



Annual Report 2024





MALEK FAHD
ISLAMIC SCHOOL

Annual Report 2024

23 June 2025

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THEME 1: Context

1.1 Message from Key School Bodies

Board Chair's Message

It is with great pleasure that I present the 2024 Annual Report for Malek Fahd Islamic School. This year has been marked by progress, reflection, and a renewed commitment to strengthening the foundations of our school for the future.

Our students continue to inspire us with their academic growth, character, and contributions to school life. With the unwavering support of our dedicated staff, we have maintained a strong focus on ensuring that every student is nurtured, supported, and challenged to achieve their best. Our shared commitment to academic excellence, Islamic values, and community wellbeing remains central to all we do.



In 2024, we initiated a significant review of our organisational culture and staff wellbeing. Recognising the vital role our educators and staff play in shaping the school environment, this review marks an important step towards creating a more positive, collaborative, and resilient workplace culture. We are listening, learning, and working towards meaningful improvements that will ultimately benefit both staff and students.

We are also pleased to report that the longstanding repayment of government funding is now nearing completion. By the end of 2025, the repayment will be substantially complete, with only a small remaining balance to be finalised in 2026. While not insignificant, this final amount is modest in the context of the overall repayment and marks a major milestone in closing this long-standing chapter. It positions us to move forward with greater financial stability and confidence.

This year, the board has also established a new sub-committee focused on enhancing the school's learning support programs. This initiative will not only strengthen existing supports but also explore ways to expand access to a broader range of students who may benefit from additional assistance. We see this as a vital step in ensuring all students are supported to reach their full potential.

Throughout the year, we have celebrated many student successes across academic, sporting, and creative pursuits. These achievements reflect the dedication of our students, the support of their families, and the professionalism of our teaching and support staff. We are also grateful for the many opportunities we have had to engage with our community through events, celebrations, and shared initiatives.

As always, I offer my sincere thanks to our leadership team, staff, parents, and students. Together, we continue to build a school that upholds the values of excellence, faith, and community. I look forward to the opportunities that 2025 will bring and warmly welcome all new families who have joined us this year.

Mr. Fayeze Moussa

Board Chair

Malek Fahd Islamic School

Principal's Message

I begin in the Name of Allah, Most Gracious, Most Merciful,

The year 2024 has been one purposeful transformation, reflection, and growth at Malek Fahd Islamic School. Guided by our mission to empower every learner through an Islamic education, our school community has worked collaboratively to create an environment where knowledge, character, and faith flourish together. From academic achievement to spiritual enrichment and community engagement, we have witnessed our students and staff thrive in meaningful and impactful ways.



We began the year with a renewed focus on school identity, launching a rebranding initiative that included a new school logo, colour palate, redesigned uniforms and refreshed campus facilities. These efforts have strengthened our sense of unity and belonging across all campuses, aligned with our vision to be Australia's leading Islamic school, built on the pillars of faith, excellence, and service.

High-quality teaching and learning remained at the core of our priorities. Staff engaged in targeted professional development focused on evidence-based instruction, differentiation, and the implementation of our renewed behaviour and wellbeing framework, a model that integrates Prophetic principles with contemporary educational research. This approach has had a positive impact on student wellbeing, behaviour, and engagement.

In the area of academic achievement, I am immensely proud of the HSC Class of 2024, whose results reflect their hard work, resilience, and commitment. Across our Beaumont Hills, Greenacre Secondary, and Hoxton Park campuses, our graduates achieved commendable outcomes: 55 Band 6s, 211 Band 5s, 2 students receiving All-Rounder recognition for achieving Band 6 in all 5 subjects, Highest ATAR achieved 99.4, 12 students achieved ATARs above 90 and 22 students scored between 80 – 89.95.

We pray that Allah (SWT) continues to guide them with *taqwa* (God-consciousness), *akhlaq* (good character), and *ihsan* (excellence) as they transition into life beyond school. Our Kindergarten to Year 11 students were also celebrated at end-of-year award ceremonies, recognising excellence, improvement, leadership, and service.

NAPLAN results offered important insights into literacy and numeracy growth. While we saw above-state-average performance in Spelling and Writing, particularly in Years 3 and 9, we also identified areas for improvement in Reading and Numeracy, especially in Year 5. In response, we implemented targeted strategies such as the introduction of InitialLit in Stage 1, dedicated intervention periods in Years 7–10, improved access to digital devices, and strengthened library co-teaching.

These initiatives are reinforced by our MFIS Teaching & Learning Framework, launched this year in partnership with the Centre for Islamic Thought and Education (CITE) in the University of South Australia, to enrich the curriculum with Islamic pedagogy.

We also celebrated staff milestones, including multiple educators completing postgraduate qualifications in Islamic Education, and Ms. Doha Adra becoming the first Islamic school teacher to attain Highly Accomplished Teacher (HAT) Accreditation, recognised at Parliament House on World Teachers' Day.

Student wellbeing remained a top priority. The behaviour education program was actively embedded, and students, staff, and families participated in programs supporting emotional intelligence, resilience, and social-emotional learning. Leadership opportunities, interfaith events, and initiatives such as Harmony

Week, Arabic Awareness Day, and fundraising for Gaza, Sudan and Lebanon enriched our students' understanding of service and identity.

Sustainability was also at the forefront of our strategic focus. The installation of solar energy systems at Beaumont Hills and Hoxton Park, supported by the Australian Government's Capital Grants Program and local MPs, reflects our Islamic responsibility to care for Allah's creation and reduce our environmental impact.

We have continued to strengthen community partnerships through digital communications, regular newsletters, and inclusive consultation processes. The Parent Committees, together with Board and leadership collaboration, contributed significantly to shaping our strategic direction and fostering cultural cohesion.

As we conclude the year, I offer my deepest thanks to our students, families, staff, Executive, and Board for your unwavering support, dedication, and contributions to our shared success. The positive energy within our school community is a testament to the strength of our vision and mission.

May Allah (swt) continue to guide us in 2025 and beyond. May He bless our students with success in both this life and the next and allow our school to remain a beacon of knowledge, faith, excellence, and service.

"Knowledge is Light" — and together, we illuminate the path forward.

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 (three locations): Greenacre Primary, Greenacre Secondary, Hoxton Park, and Beaumont Hills. Established in 1989, the school delivers a holistic educational journey from Kindergarten to Year 12. As of 2024, MFIS had a total enrolment of 3,291 students, reflecting steady growth and a richly diverse, multicultural student population.

