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School No. 1906

Al-Taqwa College Annual Report 2011



Principal's Forward

Al-Taqwa College is located in the western region of Victoria, suburb of Truganina. It is a co-educational Islamic school with high multicultural intake of students from Prep to Year 12 with 6 full-paying International students from Singapore, Indonesia and Vietnam in Primary and Secondary level.

Al-Taqwa College also owns a second campus, Olive Branch Campus situated in the suburb of Tarneit developing students with skills and knowledge to enter Horticulture industry. Our vocational education and training program Certificate II in Horticulture (RTF20103) is now into its second year and going very well. We also had our normal elective program running throughout the year. Overall we have been busy implementing new ideas and new strategies. We would like to see this campus continue to expand and improve in all areas.



In the management of the college, work was also undertaken to review constantly and update Occupational Health & Safety procedures. The building has also been maintained so that the learning environment continues to improve year by year. Training for our staff continued to be a priority. Teachers began Professional Development sessions throughout the year for familiarization of the National Curriculum.

With the introduction of the My School website Naplan results of all schools were made public. This highlights the academic progress of students from Years 3, 5, 7 and 9 throughout Australia. From the Naplan data, we plan to continue a coordinated whole school approach to the teaching of Literacy and Numeracy. More specific details about the college may be seen at the My School website at <http://www.myschool.edu.au>

We would like to thank the Commonwealth government for the provision of new IT equipment through the "Digital Education Revolution" grant of 2.2 billion. With these funds Al-Taqwa has been able to make many upgrades and improvements for our ICT network. These upgrades and improvements have enabled the secondary student a faster and greater access to the digital world. On the first stage of the funding we received 93 computers consists of 75 desktops and 18 laptops in 2009. After the first stage we had additional 24 desktops and 18 laptops installed in our Library. By end of 2011 we completed the DER program and had 1 to 1 computer to student ratio for students in Year 9 to 12.

The most exciting part in Term 3 of 2011 we started iPad pilot project for our primary students. The introduction of iPads definitely benefited our students. Loaded with interactive education applications, this project will increase studying motivation in our primary students. Not to mention that every primary classroom is already equipped with an interactive whiteboard.

The College is proud with the overall academic progress as well as being able to provide a customised program for gifted students and specific learning needs students. In addition to this, the College has also continued to be successful in a number of ways such as:

Awards

Monash University's Faculty of Engineering celebrated achievements of their top students at the 2011 Engineering Scholarship Celebration on 10

March. The celebration acknowledged the success of students who not only gained a place in engineering courses, but who also



received a scholarship for their outstanding results during their VCE. Among the students, was Miss Ghadeer Alameer who graduated from Al-Taqwa in 2010. Mr Omar Zaki (IT) and Miss Fadwa Yasine (Education) also gained scholarship at Victoria University. Our International student, Savilla Lucky was the second highest scorer of Indonesian language in Victoria and received an achievement award. Our Property Manager, Mr Hussam Hallak was awarded Above and Beyond Award (Hon Julia Gillard) for his community work.

Student Art Exhibition

Al-Taqwa College successfully held its Student Art Exhibition during 26-28 October at the Wyndham Leisure and Events Centre. We are the first Islamic school in Melbourne to hold an Art Exhibition. Our students have shown their artistic skills this year having showcased over 100 paintings and photographs. At the official opening on 26 October, we had Cr John Menegazzo, Wyndham City Council Mayor, as our special guest who delivered a very inspiring speech.



We participated in the Independent Schools Victoria Art Exhibition. There were only 10 schools that were selected to display students' work in Victoria. Congratulations to our budding young artists – Rayan Haouli, Azra Vatic, Lejla Krpo, Nurashikin Salem, Hanadi Hoblos, Ahmed Suliman, Lulzim Kurti, Zana Naga, Samra Hot, Maymuna Said, Said Hassan and Omar Abubaker.



Camp Coorong

We are happy to announce that we can now enjoy camping without having to hire external camp sites as the Trustees has purchased Camp Coorong. The campsite is located in Paynesville which is approximately a four hour drive from Melbourne. The camp has 94 beds with a river and jetty for fishing/hobby and is well equipped with outdoor activities.



25th Anniversary

We celebrated our 25th Anniversary on Friday, 11 November at the Wyndham Leisure and Events Centre with over 300 people in attendance. One of the highlights of the evening was the presentation of awards to long serving staff. We are grateful and thankful to the old pioneers who made every effort to sustain the College during its critical infancy stage. Without their strong support, the college would not have existed.



We always strive to work hard as a team for the benefit of our students and the community and are accountable to the stakeholders and the Australian Government to whom we are grateful for the funding, support and guidance. We are committed to the following characteristics.

- Significant in growing share of Australian students
- Have strong community links with all levels
- Diversity in educating local and overseas students
- Sound autonomous governance
- Being accountable to parents, Government and stakeholders
- Guiding parents with choices of education programs for their child
- Not-for-profit organisations

This Annual Report shows the staff contributions, commitment to students and appreciation of Al-Taqwa college values. The significant values important to our school community are as follows:

Quality learning – Honesty – Respect – Trust – Tolerance - Caring

It is privileged to work closely with Heads of Departments, Coordinators and Administration staff for their support for the smooth running the college. Also to the School Council who give their time and commitment to Al-Taqwa College.

School Council Report

It has been another busy year for Al-Taqwa College. On 24th February the College celebrated the official opening of the two blocks of 16 classrooms and Library mezzanine floor. All of these project expansions could not have occurred without the assistance of the Federal Government Builder the Education Revolution (BER) Project. The College thanks the Federal Government for its investment. A great deal of effort and expense was also put into landscaping the college during 2011.

The College continued to grow with more than 1250 students and this number will grow in 2012. With the growth we have engaged two new Deputy Principals – Head of Secondary and Primary. Both appointments will contribute significantly to the College beyond this point.

Al-Taqwa College is a non-profit organisation, the income derives from school fees with Recurrent grants from Commonwealth and State Government. Our current fees are low and we endeavour to keep school fees affordable without sacrificing the educational service provided.

