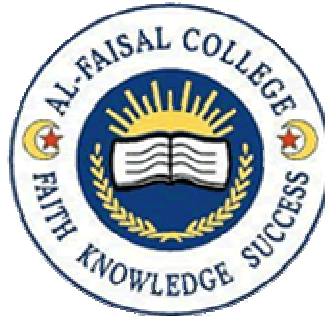


Al-Faisal College



ANNUAL REPORT 2009



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Introduction

Al-Faisal College is an independent co-educational school which currently caters for 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 2009, the College had 933 students enrolled from K-12. Our second cohort of Year 12 students sat for the Higher School Certificate in 2009.

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 merit regardless of their colour, creed or religious affiliations. Although all the students are Muslims, 40% of staff are non-Muslims.

Al-Faisal College is managed by a Board of Directors. The College Board is predominantly responsible for the governance of the School. The 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 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 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 request from the Minister for additional data is dealt 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.

A Message from Key Bodies

Principals Message

At Al-Faisal College we use a wide-range 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, justice, tolerance, respect, acceptance, equality and fairness.
- Students are encouraged to participate in Leadership programs or workshops. In 2009, a number of students from our High School and Primary School, attended The National Young Leaders Day. The purpose of participating in the leadership program, was to inspire and equip students to become more effective in their school and society.
- We have a swimming program for boys and girls from Years 2 – 10. We have other sporting activities such as athletics, rugby and soccer, with students from K – 6 having 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, Hyde Park Barracks, Luna Park, Homebush Bay and Wollongong.
- 2009 Al-Faisal College Primary School won the Champion Primary School Titans Mathletics Challenge across Australia
- 2009 5 Green Class won the Champion Primary Class Titans Mathletics Challenge across Australia

- We had incursions such as Sticks and Stones and the Human Race to reinforce positive behaviours and Anti-Bullying.
- At the end of Term 3, parents joined students and staff of Al-Faisal College at a school picnic at Garrison Point, Georges Hall.
- 90% of students in the Primary School participated in the Premier's Reading Challenge.

As the school is expanding, the staff has increased in number and in 2009; more teachers were employed to meet the needs of students.

- 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.
- Students from Years 3-12 participated in various competitions such as, English, Mathematics, Science, Geography, Computing, Writing and Spelling. The we good results.
- In 2009 the construction of the new building was fully completed and our high school students were able to use the new facilities.
- The school started Year 10 work experience program three years ago. The following activities also took place:
 - Year 7 Peer Support
 - Life Skills Presentation for Years 5-6 and 9-12
 - Year 6 Leadership Training Course
 - Year 10-12 Information Evening Presentation with BOSLO representative.
 - Years 11-12 Careers Evening
 - Years 11-12 Leadership Seminar
- In 2009 the number of scholarships and award incentives were increased. Student achievements were great. Students displayed outstanding academic excellence from Years 6 to 12.

1 st place:	Full scholarship
2 nd & 3 rd place:	Half scholarship
4 th & 5 th place:	Quarter scholarship

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

To conclude, I would like to congratulate and thank our students, parents and members of staff for the great success we achieved in 2009. I would also like to thank the Al-Faisal College Board and Managing Director for their great efforts and dedication.

Primary Student Representative Council

The journey for all SRC really started in 2008, where our teachers encouraged us to run for school captaincy in 2009. We all individually started campaigning and demonstrating some of our acquiring leadership skills. Students had a chance to present a speech, promoting ourselves and convincing other students that we would try our best to assist all K-6 students and teachers and the ball really started rolling from there.

The journey in 2009 was awe-inspiring, certainly a roller coaster ride. It all started with the two conventions about leadership we attended in term one, The 2009 National Young Leaders by Halogen Foundation at the Entertainment Centre and Leadership Impact at Homebush Olympic Park. These conferences focused on past leaders and their attributes and characteristics. We learnt about leadership responsibilities and qualities and public speaking. We took what they said on board seriously and tried to carry it through our journey as SRC members at Al-Faisal College.

Right from the start of 2009 the SRC met and discussed our duties and set goals we hoped to achieve for the school. The roles and responsibilities during the year involved contributing to running school functions and assemblies on a fortnightly basis, monitoring the playgrounds, canteen and toilets areas and organising fundraisers.

