

Al-Faisal College



ANNUAL REPORT 2018



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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.

Al-Faisal College was ranked 26th in the State in the HSC in 2018.

Al-Faisal College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations.

Al-Faisal College is managed by a Board of Directors. The College Board is predominantly responsible for the governance of the School. The Director of Education of the College is also the Secretary of the Board. The Executive Principal is responsible for the daily management of the College including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

Al-Faisal College Educational and Financial Reporting Policy

Policy

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

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESA through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESA on RANGS Online by 30 June 2019
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

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

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

As the Managing Director of Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool, it is a privilege to write a message on behalf of the School Board for the 2018 Annual Report.

2018 has been one of the most successful years for Al-Faisal Colleges. There have been a number of events and opportunities for our students to celebrate diversity, promote goodwill, harmony and “give back” to the community.

Highlights of 2018



This year was very memorable as we welcomed a delegation from the Pontifical Council for Interreligious Dialogue, from the Vatican. The aim of the visit was for the delegates to gain a first-hand insight of the Muslim Community within Sydney, and further strengthen relations between the Archdiocese and the College. Bishop Ayuso presented a medallion on behalf of His Holiness Pope Francis as a symbol of peace and interfaith understanding.

Teachers, students and the School Board have given generously and raised a total of \$15,000.00 (across the 3 Al-Faisal Colleges) which was presented to the State President and Vice President of the Country Women's Association

(CWA) during a special Assembly to assist all farmers and families directly affected by the drought.

Building Works at Al-Faisal Colleges

Al-Faisal College (Auburn)

The construction of Building E will conclude this year and we look forward to utilizing the newer wing of the College, which consists of 20 additional GLA rooms, 3 halls, extension of existing playground and roof top areas.

Al-Faisal College – Campbelltown (Minto)

Students have been delighted to use the new facilities in the Secondary building of the College. The specialist rooms, such as science labs, technology (commercial kitchen) and additional playground areas have provided the students with ample space to learn the key subject areas.

Al-Faisal College – Liverpool (Austral)

Construction is underway for Buildings D & E which will comprise of multiple classrooms, 4 science labs, Food technology (commercial kitchen), computer lab, Technology Rooms etc.

I would like to thank all our staff both teaching and non – teaching for their dedication and commitment to Al-Faisal Colleges and ensuring our schools continue to maintain high quality teaching and learning standards. Also I would like to acknowledge the effort and achievements of our students especially in formal examinations such as the HSC and NAPLAN results.

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges. We appreciate your hard work and effort and contributing to Al-Faisal College's success.

I would also like to thank the parents and community for their continuous support to the College and acknowledge the effort of our students. 2018 has been such a wonderful year, best wishes for 2019!

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



Executive Principal's Message

It is an honour to write a message for the 2018 Annual Report for Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. Al-Faisal College is a K-12 co-educational school committed to providing quality teaching and learning and promoting an environment where students strive for personal best.

2018 marked a significant year for Al-Faisal College, first our college ranked 26th in the State for the HSC, topping General Mathematics 2, one of our students was recognized from the former Minister for Education The Hon. Rob Stokes for her achievement in the HSC. I congratulate all students on their significant effort and outstanding results. All students were able to gain placement at Universities and some received scholarships from prestigious universities in the State.

Our students have performed exceptionally well in the NAPLAN tests in years 3, 5, 7 and 9. I would like to thank the parental support, dedicated staff both teaching and non-teaching who have taken the time to encourage our students to reach their potential.



There has been a great emphasis on ensuring that students were provided with quality teaching and learning programs. This year our staff have received numerous professional learning / development workshops and days to upskill their knowledge about legislative requirements, policies and procedures. The staff have used evidence-based teaching to monitor, track student growth and achievement.

Our well-being program PBIS (Positive Behavioural Interventions and Support) has been the cornerstone and foundation of 5 main core values that students were explicitly taught as part of the welfare emphasis on Respect, Ownership, Achievement, Resilience and Safety (ROARS).

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA), Association of Independent School (AIS), Police, Navy and Australian Defence Force for their great assistance.

Many thanks to the Managing Director of the College Mr Shafiq Khan and the Board of the College for providing all the facilities and resources for the expansion of the Colleges.

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

I would like to thank the parents for their support to the College. It is a pleasure having your children at our college.

I also acknowledge the hard work and effort to our students. I take this opportunity to wish you the best of success.

Mrs G. Adra Khan
Executive Principal

Primary Student Representative Council

The Student Representative Council (SRC) of 2018 continued to play an important and active role in the school community. The SRC provided a way for students to take on leadership roles, to be role models for their peers, to promote the views of students and to encourage students to actively participate in events at our school and the wider community. Our student leadership policy is directed at fostering and nurturing our students' academic potential, as well as preparing students to be responsible members of their family, community and society as a whole.

The SRC consisted of 28 members. They were elected through a secret ballot system in Term 4 of 2017. These students were chosen by their peers and teachers to represent the school throughout the year. The SRC assembly took place early in the year where students were formally inducted as SRC members. The students worked on becoming strong leaders for Al-Faisal College. They began the year with a Leadership Training Day by attending the GRIP Student Leadership conference, where they engaged in fun activities to learn how to effectively communicate, cooperate and become better leaders.

As a part of the SRC's organisation, weekly meetings were held and in the initial meeting students set up an action plan for the year. The sub-committees were developed during these meetings and key issues concerning each committee were defined. The students collectively put in strategies to resolve the issues. As well, students discussed possible initiatives they wanted to promote over the year.

SRC sub-committees

Peer support:

- Assisted in building relationships and school spirit by taking on roles as peer mentors during lunch times. In these sessions, the SRC students worked on self-esteem and social skills with students from Years 2 and 3.
- Assisted Year 3 students during lunch with reading and homework.
- Offered friendship support during recess and lunch for students in Year 2-6.
- Organised a Buddy sport/ fitness program where students from Years 2-3 were able to participate in. This program was very successful in providing the younger students with activities to play during lunch.

Welfare:

- Students had the responsibility of tallying up weekly Dojo points and weekly PBIS tokens. They organised awards and acknowledged students in class for their achievements.
- Promoted positive behaviour through daily messages in morning assembly and Prayer.
- Promoted safe play in the playground, by organising sporting activities. The after school soccer program was a big hit with Stage 3 students.

Events:

- The Captains were invited to attend the ANZAC ceremony which was held at the War Memorial in Hyde Park. The SRC was invited to attend the High school ANZAC assembly. They were able to commemorate the sacrifices made by Australian servicemen and servicewomen who were defending the values, principles and traditions cherished by Australians.
- During Literacy and Numeracy week the SRC team organised a book drive, in which books collected were donated to The Australian Literacy and Numeracy Foundation. Over 150 books were donated.
- Assisted in K-2 sport carnival. They were given the opportunity to run some events and support the younger students.
- Hosted grade assemblies, Annual Presentation day and Kindergarten Orientation Day.

- Welcomed new students, parents and visitors to the school

Charity:

- Students ran various organised fundraisers and funds collected were donated to charities.
- Organised Krispy Krème day to raise money for “Australia’s biggest morning tea’
- During the month of Ramadan, the SRC created a charity drive in order to collect money to distribute amongst charities. They encouraged students to support those less fortunate than themselves, especially those who are in orphanages and homeless people. Students across all years actively participated in this campaign.

School environment:

- Encouraged taking pride in school facilities. The SRC introduced a new campaign to help keep our school clean. They reinforced the importance of keeping our school clean during morning assemblies and in Prayer. Students took time out of their recess and lunch each week to monitor toilets and the playground. They were on the lookout for students who were helping to care for the environment and established a reward system where selected students were rewarded with environmental tokens.
- Recycling Bins: Prefects created and designed recycling bins from cardboard boxes for each class. The team collected all the recycling on a weekly basis and disposed of this within the recycling bin.

The SRC of 2018 worked very hard to promote harmonious relationships throughout the whole school. They have demonstrated outstanding school and community spirit.

High School Student Representative Council

The school leadership program at Al- Faisal College provides opportunities for the ongoing development of student initiative and involvement in school activities. 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 cooperation, participation, commitment and service to others.

