

MINARET COLLEGE

Islamic College of Melbourne South and East



ANNUAL REPORT 2016



ABN: 85 232 014 290

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Board Chairperson Annual Report 2016

The 2016 school year was another very productive and successful year at Minaret College.

It was also a landmark year in the College's history due to the retirement of Mr Mohamed Hassan OAM, the school's Founder and Director, after 25 years of tireless and dedicated service to the Minaret community. Business Manager, Mr Chelliah Harris, also concluded over 20 years of dedicated service at Minaret College. We wish them well and appreciate their efforts in establishing such a pioneering and remarkable school.

A new position of Executive Principal was established, and Mr Mohammed Taksim has been appointed to this role. Mr Taksim brings a wealth of expertise from years of experience in Sydney, as a Principal and educator, with a long prior career in senior management in the corporate sector.

Mr Subhan Ali, Executive Manager Operations, has been working closely with Hayball Architects to implement the Master Plan for Officer Campus, preparing plans for the new VCE centre, canteen and administration building. Misr Constructions began construction on the new Place of Assembly at Springvale Campus, and MSM project managers prepared documentation for the brand new Early Learning Centre at Springvale for Minaret pre-school students.

Academic Performance in 2016 was excellent, with our largest VCE class achieving amazing results, as detailed in the section with Senior School results. Officer Campus completed its very first VCE Year 11 classes, moving onto the inaugural Year 12 class at Officer in 2017!

Students enjoyed a number of camps and excursions, and the debating and sporting teams achieved considerable success. Minaret College also continued its 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.

This year was very significant in the history of Minaret College, and I am confident this new era will bring fresh perspectives and energy to our already vibrant college community.

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

College Director's Report

I take great pleasure in reporting to the school community that Minaret College is a large independent, co-educational school with 1684 students across two campuses (862 girls and 822 boys), which represents a 5.4% increase from the 2015 academic year. The main campus is at Springvale in Melbourne's South-East and the second campus is located at Officer.

Since 1992, Minaret College has been growing steadily and in 2016 we started planning to mark the Silver Jubilee - 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. To strengthen our Islamic pedagogy, twelve Minaret teachers from both campuses enrolled into an ITEP course (Islamic Teachers Education Program).

Minaret is fully committed to the safety and wellbeing of its staff and students, from Foundation to Year 12 and implementation of Child Safe Standards. Students have the right to be safe and feel safe in a positive environment that is free from harm. Students, staff and parents are treated kindly and fairly at all times. We teach our students to be generous, compassionate and respectful towards others.

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. 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 Victorian curriculum.

Our excellent facilities not only benefit our own students, staff and parents, but are also used to strengthen our partnership work with colleagues from other schools and local community. Our Multi-Purpose Hall caters for both school and community needs. For example, in 2016, Minaret College hosted the final session for the Building Bridges Program, which involved 9 other independent and state schools. Minaret was honoured to join Sacred Heart Girls' College from Oakleigh at their Arts Festival.



Furthermore, in 2016 Minaret was selected as a lead school to implement Respected Relationships, a Victorian government initiative, together with eight other schools in Melbourne's South-East. The Respected Relationships Program will be fully implemented in 2017-2018, in partnership with Mt Hira College in Keysborough and Hoa Nghiem School in Springvale South.

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

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.

Minaret College is a not-for-profit organisation, and its accounts are independently audited and filed annually with Consumer Affairs Victoria.

Board Chairman

Dr Ahmed Hassan – MBBS (Melb), FRANZCO
Consultant Ophthalmologist, Monash Medical Centre
Minaret College Chairman for period 2015 – 2018.

Members

Mr Mohamed Ahmed Hassan OAM – M.Sc., BSc (Eng), P.G. Dip.Ed.
Company Secretary
College Director
(Mr. Hassan retired in December 2016)

Mr Madkhul Sani

Treasurer
Adviser/consulting IT related matters

Dr Jamal Yusuf – MBBS, FRACGP

General Practitioner

Dr Samir Dorhmi – B.A., M.Ed, Ph.D.

Representing ISAA (Islamic Schools Association of Australia) until October 2016.

Mr Salifu Baba – M.Ed., B.B.A.

Assistant Principal – Teaching and Learning
Parent of three children in Minaret College

Mr Husein Alesevic

A volunteer and a parent of two children at the time of establishing Minaret College.

Mr Kabir Azadzo

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

The Annual Report for 2016 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 students.

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 we 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 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 run the Victorian Curriculum as per the Government requirements and guidelines, while Years 11-12 follow a prescribed VCE Curriculum, infused with Islamic values and character development. In 2016, for the first time, Officer Campus introduced some Unit 3&4 studies in Year 11, and the full VCE program for Year 12 to be implemented in 2017.

While we rely on using information and communication technology, we focus on students' responsible online presence and e-Safety. Technology is used in class, as well as a tool for communication with parents (eg sharing class activities, student portfolios, etc).

Our strength comes from a persistent focus on providing high quality learning and teaching experiences, within a culture of continuous improvement.

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

Curriculum Development

In 2016 we established additional curriculum coordination positions to strengthen the Curriculum Leadership Team at both campuses, including a role of Assessment and Reporting Coordinator. At the same time, in addition to the VCAA audits of VCE studies, we have undertaken internal audits in key learning areas.

Some of the key initiatives include:

- Implementation of the new Victorian Curriculum and infusing it with Islamic values
- Introduction of Life Matters Program (Springvale) and Connections (Officer Campus)

- 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
- Professionally developing our staff to cater for students with learning disability
- Continuing to support teachers with consultants to improve planning and teaching
- Aligning Assessment and Reporting with Victorian curriculum

Curriculum Days and Professional Learning

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. Professional learning events were held at both Springvale and Officer Campuses.

