

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY

# ANNUAL REPORT 2024



## TABLE OF CONTENTS

|                                                                                        |    |
|----------------------------------------------------------------------------------------|----|
| Theme 1 - Message from Key Bodies and Personnel.....                                   | 2  |
| Theme 2 - Contextual Information About the School & Characteristics of Student Body..  | 8  |
| Theme 3 - Student Outcomes in Standardised National Literacy and Numeracy Testing      | 9  |
| Theme 4 - Senior Secondary Outcomes.....                                               | 22 |
| Theme 5 - Summary of Professional Development and Accreditation.....                   | 23 |
| Theme 6 - Workforce Composition.....                                                   | 27 |
| Theme 7 – Attendance, Retention rates and Post School destinations.....                | 28 |
| Theme 8 - Enrolment Policy.....                                                        | 31 |
| Theme 9 - Other Policies: Student Welfare, Appeals, Grievances, and Anti-bullying..... | 33 |
| Theme 10 - College Determined Improvement Targets.....                                 | 36 |
| Theme 11 - Initiatives in Promoting Respect and Responsibilities.....                  | 39 |
| Theme 12 - Parent, Student and Teacher Satisfaction .....                              | 40 |
| Theme 13 – Summary of Financial Information.....                                       | 41 |
| Theme 14 – Compliance with Publication Information Requirement.....                    | 44 |

## **THEME 1 – MESSAGE FROM KEY BODIES AND PERSONNEL**

### **The Principal's Message**

*"The moving finger writes; and, having writ, moves on: nor all thy piety nor wit shall lure it back to cancel half a line, nor all thy tears wash out a word of it."*

This profound reflection from Omar Khayyam's 11th-century quatrains underscores the irrevocability of our actions and decisions. Despite our attempts—whether through piety or cleverness—once something is done, it cannot be undone or altered. No amount of sorrow or regret can erase the past. This insight encourages us to recognise the gravity of our choices and the futility of lamenting what cannot be changed. It urges us to focus on making deliberate, forward-looking decisions, embodying the principle we aim to instill in our students: that their actions decisively shape their success and future.

And this perspective on the permanence of our choices and the importance of forward-looking decisions is mirrored equally in the many strides we have made throughout the year, as detailed in the following sections. From strengthening our administration and fostering a culture of academic excellence to enhancing our students' wellbeing and extending our community representation, each initiative reflects our commitment to shaping a promising future for our students.

### ***Strengthening Administration***

#### *NESA Compliance and AIS ICT Audit*

Our recent NESA random inspection affirmed that our College is fully compliant with regulatory standards. This achievement underscores our ongoing commitment to excellence and our rigorous adherence to educational requirements. Building on this success, we also engaged in a comprehensive ICT Audit in partnership with the Association of Independent Schools (AIS). Structured focus groups, from our ICT Team to Heads of Department and non-teaching staff, ensured that honest and candid opinions were canvassed and captured, with view to assessing both operational efficiency and future technology needs. This audit provided us with valuable insights and recommendations for advancing our technology infrastructure, cybersecurity and digital capabilities.

### ***Building a Culture of Academic Excellence***

#### *Teacher Training*

AICS staff, be they classroom teachers, middle or senior managers, have undertaken a number of Professional Development courses and programs which serve to bolster our pedagogical expertise, enhance instructional strategies, and promote a culture of continuous improvement in teaching and management practices. Such courses constitutes a critical element of training that equip our staff with the skills required to remain at the forefront of educational innovation, adapt to evolving curriculum demands, and ensure the highest standards of student achievement.

#### *Acceleration*

The Acceleration program, now a cornerstone of our educational approach, enables high-achieving students in English or Mathematics to advance their learning in Year 9, allowing them to complete the Higher School Certificate in their chosen subject a full year ahead of schedule. This year marks a significant milestone, with the third cohort of students commencing the program and the first cohort progressing to their HSC. This achievement is the result of dedicated efforts by both departments, providing tailored in-class support to ensure the highest standards of academic excellence are met.

#### *HSC Masterclass*

As part of our ongoing commitment to ensuring student success in the HSC Examinations, the College organised two series of HSC Masterclass Workshops for our Year 11 and 12 students. These workshops, led by experienced HSC examination writers, HSC markers, senior HSC teachers with over 20 years of experience and recently graduated distinguished achievers provided students with six hours of focused instruction, access to Band 6 exemplar materials, and personalised guidance on crafting high-scoring responses. With small class sizes and expert facilitation, this initiative was instrumental in building on the culture of academic excellence and preparing our students for their final exams.

### *NAPLAN*

The NAPLAN results highlight outstanding achievements across all year levels, with a significant number of students performing at strong or exceeding levels. The proportion of students sitting at a level that is strong or exceeding expectations in Reading was 79% (Year 3), 81% (Year 5), 86% (Year 7) and 85% (Year 9). As a corollary, the proportion of students requiring support and intervention for Reading was remarkably low, coming in at 7% (Year 3), 4% (Year 5), 0% (Year 7) and 2% (Year 9). The results for Grammar were even more impressive.

Students exceeding expectations in Reading demonstrates advanced textual analysis and critical literacy skills, enabling them to navigate and interpret complex, non-linear texts with ease. Student performance in Numeracy was equally compelling with 84% of Year 7 students achieving 'strong' or 'exceeding' and only 1% requiring support (which corresponds to 1 student out of about 100 Year 7 students). 73% of our students exceeding expectations in Year 5 numeracy signifies a mastery of advanced mathematical reasoning and problem-solving, where students confidently engage with multi-step operations, extending this knowledge to real world applications.

### *Senior Sessions*

To help our senior students realise the best versions of themselves, fortnightly senior sessions were held throughout the year for Year 11 and Year 12 students. These sessions, focused on cultivating a mindset of self-confidence, hard work, and high achievement in the HSC, emphasise the fundamental pillars of success: consistent attendance, dedicated homework completion, and a positive, proactive attitude.

## ***Representation in the Wider Community***

### *Inter-School Qur'an Competition*

This year, our school excelled in the inter-school Quran competition, with students securing top placements across all grade categories. Notwithstanding strong contenders from Al-Faisal College, Minarah College and Unity Grammar, AICS achieved first place in the K-2, 3-6, and 7-9 groups, as well as a strong third-place finish in the 10-11 group. We must first thank Allah, the Exalted, who has placed in our hearts the love of the Qur'an. But we also recognise that these results reflect dually upon our students' dedication and the hard work of the staff in the Islamic Studies department, without whom such an achievement would not have been possible.

### *Islamic Schools Debating Competition*

AICS participated in the Islamic Schools Debating Competition for the first time in 2024. The competition includes 9 debates held throughout 2024 between various Islamic schools including MFIS, Unity Grammar, WGS, Maarif. AICS performed exceptionally well, with our Stage 4 and Stage 5 teams both reaching the semi-finals despite this only being our inaugural participation.

### *AICS Multicultural Fete 2024*

The College hosted its first Multicultural Fete this year. The 6 hour event, held on school grounds, boasted food trucks, clothing stall and amusement rides, and attracted thousands of attendees despite the inclement weather. The event was our way building a sense of belonging, providing an opportunity for the wider community to enjoy a massive social event in all its conviviality and festivity.

## ***Wellbeing Programs***

### ***AICS Breakfast Club***

2024 witnessed the launching of the Breakfast Club, a free student breakfast initiative run by our own teachers volunteering half an hour of their mornings 5 times a fortnight. The program aimed to ensure students who miss breakfast at home can have a nutritious meal before class. It addressed rising living costs and busy schedules, supported student wellbeing by improving nutrition, mental and physical health and learning readiness. cognitive function. punctuality, and reducing absenteeism.

### ***Get the Kids Fit***

This year, we have been thrilled to see the Get the Kids Fit (GTKF) Program running successfully across our school, energising students and promoting a healthy, active lifestyle. GTKF's unique approach brings a dynamic mix of speed and agility, strength and conditioning, teamwork activities, and fun obstacle races, all while incorporating a variety of ball games. Their tailored programs keep our students engaged, offering progression for those who excel, ensuring every child is challenged and motivated. It has been an incredible addition to our school, and we look forward to continuing this partnership in the years to come.

Other than the GTKF program, three new wellbeing programs were also introduced this year: (i) Unstoppable Kids mental health program (ii) you can do it education and (ii) the Backflips Against Burying program. These initiatives promoted physical, mental, and social wellbeing, creating a safe and supportive environment for all students.

## ***Enrichment Beyond the Classroom***

The College's co-curricular calendar is rich with diverse activities that breathe life into the daily routines of our students, offering them opportunities beyond the classroom. From the hands-on learning of Science Week and Book Week to the entrepreneurial spirit fostered during Market Day, students are encouraged to explore new skills and interests. Competitions like Speak to Lead, ISD Athletics, and Soccer provide platforms for personal growth, while excursions to Parliament House Canberra, USYD and UNSW for English and Physics deepen academic engagement. Additionally, the Blacktown City Youth Forum on Mental Health highlights our commitment to student well-being and leadership development.

## ***A Final Note***

The soaring enrolment demands are a testament to the fact that the Australian Islamic College of Sydney continues to be an institution of choice for families seeking a well-rounded education. What makes this reality possible is the guidance of the College Board, the support of the parent community, the leadership of our Heads of School and middle leaders, as well as the consistent and dedicated efforts of all teaching and non-teaching staff. Last, but certainly not least, we commend our students and implore them to continue to strive in all aspects of their lives and with view to realising the absolute best version of themselves. As we reflect on our year's achievements and growth, we are guided by Khayyam's wisdom: our progress, like the moving finger, continues onward, shaping our future with each step we take.

**Mohammed Riaaz Ali**

Principal | AICS

## **Message from the Chairman**

As we stand at the threshold of another promising academic year, it is with vast pride and appreciation that I, on behalf of the AICS School Board, extend my warmest greetings to our students, parents, staff, and the broader community of our esteemed school.

Australian Islamic College of Sydney has grown from humble beginnings to a vibrant educational institution with over 1,400 students, each a unique thread in the rich tapestry that forms our school community. This growth is a testament to the collective effort of our dedicated staff, supportive parents, and most importantly, our diligent students, who embody the values of hard work, respect, and a thirst for knowledge.

At the heart of our school's mission is the commitment to providing a holistic education that nurtures both the mind and the spirit. We are deeply rooted in Islamic values, and it is our goal to ensure that every student who walks through the gates of AICS is equipped not only with academic excellence but also with a strong moral compass. In an ever-changing world, the principles of integrity, empathy, and resilience are more crucial than ever, and we are committed to instilling these in our students.

This year, we continue to focus on innovation in our teaching methods, ensuring that our curriculum remains updated, relevant and engaging. The integration of technology into our classrooms, coupled with a focus on critical thinking and creativity, prepares our students to face the challenges of the future with confidence. We have also expanded our extracurricular programs, recognising that education extends beyond the classroom. Whether through sports, STEM or public speaking, our students are encouraged to explore their passions and develop skills that will serve them throughout their lives.

Our school's success is a shared achievement, and we are deeply grateful to our Principal, Heads of school and dedicated teachers who inspire and guide our students every day. Their unwavering commitment to professional development ensures that they bring the best of their abilities to teaching and learning, fostering a nurturing and stimulating environment for critical learning.

To our parents and school community, we thank you for your continued trust and partnership. Your involvement and support are invaluable, and we look forward to strengthening this collaboration as we work together to provide the best possible education for our children.

As we look to the future, we are excited about the opportunities that lie ahead. Our school's growth and success are not just measured by numbers but by the positive impact we have on our students' lives. Together, let us continue to strive for excellence, guided by the principles of our Deen, and committed to building a bright future for our children.

May Allah (SWT) bless our school, our students, and our community as we embark on this journey together.

**Mr. Muhammad Shahzad Idrees**

Chairman | AICS

## Message from the Senior Student Representative Council



# Australian Islamic College of Sydney

SRC - 2024



The 2024 Student Leadership body was under the capable leadership of School Captains Aayan Ahmed and Rabia Siddique, alongside Vice Captains Muhammad Ahmad Sahir and Amna Khan. As the primary representatives of the student body at AICS, they exemplified the core values and principles of our school. Together with the SRC prefect team - Areebah Syed, Farahan Mamodrafi, Hamdaan Ali, Cinar Osturk, Aaqib Reza, and Fatema Khan - they worked closely with the College, effectively modelling and implementing its Islamic ethos.

The leadership demonstrated by these students was truly commendable, as they proactively took on a wide range of responsibilities. These included overseeing playground duties, assisting with school assemblies and function, helping school staff by managing late student check-ins. They played a key role in mentoring our Year 7-10 Prefects, empowering them with the tools to develop their leadership skills and inspiring them to become future leaders. Additionally, they actively assisted in organising and supporting fundraisers and events throughout the year, contributing significantly to the success of various initiatives and further demonstrating their commitment to serving the school community.

A notable achievement this year was the collaboration with the charitable organisation *Brothers in Need*. The Year 12 SRC facilitated the collection of essential items from the school community to assemble hampers for the homeless. The SRC's efforts in coordinating and gathering donations

played a critical role in the success of the initiative, which showcased their empathy and commitment to helping those in need.

