



ISLAMIC SCHOOL OF CANBERRA

Respect - Honesty - Acceptance - Responsibility – Trustworthiness

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Registration No **22837**

Annual Report - 2024



Principal's Message

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuh

Dear Parents, Staff, and Students,

As we reflect on the 2024 school year, I would like to share the progress we have made in fostering a learning environment that is inclusive, supportive, and forward-thinking. The 2024 year has been marked by academic excellence, resilience and a commitment to student and staff wellbeing.

Our school's wellbeing policy has not only strengthened our internal culture but also positioned our school as a leader in prioritising mental health and inclusion. We've seen tangible improvements in student engagement, staff morale, and community trust. Thanks to school counsellor, chaplain, wellbeing coordinator, and our behaviour coordinators.

The ISC is dedicated to achieving academic excellence and all our teachers are experienced and are properly qualified with TQI teacher registration. Our dedicated teachers are inspiring students to reach their potential by fostering a culture of high expectations and personal accountability. Through consistent encouragement, guidance, and creative teaching strategies, they empower students to take ownership of their learning. Our school NAPLAN results as well as our ACER diagnosing test results are clear evidence for our efforts to improve students learning outcomes.

The school has implemented many projects in 2024 such as TAS building, renovating the top floor of E Block, artificial grass in the school middle area, Turf in the upper school soccer field, sound system to cover all school buildings and grounds, school electronic bell and renovation of the roof of A Block. Inshallah we will continue with our projects as outlined in the master plan and will keep you all updated on this.

I extend my heartfelt thanks to our dedicated staff, parents, and dedicated students for a productive year. Your contributions make our school a place of growth, belonging, and a positive learning environment. Inshallah, together we can make the difference.

Best Regards

Dr Mahmoud Eid
ISC Principal

School Profile

Overview

Our school is in the heart of Weston in ACT. We serve a diverse and vibrant community of learners from Foundation to Year 10. We are committed to providing a safe, inclusive, and high-quality educational environment where every student is supported to thrive academically, socially, and emotionally.

School's Social Climate

Our students come from different cultural and ethnic backgrounds. The beauty of our school's social climate is due to this diversity.

Our school policies pay special attention to students' wellbeing, emotional and physical development. Our behaviour policy and junior and senior behaviour charts address challenging behaviour issues and at the same time we reward and encourage positive behaviour. The school has a strict approach in dealing with bullying incidents. We run workshops on "bullying" to all students in the school.

School Philosophy

We believe that each student is unique; therefore, we care for, respect and guide every child towards full development of his/her intellectual, spiritual, physical and emotional potential. In our teaching, we make every effort to instil and uphold Islamic principles and values while providing academic and religious education of the highest quality. ISC endeavours to create an environment that will encourage positive behaviours, pursuit of excellence in all aspects of their school life. Islamic School of Canberra provides opportunities for all students to develop to their full potential and encourage students to contribute actively towards the betterment of Australian society and humanity

Vision

- The Islamic School of Canberra is to become the school of choice; where students thrive and mature into confident young adults, whose strengths are recognised and nurtured.
- To provide dynamic and challenging learning opportunities to meet the needs of all students to maximise their potential, so they become leaders of tomorrow
- To empower every student to become a confident, compassionate, and capable contributor to their own community and the wider community.

Mission

Islamic School of Canberra aims to promote excellence in learning and academic achievement through developing student curiosity and critical thinking. Islamic principles

are embedded throughout the school, inspiring a desire for lifelong learning and the search for knowledge.

By offering a variety of activities both inside and outside of the classroom, and guided by Islamic values and experiences, ISC develops the student's whole personality, empowering each student to become informed decision makers. We strive to deliver a holistic education that nurtures curiosity, resilience, and lifelong learning.

Values

We value diversity and foster a culture of kindness and understanding. Our core values are:

- respect
- honesty
- trustworthiness
- responsibility
- acceptance

Strategic Priorities

- Wellbeing and Inclusion: Implementing a whole-school wellbeing policy that supports mental health, cultural safety, and staff wellbeing.
- Academic Excellence: Delivering a rigorous and engaging curriculum tailored to individual learning needs.
- Community Engagement: Strengthening partnerships with families, local organisations, and advocacy networks to enhance student outcomes.
- Equity and Access: Ensuring all students have access to the resources, support, and opportunities they need to succeed.