A mix of external and in-house PDs has been organised to cater to individual needs of early career teachers, experienced teachers and aspiring and current school leaders. For example, the staff have been involved in a professional learning process in teaching numeracy, literacy, science, social skills, critical thinking skills, technology, first aide, anaphylaxis management training, and the integration of Islamic teachings in a secular curriculum.

Professional Learning Teams, consisting of staff teaching the same grade level and/or subject, meet regularly to collaborate and design steps & measures to meet students' learning needs.

New resources have been purchased throughout the year so that teachers could plan and cater for multiple stages while accommodating all students including students with special needs, gifted and talented students within mixed ability classes.

Teacher Qualifications

Teachers at Minaret College are registered with the Victorian Institute of Teaching (VIT) according to the requirements of the VIT regulations (Provisional, Full or Permission to Teach). Non-teaching staff have a Working With Children check.

By the end of 2015 the school had 192 employees. Seventeen staff did not return in 2016, due to either taking unpaid or maternity leave, or changing schools.

The average staff absence for unforeseen leave was 8.4 days.

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.

In 2016, we had a few pre-service teachers and counsellors, mainly from nearby Monash and Deakin Universities and many Minaret students have benefitted from having pre-service teacher in their classroom. Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom provided numerous advantages for students.

Authentic Learning

Our Secondary students (7 – 10) were involved in authentic integrated learning tasks. Projects were collaboratively developed by teachers to include different subject requirements and offer students an opportunity to demonstrate and apply a range of skills. In 2016, the following topics were explored: Islamic World Cultural Tour (Year 7), Islamic Scientific Contribution to Civilization (Year 8) and Sustainability (Year 9&10).



Premier's Reading Challenge

The Premier's Reading Challenge was promoted and facilitated, and many students completed the Challenge. The Challenge aims to encourage a love of reading for leisure and guide students to experience quality literature.

External Competitions

Minaret College encourages students to take part in various competitions, such as debating, arts, sports, ICAS tests in Mathematics, English, Science, Computing, etc.

Parent, student and staff surveys

In 2016, Minaret College used KidsMatter surveys to get feedback from all stakeholders. In total, 322 parents, 181 students and 33 staff provided their views to a range of questions.

Internally, the school also uses SurveyMonkey to collect and analyse anonymous feedback on particular programs and curriculum days. The school values feedback and uses survey results to review and improve its practices.

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 2016.

Australian Curriculum and Assessment Authority (ACARA) states that tests provide a measure of the students' performance against established standards and against other students in Australia. The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages, which are referred to as national minimum standards.

Minaret student population is diverse with 66% of students come from a LOTE background (Language other than English). NAPLAN performance is summarised in the table below.

Grade 3 Springvale	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	98%	100%	99%	99%	98%

GRADE 5 Springvale	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	97%	99%	99%	99%	99%

YEAR 7 Springvale	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	96%	96%	95%	95%	97%

YEAR 9 Springvale	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	94%	94%	100%	95%	100%

Grade 3 Officer	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	98%	98%	92%	92%	88%

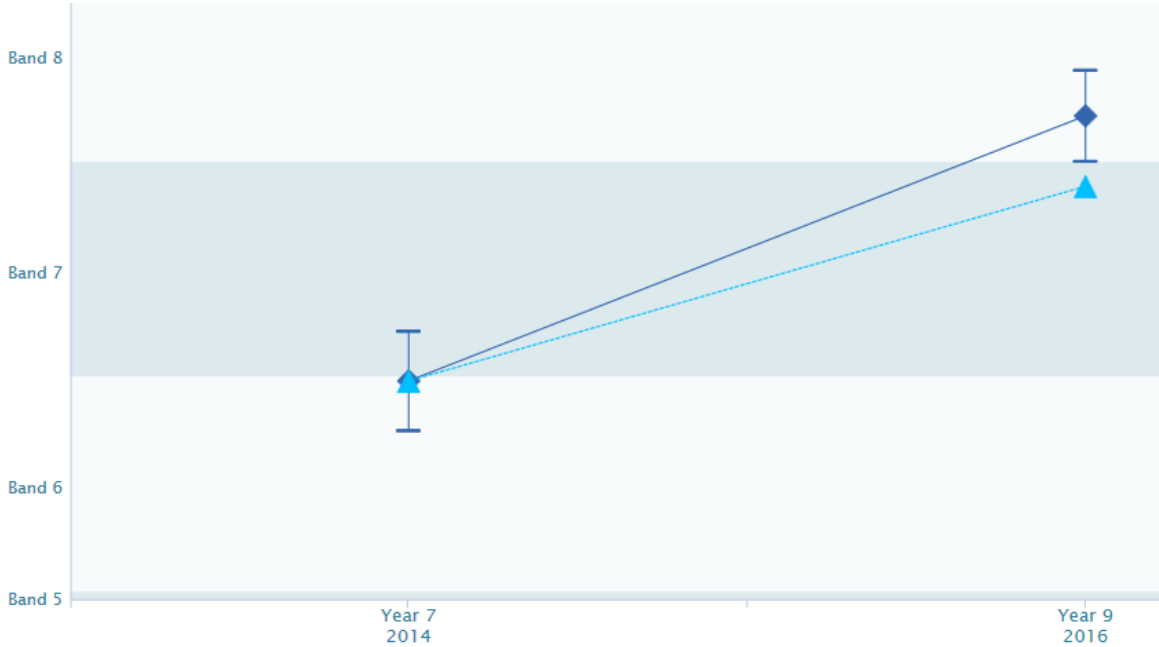
GRADE 5 Officer	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	87%	97%	95%	95%	97%

YEAR 7 Officer	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	93%	95%	90%	88%	93%




YEAR 9 Officer	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
Percentage of students AT or ABOVE the National Minimum Standard	88%	96%	84%	76%	100%

The school develops, implements and reviews its programs to address any area of concern. Each year the NAPLAN results are analysed by the school to inform teaching with a view to improving student performance.

