

**ANNUAL  
REPORT  
2017**

# **GREEN VALLEY ISLAMIC COLLEGE**



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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 Principal – Mr Shamsheer Ali

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu

It is with the greatest of pleasure and honour that I forward to you a reflection on the achievements of Green Valley Islamic College. 2017 marks the 15th year anniversary of the college.

Firstly I would like to thank the students, staff and parents who welcomed me into my acting position at Green Valley Islamic College. Your warm welcome and support is deeply appreciated. I am honoured and pleased to be working alongside both primary and high school teachers. They are an enthusiastic, result-driven team and I look forward to further utilising their talents for the benefit of our students. It is clear that our success comes from good leadership, highly qualified teachers, a strong curriculum and outstanding facilities combined to create a supportive and inspiring learning environment. Students enjoy our safe and culturally diverse school, developing their intellectual, emotional and social potential. We encourage our students to not only to excel academically but to participate in the many different sporting, cultural and leadership activities.

As we continue on our journey of education as a college, another year has nearly passed that included a challenging curriculum, service to others, mutual respect, celebration of cultures, caring staff, parents as partners, all of which help GVIC students become responsible and cooperative Australian citizens.

We can take pride in the wide array of state-of-the-art buildings, new technology and other physical resources, but I believe the key ingredient of a good education is the hard work and commitment of people who make up our school community. Our students are eloquent testimony to the value of those efforts.

I would like to acknowledge and thank the amazing staff, teaching and non-teaching at Green Valley Islamic College. Our teachers are extremely committed to our students, their welfare and learning. They have worked so hard throughout the year to ensure that GVIC students achieve to their full potential.

May I take this opportunity to express my sincere thanks and appreciation not only to all our staff, but also to all those people who give so willingly of their time to make as volunteers to make the school what it is; members of School Board, Shuraa Council, Muslim League of NSW and parents for their vision and support for the School. Our school could not run without your contribution.

May Allah Subhanahu Ta'ala shower His blessings upon the school and on us at all times.

**Shamsheer Ali**  
**Acting 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, I am pleased to convey a message for the annual report.

The role of our College Board is to provide guidance to College Management and 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 also work closely with AIS for guidance in all areas of school governance.

Here at the school, we are working towards improving College image, improve on quality delivery of education and services and improve welfare and discipline. We strive to provide a safe environment to give the best opportunity to all students for quality learning. Our aim is to develop a well-rounded child who will be ready to take the challenges of life in the open world. We also value the mutual relationship between parents and teachers and we will work towards more parental engagement in school activities.

It is also our belief that parents and teachers need to work together in providing the best opportunity for all students in achieving excellence in their studies. The management will support good practices and make necessary changes to achieve its goals and make GVIC a school of choice.

The College has continued to make improvements in NAPLAN and HSC results as well as achievements in sports, cultural and extra curriculum activities.

The College Board is working together with the Principal and staff to implement policies and measured plans which will make further improvements in all areas of school to reflect our vision in making GVIC a leading institution in the field of education.

The Management has recognised the need to reward our top students and encourage competition amongst students, and as such from Term 1 of 2017 scholarships were given to the top students in primary and high school.

We will continue to improve facilities and in this respect we are in the process of providing a playground area beside the Multi-purpose Hall. Fencing, landfill and turf works have commenced in Term Three. Also, the front car park area and pedestrian crossing will be upgraded in the very near future.

The Management would like to acknowledge the contributions of the Association of Independent schools, Local, State and Federal governments, funding bodies, 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**



## **Message from the School Captains of 2017**

Once again we have come to the conclusion of another year of school; for some, the last they will ever see. The Year 2017 has been one of great progress and achievement for Green Valley Islamic College. Being granted the privilege of school captaincy during our last year of school as well as leading a committed and eager cohort of students in the Student Representative Council in 2017 has been an honour. The students selected this year have proved to themselves, their peers and their teachers how they are able to lead, motivate and inspire; but more importantly highlight themselves as good role models of this school.

