



ANNUAL REPORT 2025

POWERED BY 

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Message from the Principal

As we reflect on another successful year at the Islamic College of Sport, I am filled with a deep sense of pride in all that our students, staff, families, and partners have accomplished together. As Australia's first Islamic Sports School, we continue to lead a unique educational model that brings together academic achievement, sporting excellence, and Islamic values in a way that supports the whole student.

Since our establishment, our goal has been to create an environment where young Muslim students can develop their talents, strengthen their faith, and pursue their aspirations with confidence. Throughout this year, we have continued to build on that vision, providing opportunities that encourage both personal growth and high achievement across all areas of school life.

A defining strength of our college remains the exceptional network of sporting organisations that support our students' development. Through our partnerships with AFL Victoria, Richmond, Essendon, Carlton, Western Bulldogs, and North Melbourne Football Clubs, along with Football Victoria, Cricket Victoria, Melbourne United, Melbourne Victory, Melbourne City FC, and La Trobe University, students are exposed to experiences that extend far beyond the classroom.

These valued relationships provide access to industry-leading facilities, expert mentors, and genuine pathways into elite sport and related industries. We sincerely thank our partners for their ongoing commitment to our students and for helping us create opportunities that inspire future leaders both on and off the sporting field. Among this year's many successes, we are especially proud to have supported one student's journey over the past two years and to see his dedication and perseverance rewarded with the opportunity to become a professional AFL player.

Our academic program continues to be shaped around the needs of student-athletes. The delivery of the VCE Vocational Major through our distinctive one-teacher model provides students with consistency, flexibility, and strong learning relationships. This approach has proven highly effective in supporting students as they balance the demands of training, competition, and academic study while maintaining high levels of engagement and success. The achievements of our 2025 graduating cohort reflect the strength of our educational approach and student support programs.

We are delighted to report that 100% of graduates who pursued further education have successfully enrolled in university, while others have made valuable contributions across the workforce and community sectors.

Learning at the Islamic College of Sport extends well beyond traditional classroom experiences. Through applied learning opportunities, meaningful community engagement, and regular industry-based excursions, students develop practical skills and real-world understanding that prepare them for life after school. Complementing this approach is our High Performance Program, where students learn from professional athletes, Olympians, elite coaches, and industry experts who continue to raise the standard of student-athlete development within our college.

Everything we do is guided by a clear and enduring purpose: to provide an education that is relevant, industry-connected, and aligned with the identity, values, and ambitions of young Muslim students. As we look ahead, we remain dedicated to creating pathways that empower our students to succeed academically, grow personally, and contribute positively to their communities.

We are excited by the opportunities that lie ahead and remain committed to equipping every student with the knowledge, character, and experiences required to become confident leaders in whatever path they choose to pursue.



Mr. Hassan Ellahibi

Principal, Islamic College of Sport

The School of Choice

For young Muslim students seeking an education experience that is applied and connected to industry.

We strive to empower our students through education to uphold our culturally welcoming values.

Vision

THE SCHOOL OF CHOICE

For young Muslim students seeking an education experience that is applied and connected to industry.

TRUSTED

A highly regarded and trusted school within the Islamic school and wider Islamic community.

Mission

The College exists to provide an environment where young Muslim students can explore their faith and sense of identity, while completing a holistic and applied education that is connected to genuine industry and community experiences.



Background

The Islamic College of Sport (ICS) is a new Australian independent senior secondary school that combines Islamic faith-based education with a strong focus on sport, vocational learning, and career pathways. It was established by the Bachar Houli Foundation, a community organization founded by former AFL player Bachar Houli.

The college was created in response to what the foundation saw as a gap in educational opportunities for Muslim youth particularly students who are highly engaged in sport and may benefit from a more applied, vocational style of learning rather than a traditional academic pathway. The foundation had already been working with thousands of young Muslims through leadership, employment, mentoring, and sporting programs before launching the school.

The school offers:

- Years 11–12 education.
- The Victorian Certificate of Education Vocational Major (VCE VM).
- Vocational Education and Training (VET) qualifications.
- Industry-connected learning experiences in sport and recreation.
- A faith-based environment designed to support Muslim identity and well-being.

Educational Philosophy

A key feature of ICS is that students learn best when education is connected to their interests and future careers. Sport is used as the central context for learning rather than being treated as an extracurricular activity. The curriculum incorporates:

- Work placements.
- Community projects.
- Industry partnerships.
- Exposure to athletes, coaches, and sports professionals.
- Personal development planning.

The College emphasizes five core values:

- Connection
- Care
- Humility
- Determination

Sporting Focus

The school is not simply a sports academy. Rather, it uses sport as a framework for education and career development. Students can participate in high-performance sporting programs while completing their secondary education. The college has also developed partnerships with sporting organizations and development programs, including football (soccer) pathways through the Liverpool FC International Academy Australia.



Growth and Expansion

The Victorian campuses have been operating successfully enough that the foundation has begun expanding into New South Wales. A new Islamic College of Sport NSW has been announced, offering a non-ATAR HSC pathway combined with vocational and sporting opportunities.



Characteristics

Based on the college's mission, curriculum design, and enrolment information, the typical student at the Islamic College of Sport (ICS) has several identifiable characteristics.

Core Student Profile

ICS is primarily designed for students in Years 11–12 who want an alternative to a traditional academic pathway and have a strong interest in sport, recreation, or hands-on learning.

The school has students who:

- Are passionate about sport, fitness, coaching, recreation, or the sports industry.
- Prefer practical, applied learning rather than highly academic classroom-based study.
- Benefit from learning that is connected to real world experiences and workplaces.
- Want to develop both their sporting ambitions and career opportunities simultaneously.
- Value studying in an Islamic environment that supports faith and identity development.

Learning Characteristics

ICS delivers the Victorian Certificate of Education Vocational Major (VCE VM), which is specifically designed for students whose strengths may not be best demonstrated through traditional examination-focused education. The program emphasizes:

- Applied learning.
- Industry experiences.
- Work placements.
- Vocational training.
- Community engagement.

As a result, many students are likely to be:

- Experiential learners ("learning by doing").
- Career-focused rather than ATAR-focused.
- Motivated by authentic industry connections.
- Interested in entering employment, apprenticeships, traineeships, TAFE, sport-related careers, or alternative university pathways after school.



Characteristics

Sporting Characteristics

Not every student is necessarily an elite athlete, but sport is central to our identity.

Students:

- Participate in organised sport.
- Aspire to improve athletic performance.
- Have interests in coaching, sports administration, fitness, recreation, health, or community sport.
- Seek access to the High Performance Program and specialist coaching opportunities.

The school explicitly describes students as "student-athletes" and provides personalised development plans to help them progress both on and off the field.

Cultural and Religious Characteristics

A defining feature of ICS is its focus on Muslim youth. The college provides a culturally and religiously safe environment where students can:

- Explore their Islamic faith.
- Strengthen their sense of identity.
- Develop confidence as young Muslim Australians.
- Learn within a community that understands their cultural background.

Personal Development Characteristics

The college's educational model values students who are developing:

- Leadership skills.
- Responsibility and independence.
- Community engagement.
- Teamwork and collaboration.
- Resilience and determination.

Curriculum Development

Curriculum development has remained a key strategic priority at ICS throughout the year, with a strong focus on ensuring students experience a rigorous, relevant, and faith-integrated learning program that prepares them for further education, employment, and community contribution.

Following the conclusion of the previous academic year, significant work was undertaken to strengthen curriculum planning and readiness for the new school year. Staff developed Semester 1 unit plans, aligned assessments, and supporting teaching and learning resources to ensure consistency and coherence across all campuses. Curriculum documentation was refined to strengthen sequencing, assessment alignment, and integration with the College's applied learning model. A whole-school calendar was also established to coordinate curriculum delivery, assessments, industry engagement opportunities, high-performance programs, and community events. To support ongoing improvement, a Curriculum Committee was established to oversee curriculum implementation and strategic direction through regular monthly meetings.

During the first half of the year, students participated in the General Achievement Test (GAT), providing valuable baseline data to measure literacy, numeracy, and general capabilities. While not a formal requirement for VCE VM students, participation supported the College's commitment to understanding student learning needs and academic growth.

A major curriculum focus throughout Term 2 was the expansion of applied learning opportunities and industry engagement experiences. Students participated in excursions to professional sporting and educational organisations, providing authentic exposure to workplace environments and career pathways. Year 11 students explored tertiary and vocational opportunities through university visits and pathway programs, while Year 12 students engaged in occupational health and safety learning through industry-based experiences. Faith-integrated learning was strengthened through community-based excursions that connected Islamic studies with literacy outcomes, while guest speakers from professional sporting and community backgrounds inspired students through presentations on resilience, leadership, and personal success.

Student leadership and service learning were also embedded into the curriculum. Students delivered training sessions to peers from other schools, participated in team-building activities linked to VET and VCE VM programs, and organised community service initiatives supporting vulnerable members of the community. These experiences developed confidence, communication, teamwork, and social responsibility.

