

Al-Faisal College - Campbelltown



ANNUAL REPORT 2020



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Table of Contents

Introduction	3
Al-Faisal College Educational and Financial Reporting Policy	4
Policy	4
Annual Report Procedures and Publication Requirements	4
Reporting Area 1: A Message from Key Bodies	5
Managing Director’s Message	5
Executive Principal’s Message	6
Head of College Message	7
Student Representative Council	8
Reporting Area 2: School Context	11
Reporting Area 3: Student Performance and National and Statewide Tests and Examinations	13
NAPLAN	13
Reporting Area 4: Senior Secondary Outcomes	14
Record of School Achievement (RoSA)	14
Higher School Certificate (HSC)	14
Vocational Education and Training (VET)	15
Reporting Area 5: Professional Learning and Teacher Standards	16
Professional Learning	16
Teacher Standards	22
Reporting Area 6: Workforce Composition	23
Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools	24
Student Attendance	24
Management of Non-Attendance	24
Student Retention Rates	25
Post School Destinations	26
Reporting Area 8: Enrolment Policy	27
Terms and Conditions of Enrolment	27
Reporting Area 9: Other School Policies	30
Student Welfare Policy	30
Anti-bullying Policy	31
Behaviour Management (Discipline) Policy	31
Complaints and Grievances Policy	32
Accessibility of and Changes to Policies	33
Reporting Area 10: School Determined Improvement Targets	34
Achievements of priorities identified in school’s 2019 Annual Report	35
Reporting Area 11: Initiatives Promoting Respect and Responsibility	38
Reporting Area 12: Parent, Student and Teacher Satisfaction	42
Teacher, Student and Parent Satisfaction	42
Reporting Area 13: Summary financial information	44
Reporting Area 14: Publication Requirements	44

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 systemic schools.

The College at Campbelltown has recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 660 in 2020. 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 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 25th 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 54th in the State for the HSC. Al-Faisal College also ranked 4th in the State in Mathematics, Extension 1 and Extension 2 and 3rd 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

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.

2020 marks another successful year for students, staff, and the school community of Al-Faisal College-Campbelltown albeit the impact of COVID-19. The school community worked hard and with dedication to combat the effects of the pandemic. To achieve this, we provided constant encouragement and first class online teaching programs during the peak of the pandemic, enabling our students to maximise opportunities to learn and grow in a positive, safe and inclusive environment.

Our school programs were reviewed, improved and adapted to the online mode to ensure that education at Al-Faisal College-Campbelltown remained relevant and encouraged students to progress and achieve. In terms of size and composition, the school had a total enrolment of 660 students, 176 represented by the high school and 484 students in primary.

The staff members at Al-Faisal College - Campbelltown continued to provide high quality learning programs and a positive learning environment. Teachers and office staff went through a variety of professional development activities to provide lessons online including training in using Zoom, Google Hangouts, Discord and Seesaw. This enhanced their skills and helped in the overall progress of the school. Additional activities included: upskilling teachers in the delivery of content, online field knowledge and pedagogical awareness. One teacher was accredited at the proficiency level after going through the required process. Online seminars were also organised for parents to be able to assist their own children in supporting online learning.

Our students participated in academic, cultural and sporting activities after the peak of the pandemic subsided. Students also attended various leadership and well-being activities. They also took part in numerous charity drives bushfire relief, mental health and feeding the needy causes.

Al-Faisal College – Campbelltown continues to be an academically strong school and produces excellent academic results. 15 students sat for the HSC and achieved 13 Band 6's with all of them being offered places in reputed universities. One of the students is studying medicine, while others are on their way to become accountants, pharmacists, lawyers and teachers.

The College's success can be attributed to the collective efforts of the Australian Government, Campbelltown Council, Association of Independent Schools and Al-Faisal College Auburn. I would like to express gratitude to the Board of the College; Mr Shafiq Khan, Managing Director; Mrs Ghazwa Adra Khan, Executive Principal; Dr Intaj Ali, Director of Education; Mrs Safia Khan Hassanein, Co-Executive Principal and Mr Mohammad Adra, Executive Deputy Principal for their guidance. I would also like to thank the multi-school deputy principals, 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, their talents, their insights, their 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 views and provides opportunities for students to take on leadership roles 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 captain, 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. The prefect body has equal representation of male and female students.

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 boys and top two girls (as related to number of votes) are deemed elected as School Captains and Vice-Captains.
- The outcome is announced on Presentation day.