The leadership journey can be summarised with one word 'awesome'. We learnt a lot and planned to continue to grow and become successful leaders for future years to come. We would like to thank Al-Faisal College and our teachers for providing us with opportunities and life experiences.

High School Student Representative Council

In 2009, the Student Representative Council (SRC) comprised of school captains, prefects from Year 11 and representatives from Year 7-12. The SRC represented the school at a number of events and occasions including a meeting held at Parliament House, the Impact Student Leadership Conference held in Homebush at the Cancer Council, Human Appeal to build wells in developing countries such as Bangladesh, Westmead Children's Hospital and our own Environmental committee.

All SRC students participated in Clean Up Australia Day, where students picked up rubbish in school and neighbouring streets. The students' efforts were recognised by a written report in the local newspaper. Funds were raised for the Environmental Committee which resulted in a new system of recycling at the College. We are still working on improving the new recycling process.

The Year 10-12 SRC students also helped organise a careers night. The night was beneficial for both parents and students as they were able to speak with guests from various fields of employment and educational backgrounds. The night provided valuable information to students and parents about future career paths and options. We plan to make this night an annual event at the College.

During the holy month of Ramadan, all SRC students participated in the organisation of the Annual Ramadan Iftar Dinner. The night catered for Year 6-12 students. Students had dinner, participated in a trivia competition and socialised with each other. Funds were raised that night for Mahbooba's Promise – an Australian Aid Organisation. Some funds were also raised for the Essence of Life Youth Centre in Wollongong.

The SRC students were also responsible for organising and conducting all major assemblies held at the College including ANZAC Day, Ramadan, Eid and Presentation Day.

Our students displayed excellent leadership and organisational skills throughout the year. They promoted Al-Faisal College by being good role models, being actively involved in whole school initiatives and strengthening our community ties. They were rewarded for their efforts by attending an end-of-year excursion to the Sydney Academy of Sport.

School Context

Al-Faisal College is an independent school from K to 12 located in the heart of Auburn. The College was established in 1998. All students enrolled at the College come from a Non-English Speaking Background. The student population comes from various ethnic and cultural backgrounds including large groups with Lebanese, Turkish, Somali, Indonesian and Pakistani ancestry.

Al-Faisal College's mission will be achieved through Faith, Knowledge and Success. The main goals are to produce good citizens imbued with Australian values, Islamic culture and to become responsible, productive and contributing members to the Australian society. The college promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, intellectual and leadership development.

Our welfare policy stresses the importance of developing students' self-confidence, self-esteem and social skills. Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence. Students also participate in a number of social and community programs such as Harmony Day, Henry Parkes Primary Schools Citizenship Conventions, Young Leaders Programs, Climate Change, Waste Watchers, Athletics Challenge and Premier's Reading Challenge.

Student Performance and National and Statewide Tests and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2009. The reports for the NAPLAN (National Assessment Program – Literacy and Numeracy) are below. In 2009, our students also sat for the School Certificate (SC) and Higher School Certificate (HSC).

