

Al-Faisal College



ANNUAL REPORT 2017



149 Auburn Road Auburn, NSW 2144

Email: alfaisalcollege@afc.nsw.edu.au Website: www.alfaisalcollege.com

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Introduction

Al-Faisal College is an independent co-educational school which currently caters from Kindergarten to Year 12. Al-Faisal College was established on 27 April, 1998.

In its first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably.

Al-Faisal College was ranked 54th in the State in the HSC in 2017.

Al-Faisal College provide an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations.

Al-Faisal College is managed by a Board of Directors. The College Board is predominantly responsible for the governance of the School. The Director of Education of the College is also the Secretary of the Board. The Executive Principal is responsible for the daily management of the College including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as required from time to time.

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to Board of Studies, Teaching Education Standards (BOSTES) and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the 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 in an online or appropriate electronic form to provide to the BOSTES through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the BOSTES on RANGS Online by 30 June 2018
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Executive Principal and/or their delegate are responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

It is my pleasure as Managing Director of Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool to write a message on behalf of the School Board for the 2017 Annual Report.

I am delighted to report on another extremely strong year of growth and improvement for all Al-Faisal Colleges. 2017 has certainly been a very busy and illustrious year for Al-Faisal Colleges. We have opened many new wings/buildings of our colleges and expanded in student growth and enrolment numbers.

First at Al-Faisal College (Auburn) the school celebrated the official opening of the Trade Skills Centre by Mr John Ralston, Chairman of the Association of Independent Schools NSW. There were a number of official guests, dignitaries from the diplomatic core who joined us for the ceremony. We also received a statement letter of congratulations from the Hon. Karen Andrews, Assistant Minister for Vocational Education & Skills, which was read out during the opening ceremony.



The construction of Building E, has started to take shape and we anticipate utilizing the building in 2018. The new building consists of 20 additional GLA rooms, 3 halls, extension of existing playground and roof top areas. The whole school has physically changed as the interconnected levels has allowed the college to be expanded into a “U shaped structure”.

Secondly, Al-Faisal College - Campbelltown has undergone major construction works this year with the construction of a new building with specialist rooms, eg science labs, technology (commercial kitchen) and additional playground areas. We anticipate the new building and playgrounds to be used in the next coming year 2018.

Thirdly, Al-Faisal College - Liverpool-Austral - the College has also opened the impressive “Block C” of the school with 10 new additional classrooms. We also have specialist secondary rooms such as a science lab, technology, music/art rooms etc. to ensure that our first year 7 cohort (Stage 4) have all the facilities and requirements.

I would like to thank all our staff both teaching and non – teaching for their dedication and commitment to Al-Faisal Colleges and ensuring our schools continue to maintain high quality teaching and learning standards. Also I would like to acknowledge the effort and achievements of our students especially in formal examinations such as the HSC and NAPLAN results.

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, Board of Studies, Teaching, Education Standards (BOSTES), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Business Manager, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges. You all have significant roles in our schools which are integral for our success.

Finally, I would like to thank the parents and community for their continuous support to the College. Last but not least, I would like to thank the students on their hard work, effort and achievement.

Mr Shafiq R. Abdullah Khan
Managing Director of Al-Faisal Colleges

Executive Principal's Message

Al-Faisal College is a K-12 co-educational school committed to providing quality teaching and learning and promoting an environment where students strive for personal best. I am proud of our College's achievement, as we ranked 54th in the state for the 2017 HSC, attaining 10th position in Extension 1 Mathematics and 3rd position in Biology. All students from Al-Faisal College (Auburn) were able to gain placement at Universities and some received scholarships from prestigious universities in the State.

We are very pleased that for 2017 our students' results in the NAPLAN tests for years 3, 5, 7 and 9 were very positive. The success of our students is a credit to the parental support, dedicated staff both teaching and non-teaching who have invested time and effort to create stimulating learning opportunities.

In 2017, our educational programs have provided opportunities for students to become resilient and confident individuals. Our college has focused on evidence-based teaching to improve the pedagogical approach in teaching and learning. Mapping students' progress and providing students with effective feedback have been the focus of the year. Our staff have received a number of professional learning / development sessions to upskill their knowledge about legislative requirements, policies and procedures.

Al-Faisal College values the social and emotional development of its students. Our college has also employed a number of counsellors, welfare teams, welfare advisors, year coordinators to provide students with added support and to implement the Behaviour Management and Welfare Policies.

This year our focus has been on implementing our new behaviour management program which promotes a positive attitude in our students, creating an environment in which good behaviour is expected within a climate of trust (PBIS - Positive Behavioural Interventions and Support Program). The College has focused on 5 main core values as part of PBIS, which are organised and described as students demonstrating: Respect, Ownership, Achievement, Resilience and Safety (ROARS).

I would like to thank the Federal and State Government and Cumberland Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA) and Association of Independent School (AIS) for their great assistance. The AIS has upskilled staff professionalism by delivering professional development courses to promote field knowledge and pedagogical awareness.

Many thanks to the Managing Director of the College Mr Shafiq Khan and the Board of the College for their tremendous effort and providing all the facilities and resources for the expansion of the Colleges.

Also, a special thanks to our Director of Education, Dr Intaj Ali, Deputy Principals, Head of Colleges, Head of Studies, Head of Welfare, Welfare team, counsellors, teaching and non-teaching staff for their commitment and contributing to the success of Al-Faisal Colleges.

I would like to thank the parents for their continuous support to the College. You are the back bones of the schools and without your help and assistance, Al-Faisal College would not be the successful school it is today.

Finally, our students have achieved so much in the course of the year. We are very proud of your achievements and look forward to hearing the success stories in the future.

Mrs G. Adra Khan
Executive Principal

Primary Student Representative Council

Al-Faisal College recognises the importance of providing students with the opportunity to bring their ideas and concerns to the SRC where they have a voice to bring about positive change and to initiate ideas. The Student Representative Council (SRC) provides a way for students to take on leadership roles, be role models for their peers and actively participate in the fundraising events at our school. Our student leadership policy is directed at fostering and nurturing our students' academic potential, as well as preparing students to be responsible members of their family, community and society as a whole.

In 2017, the SRC consisted of 16 members. They were elected through a secret ballot system in Term 4 of 2016. These students were chosen by their peers and teachers to represent the school throughout the year.

The SRC met at the beginning of the year to set up an action plan for the year. Students were able to develop and participate in a range of school-wide and community projects, attend self-development and leadership workshops and represent Al-Faisal College in a number of events.

The school offered a diverse range of leadership opportunities at school and state events for all students in the SRC which included participating in leadership programs. SRC members attended the:

- 2017 Primary Impact Leadership Conference.
- ANZAC Commemoration service held at the ANZAC Memorial in Hyde Park Sydney.

The SRC met on a weekly basis and set the following goals for the year:

- Do our best to help the school be a great place.
- Help make our school playground clean and safe.
- Be good role models for other students.
- Organise fun activities for the students.
- Organise fundraisers to raise awareness and support the community.

They discussed possible initiatives they wanted to develop and decided on possible activities. Upcoming events and leadership skills were also a matter discussed in those meetings. Minutes were recorded and discussion items raised at subsequent meetings.

The SRC undertook the following roles:

- Welcoming new students, parents and visitors to the school.
- Hosting class assemblies, Annual Presentation Day and Kindergarten Orientation Day.
- Promoting positive behaviour through daily messages in morning assembly.
- Promoting safe play in the playground, by organising sporting activities and competitions.
- Assisting in building relationships and school spirit by taking on roles as peer mentors during lunch times. In these sessions, the SRC students worked on self-esteem and social skills with students from year 2.
- Encouraging taking pride in school facilities: Monitored toilets, designed posters for cleaner playgrounds etc.
- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign.
- During the fasting month of Ramadan, the SRC created a charity drive in order to collect money to distribute amongst charities.
- Organising a gift exchange initiative amongst students from K-6 for Eid celebrations.

- Organising Krispy Crème Day to raise money for 'Australia's Biggest Morning Tea'.
- Organising weekly gold coin donation day to raise money to build wells in various countries.
- During Literacy and Numeracy Week, the SRC organised a book drive in which books collected were donated to The Australian Literacy and Numeracy Foundation.

Leadership opportunities in the Primary School:

- House Captains: one girl and one boy per house from year 6 were elected. They were sports leaders who assisted in organising their team, sports equipment and building positive team spirit, attitudes and effort.

