

2006 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. The school is owned by the Australian Federation of Islamic Councils (AFIC) which is the national organisation for Muslims of Australia. The AFIC also manages the following schools:

- Islamic School of Brisbane, Karawatha, Queensland.
- Islamic College of South Australia, Adelaide, South Australia.
- Langford Islamic College, Perth, Western Australia.
- Islamic School of Canberra, Canberra, ACT.

In addition to being the Principal of Malek Fahd School, Dr Intaj Ali is also the educational adviser of the AFIC schools.

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 appointed by the AFIC. 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 High School Magazine is a major project of the SRC.

(v) Student Population

The school has about 1750 students from Kindergarten to Year 12. Almost all the students are from non-English speaking backgrounds but most of them have been born here. 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, Mr Ahmed (B.A.Hons, LLB):

I congratulate the Principal, the staff members, the students and the parents of the 2006 Year 12 students for obtaining excellent results once again in the Higher School Certificate Examination and being placed first once again in the Bankstown Education District and 15th in the State. My special congratulations to the student obtaining the Universities Admission Index of 99.9 and congratulations once again to all the 57 students for qualifying for university entry.

The major building projects have been completed, and we hope to provide even more resources, especially more computers in 2007. We already have very well resourced science laboratories.

Our next project will be the establishment of another campus of the school. We have been looking for suitable sites for a number of years. Now we have identified a few sites, and work is in progress to start a school as soon as possible.

(ii) A Message from School Captains (Extract from Captains' Report in 2006 Malek Fahd Islamic School Magazine).

“Read! In the name of your Lord, who has created (all that exists). He has created man from a clot.

Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has Taught man that which he knew not.” Surah 96; Al-‘Alaq

Every year the teachers ask themselves the same question. “Why is it that when the students feed on the pleasures of life we end up with the indigestion?”

Sure this year has been filled with endless obstacles but nonetheless we have had our share of fun.

Year 12 has certainly proved to be the most challenging, stressful and, without a doubt, most memorable and rewarding year of our lives, especially after achieving well-deserved results.

However, this year would not have been possible without our teachers' dedication and our parents' support. So we would like to thank Dr Ali, Sheikh Fawaz, Ms Al Fadly, Mr Darwich, Ms Nemra, Ms Bragg, Mr Hanif, Dr Jafar, Dr El-Hajje, Ms Hamid, Mrs Naidoo, Mr Pillay, Mr Sutton, Mr Ahmad, Mr Riaz and all the other teachers who have taught us.

Furthermore, we are extremely lucky to have been a part of Malek Fahd Islamic School. This school has certainly shaped who we are today.

It is sad to say that we have finally reached the end; the end to start a new beginning. The Year 12 students of 2006 have been an amazing group and this year would not have been the same without us all. So we'd like to take this opportunity to thank all the Year 12s and wish them all the very best of luck. May Allah (SWT) be with you all the way.

Finally, a piece of advice to the future Year 12s; make the most of your time because every second wasted is a step closer to the end. Take everything as it comes and remember to listen to your teachers' advice. Do your best and leave the rest up to Allah (SWT). Allah (SWT) says, meaning more or less, “make dua to Me and I shall answer your prayer”.

Wassalaam,
Yasmin Atteya and Ahmed Youssef

REPORTING AREA 2: VALUE-ADDED INFORMATION

As the above messages from the School Board and the Students' Representative Council indicate, the parents and students appreciate the education that is being provided by the school.

The data of the school performance in statewide tests and examinations show that students continue to improve their performance every year.

In 2006 we put even greater emphasis on inter-faith dialogue and democratic life in Australia. Her Excellency Professor Marie Bashir AC CVO, Governor of New South Wales, spoke to the senior girls. Sir Nicholas Shehadie AC CVO spoke to senior boys at another function. We also invited a number of Federal and State members of Parliament to address our students, and the students were advised to play an active role in the democratic processes in Australia. The school organised a number of functions such as ANZAC Day, Remembrance Day, and Harmony Day.

