

# ANNUAL REPORT 2019



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## EDUCATIONAL AND FINANCIAL REPORTING

### Policy

Green Valley Islamic College maintains relevant data in order to comply with the reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

### Procedures

Procedures on how Green Valley Islamic College will ensure that ongoing reporting requirements will be met:

- The Principal is responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- For each reporting area, the Principal will identify the staff member responsible for the collection, analysis and storage of relevant data and for providing the relevant information to the Accountant for inclusion in the report
- The Principal will determine the specific content to be included in each section of the report and review this each year to ensure ongoing compliance, relevance and usefulness
- The Principal is to ensure that preparation of the report sent to the Board of Studies online by no later than 30 June in the year following the reporting year and publicly avail the annual report on the school website by no later than 30 June in the year following the reporting year
- The Principal sets the annual schedule for delivery of information for each reporting area to the Accountant, preparation and publication of the report, distribution of the report
- The Accountant is responsible for provision of information on the My School website, as requested
- The Accountant is responsible for provision of data in electronic format as requested by the Minister within 3 months of the notification

### Requests for additional data from the NSW Minister of Education and Training

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

### DEEWR Annual Financial Return

The Accountant is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.



## MESSAGE FROM THE KEY SCHOOL BODIES

### Message from the Acting Principal – Mr Mohammed Riaaz Ali

Assalamu Alaykum Warahmatullahi Wabarakatuhu

In the name of Allah, the Merciful, the Beneficent. It gives me great pleasure to convey my message in the official publication of the school Annual Report.

At Green Valley Islamic College, we are passionate about the teaching and learning process, and we take great pride in our school. The school board, management, teachers and staff work diligently to provide quality education, safe, supportive and happy learning experience. The College has grown from strength to strength since its inception in 2002. Alhamdulillah, we saw a significant increase in student enrolment in both primary and high school this year which is evident of the schools quality educational programs, teachers, teaching and academic results.

This year has been an eventful year, and with the sheer determination, teachers and parents working together, our students have accomplished many great achievements. The College has produced the best NAPLAN results this year, where students have obtained the highest bands in every strand from every NAPLAN cohort (Year 3, 5, 7, 9). Year 3 students have made the whole school proud, 17 students scored the highest bands in all strands of NAPLAN, setting a very high benchmark for the future students to come into Year 3. This has been a phenomenal result and a very proud moment for the entire school. Thank you to all the teachers and parents for all your hard work and sacrifices. Both Primary and High school classes have gone on a record number of curriculum and extra-curriculum excursions and incursions to consolidate their knowledge and understanding further, and it gave students the opportunity to explore a range of interests and unlock passions they never knew they had. These activities diversify their interests and subsequently broaden their world view.

The College is committed to providing professional development courses to provide opportunities for teachers to extend their learning and support their accreditation against the Australian Professional Standards for Teachers. This helps teachers keep up-to-date with relevant content, skills and pedagogy and supports their professional growth, eventually improving student performance.

A number of literacy and numeracy programs are used to help improve student outcomes. Educational programs such as Mathletics, Renaissance and Stile, support classes, NAPLAN classes, subject-specific extra classes were all used to support and cater for students learning needs in an effort to create a learning culture. The College provides scholarship to students in Year 4, 6, 7, 8, 9, 10, and 11 to inspire and motivate students to work hard and to retain high achieving students in our school. The school also offers scholarships to external students, bursaries and monetary gift to Year 12 students for each Band 6 mark (90+).

To provide parents with contextually relevant and meaningful opportunities to be involved in their child's learning, the school has conducted a number of parent-teacher interviews, whole school parent workshop, Pre-Kindy classes and orientation, Year 7 orientation program, subject information evening, parent morning tea, Eid festival and Open Day. The opening of the triangular land area in front of the school hall provided our students with the much anticipated safe play area. Students and teachers are making good use of the grass area and are thankful to the school executives. The school has also utilised the area for hosting school events.

The College esteems student well-being as a vital component of successful learning. Students who are happy, supported, confident and able to establish meaningful relationships are better placed to achieve positive learning

outcomes. The College well-being team has invited a number of health and well-being organisations, motivational speakers, NSW Department of Health and the NSW Police to support and promote student well-being and safety.

To help students develop holistically and get the most out of their time spent in school, the school introduced a number of additional sporting activities and participated in external competitions which the students have enjoyed this year and has provided positive feedbacks. Our school has achieved well in many sporting competitions and demonstrated great sportsmanship. Insha Allah for the first time ever, the College will be taking students on a sporting, charity and leadership tour to Fiji in 2020. Thank you to the school sports department, teachers, participating students and parents for your hard work.

The Arabic/Islamic department, together with the SRC committee, has hosted a number of religious events including Ramadan launch, Hajj awareness, Eid, fundraising via sadaqa box and Quran recitation competition. The Arabic department also runs the weekly Taleem and Hadith sessions as part of the Pastoral Care program and have proven to be very effective and adds further value to the well-being of students at the College. Teachers and students together have done activities to raise funds for charity such as Westmead children's hospital, cancer council, breast cancer foundation, jeans for genes day and bushfire victims.

I would firstly like to congratulate the amazing 2019 Year 12 students. You have been outstanding role models who have served your school well and obtained the all-time best results for Green Valley Islamic College in HSC. The College was ranked 248 in 2018 and today it is ranked 143 which means it is one of the top 150 schools in NSW. There are over 800 secondary schools in NSW. Green Valley Islamic College Year 12 students obtained 25 band 6's and 61 band 5's in 2019 HSC. Abdul Rahman Bhatti got a state rank in studies of religion and him and Mishal Naem got band 6 in all the six subjects they studied. Thank you to each and everyone of you for being part of this splendid HSC result.

My sincere thanks to the Deputy Principal, Mrs Ali, Coordinators, Teachers, the Administrative/Finance staff and Ancillary Staff for great teamwork. I would like to thank the parents, the School Board and the Muslim League of New South Wales Inc. for their continued support and guidance for our children throughout the year.

I pray to Allah Subhan O Ta'ala to shower His choicest blessings on our institution and those who positively contribute to its development.

**Riaaz Ali**  
**Acting Principal**





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

Assalamu Alaikum Wa Rahmatullahi Wa Barakatahu

In the name of Allah, the most gracious and the most merciful. I am grateful to Allah SWT that He has given us another successful school year. On behalf of the College Board, it gives me great pleasure to convey my message to the readers of our school magazine. As-Salaam provides a snapshot of excellent teaching and learning that takes place at Green Valley Islamic College, and by the will of Allah SWT, the College has achieved many laurels year after year with the diligence of students, teachers, parents and the executives.

As-Salaam provides the opportunity to showcase and celebrate the quality learning and teaching that takes place at Green Valley Islamic College. I congratulate the students and teachers for their hard work and passion. It gives me great satisfaction to witness the progress and success of our school which started with demountable structures and today it has transformed into a state-of-the-art institution which is the school of choice for many parents. I am indeed very thankful to the parents who are not only the first educators of their children but being loyal and supportive of the school. I aim to provide more opportunities for parental engagement in the future to make education more relevant and meaningful for our students.

