS

The year 2024 witnessed significant academic and co-curricular achievements across various domains. Our Year 12 students demonstrated exceptional academic performance, with:

- One student attaining an ATAR of 99.35.
- 14% of students achieving an ATAR of 99 and above.
- 39% of students achieving an ATAR of 90 and above.
- 66% of students achieving an ATAR of 80 and above.
- Four students receiving the Certificate of Distinction from The Curriculum Council WA.
- Nine students receiving the Certificate of Merit from The Curriculum Council WA.
- WACE Physics results ranking among the top 15 schools in Western Australia.



### SOME OF THE HIGHLIGHTS OF 2024 INCLUDE:

- Sustained high enrolments, surpassing 2,000 students from Kindergarten to Year 12.
- Continued success in attracting highly experienced and well-qualified teachers and staff.
- Effective implementation and ongoing development of the high schools new Learning Management System, SEQTA.
- The College maintained targeted Numeracy and Literacy Enrichment Programs for students in Years 3, 5, 7, and 9, resulting in notable improvements in reading, writing, spelling, grammar, and numeracy skills. All domains advanced to above and well-above standards.
- The College achieved outstanding NAPLAN results, securing a place among the top 25 high-performing schools in WA.
- Expanded after-hours academic support for Year 11 & 12 ATAR students.
- Enhanced data analysis, tracking, and monitoring of students at academic risk (STAR program).
- Implementation of Accelerated Programs for high-achieving students in Years 7 to 10.
- Ongoing guidance for parents and students in subject selection.



**WACE 2024**  
 Medalia Alma Mater Islamic College  
 Recognized by the State of Australia

**Congratulations**  
 Alma Salam DUX 99.65\*

14% OF STUDENTS ACHIEVED	ATAR 99 AND ABOVE	39% OF STUDENTS ACHIEVED	ATAR 90 AND ABOVE	66% OF STUDENTS ACHIEVED	ATAR 80 AND ABOVE
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**CERTIFICATE OF DISTINCTION**

Alma Salam 99.65	Taha Alhar 99.50	Fahad Alhar 99.50	Alma Salam 99.50
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**CERTIFICATE OF MERIT**

Maryam Abdelaziz	Samson Arab	Marwa withheld	Fatima Al Assadi	Nada Al Assadi	Maryam Abdelaziz	Kamal Samir Ali	Mohamed Ezzel	Yasraa Leman Aykol	Kawthar Kubab
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**SCHOOLS SHOWING**  
 25 BEST PERFORMING SCHOOLS IN WA BASED ON NAPLAN & ATAR RESULTS

**AIC IS AMONGST TOP 25 SCHOOLS IN WA**  
 BASED ON NAPLAN RESULTS FROM 2019 - 2024

- Strengthening the Student Pastoral Care & Wellbeing Program to foster a safe culture of excellence in all aspects of school life.
- Continued integration of school values through theme-based assemblies in form classes.
- Recognizing students with Excellence Awards and inviting them to the Principals Tea each term to celebrate their outstanding behaviour and manners.
- Organizing Dawah Clubs during lunch to enhance students understanding of Islam in practice.
- Outstanding STEM and Art Exhibition showcasing the creativity and innovation of Primary and High School students.
- A career expo with 14 vendors in the school gym provided students with valuable career opportunities and insights into prerequisites.



## COMMITMENT TO EXCELLENCE IN PROFESSIONAL LEARNING

The College remains dedicated to fostering a culture of excellence in professional learning. A structured and targeted professional development program, characterized by explicit teaching, deliberate practice, and continuous feedback, has significantly strengthened teacher expertise. The Professional Teacher Practice framework, aligned with AITSL standards, is a consistent and structured process involving reflection, data analysis, classroom observations, evaluations, goal setting, career guidance, accreditation, and professional growth planning in collaboration with senior management.



## SPORTS AND COMMUNITY ENGAGEMENT

The College maintained a strong sporting presence, with teams excelling in multiple competitions. The Physical Education department has played a vital role in fostering students physical, social, and leadership development throughout 2024. Through regular PE lessons, students engaged in skill-based activities across various sports, including volleyball, badminton, AFL, cricket, athletics, soccer, and basketball. Recreational games such as ultimate frisbee, dodgeball, and table tennis provided enjoyable, low-pressure fitness opportunities. The department also facilitated interschool sports competitions, hosting and participating in tournaments across multiple disciplines.



Academies focused on skill development, sports science, and tactical awareness, while student leadership initiatives empowered students through roles like Salah monitors, sports captains, and event volunteers. The Annual Sports Carnival highlighted students athletic abilities through track, field, and novelty events. The department contributed to whole-school initiatives, promoting values such as forgiveness and teamwork through themed assemblies and community programs.



One of the most inspiring moments of 2024 was the Gaza Rehabilitation Charity Fund initiative, which showcased the generosity and compassion of our school community. Over \$100,000 was raised in support of the Gaza Emergency Relief Fund, reflecting our commitment to humanitarian causes and global responsibility.



The Student Leadership Programs continued to empower students across both Primary and Secondary levels, offering opportunities to engage in community service, fundraising for worthy causes, and promoting social responsibility and leadership.

The school celebrated the Annual Quran Recitation Contest, Seerah of Prophet (PBUH) Week, and the STEM and Art Exhibition, where students and staff participated with great enthusiasm. Additionally, career counselling sessions, visits to career expos, and an in-school career expo were organized to familiarise students with the opportunities available in Australia.