Prefects 7-10/ School Captains (Year 12)/ Vice Captains (Year 11)

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 11 and 12 are elected through votes cast by students from Years 7-12. The winning candidates become School Captains (Year 12) and Vice Captains (Year 11).

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 2020, undertook responsibilities in different aspects of their schooling, however; due to COVID-19, the activities were school-based. The SRC in 2020 were organised to form a parliament and the SRC members were given the roles of different ministers to assist in different 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 possible 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 a number of initiatives.

The SRC participated in:

- The annual **Ramadan Charity Drive** encouraged students to support those less fortunate than themselves. Chocolate Fundraising was done to raise money for the needy.
- Bush Fire Charity Drive: The students were able to raise \$1500 for **Bushfire Relief Fund** to present to the local Fire Superintendent. SRC assisted in this event.
- SRC was also a part of the presentation of student performances in the **International Mother Language Day** held at Campbelltown Council.
- The Captains and Prefects played an important 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. They 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. They also participated in **Are U OK? Day** to help the younger students to deal with friendship issues.

- The SRC members also helped in the **library** by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and also 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 organised a ‘Flags around the World’ competition. Students from each year could choose a flag from the allocated continent. The class with the most entries as well as the best designs won a class prize. On the day, the SRC members also ran a cup cake stall.
- **National Tree Plantation Day** was celebrated with each class planting a tree. Two students from each class planted native trees in pots. The students planted and watered the saplings provided by Campbelltown council. The SRC was responsible for watering the trees every day.
- **Handball Competition** was organised for Grades 3-6 by the SRC. The students played in quarter finals, semi-finals and finals through elimination.
- The SRC members assisted in putting together **newsletters**.
- The SRC members also produced a **class magazine** for Year 6 titled “Year 6: Reflections”. They collected the required information, put it together and published the magazine.

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 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, 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- 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

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 College did not have any students that required the award of a Record of School Achievement (RoSA).

Higher School Certificate (HSC)

In 2020, 15 students sat for the NSW Higher School Certificate in 7 courses (Arabic Continuers was studied elsewhere by 1 student). In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 42% of these placed in Bands 5 and 6 (80-100 marks). No Extension courses were undertaken this year.

In general, student achievement was above state level in all courses undertaken with the exception of English Advanced and Earth and Environmental Science.

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	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	2020	11	7	63.63	34.91	+28.72
	2019	N/A	N/A	N/A	N/A	N/A
	2018	14	8	57.14	36.96	+20.18
	2017	10	3	30.00	36.14	-6.14
	2016	9	3	33.33	34.33	-1.00
Chemistry	2020	4	2	50.00	42.86	+7.14
Earth & Environmental Science	2020	6	0	00.00	29.37	-29.37
English (Advanced)	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	2020	8	5	62.50	39.40	+23.10
Mathematics Standard 2 2 unit	2020	10	7	70.00	24.50	+45.50
	2019	N/A	N/A	N/A	N/A	N/A
Mathematics General 2	2018	14	7	49.99	26.64	+23.35
	2017	7	1	14.28	25.49	-11.21
	2016	N/A	N/A	N/A	N/A	N/A

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
15	13	2020
5	1	2019
14	5	2018
10	2	2017
9	5	2016

HSC Honour Roll

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

Vocational Education and Training (VET)

- (i) In 2020, there were no students enrolled in VET courses.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2020, 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.

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 Hour(s)	Location	Presenter(s)	Professional Learning Context	No. of Participants
22/1/20	6	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Ms Philippa Miller	Meaningful Feedback and Student Reflection.	52
22/01/20	4	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Rubric Writing	5
23/1/20	2.5	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Ms Pat Hodges	The Need for Explicit Teaching of all Components of Writing	44 (Years 3-12)
23/1/20	2.5	Al-Faisal College (Auburn)	Origo: Natalie Vincent	Origo: Teaching the Number Strand	10
23/1/20	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Obligations in Identifying & Responding to Children Young People at Risk	All staff
23/1/20	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Disability Legislation	4
23/1/20	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Risk Management	7
23/1/20	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Chemical Safety in Schools Basic Induction	6
23/1/20	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Chemical Safety in Schools Advanced Induction	4
6/2/20	30 minutes	Al-Faisal College - Campbelltown	Executive Staff	Grammar Programming	26
11/2/20	1	Al-Faisal College - Campbelltown	Risk logic	Emergency Planning Committee Emergency Procedures	6
11/2/20	1	Al-Faisal College - Campbelltown	Risk logic	Emergency Procedures: Communication	3

