

ANNUAL REPORT FOR THE COLLEGE COMMUNITY – 2022



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

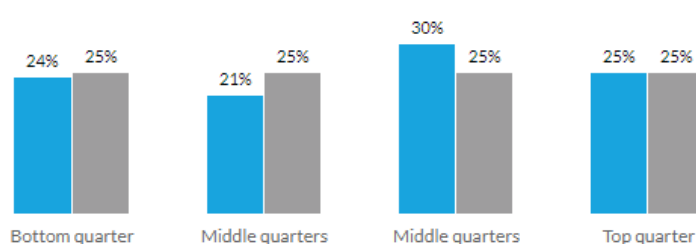
Total enrolments	846
Girls	477
Boys	369
Full-time equivalent enrolments	846
Indigenous students	0
Language background other than English	98%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1038
Average ICSEA value	1000
School ICSEA percentile	64

Distribution of Socio-Educational Advantage (SEA)



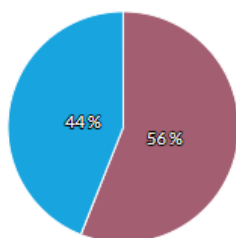
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Students

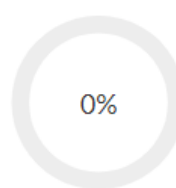
Total enrolments: 846

Boys 369
Girls 477



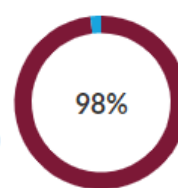
Full-time equivalent enrolments: 846.0

Indigenous students



Language background other than English

Yes (98%)
No (2%)
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 College, we are committed to providing quality education in an Islamic environment 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.

Al Iman College continues 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 wider community. Our growing Parent Volunteer community play an active role in rendering general student in-class support within the Foundation to 2 classes. They also contribute to the success of our Reading Support Program, school events as well as incursions and excursions.

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. With the easing of restrictions, we were able to reinstate our transition programs from which new families and students were equipped with information and strategies for school readiness especially for Foundation students.

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

The College is continually catering to the growing trend towards educational technology by providing diverse learning platforms such as Literacy Planet, Mathletics, Essential Assessments, Education Perfect, Edmodo among others, 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 wherever they may be. We also continually increase the extensive collection of physical books for classrooms and the library not just for borrowing, but also for gifting to encourage the love of books and reading among the college community. Of special interest is the wide range of Islamic books specially selected and approved by scholars within the college staff.

In 2022, students are able to participate in a wider range of extra-curricular programs due to the lifting of restrictions.

Below are a few of these activities within and outside of the college premises.

Year 9 – 12 Girls Day Camp	11 February	Weekaway Recreational Camp
Year 6B Graduation (Class of 21)	21 February	Al Iman College
Year 7 – 12 Boys Overnight Camp	2-3 March	Weekaway Recreational Camp



Year 7 – 8 Girls Day Camp

4 March

Week away Recreational Camp

Inter Islamic Schools Futsal
(Year 9 – 10 Boys)