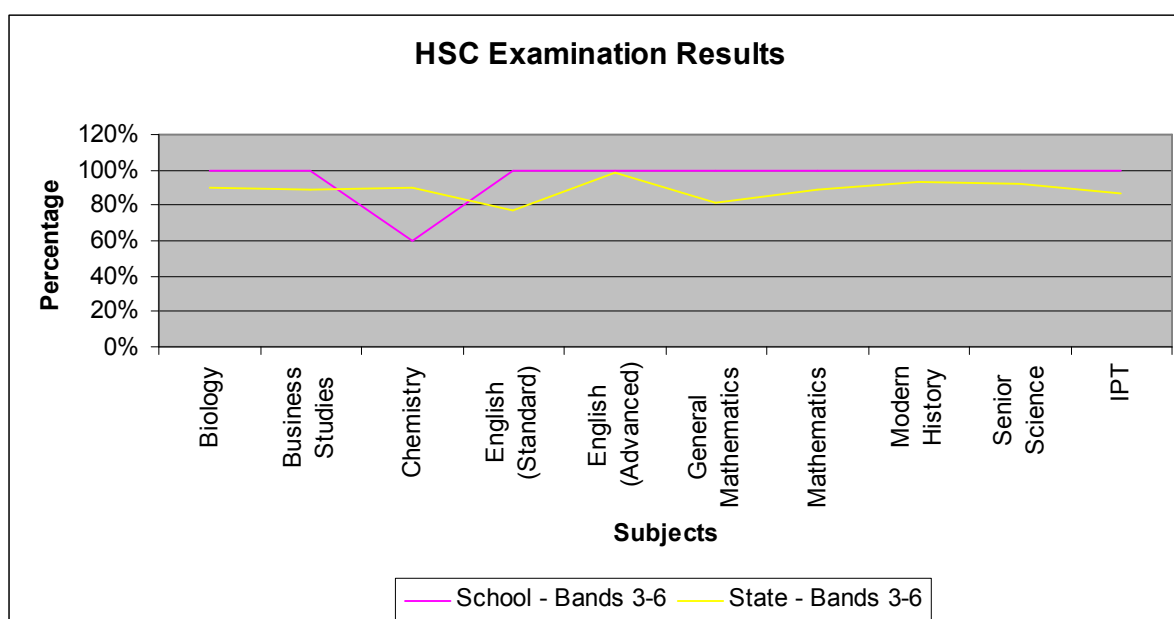
1. NAPLAN

Al-Faisal College performance on NAPLAN for Years 3, 5, 7 and 9 is available on the My School website: <http://www.myschool.edu.au>

2. Higher School Certificate (HSC)

In 2009, 10 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). In general, student achievement was at or above state level. This is a pleasing result, considering this as the second year that Year 12 students sat the HSC in 2009 at Al-Faisal College.

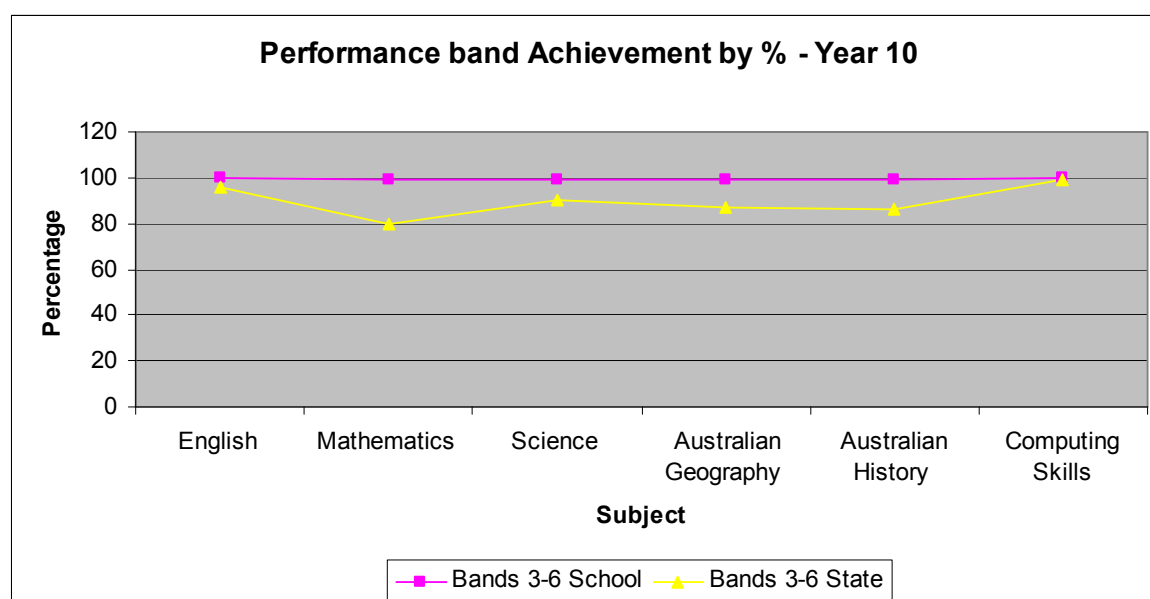
Subject	Year	No. of Students	Performance band achievement by number and/or%			
			Bands 3-6		Bands 1-2	
			School	State-wide	School	State-wide
Biology	2008	17	94%	89.06%	6%	10.09%
	2009	9	100%	90.09%	0%	9.91%
Business Studies	2008	11	100%	96.31%	0%	14.22%
	2009	8	100%	89.14%	0%	10.86%
Chemistry	2008	9	77%	88.63%	33%	11.37%
	2009	5	60%	90.15%	40%	9.85%
English (Standard)	2008	16	100%	79.03%	0%	20.94%
	2009	5	100%	77.25%	0%	22.75%
English (Advanced)	2008	9	100%	99%	0%	1%
	2009	5	100%	98.9%	0%	1.1%
General Mathematics	2008	18	100%	82.2%	0%	17.76%
	2009	5	100%	80.97%	0%	19.03%
Mathematics	2008	5	100%	87.62	0%	12.35%
	2009	3	100%	89.09%	0%	10.91%
Modern History	2008	4	100%	91.01%	0%	7.96%
	2009	3	100%	93.35%	0%	6.65%
Senior Science	2008	12	100%	92.93%	0%	7.05%
	2009	5	100%	92.42%	0%	7.58%
IPT	2008	NA	NA	NA	NA	NA
	2009	3	100%	88.6%	0%	11.4%