High School Student Representative Council

The Al-Faisal College student leadership program is directed at fostering and nurturing our students' academic potential, as well as preparing students to be responsible members of their family, community and society as a whole. On completion of their education, we believe our students have developed the skills and understanding that will assist them to take on leadership roles or support effective leadership underpinned by positive values.

We believe that good leadership begins with appropriate mentoring by all members of the school community, including staff, parents and students. We actively promote and expect our senior students to act as mentors and role models to junior students.

Our Student Leadership Program provides opportunities and pathways for the continuous development of student leadership skills. The program encourages and invites all students to learn about, experience and take part in leadership responsibilities and roles. The values that are promoted by such experiences include co-operation, participation, commitment and service to others.

As part of the program, students are offered co-curricular courses to complement and extend their understanding of what good leadership looks like and how it can be practised and developed.

Listed are the programs and events in which the SRC of 2017 were active participants:

- The school captains and prefects represented Al-Faisal College at the "RSL and Schools Remember ANZAC Commemoration Service". The school captain (Girls) Amaanni Siddeek delivered the Keynote address on the meaning of ANZAC Day at the service.
- The school captains attended the "2017 Secondary Schools Student Leadership Program" at NSW Parliament House in Sydney.
- The SRC representatives hosted and helped organise the Al-Faisal College ANZAC Day Commemoration Assembly.
- The school captain (Girls), Amaanni Siddeek was nominated for the Dame Marie Bashir Peace Awards.
- The senior prefects attended the 21st Century Leadership Summit, "Today's Leaders Shaping Tomorrow's Future" at the University of New South Wales.
- Members of the SRC attended the "Youth Leadership Masteclass" at the Parramatta campus of Western Sydney University.
- The Year 11 class captains participated in the "Young Women's Leadership Seminar at the Parliament of NSW, Macquarie Street Sydney.
- Members of the SRC participated in the Grip Student Leadership Conference at the Sydney Olympic Park Sport Centre.
- A senior prefect, Mahmoud Al Rifai, represented the College at the annual NSW School's Constitutional Convention at Parliament House, Macquarie Street Sydney.

Reporting Area 2: School Context

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. The College was established in 1998 and had been visited by the former Prime Minister the Hon John Howard, twice in the years 2000 and 2005. The College has also hosted former Premiers of NSW, Bob Carr and Barry O'Farrel on official visits to the College in 2001 and 2013. The College has also hosted interfaith conferences which was officially opened by, the former Foreign Minister, Alexander Downer and former Attorney General, Phillip Ruddock.

The College attempts to achieve its mission through Faith, Knowledge and Success.

The main goals are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by the Board of Studies, Teaching Education Standards (BOSTES) and learn the Arabic Language. Our College is offering a return ticket to the homeland of the student who comes first in Arabic in the HSC.

At Al-Faisal College, we act in the belief that we all share fundamental human values and morals with others regardless of their cultural backgrounds or faith. We value the diversity of backgrounds our students and staff bring to learning and teaching. Our highly qualified and dedicated teachers and staff are our greatest assets. We have worked hard to provide our students with the best and latest technology, interesting teaching and learning programs and pastoral care. With the expansion of the buildings, our school has Science and computer labs as well as preparation rooms to promote students' knowledge in a vibrant learning environment.

Our students are taught Computing Studies from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have Interactive White Boards in primary and high school classrooms featuring modern animation, photo editing and educational software.

Our welfare policy stresses the importance of the development of students' self-confidence, self-esteem and social skills. **The use of corporal punishment is prohibited.** Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence and reward high achievers.

The school's Leadership Program provides opportunities and pathways for the continuous development of student leadership skills. The program encourages and invites all students to learn about, experience and take part in leadership responsibilities and roles. The values that are promoted by such experiences include co-operation, participation, commitment and service to others.

Our program encompasses leadership opportunities and experiences at the class level, the year level and at the whole school level.

The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, aesthetic and intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Henry Parkes Primary Schools Citizenship Conventions, Young Leaders Programs, Climate Change, Waste Watchers, Clean Up Australia Day, Athletics Challenge and Premier's Reading Challenge. Students have also been involved in charity events and raised money to support Bandage Bear Day, Heart, Diabetics and Cancer Foundations.

Further contextual information about Al-Faisal College can be located on the My School website: <http://www.myschool.edu.au>.

Reporting Area 3: Student Performance and National and Statewide Tests and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2017. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2017 NAPLAN exams which further improved on the already high standard established in 2016. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Minilit/Multilit, Corrective Reading and after school supplementary programs. In 2017, Al-Faisal College was identified as one of more than 70 schools in NSW to have made big improvements in NAPLAN by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The second year in a row the school has been acknowledged for its achievement.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

In 2017, our students also sat for the Higher School Certificate (HSC). The cohort of HSC students recorded impressive results in the exams being ranked 54th in the State with 91% of students being offered admission into a university undergraduate degree.

1. NAPLAN

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents will have an indication of how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling across Australia. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results obtained from NAPLAN exams provide the College with a wealth of data showing the percentages of students who achieved particular skill bands in numeracy as well as the components of literacy. Literacy is reported in four content strands (components): Reading, Writing, Spelling and Grammar and Punctuation. Numeracy is reported as a single content strand.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2017 NAPLAN years.

Further information regarding school performance in NAPLAN against State and National trends is available from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>). The school results shown are compared to students nationally.

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The formal Record of School Achievement (RoSA) credential was awarded by NESA to 2 students.

Higher School Certificate (HSC)

In 2017, 103 students sat for the NSW Higher School Certificate in 16 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 71% of these placed in Bands 5 and 6 (80-100 marks). Of the 15 candidates who sat for a one unit extension course, 86.66% achieved Band E4. With the exception of Physics, student achievement was above state level in all other courses undertaken. This has been the trend over the past 3 years. This is a pleasing result, considering this as the tenth year that Year 12 students sat the HSC in 2017 at Al-Faisal College.

Merit Lists

Year	HSC All Rounders	First Place in Course	Top Achievers	Distinguished Achievers
2017	1	0	1	123
2016	3	1	2	105

The Top Achiever result was achieved in Mathematics Extension 1.

Biology recorded the highest number of Band 6 results, 39, an increase from 12 in 2016. Mathematics Extension 1 recorded 13 Band E4 results, an increase from 8 students in 2016.

Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Arabic Continuers	2017	11	11	100.00	58.11	+41.89
	2016	6	6	100.00	52.55	+47.45
	2015	11	11	100.00	57.05	+42.95
	2014	10	6	60.00	56.39	+3.61
	2013	11	7	63.63	51.00	+12.63
	2012	5	4	80.00	52.15	+27.85
Biology	2017	61	58	95.07	39.28	+55.79
	2016	48	38	79.16	35.11	+44.05
	2015	55	29	52.72	27.96	+24.76
	2014	63	28	44.43	28.23	+16.20
	2013	25	13	52.00	32.93	+19.07
	2012	19	6	31.57	26.76	+4.81
Business Studies	2017	63	42	66.66	36.14	+30.52
	2016	55	32	58.17	34.33	+23.84
	2015	49	20	40.80	35.89	+4.91
	2014	32	16	50.00	36.95	+13.05
	2013	17	11	64.69	34.85	+29.84
	2012	19	9	47.36	38.13	+9.23
Chemistry	2017	31	24	77.41	42.71	+34.70
	2016	19	11	57.88	40.94	+16.94
	2015	12	10	83.32	41.06	+42.26
	2014	26	16	61.53	46.09	+15.44
	2013	14	7	49.99	41.63	+8.36
	2012	8	3	37.50	42.60	-5.1

