

# Al-Faisal College - Liverpool



## ANNUAL REPORT 2019



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# Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 9.

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 different schools.

The school has quickly progressed since its inception in April 2015 growing from a handful of students to currently having 597 students enrolled across grades K-9. In order to satisfy and meet local community needs and after receiving strong community interest, the College expanded the offering of grades from K-2 in 2015 to a K-6 school in 2016 and K-9 in 2019.

The school's clear focus is the enrichment of the individual student. This will be achieved by committing to the personal development of each student by individualising programs; small class sizes; monitoring of students' progress; recognising potential talents; facilitating a dynamic learning environment and encouraging active participation in school activities and performances.

The school will be open to all children. It is envisaged that Al-Faisal College – Liverpool will have strong affiliations with the wider community hosting cultural days and performing at community centres. The school will also be involved in many extracurricular activities, participating in sporting and academic events such as debating and sport gala days. Al-Faisal College – Liverpool will provide a safe, caring, nurturing, harmonious and conducive learning and working environment to support its motto of 'Faith, Knowledge, Success'.

At the Auburn and Campbelltown schools, the students' NAPLAN results in Years 3, 5, 7 and 9 have been extremely pleasing. Similarly, a great deal of resources and effort is being expended at the Liverpool school to develop a school culture based on high expectations and standards. The College is confident that significant gains will also be made at Al-Faisal College – Liverpool in the coming years.

The College has introduced MULTILIT/Minilit Intervention Programs into the school to enhance the literacy development skills amongst students with learning difficulties. Providing early intervention will assist in the development of higher levels of proficiency in the students' first language as well as in their second language. The College has also introduced a Mathematics intervention program to support the numeracy needs of students across Years 1 and 2.

The on-going improvement of teacher quality will be a feature of paramount importance at the College. All staff at the College are currently involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increase 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.

Al-Faisal College – Liverpool meets the requirements of all relevant Federal and State legislation.

# 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 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 the 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 2020
  - 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 a privilege to write a message on behalf of the School Board for the 2019 Annual Report on behalf of Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

In 2019, Al-Faisal College had once again exemplified what our motto stood for, which was Faith, Knowledge and Success. The College had achieved excellent results in the HSC ranking in the 23<sup>rd</sup> position in the State.

### **Highlights of 2019**

Our focus in 2019 was on establishing relationships with the community. We were delighted to welcome Year 12 students from Coffs Harbour Christian Community School studying Studies of Religion, Society and Culture and Indonesian to learn more about the cultural customs and rituals of the students of Al-Faisal College. Al-Faisal College students from the Hospitality class prepared an amazing Ramadan Iftar and students from both schools had an opportunity to speak about what a typical day at each school looked like and commonalities shared.



### **Building Works at Al-Faisal Colleges**

#### ***Al-Faisal College (Auburn)***

Our year 12 students are delighted to be using the new wing of the college, Building E stands as a grandeur structure and hopefully our next cohort of year 11 students will be able to use the rooms and facilities that this building has to offer in 2020.

#### ***Al-Faisal College – Campbelltown (Minto)***

The college engaged a professional company to supply and install the highest quality thermoplastic playground markings and ground surface signage for Al-Faisal College – Campbelltown.

Students are enjoying the opportunities to play in many designated areas eg basketball/netball courts, hand ball, literacy/numeracy / dexterity / agility games.



#### ***Al-Faisal College – Liverpool (Austral)***

The college awaits the unveiling of the newly constructed Buildings D & E which will be utilized by our high school students in 2020 etc.

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), 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, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges. We appreciate your hard work and effort and contributing to Al-Faisal Colleges' success.

I would like to acknowledge the efforts of our teaching and non – teaching staff. You are the backbone of the school and I thank you for your commitment to making Al-Faisal College successful.

I wish to extend my gratitude to the parents for their support and I congratulate our students on their amazing achievement!

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

# *Executive Principal's Message*

Al-Faisal College is a K-12 independent school supporting the learning of students. Students are engaged, inspired and challenged to develop confidence and resilience to become contributing members of the Australian society and life-long learners. It is a pleasure to write a message for the 2019 Annual Report for Al-Faisal College (Auburn), Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

A big congratulations to the HSC Year 12, Class of 2019 students on their outstanding achievement. Our College ranked 23rd in the State for the HSC, topping Arabic Continuers taking 1st, 2nd and 3rd place. One of our students was recognized by the Premier of NSW, The Hon. Gladys Berejiklian and the Minister for Education and Early Childhood Learning, The Hon. Sarah Mitchell MLC. Al-Faisal College was also ranked first in the State in Mathematics, Extension 1 and Extension 2 and in Mathematics Standard 2. All students were able to gain placement at Universities and some received scholarships from prestigious universities in the State.



Over the past few years, Al-Faisal College has seen significant rises in NAPLAN achievement levels across all Al-Faisal College schools in Years 3, 5, 7 and 9. Al-Faisal College was identified as being a top performing primary and high school working 'above' or 'substantially above' other similar schools in every component assessed by NAPLAN, according to the (Macarthur Chronicle Campbelltown).

This year our focus has been on developing a strong partnership between students, staff and various community groups. Our students have had a number of opportunities to visit nursing homes, hospitals, Ronald McDonald House to really put a smile on children and the elderly faces.

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA), Association of Independent School (AIS), Police, Navy and Australian Defence Force for their great assistance.



I would like to acknowledge the hard work and efforts of the School Board; Managing Director, Mr Shafiq Khan; Director of Education, Dr Intaj Ali, Deputy Principals, Head of Colleges, Head of Studies, Head of Welfare, Welfare teams, counsellors, teaching and non-teaching staff for their contribution to the success of the colleges.

On behalf of the whole school community I sincerely thank our delightful parents for their incredible job they do in raising amazing children.

I also congratulate our students on their achievements. I wish you all the best in your future endeavours.

Mrs G. Adra Khan  
Executive Principal

# Head of College Message

It is a humbling experience to present Al-Faisal College - Liverpool's message for the 2019 Annual Report. It has been an honour to be the Head of College and to work with fantastic students, staff, parents and community members and to watch the school grow and prosper. We have spent the year working tirelessly with our student body, parent community and the broader community to develop positive relationships and networks.

Al-Faisal College - Liverpool is situated in the suburb of Austral in Sydney's south west. The suburb has experienced rapid growth during 2019 with many hobby farms being redeveloped into housing estates. The school now houses Kindergarten to Year 9 with a student population of 600.

Construction that began in 2018 of Stages 4 and 5 for high school has been completed, with 21<sup>st</sup> century facilities that include Science laboratories, Food and Technology rooms, Computer labs and specialty rooms. Students will begin to occupy the facilities in 2020.

This was the 4th year of Al-Faisal College – Liverpool participating in NAPLAN and our first cohort of Year 9 to sit the assessment. 2019 saw continued growth across all areas of Literacy and Numeracy in Year 3, 5 and 7. 182 top bands were achieved across the grades of literacy and numeracy. See the table below for the breakdown of top bands.

