

AL SIRAAT COLLEGE

**ANNUAL REPORT AND SCHOOL
PERFORMANCE INFORMATION
2016**

VISION STATEMENT

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



**AL SIRAAT
COLLEGE**



TABLE OF CONTENTS

COLLEGE DIRECTOR'S REPORT	4
PRINCIPAL'S REPORT	5
PRINCIPAL ISLAMIC TRADITION'S REPORT.....	7
CORPORATE STRUCTURE.....	9
CHARACTERISTICS OF THE STUDENT POPULATION	9
TEACHER QUALIFICATIONS.....	10
WORKFORCE COMPOSITION	14
STAFF PROFESSIONAL LEARNING	14
SENIOR SCHOOL.....	14
JUNIOR SCHOOL.....	16
WELLBEING	19
COLLEGE CURRICULUM	20
STUDENT ATTENDANCE	21
STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)	21
SENIOR SECONDARY OUTCOMES	22
SCHOOL SATISFACTION	22
COLLEGE FINANCE	25

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
College Director

PRINCIPAL'S REPORT

We are an Australian School in the Islamic Tradition.

During 2016, the College worked towards achieving key milestones across our 6 strategic priorities. All teaching programs, pastoral care, co-curricular and community events were targeted towards school improvement and quality outcomes. Our identity statement '*We are an Australian School in the Islamic Tradition*' has proven to resonate both locally and globally, creating a point of difference and a better understanding of who we are. We strive to provide high quality independent schooling following the Australian Curriculum that gives each child access to pathways equal to that of any Australian School. In doing this, we also infuse the Islamic Tradition through the curriculum and ensure that our environment and ethos clearly reflects Islamic values and heritage. We want our graduates to leave Al Siraat connected to their Deen, confident in their capabilities and ready to contribute positively to Australian society.

The strategic 6 priorities:

1. **Our Identity** - Promote and implement the understanding that a person can be an Australian and a practising Muslim.
 - a. In 2016 the College commissioned research by Dr Mohamad Abdalla to review the Islamic Studies programme and identify opportunities in the curriculum to infuse Islam. The results provided great insight into student perceptions and formed the basis for changes to be implemented in 2017.
 - b. Al Siraat College joined with Griffith University to host the first ever Australian Islamic Schooling Conference. Delegates came from across Australia and from overseas to discuss how we may improve Islamic Education in the Australian context. The conference was very successful and will now be an annual event with the next conference to be held in Adelaide in 2017.
2. **Student Learning and Achievement** - To provide a high-quality learning environment within and beyond the classroom that delivers rigorous and differentiated programs.
 - a. The College has expanded the elective offerings for Year 10 to provide pathways for VCE or alternative post-secondary education. All Year 10 students commence a VCE or VET subject to familiarise them with the structure of VCE. The College graduated 15 students in 2016 with all students commencing post-secondary education in their preferred pathway.
 - b. The staff completed two online modules from Harvard University Project Zero. The units were Making Learning Visible and Visible Thinking. The collaborative learning modules had a positive impact across the College with noticeable positive changes to student engagement, particularly in the Junior School.
3. **Student Culture** - Focus on the development of an inclusive culture that reinforces the values of care, consideration and respect for self and others.

- a. The College has continued to work with students and parents to support the College values. An emphasis has been on implementing a 'dignified' approach to discipline. Staff received training for classroom management skills and how to conduct difficult conversations.
 - b. The College commissioned a review of our behaviour management processes across F-12 including staff, parent and student perceptions. A report is due in 2017.
4. **Inspirational Staff** - Attract, develop, retain and recognise high quality teaching, management and support staff.
- a. With the continued enrollment growth, the College employed a large number of staff for 2016. Staff retention from 2015 to 2016 was high at 93%.
 - b. The Staff theme for 2016 was 'Collaboration'. The focus of professional development for teaching staff and the allocation of meeting time was directed towards the development and refinement of Professional Learning Teams. Staff worked in small teams to plan and review student progress. Further work will be required in 2017.
5. **Places and Spaces** - Plan for and provide quality facilities in response to educational priorities in a financially responsible manner.
- a. During 2016 the College made significant investment in the upgrading of current facilities, establishing new classroom blocks, commencing construction on a \$5M Science, Technology and Arts complex and further works on landscaping and play areas.
6. **A Connected Community** - Enhance communications and connections with parents and the broader ASC community.
- a. The College held many community events including education programmes for parents, student learning exhibitions, Art exhibitions and community celebrations. A highlight of the year was seeing over 700 members of the community coming together for the Eid prayers.

