

Al-Faisal College



ANNUAL REPORT 2011



Literacy Across the Curriculum

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Introduction

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

In its first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. In 2011, the College had 1297 students enrolled from K-12. Our fourth cohort of Year 12 students sat for the Higher School Certificate in 2011. The College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations. Although all the students are Muslims, 30% of staff are non-Muslims.

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

Community Welfare and Leadership Program

In 2011, the students of Al-Faisal College were given the opportunity to help them further in developing socially, emotionally, academically and Islamically.

Both the Primary School and High School students participated in the Peer Support Program. Year 6 and Year 10 students participated in a training program led by Rising Generations. The aim of the program was to develop, challenge and encourage our students to be leaders capable of realizing their own potential and make effective use of their talents and energies to make differences in the school.

These programs also developed the understandings, attitudes and skills necessary to help students

enhance their self-esteem, to be more resilient, cope with their changing environment and contribute to the well-being of the school community. Students in Year 7, 10 and 12 attended a Team Building Day at the Department of Sport and Recreation at Milson Island. The aim of this day was to assist our Year 7 students with their transition into high school.

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

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

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

Information Technology Report

2011 saw the expansion of Smart boards and new computer labs across the school, purchasing of ICT hardware and educational software, boost up of library resources i.e. Lexile and PRC books and the appointment of a second K-6 ICT teacher meant the school extended many of its accomplishments of the previous years.

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

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

Teachers have also participated in extensive professional development courses as well as learning how to use the Smart boards to improve the quality of teaching and students' learning. Education at Al-Faisal College has been transformed and transcended to a pinnacle beyond expectation, as a result of the technological innovations our school has undertaken in 2011.

ESL Supplementary Classes

Although 2011 has been a busy and challenging year for teachers it has also been a very exciting one. The year has seen many wonderful resources being added to our school to assist with the teaching of literacy and motivate the students to learn. Amongst the new ICT labs, smart boards and teaching support, Al-Faisal College has delivered us a much needed ESL program, which provided students with daily intervention to help improve their achievements at school.

The ESL departments, with the assistance of our support staff, have worked hard to develop new programs and introduce resources that would benefit our ESL learners. Our common goal helped and prepared the learners and teachers to take on new roles and that was with the participation of the National Partnership Program.

2011 was an exciting year for Al-Faisal College. A chapter which had started in 2010 will continue to unfold into the coming years with the success that has already begun to shine through.

Making Up Lost Time in Literacy Reading Program (Multilit)

In 2011, we continued with our Multilit and Minilit programs were introduced at Al-Faisal College. This wonderful program gave students in Years 2 and 4 an opportunity to receive intensive one-to-one tutoring 5 times a week for approximately 40 minutes. A number of students took part in the reading intervention program.

The College is pleased to report that some students successfully completed the program and became more accurate and fluent readers. Some students progressed from Level 6 reading ability to Level 18 in only two terms! Congratulations and well done! 95% of our Primary Students participated in the Premier's Reading Challenge, which was very successful.

Students continued to participate in the Mathletics Program which was very successful, as it allowed students to enhance their Numeracy and Technological skills by participating in online activities and competitions.

Educational and Financial Reporting Policy

Policy

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

Procedures

Procedures for implementing the policy will include:

1. identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
2. for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
3. determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
4. preparation of the report in an online or appropriate form to send to the Board of Studies
5. setting the annual schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders
6. provision of information for My School website, as requested.

Requests for additional data

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

DEEWR Annual Financial Return

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

Message from Key School Bodies

Managing Director's Message

At Al-Faisal College we have a mission and that is to sustain and secure success for all students. Our main goal is to ensure that our students become skilful, knowledgeable, responsible and contributing members to the Australian society through a process based on providing intellectual, social, spiritual and financial resources.

In the 2011, Building Education Revolution (BER) project have been completed successfully. These projects will enable students, staff and the community to have better educational facilities. These projects have enabled the college to:

- Upgrade existing assembly hall to a multi-purpose hall, for indoor sports, meeting area, events, functions, ceremonies and extra-curricular activities.
- Construction of Rooftop playground on level 6 – Building C
- Construction of science labs and preparation rooms.
- Construction of Language Centre, which includes video conferencing room, ICT enriched rooms and meeting rooms.
- Construction of covered walkway.
- Refurbishment of the frontage of existing building on Auburn Road.
- Refurbishment of the students' sick bay and relocation of students' toilet block.

Apart from the BER project, we have also completed secure school project funded by Australian Government through Attorney General's Office. We also got approval for Commonwealth Capital Grant towards partial cost of the construction of another rooftop playground on level 5 – Building B.

I would like to thank the Australian Government for the support that we have received through various programs, BER, BGA, National Partnership, Digital Education Revolution and others. I would like to thank all Councillors and staff of Auburn City Council for their continued support and cooperation. Thanks to all the Directors, Executives and staff members of the Association of Independent Schools of NSW for the ongoing support and advice to the College.

I thank the Federal and State Ministers for Education for their support and advice. Thanks to Board of Studies for their support, guidance and advice to the College. I would also like to thank the Auburn Police and Australian Defence Force. Thanks to our principal Mrs Adra Khan, Deputy Principals, Mr. Rompies and Mrs. Ghannoum, the coordinators, teaching and non- teaching staff. Thanks to the parents and our students for their great effort. I wish them success.

May Allah bless you all,

Wassalamu Alaikum

Mr Shafiq R. A. Khan

Managing Director of Al-Faisal College

Principal's Message

At Al-Faisal College we continue to promote a high standard of education and give students the opportunity to develop to their full potentials. Our main goal is to sustain and secure success for all students.

Our results in the Higher School Certificate exams were very pleasing in 2011. 100% of our students have been offered university placements. We are very proud of our students' achievements. A special HSC Achievers' ceremony was held at the college to celebrate and award Band 6 recipients with special awards.

Our Year 10 students performed extremely well in the School Certificate Examinations. Our results in the (NAPLAN) Tests for year 3, 5, 7 and 9 were also very pleasing. Similarly, our students who participated in (ESSA) exam in year 8 performed very well. The majority of our primary students participated in Premier's Reading Challenge and received certificates for their participation.

In 2011, we continued with our Scholarship Awards for students who displayed outstanding academic excellence from years 6 to 12.

In the year 2011, our members of staff were provided with opportunities to innovate their professional practice by attending courses run by the Association of Independent Schools (AIS) and other educational organisations. These courses will enable teachers to become more effective, knowledgeable and skillful in their planning, programming and teaching.

In 2011, we have been granted our Certificate of Registration from the NSW Board of Studies for Kindergarten to Year 6, based on our excellent programs and performances.

The parents of our students have been given an opportunity to attend workshops at the College, in order to strengthen the relationship between the College and the Community.

For leadership skills, our students participated in leadership conferences, workshops and conventions to help them in extending their skills and carrying more responsibilities in the wider community.

In 2011, our College has been able to purchase more resources including smart boards, computers and books to enhance students' learning and enrich them in technology.

In sports, our students participated in sport activities and a number of them received awards from Auburn City Council and Auburn Reviews. One of our Year 11 students received the prestigious 'Pierre De Coubertin' Award which celebrates the Olympic Spirit.

For charity and donation, our college has been able to raise thirty thousand dollars during the Holy Month of Ramadan to support the famine in Somalia. Thanks to the generosity of students, staff and the community.

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

Thanks to our students for their great achievements, the staff of the college and the parents. Many special thanks to our Deputy Principals Mr Rompies and Mrs Ghannoum. Thanks to coordinator Mr Mohammed Adra for his contribution to successful programs.

Many thanks to the Managing Director of the College, Mr Shafiq R.A. Khan for his great efforts and contributions to the expansion of the college and completion of projects. Thanks to the hairman of the College Board, Mr. Ibrahim Attallah.

Congratulation to our students, Staff and Parents for a wonderful and successful year.

