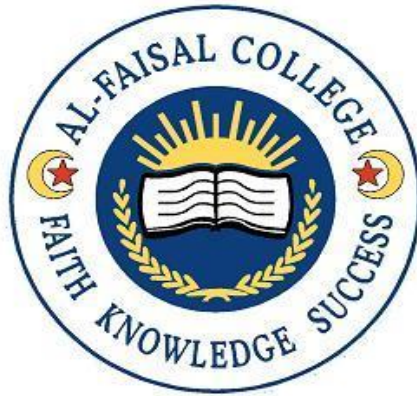


Al-Faisal College Campbelltown



ANNUAL REPORT 2025



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Theme 1: Context

School Context

Al-Faisal College - Campbelltown is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 10.

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

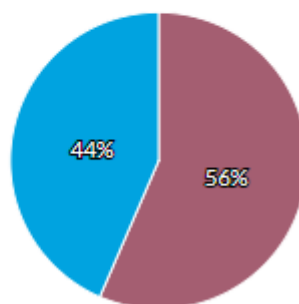
The main goals of the College are to produce good citizens imbued with Australian values and Islamic Culture and to become responsible, productive and contributing members of the Australian society. Students are taught mandatory subjects required by NESA and learn the Arabic Language as our chosen community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

In the 2025 academic year, Al-Faisal College - Campbelltown 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: 793

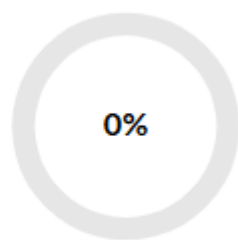
Boys 345
Girls 448



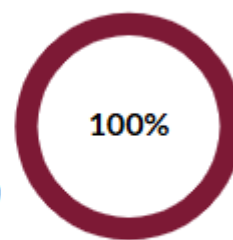
A significant feature of our student population is that 100% of students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and 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: 793.0

Indigenous students



Language background other than English



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

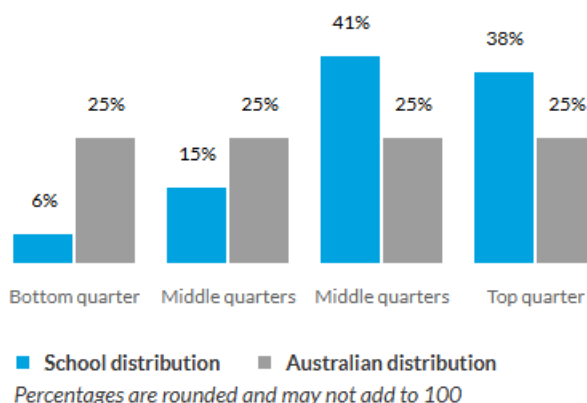
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal College - Campbelltown. 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	1100
Average ICSEA value	1000
School ICSEA percentile	84

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

Managing Director's Report

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. The results reflect 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

Head of College Report

Al-Faisal College – Campbelltown remains dedicated to delivering excellence in education within a caring, inclusive, and values-based environment. We recognise that meaningful partnerships with families and the broader community enhance students' educational experiences and contribute to developing a strong sense of identity, belonging, and appreciation for cultural and religious diversity within the Australian context. We take pride in fostering a school community where every student feels safe, valued, and encouraged to achieve their full potential.

The 2025 academic year represented another significant milestone in the College's ongoing journey of growth and success. Through the collaborative efforts of students, staff, and families, we continued to provide opportunities for every child to flourish. By maintaining high expectations and a positive learning environment, students were supported to develop academically, socially, and emotionally. The commitment of our staff and the enthusiasm of our students ensured that 2025 was characterised by achievement, progress, and excellence.

Teaching and learning programs underwent ongoing review and refinement to ensure alignment with evolving NESA curriculum requirements. Throughout the year, the College continued its preparation for the staged implementation of new syllabuses, ensuring classroom practice remained current, evidence-informed, and responsive to student needs. Program enhancements focused on increasing student engagement, improving academic outcomes, and addressing the diverse learning needs of students across all year levels. Teaching practices were further strengthened through effective feedback, assessment strategies, and differentiated instruction.

Students engaged in a broad range of academic, sporting, cultural, and leadership experiences throughout the year. They participated in community events, charitable initiatives, wellbeing activities, and awareness campaigns that promoted positive character development and responsible citizenship. Our school choir proudly represented the College through performances at International Women's Day, Harmony Day, International Mother Language Day, and the Macarthur Children's Festival, showcasing both talent and school pride. These opportunities strengthened students' sense of belonging, connection, and appreciation of their heritage. In addition, the College's wellbeing team, including the school counsellor, provided ongoing support through regular check-ins, mindfulness activities, and classroom-based initiatives designed to build emotional resilience.

Al-Faisal College – Campbelltown continued to demonstrate strong academic performance. In 2025, our Primary cohort achieved an outstanding ranking of 5th in New South Wales for NAPLAN, reflecting the College's commitment to educational excellence and high expectations. This achievement is a testament to the quality of teaching and learning, as well as the dedication of our students, families, and staff.