## STRATEGIC PRIORITIES FOR 2025

As the College prepares for 2025, key strategic priorities have been identified to strengthen academic excellence, professional growth, and student development:

- Harnessing Generative AI to enhance teacher efficiency and instructional effectiveness.
- Providing targeted Best Practices Coaching for staff, middle leaders, and Heads of Learning Areas to refine professional practice.
- Expanding career counselling initiatives to include primary school students.
- Fostering resilience, optimism, and perseverance by equipping students with strategies to navigate challenges while upholding their faith and identity.
- Balancing academic achievement with character development to nurture well-rounded individuals.
- Advancing teaching excellence through evidence-based professional reflection, continuous improvement, and the integration of Islamic pedagogical principles.
- Enhancing instructional and organisational leadership structures as required.
- Launching an Oratory Program for Primary and High School students as part of the Student Leadership Program.
- Developing an interdisciplinary learning model that integrates Religion Studies, Humanities, STEM, Entrepreneurship, Technology, Robotics, and VET programs.
- Implementing high-quality assessments and data-driven feedback strategies to refine teaching practices.
- Strengthening the Classroom Observation Model by encouraging cross-departmental lesson observations to foster collaboration and enrich student learning experiences.
- Empowering student voice and leadership through the redesign of the Student Leadership selection and training process.
- Reviving the Ibn Al-Haytham Science Society to promote STEM engagement and enrich students scientific knowledge.



Alhamdulillah, as we reflect on the past year, we celebrate the collective efforts of our students, staff, and families in contributing to the continued success of the College. We are committed to building on these achievements and remain focused on our mission to educate, inspire, and guide our students toward academic excellence and success in this life and the Hereafter, In Sha Allah.

May Allah (SWT) continue to guide us.

Sincerely,

**Br. Mohammed Nazar Khan**

Principal

AIC Kewdale



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# OUR SCHOOL AT A GLANCE

## SCHOOL PROFILE

### STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2024
Total	2036
Indigenous	0
Enrolment continuity (Feb. – Nov.)	94%

**Notes:**

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

### CHARACTERISTICS OF STUDENT BODY

#### OVERVIEW

At Australian Islamic College Kewdale, the student body is characterized by exceptional cultural diversity, encompassing over 56 different ethnic backgrounds. This diversity contributes to a vibrant and multicultural environment, where students from various cultural and linguistic backgrounds collaborate and thrive. While many of our students are born in Australia, a significant proportion come from families where English is not the first language. This linguistic richness further enhances the dynamic learning environment of our school.



The diversity at AIC Kewdale serves as a foundation for promoting cross-cultural understanding and appreciation, cultivating a cohesive and supportive community among both students and staff. We actively encourage the celebration of various global perspectives and traditions, reinforcing our commitment to inclusivity and respect for all cultures. This approach enriches the educational experience, while preparing our students to succeed in an increasingly interconnected and globalized world.

In keeping with our faith-based ethos, AIC Kewdale promotes a strong Islamic identity while fostering an environment of inclusivity and respect for all cultures. This enables students to develop a deep sense of belonging and pride in their heritage, while learning to appreciate the diverse perspectives of their peers.



Our school community is made up of families from various socio-economic backgrounds, including professionals, small business owners, and working-class families. The school is situated in an urban setting, and we maintain steady enrolments, with many students completing their primary education and transitioning to secondary schooling within the broader Australian Islamic College network.

AIC Kewdale is deeply committed to supporting students with diverse learning needs by providing tailored adjustments to ensure an equitable and inclusive learning environment. We emphasise academic excellence, the development of strong moral values, and community engagement, creating a supportive partnership between families and the school. This holistic approach ensures that every student is equipped with the skills and values needed for success in both academic and social spheres.



## AVERAGE CLASS SIZES

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

Phase of schooling	2024
Kindy – Year 3	25
Year 4 – Year 6	30
Year 7 – Year 10	26–28
Year 11 – Year 12	25

**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 Australian Islamic College Kewdale, our curriculum is designed to provide a comprehensive, inclusive, and dynamic educational experience from Kindergarten to Year 12. By integrating academic excellence, Islamic values, and real-world skills, we prepare students for a range of future pathways, including university, vocational training, and employment. Our curriculum follows the Western Australian Curriculum, ensuring that students develop strong foundational knowledge across essential learning areas while fostering critical thinking, problem-solving, and digital literacy.



### EARLY CHILDHOOD EDUCATION (KINDERGARTEN – PRE-PRIMARY)

Our Early Childhood program is guided by the Early Years Learning Framework (EYLF) and emphasizes play-based learning to support children's cognitive, social, emotional, and physical development.

Key focus areas include:

- Literacy & Numeracy Foundations – Rote counting, Structured Synthetic Phonics (SSP), and early mathematical concepts.
- Social & Emotional Growth – Encouraging collaboration, independence, and resilience.
- Exploratory Learning – Hands-on experiences that spark curiosity and creativity.

This nurturing foundation helps our youngest learners transition smoothly into formal schooling with confidence and enthusiasm.

### PRIMARY EDUCATION (YEARS 1-6)

In Primary School, students engage in a broad and balanced curriculum that strengthens their knowledge and skills across the eight learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Health & Physical Education
- Technologies
- Languages (Arabic)

Islamic Studies, Quran, and Arabic language instruction are integrated across all year levels, fostering students spiritual and moral development alongside academic progress. We emphasize differentiated instruction to support students with diverse learning abilities and backgrounds.

