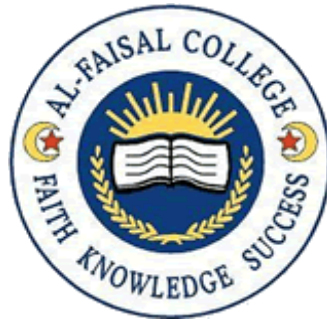


Al-Faisal College



ANNUAL REPORT 2021



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Introduction

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

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

Al-Faisal College was ranked 26th in the State in the HSC in 2021.

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

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

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

Al-Faisal College Educational and Financial Reporting Policy

Policy

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

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESAs and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESAs through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESAs on RANGS Online by 30 June 2022
 - 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

On behalf of the Al-Faisal College School Board, it is with delight that I write this message for the 2021 Annual Report.

I would like to thank our former Executive Principal Mrs Ghazwa Khan who retired and left a legacy of excellence. Mrs Khan's dream was to establish a college that would provide opportunities for all students from K-12 to increase in faith, acquire knowledge to achieve success. Mrs Khan will always be remembered as the mother of Al-Faisal College who wanted all children to learn, grow and make a difference in the community. On behalf of the School Board, I wish her the best for her retirement.

In 2021, Al-Faisal College continued its journey to teach and engage students during unprecedented times. COVID-19 had again changed the nature of how schools operated in order to support students' learning needs. The rapid adoption of technology meant that our students were empowered and able to learn from their computer screens at home. The pandemic not only enabled our staff and students to optimize their IT skills but also ensured that learning was continuous.

Our HSC results were outstanding. I wish to pay tribute to our Director General of Education Dr Intaj Ali for his leadership and guidance. Our school ranked 26th in the state and I am very proud of our students' success. I would like to acknowledge and thank the hard work and effort of staff, coordinators and the executive team.

Ramadan Iftar hosted by Premier

On Tuesday 20th April, the NSW Premier The Hon. Gladys Berejiklian hosted an Iftar dinner for school leaders inviting school heads and school captains to break their fast at the Bankwest Stadium in Parramatta. Our students also had the privilege to meet the Premier and the Minister for Skills and Tertiary Education, and Minister for Sport, Multiculturalism, Seniors and Veterans, The Hon. Geoffrey Lee.



Building Works at Al-Faisal Colleges

Although the pandemic may have slowed down the building works at Al-Faisal Colleges, I am optimistic that our buildings will be close to completion in 2022. I look forward to providing an update in our next annual report.



Vote of thanks

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

I would like to thank 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

I'm delighted and pleased to write a message for the 2021 Annual Report as the newly appointed Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. I would like to thank the School Board, the Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali for their support, trust and opportunity. I look forward to working with the Executive Team to Insha Allah see Al-Faisal College maintain its success.

I would like to acknowledge the work of Mrs Ghazwa Khan the Co-Founder and former Executive Principal of Al-Faisal Colleges. Mrs Khan established Al-Faisal College in 1998, at that time there were only 49 students and 3 members of staff. The College grew considerably due to community demand and a further two schools were opened. Many students have graduated from Al-Faisal Colleges, and it is wonderful to see them returning as parents enrolling their own children. On behalf of all the staff and students we thank Mrs Khan for dedicating her life to establish an exceptional school with an admirable reputation. We will never forget her contributions and we wish her all the best on her retirement.

2021 was a year that will be historically remembered for lockdowns and remote learning. Navigating our lives during the pandemic not only changed the pedagogical approach used by teachers but also impacted on the nature of our learners. Our students were able to master IT skills in a short scope of time that may have taken them months to develop. Students successfully used several platforms and apps to grow and learn. I would like to thank all our students, staff and parents for working together collaboratively, showing strength, courage and determination to ensure that the teaching and learning process still continued at Al-Faisal College during COVID-19.

I would like to congratulate our HSC Year 12 students, Class of 2021, on their outstanding results. Our College ranked 26th in the State for the HSC. I wish to commend our students for their hard work and effort, in particular students who achieved ATAR scores above 99, with one student achieving a perfect ATAR score of 99.95 and another ranking 1st place in Arabic Continuers in the state. We wish our students continued success and hope they make a positive impact in the world.

Thank you message

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool 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 recognise the hard work and efforts of the School Board, Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, teaching and non-teaching staff for contributing to the success of the colleges.

Last but not least, I thank our students and parents. I wish to mention how grateful we are for the support parents have provided to the school and we thank them dearly.

Mrs Safia Khan Hassanein
Executive Principal

Primary School Student Representative Council

Primary SRC members started 2021 with plans in place for continued school and community engagement, opportunity for student involvement in events and ongoing programs and an introduction of new initiatives.

Unfortunately, COVID-19 and the lockdown in Terms 3 and 4 impacted many of the initiatives, but it did not dampen the student's spirit. SRC members displayed resilience and used their leadership skills online through Zoom and Seesaw.

The SRC consisted of 30 members. With the challenges and restrictions of COVID-19 in Term 4, 2020, students presented their speeches via Seesaw. They were elected through a secret ballot system. The students were chosen by their peers and teachers to represent the school.

In Term 1 of 2021, the students worked on becoming strong leaders for Al-Faisal College. They began the year with Leadership Training sessions, where they engaged in fun activities to:

1. Develop their self-awareness and leadership capacity, which included:
 - developing each student's understanding of their own talents, skills, strengths and interests, especially as they relate to their capacity to lead
 - developing each student's capacity to work collaboratively on bringing about social change in the school or community.
2. Facilitate positive social change at school or in the community, through implementing actions that will help the school or community to function more effectively and fairly.

Training sessions focused on the following skills:

- What is a leader? Qualities of a good leader.
- Communication and listening skills
- Team work
- Critical and creative thinking
- Problem solving and decision making

Students were then given the opportunity to select a portfolio of interest, where they worked cooperatively in their group, devising an action plan for the selected project to make a positive difference to the school and wider community.

Projects / initiatives outlined below show how SRC members contributed in the school and wider community.

