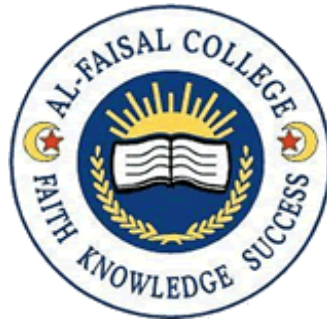


# Al-Faisal College



## ANNUAL REPORT 2020



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# Table of Contents

<b>Introduction</b>	<b>3</b>
Policy .....	4
Annual Report Procedures and Publication Requirements .....	4
<b>Reporting Area 1: A Message from Key Bodies</b>	<b>5</b>
Managing Director’s Message .....	5
Executive Principal’s Message .....	6
Primary Student Representative Council .....	7
High School Student Representative Council .....	10
<b>Reporting Area 2: School Context</b>	<b>12</b>
<b>Reporting Area 3: Student Performance and National and Statewide Tests and Examinations</b>	<b>14</b>
NAPLAN .....	14
<b>Reporting Area 4: Senior Secondary Outcomes</b>	<b>15</b>
Record of School Achievement (RoSA) .....	15
Higher School Certificate (HSC) .....	15
HSC Honour Roll .....	18
Vocational Education and Training (VET) .....	20
<b>Reporting Area 5: Professional Learning and Teacher Standards</b>	<b>21</b>
Professional Learning .....	21
2020 Professional Development Log .....	22
Teacher Standards .....	227
<b>Reporting Area 6: Workforce Composition</b>	<b>28</b>
<b>Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools</b>	<b>29</b>
Student Attendance .....	29
Management of Non-Attendance .....	29
Student Retention Rates .....	31
Post School Destinations .....	32
<b>Reporting Area 8: Enrolment Policy</b>	<b>33</b>
<b>Reporting Area 9: Other School Policies</b>	<b>36</b>
Student Welfare Policy .....	36
Anti-Bullying Policy .....	36
Behaviour Management (Discipline) Policy .....	37
Complaints and Grievances Policy .....	38
Accessibility of and Changes to Policies .....	39
<b>Reporting Area 10: School Determined Improvement Targets</b>	<b>40</b>
2020 Priority Areas for Improvement .....	40
Achievements of priorities identified in school’s 2019 Annual Report .....	42
<b>Reporting Area 11: Initiatives Promoting Respect and Responsibility</b>	<b>45</b>
<b>Reporting Area 12: Parent, Student and Teacher Satisfaction</b>	<b>46</b>
Teacher, Student and Parent Satisfaction .....	46
<b>Reporting Area 13: Summary financial information</b>	<b>48</b>
<b>Reporting Area 14: Publication Requirements</b>	<b>50</b>

# Introduction

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

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

Al-Faisal College was ranked 54<sup>th</sup> in the State in the HSC in 2020.

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

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

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

# *Al-Faisal College Educational and Financial Reporting Policy*

## *Policy*

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

## *Annual Report Procedures and Publication Requirements*

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESA through RANGS Online
- setting the annual schedule for:
  - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
  - preparation and publication of the report
  - providing the report in electronic form to the NESA on RANGS Online by 30 June 2021
  - 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*

It is a pleasure to write a message on behalf of the Al-Faisal College School Board for the 2020 Annual Report. 2020 was an extraordinary year! COVID-19 changed and impacted on the whole world. During unprecedented times, our staff, students and parents have shown great strength, resilience and optimism. I would like to take this opportunity to thank the Al-Faisal College community for their trust, faith and support of the college especially during the roll out of our remote learning programs.

### **Highlights of 2020: Building Works at Al-Faisal Colleges**

#### ***Al-Faisal College – Liverpool (Austral)***

Our students were able to utilise the newly constructed Building D, comprising of: 7 classrooms, food technology/commercial kitchen, 2 science laboratories, computer lab and visual arts room.



#### ***Al-Faisal College – Lakemba Campus***

A ground breaking ceremony was held on Wednesday 25<sup>th</sup> November 2020 to mark the commencement of Al-Faisal College – Lakemba Campus. The ceremony was attended by distinguished guests including the Hon. Tony Burke MP, Member for Watson; His Excellency Mr Anwar Alsouly, Head of Islamic Affairs - Royal Embassy of the Kingdom of Saudi Arabia in Canberra; His Excellency Egyptian Consul Mr Gamal Mahmoud Atta Mohamed representing His Excellency Yasser Mahmoud Abed, Consul General of the Arab Republic of Egypt in Sydney; Representing the Association of Independent Schools of NSW, the peak body for independent education, Chairman, Mr John Ralston and Deputy Chief Executive, Mr Michael Carr representing the Chief Executive Dr Geoff Newcombe. The City of Canterbury Bankstown was represented by the Mayor, His worship Clr Khal Asfour; Deputy Mayor, Clr Rachelle Harika and other Councillors.



Al-Faisal College – Lakemba Campus will open as a Kindergarten to Year 6 primary school, comprising of 12 classrooms, meeting rooms, canteen, office, school library, staff rooms etc. We look forward to cutting the ribbon once construction has finished.

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, Canterbury-Bankstown Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Heads 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 would like to thank our teaching and non-teaching staff for their commitment and dedication. You have contributed to our success and we appreciate your effort.

I also wish to acknowledge our parents for their support, and I congratulate our students on their outstanding results!

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

## *Executive Principal's Message*

It is a pleasure to write a message for the 2020 Annual Report for Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. Al-Faisal College is a K-12 independent school which prides itself on the outstanding teaching and learning programs offered, in addition to teaching the Arabic Language (K-Year 8) and Islamic Studies.

I would like to applaud and commend our HSC Year 12 Class of 2020 students on their exceptional achievement. Our College ranked 54<sup>th</sup> in the State for the HSC. Al-Faisal College also ranked 4<sup>th</sup> in the State in Mathematics, Extension 1 and Extension 2 and 3<sup>rd</sup> in Mathematics Standard 2. All students gained placement at Universities with some receiving scholarships.

COVID-19 impacted on the world sending schools into online/remote learning during lockdown. I am proud of our staff and students who have risen above and beyond, adapting to the challenges of life during times of uncertainty. Our Al-Faisal College community became flexible learners who navigated platforms such as Zoom, Edmodo and Seesaw in a short period of time. I am thankful and grateful to all staff, parents and students as they have demonstrated courage, strength, collaboration and resilience.

As we welcomed back our students in Term 2, we had to ensure that a number of hygienic, cleaning and social distancing protocols and measures were implemented for the safety and well-being of our students. It was wonderful to see the excited faces of students returning onto school grounds.



Unfortunately, NAPLAN was cancelled owing to the pandemic and a number of our community based initiatives and excursions were postponed till the following year. However, our staff have used their time effectively to reflect and analyse student results and data in order to review programs for 2021.

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council, Liverpool Council and Canterbury-Bankstown Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA), Association of Independent Schools (AIS), Police, Navy and Australian Defence Force for their great assistance.

