



AL SADIQ
COLLEGE

ANNUAL REPORT 2025





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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 College 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 in 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 Principal and the Executive Team.

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, the Association of Heads of Independent Schools Australia (AHISA), and the Junior Heads of Independent Schools Association Australia (IPSHAA). In sport the College is a member of South Western Independent Schools Sports Association where our students compete in a variety of sports from Years 4 to 12. 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 Qur'an during formal Religion lessons, Friday Prayer 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.

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 Chairman of Al Sadiq College (ASC), it gives me great pleasure to reflect on the achievements, growth and progress of our College throughout 2025. Founded by the Muslim Alawite Community, ASC continues to remain steadfast in its mission to provide high-quality education within a safe, caring and nurturing environment grounded in faith, values and academic excellence.

On behalf of the College Board, I congratulate our students on their many achievements throughout the year. Their academic progress, personal growth and commitment to excellence continue to make our community proud. I also extend my sincere appreciation to our parents and families for the trust they place in Al Sadiq College in entrusting us with the education and wellbeing of their children.

Academic improvement remained a key priority throughout 2025, and we are greatly encouraged by the continued progress achieved across the College. Our NAPLAN results showed ongoing improvement in both literacy and numeracy, while our HSC outcomes were particularly pleasing, with students achieving ATARs in the eighties and nineties. We were especially proud of one student being ranked 5th in the state for Arabic 2 Unit, together with eight listings on the Distinguished Achievers List. In the Junior School, the Year 6 enrichment programme in English, Mathematics and Science continued to gather strong momentum.

These achievements reflect the dedication and professionalism of our Principal, Mr John Rekouniotis, his Executive Team, and all teaching and support staff. Under Mr Rekouniotis' leadership, additional staff were appointed during the year to broaden curriculum diversity and further enrich student learning opportunities. The introduction of specialist Music and PDHPE teachers for Years K to 6 has already had a positive impact on student engagement and development.

At the heart of our College remains a deep devotion to faith, inspired by the teachings of the Prophet PBUH and the principles of the Jaafari tradition. Our Tarbiyah Programme, together with our Arabic Culture curriculum, continues to nurture the character, identity and values of our students and strengthen their connection to the Muslim Alawite Community.

Our membership with the Head of Independent Co-educational Schools Association (HICES) continued to provide valuable opportunities for our students through the introduction of the Duke of Edinburgh's Award Scheme, expanded debating and public speaking programmes, and participation in Gifted and Talented Camps. These initiatives have enriched student learning and leadership development beyond the classroom.

In 2025, ASC was also welcomed into the South West Independent Schools' Sports Association (SWISSA), enabling students from Years 4 to 12 to compete across a variety of sports. This important milestone led to the introduction of the Elite Sports Programme, which has already fostered school spirit, teamwork and pride across the College community.

From a governance and infrastructure perspective, 2025 was a landmark year for ASC. The College Board and Executive Team worked diligently to secure Council approval for the new Junior School site at Chester Hill, which represents a major step forward in the College's long-term vision and future expansion plans. Our goal remains to have the site operational by mid 2027, insha' Allah.

At the Greenacre Campus, numerous improvements and renovations were completed throughout the year, including the establishment of new faculty centres, the creation of additional playground spaces for boys and girls, and the modernisation of the College Library. We also sincerely acknowledge the valuable contributions of the Parents and Friends' Association, whose fundraising efforts supported the purchase of new play equipment for the Chester Hill campus.

Looking ahead, the strong foundations established during 2025 will continue to drive academic growth and whole-school

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improvement in 2026 and beyond. Literacy and numeracy will remain central priorities, alongside continued investment in curriculum enrichment, student wellbeing and College facilities. In 2026, renovation works will commence at Chester Hill in preparation for the opening mid 2027, while two additional science laboratories will be constructed at the Greenacre Campus, increasing the total number from two to four.

Finally, I extend my sincere thanks to all members of the College Board and its sub-committees for their ongoing voluntary service, commitment and support of the College's mission and future direction.

Thank you once again for your continued trust and support of Al Sadiq College.

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, in the area of finance the role of Finance Manager was redefined with specific areas of accountability and additional staff were employed in Accounts Receivable/Accounts Payable. The School has transitioned this role to have a greater emphasis on financial monitoring, projections and meeting requirements within the various regulatory authorities. The roles of Administration Staff continued to be reviewed specifically within students services and events to create greater efficiencies and to provide improved service and support to both parents, staff, the Muslim Alawite and broader local Community.

