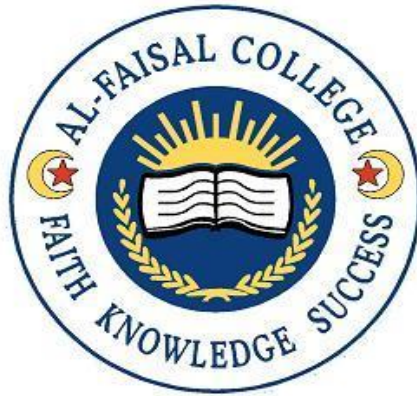


Al-Faisal College Lakemba



ANNUAL REPORT 2025



69 Croydon Street, Lakemba NSW 2195

Email: Lakemba@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
Head of Campus Report	7
School Determined Improvement Targets	8
Student Representative Council's Report (not applicable)	10
Initiatives Promoting Respect and Responsibility	10
 Theme 2: Outcomes and Results	 13
NAPLAN Achievement (not applicable)	13
HSC Achievement (not applicable)	13
 Theme 3: Staff	 14
Teacher Standards	14
Workforce Composition	15
 Theme 4: Attendance	 16
Student Attendance	16
Management of Non-Attendance	16
 Theme 5: School Policies	 18
 Theme 6: Stakeholder Satisfaction	 19
Teacher, Student and Parent Satisfaction Survey Results	19
 Theme 7: Summary Financial Information	 21

Theme 1: Context

School Context

Al-Faisal College - Lakemba is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 2.

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.

2025 was the school's first year of operation, with Al-Faisal College – Lakemba officially opening in late February 2025. The school welcomed strong enrolment interest, reflecting the growing reputation and appeal of the College within the local 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.

As Al-Faisal College – Lakemba is a sub-campus of Al-Faisal College (Auburn), no data is currently available on the My School website.

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.

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 - Lakemba. 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.

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 and Get Reading Right (phonics instruction), 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.

As Al-Faisal College – Lakemba is a sub-campus of Al-Faisal College (Auburn), no data is currently available on the My School website. However, further contextual information about Al-Faisal College 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, Lakemba 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 Campus Report

I am honoured to present this report on the establishment and inaugural year of Al-Faisal College – Lakemba Campus, which officially opened in 2025. The opening of the Lakemba Campus marked a significant milestone for Al-Faisal College, marking a successful and meaningful expansion of the College network and extending its commitment to faith, knowledge, and success into the Canterbury-Bankstown community.

Establishment and Opening

Al-Faisal College – Lakemba Campus commenced operations in 2025 as a Kindergarten to Year 2 campus, welcoming 90 students in its foundation year. The campus was designed to provide a nurturing, safe, and engaging learning environment that supports students in their early years of education, while embedding Islamic values and high academic expectations.

The Official Opening Ceremony was held on Tuesday, 18 February 2025, at the Lakemba Campus. The event was honoured by the presence of The Hon. Tony Burke MP, Minister for Home Affairs, Minister for the Arts, Minister for Cyber Security, and Minister for Immigration and Multicultural Affairs, as the Chief Guest of Honour. The ceremony included Quran recitation, performances by Al-Faisal College Campbelltown students, addresses from college leadership, representatives from the Association of Independent Schools NSW, local government, and distinguished guests. The unveiling of the plaque, cake cutting, and campus tour formally marked the opening of this new chapter for Al-Faisal College.

Teaching, Learning and Campus Life

Throughout its first year, Lakemba Campus focused on establishing strong foundations in literacy, numeracy, wellbeing, and character education. Teaching and learning programs were aligned with NESA requirements and reflected best practice in early childhood and primary education. A strong emphasis was placed on routines, positive behaviour, and creating a sense of belonging for students and families. Teachers implemented targeted strategies to cater for varying learning needs, with a clear focus on effective assessment, meaningful feedback, and purposeful differentiation to strengthen student engagement and maximise learning outcomes. These practices supported students across all learning areas and contributed to the development of confident, capable learners.

