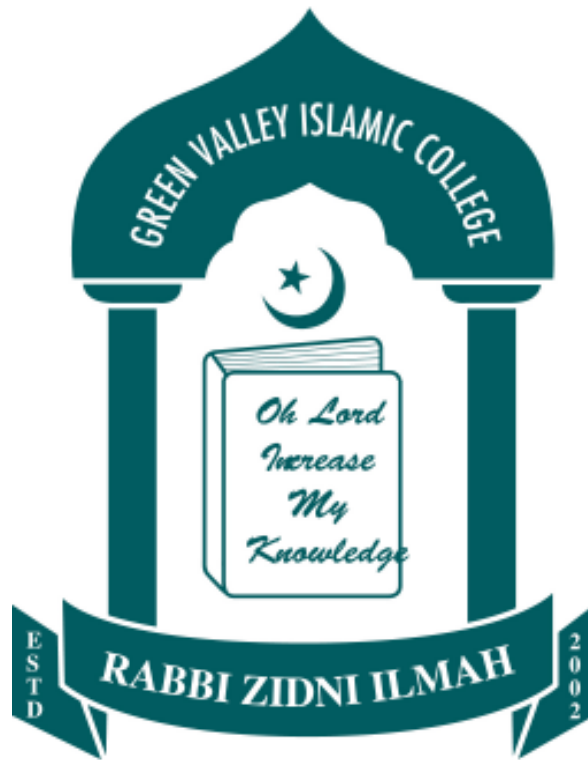


GREEN VALLEY ISLAMIC COLLEGE



Annual Report 2007

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INTRODUCTION

In July 2004, the New South Wales Board of Studies produced the Registered and Accredited Individual Non-Government Schools (NSW) Manual. This manual prescribes what a non-government school such as Green Valley Islamic College is required to do to fulfil all legal requirements such that it is permitted to operate as a school.

Section 3.10 of the Manual states the following:

A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school.

The (Education) Act requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by the Minister.

Accordingly, Green Valley Islamic College has produced an annual report for the 2007 school year that publicly discloses the performance measures and policies of the school in each of nine reporting areas:

- A message from key school bodies
- Value Added Information
- Student performance in state-wide or equivalent tests and examinations
- Professional learning and teacher standards
- Teacher attendance and retention
- Student attendance and retention rates student welfare policies
- Enrolment policies and profiles
- School policies
- School-determined improvement targets
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary of financial information

EDUCATIONAL CONTEXT

Green Valley Islamic College is an independent co-educational school which currently caters from Kindergarten to Year 8. Green Valley Islamic College was established in January 2002.

Green Valley Islamic College is 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 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 is 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 2007 with 479 students in Kindergarten to Year 7, amongst 19 classes, supervised by 37 teachers. In 2007, for the first time, the school operated the initial year of high school, Year 7. All classes were accommodated for in the current demountable buildings.

The school aims to develop:

- an Islamic environment of educational activities which will produce good citizens with Islamic spiritual values and knowledge,
- competent, caring and confident members of society with abilities to face and respond positively to new situations,
- optimum development of the child and
- a desire to achieve excellence through the provision of enriched learning experiences.

Key Concepts:

The School Community

- encouragement of meaningful participation in and by the community
- empowerment of all participants in the educative process
- development of an aesthetically attractive physical and social environment

The Students

- development and maintenance of a positive, structured 'Fair Discipline Policy'
- encouragement of excellence in learning outcomes
- catering for various levels of ability

The Staff

- maintenance and development of high staff morale
- encouragement of excellence in teaching
- maintenance and development of K-6 structure

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, Science and Training. 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:

- Identification of staff member 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, identification of the staff member responsible for the collection, analysis and storage of relevant data and for providing the relevant information to the coordinator for inclusion in the report
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- Preparation of the report sent to the Board of Studies online by no later than 30 June in the year following the reporting year
- Publicly avail the annual report on the school website by no later than 30 June in the year following the reporting year
- Setting the annual schedule for delivery of information for each reporting area to the coordinator, preparation and publication of the report, distribution of the report

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

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's responses. 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 school will identify the staff member 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 KEY SCHOOL BODIES

Message from the Chairman of the School Board, Mr Azmat Ali:

I congratulate the Principal, the staff members, the students and the parents for a very successful year. Special congratulations go to those students in Years 3 and 5 for their outstanding results in the Basic Skills Test and also to the very first class of Year 7 for their outstanding results in the SNAP/ELLA tests. The school is growing year by year, and is acquiring a reputation for excellence in learning and education which is being maintained through the hard work of the staff, students, parents and the community.

