



School No.
1906

Annual Report 2012



Principal's Forward

I am pleased to present this Annual Report to our parents and community of the college achievements and activities that has happened throughout 2012 as a legislative requirement under the Schools Assistance Act, 2008.

Alhamdulillah, throughout our history as a school, we have offered an all-round education within an Islamic environment, culture and support for all our students and families. The School has continued to thrive and thank to our staff members for their important part in embracing Al-Taqwa's vision i.e. to promote the school's aim in providing a 'Quality Education for Quality Life'.

We began with a focus on improving the teaching and learning success of the students. Students were supported academically and socially, in keeping with the ethos of the School. We continued to upgrade technology in our classrooms and installed a number of interactive data projectors. The projectors has helped to engage students in all learning areas including Arabic subject. Staff also participated in a number of professional development involving the use of technology in classroom. Monitoring of the Australian Curriculum has also been ongoing with the implementation being 2013.

Olive Branch Campus Vocational Education and Training (VET) Program Certificate II in Horticulture is continuously being improved and updated regularly. The first cohort of students (2012 Yr 9 students) doing this course has also successfully completed the three years program. the VCE VET Program continues to be up and running with 28 students enrolled. Our RTO compliance against the AQTF standards is constantly being updated to keep up with the new changes each year. Staff had a good experience of keeping abreast with the changes in the industry by attending workshops and seminars like the Velg 2012 National Conference held in Gold Coast in September.

Next year onwards we will be running Horticulture as an elective subject for the Year 7, 8 and 9 students to provide them with an insight of the Horticulture industry as well as hands-on experiences out in the field. We have also planned to run enrichment programs for students from other schools and for parents/adults who would like to do short courses such as Lay paving, Plant propagation and Hydroponics, just to name a few. We aspire to further expand Olive Branch Campus into new areas and to develop it as one of the best institutions in the educational milieu within the region.

On behalf of the school, I acknowledge parents for their ongoing support and contributions to your children's progress. I extend warm appreciation to our teachers for their invaluable work with individual students, volunteers for their tireless hours of assistance and to members of our School Council who have helped with the improvements program for the college.

We look forward to an exciting and engaging year in 2013.

School Board Report

2012 was a great year and we appreciate the support we receive from families and school staff. Our role is to work with the Principal to develop, review and evaluate school improvement programs and school budgets.

Enrolments have been steadily increasing. The school has attracted an increased in Prep Enrolments for 2012. Throughout 2012, six school tours were conducted allowing families to visit the Junior and Senior campuses. The tours provided an excellent opportunity for families to visit the school, meet staff and students and tour the facilities. The pre-school to school transition program were organised with visits of 4-5 year olds to school, to become familiar and confident with our school setting. It is anticipated that Prep enrolment will continue to remain strong for 2013.

The College contributed over \$250,000 in laptops for teaching staff and an extra IT facility for students, such as iPADS to keep up with the technology. We then focused on the security of students, staff and parents whilst on the school grounds. To ensure their safety within the college an additional 65 security cameras were installed.

The College undertook a major capital project with the construction of the administration building which costs more than \$4.5 million of which \$520,000 was funded by the Commonwealth Government. The building has the following room components: Reception, Accounts Department, Principal office, Nurse and First Aid, IT Room, Transport, Marketing, Boardroom and two Staff Rooms. The building will be completed and ready for the staff to move Term 3 of 2013.

The School Council will continue to review the strategic direction of the College annually, making adjustments in response to changing circumstances when required. Beyond 2014, the School Council's strategic direction will focus on the potential for the re-development and improvement of existing facilities.

The board has approved the business plan for 2012 - 2017.

We look forward to another exciting and productive year as the School Council of Al-Taqwa College and encourage all families to consider the best way they can be involved in their children's education.

School Profile

Al-Taqwa is an equal opportunity school for students from Prep to Year 12 that aims to educate students in an inclusive, caring, safe and healthy learning environment that promotes quality education with Islamic values and beliefs. Students are nurtured to be proud Australian Muslims citizens of tomorrow.

We offer education from prep through to year 12 consisting of a vibrant, progressive and engaging curriculum that fosters independent lifelong learners. We endeavour to develop partnerships and links with the broader community including links with international schools.

Vision

Al-Taqwa College will provide education opportunities to students in a caring, safe and healthy learning environment, which promotes quality education, and Islamic values and beliefs. Students are nurtured to be lifelong learners and encouraged to be proud Australian Muslim citizens of tomorrow.

Mission

Al-Taqwa College aims to produce good reflective self-directed learners who have problem-solving skills and critical thinking abilities. It aims to be a place where the individuality of each person is recognised, and where that recognition is reflected in the College's curriculum diversity and flexibility, diverse teaching strategies and student centred processes. The College aims to create a school environment that instils in students love and obedience to Allah (SWT) in accordance with the sayings and deeds of the Prophet Muhammad (SAW) and enables them to benefit from the teachings of the Holy Al-Quran and the Sunnah of the Prophet Muhammad (May peace be upon him).

School Values

The College supports and promotes the principles and practice of Australia democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

The Prophet Mohammad said "He who doesn't care about the youngest and doesn't respect the oldest doesn't belong to the Muslim community". It is this sense of caring and respect that unpins our school values. In doing so, it adheres to the provision of:

- Quality learning - providing a high quality and inclusive education
- Honesty - being true to once self and true to others
- Respect - showing care and concern for other people and property
- Trust - Instilling confidence that each person doing their part - trust in our teachers, trust in our programs
- Tolerance - understanding and celebrating diversity and individual differences
- Caring - encouraging the development of empathy

Fundamental Principles

- The richness of the Islamic tradition, values and teachings will guide the direction and operation of the College within the Australian context and law.
- In accordance with the Islamic concept of justice - every individual in the school will be treated fairly with no distinction of colour, race, religion or sex.
- We will respect and protect the rights of students - to be heard and to express themselves, to protection of their physical well-being and their dignity, and most importantly, their right to quality education that will prepare them for the future.
- Young people are active learners and will be encouraged to strive to do their best to achieve their full potential.
- We will deliver quality education grounded on Islamic principles and values, which will be affordable and accessible to any families who share and believe in these same values and principles.