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Community & Family Studies	2017	11	4	36.36	29.61	+6.76
	2016	9	6	66.66	30.53	+36.13
	2015	30	5	16.66	31.96	-15.30
	2014	17	15	88.22	8.68	+79.54
	2013	9	5	55.55	33.74	+21.81
	2012	11	8	72.72	36.08	+36.64
English (Standard)	2017	34	13	38.23	15.91	+22.32
	2016	34	10	29.40	13.39	+16.01
	2015	48	6	12.50	8.31	+4.19
	2014	51	13	25.49	8.16	+17.33
	2013	24	5	20.83	6.83	+14.00
	2012	23	7	30.43	15.75	+14.68
English (Advanced)	2017	68	52	76.46	63.64	+12.82
	2016	44	33	74.99	61.92	+13.07
	2015	40	26	65.00	57.82	+7.18
	2014	39	28	71.79	59.30	+12.49
	2013	18	12	66.66	53.01	+13.65
	2012	12	11	91.66	54.09	+37.57
Legal Studies	2017	26	17	65.37	43.61	+21.76
	2016	19	16	84.20	42.27	+41.93
	2015	20	11	55.00	40.14	+14.86
	2014	36	25	69.44	39.63	+29.81
	2013	8	5	62.50	42.57	+19.93
	2012	13	8	61.53	40.24	+21.29
General Mathematics	2017	40	35	87.50	25.49	+62.01
	2016	37	29	78.37	25.63	+52.74
	2015	46	18	39.12	25.64	+13.48
	2014	41	20	48.77	25.00	+23.77
	2013	24	14	58.33	20.83	+37.50
	2012	18	9	49.99	22.05	+27.94
Mathematics	2017	36	34	94.43	53.48	+40.95
	2016	23	22	95.64	52.51	+43.13
	2015	32	24	74.99	52.32	+22.67
	2014	28	21	75.00	53.74	+21.26
	2013	18	15	83.33	49.24	+34.09
	2012	8	8	100.00	52.50	+47.50
Personal Development, Health & Physical Education	2017	25	14	56.00	30.56	+25.44
	2016	16	7	43.75	34.41	+9.34
	2015	21	11	52.37	29.63	+22.74
	2014	8	0	0.0	30.49	-30.49
	2013	N/A	N/A			

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Physics	2017	14	2	14.28	33.80	-19.52
	2016	8	2	25.00	29.94	-4.94
	2015	6	4	66.66	28.76	+37.90
	2014	17	6	35.29	31.09	+4.20
	2013	11	3	27.27	33.36	-06.09
	2012	7	2	28.57	34.05	-5.48
Senior Science	2017	54	38	70.36	24.10	+46.26
	2016	41	30	73.16	28.58	+44.58
	2015	50	36	72.00	28.03	+43.97
	2014	22	21	95.44	36.45	+58.99
	2013	12	7	58.32	38.74	+19.58
	2012	N/A	N/A			
Hospitality Examination (Kitchen Operations & Cookery)	2017	7	5	71.42	29.82	+41.60
	2016	14	7	49.99	29.81	+20.18

Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E4-E5		
				School	State-wide	Difference
Mathematics Extension 1	2017	15	15	100.00	81.60	+18.40
	2016	8	8	100.00	79.37	+20.63
	2015	11	11	100.00	84.12	+15.88
	2014	5	5	100.00	84.40	+15.60
	2013	1	1	100.00	83.54	+16.46
	2012	2	2	100.00	84.98	+15.02
Mathematics Extension 2	2017	15	14	93.32	83.68	+9.64
	2016	8	8	100.00	85.34	+14.66
	2015	10	10	100.00	86.14	+13.86
	2014	5	5	100.00	86.39	+13.61
	2013	1	1	100.00	87.17	+12.83
	2012	N/A	N/A			

*N/A: No Al-Faisal College candidates for a course during that year.

HSC Honour Roll

All Rounders

Number of Students	Year
1	2017
3	2016
1	2015

First Place in Course

Students	Courses	Year
0	N / A	2017
1	Arabic Continuers	2016

Top Achievers in Course

Students	Courses	Year
1	Mathematics Extension 1	2017
2	Arabic Continuers, Hospitality Examination (Kitchen Operations and Cookery)	2016

Distinguished Achievers

Students	Courses	Year
60	123	2017
42	105	2016

HSC Honour Roll

Subject	Number of Distinguished Achievers	
	2017	2016
Biology	39	12
Business Studies	9	13
Chemistry	5	3
English (Standard)	0	2
English (Advanced)	7	10
Legal Studies	8	8
Mathematics General	15	14
Mathematics	11	12
Mathematics Extension 1	13	8
Mathematics Extension 2	1	4
PDHPE	2	2
Physics	0	2
Senior Science	12	12
Arabic Continuers	1	1
TOTAL	123	105

Vocational Education and Training (VET)

- (i) In 2016, 7% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2016, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2017	HSC	100%
2017	VET Qualification	7%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2017, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

At Al-Faisal College, Professional Learning is seen as an ongoing educational process which should:

- focus on the development of, knowledge of, and skills in pedagogy and pastoral care,
- take into account current research and provide a balance of theory and practice,
- be responsive to the national and state agendas for education,
- support the ongoing religious formation of staff in an Islamic school.

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of seeking accreditation at Proficient Teacher Level through and beyond the accreditation process.

During the year, learning opportunities ranged from whole staff days focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff attending externally provided courses targeting student welfare or specific curriculum areas.

As part of the College's continuous program to create and maintain a safe and supportive learning environment, staff completed or updated their Senior First Aid and CPR qualifications and Asthma management training.

Many areas were addressed as part of the College based professional learning. Refer to the Professional Development log below for a comprehensive list of staff in-services.

2017 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
19/1/17	3 hours	Al-Faisal College	Sentral	Recording data on Sentral: attendance, Fees and Billing	6
23/1/17	3 hours	Al-Faisal College	Association of Independent Schools (AIS) consultant	K-10 Evidence Based Classroom Management - PBIS	96
23/1/17	3 hours	Al-Faisal College	Stepping Stones Consultant	K- 2 Developing Special Strategies for Number,	22

				Addition & Subtraction	
23/1/17	3 hours	Al-Faisal College	Stepping Stones Consultant	3-6 Developing Special Strategies for Multiplication & Division	25
24/1/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	NSW Reportable Conduct and Allegations against Employees Online Module	123
24/1/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	120
23/1/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Chemical Safety in Schools Basic Induction Online Module	13
1/2/17	1 hour	Al-Faisal College	Executive Staff – Mrs S. K. Hassanein	Attendance, Register Codes & Roll Marking Procedures – K-12	90
18/2/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Risk Management	1
6/3/17	1 hour	Al-Faisal College	Executive Staff – Mrs S. K. Hassanein	Introducing Attendance on Sentral – K-12	95
7/3/2017 & 8/3/2017	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics – Quicksmart Workshop 1	7
14/3/17	1 hour	Al-Faisal College	Risk Logic	Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	143
14/3/17	1 hour	Al-Faisal College	Risk Logic	Management Emergency Response	8
15/3/17	15 mins	Al-Faisal College	Al-Faisal College	Evacuation drill	Whole school
21/3/17	1 hour	Al-Faisal College	Phonics Hero Consultant	Phonics Hero online component – Explicit Teaching of Phonics	23

24/3/17	1 hour	Al-Faisal College	Executive Staff – Mr Adra	Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 1	14
31/3/17	1 hour	Al-Faisal College	Executive Staff – Mr Adra	Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 2	14
30/3/17-31/3/17	6 hours	Rydges Hotel	Legal Studies Association	Legal Studies State Conference 2017	2
31/3/17	6 hours	Pymble Ladies' College	Association of Independent Schools (AIS)	Hospitality Validation & Network Day	1
10/4/17	6 hours	Sydney Cricket Ground	Association of Independent Schools (AIS)	The AIS Governance Symposium	8
24/4/17	3 hours	Al-Faisal College	Stepping Stones Consultant	Mathematics – Space and Geometry	22
24/04/17	3 hours	Al-Faisal College	AIS Consultant	Universal Classroom Management and Tier 2 Behaviour Supports	96
24/4/17	1 hour	Al-Faisal College	Executive Staff – Mrs S. K. Hassanein	WHS Policies and Procedures – Emergency Planning Committee (EPC)	7
2/5/17	1 hour	Al-Faisal College	Stepping Stones Consultant	Online Training Origo Slate	47
On-going throughout 2017	1 hour each module	Al-Faisal College	Association of Independent Schools (AIS)	Governance - Online Modules 5, 8, 9 and 10	1
9/6/17	30 mins	Al-Faisal College	Al-Faisal College	Lockdown drill	Whole school
18/7/17	6 hours	Training 24/7	Jo-Anne Dooner Get Reading Right	Synthetic Phonics Training	1
25/7/17	6 hours	Knox Grammar School	Association of Independent Schools (AIS)	Raising the Bar in Legal Studies: Improving Student Achievement and Enhancing Engagement	1