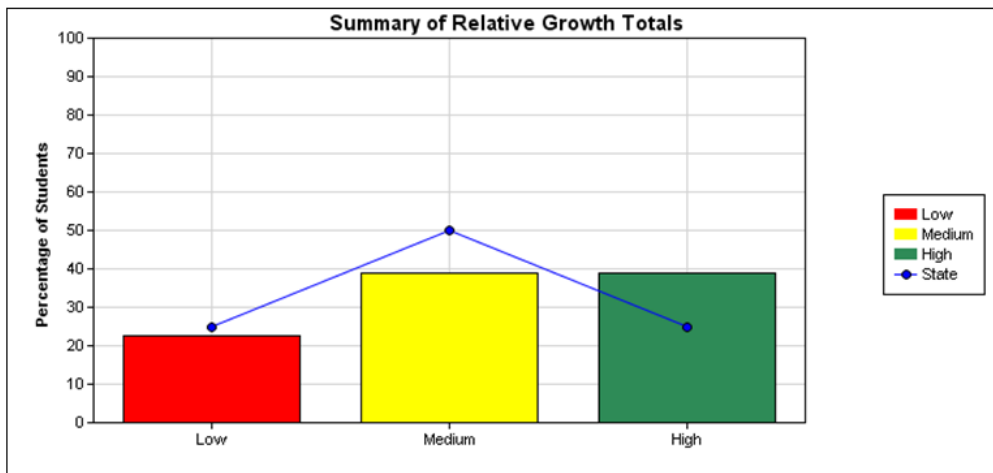
For example, the graph below shows a significant improvement in Numeracy from 2014 to 2016, comparing all Year 9 students from both campuses with the schools which had the same starting point two years earlier, ie in 2014.



Key: Minaret College data is represented with a **dark blue** diamond shape

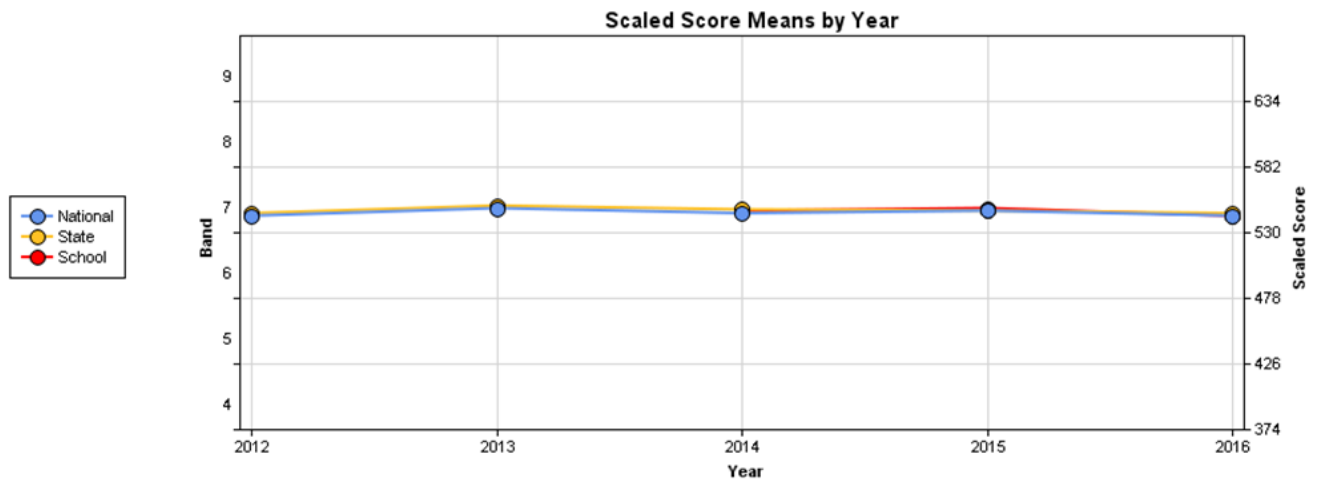
-  Average achievement of students in the selected school
-  Margin of error at 90% level of confidence
-  Average achievement of students with the same starting score

Another type of report shows students' relative growth over a two year period. The graph below depicts the percentage of low, medium and high levels of growth in **Writing** from Grade 3 to Grade 5 in Officer.