I am very hopeful that the approved construction of Green Valley Islamic College will start in 2008. We have very well resourced classrooms and plan to provide more resources in coming years.

I would like to take this opportunity to thank all those who have worked so hard since the establishment of the school.

Message from the School Captains of 2007:

Suhayb El Marouk and Aliyah Khan

As captains of 2007 at Green Valley Islamic College we were inspired by these words, that as Muslims we should respect each other and treat each other the way we would like to be treated. It is reported by 'Anas' that the Prophet Mohammed (saw) said a person cannot be a true Muslim unless he wants the same for his brother as he wants for himself.

As we began our journey as school captains we did not realise the importance of this role. It seemed to us that all we had to do was wear a badge and blazer! But it was so much more than this. It was a great opportunity to be a part of our school and to take care of Green Valley Islamic College. We did this by providing a safe environment for our fellow students. We learnt that to gain respect, we have to give respect and we did this with honour.

Our roles as captains were enhanced by our commitment to our school and its policies. However, that's not to say that we did not have fun along the way.

We enjoyed the privilege that was given to us by our fellow students they elected us as captains. We would like also to take this opportunity to thank our fellow students for their positive support and the teachers who have made our experience educational both morally, and mentally. Special thanks go to Mr Ali who always provided us and our school with support that we need to grow and achieve as great Australian Muslims.

VALUE ADDED INFORMATION

Message from the Principal, Mr Shamsheer Ali:

At Green Valley Islamic College we have a wide ranging curriculum, which we feel suits the needs of the students in the school by allowing them to acquire knowledge and education of Australian Values as well as Islamic Ethical Values in a supportive, caring and intellectually stimulating environment.

Students at Green Valley Islamic College have been involved in many activities throughout the year, from participation in Harmony Day Activities to creative and inspiring assembly plays to various sporting activities.

Students participated in Harmony Day Activities on 21 March. The aim of Harmony Day was to emphasise on our traditional values of justice, tolerance, respect, acceptance, equality and fairness. Students also participated in Anzac Day and Remembrance Day activities. The school continues to strengthen in students Values Education and students are taught that Australian values and Islamic values are the same.

In the area of sports our students participated in a Learn to Swim Program, Futsal Soccer Program as well as a Gymnastics Program. Throughout the year, students also took part activities such as athletics, soccer, and t-ball. Selected students also took part in the NSW Soccer 5-aside futsal competition and played exceptionally well.

Our students attended various excursions such as the Fairfield Fairfield City Farm, Bicentennial Park, Featherdale Wildlife Park, Botany Bay, Blue Mountains, Liverpool Regional Museum, Minnamurra Rainforest, Art Gallery, Sydney Observatory, Canberra Parliament House, Bathurst Goldfields and Wollongong Science Centre.

Among the literacy awareness activities, students were involved in literacy groups and writing competitions for students to write and illustrate a book. Students were also involved in the Premiers Reading Challenge with many successfully completing the targeted number of books.

Selected students were involved in a public speaking with six other Islamic schools. Success was achieved in this event with our students winning 2 first places and 4 runners up.

Our students are progressing well each year and this is clear with the data of the school performance in the Basic Skills Tests in comparison to that of the state.

The school successfully applied to the NSW Board of Studies for registration and accreditation of Year 7. We also received provisional registration and accreditation for Year 8. Last year, in 2007, we started Year 7 for the first time.

PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Green Valley Islamic College has participated in state-wide tests and examinations throughout 2007. Year 3 and 5 students participated in Basic Skills tests and Year 7 students participated in the SNAP and ELLA tests.

Basic Skills Test - Year 3

The table below shows results of Year 3 Basic Skills test by Achievement Bands:

Band		Writing	Language	Reading	Overall Literacy	Number	Measurement and Space	Overall Numeracy
5	State%	16	23	23	17	25	22	19
	School %	22	48	13	17	46	44	37
4	State %	32	26	22	30	22	19	27
	School %	46	26	33	52	28	7	26
3	State %	32	25	27	30	20	29	26
	School %	30	17	39	24	17	30	28
2	State %	12	14	16	15	21	20	20
	School %	2	7	9	7	9	13	6
1	State%	8	13	12	9	12	10	9
	School %	0	2	6	0	0	6	4

54 students sat the Year 3 Basic Skills Test. In Year 3 100% of students achieved skill band 2 or higher in literacy compared to 91% achieved across the state and 96% achieved skill bands 2 or higher in numeracy compared to 91% of the state. In Literacy, students performed better overall in language and writing than reading. In the numeracy component, students performed better in Number, Patterns and Algebra than in Measurement and Space. In Literacy, 100% of students achieved above the benchmark in writing, 94% in reading and 98% in language. In Numeracy, 100% of students achieved above the benchmark in number and 94% in measurement and space.

Basic Skills Test - Year 5

49 students sat the Year 5 Basic Skills Test. In Year 5, 100% of students achieved skill band 3 or higher in literacy compared to 95% achieved across the state and 100% achieved skill band 3 or higher in numeracy compared to 93% of the state. In Literacy, students performed better overall in reading, literacy and language than in writing. In the numeracy component, students performed consistently in all areas of numeracy. The achievement of this group shows a significant improvement since they were tested in Year 3.

The table below shows Year 5 Basic Skills results by Achievement Bands:

Band		Writing	Language	Reading	Literacy	Overall Literacy	Number, Patterns, Algebra	Measurement and Data	Space & Geometry	Overall Numeracy
6	State%	23	26	27	27	23	34	37	32	33
	School %	20	51	20	33	27	59	73	49	65
5	State %	32	25	25	26	30	20	21	20	22
	School %	33	27	43	41	37	27	12	37	22
4	State %	28	24	27	26	28	23	17	25	24
	School %	41	16	29	20	31	14	8	10	12
3	State %	12	16	15	14	14	15	17	12	15
	School %	4	6	8	6	6	0	6	4	0
2	State %	3	7	5	5	4	6	5	7	6
	School %	2	0	0	0	0	0	0	0	0
1	State %	2	2	1	1	1	2	2	3	1
	School %	0	0	0	0	0	0	0	0	0

Basic Skills Test - Achievement above Benchmark

2007 Tests	Year 3		Year 5	
	Percentage of Students achieving Band 2 or higher (i.e. percentages above benchmark)		Percentage of Students achieving Band 3 or higher (i.e. percentages above benchmark)	
Basic Skills Tests (BST) Aspects of Literacy	School%	State%	School%	State%
	100	91	100	95
Basic Skills Tests (BST) Aspects of Numeracy	School%	State%	School%	State%
	96	91	100	93

Basic Skills Test - Comparison to 2006 results

2007 Tests	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	2007	2006	2007	2006
Overall Literacy	100	100	100	100
Overall Numeracy	96	94	100	100
Writing	100	98	98	95

Basic Skills Test – School Vs State Average Scores – Year 3

Basic Skills Test – Year 3	School	State
Writing	53.4	51.2
Language	56.6	52.6
Reading	51.7	51.5
Number, Patterns and Algebra	60.1	54.2
Measurement and Data, Space and Geometry	57.6	53.9
Overall Literacy	53.1	51.4
Overall Numeracy	58.7	53.9

The table shows that Green Valley Islamic College students have achieved above average results compared to that of the State averages in both aspects of Literacy and Numeracy.

