

Al-Faisal College - Campbelltown



ANNUAL REPORT 2019



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Table of Contents

Introduction	3
Al-Faisal College Educational and Financial Reporting Policy	4
Policy	4
Annual Report Procedures and Publication Requirements	4
Reporting Area 1: A Message from Key Bodies	5
Managing Director’s Message	5
Executive Principal’s Message	6
Head of College Message	6
Student Representative Council	8
Reporting Area 2: School Context	11
Reporting Area 3: Student Performance and National and Statewide Tests and Examinations	13
<i>1. NAPLAN</i>	13
Reporting Area 4: Senior Secondary Outcomes	15
Record of School Achievement (RoSA)	15
<i>Higher School Certificate (HSC)</i>	15
<i>Vocational Education and Training (VET)</i>	15
Reporting Area 5: Professional Learning and Teacher Standards	16
Professional Learning	17
Teacher Standards	22
Reporting Area 6: Workforce Composition	23
Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools	24
Student Attendance	24
Management of Non-Attendance	24
Student Retention Rates	25
Post School Destinations	26
Reporting Area 8: Enrolment Policy	27
Terms and Conditions of Enrolment	Error! Bookmark not defined.
Reporting Area 9: Other School Policies	30
Student Welfare Policy	30
Anti-bullying Policy	31
Behaviour Management (Discipline) Policy	31
Complaints and Grievances Policy	32
Accessibility of and Changes to Policies	33
Reporting Area 10: School Determined Improvement Targets	34
Achievements of priorities identified in school’s 2018 Annual Report	35
Reporting Area 11: Initiatives Promoting Respect and Responsibility	38
Reporting Area 12: Parent, Student and Teacher Satisfaction	44
Teacher, Student and Parent Satisfaction	44
Reporting Area 13: Summary financial information	46
Reporting Area 14: Publication Requirements	46

Introduction

Al-Faisal College - Campbelltown is an independent co-educational school which currently caters for students from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

The College is managed by a School Board of Directors. The school aims to provide secular and religious education in an Islamic environment. It also aims to develop each child intellectually, physically, emotionally, socially, morally, aesthetically, spiritually and vocationally so that students are happy, productive and successful citizens of Australia.

Since 2015, the school has operated as one of three Al-Faisal College campuses. In 2016, the three campuses began to operate and function as systemic schools.

The College at Campbelltown has recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 657 in 2019. The problem the College faces is not recruiting students but in selecting them from the large numbers who wish to enrol at the school. The majority of the students are from low socio-economic backgrounds and so it is a credit to the school to see these students excel in their school work and contribute positively to the Australian society.

Al-Faisal College - Campbelltown has seen significant growth and improvement over the past few years. Since 2013, the school has recorded results well above the national average in the Primary school in many areas tested in NAPLAN. A great deal of resources and effort is being expended to raise the standard and the College is confident that significant gains will continue to be made in the coming years.

The College has employed specialist curriculum coordinators and introduced Multilit/Minilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. This coupled with the support of paraprofessionals within mainstream classrooms which has assisted in the development of higher levels of proficiency in the students' first language as well as in their second language acquisition.

The on-going improvement of teacher quality is a feature of paramount importance at the College. All staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increases opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Students at the College participate actively in co-curricular activities. Field trips and excursions are integral parts of the teaching program of the school. The students enjoy participating in weekly sporting activities, accessing both onsite and off-site facilities and regularly engaging in sport gala days with other schools.

The College meets the requirements of all relevant Federal and State legislation.

The school board has plans to make Al-Faisal College – Campbelltown a model school. The school is well positioned in achieving this goal.

Al-Faisal College Educational and Financial Reporting Policy

Policy

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

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

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

Head of College Message

Al-Faisal College-Campbelltown strives to provide students with a high quality education in an enriching, encouraging, rewarding and stimulating environment. The College also aims to involve families and the local community in the education of our children to help students to develop a sense of their own cultural heritage while at the same time fostering an understanding and respect for other cultures and religions within the Australian society.

2019 marks another successful year for students, staff, and the school community of Al-Faisal College-Campbelltown. To achieve this, we provided constant encouragement and first class teaching programs, enabling our students to maximise opportunities to learn and grow in a positive, safe and inclusive environment, while contributing and adding value to the broader school community.

Our school programs were reviewed and improved to ensure that education at Al-Faisal College-Campbelltown remains relevant and encourages our students in the pursuit of excellence. Our student body consisted of a highly diverse mix of cultural backgrounds and student ability. In terms of size and composition, the school had a total enrolment of 657 students, 139 represented by the high school and 518 students in primary.

The staff members at Al-Faisal College - Campbelltown continued to provide high quality learning programs and a positive learning environment. Teachers and office staff went through a variety of professional development activities which enhanced their skills and helped in the overall progress of the school. The activities included upskilling teachers in the delivery of content, field knowledge and pedagogical awareness. 8 teachers were accredited at the proficiency level after going through the required process. Seminars were also organised for parents to be able to assist their own children in enhancing their reading skills.

Our students participated in academic, cultural and sporting competitions. Peer support programs were introduced and continued to thrive. Students also participated in various leadership and well-being activities. They also participated in numerous charity drives for drought relief, children with disability (Lids for Kids), plastic recycling etc.

Al-Faisal College – Campbelltown continues to be an academically strong school and produces excellent academic results. In 2019, the Primary school was ranked first in the Macarthur region in NAPLAN while High School was ranked third. We are very proud of the hard work and effort of all staff and students. I congratulate the parents on their children's results.

