

Al-Faisal College



ANNUAL REPORT 2016



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 42nd in the State in the HSC in 2016.

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 NSW Education Teaching Standards (NESA) 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 NESA 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 NESA on RANGS Online by 30 June 2017
 - 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

As Managing Director of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool, I am delighted to write a message on behalf of the School Board for the 2016 Annual Report.

The College has been very successful this year in regards to the wonderful programs and community based initiatives that our students taken an active part in. For instance our students have participated in: the interfaith workshop Respect, Understanding and Acceptance, feeding the homeless drive, Pink Ribbon day for Breast Cancer Awareness, nursing home visits, charity toy drives for sick children in local hospitals, sporting competitions, debating competitions etc.

There have been a number of construction projects for Al-Faisal College this year. First at Al-Faisal College – Auburn the Grand Hall and Middle hall have had a new sound system installed. There are also new ground works which we anticipate will commence for the new Building E.

Secondly, Al-Faisal College - Campbelltown had major construction works this year with the demolition of the demountable science lab to make way for a new building with specialist rooms and additional playground. We anticipate the new building and playground to be used in the next coming year.

Thirdly, with the increase in student numbers of our third school at Liverpool-Austral, our student population grew 400% from 40 students to 200+. The College has equipped a new library with thousand of collections of new books especially from the NSW Premier's Reading Challenge. The College has also commenced major construction works for additional classrooms and specialist secondary rooms such as a science lab, technology, music/art rooms etc which will hopefully be ready for 2017.

Owing to the increase in student growth, the College also appointed additional staff Members to support the welfare and well-being of the students across our three schools, eg welfare advisors and counsellors.

Our students' progress has been phenomenal. Our staff members have put their hearts and souls into delivering and explicitly teaching from our amazing programs. I would like to thank all our staff both teaching and non – teaching for their dedication and commitment for making Al-Faisal College a fantastic place. 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, Cumberland Council (formerly known as Auburn City Council), Auburn Police, Campbelltown Council, Liverpool Council, the Association of Independent Schools (AIS), and Australian Defence Force. Thanks to our Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Deputy Principals, Head of Colleges, the coordinators and teaching and non-teaching staff for their time and hard work at Al-Faisal College.

Finally, I would like to thank the parents for their continuous support to the College.

May God bless you all,

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 42nd in the state for the 2016 HSC, attaining first position in Arabic Continuers for the second year. All students from Al-Faisal College (Auburn) were able to gain placement at Universities and some received scholarships from prestigious universities in the State.

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. Our results in the NAPLAN Tests for years 3, 5, 7 and 9 were also extremely pleasing and we are very proud of our students' results.

In 2016, many programs were offered focusing on student development, learning, leadership, community awareness, welfare, well-being and values education. Our students have participated in a number of conferences and workshops to provide them with practical tools to equip them with skills in order to contribute to the Australian society.

I would like to thank the Australian Government, Cumberland, Campbelltown and Liverpool Councils for their continuous support to our Colleges. Special thanks to the 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, Curriculum Co-ordinators, counsellors, teaching and non-teaching staff for their commitment and contributing to the success of Al-Faisal Colleges.

Finally, I would like to thank the parents for their cooperation and support to the College. Last but not least thanks to our students, I commend them on their hard work and great achievement.

Mrs G. Adra Khan
Executive Principal

Primary Student Representative Council

Al-Faisal College acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides a way for students to express their views and become part of the decision making process with regards to issues that affect the student body. It also provides an opportunity for students to take on leadership roles and be role models for their peers. Our school believes encouraging student leadership ensures we are developing our community leaders of the future. The SRC plays an integral role in the school. The students carried out a number of projects to assist and support the school and wider community.

SRC:

Prefects: Six girls and six boys from Year 6.

Captains: One girl and one boy from Year 6. Students are selected through an election process.

Our SRC focused on the skills, values and attitudes needed for effective leadership. Through their participation in the SRC students learnt about:

- Public speaking
- What makes a good leader
- Organisational and team skills
- Encouraging and problem solving

The SRC in 2016 undertook many responsibilities in many different aspects of their schooling. In this initiative, students were able to develop and participate in a range of school-wide projects, attend self-development and leadership workshops and represent their school 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:

- 2016 National Young Leaders Day
- 2016 Primary Impact Leadership Conference.
- ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.

SRC met on a weekly basis. In those meetings, students were given the opportunity to express their views on issues or ideas in reference to their class or school. As a group they looked at proposing solutions in response to student requests. They discussed possible initiatives they wanted to develop and decided on an activity for each term. Upcoming events and leadership skills were also a matter discussed in those meetings. Minutes were recorded and discussed at the next meeting.

Throughout the year, students were encouraged to develop a number of initiatives at school and community level during the school year.

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 school rules through daily messages in morning assembly.
- Promoted safe play in the playground.

- Assisted 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.
- Organised lunchtime activities eg, sporting events,
- Collected toys and distributed to sick children in hospitals- 4 hospital visits in the year.
- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign.
- During the month of Ramadan, the SRC created a charity drive in order to collect money to distribute amongst charities.
- Outstanding citizenship and leadership qualities were recognised with a Year 6 student receiving the Auburn Review Pictorial “School Citizenship Award”.

