

# Al-Faisal College - Campbelltown



## ANNUAL REPORT 2017



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## Table of Contents

|                                                                                                                             |            |
|-----------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Introduction</b>                                                                                                         | <b>3</b>   |
| <i>Policy</i> .....                                                                                                         | 4          |
| <i>Annual Report Procedures and Publication Requirements</i> .....                                                          | 4          |
| <b>Reporting Area 1: A Message from Key Bodies</b>                                                                          | <b>5</b>   |
| Managing Director's Message .....                                                                                           | 5          |
| Principal's Message .....                                                                                                   | 6          |
| Primary Student Representative Council .....                                                                                | 7          |
| High School Student Representative Council.....                                                                             | 8          |
| <b>Reporting Area 2: School Context</b> .....                                                                               | <b>10</b>  |
| <b>Reporting Area 3: Student Performance and National and Statewide Tests and Examinations</b>                              | <b>12</b>  |
| <i>1. NAPLAN</i> .....                                                                                                      | 122        |
| <b>Reporting Area 4: Senior Secondary Outcomes</b>                                                                          | <b>14</b>  |
| <i>Record of School Achievement (RoSA)</i> .....                                                                            | 14         |
| <i>Higher School Certificate (HSC)</i> .....                                                                                | 14         |
| <i>Vocational Education and Training (VET)</i> .....                                                                        | 16         |
| <b>Reporting Area 5: Professional Learning and Teacher Standards</b>                                                        | <b>17</b>  |
| Professional Learning.....                                                                                                  | 17         |
| Teacher Standards.....                                                                                                      | 20         |
| <b>Reporting Area 6: Workforce Composition</b>                                                                              | <b>23</b>  |
| <b>Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools</b> | <b>24</b>  |
| Student Attendance .....                                                                                                    | 24         |
| Management of Non-Attendance .....                                                                                          | 24         |
| Student Retention Rates .....                                                                                               | 26         |
| Post School Destinations.....                                                                                               | 26         |
| <b>Reporting Area 8: Enrolment Policy</b>                                                                                   | <b>278</b> |
| <b>Reporting Area 9: Other School Policies</b>                                                                              | <b>30</b>  |
| Student Welfare Policy .....                                                                                                | 30         |
| Discipline Policy.....                                                                                                      | 31         |
| Policies for Complaints and Grievances Resolution .....                                                                     | 32         |
| Anti-Bullying.....                                                                                                          | 32         |
| Accessibility of and Changes to Policies.....                                                                               | 34         |
| <b>Reporting Area 10: School Determined Improvement Targets</b>                                                             | <b>35</b>  |
| Achievements of priorities identified in school's 2016 Annual Report .....                                                  | 36         |
| <b>Reporting Area 11: Initiatives Promoting Respect and Responsibility</b> .....                                            | <b>41</b>  |
| <b>Reporting Area 12: Parent, Student and Teacher Satisfaction</b>                                                          | <b>47</b>  |
| <b>Reporting Area 13: Summary Financial Information</b>                                                                     | <b>47</b>  |
| <b>Reporting Area 14: Publication Requirements</b>                                                                          | <b>49</b>  |

# 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.

Since 2015, the school has 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 619 in 2017. 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 2018
  - 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*

It is my pleasure as Managing Director of Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool to write a message on behalf of the School Board for the 2017 Annual Report.

I am delighted to report on another extremely strong year of growth and improvement for all Al-Faisal Colleges. 2017 has certainly been a very busy and illustrious year for Al-Faisal Colleges. We have opened many new wings/buildings of our colleges and expanded in student growth and enrolment numbers.

First at Al-Faisal College (Auburn) the school celebrated the official opening of the Trade Skills Centre by Mr John Ralston, Chairman of the Association of Independent Schools NSW. There were a number of official guests, dignitaries from the diplomatic core who joined us for the ceremony. We also received a statement letter of congratulations from the Hon. Karen Andrews, Assistant Minister for Vocational Education & Skills, which was read out during the opening ceremony.



The construction of Building E, has started to take shape and we anticipate utilizing the building in 2018. The new building consists of 20 additional GLA rooms, 3 halls, extension of existing playground and roof top areas. The whole school has physically changed as the interconnected levels has allowed the college to be expanded into a “U shaped structure”.

Secondly, Al-Faisal College - Campbelltown has undergone major construction works this year with the construction of a new building with specialist rooms, eg science labs, technology (commercial kitchen) and additional playground areas. We anticipate the new building and playgrounds to be used in the next coming year 2018.

Thirdly, Al-Faisal College - Liverpool-Austral - the College has also opened the impressive “Block C” of the school with 10 new additional classrooms. We also have specialist secondary rooms such as a science lab, technology, music/art rooms etc. to ensure that our first year 7 cohort (Stage 4) have all the facilities and requirements.

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

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, Board of Studies, Teaching, Education Standards (BOSTES), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Business Manager, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges. You all have significant roles in our schools which are integral for our success.

Finally, I would like to thank the parents and community for their continuous support to the College. Last but not least, I would like to thank the students on their hard work, effort and achievement.

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

## *Principal's Message*

Al-Faisal College-Campbelltown is a K-12 co-educational school devoted to providing students with high quality teaching and learning programs. The college had major construction works take place and we look forward to utilizing the new science labs, hospitality and specialist facilities in 2018.

2017 marks the end of another great successful year as our results continue to show student progress and achievement. We are very impressed with the HSC ATAR scores as students will be continuing on a tertiary path and the great NAPLAN results for years 3, 5, 7 and 9. I would like to take this opportunity to thank our staff both teaching and non-teaching for supporting students' educational journey, you have made a great difference!

Our teaching staff provide an atmosphere that is welcoming and positive, but also challenge students with engaging experiences in order to achieve their full potential and personal best. I acknowledge the commitment of our staff as they continuously work to develop and sustain a culture of student self-improvement and lifelong learning.

Our students were provided with opportunities to reach out to the local community and gain a better understanding of being responsible young citizens in the local area as well as develop a sense of empathy, humanity and know that small good deeds really do go a long way. Our students have visited nursing homes on harmony day, hospital visits to cheer up sick children in the pediatrics ward, attended interfaith workshops organized by Together for Humanity, peer support programs and leadership conferences. All these rich experiences have given students a snap shot about the importance of people in society (every person counts – whether young or old) and the importance about giving back to the community.