The SRC sent a representative to the NSW Constitutional Convention at NSW State Parliament House. Selected as one out of one hundred schools throughout the state, our attendance at the Convention is an integral aspect of our school's proud history. The event encouraged the fostering of leadership skills and a thorough understanding of Australian law; paving the way for SRC members of the future to embody and display the very high standards which we set for ourselves amongst some of the state's most well-known schools.

Aside from this, the Bandaged Bear Breakfast also proved to be a success with many parents, teachers and students arriving to school earlier than usual to get their hands on an array of good food and lots of laughs, all in the name of charity. The SRC's ongoing commitment to this cause is one which has no doubt been a highlight of all of our achievements and is a legacy we hope will be continued by fellow student representatives in the future.

Our annual food run during the month of Ramadan was one in which all SRC members actively partook in. Students were encouraged to bring in non-perishable food items; those of which were sent to Muslim refugees. Through such initiatives we were able to ensure those less fortunate would have the basic necessities required to survive; something most of us often overlook and take for granted.

GVIC also engaged in ANZAC day collaboration with Amity College in 2017. The SRC organised the relevant activities for the ceremony hosted at the school and played host to the Amity College School Captains. As part of the collaboration, we were also invited to the College to partake in ANZAC day commemorations. This is something we hope future leaders of our school will partake in; essentially fostering unity amongst local Islamic schools.

All in all, this year has been one of change, achievement and success on numerous levels. As year 12 students and being school captains, this final year has proven to be challenging and rewarding at the same time. The caring spirit and zeal with which SRC members in 2017 have contributed to discussions and strived to represent their peers is something which has made our jobs as captains much easier, and we leave knowing that the future of GVIC is in good stead. We leave the future leaders of our school with a motto to live by; "Do not follow where the path may lead. Go instead where there is no path and leave a trail." We'd also like to thank our teachers, year 12 colleagues and fellow peers for their support and wish the captains of 2018 the best.

***Faraaz Aboo and Nadia Zaem***  
***School Captains 2017***



## 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 2017 with 892 students in Kindergarten to Year 12, supervised by 61 teachers. In 2017, 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 Board of Studies 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 2017.

### Higher School Certificate Examination – Year 12

In 2017, 43 students sat for the NSW Higher School Certificate in 12 courses. This was our sixth 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			
	2017	2016	2017		2016		2017		2016	
sch			state	state	sch	sch	state	sch	state	
English Advanced	16	11	100	98.46	98.81	0	0	1.54	0	0.95
English Standard	27	20	100	85.74	85.76	5	0	14.26	0	15.85
Ancient History	8	6	87.5	80.46	81.68	16.66	12.5	19.54	0	17.42
Biology	22	21	90.9	87.43	89.79	4.76	9.1	12.57	0	16.26
Business Studies	32	23	100	85.97	86.06	0	0	14.03	0	12.54
Chemistry	5	4	100	90.36	93.89	0	0	9.64	0	6.86
IPT	7	6	100	80.47	92.85	0	0	19.53	8.33	16.04
Legal Studies	15	5	100	90.4	87.93	0	0	9.6	0	11.13
Mathematics – General 2	25	20	96	73.83	74.91	0	4	26.17	0	5.81
Mathematics – 2 unit	4	4	100	90.56	91.9	0	0	9.44	0	9.52
Mathematics Extension	2	2	100	97.05	0	E1 0	0	2.95	E1 0	1.98
PDHPE	25	13	96	80.51	92.72	0	4	19.49	0	0
Studies of Religion	30	17	100	92.3	90.09	0	0	7.7	0	10.78



### 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	77 students	School	100%	100%	100%	97.4%	100%
		State	89.5%	94.1%	87.8%	87.1%	87.5%
5	82 students	School	87.8%	98.8%	100%	84.2%	97.5%
		State	82.8%	84.2%	86.9%	78%	85.4%
7	73 students	School	86.3%	90.4%	93.2%	93.1%	98.6%
		State	83.7%	70.2%	85.5%	81.7%	86%
9	48 students	School	87.5%	81.2%	93.7%	87.5%	97.9%
		State	79.5%	65.2%	81%	76.2%	84.4%

