

# MALEK FAHD ISLAMIC SCHOOL



## 2015 SCHOOL ANNUAL REPORT

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# THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

## INTERIM SCHOOL BOARD CHAIR

### SR MIRIAM SILVA

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Assalamualiakum

The past 12 months have witnessed the most significant changes at Malek Fahd Islamic School since it was founded in 1989. Following the Commonwealth's decision to revoke public funding in early 2016, the School has commenced a complete overhaul of its governance, finances and educational policies.

Central to this is the appointment of members of an Interim Board chosen for their expertise in education, financial management and governance. Malek Fahd now stands independent of the Australian Federation of Islamic Councils and with a new constitution and a commitment to openness and transparency that always puts the interests of students and staff first.

The Interim Board will continue to work with the Department of Education and other agencies to ensure compliance with all State and Federal regulatory requirements and confirm the long term future of the School.

Addressing all of the educational, financial, governance and statutory issues that must be finalised is a Board priority. Some hard decisions have been made. More are required. These tasks have only been underway for a short time. Much remains to be done and the Interim Board is heartened by the support of teachers and administrative staff, parents, friends and volunteers who, without hesitation, give so generously of their time. Thanks also are due to our wonderful students who are showing great strength of character, leadership and determination.

I would personally like to thank each and every one of you for your support during this difficult time, it is humbling to watch our school community work together in such a positive way. I have no words to express the dedication that the Board has shown the school, the hundreds of hours spent by each board member to ensure the long term future of Malek Fahd can never be repaid and I am truly grateful to work with such an exceptional team.

The Interim Board reaffirms Malek Fahd's vision and mission to provide quality education and to graduate students who make positive contributions to the Australian community through active citizenship. With the continued support of this wonderful school community and a commitment to ongoing reform, the Interim Board believes that the School is well on its way to a bright future.

## Executive Principal Mr Shamsheer Ali



### **Assalamu'alaikum wa'Rahmatullahi wa'Barakatuh**

Malek Fahd Islamic School is a large independent, co-educational day school which has campuses at Greenacre, Hoxton Park and Beaumont Hills. The school attracts students from outer suburbs due to its proud academic records. We strive for excellence in everything we do by providing a learning environment that allows every student to excel intellectually, spiritually, emotionally and socially in order to contribute actively and positively to Australian society in all aspects of life.

We try to build greater engagement with the school by the wider community – school staff, students, parents, former students and friends. I would like to thank them for their continued commitments to supporting school initiatives. We have a priority on recognising and rewarding accomplishment at all levels.

The school has successfully introduced the new Australian Curriculum in most subject areas. Processes have been put in place to broaden our curriculum offerings and have continued to develop our staff to meet the needs of our 21<sup>st</sup> century learners.

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

This year has been exciting and highly rewarding for the school community. We have been very busy with a great range of activities, including both incursions and excursion.

Our year 7 intake of 170 students, comprising both new students to MFIS as well as existing students from our Primary campus, were inducted and settled in smoothly. In addition, approximately 40 new teachers were interviewed for employment across the three campuses.

Information afternoons were held for all parents of Year 7 -12 throughout Term 1, in which they were informed about attendance, school procedures and policies, welfare, discipline, uniform, study habits and movement within grades to create competition to ensure students stay focused on their academic studies.

We have also had 2 brief inspections by the BOSTES. In both of these inspections, it was reported that they were satisfied that the school was in compliance for all academic aspects.

Students were able to participate in a variety of competitions, both national and international, including ICAS Digital Technologies, Mathematics, Science, English, Geography, Debating and Qur'an.

The new reporting system was implemented in Term 2 which now provided comprehensive information in each subject area. This allows parents to identify specific area of weakness and strength in order to assist their child improve future results.

The school has introduced after school sports for Years 7-10 for both girls and boys. This is already proving to be successful in providing a much needed balance between academic studies and a healthy exercise program. Parents are encouraged to have their child participate in these programs.

We are living in a highly technological era where there are many benefits if used appropriately. However, this can also be a distraction to studies as well as the development of reading and writing skills which affects students during exams.