The revolution in the education sector to meet the demands of current and future jobs has seen a transformation from the traditional pedagogies of teaching and learning inside the classroom to contemporary teaching methods and learning taking place both inside and outside the classroom. GVIC has lived up to the expectation by providing quality and meaningful education both inside and outside the classroom. The College successfully conducted parent-staff morning tea, Eid festival, open day, bandaged bear breakfast, breast cancer appeal, harmony day, ANZAC day, SRC induction ceremony, orientation days, subject selection information sessions, pre-kindergarten classes, jeans for genes day, bushfire appeal, parent workshops, student wellbeing workshops, motivational speakers, public speaking competition, Quran recitation competition, Ramadan launch program and many more to provide contextually relevant and meaningful learning experience for our students and the community at large.

Our teaching and non-teaching staffs are dedicated to helping each student attain his or her maximum potential, both academically and socially. Fostering and celebrating our student's talents and achievements are at the core of all we do every day. To our new and future parents, words and visuals are not sufficient to understand what we do here at GVIC, so I encourage you to visit our school to experience the vibrant learning atmosphere created by our students, parents and staff. To our past and current parents, I thank you all for your contribution and continued support in the growth and development of our school. Thank you to all our NAPLAN students for an outstanding result and to all other students for doing your best. I pray to Allah SWT that our HSC students also produce excellent results, and I wish them the best for their future endeavours.

Thank you to the School board, Principal, Deputy Principal, teaching and non-teaching staff for your hard work and passion. On behalf of the school and school board of directors, I acknowledge and thank the Federal government, State government, New South Wales Education Standards Authority (NESA), NSW Association of Independent Schools, Auditors, NSW Police and Shuraa Council for the funding, guidance, advice and support. As we come to the end of a challenging year, we look forward to another exciting year of achievements and progress. Let us all work together to grow GVIC into a leading Institution by providing quality education and developing students into responsible citizens of Australia; who will not only achieve a rewarding career but also contribute towards the positive achievement of this society.

**Mr Rizvi Khan**  
**Chairman - Board of Directors**



## Message from the School Captains of 2019

### CAPTAINS' REPORT

#### ASSALAMU ALAIKUM WA RAHMATULLAHI WA BARAKATAHU

Every captain and SRC member at GVIC has not just the role, but the responsibility of being a positive role model, lending a hand, doing the right thing and promoting a good attitude. Leadership is about vision and responsibility, not power. It was our job this year to uphold the school values and GVIC ROCKS. We wanted to make sure everyone had a smile on their face every lunch and recess and bring positivity into everything we do.

This year has been action-packed and exciting. There was a memorable Walk Safely to School Day event where we shared a scrumptious breakfast with our mates. We learnt about staying healthy and making the right food choices. There was also Harmony Day, where the school community dressed up in orange to celebrate Australia's cultural diversity. It brought many different backgrounds together to show appreciation and respect.

Term 2 reminded us to appreciate the concepts of grace and humbleness, as we celebrated the holy month of Ramadan. Eid Ul Fitr came around super-fast and to celebrate, we had Islamic Dress Day and the Eid Hat Parade, where everyone put in a lot of effort into their colourful and creative hats.

Once again, the Book Fair was exciting and inspirational for all of us. Thank you, Ms Fareesha, for always going the extra mile, and making the Book Fair engaging and exciting. This year's theme was "Dino-Mite".

Countless inter-school events were held, such as the Oz Tag Competition, the Spelling Buzz and the Maths Cup. We want to praise those who represented our school. Also, our school has added many more events into the calendar, such as the Athletics Carnival, the Book Character Parade and the Quran Competition, making one exciting year!

This school year has been action-packed and adventurous. InshaAllah 2020 will be even more exciting. Good luck to everyone and have a fantastic holiday.

**Amir Khan and Hajar El Safadi**

#### ***Primary School Captains 2019***

**"A genuine leader is not a searcher for consensus, but the molder of consensus".  
- Martin Luther King, Jr**

The schooling year of 2019 at GVIC revolved around the schools' foundational principals of respect, ownership, caring, knowledge and safety. The integrity of the school is in the walls of GVIC for the past seventeen years. Our school has had the opportunity to prosper into a positive learning environment, which supports and encourages students to step out of their comfort zones and grow as individuals. We extend our gratitude to our peers and teachers for allowing us to be the face of GVIC SRC for 2019.

True leaders do not create followers, they create more leaders, and throughout the past year, we have attempted to resemble one of the best leaders to have ever walked the face of this Earth, the Prophet Muhammad (SAW). As captains of 2019, it was our goal to influence our peers by reflecting the values of our prophet and cultivate into the minds of our students not only the teachings to make them successful in this world, but also the akhirah. We conclude 2019 by recognising the successful and exceptional achievements by the Student Representative Council.

The SRC is proud to say that GVIC has been actively participating in the noble cause, 'The Bandaged Bear Appeal' for over a decade, by holding an annual 'Bandage Bear Breakfast'. With the assistance and donations of several businesses, staff, parents

and students, our school was able to fundraise a considerable amount of money which was donated to Westmead Children's Hospital. Following this, several senior students had the privilege to visit the Children's Hospital bearing gifts along with meeting several of the patients. These acts of kindness have been motivated by none other than the words of the holy Quran, *"Indeed, the men who practise charity and the women who practise charity and [they who] have loaned Allah a goodly loan – it will be multiplied for them, and they will have a noble reward."* - [57:18].

This year the SRC committee was able to initiate a new aspect to our ongoing program. Fun and educational board games and activities were purchased by the SRC organisers for students to enjoy during recess and lunchtimes. By incorporating interactive learning into the schooling environment, the SRC brought to life the ongoing requests by students, allowing them to utilise the knowledge gained in the classroom environment into real-life situations.

Earlier in the year, the SRC assisted in the 'Parents-Teacher Morning Tea', allowing the relationship between parents and teachers to grow, for the benefit of their child's progress. The morning tea was made successful by the hands of staff and students who volunteered their time to be present at the event.

By the blessing and graciousness of Allah (SWT), many of us can attend school and attain education which will help us embark on our journey outside school. However, not every child is blessed with this opportunity as 1 in 20 Australian kids face a congenital disability or genetic disease. We are delighted to announce that GVIC is playing its part by helping in making these changes. The SRC organised the Daffodil Day Fundraiser as well as 'Jeans for Genes Day' fundraiser this year by selling 'Jeans for Genes' merchandise and enabling students to wear a single clothing item of denim in support of sick children.

It is vital to highlight that these achievements were only made possible by the SRC committee working together cooperatively and everyone pushing that extra mile to make every event a successful one. As captains of GVIC. We want to offer our appreciation and gratitude to every single member of the SRC who continuously worked to make this year fruitful. Furthermore, we are grateful to Mrs Hussain, who can coordinate her team of highly skilled individuals, in order to strive for excellence.

As we sign out as the Captains of 2019, we will like to pass on the baton to the upcoming Captain of 2020 with the following message; a true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. They do not set out to be a leader, but come one by the equality of their actions and the integrity of their intent. We wish the upcoming SRC team the very best in 2020.

