AL SIRAAT COLLEGE

ANNUAL REPORT AND SCHOOL PERFORMANCE INFORMATION 2020

VISION STATEMENT

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

AL SIRAAT COLLEGE

Al Siraat College

A Learning Community

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INTRODUCTION

We are an Australian School in the Islamic Tradition.

This identity statement clearly encapsulates who we are. We provide high quality independent schooling following the Australian Curriculum which 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.

Al Siraat College is an independent co-educational Foundation to Year 12 College located in Epping, Victoria. We are an Australian school in the Islamic Tradition caring and educating children from our global community.

Al Siraat College has made tremendous progress since opening our doors in February 2009.. From a quiet farm site with majestic river red gum trees, to a growing community of staff and students working in partnership with the parents and supporters of the College.

Our dedicated staff prepare the citizens of tomorrow, who will be of benefit not only to themselves, but also to others; locally, nationally, and globally.

Our co-educational setting between Foundation to Year 4 helps socially prepare children for learning to understand each other and the world around them. From Years 5 to senior secondary, our parallel learning classes help our young men and women comfortably flourish in their separate learning environments. Depending on the subjects studied, students may be in co-educational classes in the VCE years. As an Australian school in the Islamic Tradition, we endeavour to infuse the Islamic traditions and ethos into all areas of the College.

VISION

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

MISSION

We strive to be a transformative school community devoted to holistic education

VALUES

- Respect
- Sincerity
- Integrity
- Responsibility
- Perseverance
- Benefitting Others

Al Siraat College supports and promotes the principles and practice of Australian Democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association and the values of openness and tolerance.

PRINCIPAL'S REPORT

We believe that learning should result in transformation. Whilst there are many great efforts taking place in the world to transform materials into functional and useful commodities, our effort is to transform the most valuable creation of this world, which we believe is the human being. We believe that this transformation can only take place when each one us takes it upon ourselves to be the change that we want to see.

In 2020, as a learning community, we continue to focus on:

- Raising Student Achievement
- Developing leaders and staff
- Developing character
- Improving our operations and communication
- Continuing to infuse Islam into College life and teachings.
- Engaging with our parent body.

At Al Siraat, we believe that education needs to be delivered with a holistic approach. `We work very hard to provide students varied experiences even though we have limited facilities on our site. Some of these experiences include an equestrian program, camps, interfaith programs, community service and representation opportunities, and interschool sports. We are very pleased with our physical education and exciting hands-on STEM programs. We celebrated the opening of the Learning Neighbourhood for Years 3 to 9 in February.

While in 2020 we have acknowledged and celebrated academic and co-curricular achievements, we recognise our students' worth is never defined by a single score, performance or competition. We never lose sight of the grit and determination behind every student's endeavour and achievement.

Our College has now moved from an initial establishment phase to a consolidation phase. As we see it, we have only started our journey. We look forward to nurturing the seeds of learning, character, values and growth that have now germinated and become small plantations requiring much care and attention. We are committed to enabling our students the ability to identify, develop and excel in their own individual talents and interests. We are focused on looking forward to continually improve learning and co-curricular opportunities for our students.

Mr Fazeel Arain
Principal

CORPORATE STRUCTURE

The School is managed daily by the Principal who is supported by the Senior Leadership Team, which comprised the following in 2020:

Fazeel Arain
Principal

Rahat Arain
Director of Learning and Achievement

Esra Boz
Director of Teacher Practice

Mufti Aasim Rashid
Education Advisor

Shahzad Syed
Director of Support Services

Shahidah Osman
Head of Learning Enrichment

Vis Naidu
Head of Senior Years

Summer Rwehumbiza
Head of Junior Years

Leah Hamel
Head of Operations

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 had a highly diverse school community in 2020 with about 1020 students from over 50 different ethnic backgrounds. The College is fortunate to have a diverse range of students from approximately 28 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 many enrolments both in the Junior and Senior schools. The College draws students from as far as inner-city Melbourne and several families in significant numbers have settled locally. The school zone is growing faster and due to this the College has drawn most of the enrolments 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 to medium socio-economic backgrounds including a high percentage of migrant and refugee families. The College is consolidating enrolment trends with fewer transitional enrolments. The enrolment numbers vary depending on the number of new student enrolments every term.

