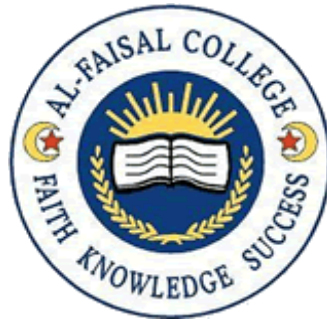


Al-Faisal College



ANNUAL REPORT 2019



149 Auburn Road Auburn, NSW 2144

Email: alfaisalcollege@afc.nsw.edu.au Website: www.afc.nsw.edu.au

Table of Contents

Introduction	3
Policy	4
Annual Report Procedures and Publication Requirements	4
Reporting Area 1: A Message from Key Bodies	5
Managing Director’s Message	5
Executive Principal’s Message	5
Primary Student Representative Council	7
High School Student Representative Council	9
Reporting Area 2: School Context	11
Reporting Area 3: Student Performance and National and Statewide Tests and Examinations	13
1. NAPLAN	13
Reporting Area 4: Senior Secondary Outcomes	15
Record of School Achievement (RoSA)	15
Higher School Certificate (HSC)	15
HSC Honour Roll	18
HSC Honour Roll	18
Vocational Education and Training (VET)	20
Reporting Area 5: Professional Learning and Teacher Standards	21
Professional Learning	21
2019 Professional Development Log	22
Teacher Standards	26
Reporting Area 6: Workforce Composition	27
Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools	28
Student Attendance	28
Management of Non-Attendance	28
Student Retention Rates	30
Post School Destinations	31
Reporting Area 8: Enrolment Policy	32
Reporting Area 9: Other School Policies	35
Student Welfare Policy	35
Anti-Bullying Policy	36
Behaviour Management (Discipline) Policy	36
Complaints and Grievances Policy	37
Accessibility of and Changes to Policies	38
Reporting Area 10: School Determined Improvement Targets	39
2019 Priority Areas for Improvement	39
Achievements of priorities identified in school’s 2018 Annual Report	40
Reporting Area 11: Initiatives Promoting Respect and Responsibility	43
Reporting Area 12: Parent, Student and Teacher Satisfaction	47
Teacher, Student and Parent Satisfaction	47
Reporting Area 13: Summary financial information	48
Reporting Area 14: Publication Requirements	51

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 23rd in the State in the HSC in 2019.

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 Director of Education of the College is also the Chairman of the Board. The Executive Principal is responsible for the daily management of the College including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

Al-Faisal College Educational and Financial Reporting Policy

Policy

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

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESA through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESA on RANGS Online by 30 June 2020
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Executive Principal and/or their delegate are responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

It is a privilege to write a message on behalf of the School Board for the 2019 Annual Report on behalf of Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

In 2019, Al-Faisal College had once again exemplified what our motto stood for, which was Faith, Knowledge and Success. The College had achieved excellent results in the HSC ranking in the 23rd position in the State.

Highlights of 2019

Our focus in 2019 was on establishing relationships with the community. We were delighted to welcome Year 12 students from Coffs Harbour Christian Community School studying Studies of Religion, Society and Culture and Indonesian to learn more about the cultural customs and rituals of the students of Al-Faisal College. Al-Faisal College students from the Hospitality class prepared an amazing Ramadan Iftar and students from both schools had an opportunity to speak about what a typical day at each school looked like and commonalities shared.



Building Works at Al-Faisal Colleges

Al-Faisal College (Auburn)

Our year 12 students are delighted to be using the new wing of the college, Building E stands as a grandeur structure and hopefully our next cohort of year 11 students will be able to use the rooms and facilities that this building has to offer in 2020.

Al-Faisal College – Campbelltown (Minto)

The college engaged a professional company to supply and install the highest quality thermoplastic playground markings and ground surface signage for Al-Faisal College – Campbelltown.

Students are enjoying the opportunities to play in many designated areas eg basketball/netball courts, hand ball, literacy/numeracy / dexterity / agility games.



Al-Faisal College – Liverpool (Austral)

The college awaits the unveiling of the newly constructed Buildings D & E which will be utilized by our high school students in 2020 etc.

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 Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, 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. We appreciate your hard work and effort and contributing to Al-Faisal Colleges' success.

I would like to acknowledge the efforts of our teaching and non – teaching staff. You are the backbone of the school and I thank you for your commitment to making Al-Faisal College successful.

I wish to extend my gratitude to the parents for their support and I congratulate our students on their amazing achievement!

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

Executive Principal's Message

Al-Faisal College is a K-12 independent school supporting the learning of students. Students are engaged, inspired and challenged to develop confidence and resilience to become contributing members of the Australian society and life-long learners. It is a pleasure to write a message for the 2019 Annual Report for Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

A big congratulations to the HSC Year 12, Class of 2019 students on their outstanding achievement. Our College ranked 23rd in the State for the HSC, topping Arabic Continuers taking 1st, 2nd and 3rd place. One of our students was recognized by the Premier of NSW, The Hon. Gladys Berejiklian and the Minister for Education and Early Childhood Learning, The Hon. Sarah Mitchell MLC. Al-Faisal College was also ranked first in the State in Mathematics, Extension 1 and Extension 2 and in Mathematics Standard 2. All students were able to gain placement at Universities and some received scholarships from prestigious universities in the State.



Over the past few years, Al-Faisal College has seen significant rises in NAPLAN achievement levels across all Al-Faisal College schools in Years 3, 5, 7 and 9. Al-Faisal College was identified as being a top performing primary and high school working 'above' or 'substantially above' other similar schools in every component assessed by NAPLAN, according to the (Macarthur Chronicle Campbelltown).

This year our focus has been on developing a strong partnership between students, staff and various community groups. Our students have had a number of opportunities to visit nursing homes, hospitals, Ronald McDonald House to really put a smile on children and the elderly faces.

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 School (AIS), Police, Navy and Australian Defence Force for their great assistance.



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

On behalf of the whole school community I sincerely thank our delightful parents for their incredible job they do in raising amazing children.

I also congratulate our students on their achievements. I wish you all the best in your future endeavours.

Mrs G. Adra Khan
Executive Principal

Primary Student Representative Council

At Al-Faisal College, our aim is to empower the Student Representative Council (SRC) to actively participate in target projects/activities in which students feel they are able to make a positive contribution to the school and wider community, fostering a lifelong desire to be citizens who contribute positively to society as a whole.