**Zeenat Dean and Rayyan Akhtar**

### ***Secondary School Captains 2019***

**“A leader is one who knows  
the way, goes the way,  
and shows the way.”**

**--- JOHN C. MAXWELL**



## 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

## PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Green Valley Islamic College has participated in state-wide tests and examinations throughout 2019.

### Higher School Certificate Examination – Year 12

In 2019, 41 students sat for the NSW Higher School Certificate in 12 courses. This was our eighth 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                 | Year | Number of students | Performance band achieved by number and percentage |            |
|-------------------------|------|--------------------|--|------------|
|                         |      |                    | Band 3 - 6   | Band 1 – 2 |
| English Advanced        | 2017 | 16                 | 16 (100%)  | 0          |
|                         | 2018 | 10                 | 10 (100%)  | 0          |
|                         | 2019 | 13                 | 13 (100)   | 0          |
| English Standard        | 2017 | 27                 | 27 (100%)  | 0          |
|                         | 2018 | 32                 | 31 (96.87%)  | 1 (3.12%)  |
|                         | 2019 | 28                 | 28 (100)   | 0          |
| Mathematics Extension 1 | 2017 | 2                  | 2 (100%)   | 0          |
|                         | 2018 | 2                  | 2 (100%)   | 0          |
|                         | 2019 | -                  | -  | -          |
| Mathematics             | 2017 | 4                  | 4 (100%)   | 0          |
|                         | 2018 | 9                  | 9 (100%)   | 0          |
|                         | 2019 | 12                 | 12 (100)   | 0          |
| Mathematics Standard 2  | 2017 | 25                 | 24 (96%)   | 1 (4%)     |
|                         | 2018 | 24                 | 22 (91.67%)  | 2 (8.33%)  |
|                         | 2019 | 28                 | 28 (100)   | 0          |
| Chemistry               | 2017 | 5                  | 5 (100%)   | 0          |
|                         | 2018 | 3                  | 3 (100%)   | 0          |
|                         | 2019 | 5                  | 5 (100)  | 0          |
| Biology                 | 2017 | 22                 | 20 (90.915)  | 2          |
|                         | 2018 | 17                 | 17 (100%)  | 0          |
|                         | 2019 | 13                 | 11 (84.62)   | 2 (15.38)  |



|                        |      |    |             |            |
|------------------------|------|----|-------------|------------|
| Physics                | 2017 | 0  |             |            |
|                        | 2018 | 2  | 2 (100%)    | 0          |
|                        | 2019 | 3  | 1 (33.33)   | 2 (66.66)  |
| Business Studies       | 2017 | 32 | 32 (100%)   | 0          |
|                        | 2018 | 31 | 30 (96.78%) | 1 (3.22%)  |
|                        | 2019 | 23 | 23 (100)    | 0          |
| Legal Studies          | 2017 | 15 | 15 (100%)   | 0          |
|                        | 2018 | 12 | 12 (100%)   | 0          |
|                        | 2019 | 18 | 18 (100)    | 0          |
| Ancient History        | 2017 | 8  | 8 (100%)    | 0          |
|                        | 2018 | 7  | 7 (100%)    | 0          |
|                        | 2019 | 6  | 6 (100%)    | 0          |
| Studies of Religion II | 2017 | 30 | 30 (100%)   | 0          |
|                        | 2018 | 23 | 22 (95.66%) | 1 (4.34%)  |
|                        | 2019 | 27 | 27 (100)    | 0          |
| IPT                    | 2017 | 7  | 7 (100%)    | 0          |
|                        | 2018 | 7  | 6 (85.72%)  | 1 (14.28%) |
|                        | 2019 | 8  | 8 (100)     | 0          |
| PDHPE                  | 2017 | 25 | 24 (96%)    | 1 (4%)     |
|                        | 2018 | 33 | 33 (100%)   | 0          |
|                        | 2019 | 23 | 23 (100)    | 0          |

**NAPLAN Test – 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          | 73 Students   | School | 100     | 100     | 100      | 100                     | 100      |
|            |               | State  | 97.8    | 98.8    | 95.4     | 96.5                    | 97.2     |
| 5          | 72 Students   | School | 100     | 100     | 100      | 100                     | 100      |
|            |               | State  | 95.8    | 94.4    | 95.5     | 93.3                    | 97.1     |
| 7          | 79 Students   | School | 100     | 98.7    | 100      | 98.7                    | 98.7     |
|            |               | State  | 95.7    | 91.9    | 95.1     | 92.8                    | 96.1     |
| 9          | 61 Students   | School | 100     | 95.1    | 98.4     | 98.4                    | 100      |
|            |               | State  | 93.4    | 85.1    | 94.1     | 91.4                    | 98.6     |

Performance on NAPLAN is also documented on the My School website: <http://www.myschool.edu.au>.

## SENIOR SECONDARY OUTCOMES

### 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 |
|---------|---------------------------|------------------------|
| 2019    | Higher School Certificate | 100                    |

There was one Year 12 student who undertook Board developed Automotive course (Mechanical Technology).

### ROSA

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

| Year 10 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2019    | 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  | Date Attended           | No of Staff Attended |
|--|-------------------------|----------------------|
| Analysis of school NAPLAN data (AIS)   | 29/01/2019              | 1                    |
| Child protection policies and procedures   | 29/01/2019              | All Staff (78)       |
| Oliver V5 Advanced Training & Serials (Library)  | 21/02/2019              | 1                    |
| NAPLAN Online 2019 – Face to Face Training (Secondary)   | 22/02/2019              | 1                    |
| Careers Advisers Day   | 27/02/2019              | 1                    |
| NAPLAN Online 2019 – Face to Face Training (Primary)   | 5/03/2019               | 1                    |
| Legal Studies State Conference   | 28/03/2019              | 1                    |
| PDHPE – K-6 Syllabus - AIS   | Term 1                  | Primary (40)         |
| First-Aid (HLTAID003)- Allen`s Training  | 29/04/2019              | All Staff (78)       |
| Behaviour Management – Western Sydney University   | 22/07/2019              | Secondary (27)       |
| Teaching Grammar with Rich Literature– Uni of Syd- PETAA   | Term 3                  | Primary (40)         |
| Professional Support for Experienced Teachers – Standards (2020 Applicants)                        | 4/02/2019 to 4/09/2020  | 5                    |
| Governance Online Module 8 – Child Protection Legislation (AIS)                                    | 1/01/2019 to 20/12/2019 | 1                    |
| School Communities Working Together – Online Module (AIS)  | 7/01/2019 to 20/12/2019 | 3                    |
| The Principles of Purposeful Programming – Online Module (AIS)                                     | 1/01/2019 to 20/12/2019 | 2                    |
| Familiarisation: NSW Syllabus for the Australian Curriculum Geography 7-10 – Online Module – (AIS) | 1/01/2019 to 13/12/2019 | 1                    |
| Introduction to the ACT Report Conduct Scheme – Online Module – (AIS)                              | 8/01/2019 to 13/12/2019 | 2                    |
| Governance Workshop (AIS)  | 15/10/2019              | 11                   |
| Registration Requirements for Schools Renewing Registration in 2020 (AIS)                          | 17/06/2019              | 3                    |
| Enrolling and Supporting Students with Diverse Needs: Executive Masterclass (AIS)                  | 30/05/2019              | 1                    |
| The AIS Annual Briefing 2019 (AIS)   | 22/05/2019              | 1                    |
| The AIS Governance Symposium 2019 (AIS)  | 15/04/2019              | 2                    |
| Live Life Well@School Starting the Journey – Online Module (AIS)                                   | 21/01/201 to 12/04/2019 | 1                    |
| Language, Literacy and Numeracy – Webinar – (AIS)  | 28/03/2019              | 1                    |

