

# Annual Report for The College Community - 2021

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

# Students

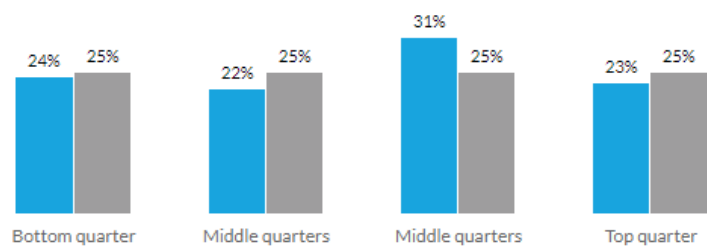
Total enrolments	723
Girls	400
Boys	323
Full-time equivalent enrolments	723
Indigenous students	0
Language background other than English	99%

## Student background

### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1031
Average ICSEA value	1000
School ICSEA percentile	62

### Distribution of Socio-Educational Advantage (SEA)



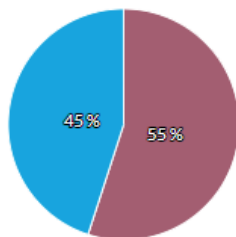
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

## Students

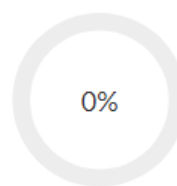
Total enrolments: 723

- Boys 323
- Girls 400



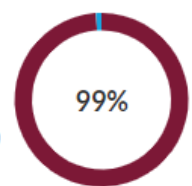
Full-time equivalent enrolments: 723.0

Indigenous students



Language background other than English

- Yes (99%)
- No (1%)
- Not stated (0%)



## 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 make every effort to provide high quality education as per Australian Standards in line with Islamic values and principles in a safe and nurturing learning environment.

Our objective is to produce students who are well-balanced spiritually, physically, intellectually, emotionally, socially and environmentally.

True to this, we are continuously building on 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.

In 2021, Al Iman College continued our focus on building community confidence and the nurturing of the home/college partnership. We took every opportunity to facilitate collaboration amidst lockdowns and online learning.

Along with school students and teachers across Australia, we were severely impacted by the coronavirus disease 2019 (COVID-19) pandemic. It disrupted teaching and learning across all levels. We responded to the pandemic as closely advised by the Independent Schools Victoria. At some stage the situation allowed us to provide classroom learning. However, we had to quickly adapt to an entirely online learning environment for an extended period of time as the conventional learning methods and assessment techniques became difficult and challenging. Our face-to-face teaching platform was ZOOM throughout the lockdown.

Teachers put in a lot of effort to ensure learning never stops during COVID-19 and adapted quickly to new practices to engage remotely with students and parents in their home contexts. Staff created digital content in Zoom and used different features in different applications.

Additional subscriptions in Literacy Planet, Mathletics, Essential Assessments, Education Perfect and Edmodo were acquired for the growing need of more varied platforms to sustain student engagement amidst remote learning. These contributed towards developing necessary skills while catering for student interests.

In order to facilitate continued teaching and learning, books, stationery and other resources were delivered to the door for many students who did not have the opportunity to access them otherwise.

With further integration of information technology, the students were able to reach out to their teachers and peers more efficiently and effectively. Our students managed well and successfully transitioned to remote learning.

In May 2021, NAPLAN was undertaken in Al Iman College with results released in August 2021. The NAPLAN scores have generally improved across all domains.

Several events planned for the students during the year were impacted by COVID-19.

Due to imposed restrictions, onsite Extra-curricular and student clubs came to a temporary halt. Teachers and support staff focused on the wellbeing of students and continuity of education, including online and remote learning. They displayed creativity in organising national events and programs such as Clean Up Australia Day, Harmony Day, Literacy and Numeracy Week, Science Week, Book Week, Art Week remotely.

Graduations were delayed allowing students an opportunity to celebrate onsite within permissible ease.

With the return to school, we adopted various strategies to ensure the safety of our students and staff. The use of masks, sanitisers and social distancing was mandatory. We put in place social distancing protocols, increased cleaning routines and encouraging good personal hygiene practices became priorities.

Teachers and staff took the opportunity to attend more online Professional Development courses throughout the year. Continual efforts towards improvement of our facilities could take place by our team of maintenance staff uninterrupted while students were offsite. We believe that Staff training and improvement contributes to improved student engagement. Through Professional Development Courses, Coaching and the Beginning Teachers Program, staff wellbeing activities and regular motivational sessions, staff keep their skills up to date, to face the challenges of educating today's youth in this new era of increased virtual practices.

