

2011 ANNUAL REPORT:

EDUCATIONAL

AND

FINANCIAL REPORTING

FOR

MALEK FAHD ISLAMIC SCHOOL

EDUCATIONAL AND FINANCIAL REPORTING FOR MALEK FAHD ISLAMIC SCHOOL

INTRODUCTION

(i) **Affiliation**

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

(ii) **School Board**

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

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

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

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

(iv) **Students’ Representative Council**

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

(v) **Student Population**

The school has about 2116 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 developing other campuses.

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 MFIS.

It gives me great pleasure to congratulate our students at MFIS on their successes in 2011 and encourage all students to pursue excellence in and out of the classroom.

I also thank the parents for their support in sharing the vision of enhancing education at MFIS and achieving academic excellence. Academic success is important because it is strongly linked to the positive outcomes we value for children.

As we celebrate your outstanding achievements and as many of you make plans for the months and years ahead, you have a huge doorway of opportunity opened – a real opportunity not only for personal success, but to be a success for those around you, in your contributions to this community and country.

Whatever you do next, remember that the achievement of personal goals doesn't always guarantee personal fulfilment. Never forget the importance of, or the rewards which can be gained, in serving those less fortunate and in highlighting the good that exists in all of us.

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 MFIS, but most significantly to yourselves.

Once again, I congratulate all students, School Board members and staff of MFIS for your hard work and dedication in contributing to the continued success of the school, the individual and the community. Congratulations and Well Done!

Wassalam

Ikebal Adam Patel

(ii) Message from the Principal

Assalamu alaykum wa Rahmatullah wa Barakaatuhu.

The Students' Representative Council (SRC) under the leadership of Ms Khadijah Taiba has produced a very informative magazine on the achievements of the high school students. The magazine gives a snapshot of life in the high school.

The school enrolment in 2011 was 2116 students in Kindergarten to Year 12. As usual, a large number of children were unable to enter the school because we do not have any more space. The school opened a campus at Beaumont Hills with 31 children and at Hoxton Park with 78 children.

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

All the 112 Year 12 students were able to gain university admission in a wide range of courses such as Medicine, Optometry, Psychology, Pharmacy, Science, Computing, Teaching, Engineering, Commerce, Law, and Architecture.

The students participated in a wide range of activities such as interfaith dialogue, stream-watch program, and many more. The senior students gave *Juma Khutba* (Friday sermon) on a wide range of topics such as justice, patience, honesty, tolerance, kindness, work, education, and many more.

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

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

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

We thank *Allah Subhanahu Wa Ta'ala* for giving us a successful year and we look forward to another rewarding year in 2012 *Inshaa-Allah*.

Wassalam

Dr Intaj Ali
PRINCIPAL

iii) A Message from the School Captains

(Extract from Captains' Report in 2011 Malek Fahd Islamic School Magazine).

Assalamu alaykum wa Rahmatullah wa Barakaatuhu

The tension, the merriment, the intensity of year 12... part by part, they made us whole. Plunged into a year where our days began with sighs of exasperation and ended with cries of joy, the year 2011 was one to remember. In between the endless assessments and exams, we managed to stride out victorious at the end as 'Melbourne Cup racing horses'.

Today, as we look back into our final years of school, we realise that the moments we once shared with close friends were going to be forever relished and remembered as being the best moments of our life. Beginning our walk into the real world, we know that these memories and bonds we have made will help us in creating new ones and in facing the audacity of the unknown. Graduates of 2011, we would like to thank you for all the good times, the crazy times, the annoying times... but most of all, we would like to thank you for the everlasting friendships that will never be forgotten.

Obviously, our report would not be complete without a show of gratitude to our teachers Ms Sidawi, Ms Nasser, Mr Riaaz, Sheikh Fawaz, Mr Farukh, Mr Hanif, Mr Ahmad, Dr El-Hajje, Mr Singh, Mr Thompson, Mr Pillay, Mrs Feldmann, Ms Kbbbar, Ms Mehanna, Ms Nafisat, Ms Begam, Mrs Bragg, Ms Ebrahimi, Ms Elmira, Ms El Ahmed, Ms Ibrahim, Ms Alwari, Ms Mahmic and Ms Nemra - without their countless hours of guidance, advice and knowledge we would not have achieved success. And to current students, trust us when we say this: teachers actually do know what they are talking about, they are the experts, the ones who want us to prosper and want us to do well, as our success is a reflection of their hard work and effort.

Lastly, we'd like to thank Dr Ali. It's true - if we ever saw him walking in one direction, we'd walk in the opposite one and if he ever asked a question in class, everyone made sure to lower their gaze and not look him in the eye. It's also true that his presence occasionally used to send shivers down our spines (especially when he mentioned those iconic Julius Caesar quotes) but without his constant persistence and encouragement, we might have not put in the innumerable hours of sweat, blood and tears and tried our absolute best.