## SECONDARY EDUCATION (YEARS 7-10)

In the Middle and Senior years, students continue their academic journey with a curriculum that deepens their understanding across core subjects while encouraging exploration of personal interests. Key components include:

- **STEM Integration** – Preparing students for careers in science, technology, engineering, and mathematics.
- **Project-Based & Inquiry Learning** – Encouraging creativity, collaboration, and independent research.
- **Islamic & Ethical Development** – Providing guidance on moral values, leadership, and identity.



Students are supported through **tailored learning programs**, ensuring they develop essential skills for their future educational and career aspirations.

## SENIOR SECONDARY PATHWAYS (YEARS 11-12)

For Years 11 and 12, AIC Kewdale offers multiple pathways to cater to diverse student goals and aspirations, including:

- **Western Australian Certificate of Education (WACE)** – Academic subjects for university-bound students.
- **Vocational Education and Training (VET) Curriculum** – Industry-focused qualifications.
- **UniReady Program** – A university preparation program in partnership with leading institutions.
- **Certificate IV Programs** – Equipping students with practical skills for career advancement.

The school also provides experiential learning opportunities such as internships, work placements, and community service projects, ensuring students graduate with both academic knowledge and real-world experience.

We believe in educating the whole child—academically, socially, and spiritually. Our inclusive approach ensures that students of all abilities and linguistic backgrounds receive the support they need to succeed. Through personalized learning plans, innovative teaching methodologies, and a commitment to Islamic values, we cultivate confident, well-rounded individuals prepared for success in both their personal and professional lives.

With a focus on academic excellence, moral integrity, and community engagement, AIC Kewdale remains dedicated to shaping the leaders of tomorrow—students who are intellectually capable, ethically responsible, and ready to make meaningful contributions to society.

## CO-CURRICULAR ACTIVITIES

At Australian Islamic College Kewdale, we offer a dynamic range of co-curricular programs that complement our academic curriculum, promoting holistic development and fostering a vibrant learning environment. These activities are designed to encourage students to explore their passions, enhance their skills, and build lifelong competencies outside of the classroom. Our programs encompass a broad spectrum of interests, including the arts, sports, languages, STEM (Science, Technology, Engineering, and Mathematics), and social sciences, ensuring that every student can engage in areas that match their individual talents and passions.

Our co-curricular offerings are more than just extracurricular activities; they are an integral part of the student experience at AIC Kewdale. These programs nurture important life skills such as teamwork, leadership, resilience, and time management, while fostering a strong sense of community and belonging within the school. Participation in these activities helps students grow into well-rounded individuals, ready to contribute meaningfully to society and succeed in a globalized world.



## EVENT HIGHLIGHTS

Our students have access to a broad range of activities designed to develop both their academic and personal growth. These activities not only enhance their learning experiences but also help build a strong sense of school spirit, leadership, and community engagement.

## SPORTS EVENTS

1. **Academy Camps** Boys & Girls
2. **AIC Sports Festival**
3. **Interschool Competitions:**
  - Volleyball Tournament (SSWA)
  - Badminton Tournament (Upper School)
  - Futsal Tournament (Lower & Upper School)
  - Apex Middle School Tournament
  - Badminton Tournament (Open School)
  - Weekly Netball Tournament (Belmont Netball Association – Winter Season)
  - Soccer Tournament (SSWA – Winter Season)
  - Friendly Multisport Tournament (Basketball, Netball, Badminton, & Soccer)
  - Perry Lakes Basketball Tournament
  - SEMVA Cup Volleyball
4. **Annual Events:**
  - Sports Carnival (Hosted by AIC Kewdale)
  - High Schools Cup (Lower & Upper School – Volleyball WA)
5. **Specialist Sports Clinics:**
  - Cricket, Volleyball, Tennis, and Soccer clinics offering skill development and teamwork.
  - Auskick After-School Sessions encouraging early engagement with AFL.
6. **Athletics & Carnivals:**
  - Sports Carnival & House Faction Assembly (Celebrating school spirit and athletic achievement)
  - Fun Run Week & Fun Run Ceremony
  - Netball Multicultural Carnival (Encouraging inclusivity through sports)



### 7. AFL Competitions:

- Dockers Cup
- Dockers Shield
- Bachar Houli Cup (Promoting inclusion and diversity in AFL)

### 8. Outdoor Education:

- Snorkelling, rock climbing, and swimming expeditions for different year groups.



### 9. First Aid Training Sessions

## ACADEMIC AND ENRICHMENT ACTIVITIES

### 1. Literacy and Numeracy Enrichment Classes:

### 2. Year 11 & 12 ATAR After School Tuition Classes:

- Chemistry
- English.
- Human Biology
- Math Applications
- Math Methods
- Physics



### 3. Career Expos and Taster Programs:

- AIC Career Expo
- Year 9 Career Taster Program



### 4. Science Excursions:

- Perkins Biodiscovery Centre visits for various year groups throughout 2024.

## LEADERSHIP & COMMUNITY ENGAGEMENT

1. **Leadership Ceremony** recognizing student leaders.
2. **Student Leaders Morning Tea with Cassie Rowe** offering students an opportunity to engage with community representatives.
3. **School ANZAC Service (City of Belmont)** honouring national history and fostering respect.



