

ANNUAL REPORT 2022

AUSTRALIAN
ISLAMIC
COLLEGE
OF SYDNEY



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THEME 1 – MESSAGE FROM KEY BODIES AND PERSONNEL

The Principal's Message

With over two years of COVID disruptions to the teaching and learning process, the 2022 academic year started with COVID restrictions but ended without restrictions. It was a breath of fresh air to experience the return of face-to-face teaching and learning, with students given the opportunity to experience incursions and excursions. The return to normalcy meant that our students' progress was once again measured in academic, sporting and social terms.

2022 saw the return of the Primary and Secondary school structure in place of the Junior, Middle and Senior schools. AICS provides quality education for students from Kindergarten to Year 12 in an inclusive, safe, supportive, and Islamic environment. The school strives to equip students with academic, social and life skills so they are ready to face and overcome the challenges of life in general. At AICS we have high expectations from all students in their academic and non-academic disciplines. In addition to high academic achievement, our students have an obligation to display good manners and behaviour at all times. We empower our teachers to pursue excellence and inspire our students to pursue their interests and be the leaders of tomorrow.

Our NAPLAN results for 2022 have been our best results of all time. Some key snapshots from High School have been tabulated below:

	Year 7	Year 9
Grammar and Punctuation	94%	83%
Reading	98%	88%
Spelling	98%	91%
Writing	92%	85%
Numeracy	93%	78%

Table 1: Percentage of students achieving above the national minimum standard in key NAPLAN learning areas.

Our Year 12 students underwent a rigorous program to prepare them for their HSC Exams. Afterschool Classes were organised throughout Term 1, Term 2 and Term 3 where teachers focused on building key skills that will be examined in the HSC. Students completed their HSC Trial Examination which served as an excellent form of preparation. A graduation ceremony was held in the school hall to celebrate the end of an era for our Year 12 students and we eagerly anticipated the good news when results were released on the 15th of December, 2022.

2022 was punctuated with a very broad range of well-designed incursions and excursions that served to bring teaching and learning to life, and provided students with endless opportunities to engage with their learning with greater depth.

Whole school co-curricular initiatives included Science Week, Book Week and our inaugural Speak to Lead Public Speaking Competition, which serves as a springboard for our forthcoming Debating Competition 2023.

Students transformed our courtyards into markets and festive stalls in the Year 9 Market Day and a Year 10 Food Stall allowing them to showcase their commercial and culinary skills.

Our Interfaith program presented our students with the opportunity to engage with people of other faiths and backgrounds, broaden their intellectual horizons and acquire interpersonal and communication skills necessary in the modern world.

Sporting events, other than our wonderful annual Athletics Carnival included a series of highly competitive ISD tournaments, including ISD soccer, ISD football, ISD basketball, ISD Netball, ISD athletics and ISD cross country.

To address student wellbeing the school hired a School Counsellor. Year Advisors underwent a 2-day course in mental health, not to mention an informative Cyber-Bullying workshop hosted by police liaison officers, and a number of more light-hearted activities for R U Okay Day.

Students were encouraged to volunteer their time and efforts for social causes and to be charitable and selfless. Charity events organised throughout this year managed to raise funds for the Cancer Council, Kids Cancer Foundation, Pakistan flood appeals and the Australian flood appeal.

Notwithstanding the breadth of these activities, our students' hearts and minds were always centred back around their faith: *"But Allah did pour His calm (sakeenah) on the Messenger and on the Believers"* (Surah At-Tawbah: 26). For this, I take a moment to extend a heartfelt note of gratitude to our Islamic Studies department which expended its time and effort to ground our students in the principles of our Islamic faith, through regular initiatives, including morning lectures, Friday sermons, Ramadan awareness programs, Eid mufti days, Milad un- Nabi program as well as the momentous, annual Qur'an competition 2022.

My sincere thanks to the School Board, Heads of Departments, Grade Coordinators, ICT Team, Finance Team, Teachers, the Administrative and Ancillary Staff for a great team work. I would like to thank the parents for their continued support and cooperation for our children throughout the year.

I pray to Allah Subhan O Ta'ala to shower His choicest blessings on our institution and those who positively contribute to its growth.

Mr. Mohammed Riaaz Ali

Principal | AICS

Message from the Chairman

Dear Members of the School Community,

I am honoured to address you as the Chairman of the Australian Islamic College of Sydney (AICS) School Board and share with you the significant progress and achievements we have made over the past year. As an educational institution, our primary focus has always been to provide a safe, inclusive, and nurturing environment for our students, staff, and parents.

This comprehensive report reflects our commitment to transparency and accountability, as we aim to keep our school community informed about the policies, initiatives, and targets we have implemented to ensure the holistic development of our students.

Within these pages, you will find detailed information about our student welfare and discipline policies, complaint and appeals procedures, as well as our strong stance against bullying. We firmly believe in the principles of procedural fairness, promoting respect, and cultivating a culture of responsibility among all members of our community.

Furthermore, we are proud to present the College-determined improvement targets, which outline our strategic approach to academic excellence and quality teaching. We have set clear objectives, devised specific strategies, and closely monitor the progress to ensure that every student at AICS is given the opportunity to reach their full potential.

I am delighted to note the positive outcomes we have achieved through our various initiatives, such as interfaith encounters, community events, and the promotion of Islamic morals. These endeavours aim to foster a sense of belonging, encourage dialogue, and instil in our students the values of respect, peace, and social cohesion.

In addition to outlining our policies and initiatives, this report also highlights the satisfaction of our stakeholders. We greatly value the feedback received from parents, students, and teachers, as it allows us to identify areas for improvement and further enhance our educational practices.

As we continue to strive for excellence, we remain steadfast in our commitment to provide a high-quality education that empowers our students to become confident, responsible, and compassionate individuals. We are grateful for the unwavering support and dedication of our school community, whose collective efforts contribute to the success and growth of AICS.

I would like to express my deepest gratitude to the staff, teachers, and administration for their tireless commitment to our students' well-being and academic achievement. Together, we are shaping a brighter future for the next generation.

I encourage you to read this report thoroughly and familiarise yourself with the information provided. It is through transparency, collaboration, and continuous improvement that we can create an exemplary learning environment for our students.

Thank you for your ongoing support, and I look forward to our collective efforts in making AICS a beacon of educational excellence.

Sincerely,

Dr. S Kirmani

Chairman of the School Board

Message from the Senior Student Representative Council

The 2022 Student Leadership body was led by our School Captains Raisa Tariq & Zubair Hafiz and Vice Captains Yashfeen Arif & Sarim Khan. 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 Mehroz Khan, Umut Bat, Daniel Siddique, Burhan Naeem, Habiba Kamran, Shahd Al Jamhour, Aleeha Zahid, Sahar Sarwaree, Asma Bangura, Valeed Qureshi, Mikael Shah and Nazaahah Dean, was able to work collaboratively with the College, modelling and implementing its Islamic ethos.

They demonstrated their leadership by being proactive in undertaking designated playground duties, assisting with school assemblies and functions, and assisting school personnel in signing in late students into the school. They also served as mentors for our Year 7-10 Prefects, empowering them and giving them the opportunity to develop themselves as young and inspiring leaders. During Harmony Day, they took initiative to create a themed banner, and encouraged year 7, 8, 9 and 10 students to contribute to the art. The Banner included messages, quotes, drawings and collages, all of which are relevant to harmony.

Their leadership efforts extended to the various events they held to fundraise for a range of charities. In particular, they collected and encouraged donations across the whole school for the Pakistan flood appeal. Organised by Mr Bichescu, they also participated in Footy Colours Day, and assisted the College in raising funds for kids with cancer.

The 2022 student leadership team were role models with their presentation (including adherence to school uniform), behaviour and participation in school activities. They have helped provide a pathway for future leaders of this school. I would like to take this opportunity to commend them for the contribution they have made to the school, and I wish all of them the best in their future endeavours.