Strategic Direction

In 2024, MFIS entered the third year of its five-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 & Learning Framework

The school also made significant progress on its inaugural *Teaching & Learning Framework*, which was finalised in 2024. This framework lays a strong foundation for pedagogical consistency and innovation across all campuses.

Vision and Islamic Ethos

MFIS continues to serve as a cornerstone of faith-based education. Guided by the vision to be a leading Islamic school that nurtures students holistically in a faith-enriched environment, the school remains committed to the values of faith, excellence, and service. The curriculum integrates Arabic, Islamic Studies, and Quranic Studies alongside the NESA syllabus, reflecting the school's dedication to academic achievement and spiritual growth.

Early Learning and Literacy Initiatives

In 2024, MFIS expanded its targeted support for early learning:

- Teacher Aide support in Kindergarten and Year 2 helped reinforce early literacy development.
- InitialLit continued into its third year, providing explicit, evidence-based literacy instruction across Kindergarten, Year 1, and Year 2—supporting the school's goal of achieving Stage 1 reading mastery for all students.

Digital Learning Enhancements

MFIS continued to embrace technology to enrich the learning experience:

- All Year 7, 8, and 9 students received personal digital devices.
- The transition to digital textbooks and resources improved access and supported differentiated instruction, enhancing both teaching flexibility and student engagement.

Senior School Support and Academic Outcomes

To support senior students, MFIS introduced and enhanced a range of academic interventions:

- Tutoring and Masterclasses: Year 12 students benefited from individual and group tutoring provided by high-achieving alumni, as well as targeted Masterclass sessions.

- Increased Staffing: Following a review by AISNSW, the School planned to increase the number of learning support teachers and teacher aides and appointed permanent full-time counsellors at both Beaumont Hills and Hoxton Park.

These measures were instrumental in meeting the holistic academic and wellbeing needs of all students.

HSC Results

- A total of 180 MFIS students sat the 2024 HSC exams
- A total of 55 Band 6 and 211 Band 5 results were achieved across all campuses.
- Two students earned Band 6 in all 10 of their HSC units, demonstrating exceptional academic performance.
- The highest ATAR achieved was 99.4.

These outcomes highlight the strength of MFIS's academic support strategies and the high calibre of teaching.

Pathway Expansion

MFIS continued to broaden post-school opportunities:

- Continued delivery of VET and Distance Education programs offered diverse academic pathways.
- Programs such as Year 10 Work Experience, Stage 6 Careers Day, and guidance on Early Offer Schemes and university scholarships supported informed student decision-making.

Co-Curricular and Wellbeing Opportunities

MFIS remains dedicated to nurturing well-rounded individuals through active participation in:

- Athletics carnivals, gymnastics, and the Raw Challenge
- Gala Days and other inter-school sporting events

These programs foster teamwork, resilience, and physical wellbeing, aligning with the school's commitment to holistic education.

For staff wellbeing, MFIS has implemented a Right to Disconnect Policy and conducts an annual staff survey to identify areas for continuous improvement in staff culture and satisfaction.

Professional Development and Islamic Pedagogy

In 2024, MFIS strengthened its partnership with the Centre for Islamic Thought and Education (CITE) at the University of South Australia to embed Islamic pedagogy across all teaching programs:

- Staff are encouraged to deepen their understanding through the Graduate Certificate of Education (Islamic Education), sponsored by the school.
- Teachers participated in the Distinctive Educational Practice for Islamic Schools program, further supporting the integration of Islamic worldview and pedagogy into classroom practice.

THEME 2: Outcomes and Results

2.1 Student Outcomes in Standardised National Literacy and Numeracy Testing

Year 3 NAPLAN

2024 Year 3 NAPLAN						
Campus	GA (148 Students)		HP (58 Students)		BH (58 Students)	
Year 3 Reading						
Band	Number	%	Number	%	Number	%
Needs Additional Support	70	47.30	3	5.17	3	5.17
Developing	10	6.76	13	22.41	6	10.34
Strong	19	12.84	31	53.45	36	62.07
Exceeding	49	33.11	11	18.97	13	22.41
Year 3 Numeracy						
Band	Number	%	Number	%	Number	%
Needs Additional Support	82	55.41	3	5.17	4	6.90
Developing	18	12.16	12	20.69	11	18.97
Strong	9	6.08	38	65.52	34	58.62
Exceeding	39	26.35	5	8.62	9	15.52
Year 3 Spelling						
Band	Number	%	Number	%	Number	%
Needs Additional Support	7	4.73	3	5.17	1	1.72
Developing	31	20.95	11	18.97	5	8.62
Strong	78	52.70	30	51.72	40	68.97
Exceeding	32	21.62	14	24.14	12	20.69
Year 3 Grammar & Punctuation						
Band	Number	%	Number	%	Number	%
Needs Additional Support	25	16.89	5	8.62	4	6.90
Developing	57	38.51	21	36.21	15	25.86
Strong	58	39.19	27	46.55	33	56.90
Exceeding	8	5.41	5	8.62	6	10.34
Year 3 Writing						
Band	Number	%	Number	%	Number	%
Needs Additional Support	25	16.89	0	0	0	0
Developing	57	38.51	3	5.17	2	3.45
Strong	58	39.19	48	82.76	50	86.21
Exceeding	8	5.41	7	12.07	6	10.34

Year 5 NAPLAN

2024 Year 5 NAPLAN						
Campus	GA (177 students)		HP (57 students)		BH (39 students)	
Year 5 Reading						
Band	Number	%	Number	%	Number	%
Needs Additional Support	17	9.60	5	8.77	4	10.26
Developing	46	25.99	13	22.81	7	17.95
Strong	97	54.80	31	54.39	21	53.85
Exceeding	17	9.60	8	14.04	7	17.95
Year 5 Numeracy						
Band	Number	%	Number	%	Number	%
Needs Additional Support	7	3.95	3	5.17	2	5.13
Developing	55	31.07	15	25.86	9	23.08
Strong	99	55.93	31	53.45	22	56.41
Exceeding	16	9.04	8	13.79	6	15.38
Year 5 Spelling						
Band	Number	%	Number	%	Number	%
Needs Additional Support	9	5.11	1	1.75	2	5.13
Developing	25	14.20	6	10.53	5	12.82
Strong	81	46.02	33	57.89	21	53.85
Exceeding	61	34.66	17	29.82	11	28.21
Year 5 Grammar & Punctuation						
Band	Number	%	Number	%	Number	%
Needs Additional Support	21	11.93	5	8.77	5	12.82
Developing	49	27.84	19	33.33	7	17.95
Strong	82	46.59	24	42.11	20	51.28
Exceeding	24	13.64	9	15.79	7	17.95
Year 5 Writing						
Band	Number	%	Number	%	Number	%
Needs Additional Support	19	10.73	1	1.75	1	2.56
Developing	38	21.47	12	21.05	8	20.51
Strong	110	62.15	33	57.89	29	74.36
Exceeding	10	5.65	11	19.30	1	2.56

