

PHILOSOPHY, MISSION AND VALUES



PREFACE

The Australian International Islamic College is a faith-based college, committed to providing a safe, supportive and inclusive Islamic environment for all students, staff and members of our community. Our college recognizes the importance of the partnership between our college and parents and carers to support student learning, engagement and wellbeing through our college philosophy, mission and values. We share a commitment to, and a responsibility for, creating an inclusive and safe college environment for our students.

SCOPE

This policy applies to employees, volunteers, parents/carers, students and members of the community.

Approved By: College Principal	Status: Approved
Contact: PRINCIPAL	Reviewed Bi-annually
Date Approved: May 2020	Next Review Due: April 2022
This policy may be updated or revised from time to time. The College will not notify you each time the Policy is changed.	

THE PHILOSOPHY

The Australian International Islamic College K -12 is a richly stimulating, innovative and caring environment, which fosters a child's natural curiosity and thirst for knowledge. The environment and program draw from the very best early childhood teaching theories and practices from around the world with emphasis on **a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face (Ref: Alice Springs Education Declaration -2019)**. It offers a purposeful experience that establishes in each child a love of learning and a strong sense of self.

The Australian International Islamic College K-12 provides learning opportunities that build upon children’s strengths while challenging them to explore their potential. Children are encouraged to ask questions as they build an understanding of the world, and their place in it, while learning to live and play happily and purposefully with others. We act as an extension of home and provide an environment where children feel loved, accepted and secure, as well as

being a place where children are encouraged to achieve their best socially, emotionally and academically.

We have a moral and social obligation to the children, their families and the greater community to provide the children with a core foundation that will support them through life to become active members of the community. The Australian International Islamic College K-12 fosters strong links between home and college creating a successful partnership. AIIIC encourages parent participation to work in partnership with educators, at all times, we strive hard to develop partnerships based on mutual understandings, mutual respect and continual dialogue promoting shared learning and collaboration.

Offering support to challenge and succeed within five developmental (Physical, Social, Emotional, Cognitive and Language) outcomes, critical reflection and careful planning will allow each child’s interests to be responded to and scaffolds their learning. We represent an educational vehicle, engrossing the children in projects and a learning system that allows them to question, examine and enjoy the challenge of the experiences before them. It is our belief that when our children, educators and families. It creates the unmistakable essence that is uniquely recognized as that of The Australian International Islamic College K-12.

MISSION

Unwavering commitment to deliver excellence in education and develop students of good character and of benefit to the wider Australian Communities and Nations.

VALUES

In our values we recognize all members of our learning community, including our students, staff and parents. We value the relationship between learning and teaching. Our values and virtues are underpinned by the Islamic ethos.

Quality learning	Providing a high quality and inclusive education.
Creativity	Develop high levels of creativity through the usage of innovative and interactive teaching methods.
Self – confidence	Develop self-confidence and assurance in students through closer teacher-student relationships and participation in extra-curricular activities organised internally and externally.
Respect	Instilling respect for parents, teachers, elders, surroundings and environment as well as to differences in opinions and cultures.
Integrity	Create a culture of mutual trust, honesty, transparency, forthrightness and ethical behaviour in all aspects of life.

THE ISLAMIC ETHOS

The Australian International Islamic College is a faith-based institute with an Islamic ethos. All members of the AIIC community (consisting of students, parents/carers, staff, neighbours and friends) support the Islamic ethos of the College. Through our ethos we aim to nurture our students to become young confident individuals, to develop their identity as responsible Australian Muslims and to always aspire towards achieving the highest goals. Our College aims to develop young practicing Muslims who are confident role models, men and women who are prepared to take their place in benefitting modern society.

Alongside the Australian National Curriculum, we provide Arabic, Quran and Islamic studies, and all aspects of the curriculum are permeated with the Islamic ethos. Each day begins with a surah and dua, an Islamic themed assembly or reading from the Holy Qur'an. We place emphasis on marking notable Islamic events and observances through lessons, assemblies or extra-curricular days. Students are supported to follow the teachings of Islam by members of staff through words and actions from making wudu to the Zuhur and Jumat prayers.

