

Al-Faisal College



ANNUAL REPORT 2013



Auburn Campus: 149 Auburn Road Auburn, NSW 2144
Campbelltown Campus: 10 Benham Road, Minto NSW 2566

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Introduction

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

In its first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. In 2013, the College had 1661 students enrolled from K-12. Our sixth cohort of Year 12 students sat for the Higher School Certificate in 2013.

Al-Faisal College was ranked 96th in the State in the HSC in 2013.

In 2013, Al-Faisal College opened its second campus in Campbelltown and is working towards opening a third campus in Austral (Liverpool) in 2014.

The College campuses at Auburn and Campbelltown provide 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, 40% of staff are non-Muslims.

Al-Faisal College is managed by a Board of Directors. The College Board is predominantly responsible for the governance of the School. The Director of Education of the College is also the 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.

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.

Procedures

Annual Report

Procedures for implementing the policy include:

- The Principal and/or their delegated representative being responsible for co-ordinating the final preparation and distribution of the annual report to Board of Studies, Teaching and Educational Standards (BOSTES) and other stakeholders as required
- for each reporting area, the Principal and/or their delegated representative 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 BOSTES through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the BOSTES on RANGS Online by 30 June 2014
 - 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 Principal and/or their delegated representative 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 with delight that I write this message on behalf of the Board of Al-Faisal College. 2013 has been a successful year for our students, staff and parents. As a school, we are proud of our student's academic achievements and the dedication and commitment of staff to deliver high quality programs.

Our school has been very fortunate to be part of the National Partnership Program (NPP). The NPP has provided the school with an opportunity to enhance our teaching programs, teachers' professional development and delivery of quality education to our students. Our entire programs stem from evidence based research where significant improvement in literacy was noted. The teaching framework model present at Al-Faisal College, significantly relies on data collection attained from benchmarking of students.

Additionally, new literacy programs were introduced and rolled out which specifically targeted phonics and spelling. I am pleased to report that students reading, comprehension and writing levels have considerably improved – the latter part of this Annual report will discuss this issue.

The school continues to grow steadily and our enrolment numbers are also increasing. Al-Faisal College is constantly improving the facilities and resources provided to staff and students such as additional amenities, canteen, roof top play area (Building C – Main Campus – Auburn).

The biggest achievement for Al-Faisal College this year has been the acquisition and establishment of a second campus in Campbelltown – Minto owing to the needs of the community. One of the main focuses of the School Board has been to prioritise literacy and create a “love of reading” at the Campbelltown Campus. This school invested extensively in the purchase of new resources, furniture, books (both students and staff), computers and equipment for the ‘setting up’ of a new library. The purpose of setting up a new library is to foster a love of learning and hunger and thirst of knowledge, so that every single student has access to books including multiple PRC (Premier's Reading Challenge) books.

I would like to take this opportunity to thank the Australian Government, Auburn City Council, Auburn Police, Campbelltown Council, the Association of Independent Schools, and Australian Defence Force. Thanks to our Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Deputy Principals, the coordinators, teaching and non-teaching staff and parents for their time and effort spent on make Al-Faisal College an even better place.

Finally, I would like to thank the parents of our students because they are the backbone of the school and without their support we would not have been able to accomplish our goals.

May God bless you all,

Mr Shafiq Rahman Khan
Managing Director of Al-Faisal College

Principal's Message

It is a pleasure to write about the achievements of Al-Faisal College in the Annual Report. At Al-Faisal College we are committed to making sure that our students receive a high quality education. We focus on improving outcomes for students through our policies. Our policies encourage excellence in attitude and performance.

Al-Faisal College is growing from strength to strength. In 2013, the college acquired a second campus in Campbelltown-Minto and a third campus in the Liverpool-Austral area will open soon.

We try our best to increase the quality and professionalism of teachers by providing them with courses organized by the Association of independent Schools (AIS). These courses have enabled our teachers to become more effective, knowledgeable and skillful in their planning, programming and teaching.

Our results in the Higher School Certificate were very pleasing. The College was ranked 96th in the State of NSW. We are extremely proud of our students' achievements. We are also pleased for our NAPLAN test results for Years 3, 5, 7, and 9.

At the College our emphasis is not only on students' learning, but also on welfare and values. As educators we help our students in becoming more thoughtful and responsible members of the Australian society.

Our students participated in conferences and conventions to extend their leadership and social skills.

All of our students decided to further their studies at a tertiary level and gained placement into universities. Some students have been offered and awarded scholarships from the most reputable universities in the State.

To conclude I would like to thank the Australian Government, Auburn and Campbelltown Councils for their continuous support to our College. Special thanks to the Association of Independent School for their great assistance.

Many thanks to the Managing Director of the College Mr Shafiq Khan and the Board of the College for their effort and dedication in contributing to the expansion of the college.

Also a special thanks to our Director of Education Dr Intaj Ali, Deputy Principals, Head of Studies, Head of Welfare, Co-ordinators and teaching and non-teaching staff for their commitment to the success of Al-Faisal College.

On a final note, I would like to thank the parents of our students for their cooperation and last but not least our students, thank you for your hard work and effort.

Mrs G. Adra Khan
Principal

Primary Student Representative Council

Al-Faisal College 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.

Leaders in the Primary School:

Class captains: (one girl and one boy) per class from Kindergarten to Year 6 elected per term.
SRC:

Prefects: Six girls and six boys from Year 6.

Captains: One girl and one boy from Year 6. Students are selected through an election process.

Roles of the SRC included but was not limited to organising social events, fundraising for charity and improvements at the school.

- Captains and Prefects in Year 6 attended the 2013 National Young Leaders Day and the Primary Impact Leadership Conference.
- Captains and prefects took on leading roles in presenting school assemblies including the annual Presentation Day.
- The SRC also attended the ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.
- Year 6 students participated in the Peer Support Program, where students developed skills in effective leadership, problem solving, decision making strategies, commitment and responsibility.
- The importance of volunteering and community participation was highlighted with students participating in the Clean Up Australia Day event.
- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign.
- Outstanding citizenship and leadership qualities were recognised with a Year 5 student receiving the Auburn Review Pictorial "School Citizenship Award".

High School Student Representative Council

The Student Representative Council (SRC) of Al-Faisal College is an elected body representing all students from Years 7 to 12.

In 2013 the Council comprised eight designated representatives from years 7-10 (two students, one boy and one girl from each grade), twelve school prefects (six girls and six boys from Year 11) and the two school captains (one girl and one boy from Year 12).

Members of the SRC were role models for other students, setting the highest standards in behaviour, uniform, and school participation. They were also active in community events and leadership programs.

The following are some of the events in which the SRC of 2013 were active participants:

- Members took a leading role in the organisation and presentation of school assemblies including the annual High School Presentation Day.
- All members of the SRC attended the 2013 Grip Leadership Conference.
- Two senior prefects attended the Young Women's Leadership seminar at Parliament House.

- The designated 7-10 representatives contributed to the management of the Global Citizenship Program at the College.
- The prefects and the school captains represented the school at the ANZAC Commemoration Service at the ANZAC Memorial in Hyde Park.
- The school captains attended the Leadership Program at The NSW Parliament where they were presented to the Governor of NSW, Professor Marie Bashir.
- All members of the SRC acted as support personnel at the 3rd Peace and Harmony Interfaith Conference convened by the Australian International Cultural Centre and held at the College.

Reporting Area 2: School Context

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. The College was established in 1998 and had been visited by the former Prime Minister the Hon John Howard, twice in the years 2000 and 2005. The College 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 to Australian society. Students are taught mandatory subjects required by the NSW Board of Studies, Teaching and Educational Standards and learn the Arabic Language. Our College is offering a return ticket to the homeland of the student who comes first in Arabic in the HSC.

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

Our students are taught Computing Studies from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have SMART Boards in primary and high school classrooms and we envisage that in the near future all of our classrooms will be fully equipped with SMART Boards, featuring the latest 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 College has utilised its participation in the Low SES National Partnerships program to better support the literacy needs of our diverse learners. The College's participation in the National Partnerships program has resulted in the employment of a Curriculum Coordinator, ESL learning specialists and paraprofessionals to lead reading intervention programs. The College has also been able to purchase vital resources and offer an intensive level of professional development in-services to its teaching staff to raise the quality of teaching. Sustainability through capacity building has been a feature of paramount importance.

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 and intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Henry Parkes Primary Schools Citizenship Conventions, Young Leaders Programs, Climate Change, Waste Watchers, Clean Up Australia Day, Athletics Challenge, Premier's Reading Challenge, NRL Terry Lamb and OZ tag Competitions, and UNSW competitions. Students have also been involved in charity events and raised money to support Bandage Bear Day, Heart, Diabetics and Cancer Foundations. We held a 'toy drive' and presented gifts to local community organisations.

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

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

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2013. 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 2013 NAPLAN exams which further improved on the already high standard established in 2012. 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, Minilit/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 2013, our students also sat for the Higher School Certificate (HSC). Our sixth cohort of HSC students recorded impressive results in the exams being ranked 96th in the State with 100% of students being offered admission into a university undergraduate degree.

1. NAPLAN

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

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

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

- Band 1 - Band 6 for Year 3

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

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

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2013 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 had one Year 10 student who required the issuance of a Record of School Achievement (RoSA).

Higher School Certificate (HSC)

Auburn Campus

In 2013, 49 students sat for the NSW Higher School Certificate in 17 courses. Our top HSC achiever this year scored an ATAR of 98.40. 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). Of the 2 candidates who sat for a one unit extension course, 100% achieved Band E4. In general, student achievement was above the state level in most courses undertaken. This has been the trend over the past 3 years. This is a pleasing result, considering this as the sixth year that Year 12 students sat the HSC in 2013 at Al-Faisal College.

Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Arabic Continuers	2013	11	7	63.63	51.00	+12.63
	2012	5	4	80.00	52.15	+27.85
Biology	2013	25	13	52.00	32.93	+19.07
	2012	19	6	31.57	26.76	+4.81
Business Studies	2013	17	11	64.69	34.85	+29.84
	2012	19	9	47.36	38.13	+9.23
Chemistry	2013	14	7	49.99	41.63	+8.36
	2012	8	3	37.50	42.60	-5.1
Community & Family Studies	2013	9	5	55.55	33.74	+21.81
	2012	11	8	72.72	36.08	+36.64
English (Standard)	2013	24	5	20.83	6.83	+14.00
	2012	23	7	30.43	15.75	+14.68
English (Advanced)	2013	18	12	66.66	53.01	+13.65
	2012	12	11	91.66	54.09	+37.57
Food Technology	2013	10	2	20.00	28.07	-08.07
	2012	13	4	30.76	31.13	-0.37
Geography	2013	13	2	15.38	39.77	-24.39
	2012	19	0	0.0	40.27	-40.27
Legal Studies	2013	8	5	62.50	42.57	+19.93
	2012	13	8	61.53	40.24	+21.29
General Mathematics	2013	24	14	58.33	20.83	+37.50
	2012	18	9	49.99	22.05	+27.94
Mathematics	2013	18	15	83.33	49.24	+34.09
	2012	8	8	100.00	52.50	+47.50
Physics	2013	11	3	27.27	33.36	-06.09
	2012	7	2	28.57	34.05	-5.48
Senior Science	2013	12	7	58.32	38.74	+19.58

	2012	N/A	N/A			
Visual Arts	2013	4	1	25.00	51.44	-26.44
	2012	N/A	N/A			

Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E4 and E5	Performance band achievement by %		
				Bands E4-E5		
				School	State-wide	Difference
Mathematics Extension 1	2013	1	1	100.00	83.54	+16.46
	2012	2	2	100.00	84.98	+15.02
Mathematics Extension 2	2013	1	1	100.00	87.17	+12.83
	2012	N/A	N/A			

*N/A: No Al-Faisal College candidates for a course during that year.

HSC Honour Roll

	Students	Distinguished Achievers
Al-Faisal College	17	31

HSC Honour Roll

Subject	Distinguished Achievers
Arabic Continuers	3
Biology	2
Business Studies	3
Chemistry	3
Community & Family Studies	2
English (Advanced)	4
Legal Studies	1
General Mathematics	2
Mathematics	6
Physics	1
Senior Science	2
Mathematics Extension 1	1
Mathematics Extension 2	1
TOTAL	31

Campbelltown Campus:

The students of the school appeared for HSC for the first time in 2013. The following table illustrates the performance of the students as compared to the rest of the state as related to their performance bands. As is evident from the table the students performed above the state levels (Bands 3-6 combined) in Legal Studies, Chemistry and Biology.

Subject	Year	Number of Students	Performance band achievement by %	
			Bands 3- 6	Bands 1- 2
English (Standard)	2013	11	School: 8 (72.72%) State-wide: (78.54%)	School: 3 (27.27%) State-wide: (20.82%)

PDHPE	2013	8	School: 3 (37.5%) State-wide: (82.38%)	School: 5 (62.5%) State-wide: (16.99%)
General Maths	2013	10	School: 7 (70%) State-wide: (75.11%)	School: 3 (30%) State-wide: (23.32%)
Legal Studies	2013	1	School: 1 (100%) State-wide: (88.14%)	School: 0 (0%) State-wide: (11.86%)
IPT	2013	11	School: 8 (72.72%) State-wide: (87.76%)	School: 3 (27.28%) State-wide: (12.24%)
Chemistry	2013	1	School: 1 (100%) State-wide: (91.75%)	School: 0 (0%) State-wide: (8.25%)
Business Studies	2013	8	School: 6 (75%) State-wide: (87.74%)	School: 1 (12.5%) State-wide: (11.3%) None: School: 1(12.5%) State-wide: (0.93)
Biology	2013	3	School: 3 (100%) State-wide: (91.34%)	School: 0 (0%) State-wide: (8.66%)
Arabic Continuers	2013	2	School: 1 (50%) State-wide: (95.94%)	School: 1 (50%) State-wide: (4.06%)

Vocational Education and Training (VET)

In 2013, 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 (Auburn Campus)	Percentage of Students (Campbelltown Campus)
2013	HSC	97.9%	100%
2013	VET Qualification	0%	0%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2013, 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.

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.

2013 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
24/01/13	6 hours	Al-Faisal College	AIS Consultant	Using Interactive Whiteboards in PDHPE and TAS	7
29/01/13	6 hours	Macquarie Park	Multilit	Implementing the PRELIT Program	3

24/01, 19/02, 12/03, 12/04, 30/04, 7/05, 23/05, 28/05, 18/06, 1/07	60 hours	Al-Faisal College	Get Reading Right	Synthetic Phonics	26
24/01, 21/2, 14/3, 4/4, 2/5, 18/6, 28/06, 01/07	43 hours	Al-Faisal College	Gateway Education	Differentiating and Enriching the Curriculum	6
24/01, 21/02, 21/03, 12/04, 03/06, 19/06, 26/06, 14/08, 11/09, 18/09	33 hours	Al-Faisal College	AIS Consultant and Gateway Education	Focus on Reading	20
06/03, 20/03, 12/04, 24/04, 08/05, 22/05, 21/08, 11/09, 20/09	33 hours	Al-Faisal College	AIS Consultant	Aligning literacy across the Science, HSIE and English faculties.	21
9 day consultancy beginning 11/02/13	54 hours	AIS	Various	Newly Appointed Principals	1
08/03/13	6 hours	AIS	AIS Consultant	Cocktail Conversations: ESL teachers in the secondary school setting	1
14/03/13	6 hours	AIS	AIS Consultant	Avoiding Underachievement - Challenging and Engaging Advanced Learners	2
23/03/13	5 hours	Al-Faisal College	REVIVA	Workshop Senior First Aid	104
23/03/13	3 hours	Al-Faisal College	REVIVA	Workshop CPR Resuscitation	54
12/04, 30/4, 14/05, 30/05, 4/06, 13/06, 18/06, 28/06, 27/08, 5/09, 10/09, 19/09, 20/09, 25/11, 28/11, 2/12	66 hours	Al-Faisal College	AIS Consultant	Embedding Literacy across PDH and TAS	7
22/04/13	2 hours	Al-Faisal College	AIS Consultant	Using BOSTES Program Builder	16
30/04/13	2 hours	AIS	AIS Consultant	Workers Compensation Early Morning Briefings: Understanding premium calculation	1
10/05/13	6 hours	AIS	AIS Consultant	SMOOTH SAILING!	3
22/05/13	6 hours	AIS	AIS Consultant	History Syllabus	2

				Familiarisation: 7-10	
26/05/13	12 hours	Novotel Hotel	Various	AIS Executive Conference: Towards Implementation - Prioritising Thinking and Learning	4
31/05/13	6 hours	AIS	AIS Consultant	Masterclass : Financial Management Seminars Financial Questionnaire 2013	2
19/06/13	6 hours	AIS	AIS Consultant	Raising the bar in Legal Studies: from Legally Bland to Band 6 Dynamite	1
28/06/14	6 hours	Al-Faisal College	AIS Consultant	Familiarisation of the National Curriculum – English, Mathematics, HSIE and Science	28
07/08/13	6 hours	AIS	AIS Consultant	BOSTES Registration and Accreditation Briefing	4
16/08/13	6 hours	AIS	AIS Consultant	Engaging with Asia in the New History Curriculum	2
19/08/13	6 hours	AIS	AIS Consultant	Middle Leaders	2
27/08/13 – 28/08/13	12 hours	AIS	Various	Low SES National Partnerships Leadership Course (Campbelltown Campus)	4
10/09/13	6 hours	AIS	Various	Low SES National Partnerships Leadership Course (Auburn Campus)	3
23/09/13	6 hours	AIS	AIS Consultant	Senior Executives	3
25/09/13	6 hours	AIS	AIS Consultant	Middle Leaders	2
12/10/13	6 hours	AIS	AIS Consultant	NSW and ACT 2014 Experienced Teacher Professional Support Session	1
09/11/13	6 hours	AIS	AIS Consultant	NSW and ACT 2014 Experienced Teacher Professional Support Session	1

Teacher Standards

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

Category	Number of Teachers (Auburn Campus)	Number of Teachers (Campbelltown Campus)	Total 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	95	21	116
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	8	3	11
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.	7	2	9

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.

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

Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2013 census, consisted of 145 women and 43 men, ranging in age to over 70 years. 127 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum.

In 2013, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn Campus	Campbelltown Campus	Total Number of Staff
Full-time equivalent teaching staff	106	26	132
Full-time equivalent non-teaching staff	20	7	27
Number of indigenous staff	0	0	0

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

Reporting Area 7: Student Attendance and Secondary Retention Rates

Student Attendance

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

2013 School Attendance Rates		
Year Level	Attendance Rate (Auburn Campus)	Attendance Rate (Campbelltown Campus)
Kindergarten	N/A	N/A
Year 1	97.19%	92.26%
Year 2	97.16%	90.43%
Year 3	98.20%	92.79%
Year 4	97.98%	85.95%
Year 5	98.02%	93.60%
Year 6	97.78%	89.11%
Year 7	96.34%	90.13%
Year 8	95.88%	91.01%
Year 9	94.76%	89.95%
Year 10	95.80%	82.50%
Year 11	N/A	N/A
Year 12	N/A	N/A
School Average	97.18%	90.18%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers. Attendance is marked on individual class rolls and transferred to a central storage data bank by the Office (*Edumate*). 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. All rolls must be returned to the (K-12) office by 9:30am.
3. A print out of all daily student absences is issued to Deputy and Head of Welfare and posted in staff rooms.