At Greenacre Campus, the refurbishment of facilities has continued with some additional offices for Executive Staff and faculty centred staffrooms have been created across the school to accommodate the growth in personnel. The Library was refurbished to provide natural light into the space to create a more conducive learning environment and the Visual Arts facilities were expanded providing a large open workshop space which connects with the second workshop, when required. The Music Room was relocated and refurbished providing a larger space and adjacent to this room is an incorporated recording studio. These areas have decentralised staff and student facilities across the Greenacre Campus and at the same time accommodating staff needs for specialist working spaces. A designated Conference Room space has been set aside due to re-purposing existing spaces for special occasions or small group presentations for professional development or for special occasions or visitations from esteemed guests. These changes to physical resources has led to an enhanced learning environment for our students and work spaces for our staff.

The co-curricular programme continues to expand due to our involvement with the Heads of Independent Co-Educational Schools' Association (HICES) and the Association of Heads of Independent Schools' Association (AHISA). Our students have had some success in Public Speaking, Debating, Mathematics Challenge, Sustainability Programmes and Writing Camps. These activities certainly have enriched our students learning broadly and enhanced their prospects for future growth and success. The Duke of Edinburgh Awards Scheme was introduced and our first cohort of students attained their Bronze Award and will progress in 2026 to undertake training for the Silver Award. This activity was enormously challenging for our students and they enjoyed the character building. The Elite Sports Programme has continued to grow and quality coaches were secured to train our students for the SWISSA Sporting Competition and the students' skill level has gradually improved, enabling our students to be competitive against the more established schools. Competitive sport has brought about a change in school spirit within the College and this has been a noticeable positive outcome.

The Tarbiyah Programme across the Senior School has evolved and become a flexible programme that addressed a number of issues that arose from time to time and allowed the pastoral team to redirect the students in a respectful and holistic way, that led to students taking responsibility for their actions and instilled reflection and maturity. The role of the Sheikh in providing spiritual guidance throughout the year had a significant impact upon the school's culture. His intervention and ability to articulate the Muslim Alawite Faith and the values to the whole school community brought about a positive direction in developing a clear understanding of the importance of faith and how it impacts the life of our students and in turn the school environment. Conducting Friday Prayer by a Sheikh added to the growth of spiritual understanding and the significance of prayer and established a respectful reverence during this scheduled time. The Sheikh's presence at school has been a blessing and provided the additional pastoral support that was required.

The curriculum initiatives (streaming) that were introduced across the school in 2024 were monitored in 2025 with some adjustments which led to improvements in literacy and numeracy outcomes. NAPLAN results improved in all stages but in particular stage 5, with a slight drop in numeracy in stage 2. The changes made in providing additional assistance to Year 12 with their studies, had a wonderful outcome for our students. The results ranked our school for the first time amongst notable schools and our students achieved some outstanding results in the areas of English, Mathematics, Business Studies, Legal and Arabic. The ATAR attainments were creditable and students matriculated to university or a

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trade. This was a pleasing outcome and a credit to the students for their diligence and to their teachers who provided ongoing support and guidance.

Enrolments are steady and Al Sadiq College remains as the school of first choice for the Muslim Alawite Community. After procuring the Chester Hill Junior School Campus the Board and Management worked tirelessly in attaining the DA from Council and commenced planning for the refurbishment of the site.

There has been a slight improvement in the procurement of teaching staff but there is still a shortage in specialist areas like Mathematics, Science and TAS across most schools in New South Wales. The school sponsored a number of overseas teachers to fill vacancies. Retaining teachers is an ongoing challenge for all schools and Al Sadiq College is not immune to the shortage across the KLA's. The Schools' Hub partnership continued to provide opportunities for ASC to attract staff. Explicit Teaching was our main focus in the classroom across all KLA's and less dependence on technology. This change has been a challenge for both staff and students but it has enabled students to be more focussed on the teacher delivery of content, skills and participation. There is evidence that the academic results are continuing to improve and will be monitored in 2026.