Governance and Leadership

Our school management is led by a dedicated Principal and supported by a leadership team focused on strategic planning, excellence, and collaboration. Governance is overseen by a school board comprising parents, and community representatives who guide policy and ensure accountability.

Our school board comprises of the following members:

- Dr Rafiqul Islam: Chairman
- Dr Ismail Hossain: Vice Chairman
- Dr Mohammad Nurruzaman: Member
- Mr Kamruzzaman Morol: Member
- Mr Ahmadullah Sadi: Member
- Dr Hassan Hafizur Rahman: Member
- Dr Majharul Talukder - Secretary

The School Board meets up to six times annually.

Curriculum and Learning

Literacy is a significant developmental process which incorporates the ability to communicate effectively within a broad range of diverse contexts. This is particularly relevant in our school context, given the large number of our students are of Language background other than English (90%). ISC endeavours to design and implement a curriculum that assists students in better understanding of language choices, based on the audience and the purpose. ISC ensures that all teachers see literacy teaching as their prioritised responsibility and work towards raising the school's literacy standards.

Numeracy is a combination of skills which apply mathematics to meet the demands of school, personal, home, social and work life. Students require a broad range of knowledge, skills and understanding to apply mathematical skills in a variety of situations. ISC teachers use wide range of teaching tools and methods to cater for the numeracy demands of students with different needs. This is reflected in our students' performance in numeracy. Our numeracy classes are fun and motivating and a joyful experience for our students.

Islamic education program at school includes Islamic studies, Quran recitation and memorisation. Our teaching staff help students learn to read the Quran and to cultivate an understanding of the verses they memorise and recite.

The Islamic studies curriculum provides opportunities for students to explore their faith and to apply it in their lives. Islamic studies curriculum weaves universal moral values of respect, honesty, trustworthiness, responsibility, and acceptance. Daily afternoon Salah is an important feature of the school's religious and spiritual life.

Students and Staff gather in the prayer room for collective prayer in the afternoon while enjoying personal moments of supplication and reflection. The congregational prayer of Friday is a highlight of the week as students look forward to the inspiring words from the Friday speeches.

In addition to Islamic Studies and Quran, ISC also offers Arabic language. Arabic language teaching is embedded in a wide range of mediums such as interactive activities, songs, internet resources and a variety of media on the following strands: communication and understanding.

Arabic teachers take all students backgrounds (language and culture) into consideration when they plan, teach, and assess Arabic language.

The Australian National Curriculum provides syllabus documentation for the teaching of Arabic. Students are assessed according to the Achievement standards within this

documentation. It is expected that students complete work to demonstrate not only level of achievement but to also engage in the reading of Quran.

Curriculum Offerings:

Below is a summary of our curriculum offerings:

- Australian Curriculum - eight learning areas
- Integration of ICT into classroom activities in all learning areas.
- Arabic classes
- Islamic Studies Program
- Quran Classes
- Outdoor and indoor education visits from qualified trainers and professional sports people
- Life Education & Social Skills Programs
- Elective subjects
- Differentiated teaching across the school

Extra Curriculum Activities

- Excursion/ Incursions
- Visual Arts program
- National Numeracy and Literacy Week activities
- Special Ramadan Program: Quran Competition
- Iftar Nights
- Hajj week
- Footy day and other sports activities
- Primary and Secondary Athletics Day
- Parent teacher info nights
- Character Day –students dressed up as their favourite book character for the day.

In 2024, our school continued to deliver a dynamic and inclusive curriculum that supports academic excellence, personal growth, and lifelong learning. Our teaching and learning programs are designed to be responsive to student needs, culturally relevant, and future focused.

Curriculum Design

- Foundation to Year 10 Framework: Aligned with the Australian Curriculum, our programs emphasise literacy, numeracy, critical thinking, and creativity across all year levels.
- Interdisciplinary Learning: Introduced integrated units combining STEM, humanities, and the arts to foster deeper engagement and real-world application.
- Inclusive Curriculum: Embedded cultural safety, neurodiversity awareness, and differentiated learning strategies to ensure all students feel represented and supported.
- Student-Centred Planning: Curriculum development is informed by student voice, learning data, and community feedback.

