



AUSTRALIAN ISLAMIC COLLEGE (PERTH) INC.

ADELAIDE **ANNUAL** REPORT 2024



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MESSAGE FROM THE EXECUTIVE PRINCIPAL / CEO

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu,

Dear Parents and Community Members,



We thank Allah SWT for granting us another successful and rewarding year at Australian Islamic College Adelaide. 2024 has been marked by continues growth and commitment to educational excellence and enhancing teaching learning and ensures meaningful learner outcomes.

I am proud to say that our Year 12 students once again have made us proud of incredible achievements and results, with 33% students receiving an ATAR of 90+ with bonus points, and with 12% of our outstanding students achieving remarkable ATAR score of 99 and above. I would like to thank all our students for putting in their maximum effort and our teachers for working with students, parents and colleagues to provide the best possible learning environment.

Providing quality education that consistently and effectively incorporates Islamic manners and values is a significant challenge in today's ever-changing world, but the College is committed to ensuring Islamic values are incorporated across all learning areas. I pray that with the help of Allah (SWT) we continue to work together in a positive way to grow our Islamic values, academic excellence, spiritual and emotional wellbeing of our students to ensure their success in this life and the hereafter.

Thank you for entrusting us with your child's learning journey both academically and spiritually. Our accomplishments this year were made possible due to the unwavering commitment of our Board, staff and leadership teams to ensure our students received the best possible education – academically, emotionally and spiritually.

I look forward to continuing to work together to achieve even greater successes in the coming years.

Abdullah Khan OAM
Executive Principal / CEO

MESSAGE FROM THE PRINCIPAL

SCHOOL OVERVIEW

Since 2017, the Australian Islamic College Adelaide has been a leading Islamic school dedicated to serving the needs of the Muslim community in Adelaide. Catering to students from Kindergarten to Year 12, AIC Adelaide fosters a positive learning environment grounded in Islamic values, emphasizing nurturing, critical reflection, accountability, and a love for learning.



The school promotes the core values of the Australian Islamic College, which guide students toward success.



AIC Adelaide is committed to the personal, academic, and spiritual development of its students, encouraging them to become lifelong learners who are well-prepared for life beyond school. With a multicultural student body representing a wide range of cultural and ethnic backgrounds, the school fosters an appreciation for Australia's diverse society. Students are taught to take pride in their Australian identity while actively contributing to a harmonious and inclusive community.

The College provides a supportive and stimulating learning environment that encourages the development of strong personal and academic identities. This commitment has led to outstanding achievements at both local and national levels in the South Australian Certificate of Education (SACE).

AIC Adelaide aims to provide an Islamic education that equips students with the moral and social values necessary to become active, engaged leaders in 21st-century Australia. The school places a strong emphasis on student wellbeing, offering access to student counsellors and a range of wellbeing programs throughout the year.

The co-curricular program further enriches students' experiences with activities such as swimming, the AFL program, SAPSASA interschool sports, and various community projects.

The College attributes its success in achieving educational objectives to:

- Highly experienced teachers
- A strong professional development program
- An emphasis on effective learning strategies
- A commitment to inspiring students to strive for excellence in both academics and personal development

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2024

Our main focus throughout the year has been on improving the literacy and numeracy levels of our students. It is believed that these improvements will lead to enhanced outcomes in other areas of learning as well. Several steps have been taken to support this goal.

In the Primary School, these efforts include the ongoing implementation of the iMaths program, which encourages students to become inquisitive problem solvers. In the High School, the focus has remained on worded problem-solving questions and regular testing to ensure mastery of key skills.

In Literacy, the Primary School continued its implementation of the Seven Steps Writing program across all classes. Teachers and School Services Officers (SSOs) received ongoing professional development in the Seven Steps Writing process. Programs such as Jolly Phonics and Reading Recovery have also contributed to literacy improvements. In the High School, the focus has been on enhancing students' writing skills using both the Seven Steps Writing program and the Brightpath Writing tool, which allows for a more holistic assessment of student writing.

We would like to acknowledge the outstanding work of our Heads of School during Terms 1, 2, and 3 – Ms. Tanya Khelwaty (Primary School), Ms. Hadiya Hanifi (Middle School), and Br. Mohamed Elshakam (Senior School). Their dedication ensured the smooth day-to-day running of their respective areas and provided vital support to both teachers and students. Each of them performed their roles admirably.

