

MALEK FAHD ISLAMIC SCHOOL



2020 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

MFIS 2020 Annual Report – Chairman’s Report

Malek Fahd Islamic School achieved much in 2020 despite the challenges posed by the COVID-19 pandemic.

The Strategic Plan 2018 – 2021, developed with input from both staff and parents, continued to provide a roadmap for change and improvement across the areas of Curriculum and Islamic Pedagogy; Assessment; Staffing; Safe, Secure and Respectful Environment; Buildings and Facilities; Information and Communications Technology (ICT) Facilities; and Communications and Public Relations. The School has achieved most of the initiatives outlined in the Plan.

One initiative of particular significance is the continued focus on Islamic Pedagogy. During 2020, the School continued to work with the Centre for Islamic Thought and Education at the University of South Australia to develop a better understanding Islamic Pedagogy and incorporate it into the educational programs and practices at MFIS. This initiative has seen many staff from MFIS complete studies in Islamic Pedagogy through the Centre. The team from the Centre has also provided advice and guidance to the School. This initiative will continue into the future.

The School had hoped that during 2020 the final matter concerning the School’s NSW Government funding would be resolved. This matter relates to the decision by the NSW Minister that in 2014 and 2015 MFIS operated for profit, and hence should repay all NSW government funding provided to the School in those years. At the end of 2020, this matter had not been resolved.

Despite this, the Board is satisfied that the School will continue to be a viable enterprise that provides a quality education to its students.

The Board is grateful to the Principal, Mr Bruce Rixon, and all staff who continue to make Malek Fahd Islamic School an excellent educational institution where students receive an education that inspires them to achieve their full potential, embrace the future and make positive contributions to the community.

Dr John Bennett

School Board Chairman

MFIS 2020 Annual Report – Principal’s Report

2020 was an unusual and challenging year. It was the year of COVID-19. By mid-March 2020, countries began to shut borders, close businesses, and cancel community events. At Malek Fahd, we began to prepare for remote learning. In March, all students and staff began remote learning and continued until June. In November, Hoxton Park closed for 14 days. Students and staff of Hoxton Park were forced into isolation and returned to remote learning.

There is no doubt that COVID-19 has left an indelible mark on the world and on our lives. This is indeed the case for MFIS. In addition to remote learning and the closure of the Hoxton Park Campus, the Year 12 graduation dinner and formals were cancelled, as were a significant number of school excursions, sporting events, community service initiative, Iftars, Eid celebrations and Umrah. Despite such challenges, our faith has ensured that we have come out of the pandemic stronger. We have greater resilience, care, and compassion for each other. COVID-19 has meant that we learnt to do things differently. From the delivery of lessons, meetings, drop-off and pick up times to Kindergarten and Year 7 Orientation Days and Year 10 Work Experience, the list goes on.

The School’s response to COVID-19 was excellent. Led by an very efficient, hard-working, and focused Executive team, staff made a significant team and acted swiftly to a new way of teaching, learning, and communicating. Staff, students, and parents rose to the challenges presented. We adapted with lessons through Microsoft Teams, students accessed technology from home and embraced new routines, self-regulated, became organised, and committed to remote learning. We introduced social distancing, hygiene and hand sanitiser. I am most grateful to staff for the swift adjustment to the demands of COVID-19. Demands that included grasping with both hands the technology for remote learning and adapting the classroom environment to allow staff to teach from home.

IT staff played a significant role in preparing students and staff for remote learning and establishing Microsoft Teams for virtual lessons. The School did not close, however, staff were able and encouraged to work from home. Teaching, communications, meetings, counselling, and Friday sermons were all delivered via Microsoft Teams and staff regularly contacted student via telephone. Returning to normal operation was interesting and presented some challenges as we at readjusted and attempted to foster a normal school environment.

Throughout this global pandemic, our Year 12 Students and teachers toiled long, hard and effectively. I congratulate our students who sat for their Higher School Certificate and achieved their goals. In particular, I acknowledge those students at Hoxton Park who were the first Year 12 cohort to sit the HSC.

Gradually COVID restrictions eased, and the Year 12 Graduation Assembly went ahead with parents in attendance. We were able to celebrate achievements at Stadium Australia with an audience of 500 people.

NESA Registration

A significant milestone for the School was the NESA Registration and Accreditation inspection. The School gained its full five-year Registration and Accreditation. This is the first time since 2012 that Malek Fahd Islamic School has received the maximum five-year Registration and Accreditation. In that time, there have been 19 NESA Inspections of the School. Staff are doing magnificent work to deliver an excellent educational program and ensure facilities and compliance requirements are at the highest standards.

Teaching and Learning

We continued to increase our academic support for those who need it and have expanded our cohort of learning support staff and teacher aides. There are now 20 learning support staff across the three campuses in both primary and secondary.

With the implementation of new primary and secondary syllabuses, in 2020, we made significant progress in the consolidation with our curriculum. This includes the broadened curriculum of CAFS and Geography in Stage 6. This year, we continued to consolidate Vocational and Educational Training (VET) courses with a focus on construction and began development of our Science, Technology, Engineering, Art and Mathematics (STEAM) project across all three campuses.

To ensure we accommodate the academic diversity of our students, we have streamed the secondary classes of English, Mathematics, Science, Arabic and Islamic studies and provided a support teacher. We have also significantly increased our cohort of learning support staff and teacher aides. There are now 18 learning support staff across the three campuses in both primary and secondary.

In 2021 we will be expanding the curriculum delivery offering Opportunity Classes (OC) for Year 5 students at the three campuses; additional streaming in Mathematics, English, Science, Arabic and Islamic Studies - Year 7 to 10. This will allow us to ensure students are in a learning environment that best suits their academic needs. We will have Acceleration Programs for Mathematics and Science that will start in Stage 5.

With a focus on moving forward, there have this year been several changes to enhance the operation of the School. This includes the introduction of deputy heads of campus, a separate Head of Department for HISE History and Social Science, assistant heads of Mathematics and English and Primary Stage co-ordinators. We have also appointed a Director Professional Practice and Innovation and Compliance. In 2021, there will be further growth in the leadership of our School as we appoint a Coordinator of Literacy and an Assistant Head of English, who will lead the English Departments of Hoxton Park and Beaumont Hills.

During the year we completed a review of Arabic and Islamic Studies. Recommendations of these reviews have been implemented.

Higher School Certificate (HSC)

Academically, Malek Fahd continued to grow. Students from Hoxton Park completed the HSC for the first time. I congratulate those who achieved success with their Higher School Certificate (HSC). This year we saw a 40 percent

increase in students who sat the HSC. We attribute this increase to our commitment to nurture and enable every student to achieve their personal best. I am also delighted to note many students received university offers ahead of receiving their Australian Tertiary Admission Rank (ATAR) scores. This year included scores as high as 99.75. Congratulations to all.

Islamic Pedagogy

In 2020 the School began working with Professor Abdalla of the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia to implement the Islamic Pedagogy program in the School. This program is known as the Niyah Project. We have embarked on professional development for all staff; short courses; a Graduate Certificate course; the prospect of a mentoring program; the review of the School's teaching and learning framework as well as the logistics of engaging the School with this innovation.

Wellbeing and Counselling

Malek Fahd leads the way in counsellor and welfare support. At MFIS **every child matters** and we provide additional wellbeing support to every child who needs it. Our year advisors, counsellors, sheikhs, students, alumni, external presenters, mentors and welfare and wellbeing staff all play a significant role in supporting our students from kindergarten to Year 12. Support initiatives include workshops, mentoring, advocacy, community service and leadership and team building.

