



AL SADIQ
COLLEGE

ANNUAL REPORT 2024





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History of Al Sadiq College

The Muslim Alawite Society (MAS) was established in 1969. The members of the MAS dreamt of establishing a College to support and serve the needs of Muslim Alawite families in the south-western region of Sydney.

In March 2000, an enthusiastic board was elected to the management of the Muslim Alawite Society. Their aim was to see the dreams of the Muslim Alawite community come to fruition by establishing the world's first ever Muslim Alawite independent school.

Al Sadiq College was founded 2003 and formal lessons commenced at the Yagoona Campus in 2004. A new Campus was established at Greenacre in 2007 and the College now operates with classes from Kindergarten to Year 12 in the Muslim Alawite tradition. Kindergarten to Year 3 classes are situated at the Junior Campus in Yagoona, whilst Years 4 - 12 are situated at the Senior Campus in Greenacre.

Al Sadiq College is governed by a College Board comprised of leaders and business people from within the Muslim Alawite community who have a special interest in education. Each College Board member contributes valuable expertise to the governance of the College. The daily management and operations of the College are overseen by the College's senior leaders.

The College is registered with the NSW Educational Standards Authority (NESA) and follows the NESA curriculum in all Key Learning Areas.

The College is a member of the NSW Association of Independent Schools. It is also a member of the Association of Heads of Independent Schools Australia (AHISA), and the Junior Heads of Independent Schools Association Australia (IPSHAA). Active involvement in these professional associations enables the College's staff to access a range of important professional opportunities.

All students at Al Sadiq College study the Arabic language and there is provision for additional studies in Islam and the Holy Quran during formal Religion lessons and on other special occasions. The culture of the College honours the Arabic heritage of the students and their families and seeks to develop within the students an understanding of what it means to be a proud Australian citizen with a unique Arabic cultural heritage.

The College Vision

Our vision is to be the educator of choice for Muslim Alawite families; producing highly educated, compassionate young men and women of faith and character who leave the College equipped to achieve success, lead their community and change the world.

Our Mission

Our mission is to produce highly educated, compassionate young men and women of Muslim Alawite faith and character who leave the College equipped to achieve success, lead their community and change the world.

Motto

The College motto "Faith Knowledge Purity" underpins everything we do as a College, and students are educated in a caring environment where both academic achievement and Muslim Alawite values and ethics are fostered.

College Core Values

Faith – Respect – Wisdom – Compassion

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Theme 1: A Message from Key School Bodies

Chairman of the College Board

Salam Brothers and Sisters,

As the Chairman of Al Sadiq College (ASC), it is with great pride and gratitude that I reflect on the achievements and milestones of 2024. Founded by the Muslim Alawite community, ASC remains steadfast in its mission to provide high-quality education in a safe and nurturing environment.

On behalf of the College Board, I extend our heartfelt thanks to our parents, families, and community members for their unwavering trust and support. It is through this shared commitment that we continue to grow and thrive. We look forward to welcoming new enrolments and building on this foundation of excellence in 2025.

At the core of our College is a deep devotion to faith, inspired by the teachings of the Prophet and the principles of the Jaafari tradition. Our Tarbiyah Programme, enriched by a rich Arabic Culture curriculum, continues to shape the character of our students and reinforce the values that are central to our identity.

This year, we are especially proud to acknowledge the outstanding leadership of our Principal, Mr. John Rekouniotis, now in his second year at the helm of Al Sadiq College. His vision and commitment have brought renewed clarity and momentum to our strategic priorities, most notably in strengthening the Tarbiyah Programme and driving improvements in student outcomes across the College. We commend his unwavering dedication and are confident that his leadership will continue to shape a bright and successful future for our school community.

It is with deep appreciation that we acknowledge the service of our esteemed Board Director, Sheikh Ahmad Jundi, who stepped down this year after many years of dedicated and distinguished service. Sheikh Jundi's unwavering commitment, wise counsel, and leadership within the community have left an enduring legacy at Al Sadiq College. We thank him sincerely for his invaluable contributions. At the same time, we pleased to warmly welcome, Mr Raed Rahal to the board. His professional experience and thoughtful insight will bring fresh perspectives as we continue to shape the College's strategic direction and future development.

We are also pleased to welcome to the executive team our new Business Director/ Board Secretary Ms Laila Chamaa. Her expertise and enthusiasm have already begun to strengthen the College's operational and governance frameworks. We look forward to her continued contributions in supporting the ongoing growth and success of ASC.

Our Executive Team has shown exceptional leadership, and we are grateful to all our staff for their hard work in improving student learning outcomes throughout 2024. At ASC, we strive for excellence not only in academics but also in character, service, and community contribution, ensuring our students are well-prepared to thrive in the broader Australian society.

We are also delighted to announce the strategic acquisition of a new property at 54 Chester Hill Road, Chester Hill. This important milestone marks a significant step forward in progressing our Development Application and will enable Al Sadiq College to expand its facilities and operations in line with our long-term vision. Our goal is to be fully operational on this site by 2027, insha'Allah. This development represents a major advancement for the College, and we are excited by the new opportunities it will create for our students, staff, and wider community.

Finally, I extend my sincere thanks to all members of the College Board and its sub-committees. Your voluntary service, wisdom, and tireless dedication continue to drive our mission forward.

Thank you once again for your continued trust and support.

Dr Mohamad Assoud
Chairman



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Message From College Principal

Al Sadiq College has continued to implement change across the school. With the introduction of additional initiatives in curriculum, in the daily operations of the school and the strategic restructure of human resources in Administration, Support and Teaching Staff, that has led to positive outcomes in productivity.

In Administration, roles were redefined in the areas of finance, after securing a Business Director. The School has transitioned this role to have a greater emphasis on regulation and compliance. The roles of the Administration Staff were reviewed and reassigned to create greater efficiencies and to provide improved service and support to parents and the staff. The role of Events has been amalgamated within the Human Resources portfolio and in finance, a designated accounts payable and accounts receivable role has been established.

At Greenacre Campus, the refurbishment of facilities has continued with some designated offices for Heads of House and Executive Staff and faculty centred staffrooms have been created across the school to accommodate the growth in personnel. Similarly, the growth in student numbers at the Greenacre Campus has led to extending the open space areas by repurposing areas of the school that were once cordoned off. These areas have dispersed the students over the site and allowed for spaces to be purely designated for active or passive play. These improvements led to a safer playground and provided an appealing school environment.

The co-curricular programme continues to expand with our acceptance into the Heads of Independent Co-educational Schools' (HICES) Association. It has enabled our students to participate in public Speaking, Debating, Mathematics Challenge and Writing Camps. This led to significant enrichment enhancement and a broader range of experiences for our students across the Junior and Senior Schools. In some cases these activities were challenging and at the same time thoroughly rewarding. With the introduction of the Elite Sports Programme and our acceptance into the SWISSA Sporting Competition has enabled our students to be involved with other independent schools and make sport an important area of the school's curriculum.

The House System in the Senior School has Tutor Groups vertically streamed giving our senior students an opportunity to display leadership and to re-focus our students on changing the school's environment. With the continuation of the Journey to Light Programme during Well-Being Lessons and a greater emphasis on Restorative Outcomes it has brought about an awareness for a cultural change within our school environment. The open accessibility of each Head of House for counsel has assisted in dealing with behavioural and well-being issues and re-aligning student attitudes and provided them with the purpose of being a good Muslim Alawite Student that upholds the School's Values, Faith and Culture. The addition of Sheikh Diab in conducting Friday Prayer and with his involvement in the counselling of our students and supporting our families with spiritual support and guidance.

Curriculum changes have continued with the introduction of streaming in the Key Learning Areas of English, Mathematics and Science which has enabled the School to complement the Learning Support and GAT Programmes from K to 10. In NAPLAN there was further improvement and the School's focus has remained on raising both literacy and numeracy standards. Higher School Certificate results remain an area of concern. The school reviewed the courses on offer, provided academic support with additional lessons during term breaks and before and after school.

