Annual Report for The College Community - 2019

SCHOOL NO. 2103

About Our College

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

Students	
Total enrolments	464
Girls	254
Boys	210
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 2019, Al Iman College continued our focus on building community confidence and the nurturing of the 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. We run a successful parent volunteer program in areas of class support, reading programs, extra-curricular activities, incursions and excursions. Through a range of parent engagement activities, information platforms, opportunities for involvement in their child's learning as well as self-improvement courses, we have contributed to an increased sense of belonging and a happy and healthy collaborative learning community.

The highlight of our efforts was the culmination of a Father-Son Camp as well as the All-girls Camp.

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 allows students to develop necessary skills while catering for student interests.

We give importance to extra-curricular activities and student clubs by providing a range of activities and programs for students to enhance their learning as well as develop additional talents and skills outside their normal classroom activities during their time at school. We have had a total of 4 clubs in 2019, all separated according to age groups and/or year levels with our amazing staff volunteering to run these sessions during recess, lunch or after school hours. Students participate in choosing their activities and are rewarded incentives after challenging tasks. Student conduct is maintained through a disciplinary record which allows the clubs to run smoothly despite the different year levels.

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 eventful 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 we like to excite our students and staff with competitions such as school decorating competitions using recycled materials, Quran competitions and interschool futsal tournaments.

We have collaborated with some amazing schools and communities such as Catholic Regional College Melton, St. Anthony's Primary School, and the Interfaith community as well as beneficial programs for the staff, students and the community from a reputed American Islamic scholar, Sheikh Hashim Ahmad.

Along with these, two other aspects that contribute to improved student engagement is our highly dedicated staff and our continual efforts towards improvement of our excellent facilities.

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.

All these combined to 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 2019 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 phone calls to parents and reminders in our assemblies daily.

Overall, 2019 has shown that with our highly dedicated staff, a strong curriculum, an emphasis on being "a collaborative and learning community" and excellent 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	41
Full-time equivalent teaching staff	39.7
Non-teaching staff	34
Full-time equivalent non-teaching staff	29.1

