

**2007 ANNUAL REPORT:**

**EDUCATIONAL**

**AND**

**FINANCIAL REPORTING**

**FOR**

**MALEK FAHD ISLAMIC SCHOOL**

# EDUCATIONAL AND FINANCIAL REPORTING FOR MALEK FAHD ISLAMIC SCHOOL

## INTRODUCTION

### (i) Affiliation

Malek Fahd Islamic School is a co-educational Kindergarten to Year 12 Islamic School situated at 405 Waterloo Road, Greenacre, NSW. The school is owned by the Australian Federation of Islamic Councils (AFIC) which is the national organisation for Muslims of Australia. The AFIC also manages the following schools:

- Islamic School of Brisbane, Karawatha, Queensland.
- Islamic College of South Australia, Adelaide, South Australia.
- Langford Islamic College, Perth, Western Australia.
- Islamic School of Canberra, Canberra, ACT.

In addition to being the Principal of Malek Fahd School, Dr Intaj Ali is also the educational adviser of the AFIC schools.

While all the students at Malek Fahd are Muslims, the staff is forty per cent non-Muslim, and this is a deliberate policy of the School Board to ensure that the school employs only the best available teachers.

### (ii) School Board

The school is managed by a School Board appointed by the AFIC. The Principal is the Secretary of the School Board. The Board is primarily concerned with the governance of the school, including such matters as long-term financial planning, administrative policies and accountability. The principal is the chief executive of the school responsible for the school's operation, curriculum implementation, teaching and learning programmes, assessment, health and safety, student welfare, staff selection, supervision and professional development, registers of enrolment and daily attendance, maintenance of buildings, and management of facilities, resources and equipment.

Each member of the School Board is a "responsible person" as defined by the Education Act.

### (iii) School Parents' Advisory Committee

The school has a School Parents' Advisory Committee (SPAC) consisting of about twelve educated and experienced parents. The SPAC meets with the principal and other senior staff members regularly to exchange information and to solve the problems and issues raised by parents. All the parents have the contact details of the committee members and there are also suggestion boxes in the school.

### (iv) Students' Representative Council

The school has an active Students' Representative Council (SRC) who provide peer support, organise various functions, welcome guests, and participate in inter-faith dialogue. The production of the annual Primary School Magazine and High School Magazine is a major project of the SRC.

### (v) Student Population

The school has about 1750 students from Kindergarten to Year 12. Almost all the students are from non-English speaking backgrounds but most of them have been born here. The school has a very large demand for enrolment and we are not able to admit even all the siblings. This creates problems for some parents, and the School Board is working to establish another campus of the school.

## ANNUAL REPORT

The school has in place a policy for procedures to obtain the necessary data for the preparation of the Annual Report and to provide additional data as may be required by the Australian Government and the NSW Government.

## REPORTING AREA 1: MESSAGES FROM KEY SCHOOL BODIES

### (i) Message from the Chairperson of the School Board Mr Hafez Malas

I congratulate the Principal, the staff members, the students and the parents of the 2007 Year 12 students for obtaining excellent results once again in the Higher School Certificate Examination and being placed first once again in the Bankstown Education District and 9<sup>th</sup> in the State. My special congratulations to the student obtaining the Universities Admission Index of 99.95 and congratulations once again to all the 71 students for qualifying for university entry.

The major building projects have been completed, and we hope to provide even more resources, especially more computers in 2008. We already have very well resourced science laboratories.

The biggest problem that the school faces is the shortage of space because of the great demand for new enrolments. *Inshaa-Allah* we should have another campus of the school soon.

### (ii) A Message from School Captains (Extract from Captains' Report in 2007 Malek Fahd Islamic School Magazine).

Assalamu alaykum wa Rahmatullah wa Barakaatuhu

It's all over! The year is over already and for us year 12 students, our long high school journey has come to an end. Although for the last six years we've been counting down till the day we actually leave, now that it's time we all don't want to go! There have been unforgettable moments and we are proud to be among the 2007 Malek Fahd graduates.

Along with all the exams, stress and study that comes being in year 12 we all had a great and enjoyable final year of our schooling life. We all managed to balance work and play. And I think for us boys we played more than we worked with all the soccer and footy played during periods. Malek Fahd was a wonderful experience and we are all extremely lucky to have been a part of this school. Year 12 had truly been a very memorable experience.

On behalf of the graduates of 2007 we would like to thank Dr Ali. We thank him for his persistent strive of wanting his students to be the best. His contribution to our educational endeavours was the key to our success. We would also like to thank Sheikh Fawaz, Mr Darwich, Ms Nemra, Mr Hannif, Dr Jafar, Ms Bragg, Mr Ahmed, Mr Pillay, Mr Riaz, Dr Elhajje, Ms Kbbbar, Ms Feldmann, Mr Sutton and Dr Hammoud.

Year 12 has certainly proved to be the most challenging, stressful and, without a doubt the most memorable and rewarding year of our life. The year 12 students of 2007 have been an amazing group and this year will not have been the same without them all. So I would like to take this opportunity to thank all the year 12 and wish them all the very best of luck and may Allah (SWT) be with us all.