Leadership opportunities in the Primary School:

- Class captains: (one girl and one boy) per class from Kindergarten to Year 6 elected per term. Elected students assist in suitable tasks that facilitates smoother day to day running of the class.
- House Captains: one girl and one boy per house from year 6. They are sports leaders who assist to organise their team, sports equipment and build 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 some of the events in which the SRC of 2016 were active participants:

- The Year 7-10 captains attended the secondary 2016 **"Grip Leadership Conference"** at the Olympic Park Sports Centre.
- The Year 11 captains participated in the 2016 **"Secondary Schools Student Leadership Program"** at Parliament House.
- The senior prefects and school captains participated in the **"RSL and Schools Remember ANZAC Commemoration Service"** at the ANZAC Memorial in Hyde Park, Sydney.
- The Year 11 prefects participated in the 2016 **"USA Election Forum"** hosted by the US Consulate.
- Ten Year 8 students including the class captains, enrolled in the **"Young Justice Program"** organised by the Law Society of NSW.
- The school captain (boys), attended the **"Remembrance Day Ceremony"** at the Auburn RSL Club.
- The Year 10 captains (girls), attended the **"Global Dignity Day"** at NSW Parliament.
- Two Year 10 students attended the **"Make a Difference Day"** at NSW Parliament.
- The school captains and vice captains travelled to Western Sydney University for the **Academy VIP Experience Day**.
- The school Captain, boys, was nominated for the 2016 **Auburn Citizenship Awards** hosted by the Auburn Review.
- The Year 11 prefects participated in the NSW **"Schools Constitutional Convention"** at NSW Parliament.
- Ten Year 9 students enrolled in the **"Engineering Frontiers Program"** at Western Sydney University.
- All Year 7 and 8 students participated in the **"High Resolves Global Citizens Program"**.
- The school captains organised and hosted the **"Remembrance Day Assembly"** in the College auditorium.
- The captains and school prefects participated in the **"Halogen, National Young Leaders Day"**.

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, 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 and 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 SMART Boards in primary and high school classrooms and we envisage that in the near future all of our classrooms will be fully equipped with SMART Boards, featuring the latest 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 College has sustained many of the initiatives first introduced under its participation in the Low SES National Partnerships program to better support the literacy needs of our diverse learners. This includes the employment of a Curriculum Coordinator and paraprofessionals to lead reading intervention programs. Sustainability through teacher capacity building has been a feature of paramount importance at the College.

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 2016. 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 2016 NAPLAN exams which further improved on the already high standard established in 2015. 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 2016, 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).

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 2016, our students also sat for the Higher School Certificate (HSC). The cohort of HSC students recorded impressive results in the exams being ranked 42nd 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 2016 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 College did not have any students that required the award of a Record of School Achievement (RoSA).

Higher School Certificate (HSC)

In 2016, 78 students sat for the NSW Higher School Certificate in 16 courses. Our top HSC achiever this year scored an ATAR of 99.80. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 65% of these placed in Bands 5 and 6 (80-100 marks). Of the 8 candidates who sat for a one unit extension course, 100% achieved Band 4. 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 ninth year that Year 12 students sat the HSC in 2016 at Al-Faisal College.

The school managed to achieve 1st place in the Arabic Continuers HSC examination for the second consecutive year. In the first year of presenting students for Hospitality (Kitchen Operations and Cookery), the school managed to achieve 7th place in the HSC examination.

General Mathematics (14 students) has recorded the highest number of Band 6 results, an increase from 8 students in 2015. Business Studies (13 students) has recorded the second highest number of Band 6 results, an increase from 4 students in 2015.

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	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	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	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	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
Community & Family Studies	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

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English (Standard)	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)	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	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	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	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	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			
Physics	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	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)	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	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	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
3	2016
1	2015

First Place in Course

Students	Courses
1	Arabic Continuers

Top Achievers in Course

Students	Courses
1	Arabic Continuers
1	Hospitality Examination (Kitchen Operations and Cookery)

Distinguished Achievers

	Students	Courses
Al-Faisal College	42	105

HSC Honour Roll

Subject	Number of Distinguished Achievers
Biology	12
Business Studies	13
Chemistry	3
English (Standard)	2
English (Advanced)	10
Legal Studies	8
Mathematics General	14

Mathematics	12
Mathematics Extension 1	8
Mathematics Extension 2	4
PDHPE	2
Physics	2
Senior Science	12
Arabic Continuers	1
TOTAL	105

Vocational Education and Training (VET)

- (i) In 2016, 11% 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)
2016	HSC	100%
2016	VET Qualification	11%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2016, 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.

