

MALEK FAHD ISLAMIC SCHOOL



2023 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

Board Chair's Message

It is with great pleasure that I present the 2023 annual report for Malek Fahd Islamic School. This year has been another testament to the dedication and hard work of our staff, students, and community, all contributing to the continued success of our school.

Our focus remains on fostering an environment where every student can achieve their personal best. Recognising the unique abilities and potential of each student, we have created a supportive and inclusive atmosphere. Our committed teachers provide personalised support and guidance, enabling students to reach their full potential. We are proud of the academic achievements and personal growth our students have demonstrated this year, reflecting our collective efforts and commitment to excellence.

Though our formal partnership with the Centre for Islamic Thought and Education (CITE) at the University of South Australia has concluded, we remain steadfast in our pursuit of distinction in Islamic pedagogy. We continue to integrate Islamic values into our curriculum, ensuring that these principles are at the heart of everything we do at the school.

The strong demand for enrolment at Malek Fahd Islamic School is a testament to the quality of education we provide. To accommodate our growing student population, we are continuously developing and expanding all our campuses. These efforts ensure that we can offer an enriching and supportive learning environment for all our students.

This year, we celebrated numerous student achievements in both academic and extracurricular activities. Our students have excelled in various competitions, showcasing their talents and dedication. Additionally, we successfully hosted several fundraising events, strengthening our ties with the local community and fostering a sense of unity.

Looking ahead, we have ambitious plans to further enhance our facilities and introduce new programs that will benefit our students. Our commitment to providing a high-quality education grounded in Islamic values remains unwavering, and we are excited about the opportunities that the future holds.

I would like to extend my sincere thanks to our leadership team, staff, parents, and students for their support and commitment to Malek Fahd Islamic School. We are dedicated to providing a high-quality education grounded in Islamic values and principles. As we look forward to another successful year, we warmly welcome new students and families to our community.

Mr Fayez Moussa

Principal's Message

I am pleased to present the 2023 Malek Fahd Islamic School Annual Report. The year 2023 saw significant progress in key strategic projects, particularly in the development of the school's Teaching & Learning Framework and embedding the new Behaviour Education Policy, which reinforces our commitment to fostering a compassionate and inclusive educational environment for learners and educators.

The MFIS team actively participated in the Melbourne CITE-ISAA Conference on Aafiyah (Wellbeing) in August, delivering a presentation on 'Refining Behaviour Policies and Embracing Islamic Pedagogy: Nurturing Islamic Wellbeing in a Compassionate and Inclusive Educational Environment.' Our collaboration with the Centre for Islamic Thought & Education (CITE) at the University of South Australia played a crucial role in enhancing our educational philosophy and journey of renewal in Islamic Education. Although the official three-year partnership with CITE concluded in October, we will continue engaging with the centre as a key partner on the road to distinction.

Through rigorous academic programs, interactive learning opportunities, and a steadfast centering of Islamic education, our students are progressing in various subjects, whilst being nurtured on the desired graduate qualities. The 2023 Higher School Certificate (HSC) results demonstrated significant achievements especially in Bands 4 to 6. Notably, two students achieved Band 6 in all 10 units, showcasing exceptional all-round performance. The highest ATAR scored was 99.6. The review of NAPLAN 2023 results reveals a slight decline in student performance compared to the previous year, with the domains of reading and numeracy needing the most improvement.

A new initiative, the 'Academy U' program with Western Sydney University, was introduced for selected Year 9 and 10 students across our secondary campuses. This program provides unique experiences and learning opportunities to inspire and support high-potential students.

Our school's strategic goal of fostering respectful and meaningful engagement with families and the community was exemplified through the Parent Partnership Program. This encompassed various events and activities such as parent-teacher evenings, online webinars, information sessions, mental health and wellbeing workshops, charity ride/walk, graduation assemblies and dinners, uniting our school community in joy and celebration. The collaboration between parents and teachers has played a pivotal role in ensuring the success and holistic development of students.

The Alumni Eid Dinner was a tremendous success, with alumni offering tutoring for our current Year 12 students, and work experience opportunities for our Year 10 students. Engaging with our alumni helps to build strong community links with the school.

Significant progress was made in infrastructure projects across campuses, demonstrating a commitment to enhancing the overall school environment. Campus enhancement works relating to the much anticipated rebrand launch was carried out over the summer break. Other projects included completion of the new carpark, undercover walkways and synthetic grass fields at Beaumont Hills; creation of the new Counselling and Wellbeing Hub, renovation of the library, installation of additional windows in classrooms, and renovations of toilets at Greenacre Secondary; and allocation of additional offices in Greenacre Primary.

Our school community actively participated in numerous service projects and outreach programs, embodying the teachings of Islam that emphasise compassion, kindness, and giving back to those in need. These initiatives included, Ramadan fundraiser, Qurban fundraiser, Clean Up Australia Day, Biggest Morning Tea, Careers Day, and Orphan sponsorships. By engaging in virtuous act of *khidma* (service) and sadaqah (charity) our students develop the qualities of generosity, empathy and the importance of making a positive impact on society.

This year stands as a testament to the dedication and resilience of our students and staff, amidst the challenges posed by the national teacher shortage. On behalf of the MFIS learning community, I extend my deepest gratitude to all stakeholders – the MFIS board and committee members, staff, students, parents, and carers – for their commitment and collaboration. Together, we are creating a thriving educational environment that empowers our young learners to grow spiritually, intellectually, emotionally, physically, and socially, reaching their best potential.

Dr Zachariah Matthews

THEME 2: Contextual Information about the School

Malek Fahd Islamic School comprises of four campuses housing four distinct schools: Greenacre Primary, Greenacre Secondary, Hoxton Park, and Beaumont Hills. Established in 1989, the school is an independent, inclusive, co-educational Islamic school offering classes from Kindergarten to Year 12. As of 2023, the school had a student population of 3263 across its campuses, reflecting a multicultural and socially diverse community.

In 2023, the school embarked on the second year of its 5-year Strategic Plan themed "Renewal – from Recovery to Distinction." The year was marked by focused efforts on implementing the school's Educational Philosophy, Graduate Qualities, Behaviour Education Program, and the Respect Framework. Additionally, significant strides were made towards the development of the inaugural Teaching and Learning Framework.

Malek Fahd Islamic School has been a cornerstone of community education since its establishment in 1989. Our school's vision is to nurture students holistically within a faith-enriched learning environment, empowering them to achieve their personal best. We are deeply committed to fostering values of faith, excellence, and service through the delivery of high-quality education through an Islamic worldview, preparing learners for success in life both during and after their school years. In addition to the core learning areas aligned with the NESA syllabuses, our curriculum features Arabic, Islamic Studies, and Quran Studies as distinctive components. These offerings reflect our dedication to providing a comprehensive education that integrates faith-based teachings with academic excellence.

Ensuring the success of our learners in the foundational years is a top priority at Malek Fahd Islamic School. In Kindergarten and Year 2, students receive dedicated support from Teacher Aides, aimed at providing every child with the opportunity to achieve reading mastery by the end of Stage 1. Furthermore, the InitiaLit program entered its second year of implementation, offering explicit literacy instruction to both Kindergarten, Year 1 and Year 2 classes. This program underscores our commitment to delivering targeted and effective literacy interventions to support early learning and development.

Malek Fahd Islamic School embraces the advancements in technology to enhance our students' learning experiences. Our Year 7 and 8 students were provided with individual devices to support their education. By transitioning learning resources, including textbooks, to digital formats, we have streamlined access to materials, making the learning process more convenient and engaging for students. Digital resources have also empowered our teachers to better differentiate instruction to meet the increasingly diverse needs of learners. This integration of technology reflects our commitment to leveraging innovative tools to optimise teaching and learning outcomes.

