

MALEK FAHD ISLAMIC SCHOOL

EDUCATIONAL

AND

FINANCIAL REPORT

FOR 2004

REPORTING AREA 1: SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate

In 2004, our seventh Higher School Certificate class of 45 students sat the examination in 10 courses.

There were 22 students with the Universities Admission Index (UAI) of over 90. Two students received the Premier's Award for achieving over 90 % in ten units or more. The numbers of distinguished achievers, that is, marks of 90 and above, were as follows:

Biology	:	21
Business Studies	:	2
Chemistry	:	4
English Advanced	:	6
Mathematics	:	35
Mathematics Extension 1	:	12
Mathematics Extension 2	:	3
Physics	:	3
Philosophy Distinction Course	:	1 Distinction

The marks of the students in all the courses were well above the state average:

Course	School vs State Variation
Biology	12.25
Business Studies	11.52
Chemistry	10.44
English Advanced	3.55
Information Processes & Technology	13.79
Mathematics	14.36
Mathematics Extension 1	15.16
Mathematics Extension 2	10.33
Physics	6.36
Arabic Continues	8.41

Even though all the students were from non-English speaking backgrounds, they achieved very good results in the Advanced English course.

Based on the numbers of distinguished achievers, the school was once again placed first in the Bankstown Education District and moved to the ninth position in the State.

Year 10 School Certificate Examination 2004

English – Literacy

One hundred and five students sat the test and 100 per cent had bands three to six marks compared to the State 89 per cent.

Mathematics

In Mathematics the school had 100% bands three to six marks compared to the State 83%.

Science

In Science the school had 100% bands three to six marks compared to the State 89%.

Australian History, Civics and Citizenship

The school had 97% bands three to six marks compared to the State 81%.

Australian Geography, Civics and Citizenship

Trial Computing Skills Test 2004

Computing skill area	School/State Comparison	
	School mean (/20)	State mean (/20)
Computer operations	17.1	14.8
Word processing	16.3	13.6
Spreadsheets and databases	15.0	12.4
Graphics and multimedia	14.4	13.8
Internet and email	14.8	12.2

LITERACY RESULTS 2004

YEAR 8

English Language and Literacy Assessment (ELLA)

Results by Achievement Levels:

	Writing		Reading		Language	
	State %	School %	State %	School %	State %	School %
High	41	60	47	52	46	71
Proficient	49	40	41	45	38	29
Elementary	7	0	9	3	12	0
Low	3	0	4	0	5	0

One hundred and forty-one (141) students sat the test. One hundred per cent achieved high or proficient levels in Language compared to 84 % in the State.

YEAR 7

English Language and Literacy Assessment (ELLA)

Results by Achievement Levels:

	Writing		Reading		Language	
	State %	School %	State %	School %	State %	School %
High	32	46	34	38	38	67
Proficient	53	52	47	53	39	30
Elementary	10	1	13	9	15	3
Low	4	0	6	1	8	0

One hundred and forty-one (141) students sat the test. Ninety-seven (97) per cent achieved high or proficient levels in Language compared to 77 % in the State.

NUMERACY RESULTS 2004

YEAR 8

Secondary Numeracy Assessment Program (SNAP)

One hundred and forty (140) students sat the test.

Results by Achievement Levels:

	State %	School %
High	35	56
Proficient	41	43
Elementary	22	1
Low	3	0

YEAR 7

Secondary Numeracy Assessment Program (SNAP)

One hundred and thirty-seven (137) students sat the test.

Results by Achievement Levels:

	State %	School %
High	24	39
Proficient	42	54
Elementary	30	7
Low	5	0

Ninety-three per cent of the students achieved high or proficient levels compared to 66% in the State.

LITERACY AND NUMERACY ASSESSMENTS

Basic Skills Test Year 3

One hundred and eighty nine (189) students sat the Year 3 Basic Skills Test. 97% of students achieved skill band 2 or higher in literacy compared to 89% of the State. 92% of students achieved skill band 2 or higher in numeracy compared to 90% of the State. Students performed consistently across all areas of numeracy. In the literacy component they achieved better overall in language than in reading. Achievement in writing was 99.5% of students at band 2 or higher compared to 95.3% of the State.

Basic Skills Test Year 5

One hundred and thirty four (134) students sat the Year 5 Basic Skills Test. 99% of students achieved skill band 3 or higher in literacy compared to 93% of the State. 99% of students achieved skill band 3 or higher in numeracy compared to 94% of the State. Students performed consistently across all areas of numeracy. In the literacy component they achieved better overall in language than in reading. Achievement in writing was 100% of students at band 3 or higher compared with 95.7% of the State.

