VISION STATEMENT

Invest in a process of education and learning that develops complete human beings able to fulfill their purpose.
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COLLEGE DIRECTOR’S REPORT

As you embark on this important journey to achieve and succeed, always remember that true success lies in pleasing Allah on the way shown by our beloved Prophet Muhammad (Salalluhu Alaihi Wasalaam).

Make the effort to do your best – you will amaze yourself and others as to what can be achieved.

Remember, you are all like gold and silver mines. The treasure is only surfaced through a great effort, perseverance and true belief. So start digging .......

Mr Fazeel Arain
PRINCIPAL’S REPORT

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 that 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 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.

2014 was a year of reflection. The College spent the year engaging with the parents, students and staff to establish a clear strategic direction for the next 5 years and as a result, the Constitutional Committee ratified 6 priorities:

1. **Our Identity** - Promote and implement the understanding that a person can be an Australian and a practising Muslim.

2. **Student Learning and Achievement** - To provide a high quality learning environment within and beyond the classroom that delivers rigorous and differentiated programs.

3. **Student Culture** - Focus on the development of an inclusive culture that reinforces the values of care, consideration and respect for self and others.

4. **Inspirational Staff** - Attract, develop, retain and recognise high quality teaching, management and support staff.

5. **Places and Spaces** - Plan for and provide quality facilities in response to educational priorities in a financially responsible manner.

6. **A Connected Community** - Enhance communications and connections with parents and the broader ASC community.

All thanks and praise is for Allah (swt) who has made possible the establishment of our Islamic College and the opportunities of building on our dream for a better tomorrow.

Mr Andrew Houghton
PRINCIPAL ISLAMIC TRADITION’S REPORT

Bismillahi Rahmani Raheem

Asalamu Alaikum Dear Partners in Education,

Education of a child does not begin when they start in a formal school setting, but it began the moment they first came into your lap. Everything they heard and saw you do made a lasting impact in their minds.

They learnt what they could and couldn’t do, what made them happy and sad, and how to interact with others, amongst a whole host of other important lessons whilst growing up. Now as they continue to learn, their need for guidance in all matters becomes the concern of all the adults in their life.

At Al Siraat College we are a group of passionate educators who believe that “it takes a village to raise a child”. We look forward to building an effective partnership between the school and home in order to strengthen the opportunities for our children to succeed. This can only be achieved when we truly take the time to first reach the child, before we can teach the child.

I invite you to work with us in instilling in your child the College values. These encapsulate the Islamic way of life so that the conduct and character is of the highest level. This cannot be achieved unless we make a firm commitment to first bring it into our lives. Ultimately, we want our children to grow up and be confident in their identity as Australian Muslims, and make us proud of who they become, inshaAllah.

Wasalam,

Ms Rahat Arain
CORPORATE STRUCTURE
The School is managed on a daily basis by the Principals who are supported by the Senior Leadership Team, which comprised the following in 2014:

Fazeel Arain  
*College Director*

Andrew Houghton  
*Principal*

Rahat Arain  
*Principal Islamic Tradition*

Vis Naidu  
*Head of Senior School*

Shahidah Osman  
*Head of Junior School*

Esrá Boz  
*Head of Teaching and Learning*

Sonia Cheema  
*Head of Wellbeing*

CHARACTERISTICS OF THE STUDENT POPULATION
Al Siraat College provides education to Muslim children from Foundation to Year 12. The College is fortunate to have a diverse range of students from 29 Nationalities with 25 first languages other than English spoken at home. The College is growing quickly with strong enrolments in the Junior School and increased enrolments for the Secondary. The College is drawing students from as far as inner city Melbourne; however, most families are coming from the North Western suburbs. The families are largely from low socio-economic backgrounds including a high percentage of migrant and refugee families. The College also experienced many transitional enrolments in 2014, with families staying for only a semester.

TEACHER QUALIFICATIONS
All teaching staff employed by Al Siraat College are registered in accordance with the requirements of Victorian Institute of Teaching (VIT).