11/2/20	1	Al-Faisal College - Campbelltown	Risk logic	Warden Training Emergency Procedures	14
11/2/20	1	Al-Faisal College - Campbelltown	Risk logic	Staff Training Emergency Procedures	54
12/2/20	1	Al-Faisal College - Campbelltown	Executive Staff	Emergency Procedures/ Maps and Routes	54
13/2/20	10 minutes	Al-Faisal College - Campbelltown	Executive Staff	Lock Down Drill	55 plus students
13/2/20	5 minutes	Al-Faisal College - Campbelltown	Executive Staff	Evacuation Drill	55 plus students
6/3/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Moving Beyond numbers: using qualitative data - Online Module	1
17/3/20	6	Association of Independent Schools (AIS) (Online)	AIS Online Module	What is educational data? - Online Module	1
23/3/20	1	Online	Executive Staff	Google Hangouts	26
25/3/20	1	Online	Executive Staff	Live Online Teaching Tips	26
25/3/20	30 minutes	Online	Executive Staff	Zoom Introductory Meeting	55
25/3/20	1	Online	Executive Staff	Discord Training	19
26/3/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Conducting interviews and focus groups - Online Module	1
26/3/20	1	Online	Executives/IT Dept	Planning for Online Learning and Remote Server Access	55

26/3/20	1	Online	Executives	Using Zoom	28
28/3/20	1	Online	Executives	High School Teaching Online update	19
31/3/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	Making your numerical data work - Online Module	1
31/3/20	3	Association of Independent Schools (AIS) (Online)	Association of Independent Schools (AIS) (Online)	#Safe2StepOut: Teaching Road Safety in K-6 - Online Module	1
1/4/20	1	Online	Executives	Updates and Changes related to Online Learning	28
2/4/20	1	Online	Executives	Grammar Programming PD	28
7/4/20	1	Online	Executives	Seesaw Tutorial	2
14/4/20	1	Online	Executives	Seesaw Training	28
17/04/20	6	Al-Faisal College - Liverpool	Justin Caban	Get Reading Right	2
21/4/20	1	Online	IT Dept	Seesaw Admin Training	8
23/4 to 30/4/20	1	Online	Safia Khan Hassanein	Science Tasks/Projects	5
28/4/20	1	Online	Executives	Return to School Process and Procedures: Executives	7
7/5/20	1	Online	Executives	Return to School Process and Procedures: Staff	53

14/5/20	1	Online	Executives	Child Protection	All staff
4/6/20	2	Al-Faisal College (Auburn)	Executives	Proficient Teacher Accreditation Meeting	1
11/6/20	2	Al-Faisal College (Auburn)	Executives	Proficient Teacher Accreditation Meeting	1
23/6/20	1	Association of Independent Schools (AIS) (Online)	AIS Online Module	Crossing Professional Boundaries: Child Protection	3
20/7/20	2	Al-Faisal College - Campbelltown	Executives	Learning Progressions	28
21/8/20	3	Association of Independent Schools (AIS) (Online)	AIS Online Module	Renewal of Registration/accreditation and TAA Approval	1
24/8/20	3	Association of Independent Schools (AIS) (Online)	AIS Online Module	An Introduction to Peer on Peer Matters: Train the Trainer	1
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	5
1/9/20	1	Online	Sentral	New Report Template	1
16/9/20	7.5	Association of Independent Schools (AIS) (Online)	AIS Online Module	RoSA and HSC Curriculum Requirements for Registration and Accreditation	1
15/9/20	3	Al-Faisal College - Campbelltown	REVIVA	Anaphylaxis & Asthma Awareness cardiopulmonary resuscitation	53
18/9/20	6	Online	Department of Education	VALID	2
22/9/20	2	Association of Independent Schools (AIS) (Online)	AIS Online Module	Attendance Requirements for School	4

27/10/20	1	Al-Faisal College - Campbelltown	Risk Logic –	Emergency Response Procedures: Staff Training	52
27/10/20	1	Al-Faisal College - Campbelltown	Risk Logic –	Emergency Response Procedures: Warden Training	15
27/10/20	1	Al-Faisal College - Campbelltown	Risk Logic –	Emergency Response Procedures: Communications	3
27/10/20	1	Al-Faisal College - Campbelltown	Risk Logic –	Emergency Response Procedures: Emergency Planning Committee	6
3/2/20 - 8/12/20	3	Association of Independent Schools (AIS) (Online)	AIS Online Module	Professional Support for Experienced Teachers – Standards 2021 applicants (Online)	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	2

Teacher Standards

Teacher Accreditation

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

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	36
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	4
Total number of teachers	49

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.	40
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 2020 census, comprised of 49 teaching staff.

