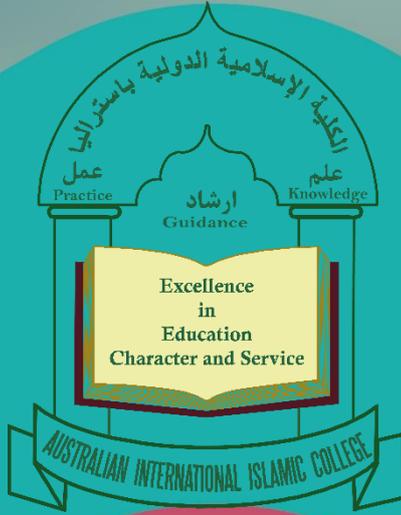


Australian International Islamic College

Excellence in Education, Character and Service



ANNUAL REPORT

2019

(Science, Technology, Engineering and Mathematics)

STEM Building



2019

Construction of New 2 Story Building Gold Coast Campus



2020

Three Campuses – One Vision

Brisbane | Durack | Gold Coast



BRISBANE CAMPUS

6 Agnes Street,

BURANDA QLD 4102

Tel: +61 7 3391 7867

Email: cc.admin@aiic.qld.edu.au

DURACK CAMPUS

724 Blunder Road,

DURACK QLD 4077

Tel: +61 7 3372 1400

Email: admin@aiic.qld.edu.au

GOLD COAST CAMPUS

19 Chisholm Road,

CARRARA QLD 4211

Tel: +61 7 5596 6565

Email: gc.admin@aiic.qld.edu.au

SCHOOL PROFILE

The Australian International Islamic College (AIIC) is an **Independent Coeducational Islamic College** established in 2002. In response to the growing Muslim population in Brisbane and Gold Coast AIIC has established three (3) Campuses, two in Brisbane namely: Durack Campus and City Campus in Brisbane and a third Campus at the Gold Coast.

Durack Campus

AIIC's main campus is located at Durack, and is spread out over a substantial 30 acre land mass, with ample room to grow. AIIC is proud to announce that several new buildings have been erected over the past few years to accommodate growing numbers and provide our students with the best facilities.

We understand that modern day education requires modern day resources. AIIC endeavours to achieve this by using interactive whiteboards in classrooms, building 2 computer labs, providing all secondary students with their own laptop for the year and providing smaller android based laptops and iPads to primary students for research and developing their technological skills.

Gold Coast Campus

The Gold Coast Campus was established in 2010 on a 10 Acre site. The Gold Coast Campus has one permanent classroom building providing three classrooms, a library and an office. Four additional purpose-built demountable classrooms have been added to meet the growing student numbers. A large multi-purpose hall was built in 2012 for holding school functions, indoor sports and for use by the local community.

In 2017 four classrooms were built in the Multi-Purpose Hall for accommodating the library and three additional classrooms for catering to the increased number of students.

A "Special Event Car Park" with a capacity to accommodate 400 cars has also been built to allow cars of parents and staff to park safely away from traffic Chisholm Road.