## SPECIAL PROGRAMS & EVENTS

1. **Fremantle Dockers Initiatives:**
  - Fremantle Dockers Assembly
  - Fremantle We Are Freo Program
  - Freo Gala Day
2. **West Coast Eagles Player Visit** – Inspiring students through interaction with professional athletes.
3. **First Aid Focus Programs** equipping students with essential life-saving skills.
4. **Coles Healthy Kick Excursion** promoting healthy lifestyle choices.
5. **Swimming Program** ensuring water safety and building confidence in the pool.
6. **Early Childhood Carnival** – A fun-filled event fostering engagement and social development.



## RECOGNISING EXCELLENCE

1. **Sporting Excellence Award** honouring outstanding athletic achievements.

Our commitment to offering a broad range of co-curricular activities ensures that every student has the chance to explore new interests, refine their talents, and create lasting memories. We look forward to another year of growth, participation, and success, and we remain dedicated to providing opportunities for all students to excel academically, socially, and personally.

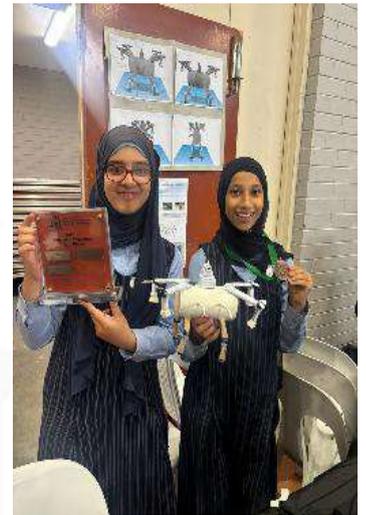
### How information and communication technologies are used to assist learning

Australian Islamic College, Kewdale has significantly strengthened its educational framework by integrating Information and Communication Technologies (ICT) to promote digital literacy, creativity, and critical thinking among students. Key initiatives include:

- **3D Engineering** at Australian Islamic College, Kewdale allows students to explore design and technology through 3D modelling and printing. It offers hands-on learning in engineering concepts, enhancing skills in problem-solving, creativity, and innovation. Students can design and prototype tangible objects, preparing them for future careers in engineering, design, and manufacturing.



- **Robotics:** LEGO Spike Robotics has been introduced as an elective, offering students hands-on learning experiences in technology, coding, and problem-solving. This elective allows students to apply their learning in a creative, interactive, and engaging way, enhancing their STEM skills.
- **Materials and Textiles:** In Materials and Textiles classes, practical skills are integrated with digital tools, enabling students to engage in design and production processes using advanced technology. This approach provides students with the opportunity to explore the intersection of creativity and technology in a real-world context.
- **Food Technology:** Technology is seamlessly integrated into Food Technology classes, enhancing students understanding of food science and preparation. Digital tools and resources allow students to experiment and learn about the complexities of food production and the latest trends in food technology.
- **Curriculum Delivery:** Our teachers utilize multimedia presentations, educational apps, and collaborative platforms to create interactive, engaging lessons that foster active student participation and deeper learning. These tools help present complex concepts in accessible and dynamic ways.
- **Student Engagement:** Project-based learning is used to personalize the learning experience, enabling students to progress at their own pace. By integrating various digital tools and platforms, we cater to different learning styles, making education more engaging, interactive, and accessible for all students.
- **VET Courses:** Vocational Education and Training (VET) courses, including the Certificate II and Certificate III in Information Technology, provide students with essential skills and qualifications to enter the growing digital sector. These courses help students develop practical knowledge in IT and technology, preparing them for successful careers in the field.
- **STEM Expo:** As part of our commitment to digital technologies, students showcase their year-long projects at the STEM Expo. The projects cover areas such as robotics, coding, digital design, 3D engineering, and augmented reality, allowing students to demonstrate their practical digital skills while fostering creativity.



The event emphasizes the integration of technology across various disciplines and encourages students to apply their knowledge in real-world contexts. These initiatives enhance the learning experience at Australian Islamic College, Kewdale, equipping students for success in a rapidly changing digital landscape.



- Professional Development:** Our teachers actively participate in professional development sessions, with this year's focus on digital literacy and artificial intelligence. The Google Educator Conference also offered valuable learning opportunities for our educators. Furthermore, our Technology Department has been conducting AI-specific professional development sessions for staff, ensuring that all educators are equipped with the necessary skills to integrate these emerging technologies into their teaching practices.

By implementing these strategies, we have cultivated a more engaging and personalized learning experience for both students and staff. We are continuously exploring innovative ways to integrate technology into our curriculum, further enriching the educational journey.

We have implemented a range of strategies to integrate digital tools and resources across various subjects to foster an interactive, engaging, and effective learning environment.

## DIGITAL PEDAGOGIES IN THE CLASSROOM

Our teachers embrace digital pedagogies to support and enrich traditional teaching methods. Using online platforms, interactive apps, and multimedia resources, lessons are made more dynamic, catering to different learning styles and improving student engagement. Tools such as Microsoft Teams provide a central space for students and teachers to collaborate, share resources and communicate.



## BLENDED LEARNING MODELS

We utilise a blended learning approach that combines in-person instruction with online learning components. This allows students to learn at their own pace, access resources anytime and anywhere, and receive immediate feedback. For example, in subjects like mathematics, students can access instructional videos, interactive quizzes, and practice exercises on platforms like Mathletics and IXL complementing classroom activities.



## INTERACTIVE SMARTBOARDS

Smartboards have been integrated into classrooms, enabling teachers to present lessons in visually engaging ways. These tools support activities such as real-time collaborative work, interactive discussions, and instant formative assessments. Digital learning tools like Kahoot and Microsoft Forms are used to make learning more engaging and promote active participation from students.