Despite the setbacks and restrictions, staff, students and parents came together to ensure continuity of their education and learning during the COVID-19 lockdown. This has led to consistency in 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 2021 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, 2021 has shown that with our resilient and dedicated staff, an improved curriculum, an emphasis on being "a collaborative and learning community" and improved 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	53
Full-time equivalent teaching staff	51.5
Non-teaching staff	53
Full-time equivalent non-teaching staff	47.4

## Student attendance rate

All students Semester 1 92.81% Term 3 92.74%

## NAPLAN Results

Percentage of student **AT** or **ABOVE** the National Minimum Standard **2021**.

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	96%	100%	100%	98%	97%
5	99%	99%	98%	99%	97%
7	100%	98%	100%	96%	100%
9	86%	84%	97%	86%	98%

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%

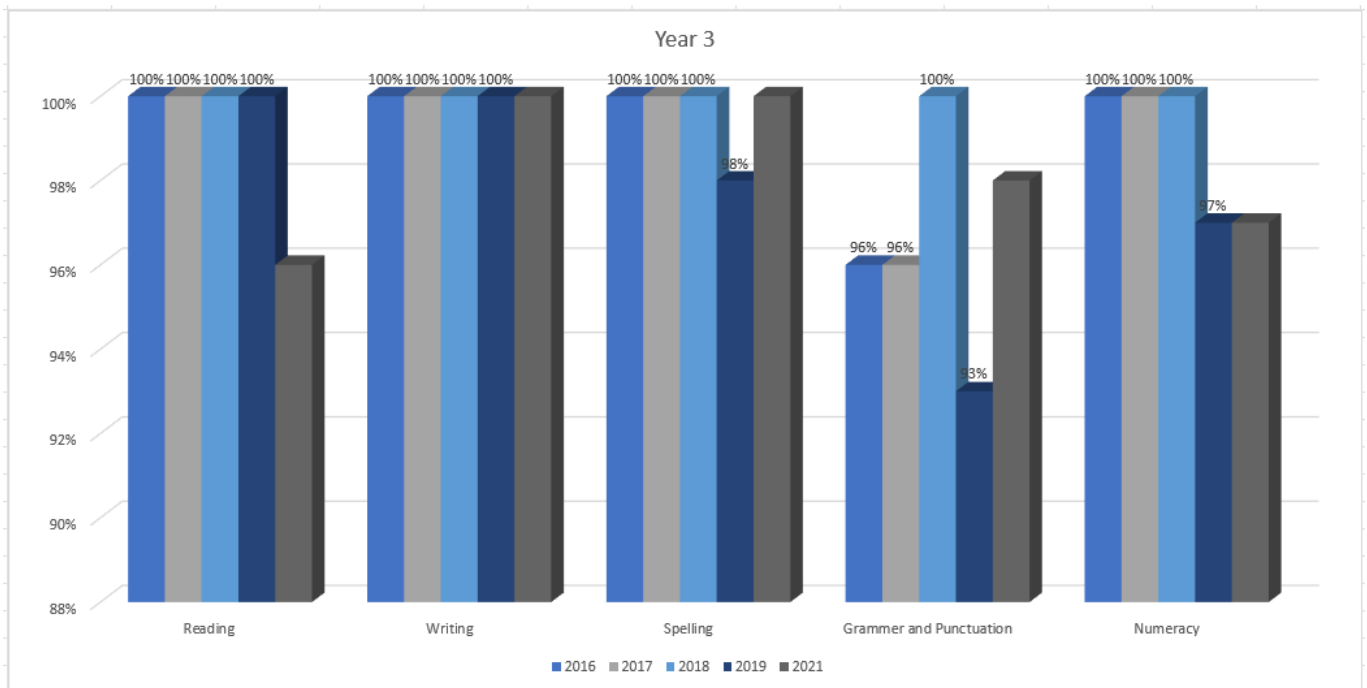
Percentage of student **AT** or **ABOVE** the National Minimum Standard **2017**