It was a pleasure to listen to the *Jumma Khutba* (Friday sermons) of our Year 11 boys who spoke on a wide range of topics such as care and compassion, fair go, honesty and trustworthiness, respect, responsibility, tolerance and many more. The school played a leading role in a cluster of schools to strengthen Values Education. Students know that Australian values and Islamic values are the same. They understand that the most important thing is to always act morally and ethically.

REPORTING AREA 3: STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Examination

In 2006, our ninth and the largest cohort of fifty-seven students sat the HSC examination in ten courses. All the 57 students qualified for university entry. Aisha Ferkh broke the record with a UAI of 99.9% and twenty-five students had a UAI of over 90. Jinan Daher 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	:	25	(43.1%)
Business Studies	:	3	(17.6%)
Chemistry	:	6	(24.13%)
Mathematics	:	27	(58.69%)
Mathematics Extension 1	:	19	(90.47%)
Mathematics Extension 2	:	7	(41.17%)
Physics	:	3	(15%)

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.

Course	Number of Students	School vs. State Variation
Biology	58	15.09
Business Studies	17	13.18
Chemistry	29	6.95
English Advanced	56	0.91
Legal Studies	11	10.30
Mathematics	46	17.35
Mathematics Extension 1	21	16.98
Mathematics Extension 2	17	8.15
Physics	20	4.43
Arabic Continuers	1	8.27

School Certificate Examination

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

English-Literacy

Results by achievement bands:

Band	School %	State %
6	4.31	5.53
5	24.46	25.45
4	56.11	40.35
3	13.66	17.17
2	1.43	7.07
1	0	2.91

One hundred and thirty-nine students sat the test and 98 per cent of the students had bands three to six marks compared to the State 89 per cent.

Mathematics

Results by achievement bands:

Band	School %	State %
6	12.23	5.63
5	33.81	13.79
4	23.02	21.27
3	28.05	29.86
2	2.87	24.42
1	0	3.4

One hundred and thirty-nine students sat the test and ninety-seven per cent had bands three to six marks compared to the State seventy-one per cent. In bands five and six, the school had forty-six per cent compared to the State nineteen per cent.

Science

Results by achievement bands:

Band	School %	State %
6	12.94	4.61
5	37.41	24.87
4	33.09	32.94
3	15.1	26.21
2	1.43	8.12
1	0	1.66

One hundred and thirty-nine students sat the test and ninety-nine per cent of the students had bands three to six marks compared to the State 89 per cent. In bands five and six, the school had 50 per cent compared to the State 30 per cent.

Australian Geography, Civics and Citizenship

Results by achievement bands:

Band	School %	State %
6	12.4	8.43
5	29.45	22.48
4	39.53	35.35
3	17.82	24.04
2	0.77	6.98
1	0	1.08

One hundred and twenty-nine students sat the exam and 99 per cent had bands three to six marks compared to the State 91 per cent. In bands five and six, the school had 42 per cent compared to the State 31 per cent.

Australian History, Civics and Citizenship

Results by achievement bands:

Band	School %	State %
6	13.95	6.89
5	27.13	17.08
4	28.68	28.05
3	24.03	30.69
2	5.42	13.4
1	0.77	2.25

One hundred and twenty-nine students sat the test and 94 per cent had bands three to six marks compared to the State 83 per cent. In bands five and six, the school had 41 per cent compared to the State 24 per cent.

Computing Skills

Results by achievement bands:

Band	School %	State %
HICOMP	62.79	58.53
COMP	36.43	39.2
CND	0.77	0.65
None	0	1.6

Again the students' marks were higher than the State average.

LITERACY RESULTS 2006

YEAR 8

English Language and Literacy Assessment (ELLA)

The Overall Literacy mean for the school was 93.2 compared to the State 90.4. The mean for the boys was 92.2 and for the girls was 94.3.

Results by achievement levels:

Level	Writing		Reading		Language		Overall Literacy	
	School %	State %	School %	State %	School %	State %	School %	State %
High	57	40	57	48	61	40	57	42
Proficient	69	40	37	40	38	48	42	47
Elementary	2	8	5	9	1	9	1	9
Low	0	3	0	3	0	3	0	2

One hundred and seventy-two students sat the test and 99 per cent had high or proficient levels in Literacy compared to the State 89 per cent. The school had higher achievement than the State in Writing, Reading and Language.

