



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



HENLEY BROOK ANNUAL REPORT 2025

ADELAIDE 08 8340 7799 DIANELLA 08 9375 9770 FORRESTDALÉ 08 9493 5819
HENLEY BROOK 08 9375 9892 KEWDALE 08 9362 2100 THORNLIÉ 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	13
• School Profile	18
• Characteristics of student body	18
• Curriculum delivery	19
• Social climate	23
School Income and Expenditure	26
Our Staff Profile	27
• Workforce composition	27
• Professional development	27
• Staff attendance and retention	28
Performance of Our Students	29
• Key student Outcomes	29
NAPLAN	32

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

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Assalamu'alaikum Wa Rahmatullahi Wabarakatuh.

I am pleased to present the 2025 Annual School Report, which reflects another year of strong growth, achievement and development at AIC Henley Brook.



Building on the successful opening of our campus in 2024, this year marked a period of significant consolidation and expansion. In 2025, our enrolments grew to just over **1,000 students**, supported by a committed, growing team of staff and by the students transferring from the Dianella Campus. We are also proud to have extended our educational offering through to **Year 10**, an important milestone in the continued development of our secondary curriculum.

Alhamdulillah, the growth of our school is a testament to the trust our families place in AIC Henley Brook and the dedication of our staff. As our community continues to expand, we remain focused on providing a nurturing, faith-centred and academically strong learning environment. We look ahead with optimism to the next phases of campus development and future curriculum growth, Insha'Allah.

Our commitment to holistic education continued throughout the year through a wide range of academic, spiritual and community initiatives. These included Palestine Week, where students engaged in age-appropriate learning, fundraising and reflective activities to build awareness and compassion. We also strengthened whole-school practices through science literacy initiatives, numeracy workshops, inter-campus competitions, school carnivals and regular Principal Teas.

Students continued to participate in enriching experiences such as Qur'an competitions, the annual Eid Festival, Sports Carnival, *Aussie of the Month* awards, the Character Dress-Up Parade and various fundraising appeals. These opportunities were designed to develop leadership, character, teamwork and a strong sense of social responsibility.

I extend my sincere appreciation to our staff, students, parents and wider community for your continued support and commitment throughout 2025. Your partnership has been central to our success and growth. Together, we have laid strong foundations for the years ahead.

I wish you and your families continued health, happiness and success.

May Allah grant you the best of both worlds.

Donia Elbakdadi

Principal

AIC Henley Brook

SCHOOL OVERVIEW

The Australian Islamic College (Henley Brook) is dedicated to providing a comprehensive and holistic education that supports the academic, spiritual, social and emotional development of every student. We strive to create an inclusive and nurturing environment where students are encouraged to excel academically, develop strong character and grow with confidence.

Located in the heart of Henley Brook, the College serves the Muslim community of the Swan Valley and surrounding areas. Its close proximity to residential neighbourhoods makes the school easily accessible and convenient for families. The Henley Brook area is rich in history, with significant local landmarks such as Haddril's House, Spring Park and Edward's House listed on the State Register of Heritage Places (WA). This setting provides a unique blend of modern education within a culturally and historically significant community.

Since the official opening of the Henley Brook campus on 23 January 2024, the school has experienced significant growth. In its foundation year, the campus welcomed 414 students and 56 staff members. By the end of 2025, enrolments had increased to over 1,000 students, reflecting strong community confidence and demand. In line with this growth, the College has expanded its curriculum offering through to Year 10, marking an important milestone in the continued development of the campus.

As the school continues to grow, we remain firmly committed to delivering a high-quality education grounded in Islamic values and principles. Our focus is on preparing students to be confident, responsible and successful individuals who are well equipped for future pathways.

At the heart of our educational approach is the belief that academic excellence goes hand in hand with character development. Our curriculum is designed to ensure students achieve their academic potential while developing into compassionate, respectful and wellrounded individuals. We place a strong emphasis on literacy and numeracy, alongside personal development, and provide a range of enrichment opportunities in the arts, sports and community service.

The College values its strong partnership with parents, recognising that collaboration between home and school is essential to student success. We are committed to open and ongoing communication with families, working together to support each child throughout their learning journey.

We also prioritise the professional growth of our teaching staff through ongoing professional development, ensuring high-quality teaching and learning across all year levels. This is supported by a focus on personalised learning, with targeted support for students with additional needs as well as opportunities to extend gifted learners.