Community Engagement and Culture

A strong partnership with families was a defining feature of the Lakemba Campus in its first year. Parents were actively involved in school events, celebrations, and excursions, contributing to a welcoming and supportive school culture. The campus also benefited from the guidance and support of sister campuses, Canterbury-Bankstown Council, and other external partners, whose engagement strengthened the College's connection with the local community.

I also wish to acknowledge the guidance and continued backing of the Al-Faisal College's leadership. I am sincerely grateful to the Board of Directors and senior executive team for their vision and commitment, including the Managing Director, Mr Shafiq Khan; the Director General, Dr Intaj Ali; the Executive Principal, Mrs Safia Khan Hassanein; the Chief Financial Officer, Ms Fayzah Ezeldin, and the Executive Deputy Principal, Mr Mohammed Adra. Their leadership and support have been instrumental in the successful establishment of the Lakemba Campus.

I would like to sincerely acknowledge the commitment and efforts of the staff at Al-Faisal College – Lakemba. Their dedication, care, and professionalism throughout this inaugural year have shaped a positive learning environment where students feel supported, confident, and motivated to succeed. Their commitment has been central to building strong foundations for both academic growth and character development.

I would also like to thank our parents and families for the trust they have placed in the College and for working in partnership with us during this foundational year. Together, we have created a strong and supportive school community, and I look forward to continuing this journey of growth and success.

Mrs Faten Moussalli
Head of Campus
Al-Faisal College – Lakemba

School Determined Improvement Targets

2025 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	• Implement the Al-Faisal College curriculum developed from the Auburn school. • Ensure staff deliver and emphasise the Get Reading Right phonics program across K-2. • Implement the Foundation Level 1 Arabic languages curriculum across K-2. • 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.
Staff Training	• Focus on training staff on how to collect and analyse student data to plan for early literacy and numeracy intervention strategies. • 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, and the school executive leadership team on student mental health and suicide prevention.
Facilities and Resources	The following upgrades have been made during the year to the school's facilities and resources: • Network Switching – Core and Comms switches • Network Cabling – Data,CCTV,WiFi,Air Sensors

- | | |
|--|--|
| | <ul style="list-style-type: none"> • VM Ware Hyper V – Production servers • CCTV Server and Camera Installations • Air Sensor Installation • WiFi Installation • UPS Installation Server and Comms rooms • FujiXerox New Photocopier installation and AWMS implementation • 12 x Smart panel installation to classrooms • 30 x Dell 7090 PC installation to classrooms, offices and Staff room. • Laptop Trolley Installation x 1 • New library system (FETech), integration with Oliver and Identity1 automation • IP PA Bell and Announcement Installation • Salto door system Installation and Configuration • Cisco New Telephone system and Installation • FingerLan Installation of new Scanners • UPS – Temperature, Humidity and Water Leakage sensors (Server Rooms) installation • Scoping exercise for air conditioning in communications rooms |
|--|--|

Student Representative Council Reports (SRC)

Not applicable as Al-Faisal College - Lakemba is a K-2 school and does not currently have a School Representative Council (SRC)

Initiatives Promoting Respect and Responsibility

Across Kindergarten, Year 1 and Year 2, students participated collectively in several key initiatives and events, including:

Throughout 2025, the school's Positive Behaviour Interventions and Support (PBIS) framework continued to strengthen a whole-school culture centred on respectful relationships, responsible choices, achievement, resilience, and safety. The program focused on proactively reducing inappropriate behaviour by explicitly teaching social expectations, recognising positive conduct, and providing students with consistent support across all school settings.

The PBIS framework is built around the College's five ROARS values: **Respect, Ownership, Achievement, Resilience and Safety**. These values were promoted through a range of practices and strategies, including:

- Explicit weekly lessons focusing on the behaviours students are expected to demonstrate across classrooms, playgrounds and other areas of the school.
- Clear visual reminders and posters displayed throughout the school to communicate behavioural expectations in both learning and non-learning spaces.
- Regular acknowledgement and praise from teachers when students demonstrated the behaviours and values taught.
- The distribution of reward tokens by staff to recognise students making positive choices.
- Adjustments to environments, routines and situations to minimise circumstances that may contribute to inappropriate behaviour.
- Clear and consistent consequences for misbehaviour, applied fairly and predictably by staff.
- The integration of PBIS into existing school systems, including staff professional learning, meetings, parent communication, student diaries and student wellbeing processes.
- The presentation of Merit Awards to students who demonstrated positive academic habits and appropriate social behaviour.