I would like to thank the Federal and State Government and Campbelltown Council for their continuous support to our Colleges. Special thanks to the Board of Studies, Teaching, Education Standards (BOSTES) and Association of Independent School (AIS) for their great assistance. The AIS has upskilled staff professionalism by delivering professional development courses to promote field knowledge and pedagogical awareness.

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

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

There is a strong partnership with the college and school community. I would like to thank the parents and families for their continuous support to the College. It has been a pleasure to watch your children grow into independent, confident and resilient individuals.

To our delightful students “reach for the stars”. If you have faith that you can attain something and try your best to acquire knowledge you will hopefully achieve success.

Mrs G. Adra Khan  
Executive Principal

# *Primary Student Representative Council*

Al-Faisal College –Campbelltown encourages the various attributes of leadership and believes that when students combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together, leaders of tomorrow are formed.

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 and gain a sense of achievement.

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

Leadership qualities are recognised and encouraged right from Kindergarten.

Class captains: Two students from Kindergarten to Year 6 are selected per term to represent their class. The selection may be based on social, academic or behavioural leadership to encourage positivity to the learning processes. These captains carry out various class-based responsibilities.

The captains are changed every term to ensure that more students can undertake responsible positions. The students are presented with merit awards to acknowledge the selection.

## **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, wherein they include their achievements in the past 6 years of schooling, a personal profile and examples of how they have displayed leadership over the years. The portfolios are analysed by a panel of teachers and deputy principal. The selected candidates then present speeches outlining their goals and also campaign for themselves. The rest of the student body votes for their favourite candidate. Eight girls and eight boys were elected as Prefects in 2017. Two students with most votes were then chosen as School Captains. School Captains must also show leadership qualities and be role models for other students.

The SRC members in 2017 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 undertook: ranged from participation in leadership programs to representing the school at state events. Captains and Prefects in Year 6 attended the following:

2017 GRIP Leadership Conference: The Primary Captains and Prefects were invited to attend the 2017 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. The commemoration of the Primary School ANZAC Ceremony was also organised by the SRC. The SRC members also attended the Schools' Remembrance Service held at Hyde Park. The service involved schools from all over NSW.

Students met with the teacher in charge of SRC 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.
- 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 Welfare Coordinator on a regular basis. In those 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 are elected from each grade to be prefect. Five girls and five boys were elected as Prefects in 2017. School captain and vice-captain are elected as well. School Captains must also show leadership qualities and be role models for other students.

In 2017 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 2017 were active participants:

- 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 those days. The SRC played an important role in organising those events and displayed their prowess in public speaking. They also were the hosts at these functions.
- 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 featuring modern animation, photo editing and educational software.

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

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

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

The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, aesthetic and

intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, 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 2017. 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 2017 NAPLAN exams which further improved on the already high standard established in 2016. 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 2017, 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 with 24% of these placed in Bands 5 and 6 (80-100 marks).

## *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 2017 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 2017, for the second time, Al-Faisal College, Campbelltown presented students for the HSC examinations. A total of 10 students sat for the NSW Higher School Certificate in 6 courses. In total, 100% of candidates across all courses achieved marks of 50 or more with 24% of these placed in Bands 5 and 6 (80-100 marks).

English Standard and Mathematics General 2 both recorded Band 6 results. For the past 2 years, 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      |
|                            | 2017 | 10              | 3                    | 30                                | 36.14      | -6.14      |
| Community & Family Studies | 2016 | 9               | 5                    | 55.55                             | 30.53      | +25.02     |
|                            | 2017 | 10              | 4                    | 40                                | 29.61      | +10.39     |
| English (Standard)         | 2016 | 9               | 3                    | 33.33                             | 13.39      | +19.94     |
|                            | 2017 | 10              | 4                    | 40                                | 15.91      | +24.09     |
| Mathematics General 2      | 2016 | N/A             | N/A                  | N/A                               | N/A        | N/A        |
|                            | 2017 | 7               | 1                    | 14.28                             | 25.49      | -11.21     |
| Senior Science             | 2016 | 9               | 4                    | 44.44                             | 28.58      | +15.86     |
|                            | 2017 | 10              | 2                    | 20                                | 24.10      | -4.1       |
| Society and Culture        | 2016 | 9               | 3                    | 33.33                             | 48.18      | -14.85     |
|                            | 2017 | 3               | 0                    | 0                                 | 47.48      | -47.48     |

## HSC Honour Roll

### Distinguished Achievers

|                                 | Students | Courses |
|---------------------------------|----------|---------|
| Al-Faisal College, Campbelltown | 1        | 2       |

## HSC Honour Roll

| Subject               | Number of Distinguished Achievers |
|-----------------------|-----------------------------------|
| English (Standard)    | 1                                 |
| Mathematics General 2 | 1                                 |
| <b>TOTAL</b>          | <b>2</b>                          |

## *Vocational Education and Training (VET)*

- (i) In 2017, 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> |
|----------------|----------------------------------|-------------------------------|
| 2017           | HSC                              | 100%                          |
| 2017           | VET Qualification                | 0%                            |

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2017, 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.

### **2017 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> |
|-------------|-------------|-------------------|----------------------------|-----------------------------------------------------------------------|----------------------------|
| 19/1/17     | 3 hours     | Al-Faisal College | Dr Nabil Mirza, Sentral    | Recording data on Sentral: attendance, Fees and Billing               | 4                          |
| 23/01/17    | 3 hours     | Al-Faisal College | AIS Consultant             | Evidence Based Classroom Management                                   | 21                         |
| 23/01/17    | 3 hours     | Al-Faisal College | Stepping Stones Consultant | K- 2 Developing Special Strategies for Number, Addition & Subtraction | 6                          |