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
2017	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
2017	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	2
Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 Online Module	1
Senior Assessors-Experienced Teacher Standards Based Assessment Panel	1
iPads in Action: English K-6	1
Becoming Accredited at Highly Accomplished and Lead Teacher	1
MEA Interpretation Workshop - Standards and Hybrid	1
Viewing of Experienced Teacher Digital Portfolios	2
Viewing of Experienced Teachers Digital Portfolios - Standards Based and Action Research Pathways	2
Familiarisation: NSW Syllabus for the Australian Curriculum History K-6 Online Module	1
Supporting School Improvement - Sydney and Regional Professional Development Days	4
The Medium Is The Message	1
Differentiation in the Classroom: A Proactive, Common Sense Approach	1
Creative Bend 'n' Stretch	2
Disability Legislation Online Module	1
Familiarisation: NSW Syllabus for the Australian Curriculum Geography 7-10 Online Module	1
Familiarisation: NSW Syllabus for the Australian Curriculum Geography K-6 Online Module	1
Personalised Learning Processes for Aboriginal Students Online Module	2
Planning and Programming: NSW Syllabus for the Australian Curriculum Geography 7-10 Online Module	1
School Communities Working Together Online Module	1
The Principles of Purposeful Programming Online Module	1
Viewing of Experienced Teachers Digital Portfolios - Standards Based and Action Research Pathways	1
The AIS Governance Symposium	2
Contexts in Science and Technology: How to Create a Great One Online Module	1
Professional Support for Experienced Teachers - Standards (2018)	7
Professional Support for Experienced Teachers - Standards	4
Spelling K-6: More Than 'I' Before 'E'	1
Becoming Accredited at Experienced Teacher through the Standards Based Pathway	2
Legal Studies Seminar	1
Teacher Learning Network Various	10
Primary Customised English Workshop	34
Teacher Training onsite Secondary Workshop	29
School Law	3
MultiLit	1

The average expenditure per teacher on professional learning in 2017 was \$437.85.

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

For 2017, all the teaching staff have been categorised into the following three categories:

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	57
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
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	3

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 2017 was as follows:

Total Teaching Staff	61
Total Female Teaching Staff	45
Total Male Teaching Staff	16
Total Indigenous Staff	0





## STUDENT ATTENDANCE

### Student Attendance

In total, 94.12 % per cent of students attended school on average each day in 2017. This was very similar to the daily attendance in 2016. The table below summarises attendance per year level in 2017.

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% Attendance	93.61%	93.96%	94.64%	93.59%	94.86%	95.09%

Year Level	Year 7	Year 8	Year 9	Year 10
% Attendance	93.55%	94.2%	93.56%	93.89%

### 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

69% of the 2015 Year 10 cohort completed Year 12 in 2017. In 2017, our sixth 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
2017	69%
2016	62%
2015	58%

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 2016 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 2016 went on to study at a higher education institution.





## ENROLMENT POLICIES

### Enrolment Policy

Green Valley Islamic College is a co-educational K-12 Islamic Independent school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All enrolment applications received are processed in order of receipt and however, consideration is 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 support 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 (subject to availability).

### Enrolment Procedures

- 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.
- 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 2017, the school had 892 students enrolled in Years K-12, of which 323 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 2017:

Policy	Changes in 2017	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	<p>Full text issued to all staff.</p> <p>Parents can download a copy from the school’s website.</p>
<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>• Visitor policy</li> </ul>	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"> <li>• WHS Policy</li> <li>• Lock Down &amp; Lock Out Policy</li> <li>• Travel on school related activities</li> </ul>		
<p><b>Supervision Policy</b> encompassing</p> <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	Nil	<p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</p>
<p><b>Codes of Conduct</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management including Anti Bullying Policy</li> <li>• The role of student leadership system</li> <li>• SRC Policy</li> </ul>	Nil	<p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</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>• Health care procedures</li> <li>• Medication and Sick Bay procedures</li> <li>• Critical incident policy</li> <li>• Homework Policy</li> <li>• Attendance Policy</li> <li>• Assessment Policy</li> <li>• Merit Award Policy</li> </ul>	Nil  Nil	<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><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> </ul>	Nil	<p>Full text issued to all staff.</p>
<p><b>Professional Standards Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Confidentiality and Professionalism Policy</li> <li>• Support for College Policies</li> <li>• New Scheme Teacher Policy</li> <li>• Staff Performance Management &amp; Development Policy</li> </ul>	Nil	<p>Full text issued to all staff</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>	Nil	Full text issued to all staff.
<p><b>Internet use Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism and copyright</li> </ul>	Nil	<p>Full text issued to all staff.</p> <p>Parents can download copies of some policies from the school’s website.</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 2017	Achievements in 2017
Teaching and Learning	National Curriculum further implemented for Geography	Achieved in 2017
	Continue with PATR and PAT Maths, Compulsory ICT assessments K-6	Achieved in 2017
	Home Reading Program changed for Years 2-6	Achieved in 2017
	External consultants engaged	Consultants engaged for High School Literacy Program
	Fast Finisher Activity continued	Achieved in 2017
	After School Support Focus on Year 2	Achieved in 2017
	Learning and Teaching Team from across subject areas	Achieved within High School Departments
	New staff to be allocated key groups of staff to support	Support Staff for English Department appointed
	Students are taught study skills in Stage 4	Study Skills taught during Roll call for Year 7 students
	Learning Support Team/coordinator appointed and provisions for all students with needs monitored	Appointed for English Department
	Whole School Focus on Literacy to be developed	Renaissance Program introduced in High School
	Literacy long answer questions in every stage to focus every week	Achieved in 2017
	Develop teachers' practice to ensure that more teachers consistently deliver good lessons	Achieved in 2017
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 2017
	Follow up for Counselling with students with acute well-being needs	Achieved in 2017 and continued in 2018
	Class Dojo – K-6 Primary approach	Achieved in 2017
	Interschool public speaking – compete with other schools	Achieved in 2017
	Parental Engagement – introduce tutorials for parents	Achieved in 2017
	Strengthen Year 6 transition program	Partially achieved in 2017 and more focus in 2018
	Parent surveys linked to parents workshop	Achieved in 2017
	Outstanding class incentive for primary introduced	Achieved in 2017
	Regular monitoring of the application of the welfare and discipline policy across GVIC in every classroom through data analysis	Achieved in 2017
	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 2017
	Student behaviour tracked on weekly basis	Achieved in 2017 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 2017
	Develop an Internal Exclusion Unit (IEU) provision to reduce fix term exclusions	Achieved in 2017 through In School suspensions
	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.
	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 2017
PBS awards – focusing on positive behaviour, house colour awarded most points/term rewarded each term	Achieved in 2017 in Primary	



	Sport accessible to all students at recess and lunch	Achieved in 2017
	Wellbeing of Year 12: The final year beyond project	Partially Achieved in 2017 and focus in 2018
	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 2017. 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 2017 on a fortnightly basis
	Move to a digital platform for learning 'Education Perfect' Stage 4 and 5 develop English, Maths and Science	Focus for 2018
	Subscribe to ClickView to enhance teaching and learning,	Focus for 2018
	Elevate education workshops for parents of senior students	Achieved for Students. More focus in 2018.
	Develop and implement challenging targets set in all stages for each student in Stage 6	Focus for 2018
	Collate tracking data each term and identify underachieving individuals	Achieved and ongoing
	Identify the cohort of Year 11 students who have Band 5/6 targets based on their Year 9 NAPLAN prior attainment	Focus in 2018
	Continue to hold staff meetings where performance of key groups of students is discussed and areas of concern addressed	Achieved in 2017
	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 2017
Facilities and Resources	E newsletters introduced	Achieved
	Parent Portal introduced	Achieved for Primary. High School in 2018.
	Visitor Register System	Achieved
	Library computer room, Technology room and staffrooms updated	Achieved
	Additional resources for new curriculum purchased	Achieved
	Additional Grass Area completed, Traffic changes commenced	Due to Council constraints, to be achieved in 2018
	Year 12 facilities need to be put into place: Year 12 common room and Year 12 Adviser	Focus in 2018
Staff	AIS Consultants engagement for ATPD Framework	Focus in 2018
	Recruit teacher aides for secondary school to ensure lower ability groups and teachers are supported with learning	For English achieved. Ongoing focus for 2018.
	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	Achieved in 2017 for Primary. Focus for High School in 2018.
	Communicate and reinforce the expectation that staff should use what they know about students' prior attainment levels in order to set suitably challenging work	Achieved
	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 2018
	Middle leaders training program for all coordinators to attend to shape vision of school	Achieved



