



Ilim College of Australia
Advance through Knowledge

2015 ANNUAL REPORT

A co-educational school in the Islamic tradition
ABN 18 253 453 361

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Principal's Message

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 tenets 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

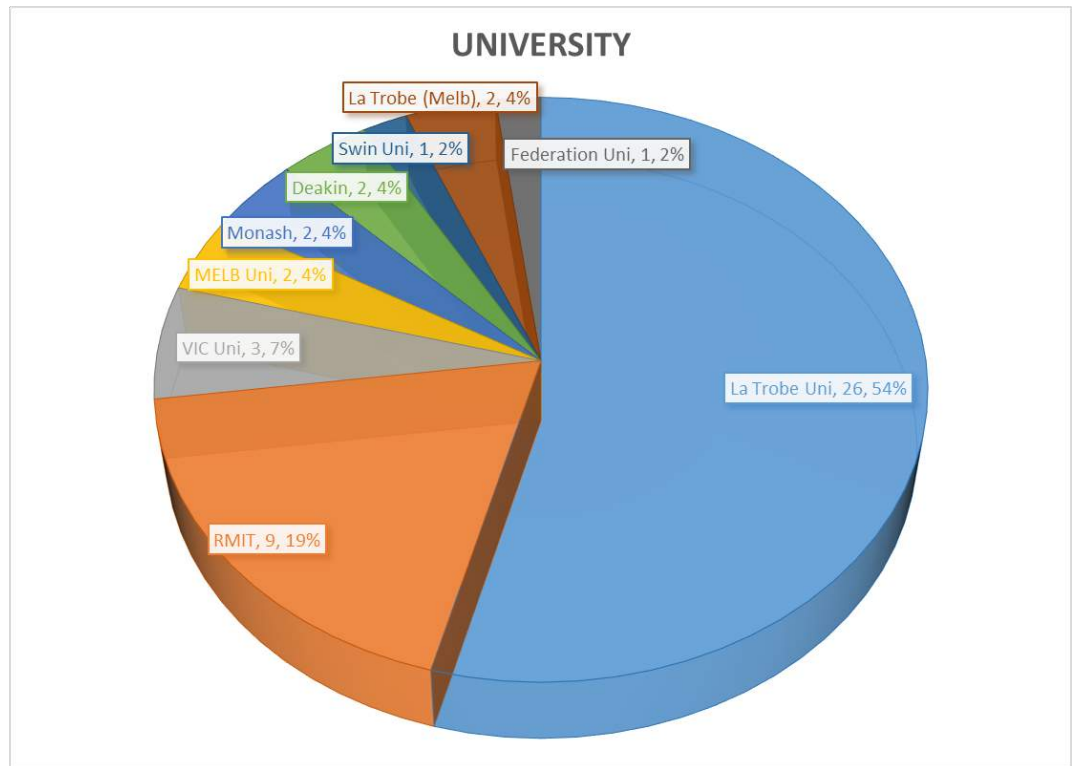
Professional Learning at Ilim College is in accordance with VIT registration requirements and is a priority for all teaching staff in terms of maintaining and improving the teaching & learning. Staff attended various sessions from the providers below:

Centre for Strategic Action	Mathematical Association of Victoria (MAV)
Kmetrics on behalf of VCAA	ISV by Dr Mauri Hamilton
Education Events Pty Limited	Positive partnerships - Autism Spectrum
Ticking Mind Professional Development	Critical Agendas
On Demand New Users	Hub partner well being team
Educational Measurement Specialist Metrics	ADAVIC
HPE department	Boroondara - School Focused Youth Service
Ivanhoe Professional Learning	School Focused Youth Service
Orygen Child and Youth	The Hume Youth Commitment
Independent School of Victoria	Positive Partnerships
HTAV History Teachers Association of Victoria	Critical Agendas
Amaze (Autism Victoria)	Introduction to Autism
Speech Pathology	Mandatory Reporting
eSmart	Anaphylaxis Briefing
Tatra Health and Allied Health Training Services	KidsMatter – Component 2
Independent Schools of Victoria	Differentiation and Teaching Students with Down Syndrome
Ivanhoe Grammar Professional Learning	Moral and Ethical basis of Leadership
THRASS Institute	SKIPS Mental Health Program
Planning for an iPad Program	Developing ILP's with SMART goals
Teachers New to VCE History	Genre Writing through Oral Language modelling sessions in Grades 2 to 6
Educating & Managing Boys	Nationally Consistent Collection of Data for Students with a Disability
Happy Days in the Languages Classroom	Classroom Promotion of Oral Language
Assessing Arabic Oral Exam	Teaching Strategies for Measurement & Geometry Working with Challenging Children by Bill Rogers
Chemistry Education Association Lectures	Leadership Skills for Coordinators
Teaching & Supporting Students with Special Needs	How to Best Adapt current year 10 & 11 English
Introduction to Levelled Literacy Intervention	Inviting Open Spaces - Play
Planning for an iPad Program	Guiding Reading in the Lower Years
Australian Curriculum - Implementing Languages	Managing Difficult Conversations
Union Representative Training	Public Speaking
Flipping the Classroom in Mathematics & Science	CPOL – Oral Language
CPR First Aid	The Australian Council for Health, Physical Education and Recreation Inc. (ACHPER)
Critical Agendas Pty Ltd	Hawker Brownlow Education
DEECD/NMR VCAL Network	
Victorian Applied Learners Association (VALA)	
NMR VCAL Network	
VCAL Professional Learning Network	
Access Education	

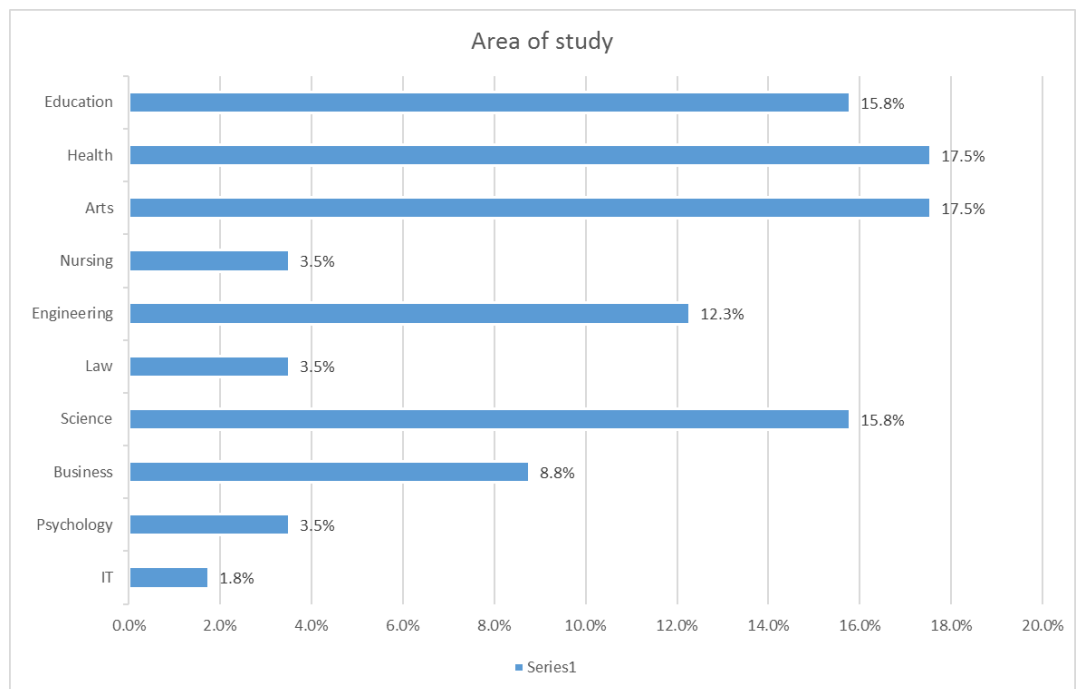
VCE Outcomes

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

Tertiary Providers



Courses



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 Ilim 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