The 2018 High School, Student Representative Council, comprised the school captains and vice-captains, the senior prefects and the class captains.

Members of the Council met on a regular basis to discuss school issues raised by students and to plan and organize upcoming events at the school and in the community.

During the year members of the SRC represented the College at the annual RSL Schools Remember ANZAC Commemoration Service, Hyde Park War Memorial, and at the 2018 Centenary of the Armistice, Schools Remembrance Day Service, Auburn War Memorial.

SRC members also participated in the NSW Schools Constitutional Convention at State Parliament and the Secondary Schools Leadership Program at State Parliament, and the "Halogen" Young Leaders Day at Darling Harbour.

The Council also organised a number of whole school events which raised funds for the NSW Cancer Council, Drought Relief through the Country Women's Association and the Organ and Tissue Authority through the DONATE LIFE network.

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

In September 2018, Al-Faisal College on behalf of the Australian Islamic Cultural Centre hosted the delegates from the Pontifical Council for Interreligious Dialogue from the Vatican. Members of the SRC were actively involved in the management of this important event.

Reporting Area 2: School Context

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. The College was established in 1998 and had been visited by the former Prime Minister the Hon John Howard, twice in the years 2000 and 2005. The College has also hosted former Premiers of NSW, Bob Carr and Barry O'Farrel on official visits to the College in 2001 and 2013. The College has also hosted interfaith conferences which was officially opened by, the former Foreign Minister, Alexander Downer and former Attorney General, Phillip Ruddock.

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

The main goals are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language. 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 Interactive White Boards in primary and high school classrooms featuring modern animation, photo editing and educational software.

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

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

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

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

Further contextual 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 2018. 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 2018 NAPLAN exams which further improved on the already high standard established in previous years. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Minilit/Multilit, Corrective Reading and after school supplementary programs.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

In 2018, our students also sat for the Higher School Certificate (HSC). The cohort of HSC students recorded impressive results in the exams being ranked 26th in the State with 99% 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 2018 NAPLAN years.

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

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The formal Record of School Achievement (RoSA) credential was awarded by NESA to 1 student.

Higher School Certificate (HSC)

In 2018, 115 students sat for the NSW Higher School Certificate in 16 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 86% (up from 71% in 2017) of these placed in Bands 5 and 6 (80-100 marks). All students who sat for an Extension 1 or 2 exam achieved a Band E4 or E3. Student achievement in the top 2 Bands was above state level in all courses undertaken. General Mathematics 2 (+62.93%) had the biggest difference in Band 5-6 achievement compared to the State. This is a pleasing result, considering this as the eleventh year that Year 12 students sat the HSC in 2018 at Al-Faisal College.

Merit Lists

Year	HSC All Rounders	First Place in Course	Top Achievers	Distinguished Achievers	Band 6 (High Scores)
2018	2	1	5	82	190
2017	1	0	1	60	123
2016	3	1	2	42	105

The Top Achiever result was achieved in Mathematics General 2.

Mathematics 2 unit recorded the highest number of Band 6 results, 34, an increase from 11 in 2017. Mathematics Extension 2 recorded 7 Band E4 results, an increase from 1 student in 2017.

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	2018	6	6	100.00	50.20	+49.80
	2017	11	11	100.00	58.11	+41.89
	2016	6	6	100.00	52.55	+47.45
	2015	11	11	100.00	57.05	+42.95
	2014	10	6	60.00	56.39	+3.61
Biology	2018	72	63	87.49	36.87	+50.62
	2017	61	58	95.07	39.28	+55.79
	2016	48	38	79.16	35.11	+44.05
	2015	55	29	52.72	27.96	+24.76
	2014	63	28	44.43	28.23	+16.20
Business Studies	2018	87	75	86.20	36.96	+49.24
	2017	63	42	66.66	36.14	+30.52
	2016	55	32	58.17	34.33	+23.84
	2015	49	20	40.80	35.89	+4.91
	2014	32	16	50.00	36.95	+13.05
Chemistry	2018	28	25	89.28	42.08	+47.20
	2017	31	24	77.41	42.71	+34.70
	2016	19	11	57.88	40.94	+16.94
	2015	12	10	83.32	41.06	+42.26
	2014	26	16	61.53	46.09	+15.44

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English (Standard)	2018	31	15	48.38	15.06	+33.32
	2017	34	13	38.23	15.91	+22.32
	2016	34	10	29.40	13.39	+16.01
	2015	48	6	12.50	8.31	+4.19
	2014	51	13	25.49	8.16	+17.33
English (Advanced)	2018	84	61	72.61	62.61	+10.00
	2017	68	52	76.46	63.64	+12.82
	2016	44	33	74.99	61.92	+13.07
	2015	40	26	65.00	57.82	+7.18
	2014	39	28	71.79	59.30	+12.49
Legal Studies	2018	52	43	82.68	43.99	+38.69
	2017	26	17	65.37	43.61	+21.76
	2016	19	16	84.20	42.27	+41.93
	2015	20	11	55.00	40.14	+14.86
	2014	36	25	69.44	39.63	+29.81
General Mathematics 2	2018	48	43	89.57	26.64	+62.93
	2017	40	35	87.50	25.49	+62.01
	2016	37	29	78.37	25.63	+52.74
	2015	46	18	39.12	25.64	+13.48
	2014	41	20	48.77	25.00	+23.77
Mathematics 2 unit	2018	56	56	100.00	51.80	+48.20
	2017	36	34	94.43	53.48	+40.95
	2016	23	22	95.64	52.51	+43.13
	2015	32	24	74.99	52.32	+22.67
	2014	28	21	75.00	53.74	+21.26
Physics	2018	21	13	61.89	33.79	+28.10
	2017	14	2	14.28	33.80	-19.52
	2016	8	2	25.00	29.94	-4.94
	2015	6	4	66.66	28.76	+37.90
	2014	17	6	35.29	31.09	+4.20
Senior Science	2018	50	36	72.00	21.48	+50.52
	2017	54	38	70.36	24.10	+46.26
	2016	41	30	73.16	28.58	+44.58
	2015	50	36	72.00	28.03	+43.97
	2014	22	21	95.44	36.45	+58.99
Hospitality Examination (Kitchen Operations & Cookery)	2018	23	19	82.60	28.67	+53.93
	2017	7	5	71.42	29.82	+41.60
	2016	14	7	49.99	29.81	+20.18

Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E4-E5		
				School	State-wide	Difference
English Extension 1	2018	1	1	100.00	95.43	+4.57
English Extension 2	2018	1	1	100.00	71.12	+28.88
Mathematics Extension 1	2018	12	12	100.00	79.90	+20.40
	2017	15	15	100.00	81.60	+18.40
	2016	8	8	100.00	79.37	+20.63
	2015	11	11	100.00	84.12	+15.88
	2014	5	5	100.00	84.40	+15.60
Mathematics Extension 2	2018	11	11	100.00	85.41	+14.59
	2017	15	14	93.32	83.68	+9.64
	2016	8	8	100.00	85.34	+14.66
	2015	10	10	100.00	86.14	+13.86
	2014	5	5	100.00	86.39	+13.61

HSC Honour Roll

All Rounders

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

First Place in Course

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

Top Achievers in Course

Students	Courses	Year
5	Biology, Mathematics General 2 (3), Arabic Continuers	2018
1	Mathematics Extension 1	2017
2	Arabic Continuers, Hospitality Examination (Kitchen Operations and Cookery)	2016

Distinguished Achievers

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

HSC Honour Roll

Subject	Number of Distinguished Achievers		
	2018	2017	2016
Biology	31	39	12
Business Studies	25	9	13
Chemistry	3	5	3
English (Standard)	2	0	2
English (Advanced)	6	7	10
English Extension 1	0	N / A	N / A
English Extension 2	0	N / A	N / A
Legal Studies	21	8	8
Mathematics General 2	32	15	14
Mathematics 2 unit	34	11	12
Mathematics Extension 1	10	13	8
Mathematics Extension 2	7	1	4
PDHPE	N / A	2	2
Physics	3	0	2
Senior Science	13	12	12
Arabic Continuers	2	1	1
Hospitality Examination (Kitchen Operations & Cookery)	1	0	2
TOTAL	190	123	105