Student attendance rate

All students   89%

NAPLAN Results

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

Year 3

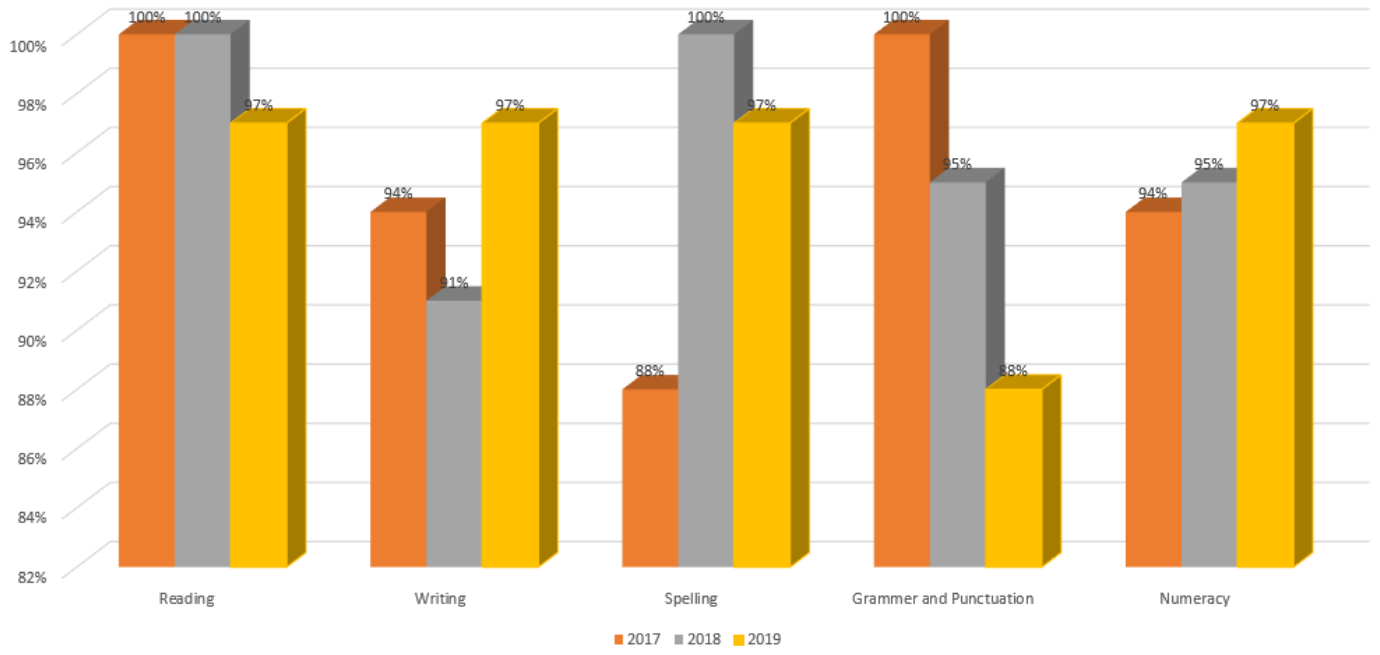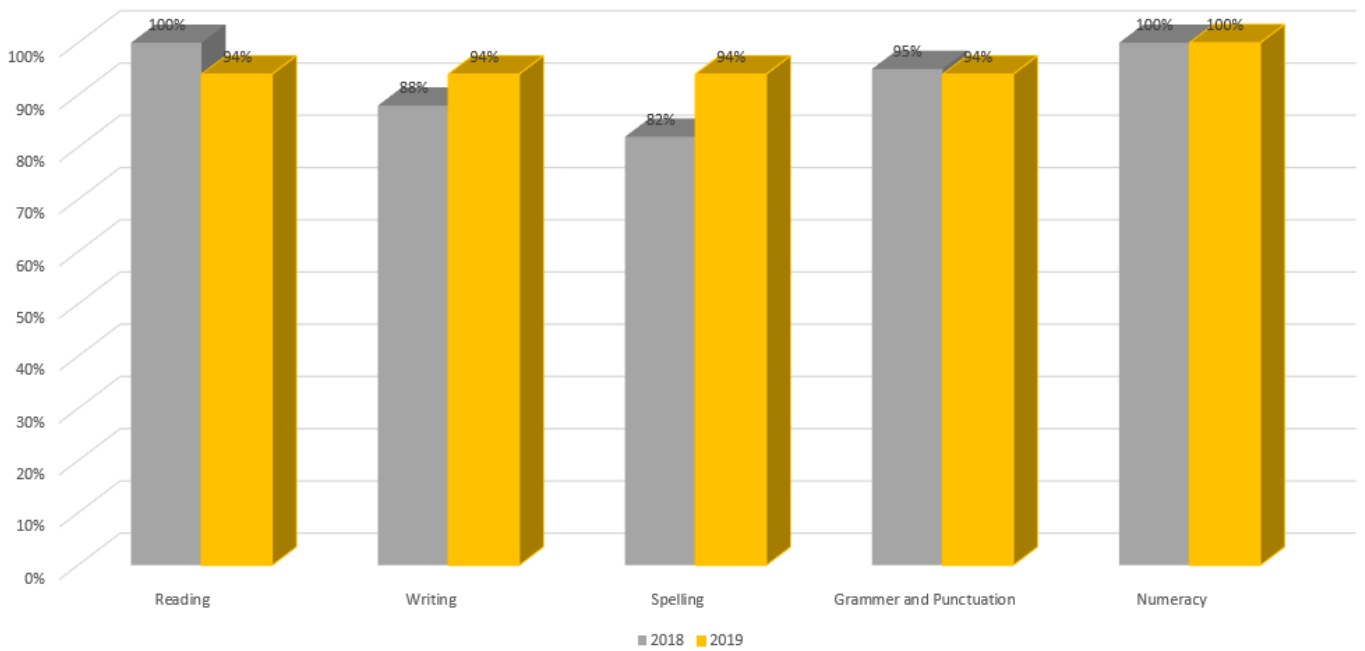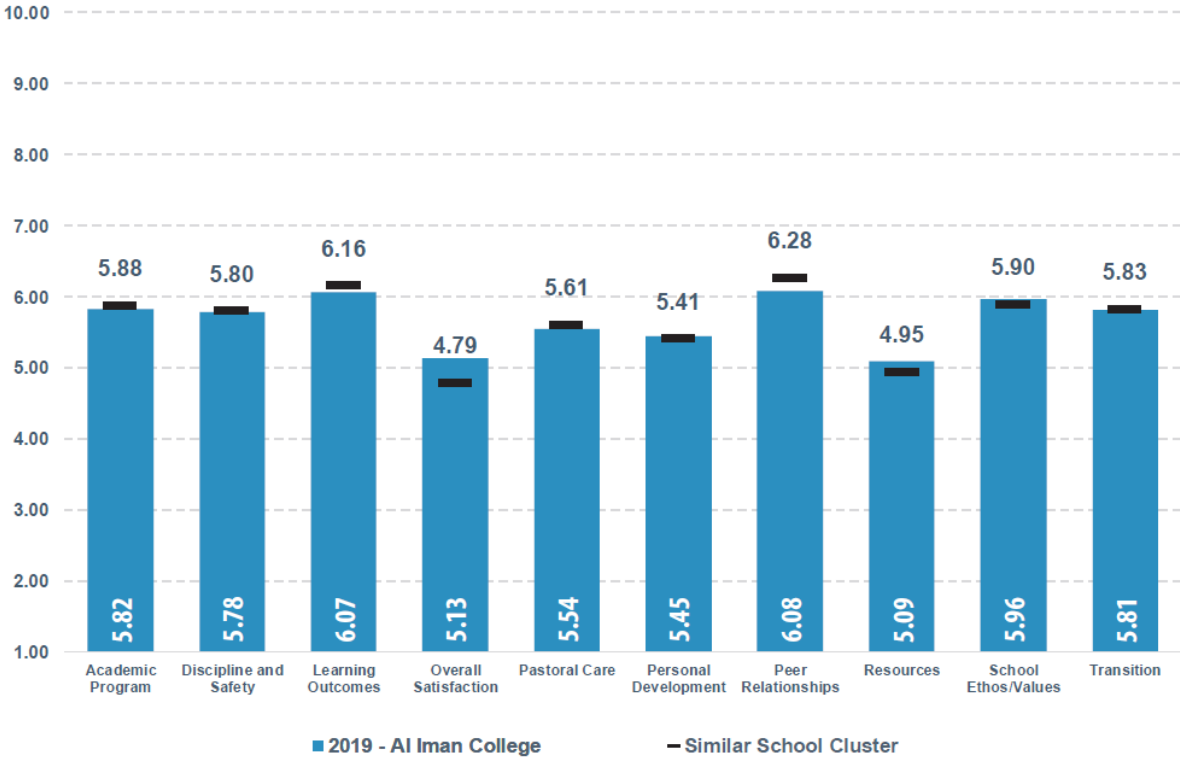Legend: 2016, 2017, 2018, 2019

