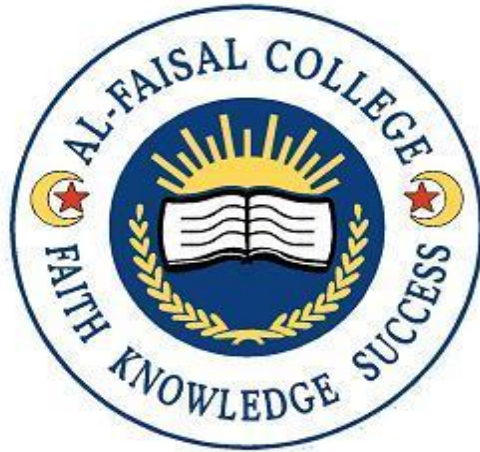


Al-Faisal College Liverpool



ANNUAL REPORT 2022



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Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 12.

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

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

The school has quickly progressed since its inception in April 2015 growing from a handful of students to currently having 1193 students enrolled across grades K-12. In order to satisfy and meet local community needs and after receiving strong community interest, the College expanded the offering of grades from K-2 in 2015 to a K-6 school in 2016 and K-12 in 2022.

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

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

The College has introduced learning progressions into the school to enhance the literacy development for all students and continues to implement support programs in literacy for K-2 students. Providing early intervention will assist in the development of higher levels of proficiency in the students' first language as well as in their second language. The College has continued to use Mathematics intervention program to support the numeracy needs of students.

The on-going improvement of teacher quality will be a feature of paramount importance at the College. All staff at the College are currently involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increase opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

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

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as required from time to time.

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESA through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESA on RANGS Online by 30 June 2023
 - 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

I am delighted to write this message for the 2022 Annual Report. This report highlights our results, students' achievements and success throughout the academic year.

Our HSC results were outstanding. I wish to pay tribute to our Director General, Dr Intaj Ali, for his leadership and guidance. Our school ranked 23rd in the state and I am very proud of our students' success. I would like to acknowledge and thank the hard work and effort of staff, coordinators and the executive team.

This year our students have been able to demonstrate considerable growth academically and personally. I am very impressed by the achievements they have attained, both inside and outside the classroom. Whether it be academic results, community or leadership initiatives, our students have consistently exceeded expectations and made us proud.

ACU & Archdiocese of Sydney visit to Al-Faisal College

On Thursday 17th February 2022, a delegation from the Australian Catholic University & Archdiocese of Sydney visited Al-Faisal College to reaffirm their commitment to the 2019 "Document on Human Fraternity" signed by Pope Francis and Sheikh Ahmed El-Tayeb. In addition to building inter faith dialogue and promoting good will. The event commenced with a wonderful warm welcome by the Director General, Dr Intaj Ali followed by speeches delivered by representatives from the Archdiocese of Sydney and ACU. In attendance included: Sr Giovanni Farquar RSJ, Chancellor Chris Meney, Director of the PM Glynn Institute at ACU, Dr Michael Casey, and Associate Professor Miriam Tanti, ACU's Associate Director of Partnerships in the Faculty of Arts.

Governor of NSW visit to Al-Faisal College

The Governor of NSW, Her Excellency the Honourable Margaret Joan Beazley, AC, KC visited Al-Faisal College on Thursday 24th November 2022. There were a number of guests who attended the special assembly including: Ms Lynda Voltz MP, Member for Auburn, Her worship Mayor Cllr Lisa Lake from Cumberland City Council, Acting Inspector Stuart Byrns representing NSW Police Superintendent Danielle Emerton, Mr John Ralston OAM, Chair, Association of Independent Schools NSW, Mr Jim Hanna, Head: Media and Government Relations, Association of Independent Schools NSW, Ms Sarah Egan, Associate Chief Executive: Policy; Director: Office of the Chief Executive, Association of Independent Schools NSW.



Vote of thanks

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools NSW (AISNSW), Police, Navy and Australian Defence Force. Thanks to our Director General Dr Intaj Ali, Executive Principal, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges.

I want to acknowledge and express my gratitude to our amazing parents. Your support to our college has not gone unnoticed. We thank you for your unwavering support.

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

Executive Principal's Message

2022 was a remarkable school year for Al-Faisal College. I would like to take a moment to reflect on the achievements and growth we have witnessed in this Annual Report, as the Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool.

First and foremost, I want to express my heartfelt congratulations to our HSC Year 12 students, Class of 2022 for their outstanding achievements. I acknowledge the leadership and guidance by our Director General, Dr Intaj Ali. Our College ranked 23rd in the State for the HSC. 230 Band 6 were attained with 6 Top Achievers. 105 students were amongst the 2022 HSC Distinguished Achievers List. 65 students achieved an ATAR score above 90 at the Auburn school with 7 students achieving above 99. At the Campbelltown school, 9 students achieved an ATAR above 90. The Liverpool school had 4 students achieve an ATAR above 90. All our students have been accepted into a number of renowned universities in NSW for further education.

Some of our students were top achievers in the State and our school success rate ranked us 1st in Mathematics Extension 1 and Extension 2 and 3rd in Mathematics Standard 1 and 2. One of our students achieved first place in Arabic Continuers and two students achieved band six in all 10 units (All Round Achievers). One student achieved the highest ATAR score of 99.75. We applaud our students for their tremendous achievement.

Al-Faisal College students have also achieved pleasing results in the NAPLAN Tests. In most areas, the college exceeded both State and Independent schools' averages. The results support the College's proactive intervention strategies targeting literacy and numeracy reading through Multilit and mathematics programs.

Additionally, students received prestigious awards for example the Auburn Review Citizenship Award, Jason Clare Community Service Award, ADF Long Tan, Youth Leadership and Teamwork Awards, Ampol Best All Rounder Award, Dame Marie Bashir Award, Youth Community Service Award, Australian Olympic Change-Maker Award and Reuben F. Scarf Memorial Foundation Award for Commitment.

Thank you message

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool Council. I acknowledge NSW Education and Standards Authority (NESA), Association of Independent Schools NSW (AISNSW), Police, Navy and Australian Defence Force and appreciate their assistance to all schools.

I recognise the effort of the School Board; Managing Director Mr Shafiq Khan, Director General Dr Intaj Ali, our dedicated executive and leadership team, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, teaching and non-teaching staff for their unwavering dedication and the positive impact they have had on our school community.

I also extend my gratitude to our Al-Faisal parents and families for their continuous support to our colleges. We are blessed that they are part of our community.

Mrs Safia Khan Hassanein
Executive Principal

Head of College Message

This is the eighth Annual Report that I have had the pleasure of writing for Al-Faisal College - Liverpool. With every year, we continue to grow in terms of student numbers, infrastructure, and academic growth. It is an honour to be the Head of School, to work with dedicated staff, parents, students, and community members and to witness the school thrive and prosper.

Al-Faisal College - Liverpool is situated in the suburb of Austral in Sydney's southwest. The suburb has continued to experience growth during 2022 with a continuation of housing estates being developed. The school now houses Kindergarten to Year 12. Graduating our first cohort of Year 12 students in 2022 was a wonderful and rewarding experience.

Construction of the Multipurpose Hall has been completed, housing two multipurpose courts, an underground car park and an additional playground area behind the hall. The school community was able to hold and experience the facilities during the inaugural Year 12 Graduation Ceremony, annual Kindergarten Graduation and Presentation Day in the completed hall. The renovation of Building D and the construction of the library and additional general learning areas is ahead of schedule.

NAPLAN was again at the forefront of our success. The student population made wonderful progress in all areas across, all years. Year 3 continued being placed well above average in Writing, Spelling & Grammar and above average in Reading and Numeracy. Year 5 was well above average in Spelling and Grammar and above average in Writing and Numeracy. Year 7 was well above the average in Spelling and above average in Grammar and Numeracy, and Year 9 were above average in Spelling and Numeracy. Our growth is attributed to hardworking teachers and parent support.

The highlight of 2022 was graduating 28 Year 12 students and seeing them enter career paths such as medical science, engineering, law, construction project management and occupational therapy. Another wonderful moment was when a year 10 student from Al-Faisal College - Liverpool was awarded the Premiers Respect Award presented by Premier Perrottet.

Community values and spirit are important components of the school's ethos and the teaching of respect a core value. We immerse the students in various community initiatives to give back to the local and wider community. The school participated in many fundraising opportunities such as the flood relief appeal for Lismore, Australia's Biggest Morning Tea for the Cancer Council, Pink Day for Breast Cancer and the junior SRC team commemorated Sorry Day. Sustainability is also important for the community thus the students were involved in recycling bread bags, bottles, cans and cartons.