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.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy (K-6), Head of Welfare (7-12) and Office (Auburn Campus) and Head of Campus and Office (Campbelltown Campus). 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.
6. 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.
7. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-10: 20 days or more per academic year
 - ii. Year 11-12: 15 days or more per academic year.
8. Class and roll call teachers, Deputy (K-6) and Head of Welfare (7-12) (Auburn Campus) and Class and roll call teachers and Head of Campus (Campbelltown Campus) will monitor class rolls and report any concerns to the Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.
11. 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.
12. In such cases students may be placed on probation. A meeting with the Principal, Deputy or Head of Campus may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. 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.

At the Auburn Campus, 70% of the students who completed Year 10 in 2010, continued to Year 12 in 2012. A majority of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances or migrating overseas.

Analyses conducted in 2010 and 2011 showed that although student retention levels were relatively high in primary, a decline in retention levels began once students reach High School. This trend seemed to accelerate further in the senior years (Years 10, 11 and 12).

However, retention levels within the senior secondary years have improved significantly over the past three years.

Improvements in senior secondary student retention levels can be clearly seen below:

- 25% of students who completed Year 10 in 2007, continued to Year 12 in 2009.
- 52% of the students who completed Year 10 in 2008, continued to Year 12 in 2010.
- 70% of the students who completed Year 10 in 2009, continued to Year 12 in 2013.

At the Campbelltown Campus, from the 17 students that finished Year 10 in 2011, 11 students completed HSC at the school. This is 69% of the students. 2012 was the first year that the school opened Year 11 to the students.

The majority of 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.

There are several reasons explaining why the above trend exists. Firstly, as the school is still relatively young (established in 1998), with the College only having its first group of students in 2008 sit for their Higher School Certificate, the school has been steadily building up its reputation within the community for being a school capable of excelling its students in their senior years of high school.

As a result, many parents of higher performing students (who in the past may have enrolled their children in other private selective schools during the last stages of their child's schooling) are now being retained by the College as a result of HSC student achievement levels meeting community expectations.

Students scored well in the 2013 HSC results. The 2013 cohort was ranked 96th in the State.

Moreover, the College continues to introduce various student scholarship initiatives for performing students. The program was also extended to Year 12 graduates entering universities with the College offering tertiary education scholarships. It is the College's position that nurturing its achieving or progressing students will result in higher College retention levels amongst such students.

Furthermore, previous data collected indicated that a contributing factor to the poor retention levels within the senior secondary years was the limitation in the number of courses and subjects offered in Years 11 and 12. As a result, many students were deciding to attend other schools which offer their students subjects not available at Al-Faisal.

As a response to this, in 2013 the College introduced a wider variety of subjects into the senior years as well as within junior secondary. These include:

- Graphics Technology
- Visual Arts
- Commerce
- Physical Activity Sport Studies – PASS

In 2014, the Trade Training Centre will be completed and courses in hospitality will be offered from 2015.

Reporting Area 8: Post School Destinations

Auburn Campus:

There were 39 students in the 2013 cohort who received main and late round university offers.

The breakdown is as follows:

University	Total
UWS	17
UTS	11
University of Sydney	10
Macquarie University	7
UNSW	4

The most popular degree courses chosen by Al-Faisal College students in 2013 were as follows:

Course	Total
Combined degrees*	10
Science	10
Business	4
Engineering	4
Medical science	4
Arts	3
Construction	3
Health Science	3
Architecture	2
Oral Health	2
Commerce	2
Pharmacy	1
Psychology	1

*The most popular combined course option was Arts/Teaching.

Campbelltown Campus:

Eleven students appeared for HSC in 2013. Out of these 11 students, 2 students went to University of Western Sydney (Advanced Medicine and Business courses), 3 students to UWS College (Nursing, Arts and Construction Management Courses), 3 students to TAFE (Beautician, Plumbing, Motor Mechanics Courses) and one student is in full time employment.

Reporting Area 9: Enrolment Policy (Multi-Campus)

ADMISSION / ENROLMENT 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 Board of Studies, Teaching and Educational Standards (BOSTES). 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's 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.
- Kindergarten applicants will be selected using an interview process due to the large number seeking admission.
- Year 7 applicants will be required to sit a selective test.
- 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 each academic year 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).
 - Behaviour, appearance, uniform, 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, to go overseas, to undertake home-schooling or any other reason without the Principal's approval, other siblings will lose their places at our 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 meet the requirements for promotion.

Reporting Area 10: School Policies

School Policies

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
- Apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG

Student Welfare Policy (Auburn Campus)

Al- Faisal College aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment. The Al-Faisal College Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations.

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

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

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

The student welfare policy aims to promote the development of individual students through programs that meet the personal, social and learning needs of students. Students at risk are provided with early intervention programs.

The student welfare programs within the Al-Faisal College community aim to promote tolerance and respect. It is the responsibility of all members of the School community to ensure the safety and protection of one another.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com.

Student Welfare Policy (Campbelltown Campus)

The school seeks 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

Like any other school, the College has 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.

The College 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.

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

The college does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

It is the policy of the College that student welfare is to be ensured and maintained by all staff. Recognising that student welfare covers aspects of a student's academic, school and personal life the college has a multifaceted approach to student welfare including but not limited to the following policies, procedures and practices:

- College Code of Conduct
- College's Educational Philosophy
- Working with Children Policy – compliance with the appropriate legislation and government acts
- Discipline policy
- Attendance policy
- Guardianship policy
- Assessment policy
- House Meetings
- Academic Contracts and associated meetings
- School rules
- Grievance and appeal procedure
- Counselling and counselling referral

Aims

Through the implementation of an effective Student Welfare Policy, we aim to help students develop:

1. A coherent set of values to guide behaviour, now and in the future;
2. Personal and social responsibility for their actions and their consequences;
3. A sense of satisfaction from learning;
4. A sense of personal dignity and worth;
5. A sense of cultural, national and international identity;
6. An ability to communicate effectively;
7. A caring attitude towards others
8. An ability and confidence to form satisfying and stable relationships;
9. A respect for others' opinions and views

The school, together with parents and children, can realise these aims, by developing, implementing, assessing and evaluating:

- quality teaching and learning programs in all curriculum areas;
- general measures to encourage and promote the educational and social development of all students;
- preventative measures to ensure the safety and well-being of all students and school personnel;

- remedial measures to deal with specific students' difficulties and behaviours;
- Sanctions to deal with serious breaches of the policy.

The ultimate goal of an effective Student Welfare Policy is the inculcation of self-discipline and responsible behaviour.

The College is committed to this goal, by:

- a) having a clearly articulated framework for behaviour, realistic goals and high expectations for all students;
- b) helping students understand and experience what is appropriate behaviour, by providing positive role models;
- c) actively teaching and modelling the behaviour we expect;
- d) displaying, sharing and rewarding good or improved behaviour;
- e) raising self-esteem by recognising achievement in various aspects of students' lives;
- f) encouraging students to take ownership of their behaviour, as responsible members of school and wider society;
- g) Working in partnership with parents and carers.
- h) Providing homework which is important in bridging the gap between home and school. Homework activities should reinforce skills and concepts that students learn in class. Homework should:
 - Be a valuable part of schooling
 - Allow for practice, development and consolidation of work done in class
 - Be appropriate for each students age and ability
 - Establish habits of study, concentration and self-discipline
 - Be able to be completed by students with minimal assistance from parents
 - Be relevant to classroom learning, rather than an attempt to learn new tasks or simply be a time consuming activity
- Reaffirm the role of parents and caregivers as partners in education

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Discipline Policy (Auburn Campus)

Al-Faisal College aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While student self-discipline is the ultimate aim, it is 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.

Al-Faisal College aims to provide and maintain a positive, safe and secure environment, in which all students feel valued, supported and have the opportunity to reach their full potential.

We have adopted policies relating to discipline of students based on the principals 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 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.

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

In 2013, the High School award scheme was introduced. The overall aim of the Award Scheme is to acknowledge the participation and achievement, of students in the classroom, in the broader life of the school and in the general community. The scheme has been developed as a continuous and cumulative award system from Years 7 to 12.

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

- Parent Information Booklets
- Student Diaries

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com.

Discipline Policy (Campbelltown Campus)

Al-Faisal College prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Al-Faisal College Campbelltown Campus Discipline Policy is designed to encourage students to have respect for themselves, others, the environment and the process of teaching and learning.

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.

To ensure procedural fairness for all students, the following process is to be observed:

- Outlining the alleged behaviour
- Allowing the student to respond
- Considering the response
- Indicating the school's view and likely action to the student/parents
- Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Making a final decision

Promoting Positive Behaviour: Award System

All teachers will distribute awards to students exhibiting positive behaviour and effort in academics. Teacher's Awards will be given out in class and in the playground to reward positive behaviour. 5 Teacher's awards lead to Merit awards which are given out in the fortnightly assemblies. Merit Awards may also be given out for other positive academic or behavioural aspects. 5 Merit Awards lead to a Bronze Award, One Bronze Award plus 5 Merit Awards lead to Silver Award, One Silver Award plus 5 merit awards lead to a Gold Award. One

Gold Award plus 5 merit awards lead to an Achievement Trophy which is awarded at the Presentation Night at the end of the year.

Continued instances of negative behaviour may result in:

- Meetings with Parents and Teachers
- Meetings with Principal, Teacher and Parents
- Students being placed on conduct cards
- Exclusion from activities
- Withdrawal from class
- In – school suspension
- Out of school suspension
- Expulsion
- Exclusion

During all stages of behaviour management, procedural fairness will be employed.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Policies for Complaints and Grievances Resolution (Auburn Campus)

The School 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.