In Term 4, Ms. Tanya Khelwaty was appointed as the Primary School Assistant Principal, and Ms. Rabia Khan was appointed as the High School Assistant Principal. Both leaders have carried out their responsibilities with excellence, making significant contributions to the school's continued progress and student success.

FUTURE OUTLOOK

Australian Islamic College Adelaide remains committed to academic excellence and the emotional wellbeing of students. Moving forward, the school will continue to prioritize literacy and numeracy improvements while strengthening student support systems.

ACADEMIC FOCUS FOR 2025

- **Full implementation of Explicit Instruction** across the entire school beginning in **Term 2, 2025**.
- **Comprehensive professional development** for teachers to ensure the best instructional strategies are adopted.

STUDENT WELLBEING & BEHAVIOUR MANAGEMENT

- Continued implementation of **Classroom Management principles and routines**, educating students on appropriate behaviour.
- Ongoing use of the **point-based system** in alignment with the school's **Behaviour Support Policy**.
- Strengthening teacher-student relationships to support differentiation and inclusive teaching methods.

EMPOWERING TEACHERS AND ENHANCING CLASSROOM MANAGEMENT

Australian Islamic College Adelaide is committed to fostering a school culture that:

- **Empowers teachers** to manage their classrooms effectively.
- **Encourages transparency and accountability** in teaching and learning.
- **Discourages punitive discipline methods**, shifting towards proactive behaviour management strategies that focus on student growth.

With a strong belief in both the educational and spiritual development of students, AIC Adelaide will implement a **change management process** throughout 2025. By giving teachers greater agency and trusting in their professional expertise, the school aims to create an engaging learning environment where students feel supported and challenged.

A key priority will be **knowing each student's strengths and challenges**, delivering **stimulating lessons**, and maintaining **a structured, well-planned curriculum** to minimize behavioural issues. These initiatives are fundamental to ensuring both student success and teacher wellbeing. As such, they remain at the forefront of AIC Adelaide's priorities for 2025.

FINAL THOUGHTS

AIC Adelaide remains dedicated to its mission of nurturing well-rounded, academically successful, and socially responsible students. By continuously refining teaching methods, strengthening student support systems, and prioritizing both academic and emotional wellbeing, the school is committed to shaping the next generation of confident, capable leaders within the Australian Muslim community.





OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2024
Total	641
Indigenous	0
Enrolment continuity (Feb. – Nov.)	96%

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

CHARACTERISTICS OF STUDENT BODY

OVERVIEW

AIC Adelaide is a school founded on Islamic principles. While enrolment is open to all students, all those who attend follow the Islamic faith. Our student body is diverse, with the majority coming from low socio-economic backgrounds. Many students come from large families and often have limited English proficiency or come from non-English-speaking backgrounds.

Family occupations within our school community vary. Many parents work in blue-collar jobs or run small businesses, while others are professionals in fields such as medicine, academia, and business. Additionally, a significant portion of our students come from single-parent households or families experiencing unemployment.

Our school reflects the global diversity of the Muslim community, with students from a wide range of cultural and ethnic backgrounds. We have refugee students who have recently arrived in Australia, as well as Australian-born students whose parents or grandparents migrated from countries including Turkey, Iraq, Iran, Palestine, Afghanistan, Pakistan, India, Bosnia, Malaysia, Egypt, Syria, Sudan, Somalia, Eritrea, Yemen, and the Uyghur community from China. Many of our students have either personally experienced trauma due to forced displacement or have grown up with an awareness of their parents' struggles in refugee camps and the challenges they faced in resettling in Australia.

In addition to these challenges, our school, like many others, is seeing an increasing number of students with undiagnosed special needs, including ADHD, autism, and other medical conditions. We are committed to providing the necessary support for these students, offering tailored assistance to help them thrive academically and socially. For those with backgrounds in trauma or difficulties in social adjustment, we provide counselling and mentoring to ensure their well-being and development within a supportive school environment.

AVERAGE CLASS SIZES

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

Phase of schooling	2024
Kindy – Year 3	24
Year 4 – Year 6	22
Year 7 – Year 10	19
Year 11 – Year 12	20

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

At AIC Adelaide, we recognize that each student brings unique experiences, abilities, interests, and natural curiosities to the classroom. Within a positive learning environment that fosters both quality teaching and critical thinking, students have the opportunity to refine their individual skills and capacities. Teachers play a crucial role in understanding their students' needs and potential, addressing learning gaps, and ensuring that students develop essential literacy and numeracy skills. Beyond academic proficiency, we aim to instill a love of learning and a strong foundation in critical thinking.

