

2009 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 Primary School Magazine and High School Magazine is a major project of the SRC.

(v) **Student Population**

The school has about 1822 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.

I want to salute the academic achievements of our students and encourage them all to pursue excellence in and out of the classroom. I also thank the parents, the teachers and school board members for their support and in sharing the vision of enhancing education at the school and contributing to the continued success of the community.

I commend you on your achievements as a school and as individuals. It is a real pleasure to have the opportunity to sincerely congratulate you as students and the staff of Malek Fahd Islamic School on the professionalism and the effort which has led to such great success.

I offer my sincere congratulations and warmest best wishes to each and every one of you. Through your determination, dedication and diligence, you have brought great credit to your family and friends, to Malek Fahd Islamic School, but most significantly to yourselves. Your success is our goal and we celebrate your achievements. Well Done!

May Allah (swt) reward each and every one of you who has worked and contributed to the on-going success of Malek Fahd Islamic School and Insha'Allah may you continue your exemplary efforts well into the future to be proud Muslims of Australia.

Wassalam

Ikebal Patel

(ii) A Message from School Captains

(Extract from Captains' Report in 2009 Malek Fahd Islamic School Magazine).

Assalamu alaykum wa Rahmatullah wa Barakaatuhu

WOW, what a year! Joy, sadness, tension, suspense and relief – '09 had it all. You could make a moderately successful Bollywood film out of it – almost! But somewhere in between the countless hours of studying, the sleepless nights before assessments and Dr Ali's many famous "motivational" speeches, we managed to keep our heads above the water and help make the year yet another successful one for the school.

And here we are, at the end of a long and exuberating journey, about to take our very first steps into the real world. Yes, it sounds clichéd, but it truly does feel like yesterday that we walked, wide-eyed, into those colourful kindergarten classrooms clutching our oversized schoolbags. Little did we know that the following years would form an essential foundation for the mysterious life that awaits us. The bonds we created with one another have given us all a head start into the unknown. We will be able to face uni and our careers with certainty and confidence knowing that kindness and support lies within reach. Graduates of 2009, we would like to thank you all for the wonderful memories you've helped to create and the friendships that will never be forgotten.

But of course, our successful path through school would not have been possible without the fantastic team at MFIS who have helped us every step of the way. Dr Ali, we don't think we can credit you enough for everything you've done to help us succeed and reach our potential. So on behalf of the graduates of 2009, thank you for your consistency and encouragement. We would also like to thank Sheikh Fawaz, Mr Darwich, Ms Nemra, Mrs Al-Fadly, Dr Jaffar, Ms Sidaoui, Mr Hanif, Mrs Bragg, Mrs Naser, Mrs Mahmic, Mr Pillay, Ms Nafisat, Dr El-Hajje, Mrs Jalloul, Mr Riaz, Mrs Khan, Mr Farouk, Mrs Feldmann, Ms Begum, Mr Ali and Mr McGillicuddy as well as the countless other teachers who have had us over the years, for their love, motivation and struggle to teach us everything we need to excel. We hope we have made you all proud!

And finally, to those of you still in school, there's so much we could tell you, but it seems appropriate to leave you with the following Hadith from Rasulullah (S), narrated by Mu'ath bin Jabal (R):

Acquire knowledge, for surely it leads to fear of Allah. Seeking it is an act of worship ('ibadah); studying it is praising Allah; seeking it is jihad; teaching it to whomever doesn't know it is an act of charity (sadaqah); and giving it to its people draws one closer to them. Knowledge points to the permissible and the forbidden; and it is a shining light pointing the way to Paradise.

Wassalaam

Dania Akbik
Muhammed Abraar Abdul Gafoor

2009 School Captains

REPORTING AREA 2: STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Examination

In 2009, our twelfth cohort sat the HSC examination in 13 courses. The top scorer this year was Muhammad Abdallah Virk with the ATAR of 99.75 and fifty-one per cent of the students had an ATAR of over 90. Muhammad Abdallah Virk, Muhammed Abraar Abdul Gafoor, Ali Al Zamily, Alina Mahmood, Fatima Tahir, Pinar Fatima Cingiloglu and Halima Sidaoui 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	:	43	(54.43%)
Business Studies	:	9	(22.5%)
Chemistry	:	11	(33.33%)
English (Advanced)	:	15	(24.59%)
Legal Studies	:	3	(11.11%)
General Mathematics	:	4	(36.36%)
Mathematics	:	40	(67.79%)
Mathematics Extension 1	:	21	(95.45%)
Mathematics Extension 2	:	14	(82.35%)
Physics	:	7	(25.92%)

