

Australian International Islamic College



ANNUAL REPORT 2018



AIIC MOTTO

Excellence in education, character & service.

AIIC VISION

**To be the standard-bearer of the holistic universal
Islamic education in Australia.**

AIIC MISSION

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

WHAT IS UNIQUE AND VALUABLE

- AIIIC operates from three Campuses:

Enrolment 2017

	Male	Female	Total Students
1. Durack Campus	215	251	466
2. Gold Coast Campus	56	70	126
3. City Campus	14	9	23
Total	285	330	615



- Physical Resources and Services:

- Air-conditioned classrooms
- Away from road noise
- Ample space for future growth
- Bus service to pick up students from home like a taxi service.



- Students, parents and the community:

Students belong to 30 countries, with different cultures and languages -many cultures, one community.

- Community use of Multi-Purpose Hall:

Durack and Gold Coast Campuses have a large multi-purpose hall (MPH) available for the use of the local community to hold functions



- No Alcohol Policy:

No alcoholic drinks are permitted to be consumed by MPH users
No smoking on the college premises



- Large families:

Most students belong to large families with younger children for potential future enrolments

- Laptops for students:

All students are issued a laptop or tablet

- Modest dress code:

All staff including teachers wear modest clothing/
Muslim women staff wear hijab

- International students:

CRICOS registration

- ESL Program:

Large ESL program, including intensive ESL program

- Daylight Policy:

Girls and boys always keep a distance – there is a daylight between them

- National Anthem:

The Australian Flag is raised each day and taken down at the end of the day. The National Anthem is played at beginning of all gatherings.

- Financial Management:

AIIC never borrows for operational expenditure and it does not operate on Bank overdraft. AIIC budget planning ensures that all operational expenditure including salaries are paid from the school income.



STAFF INFORMATION

STAFF QUALIFICATIONS

The Staff of AIIC is highly qualified and experienced to deliver the changing Australian curriculum. 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.

PhD	6.50%
Masters	23.90%
Bachelor	67.40%
Diploma	2.17%



Staff Retention

At the beginning of 2017 AIIC had 46 teachers and 13 teacher aides. During 2017, seven teachers resigned and 15.5 new teachers were appointed. Therefore, retention rate of teachers is 85%. Most teachers left due to family reasons including relocation of their partners.



STAFF ATTENDANCE / ABSENTEEISM

The following table shows that during 2017 AIIC staff took on average 4.1 days sick leave, which is less than half of their entitlement of 10 Days sick leave per year.

Number of EFT	Total Days Absent	Average Days Absent
51 Teachers	310	6.05



The examination of individual absences of staff indicates that only nine teachers took the full 10 days of sick leave during the year.

PROFESSIONAL DEVELOPMENT (P.D)

All staff are provided 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 interactive workshops.

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

At the beginning of the year, all teachers and other key staff of the college undergo a three (3) days in-house professional development program ensuring all participants are fully familiar with the current policies.

STAFF INFORMATION CONTINUED

A great deal of emphasis is placed on ensuring all staff fully understand the current student protection policy highlighting the prescribed procedure to be followed for reporting incidents.

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

- Planning for teaching, learning and assessment (Prep –Year 10)
- Behaviour management
- Early years professional learning day
- Braking Shackles- Liberating the mind for learning
- Enhancing students' problem solving and reasoning skills workshop
- Designing quality assessment - online webinar – Prep to Year 6
- STEM workshop

Secondary teachers attended the following QCAA work shop:

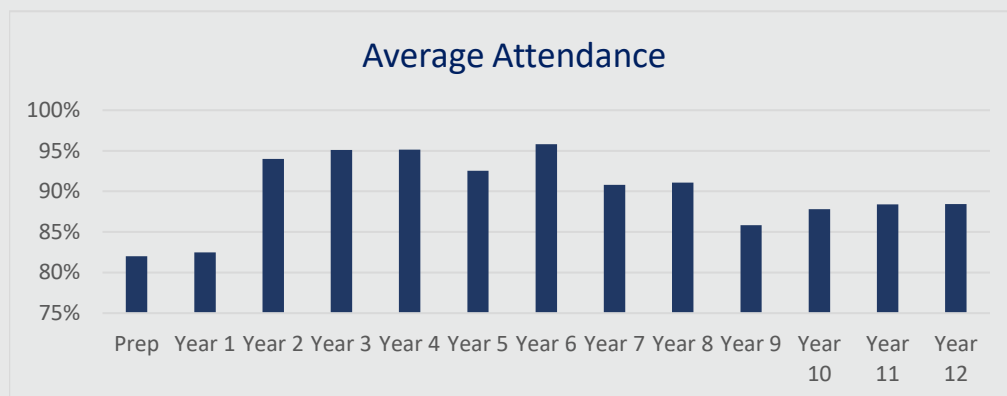
1. Verification, monitoring and school based assessment workshop
2. New syllabus workshop
3. Year 10 supporting successful senior transition workshop
4. Student management data system
5. Literacy and Numeracy workshop
6. Australian curriculum and quality assessment workshop



KEY STUDENT OUTCOMES

ATTENDANCE

The average student attendance rate for each year level is shown below.



