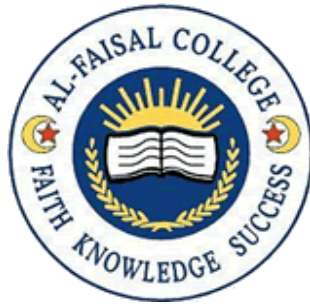


Al-Faisal College - Liverpool



ANNUAL REPORT 2020



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Table of Contents

Introduction	3
Policy	4
Annual Report Procedures and Publication Requirements	4
Reporting Area 1: A Message from Key Bodies	5
Managing Director’s Message.....	5
Executive Principal’s Message.....	6
Head of College Message.....	7
Student Representative Council	8
Reporting Area 2: School Context	11
Reporting Area 3: Student Performance and National and Statewide Tests and Examinations	13
NAPLAN.....	13
Reporting Area 4: Senior Secondary Outcomes	13
Reporting Area 5: Professional Learning and Teacher Standards	14
Professional Learning.....	14
Teacher Standards.....	15
Reporting Area 6: Workforce Composition	19
Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools	20
Student Attendance.....	20
Management of Non-Attendance	20
Student Retention Rates	22
Post School Destinations	22
Reporting Area 8: Enrolment Policy	23
Terms and Conditions of Enrolment.....	23
Reporting Area 9: Other School Policies	23
Student Welfare Policy	26
Anti-bullying Policy	27
Behaviour Management (Discipline) Policy.....	27
Complaints and Grievances Policy	28
Accessibility of and Changes to Policies	29
Reporting Area 10: School Determined Improvement Targets	30
Achievements of priorities identified in school’s 2019 Annual Report	31
Reporting Area 11: Initiatives Promoting Respect and Responsibility	34
Reporting Area 12: Parent, Student and Teacher Satisfaction	349
Teacher, Student and Parent Satisfaction.....	39
Reporting Area 13: Summary financial information	41
Reporting Area 14: Publication Requirements	43

Introduction

Al-Faisal College - Liverpool is an independent co-educational school which currently caters for students from Kindergarten to Year 10.

The College is managed by a School Board of Directors. The school aims to provide secular and religious education in an Islamic environment. It also aims to develop each child intellectually, physically, emotionally, socially, morally, aesthetically, spiritually and vocationally so that students are happy, productive and successful citizens of Australia.

Since 2015, the school has operated as one of three Al-Faisal College campuses. In 2016, the three campuses began to operate and function as different schools.

The school has quickly progressed since its inception in April 2015 growing from a handful of students to currently having 791 students enrolled across grades K-10. In order to satisfy and meet local community needs and after receiving strong community interest, the College expanded the offering of grades from K-2 in 2015 to a K-6 school in 2016 and K-10 in 2020.

The school's clear focus is the enrichment of the individual student. This will be achieved by committing to the personal development of each student by individualising programs; small class sizes; monitoring of students' progress; recognising potential talents; facilitating a dynamic learning environment and encouraging active participation in school activities and performances.

The school will be open to all children. It is envisaged that Al-Faisal College – Liverpool will have strong affiliations with the wider community hosting cultural days and performing at community centres. The school will also be involved in many extracurricular activities including visiting sick students and reading to preschool students, participating in sporting and academic events such as debating and sport gala days. Al-Faisal College – Liverpool will provide a safe, caring, nurturing, harmonious and conducive learning and working environment to support its motto of 'Faith, Knowledge, Success'.

At the Auburn and Campbelltown schools, the students' NAPLAN results in Years 3, 5, 7 and 9 have been extremely pleasing. Similarly, a great deal of resources and effort is being expended at the Liverpool school to develop a school culture based on high expectations and standards. The College is confident that significant gains will also be made at Al-Faisal College – Liverpool in the coming years.

The College has introduced learning progressions into the school to enhance the literacy development for all students and continues to implement support programs in literacy for K-2 students. Providing early intervention will assist in the development of higher levels of proficiency in the students' first language as well as in their second language. The College has continued to use Mathematics intervention program to support the numeracy needs of students.

The on-going improvement of teacher quality will be a feature of paramount importance at the College. All staff at the College are currently involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increase opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Al-Faisal College – Liverpool meets the requirements of all relevant Federal and State legislation.

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as required from time to time.

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Executive Principal and/or their delegate being responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, Executive Principal and/or their delegate being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NESA through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Executive Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the NESA on RANGS Online by 30 June 2021
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Executive Principal and/or their delegate are responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

It is a pleasure to write a message on behalf of the Al-Faisal College School Board for the 2020 Annual Report. 2020 was an extraordinary year! COVID-19 changed and impacted on the whole world. During unprecedented times, our staff, students and parents have shown great strength, resilience and optimism. I would like to take this opportunity to thank the Al-Faisal College community for their trust, faith and support of the college especially during the roll out of our remote learning programs.

Highlights of 2020: Building Works at Al-Faisal Colleges

Al-Faisal College – Liverpool (Austral)

Our students were able to utilise the newly constructed Building D, comprising of: 7 classrooms, food technology/commercial kitchen, 2 science laboratories, computer lab and visual arts room.



Al-Faisal College – Lakemba Campus

A ground breaking ceremony was held on Wednesday 25th November 2020 to mark the commencement of Al-Faisal College – Lakemba Campus. The ceremony was attended by distinguished guests including the Hon. Tony Burke MP, Member for Watson; His Excellency Mr Anwar Alsouly, Head of Islamic Affairs - Royal Embassy of the Kingdom of Saudi Arabia in Canberra; His Excellency Egyptian Consul Mr Gamal Mahmoud Atta Mohamed representing His Excellency Yasser Mahmoud Abed, Consul General of the Arab Republic of Egypt in Sydney; Representing the Association of Independent Schools of NSW, the peak body



for independent education, Chairman, Mr John Ralston and Deputy Chief Executive, Mr Michael Carr representing the Chief Executive Dr Geoff Newcombe. The City of Canterbury Bankstown was represented by the Mayor, His worship Clr Khal Asfour; Deputy Mayor, Clr Rachelle Harika and other Councillors.

Al-Faisal College – Lakemba Campus will open as a Kindergarten to Year 6 primary school, comprising of 12 classrooms, meeting rooms, canteen, office, school library, staff rooms etc. We look forward to cutting the ribbon once construction has finished.

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, Canterbury-Bankstown Council, NSW Education and Standards Authority (NESAs), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Heads of Colleges (Campbelltown & Liverpool), Deputy Principals, the coordinators and teaching and non-teaching staff, Accounts team, Manager of Projects and Properties for their time and hard work at Al-Faisal Colleges.

I would like to thank our teaching and non-teaching staff for their commitment and dedication. You have contributed to our success and we appreciate your effort.

I also wish to acknowledge our parents for their support, and I congratulate our students on their outstanding results!

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

Executive Principal's Message

It is a pleasure to write a message for the 2020 Annual Report for Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. Al-Faisal College is a K-12 independent school which prides itself on the outstanding teaching and learning programs offered, in addition to teaching the Arabic Language (K-Year 8) and Islamic Studies.

I would like to applaud and commend our HSC Year 12 Class of 2020 students on their exceptional achievement. Our College ranked 54th in the State for the HSC. Al-Faisal College also ranked 4th in the State in Mathematics, Extension 1 and Extension 2 and 3rd in Mathematics Standard 2. All students gained placement at Universities with some receiving scholarships.

COVID-19 impacted on the world sending schools into online/remote learning during lockdown. I am proud of our staff and students who have risen above and beyond, adapting to the challenges of life during times of uncertainty. Our Al-Faisal College community became flexible learners who navigated platforms such as Zoom, Edmodo and Seesaw in a short period of time. I am thankful and grateful to all staff, parents and students as they have demonstrated courage, strength, collaboration and resilience.

As we welcomed back our students in Term 2, we had to ensure that a number of hygienic, cleaning and social distancing protocols and measures were implemented for the safety and well-being of our students. It was wonderful to see the excited faces of students returning onto school grounds.