We would also like to acknowledge the invaluable contribution of our community partners and leadership team. My sincere appreciation extends to the Australian Government, Campbelltown City Council, the Association of Independent Schools NSW, and our network schools, particularly Al-Faisal College – Auburn, for their ongoing encouragement and support. I am deeply grateful to our Board of Directors, Mr Shafiq Khan (Managing Director), Dr Intaj Ali (Director General), Mrs Safia Khan Hassanein (Executive Principal), Ms Fayzah Ezeldin (Chief Financial Officer), Associate Executive Principal Mr Peter Rompies, and Executive Deputy Principals Mr Mohammed Adra and Mr Mohamad Jamal for their guidance, leadership, and vision. I also extend my heartfelt thanks to our staff, whose professionalism, dedication, and genuine care positively impact the lives of our students each day.

Most importantly, I thank our parents and students for the trust they place in our College and for their continued partnership. Your support and engagement remain central to our success. As we reflect on the achievements of 2025 and look towards the future, I am confident that Al-Faisal College – Campbelltown will continue to thrive as a place of learning, belonging, and excellence for all members of our community.

Mrs Sonali Luthra
Head of College
Al-Faisal College – Campbelltown

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. • 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.
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.
Facilities and Resources	The following upgrades have been made during the year to the school's facilities and resources: • IP PA Bell and Announcement Installation

- | | |
|--|--|
| | <ul style="list-style-type: none">• Laptop Trolley Installation x 3• FujiXerox New Photocopier installation and AWMS implementation – Replacement of Canon Photocopiers• FingerLan Installation of new Scanners• Scoping exercise for CCTV Phase 2 requirements – (Classrooms and Blind spots)• UPS – Temperature, Humidity and Water Leakage sensors (Server Room) installation• Scoping exercise for air conditioning in communications rooms |
|--|--|

Student Representative Council (SRC)

Al-Faisal College – Campbelltown encourages the various attributes of leadership and believes that when students combine their efforts, talents, insights, enthusiasm, and inspiration to work as a team, the leaders of tomorrow are formed.

Al-Faisal College – Campbelltown acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express their views, develop leadership skills, and gain a sense of achievement.

Leadership qualities are recognised and encouraged right from Kindergarten.

Class Captains K–6

Class Captains: Two students from Kindergarten to Year 6 are selected per term to represent their class. The selection may be based on social, academic, or behavioural leadership to encourage positivity in the learning process. The captains are changed every term to ensure that more students can undertake positions of responsibility. Students are presented with merit awards to acknowledge their selection and reinforce the importance of leadership qualities.

These captains carry out various class-based responsibilities.

Process:

- Elections for Class Captains (K–6) are held in each class each term.
- The class teacher (Primary) manages the process by accepting nominations, tallying votes, and declaring the outcome.
- All students have the right to nominate themselves and/or others.
- Each student in the class has one vote and their teacher has one vote.

School Captains and Prefects K–6

The School Captains and Prefects (Primary) are elected from the Year 5 cohort during Term 4 for the following year. Students are familiarised with the election process as follows:

Process:

- All students in Year 5 who have maintained exemplary behaviour have the right to nominate themselves and/or others.
- Students present portfolios for the first selection stage, wherein they include their achievements over the previous six years of schooling, a personal profile, and examples of how they have displayed leadership over the years. The portfolios are analysed by a panel of teachers, the SRC Coordinator, and the Head of College.
- Nominated students present a speech (prepared at school) during assembly.
- One week before elections, nominated students may display two posters as part of their campaign.
- Elections for School Prefects take place in Term 4 whilst students are in Year 5.
- The election process, including nominations, counting and tallying votes, and declaring the outcome, is managed by the SRC Coordinator and Head of College.
- All students from Years 2–6 have one vote and all Primary staff members have one vote.
- Voting is by secret ballot using a designated online ballot paper.
- The top two male and top two female students (based on the number of votes received) are deemed elected as School Captains and Vice-Captains.
- Students are presented with School Captain, Vice-Captain, or Prefect badges at the End of Year Function.

The Prefect body has equal representation of male and female students.

Prefects 7–10 (2025)

Prefects are elected after they self-nominate and receive a recommendation from their teachers, the High School Welfare Coordinator, and the Head of College. They present speeches at the election assembly and votes are cast.

- The election process, including nominations, tallying votes, and declaring the outcome, is supervised by the High School Welfare Coordinator.
- All students have the right to nominate themselves and/or others.
- Each student in the class has one vote and their teacher has two votes.
- Students nominated from Year 10 are elected through votes cast by students from Years 7–10. The successful candidates become School Captains (Year 10) and Vice-Captains.

Student Representative Council (SRC)

- All school leaders (Prefects and School Captains) are members of their respective SRCs (K–6 and 7–10). The Stage 3 Coordinator (Primary) oversees the K–6 SRC, and the High School Welfare Coordinator oversees the 7–10 SRC.
- The Head of College, High School Welfare Coordinator, and teachers are responsible for the SRC.
- The School Captains chair their respective committees.
- Each SRC committee meets once a month. Attendance and minutes are kept by the secretary elected from the members of the committee.
- Each member may table items for discussion.
- Recommendations are recorded in the minutes and implemented with the support of teachers and/or members of the school executive.
- The committee's areas of responsibility include:
 - A forum to discuss student concerns and, where appropriate, bring these to the attention of the school executive.
 - Proposing amendments to school procedures and policies.
 - Contributing to the organisation and running of school assemblies.
 - Organising charity fundraising events.
 - Organising whole-school events (Abaya Day, Jersey Day, etc.).
 - Promoting school spirit through active participation in school events.

