



MALEK FAHD  
ISLAMIC SCHOOL

# Annual Report 2025

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# **ANNUAL REPORT 2025**

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# THEME 1: Context

## 1.1 A Message from Key School Bodies

### Board Chair's Message

It is with great pleasure that I present the 2025 Annual Report for Malek Fahd Islamic School. This year has been one of genuine progress across our classrooms, our culture, and our commitment to every student and family who is part of this community.



Our students remain at the heart of everything we do. We are proud of the HSC outcomes achieved this year across our campuses. Not only of those who excelled at the highest levels, but of every student who worked hard, grew, and achieved their personal best. At MFIS, we believe that success looks different for every student, and our commitment is to ensure that each one is supported, challenged, and celebrated on their own journey.

One of the highlights of 2025 has been our new partnership with Aspect Education, leaders in education for children on the autism spectrum. This initiative reflects our deeply held belief that every child deserves access to quality Islamic education, regardless of their learning needs. It also makes MFIS the first Islamic school in Australia to offer this kind of dedicated inclusive support. We are genuinely excited about what this means for our students, our families, and the broader Muslim community.

During 2025, the Board continued to progress an independent organisational culture review that we approached with openness and a genuine desire to grow. Through consultation and honest reflection, this review has deepened our understanding of staff experiences and strengthened our resolve to foster a positive, respectful, and high-performing environment for everyone at MFIS. This is important work, and we will continue it with the same care and commitment in 2026.

We are also pleased to report continued progress on the repayment of government funding. The substantial majority has now been completed, with only a modest balance remaining to be finalised in 2026. This is a defining milestone for our school and one that positions us to move forward with greater financial confidence and stability.

This year also made a significant regulatory achievement, with MFIS receiving a recommendation for five-year registration and accreditation. This is a strong affirmation of the quality and integrity of our educational programs, and we are proud of it. Combined with enrolments that exceeded our targets, these outcomes reflect the growing confidence our community places in the direction of our school.

Throughout the year, we have also deepened our commitment to Islamic identity and pedagogy. Through our collaboration with the Centre for Islamic Thought and Education, we have seen positive cultural shifts and growing staff engagement with Islamic values in the

classroom. This integration of faith and academic excellence is central to who we are, and it always will be.

To our staff, thank you. Your professionalism, your care, and your dedication to our students are the foundation everything else is built on. To our parent community, your trust and partnership mean everything to us, and we are honoured to walk this journey alongside you.

As we look ahead to 2026, the Board is energised by the opportunities before us. Together, we continue to build a school grounded in excellence, faith, and community. A school that every family can be proud to call their own.

**Mr Fayez Moussa**

**Chairman of the Board**

Malek Fahd Islamic School

## Principal's Message

Dear Malek Fahd Islamic School Community,

Assalaamu Alaykum WRWB, Bismillāhir Rahmānir Rahīm.

The 2025 Annual Report for Malek Fahd Islamic School (MFIS) reflects a year of continued growth, strengthened identity, and sustained progress across strategic priorities. Throughout the year, our students, staff, and families demonstrated dedication, resilience, and unity while contributing positively to the life of the school community.



The school further embedded its refreshed brand identity across campuses, communications and learning environments, contributing to a stronger sense of belonging and school pride. Facilities improvements, including upgrades to learning spaces, outdoor areas, and student amenities, supported a positive environment for teaching and learning.

The bespoke Teaching & Learning Framework entered its second year of implementation, strengthening curriculum design, assessment practices, and pedagogical consistency from Kindergarten to Year 12. Professional learning opportunities for educators focused on evidence-informed teaching practices, student wellbeing, and behaviour support, while also grounding learning programs within Islamic perspectives.

The 2025 HSC results for MFIS demonstrate continued academic growth and improved alignment between internal and external assessment measures. The cohort increased to 222 students (from 180 in 2024), reflecting ongoing enrolment growth across the school. The school achieved a highest ATAR of 99.55, maintaining a strong record of support for high academic attainment. There was a significant increase in higher-band achievement, with Band 6 results rising to 89 (up from 55 in 2024) and Band 5 results increasing to 277 (up from 211 in 2024), indicating improved performance in high-achieving student cohorts.

NAPLAN results indicate overall positive performance in spelling, with results consistently above state averages across all year levels and particularly strong outcomes in Year 7. Reading demonstrates early signs of improvement in primary years, with Year 3 narrowing the gap to state benchmarks and Year 5 showing notable growth at Beaumont Hills. Writing and grammar remain areas for continued development, with emerging strengths identified that will support future growth. Numeracy outcomes show early stabilisation in secondary years, with a clear focus on strengthening outcomes in primary cohorts. Overall, the data highlights encouraging foundations in literacy and numeracy, with targeted strategies in place to support continued improvement across all domains.

The school introduced its first Enrichment Class for Year 7 at the Greenacre Secondary Campus. The program provided high-performing students with opportunities for deeper inquiry, advanced problem-solving, and extended learning experiences. Following positive outcomes, the program is planned to expand in 2026 to include Year 7 at Hoxton Park and

Year 8 at Greenacre.

Students across all campuses participated in a broad range of co-curricular and enrichment opportunities, including STEM initiatives, debating, robotics, Qur'an and Seerah competitions, sporting carnivals, leadership programs, university partnerships, and service-learning projects. These experiences supported the development of student confidence, leadership, collaboration, and personal responsibility.

The school community continued to demonstrate a strong commitment to social responsibility and community engagement. Students and staff participated in a variety of charitable initiatives and fundraising activities supporting local and international causes, including food drives, humanitarian appeals, environmental initiatives, and student-led community projects.

Partnerships between school and home remained an important priority throughout the year. Parent engagement activities included workshops, community events, campus celebrations, and opportunities for parents and carers to connect with staff and school leadership. These initiatives strengthened communication and collaboration across the school community. Student wellbeing continued to remain central to school life. Mentoring programs, leadership opportunities, wellbeing initiatives, and staff professional learning in faith-aligned restorative practices and trauma-informed approaches supported the development and wellbeing of students across all year levels.

The school's alumni network also remained active through networking events, reunions, and mentoring opportunities, reflecting the enduring connection many graduates maintain with the school community.

The report concludes by acknowledging the collective contribution of students, parents and carers, staff, executive teams, leadership, board members, and the wider community. It reaffirms the school's ongoing commitment to faith, excellence, and service, and expresses gratitude for the shared efforts that have supported the school's progress throughout 2025.

May Allah (SWT) bless our efforts and continue to guide our school community in the years ahead.

Aameen.

**Dr. Zachariah Matthews**

Principal

Malek Fahd Islamic School

## 1.2 Contextual Information about the School

Malek Fahd Islamic School (MFIS) is a leading independent, inclusive, co-educational Islamic school comprising four campuses: Greenacre Primary, Greenacre Secondary, Hoxton Park, and Beaumont Hills. Established in 1989, the school offers a holistic educational experience from Kindergarten to Year 12. As of 2025, MFIS had a total enrolment of 3,343 students, reflecting a steady growth trajectory and a richly diverse, multicultural student body.

### Strategic Direction

In 2025, the school progressed into the fourth year of its 5-year Strategic Plan: "Renewal – From Recovery to Distinction." Key milestones achieved during the year included the implementation and integration of the following initiatives:

- Educational Philosophy
- Graduate Qualities
- Behaviour Education Program
- Respect Framework
- Teaching and Learning Framework

The year also saw finalisation of the inaugural Teaching and Learning Framework, laying a solid foundation for pedagogical consistency and innovation across the curriculum across school.

