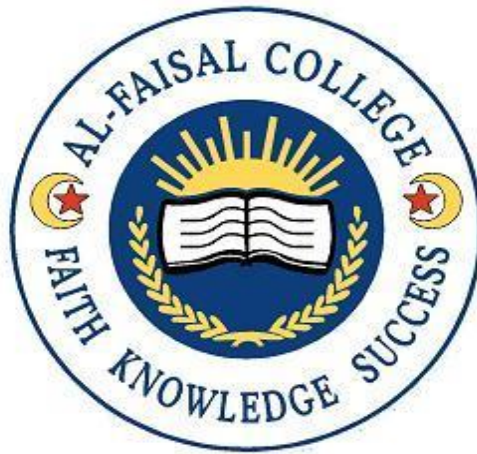


Al-Faisal College Liverpool



ANNUAL REPORT 2021



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Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 11.

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 1007 students enrolled across grades K-11. 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-11 in 2021.

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 including visiting sick students and reading to preschool students, 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 learning progressions into the school to enhance the literacy development for all students and continues to implement support programs in literacy for K-2 students. 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 continued to use Mathematics intervention program to support the numeracy needs of students.

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 2022
 - 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

On behalf of the Al-Faisal College School Board, it is with delight that I write this message for the 2021 Annual Report.

I would like to thank our former Executive Principal Mrs Ghazwa Khan who retired and left a legacy of excellence. Mrs Khan's dream was to establish a college that would provide opportunities for all students from K-12 to increase in faith, acquire knowledge to achieve success. Mrs Khan will always be remembered as the mother of Al-Faisal College who wanted all children to learn, grow and make a difference in the community. On behalf of the School Board, I wish her the best for her retirement.

In 2021, Al-Faisal College continued its journey to teach and engage students during unprecedented times. COVID-19 had again changed the nature of how schools operated in order to support students' learning needs. The rapid adoption of technology meant that our students were empowered and able to learn from their computer screens at home. The pandemic not only enabled our staff and students to optimize their IT skills but also ensured that learning was continuous.

Our HSC results were outstanding. I wish to pay tribute to our Director General of Education Dr Intaj Ali for his leadership and guidance. Our school ranked 26th in the state and I am very proud of our students' success. I would like to acknowledge and thank the hard work and effort of staff, coordinators and the executive team.

Ramadan Iftar hosted by Premier

On Tuesday 20th April, the NSW Premier The Hon. Gladys Berejiklian hosted an Iftar dinner for school leaders inviting school heads and school captains to break their fast at the Bankwest Stadium in Parramatta. Our students also had the privilege to meet the Premier and the Minister for Skills and Tertiary Education, and Minister for Sport, Multiculturalism, Seniors and Veterans, The Hon. Geoffrey Lee.



Building Works at Al-Faisal Colleges

Although the pandemic may have slowed down the building works at Al-Faisal Colleges, I am optimistic that our buildings will be close to completion in 2022. I look forward to providing an update in our next annual report.

Vote of thanks

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 Director General of Education Dr Intaj Ali, Executive Principal, Executive Deputy Principals, 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.



I would like to thank our parents for their support, and I congratulate our students on their outstanding results!

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

Executive Principal's Message

I'm delighted and pleased to write a message for the 2021 Annual Report as the newly appointed Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. I would like to thank the School Board, the Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali for their support, trust and opportunity. I look forward to working with the Executive Team to Insha Allah see Al-Faisal College maintain its success.

I would like to acknowledge the work of Mrs Ghazwa Khan the Co-Founder and former Executive Principal of Al-Faisal Colleges. Mrs Khan established Al-Faisal College in 1998, at that time there were only 49 students and 3 members of staff. The College grew considerably due to community demand and a further two schools were opened. Many students have graduated from Al-Faisal Colleges, and it is wonderful to see them returning as parents enrolling their own children. On behalf of all the staff and students we thank Mrs Khan for dedicating her life to establish an exceptional school with an admirable reputation. We will never forget her contributions and we wish her all the best on her retirement.

2021 was a year that will be historically remembered for lockdowns and remote learning. Navigating our lives during the pandemic not only changed the pedagogical approach used by teachers but also impacted on the nature of our learners. Our students were able to master IT skills in a short scope of time that may have taken them months to develop. Students successfully used several platforms and apps to grow and learn. I would like to thank all our students, staff and parents for working together collaboratively, showing strength, courage and determination to ensure that the teaching and learning process still continued at Al-Faisal College during COVID-19.

I would like to congratulate our HSC Year 12 students, Class of 2021, on their outstanding results. Our College ranked 26th in the State for the HSC. I wish to commend our students for their hard work and effort, in particular students who achieved ATAR scores above 99, with one student achieving a perfect ATAR score of 99.95 and another ranking 1st place in Arabic Continuers in the state. We wish our students continued success and hope they make a positive impact in the world.

Thank you message

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 Schools (AIS), Police, Navy and Australian Defence Force for their great assistance.

I would like to recognise the hard work and efforts of the School Board, Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, teaching and non-teaching staff for contributing to the success of the colleges.

Last but not least, I thank our students and parents. I wish to mention how grateful we are for the support parents have provided to the school and we thank them dearly.

Mrs Safia Khan Hassanein
Executive Principal

Head of College Message

Another year has passed, and it continues to be a wonderful experience to present Al-Faisal College - Liverpool's message for the 2021 Annual Report. The school continues to grow rapidly and grow in academic strength. It is an honour to be the Head of College and to work with fantastic staff, parents, students and community members and to watch the school grow and prosper. We all started 2021 with hope that COVID was gone, however it continued to be a year of disruptions and a return to online learning was required. The school, worked closely with NSW Health, AIS and the Education department to provide the best online learning platform for our student body and provide support to the parent community and the broader community.

Al-Faisal College - Liverpool is situated in the suburb of Austral in Sydney's southwest. The suburb has continued to experience growth during 2021 with a continuation of housing estates being developed. The school now houses Kindergarten to Year 11 with a student population of 1007.

Construction of the Multipurpose Hall has begun that will house two basketball courts an underground carpark and an additional playground area. The school community looks forward to the completion of this facility as it will add a wonderful element to the local and school community.

This was the 6th year of Al-Faisal College – Liverpool and we engaged in the return of NAPLAN. The student population made wonderful progress in all areas across, all years. This was the first Year 3 was well above average in Writing, Spelling & Grammar and above average in Reading and Numeracy which was significant, given in 2019 Year 3 Numeracy was below average. Year 5 was well above average in Spelling and above average in Grammar. Year 7 and 9 were above average for the first time in Spelling, Grammar and Numeracy and Year 7 was also above average in Writing. Al-Faisal College - Liverpool primary school ranked 96th in the state and was ranked 15th across the Canterbury – Bankstown, Fairfield and Liverpool areas. Our growth is attributed to the hardworking teachers and parent support.

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, unfortunately during 2021 many initiatives had to be cancelled due to COVID-19 restrictions. Despite restrictions and being in lockdown for two terms the school continued to promote respect, tolerance and acceptance by participating in an ANZAC Day commemoration, Harmony Day, Australia's Biggest Morning Tea fundraiser for the Cancer Council raising \$2405.55, Recycling programs and R U Ok? Day.

