



Ilim College
Est. 1995

Annual Report
2019

Knowledge lights new paths





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Introduction



The school's prosperity depends on a contemporary way to deal with the educational plan, a comprehensive learning condition and a solid, synergistic working relationship.



The Annual report explains and exhibits the dynamic idea of our school, our promise to achieve and our persistent quest for accomplishing our best. The report is introduced to the more extensive network of Ilim College as a record of tasks and accomplishments all through the 2019 scholastic year. The 2019 Annual Report is a special edition as it marks the 25th year of the schools establishment. We are proud to have been serving our communities interests for 25 years. We would like to thank the Ilim Community, past and present, for their continuous support and contributions in this journey.

Established in 1995, Ilim College, with more than 2,000 students, proceeds with its prosperity across four campuses and two Early Learning Centres. The continuous achievements of the school can be ascribed to a profoundly committed group of pioneers, educators and staff also as the proceeded with solid help of our most significant accomplices, our dedicated community and the nearby network of relevant partners and parents.

The school's prosperity depends on a contemporary way to deal with the educational plan, a comprehensive learning condition and a solid, synergistic working relationship. Ilim has gladly kept on giving quality scholarly, otherworldly, social, wearing and social encounters with extremely satisfying results. A solid organisation exists between the school and the more extensive network. The School Board is dynamic in setting up and keeping up clear bearings for the school and our Parent Engagement Officers, offer help to the school and compose an assortment of exercises that unite the school network.

The school's success is based on a contemporary approach to the curriculum, an inclusive learning environment and a strong, collaborative working relationship. Ilim has proudly continued to provide quality academic, spiritual, cultural, sporting and social experiences with very pleasing outcomes. A strong partnership exists between the school and the broader community. The School Board is active in establishing and maintaining clear directions for the school and our Parent Engagement Officers, provide support to the school and organise a variety of activities that bring the school community together.

Expanded open doors for building instructor limit and expert advancement through access to different projects, cooperation and fortifying of our expert learning groups, has permitted the College to add to the nature of staff preparing furthermore, bolster them with all their showing needs and requests. Insightful allotment of budgetary assets has permitted the College to keep updating facilities and infrastructure at all campuses.

During 2019 and past, we will proceed with our dedication in offering quality instruction and realising which draws on academic practice that is information educated, proof based and lined up with the Australian Curriculum.



Ilim College is a community of students, parents and staff that live and learn together in partnership with each other. We are guided by our Islamic values, diverse cultural heritage, Australian democratic principles and rule of law.



— ILIM COLLEGE fosters an environment where each student can EXPLORE HIS OR HER INDIVIDUAL POTENTIAL for academic excellence and personal achievement, while INCORPORATING THE TENETS OF ISLAM into their everyday learning experiences —

Our mission
is our passion



1

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

Our vision is our focus

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

2

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

3

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

4

Use contemporary teaching tools and methods to better integrate Islam into our curriculum and co-curricular activities. We aim to enable our students to explore their understanding and practice of Islam and how they connect with it beyond the classroom and as part of Australian society.

5

Naturally connect to the wider Australian community. We are taking on leadership projects, conducting community conversations, and joining programs that enable the community and the College to learn more about each other in a cooperative, mutually beneficial environment.

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

Our values are our core

The desired
attributes of the
Ilim graduate

Respect Integrity Empathy Commitment Excellence

Respect

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

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

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

Integrity

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

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

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

Empathy

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

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

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

Commitment

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

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

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

Excellence

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

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

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

At Ilim College, we incorporate specific programs, frameworks and co-curricular activities to engage our students and to ensure we provide them with the best support for their education.

Value

The College also provides support services for student social and emotional wellbeing; in order to ensure they are within a comfortable learning environment.

Added

Programs and frameworks

- Early Years Literacy and Numeracy Program
- E5 model of inquiry planning
- You Can Do It – social and emotional learning program
- Be You – student mental health and wellbeing framework
- SKIPS – mental health program
- CPOL – classroom promotion of oral language
- eSmart – cyber safety framework
- Robotics and coding in technologies
- THRASS – Teaching Handwriting, Reading and Spelling Skills – teaching tool
- SMART Spelling – phonics based reading and spelling program
- Restorative practices approach to student engagement and wellbeing
- Intervention programs targeted for specific learning needs of students (reading, writing, numeracy, oral language, and social skills)
- Individual language support for additional needs students
- The Galway Program
- Debating program
- iEntertainment lunch and afterschool programs and activities
- DEAR literacy program
- Seven steps to writing success
- ACER Progressive Achievement Tests, Teaching Resources and Professional Learning Program
- CARS and STARS Reading Comprehension
- We Thinkers Social Skills Program
- Interschool Athletics Competition
- Gymnastics
- Early Years Phonics Program
- Leaders of Evolution
- Primary Leadership Program
- Thinking Routines

Support services

- Student services department (counsellor, psychologist, speech pathologist, additional needs and education support staff)
- Mentoring programs
- Speech pathology department
- First aid
- Careers counselling
- SRC – Student representative council
- Islamic enrichment department
- Ihsan youth leadership program
- Sareera youth leadership and pastoral care program
- Feed the homeless
- Social and emotional learning
- Transition programs



The College provides an enriching and empowering curriculum to our students to prepare them for their future endeavours.



