

MALEK FAHD ISLAMIC SCHOOL



2021 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

MFIS 2021 Annual Report – Chairman’s Report

Malek Fahd Islamic School continued to thrive during 2021 as it navigated the many challenges of the COVID pandemic.

The Board pays tribute to the unstinting efforts of all our staff in a tough year, along with the dedication of students and the support of parents. Thank you and well done all!

The three-year Strategic Plan initiated by the Board in 2018 with input from staff, parents and other stakeholders concluded with most of its initiatives completed. A major achievement for the School was the recommencement of the building works at the Hoxton Park campus put on hold in 2016. Work was completed in time for the 2022 school year. Significant progress was also made on the master plan for the Beaumont Hills campus. Both campuses offer exciting opportunities for the growth of the School.

The School continues its work with the Centre for Islamic Thought and Education (CITE) at the University of South Australia regarding Islamic pedagogy. A big focus of the upcoming Strategic Plan will be holistic faith-integration at the School in which the CITE team will provide expert guidance and advice. This is one of the first steps on our new journey as the School transitions from recovery to renewal.

Our matter with the NSW Government regarding funding in 2014 and 2015 is not finalised. It concerns the use of funds in a manner that resulted in the School being declared as operating for profit in those years and a requirement that the School repay the entirety of the funding from the NSW Government in those years. The Board is doing all that it can to ensure that the School receives a fair outcome in the repayment of any funding. Our School’s strong position and resources enable the Board to assure our community that, no matter what the outcome, the School will continue to be a viable enterprise.

After five years of service, our Principal Mr Bruce Rixon decided to retire at the end of 2021. Mr Rixon worked tirelessly for the School during what can only be described as one of the most difficult periods in its history. With his effort and leadership and hard work by all our staff, the School is poised for bigger and better things. The Board thanks Mr Rixon for his dedication to the School and wishes him all the best in his retirement.

Our new Principal, Dr Zachariah Matthews, was appointed after a rigorous and thorough selection process. The Board is confident that Dr Matthews will lead the School with success during this exciting period of *tajdid* (renewal).

Finally, I thank my predecessor, Dr John Bennett, who stepped down after more than four years as Chair. Dr Bennett guided us through an enormously challenging period. The Board is pleased that he will continue to serve us as our Deputy Chair.

Mr Fayez Moussa
School Board Chairman

MFIS 2021 Annual Report – Principal’s Report

2021 was a most unusual and challenging year for all. There is no doubt COVID-19 has left an indelible mark on the world and on our lives, and indeed this is the case for MFIS. We were forced into remote learning, Year 12 Trial HSC examinations were undertaken remotely, and end of school celebrations were postponed. Many events, including a significant number of school excursions, sporting events, community service initiatives, and Umrah were all cancelled. Yet our faith has ensured that we have come out of the pandemic stronger, with greater resilience, care, and compassion for each other. COVID-19 has meant that we learnt to do things differently. This included the delivery of lessons, meetings, drop-off and pick up times, Kindergarten and Year 7 Orientation Days as well as Year 10 Work Experience, and the list goes on.

However, despite a protracted delay, I’m delighted we were able to complete HSC examinations, Year 6 Graduation celebrations, end of year assemblies, including the special assembly at the Greenacre campus to acknowledge and celebrate Year 12 students as they completed their 13 years of schooling.

The School’s response to COVID-19 was of a very high order. It was a significant team effort from the entire staff, led by a very efficient, hard-working, and focused Executive team. We acted swiftly to a new way of teaching, learning, and communicating. Staff, students, and parents rose to the challenges presented to us. We adapted our communication by having lessons through Microsoft Teams, social distancing, hygiene, hand sanitizer, students accessing technology from home, new student routines, student self-regulation, organisation, and commitment to learning whilst learning remotely.

Our IT staff played a significant role in preparing students and staff for remote learning, setting up systems for lessons to be taught virtually. Teaching, communications, meetings, counselling, and Friday Sermons were all delivered on Microsoft Teams. Staff made regular telephone contact with students. Returning to normal operation itself was interesting and a challenge as we attempted to foster a normal school environment, including new drop off and pick up routines for all campuses.

We are conscious and concerned of the potential impact on academic growth for the younger students, and to this end, a Covid recovery plan has been put in place to commence in 2022 for Kindergarten to Year 4 students.

Teaching and Learning

We have continued to increase our support for those who are in need academically. We have also significantly increased our cohort of Learning Support staff and Teacher Aides. There are now 22 learning support staff across the three campuses in both primary and secondary.

With the implementation of new primary and secondary syllabuses, during 2021 we made significant progress in the consolidation with our curriculum. This includes the broadened curriculum of CAFS, Geography in Stage 6. This year, we continued to consolidate Vocational and Educational Training (VET) courses with a focus on Construction and began development of our Science, Technology, Engineering, Art and Mathematics (STEAM) project across all three campuses.

To ensure we accommodate the academic diversity of our students, we have streamed the secondary classes of English, Mathematics, Science, Arabic and Islamic studies and provided support teachers - Year 7 to 10. In this way students will be in the level of ability that best suits their academic needs. We will have Acceleration Programs for Mathematics and Science starting in Stage 5.

In 2021 we expanded the curriculum delivery offering Opportunity (OC) classes for Year 5 students at the three campuses.

With a focus on moving forward, this year there have been significant changes to enhance the operation of the School. In 2021, there was further growth in the leadership of our school with Coordinator of Literacy and an Assistant Head of English who will lead the English Departments of Hoxton Park and Beaumont Hills.

During the year we completed a number of reviews: Arabic and Islamic Studies; Library services; Literacy. Recommendations of these reviews were implemented, in particular the implementation of Phonics programs.

Higher School Certificate (HSC)

Academically, Malek Fahd continued to grow. I congratulate those who achieved success with their Higher School Certificate (HSC). This year we saw a 40 percent increase in students who sat the HSC. We attribute this increase to our commitment to include, nurture and enable every student to achieve their personal best. I am also delighted to note many students received university offers ahead of receiving their Australian Tertiary Admission Rank (ATAR) scores, which this year included scores as high as 99.75. Congratulations to all.

Islamic Philosophy of Pedagogy

In 2020 the School has embarked on working with Professor Abdalla of the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia on the implementation of Islamic philosophy of Pedagogy program in the School. This has become known as the Niyah Project. In 2021 additional staff undertook the short course or enrolled in the Graduate Certificate course. A considerable amount of on professional development has commenced for all staff; the prospect of a mentoring program; the review of the School's teaching and learning framework; as well as the logistics of engaging the School with this innovation. During the year the Director of Faith in an Australian Identity was appointed to further support this program.

Wellbeing and Counselling

Malek Fahd leads the way in counsellor and welfare support. At MFIS every child matters and we provide additional wellbeing support to every child who needs it. Our year advisors, welfare, wellbeing, counsellors, Sheikhs, students, Alumni, external presenters, mentors and wellbeing staff all play a significant role in supporting our students from kindergarten to Year 12. Support initiatives include workshops, mentoring, advocacy, community service and leadership and team building.

Homeroom bulletins are created to boost student mental, spiritual and physical wellbeing. Our campus sheikhs support the bulletins in their sermons and reinforce our Islamic ethos. Malek Fahd is an inclusive institution that welcomes students of all academic abilities at all ages with a curriculum to meet the needs of all students.

During the year, the school completed a review of the Pastoral Care system. In line with Strategic Plan 2018-2021, at Greenacre, the House System will be introduced in 2022. The four boys and four girls traditional sporting house will be expanded to develop full students with a lot of mentoring and peer support considering the academic, social, and emotional wellbeing of every student. The horizontal structure of Year advisors six for boys and six for girls will be kept for additional cohort support needed every day and they will continue with the grade assemblies and announcements.

The Beaumont and Hoxton campuses have a new pastoral care coordinator who will support secondary students in looking after their welfare and run appropriate programs to help the HoC, DHoC, counsellor and teachers manage and support students better as numbers grow at those campuses.

The school counsellors continue to do an amazing job in supporting the needs of students.

Community Service

Due to COVID-19, the planned events for the School and engagement in community services reduced significantly. Despite this, a number of fundraising and awareness raising activities still took place and included: Jeans for Genes, NSW Cancer Council, Daffodil Day, Pink Ribbon Day, Food and Blanket Drive for Syria, Lebanon Crisis appeal, NAIDOC Week, Book Character Parades, Harmony Day, Hoxton Park Campus sponsoring four orphans, two Palestinian and two Indonesian children through Human Appeal, as well as establishing and maintaining nine water wells in other parts of the world.

Sporting

Despite COVID-19 many sporting activities and initiatives were significantly reduced.

Scholarships

To assist our School community Malek Fahd offers several scholarships, including academic, all-rounder and religious. There is also support available for those in financial hardship.

Presentation Days

Presentation Days were held at each campus at the conclusion of the academic school year. Covid restrictions mean presentations days were held in smaller sections and resulted in no parent attendance. During each of the presentations I took the opportunity to reflect on the academic year and provide an insight of the many directions, in keeping with the strategic plan, the School is moving for 2022.

Year 6 Graduations

A special Graduation has been held for Year 6 students in each of the three campuses. They have been quite spectacular celebrations indeed with students proudly presented, dressed in academic robes as they received their graduation certificates. I thank the Year 6 teachers of each Campus for their preparation of this special day.

Facility Improvements

During the year we have undertaken significant improvements to the facilities at each of the three campuses. At Hoxton Park: completion of bus bay and Stage 3. The demountable hall as modified to accommodate an additional classroom; and the sick bay was completed.

At Beaumont Hills: completed the road works on Mungerie Road for the increased student numbers; installing a demountable Hall with two office spaces; subdivided the existing hall into two classrooms, two sick bays and office, three demountable classrooms; converted a classroom to office space and staff common room; removed trees; laid synthetic turf in the Primary area and turf surrounding the new demountable hall. An external staircase was installed adjacent to the new building. In readiness for 2022 with the increase of student numbers, an additional two demountable building and a toilet block have been installed. A DA application was successfully lodged to accommodate an increase of 75 students in 2022.

Greenacre Secondary: significant upgrade of classrooms with carpet and repainting; three rooms were constructed; Head of Campus office divided to accommodate Deputy Head of Campus; created a larger workspace for our male teaching staff; enhancement to the Secondary Hall; Boys Secondary: 11 Classrooms refurbished and painted; extensive classroom refurbishment; Secondary Administration: four new office spaces and a new meeting room were constructed.

99 Names of Allah

Many of our Kindergarten students have successfully memorised the 99 names of Allah. During the final weeks at Greenacre Kindergarten these students were presented with a special trophy acknowledging this significant achievement. Congratulations to you all.

Year 7 Orientation

To help with the transition from Primary into Secondary schooling, an orientation program for Year 7 students was held at each campus at the commencement of the academic school year. The program encompassed school structure, subject familiarisation, study skills, school discipline policy, anti-bullying, resilience, team building and more.

Kindergarten Orientation

Due to COVID-9, the planned Kindergarten orientations sessions were postponed until the commencement of 2022 academic school year.

Strategic Plan

The implementation of the Board Strategic Plan for 2018 to 2021 was either commenced or completed. The School has commenced the develop Strategic Plan for the next five-year Strategic Plan.

Branding and Website Design

During 2021 the Board continued the review of the marketing strategy for the school and investigations commenced for suitable agencies. The School also commenced with review and rebuild of the website. These will take shape during 2022.

Parent, Staff and Student Survey

During the year the Board undertook a review of the health of the school. All parents, staff and students had the opportunity to be involved in the review. The results were collated, discussed, and recommendations put forward for the Board to consider for the new five-year Strategic Plan.

Leadership Team

In 2021, through mentoring and ongoing support, consolidation of the newly appointed leadership roles was undertaken. During 2021 our leadership structure continued to evolve and grow. The Business Manager, Mr Dennis Aktypis resigned. Mr Aiyaz Ali was appointed. We introduce the new role Director Faith and Australian Islamic Identity. The role requires active engagement with staff, students, parents and the wider school community across all campuses and working closely with the Senior Executive, Sheikhs, wellbeing and welfare staff and Islamic Studies staff. During 2021, the School embarked on developing the role of Communications and Marketing Manager. We undertook a review of Greenacre Primary Curriculum leadership, and, in line with the

Strategic Plan, reviewed the pastoral care leadership structure and the consideration to implement a vertical house system.

At the end of 2021, following 44 years in education, 16 as Principal of four schools, the past five years at Malek Fahd Islamic School, I retired. Dr Zachariah Matthews has been appointed as the Principal to succeed me. Much has been achieved in the past five years – the list has been noted in the final 2021 Newsletter. Significant has been the restoration of the Commonwealth funding; the successful five-year re-registration and re-accreditation; completion of Stage 3 at Hoxton Park; and growth of 900 students. Such achievements requires a team. I thank senior executive Deputy Principals, Mr Ahmed, Mr Lord and Mr Hamper, Business Managers Mr Aktypis and Mr Ali, School Chaplain Sheikh Fawaz, Director of Professional Practice and Innovation and Teaching and Compliance Officer Mrs Cato, IT Manager, Mr Nguyen, IT Facilities Manager, Mr Aqeel Mukaddam, Facilities Manager, Mr Charlie Cataldo, Heads of Campus Mr Dib, Ms El-Ahmad, Ms Khan and Ms Kassem and Deputy Heads of Campus Ms Charmain, Ms Nachar, Ms Parker, Ms Mitchell, and Mr Shameem. I also acknowledge our curriculum leaders Mrs Bragg and Ms Mourad, our respective Heads of Wellbeing for the three campuses Ms Kbbbar, Mr Khoder, Ms Charmand and Mr Saddik. I thank our heads of department, welfare and year advisors, teachers, counsellors, technology, maintenance and administration staff. Malek Fahd has a professional, dedicated, and valued team.

Thank you to our School Board and, in particular, outgoing Chairman Dr John Bennett and the new Chair Mr Fayez Mousa. Their strong governance, support and guidance is ever appreciated.

Mr Bruce Rixon
Principal

MFIS Annual Report 2021 – Deputy Principal’s Pastoral and Community

In 2021 the School’s total enrolment was 2920 students. This included 2085 students at the Greenacre Campus, 436 at the Beaumont Hills Campus and 399 at the Hoxton Park Campus. Students from 40 different cultural backgrounds attended the School. The School’s staff of around 300 teachers and teachers’ aides including 15 administrative staff supported the students through their studies.

During 2021 the School had a structure in place to the support of the emotional and social wellbeing of our students supported by dedicated Year Advisors and Wellbeing Coordinators, Heads of Wellbeing and the 5.6 school counsellors. In secondary school homeroom classes provided additional structure to an ongoing welfare program and the home room was replicated at all campuses from K-12 with weekly bulletins created by Heads of Wellbeing.

Due to COVID closure the ALLWELL testing across years 2, 4, 6, 8, 10. with regular diagnostic testing assisted in meeting the learning needs of all our students were delayed to term 4. Students did not have the opportunity to participate in many learning opportunities outside of regular classroom-based activities. The school also had a lot of wellbeing programs on schedule to help develop students social and emotional skills. Numerous incursions and excursions were organised throughout the year to help 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 Harmony Day, ANZAC Day commemorations events and cyber safety programs. However, they had to be put on hold indefinitely a few events like interfaith dialogue, TAS, Science, HSIE, Art and Music incursions and excursions and this has created gaps in students learning, it was a rather disturbed year especially terms 2 and 3 with lock down and term 4 with few stops and start. However, the school managed to have a graduation ceremony on campus with marquee in the oval to farewell Year 12 students. All campuses participated in the event including parents.

The school’s commitment to its Islamic values and faith was strengthened with the School’s Student Representative Council and senior students participating in the organisation of Iftar Dinners during the holy month of Ramadan for parents and communities across all campuses. The Quran and Islamic Studies quiz competitions were also organised across all campuses.

The balance between academic study and spiritual fulfilment was further achieved through various initiatives undertaken by students and teachers. Fundraising events including The Biggest Morning Tea and Pink Ribbon Day provided opportunities for students to actively demonstrate care and compassion. Our student’s also collected money for children of Gaza for urgent medical supplies, they also collected money for Ramadan food packs for the refugees and poor in Lebanon and Syria and around 300 packs at \$50 each were distributed during Ramadan through international charities. All the campuses also supported 12 orphans overseas at \$600 each. SRC students displayed outstanding leadership and organisational skills during these successful events, where large donations were collected that worthy causes like the Cancer Council where students collected more than \$20,000. The 2021 Year 12 cohort, despite the adversities from COVID took initiatives to raise funds to get drinking water wells dug in Africa, Bangladesh, and Pakistan. The Islamic pillar of charity was central to student participation in these activities.

The School’s ongoing success in the HSC was highlighted by continued strong performance across a diverse range of subjects with large band 5&6 and it was pleasing to see all students grew in their academic results. All 143 HSC graduating students at the School gained a place at University or TAFE. Our dedicated teaching staff provided students with all the help and nurtured them to success. There were 31 students with 90 ATAR and 4 had over 99.

Mr Aiyub Ahmed
Deputy Principal (Pastoral & Community)

THEME 2: Contextual Information about the School

Malek Fahd Islamic School in 2021 consisted of four campuses: Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. It is an independent co-educational, Islamic School which includes a multicultural and socially diverse student population. Malek Fahd Islamic School prides itself on being an advanced and high-achieving school, which has served the community since 1989. The core values of the School are to provide opportunities for its students to excel in their education and to contribute valuably to the community. The School's motto is *'Knowledge is light, and work is worship'*.

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

In 2021 COVID-19 had a heavy impact on all in the School community, in terms 3 and 4, 16 weeks of normal school life was interrupted due to Covid lockdown and the return to remote learning. Malek Fahd Islamic School not only responded to student's academic needs but also responded to their wellbeing needs. The introduction of weekly wellbeing calls made by staff were made to students and parents for both primary and secondary students. Also, to keep students connected to Islam a daily online Islamic reminder was also provided.

Despite the challenges of COVID-19, the School in 2021 continued to provide and enhance student learning opportunities. There is a breadth of academic capacity within each cohort which requires, in some cases, a significant level of differentiation of programs. To assist, we have streamed the secondary classes of English, Mathematics, Science, Arabic and Islamic Studies. VET courses continued, focusing on Construction for our students. We are also continuing the success of Robotics and STEAM with the student-centred group currently planning and plotting STEAM initiatives in Primary and Secondary across the three campuses. Across each campus, Book Week took on a new level of involvement with reading expectations and bringing alive the various classic novels with the dress up of students and staff.

There has been a significant increase of learning support and counselling staff to assist our students. In 2021 there were 22 learning support staff across the 4 campuses. We also have 6 counsellors to support our students across the Primary and Secondary campuses.

All students at Malek Fahd Islamic School are Muslim. Non-Muslim teachers represent 30 percent of staff. This reflects the School's policy to ensure it employs the best available teachers. Academically, students from Years 2, 4, 6 and 8 sit for the ALLWELL Academic Assessment, which is a diagnostic tool used to inform on students' learning needs and areas for focus and growth.

In 2021 NAPLAN testing returned and 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.

Despite all the difficulties of 2021 our HSC students rose to the challenge achieving excellent HSC results. At Malek Fahd Islamic School University is the main post-school destination for the majority of our students. The ATAR (Australian Tertiary Admission Rank) is the key measure to focus on. The performance of the 2021 cohort was excellent; 4 students, 3 from the Greenacre and 1 from the Beaumont Hills campus gained entry onto the HSC All Rounder Achievers list, meaning that they scored over 90 in every one of their courses. An additional 4 of our students achieved over 90 in 4 of their subjects, with a number more gaining Band 6 in 3 subjects.

Across the broad range of subjects offered MFIS performed very strongly. Nearly every subject was above state average and the remaining 2 were virtually at the state average.

In total the School gained 123 mentions on the Distinguished Achievers list, with students from every campus represented. In addition to the pleasing number of Band 6s was the high proportion of results in the Band 5 range.

In 2021 the School continued working with Professor Abdalla of the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia on the implementation of Islamic philosophy of Pedagogy program in the School. This has become known as the Niyah Project. In 2021 additional staff undertook the short course or

enrolled in the Graduate Certificate course. A considerable amount of professional development has commenced for all staff; the prospect of a mentoring program; the review of the School's teaching and learning framework; as well as the logistics of engaging the School with this innovation. During the year the Director of Faith in an Australian Identity was appointed to further support this program.

Spiritually, students participate in the daily midday prayer, and special Friday prayer and celebrated Eid-ul-Fitr and Eid-ul-Adha. Malek Fahd Islamic School embraces the Holy month of Ramadan by actively participating in local community events such as Quran memorization and recitation competitions and Ramadan art and classroom decoration competition. To emphasise the community connection during the religious month of Ramadan, the School organises and prepares successful Iftar evening dinners for the staff, students, community leaders, Alumni and the School community at all campuses to celebrate and break their fast together. The Greenacre Secondary campus held another separate Iftar's dinner during Ramadan. Namely an Iftar where independent schools of different faiths were invited, and interfaith dialogue was the theme of the evening.

We are leading the way with wellbeing. The School has also put measures in place to help students that require additional support for wellbeing. The facilitators of wellbeing activities include class teachers, year advisors, welfare, wellbeing, counsellors, sheikhs, students, alumni, external presenters/mentors and wellbeing staff. In this way, all stakeholders have a role to play in improving the wellbeing of students. The school has developed a Wellbeing Framework and initiatives that encompass kindergarten to year 12. This has provided greater clarity and consistency across the whole School. These activities include workshops, mentoring, advocacy, community service and leadership/team building.

Home Room is into its third year, with Year advisors and Wellbeing Coordinators contributing to its continued success to enhance our students mental, spiritual and physical wellbeing. Wellbeing activities were a regular part of the Home Room program, with the Home Room bulletin distributed weekly by the Wellbeing coordinators. The bulletin is a point of reference and guidance for staff and students. The SRC contributed by implementing the peer support initiative devised by our Wellbeing team which was delivered during the Home Room time. The Sheikhs at each campus have been asked to prepare the sermons to support the homeroom bulletins. This reinforces the Islamic ethos and gives students Islamic perspective as well.

A key value and a big part of the school ethos is to demonstrate care and compassion for others, especially for those in need. Good global citizenship was on full display with our participation in charity work and fundraising in 2021. This included the annual Ramadan Winter Blanket and Food Drive. To name some of the many other charity events we took part in the ShoeBox4Syria charity, in which students brought in gifts for the orphans in Syria, Human Appeal Charity to fund Build a Well Fundraisers were held, Jeans for Genes Day, White Ribbon Day and Harmony Day. Fundraising for various cancer research organisations took place throughout the year, food pack initiative for Syria, Lebanon and Bangladesh, The Australia's Biggest Morning Tea and World's Greatest Shave were all supported by the students.

The Student Representative Council at Malek Fahd Islamic School worked towards enhancing the school's reputation of producing fine young men and women that have a sense of community. Our SRC participated in leadership workshops and assisted in leaderships programs and attended the Grip Leadership Conference. The SRC actively involve themselves to promote The National Day of Action against Bullying and Violence, Harmony Week, ANZAC Day Ceremony, Remembrance Day, Clean Up Australia Day, Multicultural Day and International Women's Day.

In terms 1 and 2 the sporting field has blossomed well beyond expectations. Our students were excelling in ISD competitions, Raw challenges, gala days, Athletic carnivals, cross country carnivals. A significant number of students were accepted to compete in the ISD Athletics competitions. Our Primary students at Greenacre and Hoxton Park play in their local community Primary Schools Sports Association (PSSA). Unfortunately, these events were all cancelled in Term 3.

By the end of term 4 as we tried to return to normal school life, we held several of our big assemblies, such as the Kindergarten 99 names of Allah award ceremony, the Year 12 and Year 6 Graduation assemblies, and K – 5 end of year award presentation assembly. We were able to stream these events to the parents via Microsoft Teams.

Malek Fahd Islamic School is a great institution, founded on values of respect, hard work and sense of community. This success is testament to the inspiration and motivation of our dedicated teachers and administration staff that engage and inspire our students to learn, achieve, and thrive. The staff, students and parents' perseverance and hard-work sees our community come together for a common goal – teach children and impart knowledge upon them.

These children will absorb and in turn become the leaders of the next generation of people insha'Allah.

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

2021 MFIS NAPLAN Data – Years 3, 5, 7 and 9

Data extracted from: Scout Reports

The Number and Percentage of Students in Bands vs State report provides a high-level view of each campus' cohort percentage in each NAPLAN band for the selected assessment and domain and compares the scores to the State.

The Average NAPLAN Scores over Time vs Statistically Similar School Group (SSSG) /State report shows the performance of students in the school in the selected NAPLAN assessment and domain over time, compared to the statistically similar school group (SSSG) and the state. This report can be used to assess the performance of students versus meaningful comparison groups and identify areas of strength and areas to target for improvement. Trends in performance over time are also observed. Differences between the school and the SSSG are suggestive of areas of particular strength or weakness. Changes can be indicative of the effectiveness of areas of intervention and identify areas in need of improvement.

Detailed analysis of Naplan results

Year 3 Reading

Bands	Greenacre (180 students)		Hoxton Park (41 students)		Beaumont Hills (29 students)		State Percentage
Band 1	2	1.1%	3	7.3%	2	6.9%	2.6%
Band 2	9	5.0%	1	2.4%	2	6.9%	7.8%
Band 3	22	12.2%	6	14.6%	2	6.9%	12.8%
Band 4	39	21.7%	8	19.5%	8	27.6%	19.1%
Band 5	47	26.1%	14	34.1%	12	41.4%	21.9%
Band 6	61	33.9%	9	22.0%	3	10.3%	21.5%
Band 7	0	0%	0	0%	0	0%	8.3%
Band 8	0	0%	0	0%	0	0%	4%
Band 9	0	0%	0	0%	0	0%	1.3%
Band 10	0	0%	0	0%	0	0%	0.7%

Year 3 Writing

Bands	Greenacre (183 students)		Hoxton Park (41 students)		Beaumont Hills (29 students)		State Percentage
Band 1	0	0%	0	0%	1	3.4%	1.9%
Band 2	4	2.2%	1	2.4%	1	3.4%	4.3%
Band 3	10	5.5%	2	4.9%	2	6.9%	9.0%
Band 4	40	21.9%	10	24.4%	9	31%	23.0%
Band 5	78	42.6%	19	46.3%	8	27.6%	37.0%
Band 6	42	23.0%	8	19.5%	7	24.1%	20.2%
Band 7	8	4.4%	1	2.4%	1	3.4%	3.9%
Band 8	1	0.5%	0	0%	0	0%	0.6%
Band 9	0	0%	0	0%	0	0%	0%
Band 10	0	0%	0	0%	0	0%	0%

Year 3 Spelling

Bands	Greenacre (183 students)		Hoxton Park (41 students)		Beaumont Hills (29 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	4.6%
Band 2	3	1.6%	1	2.4%	1	3.4%	6.5%
Band 3	17	9.3%	4	9.8%	0	0%	13%
Band 4	29	15.8%	7	17.1%	4	13.8%	20.2%
Band 5	50	27.3%	10	24.4%	14	48.3%	23.3%
Band 6	84	45.9%	19	46.3%	10	34.5%	23.1%
Band 7	0	0%	0	0%	0	0%	7.2%
Band 8	0	0%	0	0%	0	0%	1.6%
Band 9	0	0%	0	0%	0	0%	1.6%
Band 10	0	0%	0	0%	0	0%	0.6%

Year 3 Grammar and Punctuation

Bands	Greenacre (183 students)		Hoxton Park (41 students)		Beaumont Hills (29 students)		State Percentage
Band 1	3	1.6%	0	0%	0	0%	4.4%
Band 2	5	2.7%	1	2.4%	0	0%	6.4%
Band 3	12	6.6%	6	14.6%	5	17.2%	10.4%
Band 4	28	15.3%	11	26.8%	7	24.1%	19.4%
Band 5	71	38.8%	7	17.1%	9	31.0%	24.1%
Band 6	64	35.0%	16	39.0%	8	27.6%	22.2%
Band 7	0	0%	0	0%	0	0%	6.5%
Band 8	0	0%	0	0%	0	0%	5.1%
Band 9	0	0%	0	0%	0	0%	1%
Band 10	0	0%	0	0%	0	0%	0.5%

Year 3 Numeracy

Bands	Greenacre (178 students)		Hoxton Park (41 students)		Beaumont Hills (29 students)		State Percentage
Band 1	1	0.6%	1	2.4%	0	0%	2.7%
Band 2	16	9.0%	5	12.2%	3	10.3%	9.8%
Band 3	38	21.3%	9	22.0%	6	20.7%	18.5%
Band 4	50	28.1%	12	29.3%	13	44.8%	27.4%
Band 5	46	25.8%	11	26.8%	6	20.7%	22.1%
Band 6	27	15.2%	3	7.3%	1	3.4%	13.6%
Band 7	0	0%	0	0%	0	0%	4.0%
Band 8	0	0%	0	0%	0	0%	1.3%
Band 9	0	0%	0	0%	0	0%	0.3%
Band 10	0	0%	0	0%	0	0%	0.2%

Year 5 Reading

Bands	Greenacre (177 students)		Hoxton Park (40 students)		Beaumont Hills (46 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.1%
Band 2	0	0%	0	0%	0	0%	0.4%
Band 3	3	1.7%	1	2.5%	0	0%	3.3%
Band 4	9	5.1%	3	7.5%	0	0%	7.5%
Band 5	29	16.4%	10	25%	9	19.6%	18.3%
Band 6	74	41.8%	8	20%	17	37.0%	27.2%
Band 7	37	20.9%	11	27.5%	9	19.6%	24.7%
Band 8	25	14.1%	7	17.5%	11	23.9%	15.4%
Band 9	0	0%	0	0%	0	0%	3.1%
Band 10	0	0%	0	0%	0	0%	0.4%

Year 5 Writing

Bands	Greenacre (180 students)		Hoxton Park (41 students)		Beaumont Hills (47 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.7%
Band 2	1	0.6%	0	0%	0	0%	1.2%
Band 3	3	1.7%	0	0%	0	0%	3.2%
Band 4	9	5%	1	2.4%	0	0%	9.7%
Band 5	42	23.3%	12	29.3%	10	21.3%	26.9%
Band 6	78	43.3%	16	39.0%	19	40.4%	32.5%
Band 7	37	20.6%	9	22.0%	11	23.4%	17.0%
Band 8	9	5.0%	3	7.3%	6	12.8%	7.5%
Band 9	1	0.6%	0	0%	0	0%	1.9%
Band 10	0	0%	0	0%	1	2.1%	0.2%

Year 5 Spelling

Bands	Greenacre (179 students)		Hoxton Park (41 students)		Beaumont Hills (47 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.3%
Band 2	1	0.6%	0	0%	0	0%	2.5%
Band 3	1	0.6%	0	0%	0	0%	3.8%
Band 4	4	2.2%	0	0%	0	0%	8.2%
Band 5	24	13.3%	6	14.6%	4	8.5%	17.2%
Band 6	51	28.3%	7	17.1%	9	19.1%	24.4%
Band 7	60	33.3%	16	39.0%	17	36.2%	27.5%
Band 8	40	22.2%	12	29.3%	17	36.2%	15.1%
Band 9	0	0%	0	0%	0	0%	2.5%
Band 10	0	0%	0	0%	0	0%	0.5%

Year 5 Grammar and Punctuation

Bands	Greenacre (180 students)		Hoxton Park (41 students)		Beaumont Hills (47 students)		State Percentage
	Count	Percentage	Count	Percentage	Count	Percentage	
Band 1	0	0%	0	0%	0	0%	3.4%
Band 2	1	0.6%	0	0%	0	0%	1.7%
Band 3	4	2.2%	0	0%	0	0%	4.5%
Band 4	13	7.2%	4	9.8%	1	2.1%	9.2%
Band 5	19	10.6%	6	14.6%	2	4.3%	19.7%
Band 6	66	36.7%	13	31.7%	15	31.9%	27.1%
Band 7	41	22.8%	6	14.6%	13	27.7%	20.6%
Band 8	37	20.6%	12	29.3%	16	34.0%	12.9%
Band 9	0	0%	0	0%	0	0%	3.4%
Band 10	0	0%	0	0%	0	0%	1.7%

Year 5 Numeracy

Bands	Greenacre (176 students)		Hoxton Park (40 students)		Beaumont Hills (44 students)		State Percentage
	Count	Percentage	Count	Percentage	Count	Percentage	
Band 1	0	0%	0	0%	0	0%	0.7%
Band 2	1	0.6%	0	0%	0	0%	2.4%
Band 3	4	2.3%	0	0%	0	0%	3.1%
Band 4	12	6.8%	7	17.5%	0	0%	10.0%
Band 5	28	15.9%	7	17.5%	7	15.9%	23.7%
Band 6	65	36.9%	11	27.5%	14	31.8%	28.8%
Band 7	47	26.7%	12	30.0%	10	22.7%	20.9%
Band 8	20	11.4%	3	7.5%	13	29.5%	10.2%
Band 9	0	0%	0	0%	0	0%	2.4%
Band 10	0	0%	0	0%	0	0%	0.7%

Year 7 Reading

Bands	Greenacre (167 students)		Hoxton Park (30 students)		Beaumont Hills (44 students)		State Percentage
	Count	Percentage	Count	Percentage	Count	Percentage	
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0%
Band 3	0	0%	0	0%	0	0%	0.6%
Band 4	2	1.2%	1	3.3%	0	0%	4.6%
Band 5	8	4.8%	0	0%	1	2.3%	11.7%
Band 6	31	18.6%	10	33.3%	7	15.9%	24.5%
Band 7	67	40.1%	14	46.7%	18	40.9%	26.9%
Band 8	45	26.9%	4	13.3%	16	36.4%	20.5%
Band 9	14	8.4%	1	3.3%	2	4.5%	9.6%
Band 10	0	0%	0	0%	0	0%	1.5%

Year 7 Writing

Bands	Greenacre (169 students)		Hoxton Park (30 students)		Beaumont Hills (44 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.7%
Band 2	0	0%	0	0%	0	0%	0.6%
Band 3	0	0%	0	0%	0	0%	1.5%
Band 4	0	0%	1	3.3%	0	0%	4.3%
Band 5	18	10.7%	5	16.7%	1	2.3%	14.5%
Band 6	56	33.1%	8	26.7%	16	36.4%	27.4%
Band 7	55	32.5%	8	26.7%	14	31.8%	24.9%
Band 8	30	17.8%	8	26.7%	10	22.7%	19.2%
Band 9	8	4.7%	0	0%	3	6.8%	5.0%
Band 10	2	1.2%	0	0%	0	0%	1.7%

Year 7 Spelling

Bands	Greenacre (169 students)		Hoxton Park (30 students)		Beaumont Hills (44 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0.3%
Band 3	0	0%	0	0%	0	0%	1.0%
Band 4	0	0%	0	0%	0	0%	3.8%
Band 5	4	2.4%	1	3.3%	0	0%	8.8%
Band 6	21	12.4%	4	13.3%	1	2.3%	18.3%
Band 7	54	32%	15	50.0%	11	25.0%	31.8%
Band 8	50	29.6%	7	23.3%	11	25.0%	23.3%
Band 9	40	23.7%	3	10.0%	21	47.7%	11.6%
Band 10	0	0%	0	0%	0	0%	1.2%

Year 7 Grammar & Punctuation

Bands	Greenacre (169 students)		Hoxton Park (30 students)		Beaumont Hills (44 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.1%
Band 2	0	0%	0	0%	0	0%	0.5%
Band 3	0	0%	0	0%	0	0%	1.9%
Band 4	7	4.1%	0	0%	0	0%	6.1%
Band 5	13	7.7%	4	13.3%	2	4.5%	12.0%
Band 6	47	27.8%	8	26.7%	11	25.0%	25.9%
Band 7	39	23.1%	7	23.3%	8	18.2%	21.7%
Band 8	33	19.5%	8	26.7%	11	25.0%	17.4%
Band 9	30	17.8%	3	10.0%	12	27.3%	10.7%
Band 10	0	0%	0	0%	0	0%	3.6%

Year 7 Numeracy

Bands	Greenacre (166 students)		Hoxton Park (30 students)		Beaumont Hills (44 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0.1%
Band 3	0	0%	0	0%	0	0%	0.5%
Band 4	1	0.6%	0	0%	0	0%	4.5%
Band 5	13	7.8%	8	26.7%	0	0%	10.8%
Band 6	22	13.3%	6	20.0%	5	11.4%	20.8%
Band 7	52	31.3%	12	40.0%	16	36.4%	25.9%
Band 8	41	24.7%	2	6.7%	11	25.0%	19.4%
Band 9	37	22.3%	2	6.7%	12	27.3%	14.2%
Band 10	0	0%	0	0%	0	0%	3.7%

Year 9 Reading

Bands	Greenacre (154 students)		Hoxton Park (21 students)		Beaumont Hills (36 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0%
Band 3	0	0%	0	0%	0	0%	0.3%
Band 4	0	0%	0	0%	0	0%	1.5%
Band 5	6	3.9%	1	4.8%	0	0%	7.1%
Band 6	34	22.1%	6	28.6%	4	11.1%	14.8%
Band 7	39	25.3%	8	38.1%	10	27.8%	24.9%
Band 8	43	27.0%	5	23.8%	10	27.8%	26.4%
Band 9	27	17.5%	1	4.8%	8	22.2%	17.5%
Band 10	5	3.2%	0	0%	4	11.1%	7.5%

Year 9 Writing

Bands	Greenacre (158 students)		Hoxton Park (21 students)		Beaumont Hills (36 students)		State Percentage
Band 1	1	0.6%	0	0%	0	0%	1.3%
Band 2	0	0%	0	0%	0	0%	0.5%
Band 3	0	0%	0	0%	0	0%	1.0%
Band 4	1	0.6%	0	0%	0	0%	2.4%
Band 5	10	6.3%	2	9.5%	1	2.8%	8.6%
Band 6	31	19.6%	3	14.3%	2	5.6%	19.7%
Band 7	39	24.7%	5	23.8%	10	27.8%	24.8%
Band 8	55	34.8%	11	52.4%	17	47.2%	26.5%
Band 9	15	9.5%	0	0%	4	11.1%	10.2%
Band 10	6	3.8%	0	0%	2	5.6%	5.0%

Year 9 Spelling

Bands	Greenacre (158 students)		Hoxton Park (21 students)		Beaumont Hills (36 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0%
Band 3	0	0%	0	0%	0	0%	0.6%
Band 4	0	0%	0	0%	0	0%	1.1%
Band 5	3	1.9%	1	4.8%	0	0%	5.5%
Band 6	14	8.9%	3	14.3%	1	2.8%	13.4%
Band 7	26	16.5%	2	9.5%	3	8.3%	23.4%
Band 8	55	34.8%	7	33.3%	10	27.8%	30.6%
Band 9	48	30.4%	7	33.3%	18	50.0%	18.9%
Band 10	12	7.6%	1	4.8%	4	11.1%	6.5%

Year 9 Grammar and Punctuation

Bands	Greenacre (158 students)		Hoxton Park (21 students)		Beaumont Hills (36 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.1%
Band 2	0	0%	0	0%	0	0%	0%
Band 3	0	0%	0	0%	0	0%	0.1%
Band 4	0	0%	0	0%	0	0%	1.9%
Band 5	13	8.2%	0	0%	1	2.8%	7.5%
Band 6	26	16.5%	7	33.3%	4	11.1%	14.9%
Band 7	38	24.1%	5	23.8%	5	13.9%	24.1%
Band 8	42	26.6%	8	38.1%	6	16.7%	27.0%
Band 9	22	13.9%	1	4.8%	8	22.2%	14.7%
Band 10	17	10.8%	0	0%	12	33.3%	9.0%

Year 9 Numeracy

Bands	Greenacre (154 students)		Hoxton Park (20 students)		Beaumont Hills (35 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0%
Band 3	0	0%	0	0%	0	0%	0.6%
Band 4	0	0%	0	0%	0	0%	1.1%
Band 5	1	0.6%	1	5%	0	0%	2.9%
Band 6	17	11.0%	3	15.0%	3	8.6%	13.6%
Band 7	50	32.5%	6	30%	10	28.6%	28.2%
Band 8	42	27.3%	6	30%	13	37.1%	28.7%
Band 9	25	16.2%	4	20.0%	3	8.6%	15.4%
Band 10	19	12.3%	0	0%	6	17.1%	11%

THEME 4: Senior Secondary Outcomes

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

Curriculum

2021 was marked by extensive periods of remote learning that created very significant challenges for teaching and learning. Nonetheless, as happened in 2020, our teaching staff ably supported by our IT and Administration Teams again rose to the challenge. Programs were reconfigured and delivered in a remote learning format. This was a huge commitment by our teaching staff, and they demonstrated their professionalism in the effective way they pivoted into remote learning mode.

Despite the challenges, there were many innovations introduced across the School in 2021. Most notably strong learning pathways were created for our high potential students with the introduction of Opportunity Classes (OC) in Year 5 and acceleration programs in Year 9 Mathematics and Science. Working as a close-knit cross-campus team the OC teachers have configured an enriching program focussed on collaboration, communication, critical and creative thinking – the so-called 4Cs model. This approach will begin to filter into programs across Years 3-6 ensuring that all students have access to these highly effective and contemporary learning approaches.

Similarly, our learning support staff have worked with great diligence to help students reach their personal best. A focus on enhancing literacy, especially reading and comprehension skills has seen marked improvements for many students. Literacy will remain a key focus of teaching and learning into 2022 and beyond. During Term 4 2021 a team of teachers has worked on a new phonics program which will lay strong foundations in literacy in K-2.

In late 2020 the School entered into a formal joint-venture with the Centre for Islamic Thought and Education (CITE) at the University of South Australia. This partnership is known as the *Niyah Project*. Niyah means intention, and this name was deliberately chosen for the project because it reinforces the idea that through our work in the project we will be making intentional changes that are based around the principles of Islamic Pedagogy.

Pedagogy refers to the methods and practices of teaching rather than the content of lessons. Therefore, through this project we are looking at the “*how*” of our teaching and learning rather than the “*what*”. At our School we see everything teachers do as teaching and learning and hence the Niyah Project will infiltrate all aspects of teacher’s work. From February 2021 all our teaching staff engaged in professional learning sessions, conducted out of school hours by the CITE staff. These sessions gave staff the opportunity to work with colleagues to begin to explore the foundational principles of Islamic pedagogy and to consider examples of Schools from around the world that are on similar journeys to our School and those that are further down the path of implementation.

MFIS teachers continue to support their own growth and development and that of the broader profession. Many of our staff completed professional accreditation in 2021. This included 8 staff who completed the highly demanding and rigorous Experienced Teacher Accreditation through the Independent Schools Teacher Accreditation Authority.

In addition to the professional learning completed as part of the Niyah Project many of our staff also completed other professional development across 2021, much of it completed in their own time. Three of our staff graduated from the STEM Professional Development Academy at the University of Sydney and a number of other staff completed professional learning in leadership, wellbeing, curriculum and subject specific areas. Our own staff figured prominently in our staff day programs contributing their expertise, experience and knowledge by presenting professional learning workshops and presentations to their colleagues. Several staff also took on the role of mentor teachers to several student teachers. This important service to the teaching profession in supporting the learning and development of the next generation of teachers is a further testament to the professionalism of the MFIS staff.

HSC results

Despite all the difficulties of 2021 our HSC students rose to the challenge achieving excellent HSC results. 4 students, 3 from the Greenacre and 1 from the Beaumont Hills campus gained entry onto the HSC All Rounder Achievers list, meaning that they scored over 90 in every one of their courses. An additional 4 of our students achieved over 90 in 4 of their subjects, with a number more gaining Band 6 in 3 subjects.

Across the broad range of subjects offered MFIS performed very strongly. Nearly every subject was above state average and the remaining 2 were virtually at the state average. Band 6s (mark over 90) were achieved in all subjects, bar 3. Every campus had students achieving marks over 90 in courses demonstrating the strength of our program across the whole school.

Our newest courses, Geography and Food Technology, performed strongly achieving above state averages and with students gaining distinguished achiever mentions.

Some notable areas of particular success were in:

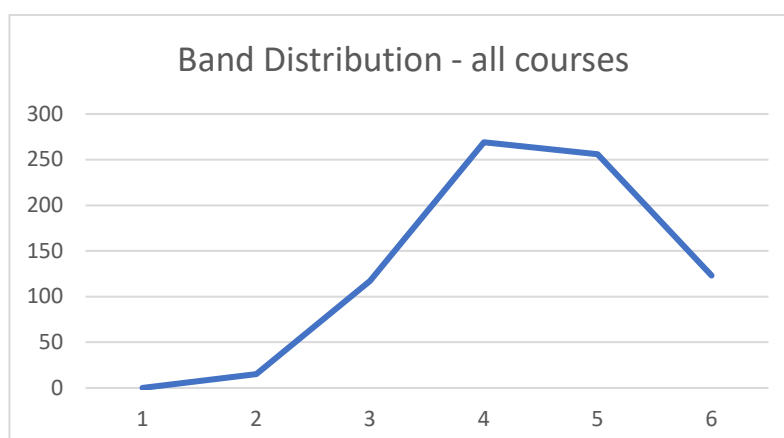
- Mathematics Advanced where almost half of all students achieved a mark over 90 and more than 75% a mark over 80%. Results for Mathematics Advanced were more than 10% above the state average.
- English Advanced where 25% of students achieved a mark over 90% and almost 85% a mark over 80%.
- Mathematics Extension 2 with all students achieving marks over 80% and half achieving a mark over 90%.
- Mathematics Extension 1 where 65% of students scored over 90% and 94% a mark over 80%.
- Biology where 27% of students achieved over 90% and almost 60% a mark over 80.
- Business Studies with 20% of students achieving marks over 90% and almost 60% a mark over 80%.

In total the School gained 123 mentions on the Distinguished Achievers list, with students from every campus represented. In addition to the pleasing number of Band 6s was the high proportion of results in the Band 5 range.

The full distribution of bands is shown in the graph following. There were no Band 1 results and very small number of Band 2 results reinforcing the strength of the overall performance.

Students enrolled in the Compression Mathematics and Compression Biology courses all achieved a Band 6 result in line with the expected performance of these high potential students.

2021 Higher School Certificate Performance



The tables below show the distribution of bands by course.

Subject (2 Unit)	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	14	2	2	8	2	0	0
Arabic Continuers	8	1	5	2	0	0	0
Biology	88	24	28	21	13	2	0
Business Studies	73	14	26	23	8	2	0
Chemistry	38	5	12	17	4	0	0
CAFS	19	0	3	12	4	0	0
Economics	9	0	5	3	1	0	0
English Advanced	48	12	28	8	0	0	0
English Standard	105	0	25	57	20	3	0
Food Technology	10	1	2	7	0	0	0
Geography	7	1	2	4	0	0	0
IPT	7	0	4	1	2	0	0
Legal Studies	48	9	14	13	11	1	0
Mathematics Advanced	62	29	18	15	0	0	0
Mathematics Standard 2	81	5	26	28	20	2	0
Modern History	46	3	17	18	8	0	0
PDHPE	40	1	12	15	11	1	0
Physics	14	2	6	5	1	0	0
Studies of Religion II	44	2	14	12	12	4	0
Band Total		111	249	269	117	15	0

Subject (Extension)	Students	Band E4	Band E3	Band E2	Band E1
Mathematics Ext 1	14	9	4	1	0
Mathematics Ext2	6	3	3	0	0
Band Total		12	7	1	0

Vocational Education and Training

In 2020, no student in the Year 12 cohort participated in vocational or trade training.

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

Record of School Achievement Stage 5: Summary of Results Achieved

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

2021 Results – Table 1 Grades achieved in each course (School / State Grading Pattern comparison)

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)	180	89368	7.22	25.56	46.67	18.33	2.22		13.32	28.80	35.62	15.64	5.98	.63
Mathematics 200 hours (323)	198	89574	19.19	26.26	31.82	18.18	4.55		15.34	22.86	32.01	22.68	6.57	.54
Science 200 hours (350)	198	89344	17.68	24.75	45.45	10.10	2.02		13.87	25.17	36.37	17.72	6.22	.64
Commerce 100 hours (431)	127	5650	19.69	43.31	29.92	6.30	.79		19.88	33.27	32.87	10.23	3.50	.25
Geography 100 hours (4015)	180	89378	18.33	28.89	38.89	13.33	.56		15.90	27.94	34.11	15.25	6.30	.49
History 100 hours (4007)	180	89382	18.33	31.11	38.89	10.56	1.11		15.54	27.95	34.29	15.18	6.52	.51
Arabic 100 hours (801)	17	90	35.29	5.88	17.65	35.29	5.88		37.78	18.89	17.78	17.78	7.78	
Food Technology 100 hours (1628)	29	5993	24.14	17.24	13.79	44.83			17.19	27.62	32.55	15.05	7.29	.30
Information and Software Technology 100 hours (1831)	73	1995	23.29	39.73	23.29	13.70			21.70	30.08	29.32	13.23	5.41	.25
Visual Arts 100 hours (2081)	12	3853	16.67	25.00	50.00		8.33		17.75	30.57	32.88	13.63	4.57	.60
Personal Development, Health and P.E. 100 hours (2421)	180	18669	30.56	30.56	20.56	12.78	5.56		18.52	36.79	31.43	9.65	3.32	.29

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	66
(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	161
(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.	7

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 2021 included:

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

Future professional development opportunities at the school will centre on providing safe and supportive learning environments and Islamic Pedagogy.

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
278	\$183,336	\$659

Level of accreditation	Number of Teachers
Conditional	40
Provisional	26
Proficient Teacher	161
Highly Accomplished Teacher (Voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	227

THEME 6: Workforce Composition

Workforce Composition

Principal	1
Deputy Principal	3
Directors	2
Business Manager	1
Head of Campus	4
Deputy Head of Campus	4
Head Teachers/Coordinators	60
Classroom Teachers	175
Learning Support Teachers	6
Teacher aides	12
Teacher Librarian	2
Librarian assistant / technician	3
Counsellor	6
School Administration and Support Staff	28
Other Positions	6

Indigenous Staff Members: 0

Teaching staff Retention Rate: 96.45%

Teaching staff attendance rate: Average annual absence due to emergency leave 5.5 days per teacher

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

Student Enrolment Profile

Enrolment	2018	2019	2020	2021
Student	2018	2019	2020	2021
Boys	1263	1335	1386	1382
Girls	1250	1367	1413	1467
Total	2513	2702	2799	2849

2020 – 154 Year 11 Students

2021 – 153 Year 12 Students

Student Retention Rates

The retention rate from Year 11 in 2020 to Year 12 in 2021 was 100 percent.

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 28/01/2021 to 10/12/2021 (187 School Days)
Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	96%	95%	95%
1	97%	96%	96%
2	96%	96%	96%
3	95%	96%	96%
4	96%	96%	96%
5	96%	96%	96%
6	95%	96%	96%
7	95%	94%	95%
8	92%	91%	92%
9	92%	90%	91%
10	90%	89%	90%
11	91%	91%	91%
12	91%	91%	91%

Malek Fahd Beaumont Hills
Percentage Attendance Report 28/01/2021 to 10/12/2021 (187 School Days)
Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	94%	94%	94%
1	92%	95%	94%
2	95%	93%	94%
3	95%	87%	92%
4	96%	94%	95%
5	95%	95%	95%
6	94%	95%	95%
7	93%	94%	93%
8	91%	93%	92%
9	94%	93%	94%
10	93%	91%	92%
11	96%	94%	95%
12	91%	91%	91%

Malek Fahd Hoxton Park
Percentage Attendance Report 28/01/2021 to 10/12/2021 (187 School Days)
Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	94%	93%	94%
1	95%	95%	95%
2	93%	94%	94%
3	93%	94%	93%
4	95%	95%	95%
5	91%	95%	93%
6	93%	95%	94%
7	95%	94%	94%
8	94%	92%	93%
9	89%	90%	90%
10	95%	87%	91%
11	93%	85%	90%
12	95%	94%	94%

THEME 8: Enrolment Policies

Purpose

To ensure policies and processes by which students are enrolled into Malek Fahd Islamic School are 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 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 in 2021 has three campuses. The largest is the Greenacre campus, which is Kindergarten to Year 12. The Beaumont Hills campus is a Kindergarten-to-Year-12 school and the Hoxton Park campus is for Kindergarten-to-Year-12 students.

The School has cultivated a reputation for delivering academic excellence within an Islamic environment.

The Enrolment Process

An application form for enrolment must be completed by the parent/s or caregiver/s and returned to the Greenacre High School Front Office. Applications for enrolment are available from all Malek Fahd Islamic School offices. All application forms must be signed by the parent/s or caregiver/s who have full-time responsibility for the care of the student. There is a \$75 non-refundable application fee.

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

- **Proof of student's residential address** (e.g. original copies of council rates notice, residential lease, electricity accounts, statutory declaration, Driver's 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 conducted 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 percent 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 2021	Access to full text
Student Welfare	This policy highlights the school's motto and rationale, and outlines some of the various measures and programs which are implemented by way of achieving the school's overall objective.	School website: www.mfis.nsw.edu.au
Anti-Bullying	This policy provides processes for responding to and managing allegations of bullying, including the contact information for the local police Liaison Officer. The policy also highlights the importance of prevention and early intervention strategies implemented by the school. The development of the Anti-Bullying flowchart was to work in line with the Discipline Policy. Policy was reviewed in 2021	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 2021	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 to improve 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. The unprecedented circumstances of the past two years during a global pandemic saw a change in priority areas for improvement.

Several of the significant changes that occurred in 2021 will be a focus in 2022. We adapted swiftly in 2021 to a new way of teaching, learning, and communicating and staff, students, and parents rose to the challenges presented to them. We adapted to lessons through Microsoft Teams, social distancing, hygiene, hand sanitizer, students accessing technology from home, new student routines, student self-regulation, organisation, and commitment to learning while learning remotely. Teachers and students grasped the technology for remote learning and adapted classroom environment to improve some teaching practices in 2022.

In 2022 the flow on effect of remote learning with the rollout of the student One-to-One Device project at Beaumont Hills and Hoxton Park will begin in term 1. Students using their own device in the classroom. The continuation of Homework Hub will be a focus at all campuses to run this after school program.

In 2022 the School will continue to work with Professor Abdalla from the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia on the implementation of Islamic philosophy of Pedagogy program in the School. The Niyah Project will continue to grow with more Professional Development, short course and the Graduate Certificate course to be offered to staff to undertake.

Malek Fahd Islamic School will continue to focus on student wellbeing and the importance of a Wellbeing framework. The development and implementation of a vertical house system across all campuses will enhance our students' mental, spiritual and physical wellbeing.

In 2022, leadership in areas of pastoral and religion will be implemented across the three campuses for 2022. There will be growth in the leadership of our School with the appointments of a Human Resources Manager, Director of Faith, Heads of Wellbeing and Wellbeing coordinators across all campuses. The appointments of a Wellbeing coordinator at Hoxton Park and Beaumont Hills campuses will assist in initiatives being implemented for the students.

In 2022 we also plan for improvements to our facilities, the opening of the new school building at Hoxton Park will accommodate for increase in student and staff numbers. New school library, canteen, sporting areas, classrooms and science labs will all be operational at the start of 2022.

At Greenacre Secondary our focus will be towards the renovations to the Girls and Boys Changerooms and the additional security cameras for increase coverage are a priority across the large campus.

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.

A key value and a big part of the school ethos is to demonstrate respect, care and compassion for others, especially for those in need. Good global citizenship was on full display despite the worldwide pandemic and remote learning for 16 school weeks. Malek Fahd Islamic School students participated in charity work and fundraising in 2021. This included the annual Ramadan Winter Blanket and Food Drive for people who are homeless. Other charity fundraising activities included the ShoeBox4Syria charity, in which students brought in gifts for the orphans in Syria, Human Appeal to fund Build a Well, Jeans for Genes Day, Pink Ribbon Day and Harmony Day. Fundraising for various cancer research organisations took place throughout the year, food pack initiative for Syria, Lebanon and Bangladesh, The Australia's Biggest Morning Tea, Australian Bush Fire Appeal and World's Greatest Shave were all supported by the students.

The Student Representative Council at Malek Fahd Islamic School worked towards enhancing the school's reputation of producing fine young men and women that have a sense of community. The SRC actively involved themselves to promote The National Day of Action against Bullying and Violence, Harmony Week, ANZAC Day Ceremony, Remembrance Day, Clean Up Australia Day, Multicultural Day and International Women's Day. Furthermore, SRC visited the local Nursing home in terms 1 and 2 but was cut short due to Covid, however students continued to stay in touch online.

In terms of spiritual respect and responsibility, students participate in the daily midday prayer, and special Friday prayer and celebrated Eid El Fitr and Eid El Adha. Malek Fahd Islamic School embraces the Holy month of Ramadan by actively participating in charitable events and raised funds for numerous charities. The Greenacre Secondary campus held an Iftar dinner during Ramadan where independent schools of different faiths were invited, respect and interfaith dialogue was the theme of the evening.

R u, okay? Week was implemented online. It is a National Day of Action dedicated to reminding everyone that every day is the day to ask, "Are you OK?" and support those struggling with life's ups and downs. This is all about encouraging connection among people especially the youth during this very critical time of the pandemic. It is a day which inspires and encourages everyone to reach out and meaningfully connect with others.

Malek Fahd Islamic School
2020 Calendar of School Events

Event	Date	Venue	Primary / Secondary	Campus
Photo Day	9 th February	School	Primary	Greenacre
Biology Excursion – Long Reef Rock Platform	24 th February	Collaroy	Secondary	All Campuses
School Photos	2 nd March	School	Secondary	Greenacre
Meet the Teacher	16 th February	School	Primary	Beaumont Hills
School Photos	23 rd February	School	Primary/Secondary	Beaumont Hills
Field of Mars Environmental Education Centre	3 rd March	Gladesville	Primary	Greenacre
Billy Cart Incursion	4 th – 5 th March	School	Secondary	Greenacre
International Women’s Day	8 th March	School	Secondary	All Campuses
Warragamba Dam	9 th March	Warragamba	Secondary	Hoxton Park
NSW Parliament House and Sydney Walks	10 th March	Sydney	Primary	All Campuses
World’s Greatest Shave	15 th March	School	Primary/Secondary	Beaumont Hills
The Rocks	16 th – 17 th March	Sydney	Primary	Greenacre
ANSTO Excursion	16 th March	Lucas Heights	Secondary	Hoxton Park
Reach Workshop – Respectful Relations	18 th March	School	Secondary	Greenacre
Backyard Bug Incursion	18 th March	School	Primary	Greenacre
Harmony Day Assembly	19 th March	School	Primary/Secondary	Beaumont Hills
Museum of Disease	24 th March	UNSW	Secondary	Greenacre
Brain Bee Competition	30 th March	School	Secondary	Greenacre
Iftar Dinner	21 st , 28 th , 29 th & 30 th	School	Primary/Secondary	All Campuses
Quran Competition	6 th May	School	Primary/Secondary	Greenacre
Walk Safely to School	7 th May	School	Primary/Secondary	Beaumont Hills
Biggest Morning Tea	23 rd & 24 th June	School	Secondary	All Campuses
99 Names of Allah Assembly	30 th November	School	Primary	Greenacre
Year 6 Graduation	29 th November 1 st & 7 th December	School	Primary	All Campuses
Year 12 Graduation	8 th December	School	Primary/High	All Campuses
Year 12 Graduation Dinner	13 th December	Lidcombe	Secondary	All Campuses

THEME 12: Parent, Student and Teacher Satisfaction

Feedback is an important component for continued improvement. Feedback from key stakeholders such as parents, students and teachers can be received through emails, surveys, phone calls and in person meetings. For matters campus specific, the Head of Campus resolved issues via liaison with coordinators or teachers, as necessary. For other issues, Principal, Mr Rixon, was consulted. Parents, teachers and students have also been able to approach Mr Rixon on his weekly campus visits.

During 2021 the Board undertook a review of the health of the school. All parents, staff and students had the opportunity to be involved in the review, through surveys. The results were collated, discussed, and recommendations put forward for the Board to consider for the new five-year Strategic Plan.

Students also provided feedback in SRC meetings, and directly to their teachers. Feedback from parents is received primarily by personally attending to the office. The admin staff have then directed the parent to the appropriate staff member. Parents also provided feedback to the school by completing the Parent complaint form or by sending an email to the school.

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

During COVID-19 we altered communication with parents. Face-to-face parent/teacher interviews were conducted via a digital platform in terms 3 and 4. We also provided comprehensive reports at the end of Semester 2 and Semester 4. Teachers also used the daily communication diary to provide feedback. To a lesser extent other forms of feedback included tests and assessments.

Parents had the opportunity to engage with staff at Parent information sessions held at the beginning of the year. Parent information sessions were delivered face-to-face in March, these information sessions informed parents about the expectations and requirements for their child in any year group. Parents also had the opportunity to engage with their child's teachers through online forums. The school delivered multiple subject selection sessions for Year 8 and Year 10 parents online during remote learning.

The School is extremely proud of its open-door policy through which parent involvement is welcomed and encouraged. However, covid restrictions over the past 2 years made this difficult.

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.

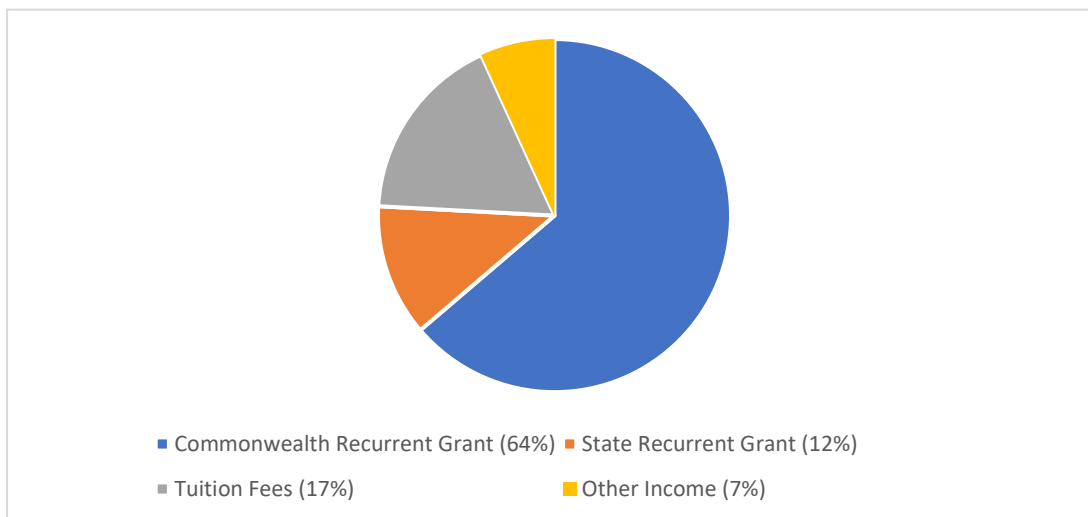
Informal feedback from teachers and discussions with the Executive Team indicate that during 2021 staff were generally satisfied in all areas of our School. The School's management of COVID-19 was praised with teaching remotely, staff support, staff morale, work roles, work value and recognition among areas acknowledged. Staff felt valued, were proud members of the School and choose to include their own children as students at the School.

THEME 13: Summary Financial Information

The graphs below represent income and expenditure using percentage.

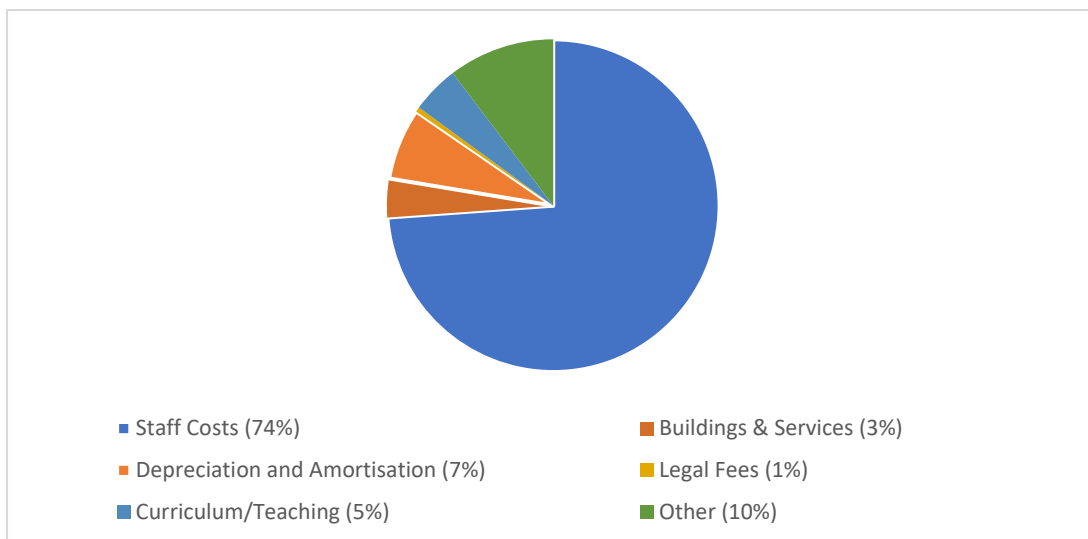
(a) Graphic one: recurrent/capital income represented by pie chart

Income Summary 2021



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

Expenditure Summary 2021



THEME 14: Publication Requirements

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

- The NESAs Registration and Accreditation Manual now states that to be compliant with requirements, a registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister. Schools must also provide data to the Minister, if requested, for the Minister to report to Parliament on the effectiveness of schooling in the State.
- Annual report sent to NESAs on RANGS online
- Public disclosure by uploading annual report on its school website.
- The 2021 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.