- We will ensure the holistic development of students by delivering a well-balanced, experientially rich and diverse curriculum that respects learners as individuals. At the same time cultivating their appreciation and sense of responsibility as a part of the larger community in line with the Islamic concept of the Ummah.
- We will promote and implement the restorative approach to student's wellbeing.

Objectives

- Create a school environment that instils in students the love and obedience to Allah (S.W.T) in accordance with the teachings of the Holy Al-Quran and the sayings and deeds of the Prophet Muhammad (S.A.W) the Sunnah.
- Provide quality and a holistic education that will develop students' talents and capabilities to their full potential whilst meeting the aspirations and need of the college's Islamic community. This holistic education will ensure an all-round development of students physically, mentally, socially and spiritually, guided by Islamic principles and teachings, and cultivating an understanding and appreciation of our Islamic cultural heritage.
- Produce graduates who are proud of their identity as Australian Muslims while retaining respect and appreciation of the Aboriginal cultural traditions and the diversity of Australian ethnic cultural groups.
- Develop students who are competent, adaptable and resilient life-long learners with an appreciation of the nature and place of work in our society, opportunities to develop good work practices, and a respect for the rights of others in the work place.

Student enrolment Information

The student enrolments for this college from February 2012 to November 2012:

Total enrolment: 1373 [Girls - 740] [Boys - 633] Enrolment continuity: 92.5%

The average class sizes: Prep to Grade 6: 23 Year 7 to 10: 21 Year 11 to Year 12: 23

Attendance Rate

The overall average student attendance rate for the year was 87% which includes excursions, camps, physical education activities, sport activities and many other events that are part of the day to day curriculum. To encourage higher levels of attendance the College has introduced new attendance monitoring procedures. During 2013 the focus for attendance will be on:

- Increase attendance rate to 90%
- Following up all Unexplained absences of students by Support Staff of Primary and Secondary Department
- Using SMS Communications to improve student attendance and safety, reducing unexplained absences and truancy.

Curriculum and program Highlights

We have been in the process of auditing our curriculum documents over the past three years in preparation for the coming of the new National Curriculum. As of 2013, Al-Taqwa College will be implementing the National Curriculum in the area of Mathematics, English, History and Science. We will be using the AusVELS documents to guide our planning with eLearning for the 21st Century. Education in the 21st Century requires students to become independent learners with a vast set of skills that will enable them to access the pathways that they desire. Staff has been trained for the purpose of

implementing an eLearning program. This would see information technology skills being utilised in every area of the curriculum, in every classroom and not only restricted to an IT class.

Meeting the Needs of All Students

A variety of individual support structures were provided. Year 1 students were the focus of an intensive guided reading program whereby three additional teachers were allocated to the year level for two half hour sessions per week. The additional teachers, in conjunction with the classroom teacher, allowed for the creation of smaller groups and increased opportunities for the development of oral language and reading skills. At the end of Term 2 we had five students leave the reading program happy to be able to read and write confidently. The third term saw a new set of students enter the Reading Recovery Program. The students made wonderful progress in their reading and writing skills and are now on their way to become independent readers.

Students with specific learning needs continued to be supported at Al-Taqwa College through the partnership with the parents, teachers and educational consultants. Students who need support for their communication skills attend speech/language therapy sessions once a fortnight. These sessions gives them the chance to practice the skills they are learning in a social setting. In addition, the college had received additional funding for special educational needs. Transition meetings were held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. The educational plans, modifications to the tasks, activities and assessments and one-on-one support provided to the students have increased the students' confidence and the ability to overcome challenges that they encounter in the classroom environment.

The Counselling and Welfare Department provided programs for students such as the Year 9 Boys' Bootcamp, Year 9 Girls' MPower Program, Peer Support. Students were also given an opportunity to build and develop their faith through the 'Eman Club'. Throughout the year the Department organized information sessions, such as Cyber Safety Awareness and parenting information sessions. As the college continues to grow, the Counselling and Welfare Department has also expanded to continue to meet the needs of students. In 2012 two new staff members joined (School Psychologist and Student Welfare Officer). They have provided valuable contributions to the Department.

Expanding Learning Opportunities

All classes were provided with opportunities to enhance learning through excursions, and visiting performances and workshops. Excursions included visits to Melbourne Zoo, Scienceworks, Sovereign Hill, Immigration Museum, Melbourne Museum, Ecolinc, IMAX and Werribee Zoo.

Camping

The College organises an excursion involving overnight camping for students at our Camp Coorong. The camp provides an outdoor education experiences for our Primary students and leadership camps for our Secondary students. The school's camping program enables students to further their learning and social skills development in a non-school setting. Camps are an important aspect of the educational programs offered at our school.

Sports and Fitness

Opportunities to participate in sport and fitness were well catered for through the weekly PE and Sport. A specialist PE teacher conducted lessons for each class. In addition Grade 1 s and 2s participated in school swimming lessons, GYMskool and PMP. The upper primary involved in athletics and cross-country

carnivals. In addition students also participated inter-school competitions in netball, cricket, soccer and basketball.

SCHOOL PERFORMANCE

NAPLAN

The National Assessment Program—Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life, in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken nationwide, every year in the second full week in May.

NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. The data from NAPLAN test results gives schools and systems the ability to measure their students' achievements against National Minimum Standards and student performance in other states and territories.

Reports on individual student performance are provided to all students and parents/carers by the states and territories. NAPLAN results are also reported nationally through a summary report in September and later a full national report. The report of the national analysis of NAPLAN results is released to the public in two stages.