Alongside the ongoing implementation of PBIS, a number of additional initiatives were introduced to further strengthen respect, responsibility and positive relationships throughout the school community:

Fortnightly Assemblies

Fortnightly assemblies play a key role in building a strong school culture and sense of community. Assemblies provide opportunities to celebrate student achievements and reinforce school values. They also strengthen connections between students, staff, and families by recognising positive behaviour and effort.

Thank a First Responder Day

Students took part in Thank a First Responder Day to acknowledge and celebrate the essential role of emergency service workers within the community. As part of the initiative, firefighters visited the school, providing students with the opportunity to learn firsthand experience about fire safety, emergency response, and the important work firefighters do to protect the community. Through discussions, creative activities, and messages of appreciation, students developed respect, gratitude, and an early understanding of civic responsibility.

Book Character Parade:

As part of our Literacy and Book Week celebrations, students came to school dressed as characters from their favourite books, creating a colourful and imaginative atmosphere. Teachers also joined in the fun by dressing as their favourite book characters. The day included a vibrant character parade giving students the opportunity to celebrate reading, creativity and school community.

Scholastic Book Fair

The Scholastic Book Fair took place in Terms 2 and 4. The Book Fair provided students with the opportunity to explore a wide range of books, discover new authors and series, and develop enthusiasm for reading. Families were warmly invited to visit the Book Fair and support their children in selecting books that matched their interests.

Ramadan, Eid al-Fitr and Eid al-Adha Celebrations

Religious celebrations formed an important part of campus life, supporting students' spiritual development and understanding of Islamic values. During Ramadan, students engaged in discussions about kindness, patience, and empathy, while Eid al-Fitr and Eid al-Adha were celebrated through assemblies, classroom activities, and shared experiences including Hajj Journey. These occasions strengthened students' sense of identity and belonging while fostering joy, reflection, and community spirit.

Ramadan Trivia Quiz

During the month of Ramadan, the school hosted an interactive trivia quiz that brought together parents, students, and staff in a shared learning experience. The event was conducted online and involved participants from across the College schools, fostering connection and friendly competition. The quiz encouraged engagement with Islamic knowledge while strengthening partnerships between home and school.

Ramadan Charity Drives

The school organised a Toy Drive to support children and families in need within the wider community. Students and families generously donated new toys, helping to bring joy to others while learning about kindness, empathy and the importance of giving. The initiative strengthened community spirit and encouraged students to make a positive difference through simple acts of generosity.

Abaya Day

Abaya Day was celebrated to promote cultural understanding, modesty, and pride in Islamic identity. Every Thursday during the month of Ramadan, students participated in discussions and activities exploring the values of respect, confidence, and self-expression. These days provided opportunities for students to engage positively with cultural traditions in a supportive environment.

Technology and Digital Learning Initiatives (Scope IT)

School-based technology programs, including Scope IT, supported the development of digital literacy skills from an early age. Students participated in structured technology lessons that introduced basic coding, problem-solving, and safe technology use. These initiatives helped students develop confidence and responsibility when engaging with digital tools.

Robotics and Engineering Learning Experiences

Robotics and engineering activities introduced students to foundational STEM concepts through hands-on, inquiry-based learning. Students explored problem-solving, sequencing, and basic coding using age-appropriate tools and resources. These experiences fostered curiosity, creativity, and early computational thinking while encouraging collaboration and critical thinking.

Harmony Day

Harmony Day celebrations emphasised the importance of diversity, inclusion, and respect within the school community. Students engaged in discussions and activities that explored different cultures, backgrounds, and traditions. This initiative reinforced the message that diversity is a strength and that everyone belongs.

National Walk Safely to School Day

National Walk Safely to School Day promoted road safety awareness and healthy lifestyle habits. Students learned about pedestrian safety rules and the importance of physical activity as part of daily routines. The initiative supported wellbeing while encouraging responsible and safe behaviour within the community.

