

2013



Seek Knowledge and Serve thy Nation

Australian Islamic College of Sydney

Annual Report
2013

Australian Islamic College of Sydney

33 Headcorn Street Mt DRUITT,

NSW 2770 - A.B.N:60 085 245 245

TEL: (02) 9677 2613 FAX: (02) 9677 2648

Email: info@aics.nsw.edu.au

Website: www.aics.nsw.edu.au

The AICS is committed to creating a caring school community that incorporates a high level of respect and responsibility based on Islamic ideals and values.

Table of Contents

| Item | Page |
|--|------|
| A Message from the Key School Bodies | 3 |
| - Principal Message | 4 |
| - School Context | 5 |
| - Characteristics of the School Body | 6 |
| - College Student Representatives | 6 |
| The Learning Environment | |
| - Student Outcomes in NAPLAN 2013 | 7 |
| - High School Certificate Results | 8 |
| - Record of School Achievement ROSA | 14 |
| - College Curriculum | 14 |
| Staff Professional Learning and Growth | |
| - Teacher Standards | 15 |
| - Professional Development Courses Attended | 15 |
| - Workforce Composition | 18 |
| Student Attendance and Retention Rates | |
| Attendance procedure | 19 |
| Management of non-attendance | 19 |
| Attendance for 2013 | 20 |
| Student Retention Rate | 20 |
| Post School Destinations | 21 |
| Enrolment Policy and Procedure | 21 |
| College Policy | 23 |
| Student Welfare | 23 |
| Student Welfare Policy | 30 |
| Student Discipline | 31 |
| Reporting Complaints and Resolving Grievances | 31 |
| College Determined Improvement Targets | 31 |
| Achievement of Priorities Identified in 2012 | 32 |
| Priority Areas for Improvement - 2013 | 34 |
| Respect and Responsibility | 35 |
| Parent, Student and Teacher Satisfaction | 35 |
| Summary of Financial Information | 36 |
| Recurrent/Capital Income | 36 |
| Recurrent/Capital Expenditure | 37 |

Australian Islamic College of Sydney (AICS) Board

In 2013 the AICS Board maintained its commitment to the overall improvement and enhancement of facilities at the College. The Board worked with the Principal and executive staff to ensure that the College raised the educational standards while maintaining the religious ethos and values. A large sum of money was by the Board to improve and upgrade the IT infrastructure and recreational facilities for students. Considerable funds were also expanded to maintain the College buildings and facilities.

The AICS Board maintains regular communications with the College community to ensure that their voices are heard and consideration is given to their opinions when important decisions are made.

The AICS Board remains committed to a vision of continuous improvement of the standards and education at the College to best serve the families who choose the AICS as the preferred school for their children.

AICS Board Members – 2013

The following were the members of AICS Board in 2013:

Dr Hafizur Rahman Survery

Dr Shujaullah Kirmani

Mr Masud Akbar Cheema

Mr Aijaz Ahmed Khan

Mr Mohammed Nasib

Mr Sajjad Haidar

Mr Chelat Abbas

Mr Wajahat Rana

Mr Shoaib Malak

Mr Sami Jan

Mr Saeed Chaudry

Principal's Message

The Australian Islamic College of Sydney (AICS) is an independent school registered with the New South Wales Board of Studies until 31st December 2015. It is due for renewal of registration for another five years in 2015.

In 2013, the Australian Islamic College of Sydney (AICS) enjoyed what has proved to be one of its most successful years. Considerable progress was made in all areas of operation of the College. However, the highlights of the achievements of 2013 were an unprecedented increase in school enrolments, attainment of very good academic results, and acquisition of two sites to establish new College campuses, revision of school curriculum and involvement of students in extracurricular activities.

The College enrolment exceeded 900. A large number of students also remained on the waiting list due to a lack of classrooms. This situation provided impetus to the AICS Board to acquire additional sites in Mt Druitt and Blacktown to establish two new campuses to accommodate the increasing number of students. It is anticipated that the new campuses will become operational from the beginning of the 2016 academic year.

To add to the above attainments the College also achieved good results in NAPLAN and Higher School Certificate Examinations. The 2013 results in both the above examinations were better than that achieved ever before.

In 2013 the curriculum in both primary and high school was reviewed and rewritten to prepare for the implementation of the Australian curriculum. The College also made concerted efforts to provide a stimulating and well-balanced program of education to students by involving them in many interesting academic and extracurricular activities.

Our students enjoyed an array of excursions to enhance their learning experiences. They participated in our Annual Athletics Carnival with great gusto! The Premier's Reading Challenge remained an ongoing feature of the College and was much enjoyed by students. Literacy and Numeracy Week and Science Week featured prominently on our calendar, with teachers and students planning activities and events. Harmony Day was also celebrated at the College on a grand scale.

This report provides information on the College environment and highlights its achievements in 2013. An attempt is also made to throw some light on future directions of the College.

School Context

The Australian Islamic College of Sydney (AICS), now in its seventeenth year, is vastly different from the school which opened in 1997. The single classroom and makeshift buildings have developed into an environment where students thrive for excellence together and become engaged in the living history of the College so that they grow within and add to the honourable traditions of the College. The College remains staunch in fulfilling its original ethos to provide schooling aimed at serving the local community's needs, for many families.

True to the Australian Islamic College of Sydney's Islamic heritage, the College aims to build a culture of respect in the College community towards Islam, others, self and our environment, by aligning policies and practices with Islamic principles. The core values of the College are derived from Islamic teaching focusing on universally accepted values and behaviours. A high emphasis is placed on student knowledge and understanding of Australia, its history and democratic processes. This instils loyalty and love for their country.

The Australian Islamic College of Sydney's pastoral curriculum and approach to learning emphasises the College's model of Islamic values and the College's model of Islamic leadership, character development, peer relations, the caring classroom and service learning. Each school day begins with supplications followed by a values education session. The Australian Islamic College of Sydney prides itself on being the largest of the Islamic schools in the western suburbs of Sydney serving the multi-cultural Muslim community.

The professional expertise of teachers and a strong partnership between the teachers and parents at AICS help provide opportunities for all students to achieve their personal best.

Although no further developments were made to the school buildings in 2013 the physical facilities at AICS remains one of the best among the neighbouring schools. Further improvements were made to the Colleges Information Technology facilities to meet the demands placed on the College by the increasing number of students, teachers and administrative functions.

Improvements to the College's Information Technology included installation of interactive SMART boards in all classrooms, extension of wireless access points in staff rooms and classrooms, and installation of SAS 2000 for use in the Administration Department.

In addition to the above a further forty laptops were supplied to the Library and various classrooms.

Characteristics of the Student Body

The student population of the Australian Islamic College of Sydney continues to grow steadily. In 2013 the College had a total of 926 students of whom 580 were in Primary and 346 were in High School. The High School students comprised of 198 girls and 148 boys whereas Primary had 306 girls and 274 boys. All these students are children of migrant parents who originated from some 25 different countries. The majority of students come from a background where English is not the first language in the home.