Welfare:

- Tallying up weekly Dojo points and PBIS tokens
- Organised lunchtime sport activities for students with most points
- Reminded students of ROARS behaviour: Respect, Ownership, Achievement, Resilience and Safety over the PA, posters around the school, and during remote learning on Seesaw

Health and wellbeing

- Promoted healthy lunch ideas through posters and messages
- Supervised playground and bathrooms and rewarded students for 'doing the right thing'
- Engaged in mindfulness activities to promote self-care

Sport

- Assisted weekly with sport token
- Organised lunch sport for K-2
- During remote learning, encouraged physical activities on Seesaw

Islamic / Charity

- Organised fundraisers to support the less fortunate
- Assisted in organising Eid assembly
- Organised prayer tokens for students displaying positive behaviours
- Messages on PA and Seesaw promoting values

Communication

- Updated display boards in playground, focusing on value of the week
- Reported special events to Al-Faisal Fresh (school magazine created by the students)

Environment

- Recycling: organised recycling of plastic bottles, money raised was donated to charity

Events

- Clean up Australia Day
- Harmony day
- E-Safety day
- Created SRC bulletin
- Canteen duty: assisting in organising lines and promoting respect (reminding students to say, please and thank you)
- Delivered Eid gifts and cards to residents in Gallipoli Home
- Visited My Respite Home in Birrong, delivering Eid gifts and participated in art and craft activities
- MC at grade assemblies: face to face and with some grades on Zoom

SRC members tried their best to be involved in the school environment and displayed great responsibility and dedication to their role. Despite the COVID-19 challenges, they stepped up when needed. 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.

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 and the emergence of the Omicron variant in 2021. 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 organize upcoming events at the school and in the community.

As the Omicron variant spread through the community a decision was taken to end formal in school lessons at the end of Semester I and to introduce online lessons for Semester II developed by the school and teachers.

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 organizing 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 Harbour 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.

Reporting Area 2: School Context

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

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

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

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

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

Our welfare policy stresses the importance of the development of students' self-confidence, self-esteem and social skills. **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 and Premier's Reading Challenge. Students have also been involved in charity events and raised money to support Heart, Diabetics and Cancer Foundations.

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

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

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2021. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2021 NAPLAN exams which further improved on the already high standard established in previous years. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Get Reading Right, Quicksmart and after school supplementary programs.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

1. NAPLAN

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents will have an indication of how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling across Australia. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results obtained from NAPLAN exams provide the College with a wealth of data showing the percentages of students who achieved particular skill bands in numeracy as well as the components of literacy. Literacy is reported in four content strands (components): Reading, Writing, Spelling and Grammar and Punctuation. Numeracy is reported as a single content strand.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2021 NAPLAN years.

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

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

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

Higher School Certificate (HSC)

In 2021, 128 students sat for the NSW Higher School Certificate in 15 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 34% (up from 24% in 2020) of these placed in Band 6 (90-100 marks). Of the number of candidates who sat for a one-unit extension course 95% (up from 88% in 2020) achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. Legal Studies (+58.14) had the biggest difference in Bands 5-6 achievement compared to the State. Biology (+56.02) had the second biggest difference in Bands 5-6 achievement compared to the State, followed by Mathematics Standard 2 (+51.90%) the previous leader for the past 3 years.

All candidates who sat for the Mathematics Extension 1 (10) 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	2021	7	7	100.00	66.53	+33.47
	2020	6	6	100.00	49.50	+50.50
	2019	12	12	100.00	61.79	+38.21
	2018	6	6	100.00	50.20	+49.80
	2017	11	11	100.00	58.11	+41.89
	2016	6	6	100.00	52.55	+47.45
Biology	2021	62	54	87.09	31.07	+56.02
	2020	86	62	72.09	30.54	+41.55
	2019	73	62	84.92	31.31	+53.61
	2018	72	63	87.49	36.87	+50.62
	2017	61	58	95.07	39.28	+55.79
	2016	48	38	79.16	35.11	+44.05
Business Studies	2021	105	83	79.04	35.63	+43.41
	2020	112	85	78.88	34.91	+43.97
	2019	88	69	78.40	33.02	+45.38
	2018	87	75	86.20	36.96	+49.24
	2017	63	42	66.66	36.14	+30.52
	2016	55	32	58.17	34.33	+23.84
Chemistry	2021	23	21	91.29	49.20	+51.09
	2020	21	14	66.66	42.86	+23.80
	2019	24	20	83.32	45.93	+37.39
	2018	28	25	89.28	42.08	+47.20
	2017	31	24	77.41	42.71	+34.70
	2016	19	11	57.88	40.94	+16.94
Earth & Environmental Science	2021	61	30	49.17	27.68	+21.49
	2020	48	19	39.57	29.37	+10.20

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English (Standard)	2021	81	40	49.38	16.53	+32.85
	2020	95	32	33.68	11.49	+22.19
	2019	48	12	24.99	11.75	+13.24
	2018	31	15	48.38	15.06	+33.32
	2017	34	13	38.23	15.91	+22.32
	2016	34	10	29.40	13.39	+16.01
English (Advanced)	2021	46	46	100.00	68.65	+31.35
	2020	39	35	89.74	63.31	+26.43
	2019	66	51	77.27	61.79	+15.48
	2018	84	61	72.61	62.61	+10.00
	2017	68	52	76.46	63.64	+12.82
	2016	44	33	74.99	61.92	+13.07
Legal Studies	2021	31	31	100.00	41.86	+58.14
	2020	29	22	75.85	39.40	+36.45
	2019	28	36	77.77	41.02	+36.75
	2018	52	43	82.68	43.99	+38.69
	2017	26	17	65.37	43.61	+21.76
	2016	19	16	84.20	42.27	+41.93
Mathematics Standard 2	2021	89	68	76.40	24.50	+51.90
	2020	91	72	79.12	24.50	+54.62
	2019	67	53	79.09	24.05	+55.04
Mathematics General 2	2018	48	43	89.57	26.64	+62.93
	2017	40	35	87.50	25.49	+62.01
	2016	37	29	78.37	25.63	+52.74
Mathematics Advanced 2 unit	2021	41	41	100.00	50.10	+49.90
	2020	43	43	100.00	52.46	+47.54
	2019	37	32	99.99	49.08	+50.81
	2018	56	56	100.00	51.80	+48.20
	2017	36	34	94.43	53.48	+40.95
	2016	23	22	95.64	52.51	+43.13
PDHPE	2021	66	39	59.08	30.64	+28.44
	2020	53	35	66.03	34.19	+31.84
	2019	38	21	55.25	31.26	+23.99
	2018	N/A				
	2017	25	14	56.00	30.56	+25.44
	2016	16	7	43.75	34.41	+9.34
Physics	2021	8	7	87.50	40.42	+47.08
	2020	10	8	80.00	40.36	+39.64
	2019	23	16	69.56	36.88	+32.68
	2018	21	13	61.89	33.79	+28.10
	2017	14	2	14.28	33.80	-19.52
	2016	8	2	25.00	29.94	-4.94
Hospitality Examination (Kitchen Operations & Cookery)	2021	6	3	50.00	29.09	+20.91
	2020	34	28	82.34	31.54	+50.80
	2019	33	23	69.69	29.49	+40.20
	2018	23	19	82.60	28.67	+53.93
	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	2021	10	10	100.00	74.11	+25.89
	2020	8	8	100.00	74.25	+25.75
	2019	10	10	100.00	80.11	+19.89
	2018	12	12	100.00	79.90	+20.40
	2017	15	15	100.00	81.60	+18.40
	2016	8	8	100.00	79.37	+20.63
Mathematics Extension 2	2021	10	10	100.00	86.48	+13.52
	2020	8	8	100.00	83.86	+16.14
	2019	10	10	100.00	85.86	+14.44
	2018	11	11	100.00	85.41	+14.59
	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
9	2021
5	2020
9	2019
2	2018
1	2017
3	2016

