

Al-Faisal College - Campbelltown



ANNUAL REPORT 2022



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Introduction

Al-Faisal College - Campbelltown is an independent co-educational school which currently caters for students from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

The College is managed by a School Board of Directors. The school aims to provide secular and religious education in an Islamic environment. It also aims to develop each child intellectually, physically, emotionally, socially, morally, aesthetically, spiritually and vocationally so that students are happy, productive and successful citizens of Australia.

Since 2015, the school has operated as one of three Al-Faisal College campuses. In 2016, the three campuses began to operate and function as separate schools.

The College at Campbelltown has recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 684 in 2022. The problem the College faces is not recruiting students but in selecting them from the large numbers who wish to enrol at the school. The majority of the students are from low socio-economic backgrounds and so it is a credit to the school to see these students excel in their school work and contribute positively to the Australian society.

Al-Faisal College - Campbelltown has seen significant growth and improvement over the past few years. Since 2013, the school has recorded results well above the national average in the Primary school in many areas tested in NAPLAN. A great deal of resources and effort is being expended to raise the standard and the College is confident that significant gains will continue to be made in the coming years.

The College has employed specialist curriculum coordinators and introduced Multilit/Minilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. This coupled with the support of paraprofessionals within mainstream classrooms which has assisted in the development of higher levels of proficiency in the students' first language as well as in their second language acquisition.

The on-going improvement of teacher quality is a feature of paramount importance at the College. All staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increases opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Students at the College participate actively in co-curricular activities. Field trips and excursions are integral parts of the teaching program of the school. The students enjoy participating in weekly sporting activities, accessing both onsite and off-site facilities and regularly engaging in sport gala days with other schools.

The College meets the requirements of all relevant Federal and State legislation.

The school board has plans to make Al-Faisal College – Campbelltown a model school. The school is well positioned in achieving this goal.

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

Head of College Message

Al-Faisal College - Campbelltown strives to provide students with a high-quality education in an enriching, encouraging, rewarding, and stimulating environment. The College also aims to involve families and the local community in the education of our children to help students to develop a sense of their own cultural heritage while at the same time fostering an understanding and respect for other cultures and religions within the Australian society.

2022 marked another successful year for students, staff, and the school community of Al-Faisal College - Campbelltown as our students moved to full on-site schooling after the impact of COVID-19. The school community worked hard and with dedication to combat the aftereffects of the pandemic. To achieve this, we provided constant encouragement and first-class teaching programs including small group instructions (COVID Grant for Literacy/ Numeracy), enabling our students to maximise opportunities to learn and grow in a positive, safe, and inclusive environment.

Our school programs and assessments are consistently reviewed, improved and renewed according to current curriculum requirements. Preparations were made to include the new syllabuses, to ensure that education at Al-Faisal College - Campbelltown remained relevant and encouraged students to progress and achieve.

The staff members at Al-Faisal College - Campbelltown continued to provide high quality teaching programs and a positive learning environment. Staff received training in Emergency Procedures and successful lockdown and evacuation drills meant that students and rest of the school community were made aware of the actions to be taken if emergencies occurred. All professional learning enhanced skills and helped in the overall progress of the school. Additional activities included: upskilling teachers in the delivery of content, field knowledge and pedagogical awareness.

Our students participated in academic, cultural, and sporting activities both in school and the wider community. Students also attended various leadership and well-being activities. They also took part in numerous charity drives and mental health activities. The school counsellor provided students with wellbeing tips, while mindfulness activities ensured that students were positively motivated.

Al-Faisal College – Campbelltown continues to be an academically strong school and produces excellent academic results. 32 students sat for the HSC and achieved 15 Band 6's, with all of them being offered places in reputable universities. In general, student achievement was above state level in all courses undertaken, except for PDHPE, which was slightly below the state level. The College performed exceedingly well in NAPLAN (National Assessment Program Literacy and Numeracy) and was placed high in the state rankings.

The College's success can be attributed to the collective efforts of the Australian Government, Campbelltown Council, Association of Independent Schools NSW, and Al-Faisal College Auburn. I would like to express gratitude to the Board of the College; Mr Shafiq Khan, Managing Director; Dr Intaj Ali, Director General; Mrs Safia Khan Hassanein, Executive Principal, Mr Mohammad Adra, Executive Deputy Principal, Mr Peter Rompies, Executive Deputy Principal for their guidance. I would also like to thank all other executives, our coordinators, teaching and non-teaching staff for their consistent dedication and effort. Finally, the success and achievements would be meaningless if we did not have the ongoing support of the parents of our students and the hard work put in by the students themselves.

I look forward to the continued success of Al-Faisal College - Campbelltown in the future.

Mrs Sonali Luthra
Head of College
Al-Faisal College - Campbelltown

Student Representative Council

Al-Faisal College - Campbelltown encourages the various attributes of leadership and believes that when students combine their efforts, talents, insights, enthusiasm, and their inspiration to work as a team, leaders of tomorrow are formed.

Al-Faisal College - Campbelltown acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express their views, afford leadership opportunities and gain a sense of achievement.

Leadership qualities are recognised and encouraged right from Kindergarten.

Class Captains K- 6

Class captains: Two students from Kindergarten to Year 6 are selected per term to represent their class. The selection may be based on social, academic, or behavioural leadership to encourage positivity to the learning processes. The captains are changed every term to ensure that more students can undertake responsible positions. The students are presented with merit awards to acknowledge the selection and enhance the importance of leadership qualities.

These captains carry out various class-based responsibilities.

Process:

- Elections for class captains, K-6, are held in each class, each term.
- The class teacher (primary) manages the process by accepting nominations, tallying votes, and declaring the outcome
- All students have the right to nominate themselves and/or others.
- Each student in the class has one vote and their teacher has one vote.

