

**2010 ANNUAL REPORT:**

**EDUCATIONAL**

**AND**

**FINANCIAL REPORTING**

**FOR**

**MALEK FAHD ISLAMIC SCHOOL**

## **EDUCATIONAL AND FINANCIAL REPORTING FOR MALEK FAHD ISLAMIC SCHOOL**

### **INTRODUCTION**

**(i) Affiliation**

Malek Fahd Islamic School is a co-educational Kindergarten to Year 12 Islamic School situated at 405 Waterloo Road, Greenacre, NSW. While all the students at Malek Fahd are Muslims, the staff is forty per cent non-Muslim, and this is a deliberate policy of the School Board to ensure that the school employs only the best available teachers.

**(ii) School Board**

The school is managed by a School Board of Malek Fahd Islamic School Limited. The Principal is the Secretary of the School Board. The Board is primarily concerned with the governance of the school, including such matters as long-term financial planning, administrative policies and accountability. The principal is the chief executive of the school responsible for the school's operation, curriculum implementation, teaching and learning programmes, assessment, health and safety, student welfare, staff selection, supervision and professional development, registers of enrolment and daily attendance, maintenance of buildings, and management of facilities, resources and equipment.

Each member of the School Board is a “responsible person” as defined by the Education Act.

**(iii) School Parents' Advisory Committee**

The school has a School Parents' Advisory Committee (SPAC) consisting of about twelve educated and experienced parents. The SPAC meets with the principal and other senior staff members regularly to exchange information and to solve the problems and issues raised by parents. All the parents have the contact details of the committee members and there are also suggestion boxes in the school.

**(iv) Students' Representative Council**

The school has an active Students' Representative Council (SRC) who provide peer support, organise various functions, welcome guests, and participate in inter-faith dialogue. The production of the annual Primary School Magazine and High School Magazine is a major project of the SRC.

**(v) Student Population**

The school has about 1866 students from Kindergarten to Year 12. Almost all the students are from non-English speaking backgrounds but most of them have been born here. Most of the children are from low socio-economic backgrounds. The school has a very large demand for enrolment and we are not able to admit even all the siblings. This creates problems for some parents, and the School Board is working to establish another campus of the school.

## ANNUAL REPORT

The school has in place a policy for procedures to obtain the necessary data for the preparation of the Annual Report and to provide additional data as may be required by the Australian Government and the NSW Government.

### REPORTING AREA 1 MESSAGES FROM KEY SCHOOL BODIES

#### (i) Message from the Chairperson of the School Board

*Assalamu alaykum wa Rahmatullah wa Barakaatuhu.*

All praise and gratitude to Allah (swt) for the achievements and success of Malek Fahd Islamic School. We celebrate the school's achievement in promoting and delivering a high standard of education to the students who are able to be admitted to study at this sought after institution.

Let us remember the importance of education in Islam: To seek knowledge is a sacred duty, it is obligatory on every Muslim, male and female. The first word revealed of the Quran was "Iqra", READ! Seek knowledge! Educate yourself! Be educated.

I want to salute the academic achievements of our students and encourage them all to pursue excellence in and out of the classroom.

We have completed the construction of the Primary Library and Technology centre and the high school Science and Language centre. With these modern facilities, we are sure the students will find that learning is more enjoyable. We thank the Commonwealth Government for funding these projects under its Building the Education Revolution program.

To provide more opportunities to our children to study in our school, AFIC is working very hard to begin another campus of MFIS at Hoxton Park next year *Inshaa-Allah*. We are also looking for other sites in Sydney.

Once again, I congratulate all students, parents, staff members and school board members of MFIS for their hard work and dedication in contributing to the continued success of the school, the individual and the community. Your success is our goal and we celebrate your achievements. *Insha-Allah* may you continue your exemplary efforts well into the future to be proud Muslims of Australia.

Wassalam

Ikebal Patel

## (ii) Message from the Principal

Assalamu alaykum wa Rahmatullah wa Barakaatuhu.

The Students' Representative Council (SRC) under the leadership of Ms Khadijah Taiba, Ms Pinad El-Ahmad, Ms Susan Naser, Ms Nadin Sidawi, and Ms Domou Ahmad has produced a very informative magazine on the achievements of the high school students. The magazine gives a snapshot of life in the high school.

The school enrolment in 2010 was 1866 students in Kindergarten to Year 12. As usual, a large number of children were unable to enter the school because we do not have any more space. The best building construction news was that we received about \$5.2million dollars from the Federal Government for a primary library complex, a science complex, and an undercover play area and these projects have been completed.

Our students continued to excel in NAPLAN tests for Years 3, 5, 7, and 9, School Certificate for Year 10 and Higher School Certificate (HSC) for Year 12. In HSC rankings we were again first in the Bankstown Education District and fifteenth out of about 650 in New South Wales and ACT.

Eight students received the Premier's Award for being All-Rounders, that is, achieving over 90 in ten units: Tahiya Amin, Douha Elassaad, Fatima Ferkh, Asmah Gebara, Lamya Islam, Alvino Karahan Maesa, Nadia Toutounji and Sohaib Aamir Virk. Sohaib had the highest possible Australian Tertiary Admission Rank (ATAR) score of 99.95. Seventy-two per cent of the HSC students had an ATAR score of over 90.

All the 75 Year 12 were able to gain university admission in a wide range of courses such as Medicine, Optometry, Psychology, Pharmacy, Science, Computing, Teaching, Engineering, Commerce, Law, and Architecture.

The students participated in a wide range of activities such as interfaith dialogue, inter-visit schools, working for the environment, and many more. The senior students gave *Juma Khutba* on a wide range of topics such as justice, patience, honesty, tolerance, kindness, work, education, and many more.

