ANNUAL REPORT 2015

(Based on 2014 data)

ISLAMIC COLLEGE
OF BRISBANE

Islamic College of Brisbane Annual Report 2015

(Based on 2014 data)

This report should be read in conjunction with the 2014 Annual Magazine "AN-NASEHA" which is also available on the college website www.icb.qld.edu.au

The Islamic College of Brisbane was established in January 1995. The college is situated on the outskirts of Brisbane City next to a large nature reserve, the Karawatha Forest. The college is:

- A project of AFIC (Australian Federation of Islamic Councils Inc.);
- Registered with the Queensland Department of Education;
- A member of the Association of Independent Schools of Queensland (AISQ);
- Funded by the Queensland and Australian Governments;
- Registered to offer courses from Preparatory to Year 12;
- Has accreditation to enroll both local and overseas students; and
- Encourages students to contribute actively towards the betterment of the Islamic community and humanity.

The Mission of ICB is to provide quality education in an Islamic environment, thus enabling our students to succeed in a constantly changing world. The motto of ICB is "Seek Knowledge" – hard work is the key to success.

School Sector:

Independent

School's Address:

45 Acacia Road, KARAWATHA QLD 4117

Total Enrolments:

1003

Year Levels Offered:

Preparatory to Year12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The students come from a wide range of backgrounds. Almost all of the children are from lower socio-economic and non-English speaking backgrounds but most have been born in Australia. There are 548 girls and 455 boys in the college.

Distinctive Curriculum Offerings:

- Early Intervention Program in Primary School offers remediation to students who are recommended for retention, or are at risk of repeating the grade.

- Islamic Study and Arabic Study

Extra-curricular Activities:

In addition to participating in sports in the college, the children play with other schools. They also take part in a diverse range of extra-curricular activities with other organizations. For example, Soccer by Zoom Football, AFL by Auskick, Aussie Hoops Basketball etc.

Social Climate:

While the vast majority of students in the college are Muslims and the majority of staff is Muslim a policy of the ICB Board is to ensure that only the best available staff are employed.

A counseling department has been established at Islamic College of Brisbane in 2013. This service offers classroom guidance, group activities and individual counseling sessions with students who need the support.

Parental Involvement:

The college has a College Parent Advisory Committee (CPAC) consisting of approximately 30 parents who regularly exchange information; discuss solutions to problems and issues raised by school community members.

We believe children's learning and their overall education is enhanced by the partnership with the school community - children, parents and teachers working together and sharing in all aspects of school life.

Parents/carers play an important role in our school and are a vital part of our school community. We welcome Parents/carers and acknowledge their support and contributions helping at sports days, school fete, under 8's day activities, supporting the teacher in the classroom by listening to reading, helping in the Library, supporting special occasions by going on excursions and camps.

Parent, Teacher and Student Satisfaction with the School

The college has an active Students' Representative council which provides peer support and organizes various functions. Discussions throughout the year and reports included in the 2014 school magazine indicated that student satisfaction is very positive.

Informal feedback from teachers and discussions indicate that during 2014 staff were generally very satisfied in all areas of the college particularly in terms of relationships and staff morale.

Participation in the College Parents' Advisory Committee activities is high and discussions during the year

indicated that parent satisfaction was very positive.

Contact Person for Further Information:

Dr Ray Barrett, Principal

School Income Broken Down by Funding Source

Information on School Income broken down by Funding Source can be obtained from the **My School** website http://www.myschool.edu.au/

Staffing Information

Staff Composition, Including Indigenous Staff:

Teaching Position – Full-Time (77), Part-Time (6)

Non-Teaching Position – Full-Time, Part-Time
- Teacher Aides: Full-time (8), Part-time (1)
- Administrative Staff: Full-time (3)
- Cleaning/ Maintenance Staff: Full-time (3)
- Support Staff: Full-time (4)

Qualifications of all Teachers: Most independent schools include listings of staff, including their qualifications, in reports such as their Annual Report or School Year Book. Schools often include a list of staff on their website.

Qualification	Number (%)
Doctorate or higher	3 (3.41%)
Masters	7 (7.95%)
Bachelor Degree	69 (79.31%)
Diploma	3 (3.45%)
Certificate	1 (1.15%)

