


ISLAMIC COLLEGE OF MELBOURNE

Faith - Knowledge - Success

REGISTRATION NO 2073

	Postal address	83 Wootten Road, Tarneit VIC 3029
	Phone	(+613) 8742 1739
	Fax	(+613) 8742 1959
	Email	admin@icom.vic.edu.au
	Webpages	www.icom.vic.edu.au Additional reporting information pertaining to all schools is located on the <i>My School</i> website.
	Contact Person	Dr Abdul Kamareddine (School Principal)



ANNUAL REPORT

2015

Principal's Foreword

Assalamu Alaikum Warahmatu Allah Wabarakatuhu

What an outstanding and exceptional year 2015 was. It is such a privilege to lead such a fine college. The Islamic College of Melbourne is and always will be a place with a strong and supportive community feeling. A place where aspiring and creative young men and women enter its gates every morning to commence each day, filled with fun and enriched learning that will enable them to be successful learners, creative individuals and active, informed citizens.

The Islamic College of Melbourne is still a new and rapidly expanding contemporary college, offering a high level of education characterised by depth, diversity and contemporary thinking. In 2015, the college offered year levels from Prep to Year 9. In 2016, we are expecting to offer Year 10 and then add on a year level every year until we reach Year 12 by 2018. Alhamdulillah our school keeps growing with new buildings and new students.

However, 2015 did come with some challenges. The main challenge was being issued with notices by the Commonwealth Government, which affected six Islamic schools, including the Islamic College of Melbourne. Alhamdulillah the school board and management have succeeded in addressing the concerns of the Commonwealth and as a result, ICOM retained its status as an approved authority to receive public funding from the Commonwealth. The Islamic College of Melbourne is committed to fully complying with all requirements of the Australian Education Act.

The College's aim is for students to achieve academic excellence in both secular and religious education focusing on the students' wellbeing, in addition to their spiritual and intellectual needs. This formula will assist them to become successful in this life and the Hereafter, inshallah.

The social, emotional, physical, spiritual, academic and aesthetic development of our students is pivotal to their success at the college, within their families and the communities to which they belong. Furthermore, respectful relationships are foundational aspects to the learning and living culture at the college and to promote the values of openness and tolerance.

In summary, we want our children to be Australian:

- People who understand and value Islamic Teaching and Prayer and their relevance to their lives in contemporary society.
- Community members who contribute socially, economically and culturally to society
- Responsible individuals capable of relating to family, friends and Colleagues
- Life-long learners who are able to make sense of the world in which they live
- Informed citizens who understand and contribute to civil and community relations to a local, national and global level.

At the Islamic College of Melbourne, we believe that learning occurs best through the collaboration, interaction and cooperation between the school, the family unit and the local and wider communities.

The strong sense of community spirit is something very evident at ICOM. You can sense it in our many successful community events such as the Eid Festival, Multicultural Day, Sports Day, fundraiser BBQs and even during morning assemblies, which were held every single day this year except for one cold and rainy November morning when the weather obligated us to cancel the assembly.

Looking over the plans we have set for 2016, we are certain it will also be nothing short of another outstanding year, Insha'Allah. The college is in safe hands and managed by strong leadership, with highly committed and professional staff.

I look forward to 2016 with all the ICOM family and community.

Dr Abdul M. Kamareddine

College Principal

Governance

Our School Board as at 31 December, 2015 comprised of the following members:

- Mr. Khaled Ajaj: Chairman of the Board
- Mr. Midhat Bey: Secretary
- Mr. Metin Yavuz: Treasurer
- Mr. Rabih Baytie: Member
- Mr. Fuad Abdin: Member
- Mr. Hammad Rana: Member
- Mr. Fakhry Abubaker: Member
- Mr. Muhammad Harun Abdullah: Member
- Mr. Mohamad Kaddour: Member

The Board meets a minimum of five times a year and the school principal attends all meetings.

