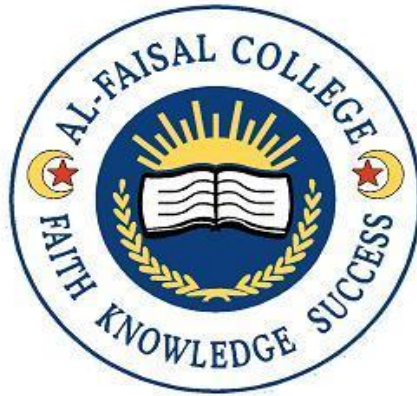


Al-Faisal College Campbelltown



ANNUAL REPORT 2024



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Theme 1: Context

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.

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

The main goals of the College is 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 as our chosen community language.

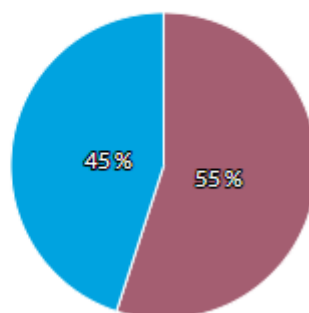
In the 2023 academic year, Al-Faisal College - Campbelltown witnessed healthy student enrolment numbers, reflecting the growing reputation and appeal of our college within the community. Our commitment to providing high-quality education and nurturing a positive school culture has attracted families seeking a comprehensive and inclusive educational experience for their children.

Students

Total enrolments: 685

Boys 306

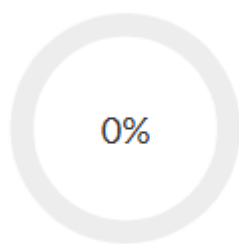
Girls 379



A significant feature of our student population is that 100% of students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and perspectives. The presence of multiple languages at our school promotes cultural awareness and inclusivity, preparing our students to thrive in a globalised world. Our dedicated teachers are well-equipped to support LOTE students, ensuring they achieve academic success while maintaining their cultural heritage.

Full-time equivalent enrolments: 685.0

Indigenous students



Language background other than English



Yes (100%)
No (0%)
Not stated (0%)

Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal College - Campbelltown. This data underscores our commitment to providing an equitable education for all students, regardless of their socio-economic status. We believe that every student deserves the opportunity to succeed, and we strive to create an environment where all students can thrive.

Student background

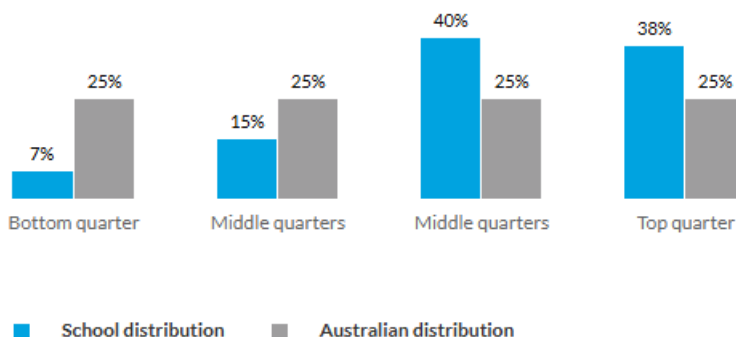
Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1099

Average ICSEA value 1000

School ICSEA percentile 84

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Our inclusive approach is further reflected in the extensive support systems we have in place for students from diverse backgrounds. We offer a range of programs and initiatives designed to meet the unique needs of our students, including academic tutoring such as Multilit, Get Reading Right (phonics instruction) and Quicksmart (numeracy intervention), as well as cultural enrichment activities. These programs ensure that all students, regardless of their background, have access to the resources they need to succeed academically and personally.

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

Managing Director's Report

It is with great pride and immense gratitude that I present the 2024 Annual School Report—a comprehensive reflection of the achievements, milestones, and unwavering commitment that have defined our college community over the past academic year.

This year has been one of exceptional accomplishment, most notably in the Higher School Certificate (HSC) results. Our students have not only met but exceeded expectations, culminating in Al-Faisal College securing an outstanding 22nd place ranking in the state. This remarkable outcome is a reflection of the dedication, resilience, and academic excellence embedded in our school culture.

Federal Education Minister visit to Al-Faisal College

Al-Faisal College had the great honour of welcoming the Federal Minister for Education, The Hon. Jason Clare MP and the Chief Executive of the Association of Independent Schools NSW, Ms Margery Evans, Councillor Glenn Elmore representing Cumberland City Council Mayor Ola Hamed, to our 2024 High School Presentation Day.

The Minister addressed our students, staff, and families, commending the College's unwavering commitment to educational excellence and student success.

As part of his visit, the Minister toured classrooms, observed lessons in progress, and engaged in meaningful conversations with our students and Student Representative Council (SRC) members. Our SRC students were excited to share their ambitions, career aspirations, and reflections on their learning journey.



Vote of thanks

On behalf of Al-Faisal College, I extend our sincere appreciation to the Australian Government—both at the Federal and State levels—for their ongoing support of our educational vision. We are equally grateful to Cumberland Council, Campbelltown City Council, and Liverpool City Council for their continued collaboration and partnership. Our thanks also go to the NSW Education Standards Authority (NESA), the Association of Independent Schools of NSW (AISNSW), and the dedicated members of NSW Police, the Royal Australian Navy, and the Australian Defence Force for their invaluable service and engagement with our school communities.

I would also like to express my deepest gratitude to the individuals who drive the vision and operations of our schools. My heartfelt thanks go to our Director General, Dr. Intaj Ali, whose leadership continues to guide our strategic direction. I also acknowledge the unwavering commitment of our Executive Principal, Executive Deputy Principals, and the Heads of Colleges at our Campbelltown and Liverpool schools. To our Deputy Principals, curriculum coordinators, teaching and non-teaching staff, as well as our Managers and Accounts team—your dedication, professionalism, and tireless efforts are the foundation of Al-Faisal College's continued growth and success.