So once again on behalf of the graduating Class of 2011 we thank you, and thank every one of our teachers, from primary to high school. Each one of you have made a profound impact on our life, an impact that will be carried into our future.

Finally, some advice to current students: take advantage of your schooling, learn and enjoy, get involved because you WILL miss it, pay attention and try not to procrastinate, as so much time is lost when you do. Procrastinating is the difference between the good and the great. Leaving school is truly not the end but the beginning. The beginning of living in the real world, of strange surroundings, of independence, of a time where we strive to follow our dreams, to form a career and to build our lives and we can honestly say that MFIS has been the perfect beginning to this path. There is so much to say but not enough space, so we'll leave you with the final verse of Surat-ul Bakarah that Sheik Fawaz read almost every week:

'God does not burden any human being with more than he is well able to bear: in his favour shall be whatever good he does, and against him whatever evil he does...'

The best of luck

Wassalaam

Mohammed Eid

2011 Boys' School Captain

Zoya Aiyub

2011 Girls' School Captain

REPORTING AREA 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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

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

There is a very strong emphasis in the school on inter-faith dialogue. The school promotes values such as respect, tolerance and fair go through its school-based activities that include 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.

Students raise funds for various charities such as Westmead Children's Hospital, Bankstown Hospital, MS Australia, Heart Foundation, Cancer Council and others. 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.

In 2011 there are 2116 students with 1163 in the primary and 953 in the secondary section. Almost all the children are from language other than English and low-socio-economic backgrounds. While all the children 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. With a very strong emphasis on Literacy and Numeracy, most students excel at school and almost 100 per cent of Year 12 students gain university entry. In 2011 there were 112 students in Year 12 and all of them gained university entry. In 2012 there are 131 students and all of them are expected to qualify for university entry. The school's NAPLAN results are excellent, especially in Numeracy; for example, in Year 9 out of 187 students, 74 per cent are in the top two bands with 47 per cent in Band 10.

In addition to participating in sports in the school, the children play with other schools every week. They also take part in a wide range of extra-curricular activities with other schools and organisations. Caring teachers, counsellors, and welfare co-ordinators attempt to provide the best education possible to the children in an environment conducive to learning. The parent, student and teacher satisfaction with the school is very high. There is a very big demand for enrolment places at the school, and this shows the high regard that the general community has for the school. Our school is a showcase of an Islamic school in Australia. In April 2011, the school opened two campuses at Hoxton Park with 78 children and at Beaumont Hills with 31 children.

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

Higher School Certificate Examination

In 2011, our fourteenth cohort sat the HSC examination in 12 courses. The top scorer this year was Sarah Amr with the ATAR of 99.25 and thirty-eight per cent of the students had an ATAR of over 90. Zoya Aiyub 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 | : | 44 | (34.92%) |
| Business Studies | : | 7 | (10.76%) |
| Chemistry | : | 15 | (37.5%) |
| English (Advanced) | : | 6 | (5.26%) |
| Legal Studies | : | 2 | (6.06%) |
| General Mathematics | : | 1 | (3.12%) |
| Mathematics | : | 73 | (79.34%) |
| Mathematics Extension 1 | : | 23 | (100%) |
| Mathematics Extension 2 | : | 14 | (82.35%) |
| Physics | : | 5 | (7.35%) |

