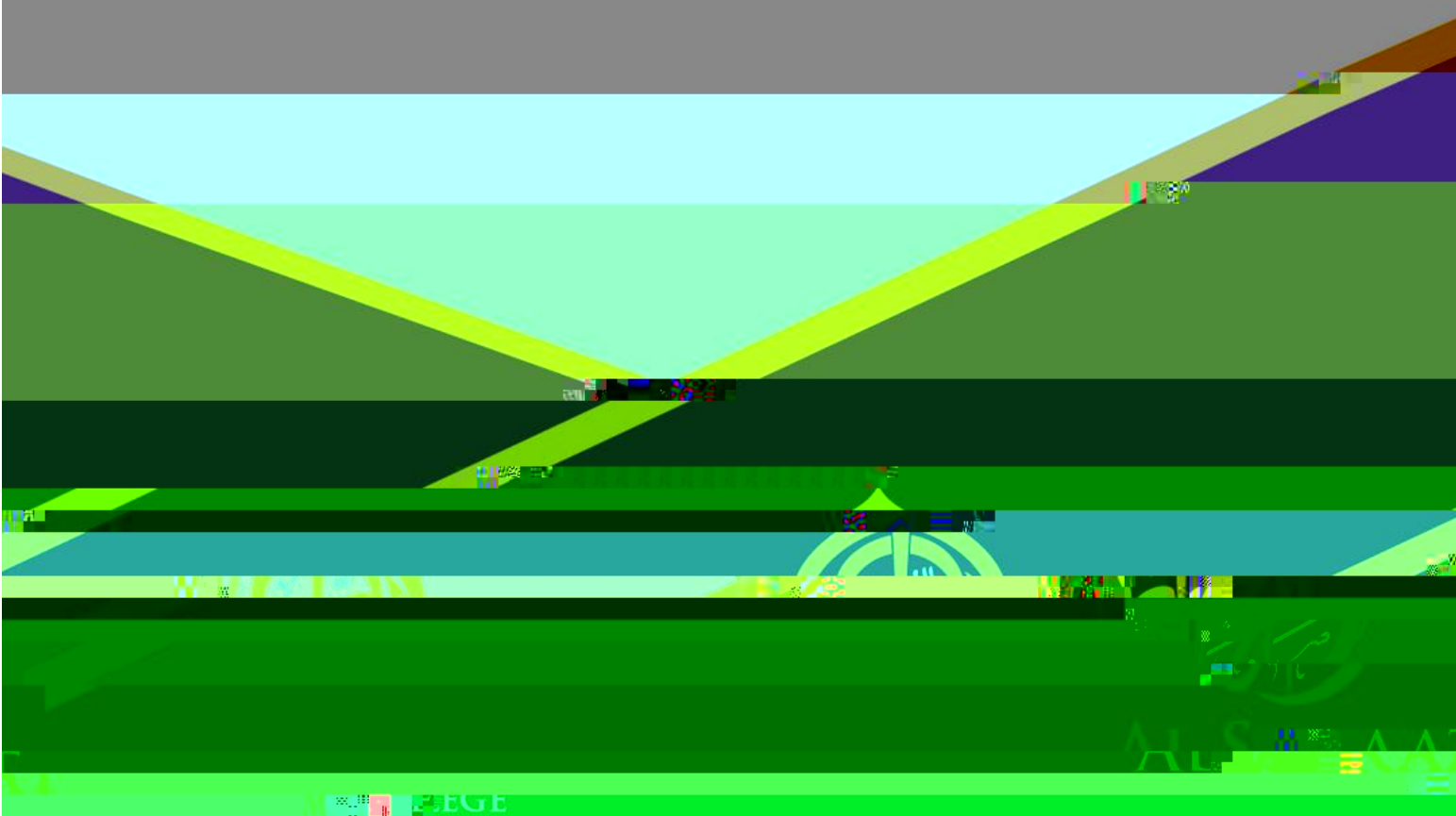


AL SIRAAT COLLEGE

VISION STATEMENT



PRINCIPAL ISLAMIC TRADITION'S REPORT

Bismillah Ar-Rahman Ar-Raheem

scholars and our international guests. The event was held over two days on 20 and 21 February at The Melbourne Convention Centre in the city.

- b. Professional Learning: Dedicated time for Professional Learning was created on Fridays by having students finish school by 2pm, instead of the usual 3.40pm. During this time, a number of workshops discussing the Principles of Islamic pedagogy were held for the Religion Department. There were also sessions where a shared understanding of the College Values was developed.
- c. Online Certificate Course: We had a committed team of 9 educators from the College complete a one year online course called Islamic Teachers Education Program looking at how to teach Muslim children more effectively. This has provided a very valuable platform for not only our Religion staff, but also some of our mainstream teachers, to further explore Islamic education within their own classrooms.
- d. Student Surveys: All of our Year 5 to 10 students were given a survey seeking their opinions about Islamic Studies. This survey provided useful information to shape our future planning as it identified areas of improvement, areas of strength, and other ideas to improve the quality of our teaching.

