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THEME 1: MESSAGE FROM KEY SCHOOL BODIES

Principal’s Message

The Australian Islamic College of Sydney (AICS) is a K to 12 co-educational independent school registered with the New South Wales Board of Studies Teaching and Educational Standards (BOSTES). In 2015 the school continued to grow, with a healthy intake at Kindergarten as well as higher retention rate of students in Years 10, 11 and 12. As a result, the school had 1044 students and 91 academic and administrative staff. Both the students and staff are multicultural in nature, reflective of its surrounding community. A majority of students are Australian born but their parents originate from some 25 different countries and about 33 cultural backgrounds. Staff come from mixed faith backgrounds and have a range of career and cultural experiences which enhance the teaching and learning culture of the College. The College continues to offer a high standard of academic education within an Islamic Ethos.

The year 2015 was an eventful year for this school. During this year many changes were introduced, particularly in terms of teacher capacity building and improving teaching and learning outcomes for students. The College continued its participation in the Federal Government funded Schools Leading Learning (SLL) Project. As part of this project, teachers participated in several professional development and training sessions focused on improving their professional and teaching skills, enabling them to identify and adopt evidence-based high yield teaching strategies to improve student outcomes. The school improvement plan that was devised as part of the project in 2014 was fully implemented in 2015. The learning support program introduced in 2014 was also reinforced with employment of specialist teachers to complement the renewed focus on academic success for the full range of learners at AICS.

In 2015, the Higher School Certificate results showed a decline in terms of ranking of the College, however, the NAPLAN results continued to show improvements. In 2015, all our students in years 3, 5, 7 & 9 completed the NAPLAN tests and demonstrated academic success. Their performance ranked well above the national average. This was a significant achievement in a school where nearly all students are from English as an Additional Dialect/Language backgrounds.

Again in 2015 the College’s efforts to train student leaders and develop a desire to help and care for less fortunate people was maintained. Our student leaders did a great job. Amongst other things, they helped organise and officiated various functions and gatherings. They also led some very positive fund raising programs. These initiatives have contributed to a high student morale and a sense of school community as well as assisting those in unfortunate circumstances.

The College Board continued to work on long term plans to develop additional campuses at Blacktown and Mt Druitt to meet the demands for additional places. It continued its efforts to obtain development approval for the development of a new campus in Blacktown. The approval for the additional Mt. Druitt campus has been granted and we anticipate that the new campus will become operational at the beginning of 2017 academic year.

During the 2015 academic year, the curriculum in both Primary and Secondary School was reviewed and rewritten. The College also provided a stimulating and well-balanced program of education to students by involving them in many interesting academic and extracurricular activities. Several other College policies also underwent major revision and re-writing to make them relevant to the current teaching and learning environment. Many new policies were also written and put into effect, some as a matter of annual review and some with changes in policy detail as required by legislation.

In 2015 our students continued to enjoy an array of excursions to enhance their learning experiences. They also participated in the College’s annual sports carnival with great gusto! Like other years 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 put together through a detailed self-evaluation. It includes a factual educational and financial account of College’s progress and achievements as is required by legislation and also contains information on future directions of the College.

Dr Imam Ali
Principal

Board Chairman’s Message

In 2015, the College roll has continued to increase to over 1000 students in K-12. There are two reasons this is occurring; the increase in demand for places in the Primary School, and an increase in retention of students from Year 10 onwards.

These increases are evidence of achievement by both Primary and Secondary school staff, who are supporting students to achieve excellence under the leadership of Principal Dr Imam Ali and the committed efforts of his executive staff Mr Luke Fuller – Deputy Principal, Mr Zulqarnan Malik – Assistant Principal Secondary School and Mr Cameron Warne – Assistant Principal Primary School.

Primary School enrolment has been increasing rapidly over the last few years. With approximately 700 students enrolled, staff in the Primary School have been working hard over the past 12 months to raise the bar for students to excel in literacy and numeracy. The board is mindful of their efforts to achieve high results in NAPLAN testing and in other subject areas.

There was an unfortunate delay for the Abraham Street Campus due to B/A and C/C approvals, however this has recently been rectified. 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 2017.

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.

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!