Unfortunately, NAPLAN was cancelled owing to the pandemic and a number of our community based initiatives and excursions were postponed till the following year. However, our staff have used their time effectively to reflect and analyse student results and data in order to review programs for 2021.

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council, Liverpool Council and Canterbury-Bankstown Council for their continuous support to our Colleges. Special thanks to the NSW Education and Standards Authority (NESA), Association of Independent Schools (AIS), Police, Navy and Australian Defence Force for their great assistance.

I would like to acknowledge the hard work and efforts of the School Board; Managing Director, Mr Shafiq Khan; Director of Education, Dr Intaj Ali, Co-Executive Principal, Executive Deputy Principal, Multi-School Deputy Principals, Heads of Colleges, Head of Welfare, Welfare teams, counsellors, teaching and non-teaching staff for their contribution to the success of the colleges.

I would like to acknowledge the teaching staff for their outstanding delivery of our remote learning programs during lockdown. Our staff worked closely with students to support their progress, understanding and learning during COVID-19.

I am extremely proud of what we were able to achieve in 2020 and look forward to what the future holds.

Mrs G. Adra Khan
Executive

Principal
6 | Page

Head of College Message

It is a wonderful experience to present Al-Faisal College - Liverpool's message for the 2020 Annual Report. It has been a humbling experience to watch an idea grow into reality and develop into a wonder institution. It continues to be an honour to be the Head of College and to work with fantastic students, staff, parents and community members and to watch the school grow and prosper. 2020 was a year of firsts, society was faced with COVID-19 which brought fear and uncertainty to many of us. Learning went from face-to-face to online. The school worked closely with NSW Health, AIS and the Education department to provide the best online learning platform for our student body and provide support to the parent community and the broader community.

Al-Faisal College - Liverpool is situated in the suburb of Austral in Sydney's south west. The suburb has continued to experience growth during 2020 with many housing estates developing. The school now houses Kindergarten to Year 10 with a student population of 791.

Construction for Stages 4 and 5 for high school has been completed, with 21st century facilities that include Science laboratories, Food and Technology rooms, Computer labs and specialty rooms. Students occupied the facilities in 2020.

This was the 5th year of Al-Faisal College – Liverpool and we were looking forward to participating in NAPLAN online for the first year, however due to COVID-19, NAPLAN was cancelled. The school used this time to analyse past NAPLAN data to evaluate the strengths and weakness of the students and evaluate our programs to provide additional intervention programs to maximise student learning and growth in the future.

Years 6 and 8 continued with their participation of VALID. Both cohorts achieved increased average scores in comparison to the previous year's cohort. The school's VALID results for Year 6 and 8 were above state average and in Year 6 the school's average was higher than statistically similar school group. This was the first year, Year 10 completed the VALID assessment. The results were very pleasing being well above state average. Based on analysis of the external results the school has spent time analysing how to continue improving the teaching of Science and Technology in the primary years.

Community values and spirit are important components of the school's ethos. We immerse the students in various community initiatives to give back to the local and wider community, unfortunately during 2020 many initiatives had to be cancelled due to COVID-19 restrictions. The Primary SRC were able to attend the GRIP Leadership Conference early in the year prior to COVID-19 restrictions took effect. The students were empowered and learnt techniques to apply in their leadership positions.

New South Wales experience the worst bushfires in history at the beginning of 2020. The school community wanted to help those in need and conducted the bushfire appeal that included a sausage sizzle and cake sale raising \$2937 for the local Rural Fire Brigade.

To promote respect, tolerance and acceptance, all students were involved in Harmony Day and R U Ok? Day

The greatest lesson learnt was how important face to face learning is to students' academic growth and mental wellbeing. The highlight of 2020 was the school being able to produce an online learning platform within a short period of time that was meaningful and effective.

The continued support of AIS, NESAs and Liverpool Council are greatly appreciated by the school. I would like to warmly acknowledge the hard work and dedication of the Board of Directors, Mr Khan – Managing Director, Mrs Khan – Executive Principal, Dr Ali – Director of Education and the Multi-School Deputy Principals for their continued support of the college. Thank you to the teachers, para-professionals and administration staff at the college for their commitment and devotion. It is their passion and teamwork that has resulted in the success and rapid growth of the school.

Mrs Jennifer Abrar
Head of College

Student Representative Council

2020 was unlike any other year our students had seen. Unfortunately, with COVID-19 and government policies, students were restricted from visiting outside venues and other classrooms due to the nature of the virus.

The work that these students completed throughout the year reflected the values, aim and mission statement of the SRC. In 2020, 12 highly engaged students tried their best to work on leadership qualities in becoming responsible members of their family, community and society.

The SRC at Al-Faisal Liverpool consisted of 12 members. They were elected through a secret ballot system in Term 4 of 2019. Their peers and teachers chose these students to represent the school throughout the year. The school consisted of students from K-9, and students from Years 1-9 participated in the voting process with all teaching and admin staff at the campus. In February 2020, the students of the SRC team met to come up with many ideas. They had an aim, and it was to make a difference.

Mission

To provide opportunities and pathways for the continuous development of student leadership skills.

Aim

Representation and Engagement; to ensure the interests and views of the SRC team are represented whilst engaging through different activities and reflecting the PBIS core values of Respect, Ownership, Achievement, Resilience and Safety.

Student Welfare; to ensure that all students of the SRC team and staff can work together in a safe, harmonious and educationally productive environment.

Community Work; to provide opportunities for students of the SRC team to participate in activities which will aim to assist and provide for those in the greater community.

Responsibilities

- Representing the core values that are taught in PBIS lessons
- Promote school spirit through participation in a range of school activities, including academic endeavour, sport, fundraising and community events.
- Assist their teacher, distributing forms, collecting information and other duties as required.
- Represent the views of other students to their teachers.
- Wear the school uniform correctly and act as a role model for other students.

Outlined below shows how 12 year six students created a strong bond and worked hard to try making a difference through COVID-19.

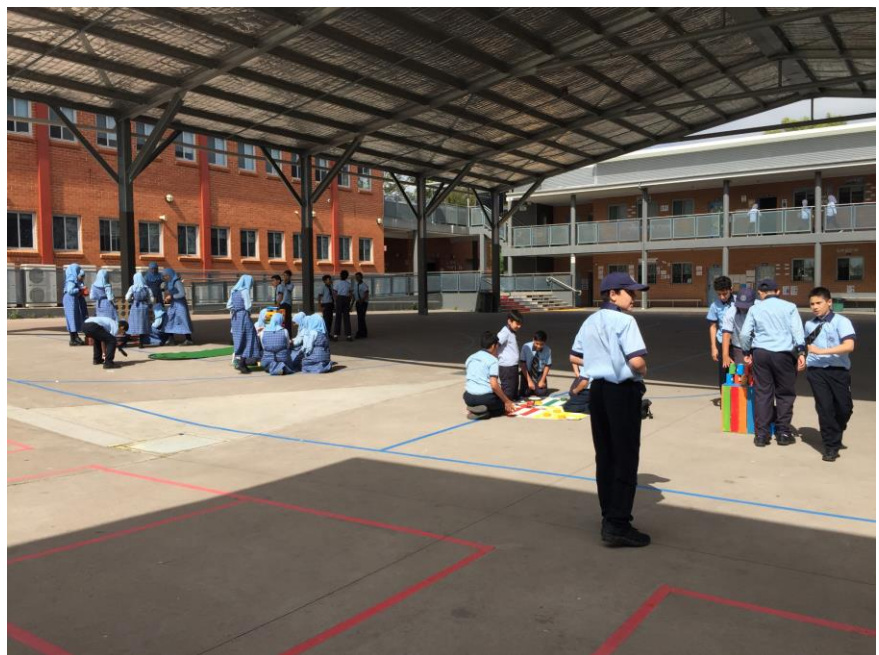
The SRC team was invited to attend the annual GRIP leadership seminar. They were accompanied by leaders from many different schools within the Sydney region. At the leadership conference, students were given a booklet that was filled with activities. These activities involved writing goals for themselves and the school, being exposed to future fundraising events that did not solely revolve around money but rather recycling different types of plastic, providing free food through the cafeteria and buddy programs. The SRC members also had the wonderful opportunity to interact with students from other schools from various regions in New South Wales and open up their minds to experiences and ideas that they may not have considered.



