

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY



ANNUAL REPORT 2025

SEEK KNOWLEDGE AND SERVE THY NATION



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THEME 1 – MESSAGE FROM KEY BODIES AND PERSONNEL

Message from the Principal

Alhamdulillah, 2025 has been an extraordinary year filled with learning, growth, and memorable achievements at the Australian Islamic College of Sydney. Our mission has always been to provide an education that combines academic excellence with strong Islamic values, and this year has been a testament to that vision.

One of the most significant highlights was the Umrah trip, where ten Year 9-11 male students and five teachers embarked on a spiritual journey to Mecca and Madinah. This life-changing experience strengthened their connection to Allah and deepened their understanding of faith, leaving a lasting impact on their hearts.

Our Book Week was an exciting event, where imagination and creativity came to life. I had the privilege of attending the Primary Students' Parade, witnessing their enthusiasm for reading and learning. It was truly heart-warming to see our young learners embrace literature with such joy.

Another major highlight was our Multicultural Festival, which brought together the diverse cultures within our school and local community. We were honoured to have Mayor Brad Bunting from Blacktown City Council join us and enjoy the festivities. The event was a celebration of harmony, diversity, and inclusion, reflecting the values we uphold at AICS.

Science Week, with a special Visit from The Hon. Ed Husic, sparked curiosity and innovation among our students, encouraging them to explore, question, and discover. Events like these demonstrate our commitment to holistic education that goes beyond textbooks, fostering critical thinking and creativity.

Beyond the classroom, our Primary and Secondary students excelled in a range of extracurricular activities, including sporting tournaments and creative arts projects. These opportunities enabled students to build confidence, and demonstrate teamwork, perseverance, and creativity.

Year 6 and Year 12 Graduation celebrated the achievements of our students as they transition to the next chapters of their lives. These moments remind us of our responsibility to equip them with knowledge, values, and resilience for their future.

This year, we also introduced programs that fostered leadership, service, and compassion. Through our Brothers in Need initiative, student volunteers engaged in community service and demonstrated a strong commitment to social responsibility. Students also visited elderly members of the community through Muslim Care's Social Support with Elderly Muslims program, offering companionship and support. In addition, our Year 11 and 12 students participated in UCAT workshops, helping prepare them for future pathways in medicine and health sciences.

These achievements reflect the success of a school community that works together to provide the best for our students. AICS is doing exceptionally well, Alhamdulillah, and we are always striving to reach even greater heights- academically, spiritually, and socially.

I would like to express my deepest gratitude to our School Board for their visionary leadership, to our teaching and non-teaching staff for their tireless commitment, to our parents for their trust and partnership, and most importantly, to our students for their hard work and enthusiasm. Together, we nurture a school where learning thrives, values are lived, and every child has the opportunity to succeed.

May Allah (SWT) continue to bless our efforts and guide us as we strive to nurture the next generation of confident, capable, and compassionate leaders.

Mohammed Riaaz Ali

Principal

Message from the Chairman

“Read in the name of your Lord who created. Created man from a clot. Read, and your Lord is the Most Generous, Who taught by the pen, taught man that which he knew not.” (Surah Al-‘Alaq 96:1-5)

These words remind us that the pursuit of knowledge is a divine command and a lifelong journey. At the Australian Islamic College of Sydney, our commitment to education is rooted in our motto, “Success through Knowledge and Faith.”

Our Vision is to nurture complete Islamic personalities, grounded in worship, enriched by scholarship and prepared for leadership. Our Mission is to form students through purposeful learning, nurturing guidance and authentic Islamic practice, so they develop the habits, skills and character needed to thrive and contribute meaningfully to their lives and the lives of those around them.

The School Board has played a pivotal role in shaping the strategic direction of AICS, ensuring that every decision aligns with our values and mission. This year, we took a historic step by purchasing land in Riverstone with the intention of building another campus in the future. This initiative represents our commitment to expanding educational opportunities for the next generation, ensuring that more families can benefit from the quality education AICS provides.

Our future plans include opening up another campus, enhancing existing facilities, introducing innovative programs, strengthening Islamic education, and creating more pathways for students to succeed academically, socially, and spiritually. We aim to make AICS a place where every child feels supported, inspired, and empowered to achieve their full potential.

As we reflect on these achievements, I would like to express my heartfelt gratitude to our School Principal, Executive Staff, our dedicated teaching and non-teaching staff, our parents and students. To our teaching and non-teaching staff, your dedication, professionalism, and care are the backbone of this institution. Together, we have built a community where knowledge, faith, and values thrive. Parents, your unwavering support and trust in our vision inspire us to strive for excellence. Students, your determination and passion for learning give meaning to our mission.

On behalf of the School Board, I thank you for your continued support and commitment. May Allah (SWT) bless our efforts and guide our students to success in this world and the Hereafter.

Muhammad Shahzad Idrees

Chairman of the Board

Message from the Senior Student Representative Council



The 2025 Student Leadership body was led with distinction by School Captains Taha Choopani and Nireman Zainab, alongside Vice Captains Aaqib Reza and Hafsa Hussein. As the primary representatives of the student body at AICS, they consistently exemplified the core values and principles of the College. Together with the SRC prefect team – Davut Harput, Saabir Mulla, Kawther Adam, Fatema Khan, Afizah Mansur and Sameer Ahmed Ali – they worked closely with the College to effectively model and uphold its Islamic ethos.

The SRC team demonstrated outstanding leadership throughout the year by proactively undertaking a wide range of responsibilities. These included overseeing playground duties, assisting with school assemblies and functions, and supporting school staff by managing late student check-ins. They also played a significant role in mentoring the Year 7–10 Prefects, equipping them with valuable leadership skills and inspiring them to become future leaders within the College community. In addition, the SRC actively assisted in organising and supporting various fundraisers and events throughout the year, contributing greatly to the success of numerous school initiatives.

Furthermore, in response to the ongoing humanitarian crisis in Palestine, the SRC united the school community through a series of fundraising initiatives held from 12 March to 28 March 2025. These events aimed to support those affected by the conflict and reflected the shared values of compassion, empathy, and global citizenship upheld within the College community. The generosity demonstrated by students, staff, and families throughout the appeal was truly inspiring and highlighted the strong sense of unity and care within AICS.

A notable achievement during the year was the SRC's collaboration with the charitable organisation Brothers in Need. On Wednesday, 6 August 2025, the Year 12 students visited the Brothers in Need headquarters, where they assisted in assembling more than 100 hampers using donations collected from the wider community. The AICS community alone contributed enough items to create 146

hampers, all of which were packed with care and generosity. The SRC played an instrumental role in coordinating and gathering donations, demonstrating compassion, empathy, and a strong commitment to serving those in need. This initiative provided students with a meaningful opportunity to engage in community service and reinforced the importance of giving, gratitude, and social responsibility.

Another significant initiative during the year was the College's inaugural Umrah fundraiser. In collaboration with Fried Brothers, the SRC assisted in promoting and organising a burger fundraiser held on Thursday, 11 September 2025. Fried Brothers beef burgers were sold for \$10 each to help raise funds for ten male students from Years 9–11 and five male staff members who embarked on the blessed journey of Umrah on 28 September 2025. The fundraiser was strongly supported by the school community and contributed towards providing students with a spiritually enriching and memorable experience.

On Saturday, 13 September 2025, Year 12 students participated in the Brothers in Need Homeless Run at Martin Place, where they assisted in distributing hot meals, clothing, and essential items to individuals experiencing homelessness. This experience raised awareness of important social issues, fostered empathy, and encouraged students to make a positive contribution to the broader community. The College extends its sincere appreciation to Ms Hussain for organising and supporting this important initiative.

The SRC team's active participation and leadership throughout the year made them exemplary role models for their peers. Their dedication, integrity, compassion, and service to the community left a lasting impact on the College and set a strong foundation for future student leaders to follow.

Ahmad Ismail

Head of Wellbeing and Discipline

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 2025 the school had a student population of **1,289** (Table 1) with **673** female students and **616** 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 2025

Primary School				High School			
Year	Girls	Boys	Total	Year	Girls	Boys	Total
K	65	56	121	7	54	49	103
1	53	61	114	8	51	54	105
2	65	43	108	9	43	49	92
3	56	64	120	10	44	31	75
4	53	64	117	11	35	22	57
5	68	51	119	12	23	15	38
6	63	57	120				
Total	423	396	819	Total	250	220	470
%	51.65%	48.35%			53.20%	46.80%	
School Total:		1289					

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

The 2025 NAPLAN results reflected the College's concerted efforts in providing quality education to our students. Students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). These annual assessments test a variety of literacy and numeracy skills that progress over time throughout the curriculum. The College makes strong recommendations to the parents /guardians to review NAPLAN data in conjunction with College reports that provide more comprehensive data throughout the academic year.

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

Summary of Year THREE NAPLAN Results 2025

Domain	Exceeds	Strong	Developing	Needs support	Total
Numeracy	7 (7%)	68 (66%)	21 (20%)	7 (7%)	103
Reading	18 (18%)	62 (61%)	19 (19%)	3 (3%)	102
Spelling	32 (31%)	58 (57%)	8 (8%)	4 (4%)	102
Writing	14 (14%)	81 (81%)	5 (5%)	0 (0%)	100
Grammar	8 (8%)	64 (63%)	23 (23%)	7 (7%)	102

The table above shows the performance of Year 3 in the different areas assessed in NAPLAN in 2026. Students are assessed on a range of questions that increase in difficulty, and each domain is reported against four levels of achievement.

Year Three students have produced encouraging results in their first NAPLAN assessment, with the majority of the cohort achieving at or above the expected standard across every domain. **Writing and Spelling are clear strengths**, while **Numeracy and Grammar** show the greatest opportunity for targeted growth. The overview below summarises performance in each domain and informs the action plan that follows. **Year 3 Gifted and Talented students have been practising problem-solving questions during Math Explorer lessons.**

Overview for Each Assessment Result

1. NUMERACY

- **Exceeds:** 7% of students performed above expected levels.
- **Strong:** 66% demonstrated a strong understanding of numeracy concepts.
- **Developing:** 20% are progressing but not yet meeting expectations.
- **Needs Support:** 7% require additional help in numeracy.

While 73% of students are achieving at or above the expected level, Numeracy shows one of the larger proportions of students requiring further development - 20% Developing and 7% Needs Support (27% combined). Targeted intervention and differentiated instruction, particularly in problem-solving and number concepts, will be key to lifting more students into the Strong band.

2. READING

- **Exceeds:** 18% of students demonstrated exceptional performance.
- **Strong:** 61% showed solid understanding and competency.
- **Developing:** 19% are progressing but not yet meeting full expectations.
- **Needs Support:** 3% require additional support to meet learning goals.