**2019 Top Bands Breakdown**

|               | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> | <b>Reading</b> | <b>Spelling</b> | <b>Writing</b> |
|---------------|----------------------------------|-----------------|----------------|-----------------|----------------|
| <b>Year 3</b> | 22                               | 3               | 10             | 25              | 15             |
| <b>Year 5</b> | 12                               | 8               | 9              | 15              | 5              |
| <b>Year 7</b> | 19                               | 13              | 4              | 12              | 4              |
| <b>Year 9</b> | 2                                |                 | 2              | 2               |                |

The school has continued to analyse the NAPLAN data and evaluate our strengths and weakness and evaluate our programs to provide additional intervention programs to maximise student learning and growth.

Years 6 and 8 continued with their participation of VALID. Both cohorts achieved increased average scores in comparison to the previous year's cohort. The school's VALID results for Year 6 and 8 were above state average.

Community values and spirit are important components of the school's ethos. We immerse the students in various community initiatives to give back to the local and wider community. The SRC continued with their annual visit the Liverpool Hospital to distribute toys from the school's Toy Drive to sick children. An abundance of toys were distributed. The Primary SRC attended the GRIP Leadership Conference early in the year and High School representatives participated later in the year. They brought back with them plenty of ideas and new values they could implement next year with the creation of a High School SRC committee.

The school took part in the collection of bottle caps with the organisation Envision Hands. As a school we were able to create eight Prosthetic arms. Raising money for the Cancer Council has continued to be an important focus for the school raising \$1 645.30 through Australia's Biggest Morning Tea.

To promote respect, tolerance and acceptance, all students were involved in Harmony Day, NAIDOC and Sorry Day activities with a special visit from Uncle Malcolm McColl from the Gandangara Local Aboriginal Land Council.

The greatest highlight of 2019 was the schools ANZAC Day Commemoration Assembly. Major Walter Robinson OAM visited the school and gave an inspiring speech delivered to the Years 5 – 9 students, providing them with an insight into the importance of respect, harmony and forgiveness.

The continued support of AIS, NESA and Liverpool Council are greatly appreciated by the school. I would like to warmly acknowledge the hard work and dedication of the Board of Directors, Mr Khan – Managing Director, Mrs Khan – Executive Principal, Dr Ali – Director of Education and the Multi-School Deputy Principals for their continued support of the college. Thank you to the teachers, para-professionals and administration staff at the college for their commitment and devotion. It is their passion and teamwork that has resulted in the success and rapid growth of the school.

Mrs Jennifer Abrar  
Head of College

# *Student Representative Council*

2019 was another successful and productive year for the Student Council Representatives at Al-Faisal College - Liverpool. Their work throughout the year reflected the values, aim and mission statement of the SRC. In 2019, 12 highly engaged students worked on their leadership qualities to be responsible members of their family, community and society.

The year saw the motivated students in the fourth year of Student Council Representatives at the Liverpool school. Students were mentored by teachers and supported in the ideas that they had envisioned.

The SRC at Al-Faisal College - Liverpool consisted of 12 members. They were elected through a secret ballot system in Term 4 of 2018 that emulates the Australian electoral process. These students were chosen by their peers and teachers to represent the school throughout the year. All students from Years 1-9 participated in the voting process along with all the teaching and administration staff at the college.

In February 2019 the SRC team met to come up with ideas to make a difference in the school community.



## **Mission**

To provide opportunities and pathways for the continuous development of student leadership skills.

## **Aim**

Representation and Engagement: to ensure the interests and views of the SRC team are represented whilst engaging through different activities and reflecting the PBIS core values of Respect, Ownership, Achievement, Resilience and Safety.

Student Welfare: to ensure that all students of the SRC team and staff can work together in a safe, harmonious and educationally productive environment.

Community Work: to provide opportunities for students of the SRC team to participate in activities which will aim to assist and provide for those in the greater community.

## **Responsibilities**

- Representing the core values that are being taught in PBIS lessons

- Promote school spirit through participation in a range of school activities including academic endeavour, sport, fundraising and community events.
- Take a leading role during morning prayer recitation and lunchtime prayer.
- Assist their teacher, distributing forms, collecting information and other duties as required.
- Represent the views of other students to their teachers.
- Wear the school uniform correctly and act as a role model for other students.

The SRC team came up with many ideas throughout the year to keep the school community tight. They worked hard daily to make every day run smoothly within the school. The students of the SRC team were given many responsibilities and completed these without any hesitation.

These responsibilities included:

- Office duty; provided by one SRC member per day: sending messages to teachers, helping in the office and assisting the Head of College
- The toilets were monitored daily to provide a safe and clean environment.
- Students were allocated to the library to fix bookshelves each lunchtime.
- During the month of Ramadan the SRC students collected toys from classrooms each morning and placed them where required.
- The SRC team assisted teachers during afternoon dismissal; they would collect Kindergarten students and safely take them to the teachers at the kiss and drop area.

The SRC team has worked hard throughout the year representing the school on many occasions throughout the community and within the school. They have shown great respect on all occasions. They were able to utilize their prior knowledge and understanding and PBIS lessons throughout the year.

The SRC students showed great responsibility traits throughout all occasions. They were able to adapt to the different situations and stepped up when needed. This year the students have successfully represented the school.

## Reporting Area 2: School Context

Al-Faisal College - Liverpool is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 9.

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

The school aims to build a progressive learning empowered school where students develop capabilities of critical and creative thinking, collaboration, communication and resilience that will equip them as successful young adults. We are a comprehensive school with an inclusive community and a strong student wellbeing program that seeks to ensure all students feel valued and respected.

Our curriculum is supported by extra-curricular opportunities which include sport, creative arts, and cultural immersion experiences. The school also has a strong focus on quality teaching and learning which is supported by the use of information technology.

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 NESA and learn the Arabic Language.

At Al-Faisal College - Liverpool, 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.

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 various foundations.

Further informational about Al-Faisal College- Liverpool 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 has participated in various state-wide tests and examinations throughout 2019. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2019 NAPLAN exams which further improved on the already high standard established in previous years. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our 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.

## *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's students indicates sound results in many areas of both literacy and numeracy across the 2019 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

*Not Applicable as Al-Faisal College - Liverpool operates as a K-9 School.*

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2019, Al-Faisal College - Liverpool 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 – Liverpool, Professional Learning is seen as an ongoing educational process which should:

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

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of 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.

