

AL SIRAAT COLLEGE

**ANNUAL REPORT AND SCHOOL
PERFORMANCE INFORMATION
2017**

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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PRINCIPAL'S REPORT

We are an Australian School in the Islamic Tradition.

During 2017, the College reflected on the process and milestones achieved in relation to the implementation of our six Strategic Priorities. These Strategic Priorities were developed in 2014, and are:

1. **Our Identity** - Promote and implement the understanding that a person can be an Australian and a practising Muslim.
2. **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.

As part of measuring our success against these Strategic Priorities, detailed conversations were held with all staff members in late 2017 to gauge their feelings in relation to our progress. Key learnings were that:

- Leadership is committed and staff are engaged to develop and support an improvement.
- Staff morale is generally high.
- The College encourages parents and families to take a genuine interest in learning.
- There is a process of systematic testing, diagnostic & centrally recording individual learning needs.
- There is a sufficient supply of resources for teaching
- Staff are highly collegiate
- There is a very high priority on professional learning
- Staff are committed to improvement in teaching practices based on educational research
- There is a recognised need for a Whole School Approach in relation to managing student behaviour and developing a strong school culture.
- The College has greatly improved in its site facilities and buildings.
- One of the key strengths of the College is strong sense of community.

Using these learnings and our observations as a base, the College embarked on process of renewing the Strategic Directions for the College and developing a roadmap for the next 5 years. This development will continue into 2018. This is an exciting process which will build on the strong foundations that have been lead in the first 9 years of the College.

It is very pleasing to see the positive gains that have been made in implementing our Strategic Priorities over the last 4 years. As always, the biggest room in the world is the room for improvement. We recognise that our journey is still very much at the beginning, and we have a long way to go. I thank the staff and community for their support and look forward to Al Siraat growing from strength to strength in 2018.

Mr Fazeel Arain
Principal

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 2017:

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 approximately 40 Nationalities with 32 first languages other than English spoken at home. ASC continues to be a very strong multicultural school. Boys constitute about 48% and girls 52% of the student population.

The College has grown with a large number of enrollments both in the Junior and Senior schools. There are 530 students from Prep to Year 6 and constitute 68% of the student population and 246 students from Years 7 to 12 (Senior School) and constitute 32% of the student population.

The College draws students from as far as inner city Melbourne and a number of families in significant numbers have settled locally. The school zone is growing faster and due to this the College has drawn a majority of the enrollments from the local population growth. A large proportion of students live in the neighbouring areas and within 15km radius of the school. 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)
Mr Ilker Abak	Master of Business Administration, CQU Grad Dip of Psychology, CQU
Ms Maysam Abdallah	Graduate Diploma of Education (2013) Victoria University
Ms Siti Abdul Rahman	Pgrad Dip Education (Primary) National Institute of Education, Singapore Dip in Pre-School Teaching, Singapore
Ms Riaz Abdul-Kader	Masters in Teaching Practice (secondary education) RMIT University Masters of Science in Finance - International Islamic University Malaysia
Mr Jamal Abou-Eid	Master of Education, University of Melbourne Bachelor of Education
Ms Sera Adalar	Graduate Diploma in Education, La Trobe University Bachelor of Archaeology, La Trobe University Graduate Diploma of Museum Studies, Deakin University
Ms Asma Ahmad	BTeach (Monash University) BEd (Monash University)
Ms Noori Ahmad	PGGradCertEd 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	Grad DipEd (La Trobe University) Masters of Children Literature (Deakin University) BEng Lit (Tishreen University, Syria)
Ms Gulsen Alhucema	Bachelor of Education (P-12), Victoria University
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	Grad Dip in Early Childhood Teaching (RMIT) GradCert in TESOL (University of Wollongong) Dip In Children's 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)
Mr Munib Arshad	Diploma in education(pre-12) Victoria University Bachelor is Bio Medical Science RMIT University
Ms Evette Armstrong	Bachelor of Education (P-12) Victoria University
Ms Amanee Assafiri	Bachelor of Teaching (Primary) La Trobe University

