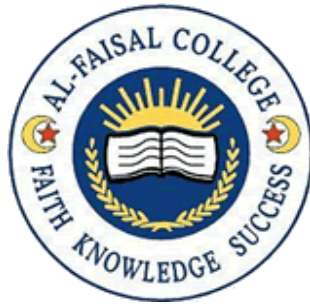


# Al-Faisal College - Campbelltown



## ANNUAL REPORT 2021



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# Introduction

Al-Faisal College - Campbelltown is an independent co-educational school which currently caters for students from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

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 separate schools.

The College at Campbelltown has recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 685 in 2021. The problem the College faces is not recruiting students but in selecting them from the large numbers who wish to enrol at the school. The majority of the students are from low socio-economic backgrounds and so it is a credit to the school to see these students excel in their school work and contribute positively to the Australian society.

Al-Faisal College - Campbelltown has seen significant growth and improvement over the past few years. Since 2013, the school has recorded results well above the national average in the Primary school in many areas tested in NAPLAN. A great deal of resources and effort is being expended to raise the standard and the College is confident that significant gains will continue to be made in the coming years.

The College has employed specialist curriculum coordinators and introduced Multilit/Minilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. This coupled with the support of paraprofessionals within mainstream classrooms which has assisted in the development of higher levels of proficiency in the students' first language as well as in their second language acquisition.

The on-going improvement of teacher quality is a feature of paramount importance at the College. All staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increases 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.

Students at the College participate actively in co-curricular activities. Field trips and excursions are integral parts of the teaching program of the school. The students enjoy participating in weekly sporting activities, accessing both onsite and off-site facilities and regularly engaging in sport gala days with other schools.

The College meets the requirements of all relevant Federal and State legislation.

The school board has plans to make Al-Faisal College – Campbelltown a model school. The school is well positioned in achieving this goal.

# 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 2022
  - 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*

On behalf of the Al-Faisal College School Board, it is with delight that I write this message for the 2021 Annual Report.

I would like to thank our former Executive Principal Mrs Ghazwa Khan who retired and left a legacy of excellence. Mrs Khan's dream was to establish a college that would provide opportunities for all students from K-12 to increase in faith, acquire knowledge to achieve success. Mrs Khan will always be remembered as the mother of Al-Faisal College who wanted all children to learn, grow and make a difference in the community. On behalf of the School Board, I wish her the best for her retirement.

In 2021, Al-Faisal College continued its journey to teach and engage students during unprecedented times. COVID-19 had again changed the nature of how schools operated in order to support students' learning needs. The rapid adoption of technology meant that our students were empowered and able to learn from their computer screens at home. The pandemic not only enabled our staff and students to optimize their IT skills but also ensured that learning was continuous.

Our HSC results were outstanding. I wish to pay tribute to our Director General of Education Dr Intaj Ali for his leadership and guidance. Our school ranked 26<sup>th</sup> in the state and I am very proud of our students' success. I would like to acknowledge and thank the hard work and effort of staff, coordinators and the executive team.

### ***Ramadan Iftar hosted by Premier***

On Tuesday 20<sup>th</sup> April, the NSW Premier The Hon. Gladys Berejiklian hosted an Iftar dinner for school leaders inviting school heads and school captains to break their fast at the Bankwest Stadium in Parramatta. Our students also had the privilege to meet the Premier and the Minister for Skills and Tertiary Education, and Minister for Sport, Multiculturalism, Seniors and Veterans, The Hon. Geoffrey Lee.



### ***Building Works at Al-Faisal Colleges***

Although the pandemic may have slowed down the building works at Al-Faisal Colleges, I am optimistic that our buildings will be close to completion in 2022. I look forward to providing an update in our next annual report.



### ***Vote of thanks***

I would like to take this opportunity to thank the Australian Government (Federal and State), Cumberland Council, Campbelltown Council, Liverpool Council, NSW Education and Standards Authority (NESA), the Association of Independent Schools (AIS), Police, Navy and Australian Defence Force. Thanks to our Director General of Education Dr Intaj Ali, Executive Principal, Executive Deputy Principals, Head 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 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*

I'm delighted and pleased to write a message for the 2021 Annual Report as the newly appointed Executive Principal of Al-Faisal College, Al-Faisal College – Campbelltown and Al-Faisal College – Liverpool. I would like to thank the School Board, the Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali for their support, trust and opportunity. I look forward to working with the Executive Team to Insha Allah see Al-Faisal College maintain its success.