The first stage Summary Report is released in September prior to the distribution of reports to parents. This report shows preliminary results at each year level and domain by state and territory and nationally.

The second stage is the full National Report that includes final results by gender, Indigenous status, language background other than English status, parental occupation, parental education, and location (metropolitan, provincial, remote and very remote) at each year level and for each domain of the test. This report, which relies on more detailed analysis, is published at a later date.

A student at National Minimum Standard (NMS) has typically demonstrated the basic elements of Literacy and Numeracy to participate at their year level.

Year Level	Below NMS	At NMS	Above NMS
Year 3	Band 1	Band 2	Band 3-6
Year 5	Band 3	Band 4	Band 5-8
Year 7	Band 4	Band 5	Band 6-9
Year 9	Band 5	Band 6	Band 7-10

The information below displays a percentage of our students achieving **ABOVE** and **AT** the National Minimum Standard in each assessment area.

GRADE 3	Reading	Writing	spelling	Punctuation & Grammar	Numeracy
Students ABOVE the National Minimum Standard	85%	98%	93%	91%	90%
Students AT the National Minimum Standard	10%	1%	6%	7%	8%

GRADE 5	Reading	Writing	spelling	Punctuation & Grammar	Numeracy
Students ABOVE the National Minimum Standard	79%	94%	89%	81%	77%
Students AT the National Minimum Standard	17%	6%	10%	13%	21%

YEAR 7	Reading	Writing	spelling	Punctuation & Grammar	Numeracy
Students ABOVE the National Minimum Standard	77%	76%	94%	90%	79%
Students AT the National Minimum Standard	20%	20%	5%	9%	19%

YEAR 9	Reading	Writing	spelling	Punctuation & Grammar	Numeracy
Students ABOVE the National Minimum Standard	61%	61%	86%	63%	71%
Students AT the National Minimum Standard	27%	27%	7%	33%	27%

Further details and comparisons about these Literacy and Numeracy results may be found www.myschool.edu.au

Progressive Achievement Test Assessments

All Year 2 to 10 participated in Maths and Comprehension tests. However Yr 5 to 10 also participated in Science; Yr 4, 5, 8 and 10 participated in Vocabulary tests. The results from these tests are distributed over nine stanines with a score of nine being superior and one being inferior. These are the results of our students:

Maths

Stanine	Number of Students:								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1	0	20	6	1	7	7	14	7	3
2	3	9	15	10	17	7	19	15	19
3	20	15	28	23	23	25	27	15	27
4	38	31	23	32	13	18	19	25	25
5	33	19	17	21	15	24	16	11	8
6	26	19	10	7	9	19	4	9	0
7	4	21	10	0	4	5	4	4	0
8	2	0	2	5	6	3	1	1	1
9	1	0	0	4	2	1	0	0	0

Comprehension

Stanine	Number of Students:								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1	0	6	3	3	7	2	4	5	8
2	3	9	5	4	2	6	8	14	16
3	20	24	27	20	16	19	23	12	7
4	38	38	27	29	22	23	31	21	30
5	33	20	22	24	24	30	18	11	11
6	26	27	19	15	15	17	11	14	8
7	4	6	8	4	3	9	5	5	2
8	2	0	0	2	4	3	4	5	1
9	1	1	0	2	0	0	0	0	0

Science

Stanine	Number of Students:					
	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1	5	9	9	14	12	6
2	14	6	7	19	7	7
3	31	25	29	23	20	34
4	30	26	36	24	19	15
5	10	13	18	14	13	12
6	6	9	6	7	11	6
7	3	6	2	2	4	2
8	4	1	2	0	0	1
9	0	0	0	1	0	0

Vocabulary

Stanine	Number of Students:			
	Year 4	Year 6	Year 8	Year 10
1	2	2	2	5
2	3	20	9	5
3	21	20	25	20
4	23	28	37	29
5	27	11	18	11
6	27	7	8	10
7	6	6	3	1
8	2	0	2	1
9	0	1	0	1

NAPLAN tests and results together with those of the PAT tests, were analysed and students strengths and weaknesses were identified. The tests are used as a screening tool to identify struggling students who may benefit from additional support and also to select high achieving students for the acceleration class.

We have been working on strengthening our Early Years Literacy Program and our Numeracy Program to ensure that we are delivering the best curriculum and meet the needs of all our students.

Enrichment Program

On-going evaluation of the program was conducted at the end of every semester. This evaluation attempted to measure whether the programs obtained their stated goals and objectives and gained a high level of acceptance by those involved. Results indicated that the programs were well accepted by all involved and minimal changes were needed.

Year 12 Outcomes

Congratulations to Al-Taqwa College Year 12 students who achieved ATAR scores that qualified them for university entrance. Many students attaining a range of 40's for their subjects.

Overall report

Total number of Year 12 students	47
Total number of applicants with preferences	43 (91.48%)
Number of applicants who have received an offer (Institution/campus)	39
Number of students received international offer (overseas students)	1
Number of 1st round offers	36
Number of 2nd round offers	3
Number of 3rd round offers	2
Number of applicants with no offer	4

Student Achievements

Interschool Basketball Competition



In June, the Year 9 and 10 girls became the overall champions in the inter-Islamic school basketball tournament. In the first game Al-Taqwa College defeated East Preston Islamic College 70 to 0. In the second game we defeated Ilim College 51 to 16. We also won our last two games against Minaret College and AIA with a score of 40 to 18 and 61 to 8 respectively. Our opposition had no answer for the shooting prowess of our two top goal scorers, Shayma and Najma.

Victorian Primary School State Champion in Golf



Nasya Sohail of Grade 5 became the Victorian State Champion in Golf on September 10. Nasya is currently the Number 1 primary aged girl being selected in the Under 12's Victoria state team. There were more than 2000 students who participated in this event and only four girls were selected in state team to represent Victoria.