7 March

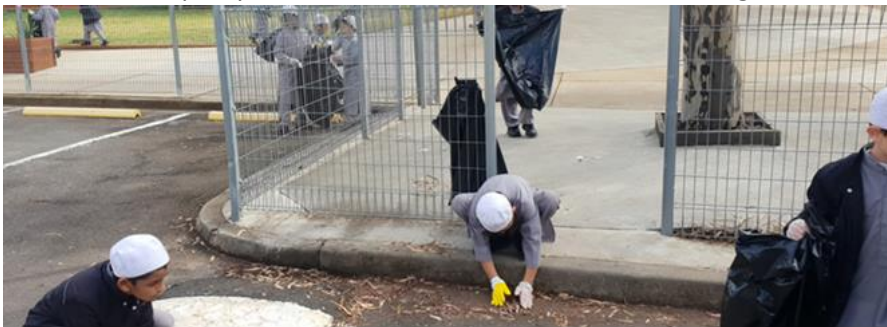
Al Iman College



School Clean Up Day

11 March

Al Iman College



Cricket Blast 15, 22, 29, 31 March Al Iman College

Gr 3&4 students

After-School Sports Program
In conjunction with Woolworth's Cricket Blast



Harmony Day 21 March Al Iman College



Year 6 Girls Graduation 1 April Al Iman College

Eid Ul Fitr Celebration

26 May

Al Iman College



VCE



Graduation Girls
Class of 2021

3rd June

Al Iman College



VCE Graduation Boys
Class of 2021

10th June

Al Iman College



Eid Ul Adha Celebration

21 July

Al Iman College



Years 3 – 12 Sports Day

15 September

Al Iman College



Staff Wellbeing Day
(Curriculum Day) 31 October Al Iman College

Handwriting Competition 4 - 11 November Al Iman College

Foundation Orientation 14 November Al Iman College

VCE Graduation 2022 Boys
Class of 2022 16 November Al Iman College



Kinder Graduation 21 & 22 November Al Iman College

Hifz Girls Graduation 23 November Al Iman College

F – 2 Sports Day 24 November Al Iman College



Year
6

Graduation 25 November
Class of 2022 Boys & Girls (Segregated)

Al Iman College

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

In our continual efforts towards improvement of our existing facilities, a new extension was completed, adjoining the existing undercover multipurpose court. This was much needed to cater for a common assembly as well as an increased play area for the growing number of students.

We also took advantage of the Trees for Schools Program and planted more trees to create a green and conducive sanctuary for students and staff.

We also believe that Staff training and improvement contributes to improved student engagement. The return of onsite as well as the continuation of online courses, saw teachers and staff attending a wider variety of professional development. The college sees the importance and advantages of whole staff training within the convenience and comfort of our own well-equipped premise. Through these Professional Development Courses, Coaching and the Beginning Teachers Program, staff wellbeing activities and regular motivational programs, staff keep their skills up to date to face the challenges of educating today's youth.

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 2022 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 student 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, 2022 has reinforced the creativity and resilience of our staff amidst the obvious challenges of the year, in catering for student and community needs, post covid and lockdowns.

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	56
Full-time equivalent teaching staff	55
Non-teaching staff	53
Full-time equivalent non-teaching staff	47.3

Student attendance rate

All students Semester 1 88% Term 3 89%

NAPLAN Results

Percentage of student **AT** or **ABOVE** the National Minimum Standard **2022**

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	98%	100%	94%	94%	99%
5	93%	98%	98%	97%	97%
7	98%	100%	98%	96%	97%
9	85%	91%	92%	88%	92%