The College's success can be attributed to the collective efforts of the Australian Government, Campbelltown Council, Association of Independent Schools and Al-Faisal College Auburn. I would like to express gratitude to the Managing Director Mr Shafiq Khan and the Board of the College, Mrs Ghazwa Adra Khan, Executive Principal and Dr Intaj Ali, Director of Education for their guidance. I would also like to thank the multi-school deputy principals, our coordinators, teaching and non-teaching staff for their consistent dedication and effort. Finally, the success and achievements would be meaningless if we did not have the ongoing support of the parents of our students and the hard work put in by the students themselves.

I look forward to the continued success for Al-Faisal College-Campbelltown in the future.

Dr. Molook Al-Fadly

Head of College
Al-Faisal College – Campbelltown

A Special Tribute:

This message was written by the former Head of College, the late Dr Molook Al-Fadly who passed away in June 2020. May God bless her soul and grant her the highest rank in paradise.

Student Representative Council

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

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

Leaders in the Primary School:

Leadership qualities are recognised and encouraged right from Kindergarten.

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. These captains carry out various class-based responsibilities.

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.

Student Representative Council:

The Prefects and School Captains are chosen democratically through an election process wherein all the primary students vote.

The candidates go through the election process at the end of Year 5 (Week 5 Term 4). They 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. The selected candidates then present speeches outlining their goals and also campaign for themselves. The rest of the student body votes for their chosen candidate. 16 boys and girls were elected as Prefects in 2019. The two students with the majority of votes were then chosen as School Captains. The students with the School Captains must also show leadership qualities and be role models for other students.

The SRC members in 2019 undertook many responsibilities in many different aspects of their schooling. In this initiative, students were able to develop and participate in a range of school-wide projects, attended self-development and leadership workshops and represented their school in a number of events.

Leaders in High School:

Student Representative Council Election Process

1. Each class nominates a few students for the prefect positions.
2. The chosen students prepare and deliver speeches in outlining why they would be suitable candidates for the SRC.
3. The student body is provided with ballot papers and votes for two speakers.
4. The ballots papers are counted and the top two students in every grade are chosen as prefects for that grade.

5. Captain and vice-captain nominees are taken from Year 11 and they deliver their speeches in a school assembly.
6. All high school students receive a ballot paper and vote for the captain and vice-captain.

Events that the SRC undertook: ranged from participation in leadership programs to representing the school at state events. Captains and Prefects attended the following:

GRIP Leadership Conference 2019: The Primary Captains and Prefects were invited to attend the 2019 GRIP Student Leadership Conference. The aim of the day was to inspire and motivate current leaders in the school. The day was very educational and allowed our students to develop leadership skills so that they can have a positive influence on those around them. Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership. They also met with student leaders from other schools to enhance their own leadership attributes and gained exposure and awareness related to various activities being undertaken by SRC elsewhere.

ANZAC Remembrance Service: The school hosted members of parliament, councillors and veterans at our 2019 ANZAC Memorial Service. The Primary SRC played an important part in the ceremony. They placed wreaths at the memorial table. The commemoration of the Primary School ANZAC Ceremony was also organised by the SRC. They presented ode of remembrance, poetry; the significance of poppies and were instrumental in making rosemary lapel pins for all guests. During the event the SRC undertook the role of ushers to facilitate the smooth running of the remembrance service. The SRC members also attended the Schools' Remembrance Service held at Hyde Park. The service involved schools from all over NSW. They laid wreaths as representatives of the school.

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

Young Women's Leadership Seminar

Senior students attended the Parliament House on Macquarie Street to participate in the Young Women's Leadership Seminar, 2019. The seminar provided an invaluable opportunity for students to discuss concepts and definitions of leadership, issues that might affect women in leadership roles, and to meet inspiring women leaders from our Parliament and community. The workshop focused on the importance of women in leadership positions, respect and responsibilities women hold in key leadership positions.

The SRC also participated in:

- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign.
- The SRC assisted in putting together Ramadan gift bags for all students.
- Captains and Prefects took on roles as peer mentors in before-school literacy sessions. The SRC members mentored Year 2 students in developing their reading skills. They underwent a formal training program, to be able to carry out the mentoring reading program.
- The Captains and Prefects played an important role in events organised by the school. They acted as masters of ceremonies for assemblies, presentation days and activities held during literacy and numeracy week. They were allocated responsibilities to welcome important guests and guide students during functions as well.
- Uniform Checks: The SRC assisted teachers in the checking of uniforms on a weekly basis.

- The SRC members were assigned roles to assist other students in developing social skills during lunch and recess. They were allocated roles according to a roster.
- The SRC members also helped in the library by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and also according to a roster.
- Some members of the SRC were given the opportunity to lead school prayer and deliver part of the sermon, this encouraged self-confidence.
- The SRC members helped in setting up Playground games for students in younger years.

Reporting Area 2: School Context

Al-Faisal College - Campbelltown is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

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

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

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

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

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

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

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

The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, aesthetic and intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Waste Watchers, Clean Up Australia Day, Athletics Challenge and Premier's Reading

Challenge. Students have also been involved in charity events and raised money to support Heart, Diabetics and Cancer Foundations.

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

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

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.

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

Higher School Certificate (HSC)

In 2019, Al-Faisal College, only had 5 students in Year 11 who sat for the NSW Higher School Certificate in 1 course only. In total, 100% of candidates in this course achieved marks of 80 or more (Band 5 or higher). Student achievement was above state level in the course undertaken.