### 2019 Professional Development Log

| Date             | Time      | Location                      | Presenter(s)                                    | Professional Learning Context                                                                                               | No. of Participants |
|------------------|-----------|-------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------|
| 23-25/01/2019    | 6 hours   | Al-Faisal College (Auburn)    | Ms Dawn Hughes                                  | Good to great Schools, Why Explicit Direct Instruction, Writing clear learning outcomes, Writing clear concept development. | 26                  |
| 23-25/01/19      | 1 hours   | Al-Faisal College (Auburn)    | Mrs Safia Khan Hassanein – Executive Staff      | Roll Marking and using Sentral                                                                                              | All staff           |
| 23-25/01/19      | 1.5 hours | Al-Faisal College (Auburn)    | Mr Mohammed Adra – Executive Staff              | Child Protection and Accreditation Maintenance                                                                              | All staff           |
| 23-25/01/19      | 1 hour    | Al-Faisal College (Auburn)    | Association of Independent Schools (AIS) online | Obligations in Identifying and Responding to Children and Young People at Risk Online Module                                | All staff<br>41     |
| 21/02-14/03-2019 | 1.5 hours | Al-Faisal College - Liverpool | Association of Independent Schools (AIS) online | NSW Reportable Conduct and Allegations against Employees Online Module                                                      | All staff<br>42     |
| 21/02-14/03-2019 | 1 hour    | Al-Faisal College - Liverpool | Association of Independent Schools (AIS) online | Risk Management online                                                                                                      | 6                   |
| 21/02-14/03-2019 | 1 hour    | Al-Faisal College - Liverpool | Association of Independent Schools (AIS) online | Chemical Safety in Schools Basic Induction Online Module                                                                    | 2                   |
| 21/02-14/03-2019 | 1 hour    | Al-Faisal College - Liverpool | Association of Independent Schools (AIS) online | Chemical Safety in Schools Advanced - Online Module                                                                         | 2                   |
| 21/02-14/03-2019 | 1.5 hours | Al-Faisal College - Liverpool | Association of Independent Schools (AIS) online | School Communities Working Together Online Module                                                                           | All staff<br>39     |
| 23-25/01/19      | 1 hour    | Al-Faisal College (Auburn)    | Risk logic                                      | Emergency Planning Committee Lockdown and Evacuation Procedures                                                             | 3                   |
| 25/01/19         | 1 hour    | Al-Faisal College (Auburn)    | Executive Staff                                 | Lockdown and Evacuation Procedures                                                                                          | Whole staff         |

|             |            |                               |                                                         |                                                             |                        |
|-------------|------------|-------------------------------|---------------------------------------------------------|-------------------------------------------------------------|------------------------|
| 23/02/19    | 1 hour     | Al-Faisal College - Liverpool | Risklogic                                               | Emergency Procedures - Wardens                              | 10                     |
| 23/02/19    | 1 hour     | Al-Faisal College - Liverpool | Risklogic                                               | Communication team training                                 | 2                      |
| 23/02/19    | 1 hour     | Al-Faisal College - Liverpool | Risklogic                                               | Management Team                                             | 4                      |
| 05/03/19    | 20 minutes | Al-Faisal College - Liverpool | Executive Staff                                         | Evacuation Drill                                            | All staff and students |
| 04/04/19    | 6 hours    | Al-Faisal College (Auburn)    | Coder Academy                                           | Arduino                                                     | 1                      |
| 05/04/19    | 10 minutes | Al-Faisal College - Liverpool | Executive Staff                                         | Lockdown Drill                                              | All staff and students |
| 19/06/19    | 3 hours    | Al-Faisal College (Auburn)    | Mr Justin Caban                                         | Get Reading Right                                           | 4                      |
| 06/08/19    | 3 hours    | Al-Faisal College (Auburn)    | Mr Justin Caban                                         | Get Reading Right                                           | 4                      |
| 12-16/08/19 | 2 hours    | Al-Faisal College - Liverpool | Executive Staff- Mrs Safia Khan Hassanein through Skype | Science Programming                                         | All K-6 staff          |
| 15/08/19    | 6 hours    | Pymble                        | Seven Steps                                             | Seven Steps                                                 | 1                      |
| 15/08/19    | 1 hour     | Al-Faisal College - Liverpool | Risk Logic – First Action                               | Emergency Response Procedures: Warden Training              | 9                      |
| 15/08/19    | 1 hour     | Al-Faisal College - Liverpool | Risk Logic – First Action                               | Emergency Response Procedures: Communications               | 2                      |
| 15/08/19    | 1 hour     | Al-Faisal College - Liverpool | Risk Logic – First Action                               | Emergency Response Procedures: Emergency Planning Committee | 4                      |

|          |           |                                          |                                                                    |                                                 |                       |
|----------|-----------|------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------|-----------------------|
| 26/08/19 | 2 hours   | Al-Faisal College (Auburn)               | Association of Independent Schools (AIS)                           | Learning Progressions                           | 1                     |
| 28/08/19 | 6 hours   | Auburn Girls High School                 | Association of Independent Schools (AIS) / Department of Education | Student Readiness Test Training                 | 3                     |
| 29/08/19 | 6 hours   | Auburn Girls High School                 | Association of Independent Schools (AIS) / Department of Education | Student Readiness Test Training                 | 2                     |
| 02/09/19 | 2.5 hours | Al-Faisal College - Liverpool            | Reviva                                                             | CPR                                             | All staff             |
| 03/09/19 | 2 hours   | Al-Faisal College - Liverpool            | Department of Education                                            | NAPLAN Student Readiness Test Training- Webinar | Year 3, 5 ,7, 9 staff |
| 12/09/19 | 2 hours   | Al-Faisal College (Auburn)               | Association of Independent Schools (AIS)                           | SCOUT Training                                  | 4                     |
| 12/09/19 | 3 hours   | Fairfield                                | Office of the Children's Guardian                                  | Safe Sense                                      | 1                     |
| 19/09/19 | 6 hours   | Parramatta                               | Department of Education                                            | VALID                                           | 2                     |
| 30/09/19 | 6 hours   | Marsden Road Public School               | Multiple Presenters                                                | Sharing Best Practice                           | 1                     |
| 08/11/19 | 6 hours   | Association of Independent Schools (AIS) | Association of Independent Schools (AIS)                           | Experienced Teacher                             | 1                     |

# Teacher Standards

## Teacher Accreditation

*Teachers employed at Al-Faisal College – Liverpool at the various levels of teacher accreditation in 2019:*

| Level of Accreditation                                | Number of Teachers |
|-------------------------------------------------------|--------------------|
| Conditional                                           | 5                  |
| Provisional                                           | 6                  |
| Proficient Teacher                                    | 20                 |
| Highly Accomplished Teacher (voluntary accreditation) | 0                  |
| Lead Teacher (voluntary accreditation)                | 0                  |
| Teaching Non-NESA Subjects (Religious Studies)        | 3                  |
| Total number of teachers                              | 34                 |

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

| Category                                                                                                                                                                                                 | Number of Teachers (Liverpool 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. | 26                                    |
| 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.                   | 8                                     |

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- Liverpool has a diverse workforce which, at the time of the 2019 census, comprised of 34 teaching staff.