The implementation of PDHPE and Music Teachers across Kindergarten to Year 12 diversified course options and interest for students. Learning support changes made in 2024 showed definite signs of improvement in 2025 in both Literacy and Numeracy and as a result, student numbers in the programme continue to fall.

2025 was a year of steady progress in re-purposing existing facilities or refurbishing others. The air of change has brought about significant benefits for our students, staff and the broader Muslim Alawite Community. It has been a thoroughly rewarding year and we are proud of our collective achievements. Congratulations to our students on their numerous achievements across all areas of the curriculum and to our teachers, support and administrative staff for all their good work and dedicated commitment in moving our school forward. The School's Management is highly appreciative of the College Board's support in bringing about change. Our College Board works diligently behind the scenes in enhancing our School's outcomes and their careful and methodical planning is providing enormous benefits for our students.

Mr Rekouniotis
College Principal



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Message from the Executive Team of the College

2025 was a rewarding year as there was further 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 2025 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
- Curriculum Co-Ordinator (K – 6) – Mrs Siva

Secondary School

- Acting Deputy Principal (Years K - 12) – Mrs. Semaan
- Director of Operations – Mr Cochran
- Director of Academia – Mrs. Dayoub
- Director of Student Wellbeing – Ms. Younis

Executive Team

- Business Director – Ms Chamaa
- Human Resources and Buildings – Ms Issa

The College Leadership Team in 2025 focussed on improving teaching and administrative processes to bring about an effective change. The areas where improvements were made were with academic results, reduce numbers in NCCD, 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.

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.

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Direct instruction programs, such as MultiLit, MiniLit, InitialLit 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 Gagne'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).

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 GATEWAY Program, '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.

HSC Results, University Entrance and Vocational Education

The 2025 HSC results indicated that our students improved considerably and the ongoing support before and after school as well as during the school breaks have contributed to this. It's pleasing to see that most of our students progressed to further tertiary studies at university or TAFE.

Capital Works Around the College

Throughout 2025 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, continued with WiFi upgrades, new servers, new backup hardware and software and other technology infrastructure.

The College continued updating technology for teachers and education including smart TVs (replacing outdated overhead projectors and laptops). Also, staff faculties were created and are dispersed across the Greenacre Campus and the Library was refurbished as well as two GPLA's converted to Science Laboratories.

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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 2025, 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 2025

All 2025 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 2025 NAPLAN results of Al Sadiq College students with all Australian schools.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	ASC	376	408	397	390	399
	All Australian Schools	402	414	405	408	405
	Difference	-26	- 6	- 8	- 18	- 6
Year 5	ASC	448	497	495	471	455
	All Australian Schools	492	480	487	497	492
	Difference	- 44	-17	+ 8	- 26	- 37
Year 7	ASC	503	530	544	517	511
	All Australian Schools	538	538	542	539	545
	Difference	- 35	- 8	+ 2	- 22	- 34
Year 9	ASC	537	567	565	540	534
	All Australian Schools	568	575	569	559	573
	Difference	- 31	- 8	- 4	- 19	- 39

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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

More than 50% of students achieved at the combined Exceeding and Strong levels in Writing, Spelling, and Grammar/Punctuation, placing them above state performance levels. Reading and Numeracy remain key focus areas for continued growth.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	9.2	49.2	30.8	9.2	1.5	0
New South Wales	22.6	46.0	19.5	10.0	1.9	0.8
Australia	18.7	47.0	21.5	10.8	2.0	1.6

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	30.8	55.4	12.3	0	1.5	0
New South Wales	12.1	68.7	12.4	4.9	1.9	1.8
Australia	7.3	69.1	16.0	5.7	1.9	2.6

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	20.0	63.1	10.8	4.6	1.5	0
New South Wales	21.0	45.3	22.8	8.9	1.9	1.1
Australia	16.7	45.2	25.3	10.8	2.0	2.0

Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	6.2	49.2	33.8	9.2	1.5	0
New South Wales	15.6	42.5	25.1	14.9	1.9	1.1
Australia	11.7	42.3	27.0	16.9	2.0	2.0



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Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	4.6	38.5	38.5	16.9	1.5	0
New South Wales	13.6	51.5	24.4	8.7	1.9	1.3
Australia	10.7	53.4	24.6	9.4	2.0	2.2