Curriculum Development

Throughout the year, the College strengthened pathways education through close partnerships with tertiary providers. Students participated in university pathway programs, attended information sessions on post-school options, and explored vocational and higher education opportunities that do not require an ATAR. Many students enrolled in university preparation programs, further enhancing their readiness for future study. Senior students also participated in dedicated workshops to develop their understanding of tertiary admissions processes and course selection through VTAC.

An important curriculum initiative introduced during the year was the Student Athlete Journal. The journal supports student reflection, goal setting, personal development, and well-being by encouraging students to monitor their academic, athletic, and personal growth. This initiative aligns with the College's commitment to developing self-awareness, resilience, and lifelong learning habits.

Curriculum development also progressed through the creation of thematic integrated units designed to strengthen connections between learning areas and provide students with more meaningful and engaging learning experiences. At the same time, senior leaders provided ongoing mentoring and instructional support across campuses, helping to strengthen teaching practice, curriculum implementation, and student engagement.

During Term 3, the focus on applied learning continued through industry excursions, careers exploration activities, workplace learning, guest speakers, faith-based learning experiences, and community engagement projects. Students attended the Careers Expo, explored professional sporting environments, participated in leadership activities with partner schools, and continued weekly industry work placements. These experiences provided valuable opportunities for students to apply classroom learning in authentic settings while developing employability skills, professional networks, and greater confidence in their future pathways.

Through strategic curriculum planning, strong industry partnerships, faith-integrated learning experiences, and authentic applied learning opportunities, ICS continues to deliver a curriculum that equips students with the knowledge, skills, character, and confidence required for success beyond school.

Well-being and Mental Health

Throughout the year, student well-being remained a key priority across all campuses. While students experienced increased fatigue, reduced concentration, and punctuality challenges during Ramadan, staff worked closely with families to provide support and maintain student engagement. Additional pastoral care hours were introduced, with Imams providing counselling and mentoring, which contributed to noticeable improvements in student behaviour and overall well-being, particularly at the West campus.

Student attendance and engagement improved significantly throughout the year, with Term 2 onwards showing stronger participation and commitment compared to Term 1. To further strengthen well-being support, the College appointed a part-time psychologist, who commenced in August. Her expertise in adolescent mental health, learning, and behaviour has enhanced the College's ability to support students experiencing academic, social, and emotional challenges.

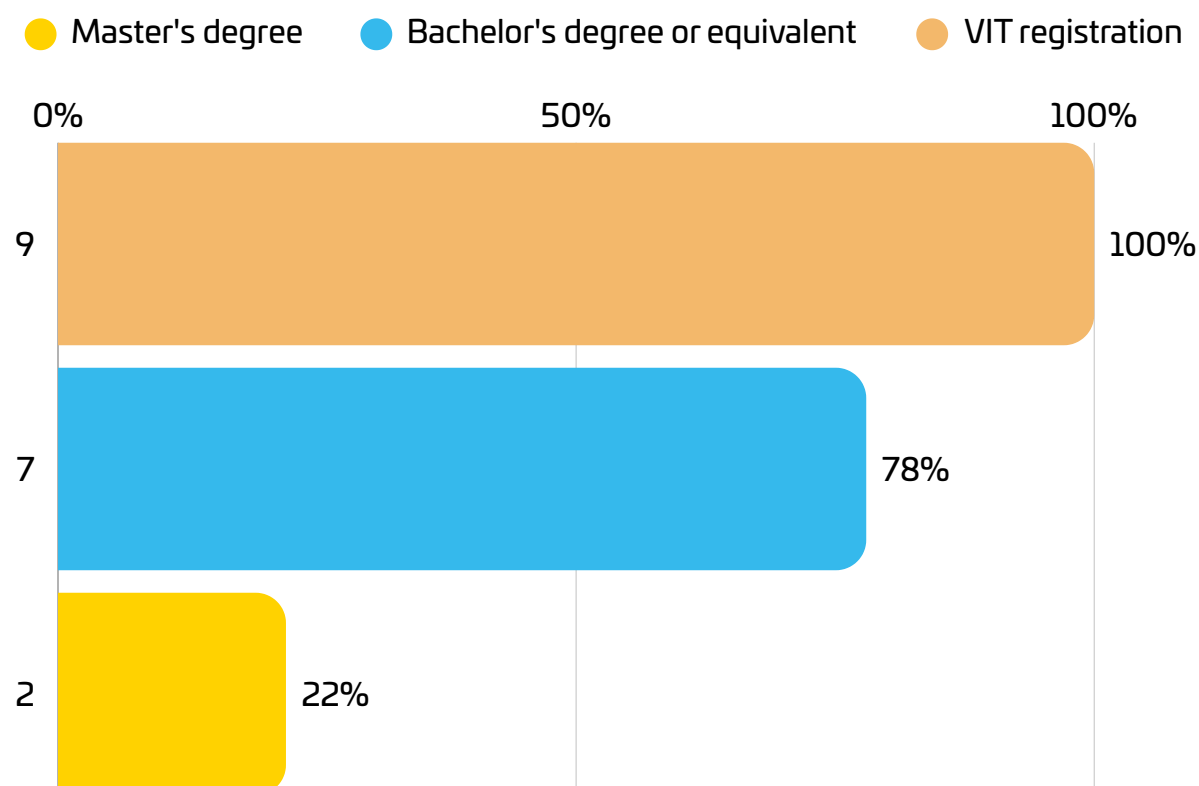
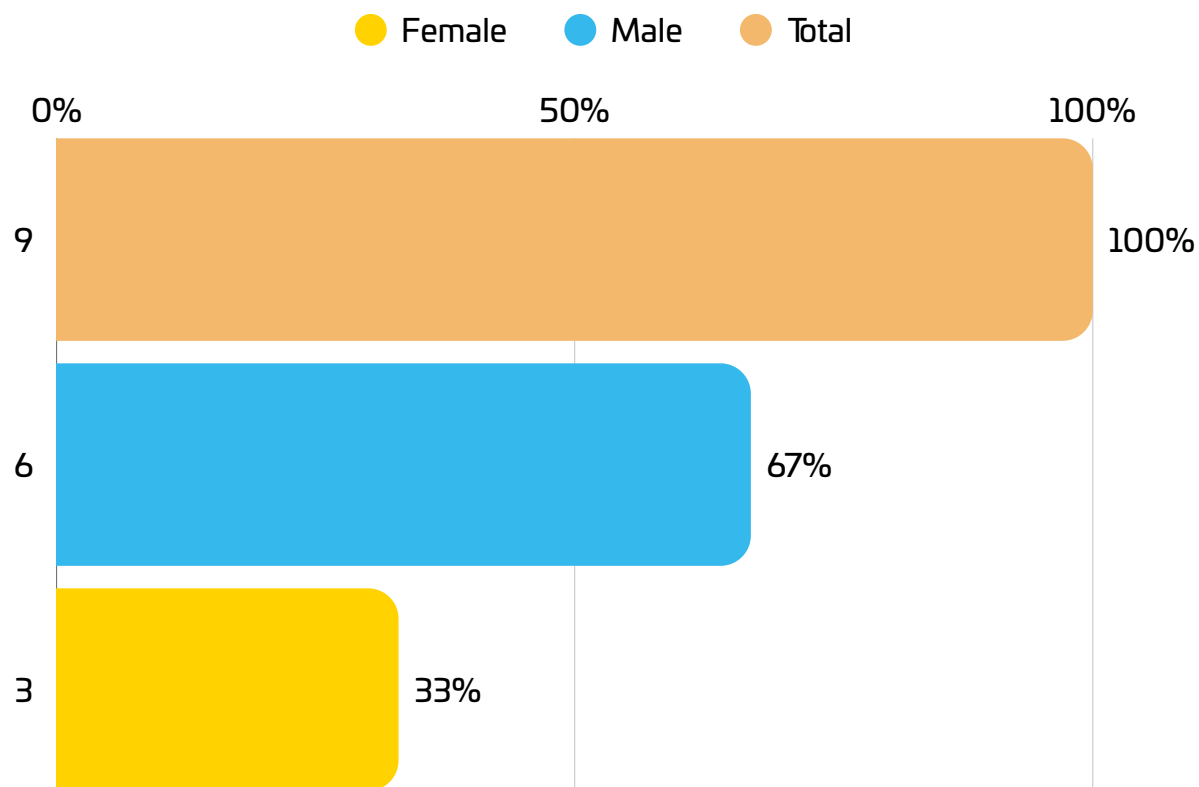
A comprehensive well-being strategy was developed focusing on four key areas: integrating social-emotional learning and resilience-building into curriculum delivery; supporting staff mental health and well-being; providing mental health education and resources for students and parents; and establishing safe, accessible pathways for students to seek support. Initiatives included staff well-being consultations, anonymous feedback opportunities, parent engagement strategies, and the development of systems that encourage students to access assistance confidently and confidentially.

The College also strengthened preventative well-being practices through daily well-being check-ins, healthy habit initiatives, mindfulness activities, well-being screening tools, and targeted support for students with diverse learning and well-being needs. Staff continued to receive guidance on flexible and inclusive approaches that support student engagement while maintaining appropriate boundaries and expectations.