Vocational Education and Training (VET)

- (i) In 2018, 5% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2018, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2018	HSC	100%
2018	VET Qualification	5%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2018, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

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

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

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

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

2018 Professional Development Log

Date	Course	Delivered by	No Teachers
23/1/2018	Seven Steps to Writing Success	Seven Steps representative	10
23/1/2018	Developing Special Strategies for Measurement & Geometry	Peter Stowser	5
24/1/2018	Providing Effective Teacher Feedback	AIS consultant	2
24/1/2018	Behaviour management and PBIS Sentral – Wellbeing training – Mrs Ghannoum - 1 hour (K-6 staff) 29 March 2018	Nouha Ghannoum	K-6 staff
25/1/2018	Child Protection & Maintenance of Accreditation	Mohammad Adra	all staff
25/1/2018	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	AIS online	all staff
25/1/2018	Reportable Conduct and Allegations against Employees – Online Module	AIS online	all staff
25/1/2018	Chemical Safety in Schools Basic Induction Online Module	AIS online	All HS science staff
25/1/2018	Chemical Safety in Schools Advanced Online Module	AIS online	All HS science staff
25/1/2018	Risk Management	AIS online	Coordinators & Executives
31/1/2018	Attendance Policy & NSW Register Codes	Safia Khan Hassanein	all staff
31/1/2018	Emergency Response Training	First Action/Risk Logic	All staff
6 & 7/2/2018	Mathletics Online training	Mathletics consultant	K-6 staff
13/2/2018	Attendance Policy & NSW Register Codes Make up session	Safia Khan Hassanein	18
22/2/2018	Get Reading Right Training	Justin Caban	K-2 staff
23/2/2018	Risk Logic Training- WHS & Emergency Response	Risk Logic consultant	all staff
5/3/2018	Planning & Programming: Year 12 Revised Science Syllabus	AIS	11
13/3/2018	English: The Course Elements	English Teachers Association	1
21/3/2018	VET Network Day	AIS	1
5/4/2018	Get Reading Right Training	Justin Caban	K-2 staff
9/5/2018	VET RTO Update Webinar	AIS	1
10/5/2018	Working With Children, Duty of Care & Code of Conduct	Safia Khan Hassanein	all staff
10/5/2018	Child Protection Refresher	Safia Khan Hassanein	all staff
10/5/2018	Attendance	Safia Khan Hassanein	all staff
11/5/2018	The State of Play in PDHPE K-10	AIS	1
25/5/2018	Hospitality Network Day	AIS	2
13/6/2018	Familiarisation: Revised Stage 6 Mathematics Syllabuses	AIS	1
6/7/2018	Spelling Mastery	Spelling Mastery Consultant	all staff
6/7/2018	Mental Health & School based support	AIS consultant	All high school staff
24/7/2018	Typing Tournament	Safia Khan Hassanein	All years 3-6 staff
27/7/2018	Assessment for learning in science	AIS	2
2/8/2018	Texts and Human Experiences	AIS	1
16/8/2018	Lockdown Drill	Al-Faisal College	Whole school

16/8/2018	Familiarisation: Technology Mandatory Stage 4	AIS	1
27/8/2018	NESA Registration and Accreditation Briefings	AIS	2
29/8/2018	Planning and Programming for the new NSW PDHPE K-10 Syllabus	AIS	3
7/9/2018	Head of Departments Day	AIS	2
14/9/2018	WIX Training	Scope IT Consultant	2
15/9/2018	First Aid Training	Reviva	All staff
8/10/2018	Minecraft PD	Scope IT Consultant	2
10/10/2018	Seven Steps Workshop	Seven Steps Consultant	K-6, Year 7 staff
11/10/2018	Seven Steps Workshop	Seven Steps Consultant	K-6, Year 7 staff
11/10/2018	Year 12 Earth and Environmental Science Programming and Resources	PTCNSW	2
12/10/2018	Seven Steps Workshop	Seven Steps Consultant	K-6, Year 7 staff
22/10/2018	Registration Requirements for all Schools	AIS	2
24/10/2018	RoSA and HSC Curriculum and Accreditation Requirements	AIS	5
30/10/2018	K-6 Curriculum Registration Requirements	AIS	2
30/10/2018	English: The Tempest and Hag-seed	English Teachers Association	1
13/11/2018	Scratch	Scope IT	4
15/11/2018	Electronics	Scope IT	4
19/11/2018	Planning and Programming for the new NSW PDHPE 7-10 Syllabus	AIS	1
26/11/2018	Chemistry teachers lecture	Maths & Chemistry Tutoring	1
28/11/2018	Technology Mandatory – Engineered Systems NESA	Teacher Professional Development	2
5/12/2018	Evacuation Drill	Al-Faisal College	Whole school
6/12/2018	Emergency Response Training for Wardens	First Action/Risk Logic	Wardens only
Online Module open 2018	Planning and Programming: NSW Syllabus for the Australian curriculum Geography K-6 Online Module	AIS Online Modules	2
Online Module open 2018	Personalised Learning Processes for Aboriginal Students Online Module	AIS Online Modules	6
Online Module open 2018	Planning and Programming: NSW Syllabus for the Australian curriculum Mathematics K-6 Online Module	AIS Online Modules	1
Online Module open 2018	The Principles of Purposeful Programming Online Module	AIS Online Modules	3
Online Module open 2018	Planning and Programming: NSW Syllabus for the Australian curriculum History K-6 Online Module	AIS Online Modules	1
Online Module open 2018	Planning and Programming for the new NSW PDHPE K-10 Syllabus	AIS Online Modules	2
Online Module open 2018	Live Life Well @ School: Starting the Journey Online Module	AIS Online Modules	5

Teacher Standards

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

Category	Number of Teachers (Auburn School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	125
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.	14
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Please note: Any teachers in the third category will be employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. Only teachers who are teaching a BOSTES endorsed subject have been included in this figure.

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 2018 census, comprised of 139 teaching staff and 29 non-teaching staff.

In 2018, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	133.6
Full-time equivalent non-teaching staff*	28.0
Number of indigenous staff*	0

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

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

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

Student Attendance

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

2018 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Kindergarten	N/A
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	95%
Year 6	95%
Year 7	95%
Year 8	95%
Year 9	94%
Year 10	94%
Year 11	N/A
Year 12	N/A
School Average	95%

Management of Non-Attendance

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

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

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

Student Retention Rates

Student Retention Rates

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

Eighty-seven percent of the 2016 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2018. This is the highest retention rate for the past 5 years. Based on information provided to the school when students leave, it would appear that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of:

- (i) the demands of the academic rigors at Al-Faisal College;
- (ii) family circumstances; or
- (iii) to experience a different school environment.

Retention Rates	Percentage of Students
2018	87%
2017	85%
2016	60%
2015	64%
2014	75%

Post School Destinations

Post-School Destinations

Ninety-nine percent of students in the 2018 cohort received *main* and *late* round university offers.

The breakdown of 1st Preferences is as follows:

University	Total
University of Sydney	36
UNSW	34
WSU	21
Macquarie University	12
UTS	7
University of Canberra	2
ANU	1
University of Wollongong	1

The most popular degree courses chosen by Al-Faisal College students in 2018 were as follows:

Course	Total
Engineering	29
Commerce / Law	11
Health Science	10
Education	9
Psychology	8
Vision Science – Clinical Optometry	7
Applied Science – Physiotherapy	6
Medical Science	5
Nursing	5

Reporting Area 8: Enrolment Policy

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

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

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

Enrolment Information

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

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

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

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

1. The Enrolment Process

1.1 Expression of Interest Form

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

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

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

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

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

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

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

- the parents to attend an interview

Kindergarten applicants are selected following an interview.

1.2 Offers and Waiting List

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

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

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

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

1.3 Acceptance of Offer and Enrolment Form

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

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

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

2. Student Medical Records/Health Care Plan

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

3. Immunisation

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

All new students must have their immunisation up to date.

