

Al-Faisal College



ANNUAL REPORT 2014



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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. In 2014, the College had 1765 students at the Auburn Campus and 481 students at the Campbelltown campus across K-12. Our seventh cohort of Year 12 students sat for the Higher School Certificate in 2014.

Al-Faisal College was ranked 108th in the State in the HSC in 2014.

The College campuses at Auburn and Campbelltown 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. Although all the students are Muslims, 40% of staff are non-Muslims.

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 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 Principal and/or their delegated representative being responsible for co-ordinating the final preparation and distribution of the annual report to Board of Studies, Teaching and Educational Standards (BOSTES) and other stakeholders as required
- for each reporting area, the Principal and/or their delegated representative 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 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 2014
 - 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 Principal and/or their delegated representative 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 with great pleasure that I write a message on behalf of the School Board of Al-Faisal College. 2014 was another busy year for Al-Faisal College.

The College is growing rapidly and our enrolment numbers are increasing in our two Campuses Auburn (Main) and Campbelltown (Minto). The College was involved in major projects and construction works in 2014. At the *Main Campus in Auburn Building D is nearly completed and we anticipate its use in the upcoming new year.* The College's latest project, the building of a 3rd campus in the Liverpool region (Austral) is on its way. The ground works, laying of the road and construction of the buildings are starting to take shape. Hopefully, 2015 will be an even better year for the College.

The results of the HSC and NAPLAN assessments were pleasing. We are very proud of our students and commend them on their effort. We provide our students with high quality education and encourage them to try their best in order to prepare them for their educational journey that lies ahead.

The College recognises the importance of equipping both staff and students with resources (human and physical). The College employed additional staff to deliver higher quality learning to students and invested in additional facilities to equip our libraries and departments with resources, books etc for practical learning experiences.

The College also introduced a number of initiatives this year to target student leadership and character development. Students attended a variety of workshops such as disability awareness, Inspire Leadership, Respect, Understanding and Awareness, Women in Parliament etc.

Additionally, one of the main targets of Al-Faisal College has been the professional development of staff. The purpose of these PDs is to empower staff and provide them with a deeper understanding of curriculum and pedagogies. Multiple workshops were conducted to up-skill all staff and familiarise them with the new Australian Curriculum.

I would like to take this opportunity to thank the Australian Government, 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 Campus, 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 support to the College and the students for making Al-Faisal College even better.

May God bless you all,

Mr Shafiq Rahman Khan
Managing Director of Al-Faisal College

Principal's Message

It is a pleasure to contribute to the Al-Faisal College Annual Report and write about the College's achievements and progress in the year 2014.

Al-Faisal College is continuously growing and expanding owing to parent and community demand. Last year the College acquired a second campus in Campbelltown-Minto and hopefully a third campus will be opening in the Liverpool-Austral area the following year.

In 2014, the College was inspected by BOSTES (Board of Studies Teaching and Educational Standards). The Auburn Campus successfully received accreditation and registration for five years.

Our students are taught by quality professional teachers. There has been wide support to teachers by providing them with resources and professional training courses.

Our results in the Higher School Certificate and NAPLAN tests for years 3, 5, 7, and 9 were very pleasing. We are tremendously proud of our students' achievements. The majority of Year 12 students have gained placement into universities from first round. A number of students have also been offered scholarships into prestigious universities.

The College tries to provide students with a well-rounded education incorporating welfare and values. We encourage students to attend leadership conferences and seminars to gain skills and be able to participate in social events with confidence, but more significantly to contribute to the Australian Society.

To conclude I would like to thank the Australian Government, Auburn and Campbelltown Councils for their continuous support to our College. Special thanks to the Association of Independent School (AIS) for their great assistance. The AIS have always provided our staff with courses both face-to-face and online modes to enable them to up-skill their planning, programming and teaching.

Many thanks to the Managing Director of the College Mr Shafiq Khan and the Board of the College for their effort and long term vision for the expansion of Al-Faisal College.

Also a special thanks to our Director of Education, Dr Intaj Ali, Deputy Principals, Head of Campus, Head of Studies, Head of Welfare, Curriculum Co-ordinators, counsellor and teaching and non-teaching staff for their hard work and effort and contributing to the success of Al-Faisal College.

I would like to thank the parents for their continuous support to the College. The expectations of our parents have been valued to bring out the best of our students. Our relationship between the community, parents and the College is based on respect, mutual trust and friendliness.

Finally, most importantly our students deserve acknowledgement as they always make Al-Faisal College proud of their achievements.

Mrs G. Adra Khan
Principal

Primary Student Representative Council

Al-Faisal College acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express views and provides opportunities for students to take on leadership roles.

Leaders in the Primary School:

Class captains: (one girl and one boy) per class from Kindergarten to Year 6 elected per term.

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.

The SRC in 2014 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, attended self-development and leadership workshops and represent their school in a number of events.

Events that the SRC participated in ranged from leadership programs to representing the school at state events. Captains and Prefects in Year 6 attended the:

- 2014 National Young Leaders Day
- 2014 Primary Impact Leadership Conference.
- ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.

Students met with the SRC teacher on a regular basis. In these meetings, students discussed possible initiatives they wanted to develop, upcoming events and leadership skills were also a matter discussed in these meetings. Minutes were recorded and distributed to students.

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

The SRC undertook the following roles:

- 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.
- Hosted special prayer and Quran sessions at lunch time, inviting students from 3-6 to attend.
- Took 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.
- Leading roles in hosting class assemblies, Annual Presentation day and Kindergarten Orientation Day.
- Participated in the Peer Support Program, where students developed skills in effective leadership, problem solving, decision making strategies, commitment and responsibility.
- Outstanding citizenship and leadership qualities were recognised with a Year 6 student receiving the Auburn Review Pictorial "School Citizenship Award".

High School Student Representative Council

The School 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 providing services to others.

The College program encompasses leadership opportunities and experiences at the class level, the year level and at the whole school level. These groups come together under the banner of the Student Representative Council.

In 2014 the Council consisted of the class captains and vice captains 7-12, twelve school prefects and the school captains.

Below are some of the events in which the SRC of 2014 were active participants:

- Our 7-10 class captains participated in the 2014 Grip Leadership Conference.
- The year 9 captains and vice captains represented the College at the Respect, Understanding and Acceptance day at UNSW, Kensington campus.
- The 7-10 captains and vice captains attended Auburn City Council's Harmony Day event at the Auburn Community Centre.
- The school captains participated in the Secondary Schools Leadership Program at Parliament House, Sydney.
- The school captain, girls, attended a reception for the Duke and Duchess of Cambridge at the Sydney Opera House.
- The senior prefects and school captains represented the College at the launch of 200th anniversary celebrations of the founding of the Westpac Bank held in the Domain, Sydney.
- 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 school captain, girls, was nominated for the Marie Bashir Peace Award.
- Four senior prefects were selected to join the Reid Student Advisory Panel chaired by Mr. Craig Laundry MP.
- The school captains attended "A Morning Tea with School Captains" hosted by the Prime Minister at Kirribilli House, Sydney.
- Three senior prefects attended the "Interfaith, and Ecumenical Prayer Service " for Her Excellency Dame Marie Bashir AD CVO in thanksgiving for her service as Governor of NSW held in St Mary's Cathedral.
- Two senior prefects participated in the Year 11 Young Women's Leadership Seminar at Parliament House, Sydney.
- The SRC organised the annual Daffodil Day event at the school to raise funds for the NSW Cancer Council.
- One senior prefect participated in the NSW School's Constitutional Convention at NSW Parliament House, Sydney.
- The school captain, boys, attended the Remembrance Day Ceremony at the Auburn RSL Club.
- The Year 10 captains, boys, attended the Global Dignity Day at NSW Parliament House, 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 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 NSW Board of Studies, Teaching and Educational Standards 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, ESL learning specialists 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 2014. 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 2014 NAPLAN exams which further improved on the already high standard established in 2013. 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 2014, Al-Faisal College was among the ten most improved secondary schools in the nation.

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 2014, our students also sat for the Higher School Certificate (HSC). Our seventh cohort of HSC students recorded impressive results in the exams being ranked 108th in the State with 94% 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 2014 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 2014, 90 students sat for the NSW Higher School Certificate in 20 courses. Our top HSC achiever this year scored an ATAR of 99.00. In total, 95% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 56% of these placed in Bands 5 and 6 (80-100 marks). Of the 5 candidates who sat for a one unit extension course, 60% achieved Band E4. In general, student achievement was above state level in most courses undertaken. This has been the trend over the past 3 years. This is a pleasing result, considering this as the seventh year that Year 12 students sat the HSC in 2014 at Al-Faisal College. This is the first year Al-Faisal College has operated as a Multi-Campus school in presenting students for the HSC.