2016 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
25/01/16	1 hour	Al-Faisal College	Executive Staff	Attendance (Roll marking) procedures	54
25/01/16	2 hours	Al-Faisal College	Executive Staff	Narrative & Persuasive writing	54

25/01/16	1 hour	Al-Faisal College	Executive Staff	Stepping Stones	54
25/01/16 – 1/2/16	2 hours	Al-Faisal College	AIS Online Learning Module	Obligations in Identifying and Responding to Children and Young people at Risk	126
14/02/16	1 hour	Al-Faisal College	Online Learning	Phonics Hero Training Webinar	8
15/03/16	1 hour	Al-Faisal College	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	24
16/03/16	1 hour	Al-Faisal College - Campbelltown	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	3
18/03/16	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Speeches: A Critical Study	1
17/03/16	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	VET Network Day	1
18/03/16	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Hospitality Validation and Network Day	1
4/04/16	1 hour	Al-Faisal College	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	24
5/04/16	1 hour	Al-Faisal College - Campbelltown	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	3
22/04/16	4 hours	Al-Faisal College	Association of Independent Schools (AIS)	The AIS Governance Symposium	6
26/04/16	1 hour	Al-Faisal College	Executive Staff and Child Protection Investigator	Child Protection	132

26/04/16	1 hour	Al-Faisal College	Executive Staff	K-6 History & Geography Curriculum	53
26/04/16	5 hours	Al-Faisal College	Association of Independent Schools (AIS)	Literacy across the Secondary Curriculum	47
26/04/16	1 hour	Al-Faisal College	Risk Logic	WHS Policies and Procedures – Emergency Planning Committee	7
26/04/16	2 hours	Al-Faisal College	Risk Logic	WHS Awareness / Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	93
26/04/16	1 hour	Al-Faisal College	Risk Logic	Management Emergency Response Awareness	6
27/04/16	1 hour	Al-Faisal College	Executive Staff	Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 1	14
27/04/16	2 hours	Al-Faisal College	Lion Crest Consultant	Explicit Teaching Strategies for Reading Comprehension	21
4/05/16	1 hour	Al-Faisal College	Executive Staff	Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 2	14
3/06/16	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Enhancing Your Child Protection Investigation Skills	1
6/5/16	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Brave New World	1
20/05/16	1 hour	Al-Faisal College	Executive Staff	Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 3	14

16/6/16	6 hours	ACHPER	ACHPER	PDHPE HSC Enrichment Day	1
28/7/16	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Teaching so all Students can Learn Maths Blended Learning Module	2
6/09/16	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Risk Management in Schools Online Module	1
28/7/16	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	After the Bomb: The Prescribed Texts	2
17/09/16	2 hours	Al-Faisal College	REVIVA	Workshop Senior First Aid (CPR)	132
2/12/16	2 hours	Al-Faisal College	Risk Logic	WHS Awareness /Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	22
15/12/16	1 hour each module	Al-Faisal College	Association of Independent Schools (AIS)	Disability Legislation Online Module	7
On-going throughout 2016	1 hour each module	Al-Faisal College	Association of Independent Schools (AIS)	Governance Online Modules 1, 2, 3, 4, 5, 6 and 8	2

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, or	115
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, or	9
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 2016 census, consisted staff ranging from graduate teachers to staff over 70 years of age. 124 of those were teaching staff delivering courses within the BOSTES curriculum.

In 2016, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	118.8
Full-time equivalent non-teaching staff*	21.6
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/>

2016 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	94%
Year 2	94%
Year 3	95%
Year 4	93%
Year 5	94%
Year 6	94%
Year 7	94%
Year 8	95%
Year 9	94%
Year 10	93%
Year 11	N/A
Year 12	N/A
School Average	94%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers. Attendance is marked on individual class rolls and transferred to a central storage data bank by the Office (*Edumate*). 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. All rolls must be returned to the (K-12) office by 9:30am.
3. A print out of all daily student absences is issued to Deputy and Head of Welfare and posted in staff rooms.

4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) and Secondary (7-12) teachers.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy (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.
6. 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.
7. 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
8. Class and roll call teachers, Deputy (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.
11. 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.
12. In such cases students may be placed on probation. A meeting with the Principal or Deputy Principal may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. 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.

Sixty percent of the 2014 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2016. The retention rate over the past four years has declined. A significant factor for this is that Al-Faisal College was a multi-campus school in 2014. In 2016, this cohort was separated between Al-Faisal College, Auburn and Al-Faisal College, Campbelltown. 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
2016	60%
2015	64%
2014	75%
2013	74%
2012	77%

Post School Destinations

Ninety-one percent of students in the 2016 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
University of Sydney	26
WSU	20
UTS	13
UNSW	6
Macquarie University	4
University of Canberra	1
SAE	1

The most popular degree courses chosen by Al-Faisal College students in 2016 were as follows:

Course	Total
Science	12
Teaching	9
Nursing	7
Engineering	6
Psychology	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-8). 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 2016, the College created a school committee to develop a whole school approach to positive behaviour and support (PBIS) that is scheduled to be implemented in 2017. The initiative envisages that all students will 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 www.alfaisalcollege.com.

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.

In 2013, the High School award scheme was introduced. 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 is 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 www.alfaisalcollege.com.

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.