The Student Representative Council was elected through a secret ballot by their peers and teachers in Term 4 of 2018, with the main purpose of representing the interests of the student body of Al-Faisal College in 2019.

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

The SRC team enjoyed another majorly successful and entertaining year. They began the year with a Leadership Training Day by attending the GRIP Student Leadership conference, where they engaged in fun activities to learn how to effectively communicate, cooperate and become better leaders.

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

SRC sub-committees

Peer support:

- Assisted in building relationships and school spirit by taking on roles as peer mentors during lunch times.
- Offered friendship support during recess and lunch for students in Years 2-6.
- Organised a buddy sport/ fitness program where students from Years 2-3 were able to participate in. This program was very successful in providing the younger students with activities to play during lunch.
- Organised lunchtime basketball competitions and afterschool basketball coaching.

Welfare:

- Students had the responsibility of tallying up weekly Dojo points and weekly PBIS tokens. They organised awards and acknowledged students in class for their achievements.
- Promoted positive behaviour through daily messages in the morning assembly and during Prayer.
- Promoted safe play in the playground, by organising sporting activities.

Events:

- Attended the ANZAC ceremony which was held at the War Memorial in Hyde Park. The SRC was also invited to attend the High school ANZAC assembly. They were able to commemorate the sacrifices made by Australian servicemen and servicewomen who were defending the values, principles and traditions cherished by Australians.
- Attended the Cumberland Council Reconciliation Day
- Assisted in K-2 sport carnival. They were given the opportunity to run some events and support the younger students.
- Hosted grade assemblies, Annual Presentation day and Kindergarten Orientation Day.
- Welcomed new students, parents and visitors to the school
- Organised clean Up Australia Day activities at school
- Assisted in organising Harmony day activities.
- Assisted in organising NRL cyber safety presentation for students in years 3– 6.
- Assisted in organising activities for National Day of Action against Bullying

Charity:

- Organised gold coin donation to raise money for “Australia’s biggest morning tea”
- During the month of Ramadan, the SRC created a charity drive in order to collect money to distribute amongst charities. They encouraged students to support those less fortunate than

themselves, especially those who are in orphanages and homeless people. Students across all years actively participated in this campaign.

- Organised A few visits to Gallipoli Home in Auburn, One before Ramadan to share the spirit of Ramadan, and at the end of Ramadan they organised a gift drive to deliver to the residents at the home and hosted a Eid concert.
- Organised essential supplies drives for the Ronald McDonalds House
- Organised food drives for Brothers in need.

School environment:

- Encouraged taking pride in school facilities. They reinforced the importance of keeping our school clean. Students took time out of their recess and lunch each week to monitor the playground. They were on the lookout for students who were helping to care for the environment and established a reward system where selected students were rewarded with environmental tokens.
- Organised recycling bins for all the classes and encouraged recycling and minimising waste.



The SRC displayed great responsibility and dedication to their role throughout the year. They worked very hard to promote harmonious relationships throughout the whole school. They have demonstrated outstanding 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.

Council members invite all students to join them and support their efforts to make the College and in consequence our community a better place.

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

The Student Representative Council meets on a regular basis to discuss school issues raised by students and to plan and organize upcoming events at the school and in the community.

During the year members of the Council represented the college at the annual RSL Schools Remember ANZAC Commemoration Service, Hyde Park War Memorial, and at the Schools Remembrance Day Service, Auburn War Memorial.

SRC members also participated in 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 the "Grip

Leadership Program" at Darling Harbor". Representatives also attended the "Women's Leadership Seminar" at State Parliament" and the "Youth Leadership Masterclass" held at Western Sydney University.

The Council organised a number of whole school events which raised funds "Ronald McDonald House", the NSW Cancer Council, and the Organ and Tissue Authority through the "DONATE LIFE" network.

In March the Council hosted "Harmony Day" in support of the victims of the tragic events in New Zealand.

As part of the school's interfaith program the council participated in welcoming teachers and students from Coffs Harbour Christian Community school.

The school captains assisted in organising and running all high school assemblies in their role of "Master of Ceremonies".

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'Farrel on official visits to the College in 2001 and 2013. The College has also hosted interfaith conferences which was officially opened by, the former Foreign Minister, the Hon. Alexander Downer and former Attorney General, the Hon. Phillip Ruddock.

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

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

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

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

Our welfare policy stresses the importance of the development of students' self-confidence, self-esteem and social skills. **The use of corporal punishment is prohibited.** Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence and reward high achievers.

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

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

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

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

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

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2019. 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 2019 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 Minilit/Multilit, Corrective Reading 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.

In 2019, our students also sat for the Higher School Certificate (HSC). The cohort of HSC students recorded impressive results in the exams being ranked 23rd in the State with 96% of students being offered admission into a university undergraduate degree.

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 2019 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 no students.

Higher School Certificate (HSC)

In 2019, 114 students sat for the NSW Higher School Certificate in 14 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 45.0% (up from 30.5% in 2018) of these placed in Band 6 (90-100 marks). All students who sat for an Extension 1 or 2 exam achieved a Band E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. For the second year in a row, General Mathematics 2 (+55.04%) had the biggest difference in Band 5-6 achievement compared to the State. No Band 1-2 or E1-E2 results were recorded.

All candidates who sat for the Mathematics Extension 1 (10) and Mathematics Extension 2 (10) exams all achieved Band E4 results.

This is a pleasing result, considering this is the twelfth year that Year 12 students sat the HSC in 2019 at Al-Faisal College.