In 2020, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Al-Faisal College Campbelltown School
Full-time equivalent teaching staff*	41.6
Full-time equivalent non-teaching staff*	6.8
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 (Campbelltown School)
Kindergarten	N/A
Year 1	95%
Year 2	94%
Year 3	95%
Year 4	95%
Year 5	97%
Year 6	97%
Year 7	97%
Year 8	96%
Year 9	97%
Year 10	97%
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

Sixty-five percent of the 2018 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2020. 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 course not offered at Al-Faisal College.

Post School Destinations

Post-School Destinations

One hundred percent of students in the 2020 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
Macquarie University	4
WSU	3
UNSW	3
UTS	2
University of Sydney	2
University of Wollongong	1

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

Course	Total
Science	4
Law	2
Accounting	2
Medicine	1
Aviation	1
Engineering	1
Podiatry	1
Education	1
Information Technology	1
Economics	1

Reporting Area 8: Enrolment Policy

Al-Faisal College – Campbelltown 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 – Campbelltown 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 – Campbelltown "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 – Campbelltown 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 – Campbelltown will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment of a student includes satisfactory:

- Payment of school fees by the due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.

- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

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

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

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the 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 - 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
- Parent Portal
- Online learning platform: Seesaw & Edmodo

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 2020.

Policy	Changes in 2020	Access to full text
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 Head of College 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 Head of College.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Head of College 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 Head of College 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 Head of College or from the school website.
Grievance	Policy reviewed: Grievance Procedures updated	The full text of the policy can be accessed by request from the Head of College 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 Head of College 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"> • 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. • Introduce 'Maths groups' across K-4' to better differentiate lessons to cater for the range of learning needs of students • Introduce Self-Reported Grades across subject English to enable students to work towards pre-determined learning goals and targets • Review the K-6 common writing rubric that has links to ACARA's learning progressions based on teachers' feedback • Review English programs to reflect updated scope and sequence, integrating the K-6 writing rubric, self- reported grades and other Key Learning Areas. • Develop Stage 3 Science programs to enhance the continuum of learning between Primary and High School. • Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate).
Student Achievements and Welfare	<ul style="list-style-type: none"> • Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Grade coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics.
Staff Training	<ul style="list-style-type: none"> • In-service all Stage 3 staff on new Science programs, Valid assessment, experiment requirements etc. • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff. • In-service staff on how to use the newly developed whole school writing

	<p>rubrics.</p> <ul style="list-style-type: none"> • In-service secondary staff on PETAL writing structure and how to implement it across all curriculum areas. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	<ul style="list-style-type: none"> • Salto System upgrade • Telephone system upgrade to Cisco WebX calling • Electronic Road LED Signage • Firewall upgrade • Sentral Enterprise Implementation and Rollout • Microsoft Azure Implementation for Sentral Enterprise connection • Security updates eg electronic gate • SALTO swipe card system

Achievements of priorities identified in school's 2019 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Introduce numeracy intervention to support students in Year 6. • Refine the K-6 common writing rubric that has links to ACARA's learning progressions • Conduct a review of the school's K-6 Mathematics scope and sequence program • Develop a Years 5-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development 	<ul style="list-style-type: none"> • Reteach numeracy program introduced on Year 6. PAT M results indicate that classes were working well above the PAT average. • 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. • Three primary teachers worked collaboratively for a week to review and update the Mathematics scope and sequence. • A whole school grammar program was successfully introduced. Teachers utilised the COVID remote learning time to also work towards completing the programs.

<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 • Ensure all Year 5 students needing support in number operations provided with intervention using the Quicksmart program • Implement the K-6 writing rubric to enable students, parents and teachers the opportunity to track student progress more effectively 	<ul style="list-style-type: none"> • 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. • 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. • The writing rubric was trialed in Term 4 with selected grades. Full implementation will begin Term 1 2021.
<p>Staff Training</p>	<ul style="list-style-type: none"> • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff. • In-service staff on the 7 steps to writing approach that aligns with the newly developed whole school writing rubrics. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator. 	<ul style="list-style-type: none"> • 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. • 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. • 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.
<p>Facilities and Resources</p>	<ul style="list-style-type: none"> • Construction and finalisation of New High School block • Furniture and fit out of new science labs and general classrooms 	<ul style="list-style-type: none"> • High School capital works completed and the building is now being utilised. • Science labs and general classrooms have been completed and are in use.

