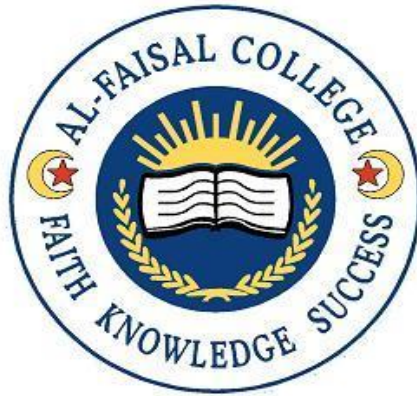


Al-Faisal College Liverpool



ANNUAL REPORT 2024



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Theme 1: Context

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 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.

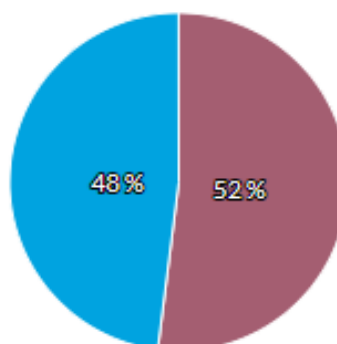
In the 2024 academic year, Al-Faisal College - Liverpool witnessed healthy student enrolment numbers, reflecting the growing reputation and appeal of our college within the community. Our commitment to providing high-quality education and nurturing a positive school culture has attracted families seeking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

Students

Total enrolments: 1448

 Boys 699

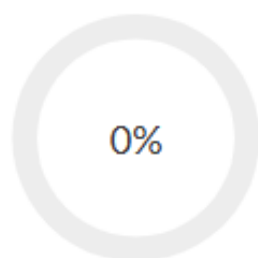
 Girls 749



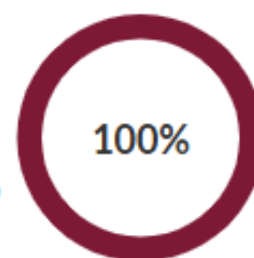
A significant feature of our student population is that 100% of students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and 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: 1447.5

Indigenous students



Language background other than English



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

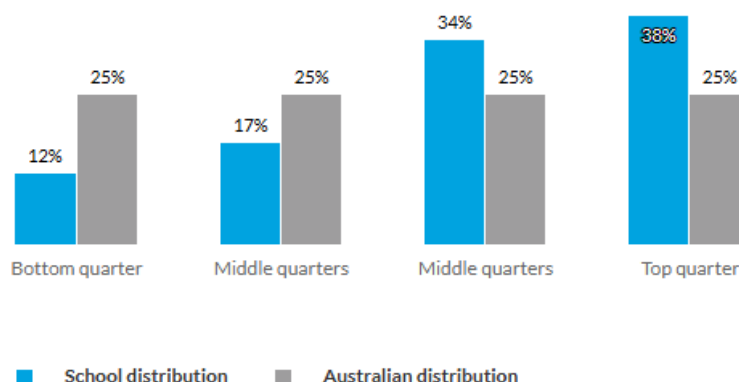
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal College - Liverpool. 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	1089
Average ICSEA value	1000
School ICSEA percentile	81

Distribution of Socio-Educational Advantage (SEA)



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 instruction) 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 - Liverpool can be located on the My School website: <http://www.myschool.edu.au>.

Managing Director's Report

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

Head of College Report

It is with great pride that I present the 2024 Annual Report for Al-Faisal College - Liverpool. Each year, our school continues to grow—in enrolments, facilities, and student outcomes. It has been my privilege to lead this campus over the past nine years, working with our dedicated staff, engaged families, and driven students. Together, we have transformed Al-Faisal College Liverpool into a thriving, values-driven school community. Located in Austral, our Kindergarten to Year 12 school now serves 1,447 students. A major highlight this year was the official opening of our new K–12 Library by the Honourable Anne Stanley MP. This space has quickly become a central hub for reading and inquiry-based learning, encouraging students to reconnect with books and develop a lifelong love of learning.

Stage 3 construction works also commenced this year, focused on building a new Kindergarten hub and additional learning spaces. The turning of the soil ceremony, attended by the Honourable Nathan Hagarty MP and Mayor Ned Mannoun, symbolised our continued investment in facilities that foster growth, creativity, and aspiration.

Academically, our 2024 NAPLAN results were strong across the board. Year 3 and 5 students performed well above average in Writing, Spelling, and Grammar, while Years 7 and 9 showed strong results in Spelling, Grammar, and Numeracy. These outcomes reflect the tireless efforts of our teachers, and the strong academic culture embedded within our school.

This year, we celebrated the graduation of our third Year 12 cohort. Eighty-two students completed the HSC, achieving 52 Band 6 results and a state ranking of 140th—up 97 places from last year. Our graduates have gone on to pursue careers in medicine, engineering, law, teaching, and IT, among others, demonstrating the breadth of opportunity fostered at our College.