I would like to acknowledge the work of Mrs Ghazwa Khan the Co-Founder and former Executive Principal of Al-Faisal Colleges. Mrs Khan established Al-Faisal College in 1998, at that time there were only 49 students and 3 members of staff. The College grew considerably due to community demand and a further two schools were opened. Many students have graduated from Al-Faisal Colleges, and it is wonderful to see them returning as parents enrolling their own children. On behalf of all the staff and students we thank Mrs Khan for dedicating her life to establish an exceptional school with an admirable reputation. We will never forget her contributions and we wish her all the best on her retirement.

2021 was a year that will be historically remembered for lockdowns and remote learning. Navigating our lives during the pandemic not only changed the pedagogical approach used by teachers but also impacted on the nature of our learners. Our students were able to master IT skills in a short scope of time that may have taken them months to develop. Students successfully used several platforms and apps to grow and learn. I would like to thank all our students, staff and parents for working together collaboratively, showing strength, courage and determination to ensure that the teaching and learning process still continued at Al-Faisal College during COVID-19.

I would like to congratulate our HSC Year 12 students, Class of 2021, on their outstanding results. Our College ranked 26th in the State for the HSC. I wish to commend our students for their hard work and effort, in particular students who achieved ATAR scores above 99, with one student achieving a perfect ATAR score of 99.95 and another ranking 1st place in Arabic Continuers in the state. We wish our students continued success and hope they make a positive impact in the world.

### ***Thank you message***

I would like to thank the Federal and State Government and Local Councils: Cumberland Council, Campbelltown Council and Liverpool 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 recognise the hard work and efforts of the School Board, Managing Director Mr Shafiq Khan, Director General of Education Dr Intaj Ali, Executive Deputy Principals, Head of Colleges (Campbelltown & Liverpool), Deputy Principals, Head of Welfare, Welfare teams, counsellors, coordinators, teaching and non-teaching staff for contributing to the success of the colleges.

Last but not least, I thank our students and parents. I wish to mention how grateful we are for the support parents have provided to the school and we thank them dearly.

Mrs Safia Khan Hassanein  
Executive Principal

## *Head of College Message*

Al-Faisal College - Campbelltown strives to provide students with a high-quality education in an enriching, encouraging, rewarding, and stimulating environment. The College also aims to involve families and the local community in the education of our children to help students to develop a sense of their own cultural heritage while at the same time fostering an understanding and respect for other cultures and religions within the Australian society.

2021 marks another successful year for students, staff, and the school community of Al-Faisal College - Campbelltown albeit the impact of COVID-19. The school community worked hard and with dedication to combat the effects of the pandemic. To achieve this, we provided constant encouragement and first-class online teaching programs during the peak of the pandemic, enabling our students to maximise opportunities to learn and grow in a positive, safe, and inclusive environment.

Our school programs were reviewed, improved, and also adapted to the online mode (when lockdown began) to ensure that education at Al-Faisal College - Campbelltown remained relevant and encouraged students to progress and achieve. The NESAs (NSW Education Standards Authority) inspection provided the school with 5 years registration and accreditation.

In terms of size and composition, the school had a total enrolment of 685 students, 211 represented by the high school and 474 students in primary. The student population was made up of 371 girls and 314 boys.

The staff members at Al-Faisal College - Campbelltown continued to provide high quality learning programs and a positive learning environment. Staff received a variety of professional development activities to provide lessons online and devise online assessments. Receiving training in Emergency Procedures and successful lockdown and evacuation drills meant that students and rest of the school community were made aware of the actions to be taken if emergencies occurred. All professional learning enhanced skills and helped in the overall progress of the school. Additional activities included: upskilling teachers in the delivery of content, online field knowledge and pedagogical awareness. 1 teacher was accredited at the proficiency level after going through the required process. Seminars were also organised for parents to be able to assist their own children at home.