3. School Certificate Examination (SC)

34 students from Al-Faisal College sat for the School Certificate in 2009. Students performed at or above state level in the Six School Certificate Tests. 97% were placed in Bands 6, 5 and 4 in English Literacy as compared to 82% of the State. 64% 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. One student was placed below band 3 in both the Australian History, Civics and Citizenship and Australian Geography, 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	2008	29	100	96.11	0	3.85	75	25
	2009	34	100	95.89	0	4.11	88	22
Mathematics - 200 hours	2008	29	86.18	78.9	13.79	21.06	62	38
	2009	34	99	80.57	1	19.43	79	21
Science - 200 hours	2008	29	100	86.69	0	13.28	62	38
	2009	34	99	89.82	1	10.18	68	32
Australian Geography - 100 hours	2008	29	100	89.17	0	10.79	86	14
	2009	34	99	86.78	1	13.22	94	6
Australian History - 100 hours	2008	29	100	82.71	0	17.26	65	35
	2009	34	99	85.75	1	14.25	97	3
Computing Skills - 100 hours	2008	29	100	98.17	0	1.81	100	0
	2009	34	100	98.56	0	1.44	100	0



Senior Secondary Outcomes

In 2009, there were no students in Year 12 who participated in vocational and trade training.

Year 12 attaining a certificate/VET qualification

Year 12	Qualification/Certificate	Percentage of Students
2009	HSC	100%
2009	VET Qualification	0%

Professional Learning and Teacher Standards

Professional Learning

The school executives participated in various leadership seminars and meetings conducted by the Association of Independent Schools. During the school staff development days, staff also participated in onsite and literacy seminars conducted by The Association of Independent Schools. In addition the following professional development activities were undertaken by the staff throughout 2009.

Description of the Professional Learning Activity	No. of Staff
AIS in-service – Behaviour Management	50
Cool Tools – IT Gadgets that are cool for school	1
3 Hr Bullying Implementation	1
AIS – Beyond the Basics – Literacy and Numeracy in the Primary classroom	2
Visual Mathematics 7-12: I see IT, I get IT	1
ISTAA Experienced Teacher	6
Schools and the Law – ISLC Master Class series	2
AIS – ISTAA in-service	5
History Teachers Association	1
Senior First Aid Training & Resuscitation Course	64
Teaching Maths Conceptually Stage 4 course 2	1
Teaching Maths Conceptually Stage 5 course 2	1
Motivating Students to think Scientifically	1
Using Language to construct meaning in Science	1
Psychology Workshop	1
Practical Skills in Classroom Management	2
CSTA Workshop - Python: OOP Intro	1
Early Career Teachers Day	2
ETA State Conference	1
OHS and Risk Management	30
Onsite Edumate Training	8
Dynamic Geometry and Algebra with GeoGebra	1

The average expenditure per teacher on professional learning in 2009 was \$174.86.