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	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
	2015	11	11	100.00	57.05	+42.95
Biology	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
	2015	55	29	52.72	27.96	+24.76
Business Studies	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
	2015	49	20	40.80	35.89	+4.91
Chemistry	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
	2015	12	10	83.32	41.06	+42.26
English (Standard)	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
	2015	48	6	12.50	8.31	+4.19
English (Advanced)	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
	2015	40	26	65.00	57.82	+7.18
Legal Studies	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
	2015	20	11	55.00	40.14	+14.86
Mathematics Standard 2	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
	2015	46	18	39.12	25.64	+13.48
Mathematics 2 unit	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
	2015	32	24	74.99	52.32	+22.67
PDHPE	2019	38	21	55.25	31.26	+23.99
Physics	2019	23	16	69.56	36.88	+32.68
	2018	N/A				
	2017	25	14	56.00	30.56	+25.44
	2016	16	7	43.75	34.41	+9.34
	2015	21	11	52.37	29.09	+23.28
	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
	2015	6	4	66.66	28.76	+37.90
Hospitality Examination (Kitchen Operations & Cookery)	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	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
	2015	11	11	100.00	84.12	+15.88
Mathematics Extension 2	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
	2015	10	10	100.00	86.14	+13.86

HSC Honour Roll

All Rounders

Number of Students	Year
9	2019
2	2018
1	2017
3	2016
1	2015

First Place in Course

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

Top Achievers in Course

Students	Courses	Year
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	Courses	Year
88	212	2019
82	190	2018
60	123	2017
42	105	2016

HSC Honour Roll

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

Vocational Education and Training (VET)

- (i) In 2019, 29% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2019, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2019	HSC	100%
2019	VET Qualification	29%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2019, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

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

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

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

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

2019 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
18/01/19	2	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Viewing of Experienced Teacher Digital Portfolios 2019	1
23-25/01/19	6 hours	Al-Faisal College (Auburn)	Ms Dawn Hughes	Good to Great Schools, Why Explicit Direct Instruction, Writing clear learning outcomes, Writing clear concept development.	Whole staff 175
23-25/01/19	1 hours	Al-Faisal College (Auburn)	Mrs Safia Khan Hassanein – Executive Staff	Roll Marking and using Sentral	Whole staff 175
23-25/01/19	1.5 hours	Al-Faisal College (Auburn)	Mr Mohammed Adra – Executive Staff	Child Protection and Accreditation Maintenance	Whole staff 175
23-25/01/19	1 hour	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	175
21/02-14/03-2019	1.5 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	NSW Reportable Conduct and Allegations against Employees Online Module	163
21/02-14/03-2019	1.5 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	School Communities Working Together Online Module	161
21/02-14/03-2019	1 hour	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Risk Management Online Module	25
21/02-14/03-2019	1 hour	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Chemical Safety in Schools Basic Induction Online Module	18
21/02-14/03-2019	1 hour	Al-Faisal College (Auburn)	Association of Independent Schools (AIS) online	Chemical Safety in Schools Advanced Online Module	18
23-25/01/19	1 hour	Al-Faisal College (Auburn)	Risk logic	Emergency Planning Committee Lockdown and Evacuation Procedures	Whole staff 175
19/02/19	1 hour	Al-Faisal College (Auburn)	Mrs Safia Khan Hassanein – Executive Staff	Typing Tournament PD	26

20/02/19	1	Online Module	Association of Independent Schools (AIS)	Implementation of the RTO Management System (aXcelerate) Webinar	1
27/02/19	1 hour	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – communication /office admin staff training	5
27/02/19	1 hour	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – Management training	7
27/02/19	2 hours	Al-Faisal College (Auburn)	Risklogic	Emergency Procedures – Wardens training	28
07/03/19	30 minutes	Al-Faisal College (Auburn)	Executive Staff	Evacuation Drill	Whole staff and students
14/03/19	10 minutes	Al-Faisal College (Auburn)	Executive Staff	Lock Down Drill	Whole staff and students
28-29/03/19	12 hours	Rydges Parramatta	Legal Studies Association	Legal Studies Annual Conference	2
04/04/19	6 hours	Al-Faisal College (Auburn)	Coder Academy	Arduino	7
05/04/19	5	Pymble Ladies' College	Association of Independent Schools (AIS)	Hospitality Network Day	2
05/04/19	5	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	What is Discursive Writing?	1
06/04/19	6 hours	Al-Faisal College (Auburn)	Star Time Studio	Green Screen photography	2
23/04/19	5	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Creating Your Experienced Teacher Digital Portfolio - Standards-based Pathway	1
29/05/19	5	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	NSW Enhancing your Child Protection Investigation Skills	1

05/06/19	1.5 hours	Kingsgrove Public School	Moore Education	EV3 Mindstorm Lego Robotics	2
19/06/19	3 hours	Al-Faisal College (Auburn)	Mr Justin Caban	Get Reading Right	3
29/07/19	5	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Business Studies Through the Eyes of the Student	2
06/08/19	3 hours	Al-Faisal College (Auburn)	Mr Justin Caban	Get Reading Right	3
08/08/19 – 10/08/19	3 hours	Al-Faisal College (Auburn)	Executive Staff- Mrs Safia Khan Hassanein	Science Programming	45 – all K-6 staff
15/08/19	6 hours	Pymble	Seven Steps	Seven Steps	1
26/08/19	2 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS)	Learning Progressions 1	20
28/08/19	6 hours	Auburn Girls High School	Association of Independent Schools (AIS) / Department of Education	Student Readiness Test Training	5
29/08/19	6 hours	Auburn Girls High School	Association of Independent Schools (AIS) / Department of Education	Student Readiness Test Training	4
30/08/19	1 hour	Al-Faisal College (Auburn)	Risk Logic – First Action	Emergency Response Procedures: Communications	5
30/08/19	1 hour	Al-Faisal College (Auburn)	Risk Logic – First Action	Emergency Response Procedures: Management & Executives	6
30/08/19	1.5 hour	Al-Faisal College (Auburn)	Risk Logic – First Action	Emergency Response Procedures: Warden Training	27

03/09/19	2 hours	Al-Faisal College (Auburn)	Department of Education	NAPLAN Student Readiness Test Training-Webinar	20
09/09/19	2 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS)	Learning Progressions 2	20
12/09/19	2 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS)	SCOUT Training	12
12/09/19	3 hours	Fairfield	Office of the Children's Guardian	Safe Sense	3
14/09/19	2.5 hours	Al-Faisal College (Auburn)	Reviva	CPR	53
19/09/19	6 hours	Parramatta	Department of Education	VALID	4
30/09/19	6 hours	Marsden Road Public School	Multiple Presenters	Sharing Best Practice	2
On-going Online Module	4	Online Module	Association of Independent Schools (AIS)	The Principles of Purposeful Programming - Online Module	3
On-going Online Module	3	Online Module	Association of Independent Schools (AIS)	#Safe2StepOut: Teaching Road Safety in K-6 - Online Module	1
On-going Online Module	6	Online Module	Association of Independent Schools (AIS)	Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 - Online Module	1

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2019:

Level of Accreditation	Number of Teachers
Conditional	9
Provisional	34
Proficient Teacher	93
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	10
Total number of teachers	146

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.	127
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.	19

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 2019 census, comprised of 146 teaching staff and 30 non-teaching staff.