Mrs Ghazwa Adra-Khan
Principal

Student Representative Council

2011 was another packed year of exciting and new opportunities for the students of Al-Faisal College. Students were involved in a number of initiatives designed to broaden their knowledge and practical skills, in pursuit of excellence and leadership. Captains and Prefects in Year 6 attended the 2011 National Young Leaders Day and the Primary Impact Leadership Conference. Selected students in High School attended various leadership days including 2011 National Young Leaders Day, World Vision Global Leadership Convention and the Community Relations Youth Leaders Day. Year 6 and Year 10 students took on the role of Peer Support Leaders bringing dedication, enthusiasm and effective leadership in the delivery of their programs. Year 11 SRC students also demonstrated outstanding leadership, volunteering their time to assist primary students with their literacy skills.

Year 6 students, Year 10 Peer Support Leaders as well as Prefects all had the opportunity to participate in a one day workshop led by Rising Generations. The aim of this day was to develop, challenge and encourage our students to be leaders who are capable of realising their own potential and make effective use of their gifts and energies to make a difference in their school, family and community.

Year 7 SRC students also attended a one day workshop presented by Rising Generations to help them with the transition to high school and to build a strong and positive dynamic within the year group. This was further reinforced with an excursion to Milson Island where students had the opportunity to develop skills and qualities through interaction and challenge in an open outdoor setting. Year 10 Peer Support Leaders and Year 12 students also attended an excursion to Milson Island and took part in activities which focused on personal challenges and achievement.

Some comments made by our SRC students after attending the Impact Leadership Conference are listed below:

In the Impact leadership conference, I learnt that one of the High Five Principles is generosity and this doesn't always have to be giving money. It could be you helping someone on crutches hold their books or help someone do their work because they may not have the full mental ability as them. I will try to put this in action at our school by reminding people to help others as much as they can and so will I. '

Mohamed Dib 6 Sapphire

I learnt from the Impact Leadership Conference to recover from my setbacks and keep trying to achieve my goal. This has taught me never to give up and to believe in myself to succeed. Practice makes perfect!

Ali Al-Rikaby 6 Royal

'If you fail once try again until you achieve your goal and go back for it even if it more than a million tries you still going and achieving it.'

Ahmed Yehia 6 Royal

The Student Representative Council (SRC) at Al-Faisal College is one of commitment, teamwork and enthusiasm. The elected students from years 12, 11 and Year 6 dedicate their time to introduce fundraisers for the school community, establish positive school and peer relationships and target key issues of concern. The aim of the SRC is to make the college a better place for everyone!

Every member is given an equal opportunity to be heard and put their ideas forward. All ideas are approached positively by the SRC members doing all that we possibly can to assist. During many of our SRC meetings cooperation is a great skill all have obtained which helps us become more considerate towards other people's ideas and views and allows for negotiation, to settle ideas and courses of action which will affect the entire college.

Throughout the year, the SRC have been extremely successful with major events and activities they have organised which have showcased their great organisational and leadership skills. They include: Peer support programs, conducting the weekly assembly and presentation day, Bandage Bear day, ANZAC Day ceremony, Clean up Australia day, Earth hour, Harmony day, Visit to 'My Home', toy collection drive for Westmead hospital, Food collection drive for Somalia, Cash donation drive for Somalia and much more.

A big thank you also goes to all SRC members, whose valuable time and hard work have paid off and set high standards for the years to come.

Contextual Information about the School

School Context

The school prides itself on attempting to provide students with a high quality education. The College's participation in National Partnerships has enabled the school to establish ESL Supplementary Classes and to introduce Multilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. The College is now also seeking to extend its reading intervention program in 2012 by introducing Minilit to targeted Year One students. This coupled with the support of paraprofessionals within mainstream classrooms will assist in the development of higher levels of proficiency in student first language as well as in their second language.

The school's participation in National Partnerships has greatly assisted in enabling the school to place a stronger emphasis on the integration of Information Technologies within classrooms. The employment of an ICT Learning Specialist as well as the introduction of Interactive Whiteboards (IWBs), computers and the deployment of educational software into classrooms and ICT laboratories has assisted greatly in raising the levels of student engagement while supporting the varying learning needs of students. The profound impact of the ICT Learning Specialist has resulted in the school seeking to employ a second ICT Learning Specialist to cater for the needs of students in 2012.

The on-going improvement of teacher quality is a feature of paramount importance at the College. As a result of National Partnerships, all staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-services have increased the opportunities for teachers to interact and create well-supported roles for staff. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Further contextual informational about Al-Faisal College can be located on the My School website:

<http://www.myschool.edu.au>

Student Outcomes in National and Statewide Tests and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2011. 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 2011 NAPLAN exams which further improved on the already high standard established in 2010. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our ESL, Multilit and after school supplementary programs.

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

In 2011, our students also sat for the School Certificate (SC) and Higher School Certificate (HSC). Our fourth cohort of HSC students recorded the school's best result in the exams with 100% of students being offered admission into a university undergraduate degree.

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

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

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

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

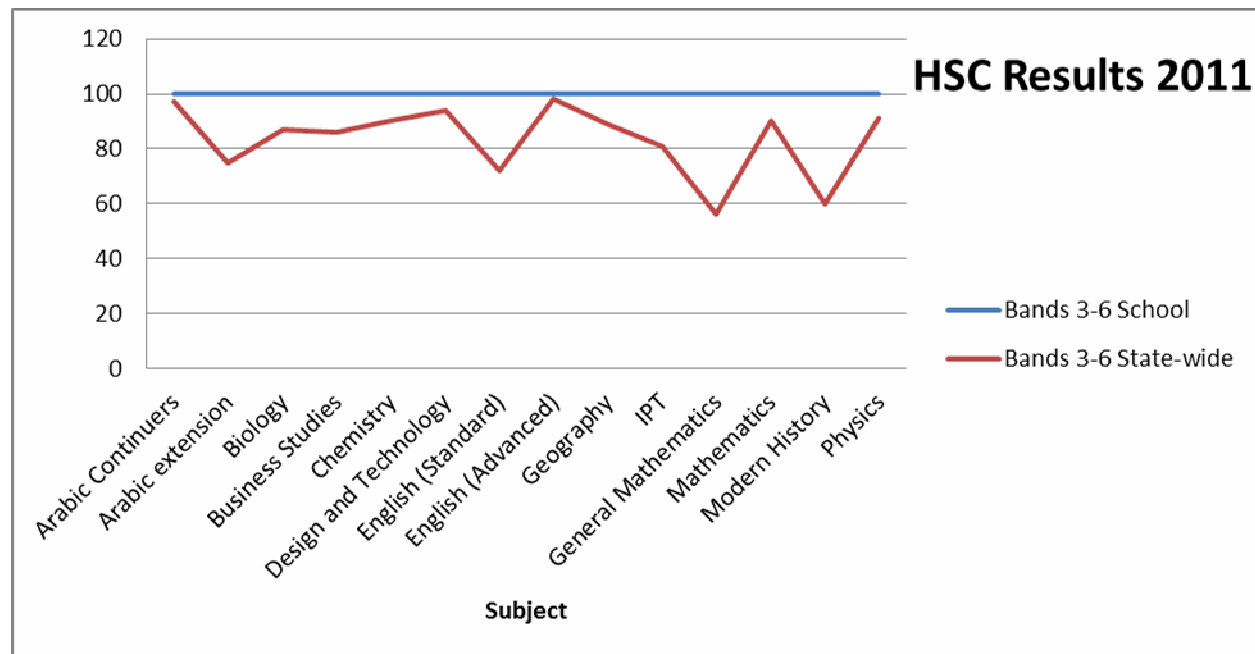
The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2011 NAPLAN years.

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.

Higher School Certificate (HSC)

In 2011, 26 students sat for the NSW Higher School Certificate in 14 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 44% of these placed in Bands 5 and 6 (80-100 marks). Of the 1 candidate who sat for a one unit extension course 100% achieved 25 marks or more out of 50. In general, student achievement was above state level. This has been a consistent trend over the past three years. This is a pleasing result, considering this as the fourth year that Year 12 students sat the HSC in 2011 at Al-Faisal College.