- Upgrade to school driveway
- Air conditioning – upgrade and replacement of old system in selected rooms
- Upgrade of computers in computer lab
- CCTV – installation of new CCTV and upgrade of system
- Smartboards – installation of new smart board panels, replacement of old Smart boards & projectors in selected rooms with smart panels

- School driveway has been upgraded.
- Old air conditioning systems have been replaced with new units in selected learning areas.
- Computer labs have been upgraded.
- Additional CCTV cameras have been fitted around the school as an additional security feature.
- A gradual replacement of older model SMARTboards has commenced within classrooms.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2020, 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 modeled and taught to reinforce key values:

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

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

COVID-19 Related Activities:

Covid-19 Management needed the school to come together as a community and be resilient. The following actions were undertaken to ensure that the school community adjusted and adapted to the day to day changes:

- Constant updates to parents and families as related to Covid-19 and steps being taken by the school to keep the students safe.
- Tips on hand washing posters
- Temperature Checks every day for all students and staff.
- Invitation to Facebook Live with Kim Paino UAC General Manager of Marketing and Engagement: Strategies to cope with stress, anxiety or distress during Covid-19
- UAC Zoom Meeting with Year 12 with counsellor
- Letter to Parents and students for eSafety during Covid-19 as related to online learning.
- Formulation of High Level Action Plan to combat Covid-19.
- Formulation of High Level Action Plan for students doing HSC.
- Formulation of High Level Action Plan for the use of community areas, eg external sports ovals.

Harmony Day:

As part of the Harmony Day celebrations, the Primary SRC members organised a 'Flags around the world competition'. To participate, entrants were required to use their crayons, oil pastels or textas to design and colour a flag of a country. Students from each year could choose a flag from the allocated continent. The class with the most entries as well as the best designs won a class prize. On the day, the SRC members also ran a cup cake stall.

Sporting Schools Program:

The school participated in the Sporting Schools Program to enhance the team spirit and for the students to improve their 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 and Cricket programs were run.

Active Kids:

The students enjoyed more team building activities by utilising their Active Kids Vouchers provided by the government to all children to gain a fit lifestyle. Cricket NSW ran Al-Faisal College – Campbelltown Woolworths Cricket Blast After-School program for Primary students to promote their cricketing skills.

Coding Club:

Students from Grades 3-6 participated in after school Coding Club to develop their coding skills, to ensure that they were able to adjust well in today's world where technology is utilised in all aspects of living.

NAIDOC week:

Students displayed their respect for the Aboriginal communities through celebrating NAIDOC week. Teachers explored the Indigenous map of Australia using <https://aiatsis.gov.au/explore/map-indigenous-australia>. On the interactive map, students' attention was brought to the orange shaded area - Tharawal. It was explained that this nation is also referred to as the Dharawal nation. These people were united because they all spoke the same Dhawaral language.

It was explained to the students that when we do an acknowledgement of country we mention the Dharawal people, since they are the specific Aboriginal group who lived on this land (Campbelltown) before settlement.

The 2020 theme for NAIDOC week 'Always was, Always will be', was discussed. The school ran a colouring-in competition to celebrate the week. The winning entries were displayed.

National Tree Plantation Day:

National Tree Plantation Day was celebrated with each class planting a tree. Two students from each class planted native trees in pots. The students planted and watered the saplings provided by Campbelltown council. The SRC was responsible for watering the trees every day. Various related activities were completed in class to reinforce the concept of the importance of trees and the necessity of protecting the environment.

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:

The school organised various events with the highlight being the charity drive during Ramadan where the funds were raised through selling chocolates and the Bush Fire Appeal. The Ramadan Charity went to feeding the needy while a cheque of \$1500 was presented to the Fire NSW Superintendent to aid the people affected by Bush Fire. 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.

International Mother Language Day:

Students participated in the International Mother Language Day at Campbelltown Council to recognize the importance of mother languages. They performed the Hakka and presented the song “We are Australian” in Aboriginal language. The students also sang the National Anthem.

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 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.

Managing HSC Stress Workshop:

The Year 12 students participated in the workshop “Managing HSC stress: A guide for students” organised by Elevate. It was helpful in developing strategies for coping with stress generated by HSC, especially during Covid-19.

“Coming Back Stronger” Workshop:

Year 11 and 12 students participated in the workshop based on resilience and coping strategies to effectively manage time and stress.

“Managing Exam Stress: A guide for students” Workshop:

Year 9 and 10 students participated in a workshop to handle exam stress and time management.

