

Australian International Islamic College

Excellence in Education, Character and Service



ANNUAL REPORT 2020

Principal's Message

The 2020 academic year has been a tremendously positive one for the Australian International Islamic College.

We have seen a steady increase in enrolment, the staffing numbers have been relatively stable and the attendance and punctuality of both staff and students has improved significantly.

The cyclical review process was a tremendously successful one, resulting in a positive report being submitted the NSSAB and further improvements to processes at the College.

Pastoral Care and student wellbeing has been a targeted focus in 2020, with significant improvement not only in the number of student referrals, but in the manner in which these have been dealt with. Fewer students are being suspended, no students have been terminated and the level and complexity of troubling behaviours have decreased.

The inception of the Intensive Education and VET departments have been incredibly well received by students, staff and the community and we look forward to seeing these grow.

The COVID-19 global pandemic presented us with unprecedented challenges. But it also gave us an incredible opportunity to grow, learn and adapt. Whilst managing school closures, remote learning and the complex challenges this brings, we came together as a team, as a school and as a community. The resilience demonstrated in this regard is truly a highlight to be celebrated.

Finally, the school culture, whilst not something easily measured or quantified, is something that has undeniably shifted. Students are happy and learning, parents are confident, and staff are supported and engaged.



Christine Harman

College Profile

Australian International Islamic College is a leading independent co-educational Islamic college – offering educational opportunities across three (3) campuses from Kindergarten to Year 12.

AIIC's goal of education is to establish a caring Islamic environment where every student is known, valued and supported to learn, improve and achieve. All students are encouraged to participate in a full range of school activities including special need students who are provided additional support and adjustments to succeed in full participation.

AIIC takes great pride in catering to children of recent immigrant and refugee families, representing more than 30 countries with different languages and cultures. More than 90% of students are EAL/D learners. The majority of students belong to large families.

The index of Community Socio-Educational Advantage for parents is below 1000 (i.e. 948) which means students do not receive much academic support from their parents at home.

AIIC operates from the following three (3) campuses.

- Durack Campus Enrolment 640 (August 2019 Census)
- Gold Coast Campus Enrolment 145 (August 2019 Census)
- City Campus Enrolment 24 (August 2019 Census)

The growth in enrolments in 2019 is more than 16%.

Durack Campus



ALL OF SCHOOL - 2019



The Durack Campus is located near the fast growing adjacent suburbs of Durack, Doolandella and Richlands, giving AIIC the challenge of accommodating up to 20% increase in enrolments each year.

With the generous Capital Building Grants from the State and Federal Governments, the Durack Campus has built five (5) permanent classroom buildings, a large multipurpose hall and a modern library.

The Durack Campus has replaced all its demountable buildings with permanent buildings. These are very well equipped with modern learning resources including interactive whiteboards.



Implementation of the new Queensland Certificate of Education (QCE) system.

AIIC implemented the new QCE system for year 11 students in 2019. The new system will equip school leavers with 21st century skills they need to become innovators, entrepreneurs and lifelong learners.

The opening of the STEM building at Durack Campus in 2019 has provided state of the art laboratories including a:

- Physics Laboratory (Dry Lab)
- Chemistry Laboratory (Wet Lab)
- Biology Laboratory (Wet Lab)
- Innovation Hub for robotics (also used by the AIIC Robotics Club)
- Information and Digital Technology Centre
- Virtual reality station.

The STEM building is equipped with the most modern resources for conducting experiments related to engineering, digital technology/solutions, chemistry and physics.

Gold Coast Campus

In 2019, Gold Coast Campus had 123 students enrolled in Primary and 11 students in Secondary. The Gold Coast Campus has fourteen (14) teachers and two (2) teacher aides.

The permanent Primary school building at the Gold Coast Campus is scheduled to commence construction late in 2020, ready for occupation in early 2021. The permanent Primary building will provide one large purpose-built preparatory classroom and six (6) spacious primary classrooms with interactive whiteboards. The completion of the permanent Primary building will allow AIIC to accommodate the growing needs of Muslim students in the fastest growing city in Australia.