|          |         |                                 |                                          |                                                                                              |                  |
|----------|---------|---------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------|------------------|
| 23/01/17 | 3 hours | Al-Faisal College               | Stepping Stones Consultant               | 3-6 Developing Special Strategies for Multiplication & Division                              | 7                |
| 24/01/17 | 1 hour  | Al-Faisal College               | Association of Independent Schools (AIS) | NSW Reportable Conduct and Allegations against Employees Online Module                       | 24               |
| 24/01/17 | 1 hour  | Al-Faisal College               | Association of Independent Schools (AIS) | Obligations in Identifying and Responding to Children and Young People at Risk Online Module | 24               |
| 24/1/17  | 1 hour  | Al-Faisal College               | Association of Independent Schools (AIS) | Risk Management                                                                              | 1                |
| 24/1/17  | 1 hour  | Al-Faisal College               | Association of Independent Schools (AIS) | Chemical Safety in Schools Basic Induction Online Module                                     | 2                |
| 8/2/17   | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Dr Al-Fadly            | Emergency Response procedures: Emergency Planning Committee                                  | 6                |
| 10/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs S. K. Hassanein    | Attendance Procedures                                                                        | 42               |
| 10/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs S. K. Hassanein    | Excursion Procedures                                                                         | 42               |
| 10/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs S. K. Hassanein    | Emergency Response Meeting - Emergency Planning Committee (EPC)                              | 6                |
| 13/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs Sonali Luthra      | Emergency Response Evacuation and Lock Down Procedures                                       | 42               |
| 15/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs Sonali Luthra      | Lock Down Drill                                                                              | 42 plus students |
| 15/2/17  | 1 hour  | Al-Faisal College- Campbelltown | Executive Staff – Mrs Sonali Luthra      | Evacuation Drill                                                                             | 42 plus students |
| 20/2/17  | 6 hours | Sydney City                     | 7 Steps of Writing Success               | Writing                                                                                      | 1                |

|          |         |                                  |                                         |                                                              |    |
|----------|---------|----------------------------------|-----------------------------------------|--------------------------------------------------------------|----|
| 23/2/17  | 1 hour  | Al-Faisal College-Campbelltown   | Risk Logic: Nick Ryan                   | Emergency Response Procedures: Communications                | 3  |
| 23/2/17  | 1 hour  | Al-Faisal College-Campbelltown   | Risk Logic: Nick Ryan                   | Emergency Response Procedures: Emergency Planning Committee  | 6  |
| 23/2/17  | 1 hour  | Al-Faisal College-Campbelltown   | Risk Logic: Nick Ryan                   | Emergency Response Procedures: General Staff Awareness       | 41 |
| 23/2/17  | 1 hour  | Al-Faisal College-Campbelltown   | Risk Logic: Nick Ryan                   | Emergency Response Procedures: Warden Training               | 14 |
| 28/2/18  | 2 hours | Al-Faisal College - Campbelltown | Aijazz Kharadi                          | 7 Steps of Writing Success                                   | 19 |
| 9/3/17   | 1 hour  | Al-Faisal College - Campbelltown | Stepping Stones Consultant              | Online Training Origo Slate                                  |    |
| 23/03/17 | 1 hour  | Al-Faisal College - Campbelltown | Phonics Hero Consultant Michelle Haines | Phonics Hero online component – Explicit Teaching of Phonics | 11 |
| 28/3/17  | 1 hour  | Online                           | Dr Nabil Mirza                          | Report Writing: Arabic and Islamic Studies                   | 5  |
| 28/3/17  | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff-Mr M. Adra              | Accreditation Maintenance                                    | 33 |
| 28/3/17  | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff-Mr M. Adra              | Information for teachers seeking proficiency                 | 7  |
| 28/3/17  | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff-Mr M. Adra              | Child Protection                                             | 42 |
| 3/4/17   | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff-Mr M. Adra              | Orientation for teachers seeking proficiency                 | 8  |
| 10/4/17  | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff-Mr M. Adra              | Information for teachers seeking proficiency                 | 8  |

|                 |           |                                 |                                           |                                                                                                               |    |
|-----------------|-----------|---------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------|----|
| 12/4/17         | 1 hour    | Online                          | Dr Nabil Mirza                            | Sentral Academic Term 1 Reports                                                                               | 19 |
| 24/04/17        | 3 hours   | Al-Faisal College               | Stepping Stones Consultant: Allan Thurton | Mathematics – Space and Geometry                                                                              | 14 |
| 24/04/17        | 3 hours   | Al-Faisal College               | AIS Consultant                            | Universal Classroom Management and Tier 2 Behaviour Supports                                                  | 16 |
| 5/5/17          | 2 hours   | Al-Faisal College               | Mr Feldmann/ Mr Costa                     | PBIS                                                                                                          | 1  |
| 19/5/17         | 1 hour    | Al-Faisal College- Campbelltown | Shinaz Saleh                              | Partners in Print: Parent Workshop                                                                            | 46 |
| 24/5/17         | 1 hour    | Al-Faisal College- Campbelltown | Together for Humanity                     | Curriculum Links: Year 6 Program- A Nation of Diversity and Connection, Year 7 <b>Dealing with Difference</b> | 42 |
| 15/06/17        | 1 hour    | Al-Faisal College - Campbellton | Executive Staff – Mr Kharadi              | Mathletics                                                                                                    | 19 |
| 1/7/17- 31/7/17 | 1.5 hours | Online                          | AIS                                       | Obligations in Identifying and Responding to Children and Young People at Risk                                | 42 |
| 1/7/17- 31/7/17 | 2 hours   | Online                          | AIS                                       | Disability Legislation                                                                                        | 6  |
| 1/7/17- 31/7/17 | 1.5 hours | Online                          | AIS                                       | School Communities Working Together                                                                           | 6  |
| 1/7/17- 31/7/17 | 1.5 hours | Online                          | AIS                                       | Child Protection Legislation                                                                                  | 42 |
| 21/7/17         | 2 hours   | Al-Faisal College               | Dr Nabil Mirza                            | Sentral Training- Wellbeing Module                                                                            | 5  |
| 1/8/2017        | 6 hours   | Condell Park Public             | DET                                       | NAPLAN Online Training – School Readiness                                                                     | 2  |