The school community in 2021 endured two terms of online learning. We continued to see how important face to face learning was to students' academic growth, social and emotional development and mental wellbeing. The greatest highlights of 2021 were having students return to school to fill the classrooms and playground with laughter after four months of online learning and our first cohort of students beginning Year 12.

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, Dr Ali – Director General of Education, Mrs Khan Hassanein – Executive Principal and the Multi-School Deputy Principals for their continued support of the college. Thank you to the teachers, paraprofessionals 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

Primary School SRC

2021 was an interesting schooling year! The school year began with face-to-face learning and a few restrictions. By the middle of the school year though, with the arrival of a new variant, remote learning began again for term 3 and majority of term 4. However, the SRC members persevered and made the most of it! They represented the school and were school leaders in person and remotely!

The work that these students completed throughout the year reflected the values, aim and mission statement of the SRC. In 2021, 12 highly engaged students tried their best to work on leadership qualities in becoming responsible members of their family, community and society.

The SRC at Al-Faisal College - Liverpool consisted of 12 members. They were elected through a secret ballot system in Term 4 of 2020. Their peers and teachers chose these students to represent the school throughout the year. Students from years 1 - 6 participated in the voting process with all teaching and admin staff at the school. In February 2021, the students of the SRC team met to come up with many ideas. They had an aim and it was to engage with their peers no matter what grade.

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 were 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 could 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 aim to assist and provide for those in the greater community.

Responsibilities

- Representing the core values that were being taught in PBIS lessons
- Promote school spirit through participation in a range of school activities including academic endeavor, 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.

Outlined below shows how 12 year six students created a strong bond and worked hard to try making a difference, no matter whether it was during face-to-face learning or remote learning.

Safer Internet Day - Thursday 11th March

- Safer Internet Day was acknowledged on Thursday the 11th of March.
- SRC participated in Safer Internet Day by the School Captains presenting a short speech over the P.A. system. It was their very first presentation to the school!
- All students in primary and high school participated in Safer Internet Day.
- Primary school - There were discussions and hands-on activities throughout the day and some were in correlation to what students were learning about in Personal Development, Health and Physical Education.
- High school - There were discussions during their roll call classes and this was interrelated with the school's PBIS philosophy.



National Day of Action Against Bullying - Friday 19th March

- National Day of Action Against Bullying was acknowledged on Friday 19th March.
- All students in primary and high school participated in National Day of Action Against Bullying.
- Primary school - There were discussions in primary classrooms and a whole school hands-on activity which involved a wrinkled heart mural.
- High school - There were discussions in classrooms and a 'Young People and Bullying' presentation by Dr. Faiza Begg.
- The School Captains participated in this event by gifting Dr. Faiza Begg flowers and thanking her for attending our school.

Harmony Day - Monday 22nd March

- Harmony Day was celebrated on Monday 22nd of March.
- This event saw the SRC participating in many activities around the school.
- All SRC members were given Harmony Day bracelets to take home and colour in. These Harmony Day bracelets were then promoted in the morning by the SRC members and were placed on students' wrists by the SRC team.
- Two Prefects were chosen to visit all classrooms from Years 3 - 6 and prepare a PowerPoint to present on Harmony Day and the importance of it. Students began preparing and practicing for this PowerPoint presentation two weeks from Harmony Day. Students also practised at lunchtime twice a week. The presentation was well-received by all students.
- In addition to this, all primary classrooms completed individual activities celebrating Harmony Day.



Earth Day - Thursday 22nd April 2021

- Earth Day was acknowledged on Thursday 22nd April 2021.
- SRC members celebrated Earth Day by presenting speeches over the P.A. System. They began presenting these speeches on Monday, with the final one being on Thursday. The speeches included different topics such as the history of Earth Day and the importance of recycling.
- Furthermore, all primary classrooms completed individual activities acknowledging Earth Day.

Anzac Day - Monday 26th April

- ANZAC Day was acknowledged Monday 26th of April with SRC members visiting other classrooms and presenting speeches on Tuesday 27th of April.
- Three SRC members visited Years 2 - 4. During their visit, the three SRC members read the classes a picture book titled, "ANZAC Biscuits". The SRC members were very moved by the books and appreciated the opportunity to retell it to the primary students. The SRC members asked students questions while reading the book.



- Two SRC members visited Years 5 - 6. During their visit, the two SRC members presented a PowerPoint presentation about the history of ANZAC Day and why it is important to remember and acknowledge it every year.
- The two team presenters practiced their speeches during lunch times and showed great commitment to it.

Biggest Morning Tea - Thursday 27th May

- Biggest Morning Tea was celebrated on Thursday 27th of May. The school celebrated Biggest Morning Tea by allowing students to pre-purchase Krispy Kreme doughnuts and a limited amount were available for purchase on the day.
- The SRC team participated in Biggest Morning Tea by completing various tasks.
- Firstly, the team delivered pre-purchased doughnuts to the classrooms.
- Secondly, after the pre-purchased doughnuts were delivered, the team set up tables with Krispy Kreme doughnuts with a cash register. The leaders of the school sold doughnuts and handled money in a professional manner.
- Thirdly, two SRC members were given the task of approaching students during the second break time and asking for donations for Cancer Council. The SRC members walked around with the official money box that the Cancer Council sends to people and organisations who have registered to celebrate Biggest Morning Tea.

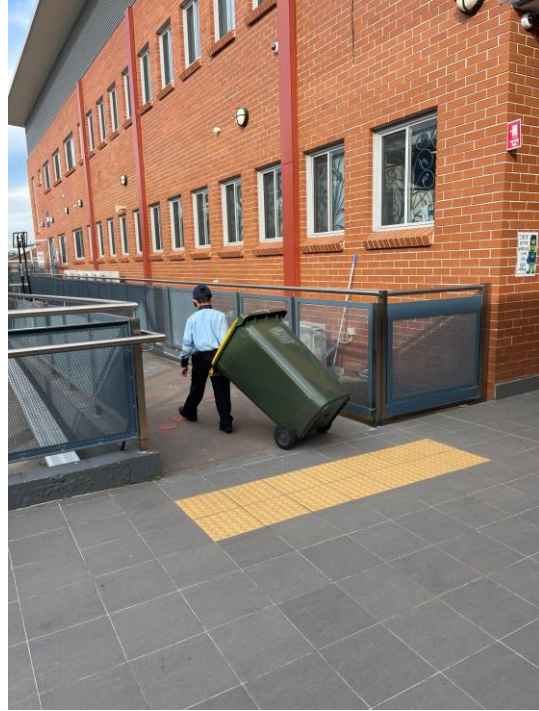


Recycling Program

- During 2021, the school participated in three Recycling programs.
- These were:
 - Recycling plastic bread bags through the Wonder Bread Program
 - Recycling plastic bread tags through the Aussie Bread Tags for Wheelchairs
 - Recycling bottles, cans and cartons through the Return and Earn Program
- The SRC team participated greatly in these programs. They picked up all recyclable materials from all classrooms. They showed great respect when entering classrooms and walking around the school while completing these tasks.