Name	Qualifications
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)
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)
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 Sheerin Ghazali	Bachelor of Arts with Dip in Education (Primary, Nanyang Technological University)
Ms Khadejah Ghafari	Bachelor of Teaching (Primary), La Trobe University Bachelor of Arts, La Trobe University
Mr Daniel Grozdanoski	Bachelor of Education (P-12), Victoria University
Ms Evla Han	B.A, Dip Ed, M.A Edu, Admin & Leadership (La Trobe), PhD candidate (UniSA)

Name	Qualifications
Ms Hawa Hassan	Bachelor of Teaching (Primary) La Trobe University
Mr Andrew Houghton	Master of Instructional Leadership (University of Melbourne) DipTeach Primary (Ballarat University College) BEd Primary (University of Ballarat)
Mr Muhlis Karaman	Master of Teaching (Secondary), Victoria University Bachelors in Civil Engineering, Victoria University
Mr Nick Keown	GradDipEd Secondary (University of Melbourne) BA Community Development in Asia and the Pacific (Victorian University of Technology)
Ms Samiyah Khan	Grad Dip Ed (Primary) La Trobe University Bachelor of Arts, La Trobe University
Mr David Kinsella	Master of Science, Grad Dip of Ed (Secondary) Edith Cowan University, WA
Ms Dilek Komser	MTeach Secondary (University of Melbourne) BSc (Honours) (University of Melbourne)
Mr Ismail Kullu	B Ed (Physics) Turkey
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 Heba Mishare	Bachelor of Education (Early Years) Melbourne Polytechnic
Ms Hatice Mohamed	BSc Ed, Mathematics Ed, Middle East Technical University, Ankara, Turkey
Ms Iman Mustapha	Bachelor of Education and Arts Expertise, RMIT University Bachelor of Applied Science Psychology, RMIT University
Mr Vis Naidu	BA English/Psychology (Hons) (South Africa) Higher Dip Education
Ms Sarah Najmeddine	B Ed RMIT University
Ms Samira Naser	Grad Dip Education, Monash University Bachelor of Science, 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 University/National Institute of Education, Singapore) Cert in Child Care Personnel Training (Institute of Education, Singapore)
Mr David Rogers	Bachelor of Education, University of Melbourne
Mr Daniel Saleh	B App Sc PE and Health (RMIT University)
Ms Michelle Scherret	Bachelor of Secondary Teaching, Charles Sturt University Bachelor of Business Studies, Charles Sturt University
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 Shefali Shaha	Bachelor of Arts (1989) Punjab University, India Graduate Diploma of Primary Teaching, MDU University, India
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

Name	Qualifications
Mr Sophiandy Sopali	Master of Education, The University of Melbourne Master of Social Studies, Nanyang Technological University Post Grad Dip in Education, Nanyang Technological University Bachelor of Arts, National University of Singapore
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 Naga Thayalakrishna	Grad Dip Education, University of Canberra Master of Science, Victoria University
Ms Behnaz Toranji	MEd (LaTrobe University) GradDipTeach (Primary) (LaTrobe University) Bachelor of English Lang and Lit (Razi University, Iran)
Mr Joseph Vella	BSc (Monash University) GradDipEd (Catholic University) GradDipBus Computing (Victoria University of Technology)
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

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

Ms Hana Luqman

Ms Ayan Geyre

Mr Shameseddin Suliman

Mr Mohammad Waseem Khan

Ms Mehanaz Ali

Ms Sara M Kayali

Mr Owais Baran

Mr Asim Malik

Mr Ahmad Hachem

Ms Sara M Kayali

Ms Sadia Hussain

Mr Jesse (Mohammed) Graham

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

Ms Dalal Yashar

Mr John Kur

Mr Abdul Fattah Shawqy

Mr Bajram Arifoski

Ms Misbah Aqeel

Mr Bilal Deniz

Mr Faizul Javed Mohammad

Mr Salim Moeladawilah

Mr Abdelhamid Sai

Ms Hakima Bougrina

Mr Salman Khan

Ms Mehreen Akhter

Mr James Sweeney

Mr Mohammed Yasin

Ms Nasima Bibi

Ms Sabrija Arifoski
Ms Faizah Baba
Ms Hebah Abdul-Rahman
Ms Kaunain Fathima Ziaulla
Ms Gulhan Yoldas