Throughout the year, the SRC team were consistently reminded of the values they learned at the seminar. The values were brought up during the SRC meetings at school and prior to a new leadership opportunity at school. The SRC continuously reiterated throughout the year how important the GRIP Leadership conference was for them and how it helped them see beyond just having the role of a leader, but what it takes to be a leader.

The SRC members worked collaboratively to host a week of exciting activities to farewell the year. This Gala Week took place during the last week of school in 2020. This year had seen many challenges, so this was the perfect way to close the school year. The SRC, together with the teachers, assisted younger students in completing activities such as; Giant games, NFL skills, cricket, science activities and arts and crafts. The SRC members taught students the rules of the Giant Games as well as having the responsibility of packing up the equipment before recess, lunch and the end of the day!

Students visited classrooms and assisted teachers in completing these activities. Although the SRC of 2020 did not have the freedom as other years did to move freely within the campus, they still worked hard throughout the week to ensure that the students from the younger years had an enjoyable experience.



The students from K-6 celebrated literacy and numeracy week from the 31st of August to the 4th of September. The SRC came up with many activities that students from kindergarten to year six could participate in. They came up with a character guessing competition, making art out of shapes (as displayed below), sequencing activities, and escape activities for the older grades. Students worked hard to learn new skills throughout the week.

The SRC students were asked to find a fact about literacy or numeracy and present it over the PA System. Along with the announcements on the PA system, the SRC also announced guessing competitions and the winners of these competitions. The SRC, still maintaining a safe distance, were able to create a fun and engaging week and still manage to connect to their peers!

The students of the SRC team were given many responsibilities and completed these without any hesitation.

These responsibilities include:

- Organising National Science Week activities and National Literacy and Numeracy Week
- Writing the student newsletter
- Office duty; provided by one SRC member per day. Their duties included; sending messages to teachers, helping in the office and assisting the Head of College.
- Monitoring the bathroom area daily to provide a safe and clean environment.
- The SRC team assisted teachers during afternoon dismissal; by collecting Kindergarten students and safely take them to the kiss and drop area.

The SRC team tried their hardest to be involved in the school environment throughout the pandemic, and they came up with some events that allowed students to be engaged within a safe environment. The SRC students showed great responsibility traits throughout all occasions. They were able to adapt to the different situations throughout the year and stepped up when needed. We know that 2021 will be very different, and we look forward to seeing what new ideas next year's SRC will bring.

Reporting Area 2: 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 10.

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

The school aims to build a progressive learning empowered school where students develop capabilities of critical and creative thinking, collaboration, communication and resilience that will equip them as successful young adults. We are a comprehensive school with an inclusive community and a strong student wellbeing program that seeks to ensure all students feel valued and respected.

Our curriculum is supported by extra-curricular opportunities which include sport, creative arts, and cultural immersion experiences. The school also has a strong focus on quality teaching and learning which is supported by the use of information technology.

The main goals 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.

At Al-Faisal College - Liverpool, we act in the belief that we all share fundamental human values and morals with others regardless of their cultural backgrounds or faith. We value the diversity of backgrounds our students and staff bring to learning and teaching. Our highly qualified and dedicated teachers and staff are our greatest assets. We have worked hard to provide our students with the best and latest technology, interesting teaching and learning programs and pastoral care.

Our students are taught Computing Studies from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have Interactive White Boards in primary and high school classrooms featuring modern animation, photo editing and educational software.

Our welfare policy stresses the importance of the development of students' self-confidence, self-esteem and social skills. **The use of corporal punishment is prohibited.** Our school has introduced a number of scholarships and award incentives to acknowledge academic excellence and reward high achievers.

The school's Leadership Program provides opportunities and pathways for the continuous development of student leadership skills. The program encourages and invites all students to learn about, experience and take part in leadership responsibilities and roles. The values that are promoted by such experiences include co-operation, participation, commitment and service to others.

Our program encompasses leadership opportunities and experiences at the class level, the year level and at the whole school level.

The College promotes cultural tolerance, compassion and living in harmony with other communities and provides high quality education, which fosters students' spiritual, moral, social, physical, aesthetic and intellectual development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Waste Watchers, Clean Up Australia Day, Athletics Challenge and Premier's Reading Challenge. Students have also been involved in charity events and raised money to support various foundations.

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

Reporting Area 3: Student Performance and National and Statewide Tests and Examinations

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

Reporting Area 4: Senior Secondary Outcomes

Not Applicable as Al-Faisal College - Liverpool operates as a K-10 School.

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2020, Al-Faisal College - Liverpool provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development. The mode of Professional Learning was changed due to COVID19 whereby teachers participated in webinars and zoom meetings.

At Al-Faisal College – Liverpool, Professional Learning is seen as an ongoing educational process which should:

- focus on the development of, knowledge of, and skills in pedagogy and pastoral care,
- take into account current research and provide a balance of theory and practice,
- be responsive to the national and state agendas for education,
- support the ongoing religious formation of staff in an Islamic school.

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of seeking accreditation at Proficient Teacher Level through and beyond the accreditation process.

During the year, learning opportunities ranged from whole staff days at the beginning of the year, focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff completing webinars or zoom meetings to targeting student welfare or specific curriculum areas.

As part of the College's continuous program to create and maintain a safe and supportive learning environment, staff updated their CPR qualifications, Asthma and Anaphylaxis management training.

Many areas were addressed as part of the College based professional learning. Refer to the Professional Development log below for a comprehensive list of staff in-services.

2020 Professional Development Log

Date	Time Hour(s)	Location	Presenter(s)	Professional Learning Context	No. of Participants
22/1/2020	6	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Ms Philippa Miller	K-10 AIS: Meaningful Feedback & Student Reflection	39
22/01/20	4	Al-Faisal College (Auburn)	Teaching & Learning Coordinator	Rubric Writing	10
23/1/2020	6	Al-Faisal College (Auburn)	Association of Independent Schools (AIS): Pat Hodges	Yrs 2-10 AIS: The need for explicit teaching of all components of writing	40
23/1/2020	6	Al-Faisal College (Auburn)	Origo: Natalie Vincent	K & 1 Origo: Number Strand	8
23/1/2020	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Obligations in Identifying & Responding to Children Young People at Risk	All staff
23/1/2020	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Disability Legislation	6
23/1/2020	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Risk Management	4
23/1/2020	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Chemical Safety in Schools Basic Induction	3
23/1/2020	1	Al-Faisal College (Auburn)	AIS Online Module	AIS Learning Online Modules: Chemical Safety in Schools Advanced Induction	3
4/2/2020	1	Al-Faisal College - Liverpool	Ms Jennifer Abrar Head of College	Literacy Learning Progressions	10
21/2/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Communications Training	2
21/2/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Management Training	4

21/2/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Wardens Training	11
25/2/2020	1	Al-Faisal College - Liverpool	Ms Jennifer Abrar Head of College	PEEL & PETAL Workshop	10
11/3/2020	1.5	Association of Independent Schools (AIS) Webinar	AIS Online Module	The collaborative planning process: Developing Individual plans (Online)	1
17/3/2020	2	Al-Faisal College - Liverpool	Mr Justin Chaaban	Synthetic Phonics	18
26/3/2020	1	Zoom meeting	Mr Ibrahim Moussa	Introduction to Discord platform training - High school staff	17
2/4/2020	1	Zoom meeting	Ms Jennifer Abrar Head of College	Understanding the Professional Teaching Standards	7
7/4/2020	1	Zoom meeting	Ms Jennifer Abrar Head of College	Understanding the Professional Teaching Standards	7
20/4/2020	1	Zoom meeting	Ms Hanan Sadieh + Mr M. Adra	Introduction to Seesaw platform training - Coordinators	4
20/4/2020	1	Zoom meeting	Ms Hanan Sadieh + Mr M. Adra	Introduction to Seesaw platform training – Staff members	31
23/4/2020 to 30/4/20	1	Online	Ms Safia Khan Hassanein	Science Tasks/Projects	5
14/5/2020	1	Zoom meeting	Mr M. Adra Deputy Principal	Child Protection	All staff
23/6/2020	1	Al-Faisal College - Liverpool	Mr M. Al Babilli Head of Curriculum	Sentral Markbook Setup Training	5
21/7/2020	1	Al-Faisal College - Liverpool	Ms Jennifer Abrar Head of College	Learning Progressions Years 1- 6	16

