



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



DIANELLA

ANNUAL

REPORT 2025

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EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Dear Parents and Community Members,

Australian Islamic College has had a phenomenal 2025, filled with many successes and achievements that I am proud to share with you.

Throughout 2025, the College has continued to build on its strong foundations, particularly following the successful establishment of our Henley Brook and Forrestdale campuses. These schools represent an important step forward in meeting the educational needs of our growing community. Currently catering for students from Kindy to Year 9, both campuses are progressing well and, In Sha Allah, will extend to Year 11 and 12 by 2027.

Academically, Australian Islamic College has once again demonstrated strong performance. In 2025, the College was recognised among the top-performing schools in Western Australia based on NAPLAN results. This achievement is a reflection of the consistent efforts of our students, the strong support of our parents and guardians, and the dedication of our teachers in delivering high-quality education.

Our Year 12 students have also achieved excellent outcomes this year. A significant proportion of our cohort attained high ATAR scores, with 49% achieving 90 and above (including bonus points), and 21% achieving outstanding results of 99 and above. The College also ranked highly across multiple ATAR subjects, further highlighting the academic strength and commitment within our senior school.

At Australian Islamic College, we recognise that true success is not measured by academic results alone. In an ever-changing world, we remain committed to providing an education that is grounded in Islamic values, nurturing the spiritual, emotional, and moral development of our students alongside their academic growth. This balanced approach continues to guide our work across all campuses.

I would like to acknowledge and thank our Board, leadership team, staff, parents, and the wider community for their ongoing support and dedication. It is through this collective effort that we are able to provide a holistic and enriching educational environment for our students.

We remain focused on continuous improvement and, with the guidance of Allah (SWT), we look forward to building on these achievements in the years ahead.

I look forward to continuing to work together to achieve even greater successes in the coming years.

Abdullah Khan OAM

Executive Principal / CEO



PRINCIPAL'S MESSAGE

Assalamu'alaikum Wa Rahmatullahi Wabaraktauh,

As we reflect on 2025, I am grateful to Allah (SWT) for the many blessings bestowed upon the Australian Islamic College – Dianella community. This year has been one of growth, achievement, and strengthened identity, as we continued to nurture our students academically, spiritually, and socially within a values-driven Islamic learning environment.



Throughout the year, our commitment to high quality teaching and learning remained a central focus. The consistent use of Explicit Instruction supported strong student engagement and understanding across learning areas, with positive outcomes evident in both classroom performance and formal assessments. Academic milestones such as NAPLAN were approached with confidence and diligence, and student achievements were celebrated within our school community.

Equally important has been our continued emphasis on Islamic ethos and character development. Students were provided with meaningful opportunities to strengthen their faith and connection to the Qur'an through initiatives such as the Qur'an Competitions, Ramadan activities, and daily school practices grounded in Islamic values. These experiences supported the development of Ikhlas, IIm, Akhlaq, and Tarbiyah, reinforcing the College's identity as a distinct Islamic school.

Student leadership and voice were further strengthened this year through the work of the Student Representative Council and the formal leadership investiture. Our student leaders embraced their roles as an amanah (trust), demonstrating responsibility, service, and a commitment to positive role modelling. School wide events celebrating cultural diversity and unity reflected the richness of our community and the importance of respect and harmony.

In the area of co curricular engagement, students participated enthusiastically in sporting, cultural, and enrichment opportunities. Achievements such as the High School boys' success in the Bachar Houli Cup, along with participation in clinics, carnivals, and competitions, highlighted teamwork, resilience, and sportsmanship. Literacy and creativity were also celebrated through initiatives such as Book Week and reading programmes, fostering a love of learning beyond the classroom.

The strength of our school lies in the partnership between staff, parents, and students. I sincerely thank our dedicated teachers and support staff for their professionalism, care, and unwavering commitment to student wellbeing and growth. I also extend my appreciation to our parents and families for their ongoing trust, collaboration, and engagement, including the valuable support provided through the Parents and Friends committee.