|          |         |                                  |                                          |                                                                                |                  |
|----------|---------|----------------------------------|------------------------------------------|--------------------------------------------------------------------------------|------------------|
| 4/8/17   | 1 hour  | Al-Faisal College-campbelltown   | Executive Staff-Mr Kharadi, Mr Al Massri | NAPLAN Online Training – School Readiness                                      | 8                |
| 8/8/17   | 2 hours | Al-Faisal College - Campbelltown | REVIVA                                   | Workshop Senior First Aid (CPR)                                                | 42               |
| 11/8/17  | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff-Shinaz Saleh             | Fluency workshop                                                               | 19               |
| 14/9/17  | 6 hours | Glenfield Education Office       | Eventbrite                               | Valid Marking                                                                  | 1                |
| 15/10/17 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff-Mr Kharadi               | Training for running 8 online modules on Cyber Bullying for Years 3-6 students | 10               |
| 16/10/17 | 4 hours | Koch Centre Macquarie Fields     | Myrna Williams Youth Liaison Officer     | Cyber Bullying                                                                 | 3                |
| 23/10/17 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff-Dr Al-Fadly              | Emergency Planning Committee Lockdown and Evacuation Procedures                | 6                |
| 24/10/17 | 1 hour  | Al-Faisal College - Campbelltown | Executive Staff-Mrs Sonali Luthra        | Al-Faisal College - Campbelltown                                               | 42               |
| 25/10/17 | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff – Dr Al-Fadly            | Lock Down Drill                                                                | 42 plus students |
| 25/10/17 | 1 hour  | Al-Faisal College-Campbelltown   | Executive Staff – Dr Al-Fadly            | Evacuation Drill                                                               | 42 plus students |
| 31/10/17 | 2 hours | Al-Faisal College - Campbelltown | Kate Piromalli (School Link Coordinator) | Responding to Mental Health Complexities                                       | 42               |
| 16/11/17 | 2 hours | Al-Faisal College-Campbelltown   | Alannah and Madeline Foundation          | Cyber bullying                                                                 | 42               |

# 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                                                                                                                                                                                                   | 35                                          |
| 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                                                                                                                                                                                                                     | 4                                           |
| 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- Campbelltown has a diverse workforce which, at the time of the 2017 census, comprised of 39 staff.

In 2017, Al-Faisal College did not have any indigenous staff.

| Workforce Composition                        | Al-Faisal College<br>Campbelltown School |
|----------------------------------------------|------------------------------------------|
| Full-time equivalent<br>teaching staff*      | 35.2                                     |
| Full-time equivalent non-<br>teaching staff* | 6.4                                      |
| 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/>

| 2017 School Attendance Rates |                                          |
|------------------------------|------------------------------------------|
| Year Level                   | Attendance Rate<br>(Campbelltown School) |
| Kindergarten                 | N/A                                      |
| Year 1                       | 95%                                      |
| Year 2                       | 95%                                      |
| Year 3                       | 95%                                      |
| Year 4                       | 95%                                      |
| Year 5                       | 95%                                      |
| Year 6                       | 95%                                      |
| Year 7                       | 96%                                      |
| Year 8                       | 94%                                      |
| Year 9                       | 92%                                      |
| Year 10                      | 85%                                      |
| Year 11                      | N/A                                      |
| Year 12                      | N/A                                      |
| <b>School Average</b>        | <b>95%</b>                               |

## *Management of Non-Attendance*

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

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to Head of College and posted in the staff room.
4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of

children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.

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

# Student Retention Rates

## Student Retention Rates

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

Fifty-nine percent of the 2015 Year 10 cohort who started at Al-Faisal College – Campbelltown, completed Year 12 in 2017.

## Post School Destinations

Ninety percent of students in the 2017 cohort received *main* and *late* round university offers.

The breakdown is as follows:

| University           | Total |
|----------------------|-------|
| WSU                  | 7     |
| Macquarie University | 1     |
| Sydney University    | 1     |

The most popular degree courses chosen by Al-Faisal College students in 2017 were as follows:

| Course                         | Total |
|--------------------------------|-------|
| Science                        | 3     |
| Construction Management        | 2     |
| English                        | 1     |
| Business                       | 1     |
| Occupational Therapy           | 1     |
| Criminal and Community Justice | 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-12). 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 2017, the College implemented a whole school approach to positive behaviour and support (PBIS). The initiative works towards all students having the opportunity to receive acknowledgment for demonstrating the correct behaviour with a high priority given 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.

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

*The location of the full text of Al-Faisal College - 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*

Most of Al-Faisal College's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with BOSTES requirements. The table below lists policies where modifications have been made in 2017.

| Policy                              | Changes in 2017                                                                                                 | Access to full text                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Emergency Response                  | Policy reviewed:<br>List of area wardens updated.                                                               | The full text of the policy can be accessed by request from the principal or from the school website. |
| Attendance                          | Policy reviewed:<br>Changes were made to bring the policy in line with legislative requirements for attendance. | 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. |
| 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 Employment                 | Policy reviewed:<br>Clarity to staff use of mobile phones.                                                      | Distributed to all staff.                                                                             |
| Governance                          | Policy reviewed:<br>Consolidated policy that makes it applicable to all Al-Faisal College schools.              | The full text of the policy can be accessed by request from the principal or from the school website. |

# Reporting Area 10: School Determined Improvement Targets

## **2018 Priority Areas for Improvement**

| Area                             | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning            | <ul style="list-style-type: none"> <li>• Employ additional learning support staff to expand various reading and numeracy intervention programs for students requiring support in Minilit, Multilit and Quicksmart.</li> <li>• Finalise the development of new teaching programs based on the Stage 6 HSC English, Mathematics, PDHPE syllabi.</li> <li>• Finalise the development of new teaching programs based on the Years 7 and 9 PDHPE syllabus.</li> <li>• Finalise the development of new teaching programs based on the K-6 Science Syllabus.</li> <li>• Develop STEM/STEAM activities and growth that focusing on coding.</li> <li>• Expand the Arabic language programs to include explicit teaching of oral language (conversational Arabic) and grammar.</li> </ul> |
| Student Achievements and Welfare | <ul style="list-style-type: none"> <li>• Enable the parental portal module on Sentral to further improve communication between school and parents to access student reports, attendance data and arrange meetings with teachers.</li> <li>• Use of Sentral (Student Management System) for attendance, reporting and student welfare.</li> <li>• Focus on proactive programs to address Social Media concerns, bullying and anxiety.</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> <li>• Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid training course.</li> <li>• In-service secondary staff on student Mental Health to support welfare needs of students</li> <li>• Up-skill all staff in the 7 Steps to Writing approach in teaching Creative and</li> </ul>                                                                                                                                                                                                                                                              |

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|                          | <p>Persuasive Texts.</p> <ul style="list-style-type: none"> <li>Continue to support teachers at Proficient Teacher level throughout their maintenance period and help them identify areas for growth and development.</li> <li>In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.</li> </ul> |
| Facilities and Resources | <ul style="list-style-type: none"> <li>Installation of an additional 45 CCTV cameras to improve security around the school.</li> <li>Purchase additional decodable books for all Kindergarten and Year 1 students to complement the school's synthetic phonics approach.</li> </ul>                                                                             |