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%

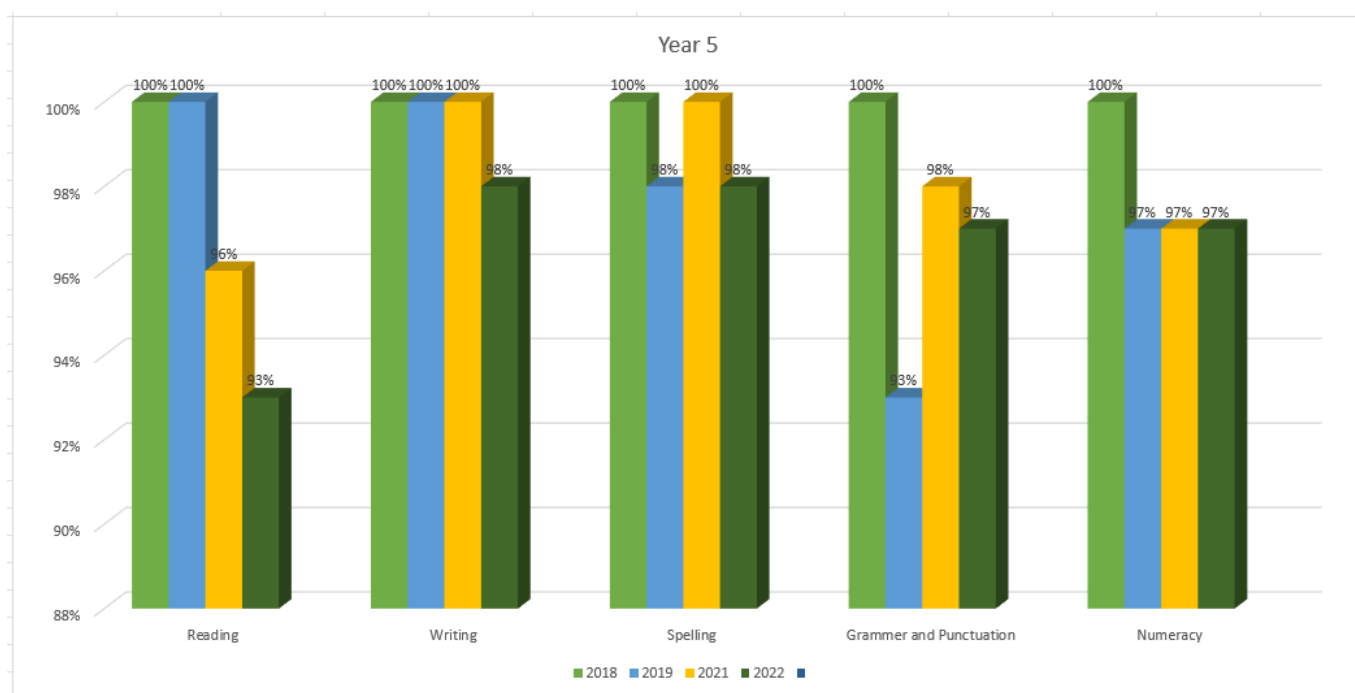
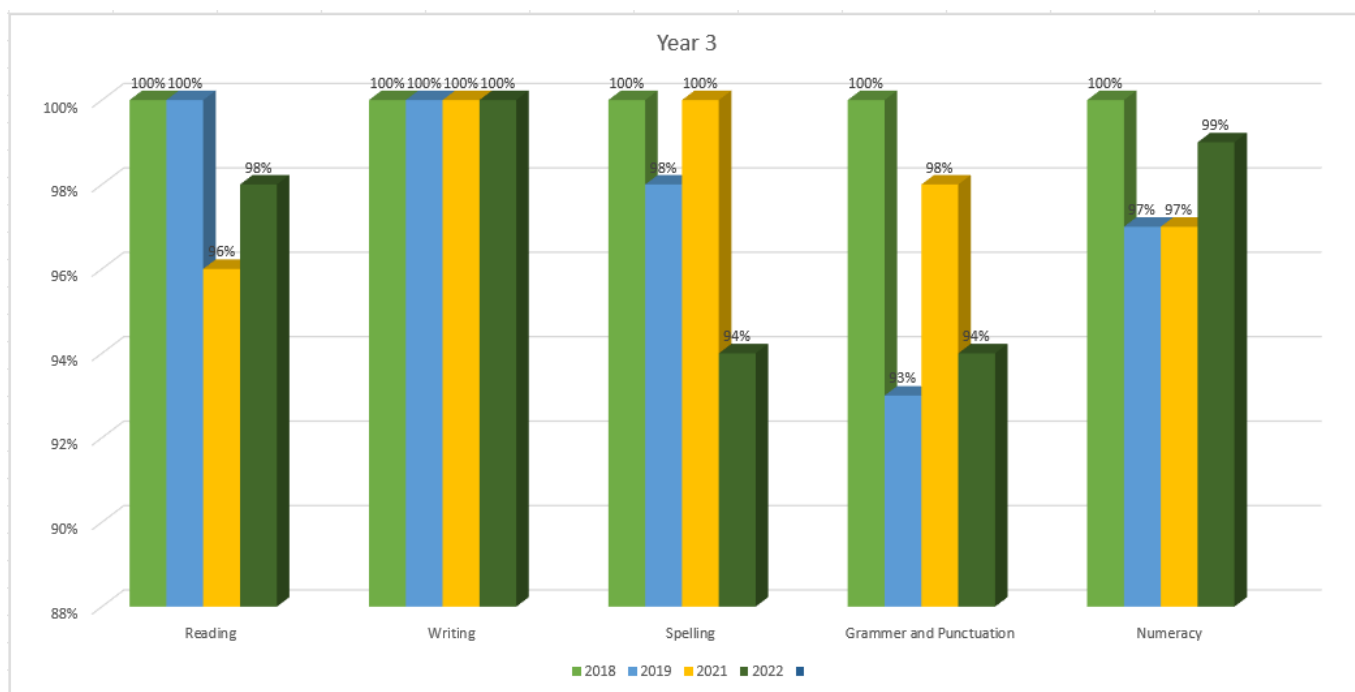
Percentage of student **AT** or **ABOVE** the National Minimum Standard **2019**