Co-curricular activities

Prep parents transition program to support parents to assist their children with schooling and a smooth transition to primary school	Prep – Year 7 swimming and water safety program
Homework club	AFL interschool competitions
Lunchtime clubs	Shrine of Remembrance annual ceremony
Interschool sports	School Sports Victoria interschool competitions
Personal development workshops for students at lunchtimes	Cancer Council Biggest Morning Tea
Excursions and incursions	School dental program
Ramadan program – Ramadan activities throughout month of Ramadan and Iftar evening for Grade 5 – Year 12 students	School nurse programs (hand hygiene, oral health, healthy habits, fire ed.)
Educational Weeks (National Literacy and Numeracy Week, Science Week, Languages and Cultural Diversity Week and Technologies Week)	Cybersafety with Vic Police
Clean Up Australia Day	Family Fun Day
Harmony day	Bully Zero incursion
Multicultural day	iEntertainment activities
Premier’s Reading Challenge	iCommunity activities
Children’s festival participation	Debating
School folk dancing group performance	Anti-drug workshops
ANZAC ceremonies (Prep – Grade 5)	Keys Please responsible driving
World Teachers Day	National Day of Action Against Bullying
Islamic studies quiz	Athletics (Grade 4 – Grade 6)
Annual Qur’an competition	Hasene Waterwell Project
Annual Islamic Studies Competition	AFL multicultural program
Qur’an Hifz program	AFL Bachar Houli Cup
After school Qur’an tutoring	Prep school nurse program
Fundraising for Royal Children’s Hospital – Good Friday appeal and toy drive	Eid assembly and celebrations
Fundraising for Hasene Orphan campaign	Sign language AUSLAN
Fundraising for Qurban and Ramadan food package campaigns	Khutba program
ICAS competitions	Market day
	Camps (Year 6 – 12)
	First aid training (Year 9)
	Careers expo
	Languages night
	AFL umpiring program
	Security training course
	Tree planting day
	Annual Islamic Studies Competition
	CPR Program
	Interfaith Program

Partnerships and community engagements of the college

In addition to the co-curricular activities, Ilim College encourages community engagement of its staff, students and parents via various community organisation partnerships.

Royal Children's Hospital

Hasene – charity organisation

Ottoman Aged Care

Networking with other Ilim College campuses and other schools

Networking with tertiary education providers

Parent engagement officers – reaching out to the parent community via our selected parent engagement officers

Engagement with local religious organisations:

- Islamic Community Milli Gorus
- Meadow Heights Mosque
- Emir Sultan Mosque

Cancer Council Victoria

Local Councils (Moreland, Hume and Casey)

BeYou

Department of Health and Human Services

Child First

CCYP

Independent Schools Victoria

ISAA (Islamic Schools Association of Australia)

CITE (Centre for Islamic Thought of Education)

AUSLAN for Staff

Headspace

AFP

Primary School Partnerships:

- Real Schools
- Mathematics with Rob Vingerhoets
- Occupational Therapists
- ABA Therapists
- Paediatrician
- Naturopath and Dietician

Ilim College is a Prep to Year 12 VCE co-educational Islamic school that offers a broad dynamic curriculum that provides the opportunity to develop academic, practical, creative and sporting skills.

Advance Through Knowledge



Our dedication to improving
NAPLAN results yielded
its fruits. Compared to 2018
we have shown steady progress
across a number of areas.

