



MALEK FAHD ISLAMIC SCHOOL



2013 School Annual Report

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MESSAGES FROM KEY SCHOOL BODIES

Muslims Australia (AFIC)

President Mr. Hafez Kassem



Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

All praise and gratitude is only due to Allah SWT for the achievements and success of the Malek Fahd Islamic School with its three campuses. It gives me great pleasure to congratulate our students on their success in 2013 and I encourage all students to pursue excellence in and out of the classroom.



I also thank parents for their support in sharing the work and vision of enhancing education at MFIS and achieving academic excellence. Academic success is important because it is strongly linked to the positive outcomes we value for our children.

As we celebrate your outstanding achievements, remember that the achievement of personal goals doesn't always guarantee personal fulfilment. Never forget the importance of or the rewards which can be gained, in serving those less fortunate and in highlighting the good that exists in all of us.

At MFIS, we have faced yet another difficult year with issues of State funding, Board of Studies and the large student enrolment with expected traffic issues. The School Board is thankful to the Executive Principal, Dr Ray Barrett and his teaching and administrative staff for managing complex issues never before faced by the School. I want to assure the students and the parents that MFIS with its three campuses has resolved majority of the issues and will put in place updated and enhanced policies and

procedures that will lift the performance and morale of the staff and students. The issues faced by the School have been a blessing in that all management, operational and educational issues have undergone a thorough and open scrutiny and review. For the first time, senior teachers and staff have played active roles in the BOS processes including Registration and Accreditation. The School has appointed an Assistant Principal whose task it is to ensure adherence to compliance issues at all times. I say thank you to all at MFIS. School Management with the assistance of the Board of Governors and the Parents and Friends Association has resolved most of the other issues which have been of an operational nature.

At Malek Fahd Beaumont Hills we look forward to the opening of the new High School building facilities in 2014. They have been a long time in planning and building and the students, parents, teachers and the board look forward to their full utilisation in the near future. It is with great pleasure that we see the growth of the MFIS community through the continued expansion of the campuses.

I assure the School Family that MFIS will be seeing much better days ahead and will continue with its job of providing the best facilities, staff and education in years to come. Insha'Allah, the AFIC and MFIS regard the students as the key component for any future growth and development in NSW.



Executive Principal

Dr. Ray Barrett

Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

Malek Fahd Islamic School now has Primary Campuses at Greenacre, Beaumont Hills and Hoxton Park.

The mission of the school at all three campuses is to create a holistic educational experience to encourage students intellectually, spiritually, emotionally and socially in order to contribute actively and positively to Australian society in all aspects of life. The challenge for Malek Fahd in 2014 and beyond will be to maintain its mission at all campuses particularly as we enter an era of implementing the Australian Curriculum.

Australian Curriculum subjects will be phased in over several years, but all K-Year 6 New South Wales schools will start using some of the new curriculum from next year. At Malek Fahd, English will be introduced in 2014, Mathematics and Science & Technology in 2015 and History in 2016.

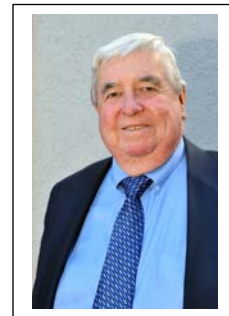
The School Board has given a commitment to provide the educational facilities, materials and resources to ensure the best possible implementation of the Australian Curriculum for each and every student by providing the necessary resources and professional development for those delivering the new programs.

2013 has been a very busy year as can be clearly seen by perusing the pages of this magazine to witness the achievements of the Malek Fahd Beaumont Hills. It is amazing that such a wide range of academic, sporting and cultural activities has been compressed into what now seems to have been such a short space of time. My congratulations to all of those students who have achieved and to the school staff who have made this possible. Someone once said that “it takes a whole village to educate a child” or in our case “it takes the whole MFIS family to educate a student”.

Educating the students at the school has been a team effort involving the family made up of the School Board, Parents and Friends Association, Parents and Guardians, the Executive Principal and Principals, Teachers and Support Staff, Secretaries, Security, Uniform and Canteen, Volunteers; and, last but not least, the Sheikhs who guide our spiritual development. I have been privileged to be part of a dedicated, hardworking and caring group working towards developing the attitudes and abilities of students who will be the leaders of our Australian society in the future.

May Allah continue to bless the Malek Fahd Islamic School as it continues to provide for the present and meets the challenges that lie ahead.

Dr. Ray Barrett
Ph.D., M.Ed.St., M.Fin.Plan., B.Ed.,
B.Com.



School Principal Beaumont Hills

Mr. Shamsheer Ali

Allamduhillah 2013 has fast come to an end. It has been an exceptional year at Malek Fahd Beaumont Hills with an ever growing school achieving great results in all endeavors. Record numbers have entered the gates of the school this year and my team of teachers and staff continue to grow alongside. I thank students for their behaviour and effort to their studies, parents for their support of children and I thank our teachers for their untiring effort made to each and every child with regard to their welfare and academic success in 2013.

This year has seen students achieve high levels of academic success. Years 3, 5 and for

the first time Year 7 participated in NAPLAN bringing much pride to our school. Similarly the many students in Years 4 and 6 with their outcomes in ICAS examinations have given us pride. But it is the efforts of students throughout the year and from all grades that allows such success to follow. Technology is a greatly growing aspect of the curriculum, and students and teachers take full advantage of Interactive Whiteboards in each room as well as two mobile trolleys of laptops that visit each room on a weekly basis.

Time spent inside the walls of a classroom are certainly not the only way our students learn about the world around them. Students have enjoyed a number of wonderful educational excursions and incursions, whether to the farm with Kindergarten, the aquarium for Stage 1, Wollongong and the Blue Mountains for Stage 2, Parliament House and the Seymour Centre for Years 5 & 6, visits to Greenacre campus for Year 7 science or a number of health, art and music incursions, our students have represented our school with pride on every occasion. There has also been much success in sporting activities this year, with AFL, gymnastics, athletics and swimming.

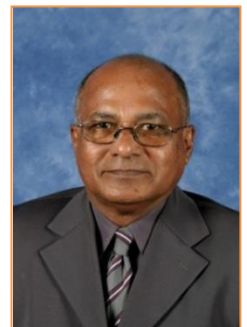
We have also seen a change in the eating culture at Malek Fahd Beaumont Hills. It has been with enthusiasm and success that the Live Life Well at School Programme and the Crunch and Sip break has taken off, along with support from the canteen. I would also like to commend students for their excellent uniform in 2013. It is with great pride that the school assembles each day in full uniform.

We eagerly anticipate the opening of the new High School facilities in 2014 to accommodate not only the high school students in Years 7 & 8, but also many of the senior primary years that will have their homerooms located there or regularly visit to take advantage of the excellent resources like our new library, music room and computer lab.

I take this formal opportunity to thank the Executive Principal of Malek Fahd Islamic School, Dr. Ray Barrett, the Malek Fahd Board of Directors, Muslims Australia (AFIC) and the Parents & Friends Association for their ongoing support of Malek Fahd Beaumont Hills.

May Allah Subhanahu Ta'ala continue to shower His blessings upon our school community at all times.

JazaakAllahKhairun



School Principal Hoxton Park

Mr Ayman Darwich

Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

Such an eventful year has quickly passed us by; how quickly the hands on the clock circle toward the future we think is so far away. However, we can take comfort in all the accomplishments and achievements of our children during 2013. The year started with so much promise with the joint regional planning panel granting our consent to develop a k-12 school. It was also a year of multiple challenges and unprecedented scrutiny from the Education Department and the Board of Studies. The school has worked hard and will Insha'Allah resolve all compliance issues so that we can look forward to a prosperous and bright future for our school but more importantly for our children; our future leaders.

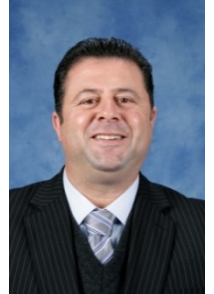
We operated as a k-4 campus this year and Insha'Allah in 2014 we will have classes from k-6 with approximately 300 students. The new primary building is progressing well and we hope to occupy the new facilities in February 2014. The school is also extending our current car park to accommodate more parking for parents, as well as constructing 36 pick and drop parking spots to further assist in traffic management during peak times.

Once again our NAPLAN results were exceptional with our school scoring above the national average in all aspects of literacy and numeracy; well done to 3A and Mrs Molina on an outstanding effort! Our students continue to work diligently in all KLA's as well as enthusiastically participating in educational excursions and incursions, the premier's reading challenge, swimming and gymnastics program, the book parade, Eid festival, fundraising and more importantly, the implementation of teaching and learning programs. I truly believe that "intelligent plus character is the goal of true education"

This is the last report that I will be writing for this year book as I expect that most know that I am leaving MFHP at the end of 2013. The last three years for me has passed very quickly. This is attributable to the varied nature of the work but more so because of the quality of the staff that we have been fortunate to have as well as the children and the parents that make up the school.

In leaving I will remember many highlights and cherish wonderful memories. One of many highlights was the first students and parents that I interviewed in April, 2011 and the first day of the MFHP school. This was truly a special day. Other wonderful memories include the amazing support and jubilation that we shared on that wet Tuesday night in February at the council chambers. I was so proud to have witnessed such communal unity. We united as one for a

common cause and that was the educational future of our Muslim children. I thank you for standing unreservedly beside the school and may Allah (swt) bless you and our community.