Year 7 NAPLAN

2024 Year 7 NAPLAN						
Campus	GA (170 students)		HP (58 students)		BH (48 students)	
Year 7 Reading						
Band	Number	%	Number	%	Number	%
Needs Additional Support	14	8.24	3	5.17	1	2.08
Developing	36	21.18	14	24.13	8	16.70
Strong	93	54.71	32	55.17	26	54.17
Exceeding	27	15.88	9	15.52	13	27.08
Year 7 Numeracy						
Band	Number	%	Number	%	Number	%
Needs Additional Support	5	2.94	3	5.17	1	2.08
Developing	37	21.76	18	31.03	5	10.42
Strong	111	65.29	29	50	31	64.58
Exceeding	17	10.00	8	13.80	11	22.92
Year 7 Spelling						
Band	Number	%	Number	%	Number	%
Needs Additional Support	7	4.12	0	0	0	0
Developing	19	11.18	7	12.07	1	2.08
Strong	92	54.12	36	62.07	20	41.67
Exceeding	52	30.59	15	25.86	27	56.25
Year 7 Grammar & Punctuation						
Band	Number	%	Number	%	Number	%
Needs Additional Support	12	7.06	4	6.90	2	4.17
Developing	40	23.53	17	29.31	9	18.75
Strong	86	50.59	25	43.10	18	37.50
Exceeding	32	18.82	12	20.69	19	39.58
Year 7 Writing						
Band	Number	%	Number	%	Number	%
Needs Additional Support	9	5.29	1	1.72	2	4.17
Developing	40	23.53	12	20.69	2	4.17
Strong	98	57.65	40	68.97	32	66.67
Exceeding	23	13.53	5	8.62	12	25

Year 9 NAPLAN

2024 Year 9 NAPLAN						
Campus	GA (167 students)		HP (53 students)		BH (44 students)	
Year 9 Reading						
Band	Number	%	Number	%	Number	%
Needs Additional Support	8	4.79	3	5.66	0	0
Developing	43	25.75	17	32.08	8	18.18
Strong	86	51.50	27	50.94	24	54.54
Exceeding	30	17.96	6	11.32	12	27
Year 9 Numeracy						
Band	Number	%	Number	%	Number	%
Needs Additional Support	5	2.99	2	3.77	1	2.23
Developing	40	23.95	15	28.30	7	15.91
Strong	115	68.86	35	66.04	33	75
Exceeding	7	4.19	1	1.88	3	6.82
Year 9 Spelling						
Band	Number	%	Number	%	Number	%
Needs Additional Support	6	3.59	1	1.89	0	0
Developing	20	11.98	7	13.21	3	6.82
Strong	101	60.48	37	69.81	33	75
Exceeding	40	23.95	8	15.09	8	18.18
Year 9 Grammar & Punctuation						
Band	Number	%	Number	%	Number	%
Needs Additional Support	17	10.18	3	5.66	1	2.27
Developing	45	26.95	24	45.28	13	27.08
Strong	74	44.31	16	30.19	22	50.00
Exceeding	31	18.56	10	18.87	8	18.18
Year 9 Writing						
Band	Number	%	Number	%	Number	%
Needs Additional Support	11	6.59	1	1.89	0	0
Developing	46	27.54	17	32.08	8	18.18
Strong	83	49.70	27	50.94	24	54.54
Exceeding	27	16.17	8	15.09	12	27.27

2.2 Post-School Destinations

All students successfully attained their Higher School Certificate (HSC). Upon completion of their secondary education, the majority of students pursued further study at university, TAFE, or private colleges. Popular fields of study included Engineering, Education, Construction Management, and Law. A number of students entered the workforce, while others opted to take a gap year.

2.3 Senior Secondary Outcomes

Year 12 graduates have successfully gained admission to a wide range of university and TAFE courses across various faculties, including Arts, Business, Commerce, Computer Science, Construction and Management, Education, Engineering, Health Sciences, Information Technology, Law, Pharmacy, Psychology, and Science. These outcomes reflect the school's strong academic foundation and its commitment to supporting students in pursuing diverse post-secondary pathways.

Vocational Education and Training (VET)

In 2024, six students completed VET courses:

- 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

There were no students at MFIS in 2024 who required the issuance of a Record of School Achievement (RoSA) for Stage 5.

2.4 Higher School Certificate (HSC) Performance

In 2024, 180 students sat the Higher School Certificate (HSC), completing 20 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 educational 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, 97.62% of students achieved a mark of 50 or higher (Band 2 or above). Notably, 28.76% of these results fell within Band 5 and Band 6 (80–100 marks). Two students were recognised as Distinguished Achievers. Positive Z-scores in Biology, Chemistry, Physics, Mathematics Standard 2, and Community and Family Studies 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 2024 HSC results highlight our strategic transition toward holistic education, where the focus is on individual growth and enabling every student to reach their personal best.

Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	37			6	7	8	11	5
Arabic Continuers	11				6	4	1	
Biology	96	2	13	34	28	14	4	3
Business Studies	91	1	1	22	33	22	13	
Chemistry	29		3	9	6	9	2	
Community and Family Studies	35	1		8	23	4		
Economics	38	1		3	12	13	7	3
English Advanced	60		3	32	25			
English Standard	120	2		7	82	23	7	1
Information Processes and Technology	14			4	3	1	4	2
Legal Studies	48	1	2	10	15	14	7	
Mathematics Advanced	41	1	7	16	11	7		
Mathematics Standard 2	100	2	15	21	32	16	8	8
Modern History	42		1	12	13	8	8	
Personal Development, Health and Physical Education	60	2	1	8	29	16	6	
Physics	14		2	4	6	2		
Studies of Religion I	9			4	4	1		
Studies of Religion II	61	1		4	27	22	8	
Band Total			48	204	362	184	86	22
Name	Included Students	Omitted Students	Band E4	Band E3	Band E2	Band E1		
Mathematics Extension 1	17		5	6	6			
Mathematics Extension 2	5		2	2	1			
Band Total			7	8	7			

