MINARET COLLEGE

Board Chairperson Report

I am pleased to report the 2015 school year was another very productive and successful year at Minaret College.

The Board appointed Hayball Architects, award-winning educational designers to formulate a new Master Plan for both Officer and Springvale campuses. Another important milestone was the appointment of long-serving head of Mathematics Mr Sead Omerovic as Principal of Springvale campus and Mr Ranjith Dediwalage as Principal of Officer campus commencing 2016.

Officer Campus underwent significant expansion in 2015, with new primary and secondary wings opened to accommodate the rapidly growing student population. An exciting development was VRQA approval for VCE at Officer, with the introduction of Year 11 commencing in 2016.

Springvale year 12 students achieved excellent VCE results in 2015, with a top ATAR score of 99.75 and 94% of students accepted into first round tertiary places.

Students enjoyed a number of camps and excursions, discovering nature, science, the arts and the environment. Our debating and sporting teams achieved considerable success, with the Year 7 boys soccer team winning the Greater Dandenong Division to qualify for the Victorian State Finals.

Minaret College also continued it’s proud tradition of community engagement by involvement in the Building Bridges Interfaith program, National Youth Week forum and many other social initiatives.

The Board is privileged to continue serving the community to help our graduates grow into effective, confident and ethical young Australians who will be a credit to their families and society as a whole.

Dr. Ahmed Hassan MBBS (Melb), FRANZCO
Chairperson, Minaret College Board.
College Director Report

I take much pleasure in reporting to the school community that Minaret College is a large independent, co-educational day school with two campuses. The main campus is at Springvale in Melbourne’s South-East and the second campus is located at Officer. Minaret College will be holding its Silver Jubilee celebrations at the beginning of 2017, showcasing 25 years of achievements in delivering quality secular education integrated with Islamic values.

Minaret College provides a caring and friendly environment fostered by a professional body of committed staff. The school’s motto, “Faith, Knowledge and Practice”, highlights our commitment to quality teaching and learning.

The school always endeavours to provide stimulating learning opportunities for its students. We aim to nurture each student in developing a lifelong love of learning; to recognise their own individual strengths and to build on these. The school has a strong focus on quality teaching and learning. We seek to create a safe environment where students willingly strive to deliver their personal best and in turn, achieve excellence.

Minaret College aims to empower its students towards self-reliance; becoming resilient, confident, responsible and successful young men and women. We desire that our students excel in every aspect of their lives: intellectually, spiritually, emotionally and socially, and that as adults, they can positively contribute towards Australian society. The school has successfully introduced the new Australian Curriculum into its subject areas.

I look forward to many years of success for the Minaret College community as we work together in educating generations of children; the men and women of our future. This educational process is of critical importance to their well-being and prosperity of our nation.

Mohamed Hassan OAM
Director/Founder
Minaret College Inc. - Statutory Report
Governance – Minaret College Inc.

Minaret College is a company incorporated under the Associations Incorporation Act 1981, whose members form the Minaret College Board as set out under the school’s Constitution. The Director of the College is also a member of the College Board, who shall be the Executive Officer responsible before the Board and will be the Secretary of the Board. Minaret College is a not-for-profit organisation, and its accounts are independently audited and filed annually with the Consumer Affairs Victoria.

Chairman
Dr. Ahmed Hassan – MBBS (Melb), FRANZCO
Consultant Ophthalmologist, Monash Medical Centre
Minaret College Chairman for period 2012 – 2015.
Parent of two children at Minaret College.

Members
Mr Mohamed Ahmed Hassan OAM – M.Sc., BSc (Eng), P.G.Dip.Ed.
Company Secretary
College Director who is responsible for the day-to-day running of the College and for the management of both Springvale and Officer Campus

Mr Madkhul Sani – Adviser/consulting IT related matters
Asst Treasurer, who is responsible to assist the Treasurer in his duties.