The SRC members in 2025 undertook responsibilities in various aspects of their schooling. The Primary SRC in 2025 was organised to form a parliament, and SRC members were given the roles of different ministers to assist in various aspects of the school. Through this initiative, students were able to develop and participate in a range of school-wide projects.

Students met with the teacher in charge of the SRC on a regular basis. During these meetings, students discussed initiatives they wanted to develop, upcoming events, and the further development of leadership skills. The ideas were then put forward to the Head of College for consideration and implementation. Throughout the year, students were encouraged to develop several initiatives.

The SRC introduced a new initiative this year, with High School and Primary students participating in joint leadership meetings. High School Prefects mentored Primary SRC members, helping them develop leadership skills through structured activities held every Friday.

The SRC participated in:

- **Annual Ramadan Charity Drive:** The annual Ramadan Charity Drive encouraged students to support those less fortunate than themselves.
- **Showbag Initiative:** The Captains and Prefects organised showbags for students in K–6. They were responsible for creating and distributing the bags.
- **Literacy and Numeracy Week and Ramadan Activities:** The Captains and Prefects played a key role in events organised by the school. They acted as masters of ceremonies for assemblies, Presentation Days, and activities held during Literacy and Numeracy Week and Ramadan (Islamic Quiz, Al Nasheed Concert, Recitation Competition, and Qur'an Competitions).

- **Guest Engagement and School Functions:** SRC members were allocated responsibilities to welcome important guests and guide students during school functions.
- **Uniform Checks:** The SRC assisted teachers with weekly uniform checks.
- **Peer Support Program:** SRC members were assigned roles to assist other students in developing social skills during lunch and recess. These responsibilities were allocated according to a roster.
- **Front Office Assistance:** SRC members created a roster to assist the Front Office when required. Representative duties included distributing notes to class teachers, collecting money folders, and delivering messages.
- **R U OK? Day:** Prefects also participated in R U OK? Day to support younger students in dealing with friendship issues. They ran the merchandise stall for R U OK? Day items. The SRC also assisted with face painting using the event colours of yellow and black.
- **Market Stall Day:** On Market Stall Day, the SRC ran a henna stall and face-painting stall and assisted the Year 9 Commerce students.
- **Annual Iftar Dinner:** The SRC planned and organised the Annual Iftar Dinner for High School students. They were fully involved in designing the invitations, organising catering, and coordinating decorations for the evening. The event was successfully run by the SRC.
- **Library Support Program:** SRC members assisted in the library by returning books to shelves and helping younger students choose appropriate books. This support was provided during lunch according to a roster.
- **Playground Activities:** SRC members assisted in setting up playground games for students in the younger years.
- **Harmony Day:** As part of the Harmony Day celebrations, Primary SRC members ran a Multicultural Dress Parade alongside the coordinators.
- **Toy Drive:** SRC students, along with other volunteers, assisted with the Toy Drive collection in collaboration with Lighthouse Community Services. The SRC helped sort and wrap all donated items.
- **Macarthur Children's Festival:** SRC students represented the school with distinction at the Macarthur Children's Festival. They assisted in the organisation and smooth running of the event and led the Multicultural Parade on the day.
- **Macarthur Women's Morning Tea:** SRC students represented the school at the Macarthur Women's Morning Tea, where they assisted senior community members with the use of electronic devices and technology-related queries.
- **Annual Eid Carnival:** SRC students played an active role in the Annual Eid Carnival, helping to organise and run a variety of games and activities for younger students.
- **Lakemba Official Opening:** On 18 February 2025, SRC students had the privilege of attending the official opening of Al-Faisal College – Lakemba, the fourth campus within the Al-Faisal College network. Students were actively involved in the event and were given the opportunity to act as masters of ceremonies for parts of the program, helping to guide proceedings and engage the audience throughout the program. They also contributed to the celebration through musical performances, representing the school with pride.

Initiatives Promoting Respect and Responsibility

In 2025, the school wide **Positive Behaviour Interventions and Support (PBIS)** program showed further success with the enhancement and consolidation of a culture of respect, responsibility, and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

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

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

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

International Mother Language Day:

Campbelltown Council organised the International Mother Language Day. During this day the School Choir sang the Song 'I am Australian' in various languages. The students were able to listen to speakers talking about their heritage, as well as watch a variety of performances from around the world. It is a celebration of the diversity of the Campbelltown community.

Ramadan Trivia Quiz:

During Ramadan, the school organised a Trivia Quiz for parents and students. This is an inter-school competition, with parents, students and teachers from all three schools invited to participate via a Zoom link.

Paul Nunnari 24hr Fight Against Cancer Macarthur:

The 24 Hour Fight Against Cancer Macarthur is an annual fundraising movement dedicated to raising awareness and funds for Cancer. On the day Paul Nunnari, a Paralympic athlete, rode into the school in his wheelchair and spoke to the students about how, despite his disability, he was able to win a silver medal in the men's 4x100m relay during the 2000 Paralympic Games. The students learnt about overcoming difficulties and becoming a stronger and more resilient person.

Literacy Week:

During Literacy week students participated in various activities related to literacy. Students had a book parade where they dressed up as their favourite character and watched the teachers perform a small play about overcoming bad intentions. Students were also encouraged to bring in their favourite books to share throughout the week.