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

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	140.8
Full-time equivalent non-teaching staff*	28.0
Number of indigenous staff*	0

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

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

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

Student Attendance

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

2019 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	95%
Year 2	95%
Year 3	96%
Year 4	95%
Year 5	96%
Year 6	96%
Year 7	96%
Year 8	96%
Year 9	95%
Year 10	96%
Year 11	N/A
Year 12	N/A
School Average	95%

Management of Non-Attendance

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

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to Head of College and posted in the staff room.

4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the 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 Head of College may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Student Retention Rates

Student Retention Rates

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

Ninety-three percent of the 2017 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2019. This is the highest retention rate for the past 5 years. 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
2019	93%
2018	87%
2017	85%
2016	60%
2015	64%

Post School Destinations

Post-School Destinations

Ninety-six percent of students in the 2019 cohort received *main* and *late* round university offers.

The breakdown of 1st Preferences is as follows:

University	Total
UTS	34
UNSW	21
WSU	21
University of Sydney	18
Macquarie University	9
University of Wollongong	2
ANU	1
Australian Catholic University	1
CQ University	1
University of Newcastle	1
Griffith University	1

The most popular degree courses chosen by Al-Faisal College students in 2019 were as follows:

Course	Total
Engineering	15
Business	15
Science	11
Law	10
Medicine	7
Teaching	6
Physiotherapy	5
Psychology	5
Architecture	5
Midwifery	5
Computing Science	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 vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

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

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

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Head of College, the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the school will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

If the school believes a mutually beneficial relationship of trust and co-operation between parents and school has broken down, the school may require the student to be withdrawn.

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

Al-Faisal College 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 misbehaviour 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

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 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 2019.

Policy	Changes in 2019	Access to full text
Attendance	Policy reviewed: Partial absences procedures for students updated	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Behaviour Management	Policy Reviewed Implementation of PBIS Program Reward System	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Executive Principal.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Disability	Policy reviewed: Access to Buildings and amenities added in light of new Buildings built	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
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.
Experience Teacher Accreditation	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.
Facilities	Policy reviewed: Additional Buildings and Onsite/Offsite facilities and resources	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Governance	Policy reviewed: Inclusion of Child Protection 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,
Teachers Employment	Policy reviewed: NESAs Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools. Eligibility for teachers to be employed by registered non-government schools and accredited to teach in NSW. Teacher Accreditation Act update	Distributed to all staff.

Reporting Area 10: School Determined Improvement Targets

2019 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Introduce numeracy intervention to support students in Year 6. • Refine the K-6 common writing rubric that has links to ACARA's learning progressions • Conduct a review of the school's K-6 Mathematics scope and sequence program • Release teachers from face-to-face teaching to develop new Mathematics programs across K-6. • Develop a Years 5-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development
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 • Ensure all Year 5 students needing support in number operations provided with intervention using the Quicksmart program • Implement the K-6 writing rubric to enable students, parents and teachers the opportunity to track student progress more effectively
Staff Training	<ul style="list-style-type: none"> • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff. • In-service staff on the 7 steps to writing approach that aligns with the newly developed whole school writing rubrics. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.

Facilities and Resources

- Finalisation of Building E – Construction
- Furniture and fit out of classrooms and staff rooms – Building E
- Upgrade Building B roof top playground
- Air conditioning – staged installation – Building C
- Upgrade of computers in four computer labs
- Upgrade of CCTV – installation of new CCTV for Buildings E & D
- Smartboards – installation of new smart board panels in Building E, replacement of old Smart boards & projectors in selected rooms in Buildings A-D with smart panels

Achievements of priorities identified in school’s 2018 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Employ additional learning support staff to offer small group (Tier 2) intervention in numeracy in Stage 4. • Implement new Stage 5 Commerce syllabus requirements • Develop a K-6 common writing rubric that has links to the NAPLAN marking guide and learning progressions • Modify our assessments for reading to allow data to be collect on the mastery of comprehension strategies • Trial the use of instructional leaders and interventionists within Stage 3 to monitor and support students to better assist teachers to identify and address individual student needs according to the expected skills and growth in 	<ul style="list-style-type: none"> • Two additional learning support staff were employed to provide small group (Tier 2) numeracy intervention to students in Stage 4. • Revised Stage 5 Commerce curriculum finalised and aligned with new syllabus requirements • A common rubric across K-6 was developed. However, further development is needed to ensure it is a practical and working document. • All assessments across Years 2-6 now include specific sections that assess students strengths and areas of development in all 6 comprehension strategies. • The College has appointed an instructional leader that has had a focus on using the ACARA learning progressions to raise achievement levels in the domain of writing.

	<p>student learning at key progress points</p> <ul style="list-style-type: none"> • Finalise the development of new teaching programs based on the K-6 PDHPE Syllabus. • Integrate guided reading with Science, History and Geography across Years 2-6 by creating mandatory booklists • Expand the K-6 Arabic language programs to include a play based focus. Develop Conversational Arabic program for Years 2 and 3 and to develop a Years 4-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development 	<ul style="list-style-type: none"> • All K-6 PDHPE teaching programs have been developed and aligned to the new PDHPE syllabus. • A guided reading scope and sequence that lists all books to be read has been developed across the primary years. All new books have been purchased. • The conversational Arabic program has been developed and now taught across K-3 years. A Year 4 Grammar program was also developed and finalised. Years 5-6 grammar program to be developed in the new year.
<p>Student Achievements and Welfare</p>	<ul style="list-style-type: none"> • Ensure 80% of Year 1 students meet expected phonics knowledge by passing a screening check by providing early intervention programs • Students recording below 65% in Mathematics formative assessment provided with intervention from Years 2-8 • 30% of Year 5 students needing support in number operations provided with intervention using Quicksmart program • Introducing K-6 writing rubric and student assessment book to enable students, parents and teacher the opportunity to track student progress more effectively • Finalise the roll out of the final phase of PBIS by commencing the teaching of values in 'Year B' 	<ul style="list-style-type: none"> • The target was exceeded. 96% of students met expected phonics knowledge by passing a screening check. • Students in Years 2-4 and 7-8 provided with numeracy intervention based on formative assessment results. • All students identified by PAT-M results completed Quicksmart in Year 5. • Writing rubric was developed but not yet implemented due to concerns about it not being a practical and workable document. Additional revisions to be made to the rubric before its implementation. • 'Year B' of PBIS was successfully planned and implemented.

