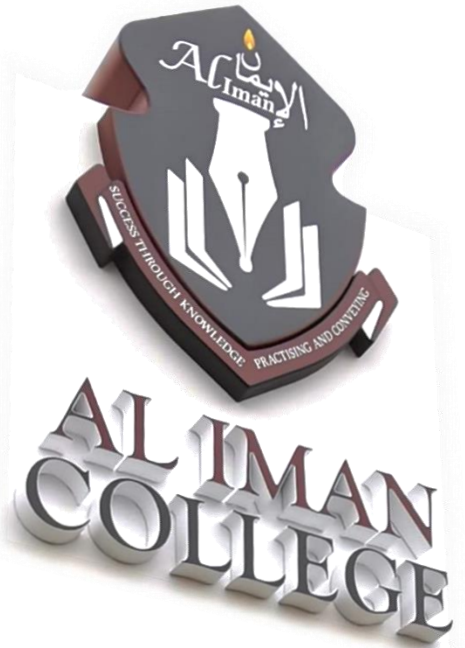
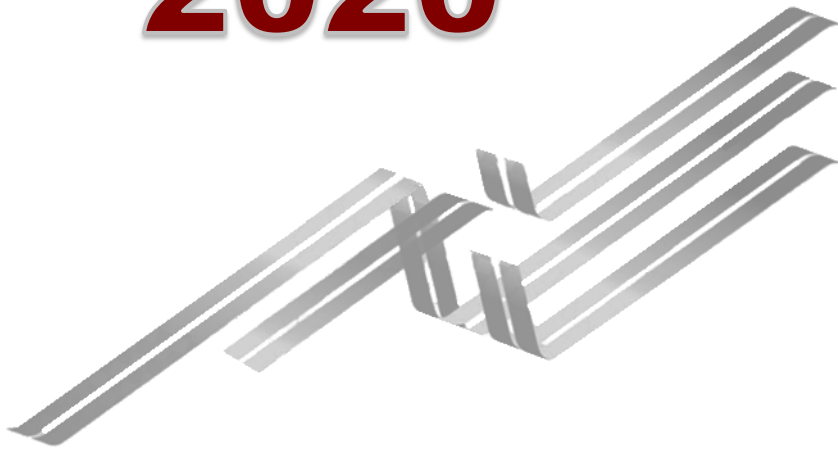


**2020**



# **Annual Report for The College Community**

SCHOOL NO. 2103



# Vision and Mission

To be an institution producing well balanced individuals who know their purpose of life and are equipped to fulfil their roles and functions with excellence.

## Objectives

To provide high quality education as per Australian Standards in line with Islamic values and principles in a safe and nurturing learning environment. **(Institution)**

To develop individuals who are well-balanced spiritually, physically, intellectually, emotionally, socially and environmentally, and are well-balanced:

1. In their knowledge and skill sets within the three tiers of priority –
  - Knowledge of Allah,
  - Knowledge of Obedience of Allah,
  - Knowledge of all the support systems of our worldly existence
2. In managing their various roles in life. **(Well-balanced individuals)**

To inculcate a sense of purpose as defined by our Creator Allah SWT “I have not created jin and mankind except to continuously serve, obey and worship me.” **(Purpose of life)**

To prepare individuals for their roles in life in terms of specific relationships, occupations or professions (eg. a mother, a son, a doctor, an engineer, a plumber, a businessman, etc). **(Roles)**

To prepare individuals to perform within their roles with excellence, positively impacting their society and environment. **(Function)**

## Core Sifaat (Values)

- Vision/mission oriented life
- Honesty/integrity
- Continuous quest for knowledge
- Continuous quest for excellence
- Dedication/commitment (Azm)
- Consistency (Istiqamah)
- Cleanliness and orderliness
- Resilience

## Islamic excellence

- Iman
- Imani sifaat
- Ikhlas (Sincerity to Allah)
- Naseehah (Sincerity to the creation)
- Islamic compliance
- Spirit of Sunnah
- Character/morals (Akhlaq)

## Academic/professional excellence

- Personal development
- Discipline
- Initiative
- Teamwork
- Proactivity
- Readiness and willingness

## Benevolence

- Care, development of and collaboration with all associates
- In organisation
- Students
- Peers
- Suppliers
- Community
- Sector
- Country
- Humanity
- Conveying to others

## Democratic Principles

Al Iman College supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

<b>Students</b>	
Total enrolments	605
Girls	326
Boys	279
Full-time equivalent enrolments	464
Indigenous students	0
Language background other than English	100%

# Curriculum Framework

Al Iman College is committed to providing a rigorous national approach to education through the Australian Curriculum. The curriculum has been developed to incorporate the best of all learning approaches through a balanced program that provides for meaningful, significant and challenging experiences for our students.

## Engagement

At Al Iman we take every effort to produce students who are well-balanced spiritually, physically, intellectually, emotionally, socially and environmentally.

True to our objectives, we have put in place a curriculum with a strong emphasis on the current educational trends strategically linked with Islamic values. We believe that this is a shared objective throughout the community.

Therefore in 2020, Al Iman College continued our focus on building community confidence and the nurturing of home/college partnership. We take every opportunity to facilitate collaboration through various programs and activities involving the whole community. With a reputation of being the fastest growing school, there is also a need to cater for smooth transitions of new enrolments throughout the year not just for our new students but also for their families.

Despite restrictions we were able to continue with our transition program in which new families and students were equipped with information and strategies for school readiness especially for Foundation students.

The advent of online learning presented opportunities to guide parents with better awareness of the need to be well informed with the demands of online learning and communication. Although we were not able to continue with our parent volunteer programs in areas of class support, reading programs, extra-curricular activities, incursions and excursions, we saw an increase in parent involvement through our online learning and other parent engagement activities and information platforms. These provided opportunities for involvement in their child's learning. We also provided platforms for self-improvement courses.

We believe that we have provided a centralised avenue for staff members and guardians to collaborate with regard to students' pastoral needs whether it be emotionally, academically or socially.

The College acknowledges the growing trend towards educational technology by providing diverse learning platforms such as Literacy Planet, Mathletics, Essential Assessments, Education Perfect and Edmodo which allow students to develop necessary skills while catering for student interests.

Additionally, PM Readers online was introduced to ensure students were still able to access books while learning from home during the lockdown.

Students are also engaged with our wide range of other extra-curricular programs. We support national events and programs such Clean Up Australia day, Harmony Day, Literacy and Numeracy Week, Science Week, Book Week, Art Week and Sports day by allowing the students to join in exhibitions and contribute to the community through fun and event related projects.

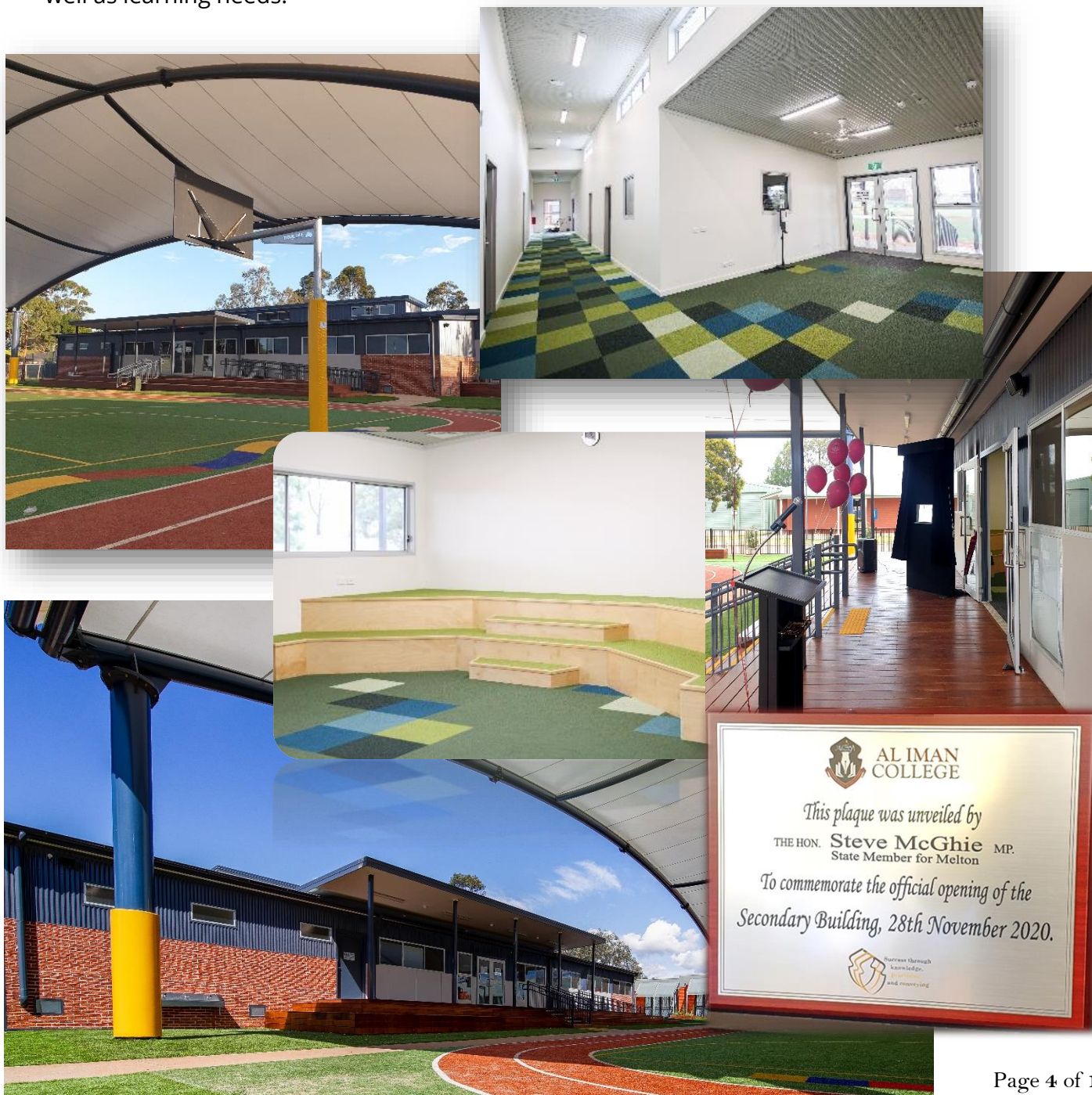
Through running activities relevant to community beliefs such as those related to Ramadan and the two Eids, students and staff members as well as the rest of the community can focus on the true meaning and importance of such days while enjoying festivities and celebrations suiting the event.