On behalf of Al-Faisal Colleges, the Liverpool School hosted a farewell luncheon for Dr Geoff Newcombe the Executive Director of AISNSW. It was a wonderful opportunity to acknowledge the efforts and support AISNSW provides non-government schools and provided an opportunity for community members and dignitaries to visit the school and network.

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

Mrs Jennifer Abrar
Head of School

Student Representative Council

Primary School SRC

2022 was an exciting and fresh year for both teachers and students alike! After the tumultuous rollercoaster of 2021, students were enthusiastic and eager to return to school and be present in a classroom. The SRC team of 2022 were ready and willing to be present, in front of their peers, being the face of the school and leading the school community!

The work that these students completed throughout the year reflected the values, aim and mission statement of the SRC. In 2022, 12 highly engaged students tried their best to work on leadership qualities in becoming responsible members of their family, community and society.

The SRC at Al-Faisal College - Liverpool consisted of 12 members. They were elected through a secret ballot system in Term 4 of 2021. Their peers and teachers chose these students to represent the school throughout the year. Students from years 2 - 6 participated in the voting process with all teaching and admin staff at the school.

At the beginning of each term in 2022, the students of the SRC team met to come up with several ideas. They had an aim, and it was to engage with their peers no matter what grade.

Mission

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

Aim

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

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

Community Work; provided opportunities for students of the SRC team to participate in activities which aimed to assist and provide for those in the greater community.

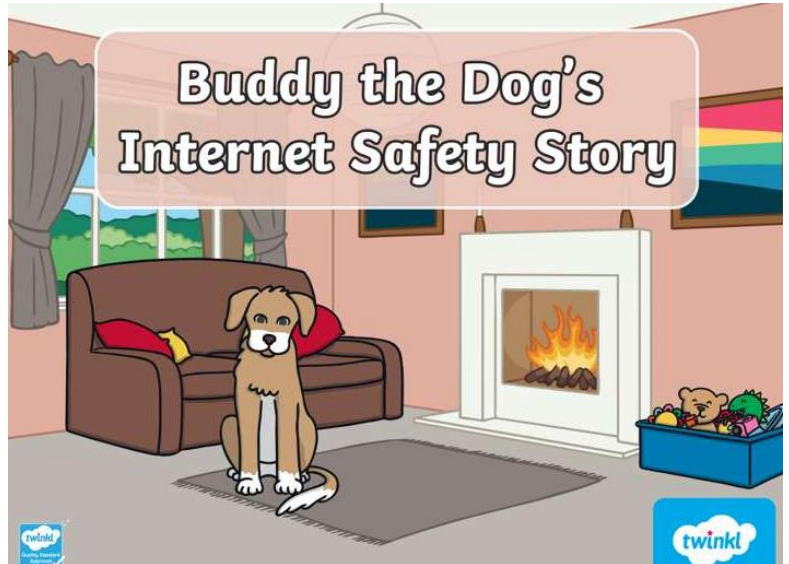
Responsibilities

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

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

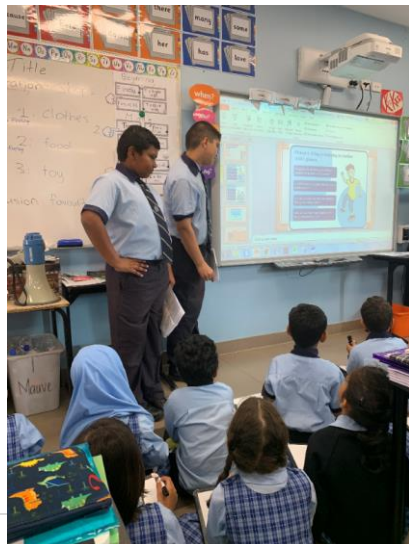
Safer Internet Day - Thursday 11th March

- Safer Internet Day was acknowledged on Thursday the 11th of March.
- SRC participated in Safer Internet Day by the School Captains presenting a short speech over the P.A. system. It was their very first presentation to the school!
- Primary school - There were discussions and hands-on activities throughout the day and some were in correlation to what students were learning about in Personal Development, Health and Physical Education.
- Primary school –Three prefects were chosen to have their first interactions with a class. These students presented a PowerPoint story, 'Buddy the Dog's Internet Safety Story' accessed from the teacher website twinkl.com to the four Year 1 classes. This was great practice for National Day of Action Against Violence and Bullying as more presentations would occur then!
- Prior to this presentation to Year 1, the three prefects practiced twice a week during lunchtimes.
- After this presentation to Year 1, a short SRC meeting was held where these three prefects relayed and described their experiences to the other SRC members.



National Day of Action Against Bullying and Violence – Friday 18th March

- National Day of Action Against Bullying was acknowledged on Friday 19th March.
- All students in primary participated in National Day of Action Against Bullying.
- Primary school - There were discussions in primary classrooms, activities focusing on student concerns at the time and webinars by the eSafety Commissioner.
- Primary school – The boy captain and boy vice-captain of the SRC team visited classrooms from Years 1 – 3. This was a big job as there are a total of 12 classes within these three grades! The boys presented a PowerPoint to these grades on the topic of 'rough play', 'feelings', and 'learning to say "no"'. This presentation included links to videos, questions on scenarios, and a reflection of the school-based ROARS system and how we can implement that into the playground.
- Prior to this presentation to Years 1 – 3, the boy captain and vice-captain practiced twice a week during lunchtimes.



Harmony Day - Monday 21st March

- Harmony Day was celebrated on Monday 21st of March.
- Two weeks prior to Harmony Day, all SRC members were given Harmony Day bracelets to take home and colour in. These Harmony Day bracelets were then promoted in the morning by the SRC members and were placed on students' wrists by the SRC team.
- Two Prefects were chosen to visit all classrooms from Years 3 - 6 and prepare a PowerPoint to present on Harmony Day and the importance of it. Students began preparing and practicing for this PowerPoint presentation two weeks before Harmony Day. Students also practiced at lunchtime twice a week. The presentation was well-received by all students.
- In addition to this, all primary classrooms completed individual activities celebrating Harmony Day.



Krispy Kreme Flood Relief - Monday 30th March

- Krispy Kreme Fundraising for Flood relief was held on Monday 30th of March.
- SRC team members were in charge of attending classes and informing them of the reasoning behind the fundraiser. They told the classes the importance of giving back to the community.
- SRC team members were also in charge of overseeing the orders, dispersing them to the correct classrooms and selling additional doughnuts on the day. They handled the line of students who desired to buy more doughnuts in a professional and noteworthy manner, and handled the money well.



Eid Celebration - Thursday 5th of May

- The Eid Celebration was a new initiative that took place in 2022. The Eid Celebration took place after Eid.
- The Eid Celebration took a whole month of planning for the SRC and other year 6 students. The SRC were given the name 'Eid Celebration' and were told to compose and create ideas and stalls to run for the day.
- After a week of formal meetings during lunchtime with a teacher and informal discussions with one another during lunchtime and tea, students came up with over 10 stalls including – bake sale, reading corner, athletics circuit, painting and drawing, carnival games such as hop a toy, bean bag toss and fish cup, Eid card station, show bags, photobooth and soccer goal kicking.
- The other year 6 students were then put into groups to conduct and run these stalls. The SRC team members were put across these groups to oversee and ensure all students were following their instructions. They ensured each group had all the equipment they needed to run their stall successfully.
- All money that was raised through the bake sale and show bags, was sent to the Flood Relief fundraising too.



National Sorry Day – Friday 26th May

- The Liverpool council, which is Al-Faisal College - Liverpool's local council, held a ceremony commemorating National Sorry Day. The SRC members travelled to the Liverpool Regional Museum to attend the commemoration.
- The SRC members represented the school at this event.
- The event exposed the students to an acknowledgement of country and welcome outside from what they've seen at school only, as well as a performance by a local Indigenous group. A flag-raising ceremony also occurred.
- After the event, the Liverpool Regional Museum invited the students and showcased some Indigenous artwork and traditions to the students.
- At a SRC meeting after this event, students discussed how valued they felt being there, the importance of representing the school in the local community and the importance of acknowledging why National Sorry Day occurs. This also related to their knowledge from Semester 1 in both History and Writing.