Enrolments continue to be strong and Al Sadiq College remains the school of choice for the Alawite Community, due to the School's strength in teaching the faith and maintaining the Arabic cultural traditions. This growth led to the acquisition of a new site in Chester Hill for the Junior School, with the anticipation it will be operational in 2027.

The procurement of teaching staff has continued to be a challenge in 2024. The School established a partnership with Schools Hub, allowing Al Sadiq College to train, develop and access young graduates from ACU and UWS. Our staff have worked tirelessly to change their teaching style to make lessons more engaging with greater creativity on activities and relying less upon the use of technology. This has enabled students to be more focussed on the teacher delivery of content, skills and participation. Results are gradually improving with these changes.

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The School has continued to explore new courses for our students across Years 7 to 12 and with the employment of new staff, the opportunities will arise to expand the course offerings to our students. In the Junior School a full-time Music and PDHPE Teacher was introduced at both the Yagoona and Greenacre Campuses and their influence has influenced the students' interest in both these subjects. There was a full review of the Learning Support Programme and a Tiered Programme was introduced which has shown a clear improvement in the students' learning in particular with literacy followed by numeracy.

2024 was a year of review and repositioning our school's curriculum and refocussing on the physical and human resources that we have and what is required additionally to make the necessary improvements. It has been a thoroughly rewarding year for the School Community and we are proud of our collective achievements. The College Board has been highly influential in supporting the College Management in its initiatives. They are a visionary Board which works diligently in enhancing the School's outcomes.

Mr Rekouniotis
College Principal

Message from the Executive Team of the College

2024 was a positive year of continued improvement and consolidation for Al Sadiq College, with new initiatives and continued investment in the previously established developments which supports strong foundations for the College's future.

The College Leadership Team of 2024 was comprised as below:

Primary School

- Head of Junior School – Mrs. Semaan
- Head of Yagoona (Years K-3) Campus – Ms. Fenton
- Head of Greenacre Primary (Years 4-6) Campus – Mrs. Yeo

Secondary School

- Head of Senior School (Years 7-12) – Mrs. Baker
- Director of Academia – Mrs. Dayoub
- Director of Student Wellbeing – Ms. Younis

K-12 Leaders

- Business Manager – Ms Chamaa

The College Leadership Team in 2024 focussed on improving teaching and administrative processes to bring about an effective change. The areas where improvements were made were with student behaviour, work practices and processes in line with the Colleges strategic direction.

NAPLAN

Student results on the NAPLAN tests are used by teachers and school leaders to plan for learning experiences, formulate class placements and provide for learning support and enrichment needs. More specific detail on the NAPLAN results is outlined in Theme 3.

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Learning Support

The College identifies students with learning needs through a combination of teacher referral, in-school assessments and the results of standardised testing. Students who are referred to Learning Support undergo a 'needs analysis', and their needs are identified as cognitive, social/emotional, physical or sensory.

There are times when a student will need a referral to the College Counsellor/Psychologist for further assessment (e.g. Psychometric Testing etc.) or counselling/therapy. The Learning Support Department works closely with the College Psychologist, classroom teacher/s, parents/carers and any relevant paraprofessionals through a Collaborative Curriculum Planning process to ensure student needs are identified through a process of 'meet and discuss', 'plan and implement' and 'monitor and review'.

Learning Support at the College is provided through a Response – to – Intervention approach (RTI) as part of a Multi-tiered system of support (MTSS). Response – to – Intervention provides high-quality instruction/intervention matched to student needs. Programs are differentiated by class teachers with consultation by the Learning Support staff. Evidence based intervention and data driven practice is focused on Literacy improvement and meeting a variety of student needs. Direct instruction programs, such as MultiLit, MiniLit and Corrective Reading are used to improve reading and comprehension.

Progress is closely monitored, and changes in instruction are based on student observations, student work samples and data collected from ongoing assessments.

Student needs are met through the implementation of an 'Individual Education Plan' (K-6) or 'Individual Student Plan' (7-12) devised by K-12 class teachers and coordinated by Learning Support staff.

The College benefited greatly from the Federal Government's NCCD recurrent funding grant for Learning Support. This grant facilitated in maintaining learning support staff to support our Learning Support program to students who need literacy and numeracy assistance.

The College liaises with Learning Support consultants from the NSW Association of Independent Schools (NSW AIS), ensuring that Learning Support at the College represents "best practice", in line with the requirements and guidelines of The *Disability Discrimination Act 1992* (DDA); The Disability Standards for Education 2005 and the Nationally Consistent Collection of Data (NCCD).

Enrichment

The College uses Gagné's (2003) Differentiated Model of Giftedness and Talent to assist in identifying Gifted and Talented students drawing upon information provided at enrolment, through assessment, teacher observations, and parent consultation.

Students are identified as requiring an enriched program through in-school assessments, Progressive Achievement Tests (PAT) in Literacy and Numeracy (Years 3-10) and VALID (Years 8 and 10).

Students receive enrichment through in-class differentiation and small group sessions.

Participation in a range of challenging activities/competitions are encouraged to enhance higher order thinking and problem solving strategies. These activities involve the extension of ideas, concepts and themes through use of a variety of teaching strategies that encourage critical thinking, for example, use of Thinkers Keys, De Bono's Thinking Hats, use of extended vocabulary and extended 'higher order' questioning.

Enrichment events include 'Write-a-book-in-a-day'; De Vinci Decathlon; STEM sessions; Creative Writing Competition; Speaking competition; ANVDC and HICES Debates (Australian National Virtual Debate Competition); various representative sporting sessions and sporting gala days. A range of excursions across all faculties/stages also target the needs of enrichment students across K-12.

Students are provided with an opportunity to sit ICAS (International Competitions and Assessment for Schools) annually, and Years 2-10 participated in the Mathematics, English, Science and Spelling ICAS or AMC assessments.

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HSC Results, University Entrance and Vocational Education

The 2024 HSC results indicate that the students found the course challenging despite additional assistance being provided. We are pleased that most of our students progressed to further tertiary studies at university or TAFE.

Al Sadiq College has provided many opportunities in TVET.

Capital Works Around the College

Throughout 2024 improvements to the College's facilities and the environment continued. These included an upgrade of Greenacre and Yagoona campus facilities, drainage, toilets, electrical works and IT.

The College invested in technology introducing a new operational system, TASS, continued with WiFi upgrades, new servers, new backup hardware and software and other technology infrastructure.

The College updated technology for teachers and education including smart TVs (replacing outdated overhead projectors and laptops). Also, staff facilities commenced to be dispersed across the Greenacre Campus (Head of House Offices in the Out Area and Executive Offices relocated to Level 1 and a new Learning Support Room was created on Level 2.



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Theme 2: Contextual Information about the School

The College curriculum meets all NESA requirements with additional studies in Islam, Arabic, and the Holy Quran, to enhance the moral, spiritual, physical, and intellectual abilities of our students. All students are encouraged to work to their potential with both academic extension and learning support.

In 2024 Kindergarten to Year 3 classes were situated on the Junior Campus at Yagoona and Years 4 to 12 classes were situated on the Campus at Greenacre. The College aims to involve families from the Muslim Alawite Community in the education of their children, within an Australian context; to help students develop a sense of their own cultural heritage whilst at the same time fostering an understanding and respect for other cultures and religions. It is hoped that the students will come to value their place in society as proud Arabic Muslims and proud Australian citizens who are willing to contribute to the betterment of our society. This sentiment is proudly expressed in our College Creed;

“We acknowledge that our College was built by the founding fathers and mothers of the Muslim Alawite Community, and was brought into existence to serve the community by providing high quality education based on Muslim values and teachings.

We acknowledge the College’s values of Respect, Wisdom, Compassion and Faith, and we seek to see them reflected in the lives of all who participate in the life of our College.