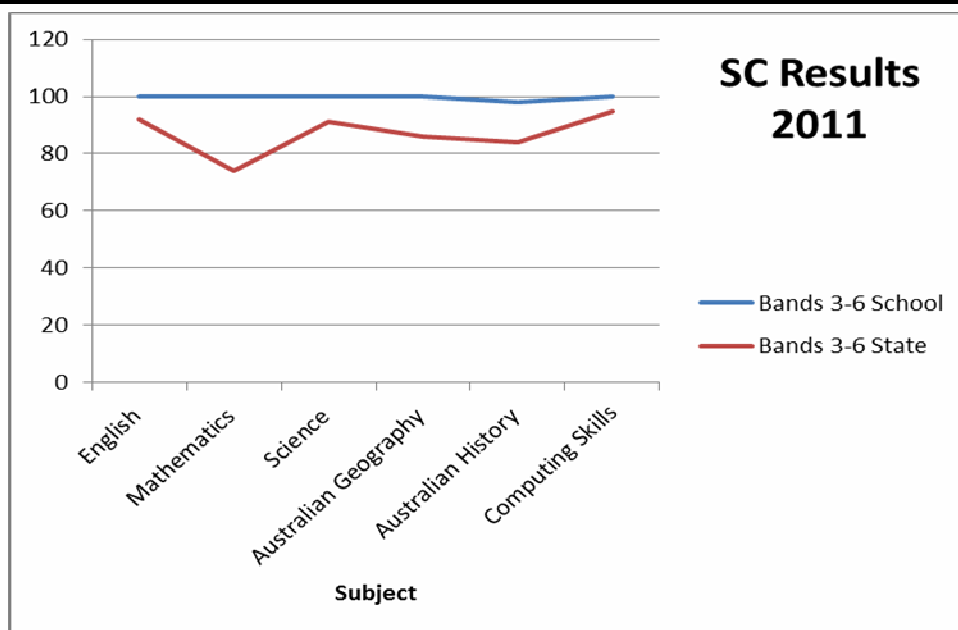
Subject	Year	No. of Students	Performance band achievement by number and/or%			
			Bands 3-6		Bands 1-2	
			School	State-wide	School	State-wide
Arabic Continuers	2010	4	100%	95.52%	0%	4.48%
	2011	5	100%	96.97%	0%	3.01
Arabic extension	2010	N/A	N/A	N/A	N/A	N/A
	2011	1	100%	75.8%	0%	24.19
Biology	2010	18	100%	89.75%	0%	9.8%
	2011	21	100%	87.22%	0%	12.74
Business Studies	2010	12	100%	90.18	0%	9.39%
	2011	16	100%	86.81%	0%	13.17
Chemistry	2010	7	100%	89.12%	0%	10.29%
	2011	8	100%	90.41%	0%	9.55%
Design and Technology	2010	N/A	N/A	N/A	N/A	N/A
	2011	4	100%	94.04	0%	5.94
English (Standard)	2010	9	100%	71.77%	0%	27.66%
	2011	15	100%	72.11%	0%	27.86%
English (Advanced)	2010	14	100%	98.95	0%	0.89%
	2011	11	100%	98.13%	0%	1.83%
Geography	2010	8	100%	91.91%	0%	7.61%
	2011	12	100%	89.93%	0%	10.03%
IPT	2010	2	100%	87.17%	0%	11.62%
	2011	4	100%	81.33%	0%	18.63%
General Mathematics	2010	15	100%	85.47%	0%	13.86
	2011	10	100%	56.7%	0%	20.26%
Mathematics	2010	7	100%	88.95%	0%	10.64%
	2011	13	100%	90.65%	0%	9.32%
Modern History	2010	6	100%	91.05%	0%	8.53%
	2011	7	100%	59.92%	0%	10.05%
Physics	2010	2	100%	92.42%	0%	7.13%
	2011	4	100%	91.43%	0%	8.23%



School Certificate Examination (SC)

50 students from Al-Faisal College sat for the School Certificate in 2011. Students performed at or above state level in the Six School Certificate Tests. 100% were placed in Bands 6, 5 and 4 in English Literacy as compared to 84% of the State. 82% were placed in Bands 6, 5 and 4 in Mathematics compared to 47% of the State. This is consistent with results in previous years. The number of students achieving Band 3 or above for Mathematics, Science, Australian Geography, Civics and Citizenship (100%) continues the trend towards stronger performance evident from previous years. The number of students achieving Band 6 has more than doubled from last year. One student was placed below band 3 in both the Australian History, Civics and Citizenship tests.

Test	Year	No. of Students	Performance band achievement by %				Grades allocated by %	
			Bands 3-6		Bands 1-2		Grades C-A	Grades E-D
			School	State	School	State	School	School
English - 200 hours	2010	43	100%	94.83%	0%	2.68%	79%	21%
	2011	50	100%	92.96%	0%	7.01%	80%	20%
Mathematics - 200 hours	2010	43	100%	82.60%	0%	14.81%	63%	37%
	2011	50	100%	74.82%	0%	25.13%	86%	14%
Science - 200 hours	2010	43	100%	91.51%	0%	5.9%	93%	7%
	2011	50	100%	91.55%	0%	8.23%	96%	4%
Australian Geography - 100 hours	2010	43	100%	84.27%	0%	13.02%	84%	16%
	2011	50	100%	86.51%	0%	13.46%	74%	26%
Australian History - 100 hours	2010	43	97.66%	79.61%	2.32%	17.67%	81%	19%
	2011	50	98%	84.29%	2%	15.68%	72%	28%
Computing Skills - 100 hours	2010	43	100%	97.27%	0%	0.15%	N/A	N/A
	2011	50	100%	95.89%	0%	4.08%	N/A	N/A



Senior Secondary Outcomes

In 2011, there were no students in Year 12 who participated in vocational and trade training.

Year 12 attaining a certificate/VET qualification

Year 12	Qualification/Certificate	Percentage of Student
2011	HSC	100%
2011	VET Qualification	0%

Professional Learning and Teacher Standards

Professional Learning

In 2011, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

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

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

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of New Scheme Teachers (NST) through and beyond the accreditation process.

In order to support NST's, the College continued the employment of a mentor to guide and support staff through the process of accreditation at Professional Competence level. 2011 saw the successful accreditation of 4 New Scheme teachers at this level.

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

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

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

2011 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
January - July	42 hours	AFC	AIS	Preparation for Principalship	1
27/1/11	1 hour	AFC	Health Representative	Asthma In service	86
28/1, 8/2, 22/2, 8/3, 22/3, 5/4, 3/5, 17/5, 7/6	54 hours (total)	AFC	AIS	Meeting the Needs of Diverse Learners Across the KLAS (NESB)	34
25/2/11	6 hours	Art Gallery	Art Gallery	ARTEXPRESS Teachers Day	2
16/3/11	6 hours	AIS	AIS	Using Interactive Whiteboards: Beginning Readers	2
16/3/11	6 hours	AIS	AIS	Child Protection Investigation Training	1
22/3/11	6 hours	AIS	AIS	Moving Beyond the Basics: Primary Teaching with IWBs	2
25/3/11	6 hours	The Kings College	AIS	AIS History Conference 2011: In spite of the Australian Curriculum	1
8/4/11	6 hours	AFC	AIS	Curriculum Differentiation: Meeting the Needs of Diverse Learners (K-6 staff)	52
8/4/11	6 hours	AFC	AIS	The Reluctant Reader in the Middle Years (HS staff)	34
11/4/11	5 hours	AFC	REVIVA	Workshop Senior First Aid	86
11/4/11	3 hours	AFC	REVIVA	Workshop CPR Resuscitation	40
29/4/11	6 hours	Uni. Of Tech.	AIS	AIS TAS Conference 2011: The Future of Design	1
25/5/11	6 hours	Art Gallery	AIS	AIS Visual Arts Conference 2011: Divergent Points, convergent forms & other possibilities	2
27/5/11	6 hours	Broughton Anglican College	AIS	AIS PDHPE Conference 2011: Improving student achievement in PDHPE	1
31/5/11	1.5 hours	AFC	Senior Coordinator	Child Protection In-service	52
2/6/11	6 hours	AIS	AIS	Engaging and Transformative Teaching and Learning	1
3/6/11	6 hours	AIS	AIS	Measure Up!	2
7/6/11	6 hours		Softlink	Oliver Catalogue Training	1