Contribution to “You Can't Ask That – HeadSpace”

Dr Michael Freeland MP requested for contribution from the school to produce a video on Mental Health, we were able to ask one school specific question which was forwarded to a panel of specialists.

Book Week: Book Character Parade:

Students participated in the annual Book Character Parade to celebrate books and literature. Although, it was a student-only event, the children thoroughly enjoyed the day.

Zoom Class Assemblies:

Class Assemblies were held on a fortnightly basis through Zoom to give students a feeling of normalcy and keep up their spirits. Merit Awards were given out to students in the Head of College’s Office and telecast to each class through Zoom.

Woolworths Cricket Blast Intra School Cup Gala Days:

Primary School students participated in the Gala Day organised by CricketNSW and sponsored by Woolworths. Saskia Horley represented Sydney Thunder, the winners of 2020 WBBL and brought the trophy won by them to show to the students. She coached them to up skill their cricketing ability.

Social Workshops:

Year 4 and 6 girls attended the Social Workshops delivered by the school counsellor. The students learnt how to gain confidence to approach friends, how to retain friendships and conflict resolution. The workshops also focused on how to respect each other’s opinions.

NSW Schools Constitutional Convention – Online Forum:

The Parliament of NSW runs the annual program which seeks to promote understanding and informed discussion amongst young Australians about the Australian Constitution and system of government. One Year 11 student attended this online forum to contribute ideas.

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.

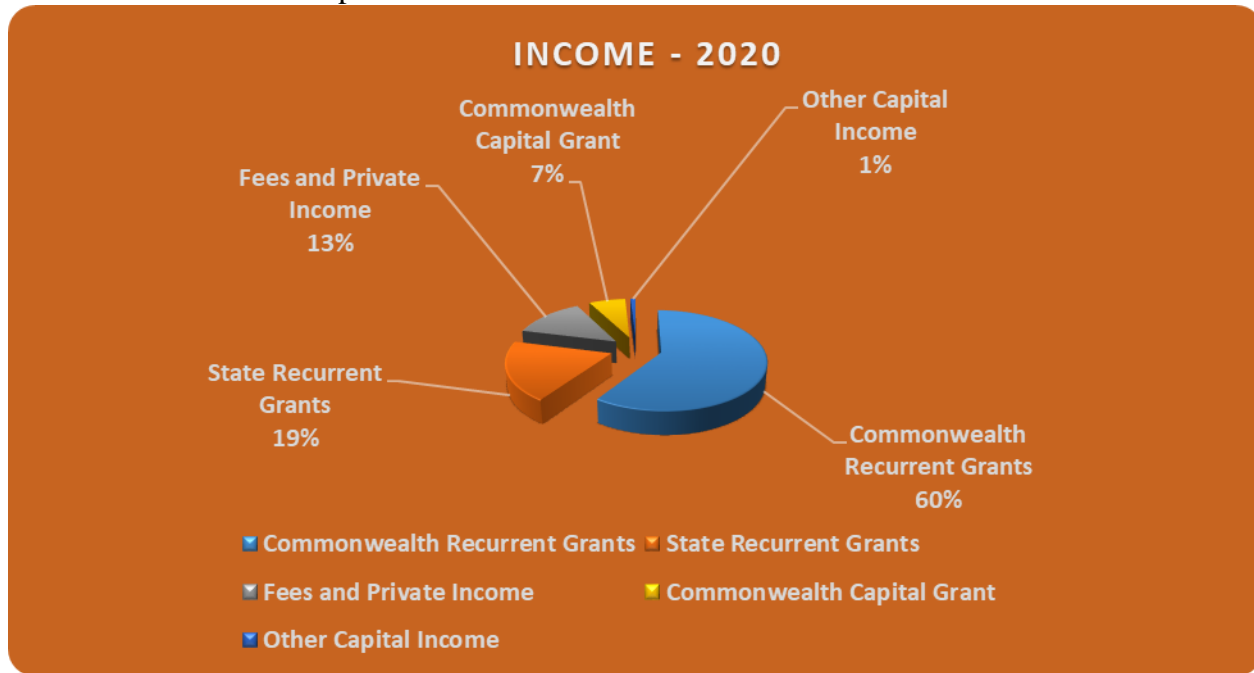
The staff survey results were in line and consistent with previous years:

- 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.