Whilst we encourage our students in their endeavors towards academic success, we also recognize the equal importance of supporting their journey towards spiritual awareness. Students have the benefit of the teachings of 'akhlaq' [(Arabic: أخلاق) (the practice of virtue, morality and manners) in an environment in which they can explore and develop their values, and all students are expected to hold themselves to the highest standards of personal conduct and behaviour.

At Australian International Islamic College, we take a holistic approach to developing well-rounded individuals: students who value and respect themselves, others around them, as well as the wider community they reside in.

The foundation of the College is based on the Qur'an and Sunnah (tradition) of the Prophet Muhammad (peace be upon him), therefore, the Islamic Ethos is at the heart of everything we do.

THE ALICE SPRINGS (MPARNTWE) DECLARATION

The vision of the Alice Springs (Mparntwe) Declaration (Dec, 2019) is for young Australians to experience 'a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face' (p3).

In order to achieve the vision of the Alice Springs (Mparntwe) Declaration, two goals were set, both of which while distinct are connected and when attained are central to Australia's social and economic prosperity, positioning young people to be of benefit to the wider Australian communities and nations by living fulfilling, productive and responsible lives.

Goal 1: The Australian education system promotes excellence and equity

Australian Governments commit to promoting excellence and equity in Australian education.

This means that all Australian Governments will work with the education community to:

- *provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination*
- *recognise the individual needs of all young Australians, identify barriers that can be addressed, and empower learners to overcome barriers*
- *promote personalised learning and provide support that aims to fulfil the individual capabilities and needs of learners*
- *ensure that young Australians of all backgrounds are supported to achieve their full educational potential*
- *encourage young people to hold high expectations for their educational outcomes, supported by parents, carers, families and the broader community*
- *ensure that education promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity*
- *ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities*
- *collaborate internationally to share best practice and help young Australians learn about and engage with the world*
- *support all education sectors – government, non-government, secular and faith based education*
- *promote a culture of excellence in all learning environments, by providing varied, challenging, and stimulating learning experiences and opportunities that enable all learners to explore and build on their individual abilities, interests, and experiences*
- *ensure that Australia's education system is recognised internationally for delivering high quality learning outcomes.*

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community

Australian Governments commit to working in collaboration with the education community to support all young Australians to become:

- *confident and creative individuals*
- *successful lifelong learners*
- *active and informed members of the community.*

Confident and creative individuals who...

- *have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing*
- *develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others*
- *are resilient and develop the skills and strategies they need to tackle current and future challenges*

- *are able to recognise, adapt to, and manage change*
- *have a sense of optimism about their lives and the future*
- *show initiative, use their creative abilities and are enterprising*
- *have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives*
- *understand their responsibilities as global citizens and know how to affect positive change*
- *have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment*
- *relate well to others and form and maintain healthy relationships*
- *are well prepared for their potential life roles as friends, family, community and workforce members*
- *embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions*
- *have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.*

Successful lifelong learners who...

- *develop their ability and motivation to learn and play an active role in their own learning*
- *have the essential skills in literacy and numeracy as the foundation for learning*
- *engage in respectful debate on a diverse range of views*
- *are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future*
- *are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines*
- *are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge*
- *are inquisitive and experimental, and have the ability to test different sources and types of knowledge*
- *are responsive and adaptive to new ways of thinking and learning*
- *are able to plan activities independently, collaborate, work in teams and communicate ideas*
- *continue to improve through formal and informal learning in further education, and training or employment, and acquire the skills to make informed decisions throughout their lives*
- *are able to make sense of their world and think about how things have become the way they are*
- *are confident and motivated to reach their full potential.*

Active and informed members of the community who...