Harmony Day:

Harmony Day was celebrated by organising a day where students wore orange T-shirts to support the harmonious environment in the school and in the community. PowerPoints were run in classes on Harmony Day to inculcate in students the importance of Unity in Diversity.

E- Safety week:

During E-Safety Week, students explored strategies for staying safe online by viewing scenario-based videos, creating posters to reinforce key safety messages, and participating in the Brainstorm Productions Cyber Safety Incursion, which highlighted the importance of responsible and safe online behaviour.

Healthy Lunch Week:

Healthy Lunch Week aimed to promote nutritious eating habits among students. They learned about the types of foods that support a healthy lifestyle and were encouraged to bring wholesome meals to school. The week concluded with a class picnic, reinforcing the importance of making healthy food choices in a fun and engaging way.

Pakistan Independence Day:

A group of students were invited to take part in the Pakistan Independence Day celebrations held at Greg Percival Library. During the event, students learned about the historical significance of Pakistan's independence, the choir performed, and students participated in a variety of traditional Pakistani cultural activities.

Debating:

Year 6 students took part in intensive debating workshops, where they cultivated critical skills in reasoning, persuasive communication, and teamwork. Building on this foundation, they went on to represent their school in a competitive interschool debate against teams from three other schools, showcasing their newfound abilities with confidence and maturity.

Macarthur Young Champion Award:

The Macarthur Young Champion is a prestigious award given to students that are active in the community. Students nominated for the award needed to show how they have contributed to the community. This could be via sports, arts or educational programs. Our students became finalists in all categories.

After-school Cricket workshops:

Students from Kindergarten to Year 6, were able to participate in an After School Cricket program which was aimed at promoting a love of sport and cricket within our community. During these sessions students were involved in learning various skills, such as batting, throwing and catching.

Macarthur Children's Festival:

Students from the SRC as well as volunteers from years 5 to 10, were involved in the Macarthur Children's Festival. On the day, the students had many responsibilities including: setting up stalls; helping stall holders throughout the day; being flag bearers and leading the annual march around the park; cleaning up at the end of the day. The choir also participated in a stage performance of Count on Me.

School Annual Iftar Dinner:

The school organised a large-scale iftar dinner for the student body. Various guests from the community were invited to participate. The event helped to promote the awareness of Islam and helped to bring our multi-cultural community together.

Living Eggs:

Our Kindergarten students understood the life cycle of a hen through a live example. Chick eggs were delivered to the school and hatched in the accompanying incubator. The students were able to see the eggs hatching and chicks running around thus appreciating life and life cycles.

Reverse Interviews:

The school ran reverse parent interviews to understand students' social, academic and emotional needs better. The parents were asked questions about their children in order to better gauge their potential and cater to the individual needs of the students.

Sporting Schools Program:

The school participated in the Sporting Schools Program to enhance team spirit and improve students' skills in team sports. The value of a healthy and fit lifestyle was promoted through the program. The Sporting school program was able to encourage an active lifestyle in students who normally did not participate in sports and had a positive response from both girls and boys. AFL, basketball and cricket programs were run.

Clean Up Australia Day:

Clean Up Australia Day ensured the cleanliness of the whole school with areas allocated to various classes. The SRC designed posters, raising awareness regarding the importance of cleanliness and recycling. Class Captains and Vice Captains were then taken to the neighbouring school in order to help promote Clean up Australia Day.

ANZAC Day:

ANZAC Day was commemorated both in High School and Primary School with students paying respect to the soldiers who had made the ultimate sacrifice. The proper ANZAC Day protocols were followed during

the ceremonies with the Last Post and Rouse being played before and after the one-minute silence observed to honour the soldiers.

NAIDOC Week:

During NAIDOC Week, students explored the rich history and culture of Aboriginal and Torres Strait Islander peoples through stories, discussions, and creative activities. A highlight was the creation of a school-wide collaborative artwork, symbolising the community's respect for and commitment to reconciliation.

Inter-school Athletics Carnival:

Year 5 and Year 6 students participated in the Term 3 Interschool Athletics Carnival, competing in a range of track and field events alongside students from other schools. Throughout the day, students demonstrated teamwork, sportsmanship, and resilience, with ribbons awarded to students who placed in their events in recognition of their achievements.

Be Unstoppable Workshop:

High school students participated in the "Be Unstoppable" workshop, designed to equip them with effective strategies for managing stress and time during their studies. Throughout the session, students engaged in reflective activities focused on supporting their mental health and setting achievable goals for academic and personal success. The workshops also dealt with bullying issues and how to deal with them.

Remembrance Day:

The students observed a one-minute silence to honour the soldiers who made the ultimate sacrifice. This was done in each class at 11am on the 11th of November. The teachers talked about the significance of the day.

Charity Drives:

Ramadan Charity: The school organised various events with the highlight being the charity drive during Ramadan. Our charity events were great reminders to students about showing compassion and empathy to other people and how to appreciate all the blessings we have.

R U Ok? Day Charity: In support of this initiative, Al-Faisal College - Campbelltown ran a YELLOW Mufti-Day where students were asked to wear appropriate YELLOW/ BLACK mufti shirts in exchange for a gold coin donation. This money was for the "R U OK?" registered Australian charity. The students were also able to buy R U Ok? Merchandise along with face painting.

