

MALEK FAHD ISLAMIC SCHOOL



2019 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

MFIS 2019 Annual Report – Chairman’s Report

Malek Fahd Islamic School achieved much in 2019.

At the close of 2018, the School concluded several long-running matters, including a resolution to the ongoing situation with the Commonwealth Government and its concerns over past governance and operations at the School and finalisation of legal proceedings brought by the School against AFIC.

With the resolution of these matters, the School adopted a future focus in 2019.

The Strategic Plan 2018 – 2021, developed with input from both staff and parents, provided a roadmap for change and improvement across the areas of Curriculum and Islamic Pedagogy; Assessment; Staffing; Safe, Secure and Respectful Environment; Buildings and Facilities; Information and Communications Technology (ICT) Facilities; and Communications and Public Relations. The School already has achieved many of the initiatives outlined in the Plan and the Board is grateful to the Principal, Mr Bruce Rixon, and all those involved.

During 2019, the School also began to develop two significant and important initiatives.

The first was to investigate Islamic Pedagogy and incorporate it into teaching practices at Malek Fahd. This initiative, guided by the University of South Australia’s Centre for Islamic Thought and Education, includes staff training and sharing of ideas.

The second initiative is the early development of the *Master Plan 2020 – 2040*. The Master Plan will project an image of a future Malek Fahd and identify major pathways for the School over the next 20 years. The Board, staff, parents and alumni will be invited to contribute.

The School had hoped that, in 2019, a final matter concerning the School’s future would be resolved. It relates to a finding by a New South Wales Government committee that in 2014 and 2015 MFIS operated for profit. This committee recommended to the State Education Minister that the School re-pay funding received during this time.

The School is working to resolve this matter and has made progress through the New South Wales Civil & Administrative Tribunal (NCAT). Although it is yet to be finalised, the MFIS Board is confident that the matter will be satisfactorily resolved in 2020.

In late 2019, Dr John Edwards resigned from his Board position. As Deputy Chair and Finance Committee Chair, Dr Edwards made a significant contribution to the Board and the School. We are most appreciative of his efforts and support.

Dr John Bennett

School Board Chairman

MFIS 2019 Annual Report – Principal’s Report

Education is about lifelong learning. At Malek Fahd, it is about inspiring a passion for learning, working hard and achieving in and out of the classroom.

I commend all students for your efforts, your hard work and commitment throughout the year. Your positivity and engagement are a reward for all of us who work with you. Malek Fahd and our wonderful community have achieved much this year.

Teaching and learning

With the implementation of new primary and secondary syllabuses, we have made significant progress with our curriculum. We have broadened the curriculum with the introduction of CAFS, Geography, Society and Culture and Economics in Stage 6. This year, we introduced a VET course with a focus on Construction and began development of our STEAM (Science, Technology, Engineering, Art and Mathematics) project across all three campuses, including our Hoxton Park Kindergarten.

To ensure we accommodate the academic diversity of our students, we have streamed the secondary classes of English, Mathematics, Science, Arabic and Islamic studies and provided a teacher to support students in Mathematics, English, Science, Arabic and Islamic studies.

We have also significantly increased our cohort of learning support staff and teacher aides. There are now 18 learning support staff across the three campuses in both primary and secondary.

In 2020 we will develop a Centre for Further Studies at each of the campuses. An out-of-school-hours program, the Centre will provide additional support to students. We will also explore the option of a special unit for students with learning needs.

Higher School Certificate (HSC)

Academically, Malek Fahd continues to grow. I congratulate those who achieved success with their Higher School Certificate (HSC). This year we saw a 60 percent increase in students who sat the HSC. We attribute this increase to our commitment to include, nurture and enable every student to achieve their personal best.

I am also delighted to note many students received university offers ahead of receiving their ATAR scores, which this year included scores as high as 99.50. Congratulations to all.

Technology

Our technology facilities and services at all campuses are effective and reliable and we continue to improve technologies and support across the three campuses. Improvements include server hardware replacement, internet upgrade, video conferencing capability at Greenacre, laptop rollout, desktop computers and clever touch smart panels across three campuses. We have installed and upgraded security cameras across three sites and created email accounts for secondary students. We soon will purchase iPads to further expand our technology use. During the year, the School also launched a Robotics Club for students at all three campuses.

Wellbeing and counselling

The academic development of our students is a priority. So, too, is the wellbeing and pastoral care of each child. At Malek Fahd, **every child matters** and we provide additional wellbeing support to every child who needs it. The School has adopted measures to help students who require additional support for wellbeing concerns. I commend the work of the year advisors, welfare co-ordinators, heads of wellbeing and our counsellors, in supporting the emotional well-being of our students, including homeroom engagement, pastoral care programs and many community service initiatives.

Counselling: This year, we increased our counselling support to each of the three campuses. At present we have three counsellors. In 2020, we will increase this to four counsellors and a psychologist.

Our year advisors, welfare, wellbeing, counsellors, sheikhs, students, alumni, external presenters, mentors and wellbeing staff all play a significant role in supporting our students from kindergarten to Year 12. Support initiatives include workshops, mentoring, advocacy, community service and leadership and team building.

Homeroom bulletins are created to boost student mental, spiritual and physical wellbeing. Our campus sheikhs support the bulletins in their sermons and reinforce our Islamic ethos.

Malek Fahd is an inclusive institution that welcomes students of all academic abilities at all ages with a curriculum to meet the needs of all students.

Community service

All campuses enjoy a wonderful relationship with the local community. Community activities include participation in various community visits, events, festivals and fundraisers, including Jeans for Genes Day, Food and Blanket Drive for Syria and R U OK? Day to name a few. All our campuses donate funds to and support local and international projects.

Community Engagement

Malek Fahd seeks to engage parents, alumni and the wider community. We have established focus groups to share information and gain feedback and Mr Ahmed, Deputy Principal – Pastoral and Community continues to reach out to the Alumni. Sheikh Fawaz and Mr Ahmed together support families in a range of matters, including financial support.

Although based at Greenacre, every week I visit Hoxton Park and Beaumont Hills to meet and talk with parents. There are also regular meetings with organisations such as the Lebanese Muslim Association and the executive team regularly attends important events throughout the year. The School holds numerous parents' information evenings and the Parents Advisory Committee (PAC) regularly meets to represent and discuss the needs of the parent community.

Scholarships

To assist our School community Malek Fahd offers several scholarships. Scholarships include academic, all-rounder and religious, as well support for those in financial hardship.

Co-curricular

Malek Fahd excels in gala days, athletic carnivals and cross-country carnivals. This year, primary held its first swimming carnival.

Several students competed in the ISD Athletics competitions and have qualified for the AICES level of school competition. Hoxton Park has joined the Green Valley Primary Schools Sports Association (PSSA).

Our co-curricular activities include Quran and public speaking competitions, choir, spelling bee, netball, soccer, fitness and yoga. We also have Robotics Club and several nasheed groups across all campuses and year groups.

Maintenance

Throughout the year, there were significant improvements to facilities at all campuses.

Greenacre Campus: Development of Learning Support Centre and Arabic staff room, new canteen kitchen, air conditioner upgrades, new carpets and hall refurbishment.

Hoxton Park Campus: New demountable classrooms; second carpark completion; new TAS and staff room and the installation of a 600-capacity demountable hall. Three demountable classrooms and two meeting rooms will be installed during the summer holidays.

Beaumont Hills Campus: Installation of demountable classroom and toilet facilities and construction of a new TAS room. During the summer holidays the car park will be sealed and we are seeking quotations for the playground area.

Student Leadership

The Student Representative Council (SRC) leadership at each campus is impressive. I wish, in particular, to acknowledge captains Ahmed Abid; Yasmine Bizri; Yahya Eid (VC); Yasmine Kheir (Greenacre); Medhat Omer; Ayesha Rajwani; Mohamad Taha (VC) Beaumont Hills: Aadil Mohammed and Shaheen Khahil (Hoxton Park) for their leadership and assistance to others.

Islamic Pedagogy

Late in 2019 as part of our strategic planning for 2020-2040, we committed to increase focus on Islamic Pedagogy and work with the University of South Australia's Centre for Islamic Thought and Education.

Strategic Plan

The School began to implement the Board Strategic Plan for 2018 to 2021 and, by the end of 2019, a significant portion of the Strategic Plan was completed. We now will develop Strategic Plan 2020 – 2040.

Leadership

In 2019, we made several successful appointments. Key appointments included Mr David Hamper, Deputy Principal, Teaching and Learning, IT Manager, Mr Vinhson Nguyen, IT Infrastructure Manager, Mr Aqeel Mukaddam, and Facilities Manager, Mr Charlie Cataldo.

As we enter 2020, our leadership structure continues to evolve and grow. As such, we will introduce our Director of Professional Practice and Innovation and Teaching and Compliance Officer Mrs Cato; Deputy Heads of Campus: Mr Shameem (Hoxton Park), Ms Charmand (Greenacre Primary); Ms Nachar (Greenacre Secondary) and Ms Mitchell (Hoxton Park), Careers Advisor Ms Khalaf; Primary Greenacre Stage Co-ordinators: Ms Howard, Ms Halbouni and Ms Parveen; Assistant Head of Mathematics Ms Odeh and Assistant Head of English, Ms Taha.

I thank senior executive deputy principals, Mr Ahmed, Mr Lord and Mr Hamper, Business Manager Mr Aktypis, Sheikh Fawaz, heads of campus Mr Dib, Ms El-Ahmad, Ms Khan and Ms Kassem. I also acknowledge our curriculum leaders Mrs Bragg and Ms Mourad, our respective heads of wellbeing for the three campuses Ms Kbbbar, Mr Khoder, Ms Charmand and Mr Saddik. I thank our heads of department, welfare and year advisors, teachers, counsellors, technology, maintenance and administration staff. Malek Fahd has a professional, dedicated and valued team.

Thank you to our School Board and, in particular, our Chair Dr John Bennett. His excellent governance, support and guidance is ever appreciated.

Mr Bruce Rixon
Principal

MFIS Annual Report 2019 – Deputy Principal’s Report

In 2019 the School’s total enrolment was 2702 students. This included 2005 students at the Greenacre Campus, 384 at the Beaumont Hills Campus and 313 at the Hoxton Park Campus. Students from 40 different cultural backgrounds attended the School. The School’s staff of more than 230 teachers and teachers’ aides along with 15 administrative staff supported the students through their studies.

During 2019 the School underwent a significant restructure to enhance the support of the emotional and social wellbeing of our students. This saw the introduction of dedicated year advisors and wellbeing coordinators and the appointment of school counsellors. In secondary school homeroom classes were also created to provide additional structure to an ongoing welfare program and the homeroom was replicated.

The introduction of ALLWELL testing across years 2, 4, 6, 8 and 10 with regular diagnostic testing assisted in meeting the learning needs of all our students. Students had the opportunity to participate in many learning opportunities outside of regular classroom-based activities. The School also organised a lot of wellbeing programs which helped develop students social and emotional skills. Numerous incursions and excursions were organised throughout the year helping students to consolidate their learning. These included subject specific events as well as a wide range of social and cultural activities. For example, the School participated in an inter-faith dialogue with Brigidine College St Ives as well as Harmony Day, ANZAC Day commemorations events and cyber safety programs. A very successful careers expo was also held in 2019 with the assistance of the School’s alumni community.

The School’s commitment to its Islamic values and faith was strengthened in 2019 with the School’s Student Representative Council and senior students participating in the organisation of Iftar Dinners during the holy month of Ramadan for parents and community across all campuses.

The balance between academic study and spiritual fulfilment was further achieved through various initiatives undertaken by students and teachers. Fundraising events including The Biggest Morning Tea and Pink Ribbon Day provided opportunities for students to actively demonstrate care and compassion. SRC students displayed outstanding leadership and organisational skills during these successful events, where large donations collected supported the Cancer Council. The Islamic pillar of charity was central to student participation in these activities.

All 150 Year 10 students were part of our work experience program, which aims to provide students with authentic life experiences ahead of them engaging in their senior studies. Our hosts within the community provided positive feedback on these students, many of whom gained part-time work following their work experience opportunities.

The School’s ongoing success in the HSC was highlighted by continued strong performance across a diverse range of subjects. All 124 HSC graduating students at the School gained a place at university. Our dedicated teaching staff provided students with all the help and nurtured them to success.

The new Science and Technology curriculum was implemented in 2019 and incorporated design and production principles as well as integrated digital technologies. The School continues to demonstrate a strong commitment to the teaching profession. Extensive professional development was completed by our staff in 2019. The focus of professional development was on developing holistic approaches to child protection, familiarisation of new syllabus documents and their implementation along with enhancing teachers’ skills in the interpretation of data to improve teaching and learning outcomes.

Mr Aiyub Ahmed
Deputy Principal

THEME 2: Contextual Information about the School

Malek Fahd Islamic School in 2019 consisted of four campuses: Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. It is an independent co-educational, Islamic School which includes a multicultural and socially diverse student population. Malek Fahd Islamic School prides itself on being an advanced and high-achieving school, which has served the community since 1989. The core values of the School are to provide opportunities for its students to excel in their education and to contribute valuably to the community. The School's motto is *'Knowledge is light, and work is worship'*.

Malek Fahd Islamic School is committed to excellent teaching and learning. In addition, the Arabic language, Islamic Religious Education and the Islamic religious life of our School are a distinctive part of our School's curriculum offerings.

There have been significant changes in curriculum including the implementation of new syllabus across Primary and Secondary. We have broadened the curriculum with the introduction of CAFS, Geography, Society and its Culture, Economics in Stage 6. This year we introduced VET courses, with a focus on Construction. We have begun the journey of launching into STEAM with a working party that is currently planning and plotting STEAM initiatives in Primary and Secondary across the three campuses. Across each campus, Book Week took on a new level of involvement with reading expectations and bringing alive the various classic novels with the dress up of students and staff.

There has been a significant increase of learning support staff to assist our students. In 2017 there were four learning support staff at only Greenacre Primary. Now in 2019 there are 17 learning support staff across the campuses, primary and secondary.

There is a breadth of academic capacity within each cohort which requires, in some cases, a significant level of differentiation of programs. To assist, we have streamed the secondary classes of English, Mathematics, Science, Arabic and Islamic Studies. We provided a teacher to support the lower ability students.

All students at Malek Fahd Islamic School are Muslim. Non-Muslim teachers represent 30 percent of staff. This reflects the School's policy to ensure it employs the best available teachers. Academically, students from Years 2, 4, 6 and 8 sit for the ALLWELL Academic Assessment, which is a diagnostic tool used to inform on students' learning needs and areas for focus and growth. Students in Year 3, 5, 7 and 9 produced some remarkable results in the NAPLAN tests. In all domains, Malek Fahd Islamic School students achieve a better result than students from similar schools and the State. The performance of our HSC students was another key highlight for 2019. University is the main post school destination for the majority of our students. With this in mind the ATAR (Australian Tertiary Admission Rank) is the key measure to focus on. The performance of the 2019 cohort was excellent with more than 1 in 5 of our students achieving ATAR in the 90s and many in the high 90s.

Malek Fahd Islamic School embraces the Holy month of Ramadan by actively participating in local community events such as Quran memorisation and recitation competitions and Ramadan art and classroom decoration competition. To emphasise the community connection during the religious month of Ramadan, the School organises and prepares successful Iftar evening dinners for the School community at all campuses. To end the month of Ramadan students who participate in competitions are rewarded with certificates and trophies.

Malek Fahd Islamic School welcomes students from other religious organisations and schools for cultural exchanges and inter-faith dialogue. Students can network and discuss their differences and similarities, their individual cultural and religious experiences, break down stereotypes and develop mutual respect.

We are leading the way with wellbeing. The School has also put measures in place to help students that require additional support for wellbeing. The facilitators of wellbeing activities include class teachers, year advisors,

welfare, wellbeing, counsellors, sheikhs, students, alumni, external presenters/mentors and wellbeing staff. In this way, all stakeholders have a role to play in improving the wellbeing of students. The School has developed a Wellbeing Framework and initiatives that encompass kindergarten to 12. This has provided greater clarity and consistency across the whole School. These activities include workshops, mentoring, advocacy, community service and leadership/team building.

The weekly homeroom bulletin and topics developed by wellbeing are now being used in primary and secondary across the three campuses to enhance our students mental, spiritual and physical wellbeing. Bulletins cover topics from bullying and respect to charity and manners. The sheikhs at each campus have been asked to prepare the sermons to support the homeroom bulletins. This reinforces the Islamic ethos and gives students Islamic perspective as well. Year 11 students have started Friday sermons in the prayer hall.

A positive wellbeing has a positive response to students' academic achievement. MFIS has made a conscious decision to retain and support students of all abilities into Years 11 and 12. We are adjusting the curriculum offer to include TAFE and academic levels to meet the needs of students. Several staff attended the second Annual Islamic Forum in Melbourne. Our Head of Wellbeing presented a paper of the wellbeing initiative currently underway at Malek Fahd.

This year we have increased our counselling support to each of the three campuses. In 2017 we had one counsellor undertaking one day a week. In 2019 we have three full time counsellors.

Malek Fahd looks beyond its gates and opens its heart to the needs of students, families and the wider community. Each campus has a high level of community involvement. Our students visit the local aged care facility, participate in the Hills Shire Council's Mental Health Forum and Orange Blossom Festival: Voices in Bloom Public Speaking, Australia's Biggest Morning Tea, Jeans for Genes, NSW Cancer Council, Day, Daffodil day, Food and Blanket Drive for Syria, R U OK? Day and the Amazon Rainforest. We provided Eid gift donations to the Children's Hospital in Liverpool. The NZ massacre in March brought the School community together in prayer and giving. During Ramadan we opened our hearts to the School community with Iftars.

The sporting field has blossomed well beyond expectations. We are excelling in gala days, Athletic carnivals, cross country carnivals. A significant number of students were accepted to compete in the ISD Athletics competitions, and some have now advanced to the AICES level of school competition. Hoxton Park has been accepted into our local community Green Valley Primary Schools Sports Association (PSSA). The smaller campuses of Hoxton Park and Beaumont Hills combined to form teams to represent, for the first time, in the ISD competitions. This term MFIS will compete with Years 7 to 9 boys in the Wiburd Shield for cricket for Independent Schools.

Many co-curricular activities are being undertaken across the three campuses to promote student leadership. Our SRC attended the GRIP leadership workshop at Homebush. There they met students from different schools and took part in a range of activities to encourage public speaking and to synthesize their thoughts and opinions about contemporary issues. We also held public speaking competitions across the campuses. Other co-curricular activities in which students participate include choir, spelling bee, netball, soccer, fitness and yoga. Children with an interest in technology have been able to extend their talent in our Robotics Club. I am delighted the nasheed groups are being developed in both the primary and secondary setting at each campus. The student demand for co-curricular activities brings with it the need to consider sustainability of programs and to rethink the practice of staffing these activities. There is a consideration to promote coaching courses, funded by the school, and provide a small emolument to staff for regular training and attending competitions.

Our successes at Malek Fahd Islamic School are thanks to the inspiration and motivation of our dedicated teachers and administration staff who engage and inspire our students to learn, achieve, and thrive. The staff, students and parents' perseverance and hard-work is a testament to a community coming together for a common goal – teaching children and imparting knowledge upon them. These children will in turn become the leaders of the next generation of people. Insha'Allah.

Parental involvement

The Parents Advisory Committee (PAC) is comprised of office bearers, ex-officio members and elected members. The PAC regularly exchanges information and discusses solutions to problems and issues raised by parents. All the parents have the contact details of the committee members and there are suggestion boxes around the School. The PAC is also on the nominations committee and can bring ideas, views and grievances to the School Board.

THEME 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

Tests and examinations

NAPLAN results for Years 3, 5, 7 and 9 in 2019

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

Detailed analysis of Naplan results

Year 3 Reading

Bands	Greenacre (178 students)		Hoxton Park (37 students)		Beaumont Hills (54 students)		State Percentage
Band 1	0	0	2	5.4%	0	0	2.2%
Band 2	8	4.5%	3	8.1%	1	1.9%	9.0%
Band 3	26	14.6%	7	18.9%	4	7.4%	13.1%
Band 4	40	22.5%	11	29.7%	14	25.9%	19.9%
Band 5	55	30.9%	6	16.2%	19	35.2%	24.5%
Band 6	49	27.5%	8	21.6%	16	29.6%	22.7%

Year 3 Writing

Bands	Greenacre (179 students)		Hoxton Park (37 students)		Beaumont Hills (54 students)		State Percentage
Band 1	0	0	1	2.7%	0	0%	1.2%
Band 2	5	2.8%	2	5.4%	0	0%	4.0%
Band 3	10	5.6%	1	2.7%	3	5.6%	11.3%
Band 4	33	18.4%	7	18.9%	13	24.1%	25.5%
Band 5	86	48.0%	10	27.0%	26	48.1%	38.6%
Band 6	45	25.1%	16	43.2%	12	22.2%	19.4%

Year 3 Grammar and Punctuation

Bands	Greenacre (179 students)		Hoxton Park (37 students)		Beaumont Hills (54 students)		State Percentage
Band 1	1	0.6%	1	2.7%	0	0%	3.5%
Band 2	4	2.2%	0	0%	0	0%	6.8%
Band 3	25	14%	6	16.2%	8	14.8%	12.9%
Band 4	26	14.5%	8	21.6%	7	13.0%	16.4%
Band 5	29	16.2%	2	5.4%	13	24.1%	21.8%
Band 6	94	52.5%	20	54.1%	26	48.1%	27.9%

Year 3 Numeracy

Bands	Greenacre (178 students)		Hoxton Park (37 students)		Beaumont Hills (54 students)		State Percentage
Band 1	6	3.4%	1	2.7%	0	0%	2.8%
Band 2	12	6.7%	2	5.4%	2	3.7%	9.5%
Band 3	26	14.6%	10	27.0%	12	22.2%	18.6%
Band 4	51	28.7%	10	27.0%	14	25.9%	25.9%
Band 5	53	29.8%	7	18.9%	15	27.8%	23.4%
Band 6	30	16.9%	7	18.9%	11	20.4%	15.3%

Year 5 Reading

Bands	Greenacre (148 students)		Hoxton Park (31 students)		Beaumont Hills (53 students)		State Percentage
Band 3	2	1.4%	0	0%	0	0%	3.8%
Band 4	14	9.5%	1	3.2%	1	1.9%	9.1%
Band 5	31	20.9%	6	19.4%	7	13.2%	18.4%
Band 6	56	37.8%	8	25.8%	21	39.6%	28.2%
Band 7	22	14.9%	10	32.3%	11	20.8%	22.8%
Band 8	23	15.5%	6	19.4%	13	24.5%	15.0%

Year 5 Writing

Bands	Greenacre (148 students)		Hoxton Park (31 students)		Beaumont Hills (54 students)		State Percentage
Band 3	1	0.7%	0	0%	0	0%	4.4%
Band 4	9	6.1%	0	0%	1	1.9%	10.9%
Band 5	48	32.4%	3	9.7%	15	27.8%	31.9%
Band 6	66	44.6%	17	54.8%	24	44.4%	32.2%
Band 7	19	12.8%	6	19.4%	7	13.0%	13.4%
Band 8	5	3.4%	5	16.1%	7	13.0%	5.6%

Year 5 Spelling

Bands	Greenacre (148 students)		Hoxton Park (31 students)		Beaumont Hills (54 students)		State Percentage
Band 3	1	0.7%	0	0%	0	0%	3.5%
Band 4	3	2.0%	0	0%	0	0%	7.5%
Band 5	18	12.2%	3	9.7%	3	5.6%	20.8%
Band 6	37	25%	5	16.1%	7	13.0%	27%
Band 7	51	34.5%	11	35.5%	20	37.0%	25.2%
Band 8	38	25.7%	12	38.7%	24	44.4%	13.1%

Year 5 Grammar and Punctuation

Bands	Greenacre (148 students)		Hoxton Park (31 students)		Beaumont Hills (54 students)		State Percentage
Band 3	6	4.1%	0	0%	1	1.9%	5.7%
Band 4	12	8.1%	0	0%	3	5.6%	10.9%
Band 5	20	13.5%	6	19.4%	4	7.4%	20.1%
Band 6	38	25.7%	5	16.1%	12	22.2%	21.5%
Band 7	34	23%	11	35.5%	18	33.3%	22%
Band 8	38	25.7%	9	29.0%	16	29.6%	13.9%

Year 5 Numeracy

Bands	Greenacre (148 students)		Hoxton Park (31 students)		Beaumont Hills (53 students)		State Percentage
Band 4	18	12.2%	3	9.7%	1	1.9%	11%
Band 5	30	20.3%	3	9.7%	6	11.3%	25.3%
Band 6	40	27%	9	29.0%	16	30.2%	28.5%
Band 7	40	27%	8	25.8%	16	30.2%	19.3%
Band 8	20	13.5%	8	25.8%	14	26.4%	10.5%

Year 7 Reading

Bands	Greenacre (169 students)		Hoxton Park (24 students)		Beaumont Hills (38 students)		State Percentage
Band 5	11	6.5%	5	20.8%	3	7.9%	11.3%
Band 6	48	28.4%	8	33.3%	6	15.8%	22.3%
Band 7	65	38.5%	9	37.5%	16	42.1%	29.9%
Band 8	37	21.9%	2	8.3%	9	23.7%	20.4%
Band 9	8	4.7%	0	0%	4	10.5%	10.2%

Year 7 Writing

Bands	Greenacre (169 students)		Hoxton Park (24 students)		Beaumont Hills (38 students)		State Percentage
Band 4	2	1.2%	0	0%	0	0%	6.2%
Band 5	27	16%	7	29.2%	3	7.9%	18.4%
Band 6	60	35.5%	9	37.5%	13	34.2%	31.0%
Band 7	50	29.6%	8	33.3%	14	36.8%	23.5%
Band 8	27	16%	0	0%	8	21.1%	14.7%
Band 9	3	1.8%	0	0%	0	0%	3.9%

Year 7 Spelling

Bands	Greenacre (169 students)		Hoxton Park (24 students)		Beaumont Hills (38 students)		State Percentage
Band 4	0	0%	2	8.3%	1	2.6%	3.7%
Band 5	5	3.0%	1	4.2%	0	0%	8.9%
Band 6	21	12.4%	6	25.0%	3	7.9%	21.6%
Band 7	54	32%	5	20.8%	11	28.9%	29.4%
Band 8	44	26%	6	25.0%	5	13.2%	21.6%
Band 9	45	26.6%	4	16.7%	18	47.4%	12.1%

Year 7 Grammar & Punctuation

Bands	Greenacre (169 students)		Hoxton Park (24 students)		Beaumont Hills (38 students)		State Percentage
Band 4	2	1.2%	2	8.3%	4	2.6%	6.2%
Band 5	19	11.2%	7	29.2%	4	10.5%	14.5%
Band 6	21	12.4%	4	16.7%	1	2.6%	19.1%
Band 7	56	33.1%	7	29.2%	9	23.7%	26.6%
Band 8	32	18.9%	2	8.3%	15	39.5%	17.1%
Band 9	39	23.1%	2	8.3%	8	21.1%	13.6%

Year 7 Numeracy

Bands	Greenacre (169 students)		Hoxton Park (24 students)		Beaumont Hills (38 students)		State Percentage
Band 4	0	0%	1	4.2%	0	0%	3.5%
Band 5	6	3.6%	3	12.5%	0	0%	10.9%
Band 6	29	17.2%	10	41.7%	4	10.5%	21.3%
Band 7	60	35.5%	7	29.2%	12	31.6%	26.2%
Band 8	34	20.1%	2	8.3%	11	28.9%	19.7%
Band 9	40	23.7%	1	4.2%	11	28.9%	14.6%

Year 9 Reading

Bands	Greenacre (154 students)		Hoxton Park (15 students)		Beaumont Hills (20 students)		State Percentage
Band 5	1	0.6%	2	13.3%	1	5.0%	5.7%
Band 6	10	6.5%	4	26.7%	5	25.0%	12.7%
Band 7	45	29.2%	3	20.0%	4	20.0%	25.9%
Band 8	67	43.5%	3	20.0%	5	25.0%	29.4%
Band 9	23	14.9%	1	6.7%	3	15.0%	18.4%
Band 10	8	5.2%	2	13.3%	2	10%	7.1%

Year 9 Writing

Bands	Greenacre (155 students)		Hoxton Park (14 students)		Beaumont Hills (21 students)		State Percentage
Band 5	8	5.2%	2	14.3%	0	0%	12.3%
Band 6	24	15.5%	2	14.3%	6	28.6%	21.3%
Band 7	45	29%	5	35.7%	8	38.1%	25.3%
Band 8	49	31.6%	4	28.6%	6	28.6%	24.7%
Band 9	21	13.5%	1	7.1%	1	4.8%	9.4%
Band 10	8	5.2%	0	0%	0	0%	4.4%

Year 9 Spelling

Bands	Greenacre (155 students)		Hoxton Park (14 students)		Beaumont Hills (21 students)		State Percentage
Band 5	0	0%	1	7.1%	0	0%	4.5%
Band 6	3	1.9%	3	21.4%	0	0%	10.6%
Band 7	19	12.3%	2	14.3%	3	14.3%	27.6%
Band 8	68	43.9%	4	28.6%	8	38.1%	30.2%
Band 9	40	25.8%	3	21.4%	7	33.3%	17.9%
Band 10	25	16.1%	1	7.1%	3	14.3%	7.8%

Year 9 Grammar and Punctuation

Bands	Greenacre (155 students)		Hoxton Park (14 students)		Beaumont Hills (21 students)		State Percentage
Band 5	3	1.9%	2	14.3%	0	0%	7.1%
Band 6	10	6.5%	1	7.1%	3	14.3%	17.3%
Band 7	38	24.5%	4	28.6%	5	23.8%	27.4%
Band 8	54	34.8%	3	21.4%	5	23.8%	24.6%
Band 9	34	21.9%	4	28.6%	4	19.0%	14.6%
Band 10	16	10.3%	0	0%	4	19.0%	7.5%

Year 9 Numeracy

Bands	Greenacre (154 students)		Hoxton Park (15 students)		Beaumont Hills (21 students)		State Percentage
Band 5	1	0.6%	0	0%	0	0%	1.3%
Band 6	7	4.5%	5	33.3%	2	9.5%	14%
Band 7	38	24.7%	2	13.3%	4	19.0%	28.6%
Band 8	52	33.8%	5	33.3%	9	42.9%	27.2%
Band 9	37	24%	3	20.0%	5	23.8%	17.2%
Band 10	19	12.3%	0	0%	1	4.8%	11.5%













THEME 4: Senior Secondary Outcomes

This reporting area does not apply to K-6 students.

Record of School Achievement Stage 5: Summary of Results Achieved
















MFIS did not have any students that required the issuance of a Record of School Achievement in Stage 5.






Table 1 – Grades achieved in each course (School/State Gradin Pattern Comparison) -2019

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)	168	86213	1.79	29.76	48.21	19.64	.60		12.13	27.96	37.30	16.14	5.59	.89
 Mathematics 200 hours (323)	168	86388	13.69	29.76	33.33	22.62	.60		14.81	23.12	31.63	22.84	6.76	.83
 Science 200 hours (350)	168	86261	11.31	30.95	36.90	19.64	1.19		12.76	24.80	36.43	18.88	6.30	.84
 Commerce 100 hours (431)	94	4991	17.02	35.11	39.36	8.51			19.11	31.94	33.26	11.84	3.47	.38
 Geography 100 hours (4015)	168	86165	10.12	35.71	43.45	10.12	.60		14.35	27.29	35.56	15.95	6.15	.70
 History 100 hours (4007)	168	86185	14.29	47.02	32.74	5.36	.60		14.10	27.27	35.22	16.35	6.35	.71
 Arabic 100 hours (801)	46	90	19.57	19.57	39.13	15.22	6.52		22.22	22.22	34.44	14.44	6.67	
 French 100 hours (871)	11	445	18.18	54.55	27.27				17.08	36.18	33.26	10.11	3.37	
 Food Technology 100 hours (1626)	11	5440	45.45	45.45	9.09				15.70	28.25	33.88	15.55	6.23	.39
 Information and Software Technology 100 hours (1831)	110	2162	8.18	48.18	30.91	10.00	2.73		19.89	29.28	28.54	14.89	7.12	.28
 Visual Arts 100 hours (2061)	11	3627		72.73	18.18	9.09			17.15	32.78	33.11	11.72	4.63	.61
 Personal Development, Health and P.E. 100 hours (2421)	166	21471	10.24	61.45	26.51	1.20	.60		15.68	35.82	35.16	9.92	2.95	.47

2019 HSC (Preliminary)

Table 2 – Grades achieved in each course (School/State grading pattern comparison – Stage 6)

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)	39	29428		43.59	53.85	2.56			19.32	42.62	32.29	5.03	.64	.11
 English Standard 2 unit (11130)	109	33134		25.69	55.96	17.43	.92		3.58	23.83	48.15	18.70	5.04	.70
 Mathematics Advanced 2 unit (11255)	53	24667	16.98	26.42	22.64	30.19	3.77		22.71	26.68	32.91	14.68	2.94	.09
 Mathematics Extension 1 unit (11250)	29	12112	10.34	27.59	48.28	13.79			26.79	29.04	30.16	11.80	2.18	.03
 Mathematics Standard 2 unit (11236)	74	39873	6.76	18.92	35.14	28.38	10.81		7.15	21.52	36.84	23.81	9.81	.87
 Mathematics 2 unit (11240)	12	551	50.00	50.00					52.09	17.24	18.51	9.44	2.72	
 Biology 2 unit (11030)	93	25020	19.35	26.88	46.24	7.53			12.39	27.46	39.70	15.79	4.23	.43
 Chemistry 2 unit (11050)	48	15173	25.00	39.58	25.00	6.25	4.17		15.20	27.39	36.92	16.09	4.19	.20
 Earth and Environmental Science 2 unit (11100)	5	3066		20.00	20.00	60.00			9.65	25.90	38.29	18.85	6.49	.82
 Physics 2 unit (11310)	27	11491	29.63	44.44	22.22	3.70			15.06	27.50	36.92	16.36	4.01	.15
 Ancient History 2 unit (11020)	14	9602	7.14	42.86	35.71	14.29			15.29	27.55	34.45	15.83	5.99	.90
 Business Studies 2 unit (11040)	88	23572	4.55	19.32	46.59	23.86	5.68		12.93	28.59	35.87	16.60	5.50	.50
 Economics 2 unit (11110)	6	7002		33.33	50.00	16.67			22.28	33.69	30.95	10.47	2.50	.11
 Legal Studies 2 unit (11220)	62	14737	8.06	22.58	48.39	16.13	4.84		15.32	28.08	34.72	15.53	5.76	.60
 Modern History 2 unit (11270)	35	14858	20.00	28.57	31.43	11.43	8.57		16.38	27.75	35.29	14.67	5.30	.61
 Society and Culture 2 unit (11330)	26	7053	3.85	19.23	50.00	15.38	11.54		14.56	29.56	34.77	14.90	5.57	.64
 Studies of Religion I 1 unit (11350)	28	10261	7.14	64.29	28.57				14.45	30.86	38.37	14.10	2.19	.02
 Studies of Religion II 2 unit (11360)	68	7477	2.94	11.76	60.29	20.59	4.41		16.09	32.91	35.63	12.71	2.57	.09
 Arabic Continuers 2 unit (11510)	8	371	25.00		25.00	50.00			23.45	39.35	26.68	7.82	2.16	.54

 <u>Engineering Studies 2 unit (11120)</u>	6	3486			50.00	33.33	16.67			15.32	29.95	34.83	14.29	5.11	.52
 <u>Food Technology 2 unit (11180)</u>	2	4699			100.00					12.70	27.22	33.50	17.17	7.98	1.43
 <u>Information Processes and Technology 2 unit (11210)</u>	10	2839	20.00	30.00	30.00	20.00				15.67	29.20	32.41	16.73	5.46	.53
 <u>Community and Family Studies 2 unit (11060)</u>	9	11773		44.44	44.44	11.11				9.48	25.94	37.37	18.93	7.13	1.16
 <u>Personal Development, Health and Physical Education 2 uni</u>	59	20256	27.12	30.51	28.81	11.86	1.69			12.32	27.23	37.47	16.80	5.58	.61

HSC Outcomes for Year 12 in 2019

Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Ancient History 2 unit	15020	7		75.17	6.44	73.00	13.29	75.17	5.95	72.62	14.48	2.55	.18
Arabic Continuers 2 unit	15510	2		82.00	2.80	92.00	6.00	78.00	6.80	79.75	11.58	-1.75	-.15
Biology 2 unit	15030	54		82.89	10.27	79.74	10.83	82.23	10.07	71.93	12.58	10.30	.82
Business Studies 2 unit	15040	74		76.77	12.26	65.04	18.82	76.57	11.38	72.18	13.77	4.39	.32
Chemistry 2 unit	15050	29		81.30	9.38	77.14	10.21	81.01	8.93	75.38	13.69	5.63	.41
Earth and Environmental Science 2 unit	15100	10		66.10	9.36	69.40	16.57	65.98	10.53	72.52	12.44	-6.54	-.53
Economics 2 unit	15110	5		72.12	7.77	70.60	20.32	72.24	7.49	77.34	12.07	-5.10	-.42
Engineering Studies 2 unit	15120	3		71.93	1.73	66.33	3.40	71.93	1.73	74.25	10.81	-2.32	-.21
English Advanced 2 unit	15140	37		82.35	5.56	75.76	8.30	81.65	4.62	80.73	8.19	.92	.11
English Standard 2 unit	15130	77		74.86	8.49	65.49	12.33	73.81	7.88	69.16	9.23	4.65	.50
Legal Studies 2 unit	15220	36		77.19	13.22	72.14	15.14	76.89	11.87	73.66	14.71	3.23	.22
Mathematics Extension 1 2 unit	15250	24		87.44	5.98	85.63	7.90	87.38	6.38	79.98	16.40	7.40	.45
Mathematics Extension 2 2 unit	15260	12		84.40	7.68	75.83	10.49	84.18	7.97	81.59	13.62	2.59	.19
Mathematics Standard 2 2 unit	15236	49		77.29	10.68	75.43	13.89	76.85	9.98	70.68	12.10	6.17	.51
Mathematics 2 unit	15240	60		85.04	8.37	81.00	10.65	84.73	8.00	78.01	13.48	6.72	.50
Modern History 2 unit	15270	20		79.63	6.96	81.40	8.70	79.62	6.79	73.44	14.10	6.18	.44
Personal Development, Health and Physical Education 2 unit	15320	20		71.57	9.90	74.25	13.60	71.54	10.47	72.57	11.54	-1.03	-.09
Physics 2 unit	15330	18		75.32	8.16	78.39	8.03	75.27	7.88	73.20	13.84	2.07	.15
Society and Culture 2 unit	15350	6		79.80	4.96	75.00	12.74	79.83	5.28	76.72	11.60	3.11	.27
Studies of Religion I 1 unit	15370	8		40.29	3.14	41.13	3.59	40.26	3.09	38.24	5.22	2.02	.39
Studies of Religion II 2 unit	15380	40		73.62	9.23	73.68	11.96	72.86	10.28	76.58	10.61	-3.72	-.35

2019 Higher School Certificate Performance

In 2019 our HSC students performed very strongly. More than 50 percent of all scores obtained were Band 6 or Band 5 results. Students performed above state averages in most courses of study. The table below records the number of students performing in Band 5 and 6 in each course.

Subject	Total candidature MFIS/NSW	#Band 6 students (MFIS)	% of Band 6 (MFIS)	% of Band 6 (NSW)	Difference (MFIS vs NSW)	% of Band 6 (2018)	# Band 5 students MFIS (%)	% Band 5 (NSW)	Difference (MFIS vs NSW)
English Standard	77 /30397	0	0	0.66	-0.66	0	20 (25.97%)	11.09	14.88
English Adv.	37 /25277	2	5.4	13.47	-8.07	8.51	26 (70.27%)	48.32	21.95
Mathematics Standard	49 /29924	4	8.16	5.19	2.97	11.11	20 (40.81%)	18.86	21.95
Mathematics 2U	60 /17351	23	38.33	23.51	14.82	35.55	20 (33.33%)	25.67	7.66
Mathematics Ext 1	24/ 8846	11	45.83	39.03	6.8	69.23	13 (54.16%)	41.08	13.08
Mathematics Ext 2	12 / 3136	4	33.33	35.74	-2.41	25	8 (66.66%)	50.12	16.54
Biology	61 /18787	17	31.48	7.31	24.17	31.48	23 (42.59%)	24	18.59
Chemistry	29/10328	6	20.68	16.04	4.64	4.34	11 (37.93%)	29.89	8.04
Physics	18 / 8435	0	0	12.37	-12.37	0	7 (38.88%)	24.51	14.37
EES	10 / 2047	0	0	5.66	-5.66	-	0 (0%)	25.4	-25.4
Business St	74 /17775	11	14.86	9.34	5.52	10.9	24 (32.43%)	23.68	8.75
Modern Hist.	20 / 11427	1	5	9.74	-4.74	16.66	11 (55%)	29.59	25.41
Legal St.	36/10647	6	16.66	13.47	3.19	4.76	13 (36.11%)	27.55	8.56
Studies of Religion 1	8/8505	0	0	10.91	-10.91	0	5 (62.5%)	35.24	27.26
Studies of Religion 2	40/6074	0	0	7.35	-7.35	7.14	12 (30%)	37.27	-7.27
PDHPE	20/15666	0	0	6.26	-6.26	0	6 (30%)	25	5
Engineering Studies	3/2271	0	0	9.29	-9.29	-	0 (0%)	22.36	-22.36
Ancient History	7/7336	0	0	9.21	-9.21	-	2 (28.57%)	26.25	2.32
Arabic Continuers	2/322	0	0	14.9	-14.9	-	1 (50%)	46.89	3.11
Economics	5/5116	0	0	15.2	-15.2	-	1 (20%)	36.53	-16.53
Society & Culture	6/4752	0	0	12.37	-12.37	-	4 (66.66%)	32.03	34.63

2019 HSC Distinguished Achievers

Subject	Distinguished Achievers
Biology	17
Business Studies	11
Chemistry	6
English Advanced	2
Legal Studies	6
Mathematics Advanced	23
Mathematics Extension 1	11
Mathematics Extension 2	4
Mathematics Standard 2	4
Modern History	1

Vocational Education and Training

In 2019, no student in the Year 12 cohort participated in vocational or trade training.

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

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

Teaching standards

Category	Number of Teachers
(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	191
(ii) Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	21
(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	-

Teacher Professional Learning

The School has a strong commitment to the professional development of staff. All staff participate in professional learning programs that enhance their knowledge, understanding and use of innovative approaches to pedagogy, subject specific content, legislation and other school priorities. Professional learning is undertaken by staff through an internal program that accesses the resources and expertise of our own staff as well as through the use of external providers.

The focus of whole School professional learning in 2019 includes:

- Digital Technology and Robotics
- strategies of differentiation and assessment moderation
- child protection and the requirements of mandatory reporting
- implementing quality wellbeing practices
- identifying and supporting students at risk
- interpreting and using Results Analysis Package (RAP Data) and Naplan Data
- new syllabus familiarisation and programming

Future professional development opportunities at the School will centre on providing safe and supportive learning environments and on the revised Stage 6 syllabuses as new syllabuses are rolled out by NESA for implementation in 2020 and beyond.

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
	\$152,974	\$305

Level of accreditation	Number of Teachers
Conditional	23
Provisional	32
Proficient Teacher	157
Highly Accomplished Teacher (Voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	212

THEME 6: Workforce Composition

Workforce Composition

Principal	1
Deputy Principal	3
Business Manager	1
Head of Campus	4
Head Teachers/Coordinators	53
Classroom Teachers	176
Learning Support Teachers	6
Teacher aides	8
Teacher Librarian	2
Librarian assistant / technician	3
Counsellor	4
School Administration and Support Staff	30
Other Positions	5

Indigenous Staff Members: 0

Teaching staff Retention Rate: 96.15%

Teaching staff attendance rate: Average annual absence due to emergency leave 8.5 days per teacher

THEME 7: Student Attendance, Retention Rates and Post School Destinations

Student Enrolment Profile

Enrolment				
Student	2016	2017	2018	2019
Boys	1190	1196	1263	1335
Girls	1155	1137	1250	1367
Total	2345	2333	2513	2702

2018 – 109 Year 11 students

2019 – 106 Year 12 Students

Student Retention Rates

The retention rate from Year 11 in 2018 to Year 12 in 2019 was 98 percent. This retention rate is the same as the previous year. Some students left because of family circumstances or to pursue employment, apprenticeships or vocational training.

Students who completed Year 12 continued to study at a university or TAFE or pursued full-time employment.

Post-School Destinations

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, Information Technology, Pharmacy, Psychology, Science, Commerce and many more.

Malek Fahd Islamic School

Percentage Attendance Report 30/01/2019 to 04/12/2019 (184 School Days)

Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	92%	89%	91%
1	93%	91%	92%
2	93%	93%	93%
3	93%	93%	93%
4	93%	95%	94%
5	93%	94%	94%
6	91%	93%	92%
7	94%	94%	94%
8	92%	92%	92%
9	93%	92%	92%
10	92%	88%	90%
11	92%	95%	94%
12	98%	90%	93%

Malek Fahd Beaumont Hills
Percentage Attendance Report 30/01/2019 to 04/12/2019 (184 School Days)

School Year	Boys	Girls	Overall
K	92%	89%	91%
1	93%	92%	92%
2	93%	93%	93%
3	93%	93%	93%
4	93%	95%	94%
5	93%	94%	94%
6	91%	93%	92%
7	94%	94%	94%
8	92%	94%	93%
9	93%	93%	93%
10	92%	91%	91%
11	93%	96%	95%
12	98%	90%	93%

Malek Fahd Hoxton Park
Percentage Attendance Report 30/01/2019 to 04/12/2019 (184 School Days)

School Year	Boys	Girls	Overall
K	91%	91%	91%
1	91%	91%	91%
2	93%	95%	94%
3	91%	93%	92%
4	94%	90%	92%
5	92%	92%	92%
6	92%	89%	90%
7	91%	95%	92%
8	94%	91%	93%
9	91%	87%	89%
10	85%	81%	83%
11	90%	N/A	90%

THEME 8: Enrolment Policies

Purpose

To make the policies 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 heads 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. In 2019 Malek Fahd Islamic School has three campuses. The largest is Greenacre campus for students from Kindergarten to Year 12. The Beaumont Hills campus is a Kindergarten-to-Year-12 school and the Hoxton Park campus is for Kindergarten-to-Year-11 students.

The School has grown in size and student numbers and cultivated a reputation for delivering academic excellence within an Islamic environment.

The Enrolment Process

An application form for enrolment must 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 Islamic 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. There is a \$75 non-refundable application fee.

When processing the application form, the following documentation needs to be attached or the application will be deemed incomplete and will not proceed:

- **Proof of student's residential address** (e.g. original copies of council rates notice, residential lease, electricity accounts, statutory declaration, driver's licence et cetera)
- **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** (Required for primary school new enrolments)

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 the relevant documentation
- Copy of citizenship

The school's general consideration for Enrolment

To determine enrolments at Malek Fahd Islamic School, the following criteria are considered:

- A commitment from the family to support the School's Islamic ethos and values
- A commitment to be 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 date of the application.
- Completion of application 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 each 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 considered:

- Outcome of school testing
- An interview with executive staff
- Orientation over a couple of weeks

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 and teachers with their students.

Year 7 Enrolment

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

- Outcome of the ALLWELL Test
- School based numeracy and literacy test
- School reports based on standardised Year 6 exam (Literacy and Numeracy)
- Year 3 and Year 5 NAPLAN results (where applicable)
- An interview with executive staff
- Attendance
- Behaviour and discipline issues
- Year 6 teacher comments and recommendations

The Year 7 selection criteria apply 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 and any other supporting documentation that 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. Continued enrolment is subject to:

- The student's adherence to School rules (refer to the Student Welfare Policy and the Discipline Policy). Students need to remain on Level 1 of the Discipline Policy, as progression to further levels could jeopardise their enrolment
- The student's attendance (refer to the Attendance Policy). Every student needs to ensure 100% attendance (or provide sufficient documentation justifying absences). Prolonged or recurring unexplained absences could jeopardise a student's enrolment.

- The student's academic achievement. Students need to achieve a minimum of 50% in each of English, Mathematics and Science in each term exam 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 contracts or yearly contracts and to accept enrolments is made by the relevant head of campus or 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 for any other reason without the Principal's approval, other siblings may 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 to ensure they are in a class that best meets their needs. Students will be promoted if they have outperformed the bottom three students in the class above their own. This is to create healthy competition across the School.

School Fees

There are no processing fees for the enrolment process. Parents must pay school fees per term. Term fees must be paid in the **first week** of the term. Failure to do so may jeopardise enrolment. 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 complete 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, including costs of disbursements incurred by Malek Fahd Islamic School in recovering any outstanding monies such as debt collector's fees and solicitor's costs shall be paid by the parent/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. The law in force in New South Wales governs this Agreement.

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 parents **do not wish their** child to be photographed under any circumstances, this can be specified 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 provided will be used to process the child's application for enrolment. It will only be used or disclosed for the following purposes:

- General 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. Parents may access or correct any personal information by contacting the School. Any concerns or complaints about the way personal information has been collected, used, or disclosed, can be made by contacting the School.

The health-related information collected is subject to the Health Records and Information Privacy Act 2002. It is 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 all questions on the Enrolment Form to be answered except those about parent's occupation and education. The information provided assists the School to communicate with parents and care for each child while at school. In cases where forms are incomplete, applications may be deemed insufficient and will proceed no further.

Giving false or misleading information is a serious offence. If statements made in an application later prove to be false or misleading, any decision made about this application may be reversed. The School's Privacy Policy has further details.

Outcome of Application for Enrolment at Malek Fahd Islamic School

Upon reviewing the application, test results and meeting the student, the relevant Head of Campus or 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 in review before informing the family of the decision.

THEME 9: Other School Policies

Policy	Summary/ Changes in 2019	Access to full text
Student welfare	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.	School website: www.mfis.nsw.edu.au
Anti-bullying	This policy provides processes for responding to and managing allegations of bullying, including the contact information for the local police liaison officer. The policy also highlights the importance of prevention and early intervention strategies implemented by the School. The development of the Anti-bullying flowchart was to work in line with the Discipline Policy. Policy was reviewed in 2019	School website: www.mfis.nsw.edu.au
Discipline	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. 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. Policy was reviewed in 2019	School website: www.mfis.nsw.edu.au
Complaints	These policies outline the dispute resolution process to be followed by parents. The parent complaint form can now be accessed directly from the school website. The form will be sent to the relevant executive member.	School website: www.mfis.nsw.edu.au

MFIS Policies and Procedures are kept in every Faculty staff room and are accessible to all staff members via the intranet. These policies have been web-enabled. 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 publicly displayed on the School website www.mfis.com.au

To access any policy, click the desired document 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 and are announced in the School newsletter and through parent information packages upon enrolment.

THEME 10: School Determined Priority Areas for Improvement

Our focus is always to provide the best education for our students. To this end there are a number of significant leadership educational, pastoral, technological and sporting themes that will be considered and implemented across the three campuses for 2020. We will also be developing the physical sites of Hoxton Park and Beaumont Hills.

Curriculum:

- Further streaming of curriculum classes, including Science, Mathematics and English, Quran and Islamic Studies
- Academically supporting the weaker students with an increase to the learning support team for the three campuses
- Implementation of the new PDHPE and TAS syllabus in 2020
- Investigating STEAM programs and Robotics

Pastoral

- Further investment in the pastoral care programs and the expansion of the counselling programs, including the employment of more counsellors
- Developing the School alumni

Technology

- Complete WIFI capability for Greenacre; Secure WIFI to enable staff to use their Windows logins; Complete switch migration across three campuses; Consolidate three servers under one domain (single sign-on)
- Complete installations of security cameras across three campuses
- Complete rollout of clever touch panels for Greenacre campus
- Ensure all endpoint devices are upgraded to Windows 10 and patches are updated
- Migration of Sentral/SAS to cloud base. Video conferencing capability across three campuses
- Wi-Fi access points set up
- Replacement of staff laptops and desktop
- Exploring Parent Portals options

Physical facilities of the School

- Greenacre Campus: roof renovation for Primary Library
- Hoxton Park Campus: install portable classrooms to meet the needs of the growing student numbers; improvements of the playing space; updating the Master Plan of the site and building works and new fencing
- Beaumont Hills: install portable classrooms to meet the needs of the growing student numbers; improvements of the playing space; updating the Master Plan of the site and building works

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 collaborates with staff, parents and stakeholders across the four campuses to encourage a values-based education with the core values of respect, responsibility and selflessness.

Initiatives promoting respect and responsibility are an integral part of each student's school life. The initiative that highlighted respect and responsibility in 2019 was the SRC initiative to connect with elderly Australians by visiting aged care facilities. This, combined with fundraising for charities such as Westmead Children's Hospital, Bankstown Hospital, MS Australia, The Heart Foundation, Cancer Council Australia, and bushfire appeals is run by students. A Red Cross blood drive is an annual project run by senior students along with the very successful Australia's Biggest Morning Tea. Homeroom initiatives, Other activities include Friday sermons linked to homeroom topics, National Day of Action against Bullying and parent information sessions on bullying and strategies that parents can use to help their child learn resilience. There is also an Art Club for isolated and disengaged students, Harmony Day initiatives and Intercampus Gala Days.

Malek Fahd Islamic School also welcomes students annually from other religious organisations and schools for cultural exchange to foster harmony, tolerance and to breakdown stereotypes in pursuit of mutual respect. We also take our students to other religious school to let them gain better understanding of cultures and religions so they can better adjust to the Australian way of life.

Malek Fahd Islamic School also has several initiatives which promote active citizenship, values and focus on acceptance, tolerance, responsibility, respect and kindness. An example of this is our Harmony Day and Clean Up Australia Day activities.

To reinforce respect, responsibility and community, Malek Fahd Islamic School students participate numerous PSSA sporting events and in interschool sporting gala days .

Malek Fahd Islamic School
2019 Calendar of School Events

Event	Date	Venue	Primary / Secondary	Campus
Photo Day	13 th February	School	Primary	Greenacre
Bulldogs Visit	13 th February	School	Primary	Greenacre
Photo Day	14 th February	School	Secondary	Greenacre
Field of Mars Excursion	19 th & 20 th February	Sydney	Primary	Greenacre
Clean up Australia Day	1 st March	School	Primary	Greenacre
Biology Excursion	4 th March	Sydney	Secondary	All Campuses
Clean up Australia Day	5 th March	School	Primary & Secondary	All Campuses
Warragamba Dam Excursion	5 th – 7 th March	School	Secondary	Greenacre
Sydney Olympic Park	6 th – 7 th March	Olympic Park	Secondary	All Campuses
Police Visit	11 th March	School	Primary	Greenacre
Building Billy Carts	13 th March	School	Secondary	Hoxton Park & Beaumont Hills
Building Billy Carts	14 th March	School	Secondary	Greenacre
Football Festival	14 th March	Valentine Sports Park	Secondary	Greenacre
National Day of Action Against Bullying	15 th March	School	Primary & Secondary	All Campuses
Matter and Energy show (Science)	19 th March	School	Secondary	Hoxton Park
Police Visit	19 th March	School	Primary	Greenacre
Harmony Day	19 th – 22 nd March	School	Primary & Secondary	All Campuses
Touch Football ISD Championships	20 th March	Queens Park	Secondary	Greenacre
Life Education Incursion	21 st – 26 th March	School	Primary	Beaumont Hills
Chemistry Kick Start Excursion	22 nd March	Sydney University	Secondary	Beaumont Hills & Greenacre
Brigidine College Visit	27 th March	Sydney	Secondary	Greenacre
Science Space Excursion	28 th March	Wollongong	Secondary	All Campuses
AFL School Cup	1 st April	Greenway Park	Secondary	Greenacre
Cross Country Carnival	9 th April	Homebush	Secondary	Greenacre
ANZAC Commemoration Ceremony	9 th April	Hyde Park	Secondary	Greenacre

Grandparents' Day	10 th April	School	Primary	Greenacre
ANZAC Commemoration Ceremony	12 th April	Hyde Park	Secondary	Beaumont Hills
Ramadan Food Drive	30 th April – 10 th May	School	Primary	Greenacre
Royal National Park	1 st May	Sydney	Primary	Greenacre
ANZAC Day Ceremony	1 st May	School	Primary	Greenacre
ANZAC Day Ceremony	2 nd May	School	Primary & Secondary	Hoxton Park
Iftar Dinner	9 th May	School	Secondary	Greenacre
Iftar Dinner	10 th May	Liverpool	Primary & Secondary	Hoxton Park
Iftar Dinner	17 th May	School	Primary & Secondary	Beaumont Hills
Walk Safely to School	17 th May	School	Primary	Greenacre
Iftar Dinner	21 st May	School	Primary	Greenacre
Eid Ul Fitr	5 th – 6 th June	School	Primary & Secondary	All Campuses
Plant a Tree Day	26 th – 29 th July	School	Primary & Secondary	All Campuses
Jeans for Genes Day	2 nd August	School	Primary & Secondary	All Campuses
Bachar Houli Cup	14 th August	School	Secondary	Greenacre
Book Character Parade	21 st August	School	Primary	Hoxton Park
Athletics Carnival - Girls	21 st August	Sydney Olympic Athletics Field	Secondary	Greenacre
Athletics Carnival - Boys	21 st August	Sydney Olympic Athletics Field	Secondary	Greenacre
Book Character Parade	22 nd August	School	Primary & Secondary	Beaumont Hills
Book Character Parade	22 nd August	School	Primary	Greenacre
Taronga Zoo	27 th August	Sydney	Secondary	Greenacre
Jenolan Caves	28 th August	Sydney	Secondary	Greenacre
Sydney Tower	28 th August	Sydney	Primary	Greenacre
Fairytale	28 th August	School	Primary	Greenacre
Maritime Museum	2 nd September	Sydney	Secondary	Greenacre
Sydney University	3 rd September	Sydney	Secondary	Greenacre
Athletics Carnival	4 th – 12 th September	Sydney	Primary	Greenacre

Book Week Performance	4 th – 5 th September	School	Primary	Greenacre
Jewish Museum	12 th September	Sydney	Secondary	Greenacre
R U Ok? Day	13 th September	School	Secondary	Greenacre
Symbio Wildlife Park	19 th September	Sydney	Primary	Greenacre
Graduation Ceremony	24 th September	Quay Centre	Primary & Secondary	All Campuses
Graduation Dinner	24 th September	Auburn	Secondary	Greenacre & Beaumont Hills
HSC Commence	17 th October	School	Secondary	Greenacre & Beaumont Hills
Symbio Wildlife Park	24 th October	Sydney	Primary	Greenacre
ISD Netball Championships	29 th October	Sydney	Secondary	Greenacre
Year 7 Orientation	31 st October	School	Primary & Secondary	Greenacre
PIPS Excursion	5 th November	Sydney	Secondary	Greenacre
Year 7 Orientation	6 th November	School	Primary & Secondary	Hoxton Park
Year 7 Orientation	7 th November	School	Primary & Secondary	Beaumont Hills
Pink Ribbon Day	8 th November	School	Secondary	Greenacre
Year 6 Camp	11 th – 13 th November	Sydney	Primary	Greenacre
Marvellous Mixtures	12 th – 13 th November	School	Primary	Greenacre
Girls Formal	12 th November	School	Secondary	Greenacre
Work Experience	11 th – 15 th November	Sydney	Secondary	All Campuses
Swimming Carnival - Boys	21 st November	Auburn	Secondary	Greenacre
Swimming Carnival - Girls	22 nd November	Auburn	Secondary	Greenacre
Year 6 Graduation	22 nd November	School	Primary	Beaumont Hills
Movies	26 th November	Bankstown	Primary	Greenacre
Sky Zone	27 th November	Sydney	Primary	Greenacre
King Pin Bowling	27 th November	Strathfield	Primary	Greenacre
End of Year Presentation	28 th November	School	Primary & Secondary	Beaumont Hills
Sydney Aquarium	28 th November	Sydney	Primary	Greenacre
Year 6 Graduation	29 th November	School	Primary	Hoxton Park
End of Year Presentation	29 th November	School	Primary & Secondary	Hoxton Park

Wiburd Shield Cricket Gala Day	2 nd December	Sydney	Secondary	Greenacre
End of Year Presentation	2 nd December	School	Primary	Greenacre
End of Year Presentation	3 rd December	School	Secondary	Greenacre

THEME 12: Parent, Student and Teacher Satisfaction

Feedback

Feedback from parents, students and teachers has been received through emails and in-person conversations. With matters that are campus specific, the head of campus resolves issues through liaison with the coordinators or teachers, as necessary. For other issues, the Principal, Mr Rixon, is consulted. Parents, teachers and student are welcome to approach Mr Rixon on his weekly campus visit.

Feedback is an important component for continued improvement. In 2019, the School received feedback from parents through emails, surveys, phone calls and in person meetings. This feedback was then communicated to relevant people. Students also provided feedback through surveys, SRC meetings, and directly to their teachers. Feedback from parents was received primarily by personally attending to the office and expressing concern to the administration staff. The administration staff then directed the parent and their concern to the appropriate staff member. Parents also provided feedback to the school by completing the Parent complaint form or by sending an email to the School.

Teachers were able to provide feedback during the weekly briefing, stage meetings, coordinators meetings and staff meetings as well as via emails and in person. Staff new to the Campus were able to give feedback to their mentors.

We communicated and provided feedback at meet the teacher sessions, parent information meetings and parent teacher interviews in Term 1 and Term 3. We also provided comprehensive reports at the end of Semester 2 and Semester 4. Teachers also used the daily communication diary to provide feedback. To a lesser extent other forms of feedback included tests and assessments, and morning assemblies as well as end of year assemblies.

The School is extremely proud of its open-door policy through which parent involvement is welcomed and encouraged. The Parents Advisory Committee (PAC) meets once a month and provides several feedback avenues such as Facebook, emails and SMS for parents. Feedback via parent satisfaction is high.

The School has an active Students' Representative Council, which provides peer support, organises various functions and produces school magazines. Discussions and the 2019 School Magazine indicated that student satisfaction is very high. Students are proud of their achievements and are very proud members of the School.

Verbal feedback received from students indicated that teachers care, treat them fairly and encourage and motivate them to do their best. They feel safe and secure at School and are proud to attend a School of continuous high achievers that incorporates understanding of their own faith and provides them with a sense of being and belonging.

Informal feedback from teachers and discussions with the executive team indicates that during 2019 staff were generally very satisfied in all areas of our School, particularly in terms of relationships, staff support, staff morale, work roles, work value and recognition. They feel their contributions are valued. They are also proud members of the School who choose to include their own children as students of the School. Even though they can easily obtain jobs in other schools, they choose to work at MFIS. The School enjoyed a very low turnover of staff across all campuses.

THEME 13: Summary Financial Information

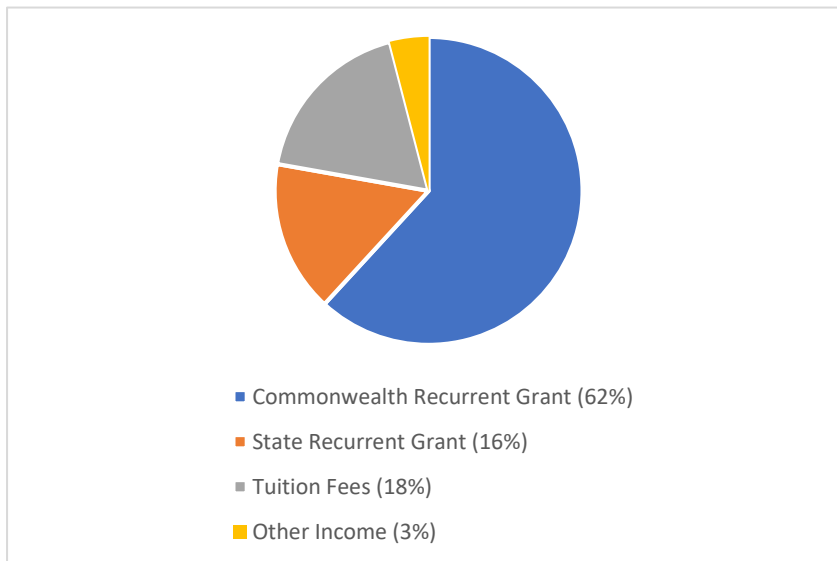
REPORTING AREA 14

SUMMARY FINANCIAL INFORMATION

The graphs below represents income and expenditure using percentage

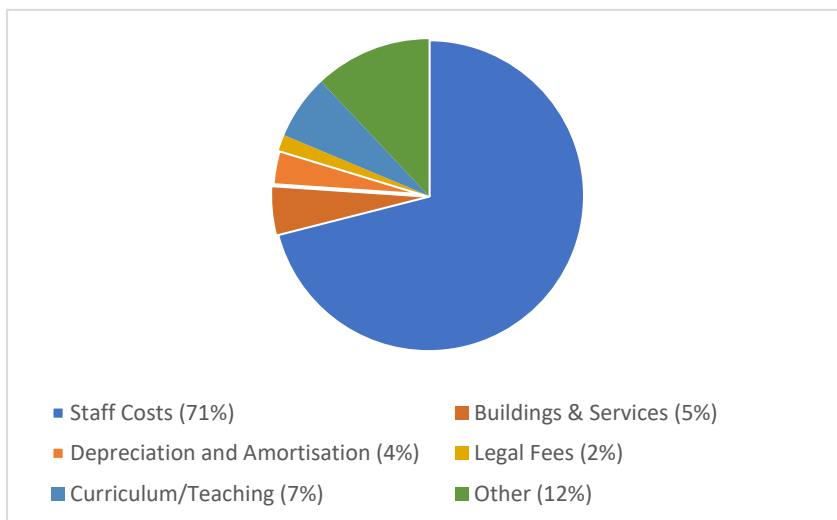
(a) Graphic one: recurrent/capital income represented by pie chart

Income Summary 2019



Commonwealth Recurrent Grant (62%)
State Recurrent Grant (16%)
Tuition Fees (18%)
Other Income (3%)

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



Staff Costs (71%)
Buildings & Services (5%)
Depreciation and Amortisation (4%)
Legal Fees (2%)
Curriculum/Teaching (7%)
Other (12%)

THEME 14: Publication Requirements

Malek Fahd Islamic School has completed its publication requirements by providing:

- The NESA Registration and Accreditation Manual now states that to be compliant with requirements, a registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister. Schools must also provide data to the Minister, if requested, for the Minister to report to Parliament on the effectiveness of schooling in the State.
- Annual report sent to NESA on RANGS online
- Public disclosure by uploading annual report on its school website
- The 2019 annual report is available to any person / persons who cannot access the document online and policies and procedures are available for the Minister on request.