## IPAD/ LAPTOP DEVICES

All students have access to laptops or iPads in their classrooms or cohorts to use during lessons, ensuring they have the necessary digital tools to support their learning. This initiative provides equal access to ICT resources for all students.

## E-LEARNING PLATFORMS AND RESOURCES

Along with the platforms previously mentioned, students have access to a diverse array of e-learning resources across various subjects. Tools such as e-books, online courses, and educational games provide opportunities for students to enhance their comprehension through interactive, hands-on learning. Examples of these platforms include Reading A-Z, Reading Eggs, IXL, Myon, and Mathletics.



## SOCIAL CLIMATE

### OVERVIEW

Australian Islamic College fosters a safe, supportive, and disciplined learning environment guided by Islamic values, respect, and inclusivity. Our school is committed to student wellbeing, academic excellence, and personal growth, ensuring that every child feels valued and supported.



### SAFE, SUPPORTIVE & DISCIPLINED LEARNING ENVIRONMENT

We promote a positive school climate by embedding Islamic teachings, restorative practices, and a strong pastoral care system into daily school life. Our behaviour management approach is based on mutual respect, responsibility, and accountability, ensuring a structured yet compassionate learning environment.

### STRATEGIES FOR ADDRESSING BULLYING

We have a zero-tolerance policy for bullying, reinforced through:

- Islamic teachings on respect and kindness
- Structured anti-bullying programs promoting awareness and intervention
- Restorative justice practices to repair relationships and encourage reflection
- Clear reporting mechanisms, with staff, student, and parent involvement

### DIFFERENTIATION & INCLUSIVE LEARNING

Recognising the diverse learning needs of our students, we implement:

- Individualised learning plans (ILPs) for students requiring additional support
- Differentiated instruction to cater to varying abilities and learning styles
- English as an Additional Language/Dialect (EAL/D) support to assist students from non-English speaking backgrounds
- Gifted and talented programs to extend high-achieving students



Through these strategies, the Australian Islamic College Kewdale nurtures an environment where students feel safe, respected, and empowered to succeed both academically and personally.

## WHOLE SCHOOL INCLUSIVE APPROACHES – AUSTRALIAN ISLAMIC COLLEGE

At The Australian Islamic College, we are committed to fostering an inclusive and supportive school environment where students of all backgrounds, identities, and abilities have access to a quality education that aligns with Islamic values. Our holistic approach ensures that all students feel valued, supported, and empowered to achieve their full potential.

### PROGRAMS TO SUPPORT ACCESS TO THE CURRICULUM

We provide a differentiated and inclusive curriculum tailored to meet the diverse needs of our students, including:

- **Individualised Learning Plans (ILPs)** for students with additional learning needs, disabilities, or gifted abilities.
- **Learning support programs** offering targeted intervention for students requiring additional academic assistance.
- **STEM and enrichment programs** to challenge and extend high-achieving students.
- **Islamic and Quranic Studies**, integrated into the curriculum, to support students in developing a strong moral and ethical foundation.

### PASTORAL CARE PROGRAMS TO SUPPORT WELLBEING

Student wellbeing is at the heart of our school culture. Our pastoral care programs include:

- **Islamic character development**, promoting values such as respect, integrity, and compassion.
- **Mentor and buddy programs**, fostering peer support and positive relationships.
- **Wellbeing workshops and counselling services**, addressing students emotional, social, and mental health needs.
- **Mindfulness and resilience-building initiatives**, equipping students with strategies to manage stress and emotions effectively.



## 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 Kewdale values community feedback and remains committed to maintaining its strengths while continuously improving key areas to provide a positive, inclusive, and high-quality learning environment for all.

## PARENT AND COMMUNITY ENGAGEMENT

At Australian Islamic College, we recognize the vital role of parent and community involvement in student success. Our strong pastoral care system fosters positive student-teacher relationships, enhancing engagement and a sense of belonging. Rooted in Islamic values, we emphasize education through parental involvement and strong community connections.

To promote attendance, we implement incentives and early intervention, rewarding high attendance and identifying students needing support before issues escalate. We maintain regular communication with parents through meetings, workshops, and newsletters, reinforcing the importance of education. Additionally, we provide academic and wellbeing support, including extra learning assistance and counseling, to help students overcome challenges.

Beyond the classroom, we strengthen community ties through parent education sessions, partnerships with local mosques and organizations, and cultural events. These initiatives foster collaboration, inclusivity, and a shared commitment to student success, ensuring every child feels valued, engaged, and supported in their learning journey.



# 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 schools name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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

[View School Profile](#)

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



The screenshot shows a navigation menu with the following items: School profile, NAPLAN, Attendance, Finances, VET in schools, Senior secondary, and Schools map. The "Finances" item is highlighted.

### Note:

If you are unable to access the internet, please contact the school for a hard copy of the schools financial information.

