

Al-Faisal College



ANNUAL REPORT 2024



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Theme 1: Context

School Context

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12 that was established in 1998.

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

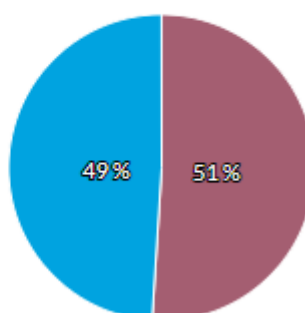
The main goals of the College is to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language as our chosen community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

In the 2024 academic year, Al-Faisal College witnessed healthy student enrolment numbers, reflecting the growing reputation and appeal of our college within the community. Our commitment to providing high-quality education and nurturing a positive school culture has attracted families seeking a comprehensive and inclusive educational experience for their children.

Students

Total enrolments: 2197

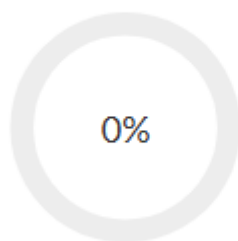
Boys 1086
Girls 1111



A significant feature of our student population is that all students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and perspectives. The presence of multiple languages at our school promotes cultural awareness and inclusivity, preparing our students to thrive in a globalised world. Our dedicated teachers are well-equipped to support LOTE students, ensuring they achieve academic success while maintaining their cultural heritage.

Full-time equivalent enrolments: 2197.0

Indigenous students



Language background other than English

Yes (100%)
No (0%)
Not stated (0%)



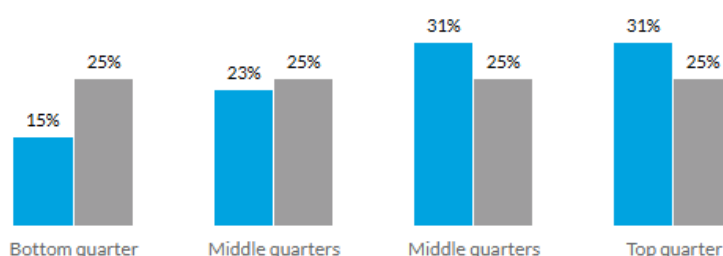
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal College. This data underscores our commitment to providing an equitable education for all students, regardless of their socio-economic status. We believe that every student deserves the opportunity to succeed, and we strive to create an environment where all students can thrive.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1073
Average ICSEA value	1000
School ICSEA percentile	76

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Our inclusive approach is further reflected in the extensive support systems we have in place for students from diverse backgrounds. We offer a range of programs and initiatives designed to meet the unique needs of our students, including academic tutoring such as Multilit, Get Reading Right (phonics intervention) and Quicksmart (numeracy intervention), as well as cultural enrichment activities. These programs ensure that all students, regardless of their background, have access to the resources they need to succeed academically and personally.

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

Managing Director's Message

It is with great pride and immense gratitude that I present the 2024 Annual School Report—a comprehensive reflection of the achievements, milestones, and unwavering commitment that have defined our college community over the past academic year.

This year has been one of exceptional accomplishment, most notably in the Higher School Certificate (HSC) results. Our students have not only met but exceeded expectations, culminating in Al-Faisal College securing an outstanding 22nd place ranking in the state. This remarkable outcome is a reflection of the dedication, resilience, and academic excellence embedded in our school culture.

Federal Education Minister visit to Al-Faisal College

Al-Faisal College had the great honour of welcoming the Federal Minister for Education, The Hon. Jason Clare MP and the Chief Executive of the Association of Independent Schools NSW, Ms Margery Evans, Councillor Glenn Elmore representing Cumberland City Council Mayor Ola Hamed, to our 2024 High School Presentation Day.

The Minister addressed our students, staff, and families, commending the College's unwavering commitment to educational excellence and student success.

As part of his visit, the Minister toured classrooms, observed lessons in progress, and engaged in meaningful conversations with our students and Student Representative Council (SRC) members. Our SRC students were excited to share their ambitions, career aspirations, and reflections on their learning journey.



Vote of thanks

On behalf of Al-Faisal College, I extend our sincere appreciation to the Australian Government—both at the Federal and State levels—for their ongoing support of our educational vision. We are equally grateful to Cumberland Council, Campbelltown City Council, and Liverpool City Council for their continued collaboration and partnership. Our thanks also go to the NSW Education Standards Authority (NESA), the Association of Independent Schools of NSW (AISNSW), and the dedicated members of NSW Police, the Royal Australian Navy, and the Australian Defence Force for their invaluable service and engagement with our school communities.

I would also like to express my deepest gratitude to the individuals who drive the vision and operations of our schools. My heartfelt thanks go to our Director General, Dr. Intaj Ali, whose leadership continues to guide our strategic direction. I also acknowledge the unwavering commitment of our Executive Principal, Executive Deputy Principals, and the Heads of Colleges at our Campbelltown and Liverpool schools. To our Deputy Principals, curriculum coordinators, teaching and non-teaching staff, as well as our Managers and Accounts team—your dedication, professionalism, and tireless efforts are the foundation of Al-Faisal College's continued growth and success.

Finally, a special note of thanks to our Al-Faisal parents. Your trust, partnership, and ongoing support are instrumental to all that we achieve. We are deeply grateful for the strong home-school relationships that enable our students to thrive and our college to flourish.

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

Executive Principal's Report

As we conclude another transformative year at Al-Faisal College, I am pleased to present the 2024 Annual Report, which reflects our shared vision, continued growth, and the outstanding achievements across our schools in Auburn, Campbelltown, and Liverpool.

Celebrating a Year of Excellence

The year 2024 will be remembered as a landmark in the history of Al-Faisal Colleges. As we reflect on our collective progress, I am filled with admiration for the remarkable outcomes achieved by our students, the dedication of our staff, and the enduring partnership with our families.

A key highlight this year was the outstanding performance in the Higher School Certificate (HSC). Across our Auburn and Liverpool schools, a total of 205 Year 12 students sat for the 2024 HSC (132 from Auburn, 73 from Liverpool). I am delighted to announce that Al-Faisal College – Auburn achieved a remarkable 22nd place ranking in the state, while Al-Faisal College – Liverpool ranked 140th—a significant accomplishment reflecting our commitment to academic excellence.