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 2022 the school had a student population of 1,340 (Table 1) with 661 female students and 679 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 2022

Primary School				High School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	57	68	125	7	55	44	99
1	52	64	116	8	69	64	133
2	76	57	133	9	45	38	83
3	64	68	132	10	27	34	61
4	73	64	137	11	16	22	38
5	55	64	119	12	19	23	42
6	53	69	122				
Total	430 (48.64%)	454 (51.36%)	884	Total	231 (50.66%)	225 (49.34%)	456
School Total: 1,340							

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

The 2022 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. The students' performance in each task is matched to a subset of six of the ten bands on the continuum. This allows schools to track actual growth in performance rather than simply look at each student's relative rank within their cohort. Year 3 student results are reported against bands 1 to 6, Year 5 students are reported against 3 to 8, Year 7 students against bands 4 to 9 and Year 9 students against bands 5 to 10.

Summary of Year Seven NAPLAN Results 2022

	Band 9+	%	B9	%	B8	%	B7	%	B6	%	B5	%	B4	%	B<4	%
Grammar and Punctuation	5	5	10	10	33	34	30	31	13	13	6	6	0	0	0	0
Reading	0	0	8	8	30	31	36	37	22	22	2	2	0	0	0	0
Spelling	2	2	13	13	55	57	16	17	9	9	1	1	0	0	1	1
Numeracy	4	4	11	11	32	33	26	27	17	18	7	7	0	0	0	0
Writing	2	2	7	7	24	24	42	42	17	17	7	7	1	1	0	0
Total	13		49		174		150		78		23		1		1	

Explanation of Bands

9+ - Beyond Expected level

9- Highest Band for Y7

8-6 - Above the National minimum standard

5 - Achieving National minimum standard

4 and <4 - Below National minimum standard

- In Mathematics, 48.5% of participating students received results Band 8 or higher.
- In Reading, 38.8% of participating students received results Band 8 or higher.
- In Grammar and Punctuation, 49.5% of participating students received results Band 8 or higher.
- In Spelling, 72.2% of participating students received results Band 8 or higher.
- In Writing, 33% of participating students received results Band 8 or higher.
- 94% of our Y7 students achieved above the national minimum standard in Grammar and Punctuation.
- 98% of our Y7 students achieved above the national minimum standard in Reading.
- 98% of our Y7 students achieved above the national minimum standard in Spelling.
- 93% of our Y7 students achieved above the national minimum standard in Numeracy.
- 92% of our Y7 students achieved above the national minimum standard in Writing.

Summary of Year Nine NAPLAN Results 2022

	Band 10	%	Band 9	%	Band 8	%	Band 7	%	Band 6	%	Band 5	%	Band <5	%
Grammar and Punctuation	10	12	17	21	19	23	22	27	11	13	2	2	1	1
Reading	2	2	12	15	32	39	27	33	9	11	1	1	0	0
Spelling	4	5	16	20	34	42	21	26	7	9	0	0	0	0
Numeracy	3	4	15	19	19	24	30	38	12	15	0	0	0	0
Writing	3	4	16	19	20	24	26	31	16	19	2	2	1	1
Total	22		76		124		126		55		5		2	

Explanation of Bands

10 – Highest band for Y9

9-7 – Above the National minimum standard

6 – Achieving National minimum standard

5 and <5 – Below National minimum standard

- In Mathematics, 22.8% of participating students received results Band 9 or higher.
- In Reading, 16.9% of participating students received results Band 9 or higher.
- In Grammar and Punctuation, 32.9% of participating students received results Band 9 or higher.
- In Spelling, 24.4% of participating students received results Band 9 or higher.
- In writing, 23% of participating students received results Band 9 or higher.
- 83% of our Y9 students achieved above the national minimum standard in Grammar and Punctuation.
- 88% of our Y9 students achieved above the national minimum standard in Reading.
- 91% of our Y9 students achieved above the national minimum standard in Spelling.
- 85% of our Y9 students achieved above the national minimum standard in Numeracy.
- 78% of our Y9 students achieved above national minimum standard in Writing.

Summary Report for Year Three NAPLAN Results 2022

	Band 6+	%	Band 6	%	Band 5	%	Band 4	%	Band 3	%	Band 2	%	Band 1	%
Writing	8	6.2	44	33.8	49	37.7	24	18.5	5	3.8	0	0	0	0
Reading	23	17.7	32	24.6	26	20	28	21.5	16	12.3	4	3.1	1	0.8
Spelling	29	22.7	43	33.6	31	24.2	17	13.3	5	3.9	2	1.6	1	0.8
Grammar & Punctuation	32	25	30	23.4	28	21.9	18	14.1	12	9.4	7	5.5	1	0.8
Numeracy	7	5.6	14	11.2	30	24	26	20.8	28	22.4	18	14.4	2	1.6
Total	99		163		164		113		66		31		5	

Explanation of Bands

Band 6+ - Beyond highest level

Band 6 - Outstanding

Band 3-5 - Above the National minimum standard

Band 2 - Achieving at National minimum standard

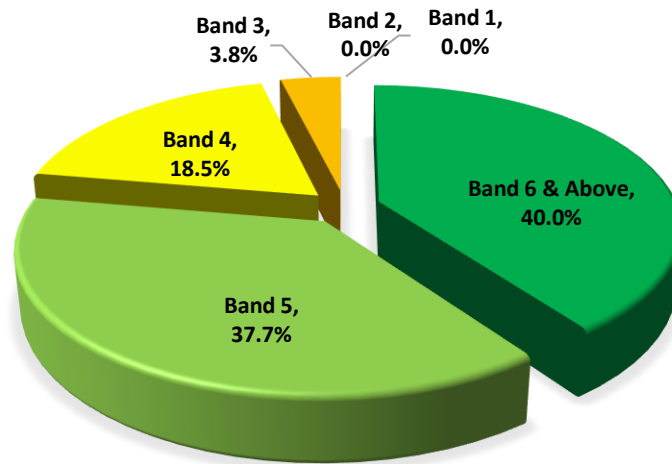
Band 1 - Below National minimum standard

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 from a Band 1 through to Band 6 and above (any higher bands are grouped together into the category 6+).

Year Three students have shown outstanding results in their first NAPLAN assessment, with significant number of the cohort achieving **Band 6 and beyond**. **Year 3 Gifted and Talented students have been practising problem solving questions during Maths Explorer lessons.**

Results Overview for each Assessment

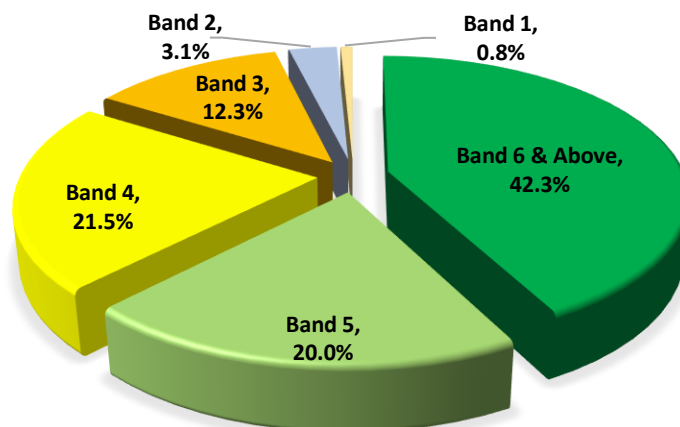
WRITING



In Writing:

- **100%** students achieved results **above the National minimum standard**
- **40%** students received **Band 6 or higher**
- **6.2%** students achieved **beyond highest level (Band 6+)**, and **33.8%** achieved **outstanding (Band 6)**