The school has worked hard to provide a balanced and standardized curriculum to all students from kindergarten to Year 12 across three campuses so that the Malek Fahd standard is maintained. We are proud of the fact that all our students graduate from year 12 and are all offered positions in a variety of faculties in universities across NSW. Some students are given early offers and scholarships by various universities even before the release of ATAR results. Malek Fahd strives to develop students emotionally, academically, socially, aesthetically to help students take on the challenges that they will face in their lives ahead. We are confident that all our students will contribute positively to the Australian society.

Finally I would like to thank our teachers, parents and student body for their ongoing hard work and for contributing to the success of our school.

## **2015 MFIS STUDENT REPRESENTATIVE COUNCIL (SRC) REPORT – SECONDARY SCHOOL**

### **GREENACRE CAMPUS**

The School SRC is an integral part of the MFIS leadership team and provides excellent training in leadership roles for our students.

SRC members get the opportunity to extend themselves as future leaders both within the school and in the wider community as well. The Honorable Tony Burke emphasized the importance of taking on wider roles that help our community to our SRC leaders at the Leadership Awards ceremony at his Office in Roselands. MFIS Captains and Vice Captains received Certificate of Leadership Certificates from Tony Burke followed by a nice Morning Tea with opportunities to meet other SRC Reps from schools in our Local Electorate.

Boys from the SRC have been practicing under Representatives guidance from Sheikh Fawaz to present the Friday Khutbah during the Juma'a Prayers. Topics chosen by the boys relate to how students can better themselves as Muslims and members of the community.

SRC Girl Prefects have been doing a great job of supervising students during daily prayers and this has been a valuable source of assistance to teachers and good training for our prefects.

As we do every year, Brigidine College from St. Ives visited our School as part of the Cultural Exchange program and SRC members and the captains were involved in welcoming them. All SRC members did a great job and the Q&A session was a hit with the students as was the trivia run by Aliya Jimale!

As part of the spirit of Charity in Islam, the SRC ran various organized fundraisers and funds collected were donated to very needy charities.

SRC participated in the following events in 2015:

AFP Youth Forum

Bankstown City Council Youth Leadership Seminars

Women in Leadership Conference held at NSW State Parliament

Harmony Day

Sausage Sizzle for Yr 12 Graduation at the Athletics Carnival

Pink Ribbon Day for Breast Cancer Research

Australia's Biggest Morning Tea

ANZAC Day Commemoration and Wreath Laying at Hyde Park

Ramadan Iftaar held at School

## THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Malek Fahd Islamic School is an advanced and high achieving school which has served our community for 24 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, responsibility and selflessness 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), 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 participate 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 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, aiming to ensure that cultural performances are not forgotten and are still practised in modern society in 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 including bullying and cyber bullying provided, teachers with skills to have 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), parents workshops on Student Wellbeing and Cyber safety, individual requested interviews, biggest morning tea & other charitable events.

All students are Muslim. The staff comprises 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 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. 110 students sat the HSC in 2015 and 30 students obtained an ATAR of more than 90 with the highest ATAR being 99.70. 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 Biology.

There is a high demand for enrolment 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-9) and Hoxton Park (K-7) Campuses for 2015 was 2506. There are approximately 242 students at Hoxton Park Campus, the Beaumont Hills Campus has an enrolment of 319 students and Greenacre had 1945. There are 1253 girls and 1253 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 7. 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 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-9 in 2015. 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 Druiitt and Beaumont Hills.

<b>School sector:</b>	Independent
<b>Co-educational or single sex:</b>	Co Educational
<b>School’s address:</b>	405 Waterloo Road, GREENACRE NSW 2190
<b>Total enrolments:</b>	The Greenacre Campus had 1807 students, Hoxton Park Campus 190 students and Beaumont Hills Campus 288students, making a total of 2285 in all.
<b>Year levels offered:</b>	K-12 at the Greenacre Campus; K-7 at the Hoxton Park Campus and K-9 at the Beaumont Hills Campus



### **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 1253 girls and 1253 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 around 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 2015

