



# Malek Fahd Islamic School



## 2012 School Annual Report



# MALEK FAHD ISLAMIC SCHOOL 2012 School Annual Report

## 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 2012 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!



## **(ii) Message from the Principal**

The core values and objectives of the School are to provide opportunities to its boys and girls to excel in this life and the thereafter 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.

The school was again ranked first in the Bankstown Education District. At the State level, it ranked 5th in Mathematics. Forty-three students (38%) had an ATAR of over 90.

A milestone was reached with all the 112 HSC students qualifying for university entry in Medicine, Dentistry, Optometry, Pharmacy, Engineering, Law, Business, etc.

Once again the children excelled in the NAPLAN tests in Years 3, 5, 7, and 9.

Also, all the students have excelled in their academic work and participated in a wide range of activities such as interfaith dialogue, stream-watch program and many more.

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 for the Heart Foundation, the Cancer Council and MS Australia. The students collected funds for a wide range of charities including Westmead Children's Hospital. Each year Blood donation by the staff and senior students has been a regular feature in the school.

We thank Allah Subhanahu for giving us a successful year and we look forward to another rewarding year in 2013 Inshaa-Allah.

## **CONTEXTUAL INFORMATION ABOUT THE SCHOOL**

Our school is a showcase of an Islamic school in Australia. The core values of the school are to provide opportunities to its boys and girls to excel in this life and the Hereafter to attain success in this world and the next. The school's motto is: 'Knowledge is light and work is worship'. The school aims to develop each child intellectually, physically, emotionally, socially, religiously, morally, aesthetically and vocationally so that the children are happy and successful citizens of Australia. Our vision is to provide quality academic education and to graduate students who can make positive contributions to the Australian community through active citizenship. There is a very strong emphasis in the school on inter-faith dialogue. The school promotes values such as respect, tolerance and fair go through its school-based activities that include involvement in Harmony Day assemblies, ANZAC Day and Remembrance Day. Students take part in environmental activities such as Clean up Australia Day, Stream Watch and tree planting, which is sometimes undertaken with other local schools. 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.

Almost all the children are from language other than English (88%) 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. The school's NAPLAN results are excellent, especially in Numeracy.

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. In April 2011, the school opened two further campuses and now the Hoxton Park Campus has 94 students and the Beaumont Hills Campus 216 students. The main campus at Greenacre had an enrolment of 2023. The total student cohort of 2333 students was taught by 149 teaching and 16 Non-teaching staff.



**School sector:**

Independent



**School's address:**

405 Waterloo Road,  
GREENACRE NSW 2190



**Total enrolments:**

The Greenacre Campus had 2023 students, Hoxton Park Campus 94 students and Beaumont Hills Campus 216 students, making a total of 2333 in all.



**Year levels offered:**

K-12 at the Greenacre Campus; K-3 at the Hoxton Park Campus and K-6 at the Beaumont Hills Campus

**Co-educational or single sex:**

Co-educational



**Characteristics of the student body:**

The students come from a wide range of backgrounds. Almost all of the children are from low socio-economic and non-English speaking backgrounds but most have been born in Australia. There were approximately equal numbers of boys and girls in the school.

**Distinctive curriculum offerings:**

The school prides itself on academic excellence and most students excel at school with almost 100% of Year 12 students regularly gaining tertiary entrance. With a focus on excellence in literacy and numeracy the school's NAPLAN results are excellent, especially in Numeracy.



### **Extra-curricular activities:**

In addition to participating in sports in the school, the children play with other schools. They also take part in a wide range of extra-curricular activities with other organizations.

### **The social climate of the school:**

While all the students at the School are Muslims, the staff is forty per cent Muslim, and this is a deliberate policy of the School Board to ensure that the school employs only the best available teachers.

### **Parental involvement:**

The School had 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.