At Al Iman College, graduations and award giving ceremonies are an integral part of celebrating student success academically as well as recognising their efforts and excellent behaviour.

Students and teachers embraced the opportunity to be creative and improvised activities, exhibitions and celebrations throughout 2020.

However, activities and exhibitions between year levels only and celebrations within student classes, has allowed an improved student-cohort and student-teacher bonding, especially after the lockdowns.

In our continual efforts towards improvement of our existing facilities, a new facility was built to cater for secondary students. The new building is equipped with 6 new classrooms, a staff room, a common learning area and all necessary amenities to cater for the growing number of students as well as learning needs.



A new Food Technology Room was also fitted to an existing building to better cater for the growing interest of the students.

Furthermore, the playground was resurfaced, more play equipment was installed, more walkways were concreted, the undercover multipurpose court was made bigger, another multipurpose court was installed, more trees were planted and more grass was laid.



The highlight of our efforts in 2020 was in our “Green Up Cool Down with Nature” project inspired by World Environmental Day Grants Program 2020 offered by Melton City Council.

Through this project, the college premises and parameters were greened up with new landscaping. Native trees and scrubs were planted, uplifting the look of the south facade.

Kitchen gardens were established by constructing garden beds at the most conducive positions in the yard. Students were assigned with planting and caring for the gardens and produce.



This project has brought collaboration with a volunteer group for distribution of produce to the needy in the community.

Our students benefitted most from the project. They were made aware of different ways to contribute to the community. They gained hands-on skills and knowledge of effective gardening. They also learned the value of self-sustenance and a healthy lifestyle, all the while having fun.

The courtyards and the playground have turned into a better and safer outdoor area for our students to enjoy, conducive to learning, rest and play. It is also proven that this will result in improved attentiveness and engagement in class.

Through this project we saw the coming together of efforts from students, teachers, the parent community as well as the Melton community at large.

These have contributed to an increased sense of belonging and a happy and healthy collaborative learning community.

We also believe that Staff training and improvement contributes to improved student engagement. Through Professional Development Courses on site as well as off site, Coaching and the Beginning Teachers Program, staff wellbeing activities and regular motivational activities, staff keep their skills up to date to face the challenges of educating today's youth.

2020 has brought an increase in professional development courses taken up by our staff due to the increase in availability of online courses.

All these combined improved student engagement in their learning as was evident across the college. This was supported by a range of college-based feedback surveys completed by students at all levels across the College.

Feedback from the parent opinion surveys show many of the indicators are significantly above state means.

The College staff survey endorses the view that there is a strong and positive, student-focused college culture being built at Al Iman College.

In 2020 Al Iman College recorded an absence rate similar to that of "like schools". The college continues to regularly promote attendance and punctuality as a vital ingredient for college success. This is actioned through the termly newsletter and messages via SEQTA Engage and SEQTA Learn and followed up with text messages and phone calls to parents and reminders to students.

Overall, 2020 has highlighted the resilience and creativity of our staff amidst the obvious challenges of the year, in catering for student and community needs. Our dedicated, resilient and creative staff, a strong curriculum, an emphasis on being "a collaborative and learning community" and our continuous efforts towards improving facilities, all combined to build community confidence, overall satisfaction and engagement within the whole Al Iman community.

# Staff Qualifications

All the teaching staff employed at Al Iman College are registered in accordance with the requirements of Victorian Institute of Teaching (VIT).

Our teaching staff members' qualifications include Graduate Diploma of Education, Masters and PhD.

## College Staff

Teaching staff	47
Full-time equivalent teaching staff	45.1
Non-teaching staff	39
Full-time equivalent non-teaching staff	33.5

## Student Attendance Rate

All students Semester 1 88.16% Term 3 92.73%

## NAPLAN Results

Students did not sit for NAPLAN in 2020 due to COVID-19.

Percentage of student **AT** or **ABOVE** the National Minimum Standard **2019**

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	98%	93%	97%
5	97%	97%	100%	94%	94%
7	97%	97%	97%	88%	97%
9	94%	94%	94%	94%	100%

Percentage of student **AT** or **ABOVE** the National Minimum Standard **2018**

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	100%	96%	100%
5	96%	91%	91%	96%	100%
7	100%	91%	100%	95%	95%
9	100%	88%	82%	95%	100%

Percentage of student **AT** or **ABOVE** the National Minimum Standard **2017**

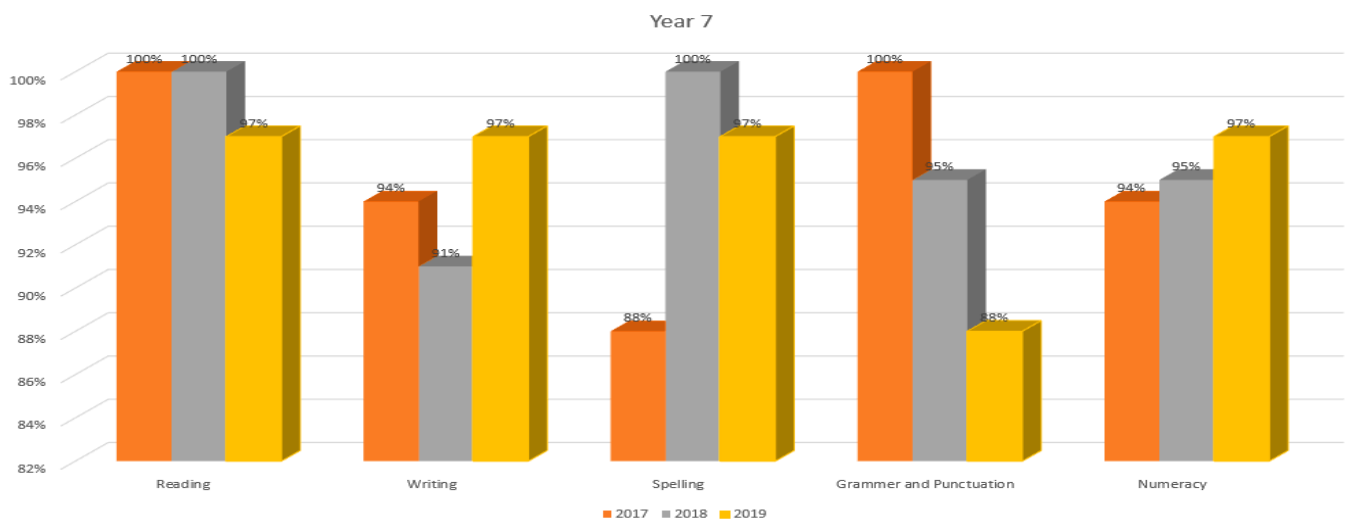
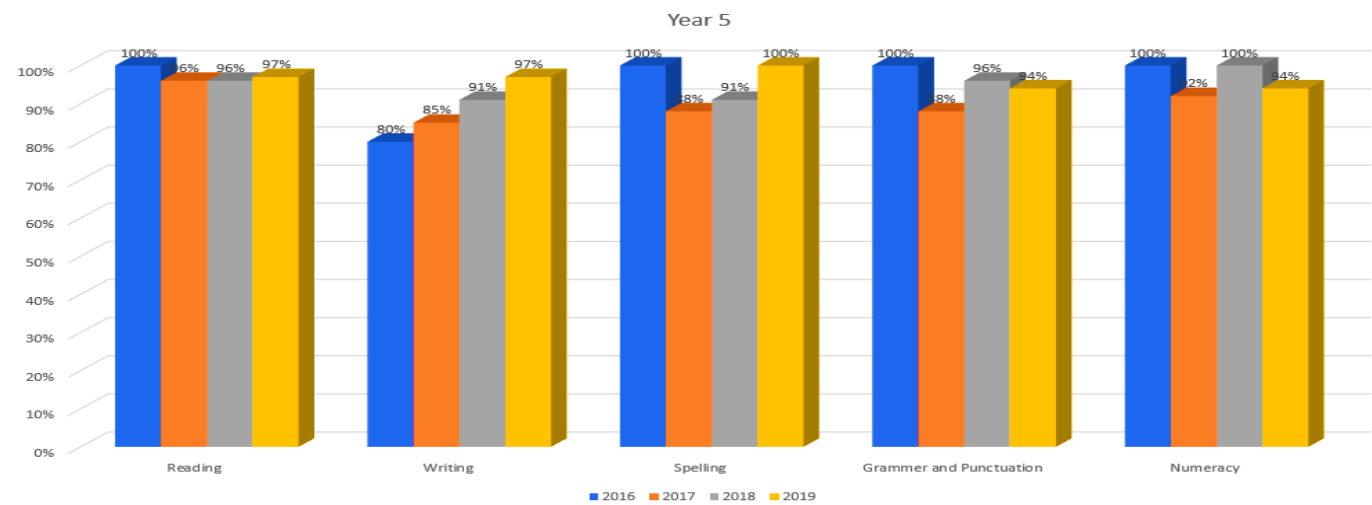
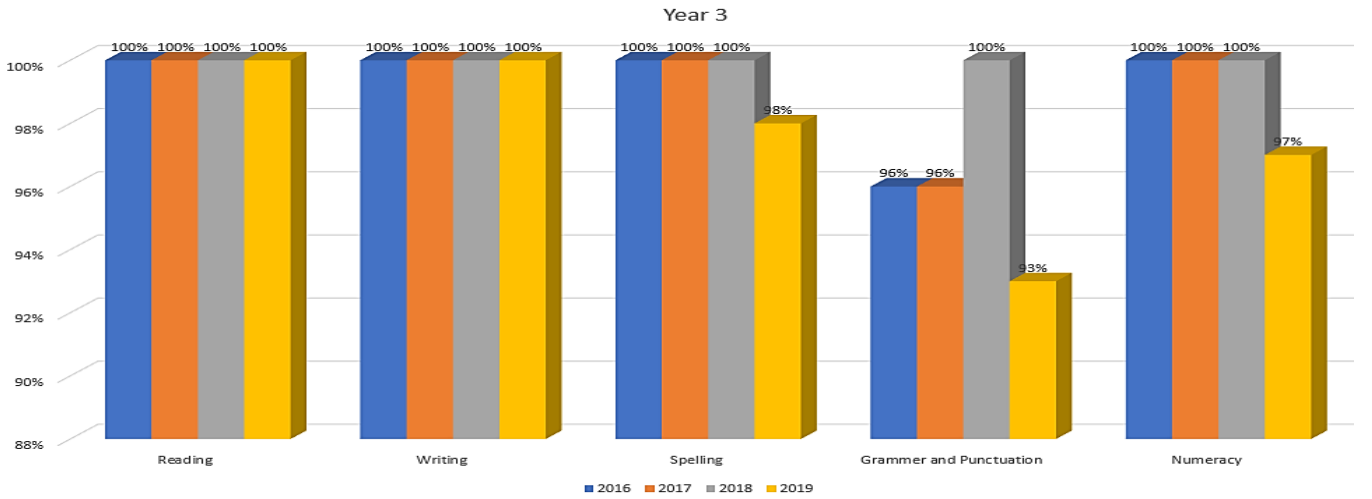
Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	100%	96%	100%
5	96%	85%	88%	88%	92%
7	100%	94%	88%	100%	94%

