



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



FORRESTDALE ANNUAL REPORT 2025

ADELAIDE 08 8340 7799 DIANELLA 08 9375 9770 FORRESTDALE 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  aic.wa.edu.au

TABLE OF CONTENTS

Executive Principal's Message	03
Principal's Message	04
Our School at a Glance	08
• School Profile	08
• Characteristics Of Student Body	08
• Curriculum Delivery	09
• Social Climate	14
School Income and Expenditure	16
Our Staff Profile	17
• Workforce Composition	17
• Professional Development	18
• Staff Attendance	19
Performance Of Our Students	20
• Key Student Outcomes	20
NAPLAN	23

EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu,

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

At Australian Islamic College Forrestdale, we are proud of the steady progress and positive achievements taking place across our school community. As a co-educational college grounded in Islamic values, we remain committed to providing high-quality education that nurtures both academic excellence and strong character.

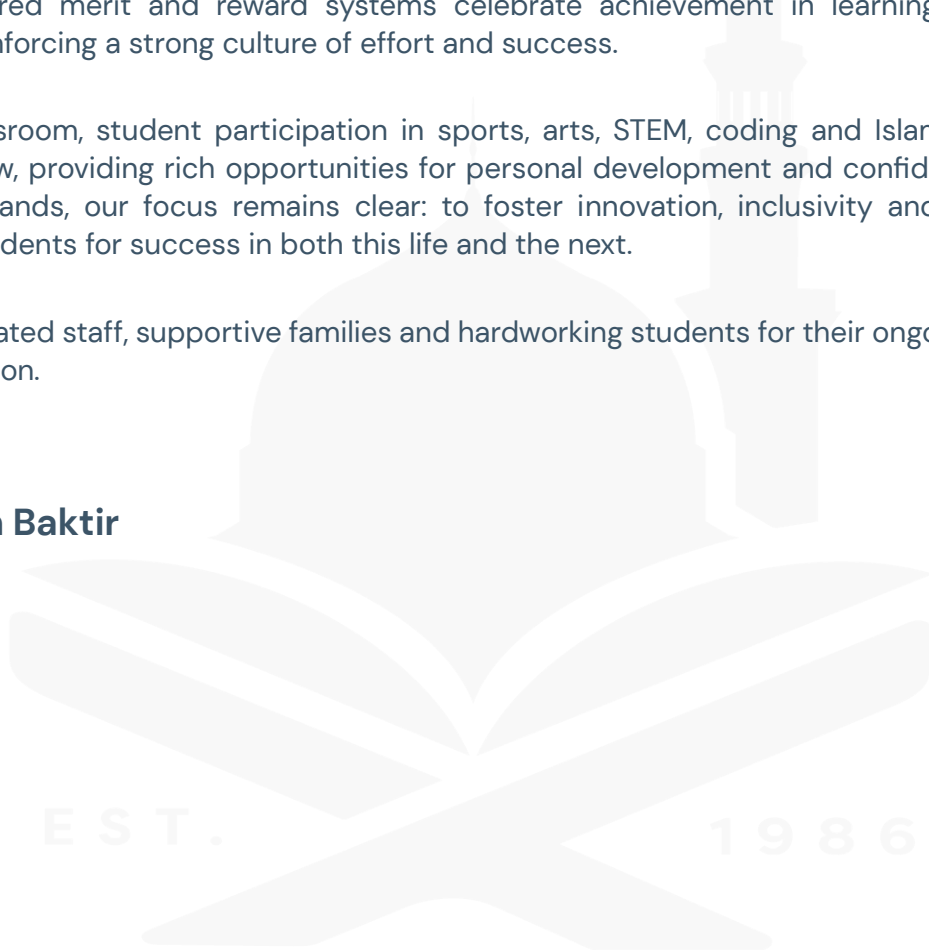
Our students continue to benefit from evidence-based teaching practices, including inquiry-based learning and High Impact Teaching Strategies, which support engagement, critical thinking and the development of essential 21st-century skills. Alongside this, our structured merit and reward systems celebrate achievement in learning, behaviour and participation, reinforcing a strong culture of effort and success.