Learning Programs and Enrichment

- STEM Innovation: robotics, coding and environmental science programs.
- Arts and Expression: offered visual arts and drama, that celebrate creativity and cultural diversity.
- Literacy and Numeracy Focus: delivered targeted intervention and extension programs to support foundational skills and academic growth.
- Wellbeing Integration: incorporated social-emotional learning into classroom practice, linking curriculum with wellbeing outcomes.

Professional Learning

Our educators are engaged in ongoing professional development to enhance instructional practice and curriculum delivery:

- Evidence-based teaching strategies
- Inclusive education
- Digital literacy and blended learning tools

Assessment and Feedback

- Formative and Summative Assessment: used to monitor progress, inform instruction, and support personalised learning pathways.
- Student Reflection and Goal-Setting: encouraged students to take ownership of their learning through regular reflection and goal reviews.
- Parent Engagement: strengthened communication around student progress through digital platforms, learning conferences, and progress reports.

Reporting to Parents

We report students' progress in several ways:

- Individualized meetings or phone calls with parents to discuss their children's performance or behaviour.
- Parent/teacher interviews throughout the year
- Interim reports in Terms 1 & 3 to keep the parents updated on their children's work habits, and progress.
- Formal semester reports twice a year at the end of semesters 1 & 2

Communication with Parents

We maintain communication with parents in many ways:

- Parent/teacher information sessions and interviews
- Our school's website
- Our school's newsletter
- Through sending memo's and letters

- Emails
- Individual appointments
- Phone calls and messages
- Open days and different school functions and activities
- Parents' portal

Characteristics of the Student Body

Our students come from different ethnicities and cultural backgrounds. Many of them are of ESL background despite they were born in Australia. English is a second language for many of them at home.

Student Numbers Since 2018

2018	229
2019	276
2020	271
2021	265
2022	306
2023	359
2024	389

Student Attendance – 2024

The average attendance rate for the whole school as a percentage was 90%.

Description of how non-attendance is managed by the school

Attendance is marked every period for Secondary students. For primary students it is marked twice at the beginning of the day and in the middle of the day. We address the attendance issue in assemblies and send letters home in addition to messages and telephone calls. Parents are required to provide the office with an explanation to justify any absence or with a medical certificate. Meetings with concerned parents are organised to further educate them on the importance of regular students' attendance and how that is related to students' achievement levels.

List of Enrichment Activities

- Aussie of the Month
- Student of the Week
- Jump Rope for Heart
- Cross Country

- Chess Year 5 to 10
- NRMA Drivers Course – Year 10
- Eid Kringle
- Harmony Day
- Ramadan Art Competition
- Ramadan Islamic Studies Competition
- 100 days of Kindy
- NAIDOC Day
- Kindy Fire and Rescue

Academic Performance

In 2024, our school continued to prioritise academic excellence through personalised learning, data-informed instruction, and targeted intervention programs for struggling students. Our approach reflects a commitment to equity, ensuring that every student—regardless of background or ability—has access to high-quality education and the opportunity to succeed.

Student Achievement Highlights

Assessment Area

NAPLAN Literacy

Performance Summary (2024)