A highlight of the year was the positive shift in student morale and school culture. Students returned in later terms with greater enthusiasm, attendance improved, and punctuality concerns decreased. Positive communication between staff and families increased through regular well-being focused phone calls home. The combined efforts of the school counsellor, psychologists, Imams, teachers, and families have played a significant role in supporting students through personal challenges, strengthening relationships, promoting positive mental health, and fostering both academic and personal growth.

Overall, the year reflected a strong commitment to nurturing a supportive, inclusive, and proactive well-being culture that enables students and staff to thrive.

Workplace composition





Senior Secondary Outcomes

The 2025 academic year marked another important milestone for our senior secondary students as they progressed through the VCE Vocational Major (VCE VM) program. Designed to support practical learning and real-world application, the program enabled students to develop the skills, knowledge, and confidence required for further education, employment, and participation in the sporting industry.

Throughout the year, Year 11 students successfully completed Units 1 and 2 in Literacy, Numeracy, Personal Development Skills, and Work-Related Skills. Alongside their VCE VM studies, all students undertook the VET SIS30122 Certificate III in Sport, Aquatics and Recreation, providing valuable industry-specific knowledge and nationally recognised qualifications.

A defining feature of the program continued to be its strong connection to industry. Through partnerships with leading sporting organisations and institutions, students were provided with authentic learning experiences that extended beyond the classroom. These opportunities enabled students to explore career pathways, build professional networks, and gain a deeper understanding of the many roles that contribute to the success of the sport and recreation sector.

University pathways remained a significant focus throughout the year. Through a series of workshops and engagement activities facilitated by staff from La Trobe University, students gained firsthand insight into tertiary education, future study options, and careers connected to sport, health, and recreation. Experiences both on campus and within the college environment helped students develop a greater understanding of university life while introducing them to the Aspire Prepare Intermediate Program, an established pathway into a range of degree courses.

Students also benefited from direct engagement with industry professionals and sporting organisations. Participation in induction programs, coaching initiatives, club visits, and career presentations exposed students to a broad range of employment opportunities within the sporting landscape. Industry guests shared personal experiences and highlighted the importance of leadership, communication, teamwork, and adaptability, skills that are highly valued across all professions.

Practical involvement formed a key component of student learning. Through their contribution to SSV competitions, students undertook a variety of operational and support roles, including officiating support, event coordination, coaching assistance, and team management responsibilities. These experiences allowed students to apply classroom learning in real world environments while developing confidence and workplace readiness.

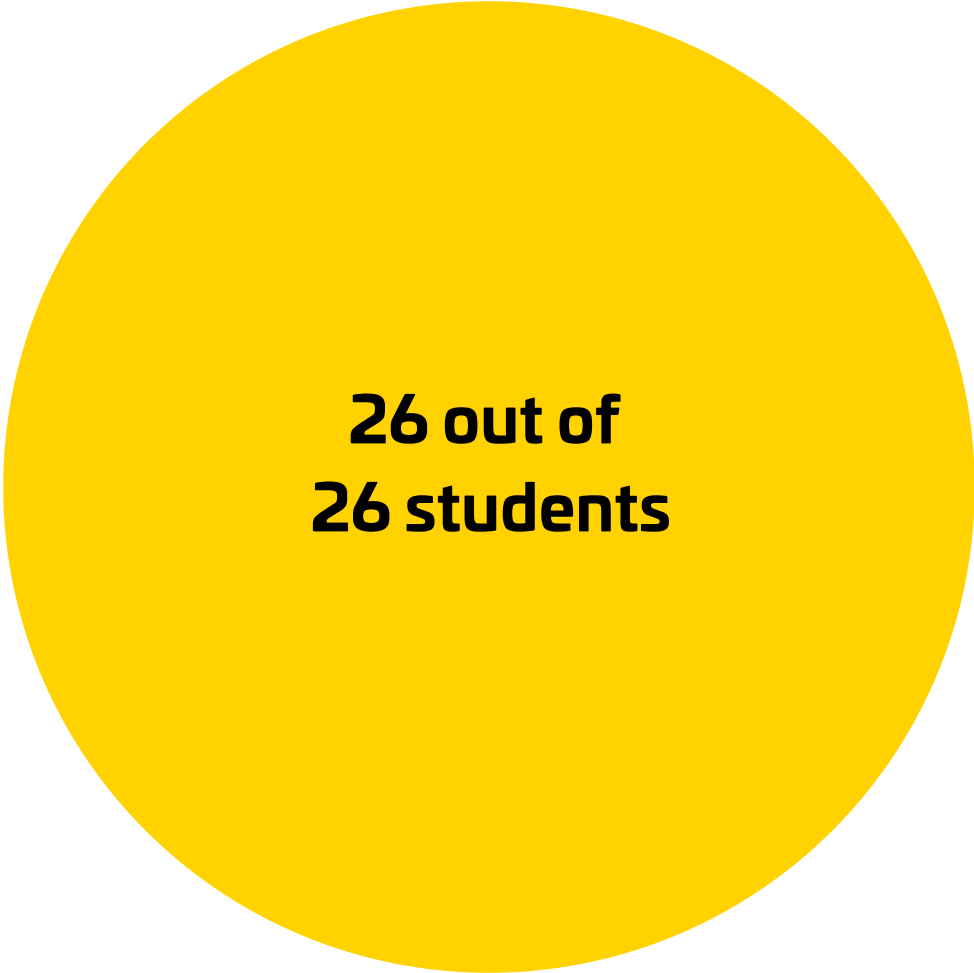
Senior Secondary Outcomes

The integration of sport as a vehicle for learning remained central to the curriculum. Students regularly explored concepts through authentic sporting contexts, enhancing engagement and relevance across all areas of study. For example, literacy and communication skills were strengthened through the analysis of sports media, athlete interviews, and event reporting, while personal development and work related skills were developed through leadership projects, community engagement initiatives, and the planning and delivery of sporting activities. This approach ensured that learning remained meaningful, practical, and closely aligned with students' interests and future aspirations.

As a senior secondary school, the Islamic College of Sport does not participate in NAPLAN testing.

VCE VM 2025

Satisfactory Completion Rate



**26 out of
26 students**

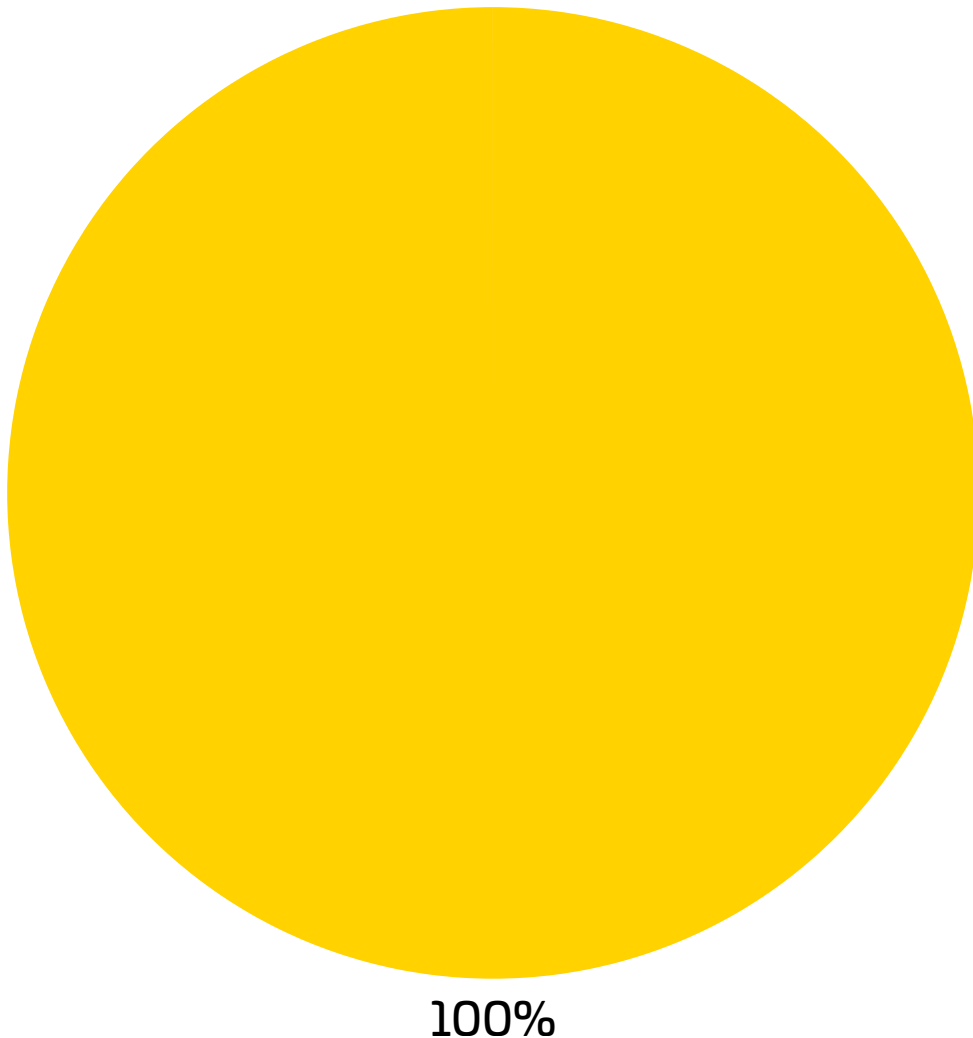
100%

Year 12 Certificate III Completion Rate (2025)