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

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

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College's Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

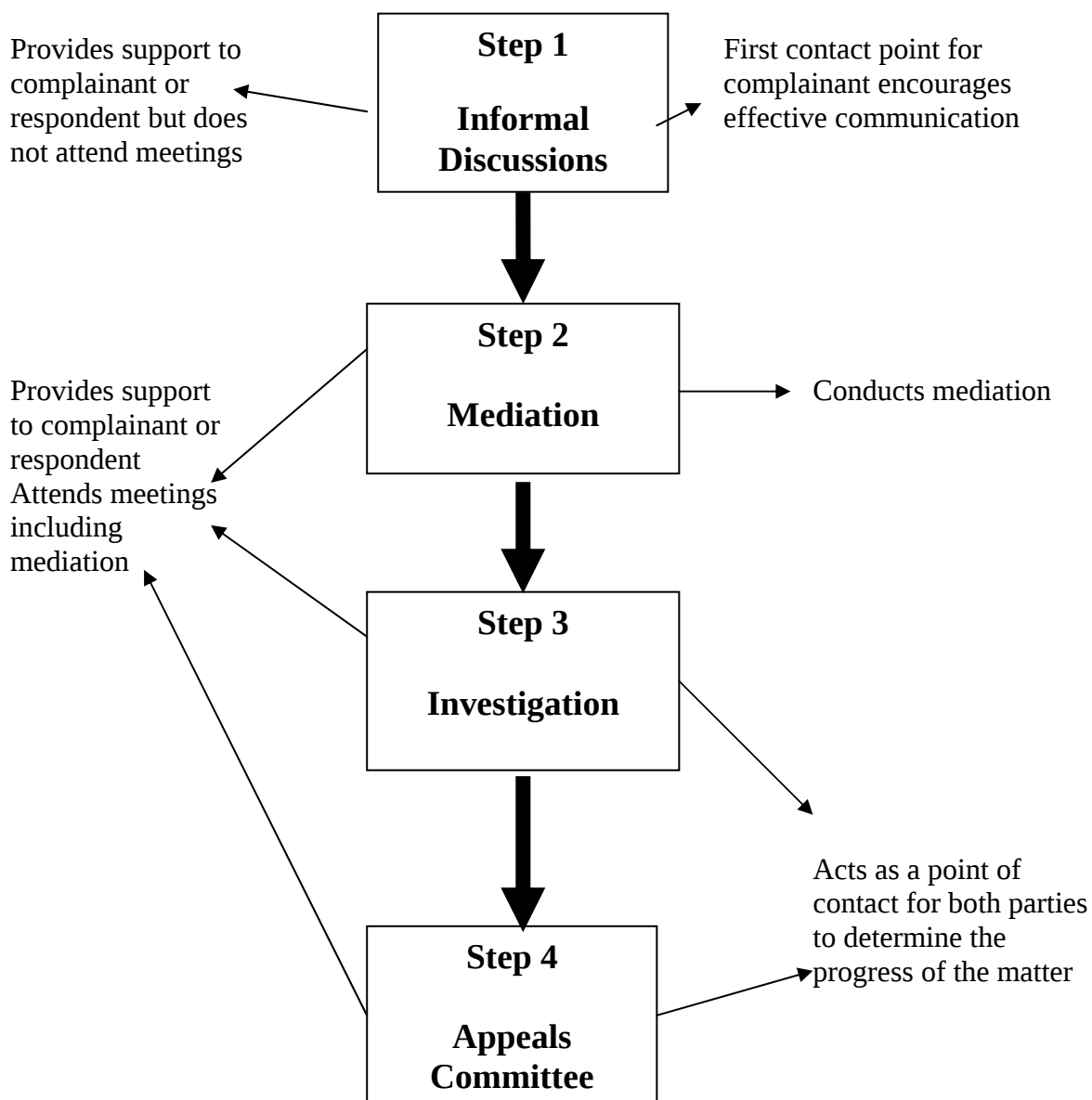
The table below details the four steps the College endorses as part of its grievance policy. The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com.

THE PROCESS

Role of Support Person

Officer

Role of Contact



The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com.

Policies for Complaints and Grievances Resolution (Campbelltown Campus)

The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness. Procedural fairness refers to the “hearing rule” and the “right to an unbiased decision”.

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.

Broadly speaking, there might be three levels of complaint: Low level – able to be reconciled by informal discussion between the parties involved and not following a formal process; Mid-level – involving a more structured process and the participation of Middle management; Serious to severe – following strict procedure and involving Senior staff and ultimately the Head of Campus or in the event that the complaint is made against the Head of Campus, the Principal and/or the Chair of the School Board.

A complainant may at any stage choose to take their complaint directly to an external agency such as the, Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.

The Policy is based on:

Responsiveness: Complaints should be acknowledged immediately; responded to promptly and resolved in a transparent and a fair way. The process and timeframes for resolution may vary depending on the nature, complexity and timing of the matter.

Fairness: Any process needs to be fair, both to the complainant and those against whom the complaint is directed. All parties must be protected from loss of confidentiality. Ideally, a disinterested party should investigate any complaint. If a conflict of interest arises for the staff member involved in the receipt or management of a complaint, the Principal will arrange for an independent staff member to continue with the process and hear the complaint. If the complaint involves the Principal, the Principal will inform the Chair of the School Board.

Confidentiality: To protect confidentiality and privacy, staff involved in handling complaints resolution must ensure that information is restricted only to those who genuinely need to know in order to deal with the complaint. Some information about the specific complaint may need to be disclosed to others during its resolution. The complainant needs to be informed of this. The school will not act on anonymous complaints under this policy.

Summary of Procedure for Raising a Concern or Making a Complaint

The school recognises that there are concerns and issues that may be resolved informally without the need to follow a formal process. In such cases, complainants are encouraged initially to raise issues or concerns informally with the relevant person at the time of the issue arising. Discussing the issue or concern immediately and face-to-face may clarify the situation and resolve any misunderstandings satisfactorily.

In the event that an informal approach does not resolve the issue, the complainant should then contact the Welfare Coordinator. If there is still a concern, then the person making the complaint should bring it to the attention of the Head of Campus or the Principal. In the event that there is a complaint about the Head of

Campus, such complaint should be directed to the Principal. In the event that there is a complaint about the School Principal, such complaints should be sent directly to the Chair of the School Board.

Complainants should be told the process for complaint resolution and an indication of how long it will take to deal with a complaint; Complainants should be kept informed of progress on resolving the complaint where relevant; and it is expected that written complaints be acknowledged within 7 days of receipt.

Records: All complaints that cannot be resolved informally will be recorded by the staff member handling the complaint and kept on the relevant files. Details should include: the nature of the complaint; dates and names of parties concerned; staff members involved in handling the complaint; and action taken and outcomes

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school website <http://afc.nsw.edu.au/>

Anti-Bullying (Multi-Campus)

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

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

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

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

In 2013 the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison and the Youth Liaison Officers.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Principal or found on our school websites www.alfaisalcollege.com or <http://afc.nsw.edu.au/>.

Accessibility of and Changes to Policies

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 during 2013. Most policies are available on the schools website at www.alfaisalcollege.com and <http://afc.nsw.edu.au/>.

Policy	Changes in 2013	Access to full text
Child Protection Policy. This encompasses: • definitions and concepts • legislative requirements • reporting and investigating "reportable conduct" • investigation and documentation process	Amended to include Working with Children Act 2012.	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
Security Policy encompassing: • Visitor Policy • Emergency Evacuation Policy • Lockdown-Lockout Policy • Excursion Policy	Nil	Full text found on: • School website
Pastoral Care Policy encompassing: • Attendance Policy • School Merit System • Homework Policy • Sick Bay Policy • First Aid Policy • Students with Special needs & Counselling Policy	Change: Chronic absenteeism and/or lateness to be monitored by Head of Welfare (7-12) instead of Deputy (7-12). Inclusion: • 'Kindergarten applicants will be selected using an interview process due to the large number seeking admission'. • 'Year 7 applicants will be required to sit a selective test'. Inclusion of points system for Year 7-12.	Full text found on: • School website • College information Booklet
Supervision of Students • Code of Conduct for the	NIL	Full text found on: • School website

Care of Children		Staff Induction Manual
Codes of Conduct Policy encompassing: - The role of the student representative council (SRC) - Rights and Responsibilities of Students, Teachers and Parents	NIL	Full text found on: - School website - Staff Induction Manual
Educational and Financial Reporting Policy	Updated in 2013	Full text found on: School website
Communication Policy encompassing: - 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 - Grievance or Complaint Policy	NIL	Full text found on: School website
Academic Policies encompassing: - School Assessment Policy - Homework Policy - Examination attendance Policy - School Certificate and HSC Appeals Policy	Examination Attendance policy was implemented.	Full Text in: - College Information Booklet - Staff Induction Manual - Summary in student course handbook - School website
- Behaviour Management and Student Welfare Policy - Anti Bullying Policy	NIL	Full text in: - Staff Induction Manual - Summary in Student Diary - School website
Procedural Fairness encompassing: - Dealing with complaints against students - Dealing with complaints against staff - Investigation Process - Findings - Disciplinary Proceedings - Notification to NSW Office of the Children's Guardian (OCG)	Replaced notification procedures from CCYP to the NSW Office of the Children's Guardian (OCG).	Full text in: - Staff Induction Manual - School website
Internet/Intranet and Email Policy encompassing:	NIL	Full text in:

• Legal risks • Legal requirements • Best practices • System monitoring • Plagiarism & copyright infringement		• Staff Induction Manual • School website
Student Scholarships 7-12	NIL	Full text in: • Enrolment Policy • Enrolment Application Form • Enrolment Booklet
Admissions/Enrolment Policy	NIL	Full text in: • Staff Induction Manual • School website

Reporting Area 11: School Determined Improvement Targets

Auburn Campus:

Area	Priorities
Teaching and Learning	• Plan for the new Australian curriculum through staff in-services, the employment of specialised curriculum coordinators and provision of time • Consolidation of a synthetic phonics program across K-2 • Implementation of a whole school modeled and guided reading program across K-6 • Focus on the explicit teaching of metacognitive comprehension strategies across K-6 • Paraprofessional to provide more structured support to mainstream classroom teachers across K-2 during the teaching of guided reading. • Embed literacy across the secondary faculties of PDH and TAS to better support the literacy needs of secondary students • Align literacy and language concepts across the secondary faculties of English, Science and HSIE • Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade/faculty teacher representatives • Conduct regular interviews and surveys with the school community to evaluate current projects, initiatives and targets • Increase student engagement levels through greater innovating and collaborative models of teaching
Student Achievements and Welfare	• Continue the employment of the 7-12 Welfare Coordinator • Greater reliance and training given to Year Advisors • Continue the implementation of new merit award system as a form to reward student achievement • Continue the use of scholarships as a student reward and incentive program • Enable students to participate in programs that build leadership skills
Staff	• Increase the number of paraprofessionals from three to five. A focus will be on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy.