Finally, a special note of thanks to our Al-Faisal parents. Your trust, partnership, and ongoing support are instrumental to all that we achieve. We are deeply grateful for the strong home-school relationships that enable our students to thrive and our college to flourish.

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

Executive Principal's Report

As we conclude another transformative year at Al-Faisal College, I am pleased to present the 2024 Annual Report, which reflects our shared vision, continued growth, and the outstanding achievements across our schools in Auburn, Campbelltown, and Liverpool.

Celebrating a Year of Excellence

The year 2024 will be remembered as a landmark in the history of Al-Faisal Colleges. As we reflect on our collective progress, I am filled with admiration for the remarkable outcomes achieved by our students, the dedication of our staff, and the enduring partnership with our families.

A key highlight this year was the outstanding performance in the Higher School Certificate (HSC). Across our Auburn and Liverpool schools, a total of 205 Year 12 students sat for the 2024 HSC (132 from Auburn, 73 from Liverpool). I am delighted to announce that Al-Faisal College – Auburn achieved a remarkable 22nd place ranking in the state, while Al-Faisal College – Liverpool ranked 140th—a significant accomplishment reflecting our commitment to academic excellence.

We proudly acknowledge:

- 337 Band 6 results (Auburn: 285, Liverpool: 52)
- 5 Top Achievers and 9 All-Rounders
- 126 Distinguished Achievers (Auburn) and 30 (Liverpool)
- 86 students achieved an ATAR above 90 (Auburn: 72, Liverpool: 14), including 6 students scoring above 99
- 1st in the State in Arabic Continuers and Mathematics Standard 1

All our HSC graduates have secured placements in leading universities across NSW, and their success stands as a testament to their resilience, discipline, and aspiration. I extend my heartfelt congratulations to each one of them.

Strong Foundations in Literacy and Numeracy

In addition to HSC excellence, our students in Years 3, 5, 7, and 9 achieved outstanding results in the 2024 NAPLAN assessments. A large proportion of our students performed in the exceeding category, consistently surpassing national averages in Reading, Writing, Language Conventions, and Numeracy.

Acknowledgements

I would like to extend my sincere thanks to the Federal and State Governments, along with Cumberland, Campbelltown, and Liverpool City Councils, for their ongoing support. My appreciation also goes to NESA, AISNSW, NSW Police, the Royal Australian Navy, and the Australian Defence Force, whose collaboration and presence have enriched our school communities.

To our School Board, with special recognition to our Founder and Managing Director Mr Shafiq Khan and Director General Dr Intaj Ali, I express my deepest gratitude for their visionary leadership and steadfast support.

I thank our Executive Deputy Principals, Heads of Colleges, Deputy Principals, Heads of Welfare, coordinators, counsellors, as well as all teaching and non-teaching staff. Your collective efforts have shaped an extraordinary year, one that exemplifies the power of unity, purpose, and faith in nurturing the leaders of tomorrow.

Finally, I would like to acknowledge our parents and caregivers for the vital role they play in the learning journey of our students. Your trust, encouragement, and engagement are deeply valued, and we thank you for your continued support and involvement.

Mrs Safia Khan Hassanein
Executive Principal
Al-Faisal College

Head of College Report

Al-Faisal College – Campbelltown remains committed to providing a high-quality education in a supportive, inclusive, and values-driven environment. We believe that strong partnerships with families and the wider community enrich the student experience and help foster a sense of identity, belonging, and respect for cultural and religious diversity within our Australian context. We are proud to cultivate a school culture where students feel safe, supported, and empowered to succeed.

The 2024 academic year was another successful chapter in our school's journey. Students, staff, and families worked in partnership to ensure every child had the opportunity to thrive. Through a positive learning culture and high expectations, students were encouraged to grow academically, socially, and emotionally in a nurturing setting. The dedication of our staff and the enthusiasm of our students made 2024 a year marked by continued growth and achievement.

Teaching and learning programs were continuously reviewed to align with the evolving NESA curriculum. Throughout the year, the College prepared for the phased rollout of new syllabuses, ensuring teaching remained relevant, evidence-based, and responsive. Program improvements were designed to enhance engagement, lift academic performance, and support diverse learning needs across all stages. Classroom practices were refined to strengthen feedback, assessment, and differentiation.

Students participated in a wide range of academic, sporting, cultural, and leadership opportunities. They took part in community events, charity initiatives, wellbeing programs, and awareness campaigns that nurtured both character and citizenship. Our school choir proudly performed at International Women's Day, Harmony Day, International Mother Language Day, and the Macarthur Children's Festival—representing our school with excellence. These experiences fostered belonging, connection, and pride in their heritage. The College's wellbeing team, including the school counsellor, supported students through regular check-ins, mindfulness sessions, and classroom wellbeing initiatives that promoted emotional resilience.

Al-Faisal College – Campbelltown continues to perform strongly in academics. In 2024, our Primary cohort ranked 8th in NSW for NAPLAN—an outstanding result that highlights our ongoing commitment to high standards and educational excellence. These achievements reflect not only the quality of teaching and learning but also the commitment of students, families, and staff to strive for continuous improvement.

I would like to acknowledge the vital role of our community partners and leadership. My sincere thanks to the Australian Government, Campbelltown Council, the Association of Independent Schools NSW, and our network campuses—especially Al-Faisal College Auburn—for their ongoing support. I am grateful to our Board of Directors, Mr Shafiq Khan (Managing Director), Dr Intaj Ali (Director General), Mrs Safia Khan Hassanein (Executive Principal), Ms Fayzah Ezeldin (CFO), and Executive Deputy Principals Mr Mohammed Adra and Mr Peter Rompies for their steadfast leadership and vision. I also extend my heartfelt appreciation to our staff for their commitment, professionalism, and care. Their efforts make a meaningful difference in the lives of our students every day.