Our commitment to character education and service remains central. Respect is taught through the PBIS framework and reflected in student involvement in initiatives such as Jeans for Genes Day, Clean Up Australia Day, and Australia's Biggest Morning Tea. Our winter appeal—Peace, Unity, Harmony: From the Children of Al-Faisal to the Children of Gaza—and our first Umrah trip for Year 11 boys were powerful reminders of the importance of compassion, civic duty, and spiritual growth.

We are grateful for our ongoing partnerships with the Association of Independent Schools of NSW (AISNSW), NESA, our local MPs, and Liverpool Council. I would also like to thank our Board of Directors, Managing Director Mr Shafiq Khan, Director General Dr Intaj Ali, Executive Principal Mrs Safia Khan Hassanein, and Executive Deputies Mr P. Rompies and Mr M. Adra for their unwavering support and leadership.

Finally, I extend my deepest thanks to our incredible staff. Their dedication, professionalism, and passion for student learning continue to drive the success of our school. It is through their collective efforts that our students are inspired to dream, grow, and thrive.

Thank you to all members of our school community for your continued trust and partnership.

Mrs. Jennifer Abrar

Head of School— Al-Faisal College Liverpool

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. • Collaborate with staff at the Auburn and Campbelltown schools to assist in the review of English programs across Years 3-10 to ensure all feedback received through unit evaluations are applied. • Continue to support the role of an experienced secondary Mathematics teacher to 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. • 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 1-6 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 • IP PA Bell and Announcement Installation • CCTV Server Refresh and migration to NX Witness • UPS Installation Server and Comms rooms • Demountable lab and classroom relocation • Salto Offline to Online Upgrade • Laptop Trolley Installation x 1
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Primary School Student Representative Council

Al-Faisal College – Liverpool promotes positive transformations and advancements within the school through its Student Representative Council (SRC). Students exhibit diverse leadership qualities through their dedication, teamwork, enthusiasm, talents, and innovative ideas. The college recognises the significance of leadership among its student body. The SRC exemplifies leadership through avenues such as vision, communication, inspiration, decision-making, empathy, and collaboration. These leadership attributes are acknowledged and fostered within SRC students.

Student Representative Council

The school selects its captains and prefects (primary) from the Year 5 cohort during Term 4, for the upcoming year.

Essential Criteria

Students must:

- Show outstanding conduct by consistently demonstrating integrity, honesty, and respect.
- Engage actively in various school activities such as academics, sports, assemblies, and community events.
- Exhibit proficient communication abilities, both in written and verbal forms, including reflective listening.
- Wear the complete school uniform properly and proudly, setting a positive example for fellow students to follow through their actions.

Responsibilities

Students will:

The SRC committee holds several responsibilities, which include:

- Providing a platform to address student concerns and, when necessary, escalating them to the school executive.
- Suggesting changes to school policies and procedures.
- Assisting in the coordination and execution of school assemblies.
- Coordinating charity fundraising initiatives.
- Planning school-wide events such as the Eid Carnival, etc.
- Fostering school spirit through active involvement in school activities.
- Ensuring all lost property items are returned to their rightful owners.
- Supporting staff with various tasks as needed.
- Wearing the school uniform correctly, with pride, and serving as role models for fellow students.

Process

1. Year 5 students are given the chance to apply for the Student Representative Council (SRC) during Term 4.
2. Each student writes a speech, not exceeding 2 minutes, to outline why they should be considered for the SRC.
3. The speech is read out in front of all year 5&6 students and teachers.
4. Students then design posters, which are displayed around the school a week before the voting day.
5. In the subsequent week, students from year 5&6, along with primary staff members, casts one vote each.
6. The voting process is conducted anonymously using online forms.
7. The entire election process, including nominations, vote counting, tallying, and result declaration, is automatically counted by the forms online and overseen by the SRC Coordinator and Head of College.
8. Students with the highest vote count are elected as School Captains, followed by the next two students as Vice-Captains.
9. The remaining six students with the highest votes are appointed as Prefects.
10. The prefect body has equal representation of male and female students.
11. The following year, two more prefects are chosen to join the SRC, allowing for continuity and the inclusion of new members.
12. Students elected as School Captains, Vice-Captains, or Prefects are presented with badges at the end of year presentation day.

This process ensures a fair and inclusive approach to selecting student leaders, involving both students and staff in the decision-making process. The use of anonymous ballots maintains the confidentiality of the voting process, adding to the election's integrity. Overall, it is a comprehensive and well-thought-out system for selecting and recognising student leaders at our school.

The Student Representative Council (SRC) is actively involved in various aspects of school life and takes on a wide range of responsibilities such as,

The School Captains lead the Student Representative Council (SRC), taking on a guiding role in coordinating the committee's initiatives and activities. The SRC holds regular meetings—often before and after major school events—and gathers once a month to discuss current ideas, concerns, and recommendations. A designated teacher documents these discussions, and with the assistance of staff or school executive members, works to support the implementation of any proposed actions.

As part of its advocacy role, the SRC contributes to the refinement of school procedures and policies, ensuring that student voices are considered in key decisions. The council also plays an essential role in planning and executing a variety of school events, such as fundraising drives and whole-school celebrations. These initiatives not only strengthen school spirit but also encourage a sense of belonging and pride among students.