Light House Charity: Al-Faisal College partnered with Lighthouse Charity to support children in need, with students generously donating brand-new toys suitable for a range of ages, helping to bring joy and comfort to disadvantaged children in the community.

Food for the Needy: Students prepared 100 biryani meal packs and collected canned food and hygiene products to support those in need.

R U OK? Day:

“R U OK?” Day is a National Day of Action dedicated to reminding everyone to ask, “Are you OK?” to each other and to remember every day of the year, to support their own and other people’s wellbeing. The mission of this day is to inspire and empower everyone to meaningfully connect with people around them. In support of this initiative, Al-Faisal College - Campbelltown ran a Mufti-Day along with other activities.

Science Week:

Science Week provided students with a range of engaging and hands-on learning experiences. They took part in a Science Quiz that encouraged critical thinking and the application of scientific knowledge. An interactive science show presented by Physics Education sparked curiosity and deepened students’ interest in Physics through exciting demonstrations. High school students also participated in a STEM bridge-building challenge, applying their understanding of Science, Technology, Engineering, and Mathematics to design and construct strong structures using paddle pop sticks.

Book Character Parade:

During Book Week, students came to school dressed as their favourite book characters, bringing stories to life through their creative costumes. Teachers joined in the festivities with enthusiasm, presenting a play based on the characters they were dressed up as. The celebrations included a lively book character parade, culminating in a delightful picnic where students gathered to share their love of reading and community spirit.

Electrical Safety week:

The teachers talked to the students regarding Electrical Safety during the week. Various activities such as colouring competition for K-2, Comic Strip Competition for Years 3-6 were held and various prizes given. The teachers demonstrated the workings of electric circuits in class. The importance of staying safe around electricity and how to stay safe were reinforced during the week.

Ramadan Activities:

Students participated in various activities during Ramadan such as:

- Nasheed Concert
- Abaya Day
- Islamic quiz
- Quran recitation
- Islamic book fair
- Card exchange
- Showbags
- Iftar dinner
- Zaky Bear Incursion

Market Day:

Year 9 students organised a Market day for the rest of the school as a part of their Commerce assignment. The assignment included formulating business proposals, deciding on products to be sold, budgeting, pricing etc. It was a successful event with the Commerce students gaining immense experience in money handling, accounting and accountability.

Math Week:

The students in Primary school participated in the Marvellous Maths March; all class teachers organised mathematical activities in their classes and the students visited each class on a rotational basis. Various mathematical games, quizzes and puzzles were set up for the students to enjoy the wonderful world of Maths. High School students enjoyed mathematical games related to problem solving in groups. High School had an incursion from the World of Maths and did critical thinking activities with the group.

Gala Days:

Oz tag: Al-Faisal College – Campbelltown and Al-Faisal College - Liverpool Years 7-10 students participated in the Oz tag Gala day at Al-Faisal College - Liverpool in Term 3. The two events helped in building a harmonious relation between the two schools as the teams were mixed and fostered positive relationships.

Athletics Carnival:

Primary and High School students participated in the Athletics carnival and enjoyed the days full of activities to explore their athletic prowess. The parents attended in large numbers to encourage and support their children. The day provided students with school and team spirit.

Star Student of the Week:

Every class teacher nominated star students of the week. The award had resulted in huge motivation for the students and was awaited eagerly every week. The students received a star award and their name on the school noticeboard.

National Simultaneous Story Time:

Students participated in National Simultaneous Storytime, fostering a shared love of literature through a whole-school reading experience. They watched *The Truck Cat* being read by Library Story Time, then discussed the story's themes and meaning. Students in Years 3–6 completed an origami activity inspired by the story, while Kindergarten to Year 2 students took part in a colouring-in competition based on *The Truck Cat*.

Lakemba Official Opening:

On 18 February, SRC students had the privilege of attending the official opening of the 4th branch of Al-Faisal College. Students were actively involved in the event, where they were given the opportunity to MC parts of the ceremony, helping to guide proceedings and engage the audience throughout the program. They also contributed to the celebration by performing songs, adding to the formal and festive atmosphere of the occasion and representing the school with pride.

Quran Circle:

Students in Years 5 and 6 participated in the Quran Circle, voluntarily choosing to spend their recess and lunch breaks each day reciting surahs from the Holy Qur'an, demonstrating dedication, commitment, and a strong connection to their faith.

Hajj Journey:

Students in Kindergarten to Year 6 participated in the Hajj Journey, where they learnt about the significance and steps of Hajj. Under the guidance of their Arabic teachers, students actively engaged in each stage of the journey, gaining a deeper understanding of this important religious practice through hands-on, interactive learning experiences.

AB Street Library:

Students had the opportunity to design and paint library boxes inspired by popular children's books, using their creativity and artistic skills to bring their ideas to life. The completed boxes were donated to AB Street Library, where they were placed around the community to provide free access to books and promote a shared love of reading.

Wacky Tacky Day:

Wacky Tacky Day was held to celebrate the arrival of winter, with students dressing in fun and mismatched winter clothing such as beanies, scarves, and gloves. Students also enjoyed hot chocolate, adding to the warm and festive atmosphere of the day.