NAPLAN results

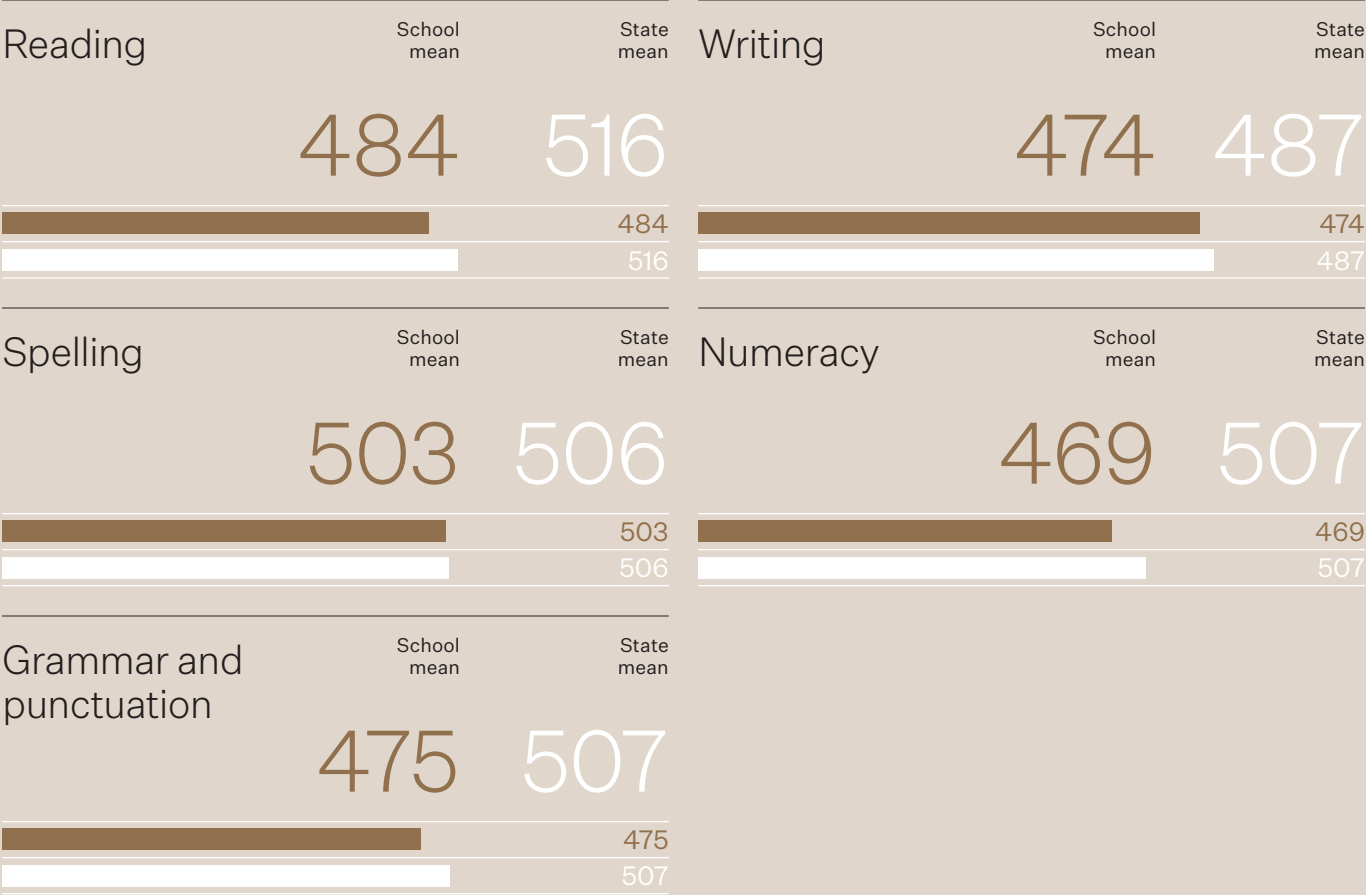


NAPLAN results
Dallas Primary

Year 3



Year 5



NAPLAN results
Glenroy Primary

Year 3



Year 5

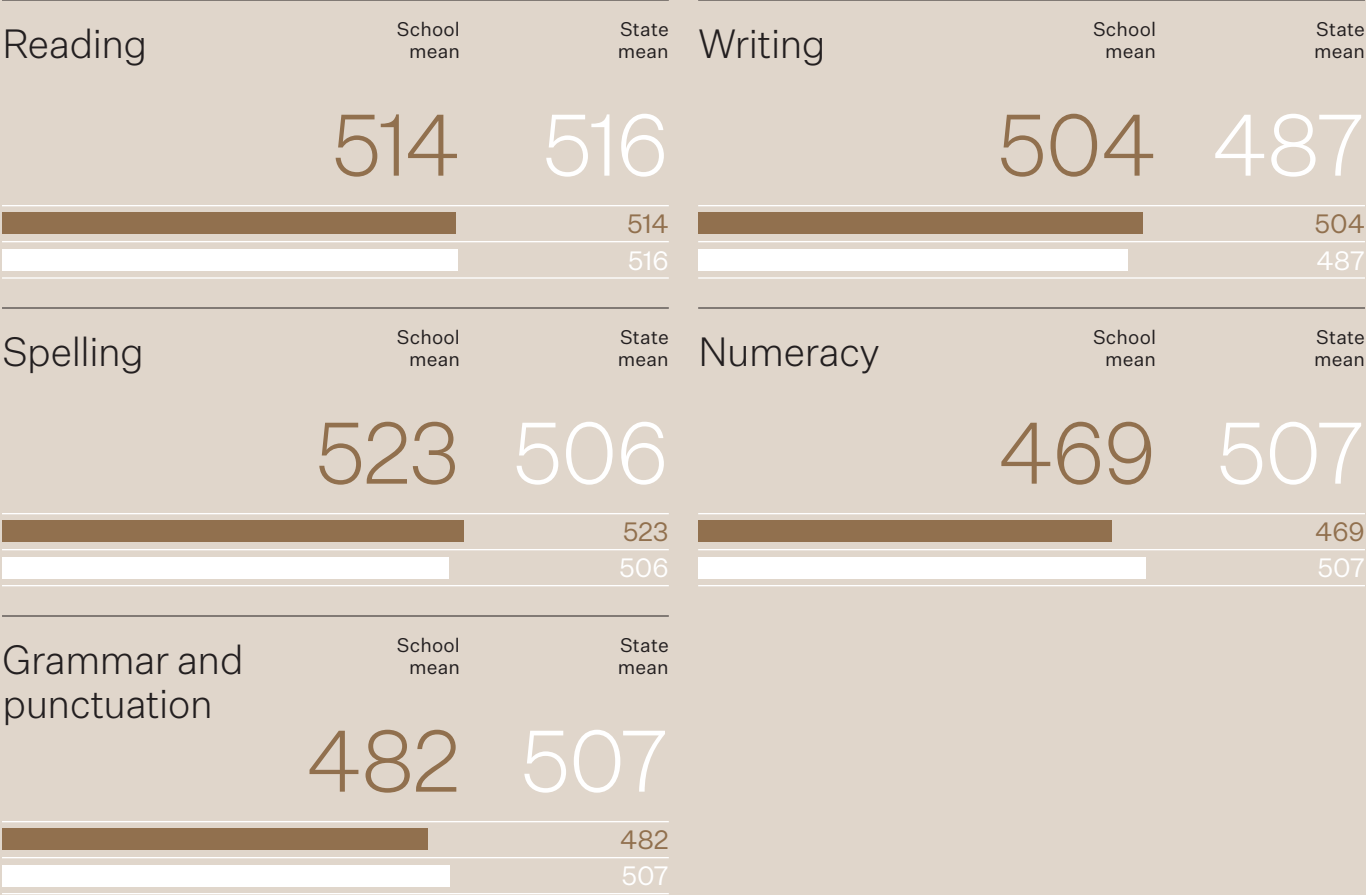


NAPLAN results
Doveton

Year 3

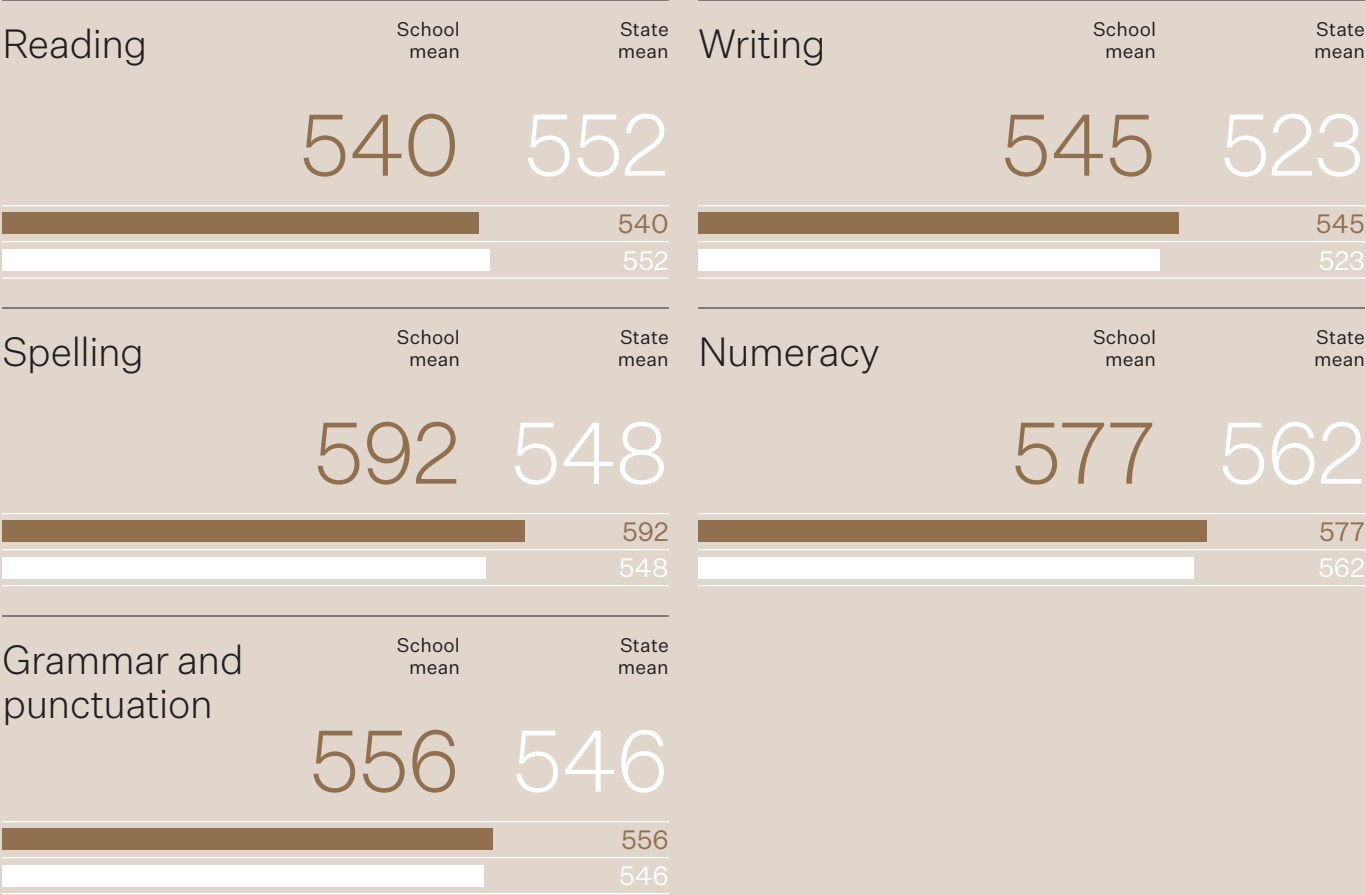


Year 5



NAPLAN results
Doveton

Year 7



The school’s success is based on a contemporary approach to the curriculum, an inclusive learning environment and a strong, collaborative working relationship. Ilim has proudly continued to provide quality academic, spiritual, cultural, sporting and social experiences with very pleasing outcomes.

