

ANNUAL REPORT 2018



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MESSAGE FROM THE KEY SCHOOL BODIES

Message from the Principal – Mrs Yasmin Gamielien

Assalamu Alaykum Wa RahmatuLLahi Wa Barakatu

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious the Most Merciful

It is a privilege to be part of Green Valley Islamic College, to see children and young people learning in a respectful, safe and caring Islamic environment to which I will endeavour to contribute.

I am pleased to present to you an overview of some aspects of Green Valley Islamic College as well as some highlights of 2018.

The College has a suite of excellent resources and facilities to support the teaching and learning. In 2018, teachers participated in wide range of professional learning encompassing knowledge, practice and engagement as described in the Australian Professional Standards for Teachers. With the introduction of new syllabi, teachers participated in familiarisation, planning and programming professional learning to enable them to deliver the curriculum accurately. To improve teaching practice, teachers engaged in exploring teaching strategies and creating positive learning environments. The important area of child protection policies and obligations in identifying and responding to children and young people at risk was also covered.

The welfare of students was well supported by two welfare coordinators in high school and two in primary school, as well as school counsellors at hand to support students who may be experiencing particular issues academically or otherwise.

NAPLAN results for years 3, 5, 7 and 9 were indeed pleasing, with all students achieving results at or above the minimum standards for each year level.

The HSC results delivered 13 band 6s and 50 band 5s out of 42 students; while there were some pleasing results, an analysis of all results would provide greater insights for improvement. Better Education ranked GVIC 96 out of 143 Independent Schools for the 2018 HSC as compared to 86 in 2017.

Primary school has correctly placed an emphasis on literacy with support for students using the mini- and multi-lit programs, the renaissance reading program, intensive home reading program and PM Reading benchmarking. The success of these coordinated programs is to be noted in the NAPLAN results, as well as the school rating on Better Education. Future targeting of mathematics programs in a similar manner will deliver excellent outcomes, as has been achieved in literacy.



Green Valley Islamic College has delivered excellence in many areas of school life; it is a well organised school on an improvement journey with set achievable goals.

With continued support from the GVIC College Board, the parents, the dedication and hard work of all staff, and all other stakeholders, the College has a bright future and will only reap benefits.

While I've only had a short tenure as Principal, given the above comments, I am extremely hopeful for the future.

I wish to thank the Chairman and College Board for their dedication and efforts to promote a school of excellence and for their voluntary service to the Muslim community. I also acknowledge the Shura Council, the Muslim League of NSW, the committed teachers, the students and all the well-wishers of GVIC.

Nothing is possible without the Mercy, Compassion and Blessings of Allah, Most High, and I pray that Allah protects and preserves the integrity of this Islamic institution.

Mrs Yasmin Gamielien

Principal



Message from the Chairman of the School Board, Mr Rizvi Khan

Assalamu Alaikum Wa Rahmatullahi Wa Barakatahu

On behalf of the Green Valley Islamic College Board of Directors, it gives me great pleasure to convey a message to the readers of As-Salaam.

In 2018, Green Valley Islamic College maintained its modern facilities including a library, science labs, art room, computer labs and well-resourced classrooms hence providing a quality environment for learning and teaching. With teachers and parents working together; the school achieved its highest number of Band 6's last year thereby propelling the school into top 200 in NSW. NAPLAN results continue to show improvements with all grades above state average.

The school has rewarded our best performing students both in Primary and High with scholarships and I congratulate all students who received a scholarship this year.

In 2018, the High School implemented an engaging reading program called Renaissance and students are already showing an inclination to read which will foster a reading culture and lead to improved literacy skills in all key learning areas.



A morning tea was organised for all parents in September and it was a great avenue for feedbacks and suggestions to further improve the school. Various parents' workshops were held throughout the year as part of parental engagement and working in collaboration with teachers especially in Primary School.

In addition to academic excellence, the students are also engaged in various sporting events, extra curriculum activities and in various charitable activities.

All students are educated in the area of Islamic Studies from Primary to High school. Quran competition and other activities relating to Islamic events such as Ramadan are part of the Islamic Studies which gives a child the foundation to become a good person morally and to maintain cultural awareness in all students. Islamic Studies blended with academic studies will produce good well rounded individuals who will go out in the open world to be good citizens of this country.

The College Board will continue to provide directions and establish goals for the future of the College whilst ensuring that the College works within the NESA curriculum framework, ensuring compliance with both State and Federal Legislations and meeting our community's expectations and aspirations in the provision of quality education. We will work closely with AISNSW for guidance in all areas of school governance.

The school will continue to focus on improving the image of the school, provide quality delivery of education and services, improve welfare and discipline and maintain a positive relationship with parents. The Management will continue to provide a safe environment to give the best opportunity to all students for quality learning.

The Management would like to acknowledge the contributions of the Association of Independent Schools, Local, State and Federal governments, funding bodies, the Police, Auditors and our Financial Institution.

I extend my appreciation to the Shuraa Council, the Muslim League of NSW Inc. the Board of Directors, the principal, staff, parents and our community for your contributions.

Mr Rizvi Khan
Chairman - Board of Directors



the concept of diversity, and foster a sense of tolerance as well as appreciation for multiculturalism amongst students. It also provided us with the perfect opportunity to enhance our own knowledge regarding various traditional customs.

Our annual “Bandage Bear Breakfast” also proved to be victorious for SRC. Everyone within the SRC committee combined forces to prepare healthy and delicious breakfast food choices for parents, students and teachers. People displayed their eagerness towards the campaign by arriving to school early not only for the food, but also to provide donations towards the cause. Alhamdulillah, SRC was able to raise a generous amount, which was sent to the Westmead Hospital with the intention of helping save and improve the lives of sick children. In addition to this, SRC was also able to hold yet another great charity event; World Water Day. All SRC members displayed their dedication towards the course by encouraging their peers to donate. In particular a special congratulation was given to SRC member Halima Aiyaz, who was able to raise \$700 from her Year 7 class. All up, \$1900 was collected, which was invested in building a well in Kyrgystan.