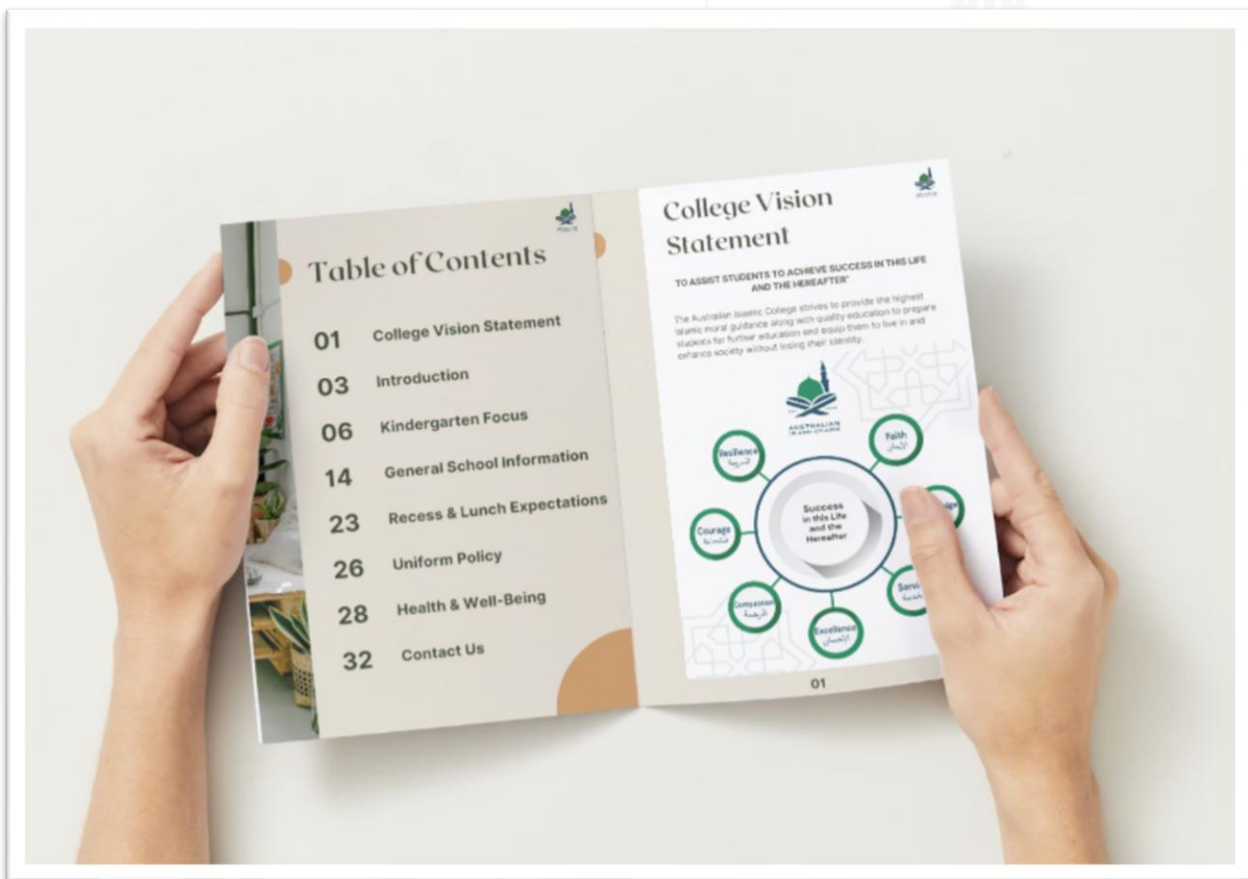
As we move forward, we are excited about the next phases of campus development and the continued growth of the Henley Brook community. We look forward to seeing our students thrive academically, socially and spiritually, while contributing positively to both the local and wider community.

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 an enrolment of 50 students and 3 teachers. The Australian Islamic College is now Western Australia's largest and longest running Islamic school with over 5500 students and approximately 450 staff across 6 campuses in Dianella, Kewdale, Thornlie, Forestdale, Henley Brook and Adelaide.

SCHOOL VISION

Our collective vision is to inspire our youth to strive for excellence in both character and academics. We aim to provide our students with enriching educational experiences that support their future ambitions, while ensuring a harmonious balance between their academic growth and Islamic values.



VALUES

Our core values at Australian Islamic College are reflected on our websites and throughout our handbooks.



- **Excellence:** We are committed to providing a high standard of education and striving for excellence in both academic achievement and personal development.
- **Faith:** Our Islamic principles guide us in cultivating strong character, spirituality, and a sense of responsibility towards others.
- **Resilience:** We encourage students to develop the strength and perseverance to overcome challenges, embrace setbacks as opportunities for growth, and adapt to changing circumstances with a positive mindset.
- **Knowledge:** We are committed to the pursuit of knowledge, fostering a deep understanding of both the world around us and our faith, enabling students to make informed decisions and contribute meaningfully to society.
- **Service:** We instil in our students a sense of responsibility to serve others, encouraging acts of kindness, social responsibility, and contributions to the wellbeing of both the local and global community.
- **Compassion:** We emphasise the importance of empathy and understanding towards others, fostering a caring environment where students learn to support and uplift those in need.
- **Courage:** We encourage students to be brave in the face of challenges, to stand up for what is right, and to face difficulties with determination, resilience, and an unwavering commitment to their values.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2025

As we continue our journey toward achieving the goals outlined in our Strategic and Operational Plan, I would like to take this opportunity to update you on our progress and share some of the key initiatives and outcomes that are driving our vision for excellence in education.