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		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>448</b> 310-578		<b>456</b> 271-558		<b>470</b> 273-644		<b>489</b> 245-642		<b>428</b> 223-609	
	Sim 458	All 430	Sim 443	All 423	Sim 442	All 419	Sim 472	All 440	Sim 428	All 403
Year 5	<b>507</b> 428-706		<b>513</b> 359-676		<b>560</b> 410-696		<b>570</b> 417-798		<b>519</b> 339-660	
	Sim 529	All 502	Sim 502	All 483	Sim 526	All 506	Sim 541	All 509	Sim 521	All 498
Year 7	<b>572</b> 457-689		<b>555</b> 428-689		<b>612</b> 425-758		<b>605</b> 420-857		<b>600</b> 469-804	
	Sim 576	All 550	Sim 534	All 512	Sim 574	All 555	Sim 576	All 547	Sim 575	All 549
Year 9	<b>624</b> 504-762		<b>616</b> 466-807		<b>659</b> 500-767		<b>646</b> 513-788		<b>689</b> 500-805	
	Sim 610	All 584	Sim 580	All 545	Sim 612	All 592	Sim 597	All 572	Sim 626	All 600

# THEME 4: SENIOR SECONDARY OUTCOMES

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

## Record of School Achievement

All students at MFIS qualified for Record of School Achievement.

### 2015 Stage 5

## Summary of Results achieved

Table 1 Grades achieved in each Course (School/State Grading Pattern Comparison) -2015

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(%)
<a href="#">English 200 hours (300)</a>	158	86451	18.99	29.11	33.54	18.35			12.86	26.96	37.36	16.32	5.52	.97
<a href="#">Mathematics 200 hours (323)</a>	158	86557	15.82	28.48	39.24	15.82	.63		14.60	22.52	31.72	23.44	6.74	.98
<a href="#">Science 200 hours (350)</a>	158	86555	22.78	45.57	22.78	8.86			13.20	24.71	36.07	18.68	6.51	.83
<a href="#">Australian Geography 100 hours (4015)</a>	157	86652	27.39	40.13	29.30	3.18			13.03	25.88	35.59	18.11	6.62	.77
<a href="#">Commerce 100 hours (431)</a>	158	4413	27.22	42.41	27.22	3.16			18.45	32.61	32.49	12.17	4.12	.16
<a href="#">History 100 hours (4007)</a>	157	86477	28.66	43.95	21.66	5.73			13.94	26.40	35.18	17.14	6.57	.77
<a href="#">Arabic 100 hours (801)</a>	40	82		22.50	42.50	35.00			15.85	23.17	37.80	23.17		
<a href="#">Information &amp; Software Technology 100 hours (1831)</a>	118	2479	14.41	50.00	32.20	1.69	1.69		15.49	29.53	33.16	15.73	5.53	.56

## 2015 HSC (Preliminary)

Table 2 Grades achieved in each Course (School/State Grading Pattern Comparison –Stage 6) -2015

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(%)
<a href="#">English (Advanced) 2 unit (11140)</a>	88	31195	6.82	31.82	56.82	4.55			18.43	39.86	33.92	6.88	.82	.09
<a href="#">English (Standard) 2 unit (11130)</a>	24	34153		12.50	79.17		8.33		2.95	18.68	46.97	23.68	6.85	.87
<a href="#">English Extension 1 unit (11150)</a>	32	7026	25.00	50.00	15.63	9.38			34.26	42.87	19.16	3.12	.54	.06
<a href="#">Mathematics Extension 1 unit (11250)</a>	32	11935	21.88	28.13	21.88	25.00	3.13		25.81	27.58	28.18	14.24	4.16	.03
<a href="#">Mathematics General 2 unit (11235)</a>	30	41704		46.67	36.67	13.33	3.33		7.50	19.94	34.26	25.49	11.59	1.22
<a href="#">Mathematics 2 unit (11240)</a>	25	24121	16.00	32.00	36.00	16.00			25.14	25.81	29.43	15.09	4.39	.14
<a href="#">Biology 2 unit (11030)</a>	42	24056	21.43	38.10	30.95	9.52			12.95	27.34	37.42	16.62	5.28	.39
<a href="#">Chemistry 2 unit (11050)</a>	68	15745	17.65	48.53	25.00	8.82			17.52	26.28	34.32	16.37	5.23	.28
<a href="#">Physics 2 unit (11310)</a>	53	12616	22.64	26.42	43.40	7.55			16.74	26.32	35.22	16.35	5.16	.21
<a href="#">Senior Science 2 unit (11320)</a>	13	4786		53.85	46.15				5.60	21.23	38.01	23.23	10.13	1.80
<a href="#">Business Studies 2 unit (11040)</a>	58	22673	22.41	29.31	37.93	8.62	1.72		13.32	27.71	35.62	16.35	6.27	.74
<a href="#">Legal Studies 2 unit (11220)</a>	28	14171	17.86	17.86	39.29	25.00			16.24	27.36	32.11	16.88	6.77	.65
<a href="#">Modern History 2 unit (11270)</a>	39	14248	12.82	35.90	30.77	12.82	7.69		18.37	30.17	32.08	14.01	4.62	.75
<a href="#">Studies of Religion II 2 unit (11360)</a>	55	7860	23.64	21.82	38.18	14.55	1.82		15.74	29.78	35.93	14.30	3.92	.33