27/7/2017 & 28/7/2017	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics – Quicksmart Workshop 2	7
29/7/17	1.5 hours	Al-Faisal College	Association of Independent Schools (AIS)	Creative Bend & Stretch – Online Module	1
1/8/17	6 hours	Condell Park Public	NESA	NAPLAN Online Training – School Readiness	1
8-9/8/17	16 hours over 2 days	UNSW Kensington	UNSW Kensington	Mini Certificate of Gifted Education (Mini-COGE)	2
6/9/17 or 16/10/17	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Planning and Programming for the Revised Year 11 Science Syllabuses	5
16/9/17	2 hours	Al-Faisal College	REVIVA	First Aid & Resuscitation Training (CPR)	124
16/10/17	1 hour	Al-Faisal College	Executive Staff – Mrs S. Khan Hassanein	Cyber Safety Program: eSmart Digital License	13
18/10/17	6 hours	UTS Function Centre	English Teachers Association NSW	PROGRAMMING Year 11: emphasis on Reading to Write	2
5/11/17	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Business Studies Case Studies: Syllabus, Assessment, Pedagogy	1
10/11/17	6 hours	University of Sydney Camperdown Campus - Wallace Theatre	English Teachers Association NSW	HSC Student Day Introducing Extension 2	1
13/11/17	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Supporting Teachers Through Accreditation - Experienced Teacher Standards-Based 2018	2
13/11/17	6 hours	AIS	Supporting teachers through accreditation – Experienced Teacher Standards- based Pathway	Supporting Experienced Teacher Standards-based 2018	1

13/11/17 & 14/11/17	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics – Quicksmart Workshop 3	7
14/11/17	2 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Viewing of Experienced Teachers Digital Portfolios - Standards Based and Action Research Pathways	1
24/11/17 & 25/11/17	12 hours	University of NSW	English Teachers Association NSW	2017 Annual Conference Re-imagining English	1
29/11/17	15 mins	Al-Faisal College	Al-Faisal College	Evacuation drill	Whole school
On-going throughout 2017	1 hour	Self-paced	Association of Independent Schools (AIS)	School Communities Working Together Online Module	8
2017 ongoing	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Disability Legislation Online Module	6
On-going throughout 2017	4 hours	Self-paced	Association of Independent Schools (AIS)	The Principles of Purposeful Programming - Online Module	3
On-going throughout 2017	1 hour	Self-paced	Association of Independent Schools (AIS)	Professional Support for Experienced Teachers - Standards	9

Teacher Standards

All teaching staff for the year has been categorised into the following three categories:

Category	Number of Teachers (Auburn School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	131
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	6
Teachers not having qualifications as described in (i) or (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 as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Please note: Any teachers in the third category will be employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. Only teachers who are teaching a BOSTES endorsed subject have been included in this figure.

Additional information regarding total number of staff is available on the My School website:
<http://www.myschool.edu.au/>

Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2017 census, comprised of 137 staff.

In 2017, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	133.1
Full-time equivalent non-teaching staff*	24.0
Number of indigenous staff*	0

*This figure includes staff employed to teach non-BOSTES subjects.

Additional information pertaining to Al-Faisal College's Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance

The College's attendance rate data is available on My School website: <http://www.myschool.edu.au/>

2017 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	92%
Year 2	92%
Year 3	94%
Year 4	94%
Year 5	94%
Year 6	94%
Year 7	95%
Year 8	94%
Year 9	93%
Year 10	93%
Year 11	N/A
Year 12	N/A
School Average	93%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-12). Attendance is marked on the Student Management System – Sentral. The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to Head of College and posted in the staff room.

4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Campbelltown.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-12: 15 days or more per academic year
7. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are kept within student files.
9. At the end of each term, total absences are tallied for that period and included on student reports.
10. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Campbelltown.
11. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Student Retention Rates

Student Retention Rates

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

Eighty five percent of the 2015 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2017. This is the highest retention rate for the past 5 years. Based on information provided to the school when students leave, it would appear that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of:

- (i) the demands of the academic rigors at Al-Faisal College;
- (ii) family circumstances; or
- (iii) to experience a different school environment.

Retention Rates	Percentage of Students
2017	85%
2016	60%
2015	64%
2014	75%
2013	74%
2012	77%

Post School Destinations

Post-School Destinations

Ninety-one percent of students in the 2017 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
University of Sydney	26
WSU	21
UTS	21
UNSW	17
Macquarie University	11
Australian Catholic University	3
Torrens University	1

The most popular degree courses chosen by Al-Faisal College students in 2017 were as follows:

Course	Total
Engineering	20
Medical Science	12
Science	10
Business	8
Education	7
Construction Management	6
Commerce	5
Psychology / Law	5

Reporting Area 8: Enrolment Policy

Al-Faisal College is a co-educational K-12 independent school operating within the policies of the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-8) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic, cultural aims and goals of the College.

Students are expected to act consistently with the school's ethos and comply with the school rules and expectations as specified in the Al-Faisal College "Terms and Conditions of Enrolment".

2. The Admissions Process

2.1 Collection Notice – Australian Privacy Principles (APP)

New privacy laws protect personal information that Al-Faisal College collects about students and parents. The school is bound by the Australian Privacy Principles (APP) contained in the Commonwealth Privacy Act. Al-Faisal College may, from time to time, review and update this Privacy Policy to take into account new laws and technology, changes to the school's operations and practices and to make sure it remains appropriate to the changing school environment.

The School collects personal information, including sensitive information, about students and parents / guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting and sharing information is to meet government requirements, such as Annual Reporting, census, parental background data for NAPLAN and MySchool. Additionally the information provided can enable the School to better meet the learning needs of students.

2.2 Expression of Interest Form

Parents are required to fill an "Expression of Interest" form, with the following documentation (See Appendix 1):

- Original documentation is required, such as: children's birth certificate and passport or Australian Citizenship.
- Parents must bring a copy of the child's most recent school report.
- A copy of the NAPLAN reports (if applicable)
- A copy of an Immunisation History Statement (all primary students)
- Additional medical reports / health care plans (if applicable)
- Guardianship and Custody Order (if applicable)

The "Expression of Interest" form does not guarantee a place in the school.

If parents have supplied the above mentioned documentation and a vacancy exists or be pending, the School Administration staff could organise a suitable time for students to:

- attend an academic assessment / interview, owing to the large number of students seeking admission.
- Kindergarten applicants are selected using an interview process.

Siblings of children already attending the College who have demonstrated ongoing support for the ethos and values of the School will be given priority.

The Enrolment Policy complies with the Privacy & Amendment Act and Disability Discrimination Act.

2.3 Offers and Waiting List

Parents are notified if their children have been offered a place at Al-Faisal College by the School Administration staff.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List until a position becomes available for the current academic year.

Applicants who do not gain a place may re-apply and complete another Expression of Interest form for the following year.

2.4 Acceptance of Offer and Enrolment Form

On accepting the offer of a place at the School, parents must fill an “Enrolment Form”, which includes the School’s “Conditions of Admission, Enrolment and Entry Policy” (policies are subject to change) and pay the non-refundable tuition Fee. (See Appendix 2)

Failure to reply or accept an offer of place, within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

Please note that if families supply incorrect information on the Expression of Interest or Enrolment forms, their application may be declined or an offer may be withdrawn.

2.4.1 Student Medical Records/Health Care Plan:

Parents must inform the School on the Enrolment Form about their children’s medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc) (Refer to Medical Care Policy & Disability Discrimination Act).

2.4.2 Immunisation:

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at school under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence.

If a student is not immunised, the School may request parents to keep their children home if there is an outbreak of a vaccine-preventable disease in the school (The Office Administration Staff will maintain the Immunisation Status of Students of Primary Schools – Appendix 3)

2.5 School Fees

- School fees are non-refundable.
- Must be paid prior to the end of the previous school term.
- Any extension of payment time must be requested from the Executive Principal in writing.
- Where there are repeated instances of late payment, the School has the right to require fees to be paid in advance prior to the beginning of the School year. If not so paid, the School may require the student to be withdrawn.

2.6 Discount for Early Payment of Fees

For parents wishing to pay a full year's fees in advance, a discount of 5% is offered on tuition.

3. Continued Enrolment

It is assumed that students at Al-Faisal College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment includes satisfactory:

- Payment of school fees by due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.

Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents to ensure that students meet the aforementioned requirements for promotion. Reasonable adjustments will be taken to support students' learning needs, access and participation in opportunities provided by the school (Refer to Disability Discrimination Policy).

Parents will be notified, if the school believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year.

4. Probationary Enrolment, Suspension and Termination of Enrolment

The School reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their children.

Failure to meet the above-mentioned expectations or breach of rules may lead to probationary enrolment, suspension or termination of enrolment.

If the school believes a mutually beneficial relationship of trust and co-operation between parents and school has broken down, the school may require the student to be withdrawn.

5. Withdrawal from School

One term's notice in writing to the Principal is required before withdrawal of a student from the School.