21/8/2020	2.5	Association of Independent Schools (AIS) Webinar	AIS Online Module	Briefings by NESAs: Renewal of registration/accreditation and TAA approval in 2021	1
5/9/2020	3	Al-Faisal College - Liverpool	Reviva	Anaphylaxis & Asthma Awareness cardiopulmonary resuscitation	All staff
15/9/2020	1	Association of Independent Schools (AIS) Webinar	AIS Online Module	Developing Authentic Student Voice in Student Wellbeing Webinar	1
16/9/2020	6.5	Association of Independent Schools (AIS) Webinar	AIS Online Module	RoSA and HSC Curriculum Requirements for Registration and Accreditation	1
14/10/2020	1.15	Association of Independent Schools (AIS) Webinar	AIS Online Module	An Introduction to Whole-school Social and Emotional Learning Webinar	1
17/11/2020	3	Association of Independent Schools (AIS) Webinar	AIS Online Module	An Introduction to Peer on Peer Matters Train the Trainer	1
29/10/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Communications training	2
29/10/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Management Training	5
29/10/2020	1	Al-Faisal College - Liverpool	Risk Logic	Risk Logic Wardens Training	11

Teacher Standards

Teacher Accreditation

Teachers employed at Al-Faisal College – Liverpool at the various levels of teacher accreditation in 2020:

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	17
Proficient Teacher	22
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	3
Total number of teachers	47

All teaching staff for the year has been categorised into the following two categories:

Category	Number of Teachers (Liverpool School)
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	39
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications.	8

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

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

Reporting Area 6: Workforce Composition

Al-Faisal College- Liverpool has a diverse workforce which, at the time of the 2020 census, comprised of 47 teaching staff.

In 2020, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Al-Faisal College Liverpool School
Full-time equivalent teaching staff*	42.4
Full-time equivalent non-teaching staff*	8.0
Number of indigenous staff*	0

*This figure includes staff employed to teach non-NESA subjects.

Additional information pertaining to Al-Faisal College's Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance

The College's attendance rate data is available on My School website: <http://www.myschool.edu.au/>

2020 School Attendance Rates	
Year Level	Attendance Rate (Liverpool School)
Kindergarten	NA
Year 1	93%
Year 2	92%
Year 3	94%
Year 4	95%
Year 5	94%
Year 6	95%
Year 7	94%
Year 8	96%
Year 9	93%
Year 10	94%
School Average	94%

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class and roll call teachers (K-10). Attendance is marked on the Student Management System – Sentral. The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. Attendance must be recorded by 9.30am on Sentral (K-10).
3. A print out of all daily student absences is issued to Head of College.
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-10) 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-10: 15 days or more per academic year
7. Class and roll call teachers and Head of College (K-10) 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)

Student Retention Rates

Not Applicable as Al-Faisal College - Liverpool operates as a K-10 School.

Post School Destinations

Not Applicable as Al-Faisal College - Liverpool operates as a K-10 School.

Reporting Area 8: Enrolment Policy

Al-Faisal College - Liverpool is a co-educational K-10 independent school underpinned by the policies and procedures as required by the NSW Education Standards Authority (NESA) which replaced the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College - Liverpool study Arabic (K-10) and Islamic Studies (K-10). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College - Liverpool and their parents are expected to support the religious, academic, cultural aims and goals of the College.

Students are expected to act consistently with the school's ethos and comply with the school rules and expectations as specified in the Al-Faisal College "Terms and Conditions of Enrolment".

Enrolment Information

Applications of enrolment may be made by the parents or guardians of the child to commence in the current or following year.

Entry to Kindergarten is open to children who are aged five years on or before 30 June and who have their immunisation up to date.

When considering whether to offer a place to the student, the School will take into consideration:

- a. The chronological order of the enrolment application,
- b. Whether they are siblings of children already attending the college,
- c. Whether the family of the student holds attitudes, values and priorities that are compatible with the School's ethos,
- d. The desirability of achieving substantive gender equality between boys and girls in enrolments,
- e. Whether there is a commitment to take part in school activities and events, and
- f. The particular needs and abilities of the student and the contribution the student may make to the School community and its co-curricular activities

1. The Enrolment Process

1.1 Expression of Interest Form

Parents who wish to enroll their children must first complete an "Expression of Interest" form, with the following documentation:

- Original documentation is required, such as: children's birth certificate and passport or evidence of Australian Citizenship.
- Parents must bring a copy of the child's most recent school report.
- A copy of the NAPLAN reports (if applicable)
- A copy of an Immunisation History Statement (all primary students)
- Guardianship and Custody Order (if applicable)

If a child has any special needs or social or health problems which may require the school to make adjustments, full details, including any medical reports, must be provided.

Parents must also agree that if they are offered a place they will accept the Terms and Conditions of Enrolment of the School.

The "Expression of Interest" form does not guarantee a place in the school.

If parents have supplied the abovementioned documentation and a vacancy exists or is pending, the School Administration staff will organise a suitable time for:

- the student to attend an academic assessment session
- the student to attend an interview, and/or

- the parents to attend an interview

Kindergarten applicants are selected following an interview.

1.2 Offers and Waiting List

The School has an absolute discretion in determining the weight to afford to each of the factors it takes into account in determining whether to offer a place for the student and whether a place should be offered.

Parents are notified if their children have been offered a place at Al-Faisal College - Liverpool by the School Administration staff.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List in case a position becomes available for the academic year for which entry was sought.

Applicants who do not gain a place may re-apply and complete another Expression of Interest form for the following year.

1.3 Acceptance of Offer and Enrolment Form

On accepting the offer of a place at the School, parents must complete an “Enrolment Form”, which includes the School’s “Terms and Conditions of Enrolment” and pay the non-refundable tuition Fee.

Failure to provide the Enrolment form within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

Please note that if families supply incorrect or misleading information on the Expression of Interest or Enrolment forms, their application may be declined or an offer of enrolment may be withdrawn.

2. Student Medical Records/Health Care Plan

Parents must inform the School on the Enrolment Form about their children’s medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc).

3. Immunisation

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at school under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence.

All new students must have their immunisation up to date.

4. Continued Enrolment

It is assumed that students at Al-Faisal College - Liverpool will progress from year to year throughout the School,

however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment of a student includes satisfactory:

- Payment of school fees by the due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.
- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents to ensure that students meet the aforementioned requirements for promotion. Reasonable adjustments will be made to support students' learning needs, access and participation in opportunities provided by the school.

Parents will be notified, if the school believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year or be placed on probation.

In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Head of College, the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the school will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

If the school believes a mutually beneficial relationship of trust and co-operation between parents and school has broken down, the school may require the student to be withdrawn.

Reporting Area 9: Other School Policies

A summary of school policies for student welfare, anti-bullying, discipline and complaints and grievances can be found below, with information on:

- changes made to these policies during the reporting year
- how these policies are disclosed publicly to access or obtain the full text of these policies

Student Welfare Policy

Al-Faisal College - Liverpool aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment.

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

At Al-Faisal College - Liverpool, we seek to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

The Al-Faisal College - Liverpool Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations. Students at risk are provided with early intervention programs.

