



Ilim College  
Est. 1995

Strategic Plan  
2019—2023

Dream.  
Believe.  
Achieve



# Our history



# informs our future

In 1994, a group of visionary migrant Turkish volunteers from Milli Görüş, currently known as Islamic Community Milli Görüş, purchased a dilapidated Boys Technical College in Dallas, Victoria. They unlocked the gates at 30 Inverloch Crescent, with a vision to serve the community and an understanding that education was the only path to raise successful youth. In 1995, after endless months of labouring, fundraising and volunteering, they founded a school with 45 students which was known as Islamic College North Western Region. An Independent Islamic School for students in its first year of establishment in the northern suburbs of Melbourne became Ilim College in 2000.

What seemed like a humble beginning was merely a vision to serve the needs of their community, their children, and the future generations. They could never have imagined the Ilim College of today – a place of belonging, a place of faith, a place of opportunity and a place of learning; a coeducational, multi-campus institution with a student population of more than 2,500 spread across four campuses.

Today, we anticipate that the Ilim College alumni will leave with a strong connection to community, a sense of identity, informed Muslim ideals and values that will allow them to contribute positively to their local community and beyond. We envision that they will have the confidence and skills to stand against any injustice, and innovate new solutions to global problems as proud Australian citizens with integrity within communities.



— 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 —

Our mission  
is our passion



1

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

# Our vision is our focus

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

2

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

3

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

4

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.

5

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.



Ilim College is a community of students, parents and staff that live and learn together in partnership with each other. We are guided by our Islamic values, diverse cultural heritages and Australian democratic principles and rule of law. We strive to maintain a vibrant school staying connected with the wider community and seek to be of benefit and contribute to our world and advancing humanity.

## Our values are our core





The desired  
attributes of the  
Ilim graduate

# Respect Integrity Empathy Commitment Excellence

## Respect

We respect the diversity and beauty of all world cultures and heritages and hold high regard for our school community members. We promote for all school stakeholders the freedom to be heard. We make time to listen, understand and respect each other's perspective.

“He is not of us who is not affectionate to his young ones and does not honour the elderly; and he is not of us who does not encourage what is good and prohibit what is evil.”  
Prophet Muhammad (s.a.w)

“O you who believe! No men should (ever scoff) at other men. Maybe, the latter are better than the former. Nor should women (ever scoff) at other women. May be the latter women are better than the former ones. And do not find fault with one another, nor call one another with bad nick names. Bad is the name of sinfulness after embracing faith. If anyone does not repent, then such people are wrong doers.”  
{Qur'an Surat Al-Hujraat 49:11}

## Integrity

We uphold Islamic values which denote all universal values of peace and strong moral principles. We strive to conduct ourselves in a caring, honest, genuine and reliable manner with all our interactions and daily life.

“And when they hear false and vain talk, they withdraw from it and say, ‘to us our deeds and, to you your deeds. Peace be to you. We seek not the ignorant.”  
{Qur'an Surah Al-Qasas 28:55}

“No man can attain a true faith, unless he develops strength of character and that cannot be achieved unless one acquires the habit of speaking the truth.”  
Prophet Muhammad (s.a.w)

## Empathy

We look out for those facing hardship or challenges. We make a concerted effort to feel the emotions of others and to ensure we mirror the compassion modeled by the Prophet Muhammad (s.a.w) shown to every living being and the environment.

“... (you shall do) good to (your) parents, and to the near of kin and to the orphans and the needy, and you shall speak to men good words ...” 2:83

“Woe to those who give short measure, who demand of other people full measure for themselves, but give less than they should, when it is they who weigh or measure for others!”  
{Qur'an Al-Mutaffifin 83:13}

## Commitment

We demonstrate our commitment by making decisions based on informed judgement. We strive to find high standard solutions and to achieve outstanding sustainable outcomes for all our students.

“And each man is held responsible for his own actions.”  
Prophet Muhammad (s.a.w)

“Who is the most favoured of God: The one from whom the greatest good comes to His creatures.”  
Prophet Muhammad (s.a.w)

## Excellence

We are open to new ideas and insights to ensure we continually improve ourselves. We uphold our responsibilities and work hard to aspire for excellence.

“For everyone there is a direction to which he turns his face. Strive, then to excel each other in good deeds. Wherever you are, Allah will bring you all together. Allah is certainly powerful over everything.”  
{Qur'an Al-Baqarah 2:148}

“The best of people are those that bring most benefit to the rest of mankind.”  
Prophet Muhammad (s.a.w)

Our academic and spiritual program is driven by the teachings of the Qur'an, which is the Revelation of Allah (s.w.t) and the Sunnah of the Prophet Muhammad (Peace be upon him), that is based upon his life and practices.

# Our identity

The truths set out below are foundational to all that we teach.

