



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



KEWDALE ANNUAL REPORT 2025

ADELAIDE 08 8340 7799 DIANELLA 08 9375 9770 FORRESTDALÉ 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

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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

It is my pleasure to present the 2025 Annual Report for Australian Islamic College, Kewdale.

The year 2025 marked a significant milestone in the history of the College as our community commenced the celebration of the 40th Anniversary of Australian Islamic College. This occasion offered an opportunity to reflect on four decades of progress and contribution, recognising the College's growth, achievements, and the legacy it continues to build within the wider community. The anniversary theme "Growth, Learning, and Legacy" captured the spirit of the year and reaffirmed our commitment to academic excellence, character development, and education grounded in Islamic values.



STRENGTHENING THE FOUNDATIONS OF TEACHING AND LEARNING

With some staff members joining the College in recent years, a priority during 2025 was to consolidate a shared understanding of the College's instructional expectations and professional practices. Efforts were directed towards strengthening classroom pedagogy, assessment practices, and the integration of Islamic values within teaching and learning.

Key areas of focus included:

- Evidence-based instructional practices and explicit teaching
- Consistent and fair assessment practices
- Restorative and positive approaches to student behaviour
- Strengthened instructional leadership across departments
- Embedding Islamic pedagogy within the curriculum

These initiatives ensured that teaching practices across the College remained coherent, purposeful, and aligned with contemporary educational research while reflecting the College's Islamic ethos.

In addition to strong academic programmes, students were offered a broad range of co-curricular and enrichment opportunities that encouraged creativity, confidence, leadership, and community engagement.

CURRICULUM AND LEARNING PATHWAYS

The College continues to provide a comprehensive and balanced educational programme from Kindergarten to Year 12. Learning programmes are aligned with the Western Australian Curriculum and Assessment Outline, while early childhood education is guided by the Early Years Learning Framework.



Curriculum planning and instructional support are coordinated through a collaborative leadership structure comprising:

- Deputy and Assistant Principals
- Heads of Learning Areas
- Year Level Coordinators

This structure supports consistency in curriculum delivery, assessment standards, and the monitoring of student progress across the College.



Senior secondary students are supported in selecting learning pathways aligned with their interests and aspirations. These include ATAR courses, General courses, and Vocational Education and Training (VET) programmes leading towards the Western Australian Certificate of Education (WACE). Opportunities such as the Curtin University UniReady Programme, along with endorsed programmes and VET pathways, enable students to transition confidently into university, further training, or employment.

ACADEMIC ACHIEVEMENT

Student performance during 2025 reflected the strength of the College's academic programmes and the dedication of both staff and students.

NAPLAN outcomes remained consistently strong, with results exceeding both national and state averages across assessed learning areas.



The senior secondary cohort achieved exceptional results, with Australian Islamic College, Kewdale recognised among Western Australia's Top 25 Schools based on ATAR performance data published by *The West Australian*.

Further recognition came from the School Curriculum and Standards Authority (SCSA), which acknowledged the College as a 2025 Course Leader in:

- Applied Information Technology
- Health Studies
- Mathematics Methods

- Mathematics Specialist
- Physics (*ranked among the top 15% statewide for the second time*)

ATAR Achievement Highlights

- ATAR 99+: 21%
- ATAR 90+: 49%
- ATAR 80+: 83%

We thank Allah (SWT) for accepting the collective efforts of our students, teachers, and families whose dedication contributed to these achievements.

SPORTS & EXTRACURRICULAR:

In 2025, the Health and Physical Education Department delivered a comprehensive and inclusive K–12 programme that provided meaningful sporting and physical activity opportunities for students across the College. From foundational skill development in the Primary School to competitive sport, leadership, and pathways in High School, the department played a key role in promoting physical wellbeing, teamwork, resilience, and lifelong healthy habits.



In the Primary School, students from Kindergarten to Year 6 participated in a wide range of physical education programmes, school-based activities, and intra- and interschool sporting events. These programmes focused on developing fundamental movement skills, physical literacy, confidence, and enjoyment of physical activity. Key events such as the Annual Bachar Houli Competitions, the Multicultural Netball Carnival, and school Fun Runs strengthened the school's sporting culture, promoted participation and perseverance, and celebrated diversity and community engagement. Student wellbeing was further supported through healthy breakfast programmes for Pre-Primary to Year 4 students, reinforcing the importance of nutrition and healthy lifestyle choices.





The Primary School also benefited from Sporting Schools grants, which enabled students to participate in specialised sporting clinics delivered by external coaches. Strong partnerships with community sporting organisations, including the Fremantle Dockers, NRL WA, and the West Coast Eagles, enriched the Physical Education programme and increased student engagement. The hosting of interschool Netball, Soccer, and Basketball tournaments for Islamic schools further strengthened community connections and provided valuable competitive experiences. Student commitment and achievement were recognised through Annual Medallion Ceremonies, celebrating effort, sportsmanship, and positive

participation.

In the High School, students from Years 7 to 12 were actively engaged in a diverse range of competitive and recreational sporting opportunities. Participation in SSWA tournaments, Football West competitions, interschool fixtures, and academy programmes allowed students to further develop their skills and represent the College with pride. Notable achievements included the Year 8 Football West Regional Championship and the Year 8 SSWA Futsal Championship, reflecting the strong preparation, commitment, and coaching across the department.



The High School also successfully hosted several large-scale sporting events, including the AIC Sports Festival Week involving over 1,000 students from 15 schools, the AIC Sports Carnival, and inter-campus competitions. These events made a significant contribution to the College's sporting culture and sense of community. Leadership development was further enhanced through referee qualification programmes in Netball and Basketball, providing students with opportunities to develop responsibility, confidence, and leadership within sporting contexts.

Overall, the Health and Physical Education Department made a significant contribution to the holistic development of students across K–12. Through a balanced focus on participation, competition, wellbeing, and leadership, the department fostered school pride and supported the College's vision of Growth, Learning, and Legacy, while encouraging all students to develop a lifelong appreciation for health, fitness, and physical activity.

STEAM EXHIBITION

In 2025, the school successfully hosted its annual STEAM Exhibition, providing a vibrant platform to showcase student creativity, innovation, and collaborative learning across the curriculum. The exhibition highlighted the effective integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM) and reflected the school's commitment to interdisciplinary learning and student-centred pedagogy.



A wide range of learning areas contributed to the exhibition, including Mathematics, Science, Art, Humanities and Social Sciences (HASS), Technology subjects, Arabic, and Religion. Each department prepared engaging displays, demonstrations, and student projects that showcased curriculum-aligned learning and practical application of knowledge and skills. The exhibition provided students with valuable opportunities to present their work, articulate their thinking, and engage in meaningful dialogue with peers and visitors.



