

2021

Annual Report

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THEME 1: MESSAGES FROM KEY SCHOOL BODIES

Principal's Message

The Australian Islamic College of Sydney (AICS) is a New South Wales Education Standards Authority (NESA) registered K to 12 co-educational independent school. It has undergone NESA inspection in 2020 and got full registration and accreditation for five years. In 2021 the school maintained the 2020 growth trend, with a healthy intake in Kindergarten and a reasonable retention rate in the upper secondary school. As a result, the school had over 1300 students and more than 120 teaching and non-teaching staff. Both the students and staff come from diverse cultural backgrounds. A majority of the students are Australian born but their parents originate from some 35 different countries and approximately 40 different cultural backgrounds. Staff come from mixed faith backgrounds with a wide a range of professional and cultural experiences.

In 2021 the College continued to introduce innovations and improvements in teaching and learning strategies. In teaching and learning a major focus remained on building consistent teaching practices for reading in Primary and targeted learning support in Secondary school.

The Higher School Certificate results of 2021 showed a decline from the previous year probably due to COVID 19 disruptions. However, in NAPLAN, our students continued to perform above the State and National averages in most subjects. This was a significant achievement in a school where nearly all students are from non- English-speaking background.

The College maintained its efforts to train and inspire student leaders and encourage all students to assist those less fortunate. Amongst other things, our student leaders helped organise and officiated various functions and gatherings. They also led some very positive fund-raising programs to assist people who suffered hardships in different parts of Australia and the world. These initiatives have contributed to maintaining a high student morale and a sense of school community.

The College Board continued to work on long term plans to develop an additional campus to meet the demands for growing enrolments. Construction work at the Abraham Street campus has almost been completed despite some setbacks. It is anticipated that the campus will be ready for occupation in the near future.

During 2021, our team of committed and proactive teachers continued to review the curriculum in both Primary and Secondary School. They also adopted a variety of innovative teaching practices to provide stimulating and balanced educational programs to the students. Several College policies were revised and new ones were written as a matter of annual review and to meet the changes in legislation. Our students continued to enjoy an array of excursions and the College's annual sports carnival. Like other years Literacy and Numeracy Week, Science Week and Harmony day celebration featured prominently on our calendar.

This report provides information put together through a detailed evaluation of school activities and achievements. It includes a factual summary of financial information and an account of College's educational progress and achievements as required by legislation.



Dr Imam Ali
Principal

AICS Board Chairman's Message

AICS Board Chairman

The Australian Islamic College of Sydney (AICS) serves students from multi-national and diverse cultural backgrounds. With immense pride and commitment, the AICS endeavours to enable students to achieve educational excellence, good character and lateral thinking skills.

Our success in achieving this mission is reflected by the fact that nearly all of our ex-students have become responsible and productive members of the diverse Australian society. Additionally, many of them are holding senior positions in government and private sectors both nationally and internationally. Some of those who have chosen teaching as a profession have taken up positions at our school serving as role models and providing a source of encouragement for our current students.

These successes and achievements are the results of hard work and dedication of our past and current teachers. The AICS strongly believes in capacity building of its teachers and provides them opportunities to acquire most recent skills and techniques in teaching. In particular, effective teaching of literacy and numeracy received major emphasis resulting in significant improvements in these disciplines.

These efforts in upskilling the teachers resulted in successful online teaching during the Covid-19 lockdowns. Moreover, upskilling strategies also resulted in higher level of commitment, dedication and professionalism among teachers. These, in turn led to vast improvement in HSC and NAPLAN results in the recent years. In HSC, the number of students achieving bands 5 and 6 increased significantly. In NAPLAN our students began to score above the national and state averages in most of the subjects.

On the whole the AICS has been very successful in providing high quality of academic and Islamic education through the dedicated efforts of teachers. As a consequence, the demand for enrolment increased significantly in recent years. The AICS Board, being cognisant of the fact that effective teaching and particularly the teaching of the Islamic Values and Ethos has pushed the demand for places at the AICS and continues its efforts to expand teaching facilities at Mt Druitt, Blacktown and Penrith campuses.

I would like to express my sincere gratitude to the hard-working teachers, parents and the visionary members of the AICS Board for their efforts and continuous support.

Dr S. Kirmani

AICS Board Chairman.

School Captain's Message

Our 2021 Student Representative Council (SRC) consisted of members from all grades (Years 7-12). We had a male and a female school captain and a male and female vice school captain. The captains and vice captains were from Year 12. As we reflect on 2021, we are immensely proud of the achievements and contributions of the entire student leadership team. Through the hardships and challenges, we faced, we successfully overcame many obstacles together with our Student Representative Council family.

Reflecting on the school motto to "Seek Knowledge and serve thy nation", our SRC team constantly thrived to serve and ensure the wellbeing of our peers. Seeing potential in the school, the values it promotes, and the unique ability of each individual within the College, the SRC team showcased their qualities giving the best they could to further contribute to the existing achievements and successes of the College. We have committed ourselves to the college, worked collectively and achieved our best. We have followed the rules and ethos of the College and have tried to be the best role models for everyone. We could have done much more and better if not impacted by COVID two years in a row.

The Student Representative Council were supported and continuously guided by our SRC coordinator. We held regular online meetings that were scheduled on a fortnightly basis for briefing, reflections, discussions, planning, setting goals and tasks. This was also a time when we would strengthen bonds with the SRC team and to have an outlook on the wellbeing of the College from all angles with the presence of members from every grade.

When we returned to school in the fourth term we proudly took part in the Year 12 graduation ceremony and the HSC celebration dinner. The senior Prefects also assisted in organising the events for the community members to appreciate the success of the College.