In 2016, procedures for raising and responding to concerns raised about the TAA's Accreditation Process were 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 www.alfaisalcollege.com.

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 www.alfaisalcollege.com.

Accessibility of and Changes to Policies

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2016. Most policies are available on the schools website at www.alfaisalcollege.com.

Policy	Changes in 2016	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: Clarity on procedures for non-attending students and destination unknown.	The full text of the policy can be accessed by request from the principal or from the school website.
Behaviour Management	Policy reviewed: Reference to PBIS program included that is reflective of new merit award system and values based lessons taught. Reference to K-6 'Stay on Green' merit award system removed.	The full text of the policy can be accessed by request from the principal or from the school website.
Excursion and Incursion	Policy reviewed: Slight change to the process in organising an excursion. WWC and parental package checklist included.	The full text of the policy can be accessed by request from the principal or from the school website.
Grievance Policy and Procedures	Policy reviewed: Policy updated to include reference to grievance procedures involving teachers seeking accreditation at Proficient Teacher level.	The full text of the policy can be accessed by request from the principal or from the school website.
Student Welfare	Policy reviewed: PBIS program included that is reflective of new merit award system and values based lessons taught.	The full text of the policy can be accessed by request from the principal or from the school website.
Governance	New Policy: Policy also modified to reflect new responsible persons requirement needing to complete 12 hours of PD every three years rather than 4 hours per year.	The full text of the policy can be accessed by request from the principal or from the school website.
Child Protection	Policy reviewed: Policy updated to include	The full text of the policy can be accessed by request from the principal or from the

	annual in-servicing of staff on child protection.	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.
Enrolment	Policy reviewed: Policy amended to include parental and student obligations and responsibilities. Declarations of previous incidents at former schools included on enrolment form. Inclusion of new Australian Privacy Principles (APP)	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 Seeking Accreditation at Proficient Teacher Level	New Policy (in accordance with new TAA guidelines).	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 employed as part-time or taking maternity leave.	Distributed to all staff.

Reporting Area 10: School Determined Improvement Targets

2017 Priority Areas for Improvement

Area	Priorities
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. • Introduce the QuickSmart mathematics intervention program across upper primary years.
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. • Implement PBIS merit award system and lessons across K-12. • Implementation of a before school Year 2 and 10 peer support program.
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.

	<ul style="list-style-type: none"> • Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course. • 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.
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

Achievements of priorities identified in school's 2015 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Provide further professional development in the area of reading • Continue to work on improvements to student Reading results in NAPLAN. • Complete the redevelopment of the Year 2 Get Reading Right Program 	<ul style="list-style-type: none"> • All K-6 staff were provided multiple professional development sessions involving various elements of reading (i.e. phonemic awareness, phonics and comprehension etc) • NAPLAN results indicate students have improved significantly in both Years 3 and 5 results in the strand of reading • A staff member was given reduced face to face load and has completed the redevelopment of the Get Reading Right program across K-2 (phonics program) • The College has introduced various

	<ul style="list-style-type: none"> Continue to target students at risk through improvements in identification, implementation and tracking procedures Begin reading fluency classes in Years 2 and 3 with students identified through DIBELS assessments Provide professional learning based on the new Geography K-6 syllabus. Ensure all staff are using appropriate literacy strategies in all faculties across the secondary school years Research potential numeracy based intervention programs across K-9 	<p>screening checks to identify and plan for individual student learning needs across grades.</p> <ul style="list-style-type: none"> Identified students through the use of DIBELS provided 4 days a week x 15mins of instruction for 2 terms in repeated reading exercises to improve reading fluency. Curriculum coordinator in-serviced staff on new History K-6 syllabus. In-services with a Geography focus will be held in 2017. Various literacy strategies embedded across all secondary faculties. Bridges (early years numeracy) and Quicksmart (Years 4-9) identified as possible numeracy intervention programs. Staff were in-serviced in Bridges and have commenced its implementation. Staff will receive in-serving in Quicksmart in 2017.
Student Achievements and Welfare	<ul style="list-style-type: none"> Commence Valid (Science) testing on Year 6 Finalise matrix, scope and sequence and lesson plans for K-10 PBIS program in order to launch the program in 2016 To enhance student awareness of the importance and benefits of voluntary service The reading comprehension 	<ul style="list-style-type: none"> All Year 6 students completed Valid (Science) test PBIS matrix, scope and sequence and sample lessons completed. Development of lesson plans will continue in 2017. Before school peer support program implemented. High school students volunteered 4 mornings a week for 2 terms to mentor a primary-aged student. Super 6 strategies explicitly taught