College Student Representatives

‘The AICS – a school which makes a difference’

The past year has been momentous – a year filled with joy, success and achievements. The year was made possible by the dedicated staff at the AICS. The staff not only facilitates the finest education opportunities, but they also deliver a rich selection of extra-curricular enrichment programs. These programs enable us to develop our skills in various areas e.g. performing arts, public speaking and athletics. We, as the senior representatives of AICS throughout 2013 have exerted much effort to establish a friendly and co-operative environment within our College. We have facilitated weekly meetings with representatives from each year group. These meetings brought about many constructive changes. Our focus travelled further than the College. A major success was ‘Bandana Day’; this was a day where money was raised to donate towards the Cancer Council of Australia.

The AICS student population is filled with individuals from many different cultures. To celebrate this fact the College conducted a ‘multicultural day’ whereby each unique culture was showcased and each and every student took pride in their school. Each student was encouraged to dress in their cultures’ traditional clothing and funds were raised for the Year 12 Formal via the sale of food.

With the help from our teachers we also formulated some ‘Anti-bullying’ strategies so that our College environment remained a harmonious place to study. The result of these strategies culminated in ‘Anti-bullying’ assemblies, posters and victim/bully consultations.

We as the Student Representatives look forward to continuing with the progress made this year.

The Teaching and Learning Environment

Student Outcomes in NAPLAN 2013

In the month of May, students in Years 3, 5, 7 and 9 completed National Assessment Program Literacy and Numeracy (NAPLAN) tests. These tests provide information regarding a subset of the knowledge and understanding developed through a study of the curriculum, in particular English and Mathematics, but also across all key learning areas. The tests cover skills in reading, writing, spelling, grammar, punctuation and numeracy.

Parents were encouraged to review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the academic year.

While it must be acknowledged that this test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum, the data does provide schools with useful information regarding student progress. A continuum of skills has been defined in each test area. The students' performance in each task is matched to a subset of six of the ten bands on the continuum. This allows schools to track actual growth in performance rather than simply look at each student's relative rank within their cohort. Year 3 student results are reported against bands 1 to 6, Year 5 students are reported against 3 to 8, Year 7 students against bands 4 to 9 and Year 9 students against bands 5 to 10.

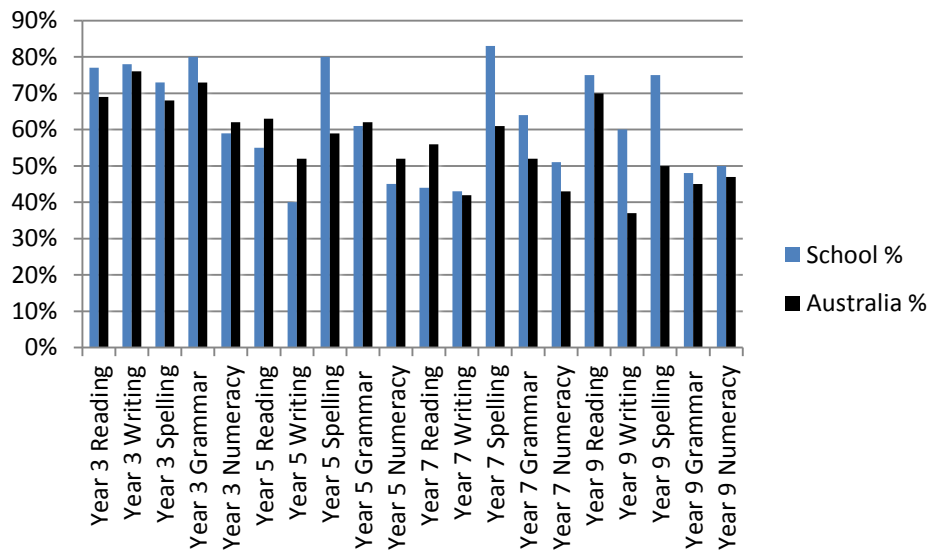
The 2013 NAPLAN results at the AICS were of a higher standard than the national average in most of the testing areas at all year levels. (Table 1 and Figure 1)

Table 1. Summary Statistics for Australian Islamic College of Sydney

| NAPLAN Domain | % AICS Students in the Top 3 Bands | % Students in the Top 3 Bands for Australian Schools |
|-----------------|------------------------------------|--|
| Year 3 Reading | 77 | 69 |
| Year 5 Reading | 55 | 63 |
| Year 7 Reading | 44 | 56 |
| Year 9 Reading | 75 | 70 |
| Year 3 Writing | 78 | 76 |
| Year 5 Writing | 40 | 52 |
| Year 7 Writing | 43 | 42 |
| Year 9 Writing | 60 | 37 |
| Year 3 Spelling | 73 | 68 |
| Year 5 Spelling | 80 | 59 |

| | | |
|--------------------------------|----|----|
| Year 7 Spelling | 83 | 61 |
| Year 9 Spelling | 75 | 50 |
| Year 3 Grammar and Punctuation | 80 | 73 |
| Year 5 Grammar and Punctuation | 61 | 62 |
| Year 7 Grammar and Punctuation | 64 | 52 |
| Year 9 Grammar and Punctuation | 48 | 45 |
| Year 3 Numeracy | 59 | 62 |
| Year 5 Numeracy | 45 | 52 |
| Year 7 Numeracy | 51 | 43 |
| Year 9 Numeracy | 50 | 47 |

Figure 1. Comparison between AICS and all Australian Schools.



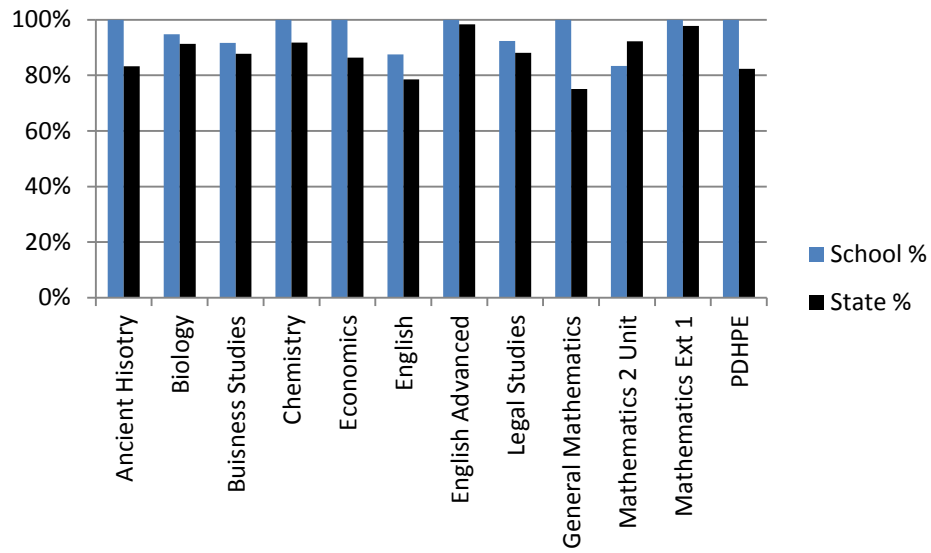
High School Certificate Results

In 2013, 27 students completed Year 12 in 15 courses. One hundred and two of the papers completed by the students of Australian Islamic College of Sydney were between Bands 3 to 6. In most areas of study the student's results were significantly higher than the State averages (Table 2 and Figure 2).