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	79	15.34
Business Studies	40	15.73
Chemistry	33	10.09
English Standard	14	32.58
English Advanced	61	27.28
English Extension 1	2	5.72
English Extension 2	1	2.17
Legal Studies	27	8.24
General Mathematics	11	30.15
Mathematics	59	17.27
Mathematics Extension 1	22	8.66
Mathematics Extension 2	17	3.17
Physics	27	9.08

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	13.86	5.57
5	49.63	35.02
4	31.38	41.5
3	2.91	13.77
2	0.72	2.22
1	0.72	0.41

One hundred and thirty-seven students sat the test and 98 per cent of the students had bands three to six marks compared to the State 96 per cent.

Mathematics

Results by achievement bands:

Band	School %	State %
6	28.83	6.29
5	44.17	17.75
4	15.95	25.06
3	8.58	31.44
2	1.84	17.01
1	0	0.85

One hundred and sixty-three students sat the test and 98 per cent had bands three to six marks compared to the State 80 per cent. In bands five and six, the school had 73 per cent compared to the State 24 per cent.

Science

Results by achievement bands:

Band	School %	State %
6	42.72	7.38
5	32.72	28.82
4	16.36	34.15
3	5.45	19.43
2	2.72	7.96
1	0	0.68

One hundred and ten students sat the test and 97 per cent of the students had bands three to six marks compared to the State 90 per cent. In bands five and six, the school had 75 per cent compared to the State 36 per cent.

Australian Geography, Civics and Citizenship

Results by achievement bands:

Band	School %	State %
6	20	5.31
5	33.07	22.35
4	26.92	31.01
3	12.3	28.07
2	5.38	11.11
1	1.53	0.53

One hundred and thirty students sat the exam and 92 per cent had bands three to six marks compared to the State 87 per cent. In bands five and six, the school had 53 per cent compared to the State 28 per cent.

Australian History, Civics and Citizenship

Results by achievement bands:

Band	School %	State %
6	15.38	5.26
5	36.15	17.74
4	28.46	35.44
3	12.3	27.27
2	5.38	10.13
1	1.53	2.54

One hundred and thirty students sat the test and 92 per cent had bands three to six marks compared to the State 86 per cent. In bands five and six, the school had 52 per cent compared to the State 23 per cent.

Computing Skills

Results by achievement bands:

Band	School %	State %
HICOMP	80	61.91
COMP	16.92	36.62
CND	0	0.05
None	3.07	1.39

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

LITERACY AND NUMERACY ASSESSMENTS

NAPLAN Test Year 9

One hundred and seventy-five students sat the Year 9 NAPLAN Test. All our students were at or above the national minimum standard in both Literacy and Numeracy.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 175	174	172	175	173	175	175

NAPLAN Test Year 7

Two hundred and sixteen students sat the Year 7 NAPLAN Test. Two hundred and fourteen out of two hundred and sixteen students were at or above the national minimum standard in Literacy. Two hundred and thirteen out of two hundred and sixteen students were at or above the national minimum standard in Numeracy.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 216	213	212	215	214	214	213

NAPLAN Test Year 5

One hundred and nineteen students sat the Year 5 NAPLAN Test. All of the students were at or above the national minimum standard in both Literacy and Numeracy.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 119	119	119	118	119	119	119

Ninety-seven per cent of students achieved skill band 5 or higher in Literacy and Numeracy.

NAPLAN Test Year 3

One hundred and thirty one students sat the Year 3 NAPLAN Test. All of the students were at or above the national minimum standard in both Literacy and Numeracy.

Number of students at or above national minimum standard

	Reading	Writing	Spelling	Grammar Punctuation	Overall Literacy	Overall Numeracy
Number of Students out of 131	130	131	131	130	131	131

Ninety-nine per cent of students achieved skill band 3 or higher in Literacy and ninety-eight per cent achieved skill band 3 or higher in Numeracy.

