2015 ANNUAL REPORT

A co-educational school in the Islamic tradition
ABN 18 253 453 361
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2015 has been another year of growth and great advancement for Ilim College. As part of becoming a multi campus school we have ensured our organisational, leadership and management structures support our growth and current practices to ensure we are responsive to the expansion demands and importantly meet the needs of all our students and our contemporary learning environments of schooling.

Ilim College has proudly continued to provide quality academic, spiritual, cultural, sporting and social experiences with very pleasing outcomes. Increased opportunities for building teacher capacity and professional development through collaboration and strengthening our professional learning teams has allowed us to add to the quality of all our staff, support them with all their teaching needs and demands.

Our VCE outcomes are testament to this advancement with 100% entry to tertiary through our VCAL program as well and our highest ATAR scores achieved with 4 students Premiere’s VCE awards in English, Psychology and Turkish. Our NAPLAN outcome trends have also further increased from the past year.

Adapting to change has ensured a fresh approach in 2015 and marked the year of updating our mission and vision to reflect our future aspirations and ambitions, looking forward to many more successes.

Financial resourcing in the form of grants and student fees has ensured update of all electronic communication, IT infrastructure, iPad’s for all teachers and additional iPad’s for all primary classrooms as well as updating all electronic boards and projectors in classrooms and an update to the existing IT lab.

We will continue our commitment in offering quality teaching and learning which draws on pedagogical practice that is data informed, evidence based and aligned with the Australian Curriculum.
Mission

Ilim College fosters an environment where each student can explore his or her individual potential for academic excellence and personal achievement, while incorporating the tents of Islam into their everyday learning experiences.

Vision

Ilim College has set goals that will enhance its mission and firmly connect it to be the wider Australian community.

We aim to:

• Be innovative and responsive to the contemporary world through exploration and adoption of educational strategies that enhance teaching and learning

• Build a closer educational partnership between parents, teachers and students. We seek to have parents closely involved in every facet of their child’s education and collectively demonstrates Ilim College values

• Meet the individual learning and development needs of each student. Every student deserves to be taught in a way that enables them to reach their potential in whichever area/s they excel

• Use contemporary teaching tools and methods to better integrate Islam into our curriculum and co-curricular activities. We aim to enable our students to explore their understanding and practice of Islam and how they connect with it beyond the classroom and as part of Australian society

• Naturally connect to the wider Australian community. We are taking on leadership projects, conducting community conversations, and joining programs that enable the community and the College to learn more about each other in a cooperative, mutually beneficial environment.
**Characteristics Student Body**

Ilim College offers education from Prep through to Year 12 across four campuses. Two co-educational primary campuses, one located at 30 Inverloch Cres Dallas and the second at 48 Box Forest Road Glenroy from Prep to Year 6. The Boys campus serves from year 7-11 and is located at 26 Kiewa Cres. The Girls campus serves from year 7-11 girls only and co-ed at year 12 which is located at 30 Inverloch Cres. In total the school has 1,872 students and is rapidly growing to meet the increasing demand. Ilim College has students predominantly from Arabic and Turkish backgrounds and up to 43 different nationalities represented across its campuses.

**Teacher Standards and Qualifications**

All teachers at Ilim College are registered with the Victorian Institute of Teaching (VIT). 5 teachers hold a doctorate degree and 30% have completed a Masters degree as well as various post graduate studies as well as additional qualifications.

**Workforce Population & Composition**

The workforce composition consists of employees from diverse backgrounds to cater for the needs of our students from many different ethnic backgrounds.

- Male Teaching Staff: 52
- Female Teaching Staff: 134
- Male Non-Teaching Staff: 32
- Female Non-Teaching Staff: 39
- **Total Staff: 257**

**Whole School Community Satisfaction**

Ilim College has conducted student surveys and focus groups in secondary to gauge student satisfaction and directly address any student issues as well as teacher satisfaction and learning surveys. In addition, the college has appointed parent engagement officers for each campus to ensure more parents engage in school events and their child’s education through connecting with them as same year level parents. Parent engagement officers have assisted in addressing any issues and work with the leadership team to validate their children’s learning journey and provide valuable insight and feedback to assist with future developments. The overall pattern of responses has been of high satisfaction and we look forward to this being validated with lead survey data as part of our two year cycle next year. Strong student growth and increased enrolments is also another indication of school satisfaction.
Participating in Professional Learning

Professional Learning at Ilim College is in accordance with VIT registration requirements and is a priority for all teaching staff in terms of maintaining and improving the teaching & learning. Staff attended various sessions from the providers below:

Centre for Strategic Action
Kmetrics on behalf of VCAA
Education Events Pty Limited
Ticking Mind Professional Development
On Demand New Users
Educational Measurement Specialist Metrics
HPE department
Ivanhoe Professional Learning
Orygen Child and Youth
Independent School of Victoria
HTAV History Teachers Association of Victoria
Amaze (Autism Victoria)
Speech Pathology
eSmart
Tatra Health and Allied Health Training Services
Independent Schools of Victoria
Ivanhoe Grammar Professional Learning
THRASS Institute
Planning for an iPad Program
Teachers New to VCE History
Educating & Managing Boys
Happy Days in the Languages Classroom
Assessing Arabic Oral Exam
Chemistry Education Association Lectures
Teaching & Supporting Students with Special Needs
Introduction to Levelled Literacy Intervention
Planning for an iPad Program
Australian Curriculum - Implementing Languages
Union Representative Training
Flipping the Classroom in Mathematics & Science
CPR First Aid
Critical Agendas Pty Ltd
DEECD/NMR VCAL Network
Victorian Applied Learners Association (VALA)
NMR VCAL Network
VCAL Professional Learning Network
Access Education

