

Islamic School of Canberra - ANNUAL REPORT 2017

**Islamic School of Canberra**

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**Educational Mission of Islamic School of Canberra**

*The Islamic School of Canberra has an educational vision that allows students to explore their potential in order to become a meaningful contributor to Australian society whilst understanding and strengthening their commitment to the Islamic faith. Students develop a love of learning within a caring, secure and enriching Islamic environment.*

**Our community values-**

*Respect*

**Learning that integrates Australian and Islamic values without compromise is respectful and ensures the dignity of all**

**Learning which challenges students to apply knowledge to empower the most vulnerable in our society to reach their potential.**

*Honesty*

**Learning that teaches compassion for all with a humility that seeks to be of service to others**

**Learning which is genuine and sincere to the Islamic tradition**

*Trustworthiness*

**Learning that is rigorous and grounded in the concepts, values and ethics of Islam**

**Learning which brings others together in the pursuit of truth and reason**

*Responsibility*

**Learning that is witness to a global awareness and understanding of the needs of others**

**Learning which accommodates a changing and contemporary world which values all**

*Acceptance*

**Learning that is God-centred, bringing together Australian and Islamic values**

**Learning which creates a love of all humankind and a thirst to understand, know and realise potential**

*Through this educational philosophy our school community will discover that*

***‘In Knowledge lies strength’***

**Learning Experiences at the Islamic School of Canberra**

The Islamic School of Canberra teaches students from Kindergarten to Year 7. This year (2018) application was made to extend our Year levels to cater for Year 8, Year 9 and Year 10.

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 students from non-English speaking backgrounds.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 in order 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 includes well-qualified educators and Quran tutors to help students learn to read the Quran in Arabic and also, to help students 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 our staff.

## 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.

The Islamic and Arabic unit (IAU) follows the requirements of the Australian Curriculum and teaches Arabic language from Kindergarten to Year 7 for four periods a week (1 period is BILINGUAL).

Islamic and Arabic Unit teachers are provided with up to date and engaging educational resources to provide an effective delivery of Arabic lessons. 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

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.

The school provides 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.

Students are taught 2 sessions of Quranic recitation

Students are also taught 2 sessions of Islamic studies, which take the form of team teaching sessions involving the class teacher and the Islamic and Arabic Unit teacher.

**SUMMARY PER WEEK - ARABIC - 4 Session ( 3 lessons and 1 Bilingual)**

**QURAN - 2 Session**

**ISLAMIC STUDIES - 2 Sessions (within class time- team teaching)**

**CURRICULUM**

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 a number of sports
* Well equipped Learning Centre (Library)
* Variety of consistent excursions to support learning programs
* Teacher aides and (Inclusion/EASLD Coordinator)
* 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 facilities

**WELLBEING**

The students at the Islamic School of Canberra are consistently reminded of the value of community and the importance of being a support to those we share our lives with.

There is a developed Pastoral Care program at the school the aims to develop capacity in students and builds on the principles of restorative justice and student social and emotional wellbeing. The students are supported through:

* Counsellor 3 hours per week
* An Imam on site and always accessible to our students
* Extra-curricula programs offered across the school day
* A variety of sporting experiences/competitions offered across the school term
* Mindful spaces available for students to have time out when required
* Links to Sporting Schools funding to provide equipment for sporting engagement
* 15 Acres of land for students to explore and engage with nature
* Weekly assembly to reward student achievement

**NAPLAN**

Our students take part in the NAPLAN testing period and results from 2016-2017 are presented below for Year 3,5 and Year 7.

**NAPLAN GROWTH**

2015-2017

**Year 3-5- Year 5 2017**

Reading ALL students experienced growth Aligned to ALL AUST SCHOOLS

Writing 99% of students experienced growth Above ALL AUST SCHOOLS

Spelling 100% of students experienced growth N/A

Grammar 95% of students experienced growth N/A

Numeracy 100% of students experienced growth Above ALL AUST SCHOOLS

**Year 5-7- Year 7 2017**

Reading 99% of students experienced growth- Aligned to ALL AUST SCHOOLS

Writing 96% of students experienced growth Above ALL AUST SCHOOLS

Spelling 100% of students experienced growth N/A

Grammar 96% of students experienced growth N/A

Numeracy 100% of students experienced growth Aligned ALL AUST SCHOOLS

**GRADE DISTRIBUTION for ACHIEVEMENT STANDARDS WITHIN THE ISLAMIC SCHOOL OF CANBERRA**

SEMESTER 1, 2018

**STUDENT NUMBERS IN YEAR GROUPS AS OF SEMESTER 2, 2018**

YEAR 7- 14

YEAR 6- 26

YEAR 5- 23

YEAR 4- 26

YEAR 3- 36 (2)

YEAR 2- 31

YEAR 1- 39 (2)

KINDERGARTEN- 34 (2)

**STUDENT NUMBERS**

2014- 201

2015- 212

2016- 190

2017- 203

2018- 229

**PARENT SATISFACTION SURVEY**

Community satisfaction survey was released to families in October, 2017 and was collated to be analysed in May, 2018. At this point we had 36 respondents out of 230 students which represented 15% of our school community. The responses are presented below:

a. 75% of community respondents felt that communication with the school was clear and consistent with email being the most popular.

*School aims to ensure that communication is clear, consistent and available. Newsletters are released weekly and are emailed and posted on the website. There is also regular use of SMS for important events and notices. There is working being completed to enable the community to have access to YouTube channel dedicated to the school to provide information to those who struggle with English.*

b. 70% of community respondents were happy with the overall support provided to their child.