REPORTING AREAS 3 & 4: PROFESSIONAL LEARNING AND TEACHING 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. All the staff also participated in the Senior First Aid in-service. The primary staff also participated in the following staff development sessions:

1. Incorporating ESL Activities and ESL scales into our programs.
2. Child Protection
3. Beyond the Basics / Literacy and Numeracy
4. Smart board Training
5. Mind Matters: Positive Classroom Thinking
6. ESL And Literacy Strategies

In addition, the following professional development activities were undertaken by staff throughout 2009:

Description of the Professional Learning Activity	No of Staff participating
ISTAA Training	5
English / Creative Teaching	3
Interactive White Boards	1
Mathematics Issues	3
Creative Problem Solving	1
PDHPE	1
English Teachers Conference	4
Early Reading	1
Library Conference	1
Grammar In-service	1
Writing In-service	3
Gifted Students	1

Diverse Groups	1
Curriculum Differentiation	2
CCYP Information Forum	1
Mathematics K – 6	1
Science In-service	3
External Assessor Training	1
Keep Them Safe	1
NAPLAN Briefing	2
Number Sense and the 4 Operations	1
Child Protection	1
Classroom Management	1
Assisting Students to Achieve Stage 3 Maths Outcomes	1
Beyond the Basics / Literacy and Numeracy	2

The average expenditure per teacher on professional learning in 2009 was \$201.13

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	101
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	5
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)	0

REPORTING AREA 5: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

Student Attendance

Ninety-six per cent of students attended school on average each day in 2009. This was similar to the daily attendance in 2008. 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.

Student Retention Rates

The retention rate from Year 11 in 2008 to Year 12 in 2009 was 100 per cent. Fifty-three per cent of the 2007 Year 10 cohort completed Year 12 in 2009. 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 6: 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 72 Year 12 students gained university admission:

Faculty	Number of Students
Medicine	6
Optometry	2
Psychology	3
Pharmacy	11
Science	11
Computing	2
Teaching	10
Engineering	15
Commerce/Law	11
Architecture	1

REPORTING AREA 7: 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 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 1822 students of whom 895 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 8: 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 2009	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. Policies.
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 	Revised	Issued to all staff and contained in folder issued to all new staff members.

<p>tasks</p> <ul style="list-style-type: none"> • Procedures requiring immediate evacuation checklist • Stages of responses and recovery cycle 		
<p>Communication Policy encompassing</p> <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.
<p>Pastoral Care Policy encompassing</p> <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.
<p>Medical Services Policy encompassing</p> <ul style="list-style-type: none"> • Procedures to follow when students sustain any injury or illness • Role of the school nurse 	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 	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"> • 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.
<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. 	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"> • Measures designed to promote the safety and well being of students 	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"> • Evacuation Procedures • Welfare Coordinator instructions plus executive and teacher instructions • Lockdown Procedures 	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"> • Specific responsibilities • Staff consultation and communication and review process • Hazard identification • Staff accidents / Injury management • Inspections • Emergency Procedures • First Aid Plan • Risk assessments 	Revised Risk Assessment, Inspection Checklist and Notification Forms. Included Return to work details.	Issued to all staff and contained in folder issued to all new staff members.

Confidentiality Policy which outlines practices to protect confidentiality at all levels	Nil	Issued to all staff and contained in folder issued to all new staff members.
School Building – Maintenance Work Policy encompassing <ul style="list-style-type: none"> • Essential maintenance • Planned maintenance • Unforeseen maintenance • Role of O.H and S. Committee 	Nil	Issued to all staff and contained in folder issued to all new staff members.
Science Department Chemical Safety In Schools Policy encompassing <ul style="list-style-type: none"> • Chemical register • Storage and classification • Labelling • Risk assessment • Chemical waste • Laboratory safety 	Revised	Issued to all staff and contained in folder issued to all new staff members.
Assessment Data – Collection And Use Policy encompassing <ul style="list-style-type: none"> • Advice on appropriate procedures • Framework for use of internal and external data 	Nil	Issued to all staff and contained in folder issued to all new staff members.
Premises And Building Policy encompassing <ul style="list-style-type: none"> • Monitoring and assessing current standard and state of repair of the School buildings • O.H. and S. routine inspections and additional inspections 	Revised	Issued to all staff and contained in folder issued to all new staff members.
Safe And Supportive Environment Policy encompassing <ul style="list-style-type: none"> • Promotion of mutually supportive learning environment • Security measures designed to promote safety and wellbeing • Processes for dealing with complaints and grievances raised by students and / or parents • Pastoral Care arrangements 	Revised	Issued to all staff and contained in folder issued to all new staff members.
Email and Electronic Facilities Policy encompassing <ul style="list-style-type: none"> • Rules which must be observed when communicating electronically or using IT facilities provided by the School. 	Revised	Issued to all staff and contained in folder issued to all new staff members.
Student Attendance Policy encompassing <ul style="list-style-type: none"> • Specific responsibilities • Measures designed to follow up unexplained absences. 	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"> • Accreditation requirements • Responsibilities and delegation 	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"> • Teaching standards • Roles of staff • Collection of evidence • Accreditation Report 	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"> • Purpose • Eligibility • Roles and Responsibilities 	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 2009 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 2009 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 9: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in 2008