We acknowledge our pride in the College’s Arabic culture and heritage and also our desire to contribute positively to society as proud Australian citizens.”

The College’s educational provision for students includes an extra and co-curricular program, in addition to Arabic and Religious instruction at each campus. Our students are afforded opportunities for leadership and decision making, and independent learning is fostered as our students develop (for example a Student Representative Council and various clubs). Coupled with this is our desire to inculcate within our students the pursuit of academic excellence and a thirst for knowledge.

Al Sadiq College offers a broad curriculum which allows for the individual talents and the aspirations of its students. Being a K-12 College, there are wonderful benefits for educational continuity across all stages of the educational and developmental journey of our students. The transition from the K- 3 Campus to the Year 4 – 12 Campus is an important focus at Al Sadiq College.

We have highly trained teaching and support staff who are committed to making a difference to the lives of the children in their care. Each child is cared for by our staff who regularly “go the extra mile”; whether it be assisting students with their work outside of class, or applying some “TLC” in the sick bay.

Our dedicated staff are skilled in developing and nurturing each student’s potential. The College motto, “Faith Knowledge Purity”, underpins the College’s caring environment; where both academic achievement and Muslim Alawite values and ethics are fostered and explored.

At Al Sadiq College we want our students to develop a genuine appetite for learning, and it is a truly rewarding experience for teachers to see the response of their students as they gain confidence; engaging with and enjoying their learning.

The College is planning for growth in student enrolments and staffing. It follows that attracting, training, and retaining high quality staff will be an important priority for the future.

Central to our philosophy is the belief that our staff are crucial to the College’s success. Appointments are made without reference to the religion of candidates, though an empathy with our ethos is required. There is a high level of commitment from the College Board and the Community, and the vision for the school is rapidly being realised as it goes from strength to strength.

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Theme 3: Student Outcomes in Standardised National Literacy & Numeracy Testing

NAPLAN provides teachers and parents with useful tracking and diagnostic feedback based on student achievement in Years 3, 5, 7 and 9. The College teachers and the Heads of Faculties analyse this data as a tool to drive improvement in curriculum planning and program development; focusing on the students' strengths and weaknesses as revealed through the data that is aligned to outcomes in the NSW English and Mathematics syllabuses.

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. Performance on current NAPLAN is documented on the My School website: <http://www.myschool.edu.au>

Improving the literacy and numeracy standards remains a priority for the College and is strategised through the School Improvement Plan.

NAPLAN Results 2024

All 2024 NAPLAN tests were completed online, with the exception of Year 3 Writing, which is a written assessment.

NAPLAN results are reported using measurement scales for each of the assessment areas of numeracy, reading, writing, spelling, and grammar and punctuation (spelling, grammar and punctuation together are called conventions of language).

There are 4 scales in all.

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

The following table shows Al Sadiq College NAPLAN results in comparison with New South Wales and Australian schools.

Students in Years 3, 5, and 7 are achieving above national averages in Writing and Spelling, and are close to national levels in other domains. Year 9 has shown improvement, but remains below national averages.



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NAPLAN Achievement Levels (Comparison with all Australian schools)

The following table compares the 2024 NAPLAN results of Al Sadiq College students with all Australian schools.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	ASC	396	454	435	400	381
	All Australian Schools	404	416	401	409	404
	Difference	-8	+38	+34	-9	-23
Year 5	ASC	471	515	499	501	458
	All Australian Schools	492	485	486	498	489
	Difference	-21	+90	+13	+3	-31
Year 7	ASC	510	542	553	526	506
	All Australian Schools	535	540	540	537	540
	Difference	-25	+2	+13	-11	-34
Year 9	ASC	506	550	554	490	509
	All Australian Schools	565	574	567	555	565
	Difference	-59	-24	-13	-65	-56



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NAPLAN Achievement Levels (Comparison with State and Australian percentage of students at each performance level)

The following tables show the percentage of Al Sadiq College students who achieved at each proficiency level in comparison with the percentage of students who achieved at each proficiency level in New South Wales and in Australia.

Year 3

Results indicate that students have achieved at least 50% or more above State and National averages in every domain. In Writing, more than 90% of students attained the 'Exceeding' or 'Strong' level. Similarly, in Spelling, more than 80% of students achieved the 'Exceeding' or 'Strong' level. Literacy and Numeracy will remain key focus areas, with increased emphasis on Numeracy as well as Grammar and Punctuation.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	10.3	59.2	20.4	8.2	2.0	-
New South Wales	23.4	45.6	18.4	10.9	1.7	-
Australia	22.1	46.7	19.4	10.1	1.7	-

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	18.4	75.5	4.1	2.0	2.0	-
New South Wales	13.5	68.3	11.6	1.8	1.8	-
Australia	10.9	70.2	13.2	4.0	1.7	2.0

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	16.3	65.3	12.2	4.1	2.0	2.0
New South Wales	19.9	45.4	23.6	9.4	1.7	-
Australia	18.7	46.4	23.4	9.8	1.7	1.5

Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	6.1	38.8	42.9	10.0	2.0	2.0
New South Wales	14.6	43.5	25.2	15.0	1.7	-
Australia	14.0	43.7	25.9	14.7	1.7	1.5



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Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	4.1	49.0	30.6	14.3	2.0	2.0
New South Wales	13.5	52.9	23.2	8.7	1.6	-
Australia	12.4	53.9	23.4	8.7	1.6	1.6

Year 5

Results show that students have achieved at least 50% or more above State and National averages in every domain. In Writing, more than 90% of students attained the 'Exceeding' or 'Strong' level. Literacy and Numeracy will remain areas of focus, with increased emphasis on Numeracy and Grammar/Punctuation.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	16.7	46.7	26.7	10.0	0	2.0
New South Wales	24.7	48.1	16.8	8.8	1.5	-
Australia	23.6	49.0	17.6	8.3	1.5	1.0

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	23.3	68.3	5.0	3.3	0	2.0
New South Wales	15.8	57.4	18.5	7.3	1.6	-
Australia	13.6	57.4	20.4	7.1	1.5	1.5

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	21.7	56.7	15.0	6.7	0	-
New South Wales	25.2	46.3	18.5	8.4	1.6	-
Australia	24.1	47.3	18.9	8.2	1.5	1.5

Grammar & Punctuation	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent



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(Percentage of students in performance levels)						
Al Sadiq College	18.3	41.7	30.0	10.0	0	2.0
New South Wales	18.1	49.0	21.9	9.4	1.6	-
Australia	17.2	50.5	21.4	9.3	1.5	1.5

Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	1.7	51.7	31.7	15.0	0	2.0
New South Wales	16.3	53.3	21.1	7.8	1.5	-
Australia	15.7	54.6	20.4	7.9	1.6	1.6





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Year 7

Results indicate that more than 50% of students have achieved at the 'Exceeding' and 'Strong' levels across all domains. Additionally, students have performed above both State and National averages in Reading, Writing, and Spelling. Literacy and Numeracy will remain a focus area for Year 7.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	4.3	57.4	23.4	14.9	0	2.0
New South Wales	24.3	46.3	18.4	9.5	1.6	-
Australia	22.2	46.9	20.0	9.4	1.7	2.3

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	9.6	59.6	27.7	3.2	0	0
New South Wales	17.8	51.0	22.1	7.6	1.6	-
Australia	19.3	49.6	21.3	8.3	1.5	2.2

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	24.5	60.6	8.5	8.5	0	2.0
New South Wales	26.9	49.5	15.3	15.3	1.5	-
Australia	21.8	50.9	16.1	6.3	1.5	2.8

Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	10.6	42.6	35.1	11.7	0	2.0
New South Wales	20.0	43.9	23.4	11.1	1.5	-
Australia	19.2	45.7	22.0	11.6	1.5	2.8



