MALEK FAHD ISLAMIC SCHOOL

EDUCATIONAL

AND

FINANCIAL REPORT

FOR 2005

EDUCATIONAL AND FINANCIAL REPORTING

Malek Fahd Islamic School Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Annual Report

Procedures for implementing the policy include:

- identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required

- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report

- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness

- preparation of the report in an appropriate form to send to the Board of Studies

- setting the annual schedule for

    - delivery of information for each reporting area to the coordinator
    - preparation and publication of the report
    - distribution of the report to the Board of Studies and other stakeholders

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

REPORTING AREA 1: SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate 2005

In 2005, our eighth Higher School Certificate class of 52 students sat the examination in 14 courses. There were 27 students with the Universities Admission Index (UAI) of over 90. The highest UAI was 99.80. Three students received the Premier's Award for achieving over 90% in ten or more units. The numbers of distinguished achievers, that is, marks of 90 and above, were as follows:

Biology	:	16 (27% of our students)
Chemistry	:	5 (20%)
English Advanced	:	1
English Extension 1	:	1
English Extension 2	:	1
Mathematics	:	40 (68%)
Mathematics Extension 1	:	16 (89%)
Mathematics Extension 2	:	6 (50%)
Physics	:	4 (15%)
Philosophy Distinction Course	:	1 High Distinction

The marks of the students in all the courses were well above the State average:

Course	School vs. State Variation
Biology	12.38
Business Studies	9.88
Chemistry	9.89
English Advanced	1.51
English Extension 1	6.49
English Extension 2	7.14
Mathematics	17.65
Mathematics Extension 1	15.69
Mathematics Extension 2	6.69
Physics	8.55
Studies of Religion I	5.66
Studies of Religion II	4.47
Arabic Continuers	5.50

Based on the numbers of distinguished achievers, the school was once again placed first in the Bankstown Education District.

Destinations of Year 12 Students
Out of the 52 HSC students, 50 are attending university in 2006 and two have deferred their university study. The students have chosen a wide range of courses such as medicine, pharmacy, law, engineering, accounting, business, construction, advanced science, psychology and many more.

Year 10 School Certificate Examination 2005

English – Literacy
Results by Achievement Bands:

Band	State %	School %
6	6.09	3.03
5	23.14	38.63
4	38.00	39.39
3	18.58	12.87
2	8.75	3.03
1	3.66	0.75

One hundred and thirty-two students sat the test and 96 per cent of the students had bands three to six marks compared to the State 88 per cent.

Mathematics
Results by Achievement Bands:

Band	State %	School %
6	7.14	15.9
5	18.17	38.63
4	25.75	28.78
3	29.51	12.12
2	15.95	2.27
1	1.6	0

One hundred and thirty-two students sat the test and 98 per cent had bands three to six marks compared to the State 84 per cent.

Science
Results by Achievement Bands:

Band	State %	School %
6	5.94	6.06
5	25.46	37.87
4	37.02	37.87
3	23.66	13.63
2	5.21	2.27
1	0.92	0

One hundred and thirty-two students sat the test and 98 per cent had bands three to six marks compared to the State 94 per cent.

Australian History, Civics and Citizenship
Results by Achievement Bands:

Band	State %	School %
6	5.93	15.15
5	23.75	23.48
4	33.79	34.09
3	28.41	21.21
2	5.17	4.54
1	1.04	0.75

One hundred and thirty-two students sat the test and 39 per cent had the top bands five and six marks compared to the State 30 per cent.

Australian Geography, Civics and Citizenship
Results by Achievement Bands:

Band	State %	School %
6	3.84	6.81
5	23.09	28.78
4	32.88	38.63
3	31.12	21.96
2	6.6	3.03
1	0.56	0

One hundred and thirty-two students sat the test and 36 per cent had the top bands five and six marks compared to

Trial Computing Skills Test 2005

School/State Comparison

Computing skill area	School mean (/20)	State mean (/20)
Computer operations	15.7	13.5
Word processing	13.8	11.3
Spreadsheets and databases	15.9	13.0
Graphics and multimedia	15.5	14.2
Internet and email	15.6	13.2

From the above table, it can be seen that our students' mean marks in all computing skill areas were higher than the State mean marks.