Area	Priorities	Achievements
Teaching and learning	Improved literacy intervention strategies in stage 1, stage 2 and stage 3	<ul style="list-style-type: none"> Additional support targeting students with difficulties across all stages
Student achievements	Improved Literacy and Numeracy results	<ul style="list-style-type: none"> Year 3 and Year 5 results for NAPLAN are improving. All the students in Year 3 were at or above the national minimum standard in both Literacy and Numeracy. All the students in Year 5 were at or above the national minimum standard in both Literacy and Numeracy.
Student welfare	Revised Health and Safety policies	<ul style="list-style-type: none"> All the staff participated in Asthma Training and allergy education in-services. All the staff also participated in the Senior First Aid In-service. Revised OHS Policy.
Staff Development	Training in Literacy	<p>The primary staff participated in the following training:</p> <ul style="list-style-type: none"> Incorporating ESL activities and ESL scales into our programs ESL and Literacy Strategies Beyond the Basics / Literacy and Numeracy

2009 Priorities areas for improvement

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> Improved literacy intervention strategies in stage 1, stage 2 and stage 3
Student achievements	<ul style="list-style-type: none"> Improved Literacy and Numeracy results
Student welfare	<ul style="list-style-type: none"> Revised Health and Safety policies
Staff development	<ul style="list-style-type: none"> Training in Literacy and Numeracy

REPORTING AREA 10: 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 was the lead school in the Values Education Project run by Curriculum Corporation. In the lead role Malek Fahd Islamic 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 Colloroy Beach. 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.

The school again played a key role in the Erebus project titled Intercultural /Interfaith Understanding. In this project our school extended its commitment to explicitly promoting values, harmony and active citizenship and went further to embrace student leadership as well. In this particular cluster students from Malek Fahd Islamic School played a key role in the Harmony Day Sports Expo where our students, along with senior students from the other participating schools, led key sport workshops. Furthermore, as part of our commitment to harmony, the students led an Islamic Art workshop at the Harmony Day Expo, held at the Bankstown Sports club. In these two expos students were given the opportunity to lead their peers in activities that promoted harmony, active citizenship, respect and responsibility.

Outside of these projects, Malek Fahd continues to embrace its responsibility in promoting values of respect and responsibility by initiating its own links with countries around the school and developing student leadership. 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. This year students from Jesmond College took part in an interfaith, intercultural and interschool harmony day assembly at our school with our students. Opportunities such as these provide a safe learning environment that is conducive to fostering student leadership and provides 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.

Malek Fahd Islamic 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 at Malek Fahd Islamic School are also regular entrants and winners in the Harmony Day Poster Competition which is run by Bnai' Brith.

Fund-raising for various charities was once again a major project of our students. Money was collected for Westmead Children's Hospital, Bankstown Hospital, Greenacre Neighbourhood Centre, Victoria Bushfire Appeal, 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.

REPORTING AREA 12: 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 2009 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.

