



AUSTRALIAN ISLAMIC
COLLEGE (PERTH) INC.



ADELAIDE ANNUAL REPORT 2025

ADELAIDE 08 8340 7799 DIANELLA 08 9375 9770 FORRESTDALE 08 9493 5819
HENLEY BROOK 08 9375 9892 KEWDALE 08 9362 2100 THORNLIE 08 9493 2718

22A Cedar Avenue West Croydon SA 5008 ARBN 633 740 137  info@aic.sa.edu.au  aic.sa.edu.au

TABLE OF CONTENTS

Executive Principal's Message	03
Principal's Message	04
Our School at a Glance	08
• School Profile	08
• Characteristics of student body	08
• Curriculum delivery	09
• Social climate	12
School Income and Expenditure	14
Our Staff Profile	15
• Workforce composition	15
• Professional development	15
• Staff attendance and retention	16
Performance of Our Students	17
• Key student outcomes	17
NAPLAN	20
Year 12 Outcomes	21
• Apparent retention rate - Year 10 to Year 12	22
• Student Destinations	22

EXECUTIVE PRINCIPAL'S MESSAGE

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. 2025 has been marked by continuous growth and commitment to educational excellence, enhancing teaching learning and ensuring meaningful learner outcomes.



I am proud to say that our Year 12 students once again have made us proud with incredible achievements and results; 27% of students received an ATAR of 80+ with bonus points, and 18% of students achieving remarkable ATAR scores of 90 and above. I would like to thank all our students for putting in 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. 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 enhance the 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

PRINCIPAL'S MESSAGE

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dear Parents, Students, and Community

I am pleased to present the 2025 Annual School Report, highlighting the progress and achievements of our school community over the past year.



In 2025, AIC Adelaide has continued to move forward with purpose and confidence, guided by our motto: Success in this Life and in the Hereafter. It has been encouraging to see steady progress across the College, with students at every year level striving for excellence and taking genuine pride in their learning. Our academic results reflect the consistent efforts of our teachers and the resilience and determination of our students.

Throughout the year, we strengthened our focus on literacy, numeracy, and senior secondary pathways, sharpening classroom practice and building a culture where high expectations are clearly articulated and well supported. This commitment reflects our belief that the pursuit of knowledge is both a responsibility and a pathway to Success in this Life and the Hereafter.

Importantly, our work extends beyond academic outcomes. We remain committed to nurturing young people of faith, character, and responsibility. Students have engaged meaningfully in service initiatives, co-curricular programmes, and the spiritual life of the College, developing compassion, leadership, and a strong sense of purpose. We are grateful for the partnership between staff, students, and families, which continues to strengthen our community and support our shared vision.

Wassalam alaikum

Robert Mayze

Principal

SCHOOL OVERVIEW

Australian Islamic College Adelaide is a faith-based co-educational school offering education from Reception to Year 12. Known for its commitment to Ihsan – Excellence in academics, character development, Islamic values, and moral framework. Australian Islamic College Adelaide provides a nurturing environment that supports the holistic growth of its learners.

Recognised as a school of choice for the Muslim community in Adelaide, AIC Adelaide is rich in heritage and grounded in the noble traditions of Islamic culture and moral values. The College's vision – Islamic Values and Academic Excellence for Success in this Life and the Hereafter – reflects our dedication to fostering a culturally diverse, inclusive, and values-driven community.

At AIC Adelaide, teaching and learning are guided by evidence-based pedagogical practices. Explicit Teaching is our signature approach: teachers clearly model learning intentions, provide structured guidance, and continuously check for student understanding. Our teachers are committed to differentiated instruction, ensuring the individual learning needs of all students are met. Through a broad range of subject choices and the development of essential 21st-century skills, AIC Adelaide prepares students for multiple pathways to lifelong success.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2025

In 2025, AIC Adelaide strengthened its commitment to excellence as an expression of faith and a pathway towards Success in this Life and the Hereafter. We recognise that striving for excellence (Ihsan) is integral to both learning and character development.

Following comprehensive professional learning, Explicit Instruction was implemented across the College from Term 2. This whole-school approach provided greater clarity in teaching, strengthened knowledge development, and reinforced high expectations for all students. Implementation was supported through instructional coaching, collaborative planning, and ongoing review. Teachers worked together to refine their practice, ensuring consistent, high-quality instruction across all year levels. This strengthened academic rigour while fostering student confidence, independence, and resilience in learning. Our focus on Explicit Instruction extends beyond academic outcomes. It supports the development of disciplined thinking, perseverance, and a genuine love of knowledge – qualities essential for success in both dunya and akhirah.