It is very pleasing to see the positive gains made in 2016. I thank the staff and community for their support and look forward to Al Siraat growing from strength to strength in 2017.

Mr Andrew Houghton
Principal

PRINCIPAL ISLAMIC TRADITION'S REPORT

Bismillah Ar-Rahman Ar-Raheem *In the name of God, the Most Compassionate, the Most Merciful...*

All praise is for Allah (swt) who once again allowed our College community to flourish in 2016. As with all schools, there was a lot that happened to move the school forward but it was important for us to ensure that we focused on activities that met our set Strategic Priorities. These are highlighted and further explained below as to how we moved forward in each one.

1. **Our identity:** *Promote and implement the understanding that a person can be an Australian and a practising Muslim.*
 - a. **Applied Islam:** Education continued for all our key stakeholders through the Parent Education Seminars as well as the distinct 'Applied Islam' monthly course that was in its second year running for our Year 11/12 students, parents, and staff.
 - b. **Interfaith Dialogue:** Conversations to build community cohesion was possible through participation in Interfaith Dialogue between a select group of our Year 9 students, St Monica's College and Thomastown Secondary.
 - c. **Special Events:** Other special events at the College instilled a unique sense of pride in building the Islamic identity. These included the Hajj Simulation, Iftar nights, Quran and Islamic competitions, Hifz completion ceremony, and Ramadan assemblies.
2. **Student Learning and Achievement:** *To provide a high quality learning environment within and beyond the classroom that delivers rigorous and differentiated programs.*
 - a. **Hifz redesign:** After reviewing the effectiveness of our Hifz program, we enlisted the help of Mufti Aasim from Canada to redesign our current teaching and planning practices. As a result, there will be some structural changes to these programs from 2017.
 - b. **Islamic Studies electives:** We decided to diversify the Islamic Studies offered to our 2017 Year 10 students to help them select the subjects that interested them. The options to choose from included: Ideal Muslim/Muslimah, Islam-A Way of Life, Islamic Civilisations, and Study of Ahadith.
 - c. **Hifz graduation:** We were pleased to announce that ten of our Hifz students graduated from this special elective program this year. This is the largest number of graduates we have seen in any one year. To help us celebrate this wonderful achievement, we held a graduation ceremony inviting both our families as well as notable scholars from our Muslim community.
3. **Student Culture:** *Focus on the development of an inclusive culture that reinforces the values of care, consideration and respect for self and others.*
 - a. **SRCs:** The Student Representative Council from Year 3 to 12 was active in presenting in assemblies and promoting the College Values amongst the student body.
 - b. **Alumni:** For the first time in the College history we had our first graduates return as alumni to speak to our students about their VCE and University experience. Having older students share their experience has been useful for our students to make the most of their College experience.
4. **Inspirational Staff:** *Attract, develop, retain and recognise high quality teaching, management and support staff.*
 - a. **Islamic Schooling Conference:** In collaboration with Griffith University, Al Siraat College organised the first Australian Islamic Education Conference to start a national and international conversation in relation to the challenges, issues and opportunities facing Islamic schooling, particularly within a Western context. Over 200 people attended the conference including teachers (the largest group), school governors and school leaders, leading researchers and academics in the area of Islamic education / schooling, Islamic

scholars and our international guests. The event was held over two days on 20 and 21 February at The Melbourne Convention Centre in the city.

