

ANNUAL REPORT 2023

AUSTRALIAN
ISLAMIC
COLLEGE
OF SYDNEY



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THEME 1 – MESSAGE FROM KEY BODIES AND PERSONNEL

The Principal's Message

Assalamualaykum Warahmatullahi Wabarakatuhu

With great pleasure, I pen down my message for the school's Annual report 2023. School annual report play a vital role in promoting transparency, accountability, and continuous improvement within our College. It serves as a record of the school's performance and impact, while also facilitating communication and engagement with stakeholders.

At AICS, we hold a steadfast belief in providing every child with a top-tier education - a curriculum that is both rigorous and relevant. This curriculum fosters critical thinking, problem-solving, creativity, and equips our students for success in the ever-evolving landscape of the 21st century.

Beyond the realm of academic excellence, we recognise the pivotal role of social-emotional learning and comprehensive support services. This multi-faceted approach ensures that our students thrive holistically, both within the classroom and beyond. Our aim is to prepare them for achievements in every facet of their lives.

As a parent myself, I deeply understand the significance of a strong parent-school connection. I pledge my commitment to nurturing transparent communication and collaboration between our institution and our invaluable parent community. I extend a heartfelt invitation to join forces as we sculpt the finest educational experience for our cherished students.

The year 2023 unfurled with a rich tapestry of meticulously designed teaching and learning experiences. These were further enriched by purposeful incursions and excursions that breathed life into education, kindling profound engagement and fostering deeper learning among our students.

Our Interfaith program emerged as a gateway for our students to connect with peers from diverse faiths and backgrounds. This experience broadened intellectual horizons and enhanced essential interpersonal and communication skills, a vital facet of navigating the contemporary world.

Instilling the values of selflessness and compassion, our students embraced charitable endeavours and volunteered their time to noble causes. Through various charity events, we collectively contributed to important causes such as the Cancer Council, Kids Cancer Foundation, Turkey Earth Quake disaster, Gaza children's fund and much more.

Each day, our students are bestowed with the privilege of nurturing their spiritual selves - through prayers, fasting, Quranic studies, Arabic language, and Islamic teachings. I extend my profound appreciation to our Islamic Studies department for their dedicated efforts in guiding our students on this sacred path.

I would like to express my heartfelt gratitude to our dedicated school staff, especially head of schools for their unwavering commitment and tireless efforts in making our school a nurturing and thriving learning environment. Your dedication, passion, and hard work are the cornerstones of our success, and your contributions shape the educational journey of our students. Together, we are creating a positive impact that will resonate for years to come. Thank you for your invaluable support and dedication to our shared mission.

I extend my deepest appreciation to the remarkable parents of our school community for their unwavering support and cooperation throughout the year. Your support, active involvement, and trust in our educational mission are truly invaluable. Your partnership plays a pivotal role in the

growth and success of our students, and your dedication enriches their learning experience. Thank you for entrusting us with your children's education and for being instrumental in shaping their futures. Your commitment is a source of inspiration and encouragement for all of us at the school.

I am also grateful to the school board for their steadfast guidance and backing. Your visionary leadership, guidance, and unwavering commitment are the driving force behind our school's growth and success. Your strategic insights and dedication have paved the way for innovative initiatives and a thriving educational environment. Your tireless efforts ensure that our school continues to excel and evolve. Thank you for your invaluable contributions and for shaping the future of our institution.

As we conclude, I ask Allah SWT to shower His blessings upon our college and all those who contribute to its flourishing growth. May our collective efforts continue to illuminate the path of knowledge and compassion.

Mr. Mohammed Riaaz Ali

Principal | AICS

Message from the Chairman

It is with immense pride and gratitude that I address you all as the School Chairman, on behalf of the entire AICS board. Our institution, a haven of learning and growth, continues to stand as a testament to our unwavering commitment to excellence. As we navigate the corridors of another academic year, I am thrilled to share my thoughts on the invaluable journey we are on together.

Our school's legacy is one of fostering holistic development, nurturing curious minds, and cultivating compassionate hearts. Our aim is not just to educate, but to inspire, empower, and prepare our students for a future that is dynamic and ever-evolving. This mission drives us to provide not just academic expertise, but also instill strong values and a sense of responsibility towards society. Our dedication to academic excellence remains unparalleled. Our outstanding college, supported by modern infrastructure and innovative teaching methodologies, ensures that every student receives a well-rounded and vital education. We believe in igniting the spark of curiosity, encouraging critical thinking, and promoting lifelong learning.

Our institution stands as a beacon of faith-centred education, fostering an environment where Islamic values and academic excellence harmoniously converge. Our commitment to nurturing well-rounded individuals rooted in their faith is unwavering. At the heart of our mission lies the pursuit of knowledge. With the blessings of Allah, we are guided by exceptional educators who strive to provide a comprehensive and intellectually stimulating education. We empower our students not only with worldly knowledge but also with the religious knowledge that enriches their lives.

A strong character is the foundation of a righteous life. Our college places great emphasis on moral values, empathy, and compassion, shaping students into responsible and righteous individuals who contribute positively to society. Through the teachings of Islam, we guide our students to uphold the highest ethical standards. In an interconnected world, preserving our Islamic identity while engaging with the global community is a noble endeavour. Our school encourages students to embrace diversity, respect differing perspectives, and proudly represent their faith. This balance allows our students to be confident ambassadors of Islam, promoting understanding and harmony.

As followers of Islam, we understand the importance of serving our fellow beings. Our school actively engages in community service initiatives, embodying the teachings of compassion and generosity that Islam espouses. Through our efforts, we strive to make a positive impact on the lives of others, upholding the principles of social justice.

As we navigate the path ahead, let us remember that our faith is the cornerstone of all that we do. With Allah's guidance, we will continue to provide a nurturing environment that holistically nurtures the minds, hearts, and souls of our students. Together, let us remain steadfast in our commitment to education that is not only enlightening but also spiritually enriching. May Allah bless our endeavours and grant us the strength to fulfill our mission. I extend my heartfelt gratitude to each member of our school community for their unwavering dedication and support. Together, we shall continue to light the path of knowledge, shape the leaders of tomorrow, and contribute positively to society. Let us embrace the opportunities that lie ahead and continue to soar to new heights.

Mr. Muhammad Shahzad Idrees

Chairman | AICS

Message from the Senior Student Representative Council

The 2023 Student Leadership body was led by our School Captains Mabintou Sillah & Mikael Shah, and Vice Captains Husna Mubashir & Ibrahim Shah. As the representative leaders of the student body at AICS, they embodied the school's values and principles. In conjunction with the captains and vice-captains, our SRC prefect body, comprising of Nazaahah Dean, Rukhsar Ahmed, Ramiz Sahididi, Imran Maqsood, Amna Khan and Muhammad Ahmad Zahir were able to work collaboratively with the College, modelling and implementing its Islamic ethos.

The students demonstrated their leadership by being proactive in undertaking designated playground duties, assisting with school assemblies and functions, as well as assisting school personnel in signing in late students into the school. They also served as mentors for our Year 7-10 Prefects, through empowering them and providing them with the opportunity to develop themselves as young and inspiring leaders.

On Monday 27th March, the SRC team attended the Sydney Youth Leadership Conference at the International Convention Centre. This event provided the school's student leadership team an opportunity to learn new leadership and problem-solving skills, strengthen collaboration and teamwork, acquire communication and creative thinking strategies, and meet other like-minded young individuals.

It is also served as an opportunity for our students to engage with internationally renowned speakers to support and equip them with the skills and knowledge to become resilient leaders.

Their leadership efforts extended to the various events they held to fundraise for charity as well as the year 12 formal.

Over a two-week period (15th February to the 24th February), the SRC team collected and encouraged donations across the whole school to raise funds for the earthquake victims in Turkey and Syria who experienced the rippling effects of displacement, trauma and injuries during this catastrophe.

On 21st March, the College celebrated Harmony Day, where our Year 12 team, led by Ms. Hashimi, organised unique and interactive activities and assisted in selling sausage sizzles on the day.

On the 3rd May, the year 12 SRC together with the year 12 cohort hosted the College Eid Festival to raise funds for their formal. They held various food stalls with cultural foods and desserts as well as henna and photo stalls.

The 2023 student leadership team were role models with their presentation (including adherence to school uniform), behaviour and participation in school activities. They have set a pathway for the future leaders of this school. I would like to take this opportunity to commend them for the invaluable contributions they have made to the school.

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 2023

Primary School				High School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	66	51	117	7	49	62	111
1	55	61	116	8	50	39	89
2	49	64	113	9	61	57	118
3	73	58	131	10	39	34	73
4	67	57	124	11	6	15	21
5	67	57	124	12	16	22	38
6	53	59	112				
Total	430 (51.37%)	407 (48.63%)	837	Total	221 (49.11%)	229 (50.89%)	450
School Total: 1,287							

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

The 2023 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.

In 2023, there were two major changes in NAPLAN. These changes include: The test will be held in March instead of May. Results are now reported against four levels of achievement, not the previous ten "proficiency bands". The four levels of achievement are "exceeding", "strong", "developing" and "needs additional support".

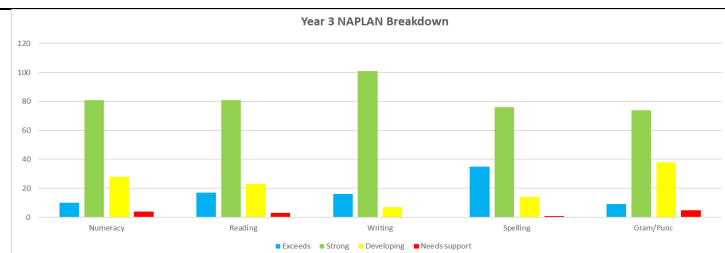
Summary Report for Year Three NAPLAN Results 2023

	Exceeds	%	Strong	%	Developing	%	Needs support	%
Writing	16	13%	101	81%	7	6%	0	0%
Reading	17	14%	81	66%	28	23%	4	3%
Spelling	35	28%	76	60%	23	19%	3	2%
Grammar & Punctuation	9	7%	74	59%	14	11%	1	1%
Numeracy	10	8%	81	66%	28	23%	4	3%
Total	87		413		100		12	

NAPLAN INDIVIDUAL STUDENT REPORT

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

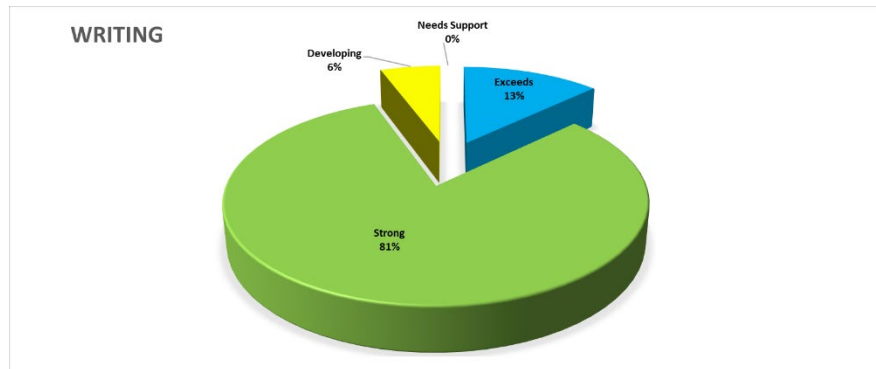
- Exceeding
- Strong
- Developing
- Needs additional support



The table above shows the performance of **Year 3** in different areas assessed in NAPLAN in 2022. Students are assessed on a range of questions, increasing in difficulty.

