


ISLAMIC COLLEGE OF MELBOURNE

Faith - Knowledge - Success

REGISTRATION NO 2073

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	Contact Person	Dr Abdul M. Kamareddine (School Principal)



ANNUAL REPORT

2016

Principal's Foreword

Assalamualaikum Warahmatullah Wabarakatuh

Another outstanding year passes by and as we approach the end of the 2016 school year I look back and reflect on the great achievements and accomplishments we have enjoyed this year. 2016 witnessed the delivery of the College's new state of the art gymnasium. A gymnasium which is used on a daily basis by students and staff and caters for numerous College events and activities, such as daily prayer, staff professional development session and parent information evenings.

This year, plans have been finalised for the new senior village that will be ready for the secondary students in 2017. The senior village is an important step to segregate primary and secondary students and to provide more space and facilities for both junior and senior schools of the College. Also, the plans are already in place for the College's first Senior Block which is estimated to cost \$8.5 million dollars and will be one of the top senior buildings in any school in Victoria. No expense was spared in planning for this building that will provide our students with state of the art spaces, labs and equipment that will enhance their success and creativity.

Alhamdulillah, in 2016 we also received the approval from the VRQA for the 5-Year review that all Victorian schools go through and in addition to that, the College submitted its compliancy with all the child safe standards that were introduced this year. Furthermore, it is with great pleasure that I announce that the College has received approval for year 11 and senior secondary school which demonstrates the strong and positive relationship that ICOM has with the regulatory bodies. In line with that, the Islamic College of Melbourne continues its cooperation with the Department of Education for the best interest of the College and its community.

The College continues to put great emphasis on students' attendance and behaviour management as we believe that a high attendance rate and positive behaviour play key roles in ensuring the success of the College and its students.

In addition to Multicultural day, Footy day and Book character day held at the College in 2016, the Eid festival was an outstanding and successful event with the College community joining the students and staff in celebrating Eid Al-Adha on the College grounds.

Numeracy and literacy week, Special Ramadan program, Hajj week, Arabic week and science week were all great opportunities to increase the bond of students with the different subjects. In particular, and as the College prides itself on being an Islamic College, the students of ICOM enjoyed a lot of programs, activities and events that focused on Quran, Arabic and Islamic Studies. In particular, I mention here the Special Ramadan program, Hajj week, daily assembly, before and after school Quran Programs and much more, which were all a great success and helped the students feel the greatness of our beautiful religion.

Last but not least, sports had a major place at ICOM in 2016 with the Year 5, 7 & 9 camp, footy day, junior and senior athletic days, Bachar Houli cup, swimming, gymnastics and interschool sports in addition to the many sports-based excursions and incursions.

We continuously improve everything we do as we believe that we are all ICOM's lifelong learners.

Dr Abdul M. Kamareddine
College Principal

Governance

Our School Board as at 31 December, 2016 comprised of the following members:

- Mr. Khaled Ajaj: Chairman
- Mr. Midhat Bey: Deputy Chairman
- Mr. Abdul M. Kamareddine: Secretary
- Mr. Metin Yavuz: Treasurer
- Mr. Rabih Baytie: Executive Member
- Mr. Hammad Rana: Executive Member
- Mr. Fakhry Abubaker: Executive Member
- Mr. Muhammad Harun Abdullah: Executive Member
- Mr. Mohamad Kaddour: Executive Member

The School Board meets a minimum of four times a year.

School's Progress Towards Its Goals

- All staff were heavily involved in curriculum development in 2016 to align our curriculum with the standards of the Victorian Curriculum. Our amazing staff were successful in completing and updating all our term planners by the end of 2016 – excellent and wonderful team work mashallah.

- Our Curriculum design consists of three components: curriculum standards, pedagogy & assessments. We try our best to facilitate students learning and at the same time to develop a mechanism of monitoring their learning outcomes. For this purpose we subscribed to ACER's diagnostic tests from Year's 1 to 10 so that we have a valid and sound comparison with NAPLAN results. ACER diagnosing tests are conducted twice yearly: in March and September. Assessments and teachers' anecdotal notes are essential in monitoring students learning outcomes.