- b. **Professional Learning:** Dedicated time for Professional Learning was created on Fridays by having students finish school by 2pm, instead of the usual 3.40pm. During this time, a number of workshops discussing the Principles of Islamic pedagogy were held for the Religion Department. There were also sessions where a shared understanding of the College Values was developed.
 - c. **Online Certificate Course:** We had a committed team of 9 educators from the College complete a one year online course called Islamic Teachers Education Program looking at how to teach Muslim children more effectively. This has provided a very valuable platform for not only our Religion staff, but also some of our mainstream teachers, to further explore Islamic education within their own classrooms.
 - d. **Student Surveys:** All of our Year 5 to 10 students were given a survey seeking their opinions about Islamic Studies. This survey provided useful information to shape our future planning as it identified areas of improvement, areas of strength, and other ideas to improve the quality of our teaching.
5. **Places and Spaces:** *Plan for and provide quality facilities in response to educational priorities in a financially responsible manner.*
- a. **Soccer Field:** An extra soccer field was completed to allow our students to enjoy their own spaces. Of particular importance was to provide dedicated and equitable spaces for both the boys and girls at the College.
 - b. **Barakah Investors:** *He who does not thank people does not thank Allah (Tirmidhi).* On that note, a special dinner to thank our Investors was held in April. We shared with them the plans and design for our next Specialist Building which is due to be completed in 2017. This will be a large purpose built facility designed for the teaching areas of Science, Arts, Technology, and Engineering.
6. **A Connected Community:** *Enhance communications and connections with parents and the broader ASC community.*
- a. **Volunteering Expo:** As part of the Year 9 Islamic Studies 'Let's Make a Difference' project, students learnt how to benefit others by researching charitable organisations and participating in volunteering activities.
 - b. **Musalla:** Refurbishment to our musalla was started to cater for the growing number of community members using the facility for their daily prayers.
 - c. **Eid Salah:** A huge growth in the local area saw over 700 people attend our post Ramadan Eid Salah that we held in our Junior School building. It was a very festive atmosphere with the community bringing in food and desserts to share after the prayers.
 - d. **Urdu poetry:** We hosted a unique night of poetry in Urdu which was attended by many special guests including the High Commissioner of Pakistan.
 - e. **Muslim Exchange Program:** We participated in an initiative of the Australia-Indonesia Institute within the Department of Foreign Affairs and Trade which saw us hosting a delegation of Indonesian leaders. This provided for an opportunity for a cultural and intellectual exchange.
 - f. **Charities:** The College community generously donated their time and money for significant causes throughout the year. A snapshot is listed below of some of the main ones:
 - i. **Barn to Mosque:** Over \$40K raised during Ramadan by our families for building our future mosque.
 - ii. **Human Appeal Orphan Sponsorship Program:** Hifz students raised over \$1500 to purchase 4 wheelchairs for Syrian orphans.
 - iii. **Great Cycle Challenge:** Our College team raised about \$8,400 for fighting childhood cancer (ranked 13th out of 465 for the amount raised).

- iv. **Ramadan Dates Drive:** fundraising by the PFF (Parents and Friends Forum).
- v. **Bake Sale:** fundraiser for victims of cycle in Fiji.

Overall, 2016 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*. And were we true to our Mission where *we strive to be a transformative school community devoted to holistic education*? I believe so alhamdulillah!

Rahat Arain
Principal - Islamic Tradition

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 2016:

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

Shahzad Syed
Chief Information Officer

CHARACTERISTICS OF THE STUDENT POPULATION

Al Siraat College serves a culturally diverse community and provides education to Muslim children from Foundation to Year 12. The College is fortunate to have a diverse range of students from 25 Nationalities with 28 first languages other than English spoken at home. The College has grown with a large number of enrollments both in the Junior and Senior schools. The College draws students from as far as inner city Melbourne and a number of families in significant numbers have settled locally. The families are largely from low socio-economic backgrounds including a high percentage of migrant and refugee families. The

College is consolidating enrollment trends with fewer transitional enrollments. The enrollment numbers vary depending on the number of new student enrollments every term.

TEACHER QUALIFICATIONS

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

Name	Qualifications
Ms Arwa Abboud	Grad Dip Teaching and Learning (University of Queensland) B.Sc Computer Information System (University of Jordan)
Ms 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)
Ms Amera Atiya	BA Psych (Osmania University, India) MA Psych (Osmania University, India) DipEd (LaTrobe University) MEd (LaTrobe University)
Mr Adel Ayoubi	B Ed , Victoria 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
Ms Cheryl Becker	BEd (Phillip Institute) DipEd (Toorak College)

Name	Qualifications
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 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) 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 Boushra El Ayoubi	B Ed, RMIT University Dip Children Services, Victoria University
Ms Maha Elsayegh	BSc (LaTrobe University) PGradDipEd (Melbourne University) MEd (Melbourne University)
Mr Kadir Emniyet	M Ed (Strategic Leadership) University of Melbourne BA (Multicultural Studies - Turkish and Islamic Studies) RMIT University B Ed (Secondary) University of Melbourne
Ms Leeann Engblom	B Ed, Victoria College Dip Art Therapy, Phoenix Institute
Ms Fatema Faoual	Grad Dip Ed Secondary, Victoria University Bachelor of Business majoring in HRM and Marketing, La Trobe University - Workplace Leadership, Mt Eliza Business School
Ms Annette Ferrao	BArts (Mumbai University, India) MA (Mumbai University, India) BEd (Pune University, India)
Ms Kashifa Harvey	BA (Psychology, History) University of Western Cape Higher Dip Ed, University of Western Cape Cert of Teaching Eng as a Foreign Language, Cape Town International School of Languages
Mr Andrew Houghton	Master of Instructional Leadership (University of Melbourne) DipTeach Primary (Ballarat University College) BEd Primary (University of Ballarat)
Ms Gjulisme Idrizi	MTeach(Secondary) Science and Biology (University of Melbourne) Tertiary Studies (University of Melbourne)
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)

