

Green Valley Islamic College

ANNUAL REPORT 2009



Knowledge

EDUCATIONAL AND FINANCIAL REPORTING

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CONTEXTUAL INFORMATION

Green Valley Islamic College is an independent co-educational school which currently caters from Kindergarten to Year 9. 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 2009 with 561 students in Kindergarten to Year 9, amongst 24 classes, supervised by 45 teachers. Kinder to Year 3 classes were accommodated in the new school building and all other classes were accommodated for in the current demountable buildings. The school is situated in a low SES area.

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-9 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 and 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
- Provision of information on the My School website, as requested

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

From time to time the Commonwealth Government, through the Minister for Education, Employment and Workplace Relations 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 school will identify the staff member 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 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 THE KEY SCHOOL BODIES

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

2009 has been a very positive year for Green Valley Islamic College, during which the School Board met 13 times.

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, 5 and 7 for their outstanding results in the NAPLAN. 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.

A major task undertaken during the year, was the construction of Stage 4 and planning. At long last, the new school building accommodated K-3 students consisting of 12 primary classrooms, which will provide the much needed additional classrooms and space. Construction commenced on the next stage of the building, which will complete our Primary School Block. We have very well resourced classrooms and plan to provide more resources in coming years, as well as construction of further stages of the building. In 2010, construction for the high school stages will commence.

Since establishment in 2002, Green Valley Islamic College has grown immensely. I would like to take this opportunity to thank all those who have worked so hard since the establishment of the school.

I wish our students success at all times.

Message from the School Captain of 2009, Shabana Aboo

As captains of 2009 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. The school ran a number of programs throughout 2009, including the Drug Education Program, Voting Program and Student Leadership Programs.

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 the management who have always provided us and our school with support that we need to grow and achieve as great Australian Muslims.

Message from the Principal, Dr Mohammed Jafar

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.

Green Valley Islamic College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. 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.

Apart from the Board of Studies curriculum, the school provides innumerable opportunities for students to participate in a wide range of sporting and co curricular pursuits. This helps the students to be educated fully apart from the classroom subjects and also broadens the knowledge of students meeting and understanding the community at large. The co-curricular program offers extensive creative and performing arts programs including music, drama performances, debating, public speaking and the annual school magazine.

In the area of sports our students participated in a Learn to Swim Program, AFL, Futsal Soccer Program as well as a Gymnastics Program. Throughout the year, students also took part in activities such as athletics, soccer, and basketball. 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 City Farm, Bicentennial Park, Featherdale Wildlife Park, Botany Bay, Imax Theatre, Minnamurra Rainforest, Art Gallery, Sydney Observatory, Canberra Parliament House, Bathurst Goldfields and Wollongong Science Centre. Students enjoyed these excursions linking them to their learning in the classroom.

Among the literacy awareness activities, students were involved in literacy week by participating in various activities on a rotational basis. Students were also involved in the Premiers Reading Challenge with many successfully completing the targeted number of books.

Our students are progressing well each year and this is evident from the NAPLAN data on school performance.

The school successfully applied to the NSW Board of Studies for registration and accreditation of Year 10 in 2010.

PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Green Valley Islamic College has participated in state-wide tests and examinations throughout 2009. Years 3, 5, 7 and 9 students participated in the NAPLAN tests.

NAPLAN Test - Year 3

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

BAND		Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patters & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
6	State %	25	23	25	22	23	22	13	18
	School %	16	25	43	12	19	18	4	12
5	State%	23	29	26	31	28	20	21	23
	School %	29	29	24	32	34	26	16	22
4	State %	22	26	24	24	26	22	35	24
	School %	28	29	21	24	21	22	44	31
3	State %	18	14	13	11	14	20	16	20
	School %	12	13	4	18	19	19	18	18
2	State %	9	4	9	7	7	12	9	11
	School %	9	1	7	12	7	10	6	9
1	State%	3	3	3	6	2	5	6	5
	School %	6	1	1	3	0	4	12	9

68 students sat the Year 3 NAPLAN Test. In Year 3 100% of students achieved skill band 2 or higher in literacy compared to 98% achieved across the state and 91% achieved skill bands 2 or higher in numeracy compared to 95% of the state. 74% of students were in the top 3 Bands (4, 5 and 6) in Literacy and 65% of students were in the top 3 Bands (4, 5 and 6) in Numeracy.