Course Name	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	37	0	63.5	15.4	41.8	24.13	62.59	16.42	72.92	14.26	-10.33	-0.7
Arabic Continuers 2 unit	11	0	70	7.48	63.1	17.89	68.85	8.93	80.67	8.78	-11.82	-1.4
Biology 2 unit	96	0	77.5	12.1	63.3	19.39	76.42	13.45	73.89	11.7	2.53	0.2
Business Studies 2 unit	91	0	72.8	9.26	63.6	18.22	71.45	11.51	73.45	13.4	-2	-0.2
Chemistry 2 unit	29	0	74.9	11.2	59.3	22.49	74.79	11.18	74.33	12.69	0.46	0
Community and Family Studies 2 unit	35	0	75.5	5.27	77.3	10.18	74.87	7.12	74.48	10.78	0.39	0
Economics 2 unit	38	1	65.7	12.1	56.1	14.81	64.06	14.88	77.35	12.3	-13.29	-1.1
English Advanced 2 unit	60	0	81.1	5.16	69.4	10.23	81.09	5.33	82.03	7.14	-0.94	-0.1
English Standard 2 unit	120	0	71.7	5.94	58.3	12.29	71.35	7.15	71.4	8.28	-0.05	-0
Information Processes & Technology 2 u	14	0	66.4	16.3	66.1	19.96	65.93	14.14	71.76	13.52	-5.83	-0.4
Legal Studies 2 unit	48	0	72.2	10.3	64.7	14.35	69.7	11.44	75.55	12.7	-5.85	-0.5
Mathematics Advanced 2 unit	41	0	80.5	9.88	66.7	15.84	79.98	9.42	78.43	11.53	1.55	0.1
Mathematics Extension 1 2 unit	17	0	75.5	15.2	61.8	24.11	75.33	14.69	79.94	14.17	-4.61	-0.3
Mathematics Extension 2 2 unit	5	0	81.9	11	69.8	17.5	82.24	10.59	82.58	12.56	-0.34	-0
Mathematics Standard 2 2 unit	100	0	73.6	16	56.9	20.17	73.67	14.31	71.63	13.05	2.04	0.2
Modern History 2 unit	42	0	71.6	10.8	48.1	21.91	71.3	11.75	75.02	11.85	-3.72	-0.3
Personal Development, Health & Physical Education	60	0	71	9.23	73.3	13.84	70.31	9.16	74.03	11.21	-3.72	-0.3
Physics 2 unit	14	0	78.8	7.3	73.4	13.97	77.89	8.41	73.75	13.38	4.14	0.3
Studies of Religion I 1 unit	9	0	38.3	3.63	37.9	6.72	38.26	3.81	38.35	5.39	-0.09	-0
Studies of Religion II 2 unit	61	0	69.5	8.85	57.9	13.24	68.51	9.95	77.45	10.79	-8.94	-0.8

Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	37	0	0	6	7	8	11	5
Arabic Continuers	11	0	0	0	6	4	1	0
Biology	96	2	13	34	28	14	4	3
Business Studies	91	1	1	22	33	22	13	0
Chemistry	29	0	3	9	6	9	2	0
Community and Family Studies	35	1	0	8	23	4	0	0
Economics	38	1	0	3	12	13	7	3
English Advanced	60	0	3	32	25	0	0	0
English Standard	120	2	0	7	82	23	7	1
Information Processes and Technology	14	0	0	4	3	1	4	2
Legal Studies	48	1	2	10	15	14	7	0
Mathematics Advanced	41	1	7	16	11	7	0	0
Mathematics Standard 2	100	2	15	21	32	16	8	8
Modern History	42	0	1	12	13	8	8	0
Personal Development, Health & Physical Education	60	2	1	8	29	16	6	0
Physics	14	0	2	4	6	2	0	0
Studies of Religion I	9	0	0	4	4	1	0	0
Studies of Religion II	61	1	0	4	27	22	8	0
Band Total	0	0	48	204	362	184	86	22

Band	No. of Achievers	2024%	2023%	2022%
6	55	5.95	8.51	8.69
5	211	22.81	33.22	27.26
4	367	39.68	32.86	33.57
3	184	19.89	17.87	20.12
2	86	9.3	6.88	7.74
1	22	2.38	2.89	2.62

Select a course from the list for grading pattern details

Type here to search

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)	222	93089	3.15	17.12	55.41	18.92	5.41		12.17	29.48	36.83	15.32	5.10	1.09
Mathematics 200 hours (323)	224	86943	12.95	12.95	33.93	35.27	4.91		14.95	22.55	32.16	23.20	6.15	1.00
Science 200 hours (350)	246	93183	17.48	40.65	24.80	12.20	4.88		12.90	24.28	36.51	19.19	6.15	.96
Commerce 100 hours (431)	141	6746	2.13	39.01	46.10	9.93	2.84		19.18	33.58	32.37	10.45	4.25	.16
Geography 100 hours (4015)	222	93128	5.41	23.87	46.85	19.37	4.50		14.82	29.28	35.09	14.55	5.51	.75
History 100 hours (4007)	222	93091	4.05	29.73	41.89	16.67	7.66		14.92	28.36	35.21	15.06	5.66	.81
Modern Languages - Arabic 100 hours (801)	26	137	7.69	15.38	57.69	15.38	3.85		24.09	21.17	42.34	11.68	.73	
Food Technology 100 hours (1626)	49	7112	8.16	34.69	38.78	8.16	10.20		17.25	31.16	32.11	13.34	5.71	.42
Information and Software Technology 100 hours (1831)	76	1607	6.58	38.16	46.05	7.89	1.32		25.95	34.35	28.62	8.15	2.80	.12
Personal Development, Health and P.E. 100 hours (2421)	222	19711	6.31	54.95	28.38	6.76	3.60		17.15	39.61	31.23	8.64	2.84	.53

Table 1 Grades Achieved in Each Course (School / State Grading Pattern Comparison)

