

Al-Faisal College – Liverpool



ANNUAL REPORT 2017



83-87 Gurner Ave, Austral NSW 2179

Email: alfaisalcollege@afc.nsw.edu.au Website: www.afc.nsw.edu.au

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Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 7.

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

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

The school has quickly progressed since its inception in April 2015 growing from a handful of students to currently having approximately 345 students enrolled across grades K-7. 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 and K-7 in 2017.

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

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

At the Auburn and Campbelltown schools, the students' NAPLAN results in Years 3, 5 and 7 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 2018
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

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

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

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

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

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



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

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

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

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

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

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

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

Principal's Message

2017 has been an extraordinary year and milestone for Al-Faisal College – Liverpool. The construction and opening of Block C of the College was the highlight of the year, as 10 additional classrooms provided students with space and facilities to create quality teaching moments and experiences. Ms Tanya Davies (Minister for Women and the Minister for Ageing, Member for Mulgoa) presented a cheque to the College as part of the BGA to assist with the construction of Block C during the end of year School Presentation Day 2016.

Our enrolment numbers have continued to grow with 345 students enrolled from Kindergarten to Year 7 (an increase of 67.5%). 2017 also marked the College expanding into high school and opening the first Year 7 class (Stage 4).

Our results in formal assessments have been very pleasing. Previously our students in Years 3 and 5 performed well scoring 62 top bands in literacy and numeracy. This year was the first year that 3 grades sat for the NAPLAN Years 3, 5 and 7.

Our educational programs have provided opportunities for students to grow individually and improve academically. Students have participated in a number of community events and engagement programs to widen their knowledge, appreciation, respect and understanding of all people regardless of culture or religion, eg Schools Remember ANZAC Day, Spirit of ANZAC, ANZAC Day Commemoration Services, Remembrance Day, Together for Humanity. Moreover, the first Student Representative Council has been established at the College. Students also attended leadership workshops which taught them about the value of working together and humanity eg Grip Leadership, visiting Liverpool hospital to put a smile onto sick children's faces and reading to young pre-schoolers at the local preschool.

The success of Al-Faisal College – Liverpool is a true reflection of the unwavering commitment, dedication and passion of staff (teaching and non-teaching). Staff have created a welcoming and pleasant environment in which students feel safe and valued member of Al-Faisal College Liverpool.

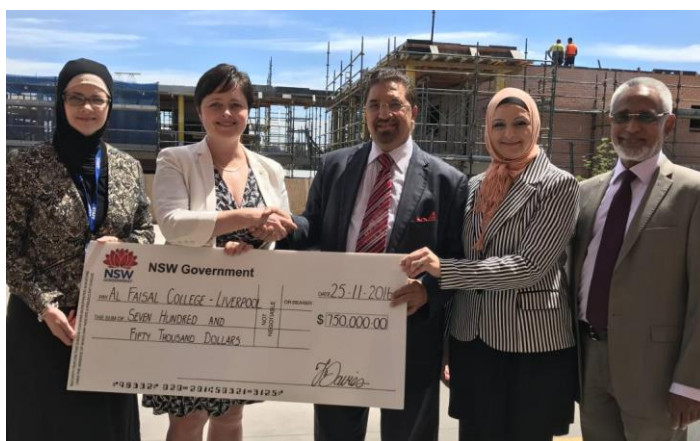
I would like to thank the Federal and State Government and Liverpool Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA) and Association of Independent School (AIS) for their great assistance. The AIS has upskilled staff professionalism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

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

Also, a special thanks to our Director of Education, Dr Intaj Ali, Head of College, Mrs Jennifer Abrar, Deputy Principals, Head of Studies, Head of Welfare, Co-ordinators, counsellors, teaching and non-teaching staff for their commitment and contributing to the success of Al-Faisal Colleges.

Finally, I would like to thank the parents for their cooperation and support to the College. Last but not least thanks to our students, I commend them on their hard work and great achievement.

Mrs G. Adra Khan
Executive Principal



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 2017 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 second group of students who were given the opportunity represent the school in many different occasions. 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 endeavour, 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 10 members. They were elected through a secret ballot system in term 4 of 2016. These students that were chosen by their peers and teachers to represent the school throughout the year. The school consisted of students from K-7 and all students from years 2-6 participated in the voting process along with all the teaching and admin staff at the campus.