School's Progress Towards Its Goals in 2015

Alhamdulillah we have continued explicit improvement. Structured Professional Learning Teams are in place and we are implementing our Guided Reading program. We also have a formal mentoring system in place to support less experienced staff or fresh graduates. Due to the fact that the majority of our students are speakers of languages other than English, we have organised targeted professional learning for our teachers to enable them to gain the knowledge of how to cater for the needs of our students.

In order to improve the school's academic standard we subscribed to ACER's diagnostic tests for Year's 1 to 9 so that we have a valid and sound comparison with the NAPLAN results. Those ACER tests are conducted twice yearly: in March and September. We hope this will help our students achieve good results in standardized tests. Also we will continue with our Running Records Program. This is conducted five times a year; at the beginning of Term One, then at the end of each term.

Behaviour wise, we have a dedicated behaviour management team. We developed a strong behaviour policy that enhances positive competition across the school. The emphasis is on positive education rather than on punishment.

We offer unique Arabic, Quran and Religion curriculum. We will review our progress in 2016 and in light of that we will decide on any areas for improvement

2015 witnessed many remarkable achievements, i.e. the state of the art gymnasium, Quran room and eight portable laptop trolleys for use in class. We celebrated Arabic, Numeracy and Literacy Weeks, Multicultural Day and held the Eid Festival. We organised a number of events and activities such as the swimming program, footy day, school concert, North Melbourne Football Club eight week footy program, tennis program and the Big Day Out for the Year 6 students.

Our library, Food Technology Room, canteen and landscaping projects, were completed in 2015.

More attention was given to students' wellbeing at both a spiritual and on a physical level. The school participated in many excursions / incursions in order to boost our students learning experiences and to encourage their integration and interaction with the larger Australian community.

We encourage more parental involvement in the school whether at the level of the Parent Committee or as volunteers in the classrooms. This has a very positive impact on the behaviour and performance of our students.

Future Outlook

We will continue with targeted professional learning, reflecting on our school needs mainly in the ESL and Guided Reading areas for Years Prep to 6.

Insha' Allah, we will try our best to improve our students' learning outcomes and achieve better results in standardised tests such as NAPLAN. For this purpose we subscribed to ACER's diagnostic tests in 2015. Professional Learning Teams were formed in 2015 to help improving our teaching practices as well as students learning outcomes. We hope this will improve our students' results in both literacy and numeracy.

We reduced the amount of paperwork used. Students' reports and the school newsletter are uploaded on our school's website for the parents to download at their convenience.

We still have faith in Allah (SWT) that the school will be able to secure the required budget to build the separate secondary building, performing Arts building, Admin building, Information and Resource Centre and Kindergarten. Our school will also contribute to the construction of Davis Creek Road around the school. This Road will significantly reduce the congestion of traffic in the mornings and evenings.

School Profile

Our school is offering mixed classes from Prep to Year 9. The table below shows student enrolments in 2015:

Total Enrolment	Girls	Boys	Enrolment continuity (Feb 2015 - Dec 2015)
742	389	353	95%

Characteristics of the Student Body

Our students come from different ethnicities and cultural backgrounds. The vast majority of them are of ESL background despite the fact that many of them were born in Australia. English is a second language for most of them at home.

Class sizes – Class Sizes in 2015

Year Level	Average Class Size
Prep – Y3	28
Y4 – 6	28
Y7 – 9	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents (Students)
Short Suspensions 1 – 5 days	20
Long Suspensions 6 – 20 days	4
Cancellation of Enrolment	0

Curriculum Offerings

Our distinctive curriculum offerings are detailed below:

- Integration of ICT into classroom activities and through computers in the ICT labs
- Literacy and numeracy remedial classes throughout all year levels
- Arabic (LOTE)
- Outdoor and indoor education visits from qualified trainers and professional sports people
- Life Education & Social Skills Programs
- Electives for secondary students

Extra Curriculum Activities

- Excursion/ Camping programs
- Visual Arts program
- Speech Competition
- National numeracy and literacy and Arabic weeks activities
- Speech Competition
- Interschool Sports

School's Social Climate

A whole school community approach makes a warm and supporting environment. Our school policies are designed to cater for our students' wellbeing and we are constantly giving them support in respect of how they deal with each other and how to respond to challenging behavioural situations. Based on parents' feedback, they are happy with our friendly and safe environment and with our behaviour policy which does not only focus on punishment but also on rewarding and promoting the good behaviour. We also educate our students on bullying issues.