City Campus

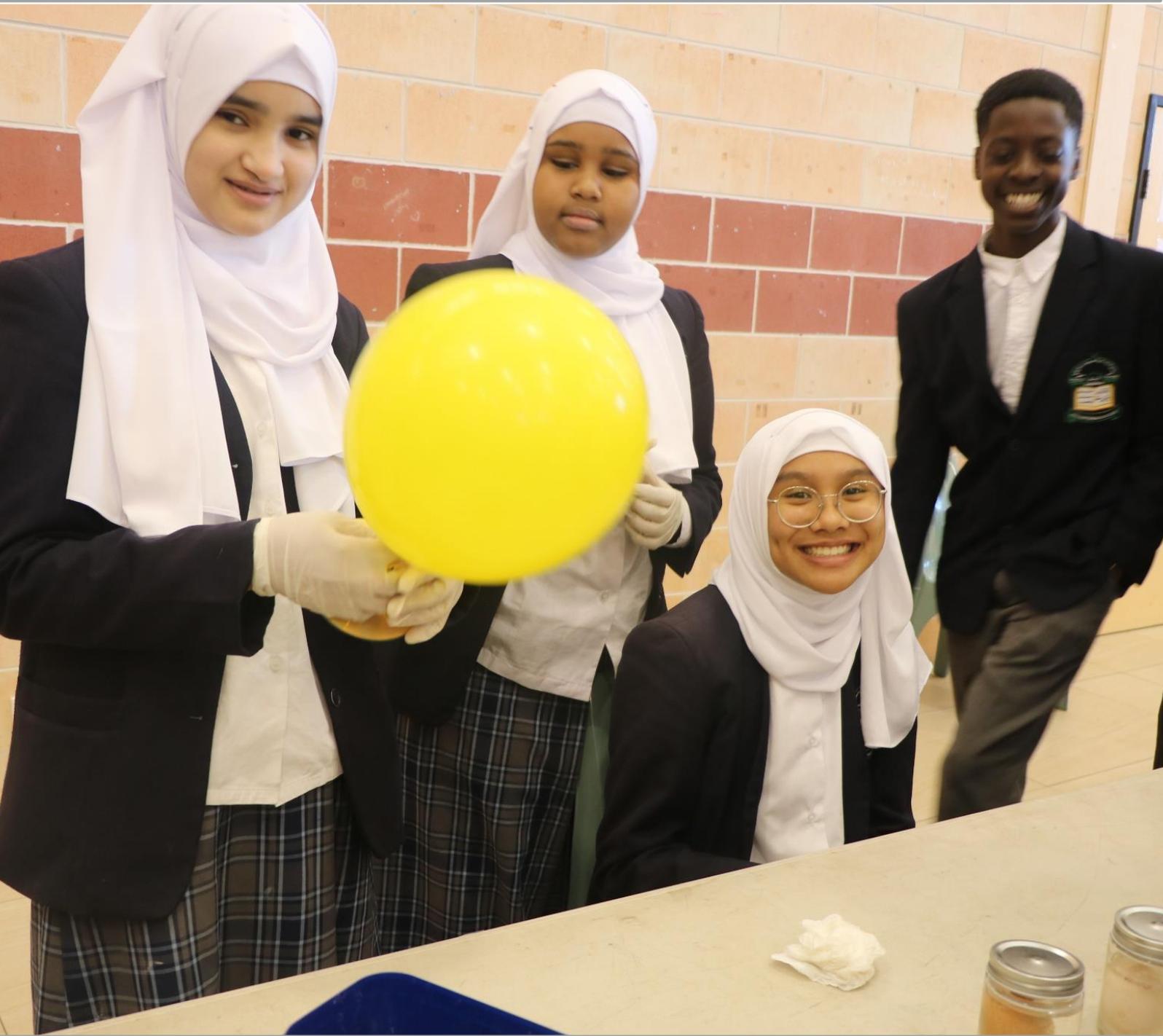
The City Campus is a relatively small Primary School providing Prep to Year 6 education for the local families who reside near the city premises.

Campus Details 2018

AIIC	Address	Level of Schooling	Enrolments	Total	
Durack (Main)	724 Blunder Road, Durack QLD 4077	Prep to Year 12	253	297	550
Gold Coast	19 Chisholm Road, Carrara QLD 4211	Prep to Year 10	69	61	130
Brisbane	6 Agnes Street, Buranda QLD 4102	Prep to Year 6	13	10	23
Total Enrolments			335	366	701

AIIC STUDENTS

Different Cultures and Languages



All under one roof

STUDENT PROFILE

In 2018, AIC has enrolled students who were born in 40 countries with different cultures and languages. Following is the characteristics of students:

TOTAL ENROLMENT	=	701	
ESL student numbers	=	381	54%
Students with disabilities	=	54	7.7%
Indigenous students	=	1	.11%
International students	=	13	1.85%

Although the majority of students are born in Australia the language spoken at home is other than English.