In 2019, Al-Faisal College did not have any indigenous staff.

| Workforce Composition                    | Al-Faisal College Liverpool School |
|------------------------------------------|------------------------------------|
| Full-time equivalent teaching staff*     | 30.2                               |
| Full-time equivalent non-teaching staff* | 6.8                                |
| Number of indigenous staff*              | 0                                  |

\*This figure includes staff employed to teach non-NESA 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/>

| 2019 School Attendance Rates |                                       |
|------------------------------|---------------------------------------|
| Year Level                   | Attendance Rate<br>(Liverpool School) |
| Kindergarten                 | N/A                                   |
| Year 1                       | 91%                                   |
| Year 2                       | 93%                                   |
| Year 3                       | 95%                                   |
| Year 4                       | 95%                                   |
| Year 5                       | 94%                                   |
| Year 6                       | 94%                                   |
| Year 7                       | 95%                                   |
| Year 8                       | 95%                                   |
| Year 9                       | 95%                                   |
| <b>School Average</b>        | <b>94%</b>                            |

## *Management of Non-Attendance*

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-9). 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-9).
3. A print out of all daily student absences is issued to Head of College.
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-9) 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 - Liverpool.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
  - i. K-9: 15 days or more per academic year
7. Class and roll call teachers and Head of College (K-9) 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 - Liverpool.
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*

*Not Applicable as Al-Faisal College - Liverpool operates as a K-9 School.*

## *Post School Destinations*

*Not Applicable as Al-Faisal College - Liverpool operates as a K-9 School.*

# Reporting Area 8: Enrolment Policy

Al-Faisal College - Liverpool is a co-educational K-9 independent school underpinned by the policies and procedures as required by the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College - Liverpool study Arabic (K-9) and Islamic Studies (K-9). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College - Liverpool 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 "Terms and Conditions of Enrolment".

## **Enrolment Information**

Applications of enrolment may be made by the parents or guardians of the child to commence in the current or following year.

Entry to Kindergarten is open to children who are aged five years on or before 30 June and who have their immunisation up to date.

When considering whether to offer a place to the student, the School will take into consideration:

- a. The chronological order of the enrolment application,
- b. Whether they are siblings of children already attending the college,
- c. Whether the family of the student holds attitudes, values and priorities that are compatible with the School's ethos,
- d. The desirability of achieving substantive gender equality between boys and girls in enrolments,
- e. Whether there is a commitment to take part in school activities and events, and
- f. The particular needs and abilities of the student and the contribution the student may make to the School community and its co-curricular activities

## **1. The Enrolment Process**

### **1.1 Expression of Interest Form**

Parents who wish to enroll their children must first complete an "Expression of Interest" form, with the following documentation:

- Original documentation is required, such as: children's birth certificate and passport or evidence of 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)
- Guardianship and Custody Order (if applicable)

If a child has any special needs or social or health problems which may require the school to make adjustments, full details, including any medical reports, must be provided.

Parents must also agree that if they are offered a place they will accept the Terms and Conditions of Enrolment of the School.

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

If parents have supplied the abovementioned documentation and a vacancy exists or is pending, the School Administration staff will organise a suitable time for:

- the student to attend an academic assessment session
- the student to attend an interview, and/or

- the parents to attend an interview

Kindergarten applicants are selected following an interview.

## **1.2 Offers and Waiting List**

The School has an absolute discretion in determining the weight to afford to each of the factors it takes into account in determining whether to offer a place for the student and whether a place should be offered.

Parents are notified if their children have been offered a place at Al-Faisal College - Liverpool 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 in case a position becomes available for the academic year for which entry was sought.

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

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

On accepting the offer of a place at the School, parents must complete an “Enrolment Form”, which includes the School’s “Terms and Conditions of Enrolment” and pay the non-refundable tuition Fee.

Failure to provide the Enrolment form 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 or misleading information on the Expression of Interest or Enrolment forms, their application may be declined or an offer of enrolment may be withdrawn.

## **2. 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).

## **3. 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.

All new students must have their immunisation up to date.

## **4. Continued Enrolment**

It is assumed that students at Al-Faisal College - Liverpool 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 of a student includes satisfactory:

- Payment of school fees by the 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 made to support students' learning needs, access and participation in opportunities provided by the school.

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 or be placed on probation.

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Head of College, the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the school will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

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.

# 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-Liverpool 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.

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-Liverpool, 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 Al-Faisal College-Liverpool Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations. Students at risk are provided with early intervention programs.

As an Islamic school, Al-Faisal College-Liverpool has certain advantages in promoting welfare practices, given that:

- we are a culturally and religiously cohesive school
- Islam embodies a range of values which are highly relevant in forming the basis of welfare policies and practices such as the Al-Faisal ROARS PBIS Program offered which emphasizes core values: Respect, Ownership, Achievement, Resilience and Safety
- a belief in Islamic and Australian values is at the core of the school ethos

The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policies and practices at Al-Faisal College-Liverpool.

The school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents/caregivers to enforce discipline at this school.

Additionally Al-Faisal College-Liverpool does not sanction or support the use of corporal punishment by parents or others for misbehavior that has occurred at school or during school based activities.

**The location of the full text of Al-Faisal College's-Liverpool policies can be accessed by request from the Executive Principal or found on our school website <http://afc.nsw.edu.au/>**

## ***Anti-bullying Policy***

Al-Faisal College-Liverpool 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-Liverpool there is a zero tolerance of bullying behaviour in any of its many forms.

This 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-Liverpool 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's policies can be accessed by request from the Executive Principal or found on our school website <http://afc.nsw.edu.au/>**

## ***Behaviour Management (Discipline) Policy***

Al-Faisal College-Liverpool aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be 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. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

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.

Al-Faisal College-Liverpool has 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 will be given every opportunity to meet school expectations and behave in a correct and appropriate manner according to school policies. At every stage they will be counselled by appropriate staff and there are a number of processes in place for dealing with suspensions and expulsions in accordance with procedural fairness.

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
- School newsletters
- Parent Portal

**The location of the full text of Al-Faisal College's-Liverpool policies can be accessed by request from the Executive Principal or found on our school website <http://afc.nsw.edu.au/>**

## ***Complaints and Grievances Policy***

Al-Faisal College-Liverpool 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 handled responsively, 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 in Al-Faisal College's-Liverpool Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are also outlined in the Grievances and Complaints Policy for Parents and Students which is also available 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's-Liverpool policies can be accessed by request from the Executive Principal or found on our school website <http://afc.nsw.edu.au/>**

## ***Accessibility of and Changes to Policies***

Most of Al-Faisal College's-Liverpool 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 NESA requirements. The table below lists policies where modifications have been made in 2019.

