

Australian International Islamic College



Annual Report

2020

Founder's message



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The 2020 academic year commenced with a drought followed by bushfires and floods. We thought that the worst was over, until the COVID-19 pandemic struck, spreading across the world without discrimination and shutting down schools, universities, and businesses.

Australian International Islamic College moved into remote learning mode with little training and few days to prepare. The leadership team summoned the IT staff to commence setting up MS Teams. Teaching staff were trained and attended virtual meetings, which soon became the norm.

The teaching staff rallied their resources and undertook several initiatives including:

- Making hard copies available online and increasing online systems to store content and manage interaction with students and parents.
- Preparing and delivering learning resources for all primary students.
- Providing access to textbooks by acquiring licenses from publishers (Jacaranda) for Year 7 to year 12.

COVID-19 opened up global communications like never before. This year AIIC students reached out to fellow students around the country and around the world through collaborative writing projects.

Via Zoom meetings, AIIC students participated in the sustainable school symposium; an endeavour to engage the youth in global environment concerns.

Senior girls also had an opportunity to develop the bond of friendship with the Petang High School in Indonesia.

During 2020, the true professionalism of teaching staff was fully recognized by the community. The parental perception of school and education has vastly improved during 2020 after witnessing first-hand the impressive professionalism and dedication of teachers. The love and affection exhibited by students for their teachers also contributed in the immense respect exhibited by the whole community. Teachers are regarded essential services staff.

The Year 2020 was challenging but taught us much about how to adapt to sudden changes and restricted freedom at a very short notice.

I would like to register my congratulations to our dedicated staff who exhibited their true professionalism during the COVID-19 year 2020. I would also like to acknowledge the great effort made by our Principal and leadership team and admin/support staff, and finally our students and their parents for their great efforts and cooperation during these extraordinary and testing times.

May Allah bless and protect you all,

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Imam Abdul Quddoos Al Azhari

Founder of Australian International Islamic College, Australia

National Grand Mufti of Australia

Founder and Chairman Qalam Group of Institutions, Chennai

Justice of Peace (JP) Australia

M.A (History, Culture and Civilisation) Al Azhar University, Egypt

Grad Dip Edu - Australia

ESL Massey University - New Zealand

Australian Medal by Queen Elizabeth UK and Prime Minister of Australia

College Profile

Australian International Islamic College

The Australian International Islamic College (AIIC) is a leading independent co-educational Islamic college offering educational opportunities across three campuses.

AIIC's goal in 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 students with disabilities who are provided with additional support and adjustments in order to fully participate.

AIIC takes great pride in catering to children of recent immigrant and refugee families, representing 37 countries with different languages and cultures. More than 90% of students are EAL/D learners and AIIC is rich in cultural diversity.

AIIC operates from the following three campuses:

- Durack Campus had 754 students enroled (August 2020 Census)
- Gold Coast Campus had 173 students enroled (August 2020 Census)
- City Campus had 26 students enroled (August 2020 Census)

Preparations are well in advance to open AIIC's fourth campus in the Southside suburb of Logan which has six (6) mosques serving the big Muslim population. The Queensland Education Accreditation Board has approved the Accreditation for Logan Campus.

Durack Campus

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

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

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

The new Queensland Certificate of Education (QCE) system was implemented 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 and learning centers, including :

- 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
- STEM Resource Centre

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

Gold Coast Campus

In 2020, the Gold Coast Campus had 132 students enrolled in Primary and 38 students in Secondary. The Gold coast Campus had (14) teachers and (2) teacher aides.

The permanent Primary school building at the Gold Coast Campus is scheduled to commence construction late in 2021 ready for occupation in 2022. This building will provide one large purpose-built preparatory classroom and six spacious primary classrooms with interactive whiteboards.

The completion of the permanent primary building will allow AIIC to accommodate the increasing demand of Muslim students to enrol at Gold Coast Campus.

The majority of Gold Coast Campus students belong to second-generation refugee families. Hence, their parents are likely to speak English and are able to assist their children in their studies at home.

City Campus

The City Campus is a relatively small Primary school providing Prep to Year 6 education for the local families who reside near the city premises. The majority of students belong to second-generation refugee families and their parents are likely to speak English and are able to assist their children in their studies at home.