Beyond the classroom, student participation in sports, arts, STEM, coding and Islamic competitions continues to grow, providing rich opportunities for personal development and confidence building. As our campus expands, our focus remains clear: to foster innovation, inclusivity and holistic growth, preparing our students for success in both this life and the next.

I thank our dedicated staff, supportive families and hardworking students for their ongoing commitment to our shared vision.

Mrs. Fadhilah Baktir

Principal
AIC Forrestdale



SCHOOL OVERVIEW

Australian Islamic College Forrestdale is a faith-based co-educational school offering education from Kindy to Year 10. Known for its commitment to Ihsan—excellence in academics, character development, Islamic values, and a strong moral framework—the College provides a nurturing and supportive environment that fosters the holistic growth of every learner.

As part of the wider Australian Islamic College network, the Forrestdale campus integrates the Western Australian Curriculum with Islamic principles, ensuring students receive a balanced education that promotes both academic achievement and spiritual development.

The College is dedicated to cultivating well-rounded individuals by embedding Islamic values into daily learning, while encouraging critical thinking, creativity, and lifelong learning. AIC Forrestdale places strong emphasis on student wellbeing, positive behaviour, and a safe, inclusive environment where every student feels valued and supported.

Through innovative teaching practices, a focus on character education, and a commitment to excellence, Australian Islamic College Forrestdale aims to empower students to become confident, responsible, and contributing members of society.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2025

Building on the strong foundations established in 2024, the 2025 academic year has marked a significant phase of growth and consolidation for Australian Islamic College Forrestdale.

One of our key strategic goals for 2025 was the expansion of both our primary and high school. I am pleased to report that we commenced the year with a student population exceeding 600 students, reflecting the growing trust and confidence of our community in the College. This steady growth has enabled us to further strengthen our programmes while maintaining a focus on quality teaching and learning.

To support this expansion, we established a structured and cohesive leadership team across both primary and high school. This has played a critical role in ensuring effective planning, consistent implementation of school priorities, and the successful development and delivery of the high school curriculum. As a result, we have continued to build a strong academic pathway that supports our students' progression through the College.

A key focus for 2025 has been the continued strengthening of our pastoral care framework, which remains an ongoing priority for the College. While we have made significant progress in establishing a dedicated pastoral care team to support student wellbeing, engagement, and development, this area will continue to evolve as our school grows.

This year has been marked by notable student and staff achievements across a range of areas. Our students have demonstrated strong performance in academic pursuits, sports, and extracurricular activities, reflecting their commitment to both individual growth and collective success.

The continued growth of the College, supported by an increase in staffing throughout the year, has further strengthened our capacity to deliver high-quality teaching and provide targeted support to our students. This expansion has enabled us to better meet the diverse needs of our learners and enhance overall school operations.

We have also begun focusing on career pathway development for our Year 9 students, supporting them in preparing for their next stage of education. This includes early guidance and planning to ensure students are well-informed and equipped to make meaningful decisions about their future pathways.

We extend our sincere appreciation to our staff for their professionalism, dedication, and ongoing commitment to creating a supportive and inclusive learning environment. Their efforts have been instrumental in ensuring that all students, particularly those new to AIC Forrestdale, feel welcomed, supported, and empowered in their educational journey.

FUTURE OUTLOOK

In 2026, our school improvement agenda will maintain a sharp and deliberate focus on three key priorities to support sustainable growth while ensuring excellence in teaching, learning, and student wellbeing. These priorities include the planned expansion of both Primary and High School, the strengthening of our whole-school Positive Behaviour and pastoral care framework, and the deepening of community engagement and parent partnerships. Our approach is centred on maintaining quality while growing, ensuring that every student continues to feel supported, challenged, and connected.

The first priority is the **planned expansion of the Primary and High School**, with a strong emphasis on quality assurance. As our school continues to grow, it is essential that this expansion is carefully managed to maintain high standards across all areas.