Teaching Standards

All the teaching staff 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	59
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	6
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

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 undertaking study to complete their teaching requirements.

Workforce Composition

Al-Faisal College Workforce Composition is available on the My School website:
<http://www.myschool.edu.au>

Student Attendance and Management of Non-Attendance, Secondary Retention

Student Attendance

Ninety-four percent of students attended school on average each day in 2009. This was slightly lower than the daily attendance in 2008. The school has procedures in place to monitor student attendance throughout the day.

Year Level	Attendance Rate
Kindergarten	92%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	93%
Year 6	93%
Year 7	95%
Year 8	93%
Year 9	93%
Year 10	95%
Year 11	96%
Year 12	96%

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.

25% of the students who completed Year 10 in 2007 and continued to Year 12 in 2009. Majority of the students who leave the school at the end of Year 10 or during Year 11 do 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 at 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.

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

Student Population

In 2009, the school had 993 students of whom 258 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.

School Policies

Student Welfare Policy

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

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

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

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

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

The full text of the Student Welfare Policy is 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 2009.

Policy	Changes in 2009	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 ▪ School Certificate and HSC Appeals Policy	NIL	Full Text in: ▪ College Information Booklet ▪ Staff Induction Manual ▪ Student Diary ▪ Summary is student course handbook
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
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 School website: www.alfaisacollege.com
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	Scholarship holders entered in all ICAS Competitions on behalf of the school	Full text in: Enrolment Policy
Admissions/Enrolment Policy	Request for leave – must be in writing to the Principal Re-application of Enrolment for Years 7 and 11	Full text in: Staff Induction Manual

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the instructions 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 actions 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

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

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

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

Role of Support Person

Officer

Role of Contact

Provides support to complainant or respondent but does not attend meetings

Step 1
Informal Discussions

First contact point for complainant encourages effective communication

Provides support to complainant or respondent
Attends meetings including mediation

Step 2
Mediation

Conducts mediation

Step 3
Investigation

Step 4
Appeals Committee

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

Procedural Fairness Policy

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

General Policies

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

Procedures for dealing with complaints against students

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

The Procedural Fairness Policy also incorporates:

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

School Determined Improvement Targets

Achievements of priorities identified in school's 2009 Annual Report

Area	Priorities	Achievements
Teaching and Learning	Year 12 Program 7-12 BOS Inspection	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 and 10	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
	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

Student Achievements and Welfare	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.
	Increase in Science Resources	4 Classes in Year 7
	Increase in Resources for all Key Learning Areas	100% University Admission
	Opening of Level 4 in Building C	
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
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2009 School Determined Improvement Targets

Area	Priorities
Student Achievements and Welfare	4 Classes for years 7 and 8
Teaching and Learning	Additional computers in the library
	Debate and Public Speaking
Facilities and Resources	- Opening of Level 5 - Extra Science Lab - Interactive whiteboard installations - Introduce School Nurse

Literacy Target

To improve student outcomes in Reading and Comprehension.

Strategies to achieve this target include:

- Investigating reading resources currently used by each grade.
- Formalising a benchmarking and tracking system to monitor student progress as they learn to read.
- Investigating new reading resources available K-6.
- Continued professional development.
- Implementing the CARS and STARS series.

Our success will be measured by:

- Improved and accurate monitoring as students progress through the reading levels.
- Increased reading resources available for all.
- Improved student performance in reading and comprehension.
- Progression through the skills and strategies for comprehension.

Numeracy Target

To develop a better understanding of mathematical concepts

Strategies to achieve this target include:

- Improving parent knowledge of Mathematics curriculum and numeracy strategies through parent workshops.
- Improving student understanding of mathematical terminology through classroom displays.
- Promoting Mathematics as fun and improving mental computations through Mathematics competitions across grades.
- Using Mathletics as part of the classroom / homework program.

Our success will be measured by:

- The school community being more knowledgeable in how Mathematics is taught.
- Students being more engaged in Mathematics and seeing it as fun and competitive.
- Students will have a better understanding of mathematical terminology.
- Teachers monitoring the usage of the Mathletics program.
- Monitoring development of speed and accuracy in mental computations using Mathletics.

Technology Target

To improve student outcomes in Technology and Environmental Education.