Student Profile

Place of birth and languages spoken at home

In 2020, AIIC had enrolled students who were born in 37 different countries with different cultures and languages. The following shows the characteristics of these students.

Total Enrolment	953
ESL Students	541
Indigenous Students	2
International Students	6
Students with disabilities	145

Birthplace of Students

AIIC has enrolled students who were born in 37 countries including:

Country	Percentage
Eritrea	8%
Somalia	3%
Bangladesh	2%
Malaysia	2%
Kenya	2%
Pakistan	2%



Campuses, Level of Education offered and Enrolments

AIIC Campuses	Address	Level of Schooling	Enrolments		
			Boys	Girls	Total
Durack (Main)	724 Blunder Rd Durack Q 4077	Prep to Year 12	340	414	754
Gold Coast	19 Chisolm Rd Carrara Q 4211	Prep to Year 12	95	78	173
City	6 Agnes St Buranda Q 4102	Prep to Year 6	13	13	26
TOTAL			448	505	953

COVID 19: School-led Remote Learning

Semester 1 of 2020 was different for all of us. We were challenged like never before. Schools were locked down and students were confined to their own homes together with their whole family. For some students, learning at home became very challenging.

At the college, teachers rallied their resources and undertook several initiatives including:

1. Making hard copies available online and increasing online systems to store content and manage interaction with students and their parents.
2. Preparing and delivering ready resources and individual packages for students. In some cases teachers visited students at home to deliver hard copies and helped them with their concerns and the negative effects of Covid 19 lockdown.



During lock down, younger students (Prep, Years 1 & 2) suffered the most. especially those who were beginning to learn English as an additional language or dialect. Some Year 12 students who were preparing for the annual external examinations under the newly introduced QCE system also suffered. The top three concerns of most parents and the school community leaders were isolation, decrease in student wellbeing, and learning loss.



Positives of the Pandemic

The professionalism exhibited by school staff paid high dividends:

There was a marked increase in positive parental perception of schools and education due to parental engagement with their children's education.

Many teachers quickly up-skilled and adjusted to increase use of technology .

Some students performed better during remote learning, particularly including those who had previously become disengaged or distracted in classrooms and high ability students who had freedom to learn at their own pace.

AIIC is amongst the very few private schools which did not lose a single enrolment during

2020 under lockdown, which in itself is a recognition of our excellent performance during the pandemic in 2020.

Negatives: What Curriculum activities were sacrificed during 2020?

- No NAPLAN test, No ICAS competitions
- Several planned excursions were cancelled
- Science Day was cancelled
- Sports Day was cancelled
- School Fete was cancelled
- Some students missed out in the beginning of lockdown, due to lack of access to a computer and/or internet in their homes
- Jummah Salahs together were cancelled
- Annual Iftar and Eid prayer was not held
- Practical experiments and interschool competitions were curtailed

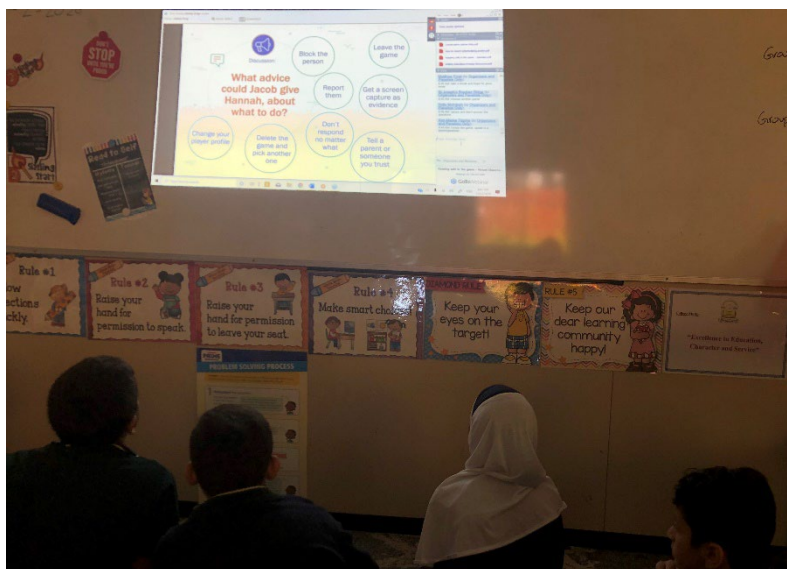


It is important to recognise the mounting evidence that Covid-19 crisis has increased the level of stress and burnout. Teachers have faced relentless challenges and put in extra hours to ensure students maintain access to learning remotely.