Student wellbeing remained central to our mission. The College continued to implement consistent Classroom Management principles and routines, explicitly teaching behaviours that reflect respect, responsibility, and self-discipline.

The point-based system, aligned with the Behaviour Support Policy, provided clarity and fairness, supporting students to make positive choices. Behaviour education was approached as part of character development, encouraging students to demonstrate compassion, accountability, and integrity in their daily interactions.

Strong teacher–student relationships remained a priority. Staff fostered respectful and supportive connections, recognising that students learn best when they feel valued and understood. This relational approach strengthened inclusion, supported differentiated teaching, and contributed to a calm and purposeful learning environment.

Through this integrated focus on wellbeing and learning, the College continues to develop students who are grounded in faith, enriched in knowledge, and committed to excellence in character and conduct.

In 2025, Ms Tanya Khelwaty served as Primary School Assistant Principal, and Ms Rabia Khan served as High School Assistant Principal. In Term 2, Br Neyaz Abdulaziz was appointed as Assistant Principal for Student Wellbeing. Each carried out their responsibilities with professionalism and a strong commitment to service and excellence, contributing significantly to the continued progress of the College and the success and wellbeing of its students.

We extend our congratulations to the 2025 Year 12 cohort. Their achievements reflect a strong commitment to knowledge, perseverance, and striving for excellence. In particular, we acknowledge Aida Hodzic, who was awarded Dux of the School for 2025—an outstanding accomplishment reflecting dedication, discipline, and resilience, Alhamdulillah.

We also recognise the following students who achieved an ATAR of 90 and above. Their results are a testament to their hard work, resilience, and commitment to achieving their personal best:

- Aida Hodzic – 99.95
- Asli Abibakar – 97.30
- Yosuf Abumustafa – 96.65
- Ruba Abumustafa – 95.25
- Hania Ather – 93.80
- Ayesha Sher Azam – 92.50
- Noor Abumustafa – 92.15
- Mikael Yasin Kazem – 90.50

In 2025, the College’s Student Leadership Team comprised:

- School Captains: Deen Kopic and Asli Abibakar
- School Vice Captains: Malak Zreika and Hamza Binetti
- Prefect of Religion: Kaif Muhamad Shahabuddin

The College congratulates these students and acknowledges their leadership, demonstrated through integrity, faith, and a commitment to excellence. At AIC Adelaide, leadership is understood not merely as responsibility, but as service to others, strength of character, and the courage to model positive behaviour. Through their contributions, these students have supported a respectful, compassionate, and values–driven school culture.

FUTURE OUTLOOK

In 2026, the College will continue to build on the strong foundations established in 2025, with a clear focus on sustained improvement in partnership, teaching practice, and student development, guided by our commitment to Success in this Life and the Hereafter.