School Captains and Prefects K - 6

The school captains and prefects (primary) are elected from the Year 5 cohort during Term 4, for the following year. Students are familiarised with the election process as follows:

Process:

- All students in Year 5 who have maintained exemplary behaviour have the right to nominate themselves and/or others
- The students present portfolios for the first selection stage, wherein they include their achievements in the past 6 years of schooling, a personal profile, and examples of how they have displayed leadership over the years. The portfolios are analysed by a panel of teachers, the SRC Coordinator and the Head of College.
- Nominated students present a speech (prepared at school) during assembly.
- A week before elections, nominated students may display two posters as part of their campaign
- Elections for school prefects take place in Term 4, whilst students are in Year 5
- The election process, including nominations, counting, and tallying votes and declaring the outcome, is managed by the SRC Coordinator and Head of College
- All students from Years 2-6 have one vote and all primary staff members have one vote.
- Voting is by secret ballot on a designated ballot paper
- The top two male and top two female students (as related to number of votes) are deemed elected a School Captains and Vice-Captains.
- Students are presented with a School Captain, Vice-Captain or Prefect badges at the End of Year Function.

The prefect body has equal representation of male and female students.

Prefects 7-12 (2022)

Prefects are elected after they self-nominate and get a recommendation from their teachers, High School Welfare Coordinator and Head of College. They present speeches in the election assembly and votes are cast for elections.

- The election process including nominations, tallying votes, and declaring the outcome, is supervised by the High School Welfare Coordinator
- All students have the right to nominate themselves and/or others
- Each student in the class has one vote and their teacher has two votes
- The students nominated from Year 12 are elected through votes cast by students from Years 7-12. The winning candidates become School Captains (Year 12) and Vice Captains.

Student representative Council (SRC)

- All school leaders (Prefects & School Captains) are members of their respective SRC (K-6 & 7-12). The Stage 3 Coordinator (Primary) oversees the K-6 SRC, and the High School Welfare Coordinator oversees the 7-12, SRC.
- Head of College, High School Welfare Coordinator and Teachers are responsible for the SRC.
- The school captains chair their respective committee.
- Each SRC committee meets once a month. Attendance and minutes are kept by the secretary elected from members of the committee
- Each member may table items for discussion.
- Recommendations are recorded in the minutes and taken with the support of teachers and/or members of the school executive.
- The committee's areas of responsibility include:
 - A forum to discuss student concerns and where appropriate bring these to the attention of the school executive
 - Propose amendments to school procedures and policies
 - Contributing to the organisation and running of school assemblies
 - Organising charity fund raising events
 - Organising whole of school events (Abaya Day, Jersey Day etc)
 - Promote school spirit through active participation in school events

The SRC members in 2022, undertook responsibilities in various aspects of their schooling, however; **due to the continuing COVID-19 situation, the activities were primarily school-based or online.** The Primary SRC in 2022 were organised to form a parliament and the SRC members were given the roles of different ministers to assist in various aspects of the school. In this initiative, students were able to develop and participate in a range of school-wide projects.

Students met with the teacher in charge of SRC on a regular basis. In these meetings, students discussed initiatives they wanted to develop, upcoming events and further development of leadership skills. The ideas were then put forward to the Head of College for consideration/implementation. Throughout the year, students were encouraged to develop several initiatives.

The SRC members continued to undertake a new initiative that was established in 2022 which students held High School and Primary Joint Meetings. The High School prefects acted as mentors to the Primary SRC in developing Leadership Skills. Various activities were undertaken to develop Leadership Skills every Friday.

The SRC participated in:

- The annual **Ramadan Charity Drive** encouraged students to support those less fortunate than themselves.
- The Captains and Prefects played a key role in events organised by the school. They acted as **masters of ceremonies** for assemblies, presentation days and activities held during literacy and numeracy week and Ramadan (Islamic quiz, Al Nasheed concert, recitation competition, Quran competitions).

- SRC members were allocated responsibilities to **welcome important guests** and guide students during functions as well.
- **Uniform Checks:** The SRC assisted teachers in the checking of uniforms on a weekly basis.
- The SRC members were assigned roles to assist other students in developing **social skills** during lunch and recess. They were allocated roles according to a roster.
- The SRC members created a roster for the front office. The roster was implemented for the office when necessary. The representative duties included distributing notes to class teachers, collected money folders and completing messages.
- Prefects also participated in **Are U OK? Day** to help the younger students to deal with friendship issues. They ran the merchandise stall for the Are U Ok? Items. The SRC also assisted in face painting the students with the colours for the day; yellow and black.
- On the **Market Stall Day** SRC ran a henna stall and helped the Year 9 Commerce students.
- SRC planned and organised the **Annual Iftar Dinner** for high school students. They were involved fully in designing the invitations, organising the catering and decorations for the night. The whole event was run by the SRC successfully.
- The SRC members helped in the **library** by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and according to a roster.
- The SRC members helped in setting up **playground games** for students in younger years.
- As part of the **Harmony Day** celebrations the Primary SRC members ran a 'Multicultural Dress Parade' along with the coordinators.
- **Handball Competition** was organised for Grades 3-6 by the SRC. The students played in quarter finals, semi-finals, and finals through elimination.

Reporting Area 2: School Context

Al-Faisal College - Campbelltown is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

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 - Campbelltown, 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 laboratories 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, Waste Watchers, Clean Up Australia Day 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 - Campbelltown 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 College did not have any students that required the award of a Record of School Achievement (RoSA).

Higher School Certificate (HSC)

In 2022, 32 students sat for the NSW Higher School Certificate in 9 courses. In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 54% of these placed in Bands 5 and 6 (80-100 marks). Legal Studies (+42.78) had the biggest difference in Bands 5-6 achievement compared to the State. No Extension courses were undertaken this year.

In general, student achievement was above state level in all courses undertaken, except for PDHPE, which was slightly below the state level.