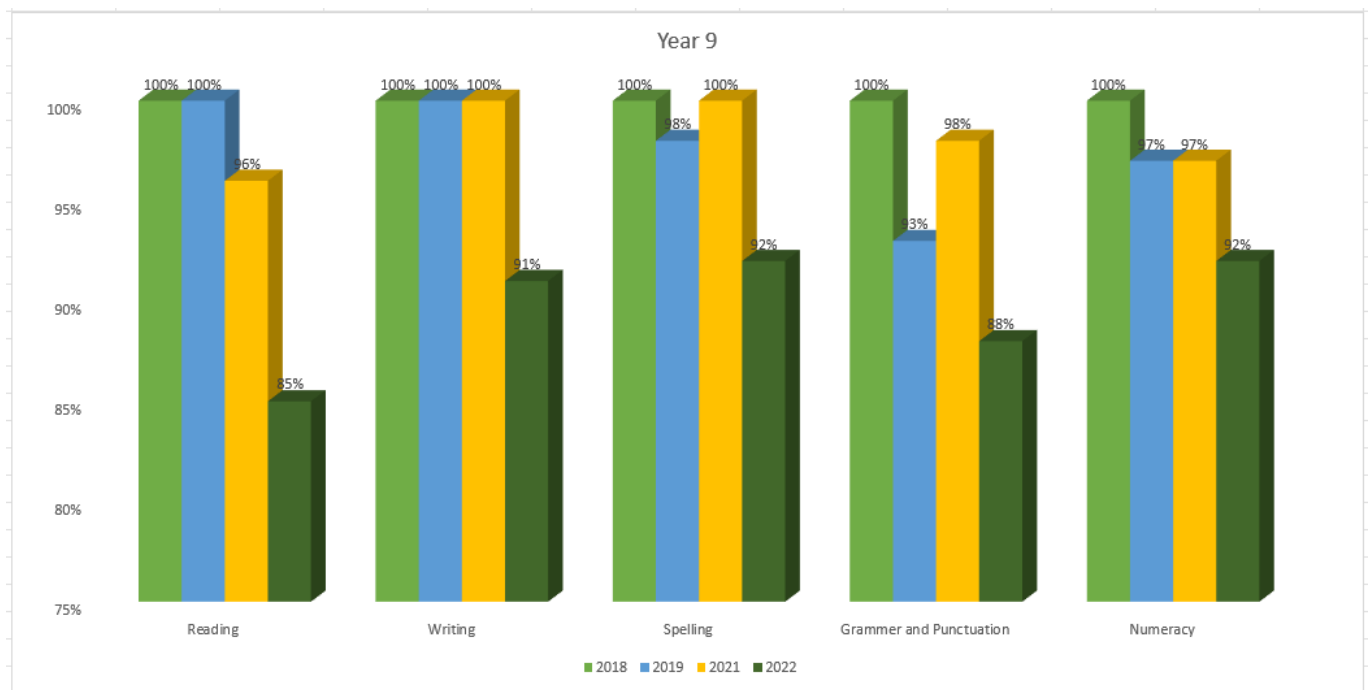
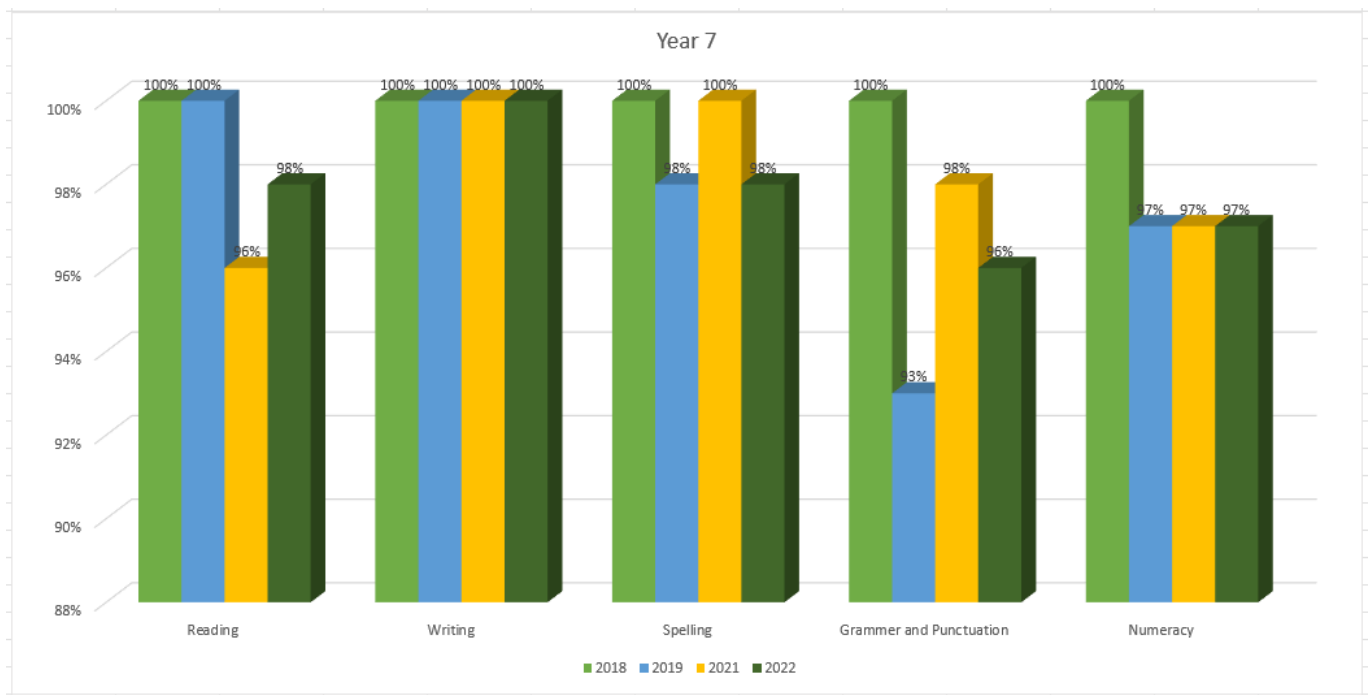
Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	100%	100%	98%	93%	97%
5	97%	97%	100%	94%	94%
7	97%	97%	97%	88%	97%
9	94%	94%	94%	94%	100%