Notice of withdrawal for the following year must be received before the commencement of Term 4.

If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or any other reason without the Executive Principal's approval, other siblings will lose their place at the College.

6. Parent information

It is a parent's responsibility to notify the School promptly of a change of address, status or medical condition(s).

Reporting Area 9: Other School Policies

A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances can be found below, with information on:

- changes made to these policies during the reporting year
- how these policies are disclosed publicly to access or obtain the full text of these policies

Student Welfare Policy

Al- Faisal College aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment. The Al-Faisal College Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations.

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

At Al-Faisal College, we seek 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 through programs that meet the personal, social and learning needs of students. Students at risk are provided with early intervention programs.

The student welfare programs within the Al-Faisal College community aim to promote tolerance and respect. It is the responsibility of all members of the School community to ensure the safety and protection of one another.

In 2017, the College implemented a whole school approach to positive behaviour and support (PBIS). The initiative has been well-received as it enables all students to have the opportunity to receive acknowledgment for demonstrating the correct behaviour with a high priority to the values of respect, ownership, achievement, responsibility and safety.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Discipline Policy

Al-Faisal College aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While student self-discipline is the ultimate aim, it is supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour.

Al-Faisal College aims to provide and maintain a positive, safe and secure environment, in which all students feel valued, supported and have the opportunity to reach their full potential.

We have adopted policies relating to discipline of students based on the principals of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

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. Corporal punishment is not permitted under any circumstances.

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

To reinforce positive behaviour, a High School Award Scheme is implemented at the school. The overall aim of the Award Scheme is to acknowledge the participation and achievement, of students in the classroom, in the broader life of the school and in the general community. The scheme has been developed as a continuous and cumulative award system from Years 7 to 12.

Excerpts of the School's Discipline Policy and associated procedures are provided to all members of the School community through:

- Parent Information Booklets
- Student Diaries

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Policies for Complaints and Grievances Resolution

The School values its students, staff and parents and believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive School community.

The College values the feedback it receives from parents and the community. Responding to both positive and negative comment is integral to the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or staff will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint through a clearly articulated process and one that respects the confidential nature of such matters. The School learns from criticism and these are treated as constructive suggestions that should be used to improve what we do and how we perform.

This grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

The School's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College's Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are also outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

Procedures for raising and responding to concerns raised about the TAA's Accreditation Process are also included in the grievance policy.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Anti-Bullying

Al-Faisal College is committed to providing a safe and supportive teaching and learning environment for students and staff. The College's anti-bullying policy and procedures are underpinned by Islamic values of individual respect and acceptance of difference and diversity in our school community. At Al-Faisal College there is a zero tolerance of bullying behaviour in any of its many forms.

The policy is directed at both **preventing** and **responding** to incidences of bullying in the school community through a multi-faceted, long term, whole school approach.

Al-Faisal College aims to create a positive anti-bullying culture where it is acceptable and encouraged to report incidents of bullying.

The school is committed to a process that seriously and sensitively responds to reports of bullying by students or staff, victims or witnesses and provides a basis for working with the bully to modify their negative behaviour.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Accessibility of and Changes to Policies

Most of Al-Faisal College's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with BOSTES requirements. The table below lists policies where modifications have been made in 2017.

Policy	Changes in 2017	Access to full text
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the principal or from the school website.
Attendance	Policy reviewed: Changes were made to bring the policy in line with legislative requirements for attendance.	The full text of the policy can be accessed by request from the principal or from the school website.
Educational and Financial Reporting	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the principal or from the school website.
Experience Teacher Accreditation	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the principal or from the school website.
Teachers Employment	Policy reviewed: Clarity to staff use of mobile phones.	Distributed to all staff.
Governance	Policy reviewed: Consolidated policy that makes it applicable to all Al-Faisal College schools.	The full text of the policy can be accessed by request from the principal or from the school website.

Reporting Area 10: School Determined Improvement Targets

2018 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Employ additional learning support staff to expand various reading and numeracy intervention programs for students requiring support in Minilit, Multilit and Quicksmart. • Utilise learning support staff to support the numeracy needs of students in the Measurement and Geometry strand across Years 2-6 based on results from school and standardised assessments. • Finalise the development of new teaching programs based on the Stage 6 HSC English, Mathematics, PDHPE syllabi. • Finalise the development of new teaching programs based on the Years 7 and 9 PDHPE syllabus. • Finalise the development of new teaching programs based on the K-6 Science Syllabus. • Develop STEM/STEAM activities and growth that focusing on coding. • Expand the Arabic language programs to include explicit teaching of oral language (conversational Arabic) and grammar. Partially release the K-6 Arabic coordinator from face-to-face teaching to oversee program development.
Student Achievements and Welfare	<ul style="list-style-type: none"> • Enable the parental portal module on Sentral to further improve communication between school and parents to access student reports, attendance data and arrange meetings with teachers. • Use of Sentral (Student Management System) for attendance, reporting and student welfare. • Focus on proactive programs to address Social Media concerns, bullying and anxiety.
Staff Training	<ul style="list-style-type: none"> • Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff. • Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course. • In-service secondary staff on student Mental Health to support welfare needs of students

	<ul style="list-style-type: none"> • Up-skill all staff in the 7 Steps to Writing approach in teaching Creative and Persuasive Texts. • Continue to support teachers at Proficient Teacher level throughout their maintenance period and help them identify areas for growth and development. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	<ul style="list-style-type: none"> • Completion of Building E and hand over to school. • Install 140 CCTV cameras in Building E for additional security. • Finalise roll-out plan of air conditioning system across sections of the school. • Purchase additional decodable books for all Kindergarten and Year 1 students to complement the school's synthetic phonics approach.

Achievements of priorities identified in school's 2016 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Implement the K-6 Geography syllabus. • Continuation of our various reading intervention programs for students requiring support needs (i.e. phonics, fluency and comprehension). • Finalise the development of new teaching programs based on the Stage 6 HSC mathematics syllabus. • Implement a new Arabic reading program for non-Arabic speaking students. 	<ul style="list-style-type: none"> • K-6 Geography program implemented smoothly. Engaging resources purchased and embedded into the programs. All staff were in-serviced by the school's curriculum coordinator. • Intensive support provided to Year 1 and 2 students (5 days/week x 1 hour/day). Results on pre/post tests show significant improvement in phonics, fluency and comprehension results. • Due to further changes to the syllabus, this item will also be placed on the 2018 list of priorities • Arabic program developed and rolled out across K-2. 3-6 will be rolled out the following year. The

	<ul style="list-style-type: none"> • Introduce the QuickSmart mathematics intervention program across upper primary years. 	<p>program following the same methodology as the English synthetic phonics program that uses Direct Instruction pedagogy.</p> <ul style="list-style-type: none"> • QuickSmart has been introduced. All learning support teachers have been provided with 6 full days of Professional Development before the program implementation. Improvements in accuracy and response times in all four number operations by students participating in the program has been evident.
Student Achievements and Welfare	<ul style="list-style-type: none"> • Improve communication between school and parents/students through the introduction of reverse parent/teacher interviews. • Use of Sentral (Student Management System) for attendance, reporting and student welfare. • Analyse phonics, reading (benchmarking) and comprehension results to identify areas of weakness. 	<ul style="list-style-type: none"> • Feedback from parents was very positive regarding the introduction of reverse parent/teacher interviews. It allowed parents to get to know their child's teacher early in the year and also allowed the teacher to find out more from the parents regarding aspects of their students' academic, social and emotional development. • Hardcopy class roles have been replaced with attendance record keeping on Sentral. Recording of positive and negative welfare issues is also now being undertaken by staff. The use of the modules has greatly assisted in data collection and its use within the PBIS program and recording keeping. • The College developed or utilised phonics screening checks, Dibles (fluency) and PAT-R

	<ul style="list-style-type: none"> • Implement PBIS merit award system and lessons across K-12. • Implementation of a before school Year 2 and 10 peer support program. 	<p>(comprehension) assessments. The explicit teaching of the strategies has aided students to show gains in all areas assessed.</p> <ul style="list-style-type: none"> • PBIS merit award and associated rewards has complemented the weekly PBIS lessons. The pre/post data has shown improvement in the number of students meeting expected behaviours in different areas of the school that the program has focused on (i.e learning spaces, hallways, playground etc) • Over 40 Year 9 and 10 students participated in the program. Students volunteered their time before school (4 days a week) to support Year 2 students in their reading. The program developed leadership skills amongst the Year 9 and 10 students as well as supported the Year 2 students with their reading. The Year 9 and 10 students were also acknowledged with certificates during the end of year presentation day ceremony.
Staff Training	<ul style="list-style-type: none"> • Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff. • Encourage all K-12 staff to have a valid First Aid certificate by conducting 	<ul style="list-style-type: none"> • The College ran two whole day training sessions with staff that involved lesson demonstrations and observations. A parent workshop was also organised to help increase parent engagement in student learning. • All staff at the College completed their First Aid