Basic Skills Test – School Vs State Average Scores – Year 5

Basic Skills Test – Year 5	School	State
Writing	57.7	58
Language	62.4	58.4
Reading	59.2	57.9
Number, Patterns and Algebra	65.6	63.6
Measurement and Data	70.5	63.7
Space and Geometry	66.9	63.1
Overall Literacy	58.9	57.8
Overall Numeracy	66.9	63.4

The table shows that the students of Green Valley Islamic College have achieved above average results compared to that of the State averages in both aspects of Literacy and Numeracy.

ELLA and SNAP

In 2007, our first class of Year 7 students sat the ELLA and SNAP tests.

The table below summaries the ELLA and SNAP results:

Year 7 2007 Tests	Percentage of Students achieving elementary bands and higher	
	School %	State %
ELLA – Writing	92%	95%
ELLA – Reading	100%	96%
ELLA – Language	97%	93%
Overall Literacy	97%	96%
SNAP – Overall Numeracy	98%	93%

English Language and Literacy Assessment (ELLA)

In the English Language and Literacy Assessment (ELLA) test students performed above the State level in literacy. 97% of our students achieved elementary bands or higher compared to 96% of the state.

Secondary Numeracy Assessment Program (SNAP)

98% of our students achieved elementary bands or higher compared to 93% of the State.

PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE & RETENTION RATES

Professional Learning

All the staff participated in the following courses:

- Senior First Aid course
- Literacy and ESL seminars conducted by the Association of Independent Schools
- Behaviour and Classroom Management in-service
- Child Protection Training conducted by the Association of Independent Schools.
- Literacy and Phonemics course by Thrass Australia

In addition to this, the school executive participated in various leadership seminars and meetings conducted by the Association of Independent Schools. In addition, the following professional development activities were undertaken by staff throughout 2007:

Description of the Professional Learning Activity	No of Staff Participating
Assisting students to achieve Stage 3 and 4 Mathematics outcomes	1
Providing for the needs of Children with Learning Difficulties	2
Child Protection: Responding to Risk of Harm	2
21 st Century Arabic on the Web	7
Different Students, Same Classroom, Differentiating the Curriculum	1
Using Interactive Whiteboards in Science 7-12	1
International Education Workshop	1
Schools & Financial Management Workshop	2
Creative Problem Solving	2
Student Engagement, Student Learning	2
Supervising New Scheme Teachers	1
NSWCIS Athletics Meet Manager	1
A Fresh look at K-6 PDHPE	1
A Generation Globally connected by emotionally...	1
Teaching Mathematics for Understanding	1
NSWCIS Risk Assessment and Sports in Schools	1
What to do if you have a serious workplace accident?	1
AIS Visual Arts Conference Collaborations	1
OHS Management Systems Training Science Laboratory	1

Teaching Mathematics for Understanding	1
Exploring Phonemes in your Classroom	14
Student Background – Data Collection Seminar	3

The Average expenditure per teacher on professional learning in 2007 was \$647.46.

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 2007, all the teaching staff have been categorised into the following three categories:

Category	Number of Teachers
Teachers who have teaching qualifications from higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	35
Teachers who have qualifications as a graduate from a higher education institution from Australia or one recognised within AEI-NOOSR but lack formal teacher education qualification	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2

Note: Teachers in the third category have been employed owing to their expertise in the content areas in Quran and Islamic studies and work directly under the supervision of a qualified teacher.

Teacher Attendance and Retention Rates

In 2007, the average daily staff attendance rate was 95.5%.

The proportion of staff retained from 2006 is approximately 93.3%.

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

Student Attendance

94.3 per cent of students attended school on average each day in 2007. The school has procedures in place to monitor student attendance.

Student Retention Rates and Post School Destinations

Retention Rates and Post School Destinations are not applicable as Green Valley Islamic College has commenced only Years 7 and 8 in secondary schooling.

