

# Al-Faisal College



## ANNUAL REPORT 2023



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# Theme 1: Context

## *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 that was established in 1998.

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

The main goals of the College is 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 NESA and learn the Arabic Language as our chosen community language.

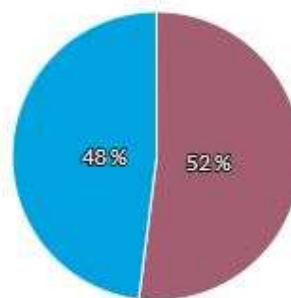
In the 2023 academic year, Al-Faisal College witnessed healthy student enrolment numbers, reflecting the growing reputation and appeal of our college within the community. Our commitment to providing high-quality education and nurturing a positive school culture has attracted families seeking a comprehensive and inclusive educational experience for their children.

### Students

Total enrolments: 2174

Boys 1047

Girls 1127



A significant feature of our student population is that over 60% of students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and perspectives. The presence of multiple languages at our school promotes cultural awareness and inclusivity, preparing our students to thrive in a globalised world. Our dedicated teachers are well-equipped to support LOTE students, ensuring they achieve academic success while maintaining their cultural heritage.

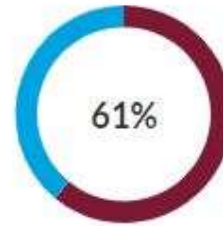
Full-time equivalent enrolments: 2174.0

Indigenous students



Language background other than English

- Yes (61%)
- No (39%)
- Not stated (0%)



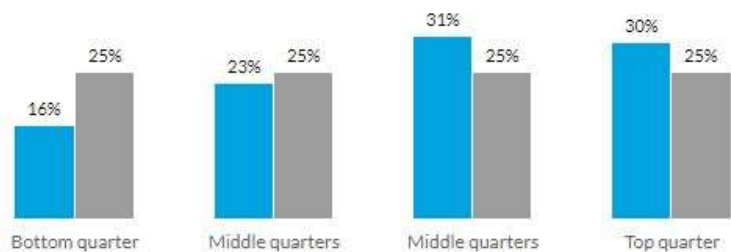
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal College. This data underscores our commitment to providing an equitable education for all students, regardless of their socio-economic status. We believe that every student deserves the opportunity to succeed, and we strive to create an environment where all students can thrive.

### Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1069
Average ICSEA value	1000
School ICSEA percentile	75

Distribution of Socio-Educational Advantage (SEA)



■ School distribution    ■ Australian distribution

Percentages are rounded and may not add to 100

Our inclusive approach is further reflected in the extensive support systems we have in place for students from diverse backgrounds. We offer a range of programs and initiatives designed to meet the unique needs of our students, including academic tutoring such as Multilit, Get Reading Right and Quicksmart, as well as cultural enrichment activities. These programs ensure that all students, regardless of their background, have access to the resources they need to succeed academically and personally.

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

# *Managing Director's Report*

I am thrilled to write this message for the 2023 Annual Report, a document that serves as a testament to our achievements, our students' accomplishments, and the overall success we have experienced during the academic year.

Our HSC results have been truly remarkable. I would like to extend my appreciation to our Director General, Dr. Intaj Ali, for his exceptional leadership and guidance. It is with great pride that I announce our school's impressive 15th place ranking in the state. This achievement is a testament to the hard work and dedication of our staff, coordinators, the entire executive team and students.

Throughout this year, our students have demonstrated substantial growth, both academically and personally. I am genuinely impressed by the milestones they have reached, both within and beyond the classroom. Whether it pertains to academic accomplishments or their involvement in community and leadership initiatives, our students consistently surpassed our expectations, filling us with immense pride.

## ***Opening of Al-Faisal College – Liverpool Multi-Purpose Hall***

One of the major highlights of 2023 was the official opening of the newly constructed Al-Faisal College – Liverpool Multi-Purpose Hall on Thursday 7th February 2023, by The Hon. Sarah Mitchell, MLC, Former Minister for Education and Early Learning. The event was attended by many diplomats, representatives from the State and Local Government. Additionally, there were representatives from the business, finance, education and construction sectors, religious, community organisations and media.



## ***Renovations at Al-Faisal Colleges (Auburn, Campbelltown, Liverpool)***

This year, all three Al-Faisal College schools are embarking on a transformative journey of renovation and improvement. Our aim is to enhance our facilities and create a superior user experience for our valued students, dedicated staff, supportive parents, and esteemed visitors.

- Auburn: library, common staff room, main entrance foyer
- Campbelltown: Multi-purpose hall, staff rooms, staff kitchen
- Liverpool: library, playgrounds, general classrooms, staff rooms

## ***Vote of thanks***

I would like to extend my appreciation to the Australian Government at both the Federal and State levels, Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools NSW (AISNSW), as well as NSW Police, Navy, and the Australian Defence Force.

I also want to express my deep gratitude to individuals within our school community, starting with our Director General, Dr. Intaj Ali, our Executive Principal, Executive Deputy Principals, and Heads of Colleges in both Campbelltown and Liverpool. I extend my thanks to our Deputy Principals, coordinators, teaching and non-teaching staff, and the dedicated Accounts team and Manager of Projects and Properties. Their tireless efforts and commitment have greatly contributed to Al-Faisal Colleges' success.

Furthermore, I wish to convey my heartfelt thanks to our exceptional parents. Your unwavering support for our college has been truly remarkable, and we deeply appreciate the trust and dedication you have shown to our schools.

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

# *Executive Principal's Report*

I am delighted to present the annual report for this year, as the Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

2023 will always be remembered as one of great success for our schools. As we look back on our achievements, I am filled with immense pride and gratitude for the remarkable journey we have embarked upon together.

One of the most significant highlights of 2023 has been the outstanding performance of our school in the Higher School Certificate (HSC) examinations. I am thrilled to announce that our school has achieved the 8th position among Independent Schools and a commendable 15th place in the state overall. Our students also came first in the state in three subjects, Arabic Continuers, Biology and Mathematics Standard 2.

250 Band 6 were attained with 5 Top Achievers. 113 students were amongst the 2023 HSC Distinguished Achievers List. 63 students achieved an ATAR score above 90 at the Auburn school with 7 students achieving above 99. At the Liverpool school, 10 students achieved an ATAR above 90, with 1 student with an ATAR score above 99. All our students have been accepted into a number of renowned universities in NSW for further education. I extend my warmest congratulations to our students, as their remarkable performance in the HSC is a reflection of their hard work, resilience, and perseverance.

I also wish to commend our students in Years 3, 5, 7 and 9 on the amazing NAPLAN results. Our students performed exceptionally well with many students attaining outstanding proficiency levels in the "exceeding" category, surpassing the national average in Numeracy, Reading, Writing and Language.