TEACHER QUALIFICATIONS

All teaching staff employed by Al Siraat College are fully qualified and registered in accordance with the requirements of Victorian Institute of Teaching (VIT). The College is privileged to have teaching staff with a wide range of qualifications and extensive teaching experience.

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	24	48
Non-Teaching	29	36
Total Staff	53	84

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 2020 the College invested approximately $176,022 in Staff professional learning. This equates to about $1257 per staff member. The CRT cost and travel expenses are 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.

Professional learning was undertaken in a broad range of areas, which included:

- Courses and conferences conducted by professional and subject associations:
    - Raising Student Achievement
    - NAPLAN Training
    - Explore Reggio Emilia
    - Improving Student Agency, Voice and Participation
    - EDROLO training
    - Timetabling solutions
    - Using Data to Inform Learning
    - National Coaching in Education Conference
    - VAGTC Seminar Series
    - Daily 5 Literacy Framework and CAFÉ Literacy System
    - COMVIEW Conference
    - Understanding PAT workshops
    - MAV Maths Conference
    - VCE English and EAL Conference
    - VCE Physics Conference
    - Annual Psychology Conference
- Digital Learning and Remote Learning
    - Google Classroom
    - Showbie
    - Socrative
    - Zoom
    - Creating digital content

    - Effective Use of iPads for Teaching & Learning
- Networking opportunities
    - Gifted and Talented Support Network
    - Leaders of Learning Network
    - School Wellbeing Workers Network
    - Innovative Learning Environments Network
    - Building Data Confidence Network
- Occupation Health and Safety and compliance:
    - First Aid, CPR, Anaphylaxis, Diabetes at Schools Training
    - Warden Training
    - HSR Initial OHS training
    - NCCDSSD Policy training
    - CCYP Reportable Conduct Scheme
    - Mindfulllness Based Stress Reduction for Educators
    - Building Resilience in the Workplace
    - NDIS
    - Law for School Counsellors
- Subject and VCE specific training:
    - Fountas & Pinnell Leveled Literacy Intervention
    - VATE Assessors
    - VCE School Leaders briefings
    - VASS New Users PD
    - Using Your VCE Data
    - Successful Engagement in VET
    - Developing Higher Order Thinking Skills in Learners
    - VET Scored Assessments
    - VCAA HHD Assessments
    - Outdoor Learning
    - Mooting Competition training
    - Quran Training Tarteel
- Seminars to support provisionally registered teachers:
    - Early Career Teacher Engagement
    - English Graduate Teachers Day Out
    - Effective Mentoring Program
    - Building a Coaching Program
    - Growing Teacher Capacity
- Coaching
    - Coaching accreditation
    - Virtual Impact Cycle Course
    - Simply Coaching Virtual Summit
    - Teaching Learning Coaching Conference 2020
    - Coaching to Increase engagement
- Leadership
    - Team Leadership Training with Mitch Ditkoff from the US
    - Master Team Leadership Training
    - Team Building
    - Meeting Mastery
    - Story Telling
    - Free the Genie Facilitor Training
- Internal PDs focussing
    - Providing Effective Feedback
    - Behaviour Management
    - Data Analysis

- PLCs
- Seven Simple Secrets – book study

The College also supports both Primary and Secondary pre-service teachers as well as pre-service teacher aides.

SENIOR SCHOOL

Senior school commenced the year with the same vigour and enthusiasm, however 2020 has been a year like no other. We held a Parent Information night for Secondary in addition to the informal Meet and Greet. This gave parents an opportunity to meet with their child's teachers and gather information on secondary education.

Our Year 9 students went on an educational camp to Canberra in February where they visited various places of educational interest linked to the curriculum. They participated in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy.

In March, Al Siraat, in partnership with Whittlesea Interfaith Network and St. Monica's College, hosted the interfaith Youth Forum Launch in the Fountain View Room of City of Whittlesea Council. Students from St. Monica's College and Al Siraat each shared some very inspiring projects that they have been working on over the past few months which were received by much applause.

Our Secondary boys from Years 7 – 9 participated in the Islamic School Sport Association Victoria (ISSAV)'s Basketball competition while the Secondary girls from Years 7 – 9 participated in the Islamic School Sport Association Victoria (ISSAV)'s FUTSAL competition.