LITERACY RESULTS 2005

YEAR 8
English Language and Literacy Assessment (ELLA)

Results by Achievement Levels:

	Writing		Reading		Language		Literacy	
	State %	School %	State %	School %	State %	School %	State %	School %
High	40	52	48	57	42	68	43	58
Proficient	48	43	39	40	43	31	46	41
Elementary	9	4	10	3	11	1	9	1
Low	3	1	3	1	4	0	3	0

One hundred and forty-three students sat the test and 99 per cent had high or proficient levels in Literacy compared to the State 89 per cent. The school mean marks were higher than the State in Writing, Reading, Language and Literacy.

YEAR 7
English Language and Literacy Assessment (ELLA)

Results by Achievement Levels:

	Writing		Reading		Language		Literacy	
	State %	School %	State %	School %	State %	School %	State %	School %
High	32	45	36	37	35	63	33	48
Proficient	51	50	44	59	45	34	50	50
Elementary	11	4	15	4	14	2	13	2
Low	5	1	5	1	6	1	5	0

One hundred and eighty-six students sat the test and 98 per cent had high or proficient levels in Literacy compared to the State 83 per cent. The school mean marks were higher than the State in Writing, Reading, Language and Literacy.

NUMERACY RESULTS 2005

YEAR 8

Secondary Numeracy Assessment Program (SNAP)

Results by Achievement Levels:

	State %	School %
High	36	65
Proficient	40	27
Elementary	22	6
Low	2	1

One hundred and forty-two students sat the test and ninety-two had high or proficient levels in Numeracy compared to the State 76 per cent. The school mean marks were higher than the State in Numeracy, Number, Measurement, Space, Data, and Numeracy Problem Solving.

YEAR 7

Secondary Numeracy Assessment Program (SNAP)

Results by Achievement Levels:

	State %	School %
High	24	45
Proficient	41	41
Elementary	31	14
Low	4	0

One hundred and eighty-four students sat the test and 86 per cent had high or proficient levels in Numeracy compared to the State 65 per cent. The school mean marks were higher than the State in Numeracy, Number, Measurement, Space, Data and Problem-Solving.

LITERACY AND NUMERACY ASSESSMENTS

Basic Skills Test Year 3

Results by Achievement Bands:

Band	Writing		Language		Reading		Overall Literacy		Number		Measurement and Space		Overall Numeracy	
	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %
5	11	13	20	24	21	8	12	9	31	32	22	18	22	22
4	30	45	25	36	26	25	30	38	23	23	23	32	24	31
3	34	39	27	28	25	46	32	44	20	26	28	40	30	34
2	16	2	16	10	17	16	18	8	14	13	17	7	15	12
1	8	1	12	2	11	4	8	1	12	6	11	3	9	1

One hundred and thirty six (136) students sat the Year 3 Basic Skills Test. 99% of students achieved skill band 2 or higher in literacy compared to 92% of the State. 99% of students achieved skill band 2 or higher in numeracy compared to 91% of the State. Students performed consistently across all areas of numeracy. In the literacy component they achieved better in Reading and Writing than in Language. Achievement in writing was 99% of students at band 2 or higher compared to 92% of the State.

Basic Skills Test Year 5

Results by Achievement Bands:

Band	Writing		Language		Reading		Literacy		Overall Literacy		Number		Measurement		Space		Overall Numeracy	
	State %	School %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %	State %	Sch %
6	17	29	26	45	29	26	24	27	19	25	33	52	32	47	26	38	24	38
5	29	36	26	31	23	23	26	31	28	36	13	15	23	27	25	39	27	34
4	33	28	24	22	25	33	27	32	31	29	32	26	20	16	29	19	26	24
3	16	6	16	2	14	14	16	10	16	9	15	6	14	7	11	3	16	2
2	4	1	7	0	7	4	6	0	5	0	4	1	7	3	6	0	5	2
1	2	0	2	0	2	0	1	0	1	0	2	1	3	1	3	0	1	0

One hundred and eighty one (181) students sat the Year 5 Basic Skills Test. 100% of students achieved skill band 3 or higher in literacy compared to 94% of the State. 98% of students achieved skill band 3 or higher in numeracy compared to 94% of the State. Students performed consistently across all areas of numeracy. In the literacy component they achieved better in Reading and Writing than in Language. Achievement in writing was 99% of students at band 3 or higher compared to 94% of the State.

