

AL SIRAAT COLLEGE

**ANNUAL REPORT AND SCHOOL  
PERFORMANCE INFORMATION  
2015**

***VISION STATEMENT***

*Invest in a process of education and learning  
that develops complete human beings able  
to fulfill their purpose.*



**AL SIRAAT  
COLLEGE**



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## **COLLEGE DIRECTOR'S REPORT**

As you embark on this important journey to achieve and succeed, always remember that true success lies in pleasing Allah on the way shown by our beloved Prophet Muhammad (Salallahu Alaihi Wasalaam).

Make the effort to do your best – you will amaze yourself and others as to what can be achieved.

Remember, you are all like gold and silver mines. The treasure is only surfaced through a great effort, perseverance and true belief. So start digging .....

Mr Fazeel Arain

## PRINCIPAL'S REPORT

*We are an Australian School in the Islamic Tradition.*

Throughout 2015 the College continued to unpack what it means to be an 'Australian School in the Islamic Tradition'. We worked with the students and staff to explore our identity statement and believe this identity has created a point of difference for our College. We offer curriculum like most Australian schools, however remain connected to our Islamic Tradition by implementing the curriculum through our 'Islamic World View', looking to infuse Islamic history and Deen where possible. As the College anticipates strong growth into 2016 and beyond this work will be a significant part of our strategic direction.

2015 was a landmark year for the College. The very first students graduated and we were incredibly proud of their achievements. Our first cohort consisted of 4 young ladies. All were offered a place in a course of their choice. The Dux of the College achieved an ATAR of 93.55 and the College average ATAR was 76.8. Al Siraat College prides itself on helping students find pathways for success, whether that be VCE, VET, TAFE or employment.

Our co-educational setting between Foundation to Year 4 helps socially prepare children for learning to understand each other and the world around them. From Years 5 to Senior Secondary, our parallel learning classes help our young men and women comfortably flourish in their separate learning environments. Depending on the subjects studied, students may be in co-educational classes in the VCE years.

During 2015 the College continued to pursue our strategic priorities of:

1. **Our Identity** - Promote and implement the understanding that a person can be an Australian and a practising Muslim.
2. **Student Learning and Achievement** - To provide a high quality learning environment within and beyond the classroom that delivers rigorous and differentiated programs.
3. **Student Culture** - Focus on the development of an inclusive culture that reinforces the values of care, consideration and respect for self and others.
4. **Inspirational Staff** - Attract, develop, retain and recognise high quality teaching, management and support staff.
5. **Places and Spaces** - Plan for and provide quality facilities in response to educational priorities in a financially responsible manner.
6. **A Connected Community** - Enhance communications and connections with parents and the broader ASC community.

The 2015 academic year was a success and I acknowledge that this success could not have been achieved without the dedication and support of wonderful staff and connected community of parents and students.

All thanks and praise is for Allah (swt) who has made possible the establishment of our Islamic College and the opportunities of building on our dream for a better tomorrow.

Mr Andrew Houghton

## PRINCIPAL ISLAMIC TRADITION'S REPORT

Bismillah Ar-Rahman Ar-Raheem

All praise is for Allah (swt) who allowed our college community to flourish in 2015. Not only did we yet again experience a healthy growth in student enrolments alhamdulillah, but there were also many more opportunities for learning about our Islamic tradition. In particular, we had a focus on unpacking our identity as Muslim Australians through a number of forums and seminars. This was an area highlighted through the previous years' work in collectively establishing our Strategic Directions.

One of the most significant of the Islamic seminars was called Applied Islam. Designed by Professor Abdalla from the Islamic Research Unit at Griffith University, it allowed participants to explore the deeper meanings of Islam through a thorough exploration of the tradition. Initially offered to our students from Year Ten to Twelve on a monthly basis to replace their regular Islamic Studies classes, it later extended to include separate sessions for the parents, staff, and community. These classes will continue throughout 2016 as well.

Some of the other events and workshops included:

- Parenting workshops
- Interfaith Dialogue
- Islamic quizzes and Quran competitions
- Iftar nights
- Ramadan and Hajj assemblies

There were also a number of fundraising events where our community came together to benefit others. Students raised money to build a well in Somalia and support flood victims in Burma. They also participated in blanket and food collections for the less privileged in our communities. A 'Barn to Mosque' campaign was launched in Ramadan to start the planning process of moving out of our current musalla (a converted Blue Stone barn) and into a purpose built mosque. There were more people from the community attending salah on Fridays and in Ramadan than we had space for. By the grace of Allah (swt), the community generously raised over \$80K, exceeding our first stage target of \$40K! There is still a long way to go with estimated building costs exceeding \$4M.

