

MALEK FAHD ISLAMIC SCHOOL



2017 SCHOOL ANNUAL REPORT

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THEME 1: A message from key school bodies

Dr John Bennett – School Board Chair

Assalamu'alaikum

This was a year of tremendous achievement by Malek Fahd Islamic School thanks to the determination and diligence of our School community – students, parents, families, teachers, other staff and leadership, including your School Board.

These achievements at all levels of the School are well documented in the Principal's Report.

The School Board exists to lead and to serve the needs of the School. The year proved to be particularly challenging for the Board as it continued its work to rectify all the issues identified by both the Commonwealth and NSW Governments. These issues arose under previous Boards and led to the School being deemed to be not compliant for it to receive public funding.

Much time and effort went into legal action against both Governments in an attempt to demonstrate that, as a result of the actions of the current Board, the School was now compliant with the legislation and should, therefore, continue to receive funding.

At the same time, the School successfully initiated legal proceedings against the Australian Federation of Islamic Councils (AFIC) to seek to recover funds that the Board believed had been inappropriately taken from the School for the benefit of AFIC.

In spite of all this legal activity and the resulting uncertainty surrounding the School's future, it was particularly pleasing to see that the staff and students maintain their focus on the educational programs of the School.

It is a credit to Mr Rixon and the staff that students were able to concentrate on their studies and other enriching and rewarding experiences. Indeed, many wonderful initiatives and programs were introduced in 2017.

Mention must also be made of the support from parents, particularly the Parents Advisory Committee (PAC). The PAC continued to ensure that the Board was always aware of the thoughts and opinions of parents. The Board was very grateful for the work undertaken by the PAC throughout 2017.

During 2017, there were some changes to the membership of the Board. It is pleasing to report that those members who left were replaced by excellent individuals who will continue to ensure the Board operates in the best interests of the School.

The Board looks forward to an assured future and educational excellence in your chosen School.

Mr John Bennett
Chair, from June 2017

Sr Miriam Silva
Chair, to 30 May 2017

Mr Bruce Rixon - Principal

I was appointed and commenced as Principal in January 2017. It was a year of uncertainty and challenges for the Malek Fahd community. Throughout, this wonderful community demonstrated extraordinary faith and resilience and gave to the School and School Board its confidence and trust. The academic results for the Year 12 cohort were stunning.

On behalf of the School, I thank the School Board, Chair Dr John Bennett and past Chair Ms Miriam Silva for their excellent governance and for successfully steering the School through difficult times. We also are grateful for the significant support of parents, the Parents Advisory Committee, with strong leadership from Dr Fariha Dib, and the many external groups, including LMA and our many suppliers. Despite the upheaval and uncertainty, Malek Fahd clearly is a preferred school of choice. So much so is this the case that, in this year at Greenacre Campus alone, we received more than 800 applications.

Our focus is always to provide the best education for our students. Our three Campus sites are one big family that works very hard to ensure the very best for our students. I could not have been prouder of them in all that they have achieved.

We are very grateful to parents and others for their unswerving positive support for the School and the students. There was at the middle of the year the possibility of school closure. Our HSC teachers responded magnificently with extra tuition outside of school hours on Saturdays and in holidays to ensure everyone completed the syllabus and fulfilled their potential.

Malek Fahd Islamic School is a very large school with three campuses and 2300-plus students. At the very early stages of my appointment, it was important to develop a strong sense of unity across the three campuses, to get to know the staff and to understand the needs of each campus and its community. To achieve this linking of the School, I have visited each campus weekly, attended and addressed assemblies, held fortnightly combined Heads of Campus meetings and met weekly with each Head of Campus. The School has 11 Sheikhs across the three campuses. To ensure best practices of delivery of Islamic teachings and preaching, I introduced regular meetings with Sheikhs from all campuses.

At the Beaumont Hills Campus, the academic year began with storms that caused severe damage to the buildings and forced the School to close for a short period with classes reallocated to other locations. Mrs Khan, with typical calm and efficiency, led the recovery and repairs. At Hoxton Park, Mr Stephen Lord took up the invitation to be Acting Head of Campus during 2017 while Ms Mona Kassem was on maternity leave. Mr Lord has done a brilliant job in this role and was invited to continue in the role for Term 1, 2018.

Technology Review

At the start of the year there was a significant need to review the technology operations and network. The auditing firm Grant Thornton was engaged to undertake this review.

Academic Testing

The School performed well in the external examinations of NAPLAN and the HSC. There is, however, an underlying concern that, despite these good results, a number of students are not reaching the School benchmark and are being asked to repeat or placed on a term or early academic contract. Students and teachers require greater learning support in the classroom. Added to this, it appeared there was no consistent process in understanding the academic level of a child at the point of entry to the school, including at the interview stage.

Following a presentation by Robert Allwell of Academic Assessment Services (AAS) Online Reporting System (also referred to as Allwell) to the leadership team, I introduced Allwell testing to students in Years 2, 4, 6 and 8. Results are linked to NAPLAN results and student performance in class to assess if the child is performing at, below or above their capacity. Programs can be put in place to further support the growth of that child.

The test provided the School with a comprehensive normative and diagnostic analysis of literacy, numeracy, comprehension to inform on individual, class and cohort levels. The results were analysed and students with very low scores were further tested by an educational psychologist to give our teachers a deeper understanding of how best the School can assist the child's growth. This initiative has proven most beneficial to support the education of each child.

There has been a change in school policy to accept, where practicable, students to flow through the school system from Year 6 to 7 and Year 10 to 11. To assist this process, we introduced new subjects into Years 9 and 10 and Year 11 and 12. The very successful Careers Evening is important in assisting students in subject selection. To better understand the academic needs of our students, I have introduced the testing of all students in Years 2, 4, 6 and 8. The data gathered will be used to advance student learning. I have appointed several Learning Support Teachers and Teacher Aides to further assist the educational needs of our Secondary and Primary students. To assist literacy development, from 2018 English will be streamed in Years 7 and 8 and Arabic will be streamed from Years 1 to 10 at Greenacre Campus. Next year, I want greater involvement in reading with programs such as Drop Everything And Read and the Premier's Reading Challenge.

Higher School Certificate

Our students excelled in the 2017 Higher School Certificate (HSC) to drive Malek Fahd Islamic School up another seven places in the NSW school performance rankings. We are now ranked 69th out of 593 schools.

This was a remarkable achievement. As a comprehensive school, we performed exceptionally well despite losing 40 of our students to other local schools because of the uncertainty that was outside of our control.

The foundation knowledge, additional timetabled hours and teaching practice in English, Mathematics and Science in Years 7-10 have positively impacted on HSC results. Our performance in English, Mathematics, Biology and Chemistry stood out. Overall, we bettered the State average in almost all subjects. Mathematics improved its ranking to 18th in the state, up 17 places. We had a significant number of Extension 2 Mathematics students undertaking the HSC and all received Notional Band 6. Malek Fahd offers Compression students Mathematics and Biology and all students from Year 11 achieved Band 6 results in these subjects.

Many students received an ATAR of 89, one short of Band 6. Band 5 results were also outstanding. There were no Band 1 results. The School performed above the State average in almost all subjects. Our Dux achieved a remarkable ATAR score of 99.2. Three students were recorded on the All-Rounder List, achieving Band 6 in each of their subjects. In all, 20 students out of 73 students achieved ATARs above 90. This is a tribute to the hard work and dedication of our students, the professionalism and sacrifices of our teachers and, of course, the support and understanding of our parents and families. The seeds of high achievement for HSC are, of course, sown from the day a child arrives at Malek Fahd. Every Malek Fahd teacher at every year level will rightly draw satisfaction from these results. We also are reaping the rewards of our initiative to intensify and allot extra hours and teaching practice in English, Mathematics and Science in Years 7 to 10. This, too, is having a positive impact on HSC performance.

Malek Fahd has a wonderful community feel. It is a pleasure each week to go to the three campuses to experience students' wonderful work in the classroom and to share in the many special events and parades, such as Book Week, Science Week, Harmony Day and International Women's Day. The social conscience of our students was evident with many fund-raising events, including Biggest Morning Tea, Pink Ribbon Day, Boxes for Syria, Chocolate Drive, Jump Rope for Heart and the interfaith experience with Brigidine College. Throughout the year each Campus has provided regular newsletters full of all the amazing things undertaken. Iftar dinners, Gala fund raising dinner, EID carnival celebrations, Quran, debating, sports carnivals, sporting gala days and competitions, including Primary School Sports Association (PSSA) sport at Greenacre, the student leadership Rise Above

program and the Umrah pilgrimage and the visits by Mufti Menk were significant highlights for students. I commend the SRC and student leaders who have been wonderful ambassadors for the School.

Facility and Technology upgrades

With a focus on moving forward, this year there have been significant changes to enhance the operation of the School. The appointment of the Business Manager, Mr Ben Marsh, provided a solid focus in all matters financial and significant assistance to the School Board. Throughout the year there have been significant upgrades of facilities at each campus.

The School is focused on expanding our technology. The process began with upgrades at Hoxton Park and Beaumont Hills. We are adding to and upgrading our hardware with an additional computer lab, iPads, inter-campus visual conferencing and an upgrade of internet service. We are working on expanding the use of technology in Primary. During the extended holiday break, there will be a number of upgrades at each Campus. This will include technology upgrade and painting each campus, the laying of synthetic turf at Hoxton Park and fencing and playground painting at Beaumont Hills.

We are aware that for 2019 there will need to be further buildings at Beaumont Hills to accommodate our students. We will begin this process during 2018.

I have foreshadowed the development of Before and After School and Holiday Care services on our campuses. Applications have been lodged for these facilities. I am focused, too, on developing Preschools at each of Campuses and re-establishing the Malek Fahd Alumni.

Role Descriptors, Mentoring, Lesson Observations and Professional Development

Professional development and mentoring of staff became an important and key component of my role during 2017. I introduced role descriptions for all staff and key performance indicators (PKIs) by which they could assess their level of achievement. Part of the process included lesson observations for all staff. Staff were observed by their peers and by the respective Head of Department or Heads of Campus. Lesson observation and self-evaluation of their classroom practices was a new experience for staff. The empowering of Heads of Department to take on this responsibility required considerable ongoing mentoring, support and professional development. The induction process included visits to other schools to observe their peer mentoring and lesson observations. During Term 4, Heads of Department were required to complete a review of their staff, with feedback; Heads of Department were reviewed by the Heads of Campus or Deputy Principal and the Heads of Campus and Deputy Principal were reviewed by the Principal.