On February 28th, our Year 12 students visited the Brothers in Need headquarters, where they assisted in assembling over 100 hampers from donations provided by the wider community. The AICS community alone contributed enough items to create 146 hampers, all of which were packed with care and compassion. These efforts served as a powerful lesson in community service, reinforcing the importance of giving and solidarity.

Another significant event this year was the inaugural multicultural fete, held on Saturday, June 22nd. This vibrant and inclusive celebration showcased the rich cultural diversity within our school community. The Year 12 SRC, together with the wider Year 12 cohort, dedicated their time and effort to ensure the success of the event. From delicious food stalls to engaging activities like henna art and inflatable rides, the fete was a resounding success, drawing attendees from all backgrounds. It provided an opportunity for our students to share their cultural heritage and for families to come together in the spirit of inclusivity and unity.

Furthermore, in response to the ongoing humanitarian crisis in Palestine, our SRC team brought the school community together to organise a series of fundraisers from Monday 16<sup>th</sup> October to Friday 3<sup>rd</sup> November to support those impacted by the conflict. The outpouring of generosity during these events was truly inspiring, reflecting our shared values of compassion, empathy, and global citizenship. Through these efforts, the College raised a total of \$15,215.00, which was donated to charities providing aid to Gaza and Palestine.

We take immense pride in the generosity shown by our students, staff, and families, and we are grateful for the positive impact these contributions have made on both a local and global scale. The SRC team's active participation in school events made them exemplary role models for their peers. Their dedication, compassion, and leadership will have a lasting impact, and has set a clear path for future student leaders to follow.

## THEME 2 - CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

The Australian Islamic College of Sydney (AICS) is a multicultural, co-educational, faith based Islamic school which was established in 1997 to serve the local community's needs. The college offers classes from Kindergarten to Year 12 with a majority of students attending the college throughout their Primary and Secondary school years. At AICS students benefit from an academic focus, provided through a range of key learning areas and extra-curricular activities, as well as an on-campus Mosque and core values derived from Islamic teachings.

In 2023 the school had a student population of 1,287 (Table 1) with 651 female students and 636 males, all of the Islamic faith. The students represent a diverse community of some 40 languages and ethnic groups, and about 99% of students have a language background other than English. Accordingly, the College has a strong focus on addressing student's language and literacy needs to prepare them for future success. This focus is consistently enhanced via the commitment of the teaching staff. The College is dedicated to ensuring that all are students are fully supported to achieve their aspirations, be it tertiary study or alternative vocational pathways.

**Table 1: Number of male and female students in primary and secondary school in 2024**

| Primary School |        |        |       | High School |        |        |       |
|----------------|--------|--------|-------|-------------|--------|--------|-------|
| Year           | Girls  | Boys   | Total | Year        | Girls  | Boys   | Total |
| K              | 52     | 64     | 116   | 7           | 52     | 57     | 109   |
| 1              | 62     | 47     | 109   | 8           | 49     | 59     | 108   |
| 2              | 57     | 63     | 120   | 9           | 45     | 34     | 79    |
| 3              | 49     | 68     | 117   | 10          | 56     | 48     | 104   |
| 4              | 72     | 54     | 126   | 11          | 23     | 15     | 38    |
| 5              | 68     | 60     | 128   | 12          | 7      | 14     | 21    |
| 6              | 66     | 55     | 121   |             |        |        |       |
| Total          | 426    | 411    | 837   | Total       | 232    | 227    | 459   |
| %age           | 50.90% | 49.10% |       |             | 50.54% | 49.46% |       |
| School Total:  |        | 1296   |       |             |        |        |       |

### **THEME 3 - STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING**

The 2024 NAPLAN results once again reflected the College's concerted efforts in providing quality education to our students. Students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These annual assessments test a variety of literacy and numeracy skills that progress over time throughout the curriculum. The College makes strong recommendations to the parents /guardians to review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the academic year.

While it must be acknowledged that this test profile is by necessity a narrow snapshot of performance in a small subset of the total curriculum, the data does provide schools with useful information regarding student progress. A continuum of skills has been defined in each test area.

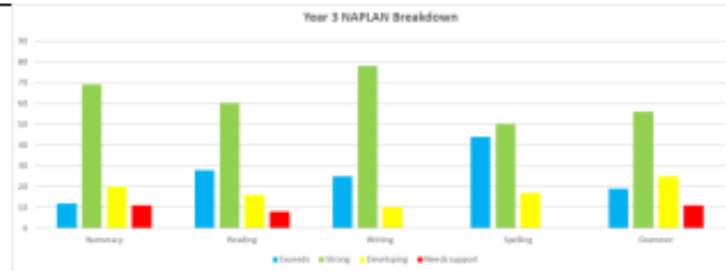
## Summary Report for Year Three NAPLAN Results 2024

|          | Exceeds |     | Strong |     | Developing |     | Needs support |     | Total |
|----------|---------|-----|--------|-----|------------|-----|---------------|-----|-------|
|          | #       | %   | #      | %   | #          | %   | #             | %   |       |
| Numeracy | 12      | 11% | 69     | 62% | 20         | 18% | 11            | 10% | 112   |
| Reading  | 28      | 25% | 60     | 54% | 16         | 14% | 8             | 7%  | 112   |
| Writing  | 25      | 22% | 78     | 69% | 10         | 9%  | 0             | 0%  | 113   |
| Spelling | 44      | 40% | 50     | 45% | 17         | 15% | 0             | 0%  | 111   |
| Grammar  | 19      | 17% | 56     | 50% | 25         | 23% | 11            | 10% | 111   |

### **NAPLAN INDIVIDUAL STUDENT REPORT**

The numerical NAPLAN bands and the national minimum standard will be replaced by the following 4 levels of achievement:

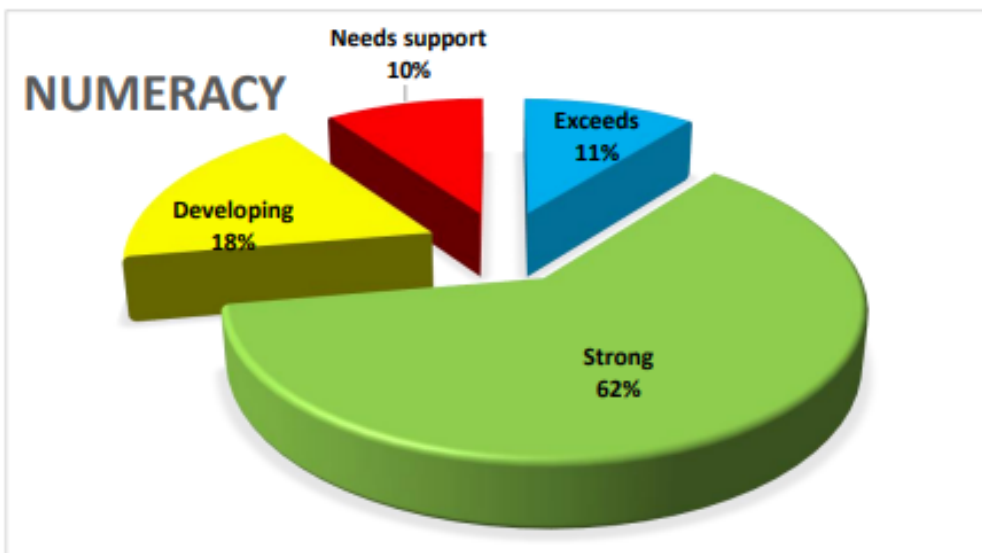
- Exceeding
- Strong
- Developing
- Needs additional support



The table above shows the performance of **Year 3** in different areas assessed in NAPLAN in 2024. Students are assessed on a range of questions, increasing in difficulty.

Year Three students have shown outstanding results in their first NAPLAN assessment, with a significant number of the cohort achieving higher marks. **Year 3 Gifted and Talented students have been practicing problem solving questions during Math Explorer lessons. Seven Steps of Writing has improved our students' writing results and none of the students need assistance with writing.**

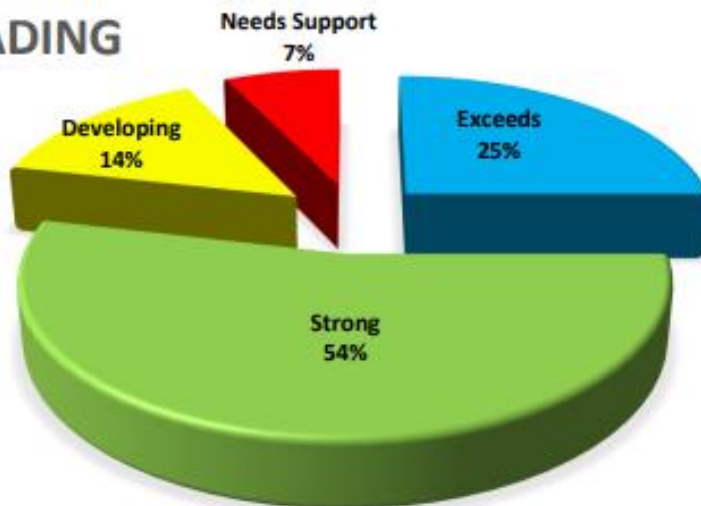
### Overview for Each Assessment Results



#### **In Numeracy**

- **Only 10%** students need support
- **18%** students are developing
- **61%** students achieved **higher marks (Strong)**
- **11%** achieved **outstanding (Exceeding)**

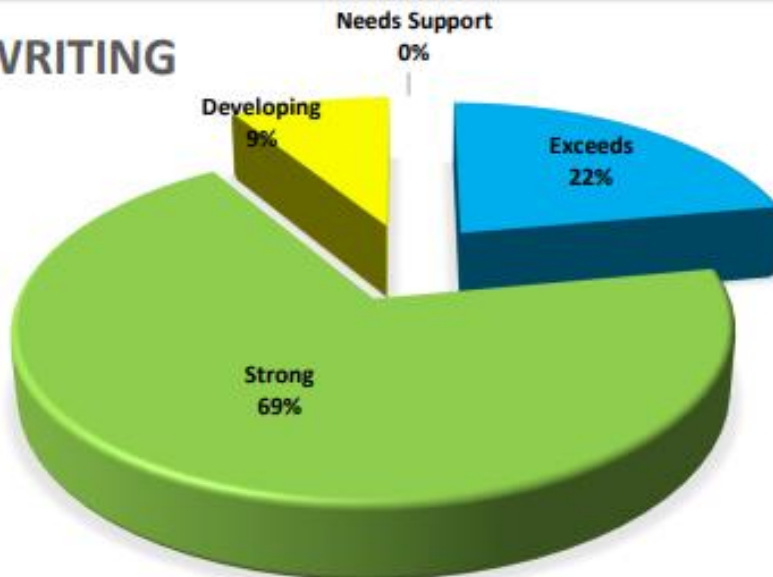
## READING



In Reading:

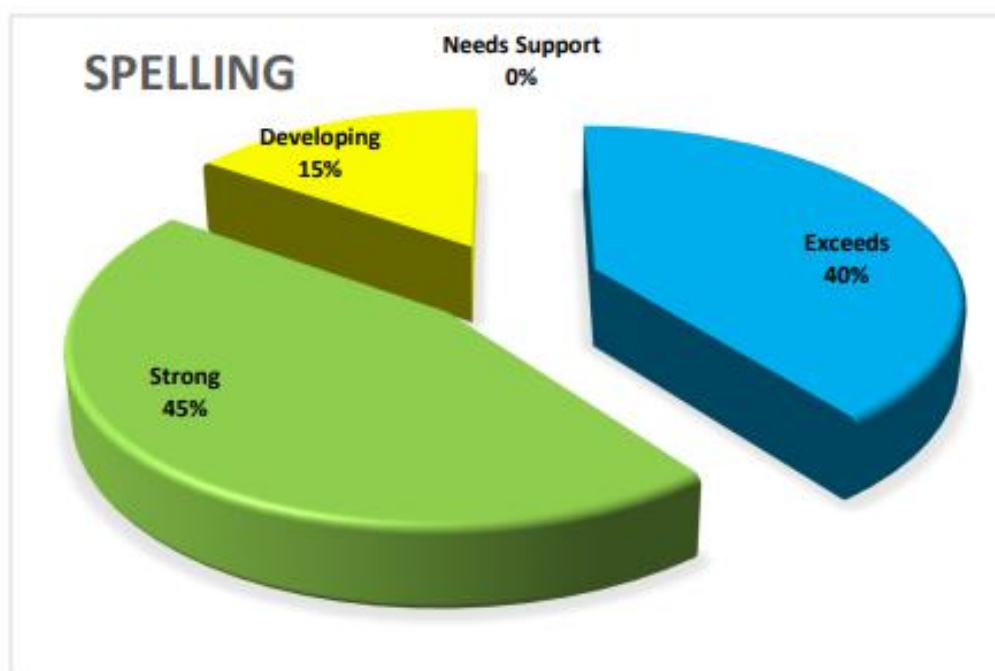
- **7% of the** students need support
- **14%** students are developing
- **54%** students achieved **highest level**
- **25%** achieved **outstanding (Exceeds)**