***The average expenditure per teacher on professional learning in 2019 was \$100.00***

# 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 and Experienced Teacher.

For 2019, all the teaching staff have been categorised into the following three categories:

### Teacher accreditation

| Level of accreditation  | Number of Teachers |
|---|--------------------|
| Conditional   | 2                  |
| Provisional   | 3                  |
| Proficient Teacher  | 49                 |
| Highly Accomplished Teacher (voluntary accreditation)               |                    |
| Lead Teacher (Voluntary accreditation)                              |                    |
| Total number of teachers (excluding Teacher Aides and Arabic Staff) | 54                 |

| 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 | 52                 |
| 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              | 2                  |
| Language Teachers (Arabic/Islamic/Quran)   | 4                  |

Note: Teachers in the second and third 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 2019 was as follows:

| 2019               | Males | Females | Total |
|--------------------|-------|---------|-------|
| Teaching Staff     | 18    | 49      | 67    |
| Non-Teaching Staff | 3     | 8       | 11    |
| Total              | 21    | 57      | 78    |



## STUDENT ATTENDANCE

### Student Attendance

In total, 92.7 % per cent of students attended school on average each day in 2019. This is a slight improvement from average daily attendance rate of 91.64% in 2018. The table below summarises attendance per year level in 2019.

| Year Level   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|--------|--------|--------|--------|--------|--------|
| % Attendance | 92.64  | 92.57  | 93.54  | 93.00  | 93.78  | 92.82  |

| Year Level   | Year 7 | Year 8 | Year 9 | Year 10 |
|--------------|--------|--------|--------|---------|
| % Attendance | 92.45  | 93.34  | 91.17  | 90.73   |

### 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. 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

75% of the 2017 Year 10 cohort completed Year 12 in 2019. In 2019, our eighth cohort of Year 12 students completed Year 12. The table below shows the comparison of retention rates for the past four years:

| Year 12 | Retention Rate |
|---------|----------------|
| 2019    | 75%            |
| 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 repeating the year. 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 2019 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 2019 went on to study at a higher education institution or Tertiary Education.





# ENROLMENT POLICIES

## Guiding Principles

Green Valley Islamic College is a co-educational Islamic Independent school providing an education underpinned by religious values and operating within the policies of the NSW Education Standards Authority. 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 and parents are expected to support the school's ethos and comply with the school rules to maintain the enrolment. 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 availability of special needs teachers.

## Procedures

1. All applications are processed within the school's enrolment policy.
2. Applications are made by completion of the school's Enrolment Application Form. A copy of a birth certificate, latest School Report, NAPLAN Results (where applicable), proof of residency, immunisation record, court orders (if applicable) and medical documents (if applicable) and any other document requested must accompany the application.
3. A separate enrolment is required for each child.
4. Enrolment priorities and consideration will be given to
  - siblings of students already attending the school,
  - followed by children of staff,
  - followed by applications in order of receipt
5. Applicants are interviewed for admission to the school by the Principal or Deputy Principal. This interview outlines the School's ethos and programs. This interview seeks to bring out the parents responses regarding their ability and willingness to support the school's ethos.
6. The Deputy Principal will consider the child's educational needs. This may involve viewing previous school's reports, examination papers and portfolio or work samples. It may also include formal testing, if appropriate and in consultation with parents and other relevant persons any particular emotional or educational needs are discussed. Appropriate strategies are examined with the family prior to an enrolment being offered.
7. The application to enrol in Kindergarten must be received by 30<sup>th</sup> June of previous year.
8. 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.
9. The outcome of application to enrol will be notified by phone.
10. A place at Green Valley Islamic College is accepted with the payment of a \$100.00 enrolment fee for Primary and \$150 for High (non-refundable) and one term's fee.
11. 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. Full enrolment or conditional enrolment may be given. The Principal reserves the right to refuse enrolment of a child into Green Valley Islamic College.



12. It is the responsibility of the parents/guardians to advise the College of any contact detail, parenting and medical condition change in writing and phone immediately.
13. The College endeavours to maintain accurate details of future enrolments and would request the earliest possible notification in writing and phone of intent not to proceed with the application.
14. Parental/guardian consent is given by default to use your child's photo, video, work sample and other relevant information for schools educational and promotional purposes unless consent is withdrawn by parent/guardian in writing.
15. If the Parent/carer(s) wish to seek leave for the Student not to attend any School academic or co-curricular program or activity during a term, they must apply to the Principal. Leave will usually only be granted in most extreme circumstances.
16. Enrolment is given on an annual basis. Pre-requisites for re-enrolment in each successive year after initial admission will depend on the child's academic levels, student's adherence to school rules and their attendance, behaviour, payment of school fees and continued support by parents of the school rules and policies and compliance with the school's parent code of conduct policy.
17. Student enrolment will be terminated immediately if the student has reached the expulsion stage on the school's discipline policy.
18. The School may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:
  - a serious breach of the School's rules or Code of Conduct
  - conduct prejudicial to the reputation of the School or the well-being of its students or staff, and;
  - where the Principal or School Council believes that a mutually beneficial relationship of co-operation and trust between the School and the Parent/carer(s) has broken down to the extent that it adversely impacts on that relationship
19. The School may terminate the enrolment of the Student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the Student have not been provided to the School or the particulars provided are materially incorrect or misleading.
20. The Principal reserves the right to accept or terminate enrolment and the Principal's decision is final.
21. By signing on the enrolment form, the parent/guardian acknowledges that they have read the enrolment policy and have agreed to all the terms, conditions, enrolment policy and procedures; agree that the conditions of enrolment form part of the agreement with the school with regard to education of the student and agree to be bound by them; acknowledge to provide complete and correct information in the enrolment form.

