



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



THORNIE ANNUAL REPORT 2025

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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 Warahmatullahi Wabarakatuh,

Dear Parents, Students, Staff Members, College Management, and esteemed Community Members,



It is with great pleasure that I warmly welcome each of you to the Australian Islamic College – Thornlie. To our new students and their families, I sincerely thank you for choosing our school as the foundation for your children's educational journey. To our returning students and families, I extend my heartfelt appreciation for the continued trust and confidence you place in our institution.

At our school, we remain steadfast in our commitment to providing high-quality education while fostering an environment where curiosity is encouraged and the pursuit of knowledge is celebrated. Our goal is to cultivate a learning environment that inspires students to strive for excellence and realise their full potential.

Abu Huraira (RA) narrated that the Messenger of Allah (SAW) said that every child is born upon *fitrah*, a natural state of purity and inclination toward truth. This profound teaching is also reflected in the Qur'an, where Allah (SWT) states:

"So be steadfast in faith in all uprightness O Prophet – the natural Way of Allah which He has instilled in "all" people. Let there be no change in the creation of Allah. That is the Straight Way, but most people do not know."
(*Surah Ar-Rum 30:30*)

Guided by this understanding, our school strives to create a nurturing and inclusive environment in which every student is valued as a unique individual. In alignment with our Islamic worldview, we recognise that each child is born with *fitrah* and entrusted to us as an amanah. With this responsibility, we endeavour to nurture and develop the inherent goodness and potential that Allah has placed within them.

Through our continuous journey of renewal (*tajdid*), we remain committed to delivering a holistic education that supports the development of the whole child. Our approach nurtures students physically, intellectually, socially, emotionally, morally, and spiritually, enabling them to grow into balanced individuals who live with purpose, integrity, and faith.

ACADEMIC ACHIEVEMENTS

In 2025, our school hosted a range of enriching events, including excursions and incursions, which enhanced our students' learning experiences and broadened their perspectives beyond the classroom.

Alhamdulillah, our school once again achieved excellent results in the NAPLAN assessments, with student performance across all literacy and numeracy domains exceeding both State and National averages. These outstanding results are a testament to the dedication of our teachers, the perseverance of our students, and the constant support of our parents. I extend my sincere gratitude to all who contributed to this achievement.

Our students also participated in the ICAS assessments, where they demonstrated commendable academic ability. Many students were awarded Merit, Credit, and Distinction certificates across a variety of subjects including Digital Technologies, English, Mathematics, Science, Writing, and Spelling. These accomplishments reflect the strong culture of learning and excellence within our school community.

STEM AND FUTURE-FOCUSED LEARNING

As part of our commitment to preparing students for the future, we continue to integrate STEM education and project-based learning across the curriculum. Through the incorporation of Design and Digital Technologies, students engage in innovative learning experiences that foster creativity, problem-solving, and critical thinking.

OUR TEACHERS

One of our most valuable resources is our dedicated team of teachers. They are the backbone of our school. This noble role is affirmed in the Sunnah, as the Prophet Muhammad (SAW) said: "Indeed, I was sent only as a teacher." We also recognise the great virtue of teaching in Islam; the Prophet Muhammad (SAW) said: "Indeed Allah, His angels, the inhabitants of the heavens and the earth, even the ant in its hole and the fish in the sea, send blessings upon the one who teaches people goodness." As a strong Professional Learning Team, our teachers work collaboratively to provide high-quality instruction, guidance, and care for our students. Their passion, commitment, and professionalism play a vital role in shaping the academic and personal growth of every learner. We are deeply grateful for their tireless efforts, and I thank Allah (SWT) for blessing our school with such outstanding educators.

LEARNING RESOURCES

With the success of our students at the forefront of our priorities, our classrooms are equipped with a wide range of modern teaching and learning resources. These include interactive whiteboards in every classroom, extensive educational materials, mathematics equipment, and a variety of STEM technologies such as Ozobots, Spheros, Edison robots, Blue-Bots, LittleBits, and Microbits.

Students also benefit from access to laptop computers, iPads, and our well-resourced school library. The Accelerated Reader Programme, conducted through the library, encourages students to develop strong literacy skills while nurturing a lifelong love of reading.

In addition, students have access to a range of online learning platforms including myOn, our digital library; Mathletics, which supports mathematics learning both at school and at home, and literacy and numeracy programmes such as Reading A–Z, Reading Eggs, Elastik, IXL, Excel Test Zone, Seven Steps Hub, and Prime Hub.

ISLAMIC VALUES INTEGRATION AND IDENTITY

Grounded in an Islamic worldview, our school is committed to nurturing students upon Islamic values while pursuing academic excellence, so that they may succeed in this life and, by the mercy of Allah, in the Hereafter. We aim to integrate high scholastic standards with spiritual nurture (tarbiyah), cultivating hearts that are connected to Allah SWT and minds that are inquisitive, disciplined, and resilient. Through purposeful learning, we support students from all communities and cultural backgrounds to develop a strong Islamic identity alongside a confident sense of belonging as Australians within a democratic society. In doing so, we seek to equip our students with the knowledge, skills, and values that empower them to serve others with integrity, contribute positively to the wider community, and uphold good character in all aspects of life.

STRIVING FOR EXCELLENCE

Our school strives for excellence (ihsan) in both academic achievement and character development. We aim to nurture students who not only achieve success in this world but also seek success in the Hereafter. By combining high academic standards with spiritual nurturing, we empower students from diverse cultural backgrounds to develop strong identities as Australian Muslims and to contribute positively as responsible and active citizens.

SCHOOL FACILITIES

Our school is blessed with well-developed facilities that support a high-quality learning environment.



The Early Childhood Block consists of two Kindergarten classrooms and four Pre-Primary classrooms, along with a dedicated play area, water fountains, and toilet facilities.

Our Primary Block is a two-storey building that houses the administration office, staff room, and sixteen classrooms. A gymnasium, completed in December 2022, further enhances our facilities and supports students' physical development.



Additional buildings include classrooms for Qur'an studies, IT, Arabic, and remedial support programmes, as well as our library, which operates daily and hosts the Accelerated Reading Programme.

Alhamdulillah, our school is also blessed with a mosque on campus, where students and staff gather each day to perform the Dhuhr prayer together.

MULTIPURPOSE HALL

Our gymnasium also serves as our Multipurpose Hall. We are very pleased to announce that our beautiful hall has been named in honour of our beloved founder, Haji Abdallah Magar. This special space plays an important role in our school community and hosts many significant events throughout the year.

Some of the important celebrations and gatherings held in our hall include Harmony Day celebrations, Eid celebrations, and the Year 6 Graduation ceremony. These events bring our students, staff, and families together to celebrate culture, achievements, and community.



COMMUNITY ENGAGEMENT

Our students actively participate in Clean Up Australia Day each year, reflecting the Islamic teaching that cleanliness is a part of faith. Through this initiative, they take responsibility for caring for our school grounds and neighbouring parks, learning the value of stewardship (*amanah*), teamwork, and service to the wider community. In addition, our students participate in tree planting activities in partnership with the Armadale Gosnells Landcare Group, nurturing an appreciation for Allah's creation and the importance of protecting the environment. In this spirit, we are reminded of the words of the Prophet Muhammad (SAW): "There is none amongst the Muslims who plants a tree or sows seeds, and then a bird, or a person or an animal eats from it, but is regarded as charitable gift for him."

PARENT–SCHOOL PARTNERSHIP

Establishing harmonious relationships, mutual respect, and trust between the school and families, particularly among parents, teachers, and school management, is essential for the success and wellbeing of every student.

In Islam, parents are recognised as the first educators (*murabbis*) of their children. They hold the primary responsibility for nurturing their child's faith, character, and values from the earliest stages of life. At school, our educators consider it a great honour and responsibility to work in partnership with parents, supporting and complementing the important role they already play at home. Together, we strive to guide and nurture each child upon a strong foundation of faith, good character (*akhlaq*), and sound learning habits.

We deeply appreciate and recognise the invaluable support and trust that parents place in us. Through open communication, cooperation, and shared commitment, we aim to strengthen this partnership for the benefit of our children's holistic growth, academically, socially, emotionally, morally, and spiritually.

With the blessings of Allah (SWT), we pray that our collective efforts will help our children succeed not only in this life but also in the Hereafter. Aameen.

STUDENT WELLBEING

DEDICATED SCHOOL COUNSELLING SERVICES

Recognising that student wellbeing is an *amanah* entrusted to us, we are committed to supporting the social and emotional development of our students through the services of a qualified school counsellor. The counsellor meets with students on a weekly basis, offering guidance, early support, and appropriate intervention when required. Through these sessions, students are supported in developing healthy coping strategies, resilience, emotional awareness, and positive relationships with others.

