



Australian
Islamic
Centre
College

2024 Anual Report

Australian Islamic Centre College

Together We Strive for Continuous Growth



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Introduction



2024 was the foundation year for Australian Islamic Centre College. On census day, we had 56 students enrolled from Foundation to Year 4, marking the beginning of our journey as a school committed to quality learning within an Islamic framework. Our first year was shaped by the dedication of staff, the support of families, and the enthusiasm of our students, who together built a caring and faith-centred community.



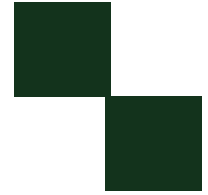
Australian Democracy

AIC 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.

Demographic

AIC College is a growing faith-based primary school located in Newport, with enrolments spanning Foundation to Year 4 in 2024 and adding 5 to 6 in the year 2025. Our student population is highly diverse, with many students coming from bilingual or multilingual backgrounds, and a number requiring additional learning support. The school is strongly connected to the Muslim community and places an emphasis on faith, values, and academic excellence.

PRINCIPAL'S MESSAGE



Welcome to the Australian Islamic Centre College, where our entire educational ethos revolves around fostering student growth academically and spiritually.

Our College opened in January 2024 with a commitment to provide a caring, empowering, safe, supportive and growth-focused environment for all our students, and staff. We started with building partnerships between our school, the parents, and the community to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, nurturing faith in our students guided by the Islamic framework and embedding Islamic Ethos in every aspect of school life.

As we concluded our first year, my heart was filled with immense pride and gratitude. The inaugural year of our school has been a journey marked by unforgettable moments, growth, and achievements. It brings me great joy to witness how beautifully our students have embraced their new environment, their enthusiasm for learning shining brightly each day. The supportive community we have fostered together is truly heartwarming.

Our dedicated and passionate staff have played a vital role in creating a nurturing and safe environment for our students. From our generalist teachers to specialists, speech pathologists to teacher aides and education support staff, their solid commitment to continuous growth academically and spiritually is a testament to their dedication and care for each student's development and well-being.

The College is working on several initiatives and programmes to ensure all our students receive the best education and opportunities to grow academically and spiritually. Some of these initiatives include: the AICC Muslim Role Model Program, Additional Needs Program, Reading Intervention, Speech Pathology Sessions, Mental Health and Wellbeing, Muslims in Tech Sessions, Gymnastics, Interschools Sports Tournaments, Leadership Program, and Quran Hifz.

The implementation of the AICC Muslim Role Model Program began towards the end of this year and will continue into 2025. Through this program, our staff are committed to embracing and nurturing every aspect of our students' identities.

We have been approved to open Year 5 and 6 classes in 2025. The overwhelming interest and demand for enrolment reflect the trust families place in our educational approach, with applications steadily increasing and a waiting list already established for 2025.

With Duaa

Mrs Majida Ali



Vision & Mission



Purpose

Educating students and developing their skills to grow into confident Australian-Muslims and future ready to lead the world with innovation.

Our Vision

To be a distinct growth-focused college where all students strive for continuous growth and achieve their full potential to become future ready, contribute to their community, and have confidence in their Australian-Muslim identity with their own ethos built upon the Quran and Sunnah.

Mission

We educate and nurture our students in their social and academic development by providing them with growth-focused educational programs and high-quality instructions in line with our Islamic Ethos.

We provide a caring, empowering, and supportive environment for all students and staff. We will light the way for individuals to reach their full potential, become leaders of tomorrow, achieve excellence, be creative and innovative, be ready for the future, and have confidence in their Australian-Muslim identity.

College Motto

Together we strive for continuous growth (academically and spiritually).





Australian
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College

COLLEGE ROADMAP



OUR VALUES

FAITH

We put our faith (religion) at the heart of everything we do

RESPECT

We respect and value all students, staff, and all members of our community

GROWTH

We build a growth-focused culture – academically and professionally

LEADERSHIP

We are genuine, supportive and do the right thing

EXCELLENCE

We strive for excellence spiritually and academically

FUTURE READY

We employ creativity and find solutions for real world situations

2024 Teaching Staff

2024 Workforce Composition

Male Teaching Staff	0
Female Teaching Staff	7
Male Non-Teaching Staff	0
Female Non-Teaching Staff	6
Total Staff	13

Teacher Qualifications



All teaching staff employed by the Australian Islamic Centre College are fully qualified and registered in accordance with the requirements of the Victorian Institute of Teaching (VIT).