Biggest Morning Tea - Thursday 27th May

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



Recycling Program – Throughout all of 2022

- During 2022, the school participated in two Recycling programs.
- These were:
 - Recycling plastic bread bags through the Wonder Bread Program
 - Recycling bottles, cans and cartons through the Return and Earn Program
- The SRC team picked up all recyclable materials from all classrooms. They showed great respect when entering classrooms and walking around the school while completing these tasks.



SRC Reading to Kindergarten – Throughout to Term 2 and 3

- In Term 2, SRC commenced reading to Kindergarten. SRC read to Kindergarten twice in Term 2. The reading occurred during Friday, last period.
- During Term 1, the SRC members were given autonomy with what role they would like in the school. Two members chose to be librarians. These two members were in charge of picking the four books all SRC team members would read to the Kindergarten classes.
- The SRC were split into groups of three amongst the five Kindergarten classes. The SRC team would stay in these groups and visit the same classes so the younger students would become more confident with them.
- The SRC team practiced how they would read this book to the students, what parts they would read and what questions they would ask the younger students. The SRC team practiced this during lunchtimes.
- The SRC team adored this activity and had a strong sense of confidence in front of other students, especially with the prior presentations that occurred during ANZAC day, Harmony Day and Earth Day.

R U OK? Day – Thursday 8th September

- R U OK? Day was acknowledged on Thursday 8th September. R U OK? was acknowledged amongst Stage 3 and High School.
- For R U OK? Day, the SRC contributed to the cause and supported the running of the event by selling merchandise to the six Stage 3 classes. The SRC entered classrooms respectfully, stated clearly and concisely the merchandise on sale and handled money well.
- The way the students entered the classroom and handled the money showed great growth in character and confidence.

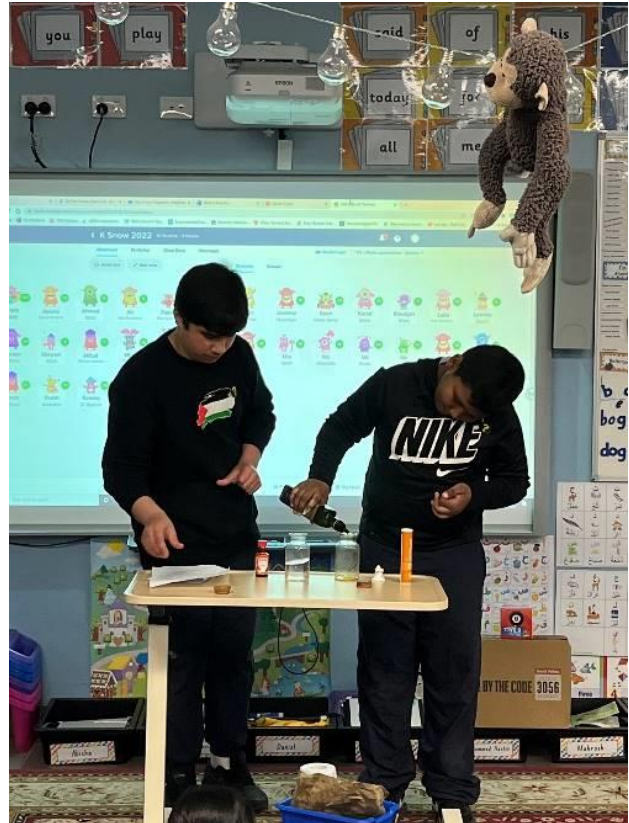
Announcements: Book Parade (Term 3 – Week 6) and Numeracy Week (Term 3 – Week 7)

- For Book Parade, Literacy Week, two SRC members were chosen to present a script to all primary classes. They had a big job of announcing which classes were to stand up for their parade and were clear and concise on the microphone.
- For Numeracy Week, a jellybean competition occurred where students had to guess the number of jellybeans in a jar. Two SRC members entered classrooms, stated the instructions clearly and gave the class teacher slips for students to write their name and number.



Science Week – Week 8 Monday 5th September – Friday 9th September

- For Science Week, all SRC members formed groups, brought in materials from home to conduct experiments and practiced the experiments during lunch times. Students also created scripts for their experiment. In these scripts, they included prediction questions and detailed the materials and methods.
- Students were assigned grades from K – 4. The SRC were split across four groups and each group visited the same grade.



Within our School

The students of the SRC team are given many responsibilities and completed these without any hesitations.

These responsibilities included;

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

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

High School SRC

2022 was a fantastic year with no interruptions to, face to face learning. As restrictions lifted, our SRC had the opportunity to connect with one another and foster a community environment at Al-Faisal College - Liverpool. The work that these students completed throughout the year reflects the school's ethos of faith, knowledge and success. Through their acquired leadership roles, they role modelled positive behaviour, encouraged community learning throughout the school to create inspiring memories for the students, whilst also upholding the Islamic ethos.

The High School SRC at Al-Faisal College – Liverpool, consisted of 10 members from Year 11 and 12. They were elected through an organised ballot system in Term 1 of 2022. Their peers and teachers chose these students to represent the school throughout the year. Students from years 7-12 participated in the voting process with all teaching and admin staff at the school.

High School SRC

Annual Ramadan Iftar Dinner

On Friday the 29th of April, Al-Faisal College - Liverpool hosted their Annual Ramadan Iftar dinner at Jasmin1 Liverpool. With the attendance of years 10 - 12 students along with honoured guests and our beloved staff, the students were able to create noteworthy memories. The difference in atmosphere and an opportunity to get together with students and teachers in an outside of a school event ultimately allowed everyone to appreciate all the blessings in our lives. Our SRC team were responsible for decorating the venue and greeting our student guests as they came in. Our school captains Warishah Sarwar and Abdullah Baig also did an exceptional job hosting the event with executives and local members of the community in attendance.



Mulgoa Leadership Forum

On Wednesday 8th of June, the Year 11 prefects and Year 12 captains were invited to the NSW Parliament House for a tour hosted by MP Tanya Davies. The students gained deep insights into leadership, speaking to multiple members of parliament and learning about their contributions to the community. The students were also treated to a special event, the crowning of Australia's Prime Minister, a charity event as part of the State of Origin celebrations!

Our SRC had the privilege of sitting at question time in the public gallery, while the Premier Dominic Perrottet and the Opposition Leader were going head-to-head on some serious social issues. The leadership forum was a great opportunity for students to see firsthand the reality of leadership in the political sector of our democratic system in Australia. They were also able to collaborate and communicate with leaders from other schools who were also in attendance and share their idea of what it means to leaders based on their own values and beliefs.



Culture Day

On Friday 22nd July, as part of the annual refugee week, Al-Faisal College - Liverpool students celebrated culture day. Culture day was a special event that celebrated the rich and diverse cultures that make up our global community. It was an opportunity for our students from different backgrounds to come together to share their traditions, customs, and beliefs with one another.

Cultural day is an important reminder of the value of diversity and inclusion, and promotes understanding and respect for all people regardless of their race, ethnicity, or nationality. It is a celebration of the beauty and richness of our differences, and an affirmation of the common humanity that binds us all together. The SRC members did an excellent job preparing food to sell from a variety of cultures and organising a parade of student speakers from each culture. They were responsible for making the food, selling the food and finally hosting the parades. It was a successful day with both teachers and students participating in recognising the importance of diversity and understanding the dynamic cultural community they are apart of.