Dr Shujaullah Kirmani
Board Chairman
The College places high importance on student leadership initiatives. As students, we are always actively involved in promoting the College ethos and working together to achieve collective goals. In 2015, students from Years 7-12 were given the opportunity to serve in the Student Representative Council (SRC). 16 Senior Prefects, two Captains and two Vice Captains led our committed team. Through the positive role modelling we provided, and the numerous special projects we undertook, we demonstrated our dedication to furthering the reputation and success of the school.

Communication is a vital skill in leadership. We were offered the opportunity to attend Toastmasters International, a non-profit educational organisation dedicated to helping members improve their communication, public speaking and leadership skills. To further support our developing skills, we were offered continual guidance and support by our Welfare Coordinator, and meetings were scheduled on a fortnightly basis for briefing, planning and feedback.

Special events contribute a positive school environment and encourage connections with the broader community. Among the events we have organised were ANZAC Day and Remembrance Day ceremonies to honour our fallen soldiers. We also took part in events such as Clean Up Australia Day, AICS Open Day, information nights, special assemblies, fundraisers, graduations, the school sports carnival, Eid and other cultural assemblies, Multicultural Day and Harmony Day. Interfaith programs and debating competitions have enabled us to form valuable relationships with other schools as well as further our communication skills.

Encouraging the academic aspirations of students at the College has always been a high priority. Extracurricular activities such as Science Week, Literacy and Numeracy Week, Cultural/Language Reading Initiative (NLLNW), Young Australian Women Leaders and the Readathon reading competition, serve to heighten student engagement in learning and celebrate the pursuit of excellence. As SRC members it is our role to support such initiatives through rostered regular duties and promotion of upcoming events. We see this as an integral part of our role and we always commit ourselves to our assigned tasks professionally and with enthusiasm.

The College SRC gives voice not just to individuals but also to the student body as a whole. We ensure all students’ views are heard and that their opinions are considered in decision-making processes. Through mentoring and leadership opportunities, we empower students at the College to contribute to a positive school culture and to strengthen the school community through their active participation.

Student Representative Council
THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

The Australian Islamic College of Sydney is a multicultural, co-educational faith based Islamic school. It 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 reaching over 1000 students in 2015. It caters for a diverse local community, accepting students from approximately 33 different language or ethnic groups.

In 2015 there were approximately 1044 students enrolled at AICS of which 387 were enrolled as Secondary students and 657 Primary students. Female students slightly outnumber males accounting for 53% of the student population, with 47% of students being male (Table 1). 100% of the student body follows the Islamic faith. In 2015, 85% of our students identified English as a second language. As a result, the College places greater emphasis on the teaching of literacy in all classrooms.

This has led to the College becoming part of a variety of programs, such as the Schools Leading Learning Program. Such programs address this issue and ensure that all students that attend the College have a fair and equal chance of achieving their aspirations for the future. The College had a continuous focus on building writing skills in 2015, supported by professional development of staff and explicit teaching of vocabulary and writing skills.

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Boys</td>
</tr>
<tr>
<td>K</td>
<td>58</td>
</tr>
<tr>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>3</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>325 (49.5%)</td>
</tr>
</tbody>
</table>

School Total: 1044

THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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 are 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. The mean score is an average of all students’ scores in the test and is used for comparison against the State Average. Students’ performance in each test is also matched to bands on a continuum, which allows schools to track growth in performance from year to year. 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.
### Table 2: Summary Statistics 2015 NAPLAN Results of Australian Islamic College of Sydney

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Proficient Bands*</td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>AICS</td>
<td>435.2</td>
<td>55%</td>
<td>430.8</td>
<td>60%</td>
<td>459.9</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>430.3</td>
<td>50%</td>
<td>423.1</td>
<td>54%</td>
<td>418.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>AICS</td>
<td>496.9</td>
<td>32%</td>
<td>486.7</td>
<td>13%</td>
<td>527.3</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>502</td>
<td>38%</td>
<td>483.5</td>
<td>21%</td>
<td>506.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>AICS</td>
<td>522.9</td>
<td>11%</td>
<td>504.5</td>
<td>12%</td>
<td>569.3</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>549.5</td>
<td>32%</td>
<td>511.5</td>
<td>19%</td>
<td>555.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
<td>Proficient Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>AICS</td>
<td>579.2</td>
<td>15%</td>
<td>558.3</td>
<td>10%</td>
<td>626.1</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>584.1</td>
<td>25%</td>
<td>545.0</td>
<td>15%</td>
<td>591.9</td>
</tr>
</tbody>
</table>

*Proficient bands are the top 2 bands of performance for NAPLAN testing. The higher the band, the higher the performance.*

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 the NSW Department of Education SMART Data Package. Areas of weakness have been identified and have become focus areas in the past 2 years; writing in 2015 and reading in 2016. These results are expected to improve with the implementation of school improvement plan in 2016.

THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

The Record of School Achievement

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 2015.

Results of the Higher School Certificate (HSC)

In 2015, the Australian Islamic College of Sydney implemented new strategies to achieve better HSC results. The College was successful in initiating changes and there were positive responses to the stimuli in a few subjects. Unfortunately, there were a few factors that kept the momentum stagnant and hence the results were not as good as the expectation.

The College has also included HSC results as one of the focus areas for 2016 to help students perform better thus enabling an increased percentage of Bands 5 and 6. The proportionate percentages of ESL students compared to the State is also taken into consideration while designing the improvement plan for 2016.
Table 3: A statistical comparison of HSC results of the Australian Islamic College of Sydney from 2013 to 2015 with that of the State.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1-3</td>
<td>Bands 4-6</td>
<td>Bands 1-3</td>
</tr>
<tr>
<td></td>
<td>AICS %</td>
<td>State %</td>
<td>AICS %</td>
</tr>
<tr>
<td>English Advanced</td>
<td>15.8</td>
<td>13.9</td>
<td>84.2</td>
</tr>
<tr>
<td>English Standard</td>
<td>88</td>
<td>66</td>
<td>12</td>
</tr>
<tr>
<td>Ancient History</td>
<td>0</td>
<td>39</td>
<td>100</td>
</tr>
<tr>
<td>Biology</td>
<td>58</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Physics</td>
<td>67</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Chemistry</td>
<td>14</td>
<td>26</td>
<td>86</td>
</tr>
<tr>
<td>CAFS</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Economics</td>
<td>25</td>
<td>32</td>
<td>75</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>23</td>
<td>30</td>
<td>77</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>35</td>
<td>58</td>
<td>65</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>23</td>
<td>83</td>
</tr>
<tr>
<td>Maths Extn1</td>
<td>100</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Maths Extn2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PDHPE</td>
<td>56</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>0</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>0</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Business Studies</td>
<td>08</td>
<td>33</td>
<td>92</td>
</tr>
</tbody>
</table>
THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Teacher Qualifications

In 2015 there were 73 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 4). Those who did not have appropriate teacher qualifications were involved in teaching Islamic Studies and Arabic.

Table 4: Categories of qualifications of teachers at Australian Islamic College of Sydney in 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.</td>
<td>33 30 63</td>
</tr>
<tr>
<td>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. <em>These members of staff are engaged in the delivery of other (non-Board of Studies) aspects of our overall curriculum.</em></td>
<td>2 2 4</td>
</tr>
<tr>
<td>Teachers not having qualifications as described above, but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.</td>
<td>1 5 6</td>
</tr>
</tbody>
</table>

S – Secondary School, P – Primary, T – Total

Professional Learning

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

- 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.

The indicated number of staff who participated in professional learning activities to update and develop their professional skills and education in their individual chosen teaching area, to support the delivery of an all rounded education for the individual student is listed by College in the table below.

Table 5: Professional development sessions attended by primary and secondary teachers at Australian Islamic College of Sydney in 2015.

<table>
<thead>
<tr>
<th>Description of the Professional Learning Activity – Primary School</th>
<th>Participating Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sharpening Assessment Practices: Schedule, Targets and Benchmarks</strong></td>
<td>24</td>
</tr>
<tr>
<td>Minimum achievement standards were set by teachers from K-6 in all Key Learning Areas</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Problem Solving Strategies and Programming</strong></td>
<td>24</td>
</tr>
<tr>
<td>Teachers were introduced to problem-solving as a teaching strategy in Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Unpacking PAT Data – 5 Questions for Teachers</strong></td>
<td>24</td>
</tr>
<tr>
<td>PAT results were analysed and were used to inform student grouping and programming for 2016</td>
<td></td>
</tr>
<tr>
<td><strong>History Familiarisation and Programming</strong></td>
<td>24</td>
</tr>
<tr>
<td>The History Chairperson provided materials and further explanation about programming for History in 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Teacher Professional Development plans</strong></td>
<td>24</td>
</tr>
</tbody>
</table>
All classroom teachers analysed their practice and identified areas for Professional Development in 2016.