## WRITING



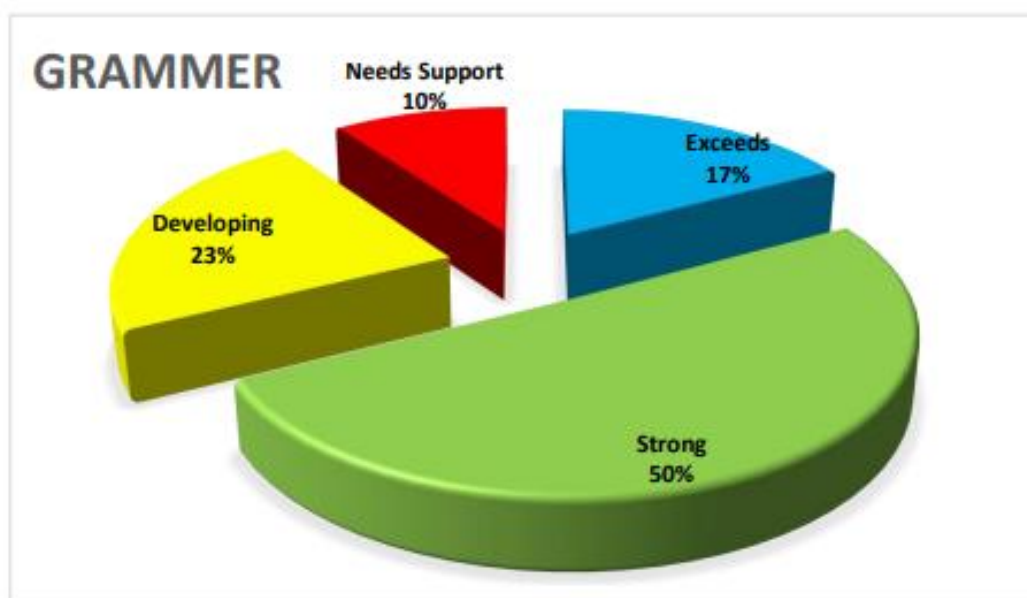
In Writing:

- **0%** students need support
- **9%** students are developing
- **69%** students achieved **higher marks (Strong)**
- **22%** achieved **outstanding results (Exceeds)**



In Spelling:

- 0% of the student needs support
- 15% students are developing
- 40% students achieved **higher scores (Strong)**
- 45% achieved **outstanding results (Exceeds)**



In Grammar:

- 10% students need support
- 23% students are developing
- 50% students achieved **higher marks (Strong)**
- 17% achieved **outstanding (Exceeding)**

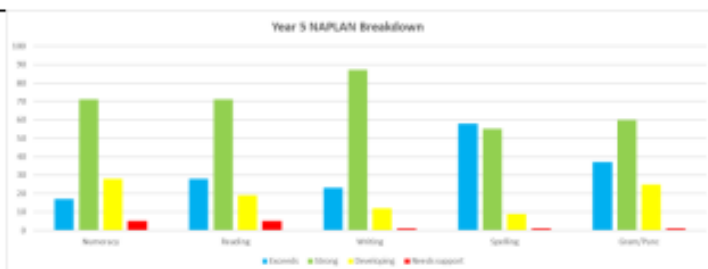
## Summary Report for Year Five NAPLAN Results 2024

|          | Exceeds |     | Strong |     | Developing |     | Needs support |    | Total |
|----------|---------|-----|--------|-----|------------|-----|---------------|----|-------|
|          | #       | %   | #      | %   | #          | %   | #             | %  |       |
| Numeracy | 17      | 14% | 71     | 59% | 28         | 23% | 5             | 4% | 121   |
| Reading  | 28      | 23% | 71     | 58% | 19         | 15% | 5             | 4% | 123   |
| Writing  | 23      | 19% | 87     | 71% | 12         | 10% | 1             | 1% | 123   |
| Spelling | 58      | 47% | 55     | 45% | 9          | 7%  | 1             | 1% | 123   |
| Grammar  | 37      | 30% | 60     | 49% | 25         | 20% | 1             | 1% | 123   |

### **NAPLAN INDIVIDUAL STUDENT REPORT**

The numerical NAPLAN bands and the national minimum standard will be replaced by the following 4 levels of achievement:

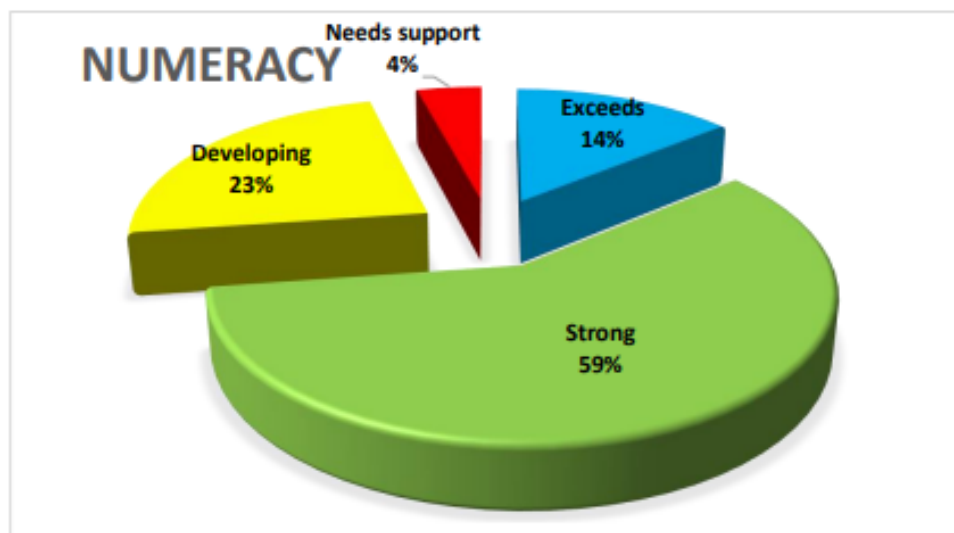
- Exceeding
- Strong
- Developing
- Needs additional support



The table above shows the performance of Year 5 in the different areas assessed in NAPLAN in 2024. Students are assessed on a range of questions, increasing in difficulty.

Our Year Five students have shown amazing results in their NAPLAN assessment. **Year 5 Gifted and Talented students have been practicing problem solving questions during Math Olympiad lessons. Seven Steps of Writing has improved our students' writing results and only 1% of the students need assistance with writing.**

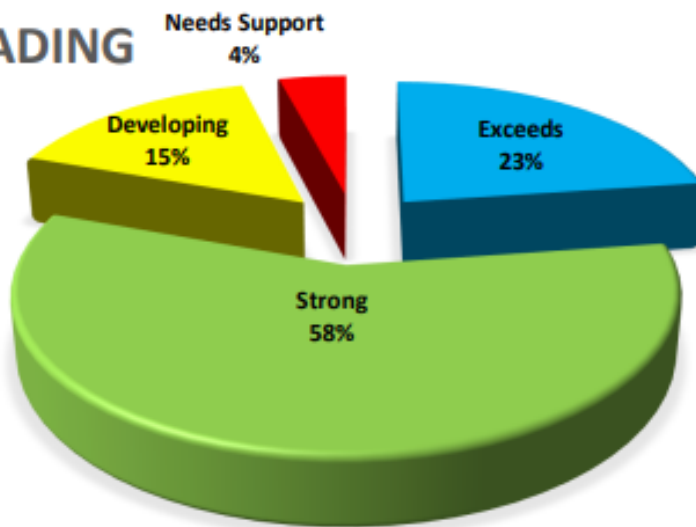
### Overview for Each Assessment Results



#### **In Numeracy (Mathematics)**

- 4% students need support
- 23% of students are developing.
- 59% students achieved **higher marks (Strong)**
- 14% achieved **outstanding results (Exceeds)**

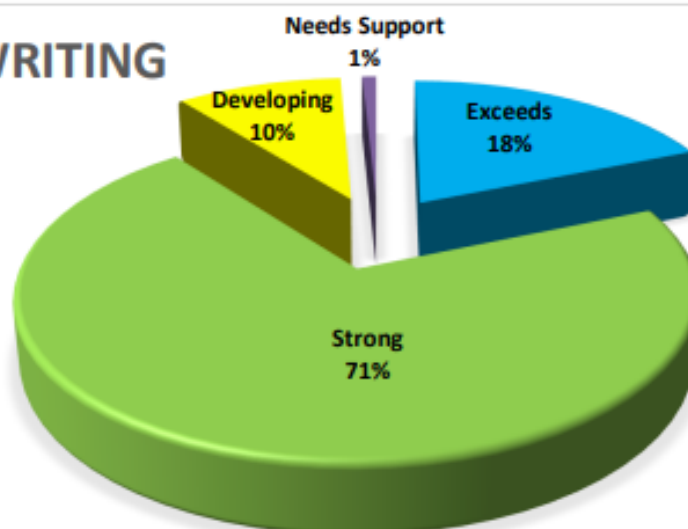
## READING



### In Reading:

- 4% students need support
- 15% students developing
- 58% students achieved **beyond highest level (Strong)**
- 23% achieved **outstanding results (Exceeds)**

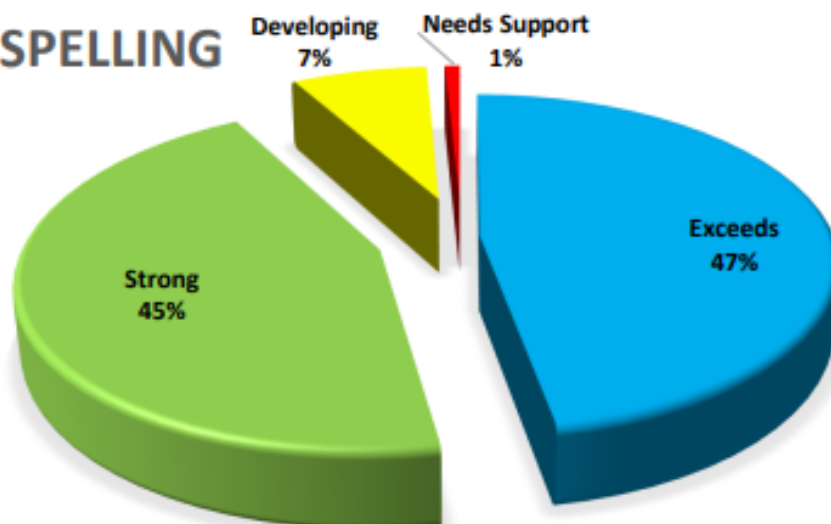
## WRITING



### In Writing:

- 1% students need support
- 10% students are developing
- 71% students received **higher marks (Strong)**
- 18% students achieved **outstanding results (Exceeds)**

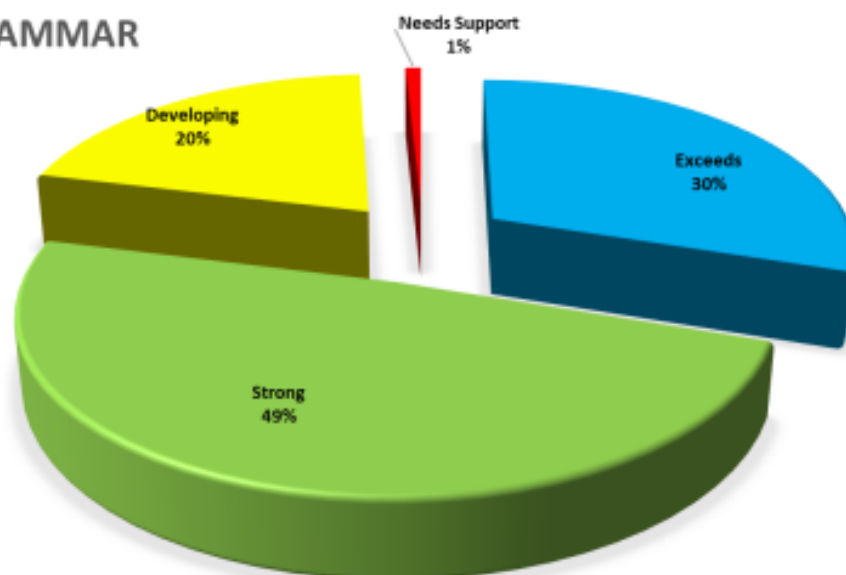
## SPELLING



In Spelling:

- 1% students need support
- 7% students are developing
- 46% students achieved **higher marks, (strong)**
- 46% achieved **outstanding (Exceeds)**

## GRAMMAR



In Grammar:

- 3% students need support
- 14% students are developing
- 55% students achieved **beyond higher marks (Strong)**
- 28% achieved **outstanding results (Exceeds)**

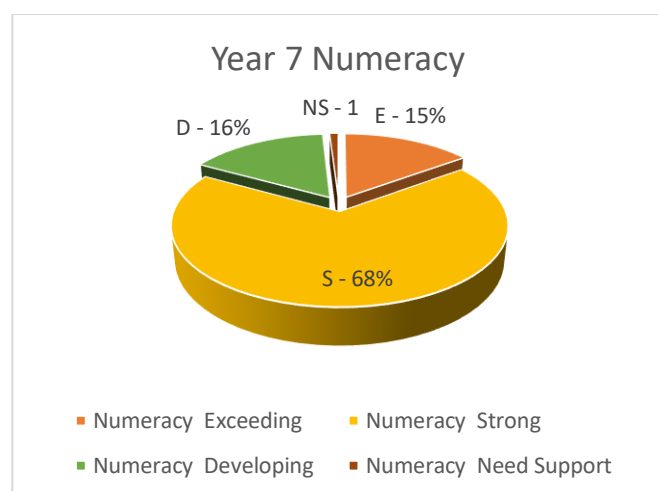
# Summary of Year SEVEN NAPLAN Results 2024

Year 7 Table

|                                  | Exceeds | %   | Strong | %   | Developing | %   | Needs supports | %  |
|----------------------------------|---------|-----|--------|-----|------------|-----|----------------|----|
| <b>Numeracy</b>                  | 15      | 15% | 71     | 68% | 16         | 16% | 1              | 1% |
| <b>Reading</b>                   | 22      | 21  | 67     | 65  | 15         | 14  | 0              | 0  |
| <b>Writing</b>                   | 21      | 20  | 68     | 66  | 15         | 14  | 0              | 0  |
| <b>Spelling</b>                  | 37      | 36  | 61     | 59  | 5          | 5   | 0              | 0  |
| <b>Grammar &amp; Punctuation</b> | 30      | 29  | 56     | 54  | 17         | 17  | 0              | 0  |

The table presents the performance of Year 7 students across different areas evaluated in the 2024 NAPLAN assessments. Students were tested on a variety of questions with increasing difficulty in subjects like Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation. The results are divided into four grading categories: Exceeding, Strong, Developing, and Need Support. Most of our Year 7 students achieved results within the top two categories—Exceeding and Strong. We are also pleased to report that no students fell into the "Need Support" category.