## HSC Outcomes for Year 12 in 2015:

In relation to the 2015 HSC the School ranked 96<sup>th</sup> 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	16 (17.58%)
Business Studies	6 (9.23%)
Chemistry	10 (23.8%)
English (Advanced)	7 (9.33%)
Legal Studies	1(3.84%)
General Mathematics	1 (2.85%)
Mathematics	24 (27.27%)
Mathematics Extension 1	13 (81.25%)
Mathematics Extension 2	6 (42.85%)
Modern History	2 (5.55%)

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	Course	Students Included	E.M. Mean	State E.M. Mean	School/State Variation
<a href="#">Biology 2 unit</a>	15030	89	82.43	71.65	10.78
<a href="#">Business Studies 2 unit</a>	15040	63	77.85	74.00	3.85
<a href="#">Chemistry 2 unit</a>	15050	79	81.01	76.13	4.88
<a href="#">English (Advanced) 2 unit</a>	15140	98	80.46	80.53	0.07-
<a href="#">English (Standard) 2 unit</a>	15130	31	71.99	67.46	4.53
<a href="#">English Extension 1 1 unit</a>	15160	7	43.96	41.19	2.77
<a href="#">English Extension 2 1 unit</a>	15170	5	40.34	38.49	1.85
<a href="#">Legal Studies 2 unit</a>	15220	26	70.18	73.36	3.18-
<a href="#">Mathematics Extension 1 2 unit</a>	15250	17	91.07	80.58	10.49
<a href="#">Mathematics Extension 2 2 unit</a>	15260	15	86.00	81.58	4.42
<a href="#">Mathematics General 2 2 unit</a>	15235	38	79.24	68.89	10.35
<a href="#">Mathematics 2 unit</a>	15240	94	85.40	78.37	7.03
<a href="#">Modern History 2 unit</a>	15270	34	76.85	74.95	1.90
<a href="#">Physics 2 unit</a>	15330	40	76.79	73.49	3.30
<a href="#">Senior Science 2 unit</a>	15340	27	77.54	74.13	3.41

## Higher School Certificate

### Interpretative comment for Higher School Certificate examination results

In 2015, 110 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 (80-100 marks).

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 2015, 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
2015	HSC	100%
2015	VET qualification	0%

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

### Student Retention Rates and Post School Destinations

The retention rate from Year 11 in 2014 to Year 12 in 2015 was 98 per cent. The retention rate is an increase from the previous year. Students leaving are partly as a result of family circumstances or to pursue employment or vocational training.

The retention rate from Year 10 students to Year 11 was 48%. 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. Some leaving students pursue employment or an apprenticeship.

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

#### 2015 University Admissions

Year 12 students have gained University admission into a variety of courses in the faculties of Arts, Business, Computer Science, Construction and Management, Education, Engineering, Health Science, Law, Medicine/Surgery, Information Technology, Pharmacy, Psychology, Science, Commerce and many more.

## THEME 5-6: PROFESSIONAL LEARNING AND WORKFORCE COMPOSITION

### Teaching standards

<b>Category</b>	<b>Number of Teachers</b>
<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>	138
<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>	9
<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:

#### 2015 Professional Development High School

Date	Professional Learning	No of participants
27 January	Classroom management with Rocky Biasi	85
20 April	Creating a child safe culture with Myriam Bahari from the Office of the Children's Guardian	86
20 July	e-learning: Familiarisation with the new 7-10 Syllabi	85
6 October	BOSTES assessment requirements for Accreditation for RoSA and HSC With Gina Grant and Carlo Tuttocuore from AISNSW	86
10 December	Online Module-Child Protection Legislation and HSC Marking guidelines by faculty run by teachers who are HSC Markers	85



## Professional Development for the Primary School Staff in 2015.

Malek Fahd Islamic School takes pleasure in the outstanding academic accomplishment of its students, and understands that this achievement is incumbent on the continual professional development of our staff. In 2015 several staff professional development opportunities were made available to staff members. These ranged from workshops that addressed different aspects of the curriculum, student, and school welfare and teacher accreditation.

The following Professional development workshops were provided to all primary staff:

- ✓ **Classroom management with a focus on student wellbeing** – 27 January 2015, Presented by the AIS consultant Nicky Sloss
- ✓ **Teaching phonemic awareness to kindergarten students** – 28 January 2015, Presented by the AIS consultant Sue Stacey
- ✓ **Child Protection Awareness briefing** – 27 January 2015, Presented by Greenacre Primary School Head of Campus
- ✓ **Objectives C,D and E and how do they look in the K – 6 classroom** - 24 March 2015, K – 6 grade coordinators attended an inservice at the AIS.
- ✓ **A whole school approach to teaching reading comprehension, Years K – 2 and Years 3 – 6** – 20 April 2015, PETAA presenter, Dr Lorraine McDonald, Honorary fellow, Faculty of Education(NSW). Australian Catholic University
- ✓ **Sharing good practice: 20 April 2016**, presented by school staff
  - Effective integration of technology
  - Differentiation on the classroom
  - Guided reading in practice,
- ✓ **Making adjustments in the classroom for students with individual learning needs** – 20 April 2015, Presented by the Als consultant Sue Stacey
- ✓ **Assessing outcomes effectively** – 20 July 2015, presented by the AIS consultant, Maeve Le Bon
- ✓ **Differentiation in the Languages classroom** – 20 July 2015, presented by the AIS consultant Merryl Whalin
- ✓ **The teaching style that has the best outcomes for kids, and resilience, mental health and wellbeing** - 11 September 2015, Presented by Sue Roffey during the National Campaign for Child Protection Week.
- ✓ **Programming for the new Geography program** – 6 October 2015, Presented by the AIS consultant Helen Nielsen
- ✓ **Strategies to manage speech language issues** – 18 September 2015, Elean Chan – Senior speech pathologist from Learning links.
- ✓ **Geography Syllabus Familiarisation K – 6** – 2015, All K – 6 staff undertook the online PD

### **Expenditure on Professional Development (PD)**

<b>Total Number of Teachers</b>	<b>Total expenditure on teachers PD (as recorded in Financial Questionnaire)</b>	<b>Average expenditure on PD per teacher</b>
147	\$49 271.55	\$335.18

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 2014.

**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	97
Year 1	96
Year 2	97
Year 3	98
Year 4	97
Year 5	98
Year 6	97
Year 7	99
Year 8	99
Year 9	98
Year 10	99
Year 11	99
Year 12	98

Ninety-eight per cent of students attended school on average each day in 2015. This was similar to the daily attendance in previous year. 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 nonattendance. 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.

## **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 all Malek Fahd Islamic School campuses and implemented by Head of Campus 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** (e.g. original copies of council rates notice, residential lease, electricity accounts, statutory declaration, Driver's License etc).
- **Proof of child and parents 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 not 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 MFIS 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 is 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
- Year 6 teacher comments and recommendation

**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 MFIS 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 MFIS 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 Head of Campus and the Greenacre High school Deputy Principal and is monitored by the Executive Principal. If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or any other reason without the Principal's approval, other siblings will lose their place at the School.

