



AUSTRALIAN
INTERNATIONAL
ISLAMIC COLLEGE

SPECIFIC IMPROVEMENT AGENDA PATHWAYS

2023-2025

DRAFT STRATEGIC PLAN



FAITH

The goal for this pathway is to embed Islamic faith, beliefs, values, and traditions in all areas of AIIC life.

Success indicators:

- A collaboratively developed faith training approach that educates and supports staff working in an Islamic environment, to know and understand the Islamic faith, ethos, beliefs, values and traditions, and includes:
 - induction programs for new staff.
 - on-going faith training programs for all staff.
- All members of the community modelling and demonstrating moral and ethical behaviour at all times, in keeping with Islamic principles of care and compassion.
- The Islamic faith and culture embedded in all aspects of College and community life, with a key focus on the:
 - inclusion of Islamic teachings in curriculum materials and Islamic teaching practice.,
 - development of student spirituality.
 - College's approach to pastoral care.
- Collaboration between the teachers, Imams, pastoral care and learning support staff, classroom teacher aides and the chaplains to:
 - optimise the use of resources and relevant funding
 - support students and parents in pastoral matters and situations of trauma and torture.
- The identification and acknowledgement of exemplary role models in the Muslim community.



LEADERSHIP

The goal for this pathway, is to provide an outstanding, holistic education. with the aim of refining character and spirit.

Success indicators:

A cohesive leadership structure that is governed by Quranic leadership principles, which:

- has an explicit focus on leading the development of a positive culture, where the Islamic faith and well-being of all members of the community are priorities.
- is de-centralised, with clear, documented roles, responsibilities, reporting lines, team structures and expectations, and is supported by appropriate administration.
- supports leadership teams across the campuses through regular communication, collaboration, on-site involvement and guidance with planning.
- provides regular opportunities for policy development, review and sharing with staff.
- supports the development of professional learning plans and processes for executive leaders, middle leaders, special needs support staff, teaching staff, teacher-aides and administration, reception, and ancillary staff, that includes professional learning intentions.
- implements a quality performance and review process for all staff that prioritises accountability, strength-based feedback and areas for development.
- reports regularly to the Board within a clearly defined reporting framework.
- uses government funding to effectively support student learning.
- supports leadership development by providing:
 - leadership learning and training programs: internal and external
 - a current resource bank of readings, references, websites, and experienced educators willing to act as mentors available to interested staff
 - opportunities for aspiring leaders to develop leadership skills on-site, by planning, preparing, and implementing events such as, assemblies, rosters, and short-term projects.



EXCELLENCE IN EDUCATION

The goal for this pathway, is to provide an outstanding, holistic education. with the aim of developing character and spirituality

Success indicators:

A whole College approach to:

- The development of a sacred welcoming and nurturing environment, supported by clear policy, a positive and pro-active well-being program, and an Islamic pastoral care approach, that is shaped around holistic character development and student engagement in learning.
- The implementation of a professional learning and training program that:
 - provides internal and external opportunities for all staff, to develop college and personal professional goals,
 - includes the opportunity to complete the Graduate Certificate in Islamic Pedagogies.
 - enhances staff skill in delivering evidence-based teaching programs, teaching practices, Islamic pedagogies, and on-line learning experiences.
- The collaborative development of a:
 - P-12 learning framework,
 - P-10 approach to the teaching of reading,
 - P-12 ESL framework and differentiated approaches for sub-schools and campus needs (early childhood, primary, junior high and senior school)
- The alignment, consistency and delivery of curriculum documentation, unit plans and assessment tasks and the provision of an assessment schedule.
- Setting targets for academic improvement based on benchmark academic assessment data, and application of global behaviour and learning assessments where applicable.
- The establishment of a comprehensive data system that:
 - includes a diagnostic and standardised assessment to identify “gaps” in student learning and aptitude.
 - informs planning, teaching, assessing, and reporting.
 - identifies student improvement.
 - ensures all staff know and understand the nationally consistent collection of data on school students with disabilities (NCCD process).
- The provision of relevant and appropriate evidence based differentiated support for learners with specific learning needs, in classroom settings, in the learning support unit and streamed classes where appropriate.
- The use of the results from external assessment to inform teacher planning and practice, and establish a quality preparation program, with the aim of improving student learning outcomes.
- The establishment of future pathways and opportunities for Tertiary and vet studies and employment.
 - The provision of a wide range of sporting, cultural, and civic activities and contemporary facilities and resources that support each program, encourage student participation and enhance the performance of talented students.