Key strategies to support this priority include:

- Strengthening curriculum planning and consistency across all year levels
- Expanding High School subject offerings and introducing clearer career pathways
- Providing ongoing professional development for staff to support high-quality teaching
- Monitoring student achievement data to ensure continued academic growth

To achieve this, we will:

- Implement a clear, whole-school behaviour matrix aligned with Islamic values
- Strengthen the pastoral care team to better support student wellbeing
- Embed restorative practices as a key approach to behaviour management
- Recognise and celebrate positive behaviour and student character
- Provide ongoing coaching and support to staff to ensure consistency

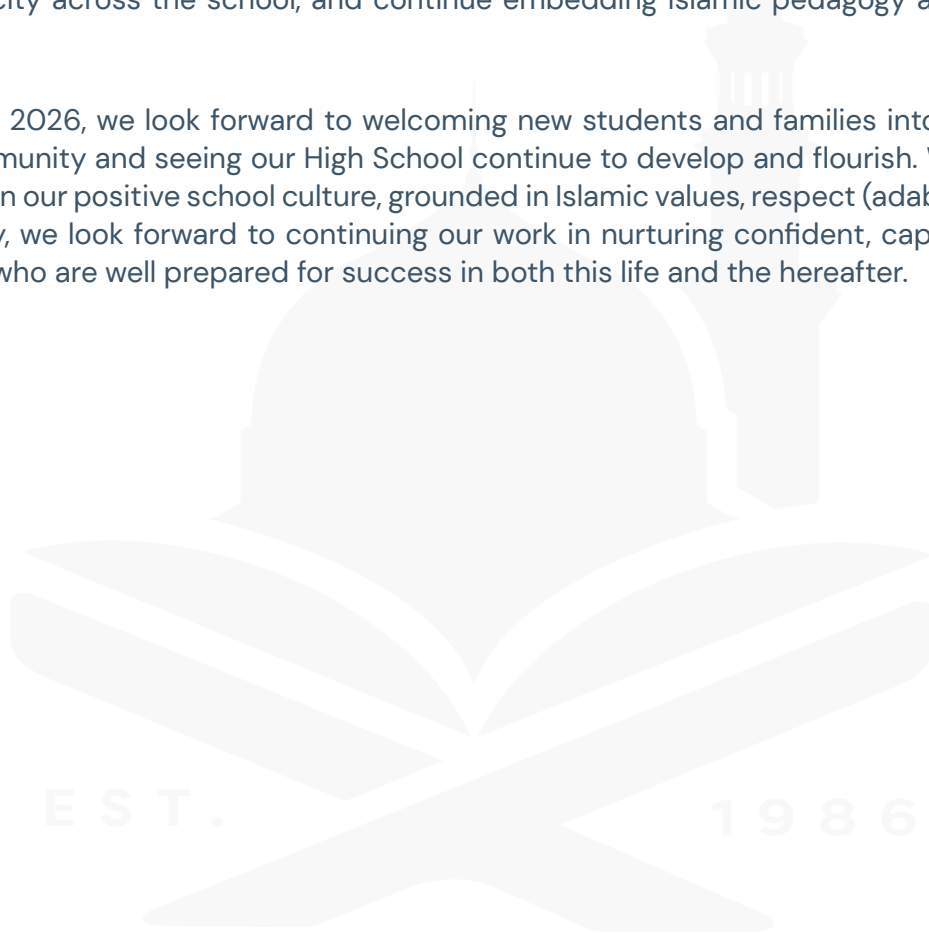
The third priority focuses on **enhancing community engagement and strengthening parent partnerships**. We recognise that strong relationships between school and home are critical to student success.

Key strategies include:

- Delivering parent information sessions on curriculum, wellbeing, and student support
- Increasing communication through school platforms and regular updates
- Creating opportunities for parents to be involved in school events and initiatives
- Strengthening partnerships with the wider community
- Ensuring clear and consistent communication between teachers, leadership, and families

Looking ahead, our plans for the future include continuing to expand our High School offerings to provide a broader range of academic and vocational pathways. We are also committed to further developing structured career pathways, beginning with our Year 10 students, to better prepare them for senior schooling and beyond. In addition, we aim to enhance our facilities to support ongoing growth, strengthen leadership capacity across the school, and continue embedding Islamic pedagogy across all areas of learning.

As we move into 2026, we look forward to welcoming new students and families into our growing AIC Forrestdale community and seeing our High School continue to develop and flourish. We are excited to further strengthen our positive school culture, grounded in Islamic values, respect (adab), and excellence. Most importantly, we look forward to continuing our work in nurturing confident, capable, and values-driven students who are well prepared for success in both this life and the hereafter.



OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025
Total	649
Indigenous	0
Enrolment continuity (Feb. – Nov.)	99.38%

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 vibrant, diverse, and inclusive school that continues to serve a rapidly growing student population. As part of the Australian Islamic College network, our school reflects a strong Islamic identity, with students coming from Muslim families of diverse cultural, linguistic, and ethnic backgrounds. This rich diversity contributes to a dynamic and multicultural learning environment, where students are exposed to a wide range of perspectives and experiences.

A significant number of our students speak English as an Additional Language or Dialect (EAL/D), and the school remains committed to supporting their language development while ensuring access to the full curriculum. Located in the expanding suburb of Forrestdale, our school attracts families from a broad range of socio-economic and professional 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	2025
Kindy – Year 3	20 – 28
Year 4 – Year 6	25 – 30
Year 7 – Year 10	25 – 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 OFFERINGS

OUR APPROACH TO CURRICULUM DELIVERY

At AIC Forrestdale, we are committed to delivering a high-quality, well-rounded education that nurtures the academic, social, emotional, and spiritual development of every student. As part of the Australian Islamic College network, our approach is grounded in Islamic values and guided by the Western Australian Curriculum, ensuring our students receive a balanced education that prepares them for success in both this life and the hereafter.

Our **Early Childhood Education (Kindy & Pre-Primary)** programme is guided by the Early Years Learning Framework (EYLF), with a strong focus 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
- A holistic approach that supports cognitive, emotional, and physical development

This balanced approach ensures that students develop confidence and independence, supporting a smooth and successful transition into formal schooling.

As students' progress through Primary and into High School, our curriculum remains aligned with the Western Australian Curriculum and is delivered through engaging, student-centred teaching practices. Our 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 strong 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

Across all year levels, teaching and learning are underpinned by evidence-based practices, including High Impact Teaching Strategies (HITS), to enhance student engagement, deepen understanding, and drive academic success.

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 strategies to ensure all students receive a high-quality, engaging, and inclusive education, within a supportive environment grounded in Islamic values.

CO-CURRICULAR ACTIVITIES

At AIC Forrestdale, we are committed to providing students with a holistic educational experience that extends beyond the classroom. Our extra-curricular programmes are designed to support the development of leadership, confidence, creativity, and teamwork. Through these opportunities, students are encouraged to explore their interests, discover new talents, and actively contribute to a positive and connected school community.

- Swimming Lessons at AIC Aquatic Centre
- Inter-school basketball tournaments
- Inter-school Qur'an Competition
- High School Seerah Week Quiz Assembly
- Leadership Ceremony
- STEM & Technologies Exhibition
- Seerah Week
- Ramadan Classroom Decoration Competition
- Kindy Recycled Art Fair
- Year 6 Dinner
- Year 6 Graduation
- Harmony Day Celebrations
- Cultural Displays
- Eid Celebrations
- Eid Dress Up Day
- R U OK? Day
- Freo Dockers AFL Programme (Year 5 & 6)
- Freo Gala Excursion
- School Clean Up Day
- Palestine Awareness Week
- National Science Week
- Early Childhood Sports Carnival
- End of Term Fun Day
- High School Elective Selections (badminton, table tennis, cooking, maths titans, arts)
- Book Week Character Dress Up Day
- Fundraising Events (Bake Sale, High Market Days)
- Aspire to Inspire – High School Career Event
- Principal's Morning Tea
- End of Term Certificates
- Semester Award Ceremonies