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 | 125 | 11.78 |
| Business Studies | 65 | 7.67 |
| Chemistry | 40 | 9.74 |
| English Advanced | 114 | 0.06 |
| English Extension 1 | 4 | 3.09 |
| English Extension 2 | 3 | 1.61 |
| Legal Studies | 32 | 7.70 |
| General Mathematics | 32 | 10.96 |
| Mathematics | 92 | 13.92 |
| Mathematics Extension 1 | 23 | 12.81 |
| Mathematics Extension 2 | 17 | 7.53 |
| Physics | 68 | 3.56 |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|----------------|-------------|-----------------------|---|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Biology | 2011 | 126 | School: 126 (100%) State-wide: (87%) | School: 0 (0%) State-wide: (13%) |
| | 2010 | 73 | School: 73 (100%) State-wide: (90%) | School: 0 (0%) State-wide: (10%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Business Studies | 2011 | 65 | School: 65 (100%) State-wide: (87%) | School: 0 (0%) State-wide: (13%) |
| | 2010 | 30 | School: 30 (100%) State-wide: (90%) | School: 0 (0%) State-wide: (10%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|-----------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Chemistry | 2011 | 40 | School: 40 (100%) State-wide: (90%) | School: 0 (0%) State-wide: (10%) |
| | 2010 | 46 | School: 46 (100%) State-wide: (89%) | School: 0 (0%) State-wide: (11%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|------------------|------|----------------|--|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| English Advanced | 2011 | 114 | School: 114 (100%) State-wide: (98%) | School: 0 (0%) State-wide: (2%) |
| | 2010 | 73 | School: 73 (100%) State-wide: (99%) | School: 0 (0%) State-wide: (1%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|---------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| English Extension 1 | 2011 | 4 | School: 4 (100%) State-wide: (99%) | School: 0 (0%) State-wide: (1%) |
| | 2010 | 2 | School: 2 (100%) State-wide: (86%) | School: 0 (0%) State-wide: (14%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|---------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| English Extension 2 | 2011 | 3 | School: 3 (100%) State-wide: (99%) | School: 0 (0%) State-wide: (1%) |
| | 2010 | 1 | School: 1 (100%) State-wide: (81%) | School: 0 (0%) State-wide: (19%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|---------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Legal Studies | 2011 | 32 | School: 32 (100%) State-wide: (88%) | School: 0 (0%) State-wide: (12%) |
| | 2010 | 24 | School: 24 (100%) State-wide: (83%) | School: 0 (0%) State-wide: (17%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|---------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| General Mathematics | 2011 | 32 | School: 32 (100%) State-wide: (80%) | School: 0 (0%) State-wide: (20%) |
| | 2010 | 9 | School: 9 (100%) State-wide: (85%) | School: 0 (0%) State-wide: (15%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|-------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Mathematics | 2011 | 92 | School: 92 (100%) State-wide: (91%) | School: 0 (0%) State-wide: (9%) |
| | 2010 | 61 | School: 61 (100%) State-wide: (89%) | School: 0 (0%) State-wide: (11%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|-------------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Mathematics Extension 1 | 2011 | 23 | School: 23 (100%) State-wide: (98%) | School: 0 (0%) State-wide: (2%) |
| | 2010 | 25 | School: 25 (100%) State-wide: (83%) | School: 0 (0%) State-wide: (17%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|-------------------------|------|----------------|--|----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Mathematics Extension 2 | 2011 | 17 | School: 17 (100%) State-wide: (99%) | School: 0 (0%) State-wide: (1%) |
| | 2010 | 24 | School: 24 (100%) State-wide: (90%) | School: 0 (0%) State-wide: (10%) |

| Subject | Year | No of students | Performance band achievement by number and/or% | |
|---------|------|----------------|--|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Physics | 2011 | 68 | School: 68 (100%) State-wide: (92%) | School: 0 (0%) State-wide: (8%) |
| | 2010 | 24 | School: 24 (100%) State-wide: (92%) | School: 0 (0%) State-wide: (8%) |

School Certificate Examination

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

| Test | | No of students | Performance band achievement by % | |
|------------------|------|----------------|-----------------------------------|--------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| English-Literacy | 2011 | 176 | School: 99 % State-wide: 93 % | School: 0 % State-wide: 7 % |
| | 2010 | 157 | School: 100 % State-wide: 95 % | School: 0 % State-wide: 5 % |

| Test | | No of students | Performance band achievement by % | |
|-------------|------|----------------|------------------------------------|-----------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Mathematics | 2011 | 181 | School: 98 % State-wide: 75 % | School: 2 % State-wide: 25 % |
| | 2010 | 196 | School: 99.5 % State-wide: 83 % | School: 0.5 % State-wide: 17 % |

| Test | | No of students | Performance band achievement by % | |
|---------|------|----------------|-----------------------------------|--------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Science | 2011 | 181 | School: 99 % State-wide: 92 % | School: 1 % State-wide: 8 % |
| | 2010 | 186 | School: 100 % State-wide: 92 % | School: 0 % State-wide: 8 % |

| Test | | No of students | Performance band achievement by % | |
|--|------|----------------|-----------------------------------|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Australian Geography, Civics and Citizenship | 2011 | 176 | School: 95 % State-wide: 84 % | School: 5 % State-wide: 16 % |
| | 2010 | 168 | School: 99 % State-wide: 84 % | School: 1 % State-wide: 16 % |

| Test | | No of students | Performance band achievement by % | |
|--|------|----------------|-----------------------------------|---------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Australian History, Civics and Citizenship | 2011 | 176 | School: 97 % State-wide: 87 % | School: 3 % State-wide: 13 % |
| | 2010 | 168 | School: 96 % State-wide: 80 % | School: 4 % State-wide: 18 % |

| Test | | No of students | Performance band achievement by % | |
|------------------|------|----------------|-----------------------------------|--------------------------------|
| | | | Bands 3-6 | Bands 1-2 |
| Computing Skills | 2011 | 176 | School: 100 % State-wide: 96 % | School: 0 % State-wide: 4 % |
| | 2010 | 168 | School: 100 % State-wide: 97 % | School: 0 % State-wide: 3 % |

LITERACY & NUMERACY ASSESSMENTS

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

NAPLAN Test Year 9

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

Number of students at or above national minimum standard

| | Reading | Writing | Spelling | Grammar Punctuation | Overall Literacy | Overall Numeracy |
|-------------------------------|---------|---------|----------|---------------------|------------------|------------------|
| Number of Students out of 187 | 187 | 184 | 187 | 187 | 187 | 187 |

NAPLAN Test Year 7

One hundred and seventy-two students sat the Year 7 NAPLAN Test.