Name	Qualifications
Ms Dilek Komser	MTeach Secondary (University of Melbourne) BSc (Honours) (University of Melbourne)
Mr Ismail Kullu	B Ed (Physics) Turkey
Ms Soumaya Mahdy	PGrad Dip (Secondary Education) Royal Melbourne Institute of Technology BA (Major in English and Linguistics) University of Western Sydney
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 Najmeddine	B Ed RMIT University
Ms Sarah North	Master of Educational Studies, Concentration in Leadership, Curriculum and Thinking Curricula, Monash University
Mr Gavin O'Looney	Professional Dip in Ed, University College Dublin (UCD), Belfield, Co. Dublin B. Sci (Zoology) University College Dublin (UCD) Belfield, Co. Dublin
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 University/National Institute of Education, Singapore) Cert in Child Care Personnel Training (Institute of Education, Singapore)
Ms Jaque Rowe	Grad Dip in Education, La Trobe University Bachelor of Arts - Legal Studies, La Trobe University
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)
Ms Nishani Sooknandan	Master of Experiential and Creative Arts Therapy (Melbourne) Grad Cert Art therapy Grad Dip Art Therapy B App Sc (Psychology) B Ed (Primary and Secondary) Deakin University
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

Name	Qualifications
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 Melike Yildirim	Grad Dip Ed, La Trobe University Bachelor of Science, Deakin University
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

Mr Amir Tariq
Ms Fauzia Murtaza
Mr Abdullahi Abdulrahman
Mr Mohamed Cadershah
Ms Maryam Omer
Ms Noor Kassim
Mr Abdullah Mawar
Ms Aneesa Ismail
Mr Mohammad Waseem Khan

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

NON-TEACHING STAFF

Ms Tanya Kubitzka
Ms Javeria Tabassum
Ms Leah Hamel
Mr Muhammad Naveed Khan
Mr Khurram Khan
Mr Zaffar Danyal
Mr Shukran Chohan
Mr Maqsood Ahmad
Ms Hanifa Achmad

Mr Shahzad Syed
Ms Misbah Aqeel
Mr Bilal Deniz
Mr Faizul Mohammad
Ms Meray Aghyarian
Mr Abdelhamid Sai
Ms Hakima Bougrina
Mr Salman Khan
Ms Mehreen Akhter

WELLBEING STAFF

Ms Gul Ozluk
Ms Shazmin Shahim

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	12	35
Non-Teaching	21	22
Total Staff	33	57

Total Staff: 90

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. In 2016 the College invested \$93,819 in Staff professional learning. This equates to \$1,158 per staff member. The CRT cost and internal training is excluded from this figure. 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. Our educational priority is around excellence in teaching and learning, with a teaching focus on literacy and numeracy.

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 the curriculum. The College also conducted training for Emergency Management Planning. A major investment for teaching staff included studying two online modules with Harvard University. The College continued to support individual staff with 'Touchstones', a programme that allows a staff member to set individual goals and work with a mentor to gather evidence and reflect on their performance.

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

SENIOR SCHOOL

Staff dedication and commitment to school continued to make a positive difference to children's education and learning. Secondary school grew considerably with approximately 230 students and 11 classes.

A number of events were planned for the year and opportunities provided to the students to enhance diversity and variety to the school programme. The Senior School Parent Information night gave broad information on secondary education and presented an overview of curriculum. Both parents and students had the opportunity to have their questions answered.

Important events during the year include the senior school camp at The Summit, Trafalgar East, Victoria. The camp was organised separately for boys and girls. The camps offered a combination of adventure based activities and curriculum enriching activities.

The Physical Education Department was occupied largely with 2016 Annual sporting Events throughout the year. 2016 marked another successful delivery of the Secondary School Athletics Carnival. Students from Years 7 to 12 participated in track and field events at the Meadow Glen International Athletics Stadium. It was wonderful to see our Senior School students enjoy athletic sports. Another memorable experience for both East Preston Islamic College and Al Siraat College was the annual EPIC competition for both boys and girls from years 7 to 10. A tennis program was also introduced for the students as part of the curriculum utilising the local tennis courts.