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
Ancient History	2014	10	6	60.00	32.78	+27.22
	2013	N/A	N/A			
Arabic Continuers	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	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	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	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	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)	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)	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
Food Technology	2014	13	8	61.53	28.45	+33.08
	2013	10	2	20.00	28.07	-08.07
	2012	13	4	30.76	31.13	-0.37
Geography	2014	6	6	100.00	43.63	+56.37
	2013	13	2	15.38	39.77	-24.39
	2012	19	0	0.0	40.27	-40.27
Information Processes &	2014	10	0	0.0	28.43	-28.43

Technology						
Legal Studies	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	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	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	2014	8	0	0.0	30.49	-30.49
	2013	N/A	N/A			
Physics	2014	17	6	35.29	31.09	+4.2
	2013	11	3	27.27	33.36	-06.09
	2012	7	2	28.57	34.05	-5.48
Senior Science	2014	22	21	95.44	36.45	+58.99
	2013	12	7	58.32	38.74	+19.58
	2012	N/A	N/A			
Visual Arts	2014	7	4	57.14	48.60	+8.54
	2013	4	1	25.00	51.44	-26.44
	2012	N/A	N/A			

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	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	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

	Students	Distinguished Achievers
Al-Faisal College	33	57

HSC Honour Roll

Subject	Distinguished Achievers
Biology	9
Legal Studies	8
General Mathematics	8
Mathematics	7
English (Advanced)	6
Senior Science	5
Business Studies	4
Community & Family Studies	4
Mathematics Extension 1	3
Food Technology	2
Mathematics Extension 2	1
TOTAL	57

Vocational Education and Training (VET)

In 2014, 100% of the Year 12 cohort achieved the HSC. There were no students enrolled in VET courses.

Year 12	Qualification/Certificate	Percentage of Students (Auburn Campus)	Percentage of Students (Campbelltown Campus)
2014	HSC	100%	100%
2014	VET Qualification	0%	0%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2014, 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 New Scheme Teachers (NST) 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.

2014 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
24/1, 5/2, 12/2, 17/2, 5/3, 12/3, 19/3, 27/3	28 hours	Al-Faisal College	AIS Consultant	Literacy Across the Secondary Curriculum (Campbelltown Campus)	12
24/01/14	6 hours	Al-Faisal College	MULTILIT	Implementing the PRELIT Program	15
24/1/14	6 hours	Al-Faisal College	Get Reading Right	Synthetic Phonics	17

8/2/14	2 hours	AIS	Association of Independent Schools	NSW and ACT 2014 Experienced Teacher Professional Support Session	3
20/2/14	2 hours	AIS	Association of Independent Schools	BGA Capital Grants Program Briefing	2
24/2/14	6 hours	AIS	Association of Independent Schools	Raising the Bar in Legal Studies: Effective and Engaging Strategies	2
25/2/14	6 hours	Lidcome	Lidcome RSL Club	Children's emotional and developmental well-being: How to have difficult conversations with parents	1
25/2, 4/3	6 hours		ACHPER	Teaching Stage 6 PDHPE for the 1st Time	2
25/2, 26/2, 18/3, 19/3	24 hours	Al-Faisal College	T.E.S.T.S	Spelling Mastery	36
22/03/14	5 hours	Al-Faisal College	REVIVA	Workshop Senior First Aid	152
22/03/14	3 hours	Al-Faisal College	REVIVA	Workshop CPR Resuscitation	
25/3, 26/3, 27/3	1.5 hours	Al-Faisal College	Deputy Principal	Child Protection In-service	136
17/4/14	6 hours	Al-Faisal College	Association of Independent Schools	Mathematics Syllabus Familiarisation K-6	46
23/6/14	6 hours	Burwood	PD4Maths	Programming and resourcing the NSW syllabus for the Australian Curriculum	1
17/4/14	4 hours	Al-Faisal College	Association of Independent Schools	Mathematics Syllabus Familiarisation K-6	52
17/4/14	4 hours	Al-Faisal College	Association of Independent Schools	Supporting Positive Practice: Applying Effective Classroom Management Strategies	38
17/4/14	1 hour	Al-Faisal College	Risk Logic	Workplace Health and Safety Awareness (K-12)	152
17/4/14	1 hour	Al-Faisal College	Risk Logic	Emergency Response Awareness (K-12)	152
4/5/14	12 hours	AIS	Association of Independent Schools	AIS Executive Conference: Growing Teachers, Transforming Schools	5
5/5/14	2 hours	AIS	Association of Independent Schools	Teaching Ancient History for Beginners	1

5/5/14	2 hours	Webinar	Association of Independent Schools	Experienced Teacher Testimonial and References Webinar	3
6/5/14	6 hours	AIS	Association of Independent Schools	The AIS Annual Briefing 2014	3
14/5/14	1.5 hours	Al-Faisal College	Westmead Children's Hospital	Anaphylaxis Awareness and Training	152
16/5/14	6 hours	AIS	Association of Independent Schools	Teaching - Good to Better to Best	1
22/5/14	6 hours	AIS	Association of Independent Schools	Teaching the New 7-10 English Syllabus: Poetry	2
28/5/14	6 hours	AIS	Association of Independent Schools	Creating Your Experienced Teacher Digital Portfolio	1
30/5/14	6 hours	AIS	Association of Independent Schools	Great Takeaways!	1
14/7/14	2 hours	Al-Faisal College	Association of Independent Schools	Child Protection On-Line Module	104
18/7/14	6 hours	Westmead	Westmead Childrens' Hospital	Diagnosis to discharge: A snapshot of eating disorders in children & adolescents	1
31/7/14	6 hours	Sydney City	Vibe Hotel	Adolescent Suicide Assessment, Self-harm and Safety Plans: what works and what doesn't work.	1
21/8/14	6 hours	AIS	Association of Independent Schools	Stage 2 Science Under the Microscope	2
1/9/14	6 hours	AIS	Association of Independent Schools	Area of Study: Discovery	4
11/9/14	6 hours	AIS	Association of Independent Schools	Getting to Know the Mathematics Syllabus - Stages 4 and 5	2
12/9/14	6 hours	AIS	Association of Independent Schools	History Programming and Planning for Years 8 and 10: Exploring the New Depth Studies	2
18/9/14	6 hours	AIS	Association of Independent Schools	Planning and Programming for the New Science and Technology Syllabus	2

Teacher Standards

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

Category	Number of Teachers (Auburn Campus)	Number of Teachers (Campbelltown Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	97	27	124
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	5	5	10
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	0	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 2014 census, consisted staff ranging from graduate teachers to staff over 70 years of age. 134 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum.

In 2014, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn Campus	Campbelltown Campus	Total Number of Staff
Full-time equivalent teaching staff*	115.8	34	149.8
Full-time equivalent non-teaching staff*	20.6	6.4	27
Number of indigenous staff*	0	0	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/>

2014 School Attendance Rates		
Year Level	Attendance Rate (Auburn Campus)	Attendance Rate (Campbelltown Campus)
Kindergarten	N/A	N/A
Year 1	95.86%	92.85%
Year 2	95.88%	94.50%
Year 3	96.31%	94.56%
Year 4	96.58%	94.60%
Year 5	96.26%	95.63%
Year 6	96.10%	95.25%
Year 7	95.34%	94.58%
Year 8	95.43%	93.64%
Year 9	94.98%	92.85%
Year 10	94.56%	94.37%
Year 11	N/A	N/A
Year 12	N/A	N/A
School Average	95.83%	94.30%

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 (Auburn Campus) and Head of Campus and Office (Campbelltown Campus). 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-10: 20 days or more per academic year
 - ii. Year 11-12: 15 days or more per academic year.
8. Class and roll call teachers, Deputy (K-6) and Head of Welfare (7-12) (Auburn Campus) and Class and roll call teachers and Head of Campus (Campbelltown Campus) 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, Deputy or Head of Campus 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.

Seventy-five percent of the 2012 Year 10 cohort completed Year 12 in 2014. The retention rates over the past two years have been steady. 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 family circumstances or to experience a different school environment.

Retention Rates	Percentage of Students
2014	75%
2013	74%
2012	77%

Post School Destinations

Ninety-four percent of students in the 2014 cohort received main and late round university offers.