Involvement of Parents in Their Children's Education

Our parents are an integral part of our school community and are welcomed into our school at every opportunity. We involve the parents in solving out their children's behaviour issues and we gain their support in this respect. Behaviour Management issues are dealt with as a partnership between school staff, parents and students.

Parents are encouraged to participate in school activities. Invitations are issued for Open Day celebrations, school parties and gatherings. Teachers conduct Parent Information Sessions and/or interviews during the year to establish positive parent /teacher relationships. Our parents are always informed about different school activities throughout

our newsletters.

Reporting to Parents

Students' progress is reported to parents in many different ways:

- Parent/teacher interviews throughout the year
- Interim reports in Terms 1 & 3 to keep the parents updated on their children's work habits, behaviour, classroom participation, etc.
- Formal semester reports twice a year at the end of Terms 2 & 4

Communication with Parents

We communicate with parents in many different ways:

- Parent/teacher information sessions and interviews
- Our school's website
- Our school's newsletter
- Through sending memo's and letters
- Individual appointments

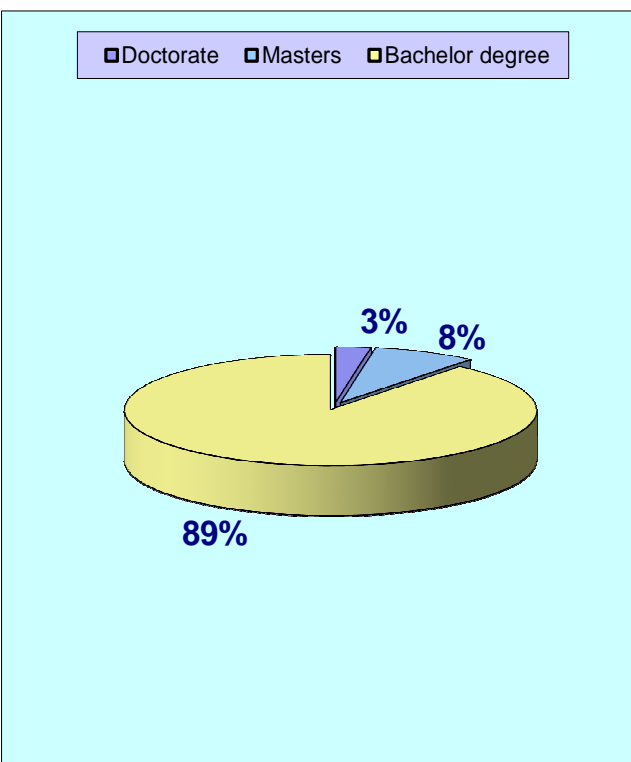
Staff Composition

Teaching staff at the Islamic College of Melbourne are highly qualified, motivated and supportive to our students. All our teachers are registered with the Victorian Institute of Teaching and all of them have equal opportunities to attend internal and external professional learning.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	37	24	0
Full-time equivalents	36.4	22.06	0

Qualifications of teaching staff

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	33



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was approximately \$27,695.65

The major professional development initiatives are as follows:

- Numeracy PDs
- Literacy PDs
- Australian Curriculum
- Reporting and assessment
- Early childhood PDs
- Behaviour and discipline PDs
- Leadership and wellbeing
- First Aid PDICT PDS
- Financial management

Average staff attendance

For all staff and school leaders, the staff attendance rate was 95.6% in 2015.

Proportion of staff retained from the previous school year.

From the end of the previous school year 90.5% of staff was retained by the school for the entire 2015 school year.