Most importantly, I thank our parents and students for their trust and partnership. Your support and engagement are the foundation of our success. As we reflect on 2024 and look ahead, I remain confident that Al-Faisal College – Campbelltown will continue to grow as a place of learning, belonging, and excellence for all.

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

School Determined Improvement Targets

2024 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none">• Develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Years 9 that continues from the work that has previously been completed across K-8.• Collaborate with staff at the Auburn and Liverpool schools to assist in the review of English programs across Years 3-10 to ensure all feedback received through unit evaluations are applied.• Continue to support the role of an experienced secondary Mathematics teacher to program for the implementation of the Years 7-10 Mathematics syllabus.
Student Achievements and Welfare	<ul style="list-style-type: none">• Review all outcomes that appear on assessment tasks and student report cards that reflect the new English and Mathematics syllabuses and requirements.• Continue to provide students recording below 65% in Mathematics formative assessments with intervention across Years 2-8• Continue Quicksmart Maths intervention for students from Years 3-6 experiencing difficulties in number operations.• Maintain the initiative of holding one-to-one meetings ('check ins') with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades.
Staff Training	<ul style="list-style-type: none">• Continue to in-service all new K-6 staff in 7 Steps to Writing methodology. High School English teachers to also attend 7 Steps to Writing PD.• Provide secondary Science teacher will in-services on the new Science syllabus to begin initial planning.• Continue to provide Years 4-6 staff with a second year of VALID Science training.• Maintain Instructional Rounds across Years 1-6 that provide staff with the opportunity to observe and to learn from one another. Each staff member will be provided with 2-3 observation sessions per term.
Facilities and Resources	<ul style="list-style-type: none">• Network Switching upgrade

- | | |
|--|---|
| | <ul style="list-style-type: none">• WiFi Installation• Air Sensor Installation• Netsuite to Sentral Integration• IP PA Bell and Announcement Installation• CCTV Server Refresh and migration to NX Witness Phase 1• PS Staffroom Fitout• HS Staffroom Fitout• Main Hall Fitout• Salto Offline to Online Upgrade |
|--|---|

Student Representative Council (SRC)

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

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

Leadership qualities are recognised and encouraged right from Kindergarten.

Class Captains K- 6

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

These captains carry out various class-based responsibilities.

Process:

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

School Captains and Prefects K - 6

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

Process:

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

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

Prefects 7-10 (2024)

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 10 are elected through votes cast by students from Years 7-10. The winning candidates become School Captains (Year 10) and Vice Captains.

Student representative Council (SRC)

- All school leaders (Prefects & School Captains) are members of their respective SRC (K-6 & 7-10). The Stage 3 Coordinator (Primary) oversees the K-6 SRC, and the High School Welfare Coordinator oversees the 7-10, 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 2024, undertook responsibilities in various aspects of their schooling. The Primary SRC in 2024 were organised to form a parliament and the SRC members were given the roles of different ministers to assist in various aspects of the school. In this initiative, students were able to develop and participate in a range of school-wide projects.

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

The SRC introduced a new initiative this year, with High School and Primary students participating in joint leadership meetings. High School prefects mentored Primary SRC members, helping them develop leadership skills through structured activities held every Friday.

The SRC participated in:

- The annual **Ramadan Charity Drive** encouraged students to support those less fortunate than themselves.
- The Captains and Prefects organised show bags for students in K-6. They were responsible for creating and distributing the bags.

- The Captains and Prefects played a key role in events organised by the school. They acted as **masters of ceremonies** for assemblies, presentation days and activities held during literacy and numeracy week and Ramadan (Islamic quiz, Al Nasheed concert, recitation competition, Quran competitions).
- SRC members were allocated responsibilities to **welcome important guests** and guide students during functions as well.
- **Uniform Checks:** The SRC assisted teachers in the checking of uniforms on a weekly basis.
- The SRC members were assigned roles to assist other students in developing **social skills** during lunch and recess. They were allocated roles according to a roster.
- The SRC members created a roster for the front office. The roster was implemented for the office when necessary. The representative duties included distributing notes to class teachers, collected money folders and completing messages.
- Prefects also participated in **AFC You and Me Day** to help the younger students to deal with friendship issues. They ran the merchandise stall for the Are U Ok? Items. The SRC also assisted in face painting the students with the colours for the day; yellow and black.
- On the **Market Stall Day** SRC ran a henna stall and face painting stall and helped the Year 9 Commerce students.
- SRC planned and organised the **Annual Iftar Dinner** for high school students. They were involved fully in designing the invitations, organising the catering and decorations for the night. The whole event was run by the SRC successfully.
- The SRC members helped in the **library** by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and according to a roster.
- The SRC members helped in setting up **playground games** for students in younger years.
- As part of the **Harmony Day** celebrations the Primary SRC members ran a 'Multicultural Dress Parade' along with the coordinators.
- **Handball Competition** was organised for Grades 3-6 by the SRC. The students played in quarter finals, semi-finals, and finals through elimination.
- SRC students ran an initiative of **feeding the needy** by preparing 100 packs of biryani. They also helped in collecting hygiene products and cans of food for people in need.
- SRC students along with other volunteers helped in the collection of **woollen clothes** and blankets for the children of Gaza. They helped in the sorting and wrapping of all the items
- The school undertook a **healthy initiative in 2024** wherein the students in Kindergarten, Year 1 and Year 2 were provided with fruit on a daily basis, throughout the year. The SRC helped in the distribution of the fruit along with encouraging the lower primary students to eat healthy.
- The SRC students represented the school with aplomb in the **Macarthur Children's Festival**. They helped in the organising and smooth running of the event. They also led the Multicultural Parade on the day.