I would like to acknowledge the hard work and efforts of the School Board; Managing Director, Mr Shafiq Khan; Director of Education, Dr Intaj Ali, Co-Executive Principal, Executive Deputy Principal, Multi-School Deputy Principals, Heads of Colleges, Head of Welfare, Welfare teams, counsellors, teaching and non-teaching staff for their contribution to the success of the colleges.

I would like to acknowledge the teaching staff for their outstanding delivery of our remote learning programs during lockdown. Our staff worked closely with students to support their progress, understanding and learning during COVID-19.

I am extremely proud of what we were able to achieve in 2020 and look forward to what the future holds.

Mrs G. Adra Khan  
Executive Principal

# *Primary Student Representative Council*

## Student Leadership

At Al-Faisal College, our aim is to empower our students to actively participate in Target Projects/Activities in which they feel they are able to make a constructive difference to the School and wider community, fostering a lifelong desire to be citizens who contribute positively to society as a whole.

Student Leaders are representative of the College in both the modelling of expected behaviour for their peers and younger students as well as the proactive development of activities that represent the school community. Student Leadership positions are held in high regard by the Executive Principal, executives, staff, parents and community.

The development of student leadership skills involves opportunities which encourage students to:

- act in roles of responsibility with integrity and honesty
- foster a sense of vision and purpose
- work with others to determine and achieve collective goals
- take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion
- be active, reflective listeners who respond effectively
- earn the respect of others through their actions

The school offers a diverse range of leadership opportunities for all students.

## Leadership in the Primary School

Class Captains:

- Elections for class captain, K-6, are held in each class, each term.
- The class teacher 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.

## Student Representative Council

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

## SRC 2020

The SRC provided a way to give all members a representative voice in the development of school culture and initiatives, to develop leadership skills, to be role models for their peers, to confirm and strengthen the values of the school, and to encourage students to actively participate in events at the school and the wider community.

Early in the year, SRC members attended the GRIP Leadership Conference. It was an opportunity for our students to further develop their leadership skills in a fun filled day with engaging activities. Students were motivated and inspired to commence their journey as leaders at the schools and promote school and community spirit through various initiatives.

SRC meetings were held weekly. An action plan was determined early in the year, Sub-committees were developed, roles and responsibilities were discussed and key issues concerning each committee were defined.

The SRC members continued with their roles in 2020, whilst being challenged by the issues associated with COVID-19.

## SRC sub-committees

### **Peer support:**

SRC members assisted in building relationships and school spirit by taking on roles as peer mentors during lunch times. They offered friendship support during recess and lunch for students in Years 2-6.

To encourage fitness and interest groups a number of lunchtime clubs were made available to all students. Students were given the opportunity to belong and participate with like-minded students. Clubs and activities offered throughout the year included; basketball, soccer, games, photography, environment, fitness, choir, reading, robotics, public speaking, mindfulness and Al-Faisal Fresh (school magazines created by the students).

### **Welfare:**

To encourage positive behaviour, SRC members had the responsibility of tallying up weekly Dojo points and weekly PBIS tokens. They organised awards and acknowledged students in class for their achievements.

Positive behaviour and school values were promoted through daily messages in the morning assembly and during Prayer.

### **Charity:**

To support those less fortunate than themselves both in Australia and abroad, SRC organised a chocolate drive to collect money to distribute amongst various charities. They encouraged students across all years to actively participate in this campaign.

SRC organised a mufti day to collect money to donate to schools affected by the bushfires.

For Eid El-Fitr, SRC organised a gift drive to deliver to the residents at the Gallipoli Home in Auburn. Due to Covid-19 restrictions, they were unable to perform the usual Eid concert.

### **Events:**

With the devastations of the December bushfires, SRC Organised a morning tea and thank you cards for our local Fire Fighters to show our appreciation and to praise the work of emergency services, volunteers and community members.

Students also organised a trip to Aurora school to build and foster a relationship with the school which was affected by the fires. Students were to present Aurora school with plants as part of the schools educational program about looking after the environment and the impact the fires had on the wildlife. Unfortunately, this activity did not take place due to interruptions of Covid-19.



To further promote school and community spirit members assisted in organising the following activities at school:

- Clean up Australia day
- Harmony day activities
- Eid Al-Adha activities
- Annual Presentation.
- World teachers Day
- Thank you parents day
- Thank you student day

### **School environment:**

To encourage taking pride in the school facilities the SRC reinforced the importance of keeping our school clean during morning assemblies and in Prayer. Students took time out of their recess and lunch each week to monitor toilets and the playground. They were on the lookout for students who were helping to care for the environment and established a reward system where selected students were rewarded with environmental tokens.

They continued with educating students about the importance of recycling and minimising waste. All classes were provided with recycling bins which were created by the environmental club with the SRC.

2020 was a challenging year, SRC members displayed great responsibility and dedication to their role throughout the year. They are commended for their enthusiasm, dedication and promotion of school and community spirit.



# *High School Student Representative Council*

The Student Representative Council of Al-Faisal College provides opportunities for the ongoing development of student initiative and involvement in school activities. The SRC program encourages and invites all students to learn about, experience and take part in leadership roles and responsibilities. The values that are promoted by such experiences include cooperation, participation, commitment and service to others.

The SRC is at the heart of student involvement in school life. Events such as fundraising for charity, sports, assemblies, community projects, and representing the school at social and cultural functions are coordinated by the Council.

Unfortunately, the spread of the Covid-19 virus to Sydney in early February 2020 and the resultant guidelines and restrictions from NSW Health severely restricted the activities and planned projects of the Council this year.

## Role of the Student Representative Council

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

## Student Representative Council Members

The SRC is peer elected and composed of representatives from each high school year group.

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

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

## Responsibilities

- Represent the school in educational, cultural, social, and sporting events as required.
- Contribute to the organisation and management of events such as school assemblies, carnivals, and evacuation procedures.
- Engage in fund raising for equipment and services that support the school and local communities.
- Wear the school uniform with pride.
- Be available to other students to listen to their concerns.
- Attend meetings and present student opinions and ideas in a clear manner.

## Events and Activities

Unfortunately, the work and activities of the SRC were severely curtailed this year due to the spread of the Covid-19 pandemic to Australia during late January and early February. Advice and directives from NSW Health, restricted non-essential gatherings as well as meetings previously scheduled to discuss school issues raised by students and to plan and organise upcoming events at the school and in the community.

Key annual functions normally attended by the SRC including annual RSL Schools Remember ANZAC Commemoration Service, Hyde Park War Memorial, and at the Schools Remembrance Day Service, Auburn War Memorial were cancelled by their respective organising bodies.

Similarly, events such as the NSW Schools Constitutional Convention at State Parliament, the Secondary Schools Leadership Program at State Parliament, the "Make a Difference Day" at State Parliament and Women's Leadership Seminar at State Parliament were originally postponed and later cancelled under directives of the state government.

Educational conferences normally subscribed by the SRC did not proceed for similar reasons. These included the "Grip Leadership Program" at Darling Harbor and the "Youth Leadership Masterclass" at Western Sydney University.