The College was host to a number of local and overseas visitors that enabled us to build good relationships and extend our networks. As a result of one of these visits, a delegation from Malaysia's Islamic Education Division, invited us to share our story with other educators at an Education Conference in Malaysia.

Overall, 2015 was another great year in which we took up every opportunity to grow in our understanding of the Islamic Tradition, celebrate our success stories, and take further positive steps towards achieving our vision of *investing in the process of learning and education to develop complete human beings able to fulfil their purpose.*

Wasalam,

Ms Rahat Arain

## **CORPORATE STRUCTURE**

The School is managed on a daily basis by the Principals who are supported by the Senior Leadership Team, which comprised the following in 2015:

**Fazeel Arain**

*College Director*

**Andrew Houghton**

*Principal*

**Rahat Arain**

*Principal Islamic Tradition*

**Vis Naidu**

*Head of Senior School*

**Shahidah Osman**

*Head of Junior School*

**Esra Boz**

*Head of Teaching and Learning*

**Sonia Cheema**

*Head of Wellbeing*

**Mohammed Azim**

*Head of Islamic Integration*

## **CHARACTERISTICS OF THE STUDENT POPULATION**

Al Siraat College provides education to Muslim children from Foundation to Year 12. The College is fortunate to have a diverse range of students from 35 Nationalities with 27 first languages other than English spoken at home. The College is growing quickly with strong enrolments in the Junior School and increased enrolments for the Secondary. The College is drawing students from as far as inner city Melbourne; however, most families are coming from the North Western suburbs. The families are largely from low socio-economic backgrounds including a high percentage of migrant and refugee families. The College also experienced many transitional enrolments in 2015, with families staying for only a semester. We are seeing more Muslim families moving into our local area and this is being reflected in our enrolment applications and attendance at community events.

## **STAFF QUALIFICATIONS**

All teaching staff employed by Al Siraat College are registered in accordance with the requirements of Victorian Institute of Teaching (VIT).

Name	Qualifications
Mrs Asma Ahmad	BTeach (Monash University) BEd (Monash University)
Ms Noori Ahmad	PGradCertEd in Information Communication Technology (Monash University) BEd (University of Auckland)
Mr Syed Ahmad	DipEd Primary (Latrobe University) Cert II in Accounting (Chisholm Tafe College) BSc (Hons) in Software Development (University of Huddersfield)
Ms Rasha Ali	GradDipEd (LaTrobe University) Masters of Children Literature (Deakin University) BEng Lit (Tishreen University, Syria)
Mr Suffian Amin	Master of Education (Curriculum and Teaching) Nanyang Technological University Postgraduate Diploma in Education, Nanyang Technological University Bachelor of Engineering (Electrical and Electronic Engineering) Nanyang Technological University
Ms Najma Anis-Reusch	GradDip in Early Childhood Teaching (RMIT) GradCert in TESOL (University of Wollongong) Dip In Childrens' Services TAFE MEd (ACU) MEd (University of Karachi, Pakistan) Int'nl Grad Cert of Education (ACU) Dip in the Montessori Philosophy of Ed. (3-6 yrs) BSc (University of Karachi, Pakistan)
Mr Fazeel Arain	MCom Information Systems (University of New South Wales) BBus (University Of Technology, Sydney)
Ms Rahat Arain	BE Civil (Hons) (University of New South Wales) BEd Primary (Macquarie University)
Mrs Amera Atiya	BA Psych (Osmania University, India) MA Psych (Osmania University, India) DipEd (LaTrobe University) MEd (LaTrobe University)
Mr Mohammed Azim	Master of Educational Administration & Leadership, Deakin University BEd Eng Lang & Lit, University of the South Pacific Dip Higher English, UK GradCert in Educational Research, Monash University Cert of Teaching Eng as a Sec Lang, University of the South Pacific
Mrs Cheryl Becker	BEd (Phillip Institute) DipEd (Toorak College)
Mr Sevdet Bektash	Graduate Diploma of Education(Physical Education/ICT) Victoria University Bachelor of Applied Science (Physical Education) Victoria University Diploma of Sports Development, NMIT Diploma of Sport and Recreation, NMIT Level 4 Certificate in Sports Development
Ms Marwa Breis	Graduate Diploma of Education (Psychology and Humanities) Bachelor of Psychology, Victoria University
Ms Elif Boz	Bachelor of Education (Primary), The University of Melbourne Diploma of Teaching (Primary), The University of Melbourne
Ms Esra Boz	BSc (LaTrobe University) PGradDipEd (La Trobe University) MEd (Melbourne University) PGradCert TESOL (Melbourne University)