## Achievements of priorities identified in school's 2016 Annual Report

| Area                  | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                             | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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> | <ul style="list-style-type: none"> <li>K-6 Geography program implemented smoothly. Engaging resources purchased and embedded into the programs. All staff were in-serviced by the school's curriculum coordinator.</li> <li>Intensive support provided to Year 1 and 2 students (5 days/week x 1 hour/day). Results on pre/post tests show significant improvement in phonics, fluency and comprehension results.</li> <li>Due to further changes to the syllabus, this item will also be placed on the 2018 list of priorities</li> <li>Arabic program developed and rolled out across K-2. 3-6 will be rolled out the following year. The program following the same methodology as the English</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>Introduce the QuickSmart mathematics intervention program across upper primary years.</li> </ul>                                                                                                                                                                                                          | <p>synthetic phonics program that uses Direct Instruction pedagogy.</p> <ul style="list-style-type: none"> <li>QuickSmart has been introduced. An additional learning support staff member has been employed to run the intervention program. The learning support teacher has been provided with 6 full days of Professional Development before the program implementation. Improvements in accuracy and response times in all four number operations by students participating in the program has been evident.</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</li> </ul> | <ul style="list-style-type: none"> <li>Feedback from parents was very positive regarding the introduction of reverse parent/teacher interviews. It allowed parents to get to know their child's teacher early in the year and also allowed the teacher to find out more from the parents regarding aspects of their students' academic, social and emotional development.</li> <li>Hardcopy class roles have been replaced with attendance record keeping on Sentral. Recording of positive and negative welfare issues is also now being undertaken by staff. The use of the modules has greatly assisted in data collection and its use within the PBIS program and recording keeping.</li> <li>The College developed or utilised phonics screening checks, Dibles</li> </ul> |

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|                | <p>results to identify areas of weakness.</p> <ul style="list-style-type: none"> <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> | <p>(fluency) and PAT-R (comprehension) assessments. The explicit teaching of the strategies has aided students to show gains in all areas assessed.</p> <ul style="list-style-type: none"> <li>• PBIS merit award and associated rewards has complemented the weekly PBIS lessons. The pre/post data has shown improvement in the number of students meeting expected behaviours in different areas of the school that the program has focused on (i.e learning spaces, hallways, playground etc)</li> <li>• 8 Year 9 and 10 students participated in the program. Students volunteered their time before school (4 days a week) to support Year 2 students in their reading. The program developed leadership skills amongst the Year 9 and 10 students as well as supported the Year 2 students with their reading. The Year 9 and 10 students were also acknowledged with certificates during the end of year presentation day ceremony.</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> <li>• Encourage all K-12 staff to have a</li> </ul>   | <ul style="list-style-type: none"> <li>• The College ran two whole day training sessions with staff that involved lesson demonstrations and observations. A parent workshop was also organised to help increase parent engagement in student learning.</li> <li>• All staff at the College</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p>valid First Aid certificate by conducting the first aid training course.</p> <ul style="list-style-type: none"> <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> | <p>completed their First Aid course to ensure they maintain due diligence in student welfare and well-being.</p> <ul style="list-style-type: none"> <li>• All staff in-serviced regarding key curriculum resources. Data collected from these IT educational platforms show the usage by students increased significantly as a result of the training.</li> <li>• Two PD sessions on classroom management that was linked to the PBIS whole school approach was organised. Teachers were in-serviced on Tier 1 (whole class), Tier 2 (small group) and Tier 3 (one-to-one) interventions on the day.</li> <li>• The College's IT manager as well as consultants from Sentral ran numerous training sessions that covered key Sentral modules. Some modules that staff have received training in include markbook, timetabling, academic reports, attendance, enrolment and scheduling.</li> <li>• The College's accreditation coordinator ran two orientation meetings with staff seeking accreditation at Proficient Teacher level and an additional meeting for staff</li> </ul> |
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|                          |                                                                                                                                                                                                                                                            | <p>maintaining their accreditation at that level. Grade coordinators also offered support and assistance during lesson observations and writing up head of school reports and providing on-going feedback to candidates.</p>                                                                                                                                                                                                                                                                         |
| 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> | <ul style="list-style-type: none"> <li>• Construction of new Science labs and food technology rooms have been completed and now being utilised by the school community.</li> <li>• Construction of all 8 General Learning Classrooms and amenities have been completed and are being occupied.</li> <li>• Based on a needs analysis, the College did not believe an upgrade of the library catalogue system was needed at this time. As a result the catalogue system was kept unchanged.</li> </ul> |

# Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2017, the school executive further developed 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 behavioural 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 implementation of policies, resources and teaching materials for PBIS. 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 were 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 of 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 which 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.

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 eating slices of oranges to signify Harmony Day. The students also displayed their commitment to Harmony through a special assembly which was well-attended by the parents. The parents participated in a display of their traditional dresses and spoke a few words about what harmony means to them.

## *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 of unity in diversity. The students were exposed to the fundamentals of Christianity, Judaism, Hinduism and Islam. High school students attended these seminars. The teachers were also professionally developed in these concepts through links with the curriculum outcomes. 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 2017, students played games like tennis, hockey, AFL, soccer and badminton. The activities built on team spirit, camaraderie and fitness. Professional coaches were engaged for AFL. All students received an AFL ball and other resources to encourage the love for sports.

## *NAIDOC week:*

Students displayed their respect for the aboriginal communities through celebrating NAIDOC week. In 2017, 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:*

National Tree Plantation Day was celebrated by the school by each class planting a tree and sowing flower seeds in class hanging pots. The pots were then hung on a concrete wall to beautify the school along with ensuring that we leave a greener planet for our future generations. Fund raising was done to raise money for the seeds, soil/potting mix and pots. Various related activities were completed in class to reinforce the concept of the importance of trees.

## *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. High School students indulged in weeding the school garden areas.

## *Author Visit:*

Students enjoyed a visit from the renowned author Stella Tarakson, who talked about her experiences as an author. She discussed the various characters in her books as related to the character traits and morals explored like self-reliance, trust and knowing when to ask for help.

She asked the children to talk about the times that they had solved problems by themselves, and the times that they needed help from someone they trust, like a parent or teacher.