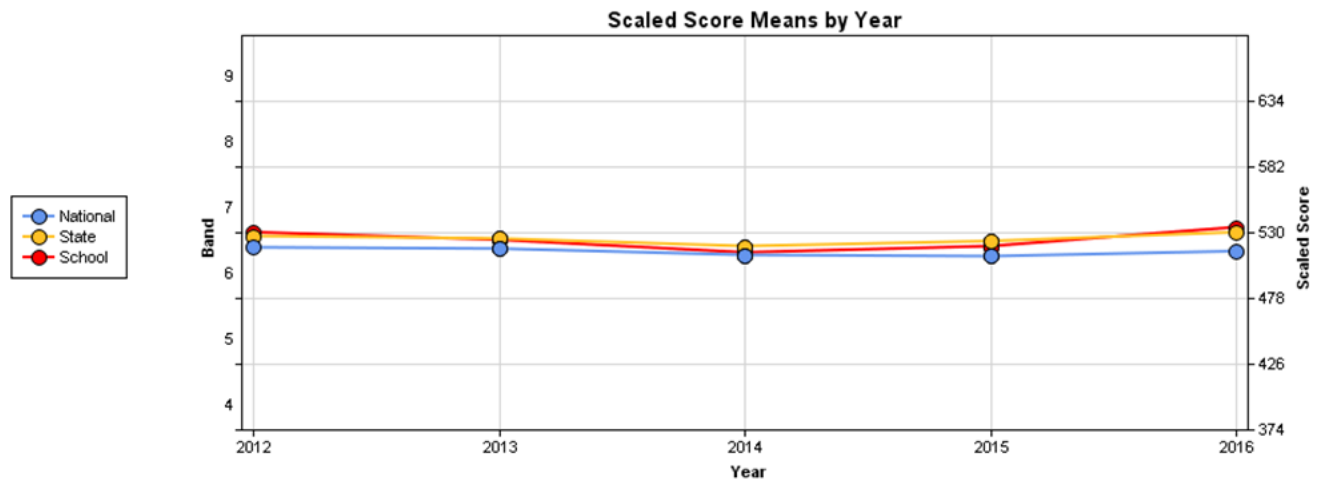


	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	22.58	38.71	38.71	100
No of Students - School	7	12	12	31

A five-year trend in **Spelling** for Year 7 at Officer shows that students constantly perform at the national and state levels.



Likewise, the 5-year trend for **Year 7 Writing task at Springvale** shows a similar pattern, which is slightly above the national level. (Minaret is represented in red).



Please Note:
 2008 - 2010 Narrative Writing Genre
 2011 - 2015 Persuasive Writing Genre
 2016 Narrative Writing Genre
 2017 Persuasive Writing Genre

These results and improvements were recognised by ACARA (Australian Curriculum, Assessment and Reporting Authority) and at the beginning of the 2017 academic year its CEO, Mr Robert Randall, sent a letter to schools which demonstrated above average gains. An excerpt from the letter is given on next page.

Taking into account the students' needs (eg. the number of new arriving and EAL students, students with disability and learning difficulty) Minaret College will continue to strengthen the programs implemented in 2016 and beyond.

The College will work towards nurturing and guiding students to become lifelong learners with a thirst for knowledge.

Substantial Gain - Letter from ACARA

From: ACARA CEO <ACARACEO@acara.edu.au>

Sent: Friday, 24 February 2017

Dear Principal

As you know, ACARA publishes the latest data on around 10,000 Australian schools on the *My School* website each year. The 2017 update will take place on Wednesday 8 March and will include:

- 2016 NAPLAN results for schools
- 2016 school profile and population data
- 2015 school financial information, including capital expenditure and sources of funding.

Since 2013, ACARA has released information on schools that demonstrate substantially above average gain in their NAPLAN results, as students progress from Year 3 to Year 5 and from Year 7 to Year 9.

Identifying substantially above-average gain

Identified high gain schools demonstrated substantial NAPLAN improvement in both reading and numeracy (except where noted) as follows:

1. an overall gain that exceeds the national average by more than one standard deviation unit; and
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation unit; and
3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation unit.

In addition, to ensure diverse representation of schools within each state and territory and across ICSEA levels, some schools that do not meet these strict criteria on all three criteria, but nonetheless show gains that are significantly above average in reading and numeracy, were also identified.

All identified schools had to have matched NAPLAN results for at least 15 students and the overall percentages of matched students had to be higher than 70%.

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement. ...

Robert Randall

Chief Executive Officer

[Australian Curriculum, Assessment and Reporting Authority](#)

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Senior School Results

In 2016 Minaret College offered 23 VCE unit 3&4 subjects at its Springvale Campus. For the first time the Officer Campus introduced Year 12 studies to Year 11 students (4 studies taken by 22 students).

VCE Results 2016

Below is some summary statistics about student enrolment and achievements in 2016.

- In total 183 students took at least one Year 12 subject in both campuses
- All Year 12 students (86 in total in Springvale Campus) completed VCE successfully, maintaining a 100% VCE completion rate
- 13 students achieved an ATAR of 90 or above
- For 2016, Minaret College's Dux of School was Aamna Hameed with the ATAR score of 98.05.
- 5.3% of scores were 40 or above, including two perfect scores of 50 (Texts and Traditions and Legal Studies)
- The most popular subjects were English, Further Mathematics, Health and Human Development, Religion and Society, Legal Studies and Psychology.



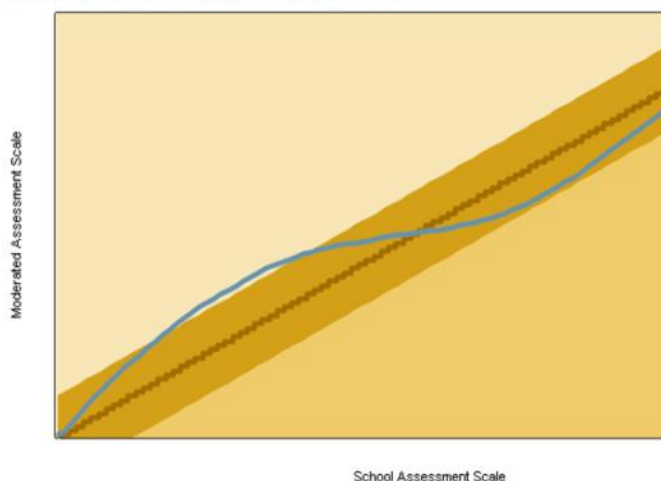
Premier's VCE Award

Tamana Geyasi received the Premier's VCE award for achieving excellent results in Texts and Traditions in 2016, where she obtained a perfect score of 50, the only perfect score in Victoria in this study.

The Hon James Merlino MP, Minister for Education and Deputy Premier of Victoria presented awards to 287 top VCE achievers at a special ceremony on 27th April 2017.

VCE teachers 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 VCE data is analysed and appropriate steps taken to address any areas of concern.