The council meets every month to plan for the future growth and development of the College. Updating the current Master Plan will see the construction of school Administration Building in January 2012. The projected cost of the building is \$3,000,000 out of which \$500,000 is being funded by the Commonwealth Government. It is anticipated that the building will be completed at the end of 2012.

Al-Taqwa College is moving into the 21st century embracing new educational ideas and technologies. We look forward to continued collaboration with the School community.

Student representative’s message

In February an election for Primary School Captains was held. A total of eighteen candidates participated in the election, representing the Grade 5 and 6 cohorts. Eight students were elected. As leaders we worked along with the Primary Coordinator and teachers to provide support services to peers and improving the school environment.

At the start of the year as student representative council we helped the school to become a better place by hosting many events throughout the year. We were given responsibilities to help with various activities including prayer, sport events, assembly, fundraising and environmental projects. One such activity was Ramadan Fundraising Project. We collected funds and channeled them to different organisations as a form of a community outreach activity. We also helped with the ‘Future Vision and Performance Night’ which showcased Al-Taqwa College’s true talent. It was a great night and the best performance was from the high school drama ‘Freedom Writers’. It was a great night enjoyed by both parents and students.

During Term 3 we had the opportunity to attend a Leadership Workshop in September conducted by Mr Craig Duncan from the Independent Schools Victoria and learnt the aspects of being a good leader. Being school leaders have made us changed the way we think about the school and being a leader. We gained amazing experiences that make us a better person and a role model for our younger students. It has been a fun year for all the S.R.C team!! We enjoyed the privilege that were given to us by our fellow students that elected us as the School Captains. We are proud to be part of such a good school that supported us to grow and achieve as a good Australian Muslim.



SCHOOL PERFORMANCE REPORT 2011

College Significant Programs

Al-Taqwa College participated in a number of significant programs. Highlights of events are outlined below.

- Inter school competition – Netball, Basketball, Soccer, Volleyball
- Participation in Cross Country Championship
- Jump Rope for Heart
- Public Speaking and Debating
- Goal Setting & Time Management Workshop
- School Choir
- Welfare and discipline programs
- Premier’s Reading Challenge
- Work Experience Program
- Year 12 Post – School Options Workshop
- Student Representative Council – Primary



- Peer Support
- Boot Camp
- School Camps
- Graffiti Workshop
- Fundraising
- Art Exhibition
- Environmental Sustainability
- K – 6 Buddy Program
- Anti-Bullying Program
- Community Involvement
- Drama
- Healthy Eating
- Cybersafety in School
- National Youth Tobacco Free Day
- Study Ladder for Primary
- Harmony Day
- Pay it forward day
- Qur'an Competition
- Student Exchange Program
- Keys Please – Year 10 students
- Fit to Drive – Year 11 students
- Nut free zone school



STUDENT ENROLMENT PROFILE

Enrolments at Al-Taqwa are strong. In 2011 we had 1285 students from Prep to Year 12 as per School census date of August 2011. We have six international students. While Al-Taqwa continues to steadily increase its enrolment each year, the college will place emphasis on the quality of its offerings and marketing policies. School tours are vital for marketing strategy and we are committed to attract prospective families and conducted tours throughout the year.

Enrolment Data 2011

Enrolments have continued to grow over the past five years and more students remained at school until Year 12.

Breakdown of students:

PRIMARY	Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Boys	71	71	77	57	42	47	41
Girls	81	64	65	65	72	53	56
Total	152	135	142	122	114	100	97

SECONDARY	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Boys	38	46	35	23	26	25
Girls	63	45	40	39	22	28
Total	101	91	75	62	48	53

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL

YEAR LEVELS	Term 1	Term 2	Term 3	Term 4
Prep	99%	99.50%	98%	99.40%
Grade 1	94%	94%	91%	95%
Grade 2	96%	97%	93%	97%
Grade 3	96%	96%	91%	96%
Grade 4	96%	97%	95%	98%
Grade 5	96%	96%	92%	95%
Grade 6	96%	95%	91%	95%
Year 7	97%	97%	94%	96%
Year 8	95%	97%	93%	95%
Year 9	96%	97%	93%	95%
Year 10	94%	96%	90%	93%
Year 11	93%	94.50%	91%	94%
Year 12	99%	84%	84%	82%

Management of non-attendance:

Parents/Guardians are expected to provide an explanation when their child is absent. Students with unexplained absences or a high absenteeism rate are contacted by the college administration office. Parents may be asked to explain when absenteeism is persistent. A Doctor's certificate is required if a student is absent for more than two days because of illness or accident. A major contributing factor for absences continues to be extended family holidays during school term.

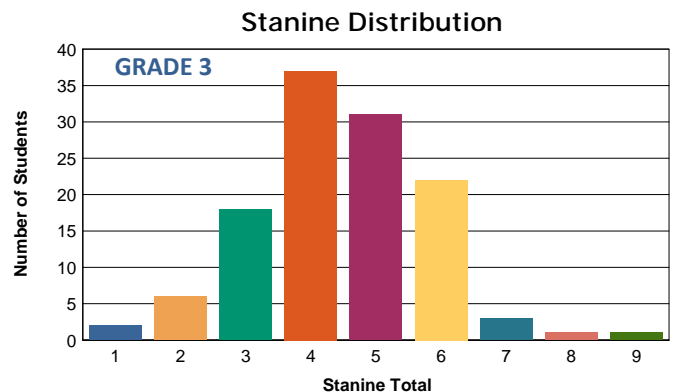
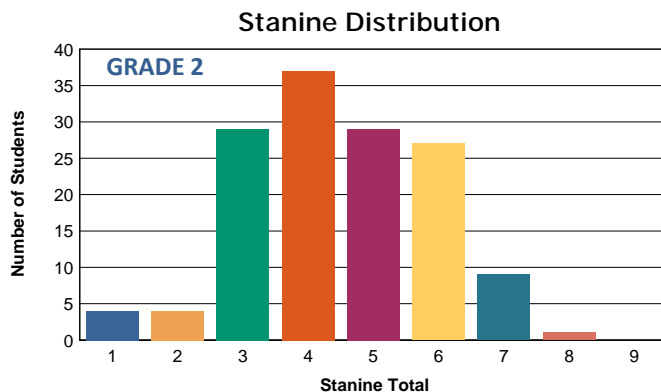
STUDENT ACHIEVEMENT