4. Continued Enrolment

It is assumed that students at Al-Faisal College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

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

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

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

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

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

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

Terms and Conditions of Enrolment

1 Fees and Charges

- 1.1 The School Board determines the fees and charges that will be payable from time to time which are set out in a Schedule of Fees. They can be changed at any time by the School upon giving not less than 1 term's notice.
- 1.2 Fees and Charges are also levied for compulsory incursions, excursions, co-curricular activities, specialized programs and sport which are separately billed.
- 1.3 All Fees and Charges must be paid on or before the due date set out in the fees notice and are not refundable.
- 1.4 If there have been repeated instances of late payment the School may require fees to be paid in advance.
- 1.5 If fees are not paid within 14 days of the due date an overdue charge may be levied calculated on the amount outstanding from the due date. This charge reflects the loss which may be incurred by the School as a result of the late payment. The charges payable from time to time can be obtained from the School office.
- 1.6 If Fees and Charges are not paid within 30 days of the due date the enrolment of the Student may be suspended unless the School agrees in writing to accept other arrangements. Failure to abide by any other agreed arrangements or failure to pay fees required to be paid in advance may result in the enrolment of the Student being cancelled without further notice.
- 1.7 Fees will not be remitted in whole or part if the Student is absent due to illness, leave or suspension.
- 1.8 If students are undertaking activities which incur extra fees or charges, not less than six (6) weeks' notice must be given to discontinue these activities or six (6) weeks' fees for these activities will be charged.
- 1.9 If tuition fees for a full year are paid in advance a discount of 5% will be given.

2. Withdrawal of Students

2.1 If Parents wish to withdraw a Student from the School, notice given must be not less than one full term's notice to expire at the end of a term.

2.2 If the required notice of withdrawal of a Student is not given the Parents must pay a School term's fees plus GST.

2.3 Where students leave to enrol at another school, the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES) requires that Parents advise the School in writing of the name of the school the student will be attending and the grade the student will be entering at the new school.

2.4 If a student who is withdrawing has siblings at the School, the School in its absolute discretion may require the withdrawal of the other siblings.

3. Obligations of Students

3.1 Academic Performance/Study:

(a) Students must satisfactorily complete all set studies, homework and pass all examinations and assessment tasks to progress to the following academic year. Failure to do so may result in the students repeating the following year//being placed on probation/termination of enrolment.

(b) All students at Al-Faisal College study Arabic (K-8). All students also study the Holy Quran and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily. Failure to do so may result in termination of student enrolment.

(c) Students must ensure that they are prepared for class and have their equipment and school diaries at all times.

3.2 Students are required to have high standards of behaviour and:

(a) abide by the School Rules / Policies and Codes of Conduct;

(b) behave courteously and considerately to each other and to staff at all times;

(c) not do anything which may bring the School into disrepute, including in print, social media / electronic media

(d) support the goals and values of the school;

(e) become active members of the school community

(f) attend and participate in:

i. assemblies,

ii. the school sports program,

iii. important school events and/or ceremonies such as ANZAC Day, Remembrance Day, Graduation Day, Presentation Day or other events determined by the Executive Principal/Head of College, and

iv. incursions, excursions and other activities that are an integral part of the school curriculum;

(g) failure to participate in curriculum based programs including incursions / excursion eg sports etc may lead to students awarded an "E" grade on their report and may jeopardize enrolment at the College

3.3 Uniform

(a) Students are expected to wear the school uniform as prescribed including when travelling to and from school and follow conventional standards of appearance while at school in accordance with the school's guidelines and the expectation of the school community;

(b) Students will not be permitted to attend class without correct uniform / appearance eg incorrect haircut / shoes etc .

3.4 Attendance

(a) Students are required to satisfactorily attend school during school hours, except in the case of sickness or where leave not to attend has been given. Absenteeism may result in the student not being permitted to continue into the next academic year. This will be at the discretion of the Executive Principal/Head of College.

(b) Students are expected to arrive at school by 8.30 a.m. Continued lateness per academic year will hinder a student's ability to continue their studies into the following academic year. This

will be at the discretion of the Executive Principal/Head of College.

4. Obligations of Parents

4.1 The Parents:

- a) must accept and abide by the requirements and directions of the School Board and the Executive Principal/Head of College relating to the student or students generally and not interfere in any way with conduct, management and administration of the School,
- b) are required to support the goals, values and activities of the School, and
- c) are both required to view the School's website on a regular basis and read the Newsletter.

4.2 The Parents must promptly advise the School:

- a) in writing of any change of home, mailing, email address or contact details or other information on the Enrolment Form, within one month of such change. Offers of enrolment may be cancelled if the school loses contact with the parent or has mail returned to it
- b) if the student is to be absent from the School due to ill health and confirm such advice in writing,
- c) in writing of any orders or arrangements with respect to the student concerning custody or access, any change to them or any other orders or arrangements which were relevant to the student's education and welfare and, if requested, provide copies of any orders to the School.

4.3 The Parents also:

- a) must ensure the student has each item of officially required uniform, clean and in good repair, and all other requirements such as textbooks and stationery,
- b) should communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time-to-time and observe the Code of Conduct,
- c) should use their reasonable endeavours to attend parent-teacher interviews and participate in courses offered by the school which are relevant to the student's education.
- d) not use social media to denigrate the School, staff, students or other members of the School community
- e) should not photograph other students (apart from their own child) or upload them onto websites/social media

4.4 Parents may be required to pay for any School items or property deliberately or recklessly damaged / vandalized by their child, whether at the School or away from the School grounds (restitution).

5. Health and Safety

5.1 Parents must advise the School immediately if they become aware of any special needs that the student may have including, but not limited to, any medical, physical, psychological needs, or any changes to these needs

5.2 Parents must complete and return to the School the required health form for the student prior to the student commencing at the School and provide updates if circumstances change or as required by the School from time to time. The School may require provision of additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc) (Refer to Medical Care Policy).

5.3 If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and parents are not readily available to authorise such treatment, the Executive Principal/Head of College or, in the Executive Principal's/Head of College's absence, a senior staff member of the School, may give the necessary authority for such treatment. The parents indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

5.4 Parents must observe school security procedures for the protection of students.

5.5 Students are responsible for their personal property and the school does not accept any responsibility for the loss of their belongings.

5.6 Students must use the College resources, equipment and facilities in an adequate manner. Any form of vandalism or damages caused to College property may result in termination of enrolment. Damages caused to College property must be paid for by parents of the students responsible for vandalism/damages (Restitution). Any de-faced diaries / text books will need to be replaced.

5.7 The Executive Principal/Head of College or the Executive Principal's/Head of College's nominee may search the student's bag, locker or other possessions where there are reasonable grounds to do so, in order to maintain a safe environment for all students.

6. Programs and Activities

6.1 The School determines the educational and other programs and activities conducted at the School from time to time in its absolute discretion.

6.2 The School may change its programs and activities and the content of these programs and activities without notice.

6.3 The Student will be required to participate in all compulsory activities including incursions, excursions and outdoor education unless the Executive Principal/Head of College agrees otherwise. Charges may be levied for these activities and will be payable unless the student is unable to attend due to ill health or other reason where it is impossible for the student to attend.

7. Reports

7.1 The School will send academic reports to the address or addresses notified by the Parents. Where an Order of the Court exists, reports will be sent to the nominated parent, if parents are separated or divorced.

8. Leave

8.1 Leave will only be granted if the Executive Principal/Head of College views that it is in the child's best interest.

If the Parents wish to seek leave for the student not to attend any school academic or co-curricular program or activity during a term, they must apply to the Executive Principal/Head of College. Approval for request for leave is at the discretion of the Executive Principal/Head of College.

9. Probation of Enrolment, Exclusion, Suspension or Termination of Enrolment

9.1 The School may place a student on Probation Enrolment or exclude a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

- a) a serious breach of the School's rules or Code of Conduct
- b) conduct prejudicial to the reputation of the School or the well-being of its students or staff, and;
- c) where the Executive Principal/Head of College or School Board believes that a mutually beneficial relationship of co-operation and trust between the School and the Parents has broken down to the extent that it adversely impacts on that relationship.