Table 2. Performance of AICS Students in 2013 HSC Examinations.

| Subject | Number of students | Performance band achieved- % | |
|--------------------------------|--------------------|------------------------------|--|
| | | Bands 1-2 2012 | Bands 3-6 2013 |
| Ancient History | 4 | 0 | School – 100.00 (4) State – 83.21 |
| Biology | 19 | 1 | School – 94.72 (18) State – 91.34 |
| Business Studies | 12 | 1 | School – 91.66 (11) State – 87.74 |
| Chemistry | 7 | 0 | School – 100.00 (7) State – 91.75 |
| Economics | 8 | 0 | School – 100.00 (8) State – 86.38 |
| English | 8 | 1 | School – 87.5 (7) State – 78.54 |
| English Advanced | 19 | 0 | School – 100.00 (19) State – 98.34 |
| Legal Studies | 13 | 1 | School – 92.29 (12) State – 88.14 |
| General Mathematics | 17 | 0 | School – 100.00 (17) State – 75.11 |
| Mathematics 2 Unit | 6 | 1 | School – 83.33 (5) State – 92.26 |
| Mathematics Extension 1 | 2 | 0 | School – 100.00 (2) (Band E2) State – 97.8 |
| PDHPE | 9 | 0 | School – 100.00 (9) State – 82.38 |
| Physics | 3 | 0 | School – 100.00 (3) State – 88.80 |
| Society and Culture | 5 | 0 | School – 100.00 (5) State – 94.60 |
| Studies of Religion | 5 | 0 | School – 100.00 (5) State – 90.39 |

Figure 2. Comparison between AICS and State Bands 3 - 6 Performances, 2013



The 2013 HSC examination results were the best since the AICS started offering the HSC program of study. The results of the 2013 cohort were an overall improvement on the 2012 cohort. In 2013 the College was able to offer the largest range of HSC courses in its history. (Table 3)

Table 3. Comparative data for the Colleges HSC results in 2012 and 2013

| Subject | Year | | Number of students | Performance band achievement by number and/or % | |
|------------------------------|------|----------------------------|--|---|-------------|
| | | | | Bands 3 - 6 | Bands 1 – 2 |
| Ancient History | 2013 | 4 | College: 4 (100%) State-wide: (83%) | College: 0 State-wide: (17%) | |
| | 2012 | 5 | College: 2 (40%) State-wide: (76%) | College: 3 (60%) State-wide: (24%) | |
| Biology | 2013 | 19 | College: 18 (95%) State-wide: (91%) | College: 1 (5%) State-wide: (9%) | |
| | 2012 | 5 | College: 2 (40%) State-wide: (90%) | College: 3 (60%) State-wide: (10%) | |
| Business Studies | 2013 | 12 | College: 11 (92%) State-wide: (88%) | College: 1 (8%) State-wide: (12%) | |
| | 2012 | 15 | College: 10 (67%) State-wide: (89%) | College: 5 (33%) State-wide: (11%) | |
| Chemistry | 2013 | 7 | College: 7 (100%) State-wide: (92%) | College: 0 State-wide: (8%) | |
| | 2012 | Not offered at the College | | | |
| Community and Family Studies | 2013 | Not offered at the College | | | |
| | 2012 | 1 | College: 1 (100%) State-wide: (90%) | College: 0 State-wide: (10%) | |
| Economics | 2013 | 8 | College: 8 (100%) State-wide: (86%) | College: 0 State-wide: (14%) | |
| | 2012 | 4 | College: 1 (25%) State-wide: (87%) | College: 3 (75%) State-wide: (13%) | |
| English Standard | 2013 | 8 | College: 7 (88%) State-wide: (79%) | College: 1 (12%) State-wide: (21%) | |
| | 2012 | 14 | College: 4 (29%) State-wide: (78%) | College: 10 (71%) State-wide: (22%) | |
| English | 2013 | 19 | College: 19 (100%) | College: 0 | |

| | | | | |
|--|------|----------------------------|--|---------------------------------------|
| Advanced | | | State-wide: (98%) | State-wide: (12%) |
| | 2012 | 5 | College: 4 (80%) State-wide: (99%) | College: 1 (20%) State-wide: (1%) |
| Legal Studies | 2013 | 13 | College: 12 (92%) State-wide: (88%) | College: 1 (8%) State-wide: (12%) |
| | 2012 | 4 | College: 3 (75%) State-wide: (87%) | College: 1 (25%) State-wide: (13%) |
| General Mathematics | 2013 | 17 | College:17 (100%) State-wide: (75%) | College: 0 State-wide: (25%) |
| | 2012 | 16 | College: 8 (50%) State-wide: (81%) | College: 8 (50%) State-wide: (19%) |
| Mathematics 2 - Unit | 2013 | 6 | College: 5 (83%) State-wide: (92%) | College: 1 (17%) State-wide: (8%) |
| | 2012 | Not offered at the College | | |
| Mathematics Extension 1 | 2013 | 2 | College: 2 (100%) State-wide: (98%) | College: 0 State-wide: (2%) |
| | 2012 | Not offered at the College | | |
| Personal Development, Health and Physical Education | 2013 | 9 | College: 9 (100%) State-wide: (82%) | College: 0 State-wide: (8%) |
| | 2012 | 9 | College: 4 (45%) State-wide: (86%) | College: 5 (55%) State-wide: (14%) |
| Physics | 2013 | 3 | College: 3 (100%) State-wide: (89%) | College: 0 State-wide: (11%) |
| | 2012 | Not offered at the College | | |
| Society and Culture | 2013 | 5 | College: 5 (100%) State-wide: (95%) | College: 0 State-wide: (5%) |
| | 2012 | 6 | College: 5 (83%) State-wide: (92%) | College: 1 (17%) State-wide: (8%) |
| Studies of Religion | 2013 | 5 | College: 5 (100%) State-wide: (90%) | College: 0 State-wide: (10%) |
| | 2012 | 12 | College: 5 (42%) State-wide: (89%) | College: 7 (58%) State-wide: (11%) |

Record of School Achievement (ROSA)

The College did not have any students that required the issuance of a Record of School Achievement.

College Curriculum

The AICS continues to strive to offer the best quality education. The College's curriculum was continuously revised during 2013 to keep abreast with current trends and changes. Pedagogies were modified with the inclusion of modern teaching aids to help deliver the curriculum effectively. The Director of Teaching and Learning in High School and the Deputy Principal in Primary School worked with teaching staff to deliver the NSW curriculum in the most engaging fashion for students. A considerable amount of work was done to prepare for the implementation of Australian Curriculum in English for Primary and English, Mathematics, Science and History in Years 7 and 9 of High School. The range of subjects offered to Years 11 and 12 students in preparation for university studies were also increased significantly.