ESL Program

AIC conducts a number of extensive ESL programs where students are withdrawn from their classes and provided e intensive ESL support.

Those students who have a low English proficiency are supported by specialist staff in the mainstream class. It is surprising to notice that students who enter with zero English progress, within six months to a level where they can be accommodated with limited support in their mainstream classroom. The younger the students the faster they progress. A majority of our primary students acquire a true Australian accent and become better spellers than other students who are not supported with ESL programs.

Indigenous Student

It is important to support indigenous students who are often absent from school due to their health issues or their parents'..

AIC staff are keen to welcome indigenous students and are always willing to support them with empathy and kindness.

Students With Disabilities

The appointment of a qualified teacher has resulted in identifying and supporting 68 students with disabilities.

Following are the level of adjustments supported at AIC in 2018.

	Durack	Gold Coast	City Campus	Total Extensive
Support Provided	14	0	0	14
Extensive	3	1	0	4
Substantial	18	5	1	24
Supplementary	24	0	2	26
Total students with identified disabilities				68

Living in Harmony



Everyone Belongs

Distinctive Curriculum Offering

The main distinctive curriculum offering at AIC are the provision of Islamic Studies , Arabic and Qur'an Language classes.

The main focus of AIC is to prepare students to become good Australian Muslims who respect humanity and contribute in all spheres of civic duties including finding employment and paying taxes for the betterment of the Australian lifestyle and nation building.

AIC conduct midday prayers for students and Muslim teachers. AIC also celebrates key religious functions including:

- Annual Quran Recitation Competition
- Ramadan Good Deed Competition and Annual Iftaar night
- Seerat-ul-Rasool function where the exemplary character of Prophet Mohammad is celebrated
- Eid ul Fitr and Eid ul Adha prayers conducted at the Durack Campus oval followed by Eid Celebrations.

Extra- Curricular Activities

1. You Can Do It (YCDI)

Professor Michael Bernard and his colleagues developed the You Can Do It program designed to strengthen the personal, social and performance capabilities of students of all ages. YCDI resources boost success, improve relationships, reduce stress and promote optimal level of wellbeing.

In 2018, the You Can Do It program commenced at AIC. This program focuses on social and emotional wellbeing as well as developing a positive attitude for all students ages 3 – 18.

The five keys of the program promote

- Confidence
- Persistence
- Organisation
- Getting along
- Resistance
- Banners promoting these keys have been on display at the entrance road of the Durack Campus and five outside the administrative building at the Durack Campus.

In 2019, the YCDI program will also be implemented at the Gold Coast and City Campuses.

2. Harmony Day Celebration

AIC celebrated Harmony Day on Wednesday 21st March 2018. AIC is committed to building a diverse and inclusive learning environment We promote Australia's cultural, linguistic and religious diversity. The Harmony Day Celebration promotes:

- Racism. No Way
- Everyone belongs
- We are Australian
- Diversity is our strength
- Many Cultures, one Community.

Students thoroughly enjoyed the morning assembly which included presentation on the theme by the Student Council, various Nasheed and poetry performances, a cultural parade and to finish off, a rousing rendition of "We are Australian" by the whole school. The highlight of the assembly was the didgeridoo performance by guest speaker and Ngulona Lui representative, Mr Eric Ellis. Students were fascinated by the different animal sounds he was able to produce using the traditional instrument. The assembly was followed by a rotation of cultural activities and games which tied in with the theme "Our diversity is our strength" Several students wrote their names in English in another language and we concluded the Harmony Day Celebration with a flag parade by students who carried flags of their country of origin.

Day for Daniel



Keeping kids safe!

3. **Day for Daniel**

Daniel Morecombe at age 13 was abducted from the Sunshine Coast, and murdered in December 2003. Daniels parents Bruce and Denise visit schools to educate students about how to stay safe in physical and online environments.