Al Siraat and St. Monica's College developed an excellent network via our interfaith program, which also opened the doors for regular soccer friendly matches. We had students participate in sporting activities such as field hockey, basketball and soccer across Yrs. 7 to 10.

Just as the AFL season started, Al Siraat welcomed four Carlton players to speak to our Junior and Senior students about the life as a professional AFL footballer.

As part of the Outdoor Education Program, Year 9 students participated in an Epping Bike Riding program and Werribee Gorge hiking experience. Students circumnavigated the school grounds in an Orienteering program as part of the Outdoor Education curriculum. They also experienced an exciting canoeing session at the historic Fairfield Boathouse.

As part of the VET Sport and Recreation course, students from Years 10 and 11 successfully participated in a First Aid Course.

A large number of activities were organised for senior school students by the Science, Maths and English Departments.

Science related activities that were held during the year are Quiz competition, science week, science trivia, Robot design competition, etc. Students also explored science by making a lighting name tag and a motor toothbrush. Further, teachers were introduced to the use of Mazarno's Vocabulary to use with students in class to help understand science terminology.

The Mathematics Department invited students to participate in the Australian Mathematics Competition (AMC) and ICAS Mathematics competition with a number of students awarded distinction and credit.

One on one intervention was carried out for students needing additional numeracy support. The Secondary school also catered for high achievers by doing differentiation during Mathematics lessons.

This differentiation extended to VCE levels by some Year 10 students doing VCE General Mathematics and some Year 11 students doing VCE Further Mathematics. This way gifted students had an opportunity to excel in their Mathematics knowledge and complete Year 12 Mathematics in Year 11.

The English Department worked hard to raise the bar in English with many programmes. Extra-curricular activities were also an important part of the learning.

- Literacy Olympics 2016 was the biggest event spreading over a week and a half. Years 7 - 12 took part in various competitions and won medals, trophies and book prizes. The event also featured Character Costume Parade which was a huge success. The league tables for literacy and the various competitions that spanned over a week were highlights as students in their classes showed solidarity and even intensified learning with their submissions for every contest in the week.
- Ripples - Anthology of Students Writing is an initiative of the English department and major work has been completed. The book is to be released in 2017 and will feature writings of our budding writers at Al Siraat College.
- Professional learning opportunities have enriched teachers with new ideas and strategies and the implementation of these strategies will help students increase their proficiency in English language.
- Student learning is promoted through planning and refining the learning and teaching process to meet individual needs. Teachers actively engaged in continuously monitoring students' progress. The emphasis was on the refinement of the process for assessments and assessing student performance.

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.

The VCE program was varied and gave students opportunities to study a university subject as well as distance education. The College offered 11 Unit 3&4 subjects to students with 9 teachers. Additionally, the College offered two distance education subjects namely, Legal Studies and Arabic. Two VCE Plus subjects - Chemistry (2 students) and Physics (5 students) were offered at La Trobe University, Our VCE results reflected an ATAR range of 93 - 33.6 with a mean ATAR of 58.52.

All 14 graduates received a first round offer and 2 graduates received a second round offer. The VCE College Graduation was held on 25 November 2016 at the La Mirage Reception and Convention Centre in Somerton. Fifteen students graduated from the College at a glittering function attended by staff, family and friends. The College is growing in strength and attracting both students and teachers from more established schools.

JUNIOR SCHOOL

Highlights for 2016...

❖ *Parent Information Night*

The Junior School started the year with the annual "Parent Information Night" which was held on 9 Feb 2016. 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)*

Workshop for parents of Foundation - Year 2 was organised 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. We had a large turnout of parents who attended the workshop. The school received many positive comments to organise more workshops for parents.

❖ *Sports Carnival and Fun Run*

The 2016 sport carnival and fun run was amusing as the students were accompanied by their parents in the run. Also, the students were bouncing around the jumping castles enjoying the event to the fullest.

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

A workshop was organised for parents of Foundation-Year 2 as an introduction to the reading process. This session provided an insight into the development of reading, specifically learning about how teachers teach children. This encouraged parents to explore reading at home with their child.

❖ *Year 4 – 6 Camp : Alexandra Adventure Resort*

As part of the school curriculum, Junior School students went on a 3 day camp for Year 4 to 6 in February 2016. The objectives of the camp were to:

- Continue to develop students' Islamic identity
- Further develop student understanding and implementation of school values
- Develop trusting relationships between teachers and students while modelling positive behaviours
- Develop teamwork and leadership skills
- Empower students through personal achievement
- Help improve student self esteem
- Develop communication skills
- Improve organisational skills

❖ *Year 3 Sleepover & Excursion to Victoria Market*

Students and teachers were excited for a night in at school on Thursday, 26 May 2016. Activities were filled with night walk, campfire and movie night. Students had a wonderful learning experience at the Victoria Market the next day and this was the first sleepover activity organised in school.

