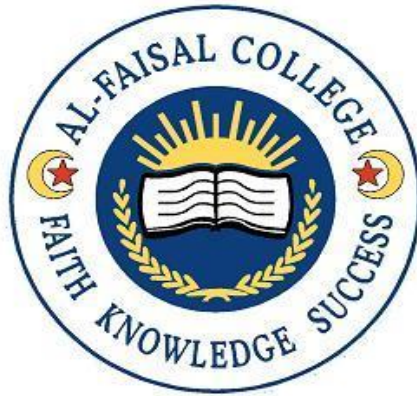


Al-Faisal College Liverpool



ANNUAL REPORT 2025



121 Gurner Ave, Austral NSW 2179

Email: liverpool@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 College's Report	7
School Determined Improvement Targets	8
Primary School Student Representative Council Report	10
High School Student Representative Council Report	12
Initiatives Promoting Respect and Responsibility	12
 Theme 2: Outcomes and Results	 15
NAPLAN Achievement	15
HSC Achievement	17
HSC Honour Roll	18
Vocational Education and Training (VET)	19
Post-School Destinations	19
 Theme 3: Staff	 21
Teacher Standards	21
Workforce Composition	22
 Theme 4: Attendance	 23
Student Attendance	23
Management of Non-Attendance	23
 Theme 5: School Policies	 25
 Theme 6: Stakeholder Satisfaction	 26
Teacher, Student and Parent Satisfaction Survey Results	26
 Theme 7: Summary Financial Information	 28

Theme 1: Context

School Context

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

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

The main goals of the College 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.

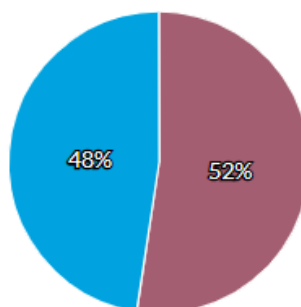
In the 2025 academic year, Al-Faisal College - Liverpool witnessed healthy student enrolment numbers, reflecting the growing reputation and appeal of our college within the community. Our commitment to providing high-quality education and nurturing a positive school culture has attracted families seeking a comprehensive and inclusive educational experience for their children.

Students

Total enrolments: 1573

Boys 749

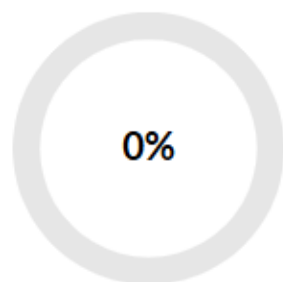
Girls 824



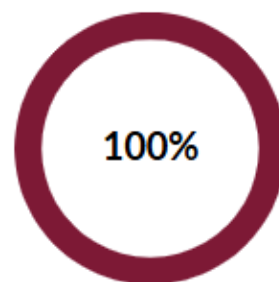
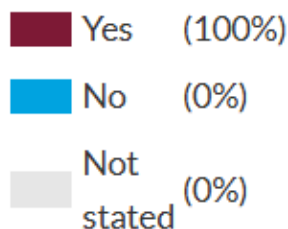
A significant feature of our student population is that 100% of students speak a language other than English (LOTE) at home. This linguistic diversity not only enriches the educational experience but also fosters a multicultural environment where students learn from each other's unique backgrounds and 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: 1573.0

Indigenous students



Language background other than English



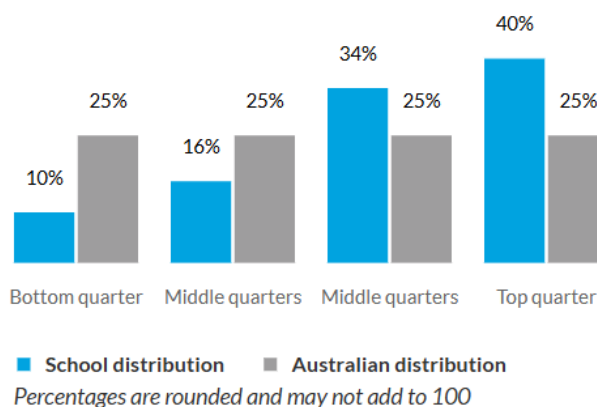
Our students also come from various socio-economic statuses (SES), contributing to the rich tapestry of our school community. The table included in this report illustrates the distribution of socio-economic advantage among our students, highlighting the broad spectrum of backgrounds represented at Al-Faisal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

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1097
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 - Liverpool 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

It is with great pride and gratitude that I present the 2025 Annual Report for Al-Faisal College – Liverpool. Over the past decade, I have had the privilege of leading this school alongside dedicated staff, supportive families and ambitious students. Together, we have established Al-Faisal College – Liverpool as a thriving K–12 learning community recognised for academic excellence, strong values and student success.