Staff Professional Learning and Growth

Teacher Standards

As per BOSTES requirement the AICS employs teachers with teacher qualifications to teach the academic subjects. There are, however, a few Islamic Studies and Arabic teachers in the College without teacher education. Table 4 shows the number of teachers in each category.

Table 4. Number of teachers with and without teacher education employed at AICS in 2013.

| Teaching Standards | Number of Teachers |
|--|--------------------|
| Teaching staff having education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. | 50 |
| Teaching staff holding a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lacking formal teacher education qualifications. | 4 |
| Teaching staff not having qualifications as described above, but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | 3 |

Professional Development Courses Attended

Teachers are required to take part in professional development on a regular basis so that they are able to keep pace with the most recent trends in curriculum development and pedagogy. The variety of professional development sessions attended by the teachers of AICS in 2013 is shown in Table 5.

Table 5. Overview of 2013 Professional Development Activities in 2013.

| Description of the Professional Learning Activity | No. of staff participating |
|--|----------------------------|
| Watchguard XTM Training | 1 |
| Building Student Leadership and Service Learning Opportunities | 1 |
| Latest in Teaching and Learning, Libraries and Technologies | 1 |
| 2013 VADEA Conference | 1 |
| Teach Survive Thrive | 1 |
| Union Representatives in Independent Schools Training Day | 1 |
| Engaging students in higher order thinking | 1 |
| Choir leadership workshop | 1 |
| Fractions to Algebra | 1 |
| Through the maze of health and safety | 1 |
| Women in Leadership | 1 |
| School sports, Rugby League coaching accreditation | 1 |
| Legal Studies State Conference 2013 | 1 |
| New Syllabus; New Strategies: Legal Studies Professional Development | 1 |
| Curriculum and Year Advisers' Workshops | 2 |
| Engaging Mathematics | 2 |
| Enhancing Skills for Pastoral Care | 2 |
| AIS English Conference | 1 |
| Supervising New Scheme Teachers | 1 |
| Education with Muslims, Sydney | 1 |
| | |

| | |
|--|------------------------------|
| Twilight course for K-6 teachers | 1 |
| Child-safe Child-friendly Workshop | 1 |
| UWS Writing and Society | 1 |
| Taking IT vocal: Podcasting for the classroom | 1 |
| Multiple Choice, Structured Responses and Changes to the PIP: | 1 |
| Leading 21 Century Conference | 1 |
| ISRA: Islam Information Dissemination | 1 |
| AIS: Women in Leadership | 1 |
| Libraries and Technology | 1 |
| Department of Community Services: Sports | 1 |
| University of Melbourne: Leading 21st Century Conference | 1 |
| Electroboard Solutions: Smartboard training | All teachers |
| Human Edge Software: Attendance and Welfare Training | 1 |
| AIS: Maths, English, HSIE new syllabus | All teachers |
| Human Edge Software | 1 |
| AIS: English Syllabus | All primary teachers |
| AIS: Science Syllabus | High School Science teachers |
| Behaviour Management | All teachers |
| RISK Logic: Emergency Response Training | 7 Management staff |
| RISK Logic: Emergency Response Training | 7 Management staff |
| RISK Logic: Emergency Planning Committee | 3 |
| RISK Logic: Emergency Response | 10 Wardens |
| RISK Logic: Emergency Response | 10 Wardens |
| RISK Logic: Emergency Response | 6 New Wardens |
| RISK Logic: Emergency Response | All Staff |
| RISK Logic: Emergency Response | Committee Officers |
| RISK Logic: Emergency Response | 7 Reception staff |
| RISK Logic: Evacuation drill + Lockdown Drill | All Staff and students |
| RISK Logic: Evacuation drill + Lockdown Drill | All Staff and students |

Workforce Composition

Table 6 represents the makeup of the teaching and non-teaching staff at AICS in 2013. The College did not have any Indigenous employees. The non-teaching staff, which included school assistants, librarians, ICT integrators and administrative staff, comprised of 9 people.

Table 6. Workforce Composition of AICS in 2013.

| Role | Full time | | Part- time | | Total |
|-----------------------------------|-----------|-----------|------------|-----------|-----------|
| | Men | Women | Men | Women | |
| Principal | 0 | 1 | 0 | 0 | 1 |
| Deputy Principals | 1 | 1 | 0 | 0 | 2 |
| Director of Teaching and Learning | 0 | 1 | 0 | 0 | 1 |
| Teacher Coordinators | 1 | 3 | 0 | 0 | 4 |
| Teachers | 7 | 39 | 4 | 9 | 49 |
| ICT Skill | 1 | 0 | 0 | 0 | 1 |
| School Assistants and Librarians | 0 | 2 | 0 | 1 | 3 |
| Administrative Staff | 1 | 3 | 0 | 1 | 5 |
| Total | 11 | 50 | 4 | 11 | 75 |

Student Attendance and Retention Rates

Attendance Procedures

Students are expected to arrive at the College at 8.25am for all scheduled College classes/activities.

Rolls are taken during Roll Call each morning and each teaching period for high school students. The College Office correlates and records any absence.

Students who arrive late to the College are required to bring a note of explanation. If this is not possible it is expected that the student's parent/guardian will complete the late note with an explanation, generated after such event, within 24 hours of receiving. Unexplained or regular lateness will result in disciplinary action.

Students who become ill during the day must report to the College's sick bay with a note from their classroom teacher.

Leave for appointments or early departure are conferred at the College office prior to the student being granted leave to sign out and depart the College.

Management of Non-Attendance

The College implements policies and procedures with a pastoral care focus for the management of student non-attendance. Students are required to supply a written note, signed by a parent or guardian explaining any absence from school immediately upon return. Medical certificates are accepted together with parent written notes; these are kept with the corresponding roll call book. Senior students are not expected to exceed the College policy regarding absences. Parent or guardians are contacted by class teachers in Primary or Year Advisors in High School when absences are unexplained or when senior students breach the absentee policy. Mandatory reporting procedures apply where absences are extended or when the student is believed to be at risk.