SRC Reading to Kindergarten

- In Term 2, SRC commenced reading to Kindergarten. This occurred twice in Term 2 on Friday, last period.
- During Term 1, the SRC members were given autonomy with what role they would like in the school. Two members chose to be librarians. These two members were in charge of picking the four books all SRC team members would read to the Kindergarten classes.



- The SRC were split into groups of three amongst the four Kindergarten classes. The SRC team would stay in these groups and visit the same classes so the younger students would become more confident seeing them.
- The SRC team practiced how they would read this book to the students, what parts they would read and what questions they would ask the younger students.

- The SRC team adored this team and had a strong sense of confidence now in front of other students, especially with the prior presentations that occurred during ANZAC day, Harmony Day and Earth Day.

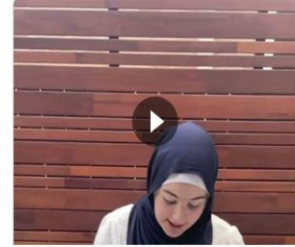


Remote learning activities

- In Term 3, learning became remote. However, that didn't stop the SRC members from completing activities!
- The SRC members were still obliged to attend zoom meetings to discuss with one another what they could do to still be present in the school community while learning from home.

Activities video

- The first thing the SRC members decided to do was emulate the teachers at Al-Faisal College -Liverpool and create a compilation video. Students decided together during a zoom meeting that their compilation video should revolve around exciting activities such as science experiments or funny jokes.
- After being given a list of science experiments, students choose their own experiment, filmed it independently and uploaded it to their classes Seesaw to be ready for compilation.
- The video was received with excitement from other students from the school! Peers were delighted to see the SRC members and a sense of familiarity (as the students were wearing their uniforms) when watching the Activities video.



Students teaching students - Reading to Kindergarten and Year 1

- SRC members were informed of Students teaching other students week during a zoom meeting. The SRC members had a discussion of what they could do while remote learning was still occurring. Students decided on continuing to read to Kindergarten and including Year 1 students this time too.
- Students read a book centered on a positive mindset.
- Students were in the same groups as Term 1 and 2 reading.
- Students all had roles while reading to Kindergarten and Year 1. These roles were reading the book, vocabulary and questioning the students.
- Kindergarten and Year 1 students were ecstatic to see different, older faces in their zoom meetings!

R U OK? Day - Week Videos

- Al-Faisal College - Liverpool acknowledged R U OK? Day and spent a week uploading fun, encouraging mindset activities onto Seesaw for each grade during remote learning.
- Along with this, the SRC members were each provided with a script and asked to record themselves. These videos they recorded were related to the activities uploaded onto Seesaw.
- The videos were uploaded as Morning Announcements each day for a week.
- The topics in the videos included mindfulness, staying active at home, the importance of being active, feeling in control of work at home and not feeling overwhelmed.

PBIS Reminder Video



- The final task the SRC members had for the year was to compile video recordings of them reminding their school peers of the PBIS values.
- The SRC members were given the task and script during another zoom meeting.
- SRC members took on the task diligently and promptly recorded their videos so that it was ready for compiling.
- The PBIS Reminder Video was uploaded on Seesaw prior to students returning to school and was also played in class each morning on the first week of face-to-face learning.

Within our School

The students of the SRC team were given many responsibilities and completed these without any hesitation.

The responsibilities included:

- Office duty; provided by one SRC member per day. Their duties included: sending messages to teachers, helping in the office and assisting the Head of College
- The toilets are monitored daily to provide a safe and clean environment.
- The SRC team assisted teachers during afternoon dismissal; they would collect Kindergarten students and safely take them to the kiss and drop area.

The SRC students showed great responsibility traits throughout all occasions. They were able to adapt to the different situations throughout the year and stepped up when needed. We know that 2022 will be very different and we look forward to seeing the ideas of the 2022 SRC team.

High School SRC

Premier's Iftar Dinner

Our Senior SRC captains attended the Premier's Iftar Dinner with Mr Shafiq Khan the Managing Director of Al-Faisal College, Executive Principal Mrs S. Khan Hassanein, Dr Al-Nakeeb, Mrs S. Luthra Head of College – Campbelltown, Mrs J. Abrar Head of College – Liverpool at the Bankwest Stadium in Parramatta. The school captains from Auburn and Campbelltown were also in attendance.

Our students had the privilege of meeting the NSW Premier the Hon. Gladys Berejiklian and the Minister for Skills and Tertiary Education and Minister for Sport, Multiculturalism, Seniors and Veteran, The Hon. Geoffrey Lee. This was a great opportunity for our future leaders to network with current leaders.



ANZAC Day Commemoration

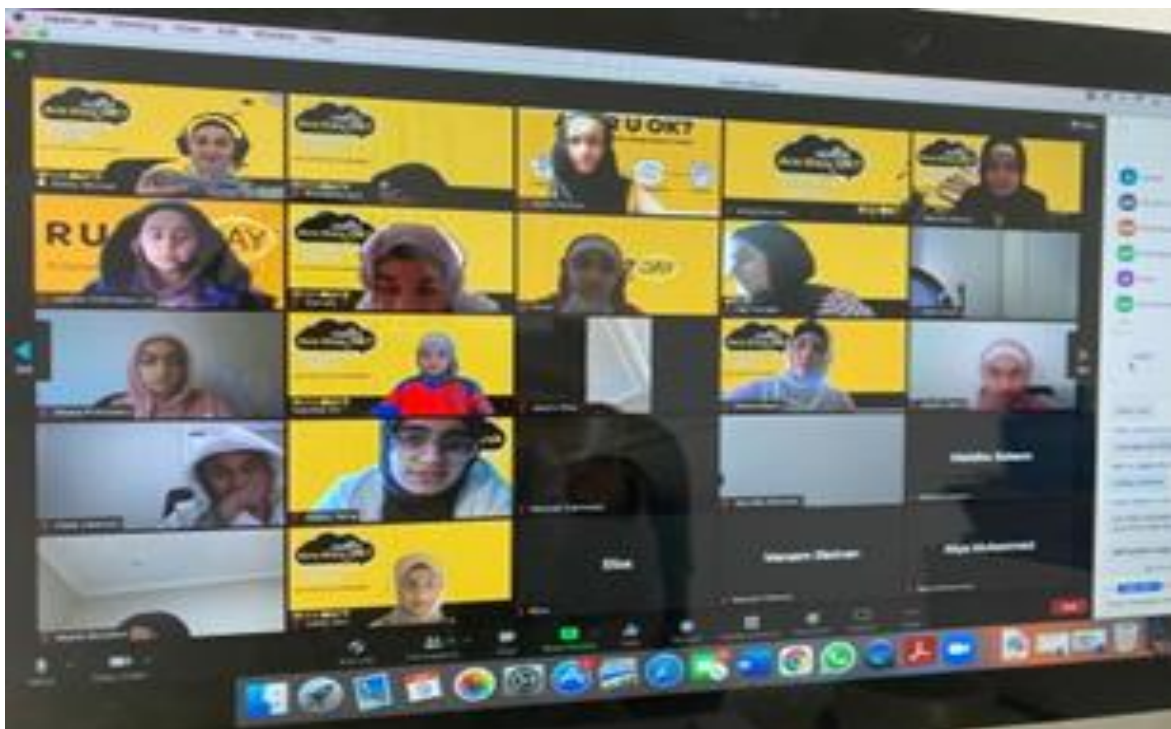
ANZAC Day Commemoration is very important to Al-Faisal College - Liverpool. The Senior SRC organised and held an ANZAC Day Commemoration Assembly at school due to COVID restrictions in place and the cancellations of public commemorations. Mohammad Choudhary and Alesha Hussain from Year 10 were the masters of ceremony and welcomed the students on behalf of Mr Shafiq Khan, Managing Director of Al-Faisal Colleges. Major Simon Statton addressed the students about courage, mateship, fairness, persistence, integrity and resilience. His speech was powerful, motivating and reinforced the importance of resilience, persistence and courage. It was a memorable day for all students in attendance.