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%

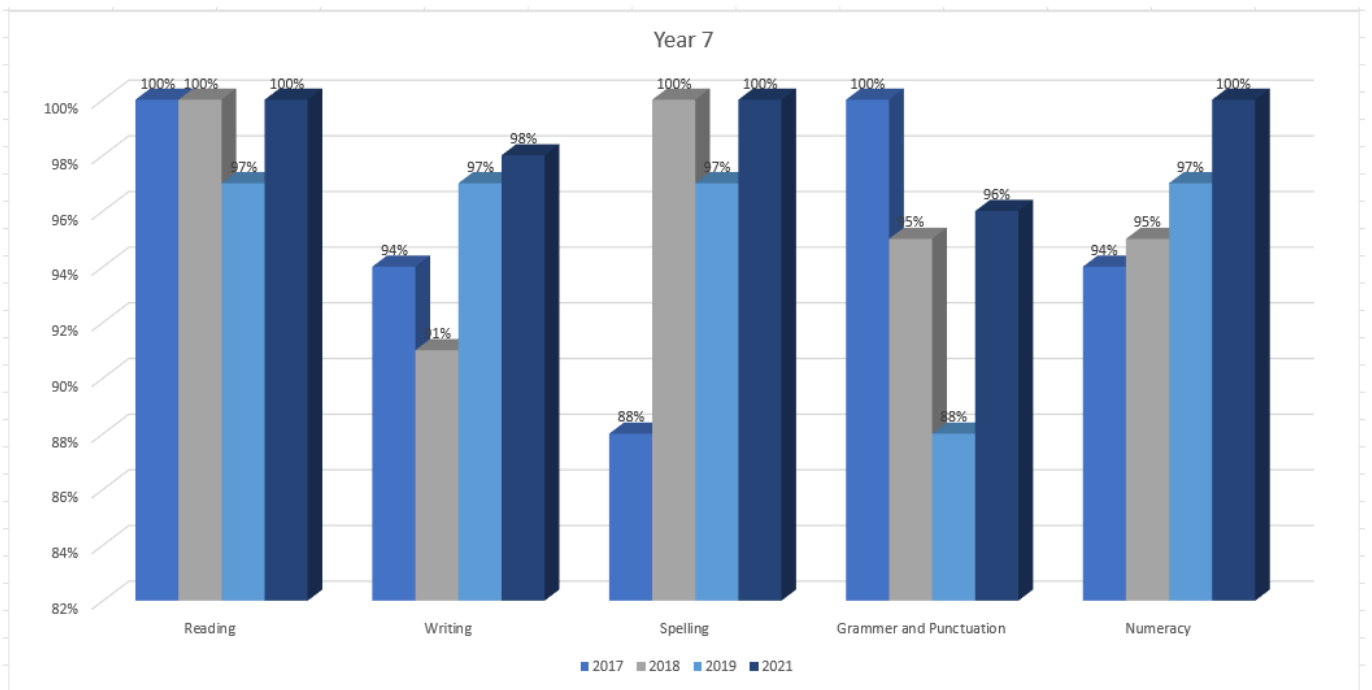
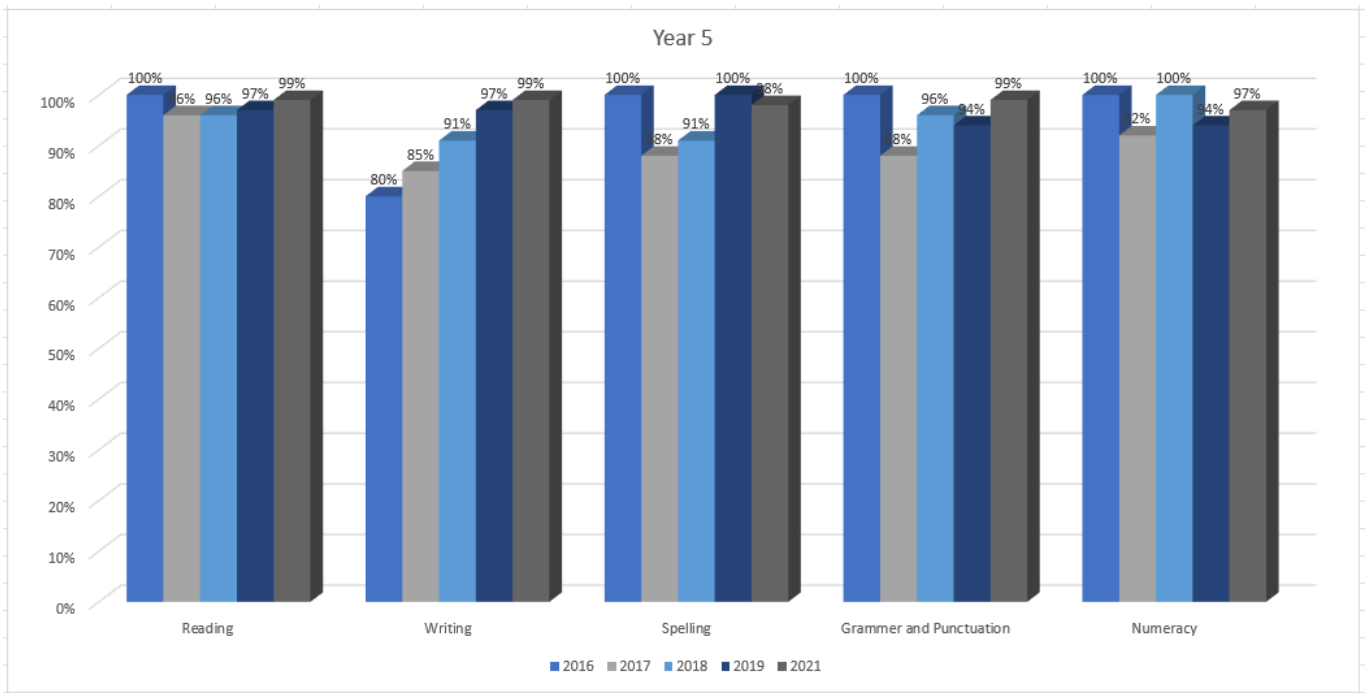
Percentage of student **AT** or **ABOVE** the National Minimum Standard **2016**

