

MALEK FAHD ISLAMIC SCHOOL



2014 SCHOOL ANNUAL REPORT

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MALEK FAHD ISLAMIC SCHOOL

2014 School Annual Report

THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

School Board Chair

Mr Hafez Kassem



Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

First of all I would like to congratulate our students on their success in 2014 especially those who completed the HSC. I encourage all students to pursue excellence in and out of the classroom. I would like to thank the Executive Principal and all School staff, including the Heads of our Hoxton Park Campus, Beaumont Hills Campus, Greenacre Primary and Greenacre Secondary.

I also want to thank parents for their support in sharing the work and vision of enhancing education at Malek Fahd Islamic School and achieving academic excellence. Academic success is important because it is strongly linked to the positive outcomes we value for our children. It gives them a better opportunity in life and enables them to contribute to the success of all Australians.

As we celebrate the outstanding achievements of our students, 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 Malek Fahd Islamic School, we have faced yet another difficult year with issues of governance and compliance. The issues and shortcomings in the curriculum compliance identified during 2012-13 were mostly resolved to the satisfaction of BOSTES.

Early in 2014, Malek Fahd received the approval of Bankstown City Council to lift its student numbers to 2,100 from 1,540, an increase of almost 600 students. This was achieved after much hard work and makes Malek Fahd currently one of the largest schools in NSW.

In early 2014, the Beaumont Hills and Hoxton Park Campuses witnessed the completion of the high school classrooms block and the primary school building respectively. Hoxton Park also commenced building works for high school classrooms, library, canteen and uniform shop.

The three campuses of Malek Fahd will be concentrating on providing quality education with growth expected in student numbers at Hoxton Park and Beaumont Hills.

God bless everyone for their contribution in the preparation and education of the future generations of Australians.

Executive Principal
Mr Shamsheer Ali



Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh

Malek Fahd Islamic School is an independent co-educational day school which has campuses at Greenacre, Hoxton Park and Beaumont Hills.

The mission of the school at all three campuses is to provide students opportunities to excel intellectually, spiritually, emotionally and socially in order to contribute actively and positively to Australian society in all aspects of life.

We successfully introduced the new Australian Curriculum in most subject areas. Also we have put in processes to broaden our curriculum offerings and have continued to develop our staff to meet needs of our 21st century learners. The staff of Malek Fahd is experienced and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Our school is committed to continuous improvement and upholding standards of excellence.

The School Board is doing its best to provide educational facilities, materials and resources to ensure the best possible implementation of the Australian Curriculum for each and every student and also encourage staff members in pursuing professional development courses.

I would like to thank our Parents and Friends (P&F) Association and the wider community for their continued commitments to supporting school initiatives. As a result we have been pleased to achieve growth in the student population.

We would like to thank our parent and staff for their commitment in supporting the school and the well-being of students. May Allah continue to shower His Blessings upon Malek Fahd Islamic School as it continues to focus on the needs of the children in a changing and complex world.

Malek Fahd Islamic School Student Representative Council (Secondary SRC)

MFIS STUDENT REPRESENTATIVE COUNCIL (SRC) 2014 Report **(Secondary School – Greenacre Campus) 2014**

The Malek Fahd SRC has had a busy year already. We kick-started the year by attending a Leadership Ceremony at Roselands Myer hosted by the Federal Member for Watson, (our Local Electorate) the Hon Tony Burke. Our Captains and Vice Captains Farah Joy Hawila, Mohammed Chatah and Maryam Hayba, were invited to receive the Tony Burke Leadership Awards in the presence of SRC Reps from other secondary schools in the Bankstown Region.

It was a great opportunity to socialise with and exchange ideas with other SRC Representatives. Mr Burke emphasised the importance of leadership and spoke of the struggles he experienced in rising up to his current position in Federal Parliament and of his ongoing efforts to shine Bankstown in a new light and dispel its reputation and negative image in the media.

This was a great source of encouragement and inspiration for us and to exercise our roles in school. Each of us received a very impressive Certificate of Leadership from the Federal Government.

As part of the Malek Fahd Islamic School tradition, each year SRC Reps host a School Interfaith and Cultural Exchange with a school of another faith other than Islam. In March, 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 students from Brigidine College also enjoyed the delicious banquet lunch served by our SRC Reps. They have invited our students for a similar interfaith exchange later in the year at Brigidine College.

SRC Prefects have been an integral part in assisting teachers in the Mosque throughout the year to ensure a high standard of good student behaviour at all times is maintained.

SRC reps were busy collaborating and compiling articles for our 2014 School Magazine to be published in September.

We met with the magazine publishing company at our SRC meeting.

SRC meetings are held each month or prior to upcoming events. Mrs Kbbbar and Mrs Parker have been training us to take minutes and put our ideas forward at SRC Meetings.

SRC Were Involved in the Following Events During 2014:-

- **PINK RIBBON DAY Funds for Breast Cancer Research** – A Cupcake Fundraiser was held at the School on Friday 5th June, 2014. Hoping to raise over \$2000!!
- **Buddy Classes/Study Tutorials – every morning in the High School Library.**
- **Mobile Muster Sustainability** – A Recycling Program for old mobile phones was run by the SRC in Term 3. This was targeted at minimising waste and promoting recycling to reduce our carbon footprint.
- SRC Prefects hosted the **ANZAC Day** Commemoration Ceremony at School and very touching speeches were given by our Year 10 Prefects. This event was attended by local Returned Servicemen who shared their war experiences with our students.
- **AFP Youth Forum** held at AFP Headquarters Goulburn Street, Sydney.
- **Women in Leadership Conference** held at NSW State Parliament.
- Several Charity Fundraisers held at the School were run by SRC including Pie Day, Graduation Sausage Sizzle, Pink Ribbon Day, Mufti Day.
- SRC Prefects organised a **Time and Stress Management Seminar** aimed at senior students to assist them in coping with exam stress.
- **MFIS School Camp** for Girls and Boys held annually, SRC acted as Group Leaders at both Camps.

Thank you.

Report by 2014 School Captains,

MFIS Greenacre Campus

Farah Hawila and Mohammad Chatah

THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Malek Fahd Islamic School is an advanced and high achieving school which has served our community for 23 years. The core values of the school are to provide opportunities for its students to excel in education and to contribute valuably to the community. 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 school is proudly comprehensive, co-educational and prides itself as an academically achieving school with a focus on community school engagement such as inter-faith dialogue and school interchange programs. Values such as respect and tolerance are at the core 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 student excellence.

To promote healthy eating and healthy lifestyles, students participated in a variety of health awareness programs such as 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; at Beaumont Hills Campus 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 differences.

Student wellbeing and cyber safety awareness are paramount at Malek Fahd Islamic School. 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 was involved, handy hints for teachers about 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. Initiatives promoting respect and responsibility are an integral part of the student's school life.

