Al-Faisal College

ANNUAL REPORT 2008

Celebrating 10 Years

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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 the first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. In 2008, we had 864 students enrolled from K-12. Our first Year 12 students sat for the Higher School Certificate in 2008.

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 each 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 merits regardless of their colour, creed or religious affiliations. Although all the students are Muslims, the 40% 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 college. 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.

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment & Workplace Relations (DEEWR). This reporting will include annual reporting to publicly disclose educational and financial performance measures and policies of the school and the provision of data, as required, to the Minister that is relevant to the Minister's annual report to parliament on the effectiveness of the schooling in the State.

Procedures

Procedures for implementing the policy will include:

1. identification of the staff member responsible for co-ordinating 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 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 electronic form to send to the Board of Studies by no later than 30 June in the year following the reporting year.

5. the annual report will be made publicly available on the school website by no later than 30 June in the year following the reporting year.

6. setting the annual report 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

Requests from NSW Minister for Education and Training for data that is relevant to Minister's annual report

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person 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 by the date specified in the request.

DEEWR Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

Messages from Key School Bodies

Message from the Chairperson of the School Board

The School Board congratulates the Principal and her dedicated staff for producing excellent results throughout the school. Congratulations to the 2008 Years 10 and 12 students for achieving excellent results in both School Certificate and Higher School Certificate. The School Board acknowledges the dedication and commitment of the school staff, students and parents in providing better results every year. The School Board met on a regular basis during 2008 to discuss the progress and future direction of the school.

For many years, the progress of our school was hindered because of the lack of building infrastructure. We thank Auburn Council for approving our DA for the construction of additional classrooms and other resource centres. The new building which consists of five levels, provided additional high school facilities, including design and technology – major projects studio, visual arts, two science laboratories (including a huge prep room) and additional general learning areas. The four levels of the new building were made available for use during the year. The building construction was finalised at the conclusion of the 2007 school year for use in 2008.

We wish out students success at all times.

Value Added Information

Principals Message

At Al-Faisal College we have the opportunity to use a wide-ranging curriculum, which we feel best suits the needs of the students in our school, so they may have an equal opportunity to develop to their potential.

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

- The College participates in the celebration of Harmony Day on 21 March. The aim of the celebration is to emphasis on our traditional values, of justice, tolerance, respect, acceptance, equality and fairness. Our students participates in the Bulldogs NRL Harmony Day program at Telstra Stadium. The Department of Immigration used feedback from one of our students who attended the NRL Harmony Day.

- Students are encouraged to participate in Leadership programs or workshops. In 2008 a number of students from our High School, attended The National Young Leaders Day. The purpose was to inspire and equip students to be more effective in their school and society.

- In sport our K-2 Students participated in the "Buzzy Bees" Program which included various sporting activities such as gymnastics, hockey, and basketball. We have a swimming program for boys and girls from Years 2 – 10. We have other sporting activities such as athletics, rugby and soccer, and students from K – 6 have also participated in Football Competitions. Our students have been commended for outstanding sportsmanship.

- Our students attended various excursions including visits to the Sydney Aquarium, Imax Theatre, Blue Mountains, Canberra, Bathurst Goldfields,

Sydney Tower, Botannical Gardens and the Hyde Park Barracks, Luna Park, Homebush Bay and Wollongong.

- Once again, in 2008 a company called Deadly Australians Pty Ltd visited the school to present a hands-on show to teach our students about animals living in the Australian bush.

- At the end of Term 4, parents joined students and staff of Al-Faisal College at a school picnic at Bicentennial Park in Homebush Bay.

As the school is expanding, the staff has increased in number and in 2008, a Deputy Principal was appointed for the primary department (K-6).

- Our students progress is measured by established benchmarks across the state, such as NAPLAN for Years 3, 5, 7 and 9 and ESSA Tests for Year 8. Our results were pleasing and encouraging.

- In 2008 the construction of the new building was completed and our high school students were able to use the new facilities.

- The school started year 10 work experience program two years ago. The following activities also took place:
  o Year 7 Peer Support
  o Life Skills Presentation for Years 5-6 and 9-12
  o Year 6 Leadership Training course
  o Year 10-12 Information Evening Presentation with BOSLO representative.

- In 2008 the number of scholarships and award incentives rewarded and acknowledge were great. Students displayed outstanding academic excellence from Years 6 to 12.
  1st place: Full scholarship
  2nd & 3rd place: Half scholarship

4th & 5th place: Quarter scholarship

The scholarship program was very well received by the students and their parents. The scholarship program motivated our students and encouraged them to do their best. The scholarship program will continue in the future.

To conclude, I would like to congratulate our students, parents and members of staff for the great success we achieved in 2008. I would also like to thank the Al Faisal College Board, for their great efforts and dedication.

