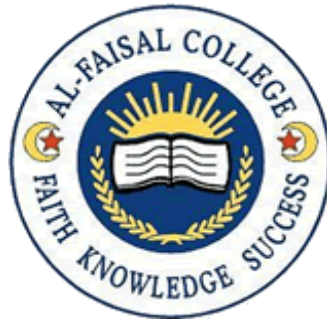


Al-Faisal College



ANNUAL REPORT 2022



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Introduction

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

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

Al-Faisal College was ranked 23rd in the State in the HSC in 2022.

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

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

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

Al-Faisal College Educational and Financial Reporting Policy

Policy

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

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESAs and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESAs through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESAs on RANGS Online by 30 June 2023
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

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

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

I am delighted to write this message for the 2022 Annual Report. This report highlights our results, students' achievements and success throughout the academic year.

Our HSC results were outstanding. I wish to pay tribute to our Director General, Dr Intaj Ali, for his leadership and guidance. Our school ranked 23rd in the state and I am very proud of our students' success. I would like to acknowledge and thank the hard work and effort of staff, coordinators and the executive team.

This year our students have been able to demonstrate considerable growth academically and personally. I am very impressed by the achievements they have attained, both inside and outside the classroom. Whether it be academic results, community or leadership initiatives, our students have consistently exceeded expectations and made us proud.

ACU & Archdiocese of Sydney visit to Al-Faisal College

On Thursday 17th February 2022, a delegation from the Australian Catholic University & Archdiocese of Sydney visited Al-Faisal College to reaffirm their commitment to the 2019 "Document on Human Fraternity" signed by Pope Francis and Sheikh Ahmed El-Tayeb. In addition to building inter faith dialogue and promoting good will. The event commenced with a wonderful warm welcome by the Director General, Dr Intaj Ali followed by speeches delivered by representatives from the Archdiocese of Sydney and ACU. In attendance included: Sr Giovanni Farquar RSJ, Chancellor Chris Meney, Director of the PM Glynn Institute at ACU, Dr Michael Casey, and Associate Professor Miriam Tanti, ACU's Associate Director of Partnerships in the Faculty of Arts.

Governor of NSW visit to Al-Faisal College

The Governor of NSW, Her Excellency the Honourable Margaret Joan Beazley, AC, KC visited Al-Faisal College on Thursday 24th November 2022. There were a number of guests who attended the special assembly including: Ms Lynda Voltz MP, Member for Auburn, Her worship Mayor Clr Lisa Lake from Cumberland City Council, Acting Inspector Stuart Byrns representing NSW Police Superintendent Danielle Emerton, Mr John Ralston OAM, Chair, Association of Independent Schools NSW, Mr Jim Hanna, Head: Media and Government Relations, Association of Independent Schools NSW, Ms Sarah Egan, Associate Chief Executive: Policy; Director: Office of the Chief Executive, Association of Independent Schools NSW.



Vote of thanks

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools NSW (AISNSW), Police, Navy and Australian Defence Force. Thanks to our Director General Dr Intaj Ali, Executive Principal, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges.

I want to acknowledge and express my gratitude to our amazing parents. Your support to our college has not gone unnoticed. We thank you for your unwavering support.

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

Executive Principal's Message

2022 was a remarkable school year for Al-Faisal College. I would like to take a moment to reflect on the achievements and growth we have witnessed in this Annual Report, as the Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

First and foremost, I want to express my heartfelt congratulations to our HSC Year 12 students, Class of 2022 for their outstanding achievements. I acknowledge the leadership and guidance by our Director General, Dr Intaj Ali. Our College ranked 23rd in the State for the HSC. 230 Band 6 were attained with 6 Top Achievers. 105 students were amongst the 2022 HSC Distinguished Achievers List. 65 students achieved an ATAR score above 90 at the Auburn school with 7 students achieving above 99. At the Campbelltown school, 9 students achieved an ATAR above 90. The Liverpool school had 4 students achieve an ATAR above 90. All our students have been accepted into a number of renowned universities in NSW for further education.

Some of our students were top achievers in the State and our school success rate ranked us 1st in Mathematics Extension 1 and Extension 2 and 3rd in Mathematics Standard 1 and 2. One of our students achieved first place in Arabic Continuers and two students achieved band six in all 10 units (All Round Achievers). One student achieved the highest ATAR score of 99.75. We applaud our students for their tremendous achievement.

Al-Faisal College students have also achieved pleasing results in the NAPLAN Tests. In most areas, the college exceeded both State and Independent schools' averages. The results support the College's proactive intervention strategies targeting literacy and numeracy reading through Multilit and mathematics programs.

Additionally, students received prestigious awards for example the Auburn Review Citizenship Award, Jason Clare Community Service Award, ADF Long Tan, Youth Leadership and Teamwork Awards, Ampol Best All Rounder Award, Dame Marie Bashir Award, Youth Community Service Award, Australian Olympic Change-Maker Award and Reuben F. Scarf Memorial Foundation Award for Commitment.

Thank you message

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool Council. I acknowledge NSW Education and Standards Authority (NESA), Association of Independent Schools NSW (AISNSW), Police, Navy and Australian Defence Force and appreciate their assistance to all schools.

I recognise the effort of the School Board; Managing Director Mr Shafiq Khan, Director General Dr Intaj Ali, our dedicated executive and leadership team, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, teaching and non-teaching staff for their unwavering dedication and the positive impact they have had on our school community.

I also extend my gratitude to our Al-Faisal parents and families for their continuous support to our colleges. We are blessed that they are part of our community.

Mrs Safia Khan Hassanein
Executive Principal

Primary School Student Representative Council

At Al-Faisal College, our aim is to empower our students to actively participate in targeted projects/activities in which they feel they are able to make a constructive difference to the school and wider community, fostering a lifelong desire to be citizens who contribute positively to society as a whole. Our school believes that encouraging student leadership ensures we are developing our community leaders of the future. The SRC plays an integral role in the school. The students assist with significant student-led events throughout the year as well as daily responsibilities associated with their role.

Student Representative Council

Year 5 students who have maintained exemplary behaviour throughout the year are invited to nominate themselves for the Student Representative Council (SRC).

Essential Criteria

Students must:

- Demonstrate exemplary behaviour – act with integrity, honesty and respect.
- Take an active role in a range of school activities including academic endeavour, sports, assemblies and community events.
- Possess strong communication skills. (written/verbal, reflective listening).
- Wear the full school uniform correctly and with pride and through their actions encourage other students to do the same.

Responsibilities

Students will:

- Promote school spirit through participation in a range of school activities including academic endeavour, sport, fund raising and community events
- Take a leading role during morning prayer recitation and lunchtime prayer
- Assist staff with duties as required
- Represent the views of other students to their teachers
- Wear the school uniform correctly, with pride and act as a role model for other students

Process

1. All students in Year 5 who have maintained exemplary behaviour have the opportunity to nominate themselves and/or others at the end of the year
2. Students complete a nomination form highlighting their achievements, interests and leadership skills
3. Nomination forms are reviewed by a panel of staff, the SRC teacher and Deputy Principal
4. Selected students prepare their speech at school
5. Students present speech during assembly
6. Elections for school prefects take place in Term 4
7. All students from Years 5 have one vote and all primary staff have one vote.
8. Voting is by secret ballot on a designated ballot paper
9. The outcome is announced on Presentation Day

In 2022, students commenced the year with leadership training sessions to:

- Develop their self-awareness and leadership capacity

- Facilitate positive social change at school or in the community, through implementing actions that will help the school or community to function more effectively and fairly.

Students were engaged in various activities to further develop their leadership skills.

Focus of the activities: communication and listening, team work, critical and creative thinking, problem solving and decision-making skills.

Students were then given the opportunity to select a portfolio of interest (Welfare, Health and wellbeing, Sport, Islamic, Charity, Community, Communication, Environment and Events). Students worked cooperatively in their group, devising an action plan for the selected project to make a positive difference to the school and wider community.