SCALES OF MODERATED AND SCHOOL ASSESSMENTS

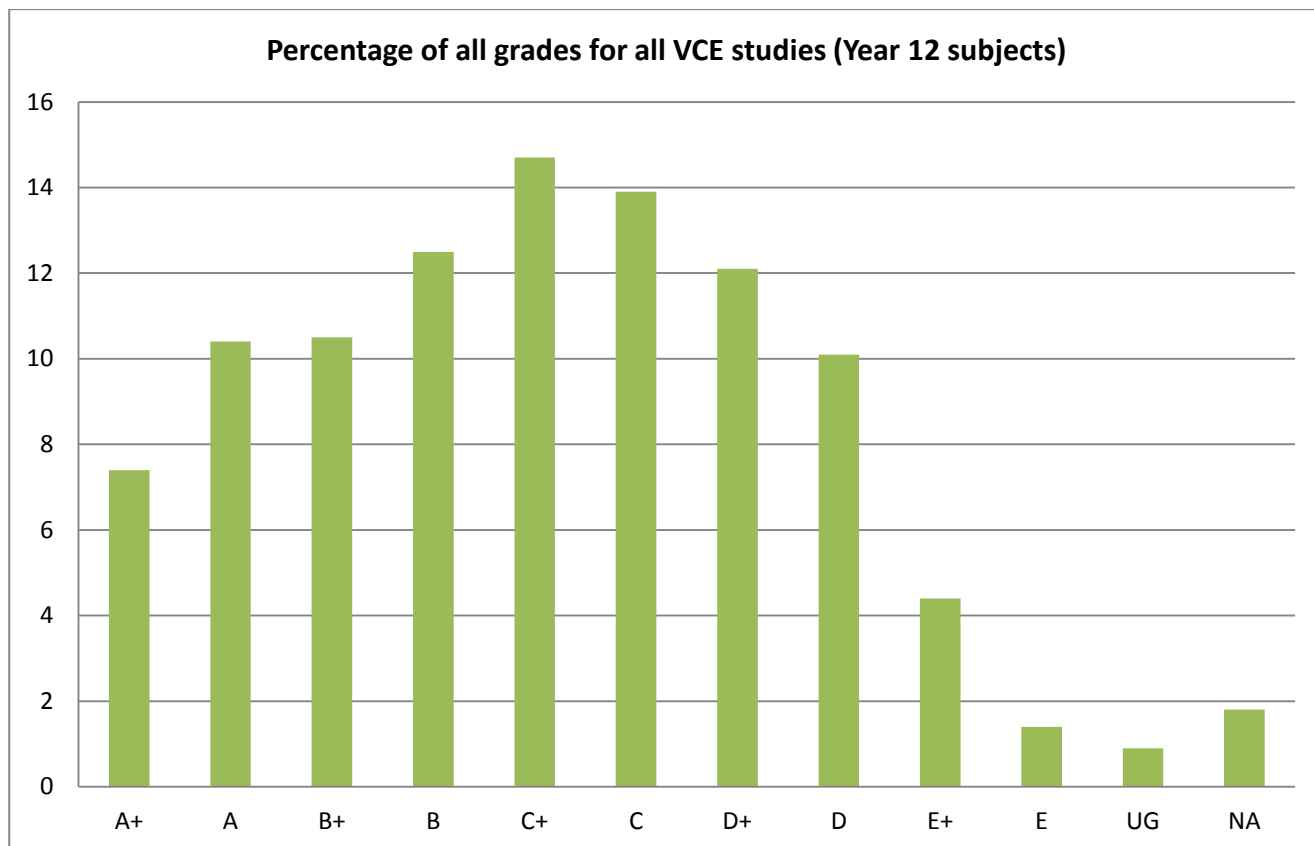


Moderation of school scores is vital in ensuring a fair and reliable assessment.

- Moderated assessment scale
- The school's assessment scale is similar to the state-wide scale
- The school's assessment scale is less challenging than the state-wide scale
- The school's assessment scale is more challenging than the state-wide scale

All VCE assessment grades from 2016, expressed as a percentage of all scores, are given below.

Grades	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
Percentage	7.4	10.4	10.5	12.5	14.7	13.9	12.1	10.1	4.4	1.4	0.9	1.8



Tertiary offers

In 2016, all 86 Year 12 students successfully completed VCE, and 81 students decided to continue with their education, having applied for various university courses through VTAC (Victorian Tertiary Admission Centre). VTAC offers were released in late January - early February 2017 and 78 students received a tertiary course placement, which represents 96% of those who applied, or 91% of all Year 12 graduates.

The two most popular destinations were Monash and Deakin Universities with 26% each, followed by RMIT with 16% of offers. Students were also offered places at Melbourne University, Victoria University, Swinburne University, ACU and La Trobe University.