Homeroom bulletins are created to boost student mental, spiritual and physical wellbeing. Our campus sheikhs support the bulletins in their sermons and reinforce our Islamic ethos. Malek Fahd is an inclusive institution that welcomes students of all academic abilities at all ages with a curriculum to meet the needs of all students.

Community Service

The COVID-19 saw the School's event calendar and work in the community reduce somewhat. Despite this, a number of fundraising and awareness raising activities proceeded. These activities included Jeans for Genes, NSW Cancer Council, Daffodil Day, Pink Ribbon Day, Food and Blanket Drive for Syria, Lebanon Crisis appeal, NAIDOC Week, Book Character Parades and Harmony Day. Hoxton Park Campus also sponsored four orphans, two Palestinian and two Indonesian children through Human Appeal. We also established and maintained nine water wells in other parts of the world.

Sporting

Sport blossomed beyond expectations during 2019 and much was planned for 2020. Despite COVID-19, many sporting activities and initiatives proceeded across all year groups. Activities included the ISD Basketball Championships, cricket, Australian rules, basketball, Oz Tag and football. The Talented Athlete program was also formed with rugby league and Oz Tag skills a focus.

Scholarships

To assist our School community, Malek Fahd offers several scholarships including academic, all-rounder and religious. There is also support available for those in financial hardship.

Student Leadership

I have been very impressed with the student leadership. In particular I wish to acknowledge our captains Issac Keany and Saja El-Dadoun, (VC) Ibrahim Chahine and Sarah Kak (Greenacre); Mohamed Omer and Muqaddas Butt (Beaumont Hills); Isaac Al Mohammad and Shaheen Khalil (Hoxton Park) for their leadership and assistance to others.

Presentation Days

Presentation Days were held at each campus at the conclusion of the academic school year. Covid restrictions meant presentations days were held in smaller sections and no parents attended. During each of the presentations I reflected on the academic year and provided an insight into the School's strategic plan and its vision for 2021.

Year 6 Graduations

A special Graduation was held for Year 6 students across all three campuses. The celebrations were spectacular as students proudly presented in academic robes as they received their graduation certificates. I thank the Year 6 teachers for their preparation of this special day.

Facility Improvements

During the year we made significant improvements to facilities at each of the three campuses. At Hoxton Park: installation of a demountable hall and three demountable classrooms; conversion of a classroom to office space and staff common room; sound-proofing of office space; renovation of existing library for senior student study area; installation of blinds to all classrooms; fencing the School boundary; installation wall to separate to separate the server centre from other infrastructure; refurbishment of counsellors room; purchase and installation of two storerooms; development of new play area for students; upgrade of facilities to eliminate trip hazards and removal of large dirt stockpile.

At Beaumont Hills: Resurfacing of carpark; removal of trees; installation of turf with self-operating irrigation timer system; and at Greenacre Primary: conversion of administration storeroom into office space for the Deputy Head of Campus; conversion of two existing Storerooms (level 2) into two new office spaces with A/C units installed; refurbishment of administration space and installation of netting on the underside of the courtyard shade canopy to control birds.

Greenacre Secondary: construction of three rooms for wellbeing and counsellor meeting rooms; division of Head of Campus office to accommodate Deputy Head of Campus; creation of a larger workspace for male teaching staff; enhancement to the secondary hall. Boys Secondary: 11 Classrooms refurbished and painted; extensive classroom refurbishment; Secondary Administration: construction of four new office spaces and a new meeting room and removal of trees in boys' courtyard.

During the summer holidays, the School embarked on significant works and improvements.

- **Beaumont Hills:** the installation of a large hall to accommodate 600 students and two office spaces. The existing hall will be converted into two classrooms, two office spaces and a male and female sick bay. An external staircase will be installed adjacent to the new building. Mungerie Road will be widened to accommodate the increased number of students at the campus.
- **Hoxton Park:** construction of a second bus bay began in December, the administration block was refurbished to become a male and female sick bay, and the demountable hall was refurbished to accommodate an additional classroom. The large mound of dirt will be removed to enable the creation of new play areas.
- **Greenacre Primary** classrooms and the outside areas were also painted.

99 Names of Allah

Many of our Kindergarten students successfully memorised the 99 names of Allah. During the final weeks at Greenacre Kindergarten these students were presented with a special trophy acknowledging this significant achievement. Congratulations to you all.

Year 7 Orientation

To help with the transition from primary into secondary schooling, a Year 7 orientation program was held at each campus at the start of the academic school year. The program encompassed school structure, subject familiarisation, study skills, school discipline policy, anti-bullying, resilience, team building and more.

Kindergarten Orientation

The Kindergarten orientations sessions held at the conclusion of 2019 provided our future students a glimpse of formal school life. These were an important part of Kindergarten because it allowed staff to gauge the learning capacity of the children. Teachers used their knowledge and skills to cater for the needs of students be it academic or social. Seeing the new students walk into the classroom and immediately engage with the planned activities impressed everyone.

Strategic Plan

The School is well into the implementation of the Board Strategic Plan for 2018 to 2021. The School has begun to develop Strategic Plan for the next three years and will begin high level consideration of a 2021 – 2040 Strategic Plan.

Branding and Website Design

During 2020, the Board began the review of the marketing strategy for the School and began to investigate suitable agencies. The School also began the review and rebuild of the website. Both projects will take shape during 2021.

Leadership Team

In 2020, we made several successful appointments and our leadership structure continued to evolve and grow. Key appointments were Director of Professional Practice and Innovation and Teaching and Compliance Officer Mrs Cato; deputy heads of campus: Mr Shameem (Hoxton Park), Ms Charmand (Greenacre Primary); Ms Nachar (Greenacre Secondary) and Ms Mitchell (Hoxton Park), Careers Advisor Ms Khalaf; Primary Greenacre Stage Co-ordinators: Ms Howard, Ms Halbouni and Ms Parveen; Assistant Head of Mathematics Ms Odeh and Assistant Head of English, Ms Taha.

As we enter 2021, our leadership structure will continue to develop and we will introduce the new role Director Faith and Australian Islamic Identity. The role will require active engagement with staff, students, parents and the wider School community across all campuses and will work closely with the Senior Executive, sheikhs, wellbeing and welfare staff and Islamic Studies staff. During 2021, the School will develop the role of Communications and Marketing Manager. We will review of Greenacre Primary Curriculum leadership, and, in line with the Strategic Plan, review the pastoral care leadership structure and consider the implementation of a vertical house system.

I thank the Senior Executive deputy principals, Mr Ahmed, Mr Lord and Mr Hamper, Business Manager Mr Aktypis, Sheikh Fawaz, Director of Professional Practice and Innovation and Teaching and Compliance Officer Mrs Cato, IT Manager, Mr Nguyen, IT Facilities Manager, Mr Aqeel Mukaddam, Facilities Manager, Mr Charlie Cataldo, Heads of Campus Mr Dib, Ms El-Ahmad, Ms Khan and Ms Kassem and Deputy Heads of Campus Ms Charmain, Ms Nachar, Ms Mitchell, and Mr Shameem. I also acknowledge our curriculum leaders Mrs Bragg and Ms Mourad, our respective heads of wellbeing for the three campuses Ms Kbbar, Mr Khoder, Ms Charmand and Mr Saddik. I thank also our heads of department, welfare and year advisors, teachers, counsellors, technology, maintenance and administration staff. Malek Fahd has a professional, dedicated, and valued team.

Thank you to our School Board and, in particular, our Chair Dr John Bennett. The Board's strong governance, support and guidance is ever appreciated.