All non-teaching staff hold a current Working with Children Check (WWCC).

Professional Development

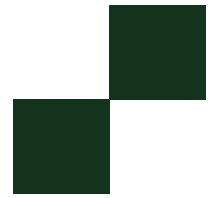


Professional Development is a VIT registration requirement and is a priority for all teaching staff to maintain and improve their teaching and learning development.

Our staff had the opportunity to develop their skills by participating in Professional Learning Teams meetings and professional development sessions, some of them are listed here:

- AICC Staff visit to schools designed for neurodivergent students, such as those diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD).
- Islamic Pedagogy
- 7th Annual Australian Islamic Schooling Conference (AAISC7) : Islamic Worldview: Renewing Curriculum, Pedagogy and Assessment
- Mathletics and Reading Eggs Training
- Sound Waves Literacy professional development session
- Carmel Menzies's visit for a Sound Waves PD
- Planning in line with the Victorian Curriculum
- AICC Instructional Model
- Pastoral Care Curriculum
- NCCD Moderation Meetings at ISV
- Classroom Management
- Gradual Release of Responsibility
- Mandatory Reporting and other Obligations
- First Aid and Anaphalaxis
- Effective Use of iPads for Teaching & Learning
- Essential Assessment - How To Use Assessments in Mid-Year Reporting
- Compass Training
- AICC Muslim Role Model Program

Staying Connected



Communications

- Compass
- ClassDojo
- Newsletter
- School Website
- Phone
- Email

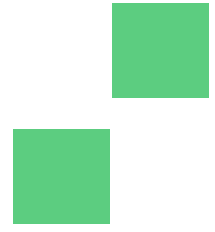
Digital Platforms

AIC College will utilise the following digital platforms/programs for learning and assessments:

- Compass
- ClassDojo
- Mathletics
- Essential Assessments
- SmartLab
- Reading Eggs
- PAT
- Quranera
- PM



Indoor and outdoor Learning



At AICC, learning happens in many spaces. Our classrooms provide the structure and focus needed for academic growth, while our outdoor programs give students the chance to explore, be active, and work together. This balance helps students grow in confidence, creativity, and a love for learning.

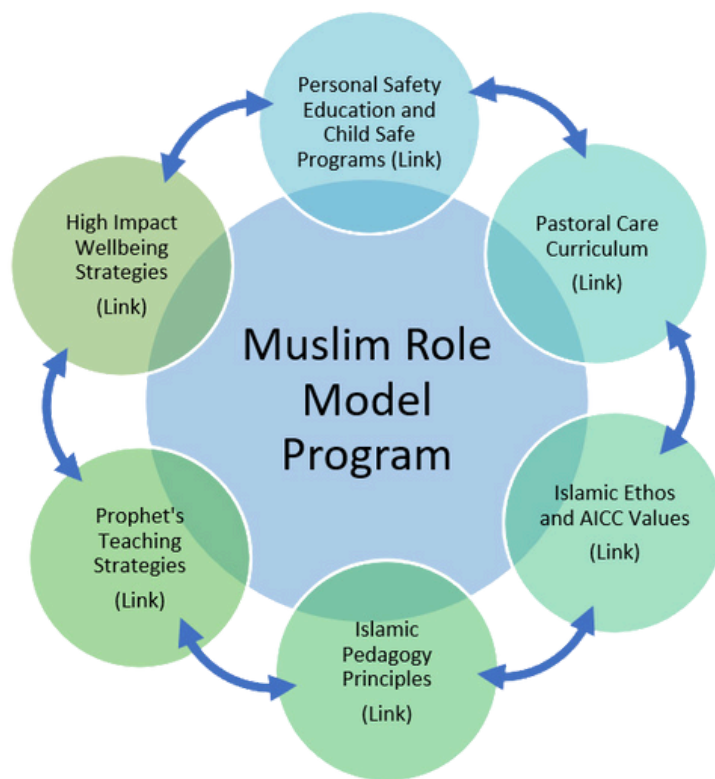


AICC MUSLIM ROLE MODEL PROGRAM



The AICC Muslim Role Model Program is a whole school approach. The program is designed to empower Muslim students and keep them safe. There are six elements that are interrelated.