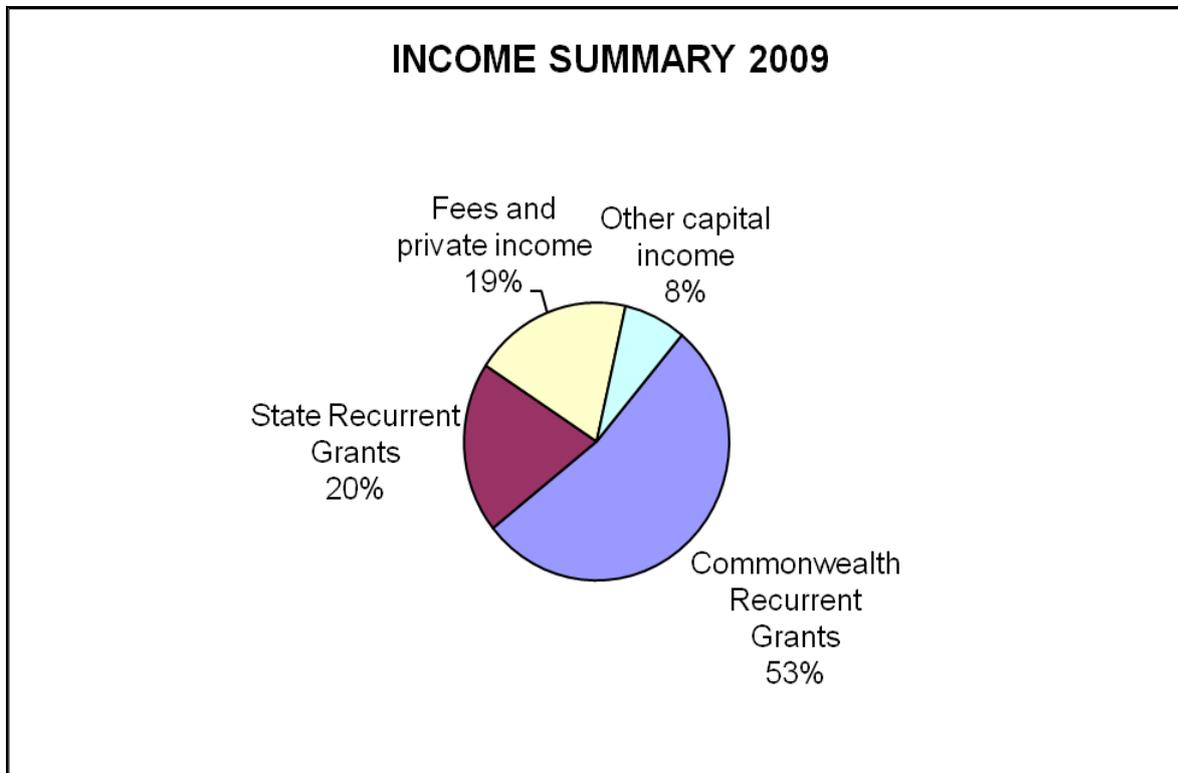
Informal feedback from teachers and discussions with the executive team indicate that during 2009 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale and the open door policy for all. They feel their contributions are valued 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 21 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.