Wassalaam

Sarah Al Assaad  
Abdel Salam Kak (Yr 12)

2007 School Captains

## **REPORTING AREA 2: VALUE-ADDED INFORMATION**

As the above messages from the School Board and the Students' Representative Council indicate, the parents and students appreciate the education that is being provided by the school.

The data of the school performance in statewide tests and examinations show that students continue to improve their performance every year.

Once again the students have excelled in their academic work, sports, and other co-curricular activities.

In 2007, our tenth and the largest Higher School Certificate (HSC) class of seventy-one students qualified for university entrance. Thirty-five students achieved the Universities Admission Index (UAI) of over 90. Ahmad Shah Idil broke the record with a UAI of 99.95. Once again we were placed first in the Bankstown region and moved to 9<sup>th</sup> position in the State. Four students Ahmad Shah Idil, Azmena Hussain, Raihana Abdul Wahab and Samra Ijaz have received the Premier's Award. We warmly congratulate all our HSC students and wish them all the best. At university, they will be studying various courses such as medicine, dentistry, optometry, pharmacy, engineering, law, commerce, economics, business, teaching and many more.

Our School Certificate students performed very well in the exam and their marks were well above the state average.

It was a pleasure to listen to the *Jumma Khutba* (Friday sermons) of our Year 11 boys who spoke on a wide range of topics such as care and compassion, fair go, honesty and trustworthiness, respect, responsibility, tolerance and many more. The school played a leading role in a cluster of schools to strengthen Values Education. Students know that Australian values and Islamic values are the same. They understand that the most important thing is to always act morally and ethically. Our Values Education programme was reported nationally.

In 2007, we continued to place a lot of emphasis on inter-faith dialogue and democratic life in Australia. We also invited a number of Federal and State members of Parliament to address our students, and the students are advised to play an active role in the democratic processes in Australia. We invited the Hon. Laurie Ferguson, the Federal Member for Reid and Parliamentary Secretary for Multicultural Affairs and Settlement Services; Mr Jason Clare, the Federal Member for Blaxland; the Hon. Barbara Perry, Member of the Legislative Assembly, Minister for Juvenile Justice, Minister for Western Sydney, and Minister Assisting the Premier on Citizenship; and the Hon. Tony Stewart, Member of the Legislative Assembly and Member for Bankstown. The school organised a number of functions such as ANZAC Day, Remembrance Day, and Harmony Day.

The school continued to host a number of official delegations from other countries such as Thailand, Malaysia, Singapore and Indonesia. The visitors were impressed with the high academic standard and the large amount of funding received from the State and Federal governments.

## **REPORTING AREA 3: STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS**

### **Higher School Certificate Examination**

In 2007, our tenth and the largest cohort of seventy-one students sat the HSC examination in 11 courses. All the 71 students qualified for university entry. The top scorer this year was Ahmad Shah Idil with the UAI of 99.95 and thirty-five students had a UAI of over 90. Ahmad Shah Idil, Azmena Hussain, Raihana Abdul Wahab and Samra Ijaz received the Premier's Award for achieving over 90 in ten units.

The numbers of distinguished achievers, that is, marks of 90 and above (Band 6) were as follows:

Biology	:	27	(56.25%)
Business Studies	:	5	(20%)
Chemistry	:	11	(31.42%)
English (Advanced)	:	12	(17.39%)
English Extension 1	:	2	(100%)
Legal Studies	:	7	(38.88)
Mathematics	:	39	(68.42%)
Mathematics Extension 1	:	12	(75%)
Mathematics Extension 2	:	8	(66.66%)
Physics	:	3	(11.53%)

Furthermore, the marks of the students in all the courses were above the state average and this has been a consistent trend for the school.

<b>Course</b>	<b>Number of Students</b>	<b>School vs. State Variation</b>
Biology	48	14.11
Business Studies	25	11.74
Chemistry	35	10.26
English Advanced	69	3.70
English Extension 1	2	6.28
Legal Studies	18	14.54
Mathematics	57	14.17
Mathematics Extension 1	16	13.42
Mathematics Extension 2	12	6.79
Physics	26	5.96
Studies of Religion	8	6.97

## **School Certificate Examination**

Our students in School Certificate Examinations have continued to produce excellent results.

### **English-Literacy**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
6	11.19	5.95
5	35.82	27.64
4	35.82	38.58
3	11.94	20.08
2	5.22	4.91
1	0	1.33

One hundred and thirty-four students sat the test and 95 per cent of the students had bands three to six marks compared to the State 92 per cent.

**Mathematics**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
6	23.13	6.35
5	35.07	15.3
4	25.37	23.21
3	11.94	31.18
2	3.73	21.33
1	0.74	1.02

One hundred and thirty-four students sat the test and ninety-six per cent had bands three to six marks compared to the State seventy-six per cent. In bands five and six, the school had fifty-eight per cent compared to the State twenty-one per cent.

**Science**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
6	11.94	3.85
5	44.02	23.23
4	30.59	38.42
3	10.44	24.66
2	2.98	7.36
1	0	0.92

One hundred and thirty-four students sat the test and ninety-seven per cent of the students had bands three to six marks compared to the State 90 per cent. In bands five and six, the school had 56 per cent compared to the State 27 per cent.