Hoppers Crossing District Athletics Carnival



Several of our students went on to compete in the Wyndham Division & Western Metropolitan Region Athletics Carnival at Keilor Athletics Stadium on 16 & 18 October. Yassin Nur of 6A won the 800m and broke the District record that has stood since 2001 by almost one second. Our 12/13 year old boys 4x100 Relay team also did an exceptional job completing the race in 59.42 seconds, only 1/100th of a second off breaking the District record. Some of our students are ranked in the 0.1% of students for their age group in the Western Metropolitan Region

which consists of 15,000-20,000 students of the same age group.

Lalor Annual School award (Hon Julia Gillard)

Khalid Mohumad Farah

2012 ADF Long Tan Award

Hodan Ali – Year 10, Fatima Haider – Year 11 and Fahrudin Hajdarevics – Year 12

Pierre De Coubertin Award

Emina Hajdarevic – Year 12

Al-Taqwa VCE Academic Achievement Awards

Awards are given to students who display excellence in their subjects throughout the year. Recipients:

Osman Jama Farah – Accounting

Fahrudin Hajdarevic – Business Management

Sabrina Khalic – Global Politics

Medina Hajdarevic – English, Chemistry and Specialist Maths

Annto M Hassen – Psychology and Studio Arts

Ravi Abdul Akbar – Further Maths

Hoda Kamareddien – Food Technology

Amena Haddara – Visual Communications

Ibrahim Younes – Physics

Mohammad Kazim Syed – Maths Methods

Safa El Samad – Media

Omar Hallak Family Trust Award

Awards are given to senior students for their academic and behaviour performance. Recipients:

Medina Zahic and Ibrahim Younes

Al-Taqwa Primary Achievement Awards

Dux Awards:

Muhammad Khalifa (Prep A), Yasin Dawood (Prep B), Zohra Aftab Soz (Prep C), Ayra Khan (Prep D), Eisha A Shinwari (Prep E) and Tashfeen Parvej (Prep F).

Tasnimah Parvej (Gr 1A), Hijaab Amjad (Gr 1B), Salma Nurhusein (Gr 1C), Ellaa Ali (Gr 1D), Elyas Nur (Gr 1E) and Zaynab Mohammed (Gr 1F).

Mohammed Bazeel Shareef (Gr 2A), Reem Taleb (Gr 2B), Raahim Memon (Gr 2C), Hashim Ali (Gr 2D), Abdullahi Ururshe (Gr 2E) and Fatime Abdo (Gr 2F).
Shereen Hallak (Gr 3A), Reem El Kurdi (Gr 3B), Hafsa Mahboub (Gr 3C), Riana Goga (Gr 3D), Mohammed Ismail Shareef (3E) and Hana Sultan (Gr 3F).

Amel Jawad (Gr 4A), Zoha Tauseeq (Gr 4B), Amer El Dannaoui (Gr 4C), Fatima Arshad (Gr 4D) and Hamna Sami (Gr 4E).

Amina Abdi Halim (Gr 5A), Houda Osman (Gr 5B), Khuzaima Ali (Gr 5C), Khalid Ahmedin (Gr 5D) and Imraan Mohammed (Gr 5E).

Isra Abdullah (Gr 6A), Wijdan Jemil (Gr 6B), Zena Zaki (Gr 6C) and Jalil Goga (Gr 6D).

Endeavour Awards:

Hanin Jawad (Gr 3E), rachid El Haouli (Gr 4A) and Affan Khan (Gr4C).

Sports Award:

Alamudin Yonis (Gr 6C)

Student of the Year:

Amahni Melhem (Gr 6A)

Top VCE Study Scores

Congratulations to Emina Hajdarevic, Mohammad Kazim Syed , Ali Abouhasna for their outstanding achievement on gaining study scores between 40 and 50.

Congratulations also to Year 11 students - Faiza Ahmad, Azizah Anasril, Samira Coleman, Abdulahi Farah, Wasi Hussain, Fitri Paiman and Ardisha Taufiq who completed one year 12 subject and achieving an outstanding study scores between 40 and 50 in VCE subjects offered in 2012.

Our overseas student, Ardisha Taufiq of Year 11 has won an Achievement Award for VCE Top Score in the Indonesian Language. Mr Ali Abouhasna also achieved the VCE Top Score for Arabic Language.

Al-Taqwa Top VCE scorers

Mohammad Kazim Syed - 97.2%
Emina Hajdarevic - 97.15%
Fahrudin Hajdarevic - 90.55%



Mohammad Kazim Syed and Emina Hajdarevic are ranked in the top 2% within Victoria. A total of 13% of our students are ranked in the top 12% of Victoria.

Monash University Engineering Scholarship



The Monash Faculty of Engineering Scholarship is offered to the highest achieving students entering an engineering course at Monash. An event was held to celebrate the successful undergraduate scholarship recipients for 2013. Our 2012 VCE student, Mohammad Kazim Syed was the recipient of this scholarship. The College congratulate the student of his exceptional achievements and was pleased he had chosen to further his studies in engineering.

Kwong Lee Dow Young Scholars Program



The University of Melbourne has accepted Mohammed Seeid of Year 11 into the Kwong Lee Dow Young Scholars Program Class of 2014. This program is an academic enrichment program for high-achieving students. The Kwong Lee Dow Young Scholars Program will afford the participants the opportunity to mix with like-minded peers and future leaders. A tailored program of events and activities will support and enhance their secondary studies, inspire their career plans and provide opportunities to interact with the University community.

University of Melbourne

Our student, Wasi Hussein will also be studying Accounting in University of Melbourne while completing his VCE Year 12 in 2013.

Distance Education Victoria

Our student, Edita Glamocic will be doing her distance education in Global Politics Unit 3&4 in addition to her other VCE Year 12 subjects at the college in 2013.