Our dedicated and passionate staff members have played a significant role in our school's success. Their tireless efforts, innovative teaching methods, and genuine care for each student have created an environment where students are able to grow and learn.

To our wonderful parents, your unwavering support and partnership have been invaluable. We thank you for entrusting us with your children in order to provide them with the best education.

As we celebrate the achievements of 2023, we pay tribute to the collective dedication and hard work of our students, the commitment of our staff, and the unwavering support of our parents. Together, we have achieved remarkable results, and I am confident that we will continue to thrive in the years ahead.

## ***Thank you message***

I would like to express my gratitude to the Federal and State Government, as well as the Local Councils, which include Cumberland Council, Campbelltown Council, and Liverpool Council. Additionally, I acknowledge the invaluable support from NSW Education and Standards Authority (NESA), Association of Independent Schools NSW (AISNSW), Police, Navy, and the Australian Defence Force, which has been instrumental in assisting all schools.

I want to extend my appreciation to the School Board and its members, with special mention to Managing Director Mr. Shafiq Khan and Director General Dr. Intaj Ali. I also want to recognise the outstanding efforts of our dedicated executive and leadership team, which includes the Executive Deputy Principals, Head of Colleges in Campbelltown and Liverpool, Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, as well as our teaching and non-teaching staff. Their unwavering dedication has had a profoundly positive impact on our school community, and I am truly thankful for their contributions.

Mrs Safia Khan Hassanein  
Executive Principal  
Al-Faisal Colleges



# School Determined Improvement Targets

## 2023 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"><li>• Develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Years 7-8. The new High School Arabic curriculum will ensure a strong continuum exists between the primary and high school years.</li><li>• Release four teachers to assist in the development of English and Mathematics programs across Years 3-10 in preparation for the 2024 new syllabuses.</li></ul>
Student Achievements and Welfare	<ul style="list-style-type: none"><li>• Use pre assessment data to form extension and core Mathematics ability groups across K-6 in all Mathematics topics taught.</li><li>• Continue to provide students recording below 65% in Mathematics formative assessments with intervention across Years 2-8</li><li>• Continue Quicksmart Maths intervention for students from Years 3-6 experiencing difficulties in number operations.</li><li>• Maintain the initiative of the K-6 Teaching and Learning coordinator holding one-to-one meetings ('check ins') with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades.</li><li>• Expand 'check ins' to also include Years 7-10 English staff</li></ul>
Staff Training	<ul style="list-style-type: none"><li>• Continue to in-service all new K-6 staff in 7 Steps to Writing methodology. High School English teachers to also attend 7 Steps to Writing PD.</li><li>• Provide Years 4-6 staff with a second year of VALID Science training.</li><li>• Arrange for staff to be in-serviced in the new 3-10 English and Mathematics syllabus that will be implemented in 2024.</li><li>• Introduce instructional rounds across Years 1-9 that provide staff with the opportunity to observe and to learn from one another. Each staff member will be provided with 2-3 observation sessions per term.</li></ul>
Facilities and Resources	<ul style="list-style-type: none"><li>• Install library network Infra</li><li>• New library system (Fetech), integration with Oliver and identity one automation</li><li>• Migration from Sentral Xero to Netsuite AP and AR</li><li>• Refresh of CCTV cameras</li><li>• Salto Offline to Online upgrade</li></ul>

# *Primary School Student Representative Council*

At Al-Faisal College, we empower students to engage in meaningful projects and activities that benefit the school and broader community, nurturing a lifelong commitment to positive contributions. We believe fostering student leadership is essential for developing future community leaders. The Student Representative Council (SRC) plays a vital role, assisting with major student-led events and managing daily responsibilities. Through the SRC, students organise initiatives like community service projects, fundraisers, cultural celebrations, and awareness campaigns. These activities enhance the school community and provide valuable experiences in planning, teamwork, and public speaking.

SRC members serve as role models, exemplifying integrity, responsibility, and cooperation. They participate in decision-making processes, offering student perspectives on school improvements. By balancing academic commitments with leadership duties, students become well-rounded and engaged.

Overall, our commitment to student leadership ensures students are prepared to be proactive, responsible, and compassionate leaders in their future endeavours.

## **Process:**

At the end of the year, all Year 5 students who have maintained exemplary behaviour and acted with integrity, honesty, and respect have the opportunity to nominate themselves for the SRC. Interested students complete a nomination form highlighting their achievements, interests, and leadership skills. These nomination forms are reviewed by the SRC teacher, and the Deputy Principal.

Selected students then prepare their speeches at school and present them during an assembly. Elections for school prefects take place in Term 4, with all Year 5 students and primary staff having one vote each. Voting is conducted by secret ballot on a designated ballot paper, and the outcome is announced on Presentation Day.

In 2023, students began the year with leadership training sessions designed to:

- Enhance their self-awareness and leadership abilities.
- Promote positive social change at school or in the community by implementing actions that contribute to more effective and equitable functioning.

The projects and initiatives listed below outline how SRC members contributed to the school and wider community.

- Played a crucial role in reinforcing the school's core values of Respect, Ownership, Achievement, Resilience and Safety (ROARS). During morning recitation, they reminded students of these important behaviours, ensuring that the values remained a central part of daily school life. To further promote these values, they designed and placed informative posters around the school.
- Updated display boards in the playground to highlight the value of the week, keeping the entire student body engaged and informed. They also assisted teachers by tallying up weekly Dojo points and PBIS tokens, organising certificates for the weekly winners, and celebrating students' adherence to the school's values.
- Organised a variety of engaging classroom activities to celebrate Harmony Day, fostering an inclusive environment and promoting cultural understanding among students. These activities encouraged students to appreciate diversity and learn about different cultures, enhancing the sense of unity and respect within the school community.
- For Clean Up Australia Day, the SRC took the initiative to encourage environmental responsibility. They motivated students to participate in cleaning activities around the school, emphasising the importance of maintaining a clean and healthy environment.
- To promote Walk Safely to School Day, they actively visited classrooms to educate students about essential safety rules when walking to school and crossing the road. They emphasised the importance of pedestrian safety. As part of this initiative, they distributed bookmarks featuring safety tips to students as they entered the school gates, providing a tangible reminder of the important safety messages.
- During E-Safety Day and National Day Against Bullying, the SRC took proactive steps to educate and support their peers. They organised classroom activities that reinforced the day's themes. These activities included discussions and role-playing scenarios, to teach students about safe internet practices and strategies for standing up against bullying.