Year 12 students benefited from individual and small group tutoring provided by recent alumni as well as opportunities to participate in whole cohort sessions through expert-led Masterclasses. These initiatives enriched their learning experiences and enhanced their preparedness for examinations. Our school expanded its academic support services by increasing the number of learning support teachers, teacher aides, and counsellors across all campuses. This investment in additional resources underscores our commitment to meeting the diverse needs of our student body. We continued to offer Vocational Education and Training (VET) courses and Distance Education opportunities to broaden our students' educational pathways.

Year 12 students achieved ATARs (Australian Tertiary Entrance Ranks) enabling entry into a wide range of undergraduate programs at national and international universities. Notably, our students achieved outstanding results in the Higher School Certificate (HSC), with 72 Band 6 scores and 281 Band 5s across courses and campuses. Two students earned Band 6 scores in all their courses in the pattern of study, earning them a place on the NESA Distinguished Achievers List. Additionally, two students achieved Band 6 scores in four out of five courses, reflecting exceptional academic performance and dedication. These achievements highlight the effectiveness of our academic support programs and the commitment of our students and staff to excellence in education at Malek Fahd Islamic School.

Our commitment to holistic education was also evident in active involvement in a diverse range of extra-curricular and co-curricular activities enriching the overall educational experience. Some of these included Year 10 students participating in Work Experience opportunities, gaining valuable insights into professional environments and practical skills. Stage 6 students attended the annual Careers Day to explore various scholarships and Early Offer Schemes offered through UAC (Universities Admissions Centre) and universities, helping them make informed decisions about

their future pathways. Throughout the year, students engaged in athletics carnivals, gymnastics programs facilitated by specialised coaches, sporting competitions, Raw challenges, Gala Days, and participation in the Primary Schools Sports Association (PSSA) competitions. These activities promote physical fitness, teamwork, and sportsmanship among students, fostering well-rounded individuals with diverse skills and experiences beyond the classroom.

In 2023, Malek Fahd Islamic School concluded its three-year formal partnership with the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia. This pioneering collaborative effort offered essential professional development opportunities for educators, aligning with our vision and mission to integrate Islamic pedagogy into every facet of our teaching practice. Moving forward, the school remains committed to supporting staff members pursuing the Graduate Certificate of Education – Islamic Education as well as the Distinctive Educational Practice for Islamic Schools program through the University of South Australia.

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

2023 MFIS NAPLAN Data – Years 3, 5, 7 and 9

2023 Year 3 NAPLAN

Year 3 Reading

Campus	GA (146 students)		HP (52 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	13	8.90%	3	5.77%	1	2.08%
Developing	32	21.92%	21	40.38%	6	12.50%
Strong	85	58.22%	25	48.08%	32	66.67%
Exceeding	16	10.96%	3	5.77%	9	18.75%

SCORE DISTRIBUTION	GA	HP	BH
MAX	611.30	519.90	582.30
MIN	221.70	240.80	256.70
MEDIAN	404.35	372.35	421.20
MEAN	397.79	376.80	428.39
SD	77.64	62.95	65.48

Year 3 Writing

Campus	GA (143 students)		HP (52 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	0	0.00%	3	5.77%	1	2.08%
Developing	13	9.09%	8	15.38%	6	12.50%
Strong	113	79.02%	36	69.23%	32	66.67%
Exceeding	17	11.89%	5	9.62%	9	18.75%

SCORE DISTRIBUTION	GA	HP	BH
MAX	547.10	547.10	599.30
MIN	318.50	245.70	362.80
MEDIAN	444.70	428.60	460.70
MEAN	440.72	425.70	458.47
SD	51.15	66.72	50.90

Year 3 Spelling

Campus	GA (146 students)		HP (52 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	9	6.16%	2	3.85%	0	0.00%
Developing	36	24.66%	16	30.77%	8	16.67%
Strong	73	50.00%	27	51.92%	19	39.58%
Exceeding	28	19.18%	7	13.46%	21	43.75%

SCORE DISTRIBUTION	GA	HP	BH
MAX	630.10	666.90	630.50
MIN	191.20	271.20	314.80
MEDIAN	425.40	401.25	464.70
MEAN	421.31	410.49	462.24
SD	83.02	75.76	81.46

Year 3 Grammar and Punctuation						
Campus	GA (146 students)		HP (52 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	21	14.38%	6	11.54%	3	6.25%
Developing	42	28.77%	26	50.00%	10	20.83%
Strong	74	50.68%	18	34.62%	29	60.42%
Exceeding	9	6.16%	2	3.85%	6	12.50%

SCORE DISTRIBUTION	GA	HP	BH
MAX	671.10	537.50	628.00
MIN	213.80	-1.20	220.50
MEDIAN	412.85	382.70	431.65
MEAN	408.72	381.61	441.28
SD	82.99	89.36	81.42

Year 3 Numeracy						
Campus	GA (146 students)		HP (52 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	13	8.90%	7	13.46%	1	2.08%
Developing	39	26.71%	20	38.46%	9	18.75%
Strong	81	55.48%	24	46.15%	30	62.50%
Exceeding	13	8.90%	1	1.92%	8	16.67%

SCORE DISTRIBUTION	GA	HP	BH
MAX	578.80	509.00	580.00
MIN	238.40	249.80	302.50
MEDIAN	390.45	371.70	427.30
MEAN	400.16	370.29	432.17
SD	66.91	57.79	67.46

2023 Year 5 NAPLAN

Year 5 Reading

Campus	GA (179 students)		HP (59 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	8	4.47%	3	5.08%	1	2.38%
Developing	42	23.46%	6	10.17%	5	11.90%
Strong	94	52.51%	41	69.49%	25	59.52%
Exceeding	35	19.55%	9	15.25%	11	26.19%

SCORE DISTRIBUTION	GA	HP	BH
MAX	671.90	635.50	638.70
MIN	274.50	334.60	364.60
MEDIAN	488.40	490.40	516.75
MEAN	489.77	494.39	514.13
SD	69.96	62.83	61.86

Year 5 Writing

Campus	GA (176 students)		HP (59 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	8	4.55%	2	3.39%	1	2.38%
Developing	44	25.00%	16	27.12%	8	19.05%
Strong	108	61.36%	35	59.32%	29	69.05%
Exceeding	16	9.09%	6	10.17%	4	9.52%

SCORE DISTRIBUTION	GA	HP	BH
MAX	695.10	627.20	655.10
MIN	318.50	347.00	379.30
MEDIAN	492.00	492.00	506.70
MEAN	487.36	492.40	501.40
SD	62.46	61.68	62.32

Year 5 Spelling

Campus	GA (179 students)		HP (59 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	10	5.59%	2	3.39%	0	0.00%
Developing	18	10.06%	9	15.25%	3	7.14%
Strong	86	48.04%	27	45.76%	25	59.52%
Exceeding	65	36.31%	21	35.59%	14	33.33%

SCORE DISTRIBUTION	GA	HP	BH
MAX	757.10	656.60	648.80
MIN	333.70	315.20	397.60
MEDIAN	524.50	527.40	522.05
MEAN	519.69	521.75	527.38
SD	72.61	72.15	58.98

Year 5 Grammar and Punctuation						
Campus	GA (179 students)		HP (59 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	13	7.26%	3	5.08%	1	2.38%
Developing	44	24.58%	18	30.51%	10	23.81%
Strong	94	52.51%	30	50.85%	26	61.90%
Exceeding	28	15.64%	8	13.56%	5	11.90%

SCORE DISTRIBUTION	GA	HP	BH
MAX	791.90	652.60	651.10
MIN	207.50	356.80	387.30
MEDIAN	503.30	505.60	529.25
MEAN	505.67	504.43	515.01
SD	81.71	70.02	61.74

Year 5 Numeracy						
Campus	GA (179 students)		HP (59 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	16	8.94%	4	6.78%	0	0.00%
Developing	36	20.11%	20	33.90%	6	14.29%
Strong	111	62.01%	31	52.54%	26	61.90%
Exceeding	16	8.94%	4	6.78%	10	23.81%