1986

HARMONY DAY



ASPIRE TO INSPIRE HIGH SCHOOL EVENT





KINDY RECYCLED ARTS PROJECT



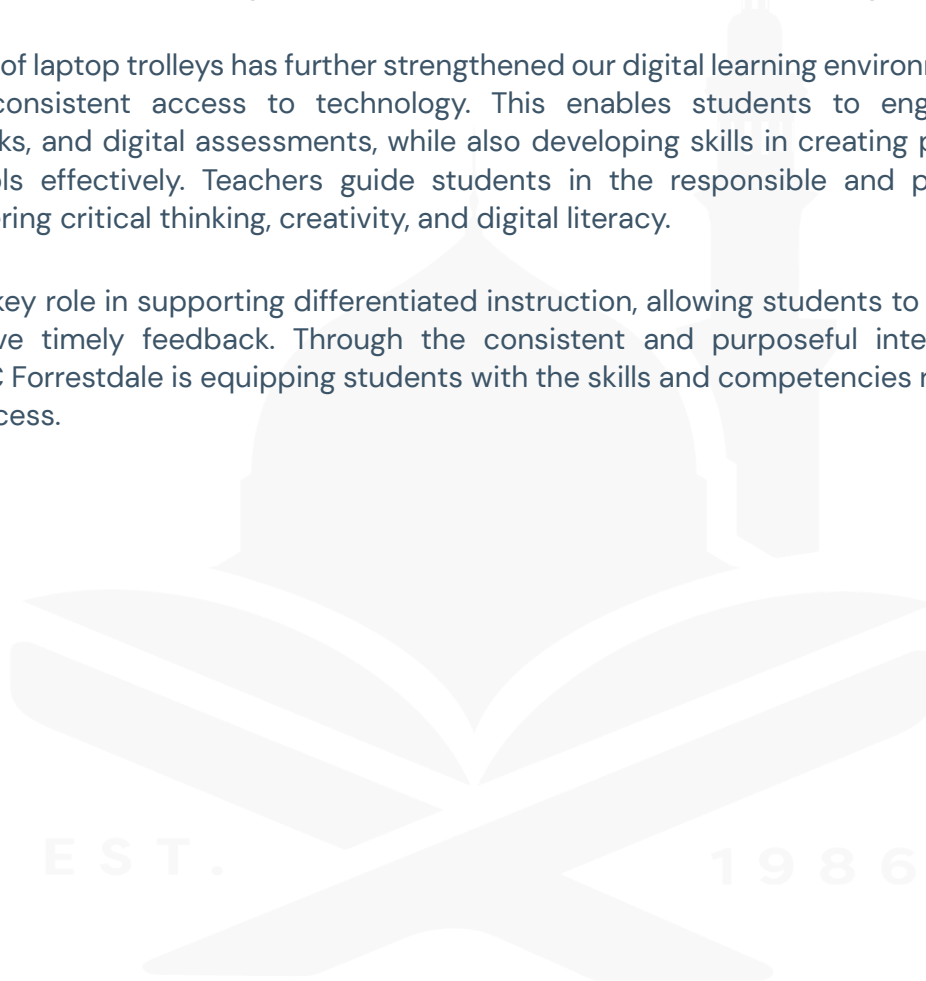
HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING

At AIC Forrestdale, we strategically integrate digital pedagogies to enhance teaching and learning, in alignment with the Western Australian Curriculum General Capabilities. ICT is embedded across all learning areas to support student engagement, deepen understanding, and develop essential 21st-century skills.

Teachers utilise Clevertouch Interactive Whiteboards (IWBs) to deliver dynamic and interactive lessons, enabling the effective use of digital resources, real-time demonstrations, and collaborative classroom activities. The integration of multimedia, including videos, simulations, and interactive platforms, allows teachers to cater to diverse learning styles and reinforce key concepts in meaningful ways.

The introduction of laptop trolleys has further strengthened our digital learning environment by providing students with consistent access to technology. This enables students to engage in research, collaborative tasks, and digital assessments, while also developing skills in creating presentations and using online tools effectively. Teachers guide students in the responsible and purposeful use of technology, fostering critical thinking, creativity, and digital literacy.

ICT also plays a key role in supporting differentiated instruction, allowing students to learn at their own pace and receive timely feedback. Through the consistent and purposeful integration of digital technologies, AIC Forrestdale is equipping students with the skills and competencies required for future learning and success.



SOCIAL CLIMATE

OVERVIEW

At AIC Forrestdale, we are committed to fostering a safe, supportive, and well-disciplined learning environment where every student feels valued, respected, and supported. Our approach is grounded in Islamic values and underpinned by a whole-school Positive Behaviour Support (PBS) framework. Clear expectations, consistent routines, and positive reinforcement strategies are used to promote respectful behaviour and a strong sense of accountability. Bullying is addressed proactively through education, early intervention, and restorative practices, ensuring that all students feel safe and supported. Differentiation is embedded within teaching and learning programmes to meet the diverse academic needs of students, providing both targeted support and appropriate challenge.