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
Biology	2022	32	14	43.75	26.65	+17.10
	2021	11	6	54.54	31.07	+23.47
	2020	15	7	46.66	30.54	+16.12
	2019	N/A	N/A	N/A	N/A	N/A
	2018	5	3	60.00	37.49	+22.51
Business Studies	2022	20	10	50.00	34.50	+15.50
Chemistry	2022	19	7	36.83	33.03	+3.80
	2021	11	7	63.63	40.20	+23.43
	2020	4	2	50.00	42.86	+7.14
English (Standard)	2022	15	3	20.00	15.36	+4.64
English (Advanced)	2022	17	17	100.00	67.09	+32.91
	2021	11	10	90.90	68.65	+22.25
	2020	15	8	53.33	63.31	-9.98
	2019	N/A	N/A	N/A	N/A	N/A
	2018	14	4	28.57	62.61	-34.04
Legal Studies	2022	12	10	83.33	40.55	+42.78
	2021	11	10	90.90	41.86	+49.04
	2020	8	5	62.50	39.40	+23.10
Mathematics Standard 2	2022	18	9	49.99	28.82	+21.17
	2021	11	9	81.81	24.50	+57.31
	2020	10	7	70.00	24.50	+45.50
	2019	N/A	N/A	N/A	N/A	N/A
Mathematics Advanced	2022	14	11	78.57	48.88	+29.69
PDHPE	2022	13	3	23.07	25.81	-2.74

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
9	15	2022
11	8	2021
15	13	2020
5	1	2019
14	5	2018

HSC Honour Roll

Subject	Number of Distinguished Achievers in Courses				
	2022	2021	2020	2019	2018
Biology	2	2	2	N / A	N / A
Business Studies	2	N / A	5	N / A	N / A
Chemistry	1	1	1	N / A	N / A
Legal Studies	3	2	1	N / A	N / A
Mathematics Standard 2	3	3	4	N / A	5 Mathematics General 2
Mathematics Advanced	4	N / A	N / A	1	N / A
TOTAL	15	8	13	N / A	5

Year 12	Qualifications / Certificate	Percentage of Year 12 students
2022	HSC	100%

Vocational Education and Training (VET)

In 2022, there were no students enrolled in VET courses.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2022, Al-Faisal College - Campbelltown 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 - Campbelltown, 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 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 below for a comprehensive list of staff in-services.

2022 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
20/01/22	2 hours	Online	IT Department	Use of Microsoft Office 365 - Walkthrough	4
24/01/22	1 hour	Al-Faisal College	Association of Independent Schools (AISNSW)	Risk Management	8
24/01/22	1.5 hours	Al-Faisal College	AISNSW	Disability Legislation	7
24/01/22	1.5 hours	Al-Faisal College	AISNSW	Prompting and protecting Student Well Being and Mental Health	7
24/01/22	1 hour	Al-Faisal College	AISNSW	Chemical Safety in Schools Basic Induction	4
24/01/22	1 hour	Al-Faisal College	AISNSW	Risk Management	4
25/01/22	2 hours	Online	Executive Staff	Australian Professional Standards for Teachers	25 Primary Staff
25/01/22	2 hours	Online	Executive Staff	Australian Professional Standards for Teachers	17 High School Staff
25/01/22	1 hour	Online	AISNSW	Identifying and Responding to Children and Young People at Risk	43
25/01/22	1 hour	Online	AISNSW	NSW Reportable Conduct and Allegations against Employees	43
25/01/22	2 hours	Al-Faisal College	Executive Primary	Curriculum Focus Australian Professional Standards for Teachers 3.6.2, 5.4.2	25
25/01/22	2 hours	Al-Faisal College	High School Primary	Curriculum Focus Australian Professional Standards for Teachers 3.6.2, 5.4.2	17

25/01/22	1 hour	Online	First 5 Minutes	Emergency Response Procedures	All staff
25/01/22	0.5 hours	Online	First 5 Minutes	Chief Warden Workshop	5
27/01/22	2 hours	Online	Executive	Return to School Map	17
27/01/22	2 hours	Online	Executive	Return to School Map	30
28/01/22	2 hours	Online	Executive	Curriculum – High School	17
28/01/22	2 hours	Al-Faisal College	Executive	Curriculum - Primary	25
15/02/22	2 hours	Online	IT Staff	IT Training	12
17/03/22	1.5 hours	Al-Faisal College	AISNSW	Social Cohesion, Community Cohesion	1
22/03/22	1 hour	Online	AISNSW	Suicide Prevention	1
23/03/22	1 hour	Online Webinar	NESA	NAPLAN Online Review	12
29/03/22	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Orientation for Accreditation to Proficient Teacher	8
30/03/22	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Orientation for Accreditation to Proficient Teacher: Continued	8
02/05/22	6 hours	Online	AISNSW	NCCD - Introduction	1

04/05/22	1 hour	Online	AISNSW	Effective Teaching During Small Group Intervention	1
10/05/22	1.5 hours	Online	AISNSW	NCCD – Network Meeting	1
11/05/22	2 hours	Al-Faisal College - Campbelltown	Executives	Comparative Judgement No More Marking	22
19/05/22	1 hour	Al-Faisal College - Campbelltown	Executive	Changes to Code of Conduct and Child Protection Policy	50
23/05/22	3 hours	Online	AISNSW	NCCD – Process Practice and Review	1
31/05/22	2 hours	Al-Faisal College	Risk Logic	Critical Incident Management	1
01/06/22	1.5 Hours	Online	AISNSW	NCCD – Principal and School Leaders Webinar	1
15/06/22	1 hour	Online	AISNSW	COVID ILSP Network Meeting	1
22/06/22	1 hour	Online	AISNSW	Social Emotional Relational Leadership	1
25/06/22	6 hours	Al-Faisal College - Campbelltown	Reviva	First Aid	50
29/06/22	2 hours	Al-Faisal College	Living Works	Suicide Prevention Awareness	1
21/07/22	1 hour	Online	Be You	NSW/ACT Be You Spotlight Social Emotional and Relational Leadership	1
21/07/22	1 hour	Al-Faisal College - Campbelltown	Executives	Get Maths Right Rapid Fire Maths	25

28/07/22	6 hours	Online	AISNSW	Attendance Exemption and Enrolment Requirements for Schools	1
04/08/22	2 hours	Al-Faisal College - Campbelltown	Reviva	First Aid CPR 2022	50
09/08/22	1 hour	Al-Faisal College	AISNSW	COVID ILSP Catchup	1
09/08/22	1 hour	Webinar	First Five Minutes	Warden Training Emergency Procedures	50
18/08/22	1 hour	Online	VALID	VALID School Administrator Session	2
09/09/22	1 hour	Taronga Zoo	AISNSW	AISNSW Science Conference 2022 - Science Heads of Department Day	1
15/09/22	1 hour	Online	VALID	VALID 10 Question 1 Information Session	3
16/09/2022	1 hour	Online	VALID	VALID 10 Question 2 Information Session	3
19/09/22	1 hour	Online	VALID	VALID 10 Question 3 Information Session	3
20/09/22	1 hour	Online	VALID	VALID 6 Question 1 Information Session	10
21/09/22	1 hour	Online	VALID	VALID 6 Question 2 Information Session	10
21/09/22	1 hour	Online	VALID	VALID Marking Support Workshop all questions	7
30/09/2022	3 hours	Al-Faisal College	VALID	VALID Marking	12