Continued enrolment growth reflected the confidence families placed in our educational vision and high standards. A significant milestone in 2025 was the commencement of Stage 4 construction, which will provide additional classrooms, staff workspaces and modern learning environments to support future growth. Another highlight was the visit of Ms Margery Evans, Chief Executive of Independent Schools of New South Wales (ISNSW), who toured the College and met with staff and students, reaffirming the strong reputation of our school within the independent sector.

Academically, 2025 was another strong year. NAPLAN results demonstrated growth across all key learning areas, with students in Years 3 and 5 achieving above-average results across all assessed strands, particularly in Writing, Spelling, and Grammar and Punctuation. Students in Years 7 and 9 also performed strongly, achieving well above-average results in Spelling and Grammar. We were especially proud to recognise 60 students as Outstanding NAPLAN Performers.

The 2025 Higher School Certificate results further reflected the College's academic success. Our fourth Year 12 cohort graduated with 85 students completing the HSC, achieving 66 Band 6 results and contributing to the school attaining a state ranking of 121st in New South Wales, an improvement of 19 places from the previous year. In addition, 22 students achieved an ATAR above 90, gaining entry into highly competitive university courses. Graduates pursued studies in medicine, engineering, science, law, teaching, information technology and other professional fields.

Alongside academic achievement, we remained committed to developing students of strong character and social responsibility. Respect, responsibility and resilience were reinforced through our Positive Behaviour Interventions and Supports (PBIS) framework. Students participated in community service initiatives and commemorative events, including Jeans for Genes Day, Australia's Biggest Morning Tea, Cooking for Refugees, Ramadan food drives for newly arrived families, the NSW Schools ANZAC Commemoration, school-based ANZAC ceremonies and our Thank a First Responder Assembly.

Educational workshops delivered in partnership with NSW Police and community organisations strengthened students' understanding of civic responsibility, respectful relationships, online safety and community engagement. Leadership development also remained a priority through leadership workshops, student representative initiatives and programs hosted by Liverpool City Council.

Strong partnerships with parents and key organisations, including ISNSW, NESA, Liverpool City Council and our local, state and federal representatives, continued to enrich opportunities for students. Parent-teacher interviews, information evenings, curriculum workshops and regular communication ensured parents remained active partners in their child's education.

I sincerely thank our Board of Directors, Managing Director Mr Shafiq Khan, Director General Dr Intaj Ali, Executive Principal Mrs Safia Khan Hassanein, Associate Executive Principal Mr P. Rompies, Deputy Principal Primary Mr M. Adra, and Deputy Principal High School Mr M. Jamal for their leadership and support throughout the year. I also extend my appreciation to our exceptional staff, whose professionalism, dedication and passion for education were central to the achievements celebrated in this report.

As we look to the future, we remain committed to providing an outstanding educational experience that nurtures academic achievement, strong character and lifelong success.

Mrs Jennifer Abrar
Head of College
Al-Faisal College - Liverpool

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: • New library system (Fetech), integration with Oliver and Identity1

automation

- CCTV Server Refresh and migration to NX Witness
- Laptop trolley x 5
- Finger Lan installation of new scanners
- UPS Temperature, humidity and water leakage sensors (server room) installation
- Scope exercise for air conditioning in communications rooms
- Refresh Gurner Road CCTV cameras
- Extend Network to Gurner Road (ruggedized switches in enclosers)
- UPSs in external enclosures
- Audit of MPH Audio Visual issues
- Stage 3 Network Switching – Comms switches
- Stage 3 Camera installations
- Stage 3 Air Sensor Installation
- Stage 3 Wi-Fi Installation
- Stage 3 UPS Installation in Comms rooms
- Stage 3 Smart panels installation x 14
- Stage 3 PC installation x 10
- Stage 3 IP PA Speaker Installation
- Stage 3 Cisco New Telephone Installation
- Stage 3 UPS – Temperature, Humidity sensors installation

Primary School Student Representative Council

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

Student Representative Council

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

Essential Criteria

Students must:

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

Responsibilities

Students will:

The SRC committee holds several responsibilities, which include:

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

Process

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

12. Students elected as School Captains, Vice-Captains, or Prefects are presented with badges at the end of year presentation day.

This process promotes a fair and inclusive approach to selecting student leaders, with both students and staff actively involved in decision-making. Anonymous ballots protect the confidentiality of votes, reinforcing the integrity of the election. Overall, it is a thorough and well-structured system for identifying and celebrating student leadership at our school.

The School Captains lead the Student Representative Council (SRC), guiding its initiatives and overseeing the coordination of activities. The SRC meets regularly—particularly before and after major school events—and holds monthly gatherings to discuss new ideas, address concerns, and put forward recommendations. A designated teacher records these discussions and, with the support of staff or school executive members, helps bring approved actions to life.

The council also takes an active role in planning and delivering a wide range of events, from fundraising campaigns to whole-school celebrations. These activities strengthen school spirit, foster a sense of belonging, and build pride within the student body.

Through its work, the SRC has a meaningful influence—representing student interests, addressing issues, shaping school culture, and nurturing an inclusive, vibrant community. This close collaboration between students and staff enables the SRC to fulfil its responsibilities with purpose and impact.

