



ANNUAL REPORT

A registered independent school under the Education and Training Reform Act 2006

A registered charity with the Australian

Charities and Not-for-profits Commission

A LEARNING COMMUNITY

Table of Contents





Introduction	4
Principal's Message	5
Corporate Structure	6
Characteristics of Student Population	6
Teacher Qualifications	7
Workforce Composition	7
Staff Professional Learning	8
Senior School	10
Junior School	14

Annual Report 2 2024

Table of Contents





Learning Enrichment	17
College Curriculum	19
The Learning Experience	19
Student Results in National Assessment Program (NAPLAN)	20
Student Attendance	22
Senior Secondary Outcomes	23
Satisfaction	24
College Finance	25

Annual Report 3 2024

CHOOSE US



INTRODUCTION

Al Siraat College is a co-educational, Foundation to Year 12 school for students from the Islamic faith.

We are an Australian school in the Islamic Tradition caring and educating children from our global community.

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. As an Australian school in the Islamic Tradition, we endeavour to infuse the Islamic traditions and ethos into all areas 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.

IDENTITY

We are an Australian school in the Islamic Tradition.

VISION

Transform how we think and act in ways that are truly inspiring.

It is important to note that we are not responsible for achieving our vision, rather we are responsible for making an effort to achieve it. This recognises the belief in the Islamic Tradition that we are not able to change people – that is the job of The Creator. Our role is to make the required effort and pray for positive changes.

MISSION

Develop enlightened individuals of learning and character.

The name of Al Siraat means 'the path' – which denotes the path from learning to character. This mission is embedded into our foundations and DNA.

VALUES

We enact our school philosophy by living our values.

We Value	Informs the Way We
Living Islam	Live our life
Respectful Relationships	Interact and deal with others
Real Life Learning	Teach and learn
Responsible Citizenship	Walk the earth
It Starts With Me	Change the world

Al Siraat 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.

Annual Report 4 2024

PRINCIPAL'S MESSAGE





Alhamdulilah, we thank Allah for guiding us through another year of learning in 2024. We continue our journey with a focus on learning, taqwa, salaah, and adaab (etiquettes).

Some memorable highlights of 2024 included our Primary School Production, our largest graduating VCE cohort of 47 students, interschool sports, a significant number of camps, excursions and outreach programs, and the hosting of a number of overseas delegations visiting the school. In addition, we finalised the design for our planned VCE and Year 7 to 9 buildings. These buildings, once constructed, will represent a major development of the College site and facilities.

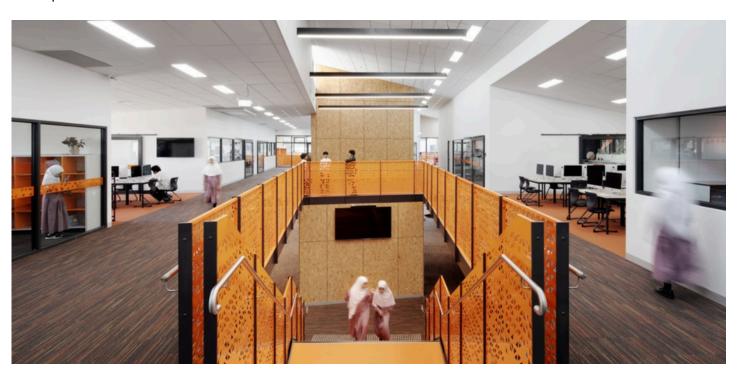
The College has been making efforts to present students with real life learning opportunities. In 2024, out students had the opportunity to be involved in our Eid Festival event. With over 3,000 people attending, a number of students were involved in setup, volunteering and the running of stalls.

The Festival allowed us to showcase the true spirit of Al Siraat – we are much more than a school, we are a community. Even our farm animals contributed to the event, being a source of joy for the visitors and seeking out pats and attention.

As we reflect on the past year, I extend my heartfelt gratitude to our dedicated staff, supportive parents, and the broader community. Your unwavering commitment and passion have been instrumental in making 2024 another meaningful year at Al Siraat College. We continue to strive to serve our community with sincerity in education and character development.

May Allah accept our efforts and continue to bless our students with khair and barakah in this life and the akhirah.

Mr Fazeel Arain Principal



Annual Report 5 2024

CORPORATE STRUCTURE



The School is managed daily by the Principal who is supported by the Executive Team, which comprised the following in 2024:

- Fazeel Arain, Principal
- Rahat Arain, Deputy Principal Learning and Innovation
- Don Walkley, Assistant Principal People and Culture
- · Vis Naidu, Head of Senior Years
- Mohamed Elbotaty/Inas Mahboub, Head of Junior Years
- · Suffian Amin Assistant, Head of Secondary Curriculum & Learning
- Leah Hamel, Head of Operations & Compliance

CHARACTERISTICS OF STUDENT POPULATION



Al Siraat College in Epping is a co-educational, Foundation to Year 12 independent school grounded in the Islamic tradition, serving a multicultural student body since its establishment in 2009. In 2024, the school enrolled around 1452 students representing over 48 ethnic backgrounds, with roughly 29 nationalities and 33 non-English home languages - 70% in junior school and 30% in senior school. The school's population includes students who speak multiple languages, often reflecting the diverse heritage of their families, which enriches the cultural experience for everyone.