10/6/11	6 hours	AFC	AIS	Using the ESL Scales in the Primary Classroom	2
16/6/11	6 hours	AIS	AIS	Developing Independent Learners	2
17/6/11	6 hours	AIS	AIS	Making Maths Real	2
30/6/11	6 hours	AIS	AIS	Curriculum Renewal: Opportunities and challenges	2
1/7/11	6 hours	AFC	AIS	Teaching Literacy Across the Curriculum (HS staff)	28
1/7/11	6 hours	AFC	AIS	Literacy Goes Digital (K-6 staff)	52
1/7/11	6 hours	AFC	AIS	Using Interactive Whiteboards in Mathematics 7-12 (Math Department)	6
21/7/11	6 hours	AIS	AIS	Beyond the Games Sense Model: developing Game Play Intelligence in our students	2
27/7/11	6 hours	AIS	AIS	Challenge, Create and Innovate	2
29/7/11	6 hours	AIS	AIS	The Top Tips for Teaching Fractions	2
31/7/11	6 hours	Westmead Childrens Hospital	CHERI	CHERI Conference	1
12/8/11	6 hours	TTA	TTA Presenter	Standard Module C The Story of Tom Brennan	1
12/8/11	6 hours	AIS	AIS	Creativity is the Solution	2
24/8/11	6 hours	AIS	AIS	Creativity and Thinking 7-12	2
6/9/11	6 hours	AIS	AIS	Texts in Time: Frankenstein; Blade Runner	1
7/9/11	6 hours	AIS	AIS	Foundations of Coaching	2
8/9/11	6 hours	Intercontinental Hotel	Skill Path	The Managing of Unacceptable Behaviour	1
8/9/11	6 hours	AIS	AIS	From Fractions to Algebra	2
19/9/11	12 hours	Mercure Sydney Airport	AIS	AIS Primary Conference 2011: Foundations and Aspirations - The Heart of Education	2
20/9/11	6 hours	AIS	AIS	Area of Study: Belonging	1

22/9/11	6 hours	AIS	AIS	Curriculum Renewal: Opportunities and Challenges	2
26/9/11 - 27/9/11	12 hours	AIS	AIS	National Partnership - Low SES	4
4/10/11	6 hours	AFC	AIS	Digital Maths (K-6 staff)	52
4/10/11	6 hours	AFC	AIS	Visual Mathematics - I see it, I get it (Mathematics Department)	6
4/10/11	6 hours	AFC	AIS	Assessing writing (HS staff)	28
4/10/11	6 hours	AFC	The Logical Interface	Data Logger/Technology Training	4
11/10/11 - 12/10/11	1.5 hours	AFC	Senior Coordinator	Analysing NAPLAN data using SMART software	86
17/10	6 hours	AIS	AIS	Planning for Statistics and Probability Strand	2
30/10, 31/10	12 hours	Novatel Hotel	AIS	AIS Executive Conference 2012	4
16/11 - 17/11	12 hours	Multilit Head Office	Multilit Representative	Introducing Minilit	2
8/12/11	6 hours	AFC	AIS	The Language Teacher's Guide to the IWB (Level 1)	11

The average expenditure per teacher on professional learning in 2011 was \$496.85

Teaching Standards

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

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	84
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

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

Workforce Composition

In 2011, Al-Faisal College did not have any indigenous staff. Al-Faisal College Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

Student Attendance and Management of Non-Attendance, Secondary Retention

Student Attendance

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

Management of Non-Attendance

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

Student Retention Rates and Post School Destinations

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

78% of the students who completed Year 10 in 2009, continued to Year 12 in 2011. A majority of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances, migrating overseas or vocational training. 100% of the students who left at the end of Year 12 following the completion of their school education continued on to University.

Enrolment Policies and Characteristics of Student Policy

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

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

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

Procedures

The College will:

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

The College may decline a student enrolment if:

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

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

School Fees:

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

Enrolment:

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

Continued Enrolment:

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

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

School Policies

General Policies

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

Procedures for dealing with complaints against students

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

The Procedural Fairness Policy also incorporates:

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

Enrolment Policy

Al-Faisal College is a comprehensive K-12 institution providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. Considerations for all applications is given to the applicant's support for the ethos of the school, siblings already attending the school, if they are the child of a former student and other criteria determined by the school from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School's rules to maintain their enrolment.

Continuing enrolment is subject to the student's adherence to School rules (see enrolment and discipline policies) and payment of all School fees.

The location of the full text of Al-Faisal College's policies can be found on our school website, www.alfaisalcollege.com.

Student Welfare Policy

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Our school is committed to promoting the highest standards of behaviour and learning. Students at Al-Faisal College are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Student Welfare at Al-Faisal College:

- Encompasses everything the school community does to meet the personal, social and learning needs of all students

- Creates a safe, caring school environment where students are nurtured towards learning
- Caters for individuals, acknowledging differences and promoting harmony
- Incorporates effective discipline
- Incorporates preventative health and social skills programs
- Provides opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school, and derive enjoyment from their learning

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

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2011. Most policies are available on the schools website at www.alfaisalcollege.com

Policy	Changes in 2011	Access to full text
Child Protection Policy. This encompasses: ▪ definitions and concepts ▪ legislative requirements ▪ reporting and investigating "reportable conduct" ▪ investigation and documentation process	NIL	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
Pastoral Care Policy encompassing: ▪ Homework Policy ▪ School Merit System	NIL	Full text in: ▪ College information Booklet
Security Policy encompassing: ▪ Educational Facilities ▪ Visitor Policy ▪ Emergency Evacuation Policy ▪ Repair and Maintenance Policy ▪ Occupational Health & Safety Policy	Mobile Phone Policy for students was implemented	▪ Staff Induction Manual.
Communication Policy encompassing: ▪ Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being	NIL	Full text in: ▪ College information booklet ▪ Staff induction manual ▪ Student diary

Academic Policies encompassing: - School Assessment Policy - Homework Policy - Attendance Policy - School Certificate and HSC Appeals Policy	Examination Rules Policy was implemented In the School Assessment Policy: Deleted "Assessment tasks should be handed in during class time: Added "All assignments must be submitted by 9.00am to the teacher responsible on the due date"	Full Text in: - College Information Booklet - Staff Induction Manual - Student Diary - Summary in student course handbook
Codes of Conduct Policy encompassing: - The role of the student representative council (SRC) - Rights and Responsibilities of Students, Teachers and Parents	NIL	Full text in: - College information booklet - Staff Induction Manual
Excursion Policy	NIL	Full text in: Staff Induction Manual
Procedural Fairness Policy encompassing: - Dealing with complaints against students - Dealing with complaints against staff - Investigation Process - Findings - Disciplinary Proceedings - Notification to CCYP	Inclusion of the following: Allow opportunities for student/parents to be heard	Full text in: Staff Induction Manual
Professional Standards Policy encompassing: - Confidentiality and Professionalism - Support for College Policies - Equal Opportunity for Women	NIL	Full text in: Staff Induction Manual
Leaving School Grounds Policy		Full text in: Staff Induction Manual
Internet/Intranet and Email Policy encompassing: - Legal risks - Legal requirements - Best practices - System monitoring - Plagiarism & copyright infringement	NIL	Full text in: - Staff Induction Manual - College Information Booklet
Student Scholarships 7-12		Full text in: - Enrolment Policy - Enrolment Application Form - Enrolment Booklet
Admissions/Enrolment Policy	NIL	Full text in: Staff Induction Manual
Student Welfare Policy	Inclusion of the following: Allow opportunities to be heard	Full text in: Staff induction Manual
Behaviour Management Policy	NIL	Full text in: - Staff induction Manual - Information Booklet