| <b>Policy</b>                       | <b>Changes in 2019</b>                                                                                                                                                                                                                                                         | <b>Access to full text</b>                                                                                                       |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Attendance                          | Policy reviewed:<br>Partial absences procedures for students updated                                                                                                                                                                                                           | The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries |
| Behaviour Management                | Policy Reviewed<br>Implementation of PBIS Program<br>Reward System                                                                                                                                                                                                             | The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries |
| Emergency Response                  | Policy reviewed:<br>List of area wardens updated.                                                                                                                                                                                                                              | The full text of the policy can be accessed by request from the Head of College.                                                 |
| Enrolment                           | Policy reviewed:<br>Additional items for Terms and Conditions of Enrolment                                                                                                                                                                                                     | The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries |
| Disability                          | Policy reviewed:<br>Access to Buildings and amenities added in light of new Buildings built                                                                                                                                                                                    | The full text of the policy can be accessed by request from the Head of College 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 Head of College 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 Head of College or from the school website.                      |
| Facilities                          | Policy reviewed:<br>Additional Buildings and Onsite/Offsite facilities and resources                                                                                                                                                                                           | The full text of the policy can be accessed by request from the Head of College or from the school website.                      |
| Governance                          | Policy reviewed:<br>Inclusion of Child Protection awareness by Board Members and Working With Child Checks clearances                                                                                                                                                          | The full text of the policy can be accessed by request from the Head of College or from the school website.                      |
| Grievance                           | Policy reviewed:<br>Grievance Procedures updated                                                                                                                                                                                                                               | The full text of the policy can be accessed by request from the Head of College or from the school website,                      |
| Teachers Employment                 | Policy reviewed:<br>NESA's Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools.<br><br>Eligibility for teachers to be employed by registered non-government schools and accredited to teach in NSW. Teacher Accreditation Act update | Distributed to all staff.                                                                                                        |

# Reporting Area 10: School Determined Improvement Targets

## **2019 Priority Areas for Improvement**

| Area                             | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning            | <ul style="list-style-type: none"><li>• Introduce numeracy intervention to support students in Year 6.</li><li>• Refine the K-6 common writing rubric that has links to ACARA's learning progressions</li><li>• Conduct a review of the school's K-6 Mathematics scope and sequence program</li><li>• Develop a Years 5-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development</li></ul> |
| Student Achievements and Welfare | <ul style="list-style-type: none"><li>• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8</li><li>• Ensure all Year 5 students needing support in number operations provided with intervention using the Quicksmart program</li><li>• Implement the K-6 writing rubric to enable students, parents and teachers the opportunity to track student progress more effectively</li></ul>                                |
| Staff Training                   | <ul style="list-style-type: none"><li>• Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff.</li><li>• In-service staff on the 7 steps to writing approach that aligns with the newly developed whole school writing rubrics.</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>• Building Works and Construction Stages 4-6</li> <li>• Furniture and fit out of new science labs, general classrooms and staff rooms – new Buildings</li> <li>• Upgrade of computers in computer labs and new labs</li> <li>• CCTV – installation of new CCTV and upgrade of system</li> <li>• Smart boards – installation of new smart board panels in Building E, replacement of old Smartboard &amp; projectors in selected rooms in Buildings A-D with smart panels</li> </ul> |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Achievements of priorities identified in school's 2018 Annual Report

| Area                  | Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning | <ul style="list-style-type: none"> <li>• Employ additional learning support staff to offer small group (Tier 2) intervention in numeracy in Stage 4</li> <li>• Implement new Stage 5 Commerce syllabus requirements</li> <li>• Employ a part-time staff member to support library services</li> <li>• Develop a K-6 common writing rubric that has links to the NAPLAN marking guide and learning progressions</li> <li>• Modify our assessments for reading to allow data to be collect on the mastery of comprehension strategies</li> <li>• Finalise the development of new teaching programs based on the K-6 PDHPE Syllabus.</li> <li>• Integrate guided reading with Science, History and Geography across Years 2-6 by creating mandatory booklists</li> </ul> | <ul style="list-style-type: none"> <li>• Learning support staff began to provide small group (Tier 2) numeracy intervention to students in Stage 4.</li> <li>• Revised Stage 5 Commerce curriculum finalised and aligned with new syllabus requirements</li> <li>• A part-time staff member was employed to oversee library services</li> <li>• A common rubric across K-6 was developed. However, further development is needed to ensure it is a practical and working document.</li> <li>• All assessments across Years 2-6 now include specific sections that assess students strengths and areas of development in all 6 comprehension strategies.</li> <li>• All K-6 PDHPE teaching programs have been developed and aligned to the new PDHPE syllabus.</li> <li>• A guided reading scope and sequence that lists all books to be read has been</li> </ul> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>Expand the K-6 Arabic language programs to include a play based focus. Develop Conversational Arabic program for Years 2 and 3 and to develop a Years 4-6 Grammar program that builds on the early years</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>developed across the primary years. All new books have been purchased.</p> <ul style="list-style-type: none"> <li>The conversational Arabic program has been developed and now taught across K-3 years. A Year 4 Grammar program was also developed and finalised. Years 5-6 grammar program to be developed in the new year.</li> </ul>                                                                                                                                                                                                                                                                                                  |
| Student Achievements and Welfare | <ul style="list-style-type: none"> <li>Ensure 80% of Year 1 students meet expected phonics knowledge by passing a screening check by providing early intervention programs.</li> <li>Students recording below 65% in Mathematics formative assessment provided with intervention from Years 2-8</li> <li>30% of Year 5 students needing support in number operations provided with intervention using Quicksmart program</li> <li>Introducing K-6 writing rubric and student assessment book to enable students, parents and teacher the opportunity to track student progress more effectively</li> <li>Finalise the roll out of the final phase of PBIS by commencing the teaching of values in 'Year B'</li> </ul> | <ul style="list-style-type: none"> <li>The target was exceeded. 96% of students met expected phonics knowledge by passing a screening check.</li> <li>Students in Years 2-4 and 7-8 provided with numeracy intervention based on formative assessment results.</li> <li>All students identified by PAT-M results completed Quicksmart in Year 5.</li> <li>Writing rubric was developed but not yet implemented due to concerns about it not being a practical and workable document. Additional revisions to be made to the rubric before its implementation.</li> <li>'Year B' of PBIS was successfully planned and implemented.</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 all staff on Child Protection</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Get Reading Right consultants continued to in-service K-2 teachers on how to effectively teach phonics. Consultants provided professional learning as well as conducted lesson demonstrations to staff.</li> <li>All staff were in-serviced by the</li> </ul>                                                                                                                                                                                                                                                                                                                                         |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                          | and Duty of Care responsibilities by school's child protection investigator.                                                                                                                                                                                                                                                                                                                                                                                  | school's child protection investigator at the commencement of the school year. |
| Facilities and Resources | <ul style="list-style-type: none"> <li>• Construction of Stages 4,5 and 6. The new buildings will include science and computer labs, additional classrooms, staff and student amenities, food technology and visual arts rooms.</li> <li>• Installation of CCTV Cameras and access control systems as part of the school upgrade and security upgrade.</li> <li>• New computers, smart boards and classroom furniture in the new school buildings.</li> </ul> |                                                                                |

# Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2019, the school wide **Positive Behaviour Interventions and Support (PBIS)** program showed further success with the enhancement and consolidation of a culture of respect, responsibility and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

The PBIS program focuses on 5 key values: **Respect, Ownership, Achievement, Resilience and Safety (ROARS)**. Interventions and strategies continued to be modeled and taught to reinforce key values:

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- Wide range posters that communicate the school's expectations for classroom and non-classroom settings were 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 were associated with problem behaviour.
- Predictable consequences for misbehaviour that were 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.
- Merit Awards to students displaying expected academic and social behaviours.

