



# Green Valley Islamic College Annual Report 2016



**264 Wilson Road, Green Valley NSW 2168**  
**Ph: (02) 87839188 Fax: (02) 87839187**  
**Email: [admin@gvic.nsw.edu.au](mailto:admin@gvic.nsw.edu.au)**  
**Website: [www.gvic.nsw.edu.au](http://www.gvic.nsw.edu.au)**



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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

All Praise to Allah Subhan O Ta'ala, the Beneficent, the Merciful.

The last few years have seen the introduction and implementation of the National Curriculum. The National Curricula for English, Mathematics and History have been fully implemented in Primary and the required professional developments have been conducted over the last few years. The new Geography curriculum will be introduced in 2017. Teachers have been working closely with officers from BOSTES and AIS during this transition phase. Our teachers are now well trained to deliver the curriculum and to train any new recruits.

As per the introduction of the National Curriculum in the High School, programs and scope and sequence documents for PDHPE, Mathematics, English, History and Geography were revised over the 2013-2015 period, approved by BOSTES and implemented. All necessary professional developments were facilitated in the same period.

I am happy to report that BOSTES is fully satisfied with the teaching, administration and governance compliance requirements of the School and made the recommendation for renewal of the School's registration and accreditation to the Schools' Registration and Accreditation Board after their inspection visit in April 2016. The Schools' Registration and Accreditation Board subsequently approved the registration and accreditation of the School for the full five-year period from 2017 to 2021. I thank all staff, the School Board and the Muslim League of NSW Inc. for their great effort. May Allah (SWT) reward you all.

At the beginning of this year, under the direction of the School Board the School launched an improvement plan focussing on three areas: delivery of services and teaching, student well-being, and parental engagement. I am delighted to report that we are already noticing improved student attitude to learning and good behaviour, the staff members are more pleasant, engaging and cooperative, and are showing a positive attitude to the teaching and learning process. A significant number of parents as well as students have come forward and made very positive comments about the changes in attitude of both staff and students alike. We are confident that we are moving in the right direction and should see very visible changes in the School Community in the near future.

The School recognises the achievements of our own students and realises that the teaching and learning would become more competitive and productive if we are able to attract and enrol good students from other schools around the area. To this end the GVIC Scholarship Scheme was established and launched this year. About 30 individual scholarships will be available for students in Years 4, 6, 7, 8, 10 and 11 from the beginning of 2017. The first of these awards will be announced in the awards ceremonies at the end of 2016. The school has allocated approximately \$40,000 for this purpose.

The College regards student well-being as an integral part of successful learning. Students who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes. Our Positive Behaviour Support (PBS) program provides a basis for a safe and conducive environment for learning and well-being of our



students. The College has also been working with the NSW Department of Health and the NSW Police to promote student well-being.

The weekly Taleem and Hadith sessions, which is now part of the extended Jumu'ah session and runs as part of the Pastoral Care program, have proven to be very effective and adds further value to the well-being of students at the College.

I am happy to report that all our 2015 HSC students managed to secure a place in universities of their choice. Of the 25 students who sat for the HSC, 13 are studying at Western Sydney University, 4 at the University of Technology, 4 at the University of Sydney and 4 at Macquarie University. Our students secured the top 3 bands (4, 5 and 6) in 89% of the examinations they sat. This is a remarkable result!

The College continues to introduce new intervention programs to improve literacy and numeracy skills in the students. Some of the programs include: MINILIT, MULTILIT, Guided Reading, Home Reading, Bug Club, Lexile, Maths Group, Athletics, Writing Classes, Enrich-e-Maths, Wordflyers and Excel Test Zone.

The Arabic, Quran and Islamic Studies Programs have progressed well in 2016. We will continue to improve the quality of teaching in this area. The in-school Quran Competition continues to be a popular event generating a lot of interest in memorising and reciting the Holy Quran. To monitor the progress in the ability to read the Quran a benchmarking program has been introduced in Years K to 4. Through this process the teachers will be able to monitor and provide special attention to students as they progress through different levels of reading the Quran. In addition the Arabic Department is in the process of rewriting the programs for Arabic, Quran and Islamiyat with a view of improving teaching and learning in this area.

To the graduating students – I wish you the very best for your future. My sincere thanks to the Deputy Principals, Coordinators, Teachers, the Administrative Staff and Ancillary Staff for a great team work.

I would like to thank the parents, the School Board and the Muslim League of New South Wales Inc. for providing their continued support and guidance to our children throughout the year.

