

ANNUAL REPORT

2019



ADELAIDE

Vision

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

Islamic Values

From the Executive Principal



Assalamu'Alaikum wa Rahmatullahi wa Barakatuh

The academic year has flown by. It has been another great year Masha'Allah for the Australian Islamic College — full of fun, activities, challenges, and growth.

I am extremely excited to share the following excellent results of Year 12 with you. In 2019, we had Top 2 students with 99 plus ATAR; 3 students with 96 plus ATAR; 40% of our students achieved 90 plus ATAR and 55% achieved 80 plus ATAR with adjustment factor which AIC students are privileged with. Alhamdulillah the hard work, dedication and aspirations of our students and staff have once again made us to keep our heads high in the South

Australian Muslim and mainstream Australian community. One of the AIC students received University of Adelaide Principal Scholarship, Alhamdulillah.

Providing quality education, which is full of Islamic manners and values, is indeed a real challenge. I ask Allah (SWT) to help us all accomplish the objectives we have set for AIC. I am sure that with the grace of Allah (SWT), parental support, and the help of the community we will Insha'Allah be able to face the challenges, and will achieve our goals.

Our primary goal is to ensure a real Islamic environment for each child, which is safe and conducive to his/her academic and character development.

In order to provide quality education and maintain an environment that is conducive to learning, AIC sets high academic, character and behaviour standards. True success comes if policies and rules are properly enforced and the students and the parents wholeheartedly adhere to the policies and procedures. We hope you will communicate with your child and his or her teacher about study habits and homework, and ensure that your child arrives at school ready to learn every day.

Jazak'Allah Khairan for entrusting your child to us and I look forward to improvements at AIC every single day, Insha'Allah. At AIC, we are more than willing to do all what it takes to make our schools outstanding institutions, where our students get both their souls and minds nurtured. Such a mission won't be possible to accomplish without your full support and cooperation.

Abdullah Khan
Executive Principal

From the Principal

School overview

Alhamdulillah the Australian Islamic College Adelaide has enjoyed another year of inclusion within the entity of the Australian Islamic Colleges in Perth. This has seen significant changes in the running of the school, its software, development of resources, professional development and overall administration. We welcome the support of the leadership of the Australian Islamic College with its many years of experience in successfully running schools.



Our school actively engaged with the local community in a wide variety of events that included school families, the community surrounding the school (our neighbours), the wider Muslim community, the wider non-Muslim community and other schools.

Mission:

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

Vision:

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

School Progress Towards its Goals in 2019:

The 2019 school priorities were developed from an evaluation of the School Operational Plan and ACER recommendations.

- Continuous improvement in literacy and numeracy
- Effective teaching and learning across the College
- Developing students to be independent learners, leaders and creative and critical thinkers
- Building teacher capacity through upskilling and mentoring
- Developing our partnerships with the Islamic and wider community
- Empowering parents as partners in the education of their children
- Positive behaviour changes and Well being

Kind Regards,

Silma Ihram
Principal

The following are areas where visible progress has been made towards meeting the 2019 goals:

- ICT integration across the curriculum and in daily lessons
- Focus on differentiated learning and individual educational planning
- Providing remedial help
- Student engagement and involving students in more leadership activities
- Design and Digital Technology
- Staff growth through sharing of best practices
- NCCD and ILP development and training
- Curriculum mapping
- Assessment and Rating process of Kindergarten excellence
- “Be You” Well Being program for teachers

The following goals and priorities that may have been partially completed/implemented in 2019 with an expectation of completion in 2020:

- Continue using data to inform teaching and learning improvements
- Empowering parents as partners in the education of their children
- Student engagement and involving students in more leadership activities

Kindergarten Review:

The Education & Early Childhood Services Registration and Standards Board of South Australia undertook a rigorous assessment of the quality of AIC Kindergarten against the National Quality Standard for Early Childhood Education and Care and School Age Care.

AIC Kindergarten had attained Exceeding Rating in Quality area 4 and Meeting Rating in Quality Areas 1,2,3,5,6,7. Overall rating is Meeting National Quality Standards.

School progress towards its goals in 2019

One of the most important goals established by AIC for its Adelaide campus was the development of greater professional learning. Each Wednesday afternoon was devoted to professional development of the staff with guest speakers and professional learning targets.

A 5 Year Operational Plan is being formulated which aims to address all areas of the school’s functioning, led by external advisors and involving all of the leaders of the school.