A strong majority of students (78%) meet or exceed expectations in Reading, and only 3% require intensive intervention. Continued emphasis on comprehension strategies and text engagement will help shift students from the Developing band into Strong, and from Strong into Exceeds.

3. SPELLING

- **Exceeds:** a high 31% of students exceeded expectations.
- **Strong:** 57% showed consistent and proficient spelling skills.
- **Developing:** 8% are still developing in this area.
- **Needs Support:** 4% require additional support.

Spelling is a clear strength, with 88% of students meeting or exceeding expectations and the highest proportion of any domain in the Exceeds band (31%). This reflects effective, consistent instruction and should be maintained and extended through enrichment and vocabulary work.

4. GRAMMAR

- **Exceeds:** 8% of students are performing at a high level.
- **Strong:** 63% demonstrate a good grasp of grammatical concepts.
- **Developing:** 23% are approaching expected proficiency.
- **Needs Support:** 7% are significantly below expectations.

Grammar shows solid performance with 71% at or above expected standards. However, the 23% in the Developing band and 7% Needs Support (29% combined - the largest of any domain) indicate a clear need for targeted teaching of sentence structure, punctuation and grammatical accuracy.

5. WRITING

- **Exceeds:** 14% of students are performing at a high level.
- **Strong:** 81% demonstrate strong, well-structured writing.
- **Developing:** 5% are approaching expected proficiency.
- **Needs Support:** 0% - no students are significantly below expectations.

Writing is the standout strength of the 2026 cohort, with 95% of students at or above expected standards, 81% in the Strong band, and no students requiring additional support. Only 5% sit in the Developing band. High-quality writing instruction should be sustained and extended through richer composition and editing tasks.

6. Action Plan

Based on the results above, an action plan has been developed to enhance overall student achievement. Focused efforts are recommended in Numeracy and Grammar, while sustaining the high performance already evident in Writing and Spelling, and reinforcing steady progress in Reading:

- Prioritise Numeracy and Grammar for targeted instructional support.
- Maintain and extend excellence in Writing and Spelling.
- Reinforce Reading achievement with high-impact comprehension practices.
- Monitor progress regularly through formative assessment and adjust strategies accordingly.

Numeracy & Grammar - Areas to Improve

- A notable 27% (Numeracy) and 29% (Grammar) of students remain in the Developing or Needs Support bands.
- Introduce targeted intervention blocks focusing on problem-solving, number sense, sentence structure and grammatical accuracy.
- Provide scaffolded tasks and regular check-ins to support students transitioning into the Strong band.
- Strengthen feedback loops with formative assessment and personalised learning goals.

Reading - Steady Progress

- **Reading shows solid results with 78% at or above expected standards and only 3% requiring intensive support.**
- Build comprehension and fluency through guided reading and differentiated texts.
- Encourage independent reading with student choice and levelled libraries.

Spelling - Maintain High Achievement

- Outstanding results with 31% in the Exceeds band and 88% at or above expected standards.
- Enrich vocabulary and etymology study for high achievers.
- Integrate spelling mastery into writing tasks and cross-subject projects.

Writing - Maintain High Achievement

- Outstanding results with 95% of students at or above expected standards (Exceeds and Strong) and no students requiring support.
- Only 5% of students sit in the Developing band and would benefit from light, targeted support.
- Sustain high-quality instruction and extend able writers through richer composition and editing tasks.

7. Recommended Programs to Strengthen Teaching and Learning

Building on the action plan, the following evidence-based programs and teaching approaches are recommended for incorporation into Year 3 - and, where appropriate, the broader Primary - teaching programs. They are grouped by priority, directing the greatest support to the areas of highest need (Numeracy and Grammar) while sustaining current strengths and extending high-potential students. Final selection should consider current licensing, staff training requirements and alignment with the NSW syllabus.

Numeracy - Targeted Intervention and Practice

- **QuickSmart Numeracy or Bond Blocks:** structured, hands-on intervention for the 7% in Needs Support and 20% in Developing, building automaticity and number sense.
- **Extending Mathematical Understanding (EMU):** intensive small-group support for the most at-risk students, delivered by a trained specialist teacher.
- **Mathletics / Mathseeds:** differentiated online practice with progress tracking to move Developing students into the Strong band.
- **Daily Number Talks and mental-maths routines:** short, whole-class problem-solving discussions that strengthen reasoning and fluency across all bands.

Grammar & Writing - Explicit Skill Building

- **The Writing Revolution (Hochman Method):** explicit, sentence-level grammar and syntax instruction - directly addressing the 29% of students below standard in Grammar.
- **Seven Steps to Writing Success:** a structured writing program that sustains the strong Writing results while embedding grammar in authentic composition.
- **Daily explicit grammar and editing routines:** brief, consistent practice in punctuation, sentence structure and proofreading integrated into writing lessons.

Reading - Reinforce Steady Progress

- **MultiLit suite (InitialLit / MiniLit Sage / MacqLit):** systematic synthetic-phonics and reading intervention for the 3% in Needs Support and 19% in Developing.
- **Reading Eggs / Reading Eggspress:** differentiated comprehension and fluency practice with student-level reporting.
- **Guided reading and independent reading:** levelled and decodable texts with student choice and a well-resourced classroom library.

Spelling - Maintain and Extend

- **Sound Waves (synthetic-phonics spelling):** sustain the strong spelling results through a consistent whole-school approach.
- **Vocabulary, morphology and etymology enrichment:** extend the high proportion of Exceeds students and link spelling mastery to writing.

Extension for Gifted & Talented Students

- **Continue and expand Math Explorer:** build on the existing problem-solving lessons that already support Gifted and Talented students.
- **Maths Olympiad (APSMO) and ICAS Assessments:** competition-level challenge and external benchmarking for high achievers.
- **da Vinci Decathlon and enrichment clusters:** cross-curricular, team-based challenge that stretches able students across domains.
- **NSW High Potential and Gifted Education (HPGE) Policy:** formalise identification and provision so high-potential students are consistently challenged in every classroom.

Whole School Structures to Support Improvement

- **Multi-Tiered System of Supports (MTSS / Response to Intervention):** a tiered framework ensuring Developing (Tier 2) and Needs Support (Tier 3) students receive structured small-group intervention.
- **Data walls and Learning Progressions:** track each student's movement between bands using the National Literacy and Numeracy Learning Progressions.
- **Formative assessment and personalised learning goals:** regular, low-stakes checks for understanding that inform differentiated instruction and feedback.

Implemented together, these programs create a coherent pathway - strong universal teaching for all students, targeted support for those who are Developing, intensive intervention for those who Need Support, and meaningful extension for high achievers - positioning the Year 3 cohort for continued improvement in future NAPLAN cycles.

8. Executive Conclusion

The 2026 Year 3 NAPLAN results present a positive overall picture for the Australian Islamic College of Sydney Primary School. Across all five domains, the majority of students achieved at or above the expected standard in the cohort's first national assessment, reflecting sound classroom teaching and a solid learning foundation.

Writing and Spelling are areas of distinct strength. In Writing, 95% of students performed at or above expected standards with no student requiring additional support, while Spelling recorded the highest proportion of students in the Exceeds band (31%) and 88% at or above the standard. These outcomes affirm the effectiveness of current literacy instruction and should be protected and extended.

Numeracy and Grammar are the clear priorities for improvement. Numeracy has 27% of students below the expected standard and Grammar 29% - the largest below-standard group of any domain. Structured, targeted intervention in problem-solving, number sense, sentence structure and grammatical accuracy will have the greatest impact on overall achievement, while Reading should be reinforced to maintain its steady progress.

The action plan and recommended programs set out in this report provide a coherent, tiered pathway: high-quality teaching for all students, targeted support for those who are Developing, intensive intervention for those who Need Support, and meaningful extension for high-potential learners through initiatives such as Math Explorer. With consistent implementation, regular progress monitoring through formative assessment, and continued investment in staff capability, the Primary School is well positioned to sustain its strengths and lift performance in the priority areas in future NAPLAN cycles. These results will continue to inform classroom practice, resourcing decisions and whole-school improvement planning throughout 2026 and beyond.

Summary of Year FIVE NAPLAN Results 2025

Domain	Exceeds	Strong	Developing	Needs support	Total
Numeracy	14 (12%)	75 (63%)	27 (23%)	3 (3%)	119
Reading	24 (20%)	72 (61%)	20 (17%)	3 (3%)	119
Spelling	48 (40%)	61 (51%)	9 (8%)	1 (1%)	119
Writing	9 (8%)	81 (68%)	23 (19%)	6 (5%)	119
Grammar	29 (24%)	55 (46%)	30 (25%)	5 (4%)	119

The table above shows the performance of Year 5 in the different areas assessed in NAPLAN in 2026. Students are assessed on a range of questions that increase in difficulty, and each domain is reported against four levels of achievement.

Year Five students have produced solid overall results in their 2026 NAPLAN assessment, with the majority of the cohort achieving at or above the expected standard in most domains. **Spelling and Reading are clear strengths**, while **Grammar, Numeracy and Writing** present the greatest opportunity for targeted growth. The overview below summarises performance in each domain and informs the action plan that follows. **Gifted and Talented students continue to be extended through problem-solving and enrichment activities, reflected in the strong proportion of students reaching the Exceeds band, particularly in Spelling (40%) and Grammar (24%).**

Overview for Each Assessment Result

1. NUMERACY

- **Exceeds:** 12% of students performed above expected levels.
- **Strong:** 63% demonstrated a strong understanding of numeracy concepts.
- **Developing:** 23% are progressing but not yet meeting expectations.
- **Needs Support:** 3% require additional help in numeracy.

Three-quarters of students (75%) are achieving at or above the expected level in Numeracy. However, 25% remain below the standard - 23% Developing and 3% Needs Support - indicating a sizeable group who would benefit from targeted support in problem-solving and number concepts to move into the Strong band.

2. READING

- **Exceeds:** 20% of students demonstrated exceptional performance.
- **Strong:** 61% showed solid understanding and competency.
- **Developing:** 17% are progressing but not yet meeting full expectations.
- **Needs Support:** 3% require additional support to meet learning goals.

Reading is a strength for the cohort, with 81% of students meeting or exceeding expectations and a healthy 20% reaching the Exceeds band. Only 3% require intensive support. Continued focus on higher-order comprehension and inference will help move more students from Developing into Strong, and from Strong into Exceeds.

3. SPELLING

- **Exceeds:** an outstanding 40% of students exceeded expectations.
- **Strong:** 51% showed consistent and proficient spelling skills.
- **Developing:** 8% are still developing in this area.
- **Needs Support:** 1% require additional support.

Spelling is the standout strength of the Year 5 cohort, with 92% of students meeting or exceeding expectations and an exceptional 40% in the Exceeds band - the highest of any domain. Only 1% require additional support. This reflects highly effective, consistent instruction that should be protected and extended through enrichment and morphology study.