Pie graphs of Year 7 NAPLAN Results



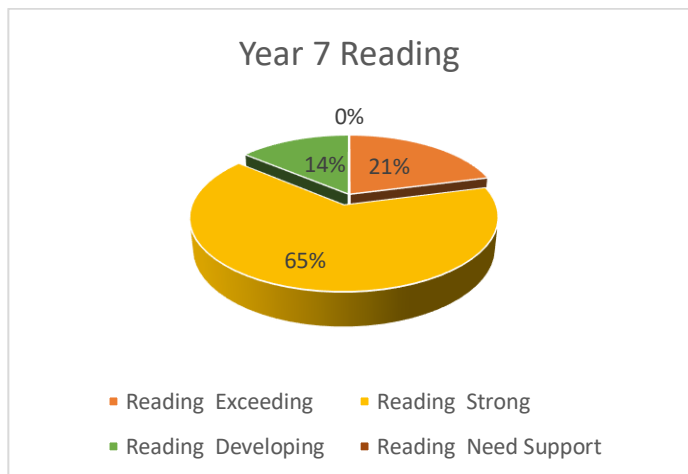
## Numeracy:

15% students achieved **exceeding** results

68% students achieved **strong** results

16% students were in **developing** range

1% students **need support**



### Reading:

21% students achieved **exceeding** results

65% students achieved **strong** results

14% students were in **developing** range

0% students **need support**



### Writing:

20% students achieved **exceeding** results

66% students achieved **strong** results

14% students were in **developing** range

0% students **need support**



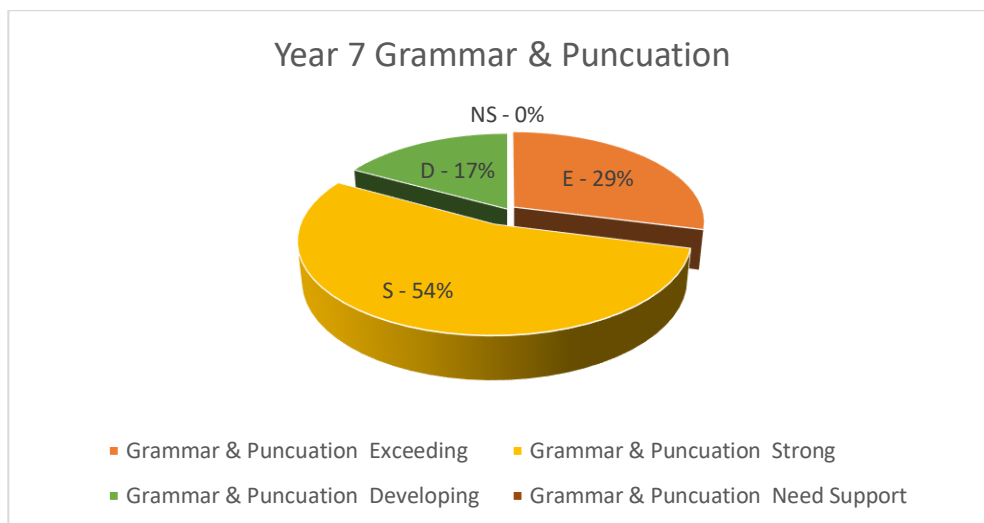
### Spelling:

36% students achieved **exceeding** results

59% students achieved **strong** results

5% students were in **developing** range

0% students **need support**



### Grammar & Punctuation:

29% students achieved **exceeding** results

54% students achieved **strong** results

17% students were in **developing** range

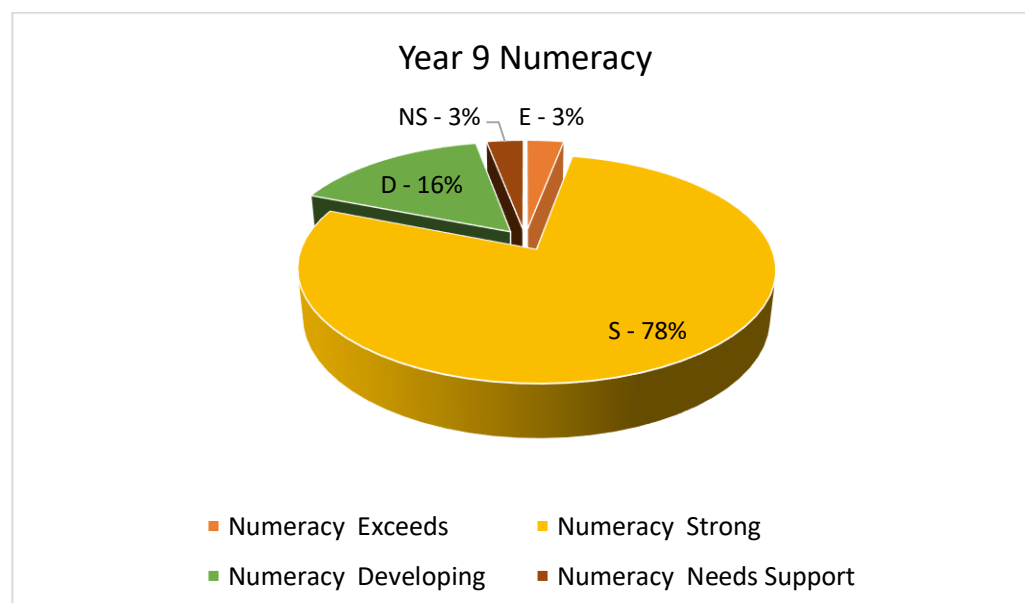
0% students **need support**

# Summary of Year NINE NAPLAN Results 2024

Year 9 Table

|                                  | Exceeds | %  | Strong | %  | Developing | %  | Needs supports | % |
|----------------------------------|---------|----|--------|----|------------|----|----------------|---|
| <b>Numeracy</b>                  | 2       | 3  | 62     | 78 | 13         | 16 | 2              | 3 |
| <b>Reading</b>                   | 14      | 18 | 54     | 68 | 9          | 11 | 2              | 3 |
| <b>Writing</b>                   | 22      | 28 | 43     | 54 | 12         | 15 | 3              | 4 |
| <b>Spelling</b>                  | 26      | 33 | 49     | 63 | 3          | 4  | 0              | 0 |
| <b>Grammar &amp; Punctuation</b> | 19      | 24 | 44     | 56 | 14         | 18 | 2              | 3 |

Pie graphs of Year 9 NAPLAN Results



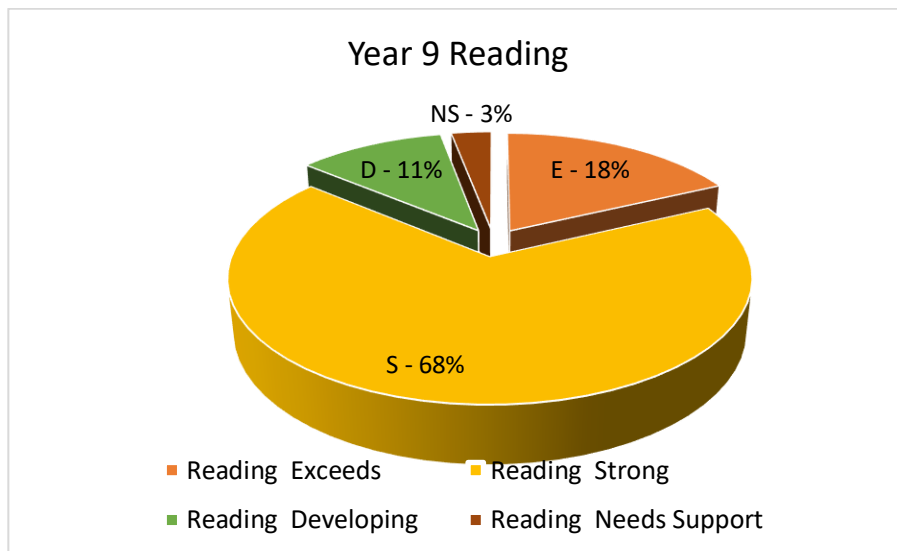
## Numeracy:

3% students achieved **exceeding** results

78% students achieved **strong** results

16% students were in **developing** range

3% students **need support**



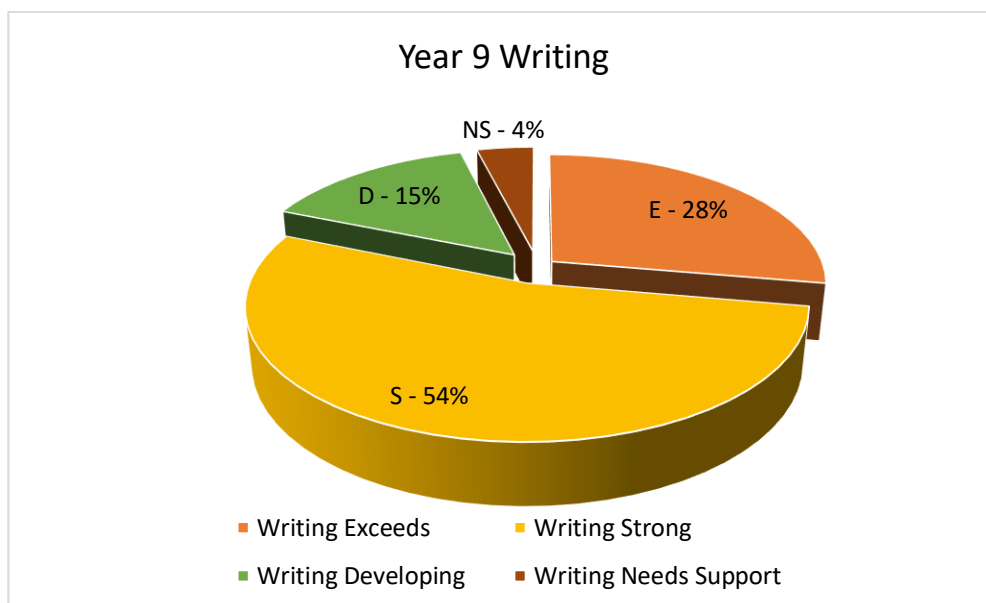
**Reading:**

18% students achieved **exceeding** results

68% students achieved **strong** results

11% students were in **developing** range

3% students **need support**



**Writing:**

28% students achieved **exceeding** results

54% students achieved **strong** results

15% students were in **developing** range

4% students **need support**



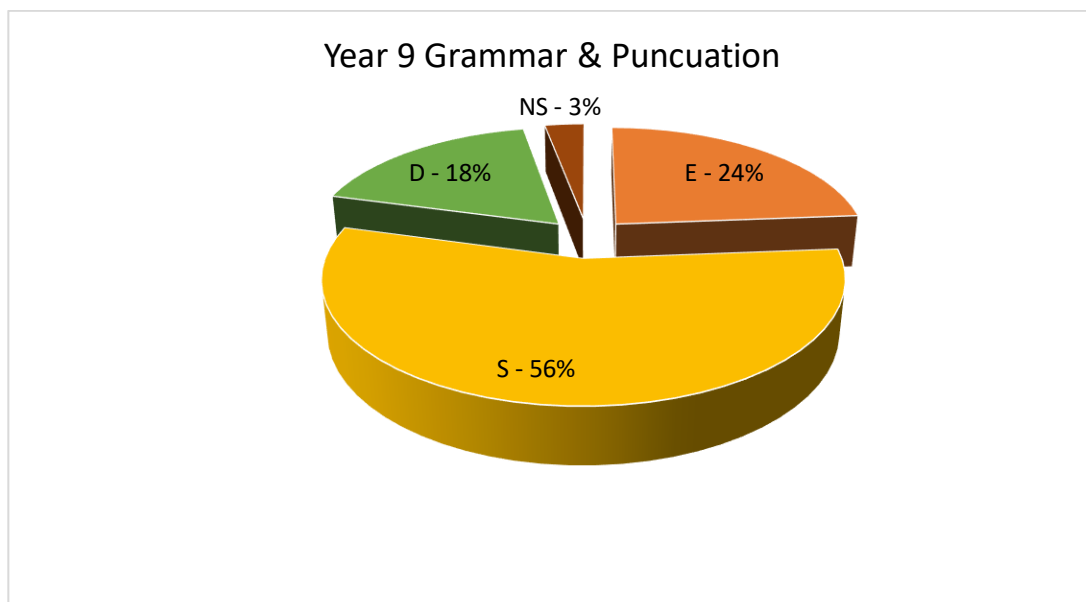
#### Spelling:

33% students achieved **exceeding** results

63% students achieved **strong** results

4% students were in **developing** range

0% students **need support**



#### Grammar & Punctuation:

24% students achieved **exceeding** results

56% students achieved **strong** results

18% students were in **developing** range

3% students **need support**

## THEME 4 - SENIOR SECONDARY OUTCOMES

### Records of School Achievement

The NSW Record of School Achievement (ROSA) is a cumulative credential that allows Year 10, 11 and 12 students to accumulate their academic results prior to the Higher School Certificate. The College faculties had provided NESA with assessment grades that were then moderated to ensure reliability and fairness. Grades A to E are currently awarded for courses completed in Year 10 and Year 11. School based overall assessment marks in each course and rank is submitted to NESA for Year 12 students.

