Annual Report | 2014

Australian Islamic College of Sydney

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Principal's Message

The Australian Islamic College of Sydney (AICS) is an independent school registered with the New South Wales Board of Studies Teaching and Educational Standards. The College started in 1997 as a primary school with some 30 students and 3 teachers. By 2014, it had become a full-fledged K to 12 school with more than 1000 students and in excess of 80 academic and administration staff.

For the AICS, 2014 was the year of restructuring and innovations. At the beginning of 2014, the College Board decided to implement a re-structuring program to put in place a more effective organisational structure and to improve the quality of education offered to our students. Under this re-structuring, Heads of Department were appointed in the Secondary School to look after the whole process of teaching and learning in different subjects areas. In the Primary School, Stage Coordinators were appointed to take responsibility of teaching and learning and supervision of staff at different stage levels.

To improve the standard of literacy and numeracy in the Secondary School, students from Years 7 to 10 were divided into classes according to their abilities and provided with additional support. The College also participated in the Federal Government funded Schools Leading Learning (SLL) Project. Under this project, funding is provided to enable teachers to attend professional development to improve their teaching skills with our focus being literacy. A school improvement plan was also devised to improve teaching and learning in the whole school.

In 2014, the Higher School Certificate results showed considerable improvements. The College's ranking jumped from 407 to 272 out of 590 schools in NSW. The school enrolment continued to increase and the number of students on the waiting list remained high. The School Board continued its efforts to obtain development approvals for the two new sites in Blacktown and Mt Druitt to establish new College campuses. The approval for the Mt Druitt campus has been granted and we anticipate that the new campus will become operational during 2016 academic year. The development approval for the Blacktown campus is likely to be issued by the end of 2015.

During the 2014 academic year, the curriculum in both Primary and Secondary School was reviewed and rewritten to prepare for the registration and accreditation of the College due in mid-2015.

The College also provided 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! 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.

All the College policies also underwent major revision and re-writing to make them relevant to the current situation.

This report provides information put together through a detailed self-evaluation. It includes a factual account of College's progress and achievements and also contains information on future directions of the College.

Dr Imam Ali

Board Chairman's Message

The College roll has been increasing rapidly over the last few years. To cater for the growing demand for places the AICS Board had purchased additional sites at Abraham Street in Mt Druitt and Kildare Road Blacktown. In 2014 the Board worked tirelessly to acquire DA approvals for these two sites.

Recently, the DA approval was granted for the Abraham Street site and the planning of the buildings and facilities is in progress and construction work is expected to start soon. The Board hopes that the new facilities will become operational in 2016. This new complex will initially accommodate the senior high school classes and later become a full-fledged high school campus. As with our current school that has state-of-the-art classrooms, laboratories and facilities, the new school will be equipped with even more technologically advanced facilities which will further enhance positive learning experiences for our students.

The academic achievement of the school in 2014 has been exceptional with the efforts of a team of dedicated teachers led by the principal Dr Imam Ali. AICS benefits from enthusiastic staff, supportive parents and talented students. Through their combined efforts the school gained their highest ranking ever in the 2014 HSC exams. At AICS, students receive a nurturing, challenging educational experience that stimulates intellectual curiosity and encourages critical and creative thinking. We are proud of our talented staff and their collective and collaborative attitude towards excellence!

In conjunction with the opening of the new facility in Abraham Street, we are hoping to revive the existing Parent and Carers (P&C) Association which we believe will provide valuable input to the School Board for future developments.

Dr S Kirmani

College Student Representatives Message

The past year has been a memorable one for the College Student Representative Council (SRC); a year filled with success and achievements. Through our teachers' perseverance, guidance, and an encouraging mindset, the SRC were encouraged to set very high expectations for themselves from the moment they were appointed. From then onwards, we the cohort, learned to be a cooperative team, conforming to our code of conduct that was handed to us. However, if it were not for the support of our family-like peers in each grade, it would have been impossible to accomplish our many achievements.

Leadership and public speaking was an area where we strived to improve and with the help of Toastmasters training, our self-confidence grew in leaps and bounds. All members of the SRC took turns to become Master of Ceremony at different assemblies throughout the year. Hence, we had ample opportunities to further develop their public speaking skills. During the year, the College participated in Harmony Day, Ramadan and Multicultural EID Day, Anzac Day and Remembrance Day, Anti-Bullying Assembly, Year 12 Graduation and post HSC celebrations and religious based functions, all of which SRC members contributed widely to.

Fundraising activities form a very important function of the SRC. To celebrate the diversity of cultural backgrounds at school, a 'multicultural Mufti Day' was

planned whereby each student was encouraged to dress in their traditional clothing and funds were raised for the Year 12 formal via the sale of food. Further funds were raised during the holy month of Ramadan for deserving local and overseas charities.

Captains were given the opportunity to attend the Ideation 2014 Multicultural NSW Conference at the Bankstown Library and Knowledge Centre. The program was about allowing people to realise what it is like to live in multicultural Australia and have an understanding of the different values and ethics we all believe in. Additionally, the Captains met the NSW Governor in the Leadership program held at NSW Parliament House.

At AICS, the SRC advocated a healthy environment for all students by promoting self-respect, discipline of mind and body through the pursuit of spiritual and academic excellence. We are proud role models who exhibit appropriate behaviours and actions based on our faith. We hope that future SRC representatives will take our lead and continue these great traditions.

CONTEXTUAL INFORMATION

The Australian Islamic College of Sydney (AICS) is a multicultural co-educational faith based school which was established in 1997 to serve the local community's needs. The College offers classes from Kindergarten to Year 12 and was one of the first Islamic schools in the western suburbs of Sydney. AICS has grown significantly since its creation and caters for a diverse local community, accepting students from approximately 25 different language or ethnic groups (Figure 1).