Through their efforts, the SRC makes a meaningful impact—representing student interests, addressing issues, shaping school culture, and fostering a vibrant, inclusive community. This collaborative effort between students and staff enhances the SRC's ability to carry out its responsibilities effectively.

The SRC participated in;

- Jeans and Genes Day: SRC students presented a PowerPoint presentation to all classes on Jenes for Genes Day. They also sold cupcakes to students from K-6
- Lost Property: Students organised and returned items from the lost property basket daily.
- Eid Carnival: Students helped prepare the annual Eid celebration for all primary students and teachers. Students organised games and sold food and show bags. They each had stations for which they were responsible.
- Helping Kindergarten with Creative Arts: SRC helped Kindergarten students with their creative skills.
- All SRC attended the ANZAC march ceremony at ANZAC Memorial, Hyde Park.
- Masters of Ceremonies: Captains were Masters of Ceremonies at the end of the year Presentation Day and all SRC students were Masters of Ceremonies at the Australia's Biggest Morning Tea.
- Selling Show Bags: SRC assisted in selling the remaining show bags to students across K-6.
- Office Helpers: Throughout the year, students helped the office distribute notes to class teachers, collecting money folders, and complete messages.
- Sport equipment: SRC were allocated duties in which they provided sports equipment such as basketballs and soccer balls to all year 5 and 6 students. They collected the equipment at the end of recess and lunch.
- General: SRC members were allocated responsibilities to welcome important guests and guide students during functions. The SRC members were assigned roles to help other students develop social skills during lunch and recess and assist teachers in the school.

The SRC members worked extremely hard in promoting the events and are commended for their enthusiasm, dedication and promotion of school and community spirit.

High School Student Representative Council & Initiatives Promoting Respect and Responsibility

At Al-Faisal College Liverpool, the Student Representative Council (SRC) continues to play a vital role in shaping the cultural, spiritual, and social identity of our school. Comprising committed and passionate student leaders, the SRC works in close partnership with the Welfare Team to plan, promote, and deliver initiatives that reflect the values of compassion, service, inclusion, and leadership.

Throughout 2024, the SRC has been at the forefront of numerous student-led initiatives—from charitable campaigns and wellbeing events to cultural celebrations and civic engagement. This report outlines each project as a reflection of our College's ongoing commitment to student voice, holistic development, and community contribution.

Year 7 and Year 10 Orientation Programs

To ensure a smooth start to the academic year, the SRC collaborated with the Welfare Team to run comprehensive orientation programs for incoming Year 7 students and Year 10 students transitioning from Minto. These programs included campus tours, peer mentoring, interactive sessions, and teacher meet-and-greets. Student leaders facilitated team-building activities, distributed welcome handbooks, and helped monitor student wellbeing through initial check-ins. Feedback indicated that these programs significantly supported student transition and confidence.

Helping the Homeless Week

This student-led initiative empowered students to actively support vulnerable communities. The SRC organised the collection and assembly of care packages containing hygiene items, snacks, water, and hand-written notes. Lessons on homelessness challenged stereotypes and inspired empathy. The initiative culminated in a reflection assembly, fostering a deep sense of civic duty and compassion.



Winter Clothing Drive for Children of Gaza

Demonstrating global awareness and empathy, the SRC launched a winter appeal to support displaced children in Gaza. Donation bins across the campus quickly filled with winter clothing, resulting in over 40 boxes of essentials being shipped overseas. Awareness sessions accompanied the drive, enabling students to better understand the crisis and engage meaningfully in humanitarian action.

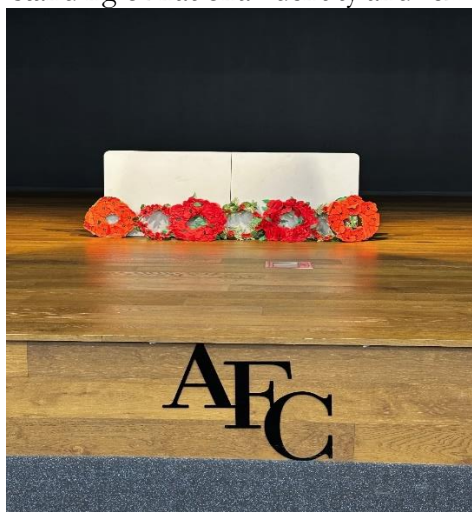
World Hijab Day and Abaya Day

These events promoted cultural understanding and celebrated Islamic identity. On World Hijab Day, staff and students wore the hijab in solidarity and participated in discussions on modesty and faith. Abaya Day, held during Ramadan, showcased traditional attire and fostered pride in cultural expression. Both events were embraced with enthusiasm and respect across the College.