COVID-19 hit us in March and we went in lockdown. The shift to online learning was a dramatic change as the conventional learning methods and assessment techniques became difficult and challenging. We started online learning and launched Google Classroom and Showbie as platforms for content and work submission respectively. Our face-to-face teaching platform was ZOOM. All students in Secondary school had access to online learning as every student had an iPad and learning continued throughout the lockdown.

We set up a new Digital Learning Team to take on the responsibility of training staff and run workshops to familiarise them with creating digital content in Zoom and using different features in other applications.

Staff worked relentlessly and staff, students and parents came together to ensure continuity of their education and learning during the COVID-19 shutdown. Teachers put in a lot of effort to ensure learning never stops during COVID-19 and adapted quickly to new practices to engage remotely with students and parents in their home contexts. Several events planned for the students during the year were impacted by COVID-19.

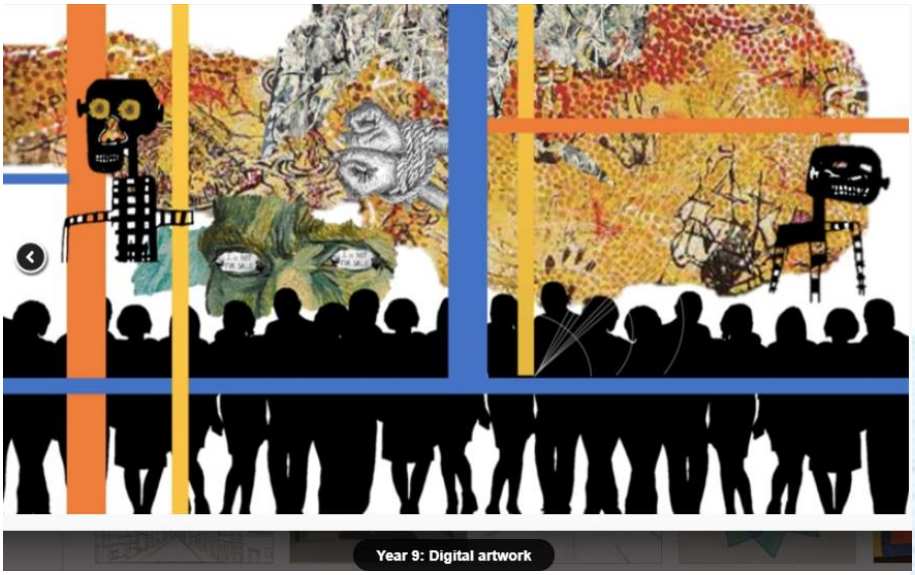
Our students managed well and successfully transitioned to remote learning. The further integration of information technology was accelarated and in a matter of time, the students were able to reach out to their teachers and peers more efficiently and effectively through chat groups, video meetings and documents sharing.

With the return to school, we adopted various strategies to ensure the safety of our students and staff. Use of masks, sanitisers and social distancing was mandatory and it was a time for survival and adaptation.

Putting in place social distancing protocols, increased cleaning routines and encouraging good personal hygiene practices, became priorities of school operations.

During lockdown, our Year 7 students learned how to sew face masks for their Textiles project.

Our Year 9 students looked at artworks by Australian artist Gordon Bennet and created digital response artworks responding to current social issues in Australia. They produced some wonderful pieces of art during lockdown.



Year 9: Digital artwork

Ottoman Empire Vase Drawings (Year 7B1)

Year 9: Digital artwork

On Monday, 12 October 2020, we were very excited to welcome back our students on site. Our Year 7 and Year 10 students started their day with a range of activities including table tennis, dodgeball, car racing and cooking.These activities were aimed at giving students an opportunity to reconnect with their peers and teachers. The activities were equally enjoyed by students and teachers.

RoadSmart program run by VicRoads was presented to Year 10 students in October. The course focused on road safety and covered topics like road rules, safe driving, teenage expectations and good driving habits.

The Science department held a Science Expo that showcased student work on Science. Both primary and secondary students celebrated Science Week in a fun and engaging way through science-based activities. This gave students an opportunity to explore a wide array of things and develop an understanding of

science. They were able to imagine, inquire, discover, create and build their knowledge and enhance learning.

The Secondary School finished off the year with its Awards assembly outdoors, under the new sails on the multi court surface. Students were acknowledged for their tremendous efforts in 2020 during on-site and online school learning.