Appointments

During my first year at MFIS, I have taken the opportunity to review school structures and their capacity to meet the needs of our students. In a recent Newsletter, I foreshadowed significant additions to the leadership structure of the school for 2018. They are in Wellbeing (welfare), Kindergarten to Year 12, for the three Campuses. There will be Heads of Wellbeing, Welfare Co-ordinators and Year Advisors. Part of the restructure includes the introduction of a daily Home Room period where the Home Room teacher will meet daily with students to discuss issues and implement pastoral care programs. It will be an important time for the Year Advisor to meet students and address issues as they arise.

I appointed Mr Ali Dib as Head of Campus, Greenacre. We are expanding the Secondary co-curricular sporting program. I appointed Ms Mitchell (girls) and Mr Merhi (boys) as Co-curricular Sport Co-ordinators to further expand the after school hours sport program in the Secondary campus. We want students to take up the opportunities offered them to develop their sporting skills.

This year, 2018, will be the 30th Anniversary of Malek Fahd; a time to celebrate our amazing school and plans are underway.

Education is about lifelong learning. Malek Fahd exists to inspire a passion for learning. It is about working hard, being a dedicated student, achieving the best possible grades and engaging in sport and a variety of extra-curricular activities. At Malek Fahd it also is about the education of the heart. Throughout the year, students displayed great heart in many ways including the significant raising of money to support those in need.

We formally celebrated each student's achievements at the special Year 12 Presentation Day and the end-of-year Presentation Days at each Campus. Our message to all Year 12s was this: remember that you are amazing, you are important, you are special, you are unique, you are kind, you are precious and you are loved.

I have often said that it takes a village to grow a child. Well, I can tell you it takes a terrific team to run a dynamic and leading school. I thank Senior Executive Mr Ahmed and Mr Marsh, Heads of Campus Mr Dib, Ms El-Ahmad, Ms Khan, Mr Lord and Ms Kassem, Sheikh Fawaz and the 10 other Sheikhs attached to each Campus, Welfare Coordinators Mr Singh, Mr Khoder, Ms Parker and Ms Kbbar, Curriculum leaders, teachers and our wonderful Administration Staff across all three campuses. Special thanks to all our teachers for what they do every day to meet the needs of the students in their care.

Mr Bruce Rixon
Principal

Deputy Principal Greenacre Secondary

In 2017, Greenacre secondary Campus of Malek Fahd Islamic School enrolled 705 students proudly educated by 68 teachers and 6 administration staff. The year started with challenges, with uncertainty regarding funding. The new principal, Mr Rixon, brought changes to the structure of the School. Approximately 46 students left at the beginning of the year from our school, mostly from Year 11, because of uncertainties. From an original number of 120 students, 73 remained. Most teachers stood by the school and soldiered on true to the school motto “knowledge is light work is worship”. Equally able teachers quickly replaced the few teachers who resigned due to uncertainty. The instability continued up to the end of term 2, when another threat of closure forced us to devise a plan to organise our HSC cohort to sit exams at an external centre. Fortunately, this was not necessary.

We placed emphasis on academic achievement and Islamic values in order to maintain enrolment at a difficult period. The allocated hours on the timetable ensured coverage of all syllabus outcomes. The regular diagnostic assessments across key learning areas provided students with valuable feedback to improve results during summative assessments.

Many incursions and excursions were organised throughout the year for students to consolidate the learning in the classroom. The students took part in outdoor activities from subject-based excursions including Lucas Heights for chemistry, to IST basketball, business Studies excursion to Taronga Zoo, and visits from the police liaison officer, group visit from Brigidine College, St Ives, for interfaith dialogue. Students also participated in the Australian Brain Bee competition at USYD and were finalists.

Extracurricular activities included Harmony Day, ANZAC Day, Eid festival and SRC leadership programs. For the first time, our captains and the SRC helped to organise the Iftar dinner and displayed excellent leadership skills. Our School alumni organised a great afternoon on campus for careers development for years 11 and 12 students.

We held two Parent Teacher Interviews and the parent attendance was pleasing. In addition, Parent Information Afternoons were held to ensure familiarity with the expectations and requirements for the next year. Students in Year 8 were provided with a survey to select from a range of electives. Based on this survey, additional subjects of French, Visual Arts, PASS and Food Technology would be offered for the first time in 2018.

Similarly, for Year 10 students going into Year 11, each student was surveyed about Year 11 subject selection. Based on this survey, new subjects to be introduced include Arabic, Engineering Studies, Society and Culture, Modern History and Economics.

The focus on academic excellence was enhanced through a variety of activities including Book Week character parades, Academic Subject Competitions and Science Fairs. Students also had opportunities to improve their skills in English through Education Perfect, an international online platform. Classes won prizes including pizza and books after successful participation in competitions.

The balance between academic study and spiritual fulfilment was achieved through various initiatives. Fundraising events including The Biggest Morning Tea and Pink Ribbon Day provided opportunities for students to actively demonstrate compassion. SRC students displayed outstanding leadership and organisational skills during these successful events, where donations supported the Cancer Council. The Islamic pillar of charity was central to student participation and a small contribution towards a better world.

Student confidence and leadership skills were developed through the ‘Rise Above’ program. Both boys and girls across Years 7-10 had opportunities to improve self-awareness and establish contacts with multi-national companies.

A total of 116 Year 10 students were taken on work experience and these students engaged well with the workforce. Positive feedback was received regarding these students, with some gaining employment during the summer holiday period.

The year ended on a positive note where all out 73 students sitting the HSC performed exceptionally well under extraordinary circumstances. The ranking of 69th position in the HSC Leagues table was a pleasant surprise considering the loss of a large number of able students to surrounding local schools. This was achieved due to the incredible hard work from teachers and the extra effort in providing classes outside of normal school hours during the week and on Saturdays, keeping the focus on the goal of achieving their best.

Accreditation at all levels was promoted for teachers. Presenters from the Association of Independent Schools of NSW delivered orientations for both Proficient and Experienced Teachers to support teachers through the process.

There were five Professional Development Days in 2017. Workshops included a holistic focus on child protection, how to deal with difficult parents, training for anaphylaxis, asthma, first aid as well as training in the use of RAP and SMART data. Teachers were also given time to program for the implantation of the new Stage 6 syllabuses.

Mr Aiyub Ahmed
Deputy Principal

Primary Curriculum all Campuses

Malek Fahd Islamic Primary School is a studious, energetic and busy school, full of optimism about its future and provides the very best social and academic opportunities for the students to grow into young educated adults developing to their full potential. The Prophet Muhammad (ﷺ – *peace be upon him*) said: “God, His angels and all those in Heavens and on Earth, even ants in their hills and fish in the water, call down blessings on those who instruct others in beneficial knowledge.” – (Tirmidhi, Hadith 422). With this beautiful relation in mind, the dedicated Primary staff have been planning and implementing a number of teaching pedagogies and practices to continue to improve academic performance and cultivate a strong Islamic learning climate for our students.

These included:

The Curriculum and Assessment Overviews each term to inform parents of what their child will be learning throughout the term. At MFIS, we believe that parent communication and involvement in their child’s education is key to the development of positive relationships with the school.

In-depth analysis of the Year 3 and Year 5 NAPLAN results coupled with our Years 2, 4 and 6 students sitting The Allwell Academic Assessment - an analysis of educational performance and ability (see Appendix). This provided valuable information to the school and teachers to assist with strategic action plans to target student weaknesses, high achievers and improve results. Targeted areas for improvement have been identified with the commencement of whole school approaches to developments in curriculum listed below.

Before-School Literacy and Numeracy classes for Grades 3 and 5 for all students and After-School Literacy and Numeracy classes for Grade 6, targeting the students who did not perform well in NAPLAN and using their School assessment results from the previous year. Plans are being put in place for other grades to participate.

Using the NAPLAN and Allwell results and analysis, students across the Stages are receiving learning support lessons to assist with the development of their Literacy and Numeracy skills according to the educational outcomes they should be achieving.

The inclusion of open-ended tasks in teaching and learning practices as well as assessment to provide greater potential for stimulating higher order thinking. In the context of classroom teaching, one major advantage of using open problems and investigations is that, because there are multiple solutions, they cater for a wide range of abilities and stages of development in children in all key learning areas. This is also to target the development of students’ reasoning skills as identified in the Allwell analysis.

Enhancing our assessment practices with revised regular and ongoing class assessments.

Through the NAPLAN and Allwell analysis and discussion raised by staff in meetings, the number of students who can write at a proficient level needs to be developed. Discussions and planning for the explicit teaching of writing from Kindergarten to Year 6 to ensure the students receive a holistic and coherent approach as they develop their skills across each year initiated reflection on how writing is being taught since the inception of the new syllabus and a refinement of our programs and teaching practices in that area.

The development and implementation of the K-6 Multiplication Facts (Times Tables) Scope and Sequence with a focus on students being proficient with counting and their multiplication facts. This is included in daily lessons, homework and assessment tasks.

K-2 professional development with the Get Reading Right program to upskill teaching staff.

To encourage students to visit the library and develop a love for reading, much communication has taken place with the library staff to encourage, excite and empower them to include many initiatives. This began with rewriting our K-6 library programs to include lessons on the operation of a library, the Dewey system, parts of a book, systems within the library, research methods and so on. Students need

to be taught how to use a library to facilitate their library, book and research skills. Student-appropriate magazine and newspaper subscriptions are being organised to be accessible to the students as well as a suggestion box for the students to place names of books they'd like to see in the library and a clear display of books coming soon to the library. Requisitions have been placed for award-winning books, books on the Premier's Reading Challenge lists and new titles. This year, all students will participate in the Premier's Reading Challenge and this will be encouraged through the library staff as well as the class teachers as a team. Other Library initiatives will follow throughout the year.