In 2024, 72 students from Year 10 were eligible for Record of School Achievement but only one student received RoSA, others continued their Year 11 studies. Twenty-one students in Year 11 were eligible for RoSA but no student took it, they all continued onto their Year 12 studies.

### HSC and HSC Results

In 2024, the Australian Islamic College of Sydney continued enhancing strategies to achieve better HSC results. Year 12 teachers provided extra out of class assistance to the students to achieve this. All of our students secured a university placement. 100% of our Year 12 students successfully attained the HSC. Efforts are being put in place to improve the results in 2024.

#### 2024 Year 12 Cohort

| Course              | Enrolment number | Percentage enrolment |
|---------------------|------------------|----------------------|
| HSC                 | 30               | 100                  |
| Vocational or Trade | 0                | 0                    |
| VET                 | 0                | 0                    |

In 2024, thirty students sat for the NSW Higher School Certificate in 14 courses. In total, 100% of our Year 12 students across all 14 courses achieved marks of 50 or more (Band 2 or higher) 28.1% of our Year 12 candidates were placed in Band 5 and 6 (80 – 100 marks). 5 students were in the NESA distinguished achievers list. In 2024, we had 32 candidates (all courses) who achieved in the top two bands (Bands 5 and 6) compared to 55 candidates in 2023. In general, student achievement was at or above state level.

## THEME 5 - SUMMARY OF PROFESSIONAL DEVELOPMENT AND ACCREDITATION

| Level of Accreditation                                | Number of Teachers |
|-------------------------------------------------------|--------------------|
| Conditional                                           | 15                 |
| Provisional                                           | 3                  |
| Proficient                                            | 62                 |
| Highly Accomplished Teacher (voluntary accreditation) | 0                  |
| Lead Teacher (voluntary accreditation)                | 0                  |

### AEI-NOOSR

|                                                                                                                                                                                                                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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.                                                                                                        | 80 |
| Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualification. <i>These members of staff are engaged in the delivery of non-NESA subjects, such as Qur'an and Islamic Studies.</i> | 4  |
| Teachers not having qualifications as described above but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.                                                                                                                                          | 0  |

### Professional Development undertaken by Teachers

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

- Ensuring teachers are effective educators and educational leaders
- Maintaining quality delivery of lessons
- Promoting professional practice
- Encouraging a sense of scholarship within the teaching community.

Consequently, the College makes every effort to provide Professional Development opportunities to all its staff. In response, a vast majority of staff participate in them to develop their professional skills and improve their teaching practice, whilst maintaining their teacher accreditation.

Please see overleaf for a summary of the Professional Development Courses undertaken by staff at the College throughout 2024.

| <b>Title of the Professional Learning Activity- Primary and Secondary School</b>            | <b>Participating Staff</b> |
|---------------------------------------------------------------------------------------------|----------------------------|
| ACTION LEARNING - PROGRAMMING AND ASSESSMENTS                                               | 1                          |
| AI Essentials for Teachers: An Introduction to prompting-presetted by Miles Campbell of TTA | 35                         |
| AI Introduction The practical application of AI in Education.                               | 1                          |
| All Essentials for Teaching: An Introduction to Prompting)                                  | 2                          |
| Anaphylaxis for teaching and administrative staff                                           | 1                          |
| ASD webinar                                                                                 | 1                          |
| Attendance exemption enrolment Register Requirement                                         | 1                          |
| Australian early development census                                                         | 1                          |
| Autism: Differentiating the Curriculum - Presented by Karina Barley (PhD)                   | 2                          |
| Beginners Guide to the new English syllabus                                                 | 1                          |
| Building student wellbeing and resilience                                                   | 1                          |
| Cardio Pulmonary Resuscitation                                                              | 1                          |
| Child Protection Awareness Induction Training • Child Protection Update 2024                | 111                        |
| Childhood trauma webinar                                                                    | 1                          |
| HLTAID009 - Provide cardiopulmonary resuscitation & HLTAID011 - Provide First Aid           | 51                         |
| Creating Effective Digital Portfolios in the Music Classroom                                | 1                          |
| Data-Informed, Evidence-Based Teaching                                                      | 1                          |
| Dealing with Argumentative Behaviour                                                        | 1                          |
| Differentiated Instruction - Proven Strategies for Success                                  | 9                          |
| Disability Standards for Education for Primary Schools Training Part 1 & 2                  | 26                         |
| Early Literacy Skills for Preschoolers: Going Beyond the ABCs - Presented by Amy Pollitt    | 1                          |
| Effective Assessment Practices - Avoiding the Big Red Cross - Presented by Dr Karina Barley | 2                          |
| Emergency Skills and Response Procedures                                                    | 5                          |
| Engaging Boys in Writing                                                                    | 1                          |
| Engaging Year 7-10 Students in Multimodal Text Analysis                                     | 1                          |
| English 7-10                                                                                | 1                          |
| Enhancing Comprehension through Strategic Reading Strategies                                | 1                          |
| Enhancing Curriculum Planning with ChatGPT: A guide for Primary School Teachers             | 5                          |
| Enhancing Curriculum Planning with ChatGPT: A Guide for Secondary School Teachers           | 1                          |
| EnrolHQ Master Classes                                                                      | 1                          |
| Enrolling Student on visa                                                                   | 1                          |
| Formative Assessment Strategies for Effective Teaching and Learning (TTA)                   | 55                         |
| Formative Assessment Strategies for Primary School Teachers                                 | 4                          |
| Getting ahead with the Ancient History Core: The City of Rome                               | 1                          |
| Getting along and keeping cool                                                              | 1                          |
| Good Teaching: Differentiated Classroom Practices Learning for All                          | 1                          |
| Grammar Magic - a Colour Coded Approach to Grammar - Presented by Chris Killey              | 1                          |
| Growth Mindset                                                                              | 1                          |
| Guide to completing the Australian version of the Early Development Instrument              | 1                          |
| HSC English Paper 1 Section - Becoming a Better Teacher and Marker of Unseen Texts          | 1                          |
| ICTENSW DigiTLL (Digital Teaching, learning & Literacies) Conference 2024                   | 2                          |

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Implementing the year 1 Phonics Screening Check                                                                                                          | 1  |
| Inclusion For All                                                                                                                                        | 7  |
| Inclusion in Education - What is it? - Presented by Karina Barley (PhD)                                                                                  | 46 |
| Inclusion in Education – What Is It? AI Essentials for Teachers: An Introduction to Prompting - Presented by Miles Campbell of TTA                       | 1  |
| Integrating ICT into teaching practice                                                                                                                   | 1  |
| Leading Aboriginal Education, Curriculum and Community Engagement                                                                                        | 1  |
| Leading Educational Forums - school/professional association/networks                                                                                    | 1  |
| Learn How to Apply the Six Bricks Methodology in Your Class                                                                                              | 1  |
| Level up III - problem based learning - Presented by Sabreena Taylor                                                                                     | 4  |
| Mastering Source Analysis in Year 7-10 History                                                                                                           | 1  |
| Mathematics 3-6 New Syllabus                                                                                                                             | 1  |
| MEA Interpretation workshop- Teachers and SAO Staff : Standard. Hybrid & Steps                                                                           | 1  |
| Meeting professional ethics and responsibilities, including courses on meeting teacher accreditation requirements                                        | 1  |
| Mentoring and Development: Dealing With Workplace Challenges                                                                                             | 1  |
| Mentoring, Coaching, Professional Dialogue Supporting Teaching Practice                                                                                  | 1  |
| Motivational interviewing                                                                                                                                | 1  |
| Navigating Anxiety in Primary Classrooms                                                                                                                 | 1  |
| NSW/ ACT MEA Interpretation: Annual Leave- self - paced learning experience                                                                              | 1  |
| NSW/ACT MEA interpretation: Parental leave-self paced learning experience.                                                                               | 1  |
| PD on how to enter elective pds on eTAMS                                                                                                                 | 1  |
| Perfectionism webinar                                                                                                                                    | 1  |
| Plan and direction for the Primary School                                                                                                                | 1  |
| Programming and Planning                                                                                                                                 | 1  |
| Reading and Spelling Synthetic Gains with Systemic synthetic Phonics by Shirley Houston                                                                  | 1  |
| Retired: Formative Assessment Strategies for Effective Teaching and Learning, The Higher Order Thinking Scaffolding Toolkit                              | 1  |
| Retired: Whole School Approach to Social, Emotional and Wellbeing Learning in the Early Years and Primary School Classroom - Presented by Grow Your Mind | 1  |
| Retired-Formative Assessment Strategies for Effective Teaching and Learning                                                                              | 1  |
| Selective mutism webinar                                                                                                                                 | 1  |
| SSP Learning Lab                                                                                                                                         | 1  |
| Strategic Leadership in Education: Leading for Success - Presented by Ian Finn                                                                           | 1  |
| Study without Stress                                                                                                                                     | 1  |
| Suicide prevention                                                                                                                                       | 1  |
| Summative Assessment and Reporting Progress in Primary Schools                                                                                           | 4  |
| Supervising a student of Certificate 3 in Education Support( Teacher Aide)                                                                               | 1  |
| Supporting Speech and language, how you can help. By Ruth Davies and Amy Politt                                                                          | 1  |
| Supporting Students with Challenging Behaviour Module 3                                                                                                  | 1  |
| Supporting Students with Challenging Behaviour Module 5                                                                                                  | 1  |
| 'Teacher Training for Students With Neurodiversity: Training in Specific Learning Difficulties (Primary)                                                 | 1  |
| Teaching Cohesion for Writing and Reading - Rod Campbell                                                                                                 | 1  |
| Teaching for meta-cognition, by Michael Griffin                                                                                                          | 1  |

|                                                                                        |   |
|----------------------------------------------------------------------------------------|---|
| The path to peak performance - Presented by Steve Brophy                               | 1 |
| The Practical Application of AI in Education                                           | 8 |
| The Values and Benefits of Positive Behaviour Support in Today's Classroom             | 1 |
| Understanding and applying HSC standards: For Teachers                                 | 1 |
| Understanding and preventing self-harm                                                 | 1 |
| Understanding Autism: What teachers need to know for their classroom                   | 1 |
| Using ChatGPT for Assessment Design in the Primary Classroom - Miles Campbell - Online | 4 |
| Whole-school Wellbeing Webinar                                                         | 1 |
| Widening the Window of Tolerance                                                       | 1 |
| Working with Adolescents                                                               | 1 |

## THEME 6 - WORKFORCE COMPOSITION

The table below represents the composition of teaching and non-teaching staff at the Australian Islamic College of Sydney in 2024. Staff members come from a variety of backgrounds, however, the college did not have any Indigenous employees.