Select a course from the list for grading pattern details

Type here to search

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)	75	30395	4.00	45.33	49.33	1.33			19.92	46.28	29.52	3.89	.35	.04
English Standard 2 unit (11130)	150	36318	2.00	25.33	53.33	18.67	.67		4.13	27.27	47.95	16.74	3.38	.53
Mathematics Advanced 2 unit (11255)	88	25409	10.23	14.77	39.77	34.09	1.14		26.82	26.63	30.99	12.92	2.61	.03
Mathematics Extension 1 unit (11250)	30	11887	13.33	33.33	30.00	23.33			28.91	31.75	28.05	9.78	1.47	.04
Mathematics Standard 2 unit (11236)	133	43006	6.77	12.03	33.83	33.83	13.53		9.16	22.09	36.80	22.85	8.49	.60
Biology 2 unit (11030)	127	26946	9.45	48.03	36.22	4.72	1.57		12.65	28.24	39.55	15.60	3.70	.26
Chemistry 2 unit (11050)	64	14742		9.38	25.00	37.50	28.13		18.53	28.69	34.44	14.77	3.43	.15
Physics 2 unit (11310)	30	11958	3.33	26.67	53.33	16.67			16.47	29.86	36.59	13.91	3.01	.15
Ancient History 2 unit (11020)	26	10564		11.54	42.31	26.92	19.23		15.31	27.49	34.54	15.50	6.22	.95
Business Studies 2 unit (11040)	145	27077	2.07	25.52	50.34	18.62	3.45		12.24	28.97	37.16	16.23	4.89	.51
Economics 2 unit (11110)	55	8041	7.27	20.00	47.27	20.00	5.45		20.35	34.75	31.43	10.77	2.62	.09
Legal Studies 2 unit (11220)	63	13788		15.87	57.14	17.46	9.52		17.68	29.32	33.34	14.70	4.39	.57
Modern History 2 unit (11270)	72	14892	1.39	11.11	33.33	27.78	26.39		16.02	31.53	33.72	13.86	4.30	.58
Studies of Religion I 1 unit (11350)	30	10403		20.00	50.00	26.67	3.33		14.62	33.58	39.02	11.79	.97	.02
Studies of Religion II 2 unit (11360)	106	8714	8.49	24.53	38.68	22.64	5.66		14.83	35.38	38.26	10.04	1.39	.10
Arabic Continuers 2 unit (11510)	12	286	33.33	25.00	8.33	8.33	25.00		23.08	37.76	25.87	8.74	4.55	
Community and Family Studies 2 unit (11060)	26	12837	3.85	23.08	53.85	19.23			11.38	26.82	37.67	17.68	5.61	.84
Personal Development, Health and Physical Education 2 uni	128	22412	5.47	27.34	43.75	15.63	7.81		11.37	27.46	37.65	18.57	4.54	.40

Record of School Achievement Stage 6: Summary of Results Achieved

THEME 3: Staffing

3.1 Workforce Composition

Malek Fahd Islamic School maintains a highly qualified and diverse staff across its four campuses (at three sites). As of 2024, the school employed the following:

School Staff 2024	
Teaching staff	233
Full-time equivalent teaching staff	220.3
Non-teaching staff	69
Full-time equivalent non-teaching staff	66.6

3.2 Professional Learning, Accreditation and Qualifications

Teacher Professional Learning

MFIS is deeply committed to the continuous professional development of all staff. In 2024, employees engaged in a comprehensive range of professional learning programs designed to enhance their knowledge and skills in pedagogy, content delivery, wellbeing, legislative requirements, and school priorities.

Professional development was delivered through both internal programs—leveraging in-house expertise—and external providers. Key focus areas included:

- Child protection and mandatory reporting requirements
- Islamic pedagogy and embedding the Islamic worldview across curriculum
- Strategies for differentiation and assessment moderation
- Effective use of digital technology and artificial intelligence in education
- Implementation of quality wellbeing practices
- Curriculum programming and lesson planning
- Classroom practice and pedagogical enhancement
- Familiarisation with new syllabuses and curriculum planning
- Child Safe Standards, risk assessment and management
- Learning support strategies

Looking ahead, professional development will continue to prioritise the creation of safe, supportive, and inclusive learning environments, alongside deepening expertise in Islamic pedagogy.

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	27
Provisional	17
Proficient Teacher	179
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0

THEME 4: Attendance

4.1 Attendance

Student attendance across all four campuses (three sites) remained consistently above 90%, reflecting a positive trend in school engagement and wellbeing.

- **Hoxton Park Campus** reported a whole school attendance rate of 90.04%, with the highest attendance in Year 12 at 93.5%, while middle school years (Years 7–10) showed slightly lower averages, indicating an area for future focus.
- **Beaumont Hills Campus** achieved a slightly higher overall attendance of 90.77%, with outstanding attendance in Year 12 (96%) and strong consistency across the primary years.
- **Greenacre Campus (Greenacre Primary and Greenacre Secondary)** recorded a whole school attendance rate of 90.46%, demonstrating steady attendance across all year levels, with minimal variation, and maintaining strong engagement from kindergarten through to Year 12.

The school continues to prioritise student attendance as a key indicator of wellbeing, with ongoing strategies to support consistent school attendance across all campuses.

Malek Fahd Islamic School Hoxton Park K-12

Percentage Attendance Report 01/01/2024 to 31/12/2024 (184 School Days)

Year Level	Attendance Rate %
Kindergarten	90.00%
Year 1	90.50%
Year 2	89.50%
Year 3	91.50%
Year 4	91.50%
Year 5	90.00%
Year 6	89.50%
Year 7	88.50%
Year 8	87.50%
Year 9	88.50%
Year 10	88.00%
Year 11	92.00%
Year 12	93.50%
Whole School	90.04%

Malek Fahd Islamic School Beaumont Hills K-12

Percentage Attendance Report 01/01/2024 to 31/12/2024 (184 School Days)

Year Level	Attendance Rate %
Kindergarten	92.00%
Year 1	91.00%
Year 2	92.00%
Year 3	92.00%
Year 4	90.00%
Year 5	90.00%
Year 6	89.00%

Year 7	90.00%
Year 8	91.00%
Year 9	90.00%
Year 10	86.00%
Year 11	91.00%
Year 12	96.00%
Whole School	90.77%

Malek Fahd Islamic School Greenacre K-12

Percentage Attendance Report 01/01/2024 to 31/12/2024 (185 School Days)

Year Level	Attendance Rate %
Kindergarten	92.00%
Year 1	91.00%
Year 2	90.00%
Year 3	91.00%
Year 4	91.00%
Year 5	91.00%
Year 6	91.00%
Year 7	91.00%
Year 8	89.00%
Year 9	90.00%
Year 10	89.00%
Year 11	90.00%
Year 12	90.00%
Whole School	90.46%

Attendance Monitoring and Recording

Malek Fahd Islamic School (MFIS) utilises Sentral to monitor and record student attendance accurately. All attendance data is systematically maintained within the Sentral platform.

Follow-up on Unexplained Absences

Unexplained absences are promptly followed up with parents or carers. All communications relating to attendance concerns are documented in Sentral for transparency and record-keeping.

Where no valid reason for an absence is provided within seven days, the absence is recorded as unexplained or unjustified. Follow-up processes continue until the matter is resolved.

Daily Notifications

Campus administration sends daily SMS notifications to parents or carers of students with unexplained absences between 9:00 and 9:30 am, following the completion of roll marking in Sentral.