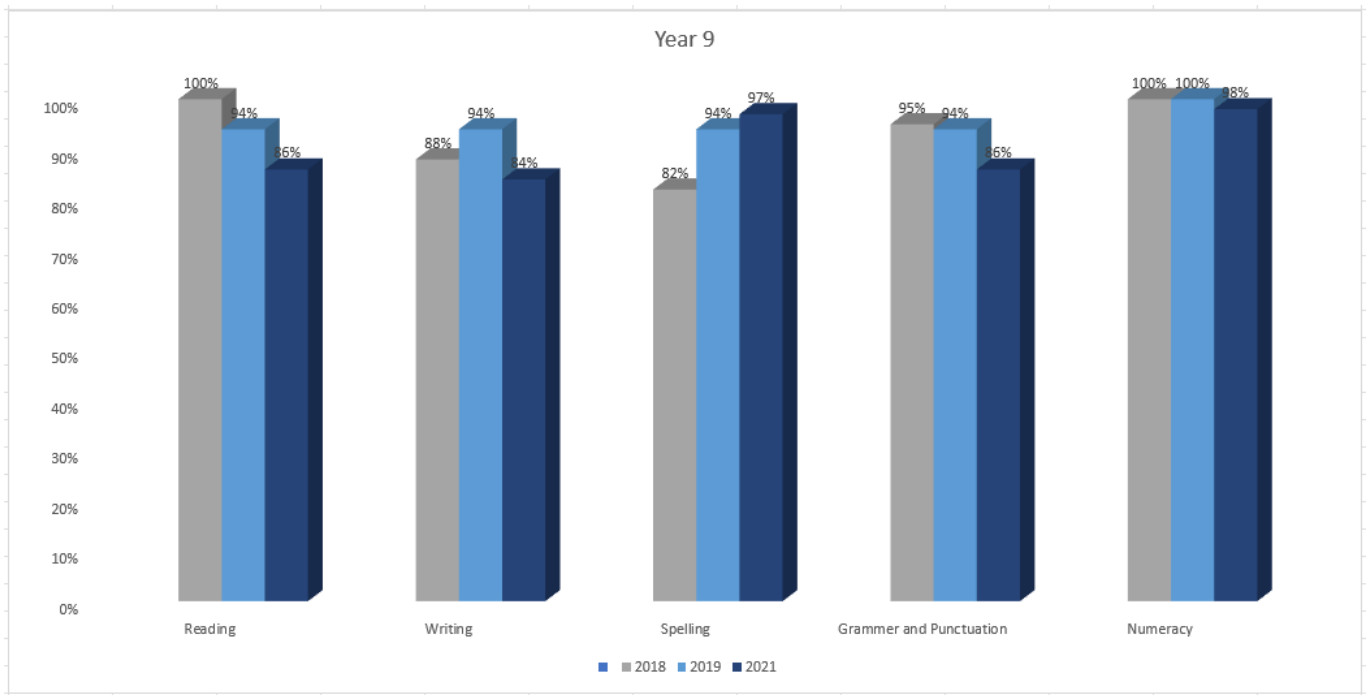
Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	100%	100%	100%
5	100%	80%	100%	100%	100%