The author read out excerpts from some of her books and the students were able to ask her various questions regarding her experiences and her creativity.

## *Grip Leadership Conference:*

The Primary Captains and Prefects were invited to attend the 2017 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 like making wreaths and paper poppies along with indulging in discussions and presentations. Guest speakers were invited to emphasise the importance of these days to the Australian people. Students visited the Hyde Park ANZAC Memorial Services for Schools and laid wreaths.

## *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 students in Year 12 raised money for digging wells in water scarce countries.

## *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. All lights were switched off at 10am throughout the school for an hour.

## *Art Competition:*

Students took part in a Fire Safety Poster competition organised by the Brigade Kids Champion Competition. The competition helped to raise awareness within the students regarding fire safety.

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

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.

## *Stranger Danger & Cyber Safety workshops (Years 4-6):*

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.

## *Bullying Modules for Students (Years 3-6):*

The School invested in buying licences for students from Years 3-6 to participate in an online 8 module Bullying program wherein the students were made aware of various kinds of bullying and ways to deal with them. Students were provided with certificates at the end of the program.

## *Bullying Workshops (Years 7-12):*

Workshops that addressed bullying in school, bullying online, the use of social media for bullying, and how to report bullying was presented to the students by a police officer from the local commands. Students partook in activities and practical learning tasks in order to improve their resilience, their positive social skills for basic interactions, and to better prepare them for any future events.

## *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.

## *Stress and Stress Management workshops (Years 7-12):*

Primary Health Network (health educators) delivered workshops to help students in high school to deal with stress. Various strategies were presented to the students along with interactive activities to help them cope with anxiety.

## *Physical Health and Wellbeing workshops (Years 7-11):*

Primary Health Network delivered workshops on the benefits of exercise and healthy eating. They also addressed body image concerns.

## *Mental Health and Wellbeing workshops (Years 7-11):*

Primary Health Network delivered workshops on dealing with anxiety and depression. They also demonstrated strategies on how to achieve overall wellbeing.

## *Friendship Workshops:*

Year 6 and Year 8 girls attended the Friendship Workshops delivered by the school counsellor. The students learnt how to gain confidence to approach friends, how to retain friendships and conflict resolution.

## *HSC Study Skills and Stress Management Sessions (Years 11 and 12):*

The Years 11 and 12 students participated in HSC Study Skills and Stress Management Sessions to ensure that they achieve to the best of their abilities.

## *Life Skills Program (Year 10):*

A Forensic Psychologist delivered the program to the Year 10 students and educated them about the effects of alcohol, drug use and aggressive/violent behaviour.

## *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 behaviour through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and fatigue.

## *Years 7-12 Picnic Day*

As part of the end of year program for this year, students took part in challenging activities that were organised to encourage students to build new friendships and to support each other through difficult periods.

## *Year 7-12 Public Speaking & Debating Competition*

As part of literacy week, students were given an opportunity to show their public speaking skills. The winner from each grade was recognised for his/her skills at the end of year presentation. Likewise, the debating competition took place where the students had to compete against each other in pointing out pros and cons of climate change.

# Reporting Area 12: Parent, Student and Teacher Satisfaction

## *Teacher, Student and Parent Satisfaction*

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

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

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

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

Staff, Parent and Student surveys were conducted in 2017 and revealed high levels of satisfaction.

### **Parent Surveys\***

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

The survey also revealed parents eager to help greater access to modules on Sentral (Student Management System).

The top responses from the parent survey revealed:

- Access to the parent portal (on Sentral) is essential component
- My child enjoys going to Al-Faisal College
- I feel welcomed
- I have seen my child applying PBIS values taught at school at home.
- My concerns are taken seriously
- I would recommend Al-Faisal College to others
- The quantity and quality of homework is appropriate to students

### **Student Surveys\***

In 2017, a student survey was used to gauge satisfaction. Students expressed continued high levels of satisfaction with the school's impact upon their faith and level of engagement with the school.

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

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

- I have applied PBIS lessons in daily practice.
- I feel safe and welcome at school
- My teachers provide me with useful feedback
- I had teachers who know me well and cared about me as a person
- I feel comfortable in approaching my teacher and asking for help