Dr Jamal Yusuf – MBBS, FRACGP
General Practitioner
Parent

Dr Samir Dorhmi – B.A., M.Ed, Ph.D.
Head of Secondary School, Minaret College

Mr Salifu Baba – M.Ed., Ph.D. in Education, B.B.A.
Team Leader – Teaching and Learning, Minaret College
Parent of two children in Minaret College

Mr Husein Alesevic – A volunteer and a parent of two children at the time of establishing Minaret College. Contributed in many ways developing and promoting Minaret College in the early years of the College.

Mr Kabir Azadzoi - Contributed in many ways developing and promoting Minaret College in the early years of Minaret College.
Businessman.

Mr Ameen Mohamed MPIA
Consultant Planner
Curriculum Report

2015 Annual Report - Curriculum Related
The Annual Report for 2015 is provided to the community of Minaret College as an account of the school’s operations and achievements throughout the year. This section of the report provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan.

Curriculum, Learning and Teaching
Minaret College provides a rich, broad, balanced and creative integrated curriculum (including Islamic education) and believes that excellence in teaching leads to enjoyment of learning. We define the curriculum as everything that impacts on the learning of our pupils.

Our curriculum gives Minaret College students a distinct identity and ethos, reflecting our Islamic values, our place within the local community of Victoria and an awareness of the wider world in which they live. Above all, we aim to make our curriculum a hugely rich experience for all our students, laying the foundations for success in this life and the Hereafter.

Students are engaged in learning that develops and stretches them, and excites their imagination.

They enjoy learning different things in different ways: in traditional class settings, through play, outdoor experience, in small groups, through art and sport, from each other, before and after school, both formally and informally.

Foundation Stage to Year 10 classes followed the Victorian Curriculum which is integrated with Islamic Education. Year 11 and 12 follow a distinctive VCE Curriculum.

Teachers are continuing to align teaching and learning with the new Victorian Curriculum for the Australian Curriculum as they are implemented.

Our excellent facilities not only benefit our own pupils, staff and local community, but are also used to strengthen our partnership work with colleagues from other schools. Our Multi-purpose Hall caters for both school and community needs.
Modern technology, including interactive whiteboards installed in all classes, enriches learning whilst helping pupils develop an awareness of eSafety.
We continue to rigorously monitor levels of attendance and value the continuing support of parents and their involvement in their children’s learning.

Our strength comes from a relentless focus on providing high quality learning and teaching experiences, within a culture of continuous improvement. Efficient use of resources ensures the school continues to give excellent value for money.

College Board members and staff look forward to working in partnership with everyone within our learning community to achieve our collective aims and ultimately benefit the pupils in our care.

**Curriculum Development**
In 2015 we had established additional curriculum coordination positions to strengthen the Curriculum Leadership Team, which focused on curriculum reviews in English, Mathematics, Science, History and Geography.

In the primary school we focused on:
- Moving towards Victorian Curriculum
- Increasing ratio of iPads from 1:4 to 1:2 for Primary students
- Continuing to strengthen our NAPLAN results
- Continuing to strengthen our intervention programs for English and Mathematics
- Continuing to improve our EAL program to support the large number of newly arrived students every year
- Professionally developing our staff to cater for students with disability
- Continuing to support teachers with consultants to improve planning and teaching
- Aligning Assessment and Reporting with Victorian curriculum

**Professional Learning and Teacher Accreditation**
The teaching staff at Minaret College participated in a number of professional learning activities designed to build their capacity to achieve some of our key priorities as set out in our School Strategic Plan.

Staff have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. Minaret College had some teachers working towards full VIT registration.

In the Primary School, we looked into the model of High Reliability schools by Robert Marzano. Our Numeracy consultant implemented some key points into her coaching.
What we have achieved:
- The improvement in the organisation of the classroom with the first 20 days
- Lesson structure
- Working on effective teaching in classrooms
- Supported teachers to enhance their pedagogical skills
- Teachers are being provided with job embedded coaching in professional Learning teams which has been followed up on regular basis
- Implementation of Academic vocabulary and the importance in our teaching and our students learning for improved results
- There is a need to go that step further in 2016 and beyond as we look at the Instructional Vocabulary and how to embed this in the teaching and student learning. To revisit the language in the questions, to be more creative in our teaching and to set higher expectations in our classrooms.