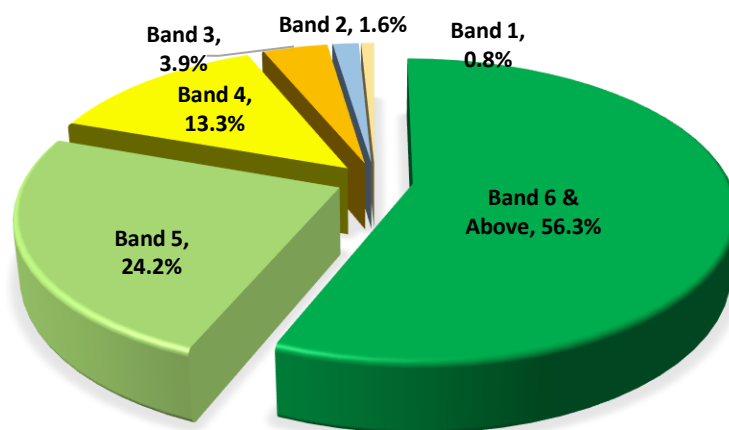
READING



In Reading:

- **96.2%** students achieved results **above the National minimum standard**
- **42.3%** students received **Band 6 or higher**
- **17.7%** students achieved **beyond highest level (Band 6+)**, and **24.6%** achieved **outstanding (Band 6)**

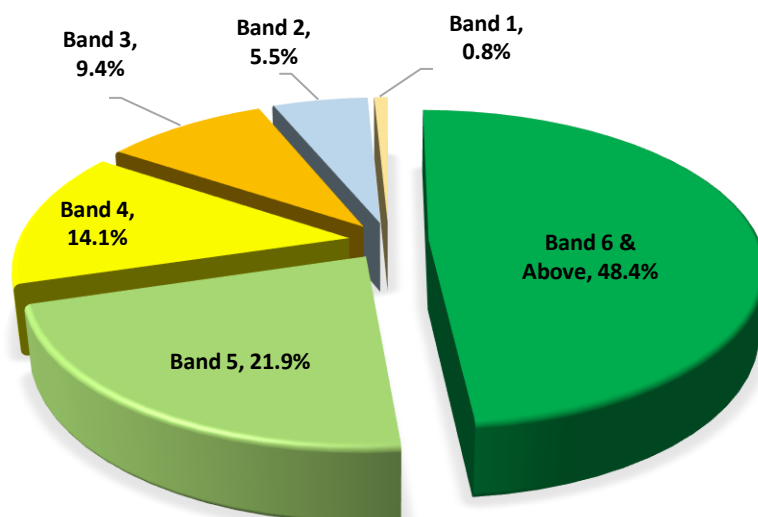
SPELLING



In Spelling:

- 97.7% students achieved results **above the National minimum standards**
- 56.3% students received **Band 6 or higher**.
- 22.7% students achieved **beyond highest level (Band 6+)**, and 33.6% achieved **outstanding (Band 6)**

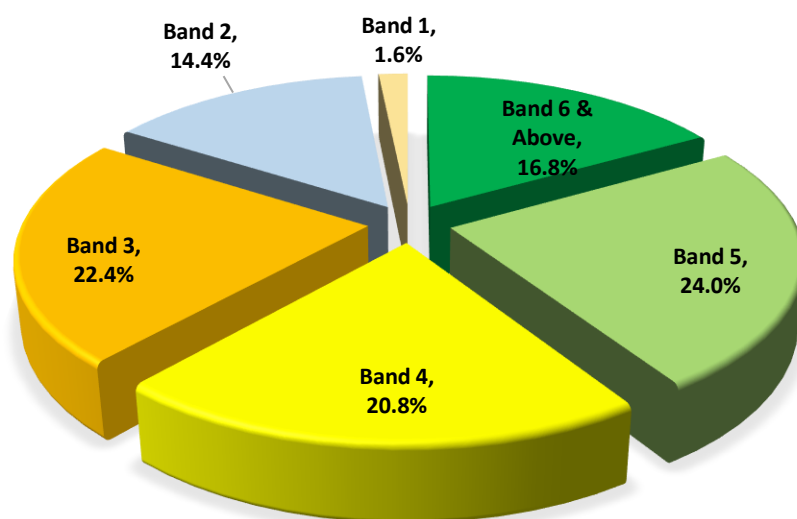
GRAMMAR AND PUNCTUATION



In Grammar and Punctuation:

- 93.8% students achieved results **above the National minimum standard**
- 48.4% students received **Band 6 or higher**.
- 25% students achieved **beyond highest level (Band 6+)**, and 23.4% achieved **outstanding (Band 6)**

NUMERACY



In Numeracy (Mathematics)

- **84%** students achieved results **above the National minimum standard**
- **16.8%** students received **Band 6 or higher**.
- **5.6%** students achieved **beyond highest level (Band 6+)**, and **11.2%** achieved **outstanding (Band 6)**

Summary Report for Year Five NAPLAN Results 2022

	Band 8+	%	B8	%	B7	%	B6	%	B5	%	B4	%	B3	%	B<3	%
Writing	0		11		26		46		31		4		0	0	0	0
Reading	4	3.3	19	15.8	39	32.5	34	28.3	20	16.7	2	1.7	2	1.7	0	0
Spelling	5	4.2	24	20.2	44	37	32	26.9	11	9.2	2	1.7	1	0.8	0	0
Grammar & Punctuation	6	5	22	18.5	24	20.2	36	30.3	24	20.2	5	4.2	1	0.8	1	0.8
Numeracy	1	0.9	10	8.5	26	22.2	33	28.2	39	33.3	8	6.8	0	0	0	0
Total	16		86		159		181		125		21		4		1	

Explanation of Bands

Band 8+ - Beyond highest level

Band 8 - Outstanding

Band 5-7 - Above the National minimum standard

Band 4 - Achieving at National minimum standard

Band 3 and <3 - Below National minimum standard

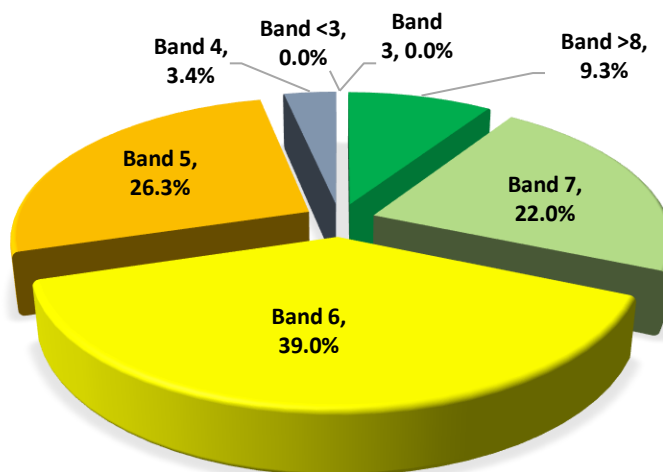
The table above shows the performance of Year 5 in the different areas assessed in NAPLAN in 2022. Students are assessed on a range of questions, increasing in difficulty from a Band 3 through

to Band 8 and above (any higher bands are grouped together into the category 8+ and results below Band 3 are grouped into the category <3).