We proudly acknowledge:

- 337 Band 6 results (Auburn: 285, Liverpool: 52)
- 5 Top Achievers and 9 All-Rounders
- 126 Distinguished Achievers (Auburn) and 30 (Liverpool)
- 86 students achieved an ATAR above 90 (Auburn: 72, Liverpool: 14), including 6 students scoring above 99
- 1st in the State in Arabic Continuers and Mathematics Standard 1

All our HSC graduates have secured placements in leading universities across NSW, and their success stands as a testament to their resilience, discipline, and aspiration. I extend my heartfelt congratulations to each one of them.

Strong Foundations in Literacy and Numeracy

In addition to HSC excellence, our students in Years 3, 5, 7, and 9 achieved outstanding results in the 2024 NAPLAN assessments. A large proportion of our students performed in the exceeding category, consistently surpassing national averages in Reading, Writing, Language Conventions, and Numeracy.

Acknowledgements

I would like to extend my sincere thanks to the Federal and State Governments, along with Cumberland, Campbelltown, and Liverpool City Councils, for their ongoing support. My appreciation also goes to NESA, AISNSW, NSW Police, the Royal Australian Navy, and the Australian Defence Force, whose collaboration and presence have enriched our school communities.

To our School Board, with special recognition to our Founder and Managing Director Mr Shafiq Khan and Director General Dr Intaj Ali, I express my deepest gratitude for their visionary leadership and steadfast support.

I thank our Executive Deputy Principals, Heads of Colleges, Deputy Principals, Heads of Welfare, coordinators, counsellors, as well as all teaching and non-teaching staff. Your collective efforts have shaped an extraordinary year, one that exemplifies the power of unity, purpose, and faith in nurturing the leaders of tomorrow.

Finally, I would like to acknowledge our parents and caregivers for the vital role they play in the learning journey of our students. Your trust, encouragement, and engagement are deeply valued, and we thank you for your continued support and involvement.

Mrs Safia Khan Hassanein
Executive Principal
Al-Faisal College

School Determined Improvement Targets

2024 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Years 9 that continues from the work that has previously been completed across K-8. • Release two teachers to assist in the review of English programs across Years 3-10 to ensure all feedback received through unit evaluations are applied. • Continue to have an experienced secondary Mathematics teacher program for the implementation of the Years 7-10 Mathematics syllabus.
Student Achievements and Welfare	• Review all outcomes that appear on assessment tasks and student report cards that reflect the new English and Mathematics syllabuses and requirements. • Introduce various clubs and sport during lunch breaks such as chess, soccer and ping pong. • Continue to provide students recording below 65% in Mathematics formative assessments with intervention across Years 2-8 • Continue Quicksmart Maths intervention for students from Years 3-6 experiencing difficulties in number operations. • Maintain the initiative of the K-6 Teaching and Learning coordinator holding one-to-one meetings ('check ins') with all teaching staff once per term to discuss student achievement in writing relative to set learning goals and the self-reported grades.
Staff Training	• Continue to in-service all new K-6 staff in 7 Steps to Writing methodology. High School English teachers to also attend 7 Steps to Writing PD. • Provide secondary Science teacher will in-services on the new Science syllabus to begin initial planning. • Continue to provide Years 4-6 staff with a second year of VALID Science training. • Maintain Instructional Rounds across Years 1-9 that provide staff with the opportunity to observe and to learn from one another. Each staff member will be provided with 2-3 observation sessions per term.

Facilities and
Resources

- Network Switching upgrade
- WiFi Installation
- Air Sensor Installation
- Netsuite to Sentral Integration
- Laptop Trolley Installation x 6
- Micropay Cloud Migration
- CCTV Server Refresh and migration to NX Witness
- A2 Admin/ Reception Fitout
- A2 Staff room Fitout
- B3 Staff room Fitout
- A3 Middle Hall LED Screen Install
- Webex Board Installation

Primary School Student Representative Council

At Al-Faisal College, we are committed to nurturing student leaders who actively contribute to their school and broader community. We empower students to engage in purposeful projects that foster personal growth, teamwork, and a lifelong commitment to making positive contributions. We believe that student leadership plays a vital role in shaping confident, responsible, and compassionate future leaders.

The **Student Representative Council (SRC)** is central to this mission. SRC members are trusted student leaders who support key school initiatives, organise student-led events, and take on responsibilities that enrich school life. Through the SRC, students lead activities such as community service projects, fundraising drives, cultural celebrations, and awareness campaigns. These experiences not only strengthen the school community but also help students develop essential life skills in communication, planning, problem-solving, and collaboration.

SRC members serve as role models, demonstrating integrity, responsibility, and respect. They contribute to school decision-making processes and represent student voices in discussions about school improvement. By balancing leadership with their academic responsibilities, SRC students become well-rounded, active contributors within and beyond the classroom.

Our ongoing commitment to fostering student leadership ensures that students are equipped to be thoughtful, capable, and engaged leaders well into the future.

SRC Selection Process – 2024

At the end of each school year, Year 5 students who have consistently displayed outstanding behaviour, integrity, and respect are invited to nominate themselves for the SRC. Students complete a nomination form detailing their interests, achievements, and leadership qualities. These forms are reviewed by the SRC teacher and Deputy Principal.

Shortlisted nominees prepare and deliver speeches to their peers and staff during a special assembly. Elections are held in Term 4, with both Year 5 students and primary staff voting via a secret ballot. The successful candidates are announced on **Presentation Day**.

In **2024**, SRC members began their leadership journey with training sessions designed to:

- Develop self-awareness and leadership skills.
- Promote positive social change through effective and inclusive action in the school community.

SRC Contributions – 2024 Highlights

In 2024, the SRC led a wide range of initiatives that had a meaningful impact on student wellbeing, school culture, and community engagement:

- **Promoting School Values (ROARS):** Reinforced the core values—Respect, Ownership, Achievement, Resilience, and Safety—during morning announcements and through creative poster displays around the school.
- **Weekly Recognition & Engagement:** Managed value-of-the-week display boards, assisted with weekly Dojo and PBIS token counts, and organised certificates to celebrate students' positive behaviour.