Basic Skills Results

2005 Basic Skills Test	Year 3 Percentage of students achieving band 2 or higher	Year 5 Percentage of students achieving band 3 or higher
Aspects of Literacy	99%	100%
Aspects of Numeracy	99%	98%
Writing Assessment	99%	99%

REPORTING AREA 2: TEACHER STANDARDS

Details of all teaching staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	96
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	15
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching Context (Manual, page 39)	3

N.B. The three teachers in Category C are experienced teachers being supervised by their co-ordinators and are not teaching the Board of Studies mandatory courses.

REPORTING AREA 3: RETENTION RATES IN SECONDARY SCHOOL

The table below compares the census figures for 2004 and 2005 in Years 9 to 12.

2004 Census	2005 Census	Our students continuing	Apparent retention	Actual retention
Year 9 : 136	Year 10 : 132	130	97%	96%
Year 10 : 100	Year 11 : 67	66	67%	66%
Year 11 : 56	Year 12 : 52	52	93%	93%

While up to Year 10 almost all students stay in the school, after Year 10 some move to TAFE and to other schools to study some courses which are not offered at the school. As the numbers increase in Years 11 and 12, more courses are being offered at the school. Furthermore, after being in the school for eleven years from Kindergarten to Year 10, some students prefer to have a change of environment and move to other schools.

While the retention rate from 2004 to 2005 has remained the same for Year 9 students, it has increased for Year 10 moving to Year 11 and Year 11 moving to Year 12. In 2004, the actual retention rate for Year 11 was 79% and in 2005 it was 93%.

REPORTING AREA 4: ENROLMENT POLICIES AND PROFILES

Enrolment Policy
Malek Fahd Islamic School is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. Once enrolled, students are expected to support the ethos of the school and comply with the school rules to maintain the enrolment.

Enrolment
-    Admission to the children is given on an yearly basis.
-    Kindergarten applicants will be selected using an interview process due to the large number seeking admission.
-    Year seven applicants must sit the year six Selective Test and achieve the required mark.
-    Enrolment will comply with the Disability Discrimination Act.

Re-enrolment
-    Parents will have to sign a re-enrolment form if they wish their children to return to the school the following year.
-    Prerequisites for re-enrolment will be the required levels of academic performance, attendance, behaviour and payment of school fees.

Promotion
-    Students will be promoted to a higher class only if their work and attendance are satisfactory.
-    Parents will be informed of any additional specific promotion criteria at the start of each school year.
-    Parents will be informed whether their children have been promoted.

Please note that admission to the children is given on an yearly basis.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/ interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student Population

The school had 1705 students of whom 719 were in the secondary school. There were approximately equal numbers of boys and girls in the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

REPORTING AREAS 5, 6 AND 7: STUDENT WELFARE POLICIES, DISCIPLINE POLICIES, REPORTING COMPLAINTS AND RESOLVING GRIEVANCES POLICIES

A. Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:
- Minimizes risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or developed) during 2005:

Policy	Changes in 2005	Access to full text
Code of Conduct for the Care and Protection of children encompassing • Legislative context • Duty of care and legal liability • Supervision of students • Relationships with students • Discipline of students • Communication issues • Camps/billets/excursions • Duty to disclose	Revised	Issued to all staff. Also contained in folder issued to all new staff members. All policies are on the school website: www.mfis.com.au To access, just click the desired topic located on the left-hand margin of the website; i.e. Policy.
Guidelines Against Bullying encompassing • Definition and concept • Examples • Preventative strategies • Recommendations to parents	Anti-bullying strategies revised.	Issued to all staff and contained in folder issued to all new teachers.
Critical Incident Procedure Policy encompassing • Role of critical incident team • Action plans/short term and long term tasks • Procedures requiring immediate evacuation checklist • Stages of responses and recovery cycle	Revise strategies for emergency evacuation drills.	Issued to all staff and contained in folder issued to all new staff members.

