

# ANNUAL REPORT 2021

---

## AL SIRAAT COLLEGE

A registered independent school under the *Education Training and Reform Act 2006* (Vic)

A registered charity with the Australian Charities and Not-for-profits Commission

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



AL SIRAAT  
COLLEGE



Al Siraat College  
A Learning Community



## TABLE OF CONTENTS

INTRODUCTION .....	1
PRINCIPAL'S REPORT.....	2
CORPORATE STRUCTURE .....	3
CHARACTERISTICS OF THE STUDENT POPULATION .....	3
TEACHER QUALIFICATIONS .....	4
WORKFORCE COMPOSITION.....	4
STAFF PROFESSIONAL LEARNING .....	4
SENIOR SCHOOL.....	6
JUNIOR SCHOOL.....	8
LEARNING ENRICHMENT.....	11
COLLEGE CURRICULUM.....	12
THE LEARNING EXPERIENCE.....	12
STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN) .....	13
STUDENT ATTENDANCE .....	13
SENIOR SECONDARY OUTCOMES.....	14
SATISFACTION.....	15
COLLEGE FINANCE .....	16

## 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 REPORT

We believe that learning should result in transformation. Whilst there are many great efforts taking place in the world to transform materials into functional and useful commodities, our effort is to transform the most valuable creation of this world, which we believe is the human being. We believe that this transformation can only take place when each one of us takes it upon ourselves to be the change that we want to see.

In 2021, as a learning community, we continued to focus on:

- Raising Student Achievement
- Developing leaders and staff
- Developing character
- Improving our operations and communication
- Continuing to infuse Islam into College life and teachings
- Engaging with our parent body.

At Al Siraat, we believe that education needs to be delivered with a holistic approach. We work very hard to provide students varied experiences even though we have limited facilities on our site. Some of these experiences include an equestrian program, camps, interfaith programs, community service and representation opportunities, and interschool sports. We are very pleased with our physical education and exciting hands-on STEM programs. We celebrated the opening of our event hall in December 2021.

As always, we look forward to nurturing the seeds of learning, character, values and growth that have now germinated and become small plantations requiring much care and attention. We are committed to enabling our students the ability to identify, develop and excel in their own individual talents and interests. We are focused on looking forward to continually improve learning and co-curricular opportunities for our students.

Mr Fazeel Arain  
Principal

## CORPORATE STRUCTURE

The School is managed daily by the Principal who is supported by the Senior Leadership Team, which comprised the following in 2021:

**Fazeel Arain**

*Principal*

**Vis Naidu**

*Head of Senior Years*

**Rahat Arain**

*Director of Learning and Innovation*

**Summer Rwehumbiza**

*Head of Junior Years*

**Esra Boz**

*Director of Teacher Practice*

**Shahidah Osman**

*Head of Learning Enrichment*

**Mufti Aasim Rashid**

*Education Advisor*

**Salman Khan**

*Project Manager*

**Shahzad Syed**

*Head of IT*

**Suffian Amin**

*Head of Digital Learning*

**Leah Hamel**

*Head of Operations & Compliance*

## CHARACTERISTICS OF THE STUDENT POPULATION

Al Siraat College serves a culturally diverse community and provides education to Muslim children from Foundation to Year 12. The College had a highly diverse school community in 2021 with about 1040 students from over 50 different ethnic backgrounds. The College is fortunate to have a diverse range of students from approximately 30 Nationalities with 32 first languages other than English spoken at home. ASC continues to be a very strong multicultural school with 64% of the student population comprising of Junior school and 36% of students in Senior school.

The College has grown with many enrolments both in the Junior and Senior schools. The College draws students from as far as inner-city Melbourne and several families in significant numbers have settled locally. The school zone is growing faster and due to this the College has drawn most of the enrolments from the local population growth. A large proportion of students live in the neighbouring areas and within 15km radius of the school. The families are largely from low to medium socio-economic backgrounds including a high percentage of migrant and refugee families. The College is consolidating enrolment trends with fewer transitional enrolments. The enrolment numbers vary depending on the number of new student enrolments every term.