	<p>the first aid training course.</p> <ul style="list-style-type: none"> • In-service primary staff on key curriculum resources (i.e. use of Phonics Hero, Mathletics and Stepping Stones) • Provide staff classroom management in-servicing. • Provide key staff across K-12 with greater professional learning opportunities to better utilise the College's Student Management System. • Continue to support teachers at Proficient Teacher level through their maintenance needs and help them identify areas for growth and development. 	<p>course to ensure they maintain due diligence in student welfare and well-being.</p> <ul style="list-style-type: none"> • All staff in-serviced regarding key curriculum resources. Data collected from these IT educational platforms show the usage by students increased significantly as a result of the training. • Two PD sessions on classroom management that was linked to the PBIS whole school approach was organised. Teachers were in-serviced on Tier 1 (whole class), Tier 2 (small group) and Tier 3 (one-to-one) interventions on the day. • The College's IT manager as well as consultants from Sentral ran numerous training sessions that covered key Sentral modules. Some modules that staff have received training in include markbook, timetabling, academic reports, attendance, enrolment and scheduling. • The College's accreditation coordinator ran two orientation meetings with staff seeking accreditation at Proficient Teacher level and an additional meeting for staff maintaining their accreditation
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		<p>at that level. Grade coordinators also offered support and assistance during lesson observations and writing up head of school reports and providing on-going feedback to candidates.</p>
Facilities and Resources	<ul style="list-style-type: none"> • Nearing completion of Building E • Opening of Building D Rooftop playground for student use • Update 2 computer laboratories and several classroom computers • Update Oliver library cataloging system • Official Opening of Trades Skills Centre 	<ul style="list-style-type: none"> • Construction of Building E is scheduled to be completed mid-2018. Construction work is on schedule. • Building D playground has been opened for student use. The additional playground space has enabled the school to expand its offering of PE by including a wider variety of sports. • The College updated two computer laboratories. This was followed by a further computer laboratory being updated at a later stage– bringing the total to three. • Based on a needs analysis, the College did not believe an upgrade of the library catalogue system was needed at this time. As a result the catalogue system was kept unchanged. • The new Trade Skills Centre was officially opened with the grand opening ceremony attended by key stakeholders. The centre is being used to offer food technology.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

Following 12 months of planning the **Positive Behaviour, Interventions and Support** (PBIS) programme was formally introduced to the College in 2017. In term 2, weekly lessons on positive behavioural expectations were commenced, initially for Years 7-10. They covered the six key values of Respect, Ownership, Achievement, Resilience and Safety (ROARS) as applied to all school settings. To complement the active teaching of behavioural expectations during PBIS lessons, a reward system was launched in term 3. Students exhibiting positive behaviours were rewarded with tokens that were redeemable for a range of gifts and discounts through the school canteen and other school suppliers.

The long term goal of the PBIS programme is to build a culture of respect, responsibility and achievement within a safe school environment. Emphasis is placed on the prevention of problem behaviour through the development of social skills and the use of data based problem solving for addressing existing behavioural concerns. By implementing the PBIS model we are seeking to increase the capacity of our school to educate all students using research-based school wide, classroom, and individualised interventions.

The PBIS committee appointed by the Principal and comprising teachers and members of the executive, had guided the development of policies, resources and teaching materials at the school. The successful launch of the PBIS programme was the culmination of long term planning by the committee and input from classroom teachers who developed over one hundred lessons to cover positive behavioural expectations in all aspects of school life.

The principal components of the PBIS program are listed below:

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- Wide range posters that communicate the school's expectations for classroom and non-classroom settings are prominently displayed.
- Positive teacher reinforcement to students demonstrating commendable behaviour, especially the specific expectations identified and taught in classroom settings.
- Reward tokens issued by all teachers to students demonstrating positive behaviours
- Prevention of problems by modifying situations that are associated with problem behaviour.
- Predictable consequences for misbehaviour that are delivered consistently by all staff in a predictable manner.

- PBIS activities were embedded into existing school practices such as professional development, staff meetings, parent newsletters, student diaries and welfare practices.
- Collecting and using behavioural data such as office discipline referrals linked to the school data base. This data is analysed and used to design and implement additional behaviour supports.

In parallel with the development of the PBIS programme the following initiatives were undertaken to promote respect and responsibility within the school community:

Respect, Understanding and Acceptance Workshop

Eighteen Year 9 students participated in the annual Respect, Understanding and Acceptance Workshop at Randwick TAFE. The workshop included schools from the public and private sector and from a range of religious denominations. Our students produced a ten minute PowerPoint presentation on the religious and cultural values of Al-Faisal College.

Year 5 Young Justice Program

A selection of Year 5 students attended a Justice Program held at The Law Society of New South Wales & NSW Supreme Courts. The aim of the workshop was to learn, discuss and explore topics such as:

- Human rights
- Poverty
- Refugees
- Animal rights
- Climate change

Annual Homeless Drive

As part of our Ramadan initiative in understanding how others around the world who are less fortunate are living, we asked students to volunteer to “feed the homeless.” Our students came to school by 7:30am and began the process of making sandwiches to donate to the homeless. After a total 5 hours, 300 sandwiches, all cut, packaged and sealed, the task was completed. Students delivered the sandwiches to the bus that would distribute them to the homeless in Martin Place that night.

Canterbury Bulldogs Wellbeing Assembly

The Canterbury Bulldogs under the auspices of the NRL conducted a school assembly at the College focusing on Wellbeing and their "Dream To Be Alive" program. The presenters made the important link between having hope and aspirations for the future as a protective factor for the wellness of adolescents. Students learnt that setting goals and working towards dreams gives hope and motivation during difficult times. Resilience was also a constant theme.

Auburn Together for Hope Community Walk

Students, teachers and members of the school executive participated in the 2017 Auburn Together for Hope Community Walk. This unique event provided a way of demonstrating that our school stands united with the local community in its support and care for each other and especially to see suicide and its devastating impact reduced. It was held on the same day as "R U OK" Day and in the same week as World Suicide Prevention Week.

Global Dignity Day

Held at the NSW Parliament building, our Year 10 students participated in a conference that focused on the values that unite us rather than constantly focusing on what sets us apart. They discussed how we can strengthen the fabric of our common humanity so that we realise that we are interconnected, that we are all in this together and that the hardship that is experienced by another person also affects us.

High Resolves Global Citizens Programme

The High Resolves organisation presented the Global Citizens Program to all Year 7 and 8 students in the school auditorium. Topics under discussion included "Collective Identity" in which students move from a basic understanding of race and diversity to one that allowed for a greater appreciation of the unity of the human race, "Social Justice" which aims to develop a personal sense of responsibility to make the world a fairer place and "Digital Citizenship" which explores how the Internet and social media can be used to amplify messages that unite rather than divide humanity.

Harmony Day

By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. The message of Harmony Day was 'Everyone Belongs'.

Celebrations included colouring in and poster design competitions and discussions about cultural diversity at school and the broader community. Students were also encouraged to interview/discuss with family and friends their story and then had the opportunity to share these stories in class.

Anti-Bullying Police Visits

As part of our No Bullying policy at the school, Auburn Police were invited to Al-Faisal College to give students from grades 4-8 a talk about the dangers of bullying online. Constable Melissa Keys presented students with real life scenarios of Cyber-Bullying, and the effect it had on individual lives. Students were asked to think about the digital footprint they leave and to always be aware of their actions both in person and online.

Careers Night

Annual Careers Night was held for students in Years 11-12 and their parents. Students and parents were able to speak directly with representatives from Australia's leading education providers. They were also able to meet university students and professionals from a wide range of employment fields including: Medicine, Law, Engineering, IT, Pharmacy, Business, Commerce, Speech Pathology, Psychology, Accounting, Oral Health, Journalism and more.

The Careers Night allowed students and parents to have questions answered about subject choices, university admission, university life, and workplace experience.

Michael Flachbart on STEM.

Four year 11 students attended the program organised by NESA. They were given the opportunity to discuss and put forth ideas on how to modernise the current school system by eliminating problems that are often overlooked.