- **Harmony Day Activities:** Coordinated inclusive classroom experiences that celebrated cultural diversity and strengthened unity across the student body.
- **Walk Safely to School Day:** Delivered safety messages through classroom visits and distributed bookmarks with pedestrian safety tips at school gates.
- **E-Safety & Anti-Bullying Awareness:** Conducted discussions and role-playing activities to promote online safety and strategies to address bullying.
- **Peer Mentoring:** Supported younger students during recess and lunch by guiding them in friendship-building, conflict resolution, and positive social interactions.
- **Healthy Eating Campaign:** Shared tips on nutritious food choices via classroom presentations, posters, and posts on Seesaw to promote student wellbeing.
- **Positive Playground Behaviour:** Assisted teachers in recognising students demonstrating kindness, fairness, and respectful behaviour as part of the "doing the right thing" initiative.
- **Mental Health & Wellbeing:** Participated in 'AFC You and Me? Day' by encouraging open conversations about mental health and supporting student wellbeing.
- **Sports Carnival Support:** Played a crucial role in the smooth running of sports events, encouraging student participation and personal achievement.
- **Inclusion Through Sport:** Supported the **Variety Activate Inclusion Sports Day**, helping ensure students of all abilities felt welcomed and involved in sports activities.
- **Fundraising for Causes:** Organised several successful fundraisers in support of local and global communities, fostering a culture of generosity and social responsibility.
- **Gallipoli Home Visit:** Visited residents at the Gallipoli Home Aged Care facility, recited Quran, gave small gifts, and shared conversations—building empathy and community connection.
- **School Event Leadership:** Acted as MCs during assemblies, supported Eid concerts, introduced prayer tokens to encourage positive prayer behaviour, and coordinated an engaging in-school **Hajj experience** for students.
- **Communication & Creativity:** Maintained a presence in the school newsletter to inform the community of SRC activities and produced a special **Ramadan magazine** filled with information, reflections, and student contributions.

In 2024, the SRC has continued to set an inspiring example of student leadership in action. Their efforts have significantly enriched the school community, promoted inclusion, and upheld the values of Al-Faisal College. Their dedication, teamwork, and creativity have left a lasting impression, and they are to be sincerely congratulated for their outstanding contributions this year.

High School Student Representative Council

The High School Student Representative Council remains a vital part of the leadership framework at Al-Faisal College. In 2024, the program continued to provide students with opportunities to develop leadership skills grounded in the values of cooperation, participation, commitment, and service. The SRC once again served as the voice of the student body, representing student interests and contributing actively to school life and community engagement.

The SRC's scope included organising school events, facilitating fundraising, promoting wellbeing, and representing the College at civic and cultural functions.

Role of the Student Representative Council

- Provide leadership and direction for the school body.
- Represent the views and opinions of all students.
- Facilitate effective communication between students, staff, and the school executive on matters impacting students.
- Act as positive role models in the school community.
- Develop and lead student-driven initiatives.
- Promote student leadership and personal growth.

Student Representative Council Members

- Class captains and vice-captains from Years 7–10.
- Senior prefects from Year 11.
- School captains and vice-captains from Year 12.

Council members were supported by a dedicated staff member appointed as SRC Coordinator.

2024 Highlights and Achievements

Throughout 2024, SRC members actively participated in a wide range of initiatives designed to strengthen the school community and promote student engagement:

Listed below are some of the events in which the SRC of 2024 were active participants:

- Due to her excellent debating skills, the senior prefect Batoul El Rifai was selected to be among the 30 year 11 and 12 students from around Australia attending the 29th National Schools Constitutional Convention in Canberra. This provided her with the opportunity to learn about constitutional reform.
- The school captains and vice captains participated in the University of Sydney Leadership Program. They attended leadership workshops held during the school holidays. These workshops empowered our leaders and helped them develop a strong leadership mindset and enhanced their leadership skills.
- The prefect Simone Sharif participated in the 30th NSW Schools Constitutional Convention at the NSW Parliament House and was selected to attend the National Constitutional Convention held in Canberra in 2025.

- The senior prefect Farah Kamel received the Cumberland City Council “Pursuit of Excellence” award for her commitment to learning and her continued support to fellow students.
- The senior prefect Shafiq Hassanein received the Cumberland Young Champions Award for his outstanding dedication to helping make the school and community a better place.
- The senior prefect Zahra Sultan received the Youth Community Service Award for her commitment to making a positive impact on the wider community.
- The SRC championed mental health awareness in organising "AFC You and Me Day” by hosting wellbeing workshops, promoting mental health awareness, and conducting a school-wide morning tea.
- The SRC members initiated multiple campaigns to support causes such as emergency relief for international crises and raising funds to support the local communities.

The 2024 Student Representative Council has once again demonstrated that when young people are empowered, they can lead with integrity, creativity, and compassion. We are proud of the achievements of all our student leaders this year.

Initiatives Promoting Respect and Responsibility

Al-Faisal College remains committed to fostering a culture of respect and responsibility through a collaborative partnership between staff, students, and families. The SRC plays a key role in driving and supporting initiatives aligned with this vision.

In 2024, several initiatives were undertaken to reinforce the values of respect and responsibility within the school community:

PBIS Program

The school-wide Positive Behaviour Interventions and Support (PBIS) program continued to thrive, further solidifying a culture of respect, responsibility, achievement, and resilience within a safe school environment. The program emphasises five core values: Respect, Ownership, Achievement, Resilience, and Safety (ROARS).

Key interventions included:

- Weekly direct instruction on positive behaviours aligned with ROARS.
- Display of posters communicating expectations in all school settings.
- Positive reinforcement of desirable behaviours.
- Consistent consequences for misbehaviour.
- Integration of PBIS across school practices.
- Merit Awards and Friday rewards recognising positive behaviour.

AFC You and Me Day

In 2024, Al-Faisal College launched *AFC You and Me Day*, a school-wide initiative dedicated to strengthening connections and promoting mental health awareness. The day was designed to encourage students to reflect on the importance of empathy, inclusion, and emotional wellbeing in their everyday interactions.

The SRC actively led and participated in a range of activities including wellbeing workshops, fundraising efforts, and a morning tea that brought together staff and students in a spirit of community and care. These activities provided practical tools for fostering connection and reminded students of the impact a simple act of kindness or conversation can have on someone's wellbeing.