## TEACHER QUALIFICATIONS

All teaching staff employed by Al Siraat College are fully qualified and registered in accordance with the requirements of Victorian Institute of Teaching (VIT). The College is privileged to have teaching staff with a wide range of qualifications and extensive teaching experience.

## WORKFORCE COMPOSITION

The staff workforce composition is representative of the community we serve. We have staff from diverse backgrounds with a range of experience, including supporting new graduates. The College does not have any staff declaring as Aboriginal or Torres Strait Islander.

Category	Male	Female
Teaching	28	56
Non-Teaching	37	36
Total Staff	65	92

## STAFF PROFESSIONAL LEARNING

Al Siraat College provides opportunities and supports staff in their Professional Learning to develop their skills and continually update knowledge to practise quality teaching. In 2021 the College invested approximately \$47,500 in Staff Professional Learning which is significantly less than previous years due to the focus on expert staff from within the college providing training both online and onsite. This equates to about \$302.54 per staff member. The CRT cost and travel expenses are excluded from this figure.

Professional learning was undertaken in a broad range of areas, which included:

- Courses and conferences conducted by professional and subject associations:
  - Raising Student Achievement
  - NAPLAN Training
  - Explore Reggio Emilia
  - Improving Student Agency, Voice and Participation
  - EDROLO training
  - Timetabling solutions
  - Using Data to Inform Learning
  - National Coaching in Education Conference
  - VAGTC Seminar Series
  - Daily 5 Literacy Framework and CAFÉ Literacy System
  - COMVIEW Conference
  - Understanding PAT workshops
  - MAV Maths Conference
  - VCE English and EAL Conference
  - VCE Physics Conference
  - Annual Psychology Conference
- Digital Learning and Remote Learning
  - Google Classroom
  - Showbie
  - Socrative
  - Zoom
  - Creating digital content
  - Effective Use of iPads for Teaching & Learning

- Networking opportunities
  - Gifted and Talented Support Network
  - Leaders of Learning Network
  - School Wellbeing Workers Network
  - Innovative Learning Environments Network
  - Building Data Confidence Network
- Occupation Health and Safety and compliance:
  - First Aid, CPR, Anaphylaxis, Diabetes at Schools Training
  - Warden Training
  - HSR Initial OHS training
  - NCCDSSD Policy training
  - CCYP Reportable Conduct Scheme
  - Mindfulness Based Stress Reduction for Educators
  - Building Resilience in the Workplace
  - NDIS
  - Law for School Counsellors
- Subject and VCE specific training:
  - Fountas & Pinnell Leveled Literacy Intervention
  - VATE Assessors
  - VCE School Leaders briefings
  - VASS New Users PD
  - Using Your VCE Data
  - Successful Engagement in VET
  - Developing Higher Order Thinking Skills in Learners
  - VET Scored Assessments
  - VCAA HHD Assessments
  - Outdoor Learning
  - Mooting Competition training
  - Quran Training Tarteel
- Seminars to support provisionally registered teachers:
  - Early Career Teacher Engagement
  - English Graduate Teachers Day Out
  - Effective Mentoring Program
  - Building a Coaching Program
  - Growing Teacher Capacity
- Coaching
  - Coaching accreditation
  - Virtual Impact Cycle Course
  - Simply Coaching Virtual Summit
  - Teaching Learning Coaching Conference 2021
  - Coaching to Increase engagement
- Leadership
  - Team Leadership Training with Mitch Ditkoff from the US
  - Master Team Leadership Training
  - Team Building
  - Meeting Mastery
  - Story Telling
  - Free the Genie Facilitator Training
- Internal PDs focussing
  - Providing Effective Feedback
  - Behaviour Management
  - Data Analysis
  - PLCs

- Seven Simple Secrets – book study
- Canberra Experience
  - 4 day trip to explore Canberra’s learning opportunities for students’ camp experience. Tours included Parliament House, MOAD, War Memorial, museums, galleries, gardens and more.

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

## SENIOR SCHOOL

Senior school commenced the year with great enthusiasm and anticipation that children will be able to have an uninterrupted year of onsite, face to face teaching and learning for the 2021 school year.