Name	Qualifications
Ms Esra Boz (cont'd)	Cert in OH&S Swan Institute WA
Dr Sonia Cheema	BSc Medical (Kurukshetra University, India) MSc Chemistry (Guru Jambheshwar University, India) MPhil Chemistry (CJ University, India) MEd (LaTrobe University) PhD in Education (SMU, India)
Ms Maha Elsayegh	BSc (LaTrobe University) PGradDipEd (Melbourne University) MEd (Melbourne University)
Ms Emel Sener-Esen	BA (Monash University) PostGradDipEd (Melbourne University) BBus Banking and Finance (Monash University) Masters in TESOL (La Trobe University)
Ms Annette Ferrao	BArts (Mumbai University, India) MA (Mumbai University, India) BEd (Pune University, India)
Mr Andrew Houghton	Master of Instructional Leadership (University of Melbourne) DipTeach Primary (Ballarat University College) BEd Primary (University of Ballarat)
Ms Gjulsime Idrizi	MTeach(Secondary) Science and Biology (University of Melbourne) Tertiary Studies (University of Melbourne )
Mr Raymond Ives	BSc Hons. Chemical Physics PGrad Cert of Education (Physics & Chemistry)
Ms Nazreen Keown	BEd Primary (University of Melbourne) IB Diploma (Overseas School of Colombo, Sri Lanka)
Mr Nick Keown	GradDipEd Secondary (University of Melbourne) BA Community Development in Asia and the Pacific (Victorian University of Technology)
Ms Dilek Komser	MTeach Secondary (University of Melbourne) BSc (Honours) (University of Melbourne)
Ms Katherine Mignano	GradDip Secondary Education (Australian Catholic University) GradCert in Religious Education (Australian Catholic University) BCom (La Trobe University) BA (La Trobe University)
Ms Hatice Mohamed	BSc Ed, Mathematics Ed, Middle East Technical University, Ankara, Turkey
Ms Emily Moustafa	GradDip Education Primary (LaTrobe University) Bpsych (University of Melbourne) Cert IV in Training and Assessment
Mr Vis Naidu	BA English/Psychology (Hons) (South Africa) Higher Dip Education
Ms Sarah North	Master of Educational Studies, Concentration in Leadership, Curriculum and Thinking Curricula, Monash University
Ms Shahidah Osman	MEd (Int'nl Baccalaureate) (University of Melbourne) PGradCert in Educational Studies (Int'nl Baccalaureate) (University of Melbourne) GradDipEd Primary (University of Melbourne) B Early Childhood Studies (University of Melbourne) Dip Early Childhood Studies in association with The University of Melbourne Program, Australia (Singapore Institute of Management, Singapore) Cert in Preschool Management and Administration (Nanyang Technological

Name	Qualifications
Ms Shahidah Osman (cont'd)	University/National Institute of Education, Singapore) Cert in Child Care Personnel Training (Institute of Education, Singapore)
Mr Daniel Saleh	B App Sc PE and Health (RMIT University)
Ms Maryam Salhab	Bachelor of Science, American University of Beirut Graduate Diploma in Teaching (Secondary Maths)
Mrs Fathima Shafni	GradDipEd (La Trobe University) BA English (University of London)
Ms Hadia Shoaib	Postgraduate Diploma of Teaching (Secondary), The University of Melbourne Master of Arts in English Literature, Government College University, Lahore Bachelor of Arts, Lahore College for Women University, Lahore
Ms Stamatia Spiliotis	GradDipEd (Hawthorn Institute of Education) BA (Victoria College) Cert III in Children's Services
Ms Layal Tannous	Diploma of Education (Secondary) Australian Catholic University, Melbourne (current) Graduate Certificate of Religious Education , Australian Catholic University Bachelor of Exercise Science, Australian Catholic University
Ms Kelly Taylor	Bachelor of Education(Primary) Certificate 3 in Health Support Services
Ms Behnaz Toranji	MEd (LaTrobe University) GradDipTeach (Primary) (LaTrobe University) B Eng Lang and Lit (Razi University, Iran)
Mr Joseph Vella	BSc (Monash University) GradDipEd (Catholic University) GradDipBus Computing (Victoria University of Technology)
Ms Safeera Wahid	Graduate Diploma in Education (Primary) RMIT University Masters in Law (Commercial) Monash University Bachelor in Laws (LLB)Hons, University of Bristol, UK
Ms Aquila Zafir	M Special Education (University of Melbourne) BSc (Pune University, India) BEd (Pune University, India)
Ms Amina Zeneli	Graduate Diploma of Education (Primary) La Trobe University Bachelor of Psychological Science(Honors) La Trobe University
Ms Zahra Zafar	Masters in Education, Melbourne University Bachelor of Education, Victoria University