Student participation was exceptionally high, with students from across year levels confidently presenting experiments, investigations, artworks, models, and technological designs. The quality of student work reflected strong engagement, creativity, and depth of understanding, as well as the ability to communicate learning clearly and effectively.

The exhibition atmosphere was energetic, collaborative, and inspiring. Classrooms and shared spaces were transformed into interactive learning environments, allowing visitors to explore a broad range of STEAM concepts through hands-on activities and displays. The event fostered a strong sense of pride and ownership among students as they shared their achievements with the wider school community.

Students from all year groups also visited the exhibition, enabling them to learn from their peers, gain inspiration from different projects, and develop curiosity and interest in STEAM-related learning. Overall, the STEAM Exhibition was a highly successful event that celebrated student learning, strengthened cross-curricular connections, and reinforced the school's commitment to innovation, creativity, and excellence in teaching and learning.

CAREER COUNSELLING & DEVELOPMENT

The College continued to provide comprehensive career education and counselling services to support students in making informed decisions about their future study, training, and employment pathways. Through individual counselling sessions, workshops, and engagement with universities and industry partners, students from Years 7–12 were guided in subject selection, university prerequisites, vocational pathways, and career planning.



Throughout the year, representatives from major Western Australian universities, TAFE, and industry organisations visited the College to provide presentations and guidance on course options, entry requirements, and emerging career opportunities. Year 12 students also benefited from individual career counselling sessions with a professional advisor from Curtin University, enabling them to clarify their post-school pathways.

A highlight of the programme was the AIC Career Expo, which brought together universities, training providers, and industry representatives including the Australian Defence Force, WA Police, and apprenticeship organisations, allowing students to engage directly with professionals and explore a wide range of career options.

Students also participated in career excursions and hands-on experiences, including university career days, STEM-based programmes, and industry visits such as the Roy Hill mining operation. Targeted initiatives, including TAFE information sessions and study skills workshops for Year 12 ATAR students, further supported students in preparing for life beyond school.

These initiatives reflect the College's commitment to equipping students with the knowledge, confidence, and guidance needed to pursue purposeful and values-based futures beyond school.



SEERAH CELEBRATIONS AND QUR'AN RECITATION COMPETITIONS 2025

In 2025, students across the campus demonstrated strong enthusiasm and commitment through a range of Islamic competitions designed to deepen their connection with the Qur'an and the Seerah of the Prophet Muhammad (pbuh). Key highlights included the Qur'an Recitation and Memorisation Competition, the Intercampus Seerah Quiz, and the Kewdale Qur'an Reading and Athan Competition. These initiatives were well supported by staff and received positive engagement from sister campuses.



The Qur'an Memorisation Competition attracted exceptional interest, with 114 applications from the Kewdale campus alone. The high standard of memorisation, Tajweed, and confidence made the selection process highly competitive. Kewdale High School achieved outstanding results, securing three first-place positions and one third place across Years 7–10, with Years 11 and 12 also demonstrating strong preparation and commitment. Students were supported through additional recess and lunch-time practice sessions led by Qur'an teachers, which significantly enhanced confidence and performance.

A major milestone in 2025 was the introduction of the Intercampus Seerah Quiz, initiated by the Kewdale campus. Seerah studies were embedded into Term 2 assessments to ensure broad participation, with top-performing students progressing to the intercampus stage. Structured practice quizzes and teacher support proved highly effective, resulting in Kewdale winning all categories in the competition, Alhamdulillah.

The Kewdale Qur'an Reading and Athan Competition provided inclusive opportunities for students who may not participate in memorisation events. Strong participation and high-quality performances reflected the dedication of both students and the Religion Department staff. Similarly, the Primary Intercampus Qur'an Competition was met with very positive feedback. Primary students displayed confidence and enthusiasm, with the quality of recitation highlighting effective preparation and a growing love for the Qur'an from an early age.

Overall, the 2025 Islamic competitions were highly successful, marked by strong participation, excellent student outcomes, and positive collaboration across campuses. These initiatives continue to play an important role in strengthening students' Islamic knowledge, identity, and confidence, and remain a valued feature of the school's learning culture.



PROFESSIONAL LEARNING AND INSTRUCTIONAL DEVELOPMENT

During 2025 the College continued to strengthen professional practice through a comprehensive staff professional learning programme. These initiatives focused on enhancing instructional effectiveness, leadership capacity, and teacher wellbeing.

Professional learning areas included:

- Evidence-based teaching strategies
- Higher-order thinking and cognitive challenge
- Data-informed teaching and assessment practices
- Leadership development
- Student and staff wellbeing
- Strengthening school-community relationships

To support innovation in teaching practice, the College also introduced Artificial Intelligence (AI) supported tools to assist teachers in lesson planning, resource development, and instructional design.



STUDENT LEADERSHIP

Student leadership plays an important role in fostering responsibility, service, and active participation in school life. In 2025, student leaders contributed to school initiatives and represented student perspectives in a range of school activities.

Leadership roles included:

- Student Councillors
- Head Boy and Head Girl
- Team Captains

Through these roles, students demonstrated commitment to service, integrity, and collaboration, helping to strengthen the positive culture of the College.

STRATEGIC PRIORITIES FOR 2026

Looking ahead, the College will continue to build upon its strong foundations with a focus on continuous improvement in teaching, learning, and student wellbeing.

Key priorities include:

Teaching and Learning

- Expanding project-based and inquiry-based learning approaches
- Strengthening higher-order thinking skills across the curriculum
- Maintaining consistent assessment standards aligned with the Western Australian Curriculum
- Continuing the development of instructional coaching

Inclusive Learning Environment

- Early identification of students requiring additional support
- Targeted interventions for students at educational risk
- Ongoing monitoring of student progress and engagement

Learning Environment and Facilities

- The best utilisation of specialist learning facilities including Food Technology, Textiles, and Science laboratories
- Commencing courses in a purpose-built Woodwork workshop and practical electives
- Enrichment and acceleration programmes to challenge high-achieving students

Faith-Based Education

- Strengthening the Religious and Quranic Studies programme
- Continued integration of Islamic values across all learning areas
- Collaboration with Adelaide University to further develop Islamic pedagogy in teaching practice

Innovation and Technology

- Responsible and balanced integration of Artificial Intelligence (AI) within teaching and learning
- Clear guidance and professional support for ethical and effective use of emerging technologies

STUDENT WELLBEING AND COMMUNITY

Australian Islamic College continues to maintain a safe, respectful, and supportive learning environment built on the belief that every student has the right to learn and every teacher has the right to teach.