In 2021, the Secondary School consisted of 19 classes. At the commencement of the year, the College held a Parent Information webinar for our secondary school on 10 February 2021.

Al Siraat’s Science Department conducted the "Royal Australian Chemical Institute National Chemistry Quiz. Separated by year levels, the quiz was open to all secondary students with students participating across the country. It fostered competitive spirit, providing exam taking experience as well as providing an engaging way to interact with the subject.

In May, we held two student iftars. The events were thoroughly enjoyed by both students and teachers and truly brought out the spirit of Ramadan. Al Siraat, in partnership with Whittlesea Interfaith Network and St. Monica’s College, hosted the interfaith Youth Forum Launch in the Fountain View Room of City of Whittlesea Council.

Before lockdown restrictions came into place, our Year 12 Biology students were fortunate to go on an excursion to the Gene Technology Access Centre (GTAC) in Parkville, which was highly educational, fun and engaging.

Remote and flexible learning was a challenge for the whole school community again in 2021 .

Our Secondary Year 7 and 8 boys were lucky enough to experience a camp this year, spending a weekend away at Camp Kangarooie, near the Victorian Surf Coast. While the weather was at times challenging for all, especially while completing outdoor activities, students and staff soldered on and most importantly, had fun. Farm activities, canoeing, obstacle courses challenges, survival games and plenty of free time kept everyone busy.

Four teams of students from Years 5-9 from Al Siraat took on the Tournament of Minds (TOM) Challenge representing our College this year. This has been a great opportunity for our students to be part of TOM, enjoying the process of problem-solving and working as a team.

As we celebrated National Aboriginal and Torres Strait Islander Children’s Day on 4 August, Al Siraat hosted a special screening of the Must-See documentary film "BEFORE 1770" with 100 guests in attendance at Village Cinemas in South Morang in line with Covid restrictions. Our students also had ample opportunity to ask questions and share their reflections on the documentary .



Our Secondary boys from Years 7 - 9 participated in the Islamic School Sport Association Victoria (ISSAV)'s Basketball competition while the Secondary girls from Years 7- 9 participated in the Islamic School Sport Association Victoria (ISSAV)'s FUTSAL competition.

COVID-19 presented an unprecedented challenge for schools and students as we went into lockdown again. This time however, students adapted well to the online environment and were able to self-regulate their learning. All students in secondary school had access to online learning as every student had an iPad and learning continued throughout the lockdown phase. The school was proactive and supported our staff and students through the challenges of online learning. Additional drop-in online study support sessions were made available to students as needed via Zoom.

A Virtual Quiz Contest was held during Book Week organised in August.

The Science department held a Science Expo that showcased student work on Science. Both primary and secondary students celebrated Science Week in a fun and engaging way through science-based activities. This gave students an opportunity to explore a wide array of things and develop an understanding of science. They were able to imagine, inquire, discover, create and build their knowledge and enhance learning.

Our Secondary Year 7 students experienced a few days away at Camp Kangarooie, which is situated near the Great Ocean Road. The camp offered unique activities, great accomodation and beautiful surroundings.



The Secondary School finished off the year with its Awards assembly outdoors. Students were acknowledged for their tremendous efforts in 2021 during on-site and online school learning.

## JUNIOR SCHOOL

Starting school was exciting and we had a positive start to the year 2021. Both students and staff welcomed the new year settling into their daily routines and getting to know each other. The extensive preparation and planning was put into providing a welcoming environment and a positive start to the school year. It was wonderful to see student excitement for learning. Walking into the corridors through the junior school building, it was rewarding to see student engagement and their willingness to learn together.

The College hosted an Official Opening Ceremony for the Years 3 to 6 Learning Neighbourhood, the latest infrastructure built to cater to the increasing demand for quality education in the growth corridor of Melbourne's outer north. We also opened the new play area for our Early Years students.

The College held "Meet and Greet the Teacher" sessions for parents of Primary school students in Years 1- 6. It was wonderful to meet and warmly welcome our parents into the new year.