## NAPLAN Trend Data Report



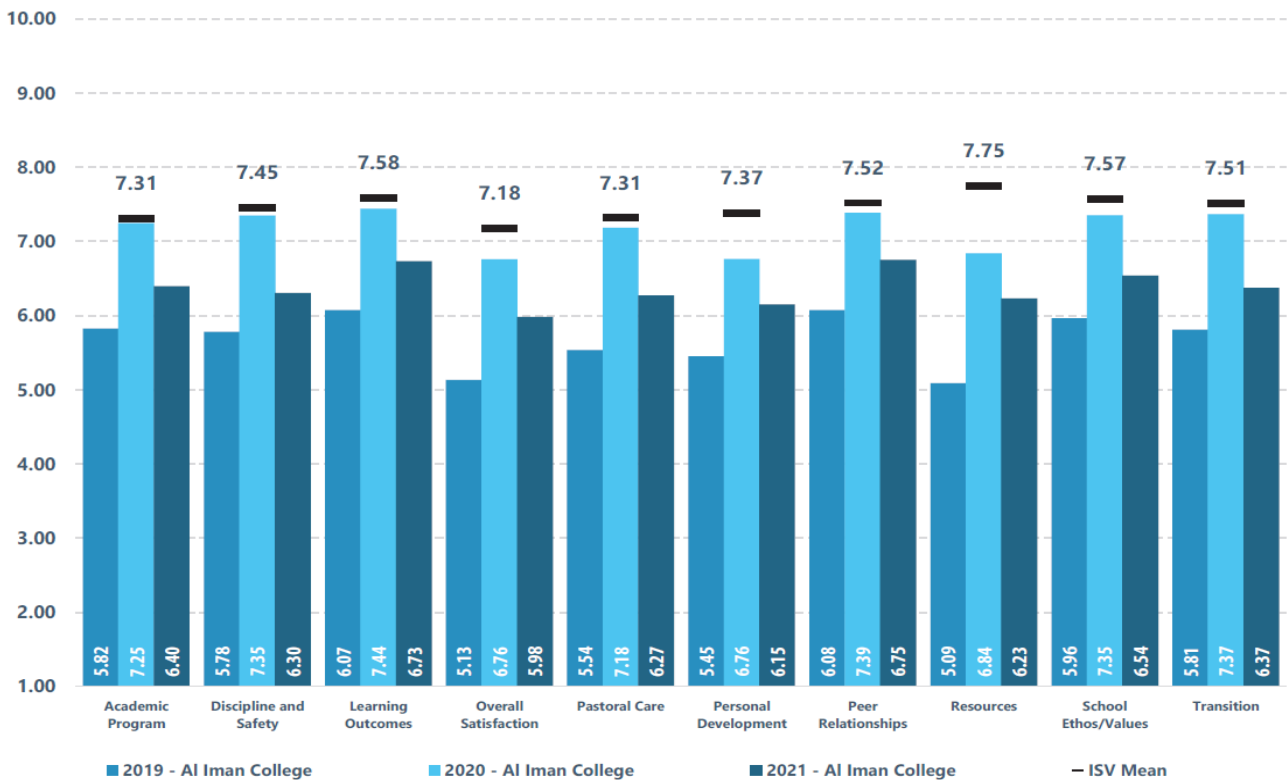






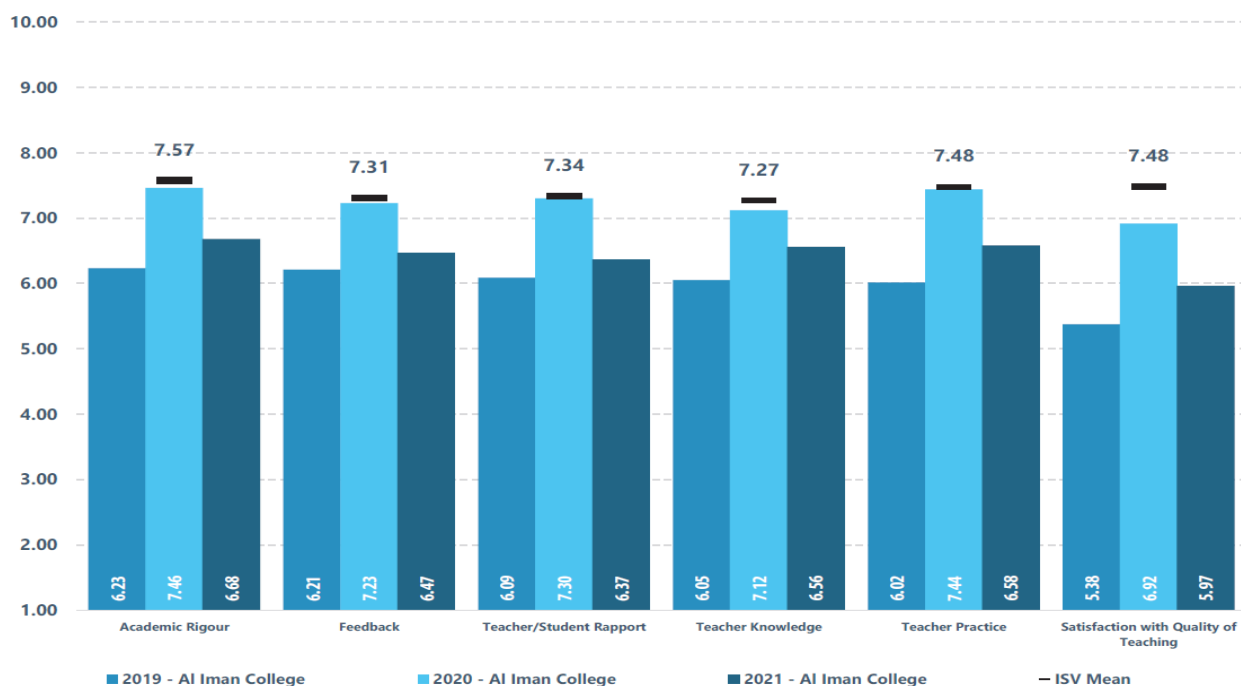
## Student Satisfaction Survey

### General Student Satisfaction



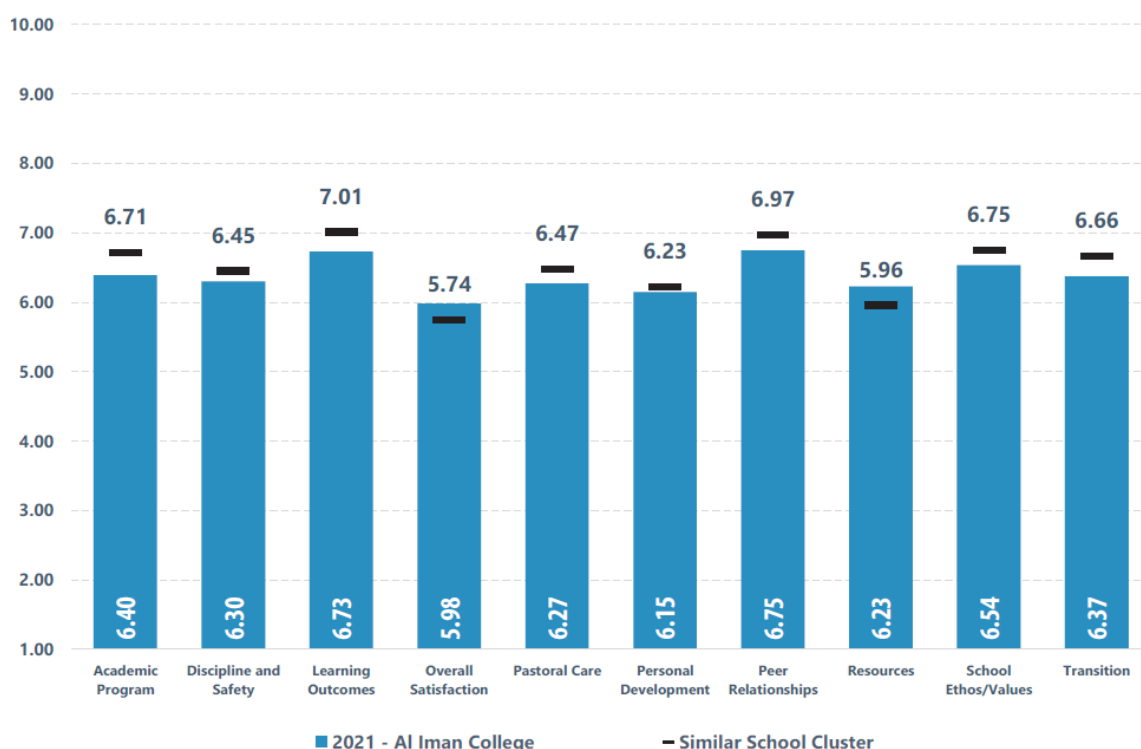
**Figure 3:** displays **General Satisfaction** per domain