

# *Al-Faisal College*



## ANNUAL REPORT 2010



*Leading with Technology*

149 Auburn Road  
Auburn NSW 2144  
Ph: (02) 9646 1222  
Fax: (02) 9646 1333

Email: [alfaisalcollege@alfaisalcollege.com](mailto:alfaisalcollege@alfaisalcollege.com)

Website: [www.alfaisalcollege.com](http://www.alfaisalcollege.com)

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# Introduction

Al-Faisal College is an independent co-education 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. In 2010, the College had 1169 students enrolled from K-12. Our third cohort of Year 12 students sat for the Higher School Certificate in 2010.

The 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. Although all the students are Muslims, 30% of staff are non-Muslims.

Al-Faisal College is managed by Board of Directors. The College Board is predominantly responsible for the governance of the School. The Principal of the College is also the Secretary of the Board. The 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.

## **Community Welfare and Leadership Program**

2010 saw the students of Al-Faisal College blossom as they were presented with an abundance of opportunities to help them further develop socially, emotionally, academically and Islamically.

Both the Primary School and High School participated in the Peer Support Program. Year 6 and Year 10 students participated in a two day training program to help them develop the skills to effectively lead the program.

The aim of the Peer Support program is to develop the understandings, attitudes and skills necessary to help students enhance their self-esteem, develop skills to be more resilient, cope with their changing environment and contribute to the well-being of the school community.

Students in Year 7, 10 and 12 attended a Team Building Day at the Department of Sport and Recreation at Milson Island. The aim of this day was to assist our Year 7 students with their transition into high school and provide our students with the opportunity to develop skills and qualities through interaction and challenge in the outdoors.

Students across various grades were provided with the opportunity to participate in a range of leadership activities to help them extend leadership skills and participation in the wider community. Year 6 SRC students attended the Impact Leadership Conference, which provided the SRC with practical training in leadership. Selected students in Year 6 and Year 10 attended the Halogen National Young Leaders Day. The day was very educational and entertaining, allowing our students to meet inspirational and positive role models.

Students in Years 10-12 explored various career pathways. Students participated in the following: Careers Night, EOC Careers Expo, UWS Day- University of Western Sydney. Students had the opportunity to obtain relevant career advice and training information.

Through participation in a wealth of programs the students at Al-Faisal College have flourished in a wide range of areas. We wish our students success in all they aspire to achieve.

### **Information Technology Report**

Term 3 of 2010 saw Al-Faisal College embarking on a new chapter of its learning history. With the introduction of Smart boards and new computer labs across the school, purchasing of ICT hardware and educational softwares, boost up of library resources i.e. Lexile and PRC books and the appointment of a K-6 ICT teacher meant the school achieved many milestones laid out in the years of previous planning.

The College's ICT department has been on an amazing journey over Semester 2, programming and teaching students a diverse range of information and technology skills –embedded in activities from various KLAs – with the aim to producing IT smart citizens in this technological era. It was great to see the enthusiasm and the engagement of K-1 students in using the interactive whiteboards, computers and headphones for their learning.

They have produced some amazing work using Word, Publisher and Kidspiration. Years 2-12 on the other hand tackled more challenging content and equipment. They have used webcams, digital and video cameras and microphones in conjunction with software such as Newsmaker, PowerPoint, Publisher, Claymation Studio and Kahootz to generate some creative pieces of work.

Teachers have also participated in extensive professional development courses as well as learning how to use the Smart boards to improve the quality of teaching and students' learning.

Education at Al-Faisal College has been transformed and transcended to a pinnacle beyond expectation, as a result of the technological innovations our school has undertaken in 2010.

### **ESL Supplementary Classes**

Although 2010 has been a busy and challenging year for teachers it has also been a very exciting one. The year has seen many wonderful resources being added to our school to assist with the teaching of literacy and motivate the students to learn. Amongst the new ICT labs, smart boards and teaching support, Al-Faisal College has delivered us a much needed ESL program, which provided students with daily intervention to help improve their achievements at school.

The ESL department with the assistance of our support staff have worked hard to develop new programs and introduce resources that would benefit our ESL learners. Our common goal helped bond us together when it seemed we were drowning in the piles of paper we had to get through to prepare for our new roles, however, we still managed to keep afloat, smile and teach groups of eager students who were fortunate to benefit from the program.

2010 was the beginning of an exciting chapter in the history of Al-Faisal College. A chapter that will continue to unfold into the coming years with the success that has already begun to shine through.

### **Making Up Lost Time in Literacy Reading Program (Multilit)**

In 2010, a new and exciting literacy program called Multilit was introduced at Al-Faisal College. This wonderful program gave students in Years 2 and 4 an opportunity to receive intensive one-to-one tutoring 5 times a week for approximately 40 minutes.

Eighteen Year 2 students and seven Year 4 students took part in the reading intervention program.

The College is pleased to report that some students successfully completed the program and became more accurate and fluent readers. Some students even jumped from Level 6 reading ability to Level 18 in only two terms! Congratulations and well done!

Those students who have not completed the program will attempt to do so in 2011.

# Al-Faisal College Educational and Financial Reporting Policy

## *Policy*

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment & Workplace Relations (DEEWR). This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

## *Procedures*

Procedures for implementing the policy will include:

1. identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
2. for each reporting area, identification of the position of the staff member 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.
3. 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.
4. preparation of the report in an online or appropriate form to send to the Board of Studies
5. setting the annual schedule for
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - distribution of the report to the Board of Studies and other stakeholders
6. provision of information for My School website, as requested.

### **Requests for additional data**

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. She is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

### **DEEWR Annual Financial Return**

The Principal is responsible for completing the questionnaire. She is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

# A Message from Key Bodies

## *Principals Message*

At Al-Faisal College we continue to prove and promote a high standard of education which we feel best suits the needs of the students and give them an opportunity to develop to their full potential. We aim to assist every student to strive for academic and personal success.

Our results in the Higher School Certificate Exams were very pleasing. All students in Year 12, 2010 were offered university placement. A special HSC Achievers ceremony was held at the college to celebrate the top achievers and award Band 6 recipients with special awards.

Our year 10 students performed extremely well in the School Certificate exams. Similarly, students in years 3, 5, 7 and 9 achieved very good results in the NAPLAN test.

In 2010 our students participated in leadership programs and workshops to help them extend their leadership skills and to give them to opportunity to share ideas and carry responsibilities in the wider community.

At the college, we promote values such as respect, acceptance, tolerance, equality, fairness and justice. Our students are encouraged to participate in celebrations such as Harmony Day and ANZAC Day.

During 2010, our school was selected to participate in the National Partnership Program which helped our students in all Key Learning Areas, especially in Literacy and Numeracy. Our school has been able to purchase more resources and enrich itself in technology to enhance students' learning. We purchased more smart boards, computers and books and we appointed an ICT teacher and four teachers' aides to assist with supporting the learning process of the students.