The SRC participated in:

- **Lost Property:** Students organised and returned items from the lost property basket daily.
- Students helped prepare the annual **Eid celebration** for all primary students and teachers. Students organised games and sold food and show bags. They each had stations for which they were responsible.
- Helping **Kindergarten with Creative Arts:** SRC helped Kindergarten students with their creative skills.
- Masters of Ceremonies: Captains were Masters of Ceremonies at the end of the year **Presentation Day** and all assemblies throughout the year.
- **Office Helpers:** Throughout the year, students helped the office distribute notes to class teachers, collecting money folders, and delivering messages.
- SRC members were allocated responsibilities to **Welcome important guests** and guide students during functions.
- Students within the SRC created **Thankyou cards for the First responders** and presented this to them at a special assembly.
- Assisting in the distribution of cupcakes for **The Biggest Morning Tea**
- Running activities throughout **Anti-Bullying week**. These included; running the sock matching game, leading the yarn activity and presenting an anti-bullying session to year 3-6.
- For Science week students in the **SRC conducted Science experiments** for the viewing of all 3-6 students. This involved them planning, organising and conducting the experiments.
- The SRC Students **visited a local Day care centre** where they completed activities with the young students at the location. This allowed our students to be involved in the local community.

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

High School Student Representative Council & Initiatives Promoting Respect and Responsibility

The Student Representative Council (SRC) at Al-Faisal College – Liverpool continued to serve as an influential voice for students throughout 2025, championing initiatives that strengthened student engagement, wellbeing, leadership, and community connection. Working collaboratively with the Welfare Team, the SRC played a significant role in planning and delivering a diverse range of programs and events that reflected the College's core values of respect, service, inclusion, and excellence.

Throughout the year, SRC members demonstrated initiative and responsibility by leading projects that encouraged active citizenship, celebrated cultural diversity, promoted student wellbeing, and fostered a strong sense of belonging. The following highlights showcase the meaningful contributions made by the SRC and the positive impact of student leadership across the College community.

Orientation and Student Transition Programs

Supporting students during key transition periods remained a priority in 2025. SRC members partnered with the Welfare Team to facilitate orientation programs for incoming Year 7 students and Year 10 students transitioning from the Campbelltown school. Through tours, peer mentoring sessions, interactive activities, and teacher introductions, student leaders helped new students become familiar with their learning environment and establish positive connections. The success of these programs was reflected in student feedback, which highlighted increased confidence, comfort, and engagement during the early weeks of the school year.

Community Service and Helping the Homeless Week

The SRC continued its commitment to community service through the annual Helping the Homeless Week initiative. Students participated in the collection of essential items and assembled care packages containing food, hygiene products, and personal messages of encouragement. Educational activities throughout the week raised awareness of homelessness and challenged common misconceptions, encouraging empathy and social responsibility.

ANZAC Day Commemoration

The College community came together to commemorate ANZAC Day through a respectful and meaningful assembly coordinated by the SRC. The program featured Qur'an recitation, student speeches, poetry readings, and a wreath-laying ceremony honouring the sacrifices of Australian servicemen and women. Classroom discussions and creative activities further explored themes of remembrance, resilience, and civic responsibility, allowing students to develop a deeper appreciation of Australia's history and values.

Positive Behaviour for Learning (PBIS)

The SRC played an active role in supporting the Positive Behaviour Interventions and Supports (PBIS) framework across Years 7 to 9. Through student-led initiatives, lunchtime activities, and peer recognition programs, SRC ambassadors promoted the values of respect, responsibility, and safety. Regular assemblies reinforced positive behaviour expectations and celebrated student achievements, contributing to a supportive and inclusive school culture.

Liverpool Leadership Forum

Student leaders were honoured to receive an invitation from Liverpool Mayor Ned Mannoun to attend the Liverpool Leadership Forum. This valuable experience provided SRC members with insights into leadership, civic engagement, and community development. Students had the opportunity to engage with local leaders, broaden their understanding of public service, and reflect on the qualities required to make a positive contribution to society.

Celebrating Identity and Cultural Diversity

The SRC proudly supported events that celebrated faith, culture, and diversity within the College community. World Hijab Day encouraged greater understanding of Islamic values and the significance of the hijab

through educational discussions and activities involving both staff and students. Abaya Day, held during the holy month of Ramadan, provided an opportunity for students to celebrate cultural identity and express pride in their heritage. Both events promoted mutual respect, inclusivity, and appreciation of diversity.

Ramadan Initiatives

Ramadan remained a special period within the school calendar, with several SRC-led initiatives fostering reflection, unity, and spiritual growth. The Sayaran Ramadan gathering provided students with a relaxed outdoor environment in which to connect with peers after fasting, featuring food, recreational activities, and opportunities for reflection.

