



Australian International  
Islamic College

# ANNUAL REPORT

2017

# COLLEGE PROFILE

The Australian International Islamic College (AIIC) is an Independent Co-educational Islamic faith based college established in 2002. In response to the growing Muslim population in Brisbane and Gold Coast, AIIC has established three (3) Campuses:

- ✚ Durack Campus established in 2005
- ✚ City Campus established in 2010
- ✚ Gold Coast established in 2013

## DURACK CAMPUS

The Durack Campus is built on a 30 Acre site. The Durack Campus is the main campus providing administrative support, curriculum delivery support and resources to the two smaller satellite campuses.

The Durack Campus has four permanent classroom buildings including a library building which has three Preparatory Classrooms on the ground floor with a covered outside play area.

In 2016 an Administrative Building and five (5) classroom building with undercroft were completed ready to be occupied in 2017. During 2017 the undercroft will be constructed providing

- ✚ Two standard classrooms
- ✚ Three flexible classrooms which can be subdivided using the operable walls into six smaller classrooms.



## GOLD COAST CAMPUS

The Gold Coast Campus was established in 2010 on a 10-acre site located on Chisholm Road, Carrara.

The Gold Coast Campus has one permanent classroom building with three (3) classrooms, a Head of Campus office, a staffroom and an office. Four (4) additional purpose-built demountable classrooms were added to meet the growing student numbers. A large multi-purpose hall (MPH) was built in 2012 for school functions and indoor sports

The MPH is currently accommodating the school library.

A special event car park with a capacity to accommodate 400 cars was also built to allow parents and staff to park their cars safely away from the Chisholm Road traffic.



In 2016 the Gold Coast Campus undertook a major facelift to its grounds and car-park surroundings by adding child friendly garden furniture, garden beds and a water fountain near the entry of the office, welcoming parents, visitors and members of the local community.

At present the Gold Coast Campus offers Preparatory to Year 10 schooling.

The Gold Coast Campus is scheduled to offer Year 11 in 2018 followed by Year 12 in 2019.

## CITY CAMPUS

The City Campus is a relatively small primary school providing Preparatory to Year 4 education to the local residents' children living near the city premises.

The City Campus has 24 students who join with Durack Campus for sports days, extra-curricular activities and other events.

The City Campus will introduce year 5 and year 6 schooling in year 2017.







## CAMPUS ADDRESS, LEVEL OF EDUCATION OFFERED AND ENROLMENTS

AIIIC Campus	Address	Level of Schooling	Enrolments		
			Boys	Girls	Total
<b>Durack (Main)</b>	724 Blunder Road, Durack QLD 4077	Prep to Year 12	214	244	458
<b>Gold Coast</b>	19 Chisholm Road, Carrara QLD 4211	Prep to Year 10	56	69	125
<b>City</b>	6 Agnes Street, Buranda QLD 4102	Prep to Year 4	18	12	30
		<b>Total Enrolments</b>			<b>613</b>





## ***DISTINCTIVE CURRICULUM OFFERINGS***

### **1. Personal, Social and Health Education**

The Australian International Islamic College has introduced a program termed "Personal, Social and Health Education

It provides students with the knowledge, skills and understanding that they need to

- ✦ Stay healthy and safe
- ✦ Develop positive relationships
- ✦ Respect differences/diversity
- ✦ Develop independence
- ✦ Make most of their abilities (and those of others) and to take responsibility for their own actions.

During the year students and teachers identified topics to be covered, and planned interesting, interactive activities/lessons in a variety of subjects. Teachers want to hear:

'What the students have to say, for them to have a voice and be heard in discussions and debates'

### **2. Alignment with the National Australian Curriculum**

A team of experienced teachers under the guidance of the AIIC's Curriculum Coordinator, examined the existing curriculum and modified it to realign with the Australian National Curriculum.

During 2016, teachers were asked to produce quality planning for each term with learning objectives, teacher activities, student activities, differentiated learning tasks and reflections.

This strategy was very successful in improving the alignment of the school curriculum to the Australian National Curriculum.

### **3. Senior English for ESL Learners**

The Senior English Program for ESL learners in years 11 and 12 has been well established at AIIC.

This program develops students' ability to understand Standard Australian English to produce improved written and spoken text for a variety of purposes, audiences and contexts

### **4. Information Processing Technology (IPT)**

This year IPT students designed several logos for various business and also crated short films to promote diversity. Participating students learned:

- ✦ Designing
- ✦ How to create and edit a short film
- ✦ Algorithms for planning and designing a webpage using HTML
- ✦ Photoshop for designing posters
- ✦ Basics of Structural Query Language (SQL)

The IPT learners used algorithms on Science Day by creating quizzes for staff and students and algorithms for operating a small ROBOT built at the college.