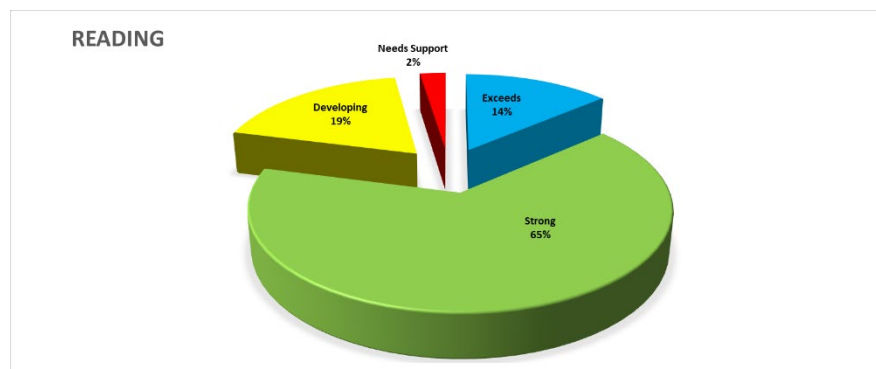
Year Three students have shown outstanding results in their first NAPLAN assessment, with significant number of the cohort achieving higher marks. **Year 3 Gifted and Talented students have been practising problem solving questions during Maths Explorer lessons. Seven Steps of Writing has improved our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

Results Overview for each Assessment



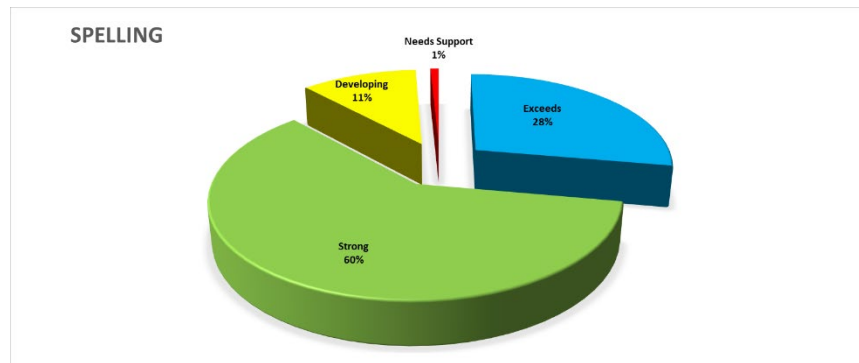
In Writing:

- **0%** students need support
- **6%** students are developing
- **81%** students achieved **higher marks (Strong)**
- **13%** achieved **outstanding results (Exceeds)**



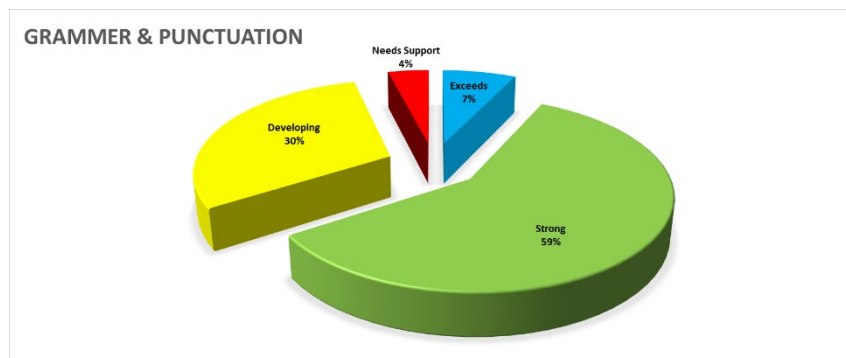
In Reading:

- **2% of the** students need support
- **19%** students are developing
- **65%** students achieved **highest level**
- **14%** achieved **outstanding (Exceeds)**



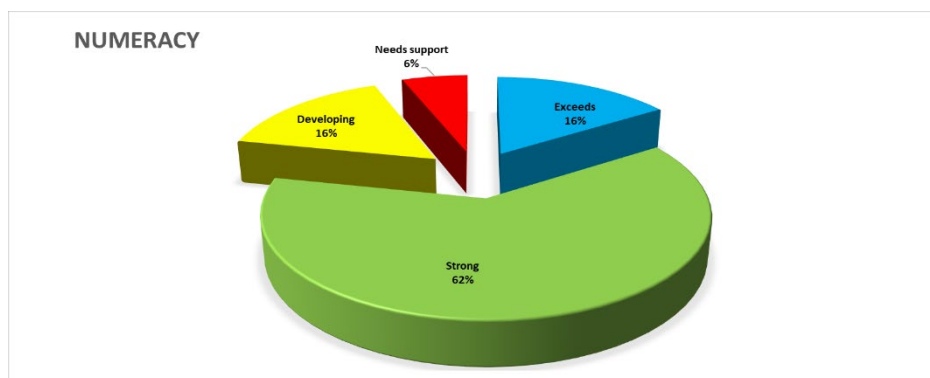
In Spelling:

- **1% of the student needs support**
- **11%** students are developing
- **60%** students achieved **higher scores (Strong)**
- **28%** achieved **outstanding results (Exceeds)**



In Grammar and Punctuation:

- **4%** students need support
- **30%** students are developing
- **59%** students achieved **higher marks (Strong)**
- **7%** achieved **outstanding (Exceeding)**



In Numeracy

- 6% students need support
- 16% students are developing
- 62% students achieved **higher marks (Strong)**
- 16% achieved **outstanding (Exceeding)**

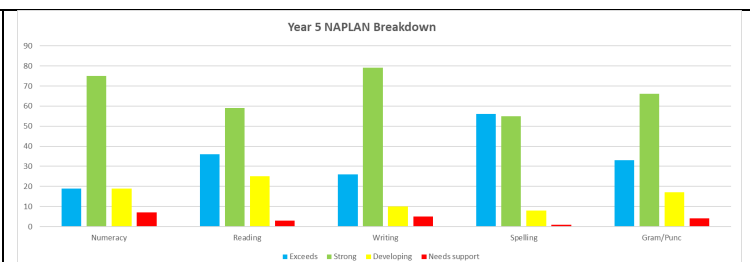
Summary Report for Year Five NAPLAN Results 2023

	Exceeds	%	Strong	%	Developing	%	Needs Support	%	
Writing	26	22%	75	66%	10	8%	5	4%	
Reading	36	29%	59	48%	25	20%	3	2%	
Spelling	56	47%	55	46%	8	7%	1	1%	
Grammar & Punctuation	33	28%	66	55%	17	14%	4	3%	
Numeracy	19	16%	75	63%	19	16%	7	6%	
Total	170		330		79		20		

NAPLAN INDIVIDUAL STUDENT REPORT

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

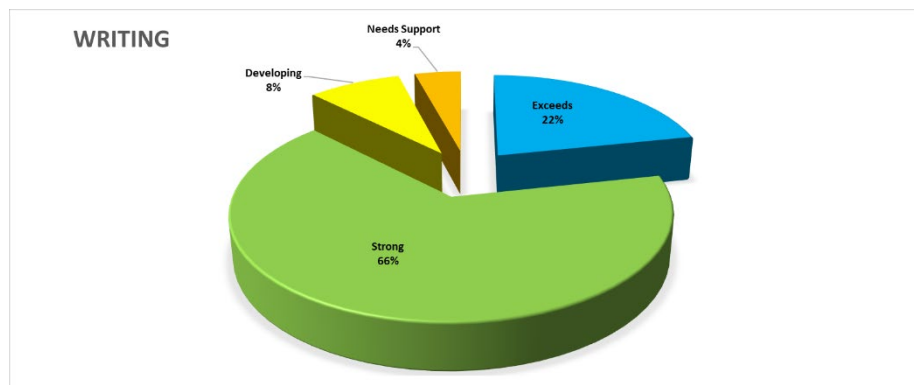
- Exceeding
- Strong
- Developing
- Needs additional support



The table above shows the performance of Year 5 in the different areas assessed in NAPLAN in 2023. Students are assessed on a range of questions, increasing in difficulty.

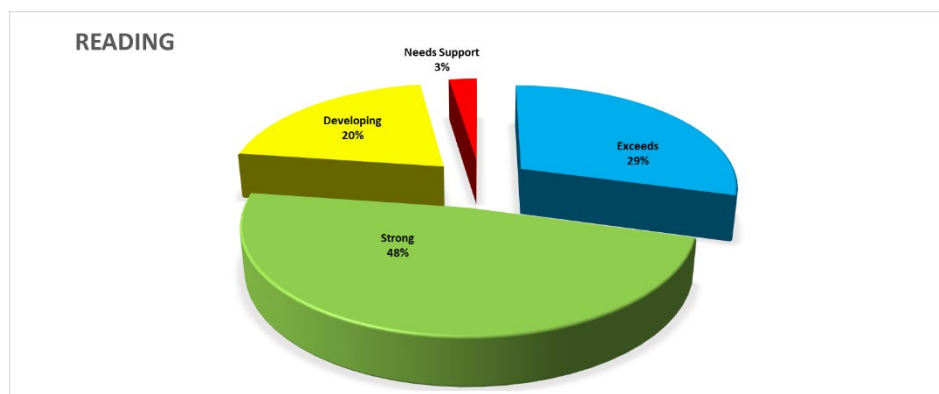
Our Year Five students have shown amazing results in their NAPLAN assessment. **Year 5 Gifted and Talented students have been practising problem solving questions during Maths Olympiad lessons. Seven Steps of Writing has improved our students' writing results and only 4% of the students need assistance with writing.**

Overview for Assessment Results



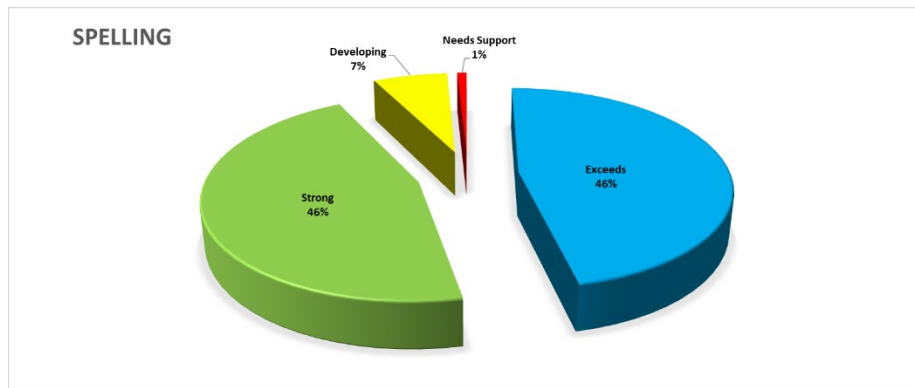
In Writing:

- 4% students need support
- 8% students are developing
- 66% students received **higher marks (Strong)**
- 22% students achieved **outstanding results (Exceeds)**