Curriculum Days
This year has been very productive and enriching with many highlights and successes to celebrate. Professional learning events were held both at Springvale and Officer Campuses.

All teachers have been involved in a rigorous professional learning process in teaching numeracy, literacy, science, social skills, critical thinking skills, technology, and the integration of Islamic teachings in a secular curriculum etc. New resources have been purchased throughout the year so that teachers can plan and cater for multiple stages while accommodating all students including students with special needs, gifted and talented students within mixed ability classes.

Whole School Professional Development has included workshops in many areas. During 2015 staff members were engaged in many professional learning opportunities.

Critical Thinking Skills
The Australian National Curriculum expects teachers to promote and include critical thinking in their curriculum and instruction.

Critical thinking:
- Fosters innovation and problem solving skills
- Promotes ‘outside the box’ thinking
- Promotes higher rates of knowledge retention

Critical thinking as a skill is the mother of all other skills and one that underpins and solidify students overall learning. While most teachers believe that developing critical thinking in their students is of primary importance (Albrecht & Sack, 2000), few have an idea of exactly what it is, how it should be taught, or how it should be assessed (Paul, Elder, & Batell, 1997).
The need to develop critical thinkers has never been as urgent as it is now. In a world that is digitally focused and where there is an outpouring of information surfeit, students need to be equipped with the right tools to live up to the new learning exigencies.

Given the importance of cultivating a culture of critical thinking inside our classrooms and to help teachers have access to a wide range of resources on how to teach and enhance students critical thinking skills, we have established professional conversations in Minaret College in order to build teachers’ capacity to understand and teach it properly. If it is taught properly, students acquire the intellectual knowledge and skills to think deeply and communicate effectively.

Purpose of infusing critical teaching skills in teaching and learning is:

- to equip all students with literacy, numeracy and learning skills so that they can better interpret their world.
- to develop the intellectual quality that is required to build skills, ideas and deep understanding of important, substantive concepts so that students can make informed contributions to their world.
- to equip students with the skills to effectively communicate their ideas, by ensuring that they can introduce, develop, sustain, substantiate and conclude an insightful, effective and cohesive piece of writing.

Teacher Qualifications

Teachers at Minaret College are registered with the Victorian Institute of Teaching (VIT) according to the requirements of the VIT regulations. Teacher retention rate is above 92% as at June 2015 and their absence rate was 9.0 during the year. All staff has a working with children check.

Pre-Service Teachers

A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. The pre service professional component must include at least 60 days of supervised school teaching practice. Each university has different requirements. In 2015, we had few pre-service teachers mainly from Monash University, Deakin University and from some other universities.

Many classes have benefitted this year from having a pre-service teacher in their classroom. Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom can have numerous advantages for students. This is an important program which all staff supports either directly or indirectly. The mentoring and development of our future teachers ensures that we will have well trained practitioners now and in the future.
Departmental Professional Development Meetings
Regular faculty meetings were dedicated to sharing and discussing best teaching practices. This is also extended to meetings held with the existing PLTs, as well as continued teaching and faculty evaluation of assessments to make tasks accessible to all students. These professional discussions have allowed all staff to share their experiences and find ways to support each other in the classroom and with assessment development.

The staff is encouraged to engage in internal and external professional development. All staff last year held discussions with a Senior Staff to complete their Professional Learning Plans. These plans will now shape the future direction of professional development within the school in 2016.

Premiers Reading Challenge
The Premier’s Reading Challenge was promoted and facilitated, and this year many students completed the Challenge. The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Many of our students attempted the Challenge in 2015.

National Assessment Program - Literacy And Numeracy (Naplan)
Students in Year 3, 5, 7 and 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. Minaret College NAPLAN is reported in the table below.
Our NAPLAN results for 2015 indicate that Minaret College is continuously showing improvement in English and Mathematics across all Year Levels, 3, 5, 7 and 9. We have received the recognition letter by the CEO of ACARA, Robert Randall, which acknowledges that our school has been showing consistent improvement in NAPLAN.