- SRC members were also assigned roles to assist other students in developing social skills during lunch and recess. They acted as peer mentors, guiding younger students in making friends, resolving conflicts, and interacting positively with others. This mentorship not only helped to foster a more inclusive and supportive school community but also allowed SRC members to develop their leadership and interpersonal skills.
- Promoted healthy eating habits through posters and messages on Seesaw and in the classrooms. They shared ideas for nutritious lunches and snacks, encouraging students to make healthier food choices. By integrating these messages into daily school life, the SRC helped to promote overall well-being among their peers.
- Assisted teachers in the playground by rewarding students who demonstrated positive behaviour. This initiative, known as 'doing the right thing,' involved recognising and praising students who followed school rules and showed kindness to others. By highlighting and rewarding positive behaviour, the SRC helped to reinforce a culture of respect and responsibility within the school.
- SRC members also played a significant role in the school's "Are U OK? Day" initiative, at raising awareness about mental health and encouraging open conversations about well-being.
- To further enhance student connections, the SRC organised a "Talk and Walk-A-Thon" during the school's wellbeing days. This initiative encouraged students to participate in walking sessions while engaging in meaningful conversations. The SRC prepared conversation starters and displayed them around the school playground, creating a friendly and casual environment for students and staff to interact. This activity not only promoted physical health through walking but also fostered social connections and communication skills, contributing to a more cohesive school community.
- The SRC's involvement in sports carnival days was crucial in promoting active participation and personal achievement among students. By assisting in organising and facilitating these events, the SRC encouraged students to engage in various sports activities, helping them set and strive for personal goals.
- The SRC extended their support to the Variety Activate Inclusion Sports Day, a special event aimed at integrating children with disabilities into local sports and active recreation. The SRC members helped with various sports activities, ensuring that all participants had the opportunity to engage and have fun. Their involvement was key in promoting inclusivity and accessibility, making sure that every student felt welcome and valued.
- Organised various fundraising events to support individuals in need, both within the local community and internationally. These efforts raised awareness and funds, teaching students the importance of giving back.
- Visited Gallipoli Home Age Care, which provided a valuable opportunity for students to engage with the residents, fostering mutual respect and understanding. They recited Quran, shared gifts, and participated in conversations. These visits fostered empathy and strengthened community bonds, bringing joy to the residents and enriching students' experiences.
- Played a key role in being master of ceremonies in assemblies and assisted in the Eid concerts. Furthermore, to encourage positive behaviour during prayers, the SRC organised prayer tokens, rewarding exemplary conduct. They also organised an in-school Hajj experience, giving students a hands-on understanding of the pilgrimage steps and enhancing their knowledge of Islamic traditions.
- Reported their activities in the school newsletter to keep the community informed. They also created a Ramadan magazine which was a comprehensive resource featuring important information about the holy month of Ramadan.

Overall, the SRC's efforts in these activities underscore their commitment to fostering a supportive, inclusive, and vibrant school environment. Their dedication to their role inspired others and promoted school spirit. They are to be congratulated for their hard work and contributions.

# *High School Student Representative Council*

The High School Student Representative Council is an integral part of the leadership program at Al-Faisal College. The program provides opportunities and pathways for the continuous development of student leadership skills. The values promoted by such skills include co-operation, participation, commitment and service to others. The Student Representative Council (SRC) also serves as the voice of the student body, representing their interests and working towards enhancing the school community.

The SRC is at the heart of student involvement in school life. Events such as fundraising for charity, sports, assemblies, community projects and representation of the school at social and cultural functions come under the auspices

## **Role of the Student Representative Council**

- To provide leadership and direction for the school body.
- To represent the views and opinions of all students
- To facilitate effective communication between students, staff and the school executive on issues that affect the student body.
- To be positive role models within the school community
- To establish and develop student driven initiatives.
- To promote student leadership and personal development.

## **Student Representative Council Members**

- The class captain and vice-captain of each 7-10 class
- The senior prefects from the year 11 cohort
- The school captains and vice-captains from the year 12 cohort.

Council members are supported by a staff member appointed to the SRC Coordinator position.

Throughout the academic year, the SRC has been actively involved in various initiatives and events aimed at fostering a positive school environment and promoting student engagement.

Listed below are some of the events in which the SRC of 2023 were active participants:

- The senior prefect Batoul El Rifai participated in the 2023 NSW Constitutional Convention at the NSW Parliament House. She was also elected to attend the National Constitutional Convention held in Canberra in early 2024.
- The senior prefect Ahmed Topiwala received The Top 50 Year 11 and Year 12 Trailblazer award for his exceptional leadership and commitment to making a positive impact in the community.
- The school captains, Tamer Maghayda and Miray El Khatib, attended the Secondary Schools Student Leadership Program at the Parliament of NSW.
- The Year 9 captains and vice captains represented the school at the Respect Understanding and Acceptance program held at the Civic Pavilion, Chatswood Concourse.

- The senior prefect, Zahra Sultan, received the Cumberland City Council, “Pursuit of Excellence” award for her commitment to learning and her continued support to fellow students.
- The year 10 captain, Zunaira Abrar, received the Jason Clare’s Community Service award for her dedication to helping make the school a better place to learn and the community a better place to live.
- The student leaders played a pivotal role in organising R U OK Day by raising funds for the campaign through the sale of R U OK merchandise and by displaying posters throughout the school. They also planned and hosted an R U OK morning tea for all Al-Faisal College staff.
- This year, the Student Representative Council (SRC) has been actively involved in several fundraising initiatives to support both local and international communities.

# *Initiatives Promoting Respect and Responsibility*

Al-Faisal College is committed to fostering and implementing effective student welfare practices that encourage respect and personal responsibility among students, staff, and the wider community. Our goal is for each student to feel recognised as an integral and valued member of the school community. We aim to achieve this through a collaborative effort between parents and staff to provide care and support, thereby enhancing self-esteem, mutual respect, and responsibility.

In 2023, we undertook several initiatives to reinforce the values of respect and responsibility within the school community:

## **PBIS Program**

The school-wide Positive Behaviour Interventions and Support (PBIS) program continued to thrive, further solidifying a culture of respect, responsibility, achievement, and resilience within a safe school environment. Key efforts included the prevention of problem behaviours by fostering social skills and positive reinforcement.