The annual Iftar Dinner for Years 11 and 12 further strengthened community bonds. Students and staff gathered to break their fast together, share a meal, and participate in Qur'an recitations and reflections on the significance of Ramadan. The event created a warm and respectful atmosphere that was highly appreciated by all attendees.

Cultural Day Celebration

Cultural Day continued to be one of the most vibrant and anticipated events of the year. Organised with the support of Year 12 students and the SRC, the celebration showcased the rich cultural diversity of the College community through traditional dress, cultural displays, storytelling, and international cuisine. The event transformed the school grounds into a lively celebration of heritage and inclusion while also raising funds to support Year 12 graduation activities.

Jeans for Genes Day

The SRC, along with the Welfare Team, coordinated the College's participation in Jeans for Genes Day, encouraging students and staff to contribute to an important national cause. Through fundraising activities, awareness campaigns, and educational resources, students gained a greater understanding of genetic disorders and the importance of medical research. The initiative demonstrated the College's commitment to supporting charitable causes and helping those in need.

Careers Expo and Future Pathways

Preparing students for life beyond school remained a key focus in 2025. The Careers Expo brought together universities and industry professionals to share information about future study and career opportunities. Students and parents engaged directly with exhibitors, attended presentations, and gained valuable insights into various pathways. The event was complemented by follow-up guidance sessions, enabling students to make informed decisions about their future goals.

Wellbeing Day

Student wellbeing was a central priority throughout the year, highlighted by the successful Wellbeing Day for students in Years 7 to 10. Organised by the Welfare Team with significant SRC support, the event provided opportunities for physical activity, social interaction, and relaxation. Students participated in a variety of sporting activities, including soccer, volleyball, basketball, relay races, and team-building challenges. Quiet recreation zones featuring board games, creative activities, and mindfulness spaces ensured that every student could participate in a way that suited their interests. The day reinforced the importance of maintaining positive mental, emotional, and physical wellbeing as part of a balanced educational experience.

End of Year Celebrations

The school year concluded with a series of memorable events celebrating student achievement and growth. The Year 12 Graduation Ceremony recognised the accomplishments of the graduating cohort through speeches, awards, and special presentations. Annual Awards Day celebrated excellence across academic, sporting, leadership, and community service areas, acknowledging the diverse talents of students throughout the College.

Students also enjoyed a whole-school excursion to Luna Park, which provided a well-deserved opportunity for recreation and celebration following a productive and successful year. These events served as a fitting conclusion to a year marked by achievement, growth, and community spirit.

Conclusion

The accomplishments of the Student Representative Council throughout 2025 highlight the strength of student leadership at Al-Faisal College – Liverpool. Through service initiatives, cultural celebrations, wellbeing programs, leadership opportunities, and community engagement, the SRC has continued to make a meaningful contribution to school life. The dedication, creativity, and commitment demonstrated by student leaders have helped foster a positive and inclusive environment where students are empowered to lead, serve, and inspire others. As the College continues to grow, the SRC remains committed to strengthening student voice and enriching the educational experience for all members of the school community.

Theme 2: Outcomes and Results

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

Our Higher School Certificate (HSC) results also reflected another successful year of academic achievement. Al-Faisal College – Liverpool attained a state ranking of 121st, improving 19 places from the previous year, with students achieving outstanding results across a broad range of subjects and continuing the College's strong tradition of success in the HSC.

In addition, 100% of the Year 12 cohort attained the Higher School Certificate, demonstrating their commitment, perseverance, and readiness for further study, training and future career pathways. 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.

The diverse post-school destinations of our senior students further highlight the success of our graduates as they transition to university, vocational education and employment. A significant proportion of students received offers from leading universities across New South Wales, reflecting the comprehensive support, guidance and opportunities provided throughout their secondary education.

NAPLAN Achievement

Al-Faisal College – Liverpool 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 above, and in many areas significantly above, students from similar backgrounds, reflecting the effectiveness of explicit teaching practices, targeted literacy and numeracy intervention programs, and the ongoing commitment of staff to improving student learning outcomes. These results reinforce the College's commitment to providing a supportive and enriching learning environment where every student is encouraged and supported to achieve their full potential.

Further information regarding Al-Faisal College – Liverpool'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, while light green cells indicate performance above students with similar background, consistent with the performance descriptors used on the My School website.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	446	492	485	496	442
Year 5	518	545	567	568	531
Year 7	583	591	612	611	608
Year 9	600	628	616	625	632

NAPLAN participation for this school is 99%
NAPLAN participation for all Australian students is 95%

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

Interpreting the table	
Selected school's average when compared to students with a similar background	
	Well above
	Above
	Close to
	Below
	Well below
	No comparison available

Higher School Certificate (HSC) Achievement

In 2025, 85 students sat for the NSW Higher School Certificate in 12 courses. In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 64% of these placed in Bands 5 and 6 (80-100 marks). Mathematics Standard 1 (+64.58), followed by Mathematics Standard 2 (+63.07) had the biggest difference in Bands 5-6 achievement compared to the State. In general, student achievement was above State level in all courses undertaken at Al-Faisal College-Liverpool. This has been a consistent trend over the past 3 years.

Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Biology	2025	53	32	60.37	35.59	+24.78
Biology	2024	55	33	59.99	35.42	+24.57
Biology	2023	51	21	41.17	31.82	+9.35
Biology	2022	28	4	14.28	26.65	-12.37
Business Studies	2025	50	23	46.00	37.23	+8.77
Business Studies	2024	58	38	65.51	37.07	+28.44
Business Studies	2023	52	20	38.45	35.75	+2.70
Business Studies	2022	19	11	57.89	34.50	+23.39
Chemistry	2025	35	17	48.57	37.90	+10.67
Chemistry	2024	15	4	26.66	38.69	+12.03
Chemistry	2023	20	9	45.00	38.20	+1.80
Chemistry	2022	7	3	42.85	33.03	+9.82
Earth & Environmental Science	2025	32	10	31.25	37.45	-6.2
Earth & Environmental Science	2024	18	7	38.88	32.42	+6.46
Earth & Environmental Science	2023	21	0	00.00	33.39	-33.39
English (Standard)	2025	63	27	42.85	12.81	+30.04
English (Standard)	2024	28	18	37.49	13.35	+24.14
English (Standard)	2023	48	11	22.91	13.12	+9.79
English (Advanced)	2025	22	22	100.00	65.18	+34.82
English (Advanced)	2024	25	25	100.00	67.53	+32.47
English (Advanced)	2023	24	20	83.32	67.12	+16.20
English (Advanced)	2022	28	13	46.42	67.09	-20.67
Legal Studies	2025	44	22	49.00	44.28	+4.72
Mathematics Standard 1	2025	18	15	83.33	15.75	+67.58
Mathematics Standard 2	2025	55	51	92.72	29.65	+63.07
Mathematics Standard 2	2024	53	37	69.80	28.59	+41.21
Mathematics Standard 2	2023	62	31	49.99	31.42	+18.57
Mathematics Standard 2	2022	22	11	49.99	28.82	+21.17
Mathematics Advanced	2025	12	12	100.00	51.35	+48.65
Mathematics Advanced	2024	20	19	95.00	49.96	+45.04
Mathematics Advanced	2023	10	10	100.00	49.72	+50.28
Mathematics Advanced	2022	6	4	66.66	48.88	+17.72
Physics	2025	9	4	44.44	37.61	+6.83
Physics	2024	17	10	58.82	38.25	+20.57
Physics	2023	13	4	30.76	38.80	-8.04
Physics	2022	4	2	50.00	41.30	+8.70
Hospitality (Kitchen Operations and Cookery)	2025	32	21	65.62	36.72	+28.90
Hospitality (Kitchen Operations and Cookery)	2024	12	9	75.00	46.13	+28.87
Hospitality (Kitchen Operations and Cookery)	2023	28	11	39.28	34.82	+4.46

HSC Honour Roll (All Rounders)

Number of Students	Year
1	2025

Top Achievers in Course

Students	Courses	Year
2	Hospitality (Kitchen Operations and Cookery), Mathematics Standard 1	2025
1	Hospitality (Kitchen Operations and Cookery)	2024
2	Mathematics Advanced, Mathematics Standard 2	2023
1	Mathematics Advanced	2022

Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
42	66	2025
31	52	2024
15	25	2023
7	11	2022

Vocational Education and Training (VET)

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

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

Post-School Destinations

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

The breakdown is as follows:

University	Total
University of Sydney	23
UNSW	17
UTS	16
WSU	12
Macquarie University	5
ACU	2
Australian National University	1
CQUniversity	1
University of Wollongong	1
SAE University College	1

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

Course	Total
Health Sciences*	20
Engineering*	18
Medical Science	10
Teaching / Education	7
Law	7
Information Technology / Cyber Security*	5
Construction Project Management	2
Business	2
Architecture	2

Notes:

*Engineering includes Civil, Mechanical, Biomedical, Mechatronic and Aeronautical Engineering, as well as combined engineering degrees.

*Health Sciences includes courses such as Pharmacy, Nursing, Oral Health, Speech Pathology, Midwifery, Medical Sonography, Diagnostic Radiography, Chiropractic Science, Health Science, Sport and Exercise Science, and related health disciplines.

*Information Technology / Cyber Security includes Information Technology, Cyber Security, Computer Science, Games Development and related digital technology disciplines.

Theme 3: Staffing

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

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College - Liverpool at the various levels of teacher accreditation in 2025:

Level of Accreditation	Number of Teachers
Conditional	14
Provisional	29
Proficient Teacher	54
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	7
Total number of teachers	104

Additional information regarding total number of staff is available on the My School website:

<http://www.myschool.edu.au/>

Workforce Composition

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

Al-Faisal College - Liverpool has a diverse workforce which, at the time of the 2025 census, comprised of 104 teaching staff and 59 non-teaching staff.