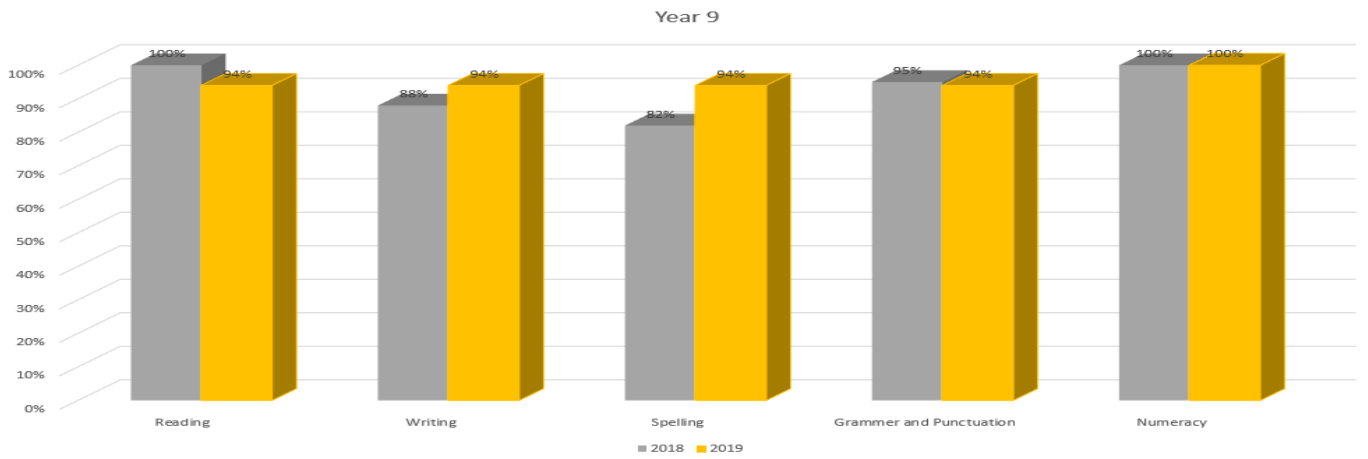


Percentage of student **AT** or **ABOVE** the National Minimum Standard 2016

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	100%	100%	100%
5	100%	80%	100%	100%	100%