ALL OF SCHOOL - 2019

City Campus



The City Campus is located in Buranda, offering primary education to the local community. The City Campus has relatively small enrolments, catering for nearby residents' children who do not want their young children spending too much time in travelling to and from the Durack Campus.



PREP - YEAR 2 - 2019



YEARS 3-5 - 2019

Campus Address, Level of Education Offered and Enrolments

ENROLMENTS 2019 AUGUST CENSUS					
CAMPUS	ADDRESS	LEVEL OF EDUCATION	BOYS	GIRLS	TOTAL
DURACK	724 Blunder Road, Durack QLD 4077	Prep to Year 12	277	363	640
GOLD COAST	19 Chisholm Road, Carrara QLD 4211	Prep to Year 11	83	62	145
CITY	6 Agnes Street, Buranda QLD 4102	Prep to Year 6	14	10	24
TOTAL ENROLMENT IN AUGUST 2019 CENSUS					809

Feedback from Surveys – Parents, Staff and Students

The National School Opinion Surveys developed by ACARA for parents, staff and students were conducted in early 2019. Following are their opinions regarding satisfaction with AIIIC operation.

Parent Satisfaction

Parents believe that teachers treat all students fairly and feel that they are able to talk to their child's teacher. Parents also believe that the teachers at AIIIC expect students to do their best.

The parent response rate was 60 returns.

In general, parents expressed strong satisfaction with all aspects of college operation. However, a few parents were critical about

- Student behaviour management (7 out of 60 did not agree)
- The college is well maintained (5 out of 60 did not agree)
- This college takes parents opinion seriously (7 respondents out of 60 did not agree)

Teacher Satisfaction

The staff participation rate was 91%. The majority of staff expressed excellent satisfaction across the board with the survey statements. The lowest agreement was about three (3) aspects of college operation.

- Students behaviour is well managed at the college (34% did not agree)
- The College takes staff opinion seriously (22% did not agree)
- I received useful feedback about my performance (22% did not agree)

Students Satisfaction

The student's response rate was 55%.

Students expressed high satisfaction in all areas of the college operation.

Three areas of lowest satisfaction were:

- Behaviour Management
- Interesting things to do
- Students opinion not taken seriously
-

The Survey results show that student behaviour management needs to be addressed and the opinions of parents, teachers and students need to be taken seriously.

Under the new leadership, two Head of Pastoral Care and Head of Inclusive and Special Education have been created to address the issues of concern to parents, teachers and students. It is pleasing to report some of the interesting activities sought by students have already occurred during the second term of 2019 including, rock climbing and after hours games involving staff, students and parents.

What is valued by the School Community?

- Students learning the Arabic language as an extra curriculum activity and teaching of Islamic Studies by qualified Imams.
- Students praying daily Zuhar prayer and Friday prayer.
- Celebration of Islamic functions including Eid prayers, Quran Competition and Hajj Incursion.
- Use of Multipurpose Hall for holding large functions including wedding celebrations
- Participation of students in ANZAC Day, Clean Up Australia Day and Tree Planting.

What is valued by Parents?

- All students are issued with a laptop or tablet.
- All classrooms are air-conditioned and equipped with an interactive electronic white board.
- Subsidised bus service to pick up and drop students at their home like a taxi service.
- Girls and boys always keep a distance (Space between them: Daylight Policy).
- Establishment of well-resourced STEM building at Durack Campus providing access to student with modern laboratories – equipped with robots, drones and virtual reality equipment.



What is valued by the Migrant Community?

- Support for settling refugees.
- Interpretation assistance (for Arabic, Turkish, Indonesian Bahasa, Urdu, Hindi, Bengali, Tamil etc.)

What is valued by the Local Community?



- Justice of the Peace Service
- Marriage Celebrant Service
- Muslim marriage dispute resolution/pastoral care
- Supporting local business including Bunnings, Officeworks and Shopping Centers.
- Welcoming members of the local community to school functions including the School Fete, Open Day, sports day and multicultural celebrations.

Students Profile

Background of Students



Australia is a multicultural nation. More than 26% of Australians were born overseas and 18% speak a language other than English at home.