The table below shows percentage of Year 3 students achieving above the benchmark:

2009 Tests	Year 3	
	Percentage of Students achieving Band 2 or higher (i.e. percentages above benchmark)	
Literacy	School%	State%
	100	98
Numeracy	School%	State%
	91	95

NAPLAN Test - Year 5

The table below shows results of Year 5 NAPLAN test by Achievement Bands:

BAND		Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patters & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
8	State %	15	10	13	15	11	14	17	16
	School %	2	2	19	8	2	12	8	6
7	State%	25	17	24	25	23	22	14	19
	School %	25	17	31	19	25	19	12	27
6	State %	21	37	27	28	30	19	33	24
	School %	19	46	27	21	37	29	42	19
5	State %	21	21	20	16	22	28	20	25
	School %	29	27	19	35	27	25	23	37
4	State %	12	10	11	10	9	12	11	14
	School %	17	4	4	15	8	13	15	12
3	State%	6	5	5	7	4	5	5	3
	School %	8	4	0	2	2	2	0	0

52 students sat the Year 5 NAPLAN Test. In Year 5 98% of students achieved skill band 4 or higher in literacy compared to 96% achieved across the state and 100% achieved skill bands 4 or higher in numeracy compared to 97% of the state. 64% of students were in the top 3 Bands (6, 7 and 8) in Literacy and 52% of students were in the top 3 Bands (6, 7 and 8) in Numeracy.

The table below shows percentage of Year 5 students achieving above the benchmark:

2009 Tests	Year 5	
	Percentage of Students achieving Band 4 or higher (i.e. percentages above benchmark)	
Literacy	School%	State%
	98	96
Numeracy	School%	State%
	100	97

NAPLAN Test - Year 7

The table below shows results of Year 7 NAPLAN test by Achievement Bands:

B A N D		Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patters & Algebra	Measure- ment and Data, Space and Geometry	Overall Numeracy
		9	State %	11	9	13	17	9	14
	School %	2	2	8	8	2	2	0	0
8	State%	21	18	20	9	19	20	16	19
	School %	12	8	29	2	12	20	22	20
7	State %	25	24	29	28	31	24	27	23
	School %	22	29	31	27	27	37	39	37
6	State %	25	32	24	25	26	22	27	25
	School %	43	43	24	31	43	29	29	29
5	State %	13	11	10	14	11	13	13	14
	School %	18	12	8	24	14	10	10	12
4	State%	5	7	5	7	5	6	3	4
	School %	4	6	0	8	2	2	0	2

51 students sat the Year 7 NAPLAN Test. In Year 7 98% of students achieved skill band 5 or higher in literacy compared to 95% achieved across the state and 98% achieved skill bands 5 or higher in numeracy compared to 96% of the state. 41% of students were in the top 3 Bands (7, 8 and 9) in Literacy and 57% of students were in the top 3 Bands (7, 8 and 9) in Numeracy.

The table below shows percentage of Year 7 students achieving above the benchmark:

2009 Tests	Year 7 Percentage of Students achieving Band 5 or higher (i.e. percentages above benchmark)	
	School%	State%
Literacy	98	95
Numeracy	98	96

NAPLAN Test - Year 9

The table below shows results of Year 9 NAPLAN test by Achievement Bands:

B A N D		Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy	Number, Patters & Algebra	Measure- ment and Data, Space and Geometry	Overall Numeracy
	9	State %	6	8	11	9	6	11	13
School %		0	5	18	3	0	3	11	6
8	State%	19	12	16	13	15	20	15	18
	School %	8	13	18	5	16	28	22	25
7	State %	30	24	26	24	28	26	24	26
	School %	21	26	24	21	18	39	36	39
6	State %	24	23	27	30	29	25	26	26
	School %	26	21	24	37	37	25	25	28
5	State %	14	22	12	14	15	15	18	15
	School %	42	29	8	21	29	6	6	3
4	State%	7	11	8	10	7	4	4	3
	School %	3	5	8	13	0	0	0	0