Figure 1: Ethnic origin of students at Australian Islamic College of Sydney in 2014.
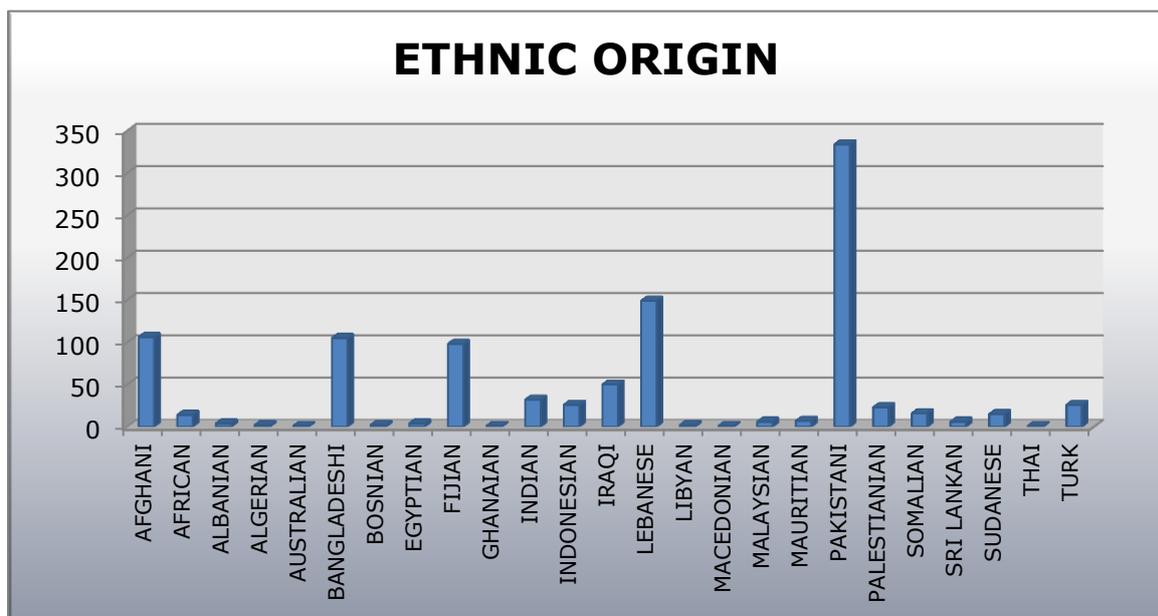
Characteristics of the Student Body

The student population of AICS continues to grow steadily. In 2014, the College had a total of 1014 students of whom 641 were in the Primary School and 373 were in the Secondary School. The Secondary School students comprised of 214 girls and 159 boys whereas the Primary School had 325 girls and 316 boys (Figure 2). The majority of students come from a background where En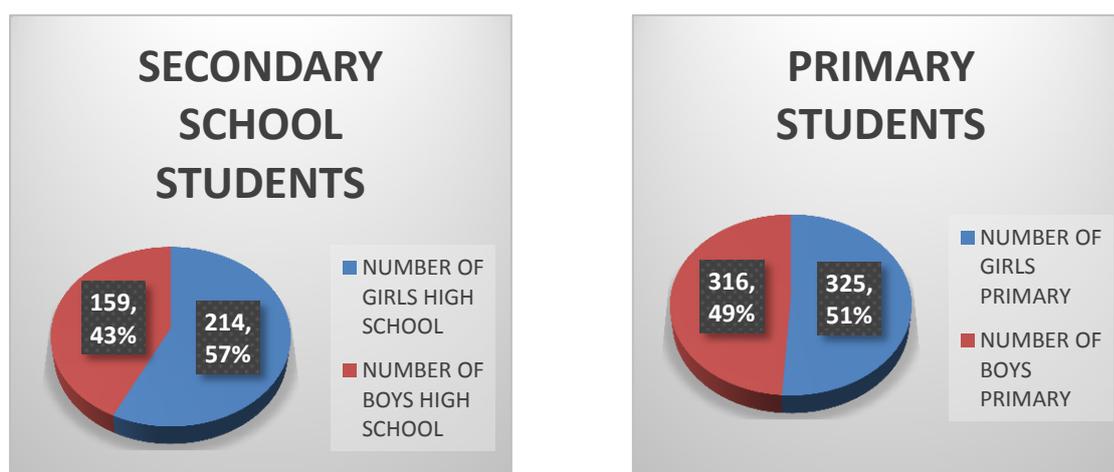glish is not the first language at home. As a result, the College emphasises development of literacy skills at all levels. To facilitate this, AICS has become part of the School Leading Learning Project.

Figure 2: Proportion of male and female students in secondary and primary school at Australian Islamic College of Sydney in 2014.

STUDENT OUTCOMES IN NAPLAN 2014

In the month of May, students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These annual assessments test essential skills divided into five sub categories including reading, writing, spelling, grammar and punctuation, and numeracy. It is devised to test a variety of literacy and numeracy skills that progress over time throughout the curriculum. These skills go beyond English and Mathematics and venture out across all Key Learning Areas.

It is strongly recommended that parents/guardians 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 Schools Leading Learning (SLL) team at AICS has worked closely with consultants from the Association of Independent Schools (AIS) to analyse NAPLAN results and identify trends and areas for improvement through SMART. Accessing this valuable tool has allowed for in depth school and student analysis to occur whilst also paving way for improved programming and a vast range of more appropriate teaching strategies to be adopted.