## RELIGION STAFF

Ms Arwa Abboud  
Mr Amir Tariq  
Ms Fauzia Murtaza  
Mr Abdullahi Abdulrahman  
Mr Mohamed Cadersha  
Ms Zehra Gunceler  
Ms Maryam Omer  
Ms Noor Kassim  
Ms Mehanaz Ali

Ms Sadia Hussain  
Ms Nuha Abdallah  
Ms Saniya Hanif  
Mr Owais Baran  
Mr Asim Malik  
Mr Ahmad Hachem  
Ms Khadeejah Anderson  
Mr Osman Mohaggeb

## NON-TEACHING STAFF

Ms Tanya Kubitza  
Ms Javeria Tabassum  
Ms Leah Hamel  
Mr Muhammad Naveed Khan  
Mr Khurram Khan  
Mr Zaffar Danyal  
Mr Shukran Chohan  
Mr Maqsood Ahmad  
Mr Shahzad Syed  
Mr Salman Khan

## WELLBEING STAFF

Ms Gul Ozluk  
Ms Shazmin Shahim  
Ms Maryanne Kapoulitsas  
Ms Sanaa Mahkri  
Ms Maryam Imran

## WORKFORCE COMPOSITION

The staff workforce composition is representative of the community we serve. We have staff from diverse backgrounds with a range of experience, including supporting new graduates. The College does not have any staff declaring as Aboriginal or Torres Strait Islander.

Category	Male	Female
Teaching	8	30
Non-Teaching	17	21
Total Staff	25	51

**Total Staff: 76**

## STAFF PROFESSIONAL LEARNING

Al Siraat College provides opportunities and supports staff in their professional learning to develop their skills and continually update knowledge to practise quality teaching. Professional learning programs are provided to staff onsite by external providers and through the use of current staff who want to share their knowledge. Staff also attended activities offsite.

Professional learning was undertaken in a broad range of areas, which included, but was not restricted to:

- Courses and conferences conducted by professional and subject associations.
- Occupation Health and Safety and compliance:
  - First Aid
  - CPR
  - Anaphylaxis
  - Emergency Management
- Subject and VCE specific training
- Seminars to support provisionally registered teachers
- Sessions conducted by Independent Schools Victoria and the Centre for Strategic Education focussing on disability services, governance, human resourcing, compliance and curriculum.
- Focus on RTI
- Teachers working in PLCs

The College implemented a Professional Learning week at the commencement of Term 3. During this week, staff focused on Professional Learning Teams and a review of curriculum. The College also conducted training for Emergency Management Planning.

The College also supports both Primary and Secondary pre-service teachers.

## SENIOR SCHOOL REPORT

In 2015 Al Siraat College saw an expansion and progress in the Secondary Years with ten classes from Year 7 to Year 12. We had our first Year 12 students graduating from the College achieving outstanding academic results with a median ATAR of 93.7. The students were able to get their preferred course at the University.

Elective subjects were introduced to our Year 9 and Year 10 students in 2015. New subjects like Business Management, IT and Physics were offered to VCE students.

The staff have shown their dedication and commitment to the school and made a positive impact on the students' development and success. The addition of new staff plus different year level coordinators and Heads of Learning have consolidated our Secondary School structure. They include :

Boys' 7-9 Co-ordinator : Ms Emel Sener-Esen

Girls' 7-9 Co-ordinator : Ms Marwa Breis

10-12 Co-ordinator : Ms Hatice Mohamed

VCE Co-ordinator : Ms Maha Elsayegh

A number of events were held and opportunities provided to the students to enhance diversity and variety to the school programme. NAPLAN tests for Years 7 and 9 took place in May. Other competitions including ICAS (English, Spelling and Maths), Quran recitation and Islamic Studies were also held during the year.

Students were acknowledged for their outstanding participation and involvement in the Sports carnival and Athletics Carnival. Special assemblies were held for Anzac Day, Remembrance Day and Ramadan. Fund raising activities were organised to involve the students and faculty in a fun and engaging activity and to raise awareness at the same time.

Highlight of the year was our first Year 12 Graduation that was held on Friday, 27 November at the La Mirage Reception Centre in Somerton. The function was attended by over a hundred people and was a great success.