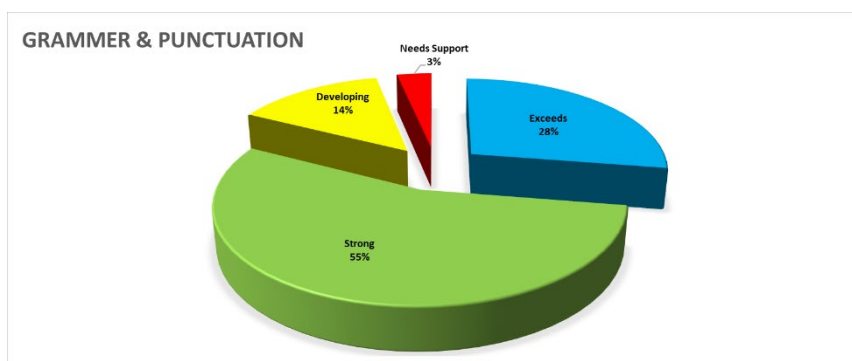
In Reading:

- 3% students need support
- 20% students developing
- 48% students achieved **beyond highest level (Strong)**
- 29% achieved **outstanding results (Exceeds)**



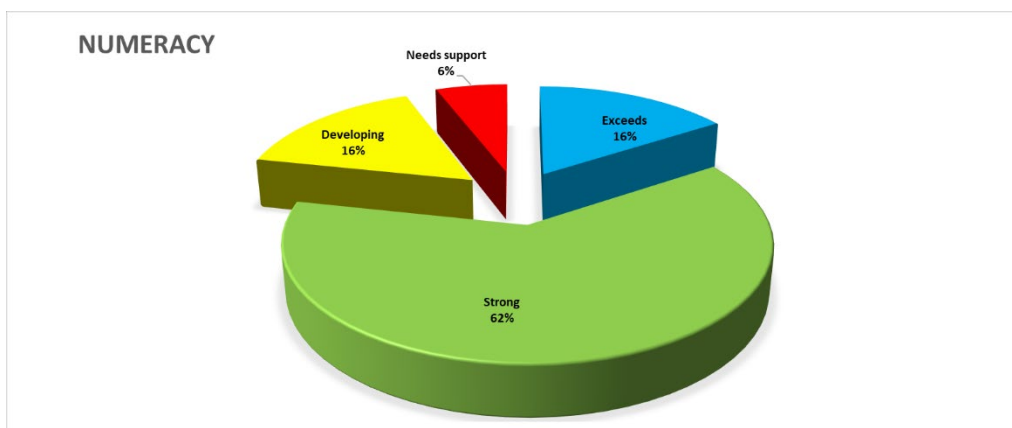
In Spelling:

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



In Grammar and Punctuation:

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



In Numeracy (Mathematics)

- 6% students need support
- 16% students are developing.
- 62% students achieved **higher marks (Strong)**
- 16% achieved **outstanding results (Exceeds)**

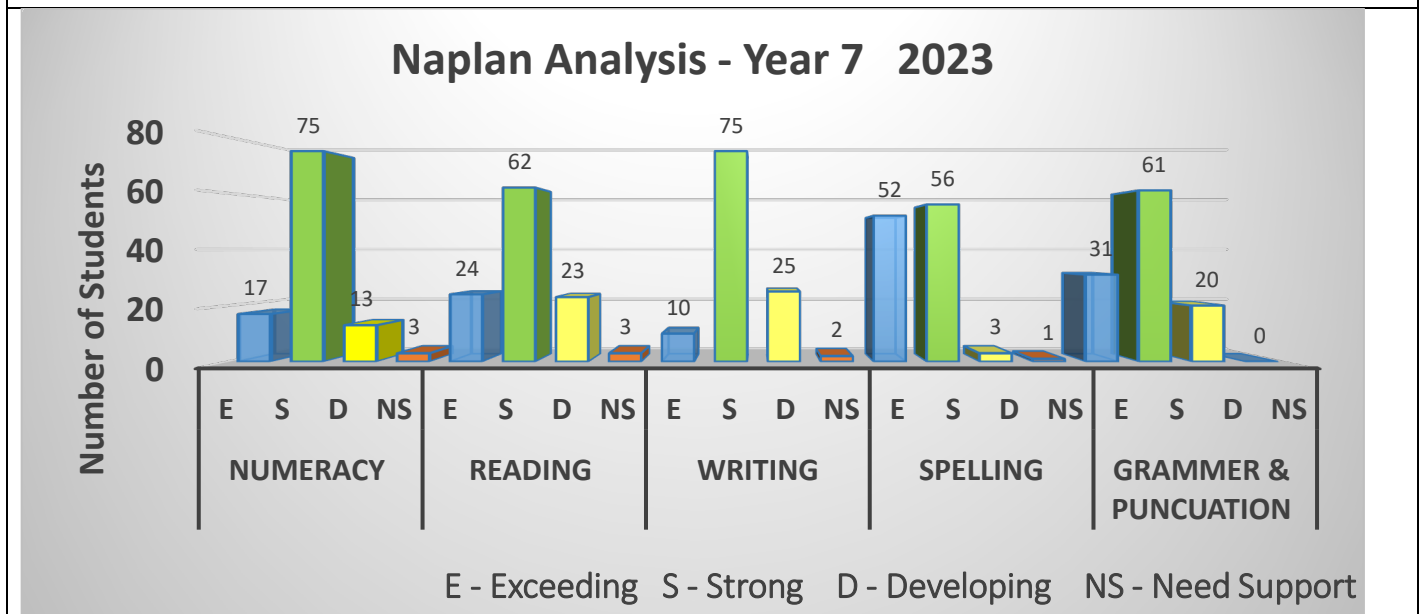
Summary Report for Year Seven NAPLAN Results 2023

	Exceeds	%	Strong	%	Developing	%	Needs support	%
Numeracy	17	16%	75	69%	13	12%	3	3%
Reading	24	21%	62	55%	23	21%	3	3%
Writing	10	9%	75	67%	25	22%	2	2%
Spelling	52	46%	56	50%	3	3%	1	1%
Grammer & Punctuation	31	28%	61	54%	20	18%	0	0%

NAPLAN INDIVIDUAL STUDENT REPORT

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

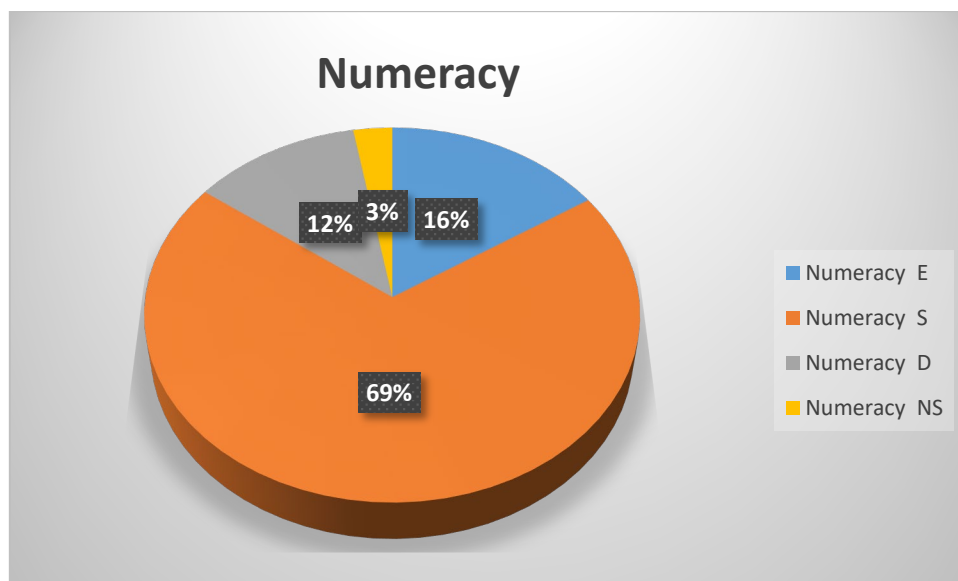
- Exceeding
- Strong
- Developing
- Needs additional support



The table above shows the performance of **Year 7** in different areas assessed in NAPLAN in 2023. Students are assessed on a range of questions, increasing in difficulty.

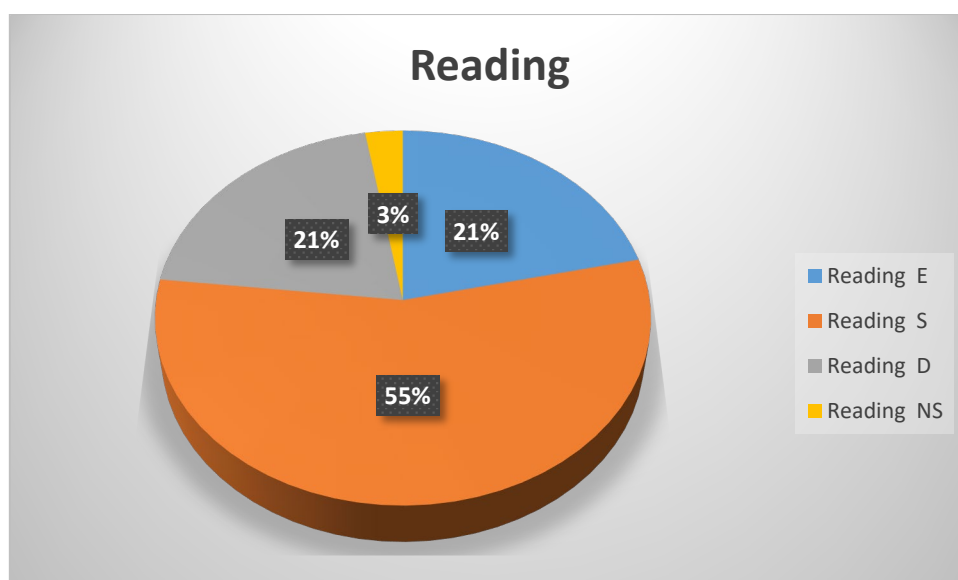
Year Seven students have shown outstanding results in their first NAPLAN assessment, with significant number of the cohort achieving higher marks.