Our students participated in academic, cultural, and sporting activities before and after the peak of the pandemic. Students also attended various leadership and well-being activities. They also took part in numerous charity drives and mental health activities. The school counsellor provided students with wellbeing tips, while mindfulness activities ensured that students were positively motivated during online learning.

Al-Faisal College – Campbelltown continues to be an academically strong school and produces excellent academic results. 11 students sat for the HSC and achieved 8 Band 6's, 34 Band 5's and 13 Band 4's, with all of them being offered places in reputable universities. The College performed exceedingly well in NAPLAN (National Assessment Program Literacy and Numeracy) and was placed 8<sup>th</sup> in the state for Years 3 and 5 and 31<sup>st</sup> in the state for Years 7 and 9.

The College's success can be attributed to the collective efforts of the Australian Government, Campbelltown Council, Association of Independent Schools, and Al-Faisal College Auburn. I would like to express gratitude to the Board of the College, Mr Shafiq Khan, Managing Director, Dr Intaj Ali, Director General of Education, Mrs Safia Khan Hassanein, Executive Principal and Mr Mohammad Adra, Executive Deputy Principal for their guidance. I would also like to thank the multi-school Deputy Principals, our coordinators, teaching and non-teaching staff for their consistent dedication and effort. Finally, the success and achievements would be meaningless if we did not have the ongoing support of the parents of our students and the hard work put in by the students themselves.

I look forward to the continued success of Al-Faisal College - Campbelltown in the future.

Mrs Sonali Luthra

Head of College  
Al-Faisal College - Campbelltown

# *Student Representative Council*

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

Al-Faisal College - Campbelltown acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express views and provides opportunities for students to take on leadership roles and gain a sense of achievement.

Leadership qualities are recognised and encouraged right from Kindergarten.

## **Class Captains K- 6**

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

These captains carry out various class-based responsibilities.

### Process:

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

## **School Captains and Prefects K- 6**

The school captains and prefects (primary) are elected from the Year 5 cohort during Term 4, for the following year. **However due to COVID-19 Restrictions and the students still settling down after coming back from Lockdown, the elections were postponed to 2022. Despite the postponement, the students were asked to prepare their portfolios during the holidays of 2021 for presentation to the teacher in charge of SRC in 2022. They were familiarised with the election process as follows:**

### Process:

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

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

## **Prefects 7-10/ School Captains (Year 12)/ Vice Captains (Year 11)**

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

- The election process including nominations, tallying votes, and declaring the outcome, is supervised by the High School Welfare Coordinator
- All students have the right to nominate themselves and/or others
- Each student in the class has one vote and their teacher has two votes
- The students nominated from Year 11 and 12 are elected through votes cast by students from Years 7-12. The winning candidates become School Captains (Year 12) and Vice Captains (Year 11).

## **Student representative Council (SRC)**

- All school leaders (Prefects, & School Captains) are members of their respective SRC (K-6 & 7-12). The Stage 3 Coordinator (Primary) oversees the K-6 SRC, and the High School Welfare Coordinator oversees the 7-12, SRC.
- Head of College, High School Welfare Coordinator and Teachers are responsible for the SRC.
- The school captains chair their respective committee.
- Each SRC committee meets once a month. Attendance and minutes are kept by the secretary elected from members of the committee
- Each member may table items for discussion.
- Recommendations are recorded in the minutes and taken with the support of teachers and/or members of the school executive.
- The committee's areas of responsibility include:
  - A forum to discuss student concerns and where appropriate bring these to the attention of the school executive
  - Propose amendments to school procedures and policies
  - Contributing to the organisation and running of school assemblies
  - Organising charity fund raising events
  - Organising whole of school events (Abaya Day, Jersey Day etc)
  - Promote school spirit through active participation in school events

**The SRC members in 2021**, undertook responsibilities in various aspects of their schooling, however; **due to COVID-19, the activities were school-based or online**. The Primary SRC in 2021 were organised to form a parliament and the SRC members were given the roles of different ministers to assist in various aspects of the school. In this initiative, students were able to develop and participate in a range of school-wide projects.

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

**The SRC members undertook a new initiative this year of holding High School and Primary Joint Meetings. The High School prefects acted as mentors to the Primary SRC in developing Leadership Skills.** Various activities were undertaken to develop Leadership Skills every Friday before going into Lockdown.