Reading: 100%, 100%, 100%, 100%
Writing: 100%, 100%, 100%, 100%
Spelling: 100%, 100%, 100%, 98%
Grammer and Punctuation: 96%, 96%, 100%, 93%
Numeracy: 100%, 100%, 100%, 97%

Year 5

Legend: 2016, 2017, 2018, 2019

Reading: 100%, 96%, 96%, 97%
Writing: 80%, 85%, 91%, 97%
Spelling: 100%, 88%, 91%, 100%
Grammer and Punctuation: 100%, 88%, 96%, 94%
Numeracy: 100%, 92%, 100%, 94%
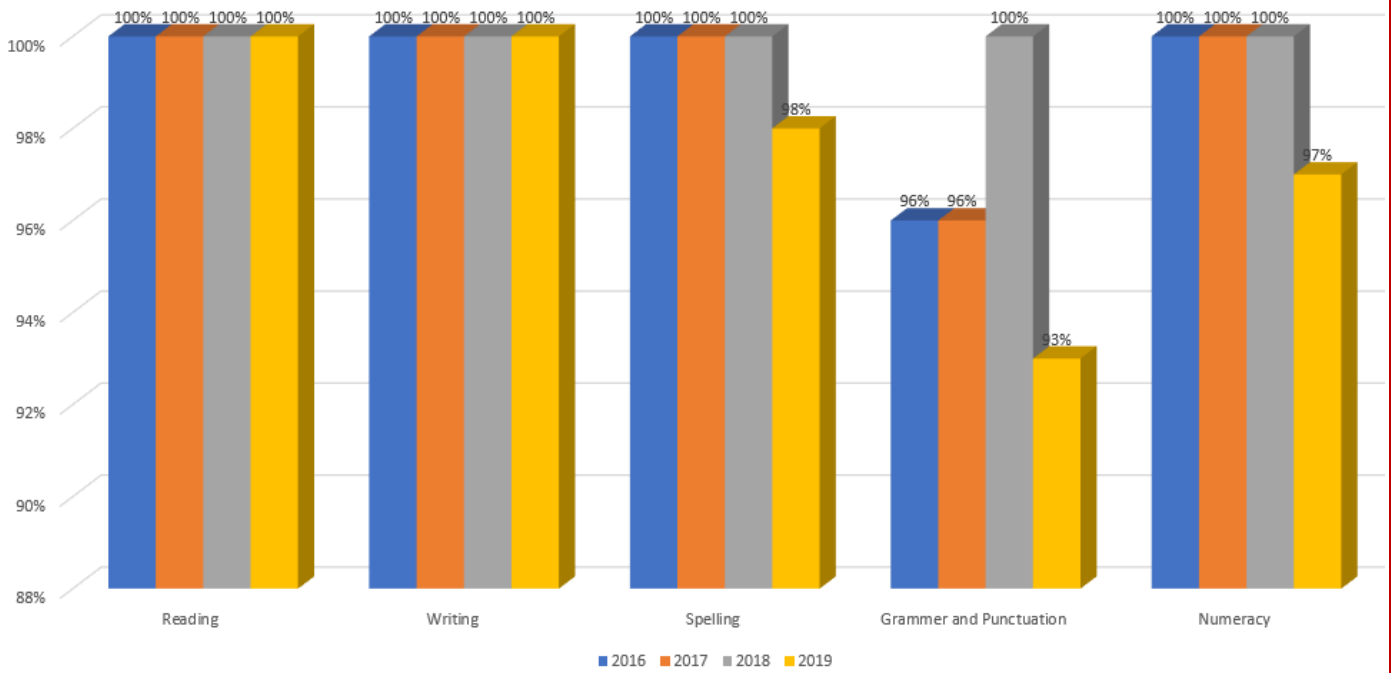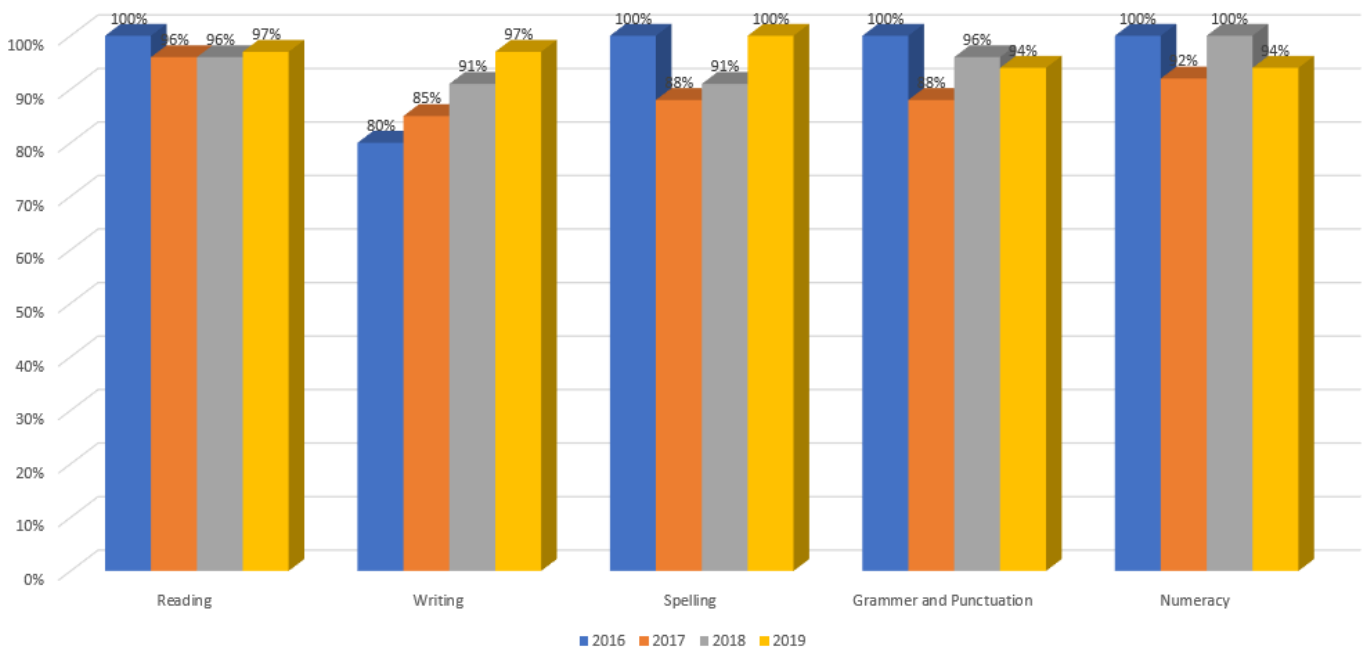
Year 7