Recognising that academic success is closely connected to wellbeing, the College provides pastoral care programmes and targeted support structures to ensure that all students—particularly those at educational risk, are able to flourish academically, socially, and emotionally. Strong partnerships between staff, students, and families remain central to the College's continued success.

As we look to the future, we remain committed to preparing our students not only for academic success but for lives of integrity, service, and leadership. Guided by our shared vision and strengthened by the dedication of our staff, students, and families, we continue the journey of growth, learning, and legacy that has defined Australian Islamic College for forty years and will continue to shape its future for generations to come, In Sha Allah

Sincerely,

Br. Mohammed Nazar Khan

Principal

AIC Kewdale

OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

The Australian Islamic College (AIC) is a well-established independent Islamic school committed to providing high-quality education within a values-based environment. Founded to serve the educational needs of the Muslim community in Western Australia, the College combines the Western Australian curriculum with Islamic teachings to support students' academic, spiritual, and personal development.

The College provides education from early childhood through to secondary schooling (K – 12), preparing students to become confident, responsible, and compassionate members of society. AIC emphasises academic excellence, strong moral character, and community engagement, while fostering respect, discipline, and lifelong learning.

Through a supportive and inclusive learning environment, Australian Islamic College continues to nurture students who are equipped with the knowledge, skills, and values needed to contribute positively to both the Australian community and the wider world.

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025
Total	2022
Indigenous	1
Enrolment continuity (Feb. – Nov.)	98.76%

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

The student body at The Australian Islamic College is highly diverse, with students representing over 56 different cultural backgrounds. The majority of our students come from Muslim families and reflect a wide range of ethnic communities, including Middle Eastern, African, South Asian, and Southeast Asian backgrounds. Located in an urban setting, the College serves families from across the metropolitan area. Many students speak English as an Additional Language or Dialect (EAL/D), reflecting the multilingual and multicultural nature of the school community.

Students come from a variety of socio-economic backgrounds, with families working across professional, skilled, and service-based occupations. The College is committed to providing an inclusive learning environment that supports students with diverse learning needs, including those requiring additional educational support. Strong partnerships with families and the wider community are central to the College's approach, helping to support both student wellbeing and academic achievement.

AVERAGE CLASS SIZES

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

Phase of schooling	2025
Kindy – Year 3	20
Year 4 – Year 6	30
Year 7 – Year 10	28
Year 11 – Year 12	25

Note:

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

CURRICULUM OFFERINGS

OUR APPROACH TO CURRICULUM DELIVERY

PRIMARY EDUCATION (K-6)

Australian Islamic College (Kewdale) delivers a high-quality K-6 curriculum based on the Western Australian Curriculum, ensuring students develop strong foundations in literacy, numeracy and key learning areas. Learning is enriched through Islamic Studies, Qur'an and Arabic, with Islamic values thoughtfully integrated across all subjects. Teaching and learning in the primary school are guided by a consistent Explicit Instruction model, supporting clarity, engagement and high expectations. The College is committed to nurturing confident, capable and respectful Muslim Australian children, with a strong focus on wellbeing, character development and academic growth.

KEY FEATURES OF K-6 CURRICULUM DELIVERY

- Implementation of the Western Australian Curriculum across all learning areas
- Strong focus on literacy and numeracy in the early and primary years
- Islamic Studies, Qur'an and Arabic taught as part of the K-6 programme
- Integration of Islamic values and character education across all subjects
- Whole-school use of Explicit Instruction (I Do, We Do, You Do) to support effective learning
- High expectations for effort, behaviour and achievement
- Emphasis on student wellbeing, positive behaviour and a safe, supportive learning environment
- Differentiation and targeted support to meet individual learning needs, including ESL support

At Australian Islamic College (AIC), Kewdale, our curriculum is designed to provide a comprehensive and meaningful educational experience from Kindergarten to Year 12. Our educational approach combines academic excellence with Islamic values and practical life skills, preparing students for a variety of future pathways, including university study, vocational education, and employment. The curriculum aligns with the Western Australian Curriculum, ensuring that students develop strong subject knowledge while strengthening key capabilities such as critical thinking, collaboration, communication, and digital literacy.

The school's curriculum framework emphasises the development of the whole student by supporting intellectual growth alongside ethical awareness, leadership, and community responsibility. Teaching programmes encourage inquiry, problem-solving, and independent learning while providing structured academic support to ensure that all students progress confidently through their educational journey.

SECONDARY EDUCATION (YEARS 7–10)

During the middle years of schooling, students strengthen their understanding across core learning areas while developing analytical thinking, research capability, and collaborative learning skills. The curriculum encourages students to engage with learning experiences that promote creativity, problem-solving, and the real-world application of knowledge.

Learning programmes emphasise STEAM education, inquiry-based learning, and project-based activities, enabling students to investigate complex problems and develop innovative solutions. Students are encouraged to work collaboratively, communicate their ideas effectively, and reflect on their learning.



Islamic values and ethical development remain central to the educational experience at AIC Kewdale. Students are guided to develop responsibility, integrity, and leadership while building a strong sense of identity and community engagement.

SENIOR SECONDARY PATHWAYS (YEARS 11–12)

Students in Years 11 and 12 are offered a range of academic and vocational pathways designed to support diverse aspirations and career goals.



The Western Australian Certificate of Education (WACE) provides academic courses that prepare students for direct entry into university. In addition, students have access to Vocational Education and Training (VET) programmes that provide practical industry skills and nationally recognised qualifications.

In addition to WACE and VET pathways, students may undertake the UniReady programme, which provides an alternative pathway to university admission, or pursue Certificate IV qualifications that further develop industry skills and support transition into higher education or employment.

These pathways are supported through career guidance programmes, industry engagement opportunities, and work-based learning experiences. Through these initiatives, AIC Kewdale aims to graduate students who are academically capable, ethically responsible, and well prepared for further education, employment, and meaningful participation in society.

CO-CURRICULAR ACTIVITIES

Co-curricular programmes at AIC Kewdale play an important role in supporting the holistic development of students. These activities complement the academic curriculum by providing opportunities for students to build leadership, teamwork, resilience, and practical life skills. Through participation in sporting competitions, academic excursions, cultural events, career programmes, and community initiatives, students are encouraged to broaden their learning experiences and strengthen their engagement with the wider community.