R U OK Day?

R U OK day was on the 9th of September. It's a day where all students and teachers asked their friends and family one simple question, "Are you okay?". The teachers reminded students that a conversation can save a life. Despite being in lockdown the SRC organised the event. Students were given the option of using a special background for their online zoom lessons. They could also wear yellow or any shade of yellow clothing to support the cause. When they joined their first class of the day, they had a small discussion on the topic. The teachers asked the students some questions about how the lockdown and how they kept themselves entertained. After the conversation, students created a poster about what they were grateful for, what they were happy for, and what they loved doing. It was a great activity and the students all enjoyed it. It was a good way for students to interact and check in with each other. Students watched a short video about R U OK day, where it talked about how it is important to stay connected to our friends and family during lockdown.



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 11.

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 Digital Technology skills 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 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 2021. 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 2021 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 Get Reading Right, Quicksmart 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 outstanding results in many areas of both literacy and numeracy across the 2021 NAPLAN years.

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

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The formal Record of School Achievement credential was awarded by NESAC to 4 students.

Other sections of Reporting Area 4 are not currently applicable to Al-Faisal College - Liverpool as it operates as a K-11 School.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2021, 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. The mode of Professional Learning was changed due to COVID19 whereby teachers participated in webinars and zoom meetings.

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 at the beginning of the year, focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff completing webinars or zoom meetings to targeting student welfare or specific curriculum areas.

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.

2021 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
20/01/2021	2 hours	Al-Faisal College	Executive Staff	Learning Progressions	23
20/01/21	2 hours	Al-Faisal College	Nicky Sloss and Samantha Kourakis	Growth Mindset PD	50
20/01/21	2 hours	Al-Faisal College	Angela Munyard	Manga High PD	23
20/01/21	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Write using PETAL	High school
20/01/21	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Introduction to Survey Growth Mindset Formative Assessment in Mathematics Curriculum Overview	Math staff
20/01/21	1.5 hours	Al-Faisal College	Executives	Unpacking the K-10 Arabic Syllabus	5
20/01/21	1.5 hours	Al-Faisal College	Executives	Overview of Arabic Programs	5
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Differentiation in Mathematics Assessment in Stage 6 Responding to Survey Results	Math Staff
20/01/2021	6 hours	Al-Faisal College	Bright Happy Schools Leanne Gow	Growth Mindset Optimistic Thought Patterns Practising Positive Communication	Year 11 and 12 Teachers
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Working Mathematically PD An introduction to Working Mathematically Problem Solving Communication and Reasoning Exploring Understanding and Fluency	K-4 staff
21/01/21	6 hours	Al-Faisal College	Staff	Social and Emotional Learning Online Modules: Affirm, Embed, Empower	K-12 Arabic Staff

21/01/2021	6 hours	Al-Faisal College	Executive Staff Sarah Omari	Science PD	Year 4-6 staff
21/01/2021	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Writing using Petal	7-10 staff
22/01/2021	2 hours	Al-Faisal College - Liverpool	Executive Staff	COVID 19 Action Plan Review of policies	All Staff
22/01/2021	1 hour	Al-Faisal College - Liverpool	Executive Staff	Program annotations Uniform Regulations, Attendance procedures Behaviour Management	All staff
02/02/2021	6 hours	Al-Faisal College - Liverpool	Justin Caban	Synthetic Phonics	K-2 staff, teacher aides
9/2/2021	1 hour	Al-Faisal College- Liverpool: Online	Education Perfect	Science Modules	6
18/02/2021	2 hours	Al-Faisal College - Liverpool	Executive Staff- Mr Adra	Child Protection	All Staff
19/02/2021	2 hours	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Maintenance and Teacher Accreditation	10
25/02/2021	2 hours	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Code of Conduct & Duty of Care	All Staff
26/02/2021	2 hours	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10
26/02/2021	2 hours	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10
28/02/2021	20 minutes	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Evacuation and Lockdown Drill	All staff and students
24/03/2021	30 minutes	Online	Executives	Minecraft Education	6

10/03/2021	2 hours	Al-Faisal College - Liverpool	Association of Independent Schools (AIS)	Behaviour Management	All Staff
11/03/2021	1 hour	Al-Faisal College Zoom	Executive – Mr Adra	Teacher Accreditation Maintenance	All staff
24/03/2021	2 hours	Al-Faisal College - Liverpool	Association of Independent Schools (AIS)	Behaviour Management	All Staff
15/04/2021	2 hours	Al-Faisal College - Auburn	Risk Logic	Critical Management Plan workshop	1
30/04/21	1 hour	Al-Faisal College- Liverpool Online Webinar	NESA	NAPLAN Online Review	Year 3, 5 and all high school staff
28/04/2021	1hour	Al-Faisal College – Liverpool Online training	AEDC	Australian Early Development Census	4
08/06/2021	1 hour	Al-Faisal College - Liverpool	Welfare Coordinator	New High School Teacher Support workshop	6
16/06/2021	2 hours	Al-Faisal College - Liverpool	Association of Independent Schools (AIS)	Behaviour Management	All Staff
02/03/2021	1 hour	Al-Faisal College - Liverpool	First 5 Minutes	Communications officer, Management team	6
02/03/2021	1 hour	Al-Faisal College - Liverpool	First 5 Minutes	General staff awareness	All staff
02/03/2021	1 hour	Al-Faisal College - Liverpool	First 5 Minutes	Wardens training	10
09/04/2021	1 hour	Al-Faisal College- Liverpool	Executives	Engaging Online Learners	23
04/08/2021	1 hour	Al-Faisal College online	Executives	How to Create Class Blogs on Seesaw	25

18/08/2021	2 hours	Al-Faisal College online	Executives	How to Run Online Kindergarten Interviews (coordinators)	8
20/08/2021	1 hour	Al-Faisal College online	Executives	How to Run Online Kindergarten Interviews (assessors)	20
27/08/2021	2 hours	Online	VALID	VALID Marking Preparation for PD	2
02/09/2021	1 hour	Al-Faisal College online	Executives	How to Create Google Forms	30
13/09/2021	2 hours	Al-Faisal College online	Executives	VALID Marking	13
14/09/2021	1 hour	Al-Faisal College - Liverpool	Head of College	NAPLAN Data review	Year 3, 5 and all high school staff
21/12/2021	4 hours	Online	REVIVA	First Aid Online Course	All Staff
13/01/2021 to 06/12/2021	1 hour	Self-paced online	AISNSW	Promoting and Protecting Student Wellbeing and Mental Health - Self-paced Learning Experience	1
17/02/2021 to 21/12/2021	30 minutes	Self-paced online	AISNSW	Autism Spectrum Disorder: Intensive Supports - Self-paced Learning Experience	1

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College – Liverpool at the various levels of teacher accreditation in 2021:

Level of Accreditation	Number of Teachers
Conditional	9
Provisional	11
Proficient Teacher	32
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	4
Total number of teachers	56

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.	43
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.	13

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 2021 census, comprised of 56 teaching staff.