## **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:

<b>Policy</b>	<b>Changes in 2012</b>	<b>Access to full text</b>
<p>Code of Conduct for the Care and Protection of children encompassing</p> <ul style="list-style-type: none"> <li>• Legislative context</li> <li>• Duty of care and legal liability</li> <li>• Supervision of students</li> <li>• Relationships with students</li> <li>• Discipline of students</li> <li>• Communication issues</li> <li>• Camps/billets/excursions</li> <li>• Duty to disclose</li> </ul>	Revised	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>All policies are on the school website:  <a href="http://www.mfis.com.au">www.mfis.com.au</a>  To access, just click the desired topic located on the left-hand margin of the website; i.e. Policies.</p>
<p>Guidelines Against Bullying encompassing</p> <ul style="list-style-type: none"> <li>• Definition and concept</li> <li>• Examples</li> <li>• Preventative strategies</li> <li>• Recommendations to parents</li> </ul>	Anti-bullying strategies revised.	Issued to all staff and contained in folder issued to all new teachers.
<p>Critical Incident Procedure Policy encompassing</p> <ul style="list-style-type: none"> <li>• Role of critical incident team</li> <li>• Action plans/short term and long term tasks</li> <li>• Procedures requiring immediate evacuation checklist</li> <li>• Stages of responses and recovery cycle</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.</li> </ul>	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"> <li>• Availability of and access to special services such as counselling.</li> </ul>	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
<p>Medical Services Policy encompassing</p> <ul style="list-style-type: none"> <li>• Procedures to follow when students sustain any injury or illness</li> <li>• Role of the school nurse</li> </ul>	Revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Employment Screening Policy encompassing</p> <ul style="list-style-type: none"> <li>• Screening process</li> <li>• Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998</li> </ul>	Revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Codes of Conduct Policy encompassing</p>	Revise roles of the student	Issued to all staff and contained

<ul style="list-style-type: none"> <li>The right and responsibilities of students and staff within the school community</li> </ul>	representative council.	in folder issued to all new staff members.
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> <li>Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved.</li> </ul>	Revise levels of supervision and incorporate risk assessment for excursions and incursions.	Issued to all staff and contained in folder issued to all new staff member.
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>Measures designed to promote the safety and well being of students</li> </ul>	Revise strategies for lockdown drills.	Issued to all staff and contained in folder issued to all new staff members.
<p>Emergency Evacuation And Lockdown Policy encompassing</p> <ul style="list-style-type: none"> <li>Evacuation Procedures</li> <li>Welfare Coordinator instructions plus executive and teacher instructions</li> <li>Lockdown Procedures</li> </ul>	Revised lockdown procedures	Issued to all staff and contained in folder issued to all new staff members.
<p>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.
<p>Occupational Health And Safety Policy encompassing</p> <ul style="list-style-type: none"> <li>Specific responsibilities</li> <li>Staff consultation and communication and review process</li> <li>Hazard identification</li> <li>Staff accidents / Injury management</li> <li>Inspections</li> <li>Emergency Procedures</li> <li>First Aid Plan</li> <li>Risk assessments</li> </ul>	<p>Revised Risk Assessment, Inspection Checklist and Notification Forms. Included Return to work details.</p> <p>Revised Return To Work Program.</p>	Issued to all staff and contained in folder issued to all new staff members.
<p>Confidentiality Policy which outlines practices to protect confidentiality at all levels</p>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>School Building – Maintenance Work Policy encompassing</p> <ul style="list-style-type: none"> <li>Essential maintenance</li> <li>Planned maintenance</li> <li>Unforeseen maintenance</li> <li>Role of O.H and S. Committee</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.