4. GRAMMAR

- **Exceeds:** 24% of students are performing at a high level.
- **Strong:** 46% demonstrate a good grasp of grammatical concepts.
- **Developing:** 25% are approaching expected proficiency.
- **Needs Support:** 4% are significantly below expectations.

Grammar shows the widest spread of any domain. While 71% of students are at or above expected standards - and a notable 24% reach the Exceeds band - 29% sit below the standard (25% Developing and 4% Needs Support), the largest below-standard group of any domain. Targeted teaching of sentence structure, punctuation and grammatical accuracy is a clear priority.

5. WRITING

- **Exceeds:** 8% of students are performing at a high level.
- **Strong:** 68% demonstrate solid, well-structured writing.
- **Developing:** 19% are approaching expected proficiency.
- **Needs Support:** 5% are significantly below expectations.

Writing shows solid core performance, with 76% of students at or above expected standards and 68% in the Strong band. However, the Exceeds proportion is the lowest of any domain (8%), and 24% sit below the standard (19% Developing and 5% Needs Support - the highest Needs Support count of any domain). Strengthening text structure, vocabulary and editing, while stretching capable writers toward Exceeds, should be a focus.

6. Action Plan

Based on the results above, an action plan has been developed to enhance overall student achievement. Focused efforts are recommended in Grammar, Numeracy and Writing, while sustaining the high performance already evident in Spelling and Reading:

- Prioritise Grammar, Numeracy and Writing for targeted instructional support.
- Maintain and extend excellence in Spelling and Reading.
- Lift the proportion of students reaching the Exceeds band, particularly in Writing and Numeracy.
- Monitor progress regularly through formative assessment and adjust strategies accordingly.

Grammar & Numeracy - Priority for Development

- A notable 29% (Grammar) and 25% (Numeracy) of students remain in the Developing or Needs Support bands - the two largest below-standard groups.
- Introduce targeted intervention blocks focusing on sentence structure, grammatical accuracy, problem-solving and number sense.
- Provide scaffolded tasks and regular check-ins to support students transitioning into the Strong band.
- Strengthen feedback loops with formative assessment and personalised learning goals.

Writing - Strengthen the Core and Extend

- **24% of students sit below the standard (19% Developing, 5% Needs Support) and only 8% reach the Exceeds band - the lowest of any domain.**
- Focus explicit instruction on text structure, cohesion, vocabulary and editing.
- Stretch capable writers toward Exceeds through richer composition, modelled writing and targeted feedback.

Reading - Maintain Strong Performance

- Strong results with 81% at or above expected standards and 20% in the Exceeds band.
- Build higher-order comprehension and inference through rich, challenging texts.
- Encourage wide independent reading with student choice and levelled libraries.

Spelling - Maintain High Achievement

- Outstanding results with 40% in the Exceeds band and 92% at or above expected standards.

- Enrich vocabulary, morphology and etymology study for high achievers.
- Integrate spelling and vocabulary mastery into writing tasks to help lift Writing outcomes.

7. Recommended Programs to Strengthen Teaching and Learning

Building on the action plan, the following evidence-based programs and teaching approaches are recommended for incorporation into Year 5 - and, where appropriate, the broader Primary - teaching programs. They are grouped by priority, directing the greatest support to the areas of highest need (Grammar, Numeracy and Writing) while sustaining current strengths and extending high-potential students. Final selection should consider current licensing, staff training requirements and alignment with the NSW syllabus.

Grammar & Writing - Explicit Skill Building

- **The Writing Revolution (Hochman Method):** explicit, sentence-level grammar and syntax instruction - directly addressing the 29% below standard in Grammar and the 24% in Writing.
- **Seven Steps to Writing Success:** a structured writing program to lift text structure, cohesion and the proportion of students reaching the Exceeds band.
- **Daily explicit grammar and editing routines:** brief, consistent practice in punctuation, sentence structure and proofreading embedded in writing lessons.

Numeracy - Targeted Intervention and Practice

- **QuickSmart Numeracy or Bond Blocks:** structured intervention for the 3% in Needs Support and 23% in Developing, building automaticity and number sense.
- **Mathletics / mental-maths routines:** differentiated online practice and daily Number Talks to strengthen reasoning and move Developing students into Strong.
- **Rich problem-solving tasks:** open-ended, multi-step problems to deepen understanding and lift more students toward the Exceeds band.

Reading - Maintain and Extend

- **MacqLit (MultiLit for upper primary):** systematic reading intervention for students in the Developing and Needs Support bands.
- **Reading Eggspress and wide independent reading:** comprehension and fluency practice with challenging, varied texts to extend strong readers.
- **Higher-order comprehension and inference:** explicit teaching of inference, summarising and critical reading to lift students toward Exceeds.

Spelling - Maintain and Extend

- **Sound Waves (synthetic-phonics spelling):** sustain the outstanding spelling results through a consistent whole-school approach.
- **Vocabulary, morphology and etymology enrichment:** extend the high proportion of Exceeds students and transfer spelling and vocabulary mastery into writing.

Extension for Gifted & Talented Students

- **Problem-solving and enrichment programs:** continue challenging high-potential students, building on the strong Exceeds results in Spelling and Grammar.
- **Maths Olympiad (APSMO) and ICAS Assessments:** competition-level challenge and external benchmarking for high achievers.
- **da Vinci Decathlon and enrichment clusters:** cross-curricular, team-based challenge that stretches able students across domains.
- **NSW High Potential and Gifted Education (HPGE) Policy:** formalise identification and provision so high-potential students are consistently challenged in every classroom.

Whole-School Structures to Support Improvement

- **Multi-Tiered System of Supports (MTSS / Response to Intervention):** a tiered framework ensuring Developing (Tier 2) and Needs Support (Tier 3) students receive structured small-group intervention.

- **Data walls and Learning Progressions:** track each student's movement between bands using the National Literacy and Numeracy Learning Progressions.
- **Formative assessment and personalised learning goals:** regular, low-stakes checks for understanding that inform differentiated instruction and feedback.

Implemented together, these programs create a coherent pathway - strong universal teaching for all students, targeted support for those who are Developing, intensive intervention for those who Need Support, and meaningful extension for high achievers - positioning the Year 5 cohort for continued improvement in future NAPLAN cycles.

8. Executive Conclusion

The 2026 Year 5 NAPLAN results present a solid overall picture for the Australian Islamic College of Sydney Primary School. The majority of students achieved at or above the expected standard across most domains, with a healthy proportion reaching the Exceeds band - particularly in Spelling - reflecting sound classroom teaching and a strong learning foundation.

Spelling and Reading are areas of distinct strength. Spelling is exceptional, with 92% of students at or above the standard and 40% in the Exceeds band - the highest of any domain - while Reading recorded 81% at or above the standard with 20% Exceeding. These outcomes affirm the effectiveness of current instruction and should be protected and extended.

Grammar, Numeracy and Writing are the clear priorities for improvement. Grammar shows the widest spread, with 29% of students below the standard; Numeracy and Writing follow at 25% and 24% respectively, and Writing also has the lowest proportion of students in the Exceeds band (8%). Structured, targeted intervention - in grammatical accuracy, problem-solving and number sense, and text composition - together with deliberate extension toward the Exceeds band, will have the greatest impact on overall achievement.

The action plan and recommended programs set out in this report provide a coherent, tiered pathway: high-quality teaching for all students, targeted support for those who are Developing, intensive intervention for those who Need Support, and meaningful extension for high-potential learners. With consistent implementation, regular progress monitoring through formative assessment, and continued investment in staff capability, the Primary School is well positioned to sustain its strengths and lift performance in the priority areas in future NAPLAN cycles. These results will continue to inform classroom practice, resourcing decisions and whole-school improvement planning throughout 2026 and beyond.

Summary of Year SEVEN NAPLAN Results 2025

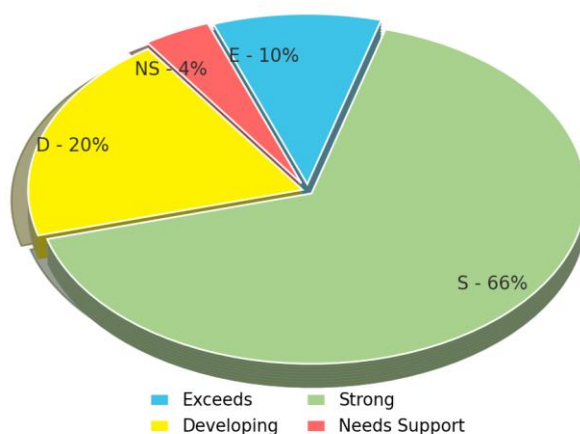
Year 7 Table

Year 7	Exceeds		Strong		Developing		Needs Support		Total
	#	%	#	%	#	%	#	%	#
Numeracy	10	10%	67	66%	20	20%	4	4%	101
Reading	14	14%	65	64%	18	18%	4	4%	101
Writing	20	19.8%	55	54.5%	24	23.8%	2	2%	101
Spelling	46	46%	45	44%	8	8%	2	2%	101
Grammar	18	18%	57	56%	16	16%	10	10%	101

The table presents the performance of Year 7 students across the 2025 NAPLAN domains: Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation. Results are organised into four proficiency categories: Exceeds, Strong, Developing, and Needs Support. Overall, a clear majority of students achieved results in the top two categories across each domain. The strongest combined Exceeds/Strong performance was in Spelling (90%), while the area with the largest proportion requiring targeted support was Grammar (10%).