Initiatives Promoting Respect and Responsibility

In 2024, the school wide **Positive Behaviour Interventions and Support (PBIS) program** showed further success with the enhancement and consolidation of a culture of respect, responsibility, and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

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

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- A wide range of 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 program the following initiatives were undertaken to promote respect and responsibility within the school community:

International Mother Language Day:

Campbelltown Council organised the International Mother Language Day. During this day the School Choir sang the Song 'I am Australian' in various languages. The students were able to listen to speakers talking about their heritage, as well as watch a variety of performances from around the world. It is a celebration of the diversity of the Campbelltown community.

Ramadan Trivia Quiz:

During Ramadan, the school organised a Trivia Quiz for parents and students. This is an inter-campus competition, with parents, students and teachers from all three schools invited to participate via a Zoom link.

Paul Nunnari 24hr Fight Against Cancer Macarthur:

The 24 Hour Fight Against Cancer Macarthur is an annual fundraising movement dedicated to raising awareness and funds for Cancer. On the day Paul Nunnari, a Paralympic athlete, rode into the school in his wheelchair and spoke to the students about how, despite his disability, he was able to win a silver medal in the men's 4x100m relay during the 2000 Paralympic Games. The students learnt about overcoming difficulties and becoming a stronger and more resilient person.

Literacy Week:

During Literacy week students participated in various activities related to literacy. Students had a book parade where they dressed up as their favorite character and watched the teachers perform a small play about overcoming bad intentions. Students also participated in a Spelling Bee as well as a Literacy Quiz. Students were also encouraged to bring in their favorite books to share throughout the week.

Harmony Day:

Harmony Day was celebrated by organising a day where students wore orange T-shirts to support the harmonious environment in the school and in the community. PowerPoints were run in classes on Harmony Day to inculcate in students the importance of Unity in Diversity.

E- Safety week:

During E-Safety week, students looked at various ways to stay safe online. They were able to watch various videos of scenarios on how to stay safe and were then involved in making a poster on staying safe online.

Healthy Lunch Week:

Healthy Lunch Week aimed to promote nutritious eating habits among students. They learned about the types of foods that support a healthy lifestyle and were encouraged to bring wholesome meals to school. The week concluded with a class picnic, reinforcing the importance of making healthy food choices in a fun and engaging way.

Pakistan Independence Day:

A group of students were invited to take part in the Pakistan Independence Day celebrations held at Greg Percival Library. During the event, students learned about the historical significance of Pakistan's independence, the choir performed, and students participated in a variety of traditional Pakistani cultural activities.

Debating:

Year 6 students took part in intensive debating workshops, where they cultivated critical skills in reasoning, persuasive communication, and teamwork. Building on this foundation, they went on to represent their school in a competitive interschool debate against teams from three other schools, showcasing their newfound abilities with confidence and maturity.

Macarthur Young Champion Award:

The Macarthur Young Champion is a prestigious award given to students that are active in the community. Students nominated for the award needed to show how they have contributed to the community. This could be via sports, arts or educational programs. Our students became finalists in all categories.

After-school Cricket workshops:

Students from Kindergarten to Year 6, were able to participate in an After School Cricket program which was aimed at promoting a love of sport and cricket within our community. During these sessions students were involved in learning various skills, such as batting, throwing and catching.

Macarthur Children's Festival:

Students from the SRC as well as volunteers from years 5 to 10, were involved in the Macarthur Children's Festival. On the day, the students had many responsibilities including: setting up stalls; helping stall holders throughout the day; being flag bearers and leading the annual march around the park; cleaning up at the end of the day. The choir also participated in a stage performance of Count on Me.

Bullying Awareness Day:

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

School Annual Iftar Dinner:

The school organised a large-scale iftar dinner for the student body. Various guests from the community were invited to participate. The event helped to promote the awareness of Islam and helped to bring our multi-cultural community together.

Living Eggs:

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

Reverse Interviews:

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

Sporting Schools Program:

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

Clean Up Australia Day:

Clean Up Australia Day ensured the cleanliness of the whole school with areas allocated to various classes. The SRC designed posters, raising awareness regarding the importance of cleanliness and recycling. Class Captains and Vice Captains were then taken to the neighboring school in order to help promote Clean up Australia Day.

ANZAC Day:

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

Parent Seminar: Mastering Phonics K-2 Parents:

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

Police Visit:

Throughout the year the local Police force sent out school liaison personnel to interact with the students. The police spoke to the primary and high school students about bullying and how to stay safe online. At the end of the year the officers came back to participate in a friendly Basketball competition between students, teachers and officers.

NAIDOC Week:

During NAIDOC Week, students explored the rich history and culture of Aboriginal and Torres Strait Islander peoples through stories, discussions, and creative activities. A highlight was the creation of a school-wide collaborative artwork, symbolising the community's respect for and commitment to reconciliation.

National Tree Day:

Students learnt about the importance of Native Australian trees and how to look after the environment. Students needed to research and create a poster about a native Australian tree. They then needed to present the information in class. One student was chosen from each grade and given a native seedling as a prize, to help promote the importance of the Australian environment.

Inter-school Athletics Carnival:

Our first Year 5 and 6 Interschool Athletics Carnival was held in Term 3. Students had to both work with and compete against students from other campuses throughout the day in various Athletics activities. Ribbons were given to the winners of the various games.

Be Unstoppable Workshop:

High school students participated in the "Be Unstoppable" workshop, designed to equip them with effective strategies for managing stress and time during their studies. Throughout the session, students engaged in reflective activities focused on supporting their mental health and setting achievable goals for academic and personal success. The workshops also dealt with bullying issues and how to deal with them.