<p>Staff Training</p>	<ul style="list-style-type: none"> • Continue the College’s partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff. • Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course. • Up-skill all staff on the learning progressions to better assist teachers to identify and address individual student needs according to the expected skills and growth in student learning at key progress points • In-service all staff on Child Protection and Duty of Care responsibilities by school’s child protection investigator. 	<ul style="list-style-type: none"> • Get Reading Right consultants continued to in-service K-2 teachers on how to effectively teach phonics. Consultants provided professional learning as well as conducted lesson demonstrations to staff. • First Aid training workshops were held in September with all staff. New staff who were employed during the year at the school were expected to complete the First Aid training before or as soon commencing their employment. • The AIS held two after school workshops with all staff in-servicing them on how to use the learning progressions. A specific focus was on writing. • All staff were in-serviced by the school’s child protection investigator at the commencement of the school year.
<p>Facilities and Resources</p>	<ul style="list-style-type: none"> • Installation of access control systems as part of the school security upgrade completed mid-2019. • Upgrade of the School PA Systems, computers and classroom furniture. • Refurbish two computer labs with new computers. 	<ul style="list-style-type: none"> • Access control systems were installed. All class/staffrooms now require swipe cards to access rooms. • Two computer labs and many classroom computers were replaced with new devices.

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.

Our aim is for each student to recognise they are an integral and valued part of the school community, with parents and staff working together to provide care and support that develops self-esteem, mutual respect and responsibility. During 2019 the following initiatives were undertaken to promote the values of respect and responsibility within the school community:

Respect, Understanding and Acceptance Workshop

Students from years 9 and 10 participated in the annual Respect, Understanding and Acceptance Workshops held at the Sydney Jewish Museum in March and the City Jewish Synagogue in June. The workshops included schools from the public and private sector and from a range of religious denominations. Our students produced a ten-minute PowerPoint presentation on the religious and cultural values of Al-Faisal College.

Year 7 Transition Workshop

All year 7 students were involved in the transition Program presented by the school counsellor Ms Dalati, on issues arising when moving from primary school to secondary school. Students were encouraged to share the challenges facing them as they entered high school. Discussions of the topic allowed students to recognise their concerns were normal and as a whole most were feeling the same.

Harmony Day:

By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. This year activities focussed on expressing support for the victims of the tragic events in New Zealand. All funds raised on the day were donated to victim support groups. A message of solidarity and support was sent by the school Principal Mrs Khan to the New Zealand Prime Minister.

Within the primary school, students and staff were encouraged to wear orange clothes on the day to demonstrate respect and tolerance of other cultures. To broaden students' awareness of different cultures around the world, they were given a passport and were able to learn about the world by 'travelling' to different classrooms set up as different countries. To show the information that they collected over the day, students filled out fact sheets for each country that they visited. Passports were stamped after the completion of each learning experience.

Ask Gran and not Google

K-6 students participated in 'Ask Gran and not Google'. They were encouraged to select 3 questions of interest and to seek the wisdom and life experience of a senior before searching the internet for answers. By doing so, children gained insight into the valuable role seniors can play in their lives and society.

Cyber Safety Information Day

A presentation by the Police School Liaison officer Anne Ferfoyla to the Year 7 cohort. Topics included online security, consequences of a digital footprint, cyber bullying, and inappropriate photos and where to get help if you are being targeted.

K-6: A presentation by the Police School Liaison officer Philip Tambasco and the NRL, to Years 3-6 classes. Parents were also invited to the presentations. The presentations covered key elements to highlight safe practices when online and in the cyber world, students were guided through discussions with an engaging and real-world relevant presentation. Topics included, sharing your information online, Cyber Bullying and how to seek help. The presentation equipped the students and parents with a better understanding and a range of tactics to ensure student safety online.

Careers Night

Annual Careers Night was held for students in Years 11-12 and their parents. Students and parents were able to speak directly with representatives from Australia's leading educational providers. They were also able to meet university students and professionals from a wide range of employment fields including: Medicine, Law, Engineering, IT, Pharmacy, Business, Commerce, Speech Pathology, Psychology, Accounting, Oral Health, Journalism and more.

The Careers Night allowed students and parents to have questions answered about subject choices, university admission, university life, and workplace experience.

Make A Difference Day - Civics and Citizenship

Year 10 students represented the College at the Civics and Citizenship Program held at NSW Parliament. The program brought together students from a wide range of NSW schools with the aim of developing their knowledge and understanding of Australian democracy and the rights and responsibilities of Australian citizenship. Participants also had the opportunity to explore how they can engage as informed and active citizens in their schools and community.

Republic Essay Competition

Years 10, 11 and 12 students participated in the annual Republic Essay competition organised by the Australian Republic Movement. The aim of the competition was to encourage talented young writers to reflect on their rights and responsibilities in the areas of Australian civics and citizenship.

Youth Leadership Masterclass

Year 11 students participated in the Youth Leadership Masterclass at the Academy of Western Sydney University. This one-day forum was designed to empower students to think creatively and critically and to become a flexible, adaptable and multi-levelled thinker.

Additionally, students were given the opportunity to explore in depth, a topic they deemed important, including but not exclusive to mental health and wellbeing, social media and self, poverty and homelessness.

YMCA Youth Parliament

The College was represented by a year 11 student at the annual YMCA Youth Parliament held at Olympic Park. The parliament is an advocacy program that provides a platform for senior students to have their voices heard through legislative debate and decision making. Each participants' potential to lead, learn and connect is nurtured through parliamentary education, community engagement, confidence building and teamwork. Students developed their skills through social impact and positive change in a safe and supportive environment.

Reconciliation Day and Launch of Cumberland Council Reconciliation Action Plan

Fifteen students from Primary SRC and fifteen students from years 7-10 attended the inaugural Cumberland Council Reconciliation Day commemorating the first act of reconciliation between the Darug Aboriginal people and free settlers in 1805 at Prospect Hill.

The day's program included a series of educational activities as well as a Welcome to Country and Smoking Ceremony, cultural performances, a history lesson of Prospect Hill, an enactment of the Warrior Pemulwuy and stories of Aboriginal culture in Cumberland.