Results Overview for each Assessment



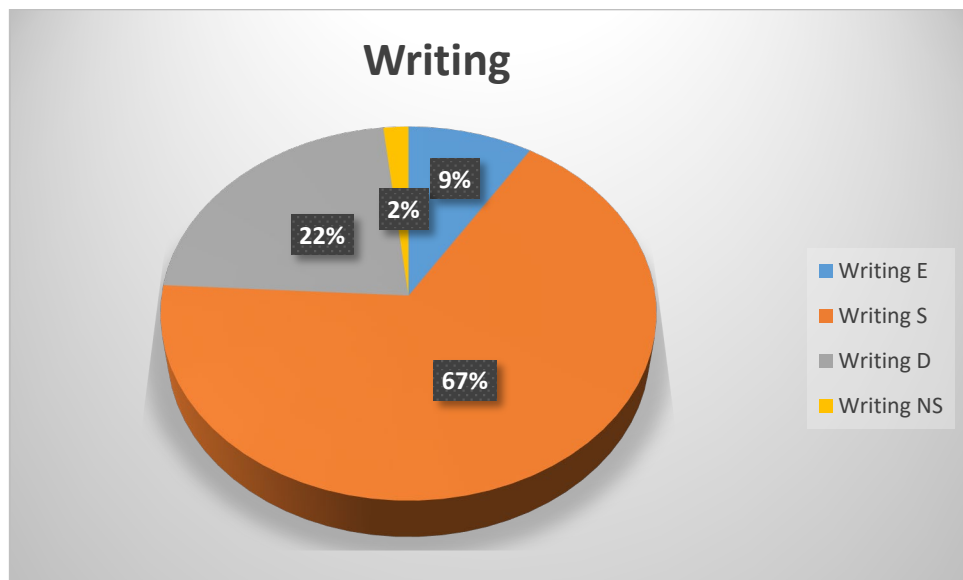
In Numeracy:

- 16% achieved **outstanding results (Exceeds)**
- 69% students achieved **higher marks (Strong)**
- 12% students are developing
- 3% students need support



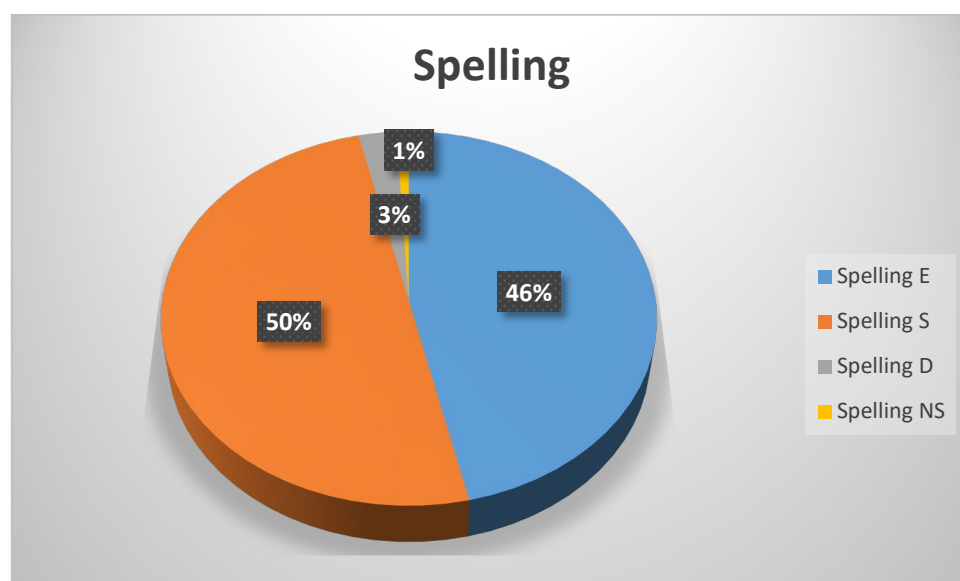
In Reading:

- 21% achieved **outstanding results (Exceeds)**
- 55% students achieved **higher marks (Strong)**
- 21% students are developing
- 3% students need support



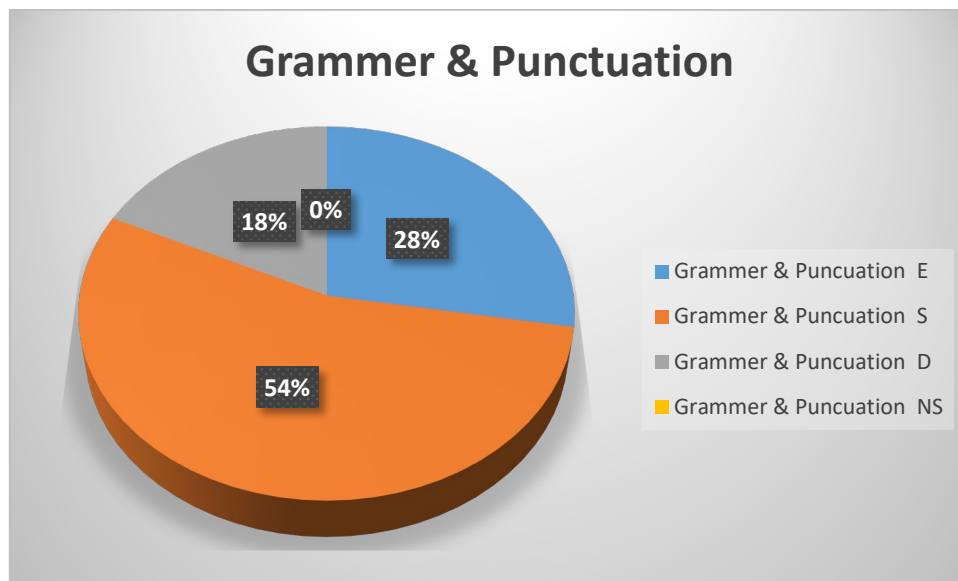
In Writing:

- 9% achieved **outstanding results (Exceeds)**
- 67% students achieved **higher marks (Strong)**
- 22% students are developing
- 2% students need support



In Spelling:

- **46%** achieved **outstanding results (Exceeds)**
- **50%** students achieved **higher marks (Strong)**
- **3%** students are developing
- **1%** students need support



In Grammer & Punctuation:

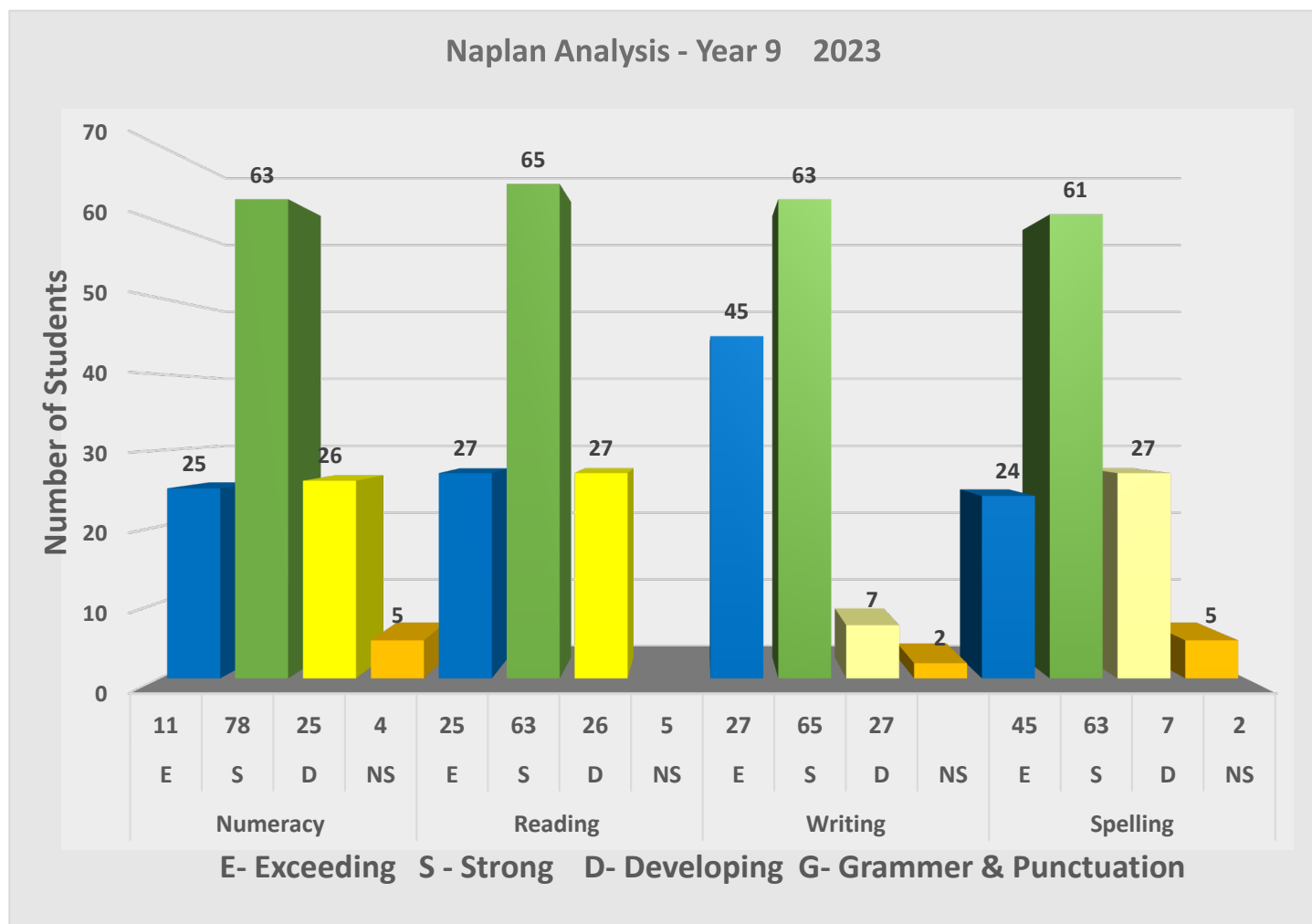
- **28%** achieved **outstanding results (Exceeds)**
- **54%** students achieved **higher marks (Strong)**
- **18%** students are developing
- **0%** students need support

Summary Report for Year Nine NAPLAN Results 2023

	Exceeds	%	Strong	%	Developing	%	Needs support	%
Writing	27	23%	65	54%	27	23%	0	0%
Reading	25	21%	63	53%	26	22%	5	4%
Spelling	35	38%	76	54%	23	6%	3	2%
Grammar & Punctuation	24	21%	61	52%	27	23%	5	4%
Numeracy	11	9%	78	66%	25	21%	4	4%