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:

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

Gaza Winter Relief: Al-Faisal College partnered with Human Appeal to organise a clothing drive for children in Gaza. Students were encouraged to donate new winter clothes and blankets. Along with their donations, students wrote heartfelt notes to the children, adding a personal and compassionate touch to the relief effort.

Food for the Needy: Students prepared 100 biryani meal packs and collected canned food and hygiene products to support those in need.

Science Week:

Students enthusiastically participated in a range of activities during Science Week. A Science Quiz challenged them to apply critical thinking and scientific knowledge. They also dressed as renowned scientists, engaging in discussions about each figure's achievements and contributions to the field. Additionally, students took part in an interactive science show, which captivated their curiosity and enthusiasm. High School students built durable bridges with paddle pop sticks, applying their knowledge of Science, Technology, Engineering and Mathematics.

Book Character Parade:

During Book Week, students came to school dressed as their favourite book characters, bringing stories to life through their creative costumes. Teachers joined in the festivities with enthusiasm, presenting a play based on the beloved book *Going on a Bear Hunt*. The celebrations included a lively book character parade,

culminating in a delightful picnic where students gathered to share their love of reading and community spirit.

Spelling Bee:

During Book Week, students took part in a Spelling Bee, sharpening their spelling skills in a friendly and engaging competition. Those in the audience also joined in through a variety of interactive spelling activities, fostering a lively and inclusive learning environment. The students also performed well in the Premier's Spelling Bee, making it all the way to State Finals.

Fruits and Vegetables for Lower Primary:

As a special initiative all students from Kindergarten to Year 2 were given free fruits every day for the whole of 2024. The students enjoyed the fruit immensely, while the school ensured their good health.

Leap Year Time Capsule:

In celebration of the leap year, students wrote personal reflections to be placed inside a time capsule. This capsule will be opened during the next leap year, offering students a unique opportunity to see how much they have grown and changed over time.

Electrical Safety week:

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

Ramadan Activities:

Students participated in various activities during Ramadan such as:

- Nasheed Concert
- Abaya Day
- Islamic quiz
- Quran recitation
- Islamic book fair
- Card exchange
- Showbags
- Iftar dinner
- Zaky Bear Incursion

Market Day:

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

Math Week:

The students in Primary school participated in the Marvellous Maths March; all class teachers organised mathematical activities in their classes and the students visited each class on a rotational basis. Various mathematical games, quizzes and puzzles were set up for the students to enjoy the wonderful world of Maths. High School students enjoyed mathematical games related to problem solving in groups.

Gala Days:

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

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

Future Career Day:

Students from Kindergarten to Year 6 dressed up as the careers they aspire to pursue. Classroom discussions focused on their future ambitions, highlighting the value of dedication, resilience, and perseverance in achieving success.

Athletics Carnival:

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

Star Student of the Week:

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

Theme 2: Outcomes and Results

We are proud to present Al-Faisal College - Campbelltown's Annual Report, showcasing our students' exceptional achievements in 2024. Our students excelled in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests, demonstrating achievement levels well above the national average in reading, writing, spelling, grammar, punctuation, and numeracy.

These achievements underscored our commitment to academic excellence, diverse educational pathways, and the holistic development of our students, preparing them for a bright and successful future.

NAPLAN Achievement

Al-Faisal College - Campbelltown is proud to announce the outstanding results from our students in the National Assessment Program – Literacy and Numeracy (NAPLAN) for the 2024 academic year. Our students have demonstrated exceptional proficiency across all tested domains, including reading, writing, spelling, grammar, punctuation, and numeracy.

The 2024 NAPLAN results reflect the hard work and dedication of both our students and educators. This year, we observed significant improvements in the following areas:

- Reading: A higher percentage of students achieved above the national average, showcasing their enhanced comprehension and analytical skills.
- Writing: Our students excelled in the writing component, with a remarkable number scoring in the top bands, indicating their strong ability to articulate ideas effectively.
- Spelling: The focus on spelling accuracy has paid off, with our students outperforming many of their peers nationally.
- Grammar and Punctuation: The results highlighted our students' superior grasp of English grammar and punctuation rules.
- Numeracy: There was a marked improvement in numeracy scores, reflecting our commitment to fostering robust mathematical skills.

These achievements underscore Al-Faisal College's commitment to academic excellence and our strategic focus on providing a supportive and enriching learning environment. We extend our heartfelt congratulations to our students for their remarkable achievements and express our gratitude to our dedicated teachers and supportive parents for their unwavering commitment to educational excellence.

Further information regarding school performance in NAPLAN against State and National trends can be accessed from the MySchool website (<http://www.myschool.edu.au/>).

Below is a screenshot depicting the 2024 NAPLAN results, providing a concise overview. Dark green cells in the table indicate that the College performed significantly above the National Average, light green cells signify performance above average performance while white cells indicate results on the National Average.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	486	549	529	579	492
Year 5	555	574	584	622	566
Year 7	578	607	608	634	603
Year 9	609	635	627	635	621

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

As we look forward to the next academic year, Al-Faisal College – Campbelltown remains dedicated to continuous improvement and the pursuit of educational distinction. Together, we will continue to nurture our students' potential and prepare them for a bright and successful future.

Interpreting the table

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

Higher School Certificate (HSC) Achievement

Not applicable as Al-Faisal College - Campbelltown is a K-10 school.

Theme 3: Staffing

In accordance with the Teaching Accreditation (TA) Act, we are pleased to present the accreditation status of all teaching staff responsible for delivering the curriculum at Al-Faisal College - Campbelltown. This status reflects the standards and quality of our educators, showing our commitment to providing the best education for our students.