Student Activities

School Captains (SRC)



Al-Taqwa College fosters leadership through School Captains and Vice Captains in Junior School. They were chosen through a voting process involving our Grade 3-6 students. The elected members for 2012 were: **School Captains** - Ridwan Said, Fatima Mesto, Abeer Hiabu, Iman Rizvi and Mohammad Hassan. **Vice Captains** - Qarina Iqbal, Zakaria El Dannawi and Huda Paracha. They had the privileged of attending a unique Leadership Training Conference on 5 March at the Melbourne Convention and Exhibition Centre to develop key leadership skills. The Junior School Council meets to assist the safe running of

the school and in particular the students and producing a monthly Student's Newsletter.

Their **2012 Year Focus Project Purpose:**

- **Preparation:** preparation and consideration of the nature of bullying.
- **Education:** education and understanding of the issues.
- **Action:** action taken and strategies developed to reduce bullying.
- **Coping:** coping strategies for staff, students and parents.
- **Evaluation:** evaluation, review and celebration of the program.

Umra Trip



Three students were selected for umra trip to Mecca, Medina and Jerusalem in March. The Umra Experience was open for all male students in Grade 6 to Year 11 who were currently enrolled at Al-Taqwa College. The selection criteria included academic achievement, attendance, community work, behaviour, Islamic knowledge and Islamic practice. The student had a memorable experience and learned a great deal about Islamic history and our Prophet Muhammad (saw). Winner Wasi Hussain, gave an excellent presentation to

the school community of his Umra journey.

Debating



Our students have fared exceedingly well in the Interschool Debating rounds, speaking on a myriad of topics ranging from educational scholarships, ethical values and even parenting licence! Although we had mixed results a round of applause must be given to three of our students who were adjudged ' Best Speakers'; Layell Hoblos, Muymuna Said and Ubah Mohamed who has won it for the second time.

Plain English Speaking Competition



It was indeed a proud moment for Al-Taqwa College, when Emina Hajderevic, of year 12 won the regional finals of the Plain English Speaking Competition which was held at Heathdale Christian College. Her prepared speech was on 'Being Alone Together', which highlighted the downside of living in a world surrounded by technology. She received a Plain English Speaking Award lapel badge being winner of the 2012 regional finals.

Arabic Language Week

It involved activities such as: Arabic Creative Writing, Thematic Posters, Arabic Challenge, The Weekly Challenge, Calligraphy and the Treasure Hunt. It was a huge success.

Healthy Eating - Yakult Incursion & Market Fresh Schools Program

The Grade 3 and 5 students had a wonderful insight of the digestive system with the help of the 'friendly gut bacteria' during their Yakult Incursion. They made connections with what they learnt about practising healthy eating. The Grade 3 students learnt about the good bacteria, rainbow foods and parts of the digestive system. The Grade 5 students received additional information about the healthy plate. All primary students participated in the Market Fresh Schools Program. They had a chance to experience eating fresh fruits and vegetables directly from the Melbourne Wholesale Fruit, Vegetable and Flower Market on 4-6 September.

An incursion was organised for the Grade 4 students on Materials (recycling, raw and processed) which was an integral part of the curriculum. The incursion engaged students to identify raw and processed materials. Students changed raw material, processed it and found out what happens if the process is not followed (temperature, humidity, etc). Students understood what it meant to be a by-product of a processed material, they also learnt and understood the scientists' roles in seeing that the environment is safe (air and water).

Annual Qur'an Competition



The competition was held on Saturday, 11 August with almost 200 guests. Our panel of judges included Imam Sheikh El-Sayed M Toulba from Egypt, Sheikh Badr Ismail from Lebanon and Br Adil M Ahamed. The winners were: Half Juzu – Sami Mohammad (2D), One Juzu – Adem Abdelmula (2A), Two and a Half Juzu – Mustafa Khalifa (4A), Three Juzu – Mohammad Seid (10C), Four Juzu – Mohammed Yusuf and Recitation – Akram Boru (5E).

Science Week

Science Week was celebrated from 27 to 31 August in Secondary school. The theme was Energy Innovations. Students explored alternate energy sources such as solar, geothermal, wind, waves etc. Student made water wheels and generated energy from potatoes.

Library Activities

From 22-28 August 2012, we celebrated Children's Book Week. This year's theme was 'Champions Read'. As a part of the Book Week Celebrations, many activities ran in the library that included, book cover making, poster making, reading marathon and book mark making. All grades from Prep to 6 participated in these events. We also had a Short Story Writing Competition in which Grade 5's and 6's wrote about Anti-Bullying and the Grade 4's wrote short bedtime stories.

Food Technology



What's Cooking?... competition was met with a delightful fervor with 18 budding chefs who took the challenge. The high standard and complexity of the dishes reflected on the passion and talent of our young students. The judges found that picking the Al-Taqwa Chef was not an easy task. Two winners were picked: Sarah Haddara (Y10) – 'Seafood Cocktail' and Yamama Houli (Y7) – 'Marinated Roast Chicken with Pomegranite and Chickpeas Fati'. That was truly satisfying and ended with all students feeling a sense of accomplishment and harbouring a send of pride in their skills and work.

School Annual Fete Day



It was held on 13 October. The Fete Committee worked tirelessly preparing for the day. It was overwhelmed that we had a great community spirit that was evident in the number of people turn up for the day. An addition to the program was the pay by the secondary students which was held in the multipurpose hall.

Art



Students showcased their talents in the Wyndham Schools' Art Festival, the Victorian Independent Schools' annual art exhibition and Short Film Night.

On Monday 29 October the College held a Gala Night to view the short films made by our students focusing on the importance of prayers. Many students participated by submitting short films and also scripts. The winners for their exceptional contribution:

1st: Safa El Samad Yr12 - *The Difference is The Destination*

2nd: Fatima Haddara, Saja Haddara Yr11 - *The Prayer Effect*

3rd: Sofie Halim, Shahani Munaff, Farah Paiman Yr7 - *The Importance of Prayer- Possessed by Shayton*

Judges Award (Special Commendation): Sarah El Kurdi, Lejla Secic Yr8 - *Converting to Islam*

School Events

21 February



We had special visits by Sheikh Abu Bakr Al-Shahtri from Saudi Arabia. He led prayers at Al-Taqwa Masjid followed by private lectures to our students on 23 February.

