

2025



AL SIRAAT
COLLEGE

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

Table of Contents



Learning Enrichment **17**

College Curriculum **19**

The Learning Experience **19**

Student Results in National Assessment Program (NAPLAN) **20**

Student Attendance **23**

Senior Secondary Outcomes **24**

Satisfaction **25**

College Finance **26**

WHY YOU 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.

PRINCIPAL'S MESSAGE

If a student spends thirteen years in an Islamic school, what should be different about them when they leave?

Over the past year, this is one of the questions that has occupied much of our thinking. As Al Siraat continues to grow and mature, we have become increasingly conscious that growth should never come at the expense of clarity. The larger an organisation becomes, the more important it is to remain clear about its purpose.

This has prompted us to revisit some fundamental questions. What do we truly stand for as a College? What qualities should define an Al Siraat graduate? What does it really mean to work at Al Siraat? How do we continue to strengthen the educational experience we provide for our students and families? These are not questions with quick or easy answers. They require thoughtful reflection, honest discussion and, above all, the guidance and help of Allah.

Whilst these conversations have been taking place, College life has continued with its usual energy and purpose. Throughout the year our students participated in a broad range of learning experiences, camps, sporting competitions, outreach activities and community events. We also celebrated a number of important milestones, including the launch of our Online Campus, the commencement of construction of our new Years 10–12 building, and the introduction of The Murabbi, our new publication aimed at strengthening the partnership between home and school. Whilst important in their own right, these initiatives also form part of a broader journey as we continue to prepare the College for the future, in shaa Allah.

As we look ahead, we do so with a renewed sense of purpose. We believe that taking the time to ask the right questions today will help us make better decisions tomorrow and, by the will of Allah, better fulfil the trust that has been placed upon us. Above all, we remain committed to helping our students develop the knowledge, character and habits needed to live Islam throughout their lives.

On behalf of the College, I would like to sincerely thank our dedicated staff, supportive parents, volunteers and the wider College community for their continued trust, support and partnership. May Allah accept our efforts, guide us to that which is most pleasing to Him, and grant us all beneficial knowledge, righteous actions and success in this life and the Hereafter. Ameen.

Mr Fazeel Arain
Principal

CORPORATE STRUCTURE

The School is managed daily by the Principal who is supported by the Executive Team, which comprised the following in 2025.:



- Fazeel Arain, Principal
- Rahat Arain, Deputy Principal Learning and Innovation
- Don Walkley, Assistant Principal People and Culture
- Vis Naidu, Head of Senior Years
- 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 is a co-educational independent Islamic school providing education from Foundation to Year 12. Since its establishment in 2009, the college has remained committed to providing a nurturing and inclusive learning environment where students are supported to achieve excellence while developing strong Islamic values, character and a sense of purpose.

In 2025, the college enrolled approximately 1,560 students from diverse cultural and linguistic backgrounds, representing more than 49 ethnic backgrounds, approximately 28 nationalities and 31 languages spoken at home. Approximately 72% of students were enrolled in Junior School and 28% in Senior School. This diversity is a valued part of the College community, enriching the learning environment and encouraging students to appreciate different cultures, experiences and perspectives.

Guided by the College's Islamic ethos and the principles of Living Islam, the College integrates faith and learning across the Australian Curriculum. Students were encouraged to strive for excellence, demonstrate integrity and compassion, and develop the knowledge, skills and character needed to contribute positively to society. Through this approach, the College seeks to nurture students academically, personally, socially and spiritually, preparing them to become confident and responsible members of the wider community.

Student enrolments remained stable throughout 2025, reflecting the continued confidence of families in the College and its educational offerings. The College continues to foster a welcoming and supportive environment in which students feel a strong sense of belonging, are encouraged to embrace their individual strengths and are supported to achieve their full potential.

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

In 2025, Al Siraat College was supported by a dedicated team of 230 staff members, comprising 133 teaching staff and 97 non-teaching staff. Our workforce reflects the strength and diversity of the College community, with staff working collaboratively across teaching, leadership, administration, student wellbeing, learning support and school operations.