- We will continue with our Running Records Program for primary Prep – Year 6. This is conducted five times a year; at the beginning of Term One, then at the end of each term.

- Differentiation is an important aspect of our teaching. All teachers attend Professional Development PDs and they are required to develop individual learning plans (ILPs) for their students based on need.

- Our Senior secondary staff were heavily involved in writing the curriculum for VCE Year 11 so that we start our VCE program in 2017. Number of VCE subjects we plan to offer is twelve: English, Arabic, Maths Methods, General Maths, Chemistry, Biology, Physics, History, Computing, Legal Studies, Psychology and Business Management and Accounting.

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

- We offer unique Arabic, Quran and Religion curriculum. All our Quran and Arabic Classes are streamed according to students' abilities; and students' achievement is improving in those two areas alhamdulillah.

- More emphasis is given to students' wellbeing: spiritually and physically. The school participated in many excursions / incursions in order to boost our students learning experiences and to encourage their integration with the larger Australian community.

- We reduced the amount of paperwork used. Students' reports and the school's newsletter are uploaded on our school's website for the parents to access them from the Parents' Portal.

Future Outlook

- We will continue with targeted professional learning, reflecting on our school needs mainly in three areas: differentiation, ESL and Guided Reading for Years Prep to 6.
- Insha' Allah, we will try our best to improve students' learning outcomes and achieve better results in standardized tests such as NAPLAN. For this purpose we subscribed to ACER's diagnostic tests. However, we feel that there is a need for a software to track students' progress and we are considering SREAMS software for 2017.
- Professional Learning Teams were established 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 are planning to have a VCE / VASS coordinator for 2017 as it will witness the launching of our VCE program. We will also apply to have year 12 in 2018.
- Part of our vision and planning is to introduce a Secondary Accelerated Program (SAP) in 2017 to accommodate the high achieving students. We are initially thinking of including four learning areas in this program: English, Maths, Science and Humanities.
- 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 and Information and Resource Centre. Our school will also contribute to the construction of Butterfly Boulevard around the school. It is hoped that 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 11. The table below shows student enrolments in 2016:

Total Enrolment	Girls	Boys	Enrolment continuity (Feb 2016 - Dec 2016)
860	480	380	91.4%

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 2016

Year Level	Average Class Size
Prep – Y3	28
Y4 – 6	28
Y7 – 10	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents (Students)
Short Suspensions 1 – 5 days	39
Long Suspensions 6 – 20 days	0
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
- Work experience placements
- Quran and Islamic Studies Competitions
- Differentiated teaching across the school

Extra Curriculum Activities

- Excursion/ Camping programs
- Visual Arts program
- Speech Competition
- National numeracy and literacy week activities
- Arabic week activities
- Special Ramadan Program
- Hajj week
- Science week activities
- Speech Competition
- Camps
- Footy day
- Junior and senior athletic days
- Bachar Houli cup
- Swimming
- Gymnastics and 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. We are proud to have a strong behaviour policy which promotes a friendly and safe environment. Our behaviour policy does not only focus on punishment but also on rewarding and promoting the good behaviour. We also educate our students on bullying issues and we are very strict in dealing with bullying incidents.

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 also encouraged to participate in different school activities. Invitations are issued for Open Day celebrations, school parties and gatherings. Teachers conduct Parent Information Sessions

and/or interviews throughout 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:

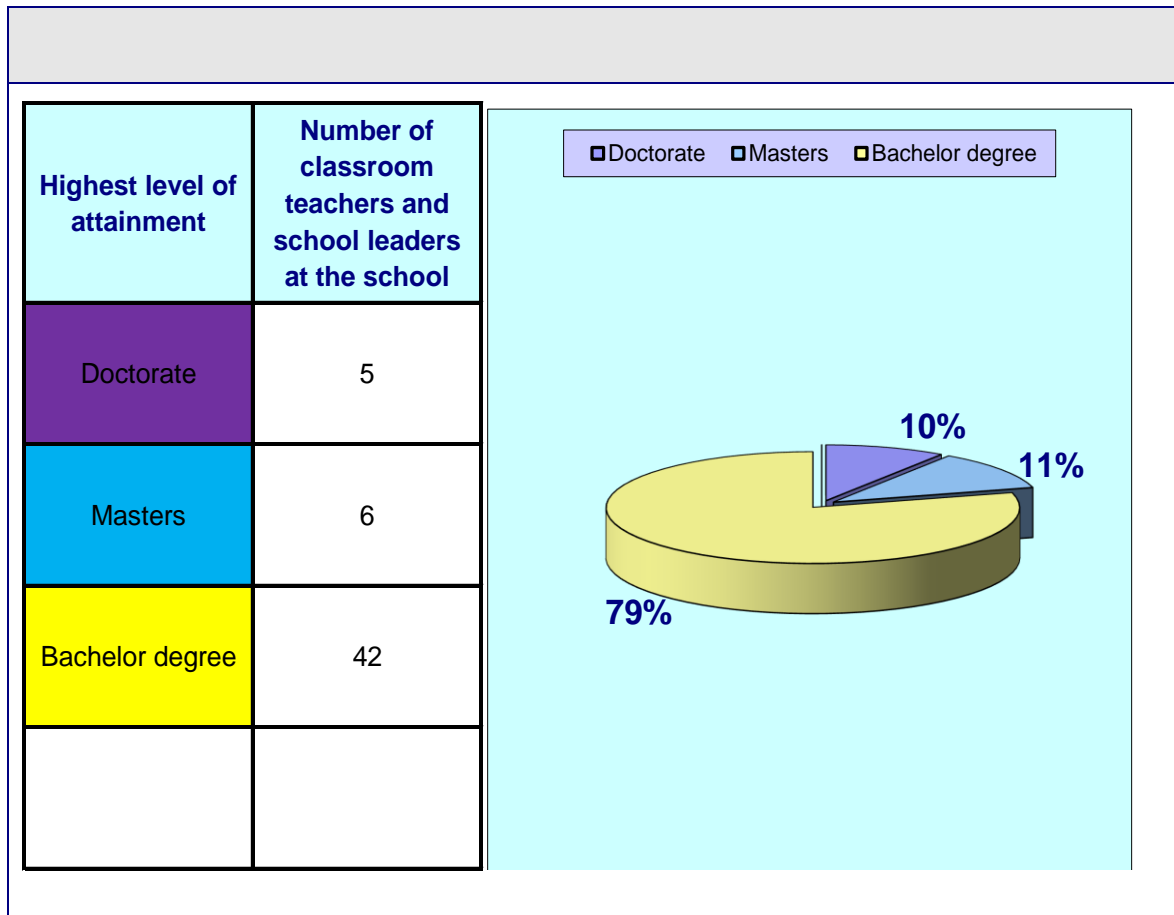
- Parent/teacher information sessions and interviews
- Our school's website
- Our school's newsletter
- Through sending memo's and letters
- Individual appointments
- Different school functions and events

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	53	31	0
Full-time equivalents	51.6	29.2	0

Qualifications of teaching staff



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2016 was approximately \$34,559.11

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 95.3% in 2016.

Proportion of staff retained from the previous school year.

From the end of the previous school year 96.7% of staff was retained by the school for the entire 2016 school year.