**Australian Geography, Civics and Citizenship**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
6	3.07	6.28
5	44.61	26.37
4	35.38	38.38
3	13.07	18.02
2	3.07	7.99
1	0.76	1.32

One hundred and thirty students sat the exam and 96 per cent had bands three to six marks compared to the State 89 per cent. In bands five and six, the school had 48 per cent compared to the State 33 per cent.

**Australian History, Civics and Citizenship**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
6	11.53	6.28
5	28.46	18.37
4	41.53	35.74
3	16.92	24.35
2	1.53	11.91
1	0	1.69

One hundred and thirty students sat the test and 98 per cent had bands three to six marks compared to the State 85 per cent. In bands five and six, the school had 40 per cent compared to the State 25 per cent.

**Computing Skills**

Results by achievement bands:

<b>Band</b>	<b>School %</b>	<b>State %</b>
HICOMP	73.84	58.06
COMP	25.38	39.51
CND	0.76	0.82
None	0	1.59

Again the students' marks were higher than the State average.

**LITERACY RESULTS 2007****YEAR 8****English Language and Literacy Assessment (ELLA)**

The overall Literacy mean for the school was 94.8 compared to the State 90.9. The mean for the boys was 93.9 and for the girls was 95.7.

Results by achievement levels:

<b>Level</b>	<b>Writing</b>		<b>Reading</b>		<b>Language</b>		<b>Overall Literacy</b>	
	School %	State %	School %	State %	School %	State %	School %	State %
High	71	45	66	47	72	46	68	46
Proficient	27	44	32	44	26	39	30	44
Elementary	2	8	3	7	1	10	3	8
Low	0	3	0	0	1	4	0	2

One hundred and forty-nine students sat the test and 98 per cent had high or proficient levels in Literacy compared to the State 90 per cent. The school had higher achievement than the State in Writing, Reading and Language.

**YEAR 7****English Language and Literacy Assessment (ELLA)**

The overall Literacy mean for the school was 92.6 compared to the State 89.0. The mean for the boys was 90.8 and for girls it was 94.2.

Results by achievement levels:

<b>Level</b>	<b>Writing</b>		<b>Reading</b>		<b>Language</b>		<b>Overall Literacy</b>	
	School %	State %	School %	State %	School %	State %	School %	State %
High	64	35	43	34	66	39	57	35
Proficient	33	50	54	51	31	41	41	49
Elementary	3	11	3	11	3	13	1	12
Low	0	5	0	4	0	7	0	4

One hundred and thirty-three students sat the test and 97 per cent had high or proficient levels in Literacy compared to the State 80 per cent. The school had higher achievement than the State in Writing, Reading and Language.

## NUMERACY RESULTS 2007

### YEAR 8

#### Secondary Numeracy Assessment Program (SNAP)

The school had higher mean marks than the State in all areas of Number, Measurement, Space, Data and Patterns and Algebra. The overall Numeracy mean for the school was 94.8 compared to the State 87.8. The mean for the boys was 95.3 and for girls it was 96.9.

Results by achievement levels:

Level	School %	State %
High	70	38
Proficient	25	34
Elementary	5	24
Low	1	4

One hundred and fifty students sat the test and 95 per cent had high or proficient levels compared to the State 72 per cent.

### YEAR 7

#### Secondary Numeracy Assessment Program (SNAP)

The school had higher mean marks than the State in all areas of Number, Measurement, Space, Data and Patterns and Algebra. The overall Numeracy mean mark for the school was 89.1 compared to the State 85.1. The mean mark for the boys was 88.7 and for girls it was 89.5.

Results by achievement levels:

Level	School %	State %
High	43	27
Proficient	37	35
Elementary	18	31
Low	1	7

Two hundred and three students sat the test and 80 per cent had high or proficient levels compared to the State 62 per cent.

## 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	16	37	23	56	23	38	17	38	25	39	22	40	19	39
4	32	39	26	21	22	23	30	35	22	32	19	22	27	30
3	32	22	25	16	27	23	30	21	20	15	29	27	26	20
2	12	1	14	6	16	10	15	5	21	13	20	9	20	11
1	8	2	13	1	12	7	9	2	12	2	10	3	9	1

One hundred and one (101) students sat the Year 3 Basic Skills Test. Ninety-nine per cent of students achieved skill band 2 or higher in numeracy compared with ninety-one per cent of the state. Ninety-eight per cent of students achieved skill band 2 or higher in literacy compared to ninety-one per cent of the



State. In the literacy component they achieved better in Language than in Reading. There was little or no difference between Reading and Writing. Students performed consistently across all areas of Numeracy. There was little or no difference between Measurement and Data & Space and Geometry and Number, Patterns and Algebra.

Comparison of the 2007 results with those from previous years shows improvement in both literacy and numeracy.

Sixty-nine per cent of students were in band 4 or band 5 in numeracy (compared with 46% of the State) and 73% in literacy (compared with 47% of the State).

Ninety-nine per cent of students achieved above the benchmark in writing, 97% in reading and 100% in numeracy.