- *act with moral and ethical integrity*
- *have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments*
- *appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences*
- *have an understanding of Australia's system of government, its histories, religions and culture*
- *are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations*

- *understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures*
- *possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians*
- *are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.*

THE EDUCATIONAL PROGRAMS

Primary College (Prep – Year 6)

Education programs at AIIC are designed and implemented to support students to achieve the goals of the Alice Springs (Mparntwe) Education Declaration (Dec, 2019). Our focus is to provide access to high quality education, focusing on the development of the whole child – taking a wholistic approach to the child and the curriculum. Understanding the child, how children develop and learn is a key component in the planning, delivery and assessment of the curriculum.

- AIIC follows the Australian national curriculum from Foundation to Year 10. The development of curriculum recognizes and provides students with access to personalized high-quality education. Students are seen as capable learners and individuals, who regardless of backgrounds are encouraged and supported to achieve their best academically, personally and socially.
- The Humanities and Social Science (Civics and Citizenship) and Health and Physical Education (Health) curricula helps students develop a sense of self-worth, self-awareness and personal identity. These attributes, together with essential skills in literacy and numeracy sees students heading towards the goal of being successful lifelong learners.
- AIIC embraces a positive approach to the ‘School Code of Behaviour’ where members of the school community foster and create an environment of care, courtesy, respect and responsibility. Within the Islamic environment of AIIC, students are expected to behave and act in a manner which exhibits moral and ethical integrity.
- The Head of Positive Behaviour Management and Pastoral Care assists members of the AIIC community to take ownership and accept responsibility for their actions simultaneously providing support within an Islamic environment. It is the ability of students to engage respectfully with others with different views that creates a harmonious environment in which to learn.
- Through positive prosocial skilling, students develop their ‘self’. Students (from Prep to Year 6) participate in the ‘You Can Do It’ program, a whole school approach to positive social and emotional learning. Students learn to develop a number of different skills needed in order for individuals to be happy and successful in school and experience positive relationships. This includes resilience, confidence, organisation, persistence

and getting along. The program develops a growth mindset enabling students to recognize, adapt to and manage change.

- Respectful relationships are positively promoted through the You Can Do It program as well as the College's Behaviour Management Policy, College Guidance Counselor, visiting speakers, Islamic studies lessons and College Imams.
- Participation in 'Student of the Month' awards from Prep to Year 12 (in association with Queensland Police) recognizes an individual's personal growth and achievement in identified areas. Students feel a sense of optimism, achievement and pride when receiving the award.
- AIIIC promotes confident individuals through opportunities for leadership positions including School Captains, Vice Captains and Student Council. Students play an active role in various aspects of college life for the benefit of others.
- AIIIC students participate in extra-curricular activities including sport and the College Nasheed group. Students are strongly encouraged to represent the College at every opportunity enhancing their sense of belonging and ability to thrive.
- AIIIC recognizes our students are global citizens and through active citizenship AIIIC celebrates and develops citizenship skills and strong Australian characteristics in students by teaching about Australia through various national days and celebrations:
 - National Anthem
 - Australia Day
 - Anzac Day
 - Labour Day
 - Sustainable and Recycling Committee
 - Promotes fund raising for charities
 - Clean up Australia Day
 - National Tree Planting day
 - NAIDOC week
 - Harmony and Multi-cultural day

It is through such programs our students appreciate and respect Australia's rich social, cultural, religious and linguistic diversity, providing an opportunity for our students to communicate and share their knowledge and experiences. Annually, AIIIC students celebrate cultural and linguistic differences with Harmony Day and Multi-cultural day, the mantra 'Everyone belongs' enables students to appreciate the values we hold in our differences.