Basic Skills Results

2004 Basic Skills Test	Year 3 Percentage of students achieving band 2 or higher	Year 5 Percentage of students achieving band 3 or higher
Aspects of Literacy	97%	99%
Aspects of Numeracy	92%	99%
Writing Assessment	99.5%	100%

REPORTING AREA 2: TEACHER STANDARDS

Details of all teaching staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	89
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	14
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	3

REPORTING AREA 3: RETENTION RATES IN SECONDARY SCHOOL

The table below compares the census figures for 2003 and 2004 in Years 9 to 12.

2003 Census	2004 Census	Our students continuing	Apparent retention	Actual retention
Year 9 : 103	Year 10 : 100	98	97%	96%
Year 10 : 88	Year 11 : 56	56	64%	64%
Year 11 : 71	Year 12 : 56	56	79%	79%

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 which 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 public schools.

REPORTING AREA 4: ENROLMENT POLICIES AND PROFILES

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. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. 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 has 1710 students of whom 721 are in the secondary school. There are approximately equal numbers of boys and girls throughout 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 AREAS 5, 6 AND 7: STUDENT WELFARE POLICIES, DISCIPLINE POLICIES, REPORTING COMPLAINTS AND RESOLVING GRIEVANCES 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 were in place (or develop) during 2004:

Policy	Changes in 2004	Access to full text
Code of Conduct for the Care and Protection of children encompassing <ul style="list-style-type: none"> • Legislative context • Duty of care and legal liability • Supervision of students • Relationships with students • Discipline of students • Communication issues • Camps/billets/excursions • Duty to disclose 	New policy in 2004 in light of changes to child protection legislation.	Issued to all staff. Also contained in folder issued to all new staff members.
Guidelines Against Bullying encompassing <ul style="list-style-type: none"> • Definition and concept • Examples • Preventative strategies • Recommendations to parents 	Anti-bullying strategies revised.	Issued to all staff and contained in folder issued to all new teachers.
Critical Incident Procedure Policy encompassing <ul style="list-style-type: none"> • Role of critical incident team • Action plans/short term and long term tasks • Procedures requiring immediate evacuation checklist • Stages of responses and recovery cycle 	Revise strategies for emergency evacuation drills.	Issued to all staff and contained in folder issued to all new staff members.
Communication Policy encompassing <ul style="list-style-type: none"> • 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. 	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
Pastoral Care Policy encompassing <ul style="list-style-type: none"> • Availability of and access to special services such as counselling. 	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
Medical Services Policy encompassing <ul style="list-style-type: none"> • Procedures to follow when students sustain any injury or illness • Role of the school nurse 	Sick bay procedures revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.

Employment Screening Policy encompassing <ul style="list-style-type: none"> • Screening process • Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998 	Revised in light of changes to the working with Children Check Guidelines	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
Codes of conduct Policy encompassing <ul style="list-style-type: none"> • The right and responsibilities of students and staff within the school community 	Revise roles of the student representative council.	Issued to all staff and contained in folder issued to all new staff members.
Supervision Policy encompassing <ul style="list-style-type: none"> • Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved. 	Revise levels of supervision and incorporate risk assessment for excursions.	Issued to all staff and contained in folder issued to all new staff member.
Security Policy encompassing <ul style="list-style-type: none"> • Measures designed to promote the safety and well being of students 	Revise strategies for evacuation drills.	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 2004 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 2005 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 identifies 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.