Staff Professional Development

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

A. External Individual Staff PDs:

- SPELD – Victoria’s teacher training course
- Understanding and implementing the Vic. Curriculum
- Joomla
- Fountas & Pinnell Open Forum
- Literacy Intervention
- Students with Disabilities Briefing
- Build an Eclectic Whole School Model of Discipline and Behaviour Management
- Discovery – Australian Physical, Health and Sport Education Conference
- Debating Teacher Inservice
- Maintaining Best Practice in Career Counselling in Schools
- Effectively Managing Very Difficult Students
- Tour of CBS Libraries
- Project Zero: Leading, Learning and Thinking Conference
- Masterful Leadership Communication
- Creative Approaches to Teaching Mathematics within the Vic. Curriculum
- Stress and Trauma in Young Children
- Using Specific Tasks to Incorporate Problem Solving and Reasoning to Enhance Learning in the Secondary Years
- PRT Seminar
- IPAD: The intersection of Pedagogy and Technology
- Levelled Literacy Intervention Network Meeting
- Mind Matters
- VRQA Child Safe Standards Information Session
- Lindcombe Program
- How to Differentiate Literacy
- Practical Strategies to make Learning Languages Effective and Enjoyable
- Implementing the new Victorian Curriculum
- Sir John Jones – Sharing his Eight Pillars of Leading Effective Teaching and Learning
- Making it Matter
- Developing Critical Literacy in Students: Skills for researching, critical thinking and citing resources

- Working with Children in Counselling
- Understanding and Promoting the Mental Health and Wellbeing of Young People
- Words their Way
- PACFA Mental Health Training
- Special Needs Education
- Mental Health and Wellbeing Conference
- STAV Labtech Conference
- Coding for Beginners
- Understanding Dyslexia: Assessment and Intervention Workshop
- Allergy Diagnosis & Management
- Practical and Effective Strategies to Thrive as a Year Level Coordinator
- Let's Talk about Sounds – Speech Sound Development and Sound Awareness in Early Years
- Verifying the Correct Use of Adrenaline Autoinjector
- VCE Computing Assessment Workshop
- eSMART Training
- CASEA Training
- Training the Trainer: CASEA Program
- Turning Behaviour Around
- Enrich Learning with Envision Maths
- Developing Curriculum for High Achievers
- Management of School Age Stuttering
- Pedagogy of ICT Integration
- SMART Spelling
- Positive Behaviour Management in your Classroom
- A Head Start to VCE Computing
- An Introduction to Coding and Digital Curriculum
- NAPLAN Workshop

B. Whole staff PDs:

Date	Name of PD	Delivered by
27/1/16	Staff orientation and induction	Dr Abdul M. Kamareddine
27/1/16	ICOM Behaviour Policy	Mr Omar Lahham
27/1/16	ICOM Curriculum Update	Dr Mahmoud Eid
28/1/16	ICOM Curriculum (Daily/Weekly Planners)	Dr Mahmoud Eid and Mrs Bushra Khateeb
28/1/16	Introduction to Words Their Way	Ms Linda McIntyre
30/1/16	First Aid Training	Emergency First Aid
4/2/16	Introduction to Dojo	Mrs Mayla Ajaj

18/2/16	Appraisal Policy and Procedure Update	Dr Mahmoud Eid
18/2/16	Introduction to Curriculum Organiser	Dr Mahmoud Eid
3/3/16	Basic Knowledge of Islam	Sheikh Ajwad Hashim
	Protecting Children – Mandatory Reporting and other Obligations	Dept. of Education (eLearning Module)
18/3/16	ACER Testing Analysis	Dr Mahmoud Eid
11/4/16	Words Their Way	Cheryl
11/4/16	Reading Eggs and Mathletics	Lauren
11/4/16	Classroom Management	Jenny MacKay
11/4/16	Differences between Australian Curriculum & Victorian Curriculum	Dr Mahmoud Eid
14/4/16	ICOM's Pedagogical Framework - non-negotiable practice	Mrs Bushra Khateeb
28/4/16	Differentiation Part 1	Dr Mahmoud Eid
10/5/16	Cars and Stars Information Session	Lyn Keating
12/5/16	Differentiation Part 2	Dr Mahmoud Eid
26/5/16	Reporting	Dr Mahmoud Eid
10/6/16	Victorian Curriculum	Dr Mahmoud Eid
24/6/16	ICOM Policies	Dr Mahmoud Eid
24/6/16	Students with Special Needs	Dr Ian Lillico
11/7/16	CASEA	Royal Children's Hospital
14/7/16	ICOM Policies and Strategic Planning	Dr Mahmoud Eid
4/8/16	Implementation of Child Safety Standards	Dr Mahmoud Eid
11/8/16	Implementation of Child Safety Standards (Part 2)	Dr Mahmoud Eid
25/8/16	Implementation of Child Safety Standards (Part 3)	Dr Mahmoud Eid
5/9/16	NAPLAN Analysis	Dr Mahmoud Eid
3/10/16	The Intersection of Pedagogy and Technology	Andrew Douch
17/11/16	Reporting	Mrs Bushra Khateeb (Prim.) Dr Mahmoud Eid (Sec.)