Our priorities are:

1. All staff have a clear understanding of the school’s signature preferred pedagogy, which is embedded in all planning and teaching practices.
2. Continuous improvement in students’ literacy and numeracy achievement.
3. The College develops its partnerships with the Islamic and wider community for mutual benefit.
4. The development of effective relationships between teachers, parents, and students.

The school has made visible progress in meeting its 2025 goals. The following areas demonstrate this progress:

1. CURRICULUM, TEACHING AND LEARNING

The pursuit of effective teaching and learning is at the heart of our College’s mission. Our teachers are held to the highest professional standards, with most meeting the "Proficient" level of the Australian Institute for Teaching and School Leadership (AITSL), while many others are progressing to the "Highly Accomplished" and "Lead" levels. We have successfully implemented comprehensive performance management, mentoring, and coaching programmes, ensuring that every teacher has access to the support and development they need to deliver high-quality instruction.

Additionally, we are using student achievement data to continuously inform our teaching practices, ensuring that every child receives the individual attention they need to thrive. This data-driven approach has been instrumental in improving literacy, numeracy, and academic progress across all learning areas.



1.1 CURRICULUM DELIVERY INCULDES AND IS NOT LIMITED TO

- ✓ Explicit Instruction continues to be used as the preferred pedagogy across the campus.
- ✓ Continuous improvement in students' literacy and numeracy achievement, as measured through NAPLAN performance.
- ✓ Differentiated teaching and learning and individual education plans.
- ✓ Through Warm-Ups, teachers move students' learning from short term to long term memory.
- ✓ Staff mentoring and ongoing professional learning to upskill teachers.
- ✓ Moderation exercises and cross marking.
- ✓ ICT integration across all learning areas.

1.2 ASSESSMENT AND DATA

- ✓ Meaningful diagnostic, formative and summative assessments are conducted to track students' learning.
- ✓ Data from BrightPath, ACER testing, NAPLAN and assessments are analysed regularly and used to inform teaching.
- ✓ Remedial support, differentiation and assessment adjustments are provided for students on Individual Education Plans (IEPs)

2. LITERACY AND NUMERACY

- ✓ Explicit Instruction Model: AIC employs a structured teaching approach comprising five key components: Warm Up, I Do, We Do, You Do, and Plough Back. This method emphasises clear explanations, guided practice, independent work, and review, aiming to improve academic skills effectively.
- ✓ Dedicated Literacy and Numeracy Blocks: The curriculum includes specific blocks of time focused on literacy and numeracy, allowing students to engage in activities such as editing, comprehension, vocabulary development, and targeted mathematics exercises. This structured time allocation supports skill development in these fundamental areas.
- ✓ Use of Data-Driven Strategies: AIC collects and analyses student performance data to inform teaching practices. This approach ensures that instructional methods are tailored to address individual learning needs, promoting continuous improvement in literacy and numeracy outcomes.
- ✓ Professional Development and Collaboration: The college invests in ongoing professional development for teachers, fostering collaboration and the sharing of effective teaching strategies. This commitment enhances educators' capabilities in delivering high-quality literacy and numeracy instruction.

3. EMBEDDING THE ISLAMIC ETHOS

We are proud to report that the Islamic ethos remains a core element of our school community. This ethos is embedded in all aspects of our curriculum, programmes, and daily practices. Our teachers have actively participated in professional development focused on fostering an Islamic ethos in their teaching methods, ensuring that our students are not only academically proficient but also grounded in Islamic traditions. We continue to celebrate Islamic events and work closely with the wider Islamic and local communities, enriching the educational experience for our students.

3.1 FAITH, VALUES AND RELIGION

- ✓ Islamic values and heritage integrated across all subjects in the curriculum
- ✓ School-wide house system has been adopted based on the character traits of the Muslim caliphates
- ✓ Variety of Islamic events and activities organised (Qur'aan recitation, quizzes, Adhan competitions)
- ✓ Palestine Week
- ✓ Collecting school wide data on students' Qur'aan reading levels
- ✓ Fundraising activities
- ✓ Community Iftar events

4. FOSTERING WELLBEING AND ENGAGEMENT

Creating a positive, respectful, and supportive culture is a priority for us. Our school community is united in promoting the wellbeing of all students, ensuring that they feel safe, confident, and respected. Students are encouraged to develop resilience, self-esteem, and leadership skills through a range of school and community programmes. We also continue to work on reducing bullying and inappropriate behaviours, with incidents being reported at very low levels.

The wellbeing of our staff is also a key focus. We recognise that a healthy, supported teaching team contributes to the success of our students. Our staff are provided with the resources and support necessary for their social, emotional, and professional development, ensuring they are empowered to provide the best educational experience for our students.

We believe in the power of collaboration between staff and parents to ensure the continued success of our students. We regard parents as vital partners in the academic journey and remain steadfast in our commitment to working closely with families to provide the best possible education for their children.