Living Eggs

Kindergarten students explored the stages of a hen's life cycle through a hands-on, real-life learning experience. Fertilised eggs were placed in an incubator at the school, allowing students to observe the development process over time. Witnessing the chicks hatch provided a meaningful and memorable opportunity for students to develop an early understanding of living things and growth.

Reverse Interviews

The school conducted reverse parent interviews to gain a deeper understanding of each student's academic progress, social development, and emotional wellbeing. Parents were invited to share important information about their child's strengths, interests, needs, and learning preferences. This information assisted teachers in better understanding each student and planning appropriate support to meet their individual needs.

Library Learning Experiences and Excursions

Library learning experiences and excursions played an important role in developing early literacy and a love of books. Students engaged in storytelling, borrowing routines, and guided reading experiences that supported language development. These visits reinforced the importance of libraries as spaces for learning, exploration, and imagination.

Sports Program

In addition to the Athletics Carnival, students participated in a variety of sports-based activities at school throughout the year. These experiences supported physical development, coordination, and teamwork while fostering enjoyment and confidence in movement. Sports events also encouraged resilience and positive participation.

Athletics Carnival

Kindergarten to Year 2 students took part in the Athletics Carnival, enjoying a full day of sporting activities that allowed them to demonstrate their skills, effort, and enthusiasm. Many parents attended to cheer on and support their children, helping to create a positive and encouraging atmosphere. The event also promoted teamwork, school pride, and a strong sense of community.

These activities supported students' social development, physical wellbeing, creativity, and understanding of community, faith, and citizenship.

Where activities were similar across grades, they were delivered as whole-school experiences to foster unity and shared identity. Where activities differed, they were intentionally designed to meet the developmental and curriculum needs of each grade.

Theme 2: Outcomes and Results

NAPLAN Achievement

Not applicable as Al-Faisal College - Lakemba is a K-2 school.

Higher School Certificate (HSC) Achievement

Not applicable as Al-Faisal College - Lakemba is a K-2 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 - Lakemba. 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 - Lakemba at the various levels of teacher accreditation in 2025:

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	3
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	0
Total number of teachers	7

As Al-Faisal College – Lakemba is a sub-campus of Al-Faisal College (Auburn), no data is currently available on the My School website. However, further 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 - Lakemba has a diverse workforce which, at the time of the 2025 census, comprised of 7 teaching staff and 3 non-teaching staff.

The following table reflects data captured in 2025.

Workforce Composition	Lakemba School
Full-time equivalent teaching staff*	7
Full-time equivalent non-teaching staff*	7.0
Aboriginal or Torres Strait Islander staff*	0

As Al-Faisal College – Lakemba is a sub-campus of Al-Faisal College (Auburn), no data is currently available on the My School website. However, 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.

As Al-Faisal College – Lakemba is a sub-campus of Al-Faisal College (Auburn), no data is currently available on the myschool website. However, 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 (Lakemba School)
Year 1	92%
Year 2	93%
School Average	93%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-2). 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-2).
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-2) 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 - Lakemba.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:

i. K-2: 15 days or more per academic year

7. Class and roll call teachers, Head of College (K-2) 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 - Lakemba.
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 - Lakemba'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 school. 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:

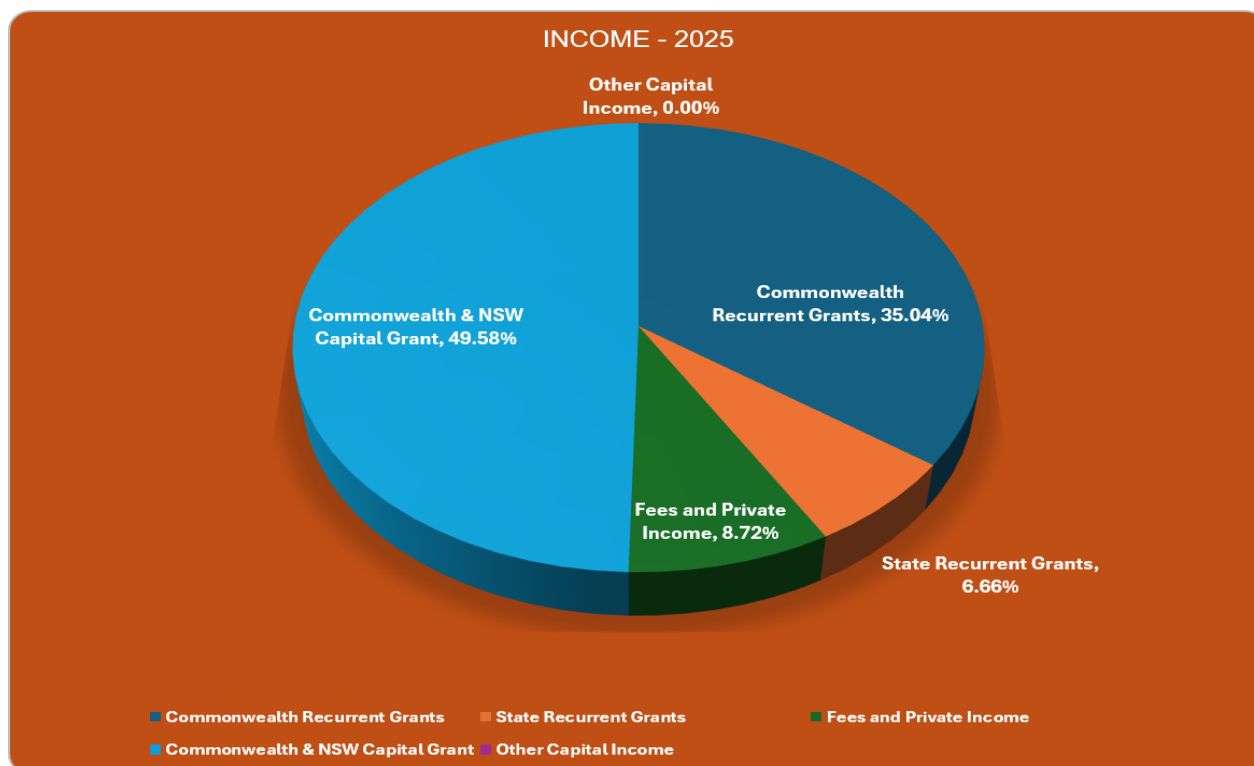
- Students agreed that they feel a sense of belonging at school.
- Students reported that their learning needs are well supported by their teachers.
- Students felt that teachers clearly explain what they are learning and how to improve.
- Students indicated that they feel confident speaking to a teacher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

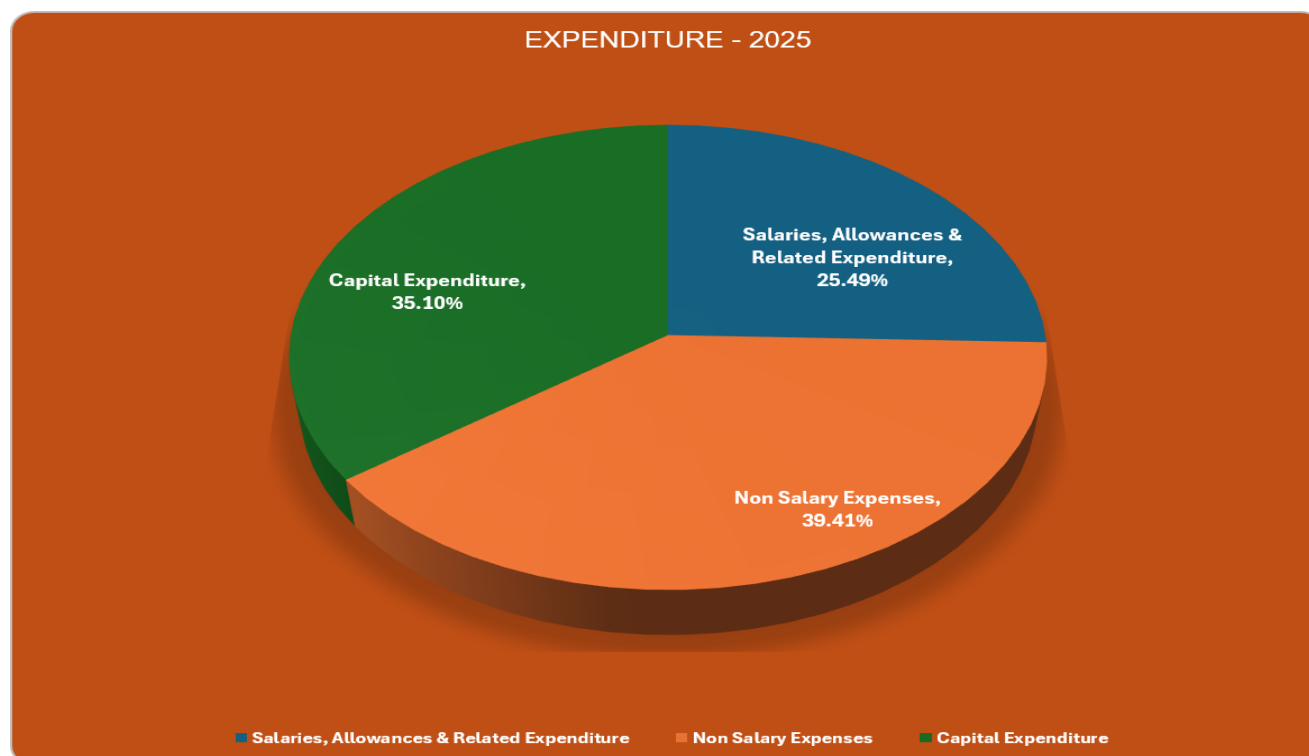
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