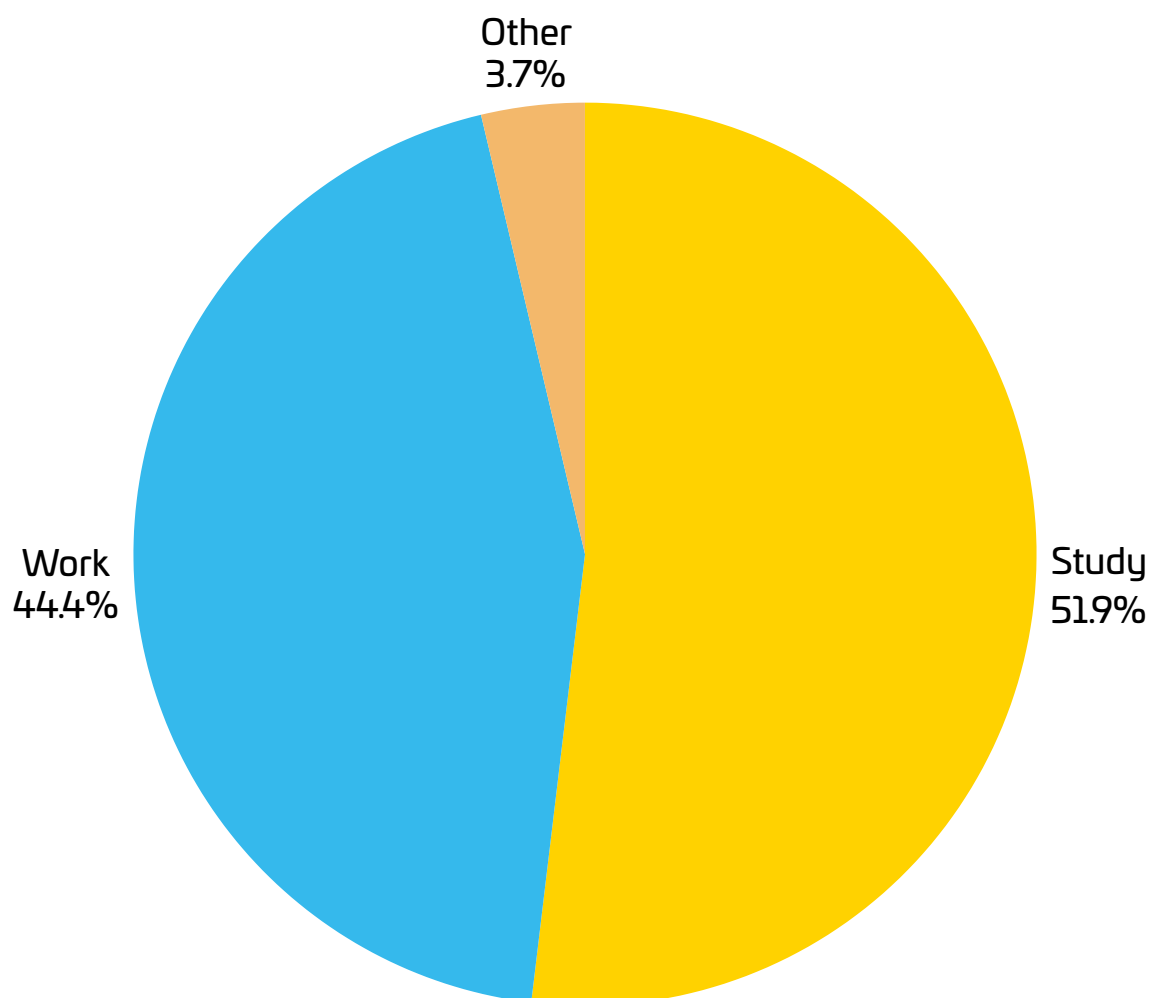
In 2025, 100% of Year 12 students enrolled in the Certificate III in Sport, Aquatics and Recreation successfully completed the qualification, with all 25 enrolled students achieving completion.

Certificate III Completion Rate (2025)

Year 12 students enrolled in Certificate III in Sport, Aquatics and Recreation



ICS 2025 Student Destinations



Post-School Destinations

51.9% entered further study. 44.4% entered employment. 3.7% pursued other pathways. 100% of ICS students seeking university or further study received an offer in one of their preferred study areas.

Fields of Study Chosen

Students received offers across a diverse range of disciplines, including:

- Health Sciences
- Physiotherapy (Honours)
- Biological Sciences
- Biomedical Science
- Teacher Education
- Sport Coaching & Development
- Architecture / Building Design
- Construction Management
- Physical Education & Sport Science
- Remedial Massage & Sports Science

Staff Satisfaction

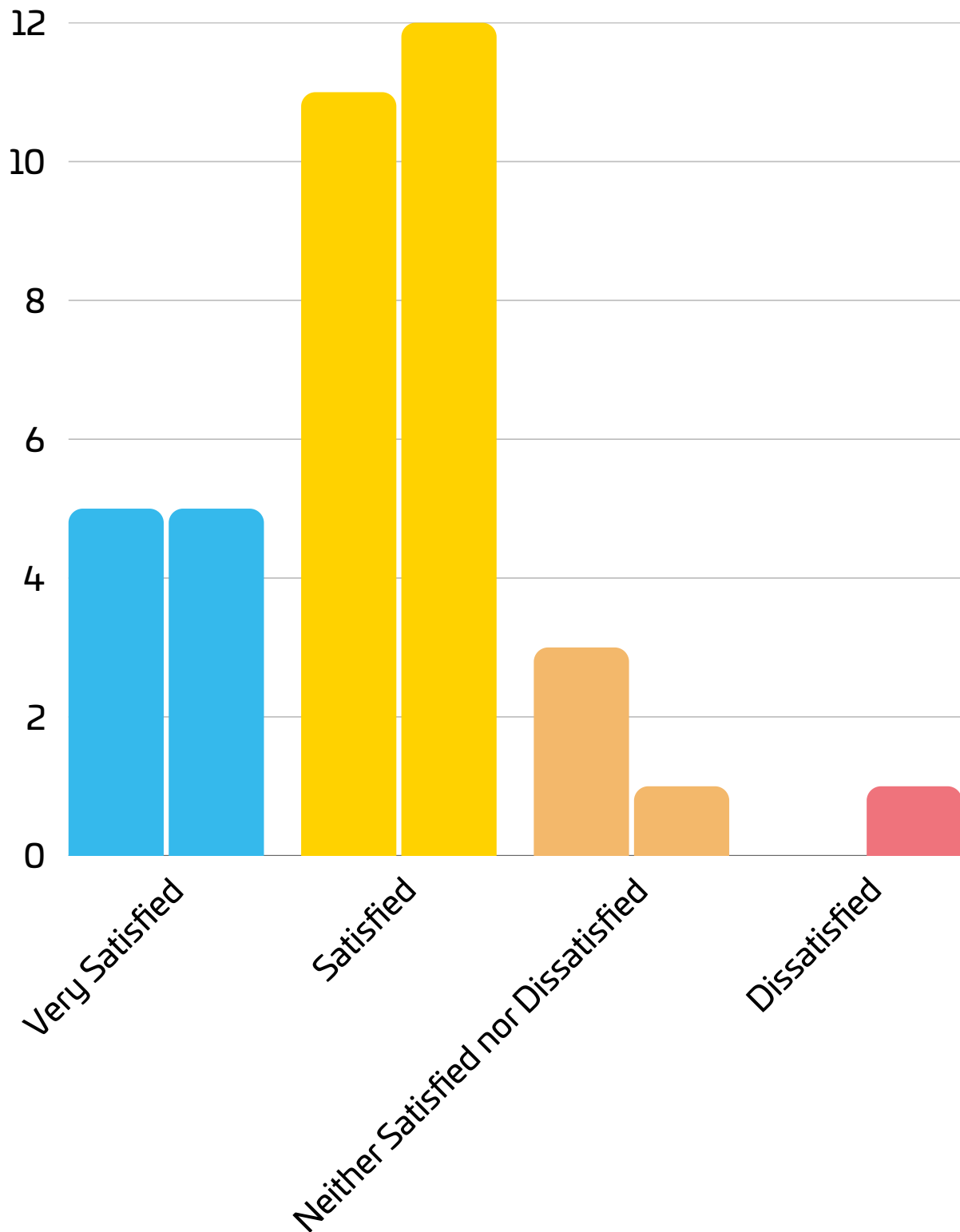
Highest 3 Scores	
My job performance is evaluated fairly	100%
The leaders at ICS communicated a vision that motivates me	100%
ICS' commitment to social responsibility (e.g. community support, sustainability, etc.) is genuine	100%