Staff Professional Development

Below is a summary of our staff Professional Development, internally and externally

A. External Individual Staff PDs:

1. Sounds-Write: An evidence-based phonics program
2. Workcover and Return to Work Basics
3. VTHC Initial OHS Training
4. Mentor Support Program
5. Restorative Practices in Primary School
6. Differentiation in the Languages (LOTE) classroom
7. Discovering School Wide Positive Behaviour Support
8. Exploring Leadership for New Principals
9. Using Assessment Effectively
10. Auditing School Curriculum
11. Implementing the Australian Curriculum
12. AUSVELS: Constructing New Learners
13. AIS Governance Symposium
14. Configuring Advanced Windows Server
15. Cyber Safety in your School
16. Beyond Yelling! How to Effectively Deal with Difficult Children
17. Learning Difficulties in Literacy – Advanced Skills for Support Staff
18. The Big Six – Essential Skills for Learning to Read
19. The Mental Health & Well-being of Young People
20. Effective Differentiation
21. New Principals Program
22. Governance: Risk Management
23. Active Directory Services with Windows Server
24. Differentiation in the Secondary Mathematics Classroom
25. Counsellors Network Meeting
26. It's a Digital World
27. Leadership Skills for Coordinators
28. Girls and Education
29. Difficult Conversations
30. Boys and Education
31. CSIRO STEM: Partnerships in Schools
32. Strategies for Auditing your Curriculum
33. Practical Comprehension Strategies for the ESL/EAL Learner
34. Assessment for Better Learning using NAPLAN Data
35. NAPLAN Workshop
36. Powerful Professional Learning
37. Positive Behaviour Management in your Classroom
38. Assessment and Feedback
39. Turning Behaviour Around

B. Whole staff PDs:

Date	Name of PD	Delivered by
27/1/15	Staff orientation and induction	Dr Abdul M. Kamareddine
28/1/15	School behaviour policy and procedure	Mrs Fatima Arakji
28/1/15	Managing hard discussions	Dr Mahmoud Eid
28/1/15	Professional learning teams	Dr Mahmoud Eid
4/2/15	Professional learning teams structure and info packs for parents	Dr Mahmoud Eid
16/2/15	Classroom observation (Part 1)	Dr Mahmoud Eid
18/2/15	Classroom observation (Part 2)	Dr Mahmoud Eid
23/2/15	Classroom observation (Part 3)	Dr Mahmoud Eid
25/2/15	Classroom observation (Part 4)	Dr Mahmoud Eid
26/2/15	Behaviour management	Mrs Fatima Arakji, Mrs Michelle Culjak and Mr Omar Lahham
2/3/15	Staff appraisal and analysing NAPLAN results	Dr Mahmoud Eid
2/3/15	Use of ICT for planning and design of AusVELS curriculum	Daryl Brooks (ISV)
16/3/15	Curriculum Updates and Learning Outcomes	Dr Mahmoud Eid
13/4/15	Curriculum development	Dr Mahmoud Eid
25/5/15	Mandatory reporting	Mrs Fatima Arakji
10/6/15	Differentiation	Julie Christopoulos & Irene Anderson (ISV)
12/6/15	Lecture on Ramadan	Sheikh Ajwad Hashim
27/7/15	Classroom Management	Julie Christopoulos & Irene Anderson (ISV)
10/8/15	Awareness and prevention of bullying in schools	Dr Mahmoud Eid
24/8/15	Classroom Management Part 2	Julie Christopoulos & Irene Anderson (ISV)
7/9/15	Individual Learning Plan for Numeracy and Literacy	Julie Christopoulos & Irene Anderson (ISV)
8/9/15	NAPLAN Assessment Analysis	Dr Mahmoud Eid
5/10/15	Differentiation	Dr Mahmoud Eid

19/10/15	SWOT Analysis	Alan Ross (ISV)
26-30/10/15	School's Pedagogical Framework	Pam Burton (Professional Best Pty Ltd)
28/10/15	Science & Humanities Planners	Dr Mahmoud Eid
11/12/15	Behaviour Management Presentation	Mr Omar Lahham & Mrs Michelle Culjak
14/12/15	General Capabilities	Pam Burton (Professional Best Pty Ltd)
14/12/15	ICOM Pedagogical Framework	Pam Burton (Professional Best Pty Ltd)

Student Attendance - 2015

The average attendance rate for the whole school as a percentage in 2015 was 92.38%.