As we conclude the year, I am proud of what has been achieved and confident in the direction of our College. May Allah (SWT) continue to guide and bless our community with unity, wisdom, and success, and may we move forward together with renewed purpose and commitment.

Wassalamu Alaikum wa Rahmatullahi wa Barakatuh,

Ustadh Wahaj Tarin

Principal
AIC Dianella

SCHOOL OVERVIEW

The 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 students 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 4000 students and approximately 300 staff across four campuses in Dianella, Kewdale, Thornlie 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.

SCHOOL VISION

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 2025 school priorities are developed from an evaluation of the School Operational Plan & ACER recommendations. Our priorities are:

1. The College provides an educational environment deeply rooted in Islamic principles while continuing to promote excellence, innovation, and holistic developments.
2. Effective Pedagogy and Educators are evident across the College
3. Fostering Wellbeing, Positive Behaviour, and an Inclusive Culture

School Progress Towards Its Goals in 2025

1. Advancing Islamic Pedagogy Across the College

In 2025, the College continued to strengthen its identity as a distinct Islamic school by embedding Islamic Pedagogy throughout teaching and learning, with a strong focus on Islamic ethos. Classroom practices consistently reflected core values such as *Ikhlas* (sincerity), *Tarbiyah* (holistic nurturing), *Ilm* (knowledge), and *Akhlaq* (character). Our school leaders are engaged in the Postgraduate Diploma in Islamic Pedagogy through the Centre for Islamic Education (CITE) at the University of South Australia. In addition, many teachers have completed the short course *Islamic Pedagogy: Distinctive Educational Practice for Islamic Schools* to further strengthen pedagogical practice aligned with the College's Islamic identity.

School programmes—including assemblies, celebrations, lesson plans and community engagement activities—were intentionally aligned with Islamic heritage and values. Teachers integrated Qur'anic concepts, prophetic traditions, and Islamic worldviews into classroom discussions, character education, and behaviour expectations. These practices helped cultivate a school environment where Islamic values are not merely referenced, but actively lived, modelled, and embedded within daily teaching practice.

2. Enhancing Educational Excellence Through Evidence-Based Practice

The College strengthened educational excellence through a rigorous, evidence-based approach to teaching and learning. NAPLAN results were a clear strength, with student achievement consistently well above that of students with similar backgrounds across all year levels from Year 3 to Year 9 and across all assessed domains, including Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. These outcomes reflect strong and sustained student progress from the early years through to secondary schooling. Teaching practice was further enhanced through systematic analysis of multiple data sources, including NAPLAN, school-based assessments, BrightPath, ACER testing and cohort tracking, enabling targeted instructional planning and support.

The College maintained a clear expectation that 95% of learners perform at or above the National Minimum Standard, supported by ongoing professional development focused on differentiation, data literacy and high-impact pedagogical strategies. Performance Management Plans were strengthened through coaching, mentoring and collaborative learning area meetings, ensuring strong alignment with the AIC Pedagogical Framework, particularly the pillars of Teacher Accountable Learning and Explicit Instruction.

Key components of our evidence-based practice included:

- Regular use of diagnostic, formative, and summative assessments to monitor progress and inform next steps.
- Systematic analysis of data from BrightPath, ACER, NAPLAN, and formative assessments to guide teaching practices.
- Provision of support and differentiated instruction to meet individual learning needs.
- Adjusted assessments and personalised supports for students with Individual Education Plans (IEPs).
- Use of Elastik (AI-supported writing analysis tool) to automate marking, analyse writing samples, and provide targeted feedback for improved writing outcomes.
- Integration of AI powered data analytics to help teachers identify student strengths, pinpoint learning gaps, and make informed, data-driven decisions that improve academic progress.