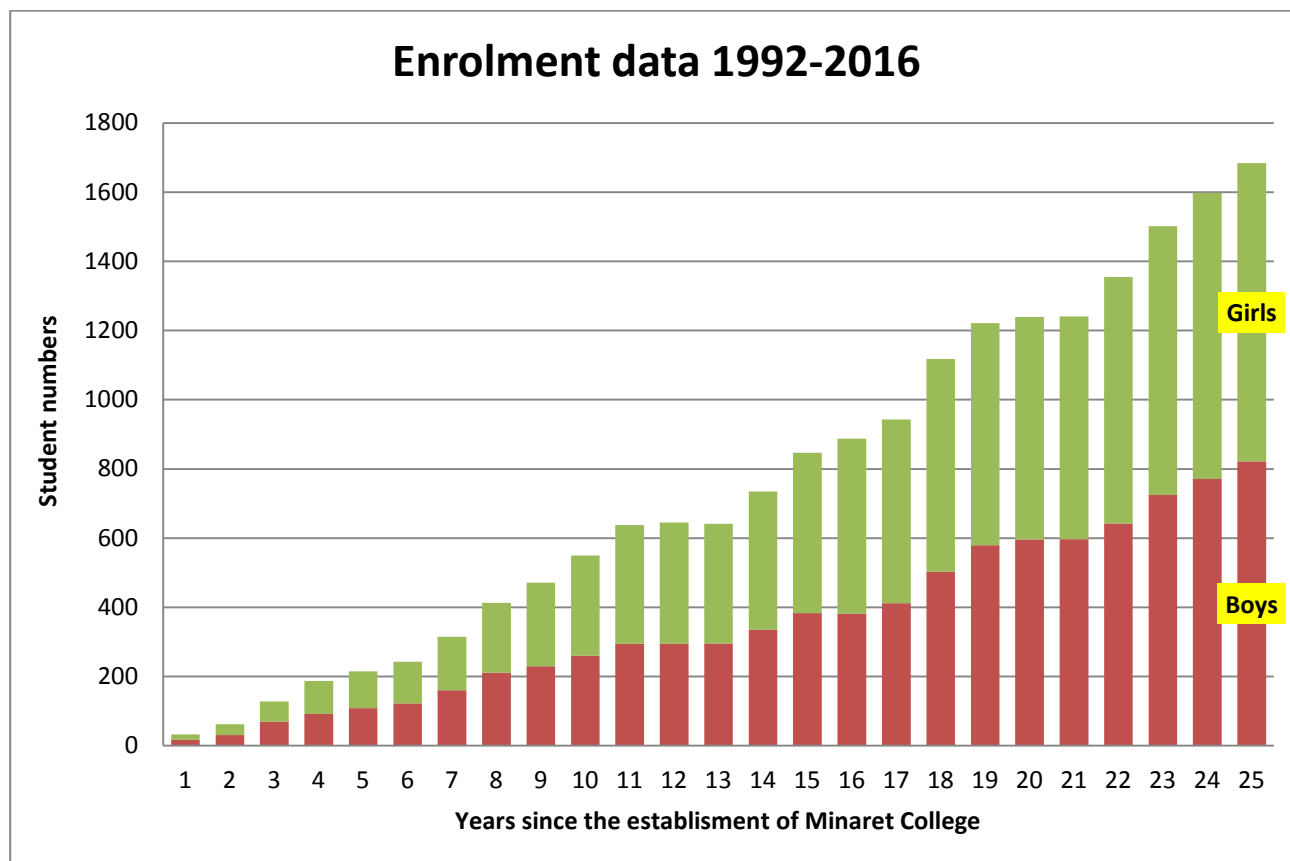
These successes reflect the College's commitment in providing opportunities for our students. The College offers ongoing support to all students in areas of academia, careers and welfare throughout their education at Minaret.

Student Enrolment and Attendance

In 2016, Minaret College had an enrolment of 1684 students in both Springvale and Officer Campuses. This was an increase of 5.4% from the previous year.

Enrolment trend

The historic data from 1992 to 2016 is shown below.



	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Boys	17	31	70	92	108	122	160	211	230	260	294	294	295
Girls	16	31	58	95	107	121	155	202	241	290	344	351	346
Total	33	62	128	187	215	243	315	413	471	550	638	645	641

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Boys	335	383	381	412	503	579	596	597	642	725	771	822
Girls	400	464	506	531	615	642	643	644	713	777	827	862
Total	735	847	887	943	1118	1221	1239	1241	1355	1502	1598	1684

Attendance: Springvale Campus

Attendance is taken twice a day and the overall statistics for 2016 for students in Grade 1 to Year 10 is shown below.

Grade	Number of Students	Overall Attendance Rate	Number of students with less than 90% Attendance	Number of students with more than 90%+ Attendance
Y01	102	87.55%	46	56
Y02	97	89.21%	43	54
Y03	102	87.80%	34	68
Y04	103	92.00%	25	78
Y05	91	90.46%	27	64
Y06	95	89.29%	37	58
Y07	114	91.21%	30	84
Y08	92	88.77%	35	57
Y09	85	89.36%	23	62
Y10	96	91.58%	31	65
Total Y1-10	977	89.75%	331	646

Attendance: Office Campus

Grade	Number of Students	Overall Attendance Rate	Number of students with less than 90% Attendance	Number of students with more than 90% Attendance
Y01	50	91.11%	15	35
Y02	49	92.51%	11	38
Y03	53	89.20%	20	33
Y04	48	86.26%	19	29
Y05	41	89.15%	14	27
Y06	43	91.53%	16	27
Y07	38	91.83%	8	30
Y08	37	89.30%	14	23
Y09	25	87.15%	15	10
Y10	26	86.58%	18	8
Total Y1-10	410	89.68%	150	260