The college fosters a cohesive community through shared Islamic values and integrates those values into daily life alongside the Australian Curriculum. It emphasises academic excellence, personal growth, and spiritual development preparing students both for worldly success and life Hereafter. Enrolment numbers have consolidated over the past year, showing consistent consistent number of students each term. The student population is dynamic, with a strong sense of community and belonging.

Annual Report 6 2024



TEACHER QUALIFICATIONS

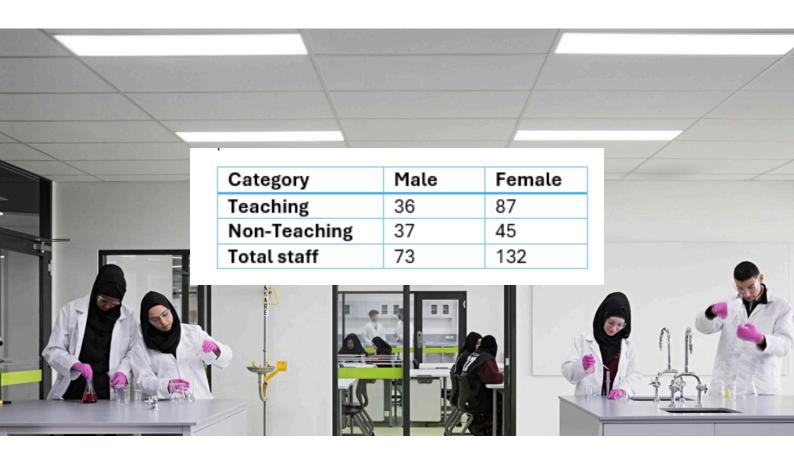
All teaching staff employed by Al Siraat College are fully qualified and registered in accordance with the requirements of the Victorian Institute of Teaching (VIT). The teachers employed will have completed an accredited teacher education program and hold current VIT registration, which ensures they meet professional standards for teaching.

The College is privileged to have teaching staff with a diverse range of qualifications and extensive teaching experience. Our educators bring a wealth of knowledge and expertise to the classroom, ensuring high quality education and support for all students. The commitment and dedication of our teaching staff play a crucial role in fostering an enriching and dynamic learning environment at Al Siraat College.

WORKFORCE COMPOSITION

Our team strikes a balance between experienced educators, who bring years of classroom wisdom, and recent graduates, who bring new ideas and contemporary teaching methods. We are also privileged to include international teachers whose global insights significantly enrich our academic environment. This dynamic blend of expertise and innovation creates an effective, vibrant teaching atmosphere.

Currently, no staff members identify as Aboriginal or Torres Strait Islander; however, we are fully committed to nurturing an inclusive, supportive workplace and are dedicated to continually enhancing our diversity and inclusion initiatives.



Annual Report 7 2024

STAFF PROFESSIONAL LEARNING



Al Siraat College is deeply committed to enhancing the professional growth of its educators through a structured and evolving Professional Learning (PL) framework. The College ensures that staff are well-supported to develop their skills and stay abreast of best practice teaching strategies with the goal of delivering high quality learning experiences to students.

Al Siraat College promotes professional growth through a balanced blend of external and internal learning opportunities ranging from courses and conferences delivered by subject associations and experienced trainers to in-house workshops led by knowledgeable staff sharing best practices that foster staff reflection, collaboration, and curriculum review.

Courses and conferences conducted by professional and subject associations:

- 2024 Quantum Victoria STEM Conference: Empowering Educators
- ACHPER HPE Conference
- Applying the Seven Steps with Beginner Writers
- CDES Psychology Teachers Conference
- Change Management Embrace Evolve Thrive
- Civics and Citizenship in a Contemporary Society
- · Classroom Management Essentials
- · Community Services Forum online
- · Cracking the Hard Class
- · Creativity Program
- Dealing with difficult parents' Masterclass
- · Effective Mentoring Program
- Engaging Reluctant Learners Strategies to Get Them Back on Track in the Classroom
- Explicit Instruction: What Does It Mean for Teaching Reading and Writing?
- · Get Started: Design and Develop with Swift
- · How to Proactively Manage Workload
- · Introduction to Disability Awareness
- ISV Teacher Fellowship
- LawSense School Excursions, Camps & Trips
- LawSense School Policy Writing Workshop 2024
- Leading the Way: Building an Inclusive and Differentiated Learning Environment
- · Making it right-Correcting inappropriate behaviour
- Making Reasonable Adjustments in the Inclusive Classroom
- Curriculum, Pedagogy, and Beyond: Supporting our Teachers and Students into the Future
- Melbourne Mathematics Conference 2024
- Middle Leader Network Conference
- Professional Learning LawSense Note-Taking, Interviewing & Investigations
- Rediker Teacher Evaluator (TE) Training
- Seven Steps of Writing Workshop face-to-face
- · Sociology conference
- Strategies to Manage Complex Student Behaviour Presented by Pamila Sayegh
- Supporting Classroom Practice
- Supporting Sensory needs of students

Annual Report 8 2024

STAFF PROFESSIONAL LEARNING



- Teacher Excellence Program
- · The Art of Listening
- · Understanding Writing and Spelling Difficulties
- 5D thinking Level 1 training