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
</table>
| Mrs Asma Ahmad  | BTeach (Monash University)  
BEd (Monash University)   |
| Ms Noorí Ahmad  | PGradCertEd in Information Communication Technology (Monash University)  
BEd (University of Auckland)   |
| Mr Syed Ahmad   | DipEd Primary (La Trobe University)  
Cert II in Accounting (Chisholm Tafe College)  
BSc (Hons) in Software Development (University of Huddersfield)   |
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
</table>
| Ms Rasha Ali        | GradDipEd (LaTrobe University)  
Masters of Children Literature (Deakin University)  
BEng Lit (Tishreen University, Syria) |
| Ms Najma Anis-Reusch| GradDip in Early Childhood Teaching (RMIT)  
GradCert in TESOL (University of Wollongong)  
Dip In Childrens' Services TAFE  
MEd (ACU)  
MEd (University of Karachi, Pakistan)  
Int'nl Grad Cert of Education (ACU)  
Dip in the Montessori Philosophy of Ed. (3-6 yrs)  
BSc (University of Karachi, Pakistan) |
| Mr Fazeel Arain     | MCom Information Systems (University of New South Wales)  
BBus (University Of Technology, Sydney) |
| Ms Rahat Arain      | BE Civil (Hons) (University of New South Wales)  
BEd Primary (Macquarie University) |
| Mrs Amera Atiya     | BA Psych (Osmania University, India)  
MA Psych (Osmania University, India)  
DipEd (LaTrobe University)  
MEd (LaTrobe University) |
| Mrs Cheryl Becker   | BEd (Phillip Institute)  
DipEd (Toorak College) |
| Ms Esra Boz         | BSc (LaTrobe University)  
PGradDipEd (La Trobe University)  
MEd (Melbourne University)  
PGradCert TESOL (Melbourne University)  
Cert in OH&S Swan Institute WA |
| Dr Sonia Cheema     | BSc Medical (Kurukshetra University, India)  
MSc Chemistry (Guru Jambheshwar University, India)  
MPhil Chemistry (CJ University, India)  
MEd (LaTrobe University)  
PhD in Education (SMU, India) |
| Ms Maha Elsayegh    | BSc (LaTrobe University)  
PGradDipEd (Melbourne University)  
MEd (Melbourne University) |
| Ms Emel Sener-Esen  | BA (Monash University)  
PostGradDipEd (Melbourne University)  
BBus Banking and Finance (Monash University)  
Masters in TESOL (La Trobe University) |
| Ms Annette Ferrao   | BArts (Mumbai University, India)  
MA (Mumbai University, India)  
BEd (Pune University, India) |
| Mr Andrew Houghton  | Master of Instructional Leadership (University of Melbourne)  
DipTeach Primary (Ballarat University College)  
BEd Primary (University of Ballarat) |
| Ms Gjulsime Idrizi  | MTeach(Secondary) Science and Biology (University of Melbourne)  
Tertiary Studies (University of Melbourne) |
| Mr Mohamed Jarrad   | BCom  
DipEd  
GradCert I&T  
GradCert TESOL |
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
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</table>
| Ms Nazreen Keown     | BEd Primary (University of Melbourne)  
|                      | IB Diploma (Overseas School of Colombo, Sri Lanka) |
| Ms Nick Keown        | GradDipEd Secondary (University of Melbourne)  
|                      | BA Community Development in Asia and the Pacific (Victorian University of Technology) |
| Ms Dilek Komser      | MTeach Secondary (University of Melbourne)  
|                      | BSc (Honours) (University of Melbourne) |
| Ms Brooke Maxwell    | BEd (Victoria University) |
| Ms Nadia Mohamed     | B Ch Sc (LaTrobe University)  
|                      | PGradDip Teaching (Melbourne University) |
| Mr Vis Naidu         | BA English/Psychology (Hons) (South Africa)  
|                      | Higher Dip Education |
| Ms Shahidah Osman    | MEd (Int’nl Baccalaureate) (University of Melbourne)  
|                      | PGradCert in Educational Studies (Int’nl Baccalaureate) (University of Melbourne)  
|                      | GradDipEd Primary (University of Melbourne)  
|                      | B Early Childhood Studies (University of Melbourne)  
|                      | Dip Early Childhood Studies in association with The University of Melbourne Program, Australia (Singapore Institute of Management, Singapore)  
|                      | Cert in Preschool Management and Administration (Nanyang Technological University/National Institute of Education, Singapore)  
|                      | Cert in Child Care Personnel Training (Institute of Education, Singapore) |
| Mr Daniel Saleh      | B App Sc PE and Health (RMIT University) |
| Mrs Fathima Shafni   | GradDipEd (La Trobe University)  
|                      | BA English (University of London) |
| Ms Stamatia Spiliotis| GradDipEd (Hawthorn Institute of Education)  
|                      | BA (Victoria College)  
|                      | Cert III in Children’s Services |
| Ms Behnaz Toranji    | MEd (LaTrobe University)  
|                      | GradDipTeach (Primary) (LaTrobe University)  
|                      | B Eng Lang and Lit (Razi University, Iran) |
| Mr Joseph Vella      | BSc (Monash University)  
|                      | GradDipEd (Catholic University)  
|                      | GradDipBus Computing (Victoria University of Technology) |
| Ms Aquila Zafir      | M Special Education (University of Melbourne)  
|                      | BSc (Pune University, India)  
|                      | BEd (Pune University, India) |
| Mr Aftab Zaman       | Graduate Diploma in Education(Secondary) (LaTrobe University)  
|                      | PhD (Engineering) (Monash University)  
|                      | Master of Engineering (University of Tokyo, Japan)  
|                      | Bachelor of Civil Engineering (Dhaka, Bangladesh)  
|                      | Certificate IV in Training and assessment (Monash University) |
RELIGION STAFF