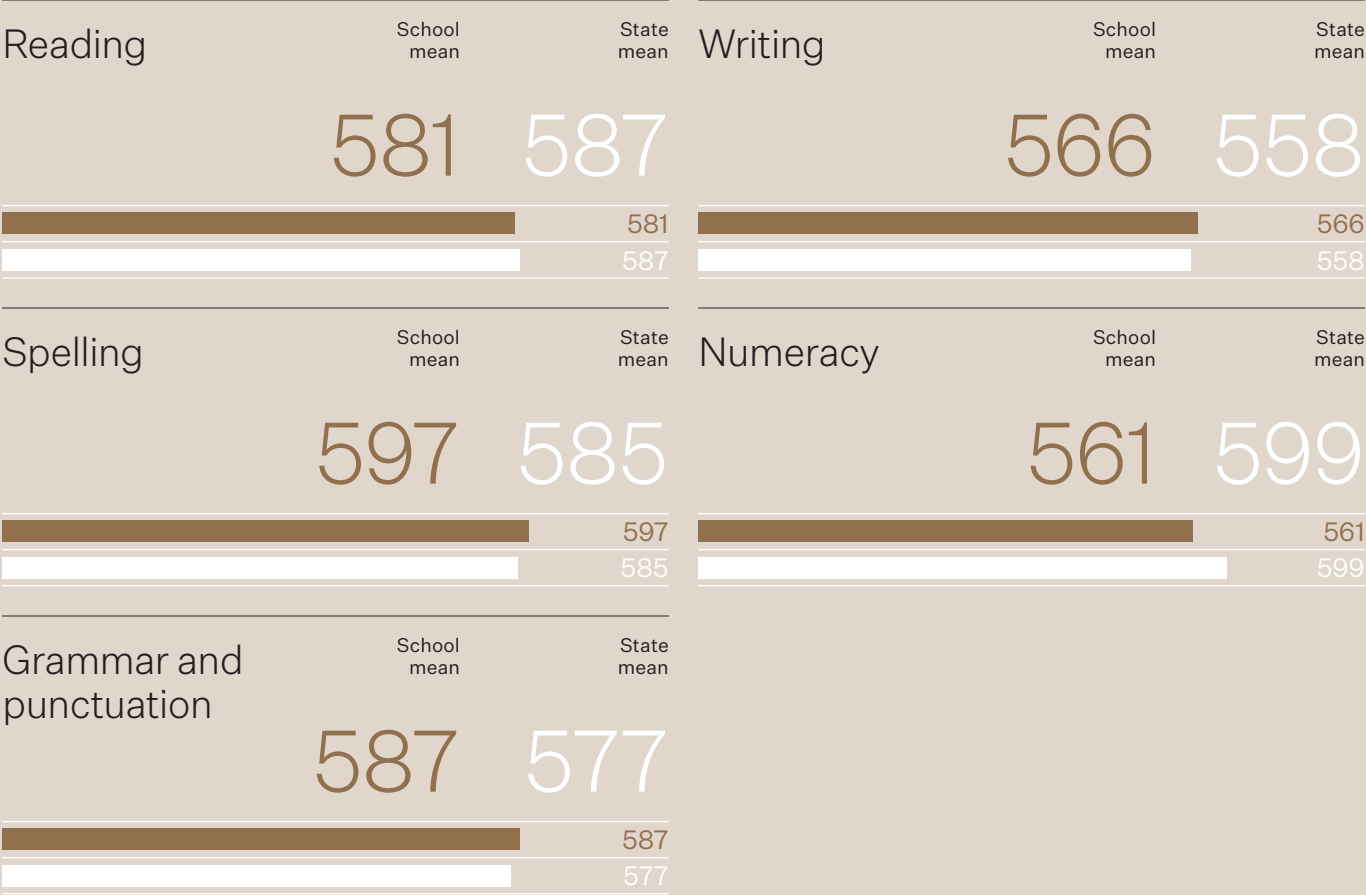


NAPLAN results
Dallas Secondary Girls

Year 7

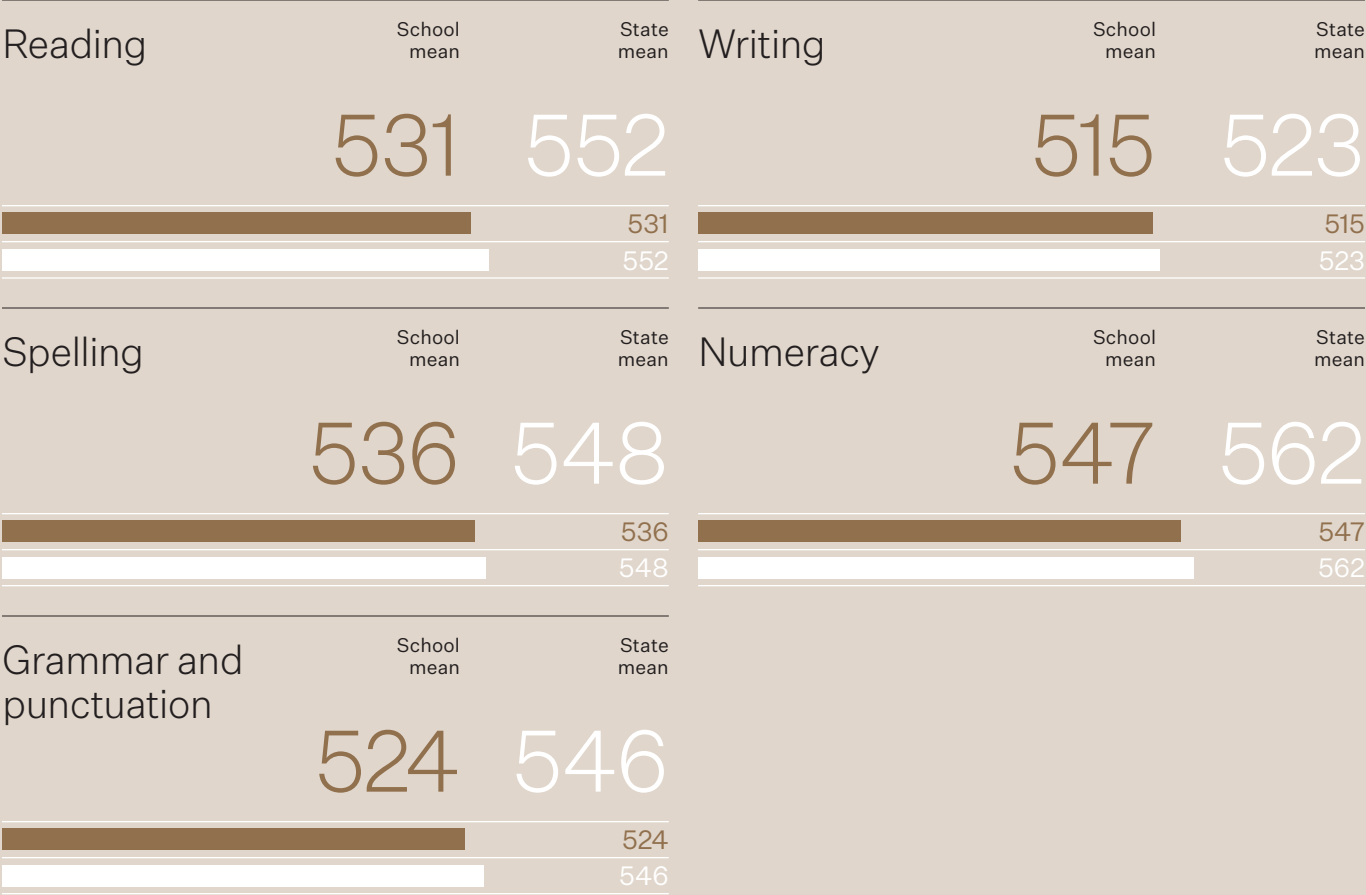


Year 9



NAPLAN results
Kiewa Secondary Boys

Year 7



Year 9



NAPLAN results
Overall school mean

Year 3

	Dallas Primary mean	Glenroy Primary mean	Doveton mean	Overall school mean
Reading	390	399	382	390
Writing	420	417	415	417
Spelling	402	407	386	398
Grammar and Punctuation	409	405	393	402
Numeracy	372	366	362	367

Year 5

	Dallas Primary mean	Glenroy Primary mean	Doveton mean	Overall school mean
Reading	484	471	514	490
Writing	474	466	504	481
Spelling	503	485	523	504
Grammar and Punctuation	475	456	482	471
Numeracy	469	463	469	467

Year 7

	Dallas Secondary Girls mean	Kiewa Secondary Boys mean	Doveton mean	Overall school mean
Reading	526	531	540	532
Writing	531	515	545	530
Spelling	550	536	592	559
Grammar and Punctuation	529	524	556	536
Numeracy	531	547	577	552

Year 9

	Dallas Secondary Girls mean	Kiewa Secondary Boys mean	Overall school mean
Reading	581	547	564
Writing	566	519	543
Spelling	597	582	590
Grammar and Punctuation	587	550	569
Numeracy	561	585	573

Student attendance is monitored daily and we work in collaboration with our parents to increase on task time for our students.

Student attendance



Student Attendance

Overall

Overall student attendance

Class	Attendance
Avg.	87
Prep	91
Grade 1	89
Grade 2	91
Grade 3	88
Grade 4	88
Grade 5	88
Grade 6	90
Year 7	87
Year 8	87
Year 9	89
Year 10	83
Year 11	84
Year 12	81



By campus

Dallas Primary

Class	Attendance
Avg.	90
Prep	90
Grade 1	90
Grade 2	91
Grade 3	88
Grade 4	89
Grade 5	88
Grade 6	91

Glenroy Primary

Class	Attendance
Avg.	90
Prep	92
Grade 1	91
Grade 2	92
Grade 3	89
Grade 4	89
Grade 5	90