JUNIOR SCHOOL

The year 2020 had a positive start with much vigour and enthusiasm. Both students and staff welcomed the new year settling into their daily routines and getting to know each other. It was wonderful to see student excitement for learning as the classes took a hit. Walking into the corridors through the junior school building, it was rewarding to see student engagement and their willingness to learn together.

The College hosted "Meet and Greet the Teacher" sessions for parents of Primary school students in Years 1-6. It was wonderful to meet and warmly welcome our parents into the new year.

Our Year 5/6 and Year 9 students were fortunate to undertake a five-day educational tour of our national capital in Canberra in February. Students were given the wonderful opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy.

The Year 2020 saw a major impact on school operations due to COVID 19. Despite the challenges faced, there was a lot of learning happening from home. The different programs and tools allowed our teachers and students to teach and understand the different concepts. Our College theme for 2020 was 'Better Together'. Our student support department conducted sessions around this theme and interacted with students on a regular basis as we navigated through a difficult time that presented us with opportunities, in addition to the challenges.

We loaned devices to students who did not have access to these at home. Professional development training videos for staff were organised for a smooth transition into remote learning program. The College organised a series of instructional videos to help our Primary students and parents to enable a smooth transition to online learning. The different learning platforms included Google Classroom, Showbie, Zoom, Class Dojo and MyOn.

Students across the school joined online Zoom meetings because face-to-face time was not an option. Assemblies and meetings were moved online via zoom. Our teachers continued to work hard and made home learning packs for our junior school students to collect from school each fortnight. Our teachers also made videos to explain some of the work and uploaded them on Google Classroom for students to watch as needed. A number of resources and homework tasks were set up on Showbie.

The students missed out on the outdoor activities but these were replaced with indoor activities designed by our PE staff. This way our students were encouraged to stay active while being in lockdown for an extended period. Just as we set aside time for physical exercise, we emphasised on mental health and wellbeing and encouraged the community to make time each day to check in on their child's mental health and wellbeing.

The teachers had to be really inventive and come with ideas and themes. They all had to think about teaching in a diffrerent way and created digital content videos for their lessons using the green screen feature. It was fascinating to see and observe the various ways in which students responsded to the events and spiralling circumstances they found themselves in.

Inspired by the wisdom circles, our staff conducted their first ever campfire story time session with a group of some lively Primary students aged 5 and 6 years old. The students were supervised on-site as children of essential workers.

The Foundation students reached a once in a life time milestone – 100 days of school for the very first time during remote learning period. On this very special day, they participated in many different and fun learning activities online that related to the number 100.

When students returned to on-site learning, classroom teachers collaborated and continued to deliver content that build students' knowledge and understanding. They created online resources available for students to use and understand the different concepts. All learning classes and resources on Google Classroom were accessible by students. We implemented relevant safety measures in place, including enhanced cleaning and rules around face masks.

When our students returned, our staff helped them all make a positive re-start to learning on campus. We acknowledged student concerns as it felt like starting school all over again. We gave them time to reconnect as a class and rebuild the classroom community. Assembly continued as a virtual program, aired in classrooms by teachers from 8:15am until 8:30am each morning. The teachers set up laptops and projectors to allow all students to participate in the daily prayers and recitations, as well as hear any announcements.

We celebrated Book week in October. The theme for the year was "Curious Creatures, Wild Minds". Students from Foundation to Year 5/6 created masks of their favourite book characters or characters that they imagined when they hear the theme of Book Week. The students, teachers, and staff participated in a week filled with interesting activities that highlighted the importance of reading and cooperation. We created class reading buddies to promote fluency and to motivate our students to be better readers. Students participated in the 'Book Character Parade' dressed up as their favourite storybook character based on the theme.

The Wooden spoon gardens are an inventive way of keeping people connected amidst this isolating time. We created our own, Al Siraat Spoonville using our theme for Book Week. The students decorated spoons and place them in a designated area around the campus.

Our students also participated in two environmental education sessions,, expertly run by the Darebin Creek Management Committtee (DCMC) learning about our local creek's "catchment story" and "water bugs".

The Year 5/6 team had its Promotion Dinner for all Year 6 students end of the school year. This was a semi-formal event to congratulate and acknowledge our students for their perseverance throughout the 2020 school year.

Al Siraat celebrated the completion of memorisation of the Noble Qur'an for seven of our students. This was a big achievement and a proud moment for the students and their families as the memorisation of the Holy Quran is very important to Muslims. The Quran is the Holy Book of Islam in which Allah (SWT) has revealed all His teachings to the Muslims.