Daniels parents delivered a very valuable message to students giving those skills to recognise, respond and react when they are not feeling safe.

Their talk was very effective in the delivery of their message.

4. **Visit to Diamantina Transitional Research Institute – Woolloongabba – Brisbane**

Year 10 students attended a workshop at the University of Queensland Diamantina Institute in Woolloongabba, Brisbane

AllC students were given an opportunity to participate in following hands on workshops.

- DNA extraction and profiling
- Use of scientific microscopes of high resolution
- Forensic testing including
- Finger printing
- Fibre analysis
- Ink analysis
- DNA analysis
- Microbiology and hygiene and cell biology.

Several practical activities were related to the AllC curriculum including inheritance and evolution. Students enjoyed these hands on activities and the opportunity to conduct this research.

5. **Edmodo Communication Platform**

Several staff have established a virtual classroom by using the Microsoft Communication platform known as “edmodo”. This platform enables teachers to upload and share content with students, parents and colleagues including

- Lessons
- Homework tasks
- Assignments

As the college is equipped with technology sophisticated interactive white boards and each student is provided with a laptop. The use of “edmodo” will become more prevalent and staff and students will benefit from it. The Arabic language keyboard has also been loaded on student’s laptops for typing Arabic script and this has helped students in learning Arabic as a second language.

6. **NCSS (National Computer Science School) Challenge**

In 2018, eleven (11) students from year 9 and 10 participated in two groups of NCSS challenges. Six (6) of our participating students were successful in achieving excellent scores in the two categories (Newbies & Beginners)

Following are the results:

	NEWBIES	BEGINNERS
Mohammed Shafi	Perfect 100%	Perfect 100%
Zeinab Selman	Perfect	Distinction
Ruksana Akter	Perfect	Highest Distinction
Abdurahman Gemada Omer	High Distinction	Distinction
Shahab Omid	Distinction	Distinction
Muhammed Eibrahim	Merit	Distinction

7. Student Expedition to Canberra

The most important place in Canberra is the astounding new Parliament House. The AIC Students was shown the parliament house by the official tour guide, who explained very sector of the parliament house, , its function and the story behind its design, such as the pond all the entrance of the large structure from a birds eye view, one can tell that it was shaped specifically to resemble the Aboriginal symbol for a gathering place which is what the parliament useably is. Students visited the senate and the house of representative and were given a speech regarding significant to the nation. The AIC Student group visited the Australian war memorial , National Museum, Royal Australian Mint and Quest a Conserve floors of scientific facts turn in to art. The Multitude of exhibits at Quest – A – Coin made students realise what a truly remarkable world we live in. The visit to Canberra has been most exciting eye opening and enjoyable actively undertaken by student in 2018.

8. Inaugural function of AIC Alumni Association

The inaugural function of the AIC Alumni Association was held at

Community Leaders Education Forum



Community Involvement with AIIC

The AIIC is a community centred college providing support for the community including:

1. Interpreter Services J.P Certification for Arabic, Tamil, Turkish, Somalian and Urdu languages.
2. Marriage Celebrant Services
3. Marriage counselling and dispute resolution
4. Support in settling refugees/new arrivals
5. Use of multipurpose hall for community functions/weddings and social events
6. Celebration of Islamic functions including Eid prayers and celebration
7. Pastoral care/Chaplaincy service
8. Invitation to join in all special events including award ceremonies, Drama Day, Open Day, FETE, Community Leaders Education Forum, Ramadan, Iftar and Taraweah Prayers in Ramadan and Prayer for Rain.

Community Leaders Education Forum

We had a very successful Community Leaders Education Forum at Durack and Gold Coast campuses. Thank you to all the Community Leaders who attended.

Dr Mustafa Ally presented a very interesting talk about the future of Universities and the impact this will have on Schools of the future.

His presentation also focused on the impact of technology on education in the 21st Century. Schools should focus on teaching the important 21st Century skills for students to be flexible in their careers. Dr Islam presented the new QCE system for Year 11 and 12 students.

