



ISLAMIC SCHOOL OF CANBERRA

Respect - Honesty - Acceptance - Responsibility - Trustworthiness

Annual Report

2019



| | | |
|---|-------------------------|--|
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| | Contact Person | Dr Mahmoud Eid (School Principal) |
| | Registration No. | 22837 |

Principal's Foreword

It is my pleasure to present to you the annual report for 2019. Unfortunately, I was not at the school last year and therefore it was not an easy task for me to put together this report.

It is very clear that the ISC works continuously on its students to help them achieve academic excellence in both secular and religious education. We aim to prepare them for success in this life and the Hereafter insha'a Allah.

The school planned many incursions / excursions last year as well as many of extra-curricular and sports activities. Parents were involved in several school functions and events and we hope to strengthen this partnership with the school community for the benefit of our students.

Certainly, the school had achieved a lot in 2019. A big thank you to the parents for their support and involvement. I also would like to thank the school staff for their dedication and great achievements. We look forward to more achievement in the future insha'a Allah. Always remember that *together we make the difference*.

Dr Mahmoud Eid
School Principal

Governance

Our school board comprises of the following members:

- Dr Rafiqul Islam: Chairman
- Dr Ismail Hossain: Deputy Chairman
- Dr Majharul Talukder: Secretary
- Mr Kamruzzaman Morol: Treasurer
- Dr Saif Dewan: Member
- Mr Hassan Hafizur Rahman: Member
- Mr Ahmadullah Sadi: Member

The School Board meets a minimum of six times a year.

School's Progress Towards its Goals

The Islamic School of Canberra teaches students from Kindergarten to Year 8. An application was made to extend Year levels to cater for Year 9 and Year 10 as of 2020 and 2021.

Students at the Islamic School of Canberra experience all aspects of the Australian National Curriculum in engaging and innovative ways. Students experience:

- Internet skills (research and online learning) and collaborative IT activities
- Fully functioning Science laboratory
- School Diary
- Art and Design space
- Several play areas catering for several sports
- Well-equipped Learning Centre (Library)
- Variety of consistent excursions to support learning programs
- Individual Learning Plans (ILPs) are developed and provided for students who require more assistance within subject areas as required.
- Creative class work and innovative assessment activities
- Use of PAT-R (Literacy) and PAT-M (Numeracy) online diagnostic testing

The Australian National Curriculum is taught at the Islamic School of Canberra with a strong focus on Literacy and Numeracy

Literacy

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 (88%). If students are expected to become effective communicators, they need to become confident and competent in both receptive and productive areas of the Australian National Curriculum. 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 will ensure that all teachers see literacy teaching as their prioritised responsibility and work towards raising the school's literacy standards.

Numeracy

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. Our teachers promote consistent and effective numeracy practices across key learning areas and will involve parents and the wider community, in a coordination of these learning practices.

Islamic Education Program

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

The Islamic studies curriculum provides ample opportunities for students to explore their faith and discover both the practical and profound application of Islam in their young lives. Islamic studies also include the character education program, which 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 Imam who delivers the Friday speech.

Arabic Language

ISC offers Arabic language as its language other than English according to the Australian Curriculum. Arabic lessons provide students with a distinct educational opportunity with regards to language learning, different cultures and Australia's multicultural society.

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:

- Communicating: Socialising, Informing, Creating, Translating and Reflecting
- Understanding: System of languages, Language variation and change, Role of language and culture

Arabic teachers take all students backgrounds (language and culture) into consideration when they plan, teach, and assess Arabic language. They provide extra assistance for students who have limited knowledge of Arabic or who require further extension.

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.

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 2014

| | |
|-------|-----|
| 2014- | 201 |
| 2015- | 212 |
| 2016- | 190 |
| 2017- | 203 |
| 2018- | 229 |
| 2019- | 276 |

Class in 2019

| Class Name | Number of students in Class A | Number of students in Class B |
|---------------------------|-------------------------------|-------------------------------|
| K | 16 | 17 |
| 1 | 20 | 20 |
| 2 | 19 | 18 |
| 3 | 17 | 16 |
| 4 | 21 | 20 |
| 5 | 32 | |
| 6 | 27 | |
| 7 | 22 | |
| 8 | 11 | |
| Total - 14 classes | 276 | |

List of Excursions & Incursions in 2019

| Excursions / Incursions Name | Year level attended |
|--|----------------------------|
| Healthy Harold - incursion | Kindergarten – Year 2 |
| Bubble soccer- incursion | Kindergarten – Year 8 |
| Animal petting zoo- incursion | Kindergarten – Year 8 |
| Reptile zoo and education officer- incursion | Kindergarten – Year 8 |
| Obstacle course- incursion | Kindergarten – Year 8 |
| Mogo Gold Colony - excursion | Year 6 |
| National gallery of Australia – excursion | Year 2,3 and 4 |
| National Museum of Australia- excursion | Year Kindergarten – Year 3 |
| War Memorial- excursion | Year 4 and 5 |
| Berrigan Outdoor School – excursion | Year 7 and 8 |