First Place in Course

Students	Courses	Year
1	Arabic Continuers	2021
0	N / A	2020
1	Arabic Continuers	2019
1	Mathematics General 2	2018
0	N / A	2017
1	Arabic Continuers	2016

Top Achievers in Course

Students	Courses	Year
7	Mathematics Extension 1, Mathematics Extension 2 (2), Mathematics Advanced, Mathematics Standard 2, Arabic Continuers (2)	2021
4	Mathematics Extension 1, Mathematics Standard 2, Arabic Continuers	2020
10	Mathematics Standard 2 (4), Arabic Continuers (3), Biology (2), Mathematics Extension 1	2019
5	Biology, Mathematics General 2 (3), Arabic Continuers	2018
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
128	232	2021
134	176	2020
88	212	2019
82	190	2018
60	123	2017
42	105	2016

HSC Honour Roll

Subject	Number of Distinguished Achievers				
	2021	2020	2019	2018	2017
Biology	21	15	24	31	39
Business Studies	38	26	36	25	9
Chemistry	10	6	13	3	5
Earth & Environmental Science	8	2	N / A	N / A	N / A
English (Standard)	0	0	1	2	0
English (Advanced)	17	10	16	6	7
Legal Studies	16	12	9	21	8
Mathematics Standard 2	45	36	38	32	15
Mathematics Advanced	37	34	32	34	11
Mathematics Extension 1	10	8	10	10	13
Mathematics Extension 2	9	6	10	7	1
PDHPE	13	9	6	N / A	2
Physics	4	2	7	3	0
Arabic Continuers	4	3	6	2	1
Hospitality Examination (Kitchen Operations & Cookery)	0	7	4	1	0
TOTAL	232	176	212	190	123

Vocational Education and Training (VET)

- (i) In 2021, 5% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2021, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2021	HSC	100%
2021	VET Qualification	5%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2021, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

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

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

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

2021 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
20/01/2021	2 hours	Al-Faisal College	Executive Staff	Learning Progressions	75
20/01/21	2 hours	Al-Faisal College	Nicky Sloss and Samantha Kourakis	Growth Mindset PD	75
20/01/21	2 hours	Al-Faisal College	Angela Munyard	Manga High PD	75
20/01/21	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Write using PETAL	All High school staff
20/01/21	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Introduction to Survey Growth Mindset Formative Assessment in Mathematics Curriculum Overview	Math staff
20/01/21	1.5 hours	Al-Faisal College	Executives	Unpacking the K-10 Arabic Syllabus	15
20/01/21	1.5 hours	Al-Faisal College	Executives	Overview of Arabic Programs	15
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Differentiation in Mathematics Assessment in Stage 6 Responding to Survey Results	Math Staff
20/01/2021	6 hours	Al-Faisal College	Bright Happy Schools Leanne Gow	Growth Mindset: - Optimistic Thought Patterns -Practising Positive Communication	Year 11 and 12 Teachers
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Working Mathematically PD An introduction to Working Mathematically Problem Solving Communication and Reasoning Exploring Understanding and Fluency	K-4 staff
21/01/21	6 hours	Al-Faisal College	Staff	Social and Emotional Learning Online Modules: Affirm, Embed, Empower	K-12 Arabic Staff

21/01/2021	6 hours	Al-Faisal College	Executive Staff Sarah Omari	Science PD	Year 4-6 staff
21/01/2021	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Writing using Petal	7-10 staff
22/01/2021	1 hours	Al-Faisal College	Executive Staff	COVID 19 Action Plan Review of polices	All Staff
22/01/2021	1 hour	Al-Faisal College	Executive Staff	Program annotations Uniform Regulations, Attendance procedures Behaviour Management Code of Conduct	All staff
22/01/2021	2 hours	Al-Faisal College	Executive Staff- Mr Adra	Child Protection	All staff
22/01/2021	1 hour	Al-Faisal College	Executive Staff- Mr Adra	Maintenance and Teacher Accreditation	All staff
02/02/2021	6 hours	Al-Faisal College	Justin Caban	Synthetic Phonics	K-2 staff, teacher aides
09/02/2021	1 hour	Al-Faisal College - Online	Education Perfect	Science Modules	10
25/02/2021	1.5 hours	Al-Faisal College - Online	AISNSW	NCCD Term 1 Network Meeting: Implementation and support	1
03/03/2021	1 hour	Al-Faisal College	First 5 Minutes	Communications officer, Management team	10
03/03/2021	1 hour	Al-Faisal College	First 5 Minutes	General staff awareness	All staff
03/03/2021	1 hour	Al-Faisal College	First 5 Minutes	Wardens training	40
10/03/2021	2 hours	Al-Faisal College	Association of Independent Schools (AIS)	Behaviour Management	All Staff