In sports, a number of students received awards from Auburn City Council and the Auburn Review for their outstanding performance in sporting activities.

We continued with our scholarship Awards for students displaying outstanding academic excellence from years 6 to 12. About 95% of students in primary school participated in Premier's Reading Challenge with many students received certification for the participation.

To conclude, I would like to thank the Australian Government both Federal and State and Auburn City Council for their continuous support to our College.

I would like to thank our students for their great achievements, their parents and the staff of the College. Finally, I would like to thank the Managing Director of the Board, Mr. Shafiq. R. A. Khan, the Chairman and all members of the board.

I would like to congratulate our students, staff and parents for a successful year.

Mrs. Ghazwa Adra-Khan  
Principal

# Student Representative Council

The SRC journey for 2010 started when the SRC attended a two-day incursion , teaching students how to develop and maintain leadership skills necessary to fulfil the roles and responsibilities that they were about to endeavour. They certainly demonstrated these skills through a variety of means.

The students attended two vital and important programs, National Young Leaders by Halogen Foundation at the Entertainment Centre and Leadership Impact at Homebush Olympic Park. These programs were interactive and demonstrated successful stories of many people as ordinary as they are, who turn their ambitions and dreams into reality, and demonstrate that it's all about being positive and successful leaders. These experiences undoubtedly shaped the identity of our SRC throughout the year. And was a impressive stepping stone to start the ball rolling and really allow their skills to shine.

The SRC demonstrated those skills through numerous duties within the school. Their roles and responsibilities during the year involved contributing to running school functions and assemblies on a fortnightly basis; monitoring the playgrounds, canteen and organizing fundraising.

The implementation of the Peer Support Program, run by all students including the SRC, was a culmination to expressing their new and developing leadership skills. Students demonstrated that they were responsible citizens that had the means to run and implement programs.

## *Primary Student Representative Council*

In 2010, the Primary School SRC was involved in many initiatives that promoted leadership, anti-bullying, helping those in need and many more. These activities taught students to be leaders within the school community, amongst other peers outside the school environment and support one another to be stronger and effective community members. Below are some of the activities the students participated in:

- 10 students from year 6 attended the Halogen Leadership conference and the Impact Leadership
- Year 6 completed peer support leaders training and participated in peers support groups from year 2 – 5
- Organised money donations for orphans, toy collections for sick students
- One student received the citizenship award by Auburn Council
- Yr 6 peer support leadership training
- Year 5 and 6 cyber bullying presentation by Auburn Police
- Eugowra Public school visit at the end of the year
- Author visit – Patricia Bernard to work with year 3 and year 5 students – as a result had internal writing competition across 3 – 6
- Marcelle Bernard – public speaking workshop with year 3 – 6
- Smart school workshop by Commonwealth Bank – for year 4 -6



- Islamic art exhibition (Alwan)
- Participated in World Maths Day organised by Mathletics 2 kids earned special prizes
- Brainstorm production – the magic words
- Bandage bear visit
- Toy collection
- Excursions for different grades

## *High School Student Representative Council*

In 2010, the Student Representative Council (SRC) comprised of school captains, prefects from Year 11 and representatives from Year 7-12. The SRC was involved in many events that encouraged leadership and organisational skills throughout the year. They promoted Al-Faisal College by being good role models, being actively involved in whole-school initiatives and strengthening our community ties. The following are some of the events that the SRC of 2010 participated in:

- 16 Secondary students attended the National Young Leaders Day.
- AIS School Captains Leadership Day.
- Attended ‘Leadership in a Digital Age’ Seminar at Sydney University.
- Year 7 and 10 students participated in Peer Support and Team Building Day. This was held at Milson Island.
- 30 students from Year 10 undertook training as Peer Support Leaders. This was conducted by our School Counsellor.
- 3 students participated in the Impact Leadership Program.
- Attended Community Relations Youth Leaders Day.
- The SRC also organised:
  - Human Appeal Fundraiser – sponsoring ‘Mahbooba’s Promise’ – an Australian Aid Organisation.
  - Ramadan Iftar dinner.
  - Westmead Children’s Hospital Fundraiser and visit.

# School Context

Al-Faisal College is an independent school from K to 12 located in the heart of Auburn. The College was established in 1998 and currently has a total of 1306 student enrolments across all grades employing 112 full-time teaching and non-teaching staff. All students enrolled at the College come from a Non-English Speaking Background. The student population comes from various ethnic and cultural backgrounds including large groups with Lebanese, Turkish, Somali, Indonesian and Pakistani ancestry.

Al-Faisal College's mission will be achieved through Faith, Knowledge and Success. The main goals are to produce good citizens imbued with Australian values, Islamic culture and become responsible, productive and contributing members to the Australian society. 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, intellectual and leadership development.

Our welfare policy stresses the importance of developing students' self-confidence, self-esteem and social skills. Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence. Students also participate in a number of social and community programs such as Harmony Day, Young Leaders Program, Impact and Halogen Leadership Programs, Years 6 Peer Support Training, Waste Watchers, Athletics Challenge and Premier's Reading Challenge.

# Student Performance and National and Statewide Tests and Examinations

## *Introduction*

Al-Faisal College has participated in various state-wide tests and examinations throughout 2010. 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 2010 NAPLAN exams which further improved on the already high standard established in 2009. 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 ESL, Multilit 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 2010, our students also sat for the School Certificate (SC) and Higher School Certificate (HSC).

## *1. NAPLAN*

Students in Years 3, 5, 7 and 9 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results pertaining 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, 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 2010 NAPLAN.

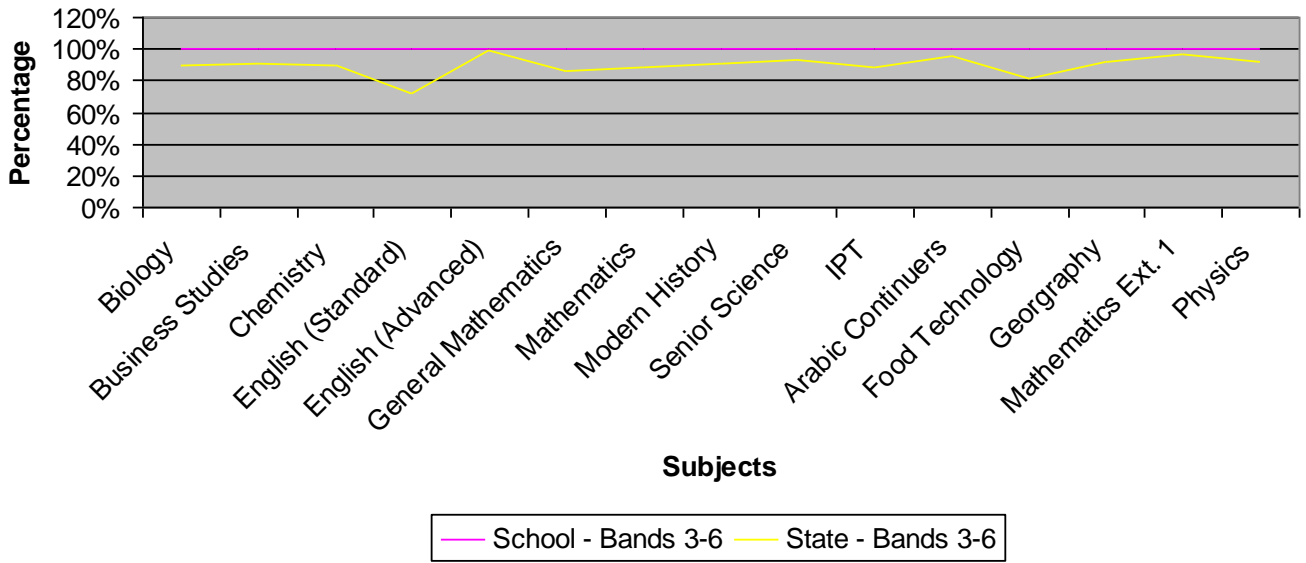
Further information regarding school performance in NAPLAN against State and National trends is available from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>). The school results shown are compared to students nationally.