Australian Islamic College (Kewdale) offers a range of primary co-curricular activities that enrich classroom learning and support students' physical, social and personal development. Activities are inclusive and age-appropriate, promoting teamwork, confidence, leadership and positive character in line with Islamic values.

KEY ACTIVITIES INCLUDE

- School-based sport and physical activity programmes
- Participation in interschool sports and carnivals
- Robotics and technology enrichment activities
- Islamic events and celebrations, including Eid activities
- Assemblies and leadership opportunities
- Community and charity initiatives
- Curriculum-linked incursions and enrichment programmes

STUDENT LEADERSHIP AND ENGAGEMENT

Student leadership initiatives provide opportunities for students to actively contribute to school life and represent the perspectives of their peers.

- **Student Council** enables students to participate in discussions relating to school initiatives, student wellbeing, and community engagement while developing leadership and communication skills.
- **Dawah Club** supports students in strengthening their understanding of Islamic values while encouraging respectful dialogue and positive community engagement.
- **International Food Festival 2025** involved Year 9 students celebrating cultural diversity and inclusivity while strengthening connections within the school community.



SPORTING PARTICIPATION AND COMPETITIONS

Sport continues to play an important role in promoting teamwork, physical wellbeing, and school spirit. Students participated in a range of school and interschool competitions throughout the year.

MAJOR SCHOOL EVENTS INCLUDED:

- AIC Sports Festival
- High School Athletics Carnival
- Spring Netball Carnival
- SSWA Futsal State Championship
- Junior Boys SSWA Futsal Regional Championship
- SSWA Secondary Champion Schools Volleyball Competition (Years 10–12)
- 2025 VWA High Schools Cup
- Senior Boys Futsal Tournament
- Year 7–10 Badminton Tournament
- Middle School Badminton Tournament
- 2025 SEMVA Cup Afterschool Volleyball League
- Bachar Houli AFL Tournament
- Cricket Academy Interschool Match vs John Forrest College
- Year 10 Interschool Cricket Match



Students also participated in Boys and Girls Academy Camps, which focused on skill development, teamwork, and leadership.



Outdoor education experiences allowed students to develop resilience, independence, and teamwork through practical activities.

Key activities included:

- Bushwalking in Tracked Environments programme
- Road bike excursions
- Year 11 and Year 12 Mountain Bike Excursion

These activities promoted physical wellbeing while building confidence and outdoor skills.



ACADEMIC ENRICHMENT AND EDUCATIONAL EXPERIENCES

Academic excursions and competitions provided opportunities for students to extend their learning beyond the classroom.

Students participated in:

- Annual Energy Club WA – ECU Student Expo

- SciTech educational programme “Birth of Planet Earth”
- Perth Mint educational excursion
- Year 12 Perth Zoo Biology excursion
- English and Literature Conference at Curtin University
- Esports & Experience Day – Murdoch University
- HAVE SUM FUN ONLINE Maths Competition

Senior students also attended an Information Session with Professor David Parry (Head of Information Technology, Murdoch University), gaining insights into emerging technologies and university pathways.

CAREER EXPLORATION AND FUTURE PATHWAYS

Career education initiatives provided students with exposure to universities, industries, and potential career pathways.

Key activities included:

- AIC Career Expo 2025
- City of Belmont Career Expo
- Year 9 and Year 10 Career Expo visits
- Year 10 Career Taster Programme – Curtin University
- Curtin UniReady Campus Tour
- Roy Hill ROC-Ed Learning Centre visit
- Court Visit Programme

These programmes helped students explore career options and gain insights into further study and industry opportunities.



INDUSTRY AND VOCATIONAL ENGAGEMENT

Students undertaking vocational pathways also participated in industry-focused learning experiences.

- First Aid Training, equipping students with essential life-saving skills and practical knowledge applicable in both workplace and community settings.



- AITT Incursion for Certificate IV Workplace students, providing practical exposure to workplace expectations, industry practices, and professional skill development aligned with vocational studies.

HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING

Australian Islamic College (Kewdale) integrates Information and Communication Technologies (ICT) across the Primary School to enhance teaching and learning in all learning areas. Classrooms are equipped with interactive whiteboards and touchscreen technology to support engaging and interactive lessons. Students have access to laptops, iPads and STEM tools, which are used purposefully to support engagement, differentiation and the development of foundational digital skills. Online programmes such as Accelerated Reader, Mathletics, IXL, Reading Eggs, MYON, Excel Test Zone and Elastik are used to personalise learning, strengthen literacy and numeracy, and support student progress while promoting safe, responsible and age-appropriate use of technology.

In the High School, Australian Islamic College Kewdale continues to enhance teaching and learning through the effective integration of ICT. Digital technologies support student engagement, promote digital literacy, and assist students in developing the skills required for further education and future employment. Teachers utilise a range of digital tools and platforms to create interactive learning environments, provide access to diverse learning resources, and support collaboration, research and independent learning.

DIGITAL LEARNING PLATFORMS AND CLASSROOM TOOLS

Students and teachers use a range of online platforms to support communication, collaboration, and assessment.

Key tools include:

- **Microsoft Teams** – used for communication, collaboration, and sharing learning materials.
- **Microsoft Forms, online platforms, interactive apps** – used to conduct interactive quizzes and formative assessments.
- **Multimedia resources** – used to create dynamic lessons to cater to different learning needs and improve student engagement
- **Turnitin** – used to support academic integrity and develop students' research and referencing skills.

These platforms support active participation in lessons while allowing teachers to monitor student progress.

PERSONALISED LEARNING AND ONLINE RESOURCES

A range of digital learning platforms supports personalised learning and allows students to practise and consolidate key skills.

Students utilise platforms such as:

- **Mathematics** – supporting mathematics practice and numeracy development.
- **IXL** – providing personalised learning pathways in literacy and numeracy.
- **Excel Test Zone** – supporting exam preparation and practice assessments.
- **Seven Steps to Writing Success** – strengthening structured writing and literacy skills.
- **TV4Education** – providing digital curriculum resources that support classroom learning.

These resources enable students to access targeted practice activities and receive immediate feedback to support their learning progress.

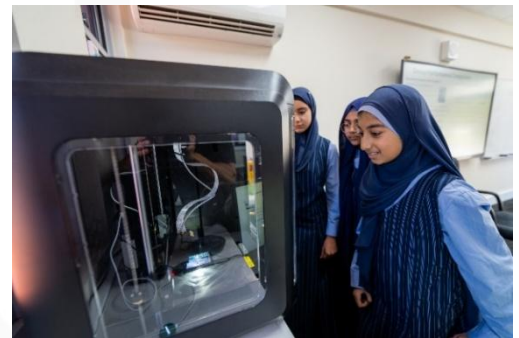
TECHNOLOGY PROGRAMMES WITHIN THE TECHNOLOGIES LEARNING AREA

Students engage in a range of learning experiences within the **Technologies learning area** that encourage creativity, innovation, and problem-solving.