Together, our staff contribute to a culture of excellence, collaboration and care, working in partnership to uphold the College's Islamic ethos and Living Islam philosophy. Through their dedication and service, staff help create an environment where students are encouraged to thrive, develop strong character and reach their full potential.

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.

Category	Male	Female
Teaching	40	93
Non-Teaching	42	55
Total Staff	82	148

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:

- REAL Schools Behaviour Management Workshop
- Real Schools PD: Pitfalls and Mistakes: What not to do
- Real Schools Module: Behavioural Motivators
- Seven Steps Master Class
- CDES Psychology Teachers Conference
- Change Management - Embrace Evolve Thrive
- Civics and Citizenship in a Contemporary Society
- Classroom Management Essentials
- Community Services Forum online
- Navigating Student Social Media and Online Offences
- Dealing with difficult parents' Masterclass
- Support Literacy and Language with iPad
- 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
- MCI Best Practice Profiling
- Protecting Children - Mandatory Reporting and Other Obligations for Non-Government Schools
- Predicting PAT learning growth
- Introduction to Disability Awareness
- ISV Teacher Fellowship
- LawSense School Excursions, Camps & Trips
- LawSense School Policy Writing Workshop
- LawSense Law for School Nurses
- LawSense School Sports Law 2025
- LawSense Managing Student Disability
- LawSense School Enrolment Workshop
- LawSense Update: Managing New Social Media Laws and Navigating Online Offences
- Leading the Way: Building an Inclusive and Differentiated Learning Environment
- Melbourne Educator Conference
- Making Reasonable Adjustments in the Inclusive Classroom
- Risk & Compliance Webinar Series

STAFF PROFESSIONAL LEARNING



- Teacher Excellence Program
- The Art of Listening
- Understanding Writing and Spelling Difficulties
- 5D thinking Level 1 training
- 2025 VIT Staff Conference

Digital Learning:

- Using Generative AI Safely & Securely in Schools
- AI in Education Conference
- Apple Coach online workshops
- Apple Coaching Course
- Apple Learning Coach Unit 3 and 4 Workshop
- Artificial Intelligence in Education
- Generative AI for EAs, PAs and administrative staff
- ICT Summit in Schools
- Security Awareness Foundations (SAF)

Subject and VCE specific training:

- 2025 VCE VET Scored Assessment Webinar - Information and Communications Technology
- 2025 VCE VET Scored Assessment Webinar - Sport and Recreation
- VCE Conference Melbourne 2025
- VCE Teachers' Toolkit for Food Studies UNIT 2 AND 4
- Reviewing student performance in the 2025 VCAA VCE Examination - VCE Business Management
- Unpacking the 2025 HHD Curriculum
- VCAA Assessing
- 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
- SEV VCE Conference 2025 (Sociology)

Wellbeing:

- Mental Health and First Aid
- Student Wellbeing in Nature Professional Development program.
- Breaking The Silence, Building Strength: A conversation on Men's / Boy's Mental Health

Internal PDs:

- CANVA training
- Code of Conduct
- Islamic Infusion in your classroom
- Tawheed In the Curriculum
- First Aid Training
- Anaphylaxis training

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

Academic Growth & Programs

The 2025 academic year was marked by continued growth, innovation and achievement across Secondary School. The College celebrated the achievements of the VCE Class of 2024 in January 2025, recognising the significant effort and commitment demonstrated by students and staff in strengthening VCE outcomes. Students continued to achieve strong academic results and successfully completed the VCE.

Students also engaged in extension and enrichment opportunities through programs such as the Year 8 LEAP Inquiry. The students also celebrated Science Week 2025 under the theme “Decoding the Universe”. Students participated in science quizzes, experiments and interactive activities that encouraged curiosity, collaboration and exploration of scientific concepts. Numeracy was also celebrated through participation in the Mathematics Association Victoria (MAV) Maths Games Day. Year 8 students represented the College at this event, developing problem-solving skills, strategic thinking, teamwork and confidence in applying mathematical knowledge.