## 2. Higher School Certificate (HSC)

In 2010, 23 students sat for the NSW Higher School Certificate in 15 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 50% of these placed in Bands 5 and 6 (80-100 marks). In general, student achievement was above state level. There was also an improvement in our Chemistry results compared to 2009. This was the only course where our school results were below the state-wide results in 2009. This year we improved from 60% (Bands 3-6) to 100% (Bands 3-6). This is a pleasing result, considering this as the third year that Year 12 students sat the HSC in 2010 at Al-Faisal College.

Subject	Year	No. of Students	Performance band achievement by number and/or%			
			Bands 3-6		Bands 1-2	
			School	State-wide	School	State-wide
Arabic Continuers	2009	N/A	N/A	N/A	N/A	N/A
	2010	4	100%	95.52%	0%	4.48%
Biology	2009	9	100%	90.09%	0%	9.91%
	2010	18	100%	89.75%	0%	9.8%
Business Studies	2009	8	100%	89.14%	0%	10.86%
	2010	12	100%	90.18	0%	9.39%
Chemistry	2009	5	60%	90.15%	40%	9.85%
	2010	7	100%	89.12%	0%	10.29%
English (Standard)	2009	5	100%	77.25%	0%	22.75%
	2010	9	100%	71.77%	0%	27.66%
English (Advanced)	2009	5	100%	98.9%	0%	1.1%
	2010	14	100%	98.95	0%	0.89%
Food Technology	2009	N/A	N/A	N/A	N/A	N/A
	2010	8	100%	79.72	0%	18.97%
Geography	2009	N/A	N/A	N/A	N/A	N/A
	2010	8	100%	91.91%	0%	7.61%
IPT	2009	3	100%	88.6%	0%	11.4%
	2010	2	100%	87.17%	0%	11.62%
General Mathematics	2009	5	100%	80.97%	0%	19.03%
	2010	15	100%	85.47%	0%	13.86
Mathematics	2009	3	100%	89.09%	0%	10.91%
	2010	7	100%	88.95%	0%	10.64%
Mathematics Extension 1	2009	N/A	N/A	N/A	N/A	N/A
	2010	2	100%	97.03%	0%	2.69%
Modern History	2009	3	100%	93.35%	0%	6.65%
	2010	6	100%	91.05%	0%	8.53%
Physics	2009	N/A	N/A	N/A	N/A	N/A
	2010	2	100%	92.42%	0%	7.13%
Senior Science	2009	5	100%	92.42%	0%	7.58%
	2010	4	100%	93.06%	0%	6.08%

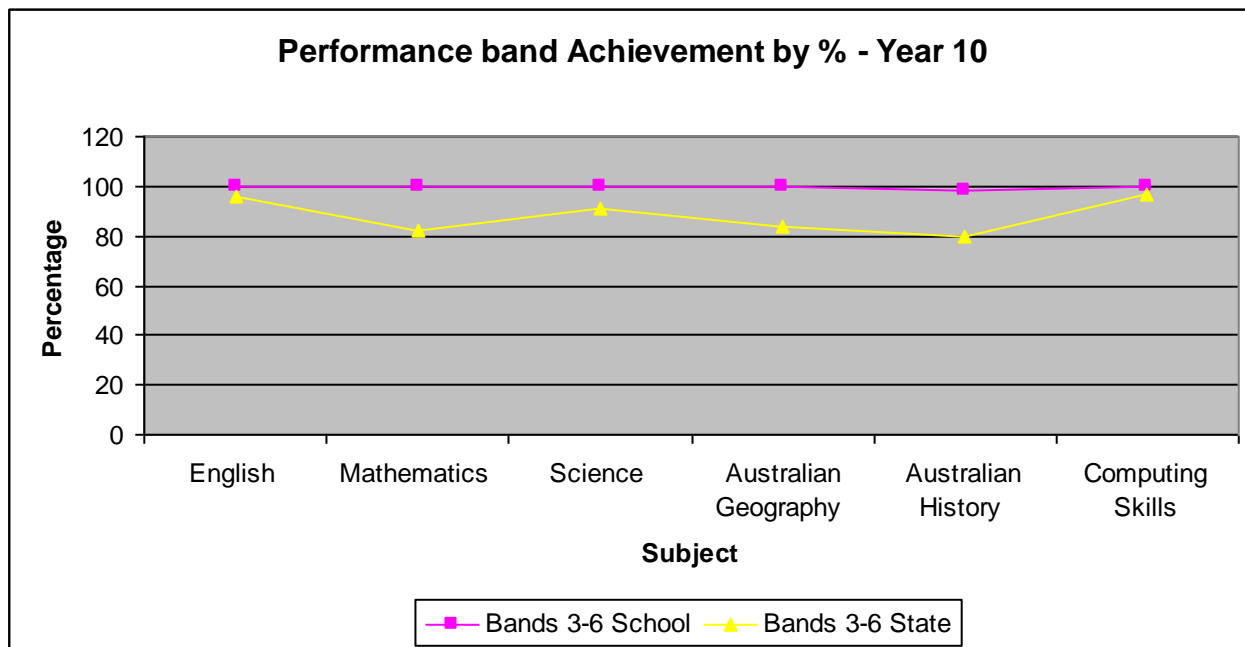
### HSC Examination Results



### 3. School Certificate Examination (SC)

43 students from Al-Faisal College sat for the School Certificate in 2010. Students performed at or above state level in the Six School Certificate Tests. 88% were placed in Bands 6, 5 and 4 in English Literacy as compared to 81% of the State. 77% were placed in Bands 6, 5 and 4 in Mathematics compared to 53% of the State. This is consistent with results in previous years. The number of students achieving Band 3 or above for Mathematics, Science, Australian Geography, Civics and Citizenship (100%) continues the trend towards stronger performance evident from previous years. Although there has been an increase in the number of students achieving Band 3 or above there has been a decrease in the percentage of students achieving Band 6. One student was placed below band 3 in both the Australian History, Civics and Citizenship tests.