## Characteristics of the Student Body

In 2019, the school had 913 students enrolled in Years K-12, of which 339 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 2019:

| POLICY   | CHANGES IN 2019 | ACCESS TO FULL TEXT |
|--|-----------------|---------------------|
| <p><b>Child Protection Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>  | Nil             | School’s Website    |
| <p><b>Evacuation and Security Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Procedures for Security of the grounds and buildings</li> <li>• Premises, Buildings and Maintenance policy</li> <li>• Use of grounds and facilities</li> <li>• Emergency evacuation procedures</li> <li>• Visitation Policy</li> <li>• WHS Policy</li> <li>• Lock Down &amp; Lock Out Procedure</li> </ul> | Nil             | Principal’s Office  |
|  | Nil             | School’s Website    |



|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Travel on school related activities</li> </ul>   |   |   |
| <p><b>Codes of Conduct</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Welfare Policy</li> <li>• Conflict Resolution Policy</li> <li>• Discrimination, Harassment Staff Policy</li> <li>• Uniform Policy</li> <li>• Behaviour management including Anti Bullying Policy</li> <li>• The role of student leadership system</li> <li>• SRC Policy</li> </ul>  | <p>Nil<br/>Updated 2019</p> <p>Nil</p>  | <p>Principal’s Office</p> <p>School’s Website</p>   |
| <p><b>Pastoral Care Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• The pastoral care system</li> <li>• Availability and access to special services such as counselling</li> <li>• First Aid Policy</li> <li>• Medication Policy and Sick Bay procedures</li> <li>• Homework Policy</li> <li>• Incursions and Excursions</li> <li>• Examination Procedure and Policy</li> <li>• Student Promotion Policy</li> <li>• Student Locker Policy</li> <li>• Assessment Handbooks – Year 10, 11, 12</li> <li>• RoSA Policy</li> <li>• Student Awards Policy</li> <li>• Attendance Policy</li> </ul> | <p>Nil</p> <p>Nil</p> <p>Updated Every Year</p> <p>Updated 2019</p> <p>Updated 2019</p> <p>Updated 2019</p> | <p>Principal’s Office</p> <p>Principal’s Office</p> <p>Principal’s Office</p> <p>Principal’s Office</p> <p>School’s Website</p> |
| <p><b>Communication Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for communication between the school and those with an interest in the student’s education and well-being.</li> <li>• Social Networking Policy</li> <li>• Mobile Phone/Electronic Equipment Policy</li> <li>• Privacy Policy</li> </ul>   | <p>Nil</p> <p>Updated 2019</p> <p>Updated 2019</p> <p>Nil</p>   | <p>Principal’s Office</p> <p>School’s Website</p>   |

|  |  |   |
|--|--|---|
| <p><b>Professional Standards Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Professional Growth Policy</li> <li>• Return to Work Policy</li> <li>• Staff Dress Code Policy</li> <li>• Support for College Policies</li> <li>• Teacher Accreditation Policy</li> <li>• Staff Performance Management &amp; Development Policy</li> <li>• Management and Operation of the School Policy</li> <li>• Educational and Financial Reporting Policy</li> </ul> | <p>Nil<br/>Updated 2019</p> <p>Updated 2019</p> <p>Updated 2019</p> <p>Nil</p> | <p>Principal’s Office</p> <p>Principal’s Office</p> <p>Principal’s Office</p> <p>School’s Website</p> |
| <p><b>Procedural Fairness Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Complaints and Grievances Policy</li> <li>• Investigation process</li> <li>• Findings</li> <li>• Disciplinary proceedings and notification</li> </ul>  | <p>Updated 2019</p>  | <p>School’s Website</p>   |
| <p><b>Internet use Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Cyber Bullying</li> <li>• ICT Usage Policy</li> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism and copyright</li> </ul>   | <p>Nil</p>   | <p>Principal’s 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 appropriate Principal’s Delegate or the Principal and if need be, are then referred to the School Board or Reporting Authorities if it is in regards to child protection. The full text to the school’s policy and processes for complaints and grievances resolution and child protection is on the School website.



## 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 2019   | Achievements in 2019                                      |
|---|---|---|
| Teaching and Learning   | Implement new National Curriculum where relevant.   | Achieved in 2019  |
|   | Continue with PATR and PAT Maths, Compulsory ICT assessments K-6  | Achieved in 2019  |
|   | Home Reading Program  | Achieved in 2019  |
|   | External consultants engaged for staff development  | Achieved in 2019  |
|   | Fast Finisher Activity continued  | Achieved in 2019  |
|   | After School Support Focus  | Achieved in 2019  |
|   | Teacher Accreditation   | Achieved in 2019  |
|   | New support   | Achieved in 2019  |
|   | Students are taught study skills in Stage 4, 5, 6   | Study Skills taught during Roll call for Year 7 – 12.     |
|   | Learning Support Team/coordinator appointed and provisions for all students with needs monitored  | Appointed for Primary Department.                         |
|   | Whole School Focus on Literacy.   | Renaissance Program in High School                        |
|   | Literacy long answer questions in every stage to focus every week   | Achieved in 2019  |
|   | Develop teachers' practice to ensure that more teachers consistently deliver good lessons   | Achieved in 2019  |
| Executive team to monitor and evaluate effectiveness of subject leaders' monitoring processes         | Achieved through Coordinators Meetings. Ongoing goal for future years.  |   |
| Students Achievements and Welfare   | Student mentoring – further enhanced  | Achieved in 2019.   |
|   | Follow up for Counselling with students with acute well-being needs   | Achieved in 2019 and continued in 2020                    |
|   | Class Dojo – K-6 Primary approach   | Achieved in 2019  |
|   | Interschool public speaking – compete with other schools  | Achieved in 2019  |
|   | Parental Engagement – parent workshop.  | Achieved in 2019  |
|   | Strengthen Year 6 transition program  | Achieved in 2019  |
|   | Parent surveys linked to parents workshop   | Achieved in 2019  |
|   | Outstanding class incentive for Primary.  | Achieved in 2019  |
|   | Regular monitoring of the application of the welfare and discipline policy across GVIC in every classroom through data analysis   | Achieved in 2019  |
|   | 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 | Achieved in 2019  |
|   | Student behaviour tracked on weekly basis   | Achieved in 2019 through Sentral Analysis                 |
|   | Report to parents regarding behaviour instantly within the day of the incident and sanction to follow straightaway (24 hours after incident)  | Achieved in 2019  |
|   | In-School Suspension  | Achieved in 2019  |
|   | Scrutinise attendance data on a weekly basis and share with welfare team, Implement an attendance awards programme (Badges awarded to students with 100% attendance)                                | Certificates in Primary and High School. Achieved in 2019 |
|   | 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       | Achieved in 2019  |
| PBS awards – focusing on positive behaviour, house colour awarded most points/term rewarded each term | Achieved in 2019 in Primary   |   |