YEAR 7
English Language and Literacy Assessment (ELLA)

The overall Literacy mean for the school was 92.0 compared to the State 88.8. The mean for the boys was 91.6 and for girls it was 92.5.

Results by achievement levels:

Level	Writing		Reading		Language		Overall Literacy	
	School %	State %	School %	State %	School %	State %	School %	State %
High	52	33	45	37	54	34	51	33
Proficient	46	51	46	45	44	49	46	51
Elementary	1	11	8	15	1	12	2	12
Low	1	5	1	4	1	5	1	4

One hundred and fifty-six students sat the test and 97 per cent had high or proficient levels in Literacy compared to the State 84 per cent. The school had higher achievement than the State in Writing, Reading and Language.

NUMERACY RESULTS 2006

YEAR 8

Secondary Numeracy Assessment Program (SNAP)

The school had higher mean marks than the State in all areas of Number, Measurement, Space, Data and Patterns and Algebra. The Overall Numeracy mean for the school was 96.1 compared to the State 88.3. The mean for the boys was 95.3 and for girls it was 96.9.

Results by achievement levels:

Level	School %	State %
High	57	34
Proficient	35	38
Elementary	7	23
Low	0	5

One hundred and seventy-four students sat the test and 92 per cent had high or proficient levels compared to the State 72 per cent.

YEAR 7

Secondary Numeracy Assessment Program (SNAP)

The school had higher mean marks than the State in all areas of Number, Measurement, Space, Data and Patterns and Algebra. The Overall Numeracy mean mark for the school was 91.3 compared to the State 84.7. The mean mark for the boys was 91.2 and for girls it was 91.3.

Results by achievement levels:

Level	School %	State %
High	54	24
Proficient	33	39
Elementary	12	30
Low	0	7

One hundred and fifty-six students sat the test and 87 per cent had high or proficient levels compared to the State 63 per cent.

LITERACY AND NUMERACY ASSESSMENTS

Basic Skills Test Year 3

Results by Achievement Bands:

Band	Writing		Language		Reading		Overall Literacy		Number		Measurement And Space		Overall Numeracy	
	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %
5	13	4	18	26	21	19	14	9	23	31	19	15	22	21
4	25	26	23	28	22	19	28	34	21	29	24	21	24	31
3	36	42	30	34	25	39	32	40	29	24	31	36	26	28
2	18	26	19	11	20	14	19	12	15	8	17	21	19	16
1	7	3	10	1	12	9	8	5	13	8	10	6	9	5

One hundred and eight (108) students sat the Year 3 Basic Skills Test. Ninety six per cent of students achieved skill band 2 or higher in numeracy compared with 91% of the State. Ninety five per cent of students achieved skill band 2 or higher in literacy compared to 92% of the State. Students performed consistently across all areas of literacy. There was little or no difference between Reading and Language or Reading and Writing. In the numeracy component they achieved better in Number, Patterns and Algebra than in Measurement and Data & Space and Geometry.

Ninety five per cent of students achieved above the benchmark in writing, 94% in reading and 96% in numeracy.

Basic Skills Test Year 5

Results by Achievement Bands:

Band	Writing		Language		Reading		Literacy		Overall Literacy		Number		Measurement		Space		Overall Numeracy	
	State %	School %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %
6	20	47	27	43	24	23	25	29	22	38	34	66	27	50	36	56	30	55
5	31	30	27	34	28	33	26	36	28	33	21	16	32	27	15	16	26	23
4	25	15	23	20	24	31	27	28	29	25	25	13	18	13	23	17	24	15
3	17	8	15	3	16	12	15	6	14	4	10	2	17	9	20	10	15	6
2	5	0	6	0	6	1	5	0	5	0	8	2	4	1	5	1	5	0
1	2	0	2	0	2	0	1	0	1	0	2	0	1	0	2	0	1	0

Two hundred and eight (208) students sat the Year 5 Basic Skills Test. One hundred per cent of students achieved skill band 3 or higher in literacy compared with 94% of the State. One hundred per cent of students achieved skill band 3 or higher in numeracy compared with 94% of the State. In the literacy component they achieved better in Language than in Reading. They also achieved better in Writing than in Reading. The students performed consistently across all areas of numeracy. There was little or no difference between Measurement and Data and Space and Geometry. There was also little or no difference between Measurement and Data and Number, Patterns and Algebra.