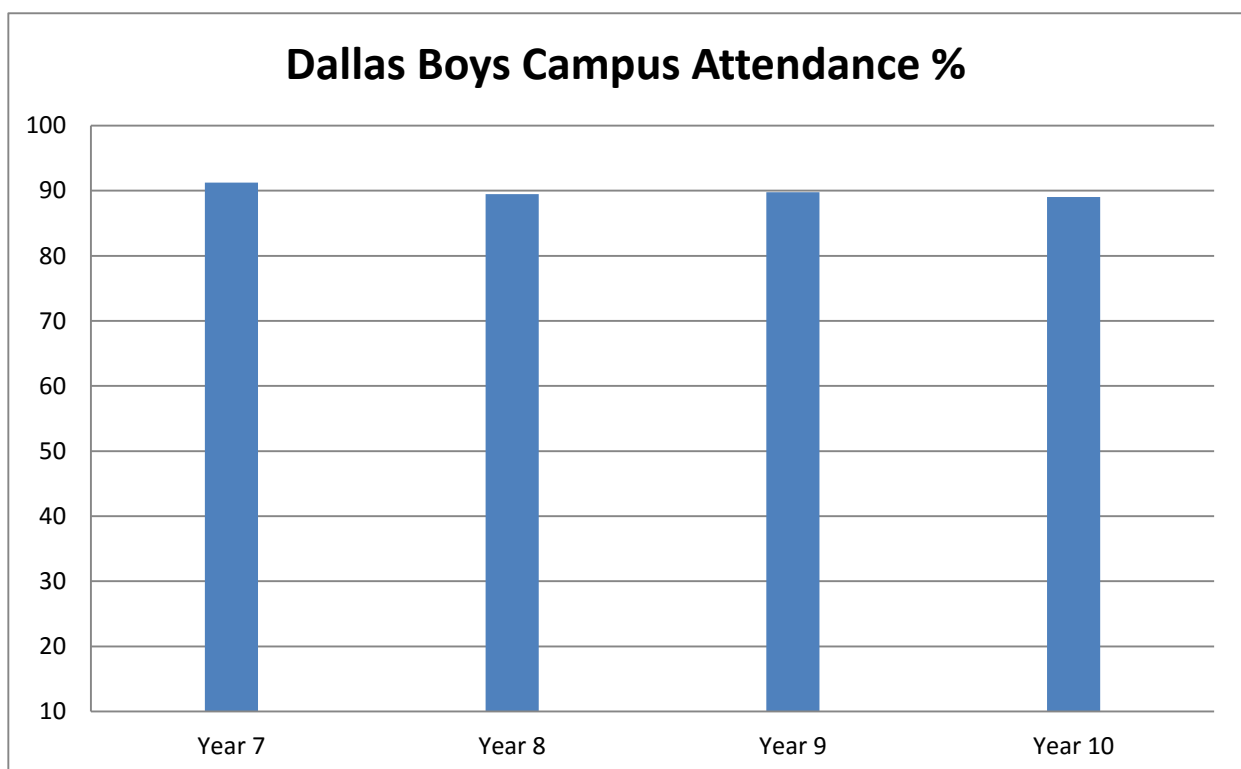
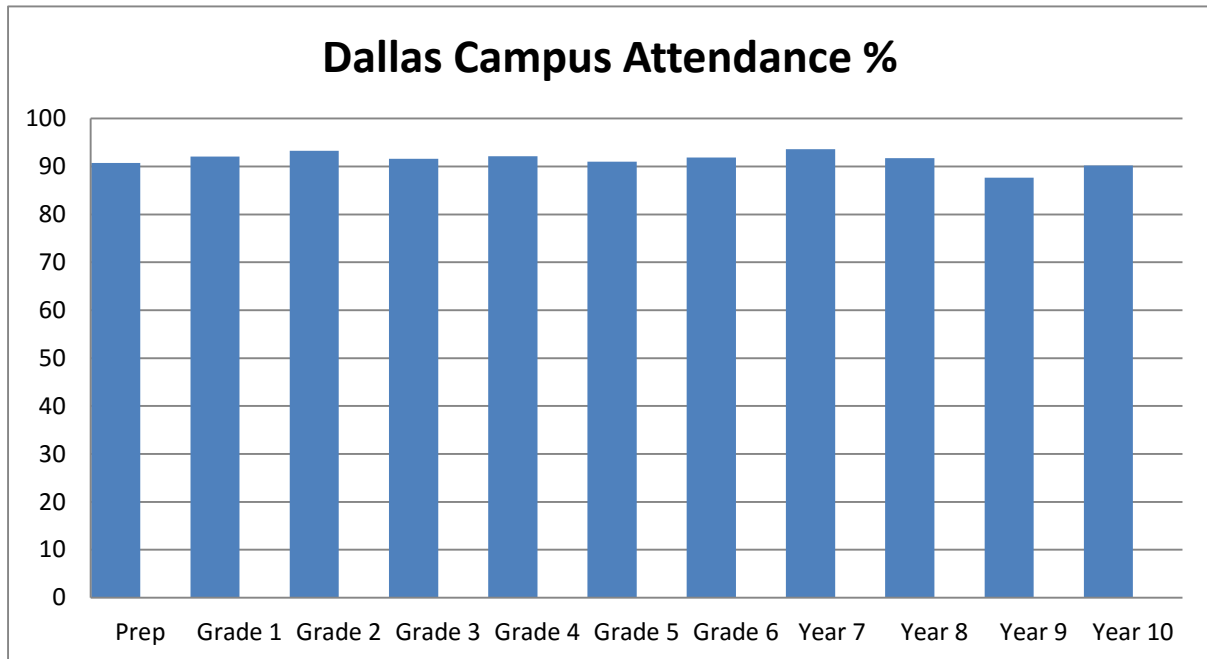
- 99% of students met national reading benchmarks
- 97% of students met national writing benchmarks
- 98% of students met national spelling benchmarks
- 96% of students met national grammar & punctuation benchmarks
- 99% of students met national numeracy benchmarks