The 2014 NAPLAN results at the AICS were of a slightly higher standard than the national average (Table 1). These results are expected to improve with the implementation of school improvement plan in 2015

Table 1: Summary Statistics of 2014 NAPLAN

NAPLAN Domain	% Students in the Top 3 Bands (AICS)	% Students in the Top 3 Bands (State)
Year 3 Reading	78%	72%
Year 5 Reading	44%	61%
Year 7 Reading	41%	59%
Year 9 Reading	56%	54%
Year 3 Writing	84%	70%
Year 5 Writing	46%	46%
Year 7 Writing	36%	40%
Year 9 Writing	40%	39%
Year 3 Spelling	89%	74%
Year 5 Spelling	78%	68%
Year 7 Spelling	76%	64%
Year 9 Spelling	71%	55%
Year 3 Grammar & Punctuation	87%	75%
Year 5 Grammar & Punctuation	63%	66%
Year 7 Grammar & Punctuation	55%	61%
Year 9 Grammar & Punctuation	48%	44%
Year 3 Numeracy	67%	66%
Year 5 Numeracy	49%	58%
Year 7 Numeracy	44%	56%
Year 9 Numeracy	51%	54%

SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The College did not have any students that required the issuance of a Record of School Achievement in 2014.

Results of the HSC

In 2014 AICS focused on academic excellence and implemented many strategies to achieve greater representation in Bands 5 and 6 for the HSC. The school was very successful in this endeavour, having dramatically improved the percentage

of students in the upper two bands compared to previous years. This is not always evident when comparing a split between Bands 1-3 and Bands 4-6 (Table 2).

In many subjects our average percentage for Bands 4-6 is above or comparative with the state. Considering the proportionate percentages of ESL students compared to the state, this is an achievement. AICS is committed to consolidating these results.

Table 2: A statistical comparison of HSC results of Australian Islamic College of Sydney from 2012 to 2014 with that of the State.

Subject	2012				2013				2014			
	Bands 1 -3		Bands 4 - 6		Bands 1 - 3		Bands 4 - 6		Bands 1 -3		Bands 4 - 6	
	AICS %	State %	AICS %	State %	AICS %	State %	AICS %	State %	AICS %	State %	AICS %	State %
English Advanced	100	11.2	0	88.8	15.8	13.9	84.2	85.9	11.1	8.4	88.9	91.6
English Standard	79	48	21	52	88	66	12	34	100	57	0	43
Ancient History	100	45.2	0	54.8	0	39	100	61	0	38	100	62
Biology	100	37	0	63	58	32	42	68	60	38	40	62
Physics	NA	NA	NA	NA	67	34	33	66	50	34	50	66
Chemistry	NA	NA	NA	NA	14	26	86	73	60	25	40	75
CAFS	100	32	0	68	NA	NA	NA	NA	57	30	43	70
Economics	100	28	0	72	25	32	75	68	50	27	50	73
Legal Studies	100	31	0	69	23	30	77	70	43	35	57	65
General Mathematics	81	49	19	51	35	58	65	42	53	49	47	51
Mathematics	NA	NA	NA	NA	17	23	83	77	33	19	67	81

Maths Extn	NA	NA	NA	NA	100 (E1 &E2)	17 (E1 & E2)	0 (E3 & E4)	83 (E3 & E4)	100 (E1 &E2)	15 (E1 & E2)	0 (E3 & E4)	85 (E3 & E4)
PDHPE	67	37	33	63	56	41	44	59	50	37	50	63
Society & Culture	50	75	50	25	0	21	100	79	0	22	100	78
Studies of Religion	75	28	25	72	0	25	100	75	07	26	93	74
Business Studies	66	32	34	68	08	33	92	66	25	32	75	67

TEACHER QUALIFICATIONS

In 2014 there were 62 teachers at Australian Islamic College of Sydney. Of these a vast majority had teacher qualifications either from higher education institution within Australia or as recognised with the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines (Table 3). Those who did not have appropriate teacher qualifications were involved in teaching Islamic Studies and Arabic in the primary school.

Table 3: Categories of qualifications of teachers at Australian Islamic College of Sydney in 2014

Category		Number of Teachers		
		S	P	T
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised with the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	i	27	27	54
Teachers having a bachelor degree from a higher education institution within Australia or one recognised with the AEI-NOOSR Guidelines but lack formal teacher education qualifications.	ii	2	3	5
Teachers not having qualifications as described above, but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.	iii	1	2	3

S – Secondary School, P – Primary School, T - total

PROFESSIONAL LEARNING

The AICS firmly believes that ongoing professional development for teachers is essential to:

- ensuring teachers are effective educators and leaders
- maintaining quality schooling
- promoting professionalism
- encouraging a sense of scholarship within the teaching community

Consequently AICS makes every effort to provide Professional Development opportunities to all its teachers and a majority of them took advantage of these (Tables 4 and 5).

Table 4: Professional development sessions attended by primary teachers at Australian Islamic College of Sydney in 2014.

Description of the professional learning activity of primary school teachers	No of staff participating
NST Teacher Accreditation - provided professional learning experiences based around the NST accreditation process	15
Schools Leading Learning- an initiative that has assisted teachers in identifying areas for whole school improvements - Planning and analysis of SMART Data / Ongoing implementation	1
Schools Leading Learning - an initiative that has assisted teachers in identifying areas for whole school improvements - Data Analysis session for Coordinators and SLL team	5
English - provided professional learning experiences based around the English syllabus	31
Mathematics - provided professional learning experiences based around the Mathematics syllabus	31
Registration - provided assistance in the registration process around policies and curriculum	5
ICT- provided information that assists teachers in how to use the SMART board effectively in the classroom and at home	32
First Aid Training - all secondary staff received training in first aid, anaphylaxis, asthma and CPR.	32
Reportable Conduct in the Work - place and professional Boundaries- provided information on acceptable and professional practices in the workplace.	32
WHS Training - provided information around the Work Health and Safety issues in the workplace	32
Emergency, Evacuation and Lockdown training- provided for management staff, wardens and all other staff members around emergency evacuation and lockdown procedures.	32
Primary Curriculum – Planning and Programming	5
Timetabling – provided information on how to use first class Human Edge software for timetabling purpose.	3
Australian Government School Planning	1
Teaching language, literacy and literature in Kindergarten	1
Cyber Savvy Workshop	2
Computer Science unplugged: how fast does an algorithm run?	1

Table 5: Professional development sessions attended by secondary teachers at Australian Islamic College of Sydney in 2014.