The breakdown is as follows:

University	Total
UWS	32
University of Sydney	19
UTS	15
Macquarie University	8
UNSW	9
Charles Sturt University	1
University of Wollongong	1

The most popular degree courses chosen by Al-Faisal College students in 2014 were as follows:

Course	Total
Combined degrees*	20
Law	8
Engineering	8
Construction	8
Medical science	6
Applied science	5
Science	4

Pharmacy	4
Commerce / Business	4
Architecture and design	3
Nursing	2
Health science	1
Arts	1
Exercise physiology	1
Hearing	1
Occupational therapy	1
Podiatry	1
Chiropractic	1
Dental science	1
Human science	1
Computer science	1
Policing	1
Criminology	1
Social work	1

*The most popular combined course option was Art/Teaching.

Reporting Area 8: Enrolment Policy (Multi-Campus)

1. Objectives - Policy Statement

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-10) 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 and 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 "Conditions of Admission, Enrolment and Entry Policy".

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 abovementioned documentation and a vacancy exist 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 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 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

School Policies

General Policies

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. **Corporal punishment is prohibited.**
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
 - informed of the alleged infringement;
 - informed as to who will make the decision on the penalty;
 - informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
 - afforded a right of review or appeal.

Procedures for dealing with complaints against students:

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate Al-Faisal College's view and likely action to the student/parents.
- Allow student/parents the right to be heard.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

The Procedural Fairness Policy also incorporates:

- Procedures for dealing with complaints against students
- Procedures for dealing with complaints against staff

- Risk Assessment
- The Investigation
- Steps in the Investigation Process
- Findings
- Disciplinary Proceedings
- When the investigation has been completed
- Apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG

Student Welfare Policy (Auburn Campus)

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.

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.

Student Welfare Policy (Campbelltown Campus)

The school seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Like any other school, the College has an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

The College is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.

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

The college does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

It is the policy of the College that student welfare is to be ensured and maintained by all staff. Recognising that student welfare covers aspects of a student's academic, school and personal life the college has a multifaceted approach to student welfare including but not limited to the following policies, procedures and practices:

- College Code of Conduct
- College's Educational Philosophy
- Working with Children Policy – compliance with the appropriate legislation and government acts
- Discipline policy
- Attendance policy
- Guardianship policy
- Assessment policy
- House Meetings
- Academic Contracts and associated meetings
- School rules
- Grievance and appeal procedure
- Counselling and counselling referral

Aims

Through the implementation of an effective Student Welfare Policy, we aim to help students develop:

1. A coherent set of values to guide behaviour, now and in the future;
2. Personal and social responsibility for their actions and their consequences;
3. A sense of satisfaction from learning;
4. A sense of personal dignity and worth;
5. A sense of cultural, national and international identity;
6. An ability to communicate effectively;
7. A caring attitude towards others
8. An ability and confidence to form satisfying and stable relationships;
9. A respect for others' opinions and views

The school, together with parents and children, can realise these aims, by developing, implementing, assessing and evaluating:

- quality teaching and learning programs in all curriculum areas;
- general measures to encourage and promote the educational and social development of all students;
- preventative measures to ensure the safety and well-being of all students and school personnel;

- remedial measures to deal with specific students' difficulties and behaviours;
- Sanctions to deal with serious breaches of the policy.

The ultimate goal of an effective Student Welfare Policy is the inculcation of self-discipline and responsible behaviour.

The College is committed to this goal, by:

- a) having a clearly articulated framework for behaviour, realistic goals and high expectations for all students;
- b) helping students understand and experience what is appropriate behaviour, by providing positive role models;
- c) actively teaching and modelling the behaviour we expect;
- d) displaying, sharing and rewarding good or improved behaviour;
- e) raising self-esteem by recognising achievement in various aspects of students' lives;
- f) encouraging students to take ownership of their behaviour, as responsible members of school and wider society;
- g) Working in partnership with parents and carers.
- h) Providing homework which is important in bridging the gap between home and school. Homework activities should reinforce skills and concepts that students learn in class. Homework should:
 - Be a valuable part of schooling
 - Allow for practice, development and consolidation of work done in class
 - Be appropriate for each students age and ability
 - Establish habits of study, concentration and self-discipline
 - Be able to be completed by students with minimal assistance from parents
 - Be relevant to classroom learning, rather than an attempt to learn new tasks or simply be a time consuming activity
- Reaffirm the role of parents and caregivers as partners in education

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 (Auburn Campus)

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.

Discipline Policy (Campbelltown Campus)

Al-Faisal College prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Al-Faisal College Campbelltown Campus Discipline Policy is designed to encourage students to have respect for themselves, others, the environment and the process of teaching and learning.

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.

To ensure procedural fairness for all students, the following process is to be observed:

- Outlining the alleged behaviour
- Allowing the student to respond
- Considering the response
- Indicating the school's view and likely action to the student/parents
- Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Making a final decision

Promoting Positive Behaviour: Award System

All teachers will distribute awards to students exhibiting positive behaviour and effort in academics. Teacher's Awards will be given out in class and in the playground to reward positive behaviour. 5 Teacher's awards lead to Merit awards which are given out in the fortnightly assemblies. Merit Awards may also be given out for other positive academic or behavioural aspects. 5 Merit Awards lead to a Bronze Award, One

Bronze Award plus 5 Merit Awards lead to Silver Award, One Silver Award plus 5 merit awards lead to a Gold Award. One Gold Award plus 5 merit awards lead to an Achievement Trophy which is awarded at the Presentation Night at the end of the year.

Continued instances of negative behaviour may result in:

- Meetings with Parents and Teachers
- Meetings with Principal, Teacher and Parents
- Students being placed on conduct cards
- Exclusion from activities
- Withdrawal from class
- In – school suspension
- Out of school suspension
- Expulsion
- Exclusion

During all stages of behaviour management, procedural fairness will be employed.

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 (Auburn Campus)

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.

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 outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

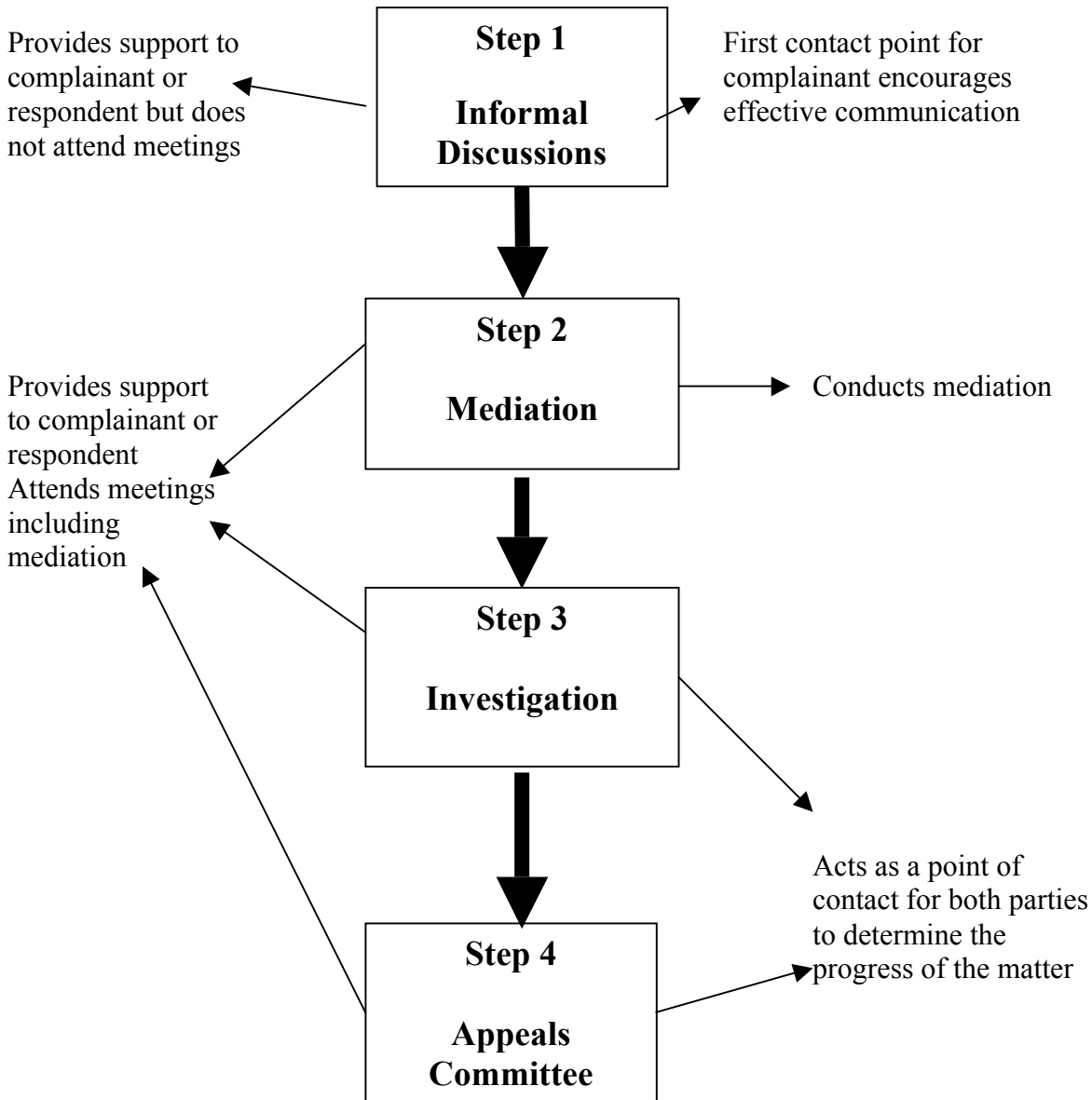
The table below details the four steps the College endorses as part of its grievance policy. The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com.