Our Year Five students have shown amazing results in their first NAPLAN assessment, **having missed out Year 3 NAPLAN Exam due to COVID lockdown. Year 5 Gifted and Talented students have been practising problem solving questions during Maths Olympiad lessons.**

Overview for Assessment Results

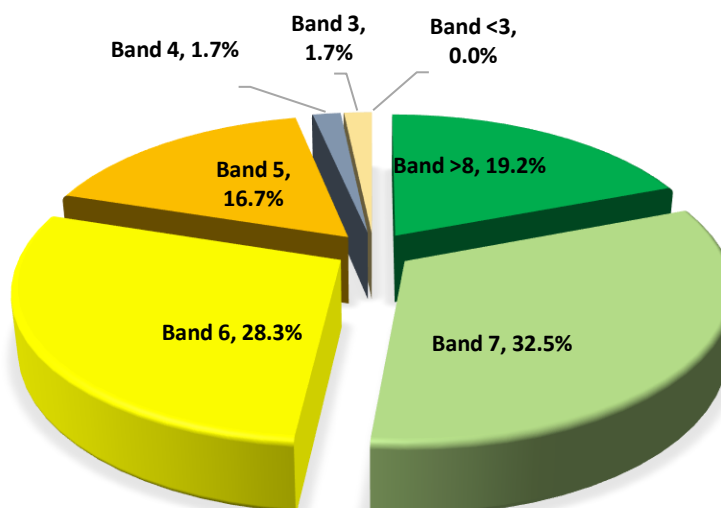
WRITING



In Writing:

- 96.6% students achieved results **above the National minimum standard**
- 9.3% students received **Band 8 or higher**
- 9.3% students achieved **outstanding (Band 8)**

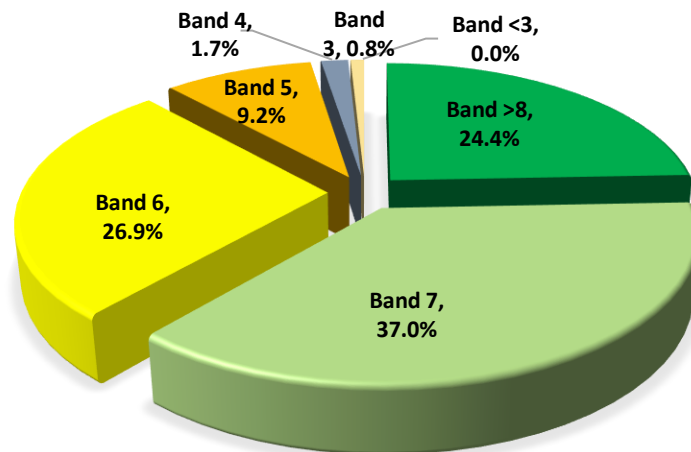
READING



In Reading:

- 96.7% students achieved results **above the National minimum standard**
- 19.1% students received **Band 8 or higher**
- 3.3% students achieved **beyond highest level (Band 8+)**, and 15.8% achieved **outstanding (Band 8)**

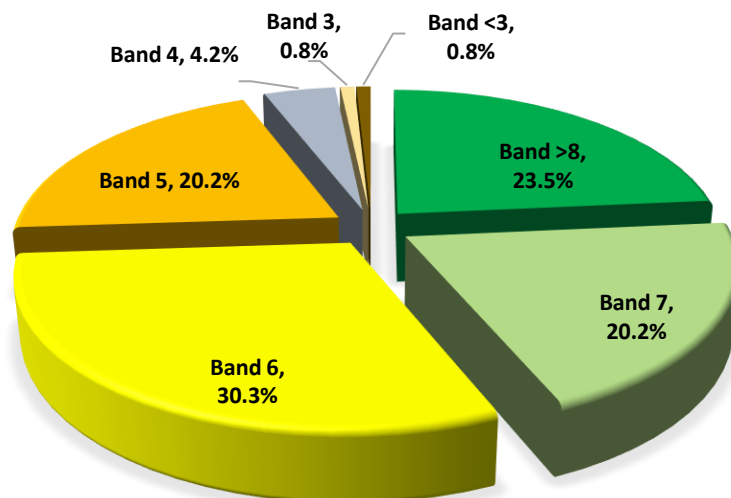
SPELLING



In Spelling:

- 97.5% students achieved results **above the National minimum standards**
- 24.4% students received **Band 8 or higher**.
- 4.2% students achieved **beyond highest level (Band 8+)**, and 20.2% achieved **outstanding (Band 8)**

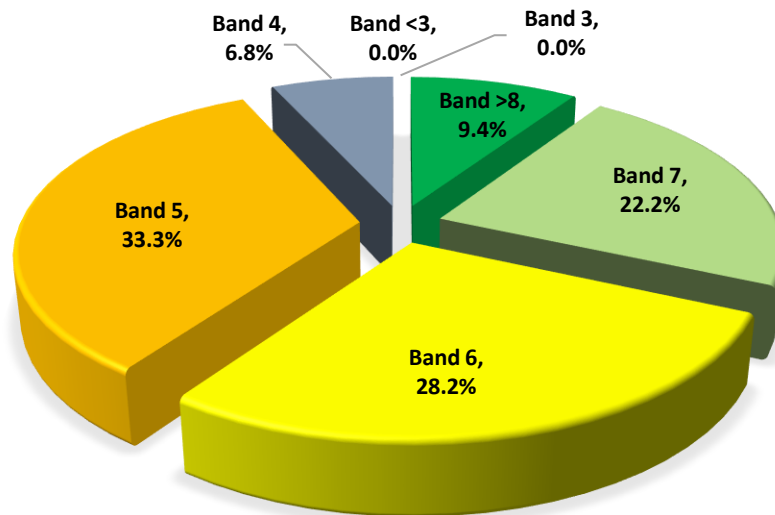
GRAMMAR AND PUNCTUATION



In Grammar and Punctuation:

- 94.1% students achieved results **above the National minimum standards**
- 23.5% students received **Band 8 or higher**.
- 5% students achieved **beyond highest level (Band 8+)**, and 18.5% achieved **outstanding (Band 8)**

NUMERACY



In Numeracy (Mathematics)

- **93.2%** students achieved results **above the National minimum standards**
- **9.4%** students received **Band 8 or higher**.
- **0.9%** students achieved **beyond highest level (Band 8+)**, and **8.5%** achieved **outstanding (Band 8)**

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 2022, sixty-one students from Year 10 were eligible for Record of School Achievement but only one student received RoSA, others continued their Year 11 studies. Thirty-eight 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 2022, 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 5 and 6 result improved compared to 2021 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 2023.

2022 Year 12 Cohort

Course	Enrolment number	Percentage enrolment
HSC	42	100
Vocational or Trade	0	0
VET	0	0

In 2022, forty-two students sat for the NSW Higher School Certificate in 16 courses. In total, 98.6% of our Year 12 students across all 16 courses achieved marks of 50 or more (Band 2 or higher) 30.5% of our Year 12 candidates were placed in Band 5 and 6 (80 – 100 marks). 11 students were in the NESA distinguished achievers list. In 2022, we had 66 candidates (all courses) who achieved in the top two bands (Bands 5 and 6) compared to 60 candidates in 2021. In general, student achievement was at or above state level.

2022 Higher School Certificate
School Group Statistics Report



Australian Islamic College of Sydney (77631)

3 March 2023

Course		Students		M.A.	M.A.	Assessment	Assessment	E.M.	E.M.	State	State	School vs
Number	Course Name	Included	Omitted	Mean	S.D.	Mean	S.D.	Mean	S.D.	E.M. Mean	E.M. S.D.	State Variation
15030	Biology 2 unit	17	0	71.58	8.93	66.47	10.45	71.58	8.78	70.03	13.00	1.55
15040	Business Studies 2 unit	24	0	77.08	10.40	70.58	16.80	76.56	10.51	73.95	11.77	2.61
15050	Chemistry 2 unit	12	0	61.35	14.02	66.33	8.89	61.07	12.00	72.51	13.47	11.44-
15060	Community and Family Studies 2 unit	5	0	79.84	5.28	72.60	4.45	79.88	5.40	74.79	9.77	5.09
15110	Economics 2 unit	6	0	76.00	8.29	68.67	15.25	73.67	9.65	77.26	11.60	3.59-
15130	English Standard 2 unit	35	0	74.03	9.02	65.34	12.84	72.95	7.17	69.88	9.39	3.07
15140	English Advanced 2 unit	7	0	86.54	2.12	77.86	5.69	83.97	7.18	81.53	7.95	2.44
15180	Food Technology 2 unit	10	0	75.72	8.85	81.90	7.34	74.22	9.97	71.78	13.21	2.44
15200	Industrial Technology 2 unit	16	0	67.06	3.85	70.69	11.81	66.39	4.57	70.32	11.96	3.93-
15220	Legal Studies 2 unit	8	0	70.65	16.01	67.88	18.08	64.65	14.96	73.78	14.49	9.13-
15236	Mathematics Standard 2 2 unit	21	0	76.06	12.18	65.24	17.87	75.52	11.17	70.87	13.10	4.65
15255	Mathematics Advanced 2 unit	12	0	72.72	8.71	71.75	9.69	72.72	8.99	78.31	12.25	5.59-
15320	Personal Development, Health and Physical Education 2 unit	15	0	74.80	9.01	74.27	6.20	74.68	8.84	69.75	12.41	4.93
15350	Society and Culture 2 unit	10	0	79.88	7.54	76.80	13.16	79.88	7.16	76.13	11.70	3.75
15360	Software Design and Development 2 unit	11	0	69.31	7.54	74.73	12.21	69.24	7.64	74.45	13.52	5.21-
15380	Studies of Religion II 2 unit	7	0	73.83	12.03	76.43	10.62	73.83	13.19	76.82	11.22	2.99-