Ninety nine per cent of students achieved above the benchmark in writing, 98% in reading and 99% in numeracy. This is a 5% improvement (93% in 2005) in the number of students achieving the benchmark in Reading since 2005.

Comparison of the 2006 results with those from previous years shows improvement in both literacy and numeracy.

Basic Skills Results

2006 Basic Skills Test	Year 3 Percentage of students achieving band 2 or higher		Year 5 Percentage of students Achieving band 3 or higher	
	School	State	School	State
Aspects of Literacy	95%	92%	100%	94%
Aspects of Numeracy	96%	91%	100%	94%
Writing Assessment	97%	93%	100%	93%

REPORTING AREAS 4 & 5: PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE AND RETENTION RATES.

Professional Learning

All the staff participated in the Senior First Aid Course conducted by St. John Ambulance Australia. The staff also participated in Literacy Seminars conducted by the Association of Independent Schools. All staff also participated in allergy education inservices conducted by South Eastern Sydney and Illawarra Area Health Service. In addition, the following professional development activities were undertaken by staff throughout 2006:

Description of the Professional Learning Activity	No of Staff participating
Mathematics – working mathematically with mental computation	2
Computer education – I.T integration	1
Mathematics – making measurement matter	2
English – Assessment in Years 7 – 10	1
English – Creativity and imaginative writing	1
English – Exploring documentaries in English	1
English – Animated Films, exploring different styles and forms	2
English – Area of study, The Journey	3
English – Programming Preliminary English Extension 1	1
Pastoral care – Values, Respect and Responsibility	1
Science – Chemistry, Biology, BOS Processes and Exams	2
O.H. and S. – OHS committee refresher update	2
History – Stage 5 History	1
Geography – Voices of climate change	1
English – Stop! Revive! Thrive	2
Early Childhood Education – I.T. integration and stage 1 K.L.A.	3
Pastoral Care – Issues in Health Education for school nurses	1
Pastoral Care – Catering for your needs	2

The average expenditure per teacher on professional learning in 2006 was \$149.39.

Attendance and Retention Rate

In 2006 the average daily staff attendance rate was 97%. The proportion of staff retained from 2005 is approximately 90%.

Teaching standards

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	95
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	12
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

Note: All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching requirements.

REPORTING AREA 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

Student Attendance

Ninety-six per cent of students attended school on average each day in 2006. This was similar to the daily attendance in 2005. Students' attendance is monitored throughout the day.

Student Retention Rates

Fifty-seven per cent of the 2004 Year 10 cohort completed Year 12 in 2006. 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 7: 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. This is why every year all Year 12 students qualify for university entry. Students have chosen courses such as Accounting, Architecture, Actuarial Studies, Business, Commerce, Computing, Engineering, Education, Economics, Finance, Health Science, International Studies, Law, Medicine, Optometry, Pharmacy, Science and many more.

REPORTING AREA 8: 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. 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 to attend another school without the principal's approval, 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 1757 students of whom 742 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. In addition, the school enrolled eleven overseas students in the junior school and four in the senior school.

REPORTING AREA 9: 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 2006	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 	Nil	Issued to all staff. Also contained in folder issued to all new staff members. All policies are on the school website: www.mfis.com.au To access, just click the desired topic located on the left-hand margin of the website; i.e. Policy.
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. Include procedures requiring the immediate lockdown of the whole school.	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. 	Nil	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