The PBIS program emphasises five core values: **Respect, Ownership, Achievement, Resilience, and Safety (ROARS)**. Various interventions and strategies were employed to reinforce these values:

- Weekly direct instruction on specific positive student behaviours that exemplify Respect, Ownership, Achievement, Resilience, and Safety in all areas of the school and the community.
- Prominent display of posters communicating the school's expectations for both classroom and non-classroom settings.
- Positive reinforcement from teachers to students exhibiting commendable behaviour, particularly the specific expectations taught in classrooms.
- Prevention of issues arising by altering lessons when needed.
- Consistent delivery of predictable consequences for misbehaviour by all staff.
- Integration of PBIS activities into existing school practices such as staff meetings, parent newsletters, student diaries, and welfare practices.
- Merit Awards for students displaying expected academic and social behaviours.
- Friday afternoon rewards for students consistently demonstrating positive behaviours.

## **Buddy Support**

SRC members were assigned roles to assist the younger students in developing social skills during lunch and recess. This buddy system aimed to foster friendships and support among students, creating a more inclusive school environment.

## **Harmony Day**

Harmony Day provided an opportunity for students and staff to celebrate Australia's cultural diversity and promote a sense of belonging. By participating in activities, we learned about and appreciated how Australians from diverse backgrounds contribute to and enrich our nation. To demonstrate respect and tolerance for other cultures, everyone was encouraged to wear orange clothing. The core message of Harmony Day, "Everyone Belongs," was reinforced through various activities such as colouring in and poster design competitions, as well as discussions about cultural diversity within the school and the broader community.

## **Clean Up Australia Day**

Our school took part in Clean Up Australia Day, with students actively participating in cleaning different areas of the school and their classrooms. This initiative helped to instil a sense of responsibility and care for the environment among students.

### **National Day of Action Against Bullying**

Students engaged in various activities across different stages. These included a workshop for Stage 3 students by the Giants, colouring in activities focused on social inclusion, role plays addressing cyberbullying, PBIS lessons on being an upstander, and promoting respectful behaviour both face to face and online. These efforts aimed to educate students about the importance of standing up against bullying and fostering a safe and inclusive environment.

### **R U OK? Day**

Students participated in activities designed to inspire meaningful connections and encourage checking in on each other's wellbeing. The day emphasised the importance of asking, "Are you OK?" and supporting each other's mental health every day of the year.

### **Kindness Week**

To promote respect, tolerance, and responsibility, students were encouraged to perform various acts of kindness towards family, friends, the community, and the environment. This initiative aimed to build a culture of empathy and generosity.

### **Charity Drive**

The school organised various events to foster compassion and empathy among students, reminding them to appreciate their blessings and think of others. Through these activities, students were encouraged to regularly give charitably. Their commitment enabled them to support various charities, reinforcing the values of kindness and generosity.

### **Gift Exchange**

As a way to strengthen bonds among students, all students from K-6 were encouraged to bring a gift to exchange with others on the day before Eid. This activity promoted the values of generosity and friendship.

### **Gallipoli Home Age Care Visit**

Selected students visited the residents at Gallipoli Home Age Care, creating opportunities for intergenerational connections. During these visits, students recited the Quran and interacted warmly with the elders, bringing new energy, knowledge, and enthusiasm to both groups. Students also presented the residents with gifts and cards they had made, fostering a sense of community and respect for the elderly.

### **Multi-School Stage 3 Sport Carnival and Year 6 Gala Day**

Students participated in a multi-school sport carnival and a fun gala day for Year 6. These events were designed to enhance team spirit, sportsmanship, and students' skills in team sports, fostering a sense of friendships and physical fitness.

### **Hadith of the Day**

Every morning, a hadith (sayings of the Prophet Muhammad, peace and blessings be upon him) was recited over the P.A. system. These daily messages promoted values such as respect, kindness, and responsibility.

### **Walk-and-Talk-a-Thon**

The Talk-and-Walk-a-Thon aimed to encourage communication, connection, and exercise. Students walked in pairs or small groups, stopping at checkpoints to discuss conversation starter cards. At each checkpoint, they changed groups, creating new connections and friendships.

### **Variety Activate Inclusion Sports Day**

SRC members had the opportunity to assist with sports activities and encourage children with disabilities to participate. This inclusive day of activities connected children with disabilities to local sport and active recreation opportunities, promoting inclusivity and physical activity.

### **Abaya Day**

To promote respect and tolerance, students participated in Abaya Days by wearing cultural clothing. This event highlighted the value of understanding and celebrating our cultural diversity.

### **ANZAC Day**

ANZAC Day was observed as a solemn occasion to honour the sacrifices of Australian and New Zealand service members. Teachers explained its significance to students, emphasising the bravery of soldiers in various conflicts. As part of the commemoration, students crafted red poppies, a symbol of remembrance, to pay tribute to those who served. These activities helped students gain a deeper appreciation for the sacrifices made by veterans and understand the importance of respecting their memory.

### **Brainstorm Production**

A theatre production for selected grades was organised to promote teamwork, responsibility for behaviour, wellbeing, and resilience. The show supported the values taught in our PDHPE and PBIS programs, contributing to a healthy and harmonious school community.

### **Wellbeing Days**

Students participated in various activities focused on developing habits to manage their mental health and wellbeing. These activities included connecting with others, practicing gratitude, relaxation techniques, self-care, exercise, and mindfulness. The Wellbeing Days aimed to equip students with the tools to maintain their mental and emotional health.

### **International Women's Day**

The school organised an event featuring guest speakers, where students had the invaluable opportunity to listen to and learn from inspirational women who have made significant contributions in various fields. These women shared their personal stories, challenges, and successes, providing students with real-life examples of perseverance, dedication, and achievement. The speakers encouraged students to pursue their dreams and emphasised the power of resilience in overcoming obstacles. This event not only celebrated the accomplishments of women but also aimed to inspire and empower the next generation to contribute positively to society, fostering a sense of confidence and ambition among the students.

### **Afterschool Clubs**

Afterschool activities were organised to promote friendships, teamwork, and fitness among students. These activities included a range of sports and cooperative games designed to encourage physical activity and social interaction. By participating in these afterschool programs, students had the chance to build new friendships, strengthen existing ones, and develop essential teamwork skills. These afterschool sessions played a crucial role in enhancing the overall well-being and social cohesion of the student body.

### **Staff Wellbeing**

Various activities were organised to support staff wellbeing and foster a sense of community among teachers. These initiatives included a sports afternoon, where staff participated in friendly games and physical activities to promote fitness and relaxation. A paint and sip event provided a creative outlet and an opportunity for teachers to unwind and express themselves artistically. Regular morning / afternoon teas allowed staff to socialise and connect over refreshments in a relaxed setting. Themed dress-up days added a fun and playful element to the work environment, encouraging participation and a sense of joy. These activities were designed not only to help teachers look after their wellbeing but also to strengthen bonds among colleagues through shared, enjoyable experiences.