Ms Mehanaz Ali
Ms Sadia Hussain
Ms Fauzia Murtaza
Mr Abdullahi Abdulrahman
Mr Mohamed Cadersha
Ms Zehra Gunceler
Ms Arwa Abboud
Mr Amir Tariq
Mr Osman Mohaggeb

NON-TEACHING STAFF

Ms Tanya Kubitza
Ms Javeria Tabassum
Mr Maqsood Ahmad
Mr Muhammad Naveed Khan
Mr Khurram Khan
Mr Zaffar Danyal
Mr Shukran Chohan

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Total Staff</td>
<td>18</td>
<td>29</td>
</tr>
</tbody>
</table>

Total Staff: 47

STAFF PROFESSIONAL LEARNING

As part of the school improvement cycle Al Siraat College provides all staff an opportunity to access professional learning. Professional learning activities 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, but was not restricted to:

- Courses and conferences conducted by professional and subject associations.
- Occupation Health and Safety and compliance:
  - First Aid
  - CPR
  - Anaphylaxis
  - Emergency Management
- Subject and VCE specific training
- Seminars to support provisionally registered teachers
- Sessions conducted by Independent Schools Victoria and the Centre for Strategic Education focussing on disability services, governance, human resourcing, compliance and curriculum.

The College implemented a Professional Learning week at the commencement of Term 3. In the week, staff focused on Professional Learning Teams and a review of curriculum. The College also conducted training for Emergency Management Planning.

The College also supports both Primary and Secondary pre-service teachers.
SENIOR SCHOOL REPORT
The Senior School grew considerably from 2013 with separate classes running for boys and girls from Years 7-11, with the exception of Year 10. The College introduced various leadership positions in 2014 to support the growth of the College.

The Senior School consisted of Year 7A (Girls), 7B (Boys), 8A (Girls), 8B (Boys), 9A (Girls), 9B (Boys), 10AB (Boys & Girls) and Year 11A (Girls). The five Year 11 girls completed their VCE Psychology course last year and appeared for the end of year VCE exams, successfully completing Units 3 and 4 in Psychology. The girls produced results that were above the national norm, which is a testament to the quality of education at the college.