## TARGETS FOR 2018

Area	Priorities for 2018
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 completed PD on Renaissance Reading Program for introduction in 2019</li> <li>• Professional Learning for all staff on Read4Success to strengthen reading programs</li> <li>• Collaboration between classroom teachers and newly appointed ESL teacher to focus on detailed Individual Learning Plans</li> <li>• Introduction of ILP in Maths</li> <li>• Curriculum Review Team 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</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>• Broker and support a high quality training programme to underpin significant improvements within the quality of teaching – High School</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Students have improved access to welfare as full time coordinator appointed for the boys</li> <li>• Inter schools competitions extended to Spelling compared to 2017 Public Speaking only</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-6 assemblies, further motivation by allowing parents of recipients to attend assemblies</li> <li>• Year Six Transition – As of 2018, excluding Maths and English, 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>• Strengthen Year 6 transition program</li> <li>• New Points System introduced for High School</li> <li>• Wellbeing of Year 12: The final year beyond project</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Additional resources for PDHPE purchased</li> <li>• Established primary bookshop</li> <li>• Teacher aides - updated offices</li> <li>• Fast Finisher Comprehension Cards for Classrooms</li> <li>• Parent Portal</li> <li>• School Zine Newsletters and App</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Full time casual</li> <li>• Fully qualified ESL Teacher</li> </ul>



## 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 a poster competition and a colouring-in competition. 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 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.

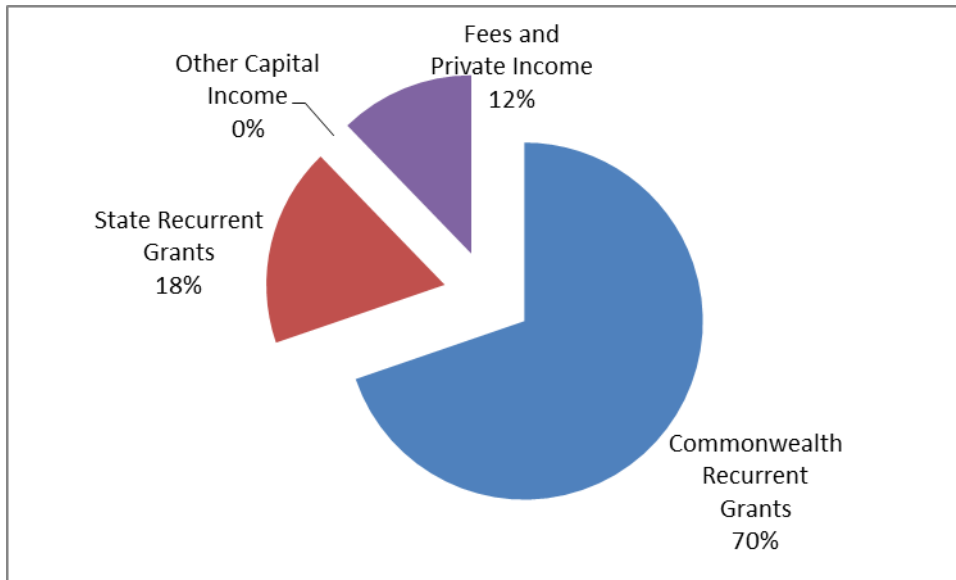
The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged.