This service operates in close partnership with families and school staff to ensure a consistent, compassionate, and holistic approach to student wellbeing. By working together, we aim to nurture each child's emotional wellbeing while supporting their academic progress and their development in faith, character, and a strong sense of responsibility to Allah and the wider community.

SPEECH THERAPIST AND OCCUPATIONAL THERAPIST

Alhamdulillah, as part of our commitment to student wellbeing and inclusive education, our school provides dedicated allied health support through the services of both a Speech Therapist and an Occupational Therapist. These specialists assess students' needs, contribute to the early identification of learning and developmental challenges, and provide targeted support to help students succeed.

They work closely with classroom teachers to recommend practical strategies, classroom adjustments, and supportive interventions that strengthen students' communication, engagement, and participation in learning. Through this collaborative approach, students are supported in developing the skills they need to learn with confidence and independence.

By the permission of Allah, this partnership between allied health professionals, teachers, and families helps ensure that every child is given the opportunity to flourish academically, socially, emotionally, morally, and spiritually, within a nurturing and supportive school environment.

GRATITUDE AND APPRECIATION

The Prophet Muhammad (SAW) said:

"He who does not thank the people is not thankful to Allah."

Allah (SWT) also reminds us in the Qur'an: *"If you are grateful, I will surely increase you [in favour]."* (Surah Ibrahim 14:7). This beautiful reminder encourages us to recognise and appreciate the many blessings and the people through whom Allah brings goodness into our lives.

I would like to sincerely thank our parents for their unwavering support and cooperation throughout the year. My appreciation also extends to the Thornlie P&F and our parent volunteers for their valuable contributions and continued assistance in supporting our school community.

Finally, I would like to acknowledge our school leadership and management for their vision, wisdom, and guidance in supporting the growth and success of our school.

May Allah (SWT) continue to bless our school, our students, and our community with beneficial knowledge, unity, and continued success.

Kind regards

Endah Hayes

Principal

AIC Thornlie

SCHOOL OVERVIEW

The Australian Islamic College Thornlie is a co-educational school for students from Kindergarten to Year 6, providing high-quality education grounded in an Islamic worldview. Since 1986, Alhamdulillah, our College has been committed to academic excellence alongside the cultivation of strong morals, adab, and character. We believe that education is not merely the transfer of information, but a trust (amanah) and a means of fulfilling our divine purpose of ma'rifatullah – coming to know Allah, while nurturing students to live their faith with confidence and sincerity. In our diverse and welcoming community, students learn to appreciate Australia's rich multicultural society while developing pride in both their Muslim identity and their responsibilities as respectful, contributing Australian citizens. Our continued success is supported by strong leadership and a dedicated team of experienced teachers, an emphasis on effective teaching and learning aligned with Islamic values, and a commitment to nurturing the holistic growth of every child, so they may strive for excellence in all aspects of life.

HISTORY

The Australian Islamic College (formerly the Muslim Community School) opened in February 1986. Our visionary founder, Haji Abdallah Magar, recognised the need for a faith-based educational institution to support Muslim students in Western Australia and to preserve their Islamic identity, culture, and heritage. With that intention, and by the grace of Allah, he established the first Islamic school in Western Australia, beginning with a modest community of 50 students and three teachers.

Alhamdulillah, the Australian Islamic College has since grown to become Western Australia's largest and longest-running Islamic school, now serving more than 5,000 students and employing over 500 staff across six campuses in Dianella, Kewdale, Thornlie, Forrestdale, Henley Brook, and Australian Islamic College – Adelaide.

VISION STATEMENT

Islamic Values and Academic Excellence for Success in this Life and in the Hereafter

MISSION STATEMENT

Our goal is for our youth to aspire towards excellence in both character and education. We want our students to encounter new educational experiences that will serve their future aspirations while maintaining a balance between academic pursuits and Islamic values.

VALUES, ETHOS AND PHILOSOPHY

The Australian Islamic College offers a supportive and stimulating Islamic learning environment that balances high expectations with care and compassion. Guided by our faith and a commitment to excellence, we provide students with rich opportunities to engage in meaningful learning experiences that nurture their personal growth, strengthen their character (adab), and develop them as well-rounded, confident, and active contributors to the wider community.

Our team of highly qualified, dedicated, and passionate teachers is committed to the holistic development of every student, intellectually, socially, emotionally, morally, and spiritually, recognising that education is an amanah entrusted to us. Our programmes are grounded in sound educational tradition while embracing contemporary, evidence-informed teaching practices and high-quality instruction. In accordance with SCSA requirements, students study all mandatory curriculum areas, and they are also enriched through dedicated learning in Arabic, Holy Qur'an, and Islamic Studies, supporting them to grow in knowledge, faith, and righteous conduct.

AIC VALUES

The AIC values – “Faith”, “Knowledge”, “Service”, “Excellence”, “Compassion”, “Courage” and “Resilience”, underpin and are reflected in our daily school life. Grounded in the teachings of Islam, we hold the expectation that these values are not only taught, but also embodied through sincere intention and upright conduct by our entire school community, including students, staff, school leaders, parents, and all stakeholders. Our Religion Teachers deliver weekly reminders and short talks during Morning Assembly, reinforce these values in the Mosque during Friday Prayer, and support classroom teachers to integrate them into learning and behaviour expectations, so that our students may grow in adab, responsibility, and taqwa.



SCHOOL PROGRESS TOWARDS ITS GOALS IN 2025

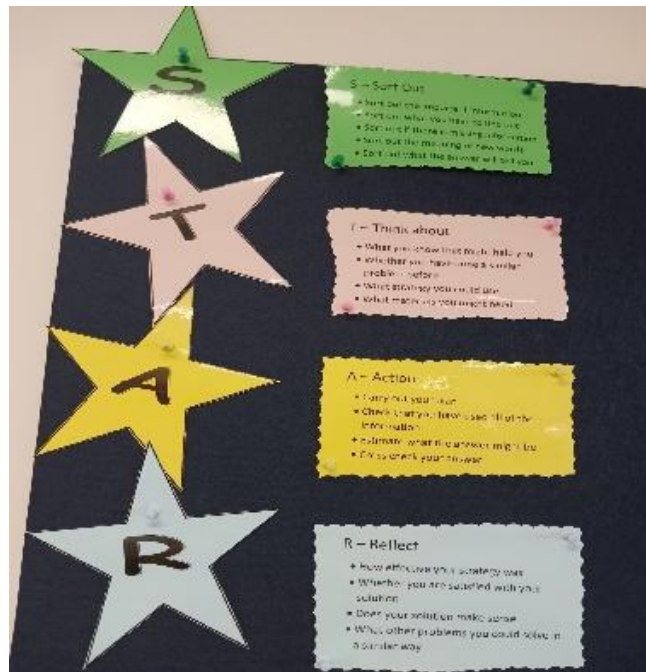
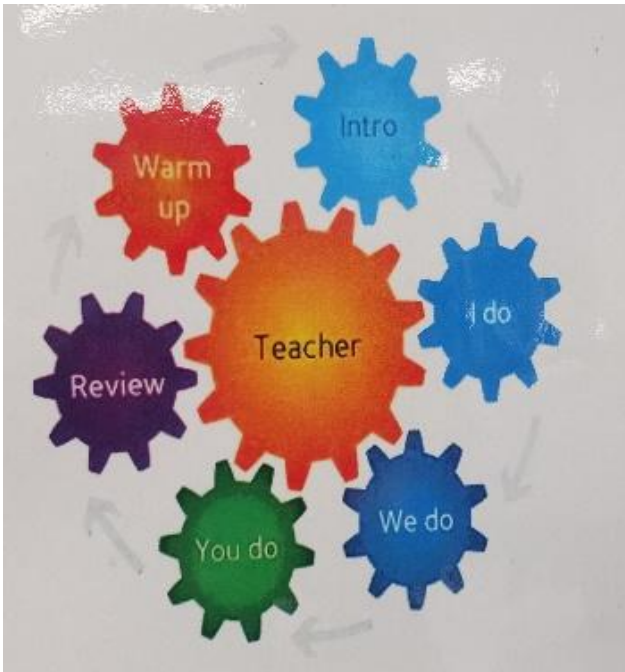
Throughout 2025, the school continued to make steady progress towards achieving its strategic priorities. Key areas of focus included strengthening teaching and learning practices, supporting student wellbeing, and fostering strong partnerships within the school community.

- Continue to improve literacy and numeracy outcomes across the school through evidence-based teaching practices, targeted instruction, and ongoing monitoring of student progress.
- Continue to embed Explicit Instruction across all year levels, with a strong emphasis on high-quality lesson delivery, consistency in teaching practices, and effective classroom implementation.