To achieve these goals, we have established key principles that guide every learning environment:

Clear Learning Objectives and Student Goals – Ensuring that students understand their learning targets and have clear pathways to achievement.

Building Strong Foundations and a Positive Attitude – Developing core academic skills while fostering a mindset of perseverance and curiosity.

Encouraging Critical Thinking through Inquiry-Based Learning – Promoting analytical skills by engaging students in exploration and problem-solving.

Holistic Development – Supporting students' social, physical, emotional, and spiritual growth.

Reflective Feedback to Students – Providing meaningful feedback that helps students track their progress and refine their learning strategies.

CO-CURRICULAR ACTIVITIES

At AIC Adelaide, we offer a dynamic co-curricular program that enhances students' educational experiences beyond the classroom. Our sports program includes interschool competitions and specialized training clinics led by professional coaches.

Senior students (Years 10–12) broaden their career and academic horizons through events such as the Tertiary Studies and Careers Expo at the Adelaide Convention Centre. Additionally, students participate in leadership-building sports initiatives, including the Power Intercultural Cup and the Bachar Houli Academy programs.

Beyond sports, students engage in a variety of excursions and incursions that enrich their learning. These include visits to the State Parliament, the Magistrates' Courts, museums, universities, and fundraising or pastoral care reward activities. These experiences provide real-world context to classroom learning while fostering personal and social development.

INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN LEARNING

In 2024, AIC Adelaide continued enhancing its ICT infrastructure to support student learning effectively. Smartboards upgraded internet systems, and training in programs such as Education Perfect have been implemented to improve digital learning experiences. Every classroom has access to either laptop trolleys or computer labs, ensuring students can integrate technology into their studies.

For school administration and student management, TASS serves as the primary system for recording pastoral care, communication, timetables, resources, daily notices, and excursions. Additionally, the Markbook feature within TASS facilitates tracking student progress and setting clear learning goals.

Communication between staff, students, and parents has been strengthened through platforms like Class Dojo, which is widely used in primary school for sharing messages, assignments, and important updates. In upper primary, students have further developed their ICT skills by learning coding, which they applied to Lego Robotics, enhancing their computational thinking and problem-solving abilities.

SOCIAL CLIMATE

AIC Adelaide is committed to fostering an inclusive, supportive, and engaging learning environment where all students feel a strong sense of belonging. Through a combination of academic support, pastoral care, and community engagement, we ensure that students receive the guidance and resources they need to succeed. Our programs cater to diverse learning needs, promote positive behaviour, and encourage strong partnerships between the school, families, and the wider community. By prioritizing student wellbeing and maintaining open communication, we strive to create a safe and enriching educational experience for every learner.

At the student assembly, the Quran is read, a Core Value is shared, and important announcements are made. Additionally, reminders about pastoral care and upcoming activities help keep students informed and engaged in the school community.

To strengthen students' sense of belonging and connection, Home Room time is scheduled four days per week after recess. This dedicated period fosters positive relationships among students and provides opportunities for personal and academic support.

The school is committed to ensuring that students of all backgrounds, identities, and abilities can access the curriculum effectively. Support programs include English as an Additional Language or Dialect (EALD) assistance, differentiated instruction with explicit teaching in all subjects, and modified or adjusted learning programs for students on Individual Learning Plans (ILPs). These initiatives help cater to diverse learning needs and promote academic success for every student.

Pastoral Care programs play a vital role in supporting student wellbeing. These include access to a school counsellor, targeted interventions, and an end-of-term reward excursion for High School students who demonstrate positive engagement and behaviour. By prioritizing wellbeing, the school fosters a supportive environment where students feel safe and valued.

Open communication between the school and parents is encouraged to address challenges students may face. The school promotes collaborative problem-solving, helping families understand the factors that contribute to student disengagement and guiding them toward solutions.

To further involve parents and the community, the school employs various communication strategies. Parents and carers receive updates on school events and student learning outcomes through phone calls, text messages, emails, newsletters, and social media. These efforts strengthen the connection between home and school, enhancing student support.

A safe and supportive learning environment is maintained by modeling and encouraging respectful behaviour. Teachers create positive learning spaces by negotiating learning expectations, offering varied learning techniques, and counselling students who breach behaviour standards before assigning consequences. Recognition of students who meet behavioural expectations is an essential part of school assemblies, reinforcing positive conduct.