39 students sat the Year 9 NAPLAN Test. In Year 9 100% of students achieved skill band 5 or higher in literacy compared to 93% achieved across the state and 100% achieved skill bands 5 or higher in numeracy compared to 97% of the state. 34% of students were in the top 3 Bands (7, 8 and 9) in Literacy and 70% of students were in the top 3 Bands (7, 8 and 9) in Numeracy.

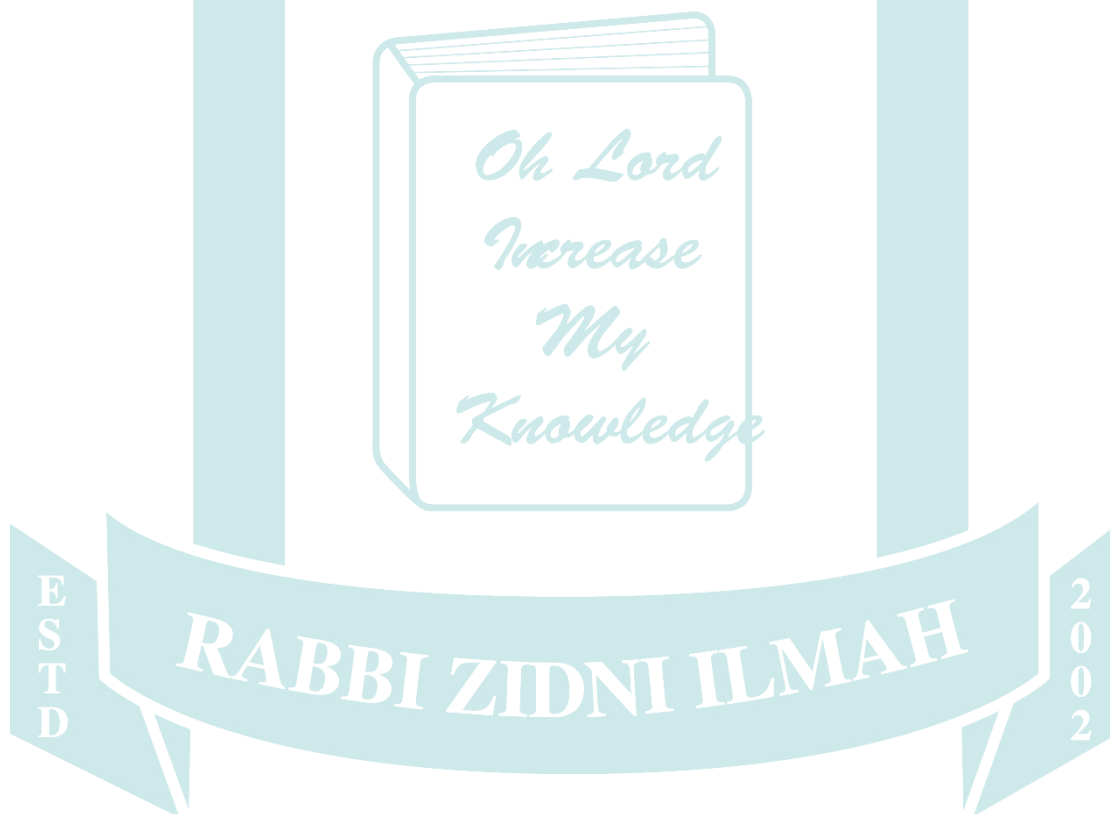
The table below shows percentage of Year 9 students achieving above the benchmark:

2009 Tests	Year 9 Percentage of Students achieving Band 5 or higher (i.e. percentages above benchmark)	
	School%	State%
Literacy	100	93
Numeracy	100	97