Deputy Principal
Mr Ayman Darwich

Acting Principal (Primary)

Stephen Lord

Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

It has been an honour and privilege to be the Acting Principal in the Primary School for 2013.

Malek Fahd Islamic School has maintained its strong learning and caring environment. With the school motto 'Knowledge is Light and Work is Worship' students are encouraged to perform to a high standard academically through the supportive and healthy environment set up by their dedicated teachers.

The holistic education of a student is still the main emphasis of the school. We ensure all students are delivered the best quality outcomes incorporating extensive curriculum choices and programs to cater for the 21st century learner.

In 2013 students at Malek Fahd were involved in grade excursions, incursions, and raising money for charities, representative sport, PD/H/PE, music, computers, library, leadership responsibilities, athletics carnivals and swimming programs.

The results from both Year 3 and Year 5 Naplan demonstrate above state average results from our students. These results reflect the consistent and dedicated approach by both students and staff at Malek Fahd Islamic School.

Malek Fahd teachers strive to deliver quality teaching and learning but also cater for the student's strong religious beliefs. Student's religious studies is encouraged through our strong school ethos and practices in Arabic, Quran and Islamic studies.

In addition to our students wide range of abilities and talents. Our school promotes inclusivity by its involvement in community projects and fund raising for charities. Our schools ongoing commitment to fund raising for the Children's Hospital, Bankstown hospital and Cancer Research has always been a tremendous success. Malek Fahd Islamic School takes pride in giving back to the community.

Finally, I would like to acknowledge the dedication of the ancillary staff, teachers and executives members of staff at Malek Fahd. In addition to face to face teaching, they prepare, mark, plan, assess, report on students, counsel students, conduct parent / teacher interviews, undertake extra professional training and oversee all the extra-curricular activities which make education at Malek Fahd broad and rich.

I would also like to thank our staff for their enthusiasm and for all the contributions they make towards ensuring that Malek Fahd Islamic School continues to be a positive, product learning environment where every student has the opportunity to attain their personal best.

Congratulations and thank you to all the students, parents, teachers, and office staff and community members for the ongoing success of Malek Fahd Islamic School.



MFIS STUDENT REPRESENTATIVE COUNCIL (SECONDARY SRC)

SRC meetings are held each month or prior to events that might be up-coming.

The SRC at MFIS has a very important role. We see ourselves as role models for the rest of our peers and provide leadership at student level. We practice teamwork by liaising with our teachers, parents and members of the wider school community.

As SRC we share our ideas at SRC meetings and put forward ways in which our school can implement our ideas for example, how to better utilize existing facilities such as, the Library, school gym and of late the SRC has been providing before and after school peer tutoring for the junior students who need homework help and assist with exam revision. This has been of great benefit and very positive for these student's morale.

It was great to see that our idea of having bean bags in the library has been implemented. They look great and the students love them!

One of our very important duties is to assist with student monitoring in the Mosque at prayer time and it's pleasing to see that student behaviour in the mosque has been steadily improving. SRC representatives also participate in collaborating and compiling articles for the School Magazine.

As SRC prefects we escort visitors around the school if required and when student teachers start their practice teaching SRC members introduce them to our school by giving a welcoming speech about our school.

The SRC also meet up with other SRC representatives from other secondary schools in the Bankstown Region. It was a great opportunity to socialise and exchange ideas with other SRC Representatives. As part of the MFIS tradition, each year SRC representatives host a School Interfaith and Cultural Exchange with a school of another faith besides Islam. We hosted Brigidine Christian College from St Ives in Sydney's North. This event was held over 3 days and was a great success! Brigidine students had the opportunity to learn about our different cultures and practices and it was a great opportunity for both schools to socialise together. The girls from Brigidine also loved the delicious banquet lunch served by our SRC Reps. They have invited our students for a similar interfaith exchange later in 2014.

Thank you.

School Captains,

Jasmin Tamer & Ali Darwich

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Our school is an Islamic school with in Australian context. The core values of the school are to provide opportunities to its boys and girls to excel in this life and the Hereafter to attain success in this world and the next. The school's motto: 'Knowledge is light and work is worship', aims to develop each child intellectually, physically, emotionally, socially, religiously, morally, aesthetically and vocationally to ensure that the students are happy and successful citizens of Australia living within an Australian context. Our vision is to provide quality academic education that enables students to make positive contributions as active citizens. The emphasis at Malek Fahd Islamic School is on inter-faith dialogue. Values such as respect and tolerance are at the care of school-based activities such as Harmony Day assemblies, Cultural day, Theatre & Show Performance, Remembrance Day and Anzac Day ceremonies, where the school networks with other members of the community to host or be part of ceremonies. This provides opportunities to promote respect and responsibility, selflessness, resilience in choices that students make. The school addresses environmental sustainability and provides opportunities for promoting active citizenship and responsibility within the community by students actively participating in Clean up Australia Day, Stream Watch and Tree planting, which may be undertaken with other local schools.

Malek Fahd Islamic School participates in the Premier's Reading Challenge, Book Fair (English & Arabic), Book Club (Arabic & English), and Public Speaking events, visiting other schools for debates as well as visiting the NSW parliament House for mock debates. Students participate in Ramadan & Eid competitions, assemblies with presentations and participate in DIGI Ed where students create their own movies. The School has also introduced the Duke of Edinburgh Award Scheme and school based Apprenticeships & Traineeships, providing more opportunities for students.

To promote healthy eating and healthy lifestyles, students participated in the Crunch and Sip Program, Healthy Harold, boot camp and gymnastics, soccer, athletics and swimming.

Malek Fahd Islamic School involves the students in camp activities, where students are provided with opportunities to develop responsibility, social living skills, environmental awareness, building resilience, independence and confidence using initiative & team building activities.

Malek Fahd Islamic School welcomes students from other religious organisations and schools for a cultural exchange where students network and discuss differences and similarities, their individual cultural/religious experiences to break down stereotypes and develop mutual respect. Malek Fahd Islamic School organised a Multicultural Community Event, to network with the local and broader community to honour differences and celebrate diversity. This event creates face-to-face communication, to encourage the creation of a collaborative working party comprising of local residents, business owners, child and family services, school and community across Chullora LGA. The event's aim was also to ensure that cultural performances are not forgotten and are still practised in modern society and schools from the local area were invited to participate in performing onstage competitions and ordering diverse cuisine from the many stalls showcased on the day. This event bridged the gap between community organisations through sharing and celebrating difference.

Student wellbeing and cyber safety awareness are paramount at MFIS. The Local Police Liaison Officers speak to students associated on issues relevant to Anti-Bullying, Cyberbullying, Harassment & Sexual Harassment, Online conduct, Driving, Vandalism and self-esteem. The Federal Police conducted workshops for parents and students on cyber safety and anti-bullying. Staff Professional learning on student wellbeing issues on bullying and cyber bullying involved, handy hints for teachers on having conversations with both students and parents around bullying, teaching strategies that can be employed and resources that are available on bullying were highlighted. A proactive rather than reactive attitude is at the core of students' welfare.

Fundraising for charities such as Westmead Children's Hospital, Bankstown Hospital, MS Australia, Heart Foundation, Cancer Council, Australian Bush Fire's and others are run by students at MFIS. Blood donation to Red Cross is an annual project run by senior students. Hoxton Park Students have started 'knit for the homeless' to promote care and responsibility for the less fortunate. Initiatives promoting respect and responsibility are an integral part of students school life.

Malek Fahd Islamic School students participate in PSSA sports, the competitions with other schools every week in 9 different activities. Caring teachers, counsellors, and welfare coordinators attempt to provide the best education possible for the students in an environment conducive to learning. Family participation through multicultural events, parent/teacher interviews, parent & community meetings (Topics include: Education of the students, Management of the School and Accreditation), attend parents workshops on Student Wellbeing and Cyber safety, individual requested interviews, biggest morning tea & other charitable events.

All students are Muslim, the staff is comprised of 20% non Muslim staff in the school, and this is a deliberate policy of the School Board to ensure that the best available teachers are employed. With a very strong emphasis on Literacy and Numeracy, most students excel at school and almost 100 per cent of Year 12 students gain university entry. The school has an ongoing history of being placed in the top 100 schools in NSW for Higher School Certificate. 128 students sat the HSC in 2013 and 45 students obtained an ATAR of more than 90 with the highest ATAR being 99.62. Mathematics and Biology top the rank of outstanding achievement at MFIS. Malek Fahd Islamic School allocates scholarships to Year 12 students with outstanding performance in Mathematics and Science.

There is a high demand for enrolment places at the school, with the school taking pride in its academic excellence, which draws students to the school. The total enrolment for the Greenacre (K-12), Beaumont Hills (K-7) and Hoxton Park (K-4) Campuses for 2013 was 2444. The end of year enrolment at the Greenacre Campus was lower due to the enrolment freeze while deliberations were taking place with the Bankstown City Council in relation to the school's new Development Application for 2100 students which was approved in February 2014.

Two substantial building projects at the Beaumont Hills and Hoxton Park Campuses are nearing completion in readiness for additional classes at each Campus. The proposed addition of classes is Year 8 at Beaumont Hills and Years 5 & 6 at Hoxton Park.

Currently the main campus at Greenacre has an enrolment of 2065 students of whom 1070 are in the Primary school. 90% of the total students across the 3 Campuses come from a wide range of backgrounds, including language backgrounds other than English, and a number of students with special needs. Main ethnic backgrounds include: Bengali, Pakistani, Lebanese and Fijian Indian. Families and students come from a lower to middle class socio economic background.