The average attendance of 93.8% is an excellent result as several students go overseas during the end of the year holidays and generally a few students are absent at the beginning of Term 1.

MANAGEMENT OF NON-ATTENDANCE

Students who miss 1-2 days are given extra homework and provided worksheets and photocopies of handouts. Teacher aides also ensure that they catch up with work missed due to their absence.

OUTCOMES FOR OUR YEAR 12 COHORT 2017

Number of students awarded a senior education profile	18
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	17
Number of students who are completing or have completed a school based apprenticeship of 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	11
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	44.44%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	93.30%

KEY STUDENT OUTCOMES CONTINUED

4. Post School Destination Information

Eighteen (18) students graduated from Year 12 in 2017. Eleven (11) students were awarded a Queensland Certificate of Education. All eleven students who were awarded Queensland Certificate of Education are now enrolled in universities and are undertaking a Bachelors qualification at the following universities.

University of Queensland

<i>Bachelor of Pharmacy</i>	1
<i>Bachelor of Biomedical Science</i>	1
<i>Bachelor of Environmental Science</i>	1

Griffith University

<i>Bachelor of Education & Business</i>	1
<i>Bachelor of Business Management</i>	1
<i>Bachelor of Science</i>	2

Monash University

<i>Bachelor of Science & Computer Science</i>	1
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Catholic University

<i>Bachelor of Biomedical Science</i>	1
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University of Technology

<i>Bachelor of Biomedical Science</i>	1
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Bond University

<i>Bachelor of Business Management</i>	1
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It is very pleasing that all eleven students who were awarded a Queensland Certificate of Education at the end of 2017 are now undertaking tertiary education in Queensland universities.



KEY STUDENT OUTCOMES CONTINUED

THE NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievement in literacy and numeracy. An analysis of these results assist teachers planning and is used to support the teaching and learning program. In 2017 Year 3, Year 7 and Year 9 AIIC students performed fairly well in literacy and numeracy. The performance of Year 3 and Year 9 students was well above the state averages, while performance of Year 7 was slightly below the state average.

Year 7 is the first year of secondary education and involves many changes including having several specialist teachers. Some students leave at the end of Year 6 and a new students enrol which makes the Year 7 students more unsettled. Furthermore, biological changes caused by puberty add to unsettling of the group. The introduction of the “You Can Do It!” program has been very successful in promoting acceptance of new comers and being more considerate and tolerant towards them. This year (2018) AIIC has taken steps to provide additional literacy and numeracy assistance. Specialist teachers of Mathematics and English were given professional training to improve students’ NAPLAN performance.



SATISFACTION SURVEY OUTCOME OF PARENTS STAFF & STUDENTS OPINIONS

The National School Opinion Surveys developed by ACARA for parents, staff and students were conducted and the findings are below.

PARENTS SATISFACTION SURVEY RESULTS

The parents' response rate was very good (60% parents response). Parents expressed strong satisfaction with all aspects of the college operation. Areas of lesser satisfaction were:

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

STAFF SATISFACTION SURVEY RESULTS

The staff completion rate of the survey was also excellent (91%) and staff expressed agreement across the board with the survey statements, indicating strong satisfaction. Least agreement was around the following three items:

- Student behaviour is well managed at the college (34% of total responded did not agree)
- College takes staff opinion seriously (22% of total responded did not agree)
- I receive useful feedback about my performance (22% of total responded did not agree)

STUDENT SATISFACTION SURVEY RESULTS

Student response rate was 55%. Students expressed high satisfaction in all areas of the College.

The two areas of least satisfaction

- Behaviour management
- Some students also felt that students' opinion were not always taken seriously.

It is pleasing to note that

- 92% students like being at school
- 84% students say my teachers motivate me.
- 84% students say my teacher expect me to do my best.



EXTRA CURRICULUM ACTIVITIES

GOMA EXCURSION (GALLERY OF MODERN ART)

In 2017, Year 10 students visited the Gallery of Modern Art (GOMA). The purpose of this excursion was for students to explore professional artworks and use this experience as inspiration for their own artwork. Students created artwork to address the given themes and issues in today's ever changing world.

The annual art show prepared by students was based on the following themes

- 3D Models
- School Surroundings
- Cultural Homes
- African Cultural Masks
- Perspective Drawings
- Pop Art Portraits
- Form Printing on Expressions
- Art Cubism
- Art Sketching Self Portrait

The artwork created by our students was highly appreciated by the college community staff and students.

ROUND TABLE MEETING WITH EDUCATION MINISTER

Three members of the P&C Association attended a roundtable meeting organized by the state member of Parliament, Mr. Peter Russo.

The main speaker, Minister of Education Honorary Kate Jones, spoke about funding for school and support programs as well as universal Kindergarten access.