### Vision and Islamic Ethos

MFIS continues to be a cornerstone of faith-based education. Guided by the school's vision is to be leading school in Islamic education nurturing students holistically in a faith-enriched environment, MFIS remains committed to fostering values of faith, excellence, and service. The curriculum integrates Arabic, Islamic Studies, and Quran Studies alongside the NESA syllabus, exemplifying the school's dedication to academic and spiritual development.

### Early Learning and Literacy Initiatives

In 2025, the school continued to expand targeted support in foundational years:

- Teacher Aide support in Kindergarten and Year 2 ensured a strong focus on early literacy.
- Initialit entered its third year of implementation, delivering explicit, evidence-based literacy instruction across Kindergarten, Year 1, and Year 2. This reflects the school's commitment to achieving Stage 1 reading mastery for all students. 2025 also saw an increase in investment in LS across the school. Also, school partnered with Aspire to work out support that could be provided to the students with special needs.

### Digital Learning Enhancements

The school continued integrating technology to enhance learning experiences:

- All Year 7 to Year 10 students were issued personal digital devices.
- The transition to digital textbooks and resources streamlined access and facilitated differentiated instruction. This shift enabled greater adaptability in teaching approaches and improved student engagement.

### **Senior School Support and Academic Outcomes**

To support senior students, MFIS continued and strengthened a suite of academic interventions:

- Individual and small-group tutoring by alumni and Masterclass sessions were provided for Year 12 students.
- Additional staff: 2025 saw the appointment of campus-based Learning Support Coordinators, teachers, and teacher aides, after review by ISNSW in 2024.
- These supports enable the school to better cater for all learners, thus improving their wellbeing.

Our HSC results

- 89 Band 6 scores and 277 Band 5 scores across all campuses.
- A noteworthy accomplishment includes the exceptional performance of two students who achieved Band 6 in all 10 HSC units, showcasing their well-rounded excellence. These results underscore the effectiveness of academic interventions and the high calibre of teaching at MFIS.

### **Pathway Expansion**

MFIS continued to diversify post-school options:

- Ongoing delivery of non-ATAR Pathway, VET and Distance Education programs provided alternate pathways for students.
- Year 10 Work Experience, Stage 6 Careers Day, and guidance on Early Offer Schemes and university scholarships helped students make informed future choices.

### **Co-Curricular and Wellbeing Opportunities**

MFIS remained committed to nurturing well-rounded students through participation in:

- Athletics carnivals, gymnastics, and Raw challenges
- Gala Days, and other sporting events

These activities promoted teamwork, physical fitness, and personal growth, aligning with the school's holistic educational approach. For staff wellbeing, the school has implemented the right to disconnect and has an annual staff survey to gauge the areas of improvement that can be instituted into the school culture.

## **Professional Development and Islamic Pedagogy**

In 2025, the Centre for Islamic Thought and Education (CITE), University of South Australia continued providing an ongoing collaboration and support to strengthened staff capacity in Islamic pedagogy and curriculum integration. Going forward:

- Staff will continue professional development through the Graduate Certificate of Education – Islamic Education
- Participation in the Distinctive Educational Practice for Islamic Schools program will be offered to all staff.

## **Facilities upgrade**

A comprehensive capital works program has been implemented across all campuses, supported by dedicated budget allocations. Works commenced in 2025. These upgrades address a period of limited maintenance and are designed to enhance both the functionality and quality of learning environments.

Key developments include:

- **Greenacre Primary Campus:** Construction of a permanent covered structure to support all-purpose sporting activities, as well as providing a sheltered and safe pick-up and drop-off area for primary students had commenced.
- **Beaumont Hills Campus:** Development of a new purpose-built library, alongside the construction of additional classrooms and a new hall to support enrolment growth and program delivery had commenced.
- **Greenacre Secondary Campus:** Completion of Stage 1 renovations, including the refurbishment of nine classrooms to modern standards and all bathrooms in secondary school renovated to modern standards.

These upgrades reflect the School's ongoing commitment to providing high-quality, safe, and future-focused educational facilities across all campuses.

## THEME 2: Outcomes and Results

### 2.1 Student Outcomes in Standardised National Literacy and Numeracy Testing

#### NAPLAN Results 2025

Year 3 Reading						
Campus	GA (155 students)		HP (41 students)		BH (52 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	12	7.74	2	4.88	3	5.77
Developing	36	23.23	9	21.95	13	2
Strong	80	51.61	21	51.22	24	46.15
Exceeding	26	16.77	9	21.95	12	23.08
Year 3 Writing						
Campus	GA (155 students)		HP (41 students)		BH (52 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	4	2.58	0	0	0	0
Developing	17	10.97	1	2.44	5	9.62
Strong	113	72.9	38	92.68	35	67.31
Exceeding	19	12.26	2	4.88	11	21.15
Year 3 Spelling						
Campus	GA (155 students)		HP (41 students)		BH (52 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	8	5.16%	0	0	1	1.92%
Developing	32	20.65%	9	21.95%	10	19.23%
Strong	68	43.87%	18	43.90%	24	46.15%
Exceeding	46	29.68%	14	24.15%	17	32.69%
Year 3 Grammar and Punctuation						
Campus	GA (155 students)		HP (41 students)		BH (52 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	23	14.84%	7	17.07%	4	7.69%
Developing	45	29.03%	9	21.95%	17	32.69%
Strong	69	44.52%	20	48.78%	21	40.38%
Exceeding	17	10.97%	5	12.20%	10	19.23%
Year 3 Numeracy						
Campus	GA (155 students)		HP (41 students)		BH (52 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	17	10.97%	6	14.63%	8	15.38%
Developing	47	30.32%	11	26.83%	14	26.92%
Strong	73	47.10%	21	51.22%	23	44.23%
Exceeding	17	10.97%	3	7.32%	7	13.46%

Year 5 Reading						
Campus	GA (151 students)		HP (48 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	14	9.27%	3	6.25%	3	6.25%
Developing	38	25.17%	10	20.83%	5	10.42%
Strong	80	52.98%	28	58.33%	34	70.83%
Exceeding	19	12.58%	7	14.58%	6	12.50%
Year 5 Writing						
Campus	GA (151 students)		HP (48 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	13	8.61%	3	6.25%	1	2.08%
Developing	37	24.50%	14	29.17%	13	27.08%
Strong	88	58.28%	28	58.33%	29	60.42%
Exceeding	13	8.61%	3	6.25%	5	10.42%
Year 5 Spelling						
Campus	GA (151 students)		HP (48 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	6	3.97%	2	4.17%	1	2.08%
Developing	31	20.53%	11	22.92%	6	12.50%
Strong	78	51.66%	25	52.08%	21	43.75%
Exceeding	36	23.84%	10	20.83%	20	41.47%
Year 5 Grammar and Punctuation						
Campus	GA (151 students)		HP (48 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	26	17.22%	5	10.42%	3	6.25%
Developing	37	24.50%	14	29.17%	11	22.92%
Strong	69	45.70%	23	47.92%	24	50%
Exceeding	19	12.58%	6	12.50%	10	20.83%
Year 5 Numeracy						
Campus	GA (151 students)		HP (48 students)		BH (48 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	12	7.95%	2	4.17%	1	2.08%
Developing	44	29.14%	17	35.42%	7	14.58%
Strong	78	51.66%	24	50%	26	54.17%
Exceeding	17	11.26%	5	10.42%	14	29.17%