Thank a First Responder:

Thank a First Responder Day was a meaningful initiative in which students took part by creating heartfelt cards for the local fire brigade, expressing their appreciation for the important role first responders play in keeping the community safe. As part of the event, members of the fire brigade delivered an informative talk to Year 2 students on fire safety and the dangers of fire. In addition, Kindergarten to Year 2 students had the opportunity to explore the fire truck and ask questions, allowing them to engage directly with first responders and gain a deeper understanding of their work.

Robotics Club:

The Robotics Club was established to engage students with a passion for technology, robotics, and coding. Students participated in after-school sessions where they designed and programmed robots, developing their problem-solving and computational thinking skills. At the conclusion of the program, students took part in a robotics competition, where they proudly showcased their creations and skills alongside students from other schools.

Theme 2: Outcomes and Results

We are proud to present Al-Faisal College – Campbelltown’s Annual Report, showcasing our students’ outstanding achievements in 2025. Our students continued to achieve excellent results in the National Assessment Program – Literacy and Numeracy (NAPLAN), performing strongly across reading, writing, spelling, grammar and punctuation, and numeracy.

As a Kindergarten to Year 10 school, Al-Faisal College – Campbelltown’s academic outcomes are reflected through strong student achievement in NAPLAN, ongoing student growth, and a broad range of learning opportunities across the primary and secondary years.

These achievements reflect the College’s ongoing commitment to providing high-quality teaching and learning, diverse educational opportunities, and a supportive learning environment where every student is encouraged to achieve their full potential.

NAPLAN Achievement

Al-Faisal College – Campbelltown 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 assessed 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 significantly above students with similar background across all assessed domains, 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 – Campbelltown'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. Dark green cells indicate performance significantly above students with similar background, consistent with the performance descriptors used on the My School website.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	477	549	526	572	477
Year 5	556	587	595	645	583
Year 7	593	633	645	674	640
Year 9	599	627	616	637	630

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 – Campbelltown 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

Not applicable as Al-Faisal College - Campbelltown is a K-10 school.

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 - Campbelltown. 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 - Campbelltown at the various levels of teacher accreditation in 2025:

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	7
Proficient Teacher	42
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	6
Total number of teachers	61

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 - Campbelltown has a diverse workforce which, at the time of the 2025 census, comprised of 61 teaching staff and 15 non-teaching staff.

The following table reflects data captured in 2025.

Workforce Composition	Campbelltown School
Full-time equivalent teaching staff*	45.8
Full-time equivalent non-teaching staff*	7.0
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 (Campbelltown School)
Year 1	97%
Year 2	97%
Year 3	96%
Year 4	96%
Year 5	96%
Year 6	95%
Year 7	95%
Year 8	95%
Year 9	94%
Year 10	92%
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-10). 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-10).
3. A print out of all daily student absences is issued to Head of College 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 Head of College (K-6), Head of Welfare (7-10) 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 - Campbelltown.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-10: 15 days or more per academic year
7. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-10) 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 - Campbelltown.
11. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendance 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 - Campbelltown'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:

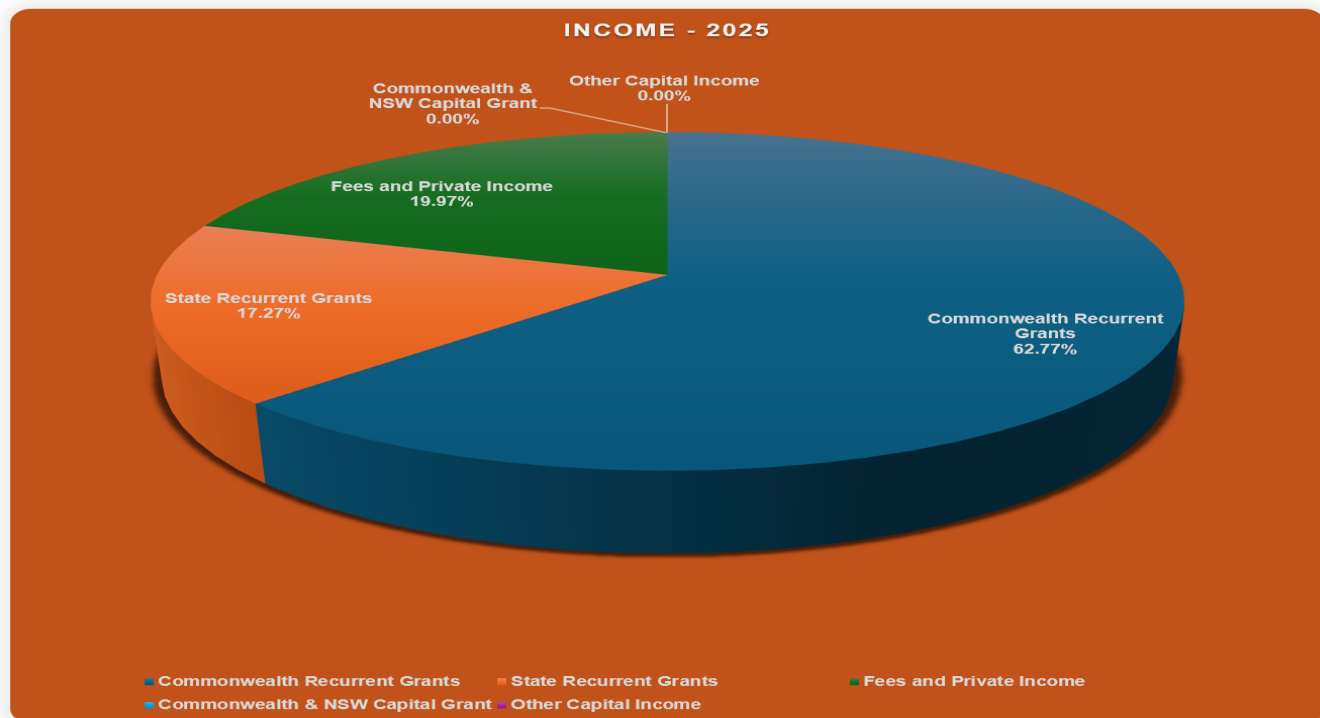
- Students agreed that they feel a sense of belonging at school.
- Students reported that their learning needs are well supported by their teachers.
- Students felt that teachers clearly explain what they are learning and how to improve.
- Students indicated that they feel confident speaking to a teacher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