List of Enrichment Activities in 2019

| Enrichment Program Name | Year level attended |
|-------------------------|-----------------------|
| Soccer | Year 3-8 |
| Knitting club | Girls 3-8 |
| Spelling bee club | Kindergarten – 3 |
| Quran memorization | Kindergarten – Year 8 |
| Arabic calligraphy club | Year 4 – 8 |
| Girls boot camp | Year 4 – 8 |
| Arabic nasheed club | Year 4 – 8 |
| Chess club | Year 4 – 8 |
| Homework club | Kindergarten – Year 8 |
| Coloring club | Kindergarten – Year 3 |
| Drawing club | Kindergarten – Year 3 |

List of Sport Activities in 2019

| Sports Activity Name | Year level attended |
|----------------------|-----------------------|
| Cricket | Year 3-8 |
| Orienteering | Year 3-8 |
| Rugby Union | Year 1-8 |
| Rugby Australia | Year 1-8 |
| Netball | Year 4 - 8 |
| Athletics program | Kindergarten – Year 8 |

Curriculum Offerings

Below is a summary of our curriculum offerings:

- 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 Night
- 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.

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 our students in the school

Involvement of Parents in their Children's Education

Parents play an important role in the education of their children. The school encourages the parents to be more involved in the education and behaviour of the students. Such parent involvement has positive effect on improving students' behaviour. We also encourage parents to participate in different school activities such as open day function, teachers / Parent Information Sessions and/or interviews throughout the year to establish positive parent / teacher relationships.

Our parents are always informed about different school activities throughout newsletters, emails, parents' portal, messages, google classroom software and telephone calls. Parents are most welcome to make any suggestions or feedback for improvement. We hope to create a strong

partnership with the parents to improve our practices.

Reporting to Parents

We report students' progress in several ways:

- Individualized meetings or phone calls with parents to discuss their children's performance
- 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:

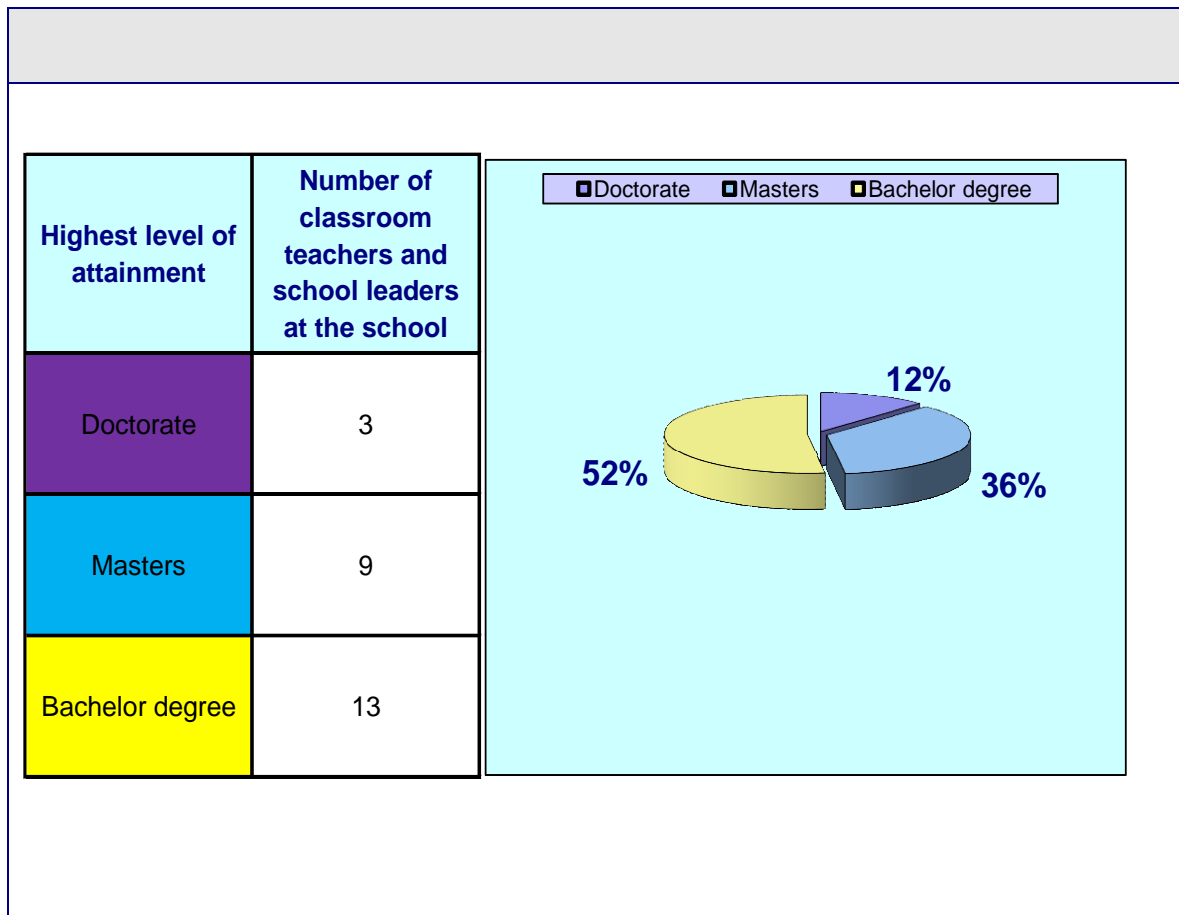
- Parent/teacher information sessions and interviews
- Our school's website
- Our school's newsletter
- Through sending memo's and letters
- Emails
- Individual appointments
- Phone calls and messages
- Open days and different school functions and activities
- Parents' portal