3. Strengthening School-Wide Pedagogy and Consistency of Practice

School Wide Positive Behaviour Support (SWPBS)

The College continued strengthening whole-school pedagogy through the ongoing rollout of School Wide Positive Behaviour Support (SWPBS). This work ensured greater consistency in routines, expectations, and positive reinforcement across classrooms and shared learning spaces.

Our commitment remains centred on creating a positive, respectful, and inclusive environment where all students feel safe, supported, and empowered to achieve their best. The SWPBS framework—an evidence-based and proactive approach—plays a key role in promoting positive behaviour, enhancing student wellbeing, and fostering a cohesive and supportive school culture.

Grounded in our Islamic values, SWPBS encourages students to demonstrate kindness, responsibility, and respect in their everyday interactions. Clear behaviour expectations, regular reinforcement of positive conduct, and consistent support structures help students develop self-discipline, resilience, and strong moral character.

At Australian Islamic College Dianella, the SWPBS framework is anchored by three whole-school expectations:

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

These guiding principles shape the routines, relationships, and culture across the school, nurturing an environment where every child can thrive academically, socially, and spiritually.

Fostering Wellbeing, Positive Behaviour, and an Inclusive Culture

The College strengthened its wellbeing framework, reinforcing the understanding that student wellbeing is a “whole-school responsibility.” Policies for behaviour, pastoral care, and student support were consistently implemented, and TASS data indicated a decline in inappropriate behaviour incidents. Initiatives promoting respect, connectedness, and positive behaviour contributed to a safer and more supportive environment. Programmes encouraging confidence, resilience, and community interaction were expanded across year groups.

FUTURE OUTLOOK

Improvement Priorities and School Goals for 2026

1. Deepening Islamic Pedagogy Across All Learning Areas

Targets

- All educators embed Islamic Pedagogy and core values across planning and instruction.

Strategies

Continue professional learning through CITE and UniSA Islamic Education courses.

2. Strengthening Teaching Excellence Through Data Driven Practice

Targets

- Increase consistency in teachers’ use of assessment and database tools to analyse learner progress.
- Strengthen implementation of AIC’s four pillars: Teacher Accountable Learning, Explicit Instruction, SWPBIS, Strong Relationships.

Strategies

- Expand coaching, mentoring and learning walks
- Train new educators in school-wide pedagogy and data protocols.

3. Strengthening Wellbeing and Positive Behaviour Culture

Targets

- Fully embed SWPBIS and pastoral care frameworks across all year levels.

Strategies

- Ongoing training to staff regarding SWPBIS
- Increase proactive wellbeing education, assemblies, and student leadership opportunities.

4. Fostering Wellbeing, Positive Behaviour and an Inclusive Culture

Target

- SWPBIS foundations established, with key expectations, routines and positive behaviour systems implemented across classrooms and common areas.

Strategies

- Educators received professional learning on behaviour expectations, pastoral care, and consistent application of school-wide policies.

WHAT WENT WELL

1. NAPLAN results were a clear strength of the school, with student achievement well above students with a similar background across all year levels from Year 3 to Year 9. This pattern was evident consistently across all assessed domains, including Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The results demonstrate strong and sustained student progress over time, with achievement building steadily from the early years through to secondary schooling.
2. Teachers participated in high-quality professional development in Explicit Teaching Pedagogy, building shared language and consistency of practice across classrooms.
3. Community involvement remained strong, with families engaging positively in school events and initiatives. Student participation in sport also continued to grow, promoting teamwork, resilience, and a sense of belonging across year levels.
4. SRC leadership opportunities strengthened student voice and encouraged students to contribute to school improvement. Through the SRC, students developed leadership skills, represented their peers, and supported a positive and inclusive school culture.
5. There was strong interest from primary and high school students in transitioning to the sister campus in Henley Brook in 2025, reflecting confidence in the next stage of their learning pathway.