	• Maintain the employment of 3 ESL Specialists to focus on Stages One, Two, Three and Four to teach in team teaching settings. • Employ two curriculum coordinators across K-6. Coordinators to focus on the implementation of the Australian curriculum and enhancing teacher pedagogical practices to include the use of the SUPER 6 comprehension strategies to assist in interpreting, integrating, critiquing, inferring, analysing, connecting and evaluating ideas in texts during reading lessons. • Employment of an ICT Learning Specialist to mentor staff in developing engaging and interactive ICT focused lessons. • Data collection to inform future planning.
Staff Training	• Series of practical workshops introducing various reading strategies to be conducted across K-6. The workshops will ensure teachers are using early reading based teaching strategies that are embedded across the curriculum, programs and teaching practice • Series of practical workshops that focuses on developing units of work that is inclusive of the concept framework and differentiation to be conducted across K-6 • Series of practical workshops that focuses on embedding Literacy based strategies within teaching programs and practice across the PDH and TAS faculties. • Series of practical workshops that focuses on greater alignment (where possible) of literacy and language concepts amongst the English, Science and HSIE faculties. • Staff are in-serviced on using Digital resources to enhance effective literacy instruction across PDH and TAS. • Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.
Facilities and Resources	• The opening of Building A, Level 4 for student use • Wide use of Get Reading Right and Prelit resources in the teaching of early literacy skills • Digital resources used to enhance effective literacy instruction (i.e. Mathletics, Phonics Hero etc) • Greater access to PRC, phonics and guided reading books to cater for the diverse learning needs of students • Additional SMARTboards installed

	• Enabling students to self-manage their own library affairs through the Independent access to the library catalogue system
National Partnerships Targets (Auburn Campus)	• A mean in Years 3, 5 and 7 NAPLAN achieved above the state in Reading. • Decrease the percentage of students recording below expected growth rates in reading in Year 5 from 49.4% to 40% by May 2013. • 100% of all K-6 students will be assessed on the DIBELS assessment to benchmark and monitor reading progress three times a year. Individualised learning plans to be implemented for all 'at risk' students. • Performance development plans developed and implemented for 50% of teaching staff and all senior executives by the end of 2013. • A minimum of one member of the senior executive staff is involved in staff collaborative planning sessions. • Secondary teachers within the English, Mathematics, HSIE and Science faculties will explicitly plan for the use of Technology in their programs. • A minimum of 15 parents regularly and actively involved in the parent helper program across K-2. • Maintain the level of parent interaction at the College during parent workshop sessions.

Campbelltown Campus:

Area	Priorities
Teaching and Learning	• Plan for the new Australian curriculum through staff in-services • Implement the Dibels Next program to track students' progress in reading and comprehension. Liaise with Literacy Consultant from AIS • Introduction of a synthetic phonics program across K-2 • Paraprofessional to provide more structured support to mainstream classroom teachers across K-2 during the teaching of Get Reading Right Program. • Introduce the Minilit program for K-2 students to improve reading skills • Continue the Multilit program for Years 3 upwards for improvement in reading skills • Carry out consistent and progressive PM Benchmarking, data analysis based on the progress • Conduct regular interviews and surveys with the school community to evaluate current projects, initiatives and targets • Increase student engagement levels through greater innovating and collaborative models of teaching • Focus on ongoing Assessments
Student Achievements and Welfare	• Continue the implementation of the School's Chaplaincy Program. Coordinate with the School Chaplain to carry out welfare activities • Continue the participation in community events to engage students with other community members • Introduce the use of scholarships as a student reward and incentive program • Enable students to participate in programs that build leadership skills • Partners in Print program to be run for parents of K-2 students to train parents on how to help their children to improve their reading skills • After School Homework Club to assist the students with difficulties • Continuation of Active After School Communities to increase fitness in students
Staff	• Inclusion of 2 paraprofessionals for implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy • Employment of 2 ESL Specialists (1 for Primary and 1 for High School) to focus on team teaching settings • Employment of a trained librarian to run the library and develop a love of

	reading in the students • Data collection to inform future planning • Accreditation of New Scheme Teachers who have achieved professional competence
Staff Training	• Series of practical workshops introducing various reading strategies to be conducted across K-6. The workshops will ensure teachers are using early reading based teaching strategies that are embedded across the curriculum, programs and teaching practice • Training staff to analyse and use SMART data • Leadership professional development for enhancing data driven programs • Series of practical workshops that focuses on greater alignment (where possible) of literacy and language concepts amongst the English, Science and HSIE faculties • Workshops and practical experience in Dibels Next program • Training the ESL teacher in PM Benchmarking and Guided Reading • Training teachers to use Get Reading Right
Facilities and Resources	• Wide use of Get Reading Right resources in the teaching of early literacy skills • Digital resources used to enhance effective literacy instruction: Phonics Hero • Greater access to PRC, phonics and guided reading books to cater for the diverse learning needs of students • Making available fiction, non-fiction, big books and picture books in the library to inculcate the love of reading • Making available novel class sets for the students • Separate room for support classes • Additional Interactive White Boards to be installed • Mathematics Boxes to be prepared for each K-6 class with resources for all sub-strands • Acquiring educational software for Literacy and Numeracy
National Partnerships Targets (Campbelltown Campus)	• All students at the expected grade PM benchmark level by December 2013. • Decrease the percentage of students in the bottom two reading bands in Year 3 by > 5% in 2013 from 2012 results. • Decrease the percentage of students in the bottom two reading bands in Year 5 by > 5% in 2013 from 2012 results. • Decrease the percentage of students in the bottom two reading bands in Year 7 by > 5% in 2013 from 2012 results. • Decrease the percentage of students in the bottom two reading bands in Year

9 by > 5% in 2013 from 2012 results.

- Decrease the percentage of students in the bottom two writing bands in Year 3 by > 5% in 2013 from 2012 results.
- Decrease the percentage of students in the bottom two writing bands in Year 5 by > 5% in 2013 from 2012 results.
- Decrease the percentage of students in the bottom two writing bands in Year 7 by > 5% in 2013 from 2012 results.
- Decrease the percentage of students in the bottom two writing bands in Year 9 by > 5% in 2013 from 2012 results.
- Increase the number of students, participating in the NSW Premier's Reading Challenge from 50% to 60% by Term Two 2013. (special focus on High school students)
- Three New Scheme Teachers will meet the NSW Institute of Teachers' Professional Learning Standards and be accredited by the end of 2013.
- Involve a minimum of 5 parents in reading and literacy workshops each term throughout 2013.
- Attract a minimum of 60% of new parents to the school's 'Welcome to School' Orientation Day and other events in 2013.

2013 National Partnership Priority Areas, Targets and Outcomes (Multi-Campus)

2013 saw the continuation of the College's involvement in the Low SES National Partnership (NP) initiative with the Campbelltown campus entering its second year and Auburn entering its fourth year of participation. 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 continued employment of ESL teachers to run supplementary classes for students in Years 1-8.
- The consolidation of Multilit and Minilit intervention reading program to target students in Years K, 1, 2 and 3 through the employment of five paraprofessionals.
- The employment of a K-6 ICT Learning Specialist to conduct specific teaching programs to meet the needs of 21st century learners.
- Additional library resources (PRC, Get Reading Right, PM and Key Link readers and general collection books).
- Regular parent workshops held on a variety of current and relevant topics and themes.