In 2021, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Al-Faisal College - Liverpool School
Full-time equivalent teaching staff*	48.5
Full-time equivalent non-teaching staff*	10.8
Number of indigenous staff*	0

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/>

2021 School Attendance Rates	
Year Level	Attendance Rate (Liverpool School)
Kindergarten	NA
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	95%
Year 5	95%
Year 6	94%
Year 7	96%
Year 8	94%
Year 9	94%
Year 10	91%
School Average	94%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-11). 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-11).
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-11) and Office. The class/roll call teacher 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-11: 15 days or more per academic year
7. Class and roll call teachers and Head of College (K-11) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are extracted from Sentral (Learning and Management Software) at the end of the year and are kept within student files.
9. 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.
10. 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.
11. The register of enrolments is retained by the school for at least 5 years before archiving.
12. The register of enrolment is maintained and monitored by the Office Administration Staff who ensure that all the following information about students is present and updated on a regular basis via hard copy forms / online data bank Sentral (Learning and Management Software)

Student Retention Rates

Not Applicable as Al-Faisal College - Liverpool operates as a K-11 School.

Post School Destinations

Not Applicable as Al-Faisal College - Liverpool operates as a K-11 School.

Reporting Area 8: Enrolment Policy

Al-Faisal College - Liverpool is a co-educational K-11 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-8) and Islamic Studies (K-11). 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 - Liverpool's policies can be accessed by request from the Head of College 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 - Liverpool's policies can be accessed by request from the Head of College 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
- Online learning platform: Seesaw & Edmodo

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

Accessibility of and Changes to Policies

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

The table below lists policies where modifications have been made in 2021.

Policy	Changes in 2021	Access to full text
Attendance	Policy reviewed: Absences and attendance procedures updated in light of COVID-19.	The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries, parent portal
Child Protection	Policy reviewed: Incorporation of new Child Protection policy procedures and updated definitions	The full text of the policy can be accessed by request from the Head of College or from the school website.
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Head of College.
Enrolment	Policy reviewed: 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, parent portal
Educational and Financial Reporting	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the Head of College or from the school website.
Governance	Policy reviewed: Review of 'fit and proper person'. 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: Grievance Procedures updated	The full text of the policy can be accessed by request from the Head of College or from the school website.
Remote Learning	Policy reviewed: Guidelines about student access of Learning Management Software and platforms to support student learning during COVID-19 and lockdown. Student safety and well-being in an online environment addressed.	The full text of the policy can be accessed by request from the Head of College or from the school website.
Repairs and Maintenance	Policy reviewed: New categories for maintenance introduced, eg 1. Planned Maintenance 2. Preventative/statutory and routine Maintenance 3. Unforeseen Maintenance	The full text of the policy can be accessed by request from the Head of College or from the school website.
Teacher Employment	Policy reviewed: Providing Alternate Qualified Teaching Staff: updated procedures listed to ensure a qualified teaching member is able to provide alternate teaching for the day.	The full text of the policy can be accessed by request from the Head of College.

Reporting Area 10: School Determined Improvement Targets

2021 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Begin to develop Years 5-6 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Review all Year 4 Science Programs to focus on scientific writing, extended response questions and design and make tasks • Integrate Years 2-6 Guided Reading with Science, History, Geography and Creative Arts • Introduce Comparative Judgement as a marking tool to more effectively and efficiently mark writing tasks across Years 2-8. • Review Stage 4 English programs to enhance the continuum of learning between Primary and High School.
Student Achievements and Welfare	• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations. • Foster a school work culture that reflects on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention.
Staff Training	• In-service all new staff in 7 Steps to Writing methodology. • In-service all Years 4-6 staff to receive VALID Science training. • Lead phonics lesson demonstration and observation sessions with K-2 staff. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.

Facilities and Resources	• Smart panel installation in new building E for High School. • Computer installation in New building E for High School and computer replacement of old Dell pcs • Furniture fit out: for new Building E classrooms • Endpoint protection for school owned devices • Automation Platform (ongoing) • Google to Office365 migration • Office365 apps and services enablement e.g. teams, SharePoint, etc... (ongoing) • Backup solution for on-premise data • Backup solution for office 365 (outlook, teams, OneDrive, and SharePoint) • Spam filtering • Staff training Office365 overview
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Achievements of priorities identified in school's 2020 Annual Report

Area	Priorities	Achievements
Teaching and Learning	• Begin to develop Years 2-4 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Introduce 'Maths groups' across K-4' to better differentiate lessons to cater for the range of learning needs of students • Introduce Self-Reported Grades across subject English to enable students to work towards pre-determined learning goals and targets • Review the K-6 common writing rubric that has links to ACARA's learning progressions based on teachers' feedback • Review English programs to reflect	• All Years 2-4 Mathematics programs have been completed. In addition to a focus on problem solving, logical reasoning and working mathematically, the new programs have a much stronger emphasis on differentiated learning tasks. • Mathematics pre-assessments aligned to the new scope and sequence introduced. Student data is analysed and students placed in groups to allow for tailored lessons to take place. • Self-Reported Grades has been implemented in accordance with the work of John Hattie to allow students to better self-reflect on the work they produce. • K-6 common writing rubric has been finalised. Literacy committee worked on the rubrics for approximately 15 school days. Amendments were made after the consultation with various teaching staff. • All K-6 English programs have been

	updated scope and sequence, integrating the K-6 writing rubric, self- reported grades and other Key Learning Areas. • Develop Stage 3 Science programs to enhance the continuum of learning between Primary and High School. • Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate).	finalised to reflect updated scope and sequence and includes the new K-6 writing rubric and self- reported grades • Stage 3 science programs have been redeveloped. Both primary and high school staff are pleased with the programs that ensures a smooth transition into high school. • All secondary staff were involved in a PETAL workshop and were given time to embed PETAL across all secondary programs (where applicable).
Student Achievements and Welfare	• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Grade coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics.	• Years 2-6 students who recorded below 65% in formative assessments were provided with topic specific intervention for 3 weeks. Unfortunately, it was interrupted in semester 2 as a result of the COVID lockdown. • Coordinators identified students needing Maths intervention and extension. In term 4, all grade coordinators were in-serviced on how to analyse such data in order for them to complete this task for their grades from the following year.
Staff Training	• In-service all Stage 3 staff on new Science programs, Valid assessment, experiment requirements etc. • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff.	• VALID assessment as a standardised test was cancelled due to COVID. However, it still ran as a school based assessment. All Years 4-6 teachers were in-serviced on how to teach and mark extended response questions. All staff felt a lot more prepared in teaching the new science programs. • Get Reading Right consultants attended the school and worked with K-2 teachers in demonstrating teaching phonics lessons explicitly