28 February



We hosted another visits by Sheikh Kahlan Bin Nabhan Al-Kharoosi from Saudi Arabia. He also gave lectures to our students and the community.

30 May



We were visited by SMKA Naim Albanit Principal with three teachers and thirty-five female students. SMKA is a state school from Kelantan, Malaysia. The aim was for their teachers and students to learn more about the college and our curriculum. Our Curriculum Coordinators and Deputy Principal gave comprehensive Powerpoint presentations to the group.

Cyber Safety Parents Session

The session was held on 30 May for parents by Alan Smith from the Australian Federal Polic regarding Cyber safety. It addressed important information about using the internet at home which enriched their knowledge of the real dangers on the internet and how to protect their children with the safe online behaviour.

4 June



We were also honoured with a special visit from Dr Ibrahim Abu Mohammed, The Grand Mufti of Australia. He was warmly welcomed by the school community with presentation from student, Wasi Hussein about his umra experience to Mecca.

July/August (The Holy month of Ramadan)



We had Imam Sheikh El-Sayeed Toubha from Egypt leading teraweh prayer at Al-Taqwa Masjid. He also participated as a judge for our Annual Qur'an competition. He was proud of our teaching of Islamic values to the students.

9 August



Amazing Ramadan Race was organised by the SRC students and SRC Committee teachers. The amazing race was a HUGE success with lots of fun and excitements. Well done to all grade 5 and 6 students for completing the race. The gr 5 winners were Mohammed Eid, Mohammed Said and Riad Karim from 5A.

The Grade 6 winners were Yasin, Faisal, Adem, Khaalid, Younis from 6B

22 August



The College was privileged to have been visited by The Governor of Victoria, the Hon Alex Chernov and his wife, Mrs Elizabeth Chernov. The Governor had a Q&A session with our students. Although it was quite a brief visit, we managed to include a short skid entitled 'Ummi', followed with a tour of the College. The Governor's Aide, Ms Alisia Romanin later advised that the Governor was impressed with our College and our students.

10 – 25 October



Point Cook College Visit

The visit from the Point Cook College students was a memorable one especially as it was clubbed with our Getting Along Day. It was an opportunity to exhibit our values and practices of getting along and inclusion. The day was illuminated with some of our students winning accolades for their act of tolerance, patience and mediation. What a great day to culminate different fun activities run throughout the year.

We also had a group of seven students and a teacher from our sister school, Al-Taqwa Indonesia, Sentul visited us as part of the Exchange Student Program. Students took lessons in the Year 8 classrooms and one with the Year 11s. They visited various iconic sites and also experienced various activities at Camp Coorong in Paynesville.

23 November

Graduation Night was held for 46 VCE students graduating from Al-Taqwa College. It was a gala event. MC for the evening was past student Miss Amne El-Kurdi. Various speeches were given and the tradition olive tree planting also took place. The guest of honour was Cr Heather Marcus. Numerous awards were presented on the night.



6 December



Al-Taqwa College was visited by Terengganu Department of Education, Malaysia. The 88 personnel delegation comprised of directors, official, Principals, teachers from school clusters as well as representatives from the Malaysian Consulate in Canberra. The aim of their visit was to collaborate with Al-Taqwa College to help enrich their teaching and learning programs. We had Q&A session mainly consisted of the Australian curriculum and Islamic Studies. Memorandums of Understanding from the Terengganu school cluster, were acknowledges and Visitation Certificates were signed.

Leadership and Management

Staff Information

There are 153 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	59
Secondary Teachers	42
School Counselling Department	3
Library Staff	2
School Administrative & Support Staff	39
Total	153

Teachers Qualifications

All teaching staff meet 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 2012 is:

Qualifications	% of Staff
Degree	41
Graduate Diploma	41
Masters	19
Other	1

Staff Retention

We had a very high level of staff retention throughout 2012. Although we had a few of teaching staff who, for one reason or another needed to take extended leave, we did not have any teaching staff permanently leave the school in 2012. During the 2012 year we had a 12.5% turnover in support staff which consisted of a redundancy and 4 resignations.

Staff Attendance

The staff absenteeism rate for 2012 was just under 6% 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.

Staff Professional Learning

In 2012 staff spent considerable professional development time working on the development and implementation of learning technologies within the classroom. Staff also undertook a range of professional development activities that catered for their particular needs and the curriculum needs of the school. The ongoing professional development supported staff through in-house and external workshops.

In-House Professional Development topics:

- Emergency Evacuation & Lock-Down Procedures
- Differentiated Curriculum
- Reading Across the Curriculum
- ICT Across the Curriculum
- Literature Circles
- The Second Language Learner: Identifying and Assisting ESL Learners
- Overcoming Barriers to Success
- Teaching and Learning Strategies
- Assessment and Monitoring of ESL Students
- How to Create a Learning Classroom
- Working as a Mathematician
- Behaviour Management in Education
- Group Process-Teacher Friendly Behaviour
- Mandatory Reporting
- PE Teaching for classroom teachers
- Hitting and Fielding Sports
- Code of Cooperation
- Maths Workshop
- Code of Cooperation
- Unit Planning
- Edublogs Introduction
- Special Needs Students Referral
- Early Years Literacy

External Professional Development topics:

- Mentor Support Program
- Perceptual Motor Program
- Ongoing Professional Learning
- Creative Connections
- Ipad in the Early Years for Numerary & Literacy
- Interactive Skills for Student Management
- Classroom Observation & Coaching
- Careers Education starts in Primary School
- Quality Teaching in the Inquiring Classroom
- Enhancing Literacy Skills
- Planning for a Faculty-Organised Aust Curriculum for Heads of English
- Building positive relationships with students
- Autism/Aspergers Seminar
- IT Applications Examination Marking
- Family and Community Engagement
- Association Incorporation Reform Act 2012
- Graduate Mentoring
- National VET Conference
- VIT – A nationally consistent approach
- National VET Conference
- OH&S

OCCUPATIONAL HEALTH AND SAFETY

In 2012 our Staff Representatives; Caroline Concessio and Jeff Bolton, attended the 5 day OH&S reps course which they found to be very informative. They are working in conjunction with the rest of the OH&S committee to explore ways to increase staff awareness and involvement in OH&S at the college. During 2012 the school was visited by Worksafe as part of their initiative to improve OH&S practices within all schools. They conducted 2 visits to the school. During their first visit they made a few recommendations for minor improvements in our documentation, and were very pleased on their second visit to see that all recommendations were taken on board. We were very pleased to be found complaint in all areas assessed and will continue to develop this area to ensure future compliance.

We had first aid training delivered for key personnel, including one teacher from each year level in primary, plus all of our sports teaching staff and some secondary teachers. This training qualified those staff involved as Level 2 First Aiders. They also completed training in anaphylaxis and asthma. We also continued to have out annual Fire and Emergency Training delivered by EMQ which included awareness training for teaching staff, and the more comprehensive warden training for support staff. Throughout the year the school conducted 2 evacuation exercises, and utilised the feedback from staff to improve our systems and processes. As a result we have installed assembly area signs, purchased walky talkies and mega phones, had our p.a. system reviewed, and updated some of our paperwork for ease of use.

Parent and Student Satisfaction

This evidence of parent satisfaction is supported by their approval of the school atmosphere, appreciative of the teaching and learning programs of the College. The parents felt that the College has a strong Islamic value; that staff acted with high level of professionalism and are pleased about the enrichment program. Parents continued to be a regular presence at the College and generously committed their time to help and support a number of College events. Many parents volunteer to help with extra curriculum activities, sporting events, Fete, Fundraising and library assistance.

Student satisfaction is monitored through the feedback received from the Students Representative Council (SRC). This group meets with the coordinators each fortnight to discuss issues relating to the wellbeing and satisfaction of the student body. The Principal is also available by appointment to discuss matters of concern of wellbeing directly with students. Evidence of the high satisfaction level of students includes the large number of students who regularly volunteer to work at the school to assist with functions and other community activities. A sense of belonging has developed in the students and this is reflected in high attendance rates provide further evidence of student and parent satisfaction with the College.

Teacher satisfaction

All staff is encouraged to participate and contribute to the decision making processes operating within the College. Staff and faculty meetings are seen as opportunities for staff to participate in the shared leadership of the College. Discussion is encouraged and welcomed and the leadership team takes great care to consult staff on major developments affecting the College. Each year Al-Taqwa College experiences a very low turn-over of staff which is seen as indicative of high teacher satisfaction.

Financial Statement

The school accounts are audited annually. The financial statements for 2012 comply with the corporations Act 2001 and reflect a true and fair view of the financial position and performance of the college. We are pleased to report an extremely positive financial outcome for the 2012 financial year. Our financial performance is a direct result of the school exceeding student enrolment expectations, of Federal Government capital funding, of parents paying their fees on time. Further details concerning the statement can be obtained by contacting the College's Business Manager.

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2012

	2012 \$	2011 \$
Revenue	18,514,583	17,641,467
Salaries and employee benefits expenses	(11,380,973)	(9,486,581)
Property expenses	(1,223,725)	(1,302,630)
Student and teaching expenses	(1,316,302)	(1,578,499)
Bus expenses	(648,865)	(595,330)
Insurance expenses	(334,067)	(234,334)
Depreciation and amortisation	(1,013,375)	(961,334)
Borrowing costs	(519,459)	(318,711)
Bad and doubtful debts	(7,249)	(4,703)
Donation to Islamic Trust Fund	(162,815)	(39,733)
Other donations	(1,447)	(10,948)
Other expenses	(1,648,205)	(1,295,726)
	(18,256,482)	(15,828,529)
Operating gain before income tax	258,101	1,812,938
Income tax expense	-	-
Operating gain after income tax	258,101	1,812,938
Other comprehensive income:		
Other comprehensive income	-	-
Total comprehensive income for the year	258,101	1,812,938

STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDED 31 DECEMBER 2012

	2012 \$	2011 \$
CURRENT ASSETS		
Cash and cash equivalents	1,619,444	162,036
Trade and other receivables	470,533	731,609
TOTAL CURRENT ASSETS	2,089,977	893,645
NON-CURRENT ASSETS		
Property, plant and equipment	16,186,691	14,133,999
TOTAL NON-CURRENT ASSETS	16,186,691	14,133,999
TOTAL ASSETS	18,276,668	15,027,644
CURRENT LIABILITIES		
Trade and other payables	2,690,584	2,810,067
Interest-bearing liabilities	6,027,366	703,928
Provisions	707,853	576,495
TOTAL CURRENT LIABILITIES	9,425,803	4,090,490
NON-CURRENT LIABILITIES		
Interest-bearing liabilities	226,007	2,644,993
Provisions	332,423	257,827
TOTAL NON-CURRENT LIABILITIES	558,430	2,902,820
TOTAL LIABILITIES	9,984,233	6,993,310
NET ASSETS	8,292,435	8,034,334
MEMBER FUNDS		
Accumulated funds	8,292,435	8,034,334
TOTAL MEMBERS FUNDS	8,292,435	8,034,334