There are approximately 87 students at Hoxton Park Campus and the Beaumont Hills Campus has an enrolment of 292 students. There 1188 girls and 1256 boys attending across the 3 Campuses.

Malek Fahd Hoxton Park is one of three Campuses of Malek Fahd Islamic School, and is part of the independent sector. The Hoxton Park Campus shares the vision of the main school, which is to create a holistic educational experience to encourage students intellectually, spiritually, emotionally and socially in order to contribute actively to all aspects of Australian society.



Malek Fahd Hoxton Park is located in South West Sydney and lies within the Liverpool Council Government Area. The school first opened its doors in 2011 as a K – 2 school, with only three classes and three teachers. Since then, despite several challenges the school has continued to grow, both in student numbers and size. Where the school began with only 3 demountable the school now includes a modern two story building which is fitted out with the latest technology to better facilitate the delivery of the curriculum.

Most of our students come from the suburb of Hoxton Park and the surrounding suburbs including, Liverpool, Lurnea, Hinchinbrook and Prestons.



Malek Fahd Beaumont Hills (MFBH) is located in Sydney’s North-Western Hills District, first opened in 2011 as a K-2 primary school. It rapidly grew to over 200 enrolments K-6 in 2012 and proposing to cater for K-8 as of 2014. As a Campus of Malek Fahd Islamic School located in Greenacre, MFBH enjoys a feel of a small bushland school with high levels of community involvement whilst associated with an established and renowned educational facility.

Our feeder suburbs are Kellyville, Castle Hill, The Ponds, Blacktown, Seven Hills, Rooty Hill, Mt Druitt and Beaumont Hills.

Currently the total student cohort of 2444 students was taught by 151 teaching and 24 Non-teaching staff.



School sector: Independent

School’s address: 405 Waterloo Road,
GREENACRE NSW 2190



Total enrolments: The Greenacre Campus had 2065 students, Hoxton Park Campus 87 students and Beaumont Hills Campus 292 students, making a total of 2444 in all.

Year levels offered: K-12 at the Greenacre Campus; K-4 at the Hoxton Park Campus and K-7 at the Beaumont Hills Campus





Co-educational or single sex: Co-educational

Characteristics of the student body:

The students come from a wide range of backgrounds. Almost all of the children are from low socio-economic and non-English speaking backgrounds but most have been born in Australia. There 1188 girls and 1256 boys in the school.



Distinctive curriculum offerings:

The school prides itself on academic excellence and most students excel at school with almost 100% of Year 12 students regularly gaining tertiary entrance. With a focus on excellence in literacy and numeracy the school's NAPLAN results are excellent, especially in Numeracy.



Extra-curricular activities:

In addition to participating in sports in the school, the children play with other schools. They also take part in a wide range of extra-curricular activities with other organizations.

The social climate of the school:

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



Parental involvement:

The School has a Parents and Friends Association consisting of approximately 20 educated and experienced parents. The parents & Friends Association is affiliated with NSW Parent Council (NSWPC). NSWPC are a not for profit organization representing and supporting parents of children at non-government schools. They currently represent over 57,000 students across a huge range of schools. They advocate on behalf of parents, they lobby for adequate provision and equity of funding for students with disabilities; they share information through their website, regular newsletters, e-bulletins and social media. They share updated information on political & financial developments, educational matters such as curriculum changes and literacy & numeracy research, child welfare including cyber bullying and coping with transition. They run seminars for parents eg. On HSC subject choice & scaling with guest speakers. The Parents & Friends Association is comprised of office bearers, ex-officio members and elected members. This Association regularly exchange information, discuss solutions to 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.



STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

NAPLAN results for Years 3, 5 and 7 and 9 in 2013

Once again almost all students performed at or above the national minimum standard in Reading, Writing, Spelling, Grammar/Punctuation, Overall Literacy and Overall Numeracy.

These outcomes can be obtained from the *My School* website <http://www.myschool.edu.au>

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	437 427 - 448		449 440 - 459		488 478 - 498		485 474 - 497		427 417 - 436	
	SIM 433 424 - 442	ALL 419	SIM 426 418 - 434	ALL 416	SIM 420 412 - 429	ALL 411	SIM 442 433 - 452	ALL 428	SIM 410 401 - 418	ALL 397
Year 5	525 516 - 533		525 517 - 533		569 561 - 577		559 550 - 568		538 530 - 546	
	SIM 514 505 - 522	ALL 502	SIM 489 481 - 497	ALL 478	SIM 503 495 - 510	ALL 494	SIM 513 504 - 522	ALL 501	SIM 498 490 - 506	ALL 486
Year 7	568 561 - 576		561 553 - 570		620 612 - 627		599 590 - 607		632 624 - 640	
	SIM 553 545 - 560	ALL 541	SIM 531 523 - 540	ALL 517	SIM 558 550 - 566	ALL 549	SIM 550 542 - 559	ALL 535	SIM 554 547 - 562	ALL 542
Year 9	614 606 - 623		604 593 - 615		644 635 - 653		625 616 - 635		703 695 - 712	
	SIM 595 587 - 602	ALL 580	SIM 571 562 - 581	ALL 554	SIM 594 586 - 602	ALL 583	SIM 593 585 - 601	ALL 573	SIM 599 592 - 606	ALL 584

How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
 - ALL** Australian schools' average
 - Student population below reporting threshold
 - Year level not tested
 - Selected school's average is
 - **substantially above**
 - **above**
 - **close to**
 - **below**
 - **substantially below**
- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
average of all Australian schools (ALL box)

Year 3	
Band	Achievement
6 or above	27% 30% 23%
5	25% 20% 23%
4	32% 25% 23%
3	11% 15% 18%
2	5% 7% 9%
1	0% 2% 3%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	95%
Exempt from test:	2%
Absent from test:	3%
Withdrawn from test:	2%

Year 5	
Band	Achievement
8 or above	20% 15% 11%
7	19% 25% 22%
6	26% 1% 0%
5	20% 21% 24%
4	4% 6% 10%
3 or below	0% 1% 2%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	96%
Exempt from test:	2%
Absent from test:	2%
Withdrawn from test:	2%

Year 7	
Band	Achievement
9 or above	16% 11% 8%
8	8% 24% 18%
7	7% 9% 0%
6	21% 24% 26%
5	6% 10% 13%
4 or below	1% 2% 4%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	96%
Exempt from test:	2%
Absent from test:	3%
Withdrawn from test:	1%

Year 9	
Band	Achievement
10	7% 5% 5%
9	3% 22% 15%
8	2% 1% 8%
7	20% 7% 9%
6	7% 12% 16%
5 or below	1% 2% 5%

Selected school






Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

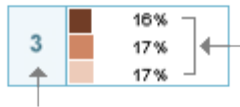
Australian schools

Participated in test:	92%
Exempt from test:	2%
Absent from test:	6%
Withdrawn from test:	2%

Percentage of students who sat the test, were exempted or were absent in the selected school and in Australian schools

How to interpret this chart

-  Selected school
-  Statistically similar schools
-  Australian schools
-  Year level not tested
-  Does not meet reporting threshold

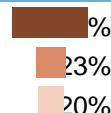
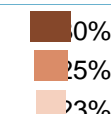
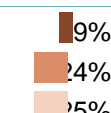
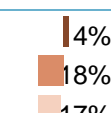
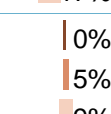
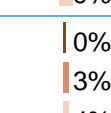


Band 3 Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

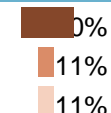
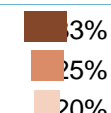
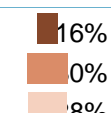
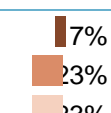
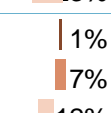
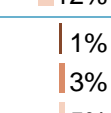
Domain :Persuasive writing

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	12% 8% 6%
				9 or above	13% 6% 5%	9	21% 13% 11%
		8 or above	20% 7% 5%	8	24% 18% 12%	8	1% 8% 20%
		7	23% 17% 15%	7	2% 7% 25%	7	22% 24% 25%
6 or above	24% 16% 17%	6	2% 2% 2%	6	18% 8% 0%	6	9% 7% 21%
5	3% 1% 0%	5	22% 3% 8%	5	12% 16% 17%	5 or below	5% 10% 16%
4	21% 4% 9%	4	3% 7% 12%	4 or below	1% 4% 9%		
3	6% 14% 14%	3 or below	0% 4% 6%				
2	1% 3% 5%						
1	0% 1% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%
Participated in test:	100%	Participated in test:	100%	Participated in test:	100%	Participated in test:	100%
Absent from test:	0%	Absent from test:	0%	Absent from test:	0%	Absent from test:	0%
Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	96%	Participated in test:	96%	Participated in test:	92%
Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%
Absent from test:	3%	Absent from test:	3%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	1%	Withdrawn from test:	2%

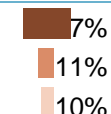
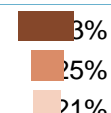
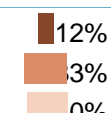
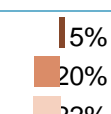
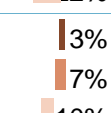
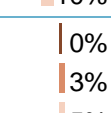
Domain:Spelling