Central to our success is the dedication of our teaching staff, whose commitment to excellence is the driving force behind student achievement. We prioritise ongoing professional development, focusing on High Impact Teaching Strategies and the application of evidence-based pedagogies such as Explicit Teaching. In addition, we ensure that students with special needs and gifted learners receive the tailored support they need to thrive academically. Our students' academic ability, moral character, and personal strengths are essential for their future roles as confident and capable leaders. In our supportive and challenging environment, we nurture these competencies, empowering our students to emerge as proactive and engaged members of society, prepared to shape a bright future.

4.1 STUDENT, PARENT AND COMMUNITY ENGAGEMENT:

- ✓ Involving students in more leadership activities.
- ✓ Regular exhibitions to showcase students' work.
- ✓ Science and literacy week.

- ✓ Participation in national competitions such as ICAS
- ✓ Participation in intercampus competitions
- ✓ Book Fairs and Book Week celebrations

Beyond academics, our school offers a wealth of extracurricular activities and events that foster the social and emotional well-being of our students. From the Qur'aan Recitation contest and Seerah Week to Harmony Day and leadership commemorations, from celebrating Science and Literacy weeks and interschool tournaments in football and netball, we provide ample opportunities for students to explore their interests, talents, and passions.

4.2 STUDENT LEADERSHIP

We provide student leaders with a supportive learning environment that develops leadership skills through character-based learning opportunities. Our student leaders are required to work cooperatively to achieve set goals, inspire their peers and promote a culture of school pride and belonging.

Our school leadership opportunities include:

- ✓ Student Representative Council (SRC)
- ✓ Student voice
- ✓ House Captains and Vice Captains
- ✓ Organising school events
- ✓ Addressing school assemblies
- ✓ Fundraising projects
- ✓ Volunteering

4.3 EXTRACURRICULAR ACTIVITIES

The College provides a range of extracurricular activities designed to enhance student engagement, wellbeing and social development beyond the classroom. These activities support the holistic development of students by promoting teamwork, physical wellbeing, strategic thinking and academic enrichment.

Extracurricular opportunities offered during 2025 included:

- ✓ Soccer clinics
- ✓ Basketball
- ✓ Netball
- ✓ Chess Club
- ✓ Literacy and numeracy enrichment classes
- ✓ Participation in interschool carnivals

These programmes provided students with structured opportunities to build social connections, develop confidence and apply skills in non-classroom settings.

WHAT WENT WELL

- The Year 8 Girls team achieved a significant sporting success in 2025, winning the Bachar Holi Cup. This achievement reflected strong teamwork, commitment and positive student engagement, and contributed to school pride and community connection.

ADDITIONAL EXTRACURRICULAR ACHIEVEMENT

- The **Year 6 Boys basketball team achieved a strong second-place finish** in the 2025 interschool basketball tournament. This result reflected the students' developing skills, teamwork and positive sporting conduct.

STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY

The College acknowledges and commends the efforts of students for their commitment to learning and their engagement in academic programmes. The school remains focused on supporting continuous improvement in literacy and numeracy achievement across all year levels.

The College formally recognises students who achieved an **'Exceeding' level** in various learning areas. As a newly established school in its second year, these results reflect the **initial intake cohort** and baseline literacy and numeracy proficiency levels for students in **Years 3, 5, 7 and 9**

These results serve as a **baseline for future growth and improvement**. Ongoing assessment, targeted teaching strategies and data-informed planning will be used to monitor progress and support improved student outcomes over time.

FUTURE OUTLOOK

As we continue our pursuit of excellence, we are guided by a vision of nurturing successful students and responsible citizens who embody the values of Islamic teachings. With unwavering dedication, we move forward, confident that we are shaping a brighter future for both our students and the community.

We are excited about the progress we've made so far and remain committed to continuous improvement across all areas. Parental and community support and engagement are crucial to the success of our shared goals, and we look forward to collaborating closely with our community to achieve even greater success together. Our campus is expanding to meet the growing demands of our community, and we are focused on enhancing our skill base in Islamic Pedagogy. Additionally, we are dedicated to strengthening our teaching and learning through ongoing professional development, reflection, and best practices using AIC's proven signature methods.

OUR SCHOOL AT A GLANCE

PRINCIPAL TEA & TEA WITH THE EXECUTIVE



PRE-PRIMARY AND KINDERGARTEN ORIENTATION



PRE-PRIMARY AND KINDERGARTEN GRADUATION



SEERAH WEEK



YEAR 5 BUSINESS FAIR



STUDENT LEADERSHIP CEREMONY



EYL HARMONY DAY AND RAMADAN CELEBRATIONS



LITERACY & NUMERACY WEEK-CHARACTER DRESS UP



STAFF APPRECIATION AND AWARDS



SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025
Total	623
Indigenous	2
Enrolment continuity (Feb. – Nov.)	97.6%

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 Henley Brook Campus, we take pride in our vibrant and diverse student body, representing a rich tapestry of cultural backgrounds. With students hailing from over 56 ethnicities, our campus fosters a multicultural environment that celebrates global perspectives and traditions. While many of our students were born in Australia, a significant portion come from backgrounds where English is not their first language, contributing to the linguistic diversity within our school community. This multiculturalism enriches the educational experience at AIC Henley Brook, promoting cross-cultural understanding and appreciation among our students and staff.