Description of the professional learning activity of secondary school teachers	No of staff participating
HSIE- provided information that assists teachers in teaching Preliminary Economics for first time	2
HISE- provided information in a conference that assists teachers in teaching Legal Studies	1
English- provided professional learning experiences based around the new English syllabus and the development of good teaching practices	4
HISE- provided information in a conference that assists teachers in teaching Economics	1
Career Advisor- provided professional learning experiences based around the UAC system of BOSTES	2
English- provided professional learning experiences based around the English AOS discovery	2
HSIE- provided professional learning experiences based around the Legal Studies syllabus and the development of good teaching practices	1
HSIE- provided professional learning experiences based around the Year 12 Legal Studies syllabus and the development of good teaching practices	1
HSIE- provided professional learning experiences based the inaugural Society and Culture Conference 2014 titled Collaborative Pedagogy and Embedding Cross-Cultural Understanding HSIE	1
NST Teacher Accreditation- provided professional learning experiences based around the NST accreditation process	2
BOSTES- provided professional learning experiences based around the RAP Analysis process	10
English- provided professional learning experiences based around the English novels used in the schools especially Shakespeare	1
Schools Leading Learning- an initiative that has assisted teachers in identifying areas for whole school improvements	7
Behaviour Management- provided professional learning experiences based around the behaviour management issues in the classroom	2
Registration- provided assistance in the registration process around policies and curriculum	1
Classroom Practices- provided an introduction to wide range of classroom practices to be adopted for the HSC students	2
HSIE- provided information that assists teachers in teaching Economics for first time	1
HSIE- provided information that assists teachers in teaching Business Studies for first time	1
ICT- provided information that assists teachers in how to use the SMART board effectively in the classroom and at home	30
HSIE- provided information that assists teachers in using Professional Teaching Standard to improve teaching and learning	1
NST Teacher Accreditation- provided professional learning	

	20
experiences based on supporting teachers towards accreditation at Proficient Teacher @ Australian Islamic College, Sydney	20
HSIE- provided information that assists the Head of the Department for effective management in the faculty	1
NST Teacher Accreditation- provided an introduction to the teacher accreditation process and the accreditation maintenance process	20
First Aid Training- all secondary staff received training in first aid, anaphylaxis, asthma and CPR.	30
Reportable Conduct in the Work -place and professional Boundaries- provided information on acceptable and professional practices in the workplace.	30
WHS Training- provided information around the Work Health and Safety issues in the workplace	30
Emergency, Evacuation and Lockdown training- provided for management staff, wardens and all other staff members around emergency evacuation and lockdown procedures.	30
Registration- provided assistance the registration process	30

WORKFORCE COMPOSITION

Table 6 represents the composition of teaching and non-teaching staff at Australian Islamic College of Sydney in 2014. Staff members come from a variety of backgrounds, however, the College did not have any indigenous employees.

Table 6: Workforce composition of Australian Islamic College of Sydney in 2014

Role	Full-time		Part-time		Total
	Male	Female	Male	Female	
Principal	1	0	0	0	1
Deputy Principals	1	1	0	0	2
Heads of Departments (Secondary)	3	3	0	0	6
Teachers (Secondary)	4	13	2	5	24
Stage Coordinators (Primary)	0	4	0	0	4
Teachers (Primary)	4	26	0	2	32
Librarians	0	1	0	1	2
Teachers' Aides	0	3	0	0	3
Counsellors	0	0	0	1	1
Administrative Staff	1	4	0	1	6
IT Support	2	0	0	0	2
Total	16	55	2	10	83

ATTENDANCE, RETENTION AND DESTINATIONS OF STUDENTS

Ninety-two percent (92%) of students attended the College on average each day in 2014 (Table 7). This was similar to the daily attendance in 2013.

Table 7: Student attendance at Australian Islamic College of Sydney in 2014.

Yr	School Days	No. of days of absence/class	Absence Rate (%)	Attendance Rate (%)
K	21660	1724	8.0	92
1	20435	1323	6.5	93.5
2	17927	1212	6.8	93.2
3	19594	1218	6.2	93.8
4	15860	1260	7.9	92.1
5	10052	609	6.1	93.9
6	14823	881	5.9	94.1
7	15825	1239	7.8	92.2
8	13696	930	6.8	93.2
9	11978	1692	14.1	85.9
10	15366	1234	8.0	92
11	7289	775	10.6	89.4
12	4321	395	9.1	90.9
TOTAL	188826	14492	7.9	92.1

Attendance percentage for 2014

Attendance Procedures

Students are expected to arrive by 8.30am for all scheduled College classes and activities.

Rolls are taken each morning during roll call from 8.30am to 8.45am. The office compiles a record of absence. Students not present during roll call are marked absent and an automatic SMS is sent to parents.

Students who arrive late to the College receive a late note that permits entry to class and is then signed by parents and returned with explanation within 24 hours. Unexplained or regular lateness is followed up by the roll call or class teacher via phone call or letters.

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

Management of Non-Attendance

The College has implemented policies and procedures with a pastoral care focus for the management of student non-attendance. Students are required to provide a written explanation, signed by a parent or guardian explaining any

absence from school upon return. Medical certificates are accepted together with parent's written notes; these are kept in the corresponding attendance folders.

Senior students are warned by the Year Advisor if they approach the maximum absences mandated by BOSTES. Parents or guardians are contacted by class teachers (K-6) or Year Advisors (7-12) when absences are unexplained. Mandatory reporting procedures apply where absences are extended or when the student is believed to be at risk.

Absences that are not explained after three days are 'followed up' by the relevant teacher (class or roll call). If the absence remains unexplained after 7 days it will be recorded on the AWMS system as a 'declared absence' (Aa).