I pray to Allah Subhan O Ta'ala to grant us the wisdom to work for the benefit of our 'Ummah' and shower His blessings on our institution and on those who positively contribute to its development.

Jazak Allah Khair.

Mr Shamsher Ali



## 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.

Our College Board governs Green Valley Islamic College, steering its future direction and ensuring that the College works within the BOSTES 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 have the State of Art facilities combined with quality educators and 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 positive relationship between parents and teachers and we will work towards more parental engagement in school activities.

It is also our belief that teachers and support staff are pivotal to the success of our College and as such we provide a congenial and supportive environment at GVIC.

The College has continued to make improvements in NAPLAN and HSC results as well as attaining achievements in sports, cultural and extra curriculum activities. We are focussed on excellence in achievements and in this respect, in Term Two, the high school saw the introduction of learning walks which is aimed at improving quality delivery of education. 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 such as quality delivery of lessons in classrooms, welfare and discipline and changes in Islamic Studies to reflect our vision in making GVIC a leading institution in the field of education.

The Management also recognises the need to reward our top students and encourage competition amongst students, and as such, from Term One of 2017 scholarships will be 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 are expected to commence in Term Four. 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, the Police, Auditors and our Financial Institution.

I extend my appreciation to the Shuraa Council, the Muslim League of NSW Inc, the Board of Directors, the Principal, staff, parents and our community and I welcome you all, to continue along our journey towards excellence and success.

Jazak Allah Khair

Mr Rizvi Khan  
Chairman-Board of Directors



## Message from the School Captains of 2016

The common question asked this year was: What does it take to become a school captain or prefect?

The answer simply is to portray your true sense of identity. To use your talents and gifts in all areas of life, your loudness, your debating skills, your sporting, communication, your hyperactivity, your positivity, use them in the right ways to make you stand out. Whatever makes up your sense of identity, USE IT! Most importantly, a leader is someone who listens, responds and has set goals in order to achieve something. This was reflected through our team effort in SRC towards the school's open day. Each person was delegated a specific role from being a speaker to an usher to welcome our special guests. Alhamdulillah, it was such a successful day!

This year, as captains we have had the opportunity to value the true essence of leadership and the responsibilities it brings with the role. The beauty of being captain is that people trust you and you are relied upon in times of need. It has been such a privilege to be school captains of Green Valley Islamic College, and lead the team to many great achievements including Harmony day, Open Day and the initiative by Waffa Bakfalouni - "Make it happen". A project to get individuals to act in a positive manner and take initiatives in making a difference in the world they live in.

As part of an initiative, School Captains and Teachers from various schools around New South Wales were invited to a Leadership Iftar Night at Amity College. We had the privilege of being invited to this wonderful event where we made many friends and met many people. These gatherings deepened our understanding that being a school captain isn't about power and demanding respect; it is about earning the responsibility of the position and earning the respect of those you represent.

Other initiatives include:

- Recess Trivia.
- Involvement in leadership and debating programs.
- Raising funds for people in need.
- Choosing Students of the Week, which surely put smiles on our students' faces!

To every single person in the committee, we thank each and every one of you for your commitments and achievements for this year! Keep up with your great leadership and hopefully you will be able to leave a trail of success.

**Rabiha Zaeem and Khaled Moussa**



## 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 2016 with 889 students in Kindergarten to Year 12, supervised by 67 teachers. In 2016, 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 2016.

### Higher School Certificate Examination – Year 12

In 2016, 31 students sat for the NSW Higher School Certificate in 12 courses. This was our fifth 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			
	2016	2015	2016		2015		2016		2015	
		sch	state	sch	state	sch	state	sch	state	
English Advanced	11	14	100	98.81	100	99.05	0	1.16	0	0.95
English Standard	20	11	95	85.76	100	84.15	5	13.21	0	15.85
Ancient History	6	8	83.33	81.68	100	82.58	16.66	18.29	0	17.42
Biology	21	9	95.22	89.79	100	83.74	4.76	10.19	0	16.26
Business Studies	23	18	100	86.06	100	87.46	0	13.9	0	12.54
Chemistry	4	5	100	93.89	100	93.14	0	6.08	0	6.86
IPT	6	12	100	92.85	91.67	83.96	0	7.1	8.33	16.04
Legal Studies	5	9	100	87.93	100	88.87	0	12.04	0	11.13
Mathematics – General 2	20	11	100	74.91	100	94.19	0	25.04	0	5.81
Mathematics – 2 unit	4	7	100	91.9	100	90.48	0	8.07	0	9.52
Mathematics Extension	2	2	100	0	E2-E4 100	98.02	E1 0	E1 2.99	E1 0	1.98
PDHPE	13	0	100	92.72	0	0	0	7.24	0	0
Physics	5	4	100	87.89	100	89.31	0	12.07	0	10.69
Studies of Religion	17	6	100	90.09	100	89.22	0	9.89	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	75 students	School	98.7%	100%	100%	100%	98.7%
		State	96.9%	98.8%	96.9%	97%	96.9%
5	78 students	School	98.7%	100%	100%	100%	98.7%
		State	94%	94.7%	94.6%	96%	95.7%
7	67 students	School	98.5%	97%	98.5%	95.5%	100%
		State	95.2%	91.9%	94.6%	94.8%	97%
9	62 students	School	95.2%	93.5%	100%	93.5%	100%
		State	94.4%	83.7%	91.5%	90%	97.7%