Year 9

Student Satisfaction Survey

Figure 5: displays **General Satisfaction** per domain at **Al Iman College** compared to statistically similar schools. **Please note:** the school group number for your statistically similar school cluster may change year on year as data on your enrolments changes. See the appendix to determine your statistically similar school group.
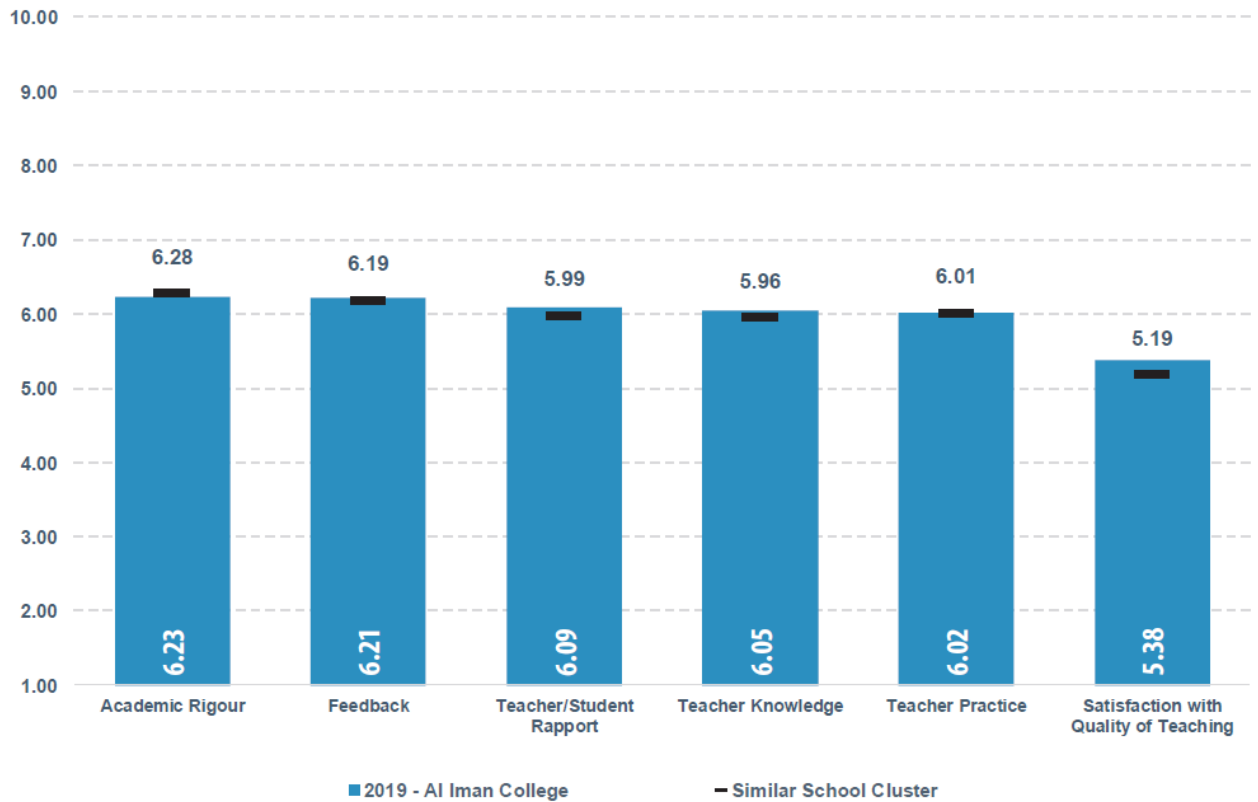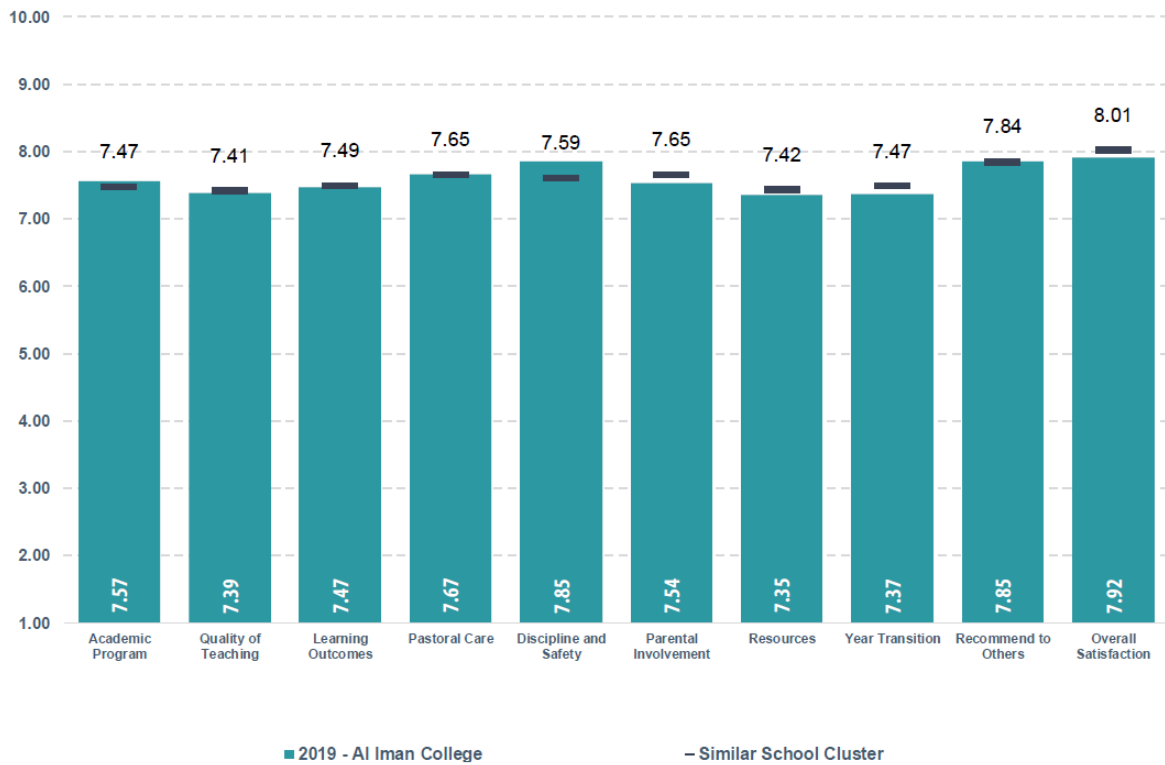
Figure 6: displays student satisfaction with the **Quality of Teaching** per domain at **Al Iman College** compared to statistically similar schools.