The College is growing in strength and attracting both students and teachers from more established schools.

## JUNIOR SCHOOL REPORT

### *Highlights for 2015...*

#### ❖ *Parent Information Night*

We started the year with the annual "Parent Information Night" which was held on 10 Feb 2015. Parents were welcomed by the School Principals, Mr Andrew Houghton and Ms Rahat Arain and were given an insight of the College's Identity Statement and Masterplan of the future infrastructure. The program for the night included a get-to-know-you session with the homegroup teachers. Teachers were able to have the opportunity to communicate with parents on the curriculum, procedures and expectations of the year and discussed how parents can support their child's learning at home.

#### ❖ *Parent Teacher Interviews*

Parents had the opportunity to meet teachers for each term to discuss their child's progress and wellbeing throughout the year.

#### ❖ *THRASS Workshop for Parents (Foundation- Year 2)*

Two workshops for parents of Foundation – Year 2 were organised on Wednesday, 4 March and Wednesday, 25 March as an introduction to our teaching of handwriting, reading and spelling. This session provided an overview and hands-on experience for parents in assisting their child at home in the program. We had a

large turnout of parents who attended the workshop and received many positive comments to organise more workshops for parents.

❖ *Writing Tips Workshop for Parents (Foundation- Year 2)*

Another workshop for parents of Foundation – Year 2 was organised on Wednesday, 29 April as an introduction to the process of writing. This session provided an insight into the development of writing, specifically learning how teachers teach writing in the classroom for parents to explore writing at home with their child. We had a large turnout of parents who attended the workshop and received many positive comments to organise more workshops for parents.

❖ *Comprehending Reading Workshop for Parents (Foundation- Year 2)*

A workshop for parents of Foundation – Year 2 was organised on Wednesday, 10 June as an introduction to the reading process. This session provided an insight into the development of reading, specifically learning about how teachers teach reading in classroom for parents to explore reading at home with their child. We had a large turnout of parents who attended the workshop and received many positive comments to organise more workshops for parents.

❖ *Thinking Maths Workshop for Parents (Year 3- Year 6)*

A workshop for parents of Foundation – Year 2 was organised on Wednesday, 2 September for parents to explore maths strategies to support their child’s learning at home. This session provided an insight into high order thinking maths for our students and parents. We had a large turnout of parents who attended the workshop and received many positive comments to organise more workshops for parents.

❖ *Premiers’ Reading Challenge*

Students in Foundation – Year 6 participated in the Victoria Premiers’ Reading Challenge (PRC) for 2015. The challenge supports both the development of student literacy skills and their pleasure of reading for enjoyment while setting goals.

❖ *Parent Helpers Program*

One of the aims in the Junior School is to create an educational environment in which students are given the opportunity to reach their full potential, where the academic, social, and developmental needs of each student are met. Developing home-school partnerships to improve student learning is an integral part of the Al Siraat College culture. The Parent Helpers Program is an avenue the school implements to build relationships between the school and home. While support is valued and appreciated, the responsibility for planning learning opportunities remains with the teacher. We invited parents to be part of the school community in contributing their expertise and experiences to the school as supportive aides in volunteering for events, assisting resources and classroom reading.

❖ *Book Week – Literacy & Numeracy Week*

We celebrated the LITERACY AND NUMERACY WEEK from Mon, 31 Aug to Fri, 4 Sep 2015. This week marked the start of National Literacy and Numeracy Week, which aimed to celebrate learning and raise awareness of the importance of reading, writing and mathematics skills. A number of fun learning activities were organised that incorporated literacy and numeracy. Students were encouraged to come to school in YELLOW (Literacy) or GREEN (Numeracy) or a mix of both colours to show their preference or for the love of literacy or maths as part of the Literacy and Numeracy Colour Day. The Foundation and Grade 1 enjoyed a Pyjama Day Picnic during the week while teachers read stories to them. Students were encouraged to bring their favourite book for the picnic.

❖ *BOOK FAIR - Tue, 1 Sep to Mon, 7 Sep 2015*

The Scholastic Book Fair 2015 was organised alongside with Literacy and Numeracy Week this year. This is an avenue to promote reading to our students and has been an important literary event. The theme for 2015 was Book Fair Under the Sea - Exploring an Ocean of Books. We had overwhelming responses from students

and families throughout the Book Fair and the school earned a sum of \$1,120.00 worth of books from Scholastic.