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Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	2.1	50.0	38.3	9.6	0	0
New South Wales	17.7	52.7	20.4	7.6	1.6	-
Australia	17.0	53.4	20.2	7.9	1.5	3.1

Year 9

Results indicate that more than 50% of students have achieved at the 'Exceeding' and 'Strong' levels in Spelling. In Writing and Spelling, most students also performed at the 'Strong' level, with results closely aligning with state and national percentages for this level. While these results demonstrate improvement, Literacy and Numeracy will remain a key focus area for Year 9.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	3.0	26.9	43.3	26.9	0	4.0
New South Wales	21.6	44.6	21.9	10.4	1.7	-
Australia	19.5	44.8	23.6	10.3	1.8	5.1

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	9.0	40.3	37.3	13.4	0	2.0
New South Wales	22.6	42.2	25.3	8.1	1.9	-
Australia	22.1	41.4	25.3	9.4	1.8	5.0

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	9.0	56.7	25.4	9.0	0	2.0
New South Wales	19.9	56.5	15.4	6.3	1.9	-
Australia	18.7	56.1	17.5	5.8	1.8	5.8



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Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	1.5	34.3	28.4	35.8	0	2.0
New South Wales	19.4	39.1	27.1	12.5	1.9	-
Australia	16.8	39.7	28.0	13.6	1.8	5.8

Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	0	29.9	41.8	28.4	0	2.0
New South Wales	12.7	54.8	22.1	8.5	1.9	-
Australia	11.4	54.4	23.2	9.2	1.8	6.2



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Theme 4: The Granting of Records of School Achievement

The eligibility requirements for the RoSA are in alignment with NESA requirements relating to curriculum, school attendance and the completion of Year 10. Al Sadiq College uses the NESA (RoSA) requirements featured below to determine those students who qualify for the award of a RoSA.

A student must have:

- attended a government school, an accredited non-government school or a recognised school outside New South Wales;
- undertaken and completed courses of study that satisfy NESA's curriculum and
- assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA;
- Completed Year 10.

Mandatory Curriculum Requirements

Students are required to complete the following mandatory curriculum for the RoSA:

English	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board developed syllabuses are to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7-10 but preferably in Years 7 and or 8.
Technological and Applied Studies	The Board Developed Technology Mandatory syllabus to be studied in 200 hours in Years 7-8.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
PDHPE	The Board Developed mandatory 300-hour integrated syllabus In PDHPE to be studied in each of Years 7-10.

Students may study either 100 and/or 200-hour courses. All our Courses follow NESA syllabuses and will be awarded a Grade. An outline of these is found in the Year 10 (RoSA) Assessment and Reporting

Guidelines. Assessment grids are provided to Year 10 students in the Assessment handbook.

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Assessing student achievement entails the collection of information on student performance in relation to the objectives and outcomes of a course, thus allowing teachers to build up a profile in relation to the Course Performance Descriptors. Thus, students should be given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors.

Grading is the process of assigning a letter (A, B, C, D, E) or (A10, A9, B8, B7, C6, C5, D4, D3, E2) in Mathematics. The RoSA grading system is intended to describe the student's achievement at the end of each course in Stage 5. Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. The Grading criteria is established in the "Reporting Student Achievement" Policy Sections titled Stage 4 and 5 Reporting.

The Reporting of student achievement to both the parent and the student is an integral part of the communication process at Al Sadiq College. We also recognise both the State and Federal government requirements for student reporting. Regular revision of reporting methods and the implementation of policies and procedures that are designed to ensure that Al Sadiq College is meeting the changing needs of the community, state and federal governments, parents, and students.

The formal student report is designed to give feedback to the student and parent in plain language. The report displays both academic and "non-academic" or work and study habit information on the student. It shows how well the student is achieving, including a comparison with the student's cohort. Reporting student achievement is aligned to the Assessment that takes place. Assessment should, above all, assist students to understand their own achievement and progress. By evaluating student achievement, teachers develop in students the ability to think and reflect, create, adapt, analyse and make connections in their learning and above all, enjoy the process of learning. When students are involved in the development of assessment criteria, they also become empowered to meet the goals they establish for themselves.

Students need:

- A sense of shared ownership over their learning.
- To be evaluated on what they believe is quality work.
- To be involved in and to understand the marking rubric.
- To be clear about what is expected.
- To know that every student will be marked on the same criteria.
- Feedback after teacher evaluation of their work

College Attendance

Attendance is closely monitored, and students and parents are notified if there are any concerns. In the case where a student's attendance falls below 90%, they must demonstrate they have met the mandatory requirements for the ROSA and submit documentary evidence to substantiate the extended absence. The process of N determination warning letters are utilised in all cases.

Applying for a RoSA Credential for School Leavers

The College will make applications through Schools' Online for students who meet the criteria for the RoSA when they leave the College. Students will be informed if they do not qualify for the RoSA requirements and can access a RoSA transcript. In addition to students leaving school, transcripts for all students will be available in an electronic format for each student to download and print.

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N Award Determinations

An “N Award” or “N Determination” is a “Non-Completion” of course requirements and is applied when a student fails to meet the criteria for successful completion of a Stage 5 Course. These requirements are strictly monitored and both students and parents are notified if there are any specific concerns.

The guidelines for possible ‘N’ Determinations (from the ACE Manual) are included in the School publications Assessment Guidelines for Stage 4 Handbook, Assessment Guidelines for Stage 5 Handbook and Assessment Guidelines for Stage 6 Handbook. These are issued to students and parents at the commencement of the academic year. The guidelines are also referred to at the Parent/Student Information Evenings for students entering Stages 4 - 6 respectively.

Possible ‘N’ Determinations are monitored on an individual basis by the Academic Director and warnings are issued to students and parents prior to reaching this stage. The guidelines for ‘N’ Determinations as outlined in Section 8078 (for the Higher School Certificate) and Section 4029 (for the Year 10 students) of the Assessment Certification and Examination (ACE) Manual, are followed and recommendations of such determinations are made to the Principal. When an ‘N’ Determination is given, students are reminded of their right of review against the determination, firstly to the Principal, and then, if necessary, a subsequent appeal to NESA.



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Theme 5: Results of the Higher School Certificate

HIGHER SCHOOL CERTIFICATE RESULTS SUMMARY – 2024

41 Year 12 students attained the Higher School Certificate and went on to complete various studies at Universities, Colleges and TAFE.

The following table shows the Al Sadiq College HSC Results versus the NSW State means. Caution must be exercised when making comparisons with the State Mean, as many Year 12 classes entered a small cohort.

We wish all our students the best in their endeavours and look forward to hearing of their great future achievements and welcoming them back as alumnae to share their achievements with current students.

COURSE PERFORMANCE HIGHLIGHTS

English Extension 1 100% of students scored in the top two performance bands.

Mathematics Extension 1 100% of students scored in the top two performance bands.

Arabic Continuers 100% of students scored in the top three performance bands.

English Advanced 89% of students scored in the top three performance bands.

COURSE NAME (Number of students)	ASCEXAMINATION MEAN (%)	STATE EXAMINATION MEAN (%)	ASC - STATE 2022 VARIATION
Arabic Continuers (5)	76.76	80.67	-3.91
Biology (9)	62.27	73.89	-11.62
Business Services Exam (7)	59.54	74.33	-14.79
Business Studies (18)	55.03	73.45	-18.42
Chemistry (11)	50.29	74.33	-24.04
CAFS (29)	64.12	74.48	-10.36
English Advanced (9)	75.47	82.03	-6.56
English Extension I (1)	40.80	42.42	-1.62
English Standard (29)	67.28	71.40	-4.12
English Studies Exam (4)	55.85	57.04	-1.19
Food Technology (5)	63.20	72.94	-9.74
Industrial Technology (7)	64.00	70.77	-6.77
Legal Studies (7)	64.69	75.55	-10.86
Mathematics Advanced (7)	70.11	78.43	-8.32
Mathematics Extension 1 (2)	78.00	79.94	-1.94
Mathematics Standard (33)	54.22	71.63	-17.41
PDHPE (20)	65.39	74.03	-8.64
Physics 2 unit (4)	50.85	73.75	-22.90
Society and Culture (4)	56.80	77.01	-20.21
Studies of Religion II 2 unit (26)	57.31	77.45	-20.14
Visual Arts (7)	77.80	81.90	-4.10

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Theme 6: Professional Learning

The College remains committed to improving the quality of teaching and learning and student wellbeing. This commitment is manifested in the attendance of all staff to regular fortnightly meetings and Professional Development sessions. In addition to this, the College is committed to facilitating the participation of all staff in a range of Professional Development opportunities.