Regrettably charity fundraising events such as "Ronald McDonald House", the "NSW Cancer Council", and the Organ and Tissue Authority through the "DONATE LIFE" network did not take place.

With easing of government restrictions towards the end of the year the College was able to hold an annual "High School Presentation Day" assembly in early December. The assembly was skillfully managed by the school captains as "Masters of Ceremonies" with the support of the high school prefects.

## Reporting Area 2: School Context

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. The College was established in 1998 and had been visited by the former Prime Minister the Hon John Howard, twice in the years 2000 and 2005. The College has also hosted former Premiers of NSW, the Hon. Bob Carr and the Hon. Barry O'Farrell on official visits to the College in 2001 and 2013. The College has also hosted interfaith conferences which was officially opened by, the former Foreign Minister, the Hon. Alexander Downer and former Attorney General, the Hon. Phillip Ruddock.

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

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

At Al-Faisal College, we act in the belief that we all share fundamental human values and morals with others regardless of their cultural backgrounds or faith. We value the diversity of backgrounds our students and staff bring to learning and teaching. Our highly qualified and dedicated teachers and staff are our greatest assets. We have worked hard to provide our students with the best and latest technology, interesting teaching and learning programs and pastoral care. With the expansion of the buildings, our school has Science and computer labs as well as preparation rooms to promote students' knowledge in a vibrant learning environment.

Our students are taught Computing Studies 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. **The use of corporal punishment is prohibited.** Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence and reward high achievers.

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

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

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

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

# Reporting Area 3: Student Performance and National and Statewide Tests and Examinations

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

# Reporting Area 4: Senior Secondary Outcomes

## *Record of School Achievement (RoSA)*

The formal Record of School Achievement (RoSA) credential was awarded by NESA to one student.

## *Higher School Certificate (HSC)*

In 2020, 134 students sat for the NSW Higher School Certificate in 15 courses. In total, 98.5% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher). In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 24% (down from 35% in 2019) of these placed in Band 6 (90-100 marks). Of the number of candidates who sat for a one unit extension course 88% achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. For the third year in a row, General Mathematics 2 (+54.62%) had the biggest difference in Band 5-6 achievement compared to the State.

All candidates who sat for the Mathematics Extension 1 (8) achieved Band E4 results.

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

### **Board Developed Courses (2 unit)**

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Arabic Continuers	2020	6	6	100.00	49.50	+50.50
	2019	12	12	100.00	61.79	+38.21
	2018	6	6	100.00	50.20	+49.80
	2017	11	11	100.00	58.11	+41.89
	2016	6	6	100.00	52.55	+47.45
Biology	2020	86	62	72.09	30.54	+41.55
	2019	73	62	84.92	31.31	+53.61
	2018	72	63	87.49	36.87	+50.62
	2017	61	58	95.07	39.28	+55.79
	2016	48	38	79.16	35.11	+44.05
Business Studies	2020	112	85	78.88	34.91	+43.97
	2019	88	69	78.40	33.02	+45.38
	2018	87	75	86.20	36.96	+49.24
	2017	63	42	66.66	36.14	+30.52
	2016	55	32	58.17	34.33	+23.84
Chemistry	2020	21	14	66.66	42.86	+23.80
	2019	24	20	83.32	45.93	+37.39
	2018	28	25	89.28	42.08	+47.20
	2017	31	24	77.41	42.71	+34.70
	2016	19	11	57.88	40.94	+16.94
Earth & Environmental Science	2020	48	19	39.57	29.37	+10.20
English (Standard)	2020	95	32	33.68	11.49	+22.19
	2019	48	12	24.99	11.75	+13.24
	2018	31	15	48.38	15.06	+33.32
	2017	34	13	38.23	15.91	+22.32
	2016	34	10	29.40	13.39	+16.01

English (Advanced)	2020	39	35	89.74	63.31	+26.43
	2019	66	51	77.27	61.79	+15.48
	2018	84	61	72.61	62.61	+10.00
	2017	68	52	76.46	63.64	+12.82
	2016	44	33	74.99	61.92	+13.07
Legal Studies	2020	29	22	75.85	39.40	+36.45
	2019	28	36	77.77	41.02	+36.75
	2018	52	43	82.68	43.99	+38.69
	2017	26	17	65.37	43.61	+21.76
	2016	19	16	84.20	42.27	+41.93
Mathematics Standard 2 2 unit	2020	91	72	79.12	24.50	+54.62
	2019	67	53	79.09	24.05	+55.04
Mathematics General 2	2018	48	43	89.57	26.64	+62.93
	2017	40	35	87.50	25.49	+62.01
	2016	37	29	78.37	25.63	+52.74
Mathematics Advanced 2 unit	2020	43	43	100.00	52.46	+47.54
	2019	37	32	99.99	49.08	+50.81
	2018	56	56	100.00	51.80	+48.20
	2017	36	34	94.43	53.48	+40.95
	2016	23	22	95.64	52.51	+43.13

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
PDHPE	2020	53	35	66.03	34.19	+31.84
	2019	38	21	55.25	31.26	+23.99
	2018	N/A				
	2017	25	14	56.00	30.56	+25.44
	2016	16	7	43.75	34.41	+9.34
Physics	2020	10	8	80.00	40.36	+39.64
	2019	23	16	69.56	36.88	+32.68
	2018	21	13	61.89	33.79	+28.10
	2017	14	2	14.28	33.80	-19.52
	2016	8	2	25.00	29.94	-4.94
Hospitality Examination (Kitchen Operations & Cookery)	2020	34	28	82.34	31.54	+50.80
	2019	33	23	69.69	29.49	+40.20
	2018	23	19	82.60	28.67	+53.93
	2017	7	5	71.42	29.82	+41.60
	2016	14	7	49.99	29.81	+20.18



**Extension Courses (1 unit)**

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E3-E4		
				School	State-wide	Difference
Mathematics Extension 1	2020	8	8	100.00	74.25	+25.75
	2019	10	10	100.00	80.11	+19.89
	2018	12	12	100.00	79.90	+20.40
	2017	15	15	100.00	81.60	+18.40
	2016	8	8	100.00	79.37	+20.63
Mathematics Extension 2	2020	8	8	100.00	83.86	+16.14
	2019	10	10	100.00	85.86	+14.44
	2018	11	11	100.00	85.41	+14.59
	2017	15	14	93.32	83.68	+9.64
	2016	8	8	100.00	85.34	+14.66

## HSC Honour Roll

### All Rounders

Number of Students	Year
<b>5</b>	<b>2020</b>
9	2019
2	2018
1	2017
3	2016

### First Place in Course

Students	Courses	Year
<b>0</b>	<b>N / A</b>	<b>2020</b>
1	Arabic Continuers	2019
1	Mathematics General 2	2018
0	N / A	2017
1	Arabic Continuers	2016