The students were given many great learning opportunities to grow as leaders, and were able to show their abilities throughout the year. Below shows how they contributed in the community and within their own school.

GRIP Leadership Excursion

The SRC team were invited to attend the annual GRIP leadership seminar. They were accompanied by leaders from many different schools within the Sydney region. This very exciting day was the SRC team's first official excursion as leaders of the school. They were exposed to many different ideas on the makings of a good leader and taught different ways in which they could contribute to the school community. The students were able to meet and collaborate with leaders from other schools whilst thinking "Outside the Box". The students from the Liverpool Campus gained better understanding of their role as leaders. They brought back knowledge which set the path for a successful year.



Anzac Day Ceremony



The Year 6 SRC team were invited to attend the ANZAC ceremony which was held at the War Memorial in Hyde Park. This was a great honour as they were able to commemorate the sacrifices made by Australian servicemen and servicewomen who were defending the values, principles and traditions cherished by Australians. The students sat and listened to the commemorative address, speeches and stories which touched their hearts. They watched the young cadets march and students singing in a choir. They appreciated every moment of this very special day. The

ceremony ended with the captains of the school being asked to lay a wreath to show their respects. The students left the ceremony



Day Care Visit

During Literacy and Numeracy week the SRC team were given the opportunity to visit the local day-care centre to read to some of their students. This was a great learning experience as the SRC students adapted quickly to the environment and understood the importance of reading. They also assisted the staff at the day-care centre with many activities. The staff members at the centre were extremely happy with the SRC team and commended them on the interactions they had with the little ones. It was a successful day ending with the centre manager thanking our students for all their help and asking us to return soon. The students were able to see the effort educators place on teaching young minds.



Hospital Visit

The SRC team were given the opportunity to visit Liverpool hospital where they met children who were spending days, weeks and months there. There were able to give gifts to these children providing them with some enjoyment throughout their hard times. This community service not only had an impact on the children with the hospital, but more so to the SRC team. They were able to appreciate their good health and acknowledge that sometimes we take this for granted.



Within our Campus

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

These responsibilities include:

- Office duty; provided by one SRC member per day. This includes; sending messages to teachers, helping in the office and assisting of the principal.
- The toilets are monitored daily to provide a safe and clean environment.
- Students are allocated to the library to fix book shelves each lunch time.
- During the month of Ramadan the SRC students collect toys from classrooms each morning for the Toy Drive
- The SRC team collected all the recycling on a weekly basis and disposed of this within the recycling bin.
- Running of the Buddy program. Every Monday and Wednesday at lunch time the SRC team had organised a Buddy program where students from K-2 were able to participate in. This program was very successful in providing the younger students with activities to play during lunch.



The SRC team has worked hard throughout the year representing the school on many occasions throughout the community and within the school.

We look forward to an even better year next year in 2018.

LEADERSHIP
IS ABOUT MAKING OTHERS
BETTER AS A
RESULT OF YOUR PRESENCE
AND MAKING **SURE**
THAT IMPACT LASTS IN YOUR
ABSENCE.

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 7.

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 Interactive White Boards in primary and high school classrooms featuring modern animation, photo editing and educational software.

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

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

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

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

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

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

Introduction

Al-Faisal College - Liverpool has participated in various state-wide tests and examinations throughout 2017. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

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 and 7 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-7 School.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2017, 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.

2017 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
23/01/17	3 hours	Al-Faisal College	AIS Consultant	Evidence Based Classroom Management	21
23/01/17	3 hours	Al-Faisal College	Stepping Stones Consultant	K- 2 Developing Special Strategies for Number, Addition & Subtraction	6
23/01/17	3 hours	Al-Faisal College	Stepping Stones Consultant	3-6 Developing Special Strategies for Multiplication & Division	7