Pie graphs of Year 7 NAPLAN Results 2025

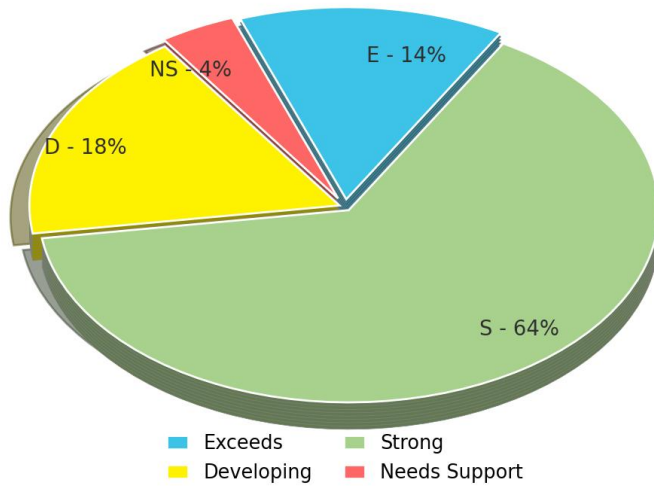
Year 7 Numeracy



Numeracy:

10% students achieved **exceeding** results
 66% students achieved **strong** results
 20% students were in the **developing** range
 4% students **need support**

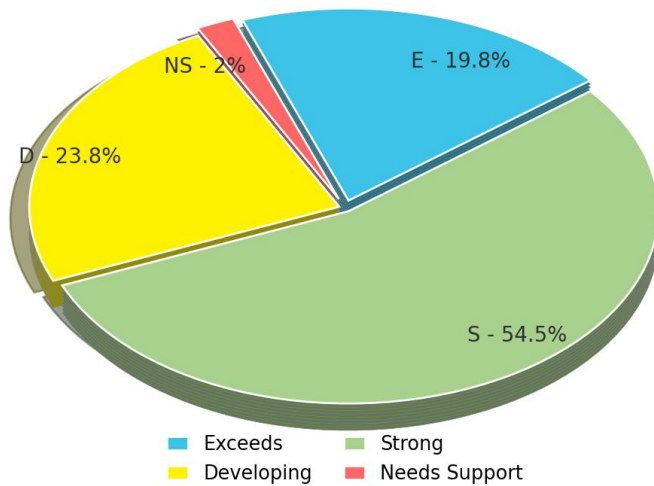
Year 7 Reading



Reading:

14% students achieved **exceeding** results
 64% students achieved **strong** results
 18% students were in the **developing** range
 4% students **need support**

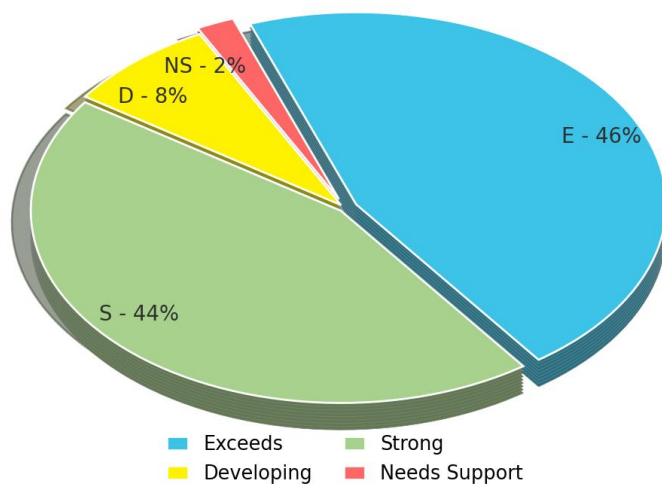
Year 7 Writing



Writing:

19.8% students achieved **exceeding** results
 54.5% students achieved **strong** results
 23.8% students were in the **developing** range
 2% students **need support**

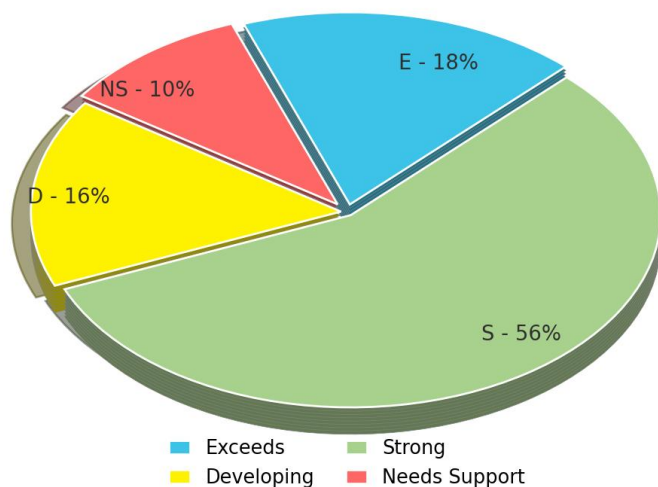
Year 7 Spelling



Spelling:

46% students achieved **exceeding** results
 44% students achieved **strong** results
 8% students were in the **developing** range
 2% students **need support**

Year 7 Grammar



Grammar:

18% students achieved **exceeding** results
 56% students achieved **strong** results
 16% students were in the **developing** range
 10% students **need support**

Summary of Year NINE NAPLAN Results 2025

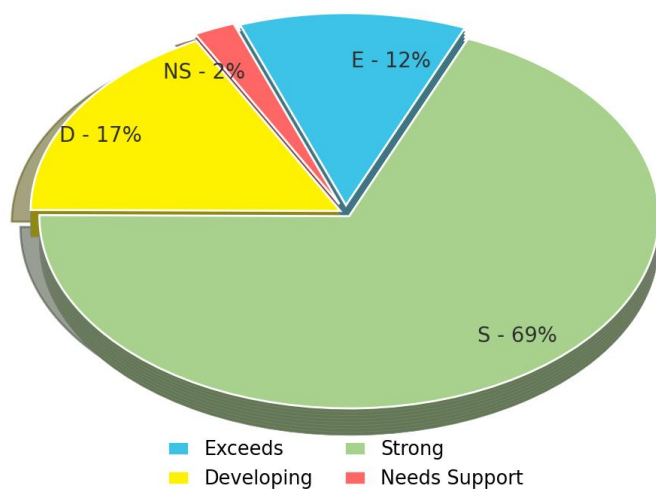
Year 9 Table

Year 9	Exceeds		Strong		Developing		Needs Support		Total
	#	%	#	%	#	%	#	%	
Numeracy	11	12%	64	69%	16	17%	2	2%	93
Reading	16	17%	62	67%	13	14%	2	2%	93
Writing	19	20.4%	58	62.4%	15	16.1%	1	1%	93
Spelling	45	48%	45	48%	2	2%	1	1%	93
Grammar	25	27%	46	50%	17	18%	5	5%	93

The table presents the performance of Year 9 students across the 2025 NAPLAN domains: Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation. Results are organised into four proficiency categories: Exceeds, Strong, Developing, and Needs Support. Overall, a clear majority of students achieved results in the top two categories across each domain. The strongest combined Exceeds/Strong performance was in Spelling (96%), while the area with the largest proportion requiring targeted support was Grammar (5%).

Pie graphs of Year 9 NAPLAN Results 2025

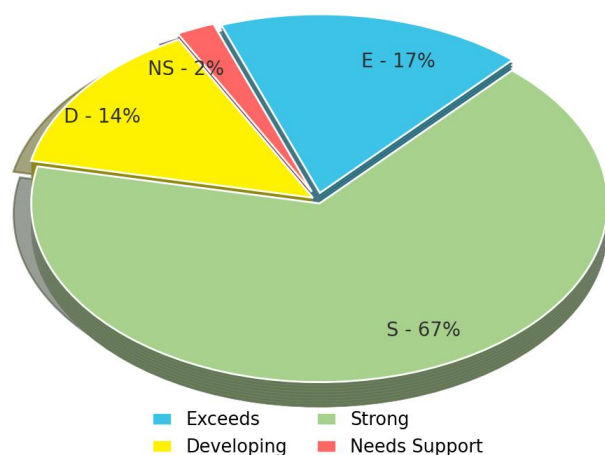
Year 9 Numeracy



Numeracy:

12% students achieved **exceeding** results
 69% students achieved **strong** results
 17% students were in the **developing** range
 2% students **need support**

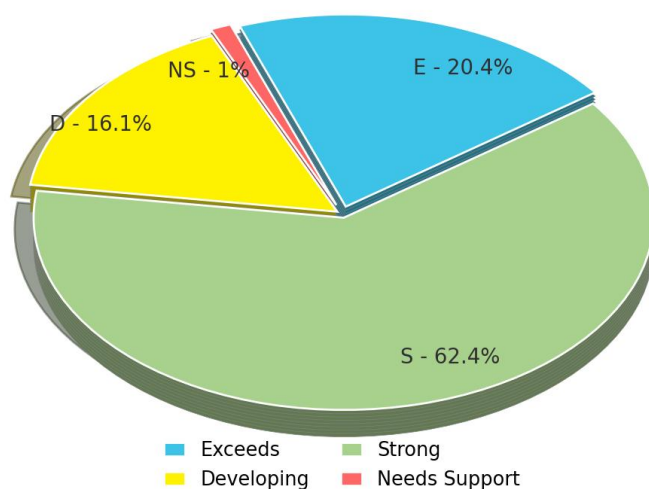
Year 9 Reading



Reading:

17% students achieved **exceeding** results
 67% students achieved **strong** results
 14% students were in the **developing** range
 2% students **need support**

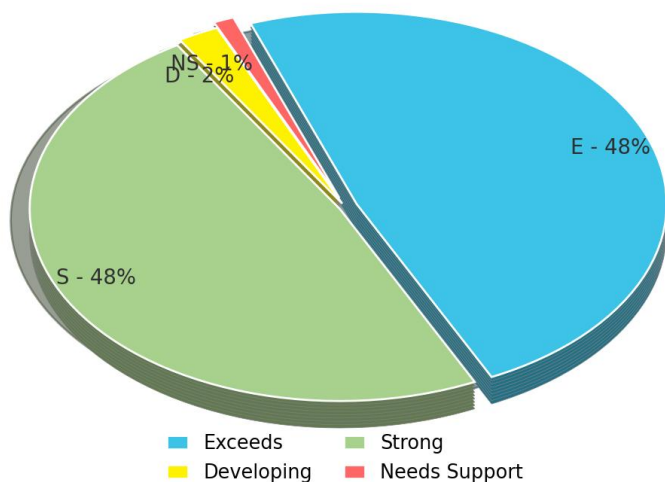
Year 9 Writing



Writing:

20.4% students achieved **exceeding** results
 62.4% students achieved **strong** results
 16.1% students were in the **developing** range
 1% students **need support**

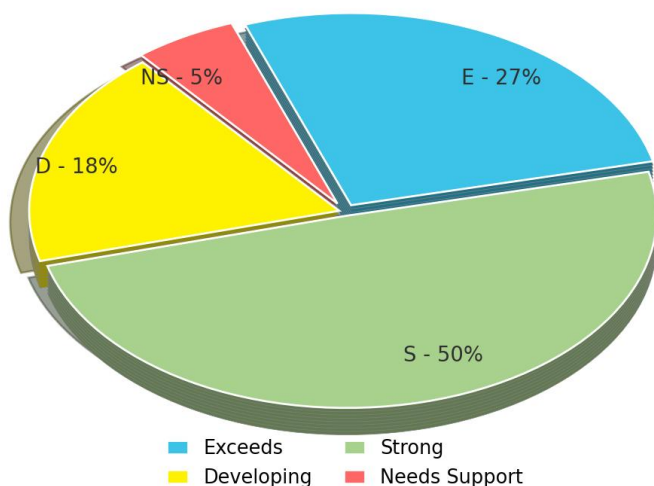
Year 9 Spelling



Spelling:

48% students achieved **exceeding** results
 48% students achieved **strong** results
 2% students were in the **developing** range
 1% students **need support**

Year 9 Grammar



Grammar:

27% students achieved **exceeding** results
 50% students achieved **strong** results
 18% students were in the **developing** range
 5% students **need support**

Overall Summary of Secondary NAPLAN Results 2025

Domain	Year 7 Exceeds + Strong	Year 7 Needs Support	Year 9 Exceeds + Strong	Year 9 Needs Support
Numeracy	76%	4%	81%	2%
Reading	78%	4%	84%	2%
Writing	74.3%	2%	82.8%	1%
Spelling	90%	2%	96%	1%
Grammar	74%	10%	77%	5%

The data suggests that Spelling is a relative strength across both cohorts. The main areas for continued focus are Year 7 Grammar and Punctuation, Year 7 Numeracy, and Year 9 Grammar and Punctuation, where a comparatively higher proportion of students are in the Developing or Needs Support categories.