30/09/22	6 hours	Al-Faisal College	AISNSW	Familiarisation of the New K-2 English Syllabus	14
30/09/22	6 hours	Al-Faisal College	Executives	VALID Training	12
26/10/22	1 hour	Online	AISNSW	COVID ILSP Network Workshop	1
27/10/22	1.5 hours	Online	AISNSW	NCCD – Network Meeting	1
24/01/2022 to 09/12/2022	3 hours	Self-paced online	AISNSW	Making Your Numerical Data Work	4
24/01/2022 to 09/12/2022	1 hour	Webinar	AISNSW	Collaborative Planning Process: Developing Individual Plans	2
24/01/2022 to 09/12/2022	1 hour	Webinar	AISNSW	Moving Beyond Numbers: Using Qualitative Data	2
24/01/2022 to 09/12/2022	4 hours	Webinar	AISNSW	Designing Surveys that Work	4
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Supporting Students with Challenging Behaviour Module 1	3
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Supporting Students with Challenging Behaviour Module 2	2
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Supporting Students with Challenging Behaviour Module 3	3
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Supporting Students with Challenging Behaviour Module 4	3
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Supporting Students with Challenging Behaviour Module 5	3

24/01/2022 to 09/12/2022	1 hour	Self-paced online	AISNSW	Autism Spectrum: Universal Supports	3
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Autism Spectrum Disorder: Intensive Supports - Self- paced Learning Experience	1
24/01/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Autism Spectrum Disorder: Targeted supports	1
26/04/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Mental Health Intensive Supports: Essential for a Few	2
26/04/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Mental Health Targeted Supports: Necessary for Some	2
26/04/2022 to 09/12/2022	0.5 hour	Self-paced online	AISNSW	Mental Health Universal Supports: Good for All	1
28/01/2022 to 10/12/2022	3 hours	Self-paced online	AISNSW	Conducting Interviews and Focus Groups	1
28/01/2022 to 10/12/2022	6 hours	Self-paced online	AISNSW	Getting Ready for Robust Research	2

Teacher Standards

Teacher Accreditation

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

Level of Accreditation	Number of Teachers
Conditional	8
Provisional	2
Proficient Teacher	40
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	5
Total number of teachers (excluding religious staff)	50

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

Category	Number of Teachers (Campbelltown 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.	41
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.	9

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- Campbelltown has a diverse workforce which, at the time of the 2022 census, comprised of 50 teaching staff.

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

The following table reflects data captured in December 2022.

Workforce Composition	Al-Faisal College Campbelltown School
Full-time equivalent teaching staff*	41.6
Full-time equivalent non-teaching staff*	6.5
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 (Campbelltown School)
Kindergarten	N/A
Year 1	91%
Year 2	96%
Year 3	95%
Year 4	97%
Year 5	93%
Year 6	96%
Year 7	97%
Year 8	97%
Year 9	92%
Year 10	94%
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 Head of College and posted in the staff room.
4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Campbelltown.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-12: 15 days or more per academic year
7. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are kept within student files.
9. At the end of each term, total absences are tallied for that period and included on student reports.
10. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Campbelltown.
11. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Student Retention Rates

Student Retention Rates

Ninety-four of the 2020 Year 10 cohort who started at Al-Faisal College - Campbelltown, completed Year 12 in 2022. This is a significant increase on last year. Based on the information provided to the school when students leave, it would appear that some students who leave the school do so to experience a different school environment or undertake courses not offered at Al-Faisal College - Campbelltown.

Post School Destinations

Post-School Destinations

One hundred percent of students in the 2022 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
WSU	10
Sydney University	9
UNSW	7
Macquarie University	3
UTS	2
ICMS	1

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

Course	Total
Science	6
Engineering	5
Psychology	4
Law	2
Speech Pathology	2
Occupational Therapy	2

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 above mentioned 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 student's 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 Head of College, 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 Head of College 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 Head of College 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 Head of College 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 Head of College) 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 Head of College 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 Head of College 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 - Campbelltown 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 - Campbelltown, 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 - Campbelltown 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 - Campbelltown 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 - Campbelltown.

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 - Campbelltown 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 - Campbelltown's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Anti-bullying Policy

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

Behaviour Management (Discipline) Policy

Al-Faisal College - Campbelltown 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 - Campbelltown 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
- LMS Parent Portal
- Online learning platform: Seesaw, MS TEAMS
- Email

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

Complaints and Grievances Policy

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

Accessibility of and Changes to Policies

Most of Al-Faisal College - Campbelltown'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 NESA 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. • Begin to plan for the implementation of English and Mathematics programs across Years K-2 in preparation for the 2023 new syllabus. • Collaborate with staff at the Al-Faisal College (Auburn) school to begin to develop a 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 assessment with intervention across Years 2-6 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations.
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"> •

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. • Review all Year 4 Science Programs to 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. • Review Stage 4 English programs to enhance the continuum of learning between Primary and High School. 	<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. • 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. This 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 also include Years 9 and 10 next year. • 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

		<p>terms of streaming the teaching of narratives and persuasive texts across Primary and High School.</p>
<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. • Foster a school work culture that reflects on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention. 	<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.
<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. • Lead phonics lesson demonstration 	<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

	<p>and observation sessions with K-2 staff.</p> <ul style="list-style-type: none"> • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator. 	<p>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.</p> <ul style="list-style-type: none"> • 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.
Facilities and Resources	<ul style="list-style-type: none"> • Smart panel installation to replace old smart boards • Computer replacement of old Dell PCs • Replacement of old furniture with new fit out • 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 	<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.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2022, the school wide **Positive Behaviour Interventions and Support (PBIS) program** showed further success with the enhancement and consolidation of a culture of respect, responsibility, and achievement 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 modelled 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.

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

Harmony Day:

Harmony Day was celebrated by organising a day where student wore orange T-shirts to support the harmonious environment in the school and in the community. PowerPoints were run in classes to on Harmony Day to inculcate in students the importance of Unity in Diversity. Gold coin donation was collected which went towards the Flood appeal to help people and areas affected by the 2022 floods.