Year 7 Reading						
Campus	GA (153 students)		HP (54 students)		BH (54 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	15	9.8	3	5.6	2	3.7
Developing	36	23.5	7	13.0	13	24.1
Strong	75	49	41	75.9	29	53.7
Exceeding	27	17.6	3	5.6	10	18.5
Year 7 Writing						
Campus	GA (153 students)		HP (54 students)		BH (54 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	5	3.3	4	7.4	1	1.9
Developing	40	26.1	21	38.9	17	31.5
Strong	93	60.8	26	48.1	25	46.3
Exceeding	15	9.8	3	5.6	11	20.4
Year 7 Spelling						
Campus	GA (153 students)		HP (54 students)		BH (54 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	3	2	1	1.9	1	1.9
Developing	21	13.7	9	16.7	6	11.1
Strong	80	52.3	27	50	34	63
Exceeding	49	32	17	31.5	13	24.1
Year 7 Grammar and Punctuation						
Campus	GA (153 students)		HP (54 students)		BH (54 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	17	11.1	5	9.3	5	9.3
Developing	38	24.8	15	27.8	11	20.4
Strong	76	49.7	26	48.1	35	64.8
Exceeding	22	14.4	8	14.8	3	5.6
Year 7 Numeracy						
Campus	GA (153 students)		HP (54 students)		BH (54 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	14	9.2	5	9.3	3	5.6
Developing	37	24.2	10	18.5	11	20.4
Strong	87	56.9	35	64.8	32	59.3
Exceeding	15	9.8	4	7.4	8	14.8

Year 9 Reading						
Campus	GA (163 students)		HP (49 students)		BH (46 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	7	4.3	2	4.1	0	0
Developing	46	28.2	20	40.8	12	26.1
Strong	82	50.3	24	49	29	63
Exceeding	28	17.2	3	6.1	5	10.9
Year 9 Writing						
Campus	GA (163 students)		HP (49 students)		BH (46 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	5	3.1	2	4.1	0	0
Developing	58	35.6	20	40.8	11	23.9
Strong	75	46	22	44.9	22	47.8
Exceeding	25	15.3	5	10.2	13	28.3
Year 9 Spelling						
Campus	GA (163 students)		HP (49 students)		BH (46 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	6	3.7	3	6.1	0	0
Developing	20	12.3	10	20.4	2	4.3
Strong	93	57.1	25	51	34	73.9
Exceeding	44	27	11	22.4	10	21.7
Year 9 Grammar and Punctuation						
Campus	GA (163 students)		HP (49 students)		BH (46 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	14	8.6	6	12.2	0	0
Developing	50	30.7	12	24.5	13	28.3
Strong	72	44.2	24	49	25	54.3
Exceeding	27	16.6	7	14.3	8	17.4
Year 9 Numeracy						
Campus	GA (163 students)		HP (49 students)		BH (46 students)	
Band	Number	Percentage	Number	Percentage	Number	Percentage
Needs Additional Support	9	5.5	3	6.1	0	0
Developing	30	18.4	16	32.7	6	13
Strong	109	66.9	27	55.1	33	71.77
Exceeding	15	9.2	3	6.1	7	15.2

## Whole School vs State Average

Year Level	Calendar Year	State Average	School Average	State Difference
<b>Reading</b>				
Year 3	2025	411.1	406.8	-4.3
Year 5	2025	498.1	482.9	-15.2
Year 7	2025	546.1	531.2	-14.9
Year 9	2025	574.4	567.2	-7.2
<b>Numeracy</b>				
Year 3	2025	411.8	395.4	-16.4
Year 5	2025	499.7	490.5	-9.2
Year 7	2025	558.3	536.1	-22.2
Year 9	2025	585.2	577.5	-7.7
<b>Spelling</b>				
Year 3	2025	416.8	437.4	20.6
Year 5	2025	496.5	508.7	12.2
Year 7	2025	551.9	564.0	12.1
Year 9	2025	577.9	588.8	10.9
<b>Grammar and Punctuation</b>				
Year 3	2025	417.3	414.2	-3.1
Year 5	2025	507.2	491.3	-15.9
Year 7	2025	549	542.1	-6.9
Year 9	2025	569.5	571.6	2.1
<b>Writing</b>				
Year 3	2025	425.1	432.1	7
Year 5	2025	486.6	480.2	-6.4
Year 7	2025	547.1	543.0	-4.1
Year 9	2025	582.4	582.0	-0.4

## 2.2 Post School Destination 2025

All students attained the Year 12 certificate. Following completion of their secondary school education, most students enrolled at university, TAFE, or private colleges. Popular courses included Engineering, Education, Construction Management, Health Science, Information Technology, Pharmacy, Psychology, Business, Computer Science, Commence and Law. Some students joined the workforce while others are taking a gap year.

## 2.3 HSC Results

In 2025, 222 students sat the Higher School Certificate (HSC), completing 19 courses offered at Malek Fahd Islamic School. The outcomes demonstrated notable progression for many students, with significant improvement from their Preliminary grades to their final HSC bands.

Aligned with the school's commitment to a holistic approach, MFIS has intentionally moved away from selecting students based solely on academic merit. Instead, we aim to nurture the potential of all learners.

Across all courses, 97.78% of students achieved a mark of 50 or higher (Band 2 or above). Notably, 34.51% of these results fell within Band 5 and Band 6 (80-100 marks). Two students were recognised as Distinguished Achievers, scoring a Band 6 in all 5 courses. Positive Z- scores in Biology, English Advanced, Mathematics Advanced and Mathematics Standard indicate performance above state benchmarks in these subjects. These achievements reflect the school's commitment to providing a supportive learning environment and implementing targeted academic interventions. Overall, the 2025 HSC results highlight our strategic transition towards holistic education, where the focus is on individual growth enabling every student to reach their personal best.

### HSC Result Table

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15020	Ancient History	17		1	2	6	2	4	2
15510	Arabic Continuers	7			2	4	1		
15030	Biology	118		12	38	41	18	7	2
15040	Business Studies	128	2	13	23	34	34	16	8
15050	Chemistry	35		1	10	13	11		
15060	Community and Family Studies	21	1		4	9	2	2	4
15110	Economics	33		2	6	9	5	10	1
15140	English Advanced	67		7	41	18	1		
15130	English Standard	155			29	69	41	10	6
15220	Legal Studies	55		3	11	13	12	14	2
15255	Mathematics Advanced	40	1	5	16	17	2		
15236	Mathematics Standard 2	129		20	41	31	18	16	3
15270	Modern History	39	1	4	6	21	1	5	2
15320	Personal Development, Health and Physical Education	103		1	15	33	35	14	5
15330	Physics	26		5	3	7	5	5	1
26999	Retail Services Examination	2				1	1		
15370	Studies of Religion I	8			4	2	1	1	
15380	Studies of Religion II	76	3	2	19	24	15	9	7
	<b>Band Total</b>			76	270	352	205	113	43

## Mathematics Ext 1&2 Bands

Course	Name	Included Students	Omitted Students	Band E4	Band E3	Band E2	Band E1
15250	Mathematics Extension 1	22		8	7	5	2
15260	Mathematics Extension 2	12		5	4	3	
<b>Band Total</b>				13	11	8	2

## Higher School Certificate (HSC) Performance from 2022-2025

Band	Score Range	No. of Achievers	% 2025	% 2024	% 2023	% 2022
6	90–100	89	8.30	5.95	8.51	8.69
5	80–89	277	26.21	22.81	33.22	27.26
4	70–79	352	33.24	39.68	32.86	33.57
3	60–69	205	19.36	19.89	17.87	20.12
2	50–59	113	10.67	9.30	6.88	7.74
1	0–49	43	4.06	2.38	2.89	2.62