Staff Composition

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

| Workforce Composition | Teaching Staff 25 | Non-teaching Staff 11 | Indigenous Staff 0 |
|-----------------------|----------------------|--------------------------|-----------------------|
| Full-time | 19.6 | 9.2 | 0 |
| Part-time | 5,54 | 1,8 | 0 |

Qualifications of teaching staff



Staff Professional Development

The main staff professional development initiatives were as follows:

- Numeracy PDs
- Literacy PDs
- Australian Curriculum
- Early childhood PDs
- First Aid, Asthma and Anaphylaxis PDS

Proportion of staff retained from the previous school year.

From the end of the previous school year 90.5% of staff was retained

Average staff attendance

For all staff and school leaders, the staff attendance rate was 88.89% in 2019.

Student Attendance – 2017

The average attendance rate for the whole school as a percentage in 2019 was 89%.

Student attendance per each year level

| | | | | | | |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Foundation 93.78% | Year 1 87.77% | Year 2 88.98% | Year 3 89.17% | Year 4 92.07% | Year 5 86.90% | Year 6 89.29% |
| Year 7 85.29% | Year 8 94.97% | | | | | |

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 a written explanation to justify any absence or with a medical certificate. Meetings with parents are organised to further educate them on the importance of

regular students' attendance and how that is related to students' achievement levels.

Student Wellbeing Programs and Initiatives

Goals and Intended Outcomes for Students

- Provide them with strong pastoral care
- strengthen their well-being
- Expand their leadership skills and involvement in decision making
- Prepare them as life-long learners
- Promote positive education among our students
- Develop awareness of their role in their local communities and the society at large and help them integrate in a multicultural and multiracial Australian society.

In order to achieve the above outcomes, we organised some activities. Below is a list of most of those activities:

- SRC forum and school captains
- Multicultural day
- Student iftar day
- Eid festival
- Educational Incursions and excursions

NAPLAN TESTING – SUMMARY REPORT

2017 NAPLAN DATA

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 426 | 404 | 425 | 452 | 401 |
| Year 5 | 505 | 488 | 508 | 510 | 505 |
| Year 7 | 556 | 530 | 605 | 559 | 552 |

NAPLAN participation for this school is 98%

NAPLAN participation for all Australian students is 95%

2018 NAPLAN DATA

| | Reading | Writing | Spelling | Grammar Num | Numeracy |
|--------|---------|---------|----------|----------------|----------|
| Year 3 | 435 | 420 | 454 | 451 | 413 |
| Year 5 | 502 | 491 | 507 | 499 | 479 |
| Year 7 | 596 | 572 | 594 | 599 | 570 |

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

2019 NAPLAN DATA

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 418 | 423 | 439 | 464 | 420 |
| Year 5 | 495 | 486 | 511 | 478 | 480 |

Year 7

576

544

592

585

581

NAPLAN participation for this school is 98%

NAPLAN participation for all Australian students is 95%

Interpreting Above tables

Selected school's average when compared to students with a similar background

-  Well above
-  Above
-  Close to
-  Below
-  Well below
-  No comparison available

Overall School Improvement Plan

Our plans are to achieve a percentage of 90% where our students are above the Minimum National Standards in NAPLAN. A summary of our strategy for improvement is as per the following:

- Monitoring students' performance on regular and constant basis
- Purchasing required resources to improve literacy and numeracy learning outcomes
- Enhancing teachers' pedagogical skills and professional capacity through targeted professional learning development
- Enhancing problem solving skills in Numeracy through analysis of students' performance
- Conducting ACER diagnostic tests twice a year in the future.
- Continuous curriculum development to identify gaps and areas of strength /weakness considering NAPLAN and ACER diagnosing tests results
- Identify weakness points based on NAPLAN results then work with students at both class and individual levels.
- Teachers prepare ILPs for struggling students to help them catch up with their peers.