THEME 4 - SENIOR SECONDARY OUTCOMES

Records of School Achievement

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

In 2025, 75 students from Year 10 were eligible for Record of School Achievement but no student applied for RoSA, all 75 students continued their Year 11 studies at either AICS or at another school. Fifty-Seven students in Year 11 were eligible for RoSA but no student took it, they all continued onto their Year 12 studies.

HSC and HSC Results

In 2025, the Australian Islamic College of Sydney continued enhancing strategies to achieve better HSC results. Year 12 teachers provided extra out of class assistance to the students to achieve this. All of our students secured a university placement. 100% of our Year 12 students successfully attained the HSC. Efforts are being put in place to improve the results in 2025.

2025 Year 12 Cohort

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

The 2025 HSC results reflect a strong pattern of academic achievement across the College, with approximately 77% of all reported course results achieving performance in the upper bands (Band 4 and above, or equivalent Extension bands). Furthermore, around 30% of results were awarded in the highest achievement bands (Band 5-6/E4), demonstrating a significant proportion of students performing at a distinguished level. The College has also experienced a substantial increase in top-achieving students over the past three years, with the number of Band 6 results rising from 4 in 2023, to 5 in 2024, and 14 in 2025.

Particularly strong performances were evident in English Advanced, where 100% of students achieved Bands 4-6 and 58.3% attained Bands 5-6. Mathematics Advanced recorded 90% of students in Bands 4-6, while Mathematics Standard 2 saw 81.3% achieve Bands 4-6. In English Standard, 75% of students attained Bands 4-5, and Biology recorded 72.7% of students in Bands 4-5. Several smaller candidature subjects also achieved outstanding results, including English Extension 1, where 100% of students achieved the highest band (E4), and Food Technology, where 41.7% of students attained Bands 5-6. These results demonstrate both depth of excellence and strong performance across the broader curriculum.

THEME 5 - SUMMARY OF PROFESSIONAL DEVELOPMENT AND ACCREDITATION

THEME 5 - SUMMARY OF PROFESSIONAL DEVELOPMENT AND ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	24
Provisional	8
Proficient	63
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.	95
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>	3
Teachers not having qualifications as described above but having relevant successful teaching experiences as appropriate knowledge compatible to the teaching context.	0

Professional Development undertaken by Teachers

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

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

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

Please see overleaf for a summary of the Professional Development Courses undertaken by staff at the College throughout 2025.

Title of the Professional Learning Activity- Primary and Secondary School	Participating Staff
3P Writing workshop	1
5D Framework of Learning	1
Aboriginal Cultural Education - Let's take the first step together	1
AI essentials	1
AI Essentials for School Leaders: An Introduction to Prompting	1
AI Essentials for Teachers: An Introduction to Prompting	1
Autism: Differentiating the Curriculum - Presented by Karina Barley (PhD)	1
Behaviour Management	1
Behaviour Management at AICS	1
Behaviour Management at AICS Secondary	1
Bridging Texts and Technology: Engaging Digital Natives in Literary Text Analysis	1
Building Confidence with Positive Feedback for Young Learners	2
Building Early Literacy Skills: Phonological Awareness and Phonic Knowledge	1
Building Positive Parent-Teacher Communication All Year Round	1
Calm, Clear, and in Control: The First 5 Minutes for Secondary Teachers	1
Cardio Pulmonary Resuscitation	1
Cardiopulmonary Resuscitation	4
Cardiopulmonary Resuscitation (CPR) Training	3
Cardiopulmonary Resuscitation Training	1
Child Protection	10
Child Protection - Reporting Obligations and Processes	1
Child protection Face to Face	1
Child Protection Face-to-Face Training. Reporting obligations and processes	1
Child Protection Information	1
Child Protection mandatory training	2
Child Protection Training	2
Child Protection, reporting obligation and process	1
Child Protection, Reporting obligations and processes	1
Child Protection- Child Safe Reporting and Obligations	1
Child Safe and Reporting	1
Child Safe Reporting	1
Child safe Reporting and obligation	1
Child Safe Reporting Obligation and Process	1
Child Safe Reporting Obligations and Processes	5
Child safety	1
Clear the Mental Clutter: Simplifying Decisions in the Primary Classroom	1
Clear the mental clutter: Simplifying decisions in the secondary classroom	1
CPR	13
CPR Cardiopulmonary Resuscitation	2
CPR Training	3
Creating Effective Written Text in K-2	1
Data Informed Leadership: Using Classroom-Level Evidence to Improve Instruction	1
Dealing with Argumentative Behaviour	2
Defibrillation Awareness AED	1

Designing Rigorous Programs: Backward Mapping from Assessment	1
Developing Confident Learners	1
Differentiation in the Primary Classroom	2
Digital technologies curriculum with the BBC micro:bit - by Sanjin Dedic	1
Disability Standard for Education	1
Disability Standard for Education For Secondary School	1
Disability Standards for Education	2
Disability Standards for Education for Primary School Teaching	1
Disability Standards for Education for primary school: Part 1	1
Disability Standards for Education for primary school: Part 2	1
Disability Standards for Education For Primary Schools	1
Disability Standards for education for primary schools part 1	2
Disability Standards for Education for primary schools Part 2	1
Disability Standards for Education for Primary Schools Training	2
Disability Standards for Education for primary schools: Part 1	4
Disability Standards for Education for primary schools: Part 1 and Part 2	1
Disability Standards for Education for primary schools: Part 2	4
Disability standards for education for primary schools_Part 1	1
Disability standards for education for primary schools_Part 2	1
Disability Standards for education for Secondary School online training	1
Disability Standards for Education for Senior Secondary	3
Disability Standards for Education for senior Secondary Part 1 & 2	2
Disability Standards for Education for Senior Secondary Part Two	1
Disability Standards for Education for senior secondary: Part 1	1
Disability Standards for Education for senior secondary: Part 2	1
Dr Peter Klomp	1
Early Literacy Skills for Preschool	1
Early Literacy skills for preschools going beyond ABC	1
Emergency Response Procedure	1
Engaging Reluctant Learners	4
Engaging Reluctant learners in Primary class	1
Engaging Reluctant Learners in Primary Classroom	1
Engaging Reluctant learners in the Primary Class	1
Engaging Reluctant Learners in the Primary Classroom	17
Engaging Reluctant Learners in the Primary Classroom (Master class with Glen Pearsall)	1
Engaging Reluctant Learners in the Senior Secondary Classroom	2
Enhancing Comprehension through Strategic Reading Approaches	1
First Aid	4
First aid and CPR	1
First Five Magic: Engaging Primary Students at the Start of Every Lesson	1
First five: Engaging secondary students at the start of every lesson	1
Formative Assessment Strategies	1
Formative Assessment Strategies for Effective Teaching and Learning	2
Formative Assessment Strategies for Primary Teachers	3
Formative Effective Strategies for Effective Teaching and Learning	1
Fostering Growth Mindset in Primary Classrooms	1

Fostering Positive Relationships with Parents, Carers and Colleagues	3
Foundations for Success: A Guide for Beginning Teachers	1
Free NESA accredited seminar for new Engineering Studies teachers	1
Gamify Your Classroom: A Practical Guide To Game-Based Learning	1
Geography and History	1
High Impact Teaching Workshop	2
HLTAID009 - Cardiopulmonary Resuscitation Training	2
HLTAID009 - Provide cardiopulmonary resuscitation	4
HLTAID011 - Provide First Aid	3
How Australian schools are adapting to the COVID-19 pandemic	1
I will search for IT security related courses and email you in due course of time	1
ICTE NSW Conference	1
ICTENSW Teacher's Conference	1
Integrating Literacy Skills - Presented by Peter Gyulay	1
Leading Aboriginal Education, Curriculum and Community Engagement	1
Leading the Implementation of the New English Syllabus	1
Learn How to Apply the Six Bricks Methodology in Your Class	1
Level up 111 – problem-based learning	1
Level Up III - Problem Based Learning	2
Level up III - problem based learning - Presented by Sabreena Taylor	4
Level up III Problem based learning presented by SABREEN TAYLOR	1
level up problem based learning	1
Level up11 Problem bases learning	1
Making Parent Teacher Interviews Meaningful	4
NAPLAN Coordinator Training	1
NAPLAN Disability Adjustments Training	1
Navigating Anxiety in Primary Classrooms	1
Navigating Anxiety in Primary schools	1
Navigating anxiety in secondary classrooms	1
Palo Alto Networks EDU-210	1
PDHPE Forum 2026	1
practical behavior management	1
Practical Behavior Management-Masterclass with Glen Pearsall	1
Practical Behaviour Management	3
Practical Behaviour Management (Master class with Glen Pearsall)	1
Practical Behaviour Management - Masterclass with Glen Pearsall	1
Practical Behaviour Management - Masterclass with Glen Pearsall - Presented by Glen Pearsall	7
Practical Behaviour Management Master class	1
Practical Behaviour Management Masterclass	1
Practical Behaviour management – Masterclass	1
Practical Behaviour Management/ Engaging Reluctant Learning/Leading the implementation of the HSIE K-6 syllabus	1
Practical Behaviour Management: Glen Pearsall Masterclass	1
Practical behaviour management_Masterclass with Glen Pearsall	1
Practical Behaviour Managment	1
Practical Behaviour Masterclass with Glen Pearsall	3

Primary Curriculum Overview	1
Professional commitment and leadership	1
Project based learning level 111	1
Provide cardiopulmonary resuscitation	3
Provide cardiopulmonary resuscitation (1288173)	1
Quality Teaching Rounds	1
Retired formative assessment	1
Retired: Level up III - problem based learning - Presented by Sabreena Taylor	1
School PD Day	1
School/service based professional development; School/service based professional development; HPGE School Development Day Term 2, 2025; 7-12 Overview; English Extension 11-12	1
Science K-6	1
Setting the Stage for Historical Inquiry in Years 7-10 History	1
Smashing Presentations	1
SSP Educator Learning Lab	1
Staff Professional Development	1
Staff Professional Development Day	1
STEM Teachers Day – event information	1
Strengthening Attendance: From Data to Action	1
Strengthening Behaviour Management and Parent Engagement at AICS	1
Subtle But Profound: The Value of Relationship-Building	1
Suitable course for Microsoft Entra, inTune and Security courses	1
Summative assessment	1
Summative Assessment and Exam Preparation for Secondary Teachers	1
Summative Assessment and Reporting	1
Summative assessment and reporting progress in primary school	1
Summative Assessment and Reporting Progress in Primary Schools	8
Summative Assessment and Reporting Progress in Primary Schools, Practical Behaviour Management	1
Summative Assessment, Engaging reluctant learners, Child Protection, NCCD Training art 1 & Part 2	1
Supervising a preservice Teacher	1
Talk Moves for Deeper Thinking: Practical Dialogue Tools for Secondary Teachers	2
Talk Moves for Deeper Thinking: Practical Dialogue Tools for teachers	1
Teaching for Character	3
Teaching Higher Order Thinking in Classrooms	1
Teaching higher order thinking in the secondary classroom	1
Teaching Higher-Order Thinking in the Secondary Classroom	1
Threads of Learning	1
Time management Mastery for Teachers	3
Understanding and Promoting Cyber Safety	3
Understanding and Supporting Students with ADHD in the Primary Classroom	1
Understanding Autism in Primary-Aged Girls: Fostering Inclusive and Affirming Classrooms!	1
Using ChatGPT for Assessment Design in the Primary Classroom	2
Youth Mental Health First Aid (MHFA) Course	1

THEME 6 - WORKFORCE COMPOSITION

The table below represents the composition of teaching and non-teaching staff at the Australian Islamic College of Sydney in 2025. 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 2025.