Digital Learning:

- · Al Deep Dive
- · AI in Education Conference
- · Apple Coach online workshops
- Apple Coaching Course
- · Apple Education Community Melbourne Event
- Apple Learning Coach Unit 3 and 4 Workshop
- Artificial Intelligence in Education
- · Generative AI for EAs, PAs and administrative staff
- ICT Summit in Schools
- Tech Taster

Subject and VCE specific training:

- 2024 Texts and Traditions Teachers' Conference
- 2024 VCE Psychology Conference
- VCE Teachers' Toolkit for Food Studies UNIT 2 AND 4
- Countdown to the 2024 VCE Business Management Exam
- Teachers Toolkit Unit 1 and 2 Health and Human development
- Teachers Toolkit Unit 1 and 2 Legal Studies
- Teachers Toolkit Unit 3 and 4 Legal Studies
- Unpacking the 2025 HHD Curriculum
- VET Community Services Validation PD CHCCOM001 Provide first point of contact
- VET Community Services Validation PD CHCVOL001 Be an effective volunteer
- VET National Teaching & Learning Conference 2024

Wellbeing:

- Cultural intelligence in Mental health Care (Level 1)
- Supporting Mental Health and Wellbeing of Students with Learning Difficulties
- Teaching Mindfulness to Primary Students
- This Girl Can
- Understanding and Educating Boys

Internal PDs:

- CCANVA training
- Code of Conduct
- Cultivating Akhlaq: Distinct Approaches to Holistic Growth
- Differentiation-How do you work it out in your classroom.
- Islamic Infusion in your classroom
- · Islamic pedagogy: Principles and Praxis
- First Aid Training
- Anaphylaxis training

The College also supports both Primary and Secondary pre-service teachers as well as pre-service teacher aides.

SENIOR SCHOOL

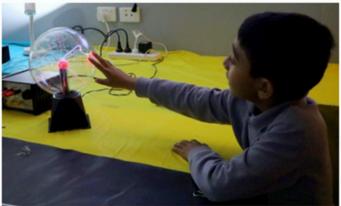


Academic Growth & Programs

Academic excellence remained at the heart of our Secondary School in 2024. This year saw our largest VCE cohort to date, with 47 students successfully completing their studies - a milestone that reflects the ongoing growth and commitment to senior secondary education at Al Siraat College. The LEAP program continued to offer enriched learning pathways in English, Mathematics, Science, and Inquiry, supporting high achieving students to extend their skills and knowledge while fostering critical and creative thinking.

One of the highlights of the year was the Secondary School Exhibition, held on 8th November 2024 under the theme "A Journey Through Knowledge: Exploring the World of Learning." The TEAMS building was transformed into an engaging showcase of student projects, featuring a broad spectrum of subjects including LEAP Inquiry, English, Science, Maths, Humanities, Arabic, Islamic Studies, Media & Technology, Food Tech, and Woodworks. The exhibition provided an opportunity for students to proudly display their learning and creativity while inspiring peers and visitors alike.





Sports & Physical Education

Sports and physical activity remained an integral part of student life in 2024, fostering teamwork, discipline, and school spirit. Our Year 7 and 8 Futsal team delivered an exceptional performance, competing against 11 schools and securing third place overall. Their passion, skill, and sportsmanship throughout the competition were a source of immense pride for the College. The annual Secondary Athletics Carnival was another standout event, held in September 2024 at the Meadow Glen Athletics Stadium. Students enthusiastically participated in a wide range of track and field events, as well as novelty activities designed to celebrate fun, inclusion, and teamwork.

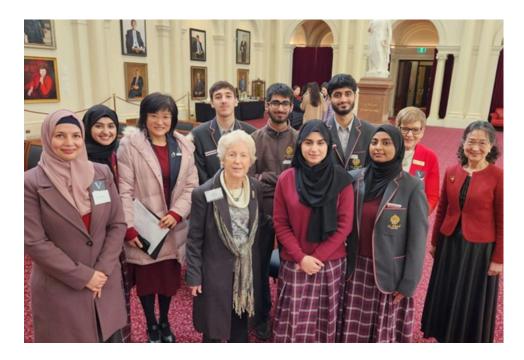
Leadership & Enrichment

Al Siraat College continues to prioritise the development of student leadership, encouraging students to grow as confident, compassionate leaders who positively impact their school and community. In August, our LEAP students participated in the Emerging Leaders Forum, funded by the Department of Education and delivered by the Asia Education Foundation at the University of Melbourne. The forum provided a platform for students to engage in meaningful discussions about global citizenship and responsibilities, while connecting virtually with peers from across the Asia-Pacific region.

Annual Report 10 2024

SENIOR SCHOOL





Further enrichment opportunities were provided through the **Tournament of Minds** (TOM), where students competed at La Trobe University in a challenging program designed to build problem-solving, collaboration, and creative thinking skills. Students worked together to develop innovative solutions, demonstrating resilience and teamwork in a competitive setting.

Leadership development was also evident when our senior students proudly represented Al Siraat College at the prestigious "My Vote, My Voice" event, held in the Legislative Council Chamber of the Parliament of Victoria. Organised by the National Council of Women of Victoria, the event enabled students to explore democratic processes and amplify their voices as young leaders engaged in shaping a better future.