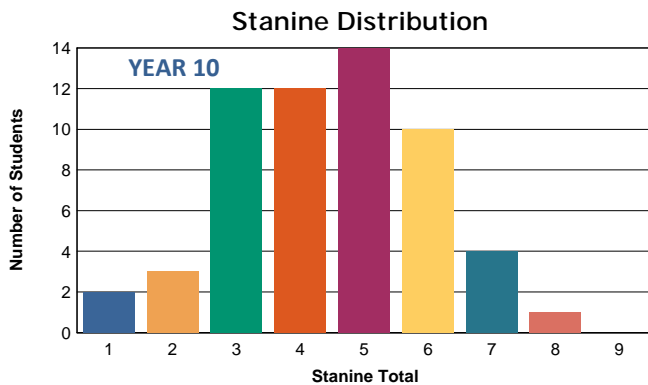
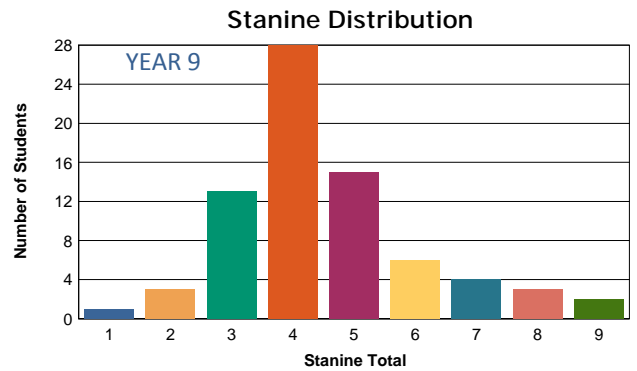
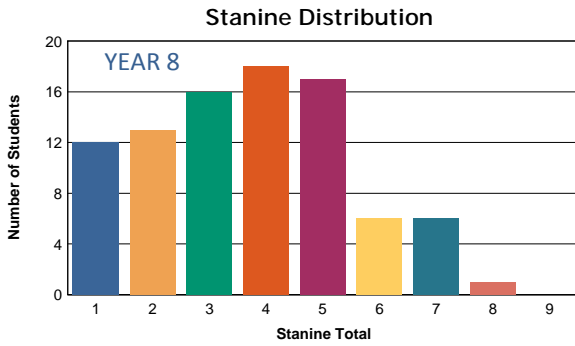
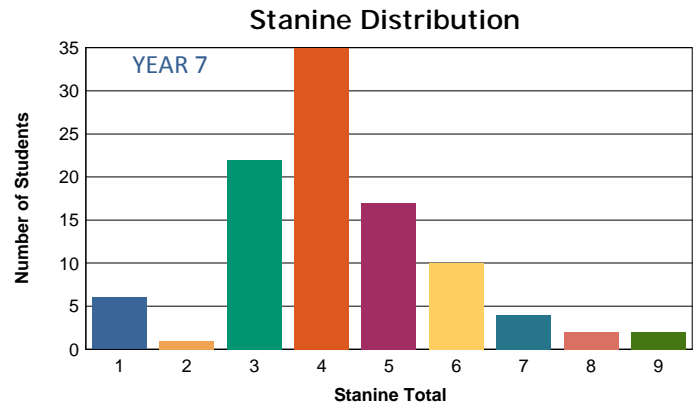
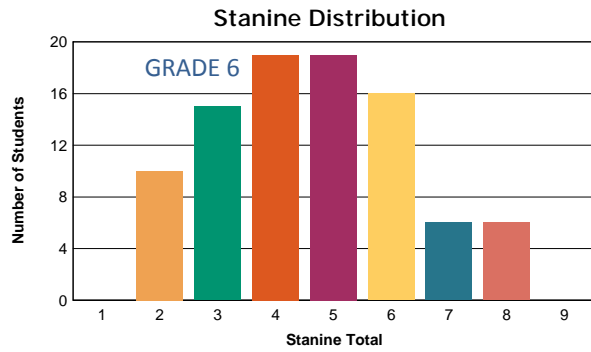
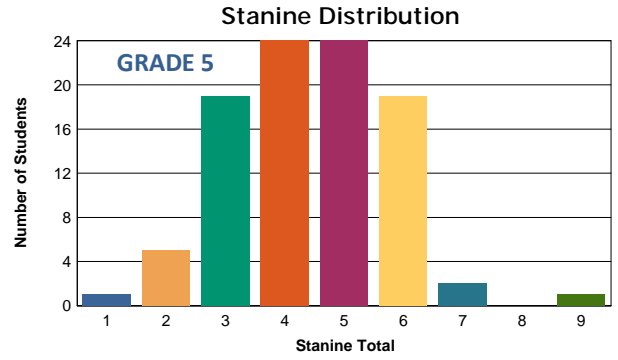
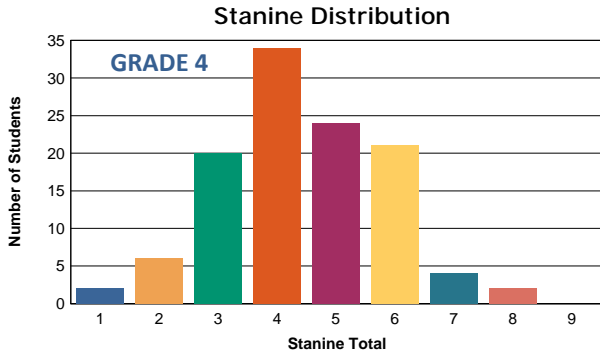
ASSESSMENT AND REPORTING

PATs (Progressive Achievement Tests)