School Performance in State-wide Test and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2008. The reports for the NAPLAN (National Assessment Program – Literacy and Numeracy) and ESSA (Essential Secondary Science Assessment) are below. In 2008, our College also offered the School Certificate (SC) and Higher School Certificate (HSC).

1. NAPLAN

In 2008 The National Assessment Program - Literacy and Numeracy was introduced for all students in Years 3, 5, 7 and 9.The purpose of the National Assessment Program - Literacy and Numeracy (NAPLAN) is to assess the literacy and numeracy learning of students in all Australian schools.

The results of these tests will provide useful information for teachers and parents. In particular, they will help inform teachers in their ongoing efforts to address the literacy and numeracy needs of their students.

In NSW the NAPLAN tests replaced the Basic Skills Tests (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP).

Students from Year 3, 5, 7 and 9 participated in the NAPLAN Test, which was held in May. The test covered aspects of literacy and numeracy, including reading, language, number, measurement and space. The results are shown in skill bands, which indicate the levels of achievement. Six bands are reported for each year level. One of these bands will represent the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic Literacy and Numeracy skills needed to participate in that year level.

Al-Faisal College Test Results

NAPLAN results – percentages above minimum standard

2008 Test	Year 3		Year 5	
	Percentage of students at or above the minimum standard		Percentage of students at or above the minimum standard	
NAPLAN TEST	School (%)	State (%)	School (%)	State (%)
Reading	99	96	97	92
Writing	100	98	97	95
Spelling	100	97	100	94
Grammar and Punctuation	98	96	96	94
Numeracy	100	97	99	95

Percentages above minimum standard - Year 3

— Year 3 School (%)   — Year 3 State (%)

Percentages above minimum standard - Year 5

— Year 5 School (%)   — Year 5 State (%)
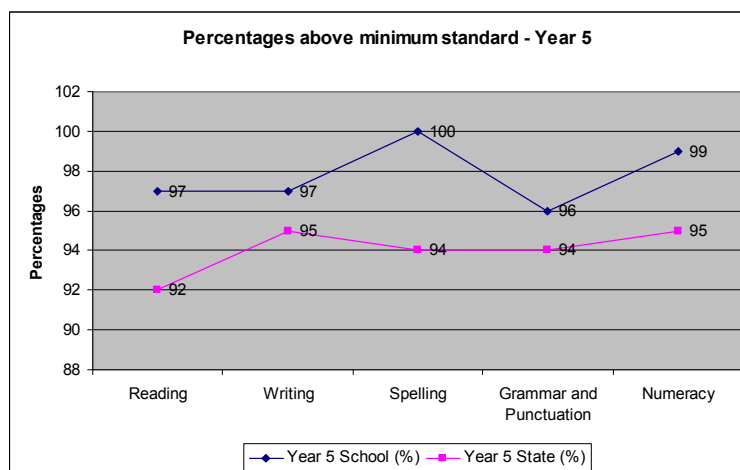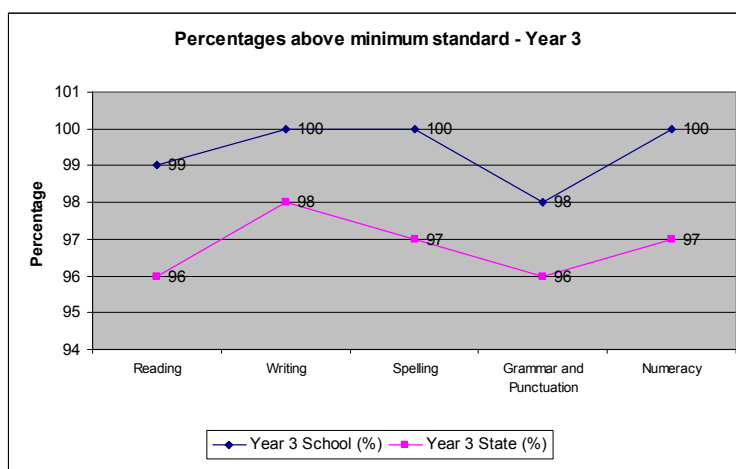
NAPLAN results – percentages in skills bands

2008 Test	Year 3				Year 5			
	Bands 2-5		Band 1		Bands 4-8		Band 3	
NAPLAN TEST (BST)	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
Reading	99	96	1	4	97	92	3	8
Writing	100	98	0	2	97	95	3	5
Spelling	100	97	0	3	100	94	0	6
Grammar and Punctuation	98	96	2	4	96	94	4	6
Numeracy	100	97	0	3	99	95	1	5

In 2008, all Year 3 and Year 5 students participated in the state-wide NAPLAN Tests.