SCORE DISTRIBUTION	GA	HP	BH
MAX	705.60	621.40	664.10
MIN	314.40	319.00	393.00
MEDIAN	489.90	465.50	503.15
MEAN	487.72	475.94	518.46
SD	70.10	64.30	68.98

2023 Year 7 NAPLAN

Year 7 Reading

Campus	GA (180 students)		HP (53 students)		BH (57 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	10	5.56%	2	3.77%	1	1.75%
Developing	42	23.33%	18	33.96%	4	9.52%
Strong	106	58.89%	26	49.06%	37	88.10%
Exceeding	22	12.22%	7	13.21%	15	35.71%

SCORE DISTRIBUTION	GA	HP	BH
MAX	747.40	711.80	672.60
MIN	363.50	413.60	412.40
MEDIAN	527.15	524.10	563.50
MEAN	531.87	531.17	565.56
SD	64.04	65.25	59.35

Year 7 Writing

Campus	GA (181 students)		HP (53 students)		BH (57 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	14	7.73%	4	7.55%	1	1.75%
Developing	63	34.81%	32	60.38%	6	14.29%
Strong	92	50.83%	27	50.94%	39	92.86%
Exceeding	11	6.08%	5	9.43%	11	26.19%

SCORE DISTRIBUTION	GA	HP	BH
MAX	764.70	668.60	734.60
MIN	293.50	395.90	428.60
MEDIAN	520.80	534.20	559.90
MEAN	525.49	532.56	565.34
SD	65.27	62.81	59.79

Year 7 Spelling

Campus	GA (181 students)		HP (53 students)		BH (57 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	7	3.87%	1	1.89%	0	0.00%
Developing	17	9.39%	9	16.98%	2	3.51%
Strong	108	59.67%	23	43.40%	34	59.65%
Exceeding	49	27.07%	19	35.85%	21	36.84%

SCORE DISTRIBUTION	GA	HP	BH
MAX	762.70	729.90	769.10
MIN	349.00	399.91	491.60
MEDIAN	567.50	567.10	578.40
MEAN	566.05	569.46	582.07
SD	66.33	63.75	48.05

Year 7 Grammar and Punctuation						
Campus	GA (181 students)		HP (53 students)		BH (57 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	15	8.29%	2	3.77%	0	0.00%
Developing	39	21.55%	11	20.75%	6	10.53%
Strong	103	56.91%	28	52.83%	39	68.42%
Exceeding	24	13.26%	12	22.64%	12	21.05%

SCORE DISTRIBUTION	GA	HP	BH
MAX	783.90	733.90	705.70
MIN	328.50	385.50	463.10
MEDIAN	555.80	552.40	580.00
MEAN	548.25	560.73	580.06
SD	75.65	77.05	50.15

Year 7 Numeracy						
Campus	GA (181 students)		HP (53 students)		BH (57 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	10	5.52%	3	5.66%	0	0.00%
Developing	33	18.23%	12	22.64%	4	7.02%
Strong	118	65.19%	28	52.83%	38	66.67%
Exceeding	20	11.05%	10	18.87%	15	26.32%

SCORE DISTRIBUTION	GA	HP	BH
MAX	693.00	743.20	722.30
MIN	333.70	358.50	435.50
MEDIAN	546.30	553.50	592.20
MEAN	545.63	547.04	587.69
SD	68.24	78.63	62.72

2023 Year 9 NAPLAN

Year 9 Reading

Campus	GA (173 students)		HP (39 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	6	3.47%	3	7.69%	0	0.00%
Developing	49	28.32%	14	35.90%	6	14.29%
Strong	98	56.65%	19	48.72%	28	66.67%
Exceeding	19	10.98%	3	7.69%	8	19.05%

SCORE DISTRIBUTION	GA	HP	BH
MAX	726.20	680.40	721.10
MIN	391.90	420.10	469.80
MEDIAN	567.00	570.00	587.80
MEAN	568.08	554.95	591.59
SD	61.59	66.36	55.26

Year 9 Writing

Campus	GA (173 students)		HP (39 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	11	6.36%	1	2.56%	0	0.00%
Developing	52	30.06%	15	38.46%	12	28.57%
Strong	88	50.87%	20	51.28%	19	45.24%
Exceeding	21	12.14%	3	7.69%	11	26.19%

SCORE DISTRIBUTION	GA	HP	BH
MAX	764.70	807.70	734.60
MIN	318.50	444.70	492.00
MEDIAN	572.70	572.70	572.70
MEAN	574.49	576.47	596.00
SD	70.05	62.43	62.87

Year 9 Spelling

Campus	GA (173 students)		HP (39 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	3	1.73%	1	2.56%	0	0.00%
Developing	18	10.40%	4	10.26%	2	4.76%
Strong	111	64.16%	26	66.67%	21	50.00%
Exceeding	40	23.12%	7	17.95%	19	45.24%

SCORE DISTRIBUTION	GA	HP	BH
MAX	739.50	695.70	791.20
MIN	395.90	465.10	505.60
MEDIAN	591.65	583.40	611.75
MEAN	590.25	582.63	615.34
SD	51.01	49.03	51.06

Year 9 Grammar and Punctuation						
Campus	GA (173 students)		HP (39 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	9	5.20%	0	0.00%	1	2.38%
Developing	56	32.37%	18	46.15%	11	26.19%
Strong	86	49.71%	18	46.15%	23	54.76%
Exceeding	21	12.14%	3	7.69%	7	16.67%

SCORE DISTRIBUTION	GA	HP	BH
MAX	762.90	703.40	819.90
MIN	398.90	472.60	447.10
MEDIAN	569.60	548.10	590.35
MEAN	568.18	556.51	595.25
SD	71.42	58.15	79.96

Year 9 Numeracy						
Campus	GA (173 students)		HP (39 students)		BH (42 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	6	3.47%	1	2.56%	0	0.00%
Developing	26	15.03%	16	41.03%	5	11.90%
Strong	126	72.83%	21	53.85%	32	76.19%
Exceeding	14	8.09%	1	2.56%	5	11.90%

SCORE DISTRIBUTION	GA	HP	BH
MAX	761.90	675.50	794.60
MIN	405.10	451.70	473.40
MEDIAN	598.60	548.40	604.20
MEAN	591.65	553.38	609.81
SD	61.62	55.67	60.72

THEME 4: Senior Secondary Outcomes

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

Curriculum

Senior secondary students at our school had access to a selection of 20 HSC courses across our campuses. Utilising remote learning experiences, we creatively incorporated technology to facilitate teaching and learning. We maintained the use of online platforms for various educational opportunities, such as simultaneous Masterclasses for Year 12 students across campuses, allowing for a broader range of course offerings and study options.

In 2022, the Acceleration Model was reintroduced, providing an opportunity for students to complete Stage 5 courses in Mathematics and Science in Year 9, Preliminary courses in Year 10, and the HSC in Year 11 in Mathematics and Biology. This Acceleration Model has demonstrated increased success, as it allows for the completion of Stage 6 over a span of two years.