Mr Bruce Rixon

Principal

MFIS Annual Report 2020 – Deputy Principal’s Report

In 2020 the School’s total enrolment was 2798 students. This included 2051 students at the Greenacre Campus, 390 at the Beaumont Hills Campus and 357 at the Hoxton Park Campus.

Students from 40 different cultural backgrounds attend the School. The School’s staff of more than 250 teachers and teachers’ aides and 15 administrative staff supported the students through their studies.

The year and term 1 started as any normal year with our Staff development day at School and students started without issue. This ground to a halt upon announcement of the COVID-19 lockdown.

The school moved into remote learning with little training and few days to prepare. The IT department went into action and set up MS Teams. Staff trained and attended virtual meetings which soon became the norm.

Teachers began to deliver virtual lessons and the majority of students took well to technology and enjoyed the virtual format.

Malek Fahd has a well-developed wellbeing structure with more than 40 wellbeing activities and programs run both by the wellbeing team, teacher champions and some external providers. These activities make an enormous difference to the much-needed social skills development for the students.

In 2020, the School planned a lot of wellbeing programs with numerous incursions and excursions scheduled throughout the year to help students consolidate their learning. Unfortunately, social distancing saw such activities suspended until the end of school year with only online modules undertaken by students. In 2020 the School counsellors at all campuses provided support to students who showed signs of anxiety and stress from lockdown and remote learning.

Numerous parents requested fee remission as many lost jobs or had work hours reduced. The School considered every application of a case-by-case basis. Despite the many economic and mental health challenges presented by the pandemic, some community members engaged the School to help our orphan students.

The SRC-organised parent and student Iftar Dinners were cancelled however the holy month of Ramadan was observed with shortened timetable at School. The congregational prayers and Iftars Dinners were restricted to homes with immediate family members. Students conducted daily prayers individually in open courtyards.

The balance between academic study and spiritual fulfilment was further achieved through various student and teacher initiatives. Fundraising events included The Biggest Morning Tea and Pink Ribbon Day and provided opportunities for students to demonstrate care and compassion. These events were socially distanced and our students displayed outstanding leadership and organisational skills during these successful events. The Islamic pillar of charity was central to student participation in these activities.

The School’s ongoing success in the HSC was welcome with continued strong performance across a diverse range of subjects despite the absence of face-to-face learning. Twenty-five students gained an ATAR of more than 90 and remaining students achieved around 80 plus. Altogether 148 graduated from Year 12 and most gained a place at university with highest ATAR of 99.75. Our dedicated teaching staff provided students with all the help and nurtured them to success.

Our staff completed online professional development during 2020 and completed many online modules for accreditation. Professional covered holistic approaches to child protection, writing and reading skills as well as enhancing secondary teachers' skills in the interpretation of data to improve teaching and learning outcomes. The year 2020 was challenging but taught us much about how to adapt to sudden changes and restricted freedom at very short notice.

Mr Aiyub Ahmed

Deputy Principal (Pastoral & Community)

THEME 2: Contextual Information about the School

Malek Fahd Islamic School in 2020 consisted of four campuses': Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. It is an independent co-educational, Islamic School which includes a multicultural and socially diverse student population. Malek Fahd Islamic School prides itself on being an advanced and high achieving school, which has served the community since 1989. The core values of the School are to provide opportunities for students to excel in their education and to contribute valuably to the community. The School's motto is 'Knowledge is light, and work is worship'.

Malek Fahd Islamic School is committed to excellent teaching and learning. In addition, the Arabic language, Islamic Religious Education and the Islamic religious life of our School are a distinctive part of our curriculum offerings.

The COVID-19 had a heavy impact on all in the School community and the School responded well and all adapted to remote learning and social distance.

Despite the challenges of COVID-19, the School in 2020 continued to provide and enhance student learning opportunities with additional courses in CAFS, Geography, Society and its Culture, Economics in Stage 6 and streamed several secondary classes in English, Mathematics, Science, Arabic and Islamic Studies. The School appointed a teacher to support students with lower ability. VET courses continued and the School continued its journey with STEAM and continued to develop reading and literacy skills with initiatives such as Book Week as students and staff dressed up and brought alive the various classic novels with the dress up of students and staff. All students at Malek Fahd Islamic School are Muslim. Non-Muslim teachers represent 30 percent of staff, reflecting a policy of the School to ensure it employs the best available teachers. Academically, Students from Years 2, 4, 6 and 8 sit for the Allwell Academic Assessment. This is used to inform on students learning needs and areas for focus and growth. The pandemic saw NAPLAN testing cancelled in 2020. The performance of our HSC students was a 2020 highlight. University is the main post-school destination for most students and, as such, the ATAR is the key measure of focus. The performance of the 2020 cohort was excellent. More than 1 in 5 of our students achieved ATAR in the 90s and many in the high 90s.

School fundraising, sports and community events for the School reduced significantly in 2020. Despite this, several initiatives did proceed.

Malek Fahd Islamic School embraces the Holy month of Ramadan and actively participates in community events such as Iftar evening dinners, Quran memorisation and recitation competitions. The School choir performs Islamic Nasheed and there is a Ramadan art and classroom decoration competition. Unfortunately, these events were cancelled in 2020.

We continued to lead in wellbeing support and in 2020 provided additional support to students across all campuses. The School has developed a Wellbeing Framework and associated initiatives that encompass Kindergarten to 12. This has provided greater clarity and consistency across the whole School. Activities include workshops, mentoring, advocacy, community service, leadership/team building. In 2017 we had one counsellor available one day a week. In 2020 we have four full-time counsellors.

Our weekly homeroom bulletin and topics seek to enhance our students' mental, spiritual and physical wellbeing. Bulletins cover topics from bullying and respect to charity and manners and complement the sermons delivered by our Sheikhs. This collaboration reinforces the Islamic ethos and gives students Islamic perspective as well.

Many co-curricular activities across the three campuses help promote student leadership and, in 2020, our SRC initiated and promoted several worthy charitable activities. They raised almost \$4000 for a local charity to buy school supplies for disadvantaged local students. We also held Quran and public speaking competitions across the campuses. Children interested in technology have been able to extend their talent in our Robotics club.

By the end of the year, as we returned to normal school life, we held several of our big assemblies, such as the Kindergarten 99 names of Allah award ceremony, the Year 12 and Year 6 Graduation assemblies, and K – 5 end of year award presentation assembly. We were able to stream these events to the parents via Microsoft Teams.

Our success at Malek Fahd Islamic School is testament to the inspiration and motivation of our dedicated teachers and administration staff that engage and inspire our students to learn, achieve, and thrive. The staff, students and parents' perseverance and hard-work sees our community come together for a common goal – teach children and impart knowledge upon them. These children will absorb and in turn become the leaders of the next generation of people insha'Allah.

Parental involvement

The Parents Advisory Committee (PAC) is comprised of office bearers, ex-officio members and elected members. This Association regularly exchanges information, discusses solutions to problems and issues raised by parents. All the parents have the contact details of the committee members and there are suggestion boxes around the School. The PAC is also on the nominations committee and is able to bring ideas, views and grievances to the School Board.

THEME 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

Tests and examinations

The COVID-19 global pandemic meant no NAPLAN examinations were held in 2020. There is no NAPLAN data for Years 3, 5, 7 and 9.

THEME 4: Senior Secondary Outcomes

This reporting area does not apply to K-6 students.

Record of School Achievement Stage 5: Summary of Results Achieved

MFIS did not have any students that required the issuance of a Record of School Achievement in Stage 5.