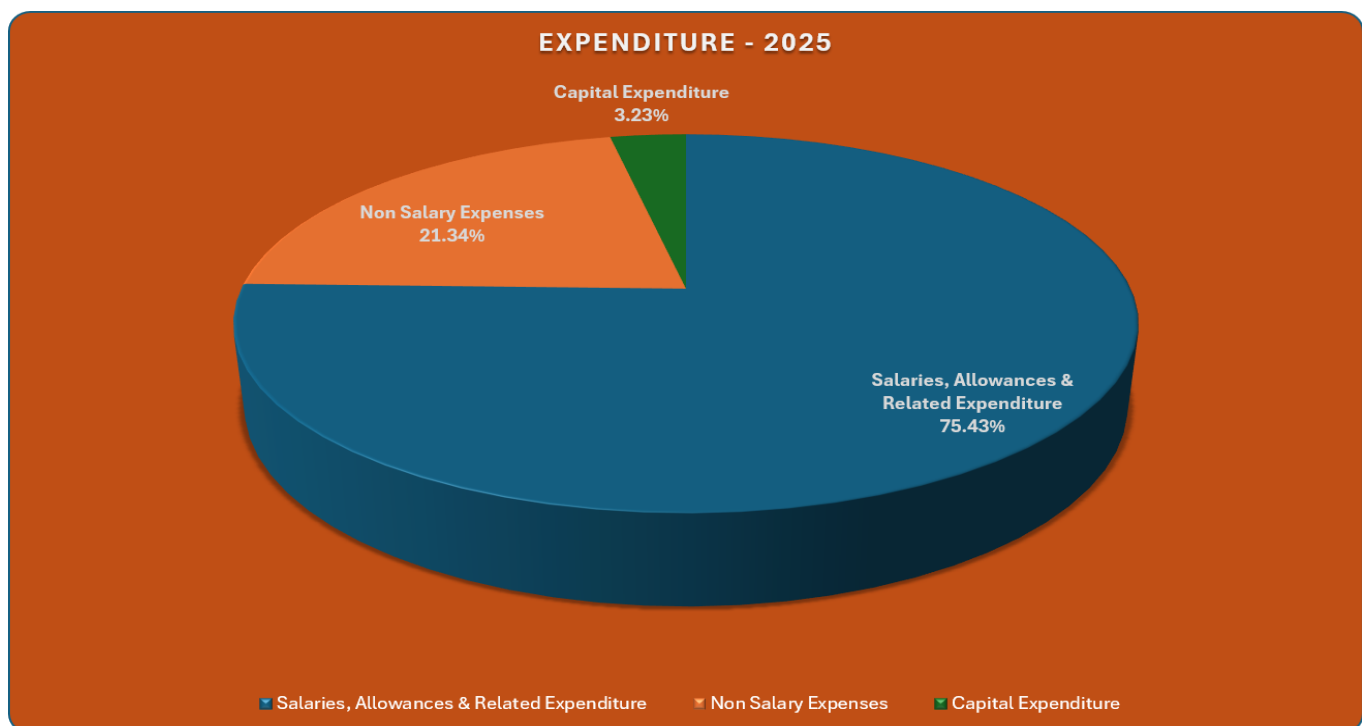
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