Highest 3 Scores vs. Benchmark	
I rarely think about looking for a job at another school or organisation	+38 92%
The leaders at ICS communicated a vision that motivates me	+37 100%
Generally, the right people are rewarded and recognised at ICS	+34 92%



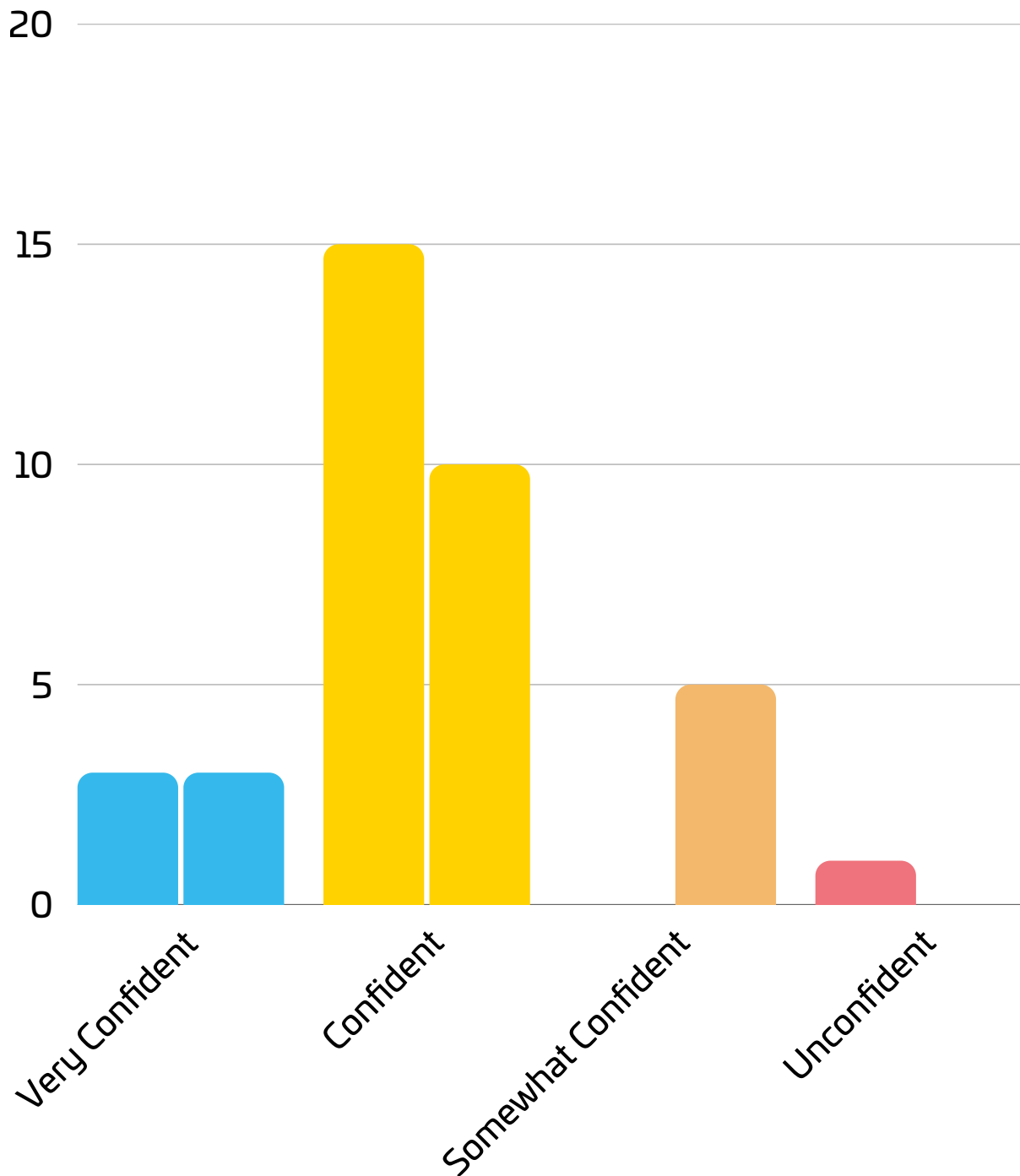
Student Satisfaction

How satisfied are you with the knowledge you gained from PDS?



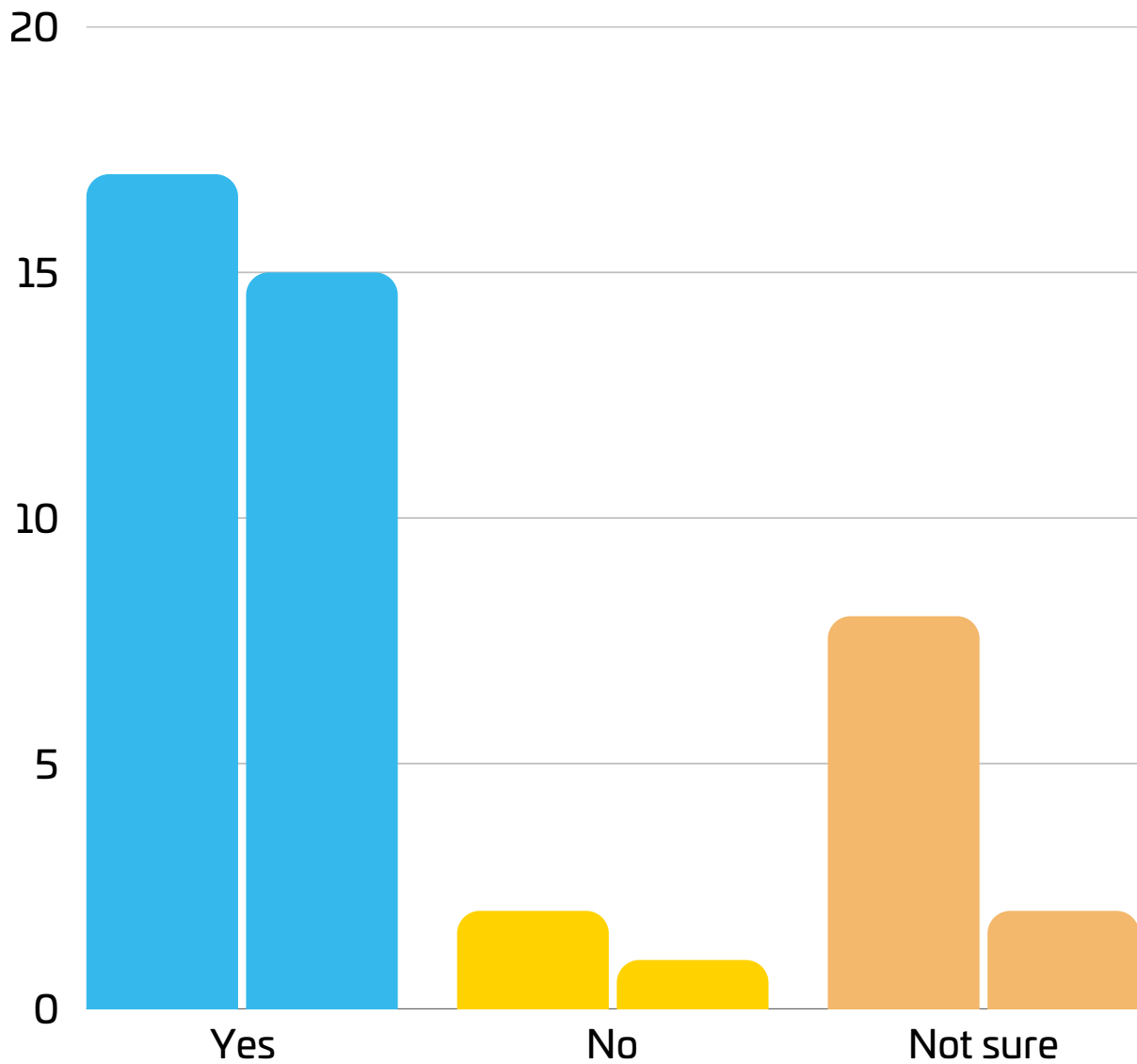
Student Satisfaction

Do you feel confident applying what you have learned in literacy?



