

# GREEN VALLEY ISLAMIC COLLEGE



## ANNUAL REPORT 2006

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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 2006 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
- discipline policies
- complaints and grievances resolution policies
- school-determined improvement targets
- summary of financial information

## EDUCATIONAL CONTEXT

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 2006 with 420 students in Kindergarten to Year 6, amongst 16 classes, supervised by 27 teachers. In 2006, the school was established from Kindergarten to Year 6 for the first time, which was accommodated for in the current building.

It 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**

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 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
- 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 to the Board of Studies and other stakeholders

### **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.

### **DEST 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 DEST 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 graduating Year 6 class.

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.

In 2006 a major stride was the Development Application which was approved for the construction of Green Valley Islamic College. I am very hopeful that this major building project will start at the end of 2007. We have very well resourced classrooms and hope 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 2006:**

As captains of 2006 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.

By Aaqil Ali and Pauline Habib

## 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, as well as the Tabloid team work session. Throughout the year, students also took part activities such as athletics, soccer, t-ball. Selected students also took part in the NSW Soccer 5-aside futsal competition.

Our students attended various excursions such as the Fairfield Fairfield City Farm, Bicentennial Park, Taronga Zoo, Liverpool Regional Museum, Fire Museum, Printing Museum, Bathurst Goldfields and Powerhouse Museum and Wollongong Science Centre.

Students were also involved in many other activities such as 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 preparation and presentation of speeches with the local public school at the Valley Plaza and secondly, with six other Islamic schools. Success was achieved in both events with our students winning against the local school in the debate and achieving first and second places against other Islamic schools.

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 Years Kindergarten to Year 6. We also received provisional registration and accreditation for Year 7. This year in 2007, we have started high school for the first time.

## PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Literacy and Numeracy Assessments are performed state-wide for students in Years 3, 5 and 7. In 2006, Green Valley Islamic College offered classes from Years Kinder to Year 6. Thus Year 7 results are not reported. In 2006, all Year 3 and 5 students participated in the state-wide Basic Skills Tests (BST).

### Basic Skills Test Year 3

Results by Achievement Bands:

Band		Writing	Language	Reading	Overall Literacy	Number	Measurement and Space	Overall Numeracy
<b>5</b>	State %	<b>13</b>	<b>18</b>	<b>21</b>	<b>14</b>	<b>23</b>	<b>19</b>	<b>22</b>
	School %	<b>10</b>	<b>27</b>	<b>24</b>	<b>16</b>	<b>25</b>	<b>14</b>	<b>20</b>
<b>4</b>	State %	<b>25</b>	<b>23</b>	<b>22</b>	<b>28</b>	<b>21</b>	<b>24</b>	<b>24</b>
	School %	<b>43</b>	<b>37</b>	<b>31</b>	<b>45</b>	<b>18</b>	<b>16</b>	<b>22</b>
<b>3</b>	State %	<b>36</b>	<b>30</b>	<b>25</b>	<b>32</b>	<b>29</b>	<b>31</b>	<b>26</b>
	School %	<b>41</b>	<b>29</b>	<b>35</b>	<b>31</b>	<b>35</b>	<b>45</b>	<b>37</b>
<b>2</b>	State %	<b>18</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>15</b>	<b>17</b>	<b>19</b>
	School %	<b>4</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>18</b>	<b>16</b>	<b>16</b>
<b>1</b>	State %	<b>7</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>13</b>	<b>10</b>	<b>9</b>
	School %	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>6</b>

51 students sat the Year 3 Basic Skills Test. In Year 3 100% of students achieved skill band 2 or higher in literacy compared to 93% achieved across the state and 95% achieved skill bands 2 or higher in numeracy compared to 91% of the state. In Literacy, students performed better overall in language and reading than writing. In the numeracy component, students performed better in Number, Patterns and Algebra than in Measurement and Data & Space and Geometry.

98% of students achieved above the benchmark in writing, 100% in reading and 100% in language.