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
2016	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
2016	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.

All teaching staff participated in the following professional development activities:

- Child Protection Training
- Discipline, Welfare and Pastoral Care Policy Seminars
- First Aid Training

In addition, the following professional development activities were undertaken by staff throughout 2016:

Description of the Professional Learning Activity	No of Staff Participating
Maze Training	6
Payroll Training	2
An Introduction to the Australian Teacher Performance and Development Framework	4
Contexts in Science and Technology: How to Create a Great One Online Module Governance Online Modules	1
Grammar Online: Levels of Delicacy Online Module	7
Personalised Learning Processes for Aboriginal Students Online Module	8
Familiarisation: NSW Syllabus for the Australian Curriculum History 7-10 Online Module	1
Familiarisation: NSW Syllabus for the Australian Curriculum Mathematics 7-10 Online Module	1
Familiarisation: NSW Syllabus for the Australian Curriculum Science and Technology K-6 Online Module	3
Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 Online Module	1
Planning and Programming: NSW Syllabus for the Australian Curriculum History 7-10 Online Module	1
Planning and Programming: NSW Syllabus for the Australian Curriculum History K-6 Online Module	1
Planning and Programming: NSW Syllabus for the Australian Curriculum Mathematics 7-10 Online Module	2
Planning and Programming: NSW Syllabus for the Australian Curriculum Science and Technology K-6 Online	1
The AIS Languages Conference 2016 mini self-paced module	1
The Principles of Purposeful Programming Online Module	1
Obligations in Identifying and Responding to Children and Young People at Risk Online Module	2
Fostering Student Engagement: Game Mechanics and Games-Based Learning Online Module	2
ICT as a General Capability - Best Practice for Teachers and Students Blended Learning Module	1
The Principles of Purposeful Programming Online Module	1
Literacy Block Time: So Little Time, So Much To Do	1
Writing K-6: Teaching Beyond Text Types	1
Executive Personal Assistants	1
ICT as a General Capability - Best Practice for Teachers and Students Blended Learning Module	2
The AIS Annual Briefing	2
Experienced Teacher Action Research Support Session	1
The AIS Governance Symposium	2
Viewing of Experienced Teacher Digital Portfolios	1

The average expenditure per teacher on professional learning in 2016 was \$438.77



## 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 2016, 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	64
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	0
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) and work directly under the supervision of a qualified teacher.





## WORKFORCE COMPOSITION

At Green Valley Islamic College, the workforce composition in 2016 was as follows:

Total Teaching Staff	67
Total Female Teaching Staff	51
Total Male Teaching Staff	16
Total Indigenous Staff	0



## STUDENT ATTENDANCE

### Student Attendance

In total, 95.32 % per cent of students attended school on average each day in 2016. This was very similar to the daily attendance in 2015. The table below summarises attendance per year level in 2016.

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>% Attendance</b>	93.75%	95.84%	94.39%	95.61%	94.85%	96.36%

Year Level	Year 7	Year 8	Year 9	Year 10
<b>% Attendance</b>	96.03%	96.79%	94.21%	95.38%

### 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

62% of the 2014 Year 10 cohort completed Year 12 in 2016. In 2016, our fifth cohort of Year 12 students completed Year 12. The table below shows the comparison of retention rates for the past two years:

<b>Year 12</b>	<b>Retention Rate</b>
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 2016, the school had 889 students enrolled in Years K-12, of which 313 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 2016:

Policy	Changes in 2016	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>	<p>WWCC Procedures updated</p>	<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>	<p>Emergency Evacuation revised to include new buildings</p>	<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>	Staff Conduct and SRC Policy updated	<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>	<p>Counselling Policy updated</p> <p>New RoSA Policy introduced</p>	<p>Full text issued to all staff.</p> <p>Parents may request a copy by contacting the office.</p> <p>Attendance policy can be downloaded from the school's website</p>
<p><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	Full text issued to all staff.
<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>	New Proficient Teacher Accreditation Policy	Full text issued to all staff



<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.