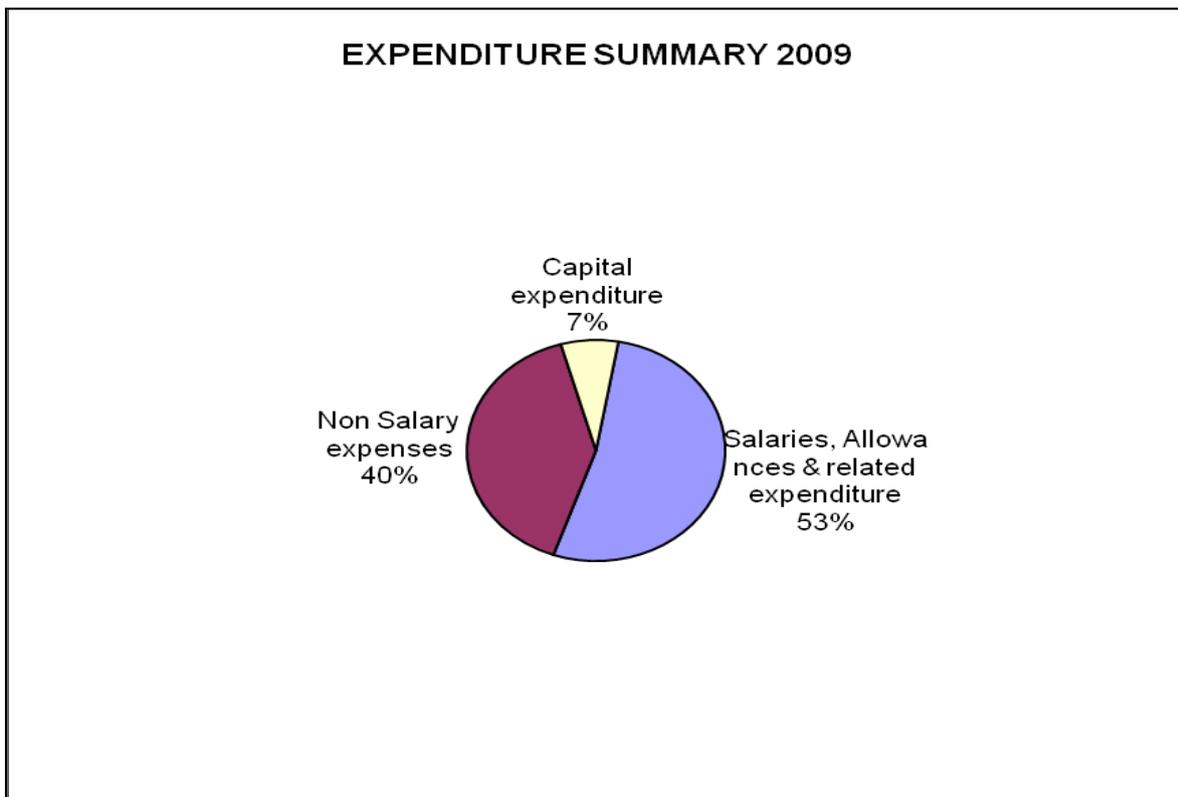
13. REPORTING AREA: SUMMARY FINANCIAL INFORMATION - 2009

The graphs below represents income and expenditure using percentage

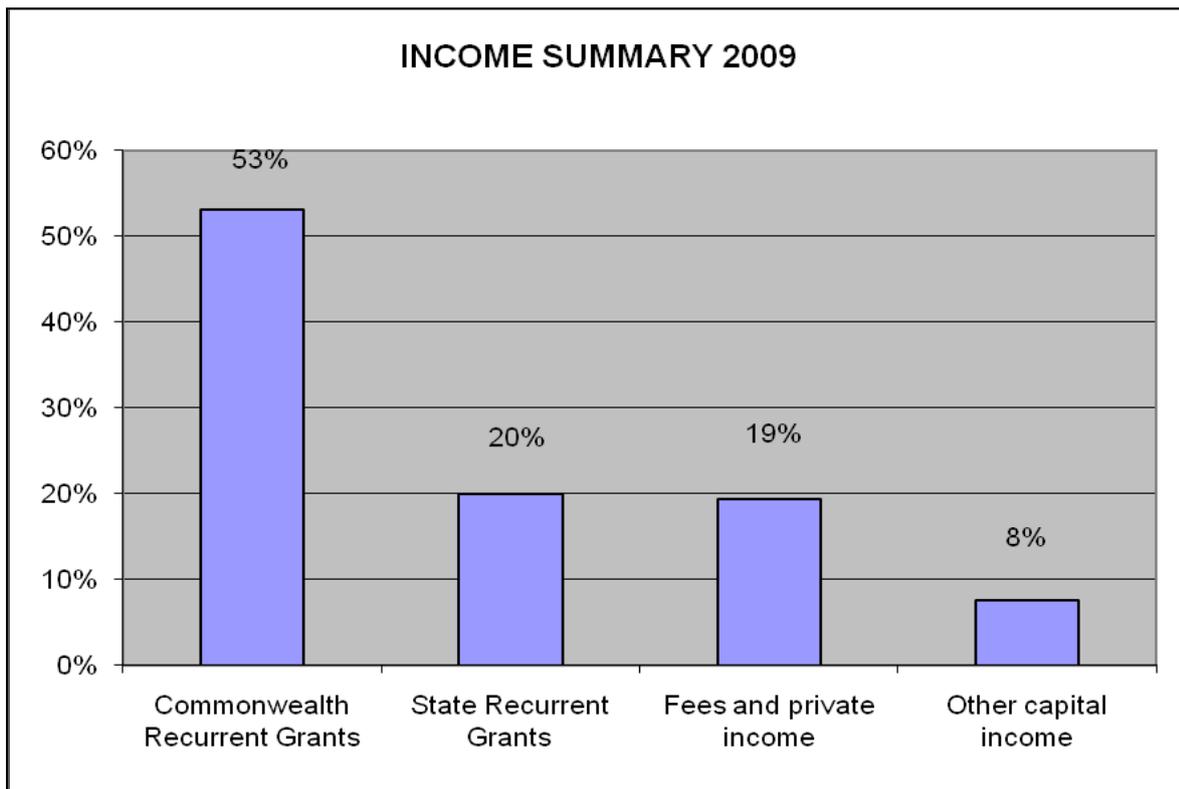
A) GRAPHIC ONE: RECURRENT/ CAPITAL INCOME REPRESENTED BY PIE CHART



(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