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
Mathematics 2 unit	2017	N/A	N/A	N/A	N/A	
	2018	N/A	N/A	N/A	N/A	
	2019	5	5	100.00	49.18	+50.82

Distinguished Achievers

Students	Courses	Year
1	1	2019
1	2	2018

HSC Honour Roll

Subject	Number of Distinguished Achievers
Mathematics 2 unit	1
TOTAL	1

Vocational Education and Training (VET)

- (i) In 2019, there were no students enrolled in VET courses.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

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

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

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

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

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

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

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

2019 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
23-25/01/2019	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.	42
23-25/01/19	1 hours	Al-Faisal College (Auburn)	Mrs Safia Khan Hassanein – Executive Staff	Roll Marking and using Sentral	42
23-25/01/19	1.5 hours	Al-Faisal College (Auburn)	Mr Mohammed Adra – Executive Staff	Child Protection and Accreditation Maintenance	42
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	51
21/02-14/03-2019	1.5 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	NSW Reportable Conduct and Allegations against Employees Online Module	49
21/02-14/03-2019	1 hour	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	Risk Management online	9
21/02-14/03-2019	1 hour	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	Chemical Safety in Schools Basic Induction Online Module	6
21/02-14/03-2019	1 hour	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	Chemical Safety in Schools Advanced Online Module	4
21/02-14/03-2019	1.5 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	School Communities Working Together Online Module	50
21/02-14/03-2019	1.5 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) online	Disability Legislation	8
23-25/01/19	1 hour	Al-Faisal College (Auburn)	Risk logic	Emergency Planning Committee Lockdown and Evacuation Procedures	6
25/01/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Lockdown and Evacuation Procedures	45

25/01/19	2 hour	Al-Faisal College - Campbelltown	Executive Staff	Staff Code of Conduct	45
26/02/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff- Ms Sabah Siddiqi	Spelling Mastery	20
28/02/19	1 hour	Al-Faisal College - Campbelltown	Risklogic	Emergency Procedures	19
06/03/19	10 minutes	Al-Faisal College - Campbelltown	Executive Staff	Lock Down Drill	45 plus students
06/03/19	5 minutes	Al-Faisal College - Campbelltown	Executive Staff	Evacuation Drill	45 plus students
13/03/19	10 minutes	Al-Faisal College - Campbelltown	Executive Staff	Lock Down Drill	45 plus students
04/04/19	6 hours	Al-Faisal College (Auburn)	Coder Academy	Arduino	3
09/04/19	10 minutes	Al-Faisal College - Campbelltown	Executive Staff	Lock Down Drill	45 plus students
09/04/19	5 minutes	Al-Faisal College - Campbelltown	Executive Staff	Evacuation Drill	45 plus students
09/04/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Child Protection	45
16/04/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Mathletics	20
07/05/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Behaviour Management Strategies	20
15/05/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Teacher Accreditation	8

18/06/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Kung Fu Punctuation	20
19/06/19	3 hours	Al-Faisal College (Auburn)	Justin Caban	Get Reading Right	3
06/08/19	3 hours	Al-Faisal College - Campbelltown	Executive Staff- Mrs Safia Khan Hassanein	Science Programming	8
06/08/19	3 hours	Al-Faisal College (Auburn)	Mr Justin Caban	Get Reading Right	3
08/08/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Sentral Markbook	20
09/08/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff- Mrs Safia Khan Hassanein through Skype	Science Programming	10
09/08/19	1.5 hours	Al-Faisal College - Campbelltown	Executive Staff	Emergency Procedures/ Maps and Routes	45
15/08/19	6 hours	Pymble	Seven Steps	Seven Steps	1
16/08/19	1 hour	Al-Faisal College - Campbelltown	Risk Logic – First Action – Mr Michael Lowe	Emergency Response Procedures: Warden Training	15
16/08/19	1 hour	Al-Faisal College - Campbelltown	Risk Logic – First Action – Mr Michael Lowe	Emergency Response Procedures: Communications	2
16/08/19	1 hour	Al-Faisal College - Campbelltown	Risk Logic – First Action – Mr Michael Lowe	Emergency Response Procedures: Emergency Planning Committee	6
26/08/19	2 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS)	Learning Progressions	1
28/08/19	6 hours	Auburn Girls High School	Association of Independent Schools (AIS) / Department of Education	Student Readiness Test Training	3

29/08/19	6 hours	Auburn Girls High School	Association of Independent Schools (AIS) / Department of Education	Student Readiness Test Training	1
03/09/19	2 hours	Al-Faisal College - Campbelltown	Department of Education	NAPLAN Student Readiness Test Training- Webinar	20
03/09/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Seven Steps to Writing	12
09/09/19	2 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS)	Learning Progressions- Science	1
10/09/19	2.5 hours	Al-Faisal College - Campbelltown	Reviva	CPR	53
12/09/19	2 hours	Al-Faisal College (Auburn)	Association of Independent Schools (AIS)	SCOUT Training	6
12/09/19	3 hours	Fairfield	Office of the Children's Guardian	Safe Sense	1
17/09/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff - Ms Sabah Siddiqi	Seven Steps to Writing	6
19/09/19	6 hours	Parramatta	Department of Education	VALID	2
24/09/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Seven Steps to Writing	6
30/09/19	6 hours	Marsden Road Public School	Multiple Presenters	Sharing Best Practice	1
16/10/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Mastering Phonics Parent Information Seminar	60
29/10/19	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Guided Reading	20

05/11/19	2 hours	Al-Faisal College - Campbelltown	Executive Staff	Report writing Training	20
08/11/19	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Experienced Teacher	1

Teacher Standards

Teacher Accreditation

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

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	11
Proficient Teacher	29
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	6
Total number of teachers	49

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

Category	Number of Teachers (Campbelltown School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	40
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	9

Additional information regarding total number of staff is available on the My School website: <http://www.myschool.edu.au/>

Reporting Area 6: Workforce Composition

Al-Faisal College- Campbelltown has a diverse workforce which, at the time of the 2019 census, comprised of 49 teaching staff.