Michael P Goodman: International Economic Policy

Two year 11 students attended the lecture given by an authoritative figure on Asian Economics, Professor Mathew Goodman. The speaker was made available to NESA via the US Consulate General.

Young Justice Program: Years 7 & 8

NSW Young Lawyers organised the Young Justice Program for students in Year 7 and 8 at the Supreme Court building in Sydney. Ten year 8 students from the College attended and participated in workshops that explored the theme of promoting social justice and equipping future leaders to make a difference to local and global issues.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. Surveys were collected across all three Al-Faisal College schools and analysed (see results below).

The College has organised a number of student forums in order for students to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional cocurricular activities. It is the school's position that engagement is an important outcome of schooling. Active student participation within the school and engagement in its grade, whole school and extra-curricular activities allows students to more easily identify themselves with the school, foster a sense of belonging that can help to promote a feeling of self-worth and assist students to become resilient learners.

As has been the case over the past few years, staff surveys have revealed a high degree of satisfaction by members of staff and the College enjoys a relatively low level of staff turnover retrospective of the large number of staff employed at the school.

Informal feedback from staff members and executive staff indicate also that staff are generally satisfied in all areas of the College.

Staff, Parent and Student surveys were conducted in 2017 and revealed high levels of satisfaction.

Parent Surveys*

Almost all parents felt welcomed by general staff, with most finding information effectively shared. The majority of respondents felt their children were engaged and given every opportunity to succeed and would recommend Al-Faisal College to their family and friends.

The survey also revealed parents eager to help greater access to modules on Sentral (Student Management System).

The top responses from the parent survey revealed:

- Access to the parent portal (on Sentral) is essential component
- My child enjoys going to Al-Faisal College
- I feel welcomed
- I have seen my child applying PBIS values taught at school at home.
- My concerns are taken seriously
- I would recommend Al-Faisal College to others
- The quantity and quality of homework is appropriate to students

Student Surveys*

In 2017, a student survey was used to gauge satisfaction. Students expressed continued high levels of satisfaction with the school's impact upon their faith and level of engagement with the school.

Significant numbers strongly agreed that they felt safe in this school, received positive feedback about their learning and had teachers who inspired them to learn and achieve their best.

The top responses from the Year 3-10 student survey revealed:

- I have applied PBIS lessons in daily practice.
- I feel safe and welcome at school
- My teachers provide me with useful feedback
- I had teachers who know me well and cared about me as a person
- I feel comfortable in approaching my teacher and asking for help

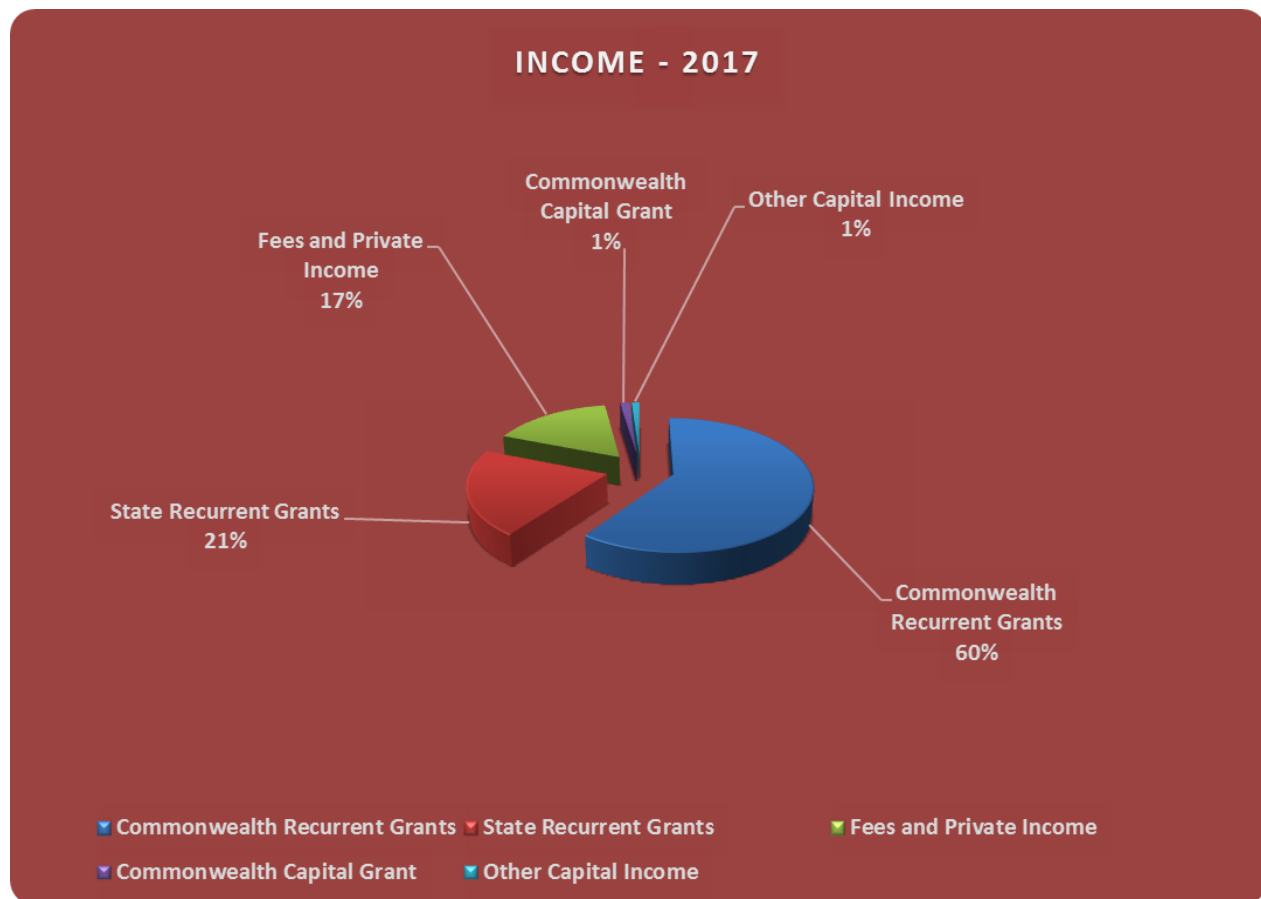
Staff Survey*

The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional development.

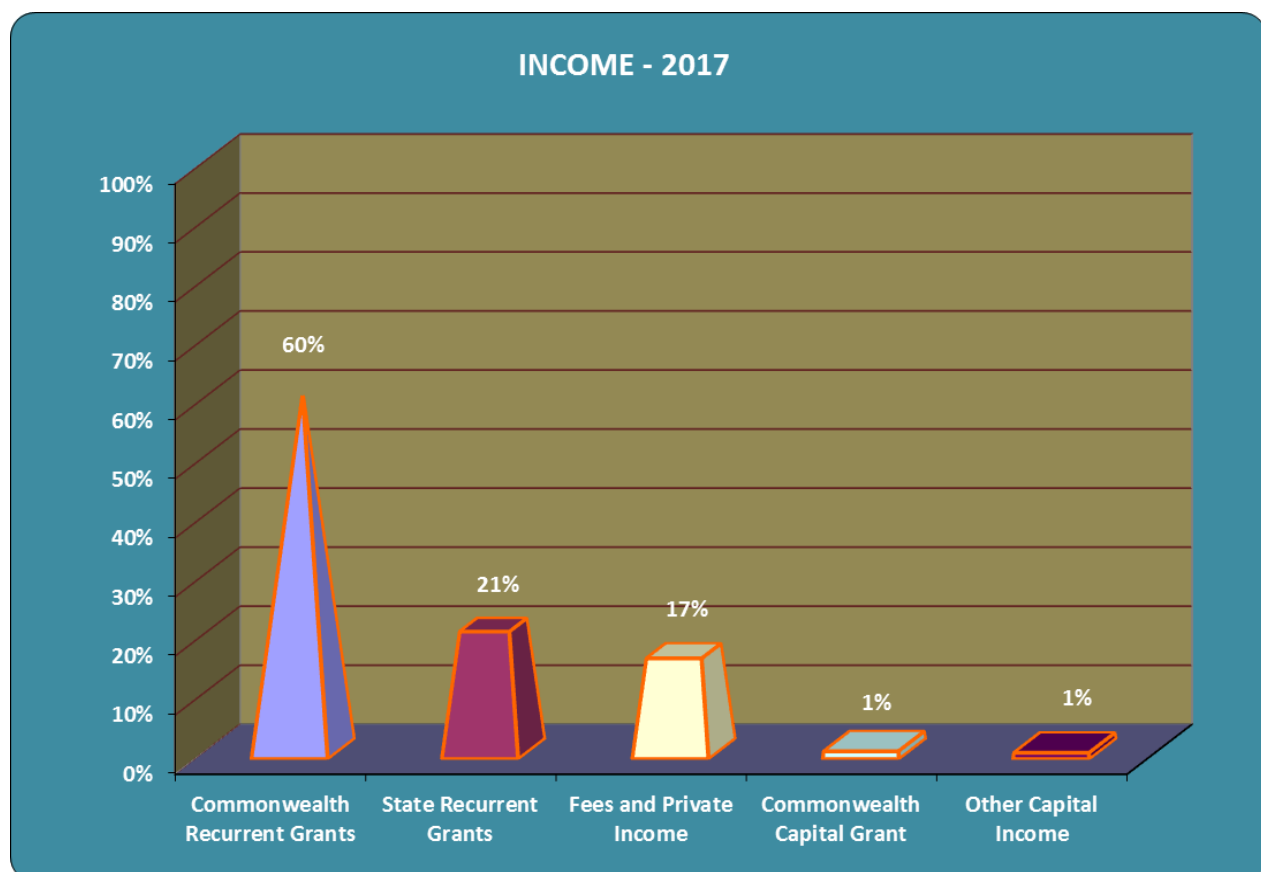
*survey results also include that of the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

