

# Al-Faisal College - Campbelltown



## ANNUAL REPORT 2016



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## Introduction

Al-Faisal College - Campbelltown is an independent co-educational school which currently caters for students from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

The College is managed by a School Board of Directors. The school aims to provide secular and religious education in an Islamic environment. It also aims to develop each child intellectually, physically, emotionally, socially, morally, aesthetically, spiritually and vocationally so that students are happy, productive and successful citizens of Australia.

From the period of 2013-2015, the school operated as one of three Al-Faisal College campuses. In 2016, the three campuses began to operate and function as systemic schools.

The College at Campbelltown has recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 565 in 2016. The problem the College faces is not recruiting students but in selecting them from the large numbers who wish to enrol at the school. The majority of the students are from low socio-economic backgrounds and so it is a credit to the school to see these students excel in their school work and contribute positively to the Australian society.

Al-Faisal College - Campbelltown has seen significant growth and improvement over the past few years. Since 2013, the school has recorded results well above the national average in the Primary school in many areas tested in NAPLAN. A great deal of resources and effort is being expended to raise the standard and the College is confident that significant gains will continue to be made in the coming years.

The College has employed specialist curriculum coordinators and introduced Multilit/Minilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. This coupled with the support of paraprofessionals within mainstream classrooms has assisted in the development of higher levels of proficiency in the students' first language as well as in their second language acquisition.

The on-going improvement of teacher quality is a feature of paramount importance at the College. 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-service courses increases opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Students at the College participate actively in co-curricular activities. Field trips and excursions are integral parts of the teaching program of the school. The students enjoy participating in weekly sporting activities, accessing both onsite and off-site facilities and regularly engaging in sport gala days with other schools.

The College meets the requirements of all relevant federal and state legislation.

The school board has plans to make Al-Faisal College – Campbelltown a model school. The school is well positioned in achieving this goal.

## Al-Faisal College Educational and Financial Reporting Policy

## *Policy*

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

## *Annual Report Procedures and Publication Requirements*

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NSW Education Teaching Standards Authority (NESA) and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to NESA through RANGS Online
- setting the annual schedule for:
  - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
  - preparation and publication of the report
  - providing the report in electronic form to the NESA on RANGS Online by 30 June 2017
  - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

## *Requests for Additional Data*

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

## Reporting Area 1: A Message from Key Bodies

### *Managing Director's Message*

As Managing Director of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool, I am delighted to write a message on behalf of the School Board for the 2016 Annual Report.

The College has been very successful this year in regards to the wonderful programs and community based initiatives that our students have taken an active part in. For instance our students have participated in: the interfaith workshop related to Respect, Understanding and Acceptance, Feeding the Homeless drive, Pink Ribbon day for Breast Cancer Awareness, nursing home visits, charity toy drives for sick children in local hospitals, sporting competitions, debating competitions etc.

There have been a number of construction projects for Al-Faisal College this year. First at Al-Faisal College – Auburn the Grand Hall and Middle hall have had a new sound system installed. There are also new ground works which we anticipate will commence for the new Building E.

Secondly, Al-Faisal College - Campbelltown had major construction works this year with the demolition of the demountable science lab to make way for a new building with specialist rooms and additional playground. We anticipate the new building and playground to be used next year.

Thirdly, with the increase in student numbers of our third school at Liverpool-Austral, our student population grew 400% from 40 students to 200+. The College has equipped a new library with thousands of collections of new books especially from the NSW Premier's Reading Challenge. The College has also commenced major construction works for additional classrooms and specialist secondary rooms such as a science lab, technology, music/art rooms etc which should be ready for 2017.

Owing to the increase in student growth, the College also appointed additional staff members to support the welfare and well-being of the students across our three schools, eg welfare advisors and counsellors.

Our student progress has been phenomenal. Our staff members have put their hearts and souls to delivering and explicitly teaching from our amazing programs. I would like to thank all our staff, both teaching and non – teaching for their dedication and commitment to making Al-Faisal College a fantastic place. Also I would like to acknowledge the effort and achievements of our students especially in formal examinations such as the HSC and NAPLAN results.

I would like to take this opportunity to thank the Australian Government, Cumberland Council (formerly known as Auburn City Council), the Auburn Police, Campbelltown Council, Liverpool Council, the Association of Independent Schools (AIS), and Australian Defence Force. Thanks to our Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Deputy Principals, Head of Colleges, coordinators and teaching and non-teaching staff for their time and hard work at Al-Faisal College.

Finally, I would like to thank the parents for their continuous support to the College.

May God bless you all,

Mr Shafiq R. Abdullah Khan

Managing Director of Al-Faisal Colleges

## *Principal's Message*

Al-Faisal College-Campbelltown aims to provide students with a high quality education in an enriching, encouraging, rewarding and stimulating environment.

The College also aims to involve families and the local community in the education of our children to help students to develop a sense of their own cultural heritage while at the same time fostering an understanding and respect for other cultures and religions within the Australian society.

2016 was a year full of achievements for the school community. The students experienced success in all aspects of their schooling which was reflected in their NAPLAN and HSC results. Band 6s were achieved in the subjects offered to the students. All students went onto tertiary education and joined various esteemed universities. A number of welfare and well-being activities were carried out for the students as the College believes in their all-round development. Students attended numerous leadership and personality enhancement seminars which increased their social skills and gave them the opportunity to increase their general awareness. Some examples of these activities are Schools for Sustainability Project, Recycling incursion, GRIP Leadership Conference, Make a Difference Day etc.

Teachers and office staff went through a variety of professional development activities including curriculum, emergency procedures, first aid etc which enhanced their skills and helped in the overall progress of the school. The activities included upskilling teachers in the delivery of content, field knowledge and pedagogical awareness. Several teachers got accredited at the proficiency level after going through the required process. Seminars were also organised for parents to be able to assist their own children in enhancing their reading skills.

The College's success can be attributed to the collective efforts of the Australian Government, Campbelltown Council, Association of Independent Schools and Al-Faisal College Auburn. I would like to express gratitude to the Managing Director Mr Shafiq Khan and the Board of the College for all the facilities and resources provide to the school which have led to the improvement of the school. Special thanks are extended to Mrs Ghazwa Adra Khan, Executive Principal and Dr Intaj Ali, Director of Education for their guidance. I would also like to thank the multi-campus deputy principals, our coordinators, teaching and non-teaching staff for their consistent dedication and effort. Finally, the success and achievements would be meaningless if we did not have the ongoing support of the parents of our students and the hard work put in by the students themselves.

I look forward to the continued success for Al-Faisal College-Campbelltown in the future.

Mrs Sonali Luthra  
Head of College  
Al-Faisal College - Campbelltown

# *Primary Student Representative Council*

Al-Faisal College - Campbelltown acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express views and provides opportunities for students to take on leadership roles.

## **Leaders in the Primary School:**

**Class captains:** Two students from Kindergarten to Year 6 are selected per term to represent their class. These captains carry out various class-based responsibilities. The captains are changed every term to ensure that more students can undertake responsible positions.

## **Student Representative Council:**

The Prefects and School Captains are chosen democratically through an election process wherein all the primary students vote.

The candidates go through the election process at the end of Year 5. They present portfolios for the first selection stage. The selected candidates then present speeches outlining their goals and also campaign for themselves. Eight girls and eight boys were elected as Prefects in 2016. Two students with most votes are then chosen as School Captains. School Captains must also show leadership qualities and be role models for other students.

The SRC members in 2016 undertook many responsibilities in many different aspects of their schooling. In this initiative, students were able to develop and participate in a range of school-wide projects, attended self-development and leadership workshops and represented their school in a number of events.

Events that the SRC participated in: ranged from leadership programs to representing the school at state events. Captains and Prefects in Year 6 attended the following:

2016 GRIP Leadership Conference: The Primary Captains and Prefects were invited to attend the 2016 GRIP Student Leadership Conference. The aim of the day was to inspire and motivate current leaders in the school. The day was very educational and allowed our students to develop leadership skills so that they can have a positive influence on those around them. Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership.