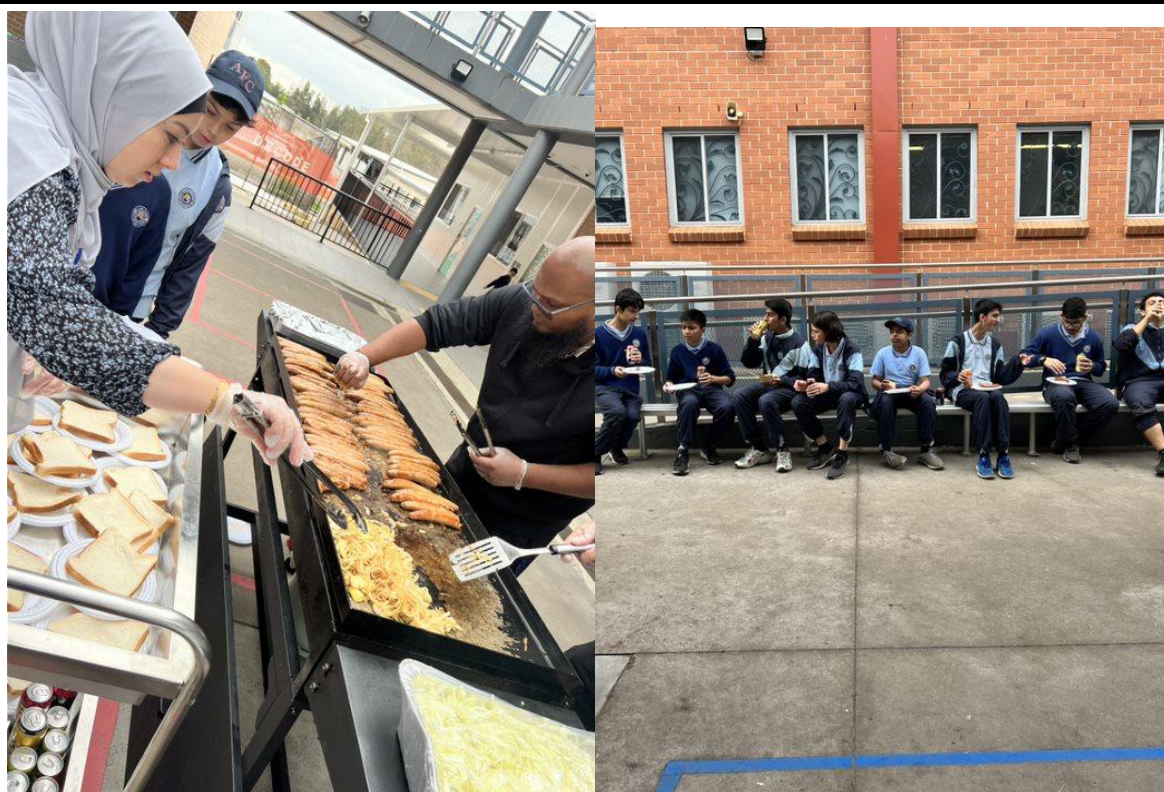
R U OK Day?

R U OK day was organised on the 8th of September by our school counsellor and the SRC team. The purpose of the day was to raise awareness on mental health, and to inspire students to start a conversation that could change a life. On this day our school counsellor and SRC members encouraged the students in high school to meaningfully connect with the people around them. Our high school students shared a personalised message on our whiteboard and had the option to purchase R U OK merchandise, with funds raised going to the R U OK foundation. They also wore yellow and black clothing and brought a gold coin donation to support the cause. This community based activity helped bring our students together as they ended off the day with a friendly game of tug of war to put into practice their communication and team building skills.



Sausage Sizzle Day

A sausage sizzle day was organised on the 14th of October with the help of our SRC members. Our SRC members were responsible for helping assemble the sausage sizzles and handing out the cans of drink. They also assisted on the day through calling on classes, serving students and cleaning up after the event. It was a successful day and celebrated the academic achievements of all our students throughout the year, giving them an opportunity to relax and unwind.



Cancer Awareness Fundraiser

In recognition of the Cancer Awareness Month, the primary & high school SRC hosted a fundraiser on Wednesday 2nd of November for Years K – 11. As part of the festivities, a bake sale was sold at recess and lunch. The food was prepared by our SRC committee.

This day served to support cancer patients, survivors, and their families, by highlighting the challenges they face and recognising their bravery and resilience. This fundraiser was an important reminder of the impact cancer has on individuals and society as a whole, and it highlighted the urgent need for continued research, funding, and advocacy to combat this disease. By promoting awareness and education throughout our school, we can help to reduce the incidences of cancer and improve outcomes for those affected by this disease.

Our SRC members contributed to this cause by visiting each classroom to collect gold coin donations to raise money for the fundraiser. They also shared the importance of raising awareness for cancer. The students participated in an auction for gumballs, with proceeds going to the fundraiser. Overall, it was a very successful day with all students dressed in pink, showcasing their support for the cause.



Year 12 Graduation Dinner

On the 9th of November our first cohort of Year 12 students had the opportunity to graduate in our brand-new multi-purpose hall. This special event that marked the end of a significant chapter in our student's life. The dinner provided an opportunity for graduates to celebrate their accomplishments with family, friends, and classmates. During this event our students heard speeches from the Executive Principal of Al-Faisal Colleges, Ms Safia Khan Hassanein, the Head of College - Liverpool Ms Jennifer Abrar, the Head of College - Campbelltown Ms Sonali Luthra, Mayor of Liverpool, Ned Mannoun and successful entrepreneur Brian Laul. Our speakers congratulated the students on their efforts throughout their schooling life while also giving them words of inspiration for their future years as they venture out of school to progress through their careers.

The graduation dinner will become an important tradition at Al-Faisal College – Liverpool to allow students to reflect on their achievements and look forward to the future. It provides a great opportunity for students to say goodbye to their classmates and teachers and to make lasting memories with those who have been a part of their educational journey. Our SRC members contributed to this event through volunteering their time catering and serving our guests. They also helped seat guests and allocate parking.



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 12.

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

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

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

The main goals are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language.

At Al-Faisal College - Liverpool, we act in the belief that we all share fundamental human values and morals with others regardless of their cultural backgrounds or faith. We value the diversity of backgrounds our students and staff bring to learning and teaching. Our highly qualified and dedicated teachers and staff are our greatest assets. We have worked hard to provide our students with the best and latest technology, interesting teaching and learning programs and pastoral care.

Our students are taught Digital Technology skills from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have Interactive White Boards in primary and high school classrooms featuring modern animation, photo editing and educational software.

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

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

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

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

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

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

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2022. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2022 NAPLAN exams which further improved on the already high standard established in previous years. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Get Reading Right, Quicksmart and after school supplementary programs.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

NAPLAN

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents will have an indication of how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling across Australia. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results obtained from NAPLAN exams provide the College with a wealth of data showing the percentages of students who achieved particular skill bands in numeracy as well as the components of literacy. Literacy is reported in four content strands (components): Reading, Writing, Spelling and Grammar and Punctuation. Numeracy is reported as a single content strand.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2022 NAPLAN years.

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

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The College did not have any students that required the award of a Record of School Achievement (RoSA) in 2022.

In 2022, Al-Faisal College - Liverpool presented its first ever students for the HSC. In total, 28 students sat for the NSW Higher School Certificate in 9 courses. In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 44% of these placed in Bands 5 and 6 (80-100 marks). Business Studies (+23.39) had the biggest difference in Bands 5-6 achievement compared to the State. No Extension courses were undertaken this year.

In general, student achievement was above state level in five of the nine courses undertaken.

Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Biology	2022	28	4	14.28	26.65	-12.37
Business Studies	2022	19	11	57.89	34.50	+23.39
Chemistry	2022	7	3	42.85	33.03	+9.82
English (Advanced)	2022	28	13	46.42	67.09	-20.67
Mathematics Standard 2	2022	22	11	49.99	28.82	+21.17
Mathematics Advanced	2022	6	4	66.66	48.88	+17.72
PDHPE	2022	21	3	14.28	25.81	-11.53
Physics	2022	4	2	50.00	41.30	+8.70
Arabic Continuers	2022	5	3	60.00	63.59	-3.59

Top Achievers in Course

Students	Courses	Year
1	Mathematics Advanced	2022

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
7	11	2022

Year 12	Qualifications / Certificate	Percentage of Year 12 students
2022	HSC	100%

Vocational Education and Training (VET)

In 2022, there were no students enrolled in VET courses.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2022, 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 at the beginning of the year, focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff completing webinars or zoom meetings to targeting student welfare or specific curriculum areas.

Many areas were addressed as part of the College based professional learning. Refer to the Professional Development log below for a comprehensive list of staff in-services.