Number of students at or above national minimum standard

| | Reading | Writing | Spelling | Grammar Punctuation | Overall Literacy | Overall Numeracy |
|-------------------------------|---------|---------|----------|---------------------|------------------|------------------|
| Number of Students out of 172 | 172 | 172 | 170 | 170 | 172 | 171 |

NAPLAN Test Year 5

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

Number of students at or above national minimum standard

| | Reading | Writing | Spelling | Grammar Punctuation | Overall Literacy | Overall Numeracy |
|-------------------------------|---------|---------|----------|---------------------|------------------|------------------|
| Number of Students out of 158 | 158 | 158 | 158 | 158 | 158 | 157 |

NAPLAN Test Year 3

One hundred and forty-four students sat the Year 3 NAPLAN Test.

Number of students at or above national minimum standard

| | Reading | Writing | Spelling | Grammar Punctuation | Overall Literacy | Overall Numeracy |
|-------------------------------|---------|---------|----------|---------------------|------------------|------------------|
| Number of Students out of 144 | 144 | 144 | 144 | 143 | 144 | 143 |

REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

Year 12 attaining a certificate/VET qualification:

| Year 12 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2011 | HSC | 100% |
| 2011 | VET qualification | 0% |

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

REPORTING AREA 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

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

1. Quality Teaching
2. Child Protection / Duty of Care
3. DASA / SMART DATA
4. Comprehension / Persuasive Writing
5. Literacy / Vocabulary

In addition, the following professional development activities were undertaken by staff throughout 2011:

| Description of the Professional Learning Activity | No of Staff participating |
|--|----------------------------------|
| Senior First Aid | 32 |
| Experienced Teachers | 7 |
| National Partnership | 6 |
| Science Teachers' Association | 5 |
| Writing Convincingly | 4 |
| AIS Executive Conference | 3 |
| Beginning Teachers | 3 |
| E:lit: Grammar and Teaching | 3 |
| AIS English Conference | 2 |
| Area of Study Imaginative Response | 2 |
| Imaginative Writing in Extension 1 English | 2 |
| Literacy Goes Digital | 2 |
| Maximising Student Engagement | 2 |
| Romanticism | 2 |
| The Australian Curriculum | 2 |
| Using Interactive Whiteboards | 2 |
| Visual Mathematics | 2 |
| ACARRA Inservice | 1 |
| AIS Visual Arts Conference | 1 |
| Area of Study: Belonging | 1 |
| A Sporting Chance | 1 |
| Creativity Is The Solution | 1 |
| Curriculum Differentiation | 1 |
| Curriculum Differentiation: Taking It Further | 1 |
| Developing Game Play Intelligence In Our Students | 1 |
| Developing Independent Learners | 1 |
| Differentiation in Primary Maths | 1 |
| Embedding Digital Literacy In The Curriculum | 1 |
| Engaging And Transformative Teaching And Learning | 1 |
| Engaging Maths | 1 |
| Exploring And Creating Your Own In English | 1 |
| Feedback For Growth | 1 |
| Higher Order Thinking For Assessment And Learning | 1 |
| Implementing The Change | 1 |
| Innovative Teaching, Learning And Assessment | 1 |
| Introducing The Grammar Of The Australian Curriculum | 1 |
| Introduction To Return To Work | 1 |
| Maths Goes Digital K-6 | 1 |
| Meeting The Needs Of Diverse Learners | 1 |

| | |
|---|---|
| My Favourite Lessons: Maths 7-10 | 1 |
| O.H.S Inservice | 1 |
| Oliver 3.5 Advanced Group Training | 1 |
| Plug In, Boot Up, Game On! | 1 |
| Responding to The Australian Curriculum | 1 |
| Rich Tasks In Primary Mathematics | 1 |
| Student Behaviour | 1 |
| Student Wellbeing For Student Learning | 1 |
| Successful Learners | 1 |
| Supervising New Scheme Teachers | 1 |
| Teaching ESL | 1 |
| Teaching Indigenous, Asian And World Literature | 1 |
| Teaching Shakespeare | 1 |
| The ESL Scales in Secondary Classrooms | 1 |
| The New Australian Curriculum | 1 |
| The New HSC in Extension 2 Maths | 1 |
| Who Are The Gifted And Talented ? | 1 |

The average expenditure per teacher on professional learning in 2011 was \$247.10

Teaching standards

| Category | Number of Teachers |
|---|--------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 102 |
| Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | 6 |
| Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity | 0 |

REPORTING AREA 6 WORKFORCE COMPOSITION

Malek Fahd Islamic School has 133 teaching staff (FTE: 127.2) and 13 non teaching staff (FTE: 11.4).