In Year 3, 99% of students achieved at or above minimum standard in literacy compared to 91% and 96% achieved at or above minimum standard in numeracy compared to 90% of the state. As in previous years, students performed consistently across all aspects of numeracy and literacy components. Achievement in writing was 100% at and above the minimum standard which is comparable to the rest of the state.

In Year 3, 100% of students achieved at or above the minimum standard in writing, 90% in reading, 96% in grammar and punctuation and 96% in numeracy.

In Year 5, 94% of students achieved at or above the minimum standard in literacy as compared to 87% of the state and 87% achieved at or above the minimum standard in numeracy compared to 77% of the state.

NAPLAN results – percentages above minimum standard

2008 Test	Year 7		Year 9	
	Percentage of students at or above the minimum standard		Percentage of students at or above the minimum standard	
NAPLAN TEST	School (%)	State (%)	School (%)	State (%)
Reading	95	96	100	94
Writing	97	93	100	90
Spelling	98	94	100	91
Grammar and Punctuation	97	93	100	89
Numeracy	100	97	100	95

Percentages above minimum standard - Year 7

Year 7 School (%) 95 — Year 7 State (%) 96

Percentages above minimum standard - Year 9

Year 9 School (%) 100 — Year 9 State (%) 94
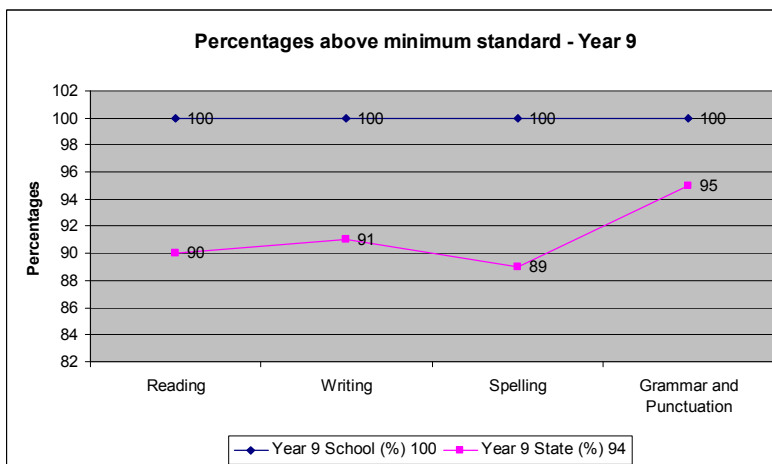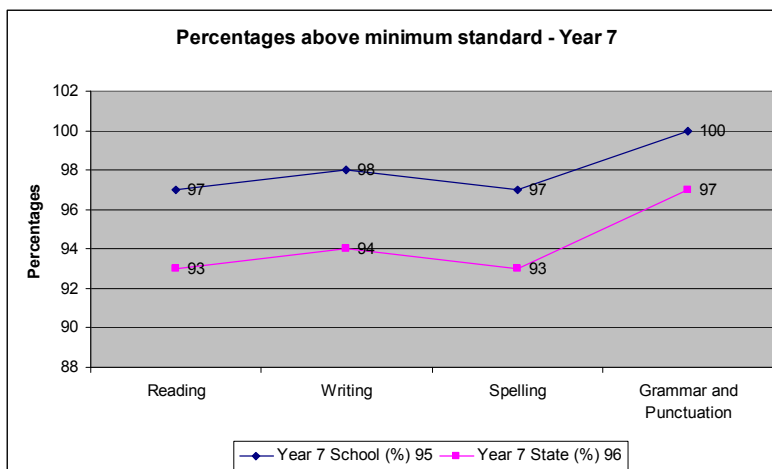
Percentages at or above minimum standard

2008 NAPLAN Test	Year 7 Percentage of students achieving	
	At or above minimum standard	At or above minimum standard
Reading	79	86
Writing	97	89
Spelling	94	91
Grammar and Punctuation	92	86
Numeracy	92	84

Year 9 Median

2008 NAPLAN Test	Year 9 Median	
	School Median	State Median
Reading	569.3	584.0
Writing	591.5	569.8
Spelling	613.9	586.4
Grammar and Punctuation	597.1	578.8
Numeracy	611.5	593.7

In 2008, 100% of Year 7 and 99% of Year 9 students participated in the National Literacy and Numeracy Testing.

In Year 7, 97% of students achieved at and above the minimum standard in writing, 95% in reading, 98% in spelling, and 97% in grammar and punctuation and 100% in numeracy.

In Year 9, 100% of students achieved at or above the minimum standard in writing, 100% in reading, 100% in spelling and 100% in grammar and punctuation.

All students achieved above the minimum standards in all aspects of the test. In year 9, 100% of students achieved above the minimum standards in numeracy.

Each year group generally performed at above average levels in each of the three literacy components of the test. In the numeracy component Years 3, 5, 7 and 9 performed above average.