HSC Results

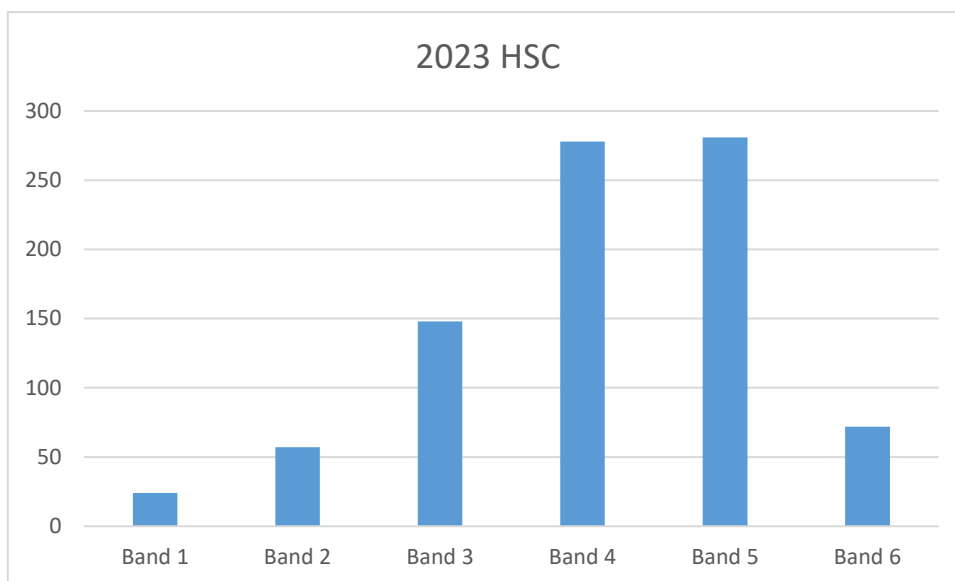
The Higher School Certificate (HSC) results for Malek Fahd Islamic School demonstrate commendable performance overall, with many students showing consistent improvement when compared to their preliminary results. Notably, the Mathematics results remained strong, reflecting the continuing dedication and proficiency of our students in this subject area. English results also improved, following the collaborative efforts of our students, teachers, and learning support staff. Moving forward, we remain focused on nurturing a supportive learning environment and implementing targeted interventions to further enhance student outcomes across all subject areas.

Malek Fahd Islamic School uses a comprehensive approach involving the comparison of corresponding Preliminary grades of the same cohort to their HSC bands considering contextual factors to gain a deeper understanding of student achievement and school effectiveness. Overall, the Preliminary year serves as a crucial preparation period that lays the groundwork for success in the more rigorous and demanding HSC course. If we were to compare across years, the 2023 HSC results reflect a positive development in comparison to the 2022 results. Most pleasing is the notable growth in the percentages of Band 5, increasing from 27% in 2022 to 33.22% in 2023, with the percentage of Band 6 maintaining stability at approximately 9%.

A significant proportion of students attained the highest HSC bands. The substantial proportion of Band 5 and 6 achievements indicates a commendable outcome for the school. A noteworthy accomplishment includes the exceptional performance of two students who achieved Band 6 in all 10 HSC units, showcasing their well-rounded excellence. Malek Fahd Islamic School's inclusive approach ensures that students of all attainment levels are catered for. The data reaffirms that the school strives to facilitate all students in reaching their personal best.

2023 Higher School Certificate Performance

The graph below shows the distribution of bands by course.



Course Name	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	16	0	6	5	2	2	2
Arabic Continuers	12	0	1	6	4	0	1
Biology	79	7	31	25	11	5	0
Business Studies	90	6	23	21	28	9	3
Chemistry	34	2	9	15	4	4	0
Community and Family Studies	16	0	5	6	5	0	0
Economics	10	0	1	4	5	0	0
English Advanced	58	6	38	14	0	0	0
English Standard	110	0	22	58	22	3	5
Information Processes & Technology	16	0	3	4	5	4	0
Legal Studies	44	3	17	13	5	1	5
Mathematics Advanced	52	10	21	13	6	2	0
Mathematics Standard 2	93	9	32	32	12	5	3
Modern History	64	5	17	19	11	9	3
PDHPE	63	1	12	21	16	10	3
Physics	19	1	6	8	3	1	0
Studies of Religion I	6	2	3	1	0	0	0
Studies of Religion II	49	1	17	13	13	2	3
Band Total		54	269	276	148	57	27
Course (Extension)	Students	Band E4	Band E3	Band E2	Band E1		
Mathematics Extension 1 2 unit	20	12	7	1	0		
Mathematics Extension 2 2 unit	12	6	6	0	0		
Band Total		18	13	1	0		

Vocational Education and Training

- Three students studied Construction.
- One student studied Business Services
- One student studied Electrotechnology.
- One student studied Information and Digital Technology.

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 Stage 5.

2023 Results – Table 1 Grades achieved in each course (School / State Grading Pattern comparison)

	School	State	School	School	School	School	School	School	State	State	State	State	State	State
Course	Total	Total	A(%)	B(%)	C(%)	D(%)	E(%)	None(%)	A(%)	B(%)	C(%)	D(%)	E(%)	None(%)
English 200 hours	231	93268	3.46	29	51.52	14.72	1.3		12.27	29.25	36.61	15.55	5.22	1.09
Mathematics 200 hours	220	93432	11.82	19.09	29.09	35.45	4.55		14.95	22.13	32.81	22.68	6.49	0.94
Science 200 hours	229	93343	17.47	24.45	42.36	13.97	1.75		13.04	24.24	36.46	19.29	5.96	1.01
Commerce 100 hours	155	6240	8.39	39.35	41.29	10.97			20.53	32.2	31.99	11.14	3.86	0.29
Geography 100 hours	231	93255	4.33	36.8	40.69	16.88	1.3		15.11	28.89	35.01	14.64	5.48	0.87
History 100 hours	231	93278	14.72	35.93	32.9	14.72	1.73		14.62	28.25	35.32	15.23	5.71	0.87
Modern Languages 100 hours	24	69	25	29.17	37.5	8.33			27.54	30.43	27.54	10.14	4.35	
Food Technology 100 hours	37	6799	16.22	27.03	35.14	18.92	2.7		16.41	29.86	33.84	13.9	5.56	0.43
Information and Software Technology 100 hours	91	2152	25.27	35.16	27.47	9.89	2.2		23.7	32.06	27.97	11.38	4.65	0.23
Visual Arts 100 hours	10	4283	40	40	10		10		19.38	33.01	30.03	11.72	5.09	0.77
Personal Development, Health and P.E. 100 hours	231	18601	9.09	53.68	29	6.49	1.73		17.21	39.26	32.23	8.38	2.54	0.38

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

Teacher Professional Learning

The school is deeply committed to the ongoing professional development of its staff. All employees engage in professional learning programs aimed at enhancing their knowledge, understanding, and utilisation of innovative pedagogical approaches, subject-specific content, relevant legislation, and other school priorities. Our staff access professional learning opportunities through an internal program that leverages the resources and expertise of our own team, as well as through external providers.

The focus of whole school professional learning in 2023 included:

- Child protection and the requirements of mandatory reporting
- Islamic Pedagogy
- Embedding the Islamic worldview
- Strategies of differentiation and assessment moderation
- Digital technology and platforms, focusing on AI
- Implementing quality wellbeing practices
- New syllabus familiarisation and programming
- Child Safe Standards and Risk Assessment and Management

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	Average expenditure on PD per teacher
247	\$235,542	\$953
	Total staff PD \$305,139 (as reported in the Financial Questionnaire)	

Teaching standards - Teacher Qualifications

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	199
(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	5
(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.	14

Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	29
Provisional	17
Proficient Teacher	172
Highly Accomplished Teacher (Voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	218 (NESA Registered)

THEME 6: Workforce Composition

2023 MFIS Workforce Composition

Principal	1
Deputy Principal	3
Religious Leader	2
Business Manager	1
HR Manager	1
Other Exec (Professional Practice)	1
Compliance Officer	1
Heads of Campus	4
Deputy Head of Campus	4
Head Teacher/Coordinator	69
Classroom Teacher	132
Learning Support Teacher	7
Teacher Aide	17
Teacher Librarian	3
Librarian Assistant	2
Lab Assistant/technician	2
School Counsellor	7
School Admin and Support Staff	23
Maintenance	2
Other (Nurse)	1
Maternity Leave	8
Total Staff	291

Theme 7: Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

Student Enrolment Profile

Enrolment					
Student	2019	2020	2021	2022	2023
Boys	1335	1386	1382	1526	1592
Girls	1367	1413	1467	1590	1671
Total	2702	2799	2849	3116	3263

2022 – 170 Year 11 Students

2023 – 165 Year 12 Students

Student Retention Rates

The retention rate from Year 11 in 2022 to Year 12 in 2023 was 99.4 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 Management, Education, Engineering, Health Science, Law, Information Technology, Pharmacy, Psychology, Science, Commerce and other fields of study.