Discipline Policies

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

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

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

- Parent Information Booklets
- Student Diaries

The location of the full text of Al-Faisal College's policies can be found on our school website

www.alfaisalcollege.com

Policies for Complaints and Grievances Resolution

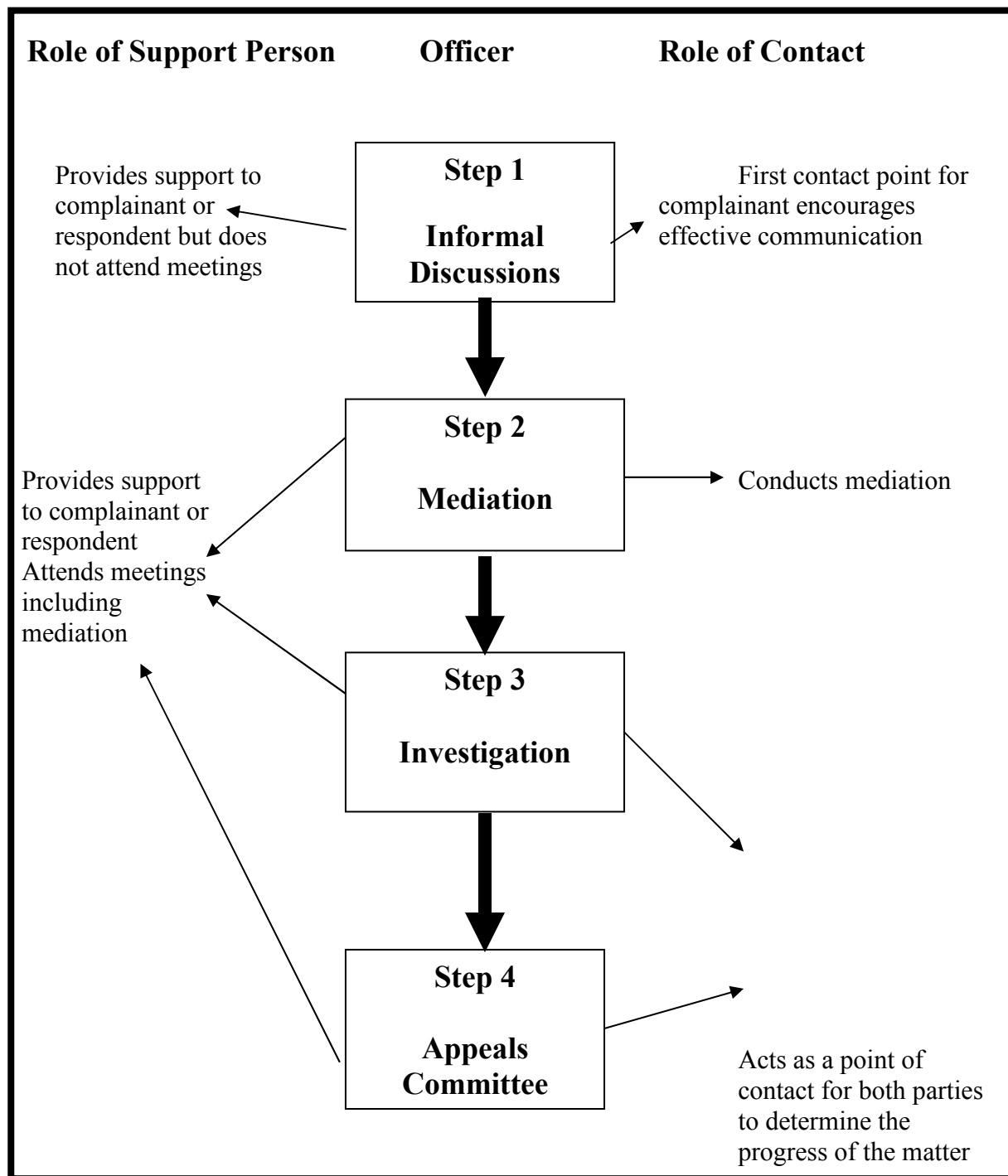
The School's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

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

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

The table below details the four step the College endorses as part of its grievance policy. The location of the full text of Al-Faisal College's policies can be found on our school website

www.alfaisalcollege.com.



Procedural Fairness Policy

A summary of the Procedural Fairness Policy is listed below. The full text of this policy can be accessed on the School's website: www.alfaisalcollege.com

General Policies

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
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- Make a final decision.

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

School Determined Improvement Targets

Area	Priorities
Teaching and Learning	• Develop a K-10 whole school approach to teaching reading • Paraprofessional to provide additional support to mainstream classroom teachers during Guided Reading sessions • Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade//faculty teacher representatives to take place twice a term to ensure ESL based strategies are embedded within mainstream classroom practice and programs. • Stage a 'Literacy Week' at the school. • Stronger transitional links between home – school, primary - secondary and secondary-university through on-going support. • Conduct regular interviews and surveys with school community to evaluate current projects, initiatives and targets • Increase student engagement levels through greater innovating and collaborative models of teaching
Student Achievements and Welfare	• Employment of a 7-12 Welfare Coordinator • Greater reliance and training given to Year Advisors • Reward student achievement through the implementation of new merit award system. • Continue the use of scholarships as a student reward and incentive program • Enable students to participate in programs that build leadership skills
Staff	• Maintain the employment of three (3) paraprofessionals to focus on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. • Maintain the employment of 2 ESL Specialists to focus on Stages One, Two and Three to teach in team teaching settings. • Pilot the employment of a Stage 4 ESL Learning Specialist to team teach within secondary faculties and to undertake staff mentoring and a lead role in school based PD. • Employment of a 2nd ICT Specialist Teacher • Data collection to inform future planning.

Staff Training	• Enhanced CRT capacity in literacy teaching through the development of staff professional learning plans linked to performance reviews • Series of practical workshops introducing various reading teaching strategies to be conducted • Teachers are better able to teach students how to get at the 'hidden' meanings of various text and literature. • Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.
Facilities and Resources	• Additional Smartboards to be installed • Digital resources used to enhance effective literacy instruction. • Greater access to PRC and Lexile books to cater for the diverse learning needs of students • Enabling students to self-manage their own library affairs through the Independent access to the library catalogue system
National Partnerships	• Year 9 NAPLAN Literacy mean will improve by a minimum of 6 basis points in all strands of literacy as compared to the same cohort in Year 7 from 2009 • Increase High School participation in Premier's Reading Challenge by 33% by the end of 2011 • Decrease the percentage of students recording below expected growth rates in literacy in Year 5 from 39.7% to 36.7% by May 2011 • Decrease the percentage of students recording below expected growth rates in literacy in Year 7 from 52.4% to 49.4% by May 2011 • The utilisation of the Learning Federation and Scootle on-line resource by teaching staff will increase by 25% by the end of 2011 • Improve the engagement of students and the ownership of their learning • Performance management plans developed for 40% of staff by the end of 2011 • Boost the College's standing with the community by furthering the capacity of the school to engage parents and the wider community • Improve the level of parent interaction at the College by 10% (through higher levels of attendance at parent workshops)

2011 National Partnership Priority Areas, Targets and Outcomes

2011 saw the continuation of the College's involvement in the National Partnership initiative. Our school has always been driven by our commitment to see improvement in students' academic performances in all Key Learning across K-12. Al-Faisal College managed to secure government funding that specifically targets our students in either literacy or numeracy. As a result, our participation in the Partnership saw many positive changes within our school community. These include:

- The continued employment of ESL teachers to run supplementary classes for students in Years 1-6.
- The expansion of the Multilit intervention reading program to target students in Years 2, 3, 4, 5 and 6.
- The introduction of Minilit in Year 1 as an early reading intervention program
- The employment of a second K-6 ICT Learning Specialist to conduct specific teaching programs to meet the needs of 21st century learners.
- The purchase of an additional 18 SMARTboards into primary and secondary classroom.
- Additional library resources (PRC, Lexile and general collection books).
- Parent workshops held twice a term on a variety of current and relevant topics and themes.
- After school student literacy classes for students amongst other significant educational reforms that took place in 2011.