Furthermore, we took part in extracurricular activities such as Science Week, Literacy and Numeracy Week, and many more. We were continuously rostered on regular duties in the mosque and at school and committed ourselves to our assigned tasks professionally and diligently.

We have also encouraged students to develop leadership skills, ensured students' views were heard and considered in decision-making processes, empowered students to contribute towards a positive Islamic school culture, and strengthened the school community through active participation. The 2021 SRC team would like to express its gratitude towards everyone at the College for a successful year. The SRC family have achieved significant success as a result of the endless amounts of cooperation and support from all members of the team, our teachers, and most of all our school Principal, Dr Imam Ali.

Talha Rahman
2021 High School Captain

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 2021 the school had a student population of 1388 (Table1) with 706 female students and 682 males, all of the Islamic faith. The students represent a diverse community of some 40 language and ethnic groups and about 99% of students had 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 was enhanced via the commitment of the teaching staff. The College is dedicated to ensuring that all 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 2021

Primary School				High School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	69	56	125	7	66	73	139
1	69	74	143	8	42	48	90
2	70	70	140	9	41	32	73
3	68	73	141	10	41	34	75
4	70	61	131	11	23	19	42
5	76	58	134	12	22	27	49
6	49	57	106				
Total	471 (51.2%)	449 (48.8%)	920	Total	235 (50.2%)	233 (49.9%)	468
School Total: 1388							

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

After the cancellation of NAPLAN in 2020 due to COVID, it resumed once again in 2021. 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 in bands 3 to 8, Year 7 students in bands 4 to 9 and Year 9 students in bands 5 to 10.

Table 2: Summary Statistics of 2021 NAPLAN results of Australian Islamic College of Sydney.

	2016	2017	2018	2019	2020	2021
	<<		>>			
Compare to	☐ Students with similar background		☒ All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	445	452	483	467	403	
Year 5	530	510	567	556	520	
Year 7	553	543	591	553	552	
Year 9	595	573	636	598	596	

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

	2016	2017	2018	2019	2020	2021
	<<		>>			
Compare to	☒ Students with similar background		☐ All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	445	452	483	467	403	
Year 5	530	510	567	556	520	
Year 7	553	543	591	553	552	
Year 9	595	573	636	598	596	

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Table 2 shows that AICS students performed close to, above and well above the average score of all Australian students. Other than Year 3 Reading and Numeracy, AICS students have performed close to, above and well above the average score of students with similar background.

THEME 4 SENIOR SECONDARY OUTCOMES

Records of School Achievement

The NSW Record of School Achievement (ROSA) is a cumulative credential that allows students to accumulate their academic results until they leave school. 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.

In 2021, seventy-five students from Year 10 were eligible for Record of School Achievement. Forty-two students in Year 11 were eligible for ROSA.

Student Retention Rates

In 2021, the retention rate of students who completed Year 10 and continued their studies in Year 11 at AICS was 65%. A majority of the top performing students leave for other schools. The school is in the process of developing strategies to retain our top performing Year 10 students in Year 11. The retention rate of students who completed Year 11 and continued their studies in Year 12 at AICS in 2021 was 100%.

HSC RESULTS

In 2021, 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.

Efforts are being put in place to improve the results further in 2022.

Table 3: A statistical comparison of HSC results of the Australian Islamic College of Sydney for 2021.

**2021 Higher School Certificate
School Group Statistics Report**



**Education
Standards
Authority**

Australian Islamic College of Sydney (77631)

23 May 2022

Course Number	Course Name	Students		M.A.		Assessment		E.M.		State	State	School vs
		Included	Omitted	Mean	S.D.	Mean	S.D.	Mean	S.D.	E.M. Mean	E.M. S.D.	State Variation
15030	Biology 2 unit	16	0	72.93	8.46	69.19	10.42	73.06	10.04	73.38	11.18	0.32-
15040	Business Studies 2 unit	30	0	71.38	9.87	60.40	15.39	71.45	9.55	73.32	13.07	1.87-
15050	Chemistry 2 unit	7	0	72.11	6.32	75.57	6.99	72.11	6.35	74.37	12.74	2.26-
15110	Economics 2 unit	10	0	70.50	9.30	69.50	15.51	69.46	8.58	77.66	11.07	8.20-
15130	English Standard 2 unit	40	0	73.66	4.60	60.03	10.85	73.67	5.13	70.47	9.41	3.20
15140	English Advanced 2 unit	9	0	82.73	7.89	76.33	7.04	82.73	6.35	81.92	8.01	0.81
15200	Industrial Technology 2 unit	12	0	82.47	6.50	76.17	10.46	82.52	7.52	69.42	14.23	13.10
15220	Legal Studies 2 unit	24	0	71.43	10.23	68.08	13.08	70.50	10.22	74.72	13.82	4.22-
15236	Mathematics Standard 2 2 unit	30	0	72.43	11.65	59.03	16.69	72.23	12.92	69.15	13.60	3.08
15250	Mathematics Extension 1 2 unit	5	0	67.12	13.23	62.00	11.10	64.64	11.80	78.21	17.15	13.57-
15255	Mathematics Advanced 2 unit	8	0	84.60	6.81	69.00	13.72	82.83	7.05	78.41	12.72	4.42
15320	Personal Development, Health and Physical Education 2 unit	32	0	70.91	8.06	63.94	12.89	69.86	8.64	72.19	11.99	2.33-
15330	Physics 2 unit	6	0	76.03	3.25	65.33	7.16	74.33	4.68	75.34	12.19	1.01-
15350	Society and Culture 2 unit	8	0	77.58	5.52	68.13	16.47	77.70	6.65	76.88	11.80	0.82
15380	Studies of Religion II 2 unit	16	0	65.05	9.86	65.44	13.74	65.06	9.54	75.86	12.44	10.80-

THEME 5 : TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Teacher Qualifications

In 2021, there were 87 teachers at Australian Islamic College of Sydney (Table 4). Of these, (82) had teacher qualifications either from higher education institutions within Australia or institutions recognised by the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. Those teachers who did not have appropriate teacher qualifications were involved in teaching Islamic Studies and Quran.