Malek Fahd Islamic School- Greenacre Campus: Average student attendance rate of each year level (K-12): Percentage Attendance Report 31/01/2023 to 08/12/2023 (184 School Days)

School Year	Female	Male	Overall
K	91%	91%	91%
1	90%	91%	90%
2	90%	90%	90%
3	92%	91%	91%
4	92%	91%	91%
5	92%	91%	91%
6	92%	91%	92%
7	91%	91%	91%
8	92%	90%	91%
9	90%	89%	89%
10	88%	90%	89%
11	88%	91%	89%
12	92%	91%	92%

**Malek Fahd Islamic School- Beaumont Hills Average student attendance rate of each year level (K-12):
Percentage Attendance Report 31/01/2023 to 08/12/2023 (184 School Days)**

School Year	Female	Male	Overall
K	91%	91%	91%
1	90%	89%	89%
2	92%	90%	91%
3	91%	90%	90%
4	89%	92%	91%
5	92%	92%	92%
6	88%	91%	89%
7	91%	92%	91%
8	94%	88%	91%
9	89%	90%	90%
10	89%	90%	89%
11	93%	91%	92%
12	96%	95%	95%

**Malek Fahd Islamic School- Hoxton Park Average student attendance rate of each year level (K-12):
Percentage Attendance Report 31/01/2023 to 08/12/2023 (184 School Days)**

School Year	Female	Male	Overall
K	89%	88%	88%
1	89%	89%	89%
2	91%	91%	91%
3	90%	93%	91%
4	90%	90%	90%
5	92%	90%	91%
6	92%	91%	92%
7	88%	88%	88%
8	89%	88%	88%
9	87%	88%	88%
10	84%	85%	84%
11	85%	86%	86%
12	95%	96%	95%

Theme 8: Enrolment Policy

Relevant Educational Philosophy and Guidelines

Diversity & Equity: “Valuing the humanity, diversity, richness, and contribution of all cultures including First Nations Peoples. Acknowledging developmental diversity across domains, seeing learners as physical, intellectual, and spiritual people necessitating faith-informed equitable attention.”

Gender: “Understanding the differences in development and learning needs of male and female students and recognising that Islam promotes respectful and dignified inter-gender relations, the school utilises a model of single and mixed-gender environments through Islamic educational approaches.”

Guided by hayaa (modesty) to nurture respectful gender relations and understanding the gender developmental differences of our male and female learners, MFIS utilises a model of education that incorporates Islamically-framed single gender and mixed-gender learning environments. Single-gender classes are preferred for learners in Years 5 to 10. When mixed educational settings are used, male and female learners are seated and located modestly. (MFIS Guidelines for Professional Aspiration and Practice V1.0-12Jan22)

Source of Obligation

- The NSW Registration Manual (3.8) requires the Principal of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.
- NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.
- Disability Discrimination Act 1992 (DDA).
- Disability Standards for Education 2005 (the Standards)

Student Enrolments

Malek Fahd Islamic School keeps a register of enrolments of all children at the School in electronic form.

Enrolment Stages

Stage 1:

- A parent/carer enquires about enrolment and is given an enrolment application form.
- The parent/carer submits the enrolment application form.
- The School applies the enrolment criteria below.
- The parent/carer and student are invited for an interview by the School. The interview includes an assessment that the student is required to complete.

Stage 2:

- If during the interview process a student identifies as having a disability, then a collaborative planning process (gathering of information and identifying needs as well as consultation about adjustments) is conducted.

Stage 3:

- The student’s needs and adjustments are discussed with the parent/carer.
- The School will consult with the parent/carer and healthcare professionals regarding the adjustments that have been identified, and how and if these can be implemented.
- The School will make an assessment regarding reasonable adjustment.
- A decision on enrolment is taken by the Deputy Principal and Head of Campus.

Stage 4:

- The parent/carer is notified of the School's decision on enrolment.

Obtaining Information

The School is entitled to ask for relevant information about a student's disability and how it affects them, if that information is to be used for assessing the nature and extent of the adjustment needed and the School's capacity to provide the adjustment. Information may also assist with clarifying the extent of the student's ability to comply with any non-discriminatory requirements of the course or program.

If the parent/carer is not willing to provide the information sought, the School will seek advice regarding how to manage this issue from the Association of Independent Schools NSW (AISNSW).

If the School is seeking access to information from appropriate sources (such as preschools, other school/s and/or health professionals) about the student or student's needs, privacy legislation requires that written permission is first obtained from parents/carers. The School will require that the information sought be provided in writing.

Criteria

To determine enrolments at Malek Fahd Islamic School, the following criteria are considered:

- Availability of a place
- A commitment from the family to support the School's Islamic ethos and values which are inspired and guided by the Sunni Islamic tradition.
- A commitment to being an active and responsible member of the School community.
- Outcome of the interview process with the School
- Outcome of the MFIS assessment
- Academic achievement reports (where applicable) Behaviour and attendance records (where applicable)
- Any tuition fees owing to be paid in full prior to enrolling a sibling

Preference will be given to siblings, children of staff, transfers and alumni. For a sibling applicant, all outstanding fees owing must be paid before an offer can be made.

Malek Fahd Islamic School has two major intakes per 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 apply:

- Availability of a place
- The child must turn 5 before 30th April in the year of enrolment.
- Outcome of the interview process with the School
- Outcome of the MFIS assessment
- Any tuition fees owing to be paid in full prior to enrolling a sibling

Upon successful application, an offer of enrolment will be sent to parents in writing. To accept the offer and secure the enrolment, parents must sign the offer letter and pay the building and first term's fees in full before the required deadline. These fees are non-refundable.

A Kindergarten orientation will be held to acquaint parents with the school environment.

Year 7 Enrolment

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

- Availability of a place
- Outcome of the interview process with the School
- Outcome of the MFIS assessment
- NAPLAN results (where applicable).
- Academic achievement reports (report cards)
- Attendance and behaviour records from previous schools (where applicable)
- Any tuition fees owing to be paid in full prior to enrolling a sibling

Upon successful application, an offer of enrolment will be sent to parents in writing. To accept the offer and secure the enrolment, parents must sign the offer letter and pay the building and first term's fees in full before the required deadline. These fees are non-refundable.

Other Grades

To determine enrolments at Malek Fahd Islamic School into other grades, the same criteria for Year 7 above will apply.

Upon successful application, an offer of enrolment will be sent to parents in writing. To accept the offer and secure the enrolment, parents must sign the offer letter and pay the building and one term's fees in full before the required deadline. These fees are non-refundable.

Continued Enrolment

Students enrolled at Malek Fahd Islamic School may not automatically progress to the next grade each year. Continued enrolment is subject to:

- The student's effort and engagement with their learning.
- The student's engagement with the Wellbeing and Behaviour Education Policies.
- The student's attendance record. Prolonged or recurring unexplained absences could jeopardise a student's enrolment.
- School fees are paid.

If the above is not maintained, the School can, at its discretion, review or cancel a student's enrolment.

The School can, at its discretion, move students between classes based on effort, performance, attendance and behaviour.

Information for Register of Enrolment

The Register of Enrolments records the following information for each student:

- name, age and address
- name and contact telephone number of parents/carers
- date of enrolment
- date of leaving the School and the student's destination, where appropriate
- for children older than six years of age, previous school or pre-enrolment situation
- where the destination of a student under seventeen years of age is unknown, evidence that the NSW Department of Education has been notified of:
 - the student's full name
 - the student's date of birth
 - the student's last known address
 - the student's last date of attendance
 - parents'/guardians' names and contact details

- an indication of possible destination
- any other information that may assist officers to locate the student
- any known work health and safety risks associated with contacting the parents/guardians or student.

School Fees

An application for enrolment will incur a \$75 fee. The fee is to be paid when and if the application is to be processed and assessed.

Upon successful application and assessment, an offer of enrolment will be sent to parents in writing. To accept the offer and secure the enrolment, parents must sign the offer letter and pay the building and one term's fees before the deadline. These fees are non-refundable.