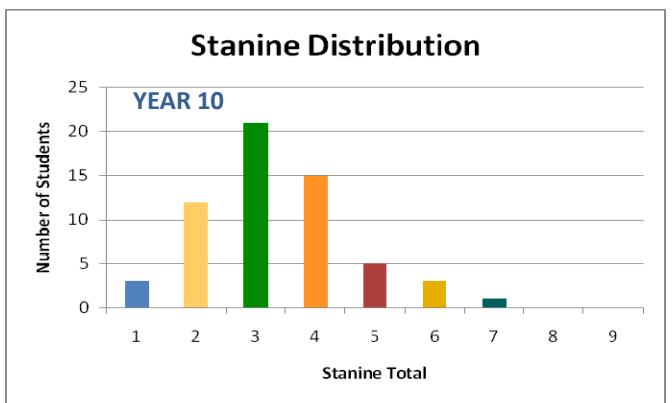
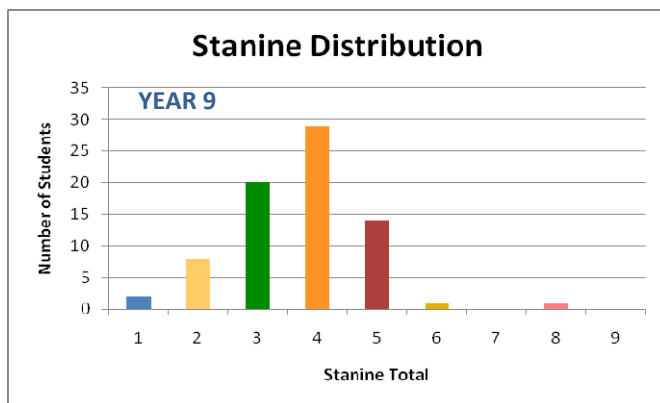
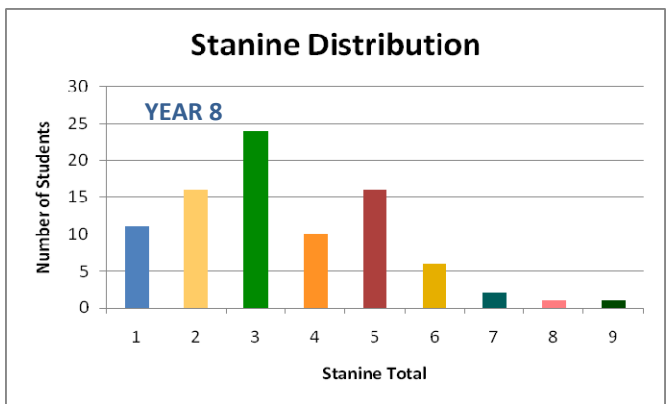
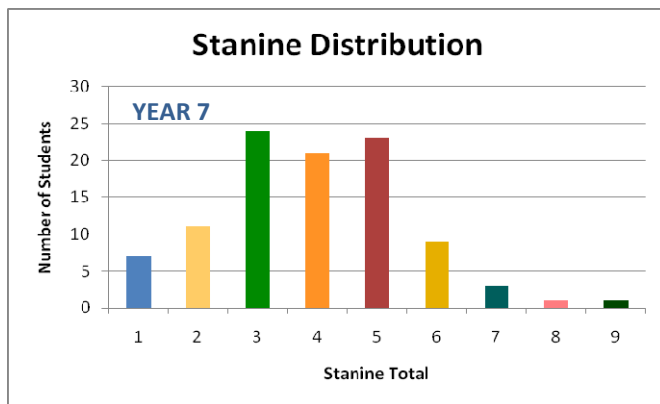
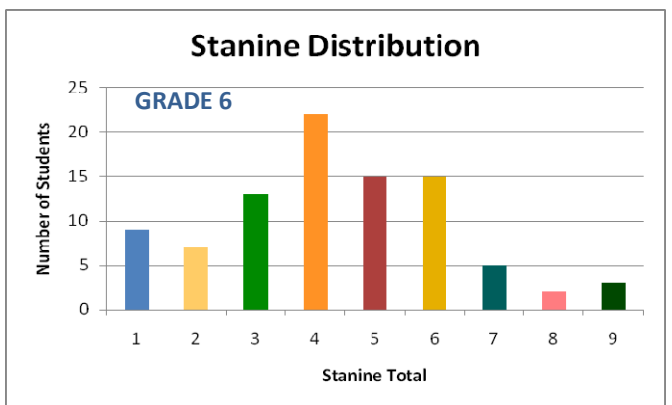
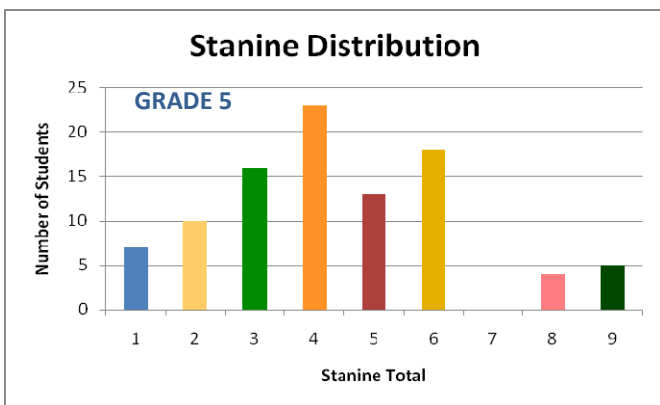
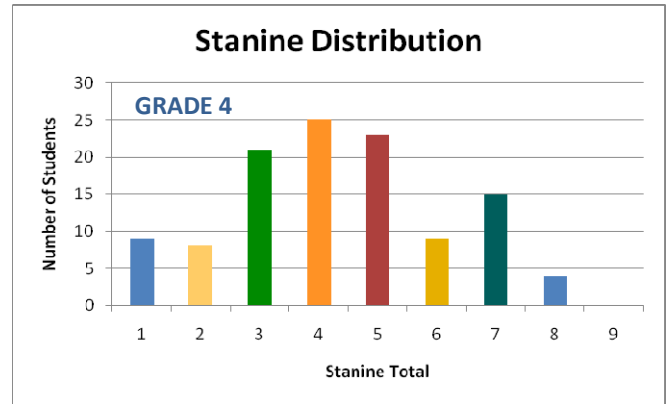
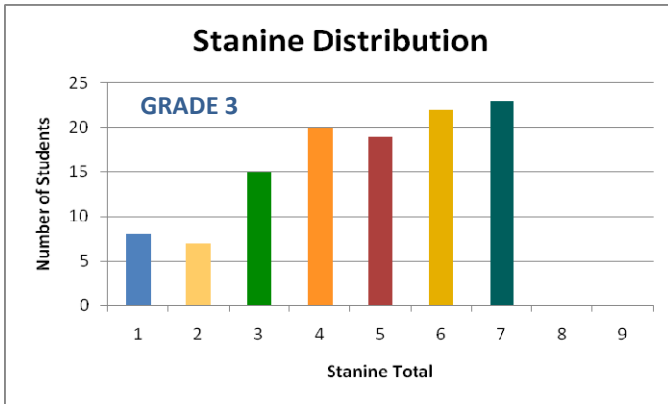
Our students from Grade 2 to Year 10 had assessment test using ACER PAT tests. PAT Tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension, Vocabulary and Science. The test results help teachers decide what kind of teaching materials are needed and which methods or programs are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year. Student assessment score is in stanines. Stanines divide the total student distribution of abilities into nine categories, with stanine 1 the lowest, stanine 5 the midpoint and stanine 9 the highest. These are the students report in subject tested:

COMPREHENSION



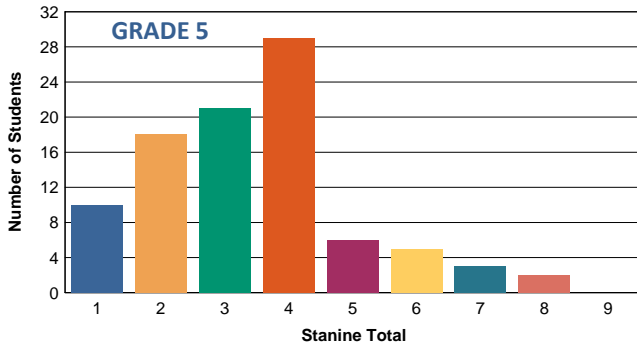


MATHS

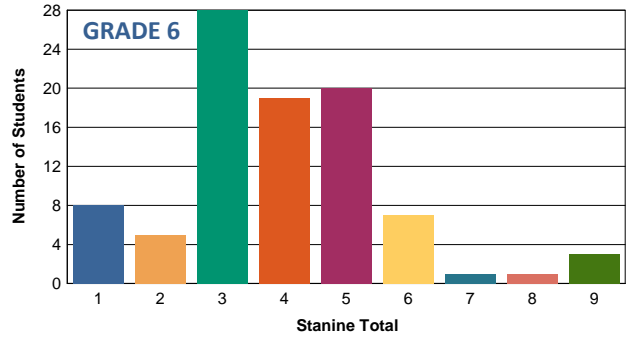


SCIENCE

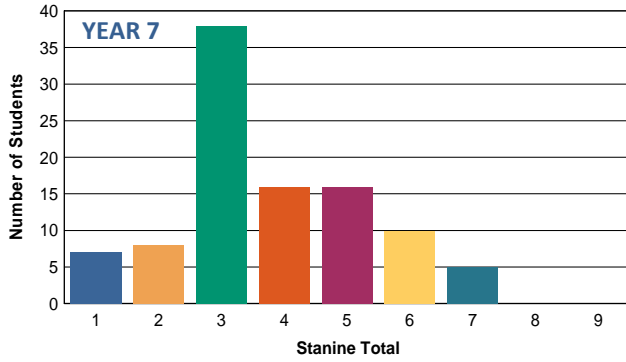
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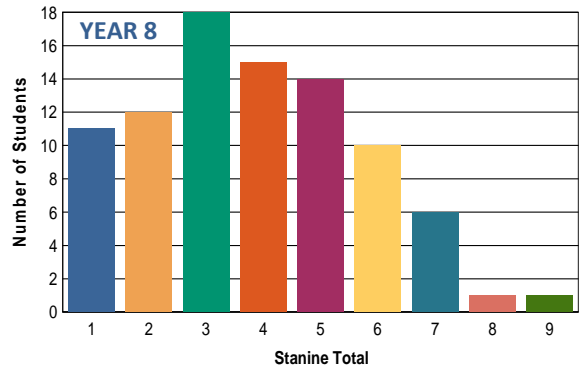
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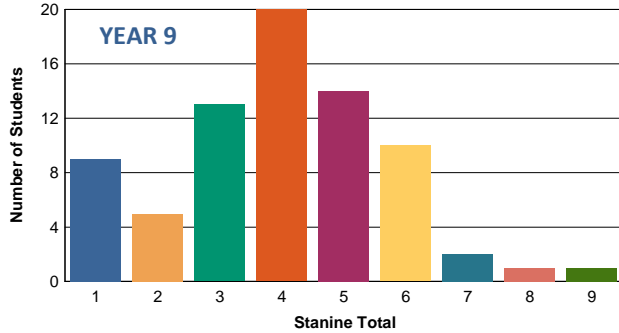
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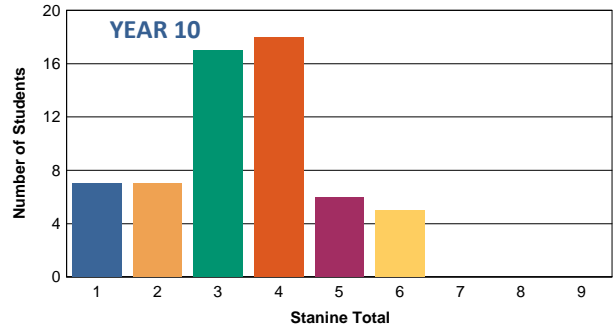
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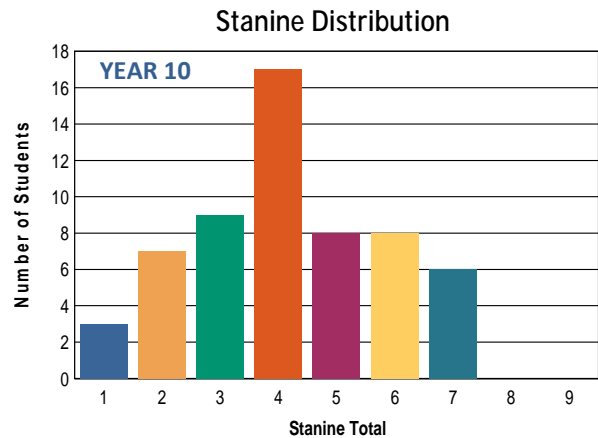
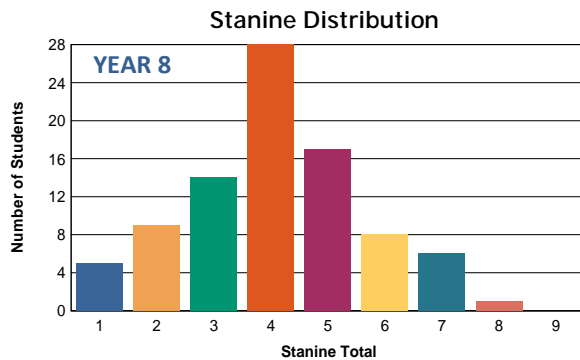
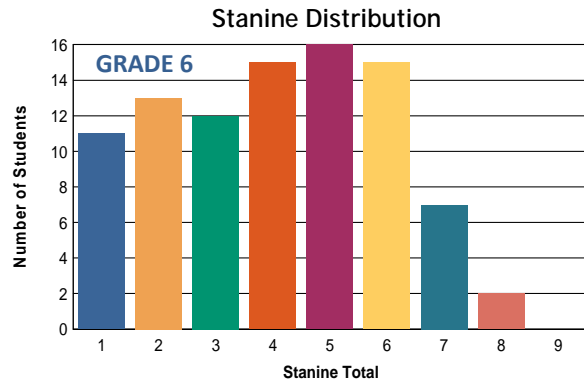
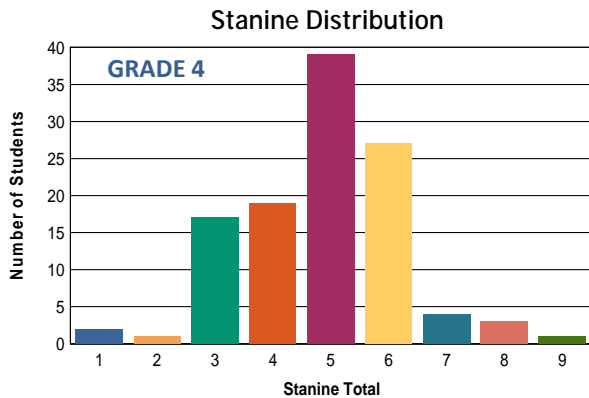
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Stanine Distribution