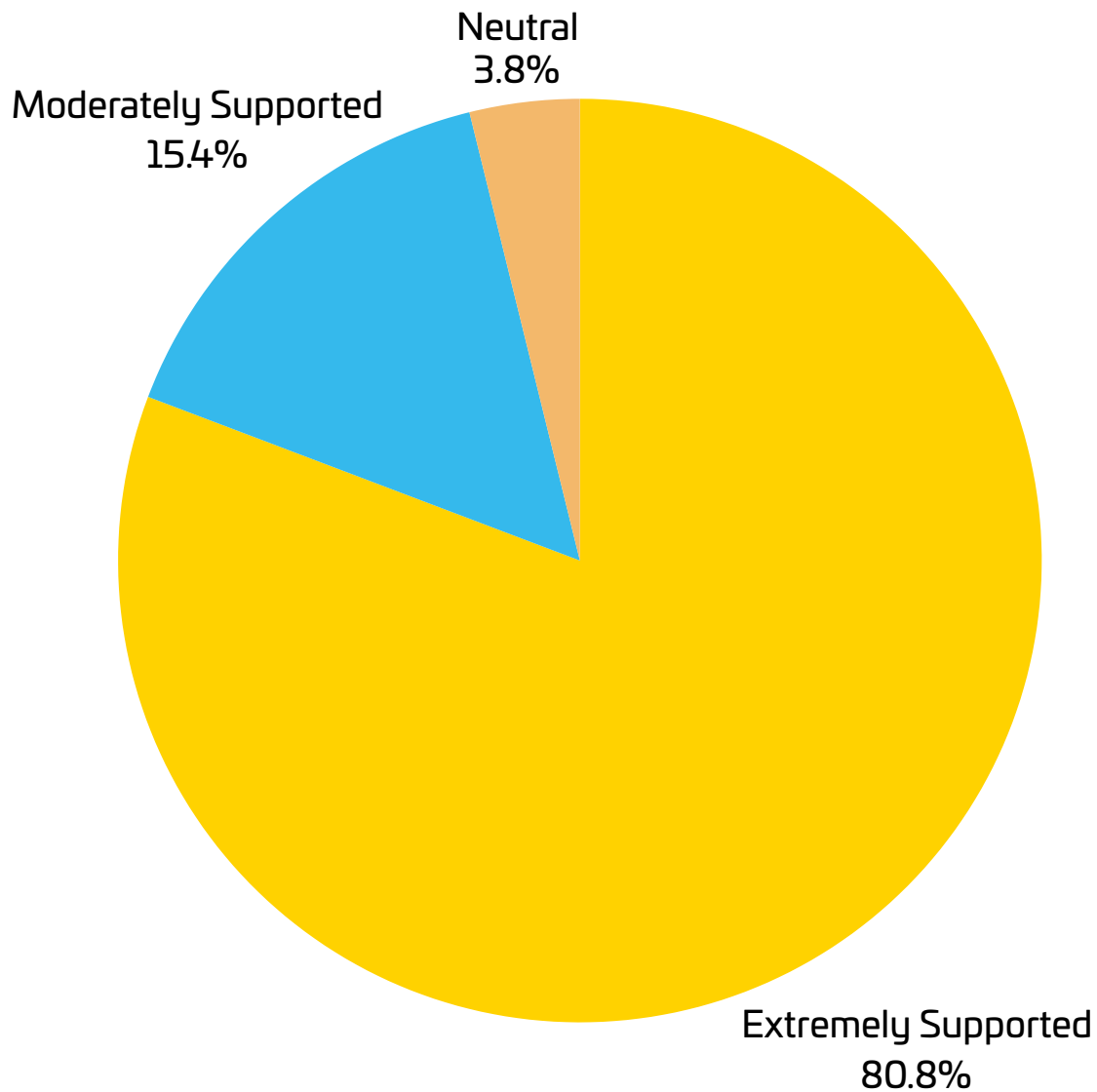
Student Satisfaction

Do you feel you achieved your desired learning outcomes in numeracy?



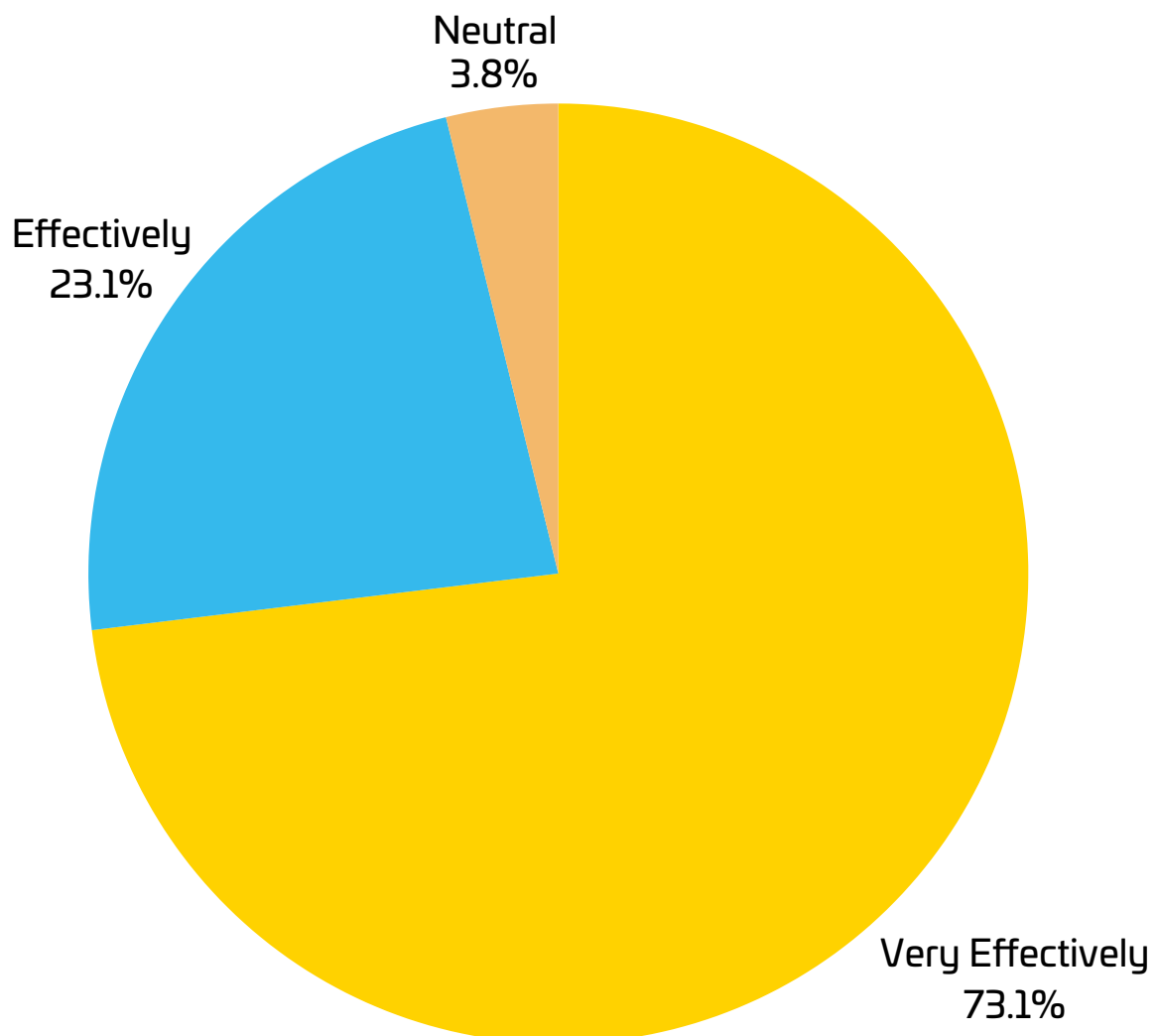
Parent Satisfaction

How supported do you feel by the College's staff in fostering a culturally and religiously welcoming environment for your family?



Parent Satisfaction

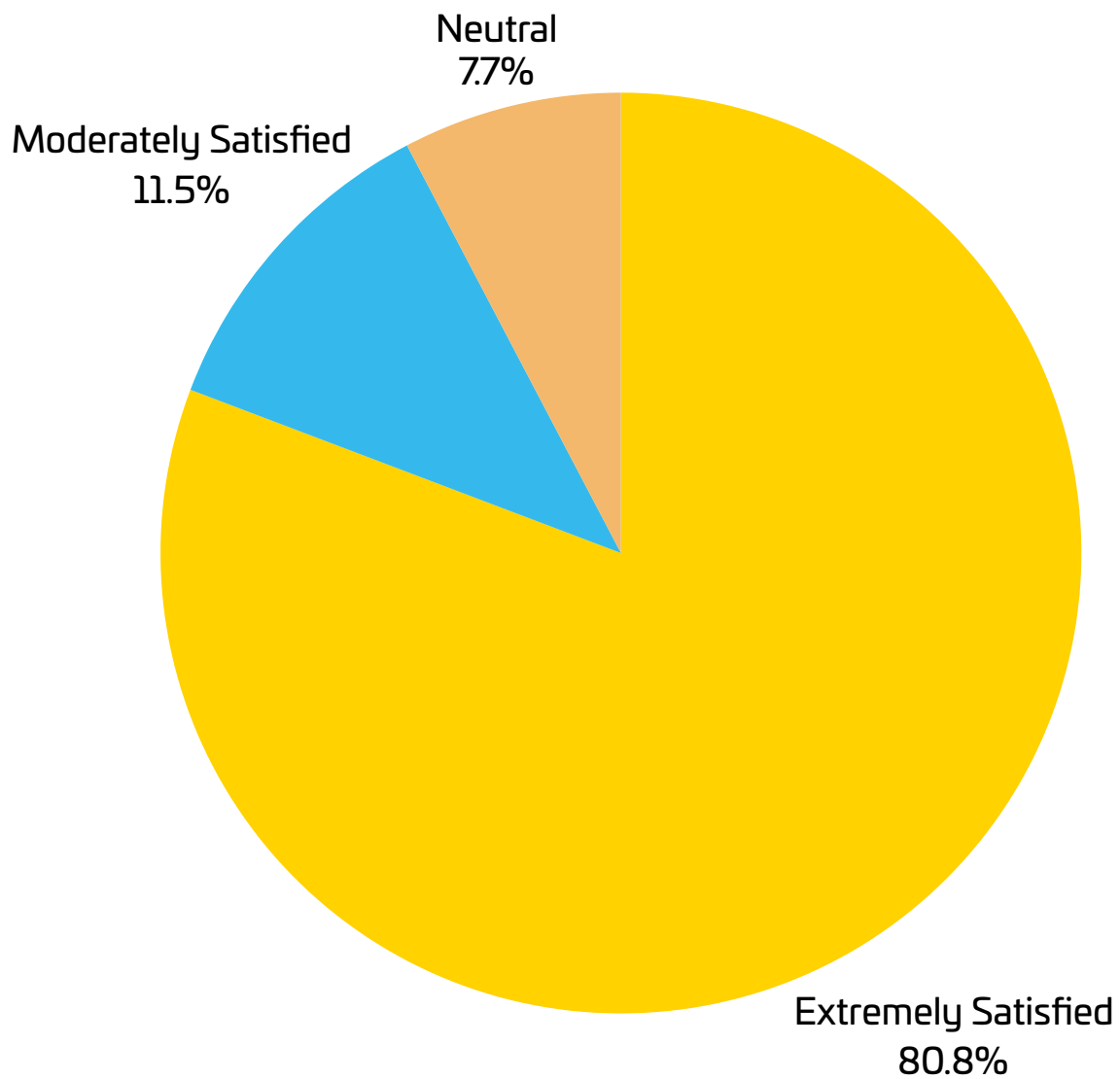
How effectively does the high-performance program help your child balance their academic and athletic goals?