2022 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
25/01/22	1 hour	Webinar	First 5 minutes	Emergency Response Procedures	Whole School
	30minutes	Webinar	First 5 minutes	Chief Ward & ECO team	10
28/01/22	2 hours	Online Zoom	Primary Curriculum Team	K-6 Curriculum Development – Evaluations	30
28/01/22	2 hours	Online Zoom	High School Curriculum Team	High School Curriculum Development - Evaluations	26
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Identifying & Responding to Children & Young People at Risk	Whole school
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	NSW Reportable Conduct and Allegations Against Employees	Whole school
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Risk Management	14
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Disability Legislation	12
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Promoting & Protecting Student Wellbeing & Mental Health	10
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Chemical Safety in Schools Basic Induction	5
28/01/22	1 hour	Online course	Association of Independent Schools (AISNSW)	Chemical Safety in Schools Advanced	5
16/02/22	1 Hour	Online MS Teams	Mr Mahmoud Zod	MS Teams Platform & Apps	12
02/03/22	1 hour	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10

09/03/22	1 hour	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10
16/03/22	1 hour	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10
17/03/22	1.5hours	Al-Faisal College	Association of Independent Schools (AISNSW)	AISNSW Social Cohesion & Antisocial workshop	1
22/03/22	1 hour	Online	Association of Independent Schools (AISNSW)	Suicide Prevention Training	2
23/03/22	1 hour	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Teacher Accreditation Explaining the Descriptors	10
29/04/22	1.5 hours	Online	ACARA	NAPLAN Training	7
23/05/22	30minutes	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Emergency Evacuation Drill	Whole school
25/05/22	30minutes	Al-Faisal College - Liverpool	Head of College – Jennifer Abrar	Lockdown Drill	Whole school
28/05/22	6 hours	Al-Faisal College - Liverpool	REVIVA	First Aid Training	Whole school
01/06/22	1.5 hours	Online	Association of Independent Schools (AISNSW)	Nationally Consistent Collection of Data for Principals & School Leaders	1
03/06/22	30 minutes	Al-Faisal College – Liverpool + videoing	First 5minutes	Emergency Evacuation	Whole school
03/06/22	1 hour	Al-Faisal College – Liverpool on Zoom	First 5minutes	Emergency Planning Committee	10
08/06/22	6 hours	Al-Faisal College	Association of Independent Schools (AISNSW) Ben Krahe	AISNSW training for COVID ILSP	1

10/06/22	1.5 hours	Online Zoom	Ruchi Khosla	Crisis Management Training	1
15/06/2022	1 hour	Online Zoom	Association of Independent Schools (AISNSW) Ben Krahe	AISNSW COVID ILS Program Network meeting Using Assessment Data in small group interventions	1
22/06/2022	1 hour	Online	The Be You Team	Social Emotional & Relational Leadership	4
29/06/2022	3.5 hours	Al-Faisal College	Living Works – Chris Pidd	Asist Living Works Workshop	1
30/06/2022 & 01/07/2022	12 hours	Al-Faisal College	Living Works –	Asist Living Works Workshop	2
08/08/2022	1 hour	online	First 5Minutes	Warden Training	12
17/09/2022	4 hours	Al-Faisal College - Liverpool	Reviva	First Aid Training	Whole staff
20/09/2022	2 hours	Online	VALID	Marking of VALID	6
21/09/2022	2 Hours	Online	VALID	Marking of VALID	4
26/09/2022 to 28/09/2022	6 hours	Online	ISTAA	Standard Pathway Assessor – Experienced Teacher 2022 Assessment Panel	1
30/09/2002	5 hours	Al-Faisal College	Association of Independent Schools (AISNSW)	Familiarisation of the new K-2 English Syllabus	12
30/09/2022	5 hours	Al-Faisal College	Executive	VALID Training & Marking	10

24/01/2022 to 09/12/2022	30 minutes	Self-paced online	Association of Independent Schools (AISNSW)	Supporting Students with Challenging Behaviour Module 1	1
24/01/2022 to 09/12/2022	3 hours	Self-paced online	Association of Independent Schools (AISNSW)	Making Your Numerical Data Work	1

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College – Liverpool at the various levels of teacher accreditation in 2022:

Level of Accreditation	Number of Teachers
Conditional	16
Provisional	4
Proficient Teacher	45
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	6
Total number of teachers (excluding religious staff)	65

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

Category	Number of Teachers (Liverpool School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	51
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.	14

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 2022 census, comprised of 65 teaching staff.

In 2022, Al-Faisal College did not have any indigenous staff.

The following table reflects data captured in December 2022.

Workforce Composition	Al-Faisal College - Liverpool School
Full-time equivalent teaching staff*	58.2
Full-time equivalent non-teaching staff*	15.9
Number of indigenous staff*	0

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

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

Student Attendance

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

2022 School Attendance Rates	
Year Level	Attendance Rate (Liverpool School)
Kindergarten	N/A
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	95%
Year 6	94%
Year 7	94%
Year 8	93%
Year 9	91%
Year 10	93%
Year 11	N/A
Year 12	N/A
School Average	94%

Management of Non-Attendance

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

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to Head of College.

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-12) and Office. The class/roll call teacher will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Liverpool.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-12: 15 days or more per academic year
7. Class and roll call teachers and Head of College (K-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are extracted from Sentral (Learning and Management Software) at the end of the year and are kept within student files.
9. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Liverpool.
10. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
11. The register of enrolments is retained by the school for at least 5 years before archiving.
12. The register of enrolment is maintained and monitored by the Office Administration Staff who ensure that all the following information about students is present and updated on a regular basis via hard copy forms / online data bank Sentral (Learning and Management Software)
13. The register of daily attendance is retained by the school for a period of 7 years from the date of the last entry.

Student Retention Rates

Seventy-six percent of the 2020 Year 10 cohort who started at Al-Faisal College - Liverpool, completed Year 12 in 2022. This is a significant increase on last year. Based on the information provided to the school when students leave, it would appear that some students who left the school did so because of family circumstances (moving to another area further away from the school), or to experience a different school environment or undertake courses not offered at Al-Faisal College - Liverpool.

Post School Destinations

Eighty-six percent of students in the 2022 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
WSU	9
UTS	7
Sydney University	4
Macquarie University	2
UNSW	1
CQ University	1

The most popular degree courses chosen by Al-Faisal College - Liverpool students in 2022 were as follows:

Course	Total
Medical Science	5
Engineering	5
Law	3
Construction Project Management	2
Occupational Therapy	2

Reporting Area 8: Enrolment Policy

Al-Faisal College is a co-educational K-12 independent school underpinned by the policies and procedures as required by the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-8) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic, cultural aims and goals of the College.

Students are expected to act consistently with the school's ethos and comply with the school rules and expectations as specified in the Al-Faisal College "Terms and Conditions of Enrolment".

Enrolment Information

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

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

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

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

1. The Enrolment Process

1.1 Expression of Interest Form

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

documentation: (Refer to Appendix)

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

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

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

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

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

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

Kindergarten applicants are selected following an interview.

1.2 Offers and Waiting List

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

Parents are notified if their children have been offered a place at Al-Faisal College by the School Administration staff.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List in case a position becomes available for the academic year for which entry was sought.

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

1.3 Acceptance of Offer and Enrolment Form

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

Failure to provide the Enrolment form within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

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

2. Student Medical Records/Health Care Plan

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

3. Immunisation

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

All new students must have their immunisation up to date.

4. Continued Enrolment

It is assumed that students at Al-Faisal College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment of a student includes satisfactory:

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

The School is committed to working with parents to ensure that students meet the aforementioned requirements for promotion. Reasonable adjustments will be made to support students’ learning needs, access and participation in opportunities provided by the school.

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

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

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

5. Exemption from Enrolment

The Head of College may grant exemptions to students from the requirement to be enrolled in school provided approval has been given by the Commissioner for Vocational Education, State Training Services, to their entering a full time apprenticeship or traineeship.

This applies to students who have completed Year 9 and before they have completed Year 10. Such exemptions should only be granted where:

- The Head of College considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
- The student's parents give permission for this to occur
- The Head of College has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation
- The employer agrees to notify the Department of Education (through the Head of College) if the apprenticeship or traineeship is abandoned before the student turns 17
- The apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the Head of College and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

On approval the Head of College will issue a Certificate of Exemption from Enrollment at School under Section 25 of the Education Act 1990.

A student who receives a "Certificate of Exemption from Enrollment" will be removed from the school list of enrollments.

All documentation related to this exemption will be held at school in the students file. (Refer to Appendix)

If the student does not complete the apprenticeship or traineeship, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW.

Reporting Area 9: Other School Policies

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

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

Student Welfare Policy

Al-Faisal College - Liverpool aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment.

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

At Al-Faisal College - Liverpool, we seek to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

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

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

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

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

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

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

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

Anti-bullying Policy

Al-Faisal College - Liverpool is committed to providing a safe and supportive teaching and learning environment for students and staff. The College's Anti-Bullying policy and procedures are underpinned by Islamic values of individual respect and acceptance of difference and diversity in our school community. At Al-Faisal College - Liverpool there is a zero tolerance of bullying behaviour in any of its many forms.

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

Al-Faisal College - Liverpool aims to create a positive anti-bullying culture where it is acceptable and encouraged to report incidents of bullying.

The school is committed to a process that seriously and sensitively responds to reports of bullying by students or staff, victims or witnesses and provides a basis for working with the bully to modify their negative behaviour.