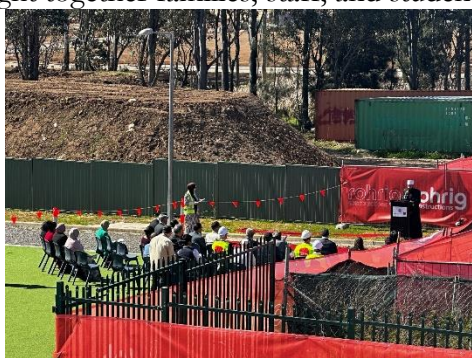
ANZAC Day Commemoration

In honour of Australian servicemen and women, the SRC organised a solemn assembly featuring Qur'an recitation, student reflections, poetry, and a wreath-laying ceremony. Class discussions and artwork explored the significance of ANZAC Day, linking historical remembrance to modern civic values.. It was a reflective event that deepened students' understanding of national identity and remembrance.



Ground-Breaking Ceremony for the New Building

To commemorate the commencement of a new learning facility, SRC leaders participated in the official soil-turning and plaque unveiling. Students contributed to a time capsule, symbolising growth and the vision for future generations. The event brought together families, staff, and students in celebration of progress.



PBIS Program (Years 7–9)

Across Years 7–9, the SRC supported the implementation of the PBIS framework, promoting respect, responsibility, and safety. SRC ambassadors ran lunchtime activities and recognised peers for displaying

positive behaviour. Weekly assemblies reinforced values and provided feedback-informed support for student growth.

Sayaran Ramadan Event

In a relaxed outdoor setting, students gathered after fasting to enjoy a Sayaran event featuring a food truck, picnic areas, and spiritual reflection. It was a simple yet memorable event that fostered community and gratitude during the holy month.

Cultural Day

This vibrant student-led celebration saw Year 12 students host cultural food stalls, wear traditional attire, and share stories of their heritage. The courtyard came alive with music, decorations, and engaging activities. Funds raised supported graduation expenses. The day was a highlight of the school year for its joy and inclusivity.



Jeans for Genes Day

The SRC led a College-wide campaign to raise awareness and funds for children with genetic disorders. Students wore denim, participated in themed lessons, and contributed donations. Educational posters and assemblies reinforced the importance of scientific research and compassion.



Careers Expo Night

To support future planning, the SRC helped coordinate a Careers Expo for Year 11 and 12 students. The school hall was transformed into a networking space with booths from universities, TAFEs, and vocational training providers. Guest speakers, including alumni, offered motivational talks. Parents attended with their children, engaging with presenters, and collecting brochures. Follow-up sessions were offered by the Careers Adviser to help students solidify their goals.



Cooking for Refugees – Lighthouse Ramadan Support

A group of students volunteered with the Lighthouse Community Services, helping cook and package meals for refugees during Ramadan. Students prepared traditional meals and learned from staff about the importance of consistent community aid. This off-site activity made a lasting impression on those involved, who later shared their experience in a school assembly. It reflected Islamic values of generosity and selflessness in action.

Women and Girls in Science Event

To inspire future STEM leaders, the school hosted a day celebrating women in science. Female scientists and alumni led workshops and shared their journeys. Activities included coding, biology experiments, and engineering challenges. The event boosted student confidence and interest in science-based careers.



Treetops Team Building for Year 11 Girls

This excursion involved Year 11 girls completing obstacle courses, rope bridges, and zip lines in a forest environment. Designed to build resilience and leadership, the event encouraged students to step out of their comfort zones. Reflective group sessions followed the physical activities, helping students draw lessons about communication, trust, and problem-solving. It was one of the most talked-about excursions of the year for its impact on personal growth.



Umrah Tour for Senior Boys

One of the most spiritually enriching experiences of 2024 for students at Al-Faisal College -Liverpool was the Umrah Trip for Senior Boys. Organised through a carefully supervised program and endorsed by the school, this once-in-a-lifetime opportunity allowed a group of senior male students to travel to Makkah and Maddinah to perform Umrah—a pilgrimage deeply rooted in Islamic faith and practice.

The selected students demonstrated consistent behaviour, academic commitment, and leadership, and were accompanied by trusted staff members who guided them throughout the journey. The trip was not only a religious experience, but also a personal development initiative that allowed students to mature emotionally, spiritually, and socially.

Throughout the trip, students engaged in regular prayer, Quran recitation, and reflection sessions. They also visited historic Islamic sites, attended spiritual lectures, and experienced the unity of the global Muslim community. Walking through the sacred mosques and standing before the Kaaba served as moments of intense personal reflection for many, reinforcing their connection to faith and responsibility as young Muslim men.

The Student Representative Council (SRC) acknowledged the boys during a school assembly upon their return. The returning students shared their experiences with their peers, speaking about the humility and gratitude they felt during their pilgrimage. Their stories inspired many others in the school to strive for excellence not only in academics, but in character and spiritual commitment as well.

The school community supported the journey through dua and prayers, reinforcing a strong sense of unity. Parents praised the school's commitment to providing holistic development opportunities that extend beyond the classroom.

The Umrah trip was more than travel—it was a transformative journey. It nurtured leadership, self-discipline, and deepened the students' sense of identity and purpose, leaving an indelible mark on their final year of schooling.