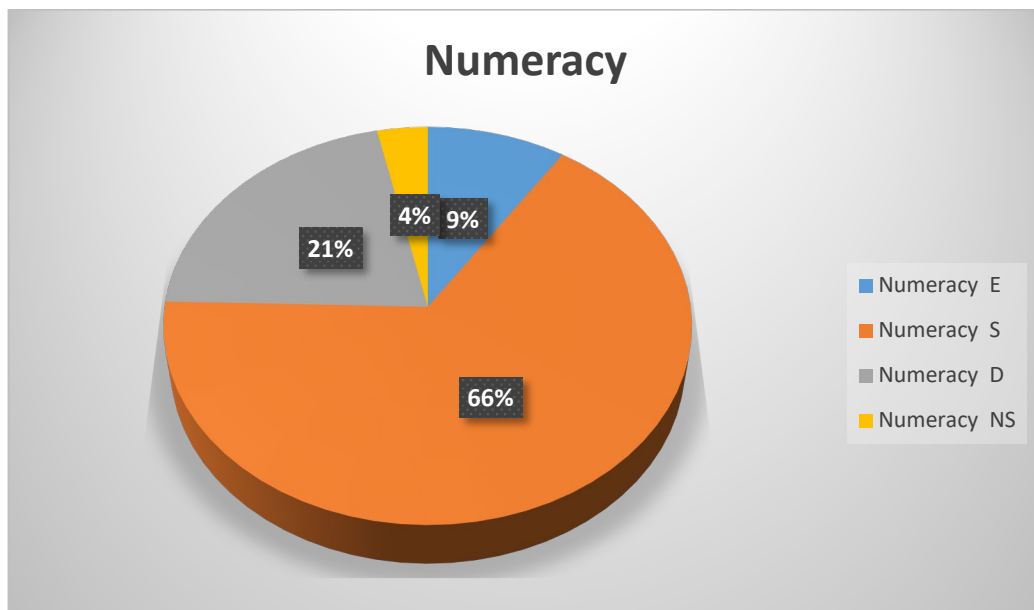
NAPLAN INDIVIDUAL STUDENT REPORT

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



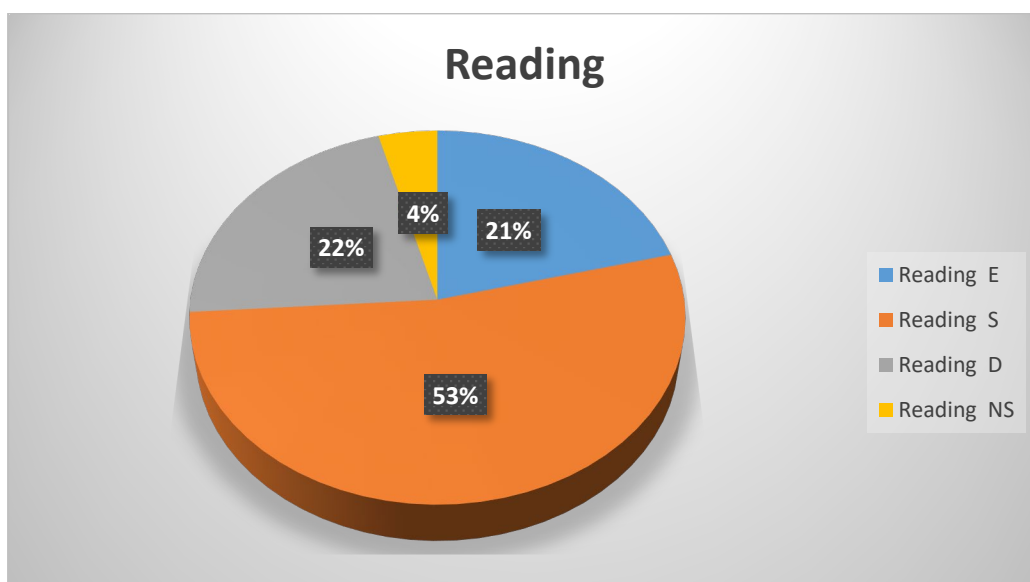
The table above shows the performance of Year 9 in the different areas assessed in NAPLAN in 2023. Students are assessed on a range of questions, increasing in difficulty.

Overview of Assessment Results



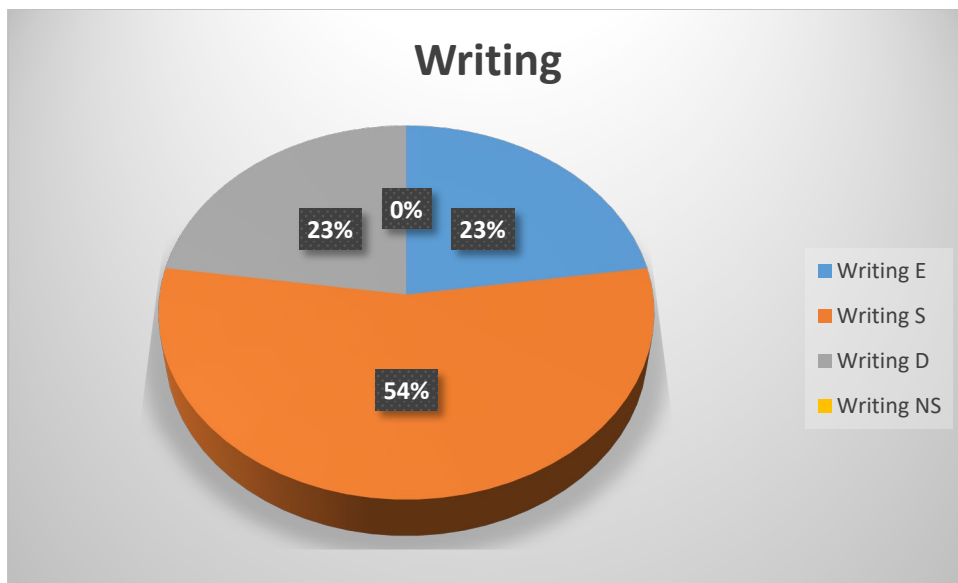
In Numeracy:

- 9% students achieved **outstanding results (Exceeds)**
- 66% students received **higher marks (Strong)**
- 9% students are developing
- 4% students need support



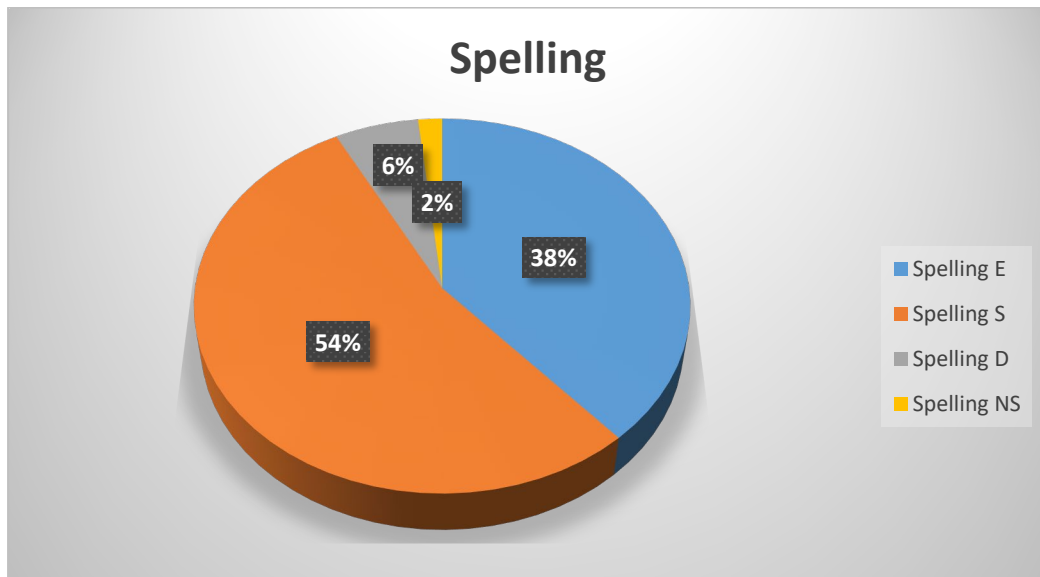
In Reading:

- 21% students achieved **outstanding results (Exceeds)**
- 53% students received **higher marks (Strong)**
- 22% students are developing
- 4% students need support



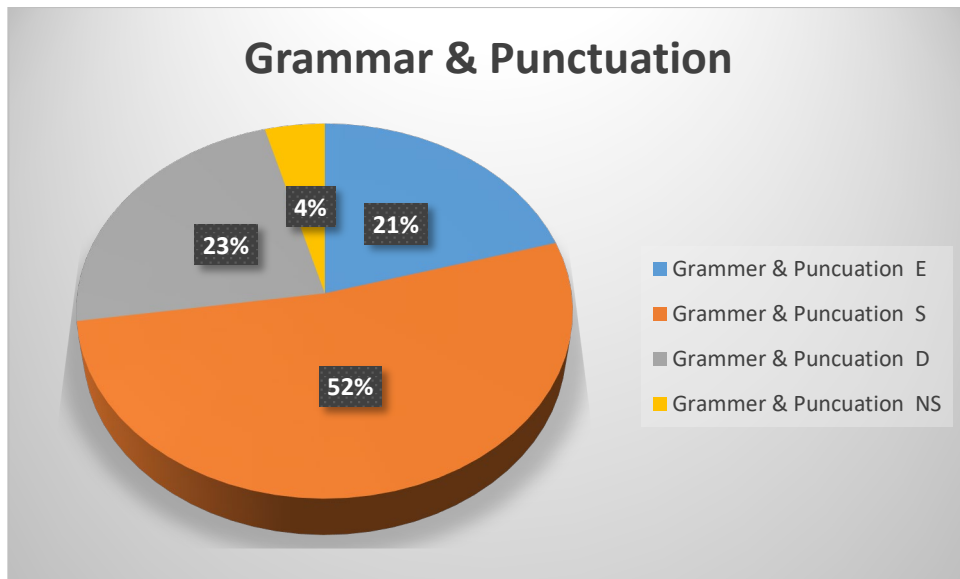
In Writing:

- 23% students achieved **outstanding results (Exceeds)**
- 54% students received **higher marks (Strong)**
- 23% students are developing
- 0% students need support



In Spelling:

- 38% students achieved **outstanding results (Exceeds)**
- 54% students received **higher marks (Strong)**
- 6% students are developing
- 2% students need support



In Grammar and Punctuation:

- **21%** students achieved **outstanding results (Exceeds)**
- **52%** students received **higher marks (Strong)**
- **23%** students are developing
- **4%** 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 the 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 2023, seventy-three 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 their Year 12 studies.

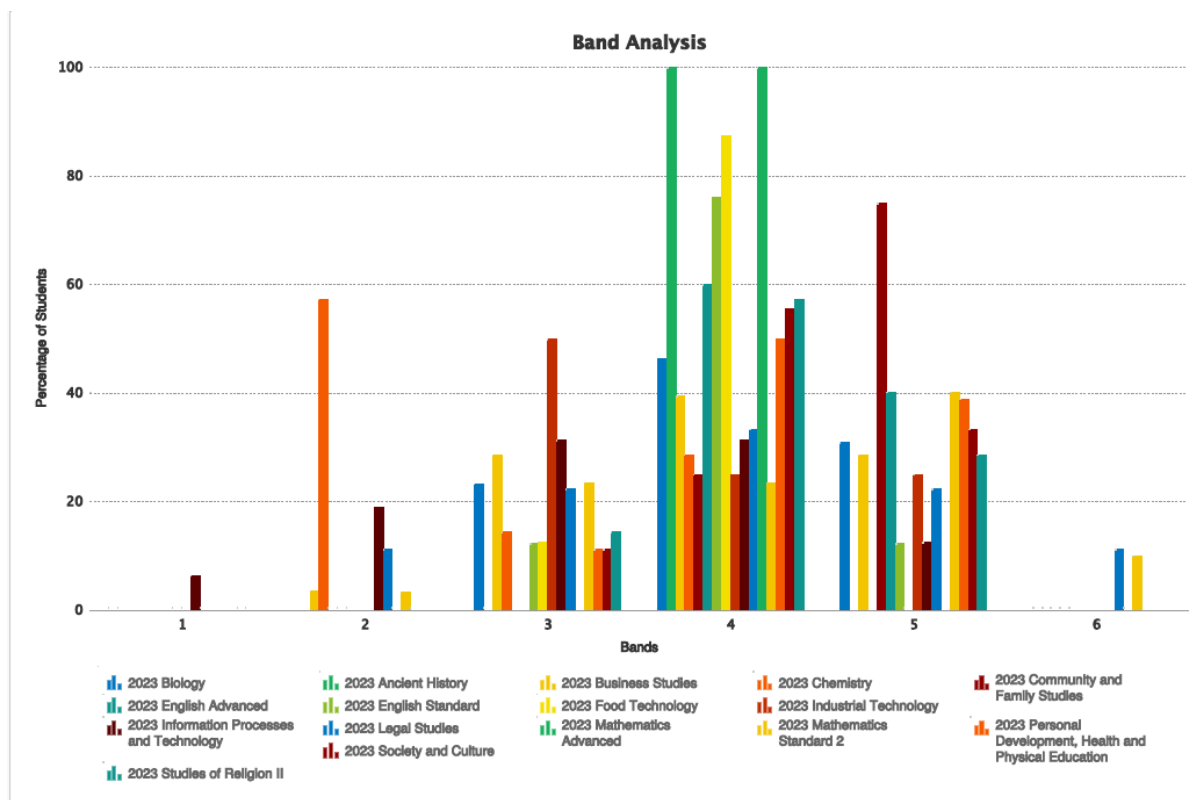
HSC and HSC Results

In 2023, 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. The HSC Band 6 result declined compared to 2022 and almost 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.

