ISIK COLLEGE School Performance Data - 2007

As part of the agreement made between schools and the Commonwealth Government to secure federal funding, schools in all sectors are now required to publish a range of performance data. All schools have to present specified information once a year, relating to the previous school year. The information applies, therefore, to 2007 unless otherwise stated.

**Student Attendance:**
Our students’ average attendance rate for 2007 was 96%

**Retention Years 9 to 12:**
In 2007, 68% of the students who were enrolled in Year 9 in 2004 completed their VCE at ISIK College. This figure does not take into account new students to the school after 2004 who completed Year 12 last year.

**Literacy and Numeracy Benchmarks:**
Percentage of Year 3, 5 and 7 students meeting or exceeding national benchmark standards in AIM Tests:

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<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>94%</td>
<td>100%</td>
<td>91%</td>
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<tr>
<td>Year 5</td>
<td>81%</td>
<td>100%</td>
<td>89%</td>
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<tr>
<td>Year 7</td>
<td>86%</td>
<td>99%</td>
<td>86%</td>
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**Staff attendance:**
Our teachers’ average attendance rate for 2007 was 96%

**Staff retention:**
Teaching staff remaining at the school from 2006 to 2007 was 93%

**Professional learning:**
All teachers took part in professional learning activities during 2007. Activities included school-base meetings conferences as well as attendance at external conferences and workshops in different areas.
Average school expenditure per teacher on PD: $193.40
Note: This sum only covers course fees and does not include the costs of providing replacement teachers for staff on PD, which is very substantial (over $200 per teacher per day).

**Teacher Qualification:**
All teachers in ISIK Colleges are registered with the Victorian Institute of Teaching.
- Bachelor Degree: 100%
- Graduate Diploma: 43%
- Masters Degree: 16%

**Student satisfaction:**
Students identified the following as the top perceived strengths of the school:
- My teachers give me extra help when I need it.
- I feel safe at this school
- Students are encouraged to participate in school events
- I am involved in making decisions about my education
- My class activities are interesting and help me learn. ...

**Parent Satisfaction:**
Parents identified the following as the top perceived strengths of the school:
- My child is happy at this school this year
- This school provides a safe and secure environment
- I am comfortable about approaching my child’s teachers
- Teachers are enthusiastic in their teaching
- Teachers at this school really want to help my child to build moral values through Pastoral Care.
Teacher Satisfaction:
Teachers identified the following as the top perceived strengths of the school:

- School encourages teachers to attend professional development.
- Students at this school are focused on their studies.
- This school provides a safe and secure working environment.
- I am comfortable about approaching administration regarding any issue.
- The school is always looking for ways to improve the services it provides.

Year 12 Outcomes and destinations:
Our class of 2007 produced a fine set of VCE results.

Value added:
University offers: have increased from 86% to 96% from 2005 to 2007. ISIK College continues to be the number one school in terms of university offers in the north western region.

World Tours: continue to be the highlight for year 12 students completing their studies at ISIK College. In addition, to our compulsory camping program in senior primary and junior secondary selected students attend interstate camps and activities.

VCAL: was introduced in 2006 to provide an alternative pathway to students not wanting to go to university. The program has allowed students to continue further study at TAFE or start an apprenticeship. VCAL students have been studying a TAFE course of their choice one day a week in addition to literacy, numeracy and personal development studies.

Pastoral Care: is an integral part of the school culture. Pastoral Care teachers and mentors work hand in hand with academic staff, parents and students to provide students with individual care and support in all areas of child and adolescent development. Pastoral care also allows students to develop social skills and understanding of one another.

Values Education: has become a whole-school commitment after a pilot programme in 2006 and community forums held in 2007. Aspects of the programme involve senior students mentoring junior primary students; students visiting and developing a relationship with residents in a local retirement home and student performances.

Extra and Co-Curricular Activities: are an important part of our school. Activities may vary from campus to campus; however, there is a large variety on offer to students such as Arabic, Language, Astronomy, Choir, Debating, Drama, Folk-Dancing, Food Technology, Forensic Science, Horticulture, Instrumental Music, Maths Extension, Ottoman History, Table Tennis, Textiles.

Debating: which year 7-11 students became involved in last year has expanded to include year 12 students. As a result, students have added to their repertoire of speaking and argumentative skills.

Sports: are an important part of our curricular and extra-curricular program. Our primary students actively participate in interschool sports. Our secondary students compete annually in the FUTSAL competitions and continue to maintain their success in national and international wrestling competitions.