### Basic Skills Test Year 5

41 students sat the Year 5 Basic Skills Test. In Year 5, 100% of students achieved skill band 3 or higher in literacy compared to 94% achieved across the state and 100% achieved skill band 3 or higher in numeracy compared to 91% of the state. In Literacy, students performed better overall in reading than in literacy, language and 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.

95% of students achieved above the benchmark in writing, 98% in language, 100% in reading and 98% in literacy.

Results by Achievement Bands:

Band		Writing	Language	Reading	Language and Reading	Overall Literacy	Number	Measurement and Space	Space and Geometry	Overall Numeracy
6	State %	20	27	24	25	22	34	27	36	30
	School %	12	34	0	7	10	27	17	37	27
5	State %	31	27	28	26	28	21	32	15	26
	School %	29	34	34	37	32	39	27	10	22
4	State %	25	23	24	27	29	25	18	23	24
	School %	37	30	34	41	44	34	32	32	36
3	State %	17	15	16	15	14	10	17	20	15
	School %	17	10	32	12	15	0	24	22	5
2	State %	5	6	6	5	5	8	4	5	5
	School %	5	0	0	2	0	0	0	0	0
1	State %	2	2	2	1	1	2	1	2	1
	School %	0	2	0	0	0	0	0	0	0

Achievement above Benchmark:

2006 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)	
	School %	State %	School %	State %
Basic Skills Tests (BST) Aspects of Literacy	100%	92%	100%	94%
Basic Skills Tests (BST) Aspects of Numeracy	94%	91%	100%	94%

## PROFESSIONAL LEARNING, TEACHER STANDARDS, ATTENDANCE AND RETENTION RATES.

### Professional Learning

All the staff participated in the Asthma and Anaphylaxis Management Training conducted by Surf Life Saving Australia. All staff participated in How to be a Coach by the Little Athletics and also how to use the Fire extinguisher. The staff also participated in Literacy seminars conducted by the Association of Independent Schools. In addition, the following professional development activities were undertaken by staff throughout 2006:

Description of the Professional Learning Activity	No of Staff Participating
How to use Assessment to improve Student Achievement	1
Falam: An Innovative Approach to Teaching Arabic K-6	5
Discover your National Capital Resources	4
Falam: An introduction to Arabic & Colours	6
Values to live by – the future is in our hands	1
Autism / Asperger Workshop	4
Diploma of Business (School Compliance)	1
Thrass Accredited Course	9
Teaching Mathematics for Understanding	1
Phonological Awareness and the role of Phonics in a Balanced Literacy Program	7
Riding the Boundary: Inclusion and Advocacy	1
Music and Technology Workshop by AIS	1
Environmental Art	1
Exploring Phonemes in your Classroom	11

The average expenditure per teacher on professional learning in 2006 was \$269.38.

## Teaching Standards

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 2006, reporting is in form of the number of teachers in each category listed below:

<b>Category</b>	<b>Number of Teachers</b>
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	<b>27</b>
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	<b>0</b>
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	<b>1</b>

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.

## Attendance and Retention Rate

In 2006, the average daily staff attendance was 94.47%.

The proportion of staff retained from 2005 is approximately 92.8%.

## **STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS**

### **Student Attendance**

Ninety per cent of students attended school on average each day in 2006. The school has procedures in place to monitor student attendance.

### **Student Retention Rates and Post School Destinations**

Retention Rates are not applicable as Green Valley Islamic College is not yet a secondary school.