- There is none worthy of worship except Allah the Creator of all things – known and unknown to mankind.
- The Qur'an is the infallible and authoritative Word of Allah and is completely relevant to all times (past, present and future).

- The Prophet Muhammad (peace be upon him) is the final Prophet and Messenger and is the perfect example sent to all mankind.
- Belief in Allah, His Angels, His Books, His Messengers, the Day of Judgement, and all things of Qadr (destiny) – good and bad – constitute the essential tenets of the Islamic faith.
- Prophetic traditions derived from authentic sources are an important source of inspiration for mankind to live a righteous life and spread these ideals to others.

- Daily practice ('ibadah) is guided by the four Sunni schools (Hanafi, Shafii, Hanbali, and Maliki) of legal thought.
- The promotion of peace and compassion underpins the crux themes of Islam's message.
- Islam endorses and upholds universal values based on the Qur'an and Sunnah.

# is our pride



## Campus environmental contexts

### Dallas Primary

Our Dallas Primary campus is a co-educational campus with over 700 students located in Broadmeadows. Serving students from Year Prep to Grade 6 on the same site as the Secondary Girls campus. Our projected number for 2023 is 850. The school community is diverse and consists of 33 different cultural backgrounds. 99.73% of families speak an additional language at home. 36% of parents have tertiary qualifications.

### Glenroy Primary

Our Glenroy Primary campus is a co-educational campus with over 600 students located in Glenroy. Serving students from as young as four months of age to Grade 6 on the same site as the Glenroy Early Learning Centre. Our projected number for 2023 is 670. Our school community consists of 22 different cultural backgrounds. The most prominent cultural backgrounds for our families are Lebanon, Somalia, Pakistan and Turkey. 95.7% of our families speak an additional language at home. 75% of our parents have qualifications at the tertiary level.

### Doveton

Our Doveton campus is in the south eastern suburbs of Melbourne. It is the newest addition to the Ilim family, which began in 2017 with only 36 students. Currently serving primary students from Prep to Grade 6 and Year 7 will be introduced in the 2019 academic year. Our school community consists of 18 cultural backgrounds. Most prominent backgrounds are Afghanistan (24%), Turkey (22%), Pakistan (8%) and Indonesia (7%). 81% of families speak an additional language at home. The Doveton Campus masterplan expects student numbers of 1,100, comprising primary, secondary and VCE.

### Dallas Secondary Girls

Our Dallas Secondary Girls campus is in the northern suburbs of Melbourne. Serving girls from Year 7 to Year 12 VCE on the same site as the primary campus. Students come from 34 ethnic backgrounds. Most prominent backgrounds are Turkey (32.62%), Lebanon (24.27%) and Somalia (13.01%). 24 languages are spoken at home. 50% of our parents have university qualifications. We are currently following the Australian Curriculum for Years 7 to 10 and VCAA curriculum for VCE. Our focus is teacher and student centred classes as well as catering for different learners and needs.





Today's digital, ever-ready connected world offers instant access to information. The potential reach of fast learning to both individuals and groups has removed the boundaries that previously existed. How children learn, and from whom they learn, have been drastically modified.

# Learning in a global world



Although digital technology creates exciting new opportunities, it also brings new risks and challenges. In the coming years Ilim College students will need a balanced understanding of how to take advantage of these opportunities and how to minimise the risks that may stem from 'always having the connection on' life.

The central focus at Ilim College will be to balance the increasingly connected life with programs and gatherings that will enable our students to gain 'soft skills'.

In the rapidly changing world of work, characterised by increasing automation, easy access to unlimited stores of information, easy communication, and the search for competitive advantage in a global context, mastery of specific knowledge at school is no longer sufficient. In the competitive economy a multitude of jobs are being replaced by artificial intelligence and automation.

Rising skills and education levels in previously developing countries with increasing computing power, device connectivity and artificial intelligence are creating a more competitive jobs market.

To prepare for this changing world and its shift towards a higher skills based knowledge economy, academic growth and achievement for every student, at all year levels of school, is key. The competition for access to university places is set to increase as academic expectations are on the rise. Even graduating from a prestigious university is not a guarantee for employment; therefore, empowering our students with the necessary skills sets that will make them outstanding is crucial.

Our 2023 Vision Focal Points will be to:

- Provide a range of learning contexts, programs and age appropriate opportunities with the opportunity to explore their interests, skills, and better determine their career goals to excel in their chosen path.
- Explore how best to engage, enrich and extend learning of students achieving above curriculum benchmarks.
- Develop purposeful links between primary and secondary schooling in areas of professional development, pedagogy and curriculum development with emphasis on developing general skills and capabilities.