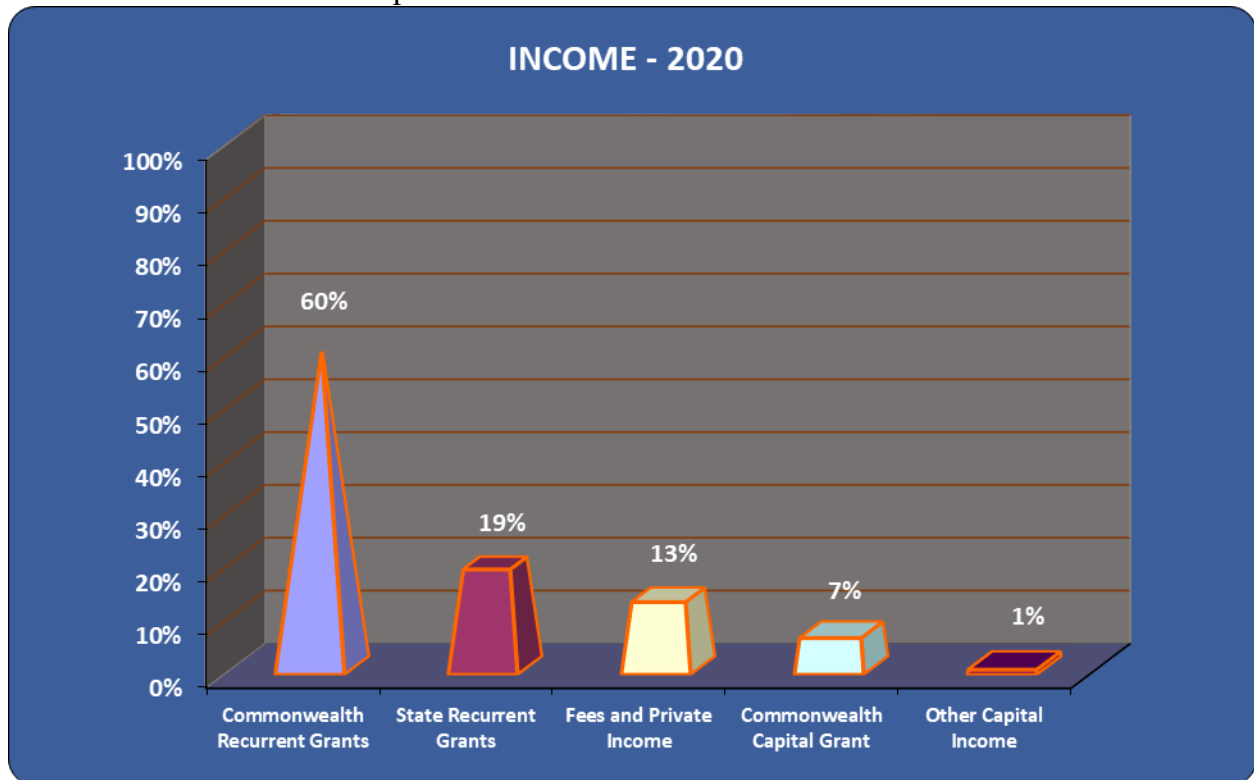
*survey results also include responses from the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