## **The SRC participated in:**

- The annual **Ramadan Charity Drive** encouraged students to support those less fortunate than themselves.
- The Captains and Prefects played a key role in events organised by the school. They acted as **masters of ceremonies** for assemblies, presentation days and activities held during literacy and numeracy week and Ramadan (Islamic quiz, Anasheed concert, recitation competition).

- SRC members were allocated responsibilities to **welcome important guests** and guide students during functions as well.
- **Uniform Checks:** The SRC assisted teachers in the checking of uniforms on a weekly basis.
- The SRC members were assigned roles to assist other students in developing **social skills** during lunch and recess. They were allocated roles according to a roster.
- Prefects also participated in **Are U OK? Day** to help the younger students to deal with friendship issues.
- The SRC members helped in the **library** by putting books back onto shelves and helping younger students choose appropriate books. This was during lunch and according to a roster.
- The SRC members helped in setting up **playground games** for students in younger years.
- As part of the **Harmony Day** celebrations the Primary SRC members ran a ‘Multicultural Dress Parade’ along with the coordinators.
- Handball Competition was organised for Grades 3-6 by the SRC. The students played in quarter finals, semi-finals, and finals through elimination.
- The SRC members also produced a **class magazine** for Year 6 titled “Year 6: Reflections”. They collected the required information, put it together and published the magazine.
- SRC Peer Tutoring: The Prefects helped in enhancing literacy skills in younger students by participating in Peer Tutoring Program before the school went into Lockdown. The Year 11 SRC members also helped Year 7 and 8 students during lunch time to strengthen their Numeracy skills.
- **Once the school went into Lockdown due to COVID-19, the SRC members hosted online assemblies along with the class presenting the assembly.**
- Recycling Assembly: The Primary SRC along with Year 2 students held a recycling/renewable energy online assembly through Zoom where the other students were made aware of understanding the importance of recycling.

## Reporting Area 2: School Context

Al-Faisal College - Campbelltown is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. In 2013, the School Board acquired Iqra Grammar College which now operates as Al-Faisal College - Campbelltown.

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

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 - Campbelltown, 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. With the expansion of the buildings, our school has science and computer laboratories as well as preparation rooms to promote students' knowledge in a vibrant learning environment.

Our students are taught Digital Technology skills 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 and Premier's Reading Challenge. Students have also been involved in charity events and raised money to support Heart, Diabetics and Cancer Foundations.

Further contextual information about Al-Faisal College - Campbelltown 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

## *Introduction*

Al-Faisal College has participated in various state-wide tests and examinations throughout 2021. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2021 NAPLAN exams which further improved on the already high standard established in previous years. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Get Reading Right, Quicksmart and after school supplementary programs.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

## *1. NAPLAN*

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents will have an indication of how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling across Australia. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results obtained from NAPLAN exams provide the College with a wealth of data showing the percentages of students who achieved particular skill bands in numeracy as well as the components of literacy. Literacy is reported in four content strands (components): Reading, Writing, Spelling and Grammar and Punctuation. Numeracy is reported as a single content strand.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2021 NAPLAN years.

**Further information regarding school performance in NAPLAN against State and National trends is available from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>). The school results shown are compared to students nationally.**

# Reporting Area 4: Senior Secondary Outcomes

## *Record of School Achievement (RoSA)*

The College did not have any students that required the award of a Record of School Achievement (RoSA).

## *Higher School Certificate (HSC)*

In 2021, 11 students sat for the NSW Higher School Certificate in 5 courses. In total 100% of all candidates across all courses achieved marks of 50 or more (Band 2 or higher with 76% of these placed in Bands 5 and 6 (80-100 marks). Mathematics Standard 2 (+57.31) had the biggest difference in Bands 5-6 achievement compared to the State. No Extension courses were undertaken this year.

In general, student achievement was above state level in all courses undertaken.