9.2 The School will only exercise its powers under this clause to exclude a student permanently if it has provided the student and the parents or guardians of the student with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond.

9.3 The School reserves the right to terminate an enrolment where the parents have not declared “accurate” information or have supplied false or misleading information pertaining to the student.

10. Privacy

10.1 The Parents acknowledge that they have read the School’s privacy policy.

11. Amendment of Terms and Conditions

11.1 The School may alter the terms and conditions of enrolment at any time by giving not less than two (2) term’s notice to the Parents in writing which shall apply to both current and future students and parents from the date specified in the notice.

12. Definitions

In the terms and conditions:

Parent means the parents or guardians who entered into the contract of enrolment with the School

School means Al-Faisal College

Student means the student who is named in the Enrolment Form

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

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

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

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

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

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

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

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

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

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

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

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

Anti-bullying Policy

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

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

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

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

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

Behaviour Management (Discipline) Policy

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

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

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

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

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

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

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

Complaints and Grievances Policy

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

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

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

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

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

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

Procedures for raising and responding to concerns raised about the TAA's Accreditation Process are also included in the grievance policy.

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

Accessibility of and Changes to Policies

Most of Al-Faisal College's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NESA requirements. The table below lists policies where modifications have been made in 2018.

Policy	Changes in 2018	Access to full text
Anti- Bullying	Policy Reviewed Inclusion of 5 core values (Respect, Ownership, Achievement, Resilience, Safety) and addition of Positive Behaviour Intervention and Supports (PBIS) program	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Attendance	Policy reviewed: Partial absences procedures for students updated	The full text of the policy can be accessed by request from the principal or from the school website, newsletters, diaries, parent portal
Behaviour Management	Policy Reviewed Implementation of PBIS Program Reward System	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Chemical Safety	Policy reviewed: Storage and disposal of chemicals	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Counselling	Policy reviewed: Referral Process updated	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Executive Principal.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Disability	Policy reviewed: Access to Buildings and amenities added in light of new Buildings built	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Educational and Financial Reporting	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the principal or from the school website.
Experience Teacher Accreditation	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the principal or from the school website.
Facilities	Policy reviewed: Additional Buildings and Onsite/Offsite facilities and resources	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Governance	Policy reviewed: Inclusion of Child Protection awareness by Board Members and Working With Child Checks clearances	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Grievance	Policy reviewed:	The full text of the policy can be accessed by

	Grievance Procedures updated	request from the Executive Principal or from the school website,
School Uniform	Policy reviewed: School Uniform Update	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Teachers Employment	Policy reviewed: NESA's Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools. Eligibility for teachers to be employed by registered non-government schools and accredited to teach in NSW. Teacher Accreditation Act update	Distributed to all staff.
Welfare Policy	Policy Reviewed Emphasis on PBIS Clarification to staff of processes involved when monitoring and reviewing student welfare	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal

Reporting Area 10: School Determined Improvement Targets

2019 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Employ additional learning support staff to offer small group (Tier 2) intervention in numeracy in Stage 4. • Implement new Stage 5 Commerce syllabus requirements • Develop a K-6 common writing rubric that has links to the NAPLAN marking guide and learning progressions • Modify our assessments for reading to allow data to be collect on the mastery of comprehension strategies • Trial the use of instructional leaders and interventists within Stage 3 to monitor and support students to better assist teachers to identify and address individual student needs according to the expected skills and growth in student learning at key progress points • Finalise the development of new teaching programs based on the K-6 PDHPE Syllabus. • Integrate guided reading with Science, History and Geography across Years 2-6 by creating mandatory booklists • Expand the K-6 Arabic language programs to include a play based focus. Develop Conversational Arabic program for Years 2 and 3 and to develop a Years 4-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development
Student Achievements and Welfare	• Ensure 80% of Year 1 students meet expected phonics knowledge by passing a screening check by providing early intervention programs • Students recording below 65% in Mathematics formative assessment provided with intervention from Years 2-8 • 30% of Year 5 students needing support in number operations provided with intervention using Quicksmart program Introducing K-6 writing rubric and student assessment book to enable students, parents and teacher the opportunity to track student progress more

	effectively Finalise the roll out of the final phase of PBIS by commencing the teaching of values in 'Year B'
Staff Training	- Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff. - Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course. - Up-skill all staff on the learning progressions to better assist teachers to identify and address individual student needs according to the expected skills and growth in student learning at key progress points - In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	- Installation of access control systems as part of the school security upgrade completed mid-2019. - Upgrade of the School PA Systems, computers and classroom furniture. - Refurbish two computer labs with new computers.

Achievements of priorities identified in school's 2017 Annual Report

Area	Priorities	Achievements
Teaching and Learning	- Employ additional learning support staff to expand various reading and numeracy intervention programs for students requiring support in Minilit, Multilit and Quicksmart. - Utilise learning support staff to support the numeracy needs of students in the Measurement and Geometry strand across Years 2-6 based on results from school and standardised assessments. - Finalise the development of new	- The college employed additional paraprofessionals. As a result the school was able to offer Quicksmart and Minilit to a larger number of students. - The College internally developed a program named 'Reteach' to support students learning needs in numeracy. Students involved in the program recorded an average growth of 20%. The College will seek to expend the program as a result of its success. - The development of programs

	teaching programs based on the Stage 6 HSC English, Mathematics, PDHPE syllabi. • Finalise the development of new teaching programs based on the Years 7 and 9 PDHPE syllabus. • Finalise the development of new teaching programs based on the K-6 Science Syllabus. • Develop STEM/STEAM activities and growth that focusing on coding. • Expand the Arabic language programs to include explicit teaching of oral language (conversational Arabic) and grammar. Partially release the K-6 Arabic coordinator from face-to-face teaching to oversee program development.	completed and comply with new syllabus requirements across the primary and secondary years. • New scope and sequence that focuses on coding finalised and implemented. The school will further develop this area to now include greater opportunities for inquiry-based activities to be embedded into K-6 Science and Technology. • Oral language program developed for Kindergarten and Year 1 and K-3 in grammar. Work will continue in this area to complete a K-6 approach to the teaching of conversational Arabic and grammar.
Student Achievements and Welfare	• Enable the parental portal module on Sentral to further improve communication between school and parents to access student reports, attendance data and arrange meetings with teachers. • Use of Sentral (Student Management System) for attendance, reporting and student welfare. • Focus on proactive programs to address Social Media concerns, bullying and anxiety.	• Parent portal activated. Parents can access reports, view attendance and receive notifications via Sentral • Programs organised included anti-bullying and NSW police workshops for Stage 4 students with focus on cyber safety and on-line bullying.

Staff Training	• Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff. • Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course. • In-service secondary staff on student Mental Health to support welfare needs of students • Up-skill all staff in the 7 Steps to Writing approach in teaching Creative and Persuasive Texts. • Continue to support teachers at Proficient Teacher level throughout their maintenance period and help them identify areas for growth and development. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.	• Get Reading Right consultant provided K-2 with multiple days of professional learning that included lesson observation sessions. Arabic staff were also involved in the sessions to apply the same pedagogical practices in their lessons. • All staff complete first aid training in September 2018. • AIS consultant led professional learning for secondary teachers that focused on Mental Health and School based support • All K-6 staff were involved in a whole day PL session in 7 Steps to Writing. This was followed up with 2 days of observations. • Accreditation coordinator led all staff in PL detailing requirements for maintenance of accreditation and also listing new changes/requirements. • All staff in-serviced on Child Protection and signed copies of the child protection policy was kept acknowledging staff were aware and understood the College's policy.
Facilities and Resources	• Completion of Building E and hand over to school. • Install 140 CCTV cameras in Building E for additional security. • Finalise roll-out plan of air conditioning system across sections of the school.	• All capital work on Building E was completed • All CCTV cameras installed and operational. • Air conditioning units installed on Levels 4 and 5 of Building C

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| | <ul style="list-style-type: none">• Purchase additional decodable books for all Kindergarten and Year 1 students to complement the school's synthetic phonics approach. | <ul style="list-style-type: none">• Dandelions and Initialit readers were purchased and now used on Kindergarten and Year 1. |
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Reporting Area 11: Initiatives Promoting Respect and Responsibility

The Positive Behaviour, Interventions and Support (PBIS) programme, introduced in 2017, was further developed and embedded into the school curriculum during 2018. Weekly lessons targeting the key values of Respect, Ownership, Achievement, Resilience and Safety as applied to all school settings were continued and the reward system launched in term 3, 2017, was expanded this year. As well as issuing tokens that may be redeemed for a range of gifts and discounts, whole class excursions became a feature of the system.