The Captains and Year 12 prefects of 2018 were able to conclude their schooling year by participating in their final SRC event, the “Parents Breakfast Day”. As Nouman Ali Khan stated “If your parents are alive, be grateful at the opportunity to earn Jannah by serving them”. Staying true to our Islamic ethos, we decided to not only convey our gratefulness and appreciation towards all parents by hosting a special breakfast for them, but also make worthy contributions to our Akhira. It was pleasing to witness the happiness radiating from all parents as they enjoyed breakfast and socialised with other parents and teachers. Although the day was challenging to host, the smiles on our parent’s faces made it all worthwhile.

Two representatives from the SRC were able to attend the NSW Constitutional Convention at the NSW State Parliament House, to bolster the confidence and skills needed to establish a firm grounding in the etiquette and mannerisms befitting a leader. This opportunity, granted to only a selected number of schools, is an honourable one that has encouraged and affirmed the significance of humility and taking responsibility, both within and outside of our school environment. Attendance to this event shall always serve as an integral component of our school’s legacy.

Overall, 2018 has proven to be a very successful year for SRC. Yet, our success was not based on individualistic efforts. Instead, the success of SRC’s hard work was due to everyone’s collaborative approach, from our respected teachers to our dear students. Being the captains of 2018, we offer our gratitude and appreciation to everyone within SRC who worked tirelessly to make this a productive year especially Mrs Hussain and her team. We leave with the comforting knowledge that the drive and determination displayed in our SRC members will surely translate into GVIC’s overall success in the near future. With this, the Captains of 2018 would like to provide the aspiring captains of 2019 with the following message; Leadership entails serving, empowering and believing in one’s followers, while synonymously remaining humble and honest towards others. We wish SRC the very best in 2019, In Sha Allah.

Wisam and Zahirah

School Captains 2018



CONTEXTUAL INFORMATION

Green Valley Islamic College is an independent Islamic co-educational school catering for students from Kindergarten to Year 12. Green Valley Islamic College was established in January 2002 by the Muslim League of NSW Inc. Green Valley Islamic College was founded to provide boys and girls to acquire knowledge and education of Islamic Ethical Values and to excel in this life and the Hereafter through the provision of a wide range of learning experiences in a supportive, caring and intellectually stimulating environment. The school motto is that students will seek increased knowledge through faith and prayer.

The school is located 7 kilometres from Liverpool amongst Sydney's South Western Suburbs. The school is open to all students and currently, all the students are from Non-English speaking backgrounds. Green Valley Islamic College was started to ensure that the best quality education is delivered to our future leaders, our children, within an Islamic environment. The school has a great Islamic environment for children that gives them their cultural identity and builds up their morals and discipline. The school was established in 2002 with approximately 40 students in Kindergarten to Year 2, supervised by 2 teachers. It has grown tremendously in 2018 with 865 students in Kindergarten to Year 12, supervised by 63 teachers. In 2018, all classes were accommodated in the new modern, state of the art school buildings. The school is situated in a low SES area and there are no students with disabilities.

The College has adopted the NSW Education Standards Authority curriculum which includes the 6 Key Learning Areas and Arabic, Islamiat and Quran. The College delivers quality education by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students.

School Aims:



- To provide educational activities within an Islamic environment to support the development of good citizens within Islamic spiritual values and knowledge
- To develop caring and confident members of society with the ability to respond positively to new situations
- To support the optimum development of all students
- To achieve excellence through the provision of enriched learning experiences

Stakeholder Goals:

The College aims are reflected in the following goals for each of its key stakeholder groups:

Students

- Encouragement of excellence in learning outcomes
- Support for diverse learning needs
- Development and maintenance of a positive and structured Fair Discipline Policy

Staff

- Encouragement of excellence in teaching
- Maintenance of K - 12 structure
- Development and maintenance of high staff morale

School Community

- Encouragement of meaningful participation in, and by, the community
- Empowerment of all participants in the educative process
- Development of an attractive physical and social environment



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Green Valley Islamic College has participated in state-wide tests and examinations throughout 2018.

NAPLAN– Years 3, 5, 7 & 9

The table below indicates the percentage of students achieving at or above the national minimum standards for each year level. It also shows a comparison with state figures:

| Year Level | Participation | | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|------------|---------------|--------|---------|---------|----------|-------------------------|----------|
| 3 | 83 students | School | 100 | 100 | 100 | 100 | 100 |
| | | State | 96.2 | 97.2 | 95.5 | 95.8 | 97.9 |
| 5 | 69 Students | School | 97.1 | 95.7 | 100 | 100 | 100 |
| | | State | 94.6 | 91.2 | 96 | 94.5 | 97.3 |
| 7 | 73 students | School | 100 | 98.6 | 100 | 98.6 | 100 |
| | | State | 95.2 | 90.2 | 93.8 | 93.7 | 97.8 |
| 9 | 49 students | School | 100 | 91.8 | 98 | 98 | 100 |
| | | State | 94.8 | 81.3 | 91.6 | 93.1 | 97.5 |

Performance on NAPLAN is also documented on the My School website:

<http://www.myschool.edu.au>.



SENIOR SECONDARY OUTCOMES

Higher School Certificate Examination – Year 12

In 2018, 42 students sat for the NSW Higher School Certificate in 12 courses. This was our seventh cohort of Year 12 students who sat for the Higher School Certificate Examinations.