Year 5

Results show that 50% of students achieved at the combined Exceeding and Strong levels in Writing, Reading, Spelling, and Grammar/Punctuation. Reading and Numeracy continue to be priority areas for improvement.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	3.4	50.0	34.5	12.1	0	0
New South Wales	23.3	50.9	16.6	7.6	1.6	0.9
Australia	19.5	53.4	17.8	7.5	1.8	1.6

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	13.8	62.1	20.7	3.4	0	0
New South Wales	12.6	56.9	20.6	8.2	1.6	1.2
Australia	9.9	55.1	23.8	9.4	1.8	1.8

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	19.0	63.8	13.8	3.4	0	0
New South Wales	23.8	48.3	18.5	7.7	1.6	1.2
Australia	20.2	48.5	20.7	8.8	1.8	2.1



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Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	6.9	48.3	22.4	22.4	0	0
New South Wales	20.2	46.9	20.2	11.0	1.6	1.2
Australia	15.9	47.2	23.0	12.1	1.8	2.1

Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	5.2	43.1	39.7	12.1	0	0
New South Wales	16.8	53.3	21.2	7.2	1.5	1.4
Australia	13.2	55.8	21.5	7.8	1.7	2.3



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Year 7

More than 50% of students achieved at the combined Exceeding and Strong levels in Writing, Spelling, and Grammar/Punctuation. In Numeracy, just over 50% of students also achieved at these levels.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	5.4	41.9	44.6	8.1	0	0
New South Wales	24.4	46.6	19.5	8.0	1.5	2.0
Australia	20.4	48.6	20.5	8.9	1.6	2.8

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	4.1	58.1	28.4	9.5	0	0
New South Wales	17.6	49.3	23.1	8.5	1.5	1.8
Australia	17.6	46.2	23.6	11.0	1.5	2.6

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	12.3	72.6	9.6	5.5	0	0
New South Wales	27.5	49.2	15.3	6.4	1.5	2.4
Australia	24.1	48.3	18.5	7.6	1.6	3.4

Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	5.5	47.9	32.9	13.7	0	0
New South Wales	21.2	45.0	20.1	12.1	1.5	2.4
Australia	17.3	45.1	22.6	13.4	1.6	3.4



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Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	5.5	47.9	32.9	13.7	0	0
New South Wales	21.2	45.0	20.1	12.1	1.5	2.4
Australia	17.3	45.1	22.6	13.4	1.6	3.4

Year 9

Over 50% of students achieved at the combined Exceeding and Strong levels in Reading, Writing, and Spelling. Numeracy and Grammar/Punctuation remain areas of focus for ongoing improvement.

Reading (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	5.4	46.4	30.4	17.9	0	0
New South Wales	20.7	47.0	21.2	9.3	1.7	4.9
Australia	17.8	47.3	23.4	9.8	1.7	5.9

Writing (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	13.0	46.3	37.0	5.3	0	0
New South Wales	22.5	42.0	25.1	8.6	1.7	4.6
Australia	21.7	39.6	25.5	11.5	1.7	5.5

Spelling (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	13.0	46.3	37.0	5.3	0	0
New South Wales	19.9	56.5	15.4	6.3	1.7	5.5
Australia	18.1	53.8	19.4	7.0	1.7	6.6



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Grammar & Punctuation (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	10.9	30.9	47.3	10.9	0	3.5
New South Wales	20.1	39.2	27.1	11.8	1.7	5.5
Australia	16.2	40.2	28.1	13.7	1.7	6.6

Numeracy (Percentage of students in performance levels)	Exceeding	Strong	Developing	Needs additional support	Exempt	Absent
Al Sadiq College	0	47.3	40.0	12.7	0	0
New South Wales	15.5	53.7	20.7	8.2	1.7	5.9
Australia	11.9	53.7	22.5	10.2	1.7	6.9



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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 – 2025

31 Year 12 students enrolled in the HSC course, one completed the Life Skills program, and 29 were awarded the Higher School Certificate and went on to pursue further 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

Arabic Extension

Arabic Extension achieved 100% of students in the top extension bands (E3–E4), slightly above the 96.21% state average. There were no students in the lower extension bands, compared with a small proportion. This subject shows clear strength; however, there was only one student in this cohort.