Feed the Homeless Drive

In 2024, Al-Faisal College the SRC led a compassionate initiative through the *Feed the Homeless Drive*, embodying the school's core values of empathy, service, and community responsibility. As part of the campaign, students came together to cook fresh, nutritious meals which were delivered to homeless individuals in need.

In addition to preparing meals, the SRC organised a collection of pantry staples and essential food items. These were packaged and distributed to struggling households across the community, helping ease food insecurity for vulnerable families.

International Women's Day

To mark International Women's Day in 2024, Al-Faisal College hosted a special workshop featuring guest speakers who are accomplished leaders in their fields. The event aimed to inspire and empower students by

providing real-world examples of resilience, leadership, and success. The guest speakers shared personal stories of overcoming challenges and breaking barriers, offering students valuable insights into the power of perseverance to achieve their goals.

Be Unstoppable Mental Health Program

In 2024, Al-Faisal College proudly introduced the *Be Unstoppable* Mental Health program as part of its ongoing commitment to student wellbeing and resilience. The program aims to empower students with practical tools to manage stress, build self-confidence, and develop a growth mindset in the face of challenges.

Be Unstoppable is delivered through interactive discussions and classroom activities that promote emotional regulation, positive thinking, and self-awareness. The program is designed to foster a safe and supportive environment where students feel heard, valued, and equipped to take charge of their mental health.

Annual Iftar Dinner

Al-Faisal College's annual *Iftar Dinner* brought together students, staff, and community leaders to share in the spirit of Ramadan. The event promoted respect, unity, and responsibility by encouraging students to honour their faith, show gratitude, and contribute to a caring and inclusive school community. Through shared meals and meaningful conversations, the evening reinforced the importance of compassion and connection in building a respectful school environment.

ANZAC Day

ANZAC Day was observed as a solemn occasion to honour the sacrifices of Australian and New Zealand service members. Teachers explained its significance to students, emphasising the bravery of soldiers in various conflicts. As part of the commemoration, students crafted red poppies, a symbol of remembrance, to pay tribute to those who served. These activities helped students gain a deeper appreciation for the sacrifices made by veterans and understand the importance of respecting their memory.

Brainstorm Production

A theatre production for selected grades was organised to promote teamwork, responsibility for behaviour, wellbeing, and resilience. The show supported the values taught in our PDHPE and PBIS programs, contributing to a healthy and harmonious school community.

Wellbeing Days

Students participated in various activities focused on developing habits to manage their mental health and wellbeing. These activities included connecting with others, practicing gratitude, relaxation techniques, self-care, exercise, and mindfulness. The Wellbeing Days aimed to equip students with the tools to maintain their mental and emotional health.

Multi-School Stage 3 Sport Carnival and Year 6 Gala Day

Students participated in a multi-school sport carnival and a fun gala day for Year 6. These events were designed to enhance team spirit, sportsmanship, and students' skills in team sports, fostering a sense of friendships and physical fitness.

Theme 2: Outcomes and Results

We are proud to present Al-Faisal College's Annual Report, showcasing our students' exceptional achievements in 2024. Our students excelled in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests, demonstrating achievement levels well above the national average in reading, writing, spelling, grammar, punctuation, and numeracy.

Our Higher School Certificate (HSC) results also reveal outstanding performance compared to the state average, with numerous students achieving top bands across various subjects.

Al-Faisal College was ranked 22nd in the state in the HSC in 2024.

Additionally, a significant percentage of Year 12 students attained their Year 12 certificate, demonstrating their academic diligence and readiness for future endeavours. These achievements underscore our commitment to academic excellence, diverse educational pathways, and the holistic development of our students, preparing them for a bright and successful future.

The diverse post-school destinations of our senior students highlight their successful transitions into the workforce and further education. Notably, a substantial number of our graduates pursued higher education, reflecting the comprehensive support and opportunities provided by our college.

NAPLAN Achievement

Al-Faisal College is proud to announce the outstanding results from our students in the National Assessment Program – Literacy and Numeracy (NAPLAN) for the 2024 academic year. Our students have demonstrated exceptional proficiency across all tested domains, including reading, writing, spelling, grammar, punctuation, and numeracy.

The 2024 NAPLAN results reflect the hard work and dedication of both our students and educators. This year, we observed significant improvements in the following areas:

- Reading: A higher percentage of students achieved above the national average, showcasing their enhanced comprehension and analytical skills.

- Writing: Our students excelled in the writing component, with a remarkable number scoring in the top bands, indicating their strong ability to articulate ideas effectively.
- Spelling: The focus on spelling accuracy has paid off, with our students outperforming many of their peers nationally.
- Grammar and Punctuation: The results highlighted our students' superior grasp of English grammar and punctuation rules.
- Numeracy: There was a marked improvement in numeracy scores, reflecting our commitment to fostering robust mathematical skills.

These achievements underscore Al-Faisal College's commitment to academic excellence and our strategic focus on providing a supportive and enriching learning environment. We extend our heartfelt congratulations to our students for their remarkable achievements and express our gratitude to our dedicated teachers and supportive parents for their unwavering commitment to educational excellence.

Further information regarding school performance in NAPLAN against State and National trends can be accessed from the MySchool website (<http://www.myschool.edu.au/>).

Below is a screenshot depicting the 2024 NAPLAN results, providing a concise overview. Dark green cells in the table indicate that the College performed significantly above the National Average, while light green cells signify performance above average performance.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	432	499	489	493	434
Year 5	523	557	562	576	525
Year 7	591	628	613	630	632
Year 9	611	632	621	641	649

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

As we look forward to the next academic year, Al-Faisal College remains dedicated to continuous improvement and the pursuit of educational distinction. Together, we will continue to nurture our students' potential and prepare them for a bright and successful future.

Interpreting the table

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

Higher School Certificate (HSC) Achievement

In 2024, 132 students sat for the NSW Higher School Certificate in 15 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 86% of these placed in Bands 5-6 (80-100 marks). Of the number of candidates who sat for a one-unit extension course 82% achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. Mathematics Standard 1 (+71.99) had the biggest difference in Bands 5-6 achievement compared to the State. Chemistry (+61.31) had the second biggest difference in Bands 5-6 achievement compared to the State.

All candidates who sat for the Mathematics Extension 1 and Mathematics Extension 2 examinations achieved Band E3 or Band E4 results.

In general, student achievement was above State level. This has been a consistent trend over the past three years.