The minister also outlined the benefits of changing secondary school student ranking from OP to ATAR. The minister also emphasized the importance of implementing new digital technology curriculum which includes coding & robotics.

This roundtable meeting was very informative and a wonderful opportunity for our P&C members.



EXTRA CURRICULUM ACTIVITIES CONTINUED

AIIC STUDENTS EXCELLED IN THE AUSTRALIAN NATIONAL TITRATION COMPETITION (ANTC)

Each year Regional Titration Competitions are held at Griffith University. The winners of the Regional Titration Competitions are selected to compete for the Australian National Titration Competition (ANTC).



Three year 12 AIIC students did extremely well by winning first place and also receiving the excellent team award in the Regional Titration Competition. The AIIC team was also selected to compete for the National Titration Competition.



AIIC is happy to report that its team members performed extremely well in the Australian National Titration Competition held at the University of Queensland. One student was awarded a GOLD BADGE, and the other two received a SILVER BADGE award.

A big thank you to staff of AIIC for preparing students to participate in both the Regional and Australian National Titration Competitions.



BACHAR HOULI CUP

AIIC participated in the annual Bachar Houli Cup held in July 2017. The tournament is designed to engage multicultural communities in Brisbane to play Australian Football League and to celebrate multiculturalism in AFL.

The Junior Boys performed best by winning all games against Islamic College of Brisbane (ICB) and Wisdom College.



The Secondary Boys scored 23-8 against Wisdom College 23-8 and a loss against ICB 33-27.

EXTRA CURRICULUM ACTIVITIES CONTINUED

THE PIERRE DE COUBERTIN AWARD

The Pierre de Coubertin award recognises students who demonstrate values such as fair play and sportsmanship which are consistent with the Olympic movement through participation in sport.



Hassan Ramazani in Year 11 was recognised as a member of our College community who demonstrates these values. He participates in the school physical education program with a positive attitude. Hassan has represented the College admirably in many sports, such as Athletics and AFL. However, his passion is football and he has worked hard to fulfil his dream. Hassan is a state representative in the sport and is currently playing with the Brisbane Roar Youth team.



As part of the nomination, Hassan wrote a literary piece on Football and highlighted how hard work, family support, teamwork and perseverance have been important in his journey. Hassan's piece illustrates his appreciation for the Olympic movement and he is a worthy recipient of the 2017 Pierre de Coubertin Award.



EXTRA CURRICULUM ACTIVITIES CONTINUED

You Can Do It! Program

This program aims to identify the social and emotional capabilities that all young people need to reach their full potential in life.

The 5 keys element of the Program:

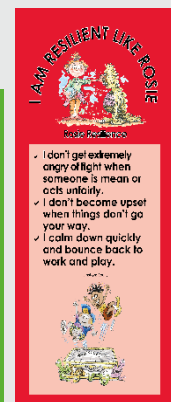
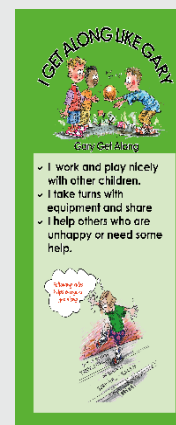
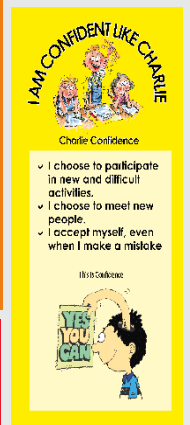
1. Confidence (academic/social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

To achieve the above 5 capabilities, students need to instil 12 Habits of the Mind:

1. Accepting myself
2. Taking risks
3. Being independent
4. I Can Do It!
5. Giving effort
6. Working tough
7. Setting goals
8. Planning my time
9. Being tolerant of others
10. Thinking first
11. Playing by the rules
12. Social responsibilities

All classes have instruction in the above program

and it is the basis of class expectations and awards.



AIIC FINANCES 2017

Total Net received income = \$8,928,650

Per student net recurrent Income = \$14,566

Total Capital Expenditure = \$1,640,213

Government Capital funds received = \$320,000

AIIC contribution to Capital Works=\$1,320,213

Financial Viability of AIIC

Financial sustainability depends on the college's ability to generate sufficient operation surpluses to adequately service debt and replace assets.

AIIC has reinvested in new assets e.g. building, plant and equipment at a faster rate than their assets depreciated over the last five-year period.

The five (5) year enrolment projection is showing a modest growth in enrolments and also predicting growing surpluses. The surpluses will be applied to re-invest in building, plant, equipment and service debt (interest and capital).

Trends in income and expenditure in the Independent School 2012-2016 Report produced by ISQ – concludes that the average independent school produces \$128,000 operating surplus for every 1 million in gross recurrent income received from fees, grants and other sources. AIIC has recorded higher than \$128,000 operating surplus per every million in gross recurrent income, demonstrating that AIIC is financially viable.



Australian International Islamic College

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