Test	Year	No. of Students	Performance band achievement by %				Grades allocated by %	
			Bands 3-6		Bands 1-2		Grades C-A	Grades E-D
			School	State	School	State	School	School
English - 200 hours	2009	34	100%	95.89%	0%	4.11%	88%	22%
	2010	43	100%	94.83%	0%	2.68%	79%	21%
Mathematics - 200 hours	2009	34	99%	80.57%	1%	19.43%	79%	21%
	2010	43	100%	82.60%	0%	14.81%	63%	37%
Science - 200 hours	2009	34	99%	89.82%	1%	10.18%	68%	32%
	2010	43	100%	91.51%	0%	5.9%	93%	7%
Australian Geography - 100 hours	2009	34	99%	86.78%	1%	13.22%	94%	6%
	2010	43	100%	84.27%	0%	13.02%	84%	16%
Australian History - 100 hours	2009	34	99%	85.75%	1%	14.25%	97%	3%
	2010	43	97.66%	79.61%	2.32%	17.67%	81%	19%
Computing Skills - 100 hours	2009	34	100%	98.56%	0%	1.44%	100%	0%
	2010	43	100%	97.27%	0%	0.15%	100%	0%



## Senior Secondary Outcomes

In 2010, there were no students in Year 12 who participated in vocational and trade training.

Year 12 attaining a certificate/VET qualification

Year 12	Qualification/Certificate	Percentage of Students
2010	HSC	100%
2010	VET Qualification	0%



# Professional Learning and Teacher Standards

## *Professional Learning*

In 2010, 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 New Scheme Teachers (NST) through and beyond the accreditation process.

In order to support NST, the College appointed a mentor to guide and support staff through the process of accreditation at Professional Competence level. 2010 saw the successful accreditation of 5 New Scheme teachers at this level.

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 Anaphylaxis and Asthma management training.

Many topics 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.

## 2010 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
27/1/10	1 hour	AFC	Health Representative	Asthma In service	77
9/2/10	1.5 hour	AFC	Principal and Deputy Principals	Forum Staff Meeting Duties, Duty of Care, No Hat No Play Policy, OHS	77
22/2/10	1.5 hours	AFC	K-12 Coordinator	Analysing NAPLAN data using SMART software	77
30/3/10	5 hours	AFC	REVIVA	Workshop Senior First Aid	43
30/3/10	3 hours	AFC	REVIVA	Workshop CPR Resuscitation	34
19/4/10	2 hours	AFC	Interactive Whiteboard Representative	Workshop IWB Training	28
10/5/10	3 hours	AFC	Risk Logic	Risk Logic Wardens Training	24
11/5/10	1.5 hours	AFC	Risk Logic	Risk Logic staff training	53
14/5/10	6 hours	AFC	AIS Consultant	Literacy Planning Day	12
18/5/10	0.5 hours	AFC	Stage 2 teachers	Introduction to Multilit	2
2/7/10	6 hours	AFC	AIS Consultant	Writing K-2: Making Simple Sentences	17
2/7/10	6 hours	AFC	AIS Consultant	Teaching Creative Writing Stages 2 and 3	15
19/7/10 – 21/09/10	16 hours	AFC	AIS Consultant	Catching Up and Keeping Up	43
20/9/10	6 hours	AFC	AIS Consultant	Collaboration in the Kindergarten Classroom	6
24/09/10	6 hours	AFC	AIS Consultant	Teaching persuasive text	42
5/10/10	6 hours	AFC	AIS Consultant	Using Interactive Whiteboards	36
15/3, 29/3, 3/5, 24/5	45 minutes each * 4 meetings	AFC	K-12 Coordinator	Outlining the process, understanding roles, interpreting the standards, compiling submissions	5
01/09/2010	Full Day	Offsite	AIS Consultant	AIS Primary Conference – Paving the Way with the National Curriculum	3
08/09/2010	Full Day	AIS	AIS Consultant	Leading Student and School Wellbeing	1
14/10/2010	Full Day	Offsite	AIS Consultant	AIS ICT Integration Conference 2010: Teach less, learn more	1
22/10/2010	Full Day	Offsite	AIS Consultant	AIS Science Conference 2010: The National Curriculum Exposed	1
21/09/2010	Full Day	Offsite	External	Teacher Training - Photoshop	4
06/09/2010	Full Day	Offsite	External	Sustainable Energy: A Realistic Review of Options	1
11/08/2010	Full Day	Offsite	External	Arabic Teachers Conference	2
30/07/2010	Full Day	Offsite	External	Body Think Educator Training	1
19/06/2010	Full Day	AIS	AIS Consultant	Experienced Teacher NSW	1
07/05/2010	Full Day	AIS	AIS Consultant	Prepare Them Well: HSC skills in Languages	1
19/05/2010	Full Day	Offsite	External	Science ICT 2 – Spreadsheets & Slides for Scientists	1
17/05/2010	Full Day	Offsite	External	MULTILIT Reading Tutor Program Professional Workshop	2
5 & 6 March 2010	2 days	Offsite	External	Modern Languages Teachers Association Conference	1
10 & 11 March 2010	2 days	AIS	AIS Consultant	Supervising New Scheme Teachers	1
27/01/2010	2 hours	AFC	External	Data Logger/Technology Training	1
21/09/2010	1 week	AIS	AIS Consultant	AIS Diploma of School Compliance	1

The average expenditure per teacher on professional learning in 2010 was \$431.52.

# Teaching Standards

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

Category	Number of Teachers
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, or	77
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, or	4
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

*Please note: All teachers in the third category have been employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching requirements.*

# Workforce Composition

In 2010, Al-Faisal College did not have any indigenous staff. Al-Faisal College Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

# Student Attendance and Management of Non-Attendance, Secondary Retention

## *Student Attendance*

Ninety-eight percent of students attended school on average each day in 2010. This was higher than the daily attendance in 2009. The school has procedures in place to monitor student attendance throughout the day.

### **Attendance Procedures**

1. Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers.
2. Attendance for students is from 8:40am to 3:30pm.
3. All rolls must be returned to the (K-12) office by 9:30
4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) and Secondary (7-12) teachers. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy and Office.
5. Upon arrival back at school after absence, students must provide a satisfactory letter of explanation for their absence, signed by their parents.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. A meeting with the Principal may also be required if student attendance record does not improve.
7. Primary and secondary coordinators and Deputy will monitor class rolls and report any concerns to the 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 students ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College.
11. The register of enrolments is retained by the school for at least 5 years before archiving.
12. 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 and Post School Destinations*

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.

52% of the students who completed Year 10 in 2008, continued to Year 12 in 2010. Majority of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances, migrating overseas or vocational training. 100% of the students who left at the end of Year 12 following the completion of their school education continued on to University.