❖ *Premiers' Reading Challenge*

Students in Foundation-Year 6 participated in the Victoria Premiers' Reading Challenge (PRC) for 2016. The challenge supports both the development of student literacy skills and their pleasure of reading for enjoyment while setting goals.

❖ *Islamic BOOK FAIR - Mon, 20 Jun to Fri, 24 Jun 2016*

The Islamic Book Fair 2016 was organised again as an avenue to promote Islamic reading to our students.

❖ *Book Week – Literacy & Numeracy Week*

Junior school celebrated the LITERACY AND NUMERACY WEEK from Mon, 29 Aug to Fri, 2 Sep 2016. This week marked the start of National Literacy and Numeracy Week, which aimed to celebrate student 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 wear casual clothes in YELLOW (Literacy) or GREEN (Numeracy) or a mix of both colours to show their preference 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.

❖ *Junior School Exhibition: Friday, 9 September 2016*

In Term 3 students in Junior School were actively engaged in Inquiry Units of Work related to the theme 'Our Global Village' with Geography as the learning focus. The inquiry process was conducted in the spirit of personal and shared responsibility among students which involved identifying, investigating and offering

solutions to real-life issues or problems. This led to the Junior School Exhibition in the last week of the term and involved students from Foundation to Year 6.

The Junior School Exhibition has a number of key purposes including the following:

- to engage students in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate independence and
- to encourage students to take responsibility for their own learning
- to integrate the key learning areas in the unit
- to provide students with an opportunity to explore research skills
- to celebrate and share the learning experience with parents, students, teachers and other members of the school community

As part of school's initiative this year, all Junior School staff took part in the Project Zero online course conducted by the Harvard Graduate School of Education. Staff were trained in unlocking the potential of group learning in our classrooms. We focused on how both children and adults learn from and with others, encountering new perspectives, strategies, and ways of thinking. Our focus within the Exhibition this year has been to deepen content learning and to cultivate students' thinking skills and thinking dispositions.

❖ *Art Exhibition*

The art exhibition was held on 18 Nov 2016. The students along with their families attended the event. Various artworks with inspiring ideas and designs were displayed, which created an exhibition space unlike any other, forming not a series of rooms, but rather an enduring progression of exhibits.

❖ *Foundation Transition Program*

The junior school welcomed our new Foundation 2016 to Al Siraat College and were delighted to see them attend the Transition Program which started early Term 4. This is to ensure the best possible start to the Foundation students' first year at school. Four orientation sessions were organised to familiarise families and their children with the staff and college environment. 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 various information sessions as well as morning tea in 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.

❖ *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 home and 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 read independently or share the book with their parents and return the book the following school day. The classroom teachers closely monitor and guide students in the book selections.

❖ *Values Education Program*

As part of the School Values Program, six values were identified as significant for the school community to uphold. Throughout the year, each value served a major focus with teachers exploring related skills and

attitudes each week through class discussion, activities, modelling 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.

Respect : To treat others or behave in a way that shows thoughtful consideration

Integrity : Doing what we say

Sincerity : Doing the right thing even when no one else is watching

Responsibility : Doing what we are expected to do

Benefitting Others : To be of help to others

❖ *Parent Helpers Program*

Junior School aims 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.

WELLBEING

The Wellbeing team works in collaboration to assist students, staff and parents in enriching the lives of the students by providing support which promotes the spiritual, physical, emotional social and intellectual well-being of all students. The different areas of the department continued to work together to provide optimal care and support to students and college community.

Learning Support

Students with additional learning needs are supported in their learning in order to access the same standard of education and achieve holistic success as mainstream students. During the year 2016, the Learning Support team supported 113 students. The Learning Support team supports the students with numeracy and literacy support which may include support with language other than English such as Arabic. Students with learning support are provided with Individual Learning Plans (ILP) to keep them engaged in their learning and to build confidence about themselves and school.

About 35 ILP's were prepared for the primary students and 24 for secondary students. The ILP's prepared were holistic in approach to student's learning and education, age and development appropriate, flexible and future oriented, based on the student's strengths with focus on potential.

Speech Pathology is an additional specialised support service that has been offered to students facing difficulty in verbal communication through assessments and therapy. The Speech Pathologists continued to work one-on-one with children to develop their skills and abilities.