## HSC Result Analysis

Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Ancient History 2 unit	15020	17		67.20	16.09	55.24	22.12	66.84	15.58	72.41	14.43	-5.57	-.39
Arabic Continuers 2 unit	15510	7		78.34	4.72	82.29	9.47	75.37	10.65	80.38	11.59	-5.01	-.43
Biology 2 unit	15030	118		75.72	12.85	65.53	19.17	75.27	12.33	73.04	12.93	2.23	.17
Business Studies 2 unit	15040	128	2	71.07	14.42	49.91	19.37	70.10	14.82	74.28	12.20	-4.18	-.34
Chemistry 2 unit	15050	35		74.83	7.74	60.94	17.78	74.73	7.37	74.86	11.93	-.13	-.01
Community and Family Studies 2 unit	15060	21	1	65.61	19.70	64.52	19.29	65.79	19.44	74.00	10.55	-8.21	-.78
Economics 2 unit	15110	33		68.79	14.61	54.30	20.98	68.88	14.92	77.69	11.95	-8.81	-.74
English Advanced 2 unit	15140	67		82.16	5.83	66.91	10.90	81.87	5.56	81.80	6.90	.07	.01
English Standard 2 unit	15130	155		71.37	8.80	53.17	13.80	69.87	13.10	71.62	7.76	-1.75	-.23
Legal Studies 2 unit	15220	55		69.47	13.56	54.07	17.29	68.03	14.38	75.21	13.50	-7.18	-.53
Mathematics Advanced 2 unit	15255	40		80.92	8.69	57.08	17.53	80.66	8.13	78.83	12.27	1.83	.15
Mathematics Extension 1 2 unit	15250	22		77.33	19.25	62.91	21.68	78.05	17.54	78.71	16.51	-.66	-.04
Mathematics Extension 2 2 unit	15260	12		81.45	14.70	67.00	17.78	81.98	13.31	82.48	12.85	-.50	-.04
Mathematics Standard 2 2 unit	15236	129		76.10	13.54	56.89	22.14	75.34	13.55	71.56	13.32	3.78	.28
Modern History 2 unit	15270	39	1	73.05	14.32	47.15	20.06	72.83	13.66	73.72	13.22	-.89	-.07
Personal Development, Health and Physical Education 2 unit	15320	103		68.14	11.30	61.05	17.17	67.51	11.19	74.15	11.15	-6.64	-.60
Physics 2 unit	15330	26		72.45	13.27	64.31	22.74	70.13	19.21	73.58	13.01	-3.45	-.27
Retail Services Examination 2 unit	26999	2						68.10	6.90	71.06	9.21	-2.96	-.32
Studies of Religion I 1 unit	15370	8		37.84	3.81	33.00	7.38	36.93	4.28	38.46	5.57	-1.53	-.27
Studies of Religion II 2 unit	15380	76	3	70.60	13.77	56.62	20.10	70.00	14.74	77.38	11.19	-7.38	-.66

## Preliminary Grade

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)	256	93820	5.86	23.83	37.89	18.75	13.67		12.44	30.17	36.77	15.00	4.63	.99
Mathematics 200 hours (326)	281	93162	6.05	10.32	43.77	16.37	23.49		13.80	21.37	34.07	21.95	7.91	.90
Science 200 hours (350)	266	93968	14.29	39.47	28.95	13.53	3.76		13.01	24.97	36.56	18.87	5.68	.91
Commerce 100 hours (431)	202	7379	8.91	26.73	49.01	11.88	3.47		19.68	32.24	34.16	10.30	3.42	.20
Geography 100 hours (4015)	256	93829	10.94	21.88	39.45	16.02	11.72		14.56	29.70	35.67	14.33	4.98	.76
History 100 hours (4007)	256	93822	10.16	19.14	38.28	15.63	16.80		14.55	29.01	35.55	14.98	5.13	.78
Modern Languages - Arabic 100 hours (801)	23	155	26.09	17.39	34.78		21.74		21.94	20.00	42.58	11.61	3.87	
Computing Technology 100 hours (1612)	67	2131	8.96	34.33	34.33	17.91	4.48		24.59	32.05	26.79	10.37	5.91	.28
Food Technology 100 hours (1626)	62	7758	9.68	37.10	37.10	11.29	4.84		18.12	32.53	32.44	11.86	4.64	.40
Personal Development, Health and P.E. 100 hours (2421)	256	19077	8.98	44.53	32.42	9.77	4.30		16.61	40.42	31.24	8.70	2.54	.49

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)	38	30365	5.26	23.68	65.79	2.63	2.63		20.28	45.81	29.72	3.78	.36	.05
English Standard 2 unit (11130)	157	35637	1.27	10.19	50.96	34.39	3.18		4.01	28.15	48.69	15.93	2.78	.44
Mathematics Advanced 2 unit (11255)	52	24347	7.69	28.85	34.62	21.15	7.69		26.00	27.23	30.84	13.33	2.57	.02
Mathematics Extension 1 unit (11250)	24	11757	12.50	8.33	25.00	29.17	25.00		27.37	29.57	30.42	10.63	2.00	.01
Mathematics Standard 2 unit (11236)	127	43538	1.57	14.96	34.65	28.35	20.47		9.54	23.13	35.60	22.65	8.45	.62
Biology 2 unit (11030)	162	26878	7.41	46.30	32.10	11.11	3.09		12.70	28.90	39.06	15.58	3.48	.28
Chemistry 2 unit (11050)	59	14448	3.39	6.78	23.73	45.76	20.34		18.18	29.05	35.41	13.75	3.46	.15
Earth and Environmental Science 2 unit (11100)	28	3232		14.29	32.14	28.57	25.00		11.76	28.34	40.01	14.73	4.61	.56
Physics 2 unit (11310)	24	11955	8.33	37.50	50.00	4.17			15.98	29.64	37.01	14.50	2.77	.09
Business Studies 2 unit (11040)	129	27281	.78	8.53	35.66	37.21	17.83		12.81	30.52	36.85	15.59	3.85	.38
Legal Studies 2 unit (11220)	76	14748	1.32	13.16	40.79	17.11	27.63		17.86	30.11	33.88	13.85	3.80	.49
Modern History 2 unit (11270)	80	15409	3.75	6.25	26.25	26.25	37.50		16.62	30.00	34.54	14.26	4.18	.40
Studies of Religion I 1 unit (11350)	24	10207		4.17	75.00	16.67	4.17		15.57	33.35	39.24	10.96	.86	.02
Studies of Religion II 2 unit (11360)	115	8624	.87	8.70	34.78	35.65	20.00		14.56	37.24	36.39	10.16	1.48	.16
Arabic Continuers 2 unit (11510)	15	258	13.33	40.00	26.67		20.00		29.07	36.05	27.52	5.43	1.94	
Community and Family Studies 2 unit (11060)	21	13818	4.76	14.29	38.10	38.10	4.76		11.20	28.12	38.81	16.54	4.36	.97
Health and Movement Science 2 unit (11390)	87	20984	4.60	21.84	34.48	35.63	3.45		10.82	29.49	40.82	15.02	3.40	.45

## 2.4 Senior Secondary Outcomes

### Year 12

There was a total of six students enrolled in VET/distance courses. At Beaumont Hills, there were a total of two students (one in Information & Digital Technology and another in Construction Pathways), while four at Greenacre Secondary (two in Software Engineering and two in Retail Services).