2. Higher School Certificate (HSC)

In 2008 25 students sat for the NSW Higher School Certificate in 15 courses. In total 100% of candidates across all courses achieved marks of 50 or more. (Band 2 or higher) with 30% of these placed in Bands 5 and 6 (80-100 marks) of the 15 candidates who sat for a one unit extension courses 100% achieved 25 marks or more out of 50 with 25% of these achieving in the highest bands with 40 marks or more. In general, student achievement was at or above state level. This is a pleasing result, considering this as the first year that year 12 students sat the HSC in 2008 at Al Faisal College.

| Subject	No. of Students	Performance band achievement by number and/or%			
		Bands 3-6		Bands 1-2	
		School	State-wide	School	State-wide
Arabic Continuers	5	100%	92.75 %	0%	7.22%
Biology	17	94%	89.06%	6%	10.09%
Business Studies	11	100%	96.31%	0%	14.22%
Chemistry	9	77%	88.63%	33%	11.37%
Design and Technology	4	100%	94.48%	0%	5.48%
English (Standard)	16	100%	79.03%	0%	20.94%
English (Advanced)	9	100%	99%	0%	1%
General Mathematics	18	100%	82.2%	0%	17.76%
Mathematics	5	100%	87.62	0%	12.35%
Mathematics (Extension 1)	1	100%	95.79%	0%	4.19%
Modern History	4	100%	91.01%	0%	7.96%
History Extension	3	100%	95.37%	0%	4.61%
Senior Science	12	100%	92.93%	0%	7.05%
Society and Culture	8	87%	86%	23%	13.98%
Visual Arts	6	100%	98.77%	0%	1.19%
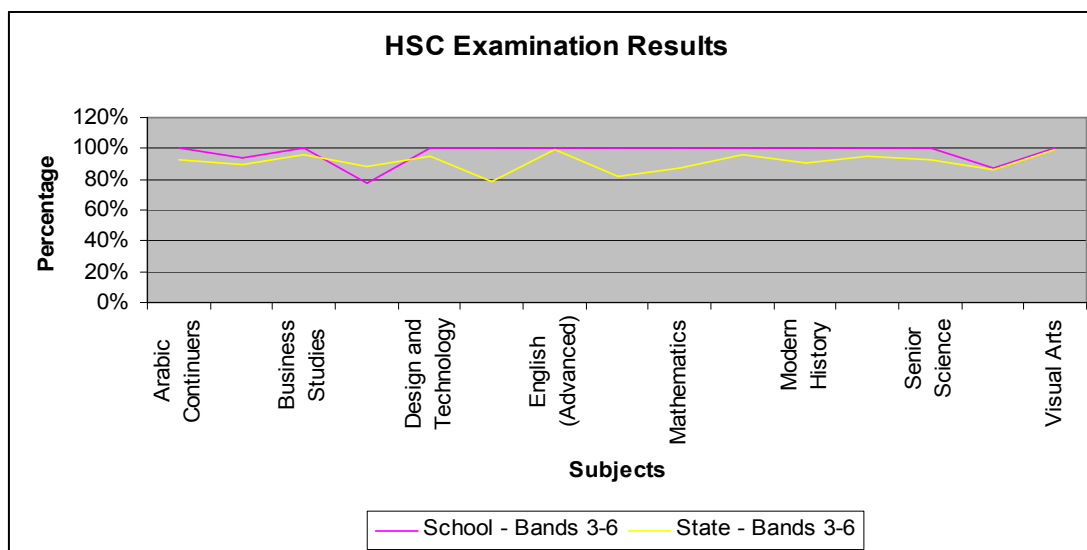
3. School Certificate Examination (SC)

29 students from Al-Faisal College sat for the School Certificate in 2008.

Students performed at or above state level in the Six School Certificate Tests. 86% were placed in Bands 6, 5 and 4 in English Literacy as compared to 76%, 51% were placed in Bands 6, 5 and 4 in Mathematics compared to 49% of the state. This is consistent with results in previous years. The number of students achieving Band 3 or above for Science (100%) continues the trend towards stronger performance evident from previous years, particularly the increasing number of students achieving bands 5 and 6. No students were placed below band 3 in Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship tests.

