

Al-Faisal College – Liverpool



ANNUAL REPORT 2016



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Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 6.

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.

In 2015, the school operated as one of three Al-Faisal College campuses. In 2016, the three campuses began to operate and function as separate schools. The school has quickly progressed since its inception in April 2015 growing from a handful of students to currently having approximately 200 students enrolled across grades K-6. 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 now operating as a K-6 school in 2016.

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 and 5 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 NSW Education Teaching Standards (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 2017
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

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

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

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

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

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

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

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

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

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

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

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

May God bless you all,

Mr Shafiq R. Abdullah Khan

Managing Director of Al-Faisal Colleges

Principal's Message

2016 saw rapid growth and changes to the college. The college opened eight large classrooms, equipped with interactive whiteboards and wet areas, a school hall, an administration building and computer lab. The school grew from 38 students in 2015 to 206 students in 2016. Eight classes opened, catering for students from Kindergarten to Year 6.



Our main building project in 2016 was the construction of 10 new classrooms which began in July. Construction moved quickly throughout the second half of the year. Planned completion date is early 2017. We look forward to the additional classrooms.

The school had its first Year 3 and 5 cohorts complete NAPLAN. Our students performed well, gaining 35 top bands across all areas of literacy and numeracy.

Our first Student Representative Council was elected and I am very proud of the contributions they made to the community. The SRC team visited sick children in Bankstown and Liverpool Hospital providing them with gifts to help them during their stay in hospital. Year 5 & 6 students visited two local childcares to spend time with toddlers playing with them and reading their favourite picture book. It was a fantastic learning experience for the students.

The highlight of 2016 was the graduation of 51 Kindergarten students. The day was fantastic, the students and teachers looked fabulous in their graduation gowns. It was a day of remembering where they started at the beginning of the year and acknowledging their progress and achievements. It was a proud day for their parents, teachers and the school.



Finally, I want to warmly acknowledge the hard work and dedication of the board of directors, Mr Khan Managing Director, Mrs Khan Executive Principal and Dr Ali Director of Education for their continued support of the college. Thank you to the teachers, para-professional and administration staff at the college for their commitment and devotion. Without their passion school would not be successful.

Mrs Jennifer Abrar
Head of College
Al-Faisal College - Liverpool

Primary Student Representative Council

At Al-Faisal College - Liverpool there is a holistic approach to the education of the individual. Our student leadership policy is directed at fostering and nurturing our students' academic potential, as well as preparing students to be responsible members of their family, community and society as a whole.

In 2016 the SRC for Al-Faisal College Liverpool worked hard at being involved in different activities to bring together a sense of belonging to the Liverpool campus. They were the very first SRC team at the College and were given a huge responsibility. They came up with many different ideas which will be shown below. This report guides you through the activities and their successes achieved throughout the year.

Mission

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

"Leaders lead by example, whether they intend to or not"

Mac Anderson

Aim

Representation & Engagement; to ensure the interests and views of the SRC team are represented whilst engaging through different activities.

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

- Promote school spirit through participation in a range of school activities including academic endeavor, sport, fund raising 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.



SRC at Al-Faisal Liverpool

The SRC at Al-Faisal Liverpool consisted of 8 members. They were elected through a secret ballot system in term 1 of 2016. These students were chosen by their peers and teachers to represent the school throughout the year. The school consisted of students from K-6 and all students from years 2-6 participated in the voting process along with all the teaching and admin staff at the campus.

This was a great learning opportunity for these students as for all of them it was their first year at Al-Faisal College Liverpool. They worked hard to maintain their responsibilities.

In the Community

The SRC participated in activities within the community.

The first consisted of a visit to two of the local day care centres. The SRC team spent the day reading to the students and participating in different activities whilst assisting the staff both centres. Many of the other Year 6 students were invited along to help out with the day. This allowed the students to appreciate the work being done by these lovely people at the centre.

The SRC team were given the opportunity to visit Bankstown and Liverpool hospital where they were able to meet up with many of the children. They met with those who were spending week to those who had spent months in the hospitals whilst being treated by the nurses and doctors at the hospitals. The SRC team donated toys and games to keep the children busy while they spent time in the hospital.



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Within our School



The SRC team came up with many ideas throughout the year to keep the school community tight. They hosted Harmony day and Literacy and Numeracy week. During Literacy and Numeracy week the SRC team hosted an event daily. The SRC team also hosted the school writing six-word-stories where all classes were given a theme and asked to write a story using only six words.

They organised a math's trail which allowed for all students of school to participate in math's questions while also incorporating physical education.