### Year 11

A total of three students studied Physics through distance education.

### Record of School Achievement – Stage 5

Three students were issued with RoSA certificates.

## THEME 3: Staffing

### 3.1 Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	31
Provisional	15
Proficient Teacher	184
Highly Accomplished Teacher (voluntary accreditation)	3
Lead Teacher (voluntary accreditation)	0
Other	5

### 3.2 Workforce Composition: School Staff 2025

Teaching staff	247
Full-time equivalent teaching staff	231
Non-teaching staff	82
Full-time equivalent non-teaching staff	74.8

### 3.3 Teacher Professional Learning

The school is strongly committed to the continuous professional growth of its staff. All employees participate in professional learning programs designed to enhance their knowledge, deepen their understanding, and strengthen their application of effective and innovative pedagogical practices, subject-specific content, relevant legislation, and other key school priorities. Staff access professional learning through a comprehensive internal program that draws on the expertise and experience of our own team, as well as through opportunities provided by external professional learning organisations.

The focus of whole-school professional learning in 2025 included:

- Child protection and mandatory reporting requirements
- Islamic Pedagogy
- Embedding the Islamic worldview across teaching and learning
- Differentiation strategies and assessment moderation
- Digital technologies and platforms, with a focus on the responsible use of Artificial Intelligence (AI)
- Promoting student wellbeing through quality wellbeing practices
- Curriculum programming and effective lesson planning
- Strengthening classroom practice and pedagogy
- Familiarisation with new syllabuses and associated programming requirements

- Child Safe Standards, including risk assessment and risk management
- Learning support strategies and inclusive practices

Future professional learning at the school will continue to prioritise the development of safe, supportive, and inclusive learning environments, alongside the ongoing implementation and strengthening of Islamic Pedagogy across all areas of teaching and learning.

## THEME 4: Attendance

### 4.1 Student Attendance

In 2025, student attendance remained consistent across the School's four campuses located across three sites. The School continued to prioritise regular attendance as a key contributor to student wellbeing, engagement, and academic success. A range of attendance monitoring and support strategies were implemented throughout the year to encourage and maintain positive attendance patterns across all campuses.

#### Malek Fahd Islamic School Greenacre K-12

##### Percentage Attendance Report 31/01/2025 to 12/12/2025 (180 School Days)

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

Attendance at the Greenacre Campus remained consistent across all year levels, with overall attendance rates ranging from 89% to 94%. Primary school attendance averaged approximately 91%, while secondary school attendance ranged between 89% and 90% in Years 7–11. Year 12 students recorded the highest attendance rate of 94%, reflecting strong engagement in their final year of schooling.

#### Malek Fahd Islamic School Beaumont Hills K-12

##### Percentage Attendance Report 31/01/2025 to 12/12/2025 (180 School Days)

School Year	Female	Male	Overall
K	91%	89%	90%
1	90%	93%	91%
2	91%	90%	90%
3	93%	89%	91%
4	91%	90%	91%
5	91%	90%	91%

6	89%	90%	90%
7	90%	93%	92%
8	90%	89%	89%
9	91%	91%	91%
10	90%	86%	88%
11	87%	92%	90%
12	93%	92%	92%

Attendance at the Beaumont Hills Campus was strong, with most year groups achieving attendance rates between 90% and 92%. Primary school attendance remained stable across all year levels, while secondary attendance ranged from 88% to 92%. Year 12 students achieved an attendance rate of 92%, demonstrating a strong commitment to learning and successful completion of their secondary education.

### Malek Fahd Islamic School Hoxton Park K-12

#### Percentage Attendance Report 31/01/2025 to 12/12/2025 (180 School Days)

School Year	Female	Male	Overall
K	93%	92%	92%
1	91%	91%	91%
2	89%	91%	90%
3	92%	89%	90%
4	91%	92%	92%
5	89%	92%	90%
6	90%	91%	90%
7	91%	89%	90%
8	90%	86%	88%
9	89%	88%	88%
10	89%	88%	88%
11	88%	88%	88%
12	93%	96%	94%

Attendance at the Hoxton Park Campus was positive across all year levels, with rates ranging from 88% to 94%. Primary school attendance averaged around 91%, while secondary attendance remained between 88% and 90% for most year groups. Year 12 students recorded the highest attendance rate of 94%, highlighting strong student engagement and retention through to the completion of secondary schooling.

#### Student Enrolment Profile

Enrolment	2019	2020	2021	2022	2023	2024	2025
Student							
Boys	1335	1386	1382	1526	1592	1594	1619
Girls	1367	1413	1467	1590	1671	1697	1724
Total	2702	2799	2849	3116	3263	3291	3343

2024 – 223 Year 11 Students

### Student Retention Rates

The retention rate from Year 11 in 2024 to Year 12 in 2025 was 99.55 percent.

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

## 4.2 Attendance Monitoring and Follow-up

- MFIS monitors and records student attendance using Sentral.
- Unexplained absences are followed up with parents/carers; all communication is recorded in Sentral.
- If no valid reason is provided within 7 days, the absence is marked as **unexplained/unjustified**; follow-up continues.
- Daily SMS notifications are sent by campus admin between 9:00–9:30am to parents/carers of students with unexplained absences after rolls are marked in Sentral.
- Class/Homeroom Teachers or Year Advisors follow up with families and ensure documentation (e.g. medical certificates) is forwarded to campus admin.
- Escalation Procedures:
  - 3 consecutive unexplained days:
    - Primary: Class Teacher contacts family.
    - Secondary: Admin or Year Advisor (Greenacre) contacts family.
  - 5 consecutive unexplained days:
    - Primary: Grade/Stage Coordinator contacts family.
    - Secondary: Year Advisor/Wellbeing Coordinator contacts family.
- Truancy Monitoring:
  - Primary: Monitored by Class Teachers during the day.
  - Secondary: Monitored by Subject Teachers period-by-period.
  - All truancy incidents are reported to Stage/Year Coordinators or Deputy Head of Campus.
- The Principal (or delegate) can reject absence reasons deemed unsatisfactory and request further documentation.
- Most absences are attributed to short-term illness.
- Support and attendance improvement plans are developed for students/families requiring ongoing assistance.

## THEME 5: School Policies

The following school policies are publicly available on the school website. Please click on the links to go to live policies. <https://www.mfis.nsw.edu.au/> under Leadership and Governance.

Policy	Summary/ Changes in 2025	Access to Full Text
Enrolment and Attendance Policy	<p>To determine enrolments at Malek Fahd Islamic School, the following criteria are considered:</p> <ul style="list-style-type: none"> <li>• Availability of a place</li> <li>• A commitment from the family to support the School's Islamic ethos and values which are inspired and guided by the Sunni Islamic tradition.</li> <li>• A commitment to being an active and responsible member of the school community.</li> <li>• Outcome of the interview process with the school</li> <li>• Outcome of the MFIS assessment</li> <li>• Academic achievement reports (where applicable)</li> <li>• Behaviour and attendance records (where applicable)</li> <li>• Any tuition fees owing to be paid in full prior to enrolling a sibling</li> </ul> <p><i>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.</i></p> <p><i>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 in the policy.</i></p>	School website <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>
Child Protection on Policy	This document sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. This policy applies to all staff members, which includes employees, contractors, practicum/professional experience students, and volunteers.	School website <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>
Complaints Handling Policy	This policy applies to Malek Fahd Islamic School (MFIS) in handling complaints made in respect of services provided by the School or against staff members, which includes employees, contractors, and volunteers. Parents, students, or staff can make complaints. MFIS (the School) aims to foster a safe and supportive environment for its students, staff, parents/carers, and community members. This policy does not extend to personal grievances between parents, carers/guardians or other members of the school community.	School website, <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>

Policy	Summary/ Changes in 2025	Access to Full Text
Behaviour Education Program	<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 educators and learners that create transformative learning experiences.</p> <p>Behaviour Education Policy (Implemented 2022 and reviewed in 2026)</p>	School website: <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>
Anti-Bullying Policy	<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 members to 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. Anti-Bullying Policy (reviewed in 2023 due for review in 2026 based on NSW Govt framework for implementation 2027)</p>	School website: <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>
Student Behaviour Policy (Formerly known as Discipline Policy)	<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 2025 Renamed)</p>	School website: <a href="https://www.mfis.nsw.edu.au/">https://www.mfis.nsw.edu.au/</a>

MFIS Policies and Procedures are accessible to all staff members via the intranet.