The diagram below shows the 6 elements and how they are interrelated:



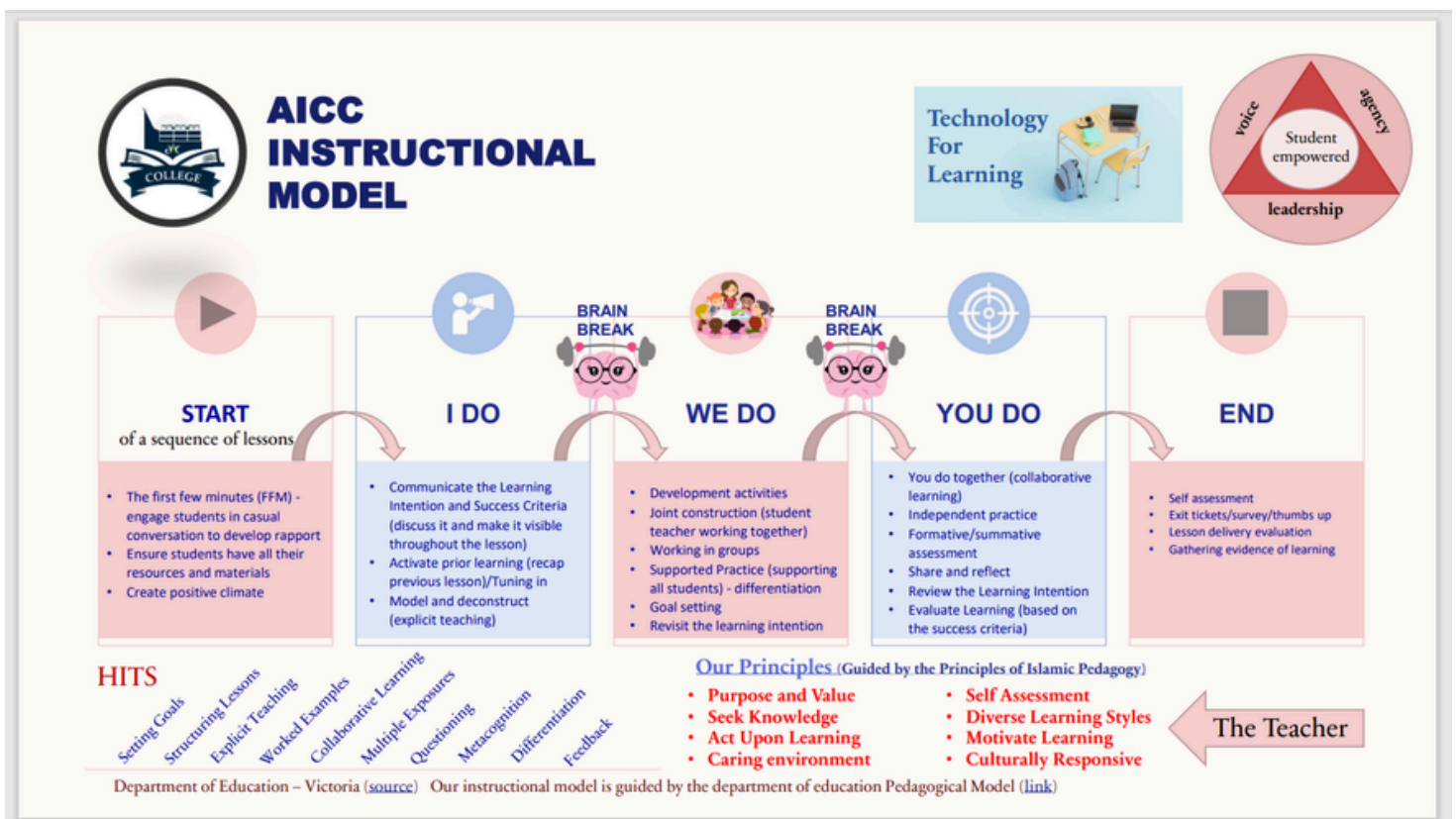
The AICC Muslim Role Model Program represents a multifaceted approach designed to encapsulate the important components essential for the growth, safety, and well-being of Muslim students within the school environment.