Grade 6	90

Doveton

Class	Attendance
Avg.	85
Prep	89
Grade 1	82
Grade 2	89
Grade 3	86
Grade 4	79
Grade 5	81
Grade 6	88
Grade 6	89

Dallas Secondary Girls

Class	Attendance
Avg.	85
Year 7	87
Year 8	86
Year 9	88
Year 10	86
Year 11	84
Year 12	81

Kiewa Secondary Boys

Class	Attendance
Avg.	85
Year 7	87
Year 8	87
Year 9	90
Year 10	81
Year 11	83
Year 12	82

We seek to employ staff who are willing to learn and reflect on their practice. They are first and foremost caring and compassionate.

Our staff



Our staff

By campus

Staff attendance

Campus	Attendance percentage	Number	Percentage
Dallas Primary	<div></div>	93	85
Glenroy Campus	<div></div>	90	87
Doveton Campus	<div></div>	29	86
Dallas Secondary Girls	<div></div>	80	90
Kiewa Campus	<div></div>	77	87
Cross Campus	<div></div>	13	88

Staff attendance

Campus	Retention percentage	Number of staff	Percentage
Dallas Primary	<div></div>	93	90
Glenroy Campus	<div></div>	90	90
Doveton Campus	<div></div>	29	83
Dallas Secondary Girls	<div></div>	80	85
Kiewa Campus	<div></div>	77	83
Cross Campus	<div></div>	13	100

PD expenses

Campus	PD expenses	PD's taken
Dallas Primary	\$83,501.17	278
Dallas Secondary	\$56,443.62	188
Glenroy	\$68,696.05	229
Kiewa Campus	\$38,948.87	129
Doveton Primary	\$12,024.96	40
Doveton Secondary	\$5,283.66	18
Total	\$264,898.33	882

Our consistent VCE success
is testament to our relentless
pursuit of improvement.

ATAR
scores

ATAR scores

Our combined campuses

Results

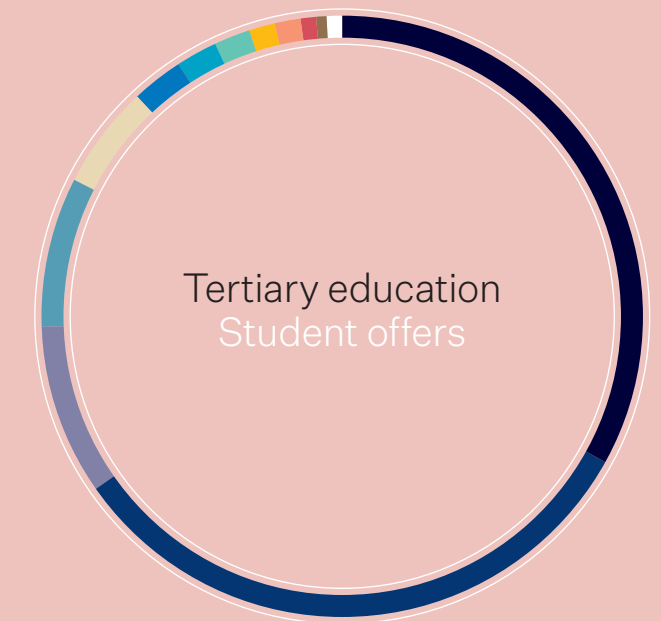
Scores 90 and above Number of students	7	Scores 80—89 Number of students	15	Scores 70—79 Number of students	21
Scores 60—69 Number of students	14	Scores 50—59 Number of students	15	Scores 49 and below Number of students	40