The table below shows results of Year 12 Higher School Certificate test by Achievement Bands:

| Subject | No of Students | | Performance band achievement by % | | | | | | | |
|-------------------------|----------------|------|-----------------------------------|-------|-------|------|-------------|------|-------|-------|
| | | | Bands 3 – 6 | | | | Bands 1 – 2 | | | |
| | 2018 | 2017 | 2018 | | 2017 | | 2018 | | 2017 | |
| sch | | | state | state | sch | sch | state | sch | state | |
| English Advanced | 10 | 16 | 100 | 98.4 | 98.46 | 100 | 0 | 1.6 | 0 | 1.54 |
| English Standard | 32 | 27 | 96.9 | 84.4 | 85.74 | 100 | 3.1 | 15.6 | 0 | 14.26 |
| Ancient History | 7 | 8 | 100 | 84 | 80.46 | 87.5 | 0 | 16 | 12.5 | 19.54 |
| Biology | 17 | 22 | 100 | 89.4 | 87.43 | 90.9 | 0 | 10.6 | 9.1 | 12.57 |
| Business Studies | 31 | 32 | 98.8 | 86.6 | 85.97 | 100 | 3.2 | 13.4 | 0 | 14.03 |
| Chemistry | 3 | 5 | 100 | 88.6 | 90.36 | 100 | 0 | 11.4 | 0 | 9.64 |
| IPT | 7 | 7 | 85.7 | 86.2 | 80.47 | 100 | 14.3 | 13.8 | 0 | 19.53 |
| Legal Studies | 12 | 15 | 100 | 84.8 | 90.4 | 100 | 0 | 15.2 | 0 | 9.6 |
| Mathematics – General 2 | 24 | 25 | 91.7 | 79 | 73.83 | 96 | 8.3 | 21 | 4 | 26.17 |
| Mathematics – 2 unit | 9 | 4 | 100 | 92.4 | 90.56 | 100 | 0 | 7.6 | 0 | 9.44 |
| Mathematics Extension | 2 | 2 | 100 | 79.6 | 97.05 | 100 | 0 | 20.4 | 0 | 2.95 |
| PDHPE | 33 | 25 | 100 | 85.5 | 80.51 | 96 | 0 | 14.5 | 4 | 19.49 |
| Studies of Religion | 23 | 30 | 95.6 | 90 | 92.3 | 100 | 4.4 | 10 | 0 | 7.7 |



Higher School Certificate

The following table shows the percentage of Year 12 students who successfully attained a qualification/certificate:

| Year 12 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2018 | Higher School Certificate | 100 |

There were no Year 12 students who undertook vocational or trade training.

ROSA

The following table shows the percentage of Year 10 students who successfully attained a qualification/certificate:

| Year 10 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2018 | RoSA | 100 |

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



PROFESSIONAL LEARNING

The School Executives participated in Leadership seminars conducted by the Association of Independent Schools.

Staff participated in the following professional development activities:

| Description of the Professional Learning Activity | No of Staff Participating |
|--|---------------------------|
| Maze Finance Training | 1 |
| Explicit Teaching | 26 |
| Obligations in identifying and responding to children and young people at risk | 26 |
| Designing quality assessment tasks and feedback | 26 |
| Effective practices for stage 6 | 7 |
| Becoming Accredited at Experienced Teacher through the Standards-based Pathway | 2 |
| Disability Legislation Online Module | 1 |
| Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 | 2 |
| The AIS Annual Briefings 2018 | 1 |
| Becoming Accredited at Highly Accomplished and Lead Teacher | 2 |
| Exploring Geography Inside and Out | 3 |
| Wired Up and Unplugged | 1 |
| Governance Online Module 1 – Introduction to School Governance | 2 |
| Governance Online Module 3 – Legal Compliance | 3 |
| Governance Online Module 4 – Financial Compliance | 3 |
| Live Life Well @ School: Starting the Journey Online Module | 1 |
| Reanimating History: Leading Learning Embedding Understanding | 1 |
| Governance Workshop | 9 |
| Safe2StepOut: Teaching Road Safety in K-6 Online Module | 1 |
| Social and Emotional Learning and Wellbeing in K-12 Schools | 2 |
| Familiarisation: Technology Mandatory Stage 4 | 2 |
| The AIS Governance Symposium | 2 |
| Professional Support for Experienced Teachers – Standards | 5 |
| MEA Interpretation Workshop: Standards, Hybrid and Steps | 3 |
| Evidence-based Teaching Strategies | 1 |
| Viewing of Experienced Teacher Digital Portfolios 2018 | 2 |
| Familiarisation: NSW Syllabus for the Australian curriculum Science and Technology K-6 Online Module | 8 |
| MEA Interpretation Workshop: Support and Operational Staff MEA (NSW) | 2 |
| Live Life Well @ School: Starting the Journey Online Module | 3 |
| Familiarisation: NSW PDHPE 7-10 Syllabus | 1 |
| Maintenance of Accreditation | 1 |
| Evidence based teaching strategies | 1 |
| Read4Success | 35 |
| Creating Experienced Teacher Digital Portfolio | 1 |
| Child Protection Policies and Procedures | 35 |
| New Science Syllabus update | 35 |
| Positive Classrooms and Student Well-being | 35 |
| Live Life Well Program | 1 |
| The Explicit Teaching of Writing | 1 |

The average expenditure per teacher on professional learning in 2018 was \$472.



TEACHER STANDARDS

Teaching Standards

At Green Valley Islamic College we deliver the courses for study with a high standard of quality teaching. In particular, teaching Staff at Green Valley Islamic College:

- Have attained the standard of proficient teacher as determined by the Minister, or
- Are working towards the standard of proficient teacher as determined by the Minister and are under the direct, on-site supervision of teaching staff that have attained the necessary standard of proficient teacher.

For 2018, all the teaching staff have been categorised into the following categories:

Teacher accreditation

| Level of accreditation | Number of Teachers |
|--|--------------------|
| Pre-2004 teachers (accreditation not required in 2018) | |
| Conditional | 2 |
| Provisional | 2 |
| Proficient Teacher | 59 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (Voluntary accreditation) | 0 |
| Total number of teachers (should be the same as reported on My School) | 63 |

| Category | Number of Teachers |
|--|--------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or | 62 |
| Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | 1 |

Note: Teachers in the second category have been employed owing to their expertise in the content areas in Quran and Islamic studies (non-Board subjects).