### Top Achievers in Course

Students	Courses	Year
<b>4</b>	<b>Mathematics Extension 1, Mathematics Standard 2, Arabic Continuers</b>	<b>2020</b>
10	Mathematics Standard 2 (4), Arabic Continuers (3), Biology (2), Mathematics Extension 1	2019
5	Biology, Mathematics General 2 (3), Arabic Continuers	2018
1	Mathematics Extension 1	2017
2	Arabic Continuers, Hospitality Examination (Kitchen Operations and Cookery)	2016

### Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
<b>134</b>	<b>176</b>	<b>2020</b>
88	212	2019
82	190	2018
60	123	2017
42	105	2016

## HSC Honour Roll

Subject	Number of Distinguished Achievers			
	2020	2019	2018	2017
Biology	15	24	31	39
Business Studies	26	36	25	9
Chemistry	6	13	3	5
Earth & Environmental Science	2	N / A	N / A	N / A
English (Standard)	0	1	2	0
English (Advanced)	10	16	6	7
English Extension 1	N / A	N / A	0	N / A
English Extension 2	N / A	N / A	0	N / A
Legal Studies	12	9	21	8
Mathematics Standard 2	36	38	32	15
Mathematics 2 unit	34	32	34	11
Mathematics Extension 1	8	10	10	13
Mathematics Extension 2	6	10	7	1
PDHPE	9	6	N / A	2
Physics	2	7	3	0
Senior Science	N / A	N / A	13	12
Arabic Continuers	3	6	2	1
Hospitality Examination (Kitchen Operations & Cookery)	7	4	1	0
<b>TOTAL</b>	<b>176</b>	<b>212</b>	<b>190</b>	<b>123</b>

## *Vocational Education and Training (VET)*

- (i) In 2020, 46% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2020, 100% of the Year 12 cohort achieved the HSC.

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students (Auburn)</b>
2020	HSC	100%
2020	VET Qualification	46%

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2020, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

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

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

As part of the College's continuous program to create and maintain a safe and supportive learning environment, staff completed or updated their Senior First Aid and CPR qualifications and Asthma management training.

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

## 2020 Professional Development Log

Date	Time (Hours)	Location	Presenter(s)	Professional Learning Context	No. of Participants
22/01/20	6	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Ms Philippa Miller Mr Carlo Tutto cuore Mr John Clear Ms Karen Stapleton	Years K-12: AIS: Meaningful feedback and student reflection	Whole staff 175
22/01/20	4	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Rubric Writing	75
23/01/20	6	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Ms Pat Hodges	Years 3-12: Improving writing across the school	Whole staff 148
23/01/20	6	Al-Faisal College (Auburn)	Origo Natalie Vincent	K-2: Origo Number strand	27
23-25/01/20	6	Remote Learning – Via Zoom	Teaching & Learning Coordinator	Zoom introduction	42
24/01/20	1.5	Al-Faisal College (Auburn)	Executive Staff	<ul style="list-style-type: none"> <li>• Behaviour Management</li> <li>• Student welfare</li> <li>• PBIS</li> </ul>	Whole staff 175
24/01/20	1	Al-Faisal College (Auburn)	Risk logic	Emergency Planning Committee Lockdown and Evacuation Procedures	Whole staff 175
5/02/20	2	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Literacy Focus - P.E.E.L / P.E.T.A.L / Guided Reading Refresher	30
17/02/20	1	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – communication /office admin staff training	5
17/02/20	1	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – Management training	7
17/02/20	2	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – Warden’s training	28
20/02/20	6	Bicentennial Park Homebush	Seven Steps	Seven Steps	2

16/03/20	3	Al-Faisal College (Auburn)	Mr Justin Caban	Get Reading Right: Synthetic Phonics	12
17/3/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Designing a K-12 Whole-school Wellbeing Approach and Scope and Sequence Webinar	1
20/04/20	3	Remote Learning – Via Zoom	Teaching & Learning Coordinator	Seesaw	70
14/05/20	1	Remote Learning – Via Zoom	Deputy Principal: Mr M. Adra	Child Protection training	All staff
10/06/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Breakfast Briefing: Human Resources Professionals on	1
16/06/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Crossing Professional Boundaries Webinar 2020	3
18/06/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Understanding the NSW Child Safe Standards Webinar 2020	6
25/6/20	1.5	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	NSW Child Protection Legislation Updates	7
21/07/20	2	Al-Faisal College (Minto)	Teaching & Learning Coordinator	Introduction to Learning Progressions	70
22/07/20	2	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Introduction to Learning Progressions Stage 2	15
23/07/20	2	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Introduction to Learning Progressions Stage 3	15
25/08/20	2.5	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Briefings by NESAs: Renewal of registration/accreditation and TAA approval in 2021	4
7/09/20	2	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Attendance Requirements for Schools	2
12/09/20	4.5	Al-Faisal College (Auburn)	Reviva	CPR, Anaphylaxis, Asthma	178

15/09/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Developing Authentic Student Voice in Student Wellbeing Webinar	5
16/09/20	6.5	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	RoSA and HSC Curriculum Requirements for Registration and Accreditation	5
12/10/20	6	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Investigations Masterclass – Reportable Conduct – Online Module	1
14/10/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Schools Online NESA Entries for VET Courses Webinar	1
15/10/20	10 minutes	Al-Faisal College (Auburn)	Executive Staff	Lock Down Drill	Whole staff
20/10/20	1	Al-Faisal College (Auburn)	First Five Minutes – First Action	Emergency Response Procedures: Communications	5
20/10/20	1	Al-Faisal College (Auburn)	First Five Minutes – First Action	Emergency Response Procedures: Management & Executives	6
20/10/20	1.5	Al-Faisal College (Auburn)	First Five Minutes – First Action	Emergency Response Procedures: Warden Training	27
27/10/20	0.5	Al-Faisal College (Auburn)	Executive Staff	Evacuation Drill	Whole staff
14/11/20	1.15	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	An Introduction to Whole-school Social and Emotional Learning Webinar	4
17/11/2020	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	An Introduction to Peer-on-Peer Matters: Train the Trainer	4
13/01/20 - 31/12/20	1	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	153
12/01/20 - 31/12/20	1	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Risk Management - Online Module	31



13/01/20 - 31/12/2020	1	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Disability Legislation - Online Module	32
12/01/20 - 31/12/2020	1	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Chemical Safety in Schools Basic Induction Online Module	33
12/01/20 - 31/12/20	1	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Chemical Safety in Schools Advanced - Online Module	24
21/01/20 - 22/12/20	1.5	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	The collaborative planning process: Developing Individual plans (Online)	3
20/01/20 - 27/11/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Personalised Learning Processes for Aboriginal Students - Online Course	1
20/01/20 - 28/12/20	5	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Getting ready for robust research - Online Module	2
20/01/20 - 28/12/20	6	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	What is educational data? - Online Module	5
20/01/20 - 28/12/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Conducting interviews and focus groups - Online Module	2
20/01/20 - 28/12/20	4	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Designing Surveys that work - Online Module	2
20/01/20 - 28/12/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Making your numerical data work - Online Module	2
20/01/20 - 28/12/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Moving Beyond numbers: using qualitative data - Online Module	5
27/01/20 – 30/03/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Live Life Well @ School: Starting the Journey - Online Course	1
3/02/20 - 8/12/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Professional Support for Experienced Teachers – Standards 2021 applicants (Online)	6