As an Islamic school, Al-Faisal College - Liverpool has certain advantages in promoting welfare practices, given that:

- we are a culturally and religiously cohesive school
- Islam embodies a range of values which are highly relevant in forming the basis of welfare policies and practices such as the Al-Faisal ROARS PBIS Program offered which emphasizes core values: Respect, Ownership, Achievement, Resilience and Safety
- a belief in Islamic and Australian values is at the core of the school ethos

The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policies and practices at Al-Faisal College - Liverpool.

The school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents/caregivers to enforce discipline at this school.

Additionally Al-Faisal College - Liverpool does not sanction or support the use of corporal punishment by parents or others for misbehavior that has occurred at school or during school based activities.

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Anti-bullying Policy

Al-Faisal College - Liverpool is committed to providing a safe and supportive teaching and learning environment for students and staff. The College's Anti-Bullying policy and procedures are underpinned by Islamic values of individual respect and acceptance of difference and diversity in our school community. At Al-Faisal College - Liverpool there is a zero tolerance of bullying behaviour in any of its many forms.

This policy is directed at both preventing and responding to incidences of bullying in the school community through a multi-faceted, long term, whole school approach.

Al-Faisal College - Liverpool aims to create a positive anti-bullying culture where it is acceptable and encouraged to report incidents of bullying.

The school is committed to a process that seriously and sensitively responds to reports of bullying by students or staff, victims or witnesses and provides a basis for working with the bully to modify their negative behaviour.

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Behaviour Management (Discipline) Policy

Al-Faisal College - Liverpool aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

Al-Faisal College - Liverpool has adopted policies relating to discipline of students based on the principles of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

Students will be given every opportunity to meet school expectations and behave in a correct and appropriate manner according to school policies. At every stage they will be counselled by appropriate staff and there are a number of processes in place for dealing with suspensions and expulsions in accordance with procedural fairness.

Excerpts of the School's Discipline Policy and associated procedures are provided to all members of the School community through:

- Parent Information Booklets
- Student Diaries
- School newsletters
- Parent Portal
- Online learning platform: Seesaw & Edmodo

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Complaints and Grievances Policy

Al-Faisal College - Liverpool values its students, staff and parents and believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive School community.

The College values the feedback it receives from parents and the community. Responding to both positive and negative comment is integral to the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or staff will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint through a clearly articulated process and one that respects the confidential nature of such matters. The School learns from criticism and these are treated as constructive suggestions that should be used to improve what we do and how we perform.

This grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

The School's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College - Liverpool's Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are also outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

Procedures for raising and responding to concerns raised about the TAA's Accreditation Process are also included in the grievance policy.

The location of the full text of Al-Faisal College - Liverpool's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Accessibility of and Changes to Policies

Most of Al-Faisal College - Liverpool's policies are available on the schools website at <http://afc.nsw.edu.au/>. To ensure that all aspects of the College's mission for providing a safe and supportive environment is implemented, a continuous cycle of evaluation takes place to review policies to ensure they reflect best practice and comply with NESA requirements. The table below lists policies where modifications have been made in 2020.

Policy	Changes in 2020	Access to full text
Attendance	Policy reviewed: Absences and attendance procedures updated in light of COVID-19.	The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries, parent portal
Emergency Response	Policy reviewed: List of area wardens updated.	The full text of the policy can be accessed by request from the Head of College.
Enrolment	Policy reviewed: Additional items for Terms and Conditions of Enrolment	The full text of the policy can be accessed by request from the Head of College or from the school website, newsletters, diaries, parent portal
Educational and Financial Reporting	Policy reviewed: Key dates updated.	The full text of the policy can be accessed by request from the Head of College or from the school website.
Governance	Policy reviewed: Review of 'fit and proper person'. Awareness by Board Members and Working With Child Checks clearances	The full text of the policy can be accessed by request from the Head of College or from the school website.
Grievance	Policy reviewed: Grievance Procedures updated	The full text of the policy can be accessed by request from the Head of College or from the school website.
Remote Learning	New policy introduced: Guidelines about student access of Learning Management Software and platforms to support student learning during COVID-19 and lockdown. Student safety and well-being in an online environment addressed.	The full text of the policy can be accessed by request from the Head of College or from the school website.

Reporting Area 10: School Determined Improvement Targets

2020 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Begin to develop Years 2-4 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically. • Introduce 'Maths groups' across K-4' to better differentiate lessons to cater for the range of learning needs of students • Introduce Self-Reported Grades across subject English to enable students to work towards pre-determined learning goals and targets • Review the K-6 common writing rubric that has links to ACARA's learning progressions based on teachers' feedback • Review English programs to reflect updated scope and sequence, integrating the K-6 writing rubric, self- reported grades and other Key Learning Areas. • Develop Stage 3 Science programs to enhance the continuum of learning between Primary and High School. • Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate).
Student Achievements and Welfare	<ul style="list-style-type: none"> • Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Grade coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics.
Staff Training	<ul style="list-style-type: none"> • In-service all Stage 3 staff on new Science programs, Valid assessment, experiment requirements etc. • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff. • In-service staff on how to use the newly developed whole school writing

	<p>rubrics.</p> <ul style="list-style-type: none"> • In-service secondary staff on PETAL writing structure and how to implement it across all curriculum areas. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.
Facilities and Resources	<ul style="list-style-type: none"> • High School computer lab relocation • Electronic Road LED Signage • Firewall upgrade • Sentral Enterprise Implementation and Rollout • Microsoft Azure Implementation for Sentral Enterprise connection • SALTO swipe card system

Achievements of priorities identified in school's 2019 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Introduce numeracy intervention to support students in Year 6. • Refine the K-6 common writing rubric that has links to ACARA's learning progressions • Conduct a review of the school's K-6 Mathematics scope and sequence program • Develop a Years 5-6 Grammar program that builds on the early years. Partial release of Arabic staff members from face-to-face teaching to oversee the program development 	<ul style="list-style-type: none"> • Reteach numeracy program introduced on Year 6. PAT M results indicate that classes were working well above the PAT average. • The K-6 common rubric was completed. 15 days working days and input and feedback from all Al-Faisal College schools resulted in the rubric being completed in Term 3 and trialed in Term 4. • Three primary teachers worked collaboratively for a week to review and update the Mathematics scope and sequence. • A whole school grammar program was successfully introduced. Teachers utilised the COVID remote learning time to also work towards completing the programs.

<p>Student Achievements and Welfare</p>	<ul style="list-style-type: none"> • Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8 • Ensure all Year 5 students needing support in number operations provided with intervention using the Quicksmart program • Implement the K-6 writing rubric to enable students, parents and teachers the opportunity to track student progress more effectively 	<ul style="list-style-type: none"> • Teacher aides continued to work with students across Years 2-8 to provide students with numeracy support where teaching concepts to mastery by spending more time on key mathematical topics was the focus. • All Year 5 students identified through the PAT M assessment, class based assessments or teacher recommendations were provided with Quicksmart for the entire year. Students worked with their instructor 3-5 days a week. • The writing rubric was trialed in Term 4 with selected grades. Full implementation will begin Term 1 2021.
<p>Staff Training</p>	<ul style="list-style-type: none"> • Continue the College's partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff. • In-service staff on the 7 steps to writing approach that aligns with the newly developed whole school writing rubrics. • In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator. 	<ul style="list-style-type: none"> • Get Reading Right consultants visited the school throughout term 1 to in-service K-2 staff on how to effectively teach the school's phonics based program using Direct Instruction. • COVID disrupted all staff being in-serviced in 7 Steps as many workshops were cancelled. All primary staff not in-serviced yet will receive training in 2021. • Annual child protection training completed in Term 1. All new staff who joined the school during the year were in-serviced during their induction process.
<p>Facilities and Resources</p>	<ul style="list-style-type: none"> • Building Works and Construction Stages 4-6 • Furniture and fit out of new science labs, general classrooms and staff rooms – new Buildings • Upgrade of computers in computer 	<ul style="list-style-type: none"> • Building work completed • Fit out of new science labs, general classrooms and staff rooms completed • Upgrade of computers in computer

	<p>labs and new labs</p> <ul style="list-style-type: none"> • CCTV – installation of new CCTV and upgrade of system • Smart boards – installation of new smart board panels in Building E, replacement of old Smartboard & projectors in selected rooms in Buildings A-D with smart panels 	<p>labs and new labs completed</p> <ul style="list-style-type: none"> • installation of new CCTV and upgrade of system completed • Installation of new smart board panels in Building E completed
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Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2020, the school wide **Positive Behaviour Interventions and Support** (PBIS) program showed further success with the enhancement and consolidation of a culture of respect, responsibility and achievement within a safe school environment. Emphasis was placed on the prevention of problem behaviour through the development of social skills and positive reinforcement.

