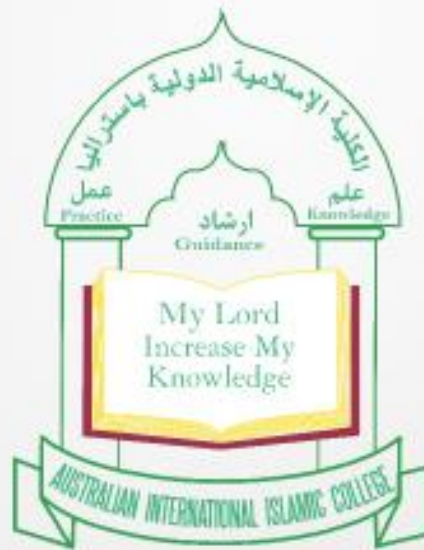


# Australian International Islamic College



## College Annual Report 2016

(Based on 2015 Data)



# SCHOOL PROFILE

The Australian International Islamic College (AIC) is an **Independent Coeducational Islamic College** established in 2002. In response to the growing Muslim population in Brisbane and Gold Coast AIC has established three (3) Campuses, two in Brisbane namely: Durack Campus and City Campus and a third Campus at the Gold Coast.



## Durack Campus

The Durack Campus is built on a 30 Acre site. The Durack Campus has three permanent classroom buildings and a very much loved Multi-purpose Hall (MPH) which is the hub of activities by the local community during after-school hours and weekends. AIC conducts all college functions in the MPH. Currently an Administration Building and ten (10) classroom buildings are under construction, ready for occupancy before the end of 2016.



## Gold Coast Campus

The Gold Coast Campus was established in 2010 on a 10 Acre site. The Gold Coast Campus has one permanent classroom building providing three (3) classrooms, a library and an office. Four (4) additional purpose-built demountable classrooms have been added to meet the growing student numbers. A large multi-purpose hall has been built in 2012 for holding school functions, indoor sports and for the use of the local community. A "Special Event Car Park" with a capacity to accommodate 400 cars has also been built to allow cars of parents and staff to be parked safely away from the Chisholm Road traffic.




## City Campus

The City Campus is a relatively small Primary School providing Prep to Year 4 education to the local residents' children residing near the City premises.



## Address, Level of Education offered and Enrolments




AIC Campus:	Address:	Level of Schooling:	Enrolments:		
			Boys	Girls	Total
Durack (Main)	724 Blunder Road, Durack QLD 4077	Prep to Year 12	230	255	486
Gold Coast	19 Chisholm Road, Carrara QLD 4211	Prep to Year 10	61	49	110
City	6 Agnes Street, Buranda QLD 4102	Prep to Year 4	3	11	14
		<b>Total Enrolments</b>			610

## Characteristics of the Student Body

The majority of students come from immigrant families. AIC has enrolled students who were born overseas in the following countries:




1	Australia	164
2	Saudi Arabia	82
3	Bangladesh	74
4	New Zealand	30
5	Eritrea	25
6	Kenya	18
7	Malaysia	17
8	Thirty one other countries	200



The AIC takes great pride in offering a very effective ESL and Learning Support Program. It is wonderful to see great progress being made when English levels are improved.


At AIC we have enrolled three (3) **indigenous students** and one **student with disability**.

## Distinctive Curriculum Offerings



The main distinctive curriculum offering at AIC are the study of the "Arabic Language" and study of the true religion of Islam.


The main focus of the study of the religion of Islam is to prepare students to become true Australian Muslims having heart and mind to respect all and to respect humanity and become citizens of Australia contributing in all spheres of civic duties including paying taxes for the betterment of the Australian lifestyle and nation building.