4/02/20 - 6/12/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	#Safe2StepOut: Teaching Road Safety in K-6 - Online Module	2
4/02/20 - 28/11/20	4	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	The Principles of Purposeful Programming - Online Course	4
17/03/20 - 28/11/20	6	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 - Online Module	4
23/4/20 – 16/10/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Learning from Home Conversations: Part 1 Where to Begin (again)	5
23/4/20 – 16/10/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Learning from Home Conversations: Part 2 Centralising Pedagogy	5
23/4/20 – 16/10/20	1	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Learning from Home Conversations: Part 3 Evidence of Learning	4
1/06/20 - 22/12/20	1	Association of Independent Schools (AIS) online	Association of Independent Schools (AIS) online	Introduction to Autism spectrum disorder and whole school support Online Module	6

# Teacher Standards

## Teacher Accreditation

Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2020:

Level of Accreditation	Number of Teachers
Conditional	11
Provisional	33
Proficient Teacher	95
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	10
Total number of teachers	149

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

Category	Number of Teachers (Auburn School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	128
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.	21

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

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

# Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2020 census, comprised of 149 teaching staff and 28 non-teaching staff.

In 2019, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	143.2
Full-time equivalent non-teaching staff*	26.6
Number of indigenous staff*	0

\*This figure includes staff employed to teach non-NESA subjects.

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

# Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools

## *Student Attendance*

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

2020 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	95%
Year 2	96%
Year 3	96%
Year 4	96%
Year 5	96%
Year 6	96%
Year 7	97%
Year 8	97%
Year 9	97%
Year 10	97%
Year 11	N/A
Year 12	N/A
<b>School Average</b>	<b>96%</b>

## *Management of Non-Attendance*

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

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

# *Student Retention Rates*

## Student Retention Rates

Eighty-eight percent of the 2017 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2019. This is lower than the previous year. However, this cohort (2020) is also significantly larger (134 students) compared to the previous (2019) cohort (88 students). Based on information provided to the school when students leave, it would appear that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of:

- (i) family circumstances; or
- (ii) to experience a different school environment; or
- (iii) study at TAFE.

Retention Rates	Percentage of Students
2020	88%
2019	93%
2018	87%
2017	85%
2016	60%
2015	64%

# *Post School Destinations*

## **Post-School Destinations**

Ninety-five percent of students in the 2020 cohort received main and late round university offers.

The breakdown of 1st Preferences is as follows:

University	Total
UTS	31
WSU	26
University of Sydney	25
UNSW	24
Macquarie University	16
University of Wollongong	2
Australian Catholic University	1
CQ University	1
University of Newcastle	1

The most popular degree courses chosen by Al-Faisal College students in 2020 were as follows:

Course	Total
Science	26
Engineering	26
Business	11
Psychology	11
Nursing	11
Teaching	8
Arts	7
Law	6
Commerce	6
Medicine	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:

- 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.

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

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

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

Kindergarten applicants are selected following an interview.

## **1.2 Offers and Waiting List**

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

Parents are notified if their children have been offered a place at Al-Faisal College by the School Administration staff.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List in case a position becomes available for the academic year for which entry was sought.

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

## **1.3 Acceptance of Offer and Enrolment Form**

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

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 vandalised (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents to ensure that students meet the aforementioned requirements for promotion. Reasonable adjustments will be made to support students' learning needs, access and participation in opportunities provided by the school.

Parents will be notified, if the school believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year or be placed on probation.

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Head of College, 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.

# Reporting Area 9: Other School Policies

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

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

## ***Student Welfare Policy***

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

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

At Al-Faisal College, we seek to provide a safe and supportive environment which:

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

The Al-Faisal College Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations. Students at risk are provided with early intervention programs.

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

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

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

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

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

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

## ***Anti-bullying Policy***

Al-Faisal College is committed to providing a safe and supportive teaching and learning environment for students and staff. The College's Anti-Bullying policy and procedures are underpinned by Islamic values of individual respect and acceptance of difference and diversity in our school community. At Al-Faisal College there is a zero tolerance of bullying behaviour in any of its many forms.

This policy is directed at both preventing and responding to incidences of bullying in the school community through a multi-faceted, long term, whole school approach.

Al-Faisal College aims to create a positive anti-bullying culture where it is acceptable and encouraged to report incidents of bullying.

The school is committed to a process that seriously and sensitively responds to reports of bullying by students or staff, victims or witnesses and provides a basis for working with the bully to modify their negative behaviour.

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

## ***Behaviour Management (Discipline) Policy***

Al-Faisal College aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

Al-Faisal College has adopted policies relating to discipline of students based on the principles of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

Students will be given every opportunity to meet school expectations and behave in a correct and appropriate manner according to school policies. At every stage they will be counselled by appropriate staff and there are a number of processes in place for dealing with suspensions and expulsions in accordance with procedural fairness.

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

- Parent Information Booklets
- Student Diaries
- School newsletters
- Parent Portal
- Online learning platform: Seesaw & Edmodo

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

### ***Complaints and Grievances Policy***

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

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

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

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

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

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

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

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

## ***Accessibility of and Changes to Policies***

Most of Al-Faisal College's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NES requirements. The table below lists policies where modifications have been made in 2020.

<b>Policy</b>	<b>Changes in 2020</b>	<b>Access to full text</b>
Attendance	Policy reviewed: Absences and attendance procedures updated in light of COVID-19.	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
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
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.
Governance	Policy reviewed: Review of 'fit and proper person'. Awareness by Board Members and Working With Child Checks clearances	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.
Remote Learning	New policy introduced: Guidelines about student access of Learning Management Software and platforms to support student learning during COVID-19 and lockdown. Student safety and well-being in an online environment addressed.	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

## 2020 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Begin to develop Years 2-4 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically.</li> <li>• Continue to release a teacher full-time to assist in the development of the Mathematics programs across Years 2-4.</li> <li>• Introduce ‘Maths groups’ across K-4’ to better differentiate lessons to cater for the range of learning needs of students</li> <li>• Introduce Self-Reported Grades across subject English to enable students to work towards pre-determined learning goals and targets</li> <li>• Review the K-6 common writing rubric that has links to ACARA’s learning progressions based on teachers’ feedback</li> <li>• Release a teacher full-time to develop English programs that reflect updated scope and sequence, integrating the K-6 writing rubric, self- reported grades and other Key Learning Areas.</li> <li>• Release a primary teacher full-time to work with the Head of Science to develop Stage 3 Science programs to enhance the continuum of learning between Primary and High School.</li> <li>• Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate).</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8</li> <li>• Introduce Quicksmart Maths intervention to Year 4 in addition to Year 5 to provide support earlier for students experiencing difficulties in number operations.</li> <li>• School Improvement coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics.</li> </ul>