The following table reflects data captured in 2025.

Workforce Composition	Liverpool School
Full-time equivalent teaching staff*	89.9
Full-time equivalent non-teaching staff*	35.0
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 (Liverpool School)
Year 1	92%
Year 2	93%
Year 3	94%
Year 4	92%
Year 5	92%
Year 6	93%
Year 7	92%
Year 8	93%
Year 9	92%
Year 10	90%
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-12). Attendance is marked on the Student Management System – Sentral. The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-12).
3. A print out of all daily student absences is issued to Head of College.

4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-12) and Office. The class/roll call teacher will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Liverpool.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. K-12: 15 days or more per academic year
7. Class and roll call teachers and Head of College (K-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are extracted from Sentral (Learning and Management Software) at the end of the year and are kept within student files.
9. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Liverpool.
10. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
11. The register of enrolments is retained by the school for at least 5 years before archiving.
12. The register of enrolment is maintained and monitored by the Office Administration Staff who ensure that all the following information about students is present and updated on a regular basis via hard copy forms / online data bank Sentral (Learning and Management Software)
13. The register of daily attendance is retained by the school for a period of 7 years from the date of the last entry.

Theme 5: School Policies

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

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

The location of the full text of remaining Al-Faisal College - Liverpool's policies can be accessed through our school website <https://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:

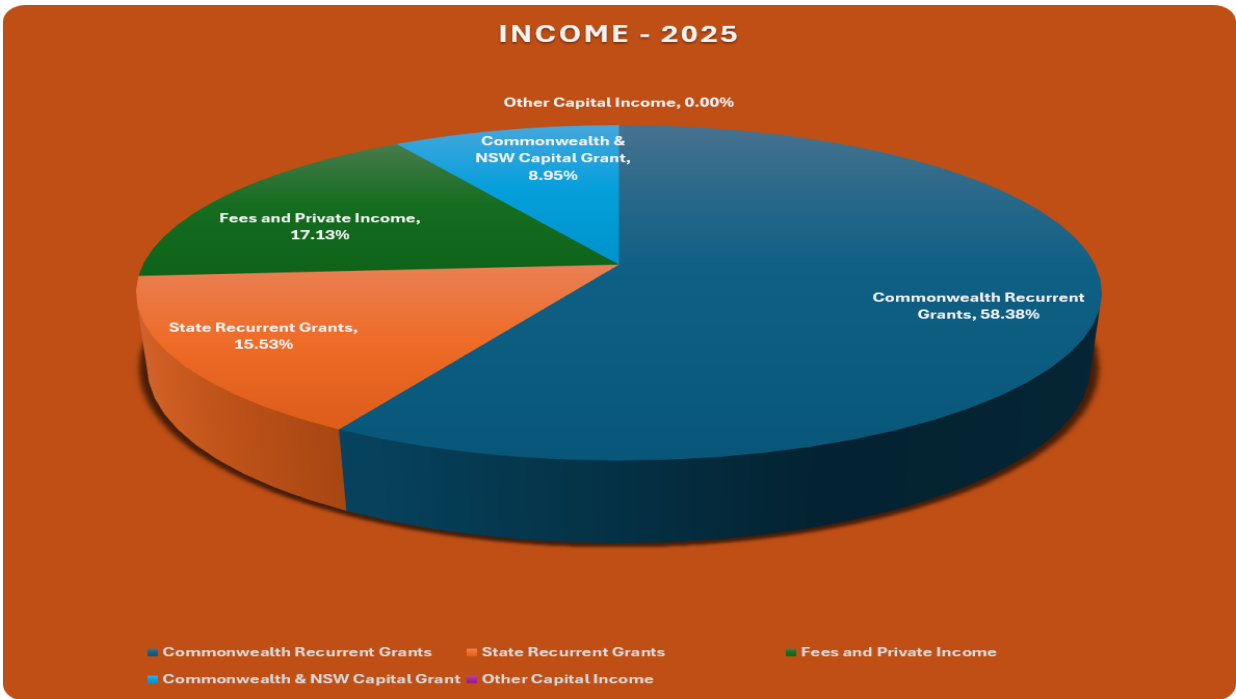
- Students agreed that they feel a sense of belonging at school.
- Students reported that their learning needs are well supported by their teachers.
- Students felt that teachers clearly explain what they are learning and how to improve.
- Students indicated that they feel confident speaking to a teacher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