Mr AbdulMannan AbdulMonaf
Mr Farid Furkhan
Mr Rafi Ahmed Mohammed
Ms Nurdan Ors
Mr Abdul-Fattah Shawqy

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	20	47
Non-Teaching	29	27
Total Staff	49	74

Total Staff: 123

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 2017 the College invested approximately \$106,690 in Staff professional learning. This equates to about \$868 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

During the Professional Learning week, staff focused on Professional Learning Teams and a review of the curriculum.

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

SENIOR SCHOOL

Secondary school continued to grow with a big rise in student numbers in 2017. Staff worked relentlessly towards improving student behaviour and their education and learning.

A number of events were planned for the year and opportunities provided to 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. The Senior School Parent Information evening was held on Tuesday, 28 February 2017.

The Senior School boys camp took place from 06 February to 08 February at Adanac, Yarra Junction, Victoria. The girls attended camp from Monday, 13 February to Wednesday, 15 February. An important event during the year, 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 2017 Annual sporting Events throughout the year. 2017 marked another successful delivery of the Secondary School Athletics Carnival and Sports Carnival/Fun Run. 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. Other sporting competitions included the Annual Islamic School Sports Carnival, Netball match, Bachar Haouli Tournament, Basketball competition, etc.

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

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 College celebrated the Harmony Day on 21 March, which brought the different cultures of students together to celebrate our diversity. Our Ramadan Assembly was held on 15 May to prepare students for the holy month of Ramadan.

Various other activities took place during the course of 2017 include the Years 9 – 12 Youth Empowerment Project, the Inaugural Drama Festival and an indigenous excursion. Important excursions included a visit to the Melbourne Aquarium and the Keysborough Islamic Centre.

A major celebration was the opening of the TEAMS building in September which also opened new and varied subjects for students, such as Food Technology, Robotics, Plastics and Textiles.

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

The English Department, headed by Mr Mohamed Azim, worked to raise the bar in English with many programs and activities

The department motto for the year remained as 'RAISE THE BAR IN ENGLISH'. As a result of this, we undertook the following initiatives:

- a. The audit of the English curriculum focussed on ensuring that the essentials are made as POWER STANDARDS at all levels so we can guarantee its coverage.
- b. We moved towards streamlining our assessment at all year levels.

- c. We started to offer independent reading projects so that the Islamic aspects could be covered within our English lessons.
- d. We upgraded teacher resources so that students could benefit from them.
- e. Efforts of collaboration increased among members of the department as they discussed and shared ideas that worked for them.
- f. DEAR Program- Teachers have ensured that adequate reading materials existed in each classroom for a smooth flow of DEAR program.

Programs and Activities

1. Literacy Olympics 2017 was the biggest event spreading over two weeks. Years 7 - 12 took part in various competitions and won medals, trophies and book prizes. The event also featured speech contest which was a huge success. The league tables for literacy and the various competitions that spanned over the two weeks were highlights as students in their classes showed solidarity and even intensified learning and handing over their submissions for every contest within the two weeks. English department teachers and Senior students volunteered at recess, lunch and after school to ensure the success of many of our programs and activities.

2. Ripples - Anthology of Students Writing is an initiative of our department with work beginning in the last reporting period and now finally ending with the editing and compiling of the work underway. We anticipate its release by the end of 2018. It will feature writings of our budding writers at Al Siraat College.

3. Islamic novels - Class sets of Islamic novels and short story books were introduced for Years 7 to 10 as part of their Independent Reading Project. One Islamic text per semester under this scheme of reading was implemented.

4. English for High Flyers - A pilot program was introduced for our exceptional students and a total of 35 students took part in this scheme from Years 7 to 10. Special booklets for each level were made with under specific modules and they were piloted with these students. Students showed enthusiasm and motivation in doing these and most completed all modules in the process.