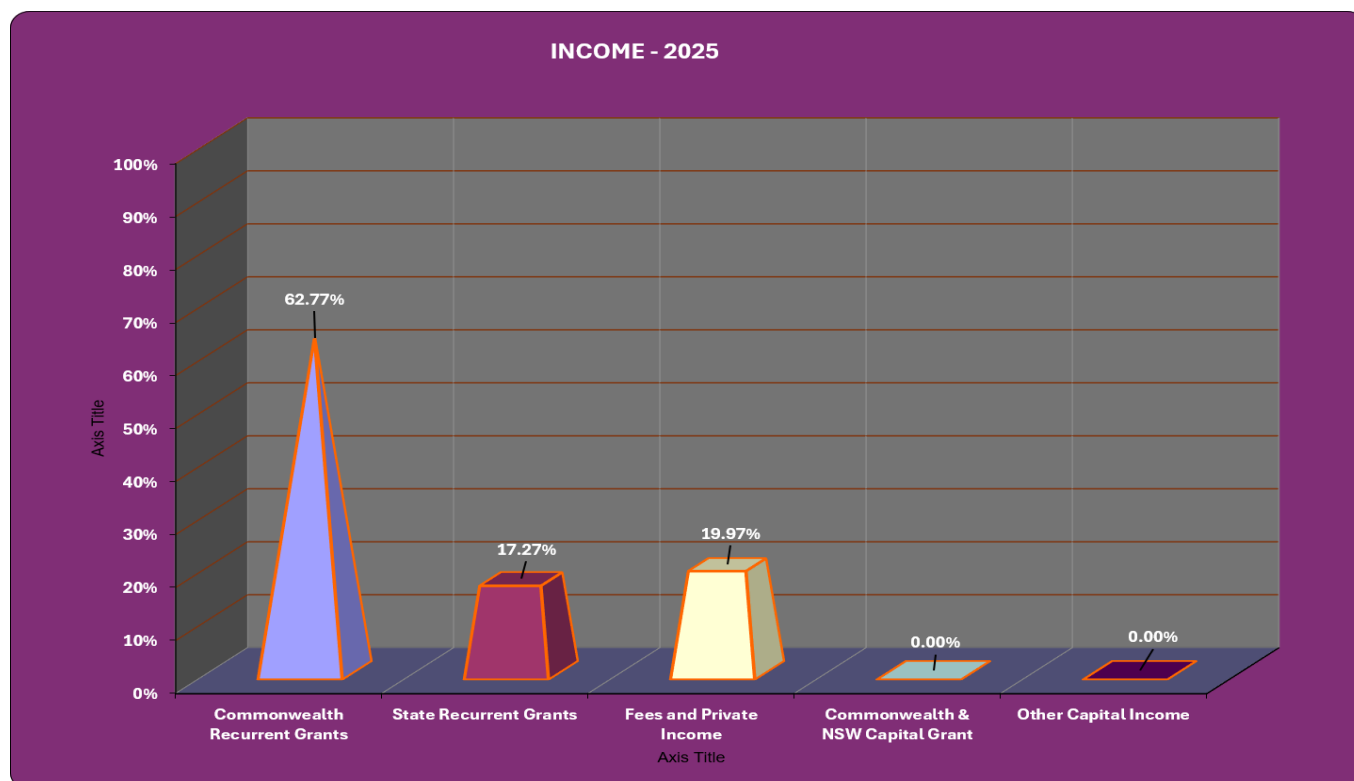


Pie Chart - Recurrent/Capital Expenditure

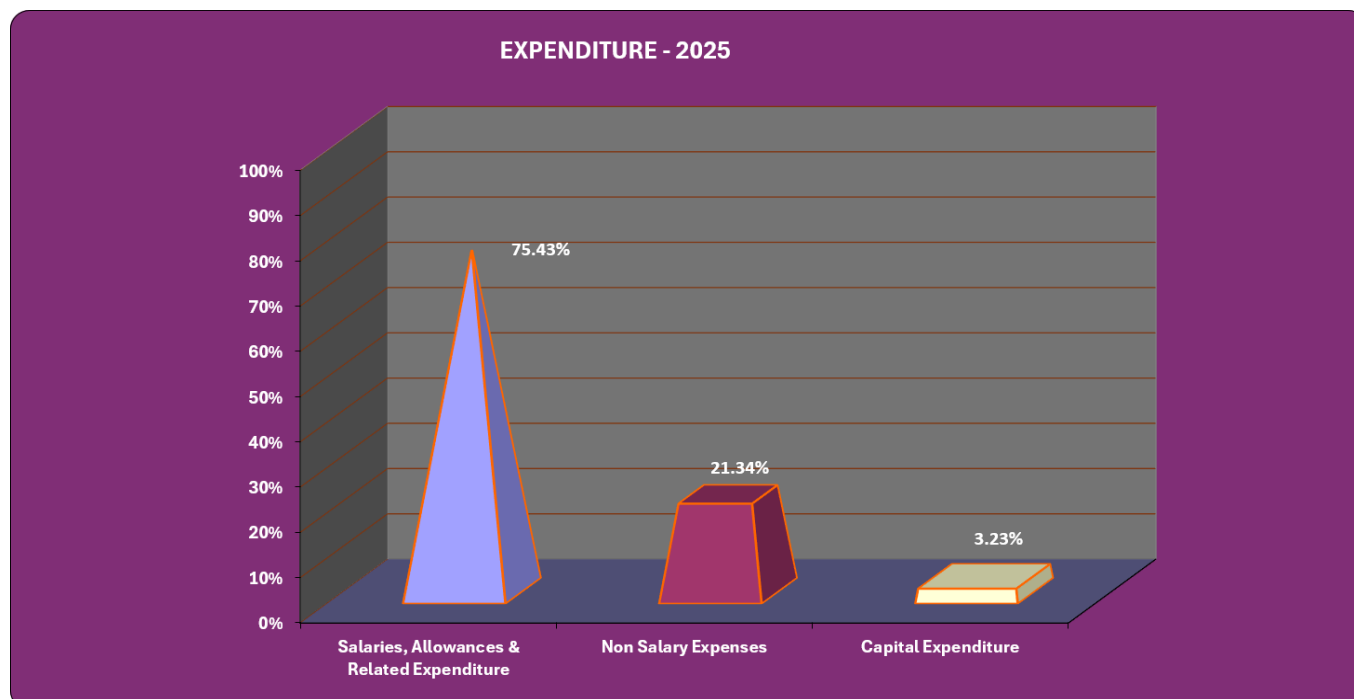


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

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.*