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

Phase of schooling	2025
Kindy – Year 3	17-30
Year 4 – Year 6	20-27
Year 7 – Year 10	26-32
Year 11 – Year 12	0

CURRICULUM DELIVERY

OUR APPROACH TO CURRICULUM DELIVERY

The Australian Islamic College has a strong commitment to providing a broad and inclusive curriculum designed to meet the needs of diverse students and their future aspirations emphasising on both academic rigour and holistic development, which are essential for preparing students for life beyond high school. Here's a breakdown of our curriculum delivery:

- **Wide Range of Subjects:** By offering a variety of subjects across key learning areas, students can explore their interests and develop a well-rounded skill set.
 - The Arts: Encouraging creativity and self-expression.
 - English: Building strong communication and literacy skills.
 - Health and Physical Education: Promoting physical well-being and healthy lifestyles.
 - Languages: Enhancing cross-cultural communication and global awareness.
 - Mathematics: Strengthening analytical and problem-solving skills.
 - Science: Encouraging inquiry and critical thinking.
 - Humanities & Social Sciences: Developing an understanding of society, history, and ethical decision-making.
 - Technologies: Preparing students for future careers in the digital and technological fields.

HOLISTIC DEVELOPMENT

- **Academic Excellence:** Ensuring that students are academically equipped for their post-school plans, whether that be further study, training, or employment.
- **Well-Rounded Education:** Emphasising not only knowledge but also personal growth, leadership, and contributions to society.

This diverse and inclusive approach prepares students to succeed in various fields, catering to a range of post-school ambitions.

CO-CURRICULAR ACTIVITIES

The Australian Islamic College offers a rich array of co-curricular programmes designed to complement the academic curriculum and foster the development of students across a wide range of interests. These programmes focus on helping students grow holistically, exploring passions and talents beyond traditional subjects. Here's an overview of some of the incredible opportunities provided:

SPORTS AND PHYSICAL ACTIVITIES:

- Year 7-9 Annual Sports Carnival
- Basketball Tournament
- Swimming Lessons

- Multicultural Netball Carnival 2025
- Bachar Houli Cup
- Interschool Basketball Tournament



ARTS AND CULTURE:

- Book Week and character dress up parade
- Science Week
- Harmony Day
- Literacy Week
- HASS Week
- Maths Week

LEADERSHIP, COMMUNITY ENGAGEMENT, AND CAREER DEVELOPMENT:

- Student Leadership & Public Speaking
- Leadership Ceremony
- Principal's Morning Tea with the Students
- Parent's Information Sessions
- Theme-Based Morning Assemblies – Sharing Thoughts, Themes & Traditions

ACADEMIC ENRICHMENT:

- ICAS (International Competitions and Assessments for Schools)
- Quiz – Life & Teaching of Prophet (PBUH)
- Seerah Week – Lecture Series – Life & Teaching of Prophet (PBUH)
- Developing and Supporting Students with Subsidized After-Hours Enrichment Programmes and Tuition Classes

SPECIAL EVENTS AND STUDENT MILESTONES:

- Pre-Primary & Kindy Graduation
- Year 6 Dinner
- Year 6 Graduation
- Kindy Graduation

These programmes offer students the chance to grow in diverse areas such as sports, leadership, academics, and community service, helping them develop essential skills for their future. Whether it's through athletic challenges, leadership experiences, or academic competitions, the opportunities provided at the Australian Islamic College ensure that students have a well- rounded education.

EXTRACURRICULAR ACTIVITIES

STEAM EVENT



AT AIC HENLEY BROOK, WE USE SEVERAL DIGITAL STRATEGIES TO ENHANCE LEARNING:

1. **Blended Learning:** The school combines online resources with in-person instruction to offer flexible, self-paced learning opportunities for students.
2. **Interactive Platforms:** Tools like Microsoft Teams, Canva, NAPLAN, Reading eggs, Mathletics, Reading A-Z, Accelerated reading are utilised to distribute materials, assignments, and assessments, allowing real-time feedback and communication between students and teachers.
3. **Gamification:** The use of points, badges, and leaderboards in certain courses encourages student motivation and engagement through friendly competition.
4. **Collaborative Tools:** Platforms like Google Docs and Microsoft Teams enable students to collaborate on group projects and engage in real-time discussions, fostering teamwork and communication.
5. **Flipped Classroom:** Students access learning materials online before class, allowing in-class time for interactive activities like discussions, problem-solving, and group work.
6. **Digital Literacy:** The curriculum incorporates coding, media production, and critical thinking about digital content to ensure students are prepared for the digital world.
7. **VR/AR:** Virtual and augmented reality technologies are used to create immersive learning experiences, enhancing subjects like history and science. These technologies will become more prominent in classrooms in 2026.
8. **Assistive Technology:** Students with diverse learning needs benefit from speech-to-text tools, screen readers, and other technologies that ensure equal access to the curriculum.
9. **Teacher Training:** Continuous professional development ensures teachers stay up to date with the latest digital teaching tools and pedagogical strategies.