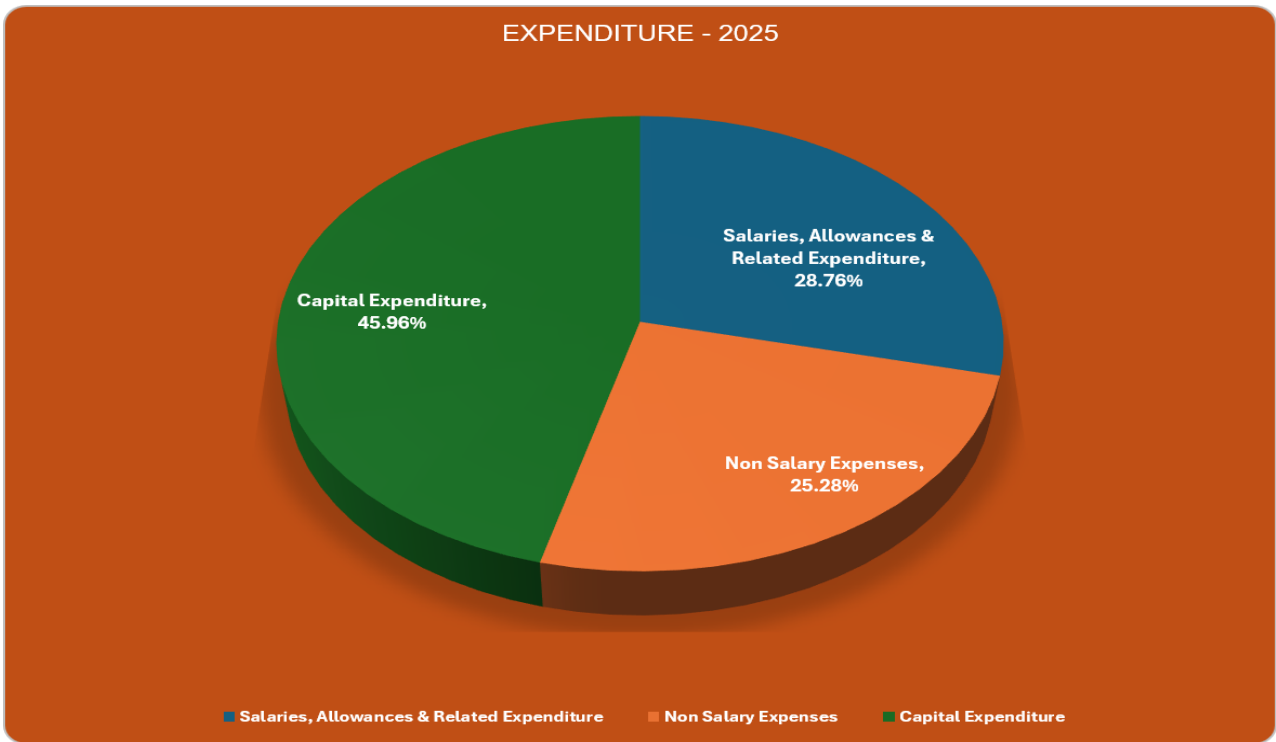
*Note: Survey results reflect combined feedback from all Al-Faisal College schools.