Camps & Excursions

Learning beyond the classroom was a defining feature of 2024, with camps and excursions providing students with immersive opportunities to deepen their understanding and develop essential life skills. Our Year 9 students visited Canberra for a camp exploring Australia's political, historical, and cultural landscape. This hands-on experience aligned with the Civics and Citizenship curriculum, fostering a stronger appreciation for democratic values and civic responsibilities.

The Year 8 students enjoyed a memorable stay at Camp Kangaroobie near Port Campbell along the Great Ocean Road, where they developed teamwork, resilience, and independence through outdoor challenges and activities.



Annual Report 11 2024

SENIOR SCHOOL





Our Year 9 Digital Technology students proudly participated in the La Trobe University X Tech Schools Sustainability Challenge, designing innovative solutions to address local environmental concerns. These experiences not only enriched students' academic understanding but also encouraged creativity, problem-solving, and connection to the world around them.

Our Year 11 and 12 Physics students also had the unique opportunity to conduct advanced experiments at the Australian Synchrotron in Clayton. Other highlights included the Year 11 Psychology excursion to ArtVo Docklands, where students explored concepts of visual perception through immersive 3D artwork.

Student Wellbeing & Personal Growth

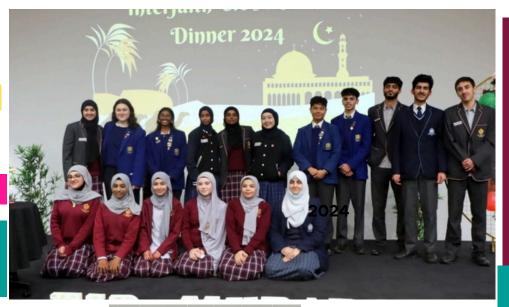
Student wellbeing remained a strong focus throughout 2024, with numerous initiatives aimed at fostering a supportive and inclusive environment. Highlights included Wellbeing Walks during Mental Health Month, where students were encouraged to reflect and practise mindfulness. Participation in inter-school leadership forums further strengthened students' confidence, collaboration, and social skills, helping them to thrive both inside and outside the classroom.

Community Engagement & Student Advocacy

Engagement with the community and broader social causes remained central to our vision in 2024. Our Year 9 Interfaith Ambassadors visited St Monica's College in Epping, participating in rich dialogue workshops that encouraged openness, respect, and understanding between faith communities.

We remain committed to advancing academic rigour, fostering Islamic values, and providing meaningful opportunities for leadership, enrichment, and community engagement. With Allah's (SWT) guidance, we pray for continued success, unity, and barakah for our students, staff, and families in the years ahead.

Annual Report 12 2024



2024











JUNIOR SCHOOL



2024 has been a year filled with learning, growth, and memorable experiences for our Junior School students at Al Siraat College. From spiritual enrichment and academic milestones to sporting achievements and community engagement, our students thrived in diverse opportunities that nurtured their minds, bodies, and souls.

The Primary School (Foundation–Year 6) at Al Siraat College maintains its commitment to nurturing respectful, caring, and intellectually curious learners. Emphasising Islamic values, inquiry-based learning enables students to develop literacy, numeracy, critical thinking, and research skills in a supportive environment.

Academic growth and Programs

Throughout the year, our Junior School has shown strong academic growth, supported by engaging programs and personalised learning experiences. We use a mix of classroom assessments and formal evaluations to track progress in literacy, numeracy, humanities, and wellbeing. These insights help teachers tailor their approach to meet each student's needs and encourage continuous learning and development.

Our Year 1 students engaged in a Humanities unit titled "Past, Present, and Future Families: Then and Now," enriched through a hands-on learning experience with The National Trust. This activity deepened their understanding of historical change while reinforcing identity and continuity—key elements in humanities education.

The school introduced Bee-Bots in our Year 2 Mathematics classes to teach foundational programming and spatial reasoning. This interactive tool helped students develop directional language, computational thinking, and confidence in STEM.



Our structured Hifz curriculum complemented literacy instruction by reinforcing memorisation, recitation, and spiritual discipline from an early age. The integration of Islamic Studies and Quran awards alongside academic results underscored our holistic approach to schooling.

The Book Week reading picnic created an atmosphere of joy and togetherness, where families gathered to celebrate literature. Students shared stories, crafted cards, and celebrated their love for reading. Primary School students took pride in organising, representing and performing at various college events—from the Eid Al-Adha interfaith dinner (nasheed performance by primary students) to media involvement in school broadcasts. These opportunities developed leadership, confidence and a sense of responsibility in our youngest cohort.

JUNIOR SCHOOL



Al Siraat proudly hosted our school production "The Amazing Travels of Ibn Battuta" from 12th to 14th September, an unforgettable community event celebrating the remarkable journeys of the famed Moroccan explorer. Through an engaging mix of performances, interactive exhibits, cultural food experiences, and a vibrant Cultural Market, the event brought Ibn Battuta's adventures to life.