**Primary Cycle 2 General Lesson Observations and Feedback sessions**
All classroom teachers were observed teaching a lesson of their choice by the Assistant Principal. Feedback was then provided to each teacher at separate individual sessions with the Assistant Principal. 24

**Primary Cycle 1 General Lesson Observations and Feedback sessions**
All classroom teachers were observed teaching a Writing/Representing lesson by the Assistant Principal. Feedback was then provided to each teacher at separate individual sessions with the Assistant Principal. 24

**History Syllabus Familiarisation (with AIS consultant)**
Helen Nielsen from the AIS worked with Stage Coordinators and the History Chairperson to familiarise them with the new History curriculum. Scopes and sequences were also designed. 5

**Positive Behaviour Management**

**Schools Leading Learning**
An initiative that has assisted teachers in identifying areas for whole school improvements. This included the following sessions over the course of the year:
- Data Analysis (with Coordinators and SLL coaches participating) 8
- Writing Units of Work (2 sessions) 24
- Reading for Writing 24
- Teaching Writing K-6 (3 sessions) 24

**Emergency Evacuation and Lockdown training**
Provided for management staff, wardens and all other staff members around emergency evacuation and lockdown procedures. 32

**NSW Syllabus Programming and Planning (with AIS consultant)**
Staff were trained to organise content into coherent, well-sequenced learning and teaching programs 5

**Working Scientifically (with AIS consultant)**
Classroom teachers were trained to apply knowledge of Science/Technology content (specifically the Working Scientifically strand) to develop engaging teaching activities. 24

**Working Technologically (with AIS consultant)**
Classroom teachers were trained to apply knowledge of Science/Technology content (specifically the Working Technologically strand) to develop engaging teaching activities. 24

**Description of the Professional Learning Activity – Secondary School**

<table>
<thead>
<tr>
<th>Participating Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Logic</td>
</tr>
</tbody>
</table>
The Risk Logic representative provided information on the importance of maintaining a physical work environment that is without risks to health and safety to the team. 8

| Emergency Management Training |
The Risk Logic representative provided information to the Emergency Management Team on implementing an efficient evacuation plan. 7

| Schools Leading Learning |
An initiative that has assisted teachers in identifying areas for whole school improvements through their faculty improvement plan. 10
This included the following sessions over the course of the year:
- Data Analysis (with HoDs and SLL coaches participating) 7
- Identifying areas for faculty improvement plan (two sessions each)
  a. English 6
  b. Mathematics 6
  c. Science 6
  d. HSIE 6
  e. PDHPE 10
  f. Music, Arts and Technology 6

| Young Leadership course |

---
The course provided information to young leaders on improving their leadership skills at the junior level

**PAT**
Frances Whalan from AIS taught procedures and tools available to evaluate the performance of students in both Literacy and Numeracy using the PAT exams.

**Ethos Awareness**
The Deputy Principal provided information to all staff members on how to implement the Ethos in their day to day running of their classes

**English**
- *The English Teachers Association* provided information on teaching strategies for module C
- *The English Teachers Association* provided information on English Extension course.

**ICT**
AIS provided information on how to implement ICT effectively in the classroom

**Economics**
The Economics and Business Educators NSW provided training to teachers new to the Economics course

**Studies of Religion**
The Board of Jewish Education provided information to assist teachers in learning about Judaism

**Economics and Business Studies**
Economics and Business Educators Annual Teachers Conference run by EBE assisted teachers in increasing content knowledge and assessment techniques.

**Online Grammar Course**
Sue Bremner from AIS assisted teachers in improving the literacy standards in the following subjects:
- HSIE
- Science

**Visual Arts**
An initiative run by The Highly Effective Teacher for teachers to learn beyond behaviour management in and out classrooms.

### THEME 6: WORKFORCE COMPOSITION

The following table represents the composition of teaching and non-teaching staff at Australian Islamic College of Sydney in 2015 (Table 6). Staff members come from a variety of backgrounds, however, the College did not have any Indigenous employees.