NAPLAN testing for Years 7 and 9 took place in May. The College also had students participating in the ICAS competition in English, Spelling and Maths. In addition, students also took part in the Australian Maths Competition with many gaining merits and credits.

Many events took place in 2014. The Annual Sports Carnival in May, was a huge success encompassing a friendly rivalry between the different houses.

The Eid Festival in July, was enjoyed by students, staff and parents. The various rides and demonstrations added to the vibe and excitement of the event.

The Hajj simulation, held in the last week of Term 3, was educational and enlightening to the students. A special feature was the fundraising effort that helped send 13 Qurbans to the less fortunate countries.

Our School Camp took place at the Philip Island Adventure Resort in August for one week. The girls’ camp was run at a different time, although on the same site.

Many sports activities took place in 2014, apart from the Sports carnival, such as the Adidas Fun Run and the Bachar Houli Cup for the Year 7 to 10 students. We also participated in the Bike Workshop program in March. The Year 8 and 9 boys participated in the Annual Islamic Schools Cup in Coburg, in Term 3. The girls participated in the Annual Islamic Sports competition in Futsal and Basketball in Term 4. Both boys and girls participated in the East Preston Cup in October.

2014 was an engaging year for the Secondary School, as we tried to provide a varied, but productive, educative experience for the students.

JUNIOR SCHOOL REPORT
Highlights for 2014...

Parent Information Night
We started the year with the annual “Parent Information Night”. The program for the night includes a get-to-know-you session with the homegroup teachers. Teachers were able to have the opportunity to communicate with parents on the curriculum, procedures and expectations of the year and discussed how parents can support their child’s learning at home.
Maths Trivia Night

The Maths Trivia Night gave selected students opportunities to apply their knowledge and skills in an engaging, fun and meaningful way. Parents and friends were present on the night to support this wonderful event.

THRASS Workshop for Parents (Foundation- Gr 2)

A workshop for parents of Foundation – Gr 2 was organised as an introduction to our teaching of handwriting, reading and spelling. This session provided an overview and hands on experience for parents in assisting their child at home in the program. We had a large turnout of parents who attended the workshop and the school received a positive feedback.

Premiers’ Reading Challenge

Students in Foundation – Year 6 participated in the Victoria Premiers’ Reading Challenge (PRC) for 2014. The challenge supports both the development of student literacy skills and their pleasure of reading for enjoyment while setting goals.

Parent Helpers Program

One of the aims in the Junior School is to create an educational environment in which students are given the opportunity to reach their full potential, where the academic, social, and developmental needs of each student are met. Developing home-school partnerships to improve student learning is an integral part of the Al Siraat College culture. The Parent Helpers Program is an avenue the school implements to build relationship between the school and home. While support is valued and appreciated, the responsibility for planning learning opportunities remains with the teacher. We invited parents to be part of the school community in contributing their expertise and experiences to the school as supportive aide in volunteering for events, assisting resources and classroom reading.

Book Week – Literacy & Numeracy Week

We celebrated the LITERACY AND NUMERACY WEEK in September. The week marked the start of National Literacy and Numeracy Week, which aimed to celebrate learning and raise awareness of the importance of reading, writing and mathematics skills. A number of fun learning activities were organised that incorporated literacy and numeracy. Students were encouraged to come to school in YELLOW (Literacy) or GREEN (Numeracy) or a mixed of both to show their preference or for the love of literacy or maths as part of the Literacy and Numeracy Colour Day. The Foundation and Year 1 enjoyed a Pyjama Day Picnic during the week with stories being read to them by teachers. Students were encouraged to bring their favourite book for the picnic.

The Scholastic Book Fair was organised alongside with Literacy and Numeracy Week. This was an avenue to promote reading to our students and was an important literary event. The theme for 2014 was Book Fair Garden. We had overwhelming responses from students and families throughout the Book Fair and school earned a sum of $974.00 worth of books from Scholastic.