Student Retention Rates

In 2014, the student retention rate (percentage of students who completed Year 10 and continued their studies in Year 11 at AICS in 2015) was 79% (Figure 3). This was a significant improvement from the previous years. In 2013, only 60% of the original Year 10 cohort continued their Stage 6 studies at the College. The increase in retention rates was primarily due to the improvement in quality of education at the College that has resulted in the outstanding HSC results of the 2014 Year 12 students.

The students who decided to leave AICS cited 'change of environment', 'personal choice' and 'varied subject choice' as the major factors. Some students chose to pursue VET courses at other educational institutions as these are not currently offered at AICS.

Figure 3: Student retention rate from of Year 10 students in 2014.
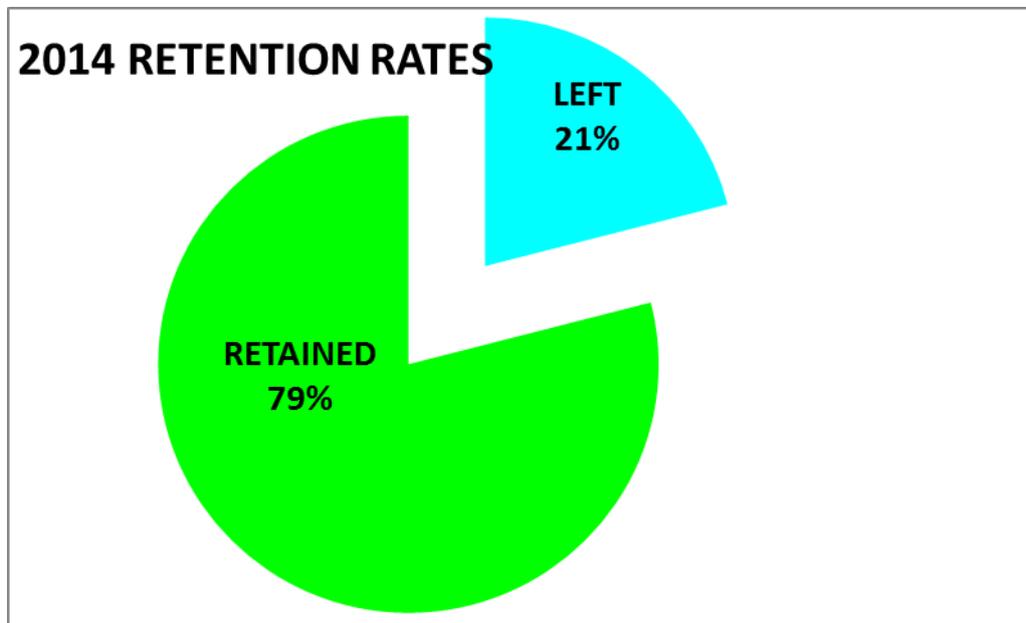
The retention rate of students from Preliminary (Year 11) to HSC (Year 12) was 100%.

Post School Destinations

A total of 29 students sat for HSC Examinations in 2014. Of these the majority gained admissions to universities and tertiary institutions of their first choice. A number of the Year 12 students were given conditional and unconditional early round offers through the SRS scheme to Macquarie University prior to the HSC examinations.

Our 2014 Year 12 students achieved enrolments for 2015 tertiary studies in a diverse range of universities as indicated in Figure 4 below. The most preferred tertiary destinations for our students were Macquarie University and University of Western Sydney with 50% of the students enrolling at these 2 universities. Just over 20% of our graduates enrolled at the University of Sydney and the University of Technology. The remainder have enrolled at University of New South Wales, Griffith University and TAFE. Some 10% chose non tertiary pathways. This range was vastly different from the 2013 cohort who predominantly went to the University of Western Sydney to pursue tertiary education.

The most popular university courses of study for the 2014 Year 12 students included degrees in Health Sciences, Accounting, Engineering, Nursing, Commerce, Law and Arts. This reflects a continuing trend from the 2013 Year 12 cohort who also had similar subject choices.

Figure 4: Post school destinations of 2014 Year 12 students of Australian Islamic College of Sydney
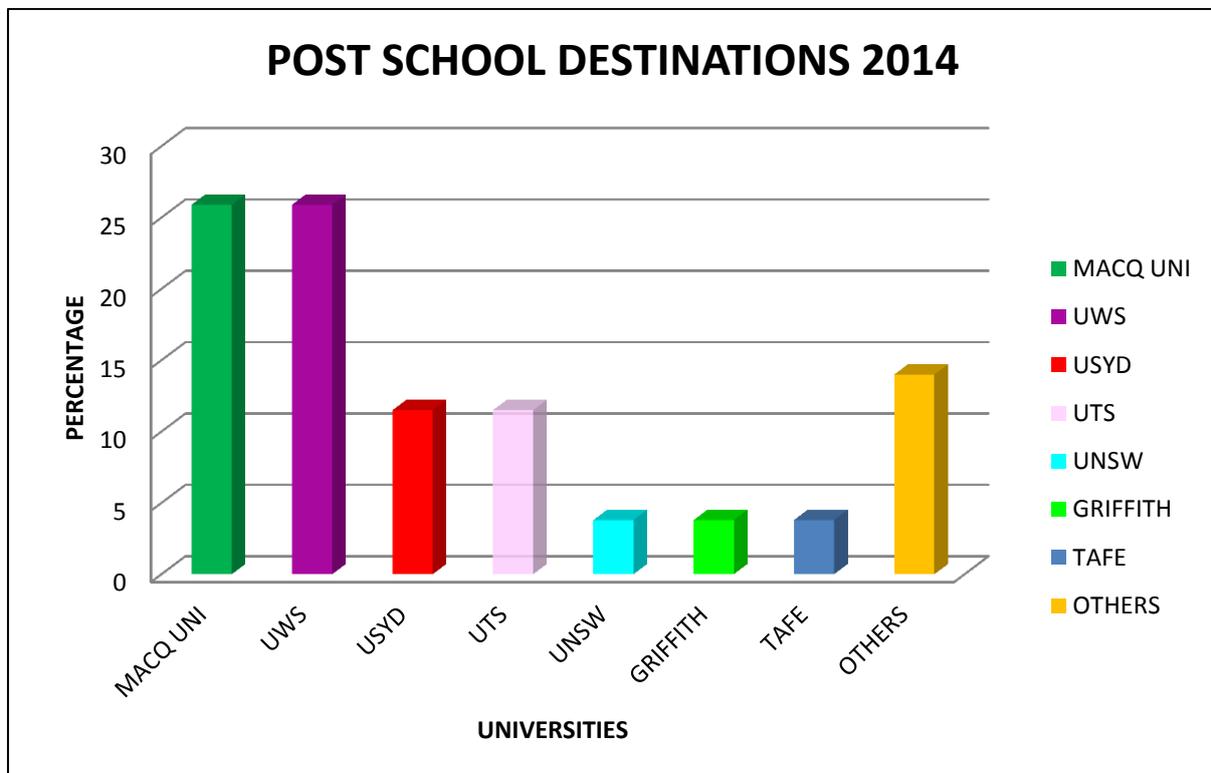
ENROLMENT POLICY