2020 Results – Table 1 Grades achieved in each course (School / State Grading Pattern comparison)

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(%)
English 200 hours (300)	174	87056	2.87	40.23	39.66	14.37	2.87		12.81	28.52	36.25	15.83	5.86	.73
Mathematics 200 hours (323)	174	87400	9.77	15.52	38.51	31.03	5.17		15.35	22.24	32.26	22.80	6.71	.65
Science 200 hours (350)	174	87109	15.52	16.67	43.10	19.54	5.17		13.24	24.59	35.99	18.87	6.64	.66
Commerce 100 hours (431)	143	5467	18.18	44.76	30.77	5.59	.70		18.79	30.89	33.84	12.00	4.08	.40
Geography 100 hours (4015)	175	87026	17.71	32.57	39.43	8.57	1.71		15.36	27.82	34.53	15.74	6.00	.56
History 100 hours (4007)	174	87048	16.67	32.76	23.56	24.14	2.87		15.05	27.28	34.69	16.22	6.12	.64
Arabic 100 hours (801)	22	109	31.82	40.91	22.73	4.55			29.36	30.28	22.94	10.09	7.34	
Food Technology 100 hours (1626)	16	5915	12.50	31.25	43.75	12.50			14.62	28.57	34.95	14.81	6.51	.54
Information and Software Technology 100 hours (1831)	66	2353	19.70	30.30	30.30	19.70			18.87	30.34	31.92	13.17	5.18	.51
Visual Arts 100 hours (2061)	23	3984	30.43	47.83	21.74				17.09	32.86	32.45	11.47	5.32	.80
Personal Development, Health and P.E. 100 hours (2421)	174	20554	16.09	35.63	41.95	6.32			17.49	34.61	34.32	9.90	3.25	.43

2020 HSC (Preliminary) Table 2 Grades achieved in each course (School / State Grading Pattern comparison)

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(%)
English Advanced 2 unit (11140)	49	28945	12.24	44.90	40.82	2.04			21.18	43.78	29.80	4.50	.64	.10
English Standard 2 unit (11130)	107	34276	.93	18.69	59.81	18.69	1.87		4.45	25.94	46.46	17.22	5.41	.52
Mathematics Advanced 2 unit (11255)	69	25041	17.39	31.88	42.03	8.70			24.72	25.86	31.23	14.55	3.57	.06
Mathematics Extension 1 unit (11250)	17	11834	17.65	23.53	47.06	11.76			28.64	27.68	27.96	12.86	2.81	.04
Mathematics Standard 2 unit (11236)	87	40775	4.60	18.39	47.13	28.74	1.15		7.72	20.91	36.78	23.84	10.05	.69
Biology 2 unit (11030)	97	25370	20.62	29.90	41.24	7.22	1.03		12.64	27.01	39.05	16.19	4.86	.25
Chemistry 2 unit (11050)	48	14917	12.50	39.58	37.50	10.42			16.36	27.22	36.07	16.04	4.11	.19
Physics 2 unit (11310)	21	11163	28.57	33.33	33.33	4.76			16.01	27.78	35.30	16.42	4.35	.14
Ancient History 2 unit (11020)	15	9139	13.33	53.33	26.67	6.67			16.08	26.38	33.78	16.14	6.63	.98
Business Studies 2 unit (11040)	105	23454	11.43	31.43	36.19	18.10	2.86		13.61	28.35	36.91	15.42	5.24	.48
Economics 2 unit (11110)	9	7088	11.11	55.56	33.33				23.97	33.56	29.92	9.85	2.58	.11
Geography 2 unit (11190)	8	6058	12.50	62.50	25.00				19.21	31.41	31.89	12.56	4.44	.48
Legal Studies 2 unit (11220)	61	14915	11.48	31.15	39.34	16.39	1.64		16.75	27.91	33.92	15.22	5.64	.56
Modern History 2 unit (11270)	49	15006	14.29	34.69	36.73	14.29			17.13	28.87	33.61	14.37	5.40	.61
Studies of Religion II 2 unit (11360)	57	7784	12.28	26.32	35.09	26.32			16.30	34.22	35.62	11.47	2.20	.18
Arabic Continuers 2 unit (11510)	8	308	62.50	37.50					24.68	44.48	24.35	5.19	1.30	
Engineering Studies 2 unit (11120)	11	3688		9.09	72.73	18.18			16.02	29.37	32.89	14.59	6.64	.49
Food Technology 2 unit (11180)	23	5398	13.04	34.78	47.83	4.35			13.12	25.08	33.22	19.12	7.98	1.48
Information Processes and Technology 2 unit (11210)	11	2698		36.36	63.64				17.38	27.72	32.28	16.20	5.67	.74
Community and Family Studies 2 unit (11060)	25	11806	16.00	24.00	56.00	4.00			11.51	26.59	36.34	17.58	6.98	1.00
Personal Development, Health and Physical Education 2 unit	54	20771	18.52	25.93	50.00	5.56			13.83	27.73	36.07	16.44	5.50	.43

2020 HSC Results Analysis by Subject Malek Fahd Islamic School

2020 Higher School Certificate Performance

In 2020 our HSC students performed very strongly. More than 50 percent of all scores obtained were Band 6 or Band 5 results. Students performed above state averages in most courses of study. The table below records the number of students performing in Band 5 and 6 in each course.

Subject	Total candidature MFIS/NSW	Number of Band 6 students (MFIS)	% of Band 6 (MFIS)	% of Band 6 (NSW)	Difference (MFIS vs NSW)	% of Band 6 (2019)	Number of Band 5 students MFIS (%)	% of Band 5 (NSW)	Difference (MFIS vs NSW)
English Standard	114 / 31089	0	0	0.53	-0.53	0	20 (17.54%)	10.96	6.58
English Adv.	34 / 24803	0	0	14.19	-14.1	5.4	30 (88.23%)	49.12	39.11
Mathematics Standard	82 / 30276	4	4.87	5.3	-0.43	8.16	20 (24.39%)	19.2	5.19
Mathematics 2U	40 / 16814	21	52.5	23.08	29.42	38.33	11 (27.5%)	29.38	-1.88
Mathematics Ext 1	24/ 8833	14	58.33	37.82	20.51	45.83	7 (29.16%)	36.43	-7.27
Mathematics Ext 2	14 / 3378	6	42.85	36.29	6.56	33.33	8 (57.14%)	47.57	9.57
Biology	72 / 18745	11	15.2	6.46	8.74	31.48	29 (40.27%)	24.08	16.1
Chemistry	38/10194	12	31.59	13.29	18.3	20.68	12 (31.57%)	29.57	2
Physics	11 / 8045	3	27.27	12.55	14.72	0	4 (36.36%)	27.81	8.55
EES	2/ 2134	0	0	6.41	-6.41	0	0 (0%)	22.96	-22.96
Business St	66 / 18082	1	1.51	9.29	-7.78	14.46	12 (18.18%)	25.62	-7.44
Modern Hist.	33 / 10948	3	9.09	10.15	-1.06	5	6 (18.18%)	26.98	-8.8
Legal St.	46/10787	8	17.39	15.01	2.38	16.66	12 (26.08%)	24.39	1.69
Studies of Religion 1	7/8155	0	0	7.7	-7.7	0	5 (71.42%)	36.01	35.41
Studies of Religion 2	63/6161	0	0	6.52	-6.52	0	14 (22.22%)	37.12	-14.9
PDHPE	47/16310	0	0	9.13	-9.13	0	7 (14.89%)	25.06	10.17
Engineering Studies	3/2328	0	0	11.68	-11.68	0	0 (0%)	21.82	-21.82
Ancient History	12/7232	1	8.33	8.78	-0.45	0	2 (16.66%)	24.28	-7.62
Arabic Continuers	5/301	0	0	8.97	-8.97	0	1 (20%)	40.53	-20.53
Economics	4/5029	0	0	13.4	-13.4	0	0 (0%)	37.9	-37.9
Society & Culture	10/4580	0	0	11	-11	0	2 (20%)	32.77	-12.77
Community & Family Studies	9/8892	0	0	4.97	-4.97	-	0(0%)	28.56	-28.56
IPT	5/2046	0	0	7.62	-7.62	-	1(20%)	24.48	-4.48
Food Tech	2/2489	0	0	8.67	-8.67	-	1(50%)	20.81	29.19
Total		84					204		