Student attendance per each year level

Year Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
91.52%	91.8%	92.34%	92.94%	94.23%	92.35%	91.85%	91.55%	93.67%	91.94%

Description of how non-attendance is managed by the school

Attendance is marked every period for Secondary students. For primary students it is marked twice at the beginning of the day and in the middle of the day. We address the attendance issue in assemblies and also send letters home in addition to messages and telephone calls. Parents are required to provide the office with a written explanation to justify any absence or with a medical certificate. Meetings with parents are organised to further educate them on the importance of regular students' attendance and how that is related to students' achievement levels.

Student Wellbeing

Goals and Intended Outcomes

- Our objective is to provide our students with strong pastoral care
- Develop in them leadership skills
- Strengthen our student well-being
- Expand students' leadership skills and involvement in decision making
- Prepare our students as life-long learners
- Promote positive education among our students
- Develop awareness of their role in their local communities and the society at large and integrate in a multicultural and multiracial Australian society.

In order to achieve the above outcomes, we ran many activities in 2015. Below is a list of most of those activities:

1. SRC Forum - College captains and Vice-college captains were appointed, as part of their leadership training. These students attended the SRC forum held by local MP Joanne Ryan.
2. Eid festival was held after Ramadan – all community member were invited to participate
3. Footy day was held for whole school
4. Quran completion was held during Ramadan and students were awarded monetary prizes for memorising short verses and Suras from the Quran.
5. Swimming was held in Term 4, to increase students swimming abilities and learn about water safety.
6. Gymnastics was organised in Term 2, allowing students to gain gymnastics skills, develop in overall fitness, core strength, flexibility and enhance student's spatial awareness.
7. Character Day – held at the end of Literacy/Numeracy week encouraging students to dress up as their favourite book character for the day.
8. Student Iftar – the SRC organised the student iftar for all students in Secondary School
9. Motivation Day – in November three speakers came to the college to inspire our students to be the best they can and regardless of their strengths they can make big achievements.
10. Multicultural Day - Students and staff dressed up in their chosen countries traditional outfits and decorated their classes to celebrate multiculturalism in Australia.
11. School Camp - Secondary students went on ICOM's first ever camp to The Summit. This experience gave students a chance to build stronger relationships with each other.
12. School Concert - all the students performed for their parents and the rest of the ICOM community

Satisfaction Surveys

In 2015, the Islamic College of Melbourne surveyed parents, students and staff to measure their general satisfaction with the school. The response from all groups was positive.

Student Satisfaction:

Students Identified the following strengths of the school:

- This school encourages a sense of pride in achievement and a sense of self-worth.
- Teachers at this school care about how their students are going.
- Students at this school are encouraged to achieve to the best of their ability.
- Teachers at this school motivate the students to want to learn.
- At this school, students are able to learn how to solve problems, to question and to make decisions.

Parent Satisfaction:

Parents Identified the following strengths of the school:

- This school is well organised and runs smoothly.
- This school values the role of parents in the educational process.
- Teachers' knowledge in this school is of a high order with staff being up-to-date in their understanding of educational trends and issues.
- This school encourages achievement across a broad range of areas.
- Parents and students are given opportunities to have a say about this school

Staff Satisfaction:

Staff Identified the following strengths of the school:

- Staff are recognised for their efforts.
- Staff are happy with the quality of feedback on my work performance.
- Staff have opportunities for input into school decisions.
- Staff have the support of the school's administration in performing their work.
- Staff feel well informed about issues the school's decision makers are considering.