Plaque Unveiling Presentation

Coinciding with the Ground-Breaking Ceremony, the plaque unveiling was a formal recognition of the school's growth and future aspirations. Student leaders read out messages from previous alumni and helped lower the plaque into its temporary position. The event brought together staff, parents, and students to symbolise unity and the forward-thinking vision of the school.



Wellbeing Day – Prioritising Student Health and Happiness

In 2024, Wellbeing Day at Al-Faisal College - Liverpool was a highly anticipated event aimed at fostering physical activity, social connection, and emotional wellbeing among students from Years 7 to 10. Organised by the Welfare Team and actively supported by the Student Representative Council (SRC), the day focused on creating a positive, low-pressure environment where students could relax, bond, and recharge.

Held on the school grounds, the event transformed regular lessons into a day of organised sports and team-based activities. The emphasis was not on competition but on participation, enjoyment, and inclusion. Students rotated through a schedule of physical activities including soccer, volleyball, basketball, relay races, and tug-of-war. There were also quiet recreational zones set up with board games, drawing stations, and mindfulness corners for those preferring a more relaxed experience. The Wellbeing Day made a powerful statement: mental and physical wellbeing are essential parts of the learning journey. It remains one of the most memorable and appreciated events on the school calendar.



Iftaar Dinner for Years 11 and 12

The SRC organised a warm and elegant iftaar dinner for senior students and staff. Held after school hours, the dinner featured a shared meal, Qur'an recitations, and short speeches about Ramadan's meaning. It gave students a chance to reflect, connect with their peers, and appreciate the spiritual and communal aspects of the holy month. The event was praised for its respectful atmosphere and hospitality.



End-of-Year Celebrations: Graduation, Awards, Jamberoo Excursion

The year ended with memorable celebrations. Year 12 Graduation was a dignified and emotional farewell, featuring speeches, awards, and student performances. The Annual Awards Day celebrated excellence in all forms—from academics to service. The final highlight was the school-wide excursion to Jamberoo Water Park, offering students a day of relaxation and fun to reward their hard work. These events marked the culmination of a successful, enriching year.



Conclusion

The initiatives led and supported by the SRC in 2024 reflect the strength of student leadership at Al-Faisal College - Liverpool. From fostering inclusion and wellbeing to promoting service, culture, and academic ambition, our SRC continues to demonstrate the power of student voice in shaping a vibrant and values-driven school community.

Theme 2: Outcomes and Results

We are proud to present Al-Faisal College - Liverpool'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.

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 - Liverpool 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, light green cells signify performance above average performance while white cells indicates results on the National Average.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	453	504	484	496	438
Year 5	522	542	562	564	524
Year 7	581	581	606	605	591
Year 9	594	618	603	610	613

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 - Liverpool 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, 73 students sat for the NSW Higher School Certificate in 12 courses. In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 61% of these placed in Bands 5 and 6 (80-100 marks). For the second successive year, Mathematics Advanced (+45.04) had the biggest difference in Bands 5-6 achievement compared to the State. Of the number of candidates who sat for a one-unit extension course, 100% achieved an E3 or E4.

In general, student achievement was above state level in all courses undertaken. This is an improvement on the previous two 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
Biology	2024	55	33	59.99	35.42	+24.57
Biology	2023	51	21	41.17	31.82	+9.35
Biology	2022	28	4	14.28	26.65	-12.37
Business Studies	2024	58	38	65.51	37.07	+28.44
Business Studies	2023	52	20	38.45	35.75	+2.70
Business Studies	2022	19	11	57.89	34.50	+23.39
Chemistry	2024	15	4	26.66	38.69	+12.03
Chemistry	2023	20	9	45.00	38.20	+1.80
Chemistry	2022	7	3	42.85	33.03	+9.82
Earth & Environmental Science	2024	18	7	38.88	32.42	+6.46
Earth & Environmental Science	2023	21	0	00.00	33.39	-33.39
English (Standard)	2024	28	18	37.49	13.35	+24.14
English (Standard)	2023	48	11	22.91	13.12	+9.79
English (Advanced)	2024	25	25	100.00	67.53	+32.47
English (Advanced)	2023	24	20	83.32	67.12	+16.20
English (Advanced)	2022	28	13	46.42	67.09	-20.67
Mathematics Standard 2	2024	53	37	69.80	28.59	+41.21
Mathematics Standard 2	2023	62	31	49.99	31.42	+18.57
Mathematics Standard 2	2022	22	11	49.99	28.82	+21.17
Mathematics Advanced	2024	20	19	95.00	49.96	+45.04
Mathematics Advanced	2023	10	10	100.00	49.72	+50.28
Mathematics Advanced	2022	6	4	66.66	48.88	+17.72
PDHPE	2024	44	24	54.54	34.61	+19.93
Physics	2024	17	10	58.82	38.25	+20.57
Physics	2023	13	4	30.76	38.80	-8.04
Physics	2022	4	2	50.00	41.30	+8.70
Hospitality (Kitchen Operations and Cookery)	2024	12	9	75.00	46.13	+28.87
Hospitality (Kitchen Operations and Cookery)	2023	28	11	39.28	34.82	+4.46