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
Arabic Continuers	2024	8	7	87.50	59.16	+28.34
	2023	5	4	80.00	59.58	+20.42
	2022	15	13	86.66	63.59	+23.07
	2021	7	7	100.00	66.53	+33.47
	2020	6	6	100.00	49.50	+50.50
Biology	2024	69	66	95.64	35.42	+60.22
	2023	54	51	94.43	31.82	+62.61
	2022	72	63	87.49	26.65	+60.84
	2021	62	54	87.09	31.07	+56.02
	2020	86	62	72.09	30.54	+41.55
Business Studies	2024	114	77	67.53	37.07	+30.46
	2023	97	85	87.62	35.75	+51.87
	2022	103	83	80.57	34.50	+46.07
	2021	105	83	79.04	35.63	+43.41
	2020	112	85	78.88	34.91	+43.97
Chemistry	2024	17	17	100.00	38.69	+61.31
	2023	18	18	100.00	38.20	+61.80
	2022	24	21	87.49	33.03	+54.46
	2021	23	21	91.29	49.20	+51.09
	2020	21	14	66.66	42.86	+23.80
Earth & Environmental Science	2024	67	34	50.74	32.42	+18.32
	2023	59	57	96.60	33.39	+63.21
	2022	56	17	30.35	31.89	-1.54
	2021	61	30	49.17	27.68	+21.49
	2020	48	19	39.57	29.37	+10.20
English Standard	2024	96	63	65.62	13.35	+52.27
	2023	83	59	71.07	13.12	+57.95
	2022	87	54	62.06	15.36	+46.70
	2021	81	40	49.38	16.53	+32.85
	2020	95	32	33.68	11.49	+22.19

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English Advanced	2024	36	36	100.00	67.53	+32.47
	2023	33	33	100.00	67.12	+32.88
	2022	41	38	92.67	67.09	+25.58
	2021	46	46	100.00	68.65	+31.35
	2020	39	35	89.74	63.31	+26.43
Legal Studies	2024	22	20	90.90	43.22	+47.68
	2023	34	34	100.00	42.18	+57.82
	2022	51	43	84.30	40.55	+43.75
	2021	31	31	100.00	41.86	+58.14
	2020	29	22	75.85	39.40	+36.45
Mathematics Standard 1	2024	19	17	89.46	17.47	+71.99
Mathematics Standard 2	2024	71	65	91.54	28.59	+62.95
	2023	68	62	91.17	31.42	+59.75
	2022	82	65	79.25	28.82	+50.43
	2021	89	68	76.40	24.50	+51.90
	2020	91	72	79.12	24.50	+54.62
Mathematics Advanced	2024	48	48	100.00	49.96	+50.04
	2023	57	57	100.00	49.74	+50.28
	2022	45	45	100.00	48.88	+51.12
	2021	41	41	100.00	50.10	+49.90
	2020	43	43	100.00	52.46	+47.54
Physics	2024	8	7	87.50	38.25	+49.25
	2023	9	9	100.00	38.80	+61.20
	2022	4	4	100.00	41.30	+58.70
	2021	8	7	87.50	40.42	+47.08
	2020	10	8	80.00	40.36	+39.64
PDHPE	2024	85	56	65.88	34.61	+31.27
	2023	62	41	66.12	30.70	+35.42
	2022	N/A	N/A	N/A	N/A	N/A
	2021	66	39	59.08	30.64	+28.44
	2020	53	35	66.03	34.19	+31.84

Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E3-E4		
				School	State-wide	Difference
Mathematics Extension 1	2024	14	14	100.00	80.18	+19.82
	2023	10	10	100.00	71.80	+28.20
	2022	13	13	100.00	73.36	+26.64
	2021	10	10	100.00	74.11	+25.89
	2020	8	8	100.00	74.25	+25.75
Mathematics Extension 2	2024	14	14	100.00	86.27	+13.73
	2023	10	10	100.00	85.67	+14.33
	2022	13	13	100.00	85.00	+15.00
	2021	10	10	100.00	86.48	+13.52
	2020	8	8	100.00	83.86	+16.14

HSC Honour Roll

All Rounders

Number of Students	Year
9	2024
8	2023
2	2022
9	2021
5	2020

First Place in Course

Students	Courses	Year
2	Arabic Continuers / Mathematics Standard 1	2024
2	Arabic Continuers / Biology	2023
1	Arabic Continuers	2022
1	Arabic Continuers	2021
0	N / A	2020

Top Achievers in Course

Students	Courses	Year
6	Mathematics Standard 2, Mathematics Standard 1 (3), English Standard, Arabic Continuers (2)	2024
5	Biology, Chemistry, Arabic Continuers, Earth and Environmental Science, English Standard	2023
8	English Standard, Mathematics Extension 1, Mathematics Standard 2, Biology (3), Arabic Continuers, Hospitality Examination (Kitchen Operations and Cookery)	2022
7	Mathematics Extension 1, Mathematics Extension 2 (2), Mathematics Advanced, Mathematics Standard 2, Arabic Continuers (2)	2021
4	Mathematics Extension 1, Mathematics Standard 2, Arabic Continuers	2020

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
132	285	2024
112	250	2023
105	230	2022
128	232	2021
134	176	2020

HSC Honour Roll

Subject	Number of Distinguished Achievers				
	2024	2023	2022	2021	2020
Biology	45	30	26	21	15
Business Studies	36	39	38	38	26
Chemistry	8	11	10	10	6
Earth & Environmental Science	6	16	1	8	2
English (Standard)	9	3	5	0	0
English (Advanced)	10	7	1	17	10
Legal Studies	15	13	18	16	12
Mathematics Standard 1	9	N / A	N / A	N / A	N / A
Mathematics Standard 2	41	43	42	45	36
Mathematics Advanced	45	50	44	37	34
Mathematics Extension 1	12	10	13	10	8
Mathematics Extension 2	11	10	12	9	6
PDHPE	28	8	N / A	13	9
Physics	4	6	1	4	2
Arabic Continuers	6	4	7	4	3
Hospitality Examination (Kitchen Operations & Cookery)	N / A	N / A	12	0	7
TOTAL	285	250	230	232	176

Vocational Education and Training (VET)

- (i) In 2024, 0% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2024, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2024	HSC	100%
2024	VET Qualification	0%

Post-School Destinations

Ninety-three percent of students in the 2024 cohort received *main* and *late* round university offers.