	<ul style="list-style-type: none"> <li>• Teaching and Learning coordinator to hold one-to-one meetings with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades. Data conversations to also take place during after school grade meetings to collectively review and discuss student achievement of learning goals.</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>• In-service all Stage 3 staff on new Science programs, Valid assessment, experiment requirements etc.</li> <li>• Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff.</li> <li>• In-service staff on how to use the newly developed whole school writing rubrics.</li> <li>• In-service secondary staff on PETAL writing structure and how to implement it across all curriculum areas.</li> <li>• In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Electronic Road LED Signage</li> <li>• Firewall upgrade</li> <li>• Sentral Enterprise Implementation and Rollout</li> <li>• Microsoft Azure Implementation for Sentral Enterprise connection</li> <li>• Blinds for classrooms</li> <li>• Security updates eg steel mesh</li> </ul>

## Achievements of priorities identified in school's 2019 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>• Introduce numeracy intervention to support students in Year 6.</li>   <li>• Refine the K-6 common writing rubric that has links to ACARA's learning progressions</li>   <li>• Conduct a review of the school's K-6 Mathematics scope and sequence program.</li>   <li>• Release teachers from face-to-face teaching to develop new Mathematics programs across K-6.</li>   <li>• Develop a Years 5-6 Grammar program that builds on the early years.</li>   <li>• Partial release of Arabic staff members from face-to-face teaching to oversee the program development</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach numeracy program introduced on Year 6. PAT M results indicate that 4 classes were working in the top 25% percentile band. The final 2 classes were working above the 50<sup>th</sup> percentile band.</li>   <li>• The K-6 common rubric was completed. 15 days working days and input and feedback from all Al-Faisal College schools resulted in the rubric being completed in Term 3 and trialed in Term 4.</li>   <li>• Three primary teachers worked collaboratively for a week to review and update the Mathematics scope and sequence.</li>   <li>• A teacher was released full-time to work on Mathematics programs. K-1 programs were completed.</li>   <li>• A whole school grammar program was successfully introduced. Teachers utilised the COVID remote learning time to also work towards completing the programs.</li>   <li>• Arabic coordinators given 0.3 teaching load to have time to work on the development of theme based Arabic programs across Years 2-6.</li> </ul>

<p>Student Achievements and Welfare</p>	<ul style="list-style-type: none"> <li>• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8</li> <li>• Ensure all Year 5 students needing support in number operations provided with intervention using the Quicksmart program</li> <li>• Implement the K-6 writing rubric to enable students, parents and teachers the opportunity to track student progress more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• 4 full-time teacher aides continued to work with students across Years 2-8 to provide students with numeracy support where teaching concepts to mastery by spending more time on key mathematical topics was the focus.</li> <li>• All Year 5 students identified through the PAT M assessment, class based assessments or teacher recommendations were provided with Quicksmart for the entire year. Students worked with their instructor 3-5 days a week.</li> <li>• The writing rubric was trialed in Term 4 with selected grades. Full implementation will begin Term 1 2021.</li> </ul>
<p>Staff Training</p>	<ul style="list-style-type: none"> <li>• Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff.</li> <li>• In-service staff on the 7 steps to writing approach that aligns with the newly developed whole school writing rubrics.</li> <li>• In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.</li> </ul>	<ul style="list-style-type: none"> <li>• Get Reading Right consultants visited the school throughout term 1 to in-service K-2 staff on how to effectively teach the school's phonics based program using Direct Instruction.</li> <li>• COVID disrupted all staff being in-serviced in 7 Steps as many workshops were cancelled. All primary staff not in-serviced yet will receive training in 2021.</li> <li>• Annual child protection training completed in Term 1. All new staff who joined the school during the year were in-serviced during their induction process.</li> </ul>
<p>Facilities and Resources</p>	<ul style="list-style-type: none"> <li>• Finalisation of Building E – Construction</li> <li>• Furniture and fit out of classrooms and staff rooms – Building E</li> </ul>	<ul style="list-style-type: none"> <li>• Building E capital works completed and the building is now being utilised.</li> <li>• Classroom furniture and installation of SMARTboards completed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Upgrade Building B roof top playground</li> <li>• Air conditioning – staged installation – Building C</li> <li>• Upgrade of computers in four computer labs</li> <li>• Upgrade of CCTV – installation of new CCTV for Buildings E &amp; D</li> <li>• Smartboards – installation of new smart board panels in Building E, replacement of old Smart boards &amp; projectors in selected rooms in Buildings A-D with smart panels</li> </ul>	<ul style="list-style-type: none"> <li>• Roof playground upgrades completed.</li> <li>• Staged AC installations commenced.</li> <li>• Computer labs upgraded with new computers</li> <li>• CCTV cameras installed in Buildings D and E</li> <li>• SMARTboards installed in Building E. A gradual replacement of older model SMARTboards has commenced within other school buildings.</li> </ul>
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# Reporting Area 11: Initiatives Promoting Respect and Responsibility

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

We encourage each student to recognise they are an integral and valued part of the school community. Parents and staff work together to provide care and support that develops self-esteem, mutual respect and self-discipline.

Initiatives promoting respect and responsibility are chosen to ensure students and staff feel safe, valued and supported. At the College students are provided with opportunities to be heard, to grow and develop positive self-esteem.

Unfortunately, the wide range of educational, cultural and social activities the school regularly offers to promote respect and responsibility, were severely restricted in 2020 due to the spread of the Covid-19 pandemic to NSW at the beginning of the school year.

Under the guidelines of the State Government and directives from NSW Health all school assemblies, staff meetings and student meetings were postponed or cancelled for most of the year. With the easing of restrictions towards the end of the year our final assembly, the “Presentation Day” was held albeit without the presence of parents and guests and with social distancing protocols in place.

Events promoting respect in the wider community such as the *Respect, Understanding and Acceptance Workshop*, *Harmony Day*, *Make A Difference Day - Civics and Citizenship*, and Reconciliation Day were cancelled by the organising bodies.

Similarly, events focusing on personal responsibility *Youth Leadership Masterclass*, *Cyber Safety Information Day*, *YMCA Youth Parliament*, *Young Women's Leadership Seminar*, *Secondary Schools Leadership Program*, *GRIP Student Leadership Conference* were also withdrawn by the organisers.

The annual, commemorative ANZAC day assembly normally held in the school auditorium and the RSL and Schools Remember ANZAC Commemoration Service held at the Hyde Park War Memorial were also withdrawn in favour of low key, home based observance.

In spite of all the restrictions and cancellations social responsibility and respect for the wider community was promoted at the College through the implementation of Covid safe guidelines under the direction of Federal and State Government departments.

- From the beginning of the pandemic the school provided hand sanitisers in all classrooms, staffrooms and bathrooms for use by staff and students. All members of the school community were diligent in the use of sanitisers as they moved from room to room.
- At the same time social distancing protocols were implemented at all times during the school day for students, teachers and other members of staff.
- School policies on drop off and pick up were modified restricting parent access to school grounds. Students and parents complied with this change at all times.
- At the height of the pandemic in April the school grounds were closed and lessons were transferred to online platforms including Zoom, Google Handouts, Edmodo and Seesaw platforms. Teachers modified their practices to deliver effective online lessons for all classes.
- For terms 2 & 3 non-contact infra-red thermometers were used to temperature test all individuals entering the school. Processes were put in place for anyone with elevated temperatures or with flu like symptoms to stay at home and be Covid tested.