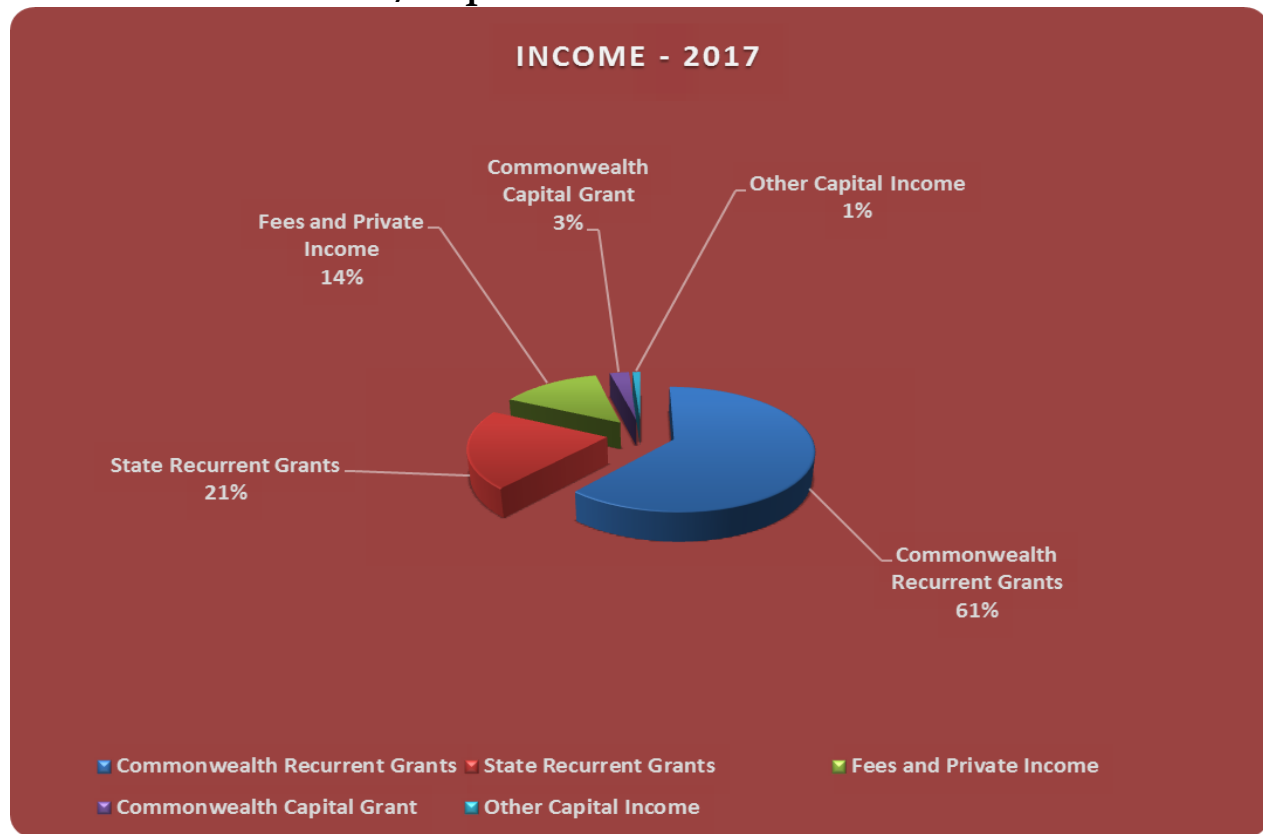
#### **Staff Survey\***

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

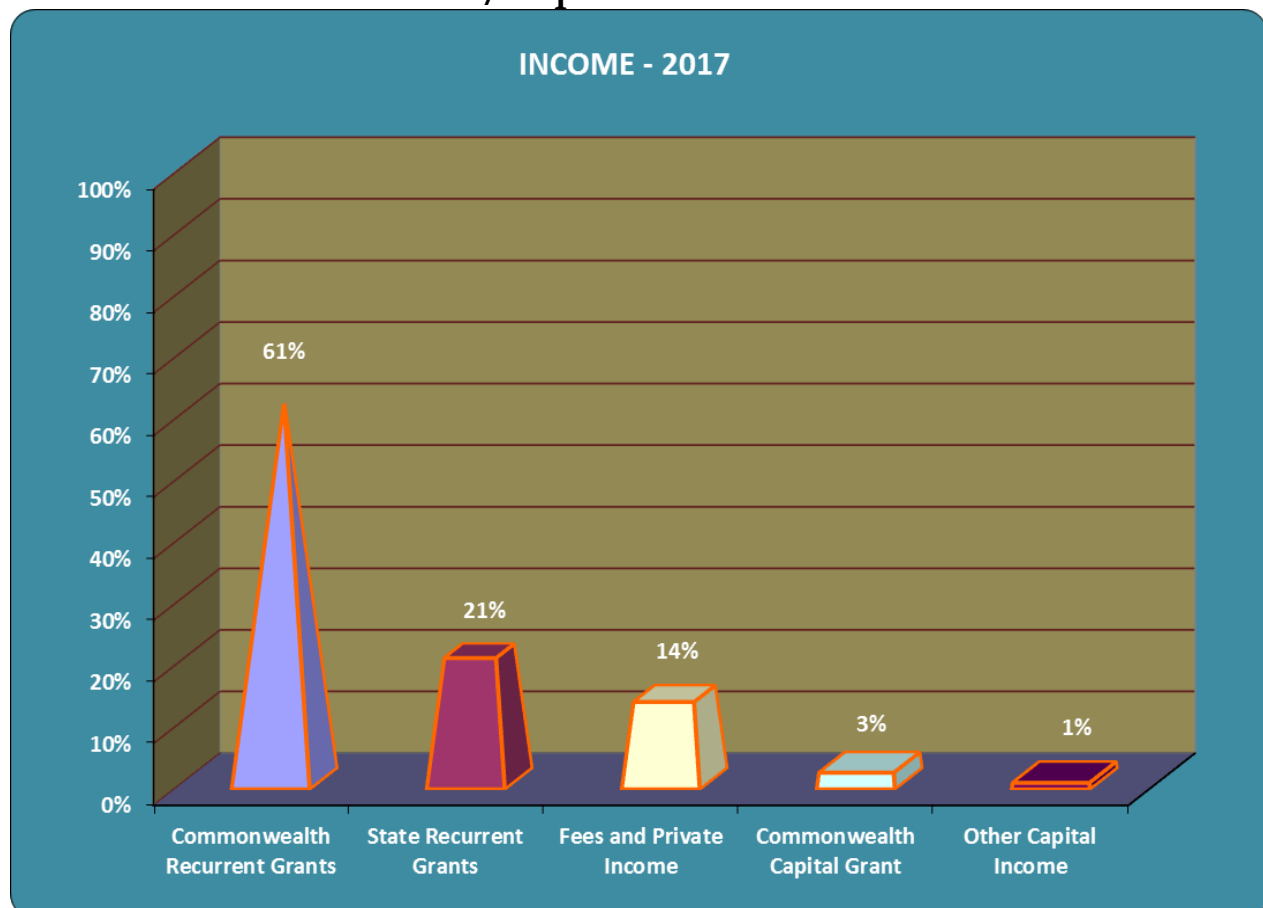
\*survey results also include that of the two other Al-Faisal College schools.