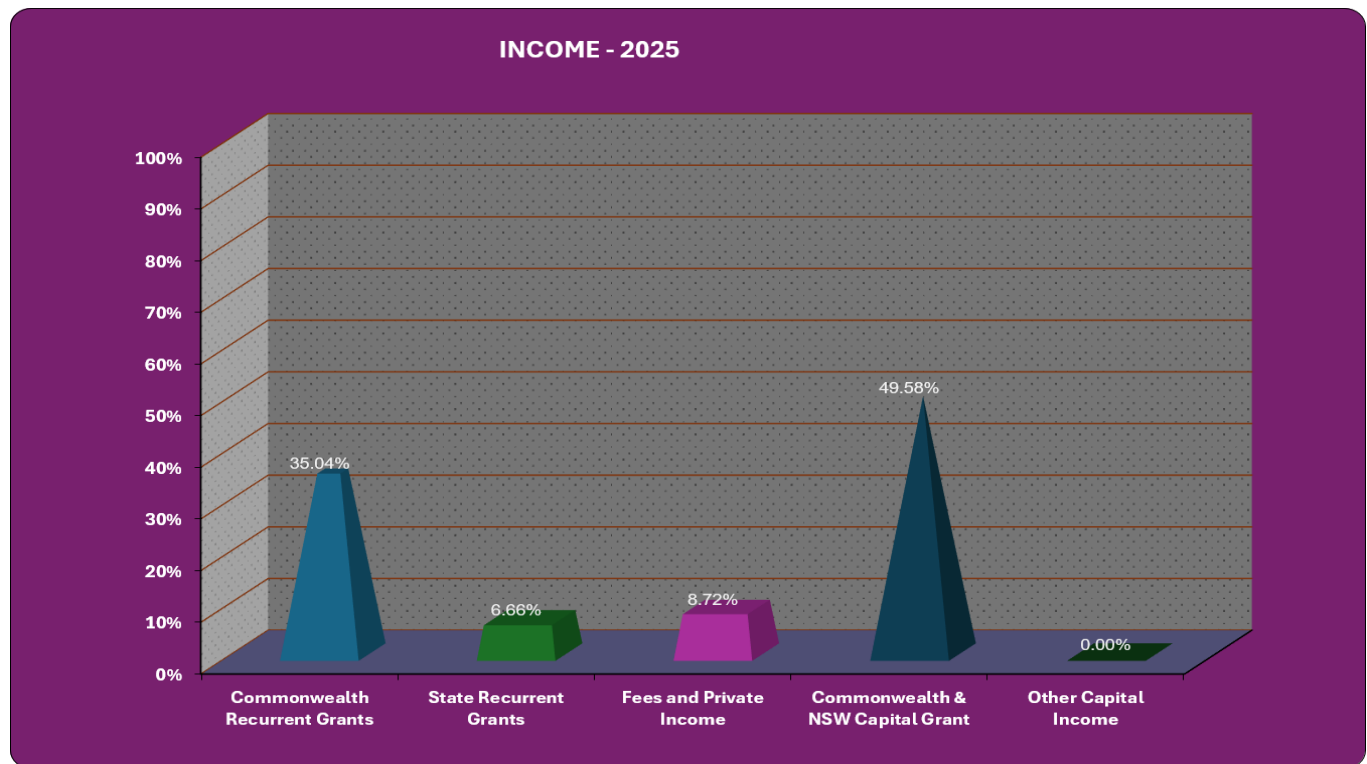


Pie Chart - Recurrent/Capital Expenditure

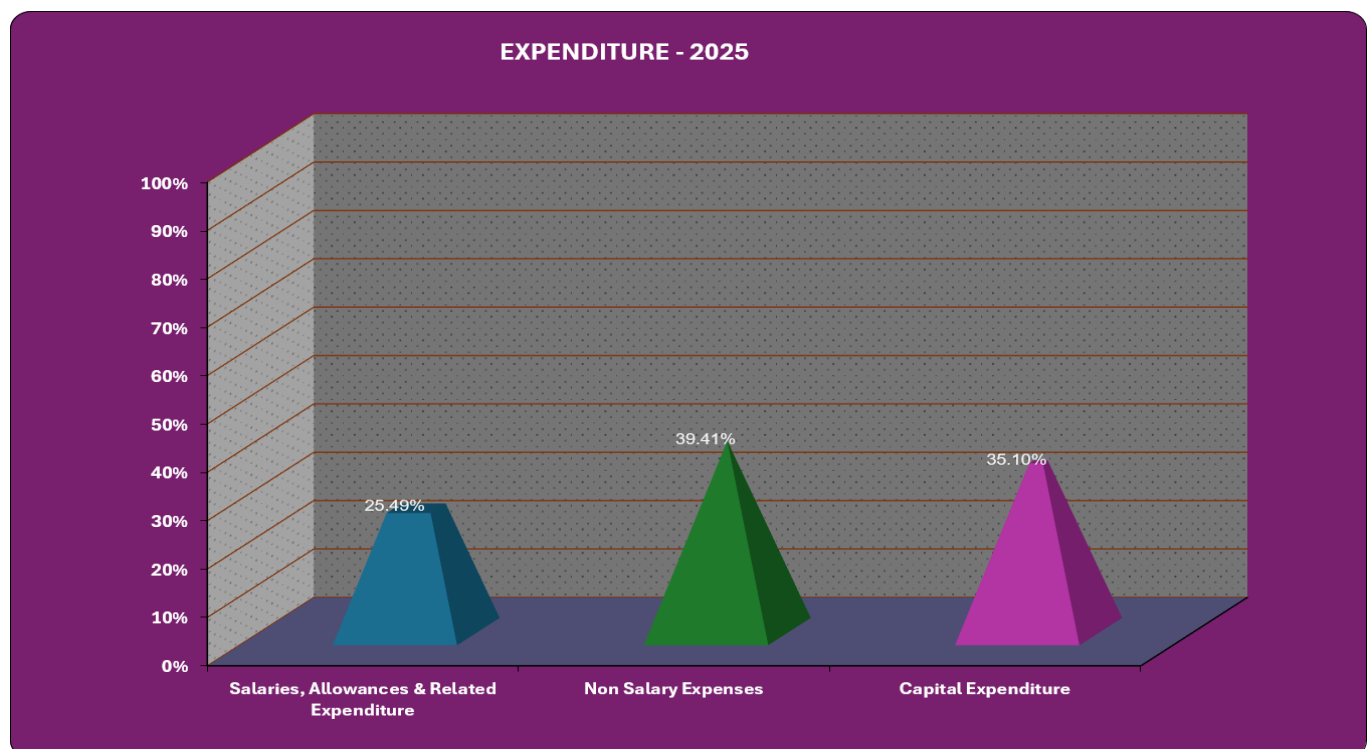


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

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.*