### **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	2021	11	6	54.54	31.07	+23.47
	2020	15	7	46.66	30.54	+16.12
	2019	N/A	N/A	N/A	N/A	N/A
	2018	5	3	60.00	37.49	+22.51
Chemistry	2021	11	7	63.63	40.20	+23.43
	2020	4	2	50.00	42.86	+7.14
English (Advanced)	2021	11	10	90.90	68.65	+22.25
	2020	15	8	53.33	63.31	-9.98
	2019	N/A	N/A	N/A	N/A	N/A
	2018	14	4	28.57	62.61	-34.04
Legal Studies	2021	11	10	90.90	41.86	+49.04
	2020	8	5	62.50	39.40	+23.10
Mathematics Standard 2	2021	11	9	81.81	24.50	+57.31
	2020	10	7	70.00	24.50	+45.50
	2019	N/A	N/A	N/A	N/A	N/A

### Distinguished Achievers

Students	Number of Band 6 scores in Courses	Year
11	8	2021
15	13	2020
5	1	2019
14	5	2018
10	2	2017
9	5	2016

### HSC Honour Roll

Subject	Number of Distinguished Achievers in Courses			
	2021	2020	2019	2018
Biology	2	2	N / A	N / A
Chemistry	1	1	N / A	N / A
Legal Studies	2	1	N / A	N / A
Mathematics Standard 2	3	4	N / A	5 Mathematics General 2
<b>TOTAL</b>	<b>8</b>	13	N / A	5

## *Vocational Education and Training (VET)*

In 2021, there were no students enrolled in VET courses.

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2021, Al-Faisal College - Campbelltown provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

At Al-Faisal College - Campbelltown, 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 seeking accreditation at Proficient Teacher Level through and beyond the accreditation process.

During the year, learning opportunities ranged from whole staff days focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff attending externally provided courses targeting student welfare or specific curriculum areas.

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.

### 2021 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
20/01/2021	2 hours	Al-Faisal College	Executive Staff	Learning Progressions	23
20/01/21	2 hours	Al-Faisal College	Nicky Sloss and Samantha Kourakis	Growth Mindset PD	50
20/01/21	2 hours	Al-Faisal College	Angela Munyard	Manga High PD	23
20/01/21	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Write using PETAL	High school
20/01/21	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Introduction to Survey Growth Mindset Formative Assessment in Mathematics Curriculum Overview	Math staff
20/01/21	1.5 hours	Al-Faisal College	Executives	Unpacking the K-10 Arabic Syllabus	5
20/01/21	1.5 hours	Al-Faisal College	Executives	Overview of Arabic Programs	5
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Differentiation in Mathematics Assessment in Stage 6 Responding to Survey Results	Math Staff
20/01/2021	6 hours	Al-Faisal College	Bright Happy Schools Leanne Gow	Growth Mindset Optimistic thought Patterns Practising Positive Communication	Year 11 and 12 Teachers
21/01/2021	6 hours	Al-Faisal College	Association of Independent Schools (AIS)	Working Mathematically PD An introduction to Working Mathematically Problem Solving Communication and Reasoning Exploring Understanding and Fluency	K-4 staff
21/01/21	6 hours	Al-Faisal College	Staff	Social and Emotional Learning Online Modules: Affirm, Embed, Empower	K-12 Arabic Staff

21/01/2021	6 hours	Al-Faisal College	Executive Staff Sarah Omari	Science PD	Year 4-6 staff
21/01/2021	6 hours	Al-Faisal College	Linda Turner, Reese Scarcella	Writing using Petal	7-10 staff
22/01/2021	2 hours	Al-Faisal College - Campbelltown	Executive Staff	COVID 19 Action Plan Code of Conduct Duty of Care	All Staff
22/01/2021	1 Hour	Al-Faisal College - Campbelltown	Executive Staff	Program annotations Uniform Regulations, Attendance procedures	25
02/02/2021	2 hours	Al-Faisal College - Campbelltown	Executive Staff- Mr Adra	Child Protection	All Staff
09/02/2021	1 hour	Al-Faisal College- Campbelltown: Online	Education Perfect	Science Modules	6
24/03/2021	Half an hour	Online	Executives	Minecraft Education	6
09/03/2021	2 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS)	Behaviour Management	All Staff
11/03/2021	2 hours	Al-Faisal College - Campbelltown	Executive Staff- Mr Adra	Maintenance Accreditation Requirements	35
15/03/2021	2 hours	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS)	Behaviour Management	All Staff
18/03/2021	2 hours	Al-Faisal College - Campbelltown	Executive Staff- Mr Adra	Accreditation Orientation	10
19/03/21	1 hour	Al-Faisal College- Campbelltown Online Webinar	NESA	NAPLAN Online Review	All Staff
23/03/2021	1 hour	Al-Faisal College - Campbelltown	Association of Independent Schools (AIS) Nicky Sloss	Growth Mindset (2)	6