Many people's perception of teachers' work improved because of Covid-19. Many parents were introduced to the complexities of teaching. The increased knowledge and experience of seeing teachers at work resulted in social media and mainstream media campaigns celebrating the work of teachers. During Covid-19 lockdowns, the whole community celebrated the true professionalism of teachers.

Access to Technology

The shift to remote learning highlighted issues of equity and access for students to the Internet at home. AIIC not only provided a laptop to all students but also encouraged all parents to get connected with the internet and learn basic remote learning software like Microsoft Office. It is important to recognise that the availability of Digital Devices at home are now an essential rather than a luxury.



Community Relations and Contactless Iftar, togetherness even during lockdown



"In 2020, the fasting month of Ramadan came in the middle of the pandemic." Australians in general and Muslims in particular were locked down in our homes, missing friends, colleagues, community and most sadly our communal opening of fast called Iftar. The annual Iftar event is one of the important social occasions in our AIIIC calendar where families of our students and staff come together, creating the feeling of oneness and brotherhood amongst our school community.

AIIIC did not want to stop this great annual get-together. We did it in a Covid safe manner complying with all Health Department requirements.

the importance of neighbours rights in Islam, AIIIC staff cooked food and packaged it for all our neighbours residing in the adjacent neighbouring Ingenia Caravan Park. The media and government authorities took notice of the events and that created a positive social media response as well

Student Learning Support

AIIIC has become a more inclusive school catering for the needs of diverse learners. This includes ensuring AIIIC meets the needs of students with verified disabilities as well as our exceptional learners and students who may choose alternative or vocational career pathways. The vast majority of students have English as a second or even third



language and many have diverse learning needs.

AIIIC has prioritised a comprehensive implementation of inclusive education programs consisting of EAL/D (English as an Additional Language/Dialect) and special education by establishing an Intensive Education Department. New EAL/D and special education teachers together with a number of EAL/D learning support and special education teacher

aides, have been appointed to run the program effectively.

In the beginning of the third term, AIIIC started the VET program offering Certificate III in Active volunteering via third party agreement. AIIIC is now a Registered Training Organisation (RTO).

AIIC Library and Student Literacy



The AIIC Library is a source of inspiration. Despite the challenges, AIIC Durack library has continued to provide students with access to quality literature experiences in safe, socially distant, yet exciting ways. The library purchased 200 of the latest books based on student input and feedback. The librarian

organised interviews with some of our local authors and recorded book readings for students, so that they were still able to access literary experiences from home.

“Literacy Pro” was also introduced to provide access to a huge range of fiction and non-fiction e-books. Home readers were packed by a dedicated team of teacher aides and sent home for students.

In the year 2020, the library invited Year 6 students to become library monitors. Five students were trained in library skills including:

- How to return and reserve books
- How to loan out books
- Organising collections
- Assisting in the running of Book Fairs

The librarian also scheduled some fun activities including

- Afternoon tea with our friend the tiger from the story “The Tiger who Came to Tea”
- Learning library procedures whilst making chocolate crackles, learning to crochet and reading books on endangered marine life

Book Week Celebration

Each year the Children’s Book Council of Australia (CVCA) schedules Book Week across Australian schools. The celebrate books and Australian Children’s authors and illustrators by creating colourful displays, developing fun activities, running competitions and inviting local authors to read their books to children.

In term 4, the Durack Campus Library organised an enchanting Book Week packed with magic and fun. Book Week commenced during Term 4 with students participating in the Premier’s Reading Challenge Celebratory Pizza Party in the Library.



Hajj simulation

The most popular extra-curriculum activity was simulation of Hajj pilgrimage.



AIIC started the Hajj pilgrimage simulation in 2019. The mastermind of this incursion was the AIIC Islamic studies team of Imams. They constructed a model of the Kaaba with great care and also set up props of Maqame Ibrahim, Arafat, Mina, Jamarat, Muzdalfah, Safa and Marwa hills, City of Mina including Jamarat.