VOCABULARY



International Competitions and Assessments for Schools ICAS Writing Test

Our students from Years 7 to 10 also sat for ICAS annual testing. The ICAS Writing assesses students' ability to write an extended response to a given task. Two forms of writing, narrative and persuasive are assessed. The assessment is marked against criteria which are specific to the task and that every student's work is assessed against the same marking scheme. The result allows teachers to track a student's progress from year to year as well as to compare student achievement across year levels. This ability to make such direct comparisons can help whole-school teaching strategies and programs. The information below displays raw score summary data for school and Victoria for each year level of participation.

	Year 7		Year 8		Year 9		Year 10	
	School	VIC	School	VIC	School	VIC	School	VIC
Participants	91	893	87	905	68	586	58	614
Average Score	13.7	17.7	13.6	18.9	15.2	19.8	16.8	21.3

NAPLAN (National Assessment Program Literacy and Numeracy)

NAPLAN tests identify whether students have the literacy and numeracy skills that provide the critical foundation for their learning. Based on the analysis of the Naplan results, we will be able to identify the areas that need

improvement for our students to reach their maximum ability in the learning. Students are assessed using common national tests in reading, writing, spelling, grammar and punctuation and numeracy. The testing provides parents with feedback on performance of their child in literacy and numeracy compared with other students in the State. Reported below are the school, National and State Average scores together with the percentage of our students achieving at or above minimum standards:

Benchmark Data 2011

Grade 3

	School Average Score	National Average Score	State Average Score	Students above National Minimum standard
Reading	413.3	415.7	434.5	92%
Writing	425.1	415.9	424.3	98%
Spelling	345.3	405.9	417.7	95%
Grammar & Punctuation	414.4	421.2	435.2	93%
Numeracy	396.0	398.1	414.1	92%

Grade 5

	School Average Score	National Average Score	State Average Score	Students above National Minimum standard
Reading	470.4	488.1	504.5	81%
Writing	502.2	482.6	493.5	93%
Spelling	524.5	484.1	492.1	97%
Grammar & Punctuation	516.2	499.1	510.6	94%
Numerary	479.9	487.7	500.6	87%

Year 7

	School Average Score	National Average Score	State Average Score	Students above National Minimum standard
Reading	510.0	540.2	459.9	65%
Writing	537.2	529.1	534.4	86%
Spelling	556.5	537.7	539.8	92%
Grammar & Punctuation	503.9	532.4	539.9	72%
Numerary	516.5	544.6	552.5	78%

Year 9

	School Average Score	National Average Score	State Average Score	Students above National Minimum standard
Reading	562.3	579.5	586.6	69%
Writing	596.0	566.0	582.0	85%
Spelling	592.2	581.4	585.7	89%
Grammar & Punctuation	559.9	572.3	580.3	68%
Numerary	557.3	583.4	592.5	74%

The overall NAPLAN results were satisfactory except for some weak areas which the Independent ISV National Partnership Program personnel are working hard to work with our Curriculum Coordinators to review the methods of teaching and learning.

SPECIAL NEEDS EDUCATION

At Al-Taqwa we strive to create inclusive classrooms, with equal education and opportunities. Some of the difficulties we observe are social, behavioural, motivation and communication. We have a strong support group, which consists of Coordinators, Counsellor, Integration Aides, Speech Pathologist, Paediatrician, Teachers, Hospital Coordinator and Psychologist. A special program is set up and goals are implemented as set out in collaboration with parents. We have witnessed the success of the students as they grow, shine and finally go back into the mainstream classes.