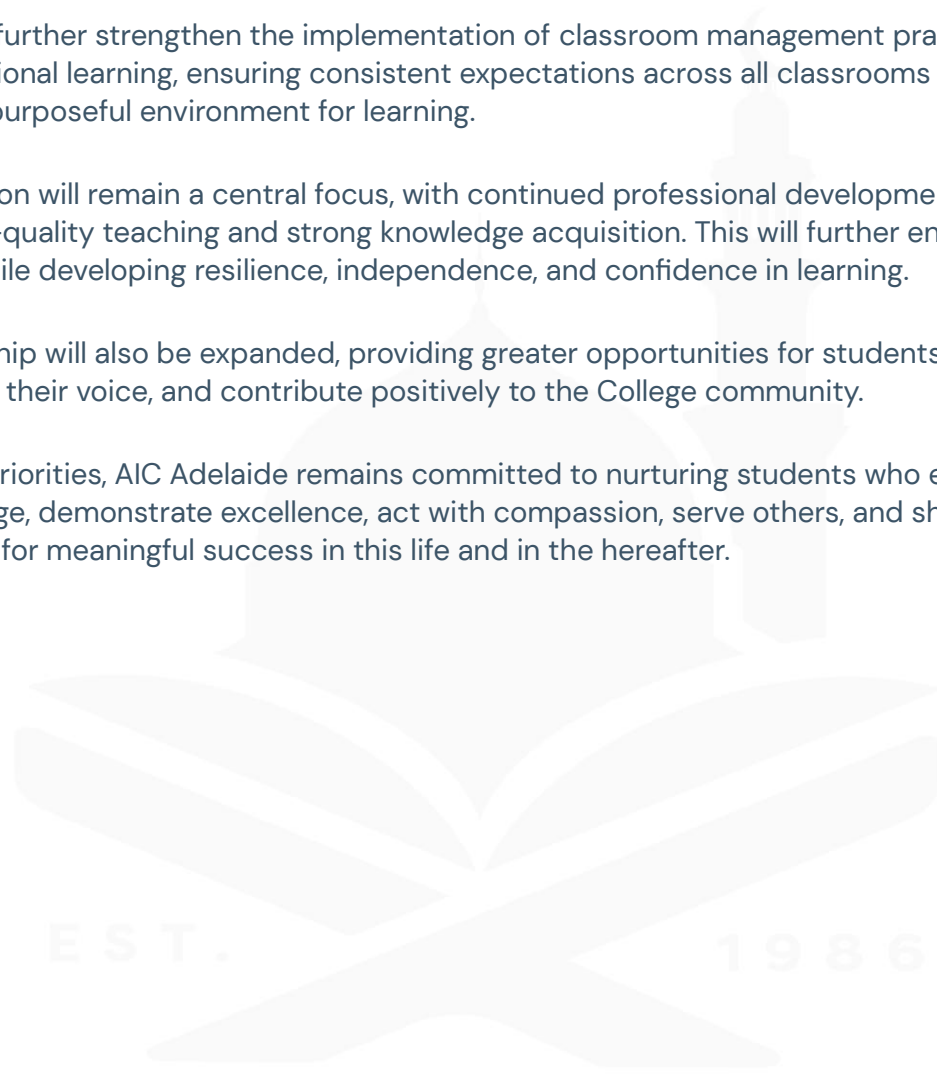
Strengthening engagement with the parent community will remain a key priority. The College will continue parent consultation meetings twice a term, fostering collaboration, shared responsibility, and a strong sense of community built on mutual respect and trust.

The College will further strengthen the implementation of classroom management practices through ongoing professional learning, ensuring consistent expectations across all classrooms and supporting a calm, safe, and purposeful environment for learning.

Explicit Instruction will remain a central focus, with continued professional development and coaching to support high-quality teaching and strong knowledge acquisition. This will further enhance student achievement while developing resilience, independence, and confidence in learning.

Student leadership will also be expanded, providing greater opportunities for students to lead through service, develop their voice, and contribute positively to the College community.

Through these priorities, AIC Adelaide remains committed to nurturing students who embody faith, pursue knowledge, demonstrate excellence, act with compassion, serve others, and show resilience — equipping them for meaningful success in this life and in the hereafter.



OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

STUDENT ENROLMENTS

Table 1: Student enrolments at this school

Enrolment category	2025
Total	588
Indigenous	2
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, guided by a commitment to faith, knowledge, and excellence. While enrolment is open to all, the College provides an environment grounded in Islamic values, where students develop a strong sense of identity, purpose, and responsibility in striving for Success in this Life and the Hereafter.

Our student body reflects a rich diversity, with many students coming from low socio-economic backgrounds. A significant number of families are large, and many students come from non-English speaking backgrounds or are developing proficiency in English. This diversity presents both opportunities and responsibilities, as the College works to ensure equitable access to learning and meaningful support for all students.

Family occupations within the community vary widely. Many parents are engaged in trades, small businesses, or service industries, while others work in professional fields such as medicine, education, and business. The College also supports a number of students from single-parent households or families experiencing periods of unemployment, further reinforcing our commitment to compassion, inclusion, and support.

AIC Adelaide reflects the global diversity of the Muslim community. Students come from a wide range of cultural and ethnic backgrounds, including families with heritage from Turkey, Iraq, Iran, Palestine, Afghanistan, Pakistan, India, Bosnia, Malaysia, Egypt, Syria, Sudan, Somalia, Eritrea, Yemen, and the Uyghur community from China. The College also enrolls students from refugee backgrounds, including those who have recently arrived in Australia.

Many of these students and their families have experienced significant challenges, including displacement, disrupted schooling, and the complexities of resettlement. In response, the College places a strong emphasis on wellbeing, compassion, and resilience, providing a supportive environment where students feel safe, valued, and able to succeed.