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College - Campbelltown at the various levels of teacher accreditation in 2024:

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	44
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	5
Total number of teachers	58

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

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

Workforce Composition

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

Al-Faisal College - Campbelltown has a diverse workforce which, at the time of the 2024 census, comprised of 58 teaching staff and 16 non-teaching staff.

The following table reflects data captured in 2024.

Workforce Composition	Campbelltown School
Full-time equivalent teaching staff*	41.0
Full-time equivalent non-teaching staff*	7.6
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>

Theme 4: Attendance

Student Attendance

Student attendance rates continue to remain high. This data in the table below reflects the importance the College places on regular attendance and the positive learning environment we strive to create. We continue to be pleased with the students' attendance patterns and the efforts we undertake to promote consistent attendance for student academic success and overall well-being.

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

2024 School Attendance Rates	
Year Level	Attendance Rate (Campbelltown School)
Year 1	96%
Year 2	95%
Year 3	97%
Year 4	94%
Year 5	95%
Year 6	95%
Year 7	95%
Year 8	95%
Year 9	90%
Year 10	92%
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-10). 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-10).
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 (7-10) 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.

Theme 5: School Policies

The following school policies are publicly available on our school website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Discipline Policy](#)
- [Complaints Policy](#)

The location of the full text of remaining Al-Faisal College - Campbelltown's policies can be accessed through our school website <https://www.afc.nsw.edu.au/campbelltown-policies.html>

Theme 6: Stakeholder Satisfaction

Teacher, Student and Parent Satisfaction

Stakeholder Satisfaction: Teachers, Students, and Parents – 2024

At Al-Faisal College, the voices of our school community—parents, students, and staff—are highly valued. Their perspectives are central to shaping decisions and driving continuous improvement across all areas of the College. In 2024, a range of formal and informal processes were used to gather feedback on satisfaction levels. This included structured surveys conducted across all Al-Faisal College schools, as well as student forums and staff consultations. The feedback obtained was used to inform planning and enhance educational outcomes.

To ensure student voices are heard, the College conducted student forums that provided valuable insights into student wellbeing, co-curricular interests, and requests for improvements to facilities. At Al-Faisal, we believe student engagement is a key indicator of school success. When students actively participate in classroom, whole-school, and extra-curricular activities, they develop a stronger sense of belonging and self-worth—traits that support resilience and lifelong learning.

As in previous years, staff feedback revealed a strong sense of professional satisfaction. The College continues to benefit from a low staff turnover rate, particularly significant given the scale of staffing across the campuses. Informal feedback and leadership team discussions also confirmed that staff feel supported and appreciated.

Surveys were conducted in 2024 and revealed consistently high levels of satisfaction across all three stakeholder groups. The survey findings are summarised below.

Parent Satisfaction Survey Highlights – 2024*

The College values the collaborative partnership shared with parents and is pleased to report strong levels of parental satisfaction:

- **89%** of parents agreed that the College provides a high-quality education that meets their child's academic and personal development needs.
- **91%** felt that communication between the College and home is clear, timely, and effective.
- **85%** of parents reported confidence in the school's efforts to promote student wellbeing and a safe learning environment.

These results reflect the ongoing commitment of Al-Faisal College to excellence in education, transparent communication, and student wellbeing. We thank our parent community for their trust, engagement, and continued support.

Staff Satisfaction Survey Highlights – 2024*

Staff feedback continues to reflect a strong sense of purpose, belonging, and professional fulfilment at Al-Faisal College:

- **96%** of staff agreed that they feel well-supported by school leadership in their teaching and professional development.
- **93%** felt that their contributions are recognised and valued by the school.
- **98%** expressed confidence in the school's vision and strategic direction.

These results affirm the College's efforts to foster a collaborative and supportive workplace where staff are empowered to succeed. We are grateful to our dedicated educators for their commitment to student learning and school improvement.

Student Satisfaction Survey Highlights – 2024*

Student feedback gathered through surveys and forums highlighted a positive and engaging school experience:

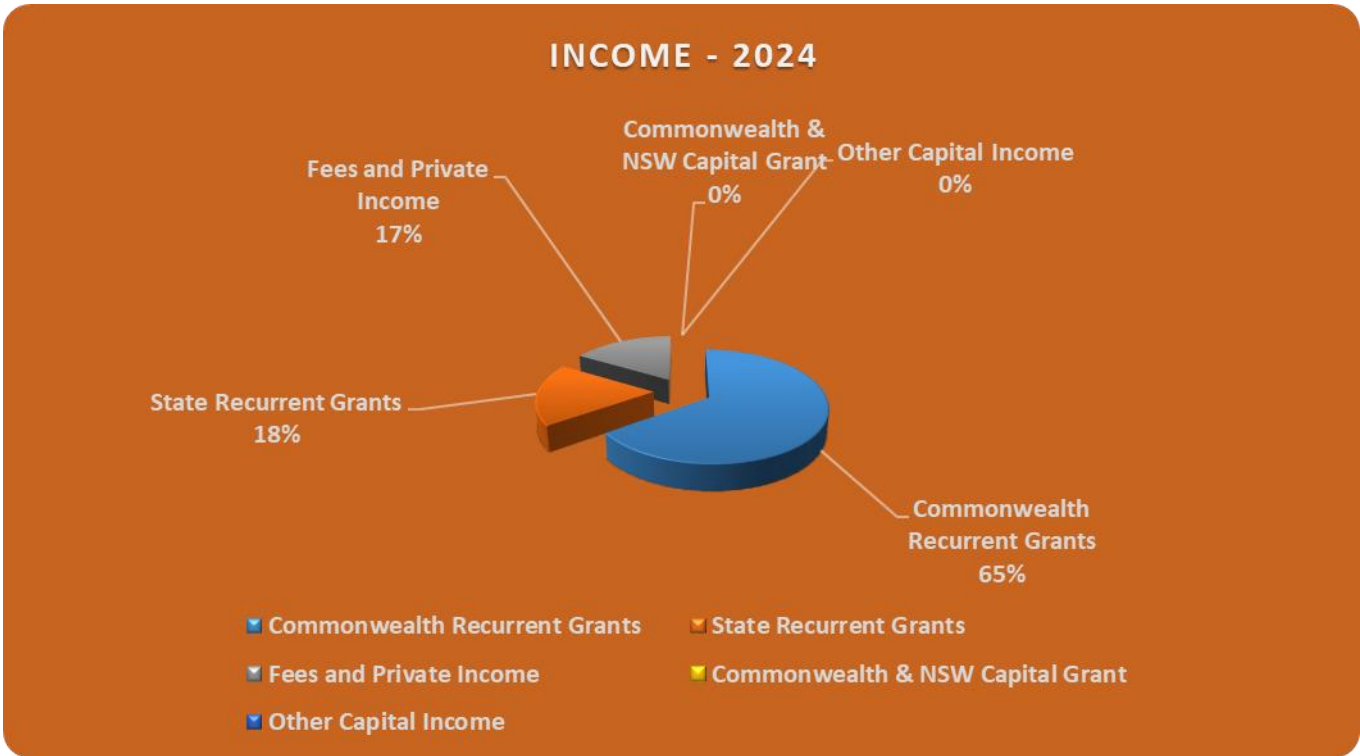
- **90%** of students agreed that their teachers support and encourage them to do their best.
- **87%** felt that the school provides a safe, inclusive, and respectful environment.
- **88%** were satisfied with the resources and opportunities available for learning and participation in extracurricular activities.

This feedback highlights our students' strong connection to their learning community and the supportive relationships they experience at school. We are proud of our students and appreciate their input, which helps us create a more vibrant and responsive school environment.

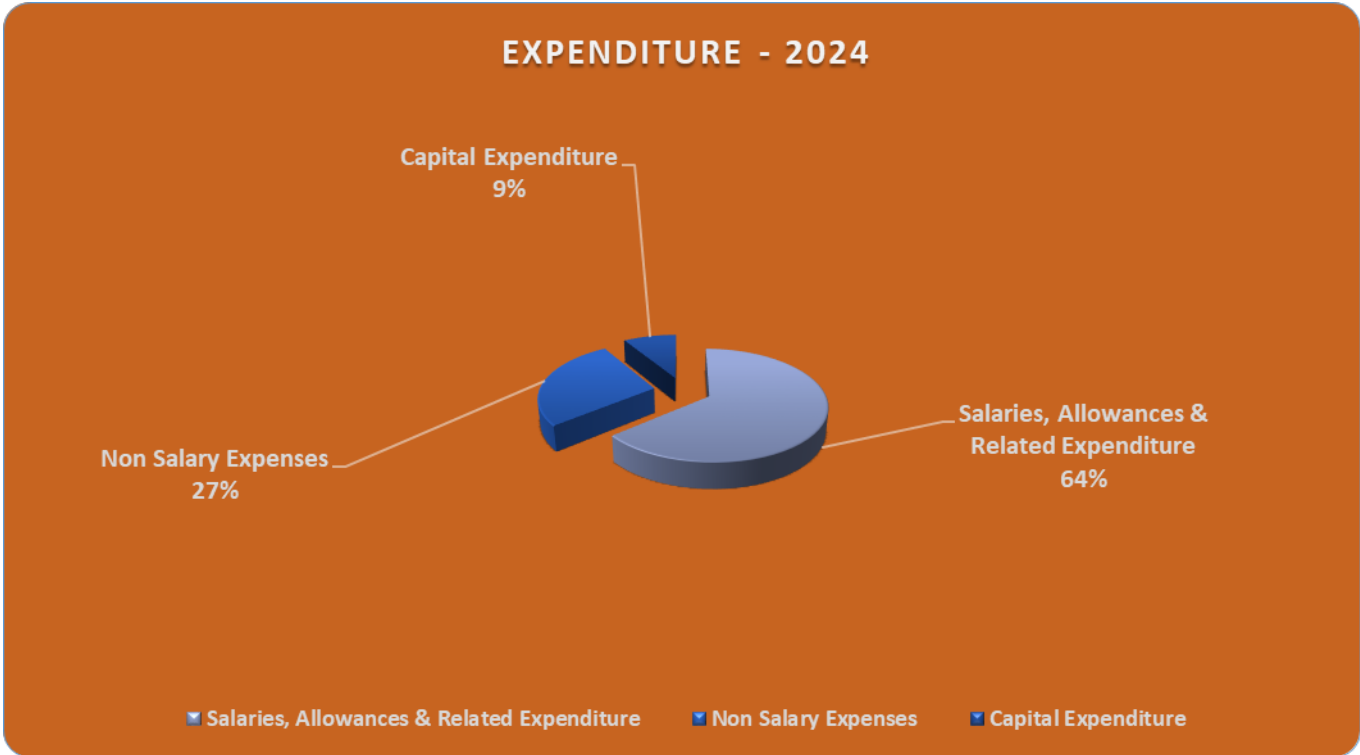
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