Test	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	29	100	96.11	0	3.85	75	25
Mathematics 200 hours	29	86.18	78.9	13.79	21.06	62	38
Science 200 hours	29	100	86.69	0	13.28	62	38
Australian Geography 100 hours	29	100	89.17	0	10.79	86	14
Australian History 100 hours	29	100	82.71	0	17.26	65	35
Computing Skills 100 hours	29	100	98.17	0	1.81	100	0
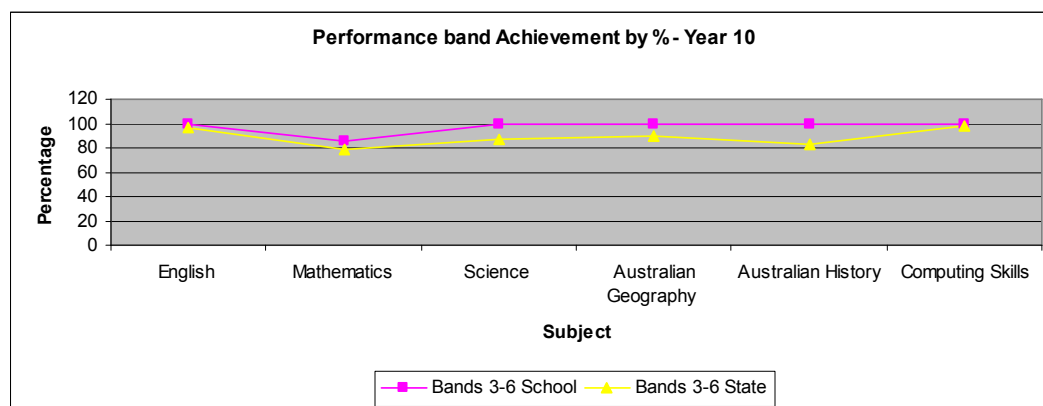
Professional learning, teaching standards, attendance and retention rates

Professional Learning

The school executives participated in various leadership seminars and meetings conducted by the Association of Independent Schools. All teaching staff participated in the onsite seminars organised by the Association of Independent Schools. During the school staff development day, all the staff participated in literacy seminar conducted by The Association of Independent Schools. In addition the following professional development activities were undertaken by the staff throughout 2008.

Description of the Professional Learning Activity	No. of Staff participating
CSOHS Online	1
English Teaching in-service	7
ISTAA – Experienced Teacher	1
English Teaching and Learning	5
OHS Management systems Training Secondary Science Laboratories	1
Optimism, Ethics and Young People	2
Primary New Scheme Teachers: Supporting a Successful Start	1
Getting the Best out of your HSC Science Classes	1
AIS Mathematics Research Conference – Putting Research Into Practice	2
Distinctively Visual	1
Stage 6 Extension Courses: The 60-hour Challenge	1
Secondary New scheme Teachers	1
Senior First Aid Training & Resuscitation Course	51
AIS TAS Conference 2008 - "Innovation Through Design"	1

Identifying and Notifying Risk of Harm in-service	30
English Teaching and Learning in-service (2nd Group)	7
Designing units of work for years 7-10 Visual Arts	1
Chill – Coping with Stress in Senior Studies	1
IPT – The Prelim Course	1
ETA Annual Conference – New Texts: (R)evolution or (Re)action?	1
NSW Positive Directions in Ant	3
Flexible BIMP	2
Onsite Edumate Training	4
CSTA Workshop - Python: OOP Intro	1

The average expenditure per teacher on professional learning in 2008 was $217.70.

Teaching Standards

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

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	55
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualification	4
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Teacher Attendance and Retention Rates

In 2008 the average daily staff attendance rate was 95%. The proportion of staff retained from 2007 is approximately 94%.

Student Attendance, Retention Rates and Post School Destinations

Student Attendance

Ninety-six percent of students attended school on average each day in 2008. This was similar to the daily attendance in 2007. The school has procedures in place to monitor student attendance throughout the day.

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.

Al-Faisal College compares students completing year 10 in 2006 and that continued to year 12 in 2008. The actual retention rate is shown in the table below:

Years Compared	Year 10 total enrolment 2007	Year 11 total enrolment 2007	Year 10 enrolment remaining in year 11	Actual Retention Rate
2006/2008	32	25	19	78%

Post School Destinations

Based on the information provided to the school when students leave it would appear that most of students left school because of family circumstances or going overseas while few left as they wanted a change of environment for the final years of their schooling.

Enrolment Policy

Al-Faisal College is a comprehensive co-educational K-12 school providing an education underpinned by Australian and religious values and operating within the policies of the 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 of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

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

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

Procedures

The College will:

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

The College may decline a student enrolment if:

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

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

<u>School Fees:</u>

- 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.

<u>Enrolment:</u>

- All student admissions are allocated on a yearly basis.

- Enrolment will comply with the Disability Discrimination Act.

<u>Continued Enrolment:</u>

- Parents will be required to complete and sign a 'Re-application of Enrolment' form at the end of each academic year if they wish for their children to return to school the following year.

- Pre-requisites for continued enrolment includes **<u>satisfactory</u>**:

  o 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).

  o Behaviour, appearance, attendance and use of college facilities and resources.

  o Payment of school fees by due date.

  o If a parents withdraws a child to attend another school without the Principal's approval, other siblings will lose their places at our College.