The objective of the PBIS programme has been to build a culture of respect, responsibility and achievement within a safe school environment. Emphasis is placed on the prevention of problem behaviour through the active teaching of positive behavioural expectations and rewarding these behaviours when exhibited by students. The collection of data has indicated an incremental increase in positive behaviours that have been actively taught in PBIS lessons.

The PBIS committee appointed by the Principal and comprising teachers and members of the executive, has guided the development of PBIS policies, resources and teaching materials at the school. The successful launch and ongoing management of the PBIS programme is the culmination of long term planning by the committee, input from classroom teachers and regular lessons presented by 7-10 roll call teachers.

The principal components of the PBIS programme are listed below:

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- Wide range posters that communicate the school's expectations for classroom and non-classroom settings are prominently displayed.
- Positive teacher reinforcement to students demonstrating commendable behaviour, especially the specific expectations identified and taught in classroom settings.
- Reward tokens issued by all teachers to students demonstrating positive behaviours
- Prevention of problems by modifying situations that are associated with problem behaviour.
- Predictable consequences for misbehaviour that are delivered consistently by all staff in a predictable manner.
- PBIS activities are embedded into existing school practices such as professional development, staff meetings, parent newsletters, student diaries and welfare practices.
- Collecting and using behavioural data such as office discipline referrals linked to the school data base. This data is analysed and used to design and implement additional behaviour supports.

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

Anti-Bully Workshops

The school counsellor held individualised class workshops for Years 7 & 8 during term 1. The aim of each workshop was to provide insight into the nature of bullying, different forms of bullying and various prevention strategies. The sessions were adapted to student development stages in order to foster an awareness of their value as individuals and their rights and responsibilities.

Respect, Understanding and Acceptance Workshop

In term 1 our Year 9 students participated in the first session of the annual Respect, Understanding and Acceptance Workshop and in term 2 our Year 10 students participated in the second workshop. The workshops included schools from the public and private sector and from a range of religious denominations. Our students produced a ten minute PowerPoint presentation on the religious and cultural values of Al-Faisal College.

Republic Essay Competition

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

Anti-Bullying Week

Year 7-10 students took a stance against bullying by wearing odd socks during anti bullying week in term one. The activity was organised by the SRC under the auspices of the Anti-Bully Alliance organisation.

Charity Food Drive

Fifty year 10 boys and girls volunteered to prepare food for families in need, underprivileged people and the homeless. Our students worked together with the "Brothers In Need" organisation and "Ozharvest" to source, prepare and distribute the food to the people most in need.

Cyberbullying Presentation

Constable Philp Tambasco, Youth Liaison officer from Auburn Police presented a range of strategies to Year 7 classes to deal with online bullying on a variety of IT platforms.

Wheelchair Rugby World Championships

All Year 9 students attended the Wheelchair Rugby World Championships as part of the PDHPE unit "Active for Life". By attending this event students were encouraged to understand and respect the performance of athletes with a movement impairment. Students may also learn about the specific needs and abilities of individuals with a movement limitation.

Auburn Together for Hope Community Walk

Students, teachers and members of the school executive participated in the 5th annual 2018 Auburn Together for Hope Community Walk. This unique event provided a way of demonstrating that our school stands united with the local community in its support and care for each other and especially to see suicide

and its devastating impact reduced. It was held on the same day as "R U OK" Day and in the same week as World Suicide Prevention Week.

Interreligious Dialogue

Al-Faisal College hosted delegates from the Pontifical Council for Interreligious Dialogue visiting from the Vatican, Rome. Delegates included Bishop Miguel Guixot, Archbishop Christopher Prowse and Members of the Archdiocesan Commission for Interfaith and Ecumenical Relations. The objective of the visit was to assist delegates to gain a first-hand understanding of the Muslim Community in Sydney and further strengthen relations between the Archdiocese and the College.

Drought Relief Donation

\$15,000 donation to the Country Women's Association

During the year, all the Al-Faisal campuses organised fund raising drives such as pizza days, Abaya days and the most recent and unique "Come Dressed as a Farmer Day". Teachers, students and the School Board gave generously, raising a total of \$15000 which was presented to the State President and Vice President of the Country Women's Association (CWA) during school Assembly. Ms Annette Turner, State President, addressed the assembly and said that the donation will go to the CWA, Disaster Relief Fund which gives 100% of all monies directly to family farmers affected by the drought.

Graduation Day - Class of 2018

On Wednesday the 19th of September 2018, Al-Faisal College held a graduation ceremony to acknowledge and farewell our Year 12 graduates, Class of 2018. The occasion was marked by the presence of official guests including, Diplomats, Consul Generals, Mayors, Deputy Mayors, and Councilors from Cumberland, Canterbury-Bankstown, Campbelltown and Liverpool Councils, as well as members of the Association of Independent Schools NSW.

Anzac Day - Hyde Park

On Tuesday 9th April 2019, Al-Faisal College attended the RSL and Schools Remember ANZAC Commemoration Service held at the Hyde Park War Memorial. Captains, Vice-Captains and Prefects from both primary and high school represented Al-Faisal Colleges (Auburn, Campbelltown, Liverpool) at the Service.

Anzac Day Commemoration

On Monday 8th April 2019, Al-Faisal College, Auburn, held an ANZAC Day Commemorative Assembly. Mrs. S. Khan Hassanein, Deputy Principal of Al-Faisal College welcomed the distinguished guests, politicians and dignitaries on behalf of Mr Shafiq Khan the co-founder and Managing Director of Al-Faisal Colleges, Mrs Ghazwa Adra Khan, the co-founder and Executive Principal and the Director of Education Dr Intaj Ali. Mrs A. Qasim reminded the students of the selfless acts of the AIF on the shores of Gallipoli.

Annual Citizenship Awards

Together with the Auburn Review newspaper, the College participated in the annual Citizenship Awards. Our Nominee, Aisha Navaid, with others, was recognised in a feature article in the newspaper and also attended the presentation night at the Lidcombe Catholic club.

Jersey Day

In August, students from the College participated in the annual JERSEY DAY to promote awareness of The Organ and Tissue Authority and the DONATE LIFE network. Each JERSEY DAY schools and workplaces

across Australia allow students and employees to wear their favourite sporting jersey to school or work to show their support for the DONATE LIFE network and begin the conversation with their friends and families about organ donation.

Australia's Biggest Morning Tea

Students at the College helped to raise funds for cancer research by organising morning tea for their teachers as part of the Cancer Council's special event "Australia's Biggest Morning tea". Together with thousands of other students and participants over \$14 million dollars was raised by the Cancer Council for research purposes.

Halogen National Young Leaders Day

The senior prefects attended the annual Halogen National Young Leaders Day at the Sydney Convention Centre. The program aims to benefit students who have demonstrated an interest in developing their leadership abilities.

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'.

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.

Careers Night

The Annual Careers Night for senior students was held in the school auditorium. Representatives from Australia's leading tertiary institutions distributed information on the latest courses available and offered individual counselling on future career paths. Students and their parents were also able to meet university students and professionals from a wide range of employment fields including: Medicine, Law, Engineering, IT, Pharmacy, Business, Commerce, Speech Pathology, Psychology, Accounting, Oral Health, Journalism and more.

NSW Schools Constitutional Convention

Year 11 students participated in the NSW Parliament, Schools Constitutional Convention. The students discussed topical perspectives about the Australian Constitution ranging from foreign allegiance, criminal convictions, bankruptcy, pecuniary interests, and offices of profit under the crown.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. Surveys were collected across all three Al-Faisal College schools and analysed (see results below).