Science related activities that were held during the year are Quiz competition, science week, science trivia, etc.

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

The Maths Department, headed by Ms Hatice, had many competitions throughout the year. Maths Quiz Competitions for year 7s, 8s, 9s and 10s were very informative and engaging. There were many fun Mathematics activities during Numeracy week. Some of these activities are Numeracy morning tea for staff members, Mathematics Dome Building activity, Connect 4 Game activity, Mastermind Game activity, Outdoor Tic Tac Toe Game activity, making 3D objects with 2D shapes activity, solving logical puzzles. There were also many Competitions during Numeracy week. Some of these competitions are Year 12 Assembly Mathematics Competition, π Memorisation Competition, Rubik's Cube Competition.

Students who are high achievers were supported by using differentiated instruction strategies in Mathematics. This differentiation extended to VCE levels by some of the year 10 students doing VCE General Mathematics and some of the 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 College offered intervention for students requiring additional numeracy support.

The Art department held their annual Art Exhibition on Friday, 17 November which was again a roaring success. The year culminated with our glamorous VCE Graduation at the La Mirage Reception Centre in Somerton.

JUNIOR SCHOOL

Junior School Report - 2017

Highlights for 2017...

❖ *Parent Information Night*

We started the year with the annual “Parent Information Night” which was held on Tuesday, 28 Feb 2017. Parents were welcomed by the School Principals, Mr Andrew Houghton and Ms Rahat Arain and were given an insight of the College’s vision, parenting styles and importance of building relationships. 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.

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

Workshop for parents of Foundation – Year 2 was organised on Wednesday, 1 March 2017 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.

❖ *Sports Carnival and Fun Run*

This year’s Sports Carnival and Fun Run was organised by the Sports Department on Friday, 24 March 2017. It was the most popular event as students were immersed in the activities and demonstrated their sporting skills to their best abilities on the day. They were also accompanied by their parents in the Fun Run Event. The Early Years students were delighted to be given the opportunity to bounce around the jumping castles enjoying the event to the fullest.

❖ *Science Week*

We celebrated the Science Week from Monday, 14 August to Friday 18 August 2017. The theme was “Future Earth” with students focussing on ‘Sustainability’. There were lots of activities and experiments for the students to make science learning more fun. Students enjoyed fresh fruit & berry smoothies as well as learned how to blend using energy of a cycling bicycle and made their own healthy smoothies with “Bike & Blend. We hope that students have learned about alternative and renewable energy through the experiences. The aim was to get students to reflect on how to change their daily habits and find ways to become more sustainable for the environment to protect our “FUTURE EARTH”.

❖ *Book Week – Literacy & Numeracy Week*

We celebrated the LITERACY AND NUMERACY WEEK from Monday, 4 September to Friday, 8 September 2017. The 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. A storybook character parade was held and most students dressed as a storybook character took part in the parade with their classes. The Foundation and Year 1 students 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: Beyond One Right Answer – Thinking Mathematically*

The Inquiry Learning Exhibition was held on Thursday, 14 September to Friday, 15 September 2017. In Term 3 students in the Junior School were actively engaged in the Units of Work related to Mathematical concepts. The theme for the year was ‘Beyond One Right Answer – Thinking Mathematically’ with Maths as the learning focus. The inquiry process was conducted in the spirit of personal and shared responsibility among students which involved them in identifying, investigating and offering solutions to real-life issues or problems. This led to the Junior School Exhibition which involved students from Foundation to Year 6. The Junior School Exhibition has a number of key purposes including the following:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate independence and responsibility for their own learning
- to use mathematics as effective tools for analysing the world around us
- to develop mathematical thinking for problem solving
- 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

During the year, each class worked on an 'Inquiry Cycle'. As a starting point, students' prior understanding was explored at the 'Tuning In' stage. Students were then invited to investigate the unit by formulating their own questions and looking at the various means or resources available to them to these questions. This was at 'Finding out' and 'Sorting out' stage, students researched their focus questions through observing, planning and organising the information gathered. Students developed further by presenting and communicating their ideas in a creative, planned and organised manner in the upcoming Exhibition, which will make up the 'Going Further' stage.