<p>Employment Screening Policy encompassing</p> <ul style="list-style-type: none"> • Screening process • Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998 	<p>Revised in light of changes to the working with Children Check Guidelines</p>	<p>Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.</p>
<p>Codes of conduct Policy encompassing</p> <ul style="list-style-type: none"> • The right and responsibilities of students and staff within the school community 	<p>Revise roles of the student representative council.</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Supervision Policy encompassing</p> <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. 	<p>Revise levels of supervision and incorporate risk assessment for excursions and incursions.</p>	<p>Issued to all staff and contained in folder issued to all new staff member.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Measures designed to promote the safety and well being of students 	<p>Revise strategies for evacuation drills.</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Emergency Evacuation And Lockdown Policy encompassing</p> <ul style="list-style-type: none"> • Evacuation Procedures • Welfare Coordinator instructions plus executive and teacher instructions • Lockdown Procedures 	<p>A new policy implemented in 2006.</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>
<p>Occupational Health And Safety Policy encompassing</p> <ul style="list-style-type: none"> • Specific responsibilities • Staff consultation and communication and review process • Hazard identification • Staff accidents / Injury management • Inspections • Emergency Procedures • First Aid Plan • Risk assessments 	<p>A new policy implemented in 2006.</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>A new policy implemented in 2006.</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"> • Essential maintenance • Planned maintenance • Unforeseen maintenance • Role of O.H and S. Committee 	<p>A new policy implemented in 2006.</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"> • Chemical register • Storage and classification • Labelling • Risk assessment • Chemical waste • Laboratory safety 	<p>A new policy implemented in 2006.</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"> • Advice on appropriate procedures • Framework for use of internal and external data 	<p>A new policy implemented in 2006.</p>	<p>Issued to all staff and contained in folder issued to all new staff members.</p>

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 2006 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 2006 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.

REPORTING AREA 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in 2005

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-ordinator • Additional in-class support
Student achievements	<ul style="list-style-type: none"> • Improved Literacy results particularly in reading. • Improved Numeracy results • More Band 6 marks in HSC. 	<ul style="list-style-type: none"> • Year 3 and 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 requirements • Training in Literacy/Guided Reading • Training in Numeracy/New Scope and Sequence 	<ul style="list-style-type: none"> • All staff trained • Procedures for training new staff developed

2006 Priorities areas for improvement

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> • Improved literacy intervention strategies in stage 1 and stage 2. • Enhanced computer education programs for K-6.
Student achievements	<ul style="list-style-type: none"> • Improved Literacy results particularly in reading. • Improved Numeracy results particularly measurement and space in stage 1 and 2.
Student welfare	<ul style="list-style-type: none"> • Revised Health and Safety policies
Facilities and resources	<ul style="list-style-type: none"> • Improved computer facilities in K-6 school

REPORTING AREA 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect, Responsibility and Right Choice

Malek Fahd Islamic School (MFIS) aims to promote and explicitly teach universal values that not only educate our students, but also empower them to become active Australian members of the Australian community. The vision of our school is *“to provide quality academic education within an Islamic atmosphere and to graduate students who can make positive contributions to the Australian community through active citizenship. Students will be encouraged to reach their potential abilities and develop human attributes of care and compassion, respect, responsibility, right choice, and honesty by participating in activities with other schools and community members, in order to understand their own identities in the world and to appreciate and understand the differences that make the “other”.”*

To do this our school has embarked on active values education by utilizing the “Good Practice for Australian Schools” values as the starting step and using them to match and bridge Islamic values together. Our school has been able to effectively do this by recognizing the important roles of parents, community, teachers and students. Our commitment to values education is long term and is further enhanced by our lead role in the Malek Fahd Islamic values cluster. In this cluster our school is in a working partnership with Punchbowl Primary School, Punchbowl Boys High School, Arkana College and Cronulla South Primary School. The cluster is itself focusing on what we have termed **“The Three Rs”**, Respect, Responsibility and Right choice.

The following is an excerpt as to how our school along with our cluster aims to achieve through our project:

***“Three Rs”**, Respect, Responsibility and Right Choice. Our cluster project is about placing values education at the core of teaching and learning across our cluster schools. The cluster sees values education as being important to our communities because the students in our schools come from a diversity of backgrounds and represent a microcosm of Australian society where there is already much awareness of difference. Students in this region have an extraordinary opportunity to **explore values education in an intercultural and global context** through sharing what they know and to learn from others. The cluster therefore aims to bring students together across independent, public school sectors, and across primary and high school contexts, so that we can dialogue and build an understanding of our responsibilities in intercultural, local, national and global contexts.*

Our school is actively and explicitly teaching values education by bridging Australian and Islamic values. In 2006 our Year 7 students used the Good Practice for Australian Schools Values list to create an agreed upon set of values that our students practise. During this activity the students were able to demonstrate the values and explain and demonstrate what the values “looked, felt and sounded” like.