Camps and Excursions

Our students across different year levels enjoyed a range of enriching camps, excursions, and incursions. Our Year 1 students, enjoyed hands-on exploration of forces and motion with Fizz Kids. Our Year 2 classes discovered history at Cooks' Cottage through storytelling and tours, built programming and spatial awareness using Bee-Bots in Maths, and deepened their understanding of Earth's atmosphere, water cycle, and habitability during the "Our Blue Marble" science session.



Our Year 4 students partnered with the City of Whittlesea to enhance local sustainability, planting native greenery near Findon Creek, and also explored forces through an interactive incursion on Newton's Laws and friction. Year 4 further extended their learning with a visit to Sea Life Aquarium, where they investigated marine ecosystems and food chains.

The Year 5/6 girls attended a lively camp at ADANAC, packed with archery, canoeing, hut-building, campfires, and nature walks that promoted leadership and teamwork, while our Ilm students spent time at Yan Yean Reserve preparing food, dining together, engaging with nature, and reflecting on Islamic values.

The Year 5 students delved into natural processes like weathering and erosion and gathered insights into Australia's democratic process via a federal election role-play. We also had the honour of hosting distinguished Indonesian delegates through the Australia-Indonesia Muslim Exchange Program (AIMEP).

Sports and Physical Education

The Annual Sports Carnival was a highlight of the year, bringing together students, staff, parents, and volunteers to celebrate sportsmanship, teamwork, and school spirit. Year 5 and 6 students pushed their limits in the Cross Country Competition, setting personal records and showing great perseverance.

Year 5 and 6 students excelled in the Cross Country Competition, achieving personal bests and demonstrating resilience. The Year 5/6 boys also participated with enthusiasm in the Bachar Houli Cup, an AFL 9's tournament established to engage Islamic school students in Australian Rules Football showing both enthusiasm and a strong sense of belonging.

Our girls' futsal team impressed at the finals, securing their place in the grand final after three consecutive wins, showcasing impressive skill and perseverance. Our Year 5/6 basketball team achieved an outstanding milestone by winning the championship trophy in the Hoop Time competition. Their teamwork and perseverance stood out throughout the tournament.

Together, these achievements reflect the students' determination, collective spirit, and pride in representing the school. Moving forward, our Primary School will build on this foundation by expanding Student Voice initiatives, deepening Inquiry-based learning, and offering more enrichment opportunities that prepare students academically, spiritually, and socially.













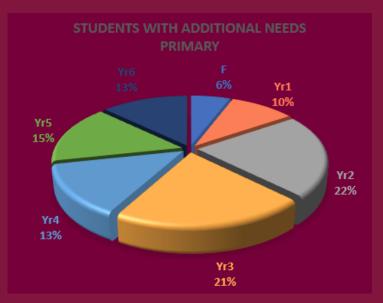
LEARNING ENRICHMENT REPORT 2024

In the last 4 years, the number of students with additional needs has risen with an increase in referrals and support cases. With a commitment to facilitate and provide support for students with additional needs and opportunities for talented and gifted students to reach their full potential, the College works to provide to support students in enriching their learning.

The College lays emphasis on supporting students experiencing difficulties in literacy and numeracy. Students identified with additional needs are supported by making reasonable adjustments to their learning. An individualised learning plan (ILP) is developed for these students to help them with learning strategies within a small group or individual setting that requires structured and explicit teaching approaches.

Individual Learning Plans (ILP) are provided by teachers in developing strategies that enhance students' learning competence and confidence. The ILPs prepared are targeted to student's learning outcomes with recommended strategies. It is planned with consideration and flexibility to the individual needs, developmentally appropriate, and future-oriented, based on the student's strengths and potential. The ILPs are reviewed, monitored, and communicated with parents throughout the year. Students with physical, sensory and visual impairment are supported by adjusting teaching techniques to enhance their learning and curriculum access. These students are further supported by collaborative engagement and involvement of external professionals, parents, and staff. Students who demonstrate progress in their learning outcomes are exited from the Learning Enrichment Program.





STUDENTS WITH ADDITIONAL NEEDS SECONDARY



Learning Enrichment has structured its program that provide continuous support for students for the intervention. The enrichment program focuses on supporting students with literacy skills – reading, writing, comprehension, grammar, and spelling. Students are withdrawn from class for a 30–45-minute block with a minimum of 2 - 3 sessions per week to attend the Learning Enrichment Program. The Learning Enrichment Team works with groups of 4-5 students during these sessions for 12-14 weeks and progress is reviewed for their literacy outcomes. Math intervention is conducted in collaboration with homegroup or subject teachers as in-class support to students in upper primary and secondary.

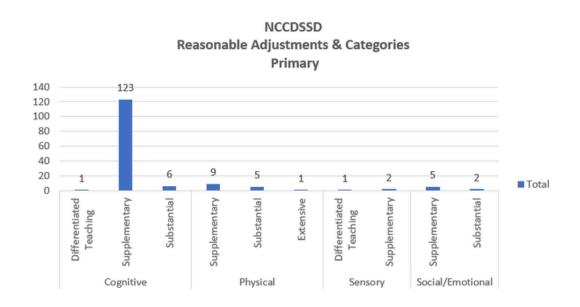
Students who are referred to the Learning Enrichment Team with learning difficulties are screened for Language Assessment CELF to ascertain the level of needs before referral for full Speech Assessment. We conducted class observations, an ongoing discussion with teachers, data analysis of learning outcomes and follow-up communication with parents for further external assessment where required. Specialist reports from external assessment including recommended strategies received are discussed with relevant teachers to consider in supporting these students. The Learning Enrichment Team created an online professional recommendations plan for easier access to all staff.