Projects / initiatives listed below outline how SRC members contributed in the school and wider community.

- Assisted teachers in tallying up weekly Dojo points and PBIS tokens and organised certificates for the weekly winners.
- Organised lunchtime sport activities for students with the most Dojo points.
- Reminded students of ROARS behaviour: Respect, Ownership, Achievement, Resilience and Safety over the P.A system, designed and placed posters around the school.
- Members were assigned roles to assist other students in developing social skills during lunch and recess.
- Promoted healthy lunch ideas through posters and messages on Seesaw and in the classrooms.
- Assisted teachers in the playground and bathrooms and rewarded students for 'doing the right thing'.
- Participated in Are U OK? A day to help other students to deal with friendship issues and promoted self-care.
- Hosted a Talk and Walk -A-Thon during wellbeing days, to build student connections. Members organised conversation starters which were displayed around the school playground and encouraged students and staff to connect socially in a casual situation.
- Assisted in weekly activities for students who earned a sport token.
- Organised lunch sport for K-2 and lunchtime handball competitions.
- Assisted in sports carnival days, promoting participation and achieving one's personal best.
- Variety Activate Inclusion Sports Day: A fun and inclusive day of activities, connecting children with disability to local sport and active recreation opportunities. SRC assisted with the sports activities and encouraged the students to give it a go.
- Organised fundraisers to support the less fortunate, those affected by the floods and the homeless.
- Assisted in organising the Eid assembly.
- Organised prayer tokens for students displaying positive behaviours during prayer.
- Visited Gallipoli Home Age Care. The visit provided students a chance to interact, socialise, recite Quran and share gifts with our valued members of the community.
- Organised an in-school Hajj experience for K-6 students. The journey allowed students to gain a small insight into the steps of Hajj.
- Updated display boards in playground, focusing on the value of the week.
- Reminded students of the school's core values Respect, Ownership, Achievement, resilience and Safety (ROARS) over the P.A system, posters around the school and during prayer.
- Reported SRC initiatives in the school newsletter.
- Created a Term 4 magazine highlighting events from across the school which was published onto Seesaw.

- Students collected plastic bottles for recycling and raising money to charity. Members also organised Plastic Free Week to help reduce waste and packaging being thrown in the rubbish to help save our planet. All students were encouraged to use a lunchbox and reusable packaging.
- Organised various activities in the classroom to celebrate Harmony Day. With the devastating floods at the time, SRC organised a few fundraisers to support those affected by the floods.
- Clean up Australia Day: Encouraged students to clean around the school and to be involved in community events.
- To promote Walk Safely to School, the SRC visited classes, reminding students of safety rules when walking to school and crossing the road. Members organised and distributed bookmarks to students as they walked through the school gates.
- E-Safety Day: Selected members presented a speech over the P.A. system, followed by activities in the classrooms.
- Beannie / Scarf Day and Oodie/Hoodie Days were organised to raise awareness of those less fortunate and to raise fund to support those affected by the floods and the needy.
- Crazy Socks Day was organised to welcome Spring.
- Assisted in organising canteen lines and promoted showing respect (reminding students to say, please and thank you).
- Acted as Masters of Ceremonies during grade assemblies, presentation day and activities held during Literacy Week.

The SRC members worked very hard in promoting the events and are commended for their enthusiasm, dedication and promotion of school and community spirit.

High School Student Representative Council

"Leaders lead by example, whether they intend to or not"

Mac Anderson

The High School Student Representative Council is an integral part of the leadership programme at Al-Faisal College. The programme 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.

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
- 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 member of staff appointed to the position of SRC Coordinator.

Listed below are some of the events in which the SRC of 2022 were active participants:

- The year 9 captains and vice captains represented the College at the Respect, Understanding and Acceptance day at UNSW, Kensington campus.
- Senior student Marib Cheema participated in the annual Constitutional Convention at NSW parliament House. The programme promoted understanding and informed discussion amongst young Australians about the Federal Constitution and system of government.
- Student leaders participated in the "My Disability Services" programme. They were given the opportunity to give back and support individuals with unique and varied disabilities thus developing their leadership and communication skills.
- The school captains organised and led the observance of this year's ANZAC day commemoration service.
- The year 11 prefects volunteered to work with the "Brothers in Need" charity during the school holidays. They assisted the chefs from the Culinary School at Punchbowl to run the soup kitchen which prepared hundreds of meals for the homeless and needy.

- The school captain, Rana Emad, received the Cumberland City Council, “Pursuit of Excellence” award for her school spirit, commitment to learning and personal excellence.
- Senior Prefect Attila Terzi was nominated for the Cumberland Young Champions” award that recognises the achievements of our young people and the valuable contributions they make to the local community.
- Senior prefect Ibrahim Wazzi received the Jason Clare “Community Service “award for helping make the school a better place to learn and our community a better place to live.

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, the Hon. Bob Carr and the Hon. Barry O'Farrell on official visits to the College in 2001 and 2013. The College has also hosted interfaith conferences which was officially opened by, the former Foreign Minister, the Hon. Alexander Downer and former Attorney General, the Hon. Phillip Ruddock.

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

The main goals are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language.

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

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

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

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

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

Further contextual informational 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 2022. 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 2022 NAPLAN exams which further improved on the already high standard established in previous years. 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 Get Reading Right, Quicksmart and after school supplementary programs.

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.

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 2022 NAPLAN years.

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

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The formal Record of School Achievement credential was awarded by NESA to 10 students.

Higher School Certificate (HSC)

In 2022, 128 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 81% of these placed in Bands 5-6 (80-100 marks). Of the number of candidates who sat for a one-unit extension course 96% (up from 88% in 2020) achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken except for Earth and Environmental Science. Biology (+60.84) had the biggest difference in Bands 5-6 achievement compared to the State. Physics (+58.70) had the second biggest difference in Bands 5-6 achievement compared to the State.

All candidates who sat for the Mathematics Extension 1 (13) achieved Band E4 results.

In general, student achievement was above state level. This has been consistent 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 | 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 |
| | 2018 | 6 | 6 | 100.00 | 50.20 | +49.80 |
| Biology | 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 |
| | 2018 | 72 | 63 | 87.49 | 36.87 | +50.62 |
| Business Studies | 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 |
| | 2018 | 87 | 75 | 86.20 | 36.96 | +49.24 |
| Chemistry | 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 |
| | 2018 | 28 | 25 | 89.28 | 42.08 | +47.20 |
| Earth & Environmental Science | 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) | 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 |
| | 2018 | 31 | 15 | 48.38 | 15.06 | +33.32 |

| Subject | Year | No. of Students | No. of Band 5 and 6s | Performance band achievement by % | | |
|--|------|-----------------|----------------------|-----------------------------------|------------|------------|
| | | | | Bands 5-6 | | |
| | | | | School | State-wide | Difference |
| English (Advanced) | 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 |
| | 2018 | 84 | 61 | 72.61 | 62.61 | +10.00 |
| Legal Studies | 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 |
| | 2018 | 52 | 43 | 82.68 | 43.99 | +38.69 |
| Mathematics Standard 2 | 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 General 2 | 2018 | 48 | 43 | 89.57 | 26.64 | +62.93 |
| Mathematics Advanced 2 unit | 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 |
| | 2018 | 56 | 56 | 100.00 | 51.80 | +48.20 |
| Physics | 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 |
| | 2018 | 21 | 13 | 61.89 | 33.79 | +28.10 |
| Hospitality Examination (Kitchen Operations & Cookery) | 2022 | 46 | 38 | 82.60 | 39.88 | +42.72 |
| | 2021 | 6 | 3 | 50.00 | 29.09 | +20.91 |
| | 2020 | 34 | 28 | 82.34 | 31.54 | +50.80 |
| | 2019 | 33 | 23 | 69.69 | 29.49 | +40.20 |
| | 2018 | 23 | 19 | 82.60 | 28.67 | +53.93 |