Achievements of priorities identified in school's 2010 Annual Report

Area	Priorities	Achievements
Teaching and Learning	• Debate and Public Speaking Competitions to expand across and with other schools • Stronger transitional links between primary and secondary schools, this includes assessing student literacy and numeracy levels to allow for accurate class placements in year 7 • Continuation of ICT Classes for K-6 • Integration of computing skills across all KLAs • Implement strategies to improve outcomes for students needing learning support	• Debating and Public Speaking competitions were held for Years K-10. • Employment of a 2nd ICT Learning Specialist and the greater accessibility to computers and SMARTboards by mainstream classroom teachers has enabled a greater level of ICT integration within units of work. • ESL has evolved to be taught in team-teaching setting rather than being taught in isolation to improve the learning needs of students.
Student Achievements and Welfare	• 3 Classes for years 9 • Provide literacy support for students in years 7 and 8 • Provide a mentor program for students in Stage 6. • Develop K-12 Literacy Policy • ESL Support for K-6 • Continue MULTILIT program for year 2	• Introduction of three classes in Year 9. • No additional literacy support was given to students in Years 7 and 8. The employment of a Stage 4 ESL teacher will take place in 2012. • K-12 Literacy Policy and supporting documents completed that covers current practices, scope and sequence charts, units of work, assessments and the home to school and primary to high school transitions programs. • See comments above relating to ESL • MULTILIT was expanded to focus

		of learning needs of students from Years 2-6. Minilit also introduced in Term 4 as an early intervention program.
Staff	• Employ additional Library Assistant • Employ a second IT technician • Employ additional ESL Teachers	• All three employment positions were successfully filled in 2011 to provide a wider range of educational services to students
Staff Training	• Provide training to staff to allow for implementation strategies to improve outcomes for students needing learning support • Computer usage 'Edumate'	• All High School staff were involved in a series of 6 in-services examining the application of literacy and ESL based strategies across the curriculum. Primary staff explored curriculum differentiation, digital literacy and numeracy. • Computer usage of Edumate remained the same by the school's administration staff. A wider use of Edumate is evident by high school teaching staff with regards to reporting and assessment.
Facilities and Resources	• Additional Smartboards to be installed • Increase number of computers in staffrooms • Increase number of toilet facilities for students	• 18 additional SMARTboards installed across K-12 classrooms. • Staff has greater access to computers within classrooms. An adequate number of computers were noted within staffrooms. • An additional toilet block was established to cater for the larger number of primary students enrolled at the College.

School Initiatives and the Promotion of Respect and Responsibility

ESL Department

2011 has been a fantastic year for ESL. We have been able to increase the number of students from six to 10 this year making ESL more accessible for a larger number of students. We have three ESL staff catering for Stage 1, 2 and 3 of the primary, with plans to expand to Stage 4 in 2012. We were also fortunate enough to embark on team teaching to share our wealth of resources and teaching ideas with our class colleagues.

Teaching literacy is no longer about how we read a book, write a passage and make sense of a word. It now involves internet, keyboards and other smart technology. This has made the teaching of our content much more visual and hands on for our students. Having access to these in our classes has really made learning more meaningful and relevant to our students who are up against the traditional and modern technological based literacy.

ESL staff and students worked hard and together they helped class teacher achieve great results in their classrooms. All students made fantastic progress. The understanding and confidence of our students has become largely positive and they all look forward to the time they will be taken out of class for that magical session of ESL.

It was reward enough to observe how student skills and language development increased. The College had no students in band 1 and 2 in the NAPLAN tests which was a quiet success for us in the ESL department. All our students made progress with respect to literacy achievements but most importantly with their confidence and belief in themselves. We would not have been able to succeed in this without the support of all our team members including class teachers, Multilit, ICT, support staff and not to say the least for the executives in the school who worked hard to implement ESL into our National Partnership plan.

Parent Workshops

Al-Faisal College continued to host parent workshops in 2011 which have been a great success. The workshop topics included Literacy and Numeracy (Peter Tompkins and Sue Bremner-AIS), 123 Magic- Parenting Program (Gerard Moon- Auburn Council), the importance of the Quran and charity in our lives (Dr Al-Nakeeb-Al-Faisal College) and Cybersafety (Constable Shannon Thomson and Rana Al- Hinti- Auburn Police).

High School to University transition Program

High School students were provided with opportunities to explore various careers by engaging with guest speakers as well as visits to universities. Selected high achieving year 10 students attended a “Serious about Uni” workshop at the University of Western Sydney. Year 12 girls attended the Sydney Women in Engineering and IT Hands on Engineering and IT Day at the University of Technology. Year 10 and 11 students also had the opportunity to attend an Engineering and IT discovery day at the University of Technology. The annual Al-Faisal College Careers Night was a great success. Students and parents had the opportunity to speak directly with representatives from Australia’s leading education providers, professionals and university students from a wide range of fields.

Primary ICT

Each week students explore, learn and play with programs and software designed to teach and inspire.

In 2011 junior students used Kidspix, Scootle and Kidspiration. Senior students used more advanced programs such as Photoshop and NewsMaker. Students used technology to create imaginative designs through to researching topics from Human Anatomy to Australian History

Gymnastics

During 2011 students from all levels of our primary school participated in gymnastics sessions which were conducted at our school by qualified gym coaches together with the support of the class teachers.

By the end of the year, students went away with many of the skills that gymnastics imparts to people. Gymnastics has a lot of benefits for children. It improves muscle and bone strength, agility, mind and body coordination, concentration, awareness of the body and its strengths, determination, hand-eye coordination, communication skills and confidence.

Citizenship Award

Citizenship Awards are given to the students of Al-Faisal College every year. Individuals who receive this award are students who make special efforts in engaging with and contributing to society in their own unique manner. These students exhibit good citizenship skills and show that they are productive members of the society. These awards not only help in reinforcing positive behavior among the students but also raise their self-esteem. Students learn to respect others, respect their school and the community. A selection criteria is given to the teachers on the basis of which the students are selected. These awards are bestowed to the students who are:

- Outstanding in displaying the moral and social values in the school and the community.
- Shows positive attitude towards classmates, school and community.
- Displays an understanding and appreciation of civic values and responsibilities.
- Possess strength of good character and are honest.

Harmony Day 2011

At Al-Faisal, Harmony day is celebrated as a whole school event to help students to understand how Australians of different backgrounds live together. It provides a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live.

On Harmony Day, the school organised passports for each student and were asked to provide their personal information on the first page. The classes were transformed into different countries e.g. some classes were changed into Pakistan, Australia, Lebanon, India, France, Italy and more countries from around the world. We took our passports and visited classes that were representing different countries.

This special occasion improved student knowledge, as they worked together, researched and presented a variety of displays. From these displays students were given the opportunity to visit our class to learn about different cultures and traditions of the different countries from around the world eg: food, religion, clothing, festivals and significant things about their country.

Fundraising and Community Service

Some of the fundraising activities held at Al-Faisal College in 2011 included Bandage Bear Day. The fundraiser was enjoyable with many of our students getting a hug from our visiting special guest. We raised over \$2500 in supporting sick children and their families at Westmead Children's Hospital

State Emergency Service (SES) volunteer officers arrived at school, with their truck and lots of equipment they used for demonstrations. The SES talked about their role in emergencies such as fire and flood and what to do in those situations.

During the month of Ramadan, the College set out to raise funds for the people of Somalia who are suffering from civil war and the worse drought in the region on record. During the fasting month, the students at the school raised \$30,000. That's \$1000 a day! This made our fundraising campaign at Al-Faisal the most successful initiative since the school opened back in 1998.

The Prophet Muhammad was narrated to have said, "Love for your brother what you love for yourself". Our school community has shown that we truly hold the saying close to our hearts.

Initiatives Promoting Respect and Responsibility

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

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

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

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

- participate in a school community which promotes universal values

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

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

In 2011, the following initiatives were undertaken to promote respect and responsibility within the school community. These include:

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

Parent, student and teacher satisfaction

Teacher Satisfaction

It is the College's position that Professional Development is an integral component of teacher capacity building within the school. Since commencing the school's participation in National Partnerships, the College has attempted to organise Professional Development workshops and in-services as a process that targets specifically the strengths and needs of a specific teachers in order to create higher capability and understanding.