HSC Outcomes for Year 12 in 2020

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Ancient History 2 unit</u>	15020	12		72.87	72.10	.77	.05
<u>Arabic Continuers 2 unit</u>	15510	5		69.92	77.38	-7.46	-.65
<u>Biology 2 unit</u>	15030	72		79.51	72.39	7.12	.61
<u>Business Studies 2 unit</u>	15040	66		70.17	71.99	-1.82	-.12
<u>Chemistry 2 unit</u>	15050	38	1	81.03	75.52	5.51	.45
<u>Community and Family Studies 2 unit</u>	15060	9		71.40	74.06	-2.66	-.26
<u>Earth and Environmental Science 2 unit</u>	15100	2		60.30	71.75	-11.45	-.91
<u>Economics 2 unit</u>	15110	4		70.60	77.02	-6.42	-.51
<u>Engineering Studies 2 unit</u>	15120	3		67.67	74.20	-6.53	-.55
<u>English Advanced 2 unit</u>	15140	34		83.62	81.33	2.29	.31
<u>English Standard 2 unit</u>	15130	114		72.34	69.93	2.41	.28
<u>Food Technology 2 unit</u>	15180	2		73.90	72.15	1.75	.14
<u>Information Processes and Technology 2 u</u>	15210	5		71.12	70.97	.15	.01
<u>Legal Studies 2 unit</u>	15220	46		76.45	74.97	1.48	.12
<u>Mathematics Advanced 2 unit</u>	15255	40		87.38	79.20	8.18	.67
<u>Mathematics Extension 1 2 unit</u>	15250	24		83.70	78.49	5.21	.30
<u>Mathematics Extension 2 2 unit</u>	15260	14		86.17	81.46	4.71	.33
<u>Mathematics Standard 2 2 unit</u>	15236	82		71.92	68.40	3.52	.24
<u>Modern History 2 unit</u>	15270	33		73.90	72.53	1.37	.09
<u>Personal Development, Health and Physica</u>	15320	47		70.55	72.46	-1.91	-.14
<u>Physics 2 unit</u>	15330	11		79.75	73.99	5.76	.41
<u>Society and Culture 2 unit</u>	15350	10		76.30	76.78	-.48	-.04
<u>Studies of Religion I 1 unit</u>	15370	7		38.10	37.69	.41	.08
<u>Studies of Religion II 2 unit</u>	15380	63		69.86	75.50	-5.64	-.49



COMPRESSION STUDENTS HSC ANALYSIS 2020

	BIOLOGY		MATHEMATICS	
	Compression	Conventional	Compression	Conventional
BAND 6	5	6	6	15
BAND 5	1	28	0	11
BAND 4	0	20	0	6
BAND 3	0	8	0	2
BAND 2	0	4	0	0
BAND 1	0	0	0	0
TOTAL No. OF STUDENTS	6	72	6	34

- ❖ Biology students produced excellent results. Five out of six Students achieved Band 6 results. Furthermore, the marks scored were good. The breakdown is as follows:
 - 94 % = 1 student
 - 93 % = 1 student
 - 93 % = 1 student
 - 90 % = 2 students
 - 87 % = 1 student
- ❖ Mathematics students also produced excellent results. All six students attained Band 6 results. Furthermore, the marks scored were really good. The breakdown is as follows:
 - 99 % = 1 student
 - 98 % = 1 student
 - 96 % = 1 student
 - 94 % = 2 students
 - 91 % = 1 student

Vocational Education and Training

In 2020, no student in the Year 12 cohort participated in vocational or trade training.

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

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

Teaching standards

Category	Number of Teachers
(i) 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	58
(ii) Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	155
(iii) 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 have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained.	5

Teacher Professional Learning

The School has a strong commitment to the professional development of staff. All staff participate in professional learning programs that enhance their knowledge, understanding and use of innovative approaches to pedagogy, subject specific content, legislation and other school priorities. Professional learning is undertaken by staff through an internal program accessing the resources and expertise of our own staff as well as through the use of external providers.

The focus of whole school professional learning in 2020 including:

- Working remotely
- Digital Technology and platforms
- Islamic Pedagogy
- strategies of differentiation and assessment moderation
- child protection and the requirements of mandatory reporting
- implementing quality wellbeing practices
- identifying and supporting students at risk
- interpreting and using Results Analysis Package (RAP Data) and Naplan Data
- new syllabus familiarisation and programming

Future professional development opportunities at the school will centre on providing safe and supportive learning environments and Islamic Pedagogy.

Expenditure on Professional Development (PD)

Total Number of Teachers	Total expenditure on teachers' PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
119	\$87,786	\$738

Level of accreditation	Number of Teachers
Conditional	36
Provisional	23
Proficient Teacher	155
Highly Accomplished Teacher (Voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	214

THEME 6: Workforce Composition

Workforce Composition

Principal	1
Deputy Principal	3
Business Manager	1
Head of Campus	4
Deputy Head of Campus	4
Head Teachers/Coordinators	59
Classroom Teachers	175
Learning Support Teachers	6
Teacher aides	11
Teacher Librarian	2
Librarian assistant / technician	3
Counsellor	4
School Administration and Support Staff	31
Other Positions	5

Indigenous Staff Members: 0

Teaching staff Retention Rate: 94.02%

Teaching staff attendance rate: Average annual absence due to emergency leave 7.5 days per teacher.

THEME 7: Student Attendance, Retention Rates and Post School Destinations

Student Enrolment Profile

Enrolment				
Student	2017	2018	2019	2020
Boys	1196	1263	1335	1386
Girls	1137	1250	1367	1413
Total	2333	2513	2702	2799

2019 – 106 Year 11 Students

2020 – 148 Year 12 Students

Student Retention Rates

The retention rate from Year 11 in 2019 to Year 12 in 2020 was 100 percent.

Students who completed Year 12 continued to study at a university or TAFE or pursued full-time employment.

Post-School Destinations

Year 12 students have gained university admission into a variety of courses in the faculties of Arts, Business, Computer Science, Construction and Management, Education, Engineering, Health Science, Law, Information Technology, Pharmacy, Psychology, Science, Commerce and many more.