The result of this is that the grade began to develop and employ a “language” of values. So students are able to identify what is respectful or disrespectful behaviour.

The value of respect is promoted throughout the year by our school and students. Our stage 3 and 4 students regularly take part in values based activities. For example each year our students enter the Harmony Day Poster competition. Our students have been regular winners and runner-ups in the competition.

In 2006, Nadia Syzalina Azni of Year 7 won in the regional zone as well as the state for the poster competition for her harmony day poster, which was drawn to the theme of “Peace”. Our school is a regular participant in Harmony Day celebrations. The theme was respect and co-operation. The students produced a patch quilt, in which patches were contributed by our students, Cronulla South Public School and Jesmon/Callaghan College from Newcastle. The Harmony Day Patch quilt is a tangible symbol of “unity in diversity”, and aptly demonstrates that differences are good if they are respected and used as a tool to learn from and become better people.

Our students also take part in interfaith dialogue. We have strong friendship with Jesmond College from Newcastle. Students from both schools meet and exchange ideas and knowledge about Islam and Christianity as well as atheism. The students have developed friendship, which have extended beyond the schools. We are currently trying to develop an interactive website between the two schools to allow our students to further develop respect and understanding of each other.

The value of responsibility is also addressed in our anti bullying programs. Students watch plays that address issues of bullying and this is followed by a self-esteem workshop that teaches confidence, right choice, responsibility and respect. The follow up to these activities is the use of values language so that students are constantly reminded of their responsibilities and rights, not only at school, but also in the wider community. It is for this reason that our school makes it the responsibility of teachers, ancillary staff, students and parents to live values. Apart from regular school newsletters and magazines that are sent home, our school holds inservices for our teachers. In addition to each KLA and Stage developing creative ways to make outcomes explicitly values based, the school has also organized for in school inservices for teachers about how to effectively implement values in the classroom. We have been fortunate enough to have close help from Dr. Kevin Watson and Dr. Anne Power from the University of Western Sydney. In their sessions teachers were given the opportunity to relearn what outside factors influence the learning of our children today. We have also conducted parenting classes, in which counsellors and lectures have given presentations about how to be an active parent and provide positive support to our children’s success, both academically and socially.

Our school certainly is exceptionally proactive in promoting respect, responsibility and right choice in our school community. For example our school initiated a clean up Cooks River day with Holy Spirit College in Lakemba. Students from both schools met with Bankstown Council and created murals, cleaned up the local river areas and made friendships. It was a learning experience for both schools and provided the opportunity for students from both schools to widen their social horizons.

Both schools are also in the middle of a project to bridge the three Abrahamic religions together. Our school and Holy Spirit are creating identical peace gardens in both schools. Both schools will have an identical sculpture that will represent peace between the three religions. The students have owned the project, as it is their ideas that are being used for the sculpture. The students will also help to choose native plants indigenous to the Bankstown environment. The students will do the planting and as each new group of students leaves the schools they will train future students to maintain the upkeep of the peace gardens as well as the friendship between the two schools. It is expected the peace gardens will be ready for Harmony Day 2008 and we hope to have an Aboriginal and a member of Jewish community present.

When we have focused on the value of responsibility our students have engaged in several activities, especially the environment. Our students are part of stream watch, where pollution in local rivers and habitats is monitored. We also have a regular cleanup Australia day and plant a tree day. Last year our

which they contributed to understanding the drought and what could ease the conditions. They planted indigenous native trees that require very little water, but at the same time attract native birds thus encouraging biodiversity. Our students also take part in Bushcare, which is a volunteer program run by the Bankstown City Council. The aim of this is to raise awareness of the fragile environment we live in and to maintain its survival.