In 2024, the College engaged the services of the AIS NSW to embark on a whole school improvement plan. This program sees members of the executive undergoing a deep dive into a diverse range of contextual data on teaching and learning, student wellbeing and demographic aspects while being guided by experts from the AIS NSW School Improvement Services. This training has facilitated Executive Staff to lead all staff as they engage in the school improvement process.

The College is a member of the AISNSW Teaching Schools Hubs Program and currently employs six Trainee Teachers from Australian Catholic University, Western Sydney University, University of Technology and University of New South Wales. Regular professional learning is organised through the Schools Hub initiative for all trainee and mentor teachers.

On-site and/or online Professional Development Sessions included:

- Child Protection
- Proficient Teacher Accreditation
- Maintenance Accreditation
- High Impact Teaching Strategies and explicit teaching
- Senior School Faculty Planning for New Syllabuses
- Senior School Faculty Improvement Planning
- School data-base (TASS) Teacher Development
- New Staff Induction
- HSC RAP DATA
- Click View Training
- Education Perfect Training (external provider)
- Senior School Student classroom behaviour management (Director Wellbeing)
- Differentiation and student specific learning needs (external provider)
- All staff First Aid Certificate (external provider)
- Junior School Professional Learning – Areas of reading acquisition (ie Initialit)

Professional Development Sessions in the High School Provided by External Providers Included:

Psychology behind student behaviour and wellbeing (Approaching varied needs)	Quantum Physc
VET Compliance	AIS NSW
Optimal School Excellence	Dr Stephen Codrington
Becoming Accredited at Experienced Teacher 2024	AIS NSW
Preparation for Implementation of Stage 6 English	ETA NSW
HSC English Paper 2	ETA NSW
School Improvement Effective Schools	AIS NSW

Professional Development Sessions in the Junior School Provided by External Providers Included:

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2024 Professional Development – K-6 and Learning Support

COURSE NAME	COURSE PROVIDER/ OUTCOMES
Initialit Training	MULTILIT
Supporting Students with Challenging Behaviour Modules 1 - 5	AISNSW
Teaching School Learning Forum: Nurturing Excellence in Education	AISNSW
Being an Effective Mentor – AISNSW Teaching School Hubs	AISNSW
Mathematics K-2 Resource Hub	AISNSW
Mathematics 3-6 Resource Hub	AISNSW
English K-2 Resource Hub	AISNSW
English 3-6 Resource Hub	AISNSW



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Theme 7: Workforce Composition

Category	No
Teaching Staff	70
Full-time equivalent teaching staff (FTE)	60.8
Non-teaching Staff	49
Full-time equivalent non-teaching staff (FTE)	29.5

Teachers employed at Al Sadiq College must satisfy NESA and ACARA requirements concerning their training and qualifications.

Teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum subjects are defined in the following two categories:

Category	No
i. Teachers having teacher education qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	70
ii. Teachers having a bachelor's degree from a higher education institution within Australia or recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

The total teacher numbers is also available on the My School website via this link: <http://www.myschool.edu.au>.

In 2024, no staff members of an indigenous background were employed.



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Theme 8: Senior Secondary Outcomes

Staff in the Senior School continue to work towards improved student learning outcomes. The focus for 2024 was student discipline, application to their studies, the practise of explicit instruction by all teachers in all classrooms and a strengthened and proactive approach to student wellbeing.

Students in each year cohort engaged in Elevate Study Skills sessions to build their skills in organisation, preparation for examinations and mastery of skills. Feedback from students indicated that the majority of students found these sessions valuable.

Heads of Faculty and teachers reviewed and analysed the 2023 HSC data. There are some limited areas of improved outcomes and students achieving their tertiary goals. Despite this, the College continues on its path to improved HSC outcomes.

The Years 9 and 10 Work Experience Programmes continued to be a success in supporting students to consider their career goals at this crucial stage of their school journey. As a community College, this aspect of the program remains a prime opportunity to engage the wider community in the learning program for students. This is particularly supportive for students as they make their subject choices for Stage 6 and for a minority, the decision to transition from school to apprenticeships and TAFE studies.

2024 saw a focus in external testing. Students in Years 7 to 10 participated in the ICAS testing across English, Mathematics and Science as well as the Australian Mathematics Trust. The results provided reinforcement of areas of strength and benchmarking of higher achieving students in these cohorts. We continue to work towards the elevation of student outcomes through the streaming of classes in English, Mathematics, Science, Arabic and History and a challenging assessment program. The Progressive Achievement Tests in Reading and Numeracy continue to be used for benchmarking and an annual measure of growth for all students.

The College continues on its journey to integrate explicit teaching methods across all disciplines. Assessment and behavioural data indicate that this pedagogy remains the most effective for student achievement at the College. Teacher shortages across a number of KLA's and retaining teachers continues to be a challenge. The College continues in its quest to build staff capacity in certain KLA's.

The Co-curricular and Wellbeing Programs provided a strong platform for student wellbeing in 2024. With a strategic mix of traditional pursuits including debating, Music and Mock Trial and the more contemporary activities, including gardening, drawing, Qur'an reading and film appreciation, our students have enjoyed the opportunity to develop their talents and interests in a relaxed and supportive Co-curricular Program. The Wellbeing Program, now in its third year and underpinned by the Tarbiyah, continued to serve as the framework for student moral and emotional development and wellbeing.

Students participated in a wide range of incursions and excursions to enhance their learning and socio-emotional wellbeing.

These included visits to the following venues:

- Justice Museum
- Parliament of NSW
- Kurnell
- Museum of Disease
- District Court
- Various university careers days
- Biology Excursion (Coastal Studies)
- Taronga Zoo
- Living History
- Luna Park
- Shakespeare theatre
- Jewish Museum
- Riverwood Community Aged Service
- PDHPE Excursion (Performance Measure)



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Theme 9: Student Attendance and Management of Non-Attendance

Please refer to the My School website for the school attendance rate: <http://www.myschool.edu.au>

Year Level	2017 Attendance Rate (%)	2018 Attendance Rate (%)	2019 Attendance Rate (%)	2020 Attendance Rate (%)	2021 Attendance Rate (%)	2022 Attendance Rate (%)	2023 Attendance Rate (%)	2024 Attendance Rate (%)
Kindergarten	91.22	87.98	89.67	87.84	92.08	85.56	89.30	97.81
Year 1	90.04	91.31	89.50	88.88	88.28	87.96	89.51	97.88
Year 2	88.67	89.35	89.80	89.50	87.11	84.83	91.70	97.8
Year 3	90.31	91.60	91.39	91.20	86.49	85.39	88.55	98.01
Year 4	87.13	88.38	89.33	88.45	90.28	85.19	91.51	97.98
Year 5	86.73	89.30	90.73	88.16	86.05	85.46	88.54	98.52
Year 6	85.98	85.66	89.33	89.77	86.51	82.07	90.74	98.12
Year 7	81.65	84.51	88.22	85.93	80.15	82.03	85.68	97.51
Year 8	81.78	78.20	86.61	84.06	78.41	80.3	84.95	96.17
Year 9	78.11	82.19	82.35	80.48	77.55	76.7	85.22	96.08
Year 10	74.02	77.50	83.85	72.42	74.14	75.37	84.19	95.38
Year 11	73.23	83.87	86.74	81.37	75.67	82.08	81.25	96.17
Year 12	79.94	85.96	91.60	86.09	77.93	72.3	79.68	94.04
AVERAGE ATTENDANCE	83.75	85.83	88.39	85.70	83.13	81.94%	83.5%	97.04%

- When compared with an average of 2022, the average attendance rate in 2024 increased by 15.1%

Management of Non-Attendance

Regular attendance at school is vital in achieving the best possible learning outcomes. Al Sadiq College has developed the Student Attendance Policy and Guidelines to provide the systems and processes to manage non-attendance.