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

## *GRIP Leadership Excursion*



The SRC team was invited to attend the annual GRIP leadership seminar. They were accompanied by leaders from many different schools within the Sydney region. This very exciting day was the SRC teams' first official excursion as leaders of the school. They were exposed to many different ideas on the makings of a good leader and taught different ways in which they could contribute to the school community. The students were taken out of their comfort zone and asked to meet and collaborate with leaders from other schools.

The SRC team participated in different activities which allowed each student to view leadership in a different way. They understood that their responsibilities and actions were very important and that 2019 was their year to shine. This program helped the students build their leadership qualities

in conjunction with our PBIS system. They were able to understand the importance of respect whilst being

responsible leaders.

Later in the year, in preparation for the creation of a High School SRC Committee, representatives from years 8 and 9 attended another GRIP Leadership Conference. These eight students met with leaders from many other schools and listened to inspiring talks and participated in group activities. They brought back with them ideas they could implement instantly. This included beginning a Peer Support program. Year 9 students began mentoring year 6 and 7 students who were having social or behavioural problems. They sat with them during roll call out on the playground or on stairwells, shared their concerns and heard

inspirational advice from the older students. Parents were very happy with this initiative as their child would come home with a more positive attitude.



## *Anzac Day Commemoration*

The year 6 SRC team and Years 7-9 Class captains were invited to attend the Schools RSL ANZAC Day Commemoration Assembly, which was held at the War Memorial in Hyde Park. This was a great honour as they were able to commemorate the sacrifices made by Australian servicemen and servicewomen who were defending the values, principles and traditions cherished by Australians. The students sat and listened to the commemorative address, speeches and stories which touched their hearts. They watched the young cadets march and heard the choir sing.

They appreciated and respected every moment of this very special day.

Students were also able to show their respect by marching behind a school banner with the SRC members and Class Captains from the other Al-Faisal College schools. The SRC laid wreaths up the stairs of the Memorial Building and were deeply touched by the opportunity they were given. The students left the commemoration with a deep appreciation of the country they call home.

## *Hospital Visit*

During the month of Ramadan, the SRC organised a Toy Drive. They had asked teachers and students to donate toys which would be donated to the children staying at a local hospital. Students visited Liverpool Hospital and gave the gifts to the children staying there. The students showed the utmost respect to the doctors, nurses, parents and patients throughout their visit. They were aware of their surroundings and were responsible with the volume and words they had chosen to say. This community service not only had an impact on the children in the hospital, but more so to the SRC team as they were able to reflect on and appreciate the good health that they have been blessed with.



## *Buddy Program*

The Buddy Program was completed during Thursday lunch times, with year 6 SRC students interacting and communicating with Kindergarten students. They completed a multitude of activities with the Kindergarten students. The year 6 SRC students learned to work on a rotating roster and complete their role when needed during the Buddy Program.

The program included signing up Kindergarten students during recess/lunch who were interested in different activities such as:

- Reading books together, allowing Kindergarten students to be exposed to new vocabulary.
- Creating a train track which assisted Kindergarten students with communication and dexterity.
- Playing handball and working on hand and eye coordination.
- Doing puzzles which helped Kindergarten students with shape recognition, goal setting and patience.



It was extremely evident that early stage one students looked up to the year 6 SRC students as they were delighted to see them, play games and read with them. The year six SRC students felt a sense of pride and achievement. They modelled the school values and PBIS values of respect, ownership, achievement, resilience and safety to their younger peers while participating in these activities with them.

## *SRC Newsletter*

Students in the SRC team worked collaboratively to compile Al-Faisal College -Liverpool's first student newsletter. Students interviewed teachers and worked out what they considered newsworthy. Students were assigned roles consisting of editors and journalists. They worked together each term presenting the school with an outlook on what classes and grades were doing.

Students around the school thoroughly enjoyed reading the articles. We look forward to continuing this in 2020.

## *Recycling Paper and Plastic Program*

The Year 6 SRC students oversaw taking the recycling paper tubs, which were in every single classroom, and disposed of them in the recycling paper bin. Students showed respect and modeled positive behaviour to younger students in numerous classrooms by knocking on the classroom door politely, being quick and prompt when taking the recycling paper tub out of the classroom and walking around the school in a quiet, respectful manner.

In 2019, the school started a new initiative to help create prosthetic limbs for kids in need, working alongside a not-for-profit community called Envision Hands. Envision Hands used 3D printing to turn plastic bottle caps into mechanical hands and arms for kids, with the product being sent around the world. Year 6 SRC students supported the school by ensuring all types of bottle lids were separated



from our recycled bottles. The students were also on a rotating roster and were responsible for lid collection.

Students demonstrated a sense of responsibility and passion towards the new school initiative. Students were determined to do as much as possible for the not-for-profit community.

As a school, over 4000 bottle caps were acquired, which allowed Envision Hands to create eight prosthetic arms.

## *Australia's Biggest Morning Tea*

On the 28<sup>th</sup> of June 2019, the SRC team organised Australia's Biggest Morning Tea. All students were encouraged to buy a Krispy Kreme doughnut and donate their money to support a cancer free future and help the Cancer Council with their research. The SRC organised activities for the students to complete which promoted Sun Safety. Students were receptive to the information they were exposed to and understood the importance of wearing a hat during recess and lunch time. This successful event raised funds which was donated directly to the Cancer Council.

## *Youth Eco Summit (YES) Convention*

On the 13<sup>th</sup> of November 2019, students attended a Youth Eco Summit (YES) Convention located in Sydney Olympic Park. The YES convention was filled with interactive displays, hands-on workshops and STEM exploration about sustainability in the environment. The YES convention also included a dazzling performance by the Murama Indigenous Youth Team at the beginning and end of the day and students even got to participate in the performance at the end of the day!

Students specifically learned and participated in activities such as; the three R's (reduce, reuse, recycle), how to plant plants and herbs, how paper used to be made, a talk on wildlife and how to care for them and how to create artwork from natural materials. The Year 6 SRC students left feeling extremely aware of their environment and how to take care of it for future generations.

## *International DOT day and Kids teaching Kids Week*

International Dot Day, a global celebration of creativity, courage and collaboration, began when teacher Terry Shay introduced his classroom to Peter H. Reynolds' book *The Dot* on September 15, 2009. *The Dot* is the story of a caring teacher who dares a doubting student to trust in her own abilities by being brave enough to "make her mark". What begins with a small dot on a piece of paper becomes a breakthrough in confidence and courage, igniting a journey of self-discovery and sharing, which has gone on to inspire countless children and adults around the globe.

Students from the SRC organised a mindset lesson where they went into the kindergarten classes and taught the students about growth mindset. This was an amazing experience as the year 6 students had to begin with their own open mindset to be able to teach students younger than them. The SRC faced many challenges and needed to think on their feet along the way.