In April, our PE Department hosted the 2021 edition of our annual Sports Carnival and Fun Run. A lot of planning was done to make the day such a memorable one. Our exciting bunch of VCE VET Sport and Recreation students were very motivated and driven to get the ASC Sports Carnival back up and running with novelty events as well as the much loved Primary School Fun Run, tug of war, team sports competitions and much more. The atmosphere and joy this year was simply spectacular, and it brought tears to many eyes to see our school family reunited again.



Schools went back to remote learning as Victoria entered its fourth lockdown as a result of the growing outbreak of COVID cases and exposure sites. During online learning, classroom teachers collaborated and continued to deliver content that build students' knowledge and understanding. They created online resources available for students to use and understand the different concepts. All learning classes and resources on Google Classroom were accessible by students.

The Foundation students reached a once in a life time milestone - 100 days of school during remote learning

period. On this very special day, they participated in many different and fun learning activities that related to the number 100.

When our students returned back on-site, our staff helped them all make a positive re-start to learning on campus. It was delightful to welcome all of our students back into the classrooms. We acknowledged student concerns as it felt like starting school all over again. We gave them time to reconnect as a class and rebuild the classroom community. We implemented relevant safety measures in place, including enhanced cleaning and rules around face masks. Assembly continued as a virtual program, aired in classrooms by teachers from 8:15am until 8:30am each morning. The teachers set up laptops and projectors to allow all students to participate in the daily prayers and recitations, as well as hear any announcements.

We were honoured to host two interactive virtual author visits by Jacqueline Gause and Trace Balla and book talks for our Primary students as part of Book Week 2021.

Our Year 3 to 6 students were fortunate to take a peak at Trace Balla's next graphic novella in progress. Trace also held a live drawing demonstration during the zoom session. Afterwards, students created mini concertina cartoon books.



Celebrating Book Week and focusing on "Old Worlds" as part of this year's theme, our Year 4 and Hifz students re-created book covers to depict older books and classics. They were encouraged to seek inspiration from their parents by asking them what their favourite books were whilst growing up. Our students went 'book to basics' and designed covers for these classics or chose their own favourites. This even inspired some of the students to start reading their parent's most loved classic novel.

The students, teachers, and staff participated in a week filled with interesting activities that highlighted the importance of reading and cooperation. We created class reading buddies to promote fluency and to motivate our students to be better readers. Students participated in the 'Book Character Parade' dressed up as their favourite storybook character based on the theme.

The junior school celebrated Book Week from 30 November to 7 December 2021. It was wonderful to see students enjoying reading in class and at the Book Fair.

Our Primary students in Foundation to Year 2 brought in wooden spoons which they then decorated in class as storybook characters. The Wooden spoon gardens is an inventive way of keeping people connected. We created our own, Al Siraat Spoonville using our theme for Book Week. The students decorated spoons and placed them in a designated area around the campus.

For the first time ever, one of our Primary classes participated in the annual Maths Talent Quest competition organised by the Mathematical Association of Victoria (MAV), requiring students to carry out real world Maths-based investigations. Al Siraat received a Distinction Award among the 370 entries received by MAV from various schools across Victoria.



The Year 5/6 team had its Promotion Dinner for all Year 6 students end of the school year. This was a semi-formal event to congratulate and acknowledge our students for their perseverance throughout the 2021 school year.

Few of our Hifz students completed memorisation of the Noble Qur'an. This is a big achievement and a proud moment for the students and their families as the memorisation of the Holy Quran is very important to Muslims. The Quran is the Holy Book of Islam in which Allah (SWT) has revealed all His teachings to the Muslims.



Our Physical Education program provided students with opportunities to learn new skills as well as opportunities to represent the school in various competitions and other local sporting events. The Sports and Athletic Carnivals are two of major school events conducted by our Health and Physical Education department.

The College is supported by a dedicated PFF group who selflessly contribute and work for the school throughout the school year. They volunteer to assist in the classrooms and at school excursions, successfully manage programs such as the Islamic Storytime, the Gardening Club, knitting blankets for the elderly, bake sales and are available to help us create a vibrant and supportive College community.