### 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	23	38	26	48	27	27	27	40	23	36	34	60	37	63	32	57	33	59
5	32	35	25	30	25	30	26	25	30	32	20	20	21	17	20	16	22	21
4	28	22	24	15	27	29	26	26	28	24	23	12	17	10	25	21	24	13
3	12	5	16	6	15	10	14	7	14	6	15	7	17	8	12	2	15	8
2	3	1	7	1	5	3	5	2	4	1	6	2	5	1	7	4	6	1
1	2	1	2	1	1	1	1	1	1	1	2	1	2	1	3	0	1	0

One hundred and eighty-four (184) students sat the Year 5 Basic Skills Test. Ninety-nine per cent of students achieved skill band 3 or higher in numeracy compared with ninety-three per cent of the State. Ninety-eight per cent of students achieved skill band 3 or higher in literacy compared with 95% of the State. In the literacy component they achieved better in Language than in Reading. There was little or no difference between Reading and Writing. Students performed consistently across all areas of numeracy. There was little or no difference between Measurement and Data and Space and Geometry. There was also little or no difference between Measurement and Data and Number, Patterns and Algebra.

Eighty per cent of the students were in band 5 or band 6 (top 2 bands) in numeracy (compared with 55% of the State) and 68% in literacy (compared with 53% of the State).

Ninety-eight per cent of students achieved above the benchmark in writing, 93% in reading and 99% in numeracy.

### Basic Skills Results

2007 Basic Skills Test	Year 3 Percentage of students achieving band 2 or higher		Year 5 Percentage of students achieving band 3 or higher	
	School	State	School	State
Aspects of Literacy	98%	91%	98%	95%
Aspects of Numeracy	99%	91%	99%	93%
Writing Assessment	98%	92%	98%	95%

## **REPORTING AREAS 4 & 5: PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE AND RETENTION RATES.**

### **Professional Learning**

All the staff participated in the Asthma Training and allergy education inservices conducted by South Eastern Sydney and Illawarra Area Health Service. All the primary staff also participated in Literacy Seminars conducted by the Association of Independent Schools.

In addition, the following professional development activities were undertaken by staff throughout 2007:

<b>Description of the Professional Learning Activity</b>	<b>No of Staff participating</b>
Early Career Teacher and Supervisor Support Network	10
ISTAA – Three Day Inservice	1
Diploma of Business – School Compliance	1
Supervising New Scheme Teachers	1
Return To Work Coordinator Training	1
The Individual and Society	1
OHS Management Systems Training Secondary Science Laboratories	1
Science – ECT Conference	4
Improving Reading Comprehension	2
Motivating Extension 1 Maths Students	4
New Imagery for Schools and Schooling	1
Introduction to Dreamweaver – Web Publishing	1
School And Financial Management Islamic Schools Workshop	1
Skills And Drills for Years 7-12 PDHPE	1
Geography Teachers Workshop	1
Programming Preliminary Standard and Advanced English	1
Staying Healthy, Safe and Sane In An Independent School	1
Australian Music and Technology In The Classroom	1
O.H. and S. Four day Workcover Accredited Course	4
English – Area Of Study Extension 2	1
Hands On Help For New Scheme Teachers	2
Data Logging Short Course	2
English Teachers Annual Conference	1
AIS Executive Conference – Taking the Lead	1

The average expenditure per teacher on professional learning in 2007 was \$148.08.

### **Attendance and Retention Rate**

In 2007 the average daily staff attendance rate was 97%. The proportion of staff retained from 2006 is approximately 94%.

## Teaching standards

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	95
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	3
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)	0

## REPORTING AREA 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

### Student Attendance

Ninety-seven per cent of students attended school on average each day in 2007. This was similar to the daily attendance in 2006. Students' attendance is monitored throughout the day.

### Student Retention Rates

Fifty-five per cent of the 2005 Year 10 cohort completed Year 12 in 2007. The retention rate has been similar over the years. 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 that 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.

## REPORTING AREA 7: POST SCHOOL DESTINATIONS

As explained above, some students leave the school after Year 10 for a less pressured environment because the emphasis in our school is on academic excellence for university entry. This is why every year all Year 12 students qualify for university entry. Students have chosen courses such as Accounting, Architecture, Actuarial Studies, Business, Commerce, Computing, Engineering, Education, Economics, Finance, Health Science, International Studies, Law, Medicine, Optometry, Pharmacy, Science and many more.

## REPORTING AREA 8: 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 Year 10 students must sit the School Certificate 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, payment of school fees and the continued support of parents. If a parent withdraws a child to attend another school without the principal's approval, other siblings will lose their places at our school.

**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 1753 students of whom 780 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. In addition, the school enrolled eleven overseas students in the junior school and four in the senior school.