The breakdown of most popular university preferences is as follows:

University	Total
University of Sydney	29
UTS	29
WSU	22
Macquarie University	18
UNSW	16
ACU	6
CQ University	2
University of Newcastle	1

The most popular degree courses chosen by Al-Faisal College students in 2024 were as follows:

Course	Total
Engineering	26
Teaching	15
Pharmacy	8
Science	7
Psychology	6
Business	6
Medical Science	6

Theme 3: Staffing

In accordance with the Teaching Accreditation (TA) Act, we are pleased to present the accreditation status of all teaching staff responsible for delivering the curriculum at Al-Faisal College. This status reflects the standards and quality of our educators, showing our commitment to providing the best education for our students.

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College at the various levels of teacher accreditation in 2024:

Level of Accreditation	Number of Teachers
Conditional	15
Provisional	25
Proficient Teacher	100
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	11
Total number of teachers	151

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

Workforce Composition

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

Al-Faisal College has a diverse workforce which, at the time of the 2024 census, comprised of 151 teaching staff and 42 non-teaching staff.

The following table reflects data captured in 2024.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	139.8
Full-time equivalent non-teaching staff*	33.8
Number of indigenous staff*	0

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

Theme 4: Attendance

Student Attendance

Student attendance rates continue to remain high. This data in the table below reflects the importance the College places on regular attendance and the positive learning environment we strive to create. We continue to be pleased with the students' attendance patterns and the efforts we undertake to promote consistent attendance for student academic success and overall well-being.

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

2024 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Year 1	93%
Year 2	93%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	95%
Year 7	95%
Year 8	95%
Year 9	94%
Year 10	94%
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 members of the Executive & Leadership team and posted in the staff room.
4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy Principal (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College.
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, Deputy Principal (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are kept within student files.
9. At the end of each term, total absences are tallied for that period and included on student reports.
10. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College.
11. In such cases students may be placed on probation. A meeting with the Executive Principal or delegate may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Theme 5: School Policies

The following school policies are publicly available on our school website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Discipline Policy](#)
- [Complaints Policy](#)

The location of the full text of remaining Al-Faisal College's policies can be accessed through our school website <https://afc.nsw.edu.au/policies.html>

Theme 6: Stakeholder Satisfaction

Teacher, Student and Parent Satisfaction

Stakeholder Satisfaction: Teachers, Students, and Parents – 2024

At Al-Faisal College, the voices of our school community—parents, students, and staff—are highly valued. Their perspectives are central to shaping decisions and driving continuous improvement across all areas of the College. In 2024, a range of formal and informal processes were used to gather feedback on satisfaction levels. This included structured surveys conducted across all Al-Faisal College schools, as well as student forums and staff consultations. The feedback obtained was used to inform planning and enhance educational outcomes.

To ensure student voices are heard, the College conducted student forums that provided valuable insights into student wellbeing, co-curricular interests, and requests for improvements to facilities. At Al-Faisal, we believe student engagement is a key indicator of school success. When students actively participate in classroom, whole-school, and extra-curricular activities, they develop a stronger sense of belonging and self-worth—traits that support resilience and lifelong learning.

As in previous years, staff feedback revealed a strong sense of professional satisfaction. The College continues to benefit from a low staff turnover rate, particularly significant given the scale of staffing across the campuses. Informal feedback and leadership team discussions also confirmed that staff feel supported and appreciated.

Surveys were conducted in 2024 and revealed consistently high levels of satisfaction across all three stakeholder groups. The survey findings are summarised below.

Parent Satisfaction Survey Highlights – 2024*

The College values the collaborative partnership shared with parents and is pleased to report strong levels of parental satisfaction:

- **89%** of parents agreed that the College provides a high-quality education that meets their child's academic and personal development needs.
- **91%** felt that communication between the College and home is clear, timely, and effective.
- **85%** of parents reported confidence in the school's efforts to promote student wellbeing and a safe learning environment.

These results reflect the ongoing commitment of Al-Faisal College to excellence in education, transparent communication, and student wellbeing. We thank our parent community for their trust, engagement, and continued support.

Staff Satisfaction Survey Highlights – 2024*

Staff feedback continues to reflect a strong sense of purpose, belonging, and professional fulfilment at Al-Faisal College:

- **96%** of staff agreed that they feel well-supported by school leadership in their teaching and professional development.
- **93%** felt that their contributions are recognised and valued by the school.
- **98%** expressed confidence in the school's vision and strategic direction.

These results affirm the College's efforts to foster a collaborative and supportive workplace where staff are empowered to succeed. We are grateful to our dedicated educators for their commitment to student learning and school improvement.

Student Satisfaction Survey Highlights – 2024*

Student feedback gathered through surveys and forums highlighted a positive and engaging school experience:

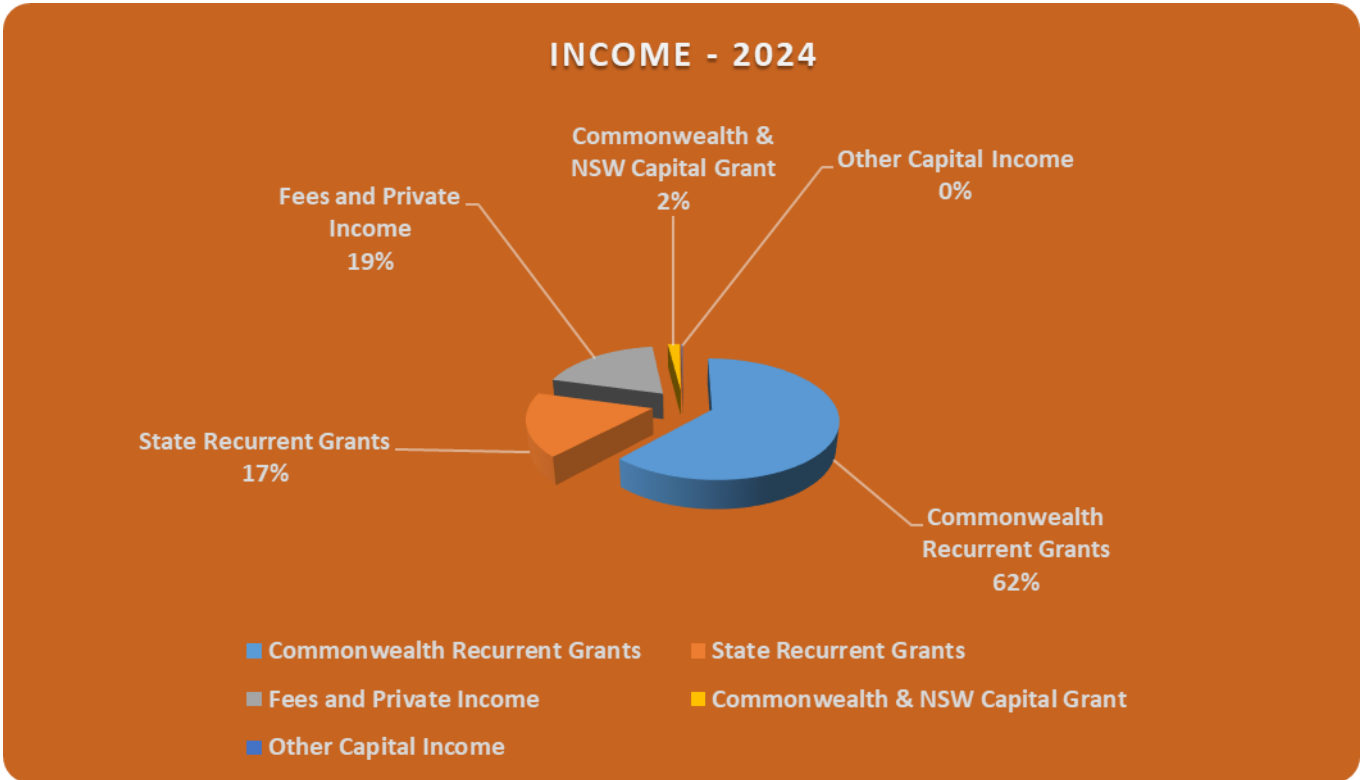
- **90%** of students agreed that their teachers support and encourage them to do their best.
- **87%** felt that the school provides a safe, inclusive, and respectful environment.
- **88%** were satisfied with the resources and opportunities available for learning and participation in extracurricular activities.

This feedback highlights our students' strong connection to their learning community and the supportive relationships they experience at school. We are proud of our students and appreciate their input, which helps us create a more vibrant and responsive school environment.

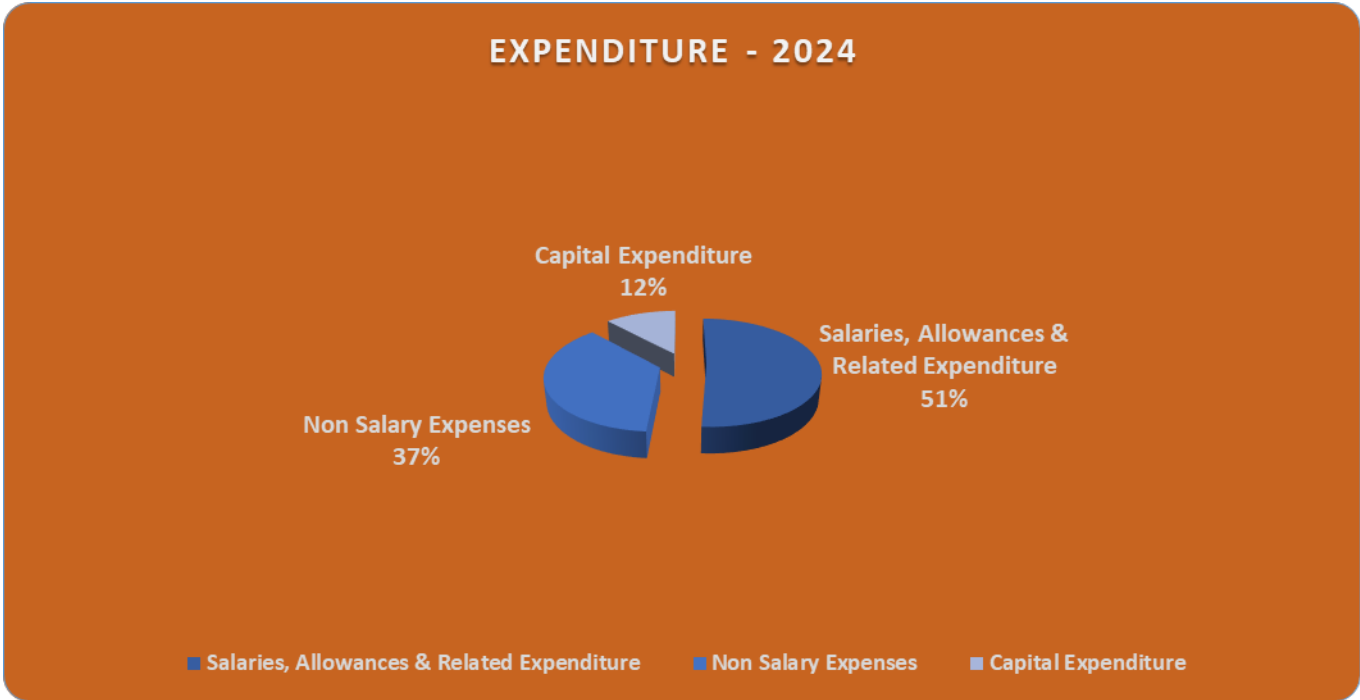
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