Foundation Transition Program

We were delighted to see Foundation 2015 students attending the Transition Program beginning at the end of Term 3. The program ensured the best possible start to the Foundation students’ first year at school. Five orientation sessions were organised to familiarise families and their children with the staff and College environment. Students participated in a number of different activities and we were amazed at how quickly
they settled into each session. The aim of the Transition Program is to promote speedy adjustment, enhance the students’ independence and to provide positive experiences for our new students and families in the school environment. It was a lovely introduction to Al Siraat College and whilst the students were enjoying activities with teachers in the classroom, parents were encouraged to join the different information sessions as well as morning tea at our assembly hall.

Excursion & Incursion

Students had various opportunities to experience excursions and incursions that were organised throughout the year related to the Units of Inquiry. This supports and reinforces their learning with the enriching experiences.

Library Visit – Lalor Library

Foundation – Year 2 students visited the Lalor Library every 3 weeks as part of services provided by the Whittlesea Council. They were able to access books and learn how to borrow them through the library system. This gives our students the opportunity to use the library services while developing responsibility and independence to access the community library.

Primary Exhibition 2014

The Junior School’s focus on Inquiry Learning has given students a greater responsibility for their own learning. The Primary Exhibition theme was ‘IDENTITY’. It is amazing to see students involved in the inquiry process and having the shared responsibility among members of their classes to be engaged in an in-depth type of learning. Many opportunities were given to students to explore their research skills through the Inquiry Units of Work, which required them to take risks, build their confidence and become independent learners. It is without doubt that presenting their findings on the night of the Primary Exhibition was the most unforgettable moment for students, parents and teachers. It has been a night to be proud of and hopefully inspired our students to be life-long learners and inquirers.

Values Education Program

As part of the School Values Program, we have identified six values that are significant for the school community to uphold. Throughout the year, each value served as a major focus with teachers exploring related skills and attitudes each week through class discussion, activities, modelling and encouragement. To optimise success of the program, parents were encouraged to discuss and reinforce these values and related skills with their child each week.

Sunnah : learning about Sunnah and bringing Sunnah into our life
Taking Responsibility : for our actions and acting in a safe and responsible manner
Positive Thinking : to make the best opportunities, learn from life experiences and develop positive emotion
Perseverance : in continuing to push ourselves believing that Allah rewards after struggle and hard work
Good Manners : so that we can develop excellent akhlaaq (character)
Benefitting Others : as Allah has sent us for the benefit of mankind.
WELLBEING
The College Wellbeing department was established in 2014 to support and respond to students’ and staff welfare. The department works in partnership with families and communities to create opportunities for students to encounter life to the full - in its entire personal, intellectual, religious, social and cultural richness. It provides assistance to students who require additional support in various areas of learning, academic or pastoral care. A number of programs are implemented to ensure the wellbeing of our students.

Student wellbeing continues to be a priority at Al Siraat College. A Student Representative Council was formed to voice student opinion and share any concerns. Two student representatives were elected from Year levels 3 - 12. A number of opportunities were provided to promote student discussion and leadership. Presented below is an overview of our activities and accomplishments for 2014:

- No Bullying Week (Monday 3rd of March – Friday 7th of March, 2014)
- Headlice check
- Bachar Houli’s Appearance
- Harmony Day
- Middle Year Conference
- Immunisation Yrs 7-9
- Road safety program by Mr. Albert Fatileh from VIC Police
- The TAWASAL Project in Collaboration with the City of Whittlesea
- Oral Health Education collaborating with Colgate
- Road Safety for Senior Students by Australian Federal Police (AFP)
- Autism Spectrum Disorder and Special needs Workshop
- Peer Skills Programme
- Participation in Whittlesea Healthy Food Expo
- Mental Health Week Celebration
- Healthy Eating Day
- Children’s Week 20th of October – 24th of October
- Working towards the Establishment of The Learning Support Team
- Refugee Education Support Program
- Organising for an Interfaith Programme

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.
STUDENT ATTENDANCE

Attendance is marked on a daily basis and recorded online using SEQTA. Late arrivals and early departures are also documented into the system. Unexplained absences are generally followed up with the parent or guardian on the same day via text messages and phone call. The school’s attendance data is regularly monitored for analysis. 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 below shows the attendance rates for all year levels for 2014.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Students</th>
<th>Percent Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>67</td>
<td>89.7</td>
</tr>
<tr>
<td>1</td>
<td>53</td>
<td>90.58</td>
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<td>11</td>
<td>5</td>
<td>93.78</td>
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<tr>
<td>Total students and average student attendance</td>
<td>395</td>
<td>91.18</td>
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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.