Expenditure on and Teacher Participation in Professional Development:
   a) **Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
Secondary School Working with the CCEs and developing assessment pieces using the CCEs	22
Secondary School Update on the Australian Curriculum and developing understanding about the implementation of the new curriculum	22
Secondary School Developing Inquiry in classrooms â€" school based	22

professional learning about the Inquiry method as part of teaching and learning	
Secondary School Using your laptop â€" school based professional learning training teachers in using their laptops in class (email systems)	22
Secondary School Calculating Overall positions - school based professional learning demonstrating to teachers how OPs are calculated and how to analyse ICB's 2013 data	20
Primary School In-school PD on Islamic Essentials	54
Primary School In-school PD on Behaviour Management Plan	46
Primary School In-school PD on CARS PLUS Series	32
Primary School Fountas and Pinnell Benchmark Assessment Systems	18
Primary School In-school PD on Teaching Computation through strategies	32
Primary School In-school PD on Cybersafety	54
Primary School In-school PD on Learner Response Gadgets	16
Primary School In-school PD on Writing Workshop	32
Primary School In-school PD on Scootle	20
Bounce Back!	2
World Autism & Aspergers Expert Dr Tony Attwood	1
Hearing Impairment	2
BEHAVIOUR MANAGEMENT - a unique blending of practical classroom and nutritional medicine approaches	2
Resourcing for the Australian Curriculum: Building Digital Collections	1
Pearson National Learning and Teaching Conference	4
Development of movement and sensory development of Primary students'.	2
Writing P-3	2
Providing Effective feedback to your teachers	2

Mindset – Developing a Growth Mindset Classroom	1
Fundamentals of effective contemporary Behaviour Management	1
Reading 1-3	1
Prep reading and Writing Workshop	1
The Art of Meaning Making in the Modern World	1
Creating on the iPad	1
Literacy Logistics for Prep to 12	1
Pearson National Learning and Teaching Conference	1
Making movies on the iPad (after school PD)	1
Finland's approach to education reform contradicts just about everything the world is doing right now to improve student performance.	1
Fountas & Pinnel's Leveled Literacy Intervention System	1
Explicit modeling of writing across learning areas Higher order thinking and Literacy Writing a clear task description for an assessment	2
Teaching English Grammar and Vocabulary for Writing and reading	1
This is an ONLINE course on finding and adapting resources from the internet to suit your students and subject are or use your existing collection of video materials, PowerPoints and websites.	1
3P Learning – Dan Meyer Workshop	1
Kids Matter-Helping children with mental health difficulties	2
Fountas & Pinnel's Leveled Literacy Intervention System	1
Leading Reading Assessment & Instruction for Reading Independence	2
Fundamentals of effective contemporary behavior Management	2
An Introduction to the Numicon Approach: Transform the way students understand mathematics.	2
Total number of teachers participating in at least one	84

activity in the program year	

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
84	$17592.80	$209.44
The total funds expended on teacher professional development in 2014	$17592.80	
The proportion of the teaching staff involved in professional development activities during 2014	100%	
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
81	200	494	96.96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.96% in 2014			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
74	66	89.19%
From the end of 2013 84.78 % of staff were retained for the entire 2014 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2014 was **93.28%**

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2014
Prep	**93%**
Year 1	**93%**
Year 2	**93%**
Year 3	**96%**
Year 4	**94%**
Year 5	**94%**
Year 6	**94%**
Year 7	**94%**
Year 8	**91%**
Year 9	**92%**
Year 10	**89%**
Year 11	**91%**
Year 12	**89%**

A description of how non-attendance is managed by the school:

Islamic College of Brisbane collects attendance data on a per period basis via Teacher Kiosk to ensure an improved standard of care for our students. This has been facilitated via a School Management System called Tassweb software. If the student is not present, parents are informed via an sms message and a request made for an absentee reason. In the case of no return from the parents then the system generates a letter which is posted to the parents.

NAPLAN results for Years 3, 5 and 7 and 9 in 2014

Privacy and Interpretation of Data

For detailed reporting of NAPLAN outcomes please go to the **My School** website
http://www.myschool.edu.au/

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	**415**	418	**close to**
Year 5 (2014)	**490**	501	**close to**
Year 7 (2014)	**551**	546	**above**
Year 9 (2014)	**581**	580	**above**

Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	**436**	402	**above**
Year 5 (2014)	**487**	468	**above**
Year 7 (2014)	**551**	512	**substantially above**
Year 9 (2014)	**565**	550	**close to**

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	**458**	412	**substantially above**
Year 5 (2014)	**528**	498	**above**
Year 7 (2014)	**575**	545	**above**
Year 9 (2014)	**618**	582	**above**

Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	**442**	426	**above**
Year 5 (2014)	**532**	504	**above**
Year 7 (2014)	**564**	543	**above**
Year 9 (2014)	**599**	574	**above**

Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	**411**	402	**close to**
Year 5 (2014)	**495**	488	**close to**
Year 7 (2014)	**568**	546	**above**
Year 9 (2014)	**609**	588	**above**

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 65.45%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	36
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	36
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	35
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	**%54.2**
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	88%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2014 post-schools destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

***Post-school Destination Information - Mandatory Information to be published by 30 September each year