Outstanding student and staff achievements:

- Fundraising
- Assembly presentations
- Quran competition
- Science Competition
- Mayoral “Make a Book”

Future outlook

The future outlook for the Adelaide campus is excellent. The school has increased its numbers, and there is increasing demand for a place at the school. The priorities/school goals for 2020 include:

- Development and implementation of a whole of school 5 Year Strategic Plan
- a full review of the Islamic Studies curriculum, following a thorough investigation of Islamic Studies led by Professor Mohamed Abdallah and his team from CITE UniSA
- development of landscaping and the Islamic identity of the school
- a full review of the Student Wellbeing and Management policies
- Incorporation of explicit teaching gradually across all curricula
- PAT Analysis along with NAPLAN analysis to inform targeted learning
- Focus on Explicit Teaching
- Implement Wellbeing across the school and finetune support for Student Behaviour
- Empower parents as partners in the education of children
- Use valid testing and gather meaningful data to inform teaching
- Focus on phonemic awareness, fluency, understanding and prosody to improve reading
- Focus on fluency, problem solving and reasoning to improve numeracy
- Use research to inform best practices
- Integration of ICT capabilities in teaching, learning and assessment
- Build teacher capacity and deliver professional development to support staff
- Provide a range of educational and support programs to support students' academic, social, cultural and physical development.
- Develop student leadership program
- Provide a highly effective learning support team which caters for students with learning needs
- Assessment of full implementation of the National Curriculum (ACARA)
- Maintain and enhance the academic standing of the school
- Maintain and enhance the Islamic identity of the school
- Public speaking and debating programs
- Islamic Quizzes and Inter-School Quran competitions
- Integrate the study of Science, Technology, Engineering and Mathematics (STEM) into the programming
- Create an institution that demonstrates excellence in learning and behaviour

Targets:

- 80% of students perform at or above the National mean for their age group
- Support student transition to online NAPLAN
- Islamic identity of the school visible with positive messages throughout the school
- Explicit teaching to be incorporated in 50% of all teaching
- All policies to be updated

Strategies:

- Supporting of staff through continuous refreshers and professional learning sessions
- Wider consultation with staff on implementing improvements and meeting targets
- Differentiation in teaching to cater to below, at and above benchmark students
- Improved validity of assessments and gathering meaningful data to informing teaching
- Effectively implement the role of School Captains

- Develop and implement the Strategic Plan for Adelaide

Our school at a glance

School profile

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2019
Total	450
Girls	234
Boys	216
Indigenous	0
Enrolment continuity (Feb. – Nov.)	-10

Notes:

1. Student counts are based on the prior Census enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Characteristics of the student body

Overview

Students in our school come from a large range of ethnicities, cultural backgrounds and languages including the Turkish, Arabic, African, Afghani and South East Asian communities. Although the majority of our students are born in Australia, living in urban areas, non-indigenous, and from a variety of socio-economic backgrounds, English is a second language for the majority.

Average class sizes

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

Phase of schooling	2019
Kindy – Year 3	21
Year 4 – Year 6	21
Year 7 – Year 10	19
Year 11 – Year 12	15

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The Australian Islamic College Adelaide offers subjects that cater for all abilities of students, including those who would like to study VET qualifications and those who have English as a Second Language. Students in the senior years are enrolled in the Certificate II in Plumbing Pathways 22304VIC, and the Certificate II in Automotive Servicing Technology AUR20516 through external providers. EALD, EAL in the Senior Years along with Essential English are offered in addition to the

general English course, while special Literacy classes are provided to assist students to develop their English skills.

Pre-Primary classes are run on a part-time basis with students engaged in early literacy programs, including the Jolly Phonics program.

Other subjects include:

- Chemistry
- Biology
- Physics
- Maths Methods
- Maths General
- Visual Arts
- Business and Enterprise
- Accounting
- Arabic
- Religion Studies
- Physical Education

Co-curricular activities

AIC Adelaide was very active with Co-curricular activities during 2019. Here is a list of some of the activities that the students were involved in:

- Toy Drive – for the Association of Zakaat Foundation to be provided to sick children at the Women’s and Children’s Hospital in Adelaide
- Eid staff – run by Year 9 girls, raising money for a well and a house in Burma through the Human Appeal International Foundation
- Quran and Athaan Competition – both within the school as well as the Islamic Council of South Australia’s Quran competition
- Our girls won the trophy in the local High School Girls AFL competition
- Mini-Roos soccer program for the Reception to Year 6
- Adelaide Uniting training for high school students
- Homework Club after school
- Art club after school
- National Mosque Day
- Fundraising by the SRC for ‘Bags for Homeless Women’ project
- Cooking by the Islamic Studies Department for the Homeless
- Road Awareness Program
- Year 10 Mosque and Synagogue Visit
- Be You Wellbeing Program
- Tennis Clinic for Junior Primary
- Book Week
- Book Fair
- Science Week
- Parents/Grandparents Appreciation Day
- School Camp for Years 4,5 and 6
- Halaqah held at Mount Lofty