## Sources of Funding: Audited financial statement summary for the Year ended 31 December 2024.

Income		2024
	Fees and charges	\$ 4,842,100.00
	State Government Grants	\$ 5,759,506.00
	Commonwealth Government Grants	\$ 26,023,165.00
	Other income	\$ 2,159,459.00
	<b>Total Income</b>	<b>\$ 38,784,230.00</b>
Expenditure		2024
	Employee expenses	\$ 23,885,332.00
	Supplies and services	\$ 6,328,165.00
	Depreciation	\$ 2,037,493.00
	<b>Total Expenditure</b>	<b>\$ 32,250,990.00</b>
<b>Operating Surplus</b>		<b>\$ 6,533,240.00</b>

# 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	140	68	0
Full-time equivalents	135.93	61.70	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	2
Masters	34
Graduate Diploma etc.*	42
Bachelor degree	65
Diploma	7
Certificate	29

\*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 \$ 153,279

The major professional development initiatives were as follows:

- Shared Leadership – Why Does it Matter – Br Khan
- High performance is a choice – Br Khan
- The Difficult – Beautiful work of Teaching – Br Khan
- Perfect Lessons Dont Exist – Br Khan
- Results Matter – Br Khan
- Zone of Proximal Development & High Impact Teaching Strategies – Br Khan
- Motivational Power of STEM – Br Khan

- An Innovation Imperative & Collective Responsibility – Br Khan
- A Culture that Promotes Learning – Sr Sehrish
- Pedagogy & Practices – Sr Mejgan
- Explicit Warmups – Sr Mejgan
- Why the first day of School is Important? Sr Hissesn & Sr Nurul
- IXL Information Session – Sr Tasnim
- Introduction of AI in Literacy – Sr Safia & Sr Tasnim
- Australian Framework for Generative AI in Schools – Sr Tasnim Sheikh & Sr Bushra
- Establishing clear roles & responsibilities – Sr Nurul
- Learning support standards & expectations – Sr Nurul
- Classroom management, engagement & added value – Br Andrew Pounds
- 7 Steps of Writing
- School values & system – Sh Anwar Gallie
- Emotional Intelligence: A tool for change – Sr Shiba & Sr Hajra
- Keeping Your Faith in a Hi – Tech Age: Challenges & Opportunities. – Sr Aspasia & Sr Shiba.
- Emotional Intelligence: Understanding and developing Emotional Intelligence for personal and professional success. – Sh Saleh
- AISWA PL – Child Abuse Reporting including Mandatory Reporting.
- NAPLAN Test Administrator Trainings – SCSA
- AISWA PD – Special Education Supplementary Per Capita Funding–for Beginners
- AISWA PD – Special Needs Supplementary Per Capita (IE Funding) Update for experienced IE Funding Coordinators
- History of Palestine – Br Wahaj Tarin
- Motivating Mathematics – EC Premium
- Moving With the Future of Mathematics – EC Premium
- The Beauty of Mathematics– EC Premium
- Science of Learning: Evidence–informed Teaching Strategies and Classroom Practices – EC Premium
- Reading Skills and Strategies for the Early years – EC Premium
- E–Safety (National student well–being program)
- Developing Positive Behaviours Management – EC Premium
- A Guide to Blooms Taxonomy: Understanding Cognitive Thinking – EC Premium
- Classroom–based training management techniques – EC Premium
- Control Uncontrollable Students Online Professional Development Workshop – EC Premium
- Classroom Based Training Management Techniques. EC Premium
- Create Classroom Communities Using Social Emotional Practices – EC premium.
- Team Building: Communication Traits of Effective Teams. EC Premium
- Neurodiversity & presentation – Karen West AISWA consultant
- E Safety Commissioner Webinar: Speaker Greg
- The Hallmark of Leadership (Prophet Muhammad SAW) by: Dr. Azman Hussin, Dr. Rozhan Othman and Dr. Tareq Al–Suwaidan.

- Unique approach to classroom management – Engaging difficult students – Sr Hissen & Sr Aspasia
- Teacher well-being, self-care & its impact on students learning – Br Milan
- RTO Trainings for VET Teachers
- Bright Path PDs
- Applied Suicide Intervention Skills & Training
- Mental Health First Aid
- Developing Digital Literacy Grok Academy X AISWA
- 3P Learning PD – Reading Eggs
- Introduction to AI and Copilot, Protected AI-Powered Web Chat for Schools – Steven Payne
- Wellbeing at work: How to fully thrive. Dr. Jenny Brockis
- Fractions workshop – AISWA
- Prophetic Tarbiyah and Training: Brain & Behavioural Science – Mr. Wadud Hassan
- Inclusive Education symposium – AISWA
- Google Educator Conference – UWA
- Mathematical Learning in the revised Kindergarten Curriculum Guidelines – AISWA
- MLTAWA PD Session

The proportion of the teaching staff involved in professional development activities during 2024 was 96%.

## 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.	96%

### PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR.

From the end of the previous school year, 86% of staff were retained by the school for the entire 2024.