In sports, the students took part in the weekly programmes with the local primary and secondary schools as well as the school carnival for the whole school in athletics, swimming, and various sports.

The school had a number of special celebrations that included Harmony Day, Anzac Day, Remembrance Day and the Eid Festival. The Eid Festival raised about \$20,000.00 for the Heart Foundation, the Cancer Council and MS Australia. The students collected funds for a wide range of charities, including the Westmead Children's Hospital.

The Australian Department of Foreign Affairs organized a number of delegations from Thailand, Malaysia, Indonesia, Singapore, and Saudi Arabia to visit the school.

We thank *Allah Subhanahu Wa Ta'ala* for giving us a successful year and we look forward to another rewarding year in 2011 *Inshaa-Allah*.

Dr Intaj Ali  
PRINCIPAL

### (iii) A Message from the School Captains

(Extract from Captains' Report in 2010 Malek Fahd Islamic School Magazine).

*Assalamu alaykum wa Rahmatullah wa Barakaatuhu*

2010 was a year to remember - the year of the **Class of the Decade**. To us, we were the best year that ever roamed the halls of Malek Fahd Islamic School- but that's what every grade says. From the studies to the mischief, we did it all in 2010. It's hard summing up the whole year 12 experiences in one page, it's something that can't be put on paper or be written in words. You have to experience it to believe it.

Malek Fahd was our second home. Well to be honest, it more closely resembled our first home. We even spent our afternoons and weekends in it! And there were times we saw our teachers more than we saw our own mothers! Our teachers, who slaved away and endured our constant torture to get us to HSC safe and 'educated', we will forever be grateful to. We'd like to take the time out to thank all our teachers who taught us from when we were unbearable juniors to when we were 'mature' seniors, for without them we wouldn't have made it this far! Special recognition goes to our HSC teachers; Mrs Begum, Mr Farouq and Mrs Feldmann – who successfully managed to teach us dot point 4, module 4 of the BIOLOGY course, Mr Ali and Mr Ahmed – for teaching us who's BUSINESS we should really be sticking our noses in, Mrs El-Ahmed – for giving us an insight into what's LEGAL and what isn't (for future purposes ☺), Mrs Nasser, Mrs Raza and Mrs Mahmic – for being there when we mastered the ability of falling asleep in ENGLISH classes (yet we still managed to do the work), Dr Elhajje and Mr Jay – for making such a hard subject such as PHYSICS so easy, Mrs Khan and Mr Riaz – for teaching us there's more to CHEMISTRY than just blowing things up, Mr Hanif, Mrs Bragg, Mrs Badar and Mrs Sidawi – who managed to keep their sanity after teaching us MATHematical concepts.

But there's one person who we're the most thankful to. One man who, although being the one we feared most, is the man whom we owe our entire education to: Dr Ali. Although we're sure he saw us all those times we dodged him when we saw him across the balcony, or skilfully pretended we were reading our text books when he walked into the library during our free periods, it is he who helped us reach Year 12 and tackle the HSC.

H.S.C

2010 was all about those three letters. We spent the year preparing for exams that only lasted a matter of weeks. Endless nights were spent studying; to make up for the days we spent bludging. Countless days were spent complaining to the teachers that 'we're too young to determine our future'. In the end it will all pay off, hopefully. So we wish the future students the best of luck in all their endeavours and *Inshaa-Allah* all your hard work will pay off.

So to end, this *Quranic* verse will teach you the importance of school, and *Inshaa-Allah* you'll implement it in your daily lives:

“**Read!** In the name of your Rabb (Only God and Sustainer) Cherisher, Who created — created man, out of a leech-like clot: **Read!** And your Rabb is Most Bountiful. He who taught (the use of) the Pen, taught man that which he knew not.” (Qur’ân 96:1-4)

Good luck from The Class of 2010

Wassalaam

Heba Raad  
Girls' School Captain  
Sohaib Virk  
Boys' School Captain

## **REPORTING AREA 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL**

Malek Fahd Islamic School is a co-educational kindergarten to Year 12 school. The core values of the school are to provide opportunities to its boys and girls to excel in this life and the Hereafter to attain success in this world and the next. The school's motto is: 'Knowledge is light and work is worship'.

The school aims to develop each child intellectually, physically, emotionally, socially, religiously, morally, aesthetically and vocationally so that the children are happy and successful citizens of Australia. Our vision is to provide quality academic education and to graduate students who can make positive contributions to the Australian community through active citizenship.

There is a very strong emphasis in the school on inter-faith dialogue. The school promotes values such as respect, tolerance and fair go through its school-based activities that include involvement in Harmony Day assemblies, ANZAC Day and Remembrance Day. Students take part in environmental activities such as Clean Up Australia Day, Stream Watch and tree planting, which is sometimes undertaken with other local schools.

Furthermore, students raise funds for various charities such as Westmead Children's Hospital, Bankstown Hospital, MS Australia, Heart Foundation, Cancer Council and others. Blood donations to the Red Cross is another annual project of the senior students. Initiatives promoting respect and responsibility are an integral part of the school life.

In 2009 the school had 1822 children and in 2010 there are 1866, with 977 in the primary and 889 in the secondary section. Almost all the children are from language other than English and low-socio-economic backgrounds. The staff is forty per cent non-Muslim and this is a deliberate policy of the School Board to ensure that the school employs only the best available teachers. With a very strong emphasis on literacy and numeracy, most students excel at school and almost 100 per cent of Year 12 students gain university entry. In 2009 there were 72 students in Year 12 and all of them gained university entry, and in 2010 there are 75 students and all qualified for university. The school's NAPLAN results are excellent, especially in Numeracy; for example, in Year 9 out of 167 students, 75 per cent are in the top two bands with 53 per cent in Band 10.