REPORTING AREA 8: PRIORITY AREAS FOR IMPROVEMENT

School-determined improvement targets

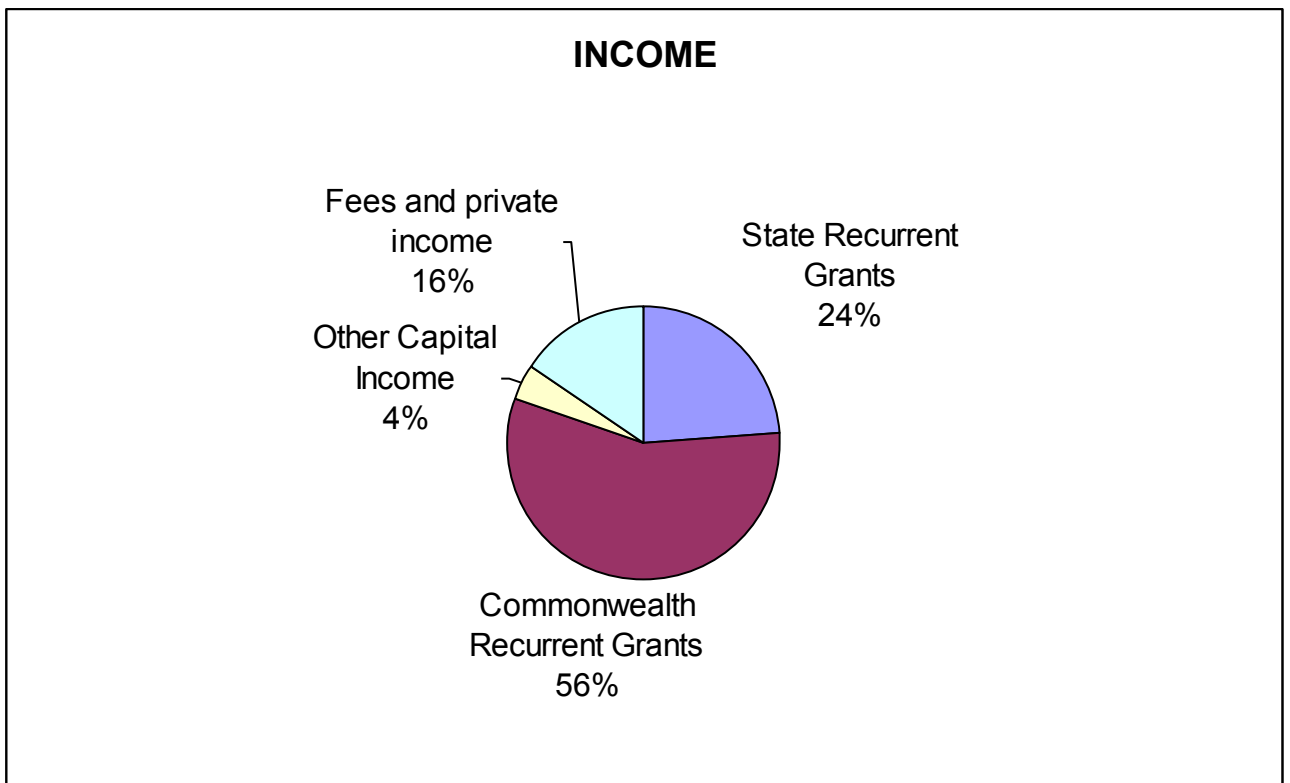
Achievement of priorities for 2004

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none">Improved literacy intervention strategies in Stage 1	<ul style="list-style-type: none">Appointment of Literacy co-ordinatorAdditional in-class support
Student achievements	<ul style="list-style-type: none">Improved Literacy resultsImproved Numeracy results	<ul style="list-style-type: none">Year 5 results for Basic Skills better than last year.There is little gap between Boys and Girls Literacy and Numeracy results
Student welfare	<ul style="list-style-type: none">Revised Code of Conduct	<ul style="list-style-type: none">Completed and included in student welfare policies
Staff development	<ul style="list-style-type: none">Training in Child Protection requirementsTraining in Literacy/Guided ReadingTraining in Numeracy/New Scope and Sequence	<ul style="list-style-type: none">All staff trainedProcedures for training new staff developed