## *Parent Helpers Morning Tea*

Students of the SRC team organised and hosted an end of year thank you morning tea. They invited the parents who had helped at school and on excursions. This morning tea showed great responsibility in organising the event. It was a delight to see the students representing themselves with great organisation and confidence when holding a conversation with the parent helpers.



# 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 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 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 2019 and revealed high levels of satisfaction.

### **Parent Surveys\***

Most 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 top responses from the parent survey revealed:

- My child enjoys going to Al-Faisal College
- I feel welcome when I visit the school.
- I am well informed about my child's progress in school subjects.
- I believe that my child is encouraged to do his or her best work.
- I have seen my child applying PBIS values taught at school at home.
- I would recommend Al-Faisal College to others
- Access to the parent portal (on Sentral) is essential component

### **Student Surveys\***

In 2019, 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 feel motivated to ask questions to my teacher
- I have teachers that encourage me to work at my best
- I believe the SRC positively contributes to the school by raising issues and making suggestions well.
- I have applied PBIS lessons in daily practice.
- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I believe that staff emphasise academic skills and hold high expectations for me to succeed.

### **Staff Survey\***

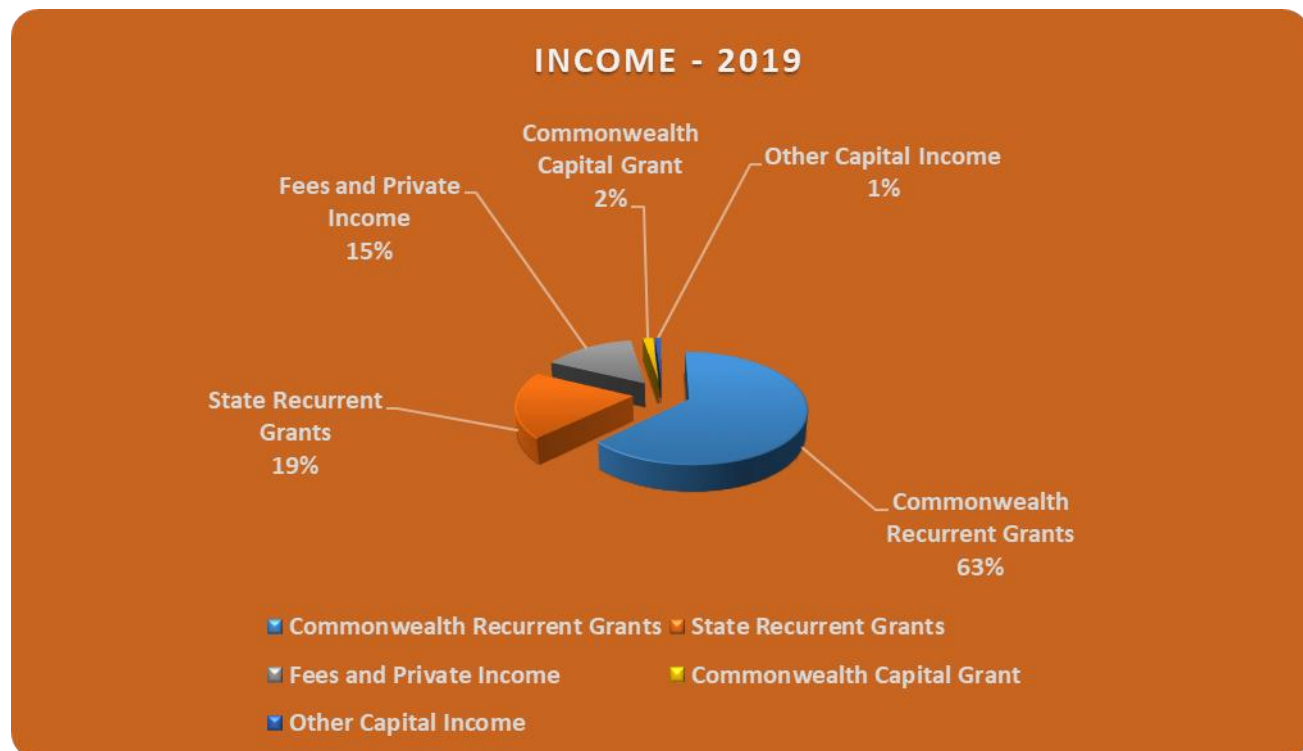
The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional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

- teachers agreed that school leaders had helped establish challenging and visible learning goals for students.
- teachers believed that the professional development focus positively impacted on classroom practice and curriculum planning.
- teachers indicated that they had establish clear expectations for classroom behaviour that was strongly linked to the PBIS model.
- teachers indicated that they set high expectations for student learning.
- teachers indicated that they used assessments to understand where students were having difficulty.

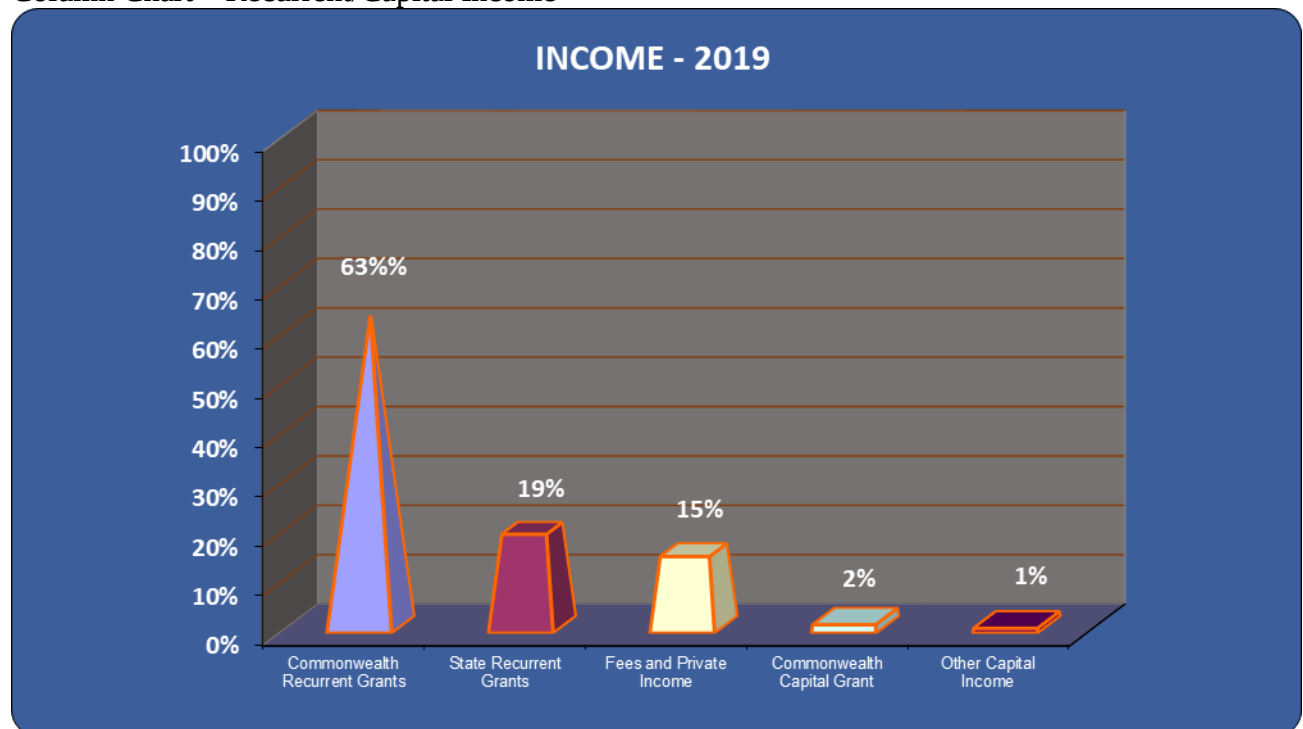
\*survey results also include responses from the two other Al-Faisal College schools.