|                          |  |   |
|--------------------------|--|---|
|                          | Sport accessible to all students at recess and lunch   | Achieved in 2019                                  |
|                          | Wellbeing of Year 12   | Workshops conducted.                              |
|                          | Continue with implementation GVIC welfare and discipline policy. Review current provision to ensure clarification of roles and responsibilities for coordinators in relation to welfare and discipline   | Achieved in 2019. Review also achieved.           |
|                          | 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   | Achieved in 2019 on a fortnightly basis           |
|                          | Move to a digital platform for learning 'Education Perfect' Stage 4 and 5 develop English, Maths and Science   | Focus for 2020                                    |
|                          | Subscribe to ClickView to enhance teaching and learning,   | Focus for 2020                                    |
|                          | Elevate education workshops for parents of senior students   | Achieved for Students. More focus in 2020.        |
|                          | Develop and implement challenging targets set in all stages for each student in Stage 6  | Achieved in 2019                                  |
|                          | Collate tracking data each term and identify underachieving individuals  | Achieved and ongoing                              |
|                          | Identify the cohort of Year 11 students based on their Year 9 NAPLAN prior attainment  | Focus in 2020                                     |
|                          | Continue to hold staff meetings where performance of key groups of students is discussed and areas of concern addressed  | Achieved in 2019                                  |
|                          | <b>Further improvement in HSC results.</b>   | <b>Achieved best results of all time in 2019.</b> |
|                          | 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              | Achieved in 2019                                  |
| Facilities and Resources | E newsletters  | Achieved in 2019                                  |
|                          | Parent Portal  | For Primary only..                                |
|                          | Visitor Register System  | Success   |
|                          | Library computer room, Technology room and staffrooms maintained   | Achieved in 2019                                  |
|                          | Additional resources for any new curriculum purchased  | Achieved in 2019.                                 |
|                          | Additional Grass Area completed, Traffic changes commenced   | Achieved in 2019.                                 |
|                          | Year 12 Adviser  | Focus in 2018                                     |
| Staff                    | AIS Consultants engagement for Staff PD  | Achieved in 2019.                                 |
|                          | Recruit teacher aides for secondary school to ensure lower ability groups and teachers are supported with learning   | Focus for 2020.                                   |
|                          | External consultants engaged for PDs   | Achieved  |
|                          | 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 | Subscription to TLN ongoing.                      |
|                          | Communicate and reinforce the expectation that staff should use what they know about students' prior attainment levels in order to set suitably challenging work   | Ongoing   |
|                          | 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)      | Focus in 2020                                     |
|                          | Middle leaders training program for all coordinators to attend to shape vision of school   | Focus in 2020                                     |

## TARGETS FOR 2020

| Area                             | Priorities for 2020  |
|----------------------------------|--|
| Teaching and Learning            | <ul style="list-style-type: none"> <li>• National Curriculum – PDHPE familiarisation and professional Learning in order to ensure teachers are well equipped for Implementation in 2019 – 2020</li> <li>• Executive staff completes PD on middle Leaders.</li> <li>• Professional Learning for all staff on regular basis.</li> <li>• Collaboration between classroom teachers and newly appointed ESL teacher to focus on detailed Individual Learning Plans</li> <li>• Introduction of ILP in all KLA's.</li> <li>• Carry out a whole school review.</li> <li>• Curriculum Review Team to be appointed to look into key changes</li> <li>• Tracking differentiation through student work samples</li> <li>• Review of programs for compulsory in depth catering for students with varied learning needs</li> <li>• Class based learning gap focus via differentiated tasks for the bottom three students</li> <li>• Viewing recording of “Excellence in Teaching” during Sharing Sessions</li> <li>• Capturing “Excellence in Teaching” by making recordings of good teaching practices</li> <li>• Teacher observations and feedback for appraisal</li> <li>• Renaissance Program, Stile Program</li> <li>• Learning and Teaching Team from across subject areas – High School</li> <li>• New staff to be allocated key groups of staff to support all other departments – High School</li> <li>• New teacher programme to be focused on teaching and learning, Muster meeting to focus on learning and teaching – High School</li> <li>• ESL coordinator (teacher aide) to monitor progress of key group of students – High School</li> <li>• External consultant to review teaching and learning.</li> </ul> |
| Student Achievements and Welfare | <ul style="list-style-type: none"> <li>• Students have improved access to welfare as full time Counsellor appointed.</li> <li>• Inter schools competitions extended to High School.</li> <li>• Better Communication with Portal App to allow two way communication</li> <li>• Parents’ Workshop on Portal</li> <li>• Parent Survey on Portal</li> <li>• Weekly grade based assemblies to target student well- being and reminders on academic challenges</li> <li>• Continue to motivate and encourage students to excel via acknowledgement at K-12 assemblies, further motivation by allowing parents of recipients to attend assemblies</li> <li>• Year Six Transition – each Year Six teacher will teach other KLAs as Subject Specific Teacher, ie., Teacher X will teach Science to all three classes, another will teach History to all three classes, etc.</li> <li>• Further strengthen Year 6 transition program</li> <li>• Wellbeing of Year 12: The final year beyond project</li> <li>• Maintain good HSC results.</li> <li>• Award Year 6 Scholarship early.</li> <li>• Publicise Student Achievements</li> <li>• Engage external presenters on Welfare.</li> </ul>  |
| Facilities and Resources         | <ul style="list-style-type: none"> <li>• Audit Facilities and resources.</li> <li>• Proper record of repairs and maintenance.</li> <li>• Upgrade Computers and Cameras.</li> <li>• Established primary bookshop</li> <li>• Teacher aides - updated offices</li> <li>• Fast Finisher Comprehension Cards for Classrooms</li> <li>• Parent Portal (Primary)</li> <li>• School Facebook</li> </ul>  |
| Staff                            | <ul style="list-style-type: none"> <li>• Full time casual list and policy.</li> <li>• Fully qualified ESL Teacher.</li> <li>• Employ Staff in areas of need.</li> <li>• Understudy of certain roles and responsibilities.</li> <li>• Employ Support Staff in High School.</li> <li>• School needs based PD.</li> </ul>   |

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

## PRIMARY INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Primary teachers have worked in partnership with parents via **Parents' Workshop** on Cyber Safety to create awareness on respect and responsibility for ethical use of online access. Students have been taught by staff and local Police/ Youth Liaison Officers to be responsible and respectful users of technology. Upper primary students have annual briefing sessions on respectful use of internet by the local police. Parents have taken the responsibility to monitor students at home to ensure appropriate use. The crucial role of parents as primary educators is promoted to enhance Australian social values.

In order to develop students as tolerant Australian Muslims, observance of **Harmony day and Action Against Bullying** has become annual events. The grand displays by students and teachers on various home countries of our students, namely Lebanon, Egypt, Fiji, Pakistan, India, China, etc has helped to develop understanding and respect for each other as well as respect for diversity of cultures and languages.

A number of interschool events such as **Spelling Buzz, Public Speaking and Cops vs Kids** initiatives have promoted core Australian value of fair play and sportsmanship among our students. These annual events have helped to develop learning networks among schools and have helped teachers to understand their responsibility to continue their professional growth through dialogue and engagement with local schools.

For a safe and supportive learning environment at Green Valley Islamic College, students engage in regular learning experiences to make healthy and responsible choices via the Crunch and Sip Program that helps to develop life-long skill of eating fruit and vegetables daily. This helps them to understand that they are responsible for their health. Annual programs such as **Walk Safely to School Day and Health and Safety Day** helps students to further develop their engagement with local community Police, Ambulance Officers and Fire Services, who put up displays at school on Health and Safety Day. Students develop understanding of their shared role in the wider community thereby developing as responsible citizens.

Primary has a strong body of Student Representative Council (SRC) and Positive Behaviour Support (PBS) team who are actively engaged in ensuring that every child is feeling safe and happy. These students promote safe play at recess and lunch by supporting lunch time clubs such as Reading Groups, Writing Groups and Computer Lab Sessions and Public Speaking Group. SRC with the guide of a teacher ensure play equipment are provided to students during lunch time. They also guide or support students who have no friends to develop friendship groups at the **Buddy Bench** near the office.