We also have a Reading Recovery Program a highly effective short-term intervention for low-achieving first graders; the students who are not catching on the complex set of concepts that make reading and writing possible. The Reading Recovery Program is proving to have remarkable success and is reducing the number of Grade 1 students have difficulties learning to read and write and prevent long term reading difficulties.

ENRICHMENT PROGRAM

Twenty three students from Year 7, thirteen from Year 8 and one in Year 9 and ten from Year 10 were selected for this program. Enrichment class is a time where students will be practicing and extending skills in Mathematics and English. This program aims to address the learning needs of high potential students who are capable of working in greater depth than their age peers.

YEAR 12 OUTCOMES

Congratulations to Al-Taqwa College Year 12 students who achieved ATAR scores that qualified them for university entrance. One student gained an ATAR score of 99.05. Overall report:

Total number of Year 12 students	53
Total number of applicants with preferences	47
Number of applicants who have received an offer (institution/Campus)	47 (100%)
Number of students received international offer (overseas students)	3
Number of applicants with no offer	0
Number of students in workforce	3

AWARD RECIPIENTS

Emina Hajdarevic – Swannie Award
 Linna Abdi – Lalor Annual School Award
 Azizah Anasril – ADF Long Tan Award
 Syed Mohammad Kazim - ADF Long Tan Award
 Sasha Ramahi - ADF Long Tan Award
 Fatima Haider – Kwong Lee Dow Award
 Mairaj Fatima (Prep student) – Budding Writers Competition
 Tasnim Manwar – Wyndham City Council Scholarship
 Heba Arafeh – Wyndham City Council Scholarship
 Eman Haddara – Wyndham City Council Scholarship
 Sukaina syed Zaidi – Wyndham City Council Scholarship
 Ali Abubaker – The Australian Defence Force Technical Scholarship
 Fahrudin Hajdarevic – Pierre De Coubertin Award
 Fathima Muhiyaddeen – Wyndham Spelling Bee
 320 students – Victorian Premier’s Reading Challenge
 School Choir – Melbourne Eid Festival



STAFF INFORMATION

There are 140 staff members working at the college both full-time and part-time.

Staff establishment

Position	Number
Principal	1
Deputy Principal	2
Coordinators	5
Primary Teachers	52
Secondary Teachers	37
Support Teachers	5
School Counsellor	1
Librarian	1
School Administrative & Support Staff	36
Total	140

Teachers Qualifications

All teaching staff meets the professional requirements for teaching in Victoria and are registered with the Victorian Institute of Teaching. The breakdown of qualifications at Al-Taqwa College in 2011 is:

Qualifications	% of Staff
Degree	49%
Diploma	41%
Masters	7%
Other	3%

Staff Retention

The number increases slightly in 2011 with 91% of staff being retained from 2010. The breakdown of this was a 7% turnover in support staff and 10% of teaching staff. As a growing College at the beginning of the year, there was also an increase in teaching staff in 2011 to cover the increase in enrolments and to replace staff on leave.

Staff Attendance

The staff absenteeism rate for 2011 was just over 4% which indicates a high level of consistency and stability for our students. We strive to keep our attendance rate as high as we can to minimize the disruption to classes and ensure maximum learning opportunities.

TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

In 2011 there was high level of participation by both teaching and non-teaching staff in professional development course. The professional development courses have included:

CPR First Aid	Classroom Observation
Leading Mental Health & Wellbeing	Asthma Training
Numeracy	Behaviour & Leadership
Developing Effective ESL Program	Fire & Emergency Training
Improve Writing Skills	Resolving Conflict
Workshop with Anna Bennett	Behaviour Focus Team
Reading with Lynda Cutting	Teaching Comprehension

Oxford Big Ideas
Arabic
Teachers Toolkits
VCE Global Politics
Assessment for Better Learning
Explicity Teaching Writing
Quality Assessments
Equal Opportunity Act 2010
Legislation & Policies
Funding for Students with Disabilities
Understanding Learning Difficulties
Anaphylaxis Awareness
Career Curriculum Framework workshop
Textiles for Secondary
Maths Mastery
VCTA – Conference
Exams Preparation
Religious Teachings Today
Gifted Education
Special VASS New Users

Junior Maths Mastery
Australian Curriculum & Multiple Literacies
National Conference – Aust Council for Health
Accelerus Markbook
Preparing for Australian Curriculum
West Australia First Steps in Maths
Behaviour Management
HR Network
Leadership for Languages
Survival Guide for Teachers
New Reporting for Coordinators
First Aid Level 2
VCE Food Technology
Maintaining Microsoft SQL
VCE School Leaders Briefing
Assessors Training for Texts & Traditions
NAPLAN
Transition to Australian Curriculum
Analysing VCE Results

OCCUPATIONAL HEALTH AND SAFETY

Occupational Health and Safety is the responsibility of everyone within the school, this is a concept that we have been trying to convey to all staff. The OH&S committee meets twice a term to discuss any issues which have arisen, and the minutes of these meetings are posted in the staff rooms to ensure that they can be accessed by all. In 2011 our Staff Representative resigned and was replaced by two staff members; Caroline Concessio and Jeff Bolton. The OH&S committee was very happy to have them on board, and feel that having a representative from both the primary and secondary departments will help improve staff awareness.

We continue to have Incident/Hazard Reports available in all staff rooms so that staff can report on any issues that they identify, all of which are followed up by the HR Manager. In 2011 the school reviewed its return to work documentation which has been inspected and approved by Worksafe as being fully compliant. We also looked at our First Aid policies and record keeping, creating better ways to keep staff informed of “at risk” students such as those with anaphylaxis, asthma, diabetes etc...

Our School Nurse delivered anaphylaxis training to all of our teaching staff, as well as arranging for Asthma Australia to deliver training. Al-Taqwa College now qualifies as an Asthma Friendly School. There was also first aid training delivered for key personnel, including one teacher from each year level in primary, plus all of our sports teaching staff. We also continued to have out annual Fire and Emergency Training delivered by EMQ.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Staff, students and parents feel welcome at our school. Teacher satisfaction can be verified by the high level of staff retention. Staff also showed high participation and commitment in all school functions.