As part of Al Siraat's initiative in 2016, 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 continued to focus on how both children and adults learn from and with others, encountering new perspectives, strategies, and ways of thinking. Our focus within the Exhibition has been to deepen content learning and to cultivate students' thinking skills and thinking dispositions.

Our families and community attended the event on both days. Many classes had activities, work displayed and games for students and parents. They were challenged and had to put their IQ hats on and were tested on their knowledge and maths skills making the exhibition fun and interactive.

❖ *Art Exhibition*

The art exhibition was held on 17 Nov 2017. 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*

We welcomed our new Foundation 2018 to Al Siraat College and were delighted to see them attending an hour session of the Transition Program which started early of Term 4. This was 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. The four sessions were successfully conducted from 11.00 am to 12.00 pm on Wednesdays in the months of October and November. 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 students' independence and 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.

❖ *Connect Program – Year 6 Transition to Year 7*

Year 6 students participated in the 'Student Connect Program' as part of their Year 6 to 7 Transition Program with Senior School. The aim of the program was to assist Year 6 students with connecting them to Year 7 and empowering them with the knowledge and skills to ensure a smooth transition. The Year 6 students were mentored by the Year 9 students, offering them wisdom, advice and helpful tips. This also provided a great opportunity for the Year 6 and Year 9 students to establish friendship and emotional support.

During the orientation program, Year 6 students and new students for 2018 were given a glimpse of what Year 7 will look like and feel like. They were introduced to their 2018 subjects, given expectations, handed administrative contracts, a presentation on personal hygiene, given a workshop on emotional intelligence and of course an unforgettable experience in conducting an experiment in the TEAMS building. Upon completion of their two-day orientation, students were given a certificate of completion and a wellbeing bag to celebrate their achievement.

❖ *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.

❖ *Adanac & Manyung Camp Year 3 - 6*

As part of the school curriculum, school camp was organised for Year 3 to 6 boys and girls separately from Monday, 24 April to Wednesday, 26 April. The boys attended the Adanac Camp and the girls' camp was at Manyung. The aim of camps is to:

- continue to develop students' Islamic identity
- further develop students' 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 students' self esteem
- develop communication skills
- improve organisational skills
- increase motivation for learning

❖ *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. We believe that 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 environment 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 the year, each value serves 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.

Respect	: To treat others or behave in a way that shows thoughtful consideration
Sincerity	: Doing the right thing even when no one else is watching
Integrity	: Doing what we say
Responsibility	: Doing what we are expected to do
Perseverance	: To keep trying even when it gets difficult
Benefitting Others	: To be of help to others

WELLBEING

Learning Support

The college lays emphasis on supporting students experiencing difficulties in literacy and numeracy. Students identified with additional learning needs are supported in their learning by developing individualised learning plan that requires structured and explicit teaching approaches. 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 to give them access to the same standard of education. The ILP's prepared are 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. Students with a sensory impairment are supported by adjusting teaching techniques to enhance their learning and curriculum access. These students are further supported by collaborative engagement and involvement of their parents and carers.

Speech Pathology continues to provide additional specialised support service to students facing difficulty in verbal communication through assessments and therapy. The Speech Pathologists work one-on-one with children to develop their skills and abilities.

Pastoral Care and Counselling

The counselling team has grown in 2017 with a sharp increase in referrals and emergency support cases. The growth in counselling referrals and the support provided in crisis incidents has increased throughout 2017. The increasing trends observed across the years can be related to the overall increase of students in the college. Socio emotional issues, bullying, friendship and anxiety, peer relationships and behaviour management are the issues mostly addressed across the school.

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 wellbeing of all students. The different areas of the department continued to work together to provide optimal care and support to students and college community.

The department also organised a number of Education Seminars that aimed at educating our students and parent community on various topics including the following:

- Respectfulness Week
- Socio Emotional Learning programs
- Cyber safety sessions
- Parent Education Seminar: Mental Health and Wellbeing
- Mindfulness programs
- Transition programs for Foundations and Year 6 students transitioning to high school.
- Peer support sessions
- iShine Self Esteem Program for girls
- Child Behaviour Management

The College also organised immunisation programs and the Oral Health Education program 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 also 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 programmes.