In addition to participating in sports in the school, the children play with other schools every week. They also take part in a wide range of extra-curricular activities with other schools and organisations. Caring teachers, counsellors and welfare co-ordinators attempt to provide the best education possible to the children in an environment conducive to learning. The parent, student and teacher satisfaction with the school is very high. There is a very big demand for enrolment places at the school, and this shows the high regard that the general community has for the school. Our school is a showcase of an Islamic school in Australia.

## **REPORTING AREA 3 STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS**

### **Higher School Certificate Examination**

In 2010, our thirteenth cohort sat the HSC examination in 12 courses. The top scorer this year was Sohaib Aamir Virk with the ATAR of 99.95 and seventy-two per cent of the students had an ATAR of over 90. Tahiya Amin, Douha Elassaad, Fatima Ferkh, Asmah Gebara, Lamyia Islam, Alvino Karahan Maesa, Nadia Toutounji and Sohaib Aamir Virk received the Premier's Award for achieving over 90 in ten units.

The numbers of distinguished achievers, that is, marks of 90 and above (Band 6) were as follows:

Biology	:	33	(45.2%)
Business Studies	:	6	(20%)
Chemistry	:	12	(26.08%)
English (Advanced)	:	15	(20.54%)
English Extension 1	:	1	(50%)
Legal Studies	:	4	(16.66%)
General Mathematics	:	1	(11.11%)
Mathematics	:	48	(78.68%)
Mathematics Extension 1	:	24	(96%)
Mathematics Extension 2	:	16	(66.66%)
Physics	:	4	(16.66%)

Furthermore, the marks of the students in all the courses were above the state average and this has been a consistent trend for the school.

<b>Course</b>	<b>Number of Students</b>	<b>School vs. State Variation</b>
Biology	73	13.90
Business Studies	30	9.86
Chemistry	46	10.85
English Advanced	73	4.68
English Extension 1	2	4.22
English Extension 2	1	4.46
Legal Studies	24	9.92
General Mathematics	9	9.83
Mathematics	61	16.10
Mathematics Extension 1	25	13.83
Mathematics Extension 2	24	7.20
Physics	24	8.82

<b>Subject</b>	<b>Year</b>	<b>No of students</b>	<b>Performance band achievement by number and/or%</b>	
			<b>Bands 3-6</b>	<b>Bands 1-2</b>
<b>Biology</b>	2010	73	School: 73 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2009	79	School: 79 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Business Studies	2010	30	School: 30 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2009	40	School: 40 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Chemistry	2010	46	School: 46 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2009	33	School: 33 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
English Advanced	2010	73	School: 73 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)
	2009	61	School: 61 (100%) State-wide: (99%)	School: 0 (0%) State-wide: (1%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
English Extension 1	2010	2	School: 2 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)
	2009	2	School: 2 (100%) State-wide: (84%)	School: 0 (0%) State-wide: (16%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
English Extension 2	2010	1	School: 1 (100%) State-wide: (81%)	School: 0 (0%) State-wide: (19%)
	2009	1	School: 1 (100%) State-wide: (80%)	School: 0 (0%) State-wide: (20%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Legal Studies	2010	24	School: 24 (100%) State-wide: (83%)	School: 0 (0%) State-wide: (17%)
	2009	27	School: 27 (100%) State-wide: (86%)	School: 0 (0%) State-wide: (14%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
General Mathematics	2010	9	School: 9 (100%) State-wide: (85%)	School: 0 (0%) State-wide: (15%)
	2009	11	School: 11 (100%) State-wide: (81%)	School: 0 (0%) State-wide: (19%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Mathematics	2010	61	School: 61 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)
	2009	59	School: 59 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Mathematics Extension 1	2010	25	School: 25 (100%) State-wide: (83%)	School: 0 (0%) State-wide: (17%)
	2009	22	School: 22 (100%) State-wide: (82%)	School: 0 (0%) State-wide: (18%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Mathematics Extension 2	2010	24	School: 24 (100%) State-wide: (90%)	School: 0 (0%) State-wide: (10%)
	2009	17	School: 17 (100%) State-wide: (89%)	School: 0 (0%) State-wide: (11%)

Subject	Year	No of students	Performance band achievement by number and/or%	
			Bands 3-6	Bands 1-2
Physics	2010	24	School: 24 (100%) State-wide: (92%)	School: 0 (0%) State-wide: (8%)
	2009	27	School: 27 (100%) State-wide: (88%)	School: 0 (0%) State-wide: (12%)

## School Certificate Examination

Our students in School Certificate Examinations have continued to produce excellent results.

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
English-Literacy	2010	157	School: 100 % State-wide: 95 %	School: 0 % State-wide: 5 %
	2009	137	School: 98.5 % State-wide: 96 %	School: 1.5 % State-wide: 4 %

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
Mathematics	2010	196	School: 99.5 % State-wide: 83 %	School: 0.5 % State-wide: 17 %
	2009	163	School: 98 % State-wide: 81 %	School: 2 % State-wide: 19 %

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
Science	2010	186	School: 100 % State-wide: 92 %	School: 0 % State-wide: 8 %
	2009	163	School: 97 % State-wide: 90 %	School: 3 % State-wide: 10 %

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
Australian Geography, Civics and Citizenship	2010	168	School: 99 % State-wide: 84 %	School: 1 % State-wide: 16 %
	2009	130	School: 93 % State-wide: 87 %	School: 7 % State-wide: 13 %

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
Australian History, Civics and Citizenship	2010	168	School: 96 % State-wide: 80 %	School: 4 % State-wide: 18 %
	2009	130	School: 93 % State-wide: 86 %	School: 7 % State-wide: 14 %

Test		No of students	Performance band achievement by %	
			Bands 3-6	Bands 1-2
Computing Skills	2010	168	School: 100 % State-wide: 97 %	School: 0 % State-wide: 3 %
	2009	163	School: 97 % State-wide: 99 %	School: 3 % State-wide: 1 %

## LITERACY & NUMERACY ASSESSMENTS

Performance on NAPLAN is documented on the My School website: <http://www.myschool.edu.au>.