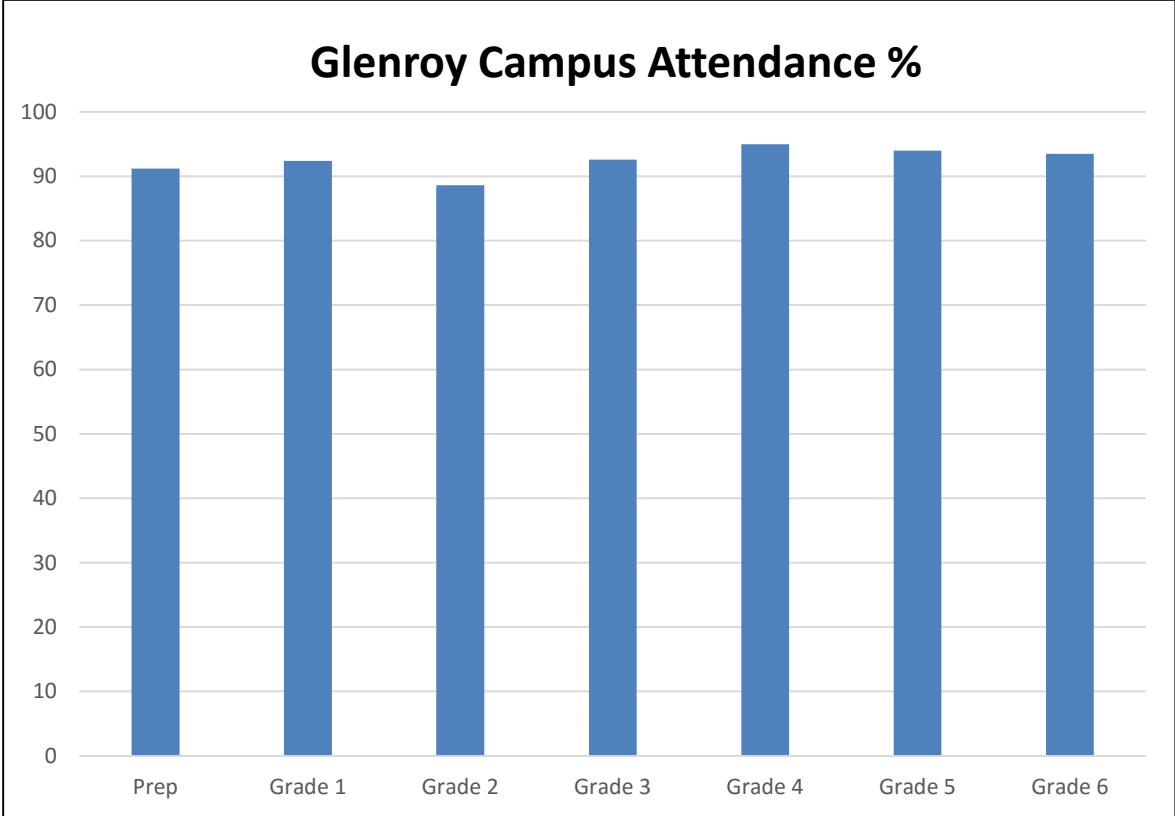
Year 9

- 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

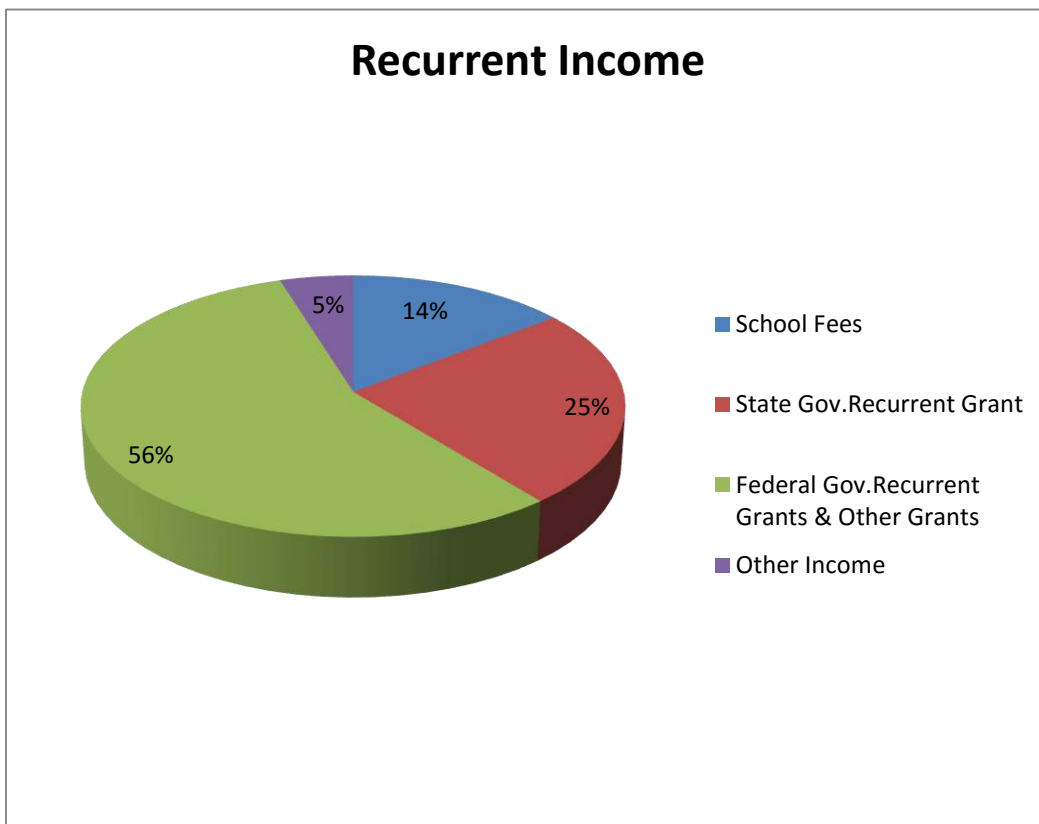
Student attendance is collected at the beginning of each period throughout the school day both in Primary and Secondary Departments. The attendance is recorded electronically with use of desktop computers in the Primary Department and iPads in Secondary. When a child is marked absent in morning homeroom 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.





Financial Performance

Recurrent Income	\$	%
School Fees	\$ 4,157,267.00	14%
State Gov. Recurrent Grant	\$ 7,069,396.00	25%
Federal Gov. Recurrent Grants & Other Grants	\$ 16,097,709.00	56%
Other Income	\$ 1,388,105.00	5%
Total Recurrent Income	\$ 28,712,477.00	100%



Recurrent Expenditure	\$	%
Salaries	\$ 14,533,255.00	67%
Super & WorkCover, Staff Training & Amenities	\$ 1,568,373.00	7%
Building & Rent	\$ 1,146,110.00	5%
Depreciation	\$ 878,764.00	4%
Operational & Other Expense	\$ 3,726,265.00	17%
Total Recurrent Expenditure	\$ 21,852,767.00	100%