Our NAPLAN results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

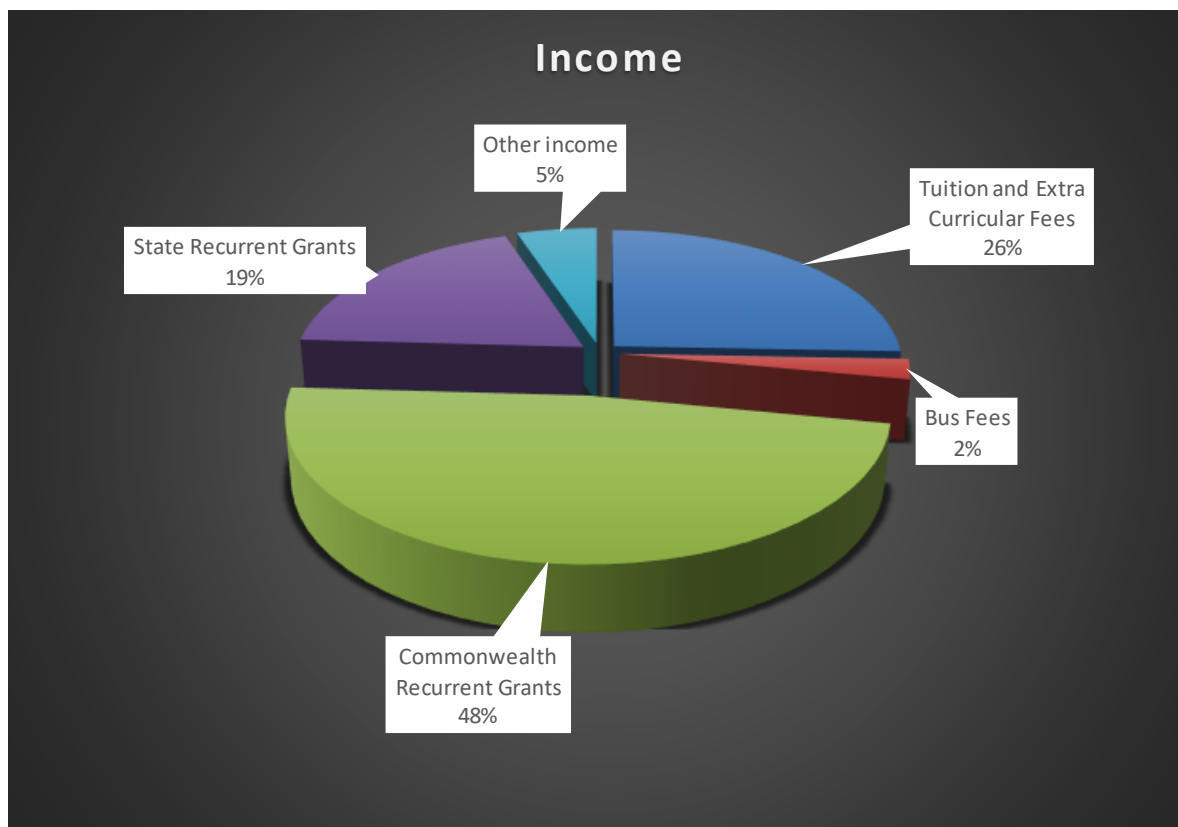
School Assessments

In Primary, we use a variety of school assessments that assist us with students' performance such as Running Records (reading assessment levels), students' work and teacher anecdotal notes and assessment.

In secondary, teachers conduct mid-term and end of term tests as well as semester exams to check on students understanding and achievement.

Finance:

| INCOME | \$ | % |
|-----------------------------------|------------------------|------------|
| Tuition and Extra Curricular Fees | \$ 808,432.00 | 25.6 |
| Bus Fees | \$ 75,984.00 | 2.4 |
| Commonwealth Recurrent Grants | \$ 1,512,677.00 | 47.9 |
| State Recurrent Grants | \$ 599,840.00 | 19.0 |
| Other income | \$ 161,342.00 | 5.1 |
| Total Income | \$ 3,158,275.00 | 100 |



| EXPENSES | | % |
|---|------------------------|-------------|
| Salaries and Related Expenditure | \$ 2,599,215.00 | 75.39568583 |
| Non salary expenses | \$ 848,217.00 | 24.60431417 |
| Total Expenditure | \$ 3,447,432.00 | 100 |
| PROFIT/LOSS | \$289,157.00 | |