### NAPLAN Test Year 9

One hundred and sixty-seven students sat the Year 9 NAPLAN Test.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 167	166	167	167	167	167	167

## NAPLAN Test Year 7

One hundred and forty-eight students sat the Year 7 NAPLAN Test.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 148	146	144	145	143	144	146

## NAPLAN Test Year 5

One hundred and fifty-six students sat the Year 5 NAPLAN Test.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 156	155	156	155	154	156	155

## NAPLAN Test Year 3

One hundred and eight students sat the Year 3 NAPLAN Test.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 108	107	108	108	108	108	108

## REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2010	HSC	100%
2010	VET qualification	0%

Senior secondary outcomes are documented on the Mv School website: <http://www.mvschool.edu.au>

## REPORTING AREA 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Professional Learning

All the staff participated in the Asthma Training and allergy education in-services conducted by South Eastern Sydney and Illawarra Area Health Service. The staff also participated in the following staff development sessions:

1. K-2 Literacy Workshop
2. Child Protection
3. Numeracy Workshop
4. Smart board Training
5. Addressing The Literacy Demands
6. Writing Strategies

In addition, the following professional development activities were undertaken by staff throughout 2010:

<b>Description of the Professional Learning Activity</b>	<b>No of Staff participating</b>
Beginning Teachers	4
Experienced Teachers	4
Registration And Accreditation	4
English Conference	3
Literacy Workshop	2
Smart boards	2
Assessing Writing	2
Story Telling With Digital Video	2
Creative And Investigative Writing	2
Romanticism	2
Conflicting Perspective	2
The Reluctant Reader	2
Creative Writing	2
Generation Next	2
Child Protection Seminar	1
Visual Arts Conference	1
Extension To English	1
Maths Workshop	1
Patterns And Algebra	1
Keep Them Safe	1
NAPLAN Briefing	1
Experienced Teachers Support	1
Teaching Creative Writing	1

Teaching Writing	1
Writing K - 2	1
HSIE Goes Digital	1
No Passport, No Problem	1
Science And Technology Goes Digital	1
Rich Tasks In Primary Maths	1
Students Well Being For Student Learning	1
Science Solutions With Primary Connections	1
Music	1
Stimulating Deep Learning Science	1
Leadership	1
English Course	1
Extension 2 English	1
Stage 3 Maths Outcomes	1
Engaging Maths	1
Creative And Imaginative Writing	1
Creative Evidence-Deep Learning	1
Seven Ways To Writing	1
Teaching Mathematics – Extension 2	1
Science Annual conference	1
Mathematics 2	1
Beyond Bullying	1
AIS Executive Conference	1
ETA Conference	1
Australian Council For Educational Leaders Conference	1
Chemistry Workshop	1
Computer Techniques	1
Senior First Aid	1
Faculty Of Science	1
Art And Music	1
Traffic Controller	1
ICT In Maths	1

The average expenditure per teacher on professional learning in 2010 was \$233.09

## Teaching standards

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	112
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	4
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

## REPORTING AREA 6 WORKFORCE COMPOSITION

Malek Fahd Islamic School has 116 teaching staff (FTE: 112) and 11 non teaching staff (FTE: 10.5).

School staff information is documented on the My School website: <http://www.myschool.edu.au>

## REPORTING AREA 7 STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE, SECONDARY RETENTION

### Student Attendance

Ninety-six per cent of students attended school on average each day in 2010. This was similar to the daily attendance in 2009. Students' attendance is monitored throughout the day. If a student's destination is unknown, the school will inform the Department of Education and Training home school liaison officers. It is noted that the school leaving age now is 17 years.

### Management of non attendance

Malek Fahd Islamic School implements policy and procedures for the management of student non attendance. The school follows up where written explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

### Student Retention Rates

The retention rate from Year 11 in 2009 to Year 12 in 2010 was 100 per cent. Fifty per cent of the 2008 Year 10 cohort completed Year 12 in 2010. The retention rate has been similar over the years. While up to Year 10 almost all students stay in the school, after Year 10 some move to TAFE and to other schools to study some courses that are not offered at the school. As the numbers increase in Years 11 and 12, more courses are being offered at the school. Furthermore, after being in the school for eleven years from Kindergarten to Year 10, some students prefer to have a change of environment and move to other schools.

## **REPORTING AREA 8 POST-SCHOOL DESTINATIONS**

As explained above, some students leave the school after Year 10 for a less pressured environment because the emphasis in our school is on academic excellence for university entry. All the 75 Year 12 students gained university admission:

<b>Faculty</b>	<b>Number of Students</b>
Medicine/Surgery	2
Medical Science	13
Psychology	3
Pharmacy	6
Optometry/Science	1
Oral Health	1
Construction/Management	3
Science	12
Engineering	12
Law/ Business/Commerce	15
Design in Architecture	2
Education	2
Arts	3

## **REPORTING AREA 9 ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY**

### **Enrolment Policy**

Malek Fahd Islamic School is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. Once enrolled, students are expected to support the ethos of the school and comply with the school rules to maintain the enrolment.