Malek Fahd Islamic School students participate in a number of PSSA sports, competing with other local schools on a weekly basis. Caring teachers, counsellors, and welfare coordinators attempt to provide the best education possible for the students in an environment conducive to learning. Family participation is being hosted through multicultural events, parent/teacher interviews, parent & community meetings (Education of the students), 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 24 percent non-Muslim staff in the school, and this is a policy of the School 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. 129 students sat the HSC in 2014 and 31 students obtained an ATAR of more than 90 with the highest ATAR being 99.50. 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-8) and Hoxton Park (K-6) Campuses for 2014 was 2285. There are approximately 190 students at Hoxton Park Campus, the Beaumont Hills Campus has an enrolment



of 288 students and Greenacre had 1807. There are 1144 girls and 1141 boys attending across the 3 Campuses.



Two substantial building projects at the Beaumont Hills and Hoxton Park Campuses have been completed. The additional classes for Beaumont Hills caters for Year 9, Computer Lab, Science Lab, Library, Music and Textiles room. For Hoxton Park the new building caters for up to Year 6.

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.



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 is located in Sydney's North-Western Hills District, first opened in 2011 as a K-2 primary school. It rapidly grew to over 250 enrolments from K-8 in 2014. Malek Fahd Beaumont Hills 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.



School sector:	Independent
School's address:	405 Waterloo Road, GREENACRE NSW 2190
Total enrolments:	The Greenacre Campus had 1807 students, Hoxton Park Campus 190 students and Beaumont Hills Campus 288students, making a total of 2285 in all.
Year levels offered:	K-12 at the Greenacre Campus; K-6 at the Hoxton Park Campus and K-8 at the Beaumont Hills Campus
Co-educational or single sex:	Co-educational

Characteristics of the student body:

The students come from diverse backgrounds. Almost all of the students are from low socio-economic and non-English speaking backgrounds and most are born in Australia. There are 1144 girls and 1141 boys in the school. There are 6 Indigenous students enrolled at our 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 organisations.



The social climate of the school:

Whilst all the students at the School are Muslims, the staff composition is seventy six per cent Muslim and 24 percent non-Muslim and this is a policy of the School Board to ensure that the school employs 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 also 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 invite guest speakers to run seminars for parents including HSC subject choice & scaling.



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.



THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

TESTS AND EXAMINATIONS

NAPLAN results for Years 3, 5, 7 and 9 in 2014

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

Results in numbers

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

The chart below displays average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

These outcomes can be obtained from the *My School website*:

<http://www.myschool.edu.au>

How to interpret this chart below

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)

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	440 ^{430 - 449}		451 ^{443 - 459}		494 ^{485 - 502}		501 ^{491 - 511}		443 ^{435 - 451}	
	SIM434 ^{425 - 443}	ALL418	SIM412 ^{404 - 420}	ALL402	SIM421 ^{412 - 429}	ALL412	SIM440 ^{430 - 450}	ALL426	SIM415 ^{407 - 423}	ALL402
Year 5	508 ^{498 - 518}		512 ^{502 - 521}		552 ^{543 - 561}		563 ^{552 - 574}		518 ^{509 - 527}	
	SIM515 ^{506 - 523}	ALL501	SIM477 ^{469 - 486}	ALL468	SIM504 ^{496 - 512}	ALL498	SIM515 ^{506 - 525}	ALL504	SIM498 ^{490 - 506}	ALL488
Year 7	577 ^{569 - 586}		549 ^{540 - 559}		610 ^{601 - 619}		599 ^{589 - 609}		616 ^{607 - 625}	
	SIM556 ^{549 - 563}	ALL546	SIM522 ^{514 - 531}	ALL512	SIM551 ^{543 - 559}	ALL545	SIM555 ^{546 - 564}	ALL543	SIM556 ^{548 - 564}	ALL546
Year 9	632 ^{624 - 641}		612 ^{601 - 623}		663 ^{654 - 672}		652 ^{643 - 662}		679 ^{671 - 688}	
	SIM594 ^{586 - 601}	ALL580	SIM567 ^{557 - 576}	ALL550	SIM592 ^{584 - 600}	ALL582	SIM587 ^{579 - 596}	ALL574	SIM599 ^{592 - 606}	ALL588

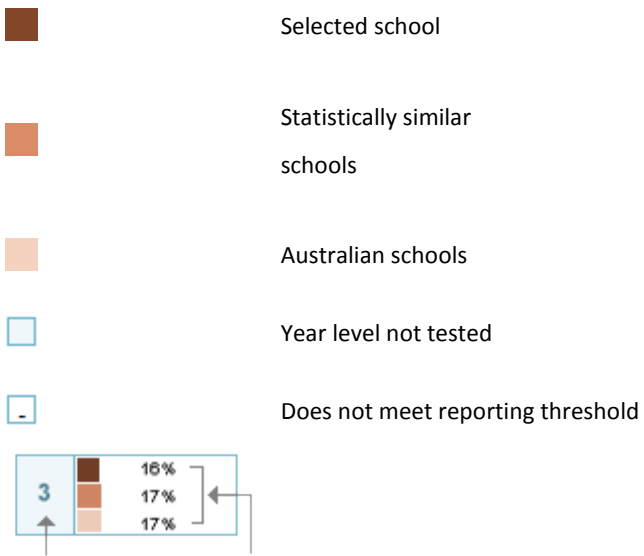
Results in bands

NAPLAN results are reported in bands.

The chart below shows the school's results for the five domains at each year level. It displays the percentage of students achieving in each band, as well as the percentage of students in statistically similar schools and the percentage of students in Australian schools achieving in each band.

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	19% 7% 6%
				9 or above	21% 13% 10%	9	30% 22% 16%
		8 or above	12% 18% 15%	8	23% 22% 19%	8	27% 30% 27%
		7	21% 20% 20%	7	30% 31% 28%	7	19% 24% 27%
6 or above	30% 32% 25%	6	32% 28% 26%	6	23% 24% 25%	6	4% 13% 17%
5	27% 21% 22%	5	26% 21% 21%	5	3% 9% 13%	5 or below	1% 4% 6%
4	31% 23% 23%	4	7% 10% 11%	4 or below	0% 1% 3%		
3	10% 13% 16%	3 or below	2% 3% 5%				
2	3% 7% 9%						
1	0% 3% 5%						
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:	98%	Participated in test:	95%	Participated in test:	92%
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:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

How to interpret this chart



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

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

THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

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.

2014 Stage 5

Summary of Results achieved

Table 1 Grades achieved in each Course(School/State Grading Pattern Comparison)-2014

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)	135	85116	4.44	45.93	37.78	11.11	.74		12.60	26.96	36.56	16.73	6.20	.96
Mathematics 200 hours (323)	78	85200	2.56	34.62	43.59	15.38	3.85		14.87	22.71	31.31	23.10	7.10	.91
Science 200 hours (350)	78	85043	14.10	41.03	38.46	6.41			13.34	23.94	35.50	19.11	7.14	.97
Australian Geography 100 hours (4015)	136	85052	29.41	41.91	22.79	5.15	.74		13.30	25.50	35.16	18.19	7.08	.77
Australian History 100 hours (4005)	135	85073	27.41	35.56	22.22	11.11	3.70		13.44	25.48	34.88	18.01	7.48	.71
Commerce 100 hours (431)	136	4106	28.68	50.00	11.03	9.56	.74		18.92	31.88	31.32	12.71	4.87	.29
Arabic 100 hours (801)	26	52		26.92	23.08	50.00			19.23	21.15	17.31	34.62	7.69	
Information & Software Technology 100 hours (1831)	110	2618	31.82	40.91	22.73	4.55			18.30	28.84	32.96	13.90	5.58	.42