5. Places and Spaces:

- a. Soccer Field: An extra soccer field was completed to allow our students to enjoy their own spaces. Of particular importance was to provide dedicated and equitable spaces for both the boys and girls at the College.
- b. Barakah Investors: . On that note, a special dinner to thank our Investors was held in April. We shared with them the plans and design for our next Specialist Building which is due to be completed in 2017. This will be a large purpose built facility designed for the teaching areas of Science, Arts, Technology, and Engineering.

6. A Connected Community:

- a. Volunteering Expo: As part of the Year 9 Islamic Studies 'Let's Make a Difference' project, students learnt how to benefit others by researching charitable organisations and participating in volunteering activities.
- b. Musalla: Refurbishment to our musalla was started to cater for the growing number of community members using the facility for their daily prayers.
- c. Eid Salah: A huge growth in the local area saw over 700 people at our post Ramadan Eid Salah that we held in our Junior School building. It was a very festive atmosphere with the community bringing in food and desserts to share after the prayers.
- d. Urdu poetry: We hosted a unique night of poetry in Urdu which was attended by many special guests including the High Commissioner of Pakistan.
- e. Muslim Exchange Program: We participated in an initiative of the Australia-Indonesia Institute within the Department of Foreign Affairs and Trade which saw us hosting a delegation of Indonesian leaders. This provided for an opportunity for a cultural and intellectual exchange.
- f. Charities: The College community generously donated their time and money for significant causes throughout the year. A snapshot is listed below of some of the main ones:
 - i. Barn to Mosque: Over *f*

College is consolidating enrollment trends with fewer transitional enrollments

Name	Qualifications
Ms Dilek Komser	M Teach Secondary (University of Melbourne) B Sc (Honours) (University of Melbourne)
Mr Ismail Kullu	B Ed (Physics) Turkey
Ms Soumaya Mahdy	P Grad Dip (Secondary Education) Royal Melbourne Institute of Technology B A (Major in English and Linguistics) University of Western Sydney
Ms Katherine Mignano	G radDip Secondary Education (Australian Catholic University) G radCert in Religious Education (Australian Catholic University) B Com (La Trobe University) B A (La Trobe University)
Ms Hatice Mohamed	B Sc Ed, Mathematics Ed, Middle East Technical University, Ankara, Turkey
Ms Emily Moustafa	G radDip Education Primary (LaTrobe University) B Psych (University of Melbourne) C ert IV in Training and Assessment
Mr Vis Naidu	B A English/Psychology (Hons) (South Africa) H igher Dip Education
Ms Sarah Najmeddine	B Ed RMIT University
Ms Sarah North	M aster of Educational Studies, Concentration in Leadership, Curriculum and T hinking Curricula, Monash University
Mr Gavin O'Looney	P rofessional Dip in Ed, University College Dublin (UCD), Belfield, Co. Dublin B Sci (Zoology) University College Dublin (UCD) Belfield, Co. Dublin
Ms Shahidah Osman	M Ed (Int'l Baccalaureate) (University of Melbourne) G radCert in Educational Studies (Int'l Baccalaureate) (University of M elbourne) G radDipEd Primary (University of Melbourne) B Early Childhood Studies (University of Melbourne) D ip Early Childhood Studies in association with The University of Melbourne Program, Australia (Singapore Institute of Management, Singapore) C ert in Preschool Management and Administration (Nanyang Technological University/National Institute of Education, Singapore)) C ert in Child Care Personnel Training (Institute of Education, Singapore)

Ms Jaque Rowe

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	12	35
Non-Teaching	21	22
Total Staff	33	57

Total Staff : 90

STAFF PROFESSIONAL LEARNING

Al Siraat College provides opportunities and supports staff in their P

A number of events were planned for the year and opportunities provided to the students to enhance diversity and variety to the school programme. The Senior School Parent Information night gave broad information on secondary education and presented an overview of curriculum. Both parents and students had the opportunity to have their questions answered.

Important events during the year include the senior school camp at The Summit, Trafalgar East, Victoria. The camp was organised separately for boys and girls. The camps offered

solutions to real-life issues or problems. This led to the Junior School Exhibition in the last week of the term and involved students from Foundation to Year 6.

The Junior School Exhibition has a number of key purposes including the following:

- to engage students in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate independence and
- to encourage students to take responsibility for their own learning
- to integrate the key learning areas in the unit
- to provide students with an opportunity to explore research skills
- to celebrate and share the learning experience with parents, students, teachers and other members of the school community

As part of school's initiative this year, all Junior School staff took part in the Project Zero online course conducted by the Harvard Graduate School of Education. Staff were trained in unlocking the potential of group learning in our classrooms. We focused on how both children and adults learn from and with others, encountering new perspectives, strategies, and ways of thinking. Our focus within the Exhibition this year has been to deepen content learning and to cultivate students' thinking skills and thinking dispositions.

The art exhibition was held on 18 Nov 2016. The students along with their families attended the event. Various artworks with inspiring ideas and designs were displayed, which created an exhibition space unlike any other, forming not a series of rooms, but rather an enduring progression of exhibits.