School staff play a crucial role in fostering a positive environment. By setting clear rules, understanding individual student needs, and implementing consistent reminders and consequences, they guide students in developing responsible learning behaviours.

By integrating these strategies and programs, the school ensures a holistic approach to education, prioritizing academic success, student wellbeing, and community engagement.

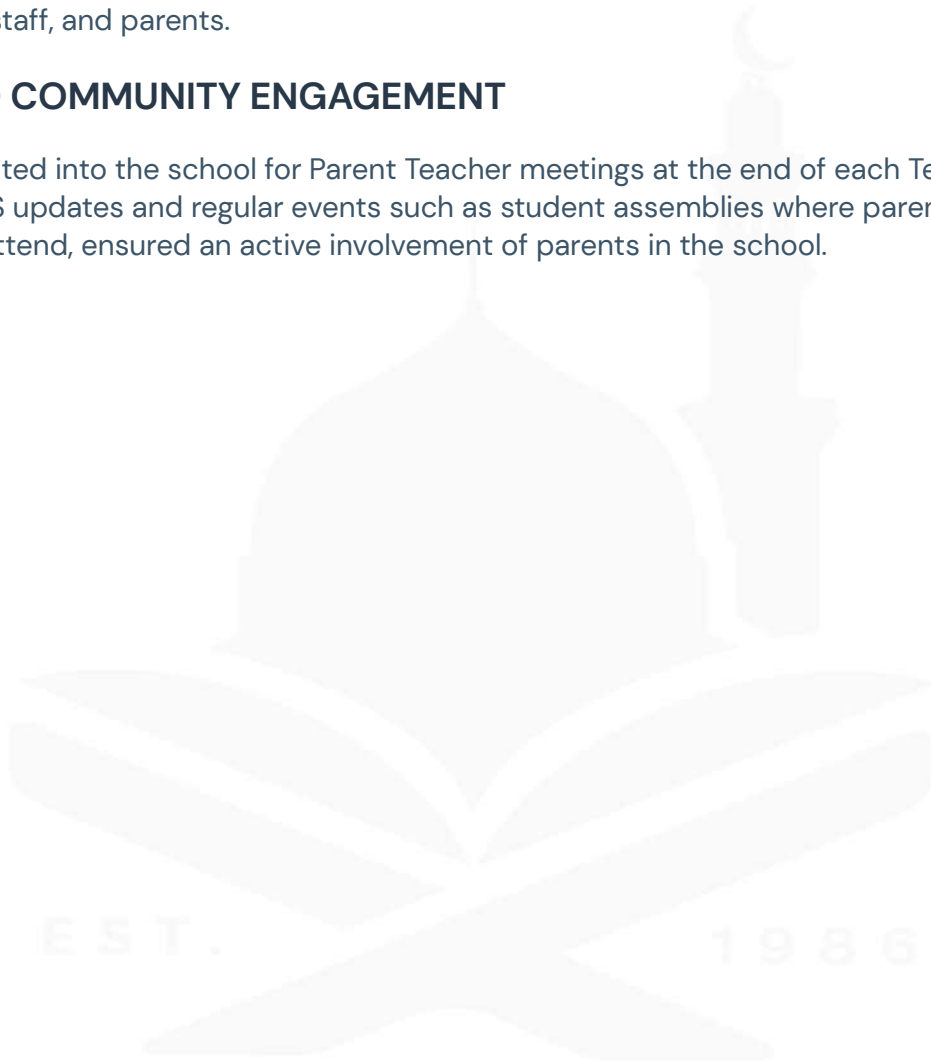
PARENTS, STUDENT AND STAFF SATISFACTION

A reputable and experienced external survey company is engaged annually by the school to conduct Parent, Staff, and Student satisfaction surveys. Following each survey, the feedback is analysed by the Executive Team with an action plan developed to ensure identified areas for improvement are addressed by the Principal.

Australian Islamic College Adelaide values the feedback from its school community and remains committed to maintaining its strengths while continuously working to address the identified key areas. The College will continue its efforts to foster a positive, inclusive, and high-quality learning environment for all students, staff, and parents.

PARENT AND COMMUNITY ENGAGEMENT

Parents were invited into the school for Parent Teacher meetings at the end of each Term. School Newsletters, SMS updates and regular events such as student assemblies where parents were encouraged to attend, ensured an active involvement of parents in the school.