Number of students who sat the NAPLAN in 2014:

Year 3  36
Year 5  31
Year 7  33
Year 9  21
Percentages of Students Achieving National Minimum Standards in NAPLAN 2014 & 2013

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>3</td>
<td>2014</td>
<td>100</td>
<td>100</td>
<td>94</td>
<td>100</td>
<td>100</td>
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<td>5</td>
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<td>85</td>
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</tbody>
</table>

SENIOR SECONDARY OUTCOMES

Al Siraat College is a relatively new school growing into the Senior Secondary Years. The College was registered to offer Senior Secondary in 2014 and had five students in Year 11. In 2014 the five students successfully completed all Unit 1 & 2 subjects. The students also completed Unit 3 & 4 Psychology, with final results above the National norm. Four students will move to Year 12 (VCE) in 2015 and will be our first graduates from Al Siraat College.

SCHOOL SATISFACTION

During 2014 the College embarked on a year of strategic review and the development of a new strategic plan for the next 5 years. This process included stakeholder forums with parents, teachers and students. An independent consultant conducted the forums. Written feedback was also requested from anyone who could not attend the open forums. Feedback provided by the College community affirmed the progress of the College and provided valuable insight into how we can continue to improve the quality of education, facilities and community connections. After considering all the feedback, key areas of growth became evident and the College Board selected the following strategic priorities for the next 5 years:

1. **Our Identity** - Promote and implement the understanding that a person can be an Australian and a practising Muslim.

2. **Student Learning and Achievement** - To provide a high quality learning environment within and beyond the classroom that delivers rigorous and differentiated programs.

3. **Student Culture** - Focus on the development of an inclusive culture that reinforces the values of care, consideration and respect for self and others.

4. **Inspirational Staff** - Attract, develop, retain and recognise high quality teaching, management and support staff.

5. **Places and Spaces** - Plan for and provide quality facilities in response to educational priorities in a financially responsible manner.

6. **A Connected Community** - Enhance communications and connections with parents and the broader ASC community.
The College enrolment trends are very positive with strong enrolments and interest for the future. This is also an indication of positive community satisfaction because we do not openly advertise the College and the majority of enrolments are from current family referrals. As part of a 2 year cycle, in 2015 the College will participate in a full Independent Schools community satisfaction survey (L.E.A.D).

**COLLEGE FINANCE**

A summary of our income is as follows:

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>$617,264</td>
<td>9.2%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grant</td>
<td>$3,896,823</td>
<td>58.7%</td>
</tr>
<tr>
<td>State Recurrent Grant</td>
<td>$2,092,851</td>
<td>31.5%</td>
</tr>
<tr>
<td>Other Government Grants</td>
<td>$8,429</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other Income / Donations</td>
<td>$36,002</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

A summary of our expenditure is as follows:

<table>
<thead>
<tr>
<th>Expenditure Area</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Staff Costs</td>
<td>$3,421,551</td>
<td>67.1%</td>
</tr>
<tr>
<td>Rent</td>
<td>$570,000</td>
<td>11.2%</td>
</tr>
<tr>
<td>Stationery, Classroom and Educational</td>
<td>$203,444</td>
<td>4.0%</td>
</tr>
<tr>
<td>IT Equipment and Technology</td>
<td>$99,617</td>
<td>2.0%</td>
</tr>
<tr>
<td>Site Costs and Essential Services</td>
<td>$444,481</td>
<td>8.7%</td>
</tr>
<tr>
<td>Administration and Other</td>
<td>$362,546</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Note: As the College rents it site, rental expenses form a significant part of the expenses.