The College is supported by a dedicated PFF group who selflessly contribute and work for the school throughout the school year. They volunteer to assist in the classrooms and at school excursions, successfully manage programs such as the Islamic Storytime, the Gardening Club, knitting blankets for the elderly, bake sales and are available to help us create a vibrant and supportive College community.

LEARNING ENRICHMENT

In the last four years, the number of students with additional needs has risen with an increase in referrals and support cases. With a commitment to facilitate and provide support for students with additional needs and opportunities for talented and gifted students to reach their full potential, the College works to provide resources in supporting students in enriching their learning.

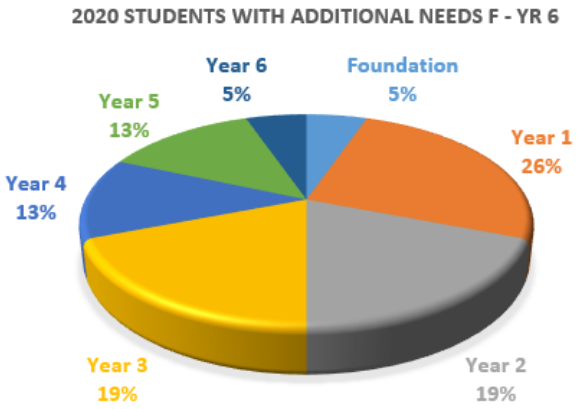
The College lays emphasis on supporting students experiencing difficulties in literacy and numeracy. Students identified with additional needs are supported by making reasonable adjustments to their learning. Individualised learning plan (ILP) is developed for these students with the aim to support them with learning strategies within a small group or individual settings that require structured and explicit teaching approaches.

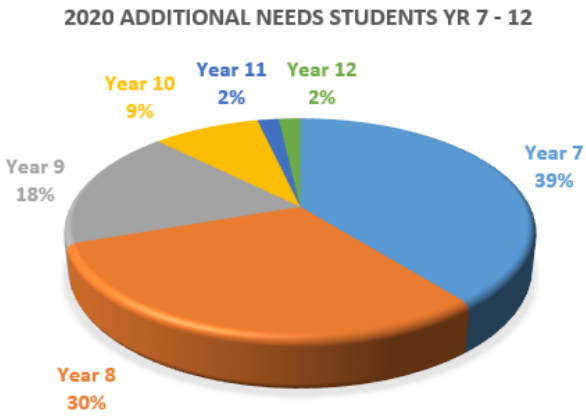
Individual Learning Plans (ILP) are provided by teachers in developing strategies that enhance students' learning competence and confidence. The ILPs prepared are holistic in approach to student's learning and education. It is planned with consideration with the flexibility to the individual needs, developmentally appropriate, and future-oriented, based on the student's strengths and potential. The ILPs are reviewed, monitored, and communicated with parents throughout the year. Students with 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 a visiting teacher, their parents and carers. Students who demonstrate progress in their learning outcomes will be discharged from the Learning Enrichment Program.

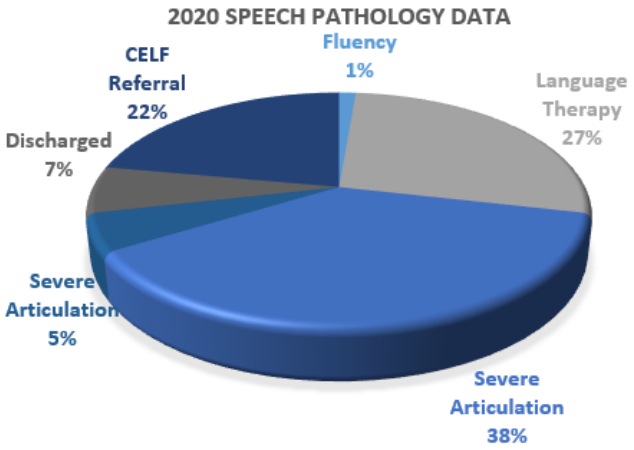
Remote learning was a challenge for students last year. Learning Enrichment structured its program accordingly, to provide continuous support for students during the remote learning. Students were able to gain access with online literacy resources guided by Learning Enrichment Team throughout the remote learning phase.