**REPORTING AREA 9: SCHOOL 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 are in place:

Policy	Changes in 2007	Access to full text
<p>Code of Conduct for the Care and Protection of children encompassing</p> <ul style="list-style-type: none"> <li>• Legislative context</li> <li>• Duty of care and legal liability</li> <li>• Supervision of students</li> <li>• Relationships with students</li> <li>• Discipline of students</li> <li>• Communication issues</li> <li>• Camps/billets/excursions</li> <li>• Duty to disclose</li> </ul>	Nil	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>All policies are on the school website:  <a href="http://www.mfis.com.au">www.mfis.com.au</a>            To access, just click the desired topic located on the left-hand margin of the website; i.e. Policy.</p>
<p>Guidelines Against Bullying encompassing</p> <ul style="list-style-type: none"> <li>• Definition and concept</li> <li>• Examples</li> <li>• Preventative strategies</li> <li>• Recommendations to parents</li> </ul>	Anti-bullying strategies revised.	Issued to all staff and contained in folder issued to all new teachers.
<p>Critical Incident Procedure Policy encompassing</p> <ul style="list-style-type: none"> <li>• Role of critical incident team</li> <li>• Action plans/short term and long term tasks</li> <li>• Procedures requiring immediate evacuation checklist</li> <li>• Stages of responses and recovery cycle</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>• Availability of and access to special services such as counselling.</li> </ul>	Revised	Issued to all staff, contained in A Safe and Supportive Environment Policy Document. Also contained in folder issued to all new staff members.
<p>Medical Services Policy encompassing</p> <ul style="list-style-type: none"> <li>• Procedures to follow when students sustain any injury or illness</li> <li>• Role of the school nurse</li> </ul>	Revised	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Employment Screening Policy encompassing</p> <ul style="list-style-type: none"> <li>• Screening process</li> <li>• Prohibited employment declaration in accordance with the Child Protection (Prohibited Employment) Act 1998</li> </ul>	Nil	Issued to all staff, contained in Mission Statement Handout. Also contained in folder issued to all new staff members.
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> <li>• The right and responsibilities of students and staff within the school community</li> </ul>	Revise roles of the student representative council.	Issued to all staff and contained in folder issued to all new staff members.
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> <li>• Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved.</li> </ul>	Revise levels of supervision and incorporate risk assessment for excursions and incursions.	Issued to all staff and contained in folder issued to all new staff member.
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>• Measures designed to promote the safety and well being of students</li> </ul>	Revise strategies for lockdown drills.	Issued to all staff and contained in folder issued to all new staff members.

Emergency Evacuation And Lockdown Policy encompassing <ul style="list-style-type: none"> <li>• Evacuation Procedures</li> <li>• Welfare Coordinator instructions plus executive and teacher instructions</li> <li>• Lockdown Procedures</li> </ul>	Revised lockdown procedures	Issued to all staff and contained in folder issued to all new staff members.
Occupational Health And Safety Policy encompassing <ul style="list-style-type: none"> <li>• Specific responsibilities</li> <li>• Staff consultation and communication and review process</li> <li>• Hazard identification</li> <li>• Staff accidents / Injury management</li> <li>• Inspections</li> <li>• Emergency Procedures</li> <li>• First Aid Plan</li> <li>• Risk assessments</li> </ul>	Revised Risk Assessment, Inspection Checklist and Notification Forms. Included Return to work details.	Issued to all staff and contained in folder issued to all new staff members.
Confidentiality Policy which outlines practices to protect confidentiality at all levels	Nil	Issued to all staff and contained in folder issued to all new staff members.
School Building – Maintenance Work Policy encompassing <ul style="list-style-type: none"> <li>• Essential maintenance</li> <li>• Planned maintenance</li> <li>• Unforeseen maintenance</li> <li>• Role of O.H and S. Committee</li> </ul>	Nil	Issued to all staff and contained in folder issued to all new staff members.
Science Department Chemical Safety In Schools Policy encompassing <ul style="list-style-type: none"> <li>• Chemical register</li> <li>• Storage and classification</li> <li>• Labelling</li> <li>• Risk assessment</li> <li>• Chemical waste</li> <li>• Laboratory safety</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
Assessment Data – Collection And Use Policy encompassing <ul style="list-style-type: none"> <li>• Advice on appropriate procedures</li> <li>• Framework for use of internal and external data</li> </ul>	Nil	Issued to all staff and contained in folder issued to all new staff members.
Premises And Building Policy encompassing <ul style="list-style-type: none"> <li>• Monitoring and assessing current standard and state of repair of the School buildings</li> <li>• O.H. and S. routine inspections and additional inspections</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
Safe And Supportive Environment Policy encompassing <ul style="list-style-type: none"> <li>• Promotion of mutually supportive learning environment</li> <li>• Security measures designed to promote safety and wellbeing</li> <li>• Processes for dealing with complaints and grievances raised by students and / or parents</li> <li>• Pastoral Care arrangements</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.

Email and Electronic Facilities Policy encompassing <ul style="list-style-type: none"> <li>Rules which must be observed when communicating electronically or using IT facilities provided by the School.</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
Student Attendance Policy encompassing <ul style="list-style-type: none"> <li>Specific responsibilities</li> <li>Measures designed to follow up unexplained absences.</li> </ul>	Revised	Issued to all staff and contained in folder issued to all new staff members.
The Mandatory Accreditation of New Scheme Teachers encompassing <ul style="list-style-type: none"> <li>Accreditation requirements</li> <li>Responsibilities and delegation</li> </ul>	A new policy implemented in 2007	Issued to all staff and contained in folder issued to all new staff members.
Procedures For The Accreditation of New Scheme Teachers encompassing <ul style="list-style-type: none"> <li>Teaching standards</li> <li>Roles of staff</li> <li>Collection of evidence</li> <li>Accreditation Report</li> </ul>	A new policy implemented in 2007	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 2007 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 2007 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 10: SCHOOL DETERMINED IMPROVEMENT TARGETS