The Australian Islamic College of Sydney (AICS) aims to offer a holistic education, in an Islamic environment to all of its students. The following enrolment procedures strive to promote clear and consistent enrolment guidelines for prospective students and their parents/guardians.

Responsibilities

The Principal and designated executive staff are responsible for all enrolments at the AICS.

Parents wishing to enrol their child at the AICS are required to complete the official enrolment form and pay a prescribed application fee. Applications received after the specified due date may be considered should vacancies exist.

The parent/guardian of the child must undertake to meet their financial responsibilities for the ongoing enrolment. They should also advise the Principal of any standing Court Order or any that may arise. If matters of custody are in place, documentation must be produced.

Procedures:

New Enrolments

The parents/guardians of new students must complete the AICS 'Application for Enrolment' form. Application forms must be accompanied with the following supporting documents:

- Birth certificate
- Citizenship documentation
- Immunisation records
- Information regarding any student allergies/medical conditions
- Information regarding asthma and or anaphylaxis and supporting action plans
- Most recent school reports (if applicable)
- NAPLAN results (where applicable)
- Information relating to any special needs, diagnosed disabilities, or gifted/talented
- Relevant court orders (if any)

Upon receipt of the completed application and fees, the College will notify the parents/guardians of a date when their child will attend an interview. The child may also be required to sit an entrance exam, dependent on their age. After the exam and interviews the Principal together with the Deputy Principal will review the students' performance along with academic and behavioural records from previous schools.

If the student is accepted, the College will issue an acceptance letter stipulating the conditions of enrolment, which may include a 'probationary period' for the student's enrolment.

Upon accepting an offer of enrolment, a term's fees have to be paid in advance. This is non-refundable if the parents/guardians withdraw the enrolment thereafter. If the child wishes to withdraw, the parent/guardian must fill a 'Withdrawal' form.

Enrolment can be reviewed if deemed necessary and revoked based on the principles of procedural fairness.

Privacy

The College is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002. The information provided by parents/guardians will be used to process student application for enrolment. It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student,
- Communication with students and parents or caregivers,
- To ensure the health, safety and welfare of students, staff and visitors to the school,
- State and national reporting purposes,
- For any other purposes required by law,

The primary purpose of collecting and sharing information is to meet government requirements such as annual reporting, census, parental background data for NAPLAN and MySchool. Additionally the information provided may also enable the College to better meet the learning needs of students.

All information will be filed and stored securely. Parents/guardians may access or correct any personal information by contacting the school.

The health related information may be used and disclosed to medical practitioners, health workers, other government departments and or schools in circumstances deemed necessary for the welfare of the student.

OTHER SCHOOL POLICIES

Table 8 below provides a summary of other relevant student welfare related policies of Australian Islamic College of Sydney.

Table 8: Summary of other relevant policies of Australian Islamic College of Sydney.

Policy	Changes and Access 2014
Student Welfare The K-12 Pastoral Care Program at The Australian Islamic College of Sydney (AICS) facilitates both the personal and academic care of students. This program utilises a positive psychological approach in order to achieve student wellbeing. Using a positive psychological approach, our initiatives focus on: - Expressing gratitude - Identifying personal strengths - Building positive relationships - Developing positive emotion - Acquiring leadership skills - Utilising a growth mindset - Building resilience In particular the Pastoral Care Program has a focus on extending our students spiritually, emotionally, intellectually and physically via the concepts of gratitude, the identification of personal strengths, and the development of positive relationships, positive emotion, leadership skills, and resilience. The Pastoral Care Program at the AICS is firmly based on Islamic morals and values and is delivered through a variety of structured activities which include: fortnightly themed assemblies, guest speakers and presentations. External activities complement the College program. The range of experiences offered by the College ensures the students are extended spiritually, emotionally, intellectually and physically. Students involved in inappropriate behaviour will be actively encouraged to seek assistance from the College Counsellor. ***The College does not tolerate/allow corporal punishment of any kind. The principles of procedural fairness is followed in regards to the follow up of any disciplinary issue***. Procedural fairness refers to what are sometimes described as the "hearing rule" and the "right to unbiased decision"	This policy has undergone major revisions in 2014. Next review is due in February 2016. The full version of policy is available on the College website and from AICS upon request