11/03/2021	1 hour	Al-Faisal College Zoom	Executive	Teacher Accreditation Maintenance	All staff
11/03/2021	6 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	PBIS Team Training Workshop	1
18/03/2021	1.15 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	K-10 Road Safety Education Resource Exploration Webinar	1
22/03/2021	1.15 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	Updates to the NSW Child Protection Legislation Webinar	1
23/03/21	2 hours	Al-Faisal College	Nicky Sloss and Samantha Kourakis	Growth Mindset PD – Part 2	25
09/04/2021	1 hour	Al-Faisal College	Executives	Engaging Online Learners	23
14/04/2021	20 minutes	Al-Faisal College	Executives	Evacuation Drill	All staff and students
15/04/2021	40 minutes	Al-Faisal College	Executives	Lockdown Drill	All staff and students
15/04/2021	2 hours	Al-Faisal College	Risk Logic	Critical Management Plan workshop	10
28/04/2021	3 hours	Al-Faisal College Online training	Australian Early Development Census (AEDC)	Australian Early Development Census Research Symposium	4
30/04/2021	2 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	School-based Teacher Accreditation Authority (TAA) approval	1
10/05/2021	2 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	Regulatory Lens: Quality of Student Learning	1
12/05/2021	2 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	Supporting Student Wellbeing through Stage 6 Road Safety Education	1

14/05/2021	6 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	Legal Studies – Authentic Teaching and Learning Practices for Student Success	2
17/05/2021	1.5 hours	Al-Faisal College - Online	AISNSW	NCCD Term 2 Network Meeting: Evidence and Moderation	1
26/05/2021	1 hour	Al-Faisal College - Online	Cumberland Council	COVID 19 Community Webinar	1
04/06/2021	6 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	Business Reloaded: Recharging Business Studies	2
08/06/2021	1 hour	Al-Faisal College - Online	AISNSW	Using the Funding Calculator Tool Webinar	5
23/06/2021	1 hour	Auburn PCYC Webinar	Auburn & Cumberland Police	Principal & Police forum	2
15/07/2021	1 hour	Al-Faisal College Online	First 5 Minutes	Wardens training	40
20/07/2021	2 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	VET RTO Update Webinar	1
30/07/2021	1 hour	Al-Faisal College Online	Executives	Attendance Marking during COVID	10
04/08/2021	1 hour	Al-Faisal College Online	Executives	How to Create Class Blogs on Seesaw - Coordinators	25
10/08/2021	1 hour	Al-Faisal College Online	Executives	How to Create Class Blogs on Seesaw – primary staff	75
10/08/2021	1 hour	Al-Faisal College Online	NSW Department of Education	Copyright in schools	1
18/08/2021	2 hours	Al-Faisal College Online	Executives – Mrs Safia Khan Hassanein	How to Run Online Kindergarten Interviews (coordinators)	8

20/08/2021	1 hour	Al-Faisal College Online	Executives – Mrs Safia Khan Hassanein	How to Run Online Kindergarten Interviews (assessors)	20
26/08/2021	1 hour	Al-Faisal College Online	IT Department	Proctoring Software for online exams	3
02/09/2021	1 hour	Al-Faisal College Online	Executives	How to Create Google Forms	30
13/09/2021	2 hours	Al-Faisal College Online	Executives	VALID Marking	25
14/09/2021	1 hour	Al-Faisal College Online	Executives	NAPLAN Data review	25
06/10/2021	2 hours	Al-Faisal College Online	Initial Hygiene Australia	Indoor Air Summit	2
07/10/2021	2 hours	Al-Faisal College Online	Sentral – Learning Management System	Sentral Admission Module	10
07/10/2021	2 hours	Al-Faisal College Online	Executives	WHS & COVID Risk Assessment plans	10
12/10/2021	2 hours	Al-Faisal College Online	Executives	Back to School Road Map	25
13/10/2021	1.5 hours	Al-Faisal College - Online	Association of Independent Schools (AIS)	K-12 Wellbeing Webinar: Supporting Wellbeing Pre and Post Return to School	2
14/10/2021	1 hour	Al-Faisal College Online	Executives	HSC Supervisors	2
27/10/2021	1.5 hours	Al-Faisal College - Online	AISNSW	NCCD Term 4 Network Meeting: Review and Reflection	1
01/12/2021	1 hour	Al-Faisal College Online	NESA panel & Executives	NESA HSC Special Consideration Panel Interview	2

02/12/2021	1 hour	Al-Faisal College Online	Executives	Return to school plans	6
09/12/2021	1 hour	Al-Faisal College Online	Executives	Edmodo Vs Alternative platforms	5
21/12/2021	4 hours	Online	REVIVA	First Aid Online Course	All Staff
27/01/2021 to 19/11/2021	3 hours	Self-paced online	AISNSW	#Safe2StepOut: Teaching Road Safety in K-6	1
21/01/2021 to 06/12/2021	1.5 hours	Self-paced online	AISNSW	The Collaborative Planning Process: Developing Individual Plans	1
13/01/2021 to 06/12/2021	1 hour	Self-paced online	AISNSW	Disability Legislation	1
17/02/2021 to 31/12/2021	1 hour	Self-paced online	AISNSW	Autism Spectrum Disorder: Intensive Supports	7
13/01/2021 to 31/12/2021	1.5 hours	Self-paced online	AISNSW	NSW Reportable Conduct and Allegations Against Employees	1
22/01/2021 to 11/12/2021	1 hour	Self-paced online	AISNSW	Supporting Aboriginal and Torres Strait Islander Students in Boarding	1
22/01/2021 to 11/12/2021	3 hours	Self-paced online	AISNSW	Making Your Numerical Data Work	1
21/01/2021 to 11/12/2021	3 hours	Self-paced online	AISNSW	Moving Beyond Numbers: Using Qualitative Data	1
22/01/2021 to 10/12/2021	3 hours	Self-paced online	AISNSW	Conducting Interviews and Focus Groups	1
22/01/2021 to 10/12/2021	4 hours	Self-paced online	AISNSW	Designing Surveys that Work	1

27/01/2021 to 10/12/2021	6 hours	Self-paced online	AISNSW	Getting Ready for Robust Research	1
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Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2021:

Level of Accreditation	Number of Teachers
Conditional	10
Provisional	25
Proficient Teacher	97
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	13
Total number of teachers	145

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.	122
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.	23

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 2021 census, comprised of 145 teaching staff and 29 non-teaching staff.