The Muslim community especially parents

appreciated the Hajj incursion as a lifelike experience for the students. To their surprise, participating students were issued a passport where Hajj visas were stamped as part of the simulation.

It was a delight to see students from Kindy, prep and higher grades participating with great enthusiasm in their Ihram and Abayahs.

Each group of students came to perform their Hajj. The Imams guided them through each ritual including recommended recitations related to each ritual. The Imams related the stories and messages that are conveyed in each ritual of Hajj.

The program concluded with a final farewell Tawaaf known as Tawaaf Wadaa replicating what we see in Mecca. The AIIC is thrilled with the positive feedback received from parents and members of the community about the all-day extra-curricular activity. The timing of the Hajj incursion also matched that of the real Hajj taking place in Mecca.

Due to Covid restrictions, parents and other members of the Muslim community were not permitted to witness the Hajj enactment but students were very enthusiastic and all of the college staff participated.

Intensive Education

Intensive Education is an alternative educational approach in which students' study one or two subjects a day for a concentrated number of weeks. At AIIC we have established an Intensive Education Department. In the face of Covid-19 and the challenges that it brought with it; our Intensive



Education flourished. Our senior at-risk students were provided with individual support especially in Numeracy and Literacy as well as VET courses.

Students that have English as a second language or dialect (EAL/D) are provided with intensive support engaging programmes that build on their language skills. They have access to primary and secondary EAL/D teacher aids.

The Intensive Education team create engaging experiential learning platforms that assure our students not only reach their academic outcomes but also addresses their social and emotional learning needs. These programmes meet varying needs of our students many of whom come from refugee backgrounds and struggle with complex trauma.



During this year AIIC has partnered with Reason to Thrive, a registered non-profit organisation that provides an experiential learning platform in the form of Equine Assisted Learning. This is a hands-on research-based approach to teaching and learning where the student learns through interaction with a horse. Equine assisted learning is a powerful way to address problems, they use their bodies and heart to feel and learn to respond.

AIIC students were thrilled to have the privilege of meeting Alfie, Murray, Usher and Clancy, the little team of horses at the premises of Reason to Thrive. At the end of their time at Reason to Thrive, students received a certificate in recognition of their sincere contributions made to the organisation and celebrated the goals that they have achieved.



Harmony Day: Everyone Belongs

Harmony week occurs in March each year and includes 21 March the United Nations International Day for the Elimination of Racial Discrimination. The theme of Harmony week is that everyone belongs.

Australia is one of the most multicultural community on Earth, comprising of people from every corner of the world. Our diversity is our strength. People from more than 300 different ancestries contributed to building our harmonious modern nation.

In 2020 Harmony Day which was a highly anticipated event. Although parents were sadly unable to join us this year, students were still able to celebrate and share their cultural background

and diversity with class activities, performances and cultural dress.

Staff Information/Qualifications

The staff of AIIC are highly qualified and experienced to deliver the changing Australian Curriculum. All teachers are registered with Queensland College of Teachers.

The following table details staffing in 2020:

Teachers	79
Teacher Aids	21
Admin	18
Ancillary	11



The level of education completed by our teachers and teachers' aides is outlined below:

Ph.D.	3
Masters	15
B.Sc. (Honours)	1
Bachelors	71
Diploma/Cert	10

Staff Attendance

Our teachers are highly dedicated workers who take minimum sick leave.

In 2020, teachers took on average 5.02 days of sick leave, which is 50% of their entitlement of 10 days sick leave with full pay. The average days absent fell in 2020 from 7.6 to 5.02.



Staff Retention

At the end of semester 2, in 2020 AIIC had 79 teachers and 21 teacher aides. At the end of 2019, 11 teachers left and 26 new teachers were appointed at the start of 2021. Fifteen additional teachers were appointed to meet the increase in enrolments. The retention rate of teachers in 2020 was 86.1%, which is slightly better than 80% in 2019. Most teachers left due to family reasons,

including relocation of their partners.

It was not until schools shut down across the world that digital devices began to be taken seriously as essential school supplies. Digital devices are as fundamental to a home as a car, shower or kitchen. It was rewarding to see AIIC students thrive during the lock down of schools.