24/01/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	NSW Reportable Conduct and Allegations against Employees Online Module	24
24/01/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Obligations in Identifying and Responding to Children and Young People at Risk Online Module	24
24/1/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Risk Management	1
24/1/17	1 hour	Al-Faisal College	Association of Independent Schools (AIS)	Chemical Safety in Schools Basic Induction Online Module	2
8/02/17	1 hour	Al-Faisal College - Liverpool	Stepping Stones Consultant	Online Training Origo Slate	14
14/2/17	1 hour	Al-Faisal College - Liverpool	Executive Staff – Mrs S. K. Hassanein	Attendance / Excursion / Working with Children's Check	19
7/3/2017 & 8/3/2017	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics - Quicksmart	1
12/3/2017	30 minutes	Al-Faisal College - Liverpool	Jennifer Abrar	Emergency Evacuation Practise	21
22/03/17	1 hour	Al-Faisal College - Liverpool	Phonics Hero Consultant	Phonics Hero online component – Explicit Teaching of Phonics	7
30/03/17	1 hour	Al-Faisal College - Liverpool	Risk Logic	Emergency Response / Warden Training / Emergency Awareness / Communication Officers training	24
31/03/17	1 hour	Al-Faisal College	Get Reading Right Consultant	Get Reading Right – Explicit Teaching of Phonics	2
4/04/17	1 hour	Al-Faisal College -	Executive Staff – Mr M. Adra	Child Protection / Accreditation Maintenance	23

4/5/2017	30 minutes	Al-Faisal College - Liverpool	Lock Down Drill	Jennifer Abrar	21
24/04/17	3 hours	Al-Faisal College	Stepping Stones Consultant	Mathematics – Space and Geometry	14
24/04/17	3 hours	Al-Faisal College	AIS Consultant	Universal Classroom Management and Tier 2 Behaviour Supports	16
4/5/2017	30 minutes	Al-Faisal College - Liverpool	Lock Down Drill	Jennifer Abrar	21
10/5/2017	30 minutes	Al-Faisal College - Liverpool	Jennifer Abrar	Emergency Evacuation Practise	21
14/5/2017	1 hour	Al-Faisal College - Liverpool	Jennifer Abrar	Reciprocal Teaching	6
13/06/17	1 hour	Al-Faisal College - Liverpool	Executive Staff – Mrs S. K. Hassanein	Sentral Training – Academic Reports	14
27/7/2017 & 28/7/2017	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics – Number Sense	2
1/8/2017	6 hours	Condell Park Public	ACARA	NAPLAN Online Training – School Readiness	1
8/8/17	2 hours	Al-Faisal College - Campbelltown	REVIVA	Workshop Senior First Aid (CPR)	24
14/9/17	6 hours	Ambarvale High School Campbelltown		Valid Marking	1
6/11/17	1 hour	Al-Faisal College - Liverpool	Mathletics Consultant	Online Mathletics	15
13/11/2017 & 14/11/2017	12 hours	University of New England Parramatta	QuickSmart Consultant	Mathematics - Quicksmart	2

13/11/2017	6 hours	AIS	Supporting teachers through accreditation – Experienced Teacher Standards-based Pathway	Supporting Experienced Teacher Standards-based 2018	1
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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	21
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	2
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

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

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

Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2017 census, comprised of 23 staff.

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

Workforce Composition	Al-Faisal College Liverpool School
Full-time equivalent teaching staff*	19.8
Full-time equivalent non- teaching staff	4.4
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/>

2017 School Attendance Rates	
Year Level	Attendance Rate (Liverpool School)
Kindergarten	N/A
Year 1	92%
Year 2	91%
Year 3	92%
Year 4	92%
Year 5	94%
Year 6	92%
Year 7	94%
School Average	92%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-7). 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-7).
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-7) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is

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

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

Student Retention Rates

Student Retention Rates

Not Applicable as Al-Faisal College - Liverpool operates as a K-7 School.

Post School Destinations

Not Applicable as Al-Faisal College - Liverpool operates as a K-7 School.

Reporting Area 8: Enrolment Policy

Al-Faisal College - Liverpool is a co-educational K-7 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-7) and Islamic Studies (K-7). 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 2017, the College implemented a whole school approach to positive behaviour and support (PBIS). The initiative works towards all students having the opportunity to receive acknowledgment for demonstrating the correct behaviour with a high priority given to the values of respect, ownership, achievement, responsibility and safety.