**Table 6: Workforce composition of Islamic College of Sydney in 2015**

<table>
<thead>
<tr>
<th>Role</th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Heads of Departments (Secondary)</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Teachers (Secondary)</td>
<td>7</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
</tbody>
</table>
THEME 7: ATTENDANCE, RETENTION AND DESTINATIONS OF STUDENTS

Student Attendance Rates

91.2% of students attended the College on average each day in 2015 (table below). This was similar to the daily attendance in 2014 of 92%.

Table 7: Student attendance at Australian Islamic College of Sydney in 2015.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Primary School Attendance Rate (%)</th>
<th>Secondary School Attendance Rate (%)</th>
<th>Whole School Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.93%</td>
<td>92.20%</td>
<td>91.2%</td>
</tr>
<tr>
<td>1</td>
<td>91.91%</td>
<td>91.41%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.54%</td>
<td>91.66%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.03%</td>
<td>88.07%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.33%</td>
<td>89.26%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.29%</td>
<td>85.42%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.96%</td>
<td>All Grades 89.67%</td>
<td></td>
</tr>
<tr>
<td>All Grades</td>
<td>91.86%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Student Welfare and Behaviour Management 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 if they are frequently absent without valid reasons. 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). Unexplained absences which continue beyond this point are followed up by Stage Coordinators (K-6) or Year Advisors (7-12). Students may be required to complete an Attendance Improvement Plan and/or be referred to Education Department for persistent absenteeism. From this point, the matter may be taken to a Local Court. Such measures are in place to ensure that all children of compulsory school age receive the education they deserve.

Student Retention Rates

In 2015, the student retention rate (percentage of students who completed Year 10 and continued their studies in Year 11 at AICS in 2015) was 69%. This retention rate was slightly lower than the 2014 retention rate. The school is growing steadily and there are plans to introduce VET courses at Stage 6 level. When this initiative is fully implemented the school’s retention rate will improve significantly.

The retention rate of students who completed Year 11 and continued their studies in Year 12 at AICS was 95%. A few students left school as they chose the TAFE pathway to pursue their education.

Post School Destinations

A total of 36 students sat for HSC Examinations in 2015. The College was not able to contact 12 of them to obtain information on their destination. Of the 25 students who provided information to the College a majority gained admissions to universities and tertiary institutions of their first choice (Figure 1).

They achieved enrolments for 2016 tertiary studies in a diverse range of universities as indicated in Figure 1. The most preferred tertiary destination for our students is University of Western Sydney. Others chose UTS or Macquarie University. The students entered TAFE or engaged in direct employment. This range reflects a trend of students who enter University studies following completion of Year 12.

The most popular tertiary courses of study for the 2015 Year 12 students included degrees in Medical Science or Engineering fields, followed by Law or Business areas of study.

Figure 1: Post College Destinations of 2015 Year 12 Students
THEME 8: 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)

Figure 2: Enrolment Flowchart – Primary School
Upon receipt of the completed application form 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, one 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.

Table 8: School age – Grade ready reckoner

<table>
<thead>
<tr>
<th>Child born</th>
<th>Year level (subject to meeting entry exam requirement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st August 2003 to 31st July 2004</td>
<td>Year 7</td>
</tr>
<tr>
<td>1st August 2004 to 31st July 2005</td>
<td>Year 6</td>
</tr>
<tr>
<td>1st August 2005 to 31st July 2006</td>
<td>Year 5</td>
</tr>
<tr>
<td>1st August 2006 to 31st July 2007</td>
<td>Year 4</td>
</tr>
<tr>
<td>1st August 2007 to 31st July 2008</td>
<td>Year 3</td>
</tr>
<tr>
<td>1st August 2008 to 31st July 2009</td>
<td>Year 2</td>
</tr>
<tr>
<td>1st August 2009 to 31st July 2010</td>
<td>Year 1</td>
</tr>
<tr>
<td>1st August 2010 to 31st July 2011</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>1st August 2011 to 31st July 2012</td>
<td>-</td>
</tr>
<tr>
<td>1st August 2012 to 31st July 2013</td>
<td>-</td>
</tr>
<tr>
<td>1st August 2013 to 31st July 2014</td>
<td>-</td>
</tr>
<tr>
<td>1st August 2014 to 31st July 2015</td>
<td>-</td>
</tr>
<tr>
<td>1st August 2015 to 31st July 2016</td>
<td>-</td>
</tr>
</tbody>
</table>

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 College,
- State and national reporting purposes,
- For any other purposes required by law,

The primary purpose for 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 College.