THEME 5 - SUMMARY OF PROFESSIONAL DEVELOPMENT AND ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	17
Provisional	10
Proficient	61
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.	88
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>	6
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 too 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 2022.

Title of the Professional Learning Activity- Primary and Secondary School	Number of Participating Staff
Child Protection training 31/1/22	106
First Aid Training	106
HIT: Evidence - Based High Impact Teaching strategies 17/10/22	42
Click view 8/7/22	38
Exploring Growth Mindset - Masterclass with Dan Haesler - Dan Haesler	56
10 Must Have Apps for the Classroom - Karina Barley (PhD)	15
Differentiated Instruction - proven Strategies for Success - Kirsten Norgate	13
Autism: What Do We Know Now? - Karina Barley (PhD)	12
Autism: Differentiating the Curriculum - Karina Barley (PhD)	10
Strategies for New Leaders - Lauren Cook	9
Improving daily spelling and NAPLAN results - Shirley Houston	9
A Reel Performance - Acting Skills - Dana-Lee Mierowsky Bennett	7
Advocating for STEM - Cool Australia	7
Grammar magic - a colour coded approach to grammar - Chris Killey	6
Algebra Tiles - From concrete to abstract - Vicky Kennard	6
Beginner's Guide to Minecraft in the Classroom - Anthony McDonald	6
INSPIRING THE BEST WRITING: Fiction and Non-Fiction; Persuasive and Poetic. - Ron Thomas	5
Integrating literacy skills - Peter Gyulay	5
iPads in the Primary Classroom - Karina Barley (PhD)	5
Another 10 Must Have Apps for the classroom - Karina Barley (PhD)	4
Autism Awareness and Strategies for the Educational Environment - Karina Barley (PhD)	4
Building Student Wellbeing and Resilience - Lauren Cook	4
Creating Student Management Practices that work! - Lauren Cook	4
Growth Mindset: Improving Teaching and Learning - Michael Griffin	4
Key Elements for School Wellbeing Programs. - Lauren Cook	4
Mentoring and Development - Dealing with Workplace Challenges - Leah Shmerling	4
Student Behaviour: How To Decipher Its Secret Language And Improve Student Outcomes - Karina Barley (PhD)	4
Universal Design for Learning and IPAA - Inclusive Frameworks - Karina Barley (PhD)	4
Challenging the Brightest Students across the Curriculum - Ron Thomas	3
Dyscalculia: The Dyslexia of Maths - Shirley Houston	3
Get Creative with STEM - Cool Australia	3
Inspiring strategies to revitalise junior English - Ron Thomas	3
Mathematics Advanced Year 11: In Depth Part ADV 1 - Functions Part A - Steve Howard	3

Practical Behaviour Management - Masterclass with Glen Pearsall - Glen Pearsall	3
Reading and Spelling Gains with Systematic Synthetic Phonics - Shirley Houston	3
Talking Maths - How to make maths noisy - Vicky Kennard	3
"Ignite A Passion For Learning - How to get digital natives intrigued, excited and engaged - Dr Rich Allen	3
Advanced Applications of Minecraft in the Classroom - Anthony McDonald	3
Creating a Culture of Writing in your Classroom - Lauren Cook	2
Engaging Reluctant Learners - Strategies to get them back on track in the classroom. - Kirsten Norgate	2
Engaging students through relatedness in the magic of your classroom 4 June 2022 - Leanne Theodos	2
Extend the Thinking Skills of Young Children - Cool Australia	2
First Aid for Teacher Wellbeing (Deep Dive) - Daniela Falecki	2
Fit Sustainability into the Primary Curriculum - Cool Australia	2
Grammar for Teachers - Barbara Munro	2
How to plan a cohesive and effective mathematics curriculum - Vicky Kennard	2
Inclusion in Education - What is it? - Karina Barley (PhD)	2
Inspire Young Scientists in the Primary Classroom - Cool Australia	2
Inspiring Students To Take Action - Cool Australia	2
Introduction to conceptual development in primary science - Marc Noakes	2
Smashing Presentations - Dana-Lee Mierowsky Bennett	2
Success with Dyslexia - Shirley Houston	2
Teach Mindfulness to Children - Cool Australia	2
Teach Mindfulness to Primary Students - Cool Australia	2
Teaching for Metacognition - Michael Griffin	2
Teaching Online - Belinda Jennings	2
Understanding Autism: What Teachers Need to Know for Their Classroom - Karina Barley (PhD)	2
"Studying Mathematics - 12 months until the HSC - Steve Howard - 19th October	2
A Roadmap for Building Teacher Wellbeing - Daniela Falecki	2
Advanced Module A: Textual Conversations - The Tempest and Hag-Seed - Barbara Stanners	2
An Introduction to Floorbooks - Claire Warden	1
Beyond PowerPoint: Delivering Truly Interactive Presentations - Andrew O'Halloran	1
Coaching and Mentoring training for teachers - Daniela Falecki	1
Engaging Boys in Writing - Ron Thomas	1
Evaluating Critiquing and Reviewing Film - Dana-Lee Mierowsky Bennett	1
Google Classroom: The Next Steps - Andrew O'Halloran	1

How To Write Your Resume and Win Your Job Interview - Megan Dredge	1
Improving Schools and Relationships with The VIA Character Strengths - Lauren Cook	1
Inspiration in teaching Business Studies - Neil Kusi-Appauh	1
Introduce Primary Students to Design Thinking - Cool Australia	1
Learn how to apply the Six Bricks Methodology in your class! - Denise Meyerson	1
Level up III - problem based learning - Sabreena Taylor	1
Making Maths Dyslexia Friendly - Shirley Houston	1
Making Students enthusiastic and Critical Readers - Lauren Cook	1
Mathematics Advanced Year 11: In Depth Part ADV 3 - Trigonometry - Steve Howard	1
Mathematics Advanced Year 11: In Depth Part ADV 4 - Introduction to Differentiation - Steve Howard	1
Mathematics Advanced Year 11: In Depth Part ADV 5 - Exponentials Logarithms Probability and Statistics - Steve Howard	1
Mentor Development - Career Transitions and Professional Development - Leah Shmerling	1
Mentoring Made easy - Daniela Falecki	1
Mindful Behaviour Management in the Pre-school Years - Karen Gilles-Reid	1
Navigating the Online Classroom - April Taylor	1
Negotiation skills for win/win outcomes - Leah Shmerling	1
Padlet - The Most Versatile Classroom Collaborative Tool - Karina Barley (PhD)	1
Shining the Light on Student Potential - Sapna Sachdeva	1
Teach Persuasive Language using Videos - Cool Australia	1
Teach Science Inquiry in the Primary Classroom - Cool Australia	1
Teacher Wellbeing - Recharge and regain control - Daniela Falecki	1
Teaching Cohesion for Writing and Reading - Rod Campbell	1
Teaching Society and Culture - a beginner's guide - Neil Kusi-Appauh	1
That Thinking Thing Part 2 - Lane Clark	1
The Bridge to Learning - Using the iPad for Autism - Karina Barley (PhD)	1
The Higher Order Thinking Scaffolding Toolkit - Sabreena Taylor	1
Understanding the Secret Language of Behaviour - Karina Barley (PhD)	1
Visualise Data in the Secondary Classroom - Cool Australia	1
Writing Short Stories - Dana-Lee Mierowsky Bennett	1
Total	608

THEME 6 - WORKFORCE COMPOSITION

The table below represents the composition of teaching and non-teaching staff at the Australian Islamic College of Sydney in 2022. 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 2022.