# EXTRA CURRICULUM ACTIVITIES

## 1. Camping Experience

A group of senior female students undertook the challenge of spending the night under the stars by setting up two camps in the open space at the Durack Campus.

The camping experience was well planned for gaining independent outdoor living skills including

- ✦ Setting up tents and packing them back in the bag
- ✦ Navigation skills
- ✦ Learning the location of stars, especially the Southern Cross and its importance in determining night time navigation in Australia.
- ✦ Use of compasses for determining which building is facing which direction
- ✦ Safe practices relating to starting a pit fire and use of sticks to cook marshmallows.

The students gained useful knowledge of how to use a compass for navigation purposes.

The students determined that the Colleges' Multipurpose Hall perfectly faces towards the Holy Kabah(Mecca).

The area around the pit fire proved to be most enjoyable where students told jokes, riddles and stories had a good laugh. Cooking their marshmallows on the long sticks added to the fun of camping.

At the end of camp, the girls exhibited excellent packing up skills. The camping experience was a very enjoyable way for them to learn to communicate and interact with each other.



## 2. Youth led Social Co-operative Activities

During Term 3, a group of senior students at the Gold Coast Campus worked together with the Emmanuel College on a number of community help projects.

This was a highly successful co-operative program providing the students of both colleges the chance to work together in helping:

- ✦ Homeless people
- ✦ Victims of domestic violence
- ✦ Reducing stereotypes of shrinking aboriginal communities
- ✦ Promote harmony across different religious beliefs. The inner desire to help the needy exists in all human beings
- ✦ Caring for the needy is a social challenge which needs to be addressed across all civilisations.

The youth led social project has been a huge success in nurturing our feelings for the most needy in our community.



### 3. Multicultural Education Expo

In August 2016, Griffith University held a Multicultural Education Expo.

The main purpose of the Expo was to celebrate the educational sector efforts in building the community cohesion. The AIIC Nasheed Group sang the National Anthem beautifully in the inaugural ceremony. Our participants shared with the audience how we incorporate multiculturalism at our college through the celebration and commemoration of

- ✚ Harmony Day
- ✚ ANZAC Day
- ✚ Clean up Australia Day
- ✚ One God Many Voices Forum for Christians, Muslims and Jews.
- ✚ The staff of the Griffith University show-cased the new vision for multiculturalism and education. We learnt that the youth in our community face:
- ✚ Disaffection
- ✚ Alienation
- ✚ Radicalisation

Social workshops were conducted for participants to enlighten the best practices to create social cohesion in the wider community through the powerful tool of Education.

### 4. Youth Program “Preparing for Tertiary Education and Achieving Life Goals”

AIIC organised a Youth Program aimed at developing enthusiasm in youth for learning life skills that will assist them in their education and in achieving their goals.

The most enjoyable activity was a hands-on memory test, in which students were required to recall items while being distracted by technology.

The presentation of this workshop ended with participants describing the ten (10) Habits of Highly Effective Students. The program also included “Pathways to University and General Life.”



## SOCIAL CLIMATE

The AIIC is a community focused college providing an interpreter service for people who speak Arabic, Hindi, Urdu, Tamil and Turkish. AIIC holds 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 for parents 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 also encouraged to attend Induction Programs developed for parents. During Open Day all teachers are available in their classrooms where parents can meet them to discuss their child's performance and also learn where their child sits in the classroom. Students' exemplary work, special drawings and project work is always proudly displayed. Parents are also shown their child's individual portfolio of work. Many parents are pleasantly surprised by the abilities and skills of their children.



## PARENT, TEACHER AND STUDENT SATISFACTION

The AIIC conducts the National School Opinion Surveys developed by ACARA every second year. The last survey was conducted in 2015 and the next Parent, Teacher and Student Surveys are scheduled in 2017. The main reason for conducting the survey every two years is that time needed to address the key issues identified is more than one year.



The gap between student's level of knowledge and skills and the QCAA prescribed levels gradually diminishes as students spent years in the school.

### Parent and Student Concerns

In general students and their parents are reasonably satisfied by the subject options available for secondary students.