Strategies to achieve this target include:

- Develop lesson plans which help to utilise our computer room.
- Enhance students' word processing skills.
- Continue timetabling of all classes to use the computer room.
- Continue training and development in technological skills for all staff.
- Educate students and staff on the importance of conserving electricity and water.

- Continue with the environment club, reinforcing concepts, re-use, reduce, and recycle.

Our success will be measured by:

- Comparison of University of New South Wales computer skills results.
- Increased staff confidence and competence through regular school based technology training.
- Increased student confidence and competence.
- The completion of two work samples per student.
- Monitoring electricity and water usage through the comparison of bills.
- Developing an environmental club magazine.
- Student' s participation in environmental issues around the school and local community.

Student Welfare Target

To further improve the standard of behaviour in our school.

Strategies to achieve this target include:

- Continuing to implement the school's Discipline Policy.
- Implementing a program focussed on developing and maintaining good manners.
- Implementing 'Stay on Green' behaviour policy for K – 2 students.
- Continuing to implement a positive reward system.
- Placing a greater emphasis on safe play to assist in reducing the number of playground incidents.

Our success will be measured by:

- The majority of students being able to state the school rules and expectations.
- The number of students who achieve gold level for their behaviour.
- A reduction in the number of students recorded for inappropriate behaviour.
- A general improvement in manners used throughout the school.

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 implementing 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 and outside the school.
- We promote peace and understanding through interfaith and intercultural interactions.
- We teach children in our school to be committed Australians and good 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 protect property and persons.

Al-Faisal College has as its foundation, the values of Australian society. The core values are incorporated into our discipline program and the school's Code of Conduct. In 2009 we have continued to consolidate in this area by:

- Incorporating the core values and core rules into our Discipline Policy.
- Implementing anti-bullying sessions in Term 3.
- Organising two performances titled Sticks and Stones and Human Race, to reinforce anti-bullying and acceptance, and the use of magic words.
- Implementing Values Education on a regular basis as part of the PDHPE and Islamic Studies program.
- Distributing citizenship awards at assemblies.
- Continuing the Student Representative Council whose main function is to support students, reflect the needs of the school and raise money for charity.

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 childrens' 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.
- Environmental Committee (E.C)

Being eco friendly is the latest buzz word in the present day scenario. These days, several schools are taking adequate steps to take the environment friendly route. Making your school eco friendly is not as difficult as it is thought to be. There are certain simple things that we can do to get our school community the eco friendly tag.

Al-Faisal college green club has taken the initiative to make small steps to achieve a bigger goal; developing an environmental framework for a growing school. Our school, in 2009, won prestige environmental awards and our efforts have been noticed and recognised by Auburn City Council and other organisations. This gave the environment club and the environment committee of the school the motivation to continue this environmental agenda of Al-Faisal College.

So far this is what we have done:

1. High School and Primary school have their own environment committees
2. The High School created the environment club
3. New environmental awareness posters have been developed
4. Clean Up Australia Day was a success and we raised money for the E.C
5. New Waste management program for our school has been developed

Things we will do in the future:

1. Using our own water in the school
2. E.C will develop a new recycling system
3. E.C will participate in the Clean Greenup fundraiser
4. Developing a program for lunch box packaging, which is a very big task, we hope to achieve our environmental goals at Al-Faisal College.