# 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 2020 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 top responses from the parent survey revealed:

- I feel welcome when I visit the school.
- I believe that my child is encouraged to do his or her best work.
- I feel welcome when I visit the school.
- I am well informed about my child's progress in school subjects.
- My child enjoys going to Al-Faisal College
- I believe that my child is encouraged to do his or her best work.
- I would recommend Al-Faisal College to others
- Access to the parent portal (on Sentral) is essential component
- I have seen my child applying PBIS values taught at school at home.

### **Student Surveys\***

In 2020, 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 top responses from the Year 5-10 student survey revealed:

- 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 feel motivated to ask questions to my teacher
- I have applied PBIS lessons in daily practice.
- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I believe the SRC positively contributes to the school by raising issues and making suggestions well.

### **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.

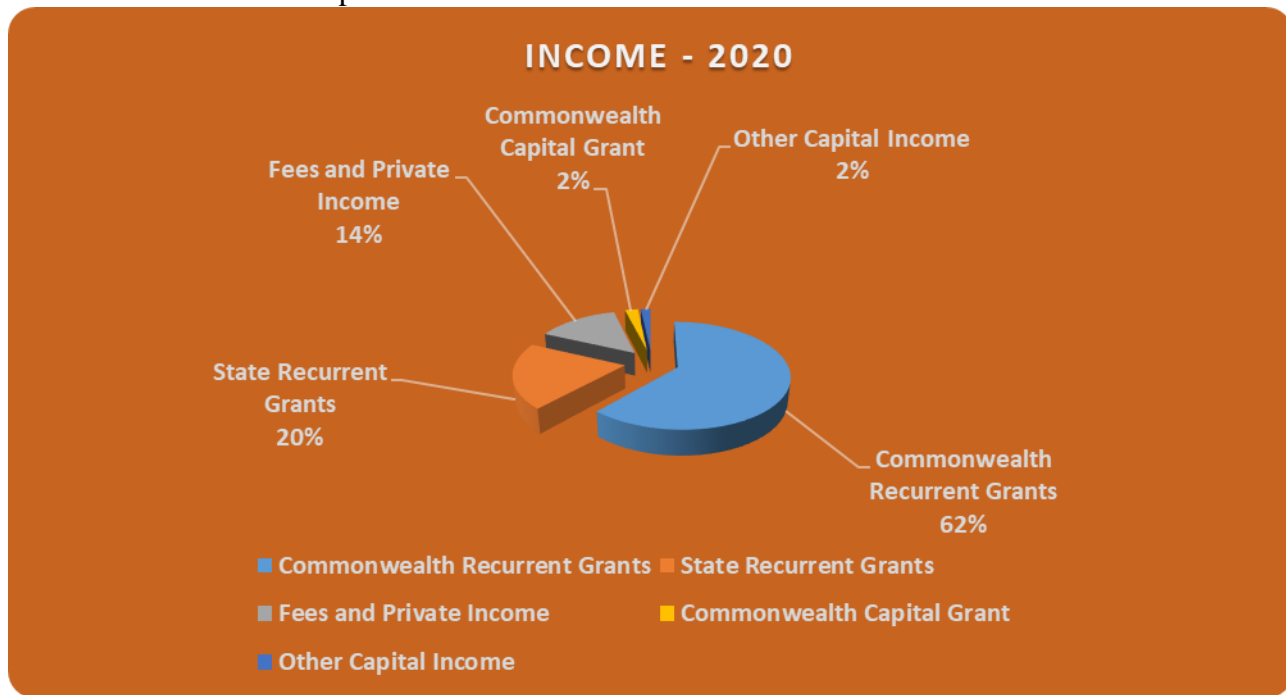
The staff survey results were in line and consistent with previous years:

- teachers agreed that school leaders had helped establish challenging and visible learning goals for students.
- teachers believed that the professional development focus positively impacted on classroom practice and curriculum planning.
- teachers indicated that they had establish clear expectations for classroom behaviour that was strongly linked to the PBIS model.
- teachers indicated that they set high expectations for student learning.
- teachers indicated that they used assessments to understand where students were having difficulty.

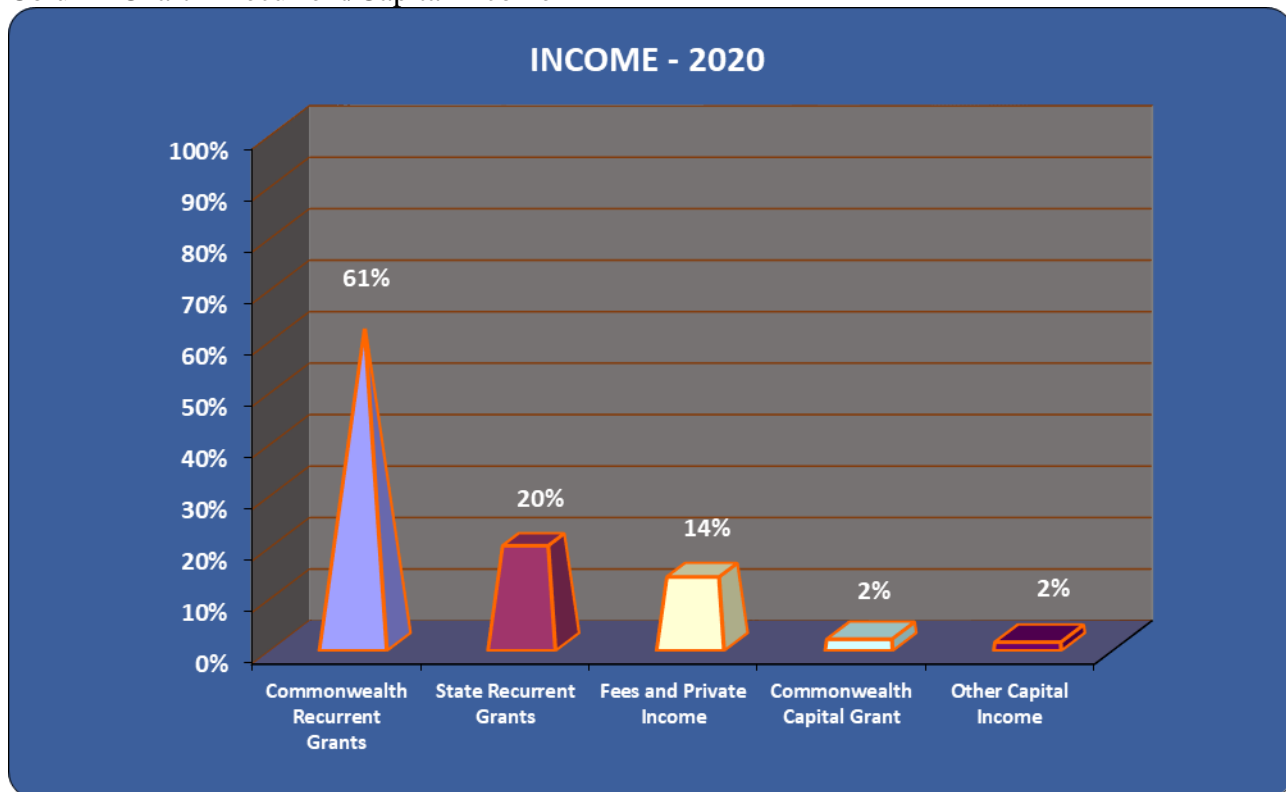
\*survey results also include responses from the two other Al-Faisal College schools.