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

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 are provided to all members of the School community through:

- Parent Information Booklets
- Student Diaries

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

Policies for Complaints and Grievances Resolution

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

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

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 Principal or found on our school website <http://afc.nsw.edu.au/>

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://afc.nsw.edu.au/>

Accessibility of and Changes to Policies

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

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

Reporting Area 10: School Determined Improvement Targets

2018 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Expansion of high school with Years 7 and 8 being taught at the school. • Seek NESA registration and approval to offer Year 9 to students in 2019. • Employ additional learning support staff to expand various reading and numeracy intervention programs for students requiring support in Minilit, Multilit and Quicksmart. • Finalise the development of new teaching programs based on the Years 7 and 9 PDHPE syllabus. • Finalise the development of new teaching programs based on the K-6 Science Syllabus. • Develop STEM/STEAM activities and growth that focusing on coding. • Expand the K-6 Arabic language programs to include explicit teaching of oral language (conversational Arabic) and grammar.
Student Achievements and Welfare	• Enable the parental portal module on Sentral to further improve communication between school and parents to access student reports, attendance data and arrange meetings with teachers. • Use of Sentral (Student Management System) for attendance, reporting and student welfare. • Focus on proactive programs to address Social Media concerns, bullying and anxiety.
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-8 staff to have a valid First Aid certificate by conducting the first aid training course. • In-service secondary staff on student Mental Health to support welfare needs of students • Up-skill all staff in the 7 Steps to Writing approach in teaching Creative and

	Persuasive Texts. - Continue to support teachers at Proficient Teacher level throughout their maintenance period and help them identify areas for growth and development. - In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	- Commence the construction of Stages 4, 5 and 6. All three stages are scheduled to be completed late 2018. The new buildings will include science and computer labs, additional classrooms and staff and student amenities. - Installation of an additional 100 CCTV cameras to improve security around the school (as part of construction of Stages 4, 5 and 6). - Purchase additional decodable books for all Kindergarten and Year 1 students to complement the school's synthetic phonics approach.

Achievements of priorities identified in school's 2016 Annual Report

Area	Priorities	Achievements
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	- The introduction of high school with the inclusion of Year 7 was successful. There was a very high retention of students from Year 6 who entered Year 7 as well as a strong interest from new students seeking enrolment into Year 7. - The school was found to be compliant with all NESA requirements and will offer Year 8 to all students from 2018. - K-6 Geography program implemented smoothly. Engaging resources purchased and embedded into the programs. All staff were in-serviced by the school's curriculum coordinator. - Intensive support provided to Year

	intervention programs for students requiring support needs (i.e. phonics, fluency and comprehension). • Implement a new Arabic reading program for non-Arabic speaking students.	1 and 2 students (5 days/week x 1 hour/day). Results on pre/post tests show significant improvement in phonics, fluency and comprehension results. • Arabic program developed and rolled out across K-2. 3-6 will be rolled out the following year. The program following the same methodology as the English synthetic phonics program that uses Direct Instruction pedagogy.
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.	• Feedback from parents was very positive regarding the introduction of reverse parent/teacher interviews. It allowed parents to get to know their child's teacher early in the year and also allowed the teacher to find out more from the parents regarding aspects of their students' academic, social and emotional development. • Hardcopy class roles have been replaced with attendance record keeping on Sentral. Recording of positive and negative welfare issues is also now being undertaken by staff. The use of the modules has greatly assisted in data collection and its use within the PBIS program and recording keeping. • The College developed or utilised phonics screening checks, Dibles (fluency) and PAT-R (comprehension) assessments. The

	• Implement PBIS merit award system and lessons across K-7. • Implementation of a before school Year 2 and 6 peer support program.	explicit teaching of the strategies has aided students to show gains in all areas assessed. • PBIS merit award and associated rewards has complemented the weekly PBIS lessons. The pre/post data has shown improvement in the number of students meeting expected behaviours in different areas of the school that the program has focused on (i.e learning spaces, hallways, playground etc) • Nine Year 6 and 7 students participated in the program. Students volunteered their time before school (4 days a week) to support Year 2 students in their reading. The program developed leadership skills amongst the Year 6 and 7 students as well as supported the Year 2 students with their reading. The Year 6 and 7 students were also acknowledged with certificates during the end of year presentation day ceremony.
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.	• The College ran two whole day training sessions with staff that involved lesson demonstrations and observations. A parent workshop was also organised to help increase parent engagement in student learning. • All staff at the College completed their First Aid course to ensure they maintain