In 2021, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	138.8
Full-time equivalent non-teaching staff*	25.6
Number of indigenous staff*	0

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

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

Student Attendance

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

2021 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	96%
Year 2	96%
Year 3	97%
Year 4	97%
Year 5	97%
Year 6	96%
Year 7	97%
Year 8	96%
Year 9	96%
Year 10	96%
Year 11	N/A
Year 12	N/A
School Average	96%

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 six percent of the 2019 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2021. 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
2021	86%
2020	88%
2019	93%
2018	87%
2017	85%
2016	60%

Post School Destinations

Post-School Destinations

Ninety-eight percent of students in the 2021 cohort received main and late round university offers.

The breakdown of Preferences is as follows:

University	Total
University of Sydney	30
UNSW	28
UTS	24
WSU	20
Macquarie University	14
Australian Catholic University	5
Charles Sturt University	1
Bond University	1
Torrens University	1
CQ University	1
University of Newcastle	1

The most popular degree courses chosen by Al-Faisal College students in 2021 were as follows:

Course	Total
Engineering	21
Psychology	11
Medical Science	9
Physiotherapy	8
Architecture	7
Sport and Exercise Science	7
Education	6
Pharmacy	5
Computer Science	5
Speech Pathology	5

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 (NESAs) 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 NESAs requirements. The table below lists policies where modifications have been made in 2021.

Policy	Changes in 2021	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 Executive Principal or from the school website, newsletters, diaries, parent portal
Child Protection	Policy reviewed: Incorporation of new Child Protection policy procedures and updated definitions	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Executive Principal.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
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	Policy reviewed: 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.
Repairs and Maintenance	Policy reviewed: New categories for maintenance introduced, eg <ol style="list-style-type: none"> 1. Planned Maintenance 2. Preventative/statutory and routine Maintenance 3. Unforeseen Maintenance 	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Teacher Employment	Policy reviewed: Providing Alternate Qualified Teaching Staff: updated procedures listed to ensure a qualified teaching member is able to provide alternate teaching for the day.	The full text of the policy can be accessed by request from the Executive Principal.

Reporting Area 10: School Determined Improvement Targets

2021 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Begin to develop Years 5-6 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Release a teacher part-time to assist in the development of the Mathematics programs across Years 5-6. • Release a teacher part-time to begin to develop Year 4 Science Programs that focus on scientific writing, extended response questions and design and make tasks • Integrate Years 2-6 Guided Reading with Science, History, Geography and Creative Arts • Introduce Comparative Judgement as a marking tool to more effectively and efficiently mark writing tasks across Years 2-8. • Release a primary teacher part-time to work with the Head of Secondary English to develop Stage 4 English programs to enhance the continuum of learning between Primary and High School.
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 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations. • Expand the School Improvement coordinator to reflect on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention. • Maintain the initiative of the Teaching and Learning coordinator holding one-to-one meetings with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades. Data conversations to also take place during after school grade

	meetings to collectively review and discuss student achievement of learning goals.
Staff Training	<ul style="list-style-type: none"> • In-service all new staff in 7 Steps to Writing methodology. • In-service all Years 4-6 staff to receive VALID Science training. • Utilise the College's School Improvement Coordinator to lead phonics lesson demonstration and observation sessions with K-2 staff. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	<ul style="list-style-type: none"> • Smart panel installation to replace old smart boards • Computer replacement of old Dell pcs • Furniture fit out: Building E classrooms • Endpoint protection for school owned devices • Automation Platform (ongoing) • Google to Office365 migration • Office365 apps and services enablement e.g. teams, SharePoint, etc... (ongoing) • Backup solution for on-premise data • Backup solution for office 365 (outlook, teams, OneDrive, and SharePoint) • Spam filtering • Staff training Office365 overview

Achievements of priorities identified in school's 2020 Annual Report

Area	Priorities	Achievements
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. • Continue to release a teacher full-time to assist in the development of the Mathematics programs across Years 2-4. • 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 	<ul style="list-style-type: none"> • All Years 2-4 Mathematics programs have been completed. In addition to a focus on problem solving, logical reasoning and working mathematically, the new programs have a much stronger emphasis on differentiated learning tasks. • Teacher released from regular teaching responsibilities and worked well with our Teaching and Learning Coordinator to complete all necessary Mathematics programs. • Mathematics pre-assessments aligned to the new scope and sequence introduced. Student data is analysed and students placed in groups to allow for tailored lessons to take place. • Self-Reported Grades has been implemented in accordance with the work of John Hattie to allow students to better self-reflect on the work they produce. • K-6 common writing rubric has been finalised. Literacy committee worked on the rubrics for approximately 15 school days. Amendments were made after the consultation with various teaching staff.

	<ul style="list-style-type: none"> • 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. • 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. • Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate). 	<ul style="list-style-type: none"> • All K-6 English programs have been finalised to reflect updated scope and sequence and includes the new K-6 writing rubric and self-reported grades. • Head of Science met regularly with primary teacher and finalised the completion of the Stage 3 Science review to align them with Stage 4 programs. • All secondary staff were involved in a PETAL workshop and were given time to embed PETAL across all secondary programs (where applicable).
<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 • Introduce Quicksmart Maths intervention to Year 4 in addition to Year 5 to provide support earlier for students experiencing difficulties in number operations. • School Improvement coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics. • 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 	<ul style="list-style-type: none"> • Years 2-6 students who recorded below 65% in formative assessments were provided with topic specific intervention for 3 weeks. Unfortunately, it was interrupted in semester 2 as a result of the COVID lockdown. • Quicksmart was introduced to Years 4 students. Students made very pleasing progress. Unfortunately, the program was interrupted in semester 2 as a result of the COVID lockdown. • School Improvement coordinator identified students needing Maths intervention and extension. In term 4, the coordinator in-serviced all grade coordinators on how to analyse such data in order for them to complete this task for their grades from the following year. • One-to-one and data conversation meetings were extremely successful. Lots of positive feedback was received by teachers and the coordinator involved. The initiative helped into making the review of data centre to our decision making processes.