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

Behaviour Management (Discipline) Policy

Al-Faisal College - Liverpool aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

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

Al-Faisal College - Liverpool has adopted policies relating to discipline of students based on the principles of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

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

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

- Parent Information Booklets
- Student Diaries
- School newsletters
- LMS Parent Portal
- Online learning platform: Seesaw, MS TEAMS
- Email

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

Complaints and Grievances Policy

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

The College values the feedback it receives from parents and the community. Responding to both positive and negative comment is integral to the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or staff will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint through a clearly articulated process and one that respects the confidential nature of such matters. The School learns from criticism and these are treated as constructive suggestions that should be used to improve what we do and how we perform.

This grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

The School's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College - Liverpool's Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are also outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

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

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

Accessibility of and Changes to Policies

Most of Al-Faisal College - Liverpool's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NESA requirements. The table below lists policies where modifications have been made in 2022.

Policy	Changes in 2022	Access to full text
Attendance	Policy reviewed: Absences and attendance procedures updated & new definitions of absences due to COVID-19 (sick & flexible leave).	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Child Protection	Policy reviewed: Incorporation of new section 6.21 Communication with students	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Code of Conduct	Policy reviewed: Inclusion of new section 3.2.4 Communication with students	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Communication	Policy reviewed: Additional modes of communication with teachers, students, parents and school community added	The full text of the policy can be accessed by request from the Executive Principal.
Educational and Financial Reporting	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Executive Principal.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Executive Principal or from the school website, newsletters, diaries, parent portal
Governance	Policy reviewed: Number of Board Members updated	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Grievance	Policy reviewed: Grievance Procedures updated	The full text of the policy can be accessed by request from the Executive Principal or from the school website.
Student ICT Acceptable Use Policy	Policy reviewed: Inclusion of communicating with staff section and consequences	The full text of the policy can be accessed by request from the Executive Principal or from the school website.

Reporting Area 10: School Determined Improvement Targets

2022 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Begin to develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Years 2-6. • Begin to plan for the implementation of English and Mathematics programs across Years K-2 in preparation for the 2023 new syllabus. • Collaborate with staff at the Al-Faisal College (Auburn) school to begin to develop a Year 4 Science Programs that focuses on scientific writing, extended response questions and design and make tasks • Use data effectively to inform teaching practice
Student Achievements and Welfare	• Use pre assessment data, particularly in Mathematics programs to continue to plan accordingly to improve student learning outcomes • Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-6 • Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations.
Staff Training	• In-service all new staff in 7 Steps to Writing methodology. • In-service all Years 4-6 staff to receive VALID Science training. • Arrange for staff to be in-serviced in the new K-2 English and Mathematics syllabus that will be implemented in 2023.
Facilities and Resources	• Smart panel installation in New Building D • Computer installation in New Building D • CCTV Camera installation in New Building D • Network Cisco switch installation in New Building D

- High School computer lab relocation from Building E to Building D
- Salto swipe card system in New Building D
- Smart panel installation to replace old smart boards
- Computer replacement of old Dell pcs
- Telephone system upgrade to Cisco WebX calling
- Photocopier new and replacement of FujiXerox old photocopiers and AWMS implementation

Achievements of priorities identified in school's 2021 Annual Report

Area	Priorities	Achievements
Teaching and Learning	• Begin to develop Years 5-6 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Review all Year 4 Science Programs to focus on scientific writing, extended response questions and design and make tasks • Integrate Years 2-6 Guided Reading with Science, History, Geography and Creative Arts • Introduce Comparative Judgement as a marking tool to more effectively and efficiently mark writing tasks across Years 2-8.	• New Stage 3 scope and sequence and programs has been developed that focuses on working mathematically and differentiation. The completion of the programs finalise the school's K-6 approach to teaching numeracy. • Science programs on Year 4 were reviewed. A teacher was given a reduced teaching load to work with our High School Science Coordinator to develop the programs. This completion of the programs ensures there is a clear link and continuation in learning across Years 4-8. • Guided Reading programs have moved away from levelled readers. New guided reading books are now integrated with Science, History, Geography and Creative Arts • Comparative Judgment as a marking tool has been introduced to mark English assessments. The marking tool has been used across Years 4-8. Based on teacher feedback, it will be

	Review Stage 4 English programs to enhance the continuum of learning between Primary and High School.	expanded to also include Years 9 and 10 next year. This initiative has been postponed as a new English syllabus is planned to be released in the coming years. However, some significant changes did occur in terms of streaming the teaching of narratives and persuasive texts across Primary and High School.
Student Achievements and Welfare	- Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 - Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations. - Foster a school work culture that reflects on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention.	The COVID lockdown of 2021 disrupted many of our initiatives including our intervention programs and planned meetings. The goals outlined in our 2021 annual report will be made a priority to achieve in 2022.
Staff Training	- In-service all new staff in 7 Steps to Writing methodology. - In-service all Years 4-6 staff to receive VALID Science training.	- In terms 1 and 2, staff who taught narratives or persuasive texts were in-services in 7 Steps to Writing methodology. However, staff who required the training in terms 3 and 4 have had their training delayed to 2022 due to the 2021 COVID lockdown. - The format of the VALID Science assessment was changed to an in-school assessment due to the COVID lockdown. As a result, staff received training internally by our Science teachers.

	• Lead phonics lesson demonstration and observation sessions with K-2 staff. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.	• As part of our training and support of staff, the College's School Improvement Coordinator led phonics lesson demonstration and observation sessions with K-2 staff. A focus on new supporting new staff members across K-2. • All staff were involved in a child protection in-service in term 1. Staff also read and signed they understood the College's child protection policy.
Facilities and Resources	• Smart panel installation in new building E for High School. • Computer installation in New building E for High School and computer replacement of old Dell PCs • Furniture fit out: for new Building E classrooms • Endpoint protection for school owned devices • Automation Platform (ongoing) • Google to Office365 migration • Office365 apps and services enablement e.g. teams, SharePoint, etc... (ongoing) • Backup solution for on-premise data • Backup solution for office 365 (outlook, teams, OneDrive, and SharePoint) • Spam filtering • Staff training Office365 overview	• All upgrades to facilities and resources have been successfully completed as scheduled. Further training will be provided to staff in the coming year to ensure the rollout of Office 365 and MS Teams is successful and staff have the necessary skills to use the platform.

Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2022, the school wide **Positive Behaviour Interventions and Support (PBIS)** program showed further success with the enhancement and consolidation of a culture of respect, responsibility and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

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

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- Wide range posters that communicate the school's expectations for classroom and non-classroom settings were prominently displayed.
- Positive teacher reinforcement to students demonstrating commendable behaviour, especially the specific expectations identified and taught in classroom settings.
- Reward tokens issued by all teachers to students demonstrating positive behaviours
- Prevention of problems by modifying situations which were associated with problem behaviour.
- Predictable consequences for misbehaviour that were delivered consistently by all staff in a predictable manner.
- PBIS activities are embedded into existing school practices such as professional development, staff meetings, parent newsletters, student diaries and welfare practices.
- Merit Awards to students displaying expected academic and social behaviours.
- Friday afternoon reward for students consistently demonstrating positive behaviours

As we returned to school we restarted our face to face PBIS lessons in high school during rollcall. The students were also given PBIS tokens as recognition of their positive behaviours as they upheld the 5 key values throughout all aspects of their schooling life.

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

Premiers Respect Award

The Premiers Respect Award established by Premier Dominic Perrottet celebrated and honoured students that made significant contributions towards promoting diversity, inclusion, and respect in their communities. This prestigious award was presented by the Premier on the 9th of December to showcase the importance of respecting others and creating inclusive environments for all. Recipients of the award demonstrated exceptional leadership, advocacy, and action in promoting respect and understanding among people.

The Premiers Respect Award is a powerful reminder of the positive impact that each of us can have on our communities and the world when we work together towards a more respectful and inclusive society. Our nominee, Maram Robi of 10G, was one of the 10 students recognised for her outstanding contributions to the school through her volunteer work and her voluntary contributions to the Campbelltown Youth Centre as a junior Quran teacher.



ANZAC Day School Awards

Al-Faisal College - Liverpool was recognised as the State ANZAC Day School Champions among many other schools participating. This amazing feat was achieved by our Year 9 History students who, as part of their assessments, were encouraged to learn more about the efforts of the Australian Peacekeeping soldiers. The student led projects consisted of interviewing army veterans, providing an overview of oral histories of peacekeeping efforts and showcasing their learning to their peers through interactive museums. The students fostered their respect for efforts of our Australian soldiers through recognising their achievements and dedication to maintain peace in Australia. The students were rewarded with their achievement through a plaque from the Department of Veteran Affairs and certificates.