ANZAC Remembrance Service: The school hosted members of parliament, councillors and veterans at our ANZAC Memorial Service. The Primary SRC played an important part in the ceremony. They placed wreaths at the memorial table.

Halogen Leadership Conference (National Young Leaders' day): The Captains and Prefects also attended the National Young Leaders' day where they were given the opportunity to meet other young leaders and share their ideas.

Students met with the SRC teacher on a regular basis. In these meetings, students discussed possible initiatives they wanted to develop, upcoming events and leadership skills. The ideas were then put forward to the Head of College for consideration/implementation. Throughout the year, students were encouraged to develop a number of initiatives.

Following are some of the activities that the SRC participated in:

- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign.
- The SRC also created a charity drive in order to collect money to distribute amongst charities.

- Captains and Prefects took on roles as peer mentors in before school literacy sessions. The SRC members mentored Year 2 students in developing their reading skills. They underwent a formal training program, to be able to carry out the mentoring reading program.
  - The Captains and Prefects played an important role in events organised by the school. They acted as masters of ceremony for assemblies, presentation days and activities held during literacy and numeracy week. They were allocated responsibilities to welcome important guests and guide students during functions as well.
  - Uniform Checks: The SRC assisted teachers in the checking of uniforms on a weekly basis.
  - The SRC members were assigned roles to assist other students in developing social skills during lunch and recess. They were allocated roles according to a roster.
- The SRC members also helped in the library by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and also according to a roster.

## *High School Student Representative Council*

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

The College program encompasses leadership opportunities and experiences at the year level and at the whole school level. These groups come together under the banner of the Student Representative Council.

Students met with the SRC teacher on a regular basis. In these meetings, students discussed possible initiatives they wanted to develop, upcoming events and leadership skills. The ideas were then put forward to the Head of College for consideration/implementation. Throughout the year, students were encouraged to develop a number of initiatives.

The Prefects and School Captains are chosen democratically through an election process wherein all High School students vote.

The candidates go into the election process at the beginning of each school year. The candidates are nominated by the teachers. The selected candidates then present speeches outlining their goals. One boy and one girl is elected from each grade to be prefect. Five girls and five boys were elected as Prefects in 2016. School captain and vice-captain are elected as well. School Captains must also show leadership qualities and be role models for other students.

In 2016 the Council consisted of the two prefects from each grade from 7-11 and the school captains.

Below are some of the events in which the SRC of 2016 were active participants:

- Young Women's Leadership Seminar: Parliamentary Education invited two Year 11 prefects to attend the Young Women's Leadership Seminar to discuss concepts and definitions of leadership, issues that might affect women in leadership roles, and to meet inspiring women leaders from our Parliament and community.
- Make a Difference day: Parliamentary Education invited two Year 10 prefects, to represent their peers in a civics and citizenship program called Make a Difference Day. The aim of the program was to develop students' knowledge and understanding of Australian democracy and the rights and responsibilities of Australian citizenship. Participants had an opportunity to explore how they can engage as informed and active citizens in their schools and communities.

- Charity Drives: The school organised various events with the highlight being the charity drive during Ramadan and the Eid festival day in which donations were collected for various charities. The SRC members played an important part in encouraging the school community and facilitating the events.
- ANZAC Day and Remembrance Day: Students were engaged in various activities including discussions and presentations. Guest speakers were invited to emphasise the importance of these days. The SRC played an important role in organising these events and displayed their prowess in public speaking. They also were the hosts at these functions.
- Schools for Sustainability: Year 10 prefects along with 4 other students participated in the Schools for Sustainability Program organised by Campbelltown Council and worked on a proposal to start a project on sustainability programs. Students got the opportunity to explore GLOBAL + LOCAL environmental issues through a series of engaging workshops.
- The Captains and Prefects played an important role in events organised by the school. They acted as masters of ceremony for assemblies, presentation days and during literacy and numeracy week. They were allocated responsibilities to welcome important guests and guide student population during functions as well.

## *Reporting Area 2: School Context*

Al-Faisal College - Campbelltown is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

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

The main goals are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by the Board of Studies, Teaching and Education Standards (BOSTES) and learn the Arabic Language.

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

Our students are taught Computing Studies from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have Interactive White Boards in primary and high school classrooms and we envisage that in the near future all of our classrooms will be fully equipped with SMART Boards, featuring the latest animation, photo editing and educational software.

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

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

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

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

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

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

## *Introduction*

Al-Faisal College - Campbelltown has participated in various state-wide tests and examinations throughout 2016. 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 - Campbelltown enjoyed a great deal of success in the 2016 NAPLAN exams which further improved on the already high standard established in 2015. In many areas we exceeded the national average. These results were supported by the College's proactive intervention strategies targeting literacy and reading through our Minilit/Multilit, Corrective Reading and after school supplementary programs.

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

In 2016, our students also sat for the Higher School Certificate (HSC). The cohort of HSC students recorded impressive results in the exams. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 40% of these placed in Bands 5 and 6 (80-100 marks). Student achievement was above state level in 3 out of 5 courses undertaken.

## *1. NAPLAN*

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

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

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

- Band 1 - Band 6 for Year 3

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

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

The performance of Al-Faisal College - Campbelltown's students indicates outstanding results in many areas of both literacy and numeracy across the 2016 NAPLAN years.

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

# Reporting Area 4: Senior Secondary Outcomes

## *Record of School Achievement (RoSA)*

The College did not have any students that required the award of a Record of School Achievement (RoSA).

## *Higher School Certificate (HSC)*

In 2016, for the first time, Al-Faisal College, Campbelltown presented students for the HSC examinations. Previous results were recorded as a combined cohort with students from Al-Faisal College, Auburn. A total of 9 students sat for the NSW Higher School Certificate in 5 courses. Our top HSC achiever this year scored an ATAR of 94.60. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 40% of these placed in Bands 5 and 6 (80-100 marks). Student achievement was above state level in 3 out of 5 courses undertaken.

Business Studies recorded the highest number of Band 6 results (2). Community and Family Studies had the greatest difference (+) over State-wide performance in the number of Band 5-6 achieved.

No student scored less than a Band 3 in any course undertaken.

### **Board Developed Courses (2 unit)**

| Subject                    | Year | No. of Students | No. of Band 5 and 6s | Performance band achievement by % |            |            |
|----------------------------|------|-----------------|----------------------|-----------------------------------|------------|------------|
|                            |      |                 |                      | Bands 5-6                         |            |            |
|                            |      |                 |                      | School                            | State-wide | Difference |
| Business Studies           | 2016 | 9               | 3                    | 33.33                             | 34.33      | -1.00      |
| Community & Family Studies | 2016 | 9               | 5                    | 55.55                             | 30.53      | +25.02     |
| English (Standard)         | 2016 | 9               | 3                    | 33.33                             | 13.39      | +19.94     |
| Senior Science             | 2016 | 9               | 4                    | 44.44                             | 28.58      | +15.86     |
| Society and Culture        | 2016 | 9               | 3                    | 33.33                             | 48.18      | -14.85     |

### **HSC Honour Roll**

### **Distinguished Achievers**

|                                 | Students | Courses |
|---------------------------------|----------|---------|
| Al-Faisal College, Campbelltown | 2        | 5       |

### **HSC Honour Roll**

| Subject             | Number of Distinguished Achievers |
|---------------------|-----------------------------------|
| Business Studies    | 2                                 |
| English (Standard)  | 1                                 |
| Senior Science      | 1                                 |
| Society and Culture | 1                                 |
| <b>TOTAL</b>        | <b>5</b>                          |

## *Vocational Education and Training (VET)*

- (i) In 2016, 100% of the Year 12 cohort achieved the HSC. There were no students enrolled in VET courses.

| <b>Year 12</b> | <b>Qualification/Certificate</b> | <b>Percentage of Students</b> |
|----------------|----------------------------------|-------------------------------|
| 2016           | HSC                              | 100%                          |
| 2016           | VET Qualification                | 0%                            |

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2016, Al-Faisal College - Campbelltown 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 - Campbelltown, 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 seeking accreditation at Proficient Teacher Level through and beyond the accreditation process.