### Workforce composition at Australian Islamic College of Sydney in 2024.

| Workforce composition at Australian Islamic College of Sydney in 2024 |           |           |           |           |            |
|-----------------------------------------------------------------------|-----------|-----------|-----------|-----------|------------|
| Role                                                                  | Full Time |           | Part Time |           | Total      |
|                                                                       | Male      | Female    | Male      | Female    |            |
| Principal                                                             | 1         | 0         | 0         | 0         | 1          |
| Head of Secondary School                                              | 1         | 0         | 0         | 0         | 1          |
| Head of Primary School                                                | 0         | 1         | 0         | 0         | 1          |
| Head of Discipline and Well Being                                     | 1         | 0         | 0         | 0         | 1          |
| School Counsellor                                                     | 0         | 0         | 0         | 1         | 1          |
| Head of Departments (Secondary School)                                | 4         | 2         | 0         | 0         | 6          |
| Teachers (Secondary School)                                           | 10        | 12        | 0         | 3         | 25         |
| Grade Coordinators (Primary School)                                   | 1         | 4         | 0         | 0         | 5          |
| Teachers (Primary School)                                             | 8         | 27        | 0         | 2         | 37         |
| Librarian                                                             | 0         | 1         | 0         | 1         | 2          |
| Learning Support Teachers (Primary School)                            | 1         | 0         | 0         | 4         | 5          |
| Teacher Aides [Secondary School]                                      | 0         | 2         | 0         | 0         | 2          |
| Teacher Aides [Primary School]                                        | 0         | 6         | 0         | 0         | 6          |
| COVID Support Staff                                                   | 1         | 0         | 0         | 0         | 1          |
| Laboratory Technician                                                 | 1         | 0         | 0         | 0         | 1          |
| Student Disability Support Officer                                    | 1         | 0         | 0         | 0         | 1          |
| IT Support                                                            | 4         | 0         | 0         | 0         | 4          |
| First Aid Officer                                                     | 0         | 1         | 0         | 0         | 1          |
| Groundskeeper                                                         | 2         | 0         | 0         | 0         | 2          |
| Administration Staff                                                  | 2         | 6         | 1         | 0         | 9          |
| <b>TOTAL</b>                                                          | <b>37</b> | <b>62</b> | <b>1</b>  | <b>11</b> | <b>111</b> |

## THEME 7 – ATTENDANCE SUMMARY

Attendance % Year level wise for Year 2024.

| Primary School |                     | Secondary School                        |                     |
|----------------|---------------------|-----------------------------------------|---------------------|
| Year Level     | Attendance Rate (%) | Year Level                              | Attendance Rate (%) |
| K              | 87.87               | 7                                       | 91.07               |
| 1              | 88.94               | 8                                       | 88.78               |
| 2              | 89.44               | 9                                       | 88.68               |
| 3              | 90.72               | 10                                      | 86.30               |
| 4              | 90.11               | 11                                      | 87.78               |
| 5              | 90.23               | 12                                      | 92.50               |
| 6              | 91.33               | <i>Whole School Attendance Rate (%)</i> |                     |
|                |                     |                                         | 89.52               |

### Management of Non-Attendance

The College has implemented policies and procedures with a Student Welfare and Behaviour Management focus on the management of student attendance. On the day of the absence, students' parents receive an SMS informing that their child is absent from school and provide explanation. Once explanation is provided then the attendance record is updated to reflect this explanation. If no explanation is provided then upon returning from absence, students are required to provide a written explanation, signed by a parent or guardian explaining the reasons for absence. If absence is still unexplained then a letter is sent from school asking parents to provide explanation for the child's absence. Medical certificates are accepted together with parent's written notes; these are kept in the corresponding attendance folder.

Senior students are spoken to when they remain absent from school frequently. Continued absence of senior students results in N- warnings and possibly N- determination. Parents or guardians are contacted by the 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 staff. If the absence remains unexplained after 7 days, it will be recorded on SEQTA as unexplained.

Unexplained absences which continue beyond this point are followed by Stage Coordinators (K- 6) or Year Advisors (7-12), Head of Wellbeing and Deputy Principal. Students may be required to complete an Attendance Improvement Plan and/or be referred to Department of Education's attendance liaison officer. Such measures are in place to ensure that all children of compulsory school age receive the education they deserve.

## Retention of Year 10 Students to Year 11

At AICS, we strive to provide an excellent education for our students that prepares them for the challenges and opportunities of the future. As part of this commitment, we track and analyse our student retention rates from Year 10 to Year 11. In this piece, we will provide an analysis of our retention rate for 2024, identify reasons why some students leave, and discuss the strategies we have in place to retain our students.

### Retention Rate

In 2024, the national full-time apparent retention rate from Year 10 to Year 12 in Australia was 79.9%, marking a 1.2 percentage point increase from 2023. Retention rates can vary based on factors like student background, academic performance, school culture, and the quality of teaching and support. Strategies to improve retention include supporting student engagement, positive relationships with teachers and peers, and academic progress. Initiatives like the NSW Every Student, Every School offer targeted support to students at risk of disengaging from school. Improving retention rates can help ensure all students have the opportunity to reach their full potential.

The retention rate of students who completed Year 11 and continued their studies in Year 12 at AICS in 2024 was 100%. The college had 72 Year 10 students in 2023, and in 2024, 37 students continued to Year 11. This means that our retention rate for Year 10 students continuing on to Year 11 for 2024 was 51.3% which marks a 22.5% increase from the previous year. We hope that with every passing year, the retention rate will continue to rise. That said, this figure is still lower than we would like, and we are continuing to improve our programs and support for students to improve this reality.

### Reasons for Leaving

We recognise that students and parents have a range of reasons for choosing to leave our school. Students have cited a lack of variety in subjects offered and the availability of Stage 6 programs at other institutions. We have also heard concerns about staffing shortages and high staff turnover leading to instability for students.

Students opt for specialised local senior schools on account of their consistent achievement of HSC Band 6 results over a number of years. However, our analysis suggests that some other reasons cited may not accurately reflect the students' decision to leave. For example, some students have indicated a desire to study a subject such as Physics but still leave despite it being offered. Staff shortages are a valid concern, but it is important to note that this is a national crisis. In an article published by The Guardian, it is stated that over 4,000 additional high school teachers would be needed nationally over the next four years and that more than 50,000 teachers were expected to permanently leave the profession between 2020 and 2025. In 2024, the number of teacher resignations in NSW dropped to 1,779 which is the first decline in over a decade, after peaking at 2,050 in 2023. Though this is positive news, the ramifications from years of decline are real. These statistics are shared neither to raise alarm nor to seek justification behind numbers, but genuinely to share the reality with which all schools are grappling, to which AICS is no exception.

Nonetheless we have thought long and hard about strategies to retain students and present the fruit of our deliberation below.

## Strategies for Retaining Students

To address the challenges we face, we have put in place a range of strategies to improve student retention.

1. **Conducting student and parent sessions:** We have organised student and parent sessions to better understand the reasons behind the students leaving our school and gather feedback on how we can improve our programs to make it more appealing to them.
2. **Offering more variety in subjects:** Based on the feedback received from students and parents, we have increased the variety of subjects on offer, based on student preferences, to cater to the diverse interests of our students.
3. **Offering acceleration programs for high achieving students:** We have developed and are currently in our third year of offering acceleration courses in English and Mathematics to students who demonstrate the intellectual fortitude. This program enables students to undertake one HSC subject in Year 11, allowing them to either have less subjects claiming their attention in Year 12, or alternatively, allowing them to undertake the study of Extension 1 or Extension 2 for that subject in Year 12.
4. **Developing a long-term plan to deal with staffing shortages:** We have developed a long-term plan to address the issue of staff shortages at our school. This plan includes improving our marketing strategies to attract high-quality teachers, offering competitive salary packages to retain our existing staff and engaging with tertiary institutions to establish a more regular flow of graduates.
5. **Hosting placements of teachers in their final year of their teaching degrees:** We plan to host placements of teachers in their final year of their teaching degrees, with a view to offering such teachers full-time work once they graduate. This will help us to build a strong and stable team of teachers who are committed to our school and our students.

By implementing these strategies, we are confident that we can improve our student retention rate and provide a quality education to our students, preparing them for their future endeavours.

## Conclusion

We take student retention seriously at AICS and are committed to understanding the reasons why some students choose to leave. Our analysis has shown that we have work to do in improving our programs and addressing staffing shortages, but we are confident that the strategies we have put in place will make a significant difference. We remain committed to providing an excellent education for our students that prepares them for the challenges and opportunities of the future.

## Post School Destinations

A total of 24 students sat for HSC Examinations in 2024. 100% of them got University admissions and are pursuing tertiary studies. Majority of our students are studying at Macquarie University, University of Western Sydney and University of Technology Sydney.

## **THEME 8 - ENROLMENT POLICY**

### **Purpose**

The Education Reform Act 1990 outlines the objects of education and the legal requirements for compulsory schooling. In brief, the legislation requires students between the ages of six and seventeen to be enrolled at a government or registered non-government school, and to attend school on each day that instruction is provided or to be registered for home-schooling. It is the duty of the parent or carer of the student to ensure that these obligations are fulfilled.

The Australian Islamic College of Sydney (AICS) aims to offer a holistic education, which takes place in an Islamic environment to all of its enrolled students. The following enrolment procedure strives to promote a clear and consistent practice in the enrolment of new students. This ensures that the students and their parents/guardians are treated fairly and equitably.

### **Responsibilities**

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

All parents enrolling their child(ren) at AICS are required to complete and submit the official enrolment form with the associated application fee. Applications received after the specified due date may or may not be considered depending on student's special circumstances and availability of space at the school.

Parents need to agree to abide by the terms and conditions of enrolment specified in the form. The parent/guardian of the child must be prepared to meet their financial responsibilities for the ongoing enrolment. They must also advise the Principal of any standing Court Order that may exist, or any that may arise. If matters of custody are in place, documentation must be produced.

### **PROCEDURES:**

#### **New Enrolments**

The parents/guardians of all new students need to complete the AICS 'Application for Enrolment' form. Once completed and lodged the parent/guardian will be notified of a date when their child will attend an interview. They will also be required to sit an entrance exam, dependent on student's age.

A non-refundable fee of \$50.00 needs to accompany the application. All fields on the application form must be completed accurately providing all requested information.

Application forms must be accompanied by the following supporting documents:

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

On receiving the above documentation, the Principal and the Head of School will review the prospective students' performance in the interview/entrance exam along with academic and behavioural records from previous schools.

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

Upon accepting an offer of enrolment, the parents need to pay one term's school fees in advance. This fee is non-refundable if the parents/guardians decide to withdraw the enrolment thereafter. Fees for subsequent terms need to be paid before the end of the preceding term (e.g. 2nd term fees must be paid before the end of first term). Withdrawal from AICS must be accompanied by a 'Withdrawal Form'.

Parents/guardians and students are expected to abide by all College policies and procedures during the time of enrolment, as agreed to in the 'Enrolment Application'.

An enrolment may be reviewed if deemed necessary and revoked based on the principles of procedural fairness.

Continuing enrolment is subject to payment of all fees, satisfactory academic performance and good behaviour. Students are, from time to time, enrolled on a probationary basis (either with behaviour or academic conditions) and these conditions must be met for continued enrolment. Probationary requirements are applied on a case by case basis and are agreed upon by all stakeholders.

### **Privacy**

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

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

The primary purpose 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 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 relating to their children by contacting the school.

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

The AICS is required by law to ensure the health and safety of students, staff, and visitors on AICS premises are protected. It is important that all enrolment information provided are accurate and complete. Incomplete forms will not be accepted. In the event that statements made in this application process later prove to be false or misleading, any decision made as a result of this application may be reversed.

## THEME 9 - OTHER POLICIES: RISK MANAGEMENT, CHILD PROTECTION, STREAMING AND ACCELERATION.

| Overview of Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Strength of Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Risk Management Policy and Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>The Australian Islamic College of Sydney (AICS) recognises that its operations expose it to risks arising from both operational undertakings and external sources. These risks can potentially impact financial performance, reputation, health and safety, the community, and the school's ability to deliver sound educational outcomes. The school accepts that risk management is required in areas broadly divided into Assets and the Physical Environment and People and Actions, which have legal impacts and implications for education, business continuity, management, financial security, and the school's reputation.</p> <p>The policy provides a framework for how risk will be managed, based on the Australian Standard AS/NZS ISO 31000:2018: Risk Management – Principles and guidelines, and forms part of the school's governance framework. It involves a systematic process including establishing the context, risk assessment (identification, analysis, evaluation), risk treatment, recording and reporting, and communication and consultation. Risk management is embedded into strategic planning, decision-making, and operational processes. The Board has overall responsibility for identifying major risks and providing strategic policies, with ownership of risks and treatment actions assigned to relevant roles.</p> <p>The Principal oversees the policy and the school's risk exposure, monitoring risks and reporting to the Board regularly.</p> | <ul style="list-style-type: none"> <li>▪ <b>Proactive Management:</b> Emphasises sound understanding and proactive management of risk as vital to achieving strategic objectives and ensuring success and ongoing sustainability.</li> <li>▪ <b>Consistency and Structure:</b> Aims to provide a consistent process for the recognition and management of risk across the school at both strategic and operational levels, based on the Australian Standard AS/NZS ISO 31000:2018.</li> <li>▪ <b>Embedded Approach:</b> Risk management is embedded into strategic planning, decision-making, and operational processes.</li> <li>▪ <b>Shared Responsibility:</b> Success relies on the responsibility placed on everyone at all levels to proactively identify, manage, review, and report on risks in their areas. Accountability is incorporated into Board, management, teaching, and administrative roles.</li> <li>▪ <b>Stakeholder Engagement:</b> Involves communication and consultation with internal and external stakeholders, ensuring they are engaged and informed. This open process considers all stakeholders, aids clear risk identification, utilises expertise, and ensures parties are aware of risks and treatments.</li> <li>▪ <b>Continuous Improvement:</b> Ongoing oversight provides assurance and supports a commitment to continuous organisational improvement, including reviewing incidents and ensuring lessons learned.</li> </ul> |