During 2016, the school's welfare policies and procedures were reviewed as part of the review of Pastoral Care in the school. The Welfare Policy was updated to include guidelines for suspension and expulsion. Further it is revised on a yearly basis.



## 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

## Achievement of Priorities as identified in school's last Annual Report

Area	Priorities for 2016	Achievement
Teaching and Learning	National Curriculum further implemented for History	Implemented
	Student grouping based on Student calibre for Years 7-10	Introduced
	PATR and PAT MATHS to be introduced for Years 2, 4 and 6 in prep for NAPLAN online	Implemented in 2016
	Home Reading Program changed to daily for Years K and 1	Implemented
	Model Teaching and Peer Observation introduced	Implemented
	Leveraged Leadership Program to improve Quality teaching introduced	Implemented
	Fast Finisher program introduced	Implemented and Continued in 2017 to supplement
	Additional HSC subject to approved by BOSTES and implemented	Implemented
	Additional After school support – focus on Literacy and Numeracy	Achieved
	Moodle to be introduced	Introduced
Students Achievements and Welfare	Pastoral Care program to be strengthened	Achieved
	Student Mentoring for Primary introduced	Achieved
	Greater focus on careers development for senior secondary students	Implemented
	Class Dojo Welfare system introduced providing a parent – teacher communication platform	Introduced
	Focus on Leadership through SRC	Achieved
	Emphasis on Positive reporting to Parents	Achieved
	Focus on interschool public speaking program	Achieved
	Increase Parental engagement through workshops	Introduced
	Primary and Secondary transition program introduced	Achieved
	Parent and Student surveys	Achieved
	Positive weekly reporting to Parents introduced in Primary	Achieved
Facilities and Resources	Additional Grass area space	In progress, delayed due to Council approval
	Upgrade of Sports/PDHPE Equipment	Implemented
	Improve traffic access and parking arrangements	In Progress, delayed due to Council approval
	Resources for New curriculum	Achieved
	Website to be enhanced	Introduced
Staff	Focus on recruitment drive to improve staff quality	Introduced
	Continuation of professional development – Sharing group practice	Achieved
	Implement Australian Teacher and professional development framework and performance management system	Introduced and In Progress





### Priorities for the 2017 school year

Area	Priorities for 2017
Teaching and Learning	National Curriculum further implemented for Geography
	Continue with PATR and PAT Maths, Compulsory ICT assessments K-6
	Home Reading Program changed for Years 2-6
	External consultants engaged
	Fast Finisher Activity continued
	After School Support Focus on Year 2
	Learning and Teaching Team from across subject areas
	New staff to be allocated key groups of staff to support
	Students are taught study skills in Stage 4
	New teacher programme to be focused on teaching and learning, Muster meeting to focus on learning and teaching
	Learning Support Team/coordinator appointed and provisions for all students with needs monitored
	Whole School Focus on Literacy to be developed
	ESL coordinator (teacher aide) to monitor progress of key group of students
	Literacy long answer questions in every stage to focus every week
	Students Achievements and Welfare
Broker and support a high quality training programme to underpin significant improvements within the quality of teaching to ensure a reduction in gender inequality	
Executive team to monitor and evaluate effectiveness of subject leaders' monitoring processes	
Follow up for Counselling with students with acute well-being needs	
Student mentoring – further enhanced	
Class Dojo – K-6 Primary approach	
Interschool public speaking – complete with public schools	
Parental Engagement – introduce tutorials for parents	
Strengthen Year 6 transition program	
Parent surveys linked to parents workshop	
Outstanding class incentive for primary introduced	
Regular monitoring of the application of the welfare and discipline policy across GVIC in every classroom through data analysis, learning walks, student voice and parent voice	
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	
Student behaviour tracked on weekly basis	
Report to parents regarding behaviour instantly within the day of the incident and sanction to follow straightaway (24 hours after incident)	
Develop an Internal Exclusion Unit (IEU) provision to reduce fix term exclusions	
Scrutinise attendance data on a weekly basis and share with welfare team, Implement an attendance awards programme (Badges awarded to students with 100% attendance)	