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

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

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

### **2016 Professional Development Log**

| <b>Date</b> | <b>Time</b> | <b>Location</b>   | <b>Presenter(s)</b> | <b>Professional Learning Context</b> | <b>No. of Participants</b> |
|-------------|-------------|-------------------|---------------------|--------------------------------------|----------------------------|
| 25/01/16    | 1 hour      | Al-Faisal College | Executive Staff     | Attendance (Roll marking) procedures | 28                         |
| 25/01/16    | 2 hours     | Al-Faisal College | Executive Staff     | Narrative & Persuasive writing       | 14                         |

|          |         |                                  |                              |                                                              |    |
|----------|---------|----------------------------------|------------------------------|--------------------------------------------------------------|----|
| 25/01/16 | 1 hour  | Al-Faisal College                | Executive Staff              | Stepping Stones                                              | 14 |
| 15/03/16 | 1 hour  | Al-Faisal College                | Get Reading Right Consultant | Get Reading Right – Explicit Teaching of Phonics             | 2  |
| 16/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Get Reading Right Consultant | Get Reading Right – Explicit Teaching of Phonics             | 10 |
| 22/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Phonics Hero Consultant      | Phonics Hero Training                                        | 9  |
| 22/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | Mathletics In-service                                        | 8  |
| 24/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | Australian Curriculum: Mathematics in-service                | 14 |
| 29/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | Positive Behavioural Intervention and Supports               | 28 |
| 29/03/16 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | Teacher Accreditation in-service (briefing)                  | 28 |
| 1/04/16  | 2 hours | Al-Faisal College - Campbelltown | Risk Logic                   | Emergency Procedures                                         | 28 |
| 5/04/16  | 1 hour  | Al-Faisal College - Campbelltown | Get Reading Right Consultant | Get Reading Right – Explicit Teaching of Phonics             | 14 |
| 5/04/16  | 1 hour  | Al-Faisal College - Campbelltown | Risk Logic                   | WHS & Emergency Planning Committee - Policies and Procedures | 7  |
| 5/04/16  | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | School Attendance Procedures                                 | 6  |
| 7/04/16  | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff              | Child Protection Procedures                                  | 28 |

|          |         |                                          |                                          |                                                                                  |    |
|----------|---------|------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------|----|
| 8/04/16  | 1 hour  | Al-Faisal College - Campbelltown         | Executive Staff                          | Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 1 | 3  |
| 22/04/16 | 4 hours | Sydney Cricket Ground                    | Association of Independent Schools (AIS) | The AIS Governance Symposium                                                     | 6  |
| 26/04/16 | 1 hour  | Al-Faisal College                        | Executive Staff                          | Excursion/Incursion Policies and Procedures                                      | 28 |
| 26/04/16 | 1 hour  | Al-Faisal College                        | Executive Staff                          | Australian Curriculum: History in-service                                        | 14 |
| 26/04/16 | 5 hours | Al-Faisal College                        | Association of Independent Schools (AIS) | Literacy across the Secondary Curriculum                                         | 13 |
| 4/05/16  | 2 hours | Al-Faisal College - Campbelltown         | Lion Crest Consultant                    | Explicit Teaching Strategies for Reading Comprehension                           | 15 |
| 19/05/16 | 1 hour  | Al-Faisal College - Campbelltown         | Executive Staff                          | Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 2 | 6  |
| 25/05/16 | 1 hour  | Al-Faisal College - Campbelltown         | Executive Staff                          | Teachers Seeking Accreditation at Proficient Teacher Level Orientation Meeting 3 | 6  |
| 3/06/16  | 6 hours | Association of Independent Schools (AIS) | Association of Independent Schools (AIS) | Enhancing Your Child Protection Investigation Skills                             | 1  |
| 15/10/16 | 2 hours | Al-Faisal College - Campbelltown         | REVIVA                                   | Workshop<br>Senior First Aid (CPR)                                               | 36 |
| 21/11/16 | 2 hours | Al-Faisal College - Campbelltown         | Risk Logic                               | Warden Training: Emergency Procedures                                            | 8  |
| 21/11/16 | 2 hours | Al-Faisal College - Campbelltown         | Risk Logic                               | General Staff Training: Emergency Procedures                                     | 36 |

|                          |                    |                                  |                                          |                                                                                                              |    |
|--------------------------|--------------------|----------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------|----|
| 21/11/16                 | 2 hours            | Al-Faisal College - Campbelltown | Risk Logic                               | EPC Training: Emergency Procedures                                                                           | 36 |
| 2/12/16                  | 2 hours            | Al-Faisal College                | Risk Logic                               | WHS Awareness / Emergency Response / Warden Training / Emergency Awareness / Communication Officers training | 32 |
| 6/12/16                  | 3 hours            | Al-Faisal College                | Sentral                                  | Sentral Training: Office Staff                                                                               | 3  |
| On-going throughout 2016 | 1 hour each module | Al-Faisal College                | Association of Independent Schools (AIS) | Governance Online Modules 1, 2, 3, 4, 5, 6 and 8                                                             | 2  |

# Teacher Standards

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

| Category                                                                                                                                                                                                                                                                                                                                                                                                      | Number of Teachers<br>(Campbelltown School) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or                                                                                                                                                                                                   | 32                                          |
| 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                                                                                                                                                                                                                     | 5                                           |
| Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity. | 0                                           |

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

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

## Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2016 census, consisted staff ranging from graduate teachers to staff over 70 years of age. 37 of those were teaching staff delivering courses within the BOSTES curriculum.

In 2016, Al-Faisal College did not have any indigenous staff.

| Workforce Composition                        | Al-Faisal College<br>Campbelltown School |
|----------------------------------------------|------------------------------------------|
| Full-time equivalent<br>teaching staff*      | 34.8                                     |
| Full-time equivalent non-<br>teaching staff* | 5.6                                      |
| Number of indigenous<br>staff*               | 0                                        |

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

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

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

## *Student Attendance*

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

| 2016 School Attendance Rates |                                          |
|------------------------------|------------------------------------------|
| Year Level                   | Attendance Rate<br>(Campbelltown School) |
| Kindergarten                 | N/A                                      |
| Year 1                       | 94%                                      |
| Year 2                       | 93%                                      |
| Year 3                       | 91%                                      |
| Year 4                       | 91%                                      |
| Year 5                       | 95%                                      |
| Year 6                       | 94%                                      |
| Year 7                       | 93%                                      |
| Year 8                       | 94%                                      |
| Year 9                       | 92%                                      |
| Year 10                      | 88%                                      |
| Year 11                      | N/A                                      |
| Year 12                      | N/A                                      |
| <b>School Average</b>        | <b>93%</b>                               |

## *Management of Non-Attendance*

Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers. Attendance is marked on individual class rolls and transferred to a central storage data bank by the Office (*Edumate*). The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. All rolls must be returned to the (K-12) office by 9:30am.
3. A print out of all daily student absences is issued to Head of College and posted in the staff room.

4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) and Secondary (7-12) teachers.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
6. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Campbelltown.
7. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
  - i. K-12: 15 days or more per academic year
8. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.
11. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Campbelltown.
12. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

# *Student Retention Rates*

## Student Retention Rates

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

One hundred percent of the 2014 Year 10 cohort who started at Al-Faisal College – Campbelltown, completed Year 12 in 2016.

## *Post School Destinations*

Sixty six percent of students in the 2016 cohort received main and late round university offers.

The breakdown is as follows:

| University                     | Total |
|--------------------------------|-------|
| WSU                            | 3     |
| UNSW                           | 1     |
| Sydney University              | 1     |
| Australian Catholic University | 1     |

The most popular degree courses chosen by Al-Faisal College - Campbelltown students in 2016 were as follows:

| Course                                | Total |
|---------------------------------------|-------|
| Medical Science                       | 1     |
| Social Science                        | 1     |
| Building Design Management            | 1     |
| Vision Science and Clinical Optometry | 1     |
| Arts/Economics                        | 1     |
| Arts/Business & Commerce              | 1     |

# Reporting Area 8: Enrolment Policy

Al-Faisal College - Campbelltown is a co-educational K-12 independent school operating within the policies of the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-8) and Islamic Studies (K-8). This is a compulsory school requirement and must be undertaken satisfactorily.