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

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

Student Attendance Rates

For whole school student attendance rates please refer to the school's data on the My Schools website:

<http://www.myschool.edu.au>

| Year Level | Attendance Rate % |
|-------------------|--------------------------|
| Kindergarten | 96 |
| Year 1 | 97 |
| Year 2 | 96 |
| Year 3 | 97 |
| Year 4 | 97 |
| Year 5 | 98 |
| Year 6 | 98 |
| Year 7 | 98 |
| Year 8 | 98 |
| Year 9 | 97 |
| Year 10 | 97 |
| Year 11 | 96 |
| Year 12 | 96 |

Ninety-seven per cent of students attended school on average each day in 2011. This was similar to the daily attendance in 2010. Students' attendance is monitored throughout the day. If a student's destination is unknown, the school will inform the Department of Education and Training home school liaison officers. It is noted that the school leaving age now is 17 years.

Management of non attendance

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

Student Retention Rates

The retention rate from Year 11 in 2010 to Year 12 in 2011 was 100 per cent. Eighty per cent of the 2009 Year 10 cohort completed Year 12 in 2011. The retention rate has been similar over the years. While up to Year 10 almost all students stay in the school, after Year 10 some move to TAFE and to other schools to study some courses that are not offered at the school. As the numbers increase in Years 11 and 12, more courses are being offered at the school. Furthermore, after being in the school for eleven years from Kindergarten to Year 10, some students prefer to have a change of environment and move to other schools.

REPORTING AREA 8 POST-SCHOOL DESTINATIONS

As explained above, some students leave the school after Year 10 for a less pressured environment because the emphasis in our school is on academic excellence for university entry. All the 112 Year 12 students gained university admission:

| Faculty | Number of Students |
|-------------------------|---------------------------|
| Architecture | 2 |
| Arts | 3 |
| Business | 12 |
| Computer Science | 1 |
| Construction/Management | 1 |
| Education | 6 |
| Engineering | 25 |
| Health Science | 15 |
| Law | 6 |
| Medicine/Surgery | 2 |
| Optometry | 2 |
| Pharmacy | 6 |
| Psychology | 7 |
| Science | 20 |
| Social Science | 2 |
| Social Work | 2 |

REPORTING AREA 9

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment Policy

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

Enrolment

- Admission to the children is given on an yearly basis.
- Kindergarten applicants will be selected using an interview process due to the large number seeking admission.
- Year Seven applicants must sit the Year Six Selective Test and Year 10 students must achieve the required grades.
- 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 2116 students of whom 953 were in the secondary school. There were approximately equal numbers of boys and girls in the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

REPORTING AREA 10 SCHOOL POLICIES

A. Policies for Student Welfare

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

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

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

| Policy | Changes in 2011 | 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 | Revised | 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. |

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| <p>Critical Incident Procedure Policy encompassing</p> <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 | Revised | Issued to all staff and contained in folder issued to all new staff members. |
| <p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • 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. | Nil | 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 | Nil | 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>Emergency Evacuation And Lockdown Policy for Recess and Lunch</p> | New in 2011 | Issued to all staff and contained in folder issued to all new staff members. |

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| <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>Revised Risk Assessment, Inspection Checklist and Notification Forms. Included Return to work details.</p> <p>Revised Return To Work Program.</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>Confidentiality Policy which outlines practices to protect confidentiality at all levels</p> | <p>Nil</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>School Building – Maintenance Work Policy encompassing</p> <ul style="list-style-type: none"> • Essential maintenance • Planned maintenance • Unforeseen maintenance • Role of O.H and S. Committee | <p>Revised</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>Revised</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>Assessment Data – Collection And Use Policy encompassing</p> <ul style="list-style-type: none"> • Advice on appropriate procedures • Framework for use of internal and external data | <p>Revised</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>Premises And Building Policy encompassing</p> <ul style="list-style-type: none"> • Monitoring and assessing current standard and state of repair of the School buildings • O.H. and S. routine inspections and additional inspections | <p>Revised</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>Safe And Supportive Environment Policy encompassing</p> <ul style="list-style-type: none"> • 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 | <p>Revised</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |
| <p>Email and Electronic Facilities Policy encompassing</p> <ul style="list-style-type: none"> • Rules which must be observed when communicating electronically or using IT facilities provided by the School. | <p>Revised</p> | <p>Issued to all staff and contained in folder issued to all new staff members.</p> |

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| 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 2011 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 2011 contains revised processes for disciplinary action that are based on procedural fairness.