Complaints	This policy was revised in March 2014.
At the Australian Islamic College of Sydney all members of the College community share in the responsibility of educating children within a context of justice and love. The College provides an appropriate model of conflict resolution by which disputes and complaints about the provision of education are resolved.	Next review is due in April 2016
A culture of listening and acknowledging differing opinions is achieved by clear processes that enhance communication, provide direction and are understood and supported by all community members.	
Policy, programs and practice reflect respect for one another. This is achieved by building positive relationships, respecting each other's rights, and seeking to fulfil our responsibilities as teacher and parent.	The full version of the policy is available on the College website and from AICS upon request
Normally, all complaints are handled by personnel with no links to the issue of concern using a fair, unbiased manner to facilitate transparency and objective assessment of the situation under consideration.	
Complaints that may involve reportable allegations (Child Protection complaints) must be resolved in accordance with Child Protection Policies (refer to Child Protection Policies, available upon request from the school).	
The person about whom a complaint is made is given opportunity to respond to the complaint.	
Complainants are kept confidential so that there are no discriminatory actions taken against them as a result of a complaint being lodged.	
Complaints are monitored to track the nature, frequency and resolution details for future reference.	
Grievance	This policy has undergone major revisions in 2014.
Australian Islamic College of Sydney recognises that staff members may have grievances about matters at work, including: ▪ work relationships and ▪ decisions made by other staff members which impact on their work.	Next review is due in April 2017
A grievance procedure applies to all employees and contractors across the College and applies to general grievances.	
If staff has a grievance that cannot be resolved directly with the person involved they are advised to raise it with the Deputy Principal, then the Principal, and finally the Chairman of the College Board.	The full version of the policy is available on the College website and from AICS upon request
On receipt of a grievance the College will determine the most appropriate method of dealing with it.	

Discipline	This policy has undergone major revisions in 2014.
The Australian Islamic College of Sydney (AICS) is committed to maintaining an inclusive learning environment and a positive school climate where students, parents and staff feel safe and have a strong sense of belonging. The school community aims to help our students become responsible, self-disciplined and respectful of the rights of others. The College affirms that 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.	
	Next review is due in September 2016
AICS aims to develop positive relationships between all members of the College community and to promote high standards of behaviour and personal responsibility. All students are expected to show respect at all times and display behaviour that reflects well on themselves, their families, the College and their faith. We focus on building respectful relationships with students by maintaining best practice through the use of class rules that emphasise safety, respect and learning.	The full version of the policy is available on the College website and from AICS upon request
The College actively 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.	
AICS incorporates the recognition of both 'appropriate' and 'inappropriate' behaviours and the 'reward' and 'consequences' for both. This policy recognises that if the responsibility for discipline is shared by all members of the College community, with a positive outlook for the students in our care, that a safe, challenging and caring environment should be possible for all students, staff and parents. In terms of inappropriate behaviours the policy and following procedures require staff to use their knowledge of the students and situations to 'anticipate' what could happen and respond accordingly in an informed, non-instinctive manner, thereby helping to prevent situations arising.	
Anti-Bullying	This policy was revised in 2014.
The Australian Islamic College of Sydney (AICS) is committed to creating a caring College environment based on Islamic ethos and values. The College affirms that 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. The purpose of the Anti-Bullying Policy is to ensure that all members of the College community enjoy a safe and supportive environment. This policy aims to: identify bullying behaviour; acknowledge student rights and responsibilities; outline processes for dealing with bullying; encourage a whole school community approach towards dealing with bullying behaviour.	Next review is due in April 2016
	The full version of the policy is available on the College website and from AICS upon request
Our College's Anti-Bullying Policy is formulated showing that the College does not tolerate bullying in any form. It also aims to discourage and act on any behaviour that may impinge on a person's rights, self-respect, morale or capacity to work and	

study.

All members of the College community have the following rights and responsibilities:

Rights	Responsibilities
To feel safe	To respect the Islamic beliefs and Values
To learn	To respect yourself
To be respected	To respect others
To be valued	To support others

Our College constantly strives to reduce bullying by:

- Teaching and reinforcing the Islamic ethos and values through Islamic studies lessons and integration of Islamic principles and guidelines within all remaining KLA's.
- Implementing Pastoral Programs by Year Advisors and the School Counsellor that teach appropriate social skills, resilience, conflict resolution skills and how to respond to bullying
- Engaging visiting experts such as 'Police Liaison Officers' and Anti Bullying seminars
- Teachers staying informed by the latest research on bullying
- Providing information to the parent body on issues related to bullying via newsletters
- Creating a positive physical environment through such things as displaying Anti-Bullying posters
- Identifying, tracking and responding to students who may exhibit or been the victim of bullying behaviour

COLLEGE DETERMINED IMPROVEMENT TARGETS

In 2013 the College prioritised improvements in the following broad areas: teaching and learning, student welfare and facilities and resources.

Details of these priorities and achievements are provided in the table below:

Table 9: School determined priorities of 2013

Area	Priorities	Achievements
Teaching and Learning	Improvement in writing skills. Increased use of technology, student support, effective teaching	Ability group streaming, providing academic support for students at risk, employing and retaining exceptional educators who share our vision of high achievement for all students
Student Welfare	Improvement of peer relations, reduce bullying, improve attendance and punctuality	Year level meetings and activities, emphasis on Islamic values, anti-bullying campaign, monitoring and following up on absenteeism and rewarding
Facilities and Resources	Technological enhancement, dedicated study area for Year 12 students, reading resources for primary school	All classrooms are equipped with smart boards and laptops, Year 12 study area allocated, reading resources for primary increased significantly.

In 2014, the AICS received funding through the Schools Leading Learning initiative. This program allowed for evidence based self-assessment of the teaching and learning experiences and outcomes to be evaluated. An SLL team was formed to collaboratively work with consultants from the Association of Independent Schools (AIS) to analyse data and identify areas for future improvement. We devised our own student surveys and teacher surveys to gather information around Literacy and Numeracy. We also analysed NAPLAN data and trends using SMART. We then collated the information and used to it to identify targets and priorities for whole school improvements (Table10).

Table 10: School determined priorities for 2014.

Area	Priorities
Teaching and Learning	• Continue efforts to improve literacy and numeracy skills using more planned and enhanced methods, • Continue to improve modern technology in teaching and learning by introduction of ebooks, • Improve the quality of teaching in the whole school.
Student Welfare	• Improve the overall student discipline in the whole school, • Reduce bullying, • Improve attendance and punctuality.
Facilities and Resources	• Replace table top computers with laptops, • Equip libraries with more resources, • Establish new school campuses to reduce over-crowding and congestion on the existing campus.