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

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

## **2. The Admissions Process**

### **2.1 Collection Notice – Australian Privacy Principles (APP)**

New privacy laws protect personal information that Al-Faisal College – Campbelltown collects about students and parents. The school is bound by the Australian Privacy Principles (APP) contained in the Commonwealth Privacy Act. Al-Faisal College - Campbelltown may, from time to time, review and update this Privacy Policy to take into account new laws and technology, changes to the school's operations and practices and to make sure it remains appropriate to the changing school environment.

The School collects personal information, including sensitive information, about students and parents / guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting and sharing information is to meet government requirements, such as Annual Reporting, census, parental background data for NAPLAN and MySchool. Additionally the information provided can enable the School to better meet the learning needs of students.

### **2.2 Expression of Interest Form**

Parents are required to fill an “Expression of Interest” form, with the following documentation (See Appendix 1):

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

**The “Expression of Interest” form does not guarantee a place in the school.**

If parents have supplied the above mentioned documentation and a vacancy exists or be pending, the School Administration staff could organise a suitable time for students to:

- attend an academic assessment / interview, owing to the large number of students seeking admission.
- Kindergarten applicants are selected using an interview process.

Siblings of children already attending the College who have demonstrated ongoing support for the ethos and values of the School will be given priority.

The Enrolment Policy complies with the Privacy & Amendment Act and Disability Discrimination Act.

### **2.3 Offers and Waiting List**

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

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List until a position becomes available for the current academic year.

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

### **2.4 Acceptance of Offer and Enrolment Form**

On accepting the offer of a place at the School, parents must fill an “Enrolment Form”, which includes the School’s “Conditions of Admission, Enrolment and Entry Policy” (policies are subject to change) and pay the non-refundable tuition Fee. (See Appendix 2)

Failure to reply or accept an offer of place, within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

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

#### **2.4.1 Student Medical Records/Health Care Plan:**

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

#### **2.4.2 Immunisation:**

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

If a student is not immunised, the School may request parents to keep their children home if there is an outbreak of a vaccine-preventable disease in the school (The Office Administration Staff will maintain the Immunisation Status of Students of Primary Schools – Appendix 3)

### **2.5 School Fees**

- School fees are non-refundable.
- Must be paid prior to the end of the previous school term.
- Any extension of payment time must be requested from the Head of College – Campbelltown or Executive Principal in writing.

- Where there are repeated instances of late payment, the School has the right to require fees to be paid in advance prior to the beginning of the School year. If not so paid, the School may require the student to be withdrawn.

## **2.6 Discount for Early Payment of Fees**

For parents wishing to pay a full year's fees in advance, a discount of 5% is offered on tuition.

## **3. Continued Enrolment**

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

Pre-requisites for continued enrolment includes satisfactory:

- Payment of school fees by due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.

Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

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

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

## **4. Probationary Enrolment, Suspension and Termination of Enrolment**

The School reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their children.

Failure to meet the above-mentioned expectations or breach of rules may lead to probationary enrolment, suspension or termination of enrolment.

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

## **5. Withdrawal from School**

One term's notice in writing to the Head of College – Campbelltown is required before withdrawal of a student from the School. Notice of withdrawal for the following year must be received before the commencement of Term 4.

If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or any other reason without the Head of College – Campbelltown and/or Executive Principal's approval, other siblings will lose their place at the College.

## **6. Parent information**

It is a parent's responsibility to notify the School promptly of a change of address, status or medical condition(s).

# Reporting Area 9: Other School Policies

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

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

## *Student Welfare Policy*

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

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

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

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

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

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

In 2016, the College created a school committee to develop a whole school approach to positive behaviour and support (PBIS) that is scheduled to be implemented in 2017. The initiative envisages that all students will have the opportunity to receive acknowledgment for demonstrating the correct behaviour with a high priority to the values of respect, ownership, achievement, responsibility and safety.

***The location of the full text of Al-Faisal College - Campbelltown's policies can be accessed by request from the Principal or found on our school website [www.afc.nsw.edu.au](http://www.afc.nsw.edu.au).***

## *Discipline Policy*

Al-Faisal College – Campbelltown aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While student self-discipline is the ultimate aim, it is supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour.

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

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

Students 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.

The High School has implemented an award scheme to recognise the work of students. The overall aim of the award scheme is to acknowledge the participation and achievement, of students in the classroom, in the broader life of the school and in the general community. The scheme has been developed as a continuous and cumulative award system from Years 7 to 12.

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

- Parent Information Booklets
- Student Diaries

***The location of the full text of Al-Faisal College - Campbelltown's policies can be accessed by request from the Principal or found on our school website [www.afc.nsw.edu.au](http://www.afc.nsw.edu.au).***

## *Policies for Complaints and Grievances Resolution*

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

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

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

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

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided on the school's website.

Processes in relation to student and parent complaints are also outlined on the school's website.

In 2016, procedures for raising and responding to concerns raised about the TAA's Accreditation Process were also included in the grievance policy.

*The location of the full text of Al-Faisal College - Campbelltown's policies can be accessed by request from the Principal or found on our school website [www.afc.nsw.edu.au](http://www.afc.nsw.edu.au).*

## *Anti-Bullying*

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

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

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

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

*The location of the full text of Al-Faisal College - Campbelltown's policies can be accessed by request from the Principal or found on our school website [www.afc.nsw.edu.au](http://www.afc.nsw.edu.au).*

## *Accessibility of and Changes to Policies*

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2016. Most policies are available on the schools website at [www.afc.nsw.edu.au](http://www.afc.nsw.edu.au).

| Policy                          | Changes in 2016                                                                                                                                                                                          | Access to full text                                                                                   |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Emergency Response              | Policy reviewed:<br>List of area wardens updated.<br>Inclusion of new diagrams for new premises and buildings.                                                                                           | The full text of the policy can be accessed by request from the principal or from the school website. |
| Attendance                      | Policy reviewed:<br>Clarity on procedures for non-attending students and destination unknown.                                                                                                            | The full text of the policy can be accessed by request from the principal or from the school website. |
| Behaviour Management            | Policy reviewed:<br>Reference to PBIS program included that is reflective of new merit award system and values based lessons taught.<br><br>Reference to K-6 'Stay on Green' merit award system removed. | The full text of the policy can be accessed by request from the principal or from the school website. |
| Excursion and Incursion         | Policy reviewed:<br>Slight change to the process in organising an excursion.<br>WWC and parental package checklist included.                                                                             | The full text of the policy can be accessed by request from the principal or from the school website. |
| Grievance Policy and Procedures | Policy reviewed:<br>Policy updated to include reference to grievance procedures involving teachers seeking accreditation at Proficient Teacher level.                                                    | The full text of the policy can be accessed by request from the principal or from the school website. |
| Student Welfare                 | Policy reviewed:<br>PBIS program included that is reflective of new merit award system and values based lessons taught.                                                                                  | The full text of the policy can be accessed by request from the principal or from the school website. |
| Governance                      | New Policy:<br>Policy also modified to reflect new responsible persons requirement needing to complete 12 hours of PD every three years rather than 4 hours per year.                                    | The full text of the policy can be accessed by request from the principal or from the school website. |

|                                                            |                                                                                                                                                                                                                                                  |                                                                                                       |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Child Protection                                           | Policy reviewed:<br>Policy updated to include annual in-servicing of staff on child protection.                                                                                                                                                  | The full text of the policy can be accessed by request from the principal or from the school website. |
| Educational and Financial Reporting                        | Policy reviewed:<br>Key dates updated.                                                                                                                                                                                                           | The full text of the policy can be accessed by request from the principal or from the school website. |
| Enrolment                                                  | Policy reviewed:<br>Policy amended to include parental and student obligations and responsibilities.<br>Declarations of previous incidents at former schools included on enrolment form.<br>Inclusion of new Australian Privacy Principles (APP) | The full text of the policy can be accessed by request from the principal or from the school website. |
| Experience Teacher Accreditation                           | Policy reviewed:<br>Key dates updated.                                                                                                                                                                                                           | The full text of the policy can be accessed by request from the principal or from the school website. |
| Teachers Seeking Accreditation at Proficient Teacher Level | New Policy (in accordance with new TAA guidelines).                                                                                                                                                                                              | The full text of the policy can be accessed by request from the principal or from the school website. |
| Teachers Employment                                        | Policy reviewed:<br>Clarity to staff employed as part-time or taking maternity leave.                                                                                                                                                            | Distributed to all staff.                                                                             |