Parent, student and teacher satisfaction

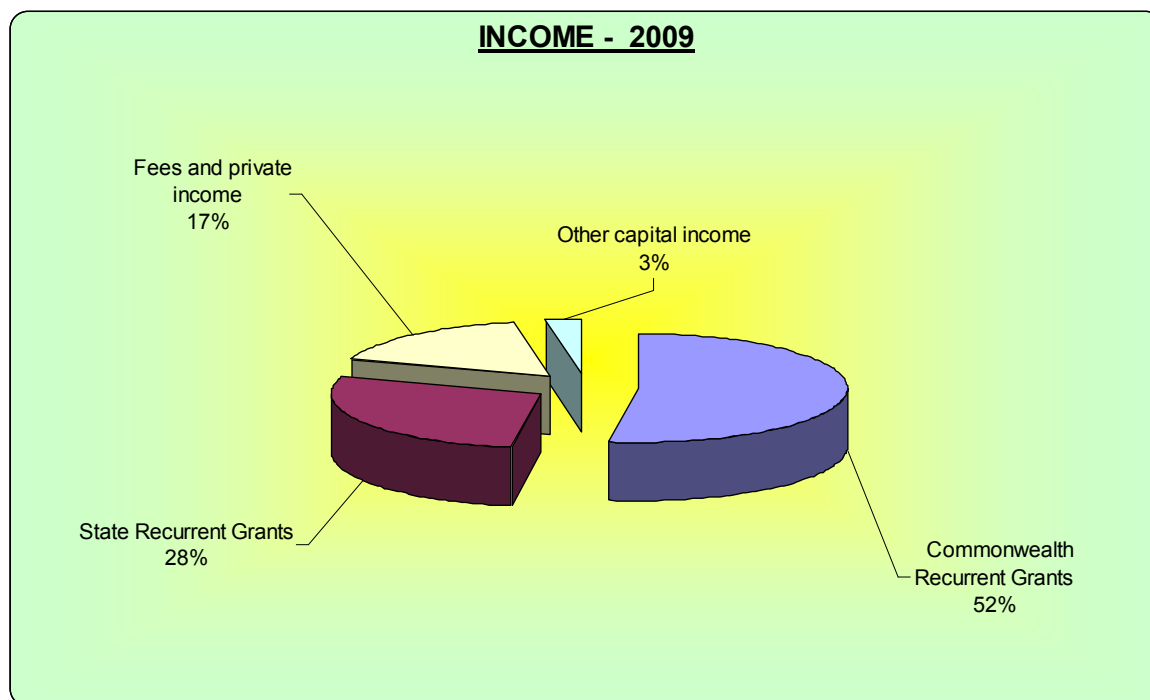
The school is very proud of its open door policy with parent involvement, welcomed and encouraged. The stagings of both formal and informal discussions throughout the year indicate that in general parent satisfaction is very positive.

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 2009 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.

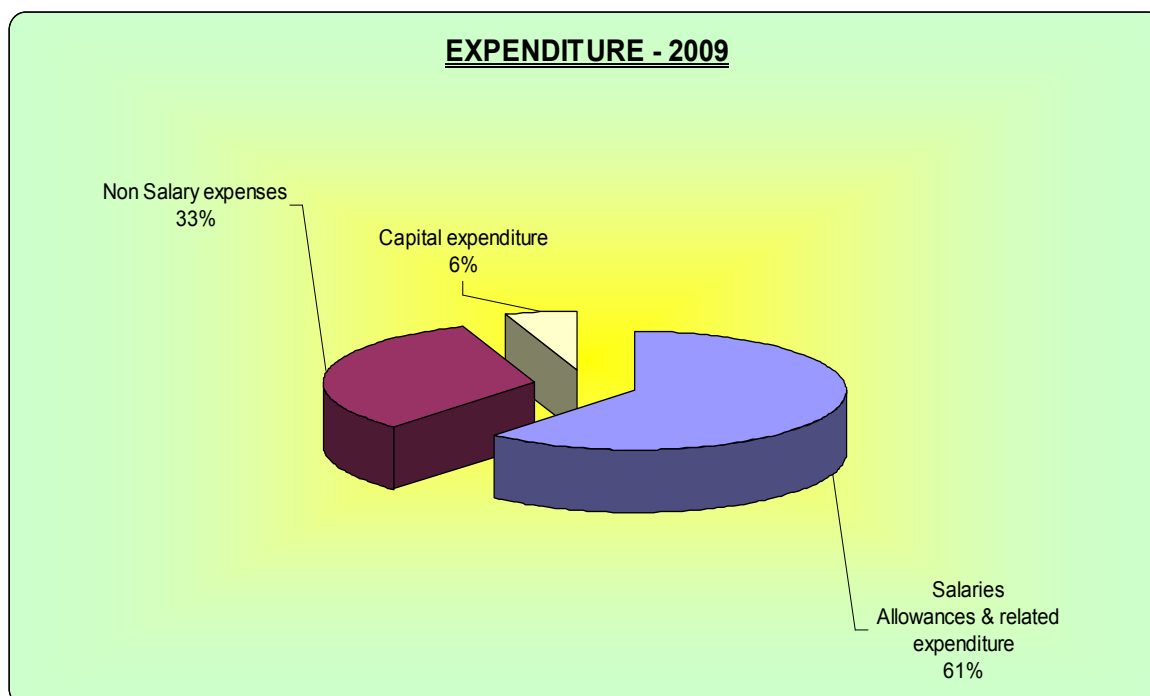
Through formal and informal feedback and discussions from teachers and the College's executive team, there are indications that staff are generally satisfied with the way the school is functioning. Particularly in terms of policies, relationships, staff support, staff development, staff morale and the open door policy for all. They feel that their contributions are valued and achieving progress. They are effective members of the school and they have chosen this school for their own children. They have clear knowledge of what this school can offer their own children and all other students.