Workforce composition at Australian Islamic College of Sydney in 2025					
Role	Full Time		Part Time		Total
	Male	Female	Male	Female	
Principal	1	0	0	0	1
Head of Secondary School	2	0	0	0	2
Head of Primary School	0	1	0	0	1
Head of Discipline and Well Being	1	0	0	0	1
School Counsellor	0	0	0	1	1
Head of Departments (Secondary School)	5	2	0	0	7
Teachers (Secondary School)	14	14	1	3	32
Grade Coordinators (Primary School)	1	4	0	0	5
Teachers (Primary School)	8	29	0	5	42
Librarian	0	2	0	0	2
Learning Support Teachers (Primary School)	1	0	0	4	5
Teacher Aides [Secondary School]	0	1	0	0	1
Teacher Aides [Primary School]	0	5	0	0	5
Laboratory Technician	1	0	0	0	1
Student Disability Support Officer	1	0	0	0	1
IT Support	4	0	0	0	4
First Aid Officer	0	1	0	0	1
Groundskeeper	2	0	0	0	2
Administration Staff	2	6	1	0	9
TOTAL	43	65	2	13	123

THEME 7 – ATTENDANCE SUMMARY

Attendance % Year level wise for Year 2025.

Primary School		Secondary School	
Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
K	90.66	7	91.18
1	88.92	8	90.27
2	90.18	9	88
3	89.71	10	88.67
4	90.98	11	88.18
5	90.76	12	85.04
6	91	<i>Whole School Attendance Rate</i>	<i>89.5</i>

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 in more serious cases, the College 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 2025, identify reasons why some students leave, and discuss the strategies we have in place to retain our students.

Retention Rate

In 2025, the national full-time apparent retention rate from Year 10 to Year 12 in Australia was 81.5%, marking a 1.6 percentage point increase from 2024. 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 2025 was 100%. The college had 104 Year 10 students in 2024, and in 2025, 57 students continued to Year 11. This means that our retention rate for Year 10 students continuing on to Year 11 for 2025 was 54.8 which marks a 3.5% increase from the previous year. We hope that with every passing year, the retention rate will continue to rise. That said, this figure is still lower than we would like, and we are continuing to improve our programs and support for students to improve this reality.

Reasons for Leaving

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

Staff shortages are a valid concern, but it is important to note that this is a national crisis. In an article published by The Guardian, it is stated that over 4,000 additional high school teachers would be needed nationally over the next four years and that more than 50,000 teachers were expected to permanently leave the profession between 2020 and 2025. In 2024, the number of teacher resignations in NSW dropped to 1,779 which is the first decline in over a decade, after peaking at 2,050 in 2023. Though this is positive news, the ramifications from years of decline are real. These statistics are shared neither to raise alarm nor to seek justification behind numbers, but genuinely to share the reality with which all schools are grappling, to which AICS is no exception.

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

Strategies for Retaining Students

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

1. **Conducting student and parent sessions:** We have organised student and parent sessions to better understand the reasons behind the students leaving our school and gather feedback on how we can improve our programs to make it more appealing to them. This includes more timely Y11 Subject Selection evenings which can provide students and parents with early information before decisions may be made about enrolling elsewhere.
2. **Offering more thorough survey of student preferences:** We are strengthening the subject selection process by gathering clearer data on student interests, intended career pathways and preferred subjects before finalising Year 11 lines. This allows the school to make more informed decisions about subject offerings and maximise the number of students able to study subjects that align with their strengths and future goals.
3. **Offering acceleration programs for high achieving students:** We have developed and are currently in our third year of offering acceleration courses in English and Mathematics to students who demonstrate the intellectual fortitude. This program enables students to undertake one HSC subject in Year 11, allowing them to either have less subjects claiming their attention in Year 12, or alternatively, allowing them to undertake the study of Extension 1 or Extension 2 for that subject in Year 12.
4. **Developing a long-term plan to deal with staffing shortages:** We have developed a long-term plan to address the issue of staff shortages at our school. This plan includes improving our marketing strategies to attract high-quality teachers, offering competitive salary packages to retain our existing staff and engaging with tertiary institutions to establish a more regular flow of graduates.
5. **Hosting placements of teachers in their final year of their teaching degrees:** We plan to host placements of teachers in their final year of their teaching degrees, with a view to offering such teachers full-time work once they graduate. This will help us to build a strong and stable team of teachers who are committed to our school and our students.

Our retention rate has been improving over the last 2 years and by continuously evaluating and implementing considered strategies, we are confident that we can improve our student retention rate and provide a quality education to our students.

Conclusion

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

Post School Destinations

A total of 38 students sat for HSC Examinations in 2025. 100% of them got University admissions and are pursuing tertiary studies. Majority of our students are studying at Macquarie University, University of Western Sydney and University of Technology Sydney.

THEME 8 - ENROLMENT POLICY

Purpose

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

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

Responsibilities

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

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

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

PROCEDURES:

New Enrolments

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

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

Application forms must be accompanied by the following supporting documents:

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

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

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

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

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

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

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

Privacy

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

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

The primary purpose for collecting and sharing information is to meet government requirements such as annual reporting, census, parental background data for NAPLAN and MySchool. Additionally, the information provided may enable the college to better meet the learning needs of students.

All information will be filed and stored securely. Parents/guardians may access or correct any personal information relating to their children by contacting the school.

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

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

THEME 9 - OTHER POLICIES: STUDENT ACADEMIC INTEGRITY, NEW STUDENT ONBOARDING AND MISSED ASSESSMENT REPORTING.

Overview of Policy	Key Strength of Policy
Student Academic Integrity Policy	
The Australian Islamic College of Sydney (AICS) recognises that academic integrity is essential to maintaining fairness, trust and rigour in student learning and assessment. The policy applies to all secondary students in Years 7–12 and establishes the College’s framework for upholding academic honesty and managing breaches of academic integrity. The policy defines academic integrity through the values of honesty, respect, fairness and responsibility, aligned with the Islamic principles of Amanah and Sidq. It outlines student expectations across assignments, assessments and examinations, while also identifying the responsibilities of teachers and Heads of Department in educating students, designing tasks that reduce opportunities for misconduct, documenting potential breaches, and recording matters on SEQTA. The policy provides clear guidance on academic misconduct, including plagiarism, unauthorised collaboration, recycling previous work, fabrication, unauthorised aids, communication during supervised tasks, and failure to follow assessment instructions. It gives particular attention to plagiarism, including AI-generated work, and distinguishes between full, significant and minimal plagiarism. It also provides separate quantitative and qualitative approaches for written and non-written tasks. The policy further outlines investigation procedures, possible outcomes and penalties, escalation pathways, parent notification, documentation expectations and an appeals process.	▪ Values-Based Academic Culture: Connects academic integrity with the Islamic values of trustworthiness and truthfulness, reinforcing that academic honesty is both an educational and moral responsibility. ▪ Clear Breach Categories: Provides practical examples of academic misconduct, helping students, teachers and parents understand what constitutes a breach. ▪ Detailed Plagiarism Framework: Distinguishes between full, significant and minimal plagiarism, including AI-generated work, and provides different approaches for written and non-written tasks. ▪ Fair and Educational Process: Requires investigations to be respectful, confidential and fair, with a focus on education rather than punishment alone. ▪ Structured Escalation and Documentation: Clarifies the roles of classroom teachers, Heads of Department and the Head of Secondary (Academic Leadership), while requiring accurate SEQTA documentation. ▪ Right of Response and Appeal: Ensures students and parents are informed of concerns, given an opportunity to respond, and able to appeal decisions within a defined timeframe.

Overview of Policy

Key Strength of Policy

Onboarding Procedure for New Students

The Onboarding Procedure for New Students provides a structured process for managing the transition of new students into AICS. It covers the enrolment application process, placement testing, academic review, acceptance decisions, ICT account setup, and student orientation.

The procedure begins with the Enrolment Officer receiving the application and consulting the relevant Head of School to determine whether placement testing is required. The Head of Primary or Head of Secondary (Academic) then reviews the results and determines whether the applicant should be accepted, waitlisted or declined. For Secondary students, the Head of Secondary (Academic) also contacts parents regarding subject selections, based on College offerings and parent input.

The procedure also establishes expectations for ICT setup. Once enrolment and fee requirements are satisfied, an ESM request is submitted for ICT to create the student's network account within 48 hours. Relevant staff are then notified so that the student's transition can be supported.

The final stage outlines student integration and orientation. In Secondary, responsibilities are allocated to the Head of Secondary (Academic), Head of Secondary (Operations), Year Advisor and subject teachers. In Primary, responsibilities are allocated to the Teacher's Aide and Class Teacher, including orientation, school supplies and access to digital platforms.

- **End-to-End Transition Process:** Provides a clear pathway from application and assessment through to ICT access and classroom integration.
- **Clear Role Allocation:** Identifies the responsibilities of the Enrolment Officer, Heads of School, ICT Team, Year Advisor, Teacher's Aide, Class Teacher and subject teachers.
- **Academic Placement Consideration:** Ensures placement testing and Head of School review inform acceptance, waiting list and decline decisions.
- **Subject Selection Support:** Provides Secondary families with direct academic guidance regarding subject selections and College offerings.
- **Timely ICT Access:** Requires ICT accounts to be created within 48 hours once enrolment requirements are met, reducing delays in access to learning systems.
- **Improved Student Belonging:** Supports new students through tours, introductions to key staff, timetable support, roll call introductions, textbook distribution and teacher welcome procedures.