# Reporting Area 10: School Determined Improvement Targets

## **2017 Priority Areas for Improvement**

| Area                             | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning            | <ul style="list-style-type: none"> <li>• Implement the K-6 Geography syllabus.</li> <li>• Continuation of our various reading intervention programs for students requiring support needs (i.e. phonics, fluency and comprehension).</li> <li>• Finalise the development of new teaching programs based on the Stage 6 HSC mathematics syllabus.</li> <li>• Implement a new Arabic reading program for non-Arabic speaking students.</li> </ul>                                                                                                       |
| Student Achievements and Welfare | <ul style="list-style-type: none"> <li>• Improve communication between school and parents/students through the introduction of reverse parent/teacher interviews.</li> <li>• Use of Sentral (Student Management System) for attendance, reporting and student welfare.</li> <li>• Analyse phonics, reading (benchmarking) and comprehension results to identify areas of weakness.</li> <li>• Implement PBIS merit award system and lessons across K-12.</li> <li>• Implementation of a before school Year 2 and 10 peer support program.</li> </ul> |
| Staff Training                   | <ul style="list-style-type: none"> <li>• Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>• Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course.</li> <li>• In-service primary staff on key curriculum resources (i.e. use of Phonics Hero, Mathletics and Stepping Stones)</li> <li>• Provide staff classroom management in-servicing.</li> <li>• Provide key staff across K-12 with greater professional learning opportunities to better utilise the College's Student Management System.</li> <li>• Continue to support teachers at Proficient Teacher level through their maintenance needs and help them identify areas for growth and development.</li> </ul> |
| Facilities and Resources | <ul style="list-style-type: none"> <li>• Completion of Science Labs (2) and Food Technology lab (1)</li> <li>• Completion of 8 General Learning Areas</li> <li>• Student and staff amenities</li> <li>• Update Oliver library cataloging system</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |

### Achievements of priorities identified in school's 2015 Annual Report

| Area                  | Priorities                                                                                                                                                                                                                                                                                                                         | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning | <ul style="list-style-type: none"> <li>• Provide further professional development in the area of reading</li> <li>• Continue to work on improvements to student Reading results in NAPLAN.</li> <li>• Complete the redevelopment of the Year 2 Get Reading Right Program</li> <li>• Continue to target students at risk</li> </ul> | <ul style="list-style-type: none"> <li>• All K-6 staff were provided multiple professional development sessions involving various elements of reading (i.e. phonemic awareness, phonics and comprehension etc)</li> <li>• NAPLAN results indicate students have improved significantly in both Years 3 and 5 results in the strand of reading</li> <li>• A staff member was given reduced face to face load and has completed the redevelopment of the Get Reading Right program across K-2 (phonics program)</li> <li>• The College has introduced various</li> </ul> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <p>through improvements in identification, implementation and tracking procedures</p> <ul style="list-style-type: none"> <li>• Begin reading fluency classes in Years 2 and 3 with students identified through DIBELS assessments</li> <li>• Provide professional learning based on the new Geography K-6 syllabus.</li> <li>• Ensure all staff are using appropriate literacy strategies in all faculties across the secondary school years</li> <li>• Research potential numeracy based intervention programs across K-9</li> </ul> | <p>screening checks to identify and plan for individual student learning needs across grades.</p> <ul style="list-style-type: none"> <li>• Identified students through the use of DIBELS provided instruction for 2 terms in repeated reading exercises to improve reading fluency.</li> <li>• Curriculum coordinator in-serviced staff on new History K-6 syllabus. In-services with a Geography focus will be held in 2017.</li> <li>• Various literacy strategies embedded across all secondary faculties. Teacher training and workshops also organised during the year.</li> <li>• Bridges (early years numeracy) and Quicksmart (Years 4-9) identified as possible numeracy intervention programs. Staff were in-serviced in Bridges and have commenced its implementation. Staff will receive in-serving in Quicksmart in 2017.</li> </ul> |
| Student Achievements and Welfare | <ul style="list-style-type: none"> <li>• Commence Valid (Science) testing on Year 6</li> <li>• Finalise matrix, scope and sequence and lesson plans for K-10 PBIS program in order to launch the program in 2016</li> <li>• To enhance student awareness of the importance and benefits of voluntary service</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• All Year 6 students completed Valid (Science) test</li> <li>• PBIS matrix, scope and sequence and sample lessons completed. Development of lesson plans will continue in 2017.</li> <li>• Before school peer support program implemented. High school students volunteered 4 mornings a week for 2 terms to mentor a primary-aged student.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                | <ul style="list-style-type: none"> <li>• The reading comprehension curriculum be differentiated (in terms of the Super 6 strategies) and student results continue to improve from semester to semester and year to year</li> <li>• Move the PAT-Reading standardised test to on-line to receive more timely and effective feedback of student achievement. Introduce PAT-Maths across Years 1-10</li> <li>• Expand the Phonics Screening Check introduced last year to also include a Term 4 Kindergarten Check</li> <li>• Analyse students reading and numeracy achievement through SMART data to target weaknesses</li> </ul> | <ul style="list-style-type: none"> <li>• Super 6 strategies explicitly taught across all primary years. Formative and summative assessments and standardised tests such as NAPLAN and PAT tests show improvement across all year groups.</li> <li>• PAT tests successfully moved on-line. Results used to identify students requiring additional support and extension work.</li> <li>• End of Year Kindergarten and mid-Year 1 phonics screening check introduced. Students identified for additional learning support placed on Minilit and Multilit reading intervention programs.</li> <li>• Students identified for additional learning support through SMART data placed on appropriate intervention (i.e. Corrective Reading, Multilit etc)</li> </ul> |
| Staff Training | <ul style="list-style-type: none"> <li>• Series of in-services conducted on literacy across the secondary curriculum to ensure staff are following a clear teaching and learning cycle that incorporates literacy strategies</li> <li>• Pilot the use of Edumate (Student</li> </ul>                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• All programs have a variety of literacy based strategies that follow the teaching and learning cycle. Staff mentored on how to implement these strategies within the classroom. A focus on integrating literacy across the curriculum using the teaching and learning cycle was emphasized during the training.</li> <li>• The College will move to a</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |

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|                          | <p>Management System) for attendance, assessing and reporting across K-6</p> <ul style="list-style-type: none"> <li>Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff</li> <li>Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid course twice in the year</li> <li>Continue to support the New Scheme Teachers throughout their stages of accreditation<br/>Formulate teacher accreditation policies in line with new TAA requirements. Finalise and in-service staff on the new TAA guidelines</li> </ul> | <p>new student management system. As such, this item has been deferred to 2017.</p> <ul style="list-style-type: none"> <li>Get Reading Right consultants led parent workshops, staff lesson demonstrations and after school debriefing sessions. Staff reported increased confidence in teaching phonics based lessons.</li> <li>All staff completed a Senior First Aid course or CPR course on a designated PD day at the school.</li> <li>Teachers seeking accreditation at Proficient Teacher level were involved in a series of orientation meetings and feedback sessions to support staff throughout their stages of accreditation. New teacher accreditation policies were also implemented in line with new TAA guidelines.</li> </ul> |
| Facilities and Resources | <p>Begin construction work of new Science labs and playground.</p> <ul style="list-style-type: none"> <li>Seek BOSTES registration for Al-Faisal College to operate as three separate schools rather than campuses</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Construction of new Science labs and playground has commenced and is due to be completed in 2017.</li> <li>Al-Faisal College has acquired BOSTES registration to operate as three separate schools. BOSTES inspection showed school complied with all aspects of the Education Act.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |

# Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2016, the school executive committed to the development and introduction of the school wide **Positive Behaviour Interventions and Support (PBIS)** programme with the purpose of building a culture of respect, responsibility and achievement within a safe school environment. Emphasis is placed on the prevention of problem behaviour through the development of social skills and the use of data based problem solving for addressing existing behaviour concerns. By implementing the PBIS model we are seeking to increase the capacity of our school to educate all students using research-based school wide, classroom, and individualised interventions.