Unite Harmony Program: The Wests Tigers ran an incursion for High School students under the Unite Harmony Program. The following topics were covered by them.

- Respect
- Teamwork
- Goal Setting
- Resilience
- Leadership

Anti-bullying Day:

Various activities were undertaken by different stages in the school. The students in Kindergarten-Year 2 grades participated in colouring sheet activities based on social inclusion. Years 3 and 4 completed activities and role plays based on Cyberbullying. Years 5 and 6 wrote poetry on the theme of bullying. High School students indulged in role play focusing on the effects of bullying, stereotyping, labelling and body shaming.

School Annual Iftar Dinner:

The High School SRC students organised a large scale iftar dinner for the student body. The event was planned, attended and implemented by the students.

Living Eggs:

Our Kindergarten students understood the life cycle of a hen through a live example. Chick eggs were delivered to the school and hatched in the accompanying incubator. The students were able to see the eggs hatching and chicks running around thus appreciating life and life cycles.

Reverse Interviews:

The school ran reverse parent interviews to understand students' social, academic and emotional needs better. The parents were asked questions about their children in order to better gauge their potential and cater to the individual needs of the students.

Sporting Schools Program:

The school participated in the Sporting Schools Program to enhance team spirit and improve students' skills in team sports. The value of a healthy and fit lifestyle was promoted through the program. The Sporting school program was able to encourage an active lifestyle in students who normally did not participate in sports and had a positive response from both girls and boys. AFL, basketball and cricket programs were run.

Clean Up Australia day:

Clean Up Australia Day ensured the cleanliness of the whole school with areas allocated to various classes. The SRC designed posters, raising awareness regarding the importance of cleanliness and recycling.

ANZAC Day:

ANZAC Day was commemorated both in High School and Primary School with students paying respect to the soldiers who had made the ultimate sacrifice. The proper ANZAC Day protocols were followed during the ceremonies with the Last Post and Rouse being played before and after the one-minute silence observed to honour the soldiers.

Parent Seminar: Mastering Phonics K-2 Parents:

K-2 Parents were invited to the school to attend a seminar on Phonics and how to help their children at home. The organising executive went through the school's Phonics program and how students can practise at home. The parents were appreciative of the event and asked questions, while giving positive feedback.

Remembrance Day:

The students observed a one-minute silence to honour the soldiers who made the ultimate sacrifice. This was done in each class at 11am on the 11th of November. The teachers talked about the significance of the day.

Charity Drives:

Flood Appeal: The students participated in Krispy Kreme Flood Appeal where the money collected through Krispy Kreme Donut sales was donated to the people and areas affected by the 2022 Floods. Gold Coin donation was also collected to fund raise for the Flood Victims.

Ramadan Charity: The school organised various events with the highlight being the charity drive during Ramadan. Our charity events were great reminders to students about showing compassion and empathy to other people and how to appreciate all the blessings we have.

R U Ok? Day Charity: In support of this initiative, Al-Faisal College - Campbelltown ran a YELLOW Mufti-Day where students were asked to wear appropriate YELLOW/ BLACK mufti shirts in exchange for a gold coin donation. This money was for the “R U OK?” registered Australian charity. The students were also able to buy R U Ok? Merchandise along with face painting activity where the faces were painted with tiger motifs with yellow and black. The money from face painting was also for charity.

R U Ok? Day:

“R U OK?” Day is a National Day of Action dedicated to reminding everyone to ask, “Are you OK?” to each other and to remember every day of the year, to support their own and other people’s wellbeing. The mission of this day is to inspire and empower everyone to meaningfully connect with people around them.

In support of this initiative, Al-Faisal College - Campbelltown ran a YELLOW Mufti-Day along with other activities.

Year 12 Initiatives:

- Excursion to USYD Spectroscopy
- Excursion to Riverside Theatre for a play on The Crucible
- UAC Presentation: Understanding ATAR and Applying to Universities through UAC.
- Careers Night
- Graduation: A combined Graduation event was held at Al-Faisal College - Liverpool Multi-Purpose hall to congratulate the graduating class of 2022.
- Zoom Meeting with Year 12 with school executives to go through protocols of HSC exam centre
- A zoom meeting was held with the host school (Macarthur Adventist College) and HSC Presiding Officer to ensure that the students are aware of the requirements of the exam centre.

Science Week:

Students enjoyed a variety of activities during the Science Week. A Science Quiz was held to encourage the students to think scientifically. The students also dressed up as famous scientists and discussed each scientist's achievements and contributions. Science activities and experiments were posted by teachers on the school's online platform Seesaw for the students to try at home. Students enjoyed all activities thoroughly.

Jersey Day:

Teachers and students wore a jersey of their favourite sporting team. There was also face painting for the students' favourite team colours. A gold coin donation was put towards Flood victims.

Book Character Parade:

During Book week, students attended school dressed up as their favourite book character. The teachers participated enthusiastically as well and presented a play based on Alice in Wonderland's Mad Hatter Tea Party. There was a book character parade, and the students joined in the mad Hatter's Tea Party with their lunches in form of a picnic.

Fruit and Vegetable week:

During Fruit and Vegetable Week, students were encouraged to eat fruits and vegetables to stay healthy. Each day points were given to students bringing healthy food/fruits and vegetables to school.

Electrical Safety week:

The teachers talked to the students regarding Electrical Safety during the week. Various activities such as colouring competition for K-2, Comic Strip Competition for Years 3-6 were held and various prizes given. The teachers demonstrated the workings of electric circuits in class. The importance of staying safe around electricity and how to stay safe were reinforced during the week.

Ramadan Activities:

Students participated in various activities during Ramadan such as:

- Anasheed Concert
- Abaya Day
- Islamic quiz
- Quran recitation
- Islamic book fair
- Card exchange
- Showbags
- SRC Iftar dinner

Market day:

Year 9 students organized a Market day for rest of the school as a part of their Commerce assignment. The assignment included formulating business proposals, deciding products to be sold, budgeting, pricing etc. It was a successful event with the Commerce students gaining immense experience in money handling, accounting and accountability.