02/03/2021	1 hour	Al-Faisal College - Campbelltown	Executive Staff	Lockdown and Evacuation Procedures	51
03/03/2021	10 minutes	Al-Faisal College - Campbelltown	Executive Staff	Lock Down Drill	51
03/03/2021	5 minutes	Al-Faisal College - Campbelltown	Executive Staff	Evacuation Drill	51 plus students
04/03/2021	10 minutes	Al-Faisal College - Campbelltown	First 5 Emergency Preparedness	Lock Down Drill	51 plus students
04/03/2021	5 minutes	Al-Faisal College - Campbelltown	First 5 Emergency Preparedness	Evacuation Drill	51 plus students
04/03/2021	1.5 hours	Al-Faisal College	First 5 Emergency Preparedness- Courtney Ostergaard	Emergency Response Procedures: All Staff	51
04/03/2021	1 hour	Al-Faisal College - Campbelltown	First 5 Emergency Preparedness- Courtney Ostergaard	Emergency Response Procedures: Warden Training	15
04/03/2021	1 hour	Al-Faisal College - Campbelltown	First 5 Emergency Preparedness- Courtney Ostergaard	Emergency Response Procedures: Communications	2
04/03/2021	1 hour	Al-Faisal College - Campbelltown	First 5 Emergency Preparedness- Courtney Ostergaard	Emergency Response Procedures: Emergency Planning Committee	6
09/04/2021	1 hour	Al-Faisal College- Campbelltown	Executives	Engaging Online Learners	23
15/04/2021	2 hours	Al-Faisal College - Auburn	Risk Logic	Critical Management Plan workshop	1
22/04/2021	1 hour	Al-Faisal College - Campbelltown	Executive	Math Magic: Use of Concrete materials	23
14/05/2021	6 hours	AIS	AIS	Legal Studies: Authentic Teaching and Learning Practices for Student Success	1

04/08/2021	1 hour	Al-Faisal College online	Executives	How to Create Class Blogs on Seesaw	25
18/08/2021	2 hours	Al-Faisal College online	Executives	How to Run Online Kindergarten Interviews (coordinators)	8
20/08/2021	1 hour	Al-Faisal College online	Executives	How to Run Online Kindergarten Interviews (assessors)	20
27/08/2021	2 hours	Online	VALID	VALID Marking	2
31/08/2021	1 hour	Al-Faisal College-Campbelltown	Teacher	How to Create Google Forms	5
02/09/2021	1 hour	Al-Faisal College online	Executives	How to Create Google Forms	30
13/09/2021	2 hours	Al-Faisal College online	Executives	VALID Marking	25
15/10/2021	2 hours	Online	AISNSW	School-based Teacher Accreditation Authority (TAA) approval	1
21/12/2021	4 hours	Online	REVIVA	First Aid Online Course	All Staff
13/01/2021 to 06/12/2021	1 hour	Self-paced online	AISNSW	Disability Legislation - Self-paced Learning Experience	3
17/02/2021 to 21/12/2021	30 minutes	Self-paced online	AISNSW	Autism Spectrum Disorder: Intensive Supports - Self-paced Learning Experience	6

# Teacher Standards

## Teacher Accreditation

Teachers employed at Al-Faisal College – Campbelltown at the various levels of teacher accreditation in 2021:

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	7
Proficient Teacher	33
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Teaching Non-NESA Subjects (Religious Studies)	6
Total number of teachers	49

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

Category	Number of Teachers (Campbelltown 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.	40
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.	9

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- Campbelltown has a diverse workforce which, at the time of the 2021 census, comprised of 49 teaching staff.