*Students are reported on four times each year. Academic reports come out at the end of each semester with progress reports released at the end of Term 1 and Term 3. Staff regularly communicate to families via a variety of social platforms, e.g. (Class Dojo, Edmodo). At the end of Week 5 and Week 10 of each term, staff are required to contribute to a 'Between the Minarets' report on what has been completed within the class. Staff are encouraged to make informal contact with families at least 2 times every term.*

c. 70% of community respondents were pleased with the balance of Islamic teaching and Academics.

Continued resources are being purchased and training provided for our Islamic and Arabic Unit staff to ensure that content and teaching strategies are well presented and consistent with best practice.

d. 85% of community respondents were happy with the interactions from the school administration.

Front office staff are consistent in the way they respond to communication to ensure that answers are supplied in a clear and timely manner. Processes around student safety and health support is consistently being reviewed, resulting in best possible service to school community.

e. 95% of community respondents were please with the school magazine publication

The school magazine continues to be an excellent advertising tool for the school. The involvement of the students in the development of the magazine is one reason why this publication is so successful.

f. 85% of community respondents wishes more funding spent on teacher professional development, teacher resources and IT

The school continues to look at alternative ways to support the professional development of our staff. Resources for teaching are consistently being considered and there is a plan to update all computer based processes within the school.

g. 75% of community respondents wanted additional support for their child's mental health

Many staff have been trained in Mental Health First Aid and a school counsellor has been appointed for three hours every week. The school is also closely connected to a variety of community services, many of which offer support for families within the school facility

h. 100% of community respondents wanted to see an increase in additional year levels.

Applications have been submitted for consideration of Year 8 and Year 9 at the Islamic School of Canberra. Refurbishment of teaching and learning facilities have commenced to support this application, along with the purchase of required teaching resources.

**NAPLAN Results 2017 - Year 3**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bands** | **Reading %** | | **Writing %** | | **Spelling %** | | **Grammar %** | | **Numeracy %** | |
| **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** |
| **Band 1** | **-** | **3** | **-** | **3** | **4** | **5** | **9** | **4** | **-** | **3** |
| **Band 2** | **17** | **7** | **4** | **5** | **4** | **9** | **4** | **7** | **17** | **9** |
| **Band 3** | **13** | **14** | **35** | **16** | **17** | **16** | **9** | **13** | **8** | **20** |
| **Band 4** | **25** | **22** | **22** | **30** | **22** | **23** | **-** | **20** | **46** | **27** |
| **Band 5** | **21** | **23** | **35** | **30** | **26** | **23** | **30** | **22** | **13** | **23** |
| **Band 6** | **25** | **28** | **4** | **15** | **26** | **23** | **48** | **34** | **17** | **17** |

**NAPLAN Results 2017 - Year 5**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bands** | **Reading %** | | **Writing %** | | **Spelling %** | | **Grammar %** | | **Numeracy %** | |
| **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** |
| **Band 3** | **4** | **4** | **-** | **6** | **4** | **4** | **4** | **6** | **4** | **3** |
| **Band 4** | **15** | **10** | **8** | **13** | **8** | **10** | **15** | **12** | **4** | **12** |
| **Band 5** | **12** | **21** | **42** | **31** | **19** | **21** | **12** | **21** | **27** | **26** |
| **Band 6** | **19** | **26** | **27** | **32** | **31** | **29** | **15** | **25** | **27** | **30** |
| **Band 7** | **31** | **21** | **15** | **12** | **19** | **23** | **31** | **20** | **23** | **19** |
| **Band 8** | **15** | **16** | **4** | **3** | **15** | **12** | **19** | **15** | **12** | **9** |

**NAPLAN Results 2017 - Year 7**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bands** | **Reading %** | | **Writing %** | | **Spelling %** | | **Grammar %** | | **Numeracy %** | |
| **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** | **ISC** | **Australia** |
| **Band 4** | **-** | **4** | **-** | **10** | **-** | **5** | **-** | **6** | **-** | **3** |
| **Band 5** | **7** | **12** | **27** | **18** | **-** | **10** | **-** | **13** | **-** | **11** |
| **Band 6** | **27** | **24** | **20** | **30** | **-** | **21** | **27** | **24** | **33** | **23** |
| **Band 7** | **33** | **29** | **27** | **24** | **47** | **28** | **40** | **27** | **40** | **28** |
| **Band 8** | **13** | **19** | **13** | **12** | **7** | **22** | **20** | **19** | **20** | **20** |
| **Band 9** | **13** | **10** | **7** | **4** | **40** | **11** | **7** | **10** | **-** | **13** |

**Teaching STAFF at Islamic School of Canberra**

**19 Teaching Staff**

YEARS TEACHING

16 + years = 1

10-15 years = 1

5-9 years = 8

1-4 years = 9

19

TEACHING QUALIFICATIONS

Diploma = 4\*

Bachelor = 19\*

Masters = 10\*

PHD = 3\*

\* NOTE- Some staff have multiple qualifications

ADDITIONAL TRAINING

Senior First Aid = 15

Mental Health First Aid = 11

Disability Certification (UC) = 16

WHS = 1

The school is currently supporting 3 staff who are working their way from Graduate to Proficient TQI recognition. An additional staff member is involved in the process of movement from Proficient to Highly Accomplished.

We have 5 staff members who have Permit to Teach classification with TQI. The majority of these staff work within our Arabic and Islamic Studies unit.

We currently have

Learning Support Assistant - 1.0

English as Second Language or dialect - 1.0 with casual assistance as required

Arabic - 2 days per week for inclusion and extension

**TEAM TEACHING**

Team teaching takes place in our classes across the areas of ARABIC and ISLAMIC STUDIES

**ARABIC** - is structured to include a BILINGUAL lesson once a week, together with the class teacher

**ISLAMIC STUDIES** - is taught with the class teacher and aligns to and supports content taught.