Theme 7: Summary Financial Information

Pie Chart - Recurrent/Capital Income

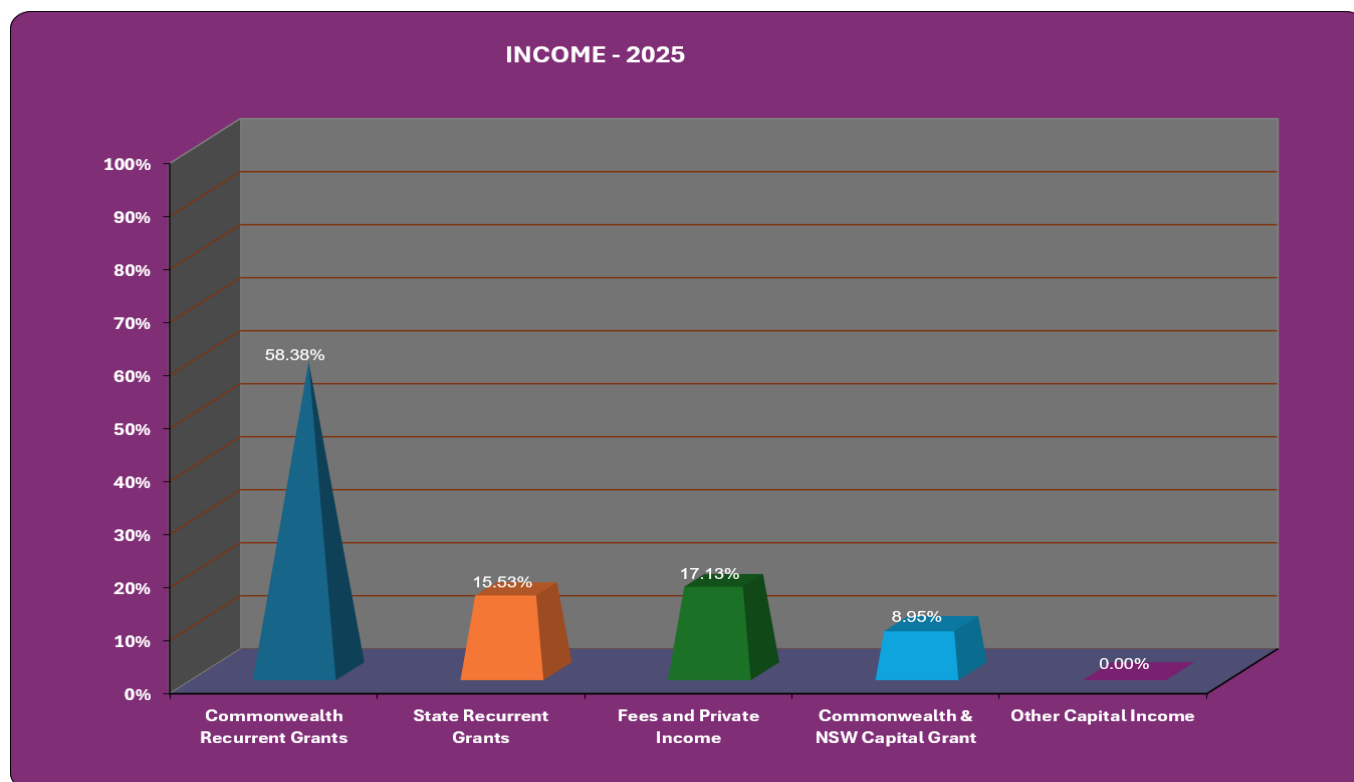


Pie Chart - Recurrent/Capital Expenditure

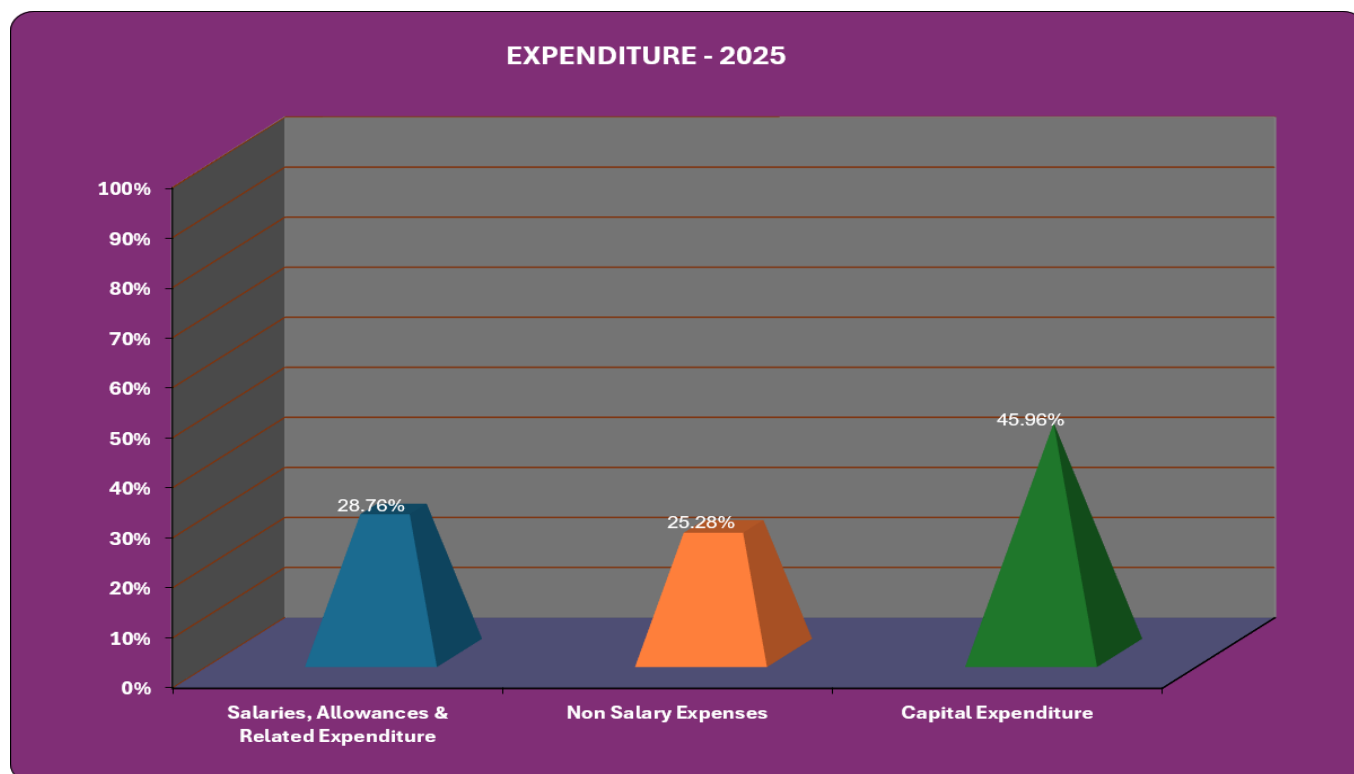


**Note: The expenditure percentage for each category is in relation to the total expenditure incurred by the School during the financial year.*

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.*