	<p>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</p> <p>PBS awards – focusing on positive behaviour, house colour awarded most points/term rewarded each term</p> <p>Sport accessible to all students at recess and lunch</p> <p>Wellbeing of Year 12: The final year beyond project</p> <p>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</p> <p>Line management meetings with Deputy Principal fortnightly with coordinators to follow up teaching and learning and student achievement monitoring, Welfare &amp; Discipline meetings to continue each week to focus developing pastoral care provisions</p> <p>Move to a digital platform for learning 'Education Perfect' Stage 4 and 5 develop English, Maths and Science</p> <p>Subscribe to ClickView to enhance teaching and learning, Elevate education workshops for parents of senior students</p> <p>Develop and implement challenging targets set in all stages for each student in Stage 6</p> <p>Collate tracking data each term and identify underachieving individuals</p> <p>Identify the cohort of Year 11 students who have 5 Band 5/6 targets based on their Year 9 NAPLAN prior attainment</p> <p>Continue to hold staff meetings where performance of key groups of students is discussed and areas of concern addressed.</p> <p>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</p>
Facilities and Resources	<p>Parent Portal introduced</p> <p>E newsletters introduced</p> <p>Visitor Kiosk introduced</p> <p>Library computer room, Technology room and staffrooms updated</p> <p>Additional resources for new curriculum purchased</p> <p>Additional Grass Area completed, Traffic changes commenced</p> <p>Implement BYOD for Stage 6, other stages to follow</p> <p>Year 12 facilities need to be put into place: Year 12 common room and Year 12 Adviser</p>
Staff	<p>External consultants engaged for PDs</p> <p>AIS Consultants engagement for ATPD Framework</p> <p>Recruit teacher aides for secondary school to ensure lower ability groups and teachers are supported with learning</p> <p>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</p> <p>Communicate and reinforce the expectation that staff should use what they know about students' prior attainment levels in order to set suitably challenging work</p> <p>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)</p> <p>Middle leaders training program for all coordinators to attend to shape vision of school</p>



## 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 debating 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.

In addition, our school also participated in the “Good Faith Program” where guest speakers from Christian, Jewish and Muslim backgrounds came to our school to highlight to students the similarities that people from diverse backgrounds share, and to bring across to students the message of peace and sharing. The students were engaged in role-play activities and discussions which enhanced their respect of cultures and religious diversity.

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 also participate in the running of the school canteen and volunteer their services.

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.

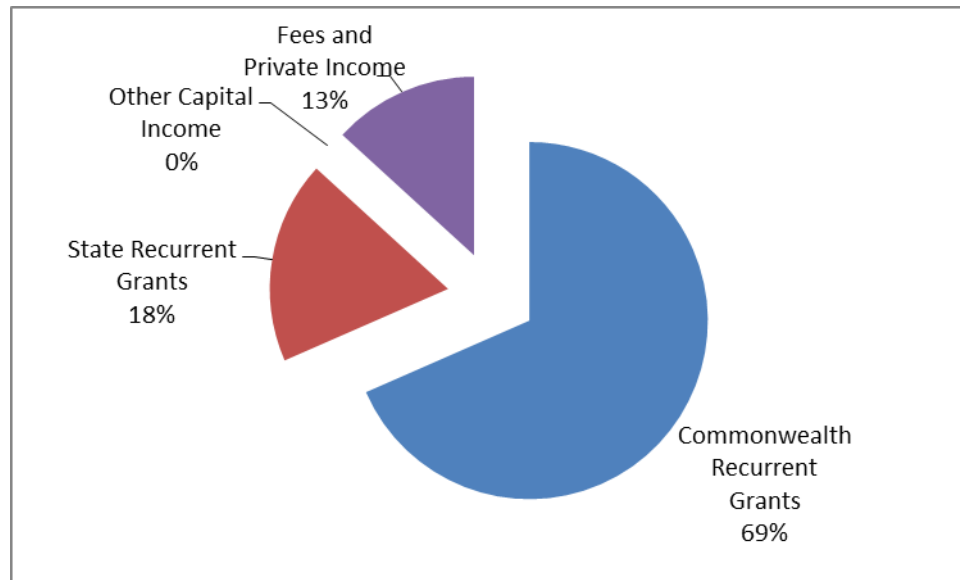
Informal discussions as well as formal discussion at parent-teacher evenings with parents, students and teachers revealed a general satisfaction with the operation of the school and its welfare and teaching policies. Staffs were generally very satisfied in all areas of our school, particularly in terms 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. Green Valley Islamic College has an Parent and Teacher Associatio. . The level of parent involvement in the PTA is high and discussions throughout the year indicated that parent satisfaction is extremely positive. In addition to this, the Parent and Teacher Association invites all parents to a General Meeting once a term. Suggestions, comments and feedback raised from Parent and Teacher Association meetings are presented to the Principal to improve Parent, Student and Teacher satisfaction.