| Overview of Policy | Key Strength of Policy |
|--------------------|------------------------|
|--------------------|------------------------|

| Child Protection Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Australian Islamic College of Sydney (AICS) is committed to the care, welfare, and protection of all its students, with a zero tolerance for child abuse. Everyone working at the College is responsible for the care and protection of children and reporting information about child abuse.</p> <p>This policy applies to all staff members (employees, contractors, volunteers) and parents/carers, outlining their responsibilities and the processes for child protection matters. Key legislation underpinning the policy includes the Children and Young Persons (Care and Protection) Act 1998, the Child Protection (Working with Children) Act 2012, the Children's Guardian Act 2019, and the Crimes Act 1990.</p> <p>The policy defines different categories of child abuse and neglect (physical, sexual, emotional, neglect) and child wellbeing concerns. It provides direction on mandatory reporting requirements for specific staff members (Principal, Heads of School, teachers, school counsellor) when they have a reasonable suspicion that a child has suffered or is suffering sexual abuse, non-accidental physical injury, or is in need of care and protection. A report must be made to relevant authorities (DCJ, police, OCG) via the Principal or delegate. Procedures are detailed for mandatory reporting, including information gathering and interaction with authorities.</p> | <ul style="list-style-type: none"> <li>▪ <b>Zero Tolerance Stance:</b> Clearly states a zero tolerance for child abuse, setting a strong foundational principle.</li> <li>▪ <b>Shared Responsibility:</b> Emphasises that the safety, protection and welfare of students is the responsibility of all staff members, and everyone is responsible for reporting concerns.</li> <li>▪ <b>Legal Compliance:</b> Grounded in key legislation specific to child protection in NSW, ensuring adherence to statutory obligations.</li> <li>▪ <b>Mandatory Reporting Clarity:</b> Clearly identifies mandatory reporters and outlines the process and criteria for making a report when there is a reasonable suspicion of significant harm. It specifies that mandated reporters are not required to investigate or prove their concern.</li> <li>▪ <b>Detailed Procedures:</b> Provides detailed procedures for reporting concerns, including steps to follow, information to have available, and guidance on interactions with authorities like DCJ, OCG, and Police during interviews or removal of students.</li> <li>▪ <b>Working with Children checks (WWCC):</b> Clearly outlines the requirements for WWCC for staff and volunteers, the school's responsibilities for verification and reporting changes, and the consequences of non-compliance, ensuring suitability of personnel.</li> </ul> |

| Overview of Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Key Strength of Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Streaming and Acceleration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>AICS recognises that students learn at different rates and have varying academic standards, aiming to provide a challenging and adjusted curriculum for individual needs.</p> <p>This policy covers streaming (grouping students by demonstrated abilities) and acceleration (allowing gifted/talented students to progress faster). Acceleration enables students to complete Stage 5 outcomes by Year 9 to potentially undertake an HSC subject in Year 11. Streaming aims to create learning environments tailored to students' capabilities, supporting targeted instruction and addressing skill gaps or providing extension. The policy applies to students in Year 8 applying for acceleration and students in Years 9-12 in the acceleration program. Specific subjects offered for acceleration are English and Mathematics, and students can accelerate in one, but not both.</p> <p>Eligibility and selection for advanced or accelerated streams are based on general criteria (high achievement, core subject performance, NAPLAN, social/emotional maturity) and specific criteria involving Year 8 Semester 2 results, and potentially an entry exam and qualitative assessment. There are specific criteria for entry into Year 9 advanced/accelerated streams, progression to Year 10, and entry into Year 11/12 advanced/extension courses.</p> | <ul style="list-style-type: none"> <li>▪ <b>Addresses Diverse Needs:</b> Recognises that students learn and progress at different rates and aims to provide an appropriately challenging curriculum to meet individual student needs.</li> <li>▪ <b>Fairness and Transparency:</b> Aims to reduce pressure from students or parents and promotes fairness and transparency in the selection process.</li> <li>▪ <b>Multi-faceted Criteria:</b> Selection is based on a combination of academic results (Semester 2 reports, NAPLAN, entry exams), and qualitative assessments including social/emotional maturity, work ethic, engagement, and potential.</li> <li>▪ <b>Parent Involvement:</b> Includes initial correspondence with parents, notification of eligibility and exams, and a mandatory parent meeting and declaration to ensure understanding and acceptance of the program.</li> <li>▪ <b>Supportive Exit Process:</b> Provides a structured exit process with identification of concerns, consultation with stakeholders, formal recommendation, committee decision, and transition support for students returning to mainstream.</li> <li>▪ <b>Appeals Mechanism:</b> Includes an appeals process for parents or students challenging an exit decision.</li> </ul> |

## THEME 10 - COLLEGE DETERMINED IMPROVEMENT TARGETS

In 2024 we continued with the whole school improvement plan to reflect our improvement targets from K-12. These targets were divided into two objectives, with broad and specific strategies to allow for consistent and continual achievement of the school's goals.

| Area                             | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Excellence for Children | <p>Plan, prepare and structure NAPLAN and HSC extra classes.</p> <p>Continue acceleration from Y9.</p> <p>Give early scholarships to top Year 6 students.</p> <p>Increase the range of subjects on offer such as Multimedia, Work Education to Year 9 students and Physics to Year 11 students to support the achievements of all students.</p> <p>Academic committee (All HoD's and Coordinators) to check the assessments before being given to students.</p> <p>Prepare trial/ practice online NAPLAN test for Mathematics and writing.</p> <p>Embed NAPLAN style questions in everyday teaching.</p> <p>Teach mathematical language to all students so they can familiarise themselves with the terminology. It assists them to understand the questions and answer them correctly.</p> <p>Implement seven steps of writing for K- 6 students so they can improve their creative writing skills for Narrative and Exposition and prepare them for NAPLAN.</p> <p>Incorporate typing skills during writing lesson by using free typing.com app for Year 3 and 5.</p> | <p>The school will to collect, analyse and report internal and external student performance data (PAT, SMART, SCOUT, NAPLAN, HSC) annually and evaluate.</p> <p>Increase in the number of students successfully doing the new subjects.</p> <p>Ongoing review of students learning through analysis of value- added data for NAPLAN, HSC, ICAS and Maths Olympiad, Explorer Exams.</p> <p>Feedback from student, teacher, and parent surveys.</p> <p>Analysis of NAPLAN and HSC results data showing improvements.</p> <p>Analysis of Afterschool class attendance record showing improvements.</p> <p>Measure the percentage of Y6 and Y10 student retention showing improvements.</p> <p>Carry out teacher and student survey regarding academic improvement and analyse the data.</p> <p>Check and record the relevant PD's attended.</p> <p>Students and teachers' perception surveys will be done.</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>All KLA's must have high quality programs that embed the elements of quality teaching, (personalised plans- funded students), Gifted and Talented program and have explicit marking criteria for assessments.</p> <p>Train coordinators, HOD's and teachers to prepare quality assessments for all year groups.</p> <p>All students are provided opportunities for high learning growth, including personalised student feedback for student improvement.</p> <p>Identify the weaknesses, provide professional development and mentor teachers in the areas of concern especially Mathematics and Digital Technology.</p> <p>Rollout of Digital Technology Program and teach students to be innovative by using Beebots, Spheros, Creating Apps, coding using Scratch and Digital Hub Resources.</p> | <p>Ongoing evaluations of whole school programs: such as Assessment and Reporting (improvement in Mathematics and Science and Technology).</p> <p>Annually evaluate and refine, detailed teaching and learning programs that include adjustments for student learning needs and higher achieving students.</p> <p>Analysis of Academic grades achieved by students Conduct and analyse student, parent and staff perception survey.</p> <p>Number of high achievers retained in the school.</p> <p>Records of differentiation in lesson observations.</p> <p>Records in staff appraisals.</p> <p>High level of student engagement – Forms survey.</p> |
| Quality Teachers and Teaching | <p>Practice excellence in teaching</p> <p>Staff engage in targeted professional learning around growth mind sets; designing and evaluating programs that target specific and general student abilities.</p> <p>Identify the strengths and weaknesses of all teaching programs and provide teachers with targeted professional development courses.</p> <p>Staff professional learning activities tied directly to their performance and development plans, including proficiency in technology and data analysis for measuring students' learning.</p> <p>Performance Appraisal</p>                                                                                                                                                                                                                     | <p>Staff surveys and positive feedback are done.</p> <p>Analyse the teaching programs especially teaching and learning activities.</p> <p>Proper record of targeted and all PD's provided to staff.</p> <p>Percentage of good staff retention.</p> <p>Percentage of good student retention.</p> <p>Student perception survey about assessments.</p>                                                                                                                                                                                                                                                                                                   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | <p>Ensure supportive but rigorous teacher appraisal takes place throughout the school for recognition and improvement of student outcomes.</p> <p>Reviewing and monitoring of assessments by school executives.</p> <p>Promote teacher wellbeing programs such as staff afterschool sports and award quality teachers to sustain dedicated and hardworking teachers.</p> <p>Provide staff incentives based on their performance.</p> <p>Employ science and Maths teachers who can teach the Robotics and STEM programs or educate current teachers to teach Robotics and STEM programs.<br/>(Primary)</p> <p>Promote teacher wellbeing to cultivate a quality professional environment by offering staff wellbeing programs and activities such as dinner at restaurant, recreational activities and in school sports.</p> <p>Continue to promote teamwork, collegiality and collaboration among staff within the framework of high performing culture by praising, recognising and rewarding staff.</p> | <p>Positive feedback from staff perception survey.</p> <p>Higher staff retention rate.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

## **THEME 11 - INITIATIVES IN PROMOTING RESPECT AND RESPONSIBILITIES**

The Australian Islamic College of Sydney (AICS) is a cordial and harmonious community that encourages a sense of belonging in an environment filled with tranquility and comprehensiveness.

AICS offers a vast range of activities that require our students to respect their roles and responsibilities as citizens in a diverse and multi-cultural society. This include acknowledging the Tradition Owners of the country and paying respect to their Elder, past, present and emerging. Additionally, students engage in various important event throughout the year, including the commemoration of ANZAC and Remembrance Day, R U Ok? Day and Harmony Day. Students also take part in Ramadan and Eid festivals, aimed at promoting Islamic morals as well as enlightening the parents of the betterment of their community cohesiveness for support through various communication channels.

Once again in 2024, we were invited to participate in a selective inter-school program, Interfaith Encounters; sponsored through Catholic Missions, NSW. The program allowed an opportunity for AICS students to meet other students from different religious and cultural backgrounds. Through practical experiences and workshops hosted across participating campuses, they found commonalities and discussed differences.

The program is open to Years 10 and 11 allowing time for the development of friendships, celebration of differences and promotion of respect for others, peace and social cohesion. On many occasions, our students stepped up as leaders providing opportunities to share more about the Islamic faith.

Elated with our active participation last year, we have been contacted by the organisers for 2025. Twenty AICS students; twelve returning Year 11 and eight incoming Year 10 students will be commencing in this program in 2024.

We are proud to be part of the Australian society and it is an honour to be part of an educational facility in a country advocating for the needs of our youth to ensure constant improvements.

## 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, conversations between teaching staff and parents give 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 already risen. 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, email, TEAMS, and in students' diaries. Formal meetings/ interviews are also arranged with the teacher to discuss concerns, with matters escalated to Executive and Senior Executive members where and when necessary.