- Continue to strengthen partnerships with parents and the wider community to enhance student learning, wellbeing, and community engagement.
- Continue to build teacher capacity through collaborative practices, professional dialogue, and the sharing of effective teaching strategies to support continuous improvement in teaching and learning.
- Continue professional learning in Islamic pedagogy (including the short course and graduate certificate) to support teachers' personal, professional, and spiritual development, while strengthening both the delivery of knowledge and the nurturing of students' character and values.
- Continue to identify and support students at risk by implementing timely, targeted interventions and closely monitoring progress to ensure improved learning outcomes.
- Continue to provide extension and enrichment opportunities for advanced students through a range of extra-curricular and academic programmes that foster deeper learning, creativity, and talent development.
- Continue to provide Allied Health services as part of the school's commitment to supporting student wellbeing. These services assist in addressing students' social, emotional, behavioural, and developmental needs, ensuring that students receive appropriate professional support to help them engage positively in their learning and school life.
- Continue with the implementation of School-Wide Positive Behaviour Support (SWPBS) framework.

WHAT WENT WELL

- We achieved excellent NAPLAN results again in 2025 in Year 3 and 5 in both Literacy and Numeracy above State and National averages.
- Implementation of Explicit Instruction across the school.
- The STAR Method for the students to solve problems (Sort, Think, Act and Reflect)
- At risk students were identified very early in the year and received the necessary interventions from our remedial teachers who were working tirelessly to bring about an improvement and reduce the gaps in their learning.
- Implementation of MyOn, Mathletics, Reading Eggs, Reding A – Z, Accelerated Reader Programme, Elastik, Seven Steps Hub, Prime Hub, IXL, and Excel Test Zone.
- Established strong partnerships between the school and families.
- Teachers worked in collaboration to develop and increase teacher capacity.
- Community Integration: we invited politicians, school and community leaders and other organisations within the wider community to our school events.
- Parents were invited into classrooms to participate in a variety of different activities, including morning and afternoon teas.
- Implementation of the School-Wide Positive Behaviour Support (SWPBS) framework, firmly grounded in Islamic values and principles. This framework emphasizes the explicit teaching of expected behaviours (*akhlaq*), fostering moral and spiritual development (*tarbiyah*), and applying a restorative approach that promotes reflection, accountability, and reconciliation, and it is supported by a structured three-tiered system designed to provide differentiated support, ensuring that every student receives guidance in alignment with their individual needs while nurturing their character in accordance with Islamic teachings.



ACKNOWLEDGMENT OF OUTSTANDING STUDENTS ACHIEVEMENTS:

- Mid-term and end of term certificates
- ICAS Awards
- NAPLAN Awards
- Exemplary Behaviour Awards
- End of Year Awards (in Literacy & Numeracy, Arabic, Quran, Islamic Studies and Exemplary Behaviour)

SHORT AND LONG TERM GOALS AND OUR IMPROVEMENT AGENDA

Within our Improvement Agenda, embedding explicit instruction has been one of our key priorities, reflecting our college-wide pedagogical approach with a strong emphasis on differentiated learning.

In Literacy, our focus has been on continuing Guided Reading practices while further developing students' reading fluency. To support this, we utilise both the Oxford Word Lists and Fry's List to enhance sight word recognition and strengthen reading fluency.

In Mathematics, the emphasis has been on developing both fluency and problem-solving skills, ensuring that students build a solid conceptual foundation while cultivating critical thinking and reasoning abilities.

To support teaching and learning across all year levels, our school provides a comprehensive range of resources, including fiction and non-fiction books, mathematics equipment, STEM materials, robotics kits, and access to online learning platforms such as Reading A-Z, MyOn, Reading Eggs, Mathletics, and other digital programmes. These resources are designed to enrich the learning experience and foster student engagement.

Our school is also embarking on a purposeful journey of renewal (tajdid), committed to delivering a holistic education deeply rooted in Islamic tradition. As part of our Operational Strategic Plan, we have initiated targeted professional development for our staff, including enrolment in short courses and a Graduate Certificate in Islamic Pedagogy in collaboration with CITE / University of Adelaide. These initiatives are designed to equip our teachers and staff with the knowledge and skills necessary to ensure that every facet of school life, from curriculum design, classroom practice, policy development to community engagement, is intentionally aligned with the divine purpose and reflects an authentic Islamic worldview. Through this commitment, we aim to cultivate an educational environment where faith, knowledge, and character development are seamlessly integrated, preparing students to thrive academically, socially, and spiritually.

DIAGNOSTIC TESTING: ACER, BRIGHTPATH, NAPLAN

Diagnostic tests were administered to identify strengths and areas for improvement.

- ACER diagnostic tests were administered in Term 1 for Years 1–6 to determine the students' levels at the beginning of the year and again in Term 3 to see the progress achieved in a school year.
- Brightpath (Writing tests) were administered in Term 2 and Term 4
- Running Records were conducted every term for the lower primary students so that the students' progress could be monitored and the students were regrouped according to their progress.
- Words Their Way diagnostic tests was conducted at the start of the year so that teachers could group their students according to their ability.
- In 2025, NAPLAN was conducted towards the end of term 1 for Year 3 and 5. Areas that were assessed include: Reading, Writing, Spelling, Language and Conventions and Numeracy.

With the data derived from ACER, we had a valid and sound comparison with NAPLAN results.

ESL AND REMEDIAL CLASSES

The majority of our students come from ESL backgrounds. Teachers are supported with targeted strategies and guidance from our remedial staff to effectively teach ESL students within mainstream classrooms, ensuring that their specific learning needs are met.

Through a series of diagnostic assessments, students identified as at risk were referred to remedial teachers for targeted intervention. These students were withdrawn from their regular classes to receive a minimum of three dedicated, timetable-based sessions tailored to their Individual Learning Programmes (ILPs). Remedial teachers closely monitored and tracked students' progress over time, working in collaboration with classroom teachers to ensure that each student's individual learning goals were addressed. This coordinated approach ensures that all ESL and at-risk students receive personalized support to strengthen their academic skills and confidence.

STUDENTS WITH SPECIAL NEEDS

Our school is committed to supporting students with special educational needs by providing appropriate assistance and inclusive learning opportunities. Most students with special needs remain in their mainstream classrooms, where they are supported by Education Assistants under the supervision and guidance of the classroom teachers.

In some cases, depending on individual learning needs, students are withdrawn from their mainstream classes to attend daily intervention sessions. During these sessions, they receive targeted support from an Education Assistant who specializes in working with students with special needs, in close collaboration with the classroom teachers.

To support students' learning and development, Individual Education Programmes (IEPs) are developed to monitor progress, set achievable targets, and address specific learning goals. The development and implementation of these programmes involve a collaborative approach between classroom teachers, Education Assistants, parents, and the students themselves. This partnership ensures that each student receives the necessary support to work towards achieving their learning outcomes and personal goals.

PROFESSIONAL LEARNING TEAM

Our school has a strong Professional Learning Team where teachers regularly engage in professional dialogue, share ideas, and work collaboratively to improve teaching and learning practices. Teachers within the same year level meet weekly during their common DOTT (Duty Other Than Teaching) time to discuss curriculum programmes, share effective teaching strategies, plan lessons, and address matters related to students' academic progress and wellbeing.

Peer observation is also an important part of our professional learning culture. Teachers observe each other's lessons and provide constructive feedback, creating opportunities for reflection and continuous improvement in classroom practice.

Collaboration is a key strength within our school. Our teachers form a supportive professional community where they actively work together, share expertise, and support one another in building capacity across the school. This collaborative approach fosters a culture of continuous professional growth and contributes positively to the overall quality of teaching and learning.

STAFF APPRAISAL

Staff appraisal was conducted in alignment with the AITSL (Australian Institute for Teaching and School Leadership) standards. The Principal and Assistant Principals carried out regular informal classroom visits during Terms 1 and 2. During these visits, particular attention was given to supporting new teachers by providing guidance, feedback, and mentoring to help strengthen their classroom practice.

These observations also ensured that all teachers were aligned with, and committed to, the priorities outlined in the school's Improvement Agenda as part of our School Strategic Plan. The ongoing feedback process encouraged reflective practice and supported teachers in continuously improving their teaching strategies.

A formal appraisal is conducted in Terms 3 and 4, during which a comprehensive report is prepared for each teacher. This report reflects the teacher's professional growth, classroom practice, and contributions to the school community, while also identifying areas for further development.

MENTORING AND COACHING

Our school has a structured mentoring system in place to support new graduate teachers and less experienced staff members. Each new staff member is assigned a mentor who provides guidance, support, and practical advice as they transition into their role within the school.

Mentors meet regularly with their mentees to ensure they are progressing well and becoming familiar with the school's policies, procedures, and College-wide pedagogical approaches. These meetings provide opportunities for discussion, reflection, and professional growth, helping new teachers build confidence and effectiveness in their teaching practice.