❖ *Foundation Transition Program*

We welcomed our new Foundation 2016 to Al Siraat College and were delighted to see them attending a session of the Transition Program which started early of Term 4. This is to ensure the best possible start to the Foundation students' first year at school and four orientation sessions were organised to familiarise families and their children with the staff and college environment. The four sessions were successfully conducted from 11.00 am to 12.00 pm on Wednesdays in Oct – Dec 2015. Students participated in a number of different activities and we were amazed at how quickly they settled into each session. The aim of the Transition Program is to promote speedy adjustment, enhance the students' independence and to provide positive experiences for our new students and families in the school environment. It has been a lovely introduction to Al Siraat College and whilst the students were enjoying activities with teachers in the classroom, parents were encouraged to join the different information sessions as well as morning tea at our assembly hall.

❖ *Excursion & Incursion*

Students had various opportunities to experience excursions and incursions that were organised throughout the year that related to the Units of Inquiry. This supports and reinforces their learning through such enriching experiences.

❖ *Library Visit –Lalor Library*

Foundation – Year 2 students visited the Lalor Library every 3 weeks as part of services provided by the Whittlesea Council. They were able to access to books and learn how to borrow them through the library system. This gives our students the opportunity to use the library services while developing responsibility and independence.

❖ *Primary Exhibition 2015 – Our Science Stories*

Our Junior School's focus on Inquiry Learning has given students a greater responsibility for their own learning. The highlights from the Primary Exhibition this year with our theme 'Our Science Stories' have ascertained our students' learning to a different level. It is amazing to see students involved in the inquiry process and having the shared responsibility among members of their classes to be engaged in an in-depth type of learning. Many opportunities were given to students to explore their research skills through the Inquiry Units of Work, which required them to take risks, build their confidence and becoming independent learners. It is without doubt that presenting their findings on the night of the Primary Exhibition was the most unforgettable moment for students, parents and teachers. It has been a night to be proud of and hopefully inspired our students to be life-long learners and inquirers.

❖ *Home Reading Program*

Home Reading is an essential part of our reading program in Al Siraat College as it forms an authentic link for reading between the home and the school. It is vital for children to start good reading habits at home and research shows that what parents do at home with reading makes a difference. The role of the parent is crucial in creating an environment where reading at home is valued and part of a natural and happy routine every day. We encourage parents to read together with their child in a comfortable and pleasurable way where they enjoy books together. At Al Siraat College, students are recommended to select their take home books or texts that are within their instructional range so that they can consolidate their reading skills at home. Students need to read independently or share the book with their parents and return the book the following school day. The classroom teachers will closely monitor and guide students in the book selections.

❖ *Values Education Program*

As part of the School Values Program, we have identified six values that are significant for the school community to uphold. Throughout this year, each value will serve as a major focus with teachers exploring related skills and attitudes each week through class discussion, activities, modeling and encouragement. To

optimise success of the program, parents were encouraged to discuss and reinforce these values and related skills with their child each week.

<b>Sunnah</b>	: learning about sunnah and bringing sunnah into our life
<b>Taking Responsibility</b>	: for our actions and acting in a safe and responsible manner
<b>Positive Thinking</b>	: to make the best opportunities, learn from life experiences and develop positive emotion
<b>Perseverance</b>	: in continuing to push ourselves and believing that Allah rewards after struggle and hard work
<b>Good Manners</b>	: so that we can develop excellent akhlaaq (character)
<b>Benefitting Others</b>	: as Allah (swt) has sent us for the benefit of mankind.

## WELLBEING

The College Wellbeing department in 2015 continued to build on programs to support students' and staff welfare. It worked in partnership with families and communities to build relationships and provide optimal care and support to our students and college community. The Wellbeing Department has expanded in 2015 and comprises the following components:

- **Learning Support:** The learning support program provides inclusive education and support to students who have additional learning needs in order to access the same standards of education and achieve holistic success.
- **Speech Pathology:** This is a specialised support service that has been offered from 2015 onwards. The Speech Pathologist identifies and assists students facing difficulty in verbal communication through assessments and therapy.
- **Counselling and Pastoral Care support:** School counsellors provide appropriate psychological services to students and address educational and behavioural needs through the school counselling program. The number of students seeking counselling is noted to have increased during the year. The Counsellors work in confidentiality with students of all ages and their families and provide support and counselling for students with specific needs. They assess students' learning and behaviour and identify the barriers to students learning and liaise with external agencies on matters relating to students' wellbeing as required. Pastoral Care sessions cater for the increased needs of students in crisis situations and students who experience socio-emotional difficulty, but have reservations towards counselling.
- **General Health and Wellbeing:** A number of programs are implemented to ensure the general health and wellbeing of our students and staff.
- **Education and Awareness for the College community:** The department organised a number of Parent Education Seminars that aimed at educating our parent community on a topics including Nutrition and Learning, Adolescent Behaviour Management, Cyber safety, Parenting, etc.