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 | 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 |
| | 2018 | 12 | 12 | 100.00 | 79.90 | +20.40 |
| Mathematics Extension 2 | 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 |
| | 2018 | 11 | 11 | 100.00 | 85.41 | +14.59 |

HSC Honour Roll

All Rounders

| Number of Students | Year |
|--------------------|------|
| 2 | 2022 |
| 9 | 2021 |
| 5 | 2020 |
| 9 | 2019 |
| 2 | 2018 |

First Place in Course

| Students | Courses | Year |
|----------|-----------------------|------|
| 1 | Arabic Continuers | 2022 |
| 1 | Arabic Continuers | 2021 |
| 0 | N / A | 2020 |
| 1 | Arabic Continuers | 2019 |
| 1 | Mathematics General 2 | 2018 |

Top Achievers in Course

| Students | Courses | Year |
|----------|---|------|
| 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 |
| 5 | Biology, Mathematics General 2 (3), Arabic Continuers | 2018 |

Distinguished Achievers

| Students | Number of Band 6 scores in Courses | Year |
|----------|------------------------------------|------|
| 105 | 230 | 2022 |
| 128 | 232 | 2021 |
| 134 | 176 | 2020 |
| 88 | 212 | 2019 |
| 82 | 190 | 2018 |

HSC Honour Roll

| Subject | Number of Distinguished Achievers | | | | |
|--|-----------------------------------|------------|------------|------------|------------|
| | 2022 | 2021 | 2020 | 2019 | 2018 |
| Biology | 26 | 21 | 15 | 24 | 31 |
| Business Studies | 38 | 38 | 26 | 36 | 25 |
| Chemistry | 10 | 10 | 6 | 13 | 3 |
| Earth & Environmental Science | 1 | 8 | 2 | N / A | N / A |
| English (Standard) | 5 | 0 | 0 | 1 | 2 |
| English (Advanced) | 1 | 17 | 10 | 16 | 6 |
| Legal Studies | 18 | 16 | 12 | 9 | 21 |
| Mathematics Standard 2 | 42 | 45 | 36 | 38 | 32 |
| Mathematics Advanced | 44 | 37 | 34 | 32 | 34 |
| Mathematics Extension 1 | 13 | 10 | 8 | 10 | 10 |
| Mathematics Extension 2 | 12 | 9 | 6 | 10 | 7 |
| Physics | 1 | 4 | 2 | 7 | 3 |
| Arabic Continuers | 7 | 4 | 3 | 6 | 2 |
| Hospitality Examination (Kitchen Operations & Cookery) | 12 | 0 | 7 | 4 | 1 |
| TOTAL | 230 | 232 | 176 | 212 | 190 |

Vocational Education and Training (VET)

- (i) In 2022, 36% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2022, 100% of the Year 12 cohort achieved the HSC.

| Year 12 | Qualification/Certificate | Percentage of Students (Auburn) |
|---------|---------------------------|---------------------------------|
| 2022 | HSC | 100% |
| 2022 | VET Qualification | 36% |

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2022, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

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

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

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

2022 Professional Development Log Al-Faisal College (Auburn)

| Date | Time | Location | Presenter(s) | Professional Learning Context | No. of Participants |
|------------|-----------|--------------------------|---|--|--------------------------|
| 27/01/2022 | 1 hour | Al-Faisal College - Zoom | Mrs Safia Khan Hassanein | COVID-19 Return to School Road Map | All High school staff |
| 27/01/2022 | 1 hour | Al-Faisal College - Zoom | Mrs Safia Khan Hassanein | COVID-19 Return to School Road Map | All High school staff |
| 27/01/2022 | 1 hour | Webinar | First 5 Minutes | Emergency Response Procedures | All staff |
| 27/01/2022 | 0.5 hours | Webinar | First 5 Minutes | Chief Ward & ECO team | 10 |
| 28/01/2022 | 1 hour | Al-Faisal College - Zoom | Mrs Safia Khan Hassanein | COVID-19 Return to School Road Map | All Primary school staff |
| 28/01/2022 | 2 hours | Online Zoom | Primary Curriculum Team | K-6 Curriculum Development – Evaluations | All Primary school staff |
| 28/01/2022 | 2 hours | Online Zoom | High School Curriculum Team | High School Curriculum Development - Evaluations | All High school staff |
| 16/02/2022 | 1 Hour | Online MS Teams | Mr Mahmoud Zod | MS Teams Platform & Apps | 32 |
| 02/03/2022 | 1 hour | Al-Faisal College Zoom | Executive | Teacher Accreditation Maintenance | 20 |
| 17/03/2022 | 1.5 hours | Al-Faisal College | Association of Independent Schools NSW (AISNSW) | AISNSW Social Cohesion & Antisocial workshop | 10 |
| 23/03/2022 | 4 hours | Webinar | AISNSW | Nationally Consistent Collection of Data: School Counsellors | 1 |

| | | | | | |
|------------|------------|----------------------------|-------------------|--|------------------------|
| 29/04/2022 | 1 hour | Self-paced online | AISNSW | Human Resource Professionals' Breakfast Briefing | 1 |
| 29/04/2022 | 1.5 hours | Webinar | ACARA | NAPLAN Training | 23 |
| 10/05/2022 | 1.5 hours | Al-Faisal College - Online | AISNSW | NCCD Term 2 Network Meeting: Application and Moderation | 5 |
| 16/05/2022 | 1 hour | Al-Faisal College - Online | Education Perfect | Science Modules | 12 |
| 02/05/2022 | 6 hours | Webinar | AISNSW | Nationally Consistent Collection of Data: An Introduction for School Teams | 7 |
| 23/05/2022 | 3 hours | Webinar | AISNSW | Nationally Consistent Collection of Data: Process, Practice and Review | 3 |
| 25/05/2022 | 1 hour | Al-Faisal College - Zoom | First 5 Minutes | Emergency Management - General staff awareness | All staff |
| 25/05/2022 | 1 hour | Al-Faisal College - Zoom | First 5 Minutes | Wardens training – Emergency Control Organisation (ECO) | 45 |
| 25/05/2022 | 1 hour | Al-Faisal College - Zoom | First 5 Minutes | Chief Warden session | 7 |
| 26/05/2022 | 40 minutes | Al-Faisal College | Executives | Lockdown Drill | All staff and students |
| 30/05/2022 | 3 hours | Al-Faisal College | Risk Logic | Critical Incident Management Plan workshop | 12 |
| 02/06/2022 | 20 minutes | Al-Faisal College | Executives | Evacuation Drill | All staff and students |
| 08/06/2022 | 2 hours | Webinar | AISNSW | COVID ILS Program: Network Meeting- Using Assessment Data in Small Group Interventions | 2 |

| | | | | | |
|-------------------------|-----------|----------------------------|-----------------------------|--|-----------|
| 30/06/2022 & 01/07/2022 | 12 hours | Al-Faisal College | Living Works | Applied Suicide Intervention Skills Training (ASIST) program | 14 |
| 28/07/2022 | 5 hours | Webinar | AISNSW | Attendance, Exemption and Enrolment Requirements for Schools | 2 |
| 10/08/2022 | 1 hour | Al-Faisal College - Zoom | First 5 Minutes | Wardens refresher training | 45 |
| 22/08/2022 | 2 hours | Webinar | AISNSW | Introduction to Experienced Teacher 2023 Webinar | 1 |
| 24/08/2022 | 2 hours | Webinar | AISNSW | Effective Practices for K-12 Whole-school Wellbeing | 4 |
| 10/09/2022 | 4.5 hours | Online | REVIVA | First Aid Online Course: CPR, Anaphylaxis & Asthma | All Staff |
| 20/09/2022 | 2 hours | Online | VALID | Marking of VALID | 20 |
| 21/09/2022 | 2 Hours | Online | VALID | Marking of VALID | 20 |
| 30/09/2022 | 5 hours | Al-Faisal College | Al-Faisal College Executive | VALID Training & Marking | 25 |
| 30/09/2022 | 6 hours | ICCC | AISNSW | Governance Symposium 2022: School wellbeing: complexities, issues and directions | 6 |
| 25/10/2022 | 1.5 hours | Al-Faisal College - Online | AISNSW | NCCD Term 4 Network Meeting: Review and Reflection | 5 |
| 27/10/2022 & 28/10/2022 | 12 hours | Webinar | AISNSW | AISNSW Deep Learning Lab: Level Up: Precision in Pedagogy | 1 |
| 07/11/2022 | 6 hours | Webinar | AISNSW | Classroom Practice within the PBIS Framework | 1 |