2023 Year 12 Cohort

Course	Enrolment number	Percentage enrolment
HSC	38	100
Vocational or Trade	0	0
VET	0	0

In 2023, thirty-eight students sat for the NSW Higher School Certificate in 16 courses. In total, 99.5% of our Year 12 students across all 16 courses achieved marks of 50 or more (Band 2 or higher) 27.6% of our Year 12 candidates were placed in Band 5 and 6 (80 – 100 marks). 4 students were in the NESA distinguished achievers list. In 2023, we had 55 candidates (all courses) who achieved in the top two bands (Bands 5 and 6) compared to 66 candidates in 2022. 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	4
Proficient	59
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.	78
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>	7
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 2023.

Title of the Professional Learning Activity- Primary and Secondary School	Number of Participating Staff
Child Protection training	109
First Aid Training (CPR)	109
Seven Step of Writing	49
Jolly Phonics	49
NCCD	59
10 Must Have Apps for the Classroom - Karina Barley (PhD) - Online	1
A Teacher's Guide to Cybersecurity - Sanjin Dedic - Online	1
Achieving Quality in Drama - Advanced Strategies - Ron Thomas - Online	1
Understanding Multi-Tiered Systems of Support (MTSS) - Karina Barley (PhD) - Online	1
Understanding the Secret Language of Behaviour - Karina Barley (PhD) - Online	1
Understanding Autism: What Teachers Need to Know for Their Classroom - Karina Barley (PhD) - Online	1
The Tools for Superb Essays - Ron Thomas - Online	2
The Power of Powerpoint - a course for teachers - Kathleen Duquemin - Online	2
The path to peak performance - Steve Brophy - Online	1
The Power of Powerpoint - a course for teachers - Kathleen Duquemin - Online	1
The 4 Dimensions of Dynamic Teaching - Dr Rich Allen - Online	1
The Higher Order Thinking Scaffolding Toolkit - Sabreena Taylor - Online	2
Teaching Society and Culture - a beginner's guide - Neil Kusi-Appauh - Online	4
Teaching Cohesion for Writing and Reading - Rod Campbell - Online	2
Teaching Digital Citizenship using Social Media - Karina Barley (PhD) - Online	1
Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School) - Rod Campbell - Online	3
Teaching AI Ethics - Leon Furze - Online	1
Teacher Wellbeing - Recharge and regain control - Daniela Falecki - Online	1
Talking Maths - How to make maths noisy - Vicky Kennard - Online	1
Student Behaviour: How To Decipher Its Secret Language And Improve Student Outcomes - Karina Barley (PhD) - Online	1
So You Want to Be a Leader? Take the Leadership Leap of Faith - Dr Paul Teys - Webinar Via Zoom, 15 June 4:00pm - 5:30pm AEST	2
Strategies for New Leaders - Lauren Cook - Online	2
Sensory Processing Challenges: What every teacher needs to know - Karina Barley (PhD) - Online	3
Setting the Stage for Historical Inquiry in Years 7-10 History - TTA - Online	1
Shining the Light on Student Potential - Sapna Sachdeva - Online	3
Practical Behaviour Management - Masterclass with Glen Pearsall - Glen Pearsall - Online	4
Python Fundamentals for Secondary Teachers - Sanjin Dedic - Online	1
Python Programs and Applications for the Secondary Classroom - Sanjin Dedic - Online	1
Reading and Spelling Gains with Systematic Synthetic Phonics - Shirley Houston - Online	1
Relationships Sex Education and Consent in the Modern World - Lauren Cook - Online	1
Positive Masculinity - A Way of Reaching and Teaching Boys - Lauren Cook - Online	1

Learn how to apply the Six Bricks Methodology in your class! - Denise Meyerson - Online	1
Learning and Teaching Adobe Lightroom - Angelo Boutsalis - Online	1
Learning how to Edit Videos in Adobe Premiere Rush - Angelo Boutsalis - Online	1
Making Maths Dyslexia Friendly - Shirley Houston - Online	1
Making Reasonable Adjustments in the Inclusive Classroom - Karina Barley (PhD) - Online	1
Managing Performance Anxiety for Student Wellbeing - Sarah Marshall - Online	1
Mentoring Made easy - Daniela Falecki - Online	1
Mentoring and Development - Interpersonal skills for life and work - Leah Shmerling - Online	7
Key Elements for School Wellbeing Programs. - Lauren Cook - Online	4
Leading Aboriginal Education Curriculum and Community Engagement - Kylie Captain , Dr Cathie Burgess - Online	1
iPads - Changing the Way We Do Education - Karina Barley (PhD) - Online	1
Inspiration in teaching Business Studies - Neil Kusi-Appauh - Online	1
Inspiration in Teaching Legal Studies - Neil Kusi-Appauh - Online	1
Inspiring strategies to revitalise junior English - Ron Thomas - Online	1
Improving daily spelling and NAPLAN results - Shirley Houston - Online	5
Growth Mindset: Improving Teaching and Learning - Michael Griffin - Online	3
How To Write Your Resume and Win Your Job Interview - Megan Dredge - Online	1
Grammar magic - a colour coded approach to grammar - Chris Killey - Online	2
Getting ahead with the AH Core: The City of Rome - Sabreena Taylor - Online	1
Google Classroom for Beginners - Andrew O'Halloran - Online	2
Extend the Thinking Skills of Young Children - Cool Australia - Online	1
Engaging Students in Drama - Ron Thomas - Online	1
First Aid for Teacher Wellbeing (Deep Dive) - Daniela Falecki - Online	1
Engaging Pacific Islander and Maori students in Australia - David Lakisa - Online	1
Engaging Reluctant Learners - Strategies to get them back on track in the classroom. - Kirsten Norgate - Online	1
Google Versatility in the Classroom - Karina Barley (PhD) - Online	1
Differentiated Instruction - proven Strategies for Success - Kirsten Norgate - Online	9
Digital Literacy: Moving from survival to thrive!! - Steve Brophy - Online	2
Digital Technologies Curriculum with the BBC micro:bit - Sanjin Dedic - Online	2
Digital Technologies Curriculum with the BBC micro:bit - Sanjin Dedic - Online	2
Dyscalculia: The Dyslexia of Maths - Shirley Houston - Online	1
Effective and Efficient Practice Strategies for Classroom Learning - Nicola Carr-White - Online	1
Embracing Technology: ChatGPT and Its Impact on Teaching - Leon Furze - Online	1
Creating Student Management Practices that work! - Lauren Cook - Online	68
Integrating literacy skills - Peter Gyulay - Online	5
iPads - Effective Classroom Use and Evidence Based Practices - Karina Barley (PhD) - Online	1
Building Student Wellbeing and Resilience - Lauren Cook - Online	3
Challenging the Brightest Students across the Curriculum - Ron Thomas - Online	2
Beginner's Guide to Minecraft in the Classroom - Anthony McDonald - Online	2
Beyond PowerPoint: Delivering Truly Interactive Presentations - Andrew O'Halloran - Online	3

Autism: Differentiating the Curriculum - Karina Barley (PhD) - Online	8
Autism Awareness and Strategies for the Educational Environment - Online - Karina Barley (PhD) - Online	1
Advocating for STEM - Cool Australia - Online	4
Algebra Tiles - From concrete to abstract - Vicky Kennard - Online	1
An Introduction to Floorbooks - Claire Warden - Online	1
Advanced Applications of Minecraft in the Classroom - Anthony McDonald - Online	3
Advanced Module A: Textual Conversations - The Tempest and Hag-Seed - Barbara Stanners - Online	2
A Guide to Programming the New NSW K-10 Modern Languages Syllabus - Alison Dean - Online	1
Achieving Quality in Drama - Advanced Strategies - Ron Thomas - Online	1
Adapting Speech Pathology Strategies for the Classroom - Humanity Group - Online	3
Autism: What Do We Know Now? - Karina Barley (PhD) - Online	6
A Guide to Programming the New NSW K-10 Modern Languages Syllabus - Alison Dean - Online	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 2023. 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 2023.

Workforce composition at Australian Islamic College of Sydney in 2023					
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)	5	1	0	0	6
Teachers (Secondary School)	13	12		1	26
Grade Coordinators (Primary School)	1	5	0	0	6
Teachers (Primary School)	9	27	0	0	36
Librarian	0	1	0	1	2
Learning Support Teachers (Primary School)	1	0	0	4	5
Teacher Aides [Secondary School]	0	6	0	0	6
Teacher Aides [Primary School]	0	6	0	0	6
COVID Support Staff	1	0	0	7	8
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	3	6	1	0	10
TOTAL	44	66	1	14	125

THEME 7 – ATTENDANCE SUMMARY

Attendance % Year level wise for Year 2023.

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	89.31	7	90.26
1	89.23	8	89.69
2	89.54	9	88.80
3	88.73	10	85.52
4	90.70	11	93.20
5	91.33	12	91.29
6	91.49	<i>Whole School Attendance Rate (%)</i>	89.93

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 2023, identify reasons why some students leave, and discuss the strategies we have in place to retain our students.

Retention Rate

In Australia, the retention rate from Year 10 to Year 11 is a critical measure of the effectiveness of high school education programs. According to the latest data published by the NSW Department of Education, the retention rate from Year 10 to Year 12 in 2023 was 78.7%.

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 2023 was 100%. The college had 73 Year 10 students, and in 2023, 21 students continued to Year 11. This means that our retention rate for Year 10 students continuing on to Year 11 for 2023 was 28.8%. While this figure is lower than we would like, we believe that it provides us with important insights into how we can improve our programs and support for students.

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. A report published by Education Review showed that the number of teachers resigning in NSW has doubled over the past two years, with more than 1854 teachers leaving in 2022, compared to 929 in 2020. 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 38 students sat for HSC Examinations in 2023. 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 the 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 (eg. 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: STUDENT WELFARE/DISCIPLINE, COMPLAINTS/APPEALS, GRIEVANCES, AND ANTI-BULLYING.