Student Attendance (Usual Procedures)

Procedure (Secondary School - Greenacre) – Years 7 to 12

- Rolls are marked at morning Home Room electronically which are automatically placed in the TASS database.
- Teachers in the Senior School mark the roll electronically at the beginning of each period on the school's system; TASS.
- Students arriving late should report to the office to receive a "Late Slip" – to be presented to class teachers upon arrival in class. The office staff should update the class roll in regard to late arrivals.
- If a student is absent without explanation, by the end of Period 1 on any day the College Office Staff will send a text message by 10.00am to a parent/guardian to identify the reason for the absence.



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- This is followed up with a signed note from the parent/guardian upon the student's return to College which is given to the Homeroom Teacher or the Administration Office.
- The signed note is kept with the student's individual file. Administration staff enter the explanation on the College TASS data base.
- Absences (and reason for absence) are recorded each day electronically and backed up electronically using the College IT backup system.
- If a student has an unsatisfactory attendance record, the Head of House organises an interview with the parent/guardian to discuss the situation. Unsatisfactory attendance is normally seen as missing more than 10% of expected College time, per term. A letter is sent home prior to the interview as a form of notification and record.
- It is the practice of the College Administration Staff to contact the parents of a child on the third day of consecutive absence from College.
- If a child is unwell, depending on the circumstances, the Head of House may arrange for work to be sent home.
- The College is vigilant in monitoring student attendance to ensure they reach the College's minimum attendance requirement of at least 90% of the scheduled course hours. As students are reaching the critical point of not meeting the requirement of the minimum course hours, parents are notified either by telephone or in writing. Arrangements are made for the parents to meet with the Director of Wellbeing to discuss the serious nature of a student's absence. Mention is made of the legal requirement of parents to make every effort for the child to attend school, that there is a potential of a fine for unjustified reason for the absence, as well as the possible need for the child to repeat the academic school year. Records are maintained on student files. Theme 10: Retention of Year 10 To Year 12 for 2024

Year 10 - 2024

- 86 students began Year 10 2024.
- 17 students left throughout the year to take up a TAFE course or move to another school.
- 1 enrolment was accepted throughout the year

Year 11 - 2024

- 43 students began Year 11 2024.
- 0 enrolments were accepted throughout the year.
- 8 students left by the end of Year 11 2024 to take up a TAFE Course.

Year 12 - 2024

- 52 students began Year 12 2024.
- 2 left the school.



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Theme 11: Post School Destinations

At the completion of 2024, 41 students attained an HSC and went on to complete various studies at Universities, Colleges and TAFE.

Student Wellbeing and Pastoral Care

- Continue to embed a positive behaviour management approach for students from K-12, with a special focus on incorporating Restorative Justice principles.
- Incorporate the Islamic concept of Tarbiyah into wellbeing programs and the development/implementation of a Year 7 – 12 gender specific wellbeing program (Brothers and Sisters of Light), with ongoing in- service for staff.
- Continue to develop Islamic themes through Prayer, Assemblies and Homeroom
- Provide support for the College Chaplain to enable their work in the care and guidance of students and their families.
- Implementing restorative practices in dealing with behaviour issues.





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Theme 12: Enrolment Policies and Characteristics of Student

Enrolment Policy

Al Sadiq College is a fully comprehensive co-educational K-12 College, providing high quality, holistic education for the Muslim Alawite families of the Sydney region. The College's ethos and programs are underpinned by Islamic values and the College operates within the policies of the NSW Educational Standards Authority (NESA).

All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos of the College, siblings already attending the School, and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain their enrolment. Students must be from the Muslim Alawite Community to be enrolled at the College.

Al Sadiq College has high expectations of staff, parents and students. Students are expected to behave in a manner that brings honour to the College and to be involved in and supportive of the College's life and ethos. Parents are expected to support the College by supporting the College philosophy and ethos, upholding College policies by adhering to them and supporting them and the decisions made by the College's staff. Support from parents is expected in areas such as uniform, discipline, paying College fees and committing themselves to being involved in College community events and interviews with teachers.

The Conditions of Enrolment are on the College website and are provided to parents as part of the Enrolment Package.

We adhere to the principles of the Privacy Act (1988) and the various Federal Anti-Discrimination Acts.

Students Leaving the School (Except Non-Compulsory Schooling Age)

Written confirmation of a student leaving the School is sought from parents. If the student is of the age range for compulsory schooling, the future school of attendance is sought. If not forthcoming, the Enrolments Officer (or delegate) will inform the Principal (or delegate), who will ensure that the Home School Liaison Officer at the local Department of Education is informed within 7 days of the Principal (or delegate) being notified.

The College has protocols for the induction of all students where they are assigned a student buddy and a House Tutor (Secondary) as a mentor. All new students are introduced to their respective Head of House. The induction process includes contact with parents and students to ensure the initial settling in period is sound and stable.

Enrolment Process

The following process is intended to clarify and define the expectations of key Administrative Staff in the enrolment process.

Parents enquiring about enrolment at Al Sadiq College are given the following information pack and contact details from the Enrolments Officer or Student Services Office:

- Application for Enrolment
- 2024 Fees Schedule Information
- Direct Debit Form
- Bus form (where necessary)
- Uniform Purchase Order
- BYOD Information and order form
- Canteen Information
- MCEEDYA Form
- Student Medical Form

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- For a General Inquiry (yet to submit an Application for Enrolment Form), the Enrolments Officer will:
 - a) Discuss all potential enrolments with prospective parents;
 - b) Send them the appropriate documentation, and,
 - c) Invite them to attend an interview with the Principal (or delegate)
 - d) Prospective parents should complete the form 'Application for Enrolment' and submit this form with the required documents.
- 1. An Application for Admission form is completed for each child. A copy of the child's last two years' school and NAPLAN Reports, child's birth certificate and immunisation record should accompany the application.
- 2. Upon registration being confirmed, the Enrolments' Officer will enter all appropriate data into the student management database, in preparation for a potential enrolment. (It is important to note that the completion of an interview does not guarantee a place at the College. Places are offered subject to the outcome of an interview with the Principal (or delegate).
- 3. Following receipt of an Application Form, an Interview with the Principal (or delegate) and tour of the College campus:
 - a) An interview is arranged with parents and child, and the Principal (or delegate).
 - b) At the interview with the Principal, parents should accurately represent the needs of their child as evidenced through previous Schooling, assessments, and observations to obtain an accurate understanding of the child's learning profile, academic and social development.
 - c) The Principal (or delegate) takes interview notes and makes a recommendation in respect to enrolment.
 - d) The Principal will verbally confirm the status of any offer to parents; the Enrolments Officer or Student Services Office is informed, and a letter is sent to the parents.
- 4. Parents accept the offer of a place by returning to the College and make a non-refundable Enrolment Fee of \$300 for each child is required to be paid at this time. Please note that despite the Letter of Offer being sent, the enrolment is not confirmed until the Enrolment Fee is received by the College.
- 5. The College Office maintains the file until the offer of enrolment is accepted or declined. It should be noted that the offer of enrolment is for a period of 14 days. If no response is received from a prospective family within this timeframe, the College Registrar will contact the family to ascertain their intentions regarding the offer of enrolment.
- 6. If an offer of enrolment is confirmed, the College Office should be informed so that the Enrolment Fee may be collected. Following the receipt of all required monies the file is to be completed, provided to the Registrar for the purposes of timetabling, and then stored in the files within the Administration area for access at a later date.
- 7. Following acceptance of an offer, the following information should be recorded on the College's electronic student management database:
 - a) Student's legal name, place of residence and date of birth
 - b) Details of any legal provisions for care, welfare, and development of the student
 - c) Country of residence of student, and if applicable, the right to reside in Australia
 - d) Contact information to be used in an emergency
 - e) Details of any disability
 - f) Any ongoing medical conditions (if any condition exists that impedes a student's progress or maybe pertinent to safety, an action plan is to be developed with relevant personnel).
 - g) Full family details.