The AIC conduct midday prayers for students and Muslim teachers. The AIC also celebrates key religious functions including:

- Annual Quran Recitation Competition
- Ramadan Good Deed Competition and Annual Iftaar night
- Seerat-ul-Rasool function where the exemplary character of Prophet Mohammad is celebrated
- Two Eid prayers are conducted at the Durack Campus oval followed by Eid Celebrations

## Senior English for ESL Learners



The Senior English Program for ESL students has been introduced in 2012, which has resulted in a much improved performance of our secondary students in all subjects. The Senior Australian English program (SAE) for ESL learners develops students' ability to understand and use standard Australian English to produce better written and spoken text for a variety of purposes, audience and contexts.

## Extra- Curricular Activities

### 1. Active School Travel Program

The AIC Primary students participate in the Active School Travel Program, which is a free, tailored program established by the Brisbane City Council. The Active School Travel Program has helped several families to swap single-family car trips. The benefits of this program includes healthier students, greater road safety awareness, more independent students and reduced traffic at the school gate.

### 2. Moreton Excursion for Year 11-12

In August 2015, Year 11 and Year 12 visited Moreton Bay Research Station (MBRS) operated by the University of Queensland. MBRS offers field and laboratory-based education programs aimed at senior high school students. MBRS is a perfect base to engage students in a meaningful out of classroom learning experience. Our students were able to explore the incredible diversity of North Stradbroke Station Island. The following field work was conducted:

- Observation of different kinds of ecosystems (mangrove, rainforest etc.)
- Study of Fishery and insects found
- Study of marine mammals

### 3. Youth Program/ Brisbane City Council

The Brisbane City Council provides a safe and welcoming hub for young people to explore ideas and access resources, have a say and connect with community partners, enabling our students to grow as active citizens and to contribute to a better Brisbane. The space can be accessed by Secondary students for the following activities:

- Art Projects
- Networking Events
- Rehearsals
- Debates
- School Project Exhibitions
- Use of computers, Wi-Fi and printing

This space is located at 5 Green Square Close Fortitude Valley. The hub provides a large rehearsal space and meeting room during 8am-10pm.

The AIC students of Years 10, 11 & 12 participated in an in-house Youth Program for developing:

- Team Building
- Career Planning
- Essay Writing

The Brisbane City Council hub for young people is scheduled to be used in future.

### 4. Anzac Commemoration

AIC was chosen by the Anzac Commemoration Committee to pay tribute to our ANZACS on behalf of all students across Queensland. One year 11 student paid tribute to our ANZACS. Three AIC students recited poems in remembrance of the ANZAC heroes. A group of senior students also laid a wreath at ANZAC Square in Brisbane City Centre on ANZAC day.

## Social Climate

The AIC is a community focused college providing an interpreter service for people who speak Arabic, Hindi, Urdu, Tamil and Turkish. AIC hold several functions for engaging the community including:

- Use of the Multi-Purpose Hall for community weddings and social functions
- Marriage celebrant services
- Marriage dispute resolution/counselling
- Support for settling refugees
- Supporting local businesses including Shell, Bunnings, Office Works and Bunnings
- Career Counselling
- Pastoral care/Chaplaincy Service
- Induction Program/Open Day- incorporating childcare and behaviour management
- Harmony Day celebration
- Ramadan- Iftaar
- Eid prayers and celebration

## Parental Involvement

Parents are invited to attend Daily Assemblies, the College Open Day and offered Induction Programs. All teachers are present to welcome parents. During Open Day all teachers are available in their dedicated classrooms where parents can reach out to teachers and discuss their child's performance and also learn where their child sits in the classroom. Exemplary students' work, special drawings and project work is always proudly displayed. Parents are shown their child's portfolio of work, which surprises many parents on the ability and skills of their children.

### 1. Parent/Teacher Interview

The AIC teachers are scheduled for Parent/Teacher interview during the last week of term -1 & term -3. The Parent/Teacher interviews are important one-to-one discussions about each student's performance. The portfolio of the student's work is shown to parents and their performance in various tests are discussed. Additional support from parents is sought and also extra homework and tutorials are provided for struggling students. Parents are encouraged to contact teachers on a regular basis (after school hours.)