- Optimise literacy and numeracy outcomes for all students and develop greater engagement and differentiation into all our programs of study with early intervention and adjustments.
- Further develop the use of formative and summative tools to drive whole school improvement in teaching and learning.
- Enhance technologies curriculum, skills, capabilities and facilities to cater for the evolving needs of 21st century learners.
- Encourage and support staff to pursue professional learning to sustain high quality practice, expectations and outcomes.
- Continue to develop and implement campus specific programs to meet the evolving needs of students.

As we strive to maintain our strong sense of community and consider the implications of a growing student population and an ever-changing educational landscape; ensuring student, staff and parent voice has been key in the development of the 2023 Strategic Plan.

# Development of Ilim College strategic priorities

Our strategic priorities are grouped into the following categories: Faith; Wellbeing and Engagement; Teaching and Learning; Community Partnerships; Transitions and Pathways; Governance; Facilities; and Finance.

They include focal points as broad high level actions that the school will use to achieve its goals and targets are likely to take several years to have an impact. Hence, these priorities will be driven and monitored through individual campus implementation plans including specific targets and reviewed on an annual basis through continuation of feedback cycles and protocols.

This plan has taken into consideration:

- LEAD surveys
- Internal surveys
- Student, staff and parent focus group discussions
- Collective Board direction
- College Executive priorities
- ACARA/Australian Curriculum objectives
- School growth projections
- NSIT
- Melbourne declaration
- Report of the Review to Achieve Educational Excellence in Australian Schools, March 2018 Report

## Faith

Our 2023 Vision Focal Points will be to:

- Improve Qur'an literacy and fluency connecting to daily prayers.
- Deepen student understanding of the Qur'an and engagement through effective and relevant pedagogical approaches and clarity in expected student outcomes in Islamic belief, practice and history.
- Endeavour to exemplify values of the Qur'an and Hadith collectively through promoting the school values.
- Provide curriculum and co-curricula opportunities for students to explore and mature in their Islamic faith in the Australian and global contexts.
- Seek internal and external professional development and learning opportunities to support Islamic pedagogical approaches that support staff to embrace innovation and best practice.
- Continue to embed and refine ways to infuse Islamic teachings in the broader curriculum.
- Continue to implement induction and orientation initiatives for staff, parents and new students to strengthen understanding of school culture and Islamic ethos.

“No man can attain a true faith, unless he develops strength of character and that cannot be achieved unless one acquires the habit of speaking the truth.” Prophet Muhammad (s.a.w)





## Wellbeing and Engagement

Our 2023 Vision Focal Points will be to:

- Create an optimal learning environment, with all staff working in collaboration with students, colleagues, parents and the wider community, that deepens Islamic teachings of care, respect and self-responsibility to improve all student outcomes.
- Maintain an Islamic, positive learning environment where all staff flourish in a supportive, trusting, dynamic and collegial environment with a sense of value and self-worth.
- Further develop, refine and implement restorative caring approaches with an emphasis on relationships throughout our welfare and behaviour management processes and policies ensuring positive role modelling from staff.
- Emphasise the importance of ongoing professional growth of staff, students and parents by increasing awareness of mental health and wellbeing by recognising the importance these elements have in enhancing academic performance.
- Explore broad support strategies and programs specific to year levels to cater for particular learning, social and emotional needs as well as life skills.
- Emphasize affirmation of desired Islamic character and personal success through encouragement and celebration of positive student attributes and a diverse range of abilities and contributions to each other and the environment.
- Provide leadership opportunities and experiences for students to meaningfully engage both at school and within community in practical, ethical and emphatic ways.
- Provide school leaders access to a variety of professional learning and development opportunities to support their roles and development of skills and experience required of them.



“A boy said to a man ‘I want happiness.’ The man said, “Remove ‘I’ – that is your ego. Remove ‘want’ – that is your desires. And what remains is happiness.”

## Teaching and Learning

Our education approach is based on four timeless principles of learning as described in the UNESCO report. The four pillars of learning are fundamental principles for reshaping education:

### Learning to be

Identity is and will be a recurring theme in education. Learning to be is learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring universally shared human values; developing aspects of a person's potential: memory, reasoning, aesthetic sense, physical capacity and communication/ social skills; developing critical thinking and exercising independent judgement; and developing personal commitment and responsibility.

This means that ‘learning to be’ at school is about enabling our students to understand themselves better, making them self-confident individuals without sinking into despair or delusion. Ilim College prides itself on aiming to raise self-confident and able Muslim Australians who are aware of why they have been created and why they live and who seek to do good actively.

### Learning to know

Appreciation and joy of learning together with learning how to learn as an individual or in groups in a rapidly changing world is essential.

This type of learning is radically different from ‘acquiring itemised codified information or factual knowledge’, as often stressed in conventional curriculum and in ‘rote learning’. Rather it implies ‘the mastering of the instruments of knowledge themselves’. ‘Acquiring knowledge is a never-ending process and can be enriched by all forms of experience’.