	<p>also take place during after school grade meetings to collectively review and discuss student achievement of learning goals.</p>	
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 rubrics. 	<ul style="list-style-type: none"> • VALID assessment as a standardised test was cancelled due to COVID. However, it still ran as a school based assessment. All Years 4-6 teachers were in-serviced on how to teach and mark extended response questions. All staff felt a lot more prepared in teaching the new science programs. • Get Reading Right consultants attended the school and worked with K-2 teachers in demonstrating teaching phonics lessons explicitly using direction instruction. • The Teaching and Learning Coordinator led PDs as well as utilized the one-to-one and data conversations to support staff with the completion of the new rubrics.
Facilities and Resources	<ul style="list-style-type: none"> • Electronic Road LED Signage • Firewall upgrade • Sentral Enterprise Implementation and Rollout • Microsoft Azure Implementation for Sentral Enterprise connection • Blinds for classrooms • Security updates eg steel mesh 	<ul style="list-style-type: none"> • Large LED board erected on Auburn and Harrow Roads • Firewall upgrade completed for all PC devices • Roll over to Sentral Enterprise and Azure completed. The process was very smooth. • Blinds fitted in classrooms • Next phase of security updates completed with the fitting of steel mesh.

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 2021 due to the spread of the Covid-19 pandemic and the subsequent Omicron variant.

Under the guidelines of the state government and directives from NSW Health most school assemblies, staff meetings and student meetings were postponed or cancelled during the year.

Furthermore, the school was closed during Semester II (terms 3 & 4) and all formal in school direct instruction, was suspended. Students were directed to stay home and participate in online lessons that were organised by the school and their teachers on Zoom, Google Handouts, Edmodo and Seesaw platforms. Attendance and participation in these lessons was monitored by teachers and non-compliant students were reported to the Welfare team for support and counselling.

Events promoting respect in the wider community such as *Make A Difference Day - Civics and Citizenship, and Reconciliation Day* were cancelled by the responsible 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 a low key, school assembly.

Some programs were successfully introduced in terms 1 & 2. These included the Year 7 Anti Bullying workshops conducted by the school counsellor, Ms O'Keefe, the Year 7 Public Speaking programme conducted by the external agency, Masters Academy, the Annual Careers evening and the initial school vaccination clinics.

In March the College participated in the annual Respect Understanding and Acceptance programme. Twenty students from Year 9, represented the college at the Margaret Whitlam center in Bondi. They prepared a PowerPoint presentation covering the religious and social aspects of Al-Faisal College.

In May, the College hosted a visit from Coffs Harbour Christian College. In attendance were twelve Year 10 students and their teachers. The students exchanged understandings of their faith as well as the similarities and differences in their schools and education.

At the same time the College participated in a number of award programmes to recognise and reward student achievement. These included the Ampol "Best All Rounder", The ADF Long Tan Youth Leadership Teamwork Award, the ADF Future Innovators Award, the Jason Clare Community Services award, the AOC Olympic Change Maker award, the Rueben F. Scarf Commitment award, the Cumberland Council Pursuit of Excellence award, the Auburn Review Citizenship award and the Premiers Reading Challenge awards.

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 sanitizer in all classrooms, staffrooms and bathrooms for use by staff and students. All members of the school community were diligent in the use of sanitizer 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.
- For terms 1 & 2 noncontact infra-red thermometers were used to temperature test all individuals entering the school. Processes were put in place for anyone with elevated temperature or with flu like symptoms to stay at home and be Covid tested.

In summary, the following initiatives were undertaken to promote respect and responsibility within the school community.

PBIS

The school wide Positive Behaviour Interventions and Support (PBIS) program showed further success with the enhancement and consolidation of a culture of respect, responsibility, achievement and resilience within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement. The PBIS program focuses on 5 key values: Respect, Ownership, Achievement, Resilience and Safety (ROARS). Interventions and strategies continued to be modeled and taught to reinforce key values. During the Covid lockdown, the lessons were adapted and delivered via digital platforms Seesaw or Zoom.

Clean up Australia Day

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

Harmony Day

Students dressed up in their orange tops and completed activities in the classrooms that promoted, respect, tolerance and responsibility. Due to Covid restrictions, students were not able to visit other classrooms.

ANZAC Day

Students were engaged in various activities like making wreaths and paper poppies along with indulging in discussions and presentations.

Brainstorm Production: Buddies

Theatre production for Year 5 students, to promote cyber safety, friendship and anti-bullying.

Gallipoli Home

Due to Covid restrictions, students were unable to perform for the residents at Gallipoli Home. Instead, K-6 students made Eid cards and SRC members delivered the cards with gifts to all residents.

Visit to My Respite Home

SRC members visited the 'My Respite Home'. They presented all clients with gifts and had the opportunity to participate in arts and crafts activities and enjoy some fun sporting games together.

The following activities were delivered via digital platforms: Seesaw or Zoom

Morning announcements

Morning messages were delivered to students to promote ROARS and wellbeing. Teachers were creative in the forms of media used. Videos created by staff were very popular with our students. During the challenging times of lockdown and restrictions, staff made the start of the day a very enjoyable experience.

Red Nose Day

Students were encouraged to wear something red in support of Red Nose Day and post a photo on Seesaw.

R U OK?

The focus of R U OK? Day was staying connected and checking on each other during the challenging times of Covid. Students were encouraged to contact family and friends through phone calls, WhatsApp or on Seesaw.

Jeans for genes day

Students were encouraged to wear their jeans during their virtual class catch up sessions

Class BLOGS on Seesaw

To stay connected with friends, students were able to participate in class BLOGS. Main focus was on Social, emotional, Intellectual, physical, and fun activities.

Screen Free Friday

To encourage socialisation and connecting with family and friends, students were given a range of activities away from the screen to do together as a family and share photos onto Seesaw.

Kindness week

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

Staff wellbeing morning tea

A virtual staff wellbeing morning tea was held. Staff had the opportunity to participate in:

- Relaxation techniques
- Scavenger hunts
- Kahootz quizzes and
- Physical activities conducted by Got Games

2021 was a very challenging year for everyone. Staff and students were overjoyed to be returning back to school.

Teachers busied themselves decorating the front of the school, the playgrounds and the classrooms to welcome our students back. On the day of students returning, teachers met them at the gates or playground with open arms and funny masks!

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 2021 and revealed high levels of satisfaction. Due to the Covid lockdown in Terms 3 and 4, most survey responses this year focused on gaining valuable insights from key stakeholders on the effects of lockdown, the quality of teaching and attitudes towards online learning.