Student Attendance - 2016

The average attendance rate for the whole school as a percentage in 2016 was 93.73%.

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	Year 10
93.06%	93.82 %	93.24 %	93.98 %	94.41 %	94.14 %	94.27%	93.63 %	92.13%	94.64 %	94.30 %

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 2016. Below is a list of most of those activities:

- 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.
- Eid festival was held after Ramadan – all community member were invited to participate
- Footy day was held for whole school
- Umrah Trip – Selected students and teachers travelled to the most holy of lands (Makkah & Madina) and engaged in a life changing experience performing Umrah
- Quran completion was held during Ramadan and students were awarded monetary prizes for memorising short verses and Suras from the Quran.
- Swimming was held in Term 4, to increase students swimming abilities and learn about water safety.
- 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.
- Character Day – held at the end of Literacy/Numeracy week encouraging students to dress up as their favourite book character for the day.
- Student Iftar – the SRC organised the student iftar for all students & staff in Secondary School
- Life Education Incursion – This incursion is tailored for the students in Primary and focus on issues around food and nutrition, personal safety, physical activity, cyber safety, safety with medicine and legal drugs; tobacco, alcohol and caffeine.
- Multicultural Day - Students and staff dressed up in their chosen countries traditional outfits and decorated their classes to celebrate multiculturalism in Australia.
- School Camp - Secondary students went on a school camp. School camps taught students independence, built stronger relationships with each other and provided them with life skills, in addition to creating unforgettable memories.

- Transition Day - A transition program was organised in the school gym for our current Year 6 to Year 10 students. Students were briefed on the college expectations, changes made on policies and 2017 curriculum matters
- School Concert - all the students performed for their parents and the rest of the ICOM community

Satisfaction Surveys

In 2016, 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.
- Students enjoy being at school.
- This school has high standards of student behaviour.
- Students receive help from teachers when they experience difficulty
- Teachers at this school care about how their students are going.
- Students 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:

- Students are encouraged to achieve to the best of his/her ability.
- Their child/children enjoy being at school.
- The school values the role of parents in the educational process.
- The school assists with the development of their child's/children's personal and social skills.
- The school encourages achievement across a broad range of areas.
- Parents and students are given opportunities to have a say about this school
- The school emphasises community values.

Staff Satisfaction:

Staff Identified the following strengths of the school:

- Leaders are approachable and open to suggestions.
- Staff are recognised for their efforts.
- Staff morale is very high.
- Staff have opportunities for input into school decisions.
- Teachers frequently discuss and share teaching methods and strategies for improvement.
- Staff at this school have the support of the school's administration in performing their work.
- Staff are happy with the quality of feedback on my work performance.

Summary Report - NAPLAN TESTING

Student performance against National Benchmarks for NAPLAN Test 2012, 2013, 2014, 2015 & 2016

Percentage of students **Above, AT & BELOW** National Minimum Standards

AREA	Year 3														
	2012 %			2013 %			2014 %			2015 %			2016 %		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading	86	10	3	86	12	2	78	18	5	86	8	6	87	13	0
Writing	96	0	4	96	2	2	94	6	0	96	4	0	99	1	0
Spelling	88	8	4	91	5	4	86	12	2	80	17	3	93	7	0
Punctuation & Grammar	77	20	0	77	14	9	86	9	5	83	14	3	94	4	2
Numeracy	76	20	3	77	14	9	80	19	1	65	26	9	88	11	1