	<p>curriculum be differentiated (in terms of the Super 6 strategies) and student results continue to improve from semester to semester and year to year</p> <ul style="list-style-type: none"> • Move the PAT-Reading standardised test to on-line to receive more timely and effective feedback of student achievement. Introduce PAT-Maths across Years 1-10 • Expand the Phonics Screening Check introduced last year to also include a Term 4 Kindergarten Check • Analyse students reading and numeracy achievement through SMART data to target weaknesses 	<p>across all primary years. Formative and summative assessments and standardised tests such as NAPLAN and PAT tests show improvement across all year groups.</p> <ul style="list-style-type: none"> • PAT tests successfully moved on-line. Feedback used to identify students requiring additional support and extension work. • End of Year Kindergarten and mid-Year 1 phonics screening check introduced. Students identified for additional learning support placed on Minilit and Multilit reading intervention programs. • Students identified for additional learning support through SMART data placed on appropriate intervention (i.e. Corrective Reading, Multilit etc)
Staff Training	<ul style="list-style-type: none"> • Series of in-services conducted on literacy across the secondary curriculum to ensure staff are following a clear teaching and learning cycle that incorporates literacy strategies • Pilot the use of Edumate (Student Management System) for attendance, assessing and reporting across K-6 • Continue the College's partnership with Get Reading Right with consultants leading demonstration and 	<ul style="list-style-type: none"> • All programs have a variety of literacy based strategies that follow the teaching and learning cycle. Staff mentored on how to implement these strategies within the classroom. • The College will move to a new student management system. As such this item has been deferred to 2017. • Get Reading Right consultants led parent workshops, staff lesson demonstrations and

	<p>observation sessions with K-2 staff</p> <ul style="list-style-type: none"> ● Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid course twice in the year ● Continue to support the New Scheme Teachers throughout their stages of accreditation Formulate teacher accreditation policies in line with new TAA requirements. Finalise and in-service staff on the new TAA guidelines 	<p>after school debriefing sessions. Staff reported increased confidence in teaching phonics based lessons.</p> <ul style="list-style-type: none"> ● All staff completed a Senior First Aid course or CPR course on a designated PD day at the school. ● Teachers seeking accreditation at Proficient Teacher level were involved in a series of orientation meetings and feedback sessions to support staff throughout their stages of accreditation. New teacher accreditation policies were also implemented in line with new TAA guidelines.
Facilities and Resources	<ul style="list-style-type: none"> ● Begin the construction of Building E. ● Seek BOSTES registration for Al-Faisal College to operate as three separate school rather than campuses 	<ul style="list-style-type: none"> ● Construction of Building E has commenced and is due to be completed in 2017. ● Al-Faisal College has acquired BOSTES registration to operate as three separate schools.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2016, the school executive committed to the development and introduction of the school wide **Positive Behaviour Interventions and Support (PBIS)** programme with the purpose of building 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 behaviour 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, has guided the development of policies, resources and teaching materials in preparation for the launch of the programme in 2017. Through widespread consultation, the committee established a set of universal expectations for all students in all locations of the school. These are organised and described within four key values: **Respect, Ownership, Achievement, Resilience and Safety (ROARS)**.

Interventions and strategies were then developed to teach and reinforce the key values:

- 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 are 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.

Annual Hospital Toy Drive

Al-Faisal College students and their teachers visited Fairfield, Nepean, Mt Druitt, Bankstown and Liverpool Hospitals to present gifts to young children in paediatric and other wards. This gift giving event has now become an annual fixture for students at the College. As well as spending quality time with the patients our students enjoyed talking to health professionals including doctors, nurses, paramedics and hospital administrators.

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" programme. The presenters made the important link between having hope and aspirations for the future as a protective factor for the wellness of adolescents. Setting goals and working towards dreams gives hope and motivation during difficult times. Resilience was a constant theme.

Auburn Together for Hope Community Walk

Students, teachers and members of the school executive participated in the 2016 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.

"The Hurting Game" Brainstorm Productions

As part of the school's Anti-Bullying programme all Year 7-10 students attended the "Hurting Game" performance. The Hurting Game is a live, interactive theatre experience where Samantha and Jimmy explore issues they face during adolescence. This includes peer pressure, name calling and rumours, body image and media pressure as well as cyber-bullying through mobile phones and social websites. The text aimed to inspire students to develop healthier and happier relationships, both online and in the real world.

High Resolves Global Citizens Programme

The High Resolves organisation presented the Global Citizens Programme 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 a more deeply 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 in class.

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.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

Al-Faisal College has a policy of open communication with parents. Parents are welcome and encouraged to make appointments with staff members to discuss matters relevant to their child at school.

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.

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 2016 and revealed high levels of satisfaction.

The top responses from the parent survey revealed:

- I feel welcomed
- My child is proud of being a student at Al-Faisal College
- My child enjoys going to Al-Faisal College
- My concerns are taken seriously
- A safe environment for teaching and learning is provided
- The College encourages my child to have respect for others
- I would recommend Al-Faisal College to others
- Literacy levels of students are monitored and targeted for improvement
- The quantity and quality of homework is appropriate to students