Top Three Bands:

Course	% of Students
	Top three performance Bands (State)
Ancient History	100 (64.8%)
Chemistry	75 (70.96)
English Advanced	100 (96.65)
Mathematics Extension 1	100 (84.35)
Mathematics Extension 2	100 (77.25)
Physics	100 (63.28)
Visual Arts	100 (92.27)
Arabic Continuers	100 (89.21)
Arabic Extension	100 (96.21)



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COURSE NAME (Number of students)	Number of Students	ASCEXAMINATION MEAN (%)	STATE EXAMINATION MEAN (%)	ASC - STATE 2022 VARIATION
Ancient History	1	85.60	72.41	+13.19
Arabic Continuers	4	83.00	80.38	+2.62
Arabic Extension	2	43.60	42.45	+1.15
Biology	10	65.12	73.04	-7.92
Business Studies	10	71.38	74.28	-2.90
Chemistry	4	71.05	74.86	-3.81
Community & Family Studies	18	72.62	74.00	-1.38
Design & Technology	4	60.90	78.25	-17.35
English Advanced	12	81.12	81.80	-0.68
English Standard	18	63.72	71.62	-7.90
Food Technology	3	69.80	73.11	-3.31
Legal Studies	4	72.80	75.21	-2.41
Mathematics Advanced	3	77.47	78.83	-1.36
Mathematics Extension 1	1	91.20	78.71	+12.49
Mathematics Extension 2	1	85.40	82.48	+2.92
Mathematics Standard 2	18	56.19	71.56	-15.37
PDHPE	17	66.96	74.15	-7.19
Physics	2	70.60	73.58	-2.98
Studies of Religion II	11	63.80	77.38	-13.58
Visual Arts	8	81.15	81.38	-0.23

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Theme 6: Professional Learning

The College remains committed to improving the quality of teaching and learning, alongside strengthening student wellbeing outcomes. This commitment is demonstrated through the regular attendance of all staff at fortnightly meetings and targeted Professional Development sessions, which provide ongoing opportunities for collaboration, reflection, and the sharing of best practice.

In addition, the College actively supports and facilitates staff participation in a broad range of Professional Development opportunities to build capacity, enhance pedagogical practice, and respond to the needs of students.

In 2025, the College continued to engage the services of AIS NSW to implement a comprehensive whole-school improvement plan. This initiative has involved members of the Executive undertaking an in-depth analysis of a wide range of contextual data, including student achievement, teaching and learning practices, student wellbeing, and demographic trends. Guided by experts from AIS NSW School Improvement Services, this process has strengthened the ability of Executive staff to lead evidence-based decision-making and drive strategic improvement.

In 2025, this work will have progressed into a more refined and targeted phase, with a strong emphasis on embedding consistent, high-impact teaching practices across all faculties, strengthening data-informed instruction, and enhancing wellbeing frameworks to support student engagement and success. Executive staff continue to lead this work in collaboration with all teaching staff, fostering a culture of continuous improvement and shared accountability for student outcomes across the College.

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

- Child Protection
- Cyber Security
- Differentiation and student-specific learning needs (external provider)
- Faculty Improvement Planning
- Faculty Planning for New Syllabuses
- High Impact Teaching Strategies and explicit teaching
- HSC Data Analysis (How to use data information practice)
- Maintenance Accreditation
- NAPLAN data PD
- NESA Inspection PD
- New Staff Induction
- Positive Behaviour Intervention Strategies
- Proficient Teacher Accreditation
- Report Writing
- Restorative Justice and Positive Behaviour
- School database (TASS) Teacher Development
- Staff Professional Development School Improvement
- Student classroom behaviour management (external provider)
- Turn It In (Plagiarism Check)

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2025 Professional Development – K-6 and Learning Support

COURSE NAME	COURSE PROVIDER/ OUTCOMES
Being an Effective Mentor- core course Compulsory for Mentor Teachers in Teaching School Hub- Independent Schools NSW	Independent Schools NSW
Being an Effective Mentor- extension modules -Mentoring career-change student teachers -Mentoring out-of-field teachers -Next level mentoring: preparing the next generation of leaders	Independent Schools NSW
Curriculum thinking- knowing your subject and how to teach it	Independent Schools NSW
Education Perfect Teacher Training	Education Perfect
English Teachers Association Annual Conference	English Teachers Association
Experienced Teacher PD	Independent Schools NSW
Legal Studies Association Annual Conference.	Legal Studies Association
NAPLAN Training Coordinator	NESA
NAPLAN Administrator Training	NESA
Risk, student safety and excursion planning- creating and maintaining supportive and safe learning environments	Independent Schools NSW
Teaching School Hub- Independent Schools NSW Learning Forum	Independent Schools NSW

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Theme 7: Workforce Composition

Category	No
Teaching Staff	70
Full-time equivalent teaching staff (FTE)	63
Non-teaching Staff	45
Full-time equivalent non-teaching staff (FTE)	30.1

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 are also available on the My School website via this link: <http://www.myschool.edu.au>.