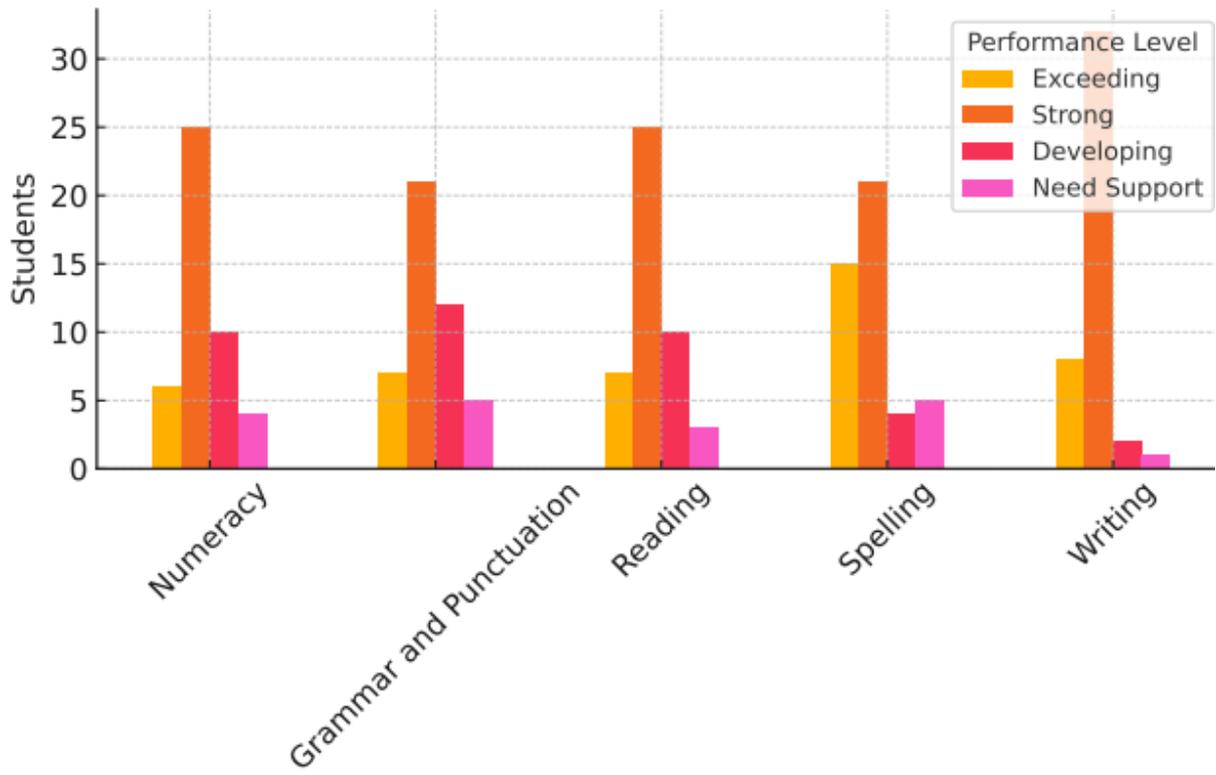
Above state average growth in Years 3, 5, 7 and 9
Consistent improvement across all year levels

NAPLAN Numeracy

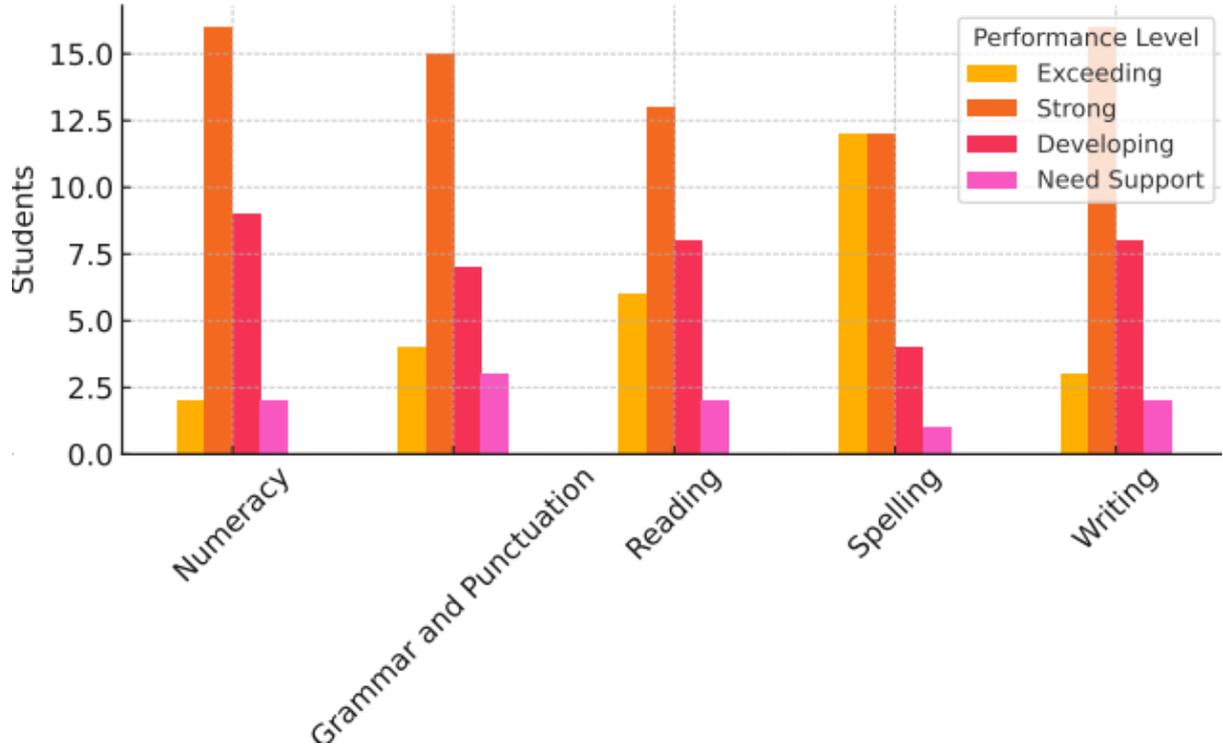
Above state average growth in Years 3, 5, 7 and 9
Consistent improvement across all year levels