This is a big achievement for Minaret College, although, it is quite a challenging task considering the number of EAL students in the school. The College will continue to strengthen the programs implemented in 2016 and beyond to further improve teaching and learning and exploring different options of 21st century learning. The College will prioritise students to develop creativity, critical thinking, team work and literacy and numeracy skills. The College will work towards nurturing and guiding students to become lifelong learners with the thirst for knowledge.
### Minaret College Student Attendance Report
#### Springvale Campus 2016

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolment Days</th>
<th>Attendance Days</th>
<th>Non-Indigenous Attendance %</th>
<th>Indigenous Attendance %</th>
<th>&lt;90% Attendance</th>
<th>90%+ Attendance</th>
<th>No. of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>4432</td>
<td>3756.00</td>
<td>84.75%</td>
<td>0%</td>
<td>49.00</td>
<td>53.00</td>
<td>102</td>
</tr>
<tr>
<td>Y02</td>
<td>4538</td>
<td>3885.00</td>
<td>85.61%</td>
<td>0%</td>
<td>42.00</td>
<td>62.00</td>
<td>104</td>
</tr>
<tr>
<td>Y03</td>
<td>4181</td>
<td>3816.00</td>
<td>91.27%</td>
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<td>25.00</td>
<td>71.00</td>
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<tr>
<td>Y04</td>
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<td>56.00</td>
<td>88</td>
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<tr>
<td>Y05</td>
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<td>95</td>
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<tr>
<td>Y06</td>
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<td>99</td>
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<tr>
<td>Y07</td>
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<td>70.00</td>
<td>92</td>
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<td>Y08</td>
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<td>37.00</td>
<td>53.00</td>
<td>90</td>
</tr>
<tr>
<td>Y09</td>
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<td>3860.00</td>
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<td>39.00</td>
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<td>101</td>
</tr>
<tr>
<td>Y10</td>
<td>3608</td>
<td>3271.00</td>
<td>90.66%</td>
<td>0%</td>
<td>30.00</td>
<td>52.00</td>
<td>82</td>
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<tr>
<td>Total</td>
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<td>37000.00</td>
<td>89.03%</td>
<td>0%</td>
<td>322.00</td>
<td>627.00</td>
<td>949</td>
</tr>
</tbody>
</table>

### ACARA DATA

Based on the data provided, these attendance indicators will be shown on the My School website for your school.

<table>
<thead>
<tr>
<th>Overall Attendance</th>
<th>Non-Indigenous Attendance %</th>
<th>Indigenous Attendance %</th>
<th>Count &lt;90% Attendance</th>
<th>Count 90%+ Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.03%</td>
<td>89.03%</td>
<td>0%</td>
<td>322.00</td>
<td>627.00</td>
</tr>
</tbody>
</table>
## Minaret College Student Attendance Report
### Officer Campus 2016