Malek Fahd Islamic School

Percentage Attendance Report 29/01/2020 to 04/12/2020 (185 School Days)

Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	96%	95%	96%
1	95%	93%	94%
2	95%	95%	95%
3	96%	95%	96%
4	93%	95%	94%
5	94%	95%	95%
6	96%	95%	95%
7	95%	94%	95%
8	94%	93%	94%
9	94%	93%	93%
10	92%	92%	92%
11	95%	92%	93%
12	90%	88%	89%

Malek Fahd Beaumont Hills
Percentage Attendance Report 29/01/2020 to 04/12/20120 (185 School Days)

School Year	Boys	Girls	Overall
K	95%	94%	94%
1	93%	91%	92%
2	94%	93%	94%
3	96%	94%	95%
4	93%	95%	94%
5	94%	97%	96%
6	93%	92%	93%
7	94%	94%	94%
8	93%	94%	93%
9	94%	93%	93%
10	96%	95%	95%
11	94%	93%	93%
12	97%	99%	98%

Malek Fahd Hoxton Park
Percentage Attendance Report 29/01/2020 to 04/12/2020 (185 School Days)

School Year	Boys	Girls	Overall
K	97%	96%	96%
1	95%	94%	95%
2	95%	94%	94%
3	94%	97%	95%
4	94%	95%	94%
5	96%	94%	95%
6	95%	92%	93%
7	95%	94%	94%
8	92%	93%	93%
9	98%	94%	96%
10	95%	89%	92%
11	98%	90%	89%
12	95%	0%	95%

THEME 8: Enrolment Policies

Purpose

To ensure policies and processes by which students are enrolled into Malek Fahd Islamic School clear to prospective students and their parents.

Monitoring

This policy is monitored by the Executive Principal of all Malek Fahd Islamic School campuses and implemented by heads of campus and the Greenacre High School Deputy Principal.

Audience

The intended audience is prospective students, their families and staff.

Background of the School

Malek Fahd Islamic School was established in 1989 with only a few students and a handful of teachers. Since then, it has grown to be one of the largest Kindergarten-to-Year-12 Muslim schools for boys and girls in Australia. Malek Fahd Islamic School in 2020 has three campuses. The largest is the Greenacre campus, which is Kindergarten to Year 12. The Beaumont Hills campus is a Kindergarten-to-Year-12 school and the Hoxton Park campus is for Kindergarten-to-Year-12 students.

The School has cultivated a reputation for delivering academic excellence within an Islamic environment.

The Enrolment Process

An application form for enrolment must be completed by the parent/s or caregiver/s and returned to the Greenacre High School Front Office. Applications for enrolment are available from all Malek Fahd Islamic School offices. All application forms must be signed by the parent/s or caregiver/s who have full-time responsibility for the care of the student. There is a \$75 non-refundable application fee.

When processing the application form, the following documentation needs to be attached or the application will be deemed incomplete and will not proceed:

- **Proof of student's residential address** (e.g. original copies of council rates notice, residential lease, electricity accounts, statutory declaration, Driver's License etc.)
- **Proof of child and parents' visa status**
- **Birth Certificate and/or identity documents**
- **Copies of any Family Law or other relevant Court Orders** (if applicable)
- **Immunisation history statement** (only required for students enrolling in primary school for the first time)

In addition, if the child is not a permanent resident or an Australian citizen, the parent/caregiver will need to provide:

- Passport or travel documents
- Current visa and previous visas (if applicable). If parents/caregivers are in the process of becoming citizens, they must bring in copies of the relevant documentation
- Copy of Citizenship

The school's general consideration for Enrolment

To determine enrolments at Malek Fahd Islamic School, the following criteria are taken into account:

- A commitment from the family to support the School's Islamic ethos and values
- A commitment to be an active and responsible member of the School
- Outcome of the interview process with Executive Staff
- Outcome of MFIS testing
- Discipline and attendance (where applicable)

- The date of the application
- Completion of application requirements with adequate documentation
- The ability of the School to effectively meet the individual learning needs of the student

Malek Fahd Islamic School has two major intakes each year – a Kindergarten intake and a Year 7 intake. The specific enrolment process for each intake is outlined below.

Kindergarten Enrolment

To determine enrolments at Malek Fahd Islamic School for Kindergarten, the following criteria is considered:

- Outcome of testing conducted by the School
- An interview with executive staff
- Orientation over a couple of weeks

Upon successful enrolment, parents are notified in writing and fees need to be paid for the first-term before commencement. Kindergarten orientation will be held to acquaint parents with the School environment and teachers with their students.

Year 7 Enrolment

To determine enrolments at Malek Fahd Islamic School into Year 7, the following criteria are taken into account:

- Outcome of the Allwell Test
- School based numeracy and literacy test
- School reports based on standardised Year 6 exam (literacy and numeracy)
- Year 3 and Year 5 NAPLAN results (where applicable)
- An interview with executive staff
- Attendance
- Behaviour and discipline issues
- Year 6 teacher comments and recommendations

The Year 7 selection criteria apply to both internal and external applicants. Year 6 students enrolled at Malek Fahd Islamic School will not automatically be offered a place in a Year 7 MFIS class.

In extenuating circumstances (such as serious misadventure), the School can, at its own discretion, ask parents to provide previous school reports, Principal's recommendations and any other supporting documentation that the school deems necessary to make an accurate assessment of the student's suitability.

Continued Enrolment

Students enrolled at Malek Fahd Islamic School will not automatically progress to the next grade each year. Students are enrolled at MFIS on a yearly basis. For this reason, parent/s or caregiver/s will be asked to fill out an enrolment form at the end of each school year. Continued enrolment is subject to:

- The student's adherence to School rules (refer to the Student Welfare Policy and the Discipline Policy). Students need to remain on Level 1 of the Discipline Policy, as progression to further levels could jeopardise their enrolment.
- The student's attendance (refer to the Attendance Policy). Every student needs to ensure 100% attendance (or provide sufficient documentation justifying absences). Prolonged or recurring unexplained absences could jeopardise a student's enrolment.
- The student's academic achievement. Students need to achieve a minimum of 50 percent in each of English, Mathematics and Science in each Term Exam in order to secure continued enrolment.

If a student's continued enrolment is jeopardised by failure to meet any of the above conditions, the School can, at its discretion, offer the student a one-term contract, which will outline conditions which need to be met in order to secure enrolment for the next term. A student can be offered up to four contracts a year (one contract per term) before being placed on a yearly contract.

The decision to offer term contracts or yearly contracts and to accept enrolments is made by the relevant Head of Campus or the Greenacre High School Deputy Principal and is monitored by the Executive Principal. If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or for any other reason without the Principal's approval, other siblings may lose their place at the School.

Movement of students between classes will occur at the end of Terms 2 and 4 based on academic performance, attendance and behaviour. Students in Year 7 will additionally be moved at the end of Term 1 to ensure they are in a class that best meets their needs. Students will be promoted if they have outperformed the bottom three students in the class above their own. This is to create healthy competition across the School.

School Fees

There are no processing fees for the enrolment process. Parents must pay school fees per term. Term fees must be paid in the **first week** of the term. Failure to do so may jeopardise enrolment. Once term fees have been paid, families will not be refunded the term fee if the student leaves school during the term. For a student to leave school, the parent/caregiver must complete an Application for Leave form. Malek Fahd Islamic School reserves the right to engage the services of a debt collection agency should the fees not be paid within the first week of each term.

Any expenses, including costs of disbursements incurred by Malek Fahd Islamic School in recovering any outstanding monies such as debt collector's fees and solicitor's costs shall be paid by the parent/s of the child, providing agency/solicitor fees do not exceed the scale charges as charged by that debt collection agency/solicitor plus any out-of-pocket expenses. The Law in force in New South Wales governs this Agreement.

Photographs at the School

Taking photographs of students can constitute a collection of their personal information. Occasionally, photographs are taken of individual students and classes of students at school. In cases where parents **do not wish their** child to be photographed under any circumstances, this can be specified on the Enrolment Form.

Privacy

The school is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002. The information provided will be used to process the child's application for enrolment. It will only be used or disclosed for the following purposes:

- General administration relating to the education and welfare of the student
- Communication with students and parents or caregivers
- To ensure the health, safety and welfare of students, staff and visitors to the School
- State and National reporting purposes
- For any other purpose required by law

The information will be stored securely. Parents may access or correct any personal information by contacting the School. Any concerns or complaints about the way personal information has been collected, used, or disclosed, can be made by contacting the School.