### 2. Student's Performance Report

Parents are provided with written student performance reports twice a year, namely at the end of term -2 & term -4. The written report outlines students' performance in all subjects. The report also includes information on behaviour and participation in other extra-curricular activities.

### 3. Parents and Citizens Committee (P&C)

The AIC Parents and Citizen Committee hold an election in the beginning of the year, where the existing committee reports to the assembled parents about what they have achieved during their term of office and elect a new committee. The P&C Committee assist a great deal in holding school functions and provides valuable feedback on various college activities and facilities.

## **Parent, Teacher and Student satisfaction with the school**

The AIC has conducted surveys designed by the Australian Curriculum Assessment and Reporting Authority (ACARA) seeking feedback on AIC performance from Parents, Teachers and Students. We were pleased to receive 46 surveys from parents, 44 surveys from Teachers and 195 from students.

### **Parents' Concerns**

In general, the majority are very happy with AIC's performance. However, the following issues were identified as concerns for parents, as a few respondents ticked the box stating that they strongly disagree or disagree to the items:

- The school takes parents' opinions seriously (5 out of 46)
- Students' behaviour is well managed (3 out of 46)
- The school is well maintained (2 out of 46)

### **Measures taken to address Parents' concerns:**

- A suggestion box has been placed at the entry of the office
- P&C has been encouraged to find out what parents' opinions are
- Zero tolerance to bullying is practiced and college staff have been placed on duty to monitor student behaviour.
- Beautification of the school pathway is completed
- Carpark area is marked professionally
- Rubbish and broken down furniture have been removed
- A full-time gardener has been employed who has developed several garden beds and lawn mowing is carried out on a regular basis.
- The first oval has gone through an expensive returfing, making it a safe play area.
- The landscaping around the newly constructed Prep Library Building has also improved the college grounds.

### **Staff Concerns**

A few staff members have disagreed with the following items:

- Staff opinions are taken seriously (6 out of 46)
- The college has sufficient resources (4 out of 46)
- Enjoy working at AIC (2 out of 46)
- Students' behaviour is well managed (2 out of 46)
- The college is well maintained (2 out of 46)
- The college gives teacher/staff opportunities for Professional Development (2 out of 46)
- Progressive teaching methods are used (2 out of 46)

### **Measures taken to address staff concerns:**

Staff Opinion:

- In weekly staff meetings staff are encouraged to come forward with their concerns
- Workplace Health and Safety issues are always promptly addressed by the Workplace Health and Safety Committee. Each classroom is well equipped with a first aid box and all staff are trained in First Aid. Refresher First Aid courses are also run at the beginning of the year.

#### Sufficiency of Resources:

- The I.T resources are updated by purchasing additional computers and interactive boards.

#### Enjoy working at AIIC:

- The year 2015 has been a difficult year due to prolonged negotiation of Enterprise Bargaining Agreements. We are pleased that the new EBA is signed and staff are reasonably happy with the new EBA.
- The main concern of staff is increasing workload. The AIIC has increased non-contact time providing some relief. Additional coordinators have also been appointed for each year level to support teachers for the curriculum delivery.

#### Student Behaviour Management:

- The Student Behaviour Management is an integral part of the professional development concluded in January each year. Prompt action is taken for any incidence of misbehaviour. Zero tolerance to bullying has been established which has been highly appreciated by all staff.

#### Maintenance of the college:

- Maintenance of the college has been dealt with in Parent Concerns.

#### Professional Development Opportunities:

- In 2015 AIIC has implemented "Great Teacher-Great Results" program which has provided additional PD for teachers.

#### Progressive Teaching Methods:

- The Great Teacher-Great Results professional development program brought a number of PD presenters/experts in contact with staff, giving skills to equip staff with progressive teaching methods.
- The ISQ initiated "Self Improving School" program has also commenced at AIIC in 2015.