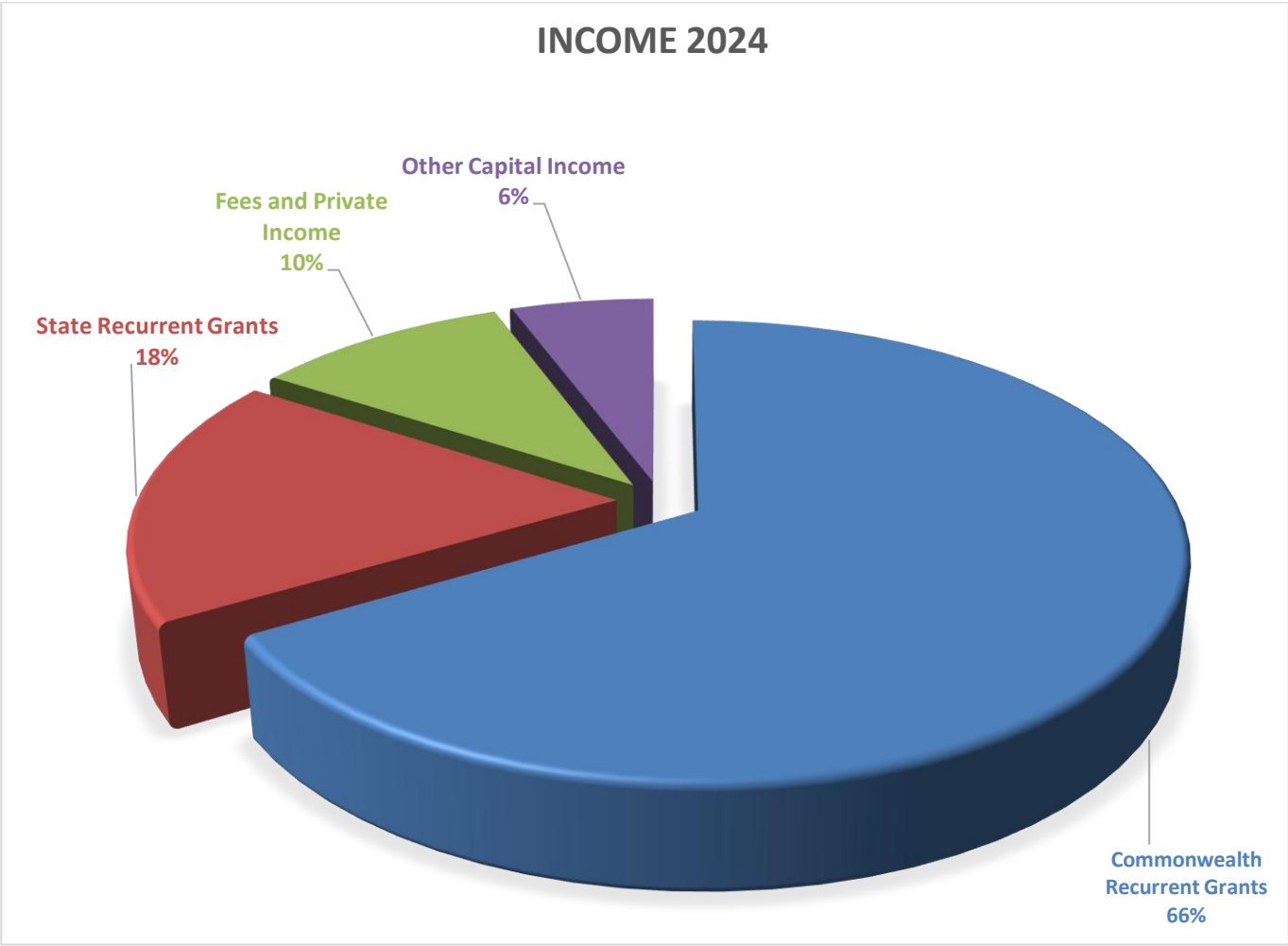
As part of our commitment to continuous improvement and transparent school governance, Australian Islamic College of Sydney engaged **National School Surveys**, a division of Victorian Counselling & Psychological Services, to conduct a comprehensive suite of satisfaction surveys in 2025. These surveys were carefully selected to capture authentic feedback from parents, students, and staff, and to ensure that a diverse range of voices are heard when shaping the College's strategic direction and wellbeing priorities.

While survey results are pending, the decision to proceed with this initiative reflects the College's recognition that meaningful improvement begins with listening. By inviting external educational psychologists and professionals to oversee the survey process, the College reaffirms its dedication to evidence-based planning and to cultivating a school environment where feedback is not only welcomed, but actively sought. We look forward to analysing the results and integrating key findings into future planning cycles.

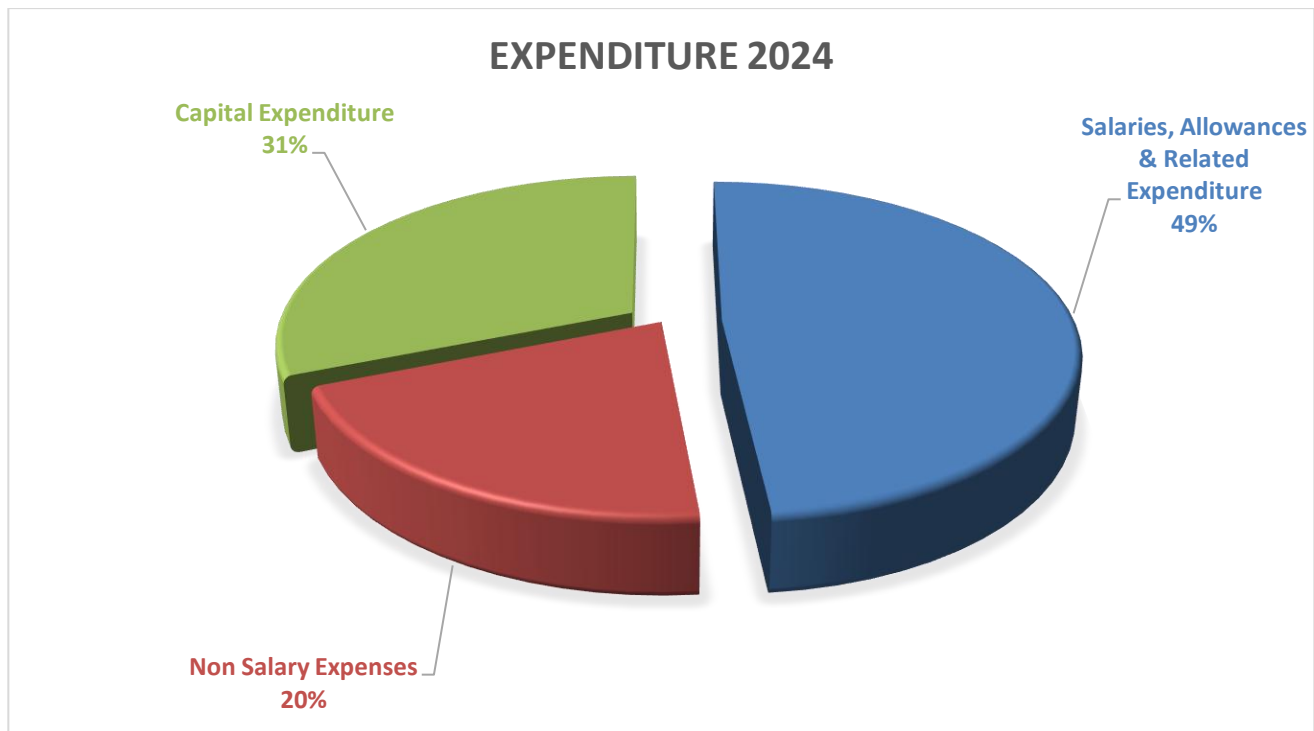
**THEME 13 - SUMMARY OF FINANCIAL INFORMATION 2024**

Australian Islamic College of Sydney is a non-profit organisation whose operations are dependent upon continued financial support from the State of 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.

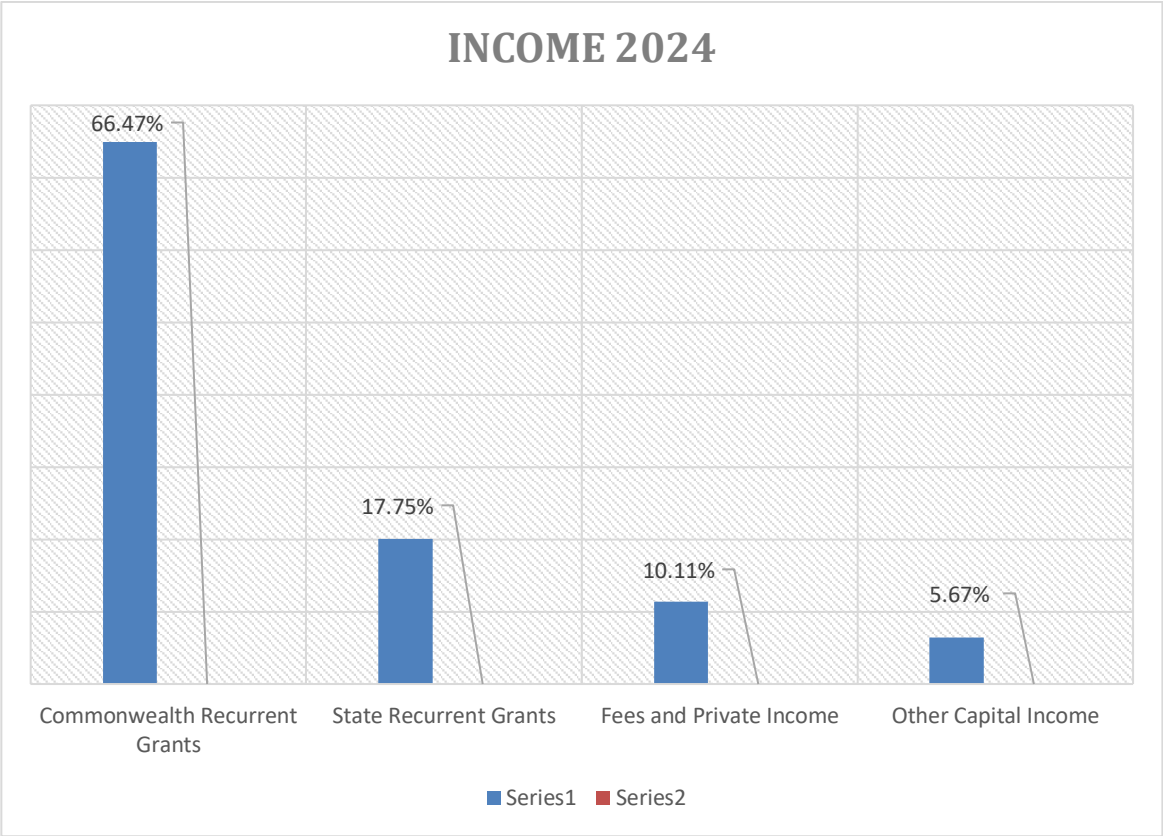
**A) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY PIE CHART**



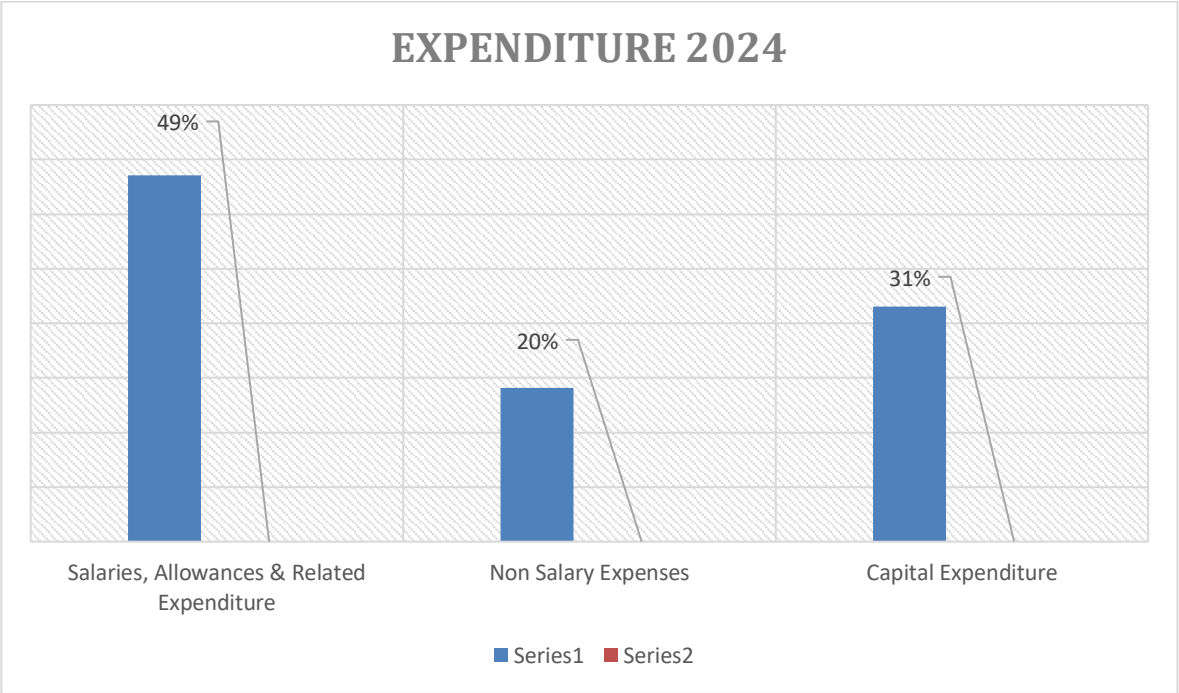
**B) GRAPHIC TWO: RECURRENT/CAPITAL EXPENDITURE REPRESENTED BY PIE CHART**



C) GRAPHIC THREE: RECURRENT/CAPITAL INCOME REPRESENTED BY COLUMN GRAPH



D) GRAPHIC FOUR: RECURRENT/CAPITAL EXPENDITURE REPRESENTED BY COLUMN GRAPH



## **THEME 14 – COMPLIANCE WITH PUBLICATION INFORMATION REQUIREMENT**

1. This 2024 Annual Report will be provided to NESA online by 30th June 2025.
2. This 2024 Annual Report will be made available to the public by publishing it on the school website by 30th June, 2025.
3. A printed copy of the 2024 Annual Report will also be available to anyone who does not have access to the internet.
4. This 2024 Annual Report will also be made available to the Minister, NSW and Australian Government upon request.