These strategies at Australian Islamic College Henley Brook create a dynamic, engaging, and personalised learning environment, supporting students in their academic growth.

SOCIAL CLIMATE

OVERVIEW

At Australian Islamic College Henley Brook, we foster a safe, supportive, and disciplined learning environment where students feel valued and respected. Our approach focuses on promoting positive behaviour, inclusivity, and respect for diversity. We implement clear behaviour expectations and provide ongoing support through programmes that emphasize empathy, kindness, and conflict resolution.

To respond to bullying, the school has a zero-tolerance policy. We use strategies like restorative practices, where students are guided to reflect on their actions and understand the impact on others. Anti-bullying programmes, including workshops and awareness campaigns, are regularly held to educate students about respect and empathy.

In terms of differentiation, we tailor learning experiences to meet the individual needs of students, ensuring that all learners are supported at their level. This includes differentiated instruction, additional learning support, and personalised adjustments for students with diverse needs, helping them thrive in a nurturing and inclusive environment.

At Australian Islamic College Henley Brook, the school implements a whole-school inclusive approach to ensure that all students, regardless of background, identity, or ability, have access to the curriculum and are supported in their learning journey. Here's an overview:

1. PROGRAMMES TO SUPPORT ACCESS TO THE CURRICULUM

- The school offers differentiated learning to meet the diverse needs of students. This includes tailored learning materials, additional support in the classroom, and modified assessments for students who require it.
- English as an Additional Language (EAL) support is provided for students from non-English speaking backgrounds, ensuring they can fully engage with the curriculum.
- Specialised learning support programmes are available for students with disabilities or specific learning needs, ensuring they receive the appropriate resources and assistance to succeed academically.

2. PASTORAL CARE PROGRAMMES TO SUPPORT WELLBEING

- The school provides pastoral care programmes that focus on student wellbeing, including emotional and social support. Programmes such as mindfulness, resilience building, and social skills development are part of the school's wellbeing initiatives.
- Regular counselling services are available to students who may need assistance with mental health or personal issues.

- The school also runs peer mentoring programmes where older students support younger ones in adjusting to school life, fostering a sense of community and belonging.

3. OTHER SUPPORT PROGRAMMES

- The school offers extra-curricular support programmes, including after-school tutoring and homework help, to ensure students who need additional academic assistance can receive it.
- Enrichment programmes are also provided for high-achieving students, allowing them to explore advanced topics and interests beyond the standard curriculum.
- Cultural and Religious Support: Given the school's Islamic identity, there are programmes that support students' understanding of their faith, and cultural activities that celebrate diversity and inclusion within the school community.

4. STRATEGIES TO ENGAGE PARENTS AND THE COMMUNITY

- The school actively involves parents through regular communication via newsletters, emails, and parent-teacher meetings to keep them informed of their children's progress and school events.
- Parent involvement is encouraged in school activities, such as volunteering for events, participating in fundraising initiatives, or helping with classroom activities.
- The school runs workshops and information sessions for parents on topics such as supporting children's learning at home, mental health, and navigating digital literacy.
- There is a strong focus on community partnerships, with the school collaborating with local organisations to support students' learning and development.
- The school organises cultural celebrations and community events that bring families together, promoting inclusivity and fostering a strong connection between the school and the wider community.

These strategies ensure that Australian Islamic College Henley Brook is an inclusive environment that supports the academic, emotional, and social growth of all students, while also engaging parents and the broader community in the school's activities.

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 Henley Brook values the feedback from its school community and remains committed to maintaining its strengths while continuously working to address the identified key areas. The College will continue its efforts to foster a positive, inclusive, and high-quality learning environment for all students, staff, and parents.

PARENT AND COMMUNITY ENGAGEMENT

At Australian Islamic College Henley Brook, we prioritise active parent engagement by fostering strong communication through regular newsletters, parent-teacher meetings, and workshops on supporting children's education at home.

Parents are encouraged to participate in school activities, volunteering, and cultural events, creating a partnership in their child's learning. The school also maintains close ties with the local community by collaborating with local organizations for student development and offering programmes that strengthen the connection between families and the school.

For students with diverse needs, the school employs a consultative process, involving parents, teachers, and support staff to ensure tailored adjustments are made, allowing all students to fully participate in school life and access the curriculum effectively. This ongoing dialogue ensures that adjustments are appropriate and responsive to each student's individual requirements.



SCHOOL INCOME AND EXPENDITURE

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

School income, reported by the 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.

HOW TO ACCESS OUR INCOME DETAILS

Click on the *My School* link <http://www.myschool.edu.au/>.

Enter the school name or suburb you wish to search for.

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	1,168,172
	State Government Grants	1,559,956
	Commonwealth Government Grants	6,992,402
	Other income	39,186,560
	Total Income	48,907,090
Expenditure		2025
	Employee expenses	6,076,961
	Supplies and services	1,528,298
	Depreciation	1,155,279
	Total Expenditure	8,760,538

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	30	22	0
Full-time equivalents	27	19	0

Table 4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	11
Graduate Diploma etc.*	10
Bachelor degree	26
Diploma	4
Certificate	10

*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 were \$ 9,989.00.