Summary financial information

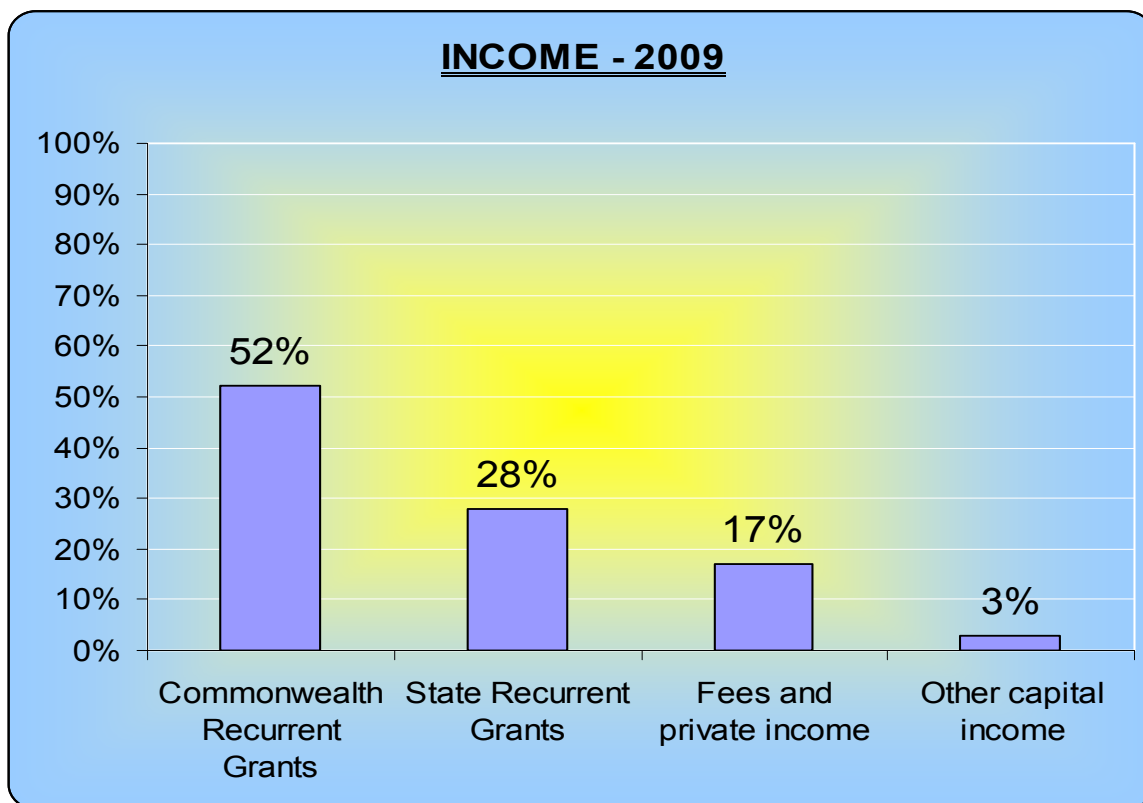
Graphic One: Recurrent vs Capital Income represented below



Graphic Two: Recurrent vs Capital Expenditure represented below



Graphic Three: Recurrent vs Capital Income represented below



Graphic Four: Recurrent vs Capital Expenditure represented below