Sports & Physical Education

Physical activity and teamwork remained important components of the Secondary School experience, supporting student wellbeing, resilience and collaboration.

Students participated in a variety of sporting and outdoor learning experiences throughout the year, developing physical skills while strengthening friendships and teamwork.



Students also participated in the College’s annual Athletics Carnival, embracing a vibrant program of outdoor activities designed to promote physical fitness, participation and school spirit. The carnival featured a wide range of track and field events, including running and jumping alongside a variety of novelty activities. The day provided valuable opportunities for students to demonstrate teamwork, sportsmanship, perseverance and encouragement, while celebrating inclusion. The Athletics Carnival fostered a strong sense of community and camaraderie, with students proudly representing their Houses and supporting one another throughout the day.

Leadership & Enrichment

Developing confident, compassionate and capable student leaders remained a key focus throughout 2025. The Student Representative Council (SRC), in partnership with Speaking Schools Australasia, delivered a comprehensive Public Speaking Workshop for Year 10 Community Services students and Year 9–12 student leaders. Student leaders developed communication, presentation, teamwork and critical thinking skills. The workshops encouraged students to step beyond their comfort zones, strengthen self-expression and develop the confidence required to take on meaningful leadership roles within the College and wider community.

The After School Debating Club provided students with opportunities to develop analytical thinking, respectful discussion and persuasive communication skills. Students proudly represented Al Siraat College at the Senior British Parliamentary Debate Competition hosted by the Debaters Association of Victoria.



Camps & Excursions

Students participated in a variety of sporting and outdoor learning experiences throughout the year, developing physical skills while strengthening friendships and teamwork. The Year 8 Kangarooie Camp provided students with opportunities to engage in canoeing, obstacle courses and outdoor challenges that encouraged perseverance, communication and resilience. The camp experience also included visits to Victoria's iconic coastal landmarks, including Razorback, Mutton Bird Island, Loch Ard Gorge and the Twelve Apostles, allowing students to appreciate Australia's natural environment while building connections with peers and teachers.

The Year 9 Canberra Camp provided students with an enriching Civics and Citizenship experience. Students visited key national institutions including Parliament House, Old Parliament House, the High Court, National Archives and the National Capital Exhibition. They also explored Questacon, the Australian War Memorial, the National Arboretum and other significant locations.

Student Wellbeing & Personal Growth

Student wellbeing remained central to the Secondary School's approach, with programs designed to nurture character, resilience, confidence and a strong sense of belonging.

The Values in Action (VIA) Program continued to provide students with opportunities to practise compassion, generosity and service. Thirty Year 10 and Year 11 students volunteered at the Australian Red Cross Warehouse, assisting with sorting and preparing donated goods for community distribution. Despite challenging conditions, students demonstrated teamwork, commitment and a strong spirit of service.

Nutrition Week provided students with engaging opportunities to explore healthy eating and mindful choices. Activities such as nutrition games, food challenges and the Sunnah Spread encouraged students to appreciate the importance of health, gratitude and moderation from both wellbeing and Islamic perspectives.

Community Engagement & Student Advocacy

The Secondary School continued to strengthen partnerships with the wider community while empowering students to become active contributors and advocates.

Year 10 and Year 11 students demonstrated their commitment to community service through volunteering with the Australian Red Cross, reflecting the College values of compassion and generosity.

The VET Community Services program provided students with authentic opportunities to support others. Through their visit to Aeralife Northpoint, students developed meaningful relationships with residents through interactive activities, conversations and acts of kindness.

The College's Interfaith Program continued to promote respect, dialogue and understanding between communities. Year 9 Interfaith students visited St Monica's College as part of the Interfaith Dialogue Project, participating in workshops and discussions that explored identity, culture and faith. Students joined St Monica's students on an excursion to St Patrick's Cathedral and the Islamic Museum of Australia, strengthening mutual understanding and appreciation.