THE PROCESS

Role of Support Person

Officer

Role of Contact



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 (Campbelltown Campus)

The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness. Procedural fairness refers to the “hearing rule” and the “right to an unbiased decision”.

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.

Broadly speaking, there might be three levels of complaint: Low level – able to be reconciled by informal discussion between the parties involved and not following a formal process; Mid-level – involving a more structured process and the participation of Middle management; Serious to severe – following strict procedure and involving Senior staff and ultimately the Head of Campus or in the event that the complaint is made against the Head of Campus, the Principal and/or the Chair of the School Board.

A complainant may at any stage choose to take their complaint directly to an external agency such as the, Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.

The Policy is based on:

Responsiveness: Complaints should be acknowledged immediately; responded to promptly and resolved in a transparent and a fair way. The process and timeframes for resolution may vary depending on the nature, complexity and timing of the matter.

Fairness: Any process needs to be fair, both to the complainant and those against whom the complaint is directed. All parties must be protected from loss of confidentiality. Ideally, a disinterested party should investigate any complaint. If a conflict of interest arises for the staff member involved in the receipt or management of a complaint, the Principal will arrange for an independent staff member to continue with the process and hear the complaint. If the complaint involves the Principal, the Principal will inform the Chair of the School Board.

Confidentiality: To protect confidentiality and privacy, staff involved in handling complaints resolution must ensure that information is restricted only to those who genuinely need to know in order to deal with the complaint. Some information about the specific complaint may need to be disclosed to others during its resolution. The complainant needs to be informed of this. The school will not act on anonymous complaints under this policy.

Summary of Procedure for Raising a Concern or Making a Complaint

The school recognises that there are concerns and issues that may be resolved informally without the need to follow a formal process. In such cases, complainants are encouraged initially to raise issues or concerns informally with the relevant person at the time of the issue arising. Discussing the issue or concern immediately and face-to-face may clarify the situation and resolve any misunderstandings satisfactorily.

In the event that an informal approach does not resolve the issue, the complainant should then contact the Welfare Coordinator. If there is still a concern, then the person making the complaint should bring it to the

attention of the Head of Campus or the Principal. In the event that there is a complaint about the Head of Campus, such complaint should be directed to the Principal. In the event that there is a complaint about the School Principal, such complaints should be sent directly to the Chair of the School Board.

Complainants should be told the process for complaint resolution and an indication of how long it will take to deal with a complaint; Complainants should be kept informed of progress on resolving the complaint where relevant; and it is expected that written complaints be acknowledged within 7 days of receipt.

Records: All complaints that cannot be resolved informally will be recorded by the staff member handling the complaint and kept on the relevant files. Details should include: the nature of the complaint; dates and names of parties concerned; staff members involved in handling the complaint; and action taken and outcomes

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 (Multi-Campus)

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 websites www.alfaisalcollege.com or <http://afc.nsw.edu.au/>.

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 2014. Most policies are available on the schools website at www.alfaisalcollege.com and <http://afc.nsw.edu.au/>.

Policy	Changes in 2014	Access to full text
Emergency Response	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Anaphylaxis Management	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Asthma	Policy reviewed	
Medical Care	Policy reviewed	
Anti-Bullying	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Attendance	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Behaviour Management	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Chemical Safety in School	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Communication	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Counselling	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Disability Discrimination	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Duty of Care	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Excursion and Incursion	Policy reviewed	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	The full text of the policy can be accessed by request from the principal or from the school website.
Homework	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Information Technology (IT), Computer, Telephone and Electronic Equipment	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Playground Duty and Break	Policy reviewed	The full text of the policy can be accessed

Supervision		by request from the principal or from the school website.
Repairs and Maintenance	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Risk Management	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Social Networking	New Policy	The full text of the policy can be accessed by request from the principal or from the school website.
Student Leadership	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Student Uniform	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Student Welfare	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Visitors	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Governance	New Policy	The full text of the policy can be accessed by request from the principal or from the school website.
Accelerated Progression of Students	New Policy	The full text of the policy can be accessed by request from the principal or from the school website.
Assessment of Data – Collection and Use	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Child Protection	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Code of Conduct	Policy reviewed	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	The full text of the policy can be accessed by request from the principal or from the school website.
Enrolment	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Experience Teacher Accreditation	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Facilities	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
New Scheme Teacher Accreditation	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Premises and Buildings	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.

Privacy	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Teachers Employment	Policy reviewed	Distributed to all staff.
Workplace Health and Safety	Policy reviewed	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

2014 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Provide professional learning based on the new Mathematics, Science and History K-6 syllabi. • Improved literacy intervention strategies in Early Stage 1 and Stage 1. • Continuing daily morning literacy blocks across K-6. • Redevelopment of the Get Reading Right phonics program across K-2. • Administer the Prelit program to all Kindergarten students in staff: student ratio of 1:5 throughout Term 1. • Expand the use of the Corrective Reading program across Years 3-6 to provide greater support in comprehension and to complement the school's use of the SUPER 6 comprehension strategies.
Student Achievements and Welfare	<ul style="list-style-type: none"> • Introduce/administer a Phonics Screening Check in Term 4 to all Year 1 students. • Administer the PAT-Reading standardised test to all Years 2-6 students at the beginning and end of the school year. Student growth to be monitored/measured through the use of effect sizes (Hattie). • Writing rubrics to be used to assess and provide student feedback on all writing tasks across K-6. • Better utilisation of College's Student Management System (SMS) in the high school. Begin planning phase for using the SMS across K-6 for assessment and reporting purposes. • Analyse students reading and numeracy achievement through SMART data to target weaknesses.
Staff Training	<ul style="list-style-type: none"> • Provide all Kindergarten staff and paraprofessionals with training in Prelit. • Continue the College's partnership with Get Reading Right with consultant

	<p>leading demonstration and 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. • K-6 Curriculum Coordinator to attend Spell-It in-service to determine whether to implement the spelling intervention program. • Provide key staff across K-12 with greater professional learning opportunities to better utilise the College's Student Management System. • Continue to support the New Scheme Teachers through their maintenance needs and help them identify areas for growth and development.
Facilities and Resources	<ul style="list-style-type: none"> • Completion of construction work of Building D (Auburn Campus). • Seek DA approval with local council for construction of Building E (Auburn Campus). • Seek local council and BOSTES registration for the opening of the College's third campus at Austral. • Resolve outstanding building and facilities issues with Campbelltown council (Campbelltown Campus). • Greater play areas for students (Auburn campus). • Improved facilities for VET courses through the Completion and utilisation of the Trade Training Centre to offer accredited courses in commercial cookery (Auburn Campus).