# Enrolment Policies and Characteristics of Student Policy

Al-Faisal College is a comprehensive co-educational K-12 school providing an education underpinned by Australian and religious values and operating within the policies of the NSW Board of Studies. All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic and cultural aims and goals of the College. Parents will be informed whether their children have been successful in gaining continued enrolment. All applications will be processed in order and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

All prospective applications also include an interview with the Principal. If a prospective applicant is arriving from a previous school, copies of reports are also required.

Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

## **Procedures**

The College will:

1. process all applications within the school's enrolment policy
2. consider each applicant's interview responses regarding their ability and willingness to support the school's ethos.
3. consider each applicant educational needs. To do this, the school gathers information and consults with parents/family, previous school and other relevant persons.
4. identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. inform the applicant of the outcome of the discussion.

The College may decline a student enrolment if:

1. all sections of the enrolment form have not been completed.
2. sections of the enrolment form have been falsely completed.

Enrolment admissions are allocated on a yearly basis and include the following requirements:

### **School Fees:**

- Must be paid prior to the end of the previous school term.
- Any extension of payment time must be requested from the Principal in writing.

### **Enrolment:**

- All student admissions are allocated on a yearly basis.
- Enrolment will comply with the Disability Discrimination Act.

### **Continued Enrolment:**

- Parents will be required to complete and sign a 'Re-application of Enrolment' form at the end of Year 6 and Year 10 if they wish for their children to return to school the following year.
- Pre-requisites for continued enrolment includes **satisfactory:**
  - Academic performance (class work, homework and assessment) in all Key Learning Areas, and in the National Assessment Program (Years 3, 5, 7, 9) and School Certificate (Year 10).
  - Behaviour, appearance, attendance and use of college facilities and resources.
  - Payment of school fees by due date.
  - If a parent withdraws a child to attend another school without the Principal's approval, other siblings will lose their places at the College.
  - Students will be promoted to a higher grade/class if their work and attendance are satisfactory
  - Parents will be informed whether their children have been promoted to a higher class
  - Parents will be informed whether their children met the requirements for promotion towards the end of the school year

Please note: Failure to meet the above mentioned expectations may lead to suspension or termination of enrolment.

# School Policies

## *Student Welfare Policy*

Like any other school, Al-Faisal College needs to have an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

As an Islamic school, Al-Faisal College has certain advantages in implementing such a Student Welfare Policy, given that:

- we are a culturally and religiously unified school;
- virtually all students come from an Islamic background;
- as a faith and belief system, Islam embodies a range of values which are highly relevant in forming the basis of a Student Welfare Policy and practices.

As a registered and accredited school, Al-Faisal College must meet all relevant government requirements, specifically including those of the NSW Board of Studies, and is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

Al-Faisal College has a very comprehensive Student Welfare Policy which meets all the requirements of Board of Studies and other relevant government requirements.

*The full text of the Student Welfare Policy is on the school's website and the outline of the policy is in the student diary and staff induction manual.*

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place (or developed) during 2010. Most policies are available on the schools website at [www.alfaisalcollege.com](http://www.alfaisalcollege.com)



Policy	Changes in 2010	Access to full text
Child Protection Policy. This encompasses: <ul style="list-style-type: none"> <li>▪ definitions and concepts</li> <li>▪ legislative requirements</li> <li>▪ reporting and investigating “reportable conduct”</li> <li>▪ investigation and documentation process</li> </ul>	NIL	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> <li>▪ Homework Policy</li> <li>▪ School Merit System</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ College information Booklet</li> </ul>
Security Policy encompassing: <ul style="list-style-type: none"> <li>▪ Educational Facilities</li> <li>▪ Visitor Policy</li> <li>▪ Emergency Evacuation Policy</li> <li>▪ Repair and Maintenance Policy</li> <li>▪ Occupational Health &amp; Safety Policy</li> </ul>	Changes to include K-12 and new building	<ul style="list-style-type: none"> <li>▪ Staff Induction Manual.</li> </ul>
Communication Policy encompassing: <ul style="list-style-type: none"> <li>▪ Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student’s education and well-being</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ College information booklet</li> <li>▪ Staff induction manual</li> <li>▪ Student diary</li> </ul>
Academic Policies encompassing: <ul style="list-style-type: none"> <li>▪ School Assessment Policy</li> <li>▪ Homework Policy</li> <li>▪ Attendance Policy</li> <li>▪ School Certificate and HSC Appeals Policy</li> </ul>	NIL	Full Text in: <ul style="list-style-type: none"> <li>▪ College Information Booklet</li> <li>▪ Staff Induction Manual</li> <li>▪ Student Diary</li> <li>▪ Summary in student course handbook</li> </ul>
Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> <li>▪ The role of the student representative council (SRC)</li> <li>▪ Rights and Responsibilities of Students, Teachers and Parents</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ College information booklet</li> <li>▪ Staff Induction Manual</li> </ul>
Excursion Policy	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> </ul>
Procedural Fairness Policy encompassing: <ul style="list-style-type: none"> <li>▪ Dealing with complaints against students</li> <li>▪ Dealing with complaints against staff</li> <li>▪ Investigation Process</li> <li>▪ Findings</li> <li>▪ Disciplinary Proceedings</li> <li>▪ Notification to CCYP</li> </ul>	Inclusion of this policy under Professional Standards	Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> </ul>

Professional Standards Policy encompassing: <ul style="list-style-type: none"> <li>▪ Confidentiality and Professionalism</li> <li>▪ Support for College Policies</li> <li>▪ Equal Opportunity for Women</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> </ul>
Leaving School Grounds Policy		Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> </ul>
Internet/Intranet and Email Policy encompassing: <ul style="list-style-type: none"> <li>▪ Legal risks</li> <li>▪ Legal requirements</li> <li>▪ Best practices</li> <li>▪ System monitoring</li> <li>▪ Plagiarism &amp; copyright infringement</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> <li>▪ College Information Booklet</li> </ul>
Student Scholarships 7-12		Full text in: <ul style="list-style-type: none"> <li>▪ Enrolment Policy</li> <li>▪ Enrolment Application Form</li> <li>▪ Enrolment Booklet</li> </ul>
Admissions/Enrolment Policy	Request for leave – must be in writing to the Principal Re-application of Enrolment for Years 7 and 11	Full text in: <ul style="list-style-type: none"> <li>▪ Staff Induction Manual</li> </ul>
Student Welfare Policy	Change to include: ‘Student right to be heard’	Full text in: <ul style="list-style-type: none"> <li>▪ Staff induction Manual</li> </ul>
Behaviour Management Policy	Change to Disciplinary Action Code: 8. Meeting with Parents <ul style="list-style-type: none"> <li>• Allow students/parents the right to be heard</li> </ul>	Full text in: <ul style="list-style-type: none"> <li>▪ Staff induction Manual</li> <li>▪ Information Booklet</li> </ul>

## *Policies for Student Discipline*

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. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

An outline of the school's Discipline Policy and associated procedures is provided to all members of the college community through College Information Booklet, Student Diary and staff induction manual as part of the College's Student Welfare Policy.