Coaching is also an integral part of our school culture. Teachers regularly visit one another's classrooms to observe lessons and provide constructive feedback. This collaborative approach encourages reflective practice, promotes the sharing of effective teaching strategies, and contributes to the continuous improvement of teaching and learning across the school.

BEHAVIOUR MANAGEMENT SYSTEM

The school's Behaviour Management System is grounded in Islamic moral values (*akhlaq* and *tarbiyah*) and aligned with the School-Wide Positive Behaviour Support (SWPBS) framework. Clear and positively stated behavioural expectations are explicitly taught and reinforced across the school, supported by a prominently displayed Behaviour Expectations Matrix. Students are guided to develop self-reflection (*muhasabah*), accountability, reconciliation (*islah*), and positive decision-making in line with Islamic principles such as *adab* (respect), *amanah* (responsibility), *ihsan* (excellence), and *rahmah* (compassion). A whole-school positive reinforcement system acknowledges expected behaviours, with exemplary conduct recognised through semester awards. Targeted and individualised supports are provided where required, in collaboration with parents and support staff, ensuring a compassionate, restorative, and inclusive approach that promotes students' academic, social, and spiritual wellbeing.

PROJECT-BASED LEARNING

Throughout the year, our students participated in a variety of engaging and enriching learning experiences, with a strong emphasis on STEM (Science, Technology, Engineering, and Mathematics) and project-based learning. Design and Technologies were integrated across a number of learning areas, allowing students to apply their knowledge and skills in meaningful and creative ways.

Students were actively involved in the full design and inquiry process. They planned and designed their ideas, selected suitable materials, built and created their projects, and then tested, evaluated, and refined their work. This hands-on approach encouraged students to think critically, solve problems creatively, and develop resilience as they worked through challenges and improved their designs.

A highlight of the year was our STEM Exhibition in Term 4, where students proudly showcased their projects to the school community. The exhibition provided an opportunity for students to demonstrate their learning, explain their design processes, and celebrate their achievements. The level of engagement, creativity, and enthusiasm displayed by our students was outstanding, and we were extremely proud of the quality of work they produced.

To further support innovation and digital learning, the school invested in a range of robotics and coding resources. Students had access to class sets of Ozobots, Spheros, Edison robots, Blue-Bots, LittleBits, and Microbits. These resources enabled students to explore coding, engineering concepts, and computational thinking in a practical and engaging way, helping to prepare them with the skills needed for a rapidly evolving technological world.



YOU CAN DO IT & PROTECTIVE BEHAVIOUR PROGRAMMES

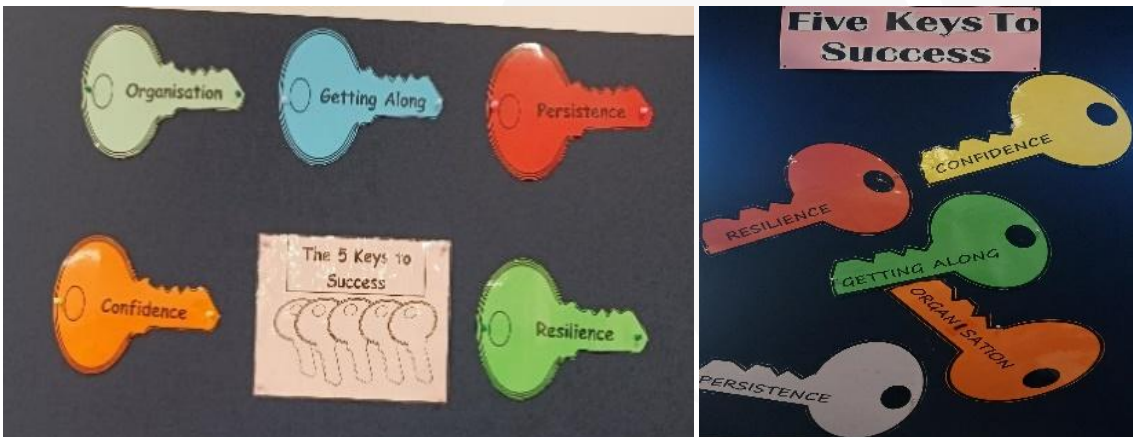
For several years, our school has implemented the *You Can Do It* Social Emotional Learning (SEL) programme as part of our commitment to the holistic development (*tarbiyah*) of our students. Each term, we revisit one of the key foundations for success while continuing to embed all five principles across the curriculum and in the daily life of the school. The Five Keys to Success promoted in this programme are **Organisation, Getting Along, Confidence, Persistence, and Resilience**.

In nurturing these qualities, we place strong emphasis on the physical, social, emotional, and spiritual wellbeing of our students. From an Islamic perspective, education extends beyond academic learning to include the development of strong character (*akhlaq*), good manners (*adab*), and a sense of responsibility (*amanah*). We strive to cultivate students who demonstrate kindness, respect, self-discipline, and perseverance in their learning and interactions with others.

We firmly believe that students who feel safe, valued, and confident are better able to develop resilience and achieve their full academic potential. By fostering a positive learning environment that nurtures both the heart and the mind, we aim to support our students in becoming balanced individuals who contribute positively to their families, communities, and the wider society.

Protective Behaviours education is also delivered as part of our Health Programme to promote students' personal safety, awareness, and wellbeing. Each term, students participate in lessons that help them develop the confidence and understanding needed to recognise unsafe situations and seek help when required. These lessons emphasise two key messages: "Everyone has the right to feel safe at all times" and "Nothing is so bad that we cannot tell someone we know and trust."

Through these programmes, we aim to create a nurturing and supportive environment where students feel empowered, respected, and protected. In doing so, we reinforce values that are consistent with Islamic teachings, guiding students to develop strong moral character and a sense of responsibility towards themselves and others.



EXCURSIONS AND INCURSIONS

Throughout the year, the school participated in numerous excursions and hosted several incursions to enrich our students' learning experiences beyond the classroom. These opportunities allowed our students to engage with the world around them, reflect upon the signs of Allah's creation, and develop a deeper appreciation for knowledge in its many forms.

Such experiences also provided valuable occasions for students to interact positively and respectfully with others, strengthening their sense of community, cooperation, and mutual understanding. By participating in these activities, our students were able to integrate with the wider community while upholding the values of good character, courtesy, and responsibility that are central to Islamic teachings.

QURAN AND ISLAMIC STUDIES LESSONS

Our school delivers all learning areas in accordance with the requirements and alignment set by the School Curriculum and Standards Authority (SCSA). Alongside these academic programmes, we are committed to nurturing our students' Islamic identity and spiritual development through dedicated Islamic education.

As part of this commitment, we provide structured instruction in both Qur'an and Islamic Studies. Qur'an classes are offered four periods per week for Lower Primary students and two periods per week for Upper Primary students. In addition, Islamic Studies is taught for two periods per week, allowing students to develop a foundational understanding of Islamic beliefs, values, and practices.

To enhance the effectiveness of Qur'an teaching and learning, our Lower Primary classes are supported by two teachers in each class. This approach allows for more personalised guidance, improved monitoring of student progress, and stronger support in developing correct recitation and reading skills. Through this dedicated structure, we strive—by the will and permission of Allah—to achieve our goal of ensuring that students are able to read the Qur'an by Year 3, establishing a strong foundation for their lifelong relationship with the Book of Allah.

PARENT INVOLVEMENT

Parents play a vital role in the education and development of their children, and our school actively encourages their involvement in many aspects of school life. Throughout the year, parents were invited to participate in a variety of activities, both through the initiatives of the Parents and Friends Association and as volunteers supporting classroom programmes and school events.

Many parents generously contributed their time and support by assisting in their children's classes and participating in school activities. Their involvement helped to strengthen the partnership between home and school, creating a more supportive and nurturing learning environment for our students.

From an Islamic perspective, education is viewed as a shared responsibility between parents, teachers, and the wider community. By working together in a spirit of cooperation and mutual respect, we aim to support the holistic development (tarbiyah) of our students, nurturing not only their academic growth but also their character (akhlaq) and sense of responsibility.

The active participation of parents had a very positive impact on students' behaviour, confidence, and academic performance. When children see their parents engaged in their learning journey, they feel encouraged, valued, and motivated to strive for excellence.

We are deeply grateful for the ongoing support and commitment of our parent community, whose involvement continues to strengthen the positive and caring culture of our school.

SCHOOL EVENTS

Our 2025 School Calendar is as follows:

- Morning Assembly Speeches on Islamic Values and the Seerah
- Mid-Day Prayer in our Thornlie Mosque



- School Sport Captain and Badge Presentation
- School Prefect Election (in conjunction with the Electoral Education Centre)
- School Prefect Badge Ceremony
- Harmony Day Celebration



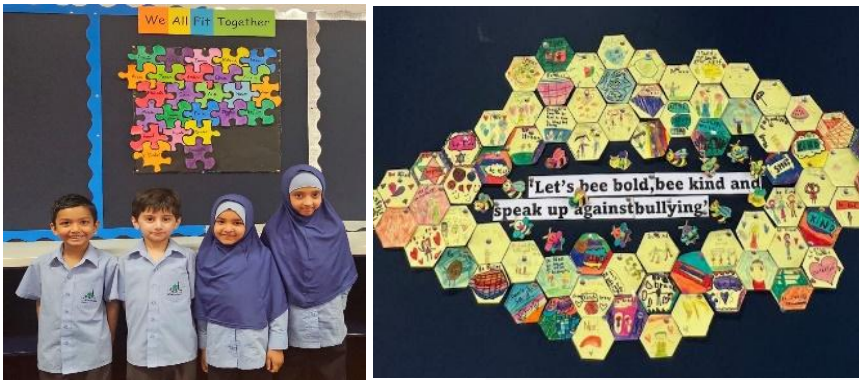
- School Photo Day
- Eid Al-Fitr Celebration



- Eid Al-Adha Celebration
- Eid Festival



- Clean Up Australia Day
- Bullying No Way Week



- Homework Club
- MyOn Club
- Extension Club
- Breakfast Club
- Young Author Club – Morning Tea with Principal

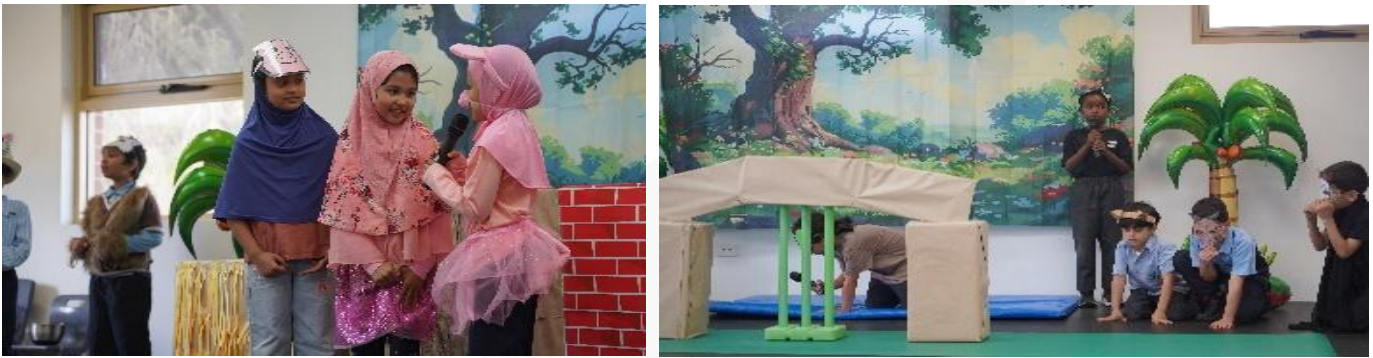


- Enrichment Classes
- Cricket Clinic
- Cricket Leadership Programme
- Football West
- Swimming Programme

- Sport Carnival (Primary)
- Sport Carnival (Early Childhood)



- Parent Morning / Afternoon Tea – Year 1's
- Donuts with Dads – 1A
- Theatre Performance 1B



- Science Week



- Gardening Project



- Book Week



- Scholastic Book Fair
- Ramadan Book Fair



- Ramadan Art Exhibition



- STEM Exhibition



- Staff, Parent, Student Satisfaction Survey
- Lock Down & Evacuation Drills
- Census (February & August)
- School Registration
- Staff Flu Vaccine
- Staff Annual Dinner

GRADUATION & FAREWELL

- Kindergarten Farewell
- Pre-Primary Farewell
- Year 6 Graduation Ceremony



SPECIAL AWARDS

- NAPLAN Awards
- ICAS Awards
- End of Year Awards in: Literacy & Numeracy, Qur'an, Islamic Studies, Arabic, and Exemplary Behaviour

FUNDRAISING ACTIVITIES

- P&F Staff Food Stall
- Ramadan Fundraising
- Kindergarten Food Stall
- Pre-Primary Food Stall
- Year 5 Food Stalls
- Year 6 Food Stall
- Toy and Book Sale

ASSESSMENTS

- **Diagnostic Testing:**
 - ACER tests (Reading, Vocabulary, Writing, Mathematics)

- Words Their Way
- Running Records
- Fluency tests (Reading and Maths)
- On Entry Assessment for Pre-Primary classes
- Brightpath
- NAPLAN
- **Testing Cycle:**
 - Mid-Term
 - End of Term
 - Semester Tests

COMPETITIONS

- ICAS – English, Spelling, Writing, Mathematics, Science, Digital Technologies
- Qur'an Recitation Reading Competition
- Arabic Competition
- Accelerated Reader Competition
- Premier's Reading Challenge

INCURSIONS:

- Legal Aid by Jessica Baynes
- RAC Little Legends – Around the Roads
- Science Show
- Cyber Safety by Project Rockit
- Constable Care Puppet Show

EXCURSIONS:

- Visit to the Parliament House
- Whiteman Park
- Perth Zoo
- Constable Care Safety School
- Planting Day (in conjunction with the Gosnells/Armadale Landcare Group)
- SciTech
- Fremantle Prison
- Visit to the Thornlie Library – Story Time
- Lazer Blaze & Hoyt's Cinema
- Crocs Jandakot
- Lollipops

ORIENTATION DAY

- Kindy Orientation Day
- Pre-Primary Orientation Day
- Year 7 Orientation

STUDENT PLACEMENT / WORK EXPERIENCE

- South Metropolitan TAFE
- ITAC
- Skills Strategies
- Curtin University
- Murdoch University

MEETINGS HELD IN 2025:

- Meet and Greet Parent Meeting
- Parent – Teacher Meetings (every end of term)
- Staff Briefings (every Monday afternoon)
- Staff Meetings (every Wednesday afternoon)
- Religion Teacher Meetings
- Inclusive Education Coordinators Meetings
- Pastoral Care Meeting
- Remedial Teacher Meetings
- Year Level / Curriculum Meetings
- Early Childhood Meetings
- Combined-Campus Meetings held at Kewdale Campus (every Weeks 3, 6 and 9 of each term)
- Senior Leadership Meetings (held at Kewdale Head Office every Thursday afternoon)
- WHS Meetings
- P&F Meetings
- P & F AGM

VISITS FROM:

- External therapist – Speech and Occupational Therapists for students with special needs (scheduled)
- School Health Nurse
- School Psychologist (AISWA)
- Independent Education Union of WA
- Senior Lecturer from South Metropolitan TAFE
- Pay Wise
- Australian Super
- Parent Volunteers

FUTURE OUTLOOK

Our commitment is to:

STRATEGIC PRIORITIES

With the guidance of Islamic principles and a commitment to continuous improvement, the school will focus on the following strategic priority areas to nurture academically capable, morally grounded, and socially responsible students.

1. Islamic Identity and Values

The school is committed to nurturing a strong Islamic identity by embedding Islamic values, character, and worldview throughout all aspects of school life.

Key actions include:

- Embedding and strengthening the integration of Islamic values and principles across all aspects of school life, ensuring that the Islamic worldview informs our educational framework, school culture, decision-making processes, and the holistic development of our students.
- Striving for excellence in both academic achievement and character development in alignment with Islamic teachings and values.
- Promoting character development based on Islamic values such as respect, honesty, responsibility, compassion, and service to others.

2. Teaching & Learning Excellence

The school is committed to delivering high-quality education that nurtures intellectual growth while grounding students in strong moral and ethical foundations.

Key actions include:

- Maintaining and improving student outcomes in NAPLAN through effective teaching strategies and targeted academic support.
- Embedding and sustaining the Explicit Instruction Model to ensure consistent and effective teaching and learning practices across all year levels.
- Continuing the implementation and alignment with the Australian Institute for Teaching and School Leadership (AITSL) standards.
- Strengthening literacy development across the curriculum with a particular focus on the implementation of the 12 Reading Strategies.
- Providing high-quality assessment tasks and test papers to accurately measure student learning and academic progress.
- Implementing differentiated teaching and learning programmes to address the diverse needs, abilities, and learning styles of students.

- Expanding the implementation of Project-Based Learning, STEM, Design Technologies, and Digital Technologies to enhance critical thinking, creativity, and innovation.
- Continuing the implementation of STEM, robotics, and other enrichment and extracurricular learning opportunities.

3. Student Support, Welfare and Wellbeing

The school recognises that the holistic development of students includes their spiritual, emotional, social, and academic wellbeing.