Achievements of priorities identified in school's 2013 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Plan for the new Australian curriculum through staff in-services, the employment of specialised curriculum coordinators and provision of time • Consolidation of a synthetic phonics program across K-2 • Implementation of a whole school modeled and guided reading program across K-6 • Focus on the explicit teaching of metacognitive comprehension strategies across K-6 • Paraprofessional to provide more structured support to mainstream classroom teachers across K-2 during the teaching of guided reading. • Embed literacy across the secondary faculties of PDH and TAS to better support the literacy needs of secondary students. • Align literacy and language concepts across the secondary faculties of English, Science and HSIE 	<ul style="list-style-type: none"> • Professional development workshops and meetings were organised for the new NSW English syllabus. • Continuum of learning across K-2 completed with scope and sequence and phonics program being finalised. • Modeled and Guided reading extended from K-4 to also include Years 5-6. All staff have also received an intensive level of support/mentor from curriculum coordinators. • CSI and Explorations kits purchased for all Years 2-6 staff. Metacognitive comprehension strategies is explicitly taught across all year groups. • Tier 2 (support group) support has been offered to all K-2 classes during guided reading. • Literacy across the curriculum has been expanded to include PDH and Visual Arts. Staff received external support (consultancy) as well as internal mentoring from ESL Learning Specialist. • A literacy/language staff handbook has been created and distributed to all 7-12 staff to ensure greater consistency in the way concepts are taught across faculties.

	<ul style="list-style-type: none"> • Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade/faculty teacher representatives • Conduct regular interviews and surveys with the school community to evaluate current projects, initiatives and targets • Increase student engagement levels through greater innovating and collaborative models of teaching 	<ul style="list-style-type: none"> • The College's ESL Learning Specialist has played a vital role during collaborative planning sessions. • Survey Monkey was utilised in addition to focus groups sessions with parents and students to evaluate current projects, initiatives and targets • ICT Strategic Review was planned for to better support an increase in student engagement. All K-6 programs have also been modified to reflect greater collaborative models of teaching.
Student Achievements and Welfare	<ul style="list-style-type: none"> • Continue the employment of the 7-12 Welfare Coordinator • Greater reliance and training given to Year Advisors • Continue the implementation of new merit award system as a form to reward student achievement • Continue the use of scholarships as a student reward and incentive program • Enable students to participate in programs that build leadership skills 	<ul style="list-style-type: none"> • 7-12 Welfare coordinator continued in their role. A 7-12 girls coordinator role was also established to better meet the welfare needs of female students. • Year advisor roles have been merged with the new structure of High School boys and girls welfare coordinators. • Teachers utilising Edumate to continue the merit award system to encourage and promote positive behaviour. • Scholarships were given to students for academic, sporting and civics achievements. • Students participated in a variety of leaderships programs (please see

		initiatives promoting respect and responsibility in this report for comprehensive list).
Staff	<ul style="list-style-type: none"> • Increase the number of paraprofessionals from three to five. A focus will be on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. • Maintain the employment of 3 ESL Specialists to focus on Stages One, Two, Three and Four to teach in team teaching settings. • Employ two curriculum coordinators across K-6. Coordinators to focus on the implementation of the Australian curriculum and enhancing teacher pedagogical practices to include the use of the SUPER 6 comprehension strategies to assist in interpreting, integrating, critiquing, inferring, analysing, connecting and evaluating ideas in texts during reading lessons. • Employment of an ICT Learning Specialist to mentor staff in developing engaging and interactive ICT focused lessons. • Data collection to inform future planning. 	<ul style="list-style-type: none"> • The College increased the number of paraprofessionals to six. Early literacy intervention on Tiers 2 and 3 was the focus across K-2. • To meet the learning needs of the College, the school increased the number of paraprofessionals to six and maintained 1 ESL Learning Specialists. • Two experienced curriculum coordinators were employed across K-6. All staff were in-serviced internally by the College's curriculum coordinators and mentored in using the SUPER 6 comprehension strategies. • The College continued the employment of an ICT Learning Specialist in the secondary years to ensure students continued to receive quality instruction to become 21st century learners and thinkers. • The collection and analysis of data to inform whole school strategy is

		vital. Data was collected across K-12 to ensure planning reflects evidence-based practice.
Staff Training	<ul style="list-style-type: none"> Series of practical workshops introducing various reading strategies to be conducted across K-6. The workshops will ensure teachers are using early reading based teaching strategies that are embedded across the curriculum, programs and teaching practice Series of practical workshops that focuses on developing units of work that is inclusive of the concept framework and differentiation to be conducted across K-6 Series of practical workshops that focuses on embedding Literacy based strategies within teaching programs and practice across the PDH and TAS faculties. Series of practical workshops that focuses on greater alignment (where possible) of literacy and language concepts amongst the English, Science and HSIE faculties. Staff are in-serviced on using Digital resources to enhance effective literacy instruction across PDH and TAS. Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum. 	<ul style="list-style-type: none"> External consultants from Get Reading Right were utilised throughout the year. Data collected indicates teaching staff across K-2 are confident and satisfied with the College's literacy approach. All English, HSIE and Science programs across K-6 show a high level of differentiation. Adjusted, Core and Extension learning activities are explicitly stated in the above mentioned Key Learning Areas. Literacy has been embedded across PDH and Visual Arts. Staff have reported an increase in confidence in their familiarisation and ability to use a greater variety of literacy strategies in these subjects. A series of workshops that spanned over the course of the year were organised. Staff across faculties discussed similarities and alignment of literacy and language in oral language, reading and writing tasks. A staff handbook with glossaries and definitions of key literacy and language concepts was also created.

Facilities and Resources	<ul style="list-style-type: none"> • The opening of Building A, Level 4 for student use • Wide use of Get Reading Right and Prelit resources in the teaching of early literacy skills • Digital resources used to enhance effective literacy instruction (i.e. Mathletics, Phonics Hero etc) • Greater access to PRC, phonics and guided reading books to cater for the diverse learning needs of students • Additional SMARTboards installed • Enabling students to self-manage their own library affairs through the Independent access to the library catalogue system 	<ul style="list-style-type: none"> • Students began to use all facilities in Building A, Level 4 (including the computer labs). • All resources are at sufficient levels to conduct Prelit and Get Reading Right lessons. • Phonics Hero, Mathletics and Swirk were some of key digital resources used to enhance literacy instruction. • Key Links, Connector and Into-Connector books were purchased to better support students during Guided Reading sessions. • Every classroom across K-12 is now fitted with a SMARTboard. The phasing in of SMARTboards has been completed. • The College has invested in the Oliver catalogue system to potentially enable students to self-manage their own library affairs.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

The College's Mission Statement of Faith, Knowledge and Success helps the school to focus on the physical, social and emotional development of students that will produce future citizens imbued with Australian and Islamic values and knowledge.

Our aim is for each student to recognise that they are an integral and valued part of the school community, with parents and staff working together to provide pastoral care and support that develops self-esteem, mutual respect and responsibility.

At Al-Faisal College, all students from Kindergarten to Year 12 have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes universal values

We believe that students have the right to feel safe whilst learning and be treated with respect. This is to be achieved through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network and the proper guidance of behaviour and discipline.

Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2014, the following initiatives were undertaken to promote respect and responsibility within the school community.

Facilitated Self Esteem Workshops (Years 7)

Four hour workshop that addressed self-esteem, self-talk & positive thinking, bullying, teamwork and effective communication. The aim of the workshop was to promote positive self-esteem and encourage positive thinking. Students partook in activities and practical learning tasks in order to improve social skills for basic interactions, and role-played effective communication skills to enhance interpersonal relationships.

Enough is Enough Anti-Bullying Workshop (Year 7-10)

As part of Anti-Bullying awareness, Year 7-10 students attended the 'Enough is Enough Bully Program'. The workshop provided students with an in-depth look into the many faces of bullying and the negative consequences of bullying for the victim, the bully and community at large. Students learnt about personal responsibility, resilience and relationships. They also developed skills in resolving conflict, problem solving and communicating effectively with others.

Anti- Bullying Week (Minto)

As part of anti-bullying week, each year group was asked to present their best piece of work on bullying during assembly to increase awareness. School Counsellor also gave a presentation on bullying where she looked at the different types of bullying, how to stand up to a bully and who to go to for help. She also introduced the 'String movement' which exists to disarm bullying.

Elevate Educate 'Study Sensei' Workshop (Year 12)

As part of welfare management, students attended the 'Study Sensei workshop to address the question: "What is study?" and provide students with a road-map for what work they will need to do during the years ahead. Students learnt skills required to work consistently, stand out on assessments, learn independently and the importance of practice papers. They also looked at in-depth effective time management and how to develop a study routine, work smart, study in groups and deal with procrastination.