2014 HSC (Preliminary)

Table 2 Grades achieved in each Course (School/State Grading Pattern Comparison –Stage 6)-2014

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English (Advanced) 2 unit (11140)	99	31252	3.03	38.38	52.53	6.06			18.53	39.02	34.06	7.32	1.01	.07
English (Standard) 2 unit (11130)	21	34065		19.05	80.95				2.68	18.37	45.62	24.83	7.68	.82
English Extension 1 unit (11150)	58	7415	3.45	50.00	36.21	10.34			35.41	40.27	20.34	3.29	.65	.04
Mathematics Extension 1 unit (11250)	58	12192	6.90	13.79	20.69	34.48	24.14		26.52	26.92	27.68	14.84	3.96	.08
Mathematics General 2 unit (11235)	23	41281	8.70	21.74	34.78	26.09	8.70		7.31	19.44	34.71	25.18	12.08	1.28
Mathematics 2 unit (11240)	100	24453	6.00	40.00	37.00	12.00	5.00		25.70	25.92	28.96	14.76	4.53	.13
Biology 2 unit (11030)	123	23461	21.95	28.46	29.27	17.89	2.44		13.52	27.80	36.41	16.54	5.29	.43
Chemistry 2 unit (11050)	60	15908	38.33	35.00	25.00	1.67			17.52	27.28	33.76	16.31	4.75	.38
Physics 2 unit (11310)	63	12935	17.46	33.33	30.16	19.05			16.07	27.79	34.68	16.13	5.08	.25
Business Studies 2 unit (11040)	75	21707	29.33	42.67	17.33	9.33	1.33		13.88	27.18	34.33	17.39	6.55	.67
Legal Studies 2 unit (11220)	42	14062	21.43	11.90	50.00	9.52	7.14		16.14	26.33	32.51	17.12	7.10	.80
Modern History 2 unit (11270)	62	14554	14.52	37.10	33.87	9.68	4.84		18.25	28.64	33.07	14.37	4.97	.69

HSC Outcomes for Year 12 in 2014:

In relation to the 2014 HSC, the School ranked 96th 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	17 (19.1%)
Business Studies	5 (7.93%)
Chemistry	10 (12.65%)
English (Advanced)	5 (5.1%)
English Extension 1	3 (42.85%)
General Mathematics	3 (7.89%)
Mathematics	33 (35.1%)
Mathematics Extension 1	11 (64.7%)
Mathematics Extension 2	5 (33.3%)
Modern History	1 (2.94%)
Physics	1 (2.5%)

Furthermore, the marks of the students in the majority of 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	89	7.97
Business Studies	63	3.85
Chemistry	79	4.88
English (Standard)	31	4.53
English (Advanced)	98	-0.07
English Extension1	7	2.77
English Extension 2	5	1.85
Legal Studies	26	-3.18
Modern History	34	0.90
General Mathematics	38	10.35
Mathematics Extension1	17	10.49
Mathematics Extension2	15	7.03
Mathematics	94	7.03
Physics	40	3.30
Senior Science	27	3.41

Higher School Certificate

Interpretative comment for Higher School Certificate examination results

In 2014, 129 students sat for the NSW Higher School Certificate in 15 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with over 80% of these placed in Bands 5 and 6 (80-100marks).

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 2014, 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
2014	HSC	100%
2014	VET qualification	0%

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

THEME 5-6: PROFESSIONAL LEARNING AND WORKFORCE COMPOSITION

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>	126
<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>	8
<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

Professional learning information:

During the Term One school development day, all teaching staff participated in professional learning about how to effectively cater for the learning styles of their students, to increase staff understanding about accreditation and Child Protection matters.

During the Term Two staff development day, staff were involved in a variety of professional learning sessions varying from student health and wellbeing, training session on Anti-Bullying and Cyber - Bullying Policies and programming for the new science and language syllabus. Staff also participated in a training session presented by the Association of Independent Schools of NSW (AIS) about differentiated learning and curriculum.

2014 Professional Development High School

Date	Professional Learning	No. of Staff Participating
28 January	<ol style="list-style-type: none"> 1. Accreditation Matters – (AIS) 2. Child Protection matters- Kate Halloran (AIS) 	72
28 April	<ol style="list-style-type: none"> 1. Asthma Management and Anaphylaxis - MFIS Nurse 2. Anti-Bullying and Cyber – Bullying Policies - Nicky Sloss (AIS) 3. <ol style="list-style-type: none"> a) Programming for the New Science Syllabus- Jennifer Richardson (AIS) b) Programming for the Languages Faculty- Meryl Whalin (AIS) c) All other faculties to sign off on policies 	68
14 July	The Differentiated Curriculum- Carlo Tuttocuore (AIS)	73
7 October	Whole School Curriculum Programming and Reflection	70
5 December	Understanding the RAP Package- Jennifer Michalski (BOSTES)	62

2014 Professional Development Primary School

- Differentiating using the NSW English Syllabus 3-6 at Malek Fahd Islamic School on 28 January 2014 Registered Course 4.00
- Child Protection Matters on 28 January 2014 (1 hour)
- Accreditation Matters on 28 January 2014 (1 hour)
- Think You Know: Cyber Safety on 27 May 2014 (1 hour)
- Programming implications for teaching, learning & assessment with the new syllabus at Malek Fahd Islamic School on 14 July 2014 Registered Course 4.50
- English Syllabus Familiarisation K-6 from 1 January 2014 – 31 December 2014 Registered Course 1.50
- Mathematics Syllabus Familiarisation K-6 from 1 January 2014 – 31 December 2014 Registered Course 1.50

- Science & Technology Syllabus Familiarisation K-6 from 1 January 2014 – 31 December 2014
Registered Course 1.50
- Provide First Aid 7 October 2014 Teacher Identified 8hrs/16 hrs
- Springboard into Comprehension (Guided Reading Program) on 4 December 2014 (1.25 hours)
- Human Edge Program on 4 December 2014 (1.25 hrs)
- Reading Eggs on 4 December 2014 (1 hour)
- Non-Government Schools (NGS) Super on 5 December 2014 (1 hour)

Expenditure on Professional Development (PD)

Total Number of Teachers	Total expenditure on teachers PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
196	\$62,360.39	\$318.16

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:

83% of teaching staff were retained from 2013.

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 6.07 days per staff member.

Theme 7: 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 My School website: <http://www.myschool.edu.au>

Average student attendance rate for each year level:

Year Level	Attendance Rate%
Kindergarten	96
Year 1	95
Year 2	97
Year 3	97
Year 4	97
Year 5	97
Year 6	97
Year 7	95.56
Year 8	96.05
Year 9	95.85
Year 10	95.60
Year 11	96.05
Year 12	96.30

Ninety-five per cent of students attended school on average each day in 2014. This was similar to the daily attendance in 2013. Students' attendance is monitored throughout the day. If a student's location 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 attendees through letters sent home and through contacting the students' family directly by telephone. The school follows up where a 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 2013 to Year12 in 2014 was 93 percent. The retention rate is an increase from the previous year. Students leaving the school may be the result of family circumstances or to pursue employment or vocational training.