Table 4: Categories of qualifications of teachers at Australian Islamic College of Sydney in 2021

Category	Number of Teachers		
	S	P	T
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.	44	38	82
Teachers having a bachelor degree from a higher education institution within Australia or one recognised with the AEI-NOOSR guidelines but lack formal teacher education qualifications. <i>These members of staff are engaged in the delivery of other (non-Board of Studies) aspects of our overall curriculum.</i>	0	3	3

Teachers not having qualifications as described above, but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.	1	1	2
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Professional Development Undertaken by Teachers

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

- ensuring teachers are effective educators and educational leaders
- maintaining quality schooling
- promoting professionalism
- encouraging a sense of scholarship within the teaching community.

Consequently, AICS makes every effort to provide Professional Development opportunities to all its teachers. In response a vast majority of teachers participate in them to develop their professional skills and improve their teaching practice.

Table 5: Professional development undertaken by teachers at Australian Islamic College of Sydney in 2021.

Title of the Professional Learning Activity- Primary School	Number of Participating Staff
Dynamic Behaviour Management by Bill Rogers (7.5 hours)	4
Child Protection training	8
Adjusting Teaching during Covid 19	3
Youth Mental Health First Aid by Donna Redman (15 Hours)	1
Turnitin Educator Training Integrating ICT into teaching Practice	1
Responding to Reportable Allegations	1
SEQTA One Drive, Share Point and Mark Book	3
Child Protection Update 2021	1
Maintenance of Teacher Accreditation	6
Emergency Training	2
Adjusting Teaching during Covid 19	1
Differentiation for ALL Students	1
NAPLAN Module 5: Test Administrators' Role	2
Classroom management – establishing routines and relationships	1
Counselling Skills for Teachers	1
Middle Leaders	1
Great Teachers Give Great Feedback	2
AISNSW Professional Learning: Spelling Essentials K-6	1
Literacy in the classroom – strategies to support struggling readers	1
Differentiated Instruction - proven Strategies for Success - Presented by Kirsten Norgate – 6 hours	2
Introduction to Primary STEM (2hours)	1
Integrating STEM Through Project-Based Learning - Presented by Cool Australia	1
Advocating for STEM	1
Gamify Your Classroom: A Practical Guide To Game-Based Learning - Presented by David Thomas	1
Practical Steps for STEM Inquiry - Presented by Cool Australia	1

Stewarding the NCCD data collection - Policy and practice	1
PLNTS - Positive Partnerships - Communication and Autism	1
Individualised planning for young children with disability	1
Autism Awareness - More Strategies and Techniques for Teachers	1
10 Must Have Apps for the Classroom - Presented by Karina Barley (PhD)	1
Adjusting Teaching During COVID-19 - 17/02/2021	1
Supporting Struggling Readers and Organising the Literacy Block--online 29/03/2021	1
Students with additional learning needs – engaging students with ADHD	1
Classroom management – dealing with distracting classroom behaviours	1
Reasonable adjustments for students with additional learning needs	1
Numeracy in the primary classroom – 5 games to improve numeracy skills	1
Gamify Your Classroom: A Practical Guide To Game-Based Learning	1
Use Discussion Circles in the Secondary Classroom	1
Strategies for New Leaders	1
Building Student Wellbeing and Resilience	1
Sustainable Energy: an unbiased Review of Options	1
Differentiated Instruction - proven Strategies for Success	1
Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School)	1
Beyond PowerPoint: Delivering Truly Interactive Presentations	1
Autism: Differentiating For Students on the Autism Spectrum	1
Live Life Well @ School: Starting the Journey	1
Reading Matters: Diverse Voices and Stories that Shape our World	1
Child Protection Training	83
Create and trial a flipped mathematics unit (Online 7-12)	1
Strategic Approaches to the IRP	1
First Aid training	70
Beginner's Guide to Minecraft in the Classroom	1
Python Fundamentals for Secondary Teachers	1
Algebra Tiles – From concrete to abstract	1
Dyscalculia: The Dyslexia of Maths	1
Year 11 Advanced Mathematics: Functions Part A	1
Advanced Applications of Minecraft in the Classroom	1
Analyse the Impact of Everyday Objects	1
Practical Steps for STEM Inquiry	1
Creating a Culture of Writing in your Classroom	1
Improving daily spelling and NAPLAN results	1
Advocating for STEM	1
Beginner's Guide to Minecraft in the Classroom	1
Beyond PowerPoint: Delivering Truly Interactive Presentations	1
The higher order thinking scaffolding toolkit	1
Making a Short Film	1
Practical Behaviour Management - Masterclass with Glen Pearsall	1
Create a Culture for Change	1
Get Creative with STEM	1
Teach Persuasive Language using Videos	1
Key Elements for School Wellbeing Programs.	1
Advanced Module A: Textual Conversations - The Tempest and Hag-Seed	1
Integrating STEM through Project-Based Learning	1
Save The World With STEM	1

THEME 6: WORKFORCE COMPOSITION

Table 6 represents the composition of teaching and non-teaching staff at Australian Islamic College of Sydney in 2021. Staff members come from a variety of backgrounds, however, the college did not have any indigenous employees.