## NAPLAN Trend Data Report

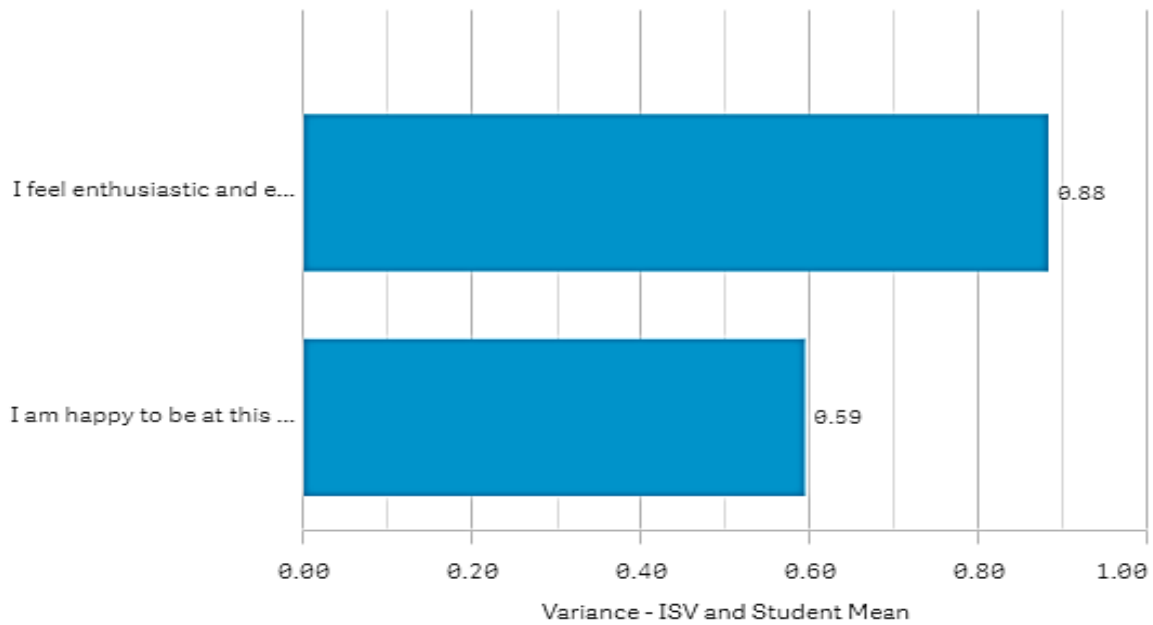




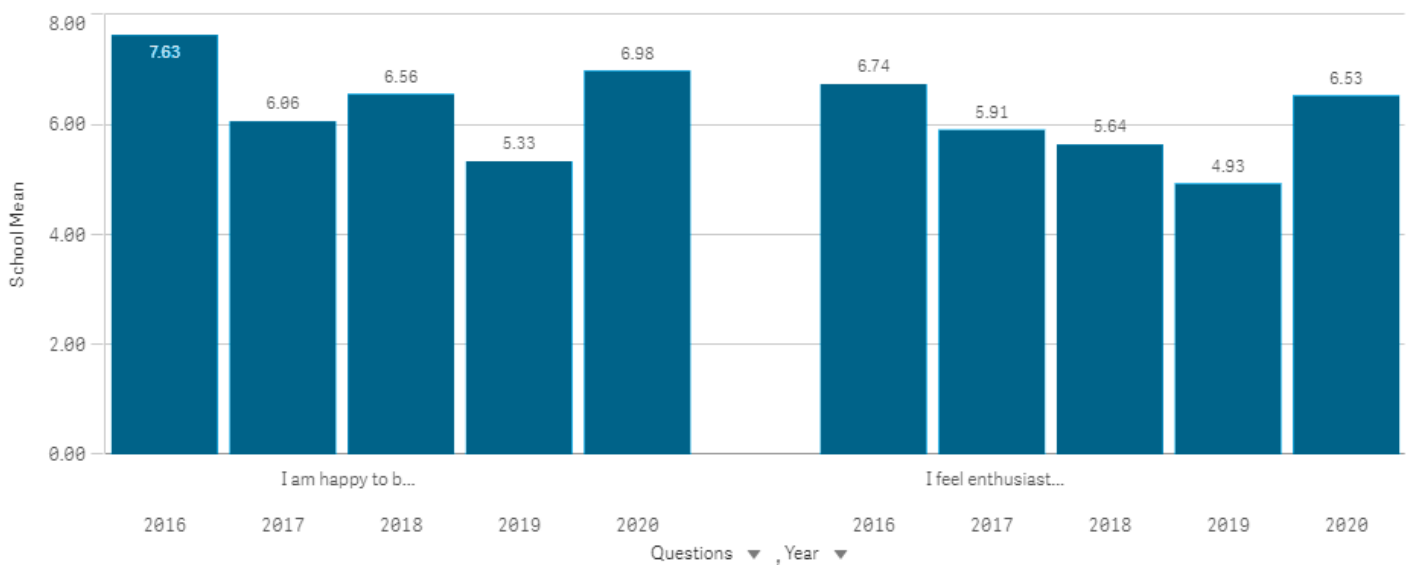
# Student Satisfaction Survey

## Overall Student Satisfaction

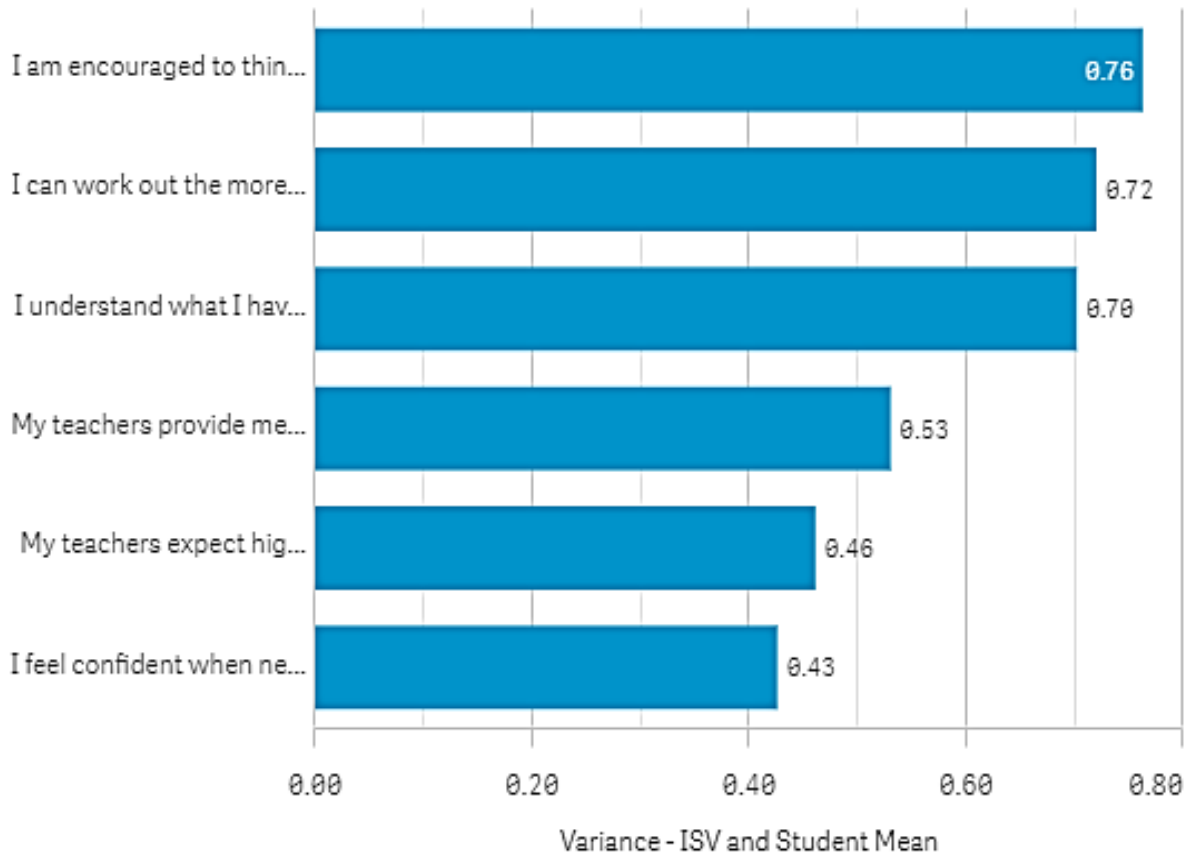
### Variance between School & ISV Mean (Questions)