C. Policies for Complaints and Grievances Resolution

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

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

D. Policies for Special Examination Provisions

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

REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in 2010

| Area | Priorities | Achievements |
|--------------------------|---|--|
| Teaching and learning | Improved literacy and numeracy intervention strategies in stage 1 | <ul style="list-style-type: none"> Additional support targeting students with difficulties in K-2 classes. |
| Student achievements | Improved Literacy and Numeracy results | <ul style="list-style-type: none"> Year 3, Year 5, Year 7 and Year 9 NAPLAN results are improving. |
| Student welfare | <ul style="list-style-type: none"> Revised Health and Safety policies Keep Them Safe: A shared approach to child wellbeing. | <ul style="list-style-type: none"> All staff participated in Asthma Training and allergy education in-services. All staff participated in updating child protection to include Keep Them Safe. Introduction of Emergency Evacuation and Lockdown Policy for Recess and Lunch. |
| Staff Development | Training in Literacy and Numeracy | <p>All the staff participated in the following training:</p> <ul style="list-style-type: none"> Persuasive Writing/Comprehension Vocabulary Quality Teaching DASA Survey/SMART DATA |
| Facilities and Resources | <ul style="list-style-type: none"> Improved facilities for Science and Technology Improved Library facilities | <ul style="list-style-type: none"> Additional Science Labs built in the High School Additional Computer Lab built in the Primary School Additional Lab tops and Smart boards purchased New Primary Library built |

2011 Priorities areas for improvement

| Area | Priorities |
|--|--|
| Teaching and learning | <ul style="list-style-type: none"> Improved literacy and numeracy 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 SMART Training in Literacy Training in ESL Strategies |
| Literacy and Numeracy National Partnership | <ul style="list-style-type: none"> Launch National Partnership Program |

REPORTING AREA 12

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Malek Fahd Islamic School employs a variety of strategies that see values including respect and responsibility, promoted and implemented in school curricular and extra curricular activities.

The school used its role as the lead school in the Values Education Project, that was run by Curriculum Corporation to create a whole school approach to values.

Some of the strategies include using the language of values such as respect and responsibility, fairness and justice in subjects that emphasise active citizenship. This was supported by modifying lessons and programs and creating assessments that are geared towards conscious active citizenship.

Our school also supports the language of values by putting them into actions and designing activities that put values such as respect, right choice and responsibility into action.

Some of the school activities that Malek Fahd Islamic School organizes and participates in include Harmony Day. Our school designs activities for students to enhance the understanding and values of respect, appreciation and tolerance of diversity. Many of the activities center on developing cooperation and sharing between students who although share a common faith often have different cultural backgrounds. In addition to school based Harmony Day activities, our students participate in external Harmony Day activities in which they engage in intercultural and interfaith workshops and seminars to reinforce the explicit teaching of values at our school.

Our school also works towards appreciating and respecting the past. For example, we continue to hold our own ANZAC Day commemoration assembly. This assembly serves to value the past contribution of the courageous heros, encourage active citizenship and develop student leadership because it is completely run by the Student Representative Council (SRC)

Respect and appreciation of diversity is also enhanced at Malek Fahd Islamic School by the variety of interfaith and intercultural activities. For example, senior SRC students are given the opportunity to participate in interfaith discussions between Muslims Jews and Christians. When they return to school these students share their experience and what they learnt with their peers.

Our school continues to host schools whose students are studying topics about Islam. These schools come from all over the state, some are local and some are form regional NSW. In collaboration with our school Chaplain and SRC, interfaith and intercultural understanding is carried out by visiting the school mosque and providing information seminars followed by focus groups. These activities explicitly put values into action and encourage student leadership.

Environmental activities continue to be strong features of our schools values education initiative. To explicitly promote responsibility our school continues to work closely with our local council on environmental activities and we also continue to make Clean Up Australia Day, Plant a Tree Day and Streamwatch a permanent part of our extra curricular activities. These are a small example of the variety of initiatives that our school undertakes to explicitly promote values.

REPORTING AREA 13

PARENT, STUDENT AND TEACHER SATISFACTION

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

The school has an active Students' Representative Council (SRC) which provides peer support, organises various functions and produces school magazines. Discussions throughout the year and reports included in the 2011 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.