at **Al Iman College** against the ISV benchmark.

## Student Satisfaction with Quality of Teaching



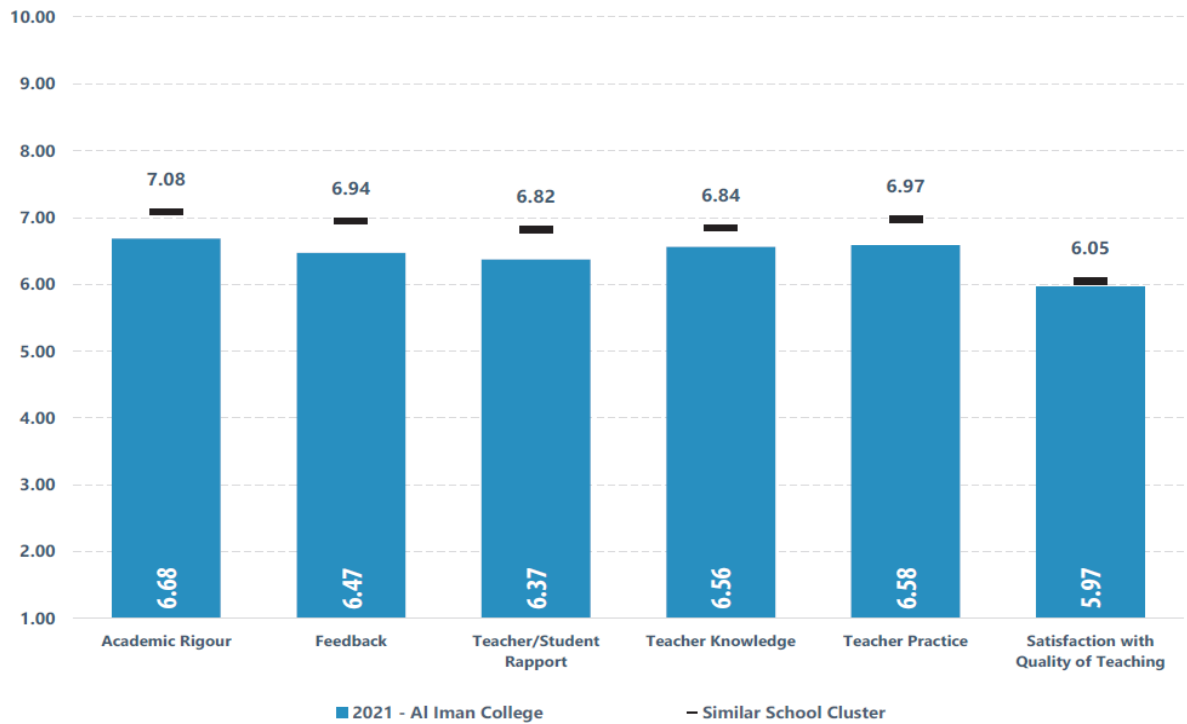
**Figure 4:** displays student satisfaction with the **Quality of Teaching** per domain at **Al Iman College** against the ISV benchmark.