In 2011, the College invested significant amount of money in Professional Development courses and in-services for its staff compared to previous years. Therefore, from 2009 to 2011, there has been a significant increase in funding allocated at providing staff with greater professional development opportunities.

According to data collected from staff surveys, 96% of teachers believed providing greater professional development opportunities this year have helped to improve learning outcomes for students in literacy across all KLAs. This is an increase from 75% when staff were asked the same question one year earlier. This significant shift in teacher attitudes and belief has led to a greater staff satisfaction level amongst teaching staff at the College.

These Professional Development courses focused on developing the skills of teachers in various aspects of their teaching that included literacy planning days, utilising a wider range of literacy based strategies, writing in-services, developing and sharing resources more effectively, IWBs training, the analysis of NAPALAN data to better inform teaching practices etc. Data collected in 2010 found that many teachers felt that they needed more time to reflect on the professional learning that had taken place over the year. Many held the perception that too many different areas of learning were targeted in a very short period of time.

As a response to this, the College placed a strong emphasis on consolidating the learning that had taken place over the past two years to help in refining teaching practices and skills. Data collected indicated that 80% of all staff were 'satisfied' with the areas focused on during PD in-services this year. A further 93% of staff stated that they have modified their teaching practices to integrate literacy strategies as a result of participating in the in-services that have taken place since the start of National Partnerships (up from 81% the previous year). This is a further indicator of the consolidation of the learning that has taken place over the past year amongst staff across all faculties and also high satisfaction level amongst teaching staff at the College.

The process of consolidating learning has been aided by the employment of specialist teachers (ESL and ICT Learning Specialists) to further engage staff in ways that extend existing teacher practice and learning. Whole staff and stage meetings have been used as forums to help to facilitate teacher learning. External consultants have also been used in ensuring the cycle of professional learning continues.

Positive changes in teacher attitudes towards the teaching of literacy, ICT and the relevance of analysing NAPLAN data to inform teaching practice has also been evident.

Data collected in 2011 indicated that 92% of primary staff believed that 'adequate levels of support' is provided to students through the employment of ESL teachers, support staff and paraprofessionals.

- ❖ 92% of primary staff believe that literacy resources are at 'sufficient levels' to support student learning.
- ❖ 87% of primary staff believe that there is an 'adequate level' of ICT resources to enhance student learning.
- ❖ 85% of teachers believed that greater access to resources and use of technology have enhanced staff ability to teach literacy over the past 12 months.
- ❖ 95% of primary staff reported that they use ICT resources to teach and engage students in a variety of different ways with 90% of secondary staff sharing a similar view.

Overall, data collected pertaining to staff satisfaction indicates a high level of teachers pleasure with greater access to a wider range of literacy based resources and use of technology and support staff.

Parent Satisfaction

It is the school's position that engagement is an important outcome of schooling. It is also the College's position that parent engagement leads to higher overall grades and test scores, better student attendance rates, higher rates of homework completion, more positive attitudes and behaviours and assists considerably in greater enrolment and retention levels.

Data collected in 2011 pertaining to parent satisfaction levels revealed interesting results that need to be noted and discussed in terms of parental perceptions about the school in general and their attitudes towards literacy and numeracy.

The following findings were noted:

- ❖ Overall, parents of the College had a favourable view of the school, with an overwhelming majority feeling welcome describing the school environment as being safe and conducive to teaching and learning.
- ❖ Parents also indicated a high satisfaction in the quality of learning and teaching at the College.
- ❖ A majority also held the view that the school effectively monitored and targeted literacy and numeracy levels. This finding was reaffirmed with almost 90% of teachers employed at the College indicating that they are now aware of how to use the SMART software to analyse NAPLAN data and to use that data effectively in improving and modifying teaching practices and programs.
- ❖ When prompted about whether the facilities, resources and use of technology at the College have improved over the past 12 months since the College began its participation in National Partnerships, over 80% responded favourably with a further 81% also believing facilities and resources are now at 'sufficient' levels to support student learning.
- ❖ However, data collected also indicated that 80% of parents believed there was a greater need for additional ICT resources. This high figure is down from 90% the year below.
- ❖ As the College began to introduce computers and Smartboards into classrooms this year, 83% of parents believed that ICT resources being utilised at the College are now being used to teach and engage students in a variety of different ways.
- ❖ Overall, 68% of parents believed that student achievement levels have improved because of the increase in ICT resources.
- ❖ 61% of parents described the level of support as being 'high' with 54% of parents of high school students agreeing with the statement.
- ❖ With regards to parent workshops, 67% believed the parental workshops provide useful information to them that supported learning at home. The school will look at continuing and expanding these forums and workshops in 2012.

The above data indicates that parents of Al-Faisal College display a high level of confidence and satisfaction when asked to comment on the school's operational practices, quality of education, extra-curricular activities and facilities made available to students. The College will further work with parents in 2012 to ensure the school/home relationship continues to be nurtured and enhanced.

Student Satisfaction

Active student participation within the school and engagement in its grade, whole school and extra-curricular activities allows students to more easily identify themselves with the school, foster a sense of belonging that can help to promote a feeling of self-worth and assist students to become resilient learners.

The following findings were obtained pertaining to student satisfaction:

- ❖ With regarding to student perceptions of their teachers, many students believed their teachers used a range of teaching strategies such as group work, whole class teaching, quiet class work time and one-on-one assistance with students feeling comfortable in seeking help when required.
- ❖ 64% of student respondents viewed and described the activities planned in their daily English lessons as being 'interesting' with students acknowledging their teachers sound efforts and effective preparation skills.

Data collected in 2010 indicated that many secondary students and staff believed that the teaching of literacy was the sole responsibility of the English faculty with close to 40% of students failing to see how the English language they learn can be integrated into other subjects. As a response to this, the College has embarked on a series of in-services with our secondary teachers with a focus on 'literacy across the curriculum'. As such, student and staff responses indicate that the adoption of literacy specific strategies are now being integrated across all KLAs and faculties. In 2011 students indicated that 81% of them believed that the activities prepared by their teachers has helped them to improve their literacy skills across all KLAs

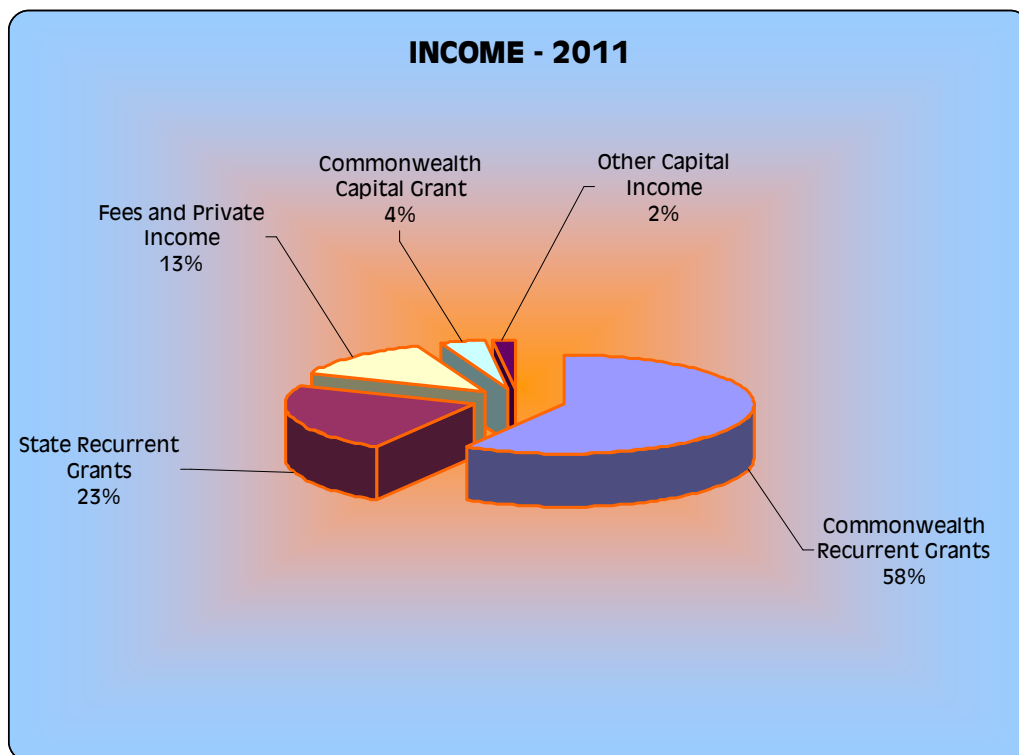
This clear shift in student attitude has come about as a result of the greater general awareness amongst both students and staff that literacy based strategies can be applied across all subjects. 63% of students now believe that their teachers regardless of their faculty or department are actively talking about literacy. Moreover, it is evident through staff performance reviews and team-teaching opportunities that student classroom experiences have been enhanced through discussions around language choices and approaches to texts that would enable them to refine the style of their writing and their use of effective reading strategies.