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.

Our Behaviour Management Policy is based on the mutual respect between students, staff, family and for property. Students are made aware of this through explicit teaching during classes and assemblies.

Student leaders are granted greater responsibility through leading assemblies, meetings and greeting parents and students every morning.

Through these practices, AICS promotes a value of respect supported through the responsibilities placed upon us.

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 fundraising events such as an Islamic Readathon. The celebration of Harmony Day is always very special at the AICS. Students and staff show appreciation for the diversity of the College community through in school activities. Primary students participate in the annual celebration with Ravenswood Primary and Galstaun College. The event was held at the AICS in 2014 and was marked as one of the most enjoyable celebrations since its inception.

The student body organised events to coincide with *Clean Up Australia Day, Anzac day, Remembrance Day, Aboriginal Reconciliation Week and invited 'WIRES'* to the College to highlight awareness of wildlife rescue operations. All of these activities help enhance the qualities of respect and responsibilities amongst students.

PARENT, STUDENT AND TEACHER SATISFACTION

Feedback is an integral way of ensuring AICS connects with the opinions of those who have a key interest in the well-being of its students. In most cases, conversation between teaching staff and parents gives an indication of current levels of satisfaction. Staff at AICS are in regular contact with parents and vice versa regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a regular basis. Where a parent has a concern to raise, correspondence occurs between the relevant parties via telephone conversations or communication in student diaries. Formal meetings/interviews are also arranged with the teacher and an executive member of staff if required to ensure the concerns are understood and every option is considered to resolve any reasonable problem.

Formal surveys are conducted regularly and form part of the feedback mechanisms for the College. Teacher and student surveys were conducted with a focus on Literacy and Numeracy. The surveys provided insight into beliefs, attitudes and perceptions regarding teaching and learning methods. Teachers and students demonstrated positive attitudes towards practices at the College and have been positively receptive to the implemented changes that have followed as an outcome of the BOSTES syllabus. These surveys assisted in identifying areas for improvement and the implementation plans of additional professional learning experiences, which have been welcomed by teachers, parents and students.
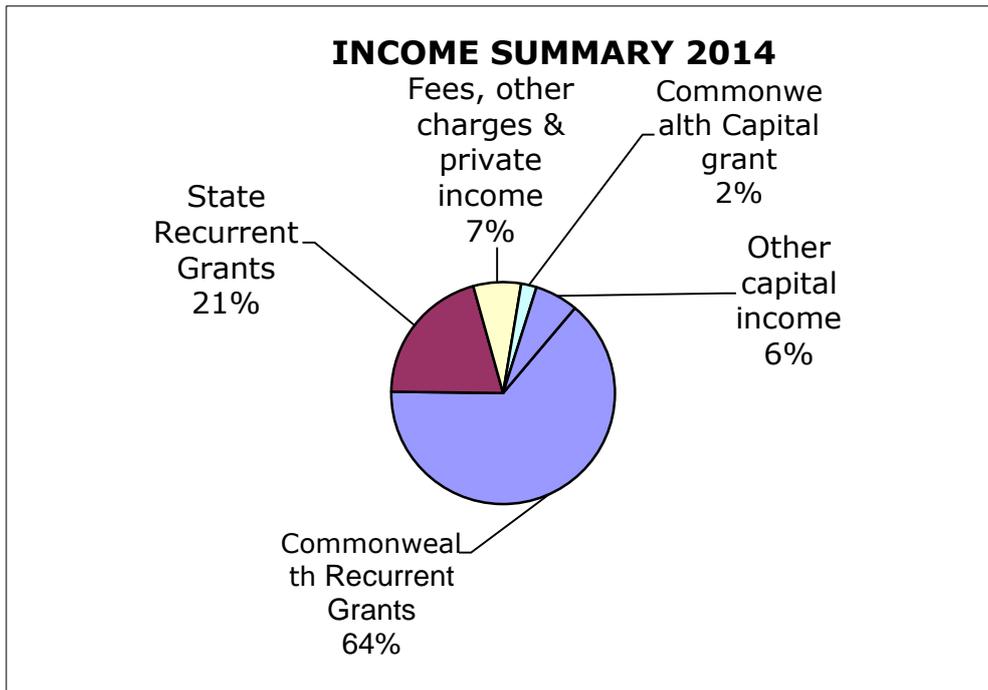
Parent surveys addressed the physical environment, facilities, communication, learning, behaviour management and overall satisfaction with the College. The parent surveys are conducted during Parent Teacher Interview weeks. The surveys are completed anonymously following each interview to gather information that would best gauge the current level of satisfaction of parents. The data is analysed and common themes addressed in order to meet the needs of all parties and implement strategies for necessary improvements to occur. Overall, the results have been highly commendable reflecting significant degrees of satisfaction with the facilities and teaching and learning practices occurring throughout the College.

Community support at the College is high. Our student populations have been increasing at a substantial rate. We have a high turnout at parent-teacher interviews and similarly welcome many at information evenings and open days.

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 Figure 5a and 5b below.

Figure 5a: Summary of income of Australian Islamic College of Sydney in 2014.

INCOME SUMMARY 2014

- Fees, other charges & private income 7%
- Commonwealth Capital grant 2%
- Other capital income 6%
- State Recurrent Grants 21%
- Commonwealth Recurrent Grants 64%

Figure 5b: Summary of expenditure of Australian Islamic College of Sydney in 2014

EXPENDITURE SUMMARY 2014

- Depreciation amortisation & Debt servicing 7%
- Capital expenditure 4%
- Building & Grounds - Operations & Maintenance 11%
- Operating Expenses 8%
- Salaries, Allowances & related expenditure 70%