Year 3	
Band	Achievement
6 or above	
5	
4	
3	
2	
1	

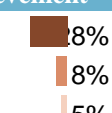
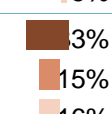
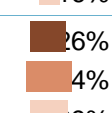
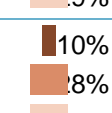
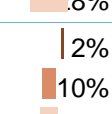
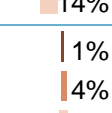
Selected school	
Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%
Australian schools	
Participated in test:	95%
Exempt from test:	2%
Absent from test:	2%
Withdrawn from test:	2%

Year 5	
Band	Achievement
8 or above	
7	
6	
5	
4	
3 or below	

Selected school	
Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%
Australian schools	
Participated in test:	96%
Exempt from test:	2%
Absent from test:	2%
Withdrawn from test:	2%

Year 7	
Band	Achievement
9 or above	
8	
7	
6	
5	
4 or below	

Selected school	
Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%
Australian schools	
Participated in test:	96%
Exempt from test:	2%
Absent from test:	3%
Withdrawn from test:	1%

Year 9	
Band	Achievement
10	
9	
8	
7	
6	
5 or below	

Selected school	
Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%
Australian schools	
Participated in test:	93%
Exempt from test:	2%
Absent from test:	6%
Withdrawn from test:	2%

Domain: Grammar & Punctuation

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	6% 10% 7%
				9 or above	6% 5% 9%	9	8% 4% 4%
		8 or above	9% 8% 12%	8	6% 2% 7%	8	8% 7% 4%
		7	3% 6% 1%	7	0% 5% 6%	7	0% 0% 5%
6 or above	9% 1% 7%	6	8% 5% 9%	6	2% 0% 4%	6	6% 12% 8%
5	2% 5% 4%	5	10% 1% 3%	5	4% 1% 4%	5 or below	2% 6% 11%
4	13% 1% 2%	4	6% 7% 10%	4 or below	3% 6% 8%		
3	7% 13% 5%	3 or below	10% 2% 3%				
2	1% 6% 7%						
1	0% 2% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	100%	Assessed:	100%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	0%
Participated in test:	100%	Participated in test:	100%	Participated in test:	100%	Participated in test:	100%
Absent from test:	0%	Absent from test:	0%	Absent from test:	0%	Absent from test:	0%
Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	96%	Participated in test:	96%	Participated in test:	93%
Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%
Absent from test:	2%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	1%	Withdrawn from test:	2%

Year 3	
Band	Achievement
6 or above	17% 13% 11%
5	4% 27% 21%
4	6% 31% 30%
3	12% 20% 24%
2	2% 6% 10%
1	1% 1% 2%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	95%
Exempt from test:	2%
Absent from test:	3%
Withdrawn from test:	2%

Year 5	
Band	Achievement
8 or above	4% 13% 9%
7	16% 15% 16%
6	22% 30% 27%
5	18% 26% 26%
4	8% 12% 15%
3 or below	2% 3% 5%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	95%
Exempt from test:	2%
Absent from test:	3%
Withdrawn from test:	2%

Year 7	
Band	Achievement
9 or above	9% 13% 11%
8	24% 20% 16%
7	16% 30% 26%
6	9% 25% 28%
5	2% 11% 15%
4 or below	0% 1% 3%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	95%
Exempt from test:	2%
Absent from test:	4%
Withdrawn from test:	1%

Year 9	
Band	Achievement
10	0% 14% 11%
9	20% 16% 14%
8	13% 26% 22%
7	5% 27% 26%
6	2% 13% 18%
5 or below	1% 3% 8%

Selected school

Assessed:	100%
Exempt from test:	0%
Participated in test:	100%
Absent from test:	0%
Withdrawn from test:	0%

Australian schools

Participated in test:	91%
Exempt from test:	2%
Absent from test:	7%
Withdrawn from test:	2%

SENIOR SECONDARY OUTCOMES

This reporting area does not apply to Kindergarten to Year 6 schools.







Record of School Achievement

MFIS did not have any students that required the issuance of a Record of School Achievement.

2013 School Certificate

Summary of Results achieved

Table 1 Grades achieved in each Course (School/State Grading Pattern Comparison) -2013

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)	150	84899	15.3	50.67	18.00	10.67	5.33		12.43	26.37	36.82	17.08	6.14	1.16
 Mathematics 200 hours (323)	155	85181	4.52	30.97	43.87	18.71	1.94		14.89	22.83	30.92	23.21	7.06	1.08
 Science 200 hours (350)	155	84861	21.94	36.77	29.03	11.61	.65		13.17	23.97	35.08	18.82	7.88	1.09
 Australian Geography 100 hours (4015)	150	84671	26.00	49.33	22.00	2.67		12.96	24.69	34.58	18.62	7.96	1.20	
 Australian History 100 hours (4005)	150	84670	45.33	29.33	38.00	14.00	3.33		13.45	24.47	34.10	18.91	7.87	1.20
 Arabic 100 hours (801)	34	100	5.88	52.94	35.29	5.88		19.00	30.00	25.00	13.00	13.00		

HSC Outcomes for Year 12 in 2013:

In relation to the 2013 HSC the School ranked 62nd in the state. The numbers of distinguished achievers, that is, marks over 90 and above (Band 6) were as follows:

Subject	Marks of 90 and above (Band 6)
Biology	35 (26.1%)
Business Studies	7 (15.6%)
Chemistry	2 (2.4%)
English (Advanced)	5 (5.2%)
General Mathematics	10 (22.7%)
Mathematics	42 (51.2%)
Mathematics Extension 1	19 (67.9%)
Mathematics Extension 2	9 (33.3%)
Physics	2 (4.2%)

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.

Course	Number of Students	School vs. State Variation
Biology	134	7.97
Business Studies	45	7.62
Chemistry	84	2.42
English (Standard)	32	6.16
English (Advanced)	96	1.85
English Extension 1	5	9.85
Modern History	30	2.29
General Mathematics	44	12.4
Mathematics Extension 1	28	10.38
Mathematics Extension 2	27	2.17
Physics	48	2.00
Senior Science	19	7.22
English Extension 2	4	8.39

Higher School Certificate

Interpretative comment for Higher School Certificate examination results

In 2013 155 students sat for the NSW Higher School Certificate in 14 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 80% of these placed in Bands 5 and 6 (80-100 marks). Of the 60 candidates who sat for a one unit extension course 100% achieved 25 marks or more out of 50 with 100% of these achieving in the highest bands with 40 marks or more.

In general, student achievement was at or above state level. This has been a consistent trend over the past ten years.

Vocational Education and Training

In 2013, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2013	HSC	100%
2013	VET qualification	0%

Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au>

Professional learning, teaching standards

Teaching standards

Category	Number of Teachers
<i>(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	151
<i>(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</i>	0
<i>(iii) Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained</i>	0

Note: All teachers in the category (ii) have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW Institute of Teachers to extend the period in which an approved qualification may be obtained

Professional learning information:

All the teaching staff participated in professional learning about more effectively catering for the learning styles of their students, during the school development day in Term 2, to increase staff understanding of effective use of pedagogy to improve their everyday classroom practice.

The Term 3 staff development day all staff explored the efficient and effective use of Smartboards as a teaching/learning tool in the primary classroom. It focused on the effective use of Notebook software to enhance teaching/learning activities and to increase teachers' skills and confidence when dealing with Smartboard technology. Staff also attended a refresher course on duty of care and the Code of Conduct, which ensures that everyone is abreast of the behavioural expectations placed on staff and their responsibilities in ensuring students' safety and wellbeing.

In addition the following professional learning activities were undertaken by staff throughout 2013:

Description of the Professional Learning Activity	No of staff participating
<i>Pastoral care – provided information that assists teachers in pastoral care positions undertake their role including current issues in</i>	3

<i>adolescent health and communication skills</i>	
<i>Mathematics – provided an introduction to a wide range of computer interactives to support teaching and learning in Mathematics</i>	14
<i>ICT – provided information on the effective use of tablet devices in the primary years. It focused on the effective use of Notebook software to enhance teaching/learning activities and to increase teachers’ skills and confidence when dealing with Smartboard technology.</i>	151
Critical and Creative Thinking as a General Capability at the AIS. This course explored strategies to embed critical and creative thinking in the everyday practice of the K-6 classroom. 19/5/14	2
<i>Literacy/MiniLit- a 2 day workshop to train the Literacy Coordinator in this early literacy program aimed at improving the reading skills of the bottom 25% of K-2 students.</i>	1
<i>Literacy/MultiLit- this provided the Literacy Coordinator with the skills and knowledge to implement this literacy program aimed at improving the reading skills of the bottom 25% of 3-6 students.</i>	1
<i>Literacy/Get Reading Right-</i>	1
<i>Curriculum- provided guidance in how to plan and prepare for the implementation of the incoming NSW syllabus for the Australian curriculum</i>	3

AIS Professional Learning

Malek Fahd Islamic School Greenacre, Hoxton Park & Beaumont Hills Campus Staff members.