The next graphs summarise our school results in NAPLAN in 2024. Our students did very well mashallah and we are proud of our students' achievement

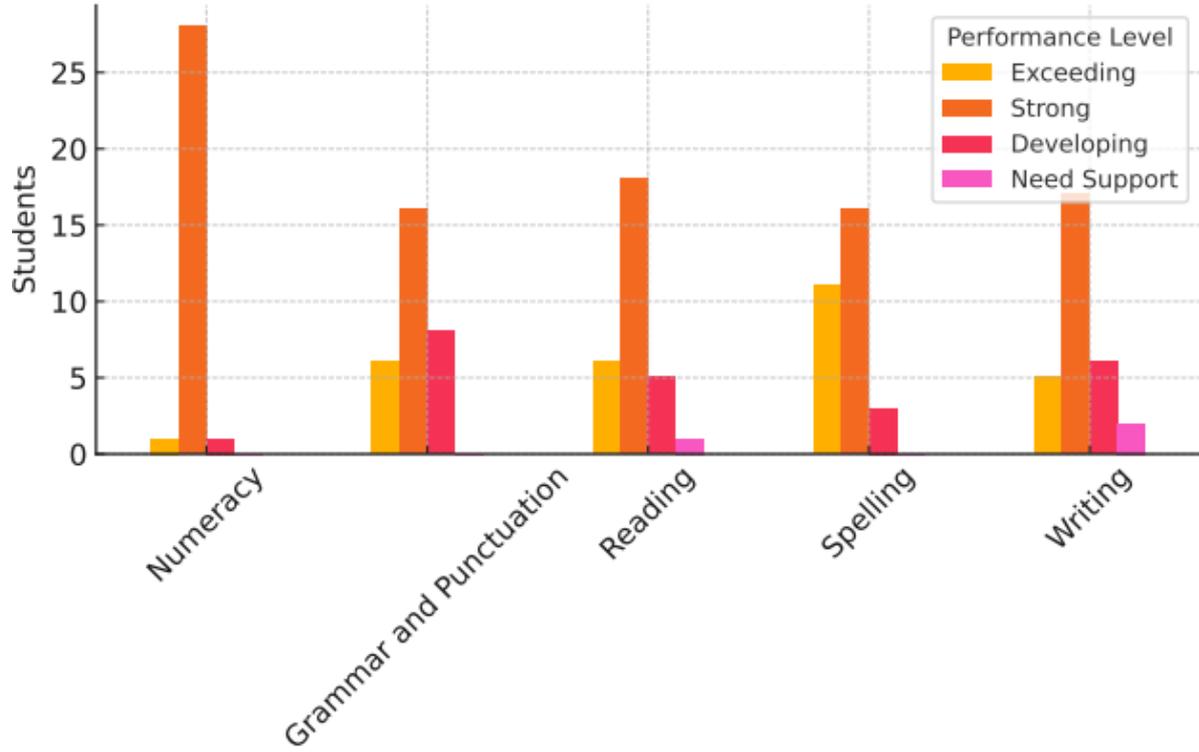
Year 3 - 2024



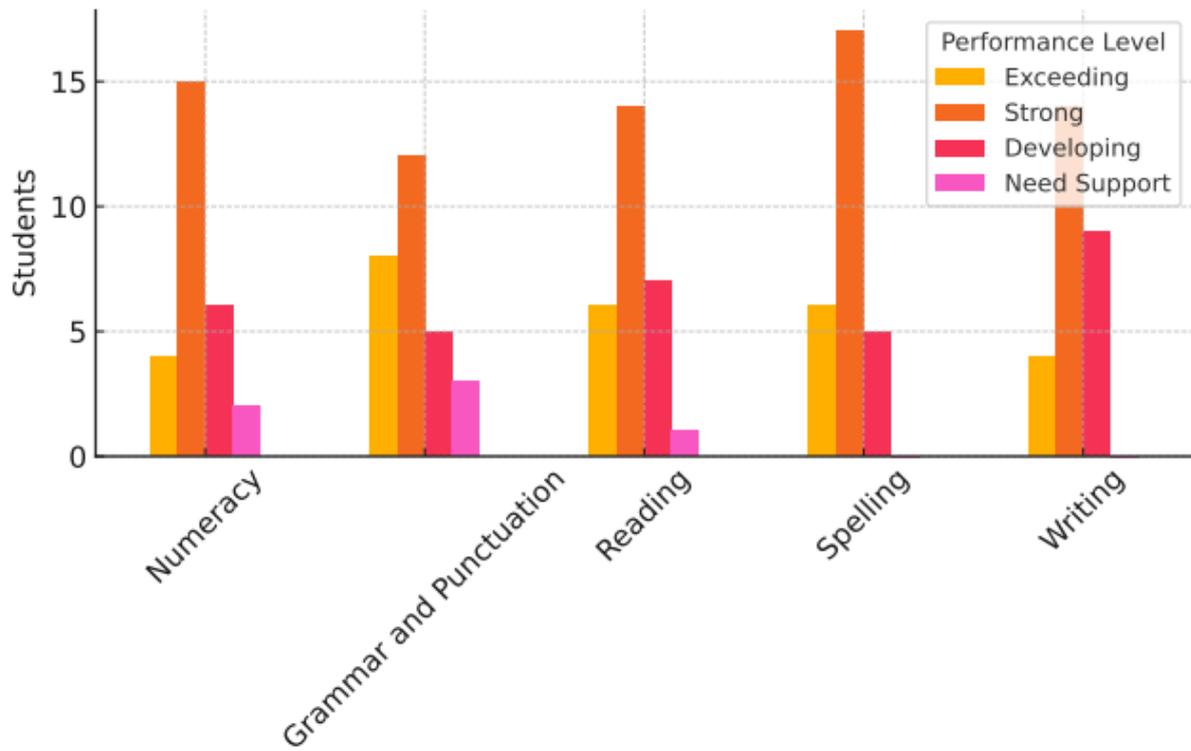
Year 5 - 2024



Subjects Year 7 - 2024



Year 9 - 2024



Targeted Strategies

- Differentiated Instruction: teachers used formative assessment data to tailor learning experiences to individual student needs.
- Literacy and Numeracy Support: delivered small-group intervention programs to boost foundational skills.
- Professional Learning: staff engaged in ongoing training focused on evidence-based teaching practices, inclusive education, and data literacy.
- Digital Learning Integration: expanded use of digital platforms to support blended learning and student agency.
- Student Voice in Learning: embedded student feedback into curriculum planning and assessment design.

Growth and Improvement

Our school's academic growth is not only reflected in standardised test scores but also in student engagement, confidence, and critical thinking. Internal assessments and teacher observations show increased student ownership of learning and improved collaboration across year levels.

Wellbeing and Inclusion

Wellbeing Policy Summary

The wellbeing of our students and staff remains a cornerstone of our school's strategic vision. In 2024, we implemented a comprehensive school wellbeing policy designed to foster a safe, inclusive, and supportive environment for all members of our school community.

Key Initiatives:

- Whole-School Approach: wellbeing is embedded across all aspects of school life, from curriculum design to staff development.
- Student Support Services: expanded access to counselling, peer mentoring, and targeted wellbeing programs, including mindfulness and resilience-building workshops.
- Staff Wellbeing Framework: introduced regular wellbeing check-ins, professional development on mental health literacy, and flexible work arrangements to support staff wellbeing.
- Inclusive Practices: strengthened policies around bullying prevention and cultural safety, ensuring every student feels seen and supported.
- Monitoring and Evaluation: established wellbeing indicators and feedback mechanisms to track progress and inform continuous improvement.

The policy has been positively received by students, staff, and families, with early data showing improved engagement, reduced absenteeism, and stronger community cohesion.

Community Engagement

Community Engagement Highlights

Our school continues to prioritise meaningful engagement with families, local organisations, and broader community stakeholders. In 2024, we deepened our commitment to collaboration and advocacy, recognising that strong partnerships enhance educational outcomes and wellbeing.