Overview of Policy	Key Strength of Policy
Reporting Procedure for Missed Assessments	
The Reporting Procedure for Missed Assessments provides guidance on how AICS records, reports and calculates marks where students miss formal assessment tasks due to approved absence or late enrolment. It aims to ensure that reporting remains fair, valid and consistent, particularly where insufficient assessment data exists. For approved absences, the procedure distinguishes between early and later assessment tasks. Where a student misses Task 1 or Task 2, the mark initially remains blank on SEQTA because there is insufficient prior data. The task may later be retrospectively populated using a standardised score by group once Semester 2 reports are being completed. Where a student misses Task 3 or Task 4, a standardised score may generally be applied immediately because sufficient prior formal assessment data exists. For late enrolment, the procedure outlines different reporting responses depending on when the student commenced. It provides specific guidance for students who enrol after Task 1, after Semester 1 examinations, after Task 3, or after Semester 2 examinations. These procedures clarify when marks, grades, syllabus outcomes, studentship outcomes and comments should be completed or left blank. The procedure also explains the use of standardisation by group, including z-scores, class averages and class standard deviation, to generate marks that are more reflective of a student's typical performance relative to peers. It further clarifies parent communication expectations and award eligibility implications for students who miss two or more formal assessment tasks due to late arrival.	▪ Protects Assessment Validity: Avoids generating marks where there is insufficient data, ensuring reports do not imply achievement that has not been assessed. ▪ Consistent Reporting Rules: Provides clear procedures for approved absences and late enrolments across different points in the assessment cycle. ▪ Data-Informed Standardisation: Uses standardised scores by group, including z-scores, class averages and standard deviations, to support fairer reporting where appropriate. ▪ Clear SEQTA Guidance: Clarifies when marks, module percentages, report marks, grades and syllabus outcomes should be entered or left blank. ▪ Parent Communication: Requires communication with parents where marks are blank due to late arrival or missed assessment, reducing confusion and improving transparency. ▪ Fairness in Awards: Clarifies that students who miss two or more formal assessment tasks due to late arrival are ineligible for End of Year Awards, supporting consistency and equity across cohorts.

THEME 10 - COLLEGE DETERMINED IMPROVEMENT TARGETS

In 2025, AICS reviewed and refined its whole-school improvement priorities through the development of *Prospect 2030*, the College's five-year strategic improvement plan. The plan identifies key directions for continued growth across academic excellence, Islamic identity, student wellbeing, operational efficiency and community engagement.

Area	Priorities	Achievements
Academic Excellence	Strengthen curriculum continuity, academic rigour and assessment quality across stages. Improve the use of student performance data, support high achievement, and provide clearer academic pathways for a wider range of learners.	AICS developed a clearer strategic direction for academic improvement, including priorities around whole-school literacy, stronger assessment quality assurance, backward mapping of senior academic expectations, improved subject pathways, and support for diverse learners.
Islamic Identity and Values	Deepen the integration of Islamic values across teaching, student conduct, school culture and co-curricular life. Strengthen opportunities for students to engage with Islamic learning beyond the classroom.	The College identified Islamic renewal as a central improvement direction, with a focus on embedding Islamic values more consistently across school life, strengthening student character formation, and expanding meaningful Islamic learning opportunities.
Student Wellbeing and Personal Development	Build students' practical life skills, leadership, character, digital wellbeing, school connection and readiness for life beyond school. Strengthen structured opportunities for student voice, service and extracurricular engagement.	AICS established improvement priorities focused on student growth, including personal development, careers exposure, student leadership, character-building clubs, digital wellbeing, structured sport, volunteering and stronger student connection to school life.
Operational Efficiency	Improve school systems, timetabling, workflows, facilities, technology access and resource planning to better support teaching and learning.	The College identified key operational priorities to support school improvement, including streamlining administrative processes, improving timetabling and daily operations, maintaining ICT and printing readiness, and enhancing learning environments.
Community Engagement	Strengthen meaningful engagement with parents, families, the wider Muslim community and external educational partners. Improve communication, transparency and the College's public profile.	AICS developed priorities to increase parent voice, improve parent communication, strengthen community events, enhance the school's digital presence, and build stronger partnerships with other schools and institutions.

THEME 11 - INITIATIVES IN PROMOTING RESPECT AND RESPONSIBILITIES

The Australian Islamic College of Sydney (AICS) continues to promote a school culture grounded in respect, responsibility, service and belonging. In 2025, students were provided with meaningful opportunities to understand their role as members of a diverse Australian society while remaining firmly connected to their Islamic values and identity.

Throughout the year, students participated in activities that encouraged respect for others, civic awareness and community responsibility. This included acknowledging the Traditional Owners of the land, participating in whole-school events such as Book Week, Science Week and the Multicultural Festival, and engaging in programs that promoted harmony, inclusion and mutual understanding. The Multicultural Festival was a particular highlight, celebrating the diverse cultures within the College community and strengthening connections with the broader local community.

AICS also continued to nurture students' spiritual responsibility. The 2025 Umrah trip, involving ten male students from Years 9-11 and five staff members, provided students with a significant opportunity to deepen their faith, reflect on their conduct, and strengthen their sense of gratitude and personal responsibility.

Student leadership played an important role in modelling respectful conduct and service to others. The 2025 Student Leadership body, supported College assemblies, school functions, fundraising initiatives, younger student mentoring and daily student responsibilities. Their work reflected the importance of leadership as service, not merely position.

Students also demonstrated responsibility beyond the school gates through a range of community service initiatives. These included fundraising for Palestine, assisting Brothers in Need by helping assemble 146 hampers, participating in the Brothers in Need Homeless Run at Martin Place, and visiting elderly members of the community through Muslim Care's Social Support with Elderly Muslims program. These activities encouraged students to show compassion, empathy and practical care for others.

In 2025, AICS continued to provide opportunities for students to develop as respectful, responsible and community-minded young people. Through faith, service, leadership and participation in school and community life, students were encouraged to recognise their duties to themselves, their families, their school and the wider society.

THEME 12 - PARENT, STUDENT AND TEACHER SATISFACTION

Feedback is a key component of the Australian Islamic College of Sydney's approach to continuous improvement and ensuring responsiveness to the needs of its stakeholders. The school maintains a strong culture of open communication between parents, students, and staff, with regular interactions providing ongoing insight into levels of satisfaction.

Staff maintain consistent communication with parents regarding student progress, wellbeing, and any emerging concerns through telephone, email, Microsoft Teams, and student diaries. Where concerns arise, they are addressed promptly at the classroom or faculty level, with formal parent-teacher meetings arranged where necessary. Matters requiring further attention are escalated to Executive and Senior Executive staff to ensure timely and appropriate resolution.

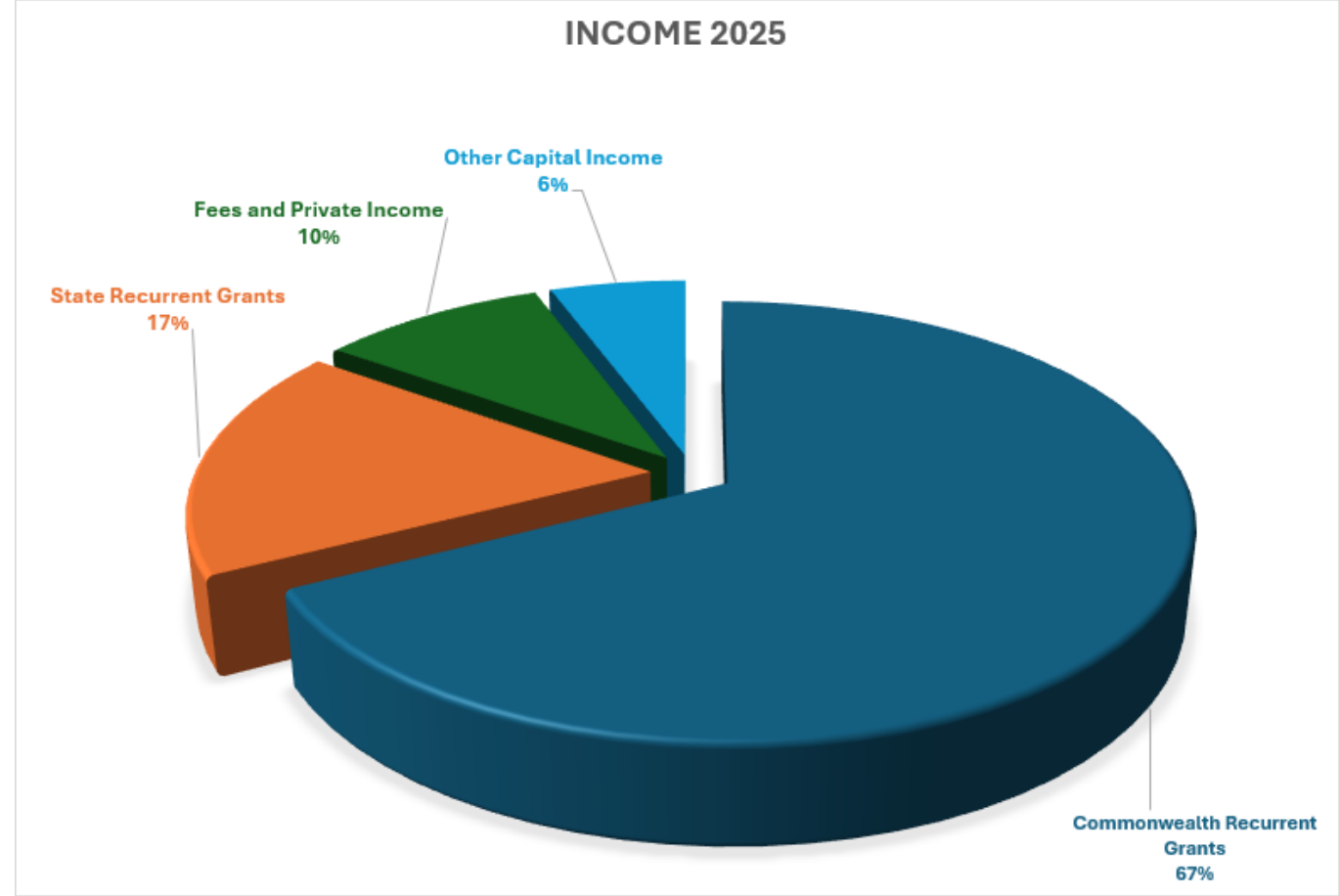
In addition to these ongoing communication processes, the school implements structured mechanisms to systematically gather and evaluate stakeholder feedback. These include:

- **Periodic parent, student, and staff surveys**, designed to assess satisfaction across teaching and learning, communication processes, student wellbeing, and the overall school environment;
- **Scheduled parent-teacher interview cycles**, providing formal opportunities for direct feedback on academic progress and school practices;
- **Student feedback mechanisms**, including consultation through classroom interactions and leadership opportunities, ensuring student voice informs school practices;
- **Staff consultation processes**, including faculty meetings, briefing sessions, and leadership discussions, enabling staff to provide feedback on curriculum delivery, assessment practices, and operational systems.