We adopt a whole-school inclusive approach to ensure all students, regardless of background, identity, or ability, have equitable access to the curriculum. This is achieved through:

- Differentiated teaching strategies tailored to individual learning needs
- The integration of technology to enhance engagement and accessibility
- Targeted support for students requiring additional academic or language assistance

Student wellbeing is further supported through a structured pastoral care framework that focuses on nurturing resilience, positive relationships, and emotional wellbeing. Our approach includes:

- Regular wellbeing check-ins and student support initiatives
- A dedicated pastoral care team to provide guidance and intervention where required
- The embedding of Islamic values in daily school life to support character development
- A merit-based recognition system, where students progress through Bronze, Silver, and Gold certificates, with Gold recipients awarded the Principal's Medallion
- A house system that promotes teamwork and school spirit through positive behaviour and participation
- The High School Sparks and Stars Programme, which recognises and celebrates student achievement, effort, and positive contributions, further motivating students to strive for excellence

In addition, leadership opportunities and extracurricular activities are provided to support students' personal growth, confidence, and sense of responsibility within the school community.

We also recognise the importance of strong partnerships with parents and the wider community. The school actively engages families through regular communication, parent information sessions, and opportunities to participate in school events and initiatives. This collaborative approach strengthens the connection between home and school, ensuring a cohesive and supportive environment for all students.

PARENT AND COMMUNITY ENGAGEMENT

At AIC Forrestdale, we actively involve parents in their child's education through clear and consistent communication, including parent-teacher meetings, information sessions, orientation programmes, and regular school engagement events. Our Parents and Friends (P&F) Committee plays a vital role in strengthening this partnership, contributing to the planning of school activities, fundraising initiatives, and student-focused programmes. The Principal meets with the P&F Committee regularly each term to collaborate on upcoming initiatives and school improvements. We also value the strong support of our parent community, who contribute to ensuring that students conclude each term with engaging and enjoyable activities that enhance their school experience.

Our school maintains strong connections with the wider community through collaborative initiatives, events, and partnerships that support student learning and wellbeing. These connections enrich the educational experience and foster a sense of belonging and shared responsibility within the community.

To support students with diverse needs, AIC Forrestdale implements a structured and collaborative consultation process. This involves ongoing communication between teachers, parents, support staff, and, where appropriate, external specialists. Through meetings, Individual Education Plans (IEPs), and regular reviews, we ensure that appropriate adjustments are made so that all students can access the curriculum and participate fully in all aspects of 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 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.

EST.

1986

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	1,259,722
	State Government Grants	1,664,056
	Commonwealth Government Grants	7,504,820
	Other income	33,479,598
	Total Income	43,908,196
Expenditure		2025
	Employee expenses	6,120,014
	Supplies and services	2,143,521
	Depreciation	1,045,582
	Total Expenditure	9,309,117

OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

The Australian Islamic College Forrestdale is committed to attracting, developing, and retaining highly qualified and dedicated staff who align with the values and vision of the college. We actively promote ongoing professional learning across all roles to ensure continuous improvement in teaching, leadership, and operational practices.

All teaching staff are registered with the Teacher Registration Board of Western Australia (TRBWA) and hold recognised tertiary qualifications in Education, with a number of staff also possessing postgraduate credentials. Our operations and support staff are suitably qualified, holding relevant tertiary qualifications or industry-recognised certifications in their respective fields, ensuring the effective and professional running of the school.

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	27	0
Full-time equivalents	42.3	23.26	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	1
Masters	13
Graduate Diploma etc.*	6
Bachelor's degree	17
Diploma	4
Certificate	3

*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 \$ 10,364.01.