All parents and staff access policies via the intranet; policies are also publicly available on the school website: <https://www.mfis.nsw.edu.au/>

- Policies are reviewed with input from ISNSW, staff, community, parents, students, and the School Board, and updates are communicated via the website, newsletters, and enrolment information package.

## **THEME 6: Stakeholder Satisfaction**

### **6.1 Student, Parent and Staff Satisfaction**

Malek Fahd Islamic School is committed to fostering a culture of continuous improvement through regular consultation with parents, students, and staff. Feedback is systematically gathered and analysed through a range of formal and informal mechanisms to inform decision-making and enhance educational outcomes.

#### **Feedback and Consultation Processes**

The school collects feedback through a variety of channels, including:

- Annual and periodic parent, student, and staff satisfaction surveys conducted in partnership with the CITE team.
- Student Shura Council (SSC) meetings held three times per term, providing students with opportunities to discuss school experiences, wellbeing, and areas for improvement.
- Fortnightly grade and wellbeing meetings where student engagement, concerns, and satisfaction are monitored and addressed.
- Individual meetings between students, Year Advisors, and Wellbeing Coordinators to support students of concern and monitor their wellbeing and engagement.
- Regular staff briefings, meetings, and consultation forums that encourage staff feedback and discussion.
- Ongoing discussions between Heads of Department, Coordinators, and leadership teams regarding staff wellbeing and workplace satisfaction.
- Parent Advisory Committee (PAC) meetings held twice per term, parent focus groups, event feedback surveys, and parent information seminars and webinars conducted throughout the year.
- Monitoring and responding to parent enquiries, suggestions, concerns, and complaints received through email, phone calls, meetings, and online feedback forms.

#### **Student Satisfaction**

Student feedback indicates that most students feel safe, supported, respected, and connected within the school community. More than 75% of students reported that they enjoy coming to school and experience a strong sense of belonging.

Recent wellbeing and student safety surveys highlighted positive relationships with staff and a high level of confidence in seeking support when required. Students reported feeling cared for by their teachers and wellbeing staff.

While reports of serious bullying and aggressive behaviour remain low, survey feedback identified some concerns regarding subtle forms of peer conflict, including social exclusion,

friendship group issues, and occasional name-calling related to cultural, ethnic, or socio-economic differences. Students acknowledged that staff are supportive and responsive, while also noting that some peer interactions, particularly those occurring online, may not always be visible to adults.

These findings continue to inform the school's wellbeing, anti-bullying, and student support initiatives.

### **Parent Satisfaction**

Analysis of parent survey data, school engagement surveys, parent committee feedback, and complaint trends indicates a high level of parent satisfaction across the school community.

More than 70% of surveyed parents reported that their child is learning effectively at school, while over 85% indicated that teachers demonstrate genuine care for their child's academic progress and wellbeing. Parents consistently acknowledged the effective communication provided regarding their child's day-to-day learning and development and expressed confidence in the school's commitment to student wellbeing.

Parents also reported that their children feel safe, supported, and happy attending school.

One area identified for continued improvement is strengthening communication regarding the school's broader strategic vision, educational philosophy, and long-term direction. While parents value communication relating to their child's individual progress, some expressed a desire for greater awareness of whole-school initiatives and future priorities.

### **Staff Satisfaction**

Staff feedback is gathered through surveys, meetings, professional discussions, mentoring programs, and ongoing consultation with school leaders. Feedback indicates that staff value the collaborative culture of the school, the support provided by colleagues and leadership, and the school's commitment to student wellbeing and educational excellence.

New staff members are supported through mentoring programs and regular opportunities to provide feedback regarding their induction and professional experience. Staff perspectives are also considered through faculty meetings, curriculum discussions, leadership consultations, and professional development initiatives.

### **Commitment to Continuous Improvement**

Feedback from parents, students, and staff plays a vital role in the ongoing development of Malek Fahd Islamic School. The school maintains an open-door approach and actively encourages stakeholder participation in shaping school improvement initiatives.

Through regular consultation, responsive leadership, and strong community partnerships, the school continues to strengthen teaching and learning, student wellbeing, and overall school effectiveness while ensuring that the voices of all stakeholders are valued and heard.

## 6.2 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 2025, the school continued a range of programs and initiatives designed to strengthen positive relationships, encourage responsible citizenship and foster a culture of service and respect.

Personal Development sessions provided opportunities for students to engage in activities that promoted respect and responsibility. Through lessons focused on positive relationships, diversity, inclusion, empathy and decision-making, students were encouraged to develop an appreciation for others, understand their responsibilities within the school community and contribute positively to their learning environments.

Wellbeing staff participated in Niyyah Project planning meetings, concentrating on curriculum renewal through an Islamic pedagogical approach. This work focused on embedding respect, responsibility, compassion and service across teaching, learning and wellbeing programs, helping students connect their actions and behaviour to a broader sense of purpose and character development.

The school also prioritised staff wellbeing by participating in the Staff Wellbeing Survey. By gathering staff feedback and implementing strategies to improve workplace culture and support, the school reinforced the importance of mutual respect, positive relationships and shared responsibility among all members of the school community.

Year 11 students engaged in the Interfaith Encounters partnership with St Patrick's College, fostering respectful dialogue, cultural understanding and meaningful engagement with students from different faith backgrounds. These experiences encouraged students to develop empathy, appreciation for diversity and the ability to interact respectfully with others in a multicultural society.

Students participated in Clean Up Australia Day, contributing to the cleaning of local community spaces and school grounds. This initiative promoted environmental responsibility, civic engagement and pride in their local community. The Athletics Carnival also provided opportunities for students to demonstrate responsibility and leadership, with Year 12 students volunteering as helpers and role models, contributing to the success of the event while supporting younger students.

Service-learning opportunities continued to provide students with practical ways to demonstrate care and responsibility towards others. Students participated in feeding the homeless through the Brothers in Need program and assisted with the distribution of AMUST publications throughout the community. These experiences strengthened students' understanding of service, compassion and their responsibility to contribute positively to society.

During Ramadan, separate Iftar dinners for boys and girls provided valuable opportunities for community connection, hospitality and relationship building. These gatherings strengthened bonds between students, staff and families while reinforcing values of gratitude and belonging.

The school counselling team delivered stress management and study skills sessions for Year 12 students across multiple campuses. By equipping students with practical strategies for managing academic pressure, these workshops encouraged personal responsibility, resilience and positive wellbeing practices.