NAPLAN - Comparison to 2008 results

2009 Tests	Year 3		Year 5		Year 7		Year 9	
	% of students achieving Band 2 or higher		% of students achieving Band 4 or higher		% of students achieving Band 5 or higher		% of students achieving Band 5 or higher	
	2009	2008	2009	2008	2009	2008	2009	2008
Overall Literacy	100	100	98	100	98	100	100	-
Overall Numeracy	91	97	100	98	98	100	100	-

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



PROFESSIONAL LEARNING

All teaching staff participated in

- Fire Prevention
- Discipline Policy
- Epilepsy Awareness Education Session
- Literacy and ESL seminars conducted by the Association of Independent Schools

In addition, the following professional development activities were undertaken by staff throughout 2009:

Description of the Professional Learning Activity	No of Staff Participating
Managing Conflict and Difficult Conversations	1
A Language Day Like No Other	1
Advancing with ICT in PDHPE	1
Differentiation in HSIE	2
Pulling it all together to ensure literacy success in Early Stage 1 and Stage 1 classrooms	4
Creating the most Engaging Classroom where Maths/Science teaching will thrive!	2
Citizenship and Social Justice	1
Getting Up To Speed: Teaching Stage 6 PDHPE for the First Time	1
Beginning Teachers K-6: Supporting a Successful Start	1
Accreditation at Professional Competence	1
Annual History Conference	2
OHS Management Systems Training	1
Beginning Teachers Forum	6
An IT Degustation – IT ideas to Inspire English Teachers	2
Computing Studies – Dreamweaver and Smorgasbord of Resources	1
SRC Training	1
Creating Problem Solving in Creative Arts	1
Rich tasks in the Secondary Classroom	1
A Language Day like no other	1
Using Interactive Whiteboards in Maths	2
The Studio Classroom	1
Visual Mathematics	2
Secondary Maths Assessment for Learning	2
Curriculum Differentiation – Meeting the needs of Diverse Learners	1
The Next Step – Differentiation in Years 7-10 PDHPE	1
Accreditation at Classroom/Professional Excellence	1
The Vampire Myth: from Dracula to Stephanie Meyer's Twilight Series	1
Students Needing Intense Behaviour Support	1
Everyone's an artist: Fibre and textiles	1
Using Interactive Whiteboards in Visual Arts	1
Number Sense and the Four Operations	2
Teaching Visual Learning	1
Schools Online Workshop	1
ESSA Workshop	1

The average expenditure per teacher on professional learning in 2009 was \$204.45.

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 2009, 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	39
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
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.	4