Attendance for 2013

In 2013 the average daily attendance at the College was 91.62% (Table 7)

Table 7. Average student attendance in different year levels in 2013.

| Year | Number of students | Percentage Attendance |
|------|--------------------|-----------------------|
| K | 102 | 91.2 |
| 1 | 89 | 91.9 |
| 2 | 101 | 92.0 |
| 3 | 78 | 94.0 |
| 4 | 77 | 91.1 |
| 5 | 78 | 93.5 |
| 6 | 67 | 93.9 |
| 7 | 73 | 92.6 |
| 8 | 86 | 90.2 |
| 9 | 81 | 91.2 |
| 10 | 51 | 87.6 |
| 11 | 32 | 90.9 |
| 12 | 28 | 90.9 |

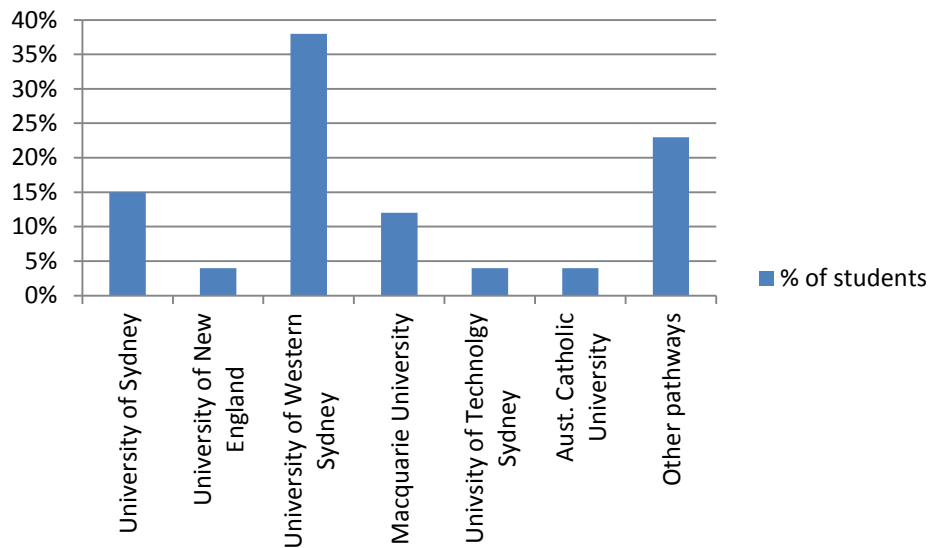
Secondary Student Retention Rate

The student retention rate (for example, the percentage of students who completed Year 10 2013 and continued their studies at AICS) was 64%. Students cited that a change in environment was needed for their post Year 10 studies – a precedent set in the early stages of the development of the AICS when the HSC was not offered at the College. Another reason stated by the leaving students was the greater choice of courses offered at other institutions, including VET courses which are not currently offered at the College.

Post School Destinations

A total of 27 students sat for HSC Examinations in 2013. Of these 22 gained admissions to Universities to pursue studies in degree courses. The other five adopted other pathways (Figure 3)

Figure 3: Post School Destinations of Students



University courses entered by the 2013 Year 12 students included Accounting, Engineering, Medical Science, Nursing, Law, Education and Pharmaceuticals.

Enrolment Policy and Procedure

The AICS is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. The enrolment at the College is open to all children of the local area irrespective of their race and religion.

All applications for enrolment are processed in order of receipt and consideration is given to the applicants' support for the philosophy and ethos of the College, siblings already attending the College and other criteria determined by the College.

The enrolment application form includes a section titled 'Conditions of Entry and Retention of a Place' which outlines the requirements for continued enrolment. After an interview an offer letter will be sent if your child has been successful in obtaining a place at the College. Once enrolled, students and parents are expected to support the ethos and policies of the College and comply with the rules to maintain the enrolment. A non-refundable enrolment fee of \$50 is required upon receipt of the application.

Procedure

- All applications are processed in accordance with the College's Enrolment Policy.
- Each applicant's supporting statement/interview responses regarding their ability and willingness to support the College ethos is considered.

- Applications do not guarantee a place at the College, but places the applicant on a waiting list.
- Each applicant's educational needs are considered. To do this, the College gathers information and consults with parents/care givers as well as other relevant persons.
- Upon gaining this information the College identifies any strategies which may need to be implemented to accommodate the applicant before a decision regarding the enrolment is made.
- Acceptance to the College is at the discretion of the Principal.
- The applicant will be formally informed of the outcome of his/her application.
- Students must comply with the College's ethos, policies and procedures for their continued enrolment.
- Parents are expected to co-operate with the College regarding matters of discipline, uniform, attendance and the students' commitment to gain the highest possible academic outcomes.
- The College reserves the right to cancel the registration of a student at the discretion of the Principal.
- A notice period applies if a student is withdrawn from the College. Notice of the student departing from the College must be given in writing.
- Fees must be paid in full and on time. In the event of financial hardship, each case will be determined on its merit.

Entry Point

The main year of entry to the Australian Islamic College of Sydney is at Kindergarten. However, a small number of students coming from other schools are also enrolled at other year levels.

College Policy

Full text relating to all the College's policies and procedures including the Student Welfare, Discipline and Complaint and Grievance Policies are located within the College. Revisions to any policies are developed in consultation with staff and final copies of revised documents are circulated to all staff. Summaries of policies that are directly relevant to students and parents are announced within the College newsletters. Parents may request further information by contacting the College office where all of the College's policies are contained. A full and comprehensive review will occur during 2014 for all policies and procedures at the AICS.

Student Welfare

Policy

Changes 2013

Child Protection Policy encompassing definitions

The Children and Young Persons (Care and Protection) Act defines 'risk of significant harm' in the following terms:

A child or young person is at risk of significant harm if current concerns exist for safety, welfare or wellbeing and are present to a significant extent in any one or more of the following areas:

- Physical or psychological needs
- Medical care
- Physical or sexual abuse or ill-treatment
- Domestic violence causing risk of serious physical or psychological harm
- Carer's behaviour causing risk of serious psychological harm
- A school aged child or young person (defined by Education Act 1990) is not enrolled or not attending

Any such circumstance may relate to a single act or omission or to a series of acts or omissions.

A child is defined as 0 – 16 years and a young person is from 16 – 17 years.

- We conduct criminal record checks on all permanent and casual teachers who seek employment with the College.
- We ensure all our staff are aware of their responsibilities to report child sexual assault and improper conduct of a sexual nature by staff members against students.
- We provide training and education materials to teachers on all child protection issues.

Legislation in NSW relating to the care and protection of children is currently contained in the following Acts of Parliament:

- Children and Young Persons (Care and Protection) Act 1998
- Children and Young Persons (Care and Protection) Regulation 2000
- Commission for Children and Young People Act 1998
- Commission for Children and Young People Regulation 2009
- Ombudsman Act 1974 (Part 3A)

Mandatory Reporters

A mandatory reporter in NSW is an individual required by under Section 27 of the *Children and Young Persons (Care and Protection)*

Policy updated April 2010 prior to Registration and Accreditation. Although no major revision of policies seem to have taken place in 2013 all policies remain relevant.

All policies will be reviewed and revised in 2014.

Act 1998 to report to the Head of Agency **when he/she has reasonable grounds to suspect that a child, or a class of children, is at risk of significant harm from abuse or neglect, and those grounds arise during the course of or from the person's work. Teachers are mandatory reporters.**

Investigation processes

The Association of Independent Schools provides its member schools with the **'Recommended Protocols for Internal Investigative and Disciplinary Proceedings – 2001'** which the College has adopted with the notable change that the words 'child abuse' must be amended to 'reportable conduct'.

Access to Full Text

Issued to all staff and members of school Board, available in Office as well as in primary and high school staffrooms.