## General Student Satisfaction compared to similar schools



**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.

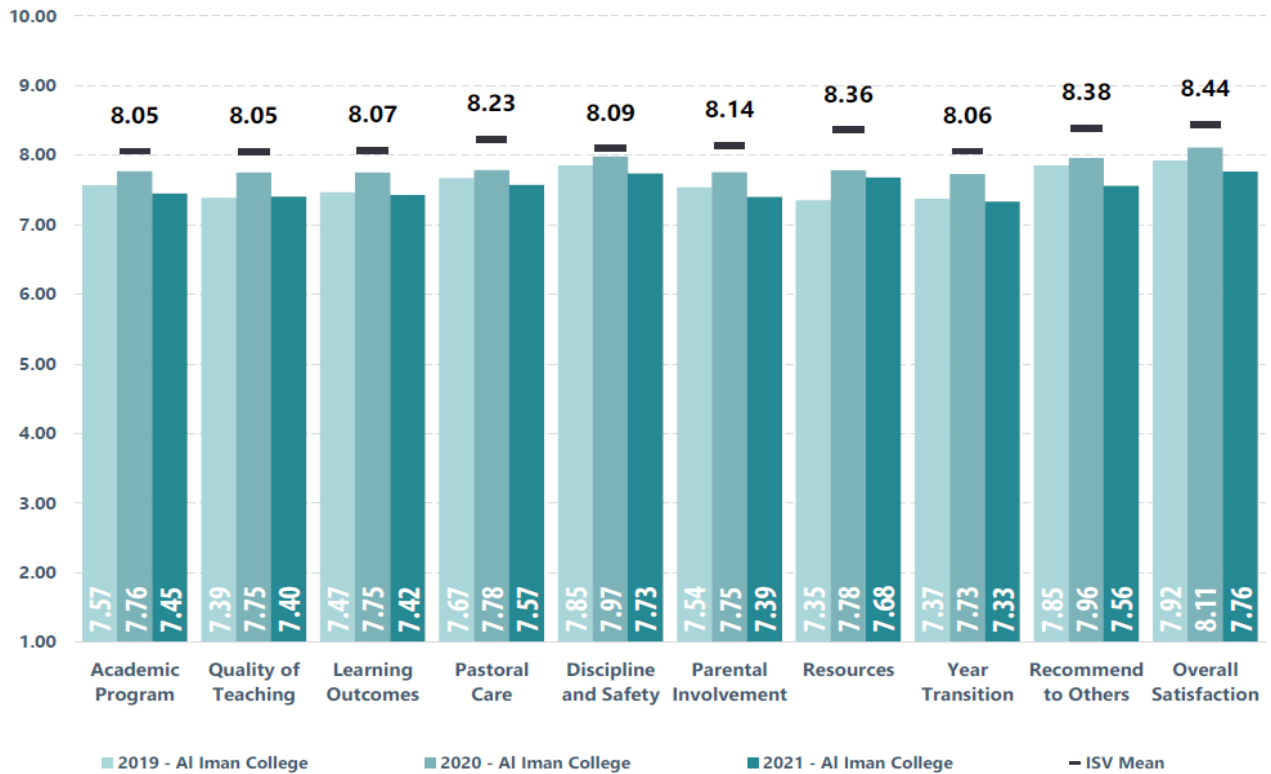
## Student Satisfaction with Quality of Teaching compared to similar schools



**Figure 6:** displays student satisfaction with the **Quality of Teaching** per domain at **Al Iman College** compared to statistically similar schools.