In 2021, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Al-Faisal College Campbelltown School
Full-time equivalent teaching staff*	39.1
Full-time equivalent non-teaching staff*	7.6
Number of indigenous staff*	0

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/>

<b>2021 School Attendance Rates</b>	
<b>Year Level</b>	<b>Attendance Rate (Campbelltown School)</b>
Kindergarten	N/A
Year 1	95%
Year 2	96%
Year 3	97%
Year 4	96%
Year 5	96%
Year 6	96%
Year 7	98%
Year 8	96%
Year 9	96%
Year 10	95%
Year 11	N/A
Year 12	N/A
<b>School Average</b>	<b>96%</b>

## *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 and posted in the staff room.
4. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Head of College (K-6), Head of Welfare (7-12) and Office. The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
5. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College - Campbelltown.
6. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
  - i. K-12: 15 days or more per academic year
7. Class and roll call teachers, Head of College (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Executive Principal.
8. All student attendance records are kept within student files.
9. At the end of each term, total absences are tallied for that period and included on student reports.
10. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College - Campbelltown.
11. In such cases students may be placed on probation. A meeting with the Head of College may also be required if student attendance record does not improve.
12. The register of enrolments is retained by the school for at least 5 years before archiving.
13. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

## *Student Retention Rates*

### Student Retention Rates

Eighty two percent of the 2019 Year 10 cohort who started at Al-Faisal College, completed Year 12 in 2021. Based on the information provided to the school when students leave, it would appear that some students who leave the school do so to experience a different school environment or undertake course not offered at Al-Faisal College.

# Post School Destinations

## Post-School Destinations

One hundred percent of students in the 2021 cohort received *main* and *late* round university offers.

The breakdown is as follows:

University	Total
WSU	8
UNSW	1
UTS	1
University of Notre Dame	1

The most popular degree courses chosen by Al-Faisal College students in 2021 were as follows:

Course	Total
Medical Science	4
Occupational Therapy	2
Law	1
Accounting	1
Engineering	1
Education	1
Psychology	1

# Reporting Area 8: Enrolment Policy

Al-Faisal College is a co-educational K-12 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 study Arabic (K-8) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College 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: (Refer to Appendix)

- 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. (Refer to Appendix)

***The “Expression of Interest” form does not guarantee a place in the school.***

If parents have supplied the above mentioned 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 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. (Refer to Appendix)

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 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 student's 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, Head of Welfare (secondary), 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.

### **5. Exemption from Enrolment**

The Head of College may grant exemptions to students from the requirement to be enrolled in school provided approval has been given by the Commissioner for Vocational Education, State Training Services, to their entering a full time apprenticeship or traineeship.

This applies to students who have completed Year 9 and before they have completed Year 10. Such exemptions should only be granted where:

- The Head of College considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
- The student's parents give permission for this to occur

- The Head of College has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation
- The employer agrees to notify the Department of Education (through the Head of College) if the apprenticeship or traineeship is abandoned before the student turns 17.
- The apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the Head of College and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

On approval the Head of College will issue a Certificate of Exemption from Enrolment at School under Section 25 of the Education Act 1990.

A student who receives a "Certificate of Exemption from Enrolment" will be removed from the school list of enrolments.

All documentation related to this exemption will be held at school in the students file. (Refer to Appendix)

If the student does not complete the apprenticeship or traineeship, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW.

# 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 - Campbelltown 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 - Campbelltown, 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 - Campbelltown 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 - Campbelltown 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 - Campbelltown.

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 - Campbelltown 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 - Campbelltown'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 - Campbelltown 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 - Campbelltown 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 - Campbelltown 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 - Campbelltown'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 - Campbelltown 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 - Campbelltown 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
- LMS Parent Portal
- Online learning platform: Seesaw
- Email

**The location of the full text of Al-Faisal College - Campbelltown'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 - Campbelltown 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 - Campbelltown'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 - Campbelltown'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 - Campbelltown'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 2021.

<b>Policy</b>	<b>Changes in 2021</b>	<b>Access to full text</b>
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
Child Protection	Policy reviewed: Incorporation of new Child Protection policy procedures and updated definitions	The full text of the policy can be accessed by request from the Head of College or from the school website.
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	Policy reviewed: 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.
Repairs and Maintenance	Policy reviewed: New categories for maintenance introduced, eg <ol style="list-style-type: none"> <li>1. Planned Maintenance</li> <li>2. Preventative/statutory and routine Maintenance</li> <li>3. Unforeseen Maintenance</li> </ol>	The full text of the policy can be accessed by request from the Head of College or from the school website.
Teacher Employment	Policy reviewed: Providing Alternate Qualified Teaching Staff: updated procedures listed to ensure a qualified teaching member is able to provide alternate teaching for the day.	The full text of the policy can be accessed by request from the Head of College.