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

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

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

GRIP Leadership Excursion



The SRC team was invited to attend the annual GRIP leadership seminar and they were very lucky to attend prior to the restrictions beginning. They were accompanied by leaders from many different schools within the Sydney region. This very exciting day was the SRC teams' first official excursion as leaders of the school. They were exposed to many different ideas on the makings of a good leader and taught different ways in which they could contribute to the school community. The students were taken out of their comfort zone and asked to meet and collaborate with leaders from other schools.

The SRC team participated in different activities which allowed each student to view leadership in a different way. They understood that their responsibilities and actions will shape 2020. This program helped the students build their leadership qualities in conjunction with our PBIS system. They were able to understand the importance of respect whilst being responsible leaders.

Bushfire Appeal

Throughout the summer holidays, bushfires plagued Australia. When students returned to school, it was one of the main topics of discussion. After the GRIP Leadership Conference, the themes of 'interests' and 'making a difference' crossed the students minds. The SRC members saw a need as many people in local communities around Australia were affected by the devastating fires.

During March, the SRC members assisted in raising funds for the Bushfire Appeal. Throughout this month, students collected donations from their peers to help those affected by these fires. The SRC members assisted in the school bake sale as well as promoting a donation box near the canteen for those who had change to donate.



Together with the bake sale and donations, members of the school raised a total of \$2,937. The school then forwarded this money to some of the people affected by the fires throughout the summer of 2019. Students also learnt about the different communities that were affected and how even the smallest amount would help.

The SRC worked hard throughout their lunch and recess time, on a rotational basis, to assist in any way to raise these funds.



SRC Newsletter

Students in the SRC team worked collaboratively to compile Al-Faisal College Liverpool's first student newsletter. On a rotational basis each term, students were assigned a particular year and teacher. This provided additional opportunities of being recognised and known in the school, not just amongst their peers but with teachers too.

Students interviewed teachers and worked out what they considered newsworthy. Students asked teachers questions such as:

- What was the most interesting thing students learned this term?
- Did students have any take-home project assessments? What was the purpose of these projects?
- What was the most memorable experience for both you and the students?

The SRC members were also assigned roles consisting of editors, photo organisers and writers. The SRC members worked together each term, presenting the school with an outlook on what classes and grades were doing. The newsletter articles were posted on seesaw, and students around the school thoroughly enjoyed reading the articles.

We look forward to continuing this in 2021.

Harmony Day

The students at Al-Faisal College celebrated Harmony Day on Monday, the 23rd of March 2020. Students were asked to wear orange to celebrate cultural diversity and our multicultural communities. Throughout the day, students completed many activities in the classroom. The SRC members went around to each classroom and assisted teachers in art and craft activities.

The event was an enjoyable day for all teachers and students as they were able to talk about what their backgrounds were, the different languages that are spoken, all the delicious food that is available in our community and what countries they are from and many more topics.

While restrictions were slowly coming into place, the SRC worked with care to stay as safe as possible.



During this term, the wonderful year 3 classes have learned and created many amazing things! In Science, the classes were learning about the Solar System and they even learned a song that had all the planets in the Solar System! They also created a model of the planet Mars and how they thought it would look like if Elon Must have civilization there! During PDH, they learned about friendship and how to be kind to one another. Year 3 have done a good job this year and we hope you keep up the work for next year! – Written by Aya!

Original and Creative Science Projects created by Year 3 Students!

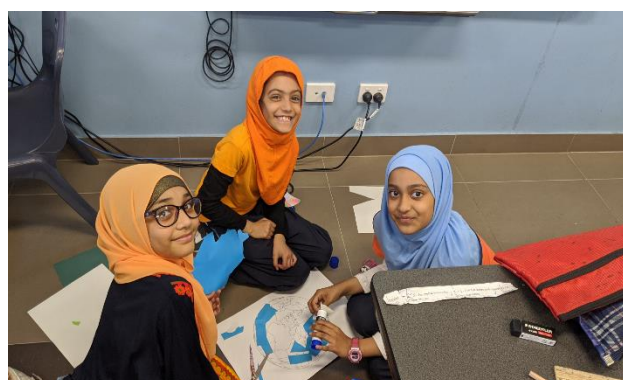
During term 4, year 4 have learned about several things! In writing, students have been learning how to compose a persuasive text. For Science, students have been researching about solar power and even created a solar oven at home for an assessment! Good luck Year 4 for next year! – Written by Yazid.

Some of the robots created by the Year 6 Students!

It is finally the end of the year and Year 6 have learned so much! This term there were many exciting and enjoyable assessments to do, such as constructing a 3D model of a robot and designing it online using Tinkercad. For English, we learned how to compose explanation texts, mostly about the adaptations of animals. Overall, Year 6 has had an amazing and joyful year! – Written by Rougayah.

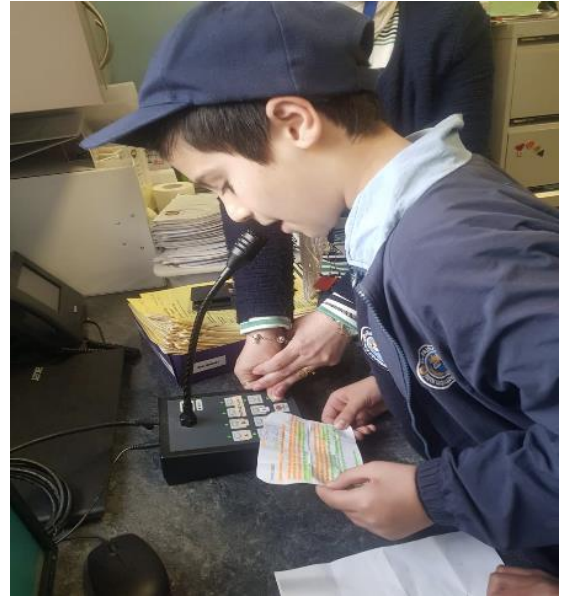
Year 5 had a very engaging term! In Science, they learned about different industries, sustainability and what local farmers do. Meanwhile, in Geography, students learned about climate change and the different types of weather in Australia. It has been overall a rewarding and fun learning experience for Year 5! – written by Yazaan.

Year 5 using their knowledge of sustainability to create their own pots and grow seeds!



Science Week

Science week was celebrated, at school, from the 17th to the 21st of August 2020. The theme for the year Deep Blue: innovations for the future of our oceans. The SRC, along with the science committee, arranged some inspiring activities for the students. During a SRC meeting, the SRC members discussed how COVID-19 had impacted their ability to connect with students in younger grades. Some of the SRC students came up with an exciting plan to make announcements on the school PA system. This had never been done before and was a fantastic way to connect to students around the school. The members introduced themselves on the PA System as well as what role they have in the SRC team.



Prior to students announcing information over the PA System, they researched information and statistics about the future of the ocean and how to protect it. They then translated this information over the PA System. The students from K-6 enjoyed hearing these announcements each morning throughout Science Week and learnt so much throughout the week about to respect the environment in which we live in.

R U Ok? Day

High School were involved in planning and implementing R U OK Day in 2020 alongside the school counsellor. All students were allowed to wear an item of clothing that was yellow/black and were required to donate a gold coin. The school donated the money collected to the R U Ok? organisation.

Selected year 10 students completed presentations to all high school classes about mental health, bullying and the impact this can have on somebody. This was followed by two stalls set up in the courtyard whereby students were invited to have an open conversation and collect information packs about where to access help/support.