Annual Report 17 2024

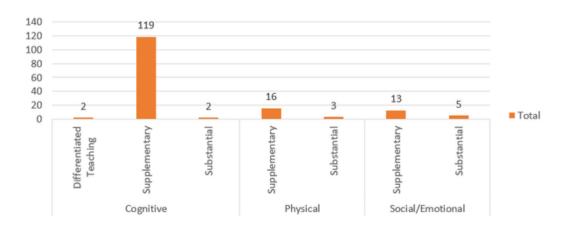
LEARNING ENRICHMENT REPORT 2024



Learning Enrichment Accelerated Program (LEAP) started in 2021 with the aim to provide students who have been identified as gifted and talented, academically strong, highly motivated and with excellent work ethic. LEAP is a challenging program focused on rigorous, accelerated content and inquiry-based learning that aims to extend and enrich students in their key learning areas of English, Mathematics, Humanities and Science and General Capabilities. LEAP process for select entry is based on the ACER - HAST, standardised assessments and interviews. This program is made available for students in Years 7- 9. We have a substantial increase in students' application in LEAP for the last 3 years.



NCCDSSD Reasonable Adjustments & Categories Secondary



Annual Report 18 2024

COLLEGE CURRICULUM



As part of our commitment to continuous improvement, the College regularly reviews and refines its curriculum. An overview is available on our website at www.alsiraat.vic.edu.au and families are warmly encouraged to contact the College for further information. As an Islamic school, we place strong emphasis on integrating, infusing, and extending Islamic teachings across all subject areas, ensuring that every student benefits from a holistic and values-based educational experience.

THE LEARNING EXPERIENCE

At Al Siraat College, The Learning Experience is designed to ensure that every student is supported, challenged, and inspired throughout their schooling. From Foundation to Year 10, students are continuously assessed across all areas of the Australian Curriculum, with progress shared openly through a robust reporting system that celebrates achievement and highlights areas for improvement.

As part of this process, students also participate in annual standardised assessments, including the National Assessment Program for Literacy and Numeracy (NAPLAN). These assessments, along with testing in reading, spelling, grammar and punctuation, vocabulary, writing, science, general abilities, and numeracy, provide valuable benchmarks and a comprehensive picture of student skills and knowledge.

At the same time, we know that learning is far broader than what can be measured through standardised tests alone. True growth includes the development of learning dispositions, such as curiosity, resilience, collaboration, and critical thinking, as well as the nurturing of Islamic values and morals. These qualities shape how our students think, act, and contribute to the world. Over the next three years, we are working to embed ways of measuring and celebrating growth in these areas as part of our strategic priorities: Engaging students in meaningful learning and Infusing Islam. This commitment reflects our vision to transform how we think and act in ways that are truly inspiring.

Parents play a vital role in this journey. By strengthening partnerships between school and home, we ensure consistency in supporting students academically, socially, and spiritually. Together, we nurture graduates who are not only knowledgeable but also principled, grounded, and ready to serve their communities. To further support students, we provide regular and targeted intervention programs for those requiring additional help in literacy and numeracy. These are delivered by qualified staff from our Learning Enrichment team, alongside classroom teachers and teaching assistants, who provide in-class support to help students achieve expected benchmarks.

Learning experiences in Years 7 to 9 are enriched through specialised programs that both extend high-achieving students and re-engage those who may feel disconnected from their studies. These initiatives foster an inclusive environment that recognises individual needs and encourages every learner to thrive. As students prepare for their Senior Years, Year 10 learners are given the opportunity to undertake one VCE subject in advance, completed in Year 11. This early exposure helps build confidence and equips them for success as they move into their full VCE program in Years 11 and 12.

Our Senior students enjoy access to a broad range of VCE and VCE VET subjects, all aligned with the Victorian Curriculum and Assessment Authority (VCAA) standards and regularly audited to ensure compliance. This breadth of choice enables students to explore diverse pathways beyond Year 12, whether in further study, training, or employment. Further details are provided in the VCE section of this report.

Annual Report 19 2024

STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)



Students in Years 3, 5, 7, and 9 participate in the annual NAPLAN assessments, which provide an important benchmark of their literacy and numeracy skills. These results allow us to track progress over time, highlight areas for growth, and implement targeted interventions where needed. Our teachers carefully analyse the data to identify both strengths and challenges at each year level. This analysis directly informs our teaching strategies and curriculum planning, ensuring that learning programs remain responsive to student needs.

