

MALEK FAHD ISLAMIC SCHOOL



2018 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

MFIS Annual Report 2018 – Chairman’s Report

It was a very good year for Malek Fahd Islamic School... a year in which we together restored stability, resolved major legal proceedings, restored full Commonwealth funding and focused on the future of educating in a caring Muslim setting.

It was reward for the commitment and efforts of our entire School community, especially our students and staff.

The case the School initiated against AFIC was resolved. This delivered significant benefits, including AFIC agreeing to hand to the School the deeds for Beaumont Hills campus, determination of the appropriate rent for the Greenacre and Hoxton Park campuses and the resolution of the amounts of money owed between the School and AFIC.

The other significant resolution was the action between the School and the Commonwealth Government. Once resolved, we were able to submit a fresh application for funding to the Commonwealth Department of Education. It was approved and the School’s ongoing funding restored and guaranteed.

We expect to resolve one remaining matter between the School and the NSW Government in 2019.

The Board is pleased to note that staff and students maintained their focus on their work and committed fully to the educational programs of the School despite the ongoing legal matters.

The finalisation of two of the legal proceedings enabled the Board to devote greater focus on planning. A new Strategic Plan for July 2018 to June 2021 was developed with input from staff and parents. Its implementation promises exciting changes to further enhance the quality educational experiences we provide to our students.

Specifically, the Strategic Plan will broaden the curriculum with an emphasis on ensuring all students achieve to their maximum potential. We will see significant building programs at Hoxton Park and Beaumont Hills to accommodate more students who wish to attend MFIS. There will be a further increase in the use of technology in teaching and learning, administration and communication. We also will reach out to our community, particularly our alumni, to seek their active involvement and support as we move forward.

The Board is grateful for the support provided by parents, especially the Parents Advisory Committee (PAC). Thank you. The Board looks forward to this strong collaboration into the future.

Exciting times lie ahead. We look forward to sharing them with you.

Dr John Bennett – School Board Chairman

MFIS Annual Report 2018 – Principal's Report

What an amazing year 2018 was for us all. The Malek Fahd community demonstrated extraordinary faith, resilience, confidence and trust in the School and the School Board in the face of uncertainties that had to be confronted.

Our focus always is on providing the best education for our students. I am very grateful for the wonderful support from parents and others as we worked to achieve our goals. I could not have been prouder of staff and students for their achievements.

There have been significant achievements for Malek Fahd. Perhaps the most significant was the restoration of Commonwealth funding which has secured our viability. We cannot thank enough the work of the entire School Board, Chair Dr Bennett and previous Chair Ms Miriam Silva, for their excellent governance, tireless work, wisdom and patience. We are also most grateful and thankful for the significant support of parents, the Parents Advisory Committee, with strong leadership from Dr Fariha Dib, and the many others in the immediate and extended Malek Fahd family.

Despite the upheaval and uncertainty, Malek Fahd is a preferred school of choice. Student numbers increased by some 300 in 2018. We will start 2019 with another 300 students to bring to 2800 students across the three campuses.

This was the 30th Anniversary of Malek Fahd Islamic School. Celebrations opened with a combined Assembly at Sydney Olympic Park; a first for the School. This occasion was the Year 12 Prize Ceremony and it was exhilarating to have 2500 students gathered together as one School to celebrate the academic excellence of our Year 12s. It was such a success that we will be an annual event.

The Celebrations continued with a carnival at the Greenacre Campus, at which we also launched a rebuild of the Malek Fahd Alumni. It was a wonderful to see so many staff and families from each Campus. The presentations by Chair Dr Bennett, Dr Dib (Chair of PAC) and Sheikh Fawaz (Chaplain) were inspirational. The day was a success in so many ways... a great sign that sends such a positive message about the wonderful work you are all do to ensure the best of education and the betterment of our students.

Academic

Academically, students are performing very well across the three campuses with very good NAPLAN results. To better understand the academic needs of our students, I have introduced testing of all students in Years 2, 4, 6, 8 and now Year 10. It has proven to be very helpful. The data gathered is used to advance student learning. The appointment of additional Learning Support Teachers and Teacher Aides further assist the educational needs of our Secondary and Primary students. To assist literacy development, English was streamed in Years 7 and 8 and Arabic was streamed from Years 1 to 10 at the Greenacre Campus. An additional Science teacher and Mathematics teacher were employed to support weaker classes. This provided class groups of four instead of the usual three. Next year, we will stream Quran and Islamic studies with additional teachers to create a fourth class for each year group.

To meet student needs, we continue to introduce new subjects in Years 9 and 10 and Year 11 and 12. The number of elective subjects offered increased from 10 to 22 and includes VET and TVET courses, such as Construction. Students who chose TAFE Courses were bused to the location at no cost. The School covered the cost of the TAFE courses.

HSC

The 2018 HSC results were close to teacher predictions because of the significant number of outstanding students who left. Those who stayed performed beyond expectations. In 2018, there were 78 students, of whom 19 achieved an ATAR above 90 (24.36%). This was largely due to the quality of students overall. This was expected as a number (50) high-achieving students had left the School in Years 10 and 11 in 2016/2017 due to the funding uncertainty of the School.

This has significantly influenced the ranking, which does not consider students who improve their performance from Bands 1-4 to Bands 2-5. Students enrolled in the Compression program from Year 11, the 14 Biology and 10 Mathematics students achieved Band 6 results. Teachers were very professional carrying on with 'business as usual'. The Wellbeing, school counsellors, Welfare Coordinators and Year Advisors were available to support any student who needed additional guidance. Students were comfortable with expressing their concerns and seeking advice.

This year we had our first Year 12 HSC from Beaumont Hills. All our students gained places in various Sydney universities. I acknowledge and thank our teachers who were remarkable and generous in giving of their personal time for their students. The Compression courses of Biology and Mathematics continue to be a successful initiative for students.

Pastoral Care

After reviewing current school structures and their capacity to meet student needs, I made significant additions to the leadership of the School. One key area was Wellbeing (welfare), Kindergarten to Year 12, for the three campuses. It includes Heads of Wellbeing, Welfare Co-ordinators and Year Advisors. Welfare staffing for Greenacre Secondary increased from four to 16. This ensured a strong focus on the wellbeing of each child. Part of the restructure included the introduction of a daily Home Room period where the Home Room teacher meets daily with students to discuss issues and implement pastoral care programs to develop confidence and leadership skills. The building of the faculty of Wellbeing team, appointing Heads of Wellbeing, Welfare Co-ordinators and Year Advisors was a very successful and important step to support and meet the needs of our students. The introduction of Year Advisors and daily Home Room has proved beneficial on several levels. It became an important time for the Year Advisor to meet with students and address issues as they arise. The Welfare team undertook a significant number of positive initiatives, including outings, Mother-and-Daughter dinners, camps and presentations, including anti-bullying and study skills programs to support students.

Malek Fahd has a wonderful community feel. It is a pleasure to go each week to the three campuses to experience students' wonderful work in the classroom and to share in the many special events. The Iftar dinners and EID carnival have been special events that brought the community together. The social conscience of our students was awakened with many fundraising events, including Australia's Biggest Morning Tea, Harmony Day, International Women's Day, Pink Ribbon Day, the interfaith experience with Brigidine College and the Umrah pilgrimage with Sheikh Fawaz. Throughout the year, each Campus provided regular newsletters full of all the amazing initiatives undertaken. Book Week, Science Week, White Ribbon Day March, Iftar dinners, Quran, debating, sports carnivals, sporting gala days and competitions, including PSSA sport at Greenacre and the Umrah pilgrimage are significant highlights for students.

I commend the Students Representative Council (SRC) and student leaders who have been wonderful ambassadors for the School.

We are working on further initiatives for 2019. The most significant is the focus on Community Service. It is our hope that students will take up the opportunity to engage more directly with the community with several service opportunities. In 2019, this structure will expand at Greenacre to include Year Advisors for Year 12. I thank the welfare team for their dedication, mentoring and leadership of our students.

Extra-activities outside the classroom play a very important part in the holistic development of a child. During the year, we encouraged students to take up any opportunity to engage in extra-curricular activities including debating, public speaking, chess, STEM, Science club, Athletics, robotics, choir, drumming, Nasheed. Students too were very successful in VALID assessment, ICAC and the Australian Brian Bee competitions. We commenced the expansion of the Debating and Public Speaking programs and the Islamic Speaking and Quran Competitions.

Sport has really taken off this year across the three campuses with a significant rise in the number of students taking on PASS and PDHPE. It was terrific to see so many in the Athletics Carnival and participate in the inter-campus cross country. I have been in discussion with each Head of Campus to have combined campus activities wherever possible. These would include Athletics and cross-country carnivals. This year, for the first time Malek Fahd held a swimming carnival for all Year 7 students at Greenacre Campus. We expect to include students from Hoxton Park and Beaumont Hills next year.

The School is focused on expanding our technology. The process commenced with upgrades at Hoxton Park and Beaumont Hills as well as fit-out of technology labs at Greenacre Secondary and Primary. The facilities of Hoxton Park and Beaumont Hills were enhanced with upgrades including the laying of synthetic turf at Hoxton Park and fencing and playground painting at Beaumont Hills.

Strategic Plan

The Board Strategic Plan for 2018 to 2021 was developed and implemented following considerable consultation with all School stakeholders. The Strategic Plan working party, consisting of the Board, the Parents Advisory Committee (PAC) and senior staff. They allocated a priority and a timetable to each of the initiatives identified and further initiatives identified by the survey. The Key Components of the MFIS Strategic Plan are the: Vision Statement; Mission Statement; Strategic Pillars and the Enabling Pillars and their High-level Strategies; and, Initiatives associated with each Pillar

Appointments and Leadership Structure

With a focus on moving forward, there were significant changes to advance the operation of the School. The appointment of Business Manager Mr Dennis Aktypis provided a solid focus in all matters financial and was of significant assistance to the School Board. During the year, the position of Deputy Principal Operations for the three Campuses was developed. Mr Lord, who was Acting Head of Campus as Hoxton Park, was appointed.

As we move into 2019, we are building our leadership structure to meet the needs of running a very large school. To this end, we are expanding the leadership team. This will include a third Deputy Principal to oversee Teaching and Learning, Kindergarten to Year 12, at all three Campuses. We announced the appointment of Mr David Hamper as Deputy Principal for Teaching and Learning and Mr Stephen Lord as Deputy Principal of Operations. During 2017 and 2018 IT was being managed by an outsourced company. The decision for 2019 is to bring the management of IT back into the School. As such I have appointed an IT Manager and IT Infrastructure Manager. To leave our developing our maintenance program, I have appointed a Facilities Manager to oversee the day to day needs of the three campuses. During 2019, we anticipate appointing Property Development Manager who will have a direct involvement with the larger projects and building programs of the three Campuses.

Ours is a school on the move! With the funding restored, we can get on with updating, revitalising and growing our School. Closely aligned to the latest Strategic Plan, significant initiatives will be undertaken in 2019. Over the holidays, there are considerable works being undertaken in Greenacre Primary, Hoxton Park and Beaumont Hills with the installation and fit out of a number of demountable buildings at Hoxton Park and Beaumont Hills, the increase of play area space at Hoxton Park and the fit-out of a number of rooms in Greenacre Primary.

Early in 2019, the School will implement a **Scholarship program** that can be accessed by all families of the three Campuses. The six Scholarship types will be academic, all-rounder, religious and financial based.

Education is about lifelong learning. At Malek Fahd Islamic School it is about inspiring students to develop a passion for learning. It is about working hard, being a dedicated student, getting the best possible grades, engaging in sport and a variety of extra- curricular activities. To us, every child matters and we want all children to be happy. We do not accept any form of harassment or bullying. At Malek Fahd it is also about the education of the heart. Throughout the year you have displayed your great heart in many ways including the significant raising of money to support those in need.

During the Year 7 to Year 11 Presentation Day, we paid tribute to our former Head of Arabic, Dr Hammoud, who passed away suddenly while visiting family in his home village in Lebanon. Dr Hammoud was a compassionate man with great passion for his beloved language, Arabic, and love for the School and the students he taught during his long tenure at Malek Fahd. In honour of Dr Hammoud, students raised money to build a well in his home village. The School has inaugurated a perpetual trophy for the top Arabic student.

Thank you to all students for your hard work this year. We celebrated each student's achievements at the special Year 12 Presentation Day and the end-of-Year Presentation Days at each Campus. Not everyone received an award but that does not mean that your hard work is not rewarded or acknowledged. I encourage you to keep up this good work.

I have often said that it takes a village to grow a child and it takes a terrific team to run a dynamic and leading school. I thank Senior Executive Mr Ahmed, Mr Lord and Mr Marsh and Mr Aktypis, Heads of Campus Mr Dib, Ms El-Ahmad, Ms Khan, and Ms Kassem, Sheikh Fawaz and the ten other Sheikhs attached to each Campus, Heads of Wellbeing, Welfare Coordinators, Year Advisors, Curriculum leaders, teachers and our wonderful Administration Staff across all three campuses.

A special thank you to our amazing teachers for what they do every day to meet the needs of the students in their care. Their professionalism, dedication and hard work is highly valued.

Mr Bruce Rixon
Principal

MFIS Annual Report 2018 – Deputy Principal’s Report

In 2018 the School’s total enrolment was 2524 students. This included 1937 students at the Greenacre Campus, 341 at the Beaumont Hills Campus and 246 at the Hoxton Park Campus. Students from 40 different cultural backgrounds attended the School. The School’s staff of more than 230 teachers and teachers’ aides along with 15 administrative staff supported the students through their studies.

During 2018 the School underwent a significant restructure to enhance the support of the emotional and social wellbeing of our students. This saw the introduction of dedicated year advisors and wellbeing coordinators and the appointment of school counsellors. High School home classes were also created to provide additional structure to an ongoing welfare program. Regular diagnostic testing and enhanced support for learning support assisted in meeting the learning needs of our students.

Students had the opportunity to participate in many learning opportunities outside of regular classroom-based activities. Numerous incursions and excursions were organised throughout the year helping students to consolidate their learning. These included subject specific events as well as a wide range of social and cultural activities. For example, the School participated in an inter-faith dialogue with Brigidine College St Ives as well as Harmony Day, ANZAC Day commemorations events and cyber safety programs. A very successful careers expo was also held in 2018 with the assistance of the School’s alumni community.

The School’s commitment to its Islamic values and faith was strengthened in 2018 with the School’s Student Representative Council and senior students participating in the organisation of Iftar Dinners during then holy month of Ramadan.

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

A program of curriculum expansion began in 2018 for the 2019 academic year. A range of new subjects were introduced in Stage 6 to meet the learning needs and potential career pathways of our students. Stage 6 Arabic, Engineering Studies, Society and Culture, Modern History and Economics were all introduced. The School also engaged with TAFE NSW to offer vocational courses to our students for the first time. This saw eight students electing to complete a part of their Year 11 studies through a TAFE vocational course.

All 140 Year 10 students were part of our work experience program with the aim to provide students with authentic life experiences ahead of them engaging in their senior studies. Our hosts within the community provided positive feedback on these students, many of whom gained part time work following their work experience opportunities.

The School’s ongoing success in the HSC was highlighted by continued strong performance across a diverse range of subjects. All 78 HSC graduating students at the School gained a place at university. Our dedicated teaching staff provided students with before and after school tutorials and masterclasses. Additional classes during School vacation time and weekends to assist students to prepare for their HSC stand as a testament to the commitment of our staff to helping students achieve their full potential. 2018 saw the first cohort of students from the Beaumont Hills campus complete the Higher School Certificate. Four students completed their studies at the Campus and graduated from the School acting as the vanguard for many more students from the campus in the future.

Within the Primary School 2018 saw a focus on familiarisation and program development for the new Science and Technology curriculum. These new programs will be implemented in 2019 and will incorporate design and

production principles as well as integrated digital technologies. A key highlight in primary was the participation in the WriteOn competition. We were very proud that one of our Year 2 students was the Gold Award winner for Stage 1.

The School continues to demonstrate a strong commitment to the teaching profession. Extensive professional development was completed by our staff in 2018. The focus of professional development was on developing holistic approaches to child protection, familiarisation of new syllabus documents and their implementation along with enhancing teachers' skills in the interpretation of data to improve teaching and learning outcomes.

Mr Aiyub Ahmed
Deputy Principal

THEME 2: Contextual Information about the School

Malek Fahd Islamic School in 2018 consisted of 4 campuses'; Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. Malek Fahd Islamic School prides itself on being an advanced and high achieving school, which has served the community since 1989. The core values of the School are to provide opportunities for its students to excel in their education and to contribute valuably to the community. The School's motto: *'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, 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 / Animation where students create their own movies. The annual Book Fair, which falls in Book Week and was reinforced by the Book Character Parade. This is an annual event that allows the students to think about their favourite books and book characters and bring them to life. The parade in 2018 was an amazing display of the love for books and reading.

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, cross country, gymnastics, sport skill programs, athletics and swimming carnivals and learn to swim programs.

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 and inter-faith dialogue where students network and discuss their differences and similarities, their individual cultural and religious experiences, break down stereotypes and develop mutual respect.

The wellbeing and cyber safety awareness of students was also at the forefront in 2018, caring and compassionate teachers, counsellors, year advisors and welfare coordinators work together to provide the best education possible for the students in an environment conducive to learning. Teachers organise activities and programs such as; the National Day of Action against Bullying and Violence. Students wore rubber wrist bands to mark the day, and our SRC captains gave a presentation about showing kindness to one another. This was also a topic from the Sheikh at the Friday prayer. Players from the Bulldogs Rugby League team also visited our students and spoke to the students about the harms of bullying and what can be done about it and how to be part of the solution against bullying. The Local Police Liaison Officers visited our school to discuss with students; 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, anti-bullying and how to stay safe on social media. 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 including; 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 also has several initiatives which promote active citizenship and values. These included events such as Harmony Day. In order to promote the messages of harmony day, classroom teachers provide lessons focusing on acceptance, tolerance, respect and kindness. These classroom discussions and activities culminated in one day which was set aside to hold a whole school Harmony Day assembly, in which students and staff dressed in orange, and watched performances that highlighted unity, and acceptance of diversity, ending with an Aboriginal presentation and a smoking ceremony. Malek Fahd Islamic School also participated in Clean Up Australia Day, where student representatives went outside and cleaned up surrounding nature areas, as a way of implementing responsibility and active citizenship in the community. The theme of responsibility towards our environments was revisited several times throughout the year with events such as World Environment Day and Plant a Tree Day.

Malek Fahd Islamic School students participate in a number of PSSA sporting events, competing with other local schools on a weekly basis. In 2018, our Boy's Junior and Senior Cricket Teams won the final competition. Our students also participated in sport Gala days with other schools.

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. Academically, Students from Years 2, 4, 6 and 8 sit for the Allwell Academic Assessment, a diagnostic tool, used to inform on students learning needs and areas for focus and growth. Students in Year 3, 5, 7 and 9 produced some remarkable results in the NAPLAN tests. In all domains, Malek Fahd Islamic School students achieve a better result than students from similar schools and the State. There was particular progress in one of the most challenging domains, writing. 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 2018

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

Detailed Analysis Year 3 NAPLAN 2018

Year 3 Grammar and Punctuation

Bands	Total Number of Students: 150		NSW AIS Student Percentage	State Percentage
Band 1	2	1.3%	2.4%	3.8%
Band 2	4	2.7%	5.2%	7.2%
Band 3	16	10.7%	11.2%	12.8%
Band 4	46	30.7%	20.1%	20.2%
Band 5	34	22.7%	27.2%	24.7%
Band 6	48	32.0%	29.1%	27.7%

Year 3 Numeracy

Bands	Total Number of Students: 150		NSW AIS Student Percentage	State Percentage
Band 1	1	0.7%	0.7%	2.1%
Band 2	6	4.0%	7.3%	10.1%
Band 3	28	18.7%	15.5%	16.6%
Band 4	40	26.7%	30.3%	26.5%
Band 5	48	32.0%	27.7%	25.7%
Band 6	69	46.0%	25.8%	25.8%

Year 3 Spelling

Bands	Total Number of Students: 150		NSW AIS Student Percentage	State Percentage
Band 1	2	1.3%	2.1%	4.5%
Band 2	1	0.7%	6.7%	8.0%
Band 3	11	7.3%	12.9%	13.7%
Band 4	23	15.3%	23.0%	21.0%
Band 5	44	29.3%	26.4%	25.0%
Band 6	69	46.0%	25.8%	25.8%

Year 3 Reading

Bands	Total Number of Students: 150		NSW AIS Student Percentage	State Percentage
Band 1	2	1.3%	2.4%	3.8%
Band 2	4	2.7%	5.2%	7.2%
Band 3	16	10.7%	11.2%	12.8%
Band 4	46	30.7%	20.1%	20.2%
Band 5	34	22.7%	27.2%	24.7%
Band 6	48	32.0%	29.1%	27.7%

Year 3 Writing

Bands	Total Number of Students: 150		NSW AIS Student Percentage	State Percentage
Band 1	1	0.7%	1.6%	2.8%
Band 2	6	4.0%	4.0%	5.4%
Band 3	13	8.7%	16.4%	18.4%
Band 4	32	21.5%	25.1%	24.3%
Band 5	70	47.0%	38.1%	36.0%
Band 6	20	13.4%	12.6%	10.9%

Year 5 NAPLAN 2018

Year 5 Grammar and Punctuation

Bands	Total Number of Students: 149		NSW AIS Student Percentage	State Percentage
Band 1	1	1.0%	2.8%	5.4%
Band 2	6	5.2%	9.7%	12.1%
Band 3	14	13.3%	18.1%	18.7%
Band 4	41	25.7%	25.1%	25.1%
Band 5	29	23.2%	20.2%	18.3%
Band 6	58	32.7%	20.2%	19.7%

Year 5 Numeracy

Bands	Total Number of Students: 149		NSW AIS Student Percentage	State Percentage
Band 1	1	0.7%	2.6%	4.9%
Band 2	6	4.0%	8.5%	11.0%
Band 3	14	9.4%	8.5%	11.0%
Band 4	41	27.5%	15.2%	16.2%
Band 5	29	19.5%	20.5%	18.1%
Band 6	58	38.9%	19.1%	18.1%

Year 5 Reading

Bands	Total Number of Students: 149		NSW AIS Student Percentage	State Percentage
Band 1	3	2.0%	2.3%	4.5%
Band 2	11	7.4%	8.7%	11.2%
Band 3	34	22.8%	17.2%	19.6%
Band 4	44	29.5%	26.0%	23.8%
Band 5	33	22.1%	24.4%	20.9%
Band 6	24	16.1%	18.7%	17.4%

Year 5 Spelling

Bands	Total Number of Students: 149		NSW AIS Student Percentage	State Percentage
Band 1	0	0.0%	1.9%	3.5%
Band 2	2	1.3%	7.7%	9.3%
Band 3	8	5.4%	16.3%	17.7%

Band 4	36	24.2%	32.8%	31.1%
Band 5	54	36.2%	24.2%	22.7%
Band 6	49	32.9%	16.2%	14.6%

Year 5 Writing

Bands	Total Number of Students: 149		NSW AIS Student Percentage	State Percentage
Band 1	0	0.0%	4.7%	7.0%
Band 2	1	0.7%	10.0%	11.5%
Band 3	37	24.8%	36.4%	35.9%
Band 4	58	38.9%	28.2%	27.2%
Band 5	35	23.5%	13.9%	11.5%
Band 6	18	12.1%	5.7%	4.6%

Year 7 NAPLAN

Year 7 Grammar and Punctuation

Bands	Total Number of students 180		NSW AIS student Percentage	State percentage
Band 2	0	0%	0.1%	0.1%
Band 3	0	0%	0.2%	0.3%
Band 4	3	1.7%	3%	5.9%
Band 5	12	6.7%	10.7%	14%
Band 6	33	18.3%	23.8%	22.1%
Band 7	52	28.9%	29.1%	26.5%
Band 8	28	15.6%	18.3%	15.4%
Band 9	52	28.9%	13.9%	14.8%
Band 10	0	0%	1%	1%

Year 7 Numeracy

Bands	Total Number of students 180		NSW AIS student Percentage	State percentage
Band 2	0	0%	0%	0%
Band 3	0	0%	0%	0%
Band 4	1	0.6%	0.8%	2.2%
Band 5	8	4.4%	7.4%	11.7%
Band 6	30	16.7%	25.1%	25.3%
Band 7	76	42.2%	33.1%	28.7%
Band 8	38	21.1%	21.3%	17.7%
Band 9	27	15%	11.8%	13.5%
Band 10	0	0%	0.5%	0.8%

Year 7 Reading

Bands	Total Number of students 180		NSW AIS student Percentage	State percentage
Band 2	0	0%	0.1%	0%
Band 3	0	0%	0.1%	0.2%
Band 4	2	1.1%	2.5%	4.6%
Band 5	13	7.2%	8.2%	12.0%
Band 6	46	25.6%	24.9%	24.6%
Band 7	66	36.7%	32.0%	27.2%
Band 8	33	18.3%	21.4%	18.9%
Band 9	20	11.1%	10.3%	11.8%
Band 10	0	0%	0.5%	0.6%

Year 7 Spelling

Bands	Total Number of students 180		NSW AIS student Percentage	State percentage
Band 2	0	0%	0.1%	0.2%
Band 3	0	0%	0.2%	0.3%
Band 4	0	0%	2.9%	5.7%
Band 5	5	2.8%	7.5%	9.5%
Band 6	25	13.9%	22.1%	22.2%
Band 7	49	27.2%	27.6%	25.9%
Band 8	61	33.9%	25.7%	23.0%
Band 9	40	22.2%	13.4%	12.7%
Band 10	0	0%	0.6%	0.6%

Year 7 Writing

Bands	Total Number of students 180		NSW AIS student Percentage	State percentage
Band 1	1	0.6%	0.4%	0.7%
Band 2	0	0%	0.1%	0.5%
Band 3	0	0%	1.0%	2.3%
Band 4	3	1.7%	3.6%	6.3%
Band 5	24	13.3%	20.1%	22.9%
Band 6	41	22.8%	30.1%	27.2%
Band 7	59	32.8%	24.6%	20.7%
Band 8	44	24.4%	16.1%	14.9%
Band 9	7	3.9%	3.2%	3.7%
Band 10	1	0.6%	0.8%	1.0%

Year 9 NAPLAN

Year 9 Grammar and Punctuation

Bands	Total Number of students 143		NSW AIS student Percentage	State percentage
	Count	Percentage		
Band 2	0	0%	0%	0%
Band 3	0	0%	0%	0.1%
Band 4	0	0%	0.2%	0.4%
Band 5	3	2.1%	3.3%	6.4%
Band 6	12	8.4%	14.7%	17.5%
Band 7	22	15.4%	20.0%	19.5%
Band 8	46	32.2%	32.9%	29.3%
Band 9	33	23.1%	20.8%	17.9%
Band 10	27	18.9%	8.0%	9.0%

Year 9 Numeracy

Bands	Total Number of students 143		NSW AIS student Percentage	State percentage
	Count	Percentage		
Band 3	0	0%	0.0%	0.0%
Band 4	0	0%	0.0%	0.1%
Band 5	0	0%	1.1%	2.4%
Band 6	4	2.8%	8.5%	13.3%
Band 7	22	15.4%	27.0%	27.5%
Band 8	51	35.7%	31.8%	26.2%
Band 9	46	32.2%	21.1%	17.4%
Band 10	20	14.0%	10.4%	13.0%

Year 9 Reading

Bands	Total Number of students 143		NSW AIS student Percentage	State percentage
	Count	Percentage		
Band 2	0	0%	0%	0%
Band 3	0	0%	0%	0%
Band 4	0	0%	0.1%	0.1%
Band 5	1	0.7%	2.5%	5.1%
Band 6	10	7.0%	10.8%	14.2%
Band 7	34	23.8%	26.1%	25.6%
Band 8	54	37.8%	34.9%	30.1%
Band 9	28	19.6%	17.9%	16.6%
Band 10	16	11.2%	7.8%	8.2%

Year 9 Spelling

Bands	Total Number of students 143		NSW AIS student Percentage	State percentage
Band 3	0	0%	0%	0.2%
Band 4	0	0%	0.1%	0.3%
Band 5	2	1.4%	4.3%	7.9%
Band 6	2	1.4%	9.9%	10.7%
Band 7	27	18.9%	23.3%	24.7%
Band 8	53	37.1%	33.9%	29.2%
Band 9	35	24.5%	21.2%	18.8%
Band 10	24	16.8%	7.2%	8.2%

Year 9 Writing

Bands	Total Number of students		NSW AIS student Percentage	State percentage
Band 1	0	0%	0.2%	0.9%
Band 2	0	0%	0.1%	0.3%
Band 3	0	0%	0.4%	1.2%
Band 4	0	0%	1.1%	2.3%
Band 5	3	2.1%	8.8%	14.0%
Band 6	17	11.9%	18.2%	19.6%
Band 7	30	21.0%	23.8%	21.5%
Band 8	38	26.6%	29.8%	24.9%
Band 9	27	18.9%	12.0%	9.8%
Band 10	28	19.6%	5.7%	5.6%

THEME 4: Senior Secondary Outcomes

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

Record of School Achievement Stage 5: Summary of Results achieved

Grades achieved in each Course (School/State Grading Pattern Comparison) -2018

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
<u>English</u> 200 hours (300)	158	85134	7.59	43.67	39.87	8.86		12.20	28.22	37.55	15.57	5.55
<u>Mathematics</u> 200 hours (323)	158	85152	17.72	17.09	38.61	25.95	.63	15.02	22.91	31.61	22.80	6.79
<u>Science</u> 200 hours (350)	158	85201	20.89	34.18	37.34	6.33	1.27	13.29	24.85	36.31	18.32	6.36
<u>Australian Geography 100</u> <u>hours (4015)</u>	158	85098	12.03	29.75	43.04	11.39	3.80	13.75	27.43	35.22	16.49	6.39
<u>Commerce</u> 100 hours (431)	158	5059	19.62	26.58	39.24	14.56		18.11	30.50	34.67	12.49	4.05
<u>History</u> 100 hours (4007)	158	84875	22.78	42.41	23.42	6.96	4.43	13.88	27.15	35.46	16.76	6.02
<u>Arabic</u> 100 hours (801)	58	113	25.86	18.97	43.10	12.07		23.89	19.47	43.36	13.27	
<u>Information and Software</u> <u>Technology</u> 100 hours (1831)	99	2451	16.16	36.36	42.42	5.05		18.03	29.50	31.86	14.93	5.43

Record of School Achievement Stage 6 2018 HSC (Preliminary)

Grades achieved in each Course (School/State Grading Pattern Comparison –Stage 6) -2018

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
English Advanced 2 unit (11140)	40	29468		32.50	67.50			19.44	43.17	31.40	5.16	.75
English Standard 2 unit (11130)	77	33342	1.30	31.17	61.04	6.49		3.28	23.19	48.58	18.71	5.52
Mathematics Extension 1 unit (11250)	26	12179	23.08	23.08	34.62	19.23		25.21	27.95	28.79	14.37	3.65
Mathematics Standard 2 unit (11236)	52	38199	19.23	13.46	38.46	21.15	7.69	7.40	21.06	37.03	23.62	9.99
Mathematics 2 unit (11240)	65	25410	30.77	23.08	21.54	18.46	6.15	24.93	25.93	29.54	15.23	4.30
Biology 2 unit (11030)	82	25343	21.95	24.39	39.02	12.20	2.44	11.34	26.47	39.18	17.37	5.30
Chemistry 2 unit (11050)	45	15385	22.22	33.33	37.78	6.67		15.33	27.75	36.70	16.14	3.91

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
Earth and Environmental Science 2 unit (11100)	12	2870	25.00	33.33	33.33	8.33		12.20	25.44	36.86	19.58	5.19
Physics 2 unit (11310)	33	11866	27.27	48.48	21.21	3.03		15.47	28.48	36.75	14.98	4.02
Ancient History 2 unit (11020)	9	10205	11.11	22.22	55.56	11.11		15.94	27.42	34.23	15.22	6.29
Business Studies 2 unit (11040)	90	23498	15.56	30.00	32.22	16.67	5.56	13.12	27.71	35.97	16.58	6.06
Economics 2 unit (11110)	9	7211	11.11	33.33	22.22	22.22	11.11	20.61	32.45	31.76	11.84	3.19
Legal Studies 2 unit (11220)	44	14474	20.45	29.55	36.36	11.36	2.27	15.61	28.38	34.00	15.50	5.83
Modern History 2 unit (11270)	21	15484	9.52	76.19	9.52	4.76		15.62	29.63	34.47	14.45	5.24
Society and Culture 2 unit (11330)	10	7123	10.00	20.00	40.00	20.00	10.00	15.34	28.49	35.65	14.60	5.19
Studies of Religion I 1 unit (11350)	26	10792	26.92	46.15	26.92			13.88	29.99	39.23	14.51	2.34
Studies of Religion II 2 unit (11360)	57	7576	19.30	45.61	29.82	1.75	3.51	16.02	34.65	35.48	11.63	2.07
Arabic Continuers 2 unit (11510)	2	366	50.00		50.00			17.76	35.52	31.42	10.93	4.37
Engineering Studies 2 unit (11120)	7	3337			71.43	14.29	14.29	15.46	29.40	35.30	13.90	5.54
Personal Development, Health and Physical Education 2 unit	22	19534	18.18	22.73	40.91	18.18		12.70	28.22	36.41	16.54	5.64

Record of School Achievement

All students at MFIS qualified for Record of School Achievement.

Course	Course	Students Included	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Biology 2 unit</u>	15030	54	83.52	74.09	9.43	.76
<u>Business Studies 2 unit</u>	15040	55	80.37	73.62	6.75	.55
<u>Chemistry 2 unit</u>	15050	23	78.57	74.82	3.75	.31
<u>English (Advanced) 2 unit</u>	15140	47	80.96	80.60	.36	.04
<u>English (Standard) 2 unit</u>	15130	31	73.95	68.66	5.29	.49
<u>English Extension 1 1 unit</u>	15160	2	46.10	42.08	4.02	.90
<u>English Extension 2 1 unit</u>	15170	1	37.10	37.46	-.36	-.06
<u>Legal Studies 2 unit</u>	15220	21	76.47	75.05	1.42	.10
<u>Mathematics Extension 1 2 unit</u>	15250	13	90.40	79.29	11.11	.73
<u>Mathematics Extension 2 2 unit</u>	15260	8	86.08	81.36	4.72	.37
<u>Mathematics General 2 2 unit</u>	15235	27	79.84	69.92	9.92	.71
<u>Mathematics 2 unit</u>	15240	45	83.31	78.20	5.11	.40
<u>Modern History 2 unit</u>	15270	6	82.53	73.88	8.65	.58
<u>Personal Development, Health and Physical Ed</u>	15320	20	75.39	72.29	3.10	.25
<u>Physics 2 unit</u>	15330	18	74.76	73.18	1.58	.13
<u>Senior Science 2 unit</u>	15340	14	73.66	70.85	2.81	.23
<u>Studies of Religion I 1 unit</u>	15370	5	40.74	37.03	3.71	.68
<u>Studies of Religion II 2 unit</u>	15380	28	78.44	74.63	3.81	.32

HSC 2018 Data Analysis

The 2018 Year 12 cohort performed to a high standard across the range of courses offered by the School. In total 78 students sat for their Higher School Certificate, including 4 students from the Beaumont Hills campus, the first students to graduate from the campus. Almost 25% of students in the cohort achieved an ATAR above 90.

Students performed very strongly in the Mathematics courses. 12 Year 11 students completed the Mathematics 2 Unit course through the compression program will all students obtaining a Band 6 result. Students engaged in the compression Biology program also performed extremely well with all of these students achieving a Band 6 result as well.

There were no students at the School in 2018 who required the issuance of a Record of School Achievement.

2018 HSC RESULTS (MFIS vs NSW)

Subject	Total candidature MFIS/NSW	Number of Band 6 students (MFIS)	% of Band 6 (MFIS) (2018)	% of Band 6 (NSW)	Difference (MFIS vs NSW)	% of Band 6 (2017)	Number of Band 5 students MFIS (%)	% of Band 5 (NSW)	Difference (MFIS vs NSW)
English Standard	31 / 30745	0	0	0.85	-0.85	0	4 (12.9%)	14.21	-1.31
English Adv.	47 / 26172	4	8.51	13.75	-5.24	21.05	28 (59.57%)	48.86	10.71
English Ext 1	2/4076	2	100	37.83	62.17	33.33	0(0%)	57.6	-57.6
English Ext 2	1/1531	0	0	16.59	-16.59	0	1(100%)	54.53	45.47
Mathematics General	27 / 31104	3	11.11	6.54	4.57	14.28	12 (44.44%)	20.1	24.34
Mathematics 2U	45 / 17859	16	35.55	22.46	13.09	50	12 (26.66%)	29.34	-2.68
Mathematics Ext 1	13/ 9049	9	69.23	32.84	36.39	87.5	4 (30.76%)	46.76	-10.00
Mathematics Ext 2	8 / 3169	2	25	33.19	-8.19	50	6 (75%)	52.22	22.78
Biology	54 / 18198	17	31.48	8.69	22.79	62.16	23 (42.59%)	28.18	14.41
Chemistry	23/11175	1	4.34	9.19	-4.85	22.32	12 (52.17%)	32.89	19.28
Physics	18 / 9485	0	0	9.53	-9.53	6.66	5 (27.77%)	24.26	3.51
Senior Sc	14 / 6646	0	0	3.94	-3.94	5	2 (14.28%)	17.54	-3.26
Business St	55 / 17819	6	10.9	8.35	2.55	2.63	27 (49.09%)	28.61	20.48
Modern Hist.	6 / 11197	1	16.66	10.44	6.22	0	4 (66.66%)	31.38	35.28
Legal St.	21/ 10433	1	4.76	12.17	-7.41	5.88	9 (42.85%)	31.82	11.03
Studies of Religion 1	5/8314	0	0	8.98	-8.98	8.82	5 (100%)	27.74	72.26
Studies of Religion 2	28/6225	2	7.14	6.63	0.51	8.82	12 (42.85%)	34.34	8.51
PDHPE	20/16152	0	0	6.71	-6.71	0	5 (25%)	26.4	-1.40

Number of students in each HSC Standard course performance band at the School.

Course	Name	Included Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15030	Biology	54	17	23	13		1	
15040	Business Studies	55	6	27	14	8		
15050	Chemistry	23	1	12	7	3		
15140	English (Advanced)	47	4	28	13	2		
15130	English (Standard)	31		4	23	4		
15220	Legal Studies	21	1	9	6	3	2	
15240	Mathematics	45	16	12	11	6		
15235	Mathematics General 2	27	3	12	7	5		
15270	Modern History	6	1	4	1			
15320	Personal Development, Health and Physical Education	20		5	10	5		
15330	Physics	18		5	9	3	1	
15340	Senior Science	14		2	8	4		
15370	Studies of Religion I	5		5				
15380	Studies of Religion II	28	2	12	10	4		
	Band Total		51	160	132	47	4	

Number of students in each HSC Extension course performance band at the School.

Course	Name	Included Students	Omitted Students	Band E4	Band E3	Band E2	Band E1
15160	English Extension 1	2		2			
15170	English Extension 2	1			1		
15250	Mathematics Extension 1	13		9	4		
15260	Mathematics Extension 2	8		2	6		
	Band Total			13	11		

Vocational Education and Training

In 2018, 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
2018	HSC	100%
2018	VET qualification	0%

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

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

Teaching standards

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	145
(ii) Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	11
(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	None

Teacher Professional Learning

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

The focus of whole school professional learning in 2018 including:

- strategies of differentiation;
- child protection and the requirements of mandatory reporting;
- implementing quality wellbeing practices;
- identifying and supporting students at risk;
- interpreting and using school data;
- new syllabus familiarisation and programming and
- developing skills in assessment moderation

Future professional development opportunities at the school will centre on providing safe and supportive learning environments and on the revised Stage 6 syllabuses as new syllabuses are rolled out by NESA for implementation in 2019 and beyond.

Expenditure on Professional Development (PD)

Total Number of Teachers	Total expenditure on teachers' PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
	\$67,917	\$221

Level of accreditation	Number of Teachers
Conditional	19
Provisional	24
Proficient Teacher	113
Highly Accomplished Teacher (Voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	156

THEME 6: Workforce Composition

Workforce Composition

Principal	1
Deputy Principal	2
Business Manager	1
Head of Campus	4
Head Teachers/Coordinators	53
Classroom Teachers	161
Learning Support Teachers	2
Teacher aides	5
Teacher Librarian	2
Librarian assistant / technician	3
Counsellor	2
School Administration and Support Staff	22
Other Positions	10

Indigenous Staff Members: 0

Teaching staff Retention Rate: 96.15%

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

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

Student Enrolment Profile

	Enrolment		
Student	2016	2017	2018
Boys	1190	1196	1263
Girls	115	1137	1250
Total	2345	2333	2513

Student Retention Rates

The retention rate from Year 11 in 2017 to Year 12 in 2018 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, apprenticeships or vocational training.

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

Post-School Destinations

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

Malek Fahd Islamic School

Percentage Attendance Report 30/01/2018 to 07/12/2018 (183 School Days)

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

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

Malek Fahd Beaumont Hills
Percentage Attendance Report 30/01/2018 to 07/12/2018 (183 School Days)

School Year	Boys	Girls	Overall
K	95%	94%	94%
1	92%	93%	93%
2	93%	93%	93%
3	93%	94%	94%
4	95%	94%	94%
5	95%	94%	94%
6	95%	95%	95%
7	95%	93%	94%
8	93%	94%	93%
9	95%	93%	94%
10	92%	97%	94%
11	98%	90%	93%
12	95%	N/A	95%

Malek Fahd Hoxton Park
Percentage Attendance Report 30/01/2018 to 07/12/2018 (183 School Days)

School Year	Boys	Girls	Overall
K	91%	92%	91%
1	94%	94%	94%
2	94%	92%	93%
3	95%	92%	94%
4	94%	92%	93%
5	94%	92%	93%
6	90%	92%	91%
7	95%	91%	93%
8	93%	89%	90%
9	84%	84%	84%
10	83%	N/A	83%

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 school's 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 be an active and responsible member of the School
- Outcome of the interview process with Executive Staff

- Outcome of MFIS testing
- Discipline and attendance (where applicable)
- The date of the application.
- Completion of application requirements with adequate documentation
- The ability of the school to effectively meet the individual learning needs of the student

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

Kindergarten Enrolment

To determine enrolments at Malek Fahd Islamic School for Kindergarten, the following criteria is considered:

- Outcome of 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

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.	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. Policy was reviewed in 2018	School website: www.mfis.nsw.edu.au
Discipline	This policy is based on the principles of procedural fairness and highlights the importance of parental involvement in the processes of procedural fairness for suspension and expulsion. The policy further explicitly confirms that the School does not permit corporal punishment of students, nor does it sanction corporal punishment of students by non-School persons. Policy was reviewed in 2018	School website: www.mfis.nsw.edu.au
Complaints	These policies outline the dispute resolution process to be followed by parents. The parent complaint form can now be accessed directly from the school website. The form will be sent to the relevant executive member.	School website: www.mfis.nsw.edu.au

MFIS Policies and Procedures are kept in every Faculty staff room and are accessible to all staff members via the intranet. These policies have been web-enabled, 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

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, technological and sporting themes that will be considered and implemented across the three campuses for 2019. We will also be developing the physical sites of Hoxton Park and Beaumont Hills.

Curriculum:

- Expanding the subject selection for students undertaking studies in Stages 5 and 6. This will include the opportunity to students to undertake TVET courses at the local TAFE
- Further streaming of curriculum classes, including Science, Mathematics and English, Quran and Islamic Studies
- Academically supporting the weaker students with an increase to the Learning support team for the three campuses
- Implementation of new English and Science syllabus; planning for the new PDHPE and TAS syllabus for implementation in 2020; Investigating STEAM programs

Pastoral

- Further investment in the pastoral care programs and the expansion of the counselling programs, including the employment of more Counsellors
- Supporting students with the introduction of a Student Scholarship programs. The Scholarships, open in a range of academic year groups, are for: Academic, All Rounder, Religious, Bursaries and Financial Support, Arabic Studies (new and continuous) and Open Scholarships. It is expected the Scholarships will give incentive to the gifted students as well as provide financial support to those in need.
- Developing the Alumni of the School

Technology

- Improvement of the internet connectivity; replacement of staff laptops and desktop; upgraded the School Servers; employed more IT Support Staff
- Exploring Parent Portals options
- Upgrade the School Administration network, currently Sentral

Physical facilities of the School

- Greenacre: renovate Primary and secondary classrooms; upgrade IT labs; refurbish the Primary and Secondary School Halls
- Hoxton Park: Completion of the car park; install two portable classrooms to meet the needs of the growing student numbers; renovate an existing classroom for TAS lessons; improvements of the playing space; updating the Master Plan of the site and building works;
- Beaumont Hills: install a portable classroom to meet the needs of the growing student numbers; renovate an existing classroom for TAS lessons; updating the Master Plan of the site and building works;

Expansion of the Sport and extra-curricular activities outside school hours; increase number of sporting gala days; introduce a Primary swimming carnival

Review all Policies and implement the revised Whistle-blower Policy

THEME 11: Initiatives Promoting Respect and Responsibility

Malek Fahd Islamic School ensures that all students are valued and supported to engender self-esteem, mutual respect and responsibility. MFIS collaborates with staff, parents and stakeholders across the four campuses to encourage a values-based education with the core values of respect, responsibility and selflessness.

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.

Initiatives promoting respect and responsibility are an integral part of each student's school life. Fundraising for charities such as Westmead Children's Hospital, Bankstown Hospital, MS Australia, The Heart Foundation, Cancer Council Australia, and bushfire appeals is run by students. A Red Cross blood drive is an annual project run by senior students along with the very successful Australia's Biggest Morning Tea.

Malek Fahd Islamic School also has several initiatives which promote active citizenship and values. These included events such as Harmony Day. In order to promote the messages of harmony day, our students participate in the annual, Harmony Day whole school assembly, in which students and staff dress in orange, and watched performances that highlighted unity, and acceptance of diversity, ending with an Aboriginal presentation and a smoking ceremony. Students also participated in Clean Up Australia Day, where student representatives went outside and cleaned up surrounding nature areas, as a way of implementing responsibility and active citizenship in the community. The theme of responsibility towards our environments was revisited several times throughout the year with events such as World Environment Day and Plant a Tree Day.

Malek Fahd Islamic School

2018 Calendar of School Events

Event	Date	Venue	Primary / Secondary	Campus
Photo Day	13 th & 14 th February & 26 th March	School	Primary & Secondary	All Campuses
ISD Basketball Gala Day	21 st February	Bankstown	Secondary	Greenacre
Fizzics	22 nd – 23 rd February	School	Primary	Greenacre
Long Reef Rock Platform	26 th February	Sydney	Secondary	Greenacre
Bulldog Blitz	26 th February	School	Secondary	Greenacre
World of Math's	27 th February	School	Primary	Greenacre
Taronga Zoo	27 th February	Sydney	Secondary	Greenacre & Beaumont Hills
Building Billy Carts	27 th February	School	Secondary	Greenacre
Building Billy Carts	28 th February	School	Secondary	Greenacre
Science Excursion	28 th February	School	Secondary	Greenacre & Beaumont Hills
Clean up Australia Day	1 st March	School	Primary	All Campuses

Physical Wellbeing Workshop	1 st March	School	Secondary	Greenacre
Road Safety	1 st March	Sydney Olympic Park	Secondary	Greenacre
Clean Up Australia Day – McDonalds	2 nd March	School	Secondary	Greenacre
Clean Up Australia Community Clean Up	5 th March	School	Secondary	Greenacre
Parent Information Afternoon	7 th March	School	Secondary	All Campuses
Science Excursion	7 th March	School	Secondary	Greenacre
Sydney Olympic Park	7 th March	Sydney Olympic Park	Secondary	Hoxton Park
Parent Information Afternoon	8 th March	School	Secondary	Greenacre
Warragamba Dam	8 th March	Warragamba Dam	Secondary	Hoxton Park
Pizza Day	9 th March	School	Secondary	Greenacre
Brain Bee Competition	13 th March	School	Secondary	Greenacre
Brigidine College Visit	14 th March	School	Secondary	Greenacre
Brain Bee Competition	14 th March	School	Secondary	Greenacre
ISD Touch Football	14 th March	Queens Park	Secondary	Greenacre
Athletics Carnival	15 th March	Crest	Secondary	All Campuses
Business Bugs	16 th March	School	Primary	Greenacre
Anti-Bullying Day	16 th March	School	Primary & Secondary	All Campuses
Faith Shield	19 th March	Football Oval	Secondary	Greenacre
Athletics Carnival	19 th March	Crest	Primary	All Campuses
Harmony Day	20 th March	School	Secondary	All Campuses
Grandparents Day	21 st March	School	Primary	Greenacre
PASS	22 nd March	Canberra	Secondary	Greenacre
ANSTO	23 rd March	Menai	Secondary	Greenacre
Australian Museum	23 rd March	Sydney	Secondary	Greenacre
Athletics Carnival	27 th March	Crest	Primary	Greenacre
Powerhouse Museum	29 th March	Sydney	Primary	Hoxton Park
Parliament House	29 th March	Sydney	Secondary	Hoxton Park
ANZAC Memorial	9 th April	Hyde Park	Secondary	Greenacre
Fizzics	4 th – 5 th April	School	Primary	Greenacre
Parramatta Riverside Theatre	6 th April	Parramatta	Primary	Greenacre
Long Reef Rock Platform	10 th April	Sydney	Secondary	Greenacre
ANZAC Day	11 th April	School	Primary	All Campuses
Umrah	11 th – 22 nd April	Saudi Arabia	Secondary	All Campuses
Schoolhouse Museum	2 nd – 3 rd May	School	Primary	Greenacre
Biggest Morning Tea	4 th May	School	Secondary	Greenacre
UNSW Biology and Senior Science	7 th May	University	Secondary	Greenacre
Mt Keira Rainforest	7 th May	Mt Keira	Secondary	Greenacre
GWS Gala day AFL	9 th May	Olympic Park	Secondary	Greenacre
Geography Excursion	9 th May	Sydney	Secondary	Hoxton Park
PASS	9 th May	Newcastle	Secondary	Greenacre
PASS	10 th May	Newcastle	Secondary	Greenacre
Mt Keira	10 th May	Mt Keira	Secondary	Greenacre
Studies of religion	10 th May	Sydney	Secondary	Greenacre

Warragamba Dam	11 th May	Warragamba Dam	Secondary	Greenacre
NAPLAN	15 th – 17 th May	School	Secondary	Greenacre
Ramadan	15 th May – 14 June	School	Primary & Secondary	All Campuses
Islamic Book Week	28 th May – 8 th June	School	Primary	Greenacre
Iftar	22 nd May	School	Primary	Greenacre
Iftar	23 rd May	School	Primary & Secondary	Beaumont Hills
Iftar	24 th May	School	Primary & Secondary	Greenacre
Iftar	28 th May	Liverpool	Primary & Secondary	Hoxton Park
ICAS	29 th May	School	Secondary	Greenacre
ISD Cross Country	29 th May	Strathfield	Secondary	Greenacre
Eid-UI-Fitr	15 th June	School	Primary & Secondary	All Campuses
Cronulla Field Study	20 th June	Cronulla	Secondary	Greenacre
Cronulla Field Study	21 st June	Cronulla	Secondary	Greenacre
Royal Botanical Gardens	21 st June	Sydney	Primary	Greenacre
HSC Kick Start Excursion	22 nd June	School	Secondary	Greenacre
Viva Voca	25 th June	Parramatta	Secondary	Greenacre
The Rocks Museum	25 th June	Sydney	Primary	Greenacre
Melting Moments (Science)	26 th June	Sydney	Primary	Greenacre
Sydney Walks and The Rock	26 th – 28 th June	Sydney	Primary	Greenacre
The Rocks Museum	28 th June	Sydney	Primary	Greenacre
Royal Botanical Gardens	28 th June	Sydney	Primary	Greenacre
Calmsley City Farm	4 th – 5 th July	Sydney	Primary	Greenacre
GALA	5 th July	Crest	Secondary	Greenacre
EES Taronga Zoo	2 nd August	Sydney	Secondary	Greenacre
Jeans for Genes Day	3 rd August	School	Primary & Secondary	All Campuses
Fairytale	7 th - 8 th August	School	Primary	Greenacre
Canberra Camp	9 th -10 th August	Canberra	Secondary	Beaumont Hills
Careers Day	13 th August	School	Secondary	All Campuses
Book Week	14 th – 20 th August	School	Primary & Secondary	All Campuses
Harem Movie	14 th August	School	Primary & Secondary	All Campuses
Character Parade	21 st August	School	Primary & Secondary	Hoxton Park
Eid Carnival	23 rd August	School	Primary & Secondary	All Campuses
Camp	28 th August	Hawks Nest	Secondary	Greenacre
Scholastic Book Fair	5 th – 20 th September	School	Primary	Greenacre
Whole School Assembly	13 th September	Olympic Park	Primary & Secondary	All Campuses

Symbio Wildlife Park	26 th September	Sydney	Primary	Greenacre
Gala	26 th September	Sydney	Primary	Greenacre
Maze Runner Movie	22 nd October	Macquarie Park	Secondary	Greenacre
Claymation	23 rd October	School	Secondary	All Campuses
Nicholson Museum	23 rd October	Sydney	Secondary	Greenacre
Nicholson Museum	25 th October	Sydney	Secondary	Greenacre
Athletics Carnival	29 th October	Sydney	Primary	Hoxton Park
Indesco	1 st November	Sydney	Secondary	Greenacre
ROSA Exams	5 th – 9 th November	School	Secondary	All Campuses
Camp	12 th – 14 th November	Sydney	Primary	Greenacre
Mars	13 th November	Sydney	Primary	Greenacre
Girls Formal	15 th November	Bankstown	Secondary	Greenacre
Thunder Leadership Program - Cricket	16 th November	School	Secondary	Hoxton Park
SOCC PIP Excursion	19 th November	School	Secondary	Greenacre
BBQ Day	21 st November	School	Primary & Secondary	Hoxton Park
White Ribbon Day	23 rd November	School	Secondary	Greenacre
30th Anniversary Family Festival	24 th August	School	Primary & Secondary	All Campuses
End of Year Assembly	28 th November	School	Primary	Beaumont Hills
End of Year Assembly	29 th November	School	Secondary	Beaumont Hills
Year 6 Graduation	29 th November	School	Primary	Beaumont Hills
End of Year Assembly	30 th November	School	Secondary	Hoxton Park
Year 6 Graduation	30 th November	School	Primary	Hoxton Park
Tick Tocks Playland	3 rd December	Liverpool	Primary	Hoxton Park
Indoor Rock Climbing And Lazer Tag	4 th December	Liverpool	Secondary	Hoxton Park
Wet and Wild	4 th December	Wet n Wild	Secondary	All Campuses
Jamberoo	4 th December	Jamberoo	Secondary	Greenacre
Dolls Point – Brighton Le Sands	5 th December	Dolls Point	Secondary	Greenacre
Hoyts	5 th December	Bankstown	Primary	Greenacre
Chip Munks	6 th December	Bankstown	Primary	Greenacre
Awards ceremony	6 th December	School	Secondary	Greenacre

THEME 12: Parent, Student and Teacher Satisfaction

Feedback

Feedback from parents, students and teachers have been received through emails and in-person conversations. With matters that are Campus specific, the Head of Campus resolved issues usually liaising with the coordinators or teachers as necessary. For other issues, the Principal, Mr Rixon, has been consulted. Parents, teachers and students have also been able to approach Mr Rixon on his weekly Camps visit. The Campus has started with after school enrichments activities and public speaking competition as well as some sports competitions with the other campuses.

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 2018 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.

Informal feedback from teachers and discussions with the executive team indicate that during 2018 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. The School enjoyed a very low turnover of staff across all campuses.

THEME 13: Summary Financial Information

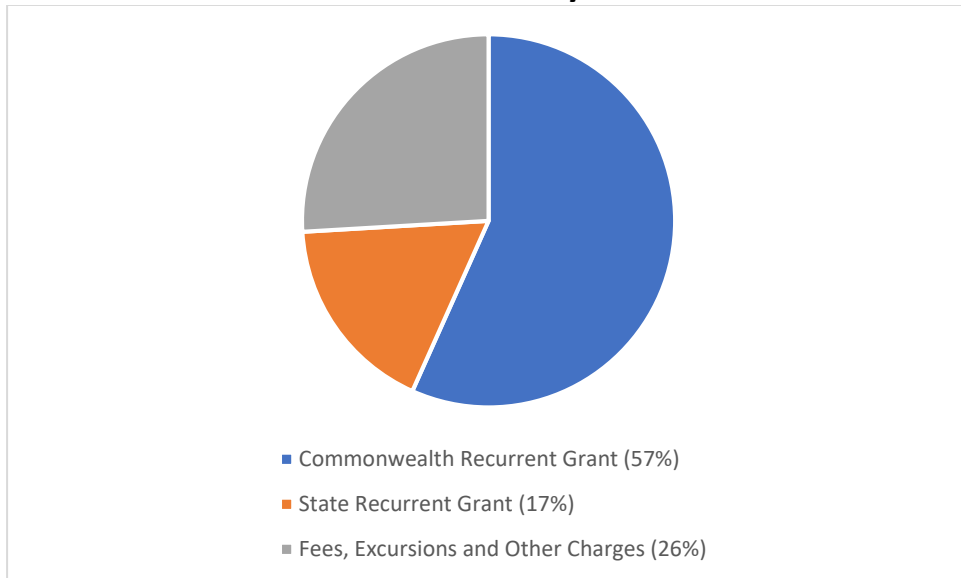
SUMMARY FINANCIAL INFORMATION

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 audited accounts.

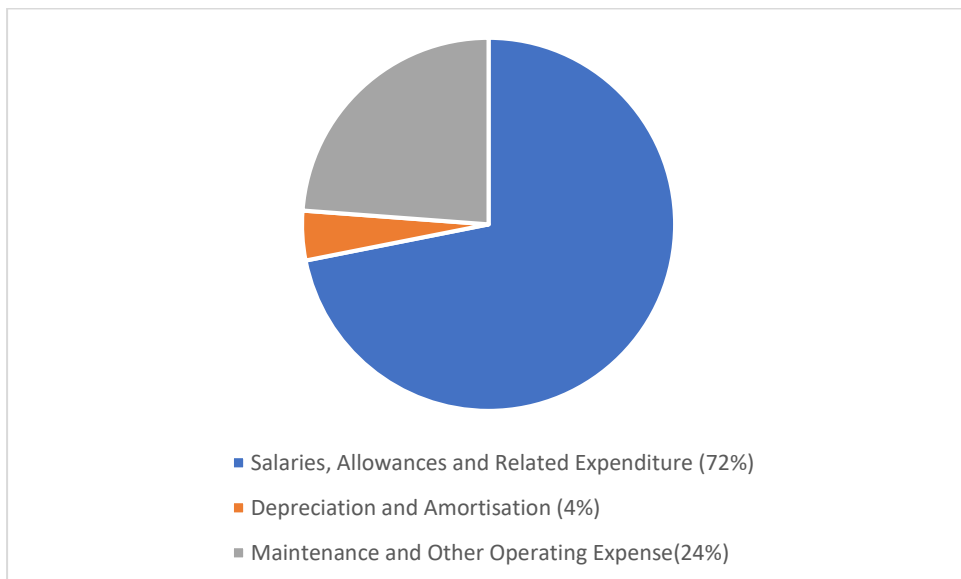
Income Summary 2018



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

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

Expenditure Summary 2018



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 2018 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.