The health-related information collected is subject to the Health Records and Information Privacy Act 2002. It is collected for the primary purpose of ensuring the health and safety of all students, staff and

visitors to the School. It may be used and disclosed to medical practitioners, health workers, other government departments and/or schools for this primary purpose or for other related purposes. We are required by law to ensure the health and safety of students, staff and visitors on our premises. It is, therefore, necessary for all questions on the Enrolment Form to be answered except those about parent's occupation and education. The information provided assists the School to communicate with parents and care for each child while at school. In cases where forms are incomplete, applications may be deemed insufficient and will proceed no further.

Giving false or misleading information is a serious offence. In the event that statements made in this application later prove to be false or misleading, any decision made as a result of this application may be reversed. The School's Privacy Policy has further details.

Outcome of Application for Enrolment at Malek Fahd Islamic School

Upon reviewing the application, test results and meeting the student, the relevant Head of Campus or the Greenacre High School Deputy Principal will send a letter to inform the parents/ caregivers of the outcome. Where the decision to deny an application is made, the Executive Principal will be involved in review before informing the family of the decision.

THEME 9: Other School Policies

Policy	Summary/ Changes in 2020	Access to full text
Student welfare	This policy highlights the School's motto and rationale, and outlines some of the various measures and programs which are implemented by way of achieving the School's overall objective.	School website: www.mfis.nsw.edu.au
Anti-bullying	This policy provides processes for responding to and managing allegations of bullying, including the contact information for the local police Liaison Officer. The policy also highlights the importance of prevention and early intervention strategies implemented by the School. The development of the Anti-Bullying flowchart was to work in line with the Discipline Policy. Policy was reviewed in 2020	School website: www.mfis.nsw.edu.au
Discipline	This policy is based on the principles of procedural fairness and highlights the importance of parental involvement in the processes of procedural fairness for suspension and expulsion. The policy further explicitly confirms that the School does not permit corporal punishment of students, nor does it sanction corporal punishment of students by non-School persons. Policy was reviewed in 2020	School website: www.mfis.nsw.edu.au
Complaints	These policies outline the dispute resolution process to be followed by parents. The parent complaint form can now be accessed directly from the school website. The form will be sent to the relevant executive member.	School website: www.mfis.nsw.edu.au

MFIS Policies and Procedures are kept in every Faculty staff room and are accessible to all staff members via the intranet. These policies have been web-enabled to improve searchability. The heads of Hoxton Park, Beaumont Hills, Greenacre, the Deputy Principal, Compliance Coordinator and all Administration Office staff have a hard copy of the Policy Manual available.

The Policies and Procedures are publicly displayed on the School website www.mfis.com.au

To access any policy, click the desired document located on the left-hand margin of the website, i.e. Policies.

Policies and Procedures are reviewed in consultation with AIS, staff members, the community, parents, students and the School Board. Any updates of Policies and Procedures are displayed on the School website and are announced in the School newsletter and through parent information packages upon enrolment.

THEME 10: School Determined Priority Areas for Improvement

Our focus is always to provide the best education for our students. The unprecedented circumstances of 2020 saw a change in priority areas for improvement.

Several of the significant changes that occurred in 2020 will be a focus in 2021. We adapted swiftly in 2020 to a new way of teaching, learning, and communicating and staff, students, and parents rose to the challenges presented to them. We adapted to lessons through Microsoft Teams, social distancing, hygiene, hand sanitizer, students accessing technology from home, new student routines, student self-regulation, organisation, and commitment to learning while learning remotely. Teachers and students grasped the technology for remote learning and adapted classroom environment to improve some teaching practices in 2021.

In 2021 we will expand the curriculum delivery offering Opportunity Classes (OC) for Year 5 students at the three campuses and there will be additional streaming in Mathematics, English, Science, Arabic and Islamic Studies - Year 7 to 10. We will introduce Acceleration Programs of Mathematics and Science.

Malek Fahd Islamic School will continue to focus on counselling and welfare support and continue programs, such as Homeroom Bulletins, across the three campuses to enhance our students' mental, spiritual and physical wellbeing.

In 2021, leadership educational, pastoral, technological and sporting themes will be considered and implemented across the three campuses for 2021. There will be growth in the leadership of our School with the appointment of Coordinator of Literacy and the Assistant Head of English who will lead the English Departments of Hoxton Park and Beaumont Hills.

THEME 11: Initiatives Promoting Respect and Responsibility

Malek Fahd Islamic School ensures that all students are valued and supported to engender self-esteem, mutual respect and responsibility. MFIS collaborates with staff, parents and stakeholders across the four campuses to encourage a values-based education with the core values of respect, responsibility and selflessness.

In 2020 Initiatives promoting respect and responsibility continued at Malek Fahd Islamic School in a modified format to accommodate the world-wide pandemic. Many initiatives were adapted to be delivered via a digital platform.

During COVID-19, MFIS was still able to welcome virtually students from other religious organisations and schools, such as Brigidine College, for a cultural exchange. This initiative helped foster harmony, tolerance and broke down stereotypes in pursuit of mutual respect.

In addition, Malek Fahd Islamic School continued to drive initiatives that promote student respect and responsibilities. Initiatives included Clean Up Australia Day, The Go Green Project – including a herb and vegetable garden, The SRC/GRIP Leadership program, the Keeping Safe program, Pastoral Counsellor topics, Police Liaison officer anti bullying/cyber safety sessions, Peer Support program, Multicultural Day, Years 5 and 6 Wellbeing talk on relationships and Social Media. Students also participated in Superhero Day for Sydney Children’s Hospital and Pink Ribbon Day for Cancer Council.

In 2020, the focus of R U OK? Day was *staying connected*. Homeroom and class discussions and activities supported this theme and allowed students and teachers to connect with and support each other. A gratitude banner was filled with thoughtful and supportive messages to those that may be struggling.

Students celebrated Eid El Fitr and Eid El Adha and staff organised numerous charitable events and raised funds for numerous charities included Human Appeal Charity, Build a Well Fundraisers and the Australian Bush Fire Appeal.

Malek Fahd Islamic School
2020 Calendar of School Events

Event	Date	Venue	Primary / Secondary	Campus
Parent Information Session	5 th February	School	Primary	Beaumont Hills
Physical Wellbeing Workshop	7 th February	School	Secondary	Hoxton Park
Meet the Teacher	10 th – 13 th February	School	Primary	Greenacre
Photo Day	12 th February	School	Primary & Secondary	Beaumont Hills
Parent Information Session	12 th February	School	Secondary	Hoxton Park
Life Education	13 th – 20 th February	School	Primary	Beaumont Hills
Bushfire Fundraiser	14 th February	School	Primary & Secondary	Beaumont Hills
SRC Nursing Home Visit	17 th February		Secondary	Hoxton Park
Biology Excursion – Long Reef Rock Platform	18 th February	Collaroy	Secondary	All Campuses
Sydney Tower Eye	24 th February	Sydney CBD	Secondary	All Campuses
Taronga Zoo	26 th February	Sydney	Primary	Beaumont Hills
Photo Day	27 th February	School	Primary & Secondary	Greenacre
Clean up Australia Day	28 th February	School	Primary & Secondary	All Campuses
SRC GRIP Leadership Conference	3 rd March	School	Secondary	All Campuses
International Women’s Day	9 th March	School	Secondary	All Campuses
Field of Mars Environmental Education Centre	19 th March	Gladesville	Primary	Greenacre
Drug Education Workshop	19 th March	School	Secondary	Hoxton Park
Daffodil Day	28 th August	School	Primary & Secondary	All Campuses
R U OK Day	10 th September	School	Primary & Secondary	All Campuses
Year 12 Graduation Ceremony	18 th November	Quay Centre	Secondary	All Campuses
End of Year Presentation	2 nd December	School	Primary	Greenacre
End of Year Presentation	3 rd December	School	Secondary	All Campuses

THEME 12: Parent, Student and Teacher Satisfaction

Feedback

Feedback is an important component for continued improvement. Feedback from key stakeholders such as parents, students and teachers can be received through emails, surveys, phone calls and in person meetings. For matters campus specific, the Head of Campus resolved issues via liaison with coordinators or teachers, as necessary. For other issues, Principal, Mr Rixon, was consulted. Parents, teachers and students have also been able to approach Mr Rixon on his weekly Camps visit.

