Each year Al Siraat College is required by the Commonwealth Government and Victorian Registration and Qualifications Authority to provide information relating to its performance. This report has been prepared to satisfy these requirements in the form of School Performance Information and an Annual Report that is made publicly available as per the prescribed requirements.

Introduction

We have been told by our beloved Prophet (peace be upon him) that people are like gold and silver mines. Each person has an enormous capability, however, that capability has to be surfaced through great efforts. With the Prophet being sent as a teacher and an educator, he has shown us a path of investing in human capital through education and learning to realise this vast capability that exists within, bringing out the best in people so that they can be of benefit to themselves, to those around them and the society at large.

College Vision and Values

Al Siraat College, an independent Islamic School established in 2009, has embarked on an ambitious journey to realise this vision, which is to:

"Invest in our most valuable assets, our children, to equip them with sifaat (values) for a lifetime, so that one day they can shine in society".

Al Siraat College is a values based organisation. The focus of the school will be for all members of the school community to make an effort on these values to develop such a school environment which will allow us to realise our vision. This is summarised in the following diagram:

| School Community | Implement School Values | Create School Environment | Realise Our Vision |

These values, and the resulting environment span areas of religious, moral, social and educational achievement and excellence. These are a defined set of values which are expected to become “the path” and the guiding factors for the College as it embarks on this ambitious journey. These values are shown in the diagram Al Siraat Learning Together Framework on the following page.

Research, experience and common sense all take us to the realisation that successful educational, religious and values based outcomes can only be achieved when all members of the school community work together towards a common purpose.

Once these School Values are adopted by the school community, a creative school environment can be developed where students will be able to challenge themselves and each other in an atmosphere of learning. It is hoped that students will learn to push boundaries, think outside the box and realise their full potential through support mechanisms and technologies that allow focusing on the needs of every individual learner. InshaAllah, the College will equip students with life skills that will enable them to enter and add value to the greater community through their good Akhlaaq (high standard of morals), maturity, confidence and self identity.
Al Siraat College Learning Together Framework

Al Siraat College, an independent Islamic School established in 2009, has embarked on an ambitious journey to realise this vision, which is to:

"Invest in our most valuable assets, our children, to equip them with sifaaat (values) for a lifetime, so that one day they can shine in society."
Student Enrolments

Al Siraat College commenced operations in 2009 as a Primary School, offering Grade Levels Prep to 5. There were 82 students enrolled at Al Siraat during 2009.

In 2013, our enrolments increased to 296 students, representing significant growth for the College.

There were no indigenous students enrolled during 2013.

Student Outcomes in standardised national literacy and numeracy testing

Al Siraat College had the following number of students sit for the NAPLAN in 2013:
- 28 students in Grade 3
- 13 students in Grade 5
- 12 students in Grade 7
- 13 students in Grade 9

<table>
<thead>
<tr>
<th>Domain</th>
<th>% Students At Or Above Min Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>96%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

Staff

Al Siraat College employed 38 staff members in 2013 as follows:
- 20 teachers that taught the VRQA required curriculum. Each of these teachers had a recognised tertiary degree and registration with the Victorian Institute of Teaching (VIT).
- 9 aides and support staff that taught students Quran and Islamic Studies.
- 8 support staff members.
- The average absence per staff members was 6 days for the year.
- 2 staff members left at the end of the year.
- All staff participated in Professional Development, with good support from the National Partnership program in providing training.

Student Attendance

Rolls are called and records of absence are collected twice a day. Notes are required from parents to explain absence and families are contacted if the absence goes unexplained. Students with ongoing illnesses or approved extended absences are supported, for example, by providing work to be done at home. Any extended or recurring problems of non-attendance are taken very seriously and discussed with parents. The following strategies / steps are also taken with cases of ongoing absences:
- Modified curriculum
- Reward improved attendance
- Strengthening peer support
- Reference to an external agency, and Department of Human Services Notification.
The average student attendance in 2013 was 91.9% overall. The rates of attendance for each year level were as follows:

- Prep: 90.9%
- Year 1: 88.6%
- Year 2: 93.4%
- Year 3: 91.2%
- Year 4: 95.7%
- Year 5: 93.6%
- Year 6: 93.5%
- Year 7: 95.5%
- Year 8: 92.1%
- Year 9: 91.4%
- Year 10: 90.4%

**Parent, Staff and Student Satisfaction**

The College is a fee charging independent school. The fact that we were able to start our school in 2009 (being the first year of establishment) with over 80 students and were able to more than double the size of our school in 2010 was quite an achievement, and represented the confidence that parents and the community had placed in the Al Siraat Team.

In 2012 we grew to well over 200 students, and have continued our growth to be almost 300 students in 2013. Whilst we acknowledge that there has been some student turnover, we feel that overall this is a good result based on a good level of satisfaction and the positive feelings amongst parents, staff and students at Al Siraat. We recognise that there is room for further improvement in all areas of school operations.

This year (2013) has been a year of significant change of the College. The recruitment of a new College Principal (Mr Andrew Houghton) and the development of a Senior Leadership Team have been important events which will positively impact on the improvement of learning outcomes for students. The following positions have been created:

- Primary Coordinator
- Head of Secondary
- Head of Curriculum
- Head of Well-Being

A formal LEAD Survey run by Independent School Victoria was conducted in 2013. This was a broad survey of school satisfaction amongst various stakeholders.