<p>Science Department Chemical Safety In Schools Policy encompassing</p> <ul style="list-style-type: none"> <li>• Chemical register</li> <li>• Storage and classification</li> <li>• Labelling</li> <li>• Risk assessment</li> <li>• Chemical waste</li> <li>• Laboratory safety</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Assessment Data – Collection And Use Policy encompassing</p> <ul style="list-style-type: none"> <li>• Advice on appropriate procedures</li> <li>• Framework for use of internal and external data</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Premises And Building Policy encompassing</p> <ul style="list-style-type: none"> <li>• Monitoring and assessing current standard and state of repair of the School buildings</li> <li>• O.H. and S. routine inspections and additional inspections</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Safe And Supportive Environment Policy encompassing</p> <ul style="list-style-type: none"> <li>• Promotion of mutually supportive learning environment</li> <li>• Security measures designed to promote safety and wellbeing</li> <li>• Processes for dealing with complaints and grievances raised by students and / or parents</li> <li>• Pastoral Care arrangements</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Email and Electronic Facilities Policy encompassing</p> <ul style="list-style-type: none"> <li>• Rules which must be observed when communicating electronically or using IT facilities provided by the School.</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Student Attendance Policy encompassing</p> <ul style="list-style-type: none"> <li>• Specific responsibilities</li> <li>• Measures designed to follow up unexplained absences.</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>The Mandatory Accreditation of New Scheme Teachers encompassing</p> <ul style="list-style-type: none"> <li>• Accreditation requirements</li> <li>• Responsibilities and delegation</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Procedures For The Accreditation of New Scheme Teachers encompassing</p> <ul style="list-style-type: none"> <li>• Teaching standards</li> <li>• Roles of staff</li> <li>• Collection of evidence</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.

<ul style="list-style-type: none"> <li>• Accreditation Report</li> </ul>		
<p>Experienced Teacher Accreditation Policy encompassing</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Eligibility</li> <li>• Roles and Responsibilities</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.

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

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

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

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

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

During 2011 the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. The discipline policy 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

## School – determined improvement targets

Priority areas	Targets
<p><b>1. Literacy and Numeracy</b></p>	<p>1.1 To increase the percentage of Year 3 students achieving proficiency in Reading by 3% (59% to 62%).</p> <p>1.2 To increase the percentage of Year 5 students achieving proficiency in Reading and writing by 3% (R 46% to 49% W 58%-61%).</p> <p>1.3 To increase the percentage of Year 7 students achieving proficiency in Reading and Writing by 3% (R 48% to 51% W 42%-45%).</p> <p>1.4 To increase the percentage of Year 9 students achieving proficiency in Reading and Writing by 3% (R 43% TO 46% W 47% -50%).</p> <p>1.5 To decrease the percentage of students in the bottom three Reading bands in Years 3,5,7 and 9 from 24% in 2012 to 20% by end of 2013.</p> <p>1.6 To increase the performance of Year 3 in the area of Data, Measurement, Space and Geometry in the top two bands by 2% (end of 2013).</p> <p>1.7 To increase the performance of Yr 5 in the area of Data, Measurement, Space and Geometry in the top two bands by 3% (ends of 2013).</p> <p>1.8 To increase the performance of Yr 9 in the area of Data, Measurement, Space and Geometry in the top two bands by 3% (end of 2013).</p> <p>1.9 To decrease the percentage of students in the bottom three numeracy bands in Year 3 from 15% in 2012 to 10% in May 2013.</p>



## **Parent, teacher and student satisfaction with the school:**

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 2012 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.