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

Workforce Composition	Al-Faisal College Campbelltown School
Full-time equivalent teaching staff*	44.8
Full-time equivalent non-teaching staff*	7.0
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	93%
Year 2	94%
Year 3	95%
Year 4	94%
Year 5	96%
Year 6	94%
Year 7	96%
Year 8	96%
Year 9	95%
Year 10	94%
Year 11	N/A
Year 12	N/A
School Average	95%

Management of Non-Attendance

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

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

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

Student Retention Rates

Student Retention Rates

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.

No Year 10 student from the 2017 cohort who started at Al-Faisal College, Campbelltown completed Year 12 at Al-Faisal College, Campbelltown in 2019. Two students transferred to our Auburn school because of the small cohort and they completed the HSC at Al-Faisal College, Auburn in 2019.

Post School Destinations

Post-School Destinations

N/A

Reporting Area 8: Enrolment Policy

Al-Faisal College – Campbelltown is a co-educational K-12 independent school underpinned by the policies and procedures as required by the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-8) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College – Campbelltown and their parents are expected to support the religious, academic, cultural aims and goals of the College.

Students are expected to act consistently with the school's ethos and comply with the school rules and expectations as specified in the Al-Faisal College – Campbelltown "Terms and Conditions of Enrolment".

Enrolment Information

Applications of enrolment may be made by the parents or guardians of the child to commence in the current or following year.

Entry to Kindergarten is open to children who are aged five years on or before 30 June and who have their immunisation up to date.

When considering whether to offer a place to the student, the School will take into consideration:

- a. The chronological order of the enrolment application,
- b. Whether they are siblings of children already attending the college,
- c. Whether the family of the student holds attitudes, values and priorities that are compatible with the School's ethos,
- d. The desirability of achieving substantive gender equality between boys and girls in enrolments,
- e. Whether there is a commitment to take part in school activities and events, and
- f. The particular needs and abilities of the student and the contribution the student may make to the School community and its co-curricular activities

1. The Enrolment Process

1.1 Expression of Interest Form

Parents who wish to enroll their children must first complete an "Expression of Interest" form, with the following documentation:

- Original documentation is required, such as: children's birth certificate and passport or evidence of Australian Citizenship.
- Parents must bring a copy of the child's most recent school report.
- A copy of the NAPLAN reports (if applicable)
- A copy of an Immunisation History Statement (all primary students)
- Guardianship and Custody Order (if applicable)

If a child has any special needs or social or health problems which may require the school to make adjustments, full details, including any medical reports, must be provided.

Parents must also agree that if they are offered a place they will accept the Terms and Conditions of Enrolment of the School.

The “Expression of Interest” form does not guarantee a place in the school.

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

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

Kindergarten applicants are selected following an interview.

1.2 Offers and Waiting List

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

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

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

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

1.3 Acceptance of Offer and Enrolment Form

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

Failure to provide the Enrolment form within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

Please note that if families supply incorrect or misleading information on the Expression of Interest or Enrolment forms, their application may be declined or an offer of enrolment may be withdrawn.

2. Student Medical Records/Health Care Plan

Parents must inform the School on the Enrolment Form about their children’s medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc).

3. Immunisation

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at school under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence.

All new students must have their immunisation up to date.

4. Continued Enrolment

It is assumed that students at Al-Faisal College – Campbelltown will progress from year to year

throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

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

- Payment of school fees by the due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.
- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

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

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

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

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

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Parent Information Booklets
- Student Diaries
- School newsletters
- Parent Portal

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

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

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

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

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College's-Campbelltown 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-Campbelltown policies can be accessed by request from the Executive Principal or found on our school website <http://afc.nsw.edu.au/>

Accessibility of and Changes to Policies

Most of Al-Faisal College's-Campbelltown policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NESA requirements. The table below lists policies where modifications have been made in 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 Head of College or from the school website, newsletters, diaries
Behaviour Management	Policy Reviewed Implementation of PBIS Program Reward System	The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Head of College.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries
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 Head of College 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 Head of College 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 Head of College 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 Head of College 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 Head of College or from the school website.
Grievance	Policy reviewed: Grievance Procedures updated	The full text of the policy can be accessed by request from the Head of College or from the school website,
Teachers Employment	Policy reviewed: NESA's 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 • 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	<ul style="list-style-type: none"> • Construction and finalisation of New High School block • Furniture and fit out of new science labs and general classrooms • Upgrade to school driveway • Air conditioning – upgrade and replacement of old system in selected rooms • Upgrade of computers in computer lab • CCTV – installation of new CCTV and upgrade of system • Smartboards – installation of new smart board panels, replacement of old Smart boards & projectors in selected rooms with smart panels
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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 • 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 	<ul style="list-style-type: none"> • Learning support staff began 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. • 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

	<ul style="list-style-type: none"> 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 	<p>new books have been purchased.</p> <ul style="list-style-type: none"> 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.
Student Achievements and Welfare	<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. 95% 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.
Staff Training	<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 	<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.