The survey provided detailed results across the different stakeholders. The feedback from these surveys is being incorporated into school improvement programs by the College Senior Leadership Team.

A summary of overall stakeholder satisfaction is provided in the pages below:
Bar Chart 3: Summary Chart of Stakeholder Satisfaction

Bar Chart 3 presents the same data as the previous chart, except that it is now presented as a bar chart. In addition, if your school participated in any of the relevant surveys in previous years, data from previous years have been incorporated into this chart.

The following charts provide a closer review of each of the stakeholders’ perceptions of the domains (or indicators) of school effectiveness, beginning with ‘Parents’.
Bar Chart 3a: Parents’ Perceptions

Bar Chart 3a presents the same data as the previous chart, except that it is now presented as a bar chart. In addition, if your school participated in any of the relevant surveys in previous years, data from previous years have been incorporated into this chart.

Comparing the 2013 results of Al Siraat College with participating L E A D schools:

- The ‘Academic Achievement’ indicator was in the lower quartile.
- The ‘Transition’ indicator was in the lower quartile.
- The ‘Morale’ indicator was in the lower quartile.
- The ‘Facilities/Resources’ indicator was in the lower quartile.
- The ‘Personal and Social Development’ indicator was in the lower quartile.
- The ‘Health and Safety’ indicator was in the lower quartile.
Bar Chart 3b: Students’ Perceptions

Bar Chart 3b presents the same data as the previous chart, except that it is now presented as a bar chart. In addition, if your school participated in any of the relevant surveys in previous years, data from previous years have been incorporated into this chart.

Comparing the 2013 results of Al Siraat College with participating L E A D schools:

- The ‘Parent and Community Involvement’ indicator was in the lower quartile.
- The ‘Personal and Social Development’ indicator was in the lower quartile.
- The ‘Health and Safety’ indicator was in the lower quartile.
Bar Chart 3d: Teachers’ Perceptions of Overall School Effectiveness

Bar Chart 3d presents the same data as the previous chart, except that it is now presented as a bar chart. In future, this chart will include longitudinal data if your school continues to participate in The L E A D Report and suite of surveys.

Comparing the 2013 results of Al Siraat College with participating L E A D schools:

- The ‘Teacher Quality’ indicator was in the upper quartile.
- The ‘Goal Alignment’ indicator was in the upper quartile.
- The ‘Personal and Social Development’ indicator was in the lower quartile.
- The ‘Health and Safety’ indicator was in the lower quartile.
- The ‘Transition’ indicator was in the lower quartile.
Bar Chart 3e: School Leaders’ Perceptions of Overall School Effectiveness

Bar Chart 3e presents the same data as the previous chart, except that it is now presented as a bar chart. In future, this chart will include longitudinal data if your school continues to participate in The L E A D Report and suite of surveys.

Comparing the 2013 results of Al Siraat College with participating L E A D schools:

- The ‘Morale’ indicator was in the lower quartile.
- The ‘Parent and Community Involvement’ indicator was in the lower quartile.
- The ‘Personal and Social Development’ indicator was in the lower quartile.
- The ‘Health and Safety’ indicator was in the lower quartile.
- The ‘Transition’ indicator was in the lower quartile.
Bar Chart 3f: Teachers' Perceptions of Al Siraat College as a Workplace

Bar Chart 3f presents the same data as the previous chart, except that it is now presented as a bar chart. In future, this chart will include longitudinal data if your school continues to participate in The L E A D Report and suite of surveys.

Comparing the 2013 results of Al Siraat College with participating L E A D schools:

- The 'Leadership and Morale' indicator was in the upper quartile.
- The 'Peer Support' indicator was in the upper quartile.
- The 'Professional Development' indicator was in the upper quartile.
- The 'Goal Alignment' indicator was in the upper quartile.
Bar Chart 3g: School Leaders' Perceptions of Al Siraat College as a Workplace

Bar Chart 3g presents the same data as the previous chart, except that it is now presented as a bar chart. In future, this chart will include longitudinal data if your school continues to participate in The LEAD Report and suite of surveys.

3g - School Leaders' Workplace Perceptions

Comparing the 2013 results of Al Siraat College with participating LEAD schools:

- The 'Leadership and Morale' indicator was in the upper quartile.
- The 'Peer Support' indicator was in the upper quartile.
- The 'Professional Development' indicator was in the upper quartile.
Finances

A summary of our income is as follows:

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>15.2%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grant</td>
<td>42.3%</td>
</tr>
<tr>
<td>State Recurrent Grant</td>
<td>30.1%</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other Government Grants</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

A summary of our expenditure is as follows:

<table>
<thead>
<tr>
<th>Expenditure Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Staff Costs</td>
<td>64.2%</td>
</tr>
<tr>
<td>Rent</td>
<td>14.3%</td>
</tr>
<tr>
<td>Stationery, Classroom and Educational</td>
<td>8.2%</td>
</tr>
<tr>
<td>IT Equipment and Technology</td>
<td>2.6%</td>
</tr>
<tr>
<td>Site Costs and Essential Services</td>
<td>8.1%</td>
</tr>
<tr>
<td>Administration and Other</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

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