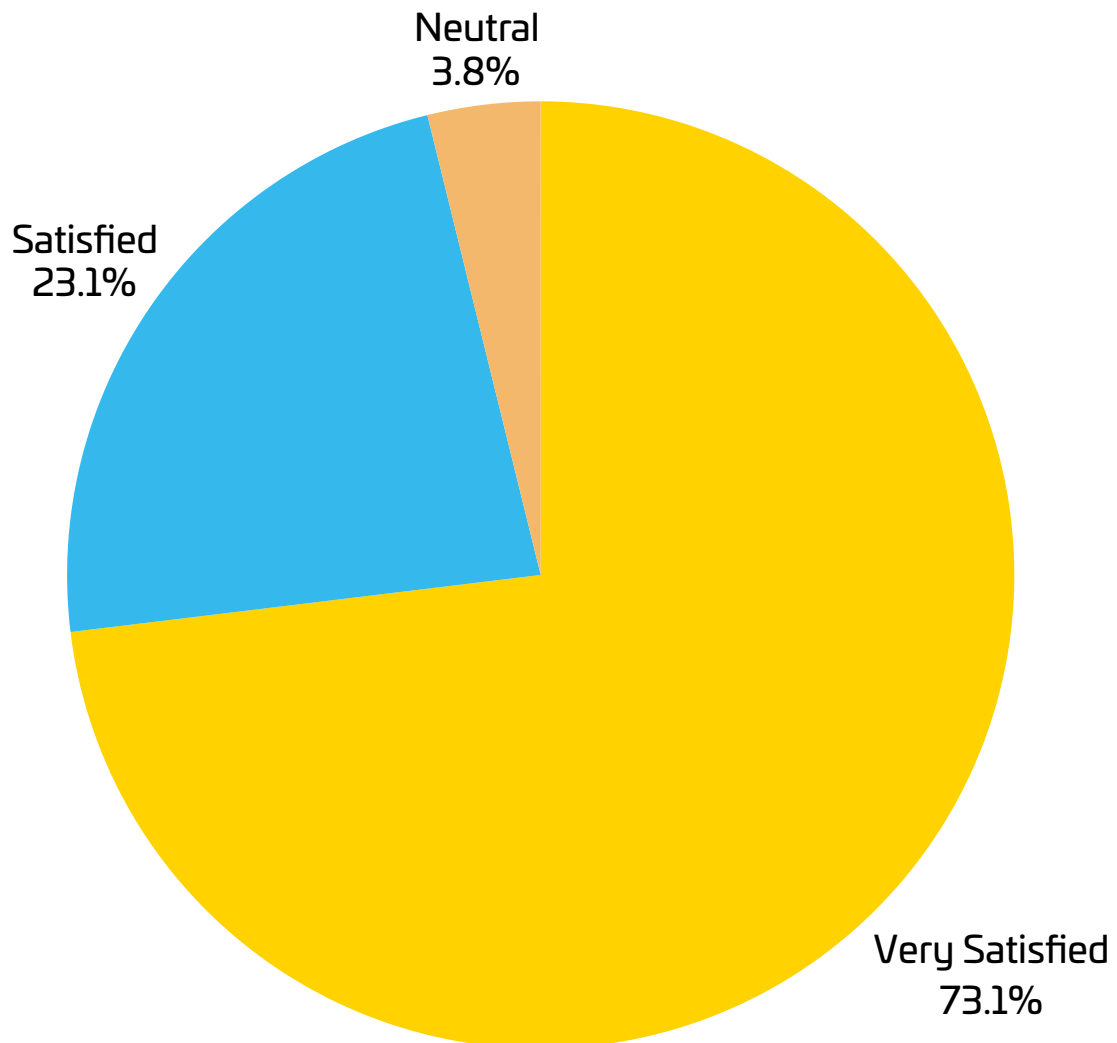
Parent Satisfaction

How well does the College's focus on sport and physical activity support your child's personal growth and well-being?

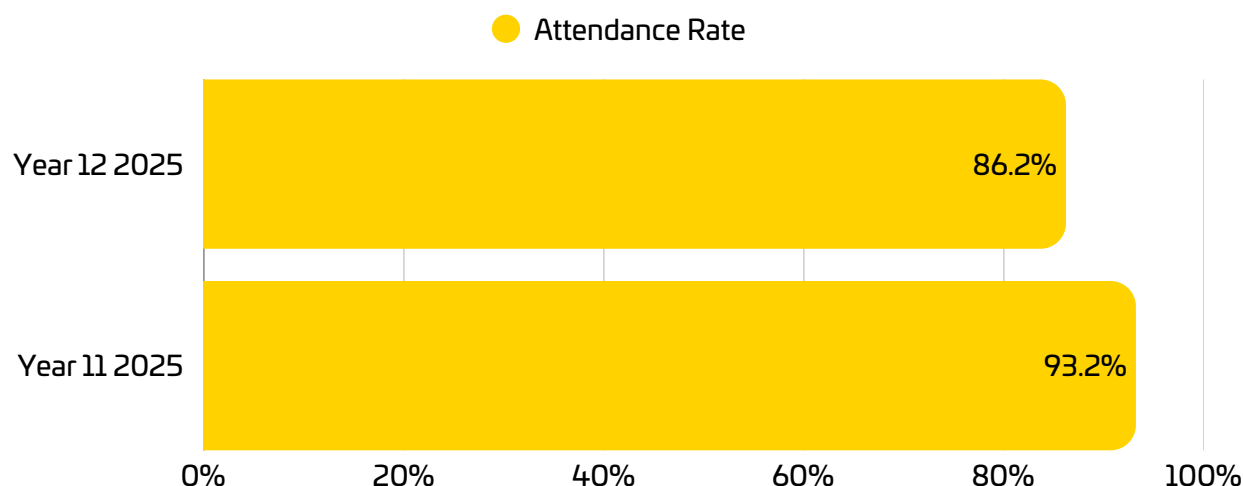


Parent Satisfaction

How satisfied are you with the frequency and quality of communication provided by the College?



Student Attendance Rate 2025



Student attendance at the Islamic College of Sport remained strong throughout 2025, reflecting the commitment of students to both their academic studies and sporting development. Year 11 students recorded an attendance rate of 93.2%, demonstrating excellent engagement and participation across the school year. Year 12 students achieved an attendance rate of 86.2%, maintaining a solid level of attendance. Overall, these results highlight the positive learning culture at ICS and the dedication of students to making the most of the educational and sporting opportunities available to them.

Our school uses Compass as a centralised system to monitor, record and manage student absence in a timely and proactive way. Each day, teachers take attendance in every class using Compass, which automatically records absences in real time.

If a student is marked as absent without explanation, an email notification is sent to parents/carers on the same day, prompting them to provide a reason for the absence through the Compass app or web portal. Parents can easily log in to Compass to enter an explanation, which is then linked to the student's attendance record.

Unexplained absences are followed up by staff, who make contact with families to ensure student safety and identify any emerging concerns. Compass provides comprehensive attendance dashboards and reports that allow staff to identify patterns of absence, track trends over time and flag students who may be at risk. This enables the school to implement early interventions and provide targeted support to improve attendance and engagement.