	<p>the first aid training course.</p> <ul style="list-style-type: none"> • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator. 	<p>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.</p> <ul style="list-style-type: none"> • All staff were in-serviced by the school's child protection investigator at the commencement of the school year.
Facilities and Resources	<ul style="list-style-type: none"> • Installation of access control systems as part of the school security upgrade completed mid-2019. • Upgrade of computers and classroom furniture. 	<ul style="list-style-type: none"> • Access control systems were installed. All class/staffrooms now require swipe cards to access rooms. • Many classroom computers were replaced with new devices.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2019, the school wide **Positive Behaviour Interventions and Support** (PBIS) program showed further success with the enhancement and consolidation of a culture of respect, responsibility and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

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

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

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

Harmony Day:

As a part of the annual tradition, students visited the Pembroke Lodge Nursing Home on Harmony Day. As a sign of respect for the elderly, the students from Year 2 and class captains of all classes presented the residents with cards and flowers and sang for them. The residents also presented the students with a beautiful hand-made poster as a thank you.

The students wore multicultural dresses or orange clothes (signifying harmony) on the day to show respect and tolerance for all cultures. They enjoyed slices of oranges and carrot sticks to commemorate the day. The students also displayed their commitment to Harmony through a special assembly which was well-attended by the parents and special guests including the Federal and State members of parliament, Principal of the neighbouring Grange Public School, Chairperson of NSW Pacific Communities etc.. The parents participated in a display of their traditional dresses and spoke a few words about what harmony means to them.

Sporting Schools Program:

The school participated in the Sporting Schools Program to enhance the team spirit and for the students to improve their skills in team sports. The value of a healthy and fit lifestyle was promoted through the program. The Sporting school program was able to encourage an active lifestyle in students who normally did not participate in sports and had a positive response from both girls and boys. AFL and Basketball programs were run in Term 1 and 3.

Active Kids:

The students enjoyed more team building activities by utilising their Active Kids Vouchers provided by the government to all children to gain a fit lifestyle. Cricket NSW ran after school program for Primary students to promote their cricketing skills.

Creative Kids: (Public Speaking)

Students in Year 5 and 6 participated in after school Debating/Public Speaking Club using their Creative Kids Vouchers. This helped build their self-confidence, public speaking skills, team work and leadership attributes.

Creative Kids: (Coding Club)

Students from Grades 2-6 participated in after school Coding Club to develop their coding skills, to ensure that they were able to adjust well in today's world where technology is utilised in all aspects of living.

NAIDOC week:

Students displayed their respect for the aboriginal communities through celebrating NAIDOC week. In 2019, Aboriginal games were organised at the school by the teachers, K-2 students took part and enjoyed the games thoroughly. Some of the games played were: Kai (Hot potato style with alphabets and timetables), Kolap (Target practice – throw the beanbag/ball in the hoop), Munhanganing (Stuck in the mud style), Koolchee, Kalq and Buroinjin.

Aboriginal artists were invited to the school to introduce students to the significance of the paintings made by the native Australians. The artists held a short session related to the symbols in Aboriginal drawings and what they represent. 300 students then sat in the school hall with individual canvases to work on their own paintings.

National Tree Plantation Day:

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

Clean up Australia Day:

The school participated in Clean up Australia Day, wherein different areas of the school and the classrooms were cleaned up by the students. As a special community building gesture, Al-Faisal students visited the neighbouring Grange Public School to help clean up their grounds. 6 bags of rubbish were collected at Grange Public School, and the SRC members cleaned their playing fields too.

Grip Leadership Conference:

The Primary Captains and Prefects were invited to attend the 2019 GRIP Student Leadership Conference. 16 students attended the day. The aim of the day was to inspire and motivate current leaders in the school. The day was very educational and allowed our students to develop leadership skills so that they could have a positive influence on those around them. Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership. They also interacted with students from other schools and learnt that with a title comes responsibility that they must ensure they uphold with pride.

ANZAC Day and Remembrance Day:

Students were engaged in various activities like making wreaths and paper poppies along with indulging in discussions and presentations. Guest speakers were invited to emphasise the importance of these days to the Australian people. The students laid wreaths and observed a one minute silence to honour the soldiers who made the ultimate sacrifice. Students visited the Hyde Park ANZAC Memorial for the RSL and Schools Remember ANZAC Commemoration Service and also laid wreaths.

Charity Drives:

The school organised various events with the highlight being the charity drive during Ramadan and the Eid festival day in which donations were collected for various charities. The students in Year 12 raised money for digging wells of water in various countries.

The students also raised money for the drought stricken farmers by hosting a gold coin donation for Farmers day. Activities throughout the day focused on the importance of farmers and recognised the suffering that they were going through.

Our charity events were great reminders to students about showing compassion and empathy with other people and how to appreciate all the blessings we have.

Lids for Kids:

Students engaged in a "Lids for Kids" program initiated by Envision Hands.

Envision Hands is a community based not for profit organisation, working with the most marginalised people via the donation of goods and services, to support their needs and striving to play a part in the reduction of the carbon footprint through using up-cycled and recycled materials wherever possible.

Envision Hands used the bottle top lids collected by our students to develop 3D printed prosthetic hands or arms for children in need in third world countries.

Al-Faisal College-Campbelltown students collected more than 4000 lids for this cause.

EID Festival:

Eid Festival was organised on a massive scale at the school for the entire school community and the community at large. The festival spirit and the feeling of unity and diversity were felt by everyone. The students, parents and teachers came together to organise a very successful day. Students enjoyed the rides, show bags, food stalls and booths.