AREA	Year 5														
	2012			2013			2014			2015			2016		
	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	85	13	2
Writing	88	0	4	94	4	2	84	14	2	93	7	0	89	11	0
Spelling	94	8	4	92	8	0	88	7	5	96	2	2	91	8	1
Punctuation & Grammar	76	20	0	90	6	4	75	16	9	85	11	4	90	9	1
Numeracy	76	20	3	75	21	4	77	20	4	85	15	0	85	11	4

AREA	Year 7														
	2012			2013			2014			2015			2016		
	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	72	22	6
Writing				82	18	0	73	24	2	72	25	3	70	28	2
Spelling				93	7	0	93	7	0	79	17	4	88	10	2
Punctuation & Grammar				75	18	7	73	24	2	91	9	0	80	17	3
Numeracy				93	7	0	90	10	0	91	9	0	86	14	0

AREA	Year 9														
	2012			2013			2014			2015			2016		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
Reading										72	20	8	62	28	10
Writing										48	28	24	59	33	8
Spelling										60	20	20	82	18	0
Punctuation & Grammar										64	24	12	64	23	13
Numeracy										92	8	0	87	13	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 regular basis
- Purchasing more resources to improve literacy and numeracy learning outcomes
- Enhancing teachers' pedagogical 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
- Most of our classes have a support teacher to assist the class teacher with the low achieving students

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/>.

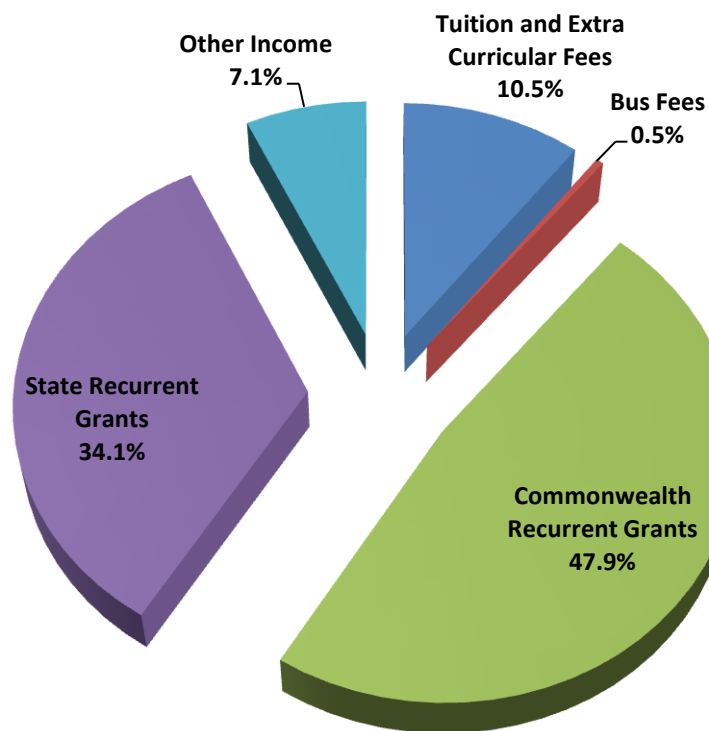
School Assessments

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 also subscribed to ACER diagnostic tests in order to complement NAPLAN results. In secondary, teachers conduct mid-term and end of term tests to check on students understanding and achievement

Finance:

INCOME	\$	%
Tuition and Extra Curricular Fees	\$ 1,319,682.56	10.5%
Bus Fees	\$ 57,230.02	0.5%
Commonwealth Recurrent Grants	\$ 6,020,139.00	47.9%
State Recurrent Grants	\$ 4,281,971.00	34.1%
Other Income	\$ 887,747.42	7.1%
Total Income	\$ 12,566,770.00	100.0%

INCOME



EXPENSES		\$	%
Salaries and Related Expenditure	\$	6,172,434.00	56.2%
Non Salary Expenses	\$	4,809,402.00	43.8%
Total Expenditure	\$	10,981,836.00	100.0%