Workforce composition at Australian Islamic College of Sydney in 2022					
Role	Full Time		Part Time		Total
	Male	Female	Male	Female	
Principal	1	0	0	0	1
Deputy Principal / 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
Assistant Head of Primary School	1	0	0	0	1
Head of Departments (Secondary School)	5	2	0	0	7
Teachers (Secondary School)	13	12	1	1	27
Year Coordinators (Primary School)	1	5	0	0	6
Teachers (Primary School)	7	34	1	1	43
Librarian	0	2	0	0	2
Learning Support Teachers (Primary School)	1	2	0	1	4
Learning Support Teachers (Secondary School)	0	0	0	0	0
Total Number of Teachers	31	58	2	4	95
Teacher Aides (Primary School)	0	6	0	0	6
COVID Support Staff	0	0	0	10	10
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	42	71	3	14	130

THEME 7 – ATTENDANCE SUMMARY

Attendance % Year level wise for Year 2022.

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	85.08	7	87.55
1	86.27	8	86.19
2	85.13	9	83.42
3	85.72	10	83.63
4	86.45	11	86.28
5	88.97	12	82.04
6	86.25	Whole School Attendance Rate (%)	85.61

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 2022, 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 2021 was 71.5%. This means that almost 1 in 5 Year 10 students did not continue to Year 11.

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 2022 was 100%. The college had 75 Year 10 students, and in 2022, 38 students continued to Year 11. This means that our retention rate for Year 10 students continuing on to Year 11 for 2022 was 50.66%. 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 last year, 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 second 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 35 students sat for HSC Examinations in 2022. A total 31 of gained admissions to universities and tertiary institutions. They gained admissions in a range of Universities. A large number of students had multiple offers and majority of accepted offers to study at Macquarie University. Of the remaining 4 students 3 are currently completing apprenticeships in their chosen fields

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 available 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. This exam is conducted to identify the child's specific learning needs.

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 2022
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 May 2022. In particular, the Student Discipline flowchart (secondary) was changed to address the needs of the school. Additionally, a 'Summary table of Disciplinary Actions' was added to the policy, clearly outlining the management of specific disciplinary transgressions. 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 improved 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.

	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 2022
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	Appeals Procedure was revised in May 2022. It can be found on the College website on page 7 of the <i>Student Discipline Policy</i>. No changes were made to the complaint's procedure. The policy is available on the College website and from AICS upon request.

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 *“Appeal/Review of Disciplinary Action -Students”* with the 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.	
Grievance	Changes made and access in 2022
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.	No changes were made to the grievance procedure in 2022. Next review is due in June 2023. The policy is available on the College website and from AICS upon request

Anti-Bullying	Changes made and access in 2022										
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 1397 467 1469">To feel safe</td><td data-bbox="483 1397 783 1469">To respect the Islamic beliefs and Values</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	To respect the Islamic beliefs and Values	To learn	To be a learner	To be respected	To respect others	To be valued	To support others	No changes were made to the policy in 2022 as it is effective in its purpose. The policy is available on the College website and from AICS upon request
Rights	Responsibilities										
To feel safe	To respect the Islamic beliefs and Values										
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 2022 we made a new 3-year 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.

In 2022, 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 2023. Twenty AICS students; eight returning Year 11 and twelve incoming Year 10 students will be commencing in this program in 2023.

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, Class Dojo, 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 2022 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 generally 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.

Survey

Staff Satisfaction Survey Result

1. *Do you feel connected with our workplace culture?* (0 point)

[More Details](#)

 Insights

 Yes	48
 No	5
 Maybe	8



2. *Do you have all the resources you need to succeed in your job?* (0 point)

[More Details](#)

 Insights

 Yes	34
 No	10
 Maybe	17



3. *How comfortable are you communicating with your peers?* (0 point)

[More Details](#)

 Very comfortable	40
 Somewhat comfortable	17
 Neither comfortable nor uncom...	3
 Somewhat uncomfortable	1
 Very uncomfortable	0

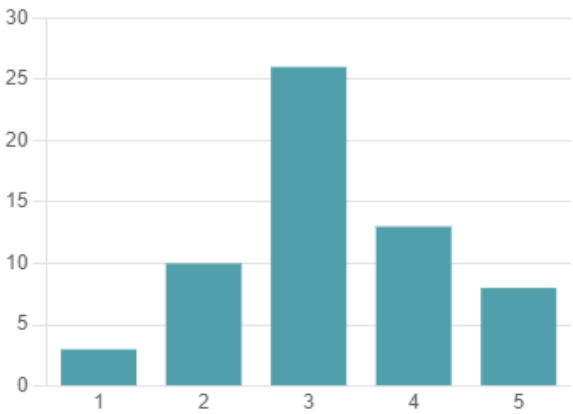


4. How would you rate your work-life balance? (0 point)

[More Details](#)

 Insights

3.22
Average Rating



5. Do you feel you get enough support and feedback from your coordinators/HoDs and HoS? (0 point)

[More Details](#)

 Insights

● Yes	41
● No	8
● Maybe	12



6. How do you prefer to receive recognition? Privately, or are you comfortable being acknowledged in a group setting? (0 point)

[More Details](#)

● Privately	22
● Group Setting	38



7. Do you feel like you have the opportunity to share feedback? (0 point)

[More Details](#)



8. Do you feel you have the flexibility to decide how to do your work best? (0 point)

[More Details](#)

[Insights](#)

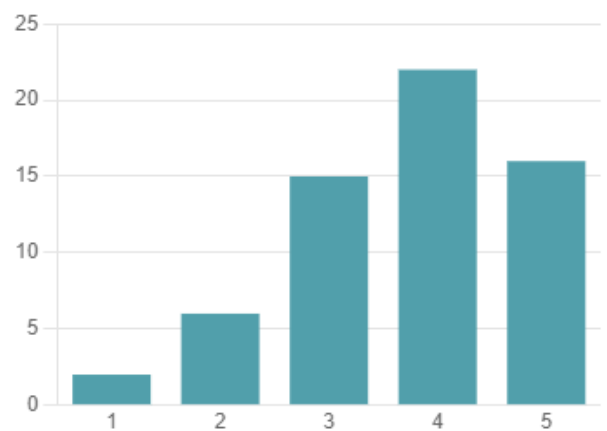


9. How would you rate the level of trust amongst your peers? (0 point)

[More Details](#)

[Insights](#)

3.72
Average Rating

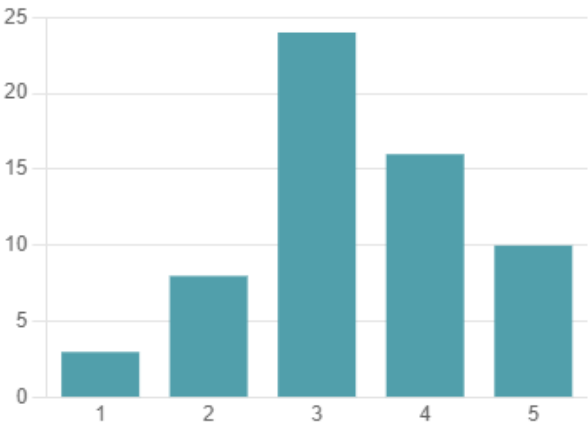


10. *How would you rate the level of positivity in your work environment (school)?* (0 point)