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.
THEME 9: OTHER SCHOOL POLICIES

<table>
<thead>
<tr>
<th>Student Welfare</th>
<th>Changes made and access in 2015</th>
</tr>
</thead>
</table>
| The K-12 Student Welfare and Behaviour Management 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 Student Welfare and Behaviour Management Program has a focus on developing 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 Student Welfare and Behaviour Management 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.  
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”. |

<table>
<thead>
<tr>
<th>Complaints</th>
<th>Changes made and access in 2015</th>
</tr>
</thead>
</table>
| 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.  
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.  
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 College). |

This policy was revised in March 2015.  
Next review is due in April 2017  
The policy is available on the College website and from AICS upon request.
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**

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.

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.

On receipt of a grievance the College will determine the most appropriate method of dealing with it.

**Discipline**

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 College 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.

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 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**

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 College community approach towards dealing with bullying behaviour.

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:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To feel safe</td>
<td>To respect the Islamic beliefs and Values</td>
</tr>
<tr>
<td>To learn</td>
<td>To be a learner</td>
</tr>
<tr>
<td>To be respected</td>
<td>To respect others</td>
</tr>
<tr>
<td>To be valued</td>
<td>To support others</td>
</tr>
</tbody>
</table>

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 College 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

Next review is due in April 2017

The policy is available on the College website and from AICS upon request
THEME 10: COLLEGE-DETERMINED IMPROVEMENT TARGETS

In 2015 the College focused effort on renewal of registration with BOSTES. This involved review and collation of school procedures and policies related to teaching and learning. AICS was successful in attaining 5-year registration approval as a result.

Achievement of 2014 School Priorities

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| 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 College.       | • Introduction of Literacy and Numeracy classes in K-6 and Year 7  
                                                                   • Use of Smartboards to support curriculum delivery in the classroom  
                                                                   • Introduction of Daybooks and Chronicles to support effective planning and teaching across K-12 |
| Student Welfare    | • Improve the overall student discipline in the whole College,  
                          • Reduce bullying,  
                          • Improve attendance and punctuality.                      | • Reduction in school disciplinary absences  
                                                                   • Improving lateness through parent contact and following up on absenteeism  
                                                                   • Promotion of Islamic Values through weekly ‘themes’ |
| 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 | • Laptops implemented in the High School  
                                                                   • Planning for Abraham St campus ongoing |

AICS received funding through the Schools Leading Learning initiative again in 2015. 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 it to identify targets and priorities for whole school improvements.
<table>
<thead>
<tr>
<th>Indicators / Success Criteria</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Increased effectiveness and efficiency of the school structures, organisation and staffing expertise | **K-6**  
Use primary teacher non-teaching time to create 90 minute per blocks for collaborative teaching and learning:  
- Joint programming  
- Joint lesson planning to include differentiation and extending higher ability students  
- Planning pre and post assessment activities to monitor student growth  
- Joint development of assessment for learning activities  
- Moderation of student work and making consistent judgements of student performance against quality criteria  
- Lesson observation and peer feedback |
| Teachers’ confidence and skills improve to address specific student performance requirements for improvement | **Secondary**  
- Structure faculty collaborative planning for joint programming  
- Planning pre and post assessment activities to monitor student growth  
- Joint development of assessment for learning activities  
- Moderation of student work and making consistent judgements of student performance against quality criteria  
- Lesson observation and peer feedback  
- Including Collaborative programming in each primary grade using SMART teaching strategies |
| Teachers’ explicit feedback to students on how to improve is visible and effective | **Update Teachers’ knowledge and skills updated to implement the reading, writing and numeracy requirements of the Australian Curriculum**  
- Train reading, writing and numeracy coaches in primary and secondary (Years 7 & 8) to work with classroom teachers using structured and systematic processes |
| Decrease for every teacher the number of warning slips/detentions issued | **WELFARE**  
- Focus on the quality of teaching and learning activities to increase student engagement with support from coaches |
| Transfer of knowledge and skills across primary and secondary grades | **STUDENT PERFORMANCE**  
- Sharing explicit reading, writing and numeracy skills/subject content knowledge between primary and secondary teachers |
| Sharing student performance data between Years 6 & 7 | **WELFARE**  
- Use SDD for teachers to meet with their grade/secondary colleagues to share student performance and welfare information |
THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Australian Islamic College of Sydney (AICS) has a special College community. There is a sense of belonging and the environment is filled with serenity and inclusiveness with both parents and students to enjoy the value and quality that AICS has to offer.