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	5	5	100.00	80.18	+19.82

HSC Honour Roll

Top Achievers in Course

Students	Courses	Year
1	Hospitality (Kitchen Operations and Cookery)	2024
2	Mathematics Advanced, Mathematics Standard 2	2023
1	Mathematics Advanced	2022

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
31	52	2024
15	25	2023
7	11	2022

Vocational Education and Training (VET)

- (i) In 2024, 16% 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 (Liverpool)
2024	HSC	100%
2024	VET Qualification	16%

Post-School Destinations

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

The breakdown is as follows:

University	Total
WSU	21
UNSW	17
UTS	11
Macquarie University	8
University of Sydney	8
ACU	2
University of Wollongong	1
University of Notre Dame	1

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

Course	Total
Engineering	14
Teaching	7
Construction Project Management	6
Psychology	6
Medical Science	5
Health Science	4
Law	3
Information Technology	3

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 - Liverpool. 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 - Liverpool at the various levels of teacher accreditation in 2024:

Level of Accreditation	Number of Teachers
Conditional	12
Provisional	16
Proficient Teacher	61
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	7
Total number of teachers	96

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 - Liverpool has a diverse workforce which, at the time of the 2024 census, comprised of 96 teaching staff and 35 non-teaching staff.

The following table reflects data captured in 2024.

Workforce Composition	Liverpool School
Full-time equivalent teaching staff*	82.6
Full-time equivalent non-teaching staff*	23.4
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 (Liverpool School)
Year 1	93%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	92%
Year 6	92%
Year 7	94%
Year 8	92%
Year 9	91%
Year 10	90%
School Average	92%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-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.

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 - Liverpool's policies can be accessed through our school website <https://afc.nsw.edu.au/policies-liv.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:

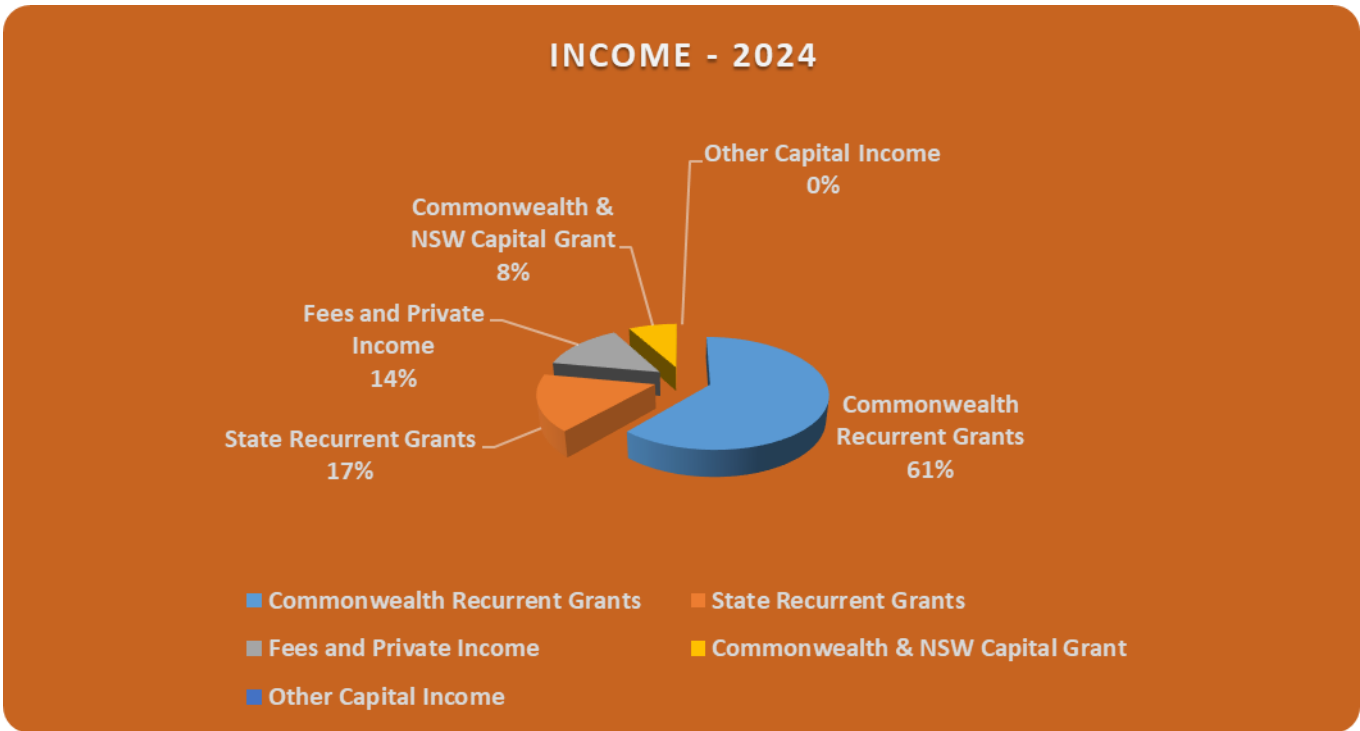
- **90%** of students agreed that their teachers support and encourage them to do their best.
- **87%** felt that the school provides a safe, inclusive, and respectful environment.
- **88%** were satisfied with the resources and opportunities available for learning and participation in extracurricular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