Highlights:

- Cultural and Community Events: hosted inclusive celebrations such as Harmony Day, NAIDOC Week, and Ramadan Iftars and Eid celebrations.
- Local Partnerships: strengthened ties with community organisations, including youth services and health providers to offer wraparound support for students.
- Communication Channels: Enhanced transparency through regular newsletters, and school website and parent teacher interviews.

These efforts reflect our belief that schools thrive when they are deeply embedded in and responsive to the communities they serve.

Facilities and Resources

Facilities and Services

In 2024, our school continued to invest in safe, inclusive, and future-ready facilities that support high-quality teaching and learning. Our infrastructure and services are designed to meet the diverse needs of students, staff, and families, while fostering wellbeing, innovation, and community connection.

School Facilities:

- Learning Spaces: maintained modern classrooms equipped with interactive technology, flexible furniture, and breakout zones to support differentiated learning.
- STEM and Innovation Labs: upgraded science labs and digital technology rooms to enhance hands-on learning in robotics, coding, and environmental science.
- Arts and Performance Areas: expanded visual arts in TAS building to support creative expression and cultural events.
- Outdoor Environments: Improved playgrounds, sports fields, and shaded outdoor learning areas to promote physical activity and wellbeing.

- Accessibility Enhancements: installed ramps, lifts, and sensory-friendly spaces to ensure full access for students with disability and neurodiverse learners.

Student Support Services

- Wellbeing initiatives: established a dedicated space for counselling, peer support, and wellbeing programs, staffed by qualified professionals.
- Learning Support: delivered targeted assistance through literacy and numeracy intervention, EAL support, and modified curriculum pathways.
- Career and Pathways Guidance: provided career counselling for years 11 and 12 and university transition support for senior students.

Digital Infrastructure

- Device Access: ensured all students have access to laptops or tablets through school-provided programs.
- Wi-Fi and Network Upgrades: enhanced connectivity across campus to support blended learning and digital collaboration.
- Cyber Safety and Digital Literacy: embedded safe technology use into curriculum and staff training.

Sustainability and Safety

- Environmental Initiatives: launched student-led planting around school
- Safety Upgrades: conducted regular audits and emergency drills; upgraded CCTV and security systems to ensure a safe learning environment.

Staffing and Workforce

Staffing and Workforce

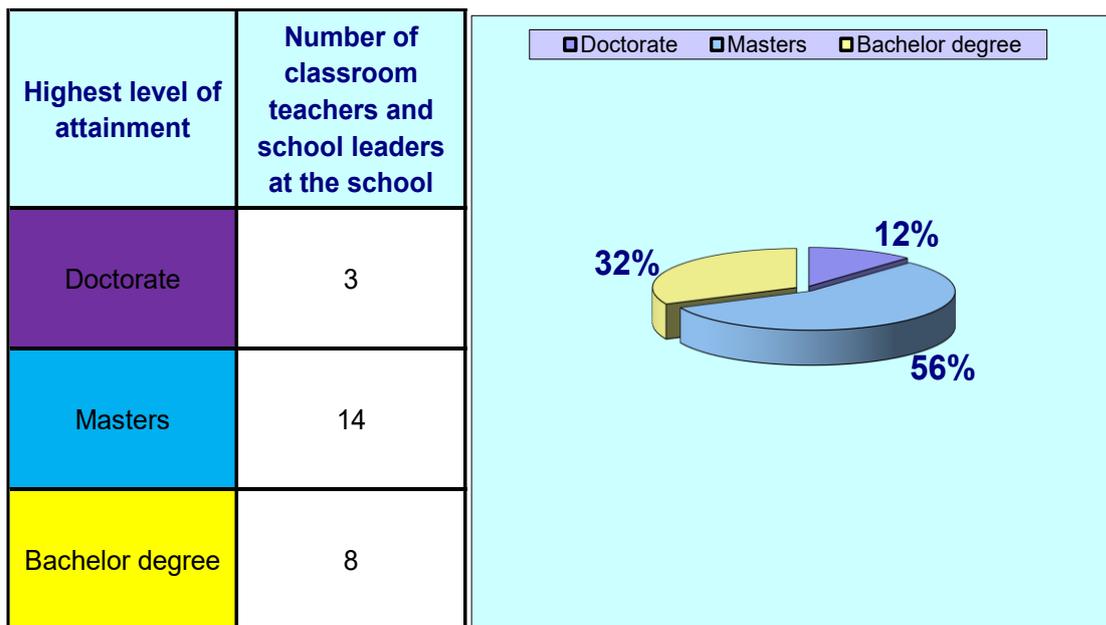
- In 2024, our school continued to invest in a skilled, diverse, and resilient workforce dedicated to delivering high-quality education and fostering a culture of wellbeing and inclusion. Our staff are the foundation of our school's success, and we remain committed to supporting their growth, wellbeing, and leadership.