GOVERNANCE

The goal for this pathway is strong corporate governance, management, and administration, including effective provision of facilities and resources.

Success indicators:

Board directors who are all:

- Trained and skilled in implementing governance principles.
- Knowledgeable of current legislative, legal and compliance requirements, and the importance of financial viability.
- Contributing to the regular review of policies that underpin the implementation of corporate responsibilities and the education program.
- Cognizant of the corporate and leadership structure and the delineation between operational and academic matters.

A Board manual, specific to AIIC, that clearly articulates:

- The corporate, business, and educational structure of the College.
- Roles and responsibilities of Board members.
- Guidelines and expectations of, and for, the Board.
- Useful organisations in the governance space: AICD & ISQ.
- A process for the regular review of Board and College policies.
- A framework for developing operational plans.
- A clear plan, process, and budget for the engagement of external reviewers.
- Other relevant information as identified by the Board

The development and implementation of:

- An efficient shared services program supporting all campuses.
- Board and college policies, programs, and procedures.
- Operational plans for the board, business, and administration areas.
- An efficient, effective, and legally compliant system, that identifies ways to increase enrolments (local and international) at all campuses.
- A quality employment, retention and on-going learning and training process, that draws on local, state, national and international possibilities.
- Transparent, clear, and regular communication to all stakeholders, using a range of digital tools and personal communication opportunities.
- A marketing plan to showcase the college programs and successes outside the catchment area and to share and celebrate the life and achievements of the college, in the broader community.
- A process that supports the needs of the whole college, in the provision, management, maintenance and up-grading of all facilities, resources, infra-structure, equipment, digital technology, and spaces for islamic practices.
- An appealing outdoor playground, garden, and entrance environment, that prioritises cleanliness and high-quality maintenance.
- Quality parking, traffic management and transport services that are regularly reviewed.
- Regular consultations with and surveys to parents and users of the campuses to identify parent and community member satisfaction.
- Visible islamic identity and the application of the prophetic model and islamic wellbeing.
- An accessible it platform for curriculum documentation, unit planning, assessment tasks and storage of results.
- A contemporary website that showcases the aiic history, philosophy, facilities, and achievements in all areas.



COMMUNITY ENGAGEMENT

The goal for this pathway, is for quality opportunities to be available for the parents and the broader community, to be engaged in the life of the College.

Success indicators:

Regular parental involvement in:

- college-wide initiatives, such as the swimming program and Islamic events and club activities.
- community projects, events, charities, and activities.
- a pro-active and consultative P&C organisation.
- ESL support programs: translated materials and interpreters.
- parent-teacher interviews.
- education programs provided by college staff:
 - literacy; numeracy; well-being, technology, social media and VET.
 - Establishing support networks for parents and families

Regular feedback from the community.

- Surveys and focus group meetings of the range of stakeholders to identify:
 - quality, real-life partnerships and ways that they can support the College and its offerings to the community
 - relationships with parents, the local and global community, tertiary organisations, and the business world
 - ways to make AIIC 'the school of choice' in the Muslim community.

Regular involvement in community activities:

- Students engaged in multi-cultural and service activities in the broader community, with support from parents and family members.
- Students engaged in Islamic wellbeing programs revolving around mental health and spiritual growth and character development.
- Regular attendance by Board directors and senior staff at local community events to showcase and promote AIIC, with follow-up marketing of successful events.
- Established relationships between AIIC campuses and with local schools and involvement in common projects, events, and sporting activities.
- The establishment of strong relationships between the AIIC, leaders and role models from industry and the elders of the community.
- Regular contact with local mosques and involvement in events such as The Muslim Expo, Eid Day, Harmony Day and Ramadan.



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- Excellence in service-

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