Table 6: Workforce composition of Australian Islamic College of Sydney in 2021.

Workforce composition at Australian Islamic College of Sydney in 2021					
Role	Full-time		Part-time		Total
	Male	Female	Male	Female	
Principal	1	0	0	0	1
Head of Senior School	1	0	0	0	1
Head of Middle School	1	0	0	0	1
Head of Junior School	1	0	0	0	1
Curriculum Leader	0	1	0	0	1
Academic Applications Leader	1	0	0	0	1
Head of Departments (Secondary School)	4	1	0	0	5
Teachers (Secondary School)	14	11	0	1	26
Stage Coordinators (Primary School)	1	2	0	0	3
Teachers ((Primary School)	4	26	0	3	33
Year Advisors (Primary School)	1	7	0	0	8
Librarian	0	2	0	0	2
Learning Support Teachers ((Primary School)	0	2	0	1	3
Learning Support Teachers (Secondary)	0	0	0	1	1
Total Number of Teachers	29	52	0	6	87
Teacher Aides (Primary)	1	6	0	0	7
COVID Support Staff	3	6	1	0	10
Laboratory Technician	1	0	0	0	1
IT Support	4	0	0	0	4
First Aid Officer	0	1	0	0	1
Groundskeepers	2	0	0	0	2
Administration staff	3	6	0	0	9
Total	43	71	1	6	121

THEME 7: ATTENDANCE, RETENTION RATES AND POST-SCHOOL DESTINATIONS

Student Attendance Rates

In 2021 the average attendance rate was 90.28 % (Table 7) which was almost the same as attendance rate in 2020 (90.03). Few additional strategies have been put in place to further improve the attendance rate in 2022.

Table7: Student Attendance Rates in 2021

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	90.70%	7	89.95%
1	90.60%	8	89.95%
2	92.30%	9	88.59%
3	93.06%	10	88.26%
4	92.77%	11	89.32%
5	92.45%	12	83.96%
6	93.68%	ALL GRADES (7 - 12)	88.34%
ALL GRADES	(K - 6)		92.22%
Whole School	90.28%		

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 returning from absence, students are required to provide a written explanation, signed by a parent or guardian explaining the reasons for 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. 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 teacher (class or roll call). If the absence remains unexplained after 7 days, this is recorded on SEQTA as unexplained.

Unexplained absences which continue beyond this point are followed by Stage Coordinators (K-6) or Year Advisors (7-12). 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.

Post School Destinations

A total of 49 students sat for HSC Examinations in 2021. All of the 49 gained admissions to universities and tertiary institutions. They gained admissions in a range of Universities. A majority of them gained admission at the University of Western Sydney.

THEME 8: ENROLMENT POLICY

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, ANTI-BULLYING, DISCIPLINE, COMPLAINTS AND GRIEVANCES

<i>Student Welfare</i>	Changes made and access in 2021
The K-12 Student Welfare and Behaviour Management Program at the Australian Islamic College of Sydney (AICS) facilitates both the personal and academic care of students. This program utilises a positive psychological approach in order to achieve student wellbeing. When using a positive psychological approach, our initiatives focus on: • Expressing gratitude • Identifying personal strengths • Building positive relationships • Developing positive emotion • Acquiring leadership skills • Utilising a growth mindset • Building resilience	Few changes were made to the Student Welfare and Behaviour Management Program in 2021. The behaviour consequence flow chart was revised. Next full policy review is due in February 2022. The policy is available on the College website and from AICS upon request
In particular, the Student Welfare and Behaviour Management Program has a focus on developing our students spiritually, emotionally, intellectually; and physically via the concepts of gratitude, the identification of personal strengths, and the development of positive relationships, positive emotion, leadership skills, and resilience. The Student Welfare and Behaviour Management Program at the AICS is firmly based on Islamic morals and values and is delivered through a variety of structured activities which include: fortnightly themed assemblies, guest speakers and presentations. External activities complement the College program. Students involved in inappropriate behaviour will be actively encouraged to seek assistance from their respective Year Advisor and/or Welfare Coordinator. <i>The College does not tolerate/allow corporal punishment of any kind. The principles of procedural fairness are followed in regards to the follow up of any disciplinary issue.</i> Procedural fairness refers to what are sometimes described as the “hearing rule” and the “right to unbiased decision”.	

Complaints	Changes made and access in 2021
At the Australian Islamic College of Sydney all members of the College community share in the responsibility of educating children within a context of justice and love. The College provides an appropriate model of conflict resolution by which disputes and complaints about the provision of education are resolved. A culture of listening and acknowledging differing opinions is achieved by clear processes that enhance communication, provide direction and are understood and supported by all community members. Policy, programs and practice reflect respect for one another. This is achieved by building positive relationships, respecting each other's rights, and seeking to fulfil our responsibilities as teacher and parent. Normally, all complaints are handled by personnel with no links to the issue of concern using a fair, unbiased manner to facilitate transparency and objective assessment of the situation under consideration. 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).	No changes were made to the complaints procedure in 2021 Next review is due in June 2022 The policy is available on the College website and from AICS upon request
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 2021
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.	No changes were made to the grievance procedure in 2021. Next review is due in June 2022. The policy is available on the College website and from AICS upon request