The Year 8 LEAP cultural exchange program welcomed students from SMP Al Hikmah Surabaya, Indonesia. Students participated in shared lessons, sporting activities and prayers, building friendships and strengthening connections through learning and faith.

Students also engaged with broader social issues through experiences such as the Road Smart Interactive Program, which encouraged students to reflect on their responsibilities as current and future road users. Throughout 2025, Secondary students continued to represent Al Siraat College with pride, demonstrating leadership, compassion, curiosity and a commitment to making a positive contribution to society.

SENIOR SCHOOL

20
25



The 2025 school year has been a year of growth, achievement, and meaningful learning experiences, reflecting our ongoing commitment to nurturing students academically, spiritually, socially, and emotionally. Guided by our College values, students have been encouraged to develop a strong sense of character, compassion, responsibility, and respect for others. Throughout the year, students engaged in a wide range of enriching learning opportunities, including classroom experiences, excursions, incursions, sporting events, and community activities that fostered curiosity, creativity and a lifelong love of learning.

Camps, Excursions & Incursions – Enriching Learning Experiences

Throughout 2025, Primary students participated in a diverse range of hands-on learning experiences that extended classroom learning and encouraged curiosity, creativity, and discovery. Students explored history through an immersive visit to Rippon Lea Estate, where they experienced what schooling was like in 1870s Melbourne and developed a greater appreciation for the evolution of education.



Science learning was enhanced through experiences such as the Science Discovery Dome, where students explored the wonders of space. Our Blue Marble incursion, deepened their understanding of Earth's unique features - atmosphere, temperature, and water cycle. Students also developed important digital citizenship skills through the Reboot's Cyber Safety Show, learning about online safety, protecting personal information, and seeking support from trusted adults.

Environmental learning was strengthened through excursions to CERES and the Western Treatment Plant, where students explored ecosystems, biodiversity, sustainability, water management, and conservation. A wildlife incursion provided students with close encounters with Australian native animals, developing their understanding of habitats, adaptations, conservation, and environmental responsibility. These experiences enriched student learning by connecting classroom concepts to real-world contexts and encouraging lifelong curiosity.

Literacy, Reading & Creative Expression

Primary students celebrated the joy and importance of reading through a range of literacy-focused activities during Children's Book Week. Under the theme "Book an Adventure!", students participated in author visits, reading activities, the Book Hat Design Competition and the Islamic Book Fair.

Students were inspired by award-winning children's author Vikki Conley, who shared insights into storytelling, creativity, and the writing process. These experiences encouraged students to develop their imagination, confidence in writing, and appreciation for the power of books and storytelling.

Science, Sustainability & Environmental Awareness

Students engaged in meaningful learning experiences that developed their understanding of the natural world and their role in protecting the environment.

Through investigations into ecosystems, wildlife, water sustainability, and space science, students developed scientific thinking, curiosity, and problem-solving skills.



Learning experiences encouraged students to understand the connection between humans, nature, and the importance of sustainable practices in protecting our planet.

Cultural Diversity, Identity & Community Connections

The Primary School celebrated diversity, belonging, and cultural understanding through meaningful learning experiences. As part of the Year 4 Humanities Cultural Diversity unit, students explored different cultures represented within the College community. Students and staff shared cultural traditions, foods, and experiences, creating opportunities for deeper understanding, respect, and appreciation of the diverse backgrounds that enrich our school community.

Sporting Achievements & Student Participation

Primary students demonstrated teamwork, resilience, commitment, and sportsmanship through a variety of sporting opportunities throughout the year. Students represented the College in SSV competitions across AFL, cricket, and soccer, achieving notable successes and demonstrating dedication and teamwork. The Primary Cricket Team completed an outstanding undefeated SSV season, while soccer teams showcased skill, perseverance, and sportsmanship throughout their campaigns. The Annual Primary Sports Carnival and Fun Run was a highlight of the year, bringing together students, staff, and families to celebrate participation, teamwork, and school spirit.