| | | | | | |
|--------------------------|-----------|-------------------|--------|---|-----|
| 07/11/2022 | 3 hours | Webinar | AISNSW | #Safe2StepOut: Teaching Road Safety in K-6 - Self-paced Learning Experience | 1 |
| 16/11/2022 | 1 hour | Webinar | AISNSW | VET Hospitality | 2 |
| 22/11/2022 | 1 hour | Webinar | AISNSW | A whole-school approach to Healthy Eating and Physical Activity (K-12) | 1 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | Disability Legislation | 26 |
| 24/01/2022 to 09/12/2022 | 1.5 hours | Self-paced online | AISNSW | Chemical Safety in Schools Basic Induction | 17 |
| 24/01/2022 to 09/12/2022 | 3 hours | Self-paced online | AISNSW | Chemical Safety in Schools Advanced | 20 |
| 24/01/2022 to 09/12/2022 | 1.5 hours | Self-paced online | AISNSW | Identifying and Responding to Children and Young People At Risk | 98 |
| 24/01/2022 to 09/12/2022 | 1.5 hours | Self-paced online | AISNSW | NSW Reportable Conduct and Allegations Against Employees | 143 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | Promoting and Protecting Student Wellbeing and Mental Health | 19 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | Risk Management | 40 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 2: Critical Priorities of the Board | 1 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 4: An Introduction to Financial Compliance | 2 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 8: Strategic Thinking in Schools | 1 |

| | | | | | |
|--------------------------------|----------|----------------------|--------|---|---|
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 9: Reputation Risk | 1 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 11: Financial Governance Part 1 | 2 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | School Governance Module 12: Financial Governance Part 2 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour Module 1 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour Module 2 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour Module 3 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour Module 4 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour Module 5 | 1 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Supporting Students with Challenging Behaviour: Introductory Webinar | 2 |
| 24/01/2022 to 09/12/2022 | 1 hour | Self-paced online | AISNSW | Autism Spectrum: Universal Supports | 7 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Autism Spectrum Disorder: Intensive Supports - Self- paced Learning Experience | 2 |
| 24/01/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Autism Spectrum Disorder: Targeted supports | 1 |
| 24/01/2022 to 09/12/2022 | 9 hours | Self-paced online | AISNSW | AICD: Governance Foundations for NFP Directors | 3 |

| | | | | | |
|--------------------------------|----------|----------------------|--------|--|---|
| 24/01/2022 to 09/12/2022 | 6 hours | Self-paced online | AISNSW | Getting Ready for Robust Research | 1 |
| 24/01/2022 to 09/12/2022 | 3 hours | Self-paced online | AISNSW | Positive Practices for Classroom Management: Small Changes, Big Impact | 2 |
| 24/01/2022 to 09/12/2022 | 3 hours | Webinar | AISNSW | Live Life Well @ School: Starting the Journey - Self- paced Learning Experience | 3 |
| 24/01/2022 to 09/12/2022 | 5 hours | Webinar | AISNSW | Live Life Well @ School: Taking the Next Step - Self-paced Learning Experience | 2 |
| 24/01/2022 to 09/12/2022 | 3 hours | Self-paced online | AISNSW | Making Your Numerical Data Work | 5 |
| 24/01/2022 to 09/12/2022 | 1 hour | Webinar | AISNSW | Collaborative Planning Process: Developing Individual Plans | 1 |
| 24/01/2022 to 09/12/2022 | 1 hour | Webinar | AISNSW | Moving Beyond Numbers: Using Qualitative Data | 1 |
| 26/04/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Mental Health Intensive Supports: Essential for a Few | 3 |
| 26/04/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Mental Health Targeted Supports: Necessary for Some | 5 |
| 26/04/2022 to 09/12/2022 | 0.5 hour | Self-paced online | AISNSW | Mental Health Universal Supports: Good for All | 2 |
| 19/06/2022 to 09/12/2022 | 4 hours | Self-paced online | AISNSW | Planning and Programming for the New English K-2 Syllabus | 6 |
| 27/11/2022 to 09/12/2022 | 4 hours | Self-paced online | AISNSW | Planning and Programming for the New Mathematics K-2 Syllabus | 3 |

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2022:

| Level of Accreditation | Number of Teachers |
|---|--------------------|
| Conditional | 15 |
| Provisional | 17 |
| Proficient Teacher | 104 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Teaching Non-NESA Subjects (Religious Studies) | 13 |
| Total number of teachers (including religious staff) | 149 |

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

| Category | Number of Teachers (Auburn School) |
|--|------------------------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. | 114 |
| 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. | 22 |

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 2022 census, comprised of 136 teaching staff and 28 non-teaching staff.

In 2022, Al-Faisal College did not have any indigenous staff.

The following table reflects data captured in December 2022.

| Workforce Composition | Auburn School |
|--|----------------------|
| Full-time equivalent teaching staff* | 127.8 |
| Full-time equivalent non-teaching staff* | 22.9 |
| 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>

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/>

| 2022 School Attendance Rates | |
|------------------------------|------------------------------------|
| Year Level | Attendance Rate (Auburn School) |
| Kindergarten | N/A |
| Year 1 | 94% |
| Year 2 | 95% |
| Year 3 | 95% |
| Year 4 | 95% |
| Year 5 | 95% |
| Year 6 | 96% |
| Year 7 | 96% |
| Year 8 | 95% |
| Year 9 | 96% |
| Year 10 | 96% |
| Year 11 | N/A |
| Year 12 | N/A |
| School Average | 95% |

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.

Student Retention Rates

Student Retention Rates

Eighty-six percent of the 2020 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2022. Based on information provided to the school when students leave, it would appear that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of:

- (i) family circumstances (moving to another area further away from the school); or
- (ii) to experience a different school environment; or
- (iii) study at TAFE.

Our retention rates are identical to the previous year's cohort and have been consistent over the past three years.

| Retention Rates | Percentage of Students |
|------------------------|-------------------------------|
| 2022 | 86% |
| 2021 | 86% |
| 2020 | 88% |
| 2019 | 93% |
| 2018 | 87% |

Post School Destinations

Post-School Destinations

Ninety-six percent of students in the 2022 cohort received *main* and *late* round university offers.

The breakdown of Preferences is as follows:

| University | Total |
|--------------------------------|-------|
| UTS | 33 |
| University of Sydney | 31 |
| UNSW | 30 |
| WSU | 16 |
| Macquarie University | 10 |
| CQ University | 2 |
| Australian Catholic University | 1 |

The most popular degree courses chosen by Al-Faisal College students in 2022 were as follows:

| Course | Total |
|-------------------------------------|-------|
| Engineering | 20 |
| Vision Science / Clinical Optometry | 10 |
| Law | 9 |
| Speech Pathology | 7 |
| Pharmacy | 6 |
| Dentistry | 5 |
| Medicine | 4 |

Reporting Area 8: Enrolment Policy

Al-Faisal College is a co-educational K-12 independent school underpinned by the policies and procedures as required by the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-8) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

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

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

Enrolment Information

Applications of enrolment may be made by the parents or guardians of the child to commence in the current or following year.