On receipt of a grievance the College will determine the most appropriate method of dealing with it as per the policy.	
<i>Discipline</i>	Changes made and access in 2021
The Australian Islamic College of Sydney (AICS) is committed to maintaining an inclusive learning environment and a positive school climate where students, parents and staff feel safe and have a strong sense of belonging. The school community aims to help our students become responsible, self-disciplined and respectful of the rights of others. 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. AICS aims to develop positive relationships between all members of the College community and to promote high standards of behaviour and personal responsibility. All students are expected to show respect at all times and display behaviour that reflects well on themselves, their families, the College and their faith. We focus on building respectful relationships with students by maintaining best practice through the use of class rules that emphasise safety, respect and learning. The College actively encourages the growth and development of the whole person – spiritually, intellectually, psychologically	Few changes were made to the Discipline and Behaviour Management Program in 2021. The behaviour consequence flow chart was revised and SEQTA merit award system was introduced. Next full policy review is due in February 2022. The policy is available on the College website and from AICS upon request
and socially – and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others. AICS incorporates the recognition of both appropriate and inappropriate behaviours and the reward and consequences for both. This policy recognises that if the responsibility for discipline is shared by all members of the College community, with a positive outlook for the students in our care, that a safe, challenging and caring environment should be possible for all students, staff and parents. In terms of inappropriate behaviours the policy and following procedures require staff to use their knowledge of the students and situations to ‘anticipate’ what could happen and respond accordingly in an informed, non-instinctive manner, thereby helping to prevent situations arising.	
<i>Anti-Bullying</i>	Changes made and access in 2021
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	No changes were made to the policy in 2021.

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>Rights</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>To feel safe</td> <td>To respect the Islamic beliefs and Values</td> </tr> <tr> <td>To learn</td> <td>To be a learner</td> </tr> <tr> <td>To be respected</td> <td>To respect others</td> </tr> <tr> <td>To be valued</td> <td>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	Next review is due in June 2022 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 2021 we continued with a whole school improvement plan of 2020 to reflect our improvement targets from K-12. These targets were divided into three objectives, with broad and specific strategies to allow for consistent and continual achievement of the school's goals.

1. Teaching, Learning and Curriculum: Improve our teaching and learning within the College, including reviewing and evaluating the curriculum documentation.
2. Pastoral care: Improve and enhance the College's pastoral care processes, with a strong emphasis on student well-being and anti-bullying.
3. Co-curricular activities: Plan appropriate co-curricular activities to enrich and complement the learning of our students beyond the classroom.

Achievement of 2021 School Priorities

Area	Priorities	Achievements
Teaching, Learning & Curriculum	Develop quality remote learning program. Implement digital technologies. Create online assessments. Monitor staff and students work whilst working and learning from home. Align teaching and learning practices with the school's purpose and values. Continually develop and review a team of effective Learning Support systems and teachers Develop and maintain documentation, assessment and reporting processes which reflect our key principles of teaching and learning.	• Reduced six and seven period lessons to three subjects per day for both Primary and Secondary during online schooling. • Coordinators and HoD's worked with their staff to create engaging online lessons and assessments. • Used Edmodo and Zoom to deliver lessons. • Modified assessments to suit remote learning. • Students submitted task for the day on Edmodo and Staff allowed executives to be co-teachers. • All KLA programs are aligned with NESA requirements. • Learning support staff were employed in both Primary and Secondary. • All student record were maintained on SEQTA including academic reports. Online parent teacher interviews were conducted. • Staff appraisals were also conducted.
Pastoral Care	Provide student wellbeing sessions during remote schooling. Provide access to students and parents to reach school staff for support during remote learning. Check up on vulnerable students and families. Engage staff in the process of thinking, reflecting and revising the student welfare policy and strategies.	• Year advisors conducted one hour sessions every second Wednesday on student welfare. • Allocated online sports days where sports teachers posts games and competitions that students can partake remotely. • Allocated a staff to handle parent concerns and provided email addresses for

	Foster and develop provision of pastoral care.	parents to have direct access to the relevant staff. • Staff made phone calls to vulnerable families and new students to check up on them. • All communication and actions were recorded on SEQTA. • Appointment of Year Advisors for each grade. • Wellbeing PD's for staff and students. • Training provided for staff looking after student welfare. • Online Zoom sessions on student welfare during remote learning period.
Co-Curricular activities	Develop in the school community a greater understanding of the importance and value of co-curricular activities and programs. Establish an approach that is consistent and complementary from the Primary through Secondary School.	• Students participated in interschool competitions. • Sports lessons allocated on school timetable. • Students participated in paid sports such as Ninja warrior and swimming compared to just sports at the park. • Students worked in an intensive framework in the enrichment circle to contribute towards the publication of a novel.

THEME 11: INITIATIVES IN PROMOTING RESPECT AND RESPONSIBILITIES

The Australian Islamic College of Sydney (AICS) is a convivial and harmonious community that encourages a sense of belonging in an environment filled with tranquillity 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 includes acknowledging the Traditional Owners of the country and paying respect to their Elders, both past and present, and engaging in various important events throughout the year. Events include, commemorating ANZAC and Remembrance Day, Global citizenship day and multicultural day. Students are also taking part in Ramadan and Eid festivals aimed at promoting Islamic morals as well as enlightening the parents on the betterment of their community cohesiveness for support through various communication channels.

Our students play an active role in fundraising for the local community and are regular participants in the Western Sydney Multicultural debating and public speaking competitions. In addition, students contribute to the community through their involvement in Harmony Day, hosting and being hosted by different schools from many different backgrounds and faiths where respect, understanding and acceptance is readily promoted. Students also actively participate in No to Cyberbullying Day, Jeans for Gene's day, Canteen Day, Daffodil Day, the Australia/ Children's Medical Research Institute, McGrath Foundation and the 'NRL One Community' and 'In league in Harmony' programs.