### **Student Concerns**

AIIC students have identified the following issues:

- Opportunities to do interesting things
- Ways to improve
- Students behaviour
- Fair treatment of students

The students of AIIC in general enjoy sports. The AIIC has planned to build state of the art sports facilities including:

- Two multi-purpose tennis courts
- Swimming pool
- Upgrading the cricket pitch and AFL and soccer oval

The delay in providing the professional sports facilities is due mainly to the construction of permanent classrooms Building and the Administration Block which are scheduled to be completed by the end of 2017.

#### Interesting Things:

- The students would like to participate in joint projects with other schools. The projects identified are:
  - Robotics, Solar Car and Computer Coding

These projects are very interesting but require a lot of human and physical resources which have to be found to satisfy our valued students. We are planning to introduce coding and robotics in the Year 2107.

#### Ways to Improve:

- The AIC has removed the two large old demountable classroom buildings to give way for construction of a 10 classroom secondary building, which will be available to use in 2017.

#### Student Behaviour:

- A marked improvement in student behaviour has been achieved through the tough zero tolerance to bullying and all misbehaviour are now reported and students involved are interviewed.

#### Concluding Remarks:

The appointment of the Operational Coordinator and Curriculum Coordinator in 2015 has resulted in improved delivery of the curriculum at all levels. The Operational Manager is working towards implementing much needed extra-curricular activities and is focusing on the performance of the senior students.

The biannual survey of the parents, teachers and students have led to several improvements and AIC will continue to conduct surveys to identify ways to continue to improve performance.

#### **Contact Person**

The contact person for further information is:

Shahid Khan

Education Advisor

#### **School Income**

AIC's income broken down by Funding Source can be found on the My School Website:

<http://www.myschool.ed.au>



# Staff Information

## Staff composition

The AIC staff is appointed on the basis of qualification, teaching experience, and areas of specialisation suitable for the position. All teachers are registered with the Queensland College of Teachers and hold appropriate qualifications necessary to teach their students. At present there are no indigenous staff employed.

## Qualifications of all teachers

The following is a summary of Teacher qualifications:

Doctorate	2
Masters	8
Bachelor	45
Graduate Diploma	8

## Expenditure on and Teacher participation in Professional Development (P.D)

All staff are provided an annual upgrade of First Aid Training. New staff are provided with an orientation program and all student free days are spent in conducting P.D at the Durack Campus. Each year all policies are upgraded and the current policies are documented in the staff handbook and also placed on the AIC website:

[www.aic.qld.edu.au](http://www.aic.qld.edu.au)

The behaviour management and student protection policies are explained and the process of reporting incidents are explained.

The major P.D activities provided were as follows:

1. St Johns First Aid Training
2. Conflict Resolution
3. Guidelines on Lesson Planning, Assessment
4. Participation in Chemistry Panel- Calibration trial
5. Behaviour Management
6. ISQ run P.D
7. QLD Studies Authority Workshop & others

## Expenditure on P.D

<b>Total Number of Teachers</b>	<b>Total Expenditure</b>	<b>Average Expenditure on P.D per teacher:</b>
52	\$58,495	\$1,125

## Average Staff Attendance

The average attendance of AIC teachers is 96%. That is on average each staff has taken only 4 days off work due to unplanned sickness.

<b>Teacher</b>	<b>Number of school days in a year</b>	<b>Average staff attendance</b>
52	186	96%

## Staff Retention Rate

The staff retention rate is calculated by:

$$\frac{\text{Number of permanent teachers retained at the beginning of 2015}}{\text{Number of permanent teachers at the end of 2014}} \times 100$$

$$\frac{36}{43} \times 100 = 84\%$$

Therefore: **The staff retention rate of AIC is 84%**

# KEY STUDENT OUTCOMES

## Average student attendance rate (%)

Number of School days	Total Number of Students	Total Number of Days	Total Days Absent	Average Attendance Rate (%)
186	610	113,460	70345	93.8%

The average student attendance rate of 93.8% is excellent as a number of students go overseas during the Christmas Holidays and generally some students are absent in the beginning of term 1.

The main reason for high attendance is due to our very efficient door to door bus service collecting students from home and dropping them back.