In addition, the College is responding to a growing number of students presenting with additional learning and wellbeing needs, including those requiring support for conditions such as ADHD, autism, and other developmental or medical challenges. AIC Adelaide is committed to inclusive education, providing targeted interventions, differentiated learning, and access to counselling and mentoring. These supports are designed to ensure that all students are able to engage fully in their learning and develop the skills and confidence needed to thrive both academically and socially.

Through this holistic and values-driven approach, AIC Adelaide continues to serve its community with a strong commitment to faith, compassion, and excellence, supporting every student on their journey towards Success in this Life and the Hereafter.

AVERAGE CLASS SIZES

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

Phase of schooling	2025
Kindy – Year 3	26
Year 4 – Year 6	27
Year 7 – Year 10	24
Year 11 – Year 12	24

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 OFFERINGS

OUR APPROACH TO CURRICULUM DELIVERY

At AIC Adelaide, we recognise that each student brings unique experiences, abilities, interests, and natural curiosity to the classroom. Guided by our commitment to faith, knowledge, and excellence, we provide a positive and purposeful learning environment in which all students are supported to grow and succeed in this life and the hereafter.

Central to our approach is the use of Explicit Teaching, which ensures that learning is clearly structured, purposeful, and accessible to all students. Through this approach, teachers clearly model concepts, articulate learning intentions, and systematically build knowledge and skills, particularly in literacy and numeracy. This enables teachers to identify and address learning gaps while supporting students to develop confidence, independence, and resilience in their learning.

Within this environment, students are encouraged not only to achieve academic success, but also to develop a love of learning, strong critical thinking skills, and a sense of responsibility for their own progress. Teachers play a vital role in understanding each student's needs and potential, ensuring that learning is both differentiated and responsive.

To support these outcomes, the College is guided by the following key principles:

- **Clear Learning Objectives and Student Goals**
Students are supported to understand what they are learning and why, with explicit success criteria and clear pathways to achievement.
- **Strong Foundations and a Positive Learning Disposition**
A focus on building core knowledge and skills is complemented by the development of perseverance, curiosity, and resilience.
- **Critical Thinking and Inquiry**
While Explicit Teaching provides a strong foundation, students are also encouraged to engage in inquiry, problem-solving, and higher-order thinking to deepen their understanding.
- **Holistic Development**
The College supports the social, emotional, physical, and spiritual development of each student, recognising that success extends beyond academic outcomes.
- **Reflective Feedback and Continuous Improvement**
Ongoing, purposeful feedback enables students to reflect on their learning, set goals, and continually improve their performance.

Through this balanced and intentional approach, AIC Adelaide fosters a culture of high expectations, compassion, and continuous growth, ensuring that all students are equipped with the knowledge, skills, and character to thrive and contribute positively to society.

CO-CURRICULAR ACTIVITIES

At AIC Adelaide, we offer a dynamic co-curricular programme that enriches students' learning experiences beyond the classroom. These opportunities are designed to complement academic learning while fostering the values of service, resilience, compassion, and excellence, supporting students in their journey towards Success in this Life and the Hereafter.

Our sports programme provides students with opportunities to participate in interschool competitions and specialised training clinics delivered by experienced and professional coaches. Through sport, students develop teamwork, discipline, resilience, and leadership, while promoting physical wellbeing and a strong sense of belonging.

Senior students in Years 10–12 are provided with opportunities to broaden their academic and career pathways through participation in events such as the Tertiary Studies and Careers Expo at the Adelaide Convention Centre. These experiences support informed decision-making and encourage students to pursue pathways aligned with their strengths, interests, and aspirations.

Students also engage in leadership and personal development programmes, including participation in initiatives such as the Power Intercultural Cup and the Bachar Houli Academy. These programmes promote leadership through service, cultural understanding, and positive community engagement.

Beyond sport and leadership, students participate in a wide range of excursions and incursions that enhance their learning. These include visits to institutions such as State Parliament, the Magistrates' Courts, museums, and universities, as well as involvement in fundraising and pastoral care activities. Such experiences provide meaningful real-world context to classroom learning while supporting students' social, emotional, and spiritual development.

Through these diverse co-curricular opportunities, AIC Adelaide continues to nurture well-rounded students who are confident, engaged, and equipped to contribute positively to their communities.

HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING

In 2025, AIC Adelaide continued to strengthen its use of Information and Communication Technologies (ICT) to enhance teaching and learning across the College. In alignment with our commitment to knowledge and excellence, ICT is integrated as a key tool to support student engagement, skill development, and academic achievement.