Our school also teaches right choice in things as simple as the canteen. Every year the school has a healthy food theme for primary students. Students are rewarded for their long-term healthy eating choices. The school encourages healthy eating through newsletters and competitions. With their new knowledge of healthy eating a large number of students use their personal responsibility to make right choices at the canteen as to which foods they choose to purchase. Our school also encourages local students to walk to school as a way to contribute to reducing air pollution.

Our school also actively teaches the value of respect quite strongly. Not only do we have a strong interfaith program operating in our school, but we also respect the Australian community that we are part of. Each ANZAC Day, representatives from our school present themselves at the ANZAC Day march and on behalf of the school lay a wreath. We also conduct our own school ANZAC and Remembrance Day ceremonies. Members of the community such as ex- servicemen or current army officers speak to our students about the characteristics that make the Australian identity so unique and special. Our history department holds poster and poetry competitions in which our students conduct their own research about World War One and other wars that Australia has participated in.

The values of Respect, Responsibility and Right choice are most profoundly and explicitly taught during Democracy week. During this week, students take part in several activities and listen to guest speakers that demonstrate democratic decision-making processes.

These are simply but a snapshot out of a plethora of values events and activities that our school initiates. Our school will continue this tradition that we are creating as we find that values education leads to quality learning. We are proud to be leaders in paving the way to good values and good practice in our school.

REPORTING AREA 12: PARENT, STUDENT AND TEACHER SATISFACTION

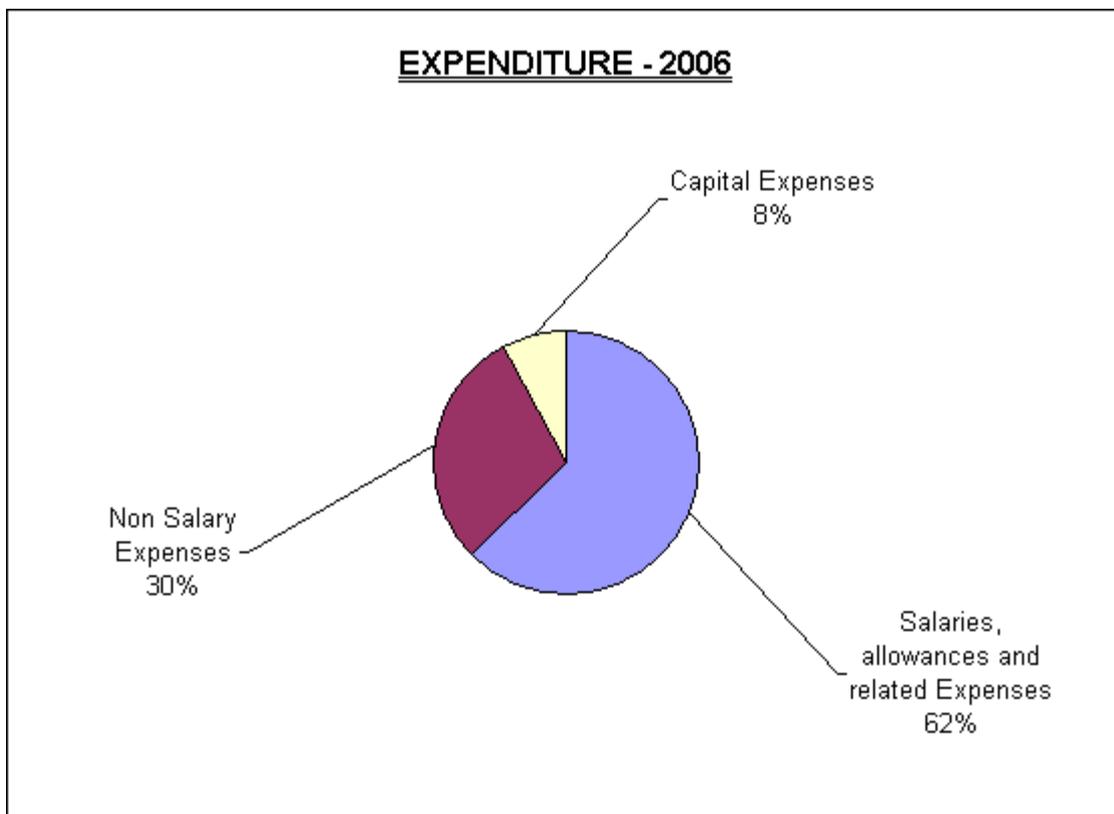
The school is very proud of its open door policy with parent involvement welcomed and encouraged. The School Parents' Advisory Committee meets twice a term with senior staff members and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement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