Summary Report - NAPLAN TESTING

Student performance against National Benchmarks for NAPLAN Test 2011, 2012, 2013, 2014 & 2015

Percentage of students **Above** National Minimum Standards

Percentage of students **At** National Minimum Standards

Percentage of students **Below** National Minimum Standards

AREA	Year 3														
	2011			2012			2013			2014			2015		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading	92%	8%	0%	86	10	3	86	12	2	78	18	5	86%	8%	6%
Writing	100%	0%	0%	96	0	4	96	2	2	94	6	0	96%	4%	0%
Spelling	100%	0%	0%	88	8	4	91	5	4	86	12	2	80%	17%	3%
Punctuation & Grammar	100%	0%	0%	77	20	0	77	14	9	86	9	5	83%	14%	3%
Numeracy	100%	0%	0%	76	20	3	77	14	9	80	19	1	65%	26%	9%

AREA	Year 5														
	2011			2012			2013			2014			2015		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading				81	9	9	92	8	0	82	9	9	82%	16%	2%
Writing				88	0	4	94	4	2	84	14	2	93%	7%	0%
Spelling				94	8	4	92	8	0	88	7	5	96%	2%	2%
Punctuation & Grammar				76	20	0	90	6	4	75	16	9	85%	11%	4%
Numeracy				76	20	3	75	21	4	77	20	4	85%	15%	0%

AREA	Year 7														
	2011			2012			2013			2014			2015		
Level - %	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading							75	21	4	91	5	5	85%	13%	2%
Writing							82	18	0	73	24	2	72%	25	3%
Spelling							93	7	0	93	7	0	79%	17%	4%
Punctuation & Grammar							75	18	7	73	24	2	91%	9%	0%
Numeracy							93	7	0	90	10	0	91%	9%	0%

AREA	Year 9														
	2011			2012			2013			2014			2015		
Level - %	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading													72%	20%	8%
Writing													48%	28%	24%
Spelling													60%	20%	20%
Punctuation & Grammar													64%	24%	12%
Numeracy													92%	8%	0%

Overall School Improvement Plan

Our plans are to achieve a percentage of 100% where our students are above the Minimum National Standards in NAPLAN. In order to strengthen our reading results, we have adopted a guided reading program across the school with an explicit and specific focus on Year's 1 to 3. PLTs are formed to facilitate teachers' work; and lots of literacy and numeracy resources were purchased to support this process.

Teachers have been attending PDs in Numeracy and Literacy both internally and externally. More Maths manipulatives and resources were purchased to improve students learning outcomes. Problem solving resources also were purchased for teachers to assist with the teaching of higher order thinking.

Below is a summary of our strategy for improvement:

- Monitoring students' performance on a regular basis
- Purchasing more resources to improve literacy and numeracy learning outcomes
- Enhancing teachers' pedagogy skills and professional capacity through targeted professional learning
- Enhancing problem solving skills in Numeracy through analysis of students' performance
- Send teachers for professional development seminars and programs
- Conduct ACER diagnostic tests twice a year