# PERFORMANCE OF OUR STUDENTS

## KEY STUDENT OUTCOMES

### STUDENT ATTENDANCE

**Overall Attendance Average Rate Primary School:** Pre Primary to Year 6 – 93.58%

**Overall Attendance Average Rate High School:** Year 7–Year 12 – 86.47%

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

Table 6: Overall student attendance at this school

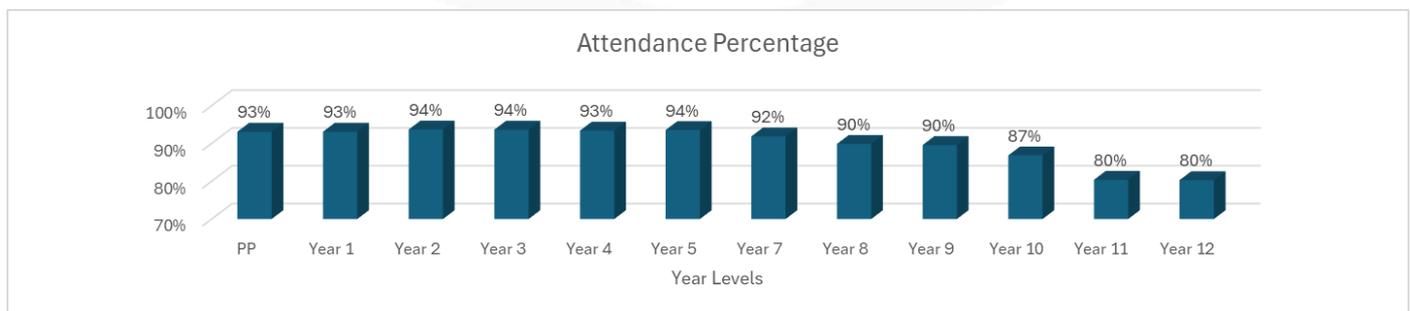
Description	2024
Overall attendance rate* for students at this school	90.02%

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 student attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality
PP	93.10%	Year 7	91.86%	
Year 1	93.10%	Year 8	89.87%	
Year 2	93.68%	Year 9	89.57%	
Year 3	93.64%	Year 10	86.83%	
Year 4	93.39%	Year 11	80.37%	
Year 5	93.56%	Year 12	80.30%	
Year 6	92.16%			

### STUDENT ATTENDANCE DISTRIBUTION

Graph 1: Proportion of students by attendance rate



## DESCRIPTION OF HOW THIS SCHOOL MANAGES NON-ATTENDANCE

At The Australian Islamic College, we continue to prioritize the importance of daily attendance, recognising that each school day plays a crucial role in our students development. We uphold the following principles regarding school attendance:

- **Enhanced Academic Performance:** Consistent attendance directly correlates with improved academic outcomes for students.
- **Opportunities for Growth:** Regular attendance provides students with better opportunities for future success and personal development.
- **Development of Essential Skills:** School is a vital environment for children to cultivate social and emotional skills, including communication, teamwork, and resilience.
- **Legal Obligation:** It is essential to remember that attending school is a legal requirement for all students.

The challenge of absenteeism is multifaceted, encompassing issues such as chronic absenteeism, school refusal, and truancy. We remain committed to investigating the underlying causes of non-attendance to implement effective, tailored strategies for each situation.

## PROCEDURES FOR ADDRESSING NON-ATTENDANCE AT AUSTRALIAN ISLAMIC COLLEGE

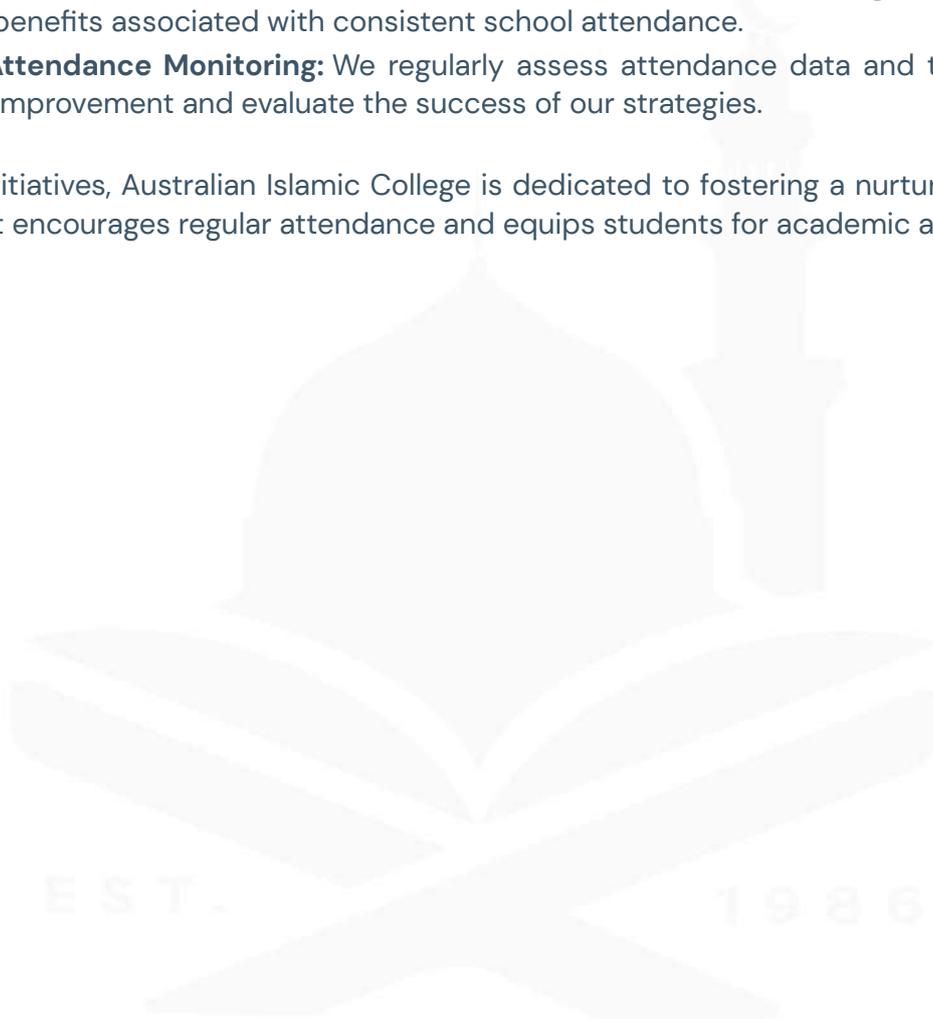
- Parents are encouraged to inform the school in advance if their child will be absent on any given day.
- All students are expected to arrive by 8:25 am for an 8:30 am start.
- Students who arrive between 8:30 am and 9:00 am must sign in at the front office and will receive a late slip for class entry. This information is automatically recorded in TASS/SEQTA.
- Teachers will electronically mark attendance through TASS/SEQTA by 9:00 am each day.
- Students arriving after 9:00 am must be signed in by their parents at the front office with a valid reason and will receive a late slip for classroom entry.
- Students who arrive late without a valid reason will have their names logged, and their parents will be contacted. After three instances of tardiness, the student will face a one-day out-of-school suspension, followed by a meeting upon their return.
- For students with frequent absences, the central office will notify the relevant coordinator, who will reach out to the parents to discuss the matter.
- The central and administration offices regularly review absenteeism data to ensure proactive management.