Throughout 2025, additional initiatives continued to promote responsibility and positive citizenship. Guest speakers delivered presentations focused on personal excellence, encouraging students to take responsibility for their learning, behaviour and personal growth. Year 11 students completed a comprehensive First Aid course, developing practical skills that enable them to respond responsibly in emergency situations and support the wellbeing of others. Vaccination programs for Year 7 and Year 10 students also reinforced the importance of personal and community health responsibilities.

In collaboration with Human Appeal Australia and Sydney Muslim Cyclists, the school organised a charity cycling event to improve access to education in disadvantaged communities. Through their involvement, students developed a greater awareness of social responsibility and the importance of supporting those less fortunate. Family engagement initiatives such as the Year 7 Father-Son Night and Mother-Daughter Afternoon Tea further strengthened respectful relationships and positive family connections.

Students also demonstrated responsibility through community service initiatives, including assisting with cleaning duties during an NRL event and participating in peer mentoring programs where Year 11 students supported and guided Year 8 students. These opportunities fostered leadership, accountability and service to others.

Driver safety awareness was promoted through the Year 10 B Street Smart Program in partnership with NRMA, encouraging students to make responsible decisions and understand the consequences of unsafe behaviour. Students also participated in packing and distributing AMUST newspapers, supporting positive representation of the Australian Muslim community. A mental health awareness fundraiser, featuring burger sales and henna stalls, encouraged students to support wellbeing initiatives while demonstrating social responsibility and community involvement.

The school maintained strong parent engagement through face-to-face seminars that informed families about school initiatives, the Behaviour Education Program and subject selection processes. These partnerships reinforced the shared responsibility between home and school in supporting student development. Additionally, several MFIS staff presented at the 8th Annual Australian Islamic Schooling Conference in Perth, sharing successful approaches to behaviour education and student wellbeing that promote respect, responsibility and positive school culture.

## Cross-Campus Calendar of Events 2025

TERM 1 (11wks)	Date	Day	Main Event (s)	No Student Events
Pre-Wk1	23/01/2025	Thu	Senior Exec DD	
	24/01/2025	Friday	Senior Exec DD	
Pre-Wk2	27/01/2025	Mon	Public Holiday	
	28/01/2025	Tue	Senior, Campus & Operations Exec DD	
	29/01/2025	Wed	Campus Exec DD	
	29/01/2025	Wed	Year 7 Parent Information Webinar	
	30/01/2025	Thu	Curriculum & Wellbeing DD	
	30/01/2025	Thu	Induction of New Staff	
	31/01/2025	Fri	SDD All-School	
Week 1	3/02/2025	Mon	SDD Campus-based	Week 1
	4/02/2025	Tue	Students return	Week 1
	4/02/2025	Tue	NO EVENTS	Week 1
	5/02/2024	Wed	Kindergarten Start	Week 1
Week 2	10/02/2025	Mon	NO EVENTS	Week 2
Week 3	17/02/2025	Mon	NO EVENTS	Week 3
Week 4	24/02/2025	Mon	School Photos - All Campuses	
	24/02/2025	Mon	PAT Y1-10 and GQ Survey Y5-12	
	24/02/2025	Mon	Parent-Teacher Interviews - Y12	
	24/02/2025	Mon	HP Yr 12 Stress Management Workshop (Counsellors)	
	25/02/2025	Tue	GS Yr 12 Stress Management Workshop (Counsellors)	
	26/02/2025	Wed	BH Yr 12 Stress Management Workshop (Counsellors)	
	26/02/2025	Wed	Principal's Parent Webinar	
	28/02/2025	Fri	Ramadan Commences TBC	
Week 5	3/03/2025	Mon	Principal's Fundraiser - Feed the Fasting	
Week 6	10/03/2025	Mon	NO EVENTS	Week 6
	12/03/2025	Wed	NAPLAN	Week 6
Week 7	17/03/2025	Mon	NO EVENTS	Week 7
	17/03/2025	Mon	NAPLAN	Week 7
Week 8	24/03/2025	Mon	Cross Campus Quran Competition	
	24/03/2025	Mon	GP Iftar	
	25/03/2025	Tue	HP Iftar	
	26/03/2025	Wed	GS Iftar	
	27/03/2025	Thu	BH Iftar	
	30/03/2025	Sun	<i>Eidul-Fitr</i>	
Week 9	31/03/2025	Mon	<i>Eidul-Fitr -School Closed Eid Holiday</i>	
	1/04/2025	Tue	<i>School Closed Eid Holiday</i>	
	2/04/2025	Wed	Alumni Eid Dinner	
	4/04/2025	Fri	MFIS Eid Festival	
Week 10	7/04/2025	Mon	Parent Teacher Interviews K-11	
	7/04/2025	Mon	Cross Campus - HS Athletics Carnival	
TB W1	14/04/2025	Mon	Y11 Umrah Tour	
TB W2	21/04/2025	Mon	Y11 Umrah Tour	
TERM 2	Date	Day	Main Event (s)	No Student

(10wks)				Events
Week 1	28/04/2025	Mon	SDD	Week 1
	29/04/2025	Tue	Students return	Week 1
	29/04/2025	Tue	NO EVENTS	Week 1
Week 2	5/05/2025	Mon	NO EVENTS	Week 2
Week 3	12/05/2025	Mon	NO EVENTS	Week 3
	12/05/2025	Mon	Year 12 Half-Yearly Reports	Week 3
Week 4	19/05/2025	Mon	Principal's Fundraiser- Qurban	
Week 5	26/05/2025	Mon	MFIS Careers Day Y11	
	27/05/2025	Tue	HP Yr 12 Stress Management Workshop (Counsellors)	
	27/05/2025	Tue	CITE Visit	
	28/05/2025	Wed	CITE Visit	
	28/05/2025	Wed	BH Yr 12 Stress Management Workshop (Counsellors)	
	28/05/2025	Wed	Principal's Parent Webinar	
	29/05/2025	Thu	GS Yr 12 Stress Management Workshop (Counsellors)	
	29/05/2025	Thu	CITE Visit	
	30/05/2025	Fri	CITE Visit	
	30/05/2025	Fri	Harmony Day Assembly - Whole School	
	31/05/2025	Sat	CITE Forum	
Week 6	2/06/2025	Mon	Pre-Eid Ul Adha Lunch - Whole School	
	6/06/2025	Fri	Eidul-Adha - (School Closed)	
Week 7	9/06/2025	Mon	Public Holiday	Week 7
	10/06/2024	Tue	NO EVENTS	Week 7
Week 8	16/06/2025	Mon	NO EVENTS	Week 8
	16/06/2025	Mon	Half-Yearly Exams 1-10	Week 8
Week 9	23/06/2025	Mon	NO EVENTS	Week 9
	23/06/2025	Mon	Half-Yearly Exams 1-10	Week 9
	26/06/2025	Thu	Western Sydney Careers Expo Y12	Week 9
Week 10	30/06/2025	Mon	Year 9 Camps (Day / Overnight?)	
	1/07/2025	Tue	Y11 Last Rite's Excursion Boys	
	2/07/2025	Wed	Y11 Last Rite's Excursion Girls	
<b>TERM 3 (10wks)</b>	<b>Date</b>	<b>Day</b>	<b>Main Event (s)</b>	<b>No Student Events</b>
Week 1	21/07/2025	Mon	SDD	Week 1
	22/07/2025	Tue	Students return	Week 1
	22/07/2025	Tue	NO EVENTS	Week 1
Week 2	28/07/2025	Mon	NO EVENTS	Week 2
Week 3	4/08/2025	Mon	NO EVENTS	Week 3
	4/08/2025	Mon	Parent-Teacher Interviews - Year 12	Week 3
	10/08/2025	Sun	Charity Ride/Walk	Week 3
Week 4	11/08/2025	Mon	Mental Health & Islam - Year 6	
	14/08/2025	Thu	HSC Trials	
Week 5	18/08/2025	Mon	NO EVENTS	Week 5
	18/08/2025	Mon	HSC Trials	Week 5
	20/08/2025	Wed	Principal's Parent Webinar	Week 5
Week 6	25/08/2025	Mon	NO EVENTS	Week 6