A significant number of students enter AIIC with no English and very little schooling in their country of origin/birth. The majority of families (parents and students) do not speak English at home.

Supporting Students with English as an Additional Language or Dialect (EAD/D)

More than 90% of AIIC students are classified as EAL/D students. This poses an immense challenge in differentiating and developing English language skills and proficiency across reading, writing, listening and speaking.

At AIIC, EAL/D teachers support

- Prep to Year 6 through oral language and literacy-based lessons in language use of structure, phonics, sight words and structure.
- Year 7-8 students are supported in a class by Specialist Education Teachers.
- Year 7 – 12 students are supported in a specially focused EAL/D class.
- Special consideration is given to EAL/D and LOTE students for exams.

Classroom differentiated planning, repetition and integrating literacy learning in mainstream classes is pertinent in successful development and transition.



Student Attendance

The average student attendance rate for each year level together with enrolments are given below:

Year Level	Enrolment			Attendance		
	M	F	Total	M	F	Average
Preparatory	45	64	109	91.25	92.08	92
Year 1	50	42	2	90.24	92.92	91
Year 2	46	37	83	92.25	93.64	93
Year 2 (Indigenous)	1	0	1	92.12		92
Year 3	37	39	76	93.04	92.44	93
Year 4	31	43	74	92.81	94.77	94
Year 5	35	37	72	93.42	95.17	94
Year 6	31	39	70	94.98	94.10	94
Year 7	27	35	62	94.74	94.41	95
Year 8	29	29	58	92.58	93.19	93
Year 9	10	21	31	92.22	92.76	93
Year 10	20	21	41	92.22	94.05	93
Year 11	8	1	23	92.15	92.76	93
Year 12	3	1	20	94.38	90.44	91
Total	374	439	813	92.79	93.38	93

Average attendance for all students 93.07%.

Average attendance of Male students 92.79%

Average attendance of Female students 93.38%

The average attendance of 93.07 percent is an excellent result as several students' families go overseas during the end of the year holidays and a few students are always absent in the beginning of Term 1.

The previous table also indicates the attendance of female students is marginally higher than male students.

The one indigenous student who enrolled in Year 2 also has attended 92.12 percent, which is almost on par with other students, showing strong commitment of his parents towards educating their child.

Management of Non-Attendance

Students who have been away for long periods are provided with learning support to catch up on schoolwork they have missed.

Students who have been sick for 1 – 2 days are given extra homework, provided worksheets, and given photocopies of handouts. The teacher aide also ensure that they are given extra attention during class time to help them catch up. Students who have long term absences, due to a late return to Australia from their home countries, are supported by a 'Buddy System'

Students with Disabilities

The AIIC Disability Specialist teacher supports students with disabilities by undertaking consultation and collaboration with teachers, students and their parent or carers.

The specialist teacher identifies areas in which the student requires support.

In the first instance, classroom teachers notice students who display difficulties in learning. Classroom teachers consult the specialist teacher who then identifies areas in which the student requires support. The specialist teacher determines intervention and other adjustments to address the identified needs. The specialist teacher and classroom teacher continually monitor and review the impact of the adjustment provided.

In 2019, AIIC provided support to 64 students with disabilities.

The following table shows the level of adjustment and support provided to students with disabilities.

	QDTP (Quality Differentiated Teaching Practice)	Supplementary	Substantial
Durack	10	33	14
Gold Coast	0	2	2
City Campus	0	1	1

2019 NAPLAN Performance

ACARA (The Australian Curriculum Assessment and Reporting Authority) conducts an annual NAPLAN assessment for students in years 3, 5, 7 & 9.

NAPLAN results provide valuable information about student achievement in literacy and numeracy. An analysis of these results assists teachers in planning and is used to support the teaching and learning program. In 2019 at the Durack Campus, more than 20% increase in enrolments took place.

Several new students were admitted at all levels of education, resulting in a somewhat poor performance, slightly below the state average in literacy and numeracy. Continuing students, who were at the Durack campus more than three (3) years, performed above the state average.

However, at the Gold Coast Campus where only few new enrolments took place in grades other than Prep, students performed above the state average in literacy. The only exception was year 9 who were slightly below the state average. At the Gold Coast Campus, students in grade five and seven performed above state average in literacy and grade 3 and 7 at the same level as the state average.