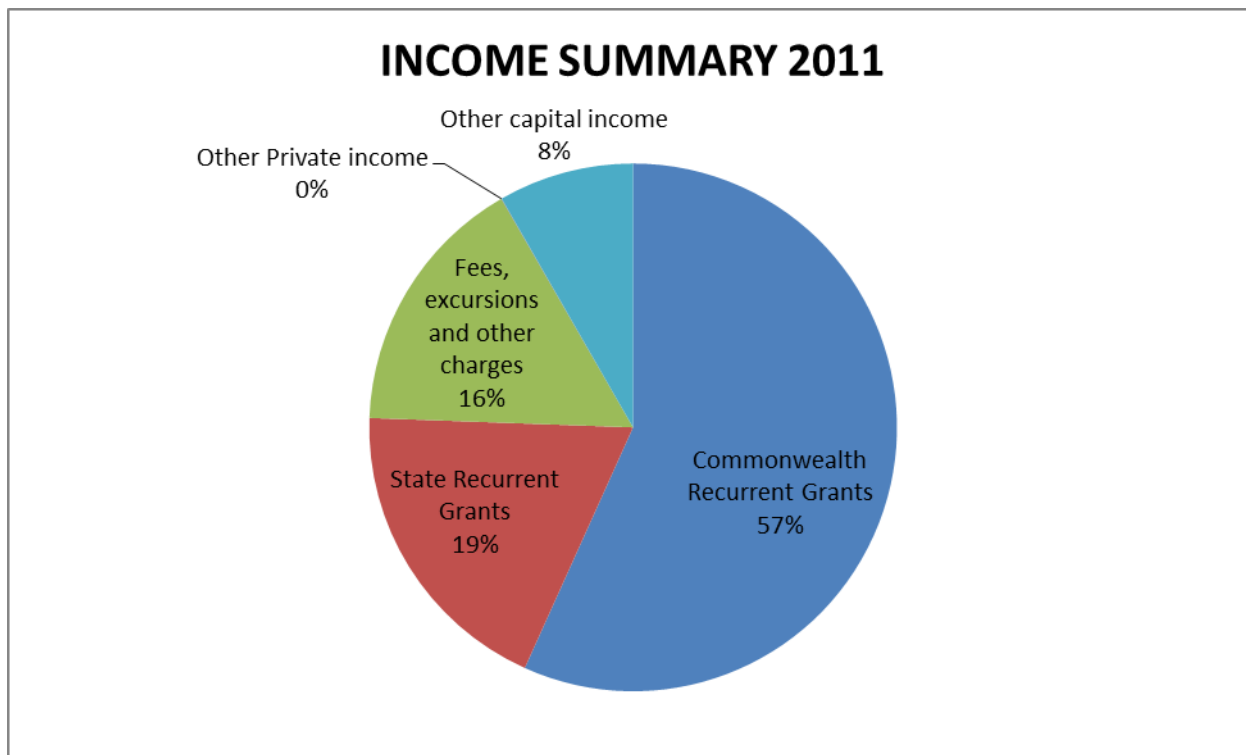
Informal feedback from teachers and discussions with the executive team indicate that during 2011 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale and the open door policy for all. They feel their contributions are valued 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 23 years ago.