Parent must pay ongoing student school fees per term. Term fees must be paid in the first week of the term. Failure to do so can jeopardise enrolment at the School. Once term fees have been paid, families will not be refunded the term fee if the student leaves school during the term.

In Term 4 students in Year 6 and Year 10 who wish to continue at MFIS, may be required to pay the following year's Term 1 fees to secure continued enrolment. Failure to do so could jeopardise ongoing enrolment at the School. Once the next year's Term 1 fees have been paid, the fee will not be refunded if the student leaves MFIS before starting Term 1.

For a student to leave School and de-enrol, the parent/carer must fill in the relevant form. Malek Fahd Islamic School reserves the right to engage the services of a Debt Collection agency should the fees not be paid as required.

Any expenses, costs of disbursements incurred by Malek Fahd Islamic School in recovering any outstanding monies including debt collector's fees and Solicitor's costs shall be paid by the parents/s of the child, providing Agency/Solicitor fees do not exceed those charged by that Debt Collection Agency/Solicitor plus any out-of-pocket expenses. This Agreement is governed by the Law in force in New South Wales.

Enrolment Application Outcome

Upon successful enrolment application, an offer of enrolment will be sent to parents in writing. To accept the offer and secure the enrolment, parents must sign the offer letter and pay the first term's fees in full before the required deadline.

Where the decision to deny an application is made, the School will inform the parent/carer of the decision. In some cases, the Principal may seek advice from the Association of Independent Schools (AIS) before informing the family of the decision.

Records of the Register of Enrolments

The Register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.

Implementation

Malek Fahd Islamic School has set up a series of compliance tasks to ensure that key obligations under the NSW Registration Manual are managed effectively. This is coordinated by the School's Compliance Officer.

THEME 9: Other School Policies

Policy	Summary/ Changes in 2023	Access to full text
Behaviour Education	<p>This policy highlights the school's motto and rationale, and outlines some of the various measures and programs which are implemented to achieve the school's overall objective.</p> <p>The purpose of this policy is to enable the MFIS learning community to operate within an environment that allows for the nurturing and growth of refined behaviour. This aligns with the Prophetic mission to "refine moral character."</p> <p>The School's behaviour education approach is underpinned by foundational principles of Islamic education which emphasises a strength-based approach – a view of students that is "primarily dependent upon positive attitudes about people's dignity, capacities, rights, uniqueness, and commonalities" (McCashen, 2005). Based on the Prophetic example, character is not taught, it is transferred. Therefore, central to this approach is the fostering of meaningful and positive relationships between educator and learner that create transformative learning experiences.</p> <p>Behaviour Education Policy (Implemented 2022)</p>	<p>School website: https://www.mfis.nsw.edu.au/</p>
Anti-Bullying	<p>Malek Fahd Islamic School rejects all forms of bullying behaviour including bullying that may occur outside school hours and could have an impact on school life, such as online cyberbullying.</p> <p>Our school is committed to providing a safe and supportive environment where all members of the school community have the right to be respected and the responsibility to respect each other. MFIS aims to provide a school environment that is physically and emotionally safe and allows its membersto achieve their full potential and have their wellbeing promoted and protected. The policy highlights the importance of prevention and early intervention strategies implemented by the school.</p> <p>Anti-Bullying Policy (reviewed in 2023)</p>	<p>School website: https://www.mfis.nsw.edu.au/</p>
Discipline	<p>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.</p> <p>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.</p> <p>Discipline Policy (revised in 2023)</p>	<p>School website: https://www.mfis.nsw.edu.au/</p>

MFIS Policies and Procedures are accessible to all staff members via the intranet. To access any policy via the intranet, click the desired document located on the left-hand margin of the website, i.e. Policies.

Relevant Policies and Procedures are also publicly displayed on the School website <https://www.mfis.nsw.edu.au/>

Policies and Procedures are reviewed in consultation with AISNSW, 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

In alignment with the 2022-2026 Strategic Plan rollout, the school is committed to providing holistic education, fostering each student's journey towards achieving their personal best. Notably, in 2023, the school began transitioning away from academic streaming of students, with plans to fully integrate this approach by 2024. As part of this initiative, staff training in implementing differentiation strategies will be intensified to effectively address the needs of diverse learners. This effort is designed to promote the presence of positive role models, prevent premature patterns of study pathway decisions, and eliminate stigmatisation among students.

Alongside this structural change is a comprehensive rebranding of every aspect of the school, with the exception of the name. The employment of a Marketing & Communications Manager underscores our commitment to this initiative. Among our most exciting endeavours is the ambitious plan to enhance student comfort through a modernised school uniform. Throughout 2023, the school actively explored alternative options to replace the girls' heavy pinafores and the boys' formal pants and ties. We are eagerly anticipating offering our students with a more comfortable and diverse range of attire for school.

The launch of our Greenacre Primary Learning Support Unit in 2023 has proven highly successful, prompting plans for expansion in 2024. A dedicated team of specialist educators has been instrumental in offering tailored support to small groups of learners within designated physical environments, effectively addressing the learning requirements of students who require additional assistance. Moreover, this support extends beyond academic instruction to encompass social development opportunities during recess and lunch breaks.

In 2023, we entered the second year of implementing the Initialit program, with the Year 2 cohort of 2024 will be marking the first group to complete this comprehensive three-year whole-class literacy initiative. By the program's conclusion, it is anticipated that all participants will have acquired essential core knowledge and robust foundations necessary for proficient reading and writing skills. The impact of this explicit and structured English program will be reflected in the 2025 Year 3 NAPLAN results.

Furthermore, alongside the Stage 1 Initialit program, Stage 2 and 3 students requiring intensive support with reading continue to benefit from the MacqLit program. These sessions provide explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, MiniLit serves as a small-group early literacy program aimed at explicitly teaching reading skills to struggling readers. The school remains committed to investing in explicit teaching methodologies to support all learners effectively.

The curriculum reform in NSW, which introduced new syllabuses in 2023 and will continue with additional releases in 2024, presents a valuable opportunity to develop programs that are both meaningful and relevant to our students. The Niyyah Project, as part of the school's partnership with the Centre of Islamic Thought and Education (CITE) at the University of South Australia, continues to be instrumental in supporting educators to become architects of curriculum. The updated English and Mathematics programs in 2023 has resulted in increased engagement among students, characterised by a stronger focus on Islamic pedagogy leading to the inclusion of critical thinking opportunities and deeper learning experiences. Teachers will continue to be supported with professional learning through the Graduate Certificate of Education – Islamic Education over two years as well as the Distinctive Educational Practice for Islamic School course over one term.

Several significant changes from 2023 will remain key focal points in 2024. The continued expansion of the student One-to-One Device project, initially launched at Beaumont Hills and Hoxton Park, extend to include the Greenacre Secondary campus. This initiative allows students to use their personal devices in the classroom, a practice first implemented in 2023 with Year 7 and 8 students. By 2024, this program will encompass Year 7-9 students, and by 2025, it will extend further to include Year 7-10 students. It is anticipated that students will enhance their digital literacy, better preparing them for life after school, and teachers will find it easier to differentiate instruction using the online platform.

The school is exploring the possibility of expanding its operations to include Out of School Hours Care (OSHC) services at each campus. This expansion aims to assist working parents who face challenges in managing school drop-offs and pick-ups.

In 2023, all Malek Fahd Islamic School campuses had secondary Wellbeing Coordinators, and the Greenacre campus additionally had primary Wellbeing Coordinators. With anticipated enrolment growth in 2024, both Hoxton Park and Beaumont Hills campuses will also introduce primary Wellbeing Coordinators.

THEME 11: Initiatives Promoting Respect and Responsibility

Malek Fahd Islamic School remains committed to ensuring that all students are valued and supported, promoting self-esteem, mutual respect, and responsibility. Demonstrating respect, care, and compassion for others, particularly those in need, is a fundamental aspect of the school's ethos. In 2023, the school introduced several programs and initiatives with the aim of promoting these values.