Planning was done for the College to focus on providing opportunities for gifted and talented students in 2021. Learning Enrichment Accelerated Program (LEAP) is a program focused on rigorous, accelerated content and inquiry-based learning that aims to extend and enrich students in their key learning areas of English, Mathematics, Humanities and Science. LEAP process for select entry was made available for students in Year 6 - Year 8 for 2021 intake.

Speech Pathology Service continues to provide additional specialised support services to students facing difficulty in verbal communication through assessments and therapy. Students are screened for Language Assessment (CELF 5) to ascertain the level of needs prior to referral for full Speech Assessment by Head of Learning Enrichment. The Speech Pathologists work one-on-one with children to develop their skills and abilities.







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.

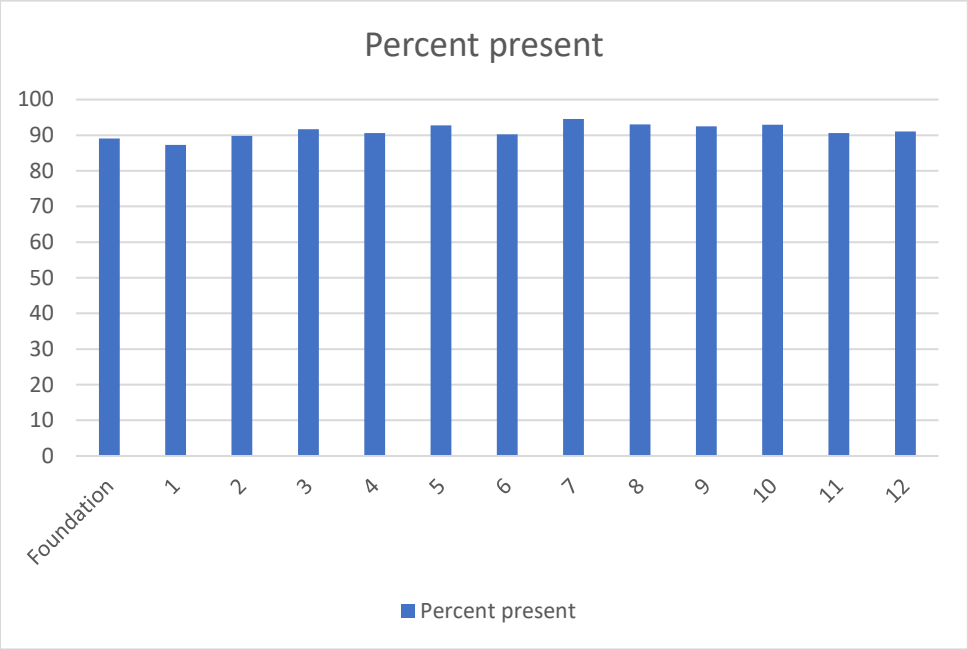
STUDENT ATTENDANCE

The College aims to ensure that student attendance is marked daily. 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 always addresses the significance of being punctual.

Tracking student attendance under remote learning was challenging. A strong communication system established with parents and caregivers informed the College of student absences. Unexplained full day absences were followed up on the same day via text messages, phone calls and emails. Further follow-ups on absences were carried out during the day where the College was not 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 shows the attendance rates for all year levels for 2020. Total number of students when the attendance report was generated at the end of school year was 843.

Year Level	Number of students	Percent present
Foundation	110	89.08
1	109	87.3
2	102	89.75
3	98	91.66
4	86	90.59
5	39	92.8
6	36	90.21
7	79	94.59
8	60	93.07
9	44	92.47
10	36	92.94
11	20	90.6
12	24	91.03
Average percent present	843	91.23

2020 Student attendance rates in percentage



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.

NAPLAN in 2020 was cancelled due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020.