Entry to Kindergarten is open to children who are aged five years on or before 30 June and who have their immunisation up to date.

When considering whether to offer a place to the student, the School will take into consideration:

- a. The chronological order of the enrolment application,
- b. Whether they are siblings of children already attending the college,
- c. Whether the family of the student holds attitudes, values and priorities that are compatible with the School's ethos,
- d. The desirability of achieving substantive gender equality between boys and girls in enrolments,
- e. Whether there is a commitment to take part in school activities and events, and
- f. The particular needs and abilities of the student and the contribution the student may make to the School community and its co-curricular activities

1. The Enrolment Process

1.1 Expression of Interest Form

Parents who wish to enroll their children must first complete an "Expression of Interest" form, with the following

documentation: (Refer to Appendix)

- Original documentation is required, such as: children's birth certificate and passport or evidence of 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)
- Guardianship and Custody Order (if applicable)

If a child has any special needs or social or health problems which may require the school to make adjustments, full details, including any medical reports, must be provided.

Parents must also agree that if they are offered a place they will accept the Terms and Conditions of Enrolment of the School. (Refer to Appendix)

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

If parents have supplied the abovementioned documentation and a vacancy exists or is pending, the School Administration staff will organise a suitable time for:

- the student to attend an academic assessment session
- the student to attend an interview, and/or
- the parents to attend an interview

Kindergarten applicants are selected following an interview.

1.2 Offers and Waiting List

The School has an absolute discretion in determining the weight to afford to each of the factors it takes into account in determining whether to offer a place for the student and whether a place should be offered.

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 in case a position becomes available for the academic year for which entry was sought.

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

1.3 Acceptance of Offer and Enrolment Form

On accepting the offer of a place at the School, parents must complete an “Enrolment Form”, which includes the School’s “Terms and Conditions of Enrolment” and pay the non-refundable tuition Fee. (Refer to Appendix)

Failure to provide the Enrolment form 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 or misleading information on the Expression of Interest or Enrolment forms, their application may be declined or an offer of enrolment may be withdrawn.

2. 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)

3. 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.

All new students must have their immunisation up to date.

4. 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 of a student includes satisfactory:

- Payment of school fees by the 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 made to support students' learning needs, access and participation in opportunities provided by the school.

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 or be placed on probation.

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Deputy Principal (primary), Head of Welfare (secondary), the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the school will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

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. Exemption from Enrolment

The Executive Principal may grant exemptions to students from the requirement to be enrolled in school provided approval has been given by the Commissioner for Vocational Education, State Training Services, to their entering a full time apprenticeship or traineeship.

This applies to students who have completed Year 9 and before they have completed Year 10. Such exemptions should only be granted where:

- The Executive Principal considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
- The student's parents give permission for this to occur
- The Executive Principal has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation
- The employer agrees to notify the Department of Education (through the Executive Principal) if the apprenticeship or traineeship is abandoned before the student turns 17
- The apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the Executive Principal and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

On approval the Executive Principal will issue a Certificate of Exemption from Enrollment at School under Section 25 of the Education Act 1990.

A student who receives a "Certificate of Exemption from Enrollment" will be removed from the school list of enrollments.

All documentation related to this exemption will be held at school in the students file. (Refer to Appendix)

If the student does not complete the apprenticeship or traineeship, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW.

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

Al-Faisal College aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment.

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 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. Students at risk are provided with early intervention programs.

As an Islamic school, Al-Faisal College has certain advantages in promoting welfare practices, given that:

- we are a culturally and religiously cohesive school
- Islam embodies a range of values which are highly relevant in forming the basis of welfare policies and practices such as the Al-Faisal ROARS PBIS Program offered which emphasizes core values: Respect, Ownership, Achievement, Resilience and Safety
- a belief in Islamic and Australian values is at the core of the school ethos

The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policies and practices at Al-Faisal College.

The school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents/caregivers to enforce discipline at this school.

Additionally Al-Faisal College does not sanction or support the use of corporal punishment by parents or others for misbehavior that has occurred at school or during school based activities.

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

Anti-bullying Policy

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.

This 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 Executive Principal or found on our school website <http://afc.nsw.edu.au/>

Behaviour Management (Discipline) Policy

Al-Faisal College aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be 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. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

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.

Al-Faisal College has adopted policies relating to discipline of students based on the principles 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 will be given every opportunity to meet school expectations and behave in a correct and appropriate manner according to school policies. At every stage they will be counselled by appropriate staff and there are a number of processes in place for dealing with suspensions and expulsions in accordance with procedural fairness.

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

- Parent Information Booklets
- Student Diaries
- School newsletters
- Parent Portal
- Online learning platform: Seesaw, MS TEAMS
- Email

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

Complaints and Grievances Policy

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

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

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

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

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

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

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

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

Accessibility of and Changes to Policies

Most of Al-Faisal College's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NESAs requirements. The table below lists policies where modifications have been made in 2022.

| Policy | Changes in 2022 | Access to full text |
|-------------------------------------|---|---|
| Attendance | Policy reviewed: Absences and attendance procedures updated & new definitions of absences due to COVID-19 (sick & flexible leave). | The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal |
| Child Protection | Policy reviewed: Incorporation of new section 6.21 Communication with students | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |
| Code of Conduct | Policy reviewed: Inclusion of new section 3.2.4 Communication with students | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |
| Communication | Policy reviewed: Additional modes of communication with teachers, students, parents and school community added | The full text of the policy can be accessed by request from the Executive Principal. |
| Educational and Financial Reporting | Policy reviewed: Key dates updated. | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |
| Emergency Response | Policy reviewed: List of area wardens updated. | The full text of the policy can be accessed by request from the Executive Principal. |
| Enrolment | Policy reviewed: Additional items for Terms and Conditions of Enrolment | The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal |
| Governance | Policy reviewed: Number of Board Members updated | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |
| Grievance | Policy reviewed: Grievance Procedures updated | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |
| Student ICT Acceptable Use Policy | Policy reviewed: Inclusion of communicating with staff section and consequences | The full text of the policy can be accessed by request from the Executive Principal or from the school website. |

Reporting Area 10: School Determined Improvement Targets

2022 Priority Areas for Improvement

| Area | Priorities |
|----------------------------------|---|
| Teaching and Learning | <ul style="list-style-type: none"> • Begin to develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Years 2-6. • Release two teachers part-time to assist in the development of English and Mathematics programs across Years K-2 in preparation for the 2023 new syllabuses. • Release a teacher part-time to begin to develop Year 4 Science Programs that focuses on scientific writing, extended response questions and design and make tasks • Use data effectively to inform teaching practice |
| Student Achievements and Welfare | <ul style="list-style-type: none"> • Use pre assessment data, particularly in Mathematics programs to continue to plan accordingly to improve student learning outcomes • Continue to provide students recording below 65% in Mathematics formative assessments with intervention across Years 2-8 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations. • Expand the role of the School Improvement coordinator to reflect on student data to identify students needing Maths intervention (Reteach and Quicksmart programs), extension in Mathematics and K-4 reading intervention. • Maintain the initiative of the Teaching and Learning coordinator holding one-to-one meetings with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported |

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| | grades. Data conversations to also take place during after school grade meetings to collectively review and discuss student achievement of learning goals. |
| Staff Training | <ul style="list-style-type: none"> • In-service all new staff in 7 Steps to Writing methodology. • In-service all Years 4-6 staff to receive VALID Science training. • Arrange for staff to be in-serviced in the new K-2 English and Mathematics syllabus that will be implemented in 2023. |
| Facilities and Resources | <ul style="list-style-type: none"> • Smart panel installation to replace old smart boards • Computer replacement of old Dell pcs • Telephone system upgrade to Cisco WebX calling • Photocopier new and replacement of FujiXerox old photocopiers • Staff training MS Teams overview |