As active members of the 'Clean-up Australia Day', all students from Kindergarten to Year 12 enjoy keeping the school and the neighbourhood clean by collecting rubbish and recyclable materials. Students are also encouraged to recycle within their classrooms. Parents and students are also invited to partake in the 'Bullying **No Way**' communities program involving our local area police who put forward a number of preventive measures. Other noteworthy events that our students have participated in include: SRC volunteer week, Science week, Literacy and Numeracy week, Cultural / Language Reading Initiative (NLNW), Young Australian Women Leaders, Readathons, Healthy Harold, (NED Show) Never give up, and encourage others and do your best.

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 arisen.

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 parent survey was conducted in 2021 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. Parents 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 on the following pages.

PARENT SURVEY

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

[More Details](#)

Always	41
Sometimes	29
Rarely	8
Never	5



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

[More Details](#)

Always	21
Sometimes	37
Rarely	16
Never	9



3. Teachers at AICS treat students fairly

[More Details](#)

Always	22
Sometimes	45
Rarely	10
Never	6



4. AICS is a well maintained school

[More Details](#)

Always	14
Sometimes	41
Rarely	19
Never	9



5. My child feels safe at AICS

[More Details](#)

Always	34
Sometimes	39
Rarely	5
Never	5



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

[More Details](#)

Always	24
Sometimes	36
Rarely	15
Never	8



7. Student behaviour is well managed at AICS

[More Details](#)

Always	17
Sometimes	40
Rarely	12
Never	14



8. My child likes being at AICS

[More Details](#)

 Insights

Always	30
Sometimes	40
Rarely	7
Never	6



9. AICS looks for ways to improve.

[More Details](#)

Always	14
Sometimes	28
Rarely	23
Never	18



10. AICS takes parents opinions seriously.

[More Details](#)

Always	7
Sometimes	25
Rarely	23
Never	28



11. Teachers at AICS motivate my child to learn.

[More Details](#)

 Insights

Always	21
Sometimes	37
Rarely	16
Never	9



STUDENT SURVEY

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

[More Details](#)

Always	100
Sometimes	6
Rarely	0
Never	2



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

[More Details](#)

 Insights

Always	73
Sometimes	31
Rarely	3
Never	1



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

[More Details](#)

 Insights

Always	44
Sometimes	51
Rarely	9
Never	4



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

[More Details](#)

 Insights

Always	27
Sometimes	52
Rarely	23
Never	6



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

[More Details](#)

 Insights

Always	50
Sometimes	40
Rarely	13
Never	5



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

[More Details](#)

 Insights

Always	52
Sometimes	41
Rarely	7
Never	8



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

[More Details](#)

 Insights

 Always	27
 Sometimes	49
 Rarely	23
 Never	9



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

[More Details](#)

 Insights

 Always	45
 Sometimes	41
 Rarely	12
 Never	10



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

[More Details](#)

 Insights

 Always	45
 Sometimes	43
 Rarely	14
 Never	6



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

[More Details](#)

 Insights

 Always	28
 Sometimes	45
 Rarely	21
 Never	14



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

[More Details](#)

 Insights

 Always	82
 Sometimes	21
 Rarely	3
 Never	2



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

[More Details](#)

 Insights

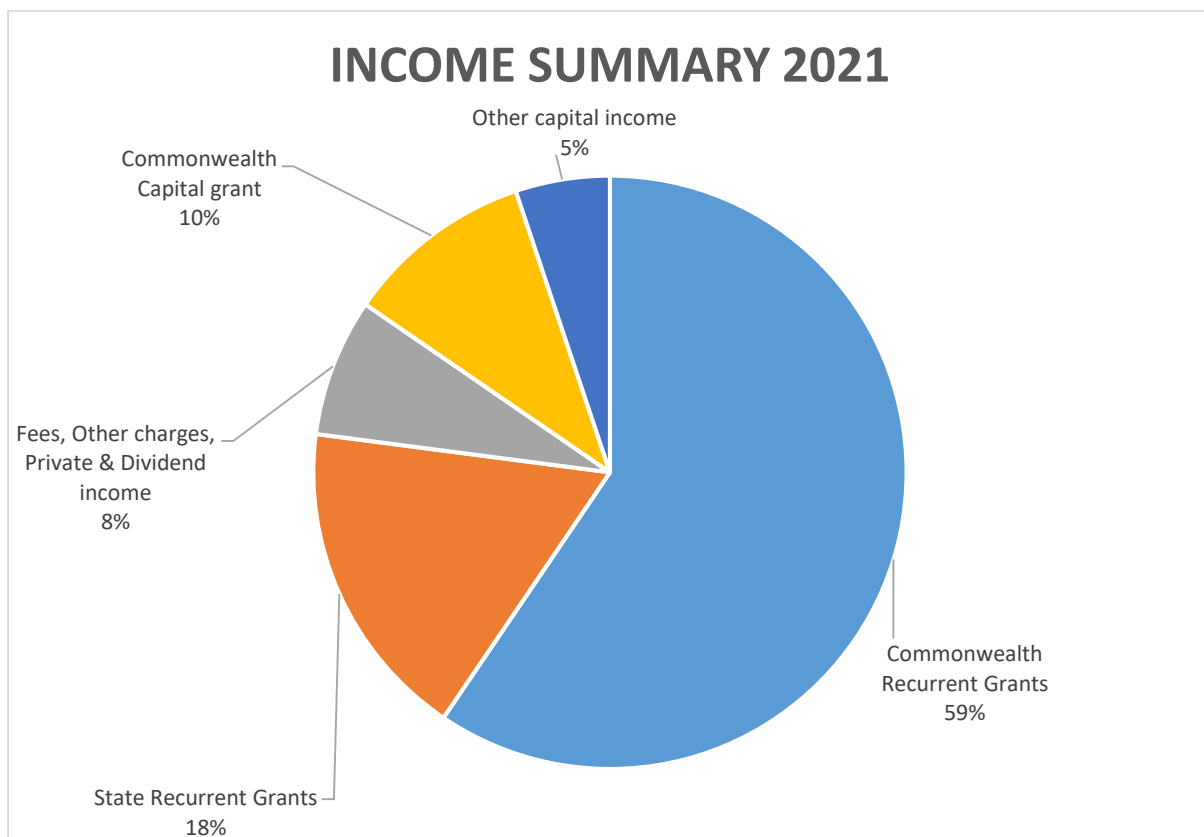
 Always	28
 Sometimes	55
 Rarely	17
 Never	8