Total number of Al Siraat College students participating in the 2024 NAPLAN

Year 3: 121 students Year 7: 138 students Year 5: 124 students Year 9: 103 students

State-level comparisons for each assessed domain are presented in the tables below:

Please note that in 2023 the NAPLAN scale was reset. As a result, achievement data from 2023 onwards cannot be directly compared with results from previous years. Student performance is now reported against national proficiency standards, providing clearer and more meaningful information about individual achievement. Results are categorised into four proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support. State-level comparisons for each assessed domain are presented in the tables below:

Reading	Needs Additional Support	Developing	Strong	Exceeding
Year 3	2.5%	9.1%	67.8%	20.7%
State	7.7%	18.6%	47.7%	23.5%
Year 5	4.1%	13.0%	64.2%	18.9%
State	5.6%	15.6%	51.3%	25.2%
Year 7	3.6%	19.6%	55.1%	21.7%
State	7.1%	19.1%	49.7%	22.3%
Year 9	1.9%	18.4%	62.1%	17.5%
State	8.5%	22.8%	46.5%	19.9%

Writing	Needs Additional Support	Developing	Strong	Exceeding
Year 3	0.0%	8.3%	79.3%	12.4%
State	3.5%	13.8%	71.8%	8.3%
Year 5	2.4%	11.3%	71.8%	14.5%
State	5.1%	19.1%	60.8%	12.6%
Year 7	0.7%	21.2%	63.5%	14.6%
State	6.4%	20.5%	51.7%	19.6%
Year 9	1.9%	18.4%	67.0%	12.6%
State	7.9%	23.9%	43.6%	22.5%

Grammar & Punctuation	Needs Additional Support	Developing	Strong	Exceeding
Year 3	5.8%	21.5%	57.0%	15.7%
State	12.8%	28.1%	45.0%	11.5%
Year 5	4.1%	16.3%	68.3%	11.4%
State	8.0%	22.8%	52.1%	14.7%
Year 7	0.7%	21.9%	55.5%	21.9%
State	11.0%	23.9%	47.2%	16.2%
Year 9	1.0%	29.1%	53.4%	16.5%
State	12.8%	29.5%	40.4%	15.1%

Spelling	Needs Additional Support	Developing	Strong	Exceeding
Year 3	1.7%	12.4%	59.5%	26.4%
State	8.8%	26.0%	46.7%	16.1%
Year 5	1.6%	14.6%	51.2%	32.5%
State	7.8%	20.7%	47.9%	21.3%
Year 7	0.7%	7.3%	59.1%	32.8%
State	7.1%	18.4%	49.6%	23.1%
Year 9	1.0%	6.8%	70.9%	21.4%
State	6.2%	19.1%	56.5%	16.1%

Annual Report 20 2024

STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)



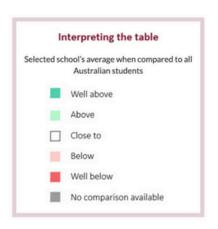
Numeracy	Needs Additional Support	Developing	Strong	Exceeding
Year 3	4.1%	22.3%	61.2%	12.4%
State	7.1%	22.9%	55.1%	12.5%
Year 5	0.8%	20.3%	67.5%	11.4%
State	6.3%	20.3%	56.8%	14.3%
Year 7	0.7%	18.2%	67.2%	13.9%
State	7.3%	21.3%	55.2%	14.5%
Year 9	2.9%	20.4%	70.9%	5.8%
State	8.5%	23.9%	55.4%	10.0%

As the tables indicate, Al Siraat College has performed strongly across most year levels and learning domains when compared with the wider state of Victoria. Importantly, the proportion of students requiring additional support is significantly lower than the state average.

When considering relative growth over the past two years, the most substantial improvements were observed in Grammar and Punctuation across all year levels, along with Year 3 Spelling, and Numeracy in Years 7 and 9. Other domains demonstrated marginal to modest growth between 2023 and 2024.

The table below* presents the average student results at Al Siraat College in 2024, broken down by year level and assessed domain. Areas highlighted in green indicate that our averages were above the national results (with dark green showing a significantly higher achievement). Unhighlighted areas reflect results consistent with the national average. Alhamdulillah, our students did not fall below the Australian average in any year level or learning area.

	Reading	Writing	Spelling	Grammar	Numeracy
	reaumg	***************************************	орення	- Committee	
Year 3	430	446	447	449	422
Year 5	500	507	518	517	500
Year 7	554	559	576	571	557
Year 9	586	591	591	583	571



*Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

Annual Report 21 2024

STUDENT ATTENDANCE

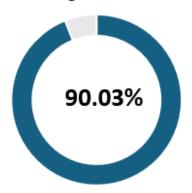


At Al Siraat College, we recognise that regular school attendance is essential for students' academic achievement, personal growth, and overall wellbeing. Daily attendance is recorded through SEQTA, our Learning Management System (LMS), which enables accurate and real-time monitoring of student attendance across all year levels. This system allows staff to track patterns, respond promptly to concerns, and maintain comprehensive records. Ongoing absenteeism can significantly affect a student's engagement, learning outcomes, and connection to school life. Regular attendance helps students establish routines, build strong relationships with peers and teachers, and stay on track academically.

A clear sign-in procedure is in place for students arriving late to ensure all attendance is accurately captured. When a student is absent or consistently late, the College actively follows up with families to identify any underlying issues and provide the necessary support. The table shows the attendance rates for each year level in 2024. The total number of students enrolled at the time of generating the attendance report at the end of the school year was 1,408.