### Achievement of priorities identified in 2006

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> <li>Improved literacy intervention strategies in stage 1 and stage 2.</li> <li>Enhanced computer education programs for K-6.</li> </ul>	<ul style="list-style-type: none"> <li>Additional support targeting students with difficulties</li> <li>Appointment of additional computer teacher.</li> </ul>
Student achievements	<ul style="list-style-type: none"> <li>Improved Literacy results particularly in reading.</li> <li>Improved Numeracy results particularly measurement and space in stage 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 and Year 5 results for Basic Skills were better than last year. The reading component (particularly in Year 3) has improved.</li> <li>Measurement and Space results were much better than last year.</li> </ul>
Student welfare	Revised Health and Safety policies	<ul style="list-style-type: none"> <li>Revised Risk Assessment, Inspection Checklists and Notification Forms.</li> <li>Revised Lockdown procedures.</li> <li>Revised procedures for injury or illness notifications and records.</li> </ul>
Facilities and resources	Improved computer facilities in K-6 school	<ul style="list-style-type: none"> <li>Additional computer room established with over sixty new student computers.</li> <li>Additional computers for teachers.</li> </ul>

### 2007 Priorities areas for improvement

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> <li>Improved literacy intervention strategies in stage 1, stage 2 and stage 3</li> </ul>
Student achievements	<ul style="list-style-type: none"> <li>Improved Literacy and Numeracy results</li> </ul>
Student welfare	<ul style="list-style-type: none"> <li>Revised Health and Safety policies</li> </ul>
Staff development	<ul style="list-style-type: none"> <li>Training in Literacy</li> </ul>



## **REPORTING AREA 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

Malek Fahd Islamic School has been taking part in activities that promote intercultural and interfaith understanding through the teaching of explicit values such as respect, responsibility and right choice. To do this our school has taken part in several initiatives and projects that enhance and support understanding between different communities.

Our school was the lead school in a values cluster called ‘Unity in Diversity’. The aim of this cluster was to bring students from different areas of Sydney together in different settings. A series of activities was developed, organised and planned by the representatives of each school in the values cluster. The schools were Malek Fahd Islamic School, Punchbowl Public School, Punchbowl Boys High School, Cronulla Public School and Arkana College. The intention was to break down barriers and stereotypes between different community groups who live in Sydney but, due to stereotypes, fear and ignorance, people often kept apart.

To promote intercultural and interfaith understanding in this values cluster our school was instrumental in organising activities such as surf awareness excursions for our students who took part in the exercise with other schools in the cluster at Cronulla Beach as well as Colloroy Beach. Our school also took part in a forum at Bankstown Town hall, called “knowing the self”. On this day students from the five cluster schools joined together and took part in several workshop activities such as film making, story writing, drama and photography as a way to talk to people they had never met before. The idea of such a forum was to provide a safe learning environment that allowed students to feel comfortable enough to see what they had in common, but most importantly to appreciate, embrace and respect their differences. Our school also took part in a wonderful forum that involved the five schools in our cluster plus Gynea High school. The schools met at Gunnamatta Bay in Sutherland for the “Crossing the bridge: a silent conversation”, forum. On this day, students once again took part in several workshops such as Aboriginal art, environmental activities and sport. Our students, parents and teachers were also involved in forums that included topics such as, what does it mean to be Australian? And what are Australian values? These activities explicitly taught values of respect, responsibility, and intercultural and interfaith understanding.

Barbara Bereznicki, Project Manager, Values Education Good Practice Schools Project wrote that in the Unity and Diversity Western Sydney cluster the students “learnt about resilience, inclusion, understanding and tolerance through shared activities as varied as surf and swimming lessons, art, drama, music and debate”.

The school is now part of a pilot project run by Erebus to promote interfaith and intercultural understanding. This project complements what we are already doing by way of interfaith. Currently we have a long friendship with Jesmon College from Newcastle and we are now also hosting students from Peel High School in Tamworth. The activities provide students from both schools a wonderful opportunity to learn about one another, break down stereotypes and begin to see each other with differences that should be valued and respected. As part of the Erebus project our school will continue to host schools that are learning about Islam in their schools.

Our school continues to promote respect, responsibility, goodness and kindness through our anti-bullying programs. Students watch dramatizations of bullying and these are then followed up by self-esteem workshops. In addition to anti-bullying workshops and messages of respect and tolerance, our students in Stage Four take part in self-esteem workshops in which a celebrity is invited to give a motivational talk. Our students also take part in team building workshops to enforce the message of respect and co-operation.

The students take part in extra curricular activities in which they are encouraged to put into practice their civic duties for the good of the whole community. Such activities include environmental activities such

Leukaemia Foundation and Bandaged Bear programme of the Westmead Children's Hospital. Our students are also putting values of care into action by knitting for the poor and homeless.

We participate in ANZAC Day and Remembrance Day commemorations both at school and at ceremonies organized by the Association of Independent Schools. These two particular days help to demonstrate respect for the sacrifices made by Australians. For these days, the school invites members from the local Returned Service League. By encouraging these activities we are actively promoting values that bind the community together. We also actively encourage our students to be active citizens by taking part in several extra curricular activities that promote harmony and goodwill in the community. In addition to extra curricular activities that promote values of respect and responsibility, our key learning areas have been programmed in order to support these values.

## **REPORTING AREA 12: PARENT, STUDENT AND TEACHER SATISFACTION**

The school is extremely proud of its open door policy with parent involvement welcomed and encouraged. The School Parents' Advisory Committee meets twice a term with senior staff members and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the committee is high and discussions throughout the year indicated that parent satisfaction is very positive.