ENROLMENT POLICIES

Enrolment Policy

Green Valley Islamic College is a co-educational Islamic Independent school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All enrolment applications received will be processed in order of receipt according to the procedures outlined below and other criteria determined by the school from time to time. 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 of space, number, specialised facilities and special needs teachers. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Procedures

- All applications are processed within the school's enrolment policy.
- Applications are made by completion of the school's Enrolment Application Form. A separate enrolment is required for each child.
- Enrolment priorities and consideration will be given to siblings already attending the school, followed by children of staff, followed by applications in order of receipt.
- Applicants are interviewed for admission to the school by the Principal or Coordinators. This interview outlines the School's ethos and programs. This interview seeks to bring out the parents responses regarding their ability and willingness to support the school's ethos.
- A Coordinator 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.
- 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 30 June for offers for the following year. Applications for immediate enrolment will be subject to availability. 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, a formal letter of offer is sent to the applicant. 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 \$50.00 enrolment fee.
- Pre-requisites for re-enrolment in the following year depend on the child's academic levels, attendance, and behaviour, payment of school fees and continued support of parents.

Student Population

In 2007, the school had 479 students enrolled in Years K-7, of which 43 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 Policy

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 and provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

The Green Valley Islamic College 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 2007:

Policy	Changes in 2007	Access to full text
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	NIL	Full text issues to staff and new staff members through Staff Manual.
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> • Health care procedures • Homework Policy • Critical incident policy • School Merit System • Attendance Policy • Assessment Policy • Bullying Policy • Availability and access to special services such as counselling • 	School Merit System revised in 2007.	<p>Full text in staff manual.</p> <p>Summary text in parent information booklet.</p>
<p>Security Policy encompassing:</p> <ul style="list-style-type: none"> • security of the grounds and buildings • Repairs and Maintenance policy • emergency evacuation procedures • visitor policy • OHS Policy 	Emergency Evacuation revised to include K-7 and additional classrooms.	<p>To be issued to all staff members. It is included in the staff manual.</p> <p>Parents can request a copy by contacting the school principal.</p>

<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors • Excursion policy 	NIL	<p>Full text in Staff manual.</p> <p>Parents may request a copy by contacting the Principal.</p>
<p>Codes of Conduct encompassing:</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Right and responsibilities of students, teachers and parents • Behaviour management • The role of student leadership system 	Behaviour Management policy revised	<p>Code of conduct for Students in parent's information booklet.</p> <p>Full text in staff manual.</p> <p>Parents may request a full copy by contacting the Principal.</p>
<p>Communication Policy encompassing: Formal and informal mechanisms in place for communication between the school and those with an interest in the student's education and well-being.</p>	NIL	Full text in staff manual.
<p>Professional Standards Policy encompassing:</p> <ul style="list-style-type: none"> • Confidentiality and Professionalism Policy • Support for College 	Support for College is a new policy developed in 2007.	Full text in staff manual.
<p>Procedural Fairness Policy encompassing:</p> <ul style="list-style-type: none"> • Complaints and Grievances Policy 	NIL	Full text available in staff manual.

Discipline 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 use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

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

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, awards for good behaviour and the

consequences of unacceptable behaviour. Discipline will be a main issue at Green Valley Islamic College. At all times children will be expected to behave in a responsible, safe manner.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through the staff handbook and the parent information booklet. This policy was revised in 2007 and further it is revised on a yearly basis.

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. The full text to the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and a summary is included in the Parent Information Booklet.

Parents may request a copy by contacting the Principal. There were no changes made to this policy during the year.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in school's 2006 Annual Report

Area	Priorities	Achievements
Teaching and Learning	Improved Literacy and Numeracy Intervention Strategies	Staff development in areas of literacy and numeracy intervention strategies
	Enhance Stage 4 curriculum	Finalised Year 8 Program for inspection
	Improvement of Arabic Programme	Introduction of Arabic Coordinator and Arabic meetings
Student Achievements and Welfare	Revision of Welfare Policy and Behaviour Management	Welfare and Behaviour Management Policies revised
	Procedures for Lock Down	Lock Down Procedure and Policy introduced and
Facilities and Resources	Science Laboratory and Food Technology Laboratories required for Stage 4 curriculum	Science and Food Technology laboratory constructed and used by students
	Purchase of Projector and screen	3 projectors purchased for staff and student use
	More computers for staff use	Additional computers were provided for staff use in Staffroom
	Improvement in Literacy Resources	Increased resources for Literacy
Staff Development	Computer Assessment and Reporting Program to be introduced	Markbook Program was introduced to teachers and an in-service was held to educate teachers in use of the program
	Training required for Literacy strategies and intervention	Literacy strategies and intervention Course was held by Sue Bremner from AIS