Movement of students between classes will occur at the end of terms 2 and 4 based on academic performance, attendance and behaviour. Students in year 7 will additionally be moved at the end of Term 1. 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. Parents 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. 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 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 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 Head of Campus and the Greenacre High School 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	Summary/ Changes in 2015	Access to full text
Student welfare	<p>This policy highlights the school's motto and rationale, and outlines some of the various measures and programs which are implemented by way of achieving the school's overall objective.</p> <p>Minor changes to uniform were made in 2015.</p>	School website: <a href="http://www.mfis.nsw.edu.au">www.mfis.nsw.edu.au</a>
Anti-bullying	<p>This policy provides processes for responding to and managing allegations of bullying, including the contact information for the local police Liaison Officer.</p> <p>The policy also highlights the importance of prevention and early intervention strategies implemented by the school.</p> <p>No changes were made in 2015.</p>	School website: <a href="http://www.mfis.nsw.edu.au">www.mfis.nsw.edu.au</a>
Discipline	<p>This policy is based on the principles of procedural fairness and highlights the importance of parental involvement in the processes of procedural fairness for suspension and expulsion.</p> <p>The policy further explicitly confirms that the school does not permit corporal punishment of students, nor does it sanction corporal punishment of students by non-school persons.</p> <p>Changes were made in 2015 regarding the Discipline Flowchart/process. These changes created increased opportunities for student redemption, and placed greater emphasis on the importance of classroom discipline strategies implemented by subject teachers.</p>	School website: <a href="http://www.mfis.nsw.edu.au">www.mfis.nsw.edu.au</a>
Complaints	<p>These policies outline the dispute resolution process to be followed by parents.</p> <p>Changes were made in 2015 so as to simplify the dispute resolution process, highlighting the difference between formal and informal methods of dispute resolution.</p> <p>The changes also clarified the responsibilities of key personnel in the dispute resolution process.</p>	School website: <a href="http://www.mfis.nsw.edu.au">www.mfis.nsw.edu.au</a>

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](http://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**

### Implementation of the New Curriculum:

The new curriculum for English, Mathematics, Science and History has now been fully implemented. We are now in the familiarisation and planning phase for Geography and will implement the new curriculum for Years 7 and 9 in 2017. Years 8 and 10 will follow in 2018.

### Professional Learning and Teacher Accreditation:

All Staff at every level are encouraged to undertake professional learning to ensure that they remain abreast of contemporary teaching practices. Increase familiarisation with the Australian teaching standards.

### Governance

The School Board is working on Improving the Governance issues also implementation of policies and procedures at school.



## **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.

### **Malek Fahd Islamic School - High School Greenacre Campus** **2015 Calendar of School Events**

#### ***January***

27- Staff Development Day: Classroom Management

#### ***February***

23- Year 12 Senior Science visit the UNSW Museum of Human Disease

26- Year 12 visit University of Sydney as part of orientation

#### ***March***

6- Year 7 Vaccinations

12 and 13- Brigidine Catholic College St Ives visit MFIS as part of the Interfaith exchange program and Studies of Religion

16- Year 12 visit UNSW as part of orientation

16- Chemistry students went to Lucas Heights ANSTO

16- Physics students visited Lucas Heights

19- School Photos

20- Harmony Day

24- Girls' Sports Carnival at the Crest Oval at Bass Hill

30- Boys' Sports Carnival at the Crest Oval at Bass Hill

## **April**

- 16-Year 12 participate in a First Aid Course
- 20- Staff Development Day-Creating a child safe culture
- 21- Year 8 Excursion to Jewish Museum
- 23- Anzac Day Memorial at Hyde Park with SRC
- 28- Year 12 Biology visited the Museum of Human Disease at UNSW
- 28- NAPLAN Trials
- 30- X1 English students watched Cinderella at the Opera House