Teacher and Advisor Responsibilities

Class Teachers, alongside Year Advisors, actively follow up with families to ensure appropriate documentation—such as medical certificates—is submitted to campus administration in a timely manner.

Escalation Procedures

If a student has three consecutive days of unexplained absence, the primary contact for follow-up in the primary school is the Class Teacher, while in the secondary school (specifically at Greenacre campus) this responsibility lies with the Year Advisor. Should the unexplained absence extend to five consecutive days, the matter is escalated to the Grade or Stage Coordinator as the primary contact. In secondary school, the Year Advisor or Wellbeing Coordinator undertakes secondary follow-up responsibilities. This graduated approach ensures appropriate and timely engagement with families to address attendance concerns.

Truancy Monitoring

In the primary school, Class Teachers monitor attendance throughout the school day. In secondary school, Subject Teachers are responsible for monitoring attendance on a period-by-period basis. All truancy incidents are reported to the relevant Stage or Year Coordinators, or the Deputy Head of Campus, for further action.

Absence Reason Verification

The principal, or their delegate, has the authority to reject absence reasons that are deemed unsatisfactory and may request additional supporting documentation as necessary.

Attendance Patterns

The majority of absences are attributed to short-term illness.

Support and Improvement Plans

Where ongoing attendance issues arise, the school develops tailored support and attendance improvement plans in collaboration with students and their families to foster improved engagement.

Summary

MFIS is committed to maintaining high standards of attendance monitoring and follow-up. Through clear processes, timely communication, and collaborative support strategies, the school strives to promote consistent attendance and student wellbeing.

4.2 Student Enrolment Profile

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

4.3 Student Retention Rates

The retention rate from Year 11 in 2023 to Year 12 in 2024 was **99.4%**. This high rate reflects the school’s commitment to student engagement, academic support, and a positive learning environment. Students who completed Year 12 in 2024 have transitioned to a variety of post-school pathways, including further education and full-time employment.

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 2024	Access to full text
Enrolment Policy	<p>To determine enrolments at Malek Fahd Islamic School, the following criteria are considered:</p> <p>Availability of a place</p> <p>A commitment from the family to support the School's Islamic ethos and values which are inspired and guided-by the Sunni Islamic tradition.</p> <p>A commitment to being an active and responsible member of the school community.</p> <p>Outcome of the interview process with the school</p> <p>Outcome of the MFIS assessment</p> <p>Academic achievement reports (where applicable), behaviour and attendance records (where applicable)</p> <p>Any tuition fees owing to be paid in full prior to enrolling a sibling</p> <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 below.</i></p>	<p>School website https://www.mfis.nsw.edu.au/</p>
Child Protection Policy	<p>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.</p>	<p>School website https://www.mfis.nsw.edu.au/</p>
Complaints Handling Policy	<p>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. Complaints can be made by parents, students, or staff.</p> <p>MFIS (the school) aims to foster a safe and supportive environment for its students, staff, parents/carers, and community members.</p> <p>This policy does not extend to personal grievances between parents, carers/guardians or other members of the school community.</p>	<p>School website https://www.mfis.nsw.edu.au/</p>

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 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 Policy	<p>Malek Fahd Islamic School takes all forms of bullying behaviour seriously, 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)</p>	<p>School website https://www.mfis.nsw.edu.au/</p>
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 2023)</p>	<p>School website https://www.mfis.nsw.edu.au/</p>

Policy Access and Review

MFIS Policies and Procedures are accessible to all staff members via the intranet. Parents and staff can access policies through the intranet, and all policies are also publicly available on the school's website: <https://www.mfis.nsw.edu.au/>.

Policies are regularly reviewed with input from the Association of Independent Schools NSW (AISNSW), staff, the community, parents, students, and the School Board. Updates to policies are communicated through the school website, newsletters, and the enrolment information package.

THEME 6: Stakeholder Satisfaction

6.1 Student, Parent and Staff Satisfaction

Malek Fahd Islamic School (MFIS) is committed to continuous improvement through active listening and engagement with its key stakeholders — students, parents, and staff. Feedback is collected regularly via a range of formal and informal methods to gain a comprehensive understanding of satisfaction across the school community.

Stakeholder Feedback Mechanisms

MFIS has established multiple channels for feedback to ensure the voices of all community members are heard:

- **Annual satisfaction surveys** for students and staff
- **Student Shura Council (SSC)** meetings, held thrice per term
- **Fortnightly grade meetings** and one-on-one check-ins with Year Advisors and Wellbeing Coordinators
- **Bi-weekly staff briefings** and regular feedback loops via Heads of Department
- **Parent focus groups** such as the Parent Advisory Committee (PAC), convened twice each term
- **Event-based surveys** and termly parent webinars and seminars
- **Ongoing communication**, including dedicated email channels, suggestion forms, and in-person discussions with administration

In 2024, the school also implemented targeted surveys to further refine its understanding of community needs and priorities.

6.2 2024 Staff Wellbeing Survey

In an effort to promote a supportive workplace, MFIS engaged **Source HR**, an external human resources consultancy, to administer an anonymous Staff Wellbeing Survey tailored to the school's unique context and culture.

Key Strengths Identified:

- **Sense of Belonging:** Staff reported feeling connected and valued within the school community.
- **Professional Development:** High satisfaction levels with the availability and quality of professional learning.
- **Workplace Safety:** Staff recognised a secure, respectful, and supportive working environment.

Areas for Development:

- **Recognition:** Staff sought more structured acknowledgment of their contributions.
- **Feedback Credibility:** Some staff expressed concerns about whether previous feedback led to tangible improvements.
- **Workload and Balance:** Work-life balance was raised as an area requiring greater attention and support.

Responsive Initiatives Implemented:

- **Class size reduction** from 30 to 27 to ease workload and support student achievement
- **Right to Disconnect policy**, restricting emails between 6:00 pm and 6:00 am
- **Dedicated planning time** on Wednesday afternoons for staff collaboration and learning
- **Annual Staff Wellbeing Day** to celebrate and support employee morale
- **Enhanced staff recognition programs** to formally acknowledge achievements

These initiatives form part of MFIS's broader strategy to cultivate a positive, sustainable, and values-driven workplace culture.

6.3 Parent and Student Engagement

MFIS continues to nurture strong parent partnerships through PAC meetings, surveys, feedback forms, and campus-based discussions. Families are encouraged to provide direct feedback, which actively informs school policies, communications, and community events.