Key actions include:

- Maintaining comprehensive student welfare and wellbeing programmes supported by a School Psychologist, School Counsellor, Speech Therapist, Occupational Therapist, and a Pastoral Care Support System.
- Providing essential academic and developmental support for students with special educational needs and those requiring remedial assistance.
- Implementing early intervention programmes for students experiencing behavioural challenges or those identified as academically at risk.
- Monitoring student academic progress regularly to ensure timely support and intervention.
- Maintaining a Zero Tolerance policy towards bullying and implementing Online Safety programmes for staff, students, and parents.
- Continuing to implement and strengthen the School-Wide Positive Behaviour Support (SWPBS) programme.
- Implementing separate timetables, recess, and lunch arrangements for Lower Primary (Kindergarten to Year 3) and Upper Primary (Years 4–6) to support age-appropriate learning environments.
- Continuing to enhance the overall wellbeing of students and staff in a supportive and respectful school environment.

4. Staff Development and Professional Excellence

The school recognises that the quality of education is strengthened through the continuous professional development of its educators.

Key actions include:

- Continuing to invest in the ongoing professional learning of educators by supporting their participation in accredited short courses and Graduate Certificate programmes in Islamic Pedagogy. Through this capacity-building initiative, teachers will enhance their pedagogical expertise and deepen their understanding of Islamic educational philosophy, enabling the delivery of high-quality teaching grounded in an authentic Islamic worldview.

- Continuing to implement staff Performance Management goals aligned with school priorities.
- Strengthening teacher mentoring and coaching programmes, particularly for newly appointed teachers.
- Supporting professional learning that enhances teaching practices and student learning outcomes.
- Promoting collaborative professional learning and continuous improvement among staff.

5. Student Leadership and Character Development

The school aims to nurture responsible, confident, and ethical leaders who embody Islamic values and contribute positively to society.

Key actions include:

- Conducting annual student leadership elections to appoint Student Prefects from the Upper Primary classes.
- Encouraging students to participate in leadership training and leadership development activities.
- Expanding and strengthening student leadership programmes across the school.
- Encouraging students to demonstrate responsibility, service, and positive leadership within the school community.

6. Community Engagement and Partnerships

The school recognises the importance of strong partnerships between the school, parents, and the wider community.

Key actions include:

- Maintaining termly Parent–Teacher meetings and encouraging active parent engagement in the educational process.
- Promoting positive and respectful Parent–Teacher–Student relationships.
- Encouraging participation in community initiatives such as Clean Up Australia Day, Planting Day, Harmony Day, and other community development activities.
- Providing parent awareness programmes to strengthen community integration and collaboration.
- Maintaining an open and welcoming environment for visitors and members of the community.

7. School Environment and Facilities

The school is committed to providing a safe, well-maintained, and nurturing environment that supports effective teaching and learning.

Key actions include:

- Maintaining and improving school buildings, facilities, and infrastructure.
- Maintaining and enhancing school grounds to ensure a safe and pleasant learning environment.
- Creating and sustaining a calm, orderly, and safe school environment that reflects Islamic values of respect, responsibility, and care for others.

OUR TARGETS:

1. NAPLAN Achievement

With the guidance and blessings of Allah (SWT), the school aims to strengthen academic excellence by ensuring that 75% of students achieve within the Strong and Exceeding proficiency bands in NAPLAN. The school will implement targeted teaching and intervention strategies for students who remain within the Developing or Needs Additional Support bands, while supporting every learner to achieve their potential.

2. Strengthening Teacher Capacity in Islamic Pedagogy

The school is committed to building the professional capacity of its educators so that teaching practices reflect both academic excellence and authentic Islamic values. All teaching staff will complete a short course in Islamic Pedagogy, while members of the leadership team will undertake a Graduate Certificate in Islamic Pedagogy. This will enable staff to integrate Islamic principles, character development, and effective teaching methodologies across all learning areas.

3. Embedding School-Wide Positive Behaviour Support (SWPBS)

The school will continue to implement and embed the School-Wide Positive Behaviour Support (SWPBS) framework to promote a safe, respectful, and nurturing learning environment. This framework will support the development of positive behaviour, strong character (akhlaq), responsibility, and mutual respect, reflecting the values and teachings of Islam.

4. Promoting Staff Wellbeing

Recognising that educators carry the important amanah (trust) of nurturing future generations, the school will prioritise staff wellbeing by fostering a supportive and collaborative professional environment. Strategies will focus on ensuring staff are emotionally, professionally, and spiritually supported, enabling them to effectively respond to new challenges, educational reforms, and the evolving needs of students.

STRATEGIES TO ACHIEVE OUR TARGETS:

1. Strengthening Teacher Capacity and Professional Learning

- Provide ongoing professional development for teachers, ensuring they have the confidence, skills, and pedagogical knowledge to achieve academic and Islamic excellence.

- Facilitate workshops and mentoring programmes focused on Islamic pedagogy, classroom management, and differentiated instruction, empowering teachers to meet the diverse learning needs of all students.
- Encourage reflective practice and collaborative planning among staff to **share best practices** and continuously improve teaching quality, in line with the Prophetic teaching principle of continuous self-improvement.

2. Enhancing Literacy and Numeracy Excellence

- Embed the Explicit Instruction Model consistently across all classrooms to provide clear, structured, and high-impact teaching.
- Further integrate the 7 Steps to Writing Success, the 12 Reading Strategies, and initiatives focused on reading and numeracy fluency, ensuring students develop strong foundational skills.
- Introduce periodic literacy and numeracy workshops for students, including guided reading, comprehension sessions, and numeracy games, to make learning engaging and aligned with Islamic ethical teaching (encouraging patience, perseverance, and curiosity).

3. Data-Informed Teaching and Learning

- Continue to collect and analyse a range of reliable data sources to inform planning, monitor student progress, and refine teaching strategies.
- Use assessment data to identify gaps early, ensuring that interventions are timely, targeted, and effective.
- Incorporate student self-assessment and reflection, encouraging accountability and self-improvement in line with Islamic values of self-evaluation (muhasabah).

4. Supporting At-Risk Students and Individual Learning Plans

- Identify students who are at risk academically, socially, or emotionally and develop Individual Education Plans (IEPs) tailored to their needs.
- Provide targeted support and interventions, including small group instruction, tutoring, and mentoring.
- Engage parents and guardians as partners in supporting student progress, reflecting the Quranic emphasis on family responsibility in nurturing children.

5. Setting and Monitoring Individual Learning Targets

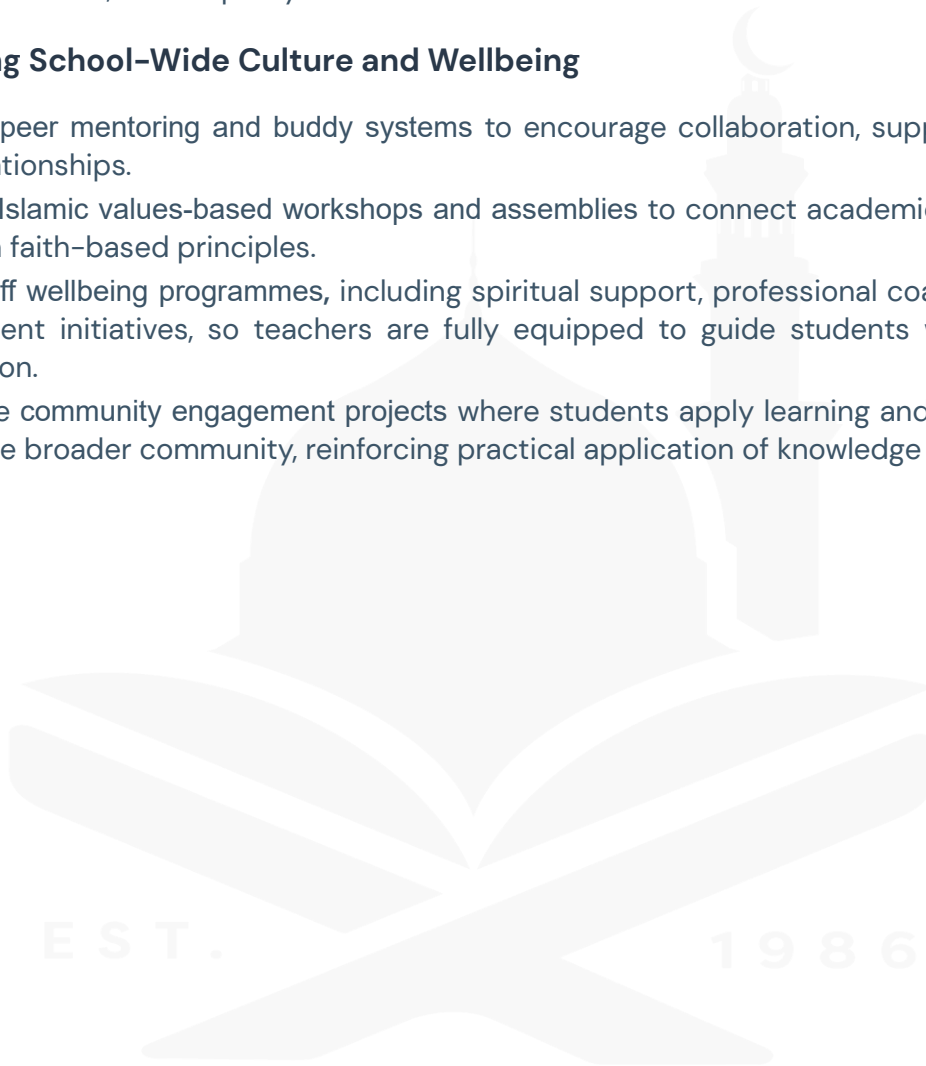
- Continue the process of setting clear, measurable individual targets in literacy and numeracy for all students.
- Review targets regularly with students, teachers, and parents to track progress, celebrate growth, and adjust support as needed.
- Promote a culture where students strive for personal excellence (ihsan), focusing on effort and improvement as much as achievement.