In addition, the department took a number of initiatives and programs throughout the year that provided opportunities for student engagement and development. The 2015 School Representative Council (SRC) was formed to voice student concerns and discuss issues that relate to them. The SRC comprised of School Captain, Vice-Captain and two members from each Year 3-12 representing their classroom. SRC members were appointed based on classroom nominations, interviews and personal statements. A number of opportunities were provided for students to participate and enhance their leadership skills. The College is proud to have an inspiring group of students, who have been exemplary role models to their peers. Some of the events that the students participated in throughout the year include:

- No Bullying Week
- Head lice check
- Bachar Houli's Appearance
- Harmony Day
- Immunisation Yrs. 7-9
- Road safety program by Mr. Albert Fatileh from VIC Police
- The TAWASAL Project in Collaboration with the City of Whittlesea
- Oral Health Education collaborating with Colgate
- Road Safety for Senior Students by Australian Federal Police (AFP)
- Interfaith Dialogue
- ANZAC Day Assembly

## COLLEGE CURRICULUM

The College reviews the curriculum as part of our annual school improvement processes. An overview of the curriculum can be found by visiting the website [www.alsiraat.vic.edu.au](http://www.alsiraat.vic.edu.au).

## STUDENT ATTENDANCE

Attendance is marked on a daily basis for each period and recorded online using SEQTA. Late arrivals and early departures are also documented into the system. Unexplained absences are generally followed up with the parent or guardian on the same day via text messages and phone call. Further follow ups on absences are carried out during the day if the College has not been notified.

The school's attendance data is regularly monitored for analysis. The student attendance record assists teachers to keep track of their students' attendance. When requested by the school, students need to provide a medical certificate in case of absence due to illness. Students with poor attendance are monitored and contact is made with the family where there is pattern of unexplained absences or where a student has a poor attendance record. Table below shows the attendance rates for all year levels for 2015.

Year Level	Number of Students	Percent Present
Foundation	72	89.06
1	71	90.78
2	56	91.2
3	52	92.58
4	37	91.53
5	46	90.87
6	38	91.62
7	35	89.7
8	31	93.31
9	29	88.93
10	18	87.68
11	18	91.51
12	4	96.29
Total students and average student attendance	507	91.16

## STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)

Students in Year 3, 5, 7 and 9 participate annually in the NAPLAN testing. NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed. Primary and secondary teachers analyse NAPLAN



data to identify strengths and weaknesses across each year level, and use this to inform teaching strategies and curriculum.

Number of students who sat the NAPLAN in 2015:

Year 3 48

Year 5 41

Year 7 32

Year 9 24

Percentages of Students Achieving National Minimum Standards in NAPLAN 2015, 2014 and 2013.

Year Level	Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2015	100	98	96	96	98
	2014	100	100	94	100	100
	2013	100	100	96	96	100
5	2015	95	98	100	93	95
	2014	84	100	94	90	90
	2013	100	82	92	100	77
7	2015	100	94	87	91	97
	2014	91	91	88	85	91
	2013	83	100	75	83	100
9	2015	91	71	100	96	96
	2014	90	70	90	80	95
	2013	100	100	100	85	100

## SENIOR SECONDARY OUTCOMES

The College grew substantially during the year 2015 with a large number of student enrolments into the Senior Secondary Years. The Senior School is committed to provide students with a holistic education and give them opportunities that maximise student learning and achievement. A wide range of subjects are offered to cater to the diverse individual needs of students.

The College has been successful in producing our first batch of VCE graduates in 2015. Students in Year 11 completed all Unit 1 and 2 subjects in 2014 and moved to Year 12 (VCE) in 2015. The four students achieved outstanding individual study scores for their subjects with 15 out of 25 study scores being above the state average of 30. The average ATAR for our students was 76.80 with the highest ATAR being 93.55.

The achieved scores also guaranteed them a place into their preferred University course and two students received Scholarship offers from Monash University.

## SCHOOL SATISFACTION

During 2015, the College carried out a full Independent Schools Victoria community satisfaction survey (L.E.A.D) in August 2015. The College also commissioned the Australian Council of Educational Research (ACER) to review the College using the National School Improvement Tool in February 2015. The data collected has been analysed and offers the College helpful information to develop strategies to improve.