# Reporting Area 13: Summary financial information

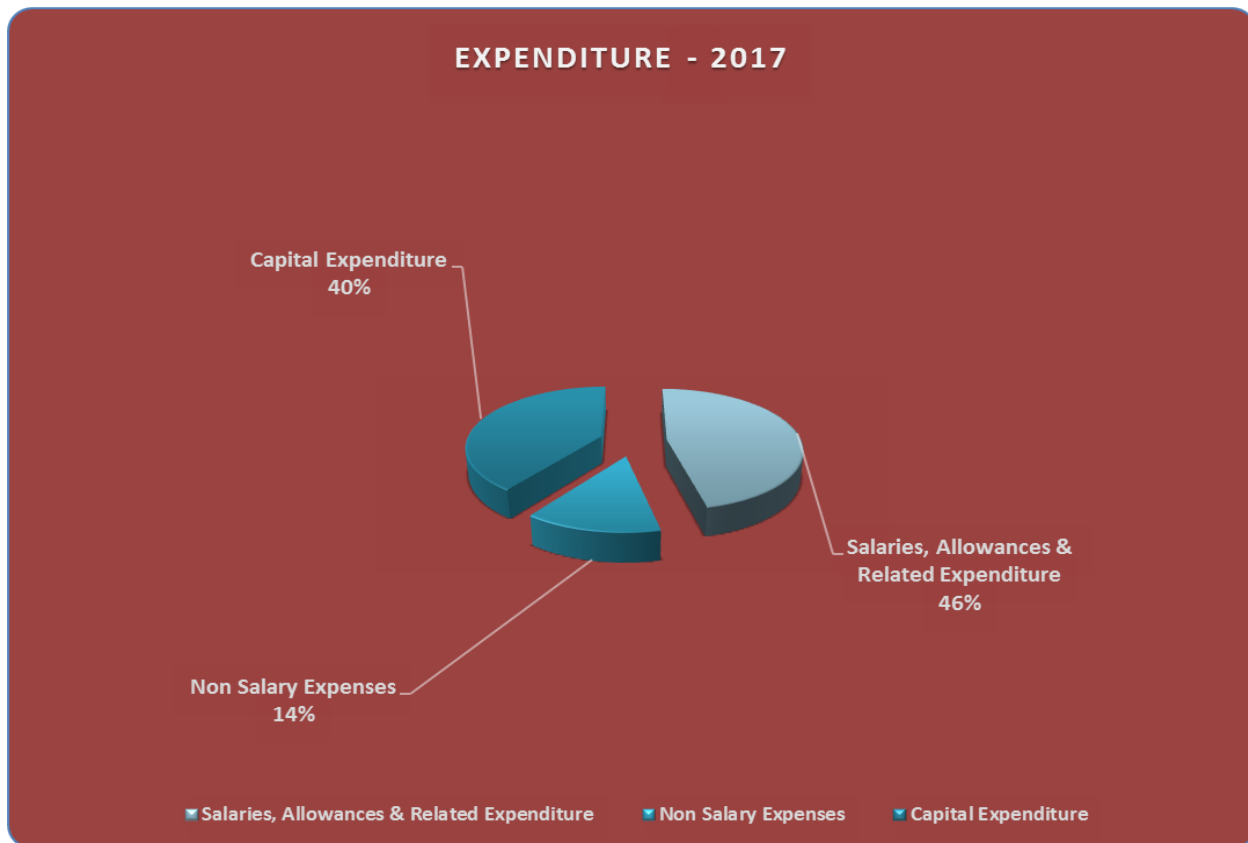
## Pie chart – Recurrent/Capital Income



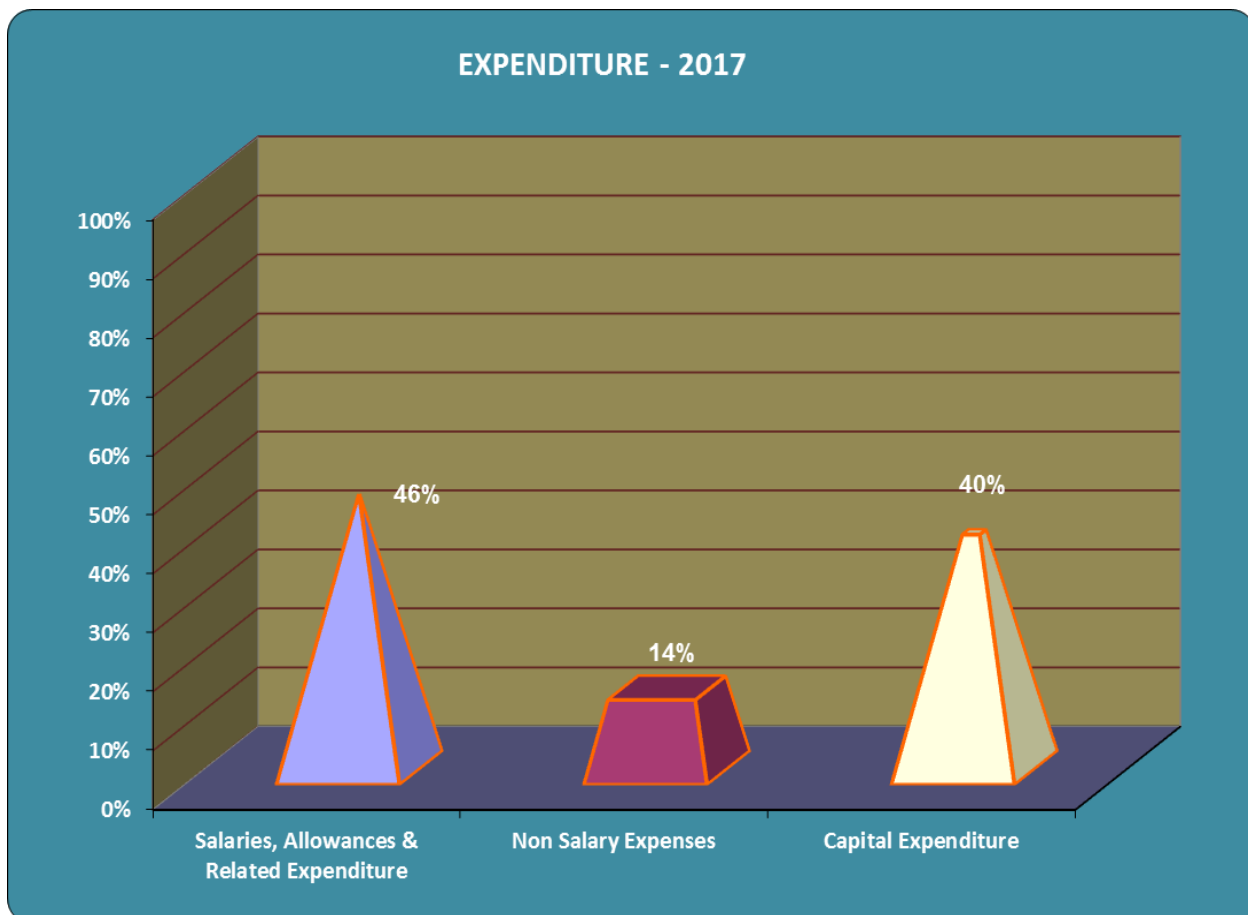
## Column Chart - Recurrent/Capital Income



## Pie Chart - Recurrent/Capital Expenditure



## Column Chart – Recurrent/Capital Expenditure



# Reporting Area 14: Publication Requirements

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

- publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.
- providing the school's annual report in an online or appropriate electronic form to 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.