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

Student Population

In 2008, the school had 864 students of whom 211 were in the secondary school. There were approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English.

Student Welfare Policy

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

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

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

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

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

The full text of the Student Welfare Policy is in the student diary and in the college information booklet and staff induction manual.

To ensure that all aspects of the college's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place (or developed) during 2008.

Policy	Changes in 2008	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	Changes to include K-12 and new building	To be issued to all staff members. It is included in the 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	NIL	Full Text in: ▪ College Information Booklet ▪ Staff Induction Manual ▪ Student Diary
Codes of Conduct Policy encompassing: ▪ The role of the student representative council (SRC) ▪ Rights and Responsibilities of Students, Teachers and Parents ▪ Behaviour Management	NIL	Full text in: ▪ College information booklet ▪ Staff Induction Manual

Policy	Changes in 2008	Access to full text
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 this policy under Professional Standards	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
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	Scholarship holders entered in all ICAS Competitions on behalf of the school	Full text in: ?
Admissions/Enrolment Policy	Request for leave – must be in writing to the Principal	Full text in: Staff Induction Manual

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

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

The full text of the school's discipline policy and associated procedures is provided to all members of the college community through College Information Booklet, Student Diary and staff induction manual as part of the College's Student Welfare Policy.

Policies for Complaints and Grievances Resolution

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.

An appropriate outline of the policy and processes is provided in the College Information Booklet. This policy is under redevelopment and once finalised will be included in the staff handbook and College Information Booklet.

School-determined improvement targets

Achievements of priorities identified in school's 2007 Annual Report

Area	Priorities	Achievements
Teaching and Learning	Year 12 Program	Finalised Year 12 Program for Inspection
	Year 11 Program	Made alterations to Year 11 Programs as suggest by BOS
	Increase student computer access	Introduction of IPT and IST courses
	Increase number of Stage 6 courses	Introduction of Senior Science and English Extension courses
	Greater link between Primary and secondary staff	Introduction of K-12 coordinators meetings
	Improve study skills	Introduction of 7-12 Study Skills Program
	Offering Industrial Technology to Year 9	Introduction of Industrial Technology
	Support staff for 7-12 English and Maths	Support to Years 7-12 Students with Literacy and Numeracy
	Participation in ESSA (Essential Secondary Science Assessment)	ESSA undertaken by year 8 Students
Student Achievements and Welfare	Improve student fitness	Introduction of students fitness program for Yr 3-6 and 7-8
		Increased participation in number of school sport competitions
	Increasing need for Peer Support	Implementation of Peer Support Program for Year 7 & 10

	Dealing with an increasing number of bullying incidents	Implementation of 7-12 School Bullying Program - Anti-Bullying Workshops
	Greater involvement of students within the school community	Increased number of activities available for Student Representative Council to be involved in.
Staff	Increase in student numbers	Employment of second Deputy Principal
	Increase in secondary discipline issues	Appointment of 7-12 Discipline Coordinators of Boys (1) and Girls (1) Year Advisors in High School
	Assist large number of New Scheme Teachers employed by the school	Appointment of K-6 NST Coordinator Appointment of 7-12 NST Coordinator
Staff Training	Conduct Senior First Aid course for staff	Undertaken by all staff who did not have current first aid qualifications
	Conduct CPR Refresher course for staff	Undertaken by all staff who have current first aid qualifications but needed to renew CPR certification
Facilities and Resources	Construction of New Building	More rooms More furniture More teaching resources eg computers, OHP, DVD/VCR/TVs, Student Lockers

2008 Priorities areas for improvement

Area	Priorities
Student Achievements and Welfare	• Revised Student welfare policy and introduction of Student behaviour management
Increase use of library	• Employment of Teacher/librarian • TV/AV/DVD setup in library • Connection to Foxtel for educational Programs
Teaching and Learning	• Installation of computers in the library
	• Installation of 2nd computer lab
	• Improved literacy and numeracy intervention strategies K-2 • Enhance stage 6 curriculum

Facilities and Resources	• Fully Roll out school wide administration software for:
	     o Student details
	     o Student attendance
	     o Marks
	     o Student reports
	     o Student background information
	     o Etc

Initiatives Promoting Respect and Responsibility

Through our ethos, practice and beliefs we exercise and teach the importance of student respect and responsibility in and beyond the school environment. Our school community is committed to producing students who belong to and represent a civil, caring and just society. Respect and responsibility are incorporated into school's management plan and affect the whole school community. This includes the contribution to a socially cohesive and culturally rich society.

We are employing a *Values Education* approach at our school. To do this at our school, we have incorporated values education into PDHPE and Islamic studies programs. Our students are actively involved in discussing and creating lists of values as the main focus. We feel that this process allows students to become more actively involved in creating classroom rules, where they are engaged in using the appropriate language and able to identify what is respectful and what is not.