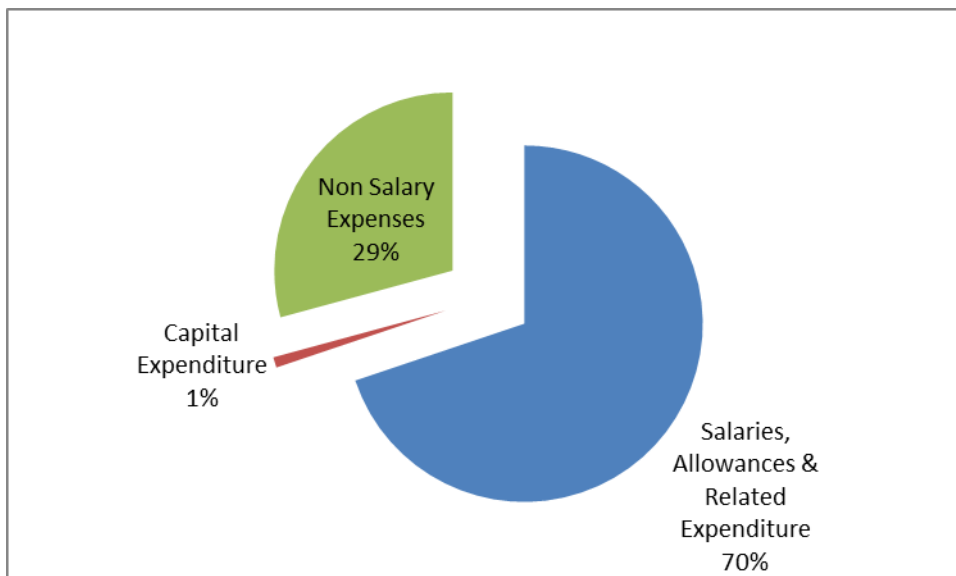


## SUMMARY FINANCIAL INFORMATION

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

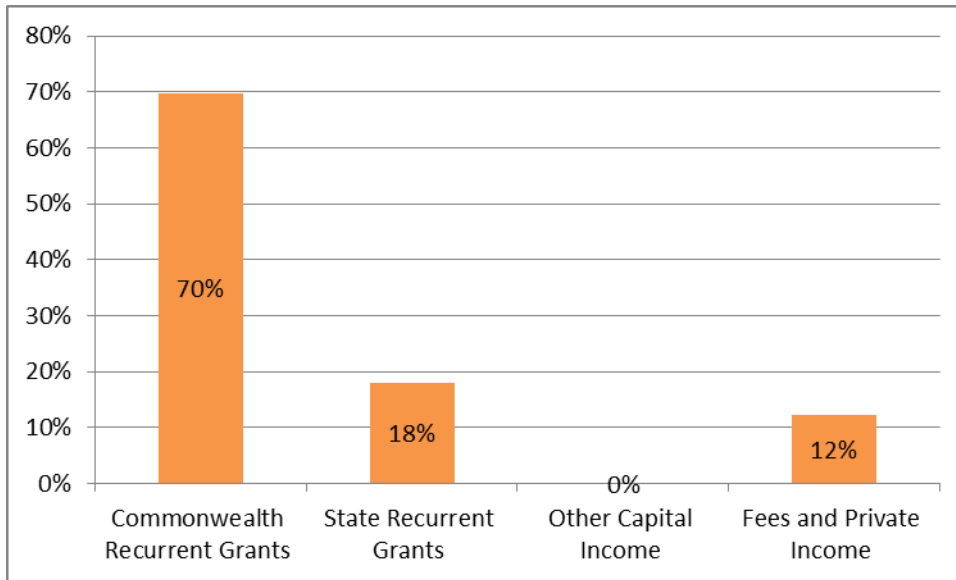


(b) **Graphic 2 : Recurrent/Capital Expenditure represented by pie chart**





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



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