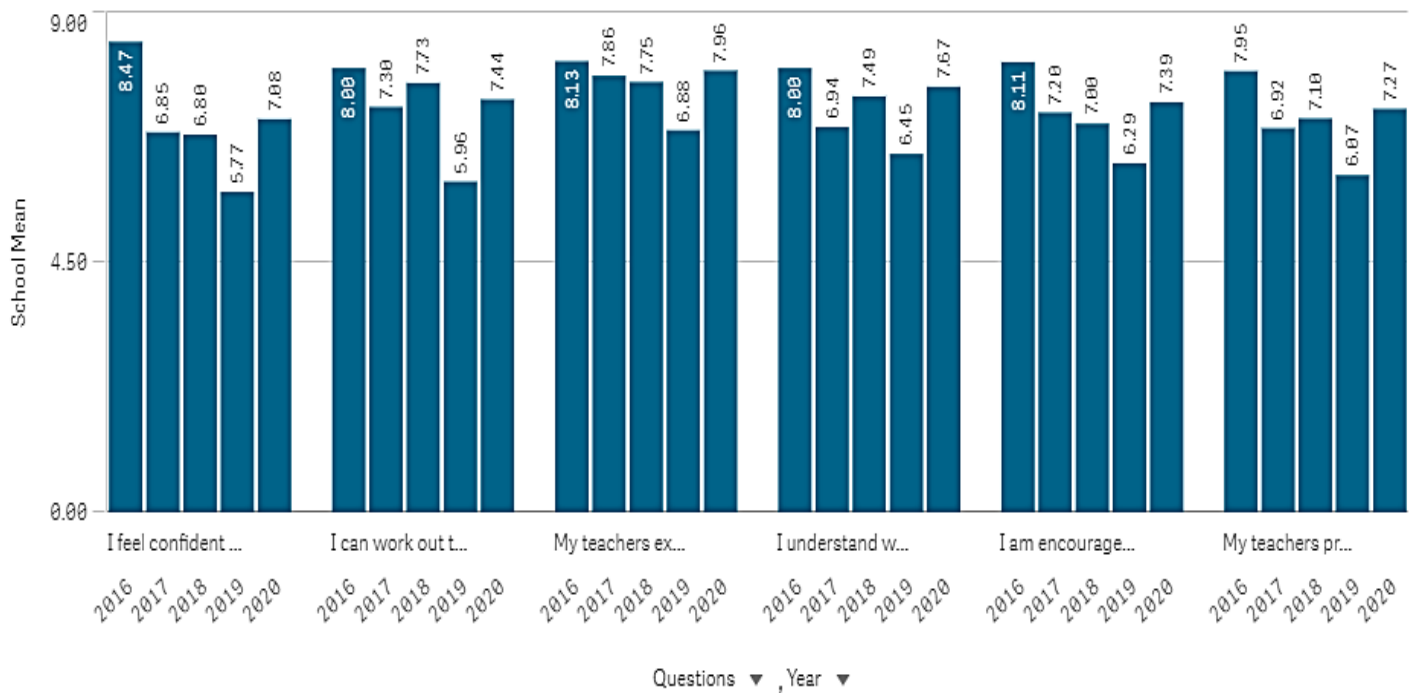
### Domain and Question Breakdown



### Variance between School & ISV Mean (Questions)

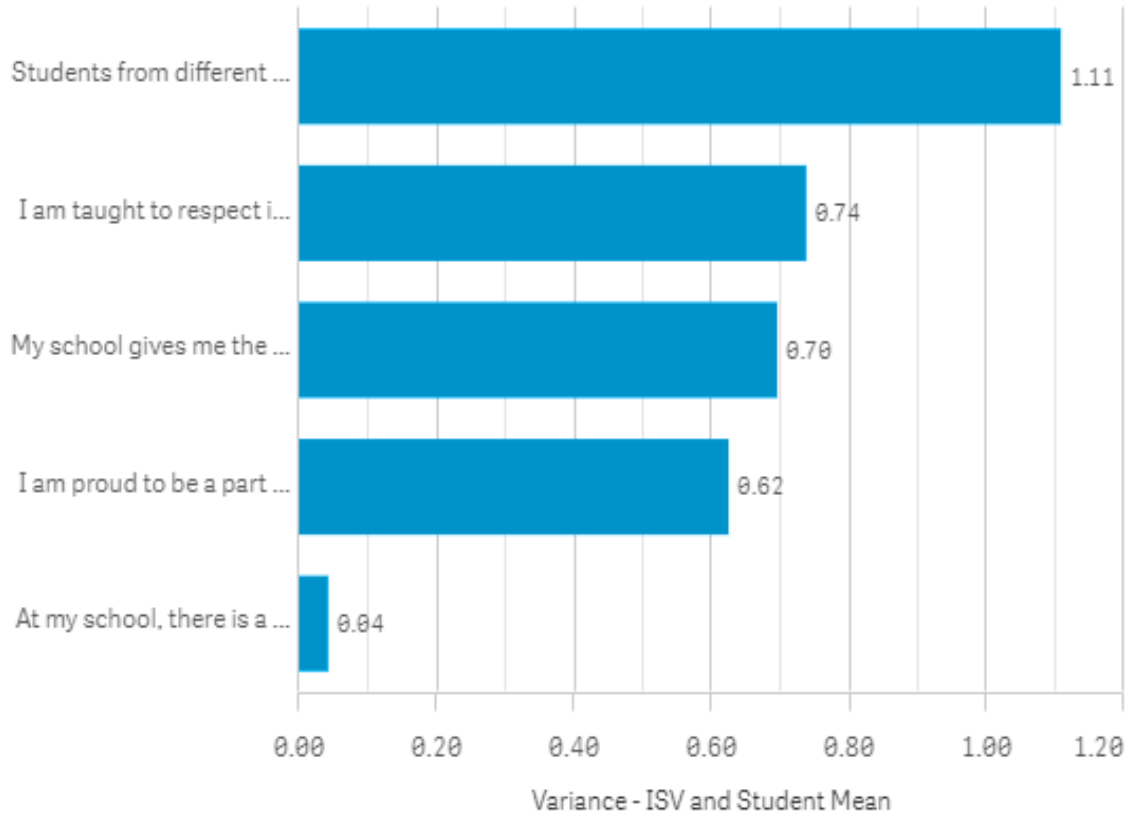


### Domain and Question Breakdown

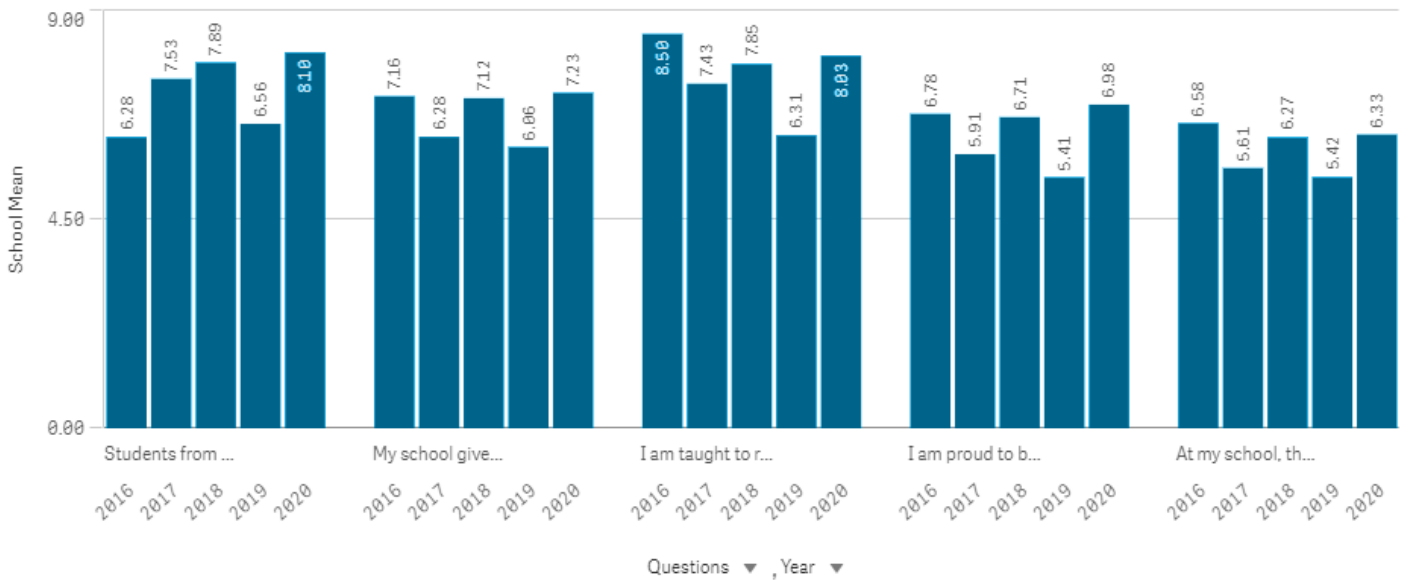


# Student Satisfaction with School Ethos and Values

## Variance between School & ISV Mean (Questions)

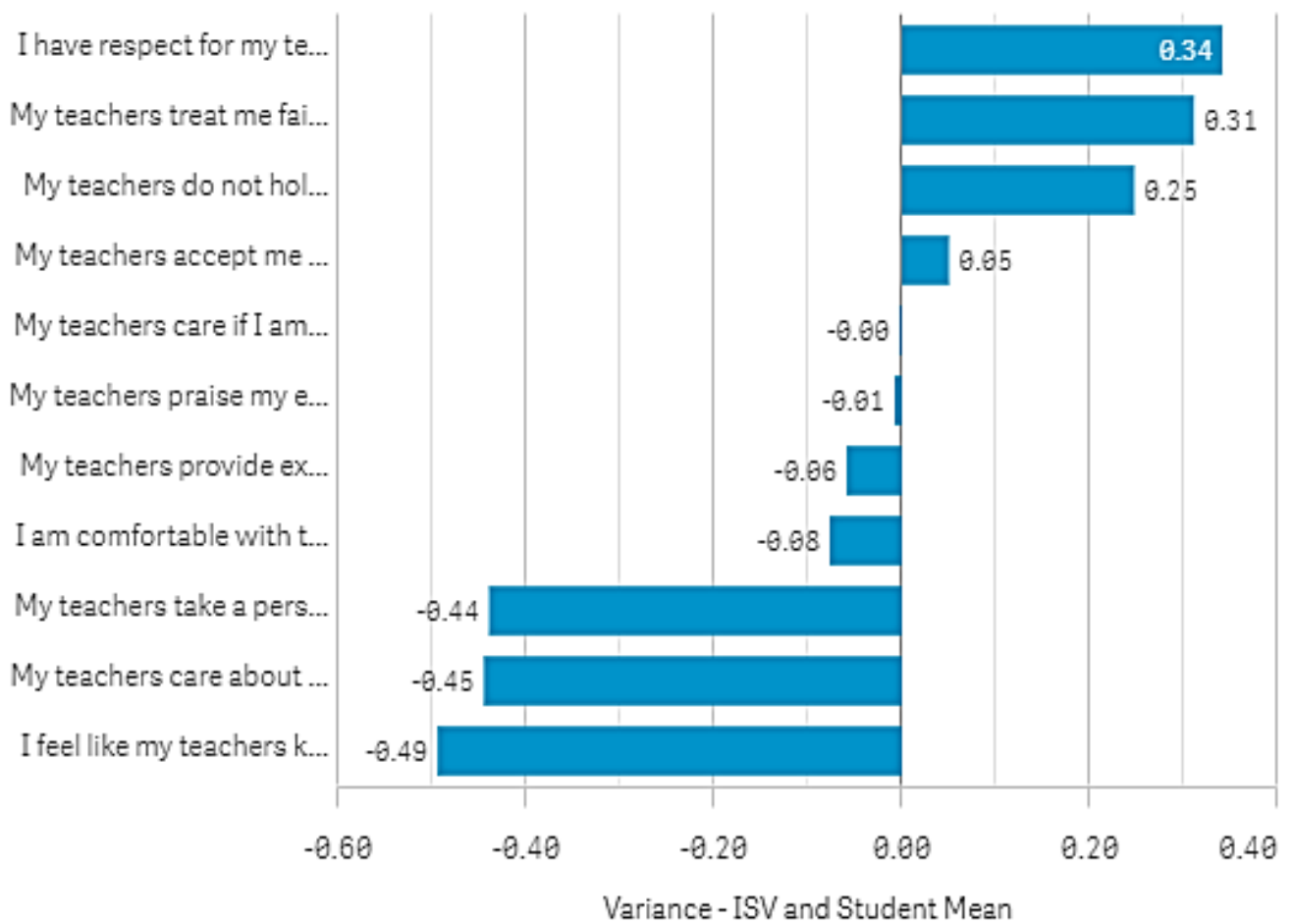


## Domain and Question Breakdown

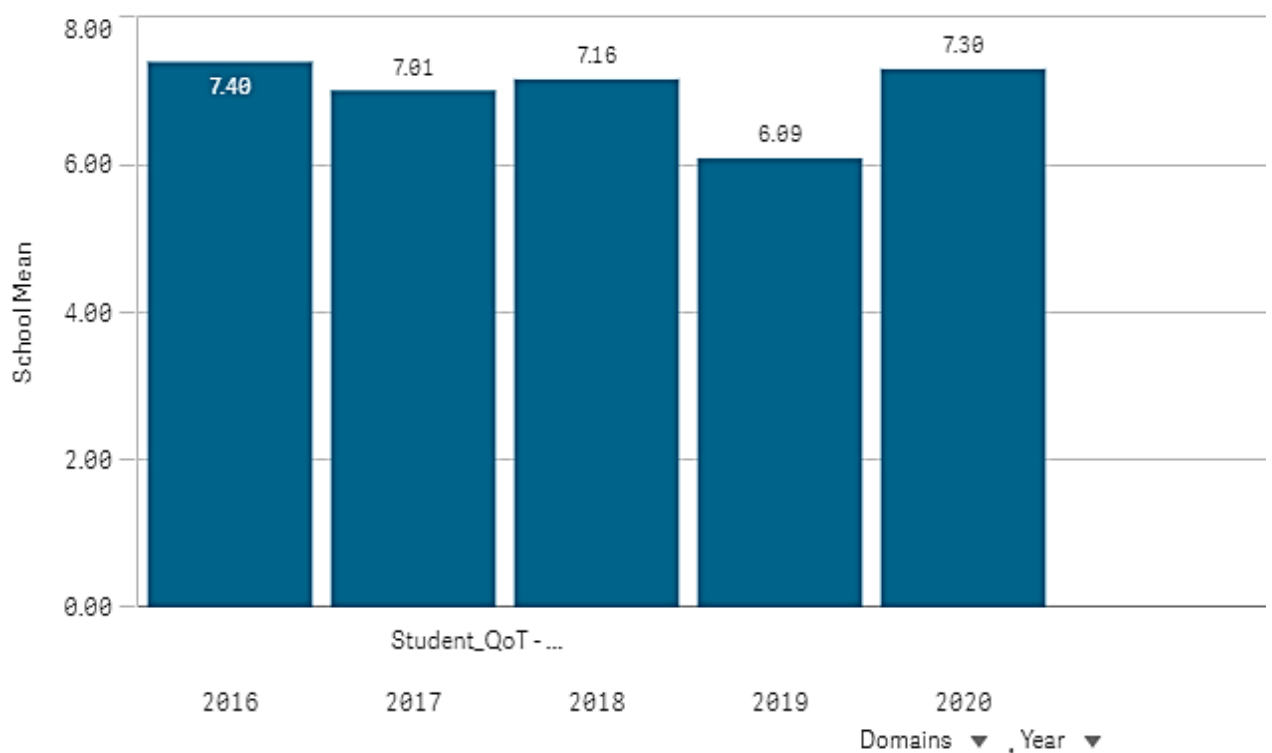


# Student Satisfaction with Teacher/Student Rapport

## Variance between School & ISV Mean (Questions)

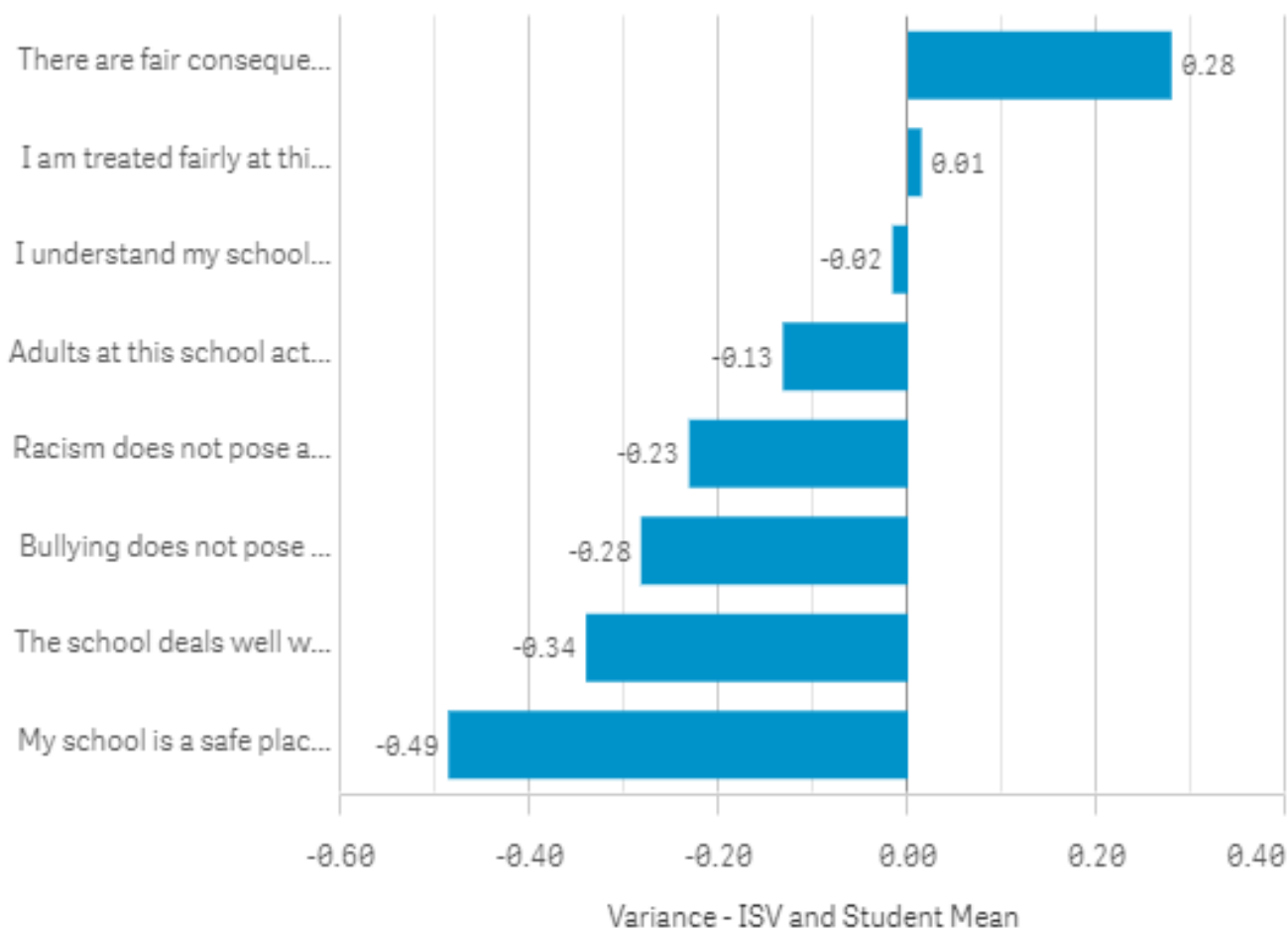