Held at Greenacre Campus

Date:	Professional Learning	No. of Staff Participating
12 th March 2013	Planning for Implementation This course, held at the AIS, looked at the steps schools need to take in preparing for the compulsory implementation of the new NSW syllabus for the Australian curriculum. Teachers were presented with a forum to develop clear plans for successful curriculum implementation.	3
2 nd April 2013	Engaging Kids Today - it's about pedagogy, not just technology. Presented by Dan Haeslar AIS Look at a variety of pedagogies that could be used to increase student engagement. Duty of Care / Code of Conduct – Presented by AIS Clare Morrissey: A refresher course Curriculum Planning. Presented by Inass Khoder	151 47
11 th June 2013	102: SMART Notebook Software (Part 1) - Electroboard OT3: Notebook Gallery & Lesson Activity Toolkit – John Clear (7-12 only) John Clear presented an interactive workshop focusing on the	151

	effective implementation of teaching strategies for using ICT to expand learning opportunities for students. Electroboard looked at more sophisticated techniques aimed at enabling teachers to realize the full potential of SMART notebook and further increase students' engagement.	
30 th August 2013	Get Reading Right Get Reading Right is an explicit, systematic Synthetic Phonics program. This course outlines how to implement this program and how to incorporate it into the everyday teaching program.	1
8 th October 2013	English K-6: Planning and Programming Tiffany Roos, AIS consultant, conducted an interactive presentation on effective programming around quality texts and then facilitated grade programming sessions. Updated Malek Fahd Islamic School Policies Staff were informed of changes to school policies and procedures in regard to their legislative and administrative obligations. Policies discussed included: Attendance policy, Child Protection and the Code of Conduct.	47 151
05/12/2013	<ul style="list-style-type: none"> Continuation of Programming for the new NSW Science Syllabus incorporating the Australian Curriculum. Staff informed of MFIS School Policies and Procedures in regards to their Legislative and Administrative obligations. Policies discussed include; Child Protection, Code of Conduct, Student Welfare, Discipline, Attendance... AIS consultant working with all Primary Staff on Curriculum. Supporting your school documentation and BOS compliance presented by Karen Stapleton AIS. 	10 All Secondary Staff 47 151
06/12/2013	<ul style="list-style-type: none"> Staff informed of MFIS School Policies and Procedures in regards to their Legislative and Administrative obligations. Policies discussed include; Child Protection, Code of Conduct, Student Welfare, Discipline, Attendance... 	47

2013 Professional Development Learning

Primary Staff

Term 3, 2013 Staff attended a refresher course on duty of care and the Code of Conduct, which ensures that everyone is abreast of the behavioural expectations placed on staff and their responsibilities in ensuring students' safety and wellbeing.

Online Modules

Professional Development, involving K-6 staff from Greenacre, Hoxton Park and Beaumont Hills Campuses.

Class teachers and support staff completed three online modules through the AIS NSW: **English Syllabus Familiarisation: K-6, Mathematics Syllabus Familiarisation: K-6, and Science Syllabus Familiarisation: K-6.**

These modules introduced teachers to the new syllabus documents and highlighted new terminology and coding systems etc.

Teachers will continue to have access to these modules until December 2014.

Total Number of staff participated 47

Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teachers PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
155	\$44,053.03	\$284

Malek Fahd Islamic School promotes the development not just of our students but our staff as well. Our school provides all staff with opportunities for professional development so that they may stay up to date with current and contemporary pedagogy, content, legislations and school requirements. In addition to extending external professional development to staff to enhance their own skills and content knowledge, our school also provides onsite professional development opportunities.

Future professional development opportunities at the school will centre on providing safe and supportive learning environments and The Australian National Curriculum.

Proportion of teaching staff retained from the previous year:

90% of teaching staff were retained from 2012.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

The staff average for unplanned absences of sick and emergency leave periods of up to 5 days was 0.26 days per staff member.

Student attendance, retention rates and post school destinations

Average student attendance rate (%) for the whole school:

For whole school student attendance rates please refer to the school's data on the MySchool website: <http://www.myschool.edu.au>

Average student attendance rate for each year level:

Year Level	Attendance Rate %
Kindergarten	95
Year 1	93
Year 2	96
Year 3	95
Year 4	96
Year 5	94
Year 6	95
Year 7	96.2
Year 8	95.6
Year 9	94.7
Year 10	93.82
Year 11	93.78
Year 12	94.7

Ninety-five per cent of students attended school on average each day in 2013. This was similar to the daily attendance in 2012. Students' attendance is monitored throughout the day. If a student's destination is unknown, the school will inform the Department of Education and Training home school liaison officers. It is noted that the school leaving age now is 17 years.

A description of how non-attendance is managed by the school:

The school implements policy and procedures for the management of student non attendance. For secondary students, an SMS notification is sent to parents of students who are absent and for the Primary students, the class teacher follows up on attendees through letters sent home

and through contacting the students' family directly by phone. The school follows up where written explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Student Retention Rates and Post School Destinations

The retention rate from Year 11 in 2012 to Year 12 in 2013 was 85 per cent. The retention rate had been higher over the past years. The decreased retention rate for 2013 can be associated with students leaving due to the uncertainty of the school being accredited and the enrolment freeze while deliberations were taking place with the Bankstown City Council in relation to the school's new Development Application for 2100 students which were approved in February 2014. Students leaving are partly as a result of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling.

The retention rate from Year 10 students to Year 11 was 75%. 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 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.

Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE or pursued full-time employment.

POST-SCHOOL DESTINATIONS

2013 University Admissions

Year 12 students who have gained University admission as follows:

Faculty	Number of Students
Arts	5
Business	6
Computer Science	1
Construction/Management	3
Education	8
Engineering	29
Health Science	17
Law	6
Medicine/Surgery	9
Optometry	2
Pharmacy	7
Psychology	7
Science	13
Social Work	1

Out of the total 128 Year 12 students, we received post school destination notification of 110 students.

ENROLMENT POLICY

Subject to class sizes, offers of a place will be made according to whether there are siblings of the student already at the school, the order of application, and the suitability of the applicants.

All prospective enrolments will be subject to an interview.

Kindergarten students will undergo an interview and testing to assess their level of ability and whether the school can meet their learning needs.

Enrolment into Primary school and High school is based on an interview with Executive Staff and academic behaviour records from the student's previous school.

Enrolment into Year 7 is based on an interview, academic and behavior reports as well as results of a selective exam undertaken in the year previous to enrolment.

Further details for enrolment are provided in the following sections.

Continued enrolment is subject to the student's adherence to school rules (please refer to student Welfare Policy, Discipline Policy and the Attendance Policy), support for the school's Islamic ethos and payment of all school fees.

Malek Fahd Islamic School values a commitment to hard work, self discipline, honesty, respect, responsibility and right choice. This means that students at our school are expected to show care and consideration for others, uphold the standards of the school in their demeanour, respect the beliefs and opinions of others and have the courage to uphold their own.

Applications for enrolment are accepted from families in Australia who agree to uphold and enhance the aims of the school and who complete the required documentation. Applications are also accepted based on the ability of the school to effectively meet the individual learning needs of the student.

The decision to accept enrolments is made by the campus Principals and the Greenacre High school Deputy Principal and is monitored by the Executive Principal

CONSIDERATION FOR ENROLMENT

Consideration for commencement and continued enrolment is given to siblings of current students, to children of staff members, to local students, to families who are supportive and committed to the school's Islamic ethos.

Enrolment can be reviewed if necessary and revoked based on the principles of procedural fairness.

THE PROCESS FOR ENROLMENT

An application form for enrolment needs to be completed by the parent or caregiver and returned to the Greenacre High School Front Office.

Applications for enrolment are available from all Malek Fahd School Offices.

When processing the application form, the following needs to be attached or the application will be deemed incomplete and will proceed no further:

- A copy of the student's birth certificate.
- Proof of student's residential address (e.g. original copies of council rates notice, residential lease, electricity accounts, statutory declaration, Driver's License etc).
- Results of Year 3, Year 5, Year 7 or Year 9 NAPLAN results (where applicable).
- Applicant's most recent school academic and behaviour records.
- Citizenship documentation.
- Information about diagnosed disabilities, specific learning needs or difficulties or Gifted/Talented.

Please bring these documents with you:

- Copies of any family law or other relevant court orders (if applicable).
- Immunisation history statement (only required for students enrolling in primary schools for the first time).

THE SCHOOL'S PROCEDURES FOR ENROLMENT

To determine enrolments at Malek Fahd Islamic School, the following criteria are taken into account:

- A commitment from the family to support the School's Islamic ethos and values.
- A commitment to being an active and responsible member of the school.
- Outcome of the interview process with either the Campus Principals or the Greenacre High School Deputy Principal.
- Class sizes.
- The ability of the school to meet the individual learning needs of the student.
- The date of the application.
- Completion requirements with adequate documentation.

ENROLMENT FOR KINDERGARTEN

To determine enrolments at Malek Fahd Islamic School for Kindergarten the following criteria is taken into account:

- Whether the student has an older sibling already enrolled at the school.
- Outcome of the interview and test process with the campus Principal, Sheikh and Coordinator.
- Upon a successful enrolment, parents are notified in writing and fees need to be paid for the first term before commencement.
- Kindergarten orientation will be held to acquaint parents with the school environment.

ENROLMENT FOR YEAR 7

To determine enrolments at Malek Fahd Islamic School into Year 7, the following criteria are also taken into account:

- Outcome of the Selective test results.

- An interview with executive staff.

All application forms must be signed by the parent/s or caregiver/s who have full time responsibility for the care of the student.

SCHOOL FEES

There are no processing fees for the enrolment process.

Parent must pay student school fees per term. Term fees must be paid in the first week of the term. Failure to do so can jeopardise enrolment at the school. Once term fees have been paid, families will not be refunded the term fee if the student leaves school throughout the term. For a student to leave school, the parent/caregiver must fill in an application for leave form.