Security Policy

- The College setting provides a safe learning environment with appropriate rostered levels of supervision; employed security guards monitoring the car park and screening visitors to the College.
- Risk Logic Emergency Management oversees evacuation, lockdown and lockout procedures.
- A bus policy is in place
- Recommended teacher/student ratios for excursions are considered prior to excursions.

Access to Full Text

Available in School Policy Document in the College Office and staffrooms.

Supervision Policy

- Students are supervised throughout the school day. Before and after school patrol by teachers of the grounds takes place daily.
- Teachers are rostered and are aware of their duty of care through regular staff meetings and briefings.

Access to Full Text

Staff handbook and School Policy documents in the College Office and staffrooms.

Code of Conduct Policy

- A clear code of conduct is in place, outlined in the staff handbook with guidelines for accountability, responsibility and support of the College ethos

Emergency Management outsourced to 'Risk Logic Emergency Management.'

Employment of security service

- Bullying is not tolerated and investigated along with the Discipline Policy, adopting a 4 phase approach of primary intervention, early intervention, and post violation.
- The College maintains a strict filtering system (ISONET/Earthwave for content filtering and URL filtering) to ensure that all websites and emails viewed on College computers are appropriate for children. Anything inappropriate is automatically blocked.

Access to Full Text

Staff Handbook and School Policy documents in the College Office and staffrooms

Pastoral Care Policy

- Students have access to the College Counsellor.
- Teacher support forms part of the school ethos; teachers include Islamic Studies staff.
- Each Year Level in High School has an Advisor who has been allocated time to attend to students under their care. Year Advisors are supervised by the Deputy Principal in the first instance.
- Students who suffer any injury at the College are cared for by the first aid officers. All incidents are recorded and reviews are regularly held.
- A process of support, as outlined in policy, is initiated should a critical event occur.

The homework policy requires students to be issued with a reasonable amount of homework recorded in the College diary and checked by teachers.

Access to Full Text

Available in School Policy Document in the College Office and staffrooms

Communication Policy

The College communicates with parents via the newsletter and parent /teacher interviews held twice a year. Parents have reasonable access to class teachers and Year advisors via an appointment system.

Part-time School Counsellor employed

Year Advisor and High School Deputy Principal support role revised to improve teacher support and incorporated into the policy.

A Critical Incident Management Team has been established. ACCESS PROGRAMS is contracted to support the College in the event of a critical incident.

Homework is closely monitored by the Director of Teaching and Learning to ensure the continuity of student progress

Access to Full Text

Available in School Policy Document in the College Office and staffrooms

Student Welfare Policy

Students are more likely to achieve optimal educational outcomes when their learning and wellbeing are closely linked. The AICS has a strong pastoral care ethos that runs ‘hand in hand’ with the religious aspect of the college. The AICS is committed to looking after the needs of the students and nurturing their growth and development within a safe and caring environment. Effective pastoral care promotes a positive, supportive whole College culture and is a pivotal element of a creative and stimulating learning environment, where each student can feel connected and develop a sense of their individual abilities, achievements and self-worth.

Pastoral care and student welfare programs are College wide in nature. The health, wellbeing and safety of students are managed through a carefully planned K – 12 pastoral care program. Whilst every staff member has a responsibility for the pastoral care of students, specialised pastoral care leaders for each year group oversee a comprehensive and proactive pastoral care and welfare system. Each member of staff fosters the growth of all students by incorporating the following key elements:

- A strong pastoral care ethos and pedagogy to ensure that each student is inspired; their efforts are encouraged; their efforts and achievements acknowledged; and potential needs identified and effectively addressed.
- A range of health promoting policies, practices and processes that enhance coping and resilience; develop identity and self-worth; and build socially responsible lifestyles
- Daily contact between the roll call teacher, class teacher and students, enabling close monitoring and feedback on performance and progress; and setting up systems of guidance and support.
- Use of conflict resolution and restorative methods as the appropriate means of resolving conflict and respecting individual differences.
- Daily prayers and regular year group assemblies.
- Catering for individual gifts, abilities and needs of students through the merit system and the literacy and numeracy programme.

All staff appointed to the College participate in child protection screening and training and are issued with copies of the Staff Codes and given the opportunity to discuss guidelines. All excursions and variations to routine require full risk assessments to be completed.

Student Discipline

The AICS is committed to creating a caring College climate based on Islamic ideals and values. It aims to develop positive relationships between all members of the College community and high standards of behaviour and personal responsibility. Students are expected to show respect at all times and display behaviour that reflects well on themselves, their families and the College.

The College encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others.

All members of the College community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment.

Procedure for Reporting Complaints and Resolving Grievances

The overarching philosophy and strategy of the College seeks to provide an appropriate response to complaints and grievances, one that promotes fairness and respect, protects privacy and leads to improvements and a beneficial outcome. The processes for dealing with matters of concern (related to services, behaviour, faculties, policies and procedures) identified by parents, staff and/or students include:

1. Raising the complaint or grievance
2. Assessing the complaint or grievance
3. Responding to the complaint or grievance
4. Developing an appropriate solution or agreement
5. Maintaining records/documentation

In relation to grievances and/or complaints from members of staff, the procedure guides staff to report concerns in the first instance to their line manager. If the matter is of a sensitive nature or involves the line manager, staff can approach the corresponding Deputy Principal. Accurate and accessible records will be maintained.

College Determined Improvement Targets

In 2013 the AICS continued on its path of creating an environment which fosters a traditional academic culture of high expectations, respect, courtesy and care among the students of the

College, as well as a common culture of professional and effective communications by the staff of the College.

In 2013 there continued to be a focus on the teacher and management determined goals which were set in 2012. The goals were set to:

1. Actively support the ethos and values of the College.
2. Improve professional communication between the teaching staff and members of the College community.
3. Improve the planning and implementation of teaching and learning that enables students to better meet the NSW BOS and Australian syllabus outcomes.
4. Enhance student engagement with learning and improvement in Literacy and Numeracy skills.

Teachers actively engaged in school delivered and externally provided professional development to further the goals. Primary school teachers focussed on targeted reading and comprehension improvement, assessment and reporting and updating Mathematics teaching. In High School there was a particular focus on student assessment tasks, implementation of the Australian Curriculum and incorporating academic writing in lessons where appropriate.