Careers' Night:

A grand scale Careers' Night was organized at Al-Faisal College - Campbelltown School hall for students of Years 10, 11 and 12 for the Campbelltown and Liverpool. Multiple universities and motivational speakers encouraged the students to take up productive careers. Parents and students has ample opportunities to speak to the universities' representatives and other successful professionals.

Math Week:

The students in Primary school participated in the Marvelous Maths March; all class teachers organized mathematical activities in their classes and the students visited each class on a rotational basis. Various mathematical games, quizzes and puzzles were set up for the students to enjoy the wonderful world of Maths.

High School students participated in the Amazing Maths Race, where students enjoyed mathematical games related to problem solving in groups.

Gala Days:

Basketball: Al-Faisal College – Campbelltown and Al-Faisal College - Liverpool Years 7-10 students participated in the Basketball Gala day at Al-Faisal College - Campbelltown in Term 2. The students enjoyed making friends from their sister school and enjoyed sausage sizzle on the day.

Oz tag: Al-Faisal College – Campbelltown and Al-Faisal College - Liverpool Years 7-10 students participated in the Oz tag Gala day at Al-Faisal College - Liverpool in Term 3. The two events helped in building a harmonious relation between the two schools as the teams were mixed and fostered positive relationships.

Out Back Adventure - Aboriginal Incursion:

K-6 students enjoyed exposure to the aboriginal culture through an incursion. The incursion included introduction to the Didgeridoo, bush tucker, various artefacts and weaponry. The students were also told about survival methods in the bush and the history of native Australians. Storytelling, singing and Aboriginal dancing were a part of the incursion.

Madam Mulch Incursion- Recycling:

Students from Kindergarten to Year 4 enjoyed learning about recycling and composting through a theatre performance by Madam Mulch (Children's Theatre: The Adventures of Snugglepot and Cuddlepie). Through the incursion, the students understood the need for recycling and learnt about worm farms for composting.

Earth Works: Composting:

In continuation of the Madam Mulch program for Recycling and Composting, another incursion was held by the same company to raise awareness regarding composting. A worm farm was also provided to the school to compost the appropriate leftover food. The company showed the students how to do composting.

Athletics Carnival:

Primary and High School students participated in the Athletics carnival and enjoyed the days full of activities to explore their athletic prowess. The parents attended in large numbers to encourage and support their children. The day provided students with school and team spirit.

Minto Mall Relaunch:

The School choir participated in the Minto mall relaunch event to exhibit that we are a part of the community and added to the thriving community spirit. The community appreciated the participation and supported the students.

GWS Giants: Years 5 and 6 Wellbeing:

The GWS Giants visited the school and carried out activities related to student wellbeing for students in Grades 5 and 6. The students enjoyed the activities planned and were able to understand the importance of positive mindset.

Youth Eco Summit:

The students from Years 4-6 attended the Youth Eco Summit in November 2022. They had various activities based on:

- Caring for Country by Sydney Zoo
- Liquid Nitrogen experiment Fizzics
- Designing Livable and Sustainable Communities

•

Multi-Cultural Festival:

The school choir participated in the Multi-Cultural Festival held at Whitlam Centre in Liverpool and performed the song "I am Australian" in 6 different languages representing all languages spoken by the larger school community. This was highly appreciated by the community.

Star Student of the Week:

Every class teacher nominated star students of the week. The award had resulted in huge motivation for the students and was awaited eagerly every week. The students received a star award and their name on the school noticeboard.

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.

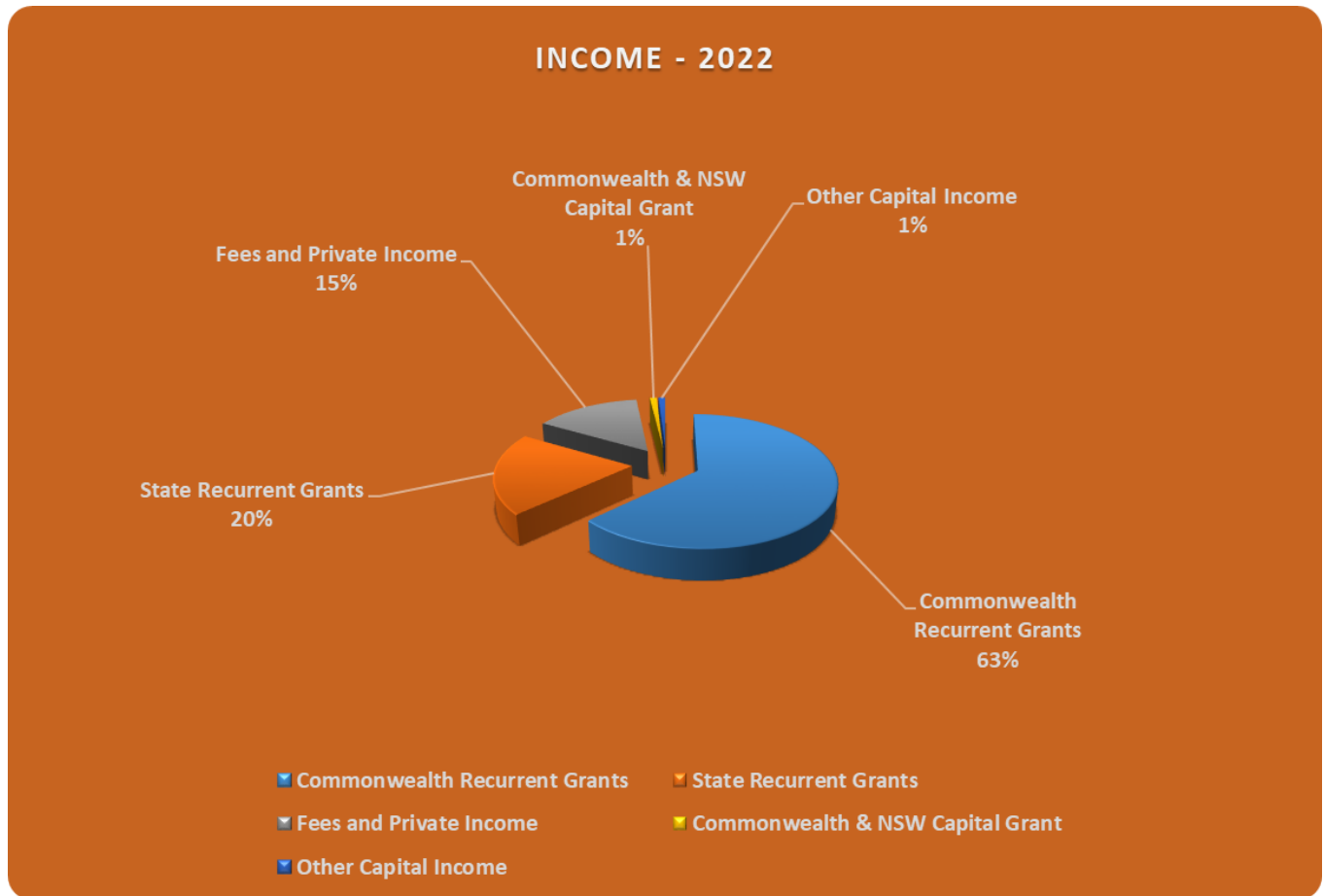
The responses from the Year 5-10 student survey revealed:

- 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

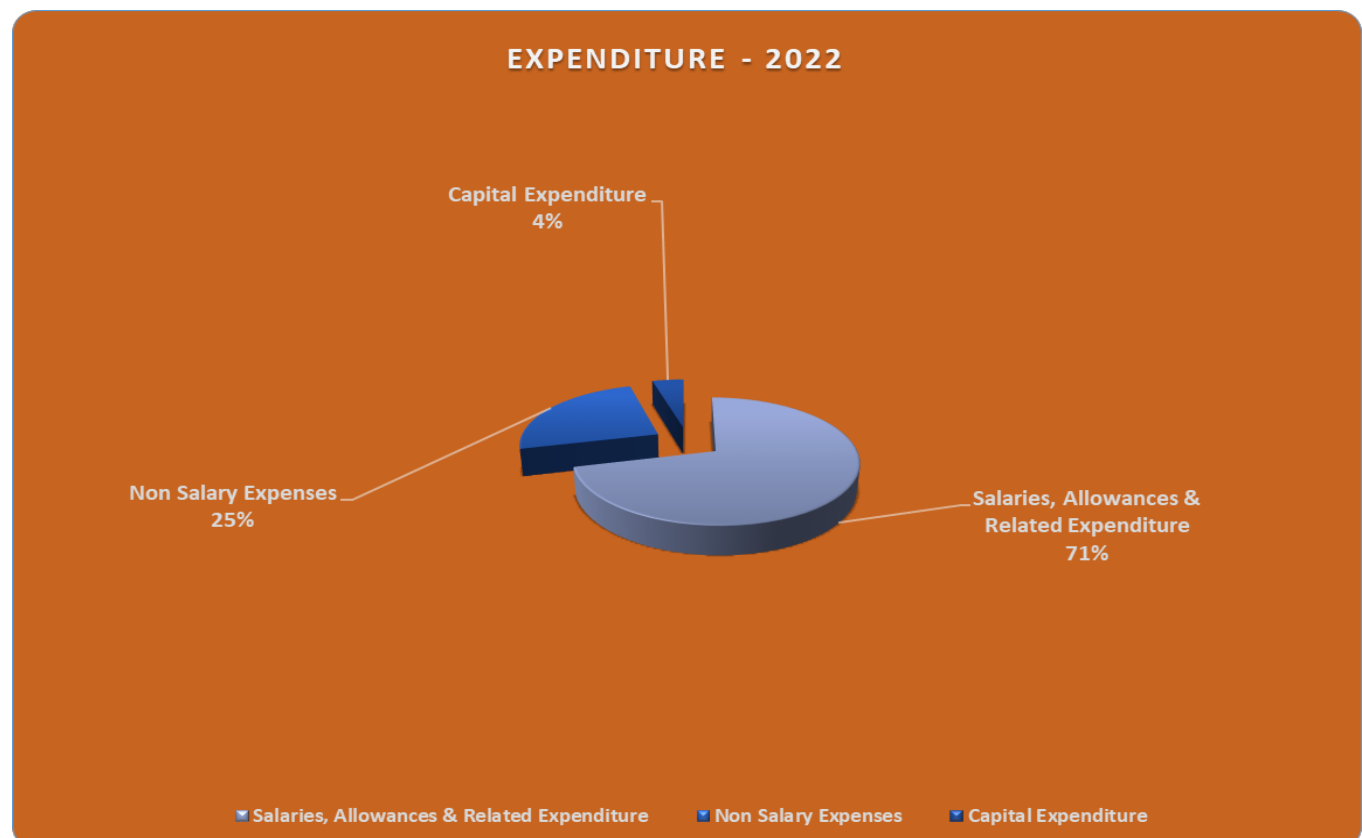
*survey results also include responses from all Al-Faisal College schools.