Achievements of priorities identified in school's 2012 Annual Report

Area	Priorities	Achievements
Teaching and Learning	- Implementing a synthetics phonics program across K-2. - Paraprofessional to provide more structured additional support to mainstream classroom teachers across K-2 during the teaching of synthetics phonics. - Embed literacy across the secondary faculties of HSIE and Science to better support the literacy needs of secondary students. - Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade/faculty teacher representatives. - Stage a 'Literacy Week' at the school.	- The Get Reading Right synthetic phonics program was implemented across K-2. All K-2 staff received an intensive level of training to ensure they are using direction instruction to explicitly teach phonics. - The College successfully implemented the 'Response to Intervention' model. Central to this model was the use of all paraprofessionals to provide Tier 2 (small group support) during phonics and guided reading sessions. - Several units of work across the three facilities were aligned to ensure consistency in the delivery of literacy and language strategies and concepts. - This priority area played a key part of the National Partnerships school plan and was particularly successful in the high school. Heads of Departments were provided opportunities to meet with ESL staff to plan and effectively implement literacy strategies across the curriculum. - A 'literacy week' was held across the College. Students participated in

	• Stronger transitional links between home – school, primary - secondary and secondary-university through on-going support. • Conduct regular interviews and surveys with school community to evaluate current projects, initiatives and targets • Increase student engagement levels through greater innovating and collaborative models of teaching.	book fairs, author visits, public speaking competitions and a character book parade. • Home-school, primary-high school and high school – university induction programs where organised whereby Year 6 students spent 2 weeks being taught by secondary staff within the high school. Secondary students also visited several universities and attended open days. • Extensive data collection has been used in the drafting of annual situational analyses. These analyses ensure priority areas are clearly identified and strategies put in place to meet student learning outcomes. • Student engagement levels have increased due to a number of recently introduced strategies. These include the wide spread use of direct instruction as the preferred mode of delivery of lessons, the differentiation of units of work (adjusted, core and extended activities) and the use of ICT led resources.
Student Achievements and Welfare	• Employment of a 7-12 Welfare Coordinator • Greater reliance and training given to Year Advisors • Reward student achievement through the implementation of Positive behaviour merit award system.	• Employment of Welfare Coordinator was maintained in 2013 • All Year Advisors were supported by the welfare coordinator and counsellor to better explore and support relationships staff have with students, parents and carers. • Reward system was implemented successfully. This provided students with the intrinsic motivation to apply themselves to all areas of their

	• Continue the use of scholarships as a student reward and incentive program • Enable students to participate in programs that build personal resilience, identity and leadership skills	schooling. • Students participated in various leadership programs and workshops such as 'Raising Generations', 'National Young Leaders Day' and 'Global Citizenship Presentation' programs.
Staff	• Maintain the employment of three (3) paraprofessionals to focus on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. Employ an additional paraprofessional to further support this initiative. • Maintain the employment of 3 ESL Specialists to focus on Stages One, Two, Three and Four to teach in team teaching settings. • Continue the employment of two ICT Specialist Teachers across K-6. • Data collection to inform future planning.	• All three employment positions were successfully filled in 2013 to offer a wider range of educational services to students. In addition to this, a further two paraprofessionals were also employed to ensure low progress learners are adequately supported. • ESL teachers continued their employment at the College with a focus on the communicative approach and in developing students' oral language skills. The employment of the Stage 4 ESL Learning Specialist supported the school's target in ensuring the teaching of literacy was integrated across all secondary faculties. • ICT is embedded with programs and teacher practice to ensure higher levels of student engagement and interaction. • A thorough situational analysis was conducted that analysed data pertaining to student attendance rates, retention, NAPLAN, HSC results and parent and student satisfaction.

Staff Training	• Enhanced CRT capacity in literacy teaching through the development of staff professional learning plans linked to performance reviews • Series of practical workshops introducing various reading teaching strategies to be conducted • Teachers are better able to teach students how to get at the ‘hidden’ meanings of various text and literature. • Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.	• Professional learning and support plans were developed and implemented for staff based on data collected and analysed through the situational analysis. • Various consultants ran literacy based workshops to develop further skills and strategies for staff to better cater for the diverse learning needs of students. The College’s ESL learning specialists also played a vital role in providing internal support and follow-up.
Facilities and Resources	• Additional SMARTboards to be installed • Digital resources used to enhance effective literacy instruction • Greater access to PRC and Lexile books to cater for the diverse learning needs of students • Enabling students to self-manage their own library affairs through the Independent access to the library catalogue system	• All classrooms have been fitted with SMARTboards across K-12 classrooms. • Hardware and software has been made readily available for students and staff to use. These resources have been of particular importance in the implementation of the whole school literacy strategy. • Hundreds of PRC books were ordered and made accessible to students. Lexile has also assisted in ensuring students are reading books that are appropriate for their development and age. Instilling a love of reading from infancy is vital in developing confident and fluent readers. • The College continued its Oliver library catalog subscription to ensure staff and students had access to the catalog system within and outside the library.

Reporting Area 12: Initiatives Promoting Respect and Responsibility

Auburn Campus

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 2013, the following initiatives were undertaken to promote respect and responsibility within the school community.

Introduction of 'Value of the Week'

At Al-Faisal College exploration and understanding of values is an integral part of the interactions that occur within our classrooms and school community. A value promoting respect/responsibility was chosen weekly. Students participated in various activities in class, and assembly to promote the value. Students were encouraged to practise the value in their everyday life. Through their learning experiences, students learnt about their values and those of others and different kind of values, such as moral, social and cultural. They developed their ability to express their own values, and explored, with empathy, the values of others. Value of the week was displayed around classrooms and the school. Parents were encouraged to reinforce the value at home.

Harmony Day:

By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. The message of Harmony Day was Everyone Belongs. In 2013 the theme was: 'Many Stories – One Australia'.

Celebrations included colouring in and poster design competitions and discussions about cultural diversity at school and the broader community. Students were also encouraged to interview/ discuss with family and friends their story and then had the opportunity to share in class.

Clean Up Australia Day:

At Al-Faisal College, students were involved in cleaning the different areas around the school and were encouraged to participate in local areas.

ANZAC Day and Remembrance Day

Students were engaged in various activities including discussions and presentations. Selected students from K-12 also attended the ANZAC Commemoration Service held at the ANZAC Memorial, Hyde Park.

Student Representative Councils (SRC)

Organised various events with the highlight being the charity drive during Ramadan and the Eid festival day in which close to \$30,000 was collected for various charities.

Raising Generation, and Impact Student Leadership Day:

Student Leaders from Year 6 and Years 11 and 12 had the opportunity to attend various leadership

days. The events had many inspirational speakers, sharing their journey and experiences. Our students were inspired and motivated to commence their leadership journey and as a result, many initiatives were discussed and presented at the meetings. A highlight for all was the ability to meet other students from other schools and share their experiences.

Brainstorm Production

‘Saving Lil and Archie’ showed students the importance of listening to the adults in their lives and following instructions/rules. It was a great way to show children how to recognise their feelings and channel them into something positive. The event also gave students the opportunity to show them how important it is to stand up for themselves and not be a victim or a bully. Connecting with people in a positive way face to face and on the internet also formed a key part of the event. Students were shown how to use technology responsibly and to get the right balance between screen time and other things like face to face friendships, exercise etc.

Just like you Program’

Year 6 students had the opportunity to be part of a disability awareness presentation to build understanding, acceptance and tolerance. Students learnt that people with a disability are the same as everyone else – they are ‘just like you’. The program was presented through a positive and direct experience of a person with a disability, Students participated in 2 x 90 minute sessions and content included understanding of the term disability, the power of language, types of disability and communicating with a person with disability. Students were engaged and excited as the experience was eye opening yet fun. The knowledge gained helped to build acceptance and understanding.

MS 24 Hour Megaswim

This event was created to help raise awareness for multiple sclerosis which is a disease that attacks the nervous system. In Australia there are currently 21,000 people suffering from this disease. This Megaswim was an event that helped raise money for the MS Australia’s “Go for Gold Scholarships”. Our group displayed great effort and teamwork throughout the entire 24 hour swim. A group of 13 boys stayed the 24 hours and raised close to \$4000.

Grip Leadership Conference

Single day conference designed to inspire and motivate our current student leaders. Students were provided with the opportunity to extend their knowledge and practical skills in the area of leadership so that they can have a positive influence on those around them.

Canterbury Bulldogs "Tackle Bullying"

Anti-Bullying presentation to Year 7-10 students by Canterbury rugby league players to promote resilience to bullies and aggressive behaviours.

Young Women's Leadership Seminar

NSW Parliament House for Year 11 girls. The aim of the seminar was to discuss concepts and definitions of leadership and issues that might affect women in leadership roles and to provide opportunities for participants to meet a variety of women leaders.

Global Citizenship Program

The program involves participation in two full day sessions by Year 8 students covering the concepts of collective identity and justice. On day one students develop skills that allowed them to recognise, critically evaluate and challenge divisive messages as well as explore what it means to be a global citizen. On day two students developed skills that allowed them to analyse situations without the bias of self-interest, and apply principles of fairness to social situations to achieve just outcomes.

Leadership Program for Secondary School Captains

This program offered school student leaders, and 7-12 captains the opportunity to develop their knowledge of constitutional and parliamentary proceedings and the role of the Governor. The captains were also given the opportunity to be introduced to the Governor of NSW, Professor Marie Bashir and the presiding officers of NSW Parliament.

Community Relations Commission Youth Leaders Day

Students from Year 10 were given the opportunity to explore the issues relevant to multicultural youth in NSW and to make a contribution to harmony in our diverse community.

Aspire Program (Channel 7)

A presentation to Year 12 students by the well-known broadcaster Chris Bath on career opportunities in the media.

National Young Leaders Day (Darling Harbour)

Year 10 students participated in a program designed to inspire and motivate current and potential leaders. As part of the day, students were able to meet and interact with inspirational and positive role models.

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 2012, 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 (SRC)
- Student Organised Charity Fund Raising
- Raising Generation Student Leadership Day
- Harmony Day Activities
- Peer Mediation
- Parent Workshops (workshops include developing good relationships, living with choices, empathy and cultural difference)

Campbelltown Campus

The school bases its philosophy on students aiming for excellence, equality and a strong moral ethos. We aim to provide a positive, stimulating and accepting environment in which students can develop individual qualities and abilities and achieve to their best potential. Our school wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that lead to self-esteem, mutual respect and responsibility. The school works with staff, students and parents to foster a sense of respect and responsibility by linking the values for Australian schooling to Islamic values.