Achievement of Priorities Identified in the College’s 2012 Annual Report

| Area | Priorities | Achievements |
|---------------------------------|---|---|
| Teaching and Learning | <ul style="list-style-type: none"> • Continued focus on improved writing skills in High School • Use of technology in every classroom • Provision of support for students at risk, particularly in Literacy through the use of a Literacy Intervention program like Multilit • Improvement of teaching strategies | <ul style="list-style-type: none"> • Staff development through Professional Development e.g. ‘Guided reading’ • Installation of Interactive whiteboards in each classroom and increasing the number of laptops available throughout the College • Staff development through Professional Development such as, ‘Engaging students in higher order thinking’ |
| Student Welfare | <ul style="list-style-type: none"> • Improvement of peer relationships through the Islamic Studies program and Sport • Targeting bullying | <ul style="list-style-type: none"> • Participation in <i>Australian Business Week, Ramadan Readathon, Ramadan & Eid activities.</i> • <i>Cyberbullying workshop delivered by NSW Police Liaison Officer</i> • Whole school initiative on the topic of bullying |
| Facilities and resources | <ul style="list-style-type: none"> • Implement the use of enhanced technology (video conferencing facilities, interactive whiteboards, computer technology) through | <ul style="list-style-type: none"> • Use of interactive whiteboards to enhance student engagement has been a particular focus with the priority largely achieved. Students |

- teacher training
- Provide a dedicated study area for the Year 12 cohort
 - Improve the Primary library to a learning centre
 - Adequately resource the Primary school to enhance reading skills

have enjoyed the almost trouble free use of computers which have become an accepted component of their learning. Computer usage has been maximised throughout the College

2013 Priority Areas for Improvement

In 2013 work continued on the priorities identified below

| Area | Priority |
|--------------------------|--|
| Teaching and Learning | <ul style="list-style-type: none"> • Continued focus on improved writing skills in Primary and High School. • Increase the use of technology in every classroom, eg interactive white boards. • Provision of support for students at risk, particularly in Literacy through the use of a Literacy intervention program like MultiLit and individual support • Enhancement of effective teaching. |
| Student Welfare | <ul style="list-style-type: none"> • Improvement of peer relationships through the Islamic Studies Program and Sport • Targeting bullying • Improve punctuality and attendance |
| Facilities and resources | <ul style="list-style-type: none"> • Increase the use of enhanced technology (video conferencing facilities, interactive whiteboards, computer technology) through teacher training • Provide dedicated study area for Year 12 students. • Provide more resources in Primary School for improved reading |

Respect and Responsibility

The AICS is committed to creating a caring school community that incorporates a high level of respect and responsibility based on Islamic ideals and values.

The development of high moral values in all of our students including respect and responsibility is emphasised in all of the teaching and learning activities experienced by our students at the College. This is supplemented by timetabled Islamic classes and Friday Jumah (Prayer) sermons.

To enhance their development as educated citizens of the world the students are also expected to participate in many extra-curricular activities throughout the College year. These have included Harmony Day, observance of Ramadan and Eid celebrations as well as numerous fund raising

events such as an Islamic Readathon for deserving causes. Harmony Day was a very special occasion at the College and a particular highlight for both students and staff. The diversity within the College community was celebrated through various whole school activities. By acknowledging the diversity contained within the College the students gained a better understanding of one another enabling them to build stronger positive relationships between themselves and the greater community.

As part of the Colleges annual calendar the school community celebrated the holy month of Ramadan by holding special assemblies, this was followed by Eid festivities.

Parent, Student and Teacher Satisfaction

The parents, students and teachers showed a reasonably high level of satisfaction with the overall functioning of AICS. This was demonstrated by the outcome of a survey conducted by the Parents and Citizens Association of AICS.

Community support of the College is also high; this is represented by the Colleges continued growth in terms of student numbers and the high turnout of parents at information evenings and parent-teacher interviews.

The Colleges cohort of students has been increasing at a rate of no lower than ten percent per year. The attendance rate at information evenings and parent-teacher interviews has grown rapidly in recent years.

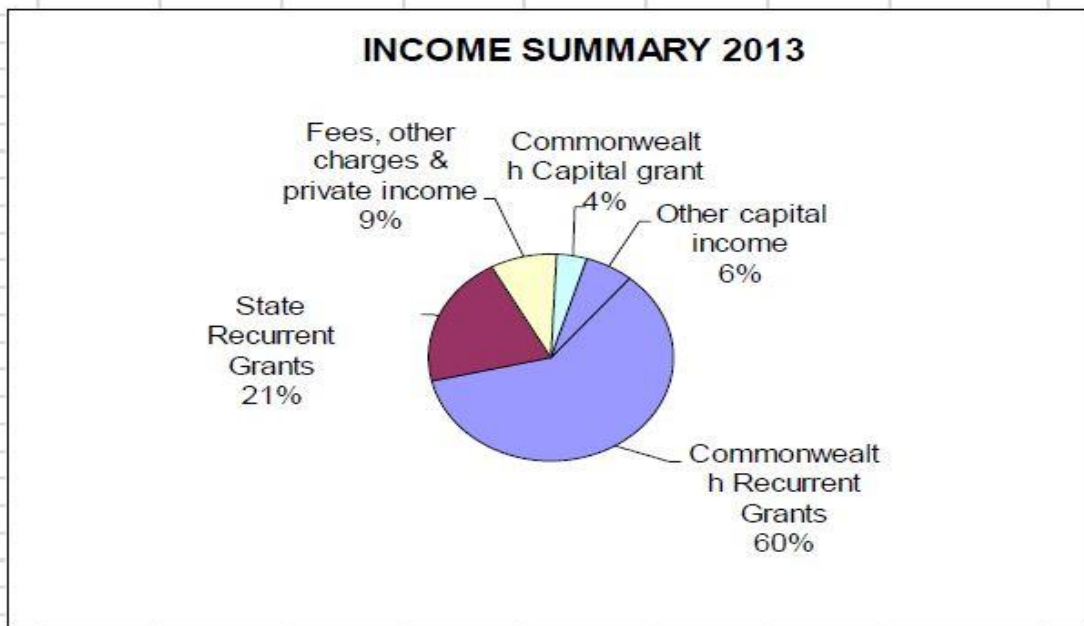
The parents have reported that the aspects that they are most satisfied with include the Colleges facilities, small class sizes in the upper secondary, the varied choice of subjects offered at the College, the high academic results obtained by the students combined with the Islamic teachings and the proximity of the mosque to the College.

The teachers are generally satisfied with the working conditions and the opportunities offered by the College for them to heighten their professional standards through professional development opportunities. Career enhancement opportunities are also readily provided through individual promotions as the College expands.