Year 11 & 12 Stress Management workshop (Minto)

Workshop ran by school counsellor that looked at stress, symptoms of stress and different methods of dealing with stress. The following was addressed: eating healthy, sleep hygiene, positive thinking, relaxation/meditation and effective study skills.

Careers Night

Annual Careers Night for students in Years 11-12 and their parents. Important career resource where students and their parents obtained relevant career advice. 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.

Leadership workshops (GRIP and HALOGEN) with high-school and primary students

Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership. The day inspired and motivated current leaders in our school. The day was very educational and entertaining and allowed our students to develop leadership skills so that they can have a positive influence on those around them.

'Just Like You' Disability Awareness Program

Just Like You! is a disability awareness program, held for year 6 students, aimed at increasing disability awareness. It was designed to build understanding, acceptance and tolerance. Program addressed understanding of the term disability, the power of language, types of disability and communicating with a person with a disability. Students learnt that people with a disability are the same as everyone else – they are 'just like you'.

Stranger Danger & Cyber Safety workshops

Workshops presented to K-6 students held by Youth Liason Police Officers.

The workshops explored the following:

- Online behaviour (Cyber bullying)
- Mobile phone use
- Online safety (preventative measures)
- Identity theft
- Protective Behaviour- strategies to keep children safe and cope with situations which may threaten their well-being. Provide a plan of action where students were taught to gain appropriate help when they are not feeling safe.

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.

Clean Up Australia Day:

At Al-Faisal College, students were involved in cleaning the different areas around the school and were encouraged to participate in local areas.

ANZAC Day and Remembrance Day

Students were engaged in various activities including discussions and presentations. Selected students from K-12 also attended the ANZAC Commemoration Service held at the ANZAC Memorial, Hyde Park.

Student Representative Councils (SRC)

Organised various events with the highlight being the charity drive during Ramadan and the Eid festival day in which close to \$20,000 was collected for various charities.

National Young Leaders Day (Darling Harbour)

Year 6 students participated in a program designed to inspire and motivate current and potential leaders. As part of the day, students were able to meet and interact with inspirational and positive role models.

Westpac 200 Year Anniversary

Senior Al Faisal College students represented the school, at the announcement of one of the biggest private scholarship programs in Australia. Also attending were ten other schools from around Sydney representing both public and private education sectors. During the event Westpac announced the investment of \$100 million in perpetuity towards 100 tertiary scholarships.

The CEO of Westpac, Gail Kelly and the Deputy Prime Minister Ms Julie Bishop, expressed the importance of education and the need to develop leaders to with vital skills who would be able to fit the dynamics of an altering and growing nation. The philanthropic act initiated by Westpac, was in recognition of the Bank's pending 200th anniversary in 2017. The highlight of the launch included a shot of all the students in the shape of the map of Australia, to express the importance of education in helping forge a brighter future for the nation. Al Faisal College students also had the opportunity to engage with Ms Bishop and discuss future education prospects that would be available under the terms of the scholarship.

Reid Student Advisory Panel

Craig Laundry the Federal member for Reid organised the Reid Student Advisory Panel to bring together young leaders from our local community. Held each term the panel comprises year 11 students drawn from a range of high schools in the Reid electorate. Members discussed the prevalent issues affecting youth today and worked collaboratively to tackle these issues.

Interfaith and Ecumenical Prayer Service

The Archdiocese of Sydney hosted an Interfaith and Ecumenical Prayer Service for her Excellency, Professor the Honourable Dame Marie Bashir in thanksgiving for her leadership and dedication as governor of NSW. The College was represented by four senior students and the Managing Director Mr Khan.

Young Women's Leadership Seminar

Two year 11 girls attended the Young Women's Leadership Seminar held at the Parliament of NSW. The aim of the seminar was to discuss concepts and definitions of leadership and issues that

might affect women in leadership roles, and to provide the opportunity for participants to meet a variety of women leaders.

Global Dignity Day

Held at the Parliament of NSW, the conference focussed on strengthening 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 key note address was presented by Emeritus Professor Ron McCallum AO. Through facilitated small groups students were given the opportunity to further explore the concept of dignity and to discuss their experiences of dignity in their own communities.

NSW Schools Constitutional Convention

The topic for this annual convention was "Constitutional Recognition of Indigenous Australians". The programme included keynote speakers, group discussions and a referendum on the topic. At the conclusion of the day, students elected delegates to attend the National Convention in Canberra.

Initiatives Promoting Respect and Responsibility

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Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2014, the following initiatives were undertaken to promote respect and responsibility within the school community. These include:

- No Bullying At Al-Faisal
- Peer Support Programs
- ANZAC Day Commemorations
- Individual Student Monitoring Program
- Student Representative Councils (SRC)
- Student Organised Charity Fund Raising
- Raising Generation Student Leadership Day
- Harmony Day Activities
- Stress Management workshops
- Charity Drive: Students participated in a massive Charity Drive and were able to raise substantial amount of money to feed the hungry in African countries.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher Satisfaction

The data and research collected and analysed by the College supports future school plans having a more targeted focus on the strands of literacy.

School assessment data has clearly indicated that the College must aggressively focus on raising student reading levels during the course of 2015. In order to do so, staff must be given further professional learning opportunities in reading to further empower them to better support the learning needs of students.

It was clearly evident that there was a mixed response from staff regarding identifying what areas students needed most support in. When asked which areas of the strands of English students are in most need of support, 56% of secondary staff indicated 'writing' with only 37% indicating 'reading'.

Amongst our primary staff, although the College recorded well above the state sector average in writing across Years 3 and 5, 43% of staff still indicated that writing was the area of greatest concern.

No primary and secondary staff identified numeracy as the area of study that students require most support in. These perceptions are in line with data obtained from SMART that indicates the College performed better than the independent sector mean in Years 3, 5 and 9 in numeracy.

88% of primary staff were responded 'satisfied' or 'extremely satisfied' with the school's vision of how it targeted literacy in 2014.

The process of consolidating learning has been aided by the employment of specialist teachers and paraprofessionals. However, most of this support has been in the form of Tier 2 (same group settings). It is the College's position that to improve standards across both the primary and secondary sections of the school a focus on teacher capacity building is required on a tier 1 level (i.e. whole class instruction level).

The number of staff being aware of NAPLAN data of previous years and also knowing what to do with the data to better meet the needs of students has continued to remain high. 96% of primary staff and 100% of secondary staff reported they were aware of the College's NAPLAN data. A further 91% of primary and 83% of secondary staff reported that information from NAPLAN - Literacy now guides their teaching practice.

With respect to ICT, a number of positives were noted during an internal ICT review:

- Teachers and students were highly complementary of the IT Team, noting that they are helpful, accommodating and prompt in their response.
- Technology has improved in recent years (e.g. the students have increased access to computers in the PC Labs, SMARTboard are installed in every classroom).
- Student's learning has been enhanced through the introduction of programs such as Phonics Hero, Swirk and Mathletics.
- Staff suggested that the implementation of the SMARTBoards were seamless and the devices have improved the delivery of innovative curriculum.

When preparing the Teaching & Learning Framework data collected from staff indicated that the College would benefit from giving consideration to the following areas in 2015:

- ICT and literacy integration as a continuous journey across all year levels.
- How technology can be appropriately utilised to enable innovative learning at each year and subject level.
- How ICT might be appropriately woven into lessons to support curriculum objectives.

- Blending ACARA National Curriculum requirements and the College's values and principles into a cohesive framework.
- Involving teaching staff in the definition of the teaching and learning journey and providing them with clear communications regarding the college's ICT integration and innovative learning vision.
- Designing curriculum pathways which accommodate the varying degrees of ICT proficiency amongst students (e.g. holiday programs, after-school focus groups, etc).

Student Satisfaction

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.

The data on student attitudes of the school yielded interesting results on our students' perceptions regarding school life and on their attitudes towards literacy and numeracy.

The following findings were obtained from the surveys:

Data obtained from SMART indicated that students needed most support in reading with writing being a relative strength across the NAPLAN years. However, the staff surveys indicated that many believed that writing was the area of most need with 56% of secondary and 43% of primary staff indicating students needed further support in developing writing skills.

Students had a very different view on what areas they needed support in. Of the students surveyed, 26% of primary and 41% of secondary students identified numeracy as the area they required most support in. A mere 12% of primary and 13% of secondary students identified reading as the area requiring most support. A possible explanation for the high numeracy figures could be that unlike the literacy strands of reading and writing that are subjective, numeracy is more objective making Mathematics an area that students can more easily identify areas of concern or development. This trend has been consistent with data collected in previous years.