Reporting Area 13: Summary financial information

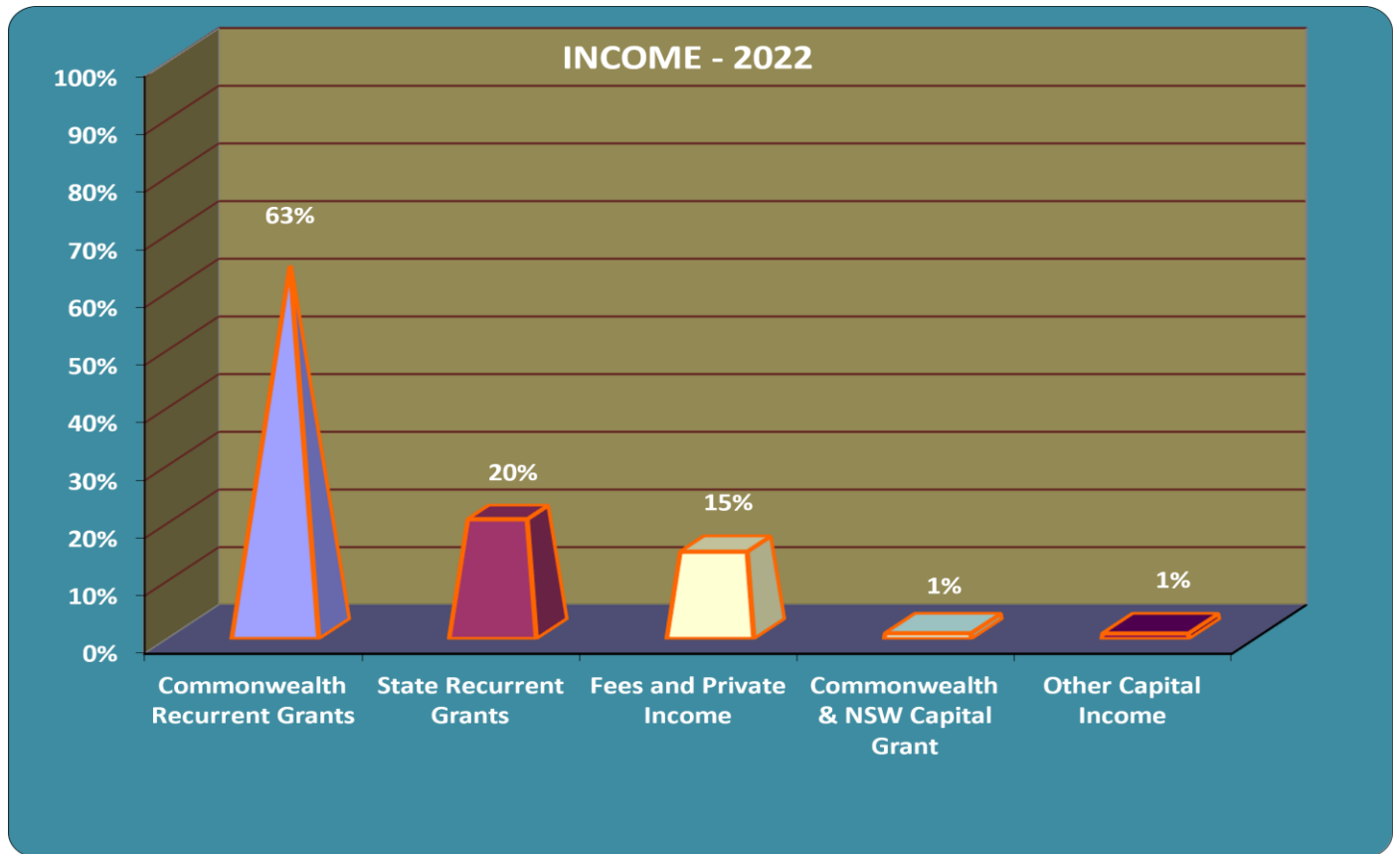
Pie Chart – Recurrent/Capital Income



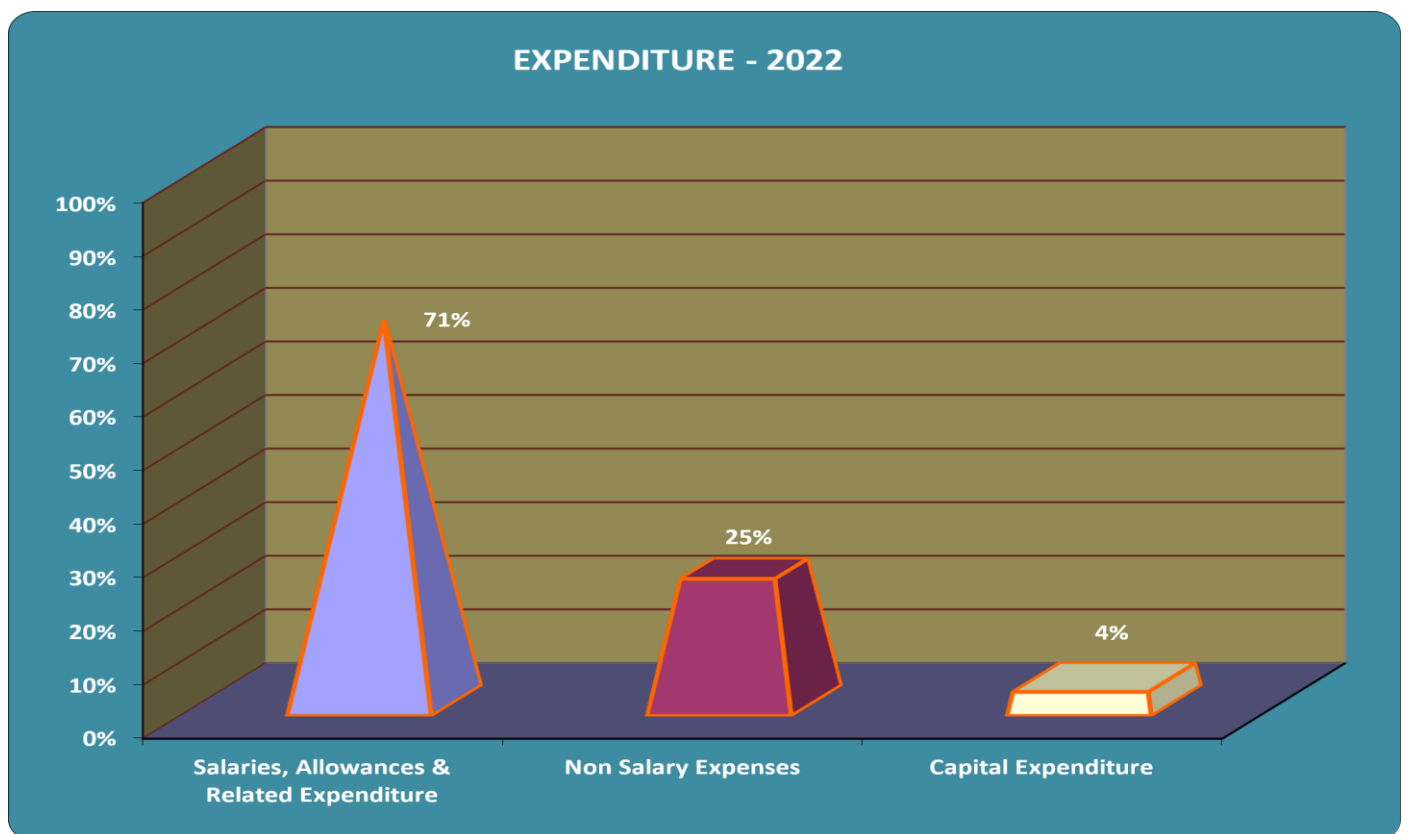
Pie Chart - Recurrent/Capital Expenditure



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.