[More Details](#)

 Insights

3.36
Average Rating



Student Satisfaction Survey

1. My teachers expect me to do my best. (0 point)

[More Details](#)

Always	126
Sometimes	20
Rarely	6
Never	1



2. My teachers provide me with useful feedback about my school work. (0 point)

[More Details](#)

 Insights

Always	74
Sometimes	58
Rarely	14
Never	7



3. Teachers at my school treat students fairly. (0 point)

[More Details](#)

 Insights

Always	72
Sometimes	54
Rarely	15
Never	12



4. My school is well maintained. (0 point)

[More Details](#)

 Insights

Always	41
Sometimes	63
Rarely	28
Never	21



5. I feel safe at my school. (0 point)

[More Details](#)

 Insights

Always	81
Sometimes	38
Rarely	21
Never	13



6. I can talk to my teachers about my concerns. (0 point)

[More Details](#)

 Insights

Always	57
Sometimes	51
Rarely	19
Never	26



7. Student behaviour is well managed at my school. (0 point)

[More Details](#)

 Insights

 Always	54
 Sometimes	51
 Rarely	32
 Never	16



8. I like being at my school. (0 point)

[More Details](#)

 Insights

 Always	55
 Sometimes	61
 Rarely	18
 Never	19



9. My school looks for ways to improve. (0 point)

[More Details](#)

 Insights

 Always	60
 Sometimes	53
 Rarely	16
 Never	24



10. My school takes students opinions seriously. (0 point)

[More Details](#)

 Insights

 Always	55
 Sometimes	43
 Rarely	25
 Never	30



11. My teachers motivate me to learn. (0 point)

[More Details](#)

 Insights

 Always	88
 Sometimes	41
 Rarely	10
 Never	14



12. My school gives me opportunities to do interesting things. (0 point)

[More Details](#)

 Insights

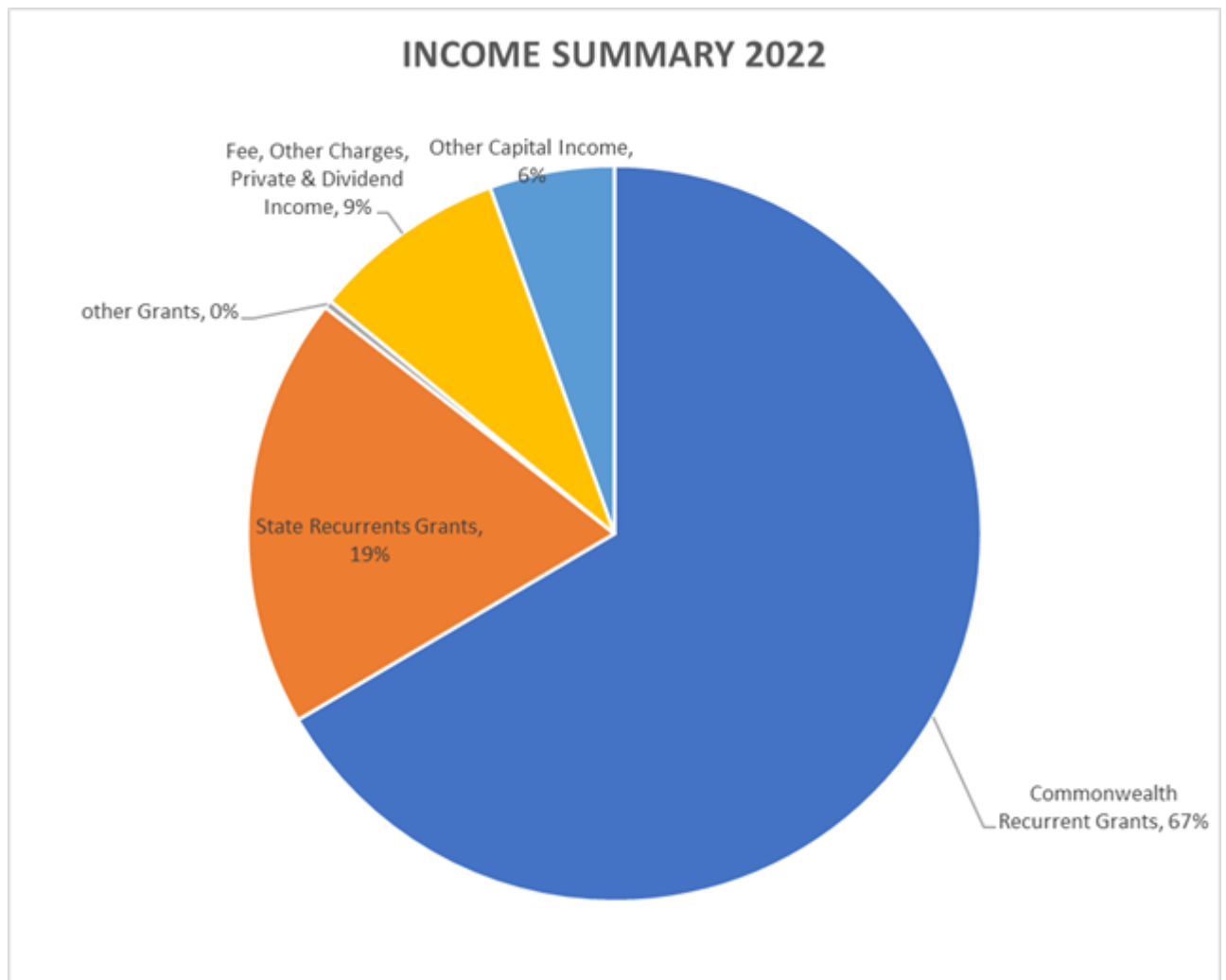
 Always	60
 Sometimes	57
 Rarely	12
 Never	24