Policy	Changes in 2005	Access to full text
Communication Policy encompassing • Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
Pastoral Care Policy encompassing • Availability of and access to special services such as counselling.	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
Medical Services Policy encompassing • Procedures to follow when students sustain any injury or illness • Role of the school nurse	Sick bay procedures revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
Employment Screening Policy encompassing • Screening process • Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998	Revised in light of changes to the working with Children Check Guidelines	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
Codes of conduct Policy encompassing • The right and responsibilities of students and staff within the school community	Revise roles of the student representative council.	Issued to all staff and contained in folder issued to all new staff members.
Supervision Policy encompassing • Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved.	Revise levels of supervision and incorporate risk assessment for excursions.	Issued to all staff and contained in folder issued to all new staff member.
Security Policy encompassing • Measures designed to promote the safety and well being of students	Revise strategies for evacuation drills.	Issued to all staff and contained in folder issued to all new staff members.

B. Policies for student discipline

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

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

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through
• The Staff Folder of Policies
• The School Newsletters
• The Parent information package given to new parents upon enrolment.

During 2005 the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. The discipline policy for implementation in 2006 contains revised processes for disciplinary action that are based on procedural fairness.

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

REPORTING AREA 8: PRIORITY AREAS FOR IMPROVEMENT

School-determined improvement targets

Achievement of priorities for 2005

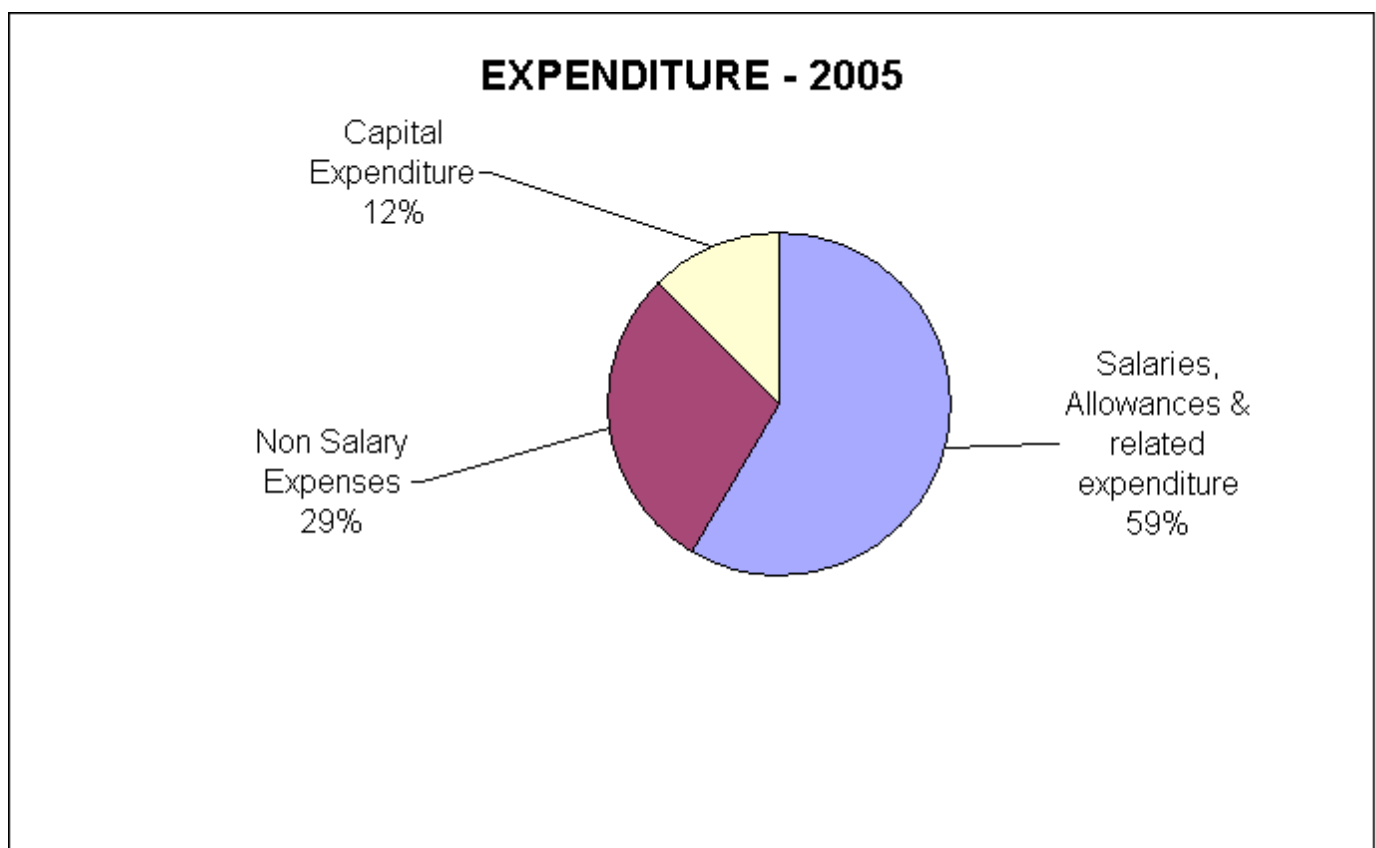| Area	Priorities	Achievements
Teaching and Learning	• Improved literacy intervention strategies in Stage 1	• Appointment of Literacy co-ordinator • Additional in-class support
Student achievements	• Improved Literacy results particularly in reading. • Improved Numeracy results • More Band 6 marks in HSC.	• Year 3 and Year 5 results for Basic Skills better than last year. • There is little gap between Boys and Girls Literacy and Numeracy results
Student welfare	• Revised Code of Conduct	• Completed and included in student welfare policies
Staff development	• Training in Child Protection requirements • Training in Literacy/Guided Reading • Training in Numeracy/New Scope and Sequence	• All staff trained • Procedures for training new staff developed