- National Simultaneous Story Time - Kindergarten reading “Alpacas with Maracas”
- Australian National Chemistry Quiz (Credits to 8 Students)
- Rio Tinto Big Science Competition (Credit to 1 Student)
- Arabic Alphabet Chart painted on the Kindergarten wall as a mural by Yr 11 students
- Grand Iftaar
- Parents / Grandparents Appreciation Day
- Pictures below are of Harmony Day and Remembrance Day:



Students were also involved with other schools including our Year 11 Boys at Rostrevor College with a cultural exchange and our Year 11 Students with students from Tatachilla Lutheran College where they presented a talk at Marion Mosque

AIC Adelaide was also very active with Sporting events including:

- Coaching in Tennis, Gymnastics AFL Football, Basketball, Badminton, Volleyball
- R -12 Sports Day
- Kindergarten Mini Sports Day
- JP Mini Olympic Games
- SAPSASA – interschool events
- Dragon Boat competition - AICA were the winners in the Western Zone
- AFL Power Intercultural Cup where the AICA girls defeated Pinnacle College, and AICA boys defeated St Pauls College

How information and communication technologies are used to assist learning

Although AIC Adelaide is yet to have Smartboard technology, it has now adopted an integrated system for managing timetables, staff organisation, parent communication through Parent Lounge and direct student communication online with teachers through Student Cafe, all under the TASS system.

Social climate

Overview

Through the year a number of initiatives encouraged students to be actively engaged in the community and to develop positive social skills

Whole school initiatives:

- Teachers were trained in Differentiated learning through weekly Professional Development
- Wellbeing counsellors ran a series of programs for student wellbeing and were available for students who needed support
- Homework Club, Breakfast Club and after school activities provided support to many students
- Charitable fundraising

Parent, student and staff satisfaction

All sectors of the school parent body were involved in positive parenting sessions run by the School Counsellors, along with Internet and Social Media, Road Safety and of course the School's Open Day.

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Percentage of parents/caregivers who agree# that:	2019
• One of the main reasons for choosing the AIC for our children was for the Islamic values intergration	87%
• Reports are timely and provide good information about my childrens progress	78.3%
• I am comfortable expressing my opinions relating to the educational progress of my children	73.9%
• AIC ensures students have a sound understanding of the theory and practice of the Islamic faith	69.6%
• The content of my childrens homework is appropriate for their year level	67.4%

Percentage of students who agree# that:	2019
• My teachers tell me when I do something really well	51.5%
• I know what I have to do to improve my work at school	62.6%
• I understand the information in my school reports	66.7%
• Doing my best at AIC is important to me	70.7%
• If I have a personal problem, there is a teacher at AIC I can go to for help	59.6%

Percentage of school staff who agree# that:	2019
• I have positive relationships with the students at AIC	94.4%
• The policies and procedures of AIC are documented and accessible to me	75%
• I understand the personnel policies that directly affect me	83.3%
• I am committed to a long-term association with AIC	77.8%
• The Islamic environment of the college makes it a unique and positive place to work	61.1%

Parent and community engagement

At AIC Adelaide the involvement of parents is very important. In order to facilitate this, the school introduced Parent Lounge through TASS – the new school online system.

As an active part of the community, students were encouraged into initiatives that supported the more vulnerable members of the community, and visited other schools for talks and various engagements.

School Funding

Sources of Funding: Audited financial statements summary for the Year ended 31 December 2019

INCOME		2019
	Fees	\$782,893
	State Government Grants	\$1,374,305
	Commonwealth Government Grants	\$4,611,324
	Others	\$294,371
	Total Income	\$7,062,893
EXPENDITURE		
	Salaries	\$3,708,998
	Building & Ground Maintenance	\$230,310
	Depreciation	\$149,077
	Others	\$1,704,070
	Total Expenditure	\$5,792,455
OPERATING SURPLUS		\$1,270,438

Our staff profile

AIC Adelaide is fortunate in having a very talented and experienced staff. Many of our staff have been with the school for years, some even reaching two decades of supporting the school through its many lives and history.

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	10	0
Full-time equivalents	27	7	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Based on our records the qualifications of our teachers are as follows:

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	10
Graduate Diploma etc.*	7
Bachelor degree	23
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$39,667.00.

The major professional development initiatives are as follows:

- Problem Based Learning
- SACE Management and SATAC
- Islamic Research
- NCCD
- Transformative Learning
- Approaches to curriculum and assessment
- Managing VET

- Dyslexia
- You Can Do It
- Behaviour Management
- Intervention that Works

The proportion of the teaching staff involved in professional development activities during 2019 was 54%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2019
Staff attendance for permanent and temporary staff and school leaders.	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were retained by the school for the entire 2019.