The retention rate from Year 10 students to Year11 was 88%. While up to Year 10, almost all students stay in the school, after Year 10 some students may enrol in TAFE or transfer to other schools to study courses that are not offered at Malek Fahd Islamic School. As student numbers increase in Years 11 and 12, more courses are being offered at the school however some leaving students may decide to pursue employment or an apprenticeship.

The 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

2014 University Admissions

Year 12 students who gained University admission enrolled in the following disciplines:

Faculty	Number of Students
Arts	9
Business	17
Computer Science	1
Construction/Management	9
Education	10
Engineering	13
Health Science	36
Law	8
Medicine/Surgery	3
Information Technology	5
Pharmacy	5
Psychology	1
Science	19

THEME 8: ENROLMENT POLICY

PURPOSE

To make the policy and processes by which students are enrolled into Malek Fahd Islamic School clear to prospective students and their parents.

MONITORING

This policy is monitored by the Executive Principal of the three Malek Fahd Islamic School campuses and implemented by Campus Heads of School and the Greenacre High School Deputy Principal.

AUDIENCE

The intended audience is prospective students, their families and staff.

BACKGROUND OF THE SCHOOL

Malek Fahd Islamic School was established in 1989 with only a few students and a handful of teachers. Since then it has grown to be one of the largest Kindergarten to Year 12 Muslim schools for boys and girls in Australia. Malek Fahd Islamic School has three campuses, the largest being the Greenacre campus, catering for Kindergarten to Year 12 students. The Beaumont Hills campus is currently a Kindergarten to Year 8 School and the Hoxton Park campus caters for Kindergarten to Year 6 students.

The school has not only grown in size and numbers but also has cultivated a reputation for delivering academic excellence within an Islamic environment.

THE PROCESS OF ENROLMENT

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

Applications for enrolment are available from all Malek Fahd School Offices. All application forms must be signed by the parent/s or caregiver/s who have full time responsibility for the care of the student.

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

- **Proof of student's residential address** (for example original copies of council rates notice, residential lease, electricity accounts, statutory declaration, Driver's License etc).
- **Proof of child and parent's Visa status**
- **Birth certificate and/or identity documents**
- **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).

In addition, if the child is a permanent resident or an Australian citizen, the parent/caregiver will need to provide:

- **Passport or travel documents**
- **Current Visa and Previous Visas** (if applicable). If parents/caregivers are in the process of becoming Citizens, they must bring in copies of Citizenship.
- **Copy of Citizenship.**

THE SCHOOL'S GENERAL CONSIDERATIONS 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 Executive Staff.
- Outcome of Malek Fahd Islamic School testing.
- Discipline and attendance (where applicable).
- The ability of the school to meet the individual learning needs of the student.
- The date of the application.
- Completion requirements with adequate documentation.
- The ability of the school to effectively meet the individual learning needs of the student.

Malek Fahd Islamic School has two major intakes per year- a Kindergarten intake and a Year 7 intake. The specific enrolment process for each intake is outlined below.

KINDERGARTEN ENROLMENT

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

- Outcome of testing carried out by the school
- An interview with executive staff

Upon 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.

YEAR 7 ENROLMENT

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

- Outcome of the Selective test.
- Year 3 and Year 5 NAPLAN results (where applicable).
- An interview with executive staff.
- Attendance
- Behaviour/discipline

The Year 7 selection criteria applies to both internal and external applicants. Year 6 students enrolled at Malek Fahd Islamic School will not automatically be offered a place in a Year 7 Malek Fahd Islamic School class.

In extenuating circumstances (such as serious misadventure), the school can, at its own discretion, ask parents to provide previous school reports, Principal's recommendations/ reports and any other supporting documentation which the school deems necessary to make an accurate assessment of the student's suitability.

CONTINUED ENROLMENT

Students enrolled at Malek Fahd Islamic School will not automatically progress to the next grade each year. Students are enrolled at Malek Fahd Islamic School on a yearly basis. For this reason, parent/s or caregiver/s will be asked to fill out an enrolment form at the end of each school year.

Such continued enrolment is subject to:

- The students' adherence to school rules (refer to student Welfare Policy and Discipline Policy). Students need to remain on Level 1 of the Discipline Policy, as progression to latter levels could jeopardise their enrolment.
- Students' attendance (refer to the Attendance Policy). Students need to ensure 100% attendance (or provide sufficient documentation justifying absences). Prolonged/ recurring unexplained absences could jeopardise students' enrolment.
- Students' academic achievement. Students need to achieve a minimum of 50% in each of English, Mathematics and Science in each Term Exam in order to secure continued enrolment.

If a student's continued enrolment is jeopardised by failure to meet any of the above conditions, the school can, at its discretion, offer the student a one-term contract, which will outline conditions which need to be met in order to secure enrolment for the next term.

A student can be offered up to four contracts a year (one contract per term) before being placed on a yearly contract.

The decision to offer term/ yearly contracts and accept enrolments is made by the campus Heads of Schools and the Greenacre High School Deputy Principal and is monitored by the Executive Principal.

Movement of students between classes will occur at the end of each term based on academic performance, attendance and behaviour. Students will only be promoted if they have out-performed the bottom three students in the class above their own.

SCHOOL FEES

There are no processing fees for the enrolment process.

Parent must pay student school fees each 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 during the term. For a student to leave school, the parent/caregiver must fill in an Application for Leave form. Malek Fahd Islamic School reserves the right to engage the services of a Debt Collection Agency should the fees not be paid within the first week of each term.

Any expenses, costs of disbursements incurred by Malek Fahd Islamic School in recovering any outstanding monies, including debt collector's fees and Solicitor's costs, shall be paid by the parents/s of the child, providing Agency/Solicitor fees do not exceed the scale charges as charged by that Debt Collection Agency/Solicitor plus any out-of-pocket expenses. This Agreement is governed by the Law in force in New South Wales.

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 collect 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 the 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, test results and meeting with the student, the Campus Heads and the Deputy Principal will send a letter to inform the parents/ caregivers 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.

THEME 9: OTHER SCHOOL POLICIES

Policy	Changes in 2014	Access to full text
<p>1. Student Welfare</p>	<p>Minor changes to uniform were made in 2014.</p>	<p>The full text of the school's Anti-Bullying Policy can be accessed by request from the Principal and from the school website.</p>
<p>2. Anti-Bullying The school policy provides processes for responding to and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers. The policy also outlines protection, prevention and early intervention measures which are implemented by the school.</p>	<p>Changes were made in 2014 to reflect the changes made to the Discipline Policy. This includes the penalty of suspension (as per Level 3 of the Discipline Policy).</p> <p>The policy was also updated to include the details of the responsible personnel, including the relevant Heads of Campus.</p>	<p>The full text of the school's Anti-Bullying Policy can be accessed by request from the Principal and from the school website.</p>
<p>3. 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 behavior management actions are based on procedural fairness. Parents are involved in the process of procedural fairness when sanctions result in suspension and expulsion of a student.</p>	<p>Changes were made in 2014 to include revised processes for disciplinary action which are based on procedural fairness.</p> <p>The policy also now specifically outlines the roles/ responsibilities of key personnel, as well as the progression of disciplinary levels, which allows students to redeem themselves.</p>	<p>The full text of the school's Discipline Policy can be accessed by request from the Principal and from the school website</p>
<p>4. Complaints 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>Changes were made in 2014 to the process/procedure for making a complaint, including the requirement to retain notes from interviews.</p> <p>The Formal Compliant Form was also included as an attachment to the policy.</p>	<p>The full text of the school's Discipline Policy can be accessed by request from the Principal and from the school website</p>

MFIS Policies and Procedures are kept in every Faculty staff room accessible to all staff members. The Heads of Hoxton Park, Beaumont Hills, Greenacre, the Deputy Principal, Compliance Coordinator and all Administration Office staff have 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.

THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

A COMPREHENSIVE CURRICULUM REVIEW PLAN TO ADDRESS BOSTES (BOARD OF STUDIES, TEACHING and EDUCATIONAL STANDARDS) COMPLIANCE AT MALEK FAHD ISLAMIC SCHOOL – 2014-2015

INTRODUCTORY STATEMENT

The school has been actively working to address the compliance issues raised by the Board of Studies over 2013-15 and is committed to addressing the issues. The school has recognised the need to develop a comprehensive plan to review current practice and to develop structures, policies and curriculum and practices 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 2014-2015.

<p>Current Activities</p>	<p>Revised updated policies for</p> <ul style="list-style-type: none"> ○ Eligibility for the RoSA ○ Eligibility for the HSC ○ External Provider Policy ○ Acceleration Program has been changed to Gifted and Talented. ○ Acceleration in Year 8&9 has been cancelled as of Term 3, 2014 ○ Parents were notified through a meeting on Tuesday week 7, Term 2, 2014 ○ Outcome of the meeting-Parents were not happy as they requested to find out why other schools can continue doing it. ○ 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>	<p>Mr Shamsher Ali – Executive Principal</p> <p>Mr Aiyub Ahmed – Deputy Principal</p> <p>Mr Ali Dib - Assistant Principal</p> <p>Mrs Tulin Bragg - Teaching & Learning Coordinator</p> <p>Mr Mohamad Farouk - Gifted and Talented Coordinator</p> <p>Ms Nadin Sidawi - Curriculum Cpprdinator</p> <p>Ms FatmaMehana - Compliance Coordinator</p>	<p>Jan 2014</p> <p>July 2014</p> <p>December 2014</p> <p>January 2015</p> <p>February 2015</p> <p>March 2015</p> <p>April 2015</p> <p>By end of Term 3 2015</p> <p>Will be completed by 30th July 2015 (All Campuses)</p>	<p>In-service by AIS, 28th Jan 2014 and 28th April 2014. Policies updated and forwarded to BOSTES by 25th November 2014 and put online for teachers, parents and the community.</p> <p>17th July 2014 Staff Development Day- Carlos Cachutori from AIS on Differentiation of Curriculum across Years 7-12</p> <p>PD on RAP package conducted by Jennifer Michalski from BOSTES</p> <p>PD's are taking place on the first day of every term. 27th January 2015-Student welfare and child protection Seminar- (by Rocky Biasi from Human Connections) The Acceleration Program will cease completely by November 2015.</p> <p>Policies have been reviewed as of February 2015 and posted online with the assistance of AIS. Staff Training and Development on Implementation of Policies: 10th February- Discipline, Welfare, Complaints and Grievances, WHS, Return to Work 17th February- Edrolo, Child Protection, Counsellor, Gifted and Talented 24th February- Evacuation and Lockdown, Cyber Bullying, Attendance and Enrolment Policies</p> <p>3rd March – RoSA and HSC Policy, External Providers, Complaint Procedures, Grievance Procedures, Records to demonstrate student Achievement, Assessment Data 10th March 2015-Visitation, Student Health, Critical I Incident, Risk Assessment</p> <p>20th April 2015 - Child Protection Policy- Myriam Bahari (from The Office of the Children's Guardian) covering legal obligations in regard to child protection. The PD sign off by teachers is available for inspection.</p> <p>Gina Grant from AIS advised Coordinators on Curriculum and quality of the educational program on 5th March 2015.</p> <p>All campuses are using electronic recording of attendance on Human Edge with the current Minister's codes being used. In addition, each class has a folder with a hard copy printout of the attendance register where the roll class teacher follows up on unexplained absences. These folders also contain all medical certificates and parent letters explaining absences. Parents of students who are absent are informed through text messages by the Front office every morning. This folder is checked by Welfare Coordinators fortnightly and countersigned by the Principal monthly.</p> <p>Centralised record of all student assessment data will be available on AWMS</p> <p>March/April AWMS /Human Edge PD's on Attendance, Markbook and Reporter Pro by IT staff</p> <p>Centralised Data being collected by IT Departmentto transfer on to "Human Edge" system by end of December2014. Data being transferred onto Human Edge is in process. Student information for K-12 including financial data, attendance, enrolment and academic records as well as assessment schedules is being commissioned. Student Details and Tuition Fees have been completed to be used on Human Edge.</p> <p>Centralised records of all programs/ Scope and Sequences/Policies/PD are filed in hard copy on each Campus.</p> <p>Weekly Coordinator meetings and fortnightly Staff meetings and faculty meetings are held. Agendas and Minutes are available for inspection. Teacher reflection, annotation of units, resultant feedback from students, improvement in teaching strategies, programs, assessment procedures are all used to demonstrate the standard of teaching.</p>
	<ul style="list-style-type: none"> • Attendance 	IT Manager		
	<ul style="list-style-type: none"> • Record of Student Achievement 	IT Manager		

	<ul style="list-style-type: none"> Communication and Quality of educational standards 	Principal, Deputy Principal and Faculty coordinators	Ongoing Weekly/ Fortnightly 2015	
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	Done
Phase II	Briefing School Board (through the Board Secretary) of Comprehensive Curriculum Review Process (Phase III)	Executive Principal will brief the Board about Status Report, Curriculum Review, Strategic Plan and new staffing Structure in the next Board meeting	22 Nov 2013 (with full School Board ratification on 9 August 2014 17 April 15	Done Induction of new members PD at AIS on 9.8.14 School Governance PD for all School Board members at SCG (4 hours) on 17.4.15
	Briefing of School Executive, Heads of Department and Staff (through Heads of Department) of Comprehensive Curriculum Review Process (Phase III)	Executive Principal	22 Nov 2013	Done
Phase III	<ul style="list-style-type: none"> 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>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. <ul style="list-style-type: none"> Cessation of the Acceleration Policy which has been replaced by the Gifted & Talented Students Policy. Revised Program of work for discontinued Acceleration Year 8/9 students <ul style="list-style-type: none"> Attendance 	Curriculum, Science, Gifted & Talented Coordinator)	Term 3 2014	<p>Commenced with the help from AIS Differentiation of Curriculum PD by Carlos (AIS 14 July 2014). The differentiated curriculum is implemented in 2015 evidenced through the enrichment programs of work</p> <p>In-service on Curriculum alignment and assessment conducted by AISNSW for all Secondary staff (Karen Stapleton) on Dec 2014.</p> <p>.</p> <p>Policy finalised by Co-ordinator with advice from AIS- Robyn Yates Iterative Policy revisions with AISNSW commencing 14th Feb 2014 to present In process with AISNSW Subject consultants on 6 Dec 2013, 28 Jan 2014 & 28 April, 2014 (Robyn Yates) on 6th Feb & (Gina Grant) on 13th&18thFeb</p> <p>Gina Grant (AIS) reviewed the enrichment programs (21 July 2014) and March 2015 with Gifted and Talented Coordinator, Science, Mathematics and Curriculum Coordinators.</p> <p>Revised the Attendance Policy and Procedures with new Minister's codes with Compliance Coordinator</p> <p>Inservice conducted by AIS consultant Gina Grant</p>
		Assistant Principal in liaison with AISNSW	Term 4 2014	
		Executive Principal in liaison with AISNSW	Term 1,2 2014	
		Co-ordinator of Gifted and Talented Students Program	Term 3 2014	
		Compliance Coordinator	Term 3 2014	
Co-ordinator of G&T Students in liaison with Executive Principal, Deputy Principal and AISNSW	Term 3 2014			