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

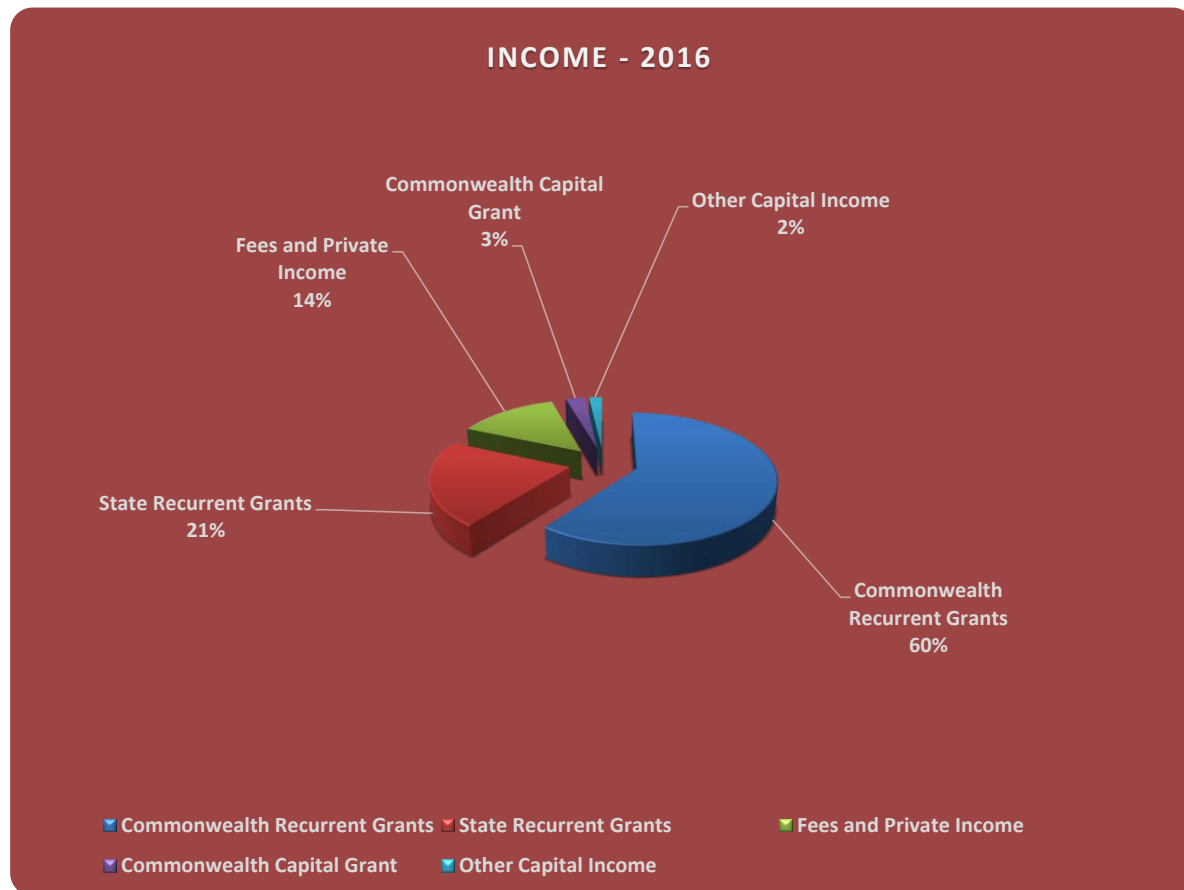
- I feel comfortable in approaching my teacher and asking for help in English
- I had teachers who know me well and cared about me as a person
- My teachers tell me what I am learning and why
- My teachers provide me with useful feedback
- In class there is a balance between working on my own and working with other students

The top responses from the Staff survey revealed:

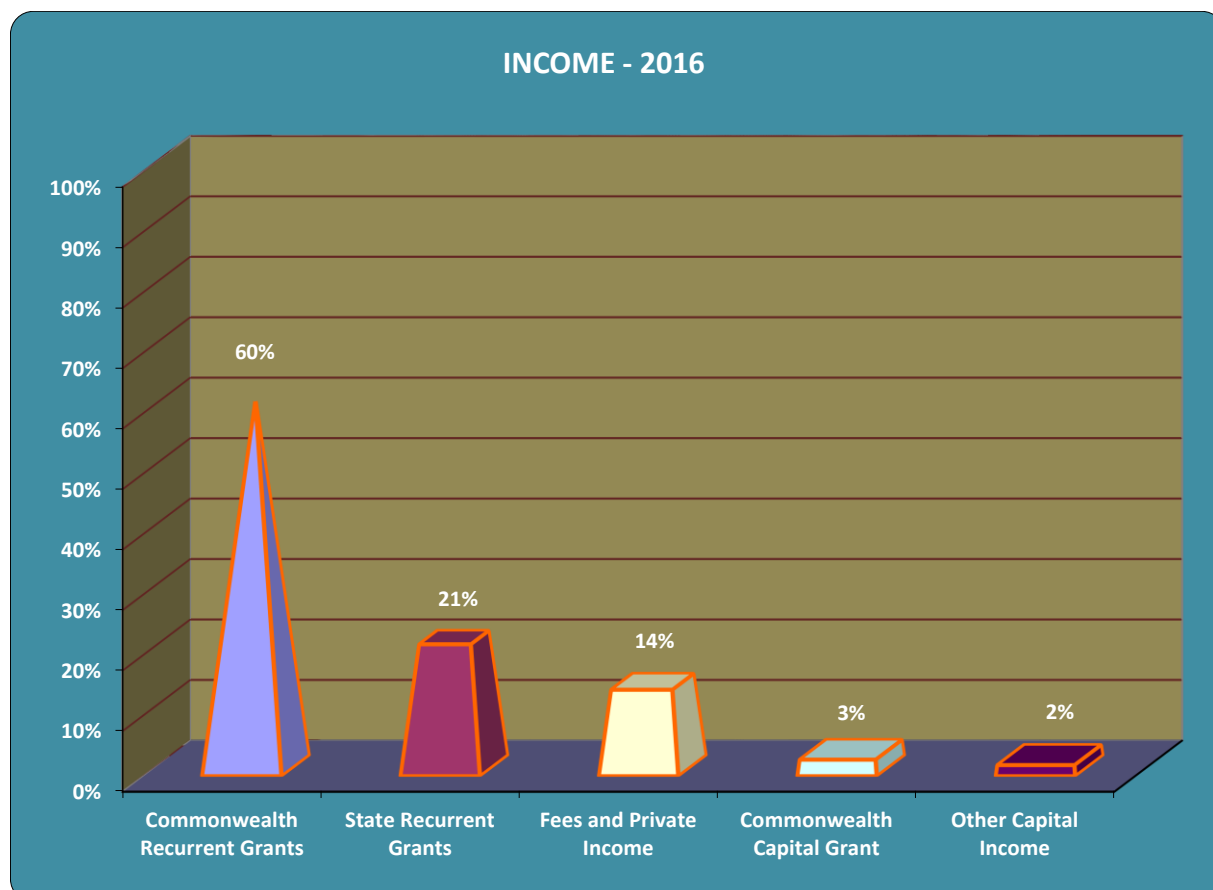
- My capacity to provide differentiated activities within my teaching programs
- The support I receive from my immediate supervisor/coordinator is professional and appropriate
- Greater professional development opportunities has improved learning opportunities for students in literacy across all KLAs
- ICT resources are used to teach literacy and engage students in a variety of different ways