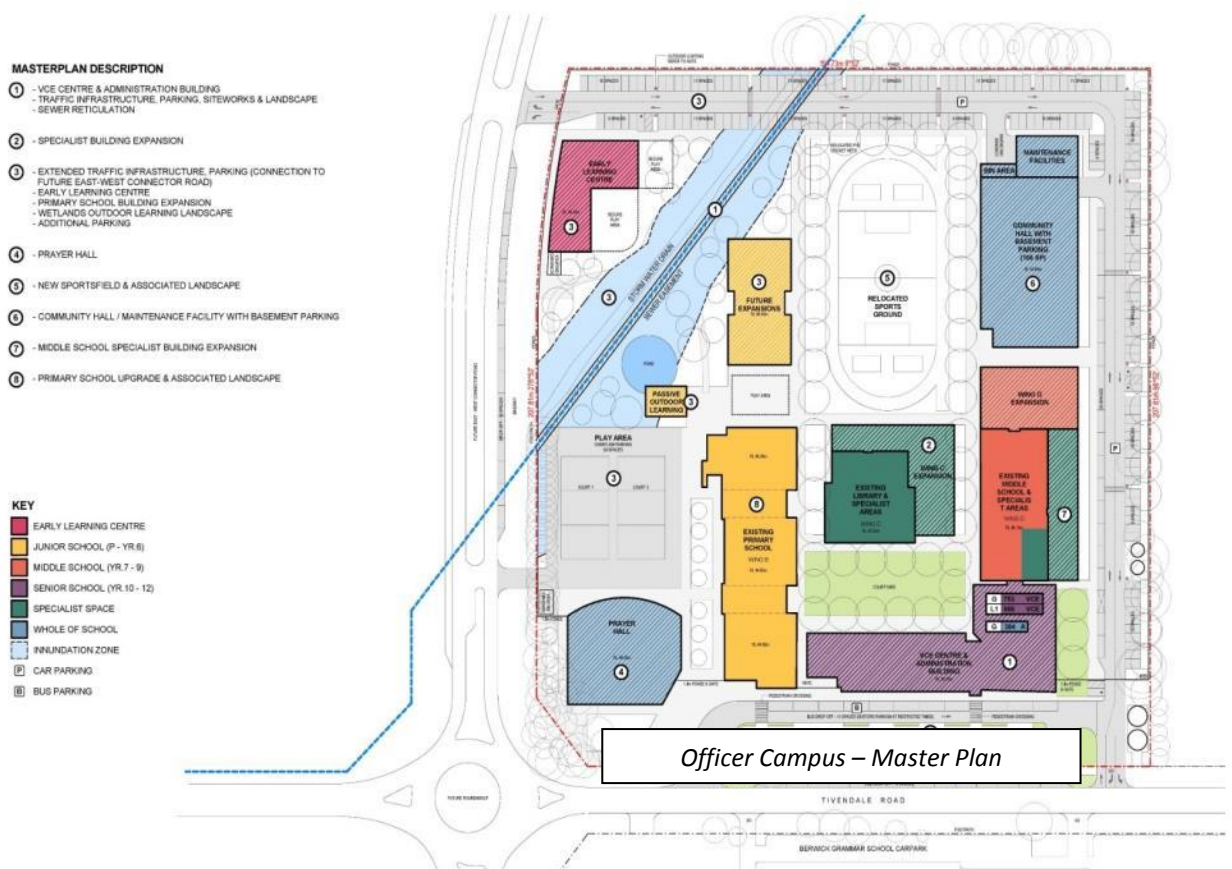
In 2016, Minaret did not have any students from indigenous background (Aborigines or Torres Strait Islanders).

We continue to monitor levels of attendance and value the continuing support of parents and their involvement in their children's learning.

Infrastructure Report

Officer Campus – 2016

One of the major achievements at Officer Campus was the finalisation of the Campus Master Plan. It is envisaged that full realisation of the site will create opportunity to cater for a maximum of 1400 students. The master plan has been submitted to Shire of Cardinia for endorsement. Stage 1 of the master plan will involve the much needed new VCE/Administration Centre.



Springvale Campus – 2016

The construction of the Place of Assembly building started in April 2016 and expected to be completed by July 2017.

Tenders for the construction of a new Early Learning Centre concluded in December 2016 and construction on the site started in May 2017. The building, comprising a single storey structure, is to be located along Whitworth Ave, Springvale - licensed to accommodate 60 children.