## Theme 2: Outcomes and Results

We are proud to present Al-Faisal College's Annual Report, showcasing our students' exceptional achievements in 2023. Our students excelled in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests, demonstrating achievement levels well above the national average in reading, writing, spelling, grammar, punctuation, and numeracy.

Our Higher School Certificate (HSC) results also reveal outstanding performance compared to the state average, with numerous students achieving top bands across various subjects.

Al-Faisal College was ranked 15<sup>th</sup> in the state in the HSC in 2023.

Additionally, a significant percentage of Year 12 students attained their Year 12 certificate, demonstrating their academic diligence and readiness for future endeavours. These achievements underscore our commitment to academic excellence, diverse educational pathways, and the holistic development of our students, preparing them for a bright and successful future.

The diverse post-school destinations of our senior students highlight their successful transitions into the workforce and further education. Notably, a substantial number of our graduates pursued higher education, reflecting the comprehensive support and opportunities provided by our college.

### *NAPLAN Achievement*

Al-Faisal College is proud to announce the outstanding results from our students in the National Assessment Program – Literacy and Numeracy (NAPLAN) for the 2023 academic year. Our students have demonstrated exceptional proficiency across all tested domains, including reading, writing, spelling, grammar, punctuation, and numeracy.

The 2023 NAPLAN results reflect the hard work and dedication of both our students and educators. This year, we observed significant improvements in the following areas:

- Reading: A higher percentage of students achieved above the national average, showcasing their enhanced comprehension and analytical skills.



- Writing: Our students excelled in the writing component, with a remarkable number scoring in the top bands, indicating their strong ability to articulate ideas effectively.
- Spelling: The focus on spelling accuracy has paid off, with our students outperforming many of their peers nationally.
- Grammar and Punctuation: The results highlighted our students' superior grasp of English grammar and punctuation rules.
- Numeracy: There was a marked improvement in numeracy scores, reflecting our commitment to fostering robust mathematical skills.

These achievements underscore Al-Faisal College's commitment to academic excellence and our strategic focus on providing a supportive and enriching learning environment. We extend our heartfelt congratulations to our students for their remarkable achievements and express our gratitude to our dedicated teachers and supportive parents for their unwavering commitment to educational excellence.

Further information regarding school performance in NAPLAN against State and National trends can be accessed from the MySchool website (<http://www.myschool.edu.au/>).

Below is a screenshot depicting the 2023 NAPLAN results, providing a concise overview. Dark green cells in the table indicate that the College performed significantly above the National Average, while light green cells signify performance above average performance.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	440	513	509	486	435
Year 5	524	555	563	571	524
Year 7	577	596	605	615	621
Year 9	622	630	636	653	683

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

As we look forward to the next academic year, Al-Faisal College remains dedicated to continuous improvement and the pursuit of educational distinction. Together, we will continue to nurture our students' potential and prepare them for a bright and successful future.



## Higher School Certificate (HSC) Achievement

In 2023, 116 students sat for the NSW Higher School Certificate in 14 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 91% (up from 81% in 2022) of these placed in Bands 5-6 (80-100 marks). Of the number of candidates who sat for a one-unit extension course 100% (up from 96% in 2022) achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. Earth and Environmental Science (+63.21) had the biggest difference in Bands 5-6 achievement compared to the State. Biology (+62.61) had the second biggest difference in Bands 5-6 achievement compared to the State.

All candidates who sat for the Mathematics Extension 1 and Mathematics Extension 2 achieved Band E4 results.

In general, student achievement was above state level. This has been a consistent trend over the past three years.

### Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Arabic Continuers	2023	5	4	80.00	59.58	+20.42
	2022	15	13	86.66	63.59	+23.07
	2021	7	7	100.00	66.53	+33.47
	2020	6	6	100.00	49.50	+50.50
	2019	12	12	100.00	61.79	+38.21
Biology	2023	54	51	94.43	31.82	+62.61
	2022	72	63	87.49	26.65	+60.84
	2021	62	54	87.09	31.07	+56.02
	2020	86	62	72.09	30.54	+41.55
	2019	73	62	84.92	31.31	+53.61
Business Studies	2023	97	85	87.62	35.75	+51.87
	2022	103	83	80.57	34.50	+46.07
	2021	105	83	79.04	35.63	+43.41
	2020	112	85	78.88	34.91	+43.97
	2019	88	69	78.40	33.02	+45.38
Chemistry	2023	18	18	100.00	38.20	+61.80
	2022	24	21	87.49	33.03	+54.46
	2021	23	21	91.29	49.20	+51.09
	2020	21	14	66.66	42.86	+23.80
	2019	24	20	83.32	45.93	+37.39
Earth & Environmental Science	2023	59	57	96.60	33.39	+63.21
	2022	56	17	30.35	31.89	-1.54
	2021	61	30	49.17	27.68	+21.49
	2020	48	19	39.57	29.37	+10.20
English (Standard)	2023	83	59	71.07	13.12	+57.95
	2022	87	54	62.06	15.36	+46.70
	2021	81	40	49.38	16.53	+32.85
	2020	95	32	33.68	11.49	+22.19
	2019	48	12	24.99	11.75	+13.24
English (Advanced)	2023	33	33	100.00	67.12	+32.88
	2022	41	38	92.67	67.09	+25.58
	2021	46	46	100.00	68.65	+31.35
	2020	39	35	89.74	63.31	+26.43
	2019	66	51	77.27	61.79	+15.48

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Legal Studies	2023	34	34	100.00	42.18	+57.82
	2022	51	43	84.30	40.55	+43.75
	2021	31	31	100.00	41.86	+58.14
	2020	29	22	75.85	39.40	+36.45
	2019	28	36	77.77	41.02	+36.75
Mathematics Standard 2	2023	68	62	91.17	31.42	+59.75
	2022	82	65	79.25	28.82	+50.43
	2021	89	68	76.40	24.50	+51.90
	2020	91	72	79.12	24.50	+54.62
	2019	67	53	79.09	24.05	+55.04
Mathematics Advanced 2 unit	2023	57	57	100.00	49.74	+50.28
	2022	45	45	100.00	48.88	+51.12
	2021	41	41	100.00	50.10	+49.90
	2020	43	43	100.00	52.46	+47.54
	2019	37	32	99.99	49.08	+50.81
Physics	2023	9	9	100.00	38.80	+61.20
	2022	4	4	100.00	41.30	+58.70
	2021	8	7	87.50	40.42	+47.08
	2020	10	8	80.00	40.36	+39.64
	2019	23	16	69.56	36.88	+32.68
PDHPE	2023	62	41	66.12	30.70	+35.42
	2022	N/A	N/A	N/A	N/A	N/A
	2021	66	39	59.08	30.64	+28.44
	2020	53	35	66.03	34.19	+31.84
	2019	38	21	55.25	31.26	+23.99

#### Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E3-E4		
				School	State-wide	Difference
Mathematics Extension 1	2023	10	10	100.00	71.80	+28.20
	2022	13	13	100.00	73.36	+26.64
	2021	10	10	100.00	74.11	+25.89
	2020	8	8	100.00	74.25	+25.75
	2019	10	10	100.00	80.11	+19.89
Mathematics Extension 2	2023	10	10	100.00	85.67	+14.33
	2022	13	13	100.00	85.00	+15.00
	2021	10	10	100.00	86.48	+13.52
	2020	8	8	100.00	83.86	+16.14
	2019	10	10	100.00	85.86	+14.44

## HSC Honour Roll

### All Rounders

Number of Students	Year
8	2023
2	2022
9	2021
5	2020
9	2019

### First Place in Course

Students	Courses	Year
2	Arabic Continuers / Biology	2023
1	Arabic Continuers	2022
1	Arabic Continuers	2021
0	N / A	2020
1	Arabic Continuers	2019

### Top Achievers in Course

Students	Courses	Year
5	Biology, Chemistry, Arabic Continuers, Earth and Environmental Science, English Standard	2023
8	English Standard, Mathematics Extension 1, Mathematics Standard 2, Biology (3), Arabic Continuers, Hospitality Examination (Kitchen Operations and Cookery)	2022
7	Mathematics Extension 1, Mathematics Extension 2 (2), Mathematics Advanced, Mathematics Standard 2, Arabic Continuers (2)	2021
4	Mathematics Extension 1, Mathematics Standard 2, Arabic Continuers	2020
10	Mathematics Standard 2 (4), Arabic Continuers (3), Biology (2), Mathematics Extension 1	2019

### Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
112	250	2023
105	230	2022
128	232	2021
134	176	2020
88	212	2019

## HSC Honour Roll

Subject	Number of Distinguished Achievers				
	2023	2022	2021	2020	2019
Biology	30	26	21	15	24
Business Studies	39	38	38	26	36
Chemistry	11	10	10	6	13
Earth & Environmental Science	16	1	8	2	N / A
English (Standard)	3	5	0	0	1
English (Advanced)	7	1	17	10	16
Legal Studies	13	18	16	12	9
Mathematics Standard 2	43	42	45	36	38
Mathematics Advanced	50	44	37	34	32
Mathematics Extension 1	10	13	10	8	10
Mathematics Extension 2	10	12	9	6	10
Physics	6	1	4	2	7
Arabic Continuers	4	7	4	3	6
Hospitality Examination (Kitchen Operations & Cookery)	N / A	12	0	7	4
PDHPE	8	N / A	13	9	6
<b>TOTAL</b>	<b>250</b>	<b>230</b>	<b>232</b>	<b>176</b>	<b>212</b>

## *Vocational Education and Training (VET)*

- (i) In 2023, 0% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2023, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2023	HSC	100%
2023	VET Qualification	0%

## *Post-School Destinations*

Ninety-seven percent of students in the 2023 cohort received *main* and *late* round university offers.

The breakdown of most popular university preferences is as follows:

<b>University</b>	<b>Total</b>
University of Sydney	33
UTS	29
UNSW	22
WSU	16
Macquarie University	5

The most popular degree courses chosen by Al-Faisal College students in 2023 were as follows:

<b>Course</b>	<b>Total</b>
Engineering	35
Science	11
Commerce	6
Psychology	6
Teaching	6
Law	5
Design	5



## Theme 3: Staffing

In accordance with the Teaching Accreditation (TA) Act, we are pleased to present the accreditation status of all teaching staff responsible for delivering the curriculum at Al-Faisal College. This status reflects the standards and quality of our educators, showing our commitment to providing the best education for our students.

### *Teacher Standards*

#### ***Teacher Accreditation***

*Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2023:*

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Conditional	10
Provisional	21
Proficient Teacher	103
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	13
Total number of teachers (excluding religious staff)	134

Additional information regarding total number of staff is available on the My School website:

<http://www.myschool.edu.au/>

# Workforce Composition

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

Al-Faisal College has a diverse workforce which, at the time of the 2023 census, comprised of 134 teaching staff and 48 non-teaching staff.

The following table reflects data captured in 2023.

<b>Workforce Composition</b>	<b>Auburn School</b>
Full-time equivalent teaching staff*	119.8
Full-time equivalent non-teaching staff*	37.8
Number of indigenous staff*	0

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

# Theme 4: Attendance

## *Student Attendance*

Student attendance rates continue to remain high. This data in the table below reflects the importance the College places on regular attendance and the positive learning environment we strive to create. We continue to be pleased with the students' attendance patterns and the efforts we undertake to promote consistent attendance for student academic success and overall well-being.

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

<b>2023 School Attendance Rates</b>	
<b>Year Level</b>	<b>Attendance Rate (Auburn School)</b>
Kindergarten	94%
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	95%
Year 5	94%
Year 6	94%
Year 7	95%
Year 8	93%
Year 9	95%
Year 10	94%
Year 11	96%
Year 12	97%
<b>School Average</b>	<b>95%</b>

# *Management of Non-Attendance*

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

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to members of the Executive & Leadership team and posted in the staff room.
4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy Principal (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as ‘unexplained’. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
  - i. K-12: 15 days or more per academic year
7. Class and roll call teachers, Deputy Principal (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are kept within student files.
9. At the end of each term, total absences are tallied for that period and included on student reports.
10. Chronic absenteeism and/or continued lateness impacting a student’s ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College.
11. In such cases students may be placed on probation. A meeting with the Executive Principal or delegate may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

## *Theme 5: School Policies*

The following school policies are publicly available on our school website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy](#)
- [Discipline policy](#)
- [Complaints policy](#)

The location of the full text of remaining Al-Faisal College's policies can be accessed through our school website <https://afc.nsw.edu.au/policies>

# Theme 6: Stakeholder Satisfaction

## *Teacher, Student and Parent Satisfaction*

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

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

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

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

Staff, Parent and Student surveys were conducted in 2023 and revealed high levels of satisfaction.

### **Parent Surveys\***

We are pleased to share the positive outcomes from our parent body, which reflects the strong partnership and trust between our college and our parent community. A pleasing 86% of parents expressed satisfaction with the overall educational experience provided by Al-Faisal College, underscoring our commitment to delivering excellence in education. Moreover, 94% of parents indicated that they feel well-informed and involved in their child's academic journey, showcasing our transparent communication and collaborative approach to parent-teacher relationships.