	• 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.	due diligence in student welfare and well-being. • All staff in-serviced regarding key curriculum resources. Data collected from these IT educational platforms show the usage by students increased significantly as a result of the training. • Two whole day PD sessions on classroom management that was linked to the PBIS whole school approach was organised. Teachers were in-serviced on Tier 1 (whole class), Tier 2 (small group) and Tier 3 (one-to-one) interventions on the day. • The College's IT manager as well as consultants from Sentral ran numerous training sessions that covered key Sentral modules. Some modules that staff have received training in include markbook, timetabling, academic reports, attendance, enrolment and scheduling. • The College's accreditation coordinator ran two orientation meetings with staff seeking accreditation at Proficient Teacher level and an additional meeting for staff maintaining their accreditation at that level. Grade
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		coordinators also offered support and assistance during lesson observations and writing up head of school reports and providing on-going feedback to candidates.
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	• Plans to construct the Stage 4 buildings were combined with that of Stages 5 and 6. All three stages are scheduled to be completed late 2018. The new buildings will include science and computer labs, additional classrooms and staff and student amenities. • Construction of Covered Outdoor Learning Area (COLA) has been delayed due to modified building plans that will combine construction of buildings included in Stages 4, 5 and 6. The COLA is now scheduled to be completed in July 2018. • Computer lab replaced with new and modern computers to assist students with their technological studies. • New server installed. Server will allow more greater internet speeds (due to clearing bottlenecks on the network) and storage space. • 25 new cameras new installed in and around Building C to improve security around the vicinity.

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 7 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 2017, the following initiatives were undertaken to promote respect and responsibility within the school and wider community.

GRIP Leadership (SRC)

The SRC attended the GRIP leadership course providing students with the opportunity to learn skills and strategies in how to become leaders of the future.

Annual Hospital Visit (SRC)

The Student Representative Council visited Liverpool Hospital. They visited the children's ward of the hospital, 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 (SRC)

The students visited the local child care centre spending time in the various rooms. Students read books to the children and helped them with sporting, craft activities and setting up their beds for their afternoon naps.

ANZAC Day

The SRC team attended the School's Commemoration for ANZAC Day at Hyde Park. 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.

Liverpool Council Workshop – Reduce, Reuse, Recycle

Students in Years 4 – 6 participated in a workshop on how to reduce our carbon footprint on our Earth through the reduce, reuse, recycle program to create a sustainable environment.

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.

Buddy Program

The SRC team runs a lunch-time buddy program. K-2 students chose an activity. Every Monday and Wednesday at lunch-time students from K-2 were able to participate in, providing the younger students with activities to play during lunch in a safe and supportive environment.

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. The High School Liaison Officer also attended the school to conduct a workshop on preventing cyber-bullying.

Self Esteem Workshops (Years 7)

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

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 mural. Discussions and speeches about cultural diversity at school and the broader community were also conducted.

NAIDOC Week

The theme "Our Language Matters" was the focal point of the students' research. Through the activities students continued to develop respect, tolerance and understanding for the Aboriginal and Torres Strait Islanders flag, language and histories.

Remembrance Day

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

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

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

The College has organised a number of student forums in order for students to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional cocurricular activities. It is the school's position that engagement is an important outcome of schooling. Active student participation within the school and engagement in its grade, whole school and extra-curricular activities allows students to more easily identify themselves with the school, foster a sense of belonging that can help to promote a feeling of self-worth and assist students to become resilient learners.

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

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

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

Parent Surveys*

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

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

The top responses from the parent survey revealed:

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

Student Surveys*

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

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

The top responses from the Year 3-7* student survey revealed:

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

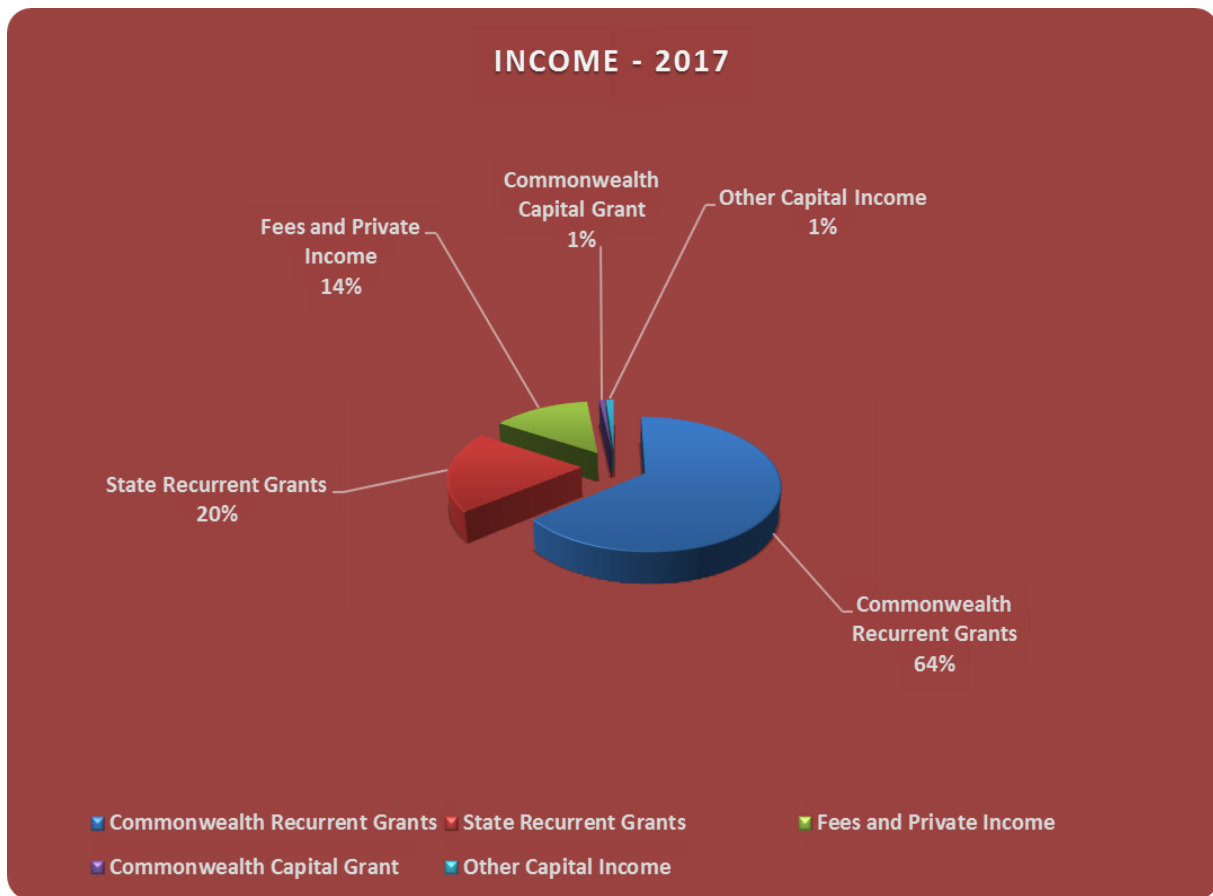
Staff Survey *

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

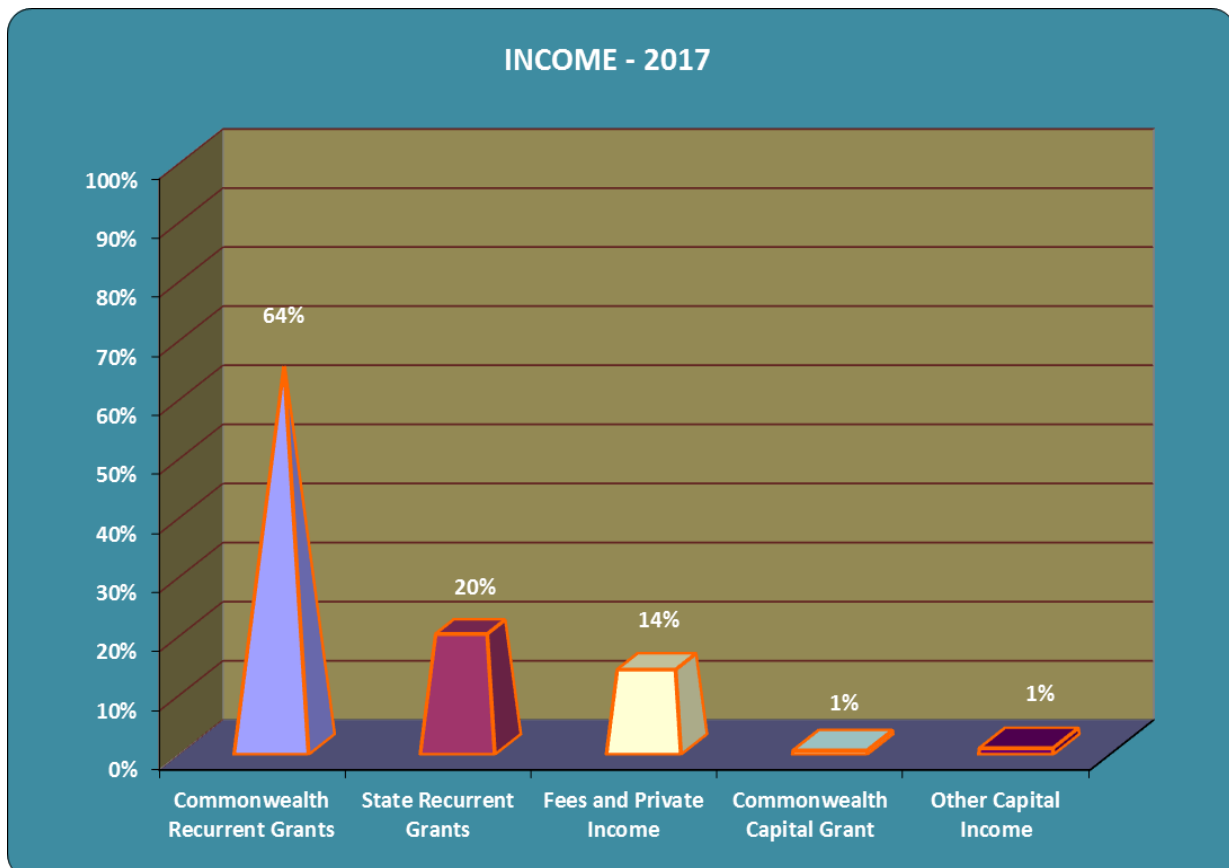
*survey results also include that of the two other Al-Faisal College schools.