Athletics Carnival

The organisation and running of an Athletics Carnival enabled the school to instill the values of both respect and responsibility within our students. Respect was shown as students were required to work in a team environment in order to gain points for their house colour. The students were reminded to show good sportsmanship by being respectful to all team members. Students were encouraged to cheer not only for their own team, but to also cheer for the other teams when they were doing well. High school students conducted the athletics carnival with the Al-Faisal College – Liverpool school, which helped to bring a sense of camaraderie in the students. Responsibility was also shown as students took responsibility for their own belongings, as well as for their ‘team area’.

Visit by GWS Giants:

The GWS Giants paid a visit to the school with some of their main players and team manager. The players talked to the students regarding the importance of perseverance, practise and hard work in order to become a successful team player. They held workshops with students to encourage team spirit in an enjoyable way.

Earth Hour:

The school participated in the annual Earth Hour to raise awareness of the planet and the importance of understanding how we influence the environment. All lights were switched off at 10am throughout the school for an hour. The teachers spoke about the conservation of energy and its importance along with renewable and non-renewable resources. Students discussed the importance of being responsible energy users and how to reduce consumption.

Stranger Danger & Cyber Safety workshops (Years 4-6):

Workshops were presented to K-6 students held by the Youth Liaison Police Officers and the School Counsellor.

The workshops explored the following topics:

- Online behaviour (Cyber bullying)
- Mobile phone use
- Online safety (preventative measures) – acting responsibly
- Identity theft
- Protective Behaviour- strategies to keep children safe and cope with situations which may threaten their well-being.

Social Workshops:

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

Public Speaking Clubs:

Students were given multiple opportunities to enhance their confidence through Public Speaking events both in the classroom and on stage. Competitions were held within classes and stages gave students ample chances to express themselves on variety of topics. The school also ran a weekly public speaking club to provide training to the students. The club taught students the value of upholding responsibility and attending club meetings diligently with commitment.

National Science Week:

Students organised and various science projects and conducted a number experiments as part of National Science Week to impart their scientific knowledge to their peers. A science safari was organised for Primary and gave students opportunities to visit a number of classes and learn about new topics.

Young Women's Leadership Seminar

Senior students attended the Parliament House on Macquarie Street to participate in the Young Women's Leadership Seminar, 2019. The seminar provided an invaluable opportunity for students to discuss concepts and definitions of leadership, issues that might affect women in leadership roles and to meet inspiring women leaders from our Parliament and community. The workshop focused on the importance of women as leaders, respect and responsibilities women hold in key leadership positions.

Anti-Bullying and Cyber Safety Police Visits

As part of our school No Bullying policy, Campbelltown Police were invited to Al-Faisal College - Campbelltown to educate students from Years 7-8 about the dangers of bullying online. Students were presented with real life scenarios on Cyber-Bullying and the affect it had on individual lives. Students were asked to think about acting responsibly online and the impact of leaving a digital footprint.

Self Esteem Workshops (Year 7)

Believing in one's own skills, goals and ability to succeed were the themes of the workshops conducted by the school counsellor. Students participated in various social skills activities and role-played effective communication skills to enhance interpersonal relationships. Self-worth was touched on and the importance of students acting responsibly and reaching out to others if they were in need.

Study and Stress Management Workshops (Year 7-12)

The school counsellor delivered workshops to help students in the high school manage stress levels. Various strategies were presented with interactive activities to help students cope with anxiety. The workshop also assisted students to become more organised and responsible learners.

Canberra Excursion

The Canberra excursion enabled students to gain an insight of the role of the politicians and understand the processes required to pass a law. Responsibility was shown as students were given mock examples and role play of parliament sessions. Students had to pretend that they were politicians and had to think how they would go about passing a law and arguing their points. This gave the students a sense of both responsibility as well as respect for the way this country is run.

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*

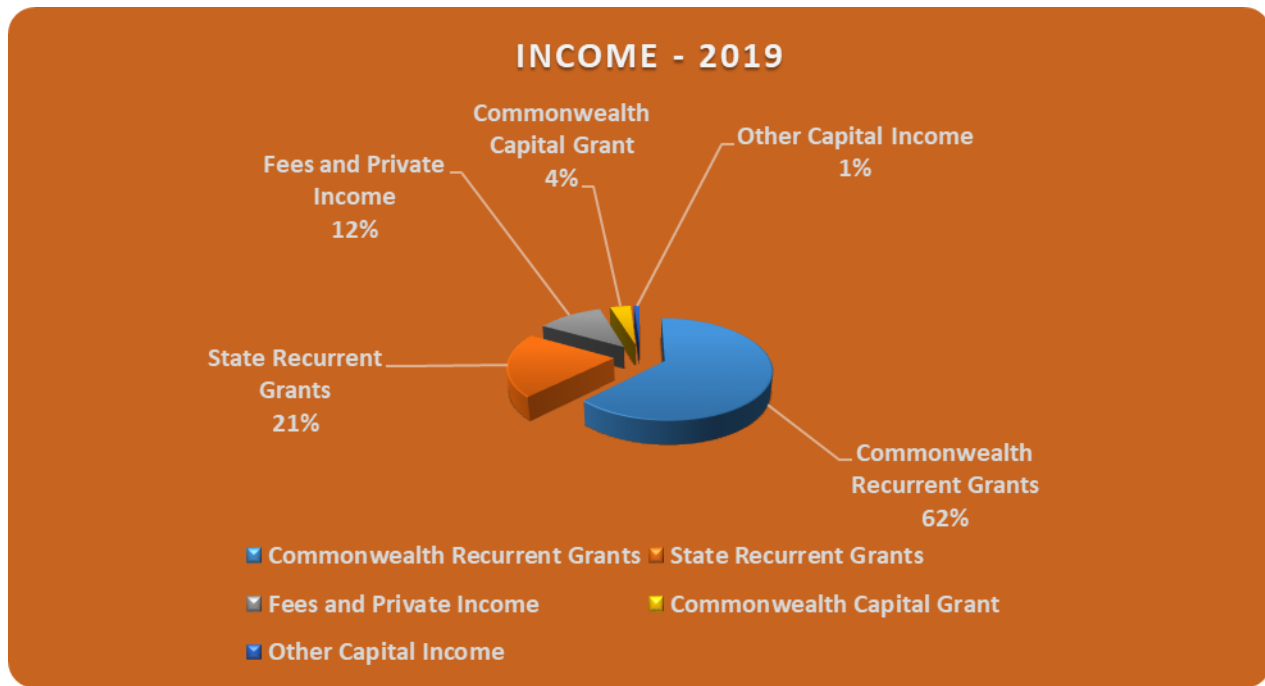
The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional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