With regards to literacy, both primary and high school students recognised the importance of the teaching of English within the classroom with most respondents responding favourably to the KLA being a vital part of a students' education (91% within the primary and 84% within secondary). Many students believed their teachers used a range of teaching strategies such as group work, whole class teaching, quiet class work time and one-on-one assistance with students feeling comfortable in seeking help when required.

It is also evident from the student survey results that many secondary students hold the belief that the school and its teaching staff should place a greater emphasis on the use of computers and educational software and allow more opportunities for research and exploring the internet.

68% of secondary students believed that their ICT levels has improved as a result of ICT lessons and resources provided by the school compared to 77% of primary students who believe that they had seen an improvement in their ICT skills. 77% of students believed that staff use a range of electronic learning tools to teach literacy or to increase student engagement.

With respect to ICT, a number of positives were noted during an internal ICT review:

- Students noted that:
 - o Their learning experience has been enhanced through the introduction of the SMARTBoards (e.g. when they are used for presentations and video display).
 - o Edmodo is an effective mechanism for communicating / collaborating with teachers and their peers (e.g. in the lead up to tests they can converse with their classmates online).

Parent Satisfaction

Surveys conducted with random parents revealed interesting results that need to be noted and discussed in terms of parental perceptions about the school in general and their attitudes towards literacy and numeracy.

The following findings were obtained from the surveys:

Overall, parents of the College had a favourable view of the school, with 87% of parents feeling that the school is meeting the learning needs of students.

When prompted about whether the facilities, resources and use of technology at the College have improved over the past 12 months, 91% responded favourably.

The College is committed to future teacher training and providing professional learning opportunities to staff over the coming years to equip staff with the necessary skills needed to engage students in ways that enhance student learning.

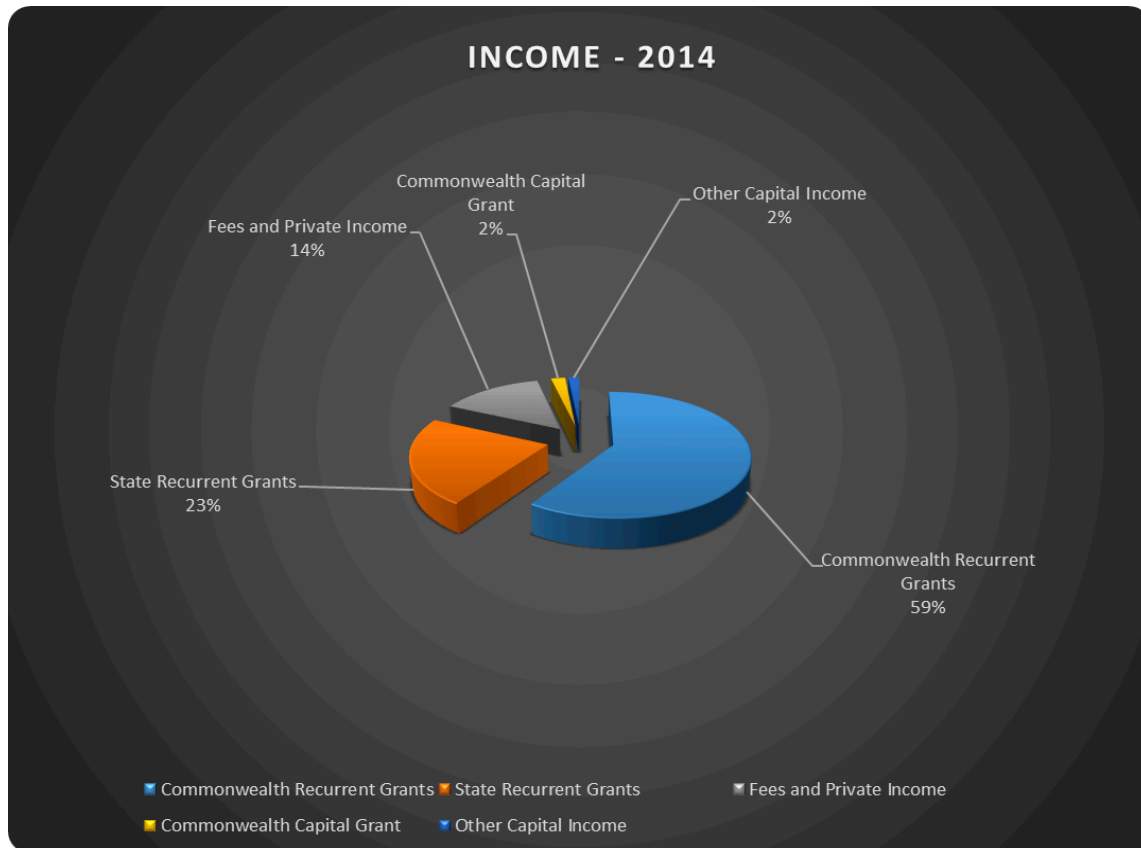
Over the past 2 years, the College has invested quite heavily into supporting the reading needs of students within the primary years. Therefore, the school was keen on wanting to gauge the opinions of parents regarding whether they have seen a significant improvement in their child's reading ability over the past 12 months. 81% of parents responded 'agree' or 'strongly agree'. This figure indicates that parents are highly satisfied with the vision and direction of the school.

The surveys also shed some positives with regards to parent involvement and participation. 73% of parents indicated that they would attend future literacy workshops that supports learning. This places the College in a position to further maximise the impact of the effects of the 'Getting Reading Right' phonics program and guided reading that the school hopes to expand on in 2015. Parents will be invited to sessions introducing them to the synthetic phonics program to support students at home.

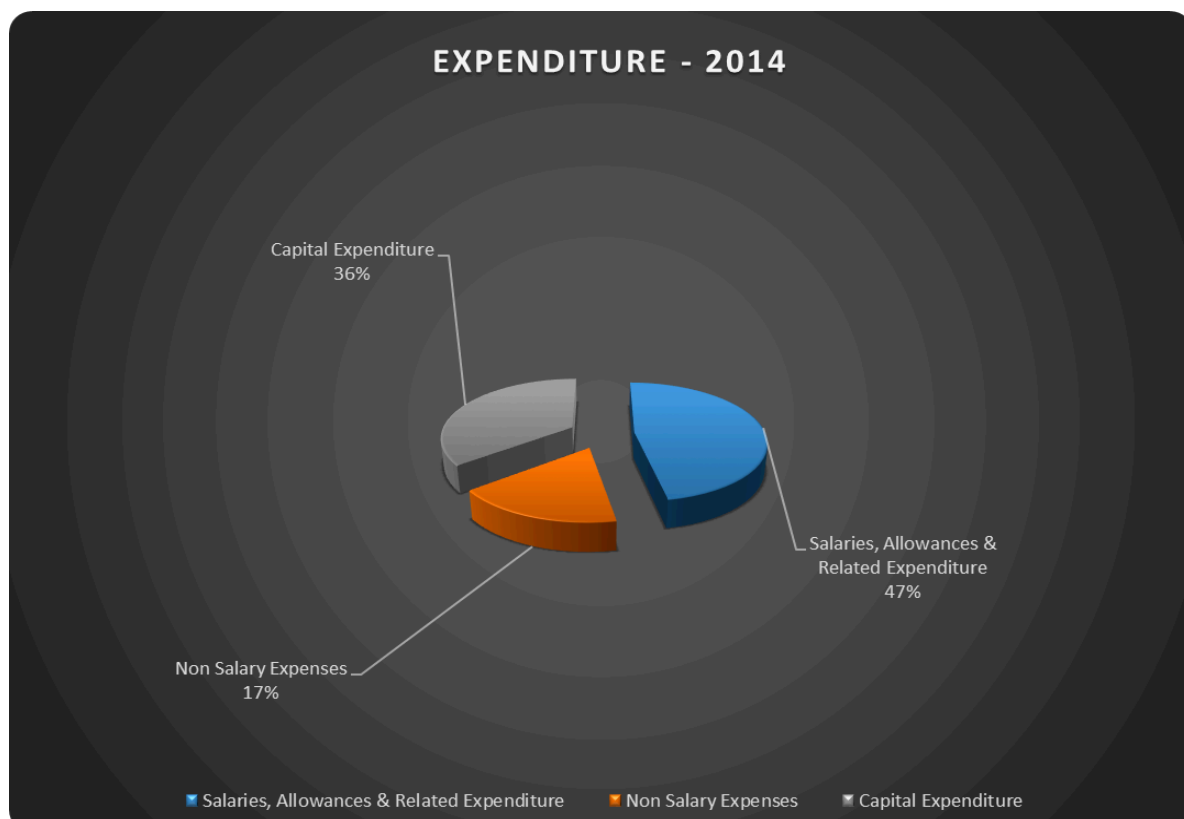
The parent survey also indicated that they believed 89% of students 'read for fun' at home. This figure lays the foundation for continued home/school partnerships to ensure student participation in the Premier's Reading Challenge, Phonics Hero and Mathletics etc improves.