## ENROLMENT POLICIES AND PROFILES

### **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.

### **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, followed by a formal letter detailing the content of the phone conversation.
- 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 2006, the school had 420 students enrolled in Years K-6. 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:

Policy	Changes in 2006	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>Revised in light of changes to the working with Children check guidelines.</p>	<p>Full text issued to staff and new staff members through Staff Manual.</p> <p>Parents may request a copy by contacting the Principal.</p>
<p><b>Pastoral Care Policy</b> encompassing:</p> <ul style="list-style-type: none"> <li>• health care procedures</li> <li>• homework Policy</li> <li>• critical incident policy</li> <li>• School Merit System</li> <li>• Attendance Policy</li> <li>• Assessment Policy</li> <li>• Bullying Policy</li> <li>• Availability and access to special services such as counselling</li> </ul>	<p>School Merit System revised in 2006.</p> <p>Bullying policy revised in 2006.</p> <p>Special services policy revised.</p>	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> </ul> <p>Summary Text in parent information booklet</p>
<p><b>Security Policy</b> encompassing</p> <ul style="list-style-type: none"> <li>• security of the grounds and buildings</li> <li>• Repairs and Maintenance policy</li> <li>• emergency evacuation procedures</li> <li>• visitor policy</li> <li>• OHS Policy</li> </ul>	<p>Emergency evacuation procedure revised in 2006.</p>	<p>Parents may request a copy by contacting the school principal.</p> <p>Summary of security policy in parent information booklet.</p>

<b>Supervision Policy</b> encompassing <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> <li>Excursion policy</li> </ul>	Addition of Risk Assessment Procedures to excursion policy.	Full text in Staff handbook Parents may request a copy by contacting the Principal.
<b>Codes of Conduct</b> encompassing <ul style="list-style-type: none"> <li>Code of conduct for staff and students</li> <li>Right and responsibilities of students, teachers and parents</li> <li>Behaviour management</li> <li>The role of student leadership system</li> </ul>	Revised	Code of conduct for students in parent's information booklet. Full text in staff handbook. Parents may request a copy by contacting the Principal.
<b>Communication Policy</b> encompassing <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 in staff handbook.
<b>Confidentiality and Professionalism Policy</b>	A new policy implemented in 2006	Full text in staff handbook.

## 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 2006 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 2005 Annual Report

Area	Priorities	Achievements
<b>Teaching and Learning</b>	Revision of K-6 Timetable	K-6 Timetable included time allocation of all Key Learning Areas and Arabic, Quran and Computers
	Improved Literacy Support Provision of extra support for students	* Additional in- class support introduced * Increased small group withdrawal * Support Learning /ESL Timetable Implemented
<b>Student Achievements and Welfare</b>	Improved literacy results	Excellent Basic Skills Test and Primary Writing Assessment results
	Improved competition participation and results	Excellent results in competitions
	Revised Code of Conduct and school rules	Included in Discipline Policy
	Revised Merit System	Encouraged through the presentation of certificates and or tokens. Inc in Discipline Policy
	Revised First Aid and Sick Bay procedures	Completed
<b>Staff Development</b>	Staff Training	Conducted several staff in-services regarding Asthma Management, Fire Extinguisher Training and How to be a Coach.
	Staff Induction	Implementation of staff induction program for which new staff's are briefed on student welfare, discipline, uniform, homework, OHS, child protection etc.
<b>Facilities and Resources</b>	Improved Resources	Resources purchased for student participation in Premiers Reading Challenge and ESL Resources
	Improved facilities for playground and sports	More sports equipment purchased. Sports timetable introduced.

## 2006 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	Improved literacy and numeracy intervention strategies
	Enhance Stage 4 curriculum
	Improvement of Arabic Programme
Student Achievements and Welfare	Revision of Welfare Policy and Behaviour Management
	Procedures for Lock Down
Facilities and Resources	Science Laboratory and Food Technology Laboratories required for Stage 4 curriculum
	Purchase of Projector and Screen
	More computers for Staff use
	Improvement in Literacy Resources
Staff Development	Computer Assessment and Reporting Program to be introduced
	Training required Literacy Strategies and intervention

## **INTIATIVES 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” 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. This is done through a program which highlights the similarities in our 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 Green Valley Public School; 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.

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 to ensure that canteen prices stay as low as possible for our students.

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 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.