WORKFORCE COMPOSITION

At Green Valley Islamic College, the workforce composition in 2018 was as follows:

| | |
|-----------------------------|----|
| Total Teaching Staff | 63 |
| Total Female Teaching Staff | 47 |
| Total Male Teaching Staff | 16 |
| Total Indigenous Staff | 0 |



STUDENT ATTENDANCE

Student Attendance

In total, 91.64 % per cent of students attended school on average in 2018. The table below summarises attendance per year level in 2018.

| Year Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|--------|--------|--------|--------|--------|--------|
| % Attendance | 92.58% | 92.68% | 93.76% | 91.28% | 92.57% | 91.48% |

| Year Level | Year 7 | Year 8 | Year 9 | Year 10 |
|--------------|--------|--------|--------|---------|
| % Attendance | 91.77% | 91.54% | 87.18% | 89.56% |

Management of Non-Attendance

Green Valley Islamic College implements policy and procedures for the management of student non-attendance. A call is made to parents of students who have been absent for more than two days. A text message is sent to parents when the child is not in the school after roll call is marked. The school follows up where written explanation of absence is not received from the parents. Absences are monitored and parent and student meetings are held to resolve non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Rolls are marked daily and attendance is monitored on a regular basis. Lateness and truancy are monitored and dealt with by contacting parents/carers by phone. Action for continued lateness is taken by detaining students at lunchtime or after school. In-School/Home Suspension is applied for truancy.

Students who persist with truancy or lateness are monitored by a written daily attendance check and warning letters are sent home. The school has procedures in place to monitor student attendance.

Regular school attendance is vitally important to a student's academic achievement. Green Valley Islamic College encourages good attendance by rewarding students. Students with 100% attendance for any academic year receive a trophy on Presentation Day. Certificates are awarded if they show great improvement in attendance.

Attendance Procedures

1. The official attendance roll is marked in roll call by 8.40 a.m. The names of absent students are handed to the office or updated on Sentral software.
2. Students who are late to school have to report direct to office and obtain late notes before going to the class.
3. The daily absence sheet is printed and distributed to all class teachers before the end of the first lesson.
4. Both explained and unexplained absences along with early sign outs continue to be counted when determining a student's pattern of non-attendance.
5. Parents / guardians are required to provide authorisation in writing detailing the reason/s for their child's absence or provide a medical certificate.
6. Contact with parents is required to be made if a student is absent for more than two days.
7. The attendance and absence records are kept in the daily attendance register for all classes for a period of seven years.

RETENTION RATES & POST SCHOOL DESTINATIONS

81% of the 2016 Year 10 cohort completed Year 12 in 2018. In 2018, our seventh cohort of Year 12 students completed Year 12. The table below shows the comparison of retention rates for the past three years:

| Year 12 | Retention Rate |
|---------|----------------|
| 2018 | 81% |
| 2017 | 69% |
| 2016 | 62% |

Based on the information provided to the school when students leave, it appears that only a minority of students who have left school at the end of Year 10 or during Year 11, have only done so because of family circumstances or to pursue employment or vocational training. Most appear to leave as they want a change of environment for their final years of their schooling.

As stated previously, 100% of Year 12 students in 2018 completed their Higher School Certificate. These students who left school at the end of Year 12 after successfully completing their secondary school education continued on to University. 100% of Year 12 students in 2018 went on to study at a higher education institution.





ENROLMENT POLICIES

Purpose

This policy exists so as to ensure that proper procedures and conditions exist for student enrolments.

Conditions

All enrolment applications received will be processed in order of receipt and consideration may be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to the school's ethos and comply with the school rules to maintain the enrolment. Parents are expected to be supportive of the ethos and rules of the school. Green Valley Islamic College does not discriminate with regard to enrolments on the basis of gender, disability or special needs; however the College may not be able to accommodate all children given the limitations in space, number, specialised facilities and special needs teachers.

Policy

- All applications are processed within the school's enrolment policy.
- Applications are made by completion of the School's Enrolment Application Form, supported with birth certificates, previous school reports if applicable and immunisation details. A separate enrolment is required for each child.
- Subject to availability, enrolment priorities and consideration is given to siblings of students already attending the school, followed by children of staff, followed by applications in order of receipt.
- The Deputy will consider the child's educational needs. This may involve examination papers, viewing previous school's reports and portfolio or work samples. It may also include formal testing, if appropriate and in consultation with parents and other relevant persons.
- An interview with parents may be held. Any particular emotional or educational needs are discussed. Appropriate strategies are examined with the family prior to an enrolment being offered.
- All applications must be received before 31 August for offers for the following year. Applications for immediate enrolment will be subject to availability of space. Where the college is unable to offer a place, the applicant's name will be placed on a waiting list.
- If an enrolment is offered, the parents will be notified by phone. If an offer is not to be made, a phone call will be made. A place at Green Valley Islamic College is accepted with the payment of a \$100.00 enrolment fee for primary school or \$150.00 enrolment fee for high school. This fee is non-refundable. Prepayment of Term 1 fees is also a pre-requisite and non-refundable.
- Receipt of the enrolment form by the College does not guarantee entry into Green Valley Islamic College. Places are allocated strictly in order of the application date, however the Principal is authorised by the College Board to exercise discretion for applicants in special circumstances. The Principal reserves the right to refuse enrolment of a child into Green Valley Islamic College.
- It is the responsibility of the parents/guardians to advise the College of any change of address or telephone numbers. If the College, after making all reasonable attempts to contact the parents/guardians, is unable to do so, this application will lapse.
- The College endeavours to maintain accurate details of future enrolments and would therefore appreciate the earliest possible notification in writing of intent not to proceed with this application.

Pre-requisites for re-enrolment

Pre-requisites for re-enrolment in the following year depend on the child's academic levels, student's adherence to school rules and their attendance, payment of school fees and continued support by parents.



Characteristics of the Student Body

In 2018, the school had 865 students enrolled in Years K-12, of which 314 students were enrolled in high school. There are approximately equal numbers of boys and girls throughout the school. Students come from a wide range of backgrounds and all students have language backgrounds other than English. The school is a day school only. Once enrolled, Parents and students of the school are expected to support the school's ethos and comply with the school rules to maintain the enrolment and expectations as part of their ongoing enrolment.