	<ul style="list-style-type: none"> Review all courses for compliance with Board requirements with particular attention to scope and sequence, units of work, time allocations, and assessment and eligibility requirements and implement necessary amendments. 	HODMaths/RoSA& HSC Curriculum		
Phase IV	<p>Review of Management Structure to align with the outcomes of the curriculum review</p> <p>Note: The restructure process has been put in place.</p> <p>Following the appointment of new Executive Principal, the following positions were created and filled as per advice from MFIS Board to the Principal. Executive Principal then appointed the positions as required.</p>	<p>Has been Appointed</p> <p>ExecutivePrincipal: Mr Shamsheer Ali, Deputy Principal: Mr Aiyub Ahmed, AssistantPrincipal: Mr Ali Dib , Head of Primary: Ms Pinad El- Ahmad Acting Head of HoxtonPark: Ms Mona Kassem, Acting Head of Beaumont Hills: Ms Mehar Khan NCCD/School Improvement Plan Data Collection- Ms Chris Blackall Compliance & Policies – Ms Fatima Mehana Accreditation, SIP, PD\teachers, teacher appraisal, Welfare support- Mrs Tulin Bragg Maths/Curriculum- Ms Nadin Sidawi</p>	15/7/2014	<p>Beginning of Term 3, 2014</p> <p>DP& AP positions filled. Head of Primary position has been filled.</p> <p>Done See Attachment A</p>
Phase V	<p>Review of all School policies to align with outcomes of curriculum review and resultant management re-structure.</p> <p>Contextualise the policies for the individual Campuses.</p>	<p>Executive Principal Deputy Principal in liaison with AISNSW</p> <p>Head of Schools MFIS Primary, Beaumont Hills, Hoxton Park and Compliance Coordinator</p>	<p>By end of Term 4, 2014</p> <p>February 2015</p> <p>By end of Term 3, 2015</p>	<p>Policies are being reviewed by the Compliance Co-ordinator in June 2014 and uploaded on the school website in February 2015. Sign off on Policies by teachers from all campuses have been completed and the policies are being implemented across the School. These policies are continuously being reviewed as changes in the legislation as per BOSTES requirements. They are available online for any further inspection.</p> <p>Head of Campuses are contextualising the policies for individual campuses.</p>
Phase VI	<p>Establish a Cyclical Review process for all policies and procedures related to BOSTES registration and/or accreditation</p>	<p>Executive Principal/Deputy Principal in liaison with AISNSW</p>	<p>During Term 4, 2014</p> <p>By end of Term 4 2015 the School Improvement Plan and Strategic Plan should be ready for implementation in 2016.</p> <p>Ongoing</p>	<p>Intention notified to stakeholders – specific process to be established through the School website.</p> <p>The School has completed the process of developing a Strategic Plan for 2015-2017 and SIP. The Plan will provide the overarching framework for the Cyclical Review process.</p>

	<ul style="list-style-type: none"> • Quality of the Educational Program <ul style="list-style-type: none"> ○ Student Achievement ○ Standard of Teaching ○ Monitoring the curriculum 	Executive Principal, Deputy Principal, Assistant Principal, Teaching and Learning Coordinator, Curriculum Coordinator, Faculty Coordinators, Gifted and Talented Students Coordinator, Compliance Coordinator, AIS consultants and BOSTES liaison officers	Review of the entire curriculum in the school will take place as per changes in BOSTES requirements. Review of each KLA will take place at the end of every unit of work, every term by the subject coordinator and the teachers of the department after reflection and evaluation. This process will be overseen by the curriculum coordinator/teaching and learning coordinator. The program of work, assessment schedule and scope and sequences are reviewed every year based on teacher reflections, annotation of programs of work and student evaluations of the unit to maintain the quality of the educational program. This process is carried out by the Deputy Principal, Assistant Principal and Curriculum Coordinator and the Gifted and Talented Students Coordinator during Coordinator meetings, staff meetings as well as staff Development Days which take place on the first day of every term and the last 2 days of every year. During this time, the reviewed Policies are outlined to teachers by the Compliance Coordinator for implementation.
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Intended Improvement Targets for 2014

1. **Student Spiritual Relations** – To create a quality integrated spiritual learning environment. We believe that students learn best when they recognize Almighty God as the source of all wisdom and knowledge, and the focus of all learning and guidance for human behaviour.
2. **Curriculum Development (Systematic Curriculum Delivery, Differentiated Teaching and Learning), Teaching Practice (Effective Pedagogical Practices, An Expert Teaching Team) and Student Learning (Meeting Student Needs)**

To provide a quality integrated curriculum delivered by qualified and dedicated teachers to ensure that the school has an effective planning, assessment and reporting process. Students learn best when the school provides a robust curriculum based on Board of Studies Teaching and Educational Standards (BOSTES) syllabus.

- successfully implement the new NSW Syllabus for the Australian Curriculum Mathematics syllabus in Years K-6, 7 and 9;
- successfully implement the new NSW Syllabus for the Australian Curriculum Science and Technology syllabus in Years K-6, 7 and 9;
- successfully implement the new NSW Syllabus for the Australian Curriculum English and History syllabuses in Years K-6 ,7 and 9;
- continue developing for K-10 New NSW Syllabus for the Australian Curriculum K-10 English, Mathematics, Science and History
- develop a whole-school approach that delivers improved skill development and achievement in Literacy;
- continue to routinely access NAPLAN SMART data when planning, preparing, evaluating and modifying class programs for each of the KLAs, especially for English, and to assist in differentiating the class programs to support the literacy learning needs of the students;
- utilise and refine the current K-6 Guided Reading Programs to further develop students' comprehension skills and strategies to maintain or accelerate or to help struggling readers through explicit teaching instruction;
- continue the systematic, direct and explicit teaching of phonics in K-2 using the Get Reading Right Program to establish a solid foundation for reading, spelling and writing and to improve the literacy standard;
- continue to provide evidence-based and effective small group and individual literacy intervention programs (MiniLit; MultiLit and WAS-Reading extension) to support 'at risk' and struggling readers within a Response to Intervention Framework;
- start using Reading Eggs K–6, an online reading program, to support core literacy teaching and help students become proficient readers;