In 2025, 1 staff member of an indigenous background was employed.

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Theme 8: Junior and Senior School Overview

Junior School Overview

The Junior School continues to provide students with a rich and engaging educational experience that supports academic growth, personal development, and a strong sense of belonging. Across the school, explicit teaching remains a key focus, strengthening classroom practice and supporting students to build confidence, knowledge, and essential learning skills.

A broad range of excursions and special events enrich the learning program and connect classroom learning with authentic experiences.

- Kindergarten students attend a farm visit
- Year 1 students visit Sydney Zoo
- Year 2 students explore the Sydney Aquarium
- Year 3 students attend Clifton Gardens
- Year 4 students visit Symbio Zoo
- Students in Years 4 and 5 also attend performances at the Sydney Opera House, broadening their cultural experiences and appreciation of the arts.

Overnight excursions continue play an important role in developing independence, resilience, and collaborative skills. Year 5 students participate in the Canberra excursion, Year 6 students attend Bathurst Goldfields.

The Junior School also provides important opportunities for students to develop social confidence, creativity and community connection. Signature events such as 100 Days of Kindergarten, Grandparents Day, Book Week, including a performance and costume day, are highlights of the school year and contribute to a strong sense of community and student engagement.

Students also participate in meaningful literacy and fundraising initiatives, including *Write a Book in a Day*, across Years 5 -11 in support of the Kids' Cancer Project. These experiences encourage creativity, teamwork, and social responsibility while allowing students to contribute to a worthwhile cause.

Senior School Overview

Staff in the Senior School continue to work towards improved student learning outcomes through a deliberate focus on quality teaching, wellbeing, and academic growth.

In 2025, a key priority was the consistent practice of explicit instruction by all teachers in all classrooms, alongside a strengthened and proactive approach to student wellbeing.

Students in each year level participated in Elevate Study Skills sessions designed to strengthen organisation, examination preparation, and the mastery of effective study habits. These sessions supported students to approach their learning with greater independence, confidence, and purpose.

Heads of Faculty and teachers reviewed and analysed the 2024 HSC data to identify areas of strength and opportunities for further growth. While there were some limited areas of improved outcomes and students achieving their tertiary goals, the College remains committed to its ongoing path towards stronger HSC results.

The Years 9 and 10 Work Experience Programmes continued to be highly successful in helping students consider future career pathways at an important stage of their schooling. As a community-focused College, this program also provides a valuable opportunity to engage the wider community in student learning and supports students as they make subject selections for Stage 6 or consider future pathways into apprenticeships and TAFE.

Students in Years 7 to 10 also participated in ICAS testing across English, Mathematics, and Science. These results

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provided useful benchmarking data, reinforced areas of strength, and identified higher-achieving students across the cohorts.

The College continues to work towards improved student outcomes through the ability streaming of classes in English, Mathematics, Science, Arabic, and History, together with a rigorous assessment program. Progressive Achievement Tests in Reading and Numeracy continue to be used as a benchmark and annual measure of student growth.

Assessment and behavioural data continue to indicate that explicit teaching is highly effective in supporting student achievement at the College.

The Co-curricular and Wellbeing Programs provided a strong platform for student development and wellbeing in 2025.

Through a strategic mix of traditional opportunities such as debating, Music, alongside contemporary activities including gardening, drawing, Qur'an reading, and film appreciation, students were able to develop their talents and interests in a relaxed and supportive environment.

The Wellbeing Program, underpinned by Tarbiyah, continued to serve as an important framework for students' moral, emotional, and social development.

Students also participated in a wide range of **incursions and excursions** designed to enhance both learning and socio-emotional wellbeing.