Cancer Awareness Fundraiser

In recognition of the Cancer Awareness Month, the primary & high school SRC hosted a fundraiser on Wednesday 2nd of November for Years K – 11. As part of the festivities, a bake sale was sold at recess and lunch.

This day served to support cancer patients, survivors, and their families, by highlighting the challenges they face and recognising their bravery and resilience. This fundraiser was an important reminder of the impact cancer has on individuals and society as a whole, and it highlighted the urgent need for continued research, funding, and advocacy to combat this disease. By promoting awareness and education throughout our school, we can help to reduce the incidences of cancer and improve outcomes for those affected by this disease.

Our SRC members contributed to this cause by visiting each classroom to collect gold coin donations to raise money for the fundraiser. They also shared the importance of raising awareness for cancer. The students participated in an auction for gumballs, with proceeds going to the fundraiser. Overall, it was a very successful day with all students dressed in pink, showcasing their support for the cause.



RUOK Day

R U OK day was organised on the 8th of September by our school counsellor and the SRC team. The purpose of the day was to raise awareness on mental health, and to inspire students to start a conversation that could change a life. On this day our school counsellor and SRC members encouraged the students in high school to meaningfully connect with the people around them. Our high school students shared a personalised message on our whiteboard and had the option to purchase RUOK merchandise, with funds raised going to the RUOK foundation. They also wore yellow and black clothing and brought a gold coin donation to support the cause. This community based activity helped bring our students together as they ended off the day with a friendly game of tug of war to put in to practice their communication and team building skills.



Sports Gala Days

During the year our students participated in the Oz Tag gala day and Basketball gala day. On both days our students were required to adhere to a code of conduct that emphasised fair play, sportsmanship and respect for opponents, referees and fellow players. The sport gala days required players to work together and take responsibility for their actions on the field. Each player had a special role to play within their team and their success depended on their ability to fulfill this responsibility. These sports days encouraged our students to work together to achieve common goals, promoting a culture of accountability and teamwork. By collaborating with the Campbelltown school, the students were able to also promote respect to their fellow peers through forming new lasting friendships.



National Sorry Day

The Liverpool council, which is Al-Faisal College - Liverpool's local council, held a ceremony commemorating National Sorry Day. The SRC members travelled to the Liverpool Regional Museum to attend the commemoration. The event exposed the students to an acknowledgement of country and welcome outside from what they've seen at school only, as well as a performance by a local Indigenous group. A flag-raising ceremony also occurred. After the event, the Liverpool Regional Museum invited the students and showcased some Indigenous artwork and traditions to the students. At a SRC meeting after this event, the students discussed how valued they felt being there, the importance of representing the school in the local community and showing that we care and discussed the importance of acknowledging why National Sorry Day occurs. This also related to their knowledge from Semester 1 in both History and Writing.



The Biggest Morning Tea

The Biggest Morning Tea is an important event celebrated by the school. On the 27th May students enjoyed pre-purchased sugar cookies but also understood the importance of the day and the need to raise as much money as possible for the cancer council to conduct further research. The staff also participated in their own morning tea.



Safer Internet Day and National Day of Action Against Bullying and Violence

Negative social media and its influence on students is becoming an increasing problem in schools and society. Its impact is long lasting and as a result the school uses these days as one tool to discuss effects, introduce and review strategies and build resilience in students. The SRC students where an important part in teaching and talking to their peers about this important issue.



Harmony Day

Harmony Day is a joyful day celebrating the multiculturalism in which we live and acknowledging that everyone belongs. The students engaged in activities promoting tolerance and respect for the varying cultures within the school. It is wonderful to see all the students working together and proving that everyone belongs.



Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

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

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

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

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

Staff, Parent and Student surveys were conducted in 2022 and revealed high levels of satisfaction.

Parent Surveys*

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

The responses from the parent survey revealed:

- Parents were satisfied with the level of communication between the school and parents
- The College adequately supports their child's individual learning needs
- Are comfortable with the school's approach to discipline and behavior management
- Feel the school creates a welcoming and inclusive environment for all students
- Believe the school provides adequate support for their child's academic growth
- Prepares students for their future beyond the current grade or level

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.

The responses from the staff survey revealed:

- Teachers described the overall teaching and learning environment at the school as being positive
- Teachers feel their professional development needs are adequately addressed at the school
- Teachers felt that they are provided with sufficient instructional materials and resources to effectively deliver the curriculum
- Primary teachers felt the level of support and resources provided for individual student learning needs were appropriate

Student Surveys*

In 2022, 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.

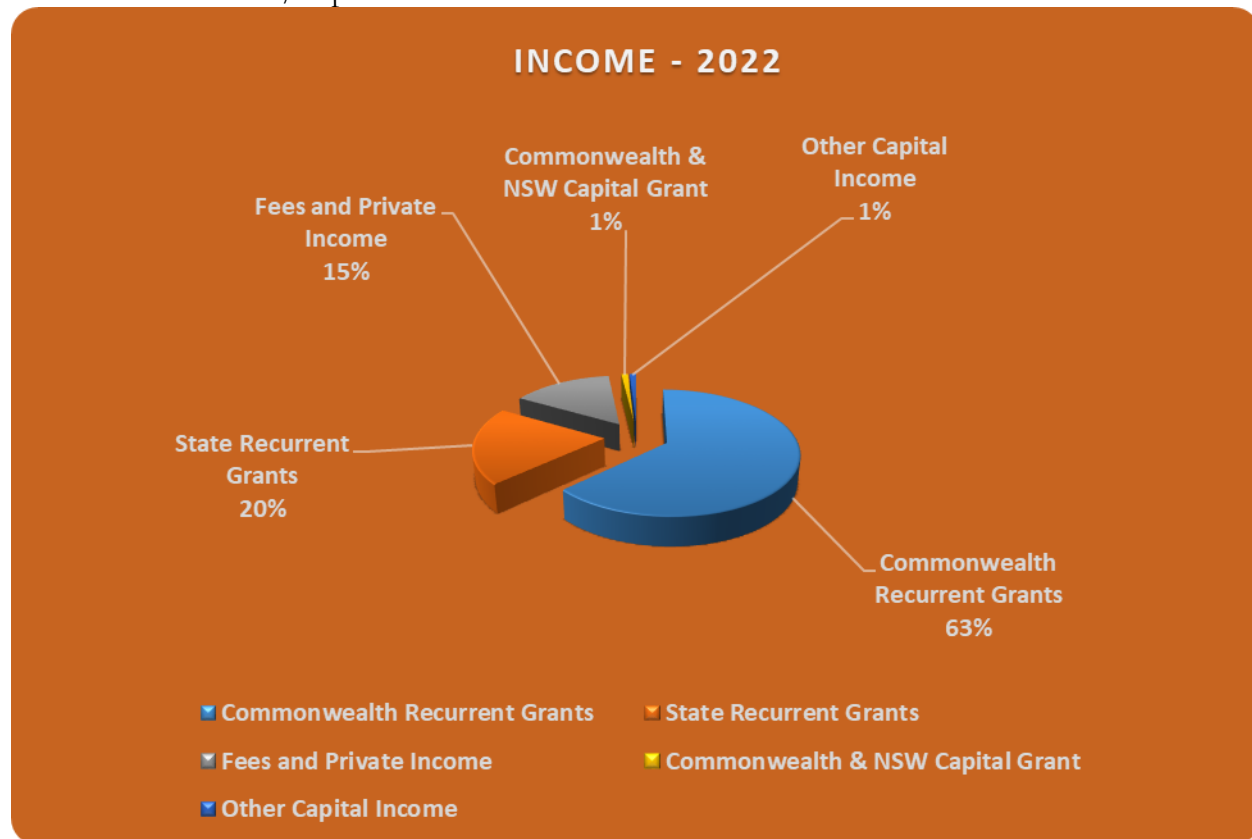
The responses from the Year 5-10 student survey revealed:

- I feel the school supports students in setting and achieving their academic goals
- I am familiar with the curriculum and courses offered at the College
- I feel motivated to ask questions to my teacher
- I believe that staff emphasise academic skills and hold high expectations for me to succeed
- I have teachers that encourage me to work at my best
- I have applied PBIS lessons in daily practice