	• In-service staff on how to use the newly developed whole school writing rubrics. • In-service secondary staff on PETAL writing structure and how to implement it across all curriculum areas. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.	using direction instruction. • The Teaching and Learning Coordinator led PDs as well as utilized the one-to-one and data conversations to support staff with the completion of the new rubrics. • All secondary staff were involved in a PETAL workshop and were given time to embed PETAL across all secondary programs (where applicable). • All staff received the annual child protection training.
Facilities and Resources	• High School computer lab relocation • Electronic Road LED Signage • Firewall upgrade • Sentral Enterprise Implementation and Rollout • Microsoft Azure Implementation for Sentral Enterprise connection • SALTO swipe card system	• High school lab successful relocated into a more suitable area • Large LED board erected on Gurner Ave • Firewall upgrade completed for all PC devices • Roll over to Sentral Enterprise and Azure completed. The process was very smooth. • Swipe cards introduced. All classroom doors installed with card system as an additional keyless safety measure.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2021, 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.
- Friday afternoon reward for students consistently demonstrating positive behaviours

When we went into lockdown we continued with PBIS reminder videos. The SRC members had to create video recordings of them reminding their school peers of the PBIS values. The SRC members were given the task and script during another zoom meeting. SRC members took on the task diligently and promptly recorded their videos so that it was ready for compiling. The PBIS reminder video was uploaded on Seesaw prior to students returning to school and was also played in class each morning on the first week of face-to-face learning.

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

Harmony Day

The students at Al-Faisal College celebrated Harmony Day on Monday, the 23rd of March 2021. Students were asked to wear orange to celebrate cultural diversity and our multicultural communities. Throughout the day, students completed many activities in the classroom. The SRC members went around to each classroom and assisted teachers in art and craft activities.

The event was an enjoyable day for all teachers and students as they were able to talk about what their backgrounds were, the different languages that are spoken, all the delicious food that is available in our community and what countries they are from and many more topics.

Safer Internet Day

Safer Internet Day was acknowledged on Thursday the 11th of March and is an important day to remind students how to be safe when using the internet. The SRC participated in Safer Internet Day by the School Captains presenting a short speech over the P.A. system. It was their very first presentation to the school! All students in primary and high school participated in Safer Internet Day. In primary school, there were discussions and hands-on activities throughout the day and some were in correlation to what students were learning about in Personal Development, Health and Physical Education. In High school, there were discussions during their roll call classes and this was interrelated with the school's PBIS philosophy.

National Day of Action Against Bullying

National Day of Action Against Bullying was acknowledged on Friday 19th March. All students in primary and high school participated in National Day of Action Against Bullying. In primary school, there were discussions in primary classrooms and a whole school hands-on activity which involved a wrinkled heart mural. In High school, there were discussions in classrooms and a 'Young People and Bullying' presentation by Dr. Faiza Begg. The School Captains participated in this event by gifting Dr. Faiza Begg flowers and thanking her for attending our school.



Earth Day

Climate change is a serious issue facing the world as a result it is vital to teach our students the importance of our earth. Earth Day was acknowledged on Thursday 22nd April 2021. SRC members celebrated Earth Day by presenting speeches over the P.A. System. They began presenting these speeches on Monday, with the final one being on Thursday. The speeches included different topics such as the history of Earth Day and the importance of recycling. Furthermore, all primary classrooms completed individual activities acknowledging Earth Day and creating an awareness.

Biggest Morning Tea

The Biggest Morning Tea was celebrated on Thursday 27th of May. The school celebrated Biggest Morning Tea by allowing students to pre-purchase Krispy Kreme doughnuts and a limited amount were available for purchase on the day. The SRC team participated in Biggest Morning Tea by completing various tasks. Firstly, the team delivered pre-purchased doughnuts to the classrooms. Then, after the pre-purchased doughnuts were delivered, the team set up tables with Krispy Kreme doughnuts with a cash register. The leaders of the school sold doughnuts and handled money in a professional manner. Two SRC members were given the task of approaching students during the second break time and asking for donations for Cancer Council. The SRC members walked around with the official money box that the Cancer Council sends to people and organisations who have registered to celebrate Biggest Morning Tea.



Science Week

During 2021, Science Week was celebrated remotely. The theme of the year was Food: Different by Design.

The Science Committee designed diverse projects for the different stages to complete at home. This allowed students to become scientists at home! Students reported their progress to their class teachers during zoom class meetings.

The projects were:

Early Stage 1 - Kindergarten students will design then make a fruit salad dish at home with their family members.

Stage 1 - Students will make ice cream at home with their family members using a procedure provided to them. They will also complete a prediction and result worksheet. Watch the video George the farmer – how dairy is made and its origin.

Stage 2 - Students will make bread or cake at home with their family members and share some picture. Post your photos to your class blog. Watch George the farmer – how wheat is made and how it is transformed to use in food.

Stage 3 - Students will design a fruit and vegetable garden for the school in line with one of the school's future objectives. They will cover location, start up cost, running costs, maintenance, harvesting and marketing. Students will need to submit a full plan.

These projects incited excitement amongst the students, as students shared their projects to their teacher and their peers via the class blog on SeeSaw. Prizes were given to one student per GRADE.



R U Ok? Day

R U OK day was on the 9th of September. It's a day where all students and teachers asked their friends and family one simple question, "Are you okay?". The teachers reminded students that a conversation can save a life. Despite being in lockdown the SRC organised the event. Students were given the option of using a special background for their online zoom lessons. They could also wear yellow or any shade of yellow clothing to support the cause. When they joined their first class of



the day, they had a small discussion on the topic. The teachers asked the students some questions about how the lockdown was going, how we all were and what we are doing to keep ourselves entertained. After the conversation, the teacher gave students a fun activity to do. They were able to create a poster about what they were grateful for, what they were happy for, and what they love doing on a piece of paper. After doing this, they shared their answers to the class. Each student had a unique answer. It was a great activity and the students all enjoyed it. It was a good way for students to interact and have some fun in class. Students watched a short video about R U OK day, where it talked about how it is important to stay connected to our friends and family during lockdown.

Daffodil Day

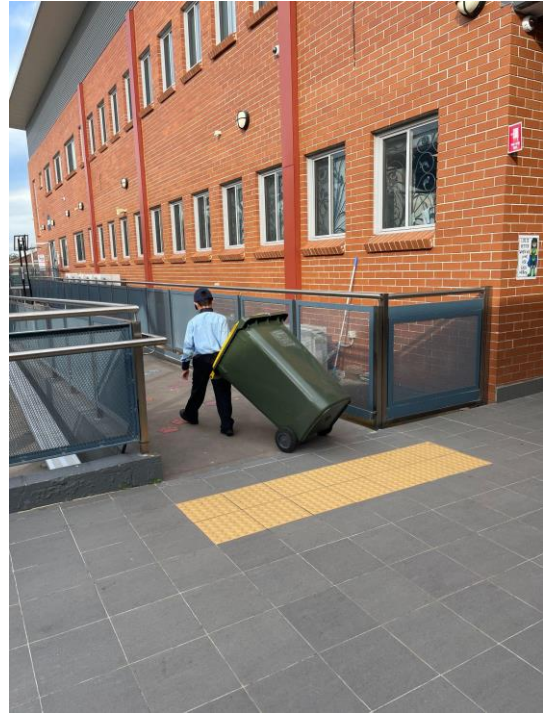
The school acknowledged Daffodil Day remotely. Students were informed to wear yellow to the class meeting zooms. Teachers told students that for each student who wore yellow to the class meeting zooms, a gold coin donation would be donated on their behalf. Al Faisal College Liverpool raised \$598 from this activity. All proceeds from Daffodil Day went to the Cancer Council. Just like Science Week, the choice to wear yellow to the class zoom meetings gave students excitement during their time at home



Recycling Program

- During 2021, the school participated in three Recycling programs.
- These were:
 - Recycling plastic bread bags through the Wonder Bread Program
 - Recycling plastic bread tags through the Aussie Bread Tags for Wheelchairs
 - Recycling bottles, cans and cartons through the Return and Earn Program

- The SRC team participated greatly in these programs. They picked up all recyclable materials from all classrooms. They showed great respect when entering classrooms and walking around the school while completing these tasks.