The PBIS committee appointed by the Principal and comprising teachers and members of the executive across the three Al-Faisal College schools, has guided the development of policies, resources and teaching materials in preparation for the launch of the programme in 2017. Through widespread consultation, the committee established a set of universal expectations for all students in all locations of the school. These are organised and described within four key values: **Respect, Ownership, Achievement, Resilience and Safety (ROARS)**.

Interventions and strategies are being developed to teach and reinforce key values:

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

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

## *Harmony Day:*

As a sign of respect for the elderly, the students from Year 2 and class captains of all classes visited a local nursing home in Minto. The students presented the residents with cards and flowers and sang for them.

The students wore multicultural dresses on the day to show respect and tolerance for all cultures. They enjoyed slices of oranges to signify Harmony Day.

## *Schools for Sustainability:*

6 of our Year 10 students participated in the Schools for Sustainability Program organised by Campbelltown Council and worked on a proposal to start a project on sustainability. Students got the opportunity to explore GLOBAL + LOCAL environmental issues through a series of engaging workshops and heard from young sustainability pioneers who have taken their BIG ideas into the real world and are making them happen.

Students also learnt how to develop a sustainable project initiative as well as how to write a professional grant application. Students brought this knowledge back to school and developed a grant application, funded through Campbelltown City Council and Western Sydney University for a sustainable project within their school.

The Sustainability Team made a proposal following a sustainability workshop about reducing the amount of paper being used in the school. The students' proposal won and a grant was provided for the project.

## *Threatened Species Art Competition:*

In 2016, Kindergarten to Year 6 students participated in the Threatened Species Art Competition organised by the Campbelltown Council to raise awareness in the students regarding the importance of looking after special, local threatened plant and animal species.

The Threatened Species Art Competition encouraged students to learn about a local threatened species and represent it in a piece of artwork. Through its cross-curricular nature, the competition allowed for many different educational activities that linked to HSIE, Science and Visual Arts. There were environmentally themed prizes to be won and two students from the school won prizes.

## *Together for Humanity:*

Multiculturalism was promoted to Kindergarten -Year 12 students via seminars held by the Together for Humanity group that put forth the message "You+Me=Us". The workshops focused on the following:

### **Celebrations of Our Diverse Communities:**

This workshop was a one-hour interactive presentation that supports and enriches the NSW syllabus. This workshop engaged students in exploring common and diverse celebrations of significance in Australia and the world. Muslim, Jewish and Christian presenters shared stories of their own celebrations and challenged assumptions. It expanded on cross-cultural understandings and developed appreciation of diverse celebrations.

### **Our Diverse and Connected People and Places:**

In this workshop, students heard stories relating to how migrants have contributed to Australian society. Presenters led students on an exploration of similarities, differences and relationships between people, places, cultures, customs and beliefs, perceptions and the importance of

intercultural understanding. It expanded on cross-cultural understandings and developed appreciation of similarity and differences.

### *Sporting Schools Program:*

The school ran a 6 week after school Sports Program every term. In 2016, students played games like tennis, hockey, soccer and badminton. It was a pleasure to watch the students enjoying fruits, which are provided by the school, after one hour long session of sports every week. The activities built on team spirit, camaraderie and fitness.

### *NAIDOC week:*

Students displayed their respect for the aboriginal communities through celebrating NAIDOC week. In 2016 we celebrated the advances in Aboriginal Science through inviting the Jollybops Science Show who demonstrated the scientific strategies employed in the use of boomerangs, didgeridoos and other aboriginal implements. The students got a first-hand experience of how the indigenous population survived without modern technology.

### *National Tree Plantation Day:*

“Go Green” is the motto that students believe in! 50 plants were planted by the students from Kindergarten to Year 2 to ensure that we leave a greener planet for our future generations. Various related activities were done in class to reinforce the concept of the importance of trees.

### *Recycling Workshops:*

Campbelltown Council ran incursions in the form of workshops at the school for Year 4 students to consolidate the importance of recycling. The presenters explained the processes involved in recycling and how students can contribute to the program.

### *Clean up Australia Day:*

The school participated in Clean up Australia Day, wherein different areas of the school and the classrooms were cleaned up by the students. As a special community building gesture, Al-Faisal students visited the neighbouring Grange Public School to help clean up their grounds.

### *Careers Night:*

Year 11 and 12 Students attended the annual Careers night at Al-Faisal College, Auburn. It proved to be an important career resource where parents and students received important career advice.

Students and parents were able to speak directly with representatives from Australia’s leading education providers. They were also able to meet university students and professionals from a wide range of employment fields.

The Careers Night allowed students and parents to have questions answered about subject choices, university admissions, university life and work place experience.

### *Author Visit:*

Students enjoyed a visit from the renowned author Peter Skrzynecki, who talked about his experiences as an immigrant to Australia. The author read out excerpts from some of his books and the students were able to ask him various questions regarding his settlement in Australia and his creativity.

## *Grip Leadership Conference:*

The Primary Captains and Prefects were invited to attend the 2016 GRIP Student Leadership Conference. The aim of the day was to inspire and motivate current leaders in the school. The day was very educational and allowed our students to develop leadership skills so that they can have a positive influence on those around them. Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership.

## *ANZAC Day and Remembrance Day:*

Students were engaged in various activities including discussions and presentations. Guest speakers were invited to emphasise the importance of these days to the Australian people.

## *Charity Drives:*

The school organised various events with the highlight being the charity drive during Ramadan and the Eid festival day in which donations were collected for various charities.

## *Rhythm Hunters (Japanese Drumming) workshop:*

The workshop promoted the awareness and respect for the Japanese culture through music. The presenters used drums to develop the sense of rhythm in the students.

## *Earth Hour:*

The school participated in the annual Earth Hour to raise awareness of the planet and the importance of understanding how we influence the environment.

## *Stranger Danger & Cyber Safety workshops:*

Workshops were presented to K-6 students held by Youth Liaison Police Officers and the School Counsellor.

The workshops explored the following:

- Online behaviour (Cyber bullying)
- Mobile phone use
- Online safety (preventative measures)
- Identity theft
- Protective Behaviour- strategies to keep children safe and cope with situations which may threaten their well-being.

## *Self Esteem Workshops (Years 7):*

Workshops that addressed self-esteem, self-talk & positive thinking, bullying, teamwork and effective communication were presented to the students by the school counsellor. Students partook in activities and practical learning tasks in order to improve social skills for basic interactions, and role-played effective communication skills to enhance interpersonal relationships

## *Young Women's Leadership Seminar:*

Parliamentary Education invited two Year 11 students to attend the Young Women's Leadership Seminar to discuss concepts and definitions of leadership, issues that might affect women in leadership roles, and to meet inspiring women leaders from our Parliament and community.

## *Make a Difference Day:*

Parliamentary Education invited two Year 10 students, to represent their peers in a Civics and Citizenship program called Make a Difference Day. The aim of the program was to develop students' knowledge and understanding of Australian democracy and the rights and responsibilities of Australian citizenship.

Participants had an opportunity to explore how they can engage as informed and active citizens in their schools and communities. The program included a Keynote Address by a panel of Members of Parliament and participation in facilitated group discussions. During the group discussions, students were asked to talk about some of the issues in our society which they think are important and ways in which they can make a difference.

The groups also discussed the roles and responsibilities of citizens, including voting, and whether the voting age should be lowered to sixteen.

## *B-Street Smart:*

The College organised for Year 10 students to attend the B-Street Smart - Smarter, Safer Driver's event run by the Westmead Hospital. The aim of this forum was to give students who are most at risk, a realistic look at the trauma caused by road crashes and provide them information and strategies in an attempt to reduce serious injuries and deaths.

B-Street Smart provided students with first-hand experience and an understanding of their responsibilities as a driver and as a responsible passenger, information and strategies to avoid serious injury and death relating to road incidents and information on how to reduce risk taking behavior through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and fatigue.