All students were then involved in a sporting competition organised alongside PDHPE faculty. The winners were able to verse teachers. Throughout the day we had a 'guessing the number of lollies in the jar' competition as well as requesting each student write a positive message to create a 'positive message wall' to be displayed in the foyer.

The day was a great success as students were able to learn about mental health, bullying and be involved in physical sport. This was especially important during COVID-19.

Reporting Area 12: Parent, Student and Teacher Satisfaction

Teacher, Student and Parent Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. Surveys were collected across all three Al-Faisal College schools and analysed (see results below).

The College organised a number of student forums in order for students to provide feedback to the College on the level of student satisfaction and requests for additional facilities or provision of additional cocurricular activities. It is the school's position that engagement is an important outcome of schooling. Active student participation within the school and engagement in its grade, whole school and extra-curricular activities allows students to more easily identify themselves with the school, foster a sense of belonging that can help to promote a feeling of self-worth and assist students to become resilient learners.

As has been the case over the past few years, staff surveys have revealed a high degree of satisfaction by members of staff and the College enjoys a relatively low level of staff turnover retrospective of the large number of staff employed at the school.

Informal feedback from staff members and executive staff indicate also that staff are generally satisfied in all areas of the College.

Staff, Parent and Student surveys were conducted in 2020 and revealed high levels of satisfaction.

Parent Surveys*

Most parents felt welcomed by general staff, with most finding information effectively shared. The majority of respondents felt their children were engaged and given every opportunity to succeed and would recommend Al-Faisal College to their family and friends.

The top responses from the parent survey revealed:

- I feel welcome when I visit the school.
- I believe that my child is encouraged to do his or her best work.
- I feel welcome when I visit the school.
- I am well informed about my child's progress in school subjects.
- My child enjoys going to Al-Faisal College
- I believe that my child is encouraged to do his or her best work.
- I would recommend Al-Faisal College to others
- Access to the parent portal (on Sentral) is essential component
- I have seen my child applying PBIS values taught at school at home.

Student Surveys*

In 2020, a student survey was used to gauge satisfaction. Students expressed continued high levels of satisfaction with the school's impact upon their faith and level of engagement with the school.

Significant numbers strongly agreed that they felt safe in this school, received positive feedback about their learning and had teachers who inspired them to learn and achieve their best.

The top responses from the Year 5-10 student survey revealed:

- I believe that staff emphasise academic skills and hold high expectations for me to succeed.
- I have teachers that encourage me to work at my best
- I feel motivated to ask questions to my teacher
- I have applied PBIS lessons in daily practice.
- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I believe the SRC positively contributes to the school by raising issues and making suggestions well.

Staff Survey*

The teacher survey results showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning. They appreciated the focus on whole-school improvement and the opportunity to participate in professional development.

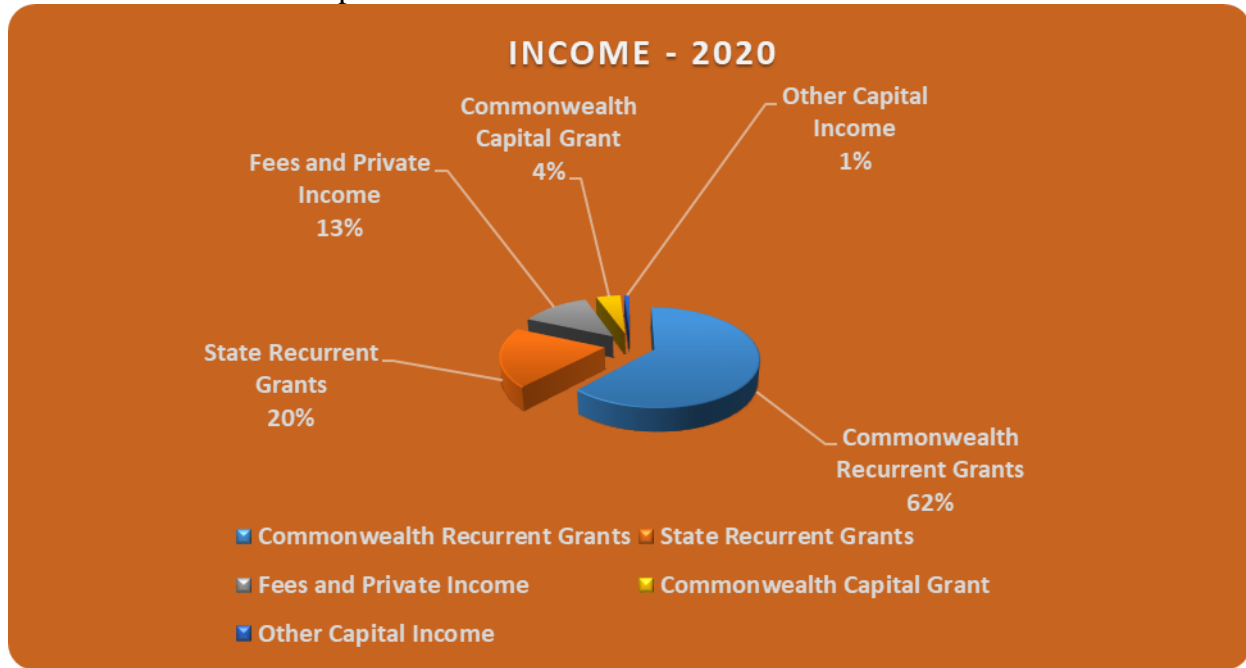
The staff survey results were in line and consistent with previous years:

- teachers agreed that school leaders had helped establish challenging and visible learning goals for students.
- teachers believed that the professional development focus positively impacted on classroom practice and curriculum planning.
- teachers indicated that they had establish clear expectations for classroom behaviour that was strongly linked to the PBIS model.
- teachers indicated that they set high expectations for student learning.
- teachers indicated that they used assessments to understand where students were having difficulty.

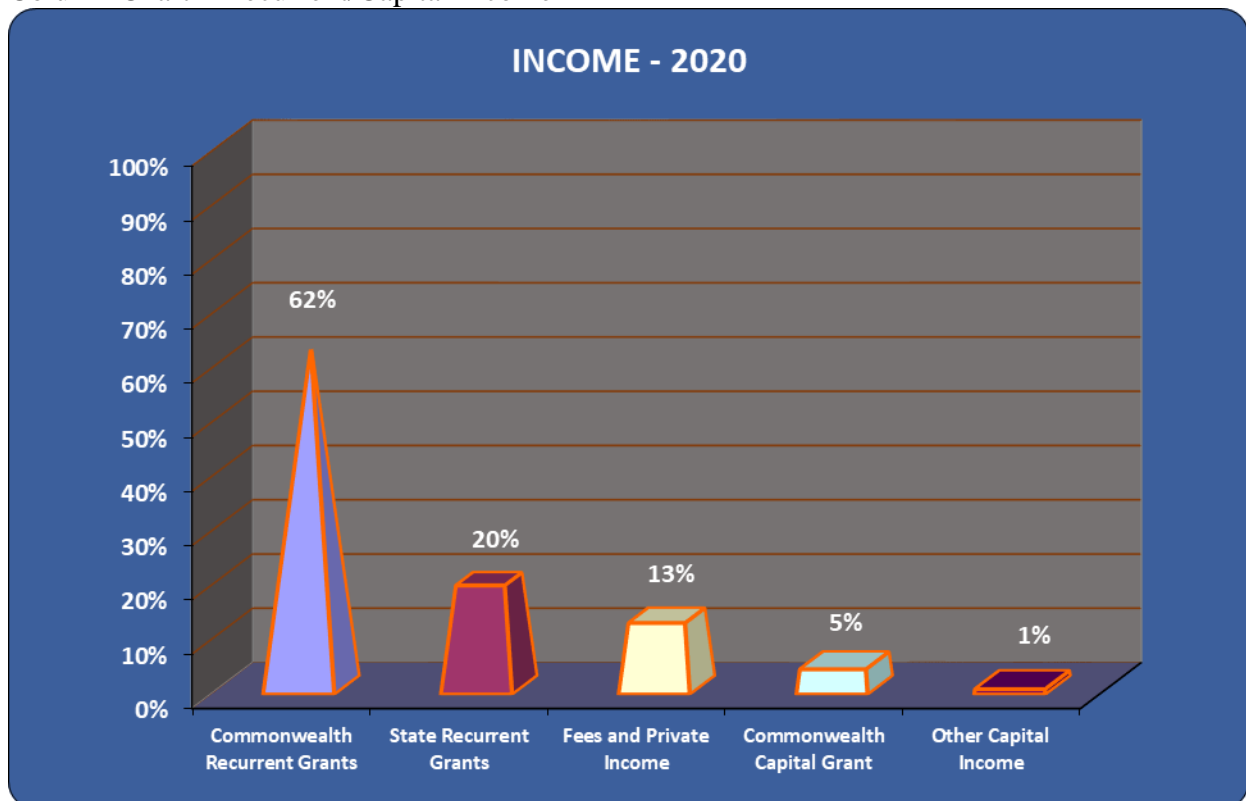
*survey results also include responses from the two other Al-Faisal College schools.