## **LEARNING ENRICHMENT**

In the last five 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 resources in supporting 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. Individualised learning plan (ILP) is developed for these students with the aim to support them with learning strategies within a small group or individual settings that require structured and explicit teaching approaches.

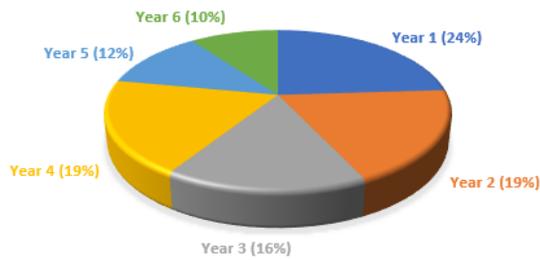
Individual Learning Plans (ILP) are provided by teachers in developing strategies that enhance students' learning competence and confidence. The ILPs prepared are holistic in approach to student's learning and education. It is planned with consideration with the flexibility to the individual needs, developmentally 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 sensory 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 a visiting teacher, their parents, and carers. Students who demonstrate progress in their learning outcomes will be discharged from the Learning Enrichment Program.

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 per week to attend the Learning Enrichment Program. The Learning Enrichment Team works with groups of 4-5 students during these sessions for a 12-14 weeks and progress is reviewed for their literacy outcomes. Maths intervention is conducted in collaboration with homegroup or subject teachers as in class support to students in primary and secondary.

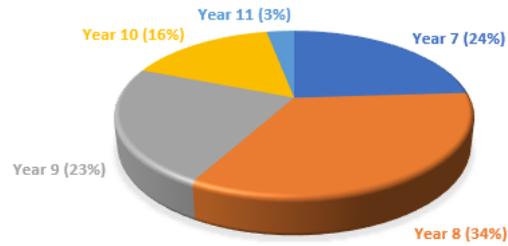
Planning is made for the College to focus on providing opportunities for gifted and talented students. Learning Enrichment Accelerated Program (LEAP) starts in focused on rigorous, accelerated content and inquiry-based learning that aims to extend and enrich students in their key learning areas of English, Mathematics, Humanities and Science. LEAP process for select entry is based on the ACER – HAST, standardised assessments and interview. This program is made available for students in Year 6 for Year 7 2022 intake.

Speech Pathology Service continues to provide additional specialised support services to students facing difficulty in verbal communication through assessments and therapy. Students are screened for Language Assessment (CELF 5) to ascertain the level of needs prior to referral for full Speech Assessment by Head of Learning Enrichment. The Speech Pathologists work one-on-one with students to develop their skills and abilities. Reports written by the Speech Pathologists are provided to parents, teachers and Head of Learning Enrichment indicating strategies and progress of the students with the therapy sessions.

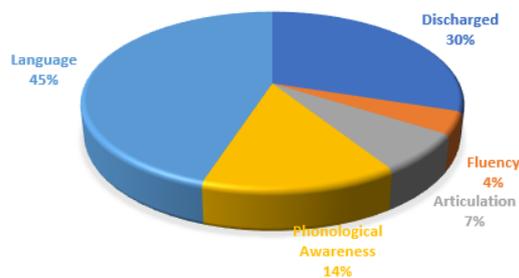
### 2021 STUDENTS WITH ADDITIONAL NEEDS YEARS 1-6



### 2021 STUDENTS WITH ADDITIONAL NEEDS YEAR 7-11



### 2021 SPEECH PATHOLOGIST SERVICE DATA



## COLLEGE CURRICULUM

The College reviews the curriculum as part of our annual school improvement processes. An overview of the curriculum can be found by visiting the website [www.alsiraat.vic.edu.au](http://www.alsiraat.vic.edu.au) and contacting the College. Being an Islamic school, we ensure that there is an integration, infusion and extension of Islamic teachings in all subject domains.