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

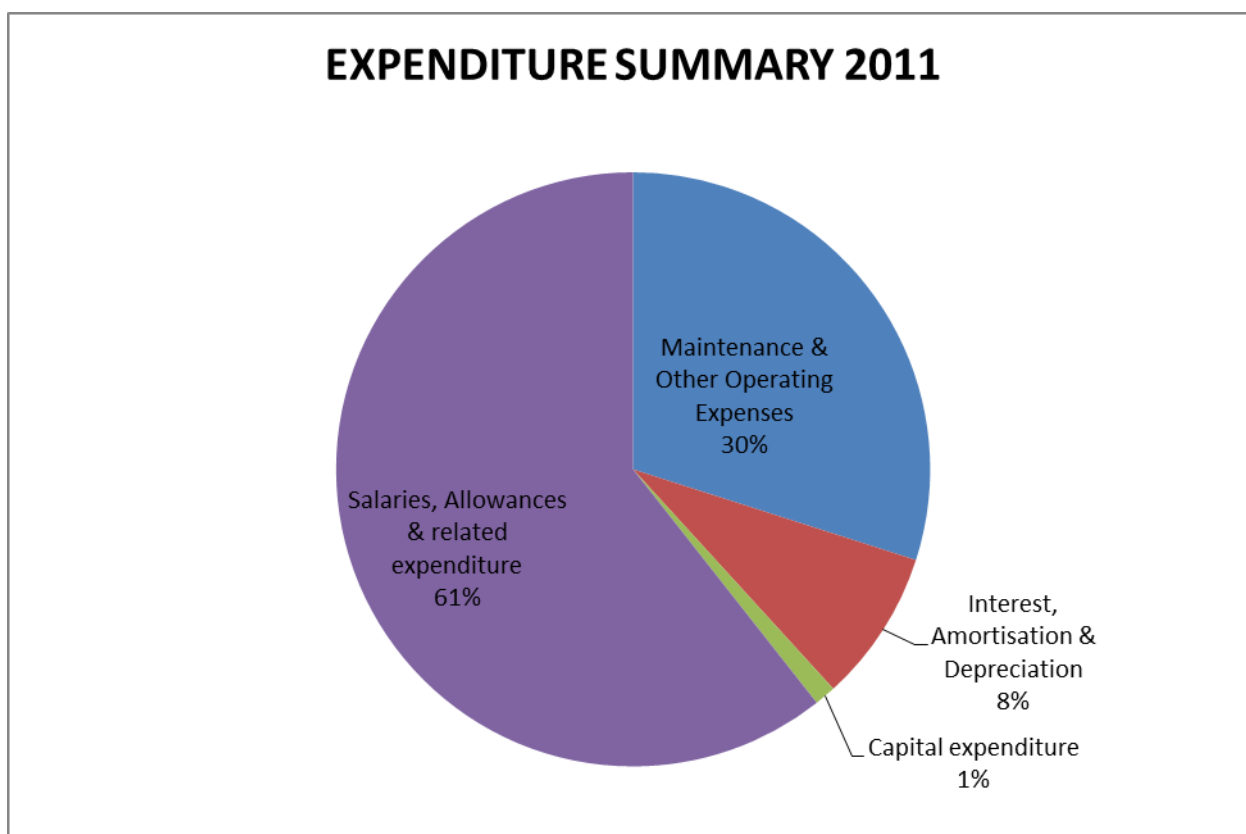
REPORTING AREA 14 SUMMARY FINANCIAL INFORMATION

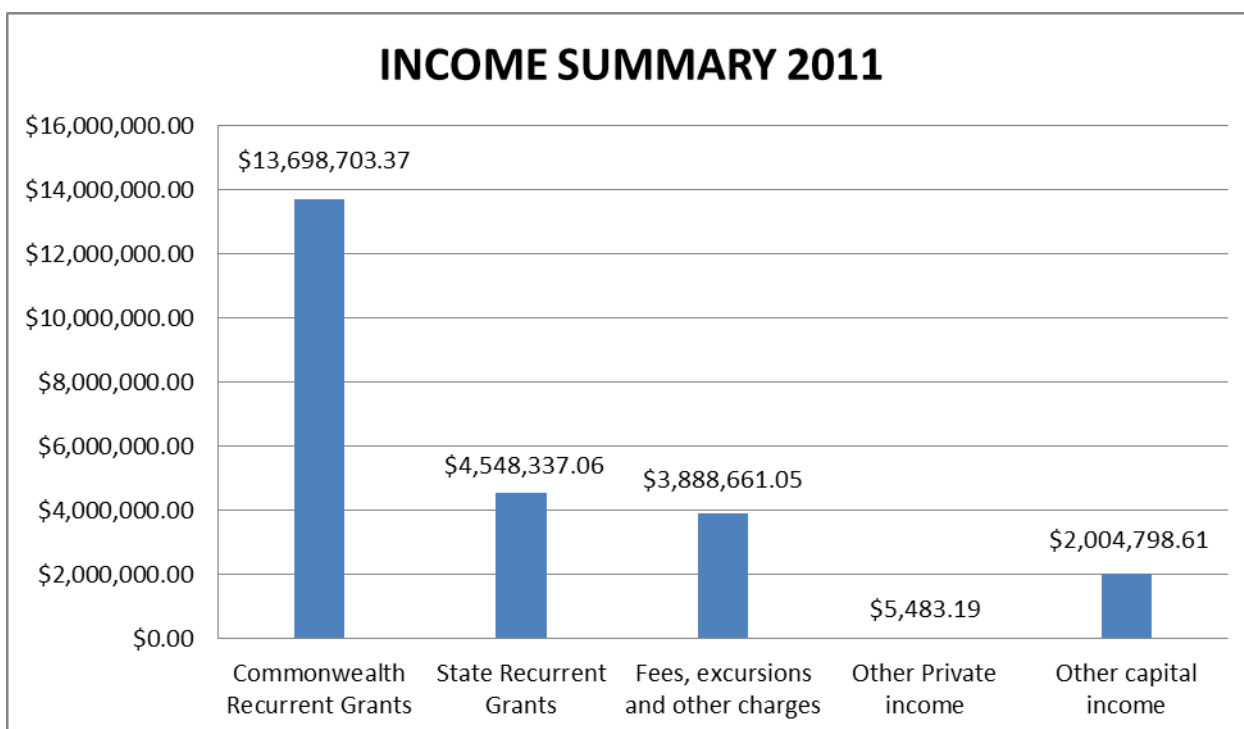
The graphs below represents income and expenditure using percentage

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



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



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