# Reporting Area 13: Summary financial information

Pie Chart – Recurrent/ Capital Income

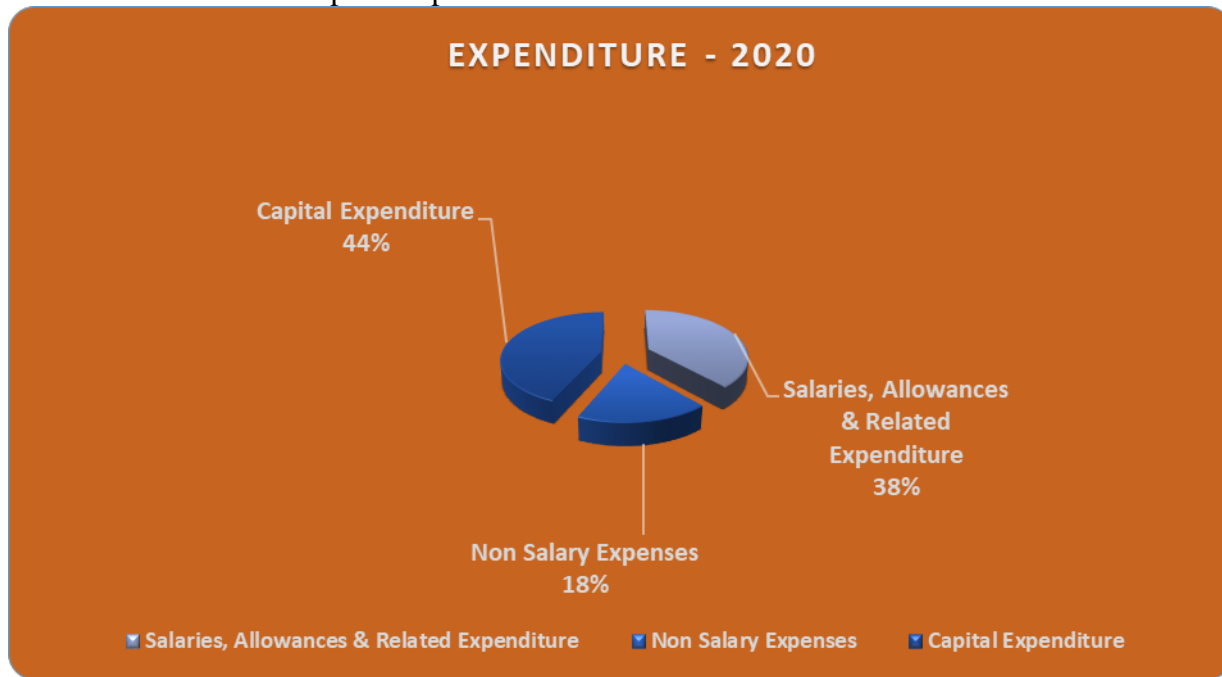


Column Chart – Recurrent/Capital Income

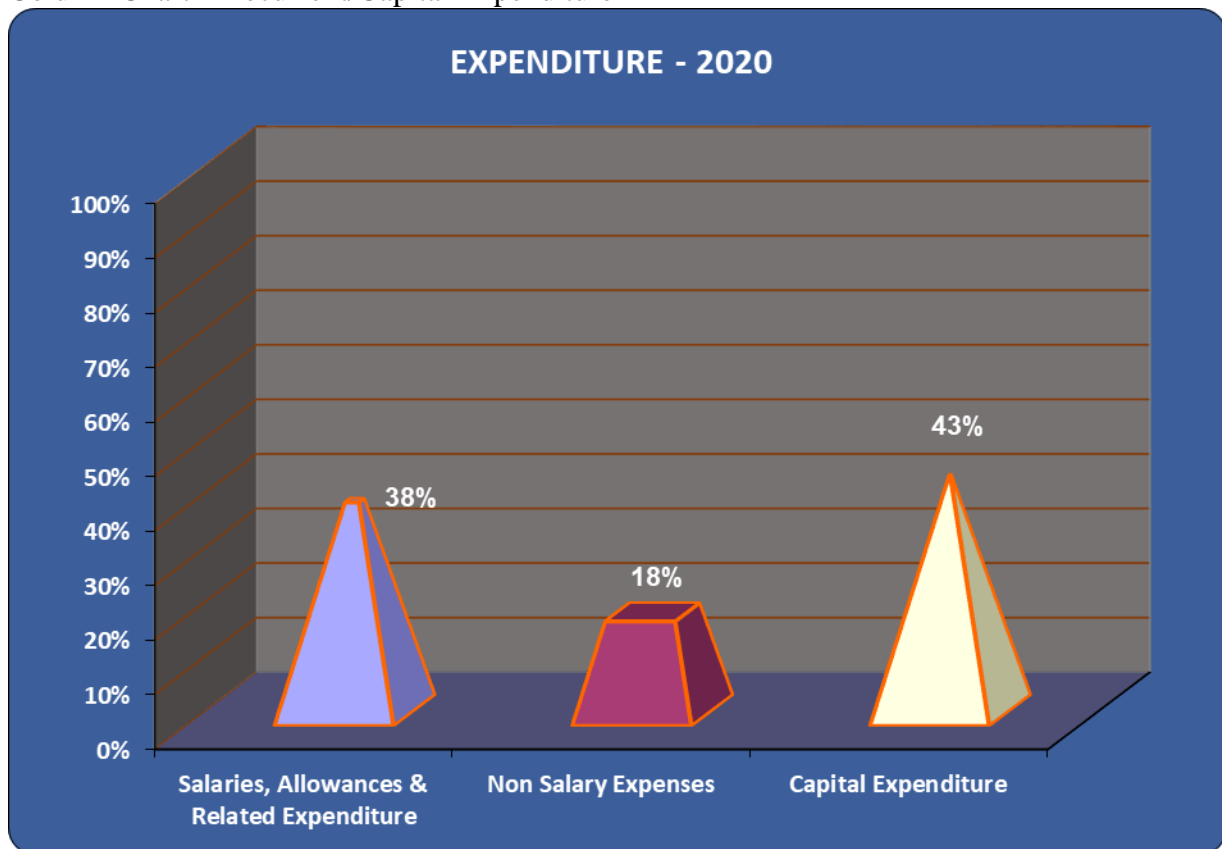




Pie Chart – Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital 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.