JUNIOR SCHOOL

20
25



LEARNING ENRICHMENT REPORT 2025



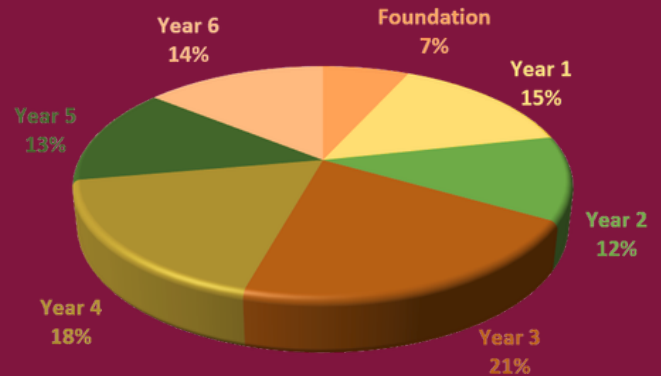
In the last 5 years, the number of students with additional needs has risen with an increase in referrals and support cases. With a commitment to facilitate and provide support for students with additional needs and opportunities for talented and gifted students to reach their full potential, the College 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.

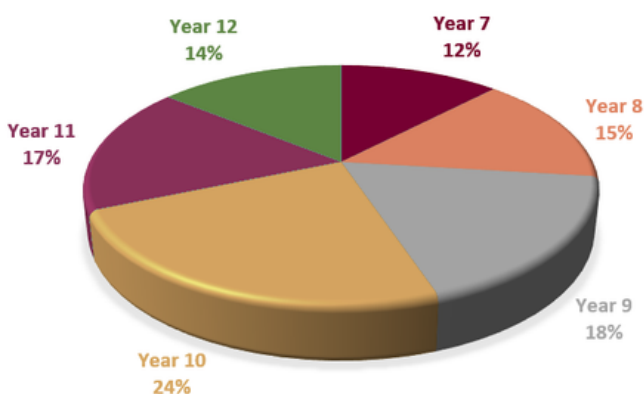
An individualised learning plan (ILP) is developed for these students to help them with learning strategies within a small group or individual setting that requires structured and explicit teaching approaches.

Individual Learning Plans (ILP) are provided by teachers in developing strategies that enhance students' learning competence and confidence. The ILPs prepared are targeted to students' 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.

2025 STUDENTS WITH ADDITIONAL NEEDS FOUNDATION TO YEAR 6



2025 STUDENTS WITH ADDITIONAL NEEDS YEAR 7 - 12



Learning Enrichment has structured its program that provides 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 subject teachers as in-class support or small group learning to students in secondary school.

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.