ATAR scores	No. of students
90+	7
80—89	15
70—79	21
60—69	14
50—59	15
49 and below	40

VCE Successful completion
100% of Ilim College students successfully completed the VCE program in 2019.

University Offers
Out of 110 students, 107 (97.3%) have received a university offer in 2019.

Destinations



Institution	Students who received an offer	Institution	Students who received an offer
RMIT University	48	La Trobe College Australia	3
La Trobe University	47	Kangan Institute	2
Victoria University	13	Swinburne University of Technology	2
University Of Melbourne	12	Australian College of the Arts	1
Monash University	8	Deakin College	1
Australian Catholic University	4	Melbourne Polytechnic	1
Deakin University	3		

ATAR scores Dallas Secondary Girls

In 2019, 9.3% of our students received an ATAR score above 90 and 26.5% received an ATAR above 80 at the Girls Campus. The campus average for ATAR was 66.1% and median was 70%.

Study Scores 40+

18 students achieved a study score above 40. 17 students achieved a study score between 40-45. 1 student achieved a study score between 46-50.

Results

Students above 40+
Biology

3

Students above 40+
Business
Management

1

Students above 40+
English

3

Students above 40+
Further Maths

3

Students above 40+
Health and Human
Development

1

Students above 40+
Legal Studies

1

Students above 40+
Text and
Traditions

2

Students above 40+
Turkish

4

ATAR scores	No. of students
90+	6
80—89	11
70—79	16
60—69	8
50—59	6
49 and below	17

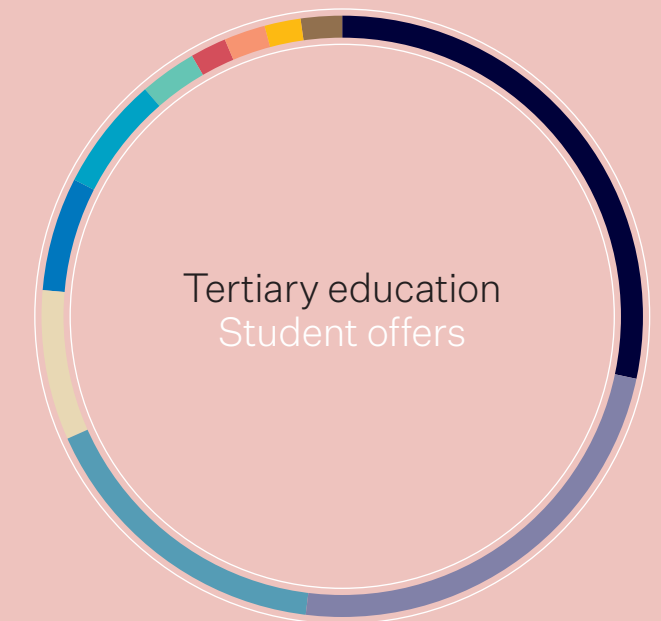
VCE Successful completion

100% of students successfully completed the VCE program in 2019.

University offers

97.01% percent of students received a university offer in 2019 at the Secondary Girls Campus. Out of 67 students, 65 students received university offers.

Destinations



Institution	Students who received an offer	Institution	Students who received an offer
La Trobe University	39	Deakin University	3
RMIT University	28	La Trobe College Australia	3
The University of Melbourne	10	Kangan Institute	2
Monash University	8	Australian College of the Arts	1
Victoria University	6	Deakin College	1
Australian Catholic University	4	Swinburne University of Technology	1

ATAR scores Kiewa Secondary Boys

In 2019, 2% of our students received an ATAR score above 90, 10.4% received an ATAR above 80 and 20.83% received an ATAR above 70 at the Kiewa Campus. The campus average for ATAR was 51.55%.

Study scores 40+
7 students achieved a study score above 40. 4 students achieved a study score between 40-44. 3 students achieved a study score between 45-50. The following students received Premier’s VCE Awards in Languages-Turkish: Kemal Tasbas and Mustafa Altunbas.

Results

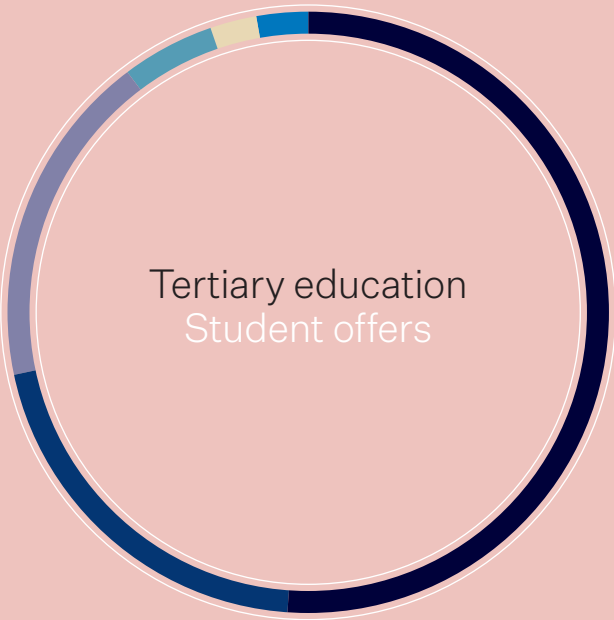
Students above 40+ Biology	1	Students above 40+ English	2	Students above 40+ Further Mathematics	1
Students above 45+ Health and Human Development	1	Students above 45+ Languages Turkish	2	Premier’s VCE Awards Kemal Tasbas Mustafa Altunbas	