Performance of our students

AIC Senior Students have engaged in external competitions such as the following:

2019 Australian Geography Competition - a joint initiative of the Australian Geography Teacher's Association and the Royal Geographical Society of Queensland. The students participated in a 35 minute competition consisting of multiple choice questions testing their geographical knowledge and skills. Some of our students excelled in the competition scoring high distinctions, distinction and credit.

High distinction - 2

Distinction - 3

Credit - 1

The Royal Australian Chemical Institute (RACI) National Chemistry Quiz:

Credit awards – 8

Rio Tinto Big Science Competition - testing critical thinking and problem-solving skills, and knowledge of science. Questions are on contemporary science issues and are based on the new Australian Science Curriculum.

One Credit award certificate was awarded.



Key student outcomes

Student attendance

The overall student attendance rate in 2019, school year was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Year level	2019
Prep	86%
Year 1	85%
Year 2	85%
Year 3	89%
Year 4	91%
Year 5	87%
Year 6	90%

Year level	2019
Year 7	89%
Year 8	89%
Year 9	89%
Year 10	84%
Year 11	87%
Year 12	85%

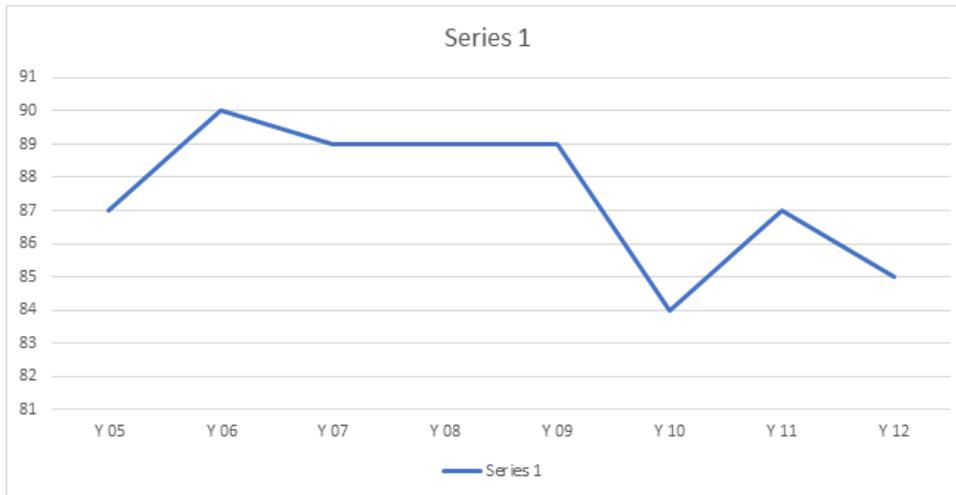
Table 11: Overall student attendance at this school

Description	2019
Overall attendance rate* for students at this school	87%

Table 12: Average student attendance rates for each year level at this school

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

South Australian Independent schools manage non-attendance in line with the South Australian Department of Education procedures which outline processes for managing and recording student attendance and absenteeism.

At AIC Adelaide the following applies:

- In primary school the class roll is marked daily, while in high school students are marked for each lesson. Students who arrive without adequate explanation more than 15 minutes late to a lesson or after the first period without an adequate explanation are marked as absent.
- Adelaide AIC records all attendance on the TASS system
- When students are late or do not attend, parents are notified via SMS.
- In addition, the parents of students who are late regularly or who have significant unexplained absence are contact by the office, then followed up by the Deputy Principal and finally by the Principal
- The Breakfast Club was designed to assist students with arriving before school for those whose parents left for work early.

NAPLAN

	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3		412	435	443	435	385
Year 5		493	490	540	501	485
Year 7		526	516	574	529	524
Year 9		543	537	593	575	576

NAPLAN participation for this school is 94%

NAPLAN participation for all Australian students is 95%

Year 12 Outcomes

Tables 13–15 show for this school:

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

Table 13: Outcomes for our Year 12 cohorts

Description	2019
Number of students awarded a SACE Certificate	20
Number of students awarded one or more VET qualifications	5
Number of students awarded a VET Certificate II or above	5
Number of students who received university offers	17
Number of Excellence awards received	N/A

Table 15: Vocational Education and Training (VET)

VET qualification	2019
Certificate I	
Certificate II	5
Certificate III or above	2

Note:

The values in table 15:

- are as at 11 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students completed the following qualifications –

Certificate II in:

UEE22011 Certificate II in Electrotechnology

UEE21911 Certificate II in Electronics

AUR20516 Certificate II in Automotive Servicing Technology

TP00230 Certificate II in Construction Pathways

Certificate III in:

AHC32816 Certificate III in Rural Operations

TP00258 Certificate III in Bricklaying/Blocklaying

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%

Student destinations

Surveyed information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Australian Islamic College Adelaide has very few students who leave before Year 12. In recent years however, the school has undergone changes in ownership and some students in the senior years have left to other schools in order to pursue their studies.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways.