

MALEK FAHD ISLAMIC SCHOOL



2022 SCHOOL ANNUAL REPORT

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THEME 1: A Message from Key School Bodies

MFIS 2021 Annual Report – Chairman’s Report

Assalamu alaikum wa rahmatullahi wa barakatuhu,

It gives me great pleasure to present the annual report for Malek Fahd Islamic School. I am pleased to report that the school has had another successful year, thanks to the hard work and dedication of our staff, students, and community.

We have continued our focus on helping all our students achieve their personal bests. We have recognized that each student has unique abilities and potential, and we have worked to create an inclusive and supportive environment that enables every student to succeed. Our dedicated teachers have provided individualized support and guidance to help each student reach their full potential. Through our efforts, we have seen many of our students achieve outstanding academic results and make significant progress in their studies. We are proud of all our students, those who showed improvement and growth throughout the year, as well as those who continue to achieve outstanding results.

The School continues its work with the Centre for Islamic Thought and Education (CITE) at the University of South Australia regarding Islamic pedagogy. As we enter the third year of the Niyah project, Islamic pedagogy is being integrated into our curriculum across all subject areas, bringing Islam to the centre of everything we do at the school.

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.

I would like to express my appreciation for the dedicated service of three of our long-serving board members who have moved on during the year. Ms. Ruba Fattouh, Mr. Yasin Mohammed, and Ms. Miriam Silva AM have served the school with distinction for many years, and their contributions to the success and growth of Malek Fahd Islamic School will not be forgotten. Their hard work and commitment have been an inspiration to all of us, and we are grateful for the impact they have made. On behalf of the entire school community, I would like to extend our heartfelt thanks and best wishes to them as they embark on new endeavours. We will always remember their valuable contributions to our school's journey.

Finally, I would like to thank the school's leadership team, staff, parents, and students for their ongoing support and commitment to Malek Fahd Islamic School. We remain committed to providing a high-quality education that is grounded in Islamic values and principles. We look forward to another successful year and welcome new students and families to our school community.

Mr Fayez Moussa
School Board Chairman

MFIS 2022 Annual Report – Principal’s Report

I am delighted to be part of an amazing learning community and extremely grateful for the opportunity to serve as Malek Fahd Islamic School’s new Principal. In my first year as Principal, I have gained greater clarity about the road ahead and exciting journey of tajdid (renewal) in Islamic education progressing towards distinction. The 2022-2026 Strategic Plan was approved by the Board in February 2022. The brand refresh in partnership with the company S1T2 is progressing well with the creative territory “A way of life” endorsed by the Board in May 2022.

Significantly the MFIS Educational Philosophy & Graduate Qualities were developed at the start of the year. These are two important pillars of the Niyyah Project, a partnership with the Centre for Islamic Thought & Education (CITE) at the University of South Australia. These pillars will help us achieve our strategic goals and form the basis for renewing key outputs like the Teaching & Learning Framework.

We commenced the year with the much-anticipated opening of the Hoxton Park Stage 3 building. The new building includes seven new learning areas, four seminar rooms, a huge library and two modern science labs. The students welcomed the new cafeteria-style canteen and the huge outdoor play area which has two modern multipurpose courts for basketball and netball.

As part of the renewal journey, we launched our new Behaviour Education Policy - an approach aimed at the development and refinement of moral character (akhlaq) and conduct. It is an approach focused on the relational aspects of schooling based on dignity, respect and care. It engages reflection with students to support their transformation and aspiration towards distinct conduct in line with the Prophetic model.

I am pleased to report that despite the impact COVID-19 had on the graduating class of 2022, their perseverance, effort and commitment to learning produced very good HSC results. While we acknowledge and congratulate the one student who gained a place on the prestigious All Rounder list (achieving >90 in all their HSC subjects) and the many students who were on the Distinguished Achievers list, we are extremely proud of all those students who achieved their own personal best. For the first time in the history of MFIS, a student achieved equal first in the state for Mathematics Standard 2. The highest ATARs per campus were 99.85 at Greenacre, 94.4 at Hoxton Park and 95.9 at Beaumont Hills.

We welcomed our parents back on campus at the Iftar dinners and Parent–Teacher evenings, amongst other campus specific events. The Parent Partnership Program was also introduced as one of our key strategic goals. A Parent Committee was formed at each campus allowing parents to connect and contribute to campus life in practical and meaningful ways.

In Term 2, an inaugural Alumni event was held at our Greenacre Campus, attended by one hundred and twenty-five former students from graduating classes of 1999 to 2021. Mr. Fayez Moussa, Board Chair and an alumnus himself addressed the attendees. The event was well received and provided extensive networking opportunities.

Throughout the year our school community displayed generous acts of sadaqah (charity) raising significant funds to support those in need. Some fundraising and awareness raising activities included Ramadan fundraiser, Qurban fundraiser, Food and Blanket drive, Jeans for Genes, NSW Cancer Council Day, Daffodil day, NAIDOC Week, Book Character Parade, Harmony Day, Islamic Dress Day, Careers Day, and Orphan sponsorships.

On behalf of the MFIS learning community, I would like to express our heartfelt appreciation to the Board and committee members for their leadership, dedication, and continued support. I would like to thank our leadership and support teams across all campuses. I am especially grateful to our teachers who have embraced the new strategic direction and are working tirelessly to engage each student with care, compassion, and conviction. May Allah (SWT) reward all sincere efforts generously and bless the families of our MFIS community.

Dr. Zachariah Matthews
Principal

MFIS Annual Report 2022 – Deputy Principal Wellbeing and Community

In 2022 the School's total enrolment was 3,116 students. This included 2107 students at the Greenacre Campus, 478 at the Beaumont Hills Campus and 531 at the Hoxton Park Campus. Students from forty different cultural backgrounds attend the School.

During 2022 the school had a structure in place to support the emotional and social wellbeing of our students supported by dedicated Year Advisors and Wellbeing Coordinators, Heads of Wellbeing and six school counsellors. In secondary school homeroom classes provided additional structure to an ongoing wellbeing program and the home room was replicated at all campuses from K-12.

The year 2022 was a normal schooling after two years of lockdowns and online learning. Students started to 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. The school counsellors had organised some programs like anti-bullying RUOK week and suicide prevention workshops at all campuses. 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 NAIDOC week with guest speakers speaking in assemblies at all campuses. The police liaison officers were invited to various campuses for cyber safety talks. The school managed to have graduation ceremony assemblies and dinners on all campuses for graduating Year 6 and Year 12 students. Parents were able to participate in some of the events after two years of periodic lockdown.

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 competitions were also organised across all campuses during Ramadan and prizes given to students for recitation and participation.

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 Year 12 student of 2022 collected around \$12,000 for building a mosque in Bangladesh, also all campuses took part in collecting 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 campus's students donated money to support 12 orphans overseas at \$600 each. SRC students displayed outstanding leadership and organisational skills during these successful events, where large donations were collected for worthy causes like the Cancer Council where students collected more than \$20,000 by organising the biggest morning tea. There was another fund-raising effort organised by the school parents committee and students cycling and picnic day at Sydney Olympic park during August 2022 to raise urgent funds for Pakistan floods victims. The Islamic pillar of charity was central to student, teachers and parents' participation in these activities.

The school's ongoing success in the HSC was highlighted by continued good performance across a diverse range of subjects with large numbers achieving Band 5 and 6 results. It was pleasing to see all students grow in their academic achievements. Our school has changed its approach, while still achieving academic success through personal best, we are now embarking on the journey of developing our students holistically, so they are better prepared for life after school.

Mr Aiyub Ahmed
Deputy Principal (Wellbeing & Community)

THEME 2: Contextual Information about the School

Malek Fahd Islamic School consists of three campuses with four schools: Greenacre Primary, Greenacre Secondary, Hoxton Park and Beaumont Hills. It is an independent co-educational, Islamic School established in 1989, which offers classes from Kindergarten to Year 12. In 2022 there were 3116 students across the three campuses, which includes a multicultural and socially diverse student population. In 2022 our new 5-year Strategic Plan was launched “Renewal – from Recovery to Distinction.” The school’s focus was the development of the School’s Educational Philosophy, Graduate Qualities, Behaviour Education Program and Respect Framework.

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, embrace and practice their religion and to contribute valuably to the community. The School is committed to quality teaching and learning, including the teaching of Arabic and Islamic Religious Education are a distinctive part of our School’s curriculum offerings. The School’s motto is *‘Knowledge is light, and work is worship’*.

Malek Fahd Islamic School continues to provide and enhance student learning opportunities by having them achieve their Personal Best. Following the significant impact of COVID-19 lockdowns, Year 2 teachers and students were provided with intense support with COVID tutors. Year 12 students were supported with small group tutoring offered by recent alumni and whole cohort sessions through Masterclasses run by expert teachers. In addition to the suite of academic offerings catering for the needs of diverse students, there has been an increase in learning support teachers, teacher aides and counsellors across all campuses. 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 campuses. Students also participated in the Public Speaking competition for Islamic Schools, the event assisted in all attendees instilling part of the MFIS educational philosophy and graduate qualities namely, resilient, informed advocates and effective communicators. Across each campus, Year 10 students participated in Work Experience. Work Experience is a valuable opportunity for our students to develop skills required in the workforce, also Year 11 and 12 students attend the annual careers day to seek information and advice about the Early Offer schemes offered through UAC and universities and elaborated on the application of the UAC process. The careers day also enable students to discuss potential career options from experts in their chosen profession. During literacy week the Book / Character Parade took on a new level of involvement from teachers and students, with reading sessions, best short stories and bringing alive the various characters from famous novels with the costume parade.

In 2022 Our school took part in a practice test to become familiar with the NAPLAN online test format and processes. NAPLAN Online 2022 enabled for the first time all students in Year 3, 5, 7 and 9 to transition from the paper based NAPLAN to NAPLAN Online to provide a better and more precise assessment that is more engaging for students.

Despite the challenges of the Preliminary year, 2022 HSC students continued to achieve good results, with local universities being the main post-school destination for a significant majority of students. Many students achieved excellent ATAR (Australian Tertiary Entrance Rank) scores, increasing eligibility for a wider range of courses. There were 73 Band 6 scores, widely considered to be the measure of success, was achieved in a range of courses, across campuses. There were 229 Band 5 scores. Two students achieved 4 out of 5 Band 6 scores with one student achieving Band 6 in all courses. 2022 also marked the first year where a student achieved a perfect score and ranked equal first in the state for Mathematics Standard 2.

In 2022 the school continued working with Professor Abdalla from the Centre of Islamic Thought and Excellence (CITE) at the University of South Australia on the implementation of Islamic Pedagogy at the School. The partnership with CITE has provided professional development opportunities for MFIS educators to incorporate Islamic pedagogy in and out of the classroom. The school continues to sponsor staff to study the Graduate Certificate of Education – Islamic Education through the University of South Australia. Graduates are then able to share their expertise on the foundational principles of Islamic pedagogy around wellbeing and curriculum.

In 2022 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.

In terms of spiritual respect and responsibility, students participate in the daily midday prayer, daily recitation of the morning dua and celebrated Eid El Fitr and Eid El Adha. In celebration of Eid Ul Adha students took part in a Hajj program to educate students around one of the 5 pillars of Islam. Malek Fahd Islamic School embraces the Holy month of Ramadan by actively participating in charitable events and raised funds for numerous charities. Ramadan Assembly was held to share stories of the Prophet Muhammed PBUH and educate students about Ramadan. The School organises and prepares successful Iftar evening dinners at all campuses for the staff, students, community leaders, Alumni and the School community to celebrate and break their fast together.

The School has also put measures in place to help students that require additional support for wellbeing. In 2022 there were 22 learning support / teacher aides across the campuses. We also have six counsellors to support our students across the Primary and Secondary campuses. The facilitators of wellbeing activities include class teachers, year advisors, welfare, 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 involve students participating in R U Ok program, which develop their awareness of the importance of mutual respect and looking out for each other. Harmony day: Students were encouraged to wear their cultural dresses and share their culture dishes. The Year 6 Fete was a resounding success, students enjoyed a two-day fund-raising event where they learned about various mathematics and business skills. The inaugural MFIS Cycling event, a whole school initiative aimed at involving the whole school community to build student's identity and belonging. The antibullying program promoted respect and understanding through a variety of initiatives. Students participate in NAIDOC Week to raise awareness about the history, culture and achievements of Aboriginal and Torres Strait Islander people.

Home Room is in 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. Using the Islamic aspirations of 2022, homeroom topics were created to target the Respect Framework. 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. Our aim is to instill as many graduate qualities in our students as possible.

A key value and a big part of the school ethos is to demonstrate care, compassion and a service mentality especially for those in need. Staff, SRC, parents and students assist in charity work and fundraising by organising numerous charitable events geared towards helping the wider community. They raised money for "Build a Well" Fundraisers, help sponsor orphans, Jeans for Genes Day, White Ribbon Day and Harmony Day. A Qurban fundraiser is held to support people in need. Fundraising for various cancer research organisations took place throughout the year, Daffodil Day, Pink Ribbon day and one of our biggest charity events The Australia's Biggest Morning Tea.

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, attended the Halogen National Young Leaders Day and Peer support programs. The SRC also contributes to the education of students by embracing Sustainable Environment projects, National Day of Action against Bullying and Violence, Harmony Week, Feed the Fasting, Clean Up Australia Day, Multicultural Day and International Women's Day. They also contribute to the fundraising events held at each campus such as raising funds to assist single parent families struggling to pay for everyday items, and raising funds to help the needy.

In 2022 School sporting activities returned, Athletics carnivals from K-12 were held across the campuses, The Gymnastics program returned for our K-Year 2 students who learnt new skills from specialised coaches, Learn to swim swimming programs also became available. Our students excelled 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 returned to play in their local community Primary Schools Sports Association (PSSA).

Malek Fahd Islamic School is a great institution, founded on values underpinned by Islam - 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 – engage children in their learning.

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

Aim

This report allows school leaders to navigate rich data sources to inform planning and implementation, leading to ongoing improvement and school excellence. Data included in this report includes two key components:

Percentage of Students in Bands vs SSSG / State Table

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 school's Statistically Similar School Group (SSSG) and NSW government schools (DoE).

Year 3 Reading

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (179 students)		Hoxton Park (59 students)		Beaumont Hills (30 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	2.7%
Band 2	12	6.7%	7	11.9%	3	10%	8.4%
Band 3	25	14%	8	13.6%	4	13.3%	11.6%
Band 4	36	20.1%	18	30.5%	5	16.7%	19.4%
Band 5	52	29.1%	10	16.9%	5	16.7%	21.0%
Band 6	33	18.4%	12	20.3%	7	23.3%	17.5%
Band 7	17	9.5%	4	6.8%	3	10%	11.2%
Band 8	4	2.2%	0	0%	2	6.7%	5.4%
Band 9	0	0%	0	0%	1	3.3%	2.1%
Band 10	0	0%	0	0%	0	0%	0.7%

Year 3 Writing

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (179 students)		Hoxton Park (58 students)		Beaumont Hills (30 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	1.7%
Band 2	0	0%	0	0%	1	3.3%	4.8%
Band 3	7	3.9%	5	8.6%	0	0%	10.1%
Band 4	44	24.6%	16	27.6%	10	33.3%	23.8%
Band 5	67	37.4%	25	43.1%	9	30%	35.0%
Band 6	50	27.9%	12	20.7%	10	33.3%	19.5%
Band 7	10	5.6%	0	0%	0	0%	4.3%
Band 8	1	0.6%	0	0%	0	0%	0.7%
Band 9	0	0%	0	0%	0	0%	0.1%
Band 10	0	0%	0	0%	0	0%	0%

Year 3 Spelling

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (179 students)		Hoxton Park (59 students)		Beaumont Hills (30 students)		State Percentage
Band 1	4	2.2%	0	0%	1	3.3%	6%
Band 2	10	5.6%	4	6.8%	0	0%	6.9%
Band 3	24	13.4%	4	6.8%	1	3.3%	13%
Band 4	25	14%	13	22%	7	23.3%	19.7%
Band 5	46	25.7%	16	27.1%	7	23.3%	22.9%
Band 6	40	22.3%	14	23.7%	6	20%	17.9%
Band 7	22	12.3%	7	11.9%	6	20%	9.2%
Band 8	8	4.5%	1	1.7%	2	6.7%	3.4%
Band 9	0	0%	0	0%	0	0%	1.0%
Band 10	0	0%	0	0%	0	0%	0.0%

Year 3 Grammar and Punctuation

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (179 students)		Hoxton Park (59 students)		Beaumont Hills (30 students)		State Percentage
Band 1	2	1.1%	0	0%	0	0%	4.0%
Band 2	18	10.1%	8	13.6%	0	0%	6.9%
Band 3	27	15.1%	9	15.3%	5	16.7%	13.1%
Band 4	33	18.4%	10	16.9%	7	23.3%	19.8%
Band 5	38	21.2%	16	27.1%	6	20%	20.1%
Band 6	30	16.8%	7	11.9%	4	13.3%	16.7%
Band 7	23	12.8%	5	8.5%	2	6.7%	10.2%
Band 8	5	2.8%	2	3.4%	3	10%	5.1%
Band 9	2	1.1%	1	1.7%	3	10%	2.6%
Band 10	1	0.6%	1	1.7%	0	0%	1.5%

Year 3 Numeracy

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (179 students)		Hoxton Park (58 students)		Beaumont Hills (30 students)		State Percentage
Band 1	3	1.7%	0	0%	0	0%	3.3%
Band 2	22	12.3%	7	12.1%	6	20%	10.5%
Band 3	41	22.9%	17	29.3%	4	13.3%	20.2%
Band 4	44	24.6%	13	22.4%	9	30%	26.2%
Band 5	44	24.6%	15	25.9%	5	16.7%	20.4%
Band 6	21	11.7%	4	6.9%	1	3.3%	11.4%
Band 7	3	1.7%	2	3.4%	5	16.7%	5.4%
Band 8	1	0.6%	0	0%	0	0%	1.8%
Band 9	0	0%	0	0%	0	0%	0.5%
Band 10	0	0%	0	0%	0	0%	0.4%

Year 5 Reading

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (173 students)		Hoxton Park (48 students)		Beaumont Hills (55 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.1%
Band 2	0	0%	0	0%	0	0%	0.7%
Band 3	3	1.7%	1	2.1%	1	1.8%	3.4%
Band 4	10	5.8%	3	6.3%	3	5.5%	7.2%
Band 5	40	23.1%	10	20.8%	7	12.7%	17.6%
Band 6	63	36.4%	8	16.7%	15	27.3%	27.2%
Band 7	42	24.3%	18	37.5%	14	25.5%	26.7%
Band 8	13	7.5%	7	14.6%	13	23.6%	12.7%
Band 9	2	1.2%	1	2.1%	2	3.6%	3.7%
Band 10	0	0%	0	0%	0	0%	0.6%

Year 5 Writing

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (173 students)		Hoxton Park (48 students)		Beaumont Hills (55 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.7%
Band 2	1	0.6%	0	0%	0	0%	1.4%
Band 3	6	3.5%	0	0%	1	1.8%	3.4%
Band 4	12	6.9%	2	4.2%	1	1.8%	9.7%
Band 5	51	29.5%	13	27.1%	14	25.5%	24.5%
Band 6	66	38.2%	13	27.2%	16	29.1%	30.5%
Band 7	32	18.5%	17	35.4%	12	21.8%	18.7%
Band 8	5	2.9%	3	6.3%	10	18.2%	9.2%
Band 9	0	0%	0	0%	1	1.8%	1.6%
Band 10	0	0%	0	0%	0	0%	0.4%

Year 5 Spelling

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (173 students)		Hoxton Park (48 students)		Beaumont Hills (55 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	1.3%
Band 3	4	2.3%	0	0%	0	0%	2.9%
Band 4	9	5.5%	1	2.1%	2	3.6%	8.0%
Band 5	17	9.8%	4	8.3%	3	5.5%	17.9%
Band 6	44	25.4%	12	25%	12	21.8%	26.8%
Band 7	61	35.3%	15	31.3%	20	36.4%	24.9%
Band 8	30	17.32%	14	29.2%	15	27.3%	14.0%
Band 9	7	4%	2	4.2%	3	5.5%	3.4%
Band 10	1	0.6%	0	0%	0	0%	0.8%

Year 5 Grammar and Punctuation

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (173 students)		Hoxton Park (48 students)		Beaumont Hills (55 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	1	0.6%	0	0%	0	0%	0.5%
Band 3	2	1.2%	0	0%	0	0%	3%
Band 4	13	7.5%	4	8.3%	4	7.3%	10.1%
Band 5	38	22%	12	25%	8	14.5%	23.2%
Band 6	38	22%	6	12.5%	8	14.5%	26.5%
Band 7	50	28.9%	12	25%	17	30.9%	20%
Band 8	21	12.1%	9	18.8%	9	16.4%	10.4%
Band 9	7	4%	5	10.4%	9	16.4%	4.0%
Band 10	3	1.7%	0	0%	0	0%	2.1%

Year 5 Numeracy

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (172 students)		Hoxton Park (48 students)		Beaumont Hills (55 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.0%
Band 2	0	0.0%	0	0%	0	0%	0.2%
Band 3	1	0.6%	0	0%	2	3.6%	3.0%
Band 4	16	9.3%	3	6.3%	1	1.8%	11.5%
Band 5	55	32%	13	27.2%	13	23.6%	26.3%
Band 6	57	33.1%	16	33.3%	12	21.8%	27.9%
Band 7	33	19.2%	11	22.9%	12	21.8%	18.9%
Band 8	9	5.2%	5	10.4%	14	25.5%	8.4%
Band 9	1	0.6%	0	0%	0	0%	3%
Band 10	0	0%	0	0%	1	1.8%	1%

Year 7 Reading

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (176 students)		Hoxton Park (54 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%	0.1%
Band 3	0	0%	0	0%	0	0%	0.7%
Band 4	3	1.7%	1	1.9%	0	0%	4.0%
Band 5	17	9.7%	7	13%	2	4.3%	10.2%
Band 6	41	23.3%	14	25.9%	9	19.6%	24.6%
Band 7	64	36.4%	17	31.5%	23	50%	29.5%
Band 8	40	22.7%	9	16.7%	10	21.7%	19.7%
Band 9	11	6.3%	5	9.3%	2	4.3%	8.8%
Band 10	0	0%	1	1.9%	0	0%	2.4%

Year 7 Writing

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (174 students)		Hoxton Park (54 students)		Beaumont Hills (46 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.6%
Band 2	0	0%	0	0%	0	0%	0.5%
Band 3	0	0%	0	0%	0	0%	1.2%
Band 4	3	1.7%	2	3.7%	0	0%	3.7%
Band 5	28	16.1%	11	20.4%	1	2.2%	13.0%
Band 6	57	32.8%	16	29.6%	6	13%	25%
Band 7	46	26.4%	13	24.1%	17	37%	26.2%
Band 8	30	17.2%	9	16.7%	17	37%	21%
Band 9	8	4.6%	3	5.6%	4	8.7%	6.5%
Band 10	2	1.1%	0	0%	1	2.2%	2.3%

Year 7 Spelling

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (174 students)		Hoxton Park (54 students)		Beaumont Hills (46 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0%
Band 2	0	0%	0	0%	0	0%	0.2%
Band 3	0	0%	0	0%	0	0%	1.5%
Band 4	3	1.7%	0	0%	1	2.2%	3.5%
Band 5	9	5.2%	8	14.8%	1	2.2%	9.2%
Band 6	23	13.2%	9	16.7%	5	10.9%	19.2%
Band 7	48	27.6%	16	29.6%	10	21.7%	26.5%
Band 8	67	38.5%	15	27.8%	22	47.8%	26.6%
Band 9	22	12.6%	5	9.3%	6	13%	10.5%
Band 10	2	1.1%	1	1.9%	1	2.2%	2.8%

Year 7 Grammar & Punctuation

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (174 students)		Hoxton Park (54 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%	0.3%
Band 3	1	0.6%	0	0%	0	0%	1.7%
Band 4	2	1.1%	0	0%	1	2.2%	4.7%
Band 5	17	9.8%	6	11.1%	4	8.7%	12.3%
Band 6	41	23.6%	15	27.8%	14	30.4%	25.4%
Band 7	50	28.7%	20	37%	9	19.6%	26.3%
Band 8	45	25.9%	5	9.3%	12	26.1%	17.5%
Band 9	11	6.3%	5	9.3%	5	10.9%	7.5%
Band 10	7	4%	3	5.6%	1	2.2%	4.1%

Year 7 Numeracy

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (172 students)		Hoxton Park (30 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%	0.1%
Band 3	0	0%	0	0%	0	0%	0.9%
Band 4	3	1.7%	0	0%	0	1.9%	4.9%
Band 5	18	10.5%	8	26.7%	1	2.2%	11.1%
Band 6	27	15.7%	6	20.0%	8	17.4%	20.4%
Band 7	48	27.9%	12	40.0%	15	32.6%	25.5%
Band 8	49	28.5%	2	6.7%	12	26.1%	19.3%
Band 9	18	10.5%	2	6.7%	8	17.4%	10.8%
Band 10	9	5.2%	0	0%	2	4.3%	6.9%

Year 9 Reading

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (157 students)		Hoxton Park (31 students)		Beaumont Hills (40 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%	0.3%
Band 4	0	0%	0	0%	0	0%	2.4%
Band 5	4	2.5%	2	6.5%	0	0%	6.1%
Band 6	12	7.6%	6	19.4%	2	5%	12.7%
Band 7	44	28%	8	25.8%	10	25%	24.6%
Band 8	56	35.7%	8	25.8%	18	45%	28.3%
Band 9	37	23.6%	4	12.9%	9	22.5%	18.2%
Band 10	4	2.5%	3	9.7%	1	2.5%	7.3%

Year 9 Writing

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (158 students)		Hoxton Park (31 students)		Beaumont Hills (40 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.9%
Band 2	0	0%	0	0%	0	0%	0.4%
Band 3	0	0%	1	3.2%	0	0%	0.7%
Band 4	0	0%	0	0%	0	0%	2.0%
Band 5	14	8.9%	3	9.7%	0	0%	7.4%
Band 6	27	17.2%	6	19.4%	2	5.0%	17.4%
Band 7	45	28.5%	10	32.3%	12	30%	24.6%
Band 8	42	26.6%	4	12.9%	17	42.5%	27.5%
Band 9	21	13.3%	5	16.1%	8	20%	12.5%
Band 10	9	5.7%	2	6.5%	1	2.5%	6.5%

Year 9 Spelling

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (157 students)		Hoxton Park (31 students)		Beaumont Hills (40 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%	1%
Band 4	0	0%	0	0%	0	0%	1.0%
Band 5	2	1.3%	2	6.5%	0	0%	4.4%
Band 6	6	3.8%	5	16.1%	0	0%	11.3%
Band 7	32	20.4%	5	16.1%	2	5%	27.8%
Band 8	63	40.1%	9	29.9%	26	65%	32.3%
Band 9	45	28.7%	9	29%	9	22.5%	17.3%
Band 10	9	5.7%	1	3.2%	3	7.5%	5%

Year 9 Grammar and Punctuation

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (157 students)		Hoxton Park (31 students)		Beaumont Hills (40 students)		State Percentage
Band 1	0	0%	0	0%	0	0%	0.1%
Band 2	0	0%	0	0%	0	0%	0.2%
Band 3	0	0%	1	3.2%	0	0%	0.9%
Band 4	1	0.6%	2	6.5%	0	0%	2.8%
Band 5	4	2.5%	1	3.2%	0	0%	6.8%
Band 6	18	11.5%	6	19.4%	3	7.5%	14.3%
Band 7	30	19.1%	7	22.6%	14	35%	24.4%
Band 8	50	31.8%	2	6.5%	8	20%	23.9%
Band 9	36	22.9%	3	9.7%	9	22.5%	15.7%
Band 10	18	11.5%	9	29%	6	15%	11.0%

Year 9 Numeracy

Percentage of Students in Bands vs SSSG / State							
Bands	Greenacre (155 students)		Hoxton Park (31 students)		Beaumont Hills (39 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%	0.1%
Band 4	0	0%	0	0%	0	0%	0.1%
Band 5	0	0%	0	0%	0	0%	2.2%
Band 6	4	2.6%	7	22.6%	0	0%	14.1%
Band 7	44	28.4%	9	29%	9	23.1%	29.9%
Band 8	63	40.6%	5	16.1%	14	35.0%	28.1%
Band 9	37	23.9%	7	22.6%	13	33.3%	16.2%
Band 10	7	4.5%	3	9.7%	3	7.7%	9.3%

THEME 4: Senior Secondary Outcomes

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

Curriculum

2022 was marked by a return to the normality of face-to-face teaching and learning after a challenging 2021. The school focused heavily on supporting students who were affected by the COVID-19 pandemic. Our Learning Support team increased significantly across campuses to include more Learning Support teachers and Teacher Aides. The period of remote learning taught us that technology can be used creatively and we continued using the online platform for some teaching and learning opportunities including simultaneous Masterclasses for our Year 12 students across campuses and enabling students to study a wider range of courses.

2022 also marked the end of the Compression Model where students completed Stage 6 in one year. This has been replaced by the Acceleration Model, where students completed Stage 5 in Year 9 (2021), Preliminary courses in Year 10 (2022) and the HSC in Year 11 (2023). The Acceleration Model is proving to be more successful as Stage 6 is completed over 2 years.

HSC Results:

The 2022 HSC students were affected significantly by the pandemic in their preliminary year in 2021 and the first term of the HSC. Remote learning and school closures meant that students had to adapt to a new way of learning and dealing with distractions, technological challenges and social isolation. Many students felt relieved to return to the structure and social interaction of face-to-face schooling after an extended period of online learning and feelings of isolation and disconnection.

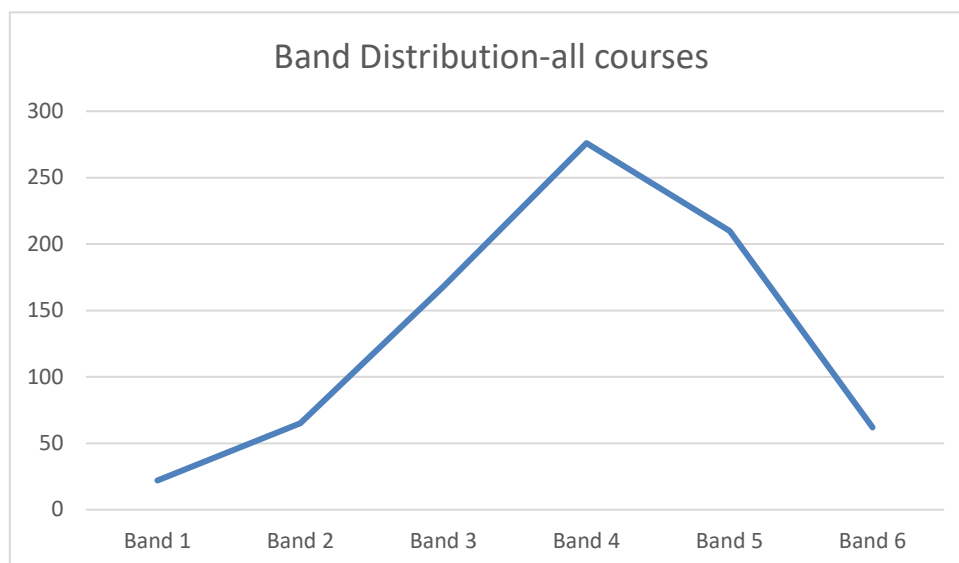
The school offered 20 conventional HSC courses and 2 HSC compression courses to 164 students across three campuses in 2022. These results have highlighted several areas of strength and areas of opportunity for enhancement and improvement. The school performed well in Mathematics, a traditional area of strength. Most remarkably, one student ranked equal first in the state for Mathematics Standard 2 achieving a perfect score. This was the first time any MFIS student achieved a perfect score in any course. Fifteen percent of all Mathematics Standard 2 students achieved a mark over 90% (Band 6) and approximately half achieved a mark over 80% (Bands 5 and 6). For Mathematics Advanced, over 32% of all students achieved a mark over 90% (Band 6) and around 70% achieved a mark over 80% (Bands 5 and 6), well over the 49% state average. There were 10 students in the Compression class, with 9 achieving Band 6 scores. All Mathematics courses achieved results which were better than state averages.

Both the conventional and compression models were offered in Mathematics Advanced and Biology. All Biology compression students scored in the top 2 bands, with 3 achieving Band 6. Just over 30% of students in the mainstream model scored in the top 2 bands. In Mathematics Advanced, 9 out of 10 students compression students achieved the highest band.

Results in Biology, Chemistry, English Standard, Food Technology, Physics and Studies of Religion 1 Unit showed better than state averages. Of particular note is Legal Studies, which remained a very strong performer with approximately 40% of students achieving marks above 80% and 3 students recording a mark over 90%. The 2022 HSC results demonstrated that many of our top performing students have continued to perform at the highest levels. Our middle group of students were lifted into higher marks and our academically weaker students performed at levels well above expectation. However, the focus for improvement is on moving our already above average students into the very top mark ranges.

HSC Results
2022 Higher School Certificate Performance

The tables below show the distribution of bands by course.



Course Name	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	37	2	6	14	9	3	3
Arabic Continuers	4	0	0	3	0	1	0
Biology	81	4	24	30	16	7	0
Business Studies	74	7	14	30	18	3	2
Chemistry	35	3	7	17	7	1	0
Community and Family Studies	17	0	0	6	7	3	1
English Advanced	77	4	47	25	1	0	0
English Standard	87	0	17	33	24	11	2
Food Technology	3	0	1	2	0	0	0
Geography	6	0	1	3	2	0	0
Legal Studies	23	3	6	6	1	4	3
Mathematics Advanced	58	19	22	14	3	0	0
Mathematics Standard 2	80	12	25	17	13	12	1
Modern History	41	2	5	19	11	2	2
PDHPE	68	1	7	13	33	10	4
Physics	25	0	7	13	5	0	0
Studies of Religion I	16	0	6	9	1	0	0
Studies of Religion II	71	5	15	22	17	8	4
Band Total		62	210	276	168	65	22

Course (Extension)	Students	Band E4	Band E3	Band E2	Band E1
Mathematics Extension 1 2 unit	26	8	13	5	0
Mathematics Extension 2 2 unit	10	3	6	1	0
Band Total	36	11	19	6	0

Vocational Education and Training












In 2022, 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 Stage 5.

2022 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)	196	91623	3.57	23.98	54.59	15.82	2.04		12.28	28.80	36.16	15.86	5.88	1.02
 Mathematics 200 hours (323)	209	91969	9.57	14.35	38.28	33.49	4.31		14.54	21.99	32.19	23.62	6.76	.89
 Science 200 hours (350)	204	91711	16.67	24.51	39.71	14.71	4.41		12.59	23.94	36.73	19.38	6.41	.95
 Commerce 100 hours (431)	134	6138	11.94	39.55	39.55	8.21	.75		20.28	32.70	31.56	10.90	4.19	.37
 Geography 100 hours (4015)	196	91590	11.73	36.73	37.76	11.73	2.04		15.04	27.91	34.73	15.57	5.92	.82
 History 100 hours (4007)	196	91615	14.80	33.16	35.71	14.29	2.04		14.75	27.70	34.46	15.90	6.31	.87
 Arabic 100 hours (801)	18	102	11.11	38.89	44.44	5.56			19.61	33.33	23.53	6.86	16.67	
 Food Technology 100 hours (1626)	43	6551	13.95	20.93	32.56	30.23	2.33		17.07	27.75	32.01	14.91	7.82	.44
 Information and Software Technology 100 hours (1831)	67	2290	22.39	34.33	31.34	8.96	2.99		24.06	28.17	29.56	11.62	6.24	.35
 Visual Arts 100 hours (2061)	14	4210	28.57	35.71	35.71				19.41	31.57	30.26	12.66	5.27	.83
 Personal Development, Health and P.E. 100 hours (2421)	196	18839	12.76	43.88	32.14	9.18	2.04		17.57	38.09	31.39	9.24	3.03	.68

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

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 2022 included:

- 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
248	\$254,951	\$1,028

Teaching standards - Teacher Qualifications

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	216
(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	5
(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.	15

Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	33
Provisional	10
Proficient Teacher	193
Highly Accomplished Teacher (Voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	236

THEME 6: Workforce Composition

Workforce Composition

Principal	1
Deputy Principal	3
Religious Leaders	2
Business Manager	1
HR Manager	1
Other Executive (professional practice)	1
Compliance Officer	1
Head of Campus	4
Deputy Head of Campus	4
Head Teachers/Coordinators	63
Classroom Teachers	160
Learning Support Teachers	8
Teacher aides	14
Teacher Librarian	3
Librarian assistant / technician	4
Counsellor	6
School Administration and Support Staff	24
Other Positions - Maintenance	5
Total	304

Indigenous Staff Members: 0

Teaching Staff Retention Rate: 87%

Teaching staff attendance rate: Average annual absence due to PL leave 13.6 days per teacher.

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

Student Enrolment Profile



Enrolment				
Student	2019	2020	2021	2022
Boys	1335	1386	1382	1526
Girls	1367	1413	1467	1590
Total	2702	2799	2849	3116

2021 – 170 Year 11 Students

2022 – 165 Year 12 Students

Student Retention Rates

The retention rate from Year 11 in 2021 to Year 12 in 2022 was 97 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 other fields of study.

Malek Fahd Islamic School

Percentage Attendance Report 31/01/2022 to 09/12/2022 (186 School Days) Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	88%	87%	88%
1	89%	87%	88%
2	89%	88%	89%
3	88%	89%	89%
4	89%	89%	89%
5	91%	90%	90%
6	88%	89%	88%
7	89%	90%	90%
8	90%	89%	90%
9	90%	87%	89%
10	87%	86%	87%
11	89%	88%	89%
12	88%	89%	88%

Malek Fahd Beaumont Hills
Percentage Attendance Report 31/01/2022 to 09/12/2022 (186 School
Days) Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	84%	87%	86%
1	87%	89%	88%
2	85%	90%	87%
3	86%	84%	85%
4	88%	84%	87%
5	87%	89%	88%
6	89%	87%	88%
7	86%	93%	90%
8	89%	88%	89%
9	87%	89%	88%
10	90%	89%	90%
11	88%	93%	89%
12	95%	93%	94%

Malek Fahd Hoxton Park
Percentage Attendance Report 31/01/2022 to 09/12/2022 (186 School
Days) Greenacre Campus: Average student attendance rate for each year level (K-12):

School Year	Boys	Girls	Overall
K	88%	86%	87%
1	88%	86%	87%
2	90%	88%	89%
3	91%	87%	89%
4	88%	89%	89%
5	88%	87%	88%
6	85%	89%	88%
7	86%	88%	87%
8	87%	88%	88%
9	86%	84%	85%
10	84%	81%	83%
11	88%	83%	85%
12	91%	87%	90%

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 Principal of all Malek Fahd Islamic School campuses and implemented by Heads of Campuses and supervised by the Deputy Principal Wellbeing & Community.

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 carer/s and returned to the campus admin office. Applications for enrolment are available from all Malek Fahd Islamic School offices. All application forms must be signed by the parent/s or carer/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)

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

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 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.

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 a Deputy Principal will send a letter to inform the parents/ caregivers of the outcome. Where the decision to deny an application is made, the Principal will be involved in review before informing the family of the decision.

THEME 9: Other School Policies

Policy	Summary/ Changes in 2022	Access to full text
Behaviour Education	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.	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.	School website: www.mfis.nsw.edu.au
Complaints and Grievances	The policy is based on the principles of procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, staff and students. These processes incorporate how parents raise complaints and grievances and how the school will respond The Complaints and Grievance policy was reviewed in 2022	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 AISNSW, 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. We commenced the 2022 year with the much-anticipated opening of the Hoxton Park Stage 3 building. The new building includes seven new learning areas, four seminar rooms, a huge library and two modern science labs. The students welcomed the new cafeteria-style canteen and the huge outdoor play area which has two modern multipurpose courts for basketball and netball.

Campus initiatives that focused on education in 2022 will continue in 2023 Covid tutors – 2 tutors for Year 2 class for 10 hours per week provided support and will continue. Technology improvements in classrooms with Clevertouch screens installed in 2 more classrooms. After school additional English classes held for Year 12. Enrichment activities offered before and after school, including debating, Art, , Readers', Primary: STEM, cricket, FMS, sustainable gardening, Halaqa, netball and drama.

Several of the significant changes that occurred in 2022 will be a focus in 2023. In 2022 the flow on effect of the rollout of the student One-to-One Device project at Beaumont Hills and Hoxton Park will continue not only at Hoxton park and Beaumont Hills but at the Greenacre Secondary campus. Students using their own device in the classroom.

In 2023 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 Pedagogy program in the School. The Niyyah 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 2023, The appointments of a Wellbeing coordinator at Greenacre Primary, Hoxton Park and Beaumont Hills campuses will assist in initiatives being implemented for the students.

In 2023 we also plan for improvements to our facilities, at the Greenacre Primary Campus the setup of a Kindy green and play space, will allow Kindy students and staff a private and appealing environment to have their own space The Creation and redesign of an extra class in a covered area. The development of a sheltered area in the pick and drop off zone, laying of synthetic grass to create an extra playing area and redevelopment of office space to enable an office for a wellbeing coordinator.

At our Hoxton Park campus the need for a bus service for up to 60 students is being considered, New parent and staff parking areas that include for two Disabled Parking spots will be operational at the beginning of the 2023 school year. New Demountable buildings have also been planned if student numbers increase in 2023.

At Beaumont Hills improvements to the Bus bays to ensure students can safely board on and off the bus have been completed, this also minimises traffic congestion in the car park. In 2023 discussions to allocate more parent carpark spaces, a Sheltered area in the carline drop off/pick up area and covered walkways to high school and hall to protect from the elements are in progress with key stake holders.

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. Programs like the Educational Philosophy & Graduate Qualities were developed at the start of 2022. These are two important pillars of the Niyah Project, a partnership with the Centre for Islamic Thought & Education (CITE) at the University of South Australia to assist students.

As part of promoting respect and responsibility in our students, we launched our new Behaviour Education Policy - an approach aimed at the development and refinement of moral character (akhlaq) and conduct. It is an approach focused on the relational aspects of schooling based on dignity, respect and care. It engages reflection with students to support their transformation and aspiration towards distinct conduct in line with the Prophetic model.

Malek Fahd Islamic School students participated in charity work and fundraising in 2022. Throughout the year our school community displayed generous acts of sadaqah (charity) raising significant funds to support those in need. Fundraising activities included Ramadan fundraiser, Qurban fundraiser, Food and Blanket drive, Jeans for Genes, NSW Cancer Council Day, Daffodil day, NAIDOC Week, Book Character Parade, Harmony Day, Islamic Dress Day, Careers Day, and Orphan sponsorships. Human Appeal to fund Build a Well and Pink Ribbon Day. Fundraising for various cancer research organisations took place throughout the year, The Australia's Biggest Morning Tea, peer support 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 *R u, okay Week*. 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. The SRC also contributes to the education of students by embracing Sustainable Environment projects, National Day of Action against Bullying and Violence, Harmony Week, Clean Up Australia Day, Multicultural Day and International Women's Day.

We welcomed our parents back on campus at the Iftar dinners and Parent-Teacher evenings, amongst other campus specific events. The Parent Partnership Program was also introduced as one of our key strategic goals. A Parent Committee was formed at each Campus allowing parents to connect and contribute to campus life in practical and meaningful ways. The 21st Century challenges webinars that discussed social media, addiction to devices and bullying were a success. In Term 2, an inaugural Alumni event was held at our Greenacre Campus, attended by one hundred and twenty-five former students from graduating classes of 1999 to 2021.

Malek Fahd Islamic School 2022 Calendar of School Events

Event	Date	Venue	Primary / Secondary	Campus
Photo Day	4 th - 9 th February	School	Primary/Secondary	All Campuses
Meet the Teacher	14 th – 18 th February	School	Primary	All Campuses
Clean up Australia Day	4 th March	School	Primary/Secondary	All Campuses
Indigenous Movement Incursion	25 th March	School	Primary	Hoxton Park
Harmony Day	25 th March	School	Primary	Greenacre
Iftar Dinner	6 th April	School	Primary/Secondary	All Campuses
Iftar Dinner	7 th April	School	Primary/Secondary	Beaumont Hills
The Big Science Show	7 th April	School	Primary	Greenacre
Quran Competition	7 th April	School	Primary/Secondary	All Campuses
Public Speaking Competition	5 th May	School	Secondary	Hoxton Park
Cross County	9 th May	Bark Huts Reserve	Secondary	Hoxton Park
IDS Cross Country	17 th May	Centennial Parklands	Secondary	Hoxton Park
Careers Expo	19 th May	School	Secondary	All Campuses
Cyber Safety Talk	23 rd May	School	Secondary	Beaumont Hills
National Maritime Museum	25 th May	Sydney	Primary	Hoxton Park
Careers Expo	24 th June	Homebush	Secondary	All Campuses
Geography Excursion – Wanda Beach	8 th July	Cronulla	Secondary	Hoxton Park
Biggest Morning Tea	22 nd July	School	Primary/Secondary	All Campuses
Jeans for Genes Day	5 th August	School	Primary/Secondary	Hoxton Park
Living Trenches Incursion	11 th August	School	Secondary	Hoxton Park
The Great Science Show - Incursion	26 th August	School	Primary	Hoxton Park
Book Week/Character Parade	29 th – 2 nd September	School	Primary/Secondary	All Campuses
Millers point	2 nd September	Sydney	Secondary	Hoxton Park
Daffodil Day	7 th September	School	Primary/Secondary	Hoxton Park
R U Ok Day	8 th September	School	Primary/Secondary	All Campuses
IDS Netball	16 th September	Liverpool	Secondary	Hoxton Park
Abaya Day	16 th September	School	Primary/Secondary	Beaumont Hills
Year 12 Graduation Dinner	21 st September	Fairfield	Secondary	All Campuses
Year 12 Graduation	22 nd September	School	Secondary	All Campuses
Mufti Menk Visit	16 th November	School	Primary/Secondary	Hoxton Park
Year 6 Graduation Dinner	2 nd December	School	Primary	Beaumont Hills
End of Year Assembly	7 th December	School	Primary	Hoxton Park
End of Year Assembly	7 th December	School	Secondary	Beaumont Hills
End of Year Assembly	8 th December	School	Secondary	Greenacre Secondary

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, Dr Matthews, was consulted. Parents, teachers and students have also been able to approach Dr Matthews on his weekly campus visits.

Students also provided feedback in SRC meetings, and directly to their teachers. Feedback from parents is received through communication with the Parents committee meetings held at each campus twice a term. Parents also personally attend to the administrative office, phone calls or via emails. The administration staff then direct the parent to the appropriate staff member. Parents also provided feedback to the school by completing the Parent suggestion or complaint form or by sending an email to the school.

Teachers were able to provide feedback during staff meetings, stage meetings, Curriculum meetings and also via emails and in person. Staff new to the Campus were able to give feedback to their mentors.

Regarding Parents communicating with the school, meet the teacher and Face-to-face parent/teacher interviews returned, We also provided comprehensive reports at the end of Semester 2 and Semester 4. Teachers also used the daily communication diary to provide feedback or class Dojo. 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, these information sessions informed parents about the expectations and requirements for their child in any year group. The school delivered multiple subject selection sessions for students and parents for Year 8 and Year 10.

The School is extremely proud of its open-door policy through which parent involvement is welcomed and encouraged.

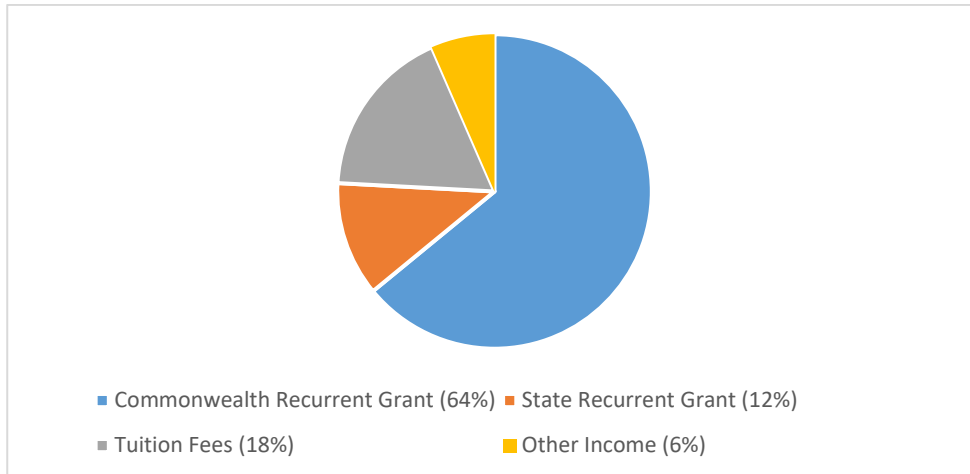
THEME 13: Summary Financial Information

REPORTING AREA 14

SUMMARY FINANCIAL INFORMATION

The graphs below represent income and expenditure using percentage

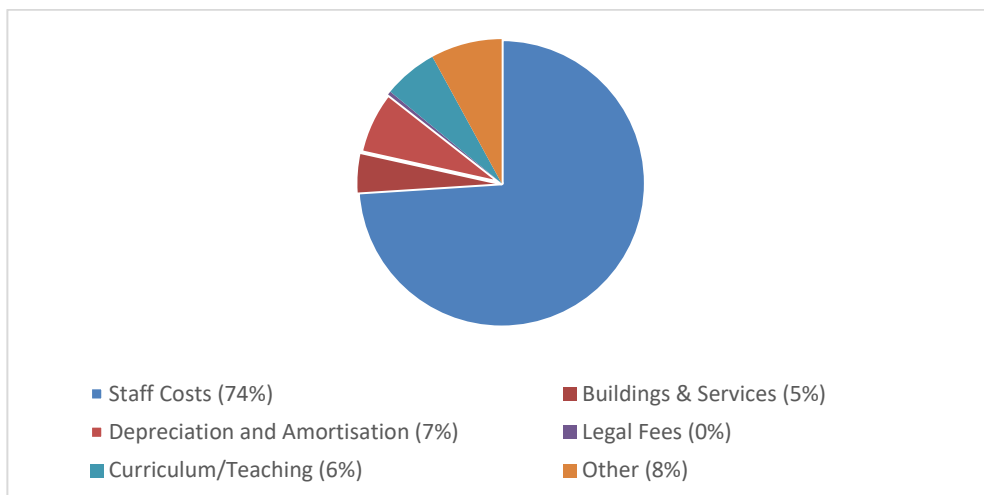
(a) Graphic one: recurrent/capital income represented by pie chart



Income Summary 2022

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

Expenditure Summary 2022



THEME 14: Publication Requirements

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

- The NESA Registration and Accreditation Manual now states that to be compliant with requirements, a registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister. Schools must also provide data to the Minister, if requested, for the Minister to report to Parliament on the effectiveness of schooling in the State.
- Annual report sent to NESA on RANGS online.
- Public disclosure by uploading annual report on its school website.
- The 2022 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.