## *Policies for Complaints and Grievances Resolution*

Al-Faisal College is an organisation encompassing students, parents, and staff. The School values these people 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.

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.

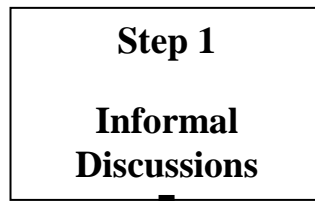
A summary of the Grievance Policy and Procedures is tabled below. The full text of this policy can be accessed on the School's website: [www.alfaisalcollege.com](http://www.alfaisalcollege.com).

**Role of Support Person**

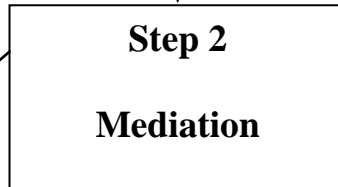
**Officer**

**Role of Contact**

Provides support to complainant or respondent but does not attend meetings

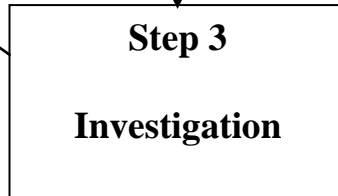


First contact point for complainant encourages effective communication

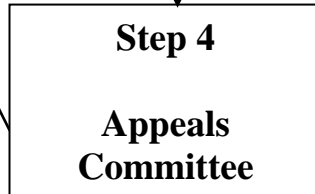


Provides support to complainant or respondent  
Attends meetings including mediation

Conducts mediation



Acts as a point of contact for both parties to determine the progress of the matter



# *Procedural Fairness Policy*

A summary of the Procedural Fairness Policy is tabled below. The full text of this policy can be accessed on the School's website: [www.alfaisalcollege.com](http://www.alfaisalcollege.com).

## **General Policies**

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is prohibited.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
  - informed of the alleged infringement;
  - informed as to who will make the decision on the penalty;
  - informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
  - afforded a right of review or appeal.

## Procedures for dealing with complaints against students

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate Al-Faisal College's view and likely action to the student/parents.
- Allow student/parents the right to be heard.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

The Procedural Fairness Policy also incorporates:

- Procedures for dealing with complaints against students

- Procedures for Dealing with Complaints Against Staff
- Risk Assessment
- The Investigation
- Steps in the Investigation Process
- Findings
- Disciplinary Proceedings
- When the Investigation has been Completed
- Notification to the Commission for Children and Young People (CCYP)

# School Determined Improvement Targets

## Achievements of priorities identified in school's 2009 Annual Report

Area	Priorities	Achievements
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• 4 Classes for years 7 and 8</li> </ul>	Introduction of 4 classes in years 7 and 8
Teaching and Learning	<ul style="list-style-type: none"> <li>• Additional computers in the library</li> </ul>	5 Computers installed in the library for students' use
	<ul style="list-style-type: none"> <li>• Debate and Public Speaking</li> </ul>	Debating and Public speaking competitions for years 7-10
Facilities and Resources	<ul style="list-style-type: none"> <li>• Opening of Level 5</li> <li>• Extra Science Lab</li> <li>• Interactive whiteboard installations</li> <li>• Introduce School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 5 is now in use</li> <li>▪ 4 science labs are now in use</li> <li>▪ Interactive whiteboards are now installed in most classes</li> <li>▪ School nurse is now employed</li> <li>▪ Employment of Teacher Assistant for Science and TAS faculties</li> <li>▪ Employment of a senior coordinator</li> </ul>

## 2010 Determined Improvement Targets

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Debate and Public Speaking Competitions to expand across and with other schools</li> <li>• Stronger transitional links between primary and secondary schools, this includes assessing student literacy and numeracy levels to allow for accurate class placements in year 7</li> <li>• Continuation of ICT Classes for K-6</li> <li>• Integration of computing skills across all KLAs</li> <li>• Implement strategies to improve outcomes for students needing learning support</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• 3 Classes for years 9</li> <li>• Provide literacy support for students in years 7 and 8</li> <li>• Provide a mentor program for students in Stage 6.</li> <li>• Develop K-12 Literacy Policy</li> <li>• ESL Support for K-6</li> <li>• Continue MULTILIT program for year 2</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Employ additional Library Assistant</li> <li>• Employ a second IT technician</li> <li>• Employ additional ESL Teachers</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>• Provide training to staff to allow for implementation strategies to improve outcomes for students needing learning support</li> <li>• Computer usage 'Edumate'</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Additional Smartboards to be installed</li> <li>• Increase number of computers in staffrooms</li> <li>• Increase number of toilet facilities for students</li> </ul>



## 2010 National Partnership Priority Areas, Targets and Outcomes

2010 saw the commencement of the College's involvement in the National Partnership initiative. Our school has always been driven by our commitment to see improvement in students' academic performances in all Key Learning across K-12. Al-Faisal College managed to secure government funding that specifically targets our students in either literacy or numeracy. As a result, our participation in the Partnership saw many positive changes within our school community.

These include:

- The employment of new ESL teachers to run supplementary classes for students in Years 1-6.
- Establishment of the Multilit intervention reading program with Years 2 and 4 students,
- The employment of a K-6 ICT Learning Specialist to conduct specific teaching programs to meet the needs of 21<sup>st</sup> century learners,
- The introduction of a Kindergarten support program. Three paraprofessional employed to help students with the transition from home to school,
- The introduction of SMARTboards into classroom,
- A new student computer lab established with access to an array of literacy and numeracy focused software,
- Additional library resources (PRC, Lexile and general collection books),
- Parent workshops held twice a term on a variety of current and relevant topics and themes,
- After school student literacy classes for high school students amongst other significant educational reforms that took place in 2010.

Below are the targets and outcomes the school set as part of our involvement in National Partnerships. All short term targets and outcomes were achieved with the College working towards achieving its longer term targets.

<b>Priority Areas</b>	<b>Targets</b>
<b>Literacy</b>	1.1: Students will achieve a level of growth for their stage that is comparable to that of the State in literacy 1.2: Student mean in Year 9 NAPLAN Literacy will match or exceed state mean by end of 2011 1.3: Improve student achievement in writing 1.4: Foster a greater love of reading in Years 7-12 1.5: Decrease the percentage of students recording below expected growth rates in literacy in Year 5 from 39.7% to 36.7% by May 2011 1.6: Decrease the percentage of students recording below expected growth rates in literacy in Year 7 from 52.4% to 49.4% by May 2011 1.7: Decrease the percentage of students recording below expected growth rates in literacy in Year 9 from 41.2% to 38.2% by May 2011
<b>Connected Learning (ICT)</b>	2.1: Develop and implement a K-6 ICT plan 2.2: ICT education strategies are embedded in all teaching and learning programs 2.3: Improve student capacity to participate in learning in technology rich classrooms demonstrated in teaching and learning programs and assessment.
<b>Teacher Quality</b>	3.1: Enhancement of teaching and leadership skills and strategies as a result of on-going Professional Development 3.2: Establish on-going Performance Appraisals by external assessors