The junior school welcomed our new Foundation 2016 to Al Siraat College and were delighted to see them attend the Transition Program which started early Term 4. This is to ensure the best possible start to the Foundation students' first year at school. Four orientation sessions were organised to familiarise families and their children with the staff and college environment. Students participated in a number of different activities and we were amazed at how quickly they settled into each session. The aim of the Transition Program is to promote speedy adjustment, enhance the students' independence and to provide positive experiences for our new students and families in the school environment. It has been a lovely introduction to Al Siraat College and whilst the students were enjoying activities with teachers in the classroom, parents were encouraged to join the various information sessions as well as morning tea in our Assembly Hall.

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

Home Reading is an essential part of our reading program in Al Siraat College as it forms an authentic link for reading between home and school. It is vital for children to start good reading habits at home and research shows that what parents do at home with reading makes a difference. The role of the parent is crucial in creating an environment where reading at home is valued and part of a natural and happy routine every day. We encourage parents to read together with their child in a comfortable and pleasurable way where they enjoy books together. At Al Siraat College, students are recommended to select their take home books or texts that are within their instructional range so that they can consolidate their reading skills at home. Students read independently or share the book with their parents and return the book the following school day. The classroom teachers closely monitor and guide students in the book selections.

As part of the School Values Program, six values were identified as significant for the school community to uphold. Throughout the year ph s h i rs r e B ho A

at tudes each week through class discussion, act vit es, modelling and encouragement. To opt mise success of the program, parents were encouraged to discuss and reinforce these values and related skills with their child each week.

To treat others or behave in a way that shows thought ul
considerat on

Doing what we say
Doing the right thing even when no one else is watching
Doing what we are expected to do
To be of help to others

Junior School aims to create an educat onal environment in which students are given the opportunity to reach their full potent al, where the academic, social, and developmental needs of each student are met. Developing home-school partnerships to improve student learning is an integral part of the Al Siraat College culture. The Parent Helpers Program is an avenue the school implements to build relat onships between the school and home. While support is valued and appreciated, the responsibility for planning learning opportunit es remains with the teacher. We invited parents to be part of the school community in contribut ng their expert se and experiences to the school as support ve aides in volunteering for events, assist ng resources and classroom reading.

WELLBEING

The Wellbeing team works in collaboration to assist students, staff and parents in enriching the lives of the students by providing support which promotes the spiritual, physical, emotional social and intellectual well-being of all students. The different areas of the department continued to work together to provide optimal care and support to students and college community.

Learning Support

Students with additional learning needs are supported in their learning in order to access the same standard of education and achieve holistic success as mainstream students. During the year 2016, the Learning Support team supported 113 students. The Learning Support team supports the students with numeracy and literacy support which may include support with language other than English such as Arabic. Students with learning support are provided with Individual Learning Plans (ILP) to keep them engaged in their learning and to build confidence about themselves and school.

About 35 ILP's were prepared for the primary students and 24 for secondary students. The ILP's prepared were holistic in approach to student's learning and education, age and development appropriate, flexible and future oriented, based on the student's strengths with focus on potential.

Speech Pathology is an additional specialised support service that has been offered to students facing difficulty in verbal communication through assessments and therapy. The Speech Pathologists continued to work one-on-one with children to develop their skills and abilities.

Pastoral Care and Counselling

An increase in counselling referrals for students has been related to the growing number of students from different cultural backgrounds. The top issues of the secondary school students were identified as Socio Emotional, making up 11% of the support. Proportion of secondary students requiring socio emotional support for 2016 was 70.73% in 2016. Bullying was the second highest issue along with sexuality, sexual

Percentages of Students Achieving National Minimum Standards in NAPLAN 2016, 2015 and 2014.

SENIOR SECONDARY OUTCOMES

The College continued to grow

noted are College resources, transition processes and curriculum and academic program. It was pleasing to see that the Net Promoter Score for the College was well above the Independent School benchmark, indicating that College parents actively promote the school to others. This indicates high levels of parent satisfaction.

Domain	Average Parent Satisfaction score (1 low to 10 high)
Curriculum Academic Program	8.2
Quality of Teaching	8.3
Learning Outcomes	8.2

Teacher Knowledge	6.6
Teacher Practice	7.0
Teacher/Student Rapport	6.4
Overall Student Satisfaction	5.9

In 2016, 71 staff completed the survey. There were 56 teaching staff and 15 general staff. The overall satisfaction was pleasing with a rating of 7.7 for teaching staff and 9.3 for general staff. Areas of identified strength were goal alignment, professional development, parent involvement and pastoral care. Growth points were feedback provided to staff, resources (buildings), student behaviour and learning support.

Domain	Average Staff Satisfaction score (1 low to 10 high)	
	Teaching	General
Resources, offerings	6.3	7.6
Technology	7.7	8.3
School Ethics/Values	7.5	8.1
Student Behaviour	6.5	7.8
Discipline	7.3	8.7
Learning Support	7.3	7.8
Pastoral Care	7.9	8.5
Parent Involvement	8.3	8.7
Quality of Teaching and Learning	7.6	8.4

|