PHOTOGRAPHS AT THE SCHOOL

Taking photographs of students can constitute a collection of their personal information. Occasionally photographs are taken of individual students and classes of students at school. If you **do not wish** your child to be photographed under any circumstances, please make sure you have specified this on the Enrolment Form.

PRIVACY

The school is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002. The information you provide will be used to process your child's application for enrolment. It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student.
- Communication with students and parents or caregivers.
- To ensure the health, safety and welfare of students, staff and visitors to the school.
- State and National reporting purposes.
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

The health-related information collected is subject to the Health Records and Information Privacy Act 2002. It is being collected for the primary purpose of ensuring the health and safety of all students, staff and visitors to the school. It may be used and disclosed to medical practitioners, health workers, other government departments and/or schools for this primary purpose, or for other, related purposes.

We are required by law to ensure the health and safety of students, staff and visitors on our premises. It is therefore necessary for you to answer all questions on Enrolment form except those about your occupation and education. The information you provide will assist the school to communicate with you and to care for your child while at school. Should you choose to submit an incomplete form, processing your application may be deemed incomplete and will proceed no further.

Giving false or misleading information is a serious offence. In the event that statements made in this application later prove to be false or misleading, any decision made as a result of this application may be reversed.

Please refer to the school's Privacy Policy.

OUTCOME OF APPLICATION FOR ENROLMENT AT MALEK FAHD ISLAMIC SCHOOL

Upon reviewing the application and meeting with the student, the Campus Principals and the Greenacre High School Deputy Principal will send a letter to inform the family of the outcome. Where the decision to deny an application is made, the Executive Principal will be involved and advice will be taken from AIS before informing the family of the decision.

SCHOOL POLICIES

Summary of the following (4) FOUR policies:

- A. Student welfare
- B. Anti-bullying
- C. Discipline
- D. Complaints and grievances

A. Policy	Changes in 2013/2014	Access to full text
<p>Student welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> • meet the personal, social and learning needs of students • provide early intervention programs for students at risk • develop students sense of self-worth and foster personal development... 	<p>In 2013 the policy was revised to include the provision to follow up on student attendance issues as an integral part of student welfare. Additions were made to provide for teacher monitoring of the SRC. Clear procedures to support mandatory reporting for people working with children were included.</p> <p>Additional policies and procedures were included to supplement Student Welfare. Additions included, clearer procedures to monitor and enhance student welfare be it academic and or social. Such updates include procedures on excursions, supervisions, security and student counselling.</p> <p>Most importantly the student welfare policy includes greater direction as to who is responsible and when certain support can be accessed.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the principal, from the school website and intranet, student diary and parent information booklet.</p>

<p>B. Anti-bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.</p> <p>The Policy includes: Protection, Prevention, Early Intervention and Response strategies for student bullying</p> <p>Procedures for investigation of Bullying and follow up.</p> <p>Includes the school community's responsibilities.</p> <p>Includes procedures and standards of what to do if one is being bullied including the option of reporting to Reach Out Committee made up of students from the school.</p>	<p>In 2013 the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison Police and the Youth Liaison Officers.</p> <p>The Policy included which member of staff is responsible for contacting the Youth Liaison Officer and under what circumstances the reports are made.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal, from the school website and intranet, student diary and parent information booklet.</p>
<p>C. Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	<ul style="list-style-type: none"> • The discipline procedures were reviewed in 2013. The policy includes revised processes for disciplinary action that are based on procedural fairness. The addition of a clause explicitly forbidding corporeal punishment. • The Policy states that "there are no provisions made for notifying the incoming school for exclusions of students". • The Policy includes Merit Award System and Primary Discipline notes. • The Policy includes minor changes of key Personnel and adjustments made to the Discipline procedure level 1. • The policy includes Conduct/Progress Card templates. 	<p>The full text of the school's discipline policy can be accessed by request from the principal, from the school website and intranet, student diary and parent information booklet.</p>

	<ul style="list-style-type: none"> • The policy includes revised letters sent home to add additional concern indicators such as lateness, mobile phone usage, uniform, vandalism, bullying and being out of bounds. • The policy has a separate letter sent home for primary students and • Recommendation made by Welfare Coordinators must only be approved by Executive Principal when long suspension and expulsion decision is being made. 	
<p>D. Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>A clear procedure for raising complaints and requesting reviews to decisions was included in 2013.</p>	<p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, from the school website and intranet, student diary and parent information booklet.</p>

Policies and Procedures reviewed

Policy	Changes made	Access to full text
<p>Code of Conduct encompassing</p> <ul style="list-style-type: none"> • 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 	<p>To include reference to the Anti-Bullying Policy regarding responsible persons to notify Youth Liaison Officer.</p>	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Child Protection Policy outlines</p> <ul style="list-style-type: none"> • Key legislation • Obligations to report • Child Protection Procedures regarding enrolment and attendance of students • When must a report be made to Community Services • Risk management • WWC Act • The Ombudsman Act • The Care and Protection Act • Mandatory reporters • Key personnel responsibilities 	<ul style="list-style-type: none"> • To include evidence of procedures in relation to enrolment and attendance. • Procedures for persistent lateness, continuous absentees of students. Procedures of reporting unknown destination of student. • Procedures for notifying staff about student's specific protection needs. • The policy includes that child protection issues are discussed at faculty/grade meetings. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>SRC Policy outlines</p> <ul style="list-style-type: none"> • Key personnel for monitoring the SRC • Positions & duties of SRC • How SRC are elected 	<ul style="list-style-type: none"> • Revise roles of the student representative council. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Excursion Policy outlines</p> <ul style="list-style-type: none"> • Supervision, encompassing the Levels of supervision for on-site and off-site activities bearing in mind the type of activities and the age of the students involved. • Procedures for supervision off-site overnight stay (eg. Camps) • RISK ASSESSMENT PROFORMA 	<p>Revised to include procedures for supervision off-site overnight stay (eg. Camps).</p>	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Measures designed to promote 	<p>The Policy was revised to incorporate variety of issues. The procedures</p>	<p>Issued to all staff. Also contained in folder issued to all</p>

<p>the safety and well-being of students</p> <ul style="list-style-type: none"> • Equipment Identification • Key Security • Security & handling of Money and Valuable Equipment • Vandalism and School Programs • Visitors procedures • School Cleaners and Gardeners procedures • Security Checklist • Emergency Procedures 	<p>have been divided into a number of sections each containing a combination of background, procedures and guidelines. Some added procedures include; Equipment identification, key security procedures, handling of money, handling and reducing vandalism. The policy includes new visitors badges and Sign in and out sheets for visitors</p>	<p>new staff members.</p> <p>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. Policies.</p>
<p>Emergency Evacuation Policy encompassing</p> <ul style="list-style-type: none"> • Evacuation Procedures • Welfare Coordinator instructions plus executive and teacher instructions • Lockdown Procedures • Lockout Procedures 	<ul style="list-style-type: none"> • New attached maps of the school • Changes of key personnel responsibilities. • Added Lockout Procedure to the Policy. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Work Health And Safety Policy encompassing:</p> <ul style="list-style-type: none"> • Specific responsibilities • Procedures for Contractors • Staff consultation and communication and review process • Hazard identification • Reporting Safety Issues • Staff accidents / Injury management • Inspections • Emergency Procedures • First Aid Plan • Notification of Incidents • Risk Management • Workplace Health and Safety (WHS) Committee • Health and Safety Representatives (HSRs) • Discrimination & Victimisation 	<p>Reviewed to encompass new WHS Legislative changes. The Policy includes:</p> <ul style="list-style-type: none"> • Change of name to the policy. • Change of key personnel responsibilities. • Combined the WHS statement with the checklist. • Revised Risk Assessment, Inspection Checklist and Notification Forms. • Revised Return to Work Program. • WHS, HSRs responsibilities. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Student Attendance Policy encompassing</p> <ul style="list-style-type: none"> • Specific responsibilities • Measures designed to follow up unexplained absences. 	<p>Deleted the position of Assistant Principals responsibility to new key personnel.</p>	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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;</p>

		i.e. Policies.
<p>Visitation Policy encompassing</p> <ul style="list-style-type: none"> • Code of Conduct for Parents and Visitors • Visitors' procedure 	<ul style="list-style-type: none"> • To include rationale, aims, implementation of visitors cards and Code of Conduct. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Return to Work Program encompasses</p> <ul style="list-style-type: none"> • Reporting procedure • Finding and Providing Suitable Duties • Consultation with appropriate third party. 	<ul style="list-style-type: none"> • combined Return to work Program with Return to work procedure. • New Return to Work Coordinator • Reporting time changed. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Educational & Financial Reporting encompasses</p> <ul style="list-style-type: none"> • DEEWR Annual Financial Return • Financial and Educational Procedures • Requests for additional data 	<ul style="list-style-type: none"> • Deleted DEEWR reporting obligations • Added required evidence of compliance in the 2013 Annual Report to meet the Australian Government & Board of Studies, teaching & Educational Standards (BOSTES) requirements • Added new Enrolment policy 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>
<p>Enrolment Policy encompasses</p> <ul style="list-style-type: none"> • Consideration of enrolment • Pre requisites for enrolment. • The process for enrolment • The schools procedure for enrolment • Enrolment procedure for Kindergarten • Enrolment procedure for Year 7 • School fees • Permission of photographs at school • Privacy of information • Enrolment reviewed based on the principles of procedural fairness 	<ul style="list-style-type: none"> • There are no processing fees for enrolment. • Term fees must be paid in the first week of the term. Conditions added. • For Kindergarten Enrolment term 1 fee must be paid before starting school. • For a student to leave school, parent must fill in an application for 'leaves form'. • Added section on the new Privacy Law. • Added a section on permission of Photography • Adjusted conditions and pre requisites for enrolment. 	<p>Issued to all staff. Also contained in folder issued to all new staff members.</p> <p>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. Policies.</p>

MFIS Policies and Procedures are kept in every Faculty staff room accessible to all staff members. Principal of Hoxton Park & Beaumont Hills, Deputy Principal, Compliance Coordinator and all administration office has a hard copy of the Policy manual available.