Pastoral Care and Counselling

An increase in counselling referrals for students has been related to the growing number of students from different cultural backgrounds. The top issues of the secondary school students were identified as Socio Emotional, making up 11% of the support. Proportion of secondary students requiring socio emotional support for 2016 was 70.73% in 2016. Bullying was the second highest issue along with sexuality, sexual

identity and intimate relationships. Both the issues made up to 8% of the support provided and both the issues have been addressed. Self-confidence is the third highest issue making up 6% of the support provided with the issue supported in over one third of the college cohort in 2016.

The counselling team has supported 101 students throughout 2016 which equates 14.4% of the school cohort being provided with one-on-one socio emotional support. Counsellors have also provided in class support on a needs basis by conducting programs in assemblies and classes.

Anti-Bulling week was run twice in the year with the sixth 'National Day of Action against Bullying and Violence' being held on 18 March 2016.

The Interfaith Dialogue Project has grown considerably in the last two years and has been recognised by chairperson of Victorian Multicultural Commission office. Students had the opportunity to collaborate and promote interfaith harmony with other schools. They also listened to a number of guest speakers on various aspects of identity and multiculturalism.

Wellbeing Projects

The Well-Being department in collaboration with Secondary Islamic Studies Department hosted the Inaugural Volunteering Expo 2016. A Life Skills Transition program for Years 5, 6 and 8 students was held in collaboration with our teachers and external trainers.

The department also organised a number of Parent Education Seminars that aimed at educating our parent community on topics including Managing Problem Behaviour and Minimising the Generation Gap, Nutrition and Learning, Cyber safety, Anxiety Management, etc.

The immunisation programs were organised for 3 consecutive terms in the college. Also, the Oral Health Education program from Foundation - Year 2 was organised to educate children on oral health and general wellbeing.

The counsellors emphasise on the weekly values and "Respectful Relationships". Programs and workshops in response to classroom incidence and crisis situations to build resilience were held.

Staff Wellbeing

The Wellbeing Department of our college takes a holistic approach to wellbeing and therefore, the department had initiatives to support staff wellbeing through various initiatives and programmes including staff Eid-Kringle, celebrating staff achievements through gifts, vaccination and dental programmes.

Student Representative Council

The 2016 School Representative Council (SRC) had an action packed year with many events held throughout the year. Selected SRC members had the opportunity to take part in the Diversity forum held at the Whittlesea Council. Students gained an understanding and explored important concepts required to flourish as a leader in the community such as 'identity', 'multiculturalism' and 'harmony'. Senior SRC students took part in the Domestic Violence forum. They were able to express their views on what can be done to prevent domestic violence. SRCs have played an important role in school assemblies, major student led activities and fundraisers for international and domestic agencies to help the community.

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.

STUDENT ATTENDANCE

The College aims to ensure that student attendance is marked on a daily basis. Attendance is marked in every class and recorded using online system called SEQTA. Students are responsible to sign-in to obtain a late pass. Late arrivals and early departures are also documented into the system. The College addresses the significance of being punctual at all times.

Unexplained full day 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 2016.

Year Level	Number of Students	Percent Present
Foundation	86	91.9625
1	75	91.6
2	73	92.96
3	64	92.5
4	48	93.32
5	50	93.77
6	57	93.01
7	49	92.6
8	38	89.3
9	35	92.17
10	32	90.12
11	19	91.38
12	15	94.58
Total students and average student attendance	641	92.25

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 2016:

Year 3 70

Year 5 42

Year 7 47

Year 9 35

Percentages of Students Achieving National Minimum Standards in NAPLAN 2016, 2015 and 2014.

Year Level	Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2016	100	100	97	98	97
	2015	100	98	96	96	98
	2014	100	100	94	100	100
5	2016	93	95	98	100	100
	2015	95	98	100	93	95
	2014	84	100	94	90	90
7	2016	98	98	98	98	100
	2015	100	94	87	91	97
	2014	91	91	88	85	91
9	2016	100	97	97	97	97
	2015	91	71	100	96	96
	2014	90	70	90	80	95

SENIOR SECONDARY OUTCOMES

The College continued to grow substantially during the year 2016 with more student enrollments 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. In 2016, twelve students from Year 11 successfully completed a Unit 3 & 4 subject.