Reprogramming of the Science Programs in 2018 with the release of the new syllabus to include inquiry-based learning for 2019. Professional Development for the staff through the Association of Independent Schools has been scheduled throughout the planning and programming phases.

With the upcoming release of the PDHPE and Creative Arts syllabuses, proposals are being put in place to ensure staff are prepared and skilled pending the final syllabus release.

Streaming of Arabic classes into three levels to cater for the needs of all students to enrich their reading skills and be able to read the Holy Qur'an.

Our accomplishments this year are the fruits harvested by a dedicated, passionate staff working with an engaging and inspiring student body. Every successful occasion at Malek Fahd Islamic School this year has been a testament to people coming together: staff, students and parents co-operating with benevolence for a common goal – beneficial knowledge for our children. It has been an honour for me to work with the students, staff and parents of Malek Fahd. I look forward with excitement and enthusiasm to continue working with our school community in producing leaders of vision, compassion and optimism for the future.

Ms Hibba Mourad

Secondary Curriculum all Campuses

- Professional Development Delegates for each campus were organised: Steve Lord at Hoxton Park, Mehar Khan at Beaumont Hills, Pinad El-Ahmad at Greenacre Primary and Tulin Bragg for Greenacre Secondary. A training session with Estelle Lewis was arranged in order to maintain consistency in decision making in matters regarding Teacher Accreditation across campuses.
- A number of coordinators visited Shore (SCEGGS) to learn about their Mentoring Program and system for Classroom Observation. The power of peer-to-peer relationships and the acknowledgement that successful organisations are less likely to adopt a top-down leadership approach was behind the implementation of a mentoring program at MFIS. Mutual and constructive feedback from non-judgmental and supportive peers will improve teaching practice
- New staff members are assigned mentors who regularly meet and observe teaching practice. It will take many years to achieve a culture of regular peer and mentor classroom observations and we will continue to work towards effective school-wide implementation. This is a step towards the establishment of a culture of observations by colleagues as a powerful training and developmental tool.
- Education Perfect was widely used by the English faculty. This impressive online learning platform magnifies the value of a teacher in the classroom in an effort to improve learning outcomes and increase student engagement. It was available at no cost to students. Following the success in English, many other key learning areas have been invited to use the program.
- ICAS – students had the opportunity to participate in the ICAS examinations in Mathematics, English and Science. These tests are offered through UNSW and provide excellent preparation for national testing.
- Parent Teacher Afternoons were held during May and August. Parents have a significant impact on their children’s educational achievements. These afternoons provided opportunities for teachers and parents to develop effective relationships to bridge student learning between home and school.
- July holiday classes were organised for HSC students. This enabled most subjects to complete content coverage.
- Each Year 8 and Year 10 student had the opportunity to select from an increased number subjects. Discussions focused on their strength, passion, interest and engagement. Based on these selections, additional courses have been offered in 2018.
- The ‘Rise Above’ Leadership Development Program coordinated by E-Lead was a contemporary initiative offered to Years 7-10 students across all campuses to help build confidence, self-awareness and communication skills.
- Parent Information Afternoons took place in July across all campuses. Executive staff and teachers from each faculty briefly discussed the syllabus outline for each mandatory and elective subject. Presenters also provided information about the continuum of subjects from Stage 5 to Stage 6.
- For the first time in 2017, students in Year 8 participated in the Allwell test. This specialist service uses a suite of assessments of ability and achievement, enabling identification of students requiring additional support as well as students selected for the Gifted and Talented program. The range of reporting services assist teachers to make more meaningful use of NAPLAN results. Teachers are also able to access the value-added student performance scales.
- Features covered included comprehensive item level diagnostic analysis and creation of custom groups. MFIS results can be compared to the National Progress Index enabling staff to identify compatible growth scales linked to NAPLAN. For numeracy and literacy, strands can be customised

based on item difficulty for each cohort or class, enabling teachers to use appropriate strategies for improved learning.

- Allwell test results have been used to recommend students for psychological testing enabling the provision of additional targeted support for individual students.
- VALID - Year 8 and 10 students participated in the online VALID assessments, which replace the Essential Secondary Science Assessment (ESSA) program. The interactive multimedia diagnostic assessment items framed in real-life situations relate to self, the family and the community. The test enables students to demonstrate their understanding and assesses the outcomes related to values and attitudes of the science syllabus.
- VALID allow schools to map their progress in the Science KLA against the assessment framework for Stages 4 and 5.
- For the first time, one of our teachers participated in the VALID marking process. This enabled her to collaborate with teachers across NSW and gain insight, which will help our students improve future results. The main area of concern was the importance of verbs such as explain, justify and describe when answering questions. These experiences have been relayed to Science teachers during the faculty meeting.
- Book Week in August celebrated Australian authors. The English Faculty worked tirelessly to promote a love of reading. Students were encouraged to participate in class and whole-school competitions to share their love of books with each other. A special visit by published author Mala Naidoo discussed writing strategies as well as the Apartheid regime.
- 2017 HSC Marking involved teachers from across English, Mathematics and Science faculties provided an invaluable opportunity for teachers to network as well as gain a deeper understanding of the marking process leading to improved teaching practice.

Ms Tulin Bragg

THEME 2: Contextual Information about the School

Malek Fahd Islamic School in 2017 consisted of 4 campuses'; Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. Malek Fahd prides itself on being an advanced and high achieving school, which has served the community for 30 years. 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: *'Knowledge is light and work is worship'*.

Across all four campuses, our vision is to provide quality academic education that enables students to make positive contributions as active citizens. Malek Fahd is proudly comprehensive, co-educational and prides itself as an academic school with a focus on community/school engagements, including inter-faith dialogues 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. These activities provide opportunities to promote respect, responsibility and selflessness in choices that students make.

Malek Fahd Islamic School participates in the Premier's Reading Challenge, Book Fair (Arabic and English), Book Club (Arabic and English) and public speaking events, visiting other schools for debates as well as visiting the NSW Parliament House for mock debates. Students participate in Ramadan and 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's Award scheme.

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, gymnastics, soccer, athletics and swimming.

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

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

Student wellbeing and cyber safety awareness are paramount at Malek Fahd Islamic School. The Local Police Liaison Officers speak to students about bullying and cyber bullying, harassment and 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 developed teachers' skills to talk with both students and parents about bullying, as well as providing new teaching strategies and resources to address potential bullying in the classroom. 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, 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. Initiatives promoting respect and responsibility are an integral part of each student's school life.

Malek Fahd Islamic School students participate in a number of PSSA events, competing with other local schools on a weekly basis. Caring teachers, counsellors, and welfare coordinators work to provide the best education possible for the students in an environment conducive to learning.

Family participation is facilitated through multicultural events, parent/teacher interviews, Parents Advisory Committee (PAC) meetings, parents' workshops on student wellbeing and cyber safety, individual requested interviews and through charity events including Australia's Biggest Morning Tea.

All students at Malek Fahd Islamic School are Muslim. Non-Muslim teachers represent 24% of staff, reflecting a policy of the School to ensure it employs the best available teachers. With a very strong

emphasis on literacy and numeracy, most students excel in their studies. The School has an ongoing history of being placed in the top 100 schools in NSW for the Higher School Certificate.

Parental involvement

The Parents Advisory Committee (PAC) is comprised of office bearers, ex-officio members and elected members. This Association regularly exchanges information, 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 is able to 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 2017

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. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether MFIS'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>

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|--|---|---|---|---|
| Year 3 | 453 444 - 462 SIM445 ALL4 463 - 454 431 | 450 442 - 458 SIM426 ALL 418 - 434 414 | 474 466 - 483 SIM429 ALL 421 - 438 416 | 474 464 - 484 SIM453 ALL 443 - 463 439 | 437 428 - 445 SIM420 ALL 412 - 428 409 |
| Year 5 | 523 514 - 533 SIM519 ALL55 510 - 527 06 | 494 484 - 503 SIM485 ALL 477 - 493 473 | 552 543 - 561 SIM515 ALL 507 - 523 501 | 542 531 - 552 SIM515 ALL 506 - 525 499 | 527 518 - 536 SIM506 ALL 498 - 514 494 |
| Year 7 | 553 544 - 562 SIM559 ALL55 552 - 567 45 | 553 544 - 563 SIM530 ALL 522 - 539 513 | 613 604 - 622 SIM571 ALL 563 - 578 550 | 590 580 - 600 SIM561 ALL 553 - 570 542 | 601 592 - 610 SIM570 ALL 563 - 578 554 |
| Year 9 | 613 605 - 622 SIM600 ALL55 593 - 607 81 | 613 602 - 624 SIM576 ALL 567 - 586 552 | 656 647 - 665 SIM599 ALL 591 - 607 581 | 648 638 - 658 SIM595 ALL 586 - 603 574 | 657 649 - 665 SIM609 ALL 602-617 592 |

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

Detailed Analysis

Year 3 NAPLAN

Year 3 Reading

| Bands | Greenacre (147 students) | | Hoxton Park (32 students) | | Beaumont Hills (43 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| Band 1 | 5 | 3.4% | 0 | 0% | 0 | 0% | 1.9% | 4.0% |
| Band 2 | 3 | 2.0% | 0 | 0% | 0 | 0% | 3.7% | 6.5% |
| Band 3 | 20 | 13.6% | 3 | 9.4% | 2 | 4.7% | 11.3% | 15.7% |
| Band 4 | 44 | 29.9% | 9 | 28.1% | 7 | 16.3% | 20.0% | 22.7% |
| Band 5 | 37 | 25.2% | 9 | 28.1% | 12 | 27.9% | 23.1% | 21.8% |
| Band 6 | 38 | 25.9% | 11 | 34.4% | 22 | 51.2% | 40.1% | 29.2% |

Year 3 Writing

| Bands | Greenacre (147 students) | | Hoxton Park (32 students) | | Beaumont Hills (43 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| Band 1 | 1 | 0.7% | 0 | 0% | 0 | 0% | 0.7% | 1.6% |
| Band 2 | 4 | 2.7% | 0 | 0% | 0 | 0% | 1.9% | 4.3% |
| Band 3 | 8 | 5.4% | 0 | 0% | 1 | 2.3% | 11.4% | 17.7% |
| Band 4 | 35 | 23.8% | 6 | 18.8% | 4 | 9.3% | 19.3% | 23.1% |
| Band 5 | 76 | 51.7% | 15 | 46.9% | 18 | 41.9% | 43.3% | 38.7% |
| Band 6 | 23 | 15.6% | 11 | 34.4% | 20 | 46.5% | 23.4% | 14.5% |

Year 3 Spelling

| Bands | Greenacre (147 students) | | Hoxton Park (32 students) | | Beaumont Hills (43 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| Band 1 | 1 | 0.7% | 0 | 0% | 0 | 0% | 0.9% | 3.1% |
| Band 2 | 4 | 2.7% | 0 | 0% | 0 | 0% | 5.0% | 9.1% |
| Band 3 | 16 | 10.9% | 3 | 9.4% | 0 | 0% | 10.9% | 14.1% |
| Band 4 | 23 | 15.6% | 1 | 3.1% | 5 | 11.6% | 20.0% | 21.1% |
| Band 5 | 45 | 30.6% | 8 | 25.0% | 4 | 9.3% | 26.6% | 24.4% |
| Band 6 | 58 | 39.5% | 20 | 62.5% | 34 | 79.1% | 36.7% | 28.3% |

Year 3 Grammar and Punctuation

| Bands | Greenacre (147 students) | | Hoxton Park (32 students) | | Beaumont Hills (43 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|----------------------------------|---------------------|
| Band 1 | 3 | 2.0% | 0 | 0% | 0 | 0% | 2.7% | 6.0% |
| Band 2 | 8 | 5.4% | 0 | 0% | 0 | 0% | 4.1% | 6.9% |
| Band 3 | 16 | 10.9% | 1 | 3.1% | 2 | 4.7% | 8.2% | 10.7% |
| Band 4 | 22 | 15.0% | 3 | 9.4% | 5 | 11.6% | 11.9% | 14.4% |
| Band 5 | 38 | 25.9% | 10 | 31.2% | 9 | 20.9% | 26.3% | 26.2% |
| Band 6 | 60 | 40.8% | 18 | 56.2% | 27 | 62.8% | 46.9% | 35.8% |

Year 3 Numeracy

| Bands | Greenacre (147 students) | | Hoxton Park (32 students) | | Beaumont Hills (43 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 1 | 2 | 1.4% | 0 | 0% | 0 | 0% | 1.0% | 2.9% |
| Band 2 | 10 | 6.8% | 0 | 0% | 1 | 2.3% | 5.3% | 9.6% |
| Band 3 | 25 | 17.0% | 4 | 12.5% | 4 | 9.3% | 12.2% | 17.0% |
| Band 4 | 42 | 28.6% | 7 | 21.9% | 5 | 11.6% | 25.9% | 27.3% |
| Band 5 | 35 | 23.8% | 10 | 31.2% | 11 | 25.6% | 22.7% | 20.3% |
| Band 6 | 33 | 22.4% | 11 | 34.4% | 22 | 51.2% | 32.9% | 23.0% |

Year 5 NAPLAN

Year 5 Reading

| Bands | Greenacre (142 students) | | Hoxton Park (15 students) | | Beaumont Hills (32 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 3 | 1 | 0.7% | 0 | 0% | 0 | 0% | 1.9% | 4.5% |
| Band 4 | 10 | 7.0% | 1 | 6.7% | 1 | 3.1% | 7.0% | 12.7% |
| Band 5 | 32 | 22.5% | 3 | 20.0% | 1 | 3.1% | 12.4% | 17.0% |
| Band 6 | 43 | 30.3% | 3 | 20.0% | 7 | 21.9% | 25.1% | 26.1% |
| Band 7 | 30 | 21.1% | 5 | 33.3% | 12 | 37.5% | 25.8% | 21.3% |
| Band 8 | 26 | 18.3% | 3 | 20.0% | 11 | 34.3% | 27.9% | 18.4% |

Year 5 Writing

| Bands | Greenacre (142 students) | | Hoxton Park (15 students) | | Beaumont Hills (32 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 3 | 1 | 0.7% | 0 | 0% | 0 | 0% | 2.5% | 6.5% |
| Band 4 | 8 | 5.6% | 0 | 0% | 1 | 3.1% | 5.5% | 9.3% |
| Band 5 | 58 | 40.8% | 4 | 26.7% | 6 | 18.8% | 30.8% | 36.0% |
| Band 6 | 55 | 38.7% | 6 | 40.0% | 14 | 43.8% | 35.4% | 30.0% |
| Band 7 | 18 | 12.7% | 2 | 13.3% | 7 | 21.9% | 17.6% | 12.8% |
| Band 8 | 2 | 1.4% | 3 | 20.0% | 4 | 12.5% | 8.2% | 5.3% |

Year 5 Spelling

| Bands | Greenacre (142 students) | | Hoxton Park (15 students) | | Beaumont Hills (32 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 3 | 0 | 0% | 0 | 0% | 0 | 0% | 1.7% | 5% |
| Band 4 | 5 | 3.5% | 0 | 0% | 0 | 0% | 4.9% | 8.1% |
| Band 5 | 17 | 12.0% | 0 | 0% | 2 | 6.3% | 15.7% | 19.3% |
| Band 6 | 27 | 19.0% | 4 | 26.7% | 3 | 9.4% | 29.5% | 29.5% |
| Band 7 | 53 | 37.3% | 6 | 40.0% | 11 | 34.3% | 24.9% | 20.8% |
| Band 8 | 40 | 28.2% | 5 | 33.3% | 16 | 50% | 23.3% | 17.4% |

Year 5 Grammar and Punctuation

| Bands | Greenacre (142 students) | | Hoxton Park (15 students) | | Beaumont Hills (32 student) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|--------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 3 | 2 | 1.4% | 0 | 0% | 0 | 0% | 2.6% | 6.4% |
| Band 4 | 15 | 10.6% | 0 | 0% | 1 | 3.1% | 9.4% | 15.6% |
| Band 5 | 18 | 12.7% | 3 | 20.0% | 2 | 6.3% | 13.5% | 16.0% |
| Band 6 | 41 | 28.9% | 2 | 13.3% | 10 | 31.3% | 25.8% | 25.7% |
| Band 7 | 23 | 16.2% | 4 | 26.7% | 6 | 18.8% | 17.2% | 14.4% |
| Band 8 | 43 | 30.3% | 6 | 40.0% | 13 | 40.6% | 31.6% | 21.8% |

Year 5 Numeracy

| Bands | Greenacre (142 students) | | Hoxton Park (15 students) | | Beaumont Hills (32 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 3 | 0 | 0% | 0 | 0% | 0 | 0% | 1.1% | 3% |
| Band 4 | 2 | 1.4% | 0 | 0% | 0 | 0% | 5.3% | 11.6% |
| Band 5 | 36 | 25.4% | 2 | 13.3% | 5 | 15.6% | 17.6% | 23.6% |
| Band 6 | 41 | 28.9% | 5 | 33.3% | 6 | 18.8% | 30.5% | 29.3% |
| Band 7 | 44 | 31.0% | 4 | 26.7% | 10 | 31.3% | 25.5% | 19.1% |
| Band 8 | 19 | 13.4% | 4 | 26.7% | 11 | 34.4% | 20.0% | 13.4% |

Year 7 NAPLAN

Year 7 Reading

| Bands | Greenacre (164 students) | | Hoxton Park (15 students) | | Beaumont Hills (14 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 4 | 0 | 0% | 3 | 20.0% | 0 | 0% | 1.6% | 5.2% |
| Band 5 | 11 | 6.7% | 1 | 6.7% | 3 | 21.4% | 5.3% | 11.1% |
| Band 6 | 43 | 26.2% | 3 | 20.0% | 2 | 14.3% | 18.0% | 23.5% |
| Band 7 | 63 | 38.4% | 3 | 20.0% | 4 | 28.6% | 31.5% | 29.6% |
| Band 8 | 37 | 22.6% | 5 | 33.3% | 2 | 14.3% | 25.5% | 18.8% |
| Band 9 | 10 | 6.1% | 0 | 0% | 3 | 21.4% | 18.0% | 11.8% |

Year 7 Writing

| Bands | Greenacre (164 students) | | Hoxton Park (15 students) | | Beaumont Hills (14 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|-------|------------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 4 | 0 | 0% | 1 | 6.7% | 0 | 0% | 3.3% | 8.7% |
| Band 5 | 9 | 5.5% | 3 | 20.0% | 3 | 21.4% | 13.3% | 21.1% |
| Band 6 | 52 | 31.7% | 5 | 33.3% | 1 | 7.1% | 26.0% | 27.3% |
| Band 7 | 50 | 30.5% | 2 | 13.3% | 4 | 28.6% | 26.3% | 21.6% |
| Band 8 | 42 | 25.6% | 3 | 20.0% | 4 | 28.6% | 22.5% | 15.9% |
| Band 9 | 11 | 6.7% | 1 | 6.7% | 2 | 14.3% | 8.5% | 5.4% |

Year 7 Spelling

| Bands | Greenacre (164 students) | | Hoxton Park (15 students) | | Beaumont Hills (14 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 4 | 0 | 0% | 1 | 6.7% | 1 | 7.1% | 1.8% | 4.7% |
| Band 5 | 3 | 1.8% | 0 | 0% | 0 | 0% | 6.0% | 9.8% |
| Band 6 | 11 | 6.7% | 0 | 0% | 0 | 0.0% | 13.7% | 17.3% |
| Band 7 | 27 | 16.5% | 4 | 26.7% | 4 | 28.6% | 26.6% | 26.9% |
| Band 8 | 61 | 37.2% | 8 | 53.3% | 5 | 35.7% | 33.1% | 27.0% |
| Band 9 | 62 | 37.8% | 2 | 13.3% | 4 | 28.6% | 19.0% | 14.3% |

Year 7 Grammar and Punctuation

| Bands | Greenacre (164 students) | | Hoxton Park (15 students) | | Beaumont Hills (14 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 4 | 2 | 1.2% | 0 | 0% | 0 | 0% | 2.9% | 7.8% |
| Band 5 | 4 | 2.4% | 4 | 26.7% | 0 | 0% | 5.6% | 10.5% |
| Band 6 | 17 | 10.4% | 1 | 6.7% | 1 | 7.1% | 16.7% | 21.5% |
| Band 7 | 54 | 32.9% | 5 | 33.3% | 4 | 28.6% | 32.6% | 30.2% |
| Band 8 | 60 | 36.6% | 2 | 13.3% | 4 | 28.6% | 23.3% | 17.3% |
| Band 9 | 27 | 16.5% | 3 | 20.0% | 5 | 35.7% | 18.9% | 12.8% |

Year 7 Numeracy

| Bands | Greenacre (164 students) | | Hoxton Park (15 students) | | Beaumont Hills (14 students) | | NSW AIS student Percentage | State percentage |
|--------|-----------------------------|------------|------------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0.6% | 2.4% |
| Band 5 | 2 | 1.2% | 3 | 20.0% | 1 | 7.1% | 4.6% | 11.6% |
| Band 6 | 22 | 13.4% | 4 | 26.7% | 2 | 14.3% | 14.4% | 22.2% |
| Band 7 | 36 | 22.0% | 3 | 20.0% | 5 | 35.7% | 30.0% | 29.0% |
| Band 8 | 47 | 28.7% | 2 | 13.3% | 3 | 21.4% | 25.0% | 17.8% |
| Band 9 | 57 | 34.8% | 3 | 20.0% | 3 | 21.4% | 25.5% | 17.1% |

Year 9 NAPLAN

Year 9 Reading

| Bands | Greenacre (139 students) | | Hoxton Park (9 students) | | Beaumont Hills (15 students) | | NSW AIS student Percentage | State percentage |
|---------|-----------------------------|------------|-----------------------------|------------|---------------------------------|------------|-------------------------------|---------------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | | |
| Band 5 | 0 | 0% | 1 | 11.1% | 0 | 0% | 2.1% | 5.6% |
| Band 6 | 10 | 7.2% | 1 | 11.1% | 1 | 6.7% | 7.1% | 14.9% |
| Band 7 | 25 | 18% | 3 | 33.3% | 4 | 26.7% | 16.2% | 21.1% |
| Band 8 | 55 | 39.6% | 2 | 22.2% | 6 | 40.0% | 37.5% | 33.7% |
| Band 9 | 33 | 23.7% | 2 | 22.2% | 2 | 13.3% | 24.7% | 17.1% |
| Band 10 | 16 | 11.5% | 0 | 0% | 2 | 13.3% | 12.4% | 7.6% |

Year 9 Writing

| Bands | Greenacre (139 students) | | Hoxton Park (9 students) | | Beaumont Hills (15 students) | | NSW AIS student Percentage | State percentage |
|---------|-----------------------------|-------|-----------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 5 | 4 | 2.9% | 1 | 11.1% | 0 | 0% | 6.6% | 16.1% |
| Band 6 | 11 | 7.9% | 0 | 0.0% | 0 | 0% | 13.2% | 18.7% |
| Band 7 | 27 | 19.4% | 2 | 22.2% | 5 | 33.3% | 19.4% | 20.0% |
| Band 8 | 46 | 33.1% | 4 | 44.4% | 5 | 33.3% | 33.0% | 27.2% |
| Band 9 | 27 | 19.4% | 2 | 22.2% | 3 | 20.0% | 15.9% | 10.7% |
| Band 10 | 24 | 17.3% | 0 | 0% | 2 | 13.3% | 11.9% | 7.3% |

Year 9 Spelling

| Bands | Greenacre (139 students) | | Hoxton Park (9 students) | | Beaumont Hills (15 students) | | NSW AIS student Percentage | State percentage |
|---------|-----------------------------|-------|-----------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 5 | 0 | 0% | 0 | 0% | 0 | 0% | 2.5% | 6.2% |
| Band 6 | 2 | 1.4% | 0 | 0% | 0 | 0% | 8.4% | 12.8% |
| Band 7 | 19 | 13.7% | 2 | 22.2% | 4 | 26.7% | 23.1% | 25.8% |
| Band 8 | 23 | 16.5% | 2 | 22.2% | 5 | 33.3% | 26.0% | 24.0% |
| Band 9 | 45 | 32.4% | 3 | 33.3% | 3 | 20.0% | 27.9% | 22.0% |
| Band 10 | 50 | 36% | 2 | 22.2% | 3 | 20.0% | 12.1% | 9.1% |

Year 9 Grammar and Punctuation

| Bands | Greenacre (139 students) | | Hoxton Park (9 students) | | Beaumont Hills (15 students) | | NSW AIS student Percentage | State percentage |
|---------|-----------------------------|-------|-----------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 5 | 1 | 0.7% | 1 | 11.1% | 0 | 0% | 3.0% | 8.5% |
| Band 6 | 7 | 5.0% | 1 | 11.1% | 0 | 0% | 9.3% | 15.3% |
| Band 7 | 17 | 12.2% | 3 | 33.3% | 4 | 26.7% | 22.2% | 24.6% |
| Band 8 | 34 | 24.5% | 1 | 11.1% | 5 | 33.3% | 31.1% | 26.7% |
| Band 9 | 28 | 20.1% | 2 | 22.2% | 2 | 13.3% | 18.3% | 13.7% |
| Band 10 | 52 | 37.4% | 1 | 11.1% | 4 | 26.7% | 16.1% | 11.1% |

Year 9 Numeracy

| Bands | Greenacre (139 students) | | Hoxton Park (9 students) | | Beaumont Hills (15 students) | | NSW AIS student Percentage | State percentage |
|---------|-----------------------------|-------|-----------------------------|-------|---------------------------------|-------|-------------------------------|---------------------|
| | | | | | | | | |
| Band 5 | 0 | 0% | 0 | 0.0% | 0 | 0% | 0.3% | 1.0% |
| Band 6 | 2 | 1.4% | 0 | 0.0% | 0 | 0% | 5.6% | 14.6% |
| Band 7 | 12 | 8.6% | 4 | 44.4% | 3 | 20.0% | 17.4% | 25.9% |
| Band 8 | 36 | 25.9% | 3 | 33.3% | 3 | 20.0% | 32.7% | 28.7% |
| Band 9 | 41 | 29.5% | 2 | 22.2% | 6 | 40.0% | 26.6% | 17.7% |
| Band 10 | 48 | 34.5% | 0 | 0% | 3 | 20.0% | 17.5% | 12.1% |

THEME 4: Senior secondary outcomes

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

Record of School Achievement Stage 5

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

Table 1 Grades achieved in each Course (School/State Grading Pattern Comparison) -2017

Summary of Results achieved

Table 1 Grades achieved in each Course (School/State Grading Pattern Comparison) -2017

| 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) | 130 | 85187 | 13.08 | 33.85 | 32.31 | 16.15 | 4.62 | | 12.08 | 27.72 | 37.35 | 16.24 | 5.56 | 1.04 |
| Mathematics 200 hours (323) | 130 | 85285 | 24.62 | 28.46 | 27.69 | 12.31 | 6.92 | | 15.18 | 23.33 | 31.43 | 22.13 | 6.99 | .93 |
| Science 200 hours (350) | 130 | 85169 | 16.15 | 28.46 | 39.23 | 11.54 | 4.62 | | 13.12 | 24.30 | 36.81 | 18.43 | 6.47 | .86 |
| Australian Geography 100 hours (4015) | 130 | 84896 | 17.69 | 41.54 | 33.08 | 7.69 | | | 12.89 | 26.04 | 36.62 | 17.36 | 6.30 | .79 |
| Commerce 100 hours (431) | 130 | 4875 | 11.54 | 48.46 | 30.00 | 6.92 | 3.08 | | 17.83 | 33.70 | 33.95 | 10.58 | 3.65 | .29 |
| History 100 hours (4007) | 130 | 85138 | 18.46 | 44.62 | 29.23 | 6.15 | 1.54 | | 13.57 | 27.22 | 35.59 | 16.60 | 6.20 | .82 |
| Arabic 100 hours (801) | 55 | 108 | 1.82 | 16.36 | 29.09 | 18.18 | 34.55 | | 3.70 | 20.37 | 28.70 | 24.07 | 23.15 | |
| Information and Software Technology 100 hours (1831) | 88 | 2471 | 25.00 | 48.86 | 23.86 | 2.27 | | | 17.56 | 30.23 | 33.87 | 12.87 | 4.98 | .49 |
| Personal Development, Health and P.E. 100 hours (2421) | 129 | 23460 | 8.53 | 41.86 | 32.56 | 13.95 | 3.10 | | 16.36 | 34.59 | 34.79 | 10.20 | 3.39 | .67 |

2017 HSC (Preliminary)

Table 2 Grades achieved in each Course (School/State Grading Pattern Comparison – Stage 6) -2017

| 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) | 49 | 30774 | | 40.82 | 55.10 | 4.08 | | | 18.90 | 41.11 | 33.37 | 5.81 | .71 | .11 |
| English Extension 1 unit (11150) | 6 | 6745 | 33.33 | 33.33 | 33.33 | | | | 36.93 | 41.76 | 17.44 | 3.17 | .61 | .09 |
| English Standard 2 unit (11130) | 29 | 33735 | | 6.90 | 79.31 | 13.79 | | | 2.94 | 19.10 | 48.78 | 22.70 | 5.81 | .67 |
| Mathematics Extension 1 unit (11250) | 22 | 12574 | | 9.09 | 68.18 | 22.73 | | | 26.21 | 27.18 | 28.07 | 14.09 | 4.40 | .04 |
| Mathematics General 2 unit (11235) | 25 | 40157 | 12.00 | 24.00 | 40.00 | 12.00 | 12.00 | | 7.09 | 20.31 | 35.16 | 24.92 | 11.54 | .97 |
| Mathematics 2 unit (11240) | 53 | 26049 | 33.96 | 20.75 | 35.85 | 7.55 | 1.89 | | 24.16 | 25.12 | 30.39 | 15.44 | 4.79 | .10 |
| Biology 2 unit (11030) | 63 | 24383 | 23.81 | 31.75 | 33.33 | 11.11 | | | 12.54 | 28.41 | 39.08 | 15.39 | 4.27 | .31 |
| Chemistry 2 unit (11050) | 32 | 16602 | 25.00 | 46.88 | 18.75 | 9.38 | | | 16.64 | 27.74 | 35.03 | 15.96 | 4.44 | .18 |
| Physics 2 unit (11310) | 20 | 12913 | | 20.00 | 70.00 | 10.00 | | | 16.23 | 29.22 | 35.75 | 14.89 | 3.73 | .17 |
| Senior Science 2 unit (11320) | 15 | 5326 | 13.33 | 66.67 | 13.33 | 6.67 | | | 5.48 | 21.80 | 39.47 | 22.83 | 8.75 | 1.67 |
| Business Studies 2 unit (11040) | 64 | 23665 | 15.63 | 20.31 | 35.94 | 21.88 | 6.25 | | 13.18 | 28.37 | 36.10 | 16.17 | 5.50 | .69 |
| Legal Studies 2 unit (11220) | 22 | 14372 | 31.82 | 40.91 | 27.27 | | | | 15.18 | 27.03 | 34.64 | 17.03 | 5.48 | .65 |
| Modern History 2 unit (11270) | 14 | 14647 | 7.14 | 42.86 | 42.86 | 7.14 | | | 16.90 | 28.92 | 35.04 | 13.89 | 4.62 | .63 |
| Studies of Religion I 1 unit (11350) | 20 | 10908 | 25.00 | 60.00 | 15.00 | | | | 13.19 | 28.09 | 39.63 | 16.31 | 2.75 | .03 |
| Studies of Religion II 2 unit (11360) | 40 | 7862 | 12.50 | 37.50 | 30.00 | 20.00 | | | 16.62 | 31.29 | 36.57 | 12.34 | 3.01 | .17 |
| Personal Development, Health and Physical Education 2 unit | 21 | 20171 | 9.52 | 14.29 | 47.62 | 19.05 | 9.52 | | 12.12 | 26.97 | 37.44 | 17.30 | 5.64 | .53 |

HSC Outcomes for Year 12 in 2017:

In relation to the 2016 HSC the School ranked 76th in the State. The numbers of distinguished achievers – that is, of students achieving marks of 90 and above (Band 6) – were as follows:

| Subject | Marks of 90 and above (Band 6) |
|--------------------------------|--------------------------------|
| Biology | 23/37 (62.16%) |
| Business Studies | 1/38 (2.63%) |
| Chemistry | 6/27 (22.22%) |
| Economics | 0/10 (0%) |
| English (Standard) | 0/35 (0%) |
| English (Advanced) | 8/38 (21.05%) |
| English Extension 1 | 1/3 (33.33%) |
| English Extension 2 | 0/1 (0%) |
| Legal Studies | 1/17 (5.88%) |
| Mathematics General 2 | 5/35 (14.28%) |
| Mathematics | 18/36 (50%) |
| Mathematics Extension 1 | 7/8 (87.5%) |
| Mathematics Extension 2 | 4/8 (50%) |
| Modern History | 0/17 (0%) |
| Physics | 1/15 (6.66%) |
| Senior Science | 1/20 (5%) |
| Studies of Religion II | 3/34 (8.82%) |

| Course | Course | Students Included | Students Omitted | E.M. Mean | State E.M. Mean | School/State Variation | Z-score |
|---------------------------------------|--------|-------------------|------------------|-----------|-----------------|------------------------|---------|
| Biology 2 unit | 15030 | 37 | | 88.21 | 74.30 | 13.91 | 1.05 |
| Business Studies 2 unit | 15040 | 38 | | 79.96 | 73.17 | 6.79 | .51 |
| Chemistry 2 unit | 15050 | 27 | | 79.04 | 75.28 | 3.76 | .32 |
| Economics 2 unit | 15110 | 10 | | 71.36 | 76.60 | -5.24 | -.40 |
| English (Advanced) 2 unit | 15140 | 38 | | 82.41 | 80.96 | 1.45 | .17 |
| English (Standard) 2 unit | 15130 | 35 | | 76.17 | 69.19 | 6.98 | .61 |
| English Extension 1 1 unit | 15160 | 3 | | 43.00 | 41.26 | 1.74 | .35 |
| English Extension 2 1 unit | 15170 | 1 | | 39.30 | 38.68 | .62 | .10 |
| Legal Studies 2 unit | 15220 | 17 | | 76.48 | 75.86 | .62 | .05 |
| Mathematics Extension 1 2 unit | 15250 | 8 | | 93.90 | 81.09 | 12.81 | .86 |
| Mathematics Extension 2 2 unit | 15260 | 8 | | 89.18 | 81.17 | 8.01 | .58 |
| Mathematics General 2 2 unit | 15235 | 35 | | 80.83 | 68.51 | 12.32 | .81 |
| Mathematics 2 unit | 15240 | 36 | | 84.56 | 77.96 | 6.60 | .46 |
| Modern History 2 unit | 15270 | 17 | | 77.28 | 73.73 | 3.55 | .25 |
| Physics 2 unit | 15330 | 15 | | 74.59 | 73.45 | 1.14 | .09 |
| Senior Science 2 unit | 15340 | 20 | | 75.96 | 70.91 | 5.05 | .39 |
| Studies of Religion II 2 unit | 15380 | 34 | | 78.23 | 76.27 | 1.96 | .18 |

Record of School Achievement

All students at MFIS qualified for Record of School Achievement.

HSC Outcomes for Year 12 in 2017

| Subject | Total candidature MFIS/NSW | Number of Band 6 students (MFIS) | % of Band 6 (MFIS) | % of Band 6 (NSW) | Difference (MFIS vs NSW) | % of Band 6 (2016) | Number of Band 5 students MFIS (%) | % of Band 5 (NSW) | Difference (MFIS vs NSW) |
|---------------------|----------------------------|----------------------------------|--------------------|-------------------|--------------------------|--------------------|------------------------------------|-------------------|--------------------------|
| English Standard | 35 / 31127 | 0 | 0 | 0.85 | -0.85 | 0 | 12 (34.28%) | 15.06 | 19.22 |
| English Advanced | 38 / 26818 | 8 | 21.05 | 15.21 | 5.84 | 8.43 | 17 (44.73%) | 48.43 | -3.7 |
| English Ext 1 | 3 / 4344 | 1 | 33.33 | 29.92 | 3.41 | 40 | 2 (66.66%) | 63.35 | 3.31 |
| English Ext 2 | 1 / 1676 | 0 | 0 | 20.52 | -20.52 | N/A | 1 (100%) | 56.86 | 43.14 |
| Mathematics General | 35 / 31865 | 5 | 14.28 | 6.79 | 7.49 | 12.5 | 16 (45.71%) | 18.7 | 27.01 |
| Mathematics 2U | 36 / 17115 | 18 | 50 | 23.47 | 26.53 | 33.33 | 6 (16.66%) | 30.01 | -13.35 |
| Mathematics Ext 1 | 8 / 8801 | 7 | 87.5 | 38.08 | 49.42 | 76.47 | 1 (12.5%) | 43.52 | -31.02 |
| Mathematics Ext 2 | 8 / 3227 | 4 | 50 | 33.52 | 16.48 | 27.27 | 4 (50%) | 50.48 | -0.48 |
| Biology | 37 / 18277 | 23 | 62.16 | 11.93 | 50.23 | 24.39 | 7 (18.91%) | 27.35 | -8.44 |
| Chemistry | 27/11020 | 6 | 22.32 | 9.48 | 12.84 | 21.56 | 8 (29.62%) | 33.23 | -3.61 |
| Physics | 15 / 9624 | 1 | 6.66 | 10.69 | -4.03 | 17.02 | 3 (20%) | 23.11 | -3.11 |
| Senior Science | 20 / 7208 | 1 | 5 | 6.07 | -1.07 | 5.88 | 4 (20%) | 18.03 | 1.97 |
| Business St | 38 / 17733 | 1 | 2.63 | 8.15 | -5.52 | 21.15 | 17 (44.73%) | 27.99 | 16.74 |
| Modern Hist. | 17 / 11252 | 0 | 0 | 9.19 | -9.19 | 12 | 4 (23.52%) | 29.63 | -6.11 |
| Legal St. | 17/ 10948 | 1 | 5.88 | 12.89 | -7.01 | 10.52 | 5 (29.41%) | 30.72 | -1.31 |
| Studies of Religion | 34/5988 | 3 | 8.82 | 6.98 | 1.84 | 13.33 | 12 (35.29%) | 39.49 | -4.20 |
| Economics | 10/5289 | 0 | 0 | 14.46 | -14.46 | N/A | 2 (20%) | 34.52 | -14.52 |

Higher School Certificate

Interpretative comment for Higher School Certificate examination results

In 2017, 73 Year 12 students and 17 Year 11 Compression students sat for the NSW Higher School Certificate in 17 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 10 years.

2017 HSC Distinguished Achievers

- Biology achieved 23 students
- Business Studies achieved 1 student
- Chemistry achieved 6 students
- English (Advanced) achieved 8 students
- English Extension 1 achieved 1 student
- Legal Studies achieved 1 student
- Mathematics General 2 achieved 5 students
- Mathematics achieved 18 students
- Mathematics Extension 1 achieved 7 students
- Mathematics Extension 2 achieved 8 students
- Physics achieved 1 student
- Senior Science achieved 1 students
- Studies of Religion achieved 3 students

Vocational Education and Training

In 2017, no student in the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a Certificate/VET qualification:

| Year 12 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2017 | HSC | 100% |
| 2017 | VET qualification | 0% |

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

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 | 134 |
| (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 | 8 |
| (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 | 0 |

Professional learning information:

2017 Professional Development

| Date | Focus |
|---|---|
| Friday 27 th January 2017 | Child Safe Organisation Training Office of the Children's Guardian |
| Monday 17 th April 2017 | Accreditation and Programming |
| Monday 24 th April 2017 | Anaphylaxis Westmead Children's Hospital |
| Monday 5 th June 2017 | Executive Team Greg O'Meara - Bankstown |
| Monday 17 th July 2017 | Programming – Reading Strategies with Pat Hodges |
| Thursday 7 th December 2017 and Friday 8 th December 2017 | Programming |

| Description of the Professional Learning Activity | No of staff participating |
|---|----------------------------------|
| Pastoral care – provided information that assists teachers in pastoral care positions undertake their role including current issues in adolescent health and communication skills | 5 |
| Mathematics – provided an introduction to a wide range of computer interactives to support teaching and learning in Mathematics | 2 |
| ICT – provided information on the effective use of tablet devices in the primary years. | 4 |

| Level of accreditation | Number of Teachers |
|--|---------------------------|
| Pre-2004 teachers (accreditation not required in 2017) | 50 |
| Conditional | 7 |
| Provisional | 62 |
| Proficient Teacher | 23 |
| Highly Accomplished Teacher (Voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 142 |

THEME 6: Workforce composition

Workforce Information

Workforce Composition

| | |
|---|------|
| Principal | 1 |
| Deputy Principal | 1 |
| Business Manager | 1 |
| Head of Campus | 3 |
| Head Teachers/Coordinators | 33 |
| Classroom Teachers | 109 |
| Learning Support Teachers | 7.6 |
| Teacher Librarian | 1 |
| Counsellor | 1.6 |
| School Administration and Support Staff | 19 |
| Other Positions | 12.5 |

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 |
|--------------------------|--|---------------------------------------|
| 642 | \$65392 | \$101 |

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

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 NESAs for implementation in 2018 and beyond.