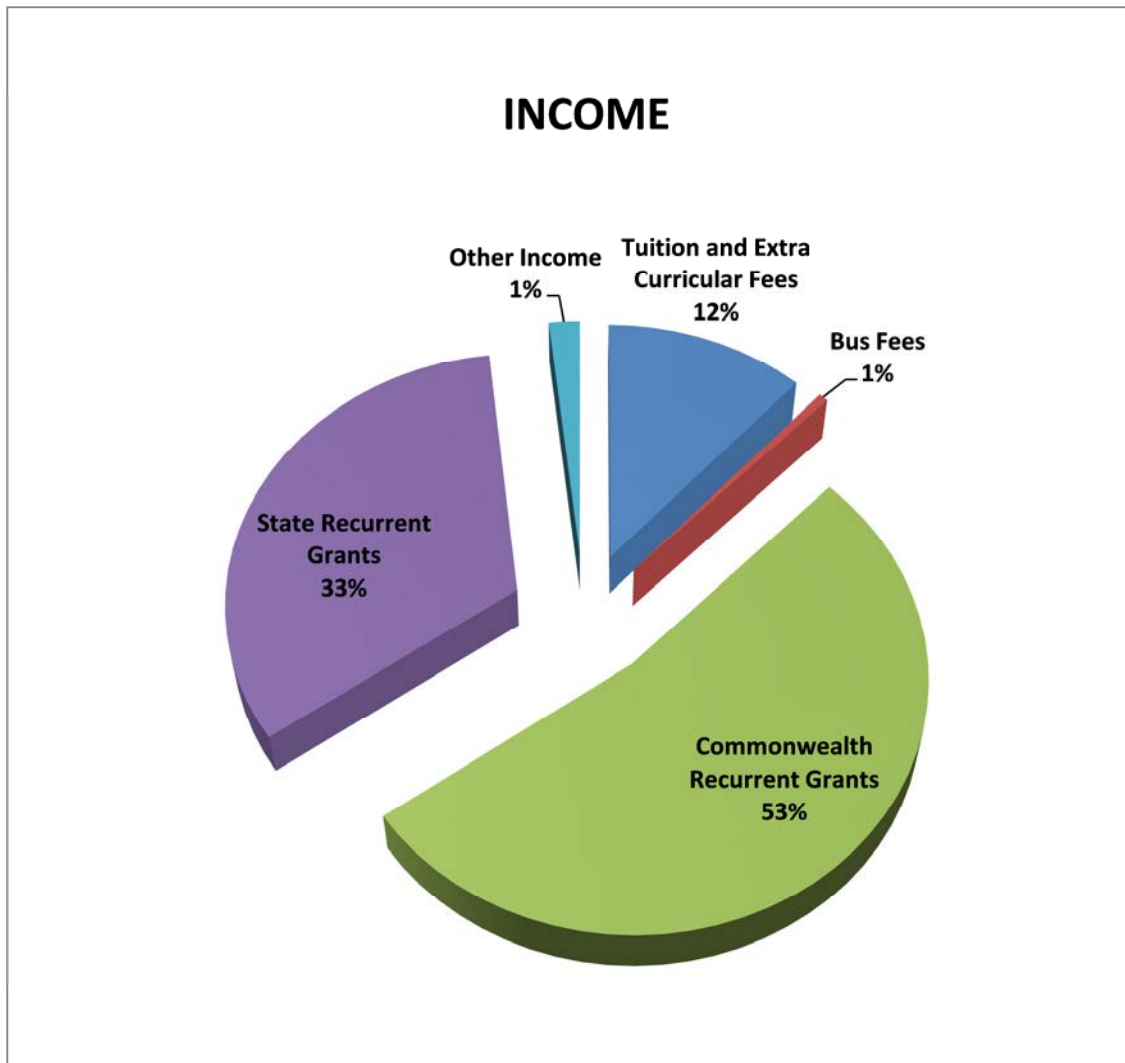
Our NAPLAN results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

School Assessments

We currently use a variety of school assessments that assist us with students' performance. That includes Running Records (reading assessment levels), First Steps, students' work and teacher anecdotal notes and assessment. We are also subscribed to ACER diagnostic tests in order to complement NAPALN results.

Finance:

INCOME	\$	%
Tuition and Extra Curricular Fees	\$ 1,081,414.00	12%
Bus Fees	\$ 51,774.00	1%
Commonwealth Recurrent Grants	\$ 4,873,150.00	53%
State Recurrent Grants	\$ 3,031,319.61	33%
Other Income	\$ 166,988.00	1%
Total Income	\$ 9,204,645.61	100%



EXPENDITURE	\$	%
Salaries and Related Expenditure	\$ 4,292,421.00	61%
Non Salary Expenses	\$ 2,703,794.00	39%
Total Expenditure	\$ 6,996,215.00	100%