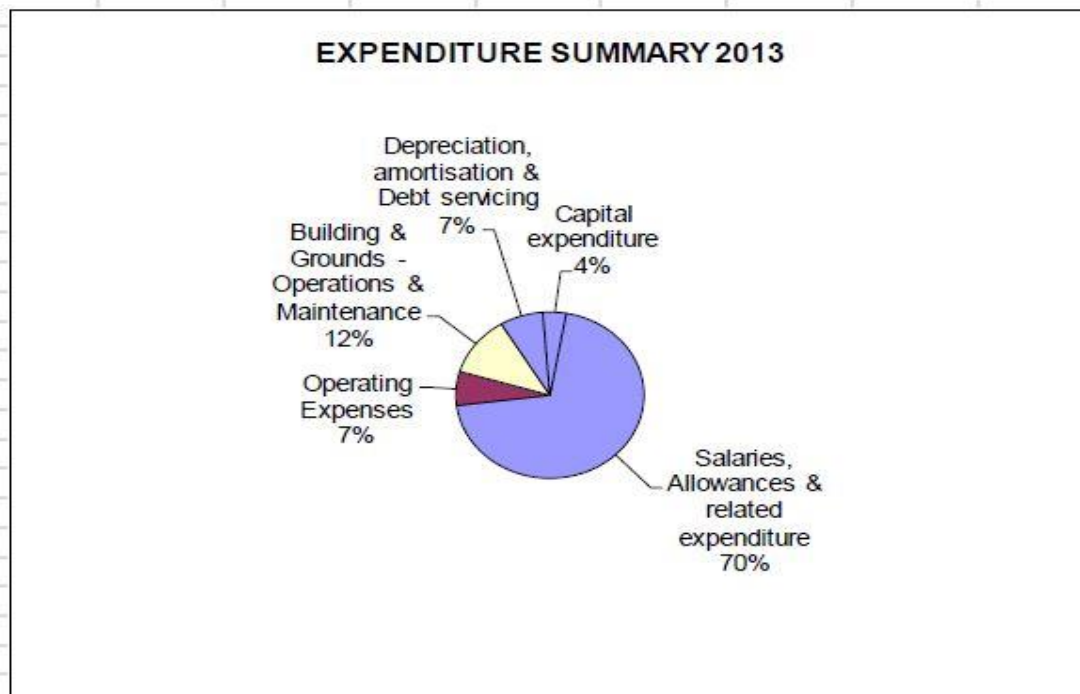
Summary of Financial Information

Australian Islamic College of Sydney is a non-profit organisation whose operations are dependent upon continued financial support from the State and Commonwealth Governments. All funds for operations and funds for capital expenditure are provided by Australian Islamic College of Sydney either from their operational surplus or by way of commercial bill facility. Detailed cash flow including recurrent/ capital income and expenditure summary are represented on the pie charts and column charts below.

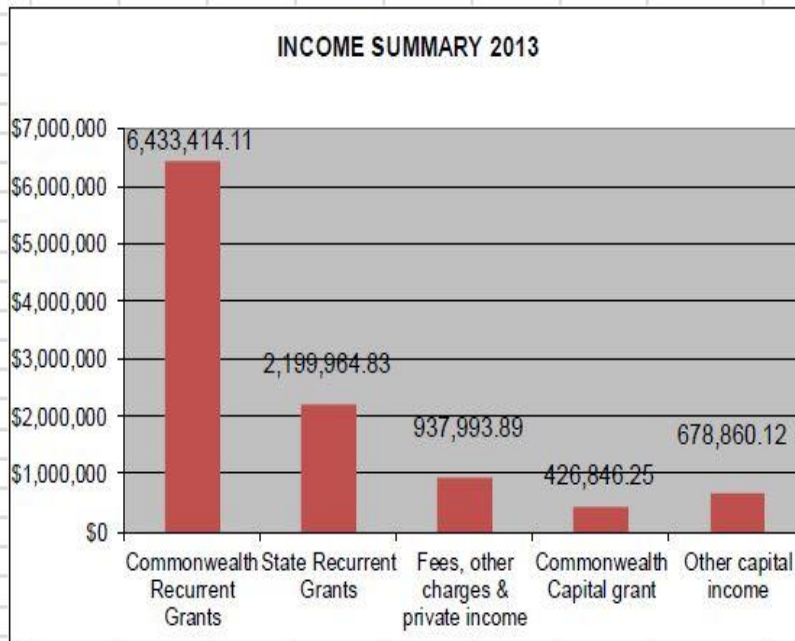
A) GRAPHIC ONE: RECURRENT/ CAPITAL INCOME REPRESENTED BY PIE CHART



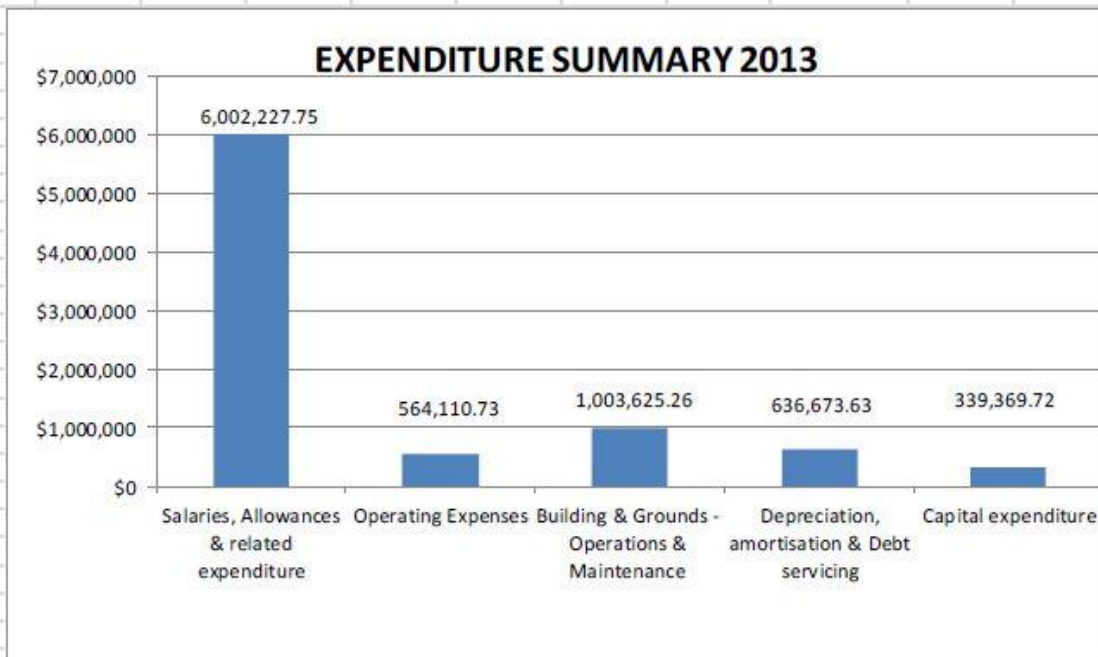
(B) GRAPHIC TWO: RECURRENT / CAPITAL EXPENDITURE REPRESENTED BY PIE CHART

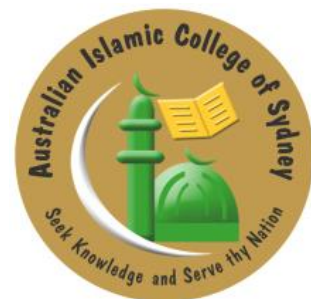


(C) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY COLUMN CHART



(D) GRAPHIC TWO: RECURRENT/ CAPITAL EXPENDITURE REPRESENTED BY COLUMN CHART





Australian Islamic College of Sydney

33 Headcorn Street Mt DRUITT,

NSW 2770 - A.B.N:60 085 245 245

TEL: (02) 9677 2613 FAX: (02) 9677 2648

Email: info@aics.nsw.edu.au

Website: www.aics.nsw.edu.au