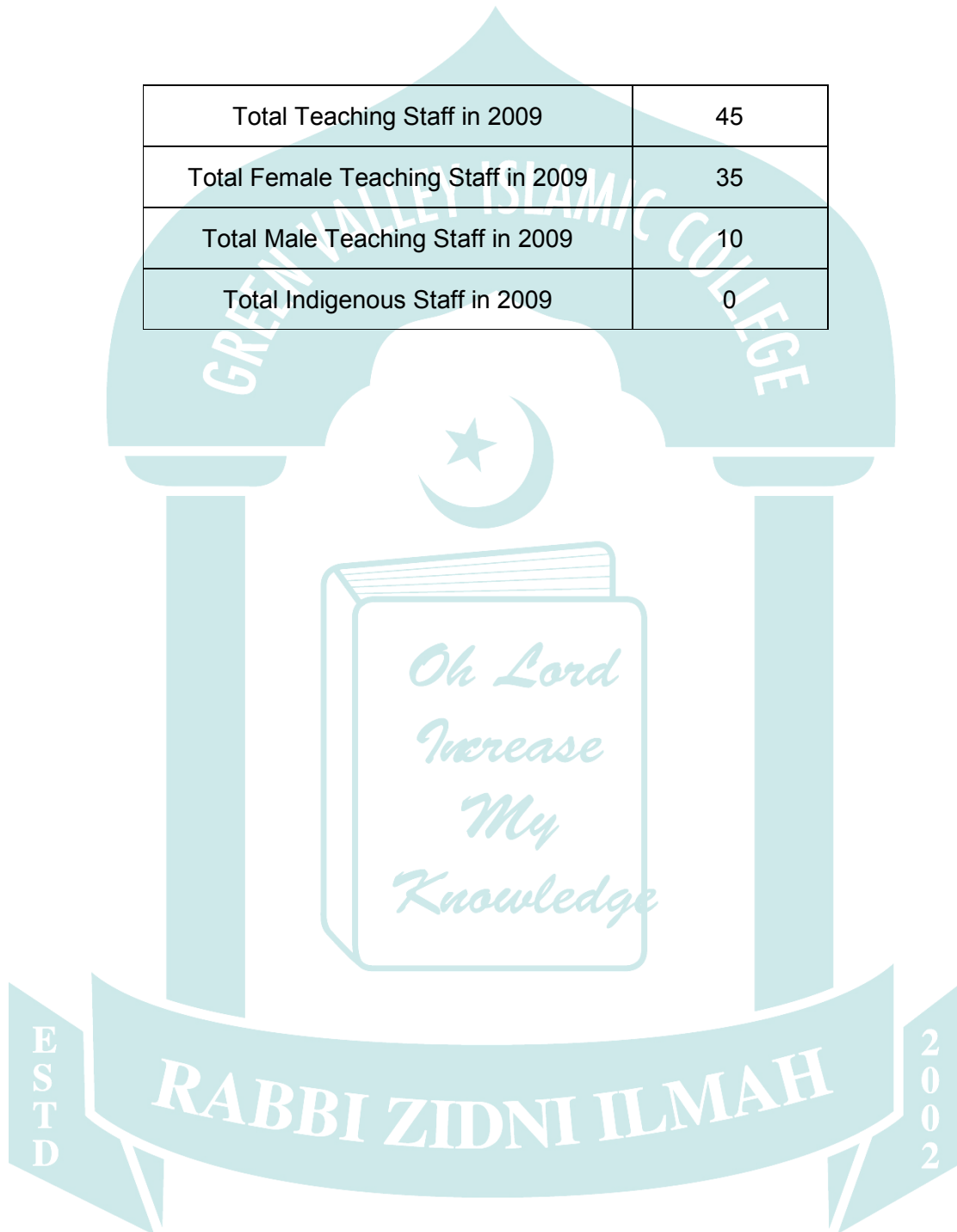
Note: Teachers in the third category have been employed owing to their expertise in the content areas in Quran and Islamic studies and work directly under the supervision of a qualified teacher.



WORKFORCE COMPOSITION

At Green Valley Islamic College, the workforce composition in 2009 was as follows:

Total Teaching Staff in 2009	45
Total Female Teaching Staff in 2009	35
Total Male Teaching Staff in 2009	10
Total Indigenous Staff in 2009	0



STUDENT ATTENDANCE

Student Attendance

In total, 94.4% per cent of students attended school on average each day in 2009.

The table below summarises attendance per year level in 2009.

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall % Attendance	94.2%	92.9%	96.1%	96.6%	95.6%	95.7%

Year Level	Year 7	Year 8	Year 9
Overall % Attendance	95.1%	98.1%	84.9%

Management of Non-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 will receive a trophy on Presentation Day. Certificates may be awarded if they show great improvement in attendance.

Rolls are marked daily and attendance is monitored on a regular basis. Students with attendance causing concern will be interviewed and parents will be notified. Lateness and truancy are monitored and dealt with by contacting parents/carers by phone or letter. Action for lateness is taken by detaining students at lunchtime or after school. In-School/Home Suspension are applied for truancy. In addition, all truanies are recorded in the Truancy file.