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%

NAPLAN Trend Data Report





Student Satisfaction Survey

General Student Satisfaction:

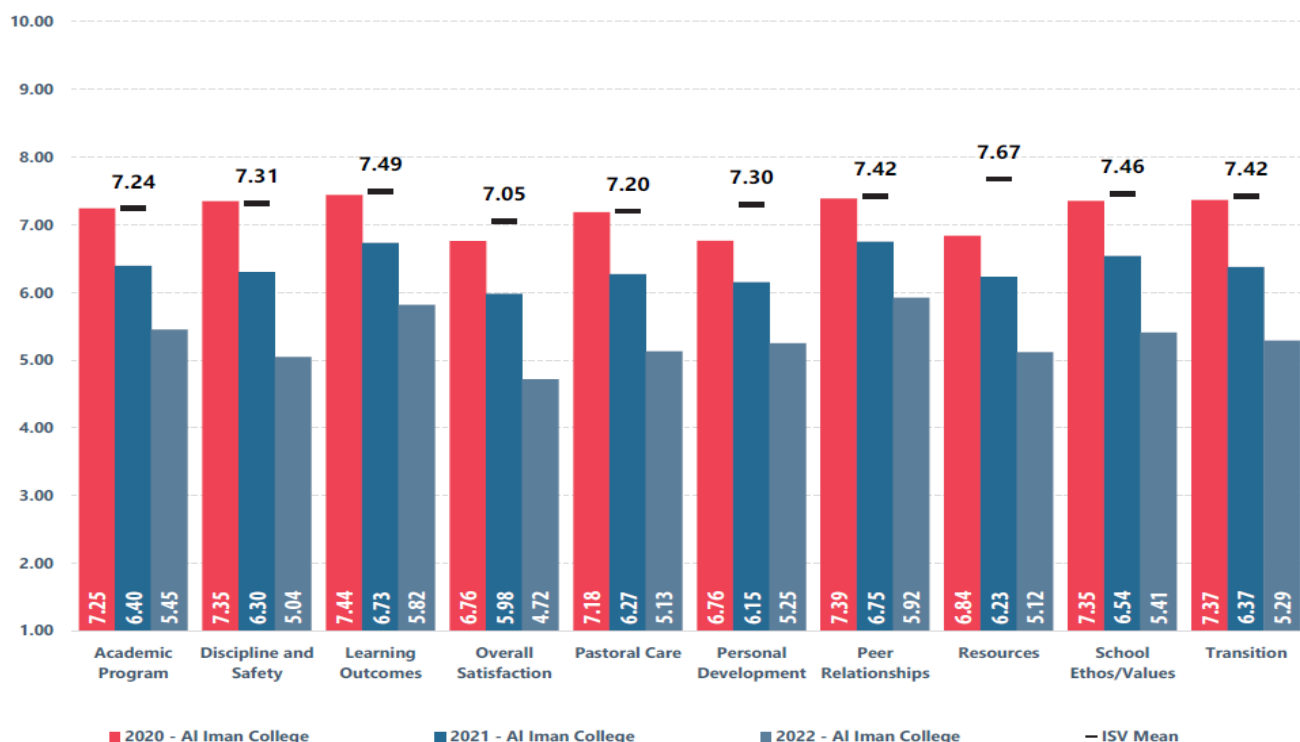


Figure 3: displays **General Satisfaction** per domain at **Al Iman College** against the ISV benchmark.