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 and contacting the college. Being an Islamic school, we ensure that there is an integration, infusion and extension of Islamic teachings in all subject domains.

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 2017.

Year Level	Number of Students	Percent Present
Foundation	87	90.18
1	97	89.59
2	78	92.44
3	63	90.45
4	77	91.8
5	53	91.46
6	47	91.27
7	62	91.12
8	55	91.93
9	35	89.47
10	49	89.29
11	24	89.93
12	17	90.2
Total students and average student attendance	744	90.7

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 2017:

Year 3 77

Year 5 59

Year 7 54

Year 9 32

Percentages of Students Achieving National Minimum Standards in NAPLAN 2017, 2016, 2015 and 2014.

Year Level	Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2017	99	100	96	96	100
	2016	100	100	97	98	97
	2015	100	98	96	96	98
	2014	100	100	94	100	100
5	2017	98	98	98	95	97
	2016	93	95	98	100	100
	2015	95	98	100	93	95
	2014	84	100	94	90	90
7	2017	97	98	96	92	100
	2016	98	98	98	98	100
	2015	100	94	87	91	97
	2014	91	91	88	85	91
9	2017	97	84	84	91	100
	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 2017 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 2017, sixteen students from Year 11 successfully completed at least one Unit 3 & 4 subject.

In 2017 the College graduated the third cohort to complete their secondary schooling at Al Siraat College. We had 17 students successfully complete VCE. The students achieved sound individual study scores across 12 subjects. The highest study score was 42. The average ATAR for our students was 52 with the highest

ATAR being 82.55. The College also had one student successfully complete her 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 (38%), RMIT (38%), Catholic University (12%), Victoria University (6%) and Navitas College of Public Safety (6%).

SCHOOL SATISFACTION

The College conducts detailed LEAD surveys to gauge satisfaction from all stakeholders, including parents, on a regular basis. The College has completed this comprehensive survey in 2015 and 2016.

During 2017, the College encouraged student feedback by emails as well as face to face conversation with teachers allowing deeper conversations and nonverbal communication and received feedback in the areas of student learning, pastoral care and student behaviour. Student leadership skills and personality development were identified as areas of improvement.

The school values parent feedback and involvement to decision making and improving student learning, attendance and behaviour. Feedback from parents is sought in the form of comments or suggestions at the parent engagement sessions. Parent teacher interviews were held and parents are free to give feedback to identify areas of improvement. Parent information nights also give parents an opportunity to engage and understand student needs and school decisions.

Some concerns were raised about the effectiveness of technology in the classrooms. The College has extended its approach to implement safe and responsible use of technology and to promote efficient use of technology in the classroom in order to improve educational experiences for our students.

During the year 2017, the college carried out conversations with staff to seek their input and feedback on school progress and development. Staff were largely positive and satisfied in the areas of goal alignment, professional development, parent involvement and pastoral care. Some growth points identified were student behaviour, academic achievement, learning support and useful feedback to staff to improve their teaching and learning practices.

The College has prioritised the areas of concerns and is actively working towards developing a culture of continuous improvement. The College has undertaken a number of initiatives including re-structuring of the executive team to better support and lead initiatives in these areas.

COLLEGE FINANCE

Finances

A summary of our income is as follows:

Income Summary

Income Source	Amount	Percentage
Fees	\$1,912,951	13.45%
Commonwealth Recurrent Grant	\$8,141,525	57.23%
State Recurrent Grant	\$3,971,303	27.91%
Other Government Grants	\$120,091	0.84%
Other Income / Donations	\$80,904	0.57%

Expenditure Summary

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$9,003,689	65.43%
Rent	\$900,000	6.54%
Stationery, Classroom and Educational	\$757,414	5.50%
IT Equipment and Technology	\$566,250	4.12%
Site Costs and Essential Services	\$1,544,495	11.22%
Administration and Other	\$988,420	7.18%