Programmes include:

- **3D Engineering and Design**, where students explore digital modelling and 3D printing technologies to design and prototype practical objects.
- **LEGO Spike Robotics**, providing hands-on opportunities to develop coding and engineering skills.
- **Materials and Textiles**, where digital tools support design planning and production processes.
- **Food Technology**, where technology enhances students' understanding of food science and preparation techniques.

These programmes allow students to apply digital tools in creative and practical contexts.



BLENDED LEARNING APPROACHES

AIC Kewdale continues to implement blended learning strategies, combining face-to-face instruction with digital learning resources. This approach allows students to access instructional materials, practice exercises, and feedback beyond the classroom while supporting different learning styles.

DIGITAL INFRASTRUCTURE IN CLASSROOMS

Classrooms are equipped with interactive smartboards, allowing teachers to present lessons in visually engaging ways and facilitate collaborative activities. These tools support interactive discussions, group work, and real-time formative assessment.

Students also have access to iPads and laptop devices, ensuring equitable access to ICT resources and enabling participation in digital learning activities.

VOCATIONAL PATHWAYS IN TECHNOLOGY

Students interested in technology-related careers can pursue Vocational Education and Training (VET) programmes in Information Technology, including Certificate II and Certificate III qualifications. These programmes provide practical digital skills aligned with industry expectations and future career pathways.

STEAM EXHIBITION

The annual STEAM Exhibition provides students with an opportunity to showcase projects developed throughout the year in areas such as robotics, coding, digital design, engineering, and emerging technologies. The exhibition celebrates innovation and demonstrates the integration of technology across different learning areas.

PROFESSIONAL LEARNING FOR STAFF

Teachers participate in ongoing professional development to strengthen their digital teaching practices. Training sessions focus on digital literacy, artificial intelligence, and innovative teaching strategies, ensuring staff remain equipped to integrate emerging technologies into classroom learning.

Through these initiatives, Australian Islamic College Kewdale continues to create a modern and engaging learning environment that prepares students for success in an increasingly digital world.



SOCIAL CLIMATE

OVERVIEW

The Australian Islamic College promotes a positive social climate built on respect, responsibility, and strong community values. The College is committed to creating and maintaining a safe, supportive, and disciplined learning environment where students are encouraged to develop both academically and personally. Clear behavioural expectations and school policies support a structured learning environment, while staff work proactively to address issues such as bullying through early intervention, consistent follow-up, and restorative conversations that focus on reflection and improvement.



Differentiation in the classroom is supported through a range of teaching strategies to ensure that students of varying abilities and learning needs can access the curriculum effectively.

The College adopts a whole-school inclusive approach to support students from all backgrounds, identities, and abilities. Programmes are in place to support access to the curriculum, including targeted learning support for students who require additional academic assistance. Pastoral care is an important aspect of student wellbeing, with coordinators, teachers, and support staff working closely with students to provide guidance and support throughout their schooling.

In addition, the school offers a range of wellbeing and support initiatives aimed at fostering resilience, positive relationships, and personal development. Strong partnerships with parents and the wider community are actively encouraged through regular communication, school events, and community engagement opportunities. This collaborative approach helps to strengthen the school community and supports students in achieving both personal and academic success.

PARENT AND COMMUNITY ENGAGEMENT

The Australian Islamic College values strong partnerships with parents and the wider community as an essential part of supporting student learning and wellbeing. Parents are actively involved in their child's education through regular communication with teachers, parent-teacher meetings, school events, and digital platforms that provide updates on student progress, attendance, and school activities. The College also engages with the local community through cultural, educational, and faith-based initiatives that strengthen community connections and support student development.

To support students with diverse learning needs, the school follows a collaborative consultation process involving teachers, coordinators, learning support staff, and parents or caregivers. Through ongoing communication and professional observation, appropriate adjustments and support strategies are identified to ensure that students can access the curriculum and participate fully in school life. This partnership approach helps ensure that decisions are informed, inclusive, and focused on meeting the individual needs of each student.

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 Kewdale 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's 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
E S	Fees and charges	\$ 4,943,962
	State Government Grants	\$ 5,989,648
	Commonwealth Government Grants	\$ 26,532,986
	Other income	\$ 4,921,669
	Total Income	\$ 42,388,265
Expenditure		2025
E S	Employee expenses	\$ 24,740,381
	Supplies and services	\$ 50,934,648
	Depreciation	\$ 1,849,427
	Total Expenditure	\$ 77,524,456

OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

Australian Islamic College Kewdale is committed to attracting and retaining highly qualified and experienced staff who support the delivery of quality education and the effective operation of the school. All teaching staff are registered with the Teacher Registration Board of Western Australia (TRBWA) and hold recognised tertiary qualifications in Education, with many also holding postgraduate qualifications. The College is supported by a dedicated team of education assistants, administrative staff, IT personnel, technicians, and library staff who possess relevant qualifications or industry experience in their respective fields. The school also encourages ongoing professional development across all roles to ensure staff remain well-equipped to support student learning and wellbeing.

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	142	83	0
Full-time equivalents	133.6	75.92	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	28
Graduate Diploma etc.*	40
Bachelor degree	60
Diploma	8
Certificate	5

*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 \$126,017.56.