Reporting Area 13: Summary financial information

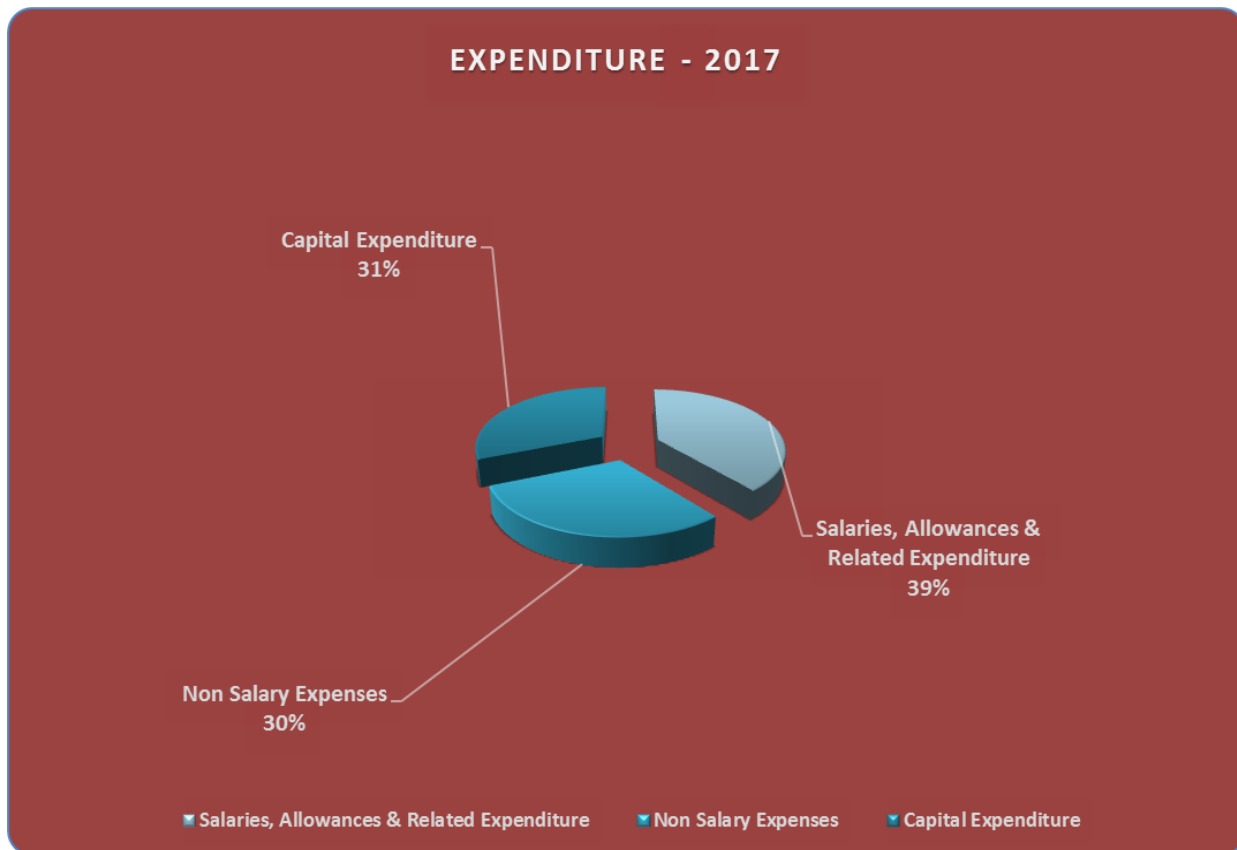
Pie Chart - Recurrent/Capital Income



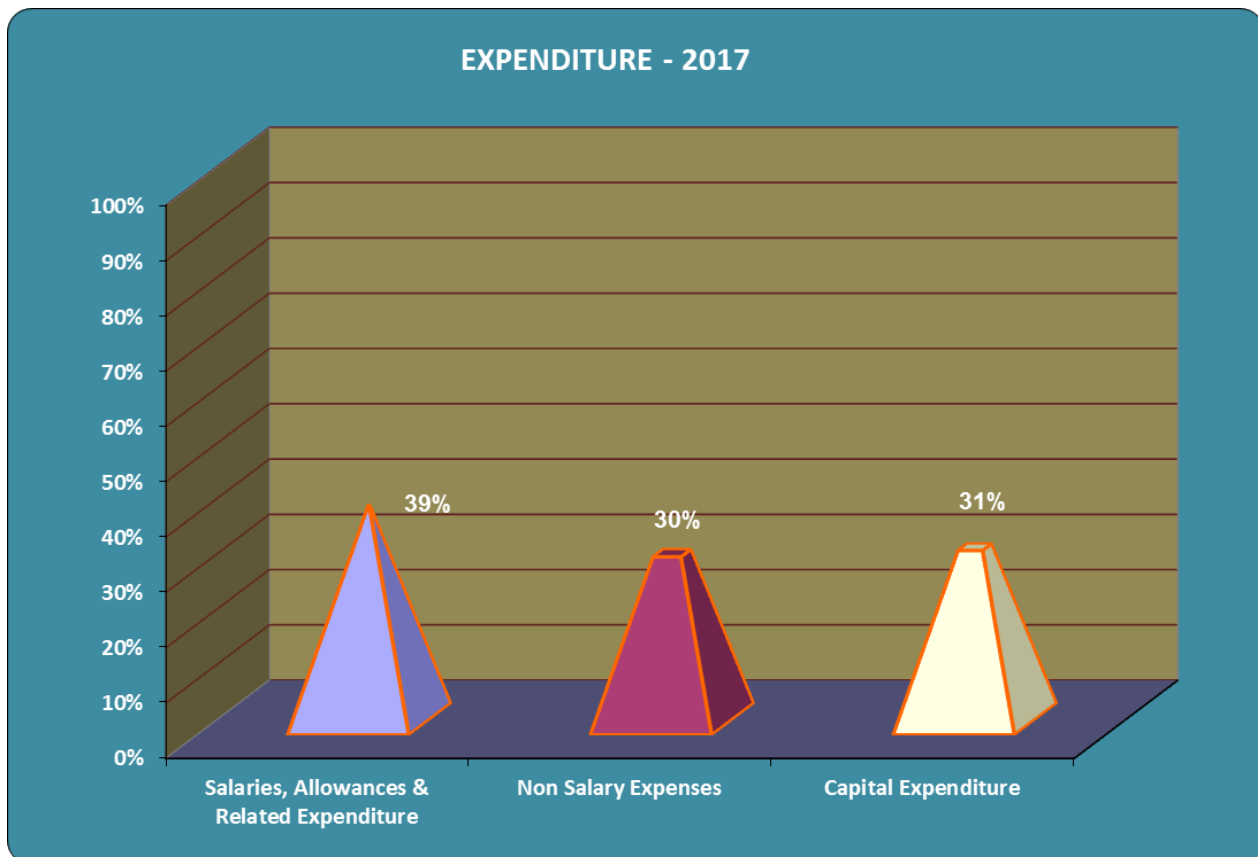
Column Chart - Recurrent/Capital Income



Pie Chart - Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital Expenditure



Reporting Area 14: Publication Requirements

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

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