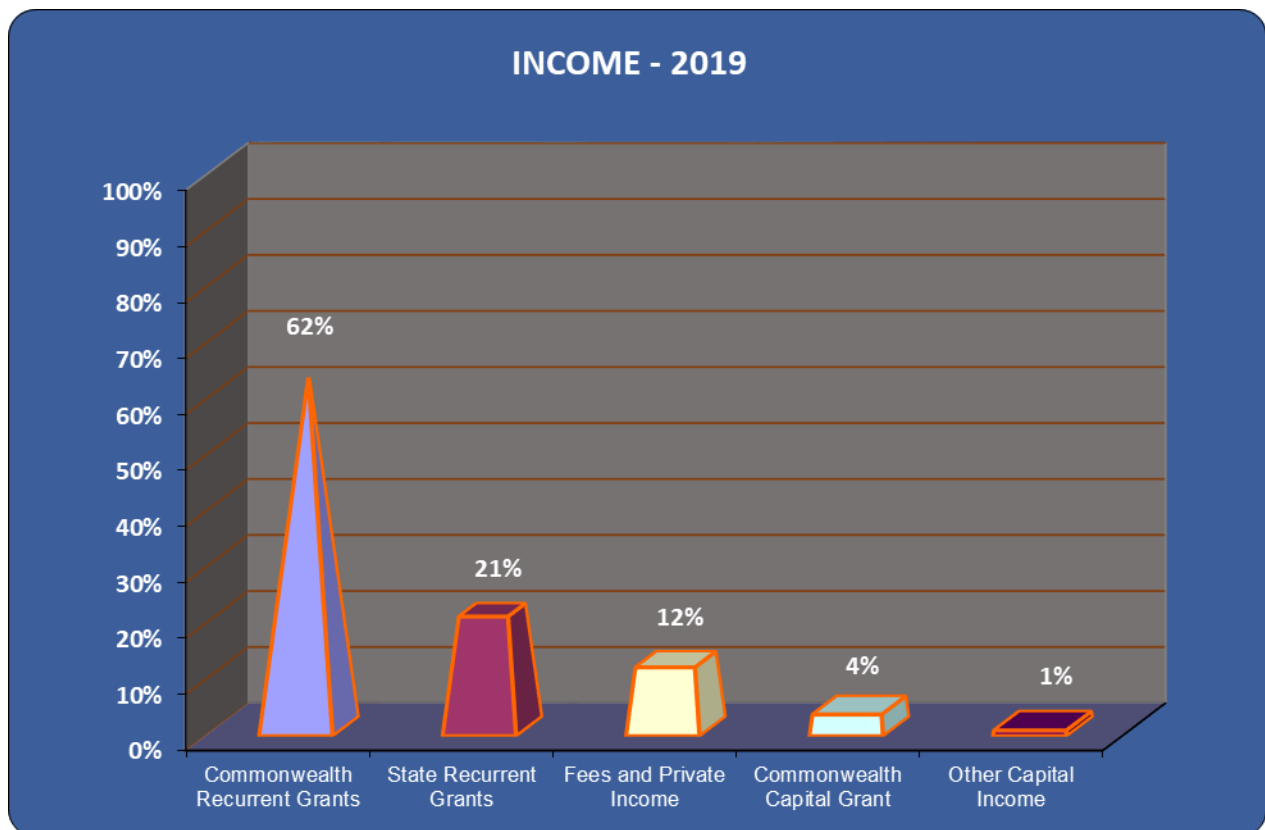
*survey results also include responses from the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