### **Enrolment**

- Admission to the children is given on an yearly basis.
- Kindergarten applicants will be selected using an interview process due to the large number seeking admission.
- Year Seven applicants must sit the Year Six Selective Test and Year 10 students must sit the School Certificate Test and achieve the required mark.
- Enrolment will comply with the Disability Discrimination Act.

### **Re-enrolment**

- Parents will have to sign a re-enrolment form if they wish their children to return to the school the following year.
- Prerequisites for re-enrolment will be the required levels of academic performance, attendance, behaviour, payment of school fees and the continued support of parents. If a parent withdraws a child without the principal's approval to attend another school, to go overseas, to do home-schooling or any other reason, other siblings will lose their places at our school.

### Promotion

- Students will be promoted to a higher class only if their work and attendance are satisfactory.
- Parents will be informed of any additional specific promotion criteria at the start of each school year.
- Parents will be informed whether their children have been promoted.

Please note that admission to the children is given on an yearly basis.

### Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/ interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

### Student Population

The school had 1866 students of whom 889 were in the secondary school. There were approximately equal numbers of boys and girls in the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

## REPORTING AREA 10 SCHOOL POLICIES

### A. Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:

- Minimizes risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2010	Access to full text
Code of Conduct for the Care and Protection of children encompassing <ul style="list-style-type: none"> <li>• Legislative context</li> <li>• Duty of care and legal liability</li> <li>• Supervision of students</li> <li>• Relationships with students</li> <li>• Discipline of students</li> <li>• Communication issues</li> <li>• Camps/billets/excursions</li> <li>• Duty to disclose</li> </ul>	Nil	Issued to all staff. Also contained in folder issued to all new staff members.  All policies are on the school website: <a href="http://www.mfis.com.au">www.mfis.com.au</a> To access, just click the desired topic located on the left-hand margin of the website; i.e. Policies.

<p>Guidelines Against Bullying encompassing</p> <ul style="list-style-type: none"> <li>• Definition and concept</li> <li>• Examples</li> <li>• Preventative strategies</li> <li>• Recommendations to parents</li> </ul>	Anti-bullying strategies revised.	Issued to all staff and contained in folder issued to all new teachers.
<p>Critical Incident Procedure Policy encompassing</p> <ul style="list-style-type: none"> <li>• Role of critical incident team</li> <li>• Action plans/short term and long term tasks</li> <li>• Procedures requiring immediate evacuation checklist</li> <li>• Stages of responses and recovery cycle</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.</li> </ul>	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>• Availability of and access to special services such as counselling.</li> </ul>	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
<p>Medical Services Policy encompassing</p> <ul style="list-style-type: none"> <li>• Procedures to follow when students sustain any injury or illness</li> <li>• Role of the school nurse</li> </ul>	Revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Employment Screening Policy encompassing</p> <ul style="list-style-type: none"> <li>• Screening process</li> <li>• Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998</li> </ul>	Revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> <li>• The right and responsibilities of students and staff within the school community</li> </ul>	Revise roles of the student representative council.	Issued to all staff and contained in folder issued to all new staff members.
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> <li>• Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved.</li> </ul>	Revise levels of supervision and incorporate risk assessment for excursions and incursions.	Issued to all staff and contained in folder issued to all new staff member.
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>• Measures designed to promote the safety and well being of students</li> </ul>	Revise strategies for lockdown drills.	Issued to all staff and contained in folder issued to all new staff members.
<p>Emergency Evacuation And Lockdown Policy encompassing</p> <ul style="list-style-type: none"> <li>• Evacuation Procedures</li> <li>• Welfare Coordinator instructions plus executive and teacher instructions</li> <li>• Lockdown Procedures</li> </ul>	Revised lockdown procedures	Issued to all staff and contained in folder issued to all new staff members.

<p>Occupational Health And Safety Policy encompassing</p> <ul style="list-style-type: none"> <li>• Specific responsibilities</li> <li>• Staff consultation and communication and review process</li> <li>• Hazard identification</li> <li>• Staff accidents / Injury management</li> <li>• Inspections</li> <li>• Emergency Procedures</li> <li>• First Aid Plan</li> <li>• Risk assessments</li> </ul>	<p>Revised Risk Assessment, Inspection Checklist and Notification Forms. Included Return to work details.</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Confidentiality Policy which outlines practices to protect confidentiality at all levels</p>	<p>Nil</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>School Building – Maintenance Work Policy encompassing</p> <ul style="list-style-type: none"> <li>• Essential maintenance</li> <li>• Planned maintenance</li> <li>• Unforeseen maintenance</li> <li>• Role of O.H and S. Committee</li> </ul>	<p>Nil</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Science Department Chemical Safety In Schools Policy encompassing</p> <ul style="list-style-type: none"> <li>• Chemical register</li> <li>• Storage and classification</li> <li>• Labelling</li> <li>• Risk assessment</li> <li>• Chemical waste</li> <li>• Laboratory safety</li> </ul>	<p>Revised</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Assessment Data – Collection And Use Policy encompassing</p> <ul style="list-style-type: none"> <li>• Advice on appropriate procedures</li> <li>• Framework for use of internal and external data</li> </ul>	<p>Nil</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Premises And Building Policy encompassing</p> <ul style="list-style-type: none"> <li>• Monitoring and assessing current standard and state of repair of the School buildings</li> <li>• O.H. and S. routine inspections and additional inspections</li> </ul>	<p>Revised</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Safe And Supportive Environment Policy encompassing</p> <ul style="list-style-type: none"> <li>• Promotion of mutually supportive learning environment</li> <li>• Security measures designed to promote safety and wellbeing</li> <li>• Processes for dealing with complaints and grievances raised by students and / or parents</li> <li>• Pastoral Care arrangements</li> </ul>	<p>Revised</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Email and Electronic Facilities Policy encompassing</p> <ul style="list-style-type: none"> <li>• Rules which must be observed when communicating electronically or using IT facilities provided by the School.</li> </ul>	<p>Revised</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>

Student Attendance Policy encompassing <ul style="list-style-type: none"> <li>• Specific responsibilities</li> <li>• Measures designed to follow up unexplained absences.</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
The Mandatory Accreditation of New Scheme Teachers encompassing <ul style="list-style-type: none"> <li>• Accreditation requirements</li> <li>• Responsibilities and delegation</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
Procedures For The Accreditation of New Scheme Teachers encompassing <ul style="list-style-type: none"> <li>• Teaching standards</li> <li>• Roles of staff</li> <li>• Collection of evidence</li> <li>• Accreditation Report</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
Experienced Teacher Accreditation Policy encompassing <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Eligibility</li> <li>• Roles and Responsibilities</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.

## **B. Policies for Student Discipline**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Staff Folder of Policies
- The School Newsletters
- The Parent information package given to new parents upon enrolment.

During 2010 the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. The discipline policy for implementation in 2010 contains revised processes for disciplinary action that are based on procedural fairness.

## **C. Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

## **D. Policies for Special Examination Provisions**

The school has policies and procedures for special examination provisions in accordance with the Assessment, Certification and Examination Manual.

## REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

### Achievement of priorities identified in 2009

Area	Priorities	Achievements
Teaching and learning	Improved literacy intervention strategies in stage 1, stage 2 and stage 3	<ul style="list-style-type: none"> <li>Additional support targeting students with difficulties across all stages</li> </ul>
Student achievements	Improved Literacy and Numeracy results	<ul style="list-style-type: none"> <li>Year 3 and Year 5 results for NAPLAN are improving.</li> <li>All the students in Year 3 were at or above the national minimum standard in both Literacy and Numeracy.</li> </ul>
Student welfare	Revised Health and Safety policies	<ul style="list-style-type: none"> <li>All the staff participated in Asthma Training and allergy education in-services.</li> <li>Child Protection Inservice.</li> <li>Revised OHS Policy.</li> </ul>
Staff Development	Training in Literacy	<p>The primary staff participated in the following training:</p> <ul style="list-style-type: none"> <li>Addressing The Literacy Demands.</li> <li>Writing Strategies.</li> <li>K – 2 Literacy.</li> <li>Numeracy Workshop.</li> </ul>

### 2010 Priorities areas for improvement

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> <li>Improved literacy and numeracy intervention strategies in stage 1</li> </ul>
Student achievements	<ul style="list-style-type: none"> <li>Improved Literacy and Numeracy results</li> </ul>
Student welfare	<ul style="list-style-type: none"> <li>Revised Health and Safety policies</li> <li>Keep Them Safe: A shared approach to child wellbeing.</li> </ul>
Staff development	<ul style="list-style-type: none"> <li>Training in Literacy and Numeracy</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>Improved facilities for Science and Technology</li> <li>Improved Library facilities</li> </ul>

## **REPORTING AREA 12**

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

Malek Fahd Islamic School continues to play a key role in promoting harmony and active citizenship through various projects in which it has taken part.

Malek Fahd Islamic School has been a party to a number of values and community building initiatives and continues to search for opportunities that allow its students to participate in activities that promote a number of values such as respect, responsibility and right choice. These values are put into action through active citizenship and leadership activities as well as a number of intercultural and interfaith projects. One of these programs that our school has taken part in was the Values Education run by Curriculum Corporation. Malek Fahd Islamic School was the lead school and in the capacity of lead school was instrumental in initiating and organising and ultimately participating in a number of activities that promoted inter-cultural, inter-faith and inter-school co-operation. Some of these activities included a surf awareness activity at Cronulla Beach and Collaroy Beach, which is an activity that has continued after the project ended. These activities were followed by forums which allowed participating schools to showcase their activities as well as share ideas about how to promote explicit values of respect, responsibility and right choice. There was also the creation of a website that incorporated the work of all the schools. This project led to a school culture that is active in promoting harmony in the Key Learning Areas through the explicit promotion of values. Another project that Malek Fahd was a member of was the Erebus-run project, Interfaith, Intercultural Understanding. In this project, our school took part in the organising of a number of events that allowed students from a variety of schools, independent, public, primary and high schools to meet and work together. The project built on the values of respect, responsibility and right choice. Through these programs and activities, leadership skills were also enhanced and developed.

Over the years Malek Fahd Islamic School has developed close relationships with a number of schools from around the state, particularly schools from regional New South Wales such as Peel High School from Tamworth and Jesmond College in Newcastle.

Our Students' Representative Council has taken part in student-run workshops in which they are encouraged to share ideas and learn to be proactive in their own communities. As a result several fundraising events have been organised and run by the students. Opportunities such as these provide a safe learning environment that is conducive to fostering student leadership and provide the ability to break down perceptions and stereotypes that inhibit harmony and respect. From these activities students have made their own friendship links and continue to communicate with their new-made friends.

The school also promotes values such as respect, tolerance and fair go through its school-based activities that include Harmony Day assemblies, ANZAC DAY and Remembrance Day. Students take part in environmental activities such as Clean Up Australia Day, Stream Watch and Tree Planting, which is sometimes undertaken with other local schools in order to foster local relationships between schools which in turn encourages interfaith and intercultural understanding. Students are also regular entrants and winners in the Harmony Day Poster Competition which is run by Bnai' Brith. Students also attend workshops that teach students self-esteem and confidence. Our students are also encouraged to participate in school-based awareness activities during endangered species week, recycling week and water-wise week.