Mathematical Association of Victoria (MAV)
ISV by Dr Mauri Hamilton
Positive partnerships - Autism Spectrum
Critical Agendas
Hub partner well being team
ADAVIC
Boroondara - School Focused Youth Service
School Focused Youth Service
The Hume Youth Commitment
Positive Partnerships
Critical Agendas
Introduction to Autism
Mandatory Reporting
Anaphylaxis Briefing
KidsMatter – Component 2
Differentiation and Teaching Students with Down Syndrome
Moral and Ethical basis of Leadership
SKIPS Mental Health Program
Developing ILP’s with SMART goals
Genre Writing through Oral Language modelling sessions in Grades 2 to 6
Nationally Consistent Collection of Data for Students with a Disability
Classroom Promotion of Oral Language
Teaching Strategies for Measurement & Geometry Working with Challenging Children by Bill Rogers
Leadership Skills for Coordinators
How to Best Adapt current year 10 & 11 English
Inviting Open Spaces - Play
Guiding Reading in the Lower Years
Managing Difficult Conversations
Public Speaking
CPOL – Oral Language
The Australian Council for Health, Physical Education and Recreation Inc. (ACHPER)
Hawker Brownlow Education
**VCE Outcomes**

100% of students successfully completed VCE - 100% of students successfully completed VCAL

**Tertiary Providers**

**Courses**

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>15.8%</td>
</tr>
<tr>
<td>Health</td>
<td>17.5%</td>
</tr>
<tr>
<td>Arts</td>
<td>17.5%</td>
</tr>
<tr>
<td>Nursing</td>
<td>3.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>12.3%</td>
</tr>
<tr>
<td>Law</td>
<td>3.5%</td>
</tr>
<tr>
<td>Science</td>
<td>15.8%</td>
</tr>
<tr>
<td>Business</td>
<td>8.8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>3.5%</td>
</tr>
<tr>
<td>IT</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
2014 Student Outcomes
The data from the NAPLAN assessments gives the College the ability to compare our student’s achievements against the national standards and children in other states of Australia. NAPLAN is an important data source Ilm College uses to monitor student outcomes in order to ensure the programs and teaching methods meet the students’ needs.

Year 3
97% of students met national reading benchmarks
89% of student met national writing benchmarks
97% of students met national spelling benchmarks
97% of students met national grammar & punctuation benchmarks
98% of students met national numeracy benchmarks

Year 5
95% of students met national reading benchmarks
100% of student met national writing benchmarks
100% of students met national spelling benchmarks
97% of students met national grammar & punctuation benchmarks
98% of students met national numeracy benchmarks

Year 7
96% of students met national reading benchmarks
98% of students met national writing benchmarks
98% of students met national spelling benchmarks
96% of students met national grammar & punctuation benchmarks
99% of students met national numeracy benchmarks

Year 9
94% of students met national reading benchmarks
84% of students met national writing benchmarks
95% of students met national spelling benchmarks
86% of students met national grammar & punctuation benchmarks
97% of students met national numeracy benchmarks
2015 Student Outcomes

Year 3
93% of students met national reading benchmarks
100% of students met national writing benchmarks
98% of students met national spelling benchmarks
99% of students met national grammar & punctuation benchmarks
92% of students met national numeracy benchmarks

Year 5
91% of students met national reading benchmarks
97% of students met national writing benchmarks
95% of students met national spelling benchmarks
90% of students met national grammar & punctuation benchmarks
99% of students met national numeracy benchmarks

Year 7
99% of students met national reading benchmarks
97% of students met national writing benchmarks
98% of students met national spelling benchmarks
96% of students met national grammar & punctuation benchmarks
99% of students met national numeracy benchmarks

Year 9
100% of students met national reading benchmarks
88% of students met national writing benchmarks
97% of students met national spelling benchmarks
96% of students met national grammar & punctuation benchmarks
100% of students met national numeracy benchmark
Student Attendance

Student attendance is collected at the beginning of each period throughout the school day both in Primary and Secondary Departments. The attendance is recorded electronically with use of desktop computers in the Primary Department and iPads in Secondary. When a child is marked absent in morning homeroom an SMS is generated and sent to parents to obtain the reason of the students’ absence. If a reply is not received from the parent the homeroom teachers will contact the parents.
Glenroy Campus Attendance %

Prep | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6
--- | --- | --- | --- | --- | --- | ---
90% | 90% | 90% | 90% | 90% | 90% | 90%
### Financial Performance

<table>
<thead>
<tr>
<th>Recurrent Income</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>4,157,267.00</td>
<td>14%</td>
</tr>
<tr>
<td>State Gov. Recurrent Grant</td>
<td>7,069,396.00</td>
<td>25%</td>
</tr>
<tr>
<td>Federal Gov. Recurrent Grants &amp; Other Grants</td>
<td>16,097,709.00</td>
<td>56%</td>
</tr>
<tr>
<td>Other Income</td>
<td>1,388,105.00</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Recurrent Income</strong></td>
<td><strong>28,712,477.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Recurrent Income Chart

- **School Fees** (14%)
- **State Gov. Recurrent Grant** (25%)
- **Federal Gov. Recurrent Grants & Other Grants** (56%)
- **Other Income** (5%)
### Recurrent Expenditure

<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$14,533,255.00</td>
<td>67%</td>
</tr>
<tr>
<td>Super &amp; WorkCover, Staff Training &amp; Amenities</td>
<td>$1,568,373.00</td>
<td>7%</td>
</tr>
<tr>
<td>Building &amp; Rent</td>
<td>$1,146,110.00</td>
<td>5%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$878,764.00</td>
<td>4%</td>
</tr>
<tr>
<td>Operational &amp; Other Expense</td>
<td>$3,726,265.00</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
<td><strong>$21,852,767.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

![Pie chart showing the distribution of recurrent expenditure]