6. After-school traffic flow has improved following the redirection changes, resulting in smoother pick-up routines and reduced congestion.
7. A staff room was established for staff use, providing a dedicated space for breaks, preparation, and informal collaboration. This has contributed to staff wellbeing and supported positive staff culture.
8. Area C was upgraded with new seating and grassed areas, creating a more welcoming and functional outdoor space. The improvements have increased opportunities for student recreation and supported supervision during breaks.



ACKNOWLEDGMENT OF OUTSTANDING STUDENT ACHIEVEMENTS

Subject Areas (Year 3)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	50%
Spelling	43%
Numeracy	26%
Writing	38%
Reading	32%

Subject Areas (Year 5)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	66%
Spelling	52%
Numeracy	29%
Writing	34%
Reading	31%

Subject Areas (Year 7)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	46%
Spelling	46%
Numeracy	34%
Writing	31%
Reading	21%

Subject Areas (Year 9)	Percentage of cohort achieving 'Exceeding'
Grammar and Punctuation	53%
Spelling	43%
Numeracy	25%
Writing	59%
Reading	38%



OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025	Notes:
Total	937	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.)	85%	

CHARACTERISTICS OF STUDENT BODY

OVERVIEW

The school serves a culturally and linguistically diverse student population of 868 students, comprising 418 boys and 450 girls, all of whom are enrolled on a full-time basis. The majority of students (98 per cent) come from a language background other than English. The school's Index of Community Socio-Educational Advantage (ICSEA) value is 1018, which is above the Australian average of 1000 and places the school at the 55th percentile, indicating a broadly representative socio-educational community.

AVERAGE CLASS SIZES

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

Phase of schooling	2025	Note:
Kindy – Year 3	26	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.
Year 4 – Year 6	28	
Year 7 – Year 10	26	

CURRICULUM OFFERINGS

Australian Islamic College is a learning community committed to achieving excellence. Teaching and learning are informed by research and data, and are delivered through the Explicit Instruction model, a structured and systematic approach to teaching academic skills. Lessons are designed around five key components.

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.

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.

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:

Kindergarten – Year 6	Year 7-10 courses
<ul style="list-style-type: none"> • Early Childhood Framework Curriculum • English • Mathematics • Technology and the Arts. • Science • Humanities and Social Science • Health and Physical Education • Islamic Studies • Quraan reading • Arabic (Year 4-6) • Art 	<ul style="list-style-type: none"> • English • Math • Science • Humanities and Social Science • Technologies • Arabic • Islamic Studies • Quraan Reading • Health and Physical Education • Art



SPORTS & EVENTS

EXTRACURRICULAR ACTIVITIES

- ❖ Bachar Houli Cup
- ❖ Multicultural Netball Festival
- ❖ Sport School Futsal Competition
- ❖ 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



SCHOOL ASSEMBLY

AIC DIANELLA

USE OF TECHNOLOGY

Australian Islamic College uses a range of digital technologies to support teaching, learning, assessment, and communication across the school. Microsoft Teams is the primary platform used to facilitate collaboration, resource sharing, and communication between staff and students. Students are provided with access to a suite of approved digital learning programmes that support curriculum delivery, literacy and numeracy development, assessment, and skill building across learning areas. These technologies enhance student engagement, support differentiated learning, and enable consistent access to learning resources.

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

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

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 enabling real-time communication and document sharing.

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



SOCIAL CLIMATE

OVERVIEW

Australian Islamic College – Dianella promotes a positive and inclusive social climate grounded in its core Islamic values of **Faith, Knowledge, Excellence, Service, Resilience, Courage, and Compassion**. These values guide student behaviour, relationships, and wellbeing across all aspects of school life. The school maintains a **zero-tolerance approach to bullying**, with clear behaviour expectations and consistent responses supported through the **School-Wide Positive Behaviour Interventions and Supports (SWPBIS)** framework.