## **May**

- 4- Year 7 and 8 students visited the Science Centre and Planetarium at Wollongong University
- 5- UMAT information afternoon for Year 12
- 6- Stress management session by Rocki Biasi (motivational speaker) for Year 12
- 7- Stress management session by Rocki Biasi (motivational speaker) for Year 11
- 11- Parent Teacher afternoon for Year 11
- 12- NAPLAN- Language Conventions and Writing
- 13-NAPLAN- Reading
- 14-NAPLAN- Numeracy
- 20-Year 8 visited the Wollongong Science Centre
- 21-BOSTES Inspection
- 21- Year 7 Vaccinations
- 21- Year 12 visit UTS as part of orientation
- 25- Year 12 Chemistry excursion to Warragamba Dam and Orchard Hills filtration plant
- 25- Year 12 Legal Studies excursion to Orchard Hills water filtration camp
- 26-ICAS Science Test for Years 7-10
- 27- Year 12 Modern History students visit Ashfield Library WW1 exhibition
- 28- Year 11 students attend Careers Expo at Moore Park

## **June**

- 1-Year 11 visit Long Reef as part of the Biology assessment
- 1-Year 11 attend Careers Expo
- 2- Year 11 Biology students went to Long Reef Rock Platform at Collaroy
- 3-Year 7-10 students participate in the ICAS Science Test
- 5-Australia's Biggest Morning Tea fundraiser is held at school raising vital funds for the Cancer Council and organised by senior girls.
- 9- Year 10 students were awarded second place in the UNSW Debating Competition at UNSW
- 10- Year 10 boys visit IMAX and the Sydney Observatory as part of the Science curriculum
- 11-Year 11 girls visit IMAX and the Sydney Observatory as part of the Science curriculum
- 12-Sydney University Kickstart program for Chemistry students

## **July**

- 20- Staff Development Day: Faculty based on-line course
- 23- Year 12 visit Careers Expo
- 28-Year 12 University preparation day

## **August**

- 3-7 Year 12 hospital work experience
- 5-Year 10 boys watch a performance of Romeo and Juliet at the Opera House
- 7- Year 10 girls watch a performance of Romeo and Juliet at the Opera House
- 11-ICAS English Test for Years 7-10
- 17- Year 9 girls History classes visit Cockatoo Island
- 18-Year 9 boys History classes visit Cockatoo Island
- 19- Year 7 were invited to *Snaketails*, a science incursion
- 21- Year 11 students were placed first in the Sydney University Women's Debate
- 24- Year 9 boys attend a science field study at Camp Kedron
- 25- Year 9 girls attend a science field study at Camp Kedron
- 26- ICAS Mathematics Test for Years 7-10
- 27- Year 6 students sit a Placement Test for Year 7 2016
- 28-Book week: English teachers dress up in character and visit classes.

## **September**

- 1-Year 7 boys look at artefacts at the Nicholson Museum at Sydney University as part of History
- 2- Year 7 girls look at artefacts at the Nicholson Museum at Sydney University as part of History
- 7-Year 12 Graduation at the Bellevue Reception Lounge at Bankstown
- 7- Year 9 visited Camp Kedron at Ingleside as part of the Science syllabus
- 16- Year 12 Advanced students watch a performance of *The Tempest* at the Opera House

## **October**

- 1- Daffodil Day
- 6- Staff Development Day: BOSTES Assessment requirements for RoSA and HSC
- 27- Year 11 Western Sydney University orientation
- 16- Year 7 Vaccinations

## **November**

- 4-Pink Ribbon Day
- 10- Year 7 2016 Boys Orientation at MFIS High School
- 11- Year 7 2016 Girls Orientation at MFIS High School
- 19-Senior Girls' formal
- 23-27 Year 10 work experience
- 24- Year 10 participated in a forensic science incursion

## **December**

- 10- Staff Development Day: HSC Marking guidelines by faculties

**MFIS Students visit the Science Centre at University of Wollongong**

Year 7 students, as part of their science program visited the Science Centre and Planetarium in Wollongong. Students delighted in hands- on activities, laser light shows, planetarium and robotic dinosaurs to name a few things on offer at the Centre.

An actual meteorite was on display too from outer space!!

A favourite with students was the Liquid Nitrogen Show which never fails to amaze them. The day ended with a visit to the Science Centre shop where students could purchase science gadgets and souvenirs.

A great scientific day was had by all!