Achievements of priorities identified in school's 2021 Annual Report

| Area | Priorities | Achievements |
|-----------------------|--|--|
| Teaching and Learning | <ul style="list-style-type: none"> • Begin to develop Years 5-6 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Release a teacher part-time to assist in the development of the Mathematics programs across Years 5-6. • Release a teacher part-time to begin to develop Year 4 Science Programs that focus on scientific writing, extended response questions and design and make tasks • Integrate Years 2-6 Guided Reading with Science, History, Geography and Creative Arts • Introduce Comparative Judgement as a marking tool to more effectively and efficiently mark writing tasks across Years 2-8. | <ul style="list-style-type: none"> • New Stage 3 scope and sequence and programs has been developed that focuses on working mathematically and differentiation. The completion of the programs finalise the school's K-6 approach to teaching numeracy. • An experienced teacher was given a reduced teaching load throughout 2021 to complete the above Mathematics programming requirements. • Science programs on Year 4 were reviewed. A teacher was given a reduced teaching load to work with our High School Science Coordinator to develop the programs. The completion of the programs ensures there is a clear link and continuation in learning across Years 4-8. • Guided Reading programs have moved away from levelled readers. New guided reading books are now integrated with Science, History, Geography and Creative Arts • Comparative Judgment as a marking tool has been introduced to mark English assessments. The marking tool has been used across Years 4-8. Based on teacher feedback, it will be expanded to |

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| | <ul style="list-style-type: none"> • Release a primary teacher part-time to work with the Head of Secondary English to develop Stage 4 English programs to enhance the continuum of learning between Primary and High School. | <p>also include Years 9 and 10 next year.</p> <ul style="list-style-type: none"> • This initiative has been postponed as a new English syllabus is planned to be released in the coming years. However, some significant changes did occur in terms of streaming the teaching of narratives and persuasive texts across Primary and High School. |
| <p>Student Achievements and Welfare</p> | <ul style="list-style-type: none"> • Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations. • Expand the School Improvement coordinator to reflect on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention. • Maintain the initiative of the Teaching and Learning coordinator holding one-to-one meetings with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades. Data conversations to also take place during after school grade meetings to collectively review and discuss student achievement of learning goals. | <ul style="list-style-type: none"> • The COVID lockdown of 2021 disrupted many of our initiatives including our intervention programs and planned meetings. The goals outlined in our 2021 annual report will be made a priority to achieve in 2022. |

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| <p>Staff Training</p> | <ul style="list-style-type: none"> • In-service all new staff in 7 Steps to Writing methodology. • In-service all Years 4-6 staff to receive VALID Science training. • Utilise the College’s School Improvement Coordinator to lead phonics lesson demonstration and observation sessions with K-2 staff. • In-service all staff on Child Protection and Duty of Care responsibilities by school’s child protection investigator. | <ul style="list-style-type: none"> • In terms 1 and 2, staff who taught narratives or persuasive texts were in-services in 7 Steps to Writing methodology. However, staff who required the training in terms 3 and 4 have had their training delayed to 2022 due to the 2021 COVID lockdown. • The format of the VALID Science assessment was changed to an in-school assessment due to the COVID lockdown. As a result, staff received training internally by our Science teachers. • As part of our training and support of staff, the College’s School Improvement Coordinator led phonics lesson demonstration and observation sessions with K-2 staff. A focus on new supporting new staff members across K-2. • All staff were involved in a child protection in-service in term 1. Staff also read and signed they understood the College’s child protection policy. |
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| <p>Facilities and Resources</p> | <ul style="list-style-type: none"> • Smart panel installation to replace old smart boards • Computer replacement of old Dell PCs • Furniture fit out: Building E classrooms • Endpoint protection for school owned devices • Automation Platform (ongoing) • Google to Office365 migration • Office365 apps and services enablement e.g. teams, SharePoint, etc... (ongoing) • Backup solution for on-premise data • Backup solution for office 365 (outlook, teams, OneDrive, and SharePoint) • Spam filtering • Staff training Office365 overview | <ul style="list-style-type: none"> • All upgrades to facilities and resources have been successfully completed as scheduled. Further training will be provided to staff in the coming year to ensure the rollout of Office 365 and MS Teams is successful and staff have the necessary skills to use the platform. |
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Reporting Area 11: Initiatives Promoting Respect and Responsibility

Al-Faisal College aims to develop and implement effective and appropriate student welfare practices that promote respect and personal responsibility amongst students and staff.

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

During 2022 the following initiatives were undertaken to promote the values of respect and responsibility within the school community:

PBIS

The school wide Positive Behaviour Interventions and Support (PBIS) program showed further success with the enhancement and consolidation of a culture of respect, responsibility, achievement and resilience within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

The PBIS program focuses on 5 key values: **Respect, Ownership, Achievement, Resilience and Safety (ROARS)**. Interventions and strategies continued to be modeled and taught to reinforce key values:

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- Wide range posters that communicate the school's expectations for classroom and non-classroom settings were prominently displayed.
- Positive teacher reinforcement to students demonstrating commendable behaviour, especially the specific expectations identified and taught in classroom settings.
- Reward tokens issued by all teachers to students demonstrating positive behaviours
- Prevention of problems by modifying situations which were associated with problem behaviour.
- Predictable consequences for misbehaviour that were delivered consistently by all staff in a predictable manner.
- PBIS activities are embedded into existing school practices such as professional development, staff meetings, parent newsletters, student diaries and welfare practices.
- Merit Awards to students displaying expected academic and social behaviours.
- Friday afternoon reward for students consistently demonstrating positive behaviours

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. Students and staff were encouraged to wear orange clothes on the day to demonstrate respect and tolerance of other cultures. 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.

Clean up Australia Day

The school participated in Clean up Australia Day wherein different areas of the school and the classrooms were cleaned up by the students.

Charity Drive

The school organised various events to remind students about showing compassion and empathy with other people and to appreciate all the blessings we have. Children are always encouraged to think of others and to give charitably regularly. Through their commitment, students were able to support various charities.

Gallipoli Home Age Care visit

Selected students had the opportunity to visit the residents at Gallipoli Home Age Care. The visits provided our students with opportunities to connect with our elders, where old and young bring new energy, knowledge, and enthusiasm to each other's lives. Students recited Quran and interacted in a friendly and homely environment. Students presented the residents with gifts and cards created by the students.

National Day of Action Against Bullying

Various activities were undertaken by different stages in the school. Activities included colouring in based on social inclusion, role plays based on Cyberbullying, PBIS lessons focused on being an upstander, and being respectful online.

R U Ok? Day

The mission of this day is to inspire and empower everyone to meaningfully connect with people around them. Students participated in various activities to encourage connecting with others by asking, "Are you OK?" to each other and to remember every day of the year, to support their own and other people's wellbeing.

Kindness week

To promote and respect, tolerance and responsibility, students were encouraged to show various acts of kindness towards family, friends, the community and the environment.

Multi campus soccer competition

The school participated in a multi campus soccer competition to enhance team spirit, sportsmanship and improve students' skills in team sports.

Remembrance Day

The students observed a one-minute silence to honour the soldiers who made the ultimate sacrifice. Senior students presented speech on the P.A system about the significance of the day.

Buddy Support

Students were assigned roles to assist other students in developing social skills during lunch and recess.

Recycling

Students collected plastic bottles for recycling raising money to charity, members also organised Plastic Free Week to help reduce waste and packaging being thrown in the rubbish to help save our planet. Students were encouraged to use a lunchbox and reusable packaging.

Gift exchange

Giving gifts is one way that we can become closer to our fellow friends, and strengthen the bond between us. All students from K-6 were encouraged to bring a gift to exchange with others on the day before Eid.

Hadith of the day

A hadith (sayings of the Prophet Muhammad peace and blessings be upon him), of the day is recited by the Islamic teacher every morning over the P.A system, promoting respect, kindness and responsibility.