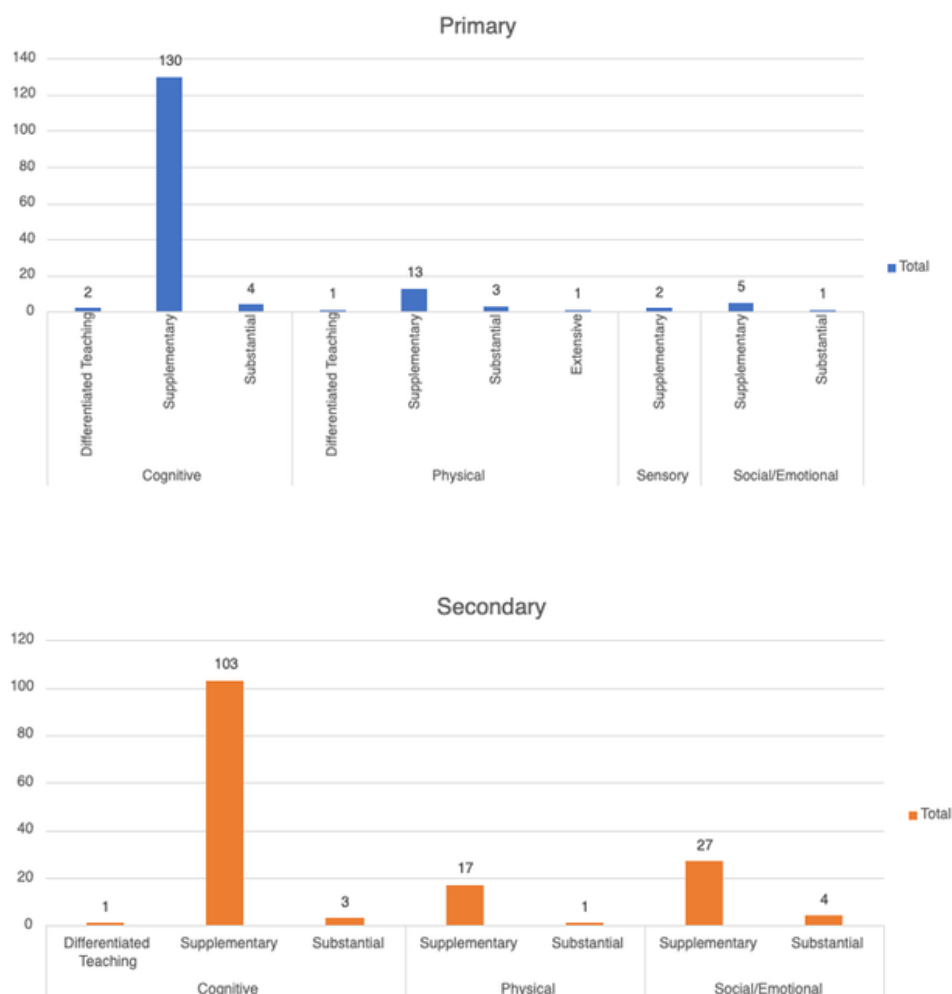
LEARNING ENRICHMENT REPORT 2025

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, Cross curriculum priorities and in General Capabilities.

2025 marked as the milestone occasion – the inaugural Careers Conference – Leaders of Tomorrow. This unique event is led by Year 9 LEAP students facilitated by their teachers. Students had the opportunity to lead in organising and delivering the conference, supported by their peers in Year 7 and 8 LEAP. Through interactive workshops and authentic dialogue, participants are encouraged to see themselves as active contributors to their communities and beyond.

Year 7 and 8 LEAP students also participated in Tournament of Minds (TOMs), a problem-solving program that enhanced and developed diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment at La Trobe University. Team 1 was awarded the Honours Award (2nd Place) in the competition among schools in Metro North Victoria.

NCCD Reasonable Adjustments & Categories



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, embedding, 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 past few years, we have been working to embed ways of measuring and celebrating growth in these areas as part of our strategic priorities. 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 and complete 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.

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 2025 NAPLAN:

Year 3	Year 5	Year 7	Year 9
125 students	128 students	156 students	127 students

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, where Strong is the standard expected for the year level. The proficiency levels achieved by our students in each assessed domain are presented in the tables below, with the combined Strong or above figure shown in the shaded column.

Writing	Needs Additional Support	Developing	Strong	Exceeding	Strong or above	Students assessed
Year 3	0.0%	1.6%	86.4%	12.0%	98.4%	125
Year 5	3.1%	9.4%	75.0%	12.5%	87.5%	128
Year 7	0.6%	23.7%	57.1%	18.6%	75.6%	156
Year 9	3.9%	29.1%	52.8%	14.2%	66.9%	127

Reading	Needs Additional Support	Developing	Strong	Exceeding	Strong or above	Students assessed
Year 3	2.4%	14.4%	52.0%	31.2%	83.2%	125
Year 5	0.8%	17.2%	65.6%	16.4%	82.0%	128
Year 7	5.1%	17.3%	56.4%	21.2%	77.6%	156
Year 9	3.1%	15.0%	61.4%	20.5%	81.9%	127