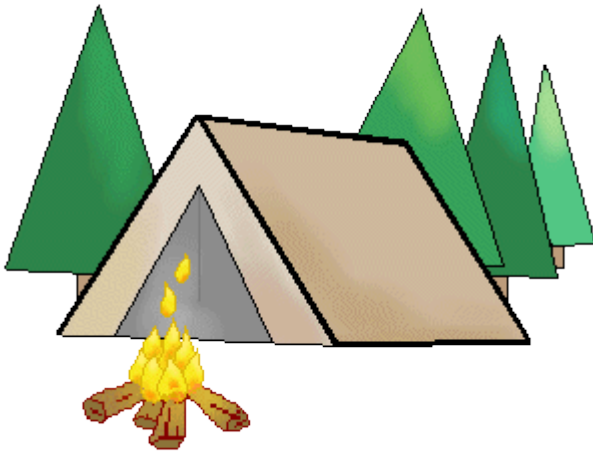












The Girls' 2015 Camp was a great success and was held together with the Duke of Edinburgh Adventurous journey camp in Bowral in the NSW Southern Highlands at the Camp Wombaroo Campsite.

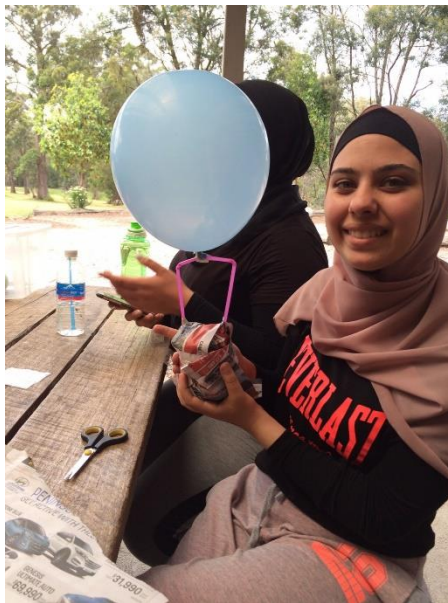
Students from Year 7 to 11 were given the opportunity to participate in a 3 day camp and partake in various activities such as abseiling, canoeing, canoe building and archery to name a few. It was a great opportunity for girls to be in different groups and socialize with students from other grades as well as enjoy the fresh air and the great outdoors.

Thanks go to Ms Culleton , Ms F. Jalloul who accompanied the girls to Camp Wombaroo.

The Duke of Edinburgh adventurous expedition was offered for the first time at Malek Fahd. Together with Ms Ayoubi , girls had to "rough it out" in the National Park and navigate their way in the bush whilst carrying heavy backpacks up and down rough terrain. They also had to cook their own meals and managed to serve up some yummy tucker! Girls surprised themselves by handling the rough conditions well! Great job girls!

Mrs Parker & Mrs Kabbr







## **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 2015 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 2015 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 25 years ago.

# THEME 13: SUMMARY FINANCIAL INFORMATION

## REPORTING AREA 14

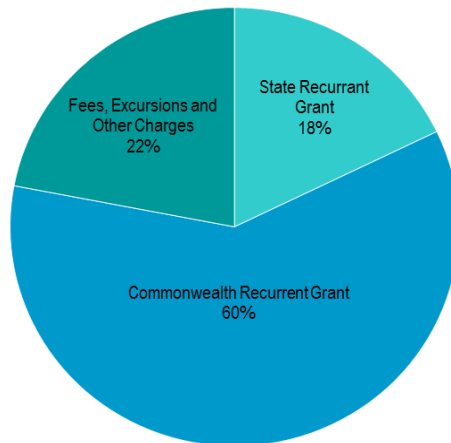
### SUMMARY FINANCIAL INFORMATION

The graphs below represents income and expenditure using percentage

**(a) Graphic one: recurrent/capital income represented by pie chart**

We note that the percentages detailed in the below graphs are based on un-audited accounts. Updated financial information will be provided using audited accounts in due course”

### Income Summary 2015



**(b) Graphic two: recurrent/capital expenditure represented by pie chart**

We note that the percentages detailed in the below graphs are based on un-audited accounts. Updated financial information will be provided using audited accounts in due course”

## Expenditure Summary 2015