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8. If an offer of enrolment is not accepted, this should be diarised in the file and the file archived for reference.
9. When students transfer from another school an email is sent to the previous school once they have commenced at Al Sadiq College.
10. A Kindergarten Parent Information morning is held.
11. Kindergarten Orientation Program is undertaken over several sessions either Terms 3 or 4 of the year preceding entry.
12. Year 7 Parent Information Evening is held. The Year 7 Student Orientation Program is held in Term 1 of Year 7.

Enrolment Fee

For families enrolling at the College, an enrolment fee is to be paid at the time of enrolment. The enrolment fee is \$300 per child and is non-refundable.

Building Fund

Future development of the College will rely to a considerable extent on money raised through the Building Fund. Additional payments to the Building Fund are tax deductible and invoices will be issued.

Characteristics of the Student Body

In 2024, there were 796 students in Kindergarten to Year 12. All students come from the local Muslim Alawite Community and a large number of families speak English as their second language.

A number of students have special needs and we seek funding to assist them each year.



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Theme 13: School Policies

Complaints and Grievances

1. Student Welfare / Pastoral Care
2. Anti-Bullying
3. Student Accountability
4. Reporting Complaints and Resolving Grievances

1. Student Welfare/ Wellbeing (Pastoral Care) Policies

The College seeks to provide a safe, challenging, and supportive environment which:

- Minimises the risk of harm and ensures students feel secure.
- Supports the spiritual, intellectual, physical, social, and emotional development of students.
- Provides pastoral care procedures and wellbeing programs that develop a sense of self- worth, independence, interdependence, and personal development.

Policy locations

- Child Protection Policy: College Website, Staff Handbook and College Intranet
- Harassment: Staff Handbook and College Intranet
- Pastoral Care - Anti Bullying: Staff Handbook, College Intranet, Staff and Student Planners
- Staff Code of Conduct: Staff Handbook & College Intranet

2. Anti-Bullying

The College has a “zero-tolerance approach” to any form of bullying.

Bullying and Harassment constitute any form(s) of behaviour that are unsolicited, intimidating, unwelcome, uninvited, and unreciprocated, which may cause offence or distress to a person. Harassment may occur between individuals such as staff members of any position, students, visitors, or contractors at the workplace. This includes conduct which occurs in the workplace or connection with work, for example, at a College function during or outside of work hours.

Bullying and Harassment include discrimination, sexual harassment or behaviours that are considered offensive, belittling, or threatening by any person. It may be a verbal, non-verbal, physical act or online cyberbullying which repeatedly causes the person to feel offended, humiliated, or intimidated and which will also create an intimidating, hostile or offensive environment.

Policy locations:

- Child Protection Policy: College Website; Staff Handbook
- Bullying and Harassment: College Website; Staff Handbook

3. Discipline (College Student Accountability and Behaviour Guidelines and Principles)

Students are required to support the ethos of the College, to abide by the College's rules and expectations, and to follow the directions of teachers and other College staff with authority delegated by the College.



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Where disciplinary action is required, sanctions (if and when applied) vary according to the nature of the breach of the College's Accountability Model and the student's prior behaviour record. Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against a student, including suspension, expulsion, or exclusion follows processes based on ethical decision-making and procedural fairness.

Policy locations:

Either the full or abbreviated text of the College's Student Accountability Guidelines and associated procedures is provided to all members of the College Community through an appropriate channel:

- College website
- Parent Handbook
- Student Diary
- Staff Handbook
- College Intranet

4. Reporting Complaints and Resolving Grievances

The College's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, students and/or staff. These processes incorporate, as appropriate, principles of ethical decision-making, the right of appeal and procedural fairness.

Policy locations:

The full text (and/or summary) of the College's Reporting Complaints and Resolving Grievances policy:

- College Website
- Staff Handbook
- Policy available at the College Office
- College Intranet

The College strongly encourages parents to attend the various Parent Information Evenings and Parent Consultative Group meetings as a means of staying informed and voicing opinions. There will always be occasions when parents need to contact the College on an individual basis.

In the case of Junior School matters, contact should commence with the class teacher in the first instance, followed by the relevant Head of Campus pertaining to all welfare, wellbeing and organisational matters and the Head of Junior School regarding all curriculum or unresolved concerns.

For Senior School matters, communication begins with the student's class teacher, followed by the Head of Faculty or Head of House and followed by Director of Welfare/ Head of Senior School.

Formal Parental Concerns

In the Junior School, parents are encouraged to make contact in person, by email or by phone, with the relevant Head of Campus. If the issue is not resolved, then the Head of Junior School should be notified. In the Senior school, parents are encouraged to make contact with the Director of Welfare.

If parents have a specific concern about a member of staff or another matter, which having gone through the proper channels and the matter remains unresolved, they may refer the matter to the Head of Senior School or Head of Junior School and then the Principal. In certain cases, parents are requested to put the concern in writing.

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The College Board may respond to issues after the following steps have been taken but generally doesn't involve itself with operational matters:

- The parent/s have raised their concerns through the correct channels, and with the appropriate staff member(s).
- The parent/s have discussed the matter with the relevant executive who has been given a reasonable opportunity to respond to the concern(s), and it remains unresolved; and,
- The relevant executive has been formally advised that the parent/s intend to take the issues to the College Board; and,
- Parent/s formally advise the Chairman of the College Board in writing of their concern.

These policies are published in full in the Staff Handbook, which is available on the College's intranet. A copy of the "Grievance and Complaints" Policy can be obtained from the College upon request to the Principal (or delegate) and/or on the College's website. The policies are continually updated as required.





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Theme 14: School-Determined Improvement Targets

Building upon the improvement initiatives of the previous year, including a review of the College's operational procedures, implementation of restorative justice principles through the student welfare program and the Building Learning Power framework that underpins all teaching and learning across K to 12, the following initiatives ensued from 2022-2024.

- School Improvement Plan for improving student literacy outcomes (ongoing)
- School Improvement Plan for student wellbeing through engagement (ongoing)

This has been an ongoing process throughout 2024 and will continue into 2025. The improvement strategies have continued from the analysis of whole-school data, including student academic monitoring and tracking, NAPLAN, HSC Results, Progressive Achievement Tests, ICAS Competition Results, attendance and student welfare data. Each of the improvement plans engage consultants from the Association of Independent Schools to work alongside key members of the College Leadership Team and other teachers for the term of the projects.

The following initiatives have been put in place to support and facilitate the success of the stated improvement plans.

Leadership

- The appointment of four Heads of House. This was reviewed again in 2024 and it was determined that it's been effective and made an improvement in student welfare and behaviour.

School Improvement Plan for improving student literacy outcomes (all below ongoing in 2025)

- Use of explicit instruction as the foremost teaching strategy across K to 12 courses. Staff continued to receive professional development on this mode of pedagogy. This will continue in 2025.
- Graded classes from Years 1 to 10 across KLA's was implemented in 2025.
- Tier 2 learning support groups K to 10 in both Literacy and Numeracy.
- Development of teacher knowledge and practice of explicit instruction in the learning areas. This was modelled and reviewed throughout 2024 and will continue in 2025.
- Ongoing use of whole-school internal and standardised external data for identification, monitoring and tracking of student progress in literacy and other learning areas
- Analysis and review of allocation of learning support staff resourcing to students identified as NCCD. This was refined in 2024 with the introduction of Tier 2 groupings and will be monitored in 2025.
- Development of teacher knowledge and practice in meeting the diverse learning needs of all students through differentiated teaching and learning programs and assessment. This was reinforced in 2024 with presentations at staff meetings and will be monitored in 2025.