A considerably shift in student attitude was also noted when students were prompted about accessibility to ICT within lessons and their exposure to such technology. 58% of students responded favourably when asked if their teachers include a range of electronic learning tools to teach literacy.

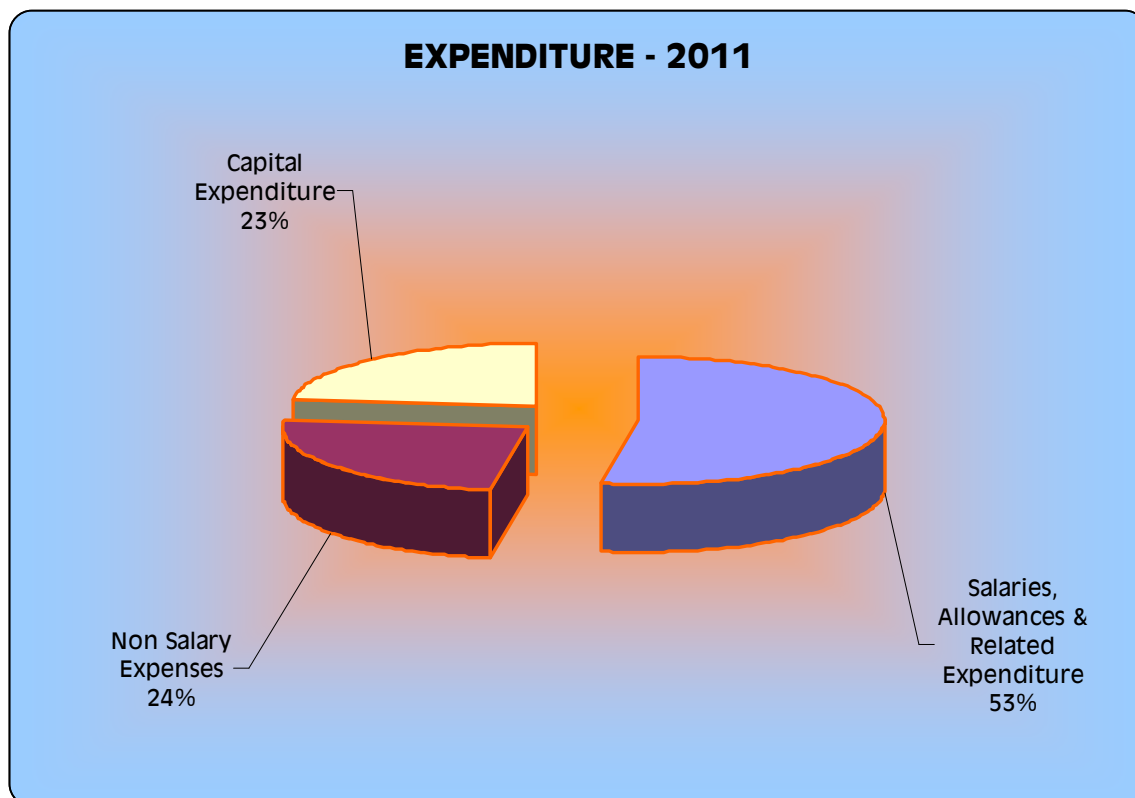
76% of students believed that they now have the computer skills to complete school work that has an ICT focus. This relatively high figure has primarily come about as a result of the employment of an ICT Learning Specialist. The College must now ensure that all students have access to 'adequate and sufficient' levels of ICT resources to ensure these skills are further enhanced with literacy based strategies a focus within such lessons.

Summary Financial Information

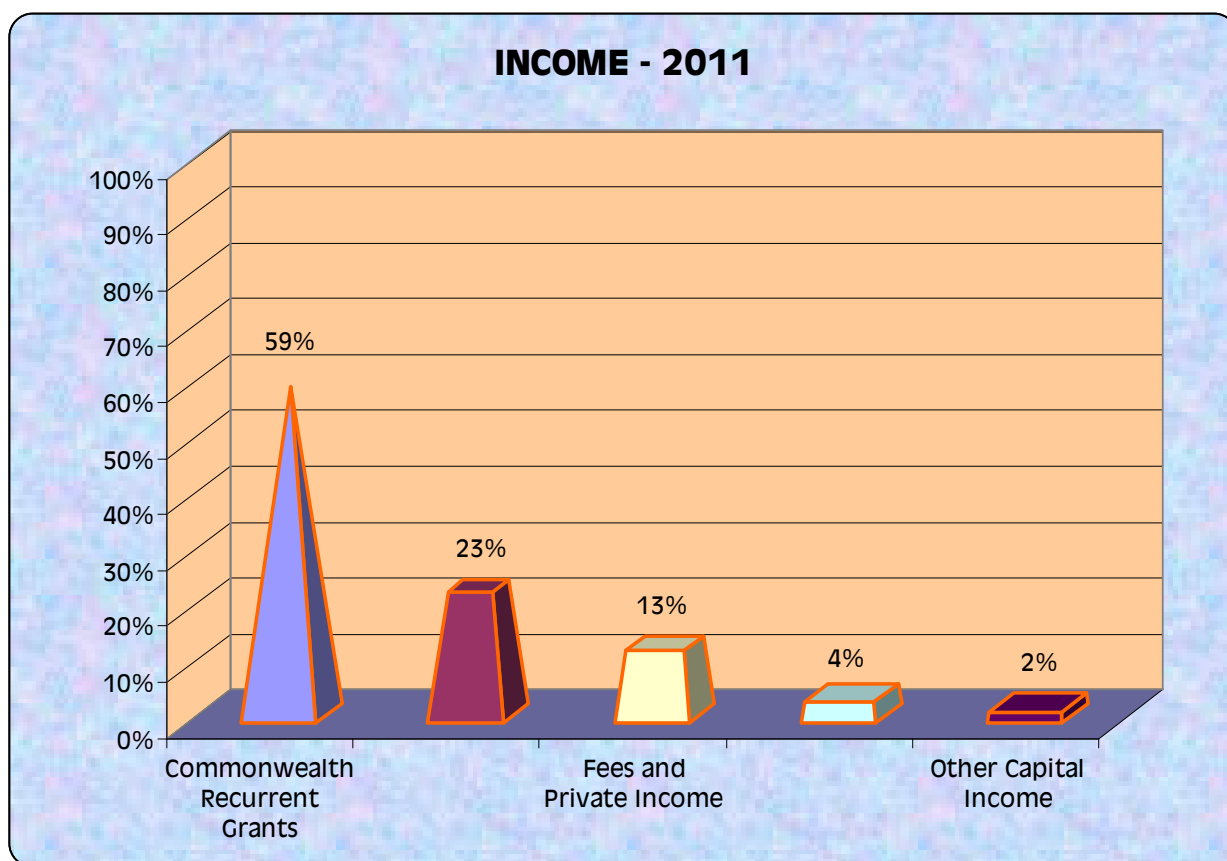
Graphic One: Recurrent vs Capital Income – Pie Chart



Graphic Two: Recurrent vs Capital Expenditure – Pie Chart



Graphic Three: Recurrent vs Capital Income – Column Chart



Graphic Four: Recurrent vs Capital Expenditure – Column Chart