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 2021 and revealed high levels of satisfaction. Due to the Covid lockdown in Terms 3 and 4, most survey responses this year focused on gaining valuable insights from key stakeholders on the effects of lockdown, the quality of teaching and attitudes towards online learning.

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.

During the Covid lockdown of Terms 3 and 4, parents completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of parents who completed the survey:

Auburn School: 553 responses

Campbelltown School: 181 responses

Liverpool School: 303 responses

2021 Parent Survey Results	Auburn	Campbelltown	Liverpool
Our home internet access is acceptable	92%	96%	91%
The home learning platform of Seesaw is user friendly	84%	91%	90%
My child finds home learning 'ok' or 'easy'	69%	76%	69%
My child's motivation for home learning is 'ok' or 'high'	62%	75%	57%
The level of online work my child receives is appropriate	78%	86%	73%
My child enjoys online recorded lessons	72%	79%	75%

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.

During the Covid lockdown of Terms 3 and 4, staff completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of staff who completed the survey:

Auburn School: 62 responses

Campbelltown School: 21 responses

Liverpool School: 29 responses

2021 Staff Survey Results	Auburn	Campbelltown	Liverpool
Are you satisfied with AFC's remote learning plans?	97%	90%	93%
Do you feel supported by the school in offering remote learning?	96%	91%	92%
Are you satisfied with the workload assigned to you?	87%	91%	92%
Have you been able to maintain a work-life balance during remote learning?	72%	79%	77%

Student Surveys*

In 2021, 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.

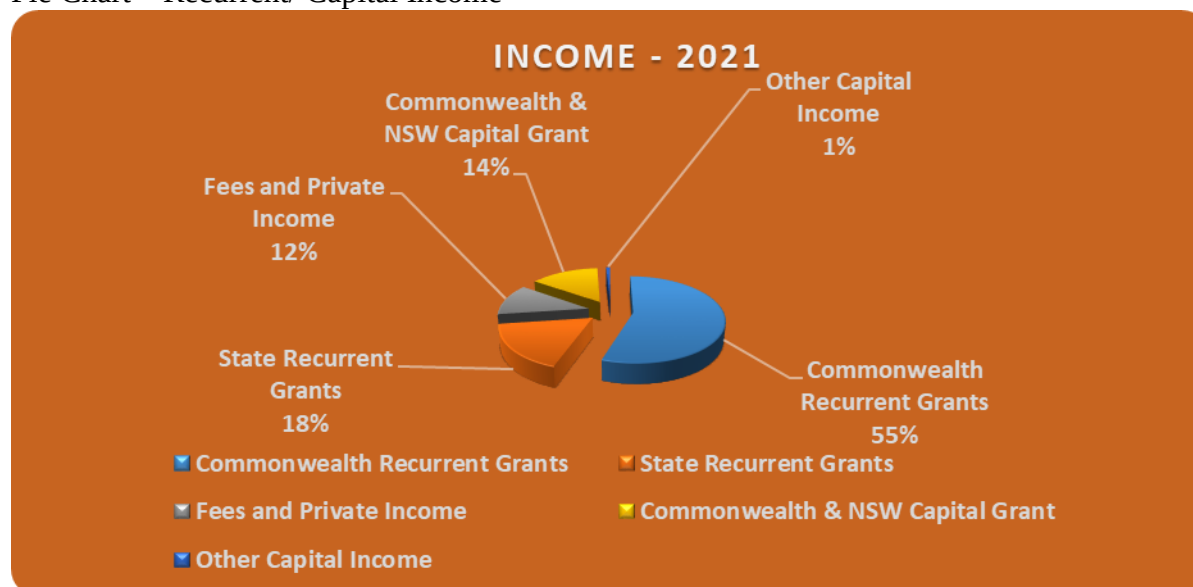
The top responses from the Year 5-10 student survey revealed:

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

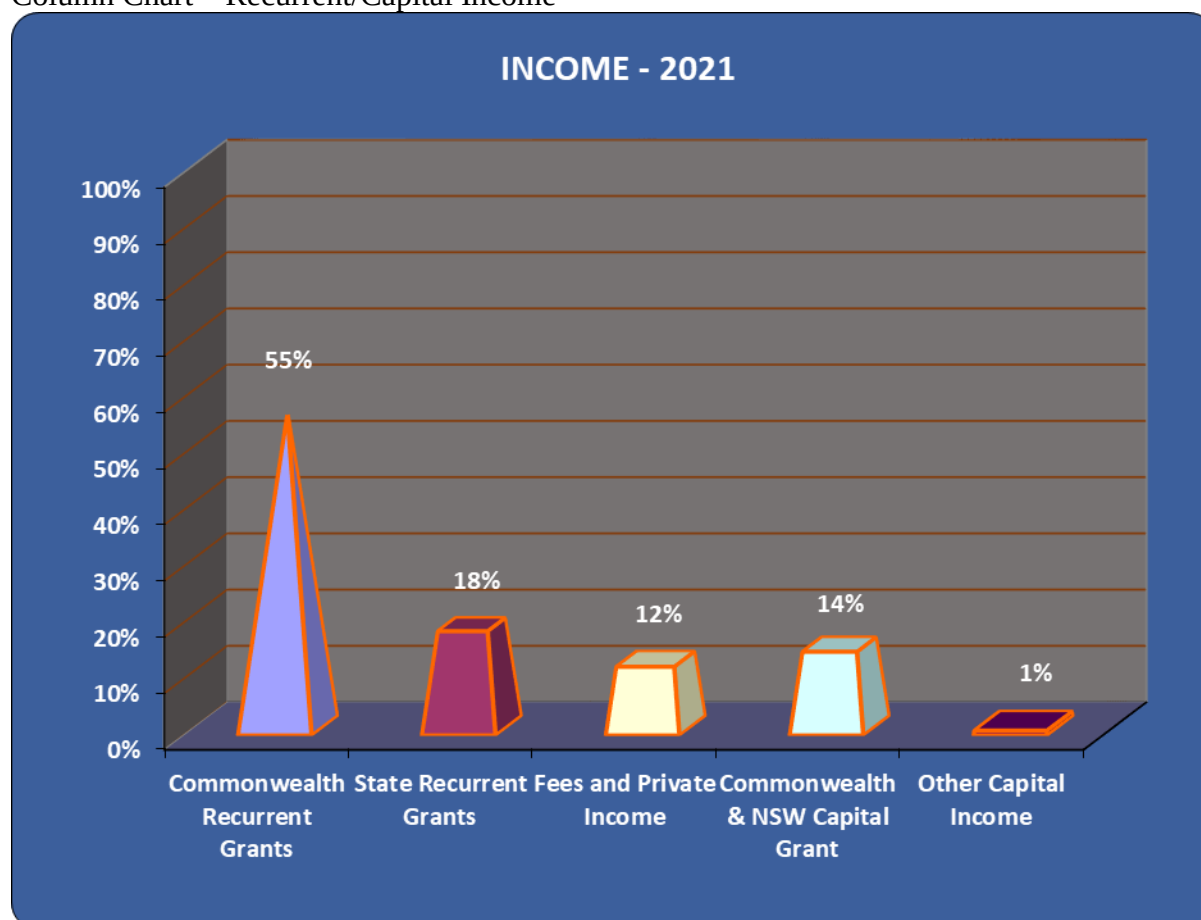
*survey results also include responses from all Al-Faisal College schools.