Student Satisfaction with Quality of Teaching:

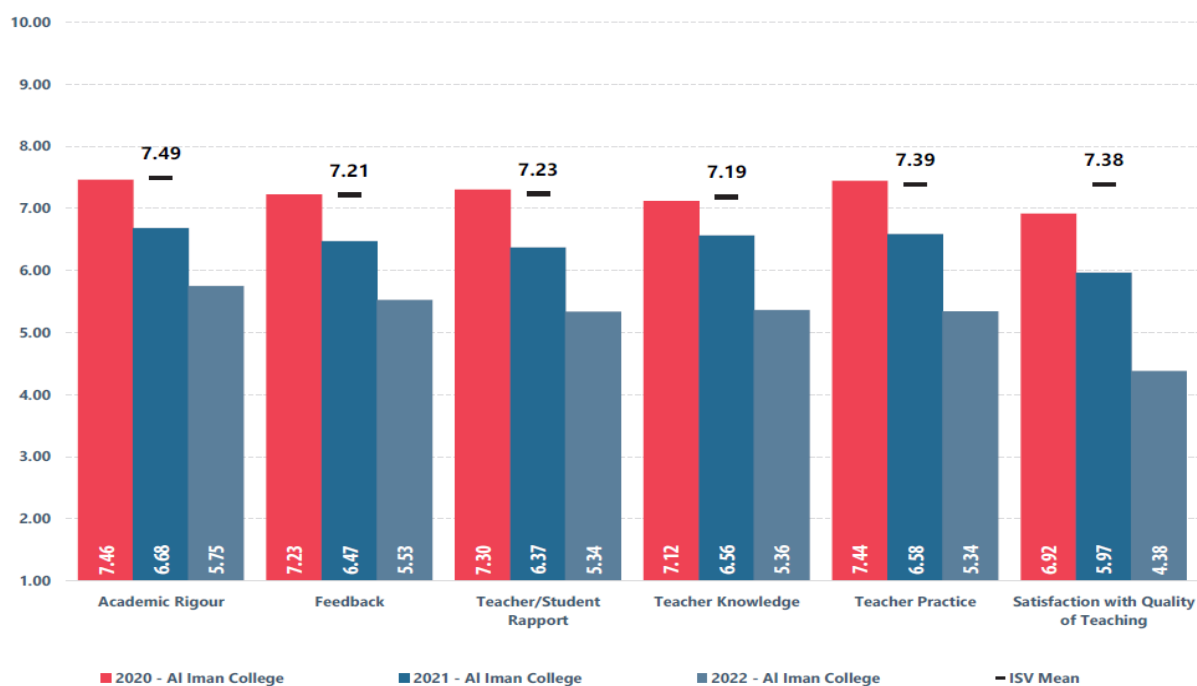


Figure 4: displays student satisfaction with the **Quality of Teaching** per domain at **Al Iman College** against the ISV benchmark.

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:

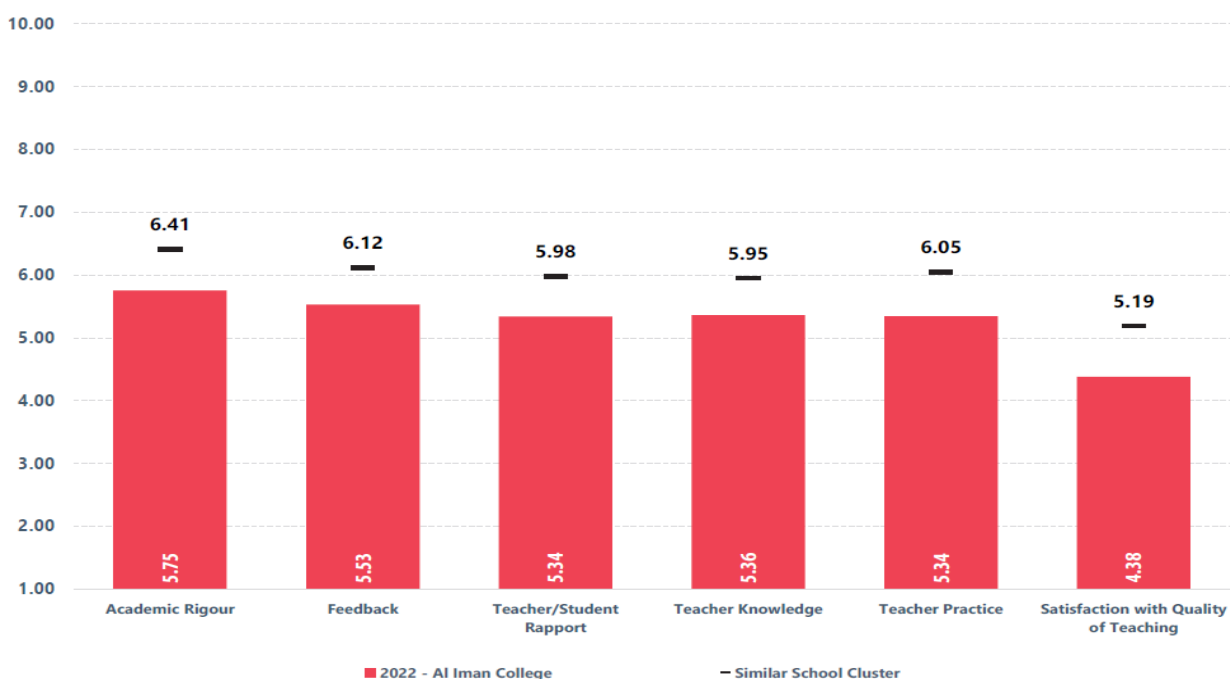


Figure 6: displays student satisfaction with the **Quality of Teaching** per domain at **Al Iman College** compared to statistically similar schools.

Parent Satisfaction Survey

Overall Parent Satisfaction

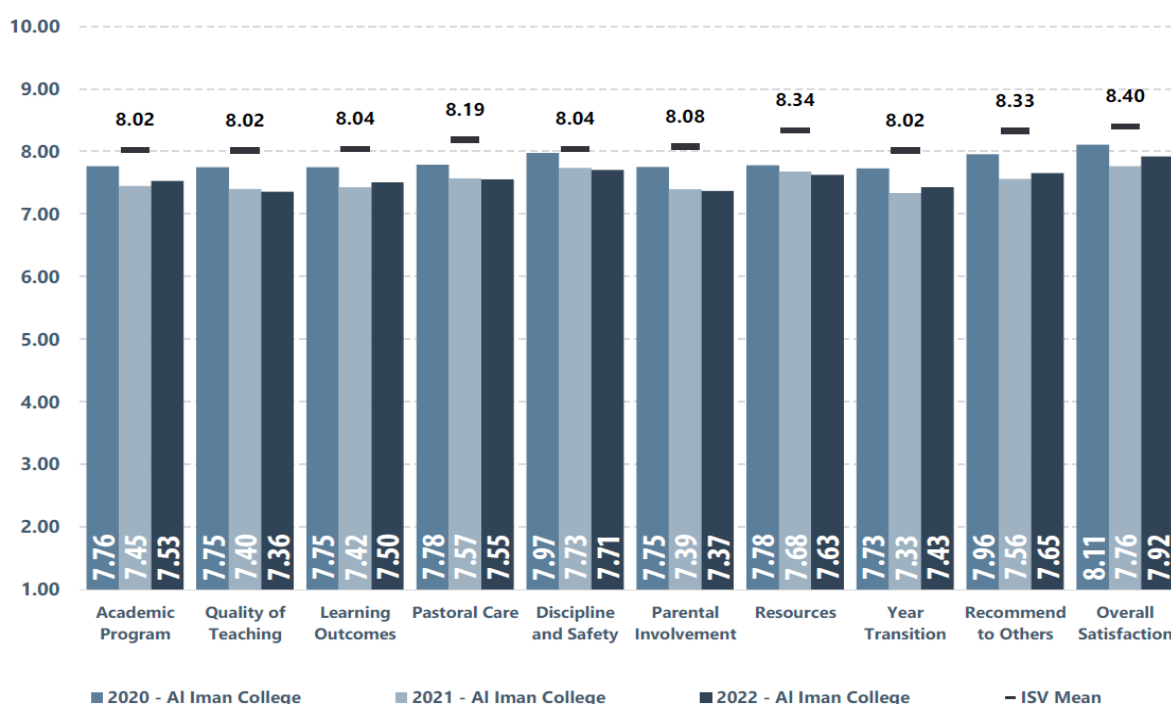


Figure 3: displays overall parent satisfaction per domain for **Al Iman College** against the ISV benchmark.