Walk-and-Talk-a-Thon

The purpose of the Talk-and-Walk-a-Thon is to encourage communication, connecting with others and exercise. Students walked in pairs or small groups stopping at checkpoints to discuss the conversation starter card. Students changed group at every checkpoint, creating new connections and friendships.

Variety Activate Inclusion Sports Day

Selected students had the opportunity to assist with the sports activities and encourage children with disability to give it a go. It was a fun and inclusive day of activities, connecting children with disability to local sport and active recreation opportunities.

Abaya Day

To promote respect and tolerance, students participated in Abaya days. Students wore their cultural clothing and engaged in discussion about our cultural differences and the importance of diversity in society.

Brainstorm Production: The H Team

Theatre production for Years 2 and 3 students, to promote teamwork, responsibility for their behaviour and wellbeing and resilience to create a healthy and harmonious school community. The show supported what we teach in our PDHPE and PBIS programs.

Wellbeing Days

Students participated in various activities to support them in developing habits to manage their mental health and wellbeing. Focus of the days included: connecting with others, gratitude, relaxation techniques, taking care of oneself and others, exercise, and mindfulness.

Flood Relief Fundraiser

In cooperation with the Association of Independent Schools the college organised a school wide sale of Krispy Kreme products to raise funds in support of flood affected schools in the northern rivers area of NSW. Schools supported included the Aitomer Steiner school at Terragon and the Sathya Sai College at Murwillumbah.

“Living Works” Programme

Teachers and members of the school executive participated in the “Living Works” integrated training programmes to learn to identify and respond to students who are in distress and may be at risk of self harm and/or suicide.

The programme teaches life-saving skills that help forge connections and take action to keep our school and community safe.

Respect, Understanding and Acceptance Workshop

Students from years 9 and 10 participated in the annual Respect, Understanding and Acceptance Workshops held at the Sydney Jewish Museum in March and the City Jewish Synagogue in June. The workshops included schools from the public and private sector and from a range of religious denominations. Our students produced a ten-minute PowerPoint presentation on the religious and cultural values of Al-Faisal College.

Year 7 Anti Bullying Workshops

The school counsellor presented a series of workshops to all year 7 students. The sessions identified what bullying is, the impact of bullying on the people involved, and appropriate ways to handle the conflict.

Australian Olympic Change Maker

Marib Cheema from the year 11 cohort received the Australian Olympic Change Maker Award. The award seeks to identify, inspire and bring together young Australians who are making a positive impact in the school and local community.

Auburn Review Citizenship Award

The Auburn Review presented this award to students in recognition of their accomplishments throughout the 2022 educational year. Year 11 student, Mohamed Hassanein was recognised this year for his leadership skills and community spirit.

Ampol Best All Rounder Award

The Ampol Best All Rounder Award recognises qualities that include leadership, service and community, sport, attitude and personal conduct. This year's recipient was Muhammad Hussein.

Careers Night

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

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

Anti-bullying & Anti-Cyberbullying Workshops

All Year 8 Students participated in the "Anti-bullying & Anti-Cyberbullying Workshops" presented by the Police Youth Liaison Officer, Phil Tambasco.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College 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 2022 and revealed high levels of satisfaction.

Parent Surveys*

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

The responses from the parent survey revealed:

- Parents were satisfied with the level of communication between the school and parents
- The College adequately supports their child's individual learning needs
- Are comfortable with the school's approach to discipline and behavior management
- Feel the school creates a welcoming and inclusive environment for all students
- Believe the school provides adequate support for their child's academic growth
- Prepares students for their future beyond the current grade or level

Staff Survey*

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

The responses from the staff survey revealed:

- Teachers described the overall teaching and learning environment at the school as being positive
- Teachers feel their professional development needs are adequately addressed at the school
- Teachers felt that they are provided with sufficient instructional materials and resources to effectively deliver the curriculum
- Primary teachers felt the level of support and resources provided for individual student learning needs were appropriate

Student Surveys*

In 2022, a student survey was used to gauge satisfaction. Students expressed continued high levels of satisfaction with the school's impact upon their faith and level of engagement with the school.

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

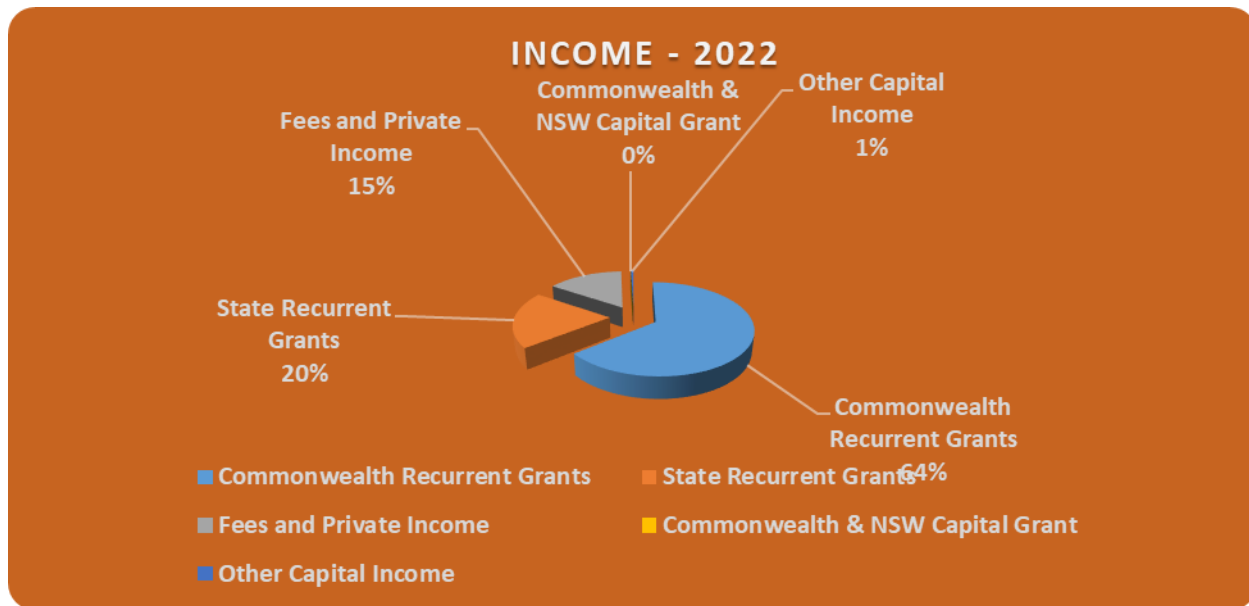
The responses from the Year 5-10 student survey revealed:

- I feel the school supports students in setting and achieving their academic goals
- I am familiar with the curriculum and courses offered at the College
- I feel motivated to ask questions to my teacher
- I believe that staff emphasise academic skills and hold high expectations for me to succeed
- I have teachers that encourage me to work at my best
- I have applied PBIS lessons in daily practice