In April 2023, the school collaborated with staff and students to develop the Respect Training module. This training module, implemented by the Greenacre Secondary Wellbeing team, focuses on cultivating respect among students and was rolled out in Term 2. Concurrently, key wellbeing staff participated in Niyyah Project planning meetings, concentrating on curriculum renewal through an Islamic pedagogical approach.

The school also prioritised staff wellbeing by participating in the Staff Wellbeing Survey. This survey was designed to understand and enhance staff wellbeing across the school.

In a significant initiative for Year 10 students, the WISE UP Project, conducted in collaboration with Bankstown Council and Lighthouse Foundation, involved selected students in a five-week training program to develop leadership skills and build connections.

Year 11 students engaged in the Interfaith Encounters partnership with St. Patrick's College, fostering cultural exchange and dialogue with other faith groups. The school also involved students in community service through Clean Up Australia Day, where they contributed to cleaning the neighborhood and school surroundings, reinforcing their citizenship skills. The Athletics Carnival saw high student attendance, with Year 12 students volunteering as helpers, contributing to the event's success.

Service-learning opportunities were plentiful, including programs such as feeding the homeless in partnership with Brothers in Need and distributing magazines addressing the Muslim community in Sydney with AMUST. During Ramadan, separate Iftar dinners for boys and girls provided excellent opportunities for community bonding. The school also organised its first Itikaf (spiritual retreat) program for Year 12 boys, offering spiritually aligned activities and guest speaker sessions, which were well received by the students. Additionally, ELEVATE Education provided study skills sessions for Year 12 students, focusing on time management and study techniques, supporting students across multiple campuses.

Throughout July to September 2023, various activities continued to enhance student wellbeing and responsibility. Guest speakers delivered inspiring lectures on achieving personal excellence, motivating students to strive for their best in studies and personal growth. Year 11 students completed a comprehensive First Aid course, equipping them with essential skills for medical emergencies. Proactive health initiatives included vaccinations for Year 7 and 10 students, safeguarding them against meningococcal and HPV infections.

In collaboration with Human Appeal Australia and Sydney Muslim Cyclists, the school organised a charity cycling event to enhance access to education in disadvantaged countries, reflecting its commitment to global educational equity. Family bonding events such as the Year 8 Father-Son Night and Mother-Daughter Afternoon Tea further strengthened family connections within the school community. Students also engaged in community service by cleaning the grandstand during an NRL game, with Year 11 students mentoring their Year 8 peers.

Driver safety awareness was raised through the Year 10 B Street Smart program with NRMA, equipping students with vital knowledge for responsible driving. Students also participated in packing AMUST newspapers, promoting positive stories about the Australian Muslim community nationwide. A mental health awareness fundraiser, featuring burger sales and henna stalls, underscored the school's commitment to student wellbeing.

The school maintained strong parent engagement through a face-to-face seminar, informing parents about school events, the wellbeing behavior education program, and providing guidance on subject selection. Additionally, the Deputy Head of Campus and wellbeing coordinators co-presented at the 6th Annual Australian Islamic Schooling Conference in Melbourne, sharing successful changes in behavior response strategies, which received positive feedback from other schools.

From May to July 2023, the school hosted a Careers Day, showcasing diverse post-school pathways and inspiring future success. The ongoing Anti-Bullying Program for Year 7 aimed to create a safe and inclusive environment, focusing on positive relationships and respectful interactions. Supported by Woolworths and local businesses, the Breakfast Club for Year 7 and 8 students provided a welcoming space for nourishment and unity.

The school also facilitated EduCAID Social and Emotional Learning workshops, helping students develop emotional balance and stress management strategies. Fundraising events such as the Biggest Morning Tea and Sausage Sizzle supported the Cancer Council's vital work.

The Academy U Program, in partnership with Western Sydney University, provided unique learning opportunities for high-potential students. Physical wellbeing workshops explored puberty and physical changes from an Islamic perspective, providing valuable insights for Year 7 students. Camps and outings for Year 9 students, including team-building activities and personal growth opportunities, created lasting memories, and fostered holistic development. The school's ongoing commitment to promoting respect, responsibility, and community involvement is evident through these diverse initiatives and programs, reflecting its dedication to holistic education to nurture well-rounded individuals.

Malek Fahd Islamic School 2023 Cross Campus Calendar of School Events

School Events	Date	Campus
SDD	30 January	Primary/Secondary
Students return	31 January	Primary/Secondary
Year 7 Orientation	31 January	Secondary
Kindergarten Orientation	1 February	Primary
Parent Information Session	6 - 10 February	Primary/Secondary
HP Primary Photos	28 February	Primary
PLP - HP	21 February	Primary/Secondary
PLP- GS	22 February	Secondary
PLP - BH	23 February	Primary/Secondary
PLP- GP	20 February	Primary
GS Photos	28 February	Secondary
HP Photos	7 March	Primary/Secondary
BH Photos	8 March	Primary/Secondary
GP School Photos	2 March	Primary
Parent-Teacher Interviews	13 - 17 March	Primary/Secondary
NAPLAN	15 - 27 March	Secondary
Ramadan commences	22 March	Primary/Secondary
Principals Fundraiser- Feed the Fasting	27 - 31 March	Primary/Secondary
HP Iftar	29 March	Primary/Secondary
GS Girls Iftar	30 March	Primary/Secondary
BH Iftar	31 March	Primary/Secondary
GP Iftar	4 April	Primary/Secondary
Quran Competition	5 April	Primary
GS Boys Iftar	6 April	Primary/Secondary
Public Holiday	7 April	Primary/Secondary
Staff Development Day	24 April	Primary/Secondary
ANZAC Day	25 April	Primary/Secondary
Students return	26 April	Primary/Secondary
PLP- GP	15 May	Primary
PLP - HP	16 May	Primary/Secondary

PLP - GS	17 May	Primary/Secondary
PLP - BH	18 May	Primary/Secondary
Half Yearly Exams K-6, 7-10	5 - 23 June	Primary/Secondary
Principals Fundraiser- Qurban	19 - 23 June	Primary/Secondary
Eid ul-Adha	28 – 29 June	Primary/Secondary
MFIS Eid Festival	30 June	Primary/Secondary
Staff Development Day	17 July	Primary/Secondary
Students return	18 July	Primary/Secondary
Science and Numeracy week	31 July- 4 August	Primary/Secondary
PLP - GP	7 August	Primary
PLP - HP	8 August	Primary/Secondary
PLP - GS	9 August	Secondary
PLP - BH	10 August	Primary/Secondary
Year 12 Trials	2- 25 August	Secondary
Charity Ride/Walk	27 August	Primary/Secondary
Parent-Teacher Interviews	28 August – 15 September	Secondary
Year 11 Yearly Exams	4 - 15 September	Secondary
R U OKAY Week	11– 15 September	Primary/Secondary
HP Y12 Graduation Ceremony	19 September	Secondary
GS Y12 Graduation Ceremony	20 September	Secondary
BH Y12 Graduation Ceremony	21 September	Secondary
Year 12 Graduation Dinner	22 September	Secondary
Staff Development Day	9 October	Primary/Secondary
Students return	10 October	Primary/Secondary
HSC Exams commence TBC	11-25 October	Secondary
PLP - GP	23 October	Primary
PLP - HP	24 October	Primary/Secondary
PLP - GS	25 October	Secondary
PLP - BH	26 October	Primary/Secondary
Yearly Exams Y10	23 October – 3 November	Secondary
Yearly Exams K-6, 7-9	6-17 November	Primary/Secondary
HP & BH Y6 Graduation Dinner	24 November	Primary
GP EOY Assemblies	4 December	Primary
GP Y6 Graduation Dinner	5 December	Primary
HP EOY Assemblies	5 December	Primary/Secondary
GS EOY Assemblies	6 December	Secondary
BH EOY Assemblies	7 December	Primary/Secondary
Staff Wellbeing/Spiritual Day	8 December	Primary/Secondary

THEME 12: Parent, Student and Teacher Satisfaction

Feedback plays a pivotal role in the continuous enhancement of Malek Fahd Islamic School. By actively engaging parents, students, and teachers through various channels, the school addresses concerns and enriches the educational journey. Feedback is collected via emails, surveys, phone calls, and face-to-face interactions.