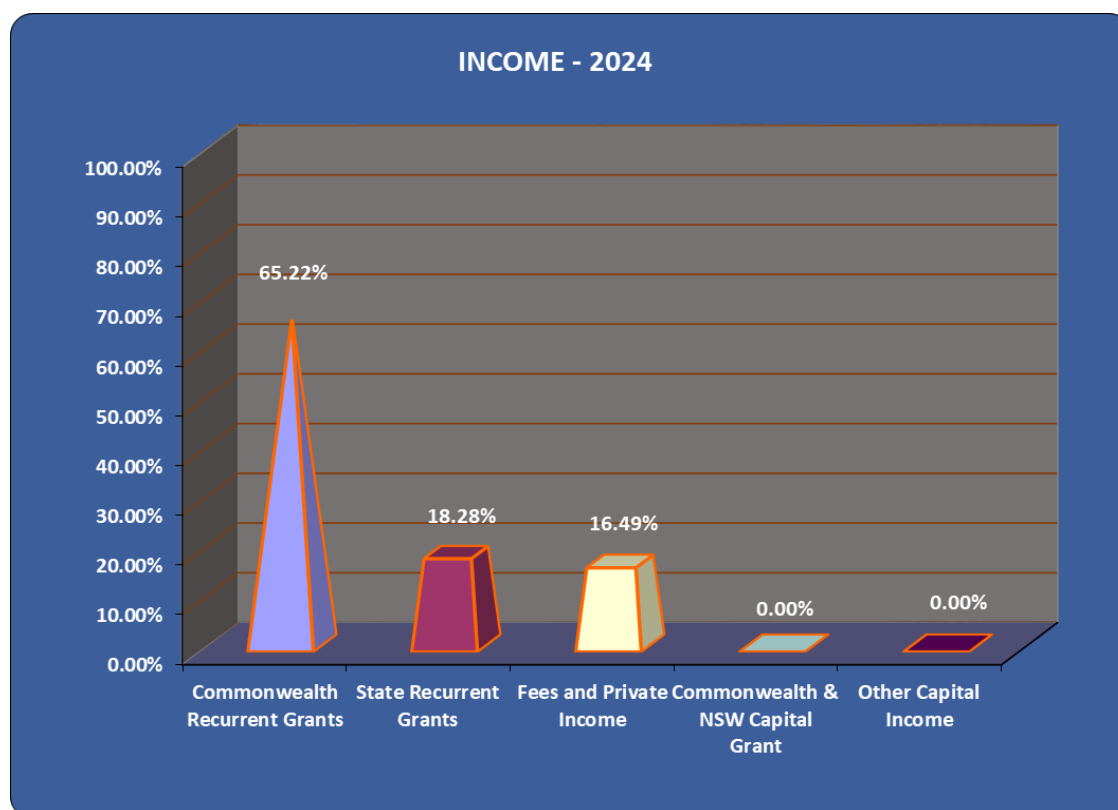


Pie Chart - Recurrent/Capital Expenditure

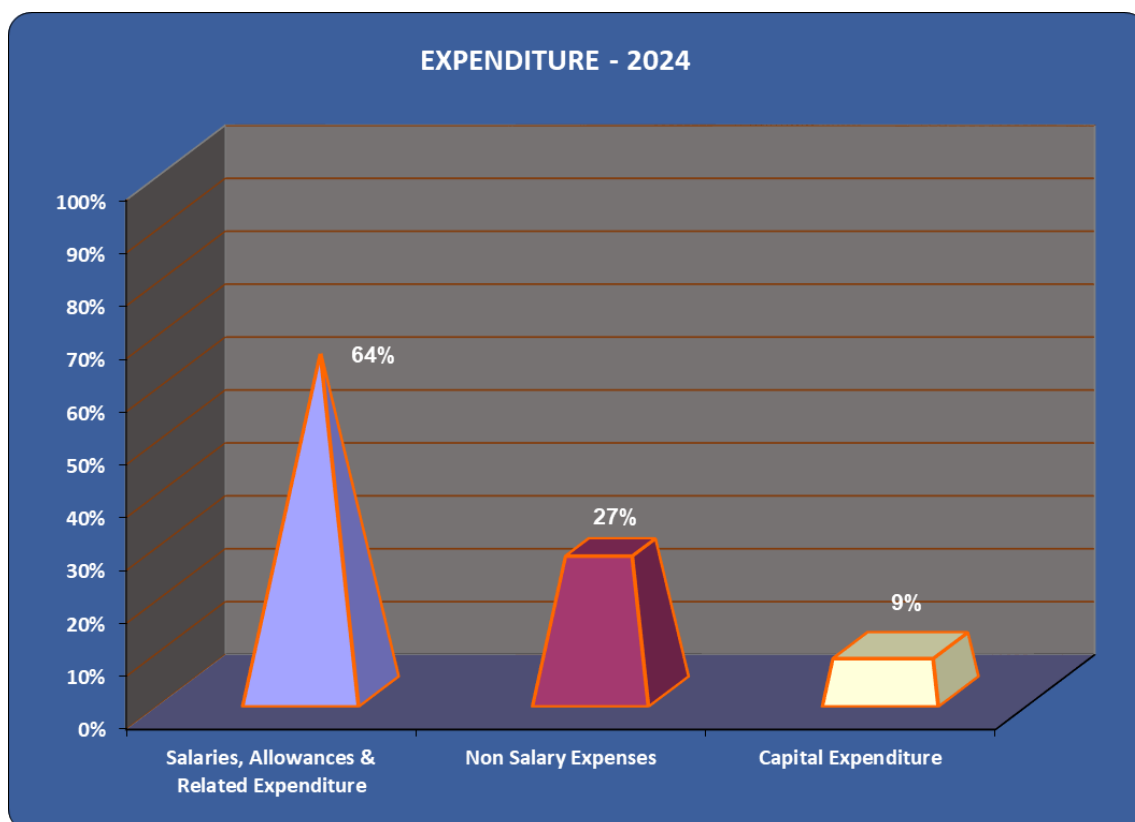


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

Column Chart - Recurrent/Capital Income



Column Chart – Expenditure



**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*