## *Years 7-12 Poetry Performance Workshop:*

As a part of Literacy Week, students participate in a Poetry Performance Workshop conducted by Morganics. Morganics is an internationally renowned poet and artist. The students enjoyed the exposure to a different culture.

# Reporting Area 12: Parent, Student and Teacher Satisfaction

## *Teacher, Student and Parent Satisfaction*

Al-Faisal College - Campbelltown has a policy of open communication with parents. Parents are welcome and encouraged to make appointments with staff members to discuss matters relevant to their child at school.

The College has organised a number of student forums in order for students to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional cocurricular activities. It is the school's position that engagement is an important outcome of schooling. Active student participation and engagement in 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.

Staff surveys have revealed a degree of satisfaction by members of staff.

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

Staff, Parent and Student surveys were conducted in 2016 and revealed high levels of satisfaction.

The top responses from the parent survey revealed:

- My child is proud of being a student at Al-Faisal College
- A safe environment for teaching and learning is provided
- I feel welcomed
- I would recommend Al-Faisal College to others
- The quantity and quality of homework is appropriate to students
- The College encourages my child to have respect for others

The top responses from the Year 3-11 student survey revealed:

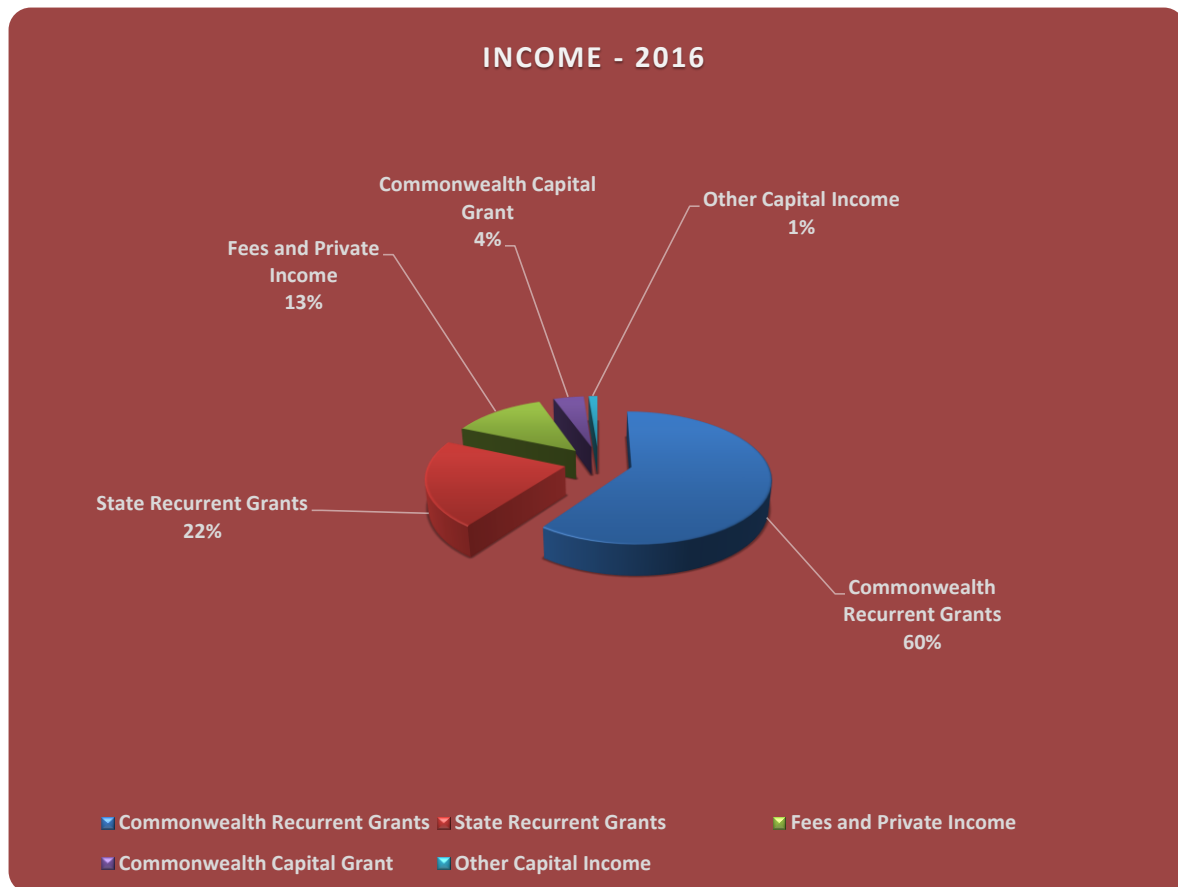
- I had teachers who know me well and cared about me as a person
- My teachers tell me what I am learning and why
- I feel comfortable in approaching my teacher and asking for help in English
- In class there is a balance between working on my own and working with other students
- My teachers provide me with useful feedback

The top responses from the Staff survey revealed:

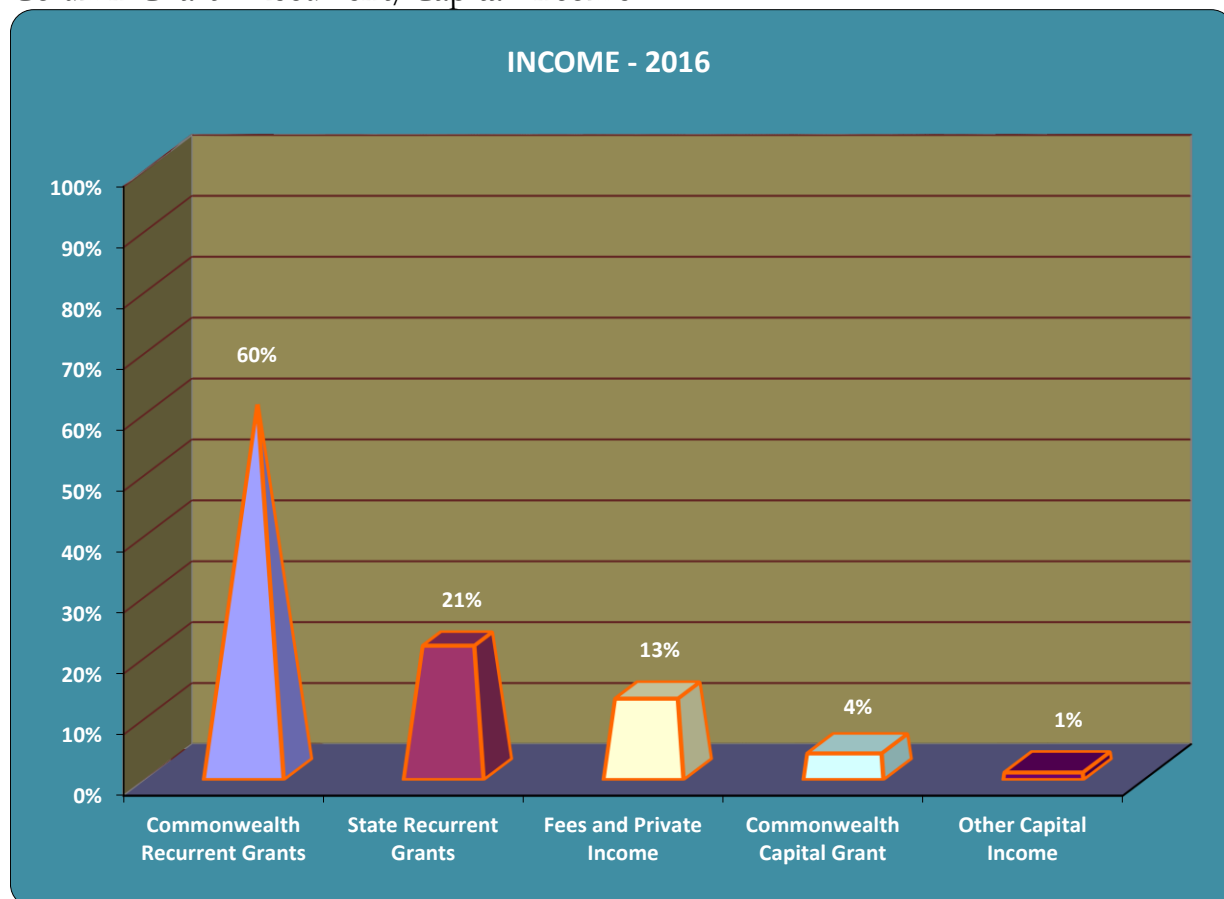
- ICT resources are used to teach literacy and engage students in a variety of different ways
- Greater professional development opportunities has improved learning opportunities for students in literacy across all KLAS
- The support I receive from my immediate supervisor/coordinator is professional and appropriate