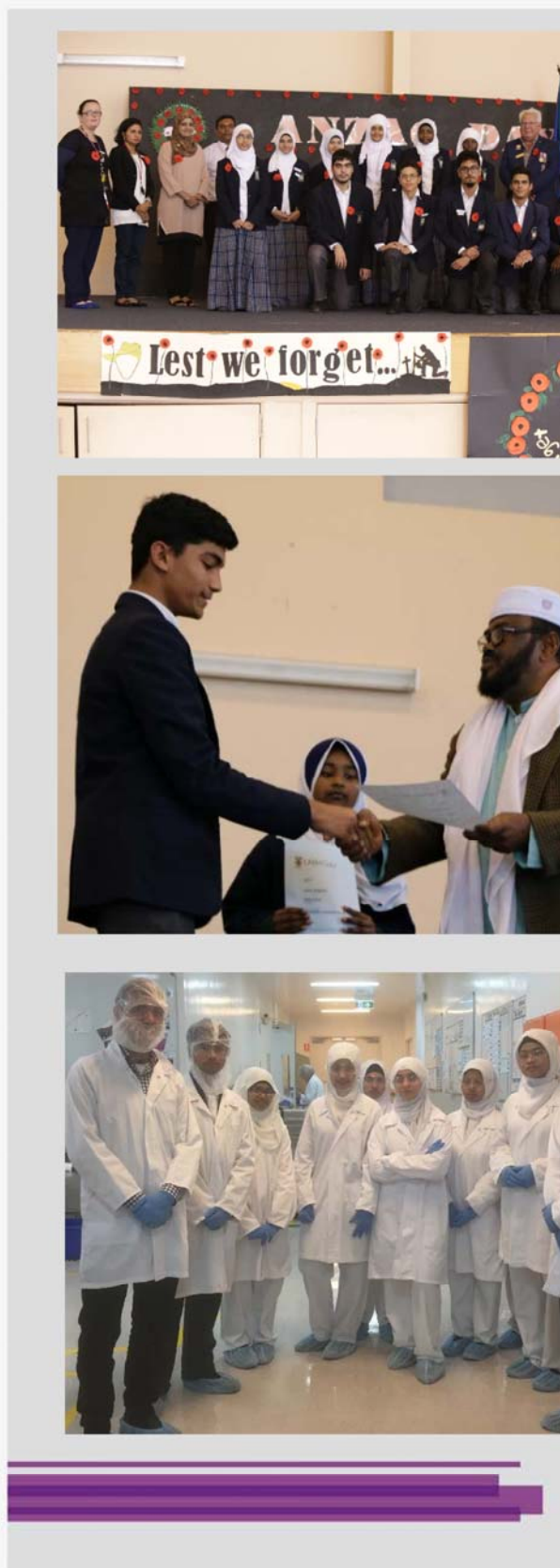
However, some parents/students would like to see more subject options which cannot be taught at present due to the lack of appropriate faculties. STEM related subjects are in demand and the AIIC management is working towards providing STEM resources to satisfy the growing need for STEM subjects.

The stage-1 of a STEM building is scheduled to be completed in 2018 making it possible to introduce a full range of STEM subjects in 2019.

AIIC is working towards developing additional sporting facilities including indoor volleyball, tennis and a fully functional on-site swimming pool.

### Teachers Concerns/Issues.

Teachers raise their concerns and issues in the weekly staff meetings and the majority of identified concerns are resolved/addressed promptly.





# STAFF INFORMATION

## Staff Qualifications

All teachers are registered with Queensland College of Teachers (QCT).

The following table shows the qualifications and percentage of total possessing PhD, Master, Bachelor and Diploma qualifications.

Qualification	No Staff	%
Doctorate	2	3.3
Masters	9	15
Bachelor	42	70
Graduate Diploma	7	11.7

## Staff Attendance

The following table shows AIIC staff have taken less than the 10 days' permissible leave.

No of Teachers	Total Days Absent	Number of school days in a year	Average number of days staff were absent in 2016
60	420	199	7

The examination of individual absences of staff indicates that only six (6) teachers have taken full 10 days of sick leave.

Average staff attendance = 96.49 %

## Staff Retention

In 2016, AIIC employed 60 teaching staff including Teacher Aides and retained 45 out of 60 resulting in a retention rate of 75%. A majority of staff moved interstate for family reasons.

## Professional Development (P.D.)

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

The four (4) Student Free days are spent on in-house Professional Development and conducting interactive workshops.

Each year all policies are examined and updated. The updated policies are documented in the Staff Handbook. The College website is also updated showing the updated policies.

During the beginning of the year all teachers and other key staff of the college undergo through a three (3) days in-house professional development program making all participants fully familiar with the current policies. A great deal of emphasis is placed in making all staff fully understand the current student problem policy highlighting the prescribed procedure to be followed for reporting incidents.





Following is the list of key Professional Development attended by AIIC staff.