These included visits to:

- Parliament of NSW
- Kurnell
- The Museum of Disease
- The District Court
- Various university careers days
- Biology Coastal Studies excursion
- Taronga Zoo
- Living History
- Luna Park
- The Shakespeare Theatre
- The Jewish Museum
- Riverwood Community Aged Service
- PDHPE Performance Measure excursion
- Year 7 students participated in a two-day Camp at Collaroy.

Debating and public speaking continued to provide valuable opportunities for students to develop confidence, critical thinking, and effective communication. Students across Years 6 to 11 participated in HICES and the Australian National Virtual Debating Competition (ANVDC), while students also represented the College in public speaking competitions such as Rostrum, the Junior Secondary Schools Competition, and the Plain English Speaking Competition.

In 2025, students participated in the **Duke of Edinburgh Bronze Award** for the first time at the College. Their first camp at Somerset Campsite was an enjoyable and rewarding experience, during which they developed important life skills, including teamwork, resilience, independence, and collaboration.

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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	2018 Attendance Rate (%)	2019 Attendance Rate (%)	2020 Attendance Rate (%)	2021 Attendance Rate (%)	2022 Attendance Rate (%)	2023 Attendance Rate (%)	2024 Attendance Rate (%)	2025 Attendance Rate (%)
Kindergarten	87.98	89.67	87.84	92.08	85.56	89.30	97.81	92.80
Year 1	91.31	89.50	88.88	88.28	87.96	89.51	97.88	92.47
Year 2	89.35	89.80	89.50	87.11	84.83	91.70	97.8	90.10
Year 3	91.60	91.39	91.20	86.49	85.39	88.55	98.01	91.08
Year 4	88.38	89.33	88.45	90.28	85.19	91.51	97.98	94.05
Year 5	89.30	90.73	88.16	86.05	85.46	88.54	98.52	92.91
Year 6	85.66	89.33	89.77	86.51	82.07	90.74	98.12	93.25
Year 7	84.51	88.22	85.93	80.15	82.03	85.68	97.51	89.22
Year 8	78.20	86.61	84.06	78.41	80.3	84.95	96.17	86.80
Year 9	82.19	82.35	80.48	77.55	76.7	85.22	96.08	84.56
Year 10	77.50	83.85	72.42	74.14	75.37	84.19	95.38	85.83
Year 11	83.87	86.74	81.37	75.67	82.08	81.25	96.17	89.01
Year 12	85.96	91.60	86.09	77.93	72.3	79.68	94.04	86.54
AVERAGE ATTENDANCE	85.83	88.39	85.70	83.13	81.94%	83.5%	97.04%	89.9%

- When compared with an average of 2024, the average attendance rate in 2025 fell by 7.14%

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.
- 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.

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- 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 2025.

Year 10 - 2025

- 58 students began Year 10 2025.
- 11 students left throughout the year to take up a TAFE course or move to another school.
- 0 enrolment was accepted throughout the year

Year 11 - 2025

- 66 students began Year 11 2025.
- 0 enrolments were accepted throughout the year.
- 6 students left by the end of Year 11 2025 to take up a TAFE Course.

Year 12 - 2025

- 34 students began Year 12 2025.
- 3 left the school.



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Theme 11: Post School Destinations

At the completion of 2025, 30 students attained an HSC and went on to complete various studies at Universities, Colleges and TAFE and 1 student completed a life skills course.

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 Spiritual Counsellor 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 (Junior School) and a House Tutor (Senior School) 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
- 2025 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 2025, there were 771 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 Acting Deputy Principal/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 2022-2025.

- 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 2025 and will continue into 2026. 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.

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

Leadership

In 2025 there were continued improvements in relation to student welfare by having four Heads' of House in the Senior School. The students were able to see their Head of House as their advocate in various matters and the Head of House had fully understood their role description and able to see where this role fits within the school's operational hierarchy. This growth in pastoral leadership will continue to be reviewed in 2026.