SCHOOL POLICIES

Student Welfare

Green Valley Islamic College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

The student welfare policy aims to promote the development of individual students, a role it shares with home, to promote self-discipline based on respect for self, peers and others in the school community and to develop attitudes of co-operation, responsibility, tolerance and consideration for others with the aim of creating a suitable learning environment within the school. Like any other school, Green Valley Islamic College needs to have an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented the following policies and procedures were in place during 2018:

| Policy | Changes in 2018 | Access to full text |
|---|-----------------|--|
| <p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation | Nil | <p>Full text issued to all staff.</p> <p>Parents can download a copy from the school’s website.</p> |
| <p>Evacuation and Security Policy encompassing:</p> <ul style="list-style-type: none"> • Procedures for Security of the grounds and buildings • Premises, Buildings and Maintenance policy • Use of grounds and facilities • Emergency evacuation procedures • Visitor policy • WHS Policy | Nil | <p>‘Full text issued to all staff.</p> <p>Parents can request for a copy from the school’s admin office.</p> |



| | | |
|---|-----------------------|--|
| <ul style="list-style-type: none"> • Lock Down & Lock Out Policy • Travel on school related activities | | |
| <p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors | <p>Nil</p> | <p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</p> |
| <p>Codes of Conduct encompassing:</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management including Anti Bullying Policy • The role of student leadership system • SRC Policy | <p>Nil</p> | <p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</p> |
| <p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> • The pastoral care system • Availability and access to special services such as counselling • Health care procedures • Medication and Sick Bay procedures • Critical incident policy • Homework Policy • Attendance Policy • Assessment Policy • Merit Award Policy | <p>Nil</p> <p>Nil</p> | <p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</p> <p>Attendance policy can be downloaded from the school's website</p> |
| <p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> • Formal and informal mechanisms in place for communication between the school and those with an interest in the student's education and well-being. | <p>Nil</p> | <p>Full text issued to all staff.</p> |
| <p>Professional Standards Policy encompassing:</p> <ul style="list-style-type: none"> • Confidentiality and Professionalism Policy • Support for College Policies • New Scheme Teacher Policy • Staff Performance Management & Development Policy | <p>Nil</p> | <p>Full text issued to all staff</p> |



| | | |
|---|-----|--|
| <p>Procedural Fairness Policy encompassing:</p> <ul style="list-style-type: none"> • Complaints and Grievances Policy • Investigation process • Findings • Disciplinary proceedings and notification | Nil | Full text issued to all staff. |
| <p>Internet use Policy encompassing:</p> <ul style="list-style-type: none"> • Legal risks • Legal requirements • Best practices • System monitoring • Plagiarism and copyright | Nil | <p>Full text issued to all staff.</p> <p>Parents can obtain copies from the school office.</p> |

Welfare Policy

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.**

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

A full text of the school's Welfare policy and associated procedures is provided to all members of the community:

- Full text is issued to all staff members
- Full text is available to Students and Parents on the school's website
- Extracts in Student Diaries for Secondary Students

Discipline is a process whereby students are seen to be striving towards responsible decision making in accordance with their level of development and conforming to the acceptable standards and values of home and school. These acceptable standards receive positive reinforcement. This policy stresses the fact that students are responsible for their behaviour. The policy covers rights and responsibilities, school playground rules, rewards for good behaviour and the consequences of unacceptable behaviour. At all times children will be expected to behave in a responsible and safe manner.



Positive Behaviour Support School

Green Valley Islamic College is proud to be a Positive Behaviour Support (PBS) School. This is a school wide program that encourages positive behaviour and heavily depends on positive approaches that are regularly implemented by all staff to help students achieve important social and learning outcomes.

The trust of this program is to **‘unearth the values within’ and acknowledge the demonstration** of the five Values celebrated at Green Valley Islamic College. The five values are:

- Respect
- Ownership
- Caring
- Knowledge
- Safety

These five values are the expected behaviours that are defined, taught and supported. (The lesson plans are in place and are being written and constantly reviewed by teachers.) Students are awarded in recognition of their demonstration ROCKS. Each year level from Kindergarten to Year12 is taught what it looks like, sounds like and feels like to be Respectful in the library, Respectful in the school grounds, respectful at the canteen, respectful at the mosque etc. These values permeate the whole College, both inside and outside the classroom. These values also guide how students, staff and parents communicate and work with each other.

Complaints and Grievances Policy

Green Valley Islamic College’s policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. It takes seriously its responsibility to be responsive to concerns raised by students, parents, staff and the wider community. These processes incorporate, as appropriate, principles of procedural fairness.

All complaints are dealt with by the Principal and if needs be, are then referred to the School Board or Ombudsman if it is in regards to child protection. The full text to the school’s policy and processes for complaints and grievances resolution is issued to all Staff and a summary is included in the Parent Information Booklet.



Anti-Bullying Policy

At Green Valley Islamic College we have a **ZERO** tolerance for a student or group of students to bully or harass any student, or group of students. Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

All members of the School Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

The consequences of unacceptable behaviour are clearly stated in the School Welfare Policy.

The school recognises that quality education requires effective communication between stakeholders. It has established both formal and informal mechanisms to facilitate such communication. Means of communication with parents include Information Evenings, Student Diary, A school newsletter sent home twice a term, Other Parent Notes for excursions, competitions and state-wide tests, Parent/Teacher evenings, Orientation Days for Kindergarten and Year 7, Annual Magazine, Information booklet given to new enrolments to the college, Report Cards and Portfolios.

The school has introduced a custom – designed school diary. It is compulsory for all students to use a diary. The diary is to provide a medium of communication from parents/caregivers to the school and a log that documents those occasions when the student requires permission to leave the classroom. It also contains notes on goals and study skills, key school policies, homework, assignments and assessment tasks.

Strategies to prevent bullying at our school are education and promotion of the school's Anti bullying Policy through assemblies and posters, Telling the children from Day One that bullying (verbal or physical) is not tolerated in the school, Preventative curriculum measures for raising awareness e.g. topics such as racism, discrimination, religious studies etc, Classroom rules applied consistently, Developing classroom management plans, Ample supervision of students during breaks, on playground ovals etc, Active intervention when bullying occurs, Student code of conduct, Welfare policy, Peer support/mediation, Peer tutoring during DEAR time, Taleem and Hadith sessions and Incidents reported to Welfare Coordinator for taking appropriate actions of students who are being bullied.