## Average student attendance rate for each year level

The average student attendance rate for each year is depicted in the following table:

Year Level Enrolment	Average Attendance Rate
Prep (83)	92.2%
1 (92)	93.6%
2 (76)	93%
3 (63)	95%
4 (60)	92.2%
5 (35)	93.3%
6 (48)	91.8%
7 (32)	91%
8 (34)	94%
9 (29)	93.7%
10 (28)	93%
11 (18)	90%
12 (12)	86%

The average attendance rate for all students of AIC is = 93.8%

## Management of Non-Attendance

Students who have been away for long periods are provided with learning support to catch up on subject matters covered by the teachers.

Students who miss 1-2 days are given extra homework and provided worksheets, photocopies of handouts and the teacher aide makes sure that they are given extra attention during class time to help them catch up.

Students who have long term absences due to the late returning to Australia from their home countries are helped by a "Buddy system" where above average performing students acts as mentors to those who have been away for a long period of time.

## NAPLAN results for Years 3,5,7&9

The Benchmark Data for the NAPLAN results are displayed in the following table:

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	431	426	51%
Year 5 (2015)	474	499	37.5%
Year 7 (2015)	511	546	29%
Year 9 (2015)	525	580	24%
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	411	416	67%
Year 5 (2015)	469	478	67%
Year 7 (2015)	525	511	73%
Year 9 (2015)	539	547	53%
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	432	409	65%
Year 5 (2015)	516	498	58%
Year 7 (2015)	575	547	86%
Year 9 (2015)	599	583	25%
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	436	433	56%
Year 5 (2015)	496	503	46%
Year 7 (2015)	547	541	52%
Year 9 (2015)	532	568	25%
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	435	398	70%
Year 5 (2015)	501	493	70%
Year 7 (2015)	562	543	68%
Year 9 (2015)	555	592	20%

The following conclusions can be drawn from the analysis of the NAPLAN results:

1. Students have performed well in Spelling and Numeracy and have performed poorly in Grammar, Punctuation and Writing which may be due to their ESL background.
2. It is pleasing to note that Year 7 students have done very well (except in Reading.)
3. Almost all students have performed above the National Average in Spelling
4. The poor performance of Year 9 in all tests has prompted additional Senior ESL tuition for them.

Reasons for variable performances

Students who have enrolled at AIC for the last five (5) years have all performed well above the National Standard and those who have enrolled during the last two (2) years have performed poorly. The longer students stay in AIC, their results improve due to improved literacy.

## Apparent Retention Rate Years 10 to 12

The Year 10 to 12 Apparent Retention rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously.

Apparent Retention Rate = 63.16%

$$\frac{\text{Number of Students in Year 12 in 2015}}{\text{Number of Students in Year 10 in 2013}} \times 100$$
$$= \frac{12}{19}$$
$$= 63.16\%$$

Year 12 student enrolment as a percentage of the Year 10 cohort is 63.16%

## Year 12 Outcomes

The AIC Year 12 outcomes is shown in the following table:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	12
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	12
Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	8
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OPI-15 or an IBD	66.7%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET, qualification	66.7%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	83.33%

## **Post-School Destination Information**

Twelve (12) students graduated from Year 12 in 2015. It is very pleasing to note that 10 out of 12 students are currently undertaking tertiary courses at the Universities in Queensland. The remaining two have been employed.

Following is the summary of the Destination Survey:

Two (2) students are enrolled at the University of Queensland undertaking:

- Bachelor of Science
- Bachelor of Law

Four (4) students are enrolled at the University of Technology undertaking:

- Bachelor of Justice
- Bachelor of Engineering
- Bachelor of Business
- Bachelor of Education

Three (3) students are enrolled at the Griffith University undertaking:

- Bachelor of Nursing

One (1) student is enrolled at the University of Southern Cross undertaking:

- Bachelor of Nursing

Two students are now gainfully employed.

## **SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE**

Please refer to the "My School Website"  
<http://www.my school.edu.au>