For structured sessions on Friendship groups, Year Five students are buddied with kindergarten for **Buddy Program**. This helps our kindergarten students to develop self- esteem when in playground as they learn to deal with upper primary students. Students are encouraged to support each other as they work across the stages in peer support groups.

Anti-bullying program such as **Brainstorms Protectors** session was made available to students for them to develop strategies to ensure there is zero tolerance for bullying. Awareness was created that everyone is responsible for their own respectful interaction with each other in order to display ROCKS (Respect, Ownership, Caring, Knowledge and Safety) social skills of our Positive Behaviour Support School.



## SECONDARY INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### Term 1, 2019

- **Yr 12 Info Evening – Mar 8, 6pm**  
*- The session aimed at assisting the students with study skills, exam stress and anxiety management, explanation on Australian Tertiary Admission Rank (ATAR) calculations and how it is related to student performance, University Admissions Centre (UAC) process, HSC and its challenges and the pathways for the students after completing HSC.*
- **Yr 12 UTS Visit – Apr 11, 2:25 PM**  
*- An informative session for the year 12 students to be better informed of their study options at UTS in various fields of study.*

### Term 2, 2019

- **Yrs 7–12 Parent Teacher Meeting – May 2, 4pm**  
*- Teachers had the opportunity to discuss with students and their parents the Interim Report, which was more like a settling-in report for the students so that the expectations can be laid earlier in the year and parents get to know their child's teachers.*
- **WSU School Visit – May 10, 9am**  
*- An informative session for the year 12 students to be better informed of their study options at Western Sydney University in various fields of study, especially to enlighten the students on the HSC True Rewards Program.*
- **Yr 11 and 12 Careers Expo – June 28**  
*- Making decisions around post school options can be a daunting and confusing time for all parties involved. As such, Year 11 and 12 students took part in the "Western Sydney Careers Expo".*  
*Students accessed:*
  - *Information and resources for the HSC*
  - *Information about university, TAFE and training courses*
  - *Career and Study advice*
  - *Employment advice and opportunities; apprenticeship and traineeship advice*

### Term 3, 2019

- **Yr 7-11 Parent Teacher Meeting – Jul 25**  
*- Teachers had the opportunity to discuss with students and their parents the Half-Yearly exam results and how they can work collectively to improve on the weaknesses and further enhance the strengths in various academic fields.*

- **Yr 12 Headspace Incursion – Jul 31, 12:45pm**  
- *Headspace Schools was engaged to deliver their services for our Year 12 students to further support their mental health and wellbeing. Headspace Schools is a national workforce that supports, engages and partners with education sectors across Australia, to build the mental health literacy and capacity of workforces. The sessions not only assisted our students, but also gave our teachers an insight into the students' challenges.*
- **Yr 7 Well-Being Incursion – Aug 1, 2:25pm**  
- *An interactive theatre performance, 'Aim Higher' was delivered for the year 7 students to raise awareness of Higher Education as realistic option and raise aspirations. This was an initiative of Western Sydney University. It was a dynamic, 50 minute high energy "magazine style" interactive performance that used humour, music, multimedia and popular culture to engage, inspire and inform year 7 students about the many different progression routes into tertiary education. Using identifiable characters and fun interactive scenarios that the pupils can relate to, the actors dispelled any preconceptions or negative attitudes towards learning beyond the compulsory education period, raising awareness of the specific routes into university and their accessibility for all.*
- **Yrs 7, 8, 9, 10, 11 and 12 Well- Being Incursion (Motivational Speaker) – Sep 2, 5**  
- *Daniel Merza, a speaker, author and coach was invited to address the students on their day to day life challenges and overall wellbeing. He addressed topics such as self-leadership, resilience, mental health, bullying, study skills and peak performance. The overall benefits to students included enhancing their social and emotional wellbeing, expanding their personal leadership capabilities and enriching their learning experience and overall level of school engagement.*
- **Year 10 into Year 11 Subject Information Evening – Sep 11**  
- *To better assist Stage 4 students and parents in making wise decisions about their subject choices for Year 11.*

#### **Term 4, 2019**

- **SHE Summit (Girls) at UWS - 9, 10, 11 Girls – Oct 30**  
- *A day excursion to the SHE summit. This is an initiative of Lebanese Muslim Association (LMA) which brings together athletes, leaders and pioneers in women's Sport, Health and Education to promote holistic health and wellbeing. SHE hosts the powerful Raha Moharrak, first Saudi woman to climb Mt. Everest; Tanya Hosch, AFL General Manager Inclusion and Social Policy; and Sonia Mkalamo, Founder Strixson & Former Netball Champion. SHE delivers workshops and leads conversations with influential women on things that matter to them.*
- **Boys Incursion on Cybersafety (Yrs 9, 10, 11) – Oct 30**  
- *A day incursion on cyber-safety in school delivered by the Senior Constable and Youth Liaison officer from local police station. The boys were made aware of the various risks associated with*



*their online behaviour, what they can and cannot post online, and what they can do if they are the victims.*

- **Yrs 7-11 Raging Waters Excursion – Dec 10, 11**

*- To acknowledge their hard work and cooperation through the year, all students were given the opportunity to participate in the Well-Being excursion at Sydney's famous water theme park - 'Raging Waters'. Students had an opportunity to explore their strengths and weaknesses while still having fun.*

### **Regular Activities throughout the 2019 Academic Year**

- Delivery of weekly Taleem sessions for each grade benefits the students by way of Islamic preaching reinforced by the scholars. Welfare Coordinators also get an opportunity to interact with all the grades more frequently to address any pressing issues the students might have.
- Regular sporting activities are organised between teachers and students to further enhance the student-teacher relationship. These not only entertain, but also enable teachers to build a good rapport with their students.
- Whilst it is imperative for the students to enjoy schools, their studies cannot be ignored either. For this reason, service of an external agency, Elevate was engaged. The high impact seminars & workshops delivered through Elevate helped students improve their study techniques, increase motivation, build confidence, and lift exam performance.

## 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-curricular activities such as the Ramadhan activities and Child Sponsorship.