Reporting Area 13: Summary financial information

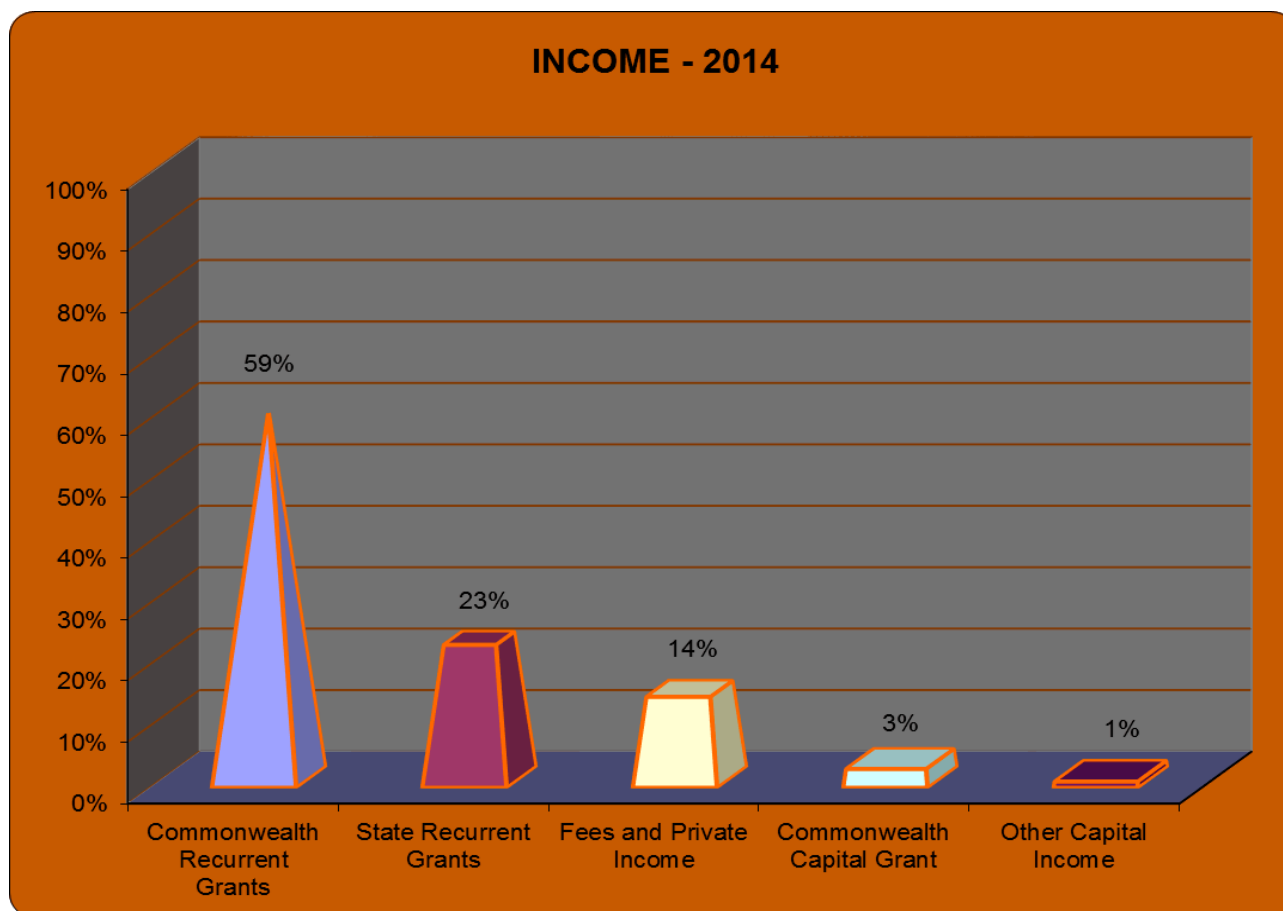
Graph One: Recurrent vs Capital Income represented below



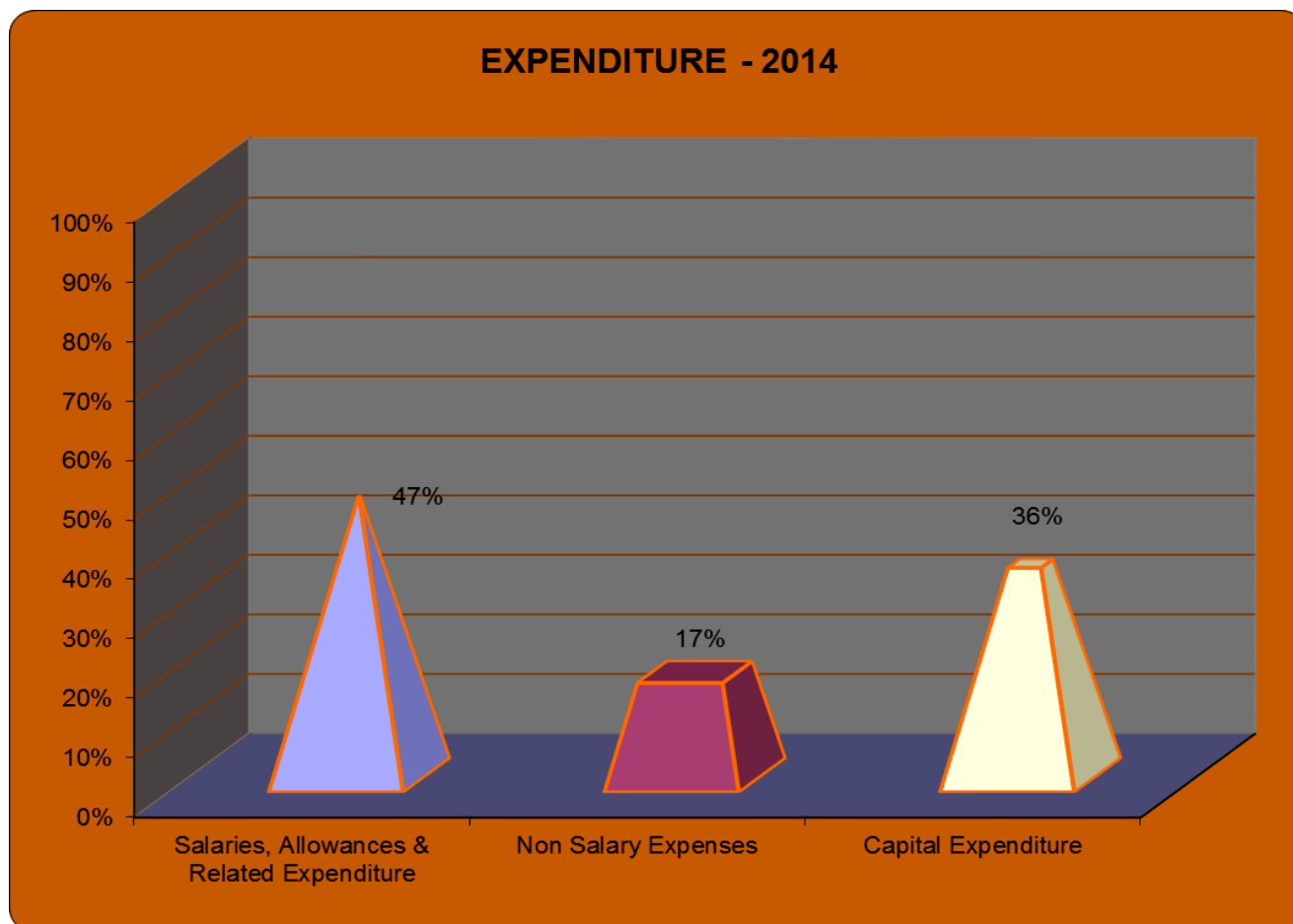
Graph Two: Recurrent vs Capital Expenditure represented below



Graph Three: Recurrent vs Capital Income represented below



Graph Four: Recurrent vs Capital Expenditure represented below



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.