Through a structured professional development program spread across the academic year, comprising multiple sessions in each term, educators are provided with a comprehensive toolkit. This equips them with the necessary skills, strategies, and resources to effectively implement the program's diverse elements within their teaching methods.

AIC College Instructional Model



At Australian Islamic Centre College, our teaching is shaped by both the Department of Education's Pedagogical Model and our own AICC Instructional Model. These frameworks guide the way we plan and deliver all learning areas across the school. We are committed to giving our teachers the training and support they need to use the Instructional Model with confidence in their classrooms. By building strong practice, our teachers are preparing students with the skills and knowledge they need to succeed now and in the future.



ASSESSMENT AND GROWTH



Assessment (formative and summative) is an integral part of teaching and learning at AIC College, it is the very tool that facilitate growth in students' performances. Assessment tasks vary from informal questions during a learning activity to formal written tests at the end of a learning program. Assessments of all types provide evidence for the teacher to make decisions, often in collaboration with the student, about the next steps forward in the learning program.

We have a timeline assessments with a checklist of pre-tests, post-tests, tasks, Essential Assessment tests, PAT, and other assessment tools that are utilised by teachers to gather information about and evaluate student performance.

We use rubric in Integrated Studies and other learning areas, the language included in the rubric is suitable to students' level of understanding. A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades.



Attendance



Foundation	Average Present
Females	90.13%
Males	87.38%
Grand Total	88.75%

Year 2	Average Present
Females	87.14%
Males	82.80%
Grand Total	85.33%

At AIC College, we collaborate with parents to uphold and encourage the consistent attendance of students. While parents bear legal responsibility for ensuring their children's regular attendance, our school staff, as part of their duty of care, diligently monitor any absences, whether partial or full-day.

Our teachers thoroughly record instances of lateness and absences, ensuring open communication with parents. This practice is aimed at enhancing the educational experience for all students, fostering an environment where attendance plays a pivotal role in maximizing each student's learning journey.

Year 1	Average Present
Females	83.67%
Males	83.30%
Grand Total	83.44%

Year 3	Average Present
Females	95.50%
Males	84.25%
Grand Total	88.00%

Year 4	Average Present
Females	89.33%
Males	83.67%
Grand Total	85.56%

If a child is absent from school parents must inform the office of the reasons for his or her absence. The College, in discharging its duty of care, is committed to ensuring unexplained and unexcused absence is communicated promptly and followed up with students and parents.

Financial Summary

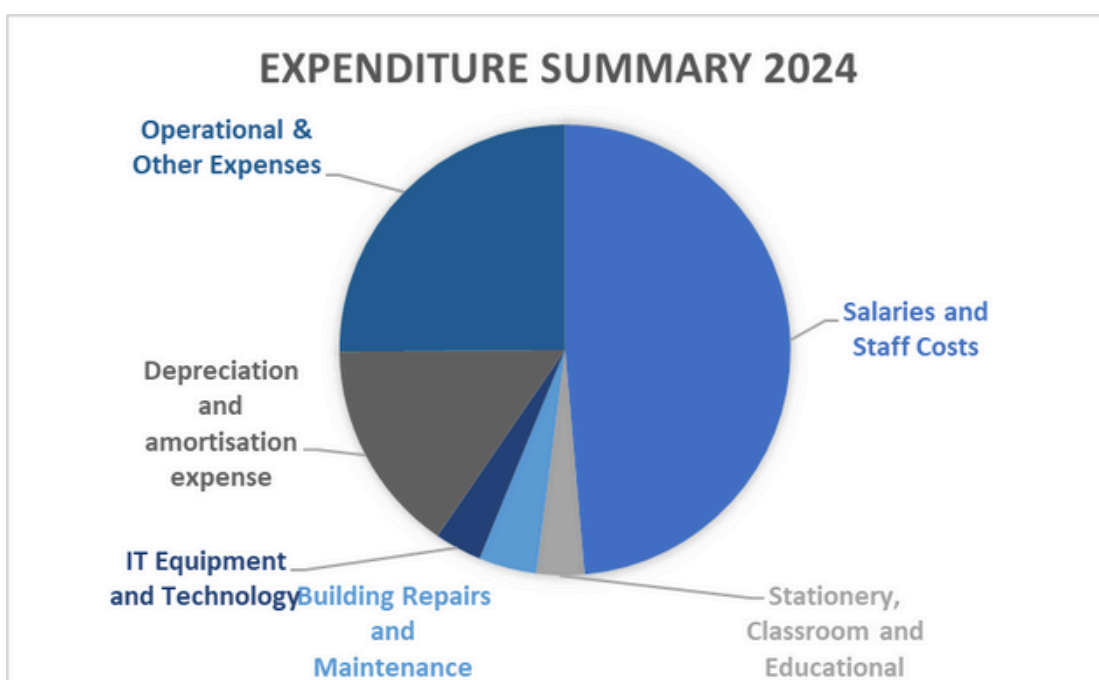
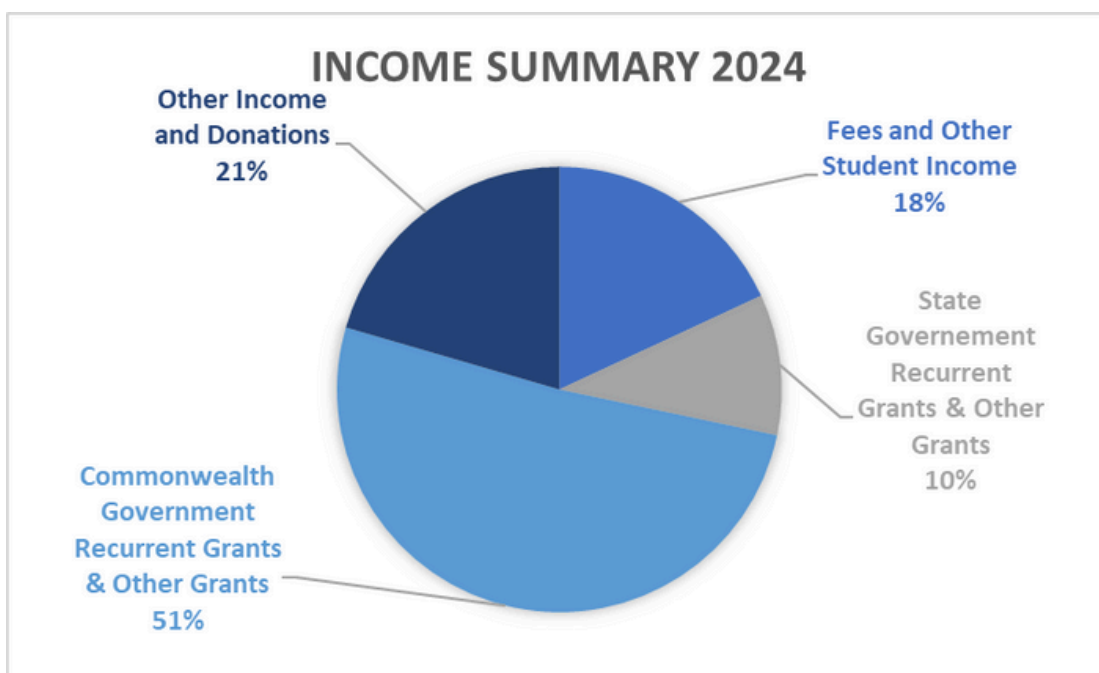


The College is well positioned for the next phase of growth and enrolments are growing strongly with an expected increase of enrolments of 171% for 2025 and the addition of Year 5 and Year 6 classes.