Student wellbeing is supported through a whole-school inclusive approach, pastoral care structures, and targeted programmes, including **You Can Do It!**, which develops resilience and positive learning behaviours, and **Constable Care**, which provides age-appropriate education on personal safety and respectful relationships. Strong partnerships with parents and the wider community reinforce shared values and contribute to a safe, supportive, and respectful learning environment.

PARENT AND COMMUNITY ENGAGEMENT

There is recognition of the importance of parents as partners in the education of their children. AIC 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 Zine
- Social media- Facebook and Instagram
- Yearly Parent Surveys

Decisions regarding adjustments for students with diverse learning and wellbeing needs are made through a consultative process involving teachers, learning support staff, school leadership, parents, and, where appropriate, external professionals, ensuring reasonable adjustments are informed by data, observation, and individual student needs to support full access and participation in school life.

PARENT, 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 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.



SCHOOL INCOME AND EXPENDITURE

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardised 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 2025.

Income		2025
	Fees and charges	\$ 1,898,914
	State Government Grants	\$ 2,370,474
	Commonwealth Government Grants	\$ 11,717,278
	Other income	\$ 189,830
	Total Income	\$ 16,176,496
Expenditure		2025
	Employee expenses	\$ 9,043,529
	Supplies and services	\$ 19,968,621
	Depreciation	\$ 588,031
	Total Expenditure	\$ 29,600,181

OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

The Australian Islamic College Dianella is committed to attracting and retaining highly qualified and experienced staff. We encourage ongoing professional development across all roles.

All teaching staff are registered with the Teachers Registration Board of Western Australia (TRBWA) and hold tertiary qualifications in Education, with many also holding postgraduate degrees. Our operations staff possess relevant tertiary qualifications or technical certifications in their fields.

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce per year and averages these for the year. To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	33	0
Full-time equivalents	56	30	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	11
Graduate Diploma etc.*	11
Bachelor's degree	23
Diploma	4
Certificate	8

*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 2025 was \$12,795.36

The major professional development initiatives are as follows:

- Special Education Supplementary Per Capita Funding and SCSA Equitable Access Session
- Postgraduate course with UNISA
- Graduate Certificate in Education (Islamic Education) with UNISA
- Teaching Autistic Students
- Trauma Aware Education
- High Impact Practices (HIPS)
- Microsoft Security & Compliance, and Identity Fundamentals
- Aboriginal Art in Early Childhood Embedding Aboriginal Perspectives
- AISWA Leaders Conference 2025 – Conference
- AISWA Keeping Safe Child Protection Curriculum
- Preparing for courageous conversations
- The Neuropsychology of Challenging Behaviour
- Seminar: Implementing SSP in Foundation to Year 2 Using PLD
- Blended Youth Mental Health First Aid
- Epilepsy WA Training Session
- Implementing SSP in the Early Years Using PLD
- Managing Critical Incidents
- Staff Code of Conduct
- Goal setting
- NAPLAN Preparations
- NCCD and Inclusive Education
- Neurodiversity by AISWA
- Parent Information Session Run through
- NCCD refresher
- 7 Steps to Writing (Persuasive)
- Curriculum, Pedagogy and Assessment
- School Values and System
- Youth Mental Health First Aid
- CoPilot Professional Learning
- Using AI for Teachers
- Reading A to Z
- Workplace Safety
- Forms for Assessments
- Gatekeep Suicide Prevention Training

- Fire Safety and OHS
- Elastik Presentation
- Explicit Teaching: Warm Ups
- Explicit Teaching: Writing
- Using Webbook
- Explicit Teaching Refresher
- Implementing Effective Documented Plans
- Re-Enrolment Demo

The proportion of the teaching staff involved in professional development activities during 2025 was 100%.

STAFF ATTENDANCE AND RETENTION

STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2025
Staff attendance for permanent and temporary staff and school leaders.	89%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 91% of staff were retained by the school for the entire 2025.

PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate in 2025, school year, was 90%.