# Reporting Area 13: Summary financial information

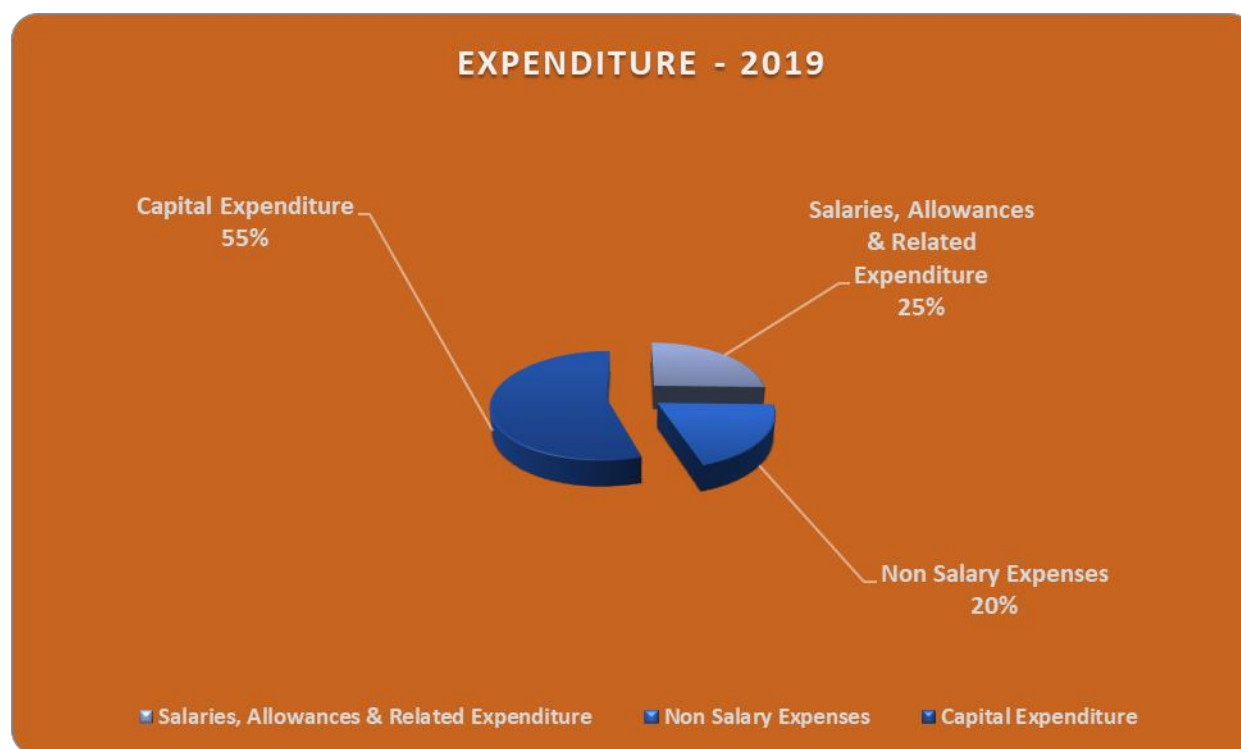
Pie Chart – Recurrent/ Capital Income



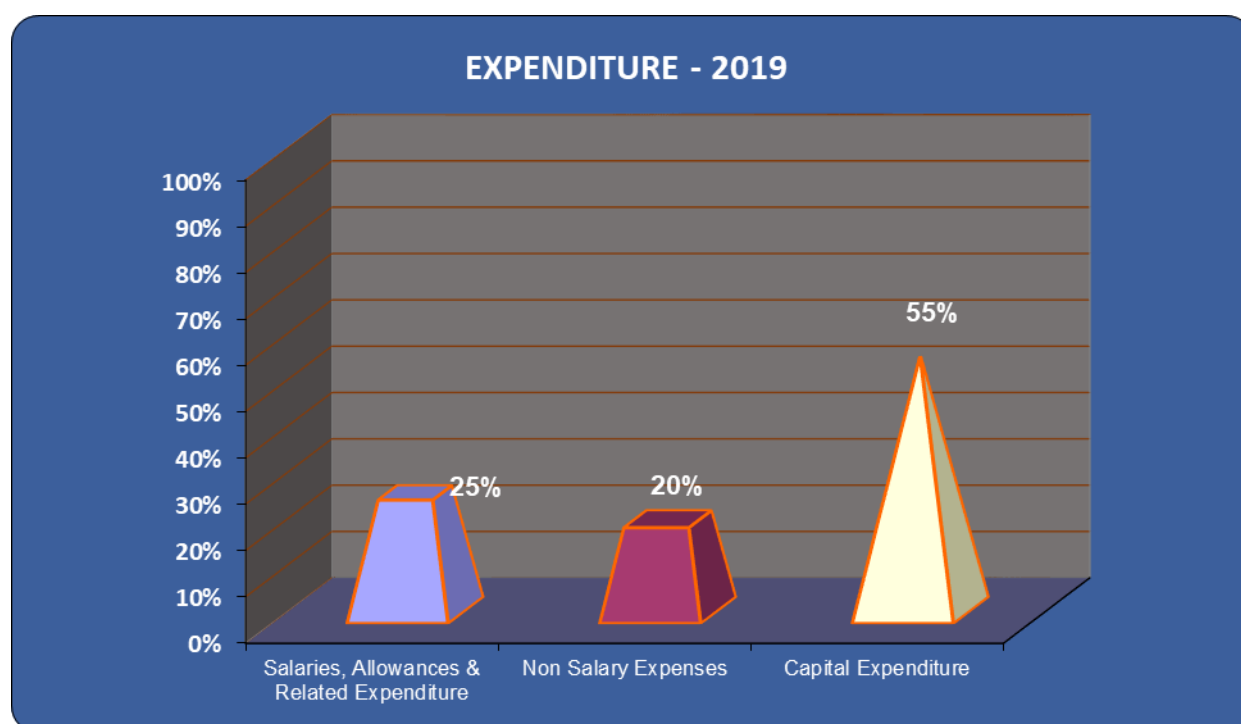
Column Chart – Recurrent/Capital Income



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 NESA unless otherwise agreed by NESA.
- the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.