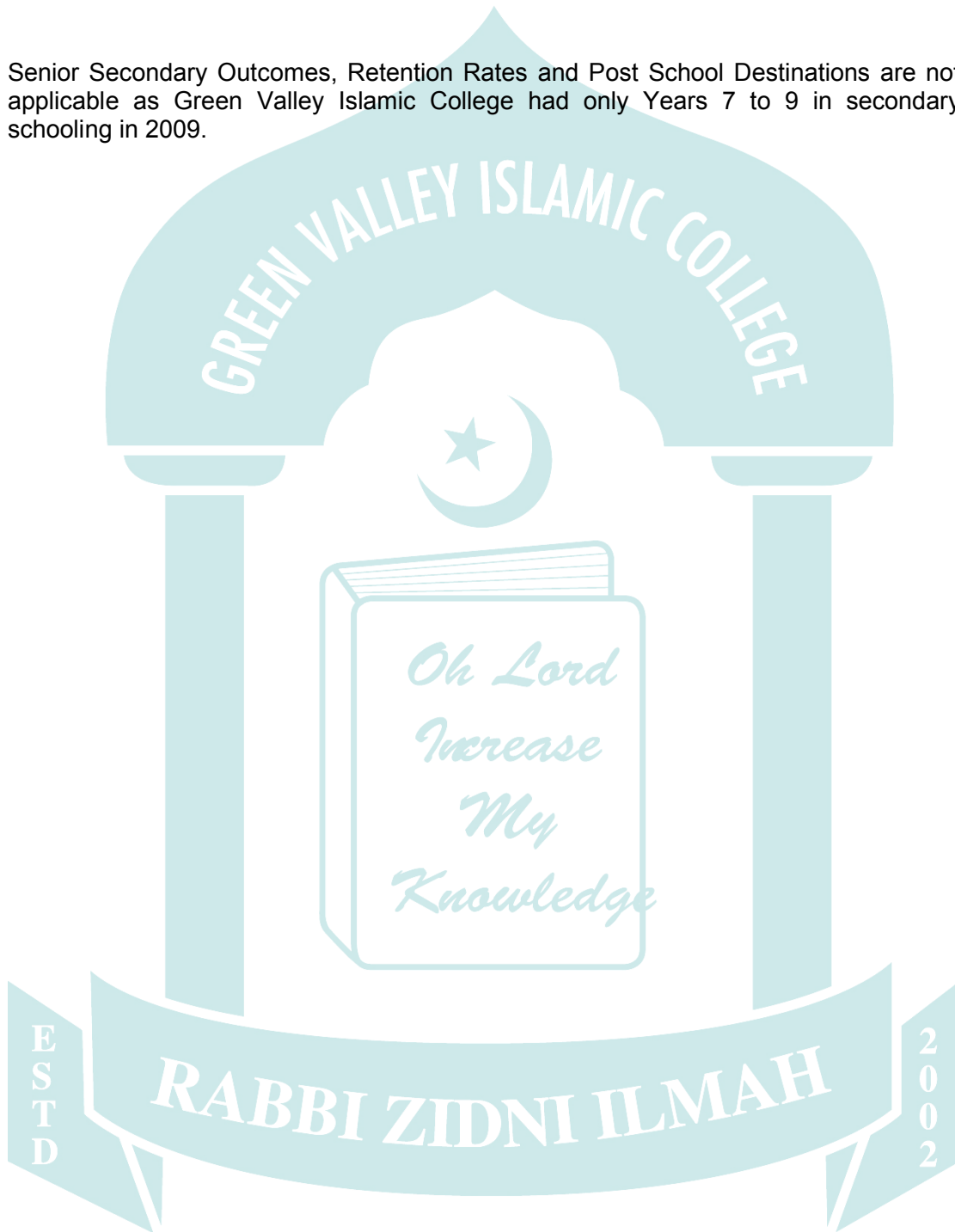
Students who persist with truancy or lateness are monitored by a written daily attendance check and a warning letter will be sent home. The school has procedures in place to monitor student attendance.

Attendance Procedures

1. The official attendance roll is marked in period 1 before 9.00 a.m. The names of absent students are handed to the office.
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. All students are to provide notes to explain absence within seven days of the absence.
6. Parents / guardians are required to provide authorisation in writing detailing the reason/s for their child's absence or provide a medical certificate.
7. Direct contact with parents is required to be made if a student is absent for three consecutive days.
8. The attendance and absence record are kept in daily attendance register for all classes for a period of five years.