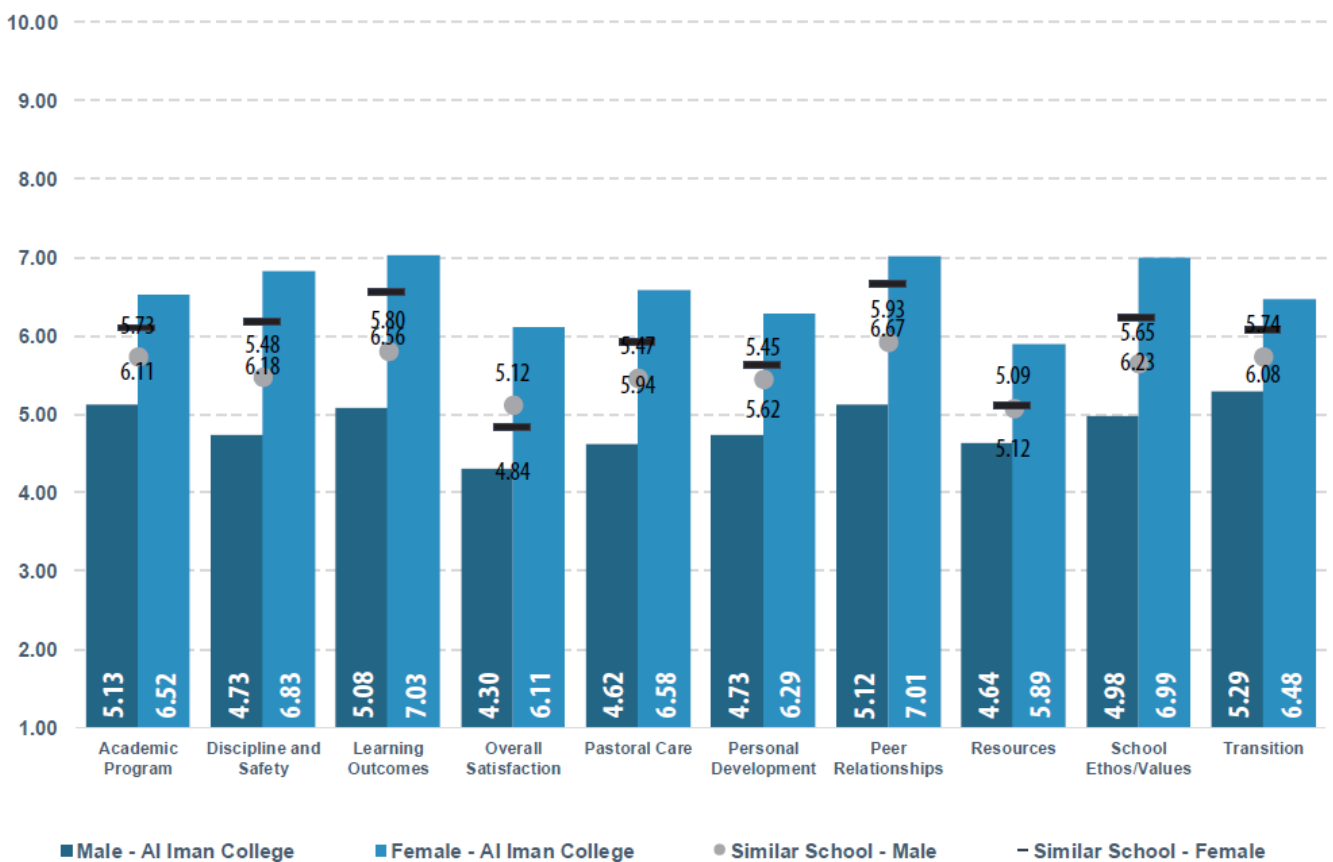
Figure 8: displays **General Satisfaction** per domain by gender at **Al Iman College** compared to statistically similar schools.
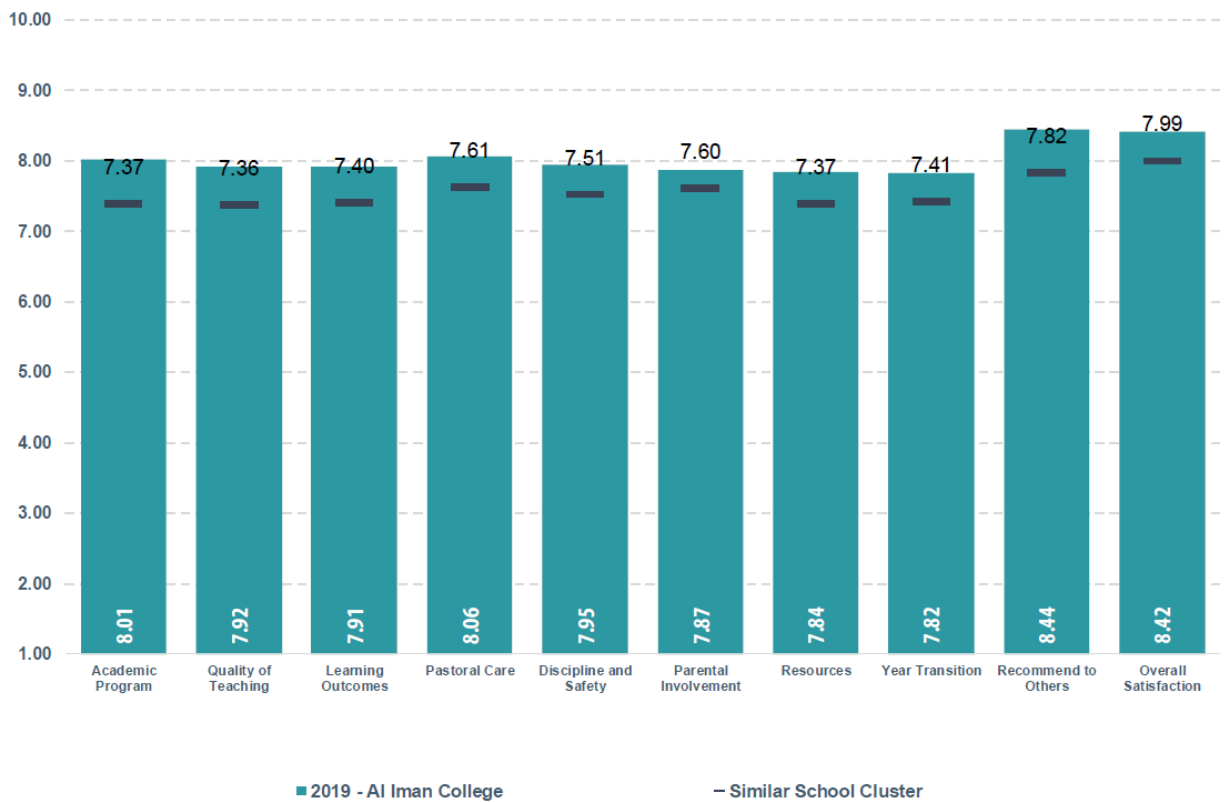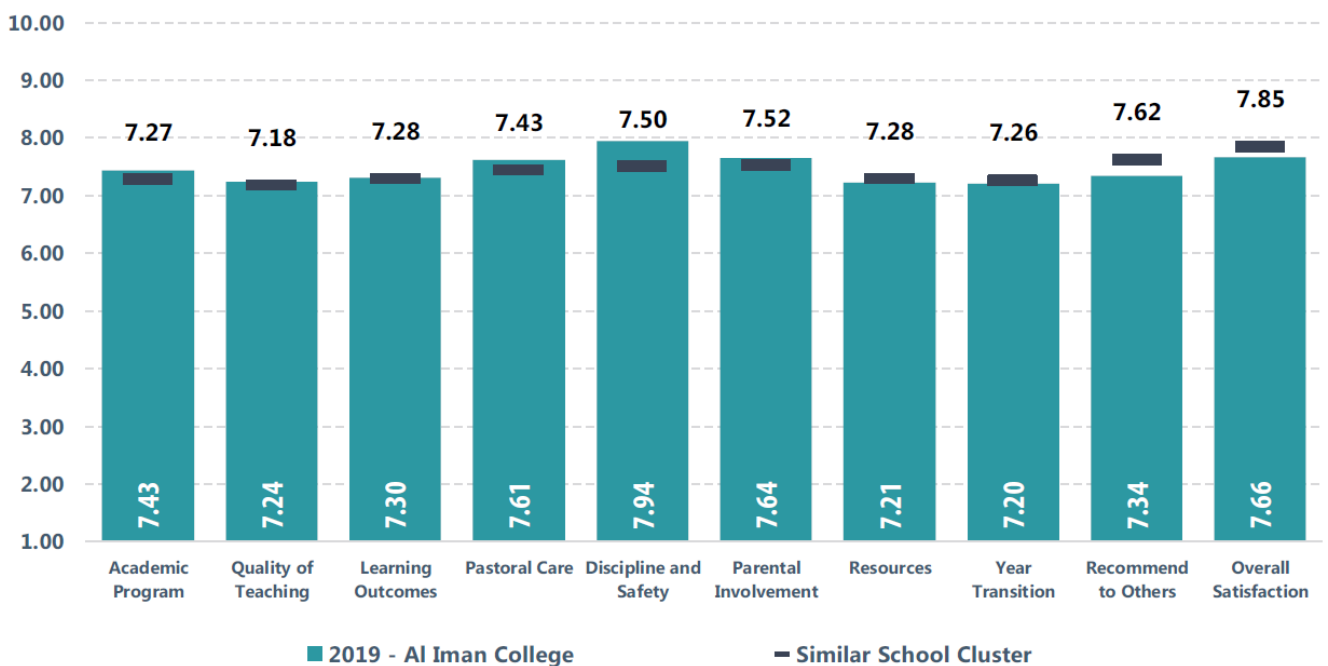
Parent Satisfaction Survey