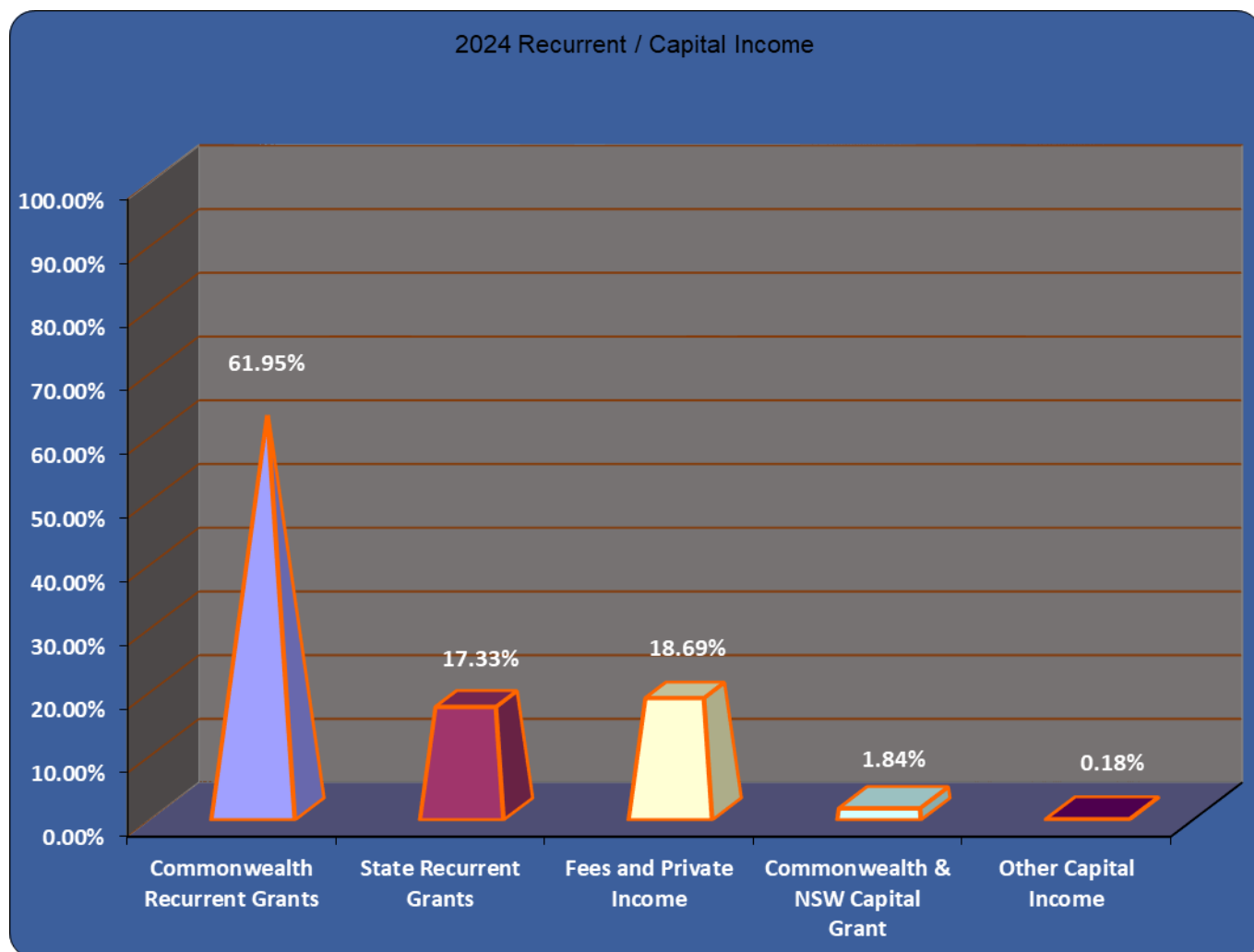


Pie Chart - Recurrent/Capital Expenditure

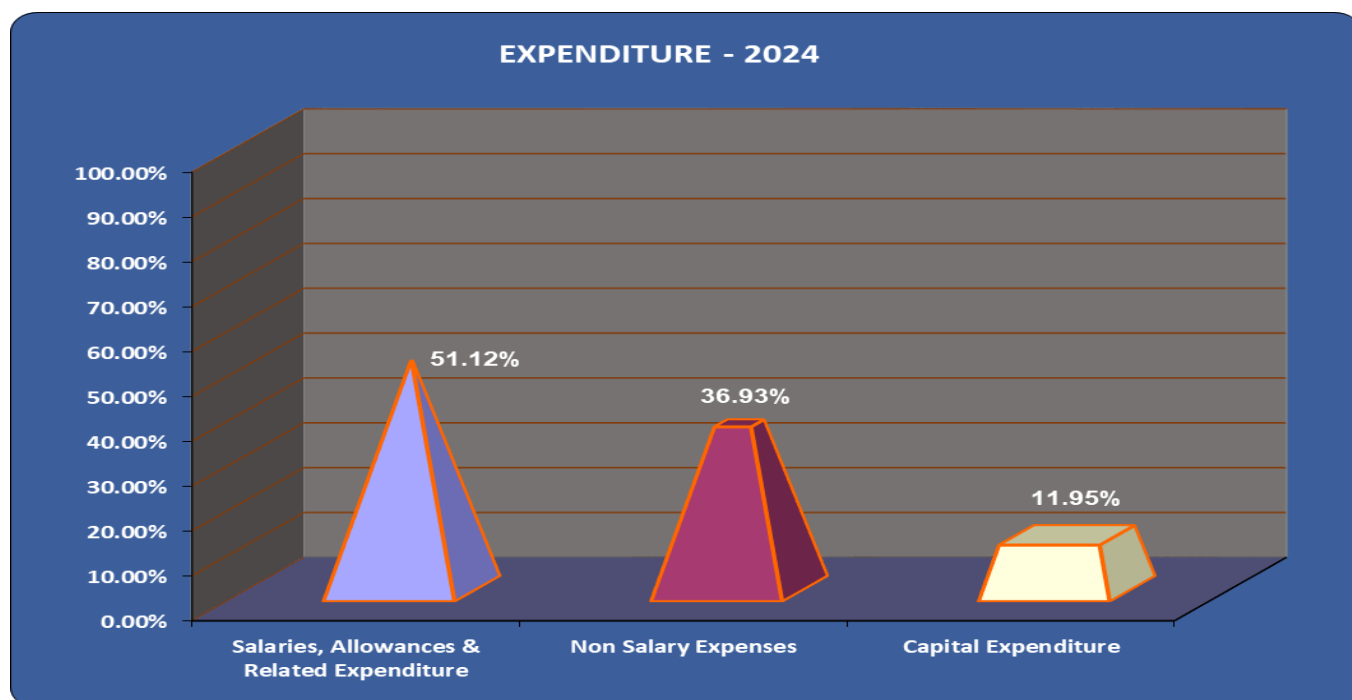


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

Column Chart - Recurrent/Capital Income



Column Chart – Expenditure



Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.