SENIOR SECONDARY OUTCOMES,
RETENTION RATES AND POST SCHOOL
DESTINATIONS

Senior Secondary Outcomes, Retention Rates and Post School Destinations are not applicable as Green Valley Islamic College had only Years 7 to 9 in secondary schooling in 2009.



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 for primary school or \$100.00 enrolment fee for high school.
- 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 2009, the school had 561 students enrolled in Years K-9, of which 121 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
- 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 2009:

Policy	Changes in 2009	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 	<p>NIL</p>	<p>Full text issued to all staff.</p> <p>Parents can download a copy from the school's website.</p>
<p>Security Policy encompassing:</p> <ul style="list-style-type: none"> • Procedures for Security of the grounds and buildings • Repairs and Maintenance policy • Use of grounds and facilities • Emergency evacuation procedures • Visitor policy • OHS Policy • Lock Down Policy • Travel and Supervision on school related activities 	<p>Emergency Evacuation revised to include K-9.</p> <p>Security Policy updated to include procedures during construction of school building.</p> <p>Visitor Policy updated to include new procedures.</p>	<p>Full text issued to all staff.</p> <p>Parents can download copies of some policies from the school's website.</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 	<p>NIL</p>	<p>Full text issued to all staff.</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 • Behaviour management including Anti Bullying Policy • The role of student leadership system 	<p>Role of prefects reviewed and new guidelines incorporates into the leadership policy</p> <p>Anti Bullying policy revised</p>	<p>Full text issued to all staff.</p> <p>Parents may download a copy from the school website.</p>
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> • The pastoral care system • Availability and access to special services such as counselling • Health care procedures • Critical incident policy • Homework Policy • Attendance Policy • Assessment Policy 	<p>NIL</p>	<p>Full text issued to all staff.</p> <p>Summary text available on school's website.</p>
<p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> • Formal and informal mechanisms in place for communication between the school and those with an interest in the student's education and well-being. 	<p>Policy revised and implemented</p>	<p>Full text issued to all staff.</p> <p>Summary text available on the school's website.</p>
<p>Professional Standards Policy encompassing:</p> <ul style="list-style-type: none"> • Confidentiality and Professionalism Policy • Support for College Policies 	<p>NIL</p>	<p>Full text issued to all staff</p>
<p>Procedural Fairness Policy encompassing:</p> <ul style="list-style-type: none"> • Complaints and Grievances Policy • Investigation process • Findings • Disciplinary proceedings and notification 	<p>NIL</p>	<p>Full text issued to all staff.</p> <p>Summary text available on the school's website.</p>

<p>Internet Policy encompassing:</p> <ul style="list-style-type: none"> • Legal risks • Legal requirements • Best practices • System monitoring • Plagiarism and copyright 	<p>Revised in 2009.</p>	<p>Full text issued to all staff.</p> <p>Parents can download a copy from the school's website.</p>
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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 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 Discipline policy and associated procedures is provided to all members of the community through:

- Full text is issued to all staff members
- Full text is available to Students and Parents on the school's website

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. At all times children will be expected to behave in a responsible and safe manner.

During 2009, the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. 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 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, a summary is included in the Parent Information Booklet and is available on the school's website. There were no changes made to this policy during the year.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in school's 2008 Annual Report

Area	Priorities	Achievements in 2009
Teaching and Learning	Introduction of Extra classes in preparation for NAPLAN for Years 7 and 9	Extra Saturday classes introduced to improve results in NAPLAN
	Greater link between primary and secondary staff	Introduction of meetings including primary and secondary staff
Student Achievements and Welfare	Greater Involvement of students within the school community	SRC Roles revised to increase involvement.
	Dealing with increasing number of bullying incidents	Anti Bullying procedures revised to deal with incidents.
	Uniform to be reviewed	Uniform Committee established and a new supplier used to increased quality of uniform. Additional uniform items incorporated.
Facilities and Resources	Construction of additional classrooms	Additional 9 Classrooms constructed
	Construction of staffrooms and undercover area	2 Staffrooms and undercover area constructed
ESTD Staff Development	Staff training required: <ul style="list-style-type: none"> • Literacy strategies • Maths strategies 	Staff trained in Strategies of literacy and maths, including a whole school approach to Literacy. 2002
	Increase in student numbers	Additional Staff employed