9. REPORTING AREA: SUMMARY FINANCIAL INFORMATION - 2005

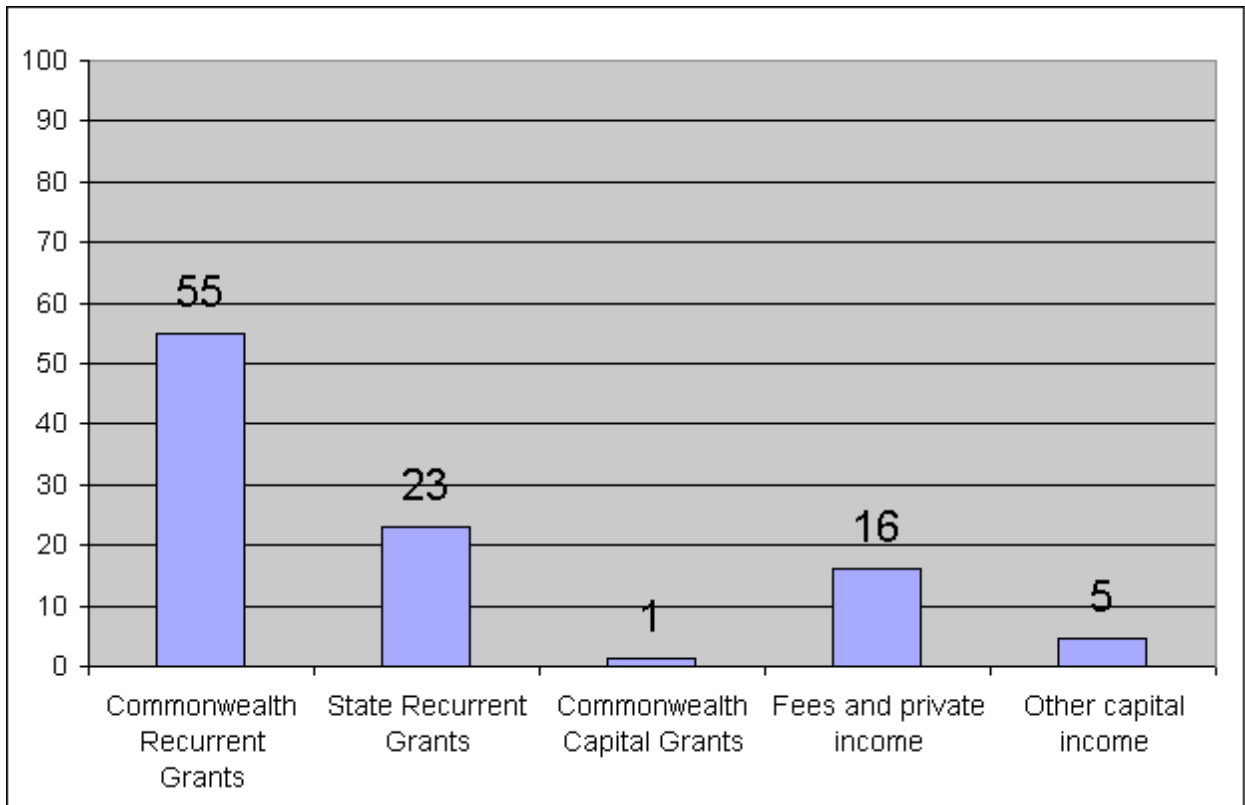The graphs below represents income and expenditure using percentage.