A number of programs have been started in the school to inculcate the various values through the Values Education program, through which the students are exposed to one value a month. During the month, the students deal with the particular value through various activities and units of work in the Key Learning Areas of HSIE and PDHPE.

The college provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities.

- The school participated in various community events to give the students a feeling of belonging to the community. Some of these events are:
- Tree Plantation Day: 50 Trees were planted by Kindergarten to Year 2 students in the school.
- Clean Up Australia Day: The students cleaned up the school in class groups and also cleaned the neighbouring school's playground.
- Harmony day: Harmony Day Program with Neighbouring School: Through the program the students and teachers developed a strong bond with our neighbouring school through celebrating Harmony Day together and visiting each other on a regular basis. On Harmony Day, the students of the school visited the Old Age Home in Minto to bring cheer to senior citizens. They sang for the elderly and presented them with Harmony Day Cards.
- Pre-kindy program was continued at the end of 2012 to give the Kindergarten students starting in 2013, a head start in their motor skills.
- Open Days were organised for the community to come and visit the school and participate in the various activities.
- The school participated in Literacy and Numeracy week that gave the students fun activities to enhance their skills.
- Achievers' Morning Tea was held every term to recognise the efforts of students.
- Homework Club is held on three days after school to help students whose parents are not able to assist them due to language constraints.

- Scholastic Book fairs were organised to give students an exposure to a wide range of literature.
- Scholastic Book Club was a regular feature throughout the Year 2013.
- Prefects and Class Captains and School captains were appointed for High School and Primary school.
- Regular fortnightly assemblies were continued which give the students an opportunity to showcase their talents. Merit awards and Achievement awards are regularly given out to encourage good academic and social behaviour.
- “Partners in Print” program was carried out for Parents of Kindergarten and Year 1 students to show parents how to help their children to become better readers.
- Eid festival was organised for the community, which was attended by over 500 community members.
- The school chaplain delivered lectures to students and the community in general regarding respect and responsibilities.
- A strong welfare program is run by the School Chaplain to imbibe the values in students of caring and sharing. The School Chaplaincy Program has been instrumental in giving excellent support to the students and the school community in various areas. Through the National School Chaplaincy and Student Welfare Program, numerous initiatives have been carried out in the school. Some of the main achievements during the program have been:
 - a) Provision of valuable advice and suggestions to the school community for conflict resolution
 - b) Provision of advice when students have been through traumatic experiences
 - c) Increasing self-confidence and self-esteem in students
 - d) Holding of lectures for the community and linking religious values with Australian values to promote the understanding of Australian culture.
 - e) The lectures were also held for school student leaders to develop stronger leadership skills in them.
 - f) The chaplain has been able to develop an appropriate external network of professional groups working within the community.
 - g) The chaplain has good relations with the parent community and parents have come for advice to the school chaplain in their difficult times.
- Organising Poster competition where the posters depicted the inculcation of values.
- Charity Drive: Students participated in a massive Charity Drive and were able to raise substantial amount of money to feed the hungry in African countries.

It is obvious from the various initiatives taken by the school will go a long way in encouraging respect and responsibility in the students and school community. The Chaplain has become involved in a wide variety of school based issues relating to health, social and values education and emotional support. This has led to positive attitude and effective participation of the students in various activities to represent the College with pride - A pride that will ensure that the students become contributing members of the Australian Society.

Reporting Area 13: Parent, Student and Teacher Satisfaction

Teacher Satisfaction

The data and research collected and analysed by the College supports future school plans having a more targeted focus on the strands of literacy.

School assessment data has clearly indicated that the College must aggressively focus on raising student reading levels during the course of 2014. In order to do so, staff must be given further professional learning opportunities in reading to further empower them to better support the learning needs of students.

It was clearly evident that there was a mixed response from staff regarding identifying what areas students needed most support in. When asked which areas of the strands of English students are in most need of support, 60% of secondary staff indicated 'writing' with only 40% indicating 'reading'.

Amongst our primary staff, although the College recorded well above the state sector average in writing across Years 3 and 5, 50% of staff still indicated that writing was the area of greatest concern.

No primary and secondary staff identified numeracy as the area of study that students require most support in. These perceptions are in line with data obtained from SMART that indicates the College performed better than the independent sector mean in Years 3, 5 and 9 in numeracy.

90% of primary staff were responded 'satisfied' or 'extremely satisfied' with the school's vision of how it targeted literacy in 2013.

The process of consolidating learning has been aided by the employment of specialist teachers and paraprofessionals. However, most of this support has been in the form of Tier 2 (same group settings). It is the College's position that to improve standards across both the primary and secondary sections of the school a focus on teacher capacity building is required on a tier 1 level (i.e. whole class instruction level).

It is also envisaged that in 2014, ESL staff will be used during whole staff and stage meetings in forums to help to facilitate teacher learning. Most staff have indicated that they would like to see staff meetings being 'less admin' focused and more centred around improving teacher pedagogy. 75% of primary staff responded they were satisfied with areas focused on during PD in-services pertaining to literacy.

An important development over the course of the year was the number of staff not only being aware of NAPLAN data of previous years but also knowing what to do with the data to better meet the needs of students. 90% of primary staff and 100% of secondary staff reported they were aware of the College's NAPLAN data. A further 90% of primary and 80% of secondary staff reported that information from NAPLAN - Literacy now guides their teaching practice.

Student Satisfaction

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.

The data on student attitudes of the school yielded interesting results on our students' perceptions regarding school life and on their attitudes towards literacy and numeracy.

The following findings were obtained from the surveys:

Data obtained from SMART indicated that students needed most support in reading with writing being a relative strength across the NAPLAN years. However, the staff surveys indicated that many believed that writing was the area of most need with 60% of secondary and 50% of primary staff indicating students needed further support in developing writing skills.

Students had a very different view on what areas they needed support in. Of the students surveyed, 39.2% of primary and 49.4% of secondary students identified numeracy as the area they required most support in. A mere 15.8% of primary and 10.1% of secondary students identified reading as the area requiring most support. A possible explanation for the high numeracy figures could be that unlike the literacy strands of reading and writing that are subjective, numeracy is more objective making Mathematics an area that students can more easily identify areas of concern or development.

With regards to literacy, both primary and high school students recognised the importance of the teaching of English within the classroom with most respondents responding favourably to the KLA being a vital part of a students' education (91% within the primary and 84% within secondary). Many students believed their teachers used a range of teaching strategies such as group work, whole class teaching, quiet class work time and one-on-one assistance with students feeling comfortable in seeking help when required.

It is also evident from the student survey results that many secondary students hold the belief that the school and its teaching staff should place a greater emphasis on the use of computers and educational software and allow more opportunities for research and exploring the internet.

68% of secondary students believed that their ICT levels has improved as a result of ICT lessons and resources provided by the school compared to 77% of primary students who believe that they had seen an improvement in their ICT skills. 77% of students believed that staff use a range of electronic learning tools to teach literacy or to increase student engagement.

Parent Satisfaction

Data yielded from the 2013 surveys revealed interesting results that need to be noted and discussed in terms of parental perceptions about the school in general and their attitudes towards literacy and numeracy.

The following findings were obtained from the surveys:

Overall, parents of the College had a favourable view of the school, with 82% of parents feeling that the school is meeting the learning needs of students.

When prompted about whether the facilities, resources and use of technology at the College have improved over the past 12 months, 100% responded favourably.

As the College continued to phase in computers and SMARTboards into classrooms this year, 100% of parents believed that ICT resources being utilised at the College are now being used to teach and engage students in a variety of different ways.

The College is committed to future teacher training and providing professional learning opportunities to staff over the coming years to equip staff with the necessary skills needed to engage students in ways that enhance student learning.

In 2013, the College invested quite heavily into supporting the reading needs of students within the primary years. Therefore, the school was keen on wanting to gauge the opinions of parents regarding whether they have seen a significant improvement in their child's reading ability over the past 12 months. 85% of parents responded 'agree' or 'strongly agree'. This figure indicates that parents are highly satisfied with the vision and direction of the school.

The surveys also shed some positives with regards to parent involvement and participation. 87% of parents indicated that they would attend future literacy workshops that supports learning. This places the College in a position to further maximise the impact of the effects of the 'Getting Reading Right' phonics program and guided reading that the school hopes to expand on in 2014. Parents will be invited to sessions introducing them to the synthetic phonics program to support students at home.