The Policies and Procedures are publically displayed 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. Policies.

Policies and Procedures are reviewed in consultation with AIS, Staff members, the Community, Parents Students and the School Board. Any updates of Policies and Procedures are displayed on the school website, school newsletter and through parent information packages upon enrolment.

School – determined improvement targets

A COMPREHENSIVE CURRICULUM REVIEW PLAN TO ADDRESS BOARD OF STUDIES COMPLIANCE AT MALEK FAHD ISLAMIC SCHOOL

INTRODUCTORY STATEMENT

The school has been actively working to address the compliance issues raised by the Board of Studies and is committed to addressing the issues. The school has recognized the need to develop a comprehensive plan to review current practice and to develop structures, policies, curriculum and practices for the which meet Board of Studies compliance. All materials provided to date will be part of this review. The school is working with the AIS in the development and implementation of the Comprehensive Curriculum Review plan including all policies and procedures relevant to registration and/or accreditation requirements in 2014.

Phases	Activities	Position of the Person Responsible	Timeline
Current Activities	<ul style="list-style-type: none"> • Revised updated policies for <ul style="list-style-type: none"> • Eligibility for the RoSA • Eligibility for the HSC • External Provider Policy • Acceleration Program and appointment of Co-ordinator for the Accelerated Program. • Quality of the Educational Program <ul style="list-style-type: none"> ○ Student Achievement ○ Standard of Teaching <p>[Note: All policies will need to be revised as an outcome of the curriculum review, Phase IV]</p> <ul style="list-style-type: none"> • Pending outcome after Bankstown City Council meeting on 26th November, a Contingency Plan will be submitted. <p>[Note: The Plan will incorporate the outcomes of the Enrolment Freeze since 4th March, 2013 and the Enrolment Management Plan enacted on 14th November, 2013 as pre-requisites for identifying the residual numbers for the</p>	Executive Principal	22 nd Nov. 2013
		Executive Principal	29 th Nov. 2013

	Plan.		
Phase I	Internal School Review of Current Curriculum including monitoring processes required in relation to compliance requirements. This will be preliminary information to inform Phase III	HODs reporting to Deputy Principal	22 nd Nov. 2013
Phase II	Briefing School Board (through the Board Secretary) of Comprehensive Curriculum Review Process (Phase III)	Executive Principal	22 nd Nov. 2013
	Briefing of School Executive, Heads of Department and Staff (through Heads of Department) of Comprehensive Curriculum Review Process (Phase III)	Executive Principal	22 nd Nov. 2013
Phase III	<p>Comprehensive Curriculum Review based on the requirements outlined in the Registration Manual, Syllabuses and the ACE Manual Including:</p> <ul style="list-style-type: none"> • Review of eligibility of accelerated students and development of IEPs for students continuing with acceleration and those transitioning to mainstream classes. • Review the Acceleration Policy • Review all courses for compliance with Board requirements with particular attention to scope and sequence, units of work, time allocations, assessment and eligibility requirements and implement necessary amendments. • Professional Learning for Staff <ul style="list-style-type: none"> ○ Board of Studies curriculum requirements ○ Assessment ○ Recording and Monitoring of Student Achievement ○ Policies and Procedures for eligibility of RoSA and HSC (including use of External Providers) 	<p>Executive Principal in liaison with AISNSW</p> <p>Co-ordinator of Acceleration Program</p> <p>Co-ordinator of Acceleration Program HODMaths/RoSA&HSC Curriculum</p> <p>Assistant Principal – Compliance in liaison with AISNSW</p>	<p>During Term 1, 2014</p> <p>Finalized prior to students commencing Term 1 2014 Early Term 1, 2014 During Term 1, 2014</p> <p>From Dec 5, 2013</p>
Phase IV	Review of Management Structure to align with the outcomes of the curriculum review	Executive Principal in liaison with AISNSW	During Term 2, 2014
Phase V	Review of all School policies to align with outcomes of curriculum review and resultant management re-structure.	Executive Principal in liaison with AISNSW	By end of Term 3, 2014
Phase VI	Establish a Cyclical Review process for all policies and procedures related to Board of Studies registration and/or accreditation	Executive Principal in liaison with AISNSW	During Term 4, 2014

Priority areas	Targets
<p>1. Literacy and Numeracy</p>	<p>1.1 To increase the percentage of Year 3 students achieving proficiency in Reading by 3% (59% to 62%).</p> <p>1.2 To increase the percentage of Year 5 students achieving proficiency in Reading and writing by 3% (R 46% to 49% W 58%-61%).</p> <p>1.3 To increase the percentage of Year 7 students achieving proficiency in Reading and Writing by 3% (R 48% to 51% W 42%-45%).</p> <p>1.4 To increase the percentage of Year 9 students achieving proficiency in Reading and Writing by 3% (R 43% TO 46% W 47% -50%).</p> <p>1.5 To decrease the percentage of students in the bottom three Reading bands in Years 3,5,7 and 9 from 24% in 2012 to 20% by end of 2013.</p> <p>1.6 To increase the performance of Year 3 in the area of Data, Measurement, Space and Geometry in the top two bands by 2% (end of 2013).</p> <p>1.7 To increase the performance of Yr 5 in the area of Data, Measurement, Space and Geometry in the top two bands by 3% (ends of 2013).</p> <p>1.8 To increase the performance of Yr 9 in the area of Data, Measurement, Space and Geometry in the top two bands by 3% (end of 2013).</p> <p>1.9 To decrease the percentage of students in the bottom three numeracy bands in Year 3 from 15% in 2012 to 10% in May 2013.</p>

<p>2. Quality Teaching and Student Engagement</p>	<p>2.1 To establish a minimum of at least four new teacher mentor/ mentee relationships on a grade basis matching expert teachers with beginning teachers by end of 2013.</p> <p>2.2 To maintain the number of onsite professional development opportunities related specifically to teaching pedagogy and literacy (four times a year) for all staff by end of 2013.</p> <p>2.3 All teachers participate in at least two individualised Professional Learning opportunities that meet school and personal professional goals.</p>
<p>3. Integrating ICT into Learning</p>	<p>3.1 To increase SMARTBOARD use in the classroom to at least once a week (each teacher) and incorporate online resources and applications into teaching and learning strategies by end of 2013</p>
<p>4. Curriculum, Data and Assessment</p>	<p>4.1 Teachers submit one lesson plan per week showing the implementation of a challenging and differentiated curriculum/ program of work catering to students' different learning needs through relevant and practical professional learning opportunities.</p> <p>4.2 All staff participates in grade/faculty collaborative planning on a team basis to improve consistency of teacher judgment in student assessment evidenced by updated school policies, documented work samples and marking rubrics.</p> <p>4.3 All staff show evidence, through daybooks, of utilisation of assessment and other data to inform teaching programs and practice.</p>

Respect and Responsibility

Malek Fahd Islamic School ensures that all students are valued and supported to engender self-esteem, mutual respect and responsibility. MFIS collaborate with staff, parents and stake holders in the primary feeder schools to encourage a values based education with the care values being respect, responsibility and Right Choice program.

Malek Fahd Islamic School welcomes students annually from other religious organisations and schools such as Brigidine College for a cultural exchange to foster harmony, tolerance and the breaking down of stereotypes in pursuit of mutual respect.

A Multicultural Community Event which occurs annually networks with the local and broader community to honour differences and celebrate diversity at Malek Fahd Islamic School. This creates face-to-face communication, among local residents, business owners, child and family services, school and the general community across Chullora LGA. The aim is to promote multiculturalism. The event's aim ensures that cultural performances are not forgotten and are still practised today.

Local schools participate in performances and exposure to cuisine from a range of cultural groups.

The event aims and achieves the building of bridges with other communities for communal sharing of cultural diversity.

Parent, teacher and student satisfaction with the school:

The school is extremely proud of its open door policy with parent involvement welcomed and encouraged. The School Parents and Friends Association which is affiliated with NSW Parent Council (NSWWPC) meet once a month and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the Association is high and discussions throughout the year indicated that parent satisfaction is very positive. Areas where parents were most concerned related to aspects of the schools Accreditation. MFIS participated in (4) inspections from the Board of Studies during 2013. During one of these, a letter from the Education Minister was provided to the ABC from an unknown source which led to the school calling a Community Meeting to the correct perspective on events. The outcomes from the Community Meeting included a further "Meet the School Board Community Meeting" where the parents and Community were able to raise a number of important issues pertaining to funding. All of this led to significant media exposure where the school was able to present its side of the story. These activities greatly assisted in allaying the fears of students, parents and the community that Malek Fahd would not close down. Before the conclusion of 2013, the school obtained an extension of registration and accreditation for 2014 and through this open communication and continuous improvements made within the school including the approved funding for the school. Families felt reassured that the school will continue to receive their Registration and Accreditation and provide a productive learning environment where every student has the opportunity to attain their personal best. The school held two Parent meetings to discuss concerns and provide feedback for continuing improvements. Families provided

feedback, with a positive view and satisfaction that they have seen improvements over the year. Some of the positive feedbacks received from families included; 'my child feels safe and I feel comfortable in sending my child to this school with great security', "I feel confident in that the teachers do their best to educate our children" and "I am very happy with the increased extra curricula activities and changes made to the school".