## STRATEGIES TO PROMOTE ATTENDANCE AT AUSTRALIAN ISLAMIC COLLEGE (2024)

To further enhance attendance rates and support regular school participation, Australian Islamic College implements the following key strategies:

2. **Parental Involvement:** We strive to engage parents in their child's education, highlighting the importance of attendance and maintaining open lines of communication regarding attendance expectations.
3. **Early Intervention:** We focus on identifying attendance issues early and addressing the root causes promptly to support students effectively.
4. **Education on Attendance Benefits:** We educate students about the long-term academic and personal benefits associated with consistent school attendance.
5. **Regular Attendance Monitoring:** We regularly assess attendance data and trends to identify areas for improvement and evaluate the success of our strategies.

Through these initiatives, Australian Islamic College is dedicated to fostering a nurturing and engaging environment that encourages regular attendance and equips students for academic achievement.



# 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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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

[View School Profile](#)

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



The screenshot shows a navigation menu with the following items: School profile, NAPLAN, Attendance, Finances, VET in schools, Senior secondary, and Schools map. The "NAPLAN" item is highlighted.

### Notes:

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

## YEAR 12 OUTCOMES

Tables 8–9 show:

- A summary of Year 12 outcomes
- The number of Year 12 students awarded a VET qualification.

Table 8: Outcomes for our Year 12 cohorts

Description	2024
Number of students awarded a WACE Certificate	163
Number of students awarded one or more VET qualifications	104
Number of students awarded a VET Certificate II or above	104
Number of students who received university offers	127
Number of Excellence awards received	0

Table 9: Vocational Education and Training (VET)

VET qualification	2024
Certificate I	0
Certificate II	53
Certificate III or above	51

**Note:**

The values in table 15:

- are as at Nov 2024
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

2024 VET Courses	Year 12	Competency
Certificate II Hospitality	9	100%
Certificate II Community Services	17	100%
Certificate III Information Technology	26	100%
Certificate III Business	25	100%
Certificate IV Business	25	100%
Certificate II Automotive Vocational Preparation	1	TAFE
Certificate III Information Technology (Cybersecurity)	1	TAFE
<b>Total</b>	<b>104</b>	

## APPARENT RETENTION RATE–YEAR 10 TO YEAR 12

Table 10: Apparent retention rates for Year 10 to Year 12 for this school

Description	2024
Year 12 student enrolment as a percentage of the Year 10 student cohort	92%

## STUDENT DESTINATIONS

### EARLY SCHOOL LEAVERS

At The Australian Islamic College, we understand that some students may leave school early for a variety of reasons, such as parental relocation, family commitments, or the desire to seek social connections elsewhere. We recognize the unique challenges that these early school leavers may face, and we provide robust support to ensure they can successfully continue their educational journeys.



To facilitate a smooth transition, we offer personalized guidance, counselling services, and access to academic resources tailored to each student's individual needs. Our commitment extends to assisting students who choose to pursue vocational education and training opportunities, such as enrolling in TAFE programs or apprenticeships. We actively encourage students to explore pathways that align with their interests and career aspirations. Our Deputy and Assistant Principal work diligently to guide these students in choosing alternative pathways that align with their interests and goals.

We strive to create a strong sense of belonging within our school community. By promoting academic achievement and providing targeted support, we empower each student to navigate their unique circumstances effectively. Our goal is to ensure that all students, regardless of their chosen path, feel valued and supported as they transition into their next chapter.

## YEAR 12 LEAVERS

Most of our Year 12 students chose to continue their education by enrolling in higher education institutions, including universities and TAFE, after completing their studies at Australian Islamic College. These students are pursuing a wide range of fields, reflecting their diverse interests and aspirations, from engineering and health sciences to arts and business.

However, some students decide to take a break from their academic journey and enter the workforce to gain valuable practical experience. This decision allows them to develop essential skills, explore different career options, and establish a financial foundation for their future. Many of these students are finding success in various industries, which will undoubtedly enrich their perspectives when they choose to return to their studies.



**WACE 2024**  
HIGH ACHIEVERS - ATAR 90 & ABOVE  
Masha Allah & Well done Year 12 class

*Congratulations*



**Alma Salam**  
DUX **99.95\***

 99.90	 99.50	 99.50	 99.50	 99.00	 99.00	 99.20	 99.50	 97.80	 97.00	 97.00
 99.50	 99.20	 99.00	 98.40	 98.20	 98.00	 98.00	 98.00	 98.00	 98.00	 98.00

\* ATAR includes bonus points.



AUSTRALIAN ISLAMIC COLLEGE

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