Students also provided feedback through surveys, SRC meetings, and directly to their teachers. Feedback from parents is received primarily by personally attending to the office. The admin staff have then directed the parent to the appropriate staff member. Parents also provided feedback to the school by completing the Parent complaint form or by sending an email to the School.

Teachers were able to provide feedback during the weekly briefing, stage meetings, coordinators meetings and staff meetings as well as via emails and in person. Staff new to the Campus were able to give feedback to their mentors.

During COVID-19 we altered communication with parents. Face to face to parent / teacher interviews were conducted via a digital platform in terms 1 and 3. We also provided comprehensive reports at the end of Semester 2 and Semester 4. Teachers also used the daily communication diary to provide feedback. To a lesser extent other forms of feedback included tests and assessments.

The School is extremely proud of its open-door policy through which parent involvement is welcomed and encouraged. However, this changed during 2020 as The Parents Advisory Committee (PAC) moved to a digital platform and met once a month. Parents could use Facebook, emails, and SMS for parents to express their level of satisfaction.

The School has an active SRC, which provides peer support, organises various functions and produces school magazines. Discussions throughout the year and reports included in the 2020 School magazine indicated that student satisfaction is very high. Students are proud of their achievements and are very proud members of the School.

Verbal feedback received from students indicated that teachers care, treat them fairly and encourage and motivate them to do their best. They feel safe and secure at School and are proud to attend a School of continuous high achievers that incorporates understanding of their own faith and provides them with a sense of being and belonging.

Informal feedback from teachers and discussions with the Executive Team indicate that during 2020 staff were generally very satisfied in all areas of our School. The School's management of COVID-19 was praised with teaching remotely, staff support, staff morale, work roles, work value and recognition among areas acknowledged. Staff felt valued, were proud members of the School and choose to include their own children as students at the School.

THEME 13: Summary Financial Information

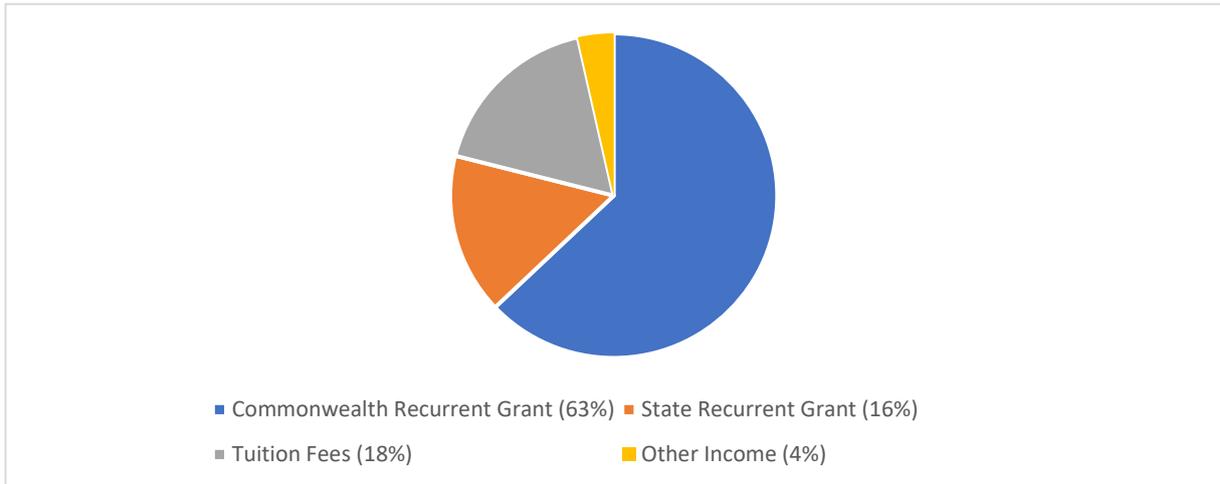
REPORTING AREA 14

SUMMARY FINANCIAL INFORMATION

The graphs below represent income and expenditure using percentage

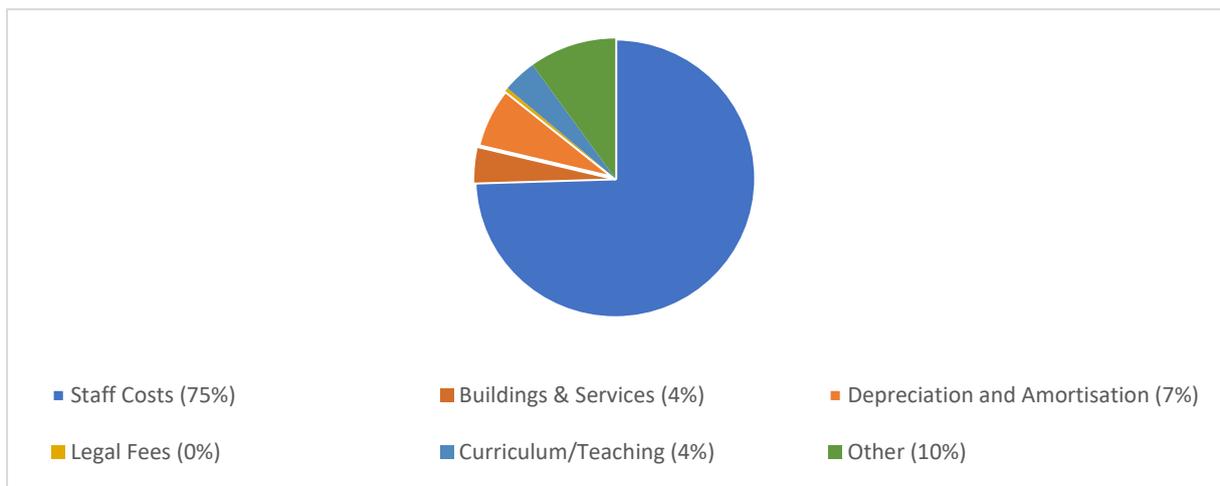
(a) Graphic one: recurrent/capital income represented by pie chart

Income Summary 2020



(b) Graphic two: recurrent/capital expenditure represented by pie chart

Expenditure Summary 2020



THEME 14: Publication Requirements

Malek Fahd Islamic School has completed its publication requirements by providing:

- The NESA Registration and Accreditation Manual now states that to be compliant with requirements, a registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister. Schools must also provide data to the Minister, if requested, for the Minister to report to Parliament on the effectiveness of schooling in the State.
- Annual report sent to NESA on RANGS online
- Public disclosure by uploading annual report on its school website.
- The 2020 annual report is available to any person / persons who cannot access the document online and policies and procedures are available for the Minister on request.