2010 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Improved literacy intervention strategies through Low SES program
	Introduction of ESL and Special Needs Strategies and Program
	Introduced DEAR Program to increase reading levels of all students
	Introduce mini Libraries in all classrooms
	Electronic dictionaries to be introduced for Years 3 to 10
Student Achievements and Welfare	Discipline Policy to be revised and include a whole school based approach
	Merit Award System to be revised to include a whole school based approach
	Homework Policy to be revised
Facilities and Resources	Interactive Smart boards to be installed in some Primary Classrooms
	Computer Lab upgrade
	Electronic Bell and PA system
	Improved facilities for Science, Arts and Food Technology
	Construction of additional classrooms and Crossing
Staff	Staff Training required in areas of: <ul style="list-style-type: none"> • First Aid refresher • NAPLAN • Sustainable Teacher Quality to improve leadership and literacy
	Recruitment of 4 additional ESL Support and Special Needs Teachers

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 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 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” 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 to speak to students about their experiences to instil further in students values of ANZAC.

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.

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 wants all students to recognise that they are valued and are an integral part 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. 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 "Big 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. 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 active Parent and Teacher Association which meets every month and provides one of a number of avenues for parents to express their level of satisfaction. 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.



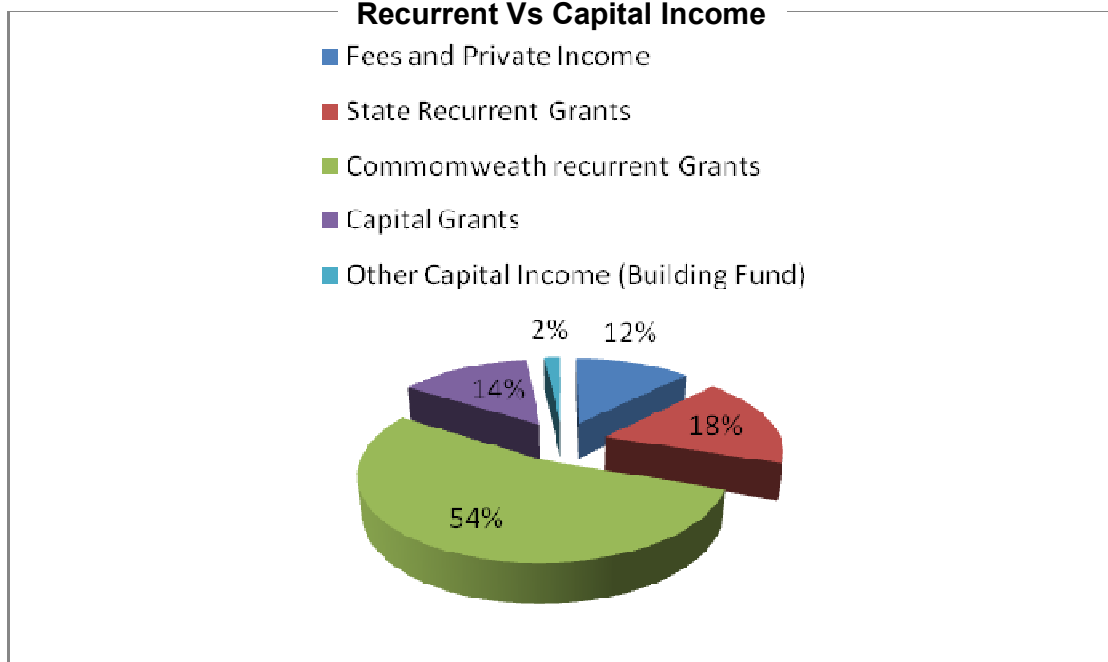
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SUMMARY FINANCIAL INFORMATION

Graphic One – Recurrent vs. Capital Income by pie chart



Graphic Two – Recurrent vs. Capital Expenditure by pie chart