All students have access to digital technology through the provision of computer laboratories and mobile laptop trolleys, ensuring equitable access to learning resources. This access enables students to engage with digital tools that support research, collaboration, and the development of essential 21st-century skills.

The College utilises a range of online learning platforms, including Education Perfect, Elastik, Renaissance and IXL, to support differentiated instruction and reinforce key concepts, particularly in literacy, numeracy and science. These platforms provide opportunities for personalised learning, immediate feedback, and ongoing skill development, complementing the College's Explicit Teaching approach.

In addition, TASS is used as the College's primary system for administration and student management. It supports the effective organisation of pastoral care, communication, timetables, resources, daily notices, and excursions, ensuring that both staff and students are well supported in their day-to-day learning environment.

Through the strategic use of ICT, AIC Adelaide continues to enhance teaching effectiveness, support student learning, and prepare students with the digital skills necessary for Success in this Life and the Hereafter.

SOCIAL CLIMATE

OVERVIEW

AIC Adelaide is committed to fostering an inclusive, supportive, and engaging learning environment where all students experience a strong sense of belonging. Guided by our values of faith, compassion, and resilience, the College provides a balanced approach to academic support, pastoral care, and community engagement to ensure every student is equipped to succeed in this life and the hereafter.

Each school day begins with a morning assembly, where Qur'an recitation, the sharing of values underpinning our school motto, and key announcements help to set a purposeful and reflective tone. These gatherings reinforce our shared identity and keep students informed, connected, and engaged in the life of the College.

The College is committed to ensuring that students of all backgrounds, abilities, and learning needs can access the curriculum effectively. Targeted support programmes include English as an Additional Language or Dialect (EALD) assistance, differentiated instruction supported by Explicit Teaching, and adjusted learning programmes for students on Individual Education Plans (IEPs). These approaches ensure that all students are supported to develop essential skills and achieve academic success.

Student wellbeing is supported through a comprehensive pastoral care framework. This includes access to counselling services, targeted interventions, and recognition programmes that celebrate positive behaviour and engagement. By prioritising wellbeing, the College fosters a safe and nurturing environment in which students feel valued and supported.

Strong partnerships with families are central to student success. The College promotes open communication and collaborative problem-solving, supporting parents and carers to understand and respond to challenges that may impact student engagement. Communication is maintained through a range of channels, including phone calls, emails, text messages, newsletters, and social media, ensuring families remain informed and connected.

A safe and respectful learning environment is actively promoted through consistent expectations and positive behaviour practices. Staff work closely with students to establish clear expectations, provide guidance, and support reflection when behaviours fall short. Positive conduct is regularly recognised, reinforcing a culture of responsibility, respect, and service.

Through this integrated approach, AIC Adelaide continues to provide a holistic education that supports academic achievement, student wellbeing, and strong community connection, reflecting our commitment to developing confident, capable, and values-driven young people.

PARENT, 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 any 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

AIC Adelaide recognises the vital role that parents and the wider community play in supporting student learning and wellbeing. Guided by our values of faith, service, and compassion, the College is committed to fostering strong, collaborative partnerships that contribute to Success in this Life and the Hereafter.

Throughout 2025, parents and carers were actively engaged in the life of the College through a range of structured and informal opportunities. Parent–Teacher meetings were held at the end of each term, providing valuable opportunities for families to discuss student progress, set goals, and strengthen the home–school partnership.

Communication with families was maintained through regular school newsletters, SMS updates, and digital platforms, ensuring that parents remained informed and connected to their child’s learning journey. In addition, parents were encouraged to attend school events, including student assemblies and celebrations of learning, fostering a strong sense of community and shared purpose.

The College also facilitated Parent Consultation meetings with school leadership twice per term. These meetings provided a platform for open dialogue, feedback, and collaboration, supporting continuous improvement and ensuring that the perspectives of families are valued in decision–making processes.

Beyond the school, AIC Adelaide actively engaged with the broader community, including participation in events such as the Al Salam Festival. Such involvement strengthens community connections, celebrates cultural identity, and promotes a positive representation of the College within the wider society.

Through these initiatives, AIC Adelaide continues to build meaningful partnerships with parents and the community, recognising that strong relationships are essential to supporting student success and wellbeing.

SCHOOL INCOME AND EXPENDITURE

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardised 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.

Sources of Funding: Audited financial statement summary for the Year ended 31 December 2025.

Income		2025
	Fees and charges	\$ 1,164,078
	State Government Grants	\$ 2,274,373
	Commonwealth Government Grants	\$ 8,274,519
	Capital Grants	\$ 150,150
	Other income	\$ 176,091
	Total Income	\$ 12,039,211
Expenditure		2025
	Employee expenses	\$ 7,300,724
	Supplies and services	\$ 21,495,140
	Depreciation	\$ 1,358,880
	Total Expenditure	\$ 30,154,744

OUR STAFF PROFILE

WORKFORCE COMPOSITION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

The Australian Islamic College Adelaide is committed to attracting and retaining highly qualified and experienced staff. We encourage ongoing professional development across all roles.

All teaching staff are registered with the Teachers Registration Board of South Australia (TRBSA) and hold tertiary qualifications in Education, with many also holding postgraduate degrees. Our operations staff possess relevant tertiary qualifications or technical certifications in their fields.

Table 3: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	23	0
Full-time equivalents	40.4	18.6	0

*Teaching staff includes School Leaders.

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

QUALIFICATIONS OF ALL TEACHERS

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

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	15
Graduate Diploma etc.*	5
Bachelor degree	22
Diploma	1
Certificate	1

*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 2025 was \$13,930.

The major professional development initiatives were as follows:

- Classroom Management series that extended over four terms
- Seven Steps Writing
- NAPLAN data analysis
- Understanding NCCD processes
- IEP development
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2025 was 100%.

STAFF ATTENDANCE AND RETENTION

STAFF ATTENDANCE

Table 5: Average staff attendance for this school as percentages

Description	2025
Staff attendance for permanent and temporary staff and school leaders.	97.2

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year 86.15% of staff were retained by the school throughout 2025.

PERFORMANCE OF OUR STUDENTS

KEY STUDENT OUTCOMES

STUDENT ATTENDANCE

The overall student attendance rate for the 2025 school year was 95.09%.

Tables 6-7 show attendance rates at this school as percentages.

Table 6: Overall student attendance at this school

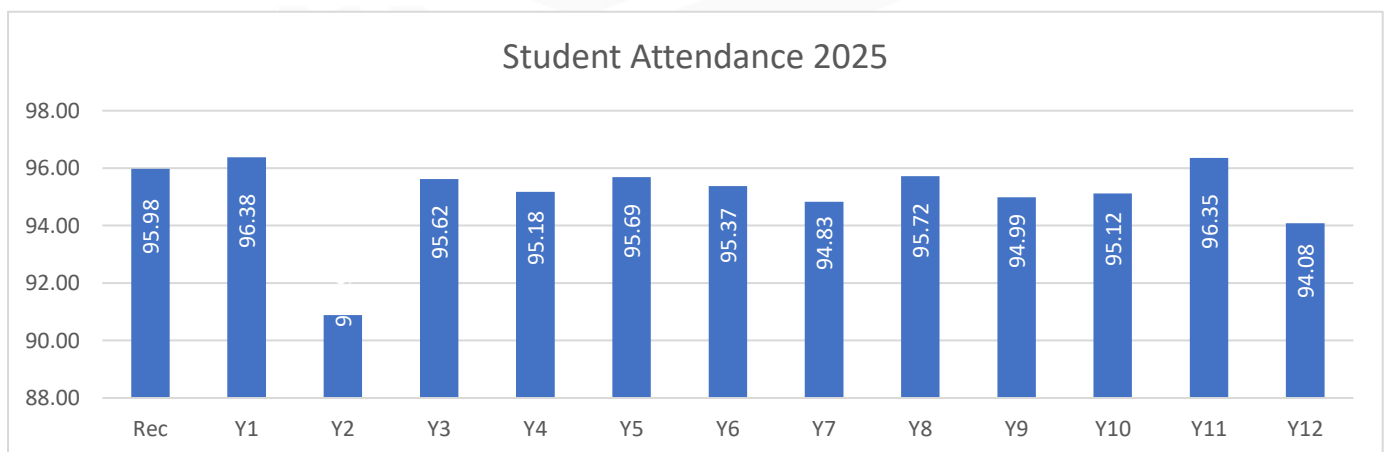
Description	2025
Overall attendance rate* for students at this school	95.09