We are also proud to note that 82% of parents expressed confidence in the safety measures implemented by the college, highlighting our priority towards creating a secure and conducive learning environment for all students.

We extend our heartfelt appreciation to our parents for their continuous support and partnership, which are integral to the success and growth of our students.

### **Staff Survey\***

We are delighted with the overwhelmingly positive feedback we received from the school's staff during the year. It is heartening to note that 95% of our teachers expressed high satisfaction with the support provided by the administration, highlighting our commitment to fostering a nurturing and conducive work environment. Furthermore, 92% of our teachers reported feeling valued and appreciated, a testament to our efforts in recognising and celebrating their contributions to our academic community. We also take pride in the fact that 97% of our teachers expressed confidence in the college's vision and direction, reflecting our collective dedication to excellence and continuous improvement.

We extend our heartfelt gratitude to our staff for their dedication and passion, which play a pivotal role in shaping the educational experience at Al-Faisal College.

### **Student Surveys\***

We are delighted to share the encouraging feedback received from our students received throughout the year, reflecting their engagement and satisfaction with their educational experience at Al-Faisal College. An impressive 88% of students reported feeling supported and encouraged by their teachers, highlighting the dedication and commitment of our staff in fostering a positive learning environment. Additionally, 89% of students expressed satisfaction with the academic resources and facilities provided by the college, showcasing our investment in enhancing the educational infrastructure for student success. Furthermore, 83% of students indicated that they feel respected and valued as members of our academic community, reflecting our commitment to diversity and inclusion.

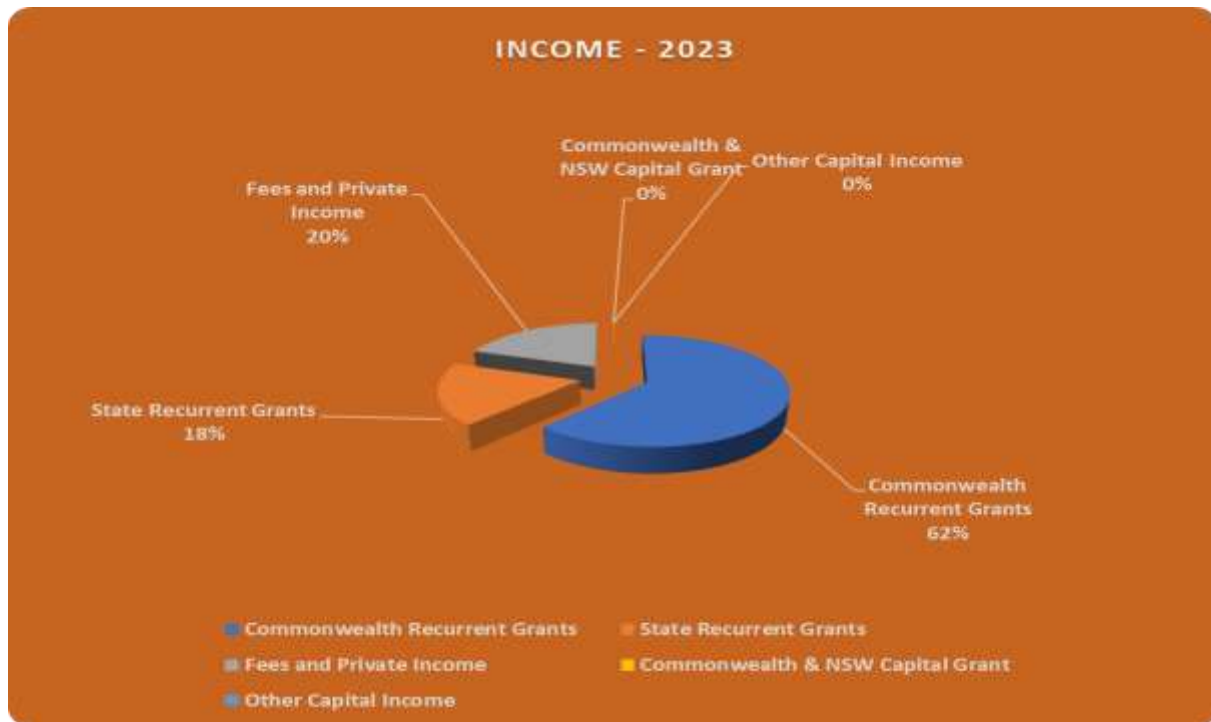
We extend our sincere thanks to our students for their valuable feedback, which guides us in continuously improving and enriching their educational journey at Al-Faisal College.

\*Survey results also include responses from all Al-Faisal College schools.