6. Promoting Positive Behaviour and Islamic Values

- Align the Behaviour Management Policy with the You Can Do It programme and Islamic values, fostering respect, integrity, and responsibility.
- Acknowledge and celebrate students who display exemplary behaviour, using awards, recognition boards, and positive reinforcement to inspire others.
- Implement self-reflection sheets and guided discussions to help students take responsibility for their actions and develop self-discipline, humility, and accountability.
- Incorporate Islamic character education (tarbiyah) across all interactions, emphasising kindness, honesty, patience, and empathy.

7. Strengthening School-Wide Culture and Wellbeing

- Establish peer mentoring and buddy systems to encourage collaboration, support, and positive social relationships.
- Organise Islamic values-based workshops and assemblies to connect academic and behavioural goals with faith-based principles.
- Foster staff wellbeing programmes, including spiritual support, professional coaching, and stress management initiatives, so teachers are fully equipped to guide students with wisdom and compassion.
- Encourage community engagement projects where students apply learning and Islamic values to benefit the broader community, reinforcing practical application of knowledge and character.



OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025
Total	813
Indigenous	0
Enrolment continuity (Feb. – Nov.)	95%

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

Our student body represents a rich tapestry of cultural backgrounds, including, but not limited to, Somalia, Bangladesh, Pakistan, Afghanistan, Egypt, Iraq, Jordan, Palestine, Syria, Libya, Turkey, India, Eritrea, Indonesia, Malaysia, Singapore, Brunei, Vietnam, Burma, Saudi Arabia, Algeria, and Morocco. Many of our students speak a language other than English at home, reflecting the linguistic diversity of our community. The majority of our students and their families practice Islam as their faith.

Parents and caregivers are engaged in a wide range of occupations, including taxi driving, librarianship, electrical work, engineering, medicine, plumbing, retail, home-based work, and domestic responsibilities, among others.

In 2025, a number of students were identified as having special educational needs, and additional students were selected to receive targeted remedial interventions to support their learning and development.

AVERAGE CLASS SIZES

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

Phase of schooling	2025	Note:
Kindy – Year 3	25.75	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26.92	
Year 7 – Year 10	N/A	
Year 11 – Year 12	N/A	

CURRICULUM DELIVERY

OUR APPROACH TO CURRICULUM DELIVERY

At our school, our teaching approach is rooted in the Explicit Instruction Model, ensuring clarity, structure, and purpose in every lesson. All teachers are entrusted with the responsibility of delivering lessons in accordance with this pedagogy. Each lesson begins with a meaningful warm-up, followed by the clear articulation of learning intentions and success criteria, so that students understand what is expected of them. Teachers then guide students through the “I Do, We Do, You Do” stages, providing modelling, guided practice, and independent work, and conclude with a reflective “plough back” to ensure that the intended learning outcomes and success criteria have been achieved.

We firmly believe in setting high expectations for every child, every day, in line with the Prophetic teaching of striving for excellence in all that we do. Our teachers are committed to providing high-quality teaching and learning experiences for all students entrusted to their care, while maintaining a classroom environment that is safe, nurturing, and welcoming. By doing so, we aim to foster not only academic growth but also moral character, instilling in our students a love for knowledge and a sense of responsibility toward themselves and others.

OUR DISTINCTIVE CURRICULUM OFFERINGS ARE:

- English, Mathematics, Science and HASS.
- Technologies (Digital and Design), Health, Art (Visual and Performing) Physical Education.
- Arabic (LOTE)
- Islamic Studies and Quran
- Literacy and Numeracy remedial classes

CO-CURRICULAR ACTIVITIES

In 2025, we held after school activities every Tuesday:

- Homework club
- Extension club
- MyOn club
- Football West

How information and communication technologies are used to assist learning

In accordance with the noble pursuit of knowledge, as emphasized in Islam, our school integrates Information and Communication Technologies (ICT) across all areas of the curriculum to provide a 21st-century education. This integration aligns with our commitment to developing students’ General Capabilities and equipping them to navigate an ever-changing world with wisdom and responsibility.

Our school is blessed with state-of-the-art resources to facilitate this vision. We have a dedicated Computer Lab, a laptop trolley for each class ensuring one-to-one access for every student, as well as iPads and STEM resources such as robotics kits, Lego sets, and coding tools. Each classroom is equipped with an interactive whiteboard, enabling dynamic and collaborative learning.

Students' workbooks, such as Prime Maths, include interactive components that encourage engagement and deeper understanding. A wide variety of online and digital programs are employed to enrich learning, including Accelerated Reader, Reading A-Z, MyOn, Reading Eggs, Mathletics, Elastik, IXL, and Excel Test Zone.

Our students are provided with ample opportunities for rich and meaningful learning experiences, grounded in curiosity and creativity. They engage in activities that harness technology for research, interactive mapping, designing, and creating, fostering skills that are both academically rigorous and ethically guided. By integrating these tools, we aim to nurture learners who are knowledgeable, competent, and conscious of their responsibility to serve humanity and uphold Islamic values.

SOCIAL CLIMATE

OVERVIEW

Our school fosters a nurturing and caring atmosphere within our entire community. Our policies prioritise the well-being and safety of our students, ensuring they receive the necessary support to respond to challenging situations effectively. Our school fosters a warm, inclusive, and secure environment, complemented by a behaviour policy that encourages self-reflection and emphasizes positive reinforcement through the recognition and celebration of commendable conduct.

Additionally, we actively educate both parents and students on bullying prevention, utilising morning assemblies and our annual observance of Bullying No Way Week to raise awareness and promote understanding.

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 Thornlie 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

Parents are a valued and essential part of our school community. In accordance with the Islamic principles of partnership, mutual respect, and shared responsibility in the nurturing (tarbiyah) of children, our school actively encourages meaningful collaboration between parents, teachers, and the wider community.

- Parent volunteers provide valuable assistance in the early years by supporting reading activities and helping students complete art tasks, thereby enriching the learning environment.

- Parents are invited to work collaboratively with the school in addressing and resolving behavioural matters involving their children, fostering a shared sense of responsibility for students' character development and well-being.
- Parents are encouraged to participate in school excursions to assist with supervision and to support students' learning beyond the classroom.
- Invitations are regularly extended to parents to attend and participate in special school events and activities throughout the year.
- Parents actively contribute to various school fundraising initiatives that support the development of school programmes and resources.
- Parents are strongly encouraged to take part in special celebrations, school functions, and community gatherings. They are warmly invited to events such as our Eid celebrations, sports carnivals, and Book Week, which strengthen our sense of community and belonging.
- Behaviour management matters are addressed through a cooperative partnership between the school, parents, and students, reflecting the Islamic value of collective responsibility in guiding and supporting young people.
- Teachers conduct regular parent information sessions and parent–teacher interviews throughout the year to foster open communication and strong partnerships between teachers and families.
- Parents are regularly informed and updated regarding their child's academic progress, personal development, and overall performance.
- All Individual Education Plans (IEPs) are developed in consultation with parents. Meetings may include the Principal, the Inclusive Education Coordinator, the class teacher, and the AISWA consultant where required. Based on the identified needs of the student, the class teacher develops the IEP, and students may be referred to the school's remedial teachers who provide appropriate targeted interventions.

Parents are kept informed about school activities and important updates through regular communication channels, including emails, term newsletters, and the Parent Portal. The school also utilises Microsoft Teams as an effective platform to facilitate communication and collaboration between teachers and parents.

SCHOOL INCOME AND EXPENDITURE

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

HOW TO ACCESS OUR INCOME DETAILS

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

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

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

Sources of Funding: Audited financial statement summary for the Year ended 31 December 2025.