SCHOOL-DETERMINED IMPROVEMENT TARGETS

| Area | Priorities for 2018 |
|--|---|
| Teaching and Learning | National Curriculum for new Science and Technology planning process, with implementation for 2019. |
| | Professional Development with AIS Consultant on programming for Science and Technology |
| | National Curriculum for new PDHPE planning process, with implementation for 2020. |
| | Professional Development with AIS Consultant on programming for the new PDHPE syllabus |
| | Teachers attended PD on effective use of Mathletics, which is an e-resource that is supplementing training for online tasks |
| | Parental engagement via workshops to support students in Literacy and Numeracy |
| | Integration of Excel Test Zone for online training of students, due to online testing in 2019 |
| | Intensive Home Reading program for Year One to build the foundation (From weekly change of books to daily) |
| | Intensive writing classes for students doing external exams (not extended to other grades due to staffing) |
| | Extension Maths for top students |
| | Differentiation to cater for range of learning levels of students |
| | To further equip teachers with strategies for teaching reading, an external presenter/ Adjunct Associate Professor from University of Canberra conducted PD (full day) |
| | Staff needing further support in writing were reviewed and some were given access to intensive external PD in explicit teaching of writing |
| | Peer Observation – teachers were given the opportunity to observe other staff in action to further develop their teaching pedagogies. |
| | These observations were increased from one to twice for enhanced access |
| | Fortnightly coordinator meetings with DP, weekly grade level meetings, monthly whole primary meetings to discuss concerns, with emphasis on students' academic needs |
| | Planning on upper primary transitioning from Literacy Pro to renaissance reading program to facilitate it use in high school |
| | NSW Stage 6 New Curriculum Year 11 |
| | External consultants engaged |
| | Learning and Teaching Team from across subject areas |
| Implement digital teaching resources | |
| Learning Support Team/coordinator appointed and provisions for all students with needs monitored | |
| Whole School Focus on Literacy to be developed | |
| Literacy long answer questions in every stage to focus every week | |
| Develop teachers' practice to ensure that more teachers consistently deliver good lessons | |
| Executive team to monitor and evaluate effectiveness of subject leaders' monitoring processes | |
| Students Achievements and Welfare | Student mentoring – further enhanced |
| | Follow up for Counselling with students with acute well-being needs |
| | Welfare needs met to a greater extent due to full time welfare coordinator |
| | Introduction of Inter schools Spelling Competition, with our school winning 3 out of the 4 categories |
| | Parental Engagement – information sessions, morning tea, interviews |
| | Students were given training for Oz Tag at lunch time, which was incentive for better student engagement in class |
| | Students mentored at lunch time for Inter schools Public Speaking Skills |
| | Positive feedback letters sent to parents to promote the image of school being a PBS |
| | Regular monitoring of the application of the welfare and discipline policy across GVIC in every classroom through data analysis |
| | Build on an integrated approach within the pastoral teams to effectively support vulnerable students and strengthen the learning ethos across GVIC through the introduction of the pastoral classes |



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| Students Achievements and Welfare (continued) | Student behaviour tracked on weekly basis |
| | Report to parents regarding behaviour instantly within the day of the incident and sanction to follow straightaway (24 hours after incident) |
| | Scrutinise attendance data on a weekly basis and share with welfare team, Implement an attendance awards programme (Badges awarded to students with 100% attendance) |
| | Introduce Pastoral Support Plans for vulnerable students with low attendance, Welfare coordinators to target students with attendance issues and support parents/carers to improve attendance |
| | Students with maximum of three days explained absence or less rewarded to promote attendance |
| | Sport accessible to all students at recess and lunch |
| | AIS Consultants conducted PD on Child Protection for all staff, refreshing strategies to be used to ensure student well-being |
| | Wellbeing of Year 12: reach out program and elevate program |
| | External Presenter used to engage all staff in creating awareness on positive classrooms |
| | Continue with implementation of reviewed GVIC welfare and discipline policy. |
| | Collate tracking data via PM Reading Benchmark each term and identify underachieving students. Prepare ILPs for these students to monitor support and progress. Parents informed and sign the ILPs. |
| | Extension for high achievers by providing differentiated teacher made activities. |
| | Line management meetings with Deputy Principal fortnightly with coordinators to follow up teaching and learning and student achievement monitoring, Welfare & Discipline meetings to continue each week to focus developing pastoral care provisions |
| | 2018 NAPLAN Analysis and Presentation to the Primary staff, with improvement noted compared to 2017 |
| | Move to a digital platform for learning 'Education Perfect' Stage 4 and 5 develop English, Maths and Science |
| | Subscribe to ClickView to enhance teaching and learning, Elevate education workshops for parents of senior students |
| | Develop and implement challenging targets set in all stages for each student in Stage 6 |
| | Collate tracking data each term and identify underachieving individuals |
| | Identify the cohort of Year 11 students who have Band 5/6 targets based on their Year 9 NAPLAN prior attainment |
| | Continue to hold staff meetings where performance of key groups of students is discussed and areas of concern addressed |
| Coordinators to maintain a constant overview on the achievement of classes so that suitable support can be put in place as necessary, Leadership of teaching and learning is continuously linked to accurate student assessment and progression through high-quality monitoring | |
| Facilities and Resources | Hover cams provided to all primary classrooms to facilitate the projection of teaching material on smartboard |
| | Syllabus document and resources purchased for the new Science and Technology |
| | Syllabus document and resources purchased for the new PDHPE |
| | Improved exit system for students at home-time |
| | Provision of crossing and exit gate for students using drop off zone |
| | Parent Portal Updated and parents informed via workshop |
| | Additional Computer Lab established to facilitate student training for online external testing |
| | Primary staffroom upgraded (new chairs, seating arrangement, painted) |
| | New digital sign board, new grass area, TV screen office area, new car park |
| | E newsletters introduced |
| | Parent Portal introduced |
| | Visitor Register System |
| | Library computer room, Technology room and staffrooms updated |
| | Additional resources for new curriculum purchased |
| Facilities and Resources (continued) | Additional Grass Area completed, Traffic changes commenced |
| | Year 12 facilities need to be put into place: Year 12 common room and Year 12 Adviser |
| Staff | AIS Consultants engagement for ATPD Framework |