**Community  
Engagement**

4.1: To improve student learning outcomes through the development of on-going engagement with the broader school community

**Intended Outcomes:**

1. Increase literacy levels for all students
2. All students achieve development which is comparable to their age and stage
3. NAPLAN data indicates consistent improvement in all English strands
4. Establish internal school benchmarks in K-2 to identify students with special needs
5. Improved access to ICT through school infrastructure and professional development
6. Increased ICT competency levels of staff and students
7. Innovation in the use of interactive technologies for teaching and learning
8. Enhance interactive nature of teaching learning pedagogy using ICT
9. Technology integrated into all teaching and learning
10. Enhance school leadership capacity for school improvement
11. Strengthen teacher capacity to improve student learning outcomes
12. All teachers involved in professional learning and reflecting their knowledge in teaching programs and in classroom practice (as evident through supervision of programs by Professional Development Officer and visits to classrooms by external performance appraisers.
13. Collection and analysis of data becomes standard practice with the analysis of data informing teaching and learning
14. Greater community satisfaction with the service provided by the school
15. The development of productive and supportive relationships between the school, parents and community

# Initiatives Promoting Respect and Responsibility

The College's Mission Statement of Faith, Knowledge and Success helps the school to focus on the physical, social and emotional development of students that will produce future citizens imbued with Australian and Islamic values and knowledge.

Our aim is for each student to recognise that they are an integral and valued part of the school community, with parents and staff working together to provide pastoral care and support that develops self-esteem, mutual respect and responsibility.

At Al-Faisal College, all students from Kindergarten to Year 12 have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes universal values

We believe that students have the right to feel safe whilst learning and be treated with respect. This is to be achieved through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network and the proper guidance of behaviour and discipline.

Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2010, the following initiatives were undertaken to promote respect and responsibility within the school community.

These include:

- No Bullying At Al-Faisal
- Peer Support Programs
- ANZAC Day Commemorations
- Individual Student Monitoring Program
- Student Representative Councils
- Student Organised Charity Fund Raising
- Impact Leadership Conferences
- Halogen Young Student Leadership Day
- Harmony Day Activities
- Peer Mediation
- Parent Workshops (workshops include developing good relationships, living with choices, empathy and cultural difference)

# Parent, student and teacher satisfaction

## **Teacher Satisfaction**

Al-Faisal College is fortunate to have such a committed, professional and vibrant staff. Members of staff looking to leave the School are rare, and when vacancies arise, competition among applicants is fierce. A measure of staff satisfaction includes:

- Willingness to run co-curricular activities and coach sporting teams
- Attendance at both internal and external professional development activities.
- Offers of extra support and help for individuals beyond timetabled lessons, and
- The sense of team spirit displayed in curriculum, pastoral and staffroom areas.

In addition to this, staff also have the opportunity to discuss their level of satisfaction or dissatisfaction within the workplace through open access to Head of Department, Principal of the School and the Deputies. Opportunities are available to discuss events and issues through informal and formal means, including faculty, staff and executive meetings.

Other indicators of a pleasing level of teacher satisfaction would include the level of staff retention, the solid attendance level of staff, the willingness of staff to be involved in many extra curricula areas within the College.

In 2010, a situational analysis and a number of SWOT analyses were undertaken with the staff to allow them to give feedback on the organisation and operation of the College.

Staff recognised strengths of the College to include its pastoral care program, the continued commitment to an Islamic ethos within the College and the professional and personal relationships with their colleagues. They indicated a desire to have greater opportunities in contributing to the development of programs and protocols within the College.

## **Student Satisfaction**

It is the belief of the College that students who develop positive relationships with the school, through the classroom and remain engaged, are more likely to become lifelong learners. In the short term, they are more likely to remain at school with the College being able to improve their retention levels, whatever their achievement level may be.

In 2010 the school sought the opinions of students about the school. Years 3 through to 12 completed the Quality of School Survey. Their responses are presented below.

1. Students indicated a very high degree of satisfaction with their school.

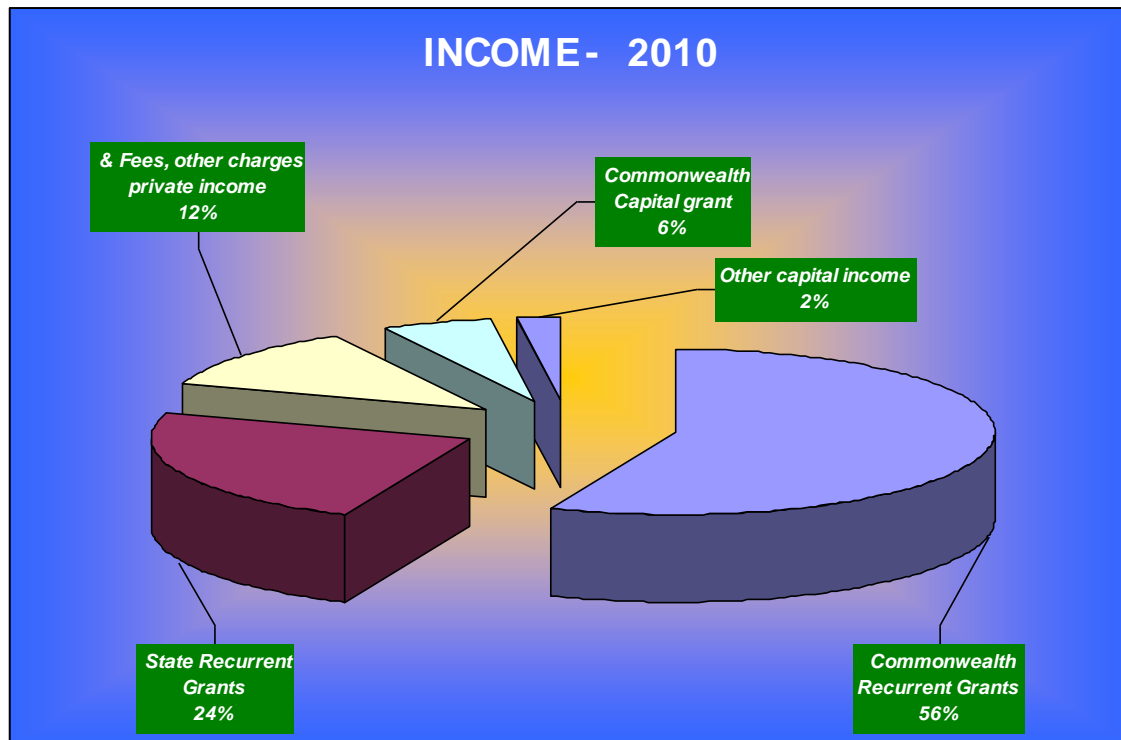
Their responses were very encouraging and showed students:

- Enjoyed coming to school and liked their teachers
- Felt that lessons were useful, interesting, enjoyable and had a purpose
- Felt safe, comfortable and supported
- Had friends, and thought that the School was friendly to new students
- Were proud of their School and looked forward to their future at school and beyond
- Believed their education at the school was value for money

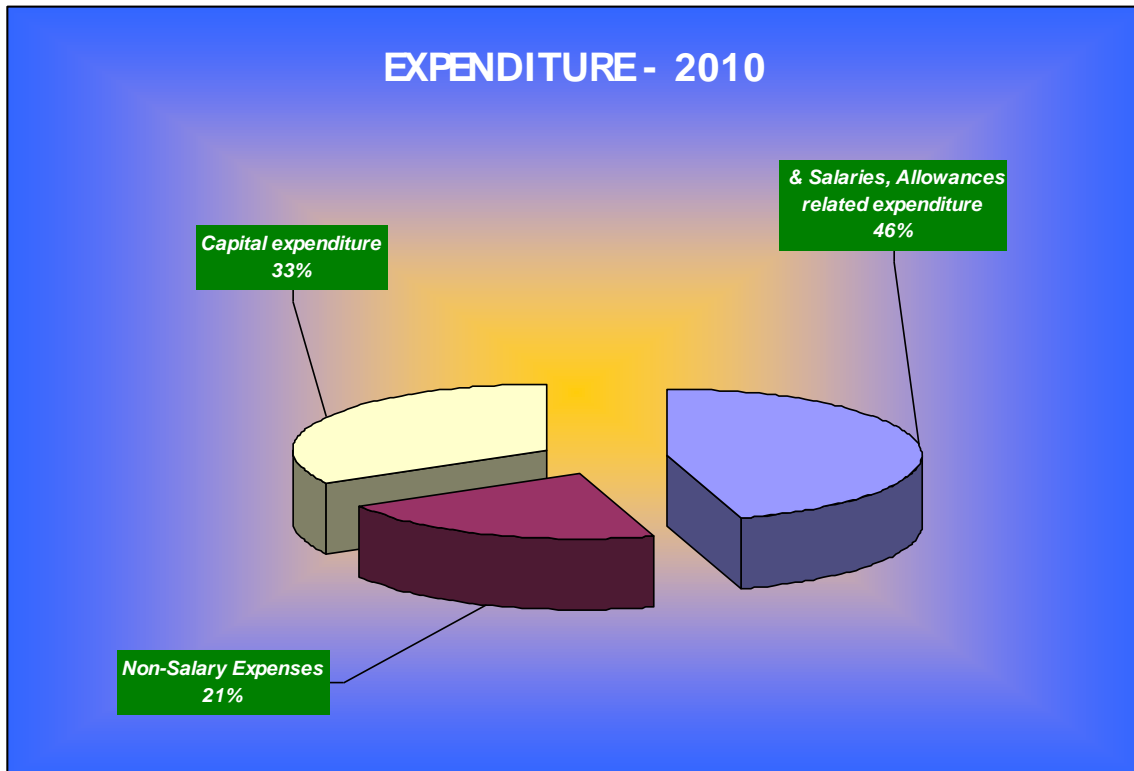
Finally, our students have a very high respect for their teachers on the basis of responses to the 2010 student survey. They felt that the teachers listen to them and support them if there are difficulties, and feel that all teachers have an open door policy where they are willing to help and support students and their parents to meet educational outcomes.

# Summary financial information

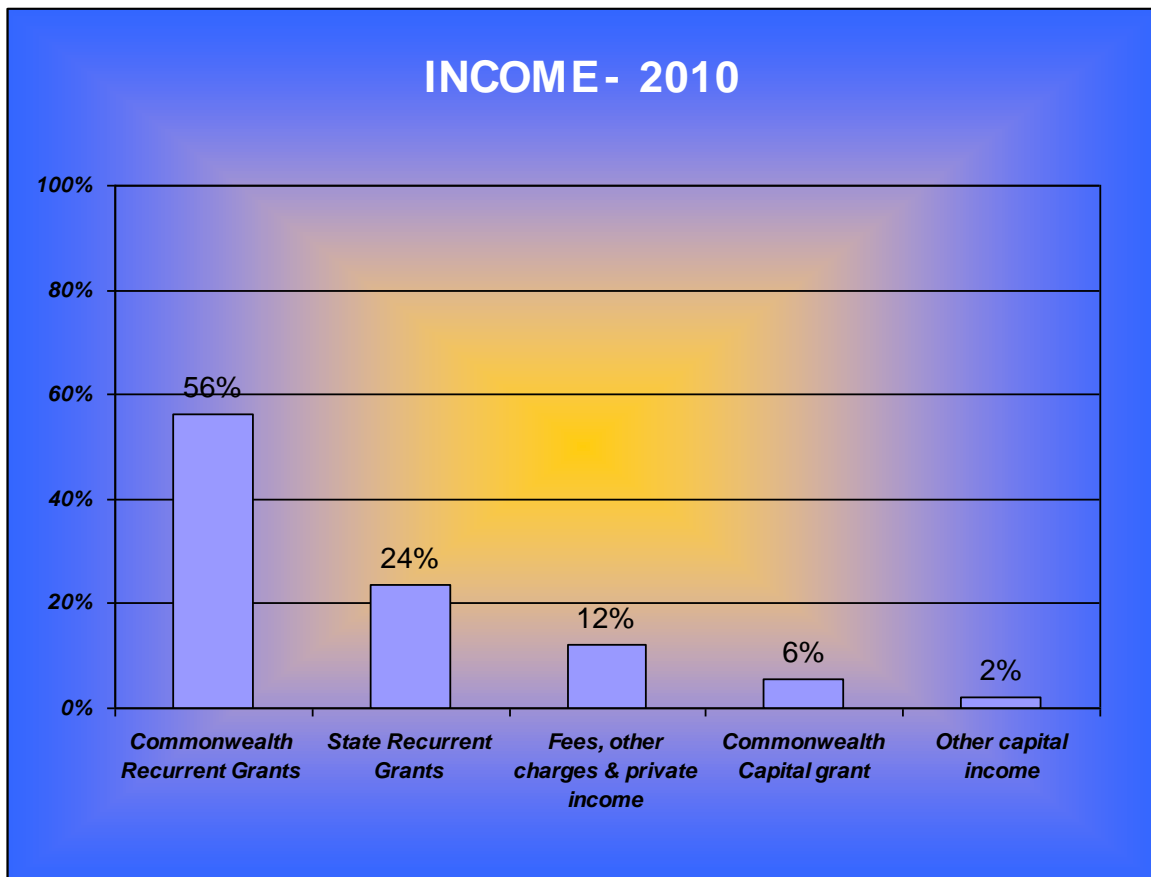
Graphic One: Recurrent vs Capital Income represented below



Graphic Two: Recurrent vs Capital Expenditure represented below



Graphic Three: Recurrent vs Capital Income represented below



Graphic Four: Recurrent vs Capital Expenditure represented below