- ✦ Yearly unit planning
- ✦ Guided reading
- ✦ Cars and Stars
- ✦ Conflict Resolution
- ✦ Child protection and safety
- ✦ Behaviour management
- ✦ Assessment moderation and feedback
- ✦ Participation in the monitoring and verification meetings for Chemistry, Physics and Business Management subjects.
- ✦ ISQ workshops and webinar
- ✦ QCAA workshops and webinar
- ✦ Leadership development/training
- ✦ Spelling masterclass
- ✦ Special needs
- ✦ Mentor/support & training
- ✦ "You can do it!" program
- ✦ ICT and Coding

#### **Expenditure on Professional Development (P.D.)**

Total Number of Teacher = 60

Total Expenditure on Teacher = \$64,811

Average Expenditure per Teacher = \$1080

## **KEY STUDENT OUTCOMES**

The average student attendance rate for each year level, together with enrolment numbers are given below:

Year Level	Enrolments	Average Attendance %age
Prep	79	89.5%
Year 1	75	91.83%
Year 2	76	80.67%
Year 3	74	89.90%
Year 4	50	91.66%
Year 5	55	90.33%
Year 6	39	95.87%
Year 7	44	90.37%
Year 8	29	90.71%
Year 9	19	90.81%
Year 10	22	91.43%
Year 11	21	91.37%
Year 12	13	91.84%

The average student attendance rate at AIIC is = 91.19%

The average student attendance of 91.19% is an excellent result as several students go overseas during the end of the year Holidays and generally a few students are always absent in the beginning of Term 1.



## Management of Non-Attendance

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

Students who miss 1-2 days are given extra homework and provided worksheets and 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 returning to Australia from their home countries are supported by a “Buddy system” where above average students act as mentors to them.



## NAPLAN RESULTS

### Year 3 Performance

NAPLAN results for Year 3 in 2016 show strong results in reading, spelling and numeracy.

However, the performance in writing, grammar and punctuation is much closer to the National average.

### Year 5 Performance

NAPLAN results for Year 5 in 2016 indicate strongest performance in spelling and grammar and punctuation.

However, the performance in writing, numeracy and reading were lower than the National average.

### Year 7 Performance

NAPLAN results for year 7 in 2017 indicate strongest results in grammar and punctuation.

However, the other test results in writing, numeracy, spelling and reading were lower than the National and State average.

### Year 9 Performance

NAPLAN performance for Year 9 in 2016 shows strongest performance in spelling and writing.

However, the other test results in grammar, punctuation, numeracy and reading were lower than the National and State averages.

### Apparent Retention Rate of 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.

✚ Number of Students in Year 12 in 2016  
12 students

✚ Number of Students in Year 10 in 2014  
16 students



Year 12 student enrolment as a percentage of the year 10 cohort is 75%. Therefore, the apparent retention rate of year 10 proceeding in year 12 = 75%

## Year 12 outcomes

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

Number of students awarded a Senior Education Profile	13
Number of students awarded a Queensland Certificate of Individual Achievement	
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	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	12
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP within the range of 1-15	69.2%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

## Post-School Destination Information

Thirteen (13) students graduated from year 12 in 2016. It is most heartening to learn that all thirteen (13) students are undertaking tertiary qualifications.

Following is the summary of the qualification destination survey

### **Four (4) students are enrolled at QUT**

1. Bachelor of Dietary.
2. Bachelor of Biomedical Science
3. 3 Bachelor of Information Technology
4. Bachelor of Justice.

### **Seven (7) students are enrolled in Griffith University**

1. Bachelor of Nursing
2. Bachelor of Biomedical Science
3. Bachelor of Nursing
4. Bachelor of Psychology
5. Bachelor of Psychology
6. Bachelor of Nursing
7. Bachelor of Nursing

### **One (1) student is enrolled at university of Queensland**

Bachelor of Biomedical Science

### **One (1) student is enrolled at Catholic University**

Bachelor of Biomedical Science

### **One (1) student is enrolled in TAFE undertaking**

Diploma of Nursing





## AIIC FINANCES 2016

Total Net received income = \$8,863,888

Per student net recurrent Income = \$14,366

Total Capital Expenditure = \$3,194,439

Government Capital funds received = \$1,450,000

AIIC contributed toward Capital Works \$1,854,439

## FINANCIAL VIABILITY OF AIIC

The AIIC has been operating successfully without having to borrow for its recurrent operation/expenditure.

During the last five years, AIIC has shown a modest surplus indicating all recurrent expenses are paid from the recurrent income.

The five (5) year enrolment projection is showing a modest growth in enrolments and also predicting growing surpluses. This surplus is earmarked towards the Capital expenditure required for the introduction of Science Technology Engineering and Mathematic (STEM) Curriculum and for improving sporting facilities and resources.

The Auditors examining the AIIC financial Statement has provided the Viability Statement confirming AIIC will have sufficient funds available for its operation in 2017 onwards.

## CONTACT PERSON FOR FURTHER INFORMATION

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