The College organised a number of student forums in order for students to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional cocurricular activities. It is the school's position that engagement is an important outcome of schooling. Active student participation within the school and engagement in its grade, whole school and extra-curricular activities allows students to more easily identify themselves with the school, foster a sense of belonging that can help to promote a feeling of self-worth and assist students to become resilient learners.

As has been the case over the past few years, staff surveys have revealed a high degree of satisfaction by members of staff and the College enjoys a relatively low level of staff turnover retrospective of the large number of staff employed at the school.

Informal feedback from staff members and executive staff indicate also that staff are generally satisfied in all areas of the College.

Staff, Parent and Student surveys were conducted in 2018 and revealed high levels of satisfaction.

Parent Surveys*

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

The top responses from the parent survey revealed:

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

Student Surveys*

In 2018, a student survey was used to gauge satisfaction. Students expressed continued high levels of satisfaction with the school's impact upon their faith and level of engagement with the school.

Significant numbers strongly agreed that they felt safe in this school, received positive feedback about their learning and had teachers who inspired them to learn and achieve their best.

The top responses from the Year 3-10 student survey revealed:

- I feel that classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps me learn.
- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I believe that staff emphasise academic skills and hold high expectations for me to succeed.
- I have applied PBIS lessons in daily practice.

Staff Survey*

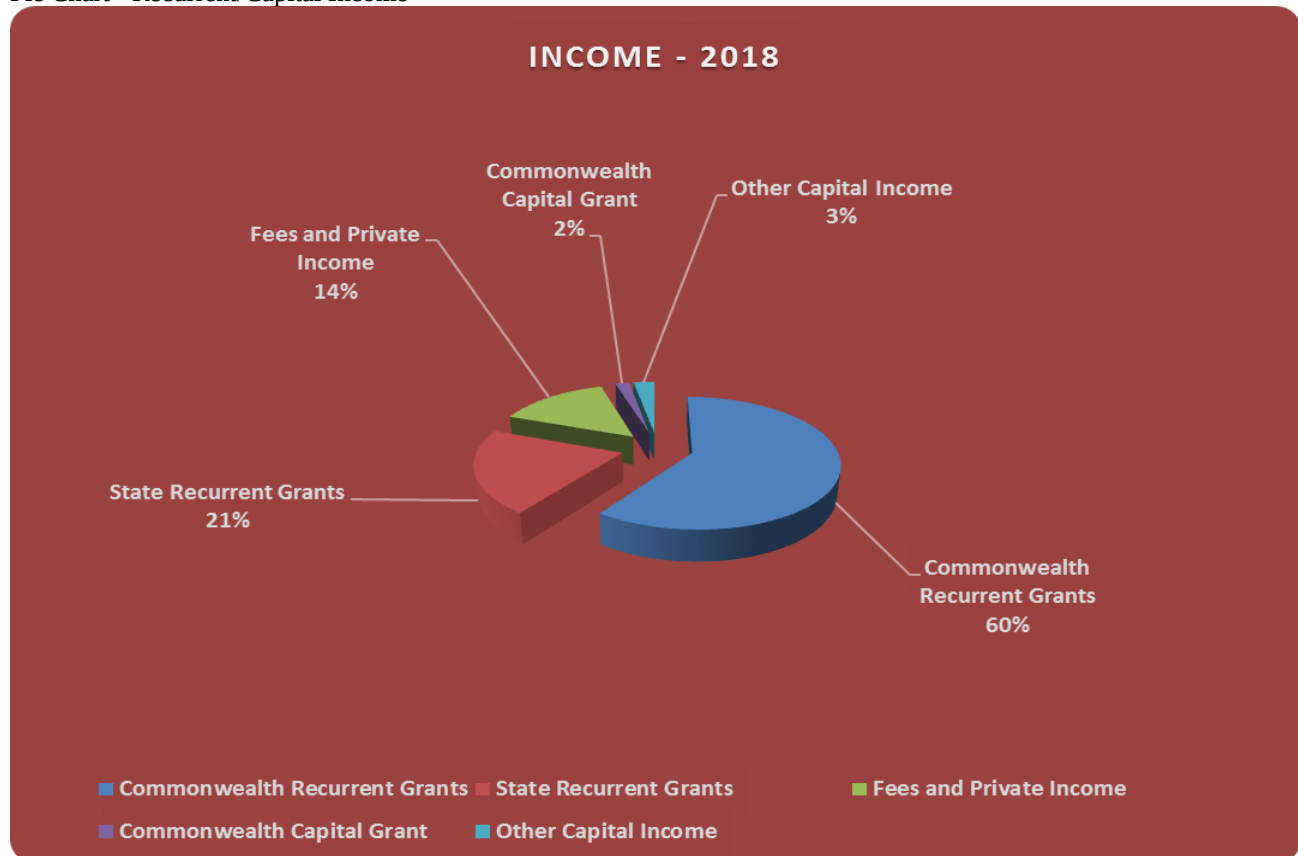
The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional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

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

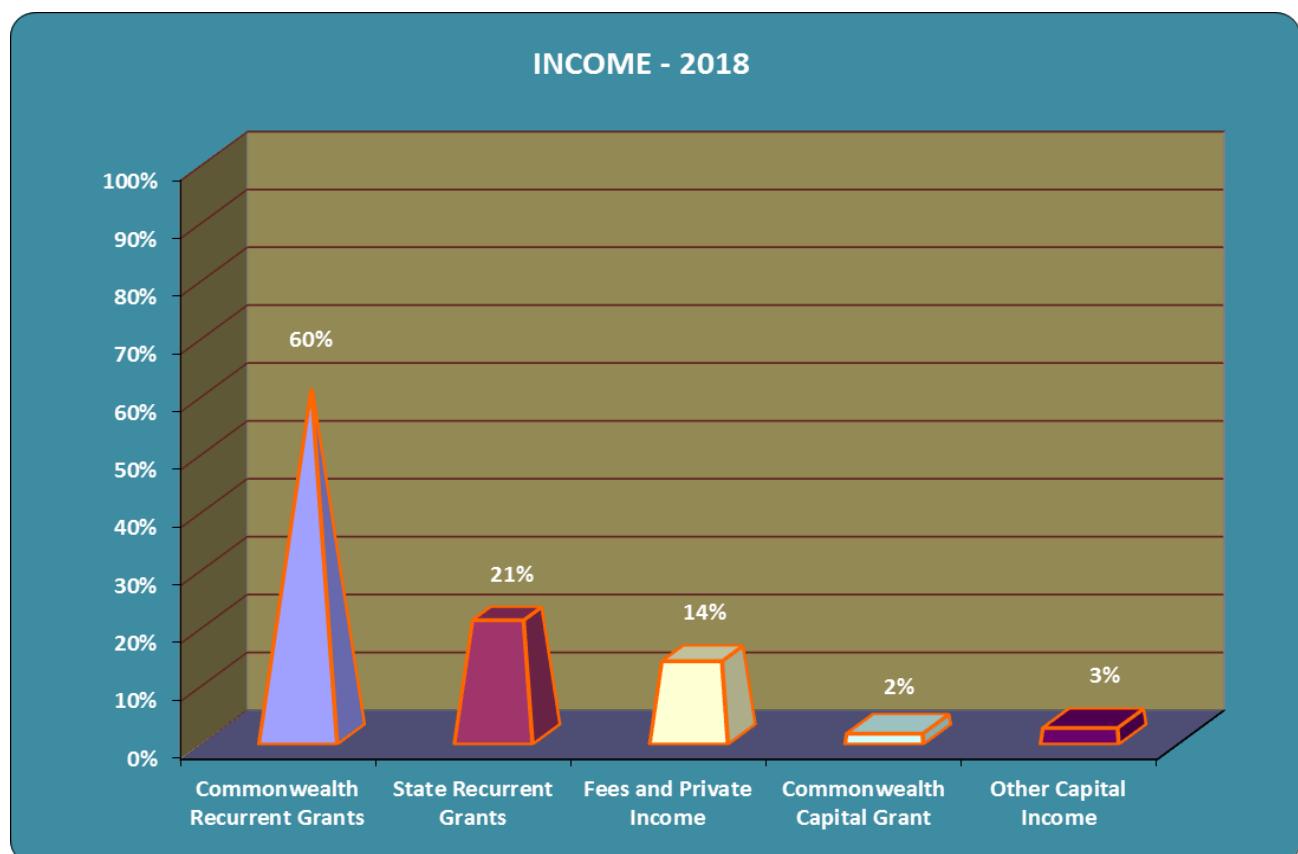
*survey results also include responses from the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