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2012

	2012 \$	2011 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipt of school fees, levies and other income	3,215,634	3,522,901
Grant received	15,026,871	14,466,559
Interest received	10,862	16,219
Payments to suppliers and employees	(16,398,736)	(15,123,740)
Interest paid	(519,459)	(318,711)
Net cash provided by operating activities	1,335,172	2,563,228
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of property, plant and equipment	11,728	3,909
Payments for property, plant and equipment	(2,844,290)	(1,561,090)
Net cash used in investing activities	(2,832,562)	(1,557,181)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of secured loans	-	(495,327)
Repayment of loans - Islamic Trust Fund	(3,586)	(700,000)
Advances - Islamic Trust Fund	-	(372,490)
Repayment of advances - Islamic Trust Fund	372,490	-
Proceeds from loans - Macquarie	211,900	189,977
Repayment of loans - Macquarie	(189,977)	-
Repayment from hire purchase contracts	(25,664)	(8,100)
Repayment of secured borrowings	(3,158,944)	-
Proceeds from secured borrowings	5,748,579	-
Net cash used in financing activities	2,954,798	(1,385,940)
Net (Decrease)/Increase in cash held	1,457,408	(379,893)
Cash at beginning of year	162,036	541,929
Cash at end of year	1,619,444	162,036

AUDIT REPORT

BDO East Coast Partnership have conducted the annual audit and have confirmed that the financial report gives a true and fair view of the financial position of The Islamic Schools of Victoria (Werribee College) Inc., trading as Al-Taqwa College as at 31 December 2012 and of its financial performance and cash flows for the year.

The Auditors confirm that the 2012 Financial Statements have been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and the Associations Incorporation Act (Vic) 1981.

STRATEGIES PLAN 2013-2015

Strategic Intent	Goals	Targets
Student Learning	To promote and improve student learning outcomes	<p>Primary</p> <ul style="list-style-type: none"> • All students across the levels would consistently achieve the minimum reading comprehension standard benchmarked for their level • More than 95% of students will achieve the benchmarked NAPLAN performance results targeted for them (at and above NAPLAN National benchmarks) • Students' overall performance reflects value-add improvement based on their initial baseline performance at the beginning of the year (Tracking of Semestral Assessment Results) <p>Secondary</p> <ul style="list-style-type: none"> • To improve NAPLAN results in Numeracy, Reading, Writing, Grammar and Spelling so that no more than 20% of students are at or below the state mean in each of these areas. • In Aus Vels dimensions from year 7-10, more than 60% of students will achieve at or above the expected level. • In VCE, the all study mean will be 30% and the % of study scores above 40 will be 8%. • In VCE, to lift the bottom and middle quartile of student ATAR scores.
Student Wellbeing and Engagement	To improve student engagement and wellbeing by developing a stronger connectedness to their learning and the college in general	<p>Primary</p> <ul style="list-style-type: none"> • Students' opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships. • Discipline cases and parents' complaints would be capped at 3% of student population.

		<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Improve student attendance rate to at least 90% • Improve student behaviour in classrooms through greater engagement in their learning program • Reduce the number of student suspensions both in terms of number of students and number of days • Develop and implement strategies that will improve student engagement, behaviours and learning outcomes
Student Pathways and Transition	To improve student transition and pathways at all entry and exit points in order to provide all students with opportunities for success	<p><u>Primary</u></p> <ul style="list-style-type: none"> • Parent opinion surveys will show an improvement in the mean scores for the transition variable. <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Maintain the percentage of students entering tertiary/further education above 90% • Increase student retention rates from Years 10 -12

Primary School Key Improvement Strategies

Student Learning

- Build the leadership capacity and capability of Key Personnel in the school in the area of curriculum leadership so that they can be the vanguard group to lead teachers in curriculum improvement and innovation
- Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.
- Build students' capability and capacity in independent thinking, problem solving and effective communication through explicit teaching and infusion into classroom lessons and activities.

Student Engagement and Wellbeing

- Cultivate and nurture a positive and inviting school environment and learning culture that is driven by Islamic values and principles.
- Nurture and develop students' self-management skills (intra) and leadership skills through specific pastoral care programs,
- Actively promote and model school and character values by infusing them into daily routines, programs, school events and celebrations so that students can live the school and character values.
- Establish a safe school environment (physically & socially) by putting in daily routines and processes that ensures students' safety are not compromised.

Student Pathways and Transitions

Improve the school process and programs for preparation of students:

- moving from preschool to school
- from year to year
- transferring into the school and
- moving from primary to secondary settings

Secondary School Key Improvement Strategies

Student Learning

Strengthen teaching and learning practices by:

- Build teacher capacity through professional development.
- Develop an understanding amongst staff as to what quality teaching looks like.
- Build the capacity of staff to develop and implement high quality teaching and learning programs.
- Build the teacher understanding and capacity to provide better and more informed feedback to students.
- Establish an effective process for data analysis in order to promote teacher understanding of student learning.
- Establish an effective process for data analysis in order to promote teacher understanding of student learning.
- Establish an effective process for collection and analysis in order to better track and evaluate student performance.
- Introduce the national Curriculum and National Assessment measures.
- Document all curriculum programs in clearly structured formats that foster better teacher preparedness.
- Develop and implement whole college literacy plan with a focus on literacy across the curriculum.

Student Engagement and Wellbeing

- Improve the school approach to student attendance.
- Implement strategies that will encourage students to aspire to excellence.
- Increase student participation in college leadership and decision making processes.
- Implement strategies to promote improvement in the areas of student engagement and positive behaviours.
- Improving tracking of student at risk by developing and implementing a review process.

Student Pathways and Transitions

- Improve the transition processes in the college to better support students.
- Develop a wider range of student pathways and study choices in Years 10 - 12.

ABOUT THIS REPORT

The self-evaluation committee has worked collaboratively and gathered information across the board for the 2012 Annual Report. The self-evaluation committee has set new targets and key improvement strategies for the college environment and student learning outcomes.

The committees comprised of the School Board members, Principal and executives.