Compass also enables the school to communicate attendance updates and improvement plans with families and to acknowledge positive attendance through reports and notifications. By using Compass, we ensure accurate records, strong parent partnerships and a consistent, transparent approach to managing student attendance.

Professional Development at ICS

At ICS, professional development is recognised as a vital component of continuous improvement, ensuring that staff remain current with best practice, strengthen their professional capabilities, and enhance student learning outcomes. Throughout the year, staff engaged in a range of professional learning opportunities that support compliance requirements, instructional excellence, leadership development, well-being, and organisational effectiveness.

Compliance, Safety and Student Well-being

- First Aid and CPR Training
- First Aid Trainer Certification
- Child Safety Training
- Mandatory Reporting Training
- Building Resilience and Well-being
- Special Provision Training

Teaching and Learning

- Pedagogical Professional Learning on the Gradual Release of Responsibility Model, including:
 - Explicit literacy teaching strategies across learning areas
 - Active learning approaches to support engagement, differentiation, and student agency
- Community of Practice
- ChatGPT and Artificial Intelligence for Teachers
- Creating Training Content with Artificial Intelligence
- Islamic CRRE Professional Learning

Leadership and Professional Practice

- VIT Professional Learning Seminar
- BHF Coaching Pathway Program
- From School to Success

Staff Development and Organisational Effectiveness

- Clifton Strengths Assessment
- Enhanced Skills for Administrative Staff
- Productive Muslim Professional Development

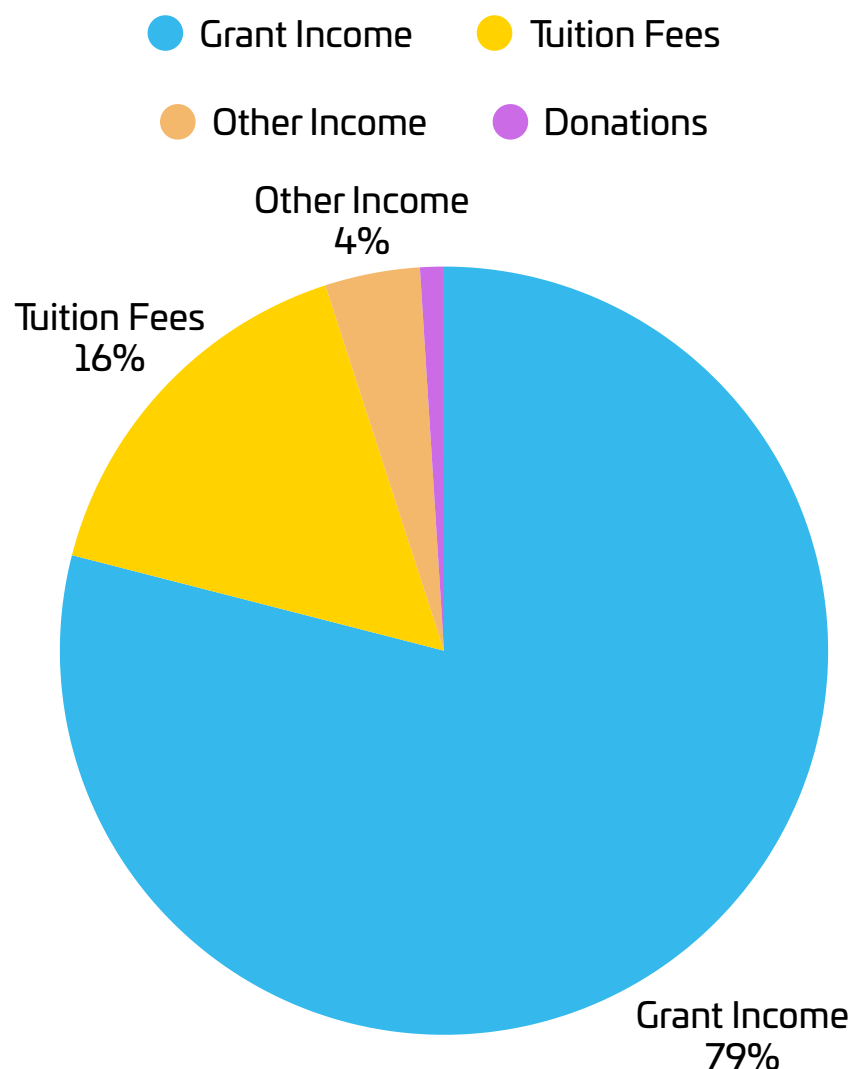
Summary Financial Information

The College board has direct responsibility for overseeing the financial operations of the College, meeting regularly to review monthly results, annual financial statements and approving the annual budget.

The College prepares annual financial statements that are independently audited by Stannards Accountants & Advisors. The majority of the College's operating income in 2025 was derived from Government Grants and tuition fees (see Figure 1).

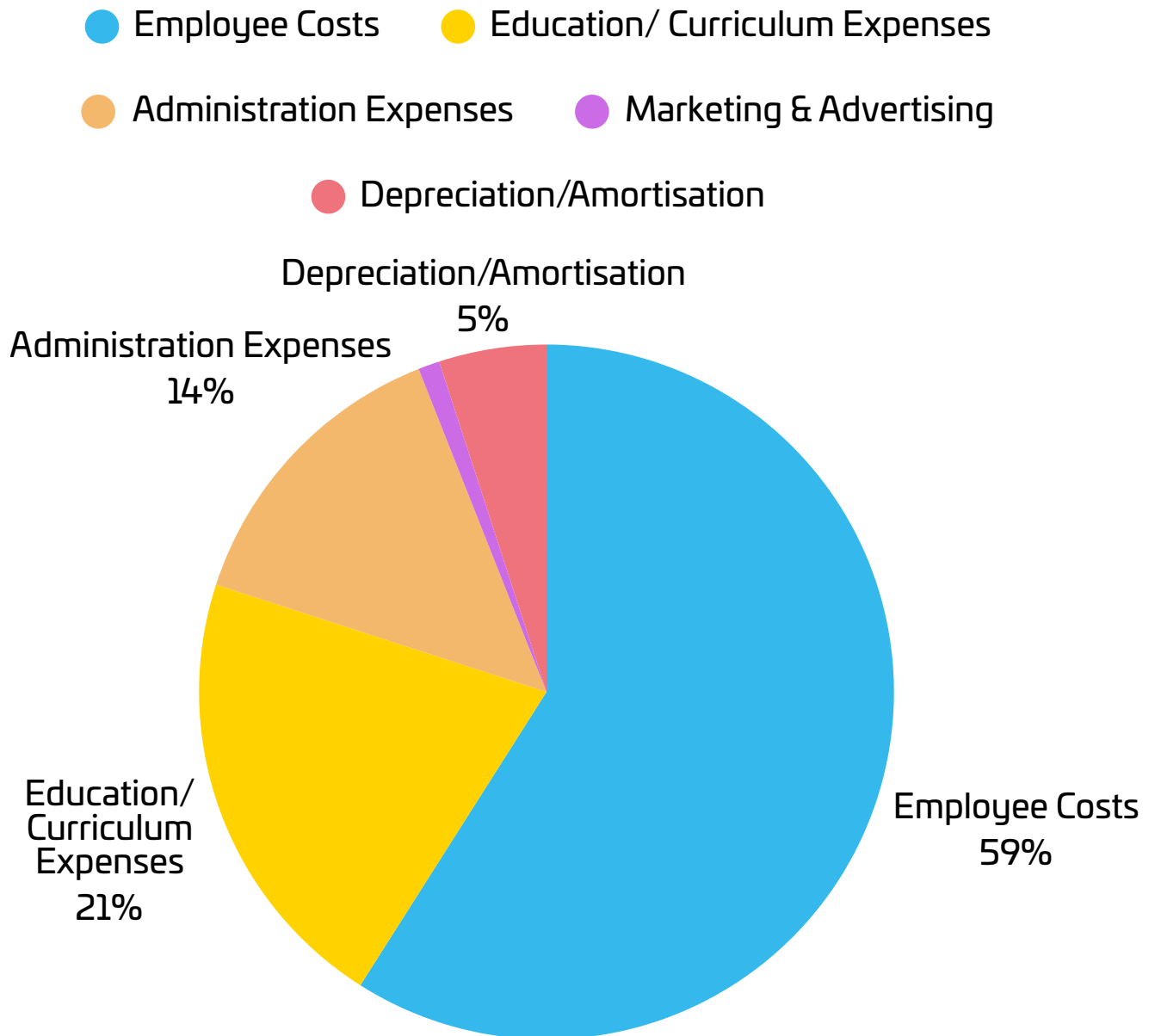
Operational expenditure for the year primarily related to staffing and curriculum related costs (see Figure 2). In its second year of operation, the College recorded a surplus of \$231,775.

Figure 1: College Income 2025 (%)



Summary Financial Information

Figure 2: College Expenditure 2025 (%)



Distribution of the Annual Report

The Annual Report is located on the College website and is provided to the Federal and State regulators.



Annual Report 2025

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Empower your future through faith and sport