Spelling	Needs Additional Support	Developing	Strong	Exceeding	Strong or above	Students assessed
Year 3	0.8%	12.2%	61.0%	26.0%	87.0%	123
Year 5	0.0%	10.2%	57.8%	32.0%	89.8%	128
Year 7	0.6%	6.4%	55.1%	37.8%	92.9%	156
Year 9	0.8%	8.7%	61.4%	29.1%	90.6%	127

STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)

Grammar and Punctuation	Needs Additional Support	Developing	Strong	Exceeding	Strong or above	Students assessed
Year 3	9.8%	18.7%	55.3%	16.3%	71.5%	123
Year 5	3.9%	16.4%	62.5%	17.2%	79.7%	128
Year 7	7.1%	18.6%	60.9%	13.5%	74.4%	156
Year 9	4.7%	20.5%	51.2%	23.6%	74.8%	127

Numeracy	Needs Additional Support	Developing	Strong	Exceeding	Strong or above	Students assessed
Year 3	3.3%	16.3%	68.3%	12.2%	80.5%	123
Year 5	3.1%	25.0%	64.8%	7.0%	71.9%	128
Year 7	3.9%	19.4%	63.9%	12.9%	76.8%	155
Year 9	5.5%	18.9%	70.1%	5.5%	75.6%	127

As the tables indicate, Al Siraat College has performed strongly across all year levels and learning domains. At least 67% of students achieved Strong or Exceeding in every year level and domain assessed, and in the strongest results more than nine students in ten reached that standard.

When considering relative growth since 2024, the most substantial improvements were observed in Spelling, which rose at every year level. The largest single increases were Year 3 Reading (+7.3 scale points), Year 9 Grammar and Punctuation (+6.1 scale points), Year 9 Spelling (+6.0 scale points).

The table below* presents the average student results at Al Siraat College in 2025, 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.

	Writing	Reading	Spelling	Grammar	Numeracy
Year 3	451.8	437.2	445.6	441.3	424.1
Year 5	503.0	498.1	522.2	518.7	491.8
Year 7	563.8	549.9	580.1	552.1	549.7
Year 9	586.8	586.7	597.2	589.6	574.6

*Source: Australian Curriculum, Assessment and Reporting Authority (ACARA). Dark green indicates an average 20 or more scale points above the national result (11 of 20); light green, above the national result (8).

STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)

NAPLAN — percentage of students achieving Strong or above, 2023 to 2025

Year Level	Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2025	83	98	87	72	80
	2024	88	92	86	73	74
	2023	85	89	76	63	68
5	2025	82	88	90	80	72
	2024	83	86	84	80	79
	2023	84	88	92	75	68
7	2025	78	76	93	74	77
	2024	77	78	92	77	81
	2023	83	74	89	78	74
9	2025	82	67	91	75	76
	2024	80	80	92	70	77
	2023	71	68	84	58	63

Strong or above combines the Exceeding and Strong proficiency levels. Figures are the percentage of students assessed in each domain, rounded to the nearest whole number.



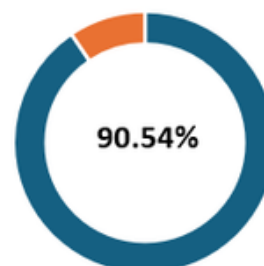
STUDENT ATTENDANCE

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 2025. The total number of students enrolled at the time of generating the attendance report at the end of the school year was 1,531.

Year Level	Number of students	Percent present
0	130	90.21
1	114	90.36
2	122	90.45
3	124	90.82
4	128	91.54
5	126	92.22
6	123	91.71
7	157	92.05
8	139	91.33
9	127	90.95
10	103	88.26
11	74	87.17
12	64	89.94

Overall Average Attendance Percentage
2025



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.

SENIOR SECONDARY OUTCOMES



The Senior School is committed to providing students with a holistic education and gives 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 our students have secured a place at a tertiary institution of their preference.