To improve NAPLAN performance, AIIC has allocated additional resources towards EAL/D students education and in 2020 introduced a pre-enrolment assessment for all new students applying to enrol in grades higher than Prep.

Federal, State and Territory Education Ministers agreed that all schools would gradually transition from the current paper based NAPLAN tests to computer-based assessments, with the aim for all schools to undertake NAPLAN online by 2021.

AIIC successfully participated in the online School Readiness Test (SRT) conducted on 11 September 2019. We are pleased to report that the NAPLAN School Readiness Test were very successful. All students had been using a laptop or a tablet, which made them competent to perform well in the online tests.

Apparent Retention Rate Year 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 who were in Year 10, two years previously.

Number of Year 10 students who progressed to Year 12 in 2019	15
Number of students who were at AIIC in Year 10 in 2017	19

Therefore, the retention rate is = 78.94%

Year 12 Outcomes 2019

Students awarded	Number
Senior Education Profile	20
OP	15
QCE	16
Tertiary Program at Universities	14

University	Degree	Number
Queensland University of Technology	Bachelor of Pharmacy	1
	Bachelor of Biomedical Science	1
	Bachelor of Engineering	1
	Bachelor of Public Health	3
	Bachelor of Law	1
Griffith University	Bachelor of Biomedical Science	2
	Bachelor of Nursing	2
	Bachelor of Science	2
Sydney University	Bachelor of Biomedical Science	1

Summary:

- Number of students undertaking Tertiary courses at Universities =14
- Number of students studying at TAFE = 4
- Number of students married/in employment/looking for work = 2

Goodbye OP, Welcome ATAR

In 2019, the Queensland Government introduced a new Student Assessment and Tertiary Entrance system (SATE).

The new SATE:

- Introduces common external assessments
- Strengthens the quality and comparability of school-based assessments
- Replaces the Overall Position (OP) with the Australian Tertiary Admission Rank (ATAR)



Redevelopment of Senior Syllabus

The Queensland Curriculum and Assessments Authority (QCAA) has taken a major review of all subjects to ensure they reflect the knowledge and skill set required for further study and employment in the 21st century.

The new syllabus will have details on what students should know and be able to do.

Assessment under the New System

- Combined school-based and external assessment to determine results.
- Four assessments (3 assessments from school and 1 assessment from QCAA) per subject.
 - 75% marks from school and 25% marks by QCAA for all subjects except Maths and Science.
 - 50% marks for Maths and Science from school and 50% marks from QCAA.
- QCAA will endorse and confirm school assessments and ratify subject results for year 12 students.
- Students will receive a numerical and A-E final subject result for applied subjects
- Students must achieve 50% marks in English (Sound Achievement) to be ATAR eligible.
- ATAR will be calculated from a student's best five (5) subjects, one of which may be a VET Cert III or above or an applied subject result.

Expected Outcome

The New System will equip school leavers with 21st century skills they need to succeed in work and life. The curriculum delivery of the revised/updated subject will help school leavers to become innovators, entrepreneurs, valued employees, lifelong learners and responsible global citizens.

AIIC Alumni

The AIIC Alumni Association was established in 2018. The Alumni held its second get together function in 2019.

Several members of the Alumni are assisting current students in mentoring for tertiary studies and promoting their college.

Staff Profile

Staff Qualifications

AIIC Teachers are well qualified to deliver the changing Australian Curriculum. All teachers are registered with Queensland College of Teachers (QCT).

The following table shows the qualifications and number of staff possessing PhD, Master, Bachelor (Hon), Bachelor and Diploma Qualifications in 2019.

Qualification	Number of Staff
PhD	3
Masters	15
BSc (Hon)	1
Bachelor	44
Adv. Diploma	1
Cert III & Cert IV	6
Total	70



Staff Attendance

Teaching staff are highly conscientious workers who take minimal sick leave. They often turn up at work even when they are not feeling well, as they are conscious of the fact that their students' learning suffers when they are absent.