The whole school was invited to participate in a read-a-thon. This allowed the students to bring their favourite book to read for 20 minutes with the whole school on the concrete area.

The SRC team has worked hard throughout the year providing the school with many opportunities to participate as a whole school. We look forward to an even better year next year in 2017.

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 6.

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 the Board of Studies, Teaching and Education Standards (BOSTES) 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 SMART Boards in primary classroom, featuring the latest animation, photo editing and educational software. Our welfare policy stresses the importance of the development of students' self-confidence, self-esteem and social skills. The use of corporal punishment is prohibited. Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence and reward high achievers.

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

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

The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, aesthetic and intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Waste Watchers, Clean Up Australia Day, Athletics Challenge and Premier's Reading Challenge. Students have also been involved in charity events and raised money to support 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 - Liverpool has participated in various state-wide tests and examinations throughout 2016. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

It was the first time Al-Faisal College - Liverpool students sat the exams and the school enjoyed a great deal of success in some areas of literacy. In these 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 before 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.

As it was the first time students at the school sat the NAPLAN exams, the performance of Al-Faisal College - Liverpool's students indicates solid results in many areas of literacy that sets a good platform for future growth and improvement.

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-6 Primary School.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2016, 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.

2016 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
25/01/16	1 hour	Al-Faisal College	Executive Staff	Attendance (Roll marking) procedures	10
25/01/16	2 hours	Al-Faisal College	Executive Staff	Narrative & Persuasive writing	10

25/01/16	1 hour	Al-Faisal College	Executive Staff	Stepping Stones	10
25/01/16	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	10
14/02/16	1 hour	Al-Faisal College - Liverpool	Phonics Hero Consultant	Phonics Hero Training	5
15/03/16	1 hour	Al-Faisal College	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	2
16/03/16	1 hour	Al-Faisal College - Campbelltown	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	2
17/03/16	1 hour	Al-Faisal College - Liverpool	Risk Logic	Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	10
18/03/16	1 hour	Al-Faisal College - Liverpool	Executive Staff	WHS Policies and Procedures	3
12/04/16	1 hour	Al-Faisal College - Liverpool	Executive Staff	Child Protection Procedures	9
12/04/16	1 hour	Al-Faisal College - Liverpool	Executive Staff	Teachers Maintaining Accreditation at Proficient Teacher Level In-service	9
22/04/16	4 hours	Sydney Cricket Ground	Association of Independent Schools (AIS)	The AIS Governance Symposium	6
26/04/16	1 hour	Al-Faisal College	Executive Staff	Excursion/Incursion Policies and Procedures	9
26/04/16	1 hour	Al-Faisal College	Executive Staff	Australian Curriculum: History in-service	9

4/05/16	2 hours	Al-Faisal College - Campbelltown	Lion Crest Consultant	Explicit Teaching Strategies for Reading Comprehension	10
2/06/16	2 hours	Al-Faisal College - Liverpool	Risk Logic	WHS Awareness	10
3/06/16	6 hours	Association of Independent Schools (AIS)	Association of Independent Schools (AIS)	Enhancing Your Child Protection Investigation Skills	1
6/06/16	2 hours	Al-Faisal College - Liverpool	Association of Independent Schools (AIS)	Best Behaviour In-service	2
10/06/16	2 hours	Al-Faisal College - Liverpool	Executive Staff	Best Behaviour In-service	10
15/10/16	2 hours	Al-Faisal College - Campbelltown	REVIVA	Workshop Senior First Aid (CPR)	10
22/11/16	1 hour	Al-Faisal College - Liverpool	Risk Logic	General Staff Training: Emergency Procedures	10
22/11/16	1 hour	Al-Faisal College – Liverpool	Risk Logic	EPC Training: Emergency Procedures	10
2/12/16	2 hours	Al-Faisal College	Risk Logic	WHS Awareness /Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	9
6/12/16	3 hours	Al-Faisal College	Sentral	Sentral Training: Office Staff	1
On-going throughout 2016	1 hour each module	Al-Faisal College	Association of Independent Schools (AIS)	Governance Online Modules 1, 2, 3, 4, 5, 6 and 8	2

Teacher Standards

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

Category	Number of Teachers (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, or	9
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

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

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

Reporting Area 6: Workforce Composition

Al-Faisal College - Liverpool has a diverse workforce which, at the time of the 2016 census, consisted staff ranging from graduate teachers to staff over 70 years of age. 13 of those were teaching staff delivering courses within the BOSTES curriculum.