Iftar and Taraweah Prayers in Ramadan

The annual College Iftar, as well as Taraweah prayers in the school hall, have been some of the Ramadan activities held for the community. The Iftar was very successful with many parents and prominent members of our community attending. These community activities are a testament to our school's community focus.

Prayer for Rain

2018 was classed as the worst drought year in its history and the farmers in the inlands suffered tremendously. Staff and students organised a fundraiser to help our farmers. They collected over \$2000 within a span of four weeks.

As a Muslim when we are afflicted with difficulties and calamities, we seek help from our creator and sustainer Allah (SWT) who controls all the forces of nature.

We are taught by our Prophet to perform Salaatul Istisqaa (a prayer for rain). In times of drought, our Prophet took the people out and prayed for rain. He turned his garment inside out facing towards the Ka'abah and raised his hands and prayed for rain.

Parents



Parent Interaction with Staff

Parents are invited to attend general assemblies at the college Open Day and induction programs developed for parents. Parents are strongly encouraged to attend parent teacher interviews at the end of 1st term and 3rd term.

1. Parent Survey Findings.

Results of the parent survey reflect positively towards the teacher performance in terms of addressing students concerns, providing timely feedback to parent about their children's performance.

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 teachers at AICC expect students to do their best.

Less than 10% of parents has expressed their concerns regarding the maintenance of AICC facilities.

Student behaviour is of concern to a few, and some parents believe the college does not take parents opinions seriously.

Parent concern regarding maintenance has been addressed to some extent by repainting older buildings and developing the college garden. However, due to construction of STEM building the surrounding yard and gardens has been neglected. A concretefootpath from the entrance to the carpark was constructed.

2. Staff Survey Findings

The teaching staff of AICC are very happy about their performance by rating highly:

- Teachers at this college provide with useful feedback to student
- Parents access to teachers about their concerns.
- Teachers expect students to do their best
- Students can talk to their teachers about their concerns.

However, staff expressed concerned about

- the student behaviour,
- staff opinion not taken seriously,
- useful feedback about their performance and
- maintenance of the college.

The administration of college has taken steps to improve AICCs appearance by undertaking repainting of all old permanent buildings, constructing path ways for walking from car park to the Blunder Road, keeping open grass areas mowed regularly and improving the signage.

3. Student Survey Findings

Majority of students are very happy with AICC administration, support services and teaching staff.

- 91% of students strongly agree with the statement that 'My School looks for ways to improve,' followed by
- 88% stating 'I can talk to teachers about my concerns,' and
- 81% strongly agree with the statement that, 'Teachers treat students fairly.' However around

Professional Development



Expenditure on Professional Development of Teachers

Total Number of Teachers	Total Expenditure	Average Expenditure on P.D per teacher:
52	\$58,495	\$1,125

Average Staff Attendance

The average attendance of AICC teachers is 96%. That is on average each staff has taken only 4 days off work due to unplanned sickness.

Teacher	Number of school days in a year	Average staff attendance
52	186	96%

Staff Retention Rate

The staff retention rate is calculated by:

$$\frac{\text{Number of permanent teachers retained at the beginning of 2015}}{\text{Number of permanent teachers at the end of 2014}} \times 100$$

$$\frac{36}{43} \times 100 = 84\%$$

Therefore: **The staff retention rate of AICC is 84%**

KEY STUDENT OUTCOMES

Average student attendance rate (%)

The average student attendance rate for each year is depicted in the following table:

Year Level Enrolment	Average Attendance Rate
PREP	89%
YEAR 1	89%
YEAR 2	89%
YEAR 3	89%
YEAR 4	89%
YEAR 5	89%
YEAR 6	90%
YEAR 7	90%
YEAR 8	90%
YEAR 9	90%
YEAR 10	91%
YEAR 11	91%
YEAR 12	91%

NAPLAN TESTS



Management of Non-Attendance

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 worksheets, photocopies of handouts and the teacher aide makes sure that they are given extra attention during class time to help them catch up.