Figure 4: displays overall parent satisfaction per domain for **Al Iman College** compared to statistically similar schools. **Please note:** your statistically similar school cluster number may change year on year as data on your enrolments changes. See the appendix to determine your statistically similar school group.
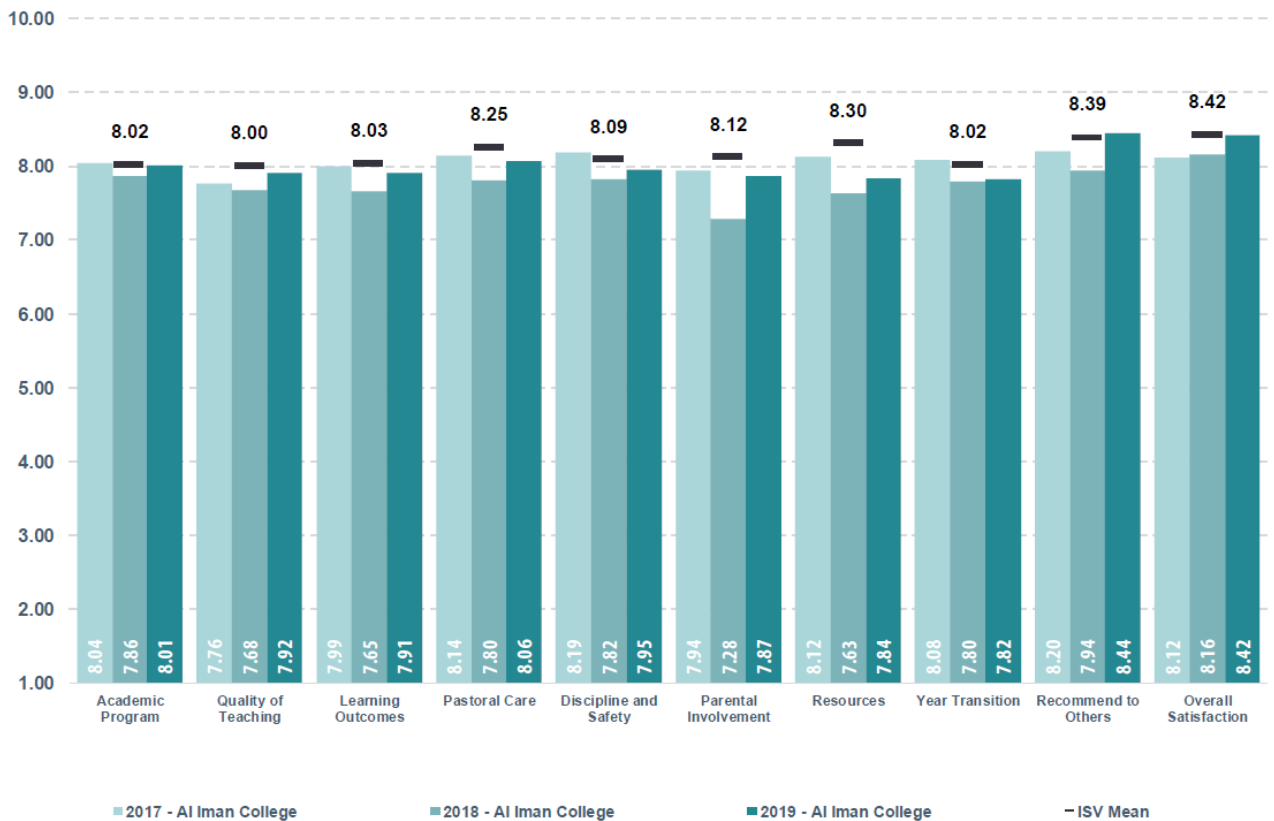
Figure 5: shows overall satisfaction for parents of boys at **Al Iman College** by domain compared to the ISV benchmark.