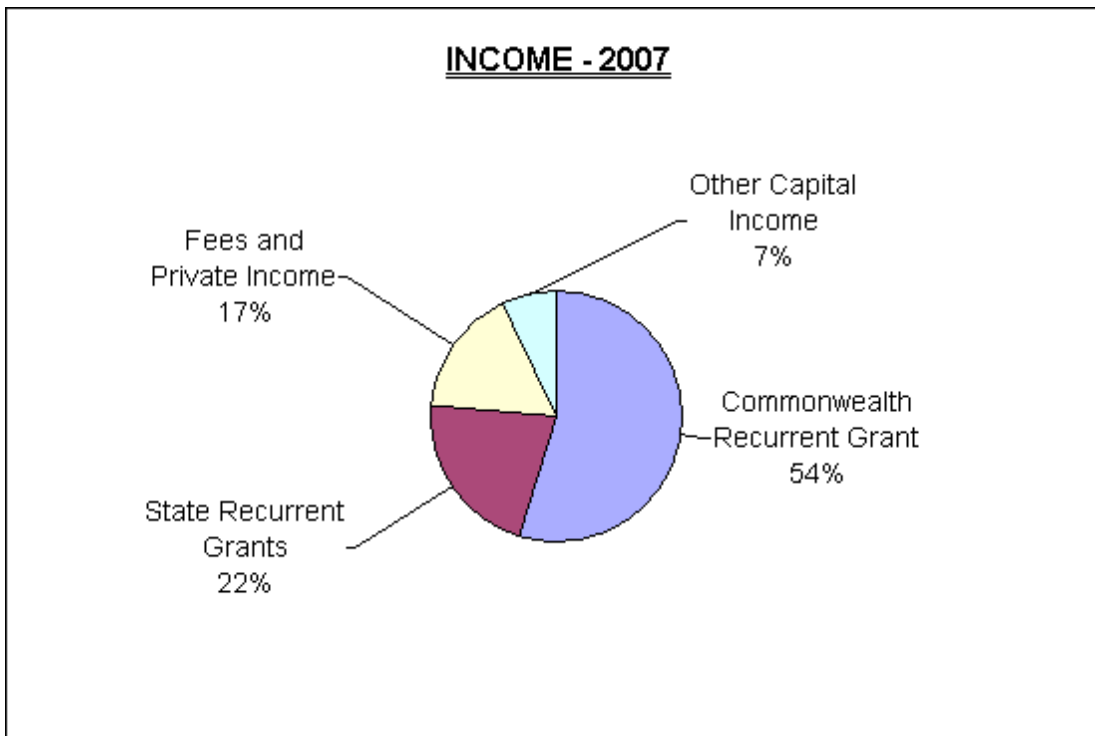
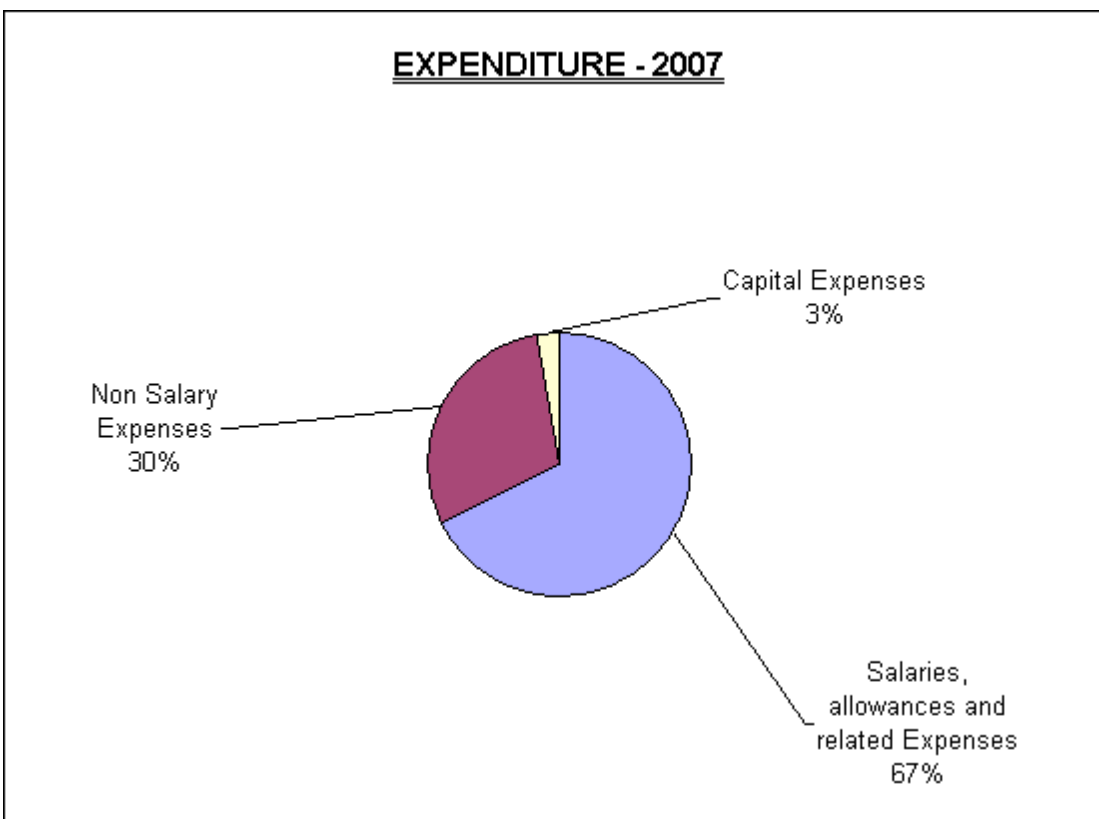
The school has an active Students' Representative Council (SRC) which provides peer support, organise various functions and produce school magazines. Discussions throughout the year and reports included in the 2007 school magazine indicated that student satisfaction is also very positive. The students are proud of their achievements and are very proud members of the school. University researchers have found that students are very happy with their school.