Proportion of teaching staff retained from the previous year:

66% of teaching staff were retained from 2016. A few staff left because their contracts came to end.

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 6.77 days.

THEME 7: Student attendance, retention rates and post school destinations

Student Enrolment Profile

| Enrolments | | | |
|--------------|-------------|-------------|-------------|
| Students | 2015 | 2016 | 2017 |
| Boys | 1253 | 1190 | 1196 |
| Girls | 1253 | 1155 | 1137 |
| Total | 2506 | 2345 | 2333 |

Student Retention Rates

The retention rate from Year 11 in 2016 to Year 12 in 2017 was 98 percent. This retention rate is an increase on the previous year. A few students left due to their family circumstances or to pursue employment or vocational training.

The retention rate from Year 10 students to Year 11 was 61%. 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 courses that are not offered at Malek Fahd. Also, some students left due to funding issues that created instability in the minds of some parents. Numbers will increase in Years 11 and 12 as more courses are offered at the school. Some students leave to pursue employment or an apprenticeship.

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.

PERCENTAGE ATTENDANCE 2017

Average student attendance rate for the whole school

Percentage Attendance Report 30/01/2017 to 06/12/2017 (187 School Days)

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

| School Year | Boys | Girls | Overall |
|-------------|------|-------|---------|
| K | 87% | 94% | 91% |
| 1 | 92% | 90% | 91% |
| 2 | 92% | 92% | 92% |
| 3 | 93% | 93% | 93% |
| 4 | 92% | 93% | 92% |
| 5 | 93% | 92% | 93% |
| 6 | 93% | 92% | 92% |
| 7 | 92% | 93% | 93% |
| 8 | 93% | 92% | 93% |
| 9 | 92% | 93% | 93% |
| 10 | 91% | 92% | 91% |
| 11 | 91% | 90% | 91% |
| 12 | 95% | 94% | 95% |

Tallies are on whole day absences that were not recorded as: Exempt, Flexible, School Business, Shared Enrolment

MALEK FAHD ISLAMIC SCHOOL

| School Year | Attendance Percentage |
|-------------|-----------------------|
| K | 91 |
| 1 | 91 |
| 2 | 92 |
| 3 | 93 |
| 4 | 92 |
| 5 | 93 |
| 6 | 92 |
| 7 | 93 |
| 8 | 93 |
| 9 | 93 |
| 10 | 91 |
| 11 | 91 |
| 12 | 95 |

Hoxton Park Campus : Average student attendance rate for each year level (K-9):

| School Year | Boys | Girls | Overall |
|-------------|------|-------|---------|
| K | 93% | 96% | 94% |
| 1 | 91% | 91% | 91% |
| 2 | 95% | 89% | 92% |
| 3 | 94% | 92% | 93% |
| 4 | 94% | 91% | 92% |
| 5 | 91% | 93% | 92% |
| 6 | 92% | 94% | 93% |
| 7 | 92% | 94% | 93% |
| 8 | 82% | 90% | 86% |
| 9 | 88% | 84% | 86% |

MALEK FAHD HOXTON PARK

| School Year | Attendance Percentage |
|-------------|-----------------------|
| K | 93 |
| 1 | 91 |
| 2 | 92 |
| 3 | 93 |
| 4 | 92 |
| 5 | 92 |
| 6 | 93 |
| 7 | 93 |
| 8 | 85 |
| 9 | 88 |

Beaumont Hills Campus: Average student attendance rate for each year level (K-11):

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

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

MALEK FAHD BEAUMONT HILLS

| School Year | Attendance Percentage |
|-------------|-----------------------|
| K | 79 |
| 1 | 91 |
| 2 | 93 |
| 3 | 93 |
| 4 | 93 |
| 5 | 93 |
| 6 | 93 |
| 7 | 92 |
| 8 | 95 |
| 9 | 94 |
| 10 | 95 |
| 11 | 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. Malek Fahd Islamic School has three campuses, the largest being the Greenacre campus for students from Kindergarten to Year 12. The Beaumont Hills campus is a Kindergarten-to-Year-11 school and the Hoxton Park campus is for Kindergarten-to-Year-9 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 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 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 and pay a \$50 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 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 school 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 the relevant documentation
- Copy of Citizenship

The schools general consideration 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 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 testing carried out by the School
- 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 taken into account:

- 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 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 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. In cases where 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. 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. 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

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, improving searchability. 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

| Policy | Summary/ Changes in 2016 | 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. No changes were made in 2017. | 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. No changes were made in 2017. | 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. No changes were made in 2017. | 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 |

Our focus is always to provide the best education for our students and to this end there are a number of significant leadership, educational, pastoral, technology and sporting themes that will be considered and implemented across the three campuses for 2018.

There has been a change in school policy to accept, where practicable, students to flow through the school system from Year 6 to 7 and Year 10 to 11. To assist this process, we will introduce new subjects into Years 9 and 10 and Year 11 and 12. To assist literacy development, from 2018 English will be streamed in Years 7 and 8. We will continue to stream Mathematics and Science in Years 7 to 10. Arabic will be streamed from Years 1 to 10 at Greenacre Campus. In 2018 there will be greater involvement in reading with programs such as DEAR and the Premier's Reading Challenge.

The School is focused on expanding our technology in both hardware and the use of technology in the classroom. This will include the establishment of STEAM or STEM. The process began with upgrades at Hoxton Park and Beaumont Hills. We are adding to and upgrading our hardware with an additional computer lab, iPads, inter-campus visual conferencing and an upgrade of internet service. We are working on expanding the use of technology in Primary.

The School will further develop the mentoring of staff with a special focus on the induction process of all new staff guiding them to understand the day-to-day routine and better understand the culture and ethos of the School. Experienced teachers have been allocated to support each new colleague to help them settle into the School.

Effective as of the commencement of 2018, the decision has been to create the leadership positions, Deputy Principal Pastoral and Community, Deputy Principal Operations, Deputy Principal Teaching and Learning and Head of Campus for Greenacre Secondary. The Deputy of the School will take one of the roles and other positions will be advertised during 2018.

The capacity to meet the pastoral needs of our students, in particular the secondary students of the Greenacre Campus, has prompted the School to develop significant additions to its wellbeing leadership structure in 2018. They are in Wellbeing (welfare), Kindergarten to Year 12, for the three Campuses. There will be Heads of Wellbeing, Welfare Co-ordinators and Year Advisors. Part of the restructure will include the introduction of a daily Home Room period where the Home Room teacher will meet daily with students to discuss issues and implement pastoral care programs.

We are expanding the Secondary co-curricular after-school sporting program in 2018 and to this end a sports coordinator has been appointed. The School Gym at Greenacre Campus will be refurbished.

The School will introduce swimming carnivals for secondary students, as well as a cross-country event.

In 2018, Malek Fahd Islamic School will celebrate its 30th Anniversary.

The School Board is focused on developing a five-year strategic plan to assist the growth and development of our School across its three campuses. The Board will hold the strategic planning day mid-year. In preparation, all stakeholders will have the opportunity through a survey to participate and provide views for the direction of the School.

By 2019, there will need to be more classrooms at Beaumont Hills and Hoxton Park to accommodate our growth in students. Initially, these will be in the form of portable buildings. We will begin this process during 2018.

In 2018, applications will be made to develop a Before, an After-School and Holiday Care services on our campuses. The development of Preschools at each of Campuses, initially at Hoxton Park and Beaumont Hills, also is anticipated.

The School will re-establish the Malek Fahd Islamic School Alumni.

THME 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 three campuses to encourage a values-based education with the core values of respect, responsibility and selflessness.