The major professional development initiatives were as follows:

- ✓ Special Needs Supplementary Per Capita (IE Funding) Association Independent School Western Australia
- ✓ Documenting Plans and Learning Support – Special Needs – AISWA
- ✓ High Impact Teaching Strategies (Whole school) AISWA
- ✓ Motivating Students to Engage with Social Emotional Learning Programme – YCDI
- ✓ Child Abuse Reporting including Mandatory Reporting – AISWA
- ✓ R U Legal? Legal Aid Session
- ✓ Bridging the Gap Between Classroom and Home – EC Premium
- ✓ What is Neurodiversity? – AISWA Consultant
- ✓ Restorative Classrooms – EC Premium

- ✓ St John First Aid Training
- ✓ Snake Handling Course – Removal Planet Arch
- ✓ 7 Steps Professional Development
- ✓ Arabic Language Professional Development AISWA
- ✓ School Registration Seminar AISWA
- ✓ Year 1 phonics test – Literacy Bites Literacy Hub and Phonics
- ✓ Developing Interfaith Relationships Between Schools
- ✓ Bright Path
- ✓ Reading Eggs
- ✓ Mathletics
- ✓ IXL platform
- ✓ ICT in schools summit WA
- ✓ Behaviour Management
- ✓ Reportable Conduct Scheme WA – Ombudsman
- ✓ Allied Health
- ✓ TASS and Alii Training
- ✓ Emergency Evacuation and Lockdown Policy and Procedures.

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.	95%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 95% 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%

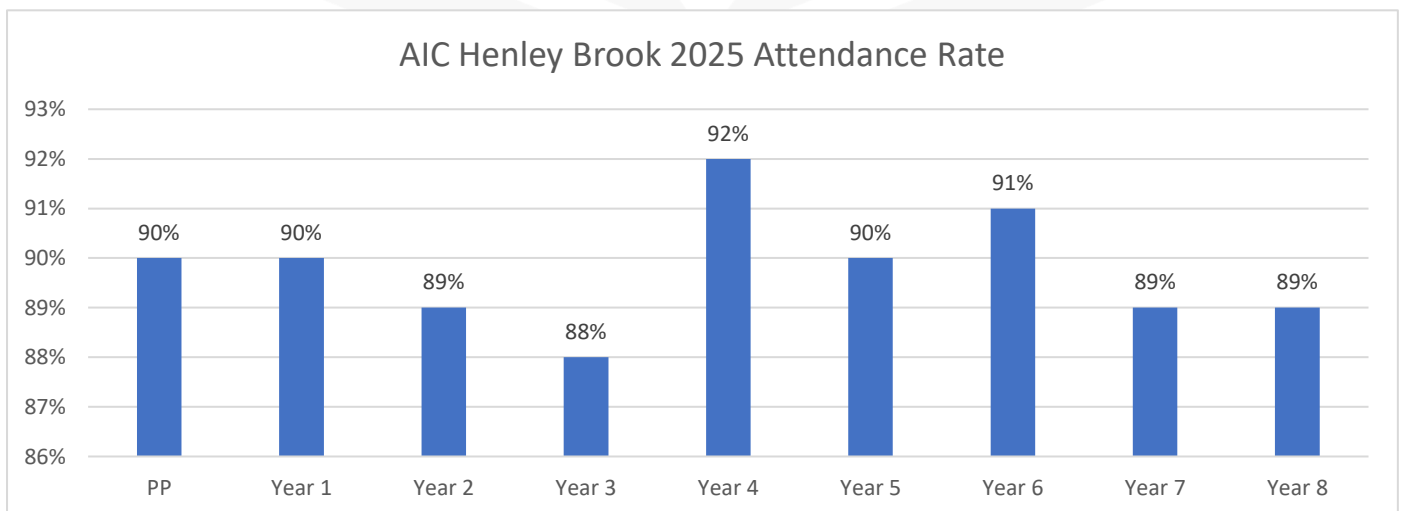
Table 7: Overall student attendance at this school

Year level	2025	Year level	2025
PP	86%	Year 7	91%
Year 1	90%	Year 8	89%
Year 2	90%	Year 9	89%
Year 3	89%	Year 10	-
Year 4	88%	Year 11	-
Year 5	92%	Year 12	-
Year 6	90%		

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality

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.

At Australian Islamic College, it is believed that every day of attendance is crucial because:

- Children achieve better when they attend school all day every day.
- Coming to school gives children a better chance at life.
- School helps children build social and emotional skills such as communication, teamwork, and resilience.

Most importantly, attending school is a legal requirement.

The issue of absenteeism is complex and covers a range of behaviours, including chronic absenteeism, school refusal, and truancy. The school finds it essential to investigate patterns and underlying issues that cause non-attendance. This helps in implementing appropriate strategies tailored to address specific absenteeism cases.