Secondary Schools Leadership Program

Two senior Prefects attended the Secondary Schools Leadership Program at Parliament House in Macquarie St Sydney. The event provided students with an opportunity to develop their knowledge of our system of government and parliamentary proceedings and the role of the Governor. The program included an address by Members of Parliament, a visit to the public galleries of the Legislative Assembly and Legislative Council Chambers, and a meeting with the Governor of NSW the Honourable David Hurley.

Australia's Biggest Morning Tea

The Student Representative Council hosted "Australia's Biggest Morning Tea" to help raise funds for the Cancer Council which assists patients and their families affected by cancer.

1 in 2 people in Australia will be diagnosed with cancer by the time they are 85. Thanks to research into new treatments, the overall cancer survival rate has gone up from 49% in the 1980s to 69% today. AFC was proud to make a contribution to this world class research work carried out in Australia.

GRIP Student Leadership Conference

Class Captains from Years 9 and 10 attended GRIP Student Leadership Conference at Sydney Olympic Park. The conference focused on training student leaders for their role as school leaders. Topics under discussion included, Setting Leadership Priorities, Running Effective Meetings, Leading a Team of My Peers, Engaging Speeches, and Developing Positive Partnerships with Teachers. Students came away with new skills, new perspectives and new ideas for making a positive contribution as a leader.

The Primary SRC team attended the annual GRIP leadership conference. The students were able to meet and collaborate with leaders from other schools to gain a better understanding of their role and to develop their leadership skills. They brought back knowledge in which they were eager to implement at school. This program assisted the students in building their leadership skills and was an opportunity for them to meet students from other schools, which was one of their highlights.

NSW Schools Constitutional Day

Al-Faisal College was represented by a Year 11 student at this year's "NSW Schools Constitutional Day" at Parliament House in Macquarie St Sydney. The event provided students with an opportunity **to debate the role and nature of the Senate**. The program included a keynote speaker, group discussions and a referendum on the above topic. At the conclusion of the day, students elected delegates to attend the National Constitutional convention to be held in Canberra.

Young Women's Leadership Seminar

Two Year 11 female students attended the 2019 Young Women's Leadership Seminar at Parliament House in Macquarie St Sydney. The seminar discussed concepts and definitions of leadership; issues that might affect women in leadership roles; and provided the opportunity for participants to meet a variety of inspiring women leaders.

Anzac Day Commemoration

On Monday 8 April, Al-Faisal College Auburn held their annual commemorative ANZAC day assembly in the school auditorium.

Staff and students, including the Primary SRC at Al Faisal College were joined by over thirty official guests to remember the courage and sacrifice of the soldiers who fought for Australia and our freedom. Deputy Principal Ms Hassanein addressed the assembly and reminded students of the courage, valour and heroism of Australian soldiers at Gallipoli and other WWI battles.

Distinguished guests including Ms Lynda Volz the newly elected member for Auburn who shared personal stories and explained that the contribution to ANZAC day can range from personal feelings of sorrow to positive steps to help make a difference in our own community.

The assembly concluded with Mr Ron Inglis Vice-President of the, Cumberland Sub Branch RSL, joining the school Captains and Prefects in laying poppies on the memorial table. Managing Director of Al –Faisal College Mr Shafiq Khan, Director of Education Dr Intaj Ali and distinguished guests followed and laid a wreathes at the memorial table.

Anzac Day - Hyde Park

On Tuesday 9th April 2019, Al-Faisal College attended the RSL and Schools Remember ANZAC Commemoration Service held at the Hyde Park War Memorial.

In many battles following the initial landing on the Gallipoli peninsula, Australian troops far from home fought to protect the lives and liberties of vulnerable innocent people. More than a century on, First World War memorials and assemblies still provide a time and place to remember those who fought and fell in the Great War. They provide an opportunity to reflect on the meaning and futility of conflict and war and its long lasting impact on our community. Captains, Vice-Captains and Prefects from both primary and high school represented Al-Faisal Colleges (Auburn, Campbelltown, Liverpool) at the Service and laid wreaths at the shrine of Remembrance.

Charity Drive

The school organised various events to remind students about showing compassion and empathy with other people and to appreciate all the blessings we have.

Children are always encouraged to think of others and to give charitably regularly. Through their commitment, students were able to:

- Support various charities in the Ramadan donation campaign.
- Donate essential supplies to the Ronald McDonalds House.
- Organise a gold coin donation for Australia's biggest morning tea and for Ronald McDonalds home
- Donate food and essential supplies to 'Brothers in Need'.

Gallipoli Home visit

Selected students had the opportunity to visit the residents at Gallipoli Home Age Care. The visits provided our students with opportunities to connect with our elders, where old and young bring new energy, knowledge, and enthusiasm to each other's lives.

Students recited Quran, interacted in a friendly and homely environment and hosted a Eid concert. Students presented the residents with gifts and cards created by the students. This was a very positive experience for everyone!"

"Visiting Gallipoli Home reminded me of the importance of remembering our elderly and giving them the love and time that they deserve, since each one of them would have definitely served us in their earlier years." Layla Year 5.

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 2019 and revealed high levels of satisfaction.

Parent Surveys*

Most parents felt welcomed by general staff, with most finding information effectively shared. The majority of respondents felt their children were engaged and given every opportunity to succeed and would recommend Al-Faisal College to their family and friends.