- AIIIC offers programs to develop student creativity and critical thinking through the use of new technology and STEM. It is recognized that students at AIIIC are informed users of technology with the 'laptop for every child' initiative, code camps and various software applications used by all year levels. These technological skills students develop ensure continuous learning and a desire to be inquisitive and enhance skills. Technology is a means through which students are actively inquisitive, responsive and adaptive.
- AIIIC values the beliefs and teachings of Islam with a focus on:

- Commencing each day reciting Surah Al-Fatiha, and another short surah, followed by a short dua.
 - Praying Zuhur together and celebrating all religious functions.
 - Conducting a Quran Reading Competition and participation in the Islamic Council of Queensland's Annual Quran Reading Competition.
 - The school curriculum delivery is enriched by teaching not only the Arabic language as LOTE but also by teaching Islamic Studies from Kindy to Year 12.
 - The Islamic Studies curriculum has been specially designed to meet the needs of our students, to be developmentally appropriate and to ensure all students receive an Islamic education which includes 'akhlaq' [(Arabic: أخلاق) - the practice of virtue, morality and manners in Islamic theology and falsafah (philosophy)].
 - Through the teachings of Islam, students demonstrate respect for parents, teachers, elders, surroundings and environment as well as to differences in opinions and cultures.
- Students at AIIC are visibly active in community affairs, demonstrating empathy for the circumstances of others and to work for the common good of others such as the feeding the homeless program and the Lions Club 'Little Leos' program.
 - AIIC seeks to collaborate internationally on best practice, to learn about and engage with the world through its international exchange program with schools in Asia.
 - AIIC actively seeks and participates in programs which ensure that Australia's education system is recognized internationally for its delivery and high-quality learning outcomes through programs such as BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement – supported by the Asia Education Foundation).

Junior Secondary College (Year 7 -10)

Australian International Islamic College focuses on supporting students as they develop into confident and creative learners of today, ready to meet the challenges of tomorrow.

Adolescence is a time of significant cognitive, emotional, physical and social change. To support our students through this period of growth, our teachers build upon the foundations of Primary College and support each child in adapting to the new environment of Secondary College.

In Year 7, students study a broad range of subjects as they progress through to Year 10. Student learning follows the Australian curriculum, continuing the inquiry approach from their Primary years. They develop subject-specific skills and make links across and between subject areas. We encourage innovative thinking in all learning areas and encourage skills in creativity, design thinking, problem-solving and reflection.

Students in Year 7 and 8 Study the following core subjects:

English	Mathematics	Science	Geography/History	Digital Technologies
Civics & Citizenship	Health & Physical Education	STEM	Visual Art	Islamic studies & Arabic Language

Students in Year 9 and 10 Study the following core subjects:

English	Mathematics	Science	Geography/History	Digital Technologies
Business/Accounting	Health & Physical Education	STEM	Visual Art/Film TV & New Media	Islamic studies & Arabic Language

Senior Secondary College (Year 11 -12)

Our Senior Secondary College provides students with a multitude of engaging learning programs and environments that encourage them to reach their individual potential and prepare them for life beyond college.

Students in the Senior Secondary College choose different pathways as they prepare for life and academic challenges. Our holistic approach to education balances academics and personal well-being with an extensive range of co-curricular activities.

Academic courses encourage increasing personal responsibility for learning with teaching methods complementing and enhancing each student’s unique abilities and interests.

Students, guided by our dedicated guidance counsellor in our College, choose a variety of pathways to help them achieve and prepare for life after college. Pathways include the new QCE system, Overall Position (OP) to achieve entrance to university courses, Selection Rank for tertiary entrance equivalence, Vocational Education and Training Certificates (VET).

This flexibility and a variety of academic and vocational course options opens exciting career prospects for each student.

Students in Year 11 and 12 study six subjects from the following options:

SUBJECT - A	SUBJECT - B	SUBJECT - C
Mathematical Methods	General Mathematics	Essential Mathematics *
English	English as an Additional Language	Essential English*
Business	Physics	Digital Solution

Chemistry	Engineering	Legal studies
Biology	Accounting	Health**
VET- Certificate II	VET - Certificate III	VET - Certificate IV

*Applied subject

**Offer only at Carrara campus