Elements of the school plan focus on:

- the consistent use of good manners : students are reminded on a daily basis through morning assembly and before and after school prayers. This is also reinforced in classroom activities.
- ensuring that students know and understand the words of the National Anthem : regular practice in classrooms. Also the National Anthem is sung at the beginning of every assembly.
- students taking responsibility for maintaining an orderly classroom and a clean playground
- students using an appropriate manner of speech when talking to teachers, adults, members of the community.
- appropriate behaviour on the sporting field, displaying good sportsmanship

- celebrating days of cultural and historical significance such as Harmony Day and Anzac Day. Remembrance Day.: all students are actively involved through various activities. Eg poetry, designing posters, speeches, etc
- encouraging parents to set a positive example within the school.
- We promote peace and understanding through interfaith and intercultural interactions.
- We teach children in our schools to be proud Australians and model citizens, and to participate positively in building a prosperous, harmonious and safe society in Australia.
- We teach the children in our school to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.
- We teach our children about the rights of their neighbours and their entitlement to respect, care and the protection of their property and persons.

As part of our social skills program:

- Brainstorm Production were invited to our school to promote respect, responsibility and to eliminate bullying.
- Buddy Programs and Peer Support was implemented – Students were buddied up with a student from a higher grade for a range of cross-curriculum activities.

Traditions and celebrations conducted in 2008 that added value to our school were:

- Kindergarten orientation
- A whole school picnic for parents, students and teachers.
- Schools cleanup Australia Day
- The ANZAC memorial service
- Harmony day

Al-Faisal College aims to provide innovative education to develop children's potential for intellectual, emotional and physical learning. We achieve this by:

- Encouraging positive action within the school and wider community
- Providing a safe, welcoming and compassionate environment where children, parents and staff are honored.
- Celebrating school traditions.

# Parent, Student and Teacher Satisfaction

The school is very proud of its open door policy with parent involvement welcomed and encouraged. Through both formal and informal discussions throughout the year indicate that in general parent satisfaction is very positive.

The school has an active Students' Representative Council (SRC) that provides peer support, and organise various functions. Discussions throughout the year and reports included in the 2008 SRC meetings indicate that student satisfaction is also positive. The students are proud of their achievements and are always pleased to represent the school in various activities.
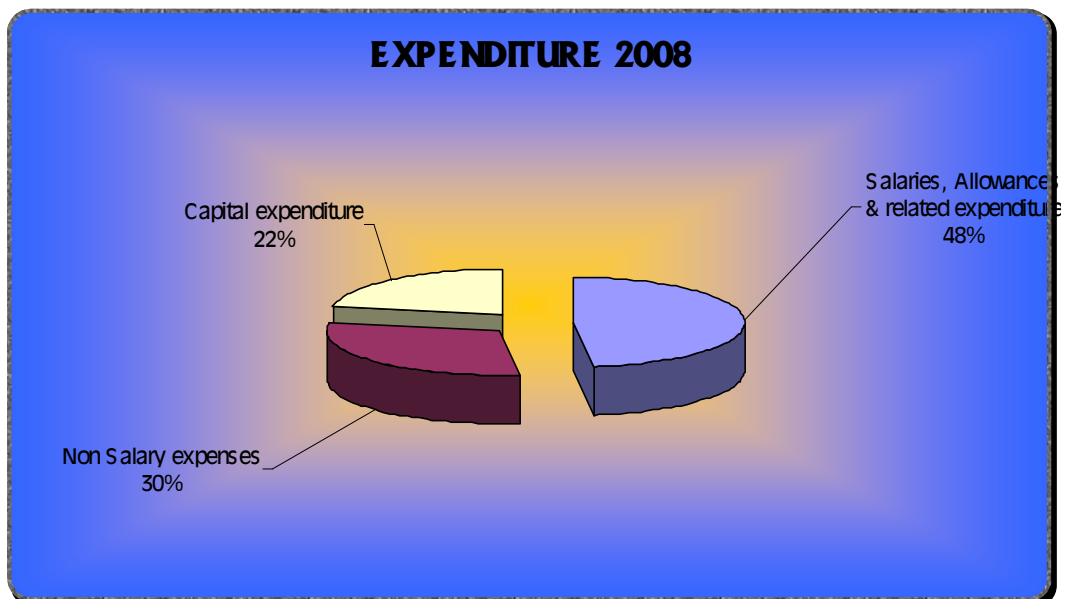
Through formal and informal feedback from teachers and discussions with executive team indicates that staffs are generally very satisfied in the majority of areas of our school. In particular, in terms of relationships, staff support, staff development, staff morale and the open door policy for all. They feel that their contributions are been valued and achieving progress. They are proud members of the school who choose to include their own children as students of this school.
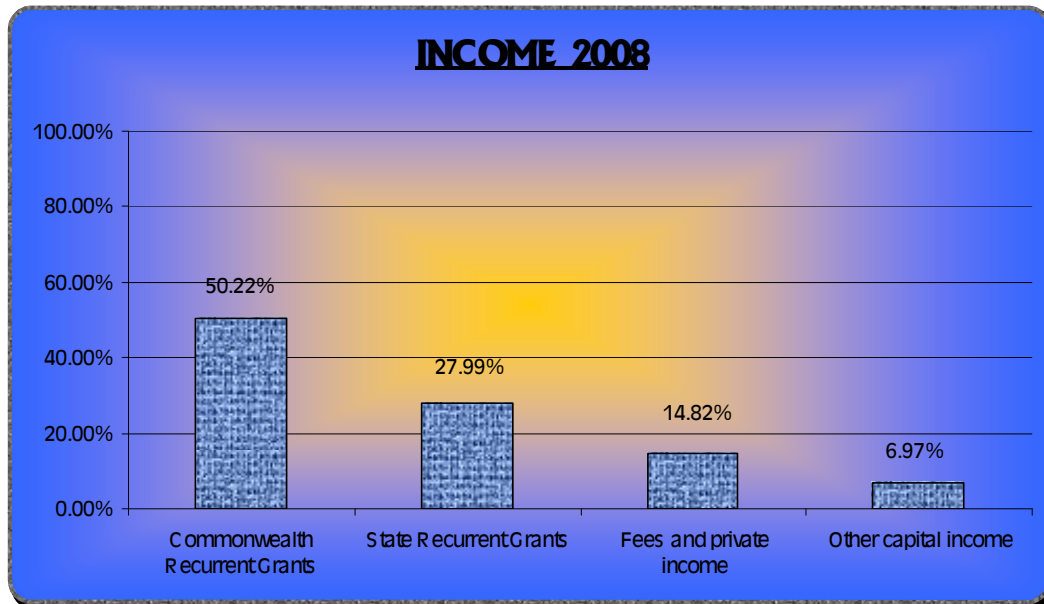
Summary Financial Information