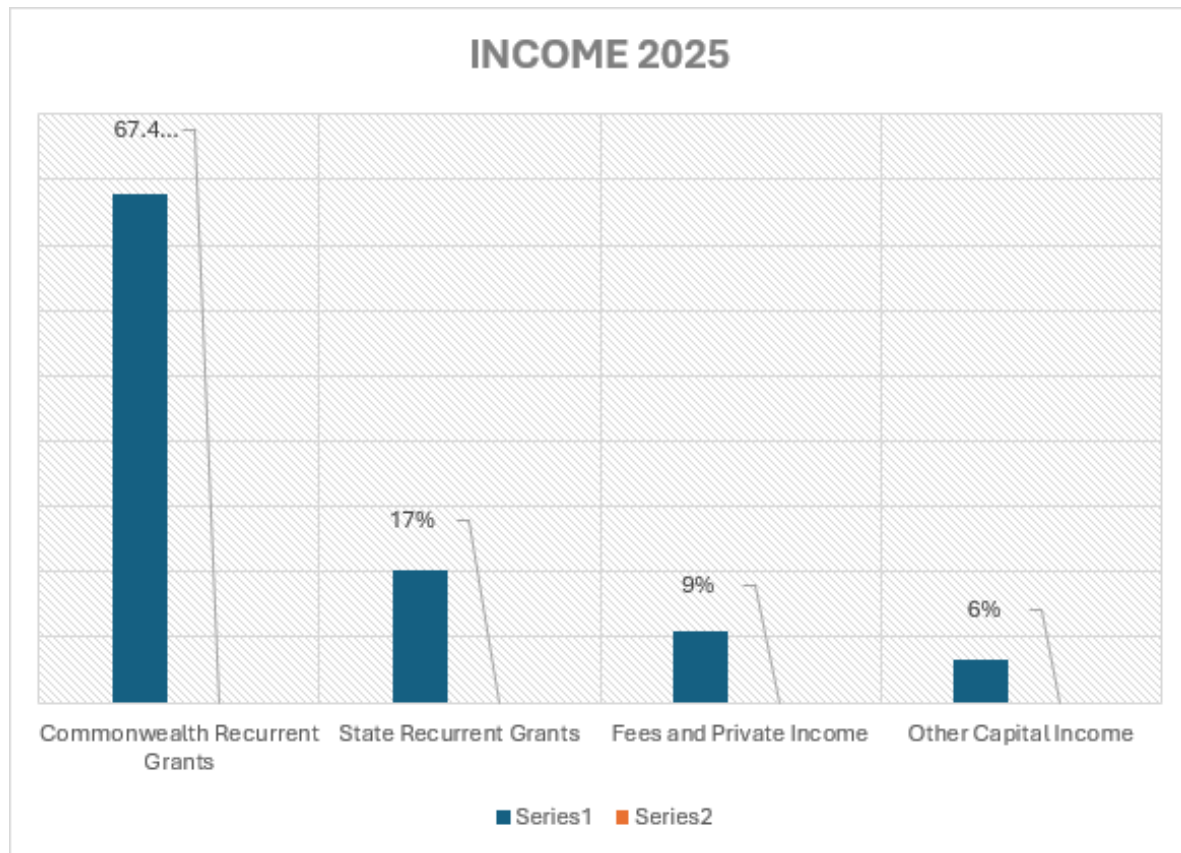
THEME 13 - SUMMARY OF FINANCIAL INFORMATION 2025

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.

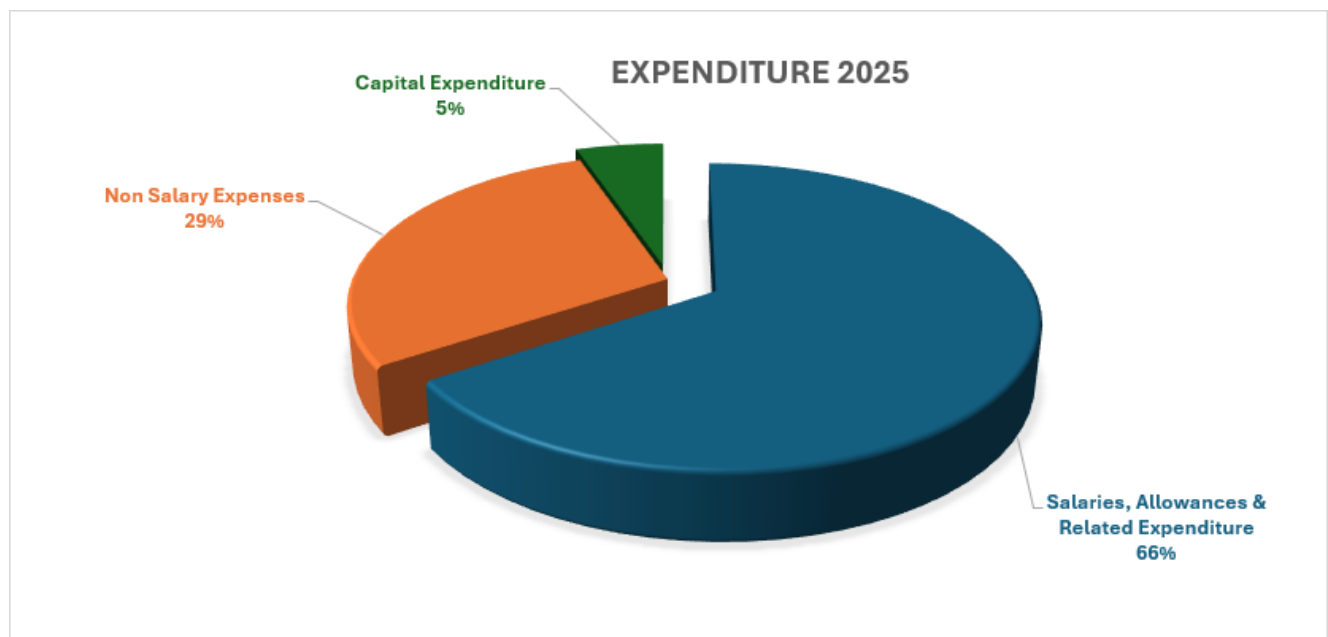
Pie Chart - Recurrent/Capital Income



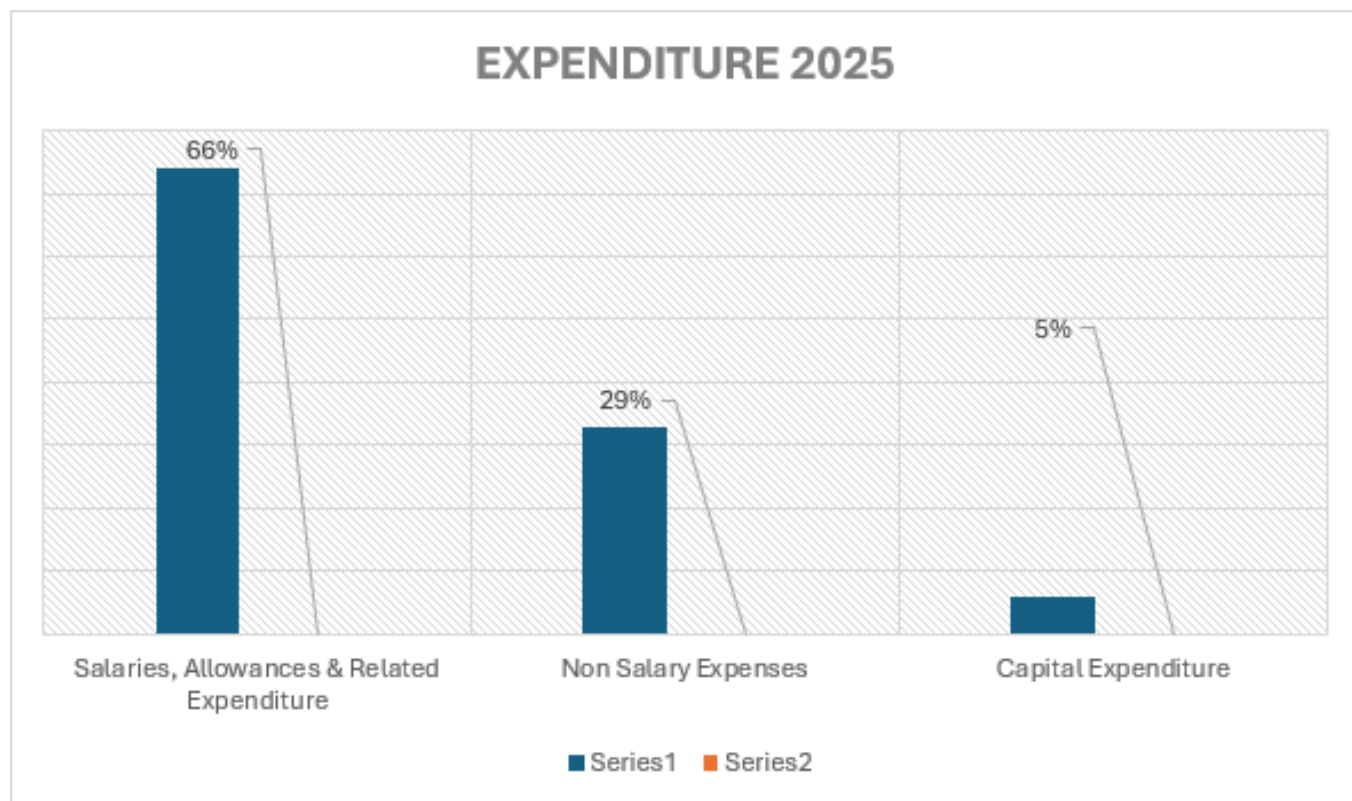
Bar graph - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Bar graph - Recurrent/Capital Expenditure



THEME 14 – COMPLIANCE WITH PUBLICATION INFORMATION REQUIREMENT

1. This 2025 Annual Report will be provided to NESA online by 30th June 2026.
2. This 2025 Annual Report will be made available to the public by publishing it on the school website by 30th June, 2026.
3. A printed copy of the 2025 Annual Report will also be available to anyone who does not have access to the internet.
4. This 2025 Annual Report will also be made available to the Minister, NSW and Australian Government upon request.