The top responses from the parent survey revealed:

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

Student Surveys*

In 2019, 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 3-10 student survey revealed:

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

Staff Survey*

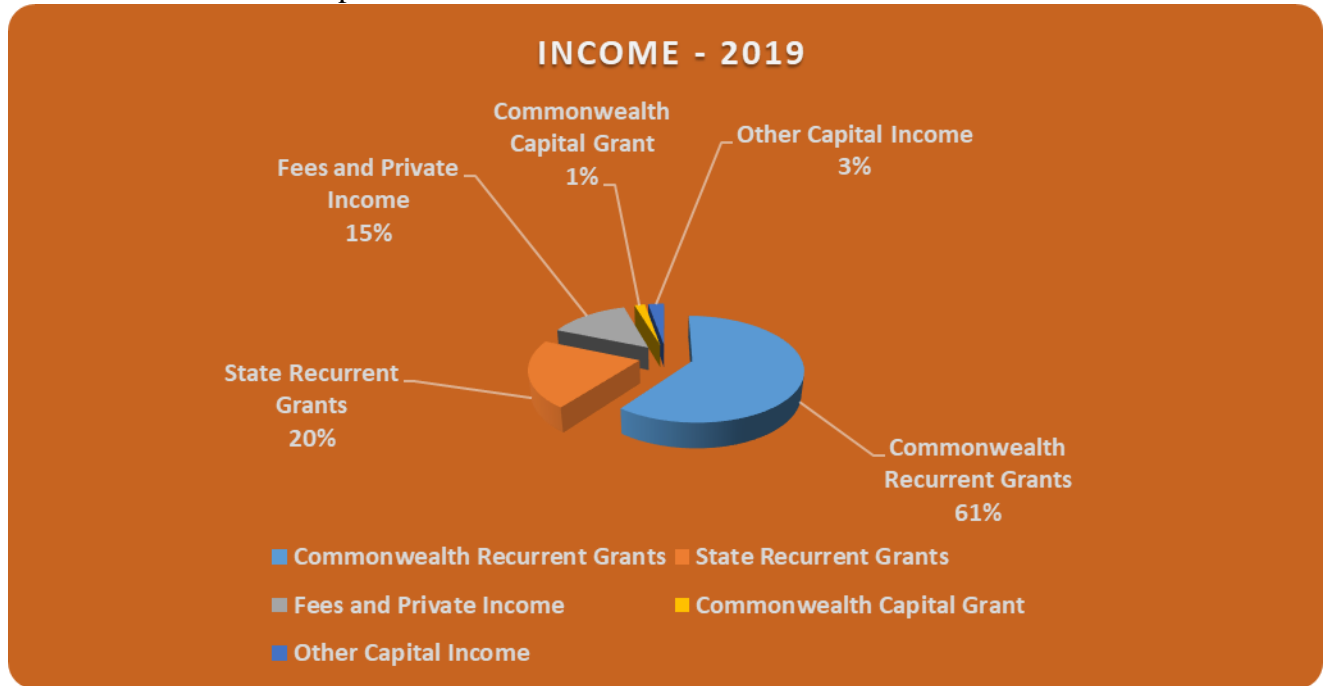
The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional development.

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

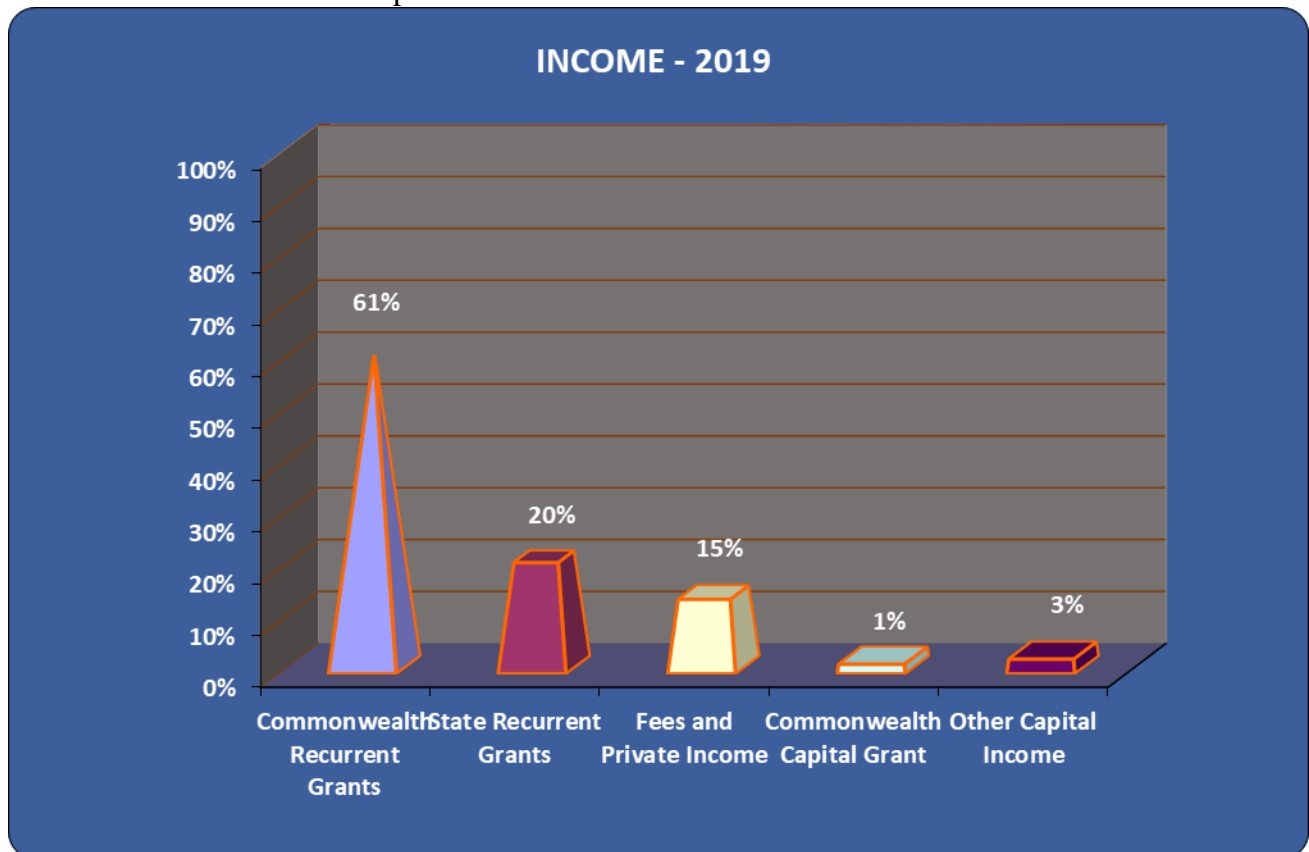
*survey results also include responses from the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