Student voice remains central through SSC forums, wellbeing conversations, grade meetings, and targeted wellbeing surveys. The 2024 Student Safety Survey highlighted positive peer relationships and satisfaction with safety procedures, while also revealing a need for increased pastoral care and supervision. This data drives ongoing improvements in student wellbeing support.

MFIS upholds an **open-door policy** that reflects its commitment to collaboration, transparency, and community cohesion.

6.4 The Niyjah Project and Professional Learning

Through its partnership with the Centre for Islamic Thought and Education (CITE) at the University of South Australia, MFIS continues to build capacity in Islamic pedagogy via the Niyjah Project. In 2024, professional learning focused on implementing the bespoke Teaching & Learning Framework to enhance instruction through purposeful, student-focused design.

Staff also engaged in the following credentials:

- Graduate Certificate in Islamic Education
- Distinctive Educational Practice for Islamic Schools

These programs support educators in embedding Islamic philosophy into curriculum development and classroom practice.

6.5 Promoting Respect and Responsibility

Rooted in its Islamic ethos, MFIS fosters a culture of mutual respect, responsibility, and compassion, ensuring every student is valued and supported. In 2024:

- The Niyjah Project informed wellbeing and curriculum renewal initiatives.
- The Staff Wellbeing Survey informed strategies to improve workplace support and culture.
- The Student Safety Survey reported generally positive outcomes, with fewer than 12% of students expressing safety concerns. These findings continue to guide enhancements in supervision and student support services.

6.6 Programs and Events Promoting Social Responsibility:

- Interfaith Encounters: Year 11 students participated in dialogue sessions with St Patrick's College, promoting understanding between faith communities.
- Community Service: Students contributed to *Clean Up Australia Day*, distributed *AMUST* newspapers, and supported *Brothers in Need* food drives.
- Ramadan Iftars: Gender-specific Iftar dinners build community bonds.
- Mental Health Support: Year 12 students accessed stress and time management workshops across all campuses.
- Health & Safety Programs: Included first aid training, HPV and meningococcal vaccinations, and the *B Street Smart* road safety program.
- Leadership & Mentorship: Year 11 students mentored Year 8 peers, and leadership was demonstrated at major events like the Athletics Carnival.

- Parent-Child Bonding Events: Year 8 Father-Son and Mother-Daughter programs reinforced familial and community connections.
- Charity Initiatives: Included a cycling fundraiser with Human Appeal and the Sydney Muslim Cyclists, and school-wide events for the Cancer Council.

MFIS also celebrated its growing national profile, with leaders presenting at the 7th Annual Australian Islamic Education Conference in Brisbane, receiving strong commendation for curriculum transformation.

6.7 School-Derived Improvement Priorities

Guided by its **2022–2026 Strategic Plan**, MFIS continues to pursue excellence through holistic, inclusive, and future-focused education.

Key 2024 Developments:

- A full AISNSW review of Learning Support led to the appointment of campus-based Learning Support Coordinators and planning for a specialised unit for high-needs students.
- Data-informed teaching using PAT, NAPLAN, and internal assessments supports targeted interventions.
- OSHC service expansion assists working families with extended care across campuses.
- Initialit reached its third year, with the Year 2 cohort completing the literacy program. The impact will be evident in the 2025 Year 3 NAPLAN outcomes.
- Curriculum Reform: Updates to English and Mathematics programs aligned with Islamic pedagogy and increased student engagement.
- One-to-One Device Program: Expanded to include Years 7–9 at Greenacre Secondary, with Year 10 to follow in 2025.
- Wellbeing Teams: All campuses now have Secondary Coordinators, with Hoxton Park and Beaumont Hills introducing Primary Coordinators in response to enrolment growth.
- Year 11 Careers Day: Connected students to diverse pathways and future opportunities.
- Anti-Bullying Programs: Strengthened safe, respectful, and inclusive learning environments.
- Academy U Program: In partnership with Western Sydney University, it offered enriched learning for high-potential students.
- Year 9 Camps and Team-Building: Supported student growth and peer bonding.

MFIS remains steadfast in its mission to foster excellence, wellbeing, and Islamic values, ensuring that students are nurtured to become confident, compassionate, and capable contributors to society.

6.8 Malek Fahd Islamic School 2024 Cross Campus Calendar of School Events

School Events	Date	Campus
Staff Development Day	30 January	Primary/Secondary
GP School Photo	26 - 27 February	Primary
PLP - HP	27 February	Primary/Secondary
PLP - GP	28 February	Primary/Secondary
PLP - GS	28 February	Primary/Secondary
BH School Photo	28 February	Secondary
PLP - BH	29 February	Primary/Secondary
GS School Photo	1 March	Secondary
Parent-Teacher Interviews	4 - 7 March	Primary/Secondary
Principals Fundraiser- Feed the Fasting	11 - 15 March	Primary/Secondary
Ramadan Commences	11 March	Primary/Secondary
NAPLAN	13 - 25 March	Secondary
GS Girls Iftar Dinner	20 March	Secondary
GP Iftar Dinner	22 March	Primary
HP Iftar Dinner	26 March	Primary/Secondary
Quran Competition	26 March	Primary/Secondary
GS Boys Iftar Dinner	27 March	Secondary
BH Girls Iftar Dinner	27 March	Primary/Secondary
BH Boys Iftar Dinner	28 March	Primary/Secondary
Year 12 Half Yearly Assessments	1 - 8 April	Secondary
Eid ul Fitr	10 - 11 April	Primary/Secondary
EID Festival All Campus at Bankstown Park	12 April	Primary/Secondary
Staff Development Day	29 April	Primary/Secondary
PLP - HP	28 May	Primary/Secondary
PLP - GP	29 May	Primary
PLP - GS	29 May	Secondary
PLP - BH	30 May	Primary/Secondary
Principals Fundraiser - Qurban	3 - 7 June	Primary/Secondary
Eid ul Adha	17 - 18 June	Primary/Secondary
Half Yearly Exams Y 7-10	19 - 28 June	Secondary
Staff Development Day	22 July	Primary/Secondary
Charity Walk Sydney Olympic Park	9 August	Primary/Secondary
Parent-Teacher Interviews	12 - 30 August	Primary/Secondary
PLP - HP	13 August	Primary/Secondary
PLP - GP	14 August	Primary
PLP - GS	14 August	Secondary
PLP - BH	15 August	Primary/Secondary
Year 12 Trials	16 - 30 August	Secondary
Year 11 Yearly Exams	9 - 20 September	Secondary
GS Y12 Graduation Dinner	26 September	Secondary
BH/HP Y12 Graduation Dinner	26 September	Secondary
Staff Development Day	14 October	Primary/Secondary