The major professional development initiatives were as follows:

- A Shared Vision for Islamic Schooling in Australia; Islamic Pedagogy – Sheikh Mohammed Abdullah & Dylan Chown (CITE UniSA)
- Reconnecting with Higher Purpose – CITE Team Workshop – Professor Mohammed Abdullah & Dylan Chown (CITE UniSA)
- Inspire Passion; Build Purpose (Briefings) – Mohammad Nazar Khan (AIC)
- Welcome to Academic Year 2025 (Briefing) – Mohammad Nazar Khan (AIC)
- Mandatory Reporting & Teacher’s Code of Conduct / Child Abuse Reporting (PL#14390) – Hissen Marouff & Sehrish Chaalni (AIC) / AISWA
- Keeping Safe: Child Protection Curriculum Overview / Protective Behaviours – Hissen Marouff & Mohammad Khan (AIC)
- National Principles for Child Safe Organisations – Hissen Marouff (AIC)
- NAPLAN Training / Test Administrator / NAPLAN briefing – AIC / NAPLAN / Mohammad Nazar Khan
- Afiyah EAP – Staff Wellbeing – Hanan Dover (Afiyah EAP)
- Islamic Psychology – Dr Hanan Dover (Afiyah EAP)
- Emotional Regulation – Nicole / Nicoli Almeida (ACE Psychology)
- What Great Teaching Looks Like; Classroom Practice Continuum; Why Rigour is Necessary in Teaching & Assessment – Mohammad Nazar Khan (AIC)
- Feedback that Moves Learning Forward / Feedback: The Hinge that Joins Teaching & Learning – Michael & Yasmeen; Sehrish Chaalni (AIC)
- High Impact Practices / Teaching Strategies – Anita Kakar; Safia Barre; Huda Al Hamoudi; Samra Tabassam (AIC)
- Challenging Student Behaviour – Bas Snijder (AISWA)
- Expectation and Conflict Management (The Positive Difference) – Daniel Dan / Daniel Tan (AISWA)
- Courageous Conversations – Meika Pfeiffer-Gough (AISWA)
- Introduction to Generative AI & Applications in Education – Olimkhan Ikromov (AIC)
- Prompt Engineering for Educators – Olimkhan Ikromov & Nahian Hassan Zaim (AIC)
- Digital Literacy – Simon Fittock (AISWA)
- Empowering Teachers in the Digital World – Rebekah Nijssen (Lighthouse Cyber Education / AISWA)
- AI Essentials – Paul Reid (Next Learning)
- Edtech-Savvy Staff: Leading AI in Your School – Paul Reid (Next Learning)

- EdTech Leadership & IT Briefings – AIC IT Managers / Leadership
- Leading AI Adoption: Artificial Intelligence Leadership & Innovation – AISWA
- WA Education Summit breakout sessions (Human insight beyond AI; Creativity vs Security; Apple Intelligence; Deepfakes & Misinformation; AI in existing tools; Minecraft as a scaffold; Reimagining Education) – Solutions IT; Apple; Cyber Safety Project; Paul Reid; Kieran Bailey; Aidan McCarthy; others
- Implementing the New WA Curriculum – Simon Fittock (AISWA)
- WA Mathematics Curriculum Change / Familiarisation / Understanding the New WA Mathematics Curriculum – Richard Wilson (Instructive WA); Chris Kelley (SCSA); David Greenwood (SCSA/AISWA)
- Year 7–10 Mathematics Curriculum Workshop (ATAR & General) – SCSA
- English & Literature Conference – Curtin University
- Scaffolding Adolescent Literacy – Departmental PD – Kristen Paulson & Emina Colakavic (AIC)
- STEM/STEAM Integration in Core Subjects – Suzanne Matara & James Morcombe (AIC)
- Cambridge: New Edition Books & Online Resources – Nicole Donnelly (Cambridge University Press)
- Effective Use of SEQTA for Learning & Pastoral Care – Sehrish Chaalni; Meenu Sood; Anita Kakar (AIC)
- Classworks (data/learning platform session) – Nurulhuda Ridwan (AIC)
- Departmental & Cross-Campus Collaboration (planning, moderation, action planning; includes HOLA meetings) – HOLAs; Department Leads (AIC); CITE UniSA; Br Khan
- Department Meeting – VET – Tengku Shahrul Shah (AIC)
- Peer Observation & Feedback cycles – Donald Aranha & Milan Pavkovic (AIC)
- Parent–Teacher Meetings / Interviews – In-house (AIC)
- School Re-Registration Meeting – Joy Shepherd (School Reviewer) & Divya George (Principal Consultant NGRS)
- Year 12 ATAR Marking Standards – Departmental Meeting – Yasmeen Kareem; Jenelle Conti; Jamila Faisal (AIC)
- HASS Sharing of Teaching Strategies – Dina Magar & HASS Department (AIC)
- Year 12 Careers and Employability – General Implementation Workshop (Webex) – Fran van Oyen
- CITE UniSA Planning Meeting – Dr Nadeem & Br Dylan (CITE UniSA)
- CITE UniSA Debriefing Session – Dr Nadeem & Br Dylan (CITE UniSA)
- Leadership Team Meeting – Mohammad Nazar Khan (AIC)
- Introduction to: Islamic Pedagogy: Principles & Praxis – UniSA – Prof Naeem; Dr Claire; Ms Nuraan
- SCSA: Digital Technologies Curriculum Familiarisation workshops – David Donnelly (SCSA)