Our students are keen to create change in the world and create change in their lives and they just needed tools to help them. Their passport to participating in the world is mastering the use of digital devices.

Student outcomes

Average Student attendance Rate

Year Level		Average Attendance Rate %
Primary	Prep	97.5
	Year 1	97.43
	Year 2	96.75
	Year 3	97.53
	Year 4	96.83
	Year 5	97.31
	Year 6	97.43
Secondary	Year 7	98.28
	Year 8	96.60
	Year 9	96.67
	Year 10	93.70
	Year 11	85.00
	Year 12	88.00



Management of Non-Attendance



Class rolls are marked in the morning at 8.40am. Late arrivals are required to report to the office and receive a late arrival notification slip, which is presented to the class teacher upon arrival at the classroom.

The attendance is updated by class teachers should a student not return following specialist lessons or play breaks. The class teacher

contacts the office to determine if the student's whereabouts are known e.g., in the sick bay, with councillors or early collection by parent/caregivers. If this is not the case, it is reported to the head of faculty.

Student absence is recorded and monitored. Daily absence without notification from parents results in a text message being sent to parents to notify them of their child's absence from school. Students with below 90% attendance for the term are identified, and those without legitimate reason for absence are flagged in discussion with class teachers who then contact parents.

The head of faculty follow continued low attendance. Students with 100% attendance for the semester receive an award and a certificate. Students who have been absent for long periods are provided with learning support to catch up on missed work. Students who miss 1-2 days are given extra homework and provided with worksheets and copies of handouts. The teacher aide also makes sure that they are given extra attention during class time to help them catch up.



Students with long-term absences due to a late return from their home countries are helped by a “Buddy system”, where above average performing students act as mentors to support them.

Apparent Retention Rate Year 10 to 12

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.

$$\begin{aligned} \text{Apparent Retention Rate} &= \frac{\text{Number of students in Year 12 in 2020}}{\text{Number of students in year 10 in 2018}} \times 100 \\ &= \frac{16 \times 100}{19} = 84.21\% \end{aligned}$$



Year 12 Outcomes

Post-school Destination Information

Nineteen (19) students graduated from Year 12 in 2020. Fifteen (15) students were awarded an ATAR (Australian Tertiary Admission Rank).

Details of Graduate Destination	
University of Queensland	1 student on Bachelor of Psychological sciences 2 students doing Bachelor Health Science
Queensland University of Technology (QUT)	2 students doing Bachelor of Engineering and IT 1 student doing Bachelor of Computer Science 1 student doing Bachelor of Nursing
Griffith University	1 student doing Bachelor of Criminology and Criminal Justice
Melbourne University	1 student doing Bachelor of Criminology and Criminal Justice
TAFE	3 students doing Diploma of Nursing 1 student enrolled in TAFE in July 2021
Other	1 student doing a Bachelor of Early Childhood at an undisclosed University 1 student doing Islamic students online 1 student driving for UBER 1 student working at COLES 1 student taking a gap year



Finances 2020

Total Net Income:	\$16,361,369
Net income per student:	$\frac{\$16,361,369}{953} = \$17,168$

Total Capital Expenditure = \$ 1,264,608

Government Capital Funds Received = \$50 000

AIIC Contribution to Capital works from 2020 surplus = \$952,410

Financial Viability

Financial viability of a business is defined by its ability to generate sufficient operational surplus to adequately service the debt and replace assets.

The AIIC financial statement for the year 2020 demonstrates that AIIC has:

1. Adequately serviced the debt by paying = \$1,093,523 principal of loan
2. Increased Capital assets = \$1,263,608
3. Generated the operational surplus of = \$2,619,088

The above financial data confirms that AIIC has adequately serviced the debts, increased capital assets in excess of depreciation and also generated an adequate surplus. Therefore, AIIC is financially viable.

Australian International Islamic College Board Ltd Company

The following table shows the name, position held by each director and their expertise.

Name	Position	Expertise
Mohammed Taher Sukkarieh	President	Linguistics, PR officer
Mariam GhooD	Secretary	Counselling/Accountancy
Intaz Hussen	Treasurer	Accountancy CPA
Imam Abdul Quddoos	Trustee	Founder of AIIC/Islamic Education
	Representative	Grand Mufti of Australia