In 2016 the College graduated the second cohort to complete their secondary schooling at Al Siraat College. We had 15 students successfully complete VCE with ATARs ranging from 33 to 93. The students achieved sound individual study scores across 12 subjects. The average study score ranged from 23.05 to 32.5. The average ATAR for our students was 58.52 with the highest ATAR being 93. The College also had 6 students successfully complete their VCE Plus programme at La Trobe University.

The achieved study scores also guaranteed them a place into their preferred University course. The destination for post-secondary education included La Trobe University, RMIT, Monash University, Kangan TAFE, University of Melbourne, Swinburne University and Victoria University. All graduates from 2015 and 2016 are currently completing tertiary studies.

SCHOOL SATISFACTION

During 2016, the College carried out a full Independent Schools Victoria community satisfaction survey (L.E.A.D) in August 2016. The College has completed this comprehensive survey in 2013, 2015 and 2016. The data collected has been analysed and offers the College helpful information to develop strategies to improve.

Independent Schools Victoria LEAD Survey:

In 2016, 279 of a possible 281 parents completed the full satisfaction survey. The results indicate that the strategic priorities and strategies identified in our current strategic plan remain important. The overall data shows positive satisfaction growth in all areas from 2015 to 2016. It is important to note that during this period the College has added over 150 new students. From parent feedback the areas of improvement

noted are College resources, transition processes and curriculum and academic program. 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.

Domain	Average Parent Satisfaction score (1 low to 10 high)
Curriculum Academic Program	8.2
Quality of Teaching	8.3
Learning Outcomes	8.2
Pastoral Care	8.4
Discipline and Safety	8.0
Parental Involvement	8.6
Resources	7.7
Year Transition	8.2
Recommend to Others	8.7
Overall Satisfaction	8.7

In 2016, 199 students from Years 5 to 11 completed the survey, 88 from Years 5 and 6, 79 from Years 7-9 and 32 from Years 10-11. Overall, the student satisfaction has declined from 2015 across all areas. In 2016 the overall student satisfaction was 5.9, down from 7.2 in 2015. Interestingly, the approval rating increases the higher the year level with Year 11 satisfaction being 7.1. A contributing factor to lower results could be an increased rigour in academic expectations and behaviour in response to the data from 2015. The students have identified resources, pastoral care and discipline, and personal development and leadership as growth opportunities for the College. The students were most satisfied with the transition, academic rigour and teaching practice.

Domain	Average Student Satisfaction score (1 low to 10 high)
Academic Program	6.3
Personal Development and Leadership	6.0
Learning Outcomes	6.4
Pastoral Care	6.0
Discipline and Safety	5.8
School Ethos and Values	6.2
Resources	6.0
Transition	6.7
Peer Relationships	6.4
Academic Rigour	6.8
Feedback	6.6

Teacher Knowledge	6.6
Teacher Practice	7.0
Teacher/Student Rapport	6.4
Overall Student Satisfaction	5.9

In 2016, 71 staff completed the survey. There were 56 teaching staff and 15 general staff. The overall satisfaction was pleasing with a rating of 7.7 for teaching staff and 9.3 for general staff. Areas of identified strength were goal alignment, professional development, parent involvement and pastoral care. Growth points were feedback provided to staff, resources (buildings), student behaviour and learning support.

Domain	Average Staff Satisfaction score (1 low to 10 high)	
	Teaching	General
Resources, offerings	6.3	7.6
Technology	7.7	8.3
School Ethics/Values	7.5	8.1
Student Behaviour	6.5	7.8
Discipline	7.3	8.7
Learning Support	7.3	7.8
Pastoral Care	7.9	8.5
Parent Involvement	8.3	8.7
Quality of Teaching and Learning	7.6	8.4
Teaching practice	8.7	---
Feedback	6.1	7.9
Goal Alignment	8.8	9.5
Leadership and Morale	7.3	8.8
Staff Collaboration	7.8	8.7
Professional Development	8.3	8.9
Overall Satisfaction	7.7	9.3

COLLEGE FINANCE

Finances

A summary of our income is as follows:

Income Source	Amount	Percentage
Fees	\$1,573,306	13.10%
Commonwealth Recurrent Grant	\$6,499,393	54.11%
State Recurrent Grant	\$3,455,872	28.77%
Other Government Grants	\$335,743	2.80%
Other Income / Donations	\$146,344	1.22%

A summary of our expenditure is as follows:

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$7,494,316	69.39%
Rent	\$750,000	6.94%
Stationery, Classroom and Educational	\$493,821	4.57%
IT Equipment and Technology	\$459,821	4.26%
Site Costs and Essential Services	\$892,648	8.26%
Administration and Other	\$710,184	6.58%

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