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

Workforce Composition	Al-Faisal College Liverpool School
Full-time equivalent teaching staff*	11.4
Full-time equivalent non- teaching staff	2.6
Number of indigenous staff*	0

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

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

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

Student Attendance

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

2016 School Attendance Rates	
Year Level	Attendance Rate (Liverpool School)
Kindergarten	N/A
Year 1	92%
Year 2	95%
Year 3	93%
Year 4	93%
Year 5	95%
Year 6	92%
School Average	93%

Management of Non-Attendance

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

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. All rolls must be returned to the (K-6) office by 9:30am.
3. A print out of all daily student absences is issued to Head of College.
4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) teachers.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
6. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is

provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Liverpool.

7. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-6: 15 days or more per academic year
8. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.
11. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Liverpool.
12. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Student Retention Rates

Student Retention Rates

Not Applicable as Al-Faisal College - Liverpool operates as a K-6 Primary School.

Post School Destinations

Not Applicable as Al-Faisal College - Liverpool operates as a K-6 Primary School.

Reporting Area 8: Enrolment Policy

Al-Faisal College - Liverpool is a co-educational K-6 independent school operating within the policies of the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-6) and Islamic Studies (K-6). 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 - Liverpool "Terms and Conditions of Enrolment".

2. The Admissions Process

2.1 Collection Notice – Australian Privacy Principles (APP)

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

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

2.2 Expression of Interest Form

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

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

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

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

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

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

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

2.3 Offers and Waiting List

Parents are notified if their children have been offered a place at Al-Faisal College - 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 until a position becomes available for the current academic year.

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

2.4 Acceptance of Offer and Enrolment Form

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

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

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

2.4.1 Student Medical Records/Health Care Plan:

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

2.4.2 Immunisation:

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

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

2.5 School Fees

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

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

2.6 Discount for Early Payment of Fees

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

3. Continued Enrolment

It is assumed that students at Al-Faisal College – 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 includes satisfactory:

- Payment of school fees by due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.
- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

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

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

4. Probationary Enrolment, Suspension and Termination of Enrolment

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

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

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

5. Withdrawal from School

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

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

6. Parent information

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

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

Al- Faisal College - 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. 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.

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

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

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

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Principal or found on our school website <http://www.alfaisalcollege.com>

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 student self-discipline is the ultimate aim, it is supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour.

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

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

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

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

- Parent Information Booklets
- Student Diaries

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Principal or found on our school website <http://www.alfaisalcollege.com>

Policies for Complaints and Grievances Resolution

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

The College values the feedback it receives from parents and the community. Responding to both positive and negative comment is integral to the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or staff will be 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 on the school's website.

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

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

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Principal or found on our school website <http://www.alfaisalcollege.com>

Anti-Bullying

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.

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

Al-Faisal College – 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 Principal or found on our school website <http://www.alfaisalcollege.com>

Accessibility of and Changes to Policies

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2016. Most policies are available on the schools website at www.alfaisalcollege.com.

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

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

Reporting Area 10: School Determined Improvement Targets

2017 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Establishment of high school with Year 7 being taught at the school. • Seek NESA registration and approval to offer Year 8 to students in 2018. • Implement the K-6 Geography syllabus. • Continuation of our various reading intervention programs for students requiring support needs (i.e. phonics, fluency and comprehension). • Finalise the development of new teaching programs based on the Stage 6 HSC mathematics syllabus. • Implement a new Arabic reading program for non-Arabic speaking students.
Student Achievements and Welfare	• Improve communication between school and parents/students through the introduction of reverse parent/teacher interviews. • Use of Sentral (Student Management System) for attendance, reporting and student welfare. • Analyse phonics, reading (benchmarking) and comprehension results to identify areas of weakness. • Implement PBIS merit award system and lessons across K-7. • Implementation of a before school Year 2 and 6 peer support program.
Staff Training	• Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff.

	• Encourage all K-7 staff to have a valid First Aid certificate by conducting the first aid training course. • In-service primary staff on key curriculum resources (i.e. use of Phonics Hero, Mathletics and Stepping Stones) • Provide staff classroom management in-servicing. • Provide key staff across K-7 with greater professional learning opportunities to better utilise the College's Student Management System. • Continue to support teachers at Proficient Teacher level through their maintenance needs and help them identify areas for growth and development.
Facilities and Resources	• Construction of Stage 4 Buildings which will include science labs, computer labs, Food & Technology Lab, General Learning Areas including staff and student amenities • Construction of Covered Outdoor Learning Area (COLA) • Installation of 30 new computers in the lab • Installation of new server • New CCTV camera in Building C

Achievements of priorities identified in school's 2015 Annual Report

Area	Priorities	Achievements
Teaching and Learning	• Provide further professional development in the area of reading • Continue to work on improvements to student Reading results in NAPLAN.	• All K-6 staff were provided multiple professional development sessions involving various elements of reading (i.e. phonemic awareness, phonics and comprehension etc) • First time students sat NAPLAN exams at the school. All students did not begin their schooling at Al-Faisal. NAPLAN results indicate students required support in reading. Intervention programs have been introduced to support students in both Years 3 and 5.