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.

During the Covid lockdown of Terms 3 and 4, parents completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of parents who completed the survey:

Auburn School: 553 responses

Campbelltown School: 181 responses

Liverpool School: 303 responses

2021 Parent Survey Results	Auburn	Campbelltown	Liverpool
Our home internet access is acceptable	92%	96%	91%
The home learning platform of Seesaw is user friendly	84%	91%	90%
My child finds home learning 'ok' or 'easy'	69%	76%	69%
My child's motivation for home learning is 'ok' or 'high'	62%	75%	57%
The level of online work my child receives is appropriate	78%	86%	73%
My child enjoys online recorded lessons	72%	79%	75%

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.

During the Covid lockdown of Terms 3 and 4, staff completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of staff who completed the survey:

Auburn School: 62 responses

Campbelltown School: 21 responses

Liverpool School: 29 responses

2021 Staff Survey Results	Auburn	Campbelltown	Liverpool
Are you satisfied with AFC's remote learning plans?	97%	90%	93%
Do you feel supported by the school in offering remote learning?	96%	91%	92%
Are you satisfied with the workload assigned to you?	87%	91%	92%
Have you been able to maintain a work-life balance during remote learning?	72%	79%	77%

Student Surveys*

In 2021, 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.

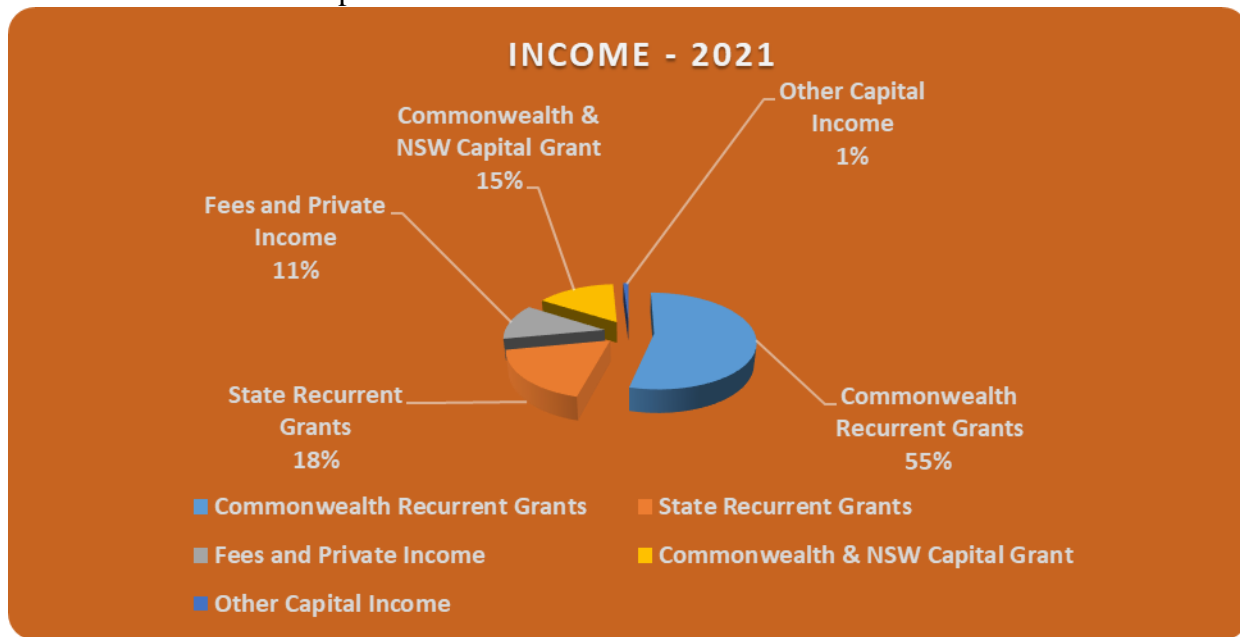
The top responses from the Year 5-10 student survey revealed:

- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I feel motivated to ask questions to my teacher
- I believe that staff emphasise academic skills and hold high expectations for me to succeed.
- I have teachers that encourage me to work at my best
- I have applied PBIS lessons in daily practice.
- I believe the SRC positively contributes to the school by raising issues and making suggestions well.

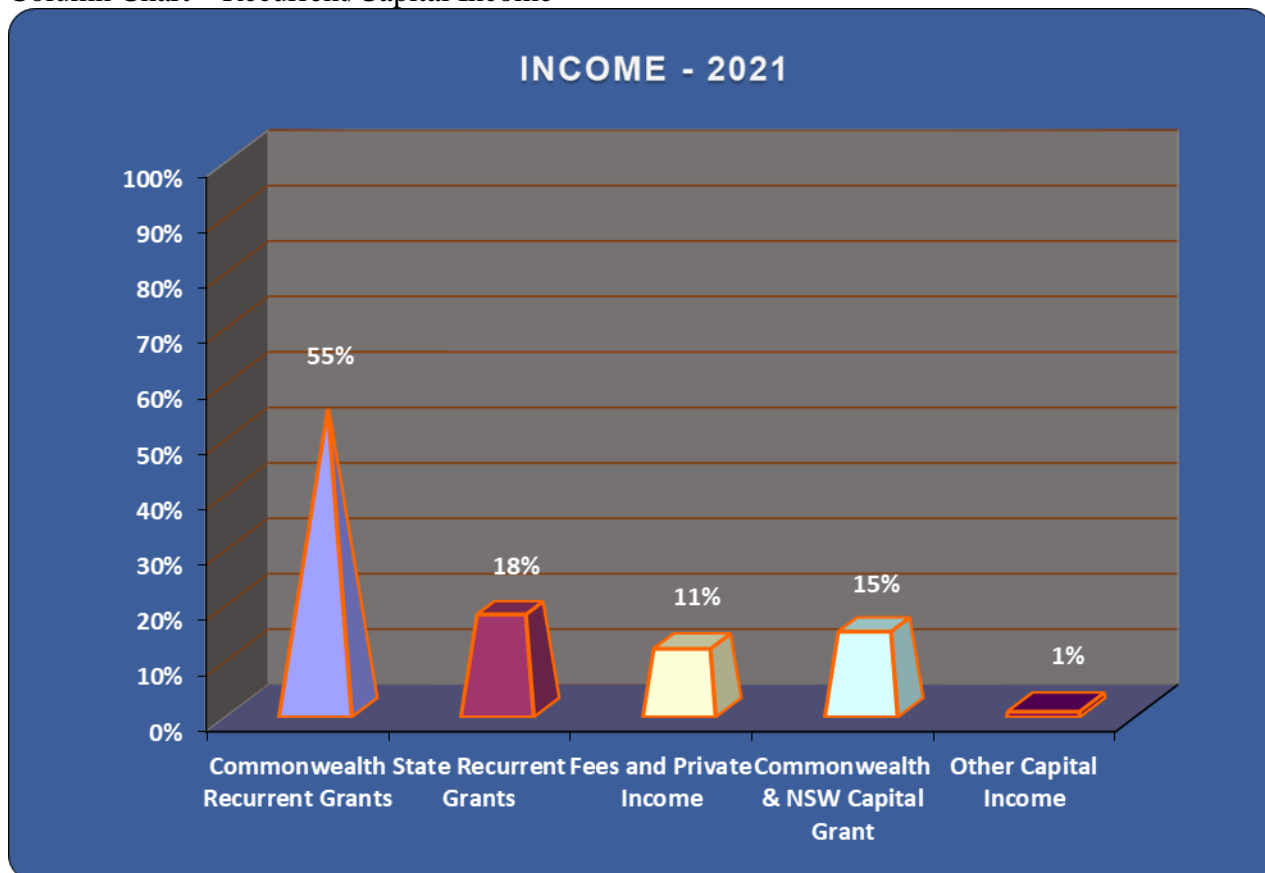
*survey results also include responses from all Al-Faisal College schools.