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolment Days</th>
<th>Attendance Days</th>
<th>Non-Indigenous Attendance %</th>
<th>Indigenous Attendance %</th>
<th>&lt;90% Attendance</th>
<th>90%+ Attendance</th>
<th>No. of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>2068</td>
<td>1888</td>
<td>91.30%</td>
<td>0%</td>
<td>16.00</td>
<td>31.00</td>
<td>47</td>
</tr>
<tr>
<td>Y02</td>
<td>2288</td>
<td>2063</td>
<td>90.17%</td>
<td>0%</td>
<td>15.00</td>
<td>37.00</td>
<td>52</td>
</tr>
<tr>
<td>Y03</td>
<td>1880</td>
<td>1711</td>
<td>91.01%</td>
<td>0%</td>
<td>13.00</td>
<td>30.00</td>
<td>43</td>
</tr>
<tr>
<td>Y04</td>
<td>1364</td>
<td>1254</td>
<td>91.94%</td>
<td>0%</td>
<td>8.00</td>
<td>23.00</td>
<td>31</td>
</tr>
<tr>
<td>Y05</td>
<td>1848</td>
<td>1688</td>
<td>91.34%</td>
<td>0%</td>
<td>12.00</td>
<td>30.00</td>
<td>42</td>
</tr>
<tr>
<td>Y06</td>
<td>1142</td>
<td>1021</td>
<td>89.40%</td>
<td>0%</td>
<td>8.00</td>
<td>18.00</td>
<td>26</td>
</tr>
<tr>
<td>Y07</td>
<td>1626</td>
<td>1533</td>
<td>94.28%</td>
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<td>7.00</td>
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<td>37</td>
</tr>
<tr>
<td>Y08</td>
<td>1090</td>
<td>1017</td>
<td>93.30%</td>
<td>0%</td>
<td>5.00</td>
<td>20.00</td>
<td>25</td>
</tr>
<tr>
<td>Y09</td>
<td>1010</td>
<td>917</td>
<td>90.79%</td>
<td>0%</td>
<td>6.00</td>
<td>17.00</td>
<td>23</td>
</tr>
<tr>
<td>Y10</td>
<td>924</td>
<td>865</td>
<td>93.61%</td>
<td>0%</td>
<td>5.00</td>
<td>16.00</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>15240</td>
<td>13957</td>
<td>91.58%</td>
<td>0%</td>
<td>95.00</td>
<td>252.00</td>
<td>347</td>
</tr>
</tbody>
</table>

### ACARA DATA

Based on the data provided, these attendance indicators will be shown on the My School website for your school.

<table>
<thead>
<tr>
<th>Overall Attendance</th>
<th>Non-Indigenous Attendance %</th>
<th>Indigenous Attendance %</th>
<th>Count &lt;90% Attendance</th>
<th>Count 90%+ Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.58%</td>
<td>91.58%</td>
<td>0%</td>
<td>95.00</td>
<td>252.00</td>
</tr>
</tbody>
</table>
Challenges

Kinder - Foundation
Most of the students attending Minaret Kinder are exposed to English Language when they join kinder only. Parents speak another language at home and do not communicate with their kids in English at all. In 2015, we started an Oral Language Program for our students in Foundation for the students who do not speak any English. This program enabled students to get back to the mainstream within the short period of time and they were able to communicate with their peers and understand the programs run in the classroom. The program was very successful and minimised problems like social and emotional interaction and also improved the self-esteem of those students. We will be working closely with kinder staff and extending this program for our kinder students, this early intervention can attain better results.

EAL Students
We will continue our support for the newly arrived students in English and have also extended it to Mathematics. In 2015, this support was extended by appointing a new teacher to support students with Numeracy. It was identified through data and indicated that some students were shy and were not communicating due to the language barrier. They were not performing well in mathematics, although, they were good in understanding Mathematical concepts in their own language. The teacher was trained to adopt the GRIN Program approach, in which students were exposed to the mathematical vocabulary before the actual concept was introduced in the class to make them confident in understanding the language of the concepts being taught in class. This program will continue in 2016 and beyond, students seem to participate more in class discussions and are showing confidence and better results.

Well Being
Minaret College identifies that providing students with stimulating learning experiences, opportunities to be involved in decision making, recognising and supporting students with leadership skills and develop positive staff-student relationship.

Kidsmatter team at Minaret College is actively involved in planning and working with staff and students to support and create an environment in which students feel safe and connected.

The College is using a Bounce Back program aimed at increasing resilience in students. Through this program students were able to develop personal coping strategies and learn skills to help in the identification and elimination of bullying.
Sports
Students F-6 were involved in a number of sporting activities within our in-school sports program fostering active-healthy lifestyles and developing skills agility and endurance.

The swimming program for Primary students was also a huge success. Due to the low economic socio background of many parents, they are unable to take their kids for swimming for many reasons.

It is a good initiative by the college that encourages students to be exposed to these programs and create awareness in the community by emphasising the importance of participation in such programs.