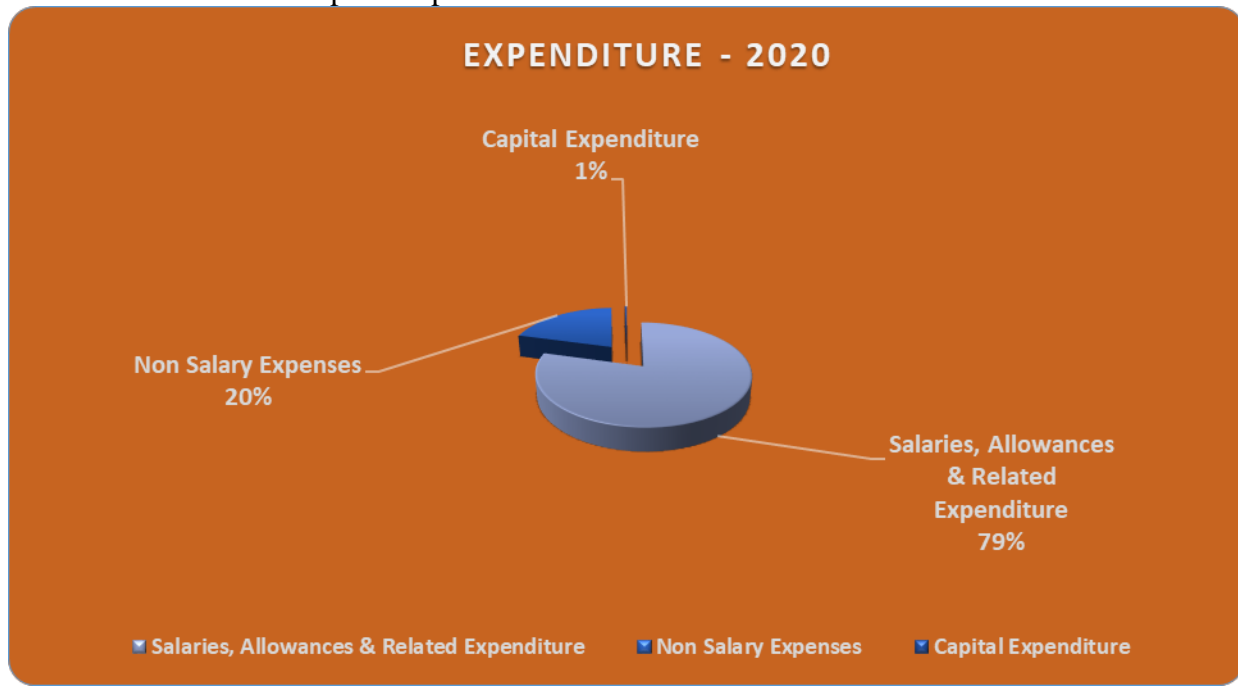
Pie Chart – Recurrent/ Capital Income



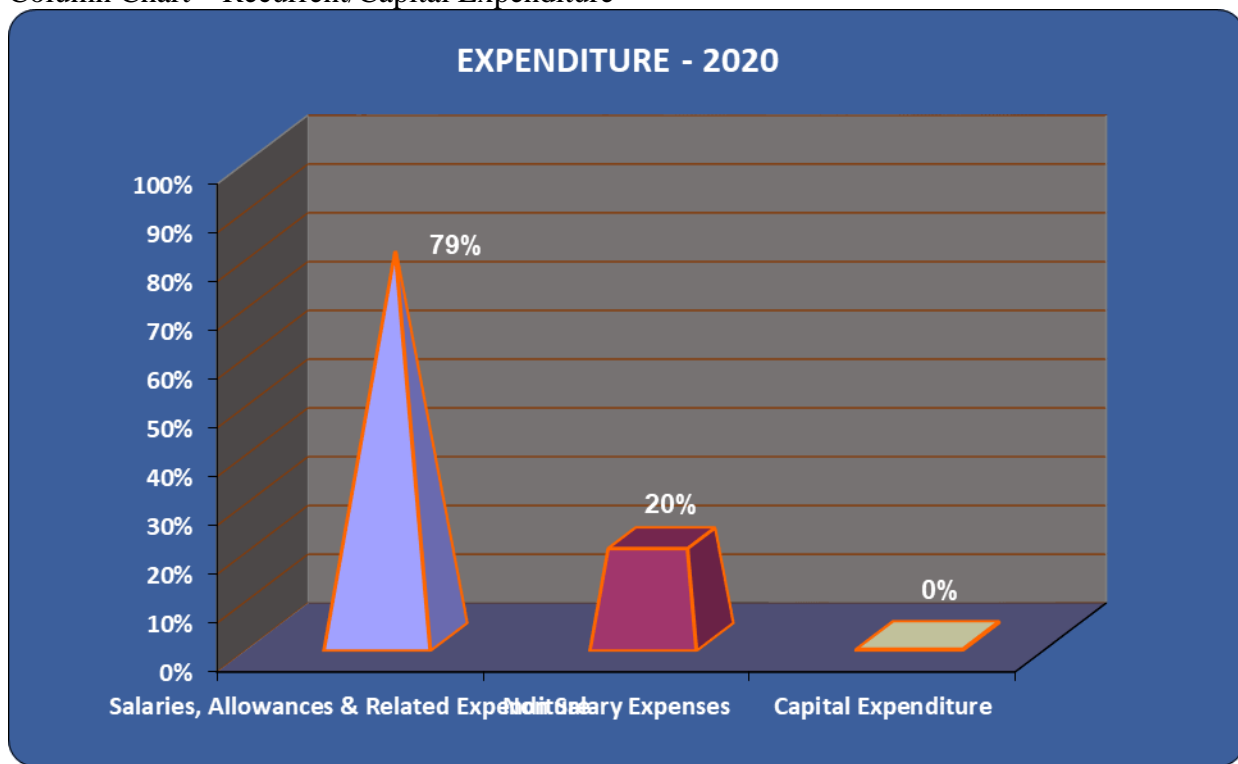
Column Chart – Recurrent/Capital Income



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.