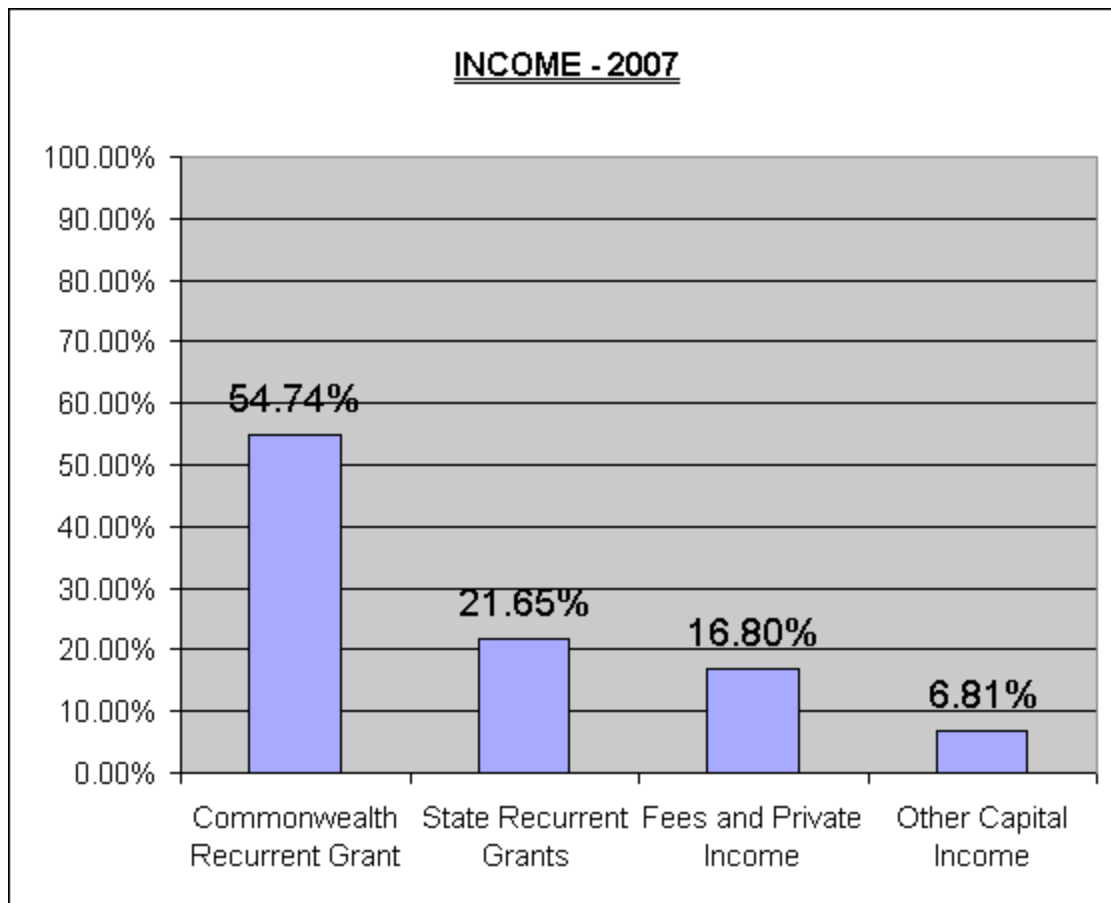
Informal feedback from teachers and discussions with the executive team indicate that during 2007 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale and the open door policy for all. They feel their contributions are valued in achieving progress. They are also proud members of the school who choose to include their own children as students of this school. Even though they can easily get jobs in other schools, they choose to work at this school and some have been here since the opening of the school 19 years ago.

There is a very big demand for enrolment places at the school, and this shows the high regard that the general community has for the school.

**13. REPORTING AREA: SUMMARY FINANCIAL INFORMATION - 2007**

The graphs below represents income and expenditure using percentage

**A) GRAPHIC ONE: RECURRENT/ CAPITAL INCOME REPRESENTED BY PIE CHART****(B) GRAPHIC TWO: RECURRENT / CAPITAL EXPENDITURE REPRESENTED BY PIE CHART**

**(C) GRAPHIC ONE: RECURRENT/CAPITAL INCOME REPRESENTED BY COLUMN CHART****(D) GRAPHIC TWO: RECURRENT/ CAPITAL EXPENDITURE REPRESENTED BY COLUMN CHART**