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| | Recruit teacher aides for secondary school to ensure lower ability groups and teachers are supported with learning |
| | Fully qualified ESL teacher appointed to cater for specific needs of our ESL learners |
| | Full time K-6 coordinator appointed to look after the welfare of the boys |
| | Planning/requesting for replacement of Multilit/Guided Reading Teacher who is due for maternity leave in 2019 |
| | External consultants engaged for PDs |
| | Deliver training on planning for progress and the use of student data and ILP to plan for effective student progress. Revise all programs in the light of this training, Provide tailored and bespoke PD which outlines how to provide effective challenge and differentiation at all levels |
| | Communicate and reinforce the expectation that staff should use what they know about students' prior attainment levels in order to set suitably challenging work |
| | Develop the skills of teachers, through training activities, particularly with regard to securing students' conceptual understanding of literacy, Employ a literacy consultant to further support teaching and learning (ensure a robust recovery action plan for literacy is drawn up) |
| | Teacher Accreditation Support Person |
| | Middle leaders training program for all coordinators to attend to shape vision of school |



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Green Valley Islamic College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences.

At Green Valley Islamic College we aim to promoting and explicitly teaching core values which empower our students with an appreciation of their role as an Australian Muslim. Our Educational and Welfare programs will aid students in gaining deep and meaningful understandings of their roles and responsibilities towards teachers, the community, each other and themselves.

To achieve this vision our school has diligently promoted Active Values Education by using the “Good Practice for Australian Schools, Islamic values and Australian social values.” Our school recognises that to achieve a safe and friendly environment where everyone feels valued, we must also identify the important role that parents, the community and the student body play in the positive progression of our school.

We have addressed the value of respect in our school’s efforts to engage in extra-curricula activities with government and non-government schools. In this way we model for our students the importance of integrating with people from a diversity of cultures and language backgrounds.

We also instil into our students the value of fair-play and sportsmanship both of which are core Australian values. We have achieved this through a public speaking competition organised with other schools; a Mathematics competition in which other Islamic schools participated and sporting competitions organised with other schools.

Our school also participated in the Harmony Day celebrations with stalls from different countries and cultures. The messages represented in the students’ work helped teachers to see the positive ideals of our students. This helped students to recognise and appreciate the diversity of cultures in our school and our local and global communities. Our school also participated in the “Bandaged Bear Breakfast” and “Walk Safely to School” activities, where a sense of belonging to the school and surrounding community was recognised.” We have applied this policy through our Islamic education which also promotes the moralistic ideals and values of the “Good Practice for Australian Schools” policy.



Our students were engaged in ANZAC Day activities whereby students conducted discussions and presented items to show their respect for the values of the ANZAC soldiers. This allowed students to see the importance of the principles which helped to form modern day Australia. Further, ANZAC Veterans are invited every year to speak to students about their experiences to instil further in students values of ANZAC.

At Green Valley Islamic College we understand the importance of defining responsibilities for students, teachers and the parent community. To have a positive and caring school where everyone feels safe, wanted and happy and where everyone can work and learn in a friendly and supportive environment. This means that everyone must respect the rights and responsibilities of all groups in the community.

The school works with staff, students and parents on values-rich Respect, Responsibility and Right Choice programs.

In addressing the role of responsibility in our school, we have a strong Prefect body. Our students are engaged in activities which help them identify each others' needs and wants, and also provide them with a sense of leadership. This has been achieved through Friendship and Peer-Support Groups where students have had opportunities to interact positively with each other across all the stages.

At Green Valley Islamic College we also aim to promoting responsibility through the parent body. We involve our parents in school activities such as “Bandaged Bear Breakfast”, end of school open days, Sports Carnivals and fund-raising activities. “Walk Safely to School” is another way in which our school is helping to promote responsibility. Parents are encouraged to participate by walking their child to school in an attempt to emphasise the shared responsibility of commuting to school.

Our students are encouraged to support each other in the playground and great emphasis is placed on the upper years to assist the younger students. This is aimed at working hand-in-hand with our school's anti-bullying policy and enhancing our anti- bullying program.

Green Valley Islamic College is dedicated to ensuring that its students graduate with a knowledge and deep understanding of their role in Australian society through its generous Values Education program.

PARENT, STUDENT AND TEACHER SATISFACTION

Green Valley Islamic College is dedicated to ensuring that parent and student satisfaction is highly regarded and sought. Our parents are encouraged to participate in all aspects of our students' educational life. Parents are active members of our classroom parent-helper program where they provide great support for our classroom teachers in their daily reading program. Parents are regularly invited to attend parent education sessions.

Our school has an active Student Representative Council (SRC) which has been elected by teachers and students to provide support services to peers, teachers and the general school community. They are involved in helping staff in organising fund-raising activities for special events. Our students are very positive about their experiences at Green Valley Islamic College and show this through their willingness to participate in extra-curricula activities such as the Ramadhan activities and Drought Appeal.

Informal discussions as well as formal discussion at parent-teacher evenings with parents, students and teachers revealed a general satisfaction with the operation of the school and its welfare and teaching policies. Staffs were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition. This has been indicated through the willingness of parents to enrol siblings and recommend our school to neighbours and other family members. In this way, Green Valley Islamic College will continue its dedication towards quality teaching and relationships between its staff, students and parents.