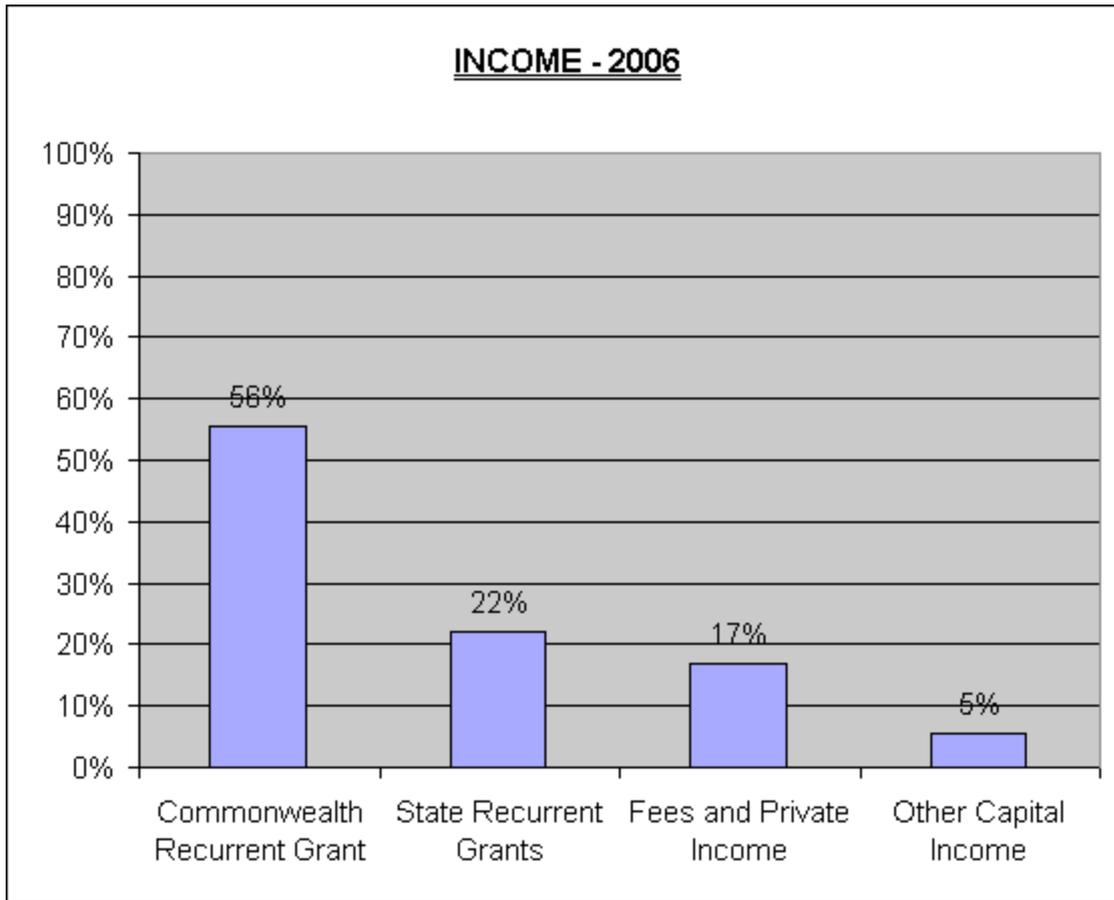
The school has an active Students' Representative Council (SRC) who provide peer support, organise various functions and produce school magazines. Discussions throughout the year and reports included in the 2006 school magazine indicated that student satisfaction is also very positive. The students are 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 indicates that during 2006 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 and 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 18 years ago.

REPORTING AREA 13: SUMMARY FINANCIAL INFORMATION - 2006

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**