# Reporting Area 13: Summary financial information

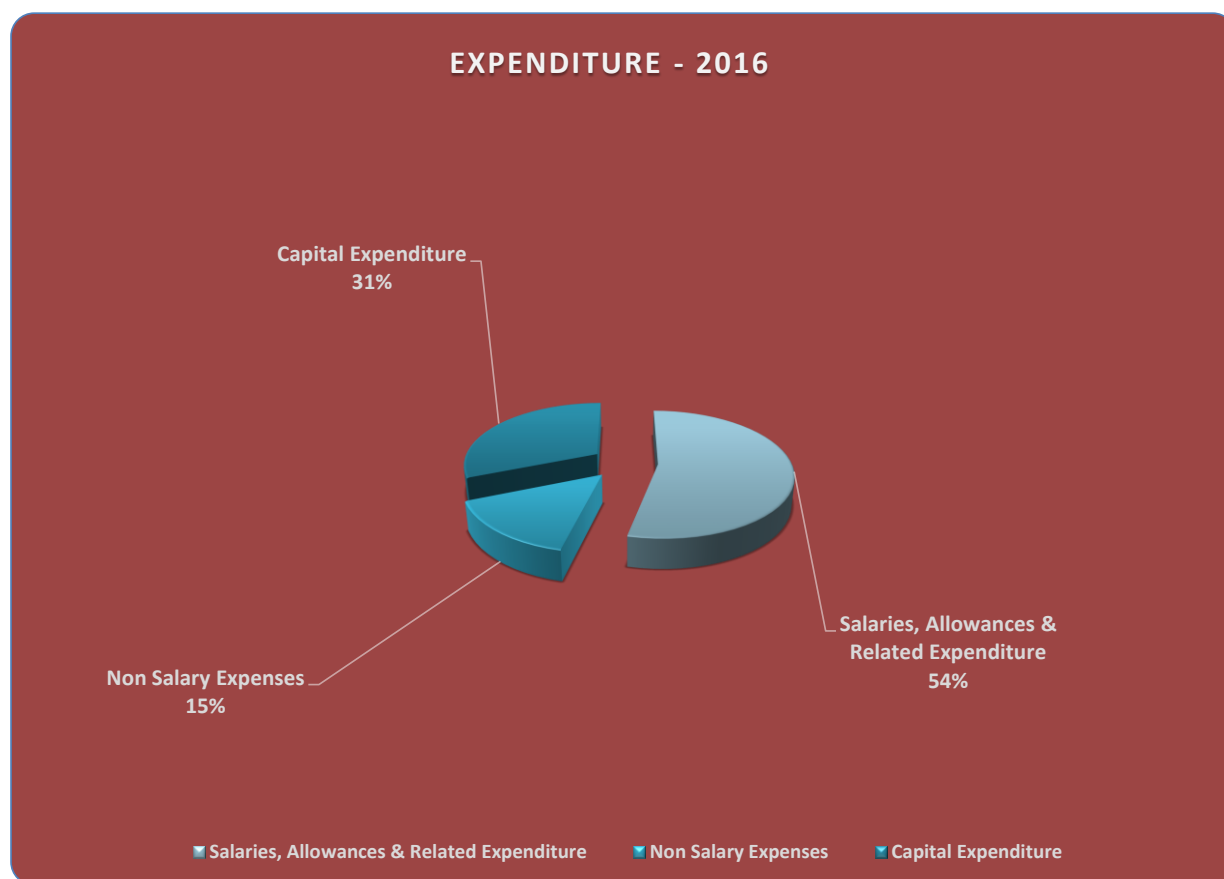
## Pie Chart - Recurrent/Capital Income



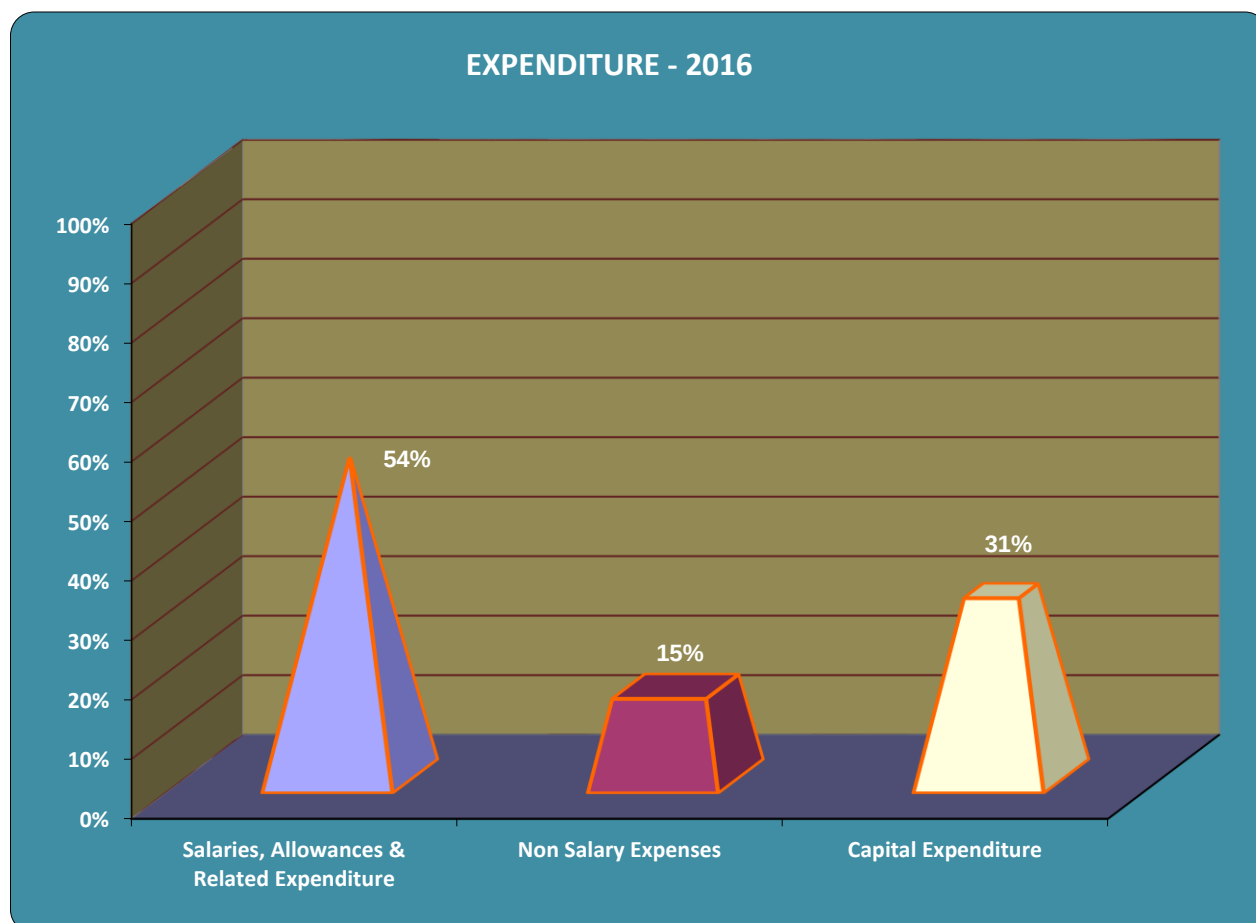
## Column Chart - Recurrent/Capital Income



## Pie Chart - Recurrent/Capital Expenditure



## Column Chart – Expenditure



# Reporting Area 14: Publication Requirements

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

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