Reporting Area 13: Summary financial information

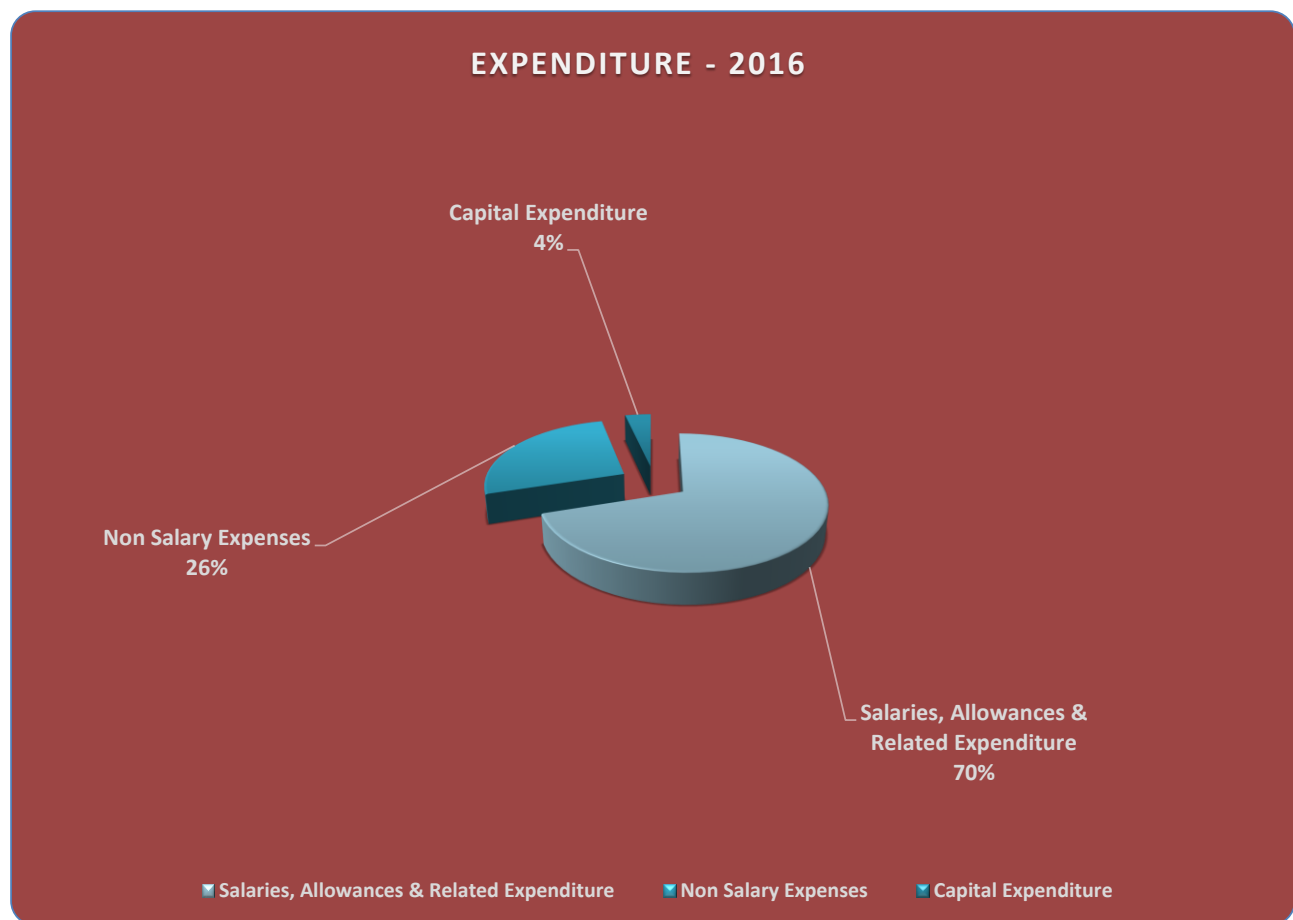
Pie Chart - Recurrent/Capital Income



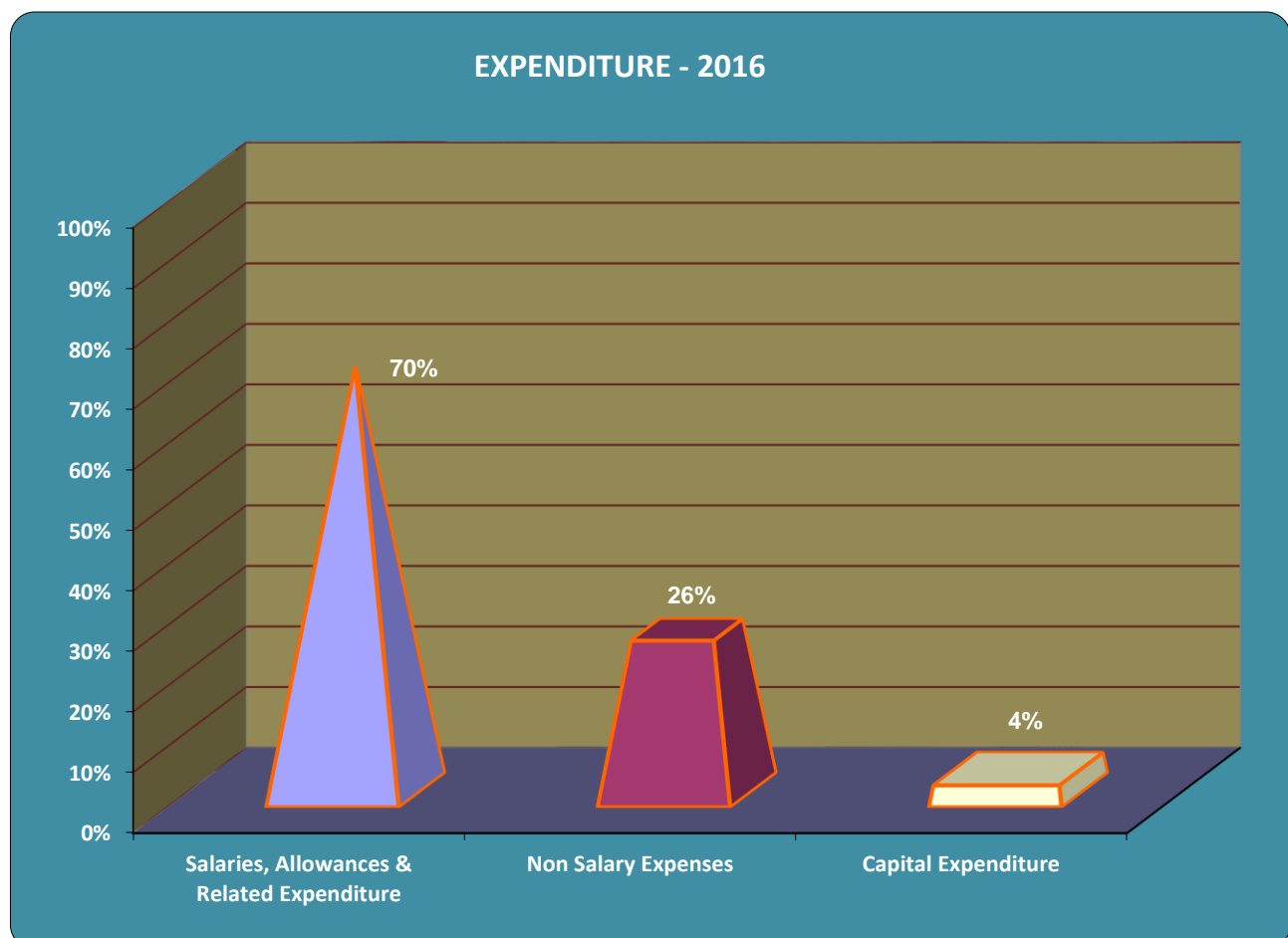
Column Chart - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Column Chart – 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.