Reporting Area 13: Summary Financial Information

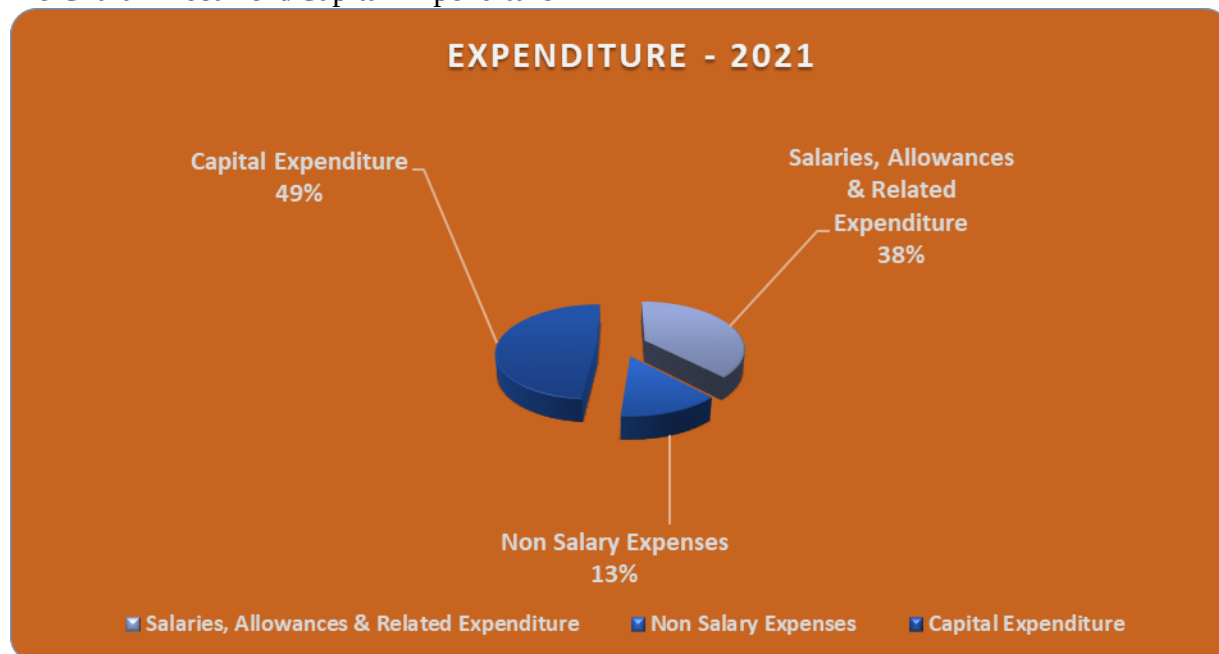
Pie Chart – Recurrent/ Capital Income



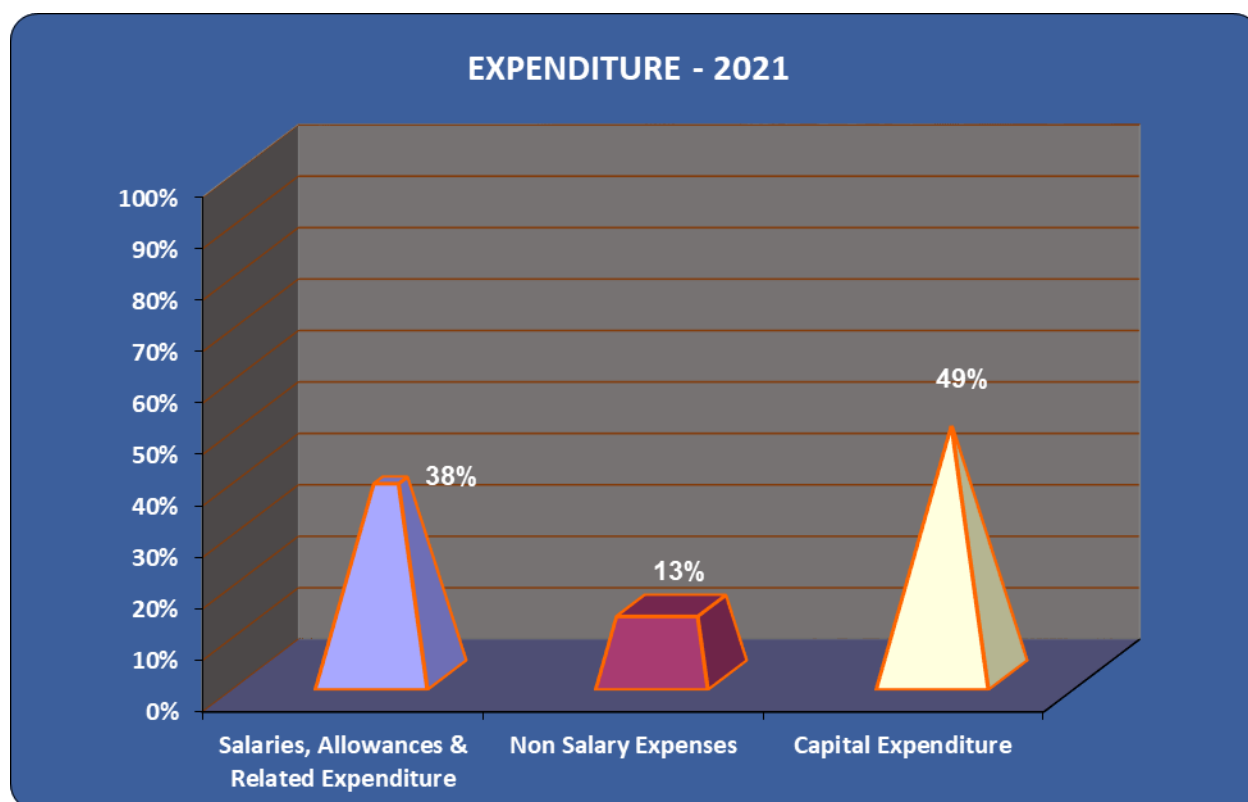
Column Chart – Recurrent/Capital Income



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.