Student Welfare/Discipline	Changes made and access in 2023
At the Australian Islamic College of Sydney (AICS) the Discipline Policy and practices adhere to the principles of procedural fairness as stipulated within the Education Act. It is centralised around the fundamental principle that everyone in the College has rights and ensures that an inclusive learning environment is maintained for students, staff and parents. All incidents that require disciplinary action are dealt with by staff in a consistent manner, with appropriate procedures followed and documented in the interest of procedural fairness. This involves all staff to comply to the “Hearing Rule” whereby a student has the right to have knowledge of an allegation, is made aware of the process and has the right to respond. Consequences for inappropriate student behaviour are designed to be suitable respective to the severity of the infringement, including suspension, exclusion and expulsion. Invariably, the use of corporal punishment is strictly prohibited at AICS. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with school related discipline issues.	The School Discipline policy was revised in February 2023. In particular, vaping and its consequences were added. The College’s adoption of a more holistic disciplinary framework has been useful in monitoring trends in individual students relating to classroom behaviour, attendance, social behaviour and most importantly learning. Accordingly, interaction and communication between teachers and parents has continued to improve which has created a powerful network allowing greater opportunities for early intervention and thus, improved educational outcomes for our students. Feedback from parents has been encouraging, with the vast majority appreciating and supporting this inclusive approach. Furthermore, College assemblies have served as an opportunity to provide feedback to students, created a platform to address areas of concern, as well as remind students of upcoming events and exams to help them stay on track. The College has also made considerable progress with regards to uniform, with the overwhelming majority of students and parents embracing the Colleges uniform expectations including the new head scarf for girls. Similarly, the College has observed significant improvements in student behaviour across the College. The implementation of a merit system has assisted in promoting positive behaviour within the College. The College’s Merit System is based on awarding merit

	points to students who demonstrate positive behaviour or are applying themselves at College to achieve their personal best. Merits are also awarded to students for participation in extra-curricular activities including representing our College in academic and sporting events. Students welcomed this change and were eager to climb the Merit Leader board. Although the College has observed significant improvements in student behaviour across the College, the Wellbeing team remains focused on identifying areas for further behavioural improvement, and will continue to collaborate with teachers and parents to formulate and implement further strategies with the goal of optimising student conduct and wellbeing.
Complaints/Appeals	Changes made and access in 2023
The Discipline Policy for AICS is based on procedural fairness. This means all investigations and consequences are free from bias, such that the student knows the allegations related to the matter, knows the process by which the matter will be considered, may respond to the allegations made and has the right to appeal the decision made in response to the allegations. Parents may wish to appeal or request a review of a disciplinary action involving their child. The AICS Appeals and Reviews procedures are guided by Australian federal and NSW state legislation and are in line with the principles of procedural fairness. In such cases, parents are advised to observe the following procedures, should they wish to appeal/review the disciplinary action at level 3, 4 or 5: • Lodge an <i>"Appeal/Review of Disciplinary Action -Students"</i> with the	No changes were made to the complaint's procedure. The policy is available on the College website and from AICS upon request.

office (refer to Annexure 4 of School Discipline Policy). This request must be made within two days of the final decision being presented to the student and parents. • Students have a right to impartiality in cases of a review, so a panel of three staff members, not directly associated with the discipline matter will review the investigation and its recommendations. • Once the decision has been reviewed, this impartial panel will present their recommendations on the integrity of the investigation and the appropriateness of the consequence to the Principal. The Principal or his delegate will then inform the parents of the outcome of the review. This review process will not take longer than one school week to conduct and finalise, and no further appeals may be made afterwards. Complaints that may involve reportable allegations (Child Protection complaints) must be resolved in accordance with Child Protection Policies (refer to Child Protection Policies, available on school website). The person about whom a complaint is made is given opportunity to respond to the complaint. Complainants are kept confidential so that there are no discriminatory actions taken against them as a result of a complaint being lodged. Complaints are monitored to track the nature, frequency and resolution details for future reference.	
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Grievance	Changes made and access in 2023
Australian Islamic College of Sydney recognises that staff members may have grievances about matters at work, including: • work relationships; and • decisions made by other staff members which impact on their work. A grievance procedure applies to all employees and contractors across the College and applies to general grievances. If staff has a grievance that cannot be resolved directly with the person involved they are advised to raise it with the Head of School, then the Principal, and finally the Chairman of the College Board. On receipt of a grievance the College will determine the most appropriate method of dealing with it as per College policy.	The grievance procedure was revised in April 2023. Next review is due in April 2025. The policy is available on the College website and from AICS upon request

Anti-Bullying	Changes made and access in 2023										
The Australian Islamic College of Sydney (AICS) is committed to creating a caring College environment based on Islamic ethos and values. The College affirms that all members of the College community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment. The purpose of the Anti-Bullying Policy is to ensure that all members of the College community enjoy a safe and supportive environment. This policy aims to: identify bullying behaviour; acknowledge student rights and responsibilities; outline processes for dealing with bullying; encourage a whole school community approach towards dealing with bullying behaviour. Our College's Anti-Bullying Policy is formulated showing that the College does not tolerate bullying in any form. It also aims to discourage and act on any behaviour that may impinge on a person's rights, self-respect, morale or capacity to work and study. All members of the College community have the following rights and responsibilities: <table border="0"> <thead> <tr> <th data-bbox="240 1346 328 1379">Rights</th><th data-bbox="483 1346 703 1379">Responsibilities</th></tr> </thead> <tbody> <tr> <td data-bbox="240 1400 467 1469">To feel safe beliefs and Values</td><td data-bbox="483 1400 783 1469">To respect the Islamic</td></tr> <tr> <td data-bbox="240 1491 347 1525">To learn</td><td data-bbox="483 1491 655 1525">To be a learner</td></tr> <tr> <td data-bbox="240 1547 443 1581">To be respected</td><td data-bbox="483 1547 695 1581">To respect others</td></tr> <tr> <td data-bbox="240 1603 403 1637">To be valued</td><td data-bbox="483 1603 695 1637">To support others</td></tr> </tbody> </table> Our College constantly strives to reduce bullying by: Teaching and reinforcing the Islamic ethos and values through Islamic studies lessons and integration of Islamic principles and guidelines within all remaining KLA's.	Rights	Responsibilities	To feel safe beliefs and Values	To respect the Islamic	To learn	To be a learner	To be respected	To respect others	To be valued	To support others	Policy was reviewed in December 2022 and only the cover was updated. The policy is available on the College website and from AICS upon request
Rights	Responsibilities										
To feel safe beliefs and Values	To respect the Islamic										
To learn	To be a learner										
To be respected	To respect others										
To be valued	To support others										

- Implementing Pastoral Programs by Year Advisors and the School Counsellor that teach appropriate social skills, resilience, conflict resolution skills and how to respond to bullying
- Engaging visiting experts such as 'Police Liaison Officers' and Anti Bullying seminars
- Teachers staying informed by the latest research on bullying
- Providing information to the parent body on issues related to bullying via newsletters
- Creating a positive physical environment through such things as displaying Anti-Bullying posters and creating awareness via College events for National Day of Action.

Identifying, tracking and responding to students who may exhibit or been the victim of bullying behaviour, by providing support to the victims, and the perpetrators in rectifying their behaviours.

THEME 10 - COLLEGE DETERMINED IMPROVEMENT TARGETS

In 2023 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	Plan, prepare and structure NAPLAN and HSC extra classes. Continue acceleration from Y9. Give early scholarships to top Year 6 students. 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. Academic committee (All HoD's and Coordinators) to check the assessments before being given to students. Prepare trial/ practice online NAPLAN test for Mathematics and writing. Embed NAPLAN style questions in everyday teaching. 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. 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. Incorporate typing skills during writing lesson by using free typing.com app for Year 3 and 5.	The school will to collect, analyse and report internal and external student performance data (PAT, SMART, SCOUT, NAPLAN, HSC) annually and evaluate. Increase in the number of students successfully doing the new subjects. Ongoing review of students learning through analysis of value-added data for NAPLAN, HSC, ICAS and Maths Olympiad, Explorer Exams. Feedback from student, teacher, and parent surveys. Analysis of NAPLAN and HSC results data showing improvements. Analysis of Afterschool class attendance record showing improvements. Measure the percentage of Y6 and Y10 student retention showing improvements. Carry out teacher and student survey regarding academic improvement and analyse the data. Check and record the relevant PD's attended. Students and teachers' perception surveys will be done.

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

	Ensure supportive but rigorous teacher appraisal takes place throughout the school for recognition and improvement of student outcomes. Reviewing and monitoring of assessments by school executives. Promote teacher wellbeing programs such as staff afterschool sports and award quality teachers to sustain dedicated and hardworking teachers. Provide staff incentives based on their performance. Employ science and Maths teachers who can teach the Robotics and STEM programs or educate current teachers to teach Robotics and STEM programs. (Primary) 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. Continue to promote teamwork, collegiality and collaboration among staff within the framework of high performing culture by praising, recognising and rewarding staff.	Positive feedback from staff perception survey. High staff retention rate.
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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 2023, 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 2024. 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.

A student and staff survey was conducted in 2023 and focused on the effectiveness of a number of areas. This survey provided insight into the beliefs, attitudes and perceptions regarding, amongst others, parent-teacher interviews, school reports, teacher feedback, accessibility of school information, accessibility of resources, management of student behaviour and overall satisfaction. Stakeholders demonstrated positive attitudes towards practices at AICS.

Overall, the results have been commendable reflecting good levels of satisfaction with teaching and learning practices occurring throughout AICS.

This survey assisted the Senior Executive to identify areas for improvement. A summary of the data is presented below.

Parent Survey

Teachers at AICS expect my child to do his or her best.

88% agreed or strongly agreed.

Teachers at AICS provide my child with useful feedback about his or her school work.

66% agreed or strongly agreed.

Teachers at AICS treat students fairly.

69% agreed or strongly agreed.

AICS has good educational facilities.

70% agreed or strongly agreed.

AICS delivers good educational programs.

79% agreed or strongly agreed.

I can talk to my child's teachers about my concerns.

73% agreed or strongly agreed.

AICS has good student discipline and policy.

86% agreed or strongly agreed.

My child likes being at AICS.

82% agreed or strongly agreed.

Student Survey

76% of our students are motivated to do well at school.

87% of our students say that their teachers provide them with useful feedback.

89% of our students say that the school has essential educational facilities to support their learning.

80% of our students say that the school offers good educational programs.

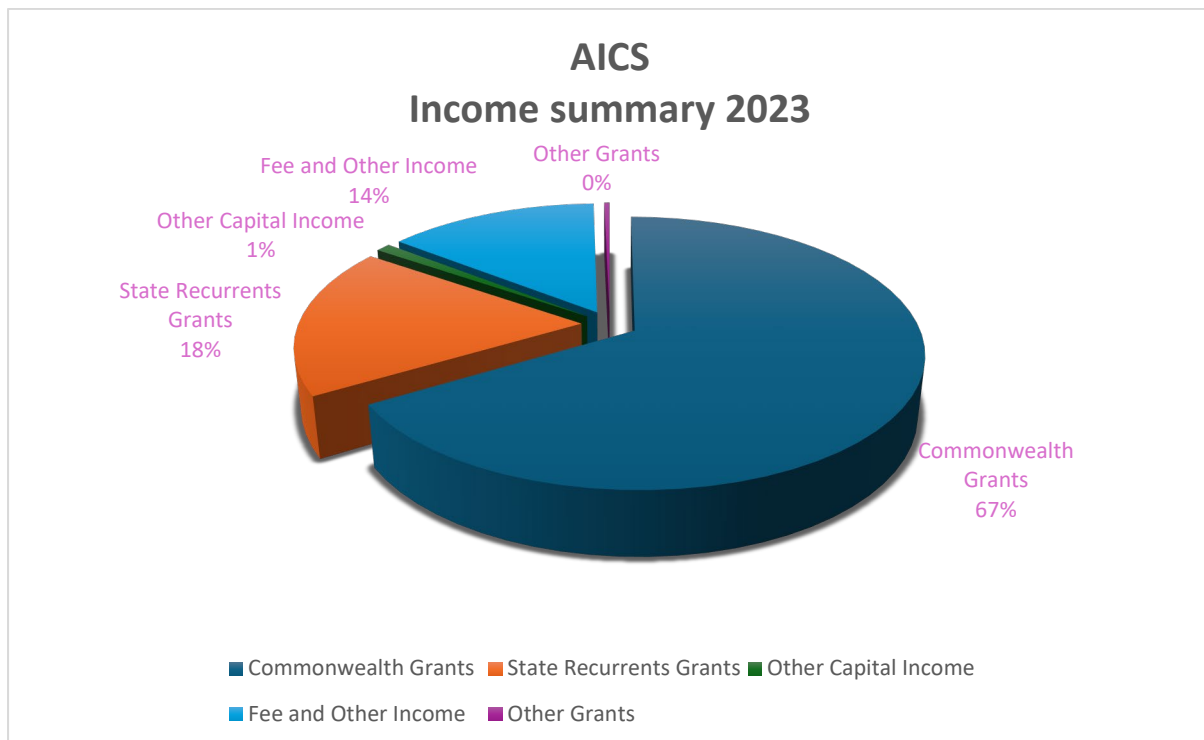
88% of our students say that their teachers are helpful.