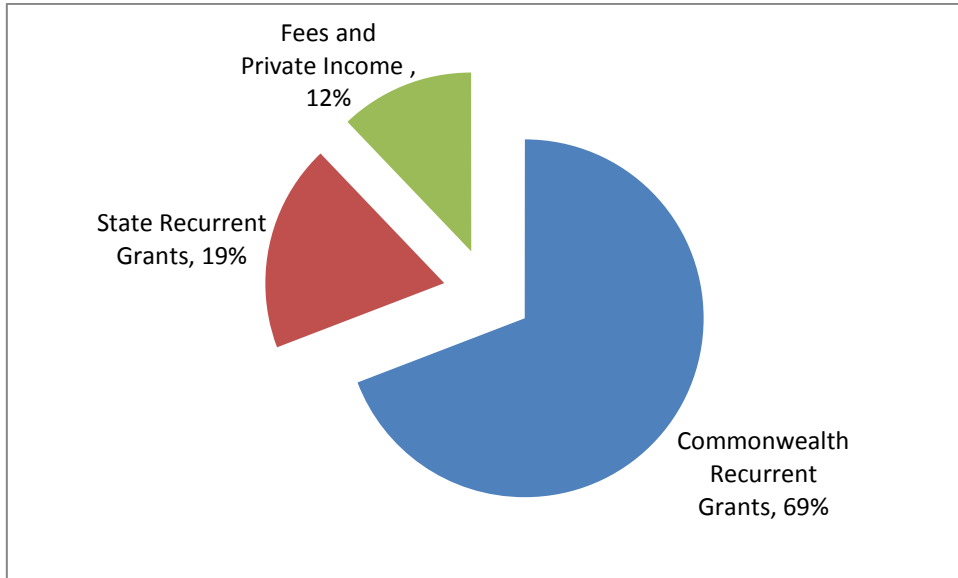
The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged.



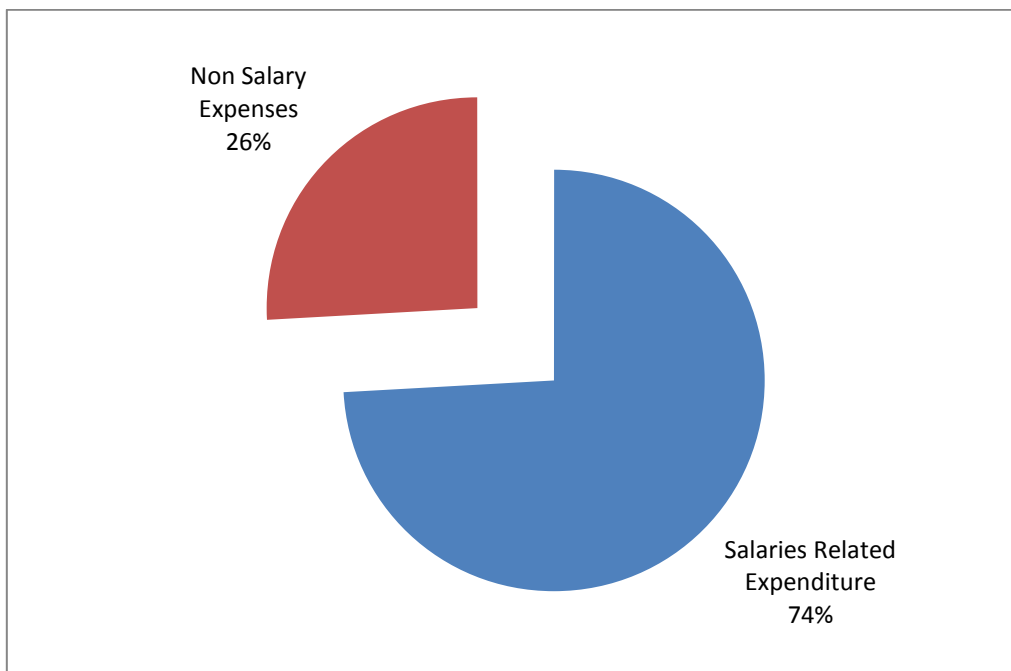


SUMMARY FINANCIAL INFORMATION

(a) **Graphic 1 : Recurrent/Capital Income represented by pie chart**

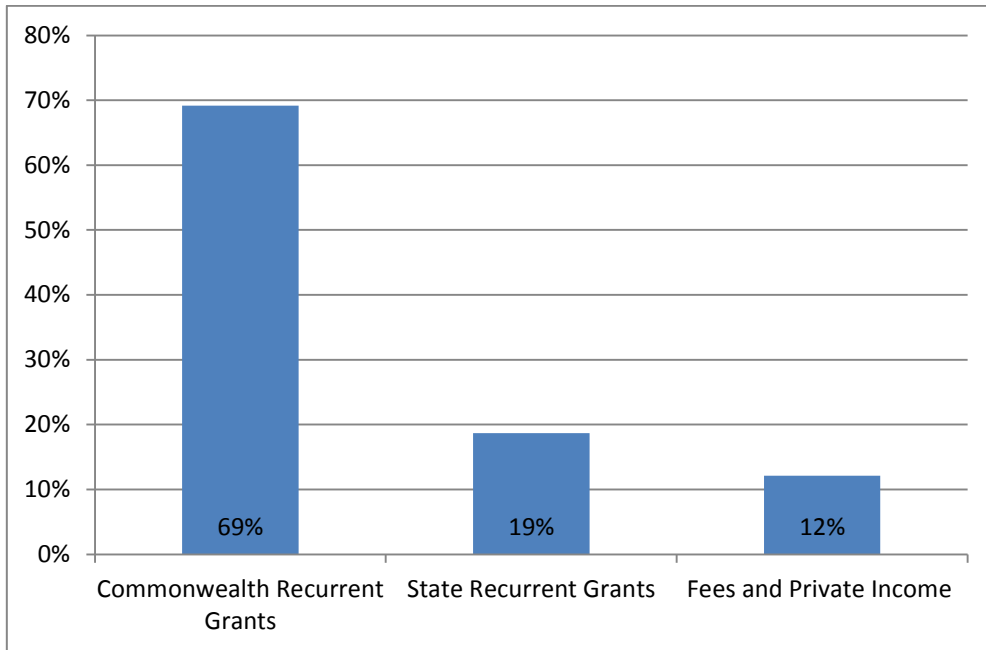


(b) **Graphic 2 : Recurrent/Capital Expenditure represented by pie chart**





(c) Graphic 1 : Recurrent/Capital Income represented by column chart



(d) Graphic 2 : Recurrent/Capital Expenditure represented by column chart