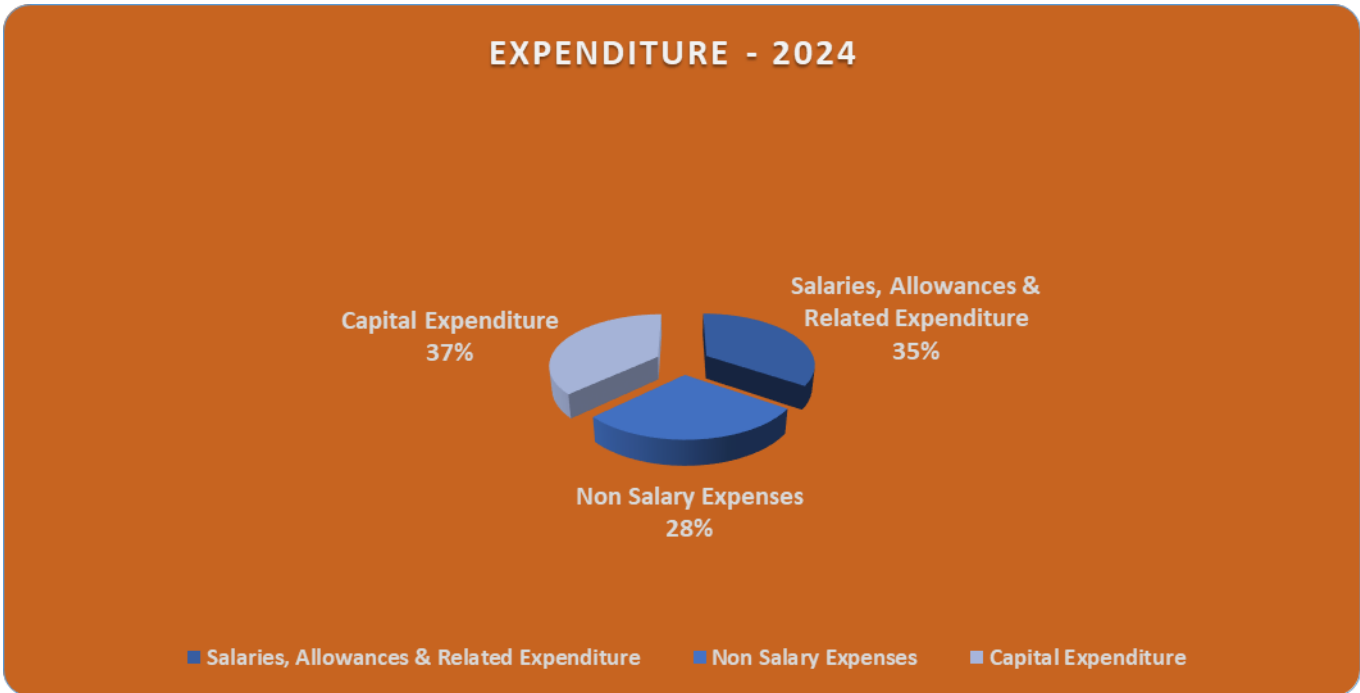
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