Income		2025
	Fees and charges	\$ 1,583,043
	State Government Grants	\$ 1,871,113
	Commonwealth Government Grants	\$ 9,118,675
	Other income	\$ 1,926,896
	Total Income	\$ 14,499,727
Expenditure		2025
	Employee expenses	7,706,532
	Supplies and services	2,714,091
	Depreciation	1,668,889
	Total Expenditure	\$ 12,089,512

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	47	21	0
Full-time equivalents	44.04	20	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	0
Masters	11
Graduate Diploma etc.*	5
Bachelor degree	28
Diploma	3
Certificate	0



*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 \$17,195.05.

The major professional development initiatives were as follows:

- NCCD360 Training
- Staff Code of Conduct

- Mandatory Reporting by AISWA consultant
- Short courses on Islamic Pedagogy for Staff by CITE / UniSA
- Graduate Certificate on Islamic Pedagogy for leadership team by CITE / UniSA
- Graduate Certificate Orientation via zoom by CITE / UniSA
- Reconnecting with Higher Purpose by Professor Abdalla – CITE / UniSA
- AISWA Leadership Forum
- Expectations and Conflict Management by Daniel Tann from Positive Difference
- Exploring Strategies to Prepare and Engage in Courageous Conversation by Meika Pfeiffer
- Digital Literacy by Simon Fittock / AISWA
- Risk Management by Dr Mohammed Zubair
- Elma Programme Orientation via zoom for teachers
- Religion Teacher Workshop
- CITE Conference (2 days in AIC Thornlie)
- ISAA Conference
- Challenging Student Behaviour by Bas Snijder / AISWA
- AI for Educators – From Efficacy to Innovation by AISWA
- Self-Harm in School (Primary Aged Students) by “Be You”
- NAPLAN Training for Principal, NAPLAN Coordinators and Test Administrators
- Elastik Training
- Class VR Training
- Renaissance (AR & MyOn)Session by Max Prout
- Empowering Teachers in the Digital World by Rebekah Hijsen
- Implementing the New WA Curriculum by Simon Fittock / AISWA
- Feedback and Peer Observation by Kewdale High School
- The Hinge that Joins Teaching & Learning by Kewdale High School
- PL for the Librarians
- Regulating Emotion by Nichole from ACE Psychology
- Diabetes Training
- First Aid
- School Curriculum & Standards Authority’s PL workshop for Pre-Primary to Year 10 Health & PE
- Introduction to Copilot

The proportion of the teaching staff involved in professional development activities during 2025 was 90%.

STAFF ATTENDANCE AND RETENTION

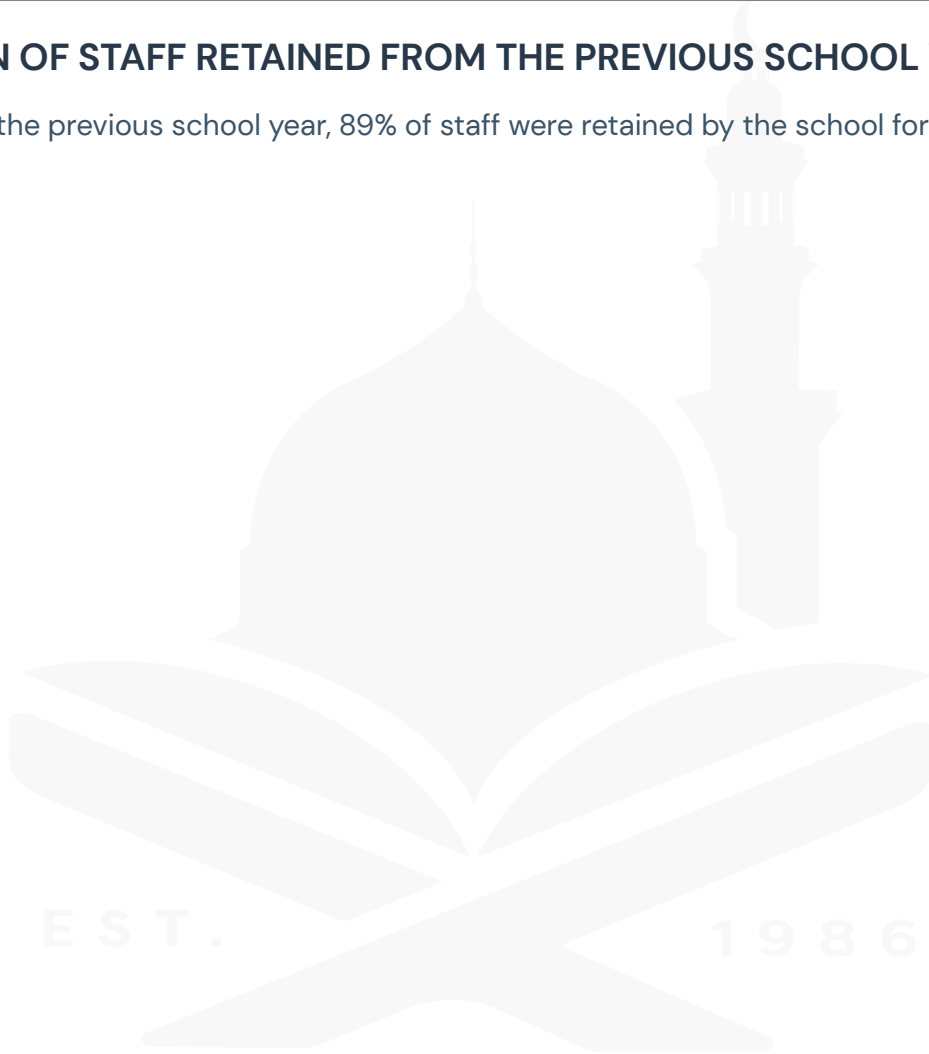
STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2025
Staff attendance for permanent and temporary staff and school leaders.	90%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 89% 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 94.27%

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

Table 6: Overall student attendance at this school

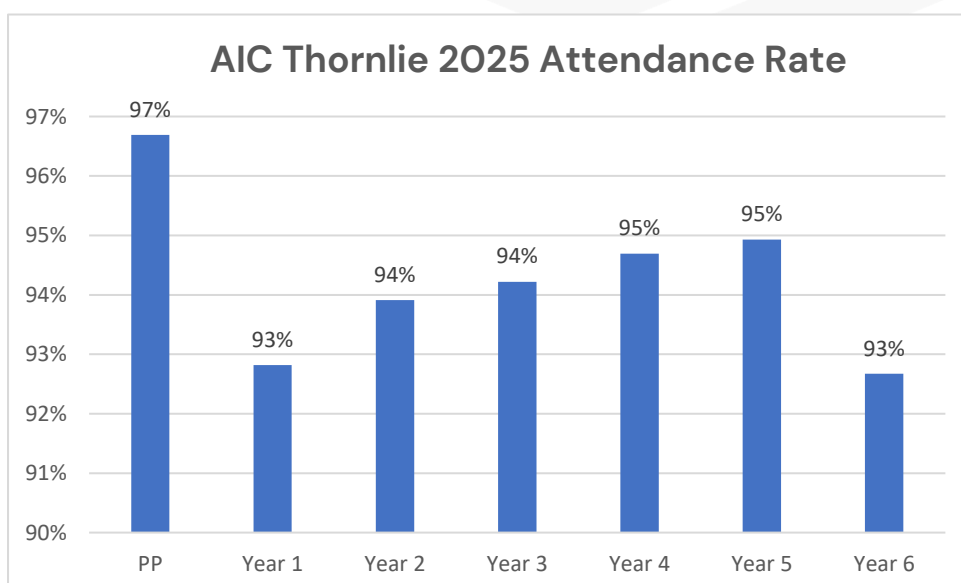
Description	2025
Overall attendance rate* for students at this school	94.27%

Table 7: Overall student attendance at this school

Year level	2025	Year level	2025	Notes: 1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1 2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality
PP	96.69%	Year 7	N/A	
Year 1	92.82%	Year 8	N/A	
Year 2	93.91%	Year 9	N/A	
Year 3	94.22%	Year 10	N/A	
Year 4	94.69%	Year 11	N/A	
Year 5	94.93%	Year 12	N/A	
Year 6	92.67%			

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.

Our school uses TASS to manage student attendance. For Kindergarten to Year 6, the class teachers or subject teachers complete the class attendance roll in period 1. This process will be done again in period 4.

Students who are marked absent will be followed up by the attendance officer at the front office. The parents of those students who are marked absent, must provide valid reasons as to why their child or children are not at school. Communication with parents is done by sending messages (SMS), telephone calls or by emails. The parents are required to submit medical certificates when necessary. For students who are away on holidays, their parents are required to notify the front office and complete the required form before they leave. They are also required to submit an itinerary when necessary.



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

HOW TO ACCESS OUR NAPLAN RESULTS

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

[View School Profile](#)

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

[School profile](#)
[NAPLAN](#)
[Attendance](#)
[Finances](#)
[VET in schools](#)
[Senior secondary](#)
[Schools map](#)

Notes:

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

EST. 1986