Students who have long term absences due to the late returning to Australia from their home countries are helped by a "Buddy system" where above average performing students acts as mentors to those who have been away for a long period of time.

2018 NAPLAN Performance

NAPLAN TESTING PROGRAM

2018 NAPLAN Results

ACARA (Australian Curriculum, Assessment and Reporting Authority) has identified our College as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN in 2018.

From the CEO of ACARA

"On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging."

Congratulations to all our students who took the NAPLAN tests in 2018. Thank you to all the teachers and parents who assisted the students.

It is pleasing to report that AICC Years 3, 5 and 9 students have substantially improved their performance. However year 7 has performed below the state averages. Following are the reasons for poor performance of Year 7.

1. Ten year 6 students left AICC to join other schools.
2. Nineteen (19) new students enrolled from other neighbouring schools.
3. Some of the new students also had behaviour issues.

The loss of 10 Year 6 students and intake of 19 new students in year seven resulted in Year 7 students being unsettled.

Apparent Retention Rate 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.

Apparent Retention Rate = 63.16%

$$\frac{\text{Number of Students in Year 12 in 2018}}{\text{Number of Students in Year 10 in 2016}} \times 100$$
$$= \frac{15}{24}$$
$$= \mathbf{62.5\%}$$

Year 12 student enrolment as a percentage of the Year 10 cohort is 63.16%

Class of 2018



2018

Graduates

Year 12 Outcomes

Post-School Destination Information

- Seventeen (17) students received an overall position (OP)
- Eleven (11) students received an OP within the range of 15.
- Only thirteen (13) students applied for a tertiary admission through Queensland Tertiary Admission Centre (QTAC).
- Twelve (12) students were successful in getting an offer at the following universities.
 - QUT
 - B.Com/B of Sc (dual degree) 1
 - B.Medical Laboratory Science 1
 - B.Pharmacy (Honour) 1 Total 3
 - Griffith University
 - Bachelor of Commerce 1
 - Bachelor of Nursing 2
 - Bachelor of Science 2
 - Bachelor of Engineering 1 Total 6
 - Central Queensland university
 - Bachelor of Sonography 1 Total 1

OUTCOMES FOR YEAR 12 COHORT 2018

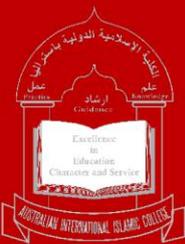
Number of students awarded a senior education profile	19
Number of students who received an overall position (OP)	17
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Number of students awarded a QCE at the end of Year 12	12
Percentage of year 12 students who received an OP within the range of 1_15 (11 students out of 17)	64.71%
Percentage of Queensland Tertiary Admission Centre (QTAC) applications receiving a tertiary offer	92.31%

QUT	
Bachelor of Communication/Bachelor of Science (dual degree)	1
Bachelor of Medical Laboratory Science	1
Bachelor of Pharmacy (Honours)	1
GRIFFITH UNIVERSITY	
Bachelor of Commerce	1
Bachelor of Nursing	2
Bachelor of Science	2
Bachelor of Engineering	1
Bachelor of Commerce	1
CENTRAL QUEENSLAND UNIVERSITY	
Bachelor of Sonography to commerce	1



Lest We Forget

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IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL

Australian International Islamic College Newsletter

26 April 2018
9 Shaban 1439

Address: 724 Blunder Road,
Durack QLD 4077
Tel: 07 3372 1400
Fax: 07 3372 2500
Email: tarbiyah@aiic.qld.edu.au

From the Principal's Desk

Welcome back to a new term to all teachers, parents and students of all campuses. A very special welcome to families of our seven new students (Durack Campus) who joined us this term. I am sure that you all enjoyed the break and you feel rested and enthusiastic to continue the year in term 2. We have a very exciting calendar of events ahead and Insha'Allah we hope to work together and share our ideas and thoughts.