The school has an active Students' Representative Council (SRC) which provides peer support, organises various functions and produces school magazines. Discussions throughout the year and reports included in the 2013 school magazine indicated that student satisfaction is very positive. Students are proud of their achievements and are very proud members of the school. The school has introduced REACH OUT committee which provides opportunities, for peer support, coping with difficult situations, handling bullying & cyber bullying issues, resilience, effective communication, risk taking, safe environment and conflict resolution. Verbal feedback received from students indicated that, teachers care and treat them fairly, encourage and motivate them to do their best. They feel safe & secure at school, and are proud to be attending a school of continuous high achievers that incorporates understanding of their own faith and providing them with a sense of being & belonging. University researchers report that MFIS students are happy with their school.

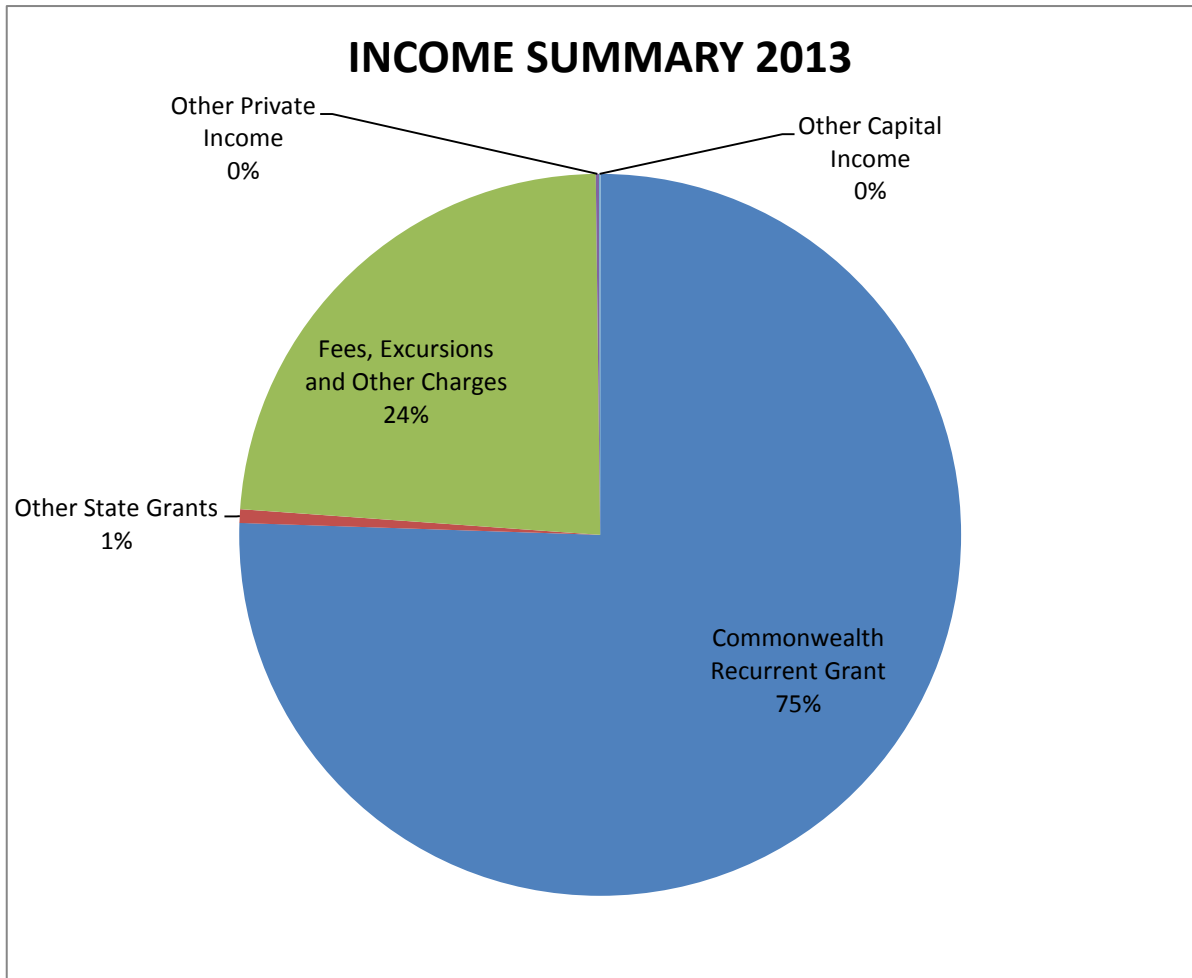
Informal feedback from teachers and discussions with the executive team indicate that during 2013 staff were generally very satisfied in all areas of our school, particularly in terms of relationships, staff support, staff morale, work roles, work value/recognition. They feel their contributions are 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 24 years ago.

Despite the 2013 concerns stated above, there is still a very big demand for enrolment places at the school, and this shows the high regard that the general community has for the school.

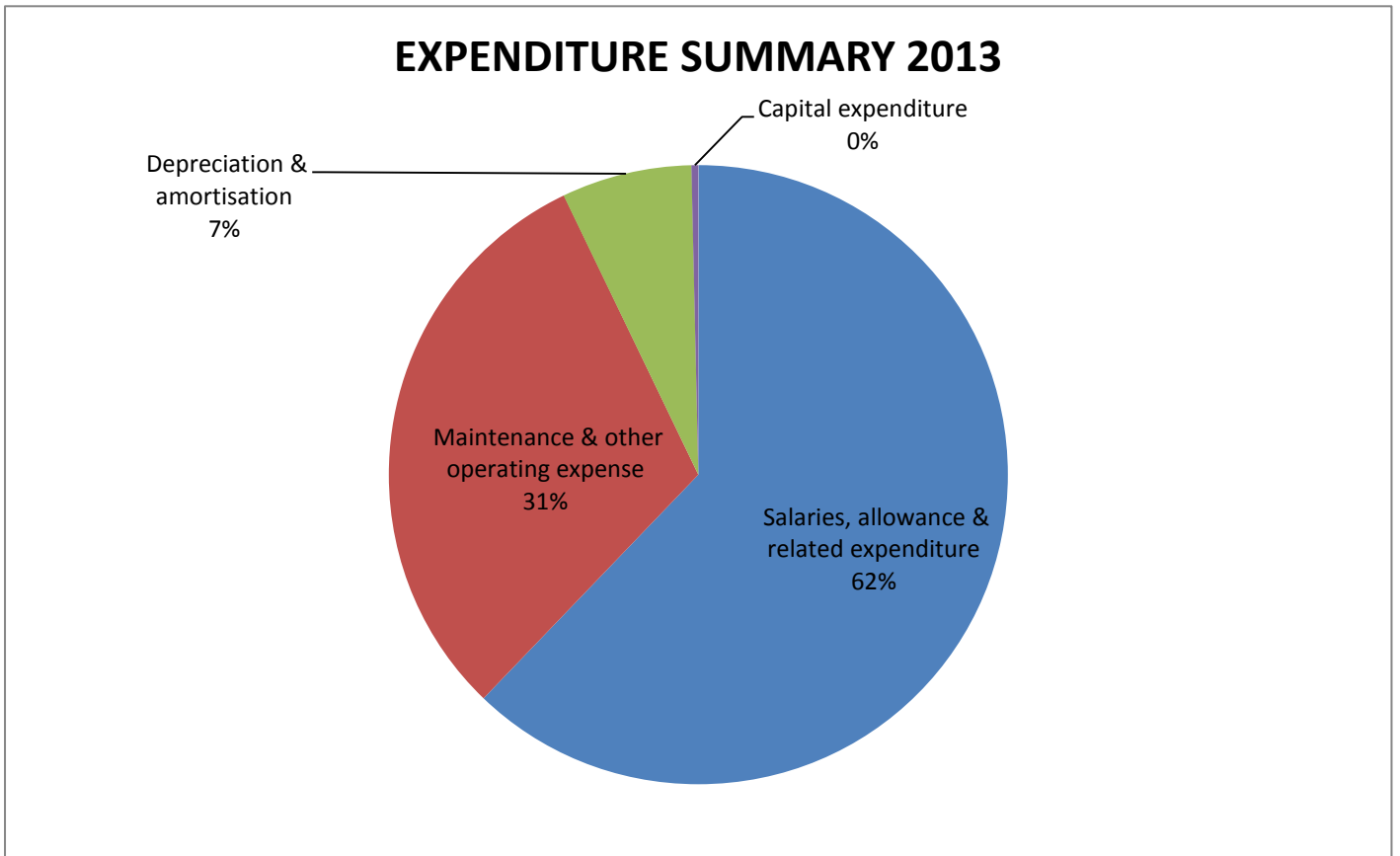
SUMMARY FINANCIAL INFORMATION

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**





Contact person for further information:

Dr Ray Barrett, Executive Principal



Malek Fahd Islamic School
405 Waterloo Road, Greenacre NSW 2019
Postal Address: PO BOX 5548
CHULLORA NSW 2190
Phone: (02) 8732 7800
Fax: (02) 9642 5479
Email address: admin@mfis.nsw.edu.au