School Improvement Plan for student wellbeing through engagement (Below ongoing review in 2025)

- Implementation of the restorative justice framework for management of student behavioural issues. This was monitored for its effectiveness and found that it has brought about improvements in student behaviour but will be monitored and reviewed in 2025.
- Implementation of the Wellbeing Program that aligns with the College's Muslim Faith and Tarbiyah values. This has made a difference and will be monitored and reviewed in 2025.



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- Implementation of a vertical pastoral structure, based around a strong House system that incorporates Islamic faith and values. This includes House competitions and an awards system. This was reviewed in 2024 and found to be making inroads in changing student behaviour and providing an advocate for the students under each Head of House's care.
- The Co-curricular Program for students in Years 7 to 11 was extended to diversify the students' skills including elite sports training. This was reviewed in 2024 and there is a need to join HICES.
- The Senior Studies Programs for students of Year 12 only. It was reviewed in 2024 but feel it still isn't effective. It will be monitored in 2025.
- Curriculum initiatives with the gradual removal of TVET courses and the implementation of the Elite Sports Program. After a review, the TVET courses were removed, the PASS Programme has been reduced and the Elite Sports Programme is still in its infancy and will be monitored and reviewed for a number of years.

Student Welfare and Pastoral Care (all below ongoing review in 2025)

- Continue to embed a positive behaviour management approach for students from K-12, with an ongoing focus of Restorative Justice principles.
- The Tarbiyah Programme was embedded into the College welfare program and the development of a Year 7 – 12 gender specific wellbeing program (Brothers and Sisters of Light), with ongoing in-service for staff.
- Continue to develop Islamic themes through Prayer, assemblies and Homeroom.
- Introduced a Religious Counsellor in Term 4 for students with serious behavioural issues. This will be monitored throughout 2025.

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Theme 15: Initiatives Promoting Respect and Responsibility

Al Sadiq College seeks to affirm all students, and for them to recognise that they are valued, and an integral part of the Al Sadiq College Community. All members of the College community are encouraged to respect others, their interests, and their property; and to provide care and support where appropriate.

The College works with staff and students to develop an understanding that values based on respect and responsibility underlie the ethos and day-to-day operations of the College. The College is proactive in promoting anti-bullying programs, including cyber-bullying.

The **Al Sadiq College Wellbeing Program** seeks to create healthy attitudes towards learning, whilst promoting mutual respect and responsibility. The College places a high value on student wellbeing and its importance in creating the attitude and approach needed for learning. A key factor in the design and implementation of all programs and approaches to wellbeing is the centrality of faith and the dual cultures of Australia and the Arabic world.

The promotion of Respect and Responsibility has also been highlighted by drawing staff and student attention to "**Tarbiyah**", an Arabic word referring to the nurturing, growth, and upbringing of a human being. Through this Islamic context, Tarbiyah refers to the ongoing development and practises of a young person's spiritual, intellectual, ethical, and moral purpose. At the College, the foundations of Tarbiyah aim to encourage students to be respectful and thoughtful Australian Islamic citizens.

Tarbiyah themes are incorporated into the Wellbeing Program, which are taught and revised weekly. In conjunction with the wellbeing materials, the House Tutors (Home Room) dedicate a portion of their lessons to discuss references from Islamic Hadith, and to religious sayings and direct quotes from the Holy Quran to demonstrate to students that the overall wellbeing of an individual is also at the heart of their faith.

Across K to 6, students were explicitly taught and encouraged to show respect to self, others and to school; and in the Senior School, resilience was a part of the wellbeing program during Home Room Group lessons.

A range of activities were provided in order to promote service, empathy, resilience and team building.

- Year 7 Outdoor educational experience – team building and bonding at the Collaroy Centre.
- K – 12 acknowledged and participated in a range of activities for RUOK Day?
- Year 5 – 9 Selected students participated and fundraised for Kids' Cancer Projects.
- Years 4 – 12 participated in a police incursion to promote the importance of being cyber safe.
- K – 12 ANZAC Day & Remembrance Day Ceremony
- The K – 6 co-curricular clubs focussed on team building and fostering a sense of respect and responsibility.
- K - 12 House activities.
- Visitations to nursing homes to build empathy and provide service to the elderly in our local community.

The purpose of these initiatives was to ensure students continue to develop their ability to demonstrate acts of respect and responsibility as well as being grateful and empathetic to the less fortunate.

The Year 12 and Year 6 student Office Bearers continued to lead assemblies. They represented the College at several official functions, religious events, including transition and Orientation Day.



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Theme 16: Parent, Student and Teacher Satisfaction

Parents are welcomed to support the College through participation in a range of activities, for example K-6 Book Character Parade, Grandparents' Day, fundraising events, for example Book Fair; and important religious festivals such as Eid celebrations and Ramadan and Iftar gatherings. The College Parents and Friends Association, organise and run both the Mother's and Father's Day Stalls.

Parent / Teacher Evenings for 2024 were conducted in person from years Kindergarten to Year 12 to discuss student progress and follow up phone calls were conducted as needed to ensure open communication. These events were well attended; an indicator of parent engagement with and satisfaction with the College.

Incoming Kindergarten Orientation was held in November at the College for Parents and pupils. Kindergarten, Year 6 and Year 12 Graduations; and the end of year Award Presentation Ceremonies were held.

Year 4 and Year 7 2024 were involved in Orientation / Transition Day at the College in 2024.

Communication with parents continued with the College Newsletter, and text messages to parent mobile phones and the use of TASS, Dojo, Facebook and Instagram for upcoming important dates as a mechanism to keep parents informed of student achievements or activities. The College provided a text message service to parents alerting them if their child was absent from the College. The College 'Class Dojo' provided another avenue for more "instant" communication with parents and the wider community. There are a number of parents for whom English is their second language and therefore important messages are translated in Arabic to assist the clarity of information for parents.

The open-door policy of the College Executive Team, ensured Staff had the necessary access to share any concerns. The Islamic Ethos of the College was reinforced at all times during meetings with prayers and reflections offered by various members of the College Executive Team, focusing on the College's Islamic foundations and its mission and purposes. Staff members were encouraged to participate in collaboration and professional sharing during regular staff meetings.

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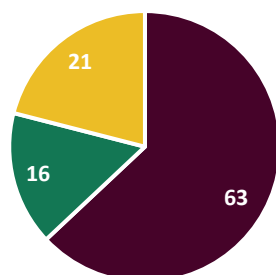
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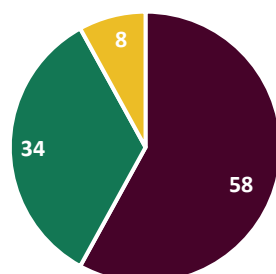
Theme 17: Summary Financial Information

2024 Recurrent & Capital Income	\$	%
Commonwealth Recurrent Grant	12,694,174	63%
State Recurrent Grant	3,296,931	16%
Tuition Fees & Other Income	4,281,755	21%
Capital Income	0	0%
Total	20,272,860	100%



- Commonwealth Recurrent Grant: 63%
- State Recurrent Grant: 16%
- Tuition Fees & Other Income: 17%

2024 Recurrent & Capital Expenditure	\$	%
Staff Costs	11,141,476	58%
Operating, Admin & Other Costs	6,437,955	34%
Capital Expenditure	1,570,343	8%
Total	19,149,774	100%



- Staff Costs: 58%
- Operating, Admin & Other Costs: 34%
- Capital Expenditure: 8%