School Improvement Plan for improving student literacy outcomes
(all below ongoing in 2026)

- Use of explicit instruction as the focussed teaching strategy in both the Junior and Senior Schools. Due to new staff joining the school, this pedagogy is ongoing. There are improvements but a great deal of work and support is still required.
- Graded classes from Years 1 to 10 across KLA's has brought about significant improvements in academic outcomes but further data analysis is required to underpin the decision-making. This process is data driven and staff will require further PD to understand and interpret data.
- Tier 2 learning support groups K to 10 in both Literacy and Numeracy. This has enabled the Learning Support Staff to see students more frequently and the data received has indicated that remedial processes are working, especially in Literacy. Utilisation of staff in this area will need to be reviewed in 2026, to increase the frequency of lessons with Tier 2 children.
- Development of teacher knowledge and practice of explicit instruction in the learning areas. This was modelled and reviewed throughout 2024 and 2025 but this will continue in 2026.
- The use of wholeschool internal and standardised external data for identification, monitoring and tracking of student progress in literacy and other learning areas. This has been a challenge for the school but with further PD's in 2026, this will be better defined.
- 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 was monitored in 2025 and continue to be in 2026.

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- 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 and in 2025 with presentations at staff meetings and monitoring. This has been done quite well.

School Improvement Plan for student wellbeing through engagement (Below ongoing review in 2026)

- Implementation of the restorative justice framework for management of student behavioural issues. This was reviewed for its effectiveness in 2025 and Sheikh was introduced to provide further support in this programme. With the introduction of Sheikh the pastoral structure will be monitored and adjustments made where required. This is ongoing in 2026.
- Implementation of the Wellbeing Program that aligns with the College's Muslim Faith and Tarbiyah values. It's making a difference but it needs further monitoring in 2026.
- 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. This has been effective and achieved.
- The Co-curricular Program for students in Years 7 to 11 was extended to diversify the students' skills including elite sports training. This was achieved by joining HICES and adding the Duke of Edinburgh Awards Scheme. Further development providing meaningful activities for students is required. This will be an ongoing matter for 2026.
- The Senior Studies Programs for students of Year 12 only. The HSC results in 2025 improved due to the implementation of studies programmes by teachers across all courses in Year 12. This is being monitored in 2026 for its effectiveness.
- The Elite Sports Programme is growing in strength but the programme now needs to focus on staffing it effectively. This will continue to be reviewed in 2026.

Student Welfare and Pastoral Care (all below are for ongoing review in 2026)

- 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 for students with serious behavioural issues. This role is embedded in the pastoral programme but will be reviewed in 2026.



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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 along with cake stalls and extravaganza's. All funds and proceeds that were collected from each of these events were donations to support the Chester Hill Campus playgrounds. During Ramadan Bites, our community members came together and donated to support families in Lebanon in need.

Four Parent / Teacher Evenings for 2025 were conducted in person for years Kindergarten to Year 12 to discuss student progress and follow up phone calls were conducted as needed to ensure open communication. These events have continued to be 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 Valedictory Assembly; and the end of year Award Presentation Ceremonies were held. Year 4 and Year 7 were involved in Orientation / Transition Day at the College in 2025.

Communication with parents continued through formal correspondence (letters and emails) with 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. A school calendar of events was issued at the commencement of the 2025 academic year indicating all the events that will take place for parents to attend. 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 in 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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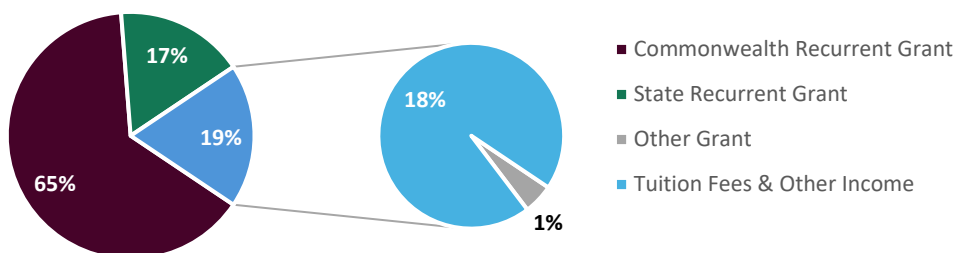
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Theme 17: Summary Financial Information

2025 Recurrent & Capital Income	\$	%
Commonwealth Recurrent Grant	12,327,268	65%
State Recurrent Grant	3,177,674	17%
Other Grant	175,932	1%
Tuition Fees & Other Income	3,413,011	18%
Total	19,093,886	100%



2025 Recurrent & Capital Expenditure	\$	%
Staff Costs	12,341,237	61%
Operating, Admin & Other Costs	5,584,949	28%
Capital Expenditure	2,227,990	11%
Total	20,154,176	100%