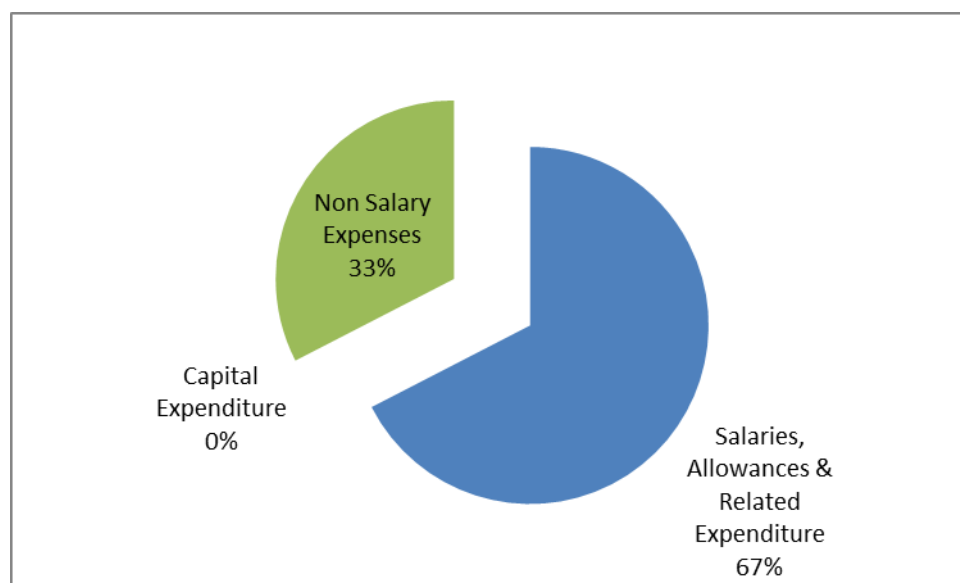


## SUMMARY FINANCIAL INFORMATION

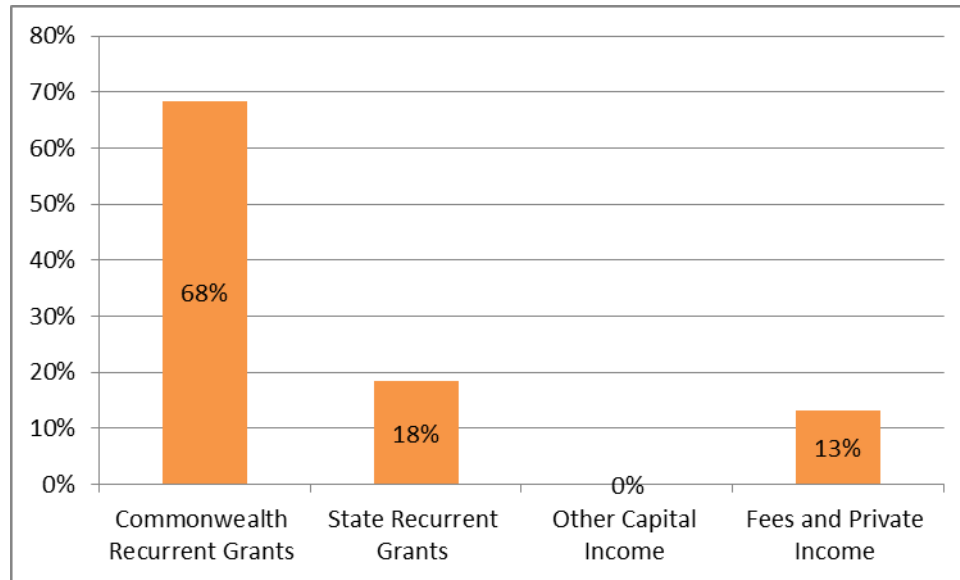
**(a) Graphic 1 : Recurrent/Capital Income represented by pie chart**



**(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**