	• Complete the redevelopment of the Year 2 Get Reading Right Program • Continue to target students at risk through improvements in identification, implementation and tracking procedures • Begin reading fluency classes in Years 2 and 3 with students identified through DIBELS assessments • Provide professional learning based on the new Geography K-6 syllabus. • Ensure all staff are using appropriate literacy strategies in all faculties across the secondary school years • Research potential numeracy based intervention programs across K-7	Improvements expected in coming years. • A staff member (at Auburn school) was given reduced face to face load and has completed the redevelopment of the Get Reading Right program across K-2 (phonics program). Feedback was sought by staff at Al-Faisal College - Liverpool school. • The College has introduced various screening checks to identify and plan for individual student learning needs across grades. • Identified students through the use of DIBELS provided instruction for 2 terms in repeated reading exercises to improve reading fluency. • Curriculum coordinator in-serviced staff on new History K-6 syllabus. In-services with a Geography focus will be held in 2017. • Various literacy strategies embedded across all secondary faculties. Teacher training and workshops also organised during the year. • Bridges (early years numeracy) and Quicksmart (Years 4-7) identified as possible numeracy intervention programs. Staff were in-serviced in Bridges and have commenced its implementation. Staff will receive
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		in-serving in Quicksmart in 2017.
Student Achievements and Welfare	• Commence Valid (Science) testing on Year 6 • Finalise matrix, scope and sequence and lesson plans for K-7 PBIS program in order to launch the program in 2016 • To enhance student awareness of the importance and benefits of voluntary service • The reading comprehension curriculum be differentiated (in terms of the Super 6 strategies) and student results continue to improve from semester to semester and year to year • Move the PAT-Reading standardised test to on-line to receive more timely and effective feedback of student achievement. Introduce PAT-Maths across Years 1-10 • Expand the Phonics Screening Check introduced last year to also include a Term 4 Kindergarten Check	• All Year 6 students completed Valid (Science) test • PBIS matrix, scope and sequence and sample lessons completed. Development of lesson plans will continue in 2017. • Before school peer support program implemented. Year 6 students volunteered 4 mornings a week for 2 terms to mentor an infant-aged student. • Super 6 strategies explicitly taught across all primary years. Formative and summative assessments and standardised tests such as NAPLAN and PAT tests show improvement across all year groups. • PAT tests successfully moved on-line. Results used to identify students requiring additional support and extension work. • End of Year Kindergarten and mid-Year 1 phonics screening check introduced. Students identified for additional learning support placed on Minilit and Multilit reading intervention

	Analyse students reading and numeracy achievement through SMART data to target weaknesses	programs. Students identified for additional learning support through SMART data placed on appropriate intervention (i.e. Corrective Reading, Multilit etc)
Staff Training	- Series of in-services conducted on literacy across the secondary curriculum to ensure staff are following a clear teaching and learning cycle that incorporates literacy strategies - Pilot the use of Edumate (Student Management System) for attendance, assessing and reporting across K-6 - Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff - Encourage all K-7 staff to have a valid First Aid certificate by conducting the first aid course twice in the year - Continue to support the New Scheme Teachers throughout their stages of accreditation Formulate teacher accreditation policies in line with new TAA	- All programs have a variety of literacy based strategies that follow the teaching and learning cycle. Staff mentored on how to implement these strategies within the classroom. A focus on integrating literacy across the curriculum using the teaching and learning cycle was emphasized during the training. - The College will move to a new student management system (Sentral). As such, this item has been deferred to 2017. - Get Reading Right consultants led parent workshops, staff lesson demonstrations and after school debriefing sessions. Staff reported increased confidence in teaching phonics based lessons. - All staff completed a Senior First Aid course or CPR course on a designated PD day at the school. - Teachers seeking accreditation at Proficient Teacher level were involved in a series of orientation meetings and feedback sessions to support

	requirements. Finalise and in-service staff on the new TAA guidelines	staff throughout their stages of accreditation. New teacher accreditation policies were also implemented in line with new TAA guidelines.
Facilities and Resources	Begin construction work of new Science labs and playground. • Seek BOSTES registration for Al-Faisal College to operate as three separate school rather than campuses	• Construction of new Science labs and playground has commenced and is due to be completed in 2017. • Al-Faisal College has acquired BOSTES registration to operate as three separate schools. BOSTES inspection showed school complied with all aspects of the Education Act.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

Faith, Knowledge and Success is the motto of the College which focuses on the physical, social and emotional development of students that will produce future citizens imbued with Australian and Islamic values and knowledge.