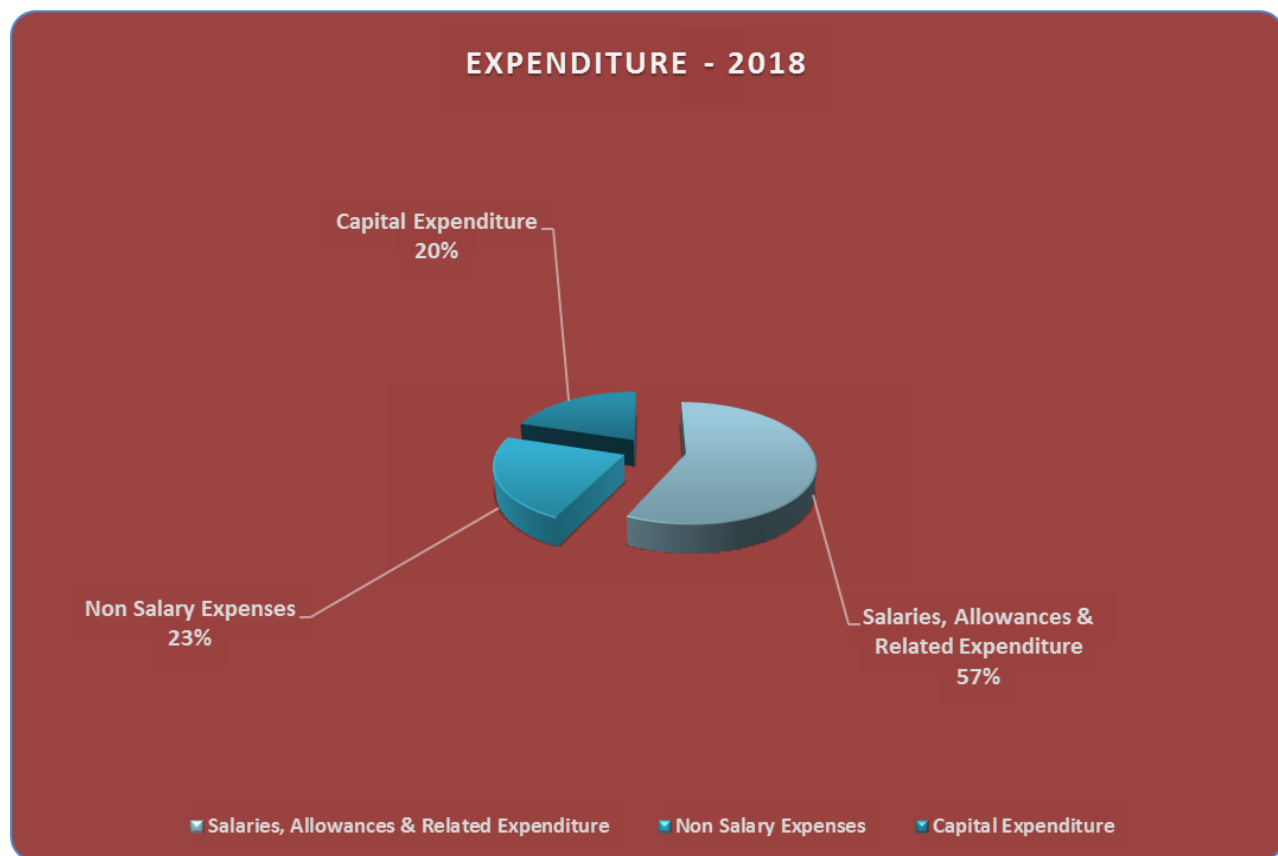
Pie Chart - Recurrent/Capital Income



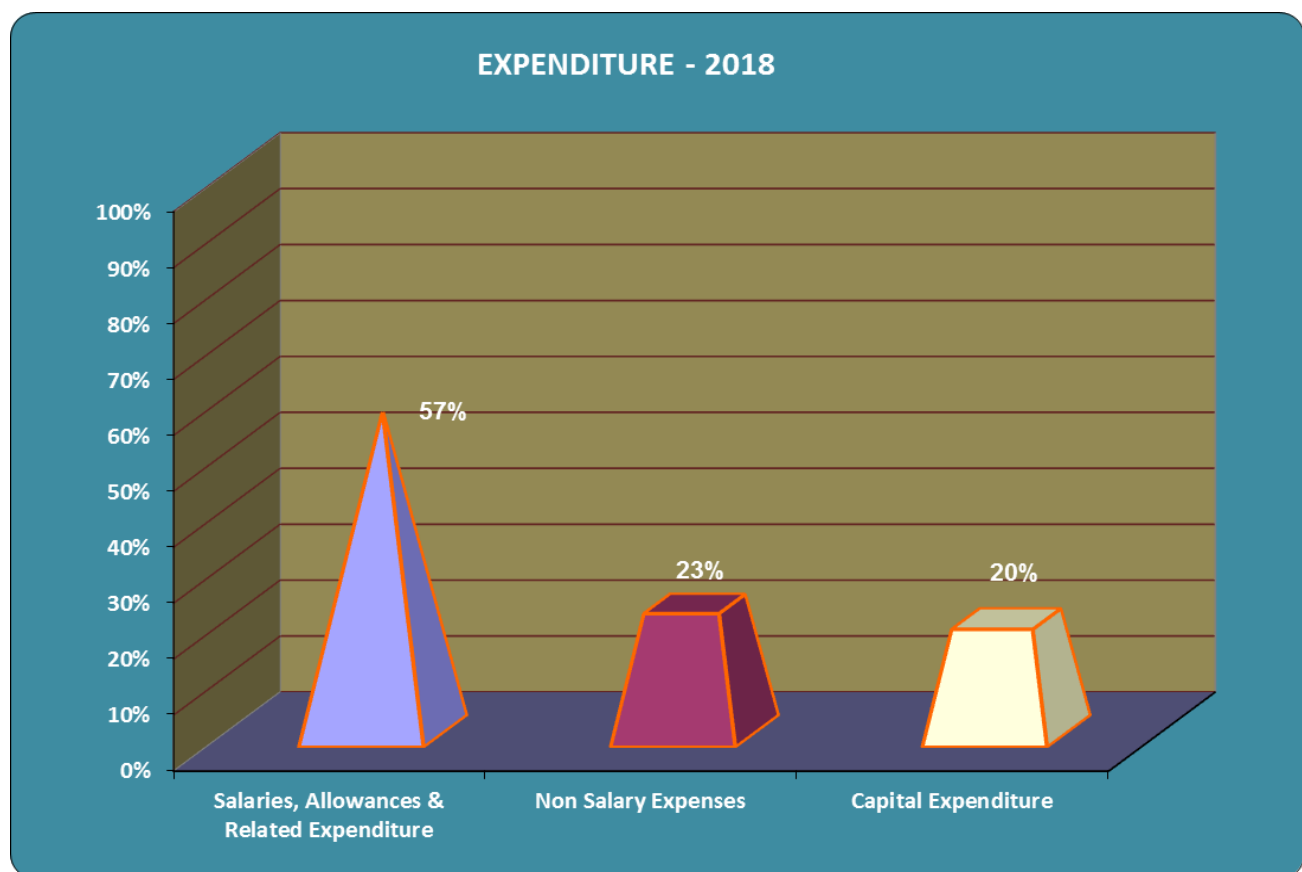
Column Chart - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital Expenditure



Reporting Area 14: Publication Requirements

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

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