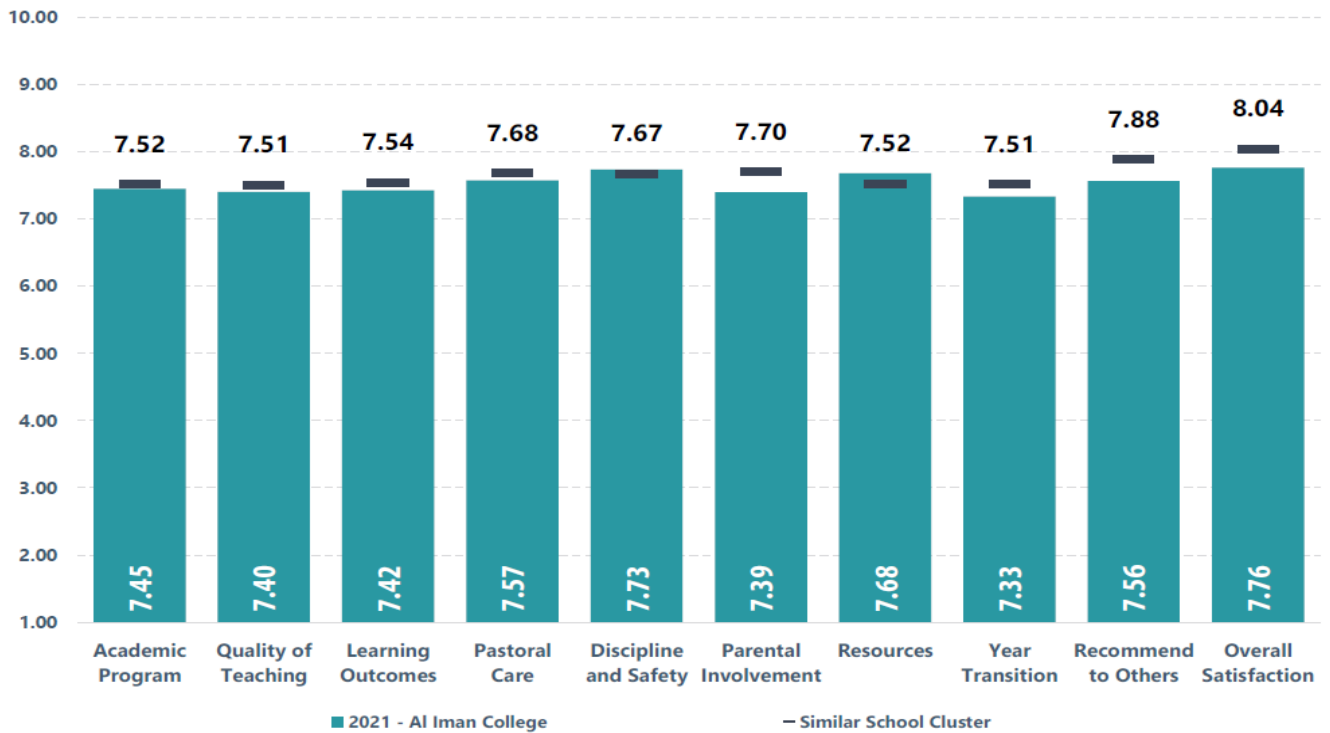
# Parent Satisfaction Survey

## Overall Parent Satisfaction



**Figure 3:** displays overall parent satisfaction per domain for **Al Iman College** against the ISV benchmark.

## Overall Parent Satisfaction compared to similar schools



**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.

# Financial Performance and Position

## COMPREHENSIVE INCOME STATEMENT

<b>Gross Income</b>	
a. Revenue from government including grants	\$13,616,562.00
b. Donation and bequests	\$0.00
c. Revenue from providing goods or services	\$1,944,687.00
d. Revenue from investments	\$0.00
e. Other Revenue	\$89,745.00
<b>f. Total Revenue (a+b+c+d+e)</b>	<b>\$15,650,994.00</b>
g. Other income	\$0.00
<b>h. Total gross income (f+g)</b>	<b>\$15,650,994.00</b>
<b>Expenses</b>	
i. Employee Expenses	\$8,891,045.00
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	\$3,905,463.00
<b>n. Total expenses (i+j+k+l+m)</b>	<b>\$12,796,508.00</b>
<b>o. Net surplus/deficit (h-n)</b>	<b>\$2,854,486.00</b>
p. Other comprehensive income (if applicable)	
<b>q. Total comprehensive income (o+p)</b>	<b>\$2,854,486.00</b>

## BALANCE SHEET

<b>Assets</b>	
r. Total current assets	\$4,836,257.00
s. Non-current loans receivable	\$0.00
t. Other non-current assets	\$5,731,783.00
<b>u. Total non-current assets (s+t)</b>	<b>\$5,731,783.00</b>
<b>v. Total assets (r+u)</b>	<b>\$10,568,040.00</b>
<b>Liabilities</b>	
w. Total current liabilities	\$2,036,157.00
x. Non-current loans payable	\$0.00
y. Other non-current liabilities	\$629,268.00
<b>z. Total non-current liabilities (x+y)</b>	<b>\$629,268.00</b>
<b>aa. Total liabilities (w+z)</b>	<b>\$2,665,425.00</b>
<b>ab. Net assets/liabilities (v-aa)</b>	<b>\$7,902,615.00</b>