Graphic one: recurrent vs capital income represented by a pie chart
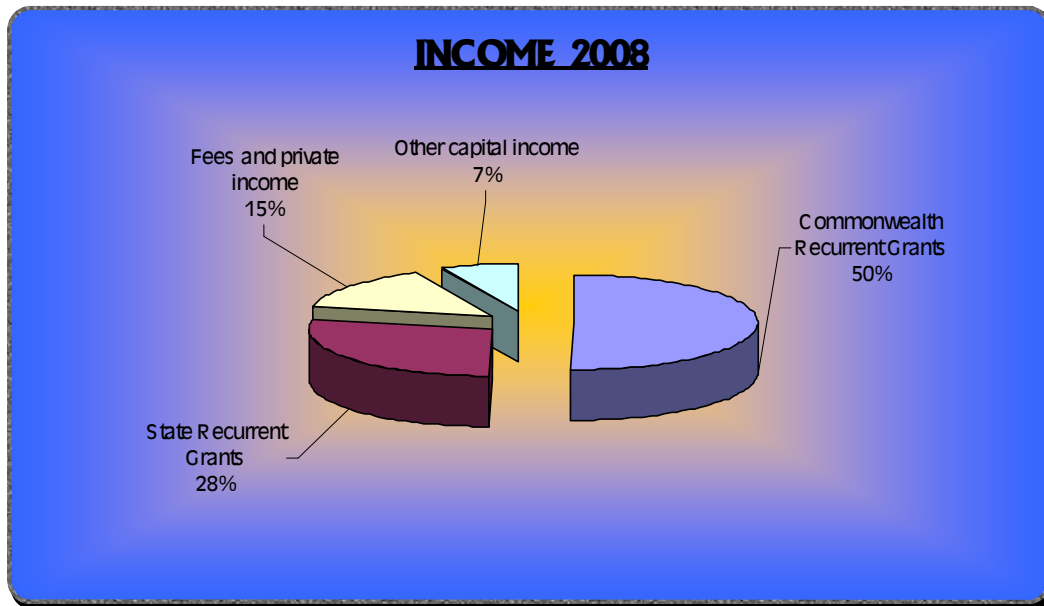
Graphic two: recurrent vs capital expenditure represented by a pie chart

Graphic three: recurrent vs capital income represented by a bar graph

INCOME 2008

50.22%	27.99%	14.82%	6.97%
Commonwealth Recurrent Grants	State Recurrent Grants	Fees and private income	Other capital income

Graphic two: recurrent vs capital expenditure represented by a bar graph

EXPENDITURE 2008

48.03%	29.75%	22.22%
Salaries, Allowances & related expenditure	Non Salary expenses	Capital expenditure