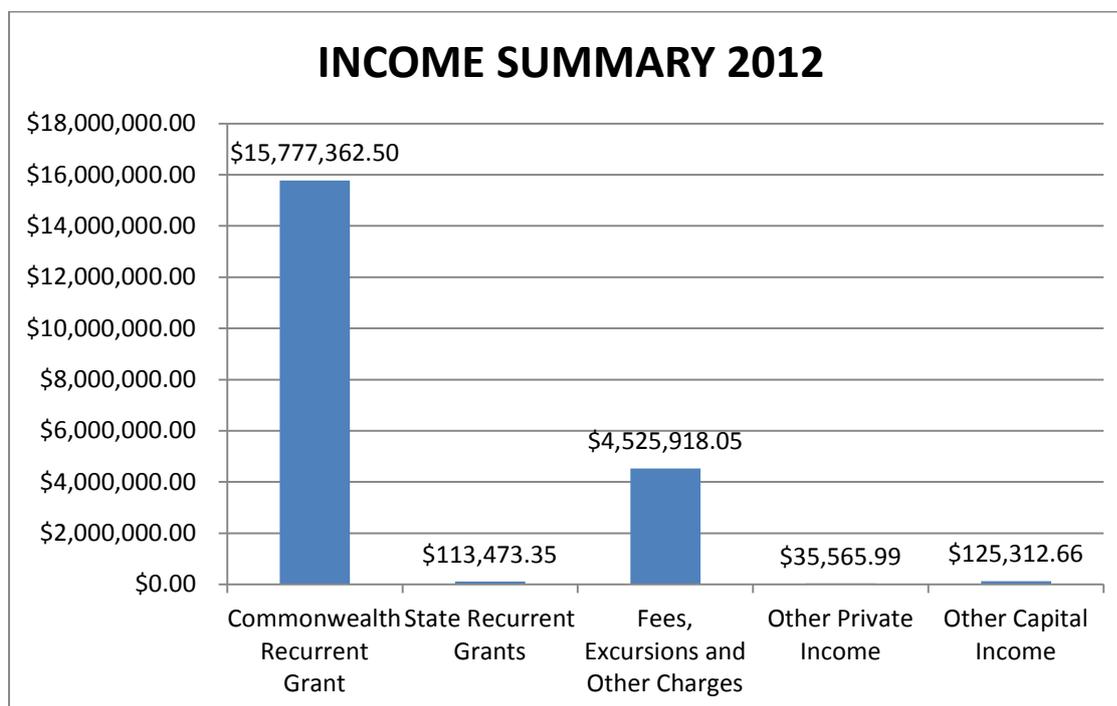
Informal feedback from teachers and discussions with the executive team indicate that during 2012 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale and the open door policy for all. They feel their contributions are valued 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 24 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.

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## SUMMARY OF FINANCIAL INFORMATION

School Income broken down by funding source



This information can be obtained from the *My School* website [www.myschool.edu.au](http://www.myschool.edu.au)

## STAFFING INFORMATION

Staff composition, including Indigenous Staff:

Of the 133 FTE teaching staff 26% were Male and 74% Female. 40% of the staff are Muslims. There are no indigenous staffs employed at the school.

**Qualifications of all teachers:**

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	119

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	22
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	12

### **Expenditure on and teacher participation in professional development:**

#### **Expenditure on PD**

Total Number of Teachers	Total expenditure on Teachers PD (as reordered in Financial Questionnaire)	Average expenditure on PD per teacher
149	\$100,890.61	\$677

#### **Teacher participation in PD**

Malek Fahd Islamic School promotes the development not just of our students but our staff as well. Our school provides all staff with opportunities for professional development so that they may stay up to date with current and contemporary pedagogy, content, legislations and school requirements. In addition to extending external professional development to staff to enhance their own skills and content knowledge, our school also provides onsite professional development opportunities. To date our school professional development events have focused on:

- Child protection and duty of care
- Engaging kids today
- ICT pedagogy -Using ICT effectively to meet syllabus outcomes and objectives
- The Australian National Curriculum.



**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

The staff average for unplanned absences of sick and emergency leave periods of up to 5 days was 0.26 days per staff member.



**Proportion of teaching staff retained from the previous year:**

90% of teaching staff were retained from 2011.



## KEY STUDENTS OUTCOMES

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE,  
SECONDARY RETENTION

Average student attendance rate (%) for the whole school:

For whole school student attendance rates please refer to the school's data on the MySchool website: <http://www.myschool.edu.au>



**Average student attendance rate for each year level:**

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 2012. This was similar to the daily attendance in 2011. 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.