In 2025 the College graduated the eleventh cohort to complete their secondary schooling at Al Siraat College. We had 64 students successfully complete 21 VCE subjects at the end of last year. The highest study score was 50. The average ATAR for our students was 67 with the highest ATAR being 99.60. The achieved study scores also guaranteed them a place at their preferred University course. 72 Year 11 students completed at least one VCE subject in 2025.

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:

Interior Architecture	Engineering (Honours)/Computer Science
Accounting/Business	Exercise and Sport Science
Architecture	Food and Nutrition (Bachelor)
Arts/International Relations	Foundation Studies
Arts/Teaching (Secondary)	Health Sciences
Biomedicine	Information Technology (Cyber Security)
Business	Laboratory Medicine (Honours)
Commerce	Law/Arts
Computer Science (Games Development)	Medical Radiation (Radiation Therapy)
Computer Science (Professional)	Nursing
Creative Writing	Nursing/Midwifery
Criminology	Nutrition Science
Cybersecurity	Occupational Therapy (Honours)
Design	Pharmaceutical Science Advanced (Honours)
Diploma in Criminology	Physical Education and Sport Science (Degree)
Education	Psychological Science (Bachelor)
	Science

SATISFACTION

Throughout 2025, feedback from our college community provided valuable insight into the experiences of our parents, students and staff. This feedback continues to shape our approach to improvement and reflects our commitment to the College's values of faith, excellence, respect, responsibility and compassion. We remain committed to creating an environment where our community feels heard, respected and connected to the shared purpose of nurturing students of learning and character.

The majority of parents expressed a high level of satisfaction with the College, particularly appreciating our strong Islamic environment, academic standards and commitment to student wellbeing. Parents valued the integration of Islamic Studies and Islamic values across the educational experience, recognising the importance of developing students academically while also nurturing their faith, character and sense of responsibility. Parent Teacher Conferences, held twice a year through face-to-face and online meetings, remained an important opportunity for meaningful partnership. Parents consistently commended our teachers for their dedication, professionalism and genuine care for students.

Students highlighted the positive learning environment at the College, particularly opportunities to ask questions, share ideas and participate actively in their learning. Collaborative activities and group projects were valued for developing both academic and social skills. Students also appreciated the balance between academic expectations and pastoral care, and the encouragement they received from their teachers. Providing students with opportunities to express their views and contribute to college life reflects our commitment to developing confident, responsible young people who demonstrate respect, compassion and a strong sense of community.

Staff feedback reflected appreciation for the supportive and collegial environment, as well as the opportunity to work within a community guided by Islamic values and a shared sense of purpose. Staff feedback continues to inform professional development, workplace wellbeing and improvements to our practices. Across parents, students and staff, the feedback received in 2025 reinforces the importance of strong relationships, open communication and continuous improvement. We are grateful to our community for their trust and contribution and remain committed to listening, learning and striving for excellence in all that we do.



A summary of our income is as follows:

Income Summary

Income Source	Amount	Percentage
Fees and School Services	\$6,189,006	17.55%
Commonwealth Recurrent Grant	\$20,535,369	58.22%
State Recurrent Grant	\$7,604,011	21.56%
Commonwealth BGA Grants	\$0	0.00%
Other Government Grants	\$309,734	0.88%
Other Income / Donations	\$635,685	1.80%

Expenditure Summary

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$20,751,501	68.63%
Rent	\$1,305,465	4.32%
Stationery, Classroom and Educational	\$1,583,011	5.24%
IT Equipment and Technology	\$1,354,201	4.48%
Site Costs and Essential Services	\$3,088,113	10.21%
Administration and Other	\$2,152,552	7.12%



2025



AL SIRAAT COLLEGE

A LEARNING COMMUNITY

PHONE :

((03) 9407 7000

WEBSITE :

www.alsiraat.vic.edu.au

ADDRESS :

45 Harvest Home Rd, EPPING VIC 3076