The major professional development initiatives were as follows:

- First Aid Training Online
- St. John of God First Aid Course
- Anaphylaxis and EpiPen Emergency Training
- High Impact Practices (HIPs) Programme (AISWA)
- Keeping Safe Child Protection Curriculum: Train the Trainer
- Aspiring Leadership Programmes
- 3P Learning – Reading Eggs & Mathletics Training
- Seven Steps to Writing Workshop
- Brightpath Writing Workshop
- Elastik and Writemark Training
- Understanding Neurodiversity Practical Support (AISWA)
- Child Safeguarding: Including Mandatory Reporting of Child Sexual Abuse, Grooming, and Child Abuse Prevention Classroom and Behaviour Management (AISWA)
- PLD–Literacy Diana Rigg Training
- Inclusive Education & Documented Plans
- Expectations and Conflict Management
- Courageous Conversations
- Digital Literacy (AISWA)
- Feedback: The Hinge of Teaching and Learning
- Social Media Impacts
- Future Proof Your Teaching with AI Essentials
- Effective Feedback and the Power of Peer Observation
- Emotional Regulation
- Disability Standards for Education for Primary Schools: Part 1 & Part 2

The proportion of the teaching staff involved in professional development activities during 2025 was 97%

STAFF ATTENDANCE AND RETENTION

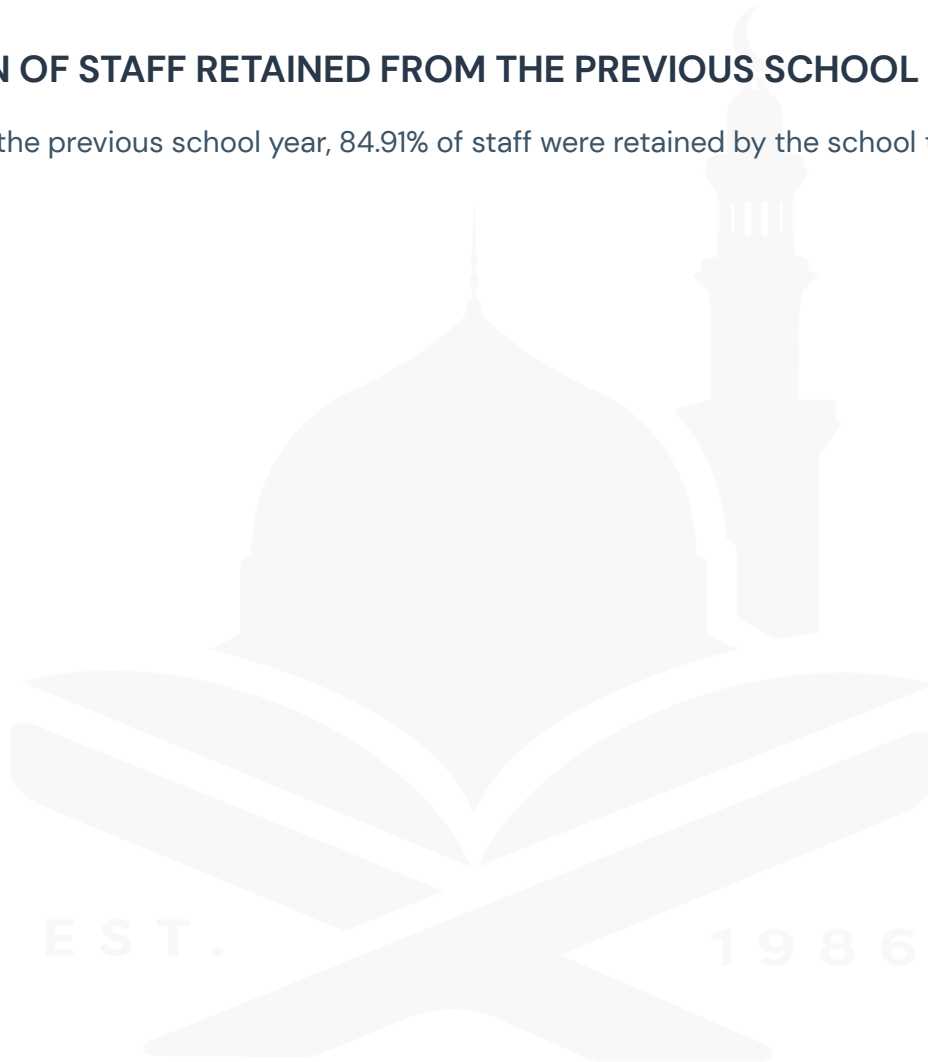
STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2025
Staff attendance for permanent and temporary staff and school leaders.	93%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 84.91% of staff were retained by the school throughout 2025.



PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate for the 2025 school year was 92.38%

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

Table 6: Overall student attendance at this school

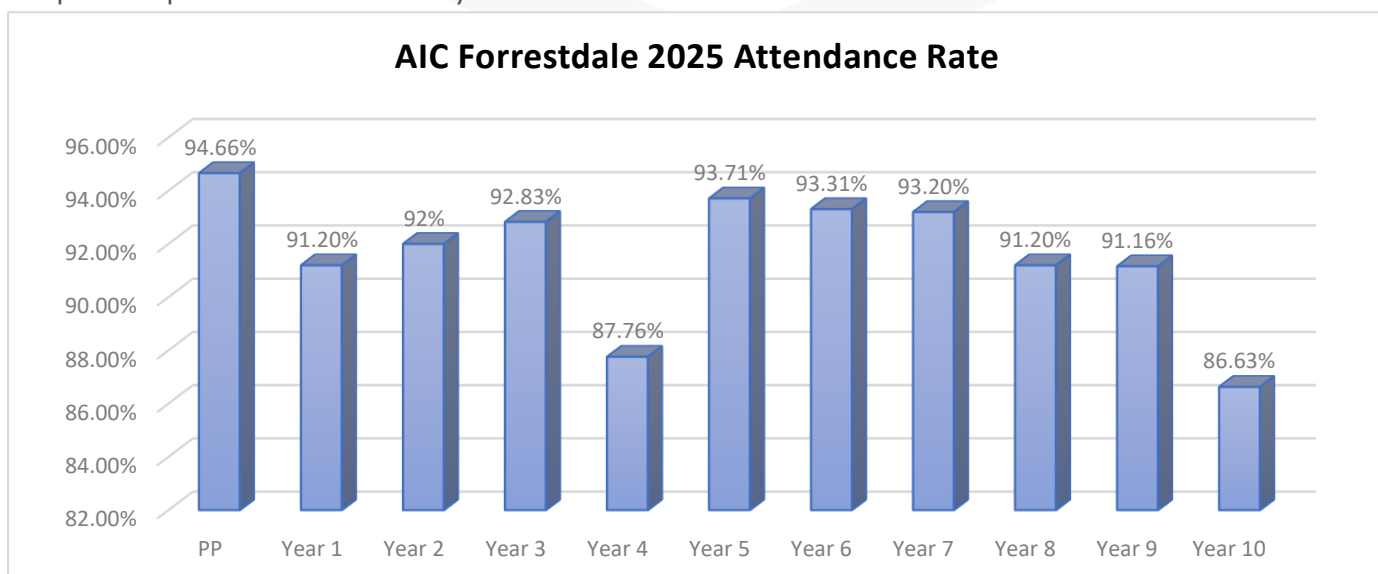
Description	2025
Overall attendance rate* for students at this school	92.38%

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	94.66%	Year 7	93.2%	
Year 1	91.2%	Year 8	91.2%	
Year 2	92%	Year 9	91.16%	
Year 3	92.83%	Year 10	86.63%	
Year 4	87.76%	Year 11		
Year 5	93.71%	Year 12		
Year 6	93.31%			

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 SUPPORT AND IMPROVE ATTENDANCE

- A positive and inclusive school culture, supported by engaging and meaningful learning experiences, encourages students to attend regularly and feel connected to school.
- Strong parent engagement is maintained through regular communication, including newsletters, social media updates, and direct messaging, reinforcing the importance of consistent attendance. Parent information sessions further highlight the impact of attendance on student achievement.
- Early identification and intervention processes are in place to support students at risk of poor attendance. The school works collaboratively with families to address barriers, with access to wellbeing support and counselling services where required.
- Clear procedures are in place to monitor and follow up on **lateness and truancy**, in line with school policies. Teachers are expected to maintain accurate attendance records, follow up promptly with parents, and escalate concerns where necessary to ensure accountability and consistency across the school.
- Flexible learning arrangements are considered for students experiencing long-term illness or exceptional circumstances, ensuring continuity of learning and ongoing engagement.
- Consistent attendance processes, supported by daily communication through the school platform, enable effective monitoring while promoting a shared sense of responsibility between the school, staff, and families.

EST.

1986

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

EST. 1986