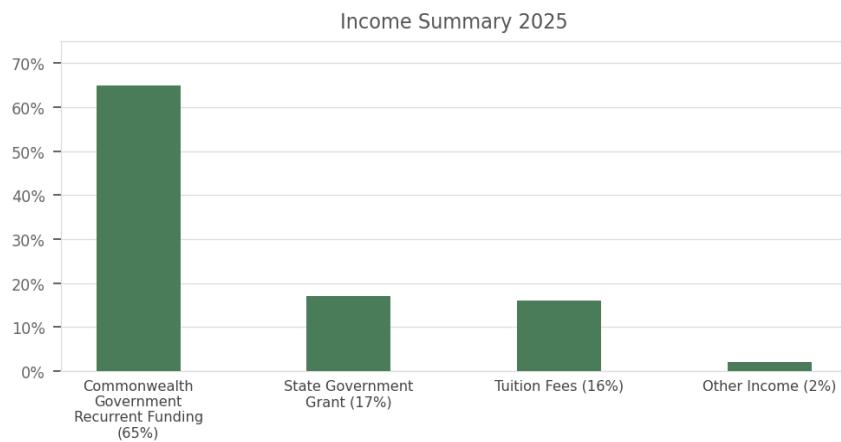
	25/08/2025	Mon	HSC Trials	Week 6
Week 7	1/09/2025	Mon	GQ Survey Y12	
	1/09/2025	Mon	Aafiyah Week	
	1/09/2025	Mon	Parent-Teacher Interviews K-11	
Week 8	8/09/2025	Mon	NO EVENTS	Week 8
	8/09/2025	Mon	Year 11 Preliminary Exams	Week 8
Week 9	15/09/2025	Mon	Year 11 Preliminary Exams	Week 8
Week 10	22/09/2025	Mon	Y12 Big Day Out	
	23/09/2025	Tue	HP & BH Y12 Graduation Ceremony & Dinner	
	24/09/2025	Wed	GS Y12 Graduation Ceremony & Dinner	
<b>TERM 4 (9wks)</b>	<b>Date</b>	<b>Day</b>	<b>Main Event (s)</b>	<b>No Student Events</b>
Week 1	13/10/2025	Mon	SDD	Week 1
	14/10/2025	Tue	Students return	Week 1
	14/10/2025	Tue	NO EVENTS	Week 1
	14/10/2025	Tue	HSC Exams commence TBC	Week 1
Week 2	20/10/2025	Mon	NO EVENTS	Week 2
	20/10/2025	Mon	Yearly Exams Y10	Week 2
Week 3	27/10/2025	Mon	PAT Y1-10 & GQ Y5-11	
	27/10/2025	Mon	Yearly Exams Y10	
	29/10/2024	Wed	Kindy 2026 Parent Information Webinar	
	31/10/2025	Fri	World Teachers' Day	
Week 4	4/11/2025	Tue	HP Stress Management Yr 12 Workshops (Counselors)	
	5/11/2025	Wed	BH Stress Management Yr 12 Workshops (Counselors)	
	5/11/2025	Wed	Principal's Parent Webinar	
	6/11/2025	Thu	GS Stress Management Yr 12 Workshops (Counsellors)	
Week 5	10/11/2025	Mon	NO EVENTS	Week 5
Week 6	17/11/2025	Mon	NO EVENTS	Week 6
	17/11/2025	Mon	Yearly Exams 1-9	Week 6
Week 7	24/11/2025	Mon	NO EVENTS	Week 7
	24/11/2025	Mon	Yearly Exams 1-9	Week 7
	24/11/2025	Mon	Year 10 Work Experience	Week 7
Week 8	1/12/2025	Mon	Year 6 Transition Program	
	1/12/2025	Mon	GP Y6 Graduation Dinner	
	2/12/2025	Tue	HP Y6 Graduation Dinner	
	3/12/2025	Wed	Raging Waters Excursion Y6-12	
	4/12/2025	Thu	BH Y6 Graduation Dinner	
Week 9	8/12/2025	Mon	GP EOY Assemblies	
	9/12/2025	Tue	HP EOY Assemblies	
	10/12/2025	Wed	GS EOY Assemblies	
	11/12/2025	Thu	BH EOY Assemblies	
	11/12/2025	Thu	Students' last day	
	12/12/2025	Fri	SDD-First Aid Training & Staff Recognition Wellbeing & Activities, Staff lunch	

## THEME 7: Financial Information

### 7.1. Income distribution for the Year Ended 31 December 2025

During the reporting period, the School's total income was primarily sourced from Government funding. Commonwealth Government funding accounted for 65% of the total income, followed by State Government funding at 17%. School fees contributed 16%, while other income sources represented the remaining 2%. The graphs below illustrate the proportion of income received from various sources.

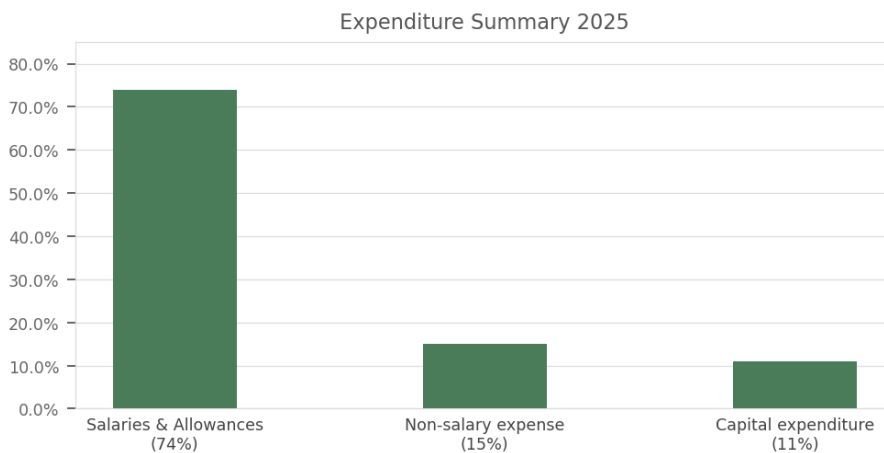
#### a) Graphic one: recurrent/capital income representation



### 7.2. Expenditure distribution for the Year Ended 31 December 2025

For the reporting period, the majority of the School's expenditure was directed towards salaries and allowances, accounting for 74% of total expenses. Non-salary operational expenditure comprised 15% covering areas such as utilities, maintenance, resources, and administration. Capital expenditure represented 11% reflecting the School's ongoing investment in infrastructure and facilities to support the School's long-term strategic development goals. The graph below outlines how the School's fund was spent.

#### b) Graphic two: recurrent/capital expenditure representation



## **THEME 8: Publication Requirements**

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

- The NESA Registration and Accreditation Manual now state 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 2025 annual report is available to any person / person who cannot access the document online and policies and procedures are available for the Minister on request.

# KNOWLEDGE IS LIGHT

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