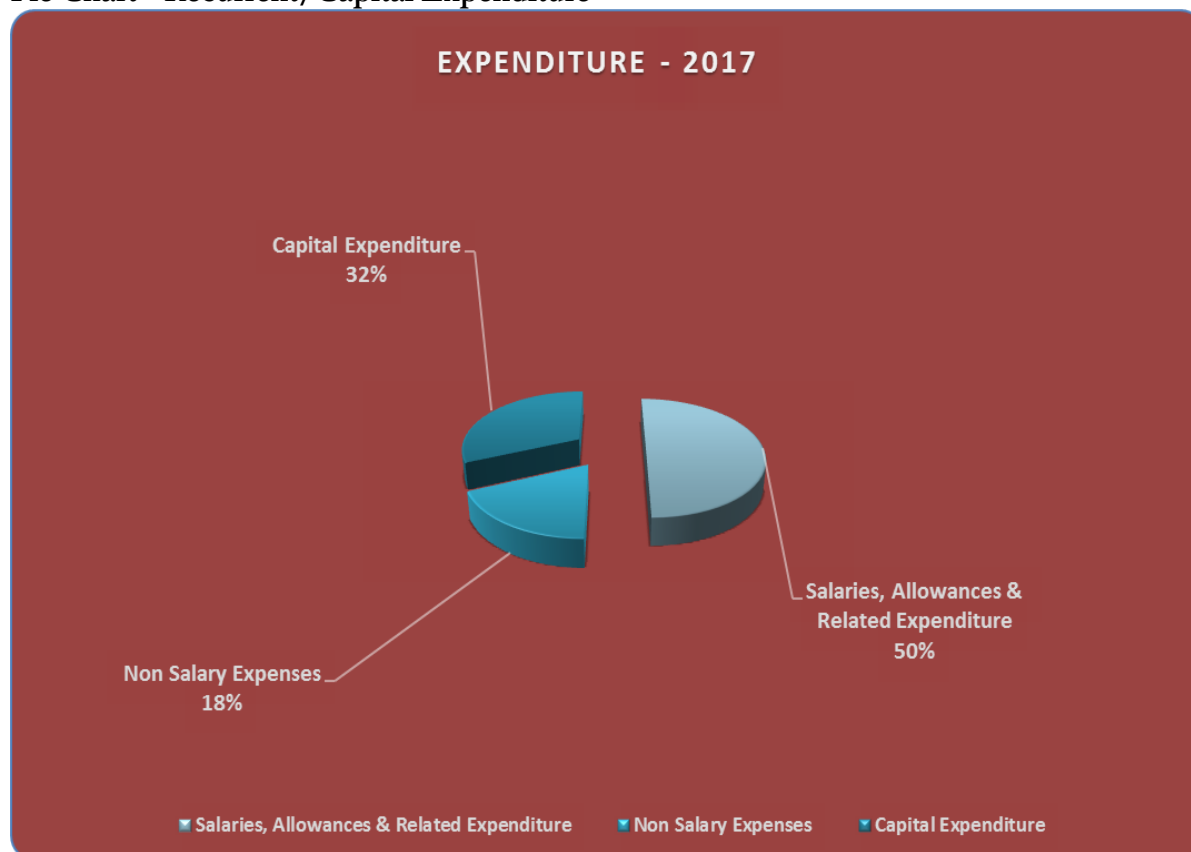
Pie Chart - Recurrent/Capital Income



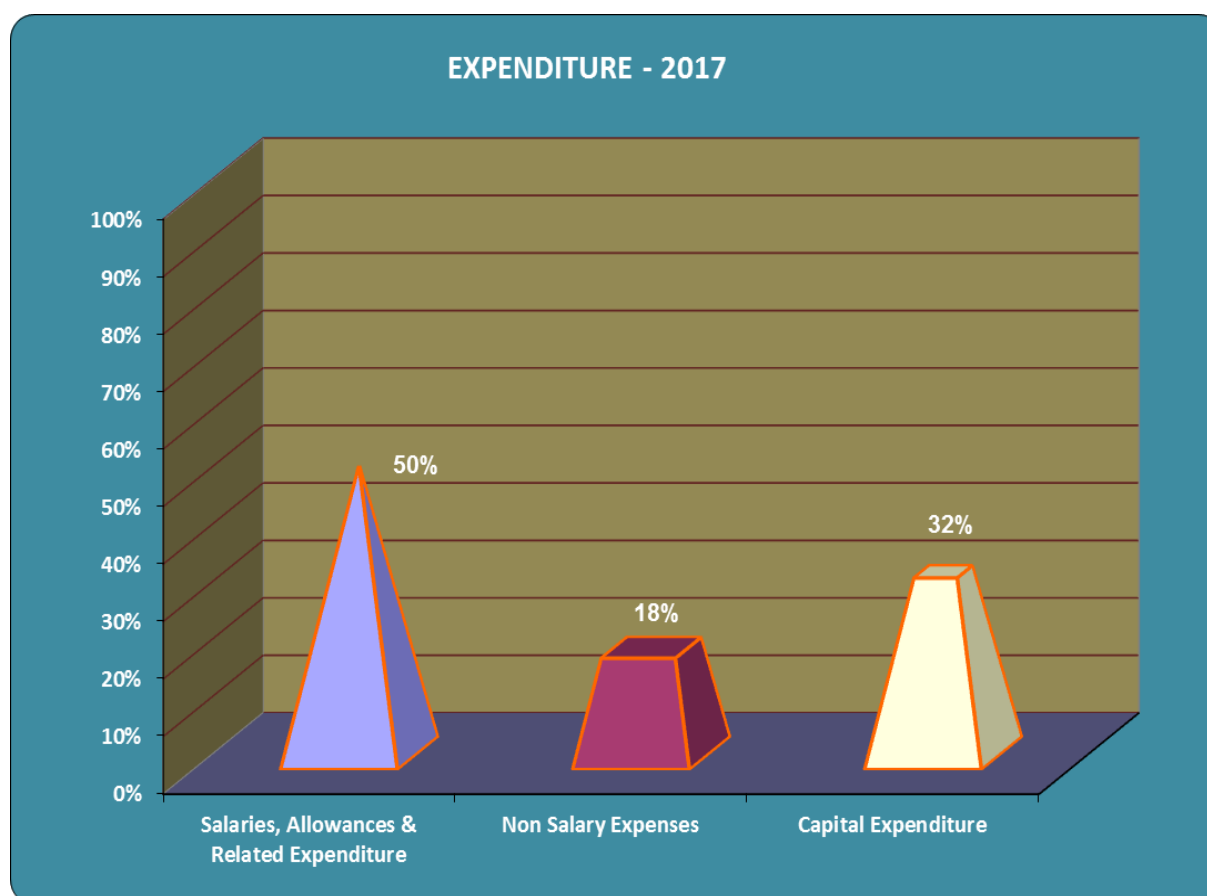
Column Chart - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital Expenditure



Reporting Area 14: Publication Requirements

Refer to page 4 of Al-Faisal College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

- publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.
- providing the school's annual report in an online or appropriate electronic form to the BOSTES unless otherwise agreed by the BOSTES.
- the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.