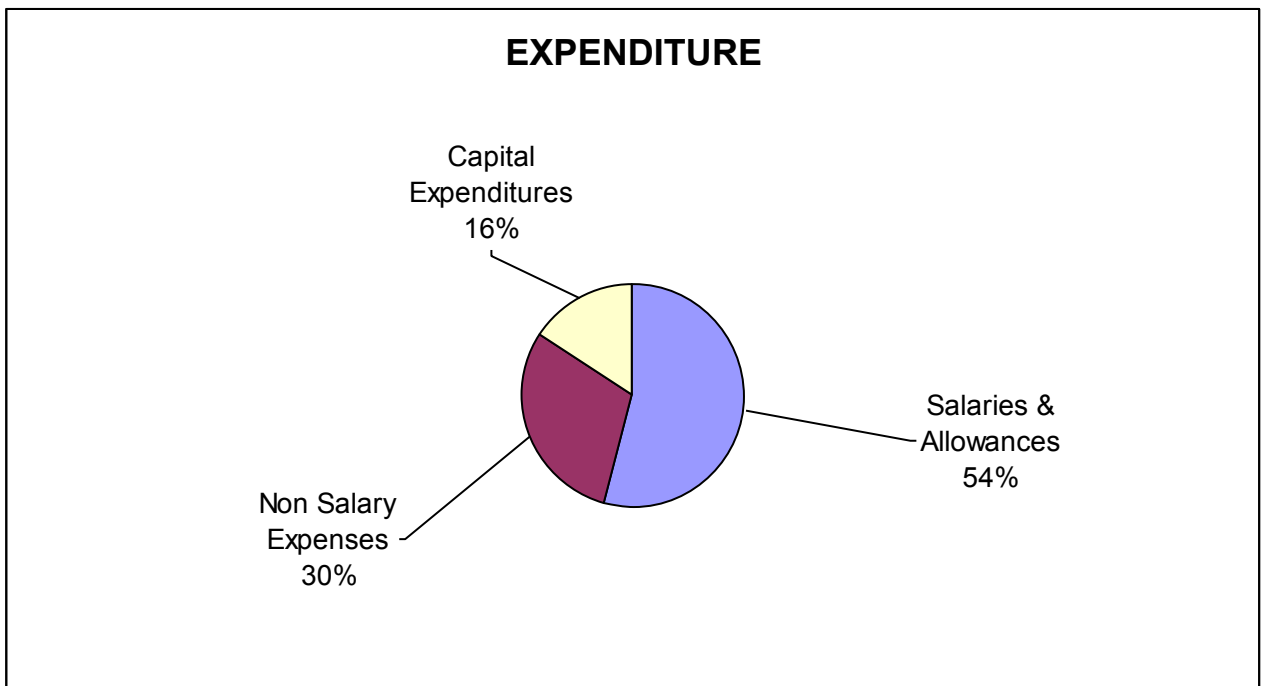
9. REPORTING AREA: SUMMARY FINANCIAL INFORMATION

The graphs below represents income and expenditure using percentage.

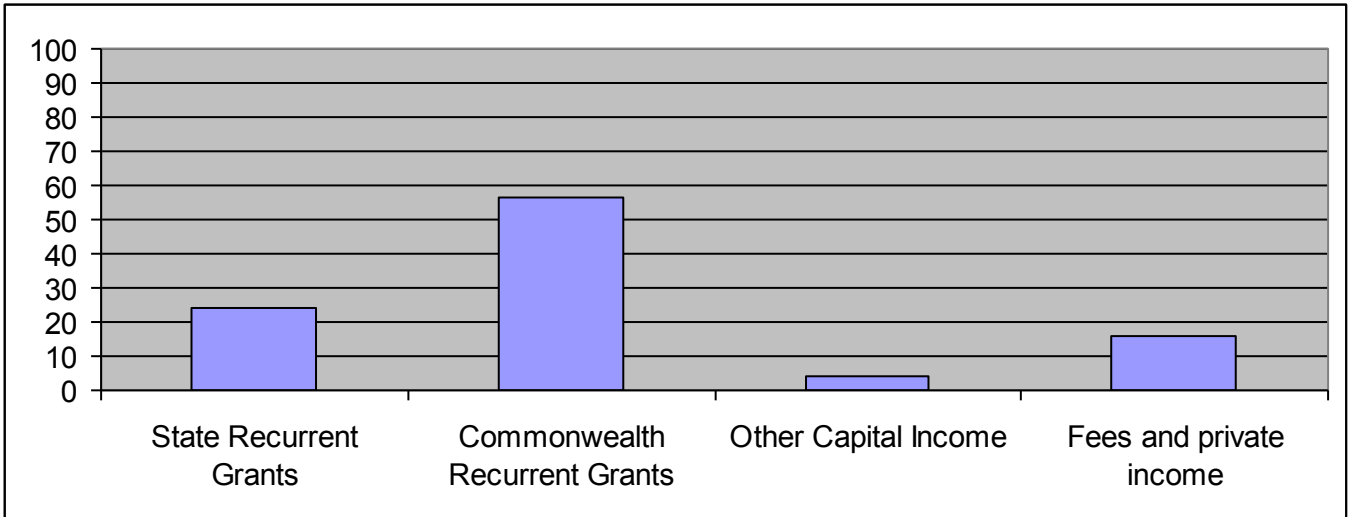
(A) GRAPHIC ONE: RECURRENT /CAPITAL INCOME REPRESENTED BY PIE CHART



(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