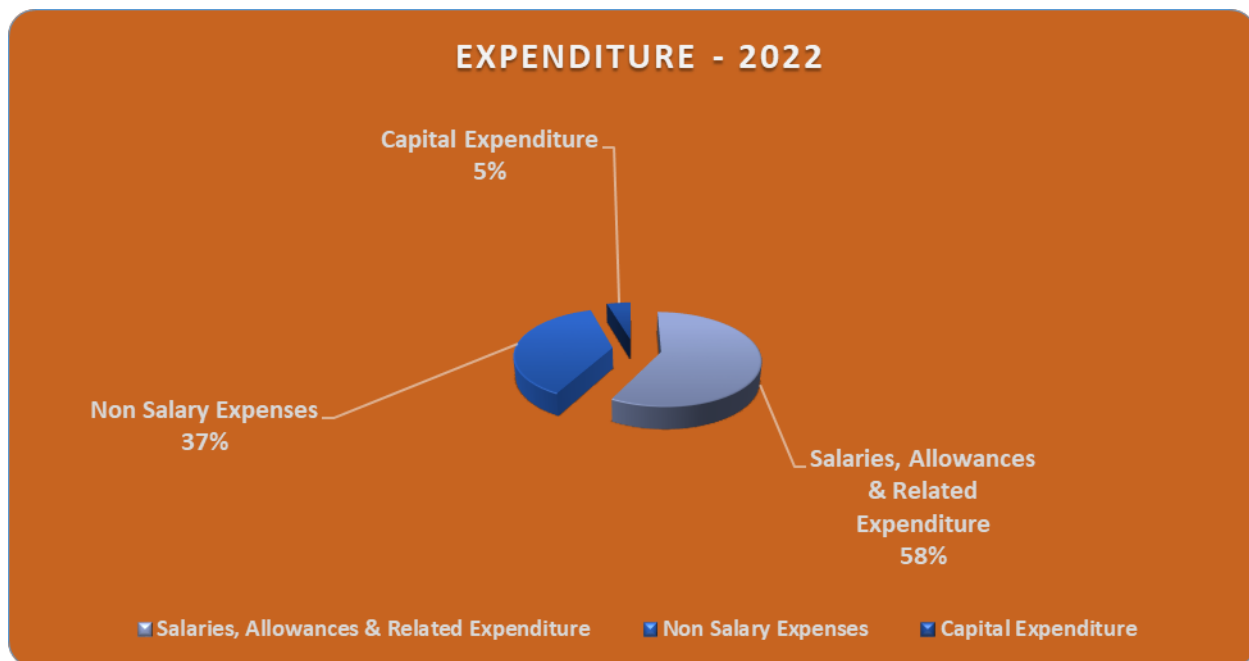
*survey results also include responses from all Al-Faisal College schools.

Reporting Area 13: Summary financial information

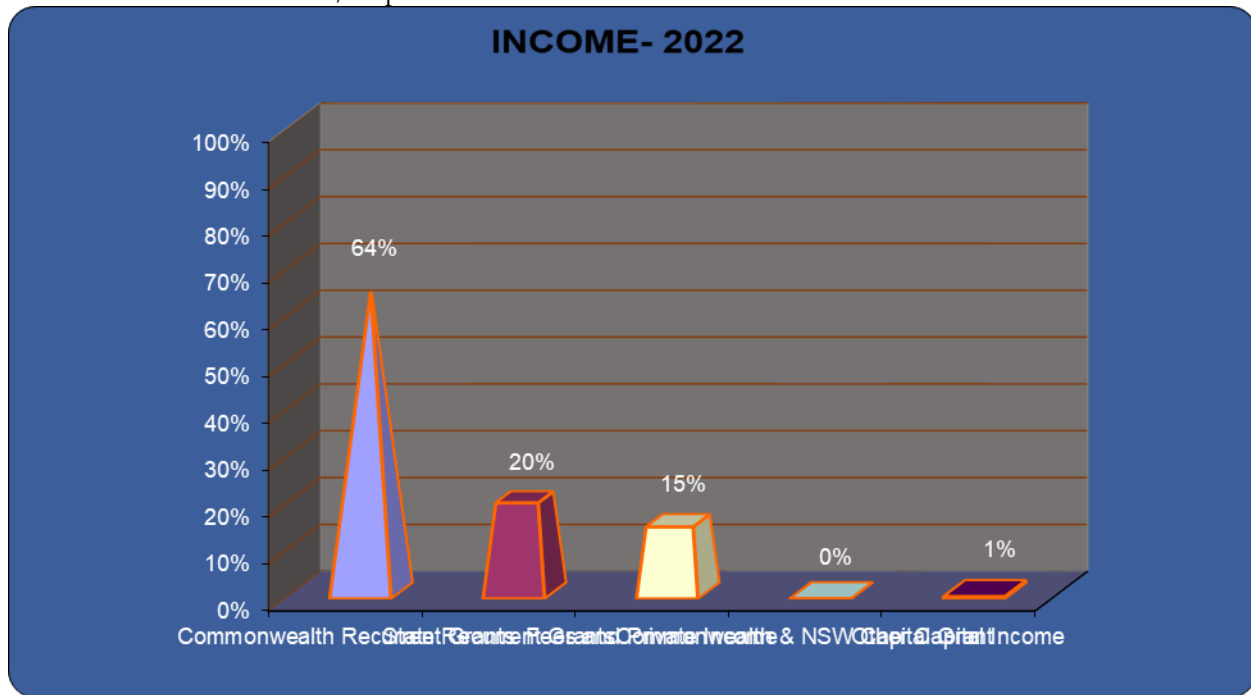
Pie Chart - Recurrent/Capital Income



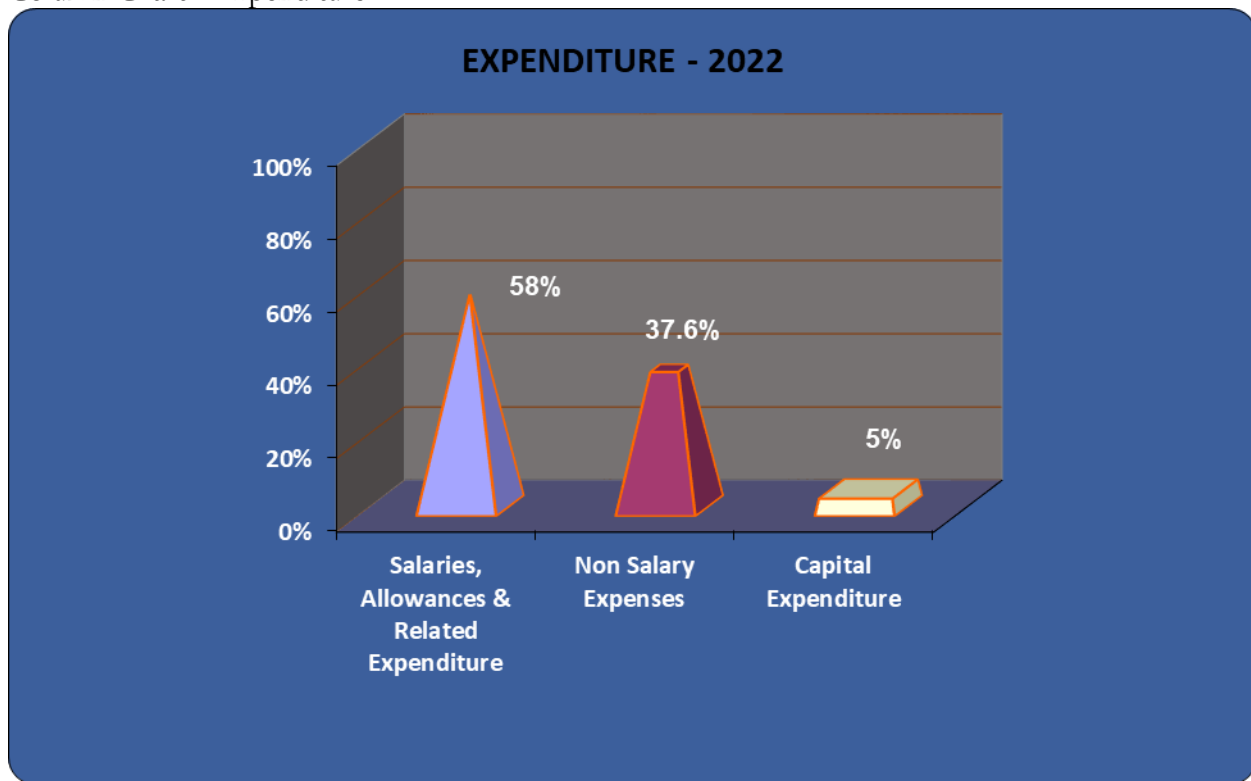
Pie Chart - Recurrent/Capital Expenditure



Column Chart - Recurrent/Capital Income



Column Chart - Expenditure



Reporting Area 14: Publication Requirements

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

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