SCHOOL INCOME AND EXPENDITURE

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

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

HOW TO ACCESS OUR INCOME DETAILS

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

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

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

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

Income		2024
	Fees and charges	\$ 1,173,207.00
	State Government Grants	\$ 2,344,781.00
	Commonwealth Government Grants	\$ 8,598,351.00
	Other income	\$ 264,793.00
	Total Income	\$ 12,381,132.00
Expenditure		2024
	Employee expenses	\$ 6,760,897.00
	Supplies and services	\$ 1,903,462.00
	Depreciation	\$ 727,102.00
	Total Expenditure	\$ 9,391,461.00
Operating Surplus		\$ 2,989,671.00

Sources of Funding: Audited financial statement summary for the Year ended 31 December 2024.

OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	19	0
Full-time equivalents	44.8	14.5	0

*Teaching staff includes School Leaders.

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

QUALIFICATION OF ALL TEACHERS

Table 4: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	2	
Masters	16	
Graduate Diploma etc.*	5	
Bachelor degree	26	
Diploma	1	
Certificate	2	

PROFESSIONAL DEVELOPMENT

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total funds expended on teacher professional development in 2024 were \$59,198.

The major professional development initiatives are as follows:

- Classroom Management series that extended over three terms.
- Seven Steps Writing
- NAPLAN data analysis



- IEP development
- Understanding NCCD processes
- Problem Solving Strategies for Mathematics

The proportion of the teaching staff involved in professional development activities during 2024 was 100%

STAFF ATTENDANCE AND RETENTION

STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2024
Staff attendance for permanent and temporary staff and school leaders.	90%

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 72% of staff were retained by the school for the entire 2024.



PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate in 2024, school year was 94%.
Tables 6–7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school

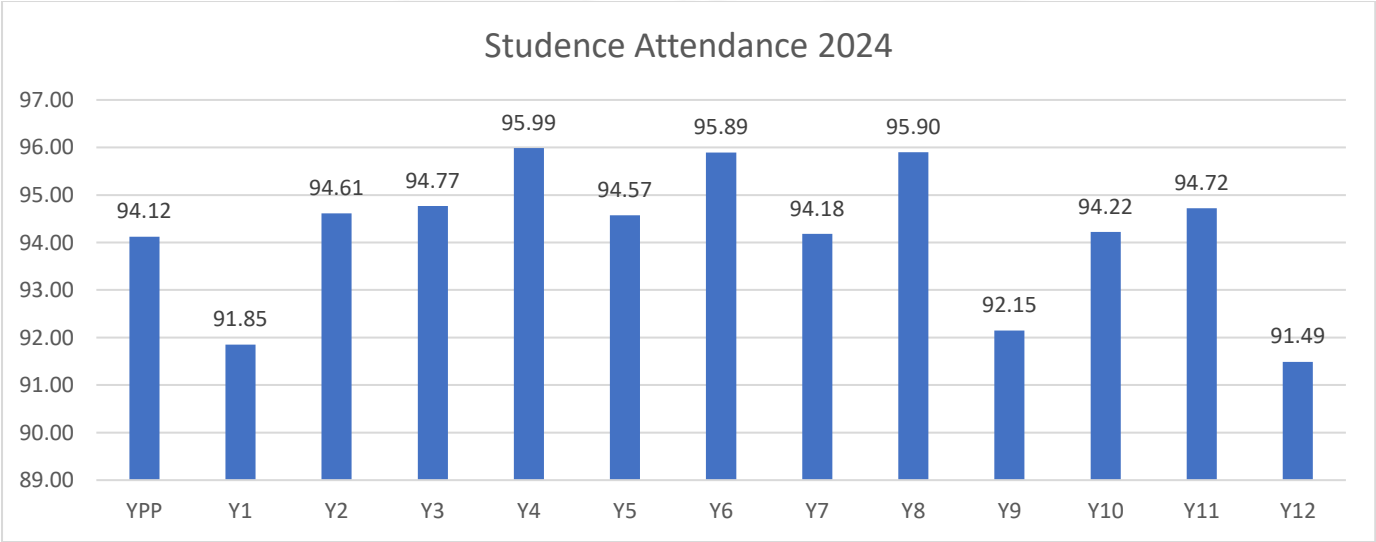
Description	2024
Overall attendance rate* for students at this school	94%

Table 7: Overall student attendance at this school

Year level	2024	Year level	2024	Notes: 1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage). 3.DW = Data withheld to ensure confidentiality
PP	94%	Year 7	94%	
Year 1	92%	Year 8	96%	
Year 2	95%	Year 9	92%	
Year 3	95%	Year 10	94%	
Year 4	96%	Year 11	95%	
Year 5	95%	Year 12	91%	
Year 6	96%			

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.