- develop a whole school approach that delivers improved skill development and achievement in Numeracy;
 - develop and implement rich assessment tasks to support the implementation of the new Mathematics Syllabus learning objectives and outcomes;
 - continue to use and enjoy Mathletics, an online math practice system, to improve Numeracy results and foster critical thinking skills. Teachers will modify and personalize their students' learning to meet their individual learning needs;
 - establish regular collaborative meetings between teachers, students, care givers and learning support and welfare personnel to prepare and develop Individual Plans for Students with Disability and Students with Learning Difficulties using NAPLAN SMART data, classroom diagnostic records, school reporting data and external professional/medical assessments to inform the learning adjustments made;
 - formally and consistently recognise the support and adjustments provided to students with disability as identified by following the school's 'Student with Disability' plan of action procedures;
 - implement mandatory Nationally Consistent Collection of Data on Students with Disability to strengthen approaches to supporting students with disability;
 - continue to provide timetabled in-class literacy support sessions to support students to achieve their learning goals;
 - further embed the Inquiry Approach to Learning especially in the school's upper primary Opportunity Classes in Primary School and the Gifted and Talented Students Program in High School, and to extend and enrich students at the higher end of the learning spectrum in all classrooms through differentiated learning programs;
 - organise professional learning opportunities through mentoring and demonstration lessons to effect whole school teaching practice;
 - refine classroom practice and teaching pedagogies through regular evaluation of teachers against the Australian Teacher Performance and Development Framework;
 - implement effective induction for all new teachers;
 - develop a holistic assessment schedule ensuring that it meets the assessment needs of teachers, parents and reporting requirements;
 - provide teachers with opportunities to attend at least two self-identified professional development courses each year as well as participating in at least four Staff Development Days in areas nominated by the school.
 - Analyse NAPLAN data in order to modify the Mathematics and English programs to improve results for the following year
 - Analyse HSC data for each KLA using the RAP package to identify strengths and weaknesses in order to modify the programs to improve results for the following year
 - Increase our current retention rate in Year 11 and Year 12
 - All students sitting the HSC will achieve an ATAR
- 3. Pastoral Care Within the School Community** – To create a caring, supportive nurturing environment. We believe that students learn best when they feel valued as individuals, and are able to learn in a safe and secure, nurturing environment.
- Implement MindMatters and KidsMatters to develop a positive whole-school environment that is proactive, sustainable and valued by the school community;
 - Organise more incursions and excursions which focus on student mental and physical wellbeing;
 - Establish interest groups which provide students with the opportunity to engage in extracurricular activities;
 - Continue to meet student needs and further develop a safe and supportive environment through parent and community engagement. This is through the implementation of the Buddy Program to develop student leadership skills and enhance inclusiveness for students in education;

- Continue to develop its student orientation program for new children, particularly for new Kindergarten cohorts;
 - Ensure that all staff are developed through Professional Development towards providing a safe and supportive environment;
 - Elect a 2014 Student Representative Council (primary and high school) to engage student welfare concerns;
 - Provide members of the School Representative Council with greater responsibility and opportunity to further develop their leadership skills;
 - Continue to support and care for families and students under the guidance of the school's Sheiks, welfare coordinators and counsellor
 - Provide counsellor training for staff and stress management skills for students to strengthen mental well-being.
- 4. School, Parents, Mosques and Wider Community in Partnership** – To work in a partnership with the parents, Sheiks and wider community in achieving our School goals. We believe that students learn best when all the people and resources in their environment are working together to enhance their growth and development.
- Maintain positive relationships and good communication with students, parents and school staff;
 - Continue to share cultural exchanges with students from other religious schools where students discuss differences and similarities to break down stereotypes and develop mutual respect;
 - Host Eid festival/Multi cultural days to celebrate and promote the shared philosophies and achievements of the school and community;
- 5. Facilities, Resources, Organisation and Management** – To ensure the development and maintenance of School Facilities through professional strategic management. We believe that students learn best in a school that is well equipped and well organized with all of its resources coordinated to maximize the learning opportunities for children.
- Focus on developing online access to resources through e-books and online encyclopedias in the high School library. This will help support the development of research skills and engagement with the written word;
 - Focus on developing the non-fiction section of the primary and high school libraries across all campuses. The current collection will be assessed in response to curriculum change to better suit the needs of both students and teachers. As a result of this assessment the stock will be winnowed to allow for new growth in the collection;
 - Introduce two extra computer labs with 30 PC's and a Smart Board in each, with internet access in the Greenacre High School campus and one lab each in Hoxton Park and Beaumont Hills Campus. This will provide increased availability/capacity to conduct ICT lessons across all curriculum areas. MFIS will be able to facilitate more effectively the learning needs of students of varying abilities;
 - Introduce software from Human Edge. The software will allow MFIS to centralise students' academic, welfare and attendance data. This will increase our capacity to more effectively profile each student, to diagnose students' strengths / weaknesses, and identify areas of concern. We will be empowered to develop better teaching programs, learning strategies, Individual Plans and overall, to support every student's learning goals;
 - have up-to-date technology and regularly update the school's website;
 - continue to review, develop and update school policies and procedures required to maintain Registration and Accreditation with BOSTES by working with AISNSW.

THEME 11: INITIATIVES PROMOTING 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 value 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.

The following is a calendar of school events in 2014 students from Malek Fahd have participated in, promoting community and cultural awareness whilst representing their school in a number of programs.

MFIS HIGH SCHOOL EVENTS 2014 Report

The year was full of events in which teachers and students participated in a wide variety of curricular and extra-curricular activities. These incursions and excursions are designed to further enhance teaching and learning outcomes across all KLA's.

MARCH 2014

- 3 12B2 and 12G2 visit UNSW
- 4 Video Game development in School Library
- 14 UNSW School Visit for Careers
- 18 Year 12 Senior Science Excursion to Museum of Human Disease (UNSW)
- 25 Year 7 Boys and Girls Vaccination (HPV & Polio)
- 25 Year 10 Boys Geography Excursion
- 25 Year 10 Girls Geography Excursion
- 27 Year 7 Girls Survivor Workshop – Sydney Olympic Park
- 27 School Lockdown Practice
- 28 University of Sydney visit MFIS in the Hall for Careers
- 28 Bullying Workshop in School Hall

APRIL

- 2 Bill Turner Cup -Soccer
- 3 Year 11 & 12 Boys Sports Comp
- 28 Staff Develop Day (Pupil Free)
- 30 ANZAC Day Ceremony and visit by ex-servicemen

MAY

- 5 Year 12 Careers workshop in School Hall
- 6 Year 12 Biology Excursion
- 8 Biology Excursion – 11B1 and 11G1
- 13-15 NAPLAN
- 19-22 Parent Teacher Interviews
- 20 ICAS Computer Skill Test
Chiropractor Visit to School to give advice on School Bags
- 22-23 Year 7 Swimming Lessons
- 26 Year 11 Physics Excursion to ANSTO Nuclear Reactor
- 29-30 Year 7 Swimming Lessons