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

STAFF ATTENDANCE AND RETENTION

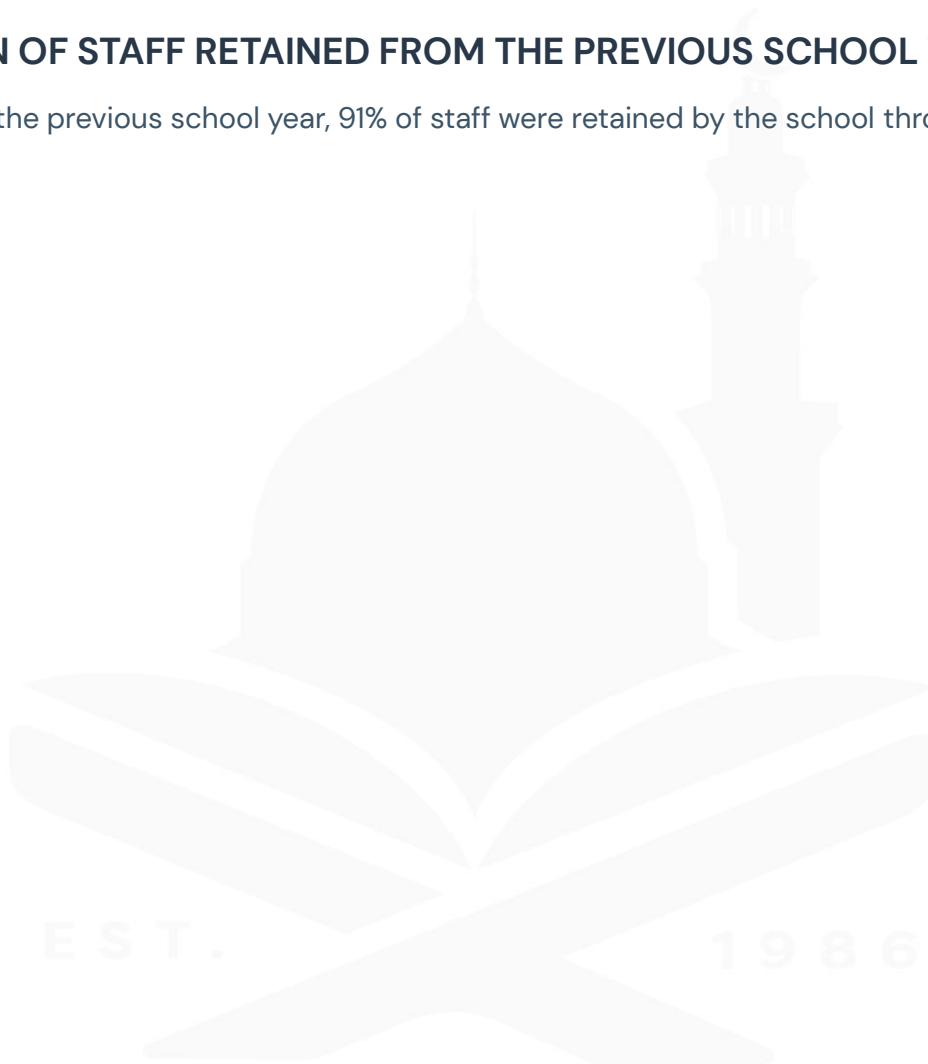
STAFF ATTENDANCE

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, 91% of staff were retained by the school throughout 2025.



PERFORMANCE OF OUR STUDENTS

In 2025, students at Australian Islamic College (Kewdale) achieved exceptional academic results across both Primary and Secondary School, Alhamdulillah. Primary students demonstrated outstanding achievement in literacy and numeracy, with school-based data and national assessments confirming consistently strong outcomes across the early years. The majority of Year 3 and Year 5 students attained Strong or Exceeding proficiency levels, reflecting the impact of high-quality teaching, targeted intervention, and consistent whole-school practices.



Building on this strong foundation, Secondary students across Years 7–12 continued to perform at a high level across all learning areas, with particularly strong results in core subjects. School-based data indicates sustained academic growth and consistently high achievement throughout the secondary years, while senior students achieved commendable outcomes across their chosen pathways.

Collectively, these results reflect the College's unwavering commitment to excellence in teaching and learning, underpinned by targeted academic support, data-informed practice, and a cohesive whole-school approach that promotes both achievement and continuous student development.



KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate for 2025 school year was **88.10%**.

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	88.10%

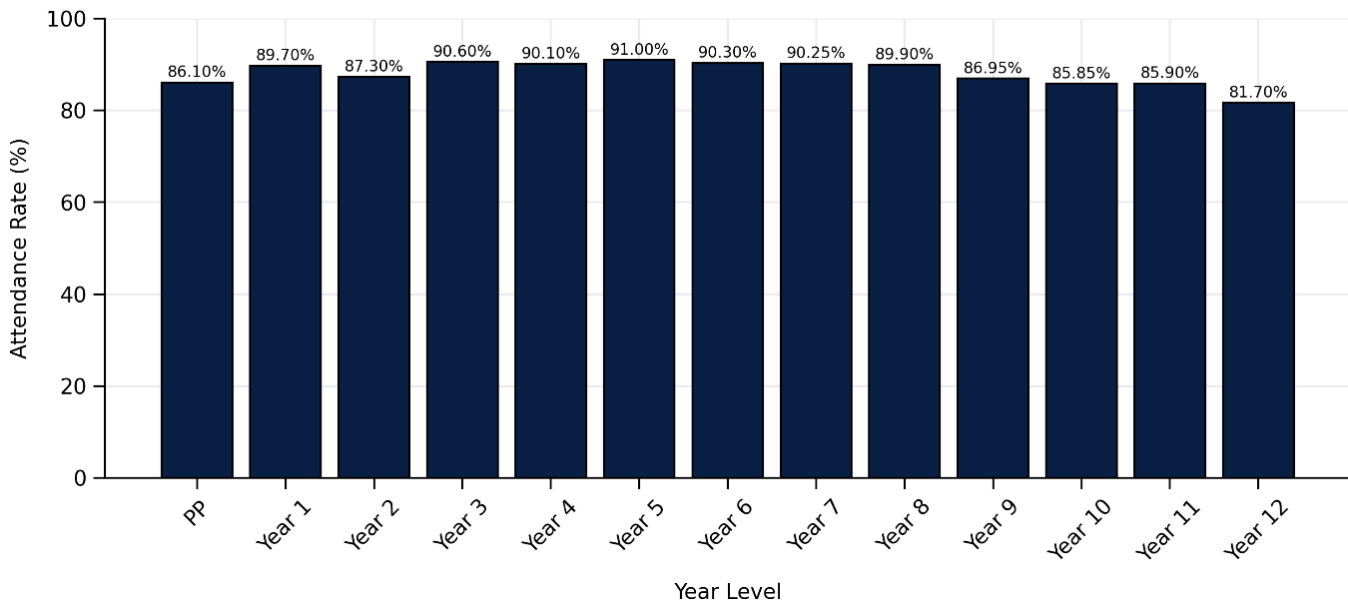
Table 7: Overall student attendance at this school

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 student attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality
PP	86.10%	Year 7	90.25%	
Year 1	89.70%	Year 8	89.90%	
Year 2	87.30%	Year 9	86.95%	
Year 3	90.60%	Year 10	85.85%	
Year 4	90.10%	Year 11	85.90%	
Year 5	91.00%	Year 12	81.70%	
Year 6	90.30%			

STUDENT ATTENDANCE DISTRIBUTION

Graph 1: Proportion of students by attendance rate

Graph 1: Proportion of students by attendance rate (2025)