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. 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 - Secondary School Greenacre Campus

2017 Calendar of School Events

Greenacre High School

| Event | Date | Venue | Class | Subject |
|---|---|--|-----------------------|------------------|
| ANSTO | 15 th February | Lucas Heights | Year 12 | Chemistry |
| Field trip | 21 st February | Long Reef | Year 11 | Biology |
| ISD Basketball | 22 nd February | Bankstown Basketball Stadium, Condell Park | 10, 11 Girls and Boys | Sport |
| Marketing | 7 th March | Taronga Zoo | Year 12 | Business Studies |
| School Liaison Police Visit | 7 th March | School | 7-9 Girls | Welfare |
| School Liaison Police Visit | 8 th March | School | 7-9 Boys | Welfare |
| School Liaison Police Visit | 14 th March | School | 10-12 Girls and Boys | Welfare |
| Brigidine, St Ives visit | 15 th – 17 th March | School | Year 10-12 Girls | Interfaith |
| Harmony Day | 21 st March | School | All students | Wellbeing |
| Athletics Carnival | 23 rd March | Sydney Olympic Park | Girls | Athletics |
| Athletics Carnival | 23 rd March | The Crest, Bass Hill | Boys | Athletics |
| Vaccinations | 24 th March | School | Year 7 | Health |
| Faith Shield | 27 th March | The Crest, Bass Hill | Year 9 and 10 | Sport |
| Gala Day | 29 th March | Auburn | Year 8 and 9 | Sport |
| Coastal Management | 29 th March | Cronulla | Year 10 | Geography |
| Bill Turner Cup | 29 th March | Greenacre | Boys Under 15 | Sport |
| First Aid Course | 24 th April | School | Year 12 | Careers |
| Great Aussie Bush Camp | 26 th – 28 th April | Tea Gardens | 7-10 Girls | Welfare |
| ANZAC Day Assembly | 27 th April | School | All students | Welfare |
| Royal Geographical Society Competition | 2 nd May | School | 7-10 | Geography |
| Parent Teacher Interviews | 3 rd -4 th May | School | 7-8 | Curriculum |
| Bill Turner Cup | 8 th May | Greenacre | Boys | Soccer |

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| NAPLAN | 9 th – 11 th May | School | All 7,9 | Curriculum |
| Museum of Human Diseases | 9 th May | UNSW | Year 12 | Senior Science/ Biology |
| Water Filtration | 10 th May | Warragamba Dam | Year 12 | Chemistry |
| Parent Teacher Interviews | 11 th May | School | Year 9, 10, 11 | Curriculum |
| Parent Teacher Interviews | 16 th May | School | Year 10, 11, 12 | Curriculum |
| Courtrooms | 16 th May | Courthouse | Year 12 | Legal Studies |
| Trisports | 17 th May | LMA | 7-10 Girls | Sports |
| Biggest Morning Tea | 19 th May | School | 11,12 Girls | Welfare |
| Vaccinations | 22 nd May | School | Year 7 | Dose 2 |
| Bachar Houli Cup | 24 th May | Auburn | Boys | AFL |
| Cross Country Carnival | 24 th May | Centennial Park | 10, 11 Girls and Boys | Athletics |
| USYD Presentation | 29 th May | School | Year 12 | Careers |
| ICAS | 30 th May | School | 7-10 | Science |
| PCYC | 31 st May | LMA | Girls | Sports |
| Iftar Dinner | 31 st May | School | 7-9 Students | Islamic Studies |
| Iftar Dinner | 6 th June | School | 10-12 | Islamic Studies |
| Quran Competition | 22 nd June | School | 7-12 | Islamic Studies |
| Western Sydney Careers Expo | 23 rd June | The Dome, Homebush | Year 11 | Careers |
| Illawarra Tree Top | 18 th July | Illawarra | Year 7 | Geography |
| Physics Kickstart | 20 th July | USYD | Year 12 | Physics |
| Meningococcal Vaccination | 24 th July | School | Year 11, 12 | Welfare |
| Rainforest Practical | 25 th July | Mt Kiera | Year 7 Boys | Geography |
| Rainforest Practical | 26 th July | Mt Kiera | Year 7 Girls | Geography |
| Parent Information Afternoon | 27 th July | School | Year 8 | Curriculum |
| Kickstart Chemistry | 28 th July | USYD | Year 12 | Chemistry |
| Parent Teacher Interviews | 31 st July | School | Year 11, 12 | Curriculum |
| Australian National Chemistry Quiz | 1 st August | School | Year 12 | Chemistry |
| Site Study | 2 nd August | Nicholson Museum | Year 7 Girls | History |
| ISD Netball | 2 nd August | Centennial Park | 7-10 | Sports |
| Parent Information Afternoon | 3 rd August | School | Year 10 | Curriculum |
| Careers Night | 3 rd August | School | Year 12 | Careers |
| AFL Program | 3 rd August | School | Year 7, 8 Boys and Girls | Sports |
| ICAS | 8 th August | School | 7-10 | Mathematics |
| Claymation | 8 th August | School | Year 7 | Science |
| Site Study | 9 th August | Maritime Museum | Year 10 | History |
| Surveying | 11 th August | Homebush | Year 10 | Mathematics |
| Parent Information Afternoon | 15 th August | School | Year 11 | Curriculum |

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| Site Study | 15 th August | Nicholson Museum | Year 7 Boys | History |
| Science week | 17 th August | School | 7-10 | Science |
| Site Study | 21 st August | Cockatoo Island | Year 9 Girls | History |
| Character Parade | 22 nd August | School | 7-12 | English |
| Site study | 23 rd August | Cockatoo Island | Year 9 Boys | History |
| Author Visit | 24 th August | School | 7-11 | English |
| Allwell Testing | 28 th August | School | Year 8 | Curriculum |
| VALID | 31 st August | School | Year 10 | Science |
| Vaccinations | 19 th August | School | Year 7 | Dose 3 |
| Parent Information Afternoon | 11 th October | School | Year 7 | Curriculum |
| Swimming | 16 th – 20 th October | Homebush | 7-9 | Sports |
| Pink Ribbon Day | 19 th October | School | 7-12 | Welfare |
| VALID | 1 st November | School | Year 8 | Science |
| Work experience | 6 th -10 th October | Various Locations | Year 10 | Careers |
| Antibullying | 8 th October | School | Year 7 | Welfare |
| Year 7 Orientation | 13 th November | School | Year 6 | Welfare |
| Parent Information Afternoon | 14 th November | School | Year 9 | Curriculum |
| Careers Day | 16 th November | Western Sydney Uni | Year 11 | Careers |
| Awards Ceremony | 1 st December | School | 7-12 | All |

THEME 12: Parent, student and teacher satisfaction

The School is extremely proud of its open-door policy through which parent involvement is welcomed and encouraged. The Parents Advisory Committee (PAC), which meets once a month provides one of a number of avenues such as Facebook, emails and SMS 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 PAC meets at various campuses on rotational basis.

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 2017 School Magazine indicated that student satisfaction is very high. Students are proud of their achievements and are very proud members of the School. The School conducted online surveys for teachers, students and parents to ascertain levels of satisfaction, feedback and suggestions.

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. University researchers report that MFIS students are happy with their School, settle and go on to do well at university. They return to the School during Career Days to advise students.

Informal feedback from teachers and discussions with the executive team indicate that during 2017 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 in achieving progress. 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. Some have been here since the opening of the school 29 years ago. The School enjoyed a very low turnover of staff across all campuses.

THEME 13: Summary financial information

SUMMARY FINANCIAL INFORMATION

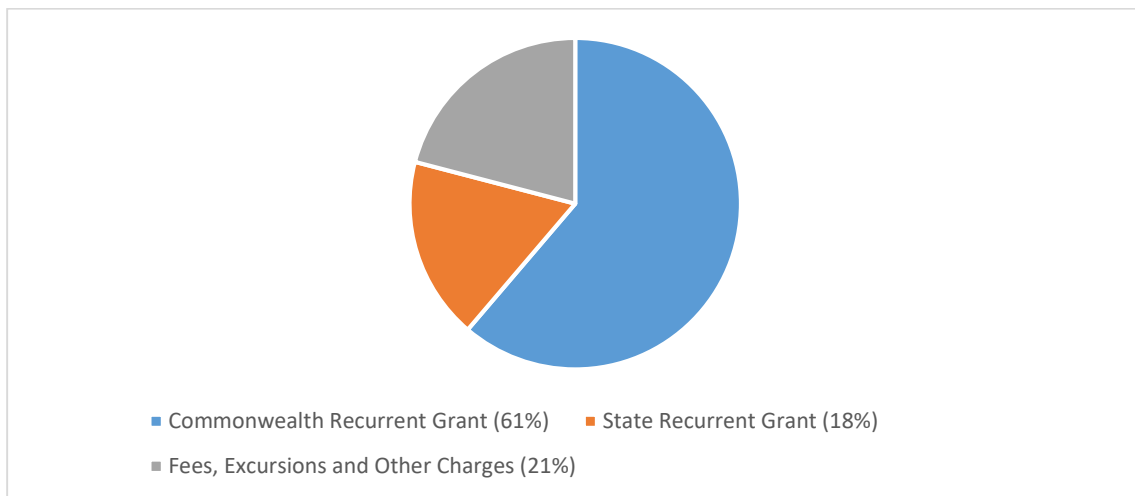
The graphs below represent income and expenditure using percentage

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

We note that the percentages detailed in the below graphs are based on unaudited accounts.

Updated financial information will be provided using audited accounts in due course.

Income Summary 2017

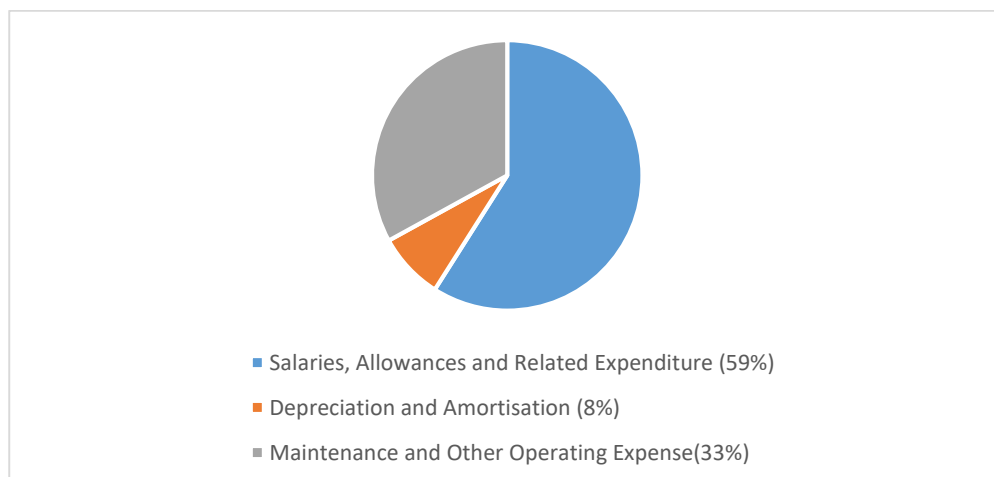


(b) Graphic two: recurrent/capital expenditure represented by pie chart

We note that the percentages detailed in the below graphs are based on unaudited accounts.

Updated financial information will be provided using audited accounts in due course.

Expenditure Summary 2017



THEME 14: Publication requirements

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

- Annual report sent to NESA on RANGS online
- Public disclosure by uploading annual report on its school website
- The 2017 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.