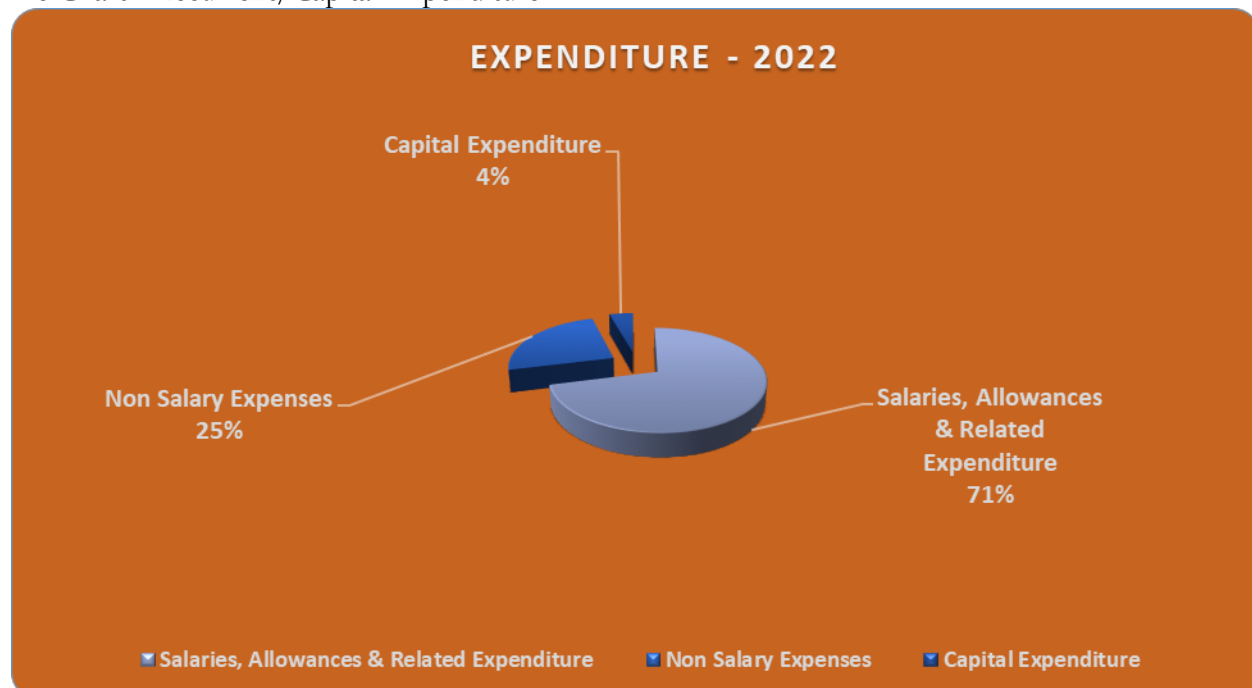
*survey results also include responses from all Al-Faisal College schools.

Reporting Area 13: Summary Financial Information

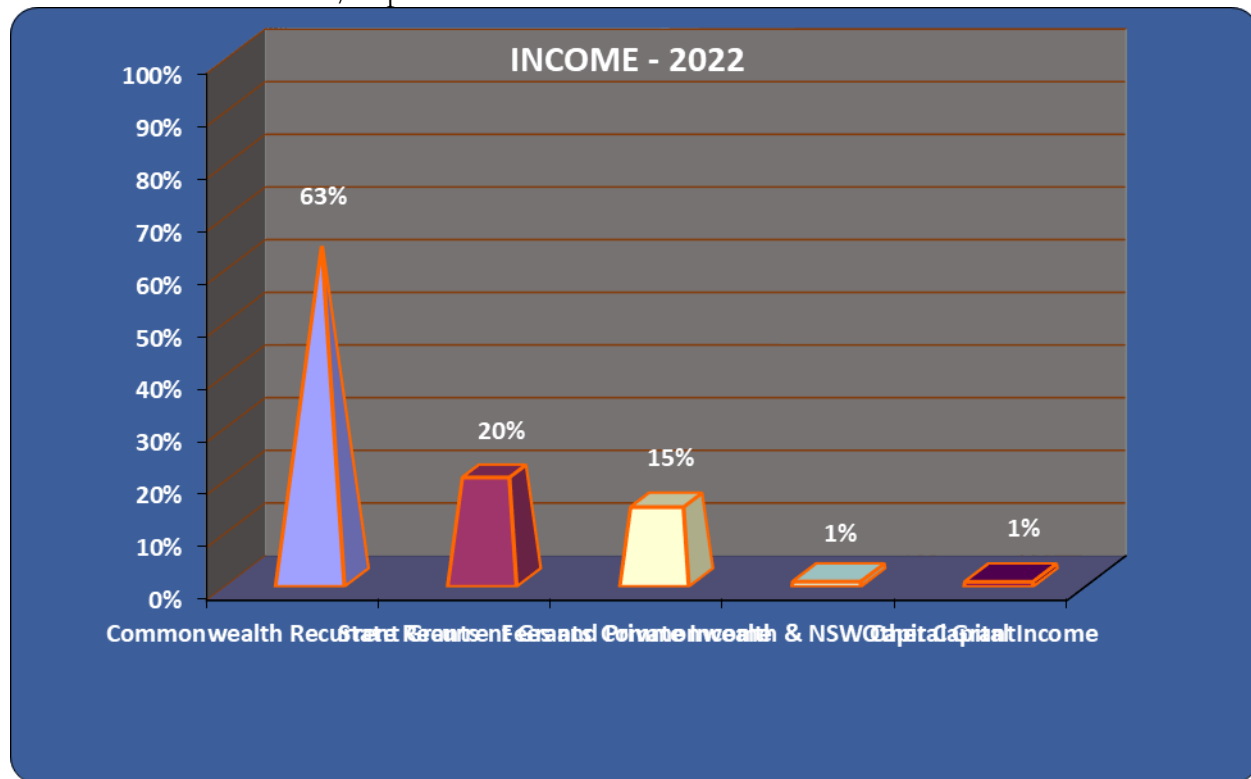
Pie Chart – Recurrent/Capital Income



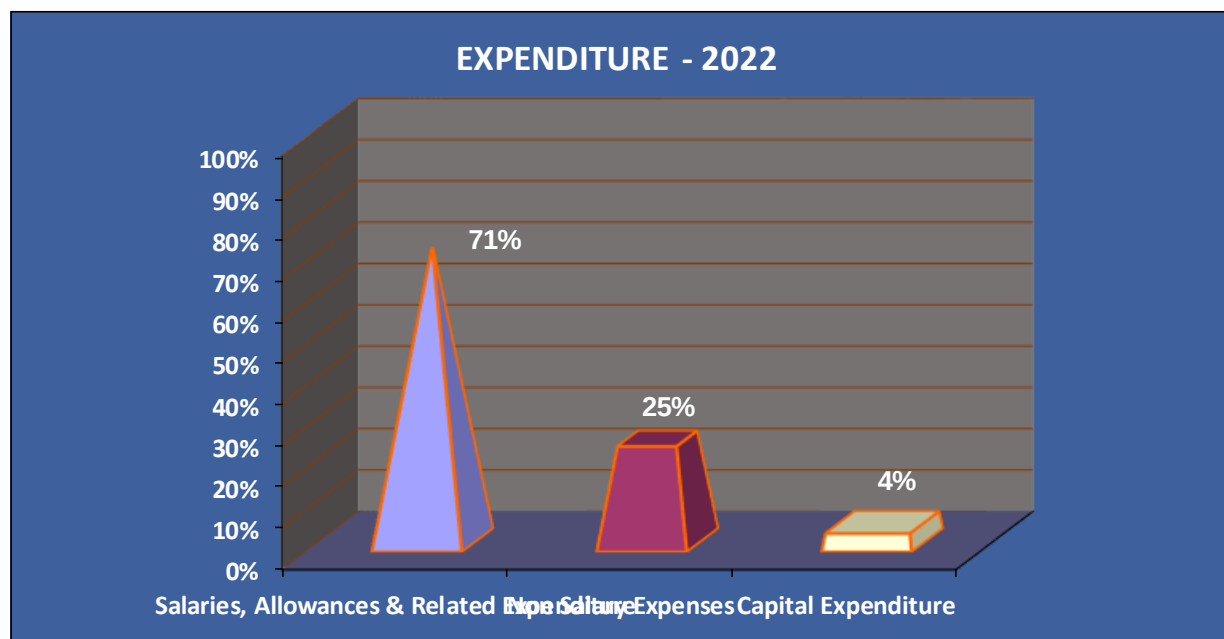
Pie Chart - Recurrent/Capital Expenditure



Column Chart - Recurrent/Capital Income



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