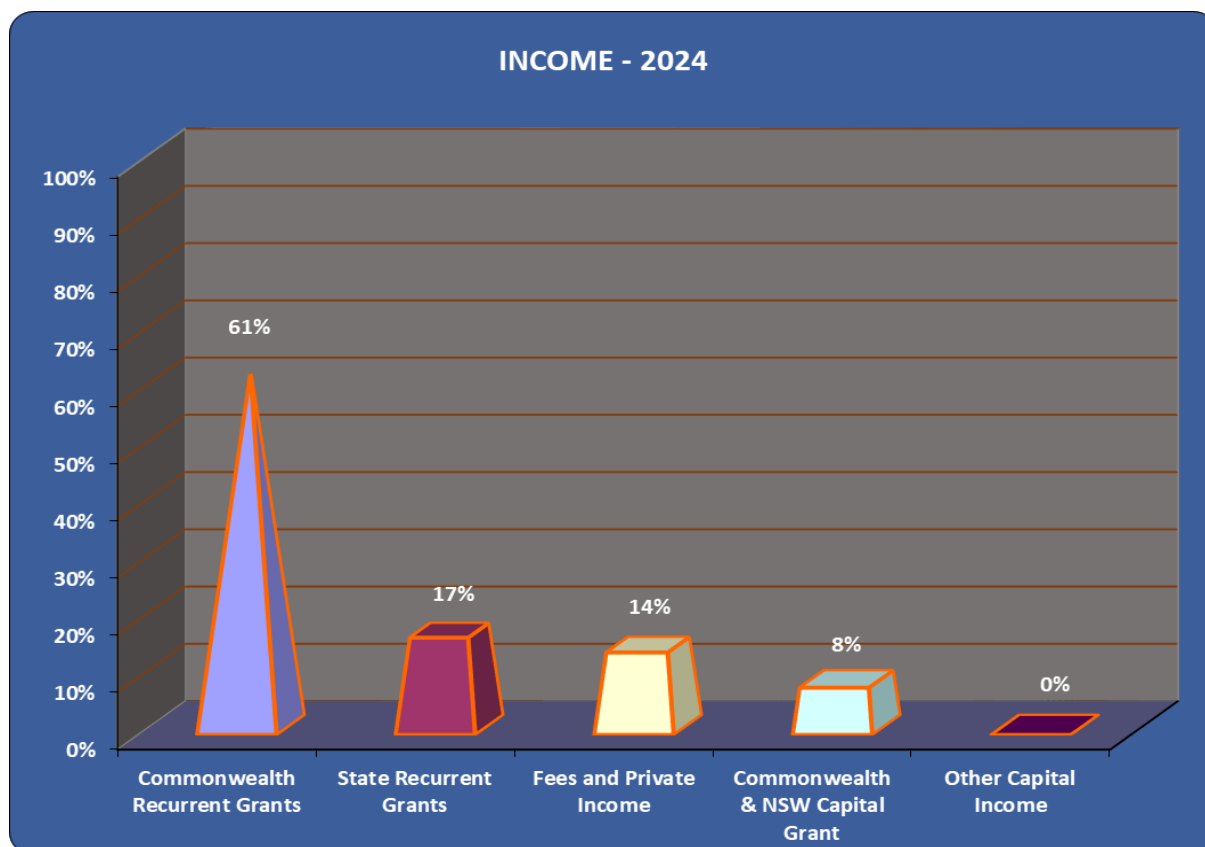


Pie Chart - Recurrent/Capital Expenditure

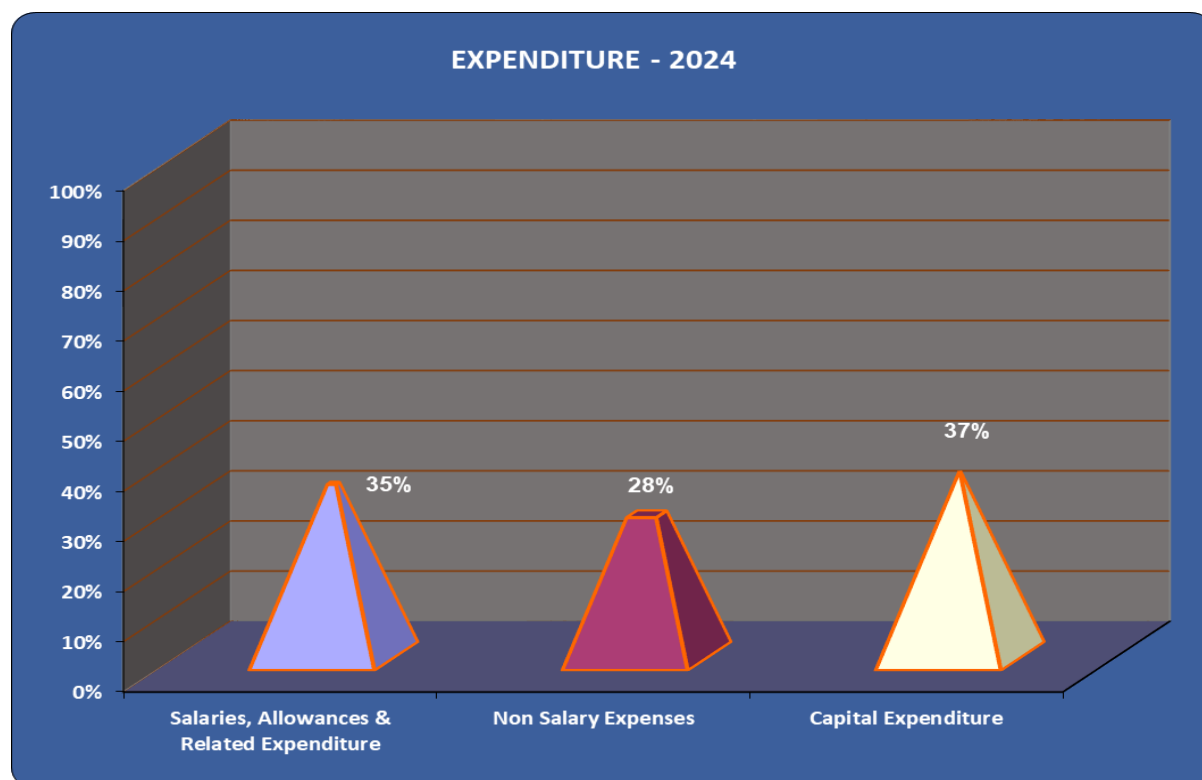


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

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.*