Staff Composition

All our teachers are qualified with TQI registration. They are all required to attend internal and external professional learning to update themselves on different education matters.

Workforce Composition	Teaching Staff 25	Non-teaching Staff 15	Indigenous Staff 0
Full-time	23	15	0
Part-time	2	0	0

Qualifications of teaching staff



Proportion of staff retained from the previous school year

From the end of the previous school year 90% of staff was retained

Average staff attendance

For all staff and school leaders, the staff attendance rate was 89%

Professional Development

- Instructional Excellence: staff participated in targeted PDs on evidence-based teaching, literacy and numeracy strategies, and curriculum innovation.
- Leadership Development: supported emerging leaders through mentoring, coaching, and leadership pathways programs.
- Digital Capability: enhanced staff proficiency in blended learning tools, cybersecurity, and digital assessment platforms.

Staff Wellbeing

- Wellbeing Framework: embedded staff wellbeing into school policy, including regular check-ins, access to counselling, and flexible work arrangements.
- Recognition and Support: celebrated staff achievements through awards and appreciation events
- Workload Management: reviewed planning and reporting processes to reduce administrative burden and support work-life balance.

Workforce Diversity and Inclusion

- Actively recruited staff from diverse cultural and professional backgrounds to reflect our student community.
- Promoted inclusive practices through staff-led equity committees and cultural safety workshops.
- Supported staff with disability through workplace adjustments and inclusive employment practices.

Future Workforce Goals

We aim to:

- Deepen partnerships with universities and training providers
- Actively recruited staff from diverse cultural and professional backgrounds to reflect our student community.

Financial Overview

In 2024, our school maintained a good financial position, enabling us to invest in strategic priorities that enhance student outcomes, staff wellbeing, and community engagement. Our financial management practices reflect a commitment to transparency, equity, and long-term sustainability.

INCOME	\$	%
Tuition and Extra Curricular Fees	\$ 1,438,185.00	17.68
Bus Fees	\$ 54,810.00	0.67
Commonwealth Recurrent Grants	\$ 4,293,790.00	52.78
State Recurrent Grants	\$ 1,125,851.00	13.84
Other Grants	\$ 1,149,569.00	14.13
Other Income	\$ 72,724.00	0.9
Total Income	\$ 8,134,924.00	100%

EXPENSES	\$	%
Salaries and Related Expenses	\$ 4,079,678.00	70.60
Non-Salary Expenses	\$ 1,698,263.00	29.40
Total Expenses	\$ 5,777,941.00	100

Future Directions

As we look ahead to 2025 and beyond, our school remains focused on delivering high-impact education that is inclusive, future-ready, and deeply connected to the needs of our community. Our strategic priorities are shaped by ongoing consultation with students, families, staff, and local partners, ensuring that our vision reflects shared values and aspirations.

Strategic Priorities for the future

1. Deepening Wellbeing and Inclusion
 - Targeted mental health support.
 - Strengthen staff wellbeing programs and embed wellbeing indicators into school planning.
 - Enhance inclusive education through professional development
2. Curriculum Innovation and Student Agency
 - Introduce interdisciplinary learning modules that integrate STEM, humanities, and civic engagement.
 - Increase opportunities for student voice in curriculum design and assessment.
3. Community Advocacy and Partnerships
 - Build stronger partnerships with youth services.
 - Strengthen local engagement with community and parents.

4. Infrastructure and Digital Transformation

- Expand learning spaces to accommodate enrolment growth and flexible teaching models.
- Invest in digital infrastructure and staff training to support blended learning and cyber safety.

5. Leadership and Workforce Development

- Support emerging leaders through mentoring, coaching, and postgraduate study pathways.
- Promote workforce diversity and inclusive employment practices.
- Strengthen staff voice through collaborative planning and feedback systems

6. Measuring Progress - our future directions will be guided by:

- Annual strategic reviews and community feedback
- Student wellbeing and engagement data
- Academic growth and equity indicators
- Transparent reporting to stakeholders