Fund-raising for various charities continue to be major events managed by the students. Money was collected for Westmead Children's Hospital, Bankstown Hospital, Greenacre Neighbourhood Centre, Leukaemia Foundation & SIDS Foundation, MS Australia, Heart Foundation, Cancer Council and Starlight Foundation.

Blood donation to the Red Cross is another annual project of the senior students.

Initiatives promoting respect and responsibility are an integral part of the school life and Malek Fahd Islamic School continues to initiate and promote active citizenship activities and values that reflect Australian and Muslim values.

## **REPORTING AREA 13**

### **PARENT, STUDENT AND TEACHER SATISFACTION**

The school is extremely proud of its open door policy with parent involvement welcomed and encouraged. The School Parents' Advisory Committee meets twice a term with senior staff members and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the committee is high and discussions throughout the year indicated that parent satisfaction is very positive.

The school has an active Students' Representative Council (SRC) which provides peer support, organises various functions and produces school magazines. Discussions throughout the year and reports included in the 2010 school magazine indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the school. University researchers have found that students are very happy with their school.

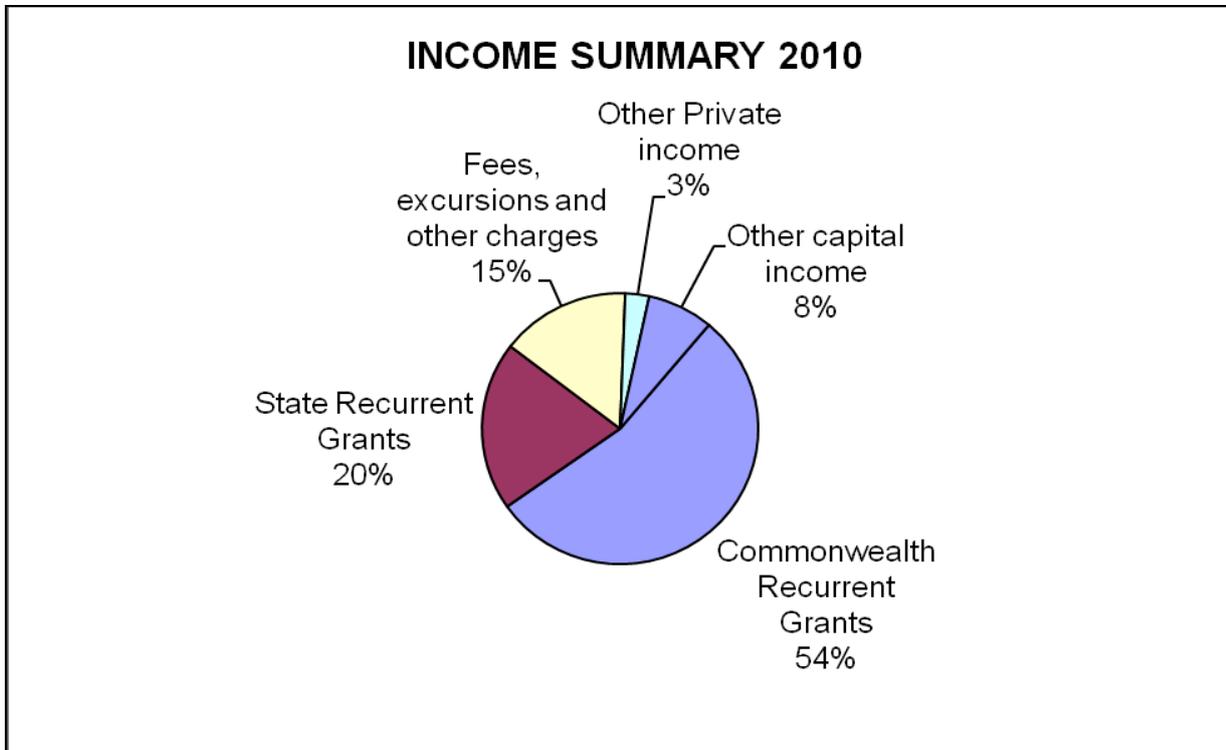
Informal feedback from teachers and discussions with the executive team indicate that during 2010 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale and the open door policy for all. They feel their contributions are valued in achieving progress. They are also proud members of the school who choose to include their own children as students of this school. Even though they can easily get jobs in other schools, they choose to work at this school and some have been here since the opening of the school 22 years ago.

There is a very big demand for enrolment places at the school, and this shows the high regard that the general community has for the school.