**A description of how non-attendance is managed by the school:**

**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 2011 to Year 12 in 2012 was 100 per cent. Eighty per cent of the 2009 Year 10 Cohort completed Year 12 in 2012. 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 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.

## STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

### NAPLAN results for Years 3, 5 and 7 and 9 in 2012

Once again almost all students performed at or above the national minimum standard in Reading, Writing, Spelling, Grammar/Punctuation, Overall Literacy and Overall Numeracy.

These outcomes can be obtained from the *My School website*  
<http://www.myschool.edu.au>

### 2011 School Certificate

#### Summary of Results achieved

Table 1 Grades achieved in each Course (School/State Grading Pattern Comparison) -2011

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
 <a href="#">English 200 hours (300)</a>	176	84958	22.16	37.50	27.27	3.98	9.09		12.43	25.57	37.05	17.44	6.31	1.20
 <a href="#">Mathematics 200 hours (323)</a>	181	85054	16.57	45.30	23.20	14.36	.55		14.45	22.96	30.93	23.93	6.54	1.19
 <a href="#">Science 200 hours (350)</a>	181	84920	27.62	45.86	19.34	6.63	.55		12.90	23.60	35.31	19.21	7.85	1.13
 <a href="#">Australia in Geography 100</a>	176	84850	17.61	44.32	31.25	6.25	.57		11.73	22.58	34.91	21.11	8.63	1.03

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
<a href="#">hours (4015)</a>														
 <a href="#">Australian History 100 hours (4005)</a>	176	84843	21.59	30.11	38.07	9.66	.57		12.13	22.01	33.39	22.15	9.30	1.01
 <a href="#">Information &amp; Software Technology 100 hours (1831)</a>	176	3255	30.68	40.91	18.75	7.95	1.70		14.62	26.85	32.63	16.87	8.36	.68

**Table 2 School Examination results Vs. State -2011**

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
 <a href="#">Australian Geography, Civics and Citizen</a>	5050	176		81.06	72.15	8.91	.80
 <a href="#">Australian History, Civics and Citizenship</a>	5040	176		82.84	72.42	10.42	.95
 <a href="#">Computing Skills</a>	6000	176		84.57	79.20	5.37	.44
 <a href="#">English - literacy</a>	5000	176		81.53	77.34	4.19	.49
 <a href="#">Mathematics</a>	5010	181		85.32	70.88	14.44	1.16
 <a href="#">Science</a>	5020	181		87.54	75.44	12.10	1.22

## HSC Outcomes for Year 12 in 2012:

In relation to the 2012 HSC the School ranked 35<sup>th</sup> in the state and 5<sup>th</sup> in Mathematics.

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

<b>Subject</b>	<b>Marks of 90 and above (Band 6)</b>
Biology	43 (36.4%)
Business Studies	1 (2.94%)
Chemistry	24 (27.27%)
English (Advanced)	10 (9.7%)
Legal Studies	3 (6.38%)
General Mathematics	3 (8.33%)
Mathematics	64 (64.0%)
Mathematics Extension 1	30 (93.75%)
Mathematics Extension 2	16 (57.14%)
Physics	3 (5.66%)
Senior Science	1 (6.25%)

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

<b>Course</b>	<b>Number of Students</b>	<b>School vs. State Variation</b>
Biology	118	11.98
Business Studies	34	3.99
Chemistry	88	6.33
English (Standard)	28	6.79
English (Advanced)	103	1.09
English Extension 1	4	0.69
Legal Studies	46	2.25
General Mathematics	36	6.54
Mathematics Extension 1	32	13.00
Mathematics Extension 2	28	5.71
Physics	52	0.81
Senior Science	16	4.05
Software Design and Development	11	-5.53

## POST-SCHOOL DESTINATIONS

2012 University Admissions

All 112 of the 2011 Year 12 students gained University admission as follows:

<b>Faculty</b>	<b>Number of Students</b>
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

Contact person for further information:

Dr Ray Barrett, Principal

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CHULLORA NSW 2190  
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