## Domain and Question Breakdown

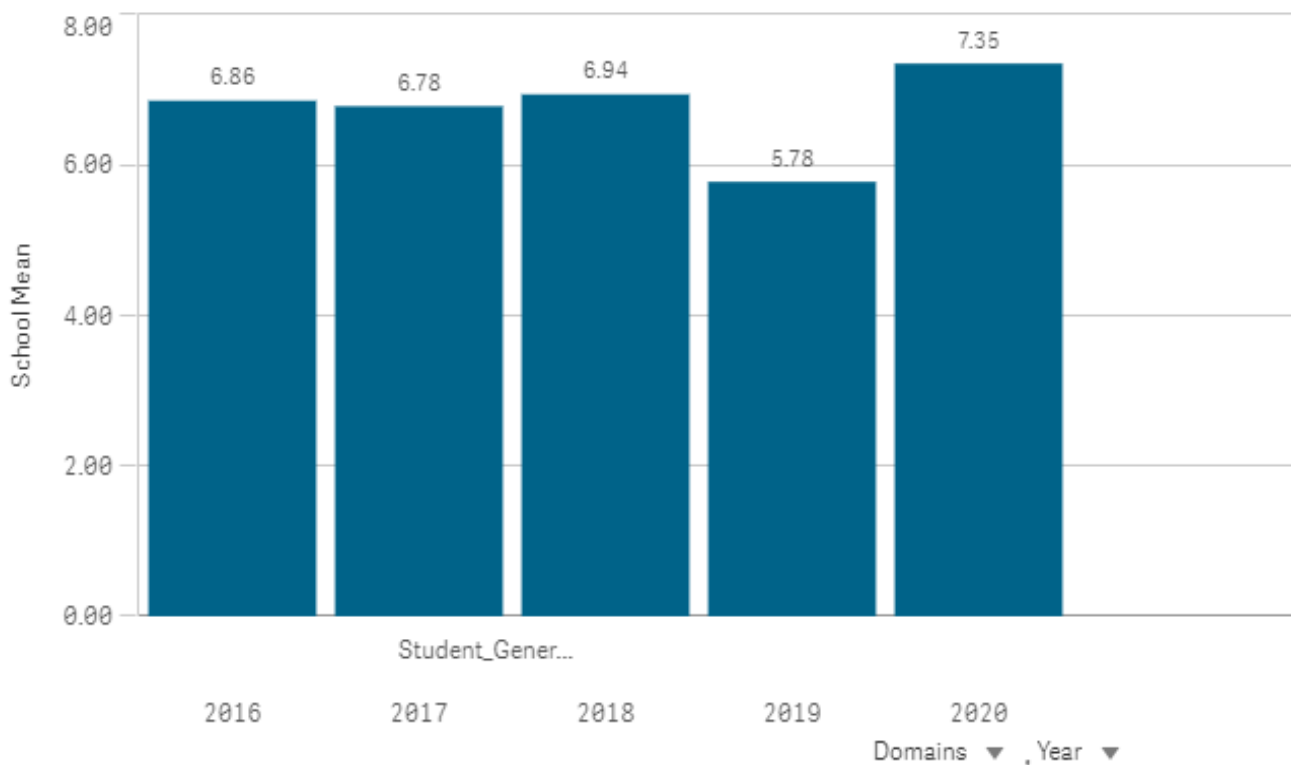


# Student Satisfaction with Discipline and Safety

## Variance between School & ISV Mean (Questions)



## Domain and Question Breakdown

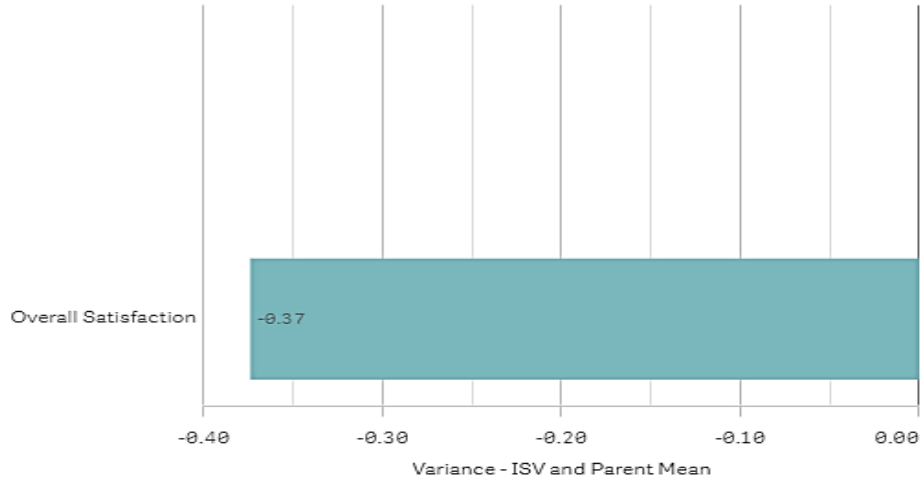


# Parent Satisfaction Survey

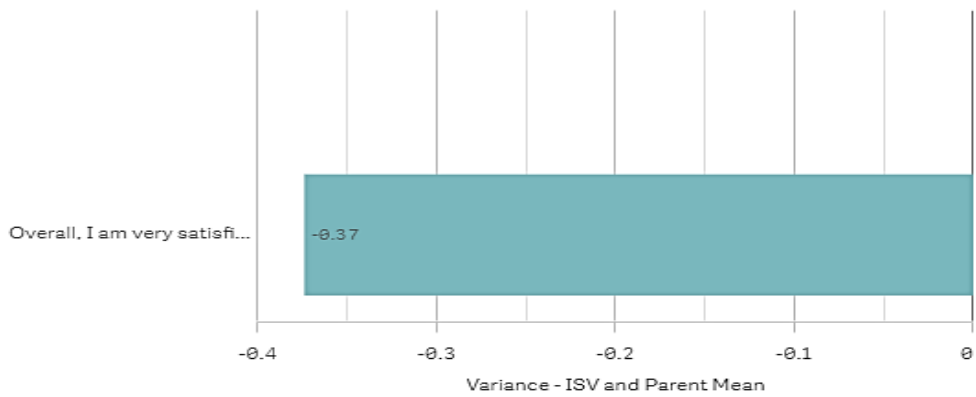
## Overall Parent Satisfaction

2020

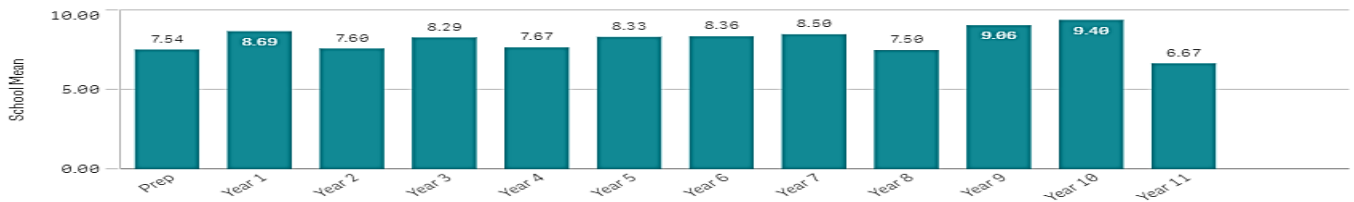
Variance between School & ISV Mean (Domains)



Variance between School & ISV Mean (Questions)