AICS staff, students and families acknowledge the Traditional Owners of the country and pay respect to their Elders, past and present, and the Elders from other communities. The community is engaged in various programs throughout the year, such as the commemoration of ANZAC Day and Remembrance Day holding official ceremonies to memorialise the event. They partake in events such as open day, information night, parent/teacher interviews, special assemblies, fundraisers, graduations, school carnival and encouraged to collaborate with the College rules to enhance the school environment for their children.

AICS offers a vast range of activities that involves students to promote their respect and role of responsibilities such activities including building moral values through constant inductions and given the opportunity to students to implement a roster in offering sermon to Friday prayer to develop their declamation approach. Students participate in internal and external Ramadan competitions as well as the Qur’an competitions to promote Islamic morals. They are also involved in Eid/festive and multicultural assemblies. Students are given the opportunities to meet overseas and local guest speakers for motivation, promoting morals and belongings. Students are involved in several fundraising events for worthy causes.

Students are engaged with Western Sydney community and Australian multicultural community through debating and public speaking. Students participated in sessions run by Australian Federal Police about Cyber-bullying and the serious effects of it. In addition, students contribute to the community and the society in general through a range of activities such as harmony day, where different schools from many different backgrounds and faiths promote dialogues and programs on respecting, understanding and acceptance. Students also participate actively in Jeans for Genes day, the McGrath Foundation and Canteen Day as well as taking part in “NRL One Community Program” and “In league in Harmony” program.

Our College is an active member of the Clean-up Australia Day. Our students from Kindergarten to Year 12 enjoy keeping the school and the community clean by collecting rubbish and the recyclable material. Parents and students participate in “Bullying No Way”, Australia’s safe and supportive school communities program which involves NSW police advising preventive measures to be adopted.

Our students also participated in many events such as SRC volunteer week, Science week, Literacy and numeracy week, Cultural / Language Reading Initiative (NLNW), Young Australian Women Leaders, Readathon and reading competition, Healthy Harold and NED Show.

We are proud to be part of a greater society and it is a privilege to have an educational facility in the community catering for the betterment and the needs of the youth.

THEME 12: 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 at least one executive member to ensure the concerns are understood and every option is considered to resolve any reasonable problem.

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. Overall, the results have been highly commendable reflecting significant degrees of satisfaction with the facilities and teaching and learning practices occurring throughout the College. We received 459 responses out of approximately 600 families. Summary data is presented below:

**Figure 3: Parent Surveys Summary Data**

![Bar chart for AICS has a welcoming and positive environment]

![Bar chart for I feel my child's teachers have high expectations for learning achievement]

![Bar chart for AICS maintains high standards for behaviour]

![Bar chart for Overall I am satisfied with the quality of education that my child is receiving at AICS]

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.
THEME 13: SUMMARY 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 is 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 below.

**Figure 4: Recurrent / Capital Income**

- Commonwealth Recurrent Grants: 63%
- State Recurrent Grants: 20%
- Fees, other charges & private income: 9%
- Commonwealth Capital grant: 2%
- Other capital income: 6%
- Operating Expenses: 8%
- Building & Grounds - Operations & Maintenance: 11%
- Depreciation, amortisation & Debt servicing: 7%
- Capital expenditure: 9%
- Salaries, Allowances & related expenditure: 65%

**Figure 5: Recurrent / Capital expenditure**

- Commonwealth Recurrent Grants
- State Recurrent Grants
- Fees, other charges & private income
- Commonwealth Capital grant
- Other capital income
- Operating Expenses
- Building & Grounds - Operations & Maintenance
- Depreciation, amortisation & Debt servicing
- Capital expenditure