Springvale Campus - Place of Assembly



View of ELC at Springvale seen from Whitworth Avenue

Moving forward beyond 2017

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

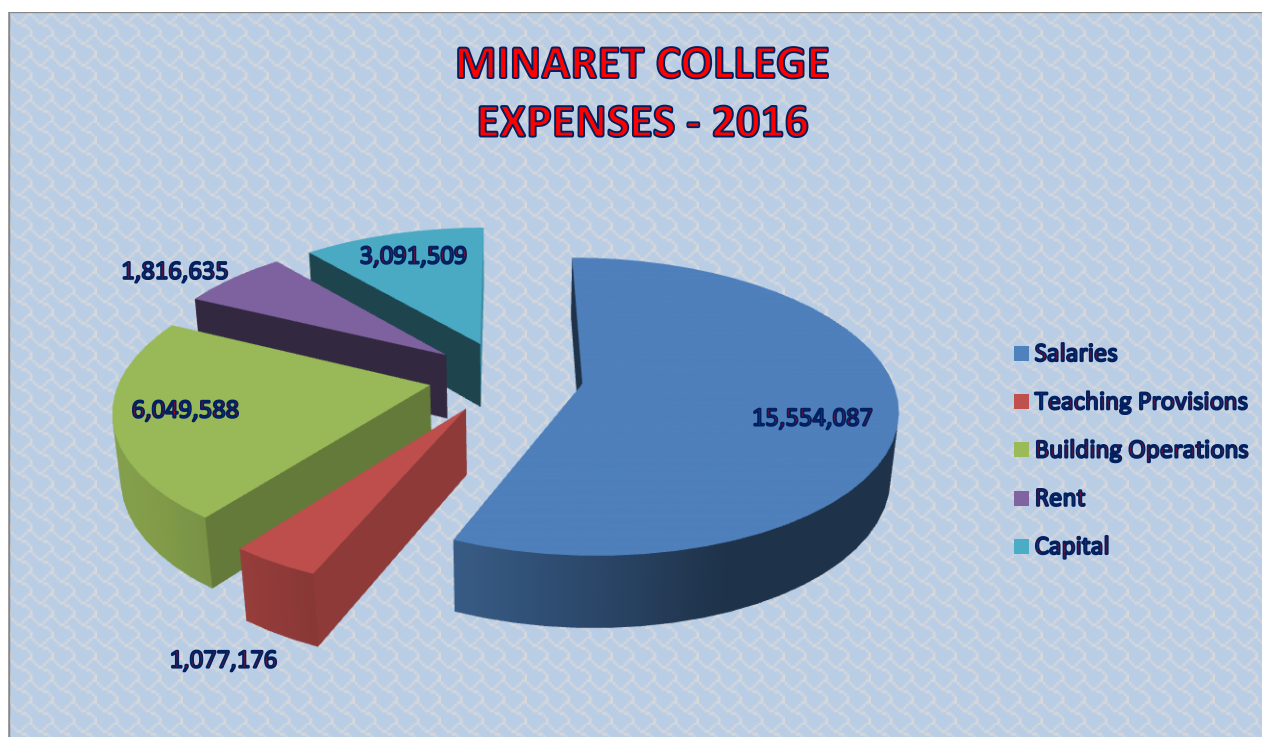
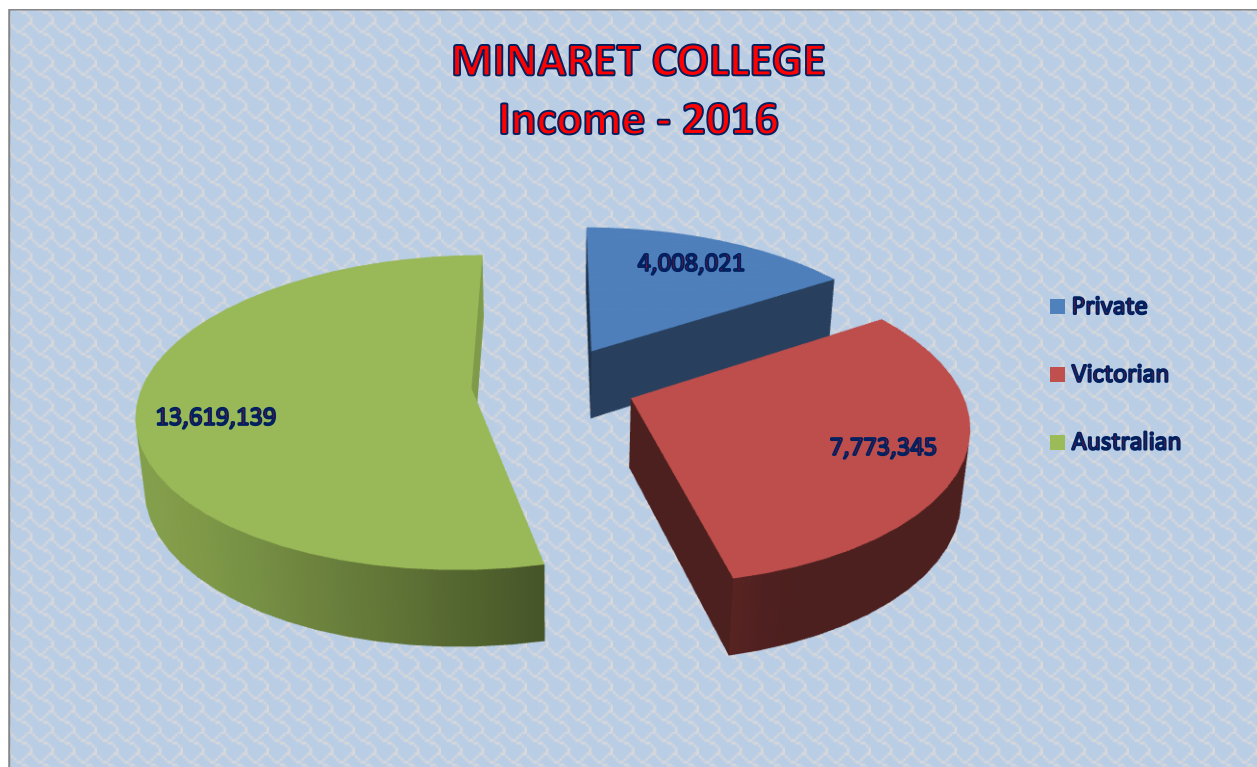
VCE Centre - Springvale Campus

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 a combined total of approximately 250 students. The preferred design and spatial concept will be an 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. This project is currently at planning permit application stage.

Financial Reports for 2016

Income and Expenses Reports

A breakdown of the income from Private sector (Parents' fees and other income), Victorian State government and Australian Federal government funding, and expenditure data are given below.



Committee's Reports

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 2016.

Committee Members

The name of each member of the committee during the year and if different, at the date of the report; Dr Ahmed Hassan (Chairman), Dr Ameen Mohamed (Secretary), Mr Madkhul Sani (Treasurer), Mrs Inas Hassan, Mr Kabir Azadzoj, Mr Salifu Baba, Mr Husein Alesevic and Dr Jamal Yousuf.

Principal Activities

The principal activities of the College during the financial year were: Running an Education Institute

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 \$2,188,490.67.

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


.....

Dr. Ahmed Hassan
Chairman

Dated this 30th day of March, 2017

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 16:

1. Present fairly the financial position of MINARET COLLEGE INC as at 31 December 2016 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:

Chairman:



Treasurer:



Dated this 30th day of March, 2017



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**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF MINARET COLLEGE INC
A.B.N. 85 232 014 290**

Report on the Financial Report

We have audited the accompanying financial report of MINARET COLLEGE INC (the College) which comprises the statement of financial position as at 31 December 2016 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 Association 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**

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 2016 and of its 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
CPA

Name of Partner: Mahmoud Bassal - FCPA

Address: 39 Princes Highway, Dandenong VIC 3175

Dated this 30th day of March, 2017

M. BASSAL
**BUNNETT & BASSAL PTY LTD
ACCOUNTANTS, TAX AGENTS
& AUDITORS
PO Box 7172
Dandenong VIC 3175**