82% of our students say that they are satisfied with the overall experience at the school.

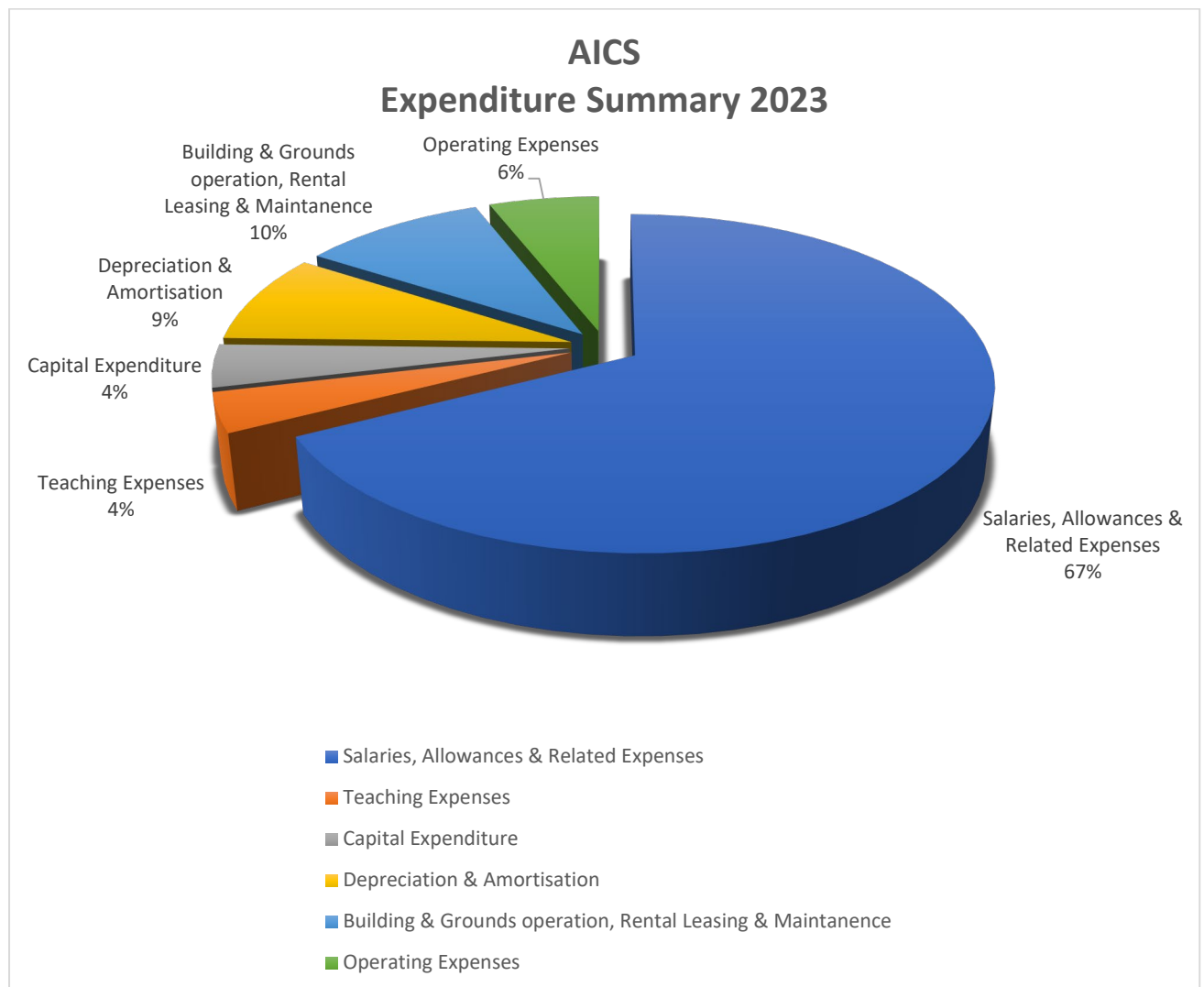
THEME 13 - SUMMARY OF FINANCIAL INFORMATION 2023

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.

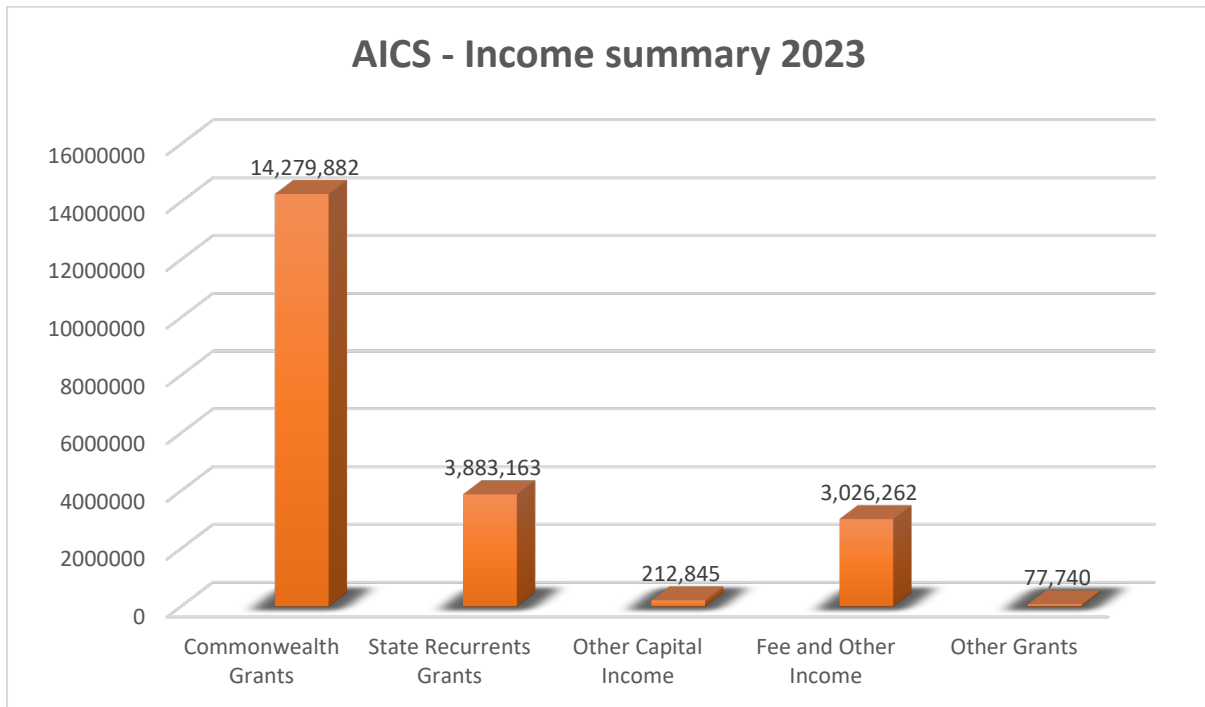
A) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY PIE CHART



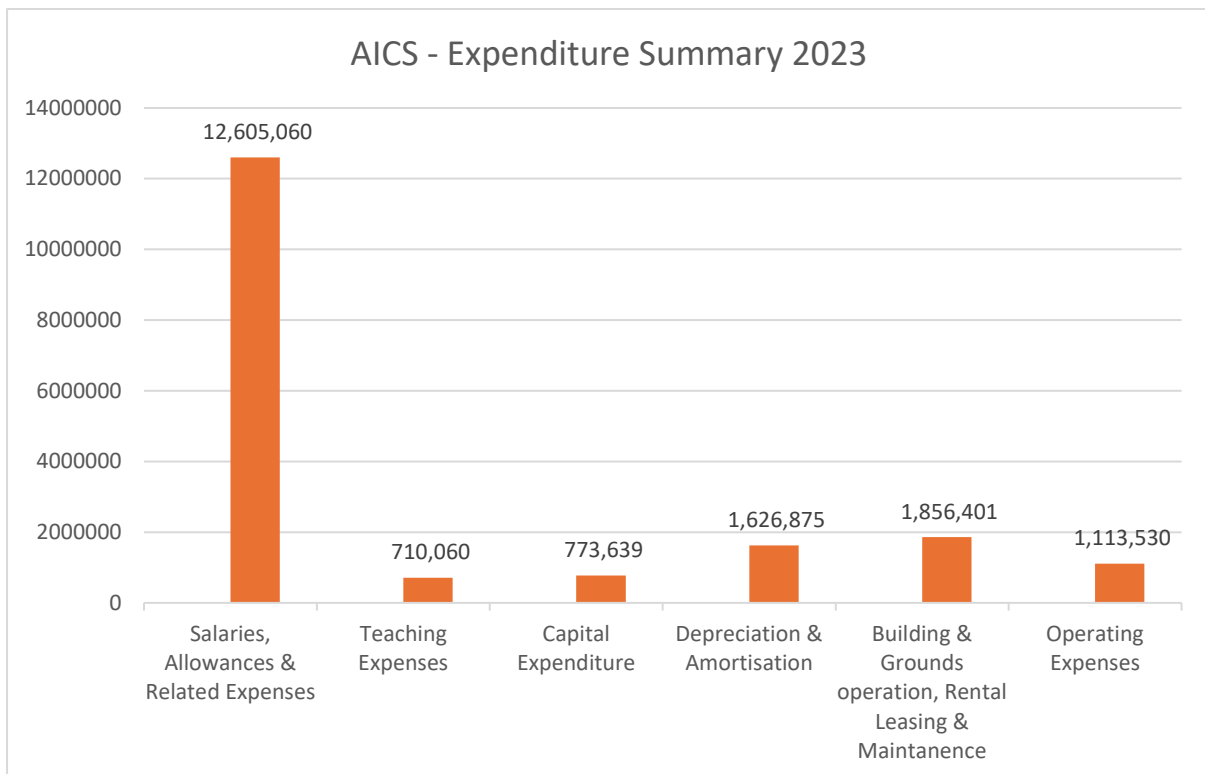
B) GRAPHIC TWO: RECURRENT/CAPITAL EXPENDITURE REPRESENTED BY PIE CHART



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 2023 Annual Report will be provided to NESA online by 30th June 2024.
2. This 2023 Annual Report will be made available to the public by publishing it on the school website by 30th June, 2024.
3. A printed copy of the 2023 Annual Report will also be available to anyone who does not have access to the internet.
4. This 2023 Annual Report will also be made available to the Minister, NSW and Australian Government upon request.