At Al-Faisal College- Liverpool, all students from Kindergarten to Year 6 have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes universal values

We believe that all students have the right to feel safe whilst learning and be treated with respect. This is achieved through the development of positive relationships, creative and innovative learning experiences, the establishment of effective networks and the explicit teaching of behavioural expectations.

It is important that schools in the 21st century develop confident and creative individuals that are active and informed citizens. Our goal is to teach students to appreciate Australia's social, cultural, linguistic and religious diversity, respect national values of democracy, equity and justice, and participate in Australia's civic life. When students are active within their school and wider community from a young age we are developing strong traditions, respectful and tolerant citizens of the future.

In 2016, the following initiatives were undertaken to promote respect and responsibility within the school and wider community.

Hospital Visit (SRC)

The Student Representative Council visited Bankstown and Liverpool Hospitals. They visited the children's ward of the hospitals, meeting and talking to the sick children and the nurses that care for them. They were able to give each child a gift.



Day Care Visit (Years 5 and 6)

The students visited local child care centres spending time in the preschool room. Students read books to the children and helped them with sporting and craft activities.

ANZAC Day

Students were engaged in various activities including discussions, presentations and an assembly for ANZAC Day.

Student Representative Councils (SRC)

The SRC organised a charity drive during Ramadan in which close to \$5,000 was collected for various charities. They also organised all the activities that each grade participated in during National Literacy and Numeracy week. Their contribution to school assemblies has extended their ability to speak to a large group of students and parents and improve their organisational skills. They were also an integral part of the Kindergarten orientation day working side by side with the teachers to make the day a great success.

Peer Tutoring Program

Students from Years 5 and 6 have been involved in a peer tutoring program with students in Years 1-3. The tutors worked with the students developing their confidence and their reading ability.

Anti- Bullying Workshops

As part of our anti-bullying program, each year group worked with the School Counsellor who conducted a series of lessons where she looked at the different types of bullying, how to stand up to a bully and who to go to for help.

Cyber-Bullying Workshop

As part of our anti-bullying program and keeping students safe, the Police Youth Liaison Officer conducted a two hour workshop with Years 5 & 6 on safety in relation to social media.



Harmony Day

Australia is a diverse and multicultural country. Participating in Harmony Day activities teaches students that everyone equally belongs to this wonderful nation and cultural diversity enriches us. The message of Harmony Day was 'Everyone Belongs'. Celebrations included creating a Harmony Day Tree highlighting diversity and a cape of respect whereby students wrote messages about how to be respectful to one another. Discussions and speeches about cultural diversity at school and the broader community were also conducted.



Citizenship Award

Outstanding citizenship and leadership qualities were recognised with a Year 6 student receiving the Mulgoa Award "School Citizenship Award" presented by The Honorable Tanya Davies.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

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

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

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

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

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

The top responses from the parent survey revealed:

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

The top responses from the Year 3-6 student survey revealed:

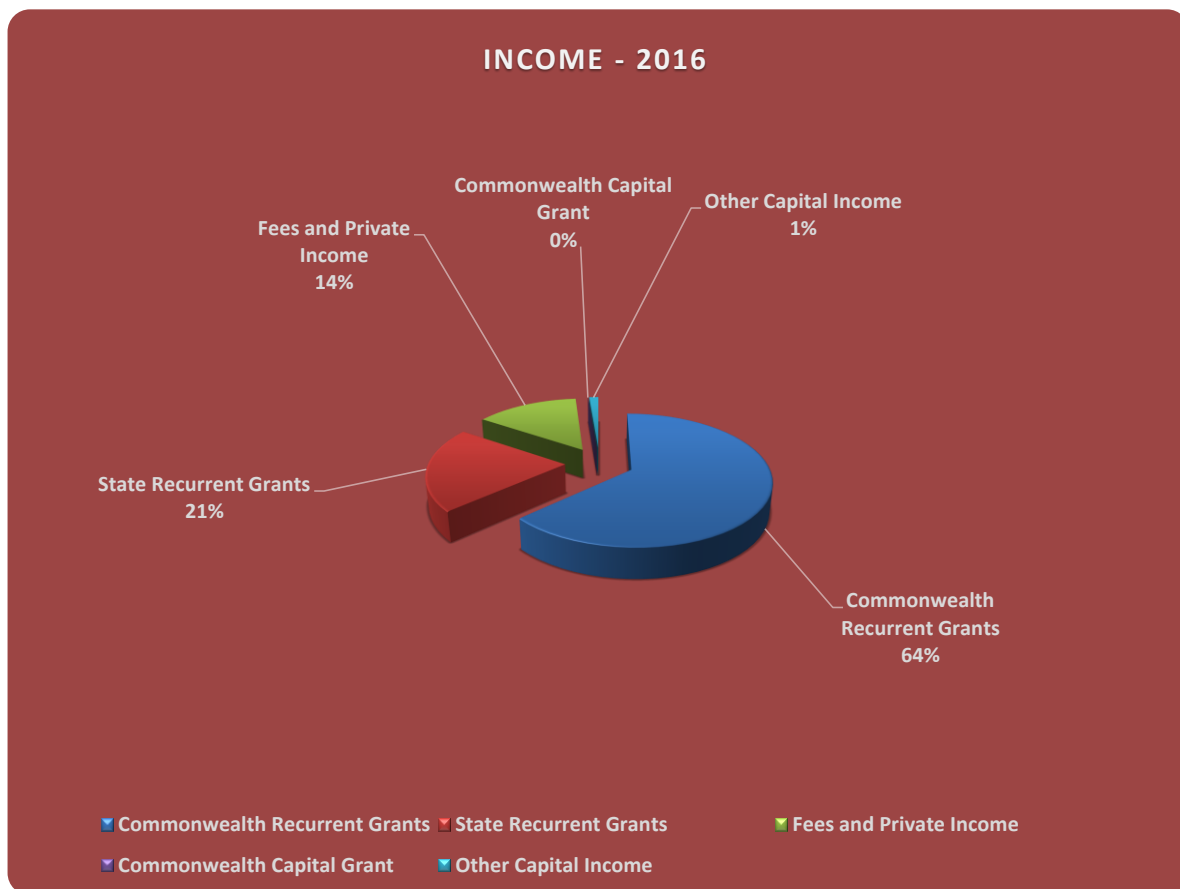
- I feel comfortable in approaching my teacher and asking for help in English
- My teachers provide me with useful feedback
- In class there is a balance between working on my own and working with other students
- I had teachers who know me well and cared about me as a person
- My teachers tell me what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

The top responses from the Staff survey revealed:

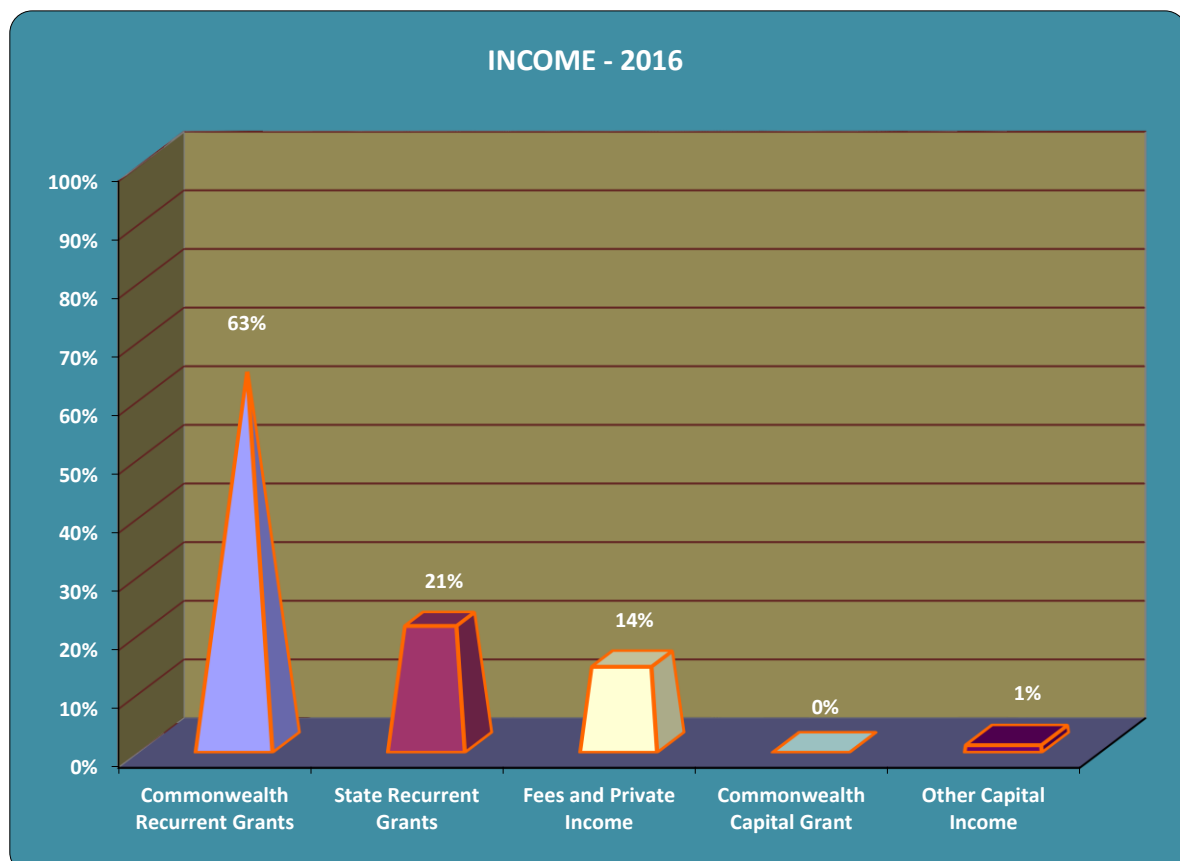
- The support I receive from my immediate supervisor/coordinator is professional and appropriate
- ICT resources are used to teach literacy and engage students in a variety of different ways
- Greater professional development opportunities has improved learning opportunities for students in literacy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