ATAR scores	No. of students
90+	1
80—89	4
70—79	5
60—69	6
50—59	9
49 and below	23

VCE Successful completion
100% of students successfully completed the VCE program in 2019.

University offers
97.67% percent of students received a university offer in 2019 at the Kiewa Campus.

Destinations



Institution	Students who received an offer
RMIT	20
La Trobe University	8
Victoria University	7
The University of Melbourne	2
Melbourne Polytechnic	1
Swinburne University of Technology	1

Our strong finance and business team make sure our schools are financially sustainable.

Financial performance



Recurrent income



Recurrent income 2019

Government Funding	\$39,193,694	
Tuition	\$9,307,056	
Other Income	\$1,329,700	
Total	\$49,830,450	

Recurrent expenses



Recurrent expenses 2019

Employee benefits	\$33,093,584	
Property, maintenance and grounds	\$3,199,887	
Depreciation and impairment	\$3,073,736	
School, curriculum and classroom	\$2,289,382	
Finance Costs	\$1,689,060	
Administration	\$1,466,041	
Total	\$44,811,690	

Contact details

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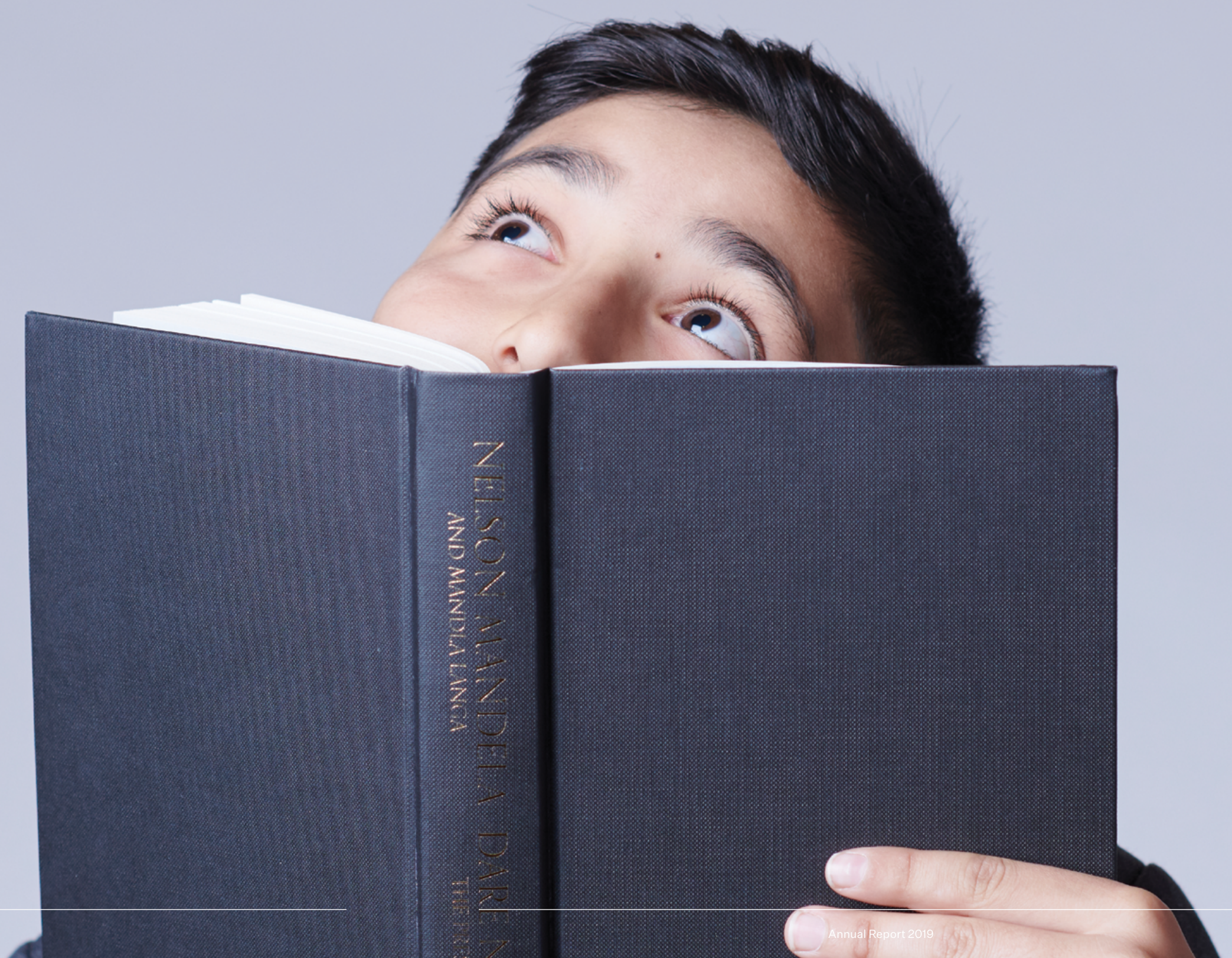
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