‘Learning to know’ includes the development of the faculties of memory, imagination, reasoning, problem-solving, and the ability to think in a coherent and critical way. It is ‘a process of discovery’, which takes time and involves going more deeply into the information/knowledge delivered through subject teaching.

**‘Learning to know’ presupposes ‘learning to learn’, calling upon the power of concentration, memory and thought, so as to benefit from ongoing educational opportunities continuously arising (formally and non-formally) throughout life.**

### Learning to do

Application of what learners have learned or known into practices; although it is closely linked to vocational-technical education and work skills training, it goes beyond narrowly defined skills development for ‘doing’ specific things or practical tasks in traditional or industrial economies.

The emerging knowledge-based economy is making human work increasingly immaterial. ‘Learning to do’ calls for new types of skills,

more behavioural than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationships. ‘Learning to do’ thus implies a shift from skill to competence, or a mix of higher order skills specific to each individual. ‘The ascendancy of knowledge and information as factors of production systems is making the idea of occupational skills obsolete and is bringing personal competency to the fore’. Thus ‘learning to do’ means, among other things, ability to communicate effectively with others; aptitude toward teamwork; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency in transforming knowledge into innovations and job-creation; and a readiness to take risks and resolve or manage conflicts.

### Learning to live together

Education is on one level, discovery of others and on another, experience of shared purposes throughout life. Specifically it implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behaviour in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives.

## Community Partnerships

Our 2023 Vision Focal Points will be to:

- Maintain and extend partnerships to educational institutions, community groups and parent expertise, to communicate and collaborate within a network of learning and enrich student experience.
- Support family access to networks and services that will further develop social and emotional health and wellbeing of school community members.
- Strengthen links amongst alumni through reunions, mentoring, guest speakers, career networks and other interest or support groups.
- Develop ongoing relationships with organisations and service providers that will enrich and further enhance the experience offered to our school community and provide support to the community.

## Transitions and Pathways

Our 2023 Vision Focal Points will be to:

- Ensure strong communication between staff, parents and students with yearly transitions throughout their schooling.
- Develop existing programs further to ensure smooth student transition at key schooling milestones Prep, Year 7, VCE/VET as well as for newly enrolled students.
- Equip students with necessary knowledge and understanding to help navigate their way post Year 12 study options and requirements.

## Governance

Our 2023 Vision Focal Points will be to:

- Review and monitor on a regular basis the 2023 Vision milestones and campus targets of internal implementation plans through quality and effective feedback cycles.
- Continually review the mitigating risks associated with the operation and activities of the College.
- Ensure the College has policies and procedures in place to meet all its compliance obligations.
- Undertake ongoing Board training to ensure best practice in governance and transparency.
- Continually seek to ensure that Ilim College has the essential human and physical resources to retain its position as a leading Islamic college.

## Facilities

Our 2023 Vision Focal Points will be to:

- Develop specialised teacher areas to cater for varied curriculum.
- Ensure that all college campus facilities are maintained and comply with building codes and other safety regulations.
- Continually seek to enhance every campus’ outdoor facilities.
- Facilitate the implementation of the next stages of the College’s Building Master Plan for the construction of:

### Kiewa Secondary Boys

- Three-storey building consisting of 15 classrooms and 15 office spaces.
- Staff carpark and pick-up/ drop-off zone for parents.
- Gymnasium.
- Planning of amenities building which will enjoin the gymnasium to the three-storey building. This building will consist of a canteen, café and other multipurpose rooms.

### Doveton

- Double-storey building which consists of 10 classrooms and 10 office spaces for teachers/staff. The building will also incorporate an IT lab, a science lab, a library and an art room.

### Dallas Primary and Dallas Secondary Girls

- Gymnasium and library refurbishment.
- Double-storey primary campus building. This building will consist of 10 classrooms, 10 office spaces, staff room and multipurpose room.

- New staff carpark.

### Glenroy Primary

- Carpark to ensure a smooth and safe flow of traffic for the Glenroy Campus and the Early Learning Centre.
- Canteen which will be located outside of the school as a standalone building.
- Classroom extensions to existing hubs to accommodate for a five-stream Primary campus.
- Mosque.

## Finance

Our 2023 Vision Focal Points will be to:

- Ensure Ilim College remains a financially viable institution in an ever-changing school funding landscape and economy.
- Explore and develop innovative ways to market and promote Ilim College.
- Develop and implement fund-raising strategies to support the capital development of the school.
- Align our business plan to underpin and monitor the implementation of the 2023 Vision and the Building Master Plan.
- Develop strategies to maintain quality education programs and upgrading of facilities to cater for a growing student population of a multi-campus school.





Ilim  
College

[ilimcollege.vic.edu.au](http://ilimcollege.vic.edu.au)