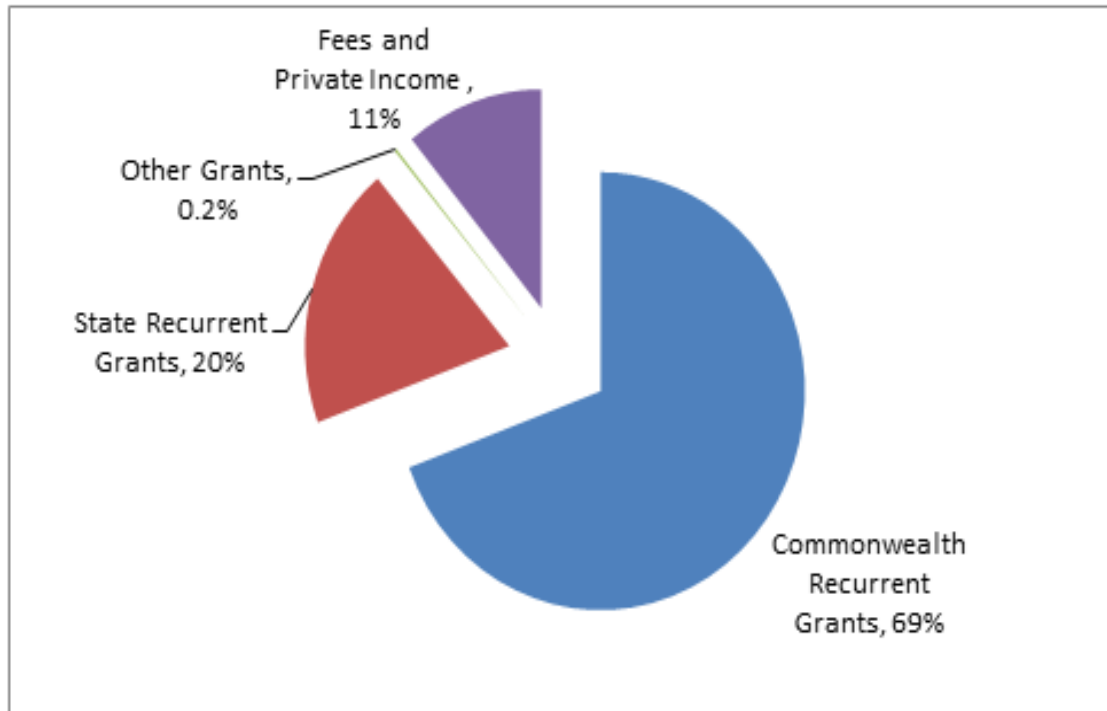
Informal discussions as well as formal discussion at parent-teacher evenings with parents, students and teachers revealed a general satisfaction with the operation of the school and its welfare and teaching policies. Staffs were generally very satisfied in all areas of our school, particularly in terms 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.

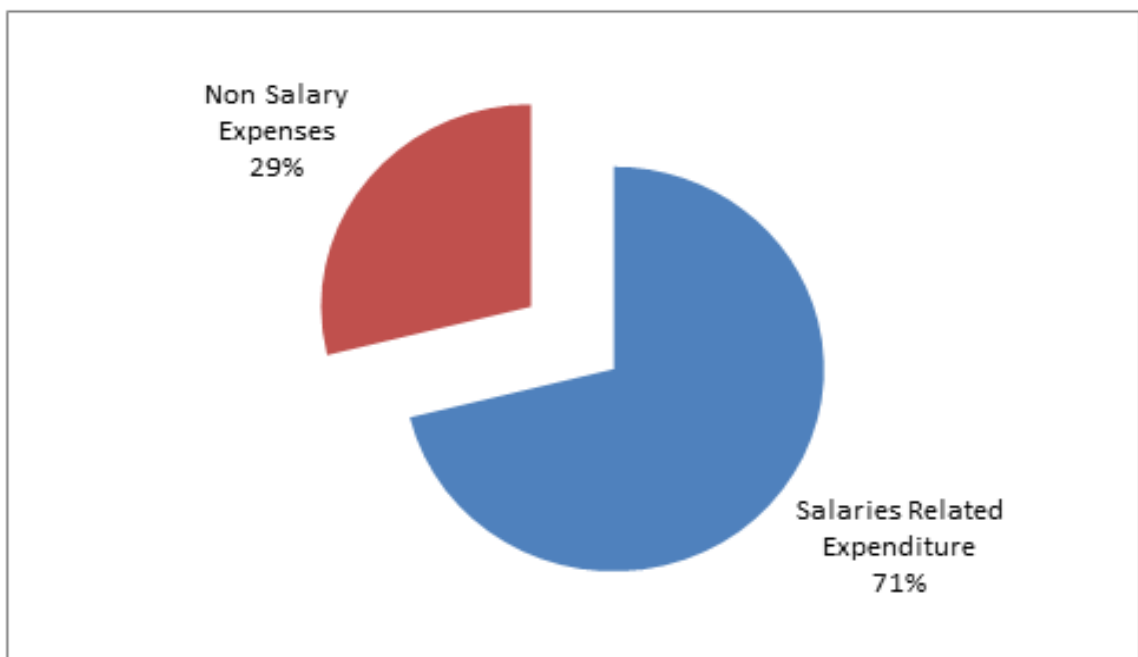


## SUMMARY FINANCIAL INFORMATION

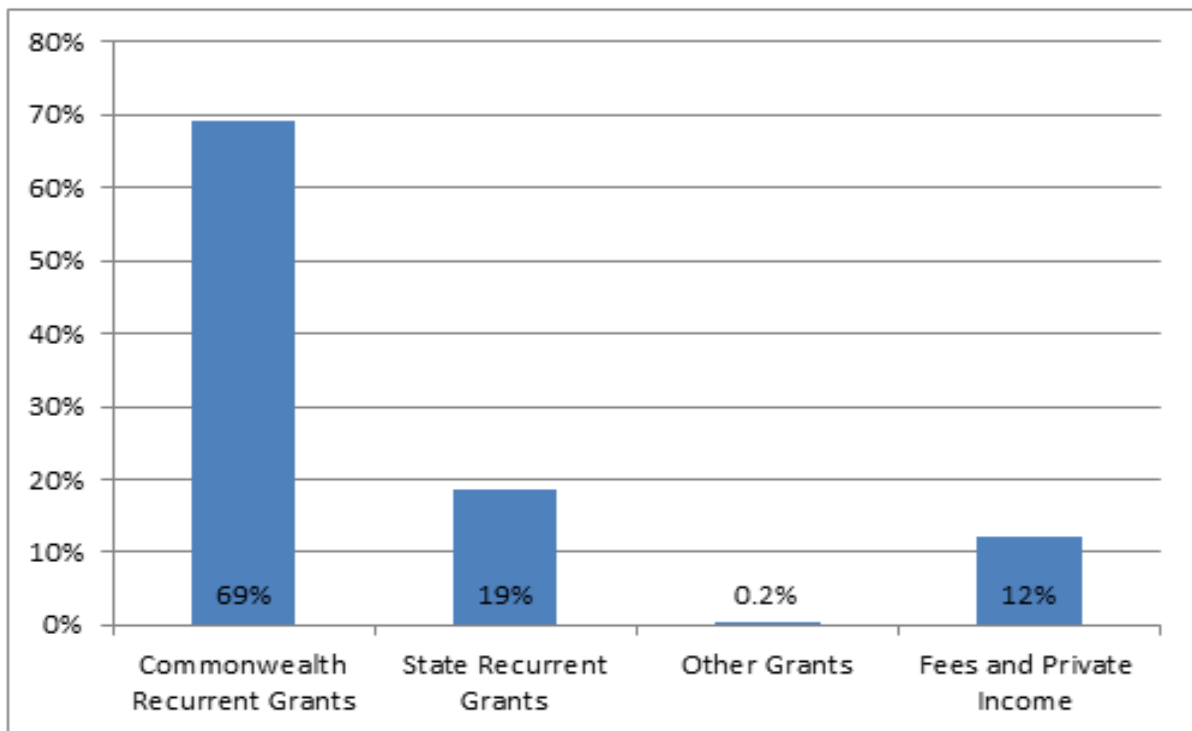
(a) Graphic 1 : Recurrent/Capital Income represented by pie chart



(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**