Year Level	Number of	Percent
rear Level	students	present
Foundation	115	87.86
1	122	88.72
2	118	90.18
3	120	91.08
4	127	90.66
5	126	90.72
6	125	91.86
7	134	91.01
8	128	90.09
9	103	87.86
10	82	88.49
11	63	89.81
12	45	92.15





Our attendance data is carefully monitored and regularly analysed to identify trends, inform early intervention strategies, and support students at risk of falling behind. This data also assists teachers in tailoring their support for students, ensuring they are aware of individual attendance patterns that may affect learning. We view student attendance as a shared responsibility between the school and families. Our collaborative approach ensures that students and families feel supported while being reminded of the importance of regular attendance.

Annual Report 22 2024

SENIOR SECONDARY OUTCOMES



The Senior School is committed to provide students with a holistic education and give them opportunities that maximise student learning and achievement. A wide range of subjects are offered to cater to the diverse individual needs of students. All of our students have secured a place at a tertiary institution of their preference.

In 2024 the College graduated the tenth cohort to complete their secondary schooling at Al Siraat College. We had 59 students successfully complete 19 VCE subjects end of last year. The highest study score was 46. The average ATAR for our students was 76 with the highest ATAR being 95.15. The achieved study scores also guaranteed them a place at their preferred University course.

The destination for post-secondary education included Monash University, The University of Melbourne, , Swinburne University of Technology, RMIT University, Victoria University, Deakin University and La Trobe University.

We are proud of our students' achievements and the effort they invested throughout their VCE journey. Their success reflects the dedication of our staff and the supportive learning environment at Al Siraat College.

The destination courses include:

Applied Science (Associate Degree)

Architectural Design (Bachelor)/ Architecture

(Masters)

Arts - Psychological Science (Bachelor)

Arts (Bachelor)

Arts (Bachelor)

Biological Sciences (Bachelor)

Business (Bachelor)

Commerce

Computer Science (Bachelor)

Computer Science Advance (Honours)

Construction Management (Honours)

Criminology (Bachelor)

Cybersecurity (Bachelor)

Design (Bachelor)

Education (Bachelor)

Engineering (Honours)

Engineering (Honours)

Exercise Science – Clinical Practice (Bachelor)

Food and Nutrition (Bachelor)

Health Sciences (Bachelor)

Information Technology (Associate Degree)

Law (Bachelor)/ Cybersecurity (Bachelor)

Medical Radiation (Medical Imaging) (Bachelor)

Nursing (Bachelor - First Year Entry Only)

Nursing (Bachelor)

Nursing (Bachelor)

Occupational Therapy (Honours)

Orthoptics (Honours)

Podiatry (Honours)

Psychological Science (Bachelor)

Science (Bachelor)

Speech Pathology (Honours)

Teacher Education (Diploma)

SATISFACTION



At Al Siraat College, we deeply value the voices of our community - our parents, students, and staff. We believe that open, respectful, and constructive communication is essential to nurturing a supportive and enriching learning environment that reflects our Islamic values.

This year, the majority of parents expressed a high level of satisfaction with the College, particularly appreciating our strong Islamic environment, high academic standards, and our commitment to student wellbeing. Many highlighted the importance we place on moral and spiritual development alongside academic achievement.

Parent Teacher Conferences, held twice a year, remain an important opportunity for connection and partnership. Through both face-to-face and online meetings, parents and teachers engage in meaningful discussions about student learning. Our teachers actively welcome feedback, concerns, and suggestions ensuring that parents have a voice in their child's educational journey. Parents consistently commended our teachers for their dedication, professionalism, and genuine care for students. There was also strong support for the curriculum, particularly the seamless integration of Islamic Studies with general education.

Students highlighted that they are encouraged to ask questions, share ideas, and participate actively in discussions. Collaborative learning and group projects were seen as enjoyable and effective ways to build both academic and social skills. Through surveys and open ended responses, students expressed their appreciation for the balance of academic rigour and pastoral care at the College.

We highly value staff feedback as it helps shape a positive educational experience and informs our continuous improvement efforts. We welcome confidential, informal input and use it to enhance professional development, workplace wellbeing, and ongoing learning. Staff consistently report a supportive, collegial atmosphere and deep appreciation for the school's Islamic values. These insights guide our proactive actions to nurture a growth mindset, expand our staff's skills, and strengthen our community.



Annual Report 24 2024

COLLEGE FINANCE



Finances

A summary of our income is as follows:

Income Summary

Income Source	Amount	Percentage
Fees and School Services	\$5,629,454	17.62%
Commonwealth Recurrent Grant	\$18,345,335	57.44%
State Recurrent Grant	\$6,842,259	21.42%
Commonwealth BGA Grants	\$0	0.00%
Other Government Grants	\$703,173	2.20%
Other Income / Donations	\$420,339	1.32%

Expenditure Summary

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$19,337,516	69.59%
Rent	\$1,160,960	4.18%
Stationery, Classroom and Educational	\$1,339,092	4.82%
IT Equipment and Technology	\$1,220,588	4.39%
Site Costs and Essential Services	\$2,685,344	9.66%
Administration and Other	\$2,046,071	7.36%

Annual Report 25 2024



2024



AL SIRAAT COLLEGE

A LEARNING COMMUNITY



PHONE:

((03) 9407 7000

ADDRESS:

45 Harvest Home Rd, EPPING VIC 3076

WEBSITE:

www.alsiraat.vic.edu.au