Key Initiatives

Capacity Building
This year, our staff at Minaret College discussed and implemented a Capacity Building Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Curriculum Days and after school to thoroughly examine the Capacity Building plan. The purpose was based on staff being successful at engaging in the classroom as well as reflecting on their teaching using the Australian Professional Standards for Teachers while supporting staff career development and wellbeing. The school’s Capacity Building plan started the process with staff self-evaluation and lesson observations. All teachers were issued with mentors and peer observation protocols and discussion, and feedback has been given based on these protocols.

Professional Learning Teams (PLTs)
Professional Learning Teams were established at Minaret College at the end of the year to start working from 2016. PLTs are typically comprised of teachers teaching the same grade level and or subject, with emphasis on:

- collaborating on best teaching practices
- sharing effective teaching strategies
- problem-solving challenging teaching situations
- examining assessment results of their students
- designing teaching protocols to meet students’ learning needs based on assessment results
- conducting follow-up assessments
- evaluating student learning

PLTs are an effective means of developing a culture of collaboration and collective responsibility in schools. In professional learning teams teachers remain accountable for individual students. However, they also take responsibility collectively for improving instructional practices to achieve gains in learning for all their students.
VCE Results
In 2015 Minaret College offered 22 subjects at the Year 12 level (Units 3 & 4). Below is some summary statistics about student enrolment and achievements in 2015.

- In total 169 students took at least one Year 12 subject in 2015
- All Year 12 students (81 in total) completed VCE successfully (100% VCE completion rate)
- Median study score was 29
- There were 6.4% of scores of 40 or above, including two perfect scores of 50
- Most popular subjects were English, Further Mathematics, Health and Human Development, Business Management, Religion and Society, Geography, Psychology.

A graph with all VCE assessment grades from 2015 is given below.

VCE teachers at Minaret regularly attend professional development sessions to keep themselves updated with the current curriculum and best practices. Some staff are involved as VCAA exam assessors or exam setting panel members.

Internally, the VASS data is analysed and appropriate steps taken to address the areas of concern. Two sample reports are given below.
Tertiary offers

Most of our students continue with further education, which is evident from the following tables provided to Minaret by the Victorian Tertiary Admission Centre (VTAC).

<table>
<thead>
<tr>
<th>Total number of year 12 students enrolled in 2015</th>
<th>81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students at Minaret who have applied</td>
<td>80</td>
</tr>
<tr>
<td>Total number of students without preferences</td>
<td>1</td>
</tr>
</tbody>
</table>

**Offers (based on students who have applied and paid)**

| Number of students who have received an offer | 78 | 97.50% |
| Total number of students with more than one offer | 19 | 23.75% |
| Number of students with no offers            | 2  | 2.50% |

**Offers by course type (all rounds)**

| Number of CSP/Govt subsidised offers | 63 |
| Number of FEE based offers           | 13 |
| Number of Fee Type Determined by Provider offers | 16 |
| Number of International offers       | 5  |

*Note: Some students received multiple offers, so the total number of offers exceeds the number of students*

**Offer rounds (based on students who have applied and paid)**

<table>
<thead>
<tr>
<th>Round</th>
<th>Domestic offers</th>
<th>International offers</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early round</td>
<td>n/a</td>
<td>4</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>Round 1</td>
<td>71</td>
<td>0</td>
<td>71</td>
<td>88.75%</td>
</tr>
<tr>
<td>Round 2</td>
<td>19</td>
<td>1</td>
<td>20</td>
<td>25.00%</td>
</tr>
<tr>
<td>Round 3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Round 4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
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**Officer Campus – 2015**
At Officer Campus, eight brand new classrooms were constructed for secondary students, and eight for primary to cater for enrolment growth in 2015.

The construction of the Oval was also completed and was used in 2015.

**Springvale Campus – 2015**
In 2015 we have received Council Planning Permits for the construction of Place of Assembly building and for the Early Learning Centre (ELC). The construction of the Place of Assembly building will start early 2016 and the ELC anticipated starting construction before the end of 2016. The building comprise with a single storey structure to be located along Whitworth Ave, Springvale licensed to accommodate 60 children.
**Moving forward beyond 2016**

There are infrastructure projects in the planning to improve the student experience and teaching and learning for Minaret students and staff.