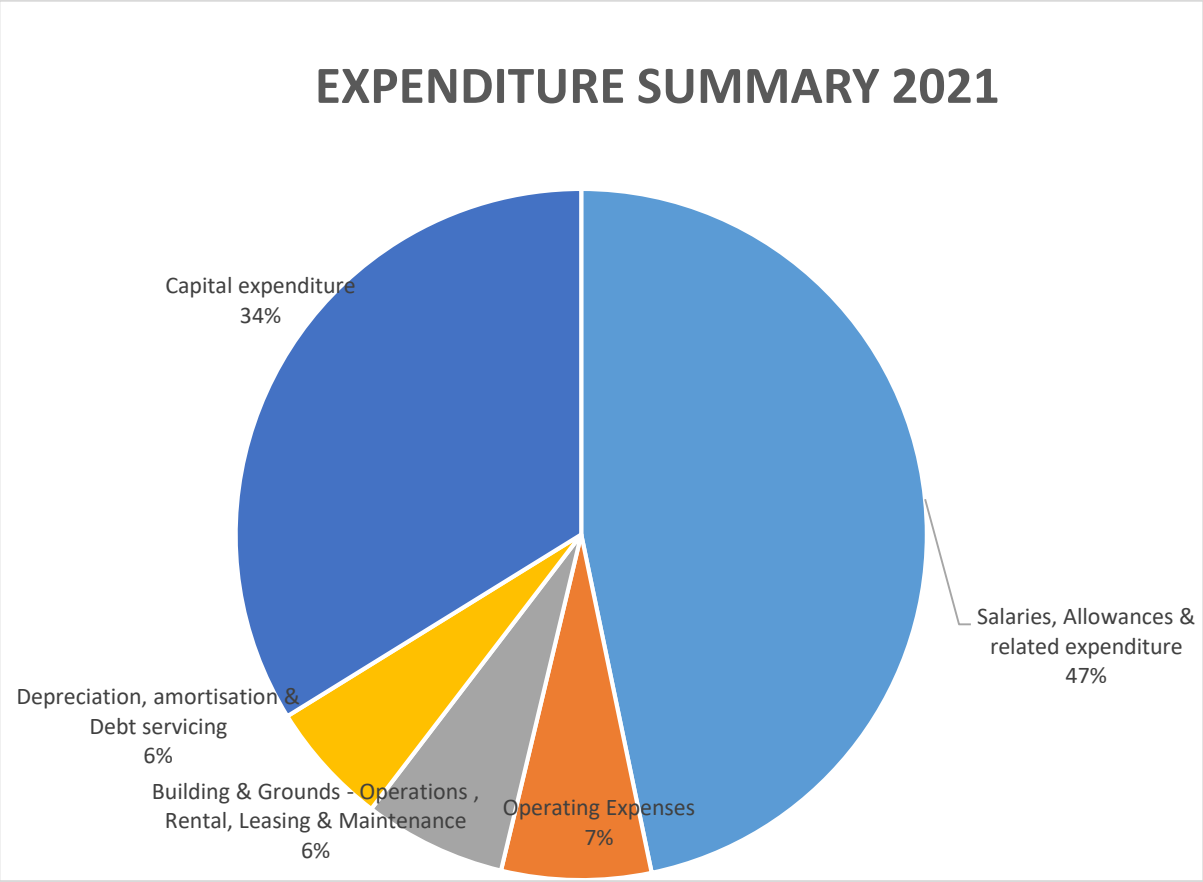
THEME 13: SUMMARY OF FINANCIAL INFORMATION 2021

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

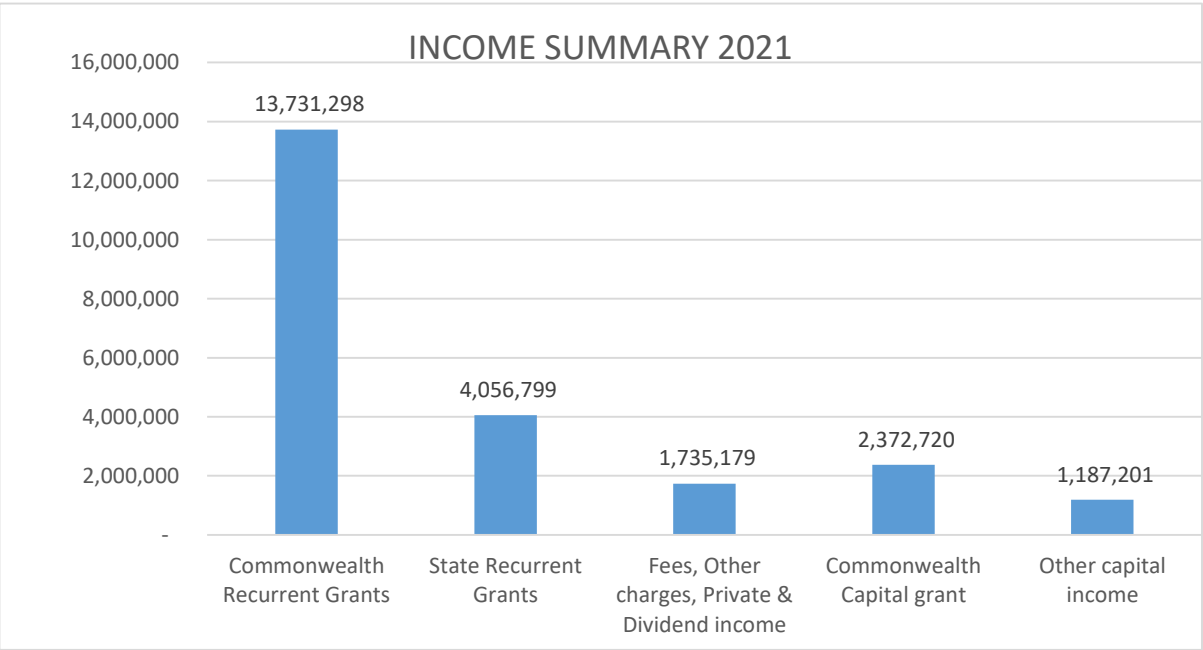
A) GRAPHIC ONE: RECURRENT/ CAPITAL INCOME REPRESENTED BY PIE CHART



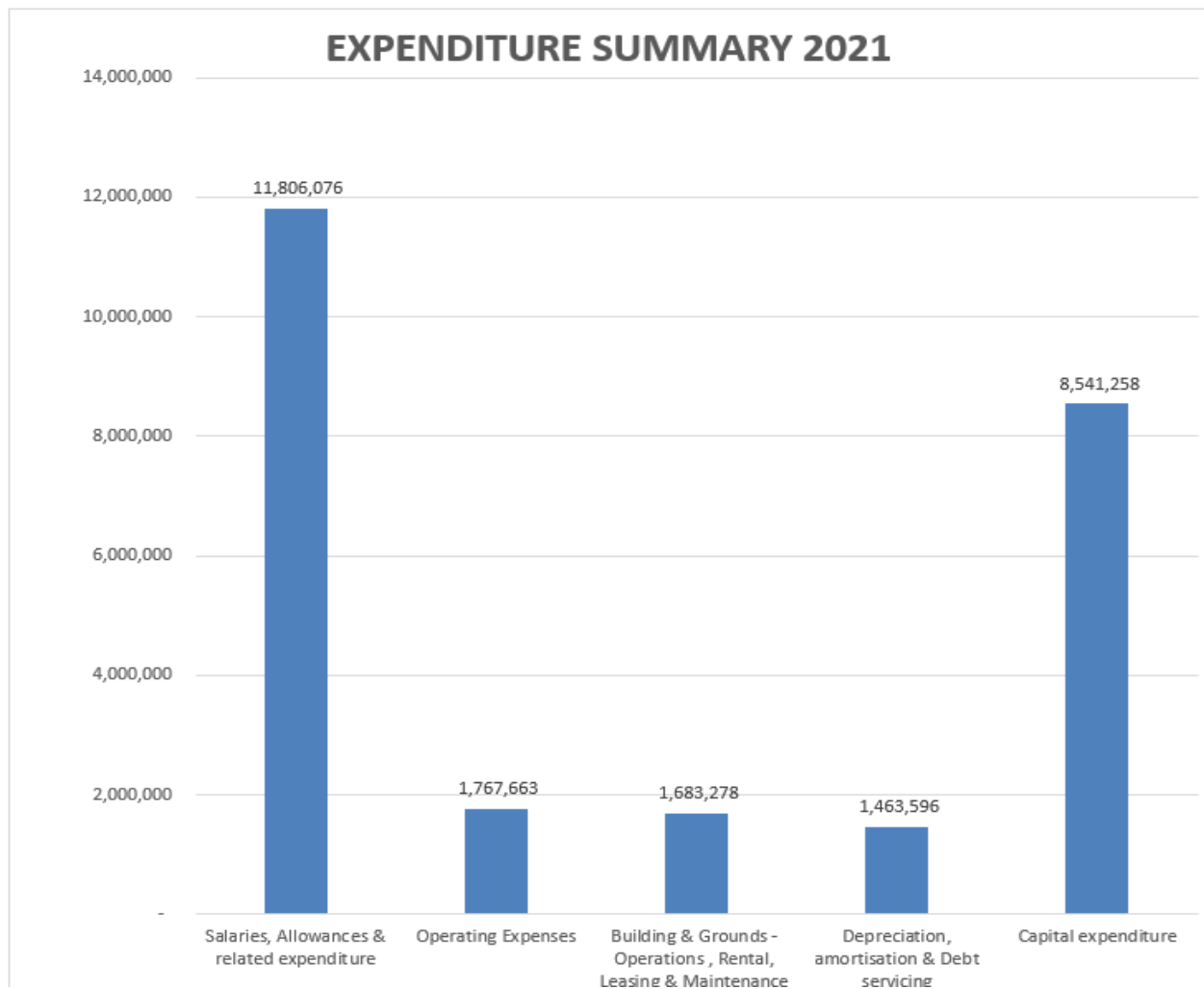
(B) GRAPHIC TWO: RECURRENT / CAPITAL EXPENDITURE REPRESENTED BY PIE CHART



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



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



THEME 14: COMPLIANCE WITH PUBLICATION INFORMATION REQUIREMENTS

- a. This report will be provided to NESA by 30th June 2022.
- b. The report will be made available to all public by publishing it on school website by 30th June 2022.
- c. A printed copy of the report will also be available to anyone who does not have access to the internet.
- d. College's notification policy outlines procedures to ensure availability of this report and other relevant information to the Minister on request.