Parent and student satisfaction has been measured through increasing student enrolments and consistently high levels of student attendance. Parent also showed high level of satisfaction on useful information about college programs, student achievement and progress. We are grateful for the commitment, partnership and support of

parents who value an education through volunteer work in various activities throughout the year. The College motto of “Quality Education for Quality Life” is an invitation for family enrolled at the College for their child to achieve their personal best in their learning and Islamic values.

FINANCIAL STATEMENT

The summary covers funds for operating costs involves expenditure areas such as permanent salaries, buildings, cleaning and major maintenance. A full copy of the school’s 2011 financial statement is tabled at the annual general meeting. Further details concerning the statement can be obtained by contacting the school’s Business Manager.

STATEMENT OF COMPREHENSIVE INCOME

	2011 \$	2010 \$
REVENUE	17,641,467	17,148,582
Salaries and employee benefits expense	(9,486,581)	(8,544,276)
Property expenses	(1,302,630)	(1,062,012)
Student and teaching expenses	(1,578,499)	(1,485,395)
Bus expenses	(595,330)	(703,044)
Insurance expenses	(234,334)	(113,940)
Depreciation and amortisation	(961,334)	(762,880)
Borrowing costs	(318,711)	(387,263)
Bad and doubtful debts	(4,703)	(12,942)
Donation to Islamic Trust Fund	(39,733)	(60,632)
Other donations	(10,948)	-
Other expenses	(1,295,726)	(1,236,300)
	<u>(15,828,529)</u>	<u>(14,368,684)</u>
Operating gain before income tax	1,812,938	2,779,898
Income tax expense	-	-
Operating gain after income tax	<u>1,812,938</u>	<u>2,779,898</u>
Other comprehensive income:		
Other comprehensive income	-	-
Total comprehensive income for the year	<u>1,812,938</u>	<u>2,779,898</u>

STATEMENT OF FINANCIAL POSITION

	2011	2010
	\$	\$
CURRENT ASSETS		
Cash and cash equivalents	162,036	541,929
Trade and other receivables	731,609	674,026
TOTAL CURRENT ASSETS	<u>893,645</u>	<u>1,215,955</u>
NON-CURRENT ASSETS		
Property, plant and equipment	14,133,999	14,259,823
TOTAL NON-CURRENT ASSETS	<u>14,133,999</u>	<u>14,259,823</u>
TOTAL ASSETS	<u>15,027,644</u>	<u>15,475,778</u>
CURRENT LIABILITIES		
Trade and other payables	2,810,067	4,899,338
Interest-bearing liabilities	703,928	457,500
Provisions	576,495	457,506
TOTAL CURRENT LIABILITIES	<u>4,090,490</u>	<u>5,814,344</u>
NON-CURRENT LIABILITIES		
Interest-bearing liabilities	2,644,993	3,204,871
Provisions	257,827	235,167
TOTAL NON-CURRENT LIABILITIES	<u>2,902,820</u>	<u>3,440,038</u>
TOTAL LIABILITIES	<u>6,993,310</u>	<u>9,254,382</u>
NET ASSETS	<u>8,034,334</u>	<u>6,221,396</u>
MEMBERS FUNDS		
Accumulated funds	8,034,334	6,221,396
TOTAL MEMBERS FUNDS	<u>8,034,334</u>	<u>6,221,396</u>

STATEMENT OF CHANGES IN EQUITY

	Accumulated Funds \$
Balance at 1 January 2010	3,441,498
Gain for the year after income tax	2,779,898
Other comprehensive income	-
Balance at 31 December 2010	<u>6,221,396</u>
Gain for the year after income tax	1,812,938
Other comprehensive income	-
Balance at 31 December 2011	<u>8,034,334</u>

STATEMENT OF CASH FLOWS

	2011 \$	2010 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipt of school fees, levies and other income	3,522,901	2,676,673
Grant received	14,466,559	14,250,282
Interest received	16,219	29,420
Payments to suppliers and employees	(15,123,740)	(12,293,341)
Interest paid	(318,711)	(387,263)
Net cash provided by operating activities	<u>2,563,228</u>	<u>4,275,771</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of property, plant and equipment	3,909	-
Payments for property, plant and equipment	(1,561,090)	(3,606,606)
Net cash used in investing activities	<u>(1,561,090)</u>	<u>(3,606,606)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of secured loans	(495,327)	(401,962)
Repayment of loans – Islamic Trust Fund	(700,000)	-
Advances – Islamic Trust Fund	(372,490)	-
Proceeds from loans – Macquarie	189,977	-
Repayment of hire purchase contracts	(8,100)	(83,629)
Net cash used in financing activities	<u>(1,385,940)</u>	<u>(485,591)</u>
Net (Decrease)/Increase in cash held	(379,893)	183,574
Cash at beginning of year	541,929	358,355
Cash at end of year	<u>162,036</u>	<u>541,929</u>

SCHOOL RENEWAL PRIORITIES 2012

We look forward to 2012 with excitement and undertaking some of the following projects:

- Embark on a Sustainable Educational Management Plan
- Embrace the Australian Curriculum for English and Maths and train teachers
- Analyse and Improve the NAPLAN results
- Continue involvement in National Partnership Project
- Strengthening communication and policies within the school community and parents
- Monitor school generated data to identify needs
- Review the merit and recognition of student achievement
- Enhance staff skills and practice with the implementation of ICT in class rooms
- Enhance reporting system and feedback strategies
- Enhance the Professional Development of staff
- Upgrade and implementing new student database from TASS to Synergetic system
- Continue to develop an audit of our Policies and Procedures and undertake complete review of newly acquired camp site.
- Review the OHS policies and procedures
- Update the outcomes of Strategic Plan which ends in 2013

ABOUT THIS REPORT

The self-evaluation committee has worked collaboratively and gathered information across the board for the 2011 Annual Report. The self-evaluation committee has set new priorities to improve the environment and student learning outcomes.

They comprised of the School Council members, Principal, Coordinators and Administration Leaders.