JUNE

- 2 Football Gala Day
- 4 ICAS Science Test
- 4 Preliminary Biology Excursion
- 5 Preliminary Biology Excursion
- 6 Preliminary Biology Excursion, MFIS School Photos
- 11 Year 7 & 8 – Netball Gala Day
- 12 Year 7 Swimming, Year 11 Shakespeare Incursion
- 13 Year 7 Swimming
- 16 Michael Ennis Gala Day
- 17 Cricket Gala Day
- 19 Year 11 Careers Expo, Year 7 Swimming
- 20 Year 12 Advance English
RAMADAN

JULY

- 15 Staff Development Day – Pupil Free
- 28–9 August –HSC Trials I Week
- 29 ICAS English Test

AUGUST

- 6 Mt Keira Rainforest Excursion Year 10 Girls
- 11 Luna Park Excursion Year 10 Commerce
- 12 ICAS Maths Test
- 13 Year 7-10 Girls Gala Day, Soccer Gala Day Boys
- 18 Luna Park Excursion
- 19 Year 7 Ancient Egypt Excursion – Museum
- 19 Year 9 Science Ecology Excursion to Camp Kedron
- 20 Year 9 Science Ecology Excursion to Camp Kedron
- 21 Year 7 PDHPE Excursion
- 26 Year 7 Girls Excursion to Mount Keira
- 27 Know Your Waste – Incursion for Year 9
- 27 Year 7 Ancient Egypt Excursion – Australian Museum
- 28 Year 9 Boys Ecology Excursion to Camp Kedron

SEPTEMBER

- 2 Boys Athletics Carnival – The Crest Bankstown
- 2 Year 9 Girls Ecology Excursion to Camp Kedron
- 4 Girls Athletics Carnival – The Crest Bankstown
- 4 Year 8 Boys Science Excursion to Featherdale Wildlife Park
- 8 Amended Luna Park Excursion
- 11 Islamic Schools Rugby League Competition
- 11 Year 8 Girls Science Excursion to Featherdale Wildlife Park
- 12 Cricket Gala Day (Boys & Girls)
- 16 Soccer Gala Day

OCTOBER

- 7 Staff Development Day – Senior First Aid Course – Pupil Free
- 10 Year 7 Vaccination
- 13 HSC Examinations Commence
- 16 Year 7 Boys & Girls Urban Jungle Excursion
- 17 Fresh Ed Incursion – Year 7 & 8
- 24 Fresh Ed Incursion – Year 9 & 10
- 27 Year 7 Boys Science Excursion
- 30 Anti- Bullying Workshop in School – Year 7 & 8

NOVEMBER

- 10 Year 8 Boys Science Excursion – Ecology Studies at Sydney Olympic Park
- 12 League Tag Gala
- 12 Year 8 Boys Science Excursion – Ecology Studies at Sydney Olympic Park

DECEMBER

- 1 – 3 Year 7-11 Girls Camp – Yarramundi
- 3 End of Year Picnic (Girls) – Audley Boatshed – Royal National Park
- 3 End of Year Picnic (Boys) Sans Souci



Girls 'Athletics Carnival



Duke of Edinburgh



Team Building



Excursion to Mt Kiera



HSC Senior Science



Swimming Lessons



Peer Learning



Bankstown City Council Youth Forum



Athletics Carnival

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

The school is extremely proud of its open door policy with parent involvement welcomed and encouraged. The School Parents 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.

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 2014 school magazine indicated that student satisfaction is very positive. Students are proud of their achievements and are very proud members of the school. 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 2014 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.

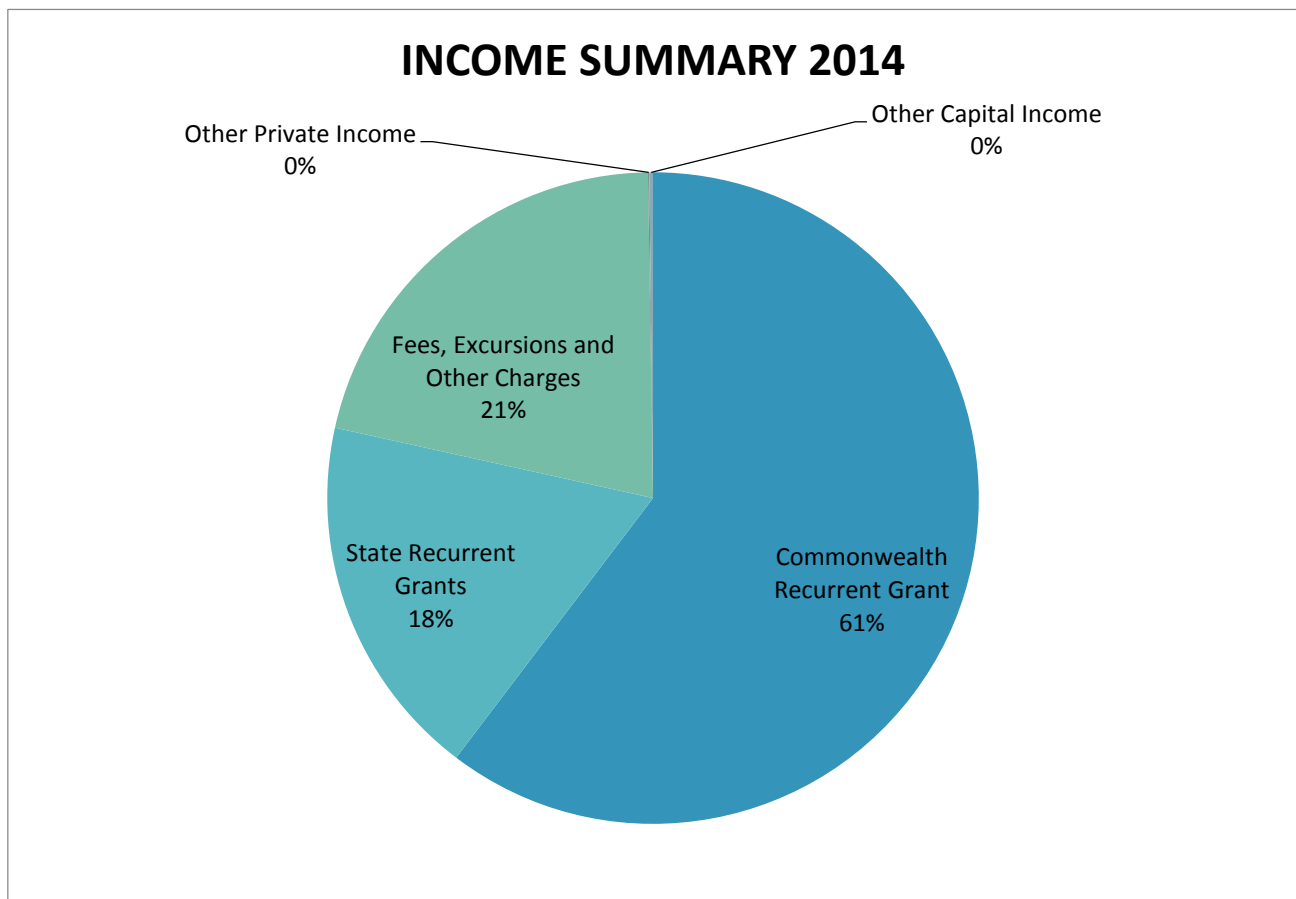
THEME 13: SUMMARY FINANCIAL INFORMATION

REPORTING AREA 14

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