A number of staff experienced serious illness requiring hospitalisation and two teachers underwent serious operations. Twenty-five percent of staff took more than 10 days sick leave. However, on the positive side, six (6) teachers did not take any days off and 30 teachers took less than five (5) days sick leave.

The following statistics show that in 2019 teachers took an average of 7.6 days sick leave, which is less than their entitlement of 10 days sick leave with full pay. The average days absent rose up in 2019 due to serious illness of a few staff (from 6.05 in 2018 to 7.6 in 2019).

Teachers & Tutors	Total Days absent	Average sick leave taken
81	628	7.6

Staff Retention

At the beginning of 2019, AIIC had 70 teachers and 11 teacher aides. During the year, eight teachers resigned and 12 new teachers were appointed, therefore the retention rate of teachers in 2019 was 80%. Most teachers left due to family reasons including relocation of their partners.

Professional Development (PD)

At the beginning of the year all teachers, teacher aides and other key staff at the college undergo a three (3) day professional development program ensuring all participants are familiar with current policies.

All staff are provided an opportunity to upgrade their First Aid Training by taking a refresher course by St. John Ambulance officers.

The Principal, in consultation with Head of Faculties and other key officers of AIIC, examine all college policies and ensure that each policy is updated and complies with Non-State Schools Accreditation Board (NSSAB) requirements. Updated policies are documented in the Staff Handbook.

The college website is also regularly updated showing changes that are made.

A great deal of emphasis is placed on ensuring all staff understand the current student protection policy and prescribed/approved procedures to be followed for reporting incidents.

Following is the list of Key Professional Development undertaken by AIIC staff on teaching days requiring their replacement by relief teachers.

- Literacy Planet
- Oral language and English Literacy working with Families from Refugee Background
- Prime Maths
- QCAA Curriculum Leaders Conference
- Design Thinking in Australian Curriculum
- QCAA Senior Subject Curriculum
- Progress with the New Senior Assessment
- TAFE In-School Programs
- Curriculum Assessment – State forum
- QCAA Principal Forum
- The Guidance Counsellors Network group
- Comprehensive Prep-Year 1



STAFF - 2019

The total PD expenditure reported in the AIIC Financial statement is \$101,414 for all staff (105) including administrative, Library and other staff. Therefore on average AIIC has spent \$965 per staff member.



Extra-Curricular Activities

AIIC Wins Brisbane Futsal Football Competition

In 2019, seven (7) schools participated in the Brisbane Futsal challenge tournament.

The AIIC Senior football team came from 6-0 down to win the game 7-6 against Grace College, Caboolture.

In the semifinal against Shailer Park State School, the AIIC Senior football team won 4-2 and won 5-1 against Grace Lutheran Caboolture College, asserting their dominance in the tournament.

In the Grand Final against Marsden State High School, the AIIC Senior football team had a brilliant victory – winning 5-1.

The AIIC Senior football team was awarded a Gold medal for the first, but hopefully not the last time.

AIIC Team Wins Bachar Houli Cup (Afl)

The Bachar Houli Cup is an initiative by Richmond AFL star Bachar Houli that encourages the participation of young Muslim students in AFL.

Ahmed Saad, a former professional St. Kilda AFL legend, was present throughout the tournament.

All participants had to undertake a routine fitness test conducted by the Brisbane Lions AFL Academy and the Gold Coast Suns Academy.

This consisted of 2.0-meter agility sprints, a vertical – leap test and rucking and kicking drills.

The highlight of the day saw AIIC Durack versing AIIC Gold Coast in the Bachar Houli Cup match where

- AIIC Gold Coast took a lead in the second quarter 12-8, followed by winning the third quarter 16-12.
- AIIC Durack turned their fortunes around by winning the match in the final quarter with a final score of 22-16.

The presence of Ahmed Saad during Zuhr prayers and his encouraging talk to all players during lunch was highly appreciated by all participants.



AIIC Junior Football Team Wins PAUL ZIEBATH TROPHY 2019

The Acacia Ridge Soccer Club held the Ziebarth Trophy Championship Football Competition on 20th September 2019, in memory of the late Paul Ziebarth who was an advocate for bringing the community together through sports.