Where students do not attend punctually and regularly, the following procedures are carried out by our school:

- When a student has consistent absences with multiple unexplained reasons by the parents, the matter is forwarded to the Head of School.
- An appointment is then arranged with the parents to see the class teacher and the Head of School to discuss the reason for reoccurring absences and to find a resolution that can help.
- If absences persist after meeting with the parents, parents are then notified that the school will need to make an official report.
- If in this time absences are continuing, the school will continue to notify the parent that if their child is not at school on the date provided, this may have a consequence for their enrolment.
- After all efforts if there is still no resolution a letter of Termination of Enrolment will be sent out. Teachers are encouraged to be vigilant and must report to Administration any unusual attendance patterns.
- **At AIC the roll mark process includes the following:**
 - Rolls are marked using the TASS on-line system.
 - First roll call during Lesson. Then at the beginning of each lesson in the HS. In the PS, it taken again after lunch.
 - Admin will then check that all rolls are completed. If there is any that are still pending, there will be a follow up with the teacher until completion.
 - Once students have been identified as absent or frequently late, parents are followed up by the procedures listed below:
 - Following the completion of Rolls, an SMS notification is sent to parents advising them that their child is not in attendance.
 - A response is encouraged from the parent either by phone call or reply to our text with the reason for absence.
 - In the circumstance that we do not get a reply, Admin will give parents a call.
 - If the reason for absence is that their child is sick, Admin will then notify the parent that if there are any more consecutive days of absence, they will need to provide us with a medical certificate for those dates.
 - If leadership is not satisfied with explanations, a formal notification is made to the truancy section of DECO (SA) as well as CARL (mandatory notification).

- For part day absences parents usually inform the school in advance so that the College is aware the student will be attending later in the day. The reason for late attendance is entered when signing in.
- Parents are encouraged to contact the school prior to the day if there is going to be a known absence ie medical appointment.
- **In order to increase attendance, AIC utilizes the following:**
 - Explicitly teaching our Core Values
 - Meetings with parents.



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

HOW TO ACCESS OUR NAPLAN RESULTS

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

Find a school	Search website
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Search by school name or suburb	Go
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School sector ▼	School type ▼	State ▼
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

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

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

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

YEAR 12 OUTCOMES



Congratulations



Hana Hegazi
DUX 99.95*



Maysara Taha
99.95*



Alya Nabihah
Mohamed Azmi
99.95*



Umna Hussein
Abdulhaleq Al-Fatyan
99.25*



Nawal Ali
94.30*



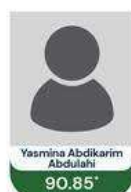
Wahej Osman
94.00*



Omar Afify
92.25*



Miahm Arslan
91.00*



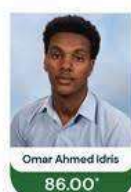
Yasmina Abdikarim
Abdulahi
90.85*



Munira Ahmed Yusuf
90.55*



Huzaila Aslam
90.00*



Omar Ahmed Idris
86.00*

* ATAR includes adjustment factor.

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Tables 8–9 show for this school:

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

Table 8: Outcomes for our Year 12 cohorts

Description	2024
Number of students awarded a WACE Certificate	34
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	28
Number of Excellence awards received	3



Table 9: Vocational Education and Training (VET)

VET qualification	2024	Note: The values in table 9: <ul style="list-style-type: none">• are as at Nov 2024• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
Certificate I	–	
Certificate II	0	
Certificate III or above	5	

Four students completed certificate 3 in Cybersecurity. One student started apprenticeship in Plumbing.

APPARENT RETENTION RATE–YEAR 10 TO YEAR 12

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

Description	2024
Year 12 student enrolment as a percentage of the Year 10 student cohort	100%

STUDENT DESTINATIONS

YEAR 12 LEAVERS

The majority of our Year 12 students have moved on to Higher Education i.e. University or TAFE. Some Year 12 students chose to take a break from studies and joined the workforce.