**VCE Centre - Springvale Campus**

The project scope is currently being developed in conjunction with Minaret College to suit the budget and Years 11 and 12 VCE students and in essence includes a 2 storey building to accommodate combined total of approximately 250 students. The preferred design and spatial concept will be Integrated Model approach between year 11 & 12 rather than a stratified model approach over the two levels. Integrated model includes integrations of student learning whilst stratified model is non-integrated or no interaction. Lecture theatre will be flexible for multi-use. The importance of student introduction to tertiary education, guest lectures and the ability to include flat floor space to accommodate examinations etc.
MINARET COLLEGE
Income 2015

MINARET COLLEGE
Expenditure 2015
Minaret College had an enrolment of 1,598 students in both Springvale and Officer Campuses. This was an increase of 6.4% from the previous year.
MINARET COLLEGE INC.
A.B.N. 85 232 014 290

COMMITTEE'S REPORT

Your committee members submit the financial report of the MINARET COLLEGE INC. for the financial year ended 31 December 2015.

Committee Members

The name of each member of the committee during the year and if different, at the date of the report:
Mr. Mohamed Hassan, OAM, Dr Samir Dorhmi, Dr. Ahmed Hassan, Mr. Subhan Ali, Mr. Salifu Baba
Mr. Husain Alescovic, Dr Jamal Yusuf, Mr. Sead Omerovic, and Mr. M. Kabir Azadzoi

Principal Activities

The principal activities of the College during the financial year were: Running Educational Institution

Significant Changes

No significant change in the nature of these activities occurred during the year.

Operating Result

The deficit of the College for the year amounted to $(622,398.63).

Signed in accordance with a resolution of the Members of the Committee.

Mr. Mohamed HASSAN OAM

Dated this 21st day of April, 2016
MINARET COLLEGE INC.
A.B.N. 85 232 014 290

STATEMENT BY MEMBERS OF THE COMMITTEE

The committee has determined that the College is a reporting entity and that this general purpose financial statement should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee the financial statements as set out on pages 1 to 15:

1. Present fairly the financial position of MINARET COLLEGE INC. as at 31 December 2015 and its performance for the year ended on that date in accordance with Australian Accounting Standards (including Australian Accounting Interpretations) of the Australian Accounting Standards Board.

2. At the date of this statement, there are reasonable grounds to believe that MINARET COLLEGE INC. will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:

College Director: 

Treasurer: 

Dated this 21st day of April, 2016
INDEPENDENT AUDITOR’S REPORT

TO THE MEMBERS OF MINARET COLLEGE INC.
A.B.N. 85 232 014 290


We have audited the accompanying financial report of MINARET COLLEGE INC. (the College) which comprises the statement of financial position as at 31 December 2015 and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by members of the committee.

Committee’s Responsibility for the Financial Report

The committee of the College is responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Colleges Incorporation Reform Act 2012 and for such internal control as the committee determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditors’ Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF MINARET COLLEGE INC.

A.B.N. 85 232 014 290

declare that, to the best of our knowledge and belief, during the year ended 31 December 2015 there have been:

(i) no contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the audit; and

(ii) no contraventions of any applicable code of professional conduct in relation to the audit.

Name of Firm: BUNNETT & BASSAL PTY LTD-CPA

39 Princes Highway, Dandenong, VIC., 3175

Name of Partner: M Bassal

Auditors Opinion

In our opinion

The financial report of MINARET COLLEGE INC. is in accordance with the Association Incorporation Reform Act 2012 including:

(i) giving a true and fair view of the College's financial position as at 31 December 2015 and of it's performance and cash flows for the year ended on that date; and
(ii) complying with the Australian Accounting Standards.

The financial report also complies with International Financial Reporting Standards as disclosed in Note 1.

Name of Firm: BUNNETT & BASSAL PTY LTD
Name of Partner: M BASSAL
Address: 39 Princes Highway, DANDENONG, VIC., 3175

Dated this 21st day of April, 2016