Reporting Area 13: Summary financial information

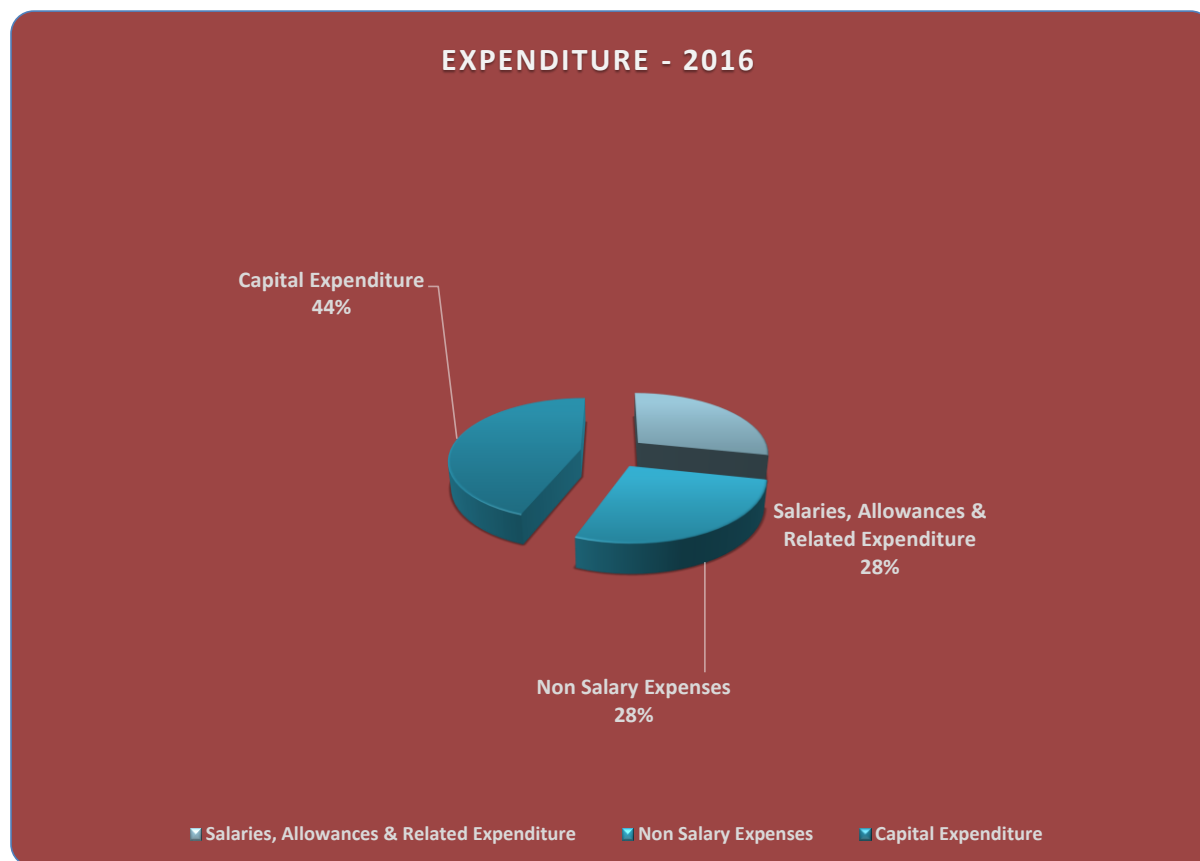
Pie Chart - Recurrent/Capital Income



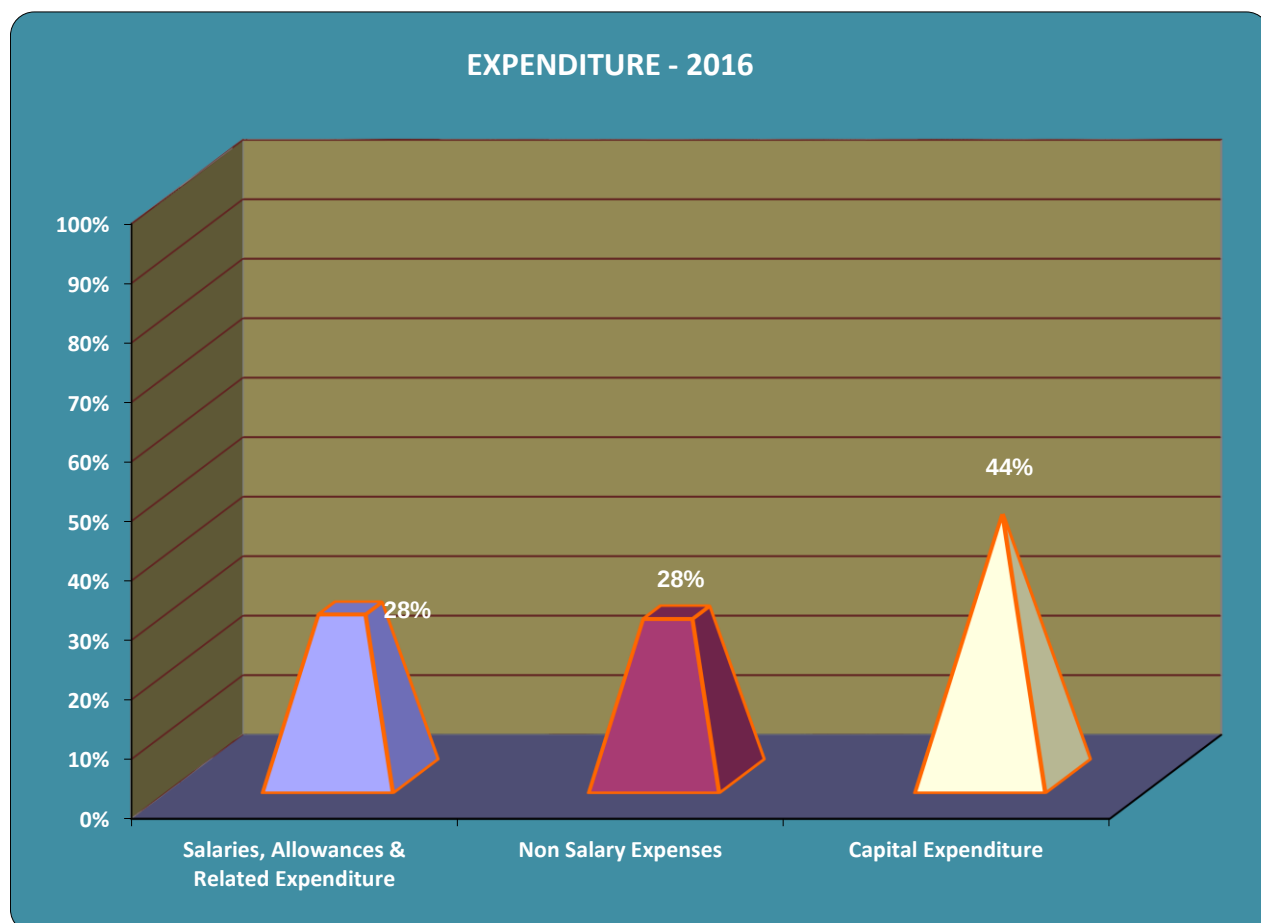
Column Chart - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Column Chart – Expenditure



Reporting Area 14: Publication Requirements

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

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