Table 7: Overall student attendance at this school

Year level	2025	Year level	2025	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	95.98	Year 7	94.83	
Year 1	96.38	Year 8	95.72	
Year 2	90.89	Year 9	94.99	
Year 3	95.62	Year 10	95.12	
Year 4	95.18	Year 11	96.35	
Year 5	95.69	Year 12	94.08	
Year 6	95.37			

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 implemented by the school:

- When a student has consistent absences with multiple unexplained reasons provided by parents, the matter is referred to the Assistant Principal.
- An appointment is arranged with the parents to meet with the class teacher and Assistant Principal to discuss the reasons for recurring absences and identify strategies for resolution.
- If absences persist following this meeting, parents are formally notified that the school will need to make an official report. A further appointment is arranged with the Principal.
- If absences continue during this period, the school will continue to notify parents that non-attendance on specified dates may have consequences for the student's enrolment.
- If, after all reasonable efforts, there is no resolution, a Letter of Termination of Enrolment will be issued.

Teachers are expected to be vigilant and must report any unusual attendance patterns to Administration.

ROLL MARKING PROCESS

At AIC, the roll marking process includes the following:

- Rolls are marked using the TASS online system.
- The first roll call occurs during Morning Assembly, followed by roll marking at the beginning of each lesson in the High School. In the Primary School, rolls are taken again after lunch.
- Administration checks that all rolls are completed. Any incomplete rolls are followed up with the relevant teacher until finalised.
- Once students are identified as absent or frequently late, parents are contacted according to the procedures outlined below:
 - Following roll marking, an SMS notification is sent to parents advising them that their child is absent.
 - Parents are encouraged to respond via phone call or SMS with the reason for absence.
 - If no response is received, Administration will contact parents directly by phone.
 - If the reason for absence is illness, parents are advised that a medical certificate will be required for any further consecutive days of absence.
- If leadership is not satisfied with the explanation provided, a formal notification is made to the Truancy Section of DECD (SA), as well as CARL (mandatory notification requirements).
- For part-day absences, parents typically notify the school in advance. The reason for late arrival is recorded when the student signs in.
- Parents are encouraged to notify the school in advance of any known absences (e.g. medical appointments).

STRATEGIES TO IMPROVE ATTENDANCE

To promote and improve attendance, AIC implements the following strategies:

- Explicit teaching of the values underpinning the school motto
- Regular emphasis on the importance of punctuality and attendance during morning assemblies
- Reinforcement of attendance expectations during enrolment interviews
- Ongoing meetings with parents where required
- Linking attendance and punctuality to re-enrolment decisions



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](#) 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	
Search by school name or suburb		
Go		
School sector	School type	State

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

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 Programme – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

YEAR 12 OUTCOMES



SACE 2025
HIGH ACHIEVERS
Well Done Year 12 Class

Congratulations

DUX
ATAR* **99.95**
Aida Hodzic

 Asli Abibakar 97.30*	 Yosuf Abumustafa 96.65*	 Ruba Abumustafa 95.25*	 Hania Ather 93.80*	 Ayesha Sher Azam 92.50*	 Noor Abumustafa 92.15*
 Mikael Yasin Kazem 90.50*	 Eid Zreika 87.15*	 Arman Alikhil 80.85*	 Muhamad Kaif Shahabuddin 80.15*	 Nerma Cesko 80.10*	

aic.sa.edu.au * ATAR includes bonus points.

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	2025
Number of students awarded a SACE Certificate	45
Number of students awarded one or more VET qualifications	6
Number of students awarded a VET Certificate II or above	6
Number of students who received university offers	40
Number of Excellence awards received	0

Table 9: Vocational Education and Training (VET)

VET qualification	2025
Certificate I	0
Certificate II	1
Certificate III or above	5

Note:

The values in table 9:

- are as at Nov 2025
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia)

- Three students completed Certificate 3 in Legal Services.
- Two students completed Certificate 3 in Information Technology.
- One student completed Certificate 2 in Food Processing

APPARENT RETENTION RATE – YEAR 10 TO YEAR 12

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

Description	2025
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%

STUDENT DESTINATIONS

EARLY SCHOOL LEAVERS & YEAR 12 LEAVERS

The College works closely with a range of external agencies to support students who leave school prior to completion. The Principal, Assistant Principals, and relevant support services maintain ongoing communication with early school leavers and their families, providing support beyond the school setting.

This coordinated approach assists students to make successful transitions into further education, training, or employment, reflecting the College's commitment to service, compassion, and the wellbeing of every student.