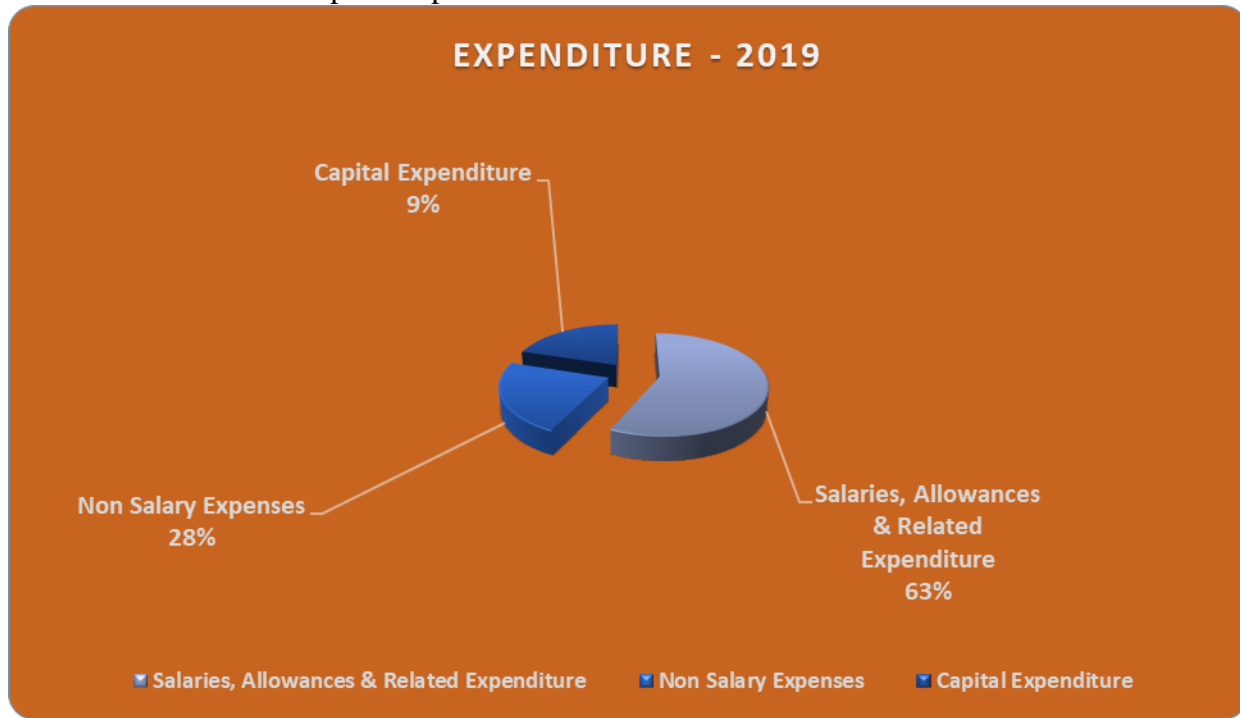
Pie Chart – Recurrent/ Capital Income



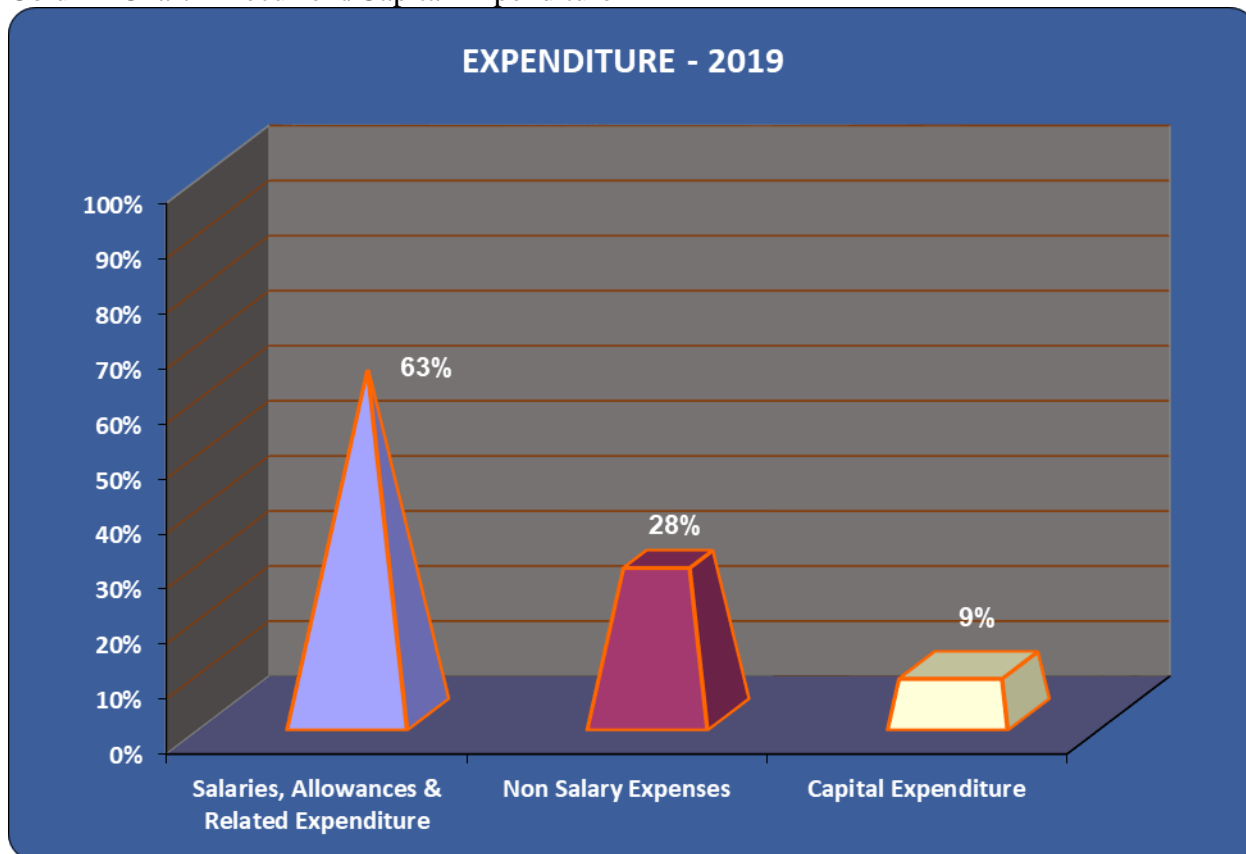
Column Chart – Recurrent/Capital Income



Pie Chart – Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital Expenditure



Reporting Area 14: Publication Requirements

Refer to page 4 of Al-Faisal College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

- publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.
- providing the school's annual report in an online or appropriate electronic form to NESAs unless otherwise agreed by NESAs.
- the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.