2008 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Development of Stage 5 curriculum
	Increase Student Computer Access
Student Achievements and Welfare	Improve Sporting equipment and Student Fitness
	Improve student SRC involvement within the school community
Facilities and Resources	Introduction of Integrated Administration Software for: <ul style="list-style-type: none"> • Reports • Attendance • Student Details • Fees • Accounting • Library software
	Construction of new building to provide additional classrooms.
Staff	Staff training required <ul style="list-style-type: none"> • Writing Assessments

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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 instill 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 Spelling competition in which other Islamic schools participated; Inter-Islamic School Athletics carnival. 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 “Big Breakfast” activities, where a sense of belonging to the school and surrounding community was recognised.” policy. 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.

In addition, our school was also involved 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.

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, supportive environment means that everyone must respect the rights and responsibilities of all groups in the community.

In addressing the role of responsibility in our school, we have a strong Prefect body which has been highly trained in the area of peer-welfare. 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 "Big Breakfast", end of school open days, Sports Carnivals, fund-raising activities for our first Year 6 Farewell. "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

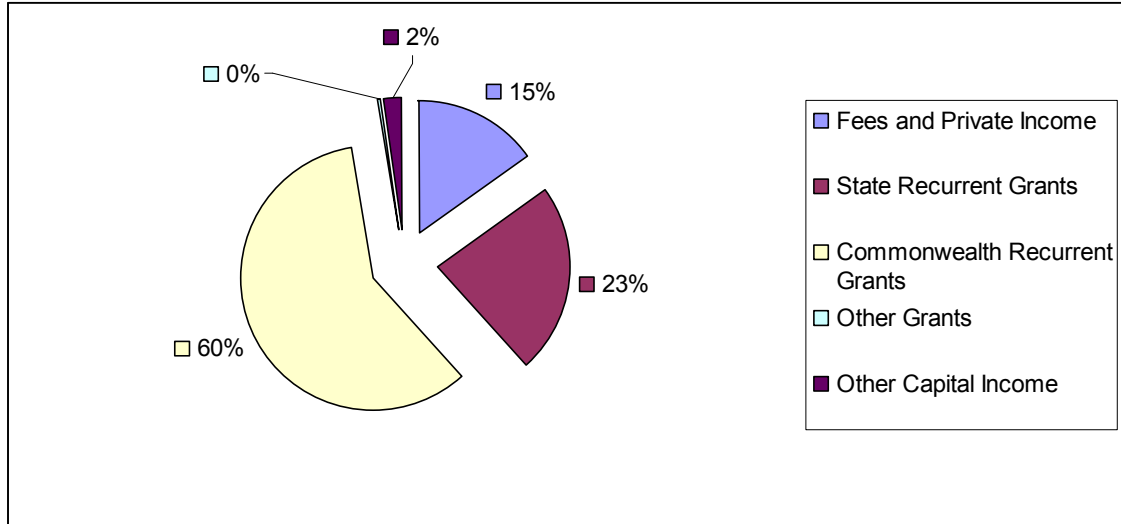
Green Valley Islamic College is dedicated to ensuring that parent and student satisfaction is highly regarded and sought. Our parents are encouraged to participate in all aspects of our students' educational life. Parents are active members of our classroom parent-helper program where they provide great 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 Soccer competition.

Students and parents have also indicated their satisfaction through comments and articles published in our school's annual magazine. 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. This has been indicated through the willingness of parents to enroll 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.

FINANCIAL INFORMATION

Graphic One – Recurrent/Capital Income:



Graphic Two – Recurrent/Capital Expenditure:

