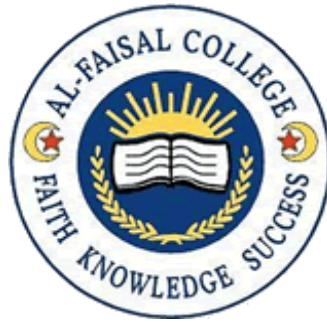


Al-Faisal College



ANNUAL REPORT 2025



149 Auburn Road Auburn, NSW 2144

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

Table of Contents

Theme 1: Context	3
School Context	3
Managing Director's Report	5
Executive Principal's Report	6
School Determined Improvement Targets	7
Primary School Student Representative Council Report	9
High School Student Representative Council Report	12
Initiatives Promoting Respect and Responsibility	13
 Theme 2: Outcomes and Results	 15
NAPLAN Achievement	15
HSC Achievement	17
HSC Honour Roll (All Rounders, Top Achievers in Courses, Distinguished Achievers)	19
Vocational Education and Training (VET)	21
Post-School Destinations	22
 Theme 3: Staff	 23
Teacher Standards	23
Workforce Composition	24
 Theme 4: Attendance	 25
Student Attendance	25
Management of Non-Attendance	26
 Theme 5: School Policies	 27
 Theme 6: Stakeholder Satisfaction	 28
Teacher, Student and Parent Satisfaction Survey Results	28
 Theme 7: Summary Financial Information	 30

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.

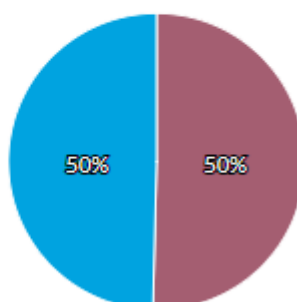
The main goals of the College are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language as our chosen community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

In the 2025 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: 2282

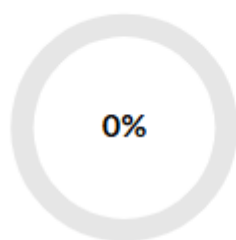
Boys 1132
Girls 1150



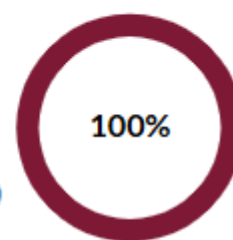
A significant feature of our student population is that all students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and perspectives. 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: 2282.0

Indigenous students



Language background other than English



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

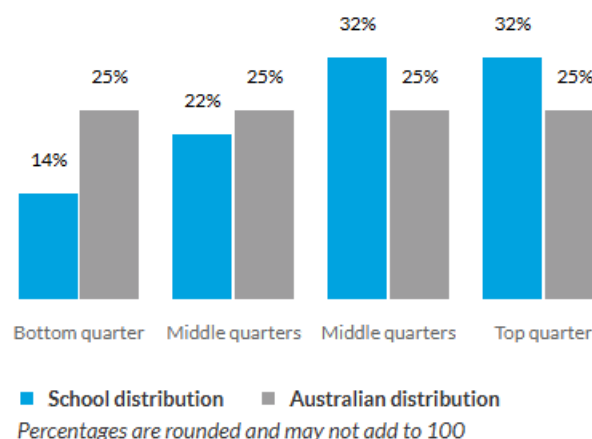
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal 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	1077
Average ICSEA value	1000
School ICSEA percentile	77

Distribution of Socio-Educational Advantage (SEA)



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

Managing Director's Message

As Managing Director of Al-Faisal Colleges, I am pleased to share the 2025 Annual School Report, which captures the progress, achievements, and collective dedication that have shaped another successful year across our schools.

Throughout 2025, our College community has continued to strengthen its commitment to academic excellence, student wellbeing, and community engagement. The highlight of the year has been the exceptional performance of our students in the Higher School Certificate. Al-Faisal College proudly attained a 23rd place ranking statewide, a result that reflects a strong culture of learning, high expectations, and sustained effort from students and staff alike. These outcomes stand as a testament to the quality of teaching, leadership, and parental partnership across the College.

Lakemba Campus Opening

The opening of Al-Faisal College – Lakemba Campus in 2025 marked a significant milestone in the College's history. As the fourth school within the Al-Faisal College network, it reflects the College's continued growth and commitment to providing quality education.

Distinguished Ministerial Visit

In 2025, Al-Faisal College was honoured to host The Honourable Sophie Cotsis MP, Minister for Industrial Relations and Minister for Work Health and Safety, alongside Cumberland City Council Mayor Ola Hamed and Mr Jim Hanna, Media Manager from the Association of Independent Schools NSW, at our High School Presentation Day.

The presence of the Minister and Mayor was warmly received by our students, families, and staff. Both guests commended the College for its commitment to educational excellence, student achievement, and community values. Mayor Hamed shared thoughtful reflections with our students, likening knowledge to a source of light that guides individuals throughout their lives. Their messages were inspiring and affirmed the important role Al-Faisal College plays within the broader educational landscape.

Appreciation and Acknowledgement

On behalf of Al-Faisal College, I extend our sincere thanks to the Australian Government at both Federal and State levels for their continued investment in independent education. We also acknowledge the ongoing cooperation of Cumberland City Council, Campbelltown City Council, Liverpool City Council and Canterbury Bankstown City Council, whose partnerships support the growth and development of our schools.

We are equally grateful for the guidance and regulatory oversight provided by the NSW Education Standards Authority (NESA) and the professional support of the Association of Independent Schools of NSW (AISNSW). Our appreciation also extends to members of NSW Police, the Royal Australian Navy, and the Australian Defence Force, whose engagement with our students enriches learning beyond the classroom.

I wish to personally acknowledge the leadership and commitment of those who ensure the College continues to move forward with clarity and purpose. My sincere thanks go to our Director General, Dr Intaj Ali, for his strategic guidance, and to our Executive Principal, Associate Executive Principal, Executive Deputy Principals, Heads of College, Deputy Principals, curriculum leaders, teaching and support staff, Managers and Accounts team. Your professionalism and dedication remain the cornerstone of Al-Faisal College's success.

Finally, I extend my gratitude to our parents and families. Your trust, collaboration, and ongoing support strengthen our school community and enable our students to flourish.

Together, we look forward to building on the successes of 2025 and continuing to provide an educational environment that nurtures excellence, faith, and future-focused learning.

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

Executive Principal's Report

As another remarkable year draws to a close, I am honoured to share the 2025 Annual Report for Al-Faisal College, a reflection of our collective purpose, steady progress, and the exceptional accomplishments across our Auburn, Campbelltown, Liverpool and Lakemba schools.

A Year of Growth and Achievement

This year has been defined by the perseverance of our students, the professionalism and commitment of our staff, and the unwavering support of our families. Together, these partnerships have continued to strengthen our community and elevate learning across every school.

One of the most significant highlights of 2025 was our extraordinary Higher School Certificate (HSC) results. A total of 218 Year 12 students across Auburn (133) and Liverpool (85) completed the HSC. Al-Faisal College – Auburn achieved an impressive 23rd ranking statewide, while Al-Faisal College – Liverpool ranked 121st, rising 19 places from the previous year.

We proudly celebrate the following achievements:

- **342 Band 6 results** (Auburn: 276 | Liverpool: 66)
- **10 Top Achievers** (Auburn: 8 | Liverpool: 2)
- **6 All-Rounders** (Auburn: 5 | Liverpool: 1)
- **185 Distinguished Achievers** (Auburn: 142 | Liverpool: 43)
- **86 students** attained an **ATAR above 90** (Auburn: 64 | Liverpool: 22), including **two students above 99**
- **First in the State** in **Arabic Continuers** and **Mathematics Standard 1**

Our HSC graduates have been able to secure places at leading universities across New South Wales. Their success is a powerful reflection of their commitment, determination, and ambition, and I extend my warmest congratulations to each of them.

Lakemba Campus Opening

On Tuesday, 18 February 2025, we celebrated the official opening of our Lakemba K–2 campus, a landmark moment for the College. The ceremony was officiated by The Hon. Tony Burke MP, Minister for Home Affairs, the Arts, Cyber Security, and Immigration and Multicultural Affairs, and marked the completion of our purpose-built learning facilities and playgrounds. We were honoured to welcome Councillor Bilal El Hayek, Mayor of Canterbury Bankstown City Council; Ms Cathy Lovell from the Association of Independent Schools NSW; Mr Sam El Rihani, CEO of Decode Construction Group; and representatives from Federal and State Government, NSW Police, and leaders from business, legal, construction, financial and interfaith sectors.

Appreciation and Gratitude

I extend my sincere appreciation to the Federal and State Governments, and to Cumberland, Campbelltown, Liverpool, and Canterbury-Bankstown Councils, for their continued support. I also thank NESA, AISNSW, NSW Police, the Royal Australian Navy, and the Australian Defence Force for their ongoing collaboration and engagement with our school communities.

To our School Board, with special acknowledgement of our Founder and Managing Director, Mr Shafiq Khan and Director General, Dr Intaj Ali, I offer my deepest thanks for their vision, guidance, and steadfast leadership.

I am equally grateful to our Associate Executive Principal, Executive Deputy Principals, Heads of Colleges, Deputy Principals, Heads of Welfare, coordinators, counsellors, and all teaching and non-teaching staff. Your dedication and unity have made 2025 a truly exceptional year.

Finally, I extend my heartfelt thanks to our parents. Your partnership, trust, and encouragement remain central to the success of our students and the strength of our community. We are deeply grateful for your continued support.

Mrs Safia Khan Hassanein
Executive Principal
Al-Faisal College

School Determined Improvement Targets

2025 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Develop a revised Arabic languages curriculum that includes the development of customised student workbooks across Year 10 that continues from the work that has previously been completed across K-9. • Release two teachers to assist in the review of Mathematics programs across Years K-3 to ensure all feedback received through unit evaluations are applied. • Update guided reading resources across Years 2-6 to include a focus on reading strategies and skills. • Begin initial planning and complete scope and sequences for new syllabuses being implemented in 2027 across primary and secondary years.
Student Achievements and Welfare	• Decide on an AI school based platform to be used to provide students with greater levels of accurate, effective and timely feedback in writing lessons and assist in grading assessments. • Expand the use of digital learning platforms to allow the school's school improvement coordinator the ability to better track student progress. • Continue with various clubs and sport during lunch breaks such as chess, soccer and ping pong. • 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 mentoring early career teachers to strengthen classroom practice and professional growth through higher levels of participation in Instructional Rounds. • Conduct a series of Teacher Accreditation workshops to support teachers at Proficient and Accomplished Teacher Levels. • Hold numerous lockdown and evacuation drills and workshops to ensure

	staff are highly familiar with emergency response procedures. • Hold workshops with teaching staff, school counsellors and the school executive leadership team on student mental health and suicide prevention. • 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. • 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	The following upgrades have been made during the year to the school's facilities and resources: • Upgrade 45 x Dell 7040 • B4 Hall Sound and Lights Install • AFC Website • Disaster Recovery Hypervisor Install and Configure • FingerLan Migration to cloud and Installation of new Scanners • Sentral Data Clean Up • Cisco IP Phone rollout • Sine Co – Contractor sign in project • Reftab Asset Management Implementation • UPS – Temperature, Humidity and Water Leakage sensors (Server Room) installation • Scoping exercise for air conditioning in communications rooms

Primary School Student Representative Council

The Student Representative Council (SRC) continued to play a significant role in promoting student leadership, service, wellbeing, and positive citizenship throughout 2025. SRC members served as ambassadors of Al-Faisal College, modelling the College values of Respect, Ownership, Achievement, Resilience, and Safety (ROARS) through their daily actions and contributions. Throughout the year, SRC students demonstrated a strong commitment to serving others, supporting school initiatives, promoting student wellbeing, and engaging with the wider community. Through a variety of leadership opportunities, community outreach programs, fundraising initiatives, and student-led activities, SRC members developed valuable skills in communication, teamwork, organisation, and responsible decision-making while making a meaningful contribution to the College community.

SRC Selection and Leadership Development

Each year, Year 5 students who consistently demonstrate exemplary behaviour, responsibility, and commitment to the College values are invited to apply for SRC positions. Students complete a formal application outlining their achievements, interests, leadership experiences, and reasons for seeking a leadership role. Shortlisted candidates present speeches to students and staff, sharing their vision for leadership and service. Elections are then conducted through a confidential voting process involving both Year 5 students and Primary staff. Successful candidates are announced during the College Presentation Day celebrations.

Once elected, SRC members participate in leadership development sessions that strengthen their confidence, communication, teamwork, organisation, and ability to make positive contributions within the school and wider community.

SRC Induction Ceremony – 24 February 2025

The SRC leadership journey officially commenced on 24 February 2025. Students and their families were invited to a special induction ceremony and morning tea, where SRC members proudly received their leadership badges. The ceremony provided an opportunity for students to reflect on the responsibilities associated with leadership and commit themselves to serving the College community with integrity, respect, and dedication.

Leadership Through Service

SRC members consistently demonstrated that leadership is service. Throughout the year, they willingly assisted teachers and students across Kindergarten to Year 6 whenever additional support was required. Whether helping with classroom activities, supporting buddy programs, assisting during school events, guiding younger students, leading assemblies, promoting school values, or contributing to school initiatives, SRC members served as dependable role models and ambassadors for the College.

Harmony Day and Inclusion – 21 March 2025

On 21 March 2025, SRC members played an active role in coordinating and supporting Harmony Day celebrations. Through presentations, activities, and awareness initiatives, students celebrated cultural diversity, promoted inclusion, and strengthened the sense of belonging within the College community. Their efforts reinforced the message that every individual is valued, respected, and appreciated.

Road Safety and Community Education

SRC students supported the Walk Safely to School Program by promoting important road and pedestrian safety messages to students and families. Through awareness campaigns and classroom reminders, they encouraged safe travel habits and reinforced the importance of personal responsibility and community safety.

Healthy Lifestyles and Wellbeing

The SRC actively advocated for healthy eating, physical activity, and positive wellbeing practices throughout the year. Members encouraged healthy lunch choices, participation in physical activity, and the development

of positive lifestyle habits. They also supported wellbeing initiatives that promoted kindness, inclusion, resilience, and positive peer relationships, helping to create a supportive environment where students felt valued and connected.

Club Zone and Sports Zone

Recognising the importance of recreation and student engagement, SRC members organised and supported lunchtime Club Zone and Sports Zone activities. Students assisted with the planning, setup, and supervision of a variety of games and activities that encouraged teamwork, sportsmanship, friendship, and active participation. These initiatives provided students with positive opportunities to remain active and engaged during break times.

Community Outreach and Respect

One of the highlights of the year was the SRC visit to Gallipoli Home, where students spent valuable time with elderly residents. Through meaningful conversations, listening to life stories, and performing a heartfelt nasheed presentation, students demonstrated compassion, empathy, and respect while fostering positive intergenerational relationships. This experience strengthened students' appreciation for community service and respect for older members of society.

Positive Citizenship and Community Partnerships

Twelve Year 6 SRC students participated in an educational visit to Auburn Police Station, where they gained valuable insight into community safety and the important role police officers play in supporting the public. Students learnt about policing, investigations, and emergency response procedures, helping them develop a deeper understanding of responsible citizenship. SRC students also participated in Thank a First Responder Day initiatives, expressing gratitude to healthcare workers, paramedics, and emergency service personnel.



Ramadan and Eid Leadership Initiatives

During the holy month of Ramadan and the celebrations of Eid, SRC members demonstrated leadership through service by preparing Ramadan showbags, contributing to Ramadan and Eid publications, leading Eid assemblies, and supporting school celebrations. These initiatives reflected Islamic values of generosity, gratitude, compassion, and service while strengthening the College's Islamic identity and community spirit.

Community Service and Fundraising

The SRC proudly organised the AFC You and Me Merchandise, Doughnut, and Cupcake Sale Fundraiser, with proceeds supporting a number of worthy organisations, including the Victor Chang Cardiac Research Institute, NSW Ambulance, NSW Rural Fire Service, NSW State Emergency Service (SES), NSW Police Legacy, Chris O'Brien Lifehouse, and Auburn Hospital. Through these initiatives, students developed a deeper understanding of generosity, social responsibility, and the importance of contributing positively to society.



The Student Representative Council continued to be a shining example of student leadership in action throughout 2025. Through their commitment to respect, responsibility, leadership, wellbeing, community service, and positive citizenship, SRC members made a significant and lasting contribution to the College community. Their efforts strengthened school culture, enriched student experiences, and provided valuable opportunities for personal growth. The College congratulates all SRC members for their dedication, enthusiasm, and service and thanks them for the positive impact they have made within the school and wider community.

High School Student Representative Council & Initiatives

Promoting Respect and Responsibility

The High School Student Representative Council remains a vital part of the leadership framework at Al-Faisal College. In 2025, the program continued to provide students with opportunities to develop leadership skills grounded in the values of cooperation, participation, commitment, and service. The SRC served as the voice of the student body, representing student interests while contributing positively to school life and community engagement.

The SRC's scope included organising school events, supporting fundraising initiatives, promoting student wellbeing, and representing the College through a range of activities that strengthened school spirit and community connection. Through these experiences, students developed key skills in leadership, communication, teamwork, and organisation.

Role of the Student Representative Council

- Provide leadership and direction for the student body
- Represent the views and opinions of students
- Facilitate communication between students, staff, and the school executive
- Act as positive role models within the school community
- Support and lead student-driven initiatives and events

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

2025 Highlights and Achievements

Throughout 2025, SRC members actively contributed to a wide range of initiatives that enriched the school community:

- Organised and supported school events, fundraising activities, and community service initiatives throughout the year
- Coordinated the Gozleme Day fundraiser and additional food-based initiatives to support charitable causes
- Led and supported the annual *AFC You and Me: Together in Wellness Day*, promoting student wellbeing and awareness
- Designed and promoted event merchandise to strengthen school spirit and engagement
- Raised funds and coordinated donations for Auburn Hospital and other community organisations
- Recognised essential community services, including NSW Ambulance, NSW Fire and Rescue, and NSW Police, through appreciation initiatives
- Participated in community outreach visits to aged care and disability facilities
- Delivered Eid gifts during community visits, promoting generosity and cultural awareness
- Supported international initiatives, including the Burkina Faso Project, contributing to global community support

Through these initiatives, the SRC demonstrated strong leadership, initiative, and a commitment to service, contributing significantly to the development of a positive and engaged school community.

Initiatives Promoting Respect and Responsibility

Al-Faisal College remains committed to fostering a culture of respect and responsibility through a collaborative partnership between students, staff, and families. In 2025, a range of targeted initiatives, many led and supported by the Student Representative Council, reinforced the College's core values and strengthened a positive school culture.

These initiatives promoted empathy, social awareness, and active citizenship, while encouraging students to take responsibility for their actions and contribute meaningfully to their community.

PBIS Program

The school-wide Positive Behaviour Interventions and Support (PBIS) program continued to strengthen a culture of respect, responsibility, achievement, and resilience within a safe school environment. The program emphasised the core values of Respect, Ownership, Achievement, Resilience, and Safety (ROARS) and was reinforced through explicit teaching of expected behaviours, visual reminders across the school, positive recognition of appropriate conduct, and consistent management of behaviour expectations.

AFC You and Me Day

The annual *AFC You and Me Day* remained a key wellbeing initiative, promoting mental health awareness and encouraging students to build positive relationships. Activities throughout the day supported empathy, inclusion, and student connection, reinforcing a supportive school environment.

Community Service and Fundraising Initiatives

Students engaged in a range of fundraising and service initiatives that promoted generosity and social responsibility. These activities supported a variety of local and charitable organisations, including Auburn Hospital, the Victor Chang Cardiac Research Institute, the Police Legacy Foundation, the NSW Rural Fire Service, NSW Ambulance, and the Chris O'Brien Lifehouse. Through these initiatives, students were encouraged to contribute meaningfully to their community while developing empathy, compassion, and a commitment to helping others.

Feed the Homeless Drive

The *Feed the Homeless Drive* provided students with an opportunity to demonstrate compassion and responsibility through direct community service. Students prepared and distributed meals to individuals experiencing homelessness and organised the collection of essential food items for vulnerable families, strengthening their understanding of social responsibility and community support.

Community Engagement

Students participated in outreach activities that fostered respect and connection with the wider community. Visits to aged care and disability facilities, as well as the distribution of Eid gifts, encouraged empathy, cultural awareness, and meaningful engagement with others.

International Women's Day

International Women's Day was marked through a workshop featuring guest speakers who shared insights into leadership, resilience, and success. The event encouraged students to recognise the importance of respect, perseverance, and inclusion in achieving their goals.

Be Unstoppable Mental Health Program

The *Be Unstoppable* Mental Health Program supported student wellbeing by equipping students with practical strategies to manage stress, build resilience, and develop self-awareness. Through structured lessons and discussions, students were encouraged to adopt positive behaviours and attitudes towards their mental health.

Annual Iftar Dinner

The annual *Iftar Dinner* brought together students, staff, and community members, promoting unity, respect, and responsibility. The event fostered a sense of belonging while reinforcing the importance of gratitude, cultural awareness, and community connection.

ANZAC Day

ANZAC Day was observed as an important occasion to honour the sacrifices of Australian and New Zealand service members. Through classroom discussions and reflective activities, students developed an appreciation of remembrance and respect for those who served.

These initiatives collectively reinforced the values of respect, responsibility, and community engagement across the College. Through active participation, students developed as responsible, compassionate, and engaged members of society.

Theme 2: Outcomes and Results

We are proud to present Al-Faisal College's Annual Report, showcasing our students' exceptional achievements in 2025. Our students excelled in the National Assessment Program – Literacy and Numeracy (NAPLAN), achieving results above, and in many areas significantly above, students from statistically similar schools across reading, writing, spelling, grammar and 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 23rd in the state in the HSC in 2025.

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 achieved by our students in the National Assessment Program – Literacy and Numeracy (NAPLAN) for the 2025 academic year. Our students achieved excellent results across all assessed domains, including reading, writing, spelling, grammar and punctuation, and numeracy.

The 2025 NAPLAN results reflect the hard work and dedication of our students, the professionalism and commitment of our teachers, and the ongoing support of our parents and carers. Strong performance was demonstrated across all assessment domains, including:

- Reading: Students demonstrated outstanding reading achievement, showcasing strong comprehension and analytical skills.
- Writing: Our students excelled in the writing component, demonstrating a high standard of written communication and their ability to articulate ideas effectively.
- Spelling: Students achieved excellent spelling results, reflecting strong literacy skills and a sound understanding of language conventions.
- Grammar and Punctuation: The results highlighted our students' excellent understanding and application of English grammar and punctuation conventions.

- Numeracy: Students achieved outstanding numeracy results, reflecting robust mathematical skills and their ability to apply mathematical knowledge with confidence.

The 2025 NAPLAN results demonstrate consistently strong performance across all year groups and assessment domains. The College performed above, and in many areas significantly above, students from similar backgrounds, reflecting the effectiveness of explicit teaching practices, targeted literacy and numeracy intervention programs, and the ongoing commitment of staff to improving student learning outcomes. These results reinforce the College's commitment to providing a supportive and enriching learning environment where every student is encouraged and supported to achieve their full potential.

Further information regarding Al-Faisal College's NAPLAN performance is available on the My School website (<http://www.myschool.edu.au/>).

Below is a screenshot of the College's 2025 NAPLAN performance from the My School website, providing a concise overview of student achievement across the assessed domains. Dark green cells indicate that the College performed significantly above students with similar backgrounds, while light green cells indicate performance above students with similar backgrounds, consistent with the performance descriptors used on the My School website.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	440	502	493	487	421
Year 5	525	551	566	568	517
Year 7	581	604	619	620	631
Year 9	608	642	631	650	664

As we look forward to the next academic year, Al-Faisal College remains committed 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 2025, 133 students sat for the NSW Higher School Certificate in 16 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 89% of these placed in Bands 5-6 (80-100 marks). Of the number of candidates who sat for a one-unit extension course 79% achieved an E4. Student achievement in the top 2 Bands was above state level in all courses undertaken. For the second consecutive year, Mathematics Standard 1 (+84.25) had the biggest difference in Bands 5-6 achievement compared to the State. Mathematics Standard 2 (+66.05) 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	2025	7	6	85.70	63.78	+21.92
	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
Biology	2025	85	84	98.81	35.59	+63.22
	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
Business Studies	2025	98	75	76.52	37.23	+39.29
	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
Chemistry	2025	35	30	85.70	37.79	+47.80
	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
Earth & Environmental Science	2025	73	56	76.70	37.45	+39.25
	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
English Standard	2025	91	52	57.13	12.82	+44.31
	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

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English Advanced	2025	42	39	92.85	65.18	+27.67
	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
Legal Studies	2025	31	28	90.31	44.28	+46.03
	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
Mathematics Standard 1	2025	17	17	100.00	15.75	+84.25
	2024	19	17	89.46	17.47	+71.99
Mathematics Standard 2	2025	70	67	95.70	29.65	+66.05
	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
Mathematics Advanced	2025	54	54	100.00	51.35	+48.65
	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
PDHPE	2025	42	38	90.47	35.04	+55.43
	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
Physics	2025	7	6	85.70	37.61	+48.09
	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
Hospitality (Kitchen Operations and Cookery)	2025	36	29	80.55	36.72	+43.83
	2022	46	38	82.60	39.88	+42.72
	2021	6	3	50.00	29.09	+20.91

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	2025	12	12	100.00	77.24	+22.76
	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
Mathematics Extension 2	2025	12	12	100.00	84.35	+15.65
	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

HSC Honour Roll (All Rounders)

Number of Students	Year
5	2025
9	2024
8	2023
2	2022
9	2021

First Place in Course

Students	Courses	Year
2	Arabic Continuers / Mathematics Standard 1	2025
2	Arabic Continuers / Mathematics Standard 1	2024
2	Arabic Continuers / Biology	2023
1	Arabic Continuers	2022
1	Arabic Continuers	2021

Top Achievers in Course

Students	Courses	Year
8	Mathematics Standard 2, Mathematics Standard 1 (3), Arabic Continuers, Biology, PDHPE, Hospitality Examination (Kitchen Operations and Cookery)	2025
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

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
133	276	2025
132	285	2024
112	250	2023
105	230	2022
128	232	2021

HSC Honour Roll

Subject	Number of Distinguished Achievers				
	2025	2024	2023	2022	2021
Biology	44	45	30	26	21
Business Studies	35	36	39	38	38
Chemistry	11	8	11	10	10
Earth & Environmental Science	12	6	16	1	8
English (Standard)	2	9	3	5	0
English (Advanced)	5	10	7	1	17
Legal Studies	5	15	13	18	16
Mathematics Standard 1	12	9	N / A	N / A	N / A
Mathematics Standard 2	51	41	43	42	45
Mathematics Advanced	52	45	50	44	37
Mathematics Extension 1	10	12	10	13	10
Mathematics Extension 2	9	11	10	12	9
PDHPE	16	28	8	N / A	13
Physics	1	4	6	1	4
Arabic Continuers	3	6	4	7	4
Hospitality Examination (Kitchen Operations & Cookery)	8	N / A	N / A	12	0
TOTAL	276	285	250	230	232

Vocational Education and Training (VET)

- (i) In 2025, 27% of the Year 12 cohort participated in vocational or trade training.
- (ii) In 2025, 100% of the Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of Students (Auburn)
2025	HSC	100%
2025	VET Qualification	27%
2025	AQF Certificate III or above	0%

Post-School Destinations

Ninety-seven percent of students in the 2025 cohort received university offers.

The breakdown is as follows:

University	Total
University of Sydney	64
UNSW	28
UTS	23
WSU	7
CQUniversity	3
University of Wollongong	1
Macquarie University	1
University of Newcastle	1
University of Notre Dame	1

The most popular degree courses chosen by Al-Faisal College students in 2025 were as follows:

Course	Total
Health Sciences*	42
Engineering*	26
Medical Science	12
Law*	11
Psychology	6
Information Technology / Cyber Security*	6
Education / Teaching	4
Business / Commerce	4
Architecture / Design	4

Notes:

*Health Sciences includes courses such as Dentistry, Oral Health, Pharmacy, Nursing, Speech Pathology, Occupational Therapy, Physiotherapy, Medical Sonography, Optometry, Midwifery, Diagnostic Radiography, Nutrition and Dietetics, Exercise Science, Social Work, and related health disciplines.

*Engineering includes Civil, Biomedical, Electrical, Software, Aeronautical, Environmental, Surveying and Data Science Engineering, as well as combined engineering degrees.

*Law includes single and double degree law programs combined with Commerce, Economics, Science, Arts and Business.

*Information Technology / Cyber Security includes Cyber Security, Software Engineering, Artificial Intelligence, Advanced Computing and related technology disciplines.

Theme 3: Staffing

In accordance with the Teacher 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 2025:

Levels of Accreditation	Number of Teachers
Conditional	18
Provisional	34
Proficient Teacher	88
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	13
Total number of teachers	153

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 2025 census, comprised of 153 teaching staff and 56 non-teaching staff.

The following table reflects data captured in 2025.

Workforce Composition	Auburn School
Full-time equivalent teaching staff*	137.8
Full-time equivalent non-teaching staff*	44.9
Number of Aboriginal and Torres Strait Islander 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/>

2025 School Attendance Rates	
Year Level	Attendance Rate (Auburn School)
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	96%
Year 6	95%
Year 7	96%
Year 8	95%
Year 9	95%
Year 10	95%
School Average	95%

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

Theme 6: Stakeholder Satisfaction

Teacher, Student and Parent Satisfaction

Stakeholder Satisfaction: Teachers, Students, and Parents – 2025

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 2025, 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 schools. Informal feedback and leadership team discussions also confirmed that staff feel supported and appreciated.

Surveys were conducted in 2025 and revealed consistently high levels of satisfaction across all three stakeholder groups. The survey findings are summarised below.

Parent Satisfaction Survey Highlights – 2025*

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

- Parents agreed that the College provides a high-quality education that meets their child's academic and personal development needs.
- Parents agreed that the College effectively prepares students for future learning and success.
- Parents indicated that their child feels safe, supported and valued at school.
- Parents agreed that teachers have high expectations for student learning and achievement.

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 – 2025*

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

- Staff agreed that Al-Faisal College provides a positive and supportive working environment.
- Staff felt they have a healthy work-life balance supported by school policies and leadership practices.
- Staff agreed that the College promotes a respectful, inclusive and values-driven workplace culture.
- Staff felt confident in the College's commitment to student wellbeing, safety, and academic excellence.
- Staff reported having the resources, technology, and support required to effectively deliver high-quality teaching and learning.

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 – 2025*

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

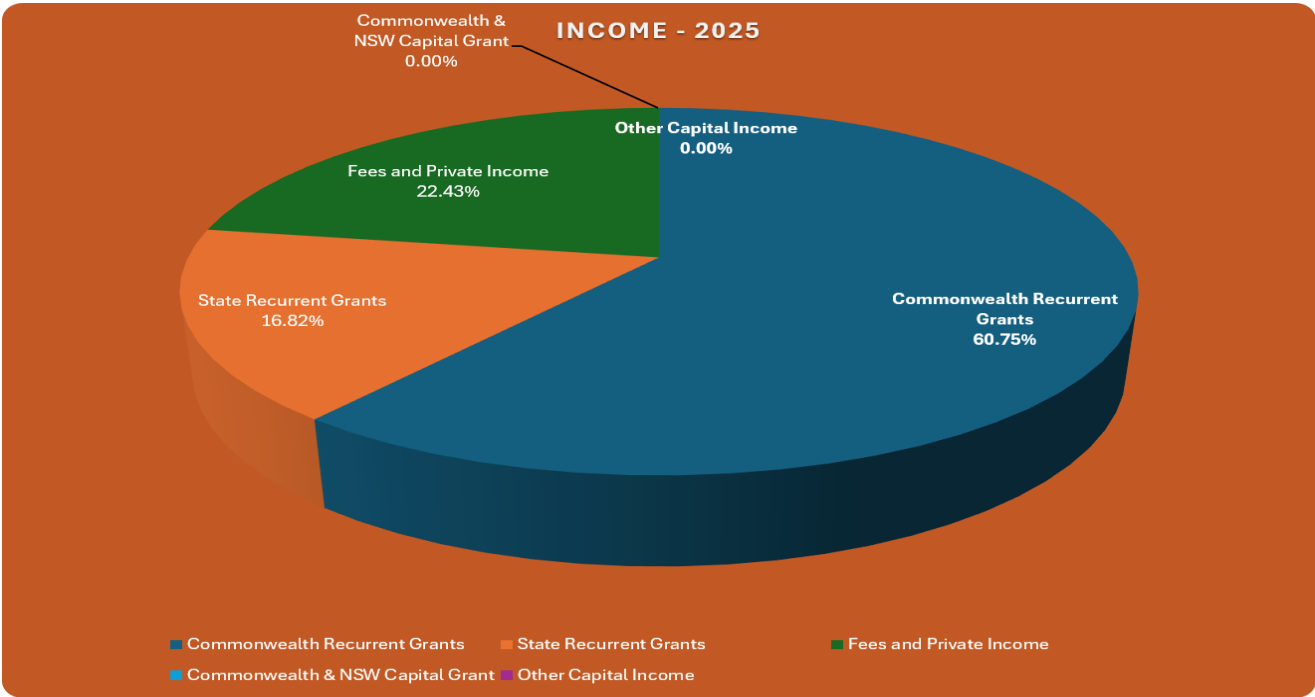
- Students agreed that they feel a sense of belonging at school.
- Students reported that their learning needs are well supported by their teachers.
- Students felt that teachers clearly explain what they are learning and how to improve.
- Students indicated that they feel confident speaking to a teacher if they need help.

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.

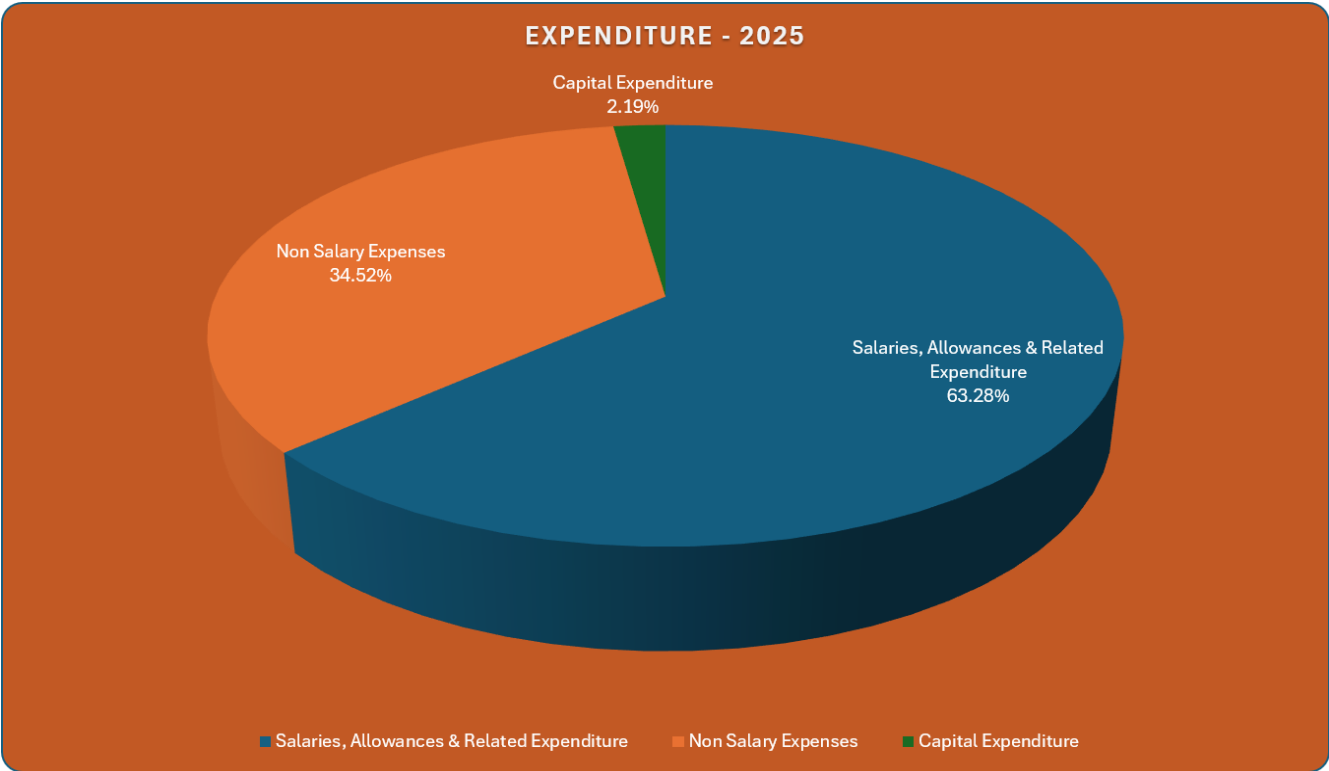
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