National School Improvement Tool (NSIT) has nine domains and our results indicate the College is operating in medium to high performance band. The review identified the main growth areas were the analysis and discussion of data and developing a culture that promoted learning. These areas became a major focus for the staff professional learning.

The NSIT has 9 domains:

<b>Domain Number</b>	<b>College Rating (Low, Medium, High, Outstanding)</b>
1. An Explicit Improvement Agenda	Medium to High
2. Analysis and Discussion of Data	Medium
3. A Culture That Promotes Learning	Low to Medium
4. Targeted Use of School Resources	Medium
5. An Expert Teaching Team	Medium to High
6. Systematic Curriculum Delivery	Medium
7. Differentiated Teaching and Learning	Medium
8. Effective Pedagogical Practices	Medium
9. School-Community Partnerships	Medium

#### **Independent Schools Victoria LEAD Survey:**

In 2015, 96 parents completed the full satisfaction survey. The results indicate that the strategic priorities and strategies identified in 2014 remain important. The overall data shows positive satisfaction growth in most areas from 2010 to 2015. It is important to note that during this period the College has added over 500 students. From parent feedback the areas of improvement noted are College resources, transition processes and better learning outcomes. It was pleasing to see that the Net Promoter Score for the College was well above the Independent School benchmark, indicating that College parents actively promote the school to others. This indicates high levels of parent satisfaction.

<b>Domain</b>	<b>Average Parent Satisfaction score (1 low to 10 high)</b>
Curriculum Academic Program	7.8
Quality of Teaching	7.8
Learning Outcomes	7.7
Pastoral Care	8
Discipline and Safety	7.8
Parental Involvement	8.3
Resources	7.6
Year Transition	7.7
Recommend to Others	8.4
Overall Satisfaction	8.4

In 2015, 181 students from Years 5 to 12 completed the survey, 79 from Years 5 and 6, 84 from Years 7-9 and 18 from Years 10-12. Overall the students remained satisfied with the College (7.1/10) with the ISV average being 7.3. The students have also identified resources, largely new buildings, a gym and recreation spaces as areas the College needs to improve on. The other main areas were the pastoral care and discipline. The students were most satisfied with the transition, personal development and leadership programs and improvement in academic rigour.

<b>Domain</b>	<b>Average Student Satisfaction score (1 low to 10 high)</b>
Academic Program	6.9
Personal Development and Leadership	7.3
Learning Outcomes	7.2
Pastoral Care	6.9
Discipline and Safety	6.9
School Ethos and Values	7.1
Resources	6.9
Transition	7.4
Peer Relationships	7.5
Academic Rigour	7.4
Feedback	7.2
Teacher Knowledge	7.3
Teacher Practice	7.2
Teacher/Student Rapport	7.1
Overall Student Satisfaction	7.1

In 2015, 62 staff completed the survey. There were 51 teaching staff and 11 general staff. The overall satisfaction was pleasing with a rating of 8.1 for teaching staff and 9.3 for general staff. Areas of identified strength were goal alignment, professional development, technology and parent involvement. Growth points were feedback provided to staff, resources (buildings), student behaviour and learning support.

<b>Domain</b>	<b>Average Staff Satisfaction score</b>	
	<b>Teaching</b>	<b>General</b>
Resources, offerings	6.1	7.5
Technology	8	9.1
School Ethics/Values	7.5	8.2
Student Behaviour	7.1	7.7
Discipline	7.7	8.6
Learning Support	6.8	7.9
Pastoral Care	7.9	8.3

Parent Involvement	8.3	8.9
Quality of Teaching and Learning	7.7	8.3
Teaching practice	8.5	----
Feedback	6.7	7.1
Goal Alignment	8.8	9.2
Leadership and Morale	8	8.6
Staff Collaboration	8.2	8.7
Professional Development	8.2	8.9
Overall Satisfaction	8.1	9.3

## COLLEGE FINANCE

### Finances

A summary of our income is as follows:

Income Source	Amount	Percentage
Fees	\$1,189,204	13.08%
Commonwealth Recurrent Grant	\$5,004,892	55.03%
State Recurrent Grant	\$2,713,063	29.83%
Other Government Grants	\$80,280	0.88%
Other Income / Donations	\$107,564	1.18%

A summary of our expenditure is as follows:

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$5,607,549	69.03%
Rent	\$650,000	8.00%
Stationery, Classroom and Educational	\$320,692	3.95%
IT Equipment and Technology	\$284,176	3.50%
Site Costs and Essential Services	\$654,795	8.06%
Administration and Other	\$605,592	7.46%

Note: As the College rents its site, rental expenses form a significant part of the expenses.