(A) GRAPHIC ONE: RECURRENT /CAPITAL INCOME REPRESENTED BY PIE CHART

INCOME - 2005

Fees and private income 16%

Other capital income 5%

Commonwealth Capital Grants 1%

Commonwealth Recurrent Grants 55%

State Recurrent Grants 23%

(B) GRAPHIC TWO: RECURRENT /CAPITAL EXPENDITURE REPRESENTED BY PIE CHART

EXPENDITURE - 2005

Capital Expenditure 12%

Non Salary Expenses 29%

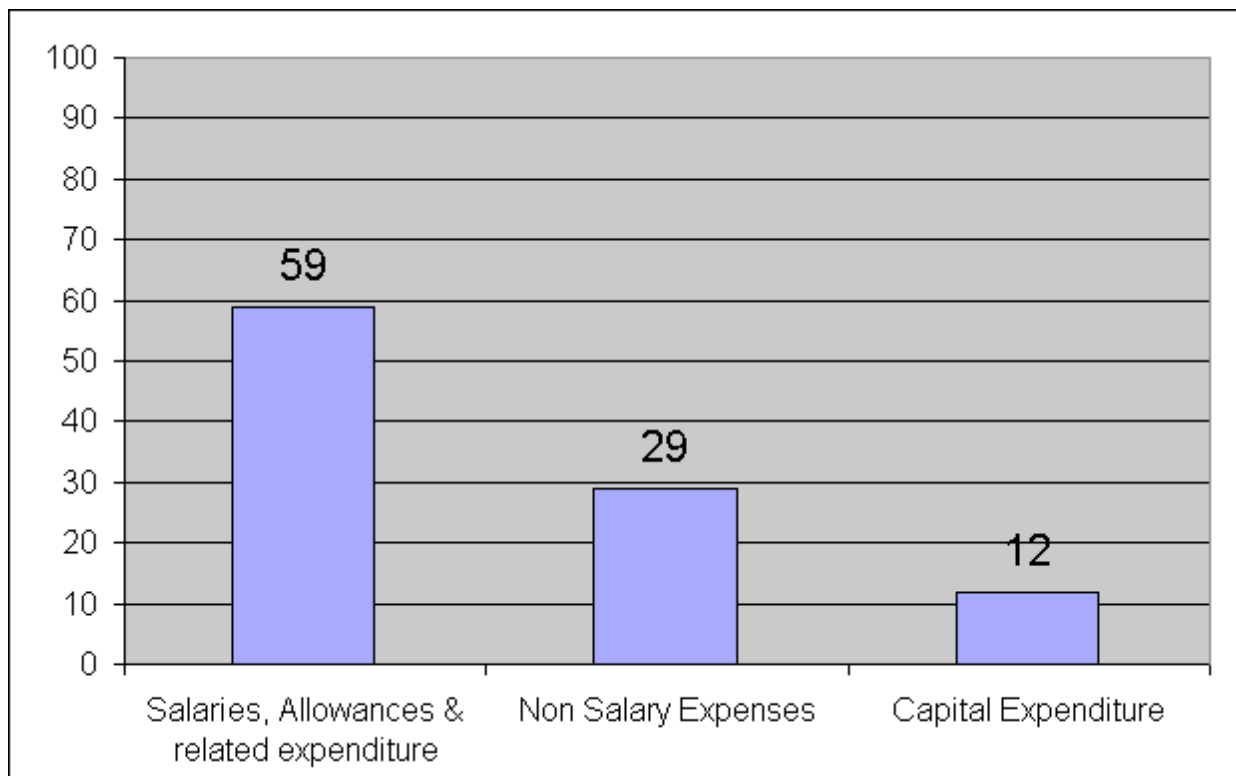Salaries, Allowances & related expenditure 59%
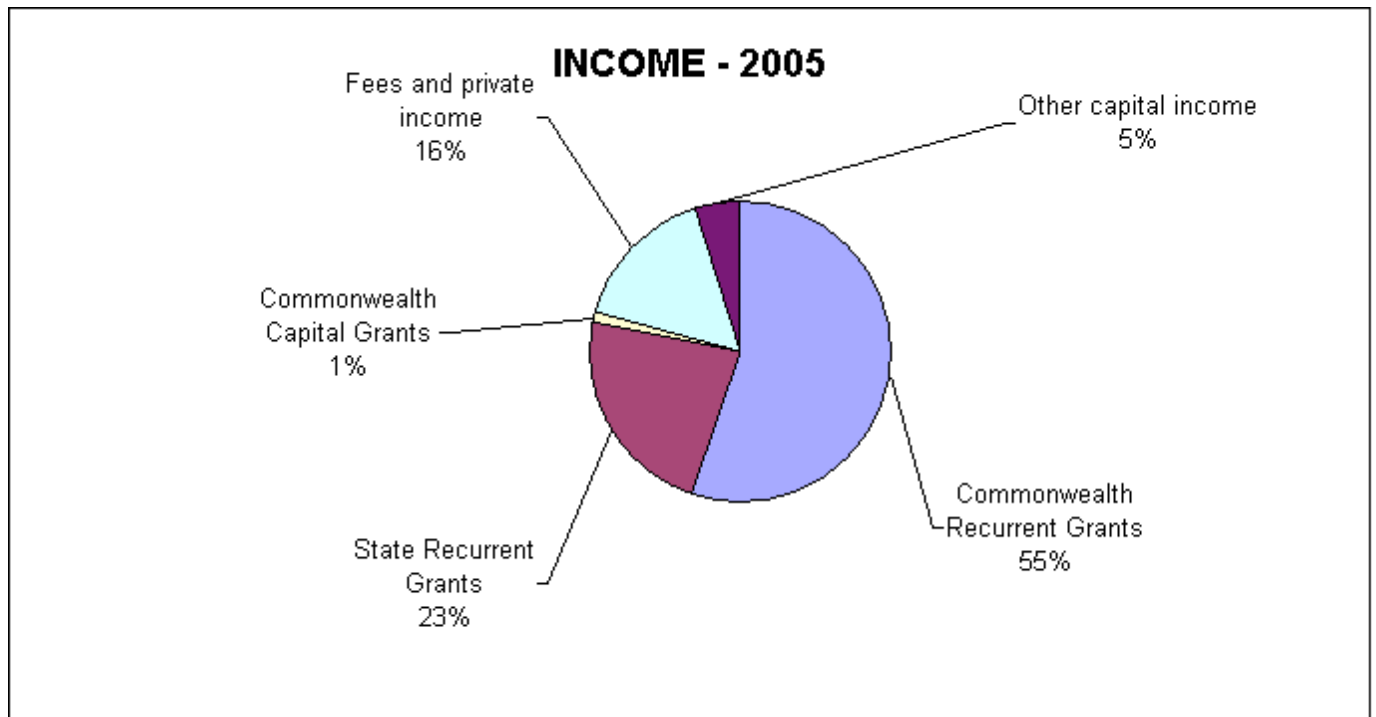
(C) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY COLUMN CHART

2005

(D) GRAPHIC TWO: RECURRENT/ CAPITAL EXPENDITURE REPRESENTED BY COLUMN CHART

2005