2024 HSC Commences	15 October	Secondary
Yearly Exams Y10	21 October - 1 November	Secondary
PLP - HP	29 October	Primary/Secondary
PLP - GP	30 October	Primary
PLP - GS	30 October	Secondary
PLP - BH	31 October	Primary/Secondary
Yearly Exams K-6, 7-9	18 - 29 November	Primary/Secondary
GP/BH/HP Y6 Graduation Dinner	2 - 4 December	Primary
Cross Campus EOY excursion	9 December	Primary/Secondary
GS EOY Assemblies	11 December	Secondary
BH EOY Assemblies	12 December	Primary/Secondary
Staff Wellbeing Day at Sydney Olympic Park	13 December	Primary/Secondary

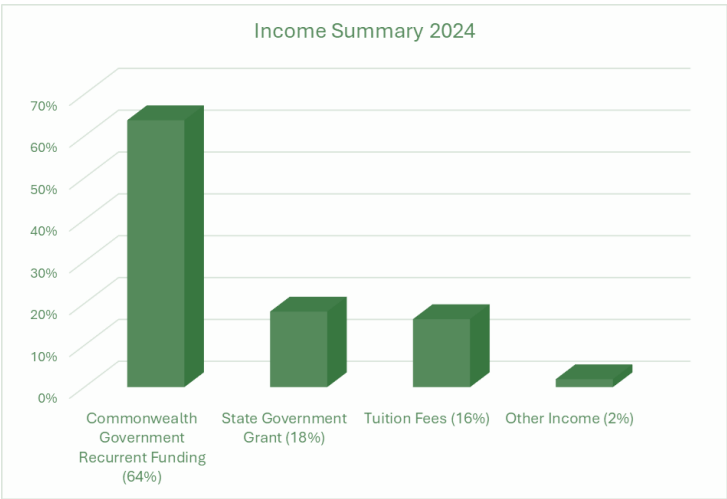
THEME 7: Summary of Financial Information

7.1 Income distribution for the Year Ended 31 December 2024

During the reporting period, the School's total income was primarily sourced from Government funding. Commonwealth Government funding accounted for 64% of the total income, followed by State Government funding at 18%. 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

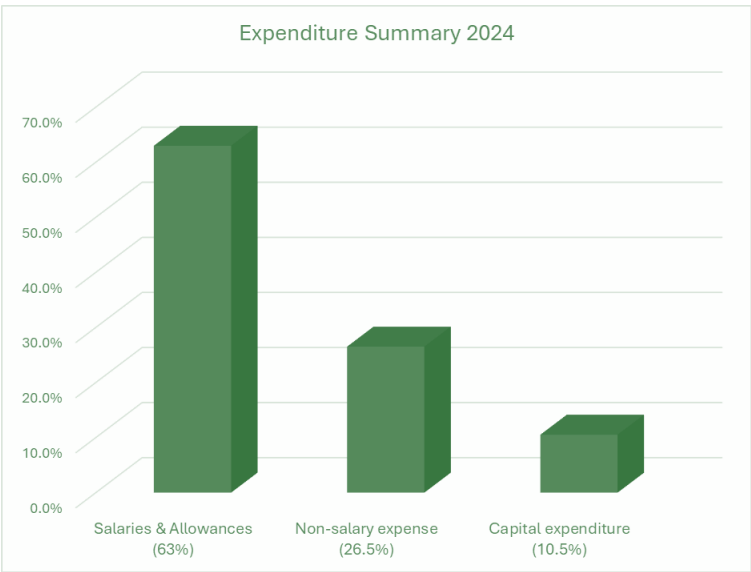


7.2 Expenditure distribution for the Year Ended 31 December 2024

For the reporting period, the majority of the School's expenditure was directed towards salaries and allowances, accounting for 63% of total expenses. Non-salary operational expenditure comprised 26.5% covering areas such as utilities, maintenance, resources and administration. Capital expenditure represented 10.5% 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



Publication Requirements

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

The requirements for the Annual Reporting come from 2 pieces of legislation:

- *NSW Education Act 1990*; and
- *Australian Education Regulation 2023*.

NESA provides details about the requirements for annual reporting in requirement *B2.7 Schools must report annually* in the [NSW Registered and Accredited Individual Non-government Schools Manual](#) (September 2023) (the Registration Manual).

By addressing the requirements in the Registration Manual, a school meets the requirements of both pieces of legislation.

NSW Government Requirements for Annual Reporting

The *NSW Education Act 1990* requires non-government schools to participate in annual reporting. The NSW Minister for Education and Early Learning (the Minister) determines what must be included in a school's Annual Report.

NESA provides details about the minimum content to be included in a school's Annual Report in the Registration Manual.

An Independent school in NSW must:

- submit a completed Annual Report to NESA by 30 June each year that has the minimum content outlined in the Registration Manual (requirement B2.7),
- make its Annual Report publicly available on the school's website by 30 June each year, and
- if requested, provide data to the Minister to report to Parliament on the effectiveness of schooling in the State.

The minimum content that must be in each school's Annual Report is in NESA's [Registration Manual](#) in requirement *B2.7 Schools must report annually* (p. 35-37)

Commonwealth Government Requirements for Annual Reporting

The *Australian Education Regulation 2023* requires schools to make certain information public each year. An Independent school must:

- complete an Annual Report that has minimum content outlined in Part 5 Section 60(1)
- make its Annual Report publicly available on the internet within 6 months after the end of a year (Part 5 Sections 60(1) and 60(3)(a))
- have arrangements to give information to a person who is responsible for a student and is unable to access the internet (Part 5 Section 60(3)(b)).

A school must include the minimum information outlined in the *Australian Education Regulation 2023* and can make other information publicly available (Part 5 Section 60(2)).

The 2024 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.



KNOWLEDGE IS LIGHT

@malekfahd.official



Greenacre Primary Campus
Greenacre Secondary Campus
405 Waterloo Rd, Greenacre NSW 2190

PO Box 5548
Chullora, NSW, Australia 2190
T: (02) 8732 7800
E: admin@mfis.nsw.edu.au

Hoxton Park Campus
210 Pacific Palms Circuit, Hoxton Park NSW 2171

PO Box 283
Hoxton Park, NSW, Australia 2171
T: (02) 8783 5190
E: admin_hp@mfis.nsw.edu.au

Beaumont Hills Campus
20 Mungerie Road, Beaumont Hill NSW 2155

PO Box 6486
Rouse Hill, NSW, Australia 2155
T: (02) 8814 5282
E: admin_bh@mfis.nsw.edu.au