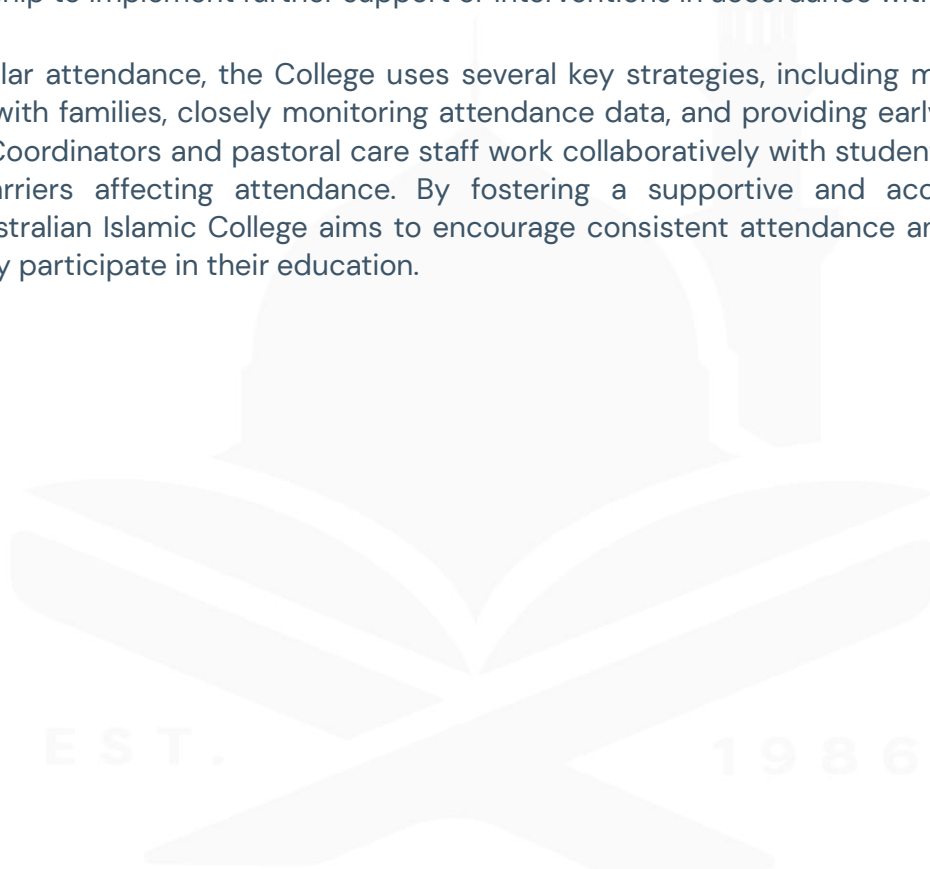
DESCRIPTION OF HOW THIS SCHOOL MANAGES NON-ATTENDANCE

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 Australian Islamic College places strong importance on regular attendance as it is essential for student learning, well-being, and academic success. The College follows clear procedures aligned with school policy and registration standards to monitor and address student attendance. Attendance is recorded through a structured roll marking process where class teachers mark the roll at the beginning of each lesson, including Period One at the start of the school day. This allows the school to maintain accurate records of student attendance throughout the day, including partial absences.

When a student does not meet attendance requirements for part of a day or for extended periods, the school follows a structured follow-up process. Unexplained absences are recorded and monitored through the school's administration system, and parents or caregivers are contacted to explain the absence. Where patterns of absence or lateness emerge, the school will initiate further communication with parents through phone calls, emails, or meetings to discuss concerns and identify strategies to support improved attendance. In cases where attendance concerns persist, the matter may be referred to school leadership to implement further support or interventions in accordance with school policy.

To promote regular attendance, the College uses several key strategies, including maintaining strong communication with families, closely monitoring attendance data, and providing early follow-up when concerns arise. Coordinators and pastoral care staff work collaboratively with students and parents to address any barriers affecting attendance. By fostering a supportive and accountable school environment, Australian Islamic College aims to encourage consistent attendance and ensure that all students can fully participate in their education.

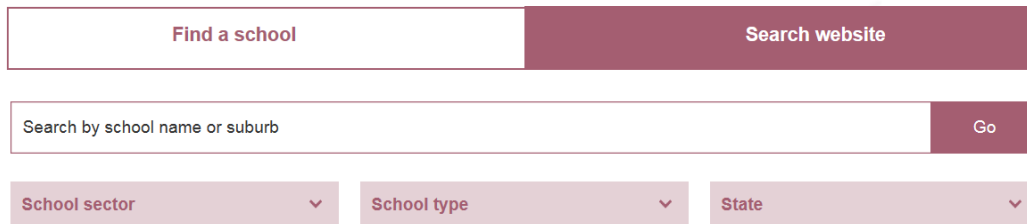


NAPLAN

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.



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.



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.

YEAR 12 OUTCOMES

Tables 8–9 show:

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

Table 8: Outcomes for our Year 12 cohorts

2025 Courses	Year 12	Competency
Certificate II Hospitality	3	100%
Certificate II in Outdoor Recreation	18	100%
Certificate II in Electrotechnology (Career Start) – External (TAFE)	1	100%
Certificate III Community Services	44	100%

Certificate III Business	17	100%
Certificate III School-Based Education Support - External (TAFE)	1	100%
Certificate III in Dental Laboratory Assisting - External (TAFE)	3	100%
Certificate IV Business	47	100%
Cert IV Preparation for Health and Nursing Studies - External (TAFE)	1	100%
Total	135	



cohorts

Table 9: Vocational Education and Training (VET)

2025 VET Courses	2025
Number of students awarded a WACE Certificate	191
Number of students awarded one or more VET qualifications	135
Number of students awarded a VET Certificate II or above	96
Number of students who received university offers	161
Number of Excellence awards received	0
Number of Certificates of Distinction	1
Number of Certificates of Merit	14



APPARENT RETENTION RATE – YEAR 10 TO YEAR 12

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

Description	2025
Year 12 student enrolment as a percentage of the Year 10 student cohort	94.4%

STUDENT DESTINATIONS

EARLY SCHOOL LEAVERS

At Australian Islamic College, Kewdale, the well-being and future pathways of all students remain a priority. While most students complete their schooling through to Year 12, a small number may leave earlier due to factors such as family relocation, personal circumstances, or the pursuit of alternative education or training pathways.

The College works closely with students and families to ensure a smooth transition into appropriate pathways. Guidance and support are provided through counselling, career advice, and academic planning to help students identify suitable options aligned with their interests and goals. These pathways may include Vocational Education and Training (VET), enrolment in TAFE courses, apprenticeships, or other structured training opportunities.

Australian Islamic College Kewdale places strong emphasis on fostering a sense of belonging and support for all students, including those who transition to alternative pathways. The Deputy and Assistant Principals work collaboratively with students and parents to ensure informed decision-making and to support students in accessing opportunities that enable them to continue developing their skills and career aspirations.

YEAR 12 LEAVERS

The majority of Year 12 graduates from Australian Islamic College Kewdale continue their education through university or TAFE programmes, pursuing studies across a broad range of disciplines, including medicine, engineering, health sciences, business, and the arts.

Some graduates choose to enter the workforce directly after completing Year 12 to gain practical experience and develop industry skills. These pathways allow students to explore career opportunities while building professional experience that may support future study or career advancement.



Through career guidance programmes and pathway planning, the College aims to ensure that all graduates are well prepared to transition successfully into further education, training, or employment.