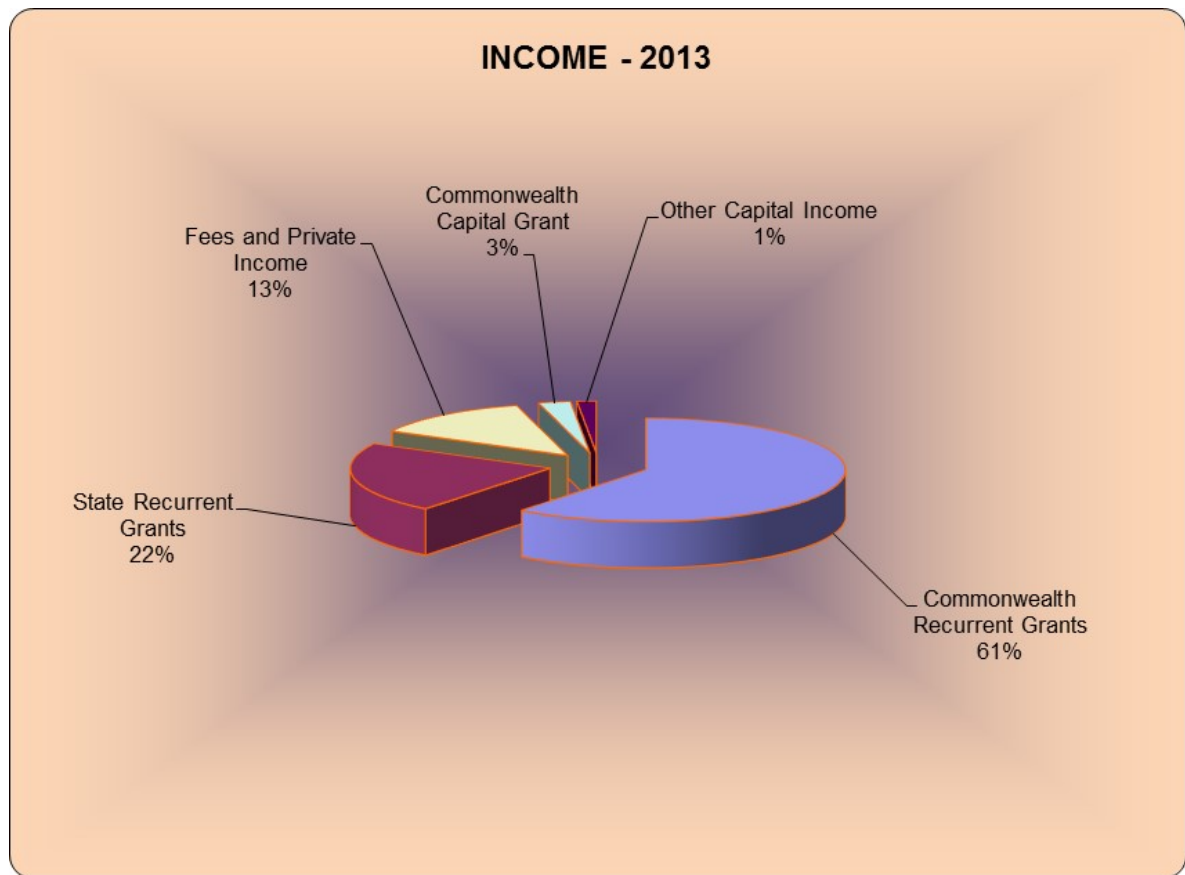
The parent survey also indicated that they believed 88% of students 'read for fun' at home. This figure lays the foundation for continued home/school partnerships to ensure student participation in the Premier's Reading Challenge, Athletics etc improves.

Concluding Comments:

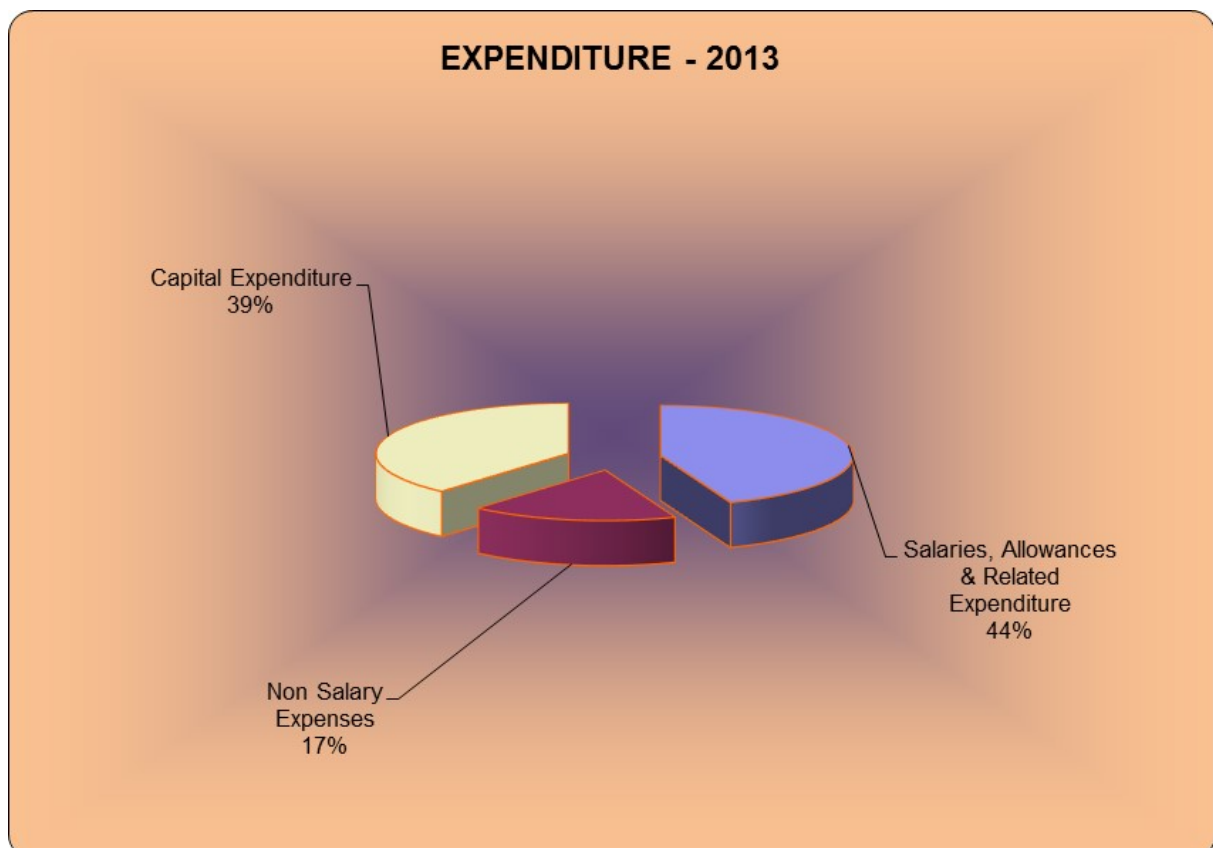
In general, the students, staff and parents are extremely satisfied with the College. They can see the physical development that is taking place to provide excellent teaching facilities. There is very minimal turn-over of staff and there is a very large waiting list of students wanting to enrol at the College.

Reporting Area 14: Summary financial information

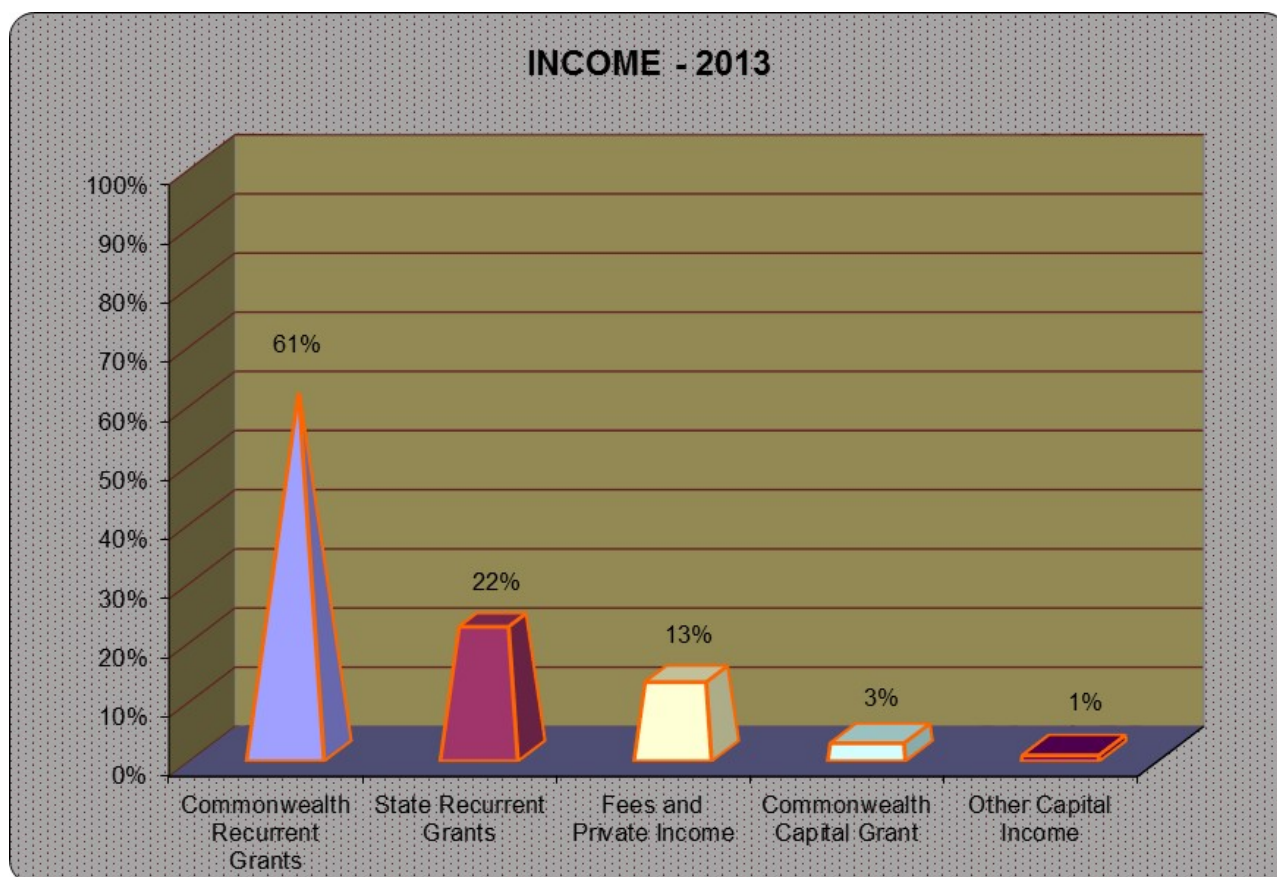
Graph One: Recurrent vs Capital Income represented below



Graph Two: Recurrent vs Capital Expenditure represented below



Graph Three: Recurrent vs Capital Income represented below



Graph Four: Recurrent vs Capital Expenditure represented below