PROCEDURES FOR MANAGING NON-ATTENDANCE AT THE AUSTRALIAN ISLAMIC COLLEGE

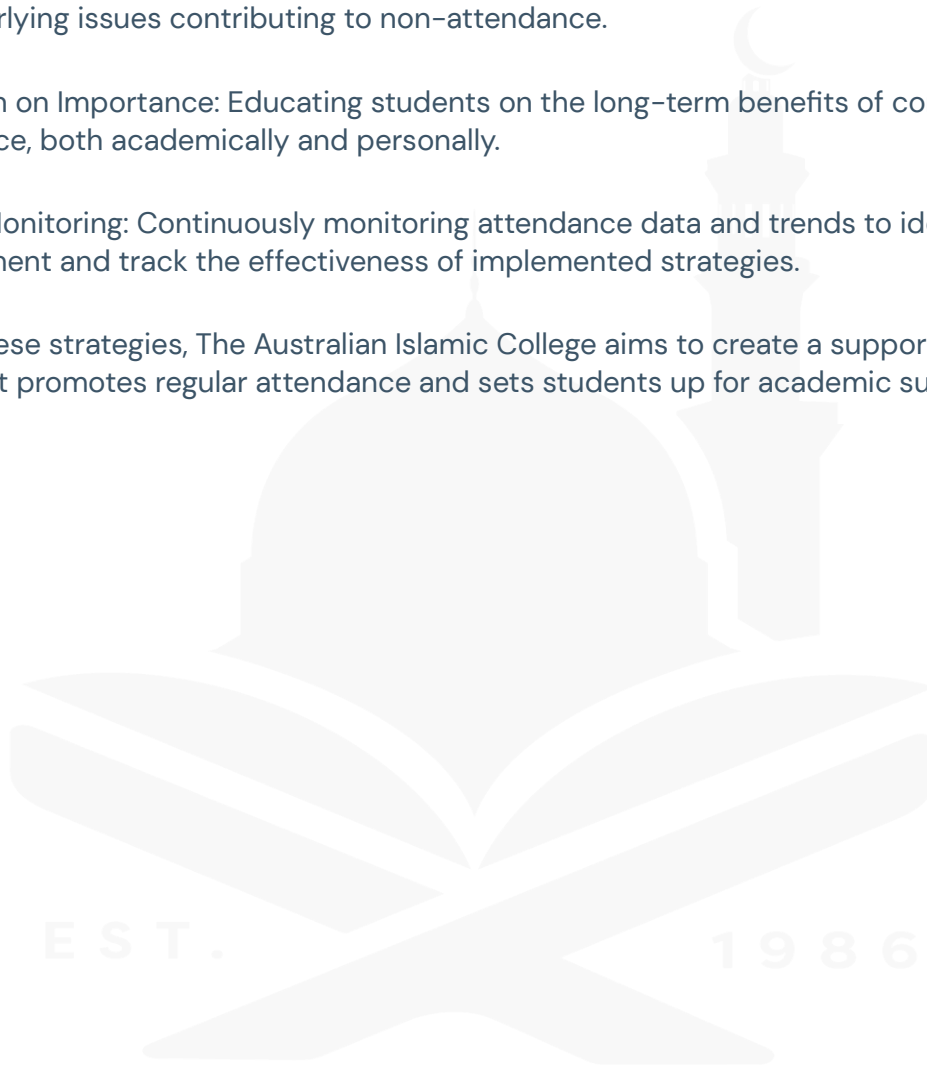
- Parents are requested to contact the school if their child will be absent on a particular day.
- All students are required to be present at the school by 8:15am for an 8:25 am start.
- Students arriving between 8:30 am and 9 am sign in at the front office and the student is provided with a late slip to enter class. This information is automatically recorded on TASS.
- Teachers mark rolls electronically through TASS daily by 9 am.
- If a student arrives after 9 am, parents need to sign their child in at the Front office with a valid reason, and the student is then provided with a late slip to enter the classroom.
- The school will contact parents via SMS daily if a student has been marked absent.
- If a child is regularly absent, the central office will notify the respective coordinator for that student, who will then contact the parents to address the issue.
- The central office/administration office regularly checks the school absenteeism system

KEY STRATEGIES TO INCREASE ATTENDANCE

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

- **Parental Involvement:** Encouraging parents to be actively engaged in their child's education by emphasizing the importance of attendance and communicating regularly about attendance expectations.
- **Early Intervention:** Identifying attendance patterns early on and intervening promptly to address any underlying issues contributing to non-attendance.
- **Education on Importance:** Educating students on the long-term benefits of consistent attendance, both academically and personally.
- **Regular Monitoring:** Continuously monitoring attendance data and trends to identify areas for improvement and track the effectiveness of implemented strategies.

By employing these strategies, The Australian Islamic College aims to create a supportive and engaging environment that promotes regular attendance and sets students up for academic success



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

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
<input type="text" value="Search by school name or suburb"/> <input type="button" value="Go"/>	
<input type="button" value="School sector"/>	<input type="button" value="School type"/>
<input type="button" value="State"/>	

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

[View School Profile](#)

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.