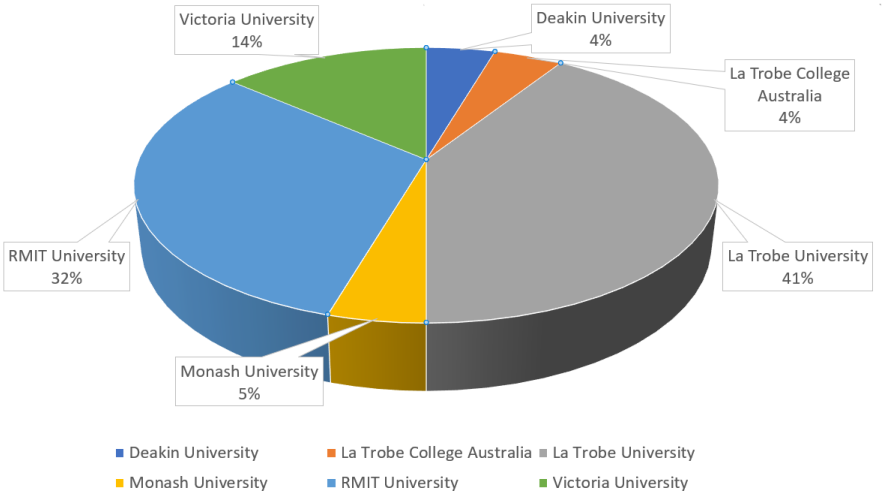
SENIOR SECONDARY OUTCOMES

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 2020 the College graduated the sixth cohort to complete their secondary schooling at Al Siraat College. We had 16 students successfully complete VCE. The highest study score was 47. The average ATAR for our students was 60.2 with the highest ATAR being 88.4. The achieved study scores also guaranteed them a place at University with 90% of the graduates successfully entering their preferred University course. The destination for post-secondary education included La Trobe University (41%), RMIT (32%), Victoria University (14%), Monash University (5%) Deakin University (4%) and La Trobe College Australia (4%).

La Trobe University (41%) was found to be the most popular post-secondary placement for our students. The destination courses include:

- Architecture/Construction Management (Honours)
- Bioscience (Diploma) / Biomedicine (Degree)
- Psychological Science
- Prosthetics and Orthotics
- Accounting and Finance
- Commerce/Psychological Science
- Health Sciences
- Education (Secondary)
- Psychological Science
- Biomedicine
- Law/Arts
- Civil Engineering (Honours)
- Engineering-Chemical (Honours)/Pharmaceutical Sciences
- Psychology (Applied Science)
- Engineering (Honours)
- Osteopathy/Health Science
- Engineering-Civil and Infrastructure (Honours)
- Information Technology (Associate Degree)
- Economics and Finance
- Education Studies
- Event Management
- Education Studies (Diploma)



SATISFACTION

As part of our continuous effort to improve in all areas of education, the College invites staff, students and parents to give feedback to help us clearly identify what we do well and what we can improve. We believe that keeping open lines of communication is vital to maintaining a relationship of transparency and trust.

We are always looking to improve the way we communicate with our school community. We encourage student feedback by having an open dialogue and asking open-ended questions around specific topics. Open-ended questions work best for engaging our students in discussion.

Online learning became a large part of our education. A number of surveys went out to staff and parents on their online teaching and learning experiences. At the start, the parents were apprehensive and concerned as some children had difficulty adapting to the new approaches to learning. The College provided continuous online support to our staff and students.

Our Secondary students gave positive feedback on the different tools and apps we were utilising on the iPad for our teaching and learning. The voice feedback feature in our learning platform 'Showbie' allowed staff to give their in-depth feedback on student work as students submitted their work online. Students could voice their feedback as well as have online conversations with teachers.

We publish news on all school activities and events and update our website regularly with stories from within the school community.

Despite COVID-19, the College continued to carry out conversations during the year with staff to seek their input and feedback on school progress and development. Staff also welcomed confidential and informal feedback. The management had online meetings with staff to understand their perspective and improve student learning and teaching quality.

The College fosters a culture of open feedback to address any workplace concerns. The College also encourages a growth mindset by emphasising employee training and providing employees, opportunities for continuous learning to expand their skill-sets and capabilities to enable them to be successful in their role.

COLLEGE FINANCE

Finances

A summary of our income is as follows:

Income Summary

Income Source	Amount	Percentage
Fees and School Services	$2,363,166	11.06%
Commonwealth Recurrent Grant	$11,054,902	51.76%
State Recurrent Grant	$4,546,700	21.29%
Commonwealth BGA Grants	$733,778	3.44%
Other Government Grants	$102,416	0.48%
COVID-19 related subsidies	$2,117,500	9.91%
Other Income / Donations	$440,392	2.06%

Expenditure Summary

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	$12,187,356	65.61%
Rent	$1,200,000	6.46%
Stationery, Classroom and Educational	$1,045,794	5.63%
IT Equipment and Technology	$764,057	4.11%
Site Costs and Essential Services	$2,124,790	11.44%
Administration and Other	$1,252,914	6.75%