## THE LEARNING EXPERIENCE

Students in Years Foundation to 10 are assessed across all areas of the Australian Curriculum on an ongoing basis and we have continuous reporting in place for both students and parents to be fully aware of the learning progress. Other measures are also in place to all students on an annual basis using standardised assessments across reading, spelling, grammar and punctuation, writing, science, general abilities, as well as numeracy. This is in addition to the NAPLAN.

If any student struggles to meet the benchmarks in either of literacy or numeracy, they are supported through regular intervention lesson delivered by qualified staff in our Learning Enrichment department. Specialised programs are also available for more academically stronger students in Years 7-9 where they have an opportunity to engage with students of a similar calibre.

All Year 10 students are offered an early opportunity to enrol in one VCE subject which they complete in Year 11. This helps them better prepare for the remainder of the VCE subjects offered in Year 11.

The College offers a broad range of both VCE and VCE VET subjects to all our Senior Secondary students from Years 10 to 12. These subjects are administered in accordance with the VCAA guidelines and are audited regularly to ensure successful progression towards VCE certificate. This enables our students to have access to varied pathways for Further Education after Year 12.

## STUDENT RESULTS IN NATIONAL ASSESSMENT PROGRAM (NAPLAN)

Students in Year 3, 5, 7 and 9 participate annually in the NAPLAN testing. NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed. Primary and secondary teachers analyse NAPLAN data to identify strengths and weaknesses across each year level and use this to inform teaching strategies and curriculum.

The NAPLAN participation for all Australian students in 2021 was 95%. The participation for our College was high at 99%. Our students were not impacted by Ramadan and Eid-ul Fitr breaks as the College managed testing during the window of time after the students returned to school.

Our College has continued to maintain a very high percentage of students who have met or exceeded the National Minimum Standards (refer to chart), despite the challenges faced through educating students online for a large part of 2021. As a College, we were well prepared to transition quickly to remote learning given the high investment in digital technologies and training for our staff.

The number of students who sat the NAPLAN in 2021 has been our largest cohort since.

- Year 3: 116 students
- Year 5: 94 students
- Year 7: 79 students
- Year 9: 55 students

Year Level	Year	Reading %	Writing %	Spelling %	Grammar & Punctuation %	Numeracy %
3	2021	99	100	98	99	97
	2019	100	99	99	99	100
	2018	96	99	99	93	99
	2017	99	100	96	96	100
5	2021	98	97	100	98	100
	2019	99	96	100	96	99
	2018	87	90	98	95	98
	2017	98	98	98	95	97
7	2021	99	99	99	97	94
	2019	100	100	100	98	100
	2018	96	100	99	97	97
	2017	97	98	96	92	100
9	2021	98	91	100	100	100
	2019	98	95	98	93	100
	2018	98	90	89	93	98
	2017	97	84	84	91	100

## STUDENT ATTENDANCE

The College aims to ensure that student attendance is marked daily. Attendance is marked in every class and recorded using online system called SEQTA. Students are responsible to sign-in to obtain a late pass. Late arrivals and early departures are also documented into the system. The College always addresses the significance of being punctual.

Tracking student attendance under remote learning was challenging. A strong communication system established with parents and caregivers informed the College of student absences. Unexplained full day absences were followed up on the same day via text messages, phone calls and emails. Further follow-ups on absences were carried out during the day where the College was not notified. The school's attendance data is regularly monitored for analysis. The student attendance record assists teachers to keep track of their students' attendance. When requested by the school, students need to provide a medical certificate in case of absence due to illness. Students with poor attendance are monitored and contact is made with the family where there is pattern of unexplained absences or where a student has a poor attendance record. Table shows the attendance rates for all year levels for 2021. Total number of students when the attendance report was generated at the end of school year was 1040.

Year Level	Number of students	Percent present
Foundation	109	88.64
1	109	88.24
2	103	88.09
3	112	91.22
4	103	91.35
5	93	89.32
6	94	90.61
7	75	92.56
8	78	92.15
9	56	94.06
10	55	92.59
11	33	91.43
12	20	91.93
Average percent present	1040	90.94

## 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.

In 2021 the College graduated the seventh cohort to complete their secondary schooling at Al Siraat College. We had 24 students successfully complete VCE. The highest study score was 45. The average ATAR for our students was 64.91 with the highest ATAR being 97.85. The achieved study scores also guaranteed them a place at University with 83% of the graduates successfully entering their preferred University course. The destination for post-secondary education included La Trobe University, The University of Melbourne, RMIT, Victoria University, Monash University, Deakin University and Australian Catholic University.