Income Summary	2024	%
Fees and Other Student Income	\$266,054	18%
State Government Recurrent Grants & Other Grants	\$150,396	10%
Commonwealth Government Recurrent Grants & Other Grants	\$753,401	51%
Other Income and Donations	\$301,710	21%
Total Recurrent Income	\$1,471,561	100%

Expenditure Summary	2024	%
Salaries and Staff Costs	\$791,839	49%
Stationery, Classroom and Educational	\$55,713	3%
Building Repairs and Maintenance	\$67,469	4%
IT Equipment and Technology	\$55,185	3%
Depreciation and amortisation expense	\$249,114	15%
Operational & Other Expenses	\$409,217	25%
Total Recurrent Income	\$1,628,536	100%

Financial Summary





At AICC, our students in Year 3 participated in the annual NAPLAN testing. Last year marked our very first year as a school, with a total of three students completing the assessment, providing us with our first set of valuable benchmarking data. Although small in number, these results offered important insights into our students' strengths and areas for growth. Our dedicated teachers carefully analysed this data to inform teaching strategies and curriculum development, ensuring that we provide targeted support and effective interventions to help every child thrive.

The comparisons for each of the assessed domains at a state level, are presented in the tables below:

Reading	Needs Additional Support	Developing	Strong	Exceeding
Year 3	0.00%	33.30%	66.70%	0%
State	7.70%	18.60%	47.70%	23.50%

Writing	Needs Additional Support	Developing	Strong	Exceeding
Year 3	0.00%	0.00%	100%	0.00%
State	3.50%	13.80%	71.80%	8.30%

Grammar & Punctuation	Needs Additional Support	Developing	Strong	Exceeding
Year 3	33.30%	33.30%	0.00%	33.30%
State	12.80%	28.10%	45%	11.50%

Spelling	Needs Additional Support	Developing	Strong	Exceeding
Year 3	0.00%	33.30%	66.70%	0.00%
State	8.80%	26%	46.70%	16.10%

Numeracy	Needs Additional Support	Developing	Strong	Exceeding
Year 3	0.00%	33.30%	66.70%	0.00%
State	7.10%	22.90%	55.10%	12.50%

Parents Opinion Survey

As part of our parent-teacher interviews in 2024, families were invited to share their thoughts and reflections about their children's learning and experiences at AICC. The feedback we received was overwhelmingly positive, with parents expressing gratitude for the supportive environment and noticeable growth in their children both academically and personally.

Parents said:

“Our child loves coming to school.”

“We have recommended this school to all our family and friends.”

“My daughter walks around the house saying Arabic words!”

“I'm so proud of the progress he has made.”

“When I think back to how stressed I was about him starting school, to where he is now, I feel so happy we made the decision to enrol him at your school. He has come a long way.”

“My child always walks into our house and announces ‘Assalamu alaykum.’”

“All I hear is ‘Ms Amal, Ms Amal, Ms Amal.’ They talk about you all day and tell me every detail about what happened at school.”

Other parents highlighted the impact of their child's classroom experience:

“Thank you for providing such a nurturing and supportive environment for my child to learn and grow in.”

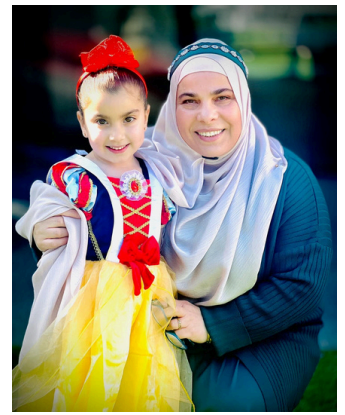
“My child enjoys coming to school because of the positive environment and your ongoing support in helping them.”

“I've seen a noticeable improvement in my child's attitude towards learning and handling situations since being in your class.”

“Thank you for helping my child foster a sense of responsibility. I am grateful for the attention and support you have given my child.”

“There has been a drastic difference in my child's eagerness to learn. They come home so excited wanting to complete their homework.”

This feedback reflects the strong partnership between families and the school, and it reinforces our commitment to providing an environment where every child feels happy, supported, and inspired to learn.





School Life





Australian Islamic Centre College

*Together we strive for
continuous growth
Academically and Spiritually*



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[Contact Us](#)

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