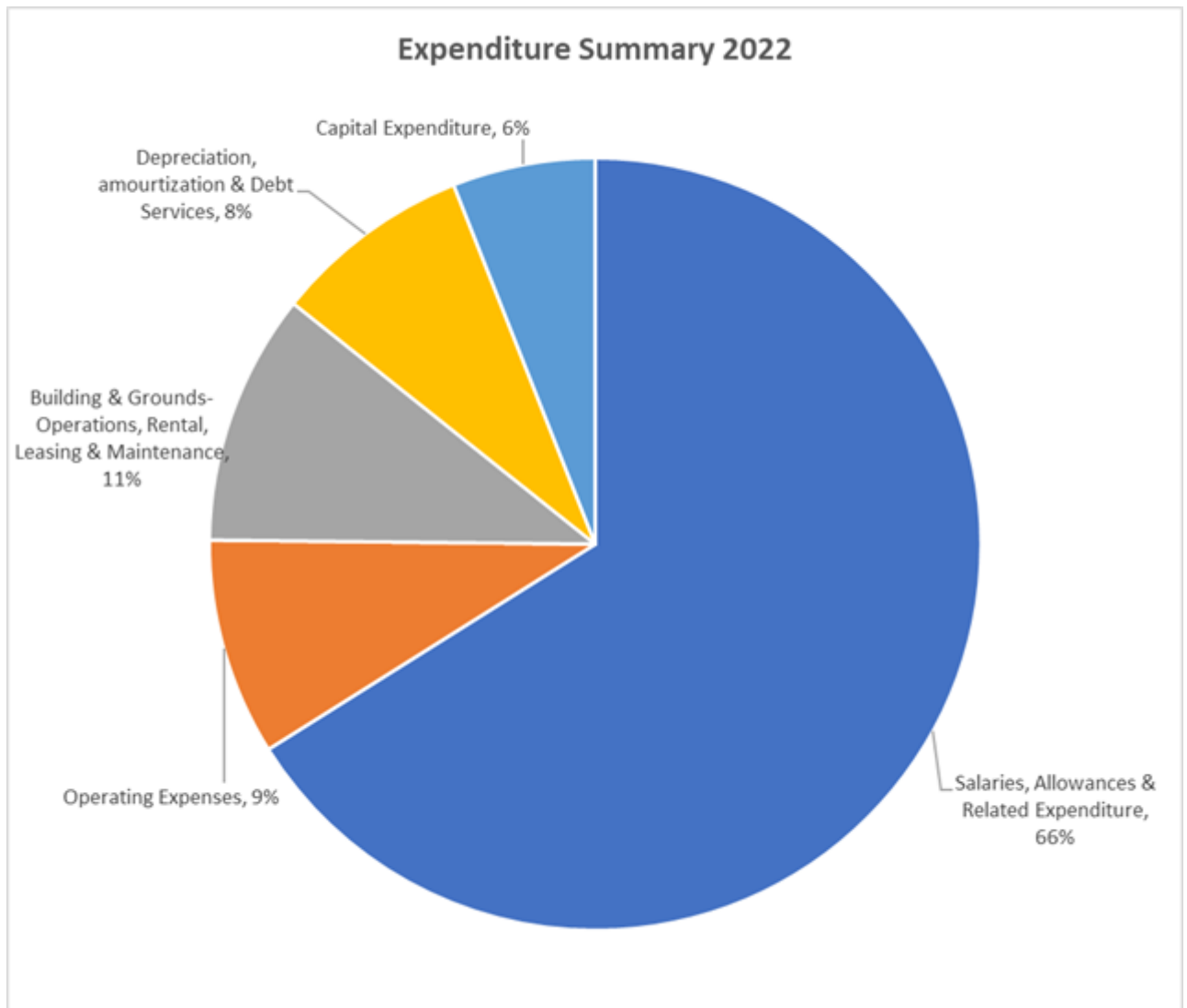
THEME 13 - SUMMARY OF FINANCIAL INFORMATION 2022

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.

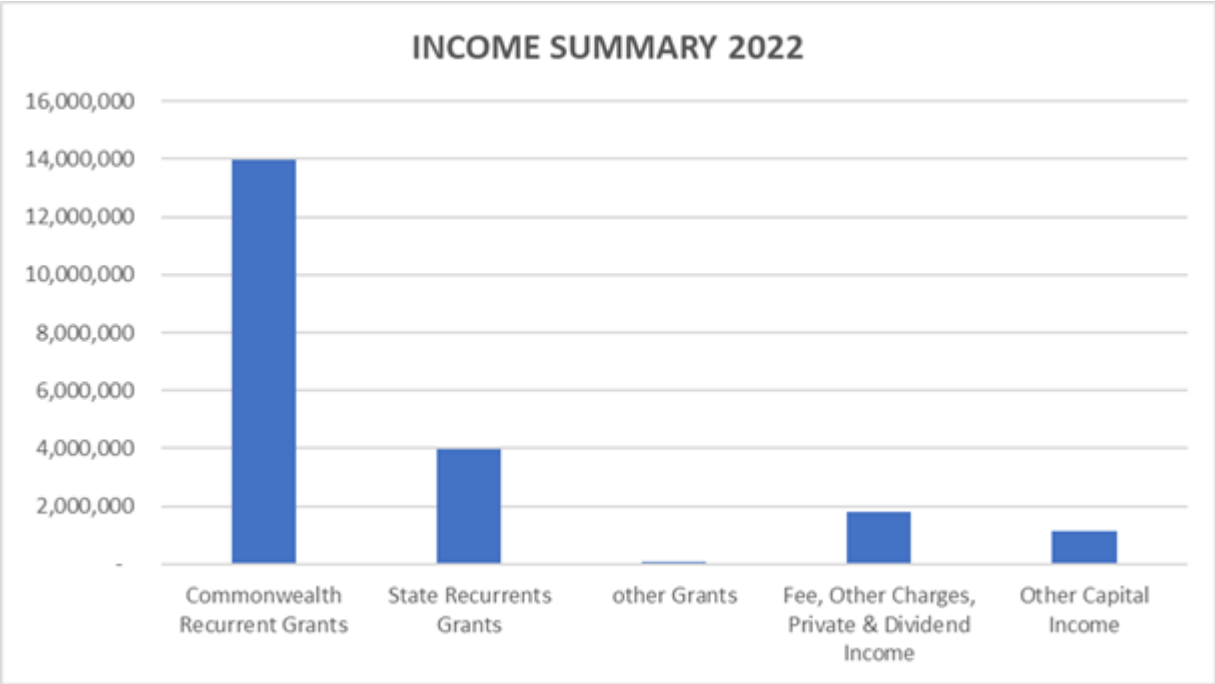
A) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY PIE CHART



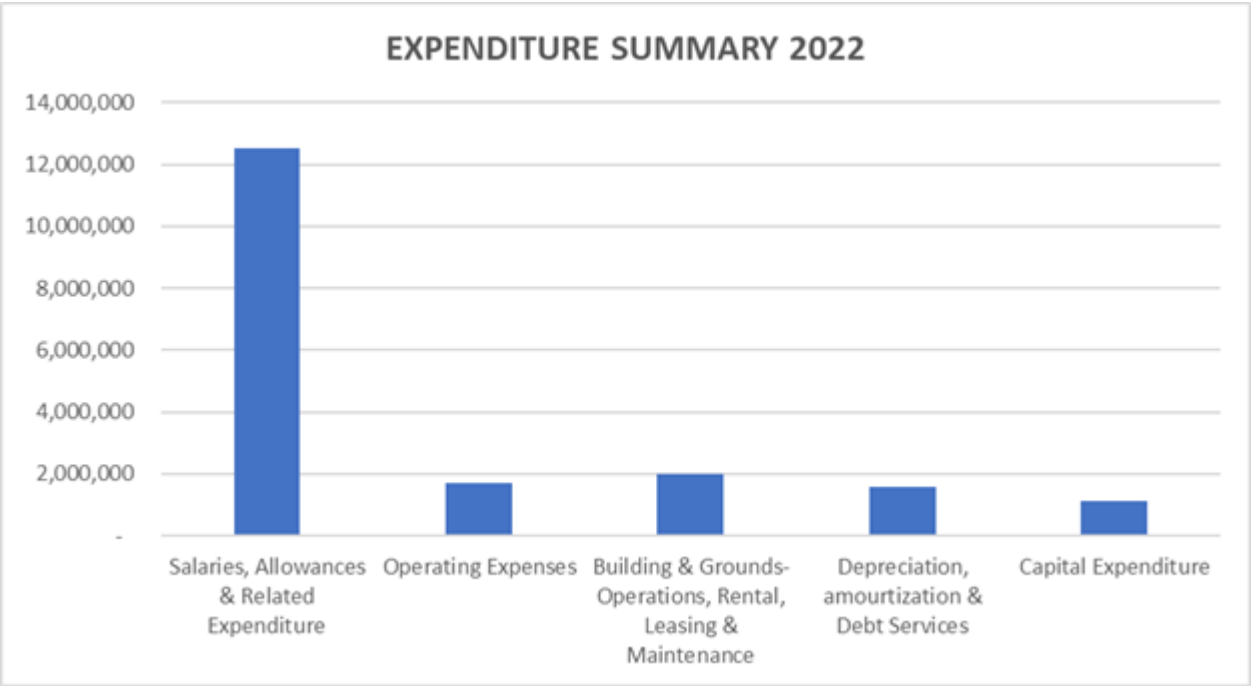
B) GRAPHIC TWO: RECURRENT/CAPITAL EXPENDITURE REPRESENTED BY PIE CHART



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 2022 Annual Report will be provided to NESA online by 30th June 2023.
2. This 2022 Annual Report will be made available to the public by publishing it on the school website by 30th June, 2023.
3. A printed copy of the 2022 Annual Report will also be available to anyone who does not have access to the internet.
4. This 2022 Annual Report will also be made available to the Minister, NSW and Australian Government upon request.