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

Table 6: Overall student attendance at this school

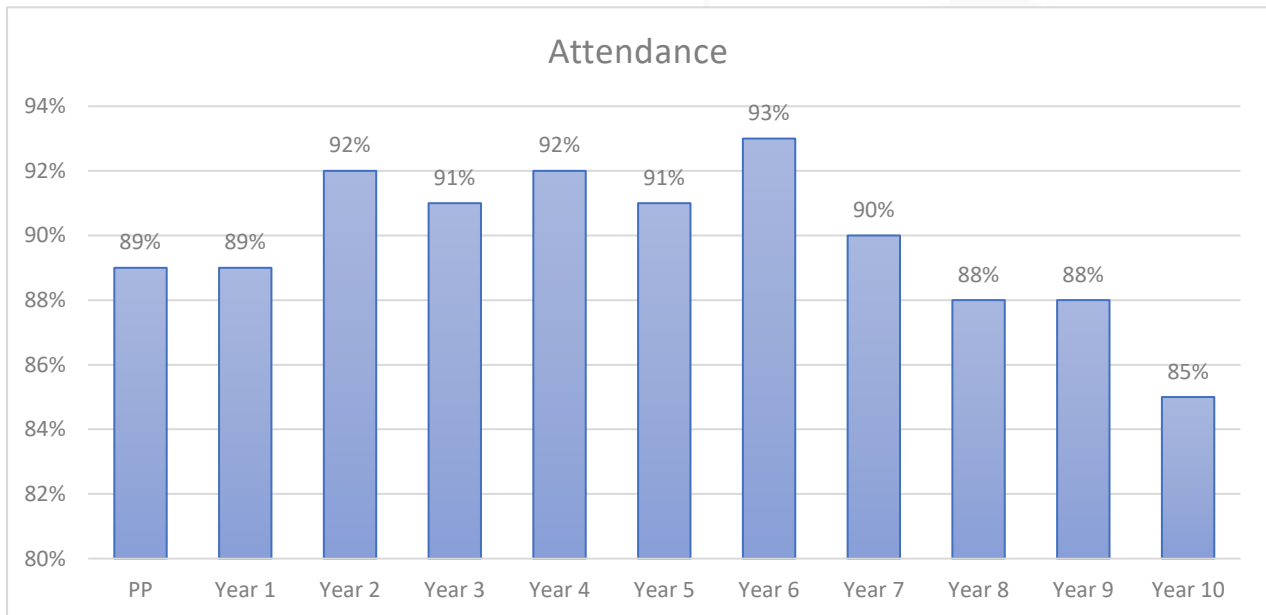
Description	2025
Overall attendance rate* for students at this school	90%

Table 7: Overall student attendance at this school

Year level	2025	Year level	2025	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	89%	Year 7	90%	
Year 1	89%	Year 8	88%	
Year 2	92%	Year 9	88%	
Year 3	91%	Year 10	85%	
Year 6	93%			

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.

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.

- 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

COMPETITIONS AND CEREMONIES



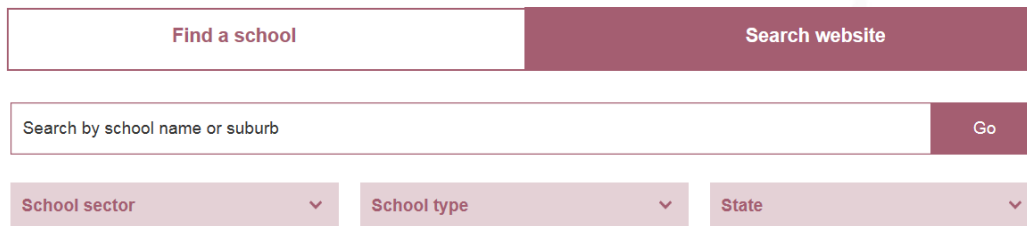
AIC DIANELLA

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.

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 Programme – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.