The AIIC Junior team remained undefeated throughout the tournament and amassed a total of 30 goals.

The day was an amazing display of sportsmanship and friendship between the colleges and the Queensland Police Force. Tania Ziebarth (wife of Paul Ziebarth) presented trophies to athletes and shared some very heart-felt words with all competing players.

Hajj Incursion (Simulation)



Performing Hajj once in their lifetime is obligatory on every Muslim who can afford to go. Hajj has a unique place in the practice of worship as it unites a large number of believers in praying to their Lord, Creator and Sustainer.

Hajj is the oldest form of tourism in the history of the world, and the cities of Mecca and Medina are the most visited in the world.

During Hajj, men wear two simple pieces of white sheet to convey that everyone is equal in front of God. During Hajj, all pilgrims gather on Mount Arafat and seek mercy and forgiveness from their Creator.

AIIC takes great pride in conducting an annual Hajj Incursion by setting up props and models of the Kaaba, Maqame Ibrahim, Arafat, Mina, Jamarat, Muzdalifah, Safa and Marwa.



It was a delight to see students from Kindy, prep and higher grades participating in their Ihram and abayas. They also had a passport where Hajj visas were stamped before commencing the program.

When students came to perform their Hajj, Imams guided them through each ritual. Imams also related the stories and messages that are conveyed in the rituals of Hajj. The program concluded with the final farewell Tawaf, known as Tawaf Wadaa, replicating what we see in Makkah.

The College is thrilled with the positive feedback received from parents and members of the community about the all-day Hajj Incursion.

Memorial Service for Victims' of the Christchurch Mosque Tragedy

On 23 March 2019, AICC Durack Campus held a memorial service for the Christchurch Mosque Victims. This service was attended by more than 500 people coming from different faiths and ethnicities to remember the 50 victims of the Christchurch tragedy.

The memorial service brought various people from our community to stand together as part of the human family against racism, bigotry, discrimination and Islamophobia.



Attendees listened to speeches from

1. Aunty Delmae Barton (Aboriginal Elder)
2. Graham Quirk (Lord Mayor of Brisbane)
3. Ian Steward (Qld Police Commission)
4. Brad Taylor (Representative of the New Zealand High Commission)
5. Emman Chapman (Pastor – Peace Church of Nazarene)
6. David Paratz (Jewish Board Member)
7. Ramanathan (Indian Cultural Association)
8. Imam Abdul Quddoos Azhari (Founder of AICC) &
9. Imam Yusuf Peer (Final Supplication)



During our Harmony Day Celebration, AICC students donated generously towards the victims' families of the Christchurch shooting. This sent a clear message that everyone belongs and if one part of the body hurts, the whole body hurts.

"Lost" poem written by year 10 AICC student steals the show at the UN-International Day of Peace Lecture.

The United Nations Association of Australian Queensland recognised Sadiya Ismail, year 10 student from AICC for her inspiring poem titled 'Lost'.

Sadiya Ismail was subsequently invited to present her poem to the UN International Day of Peace Lecture held on Saturday 21 September, 2019 at St. John's Cathedral. The guest speaker of the evening was Sophie McNeill – ABC Four Corner's journalist who spoke about the realities of the human cost of war. Sadiya presented her poem 'Lost', which reflected her thoughts on the hardship, and immense difficulties faced by displaced people.



AIIC Finances

Financial Viability of AIIC

Financial viability depends on the Colleges' ability to generate sufficient operational surplus to service debt and replace assets.

AIIC has reinvested in new assets e.g. building, plant and equipment at a faster rate than its assets depreciated over the last five years period, therefore AIIC is financially viable.

The financial viability statement signed by Simon Green, CPA of Levert Audit Services on 6 March 2020 has confirmed that AIIC is financially viable.

AIIC Finances

Total Net Recurrent Income	=	\$12,413,787
Recurrent Income per students	=	\$15,194
Total Capital Funds received	=	\$ 1,400,877
AIIC contribution toward Capital work	=	\$ 2,922,697



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Main Campus

Address: 724 Blunder Road
DURACK QLD 4077 , AUSTRALIA
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Gold Coast Campus

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City Campus

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