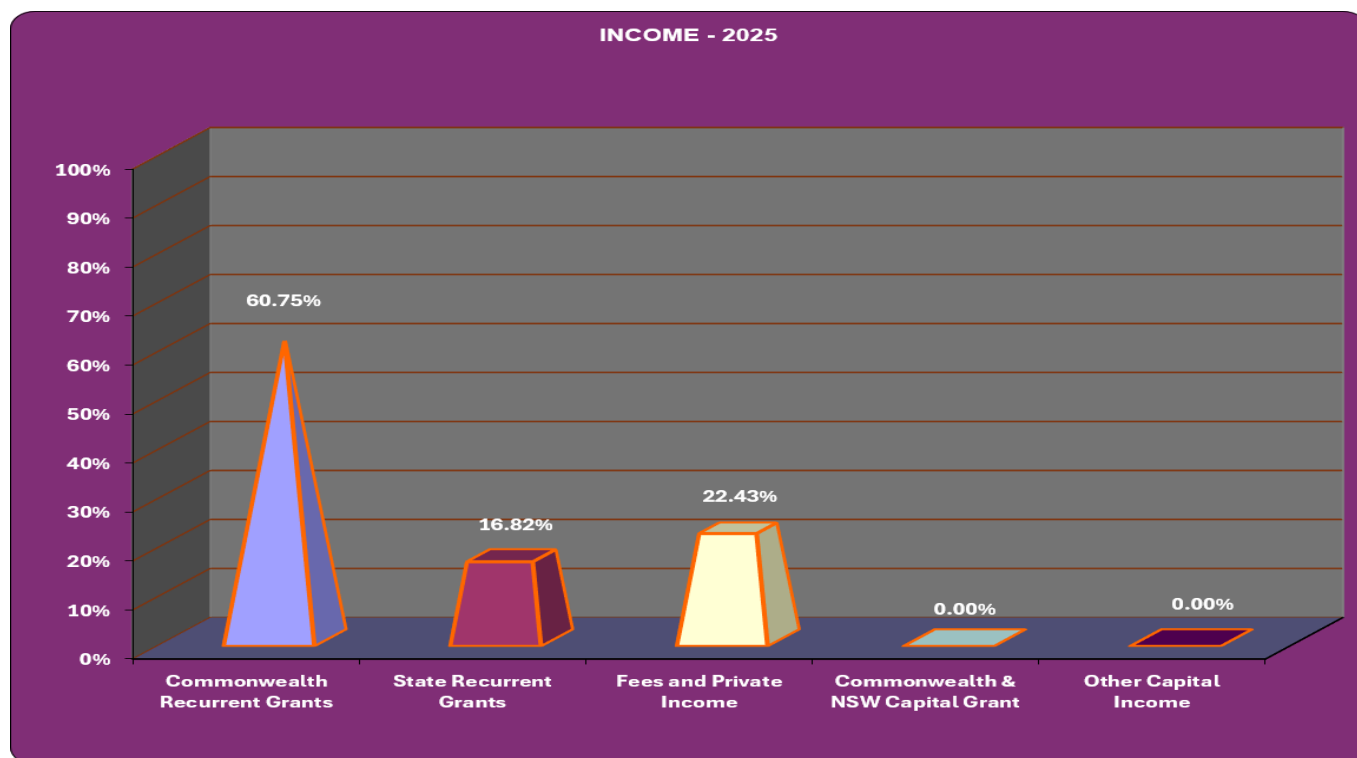


Pie Chart - Recurrent/Capital Expenditure

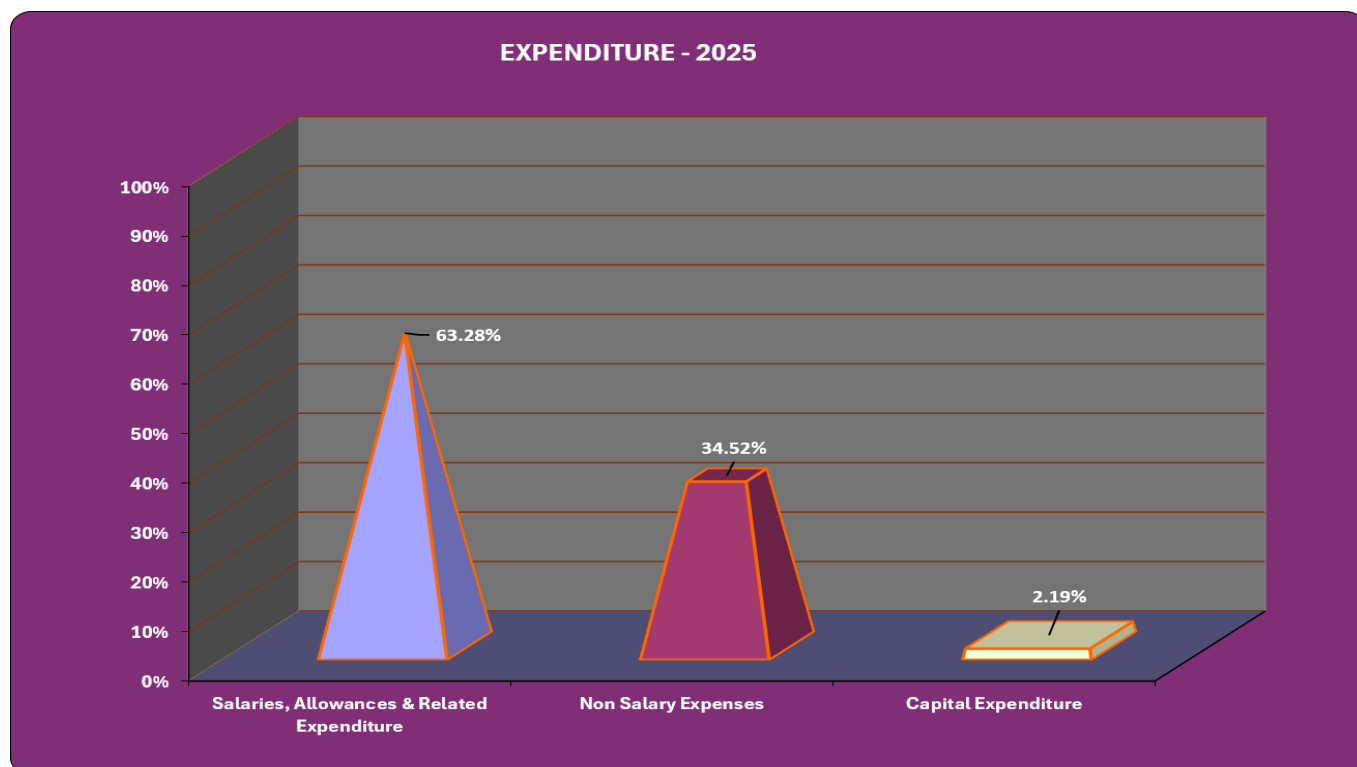


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

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.