NAPLAN

On Tuesday, 15th May two tests will be administered. These include: Language Conventions (testing spelling, grammar and punctuation) and Writing. Reading skills will be tested on Wednesday, 16th May with Numeracy tested on Thursday, 17th May, there will be a 'catch up' day on Friday 18th May for any student who was unable to sit the tests on the designated day. These literacy and numeracy tests form a key part of the National Assessment Program endorsed by all Australian Ministers of Education. The aim of the national literacy and numeracy tests is to provide a measure of how Australian schools and our students are performing in the areas of reading, writing, spelling and numeracy. These tests are only one measure and need to be considered along with school-based assessments which are designed to identify students' strengths and areas for growth. Parents and Carers may wish to talk with their children about the test and encourage them to do their best.

Kindly ensure that your child is present at school on these days. However, students absent on the above days may sit for the test on Friday 18th May.

I wish our students everything of the best for the tests and am confident that you will try your very best, InshaAllah.

ICAS Competitions

ICAS is an independent, skills-based assessment program which recognises and rewards student achievement. The assessments comprise of Digital Technologies (Yr 3 – 6), English (Yr 2 -6), Maths (Yr 2 -6), Science (Yr 2 -6), Spelling (Yr 2 -6) and Writing (Yr 3 – 6) tests. Each test is on a different day and the length of the tests varies for each year level. The college has selected students for participation. All testing costs are covered by the college. The first test, Digital Technologies will be held on 8 May. I will send out a reminder for the sitting dates of all other tests in due course.

Tuckshop (Durack and Gold Coast)

Tuckshop is a service for the students who attend our college. It is open five days a week. An updated menu will be sent out by next week.

We use a bag system for ordering. All orders must be written on a paper bag with the child's name, class and either 1st or 2nd break clearly marked on the front and placed in the orders box in their classroom before school. Class boxes are collected, and orders delivered to the classrooms each break.

Parent Survey

The primary **goal** of parent **surveys** is to collect and understand **parent** opinions, perspectives, attitudes, and perceptions towards the college, their students, and education in general in order to improve the learning environment in general or specific ways.

Thank you to all parents who participated in the survey. This information will be very helpful for further improvements of our college, InshaAllah.

Mariam Banwa

Newsletters

AIC produces a monthly Newsletter called “Tarbiyah”. We believe in building strong relationship with our parents.

One of the ways to achieve this is to publish a newsletter from each Campus on a monthly basis.

The Newsletter provides specialist information to parents of all activities undertaken by the students at each campus.

AIC FINANCES 2018

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

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

Financial Viability of AIC

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

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

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

Australian International Islamic College Board Inc

Position	Name	Expertise	Blue Card	Expiry Date
Chairman	Abdul Aziz Khan	Accountant/Auditor	149166/7	2/8/2021
Vice Chairman	Dr Mustafa Ally	Tertiary Education IT Lecturer	1125608/2	21/03/2020
Secretary	Tahir Ali	Accountant	540057/5	01/08/2021
Ex-Officio	Mohammed Ally (Principal)	Primary and Secondary Education	19162/6	08/06/2020
Trustee Representative	Imam Abdul Quddoos Azhari	Founder of AIC/Islamic Education Trust	23871/7	04/12/2019
Ordinary Member	Mohammed Tahir Sukkarieh	Linguistic, PR Officer	700306/4	20/08/2022
Ordinary Member	Dr Fikreth Shuaib	Town Planner	650287/2	26/6/2022

Please refer to the “My School Website”
<http://www.my school.edu.au>

Australian International Islamic College

Excellence in Education, Character and Service

Main Campus

Address: 724 Blunder Road
DURACK QLD 4077 , AUSTRALIA
Email: admin@aiic.qld.edu.au
www.aiic.qld.edu.au

Gold Coast Campus

Address: 19 Chisholm Road
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