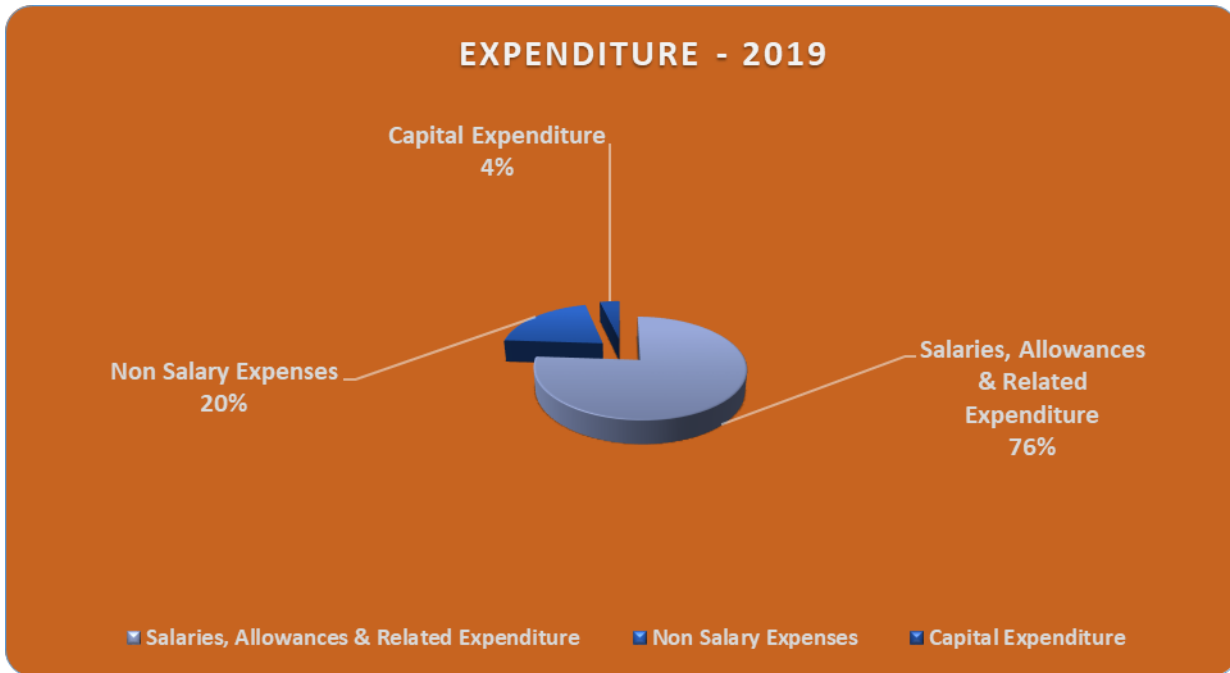
Pie Chart – Recurrent/ Capital Income



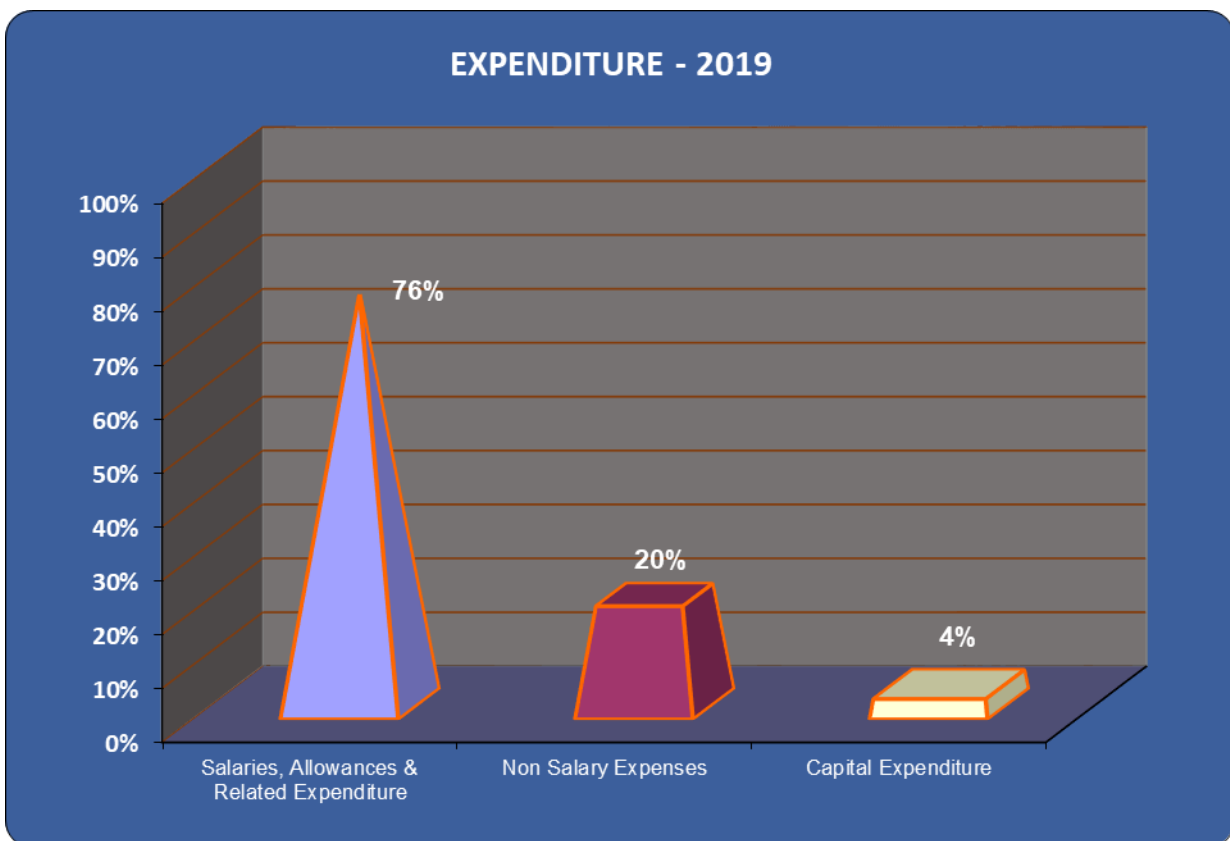
Column Chart – Recurrent/Capital Income



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.