Reporting Area 13: Summary financial information

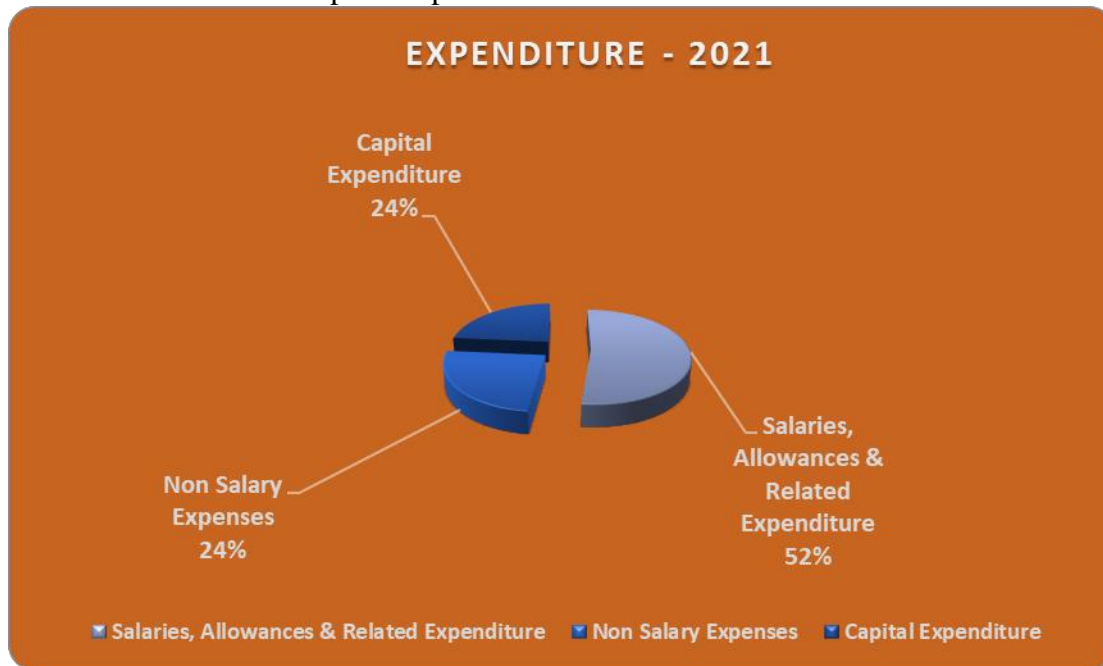
Pie Chart – Recurrent/ Capital Income



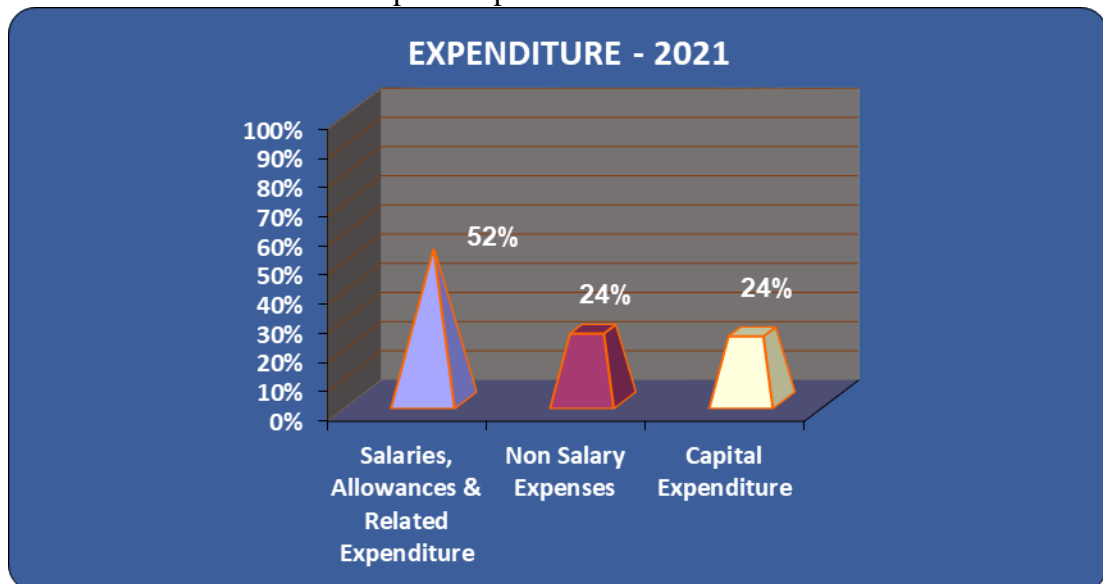
Column Chart – Recurrent/Capital Income



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.