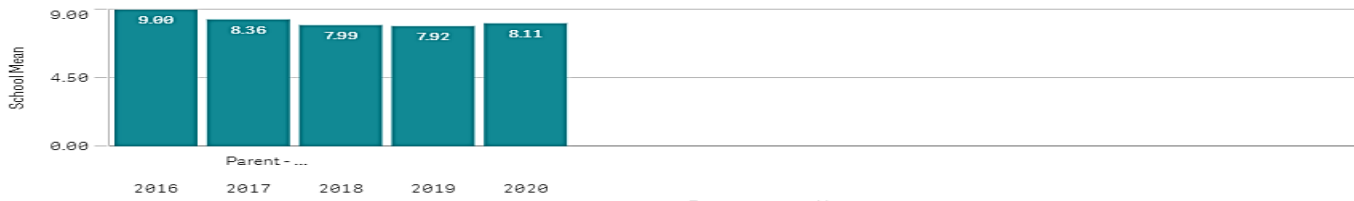
School Mean by Year Level



Child's Gender and Relationship



Domain and Question Breakdown

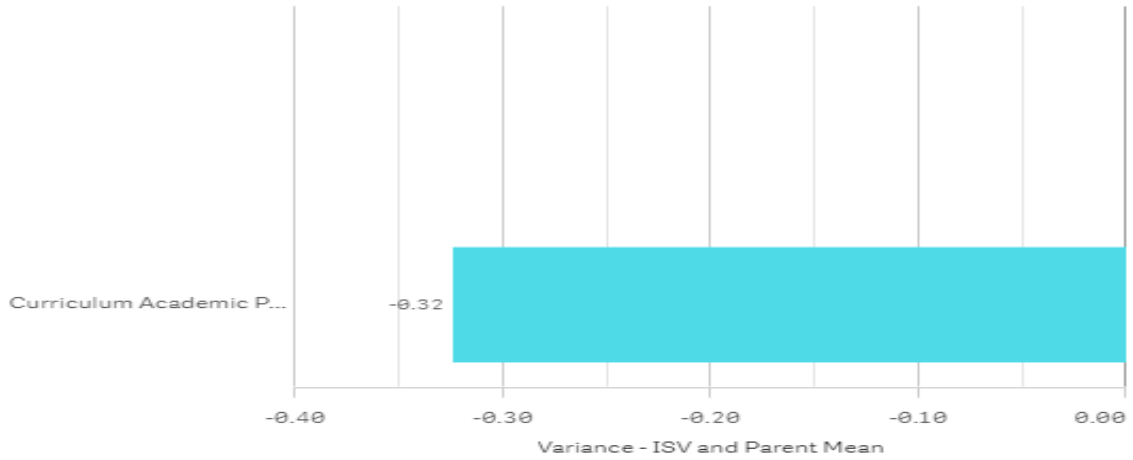


Domains , Year

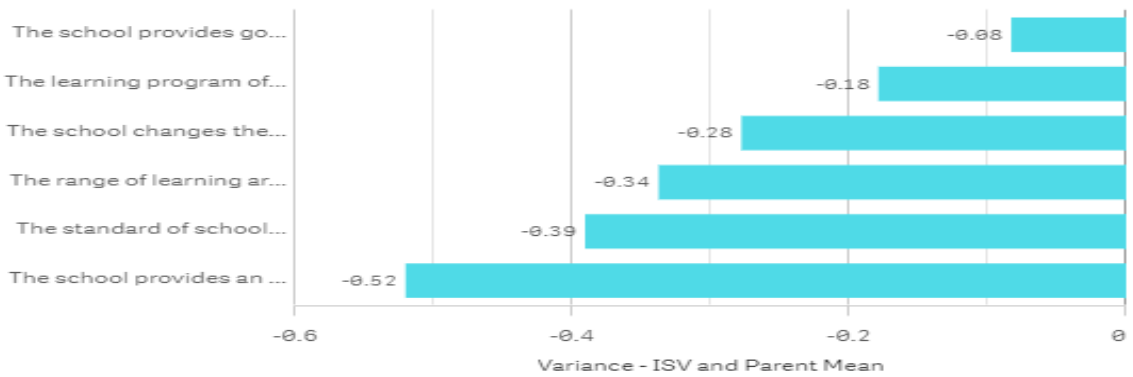
# Parent Satisfaction with Curriculum Academic Program

2020

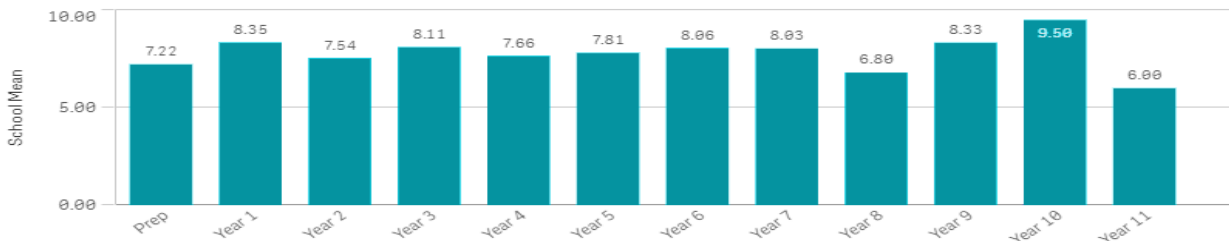
Variance between School & ISV Mean (Domains)



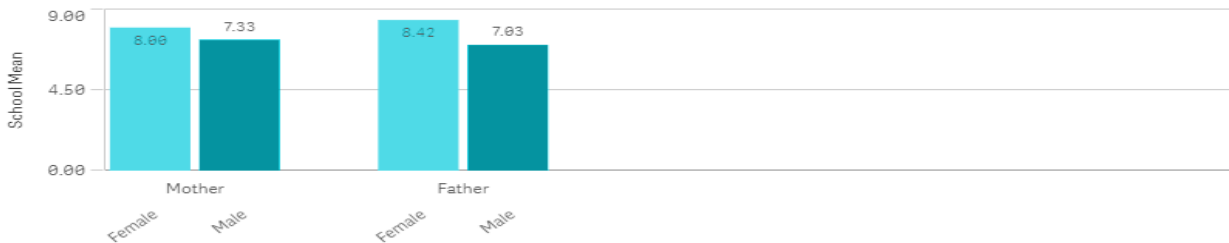
Variance between School & ISV Mean (Questions)



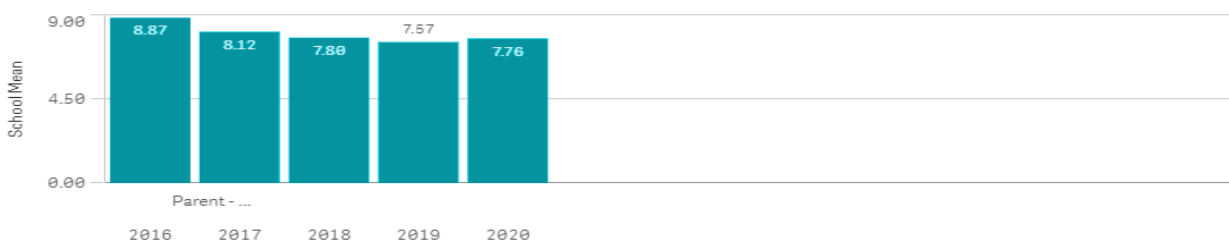
School Mean by Year Level



Child's Gender and Relationship



Domain and Question Breakdown



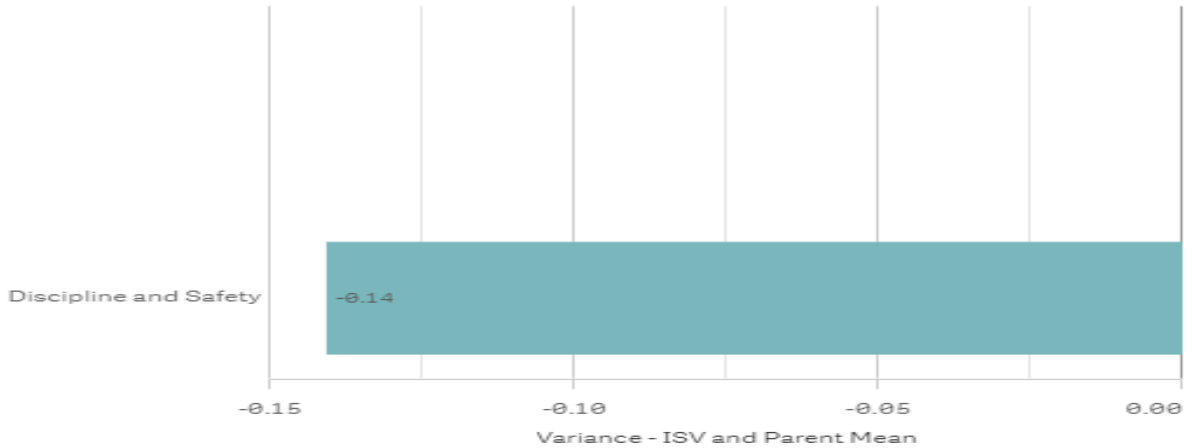
Domains ▾ , Year ▾



# Parent Satisfaction with Discipline and Safety

2020

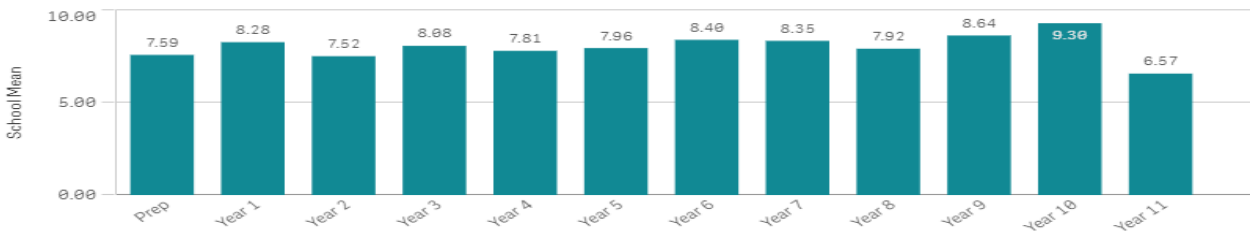
Variance between School & ISV Mean (Domains)



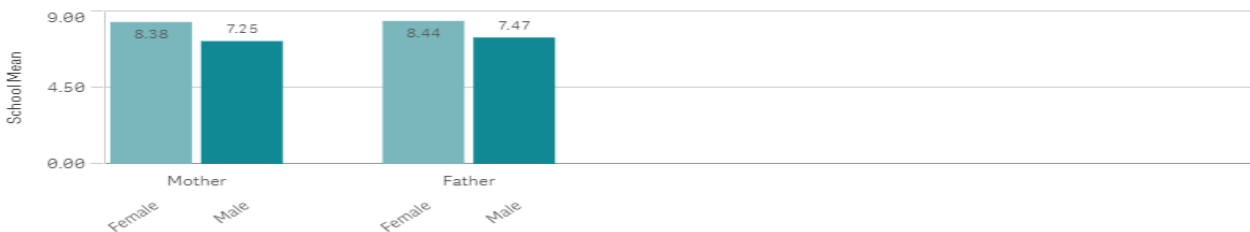
Variance between School & ISV Mean (Questions)