For issues specific to each campus, the Head of Campus resolves matters by collaborating with coordinators or teachers as needed. Principal Dr. Matthews is consulted for broader issues and regularly visits campuses to engage with parents, teachers, and students. Student Representative Council (SRC) meetings provide students with a platform to voice their feedback, while parents communicate through bi-termly Parents Committee meetings. Furthermore, parents submit feedback through suggestion or complaint forms, or directly communicate with administrative staff who redirect them to the appropriate personnel.

Teachers share their insights during staff meetings, stage meetings, curriculum discussions, and via email or in-person conversations. New staff members provide feedback to their mentors, facilitating their integration into the school community.

The school fosters open communication through events such as parent-teacher interviews, face-to-face meetings, webinars, and information sessions at the start of the academic year. These sessions inform parents about expectations and requirements for their child's year group, directions, activities and provide guidance on subject selection. Detailed students' reports are issued at the end of each semester, while daily communication diaries or Class Dojo are utilised for ongoing feedback. Additionally, tests and assessments contribute to the feedback loop.

Malek Fahd Islamic School prides itself on its open-door policy, actively encouraging parent involvement. The school's commitment to continuous improvement is evident in its dedication to gathering and acting upon feedback from all stakeholders.

Two reviews were conducted in 2023.

The National School Survey was conducted in Term 2, 2023. We received a commendable 25% response rate from parents. The survey outcomes revealed an overall satisfaction score of 69%, which remains consistent with the 2021 figures and notably increased from the 62% recorded in 2015. The results also highlighted an increased approval rating in the perception of the school being well-managed, with a mean score of 67%, an improvement from previous years. The survey results indicated strong support for instilling Islamic values, promoting personal growth, and ensuring adequate access to technology.

Areas for improvement primarily focused on behaviour management, enhanced parent-teacher communication, teacher consistency, school cleanliness, student leadership programs, and a desire for a wider range of extracurricular activities. Based on the feedback, an action plan has been developed to address the areas recommended for improvement.

In October 2023, the Centre for Islamic Thought & Education from the University of South Australia, conducted the Year 3 School Review across the four MFIS campuses as part of the Niyah Project (Nov. 2020 – Nov. 2023). The purpose of the Year 3 School Review, as the final review, was to assess the overall impact of the Niyah Project. The results were based on comprehensive qualitative and quantitative research approaches in the form of focus group interviews, classroom observations and an online survey.

This survey identified a shift across educator teams, many showing a deeper resonance and appreciation of the higher purpose of the project. There has been a substantive shift in the way educators view, speak about, and relate to students, leading to a hopeful and emergent renewed culture of practice. This includes experimentation with Islamic worldview and Islamic integration in the redesign of assessments, programs and lesson structure. Creation of new programs coinciding with NESAs' progressive release of new syllabuses is an opportunity to embed Islamic pedagogy in all key learning areas.

The Niyah Project has helped educators to become increasingly conscious of the need to shift from a didactic, transmission-based approach to teaching to experiment with pedagogical and instructional redesign, including generating more dialogue, increased connectedness to student lives, and empowering students in researching their own inquiries.

THEME 13: Summary Financial Information

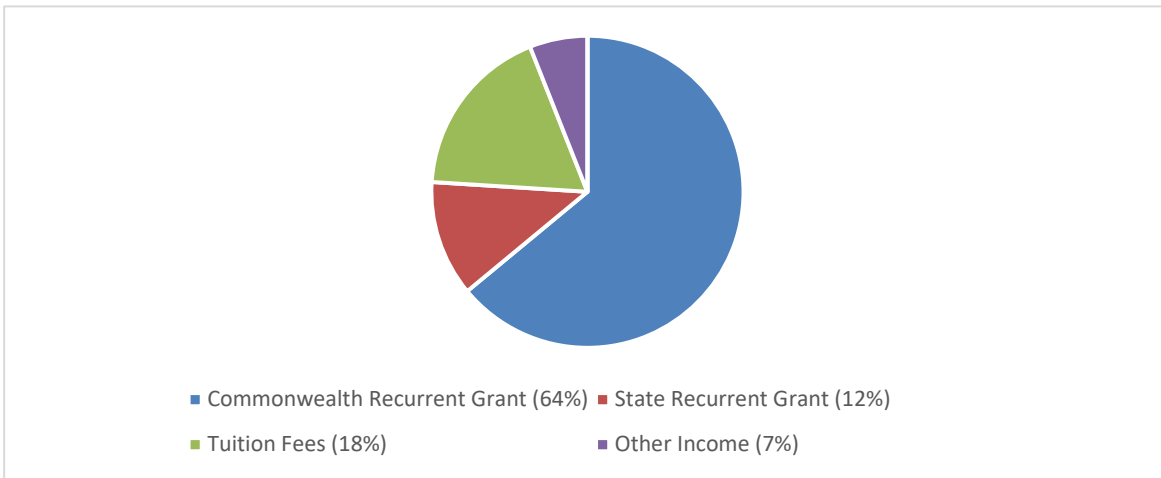
REPORTING AREA 14

SUMMARY FINANCIAL INFORMATION

The graphs below represent income and expenditure using percentage

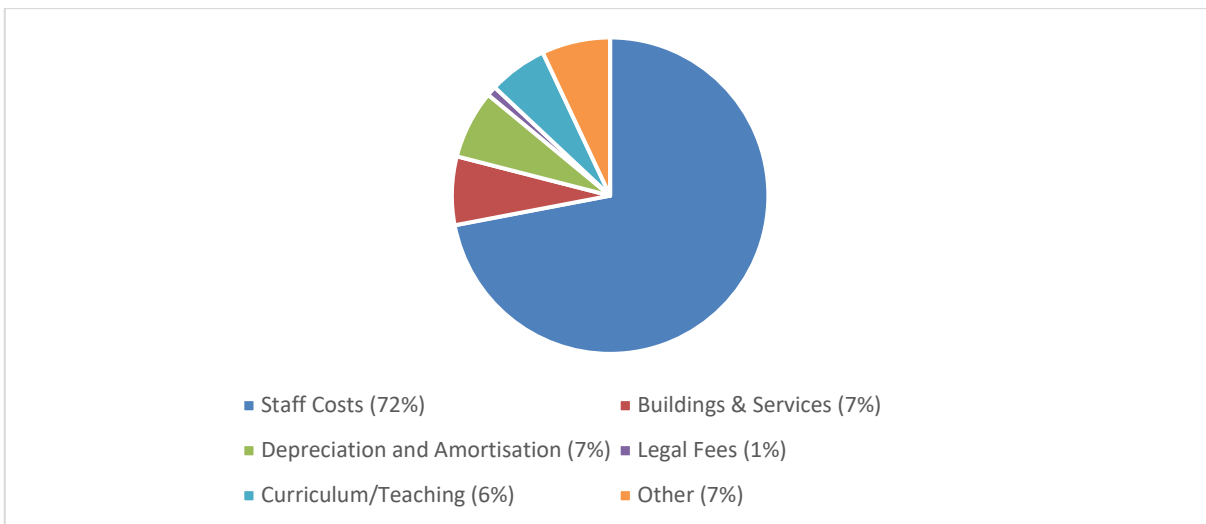
(a) Graphic one: recurrent/capital income represented by pie chart

Income Summary 2023



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

Expenditure Summary 2023



THEME 14: Publication Requirements

Malek Fahd Islamic School has completed its publication, addressing the following requirements:

- The NESAs 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 NESAs on RANGS online.
- Public disclosure by uploading annual report on its school website.

The 2023 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.