La Trobe University was found to be the most popular post-secondary placement for our students. The destination courses include:

- Radiation Sciences
- Agriculture
- Pharmacy (Honours)
- Criminology and Psychology
- Architecture
- Biomedicine
- Law
- Health Science

- Laws (Honours)
- Education (Secondary)
- Psychological Science
- Criminology/Psychological Science
- Marketing
- Diploma of Higher Education - Science
- Engineering (Honours)/Biomedical Science
- Science (Bachelor)
- Biomedical Science/Applied Public Health
- Psychology (Honours)
- Nursing (Pre-Registration)
- Psychology (Applied Science)

## SATISFACTION

As part of our continuous effort to improve in all areas of education, the College invites staff, students and parents to give feedback to help us clearly identify what we do well and what we can improve. We believe that keeping open lines of communication is vital to maintaining a relationship of transparency and trust.

We are always looking to improve the way we communicate with our school community. We encourage student feedback by having an open dialogue and asking open-ended questions around specific topics. Open-ended questions work best for engaging our students in discussion.

Online learning became a large part of our education. A number of surveys went out to staff and parents on their online teaching and learning experiences. At the start, the parents were apprehensive and concerned as some children had difficulty adapting to the new approaches to learning. The College provided continuous online support to our staff and students.

Teachers helped the students navigate the day to day challenges of online learning and support their learning journey. They played a pivotal role in keeping students and families connected through difficult circumstances. They took on a different set of responsibilities while dealing with the challenges of work and family life.

Parents and the wider community gained appreciation for what teaching involved during the remote learning period and praised the efforts of school staff. While teachers faced enormous challenges, this inevitably had an impact on their personal wellbeing and work-life balance. The school introduced staff wellbeing check-in app to find out how staff are doing and collect information about the most common psychosocial hazards that impact employee wellbeing across the organisation. The data helped the school respond in a timely fashion to declines in team wellbeing.

Our Secondary students gave positive feedback on the different tools and apps we were utilising on the iPad for our teaching and learning. The voice feedback feature in our learning platform 'Showbie' allowed staff to give their in-depth feedback on student work as students submitted their work online. Students could voice their feedback as well as have online conversations with teachers.

We publish news on all school activities and events and update our website regularly with stories from within the school community. More news from students was reported on a weekly basis throughout the year.

The College continued to carry out conversations during the year with staff to seek their input and feedback on school progress and development. Staff also welcomed confidential and informal feedback. The management had online meetings with staff to understand their perspective and improve student learning

and teaching quality. Despite the challenges, teachers and leaders have shown optimism and resilience when reflecting on the impact of COVID-19.

The College fosters a culture of open feedback to address any workplace concerns. The College also encourages a growth mindset by emphasising employee training and providing employees, opportunities for continuous learning to expand their skill-sets and capabilities to enable them to be successful in their role.

## COLLEGE FINANCE

### Finances

A summary of our income is as follows:

#### Income Summary

Income Source	Amount	Percentage
Fees and School Services	\$2,957,588	13.92%
Commonwealth Recurrent Grant	\$11,974,878	56.36%
State Recurrent Grant	\$4,989,862	23.49%
Commonwealth BGA Grants	\$622,138	2.93%
Other Government Grants	\$216,595	1.02%
Other Income / Donations	\$485,387	2.28%

#### Expenditure Summary

Expenditure Area	Amount	Percentage
Salaries and Staff Costs	\$13,099,039	66.38%
Rent	\$1,200,000	6.08%
Stationery, Classroom and Educational	\$786,124	3.98%
IT Equipment and Technology	\$1,236,282	6.26%
Site Costs and Essential Services	\$2,102,416	10.65%
Administration and Other	\$1,309,497	6.64%