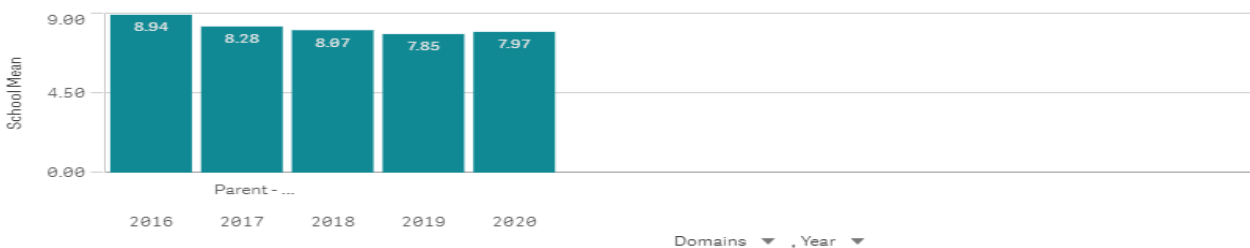
School Mean by Year Level



Child's Gender and Relationship

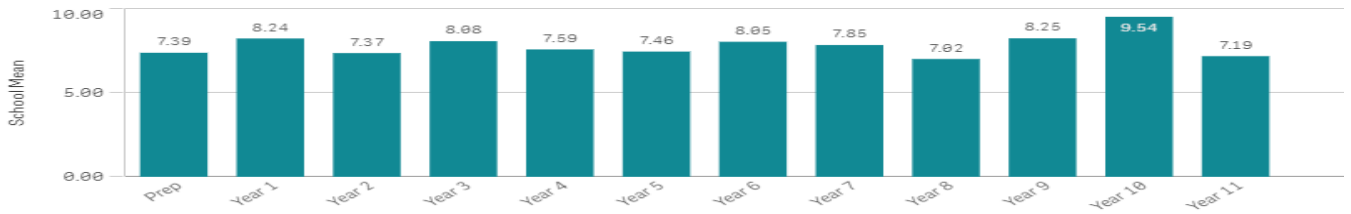


Domain and Question Breakdown

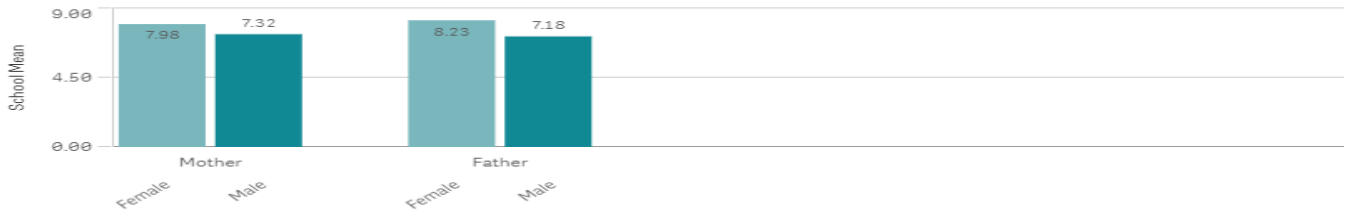


# Parent Satisfaction with Learning Outcomes

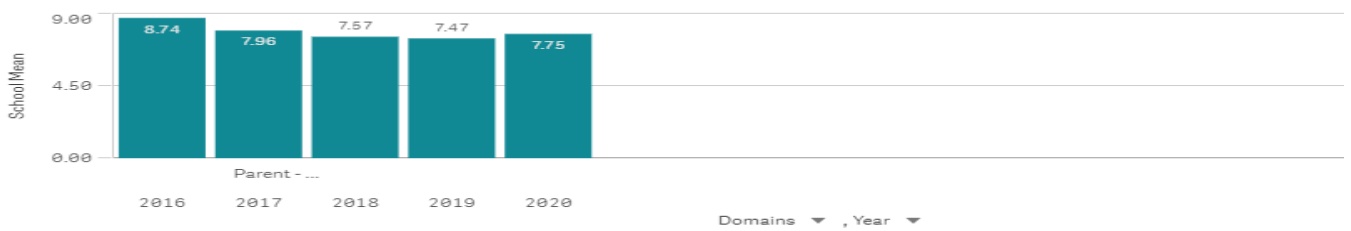
School Mean by Year Level



Child's Gender and Relationship

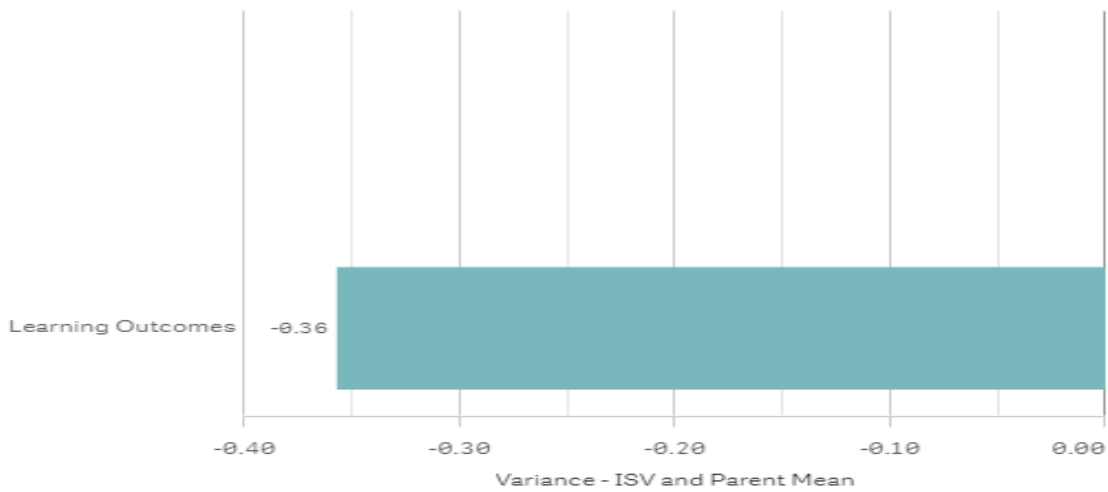


Domain and Question Breakdown

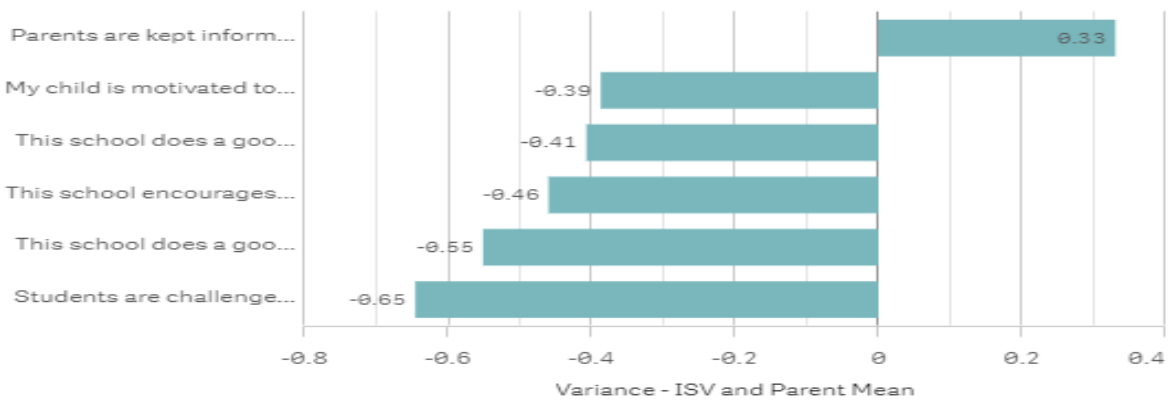


2020

Variance between School & ISV Mean (Domains)



Variance between School & ISV Mean (Questions)



# Financial Performance and Position

## COMPREHENSIVE INCOME STATEMENT 2020

<b>Gross Income</b>	
a. Revenue from government including grants	\$10,513,398.40
b. Donation and bequests	\$0.00
c. Revenue from providing goods or services	\$1,534,747.63
d. Revenue from investments	\$0.00
e. Other Revenue	\$184,534.58
<b>f. Total Revenue (a+b+c+d+e)</b>	<b>\$12,232,680.61</b>
g. Other income	\$0.00
<b>h. Total gross income (f+g)</b>	<b>\$12,232,680.61</b>

<b>Expenses</b>	
i. Employee Expenses	\$6,556,885.84
j. Interest expenses	\$0.00
k. Grants and donations made for use in Australia	
l. Grants and donations made for use outside Australia	
m. All other expenses	\$3,148,022.98
<b>n. Total expenses (i+j+k+l+m)</b>	<b>\$9,704,908.82</b>
<b>o. Net surplus/deficit (h-n)</b>	<b>\$2,527,771.79</b>
p. Other comprehensive income (if applicable)	
<b>q. Total comprehensive income (o+p)</b>	<b>\$2,527,771.79</b>

## BALANCE SHEET 2020

<b>Assets</b>	
r. Total current assets	\$1,868,190.69
s. Non-current loans receivable	\$0.00
t. Other non-current assets	\$5,284,705.36
<b>u. Total non-current assets (s+t)</b>	<b>\$5,284,705.36</b>
<b>v. Total assets (r+u)</b>	<b>\$7,152,896.05</b>
<b>Liabilities</b>	
w. Total current liabilities	\$1,656,747.50
x. Non-current loans payable	\$0.00
y. Other non-current liabilities	\$448,019.38
<b>z. Total non-current liabilities (x+y)</b>	<b>\$448,019.38</b>
<b>aa. Total liabilities (w+z)</b>	<b>\$2,104,766.88</b>
<b>ab. Net assets/liabilities (v-aa)</b>	<b>\$5,048,129.17</b>