Reporting Area 13: Summary Financial Information

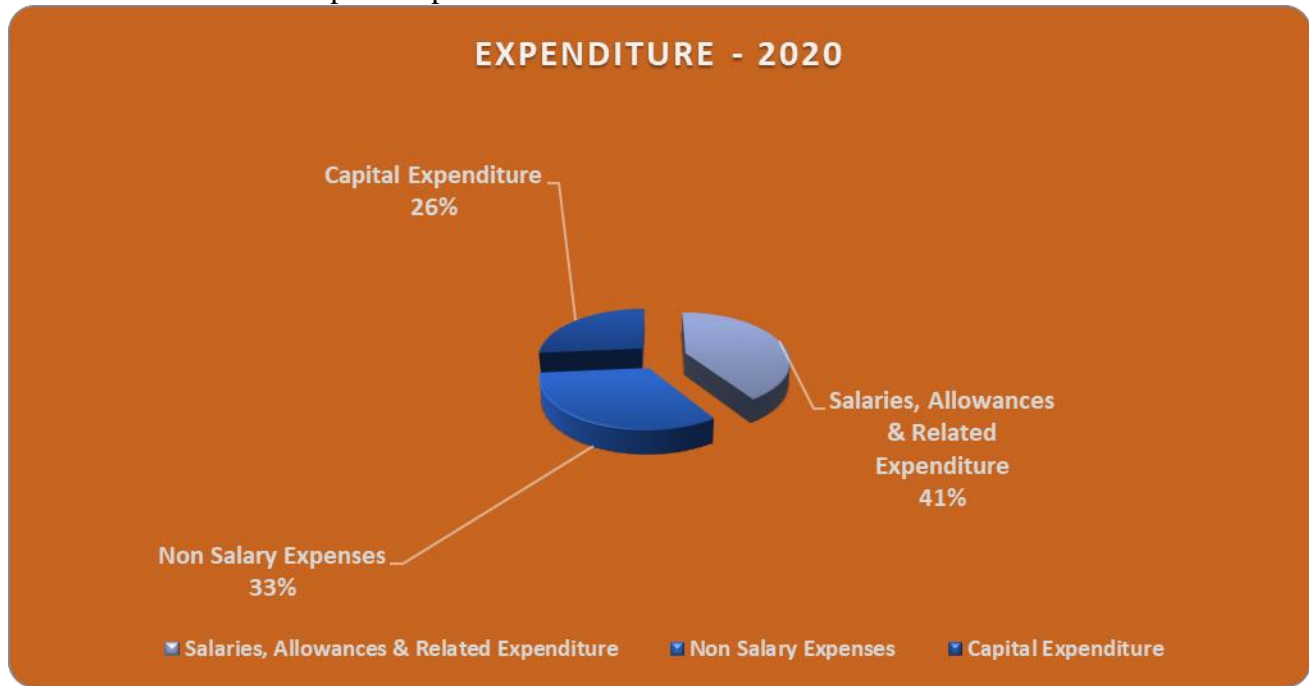
Pie Chart – Recurrent/ Capital Income



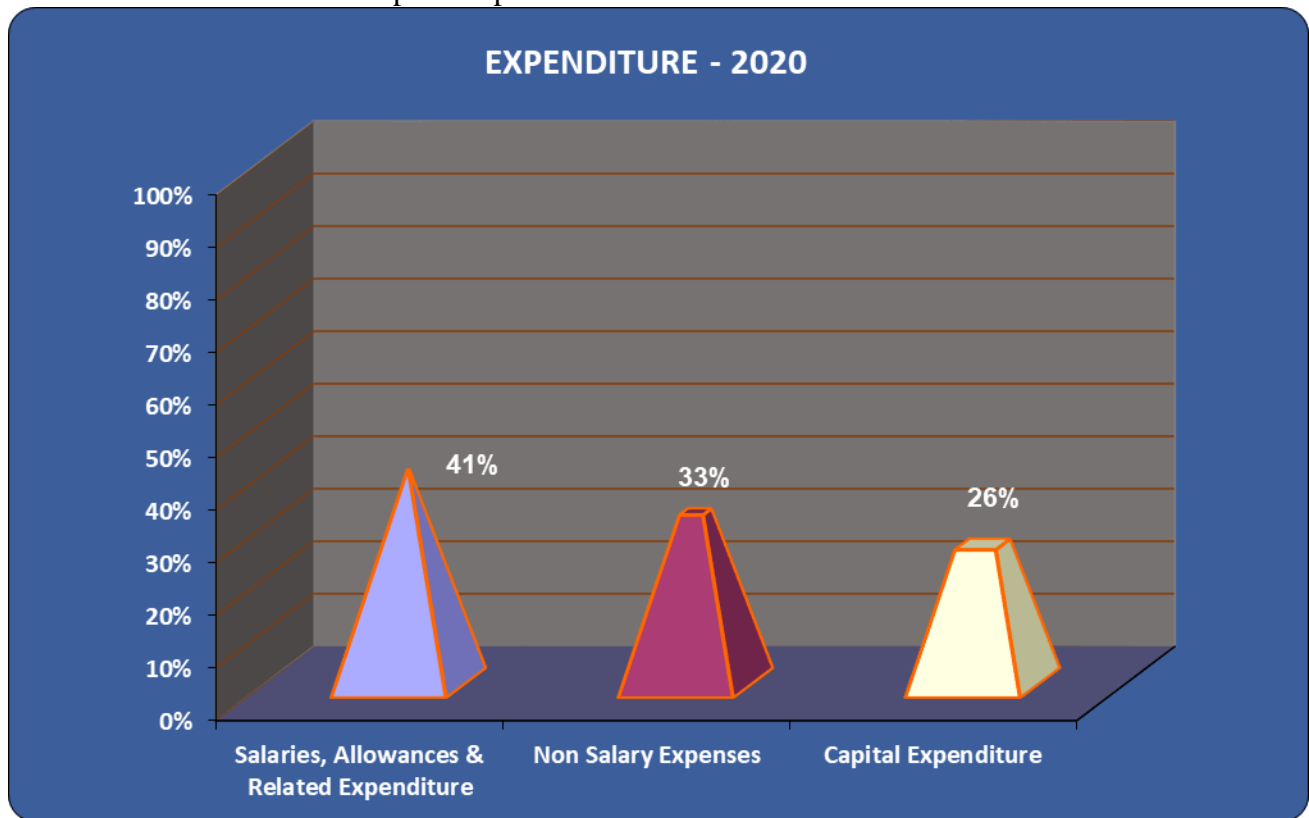
Column Chart – Recurrent/Capital Income



Pie Chart – Recurrent/Capital Expenditure



Column Chart – Recurrent/Capital Expenditure



Reporting Area 14: Publication Requirements

Refer to page 4 of Al-Faisal College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

- publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.
- providing the school's annual report in an online or appropriate electronic form to NESAs unless otherwise agreed by NESAs.
- the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.