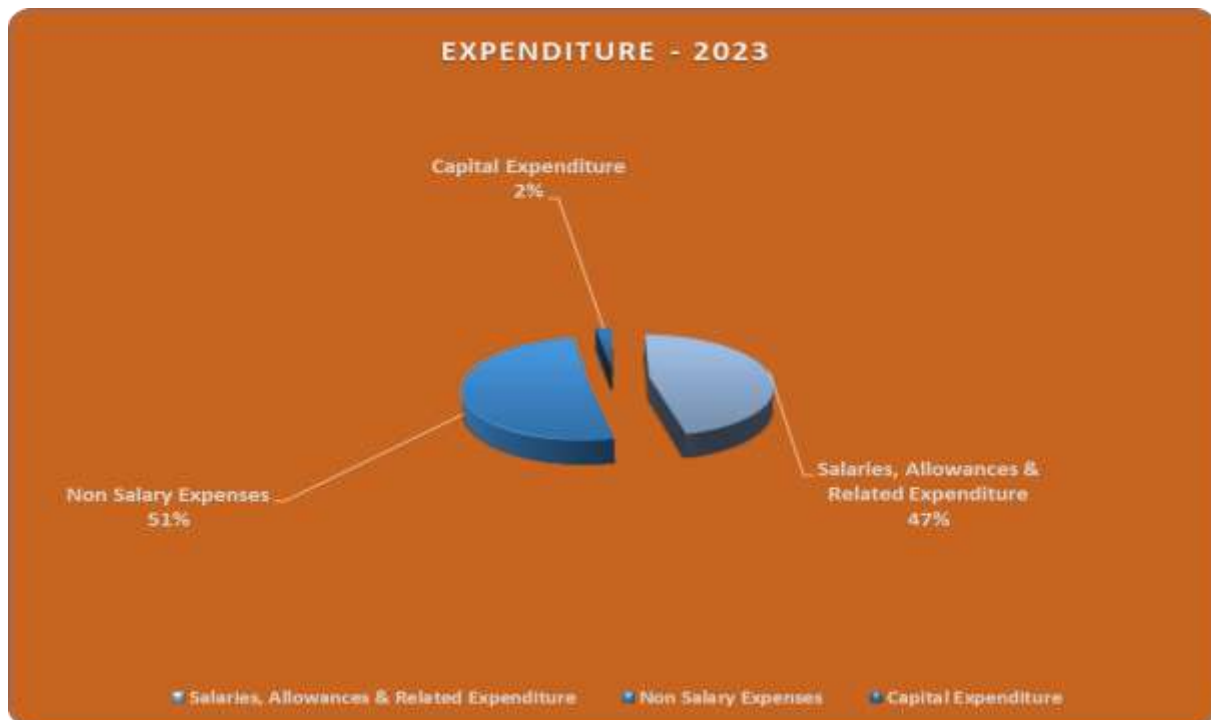


# Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

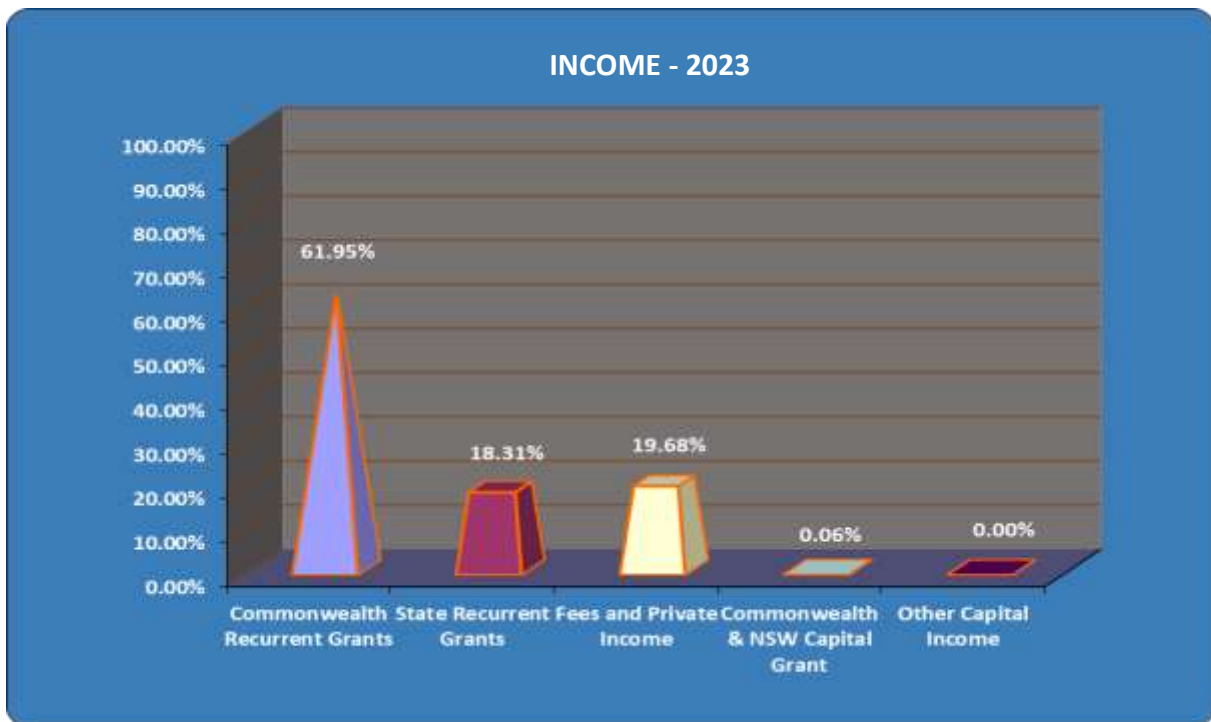


Pie Chart - Recurrent/Capital Expenditure

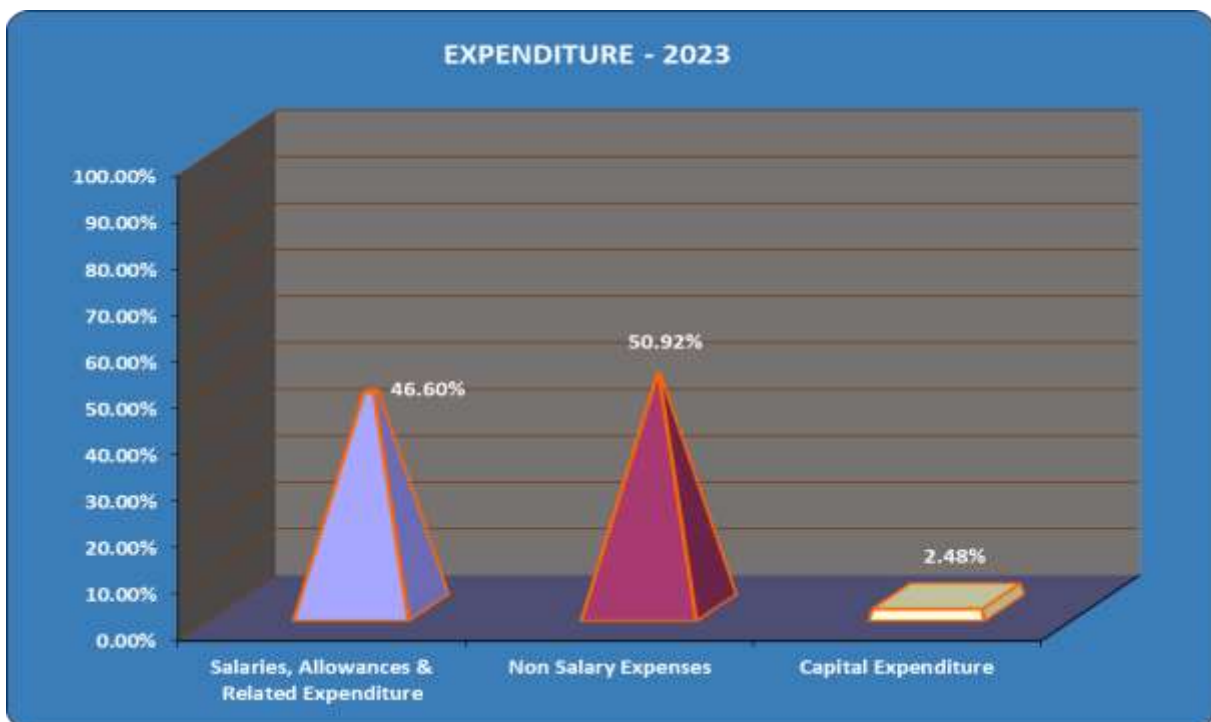


*\*Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

### Column Chart - Recurrent/Capital Income



### Column Chart – Expenditure



*\*Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*