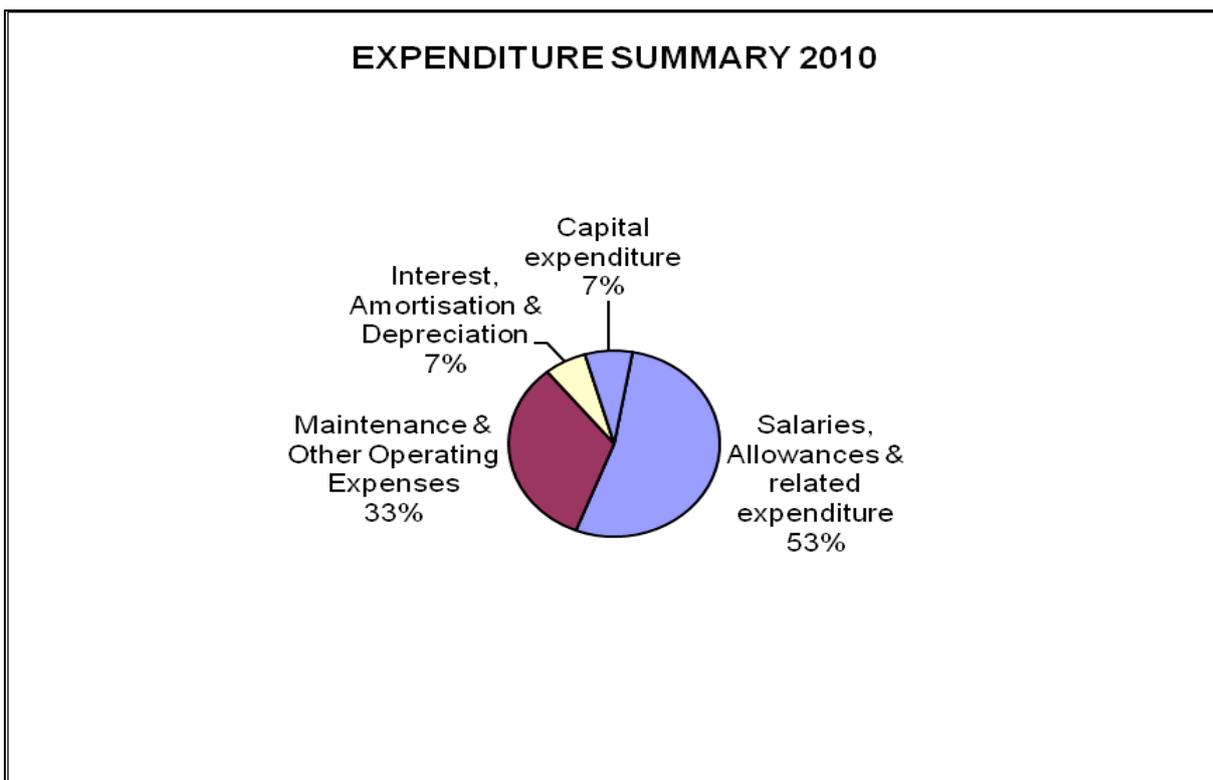
## REPORTING AREA 14 SUMMARY FINANCIAL INFORMATION

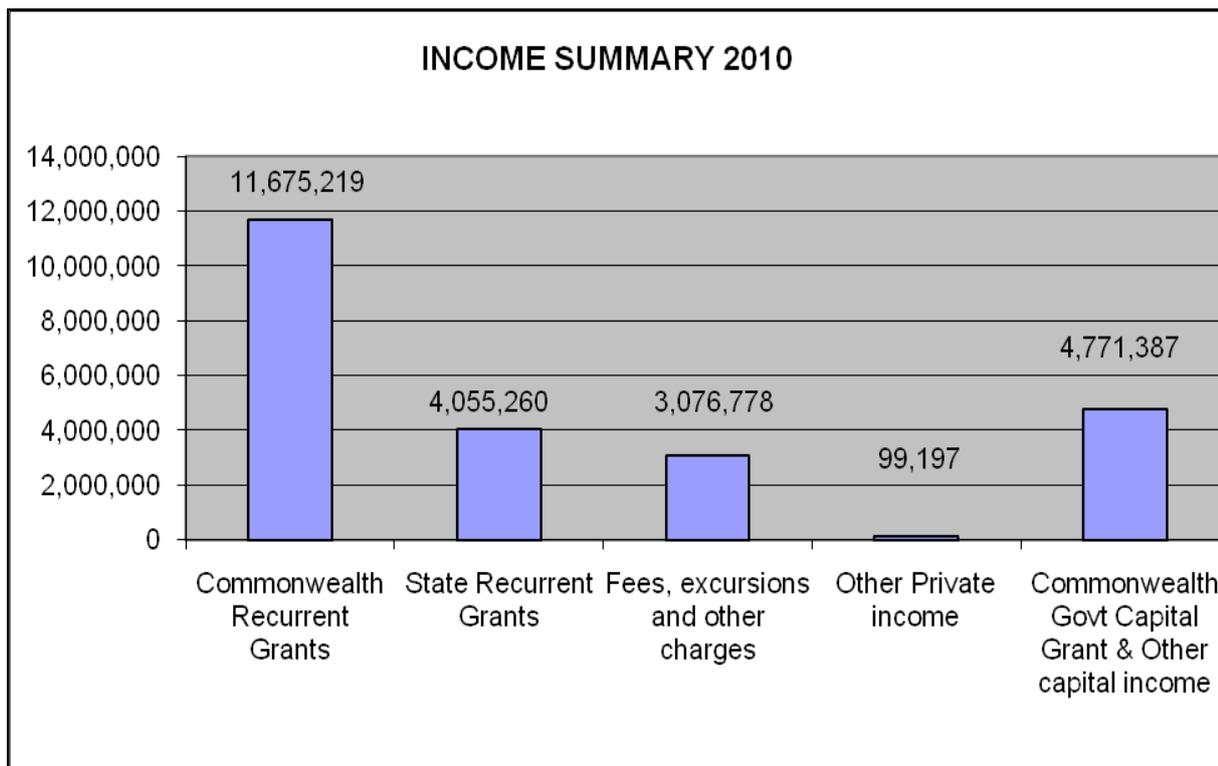
The graphs below represents income and expenditure using percentage

### A) GRAPHIC ONE: RECURRENT/ CAPITAL INCOME REPRESENTED BY PIE CHART



### (B) GRAPHIC TWO: RECURRENT / CAPITAL EXPENDITURE REPRESENTED BY PIE CHART



**(C) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY COLUMN CHART****(D) GRAPHIC TWO: RECURRENT/ CAPITAL EXPENDITURE REPRESENTED BY COLUMN CHART**