Figure 6: shows overall satisfaction for parents of boys at **Al Iman College** by domain compared to statistically similar schools.

Figure 14: shows overall satisfaction for parents of secondary school children at **Al Iman College** by domain compared to statistically similar schools.

Financial Performance and Position

COMPREHENSIVE INCOME STATEMENT

Gross Income	
a. Revenue from government including grants	$8,144,655.00
b. Donation and bequests	$125.00
c. Revenue from providing goods or services	$1,226,443.00
d. Revenue from investments	$0.00
e. Other Revenue	$108,723.00
f. Total Revenue (a+b+c+d+e)	**$9,479,946.00**
g. Other income	$0.00
h. Total gross income (f+g)	**$9,479,946.00**

Expenses	
i. Employee Expenses	$5,265,250.00
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	$2,525,674.00
n. Total expenses (i+j+k+l+m)	**$7,790,924.00**
o. Net surplus/deficit (h-n)	**$1,689,022.00**
p. Other comprehensive income (if applicable)	
q. Total comprehensive income (o+p)	**$1,689,022.00**

BALANCE SHEET

Assets	
r. Total current assets	$692,164.00
s. Non-current loans receivable	$0.00
t. Other non-current assets	$3,243,593.00
u. Total non-current assets (s+t)	**$3,243,593.00**
v. Total assets (r+u)	**$3,935,757.00**
Liabilities	
w. Total current liabilities	$1,147,738.00
x. Non-current loans payable	$0.00
y. Other non-current liabilities	$267,664.00
z. Total non-current liabilities (x+y)	**$267,664.00**
aa. Total liabilities (w+z)	**$1,415,402.00**
ab. Net assets/liabilities (v-aa)	**$2,520,355.00**