Overall Parent Satisfaction compared to similar schools:

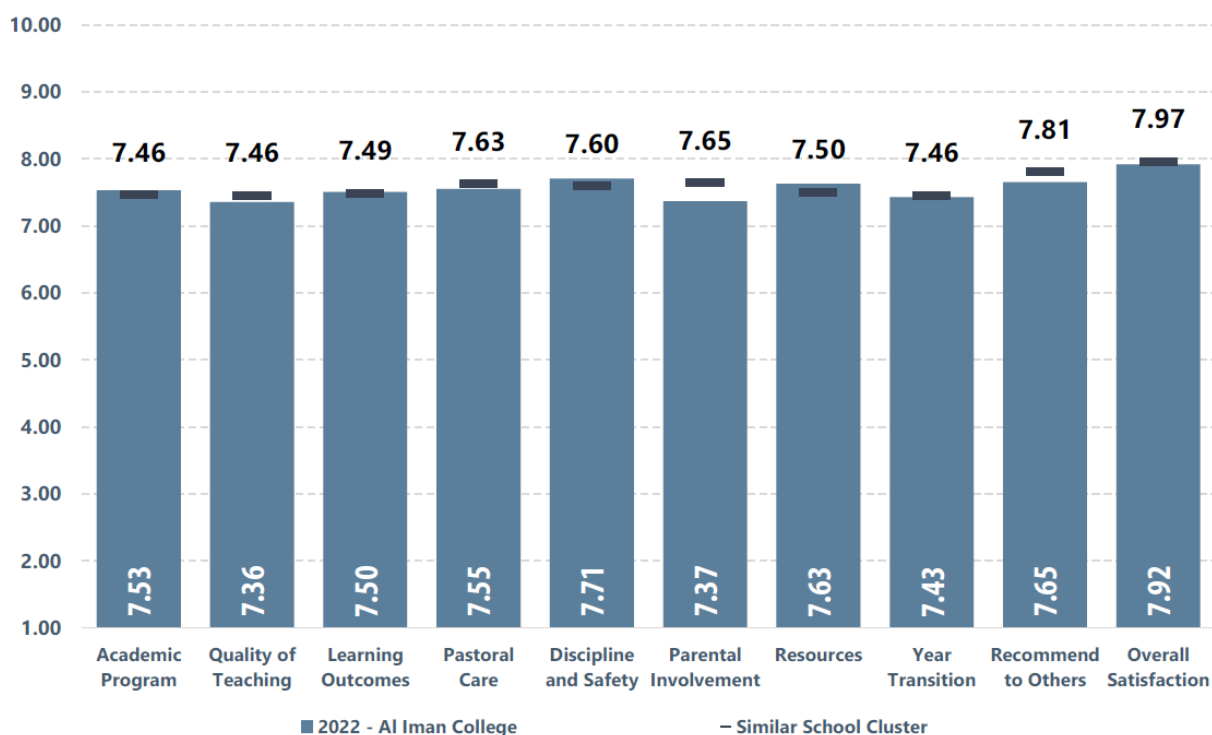


Figure 4: displays overall parent satisfaction per domain for **Al Iman College** compared to statistically similar schools. **Please note:** your statistically similar school cluster number may change year on year as data on your enrolments changes. See the appendix to determine your statistically similar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

Financial Performance and Position

Gross Income	
a. Revenue from government including grants	\$14,499,324.00
b. Donation and bequests	\$100.00
c. Revenue from providing goods or services	\$2,551,560.00
d. Revenue from investments	\$0.00
e. Other Revenue	\$135,595.00
f. Total Revenue (a+b+c+d+e)	\$17,186,579.00
g. Other income	\$0.00
h. Total gross income (f+g)	\$17,186,579.00

Expenses	
i. Employee Expenses	\$10,177,301.00
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	\$4,562,988.00
n. Total expenses (i+j+k+l+m)	\$14,740,289.00
o. Net surplus/deficit (h-n)	\$2,446,290.00
p. Other comprehensive income (if applicable)	
q. Total comprehensive income (o+p)	\$2,446,290.00

Assets	
r. Total current assets	\$7,336,658.00
s. Non-current loans receivable	\$0.00
t. Other non-current assets	\$6,027,349.00
u. Total non-current assets (s+t)	\$6,027,349.00
v. Total assets (r+u)	\$13,364,007.00
Liabilities	
w. Total current liabilities	\$2,109,985.00
x. Non-current loans payable	\$0.00
y. Other non-current liabilities	\$905,117.00
z. Total non-current liabilities (x+y)	\$905,117.00
aa. Total liabilities (w+z)	\$3,015,102.00
ab. Net assets/liabilities (v-aa)	\$10,348,905.00