# Reporting Area 10: School Determined Improvement Targets

## 2021 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Begin to develop Years 5-6 Mathematics programs based on a new scope and sequence that has an emphasis on problem solving, logical reasoning and working mathematically.</li> <li>• Review all Year 4 Science Programs to focus on scientific writing, extended response questions and design and make tasks</li> <li>• Integrate Years 2-6 Guided Reading with Science, History, Geography and Creative Arts</li> <li>• Introduce Comparative Judgement as a marking tool to more effectively and efficiently mark writing tasks across Years 2-8.</li> <li>• Review Stage 4 English programs to enhance the continuum of learning between Primary and High School.</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8</li> <li>• Expand Quicksmart Maths intervention to begin from Year 2 and to support students across Years 2-6 experiencing difficulties in number operations.</li> <li>• Foster a school work culture that reflects on student data to identify students needing Maths intervention (Reteach and Quicksmart program), extension in Mathematics and K-4 reading intervention.</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>• In-service all new staff in 7 Steps to Writing methodology.</li> <li>• In-service all Years 4-6 staff to receive VALID Science training.</li> <li>• Lead phonics lesson demonstration and observation sessions with K-2 staff.</li> <li>• In-service all staff on Child Protection and Duty of Care responsibilities by school's child protection investigator.</li> </ul>

Facilities and Resources	<ul style="list-style-type: none"> <li>• Smart panel installation to replace old smart boards</li> <li>• Computer replacement of old Dell pcs</li> <li>• Replacement of old furniture with new fit out</li> <li>• Endpoint protection for school owned devices</li> <li>• Automation Platform (ongoing)</li> <li>• Google to Office365 migration</li> <li>• Office365 apps and services enablement e.g. teams, SharePoint, etc. (ongoing)</li> <li>• Backup solution for on-premise data</li> <li>• Backup solution for office 365 (outlook, teams, OneDrive, and SharePoint)</li> <li>• Spam filtering</li> </ul>
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### Achievements of priorities identified in school's 2020 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduce 'Maths groups' across K-4' to better differentiate lessons to cater for the range of learning needs of students</li> <li>• Introduce Self-Reported Grades across subject English to enable students to work towards pre-determined learning goals and targets</li> <li>• Review the K-6 common writing rubric that has links to ACARA's learning progressions based on teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• All Years 2-4 Mathematics programs have been completed. In addition to a focus on problem solving, logical reasoning and working mathematically, the new programs have a much stronger emphasis on differentiated learning tasks.</li> <li>• Mathematics pre-assessments aligned to the new scope and sequence introduced. Student data is analysed and students placed in groups to allow for tailored lessons to take place.</li> <li>• Self-Reported Grades has been implemented in accordance with the work of John Hattie to allow students to better self-reflect on the work they produce.</li> <li>• K-6 common writing rubric has been finalised. Literacy committee worked on the rubrics for approximately 15</li> </ul>

	<ul style="list-style-type: none"> <li>• Review English programs to reflect updated scope and sequence, integrating the K-6 writing rubric, self-reported grades and other Key Learning Areas.</li> <li>• Develop Stage 3 Science programs to enhance the continuum of learning between Primary and High School.</li> <li>• Streamline the writing approach in the secondary school where all faculties use the PETAL structure in writing tasks (where appropriate).</li> </ul>	<p>school days. Amendments were made after the consultation with various teaching staff.</p> <ul style="list-style-type: none"> <li>• All K-6 English programs have been finalised to reflect updated scope and sequence and includes the new K-6 writing rubric and self-reported grades</li> <li>• Stage 3 science programs have been redeveloped. Both primary and high school staff are pleased with the programs that ensures a smooth transition into high school.</li> <li>• All secondary staff were involved in a PETAL workshop and were given time to embed PETAL across all secondary programs (where applicable).</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Continue to provide students recording below 65% in Mathematics formative assessment with intervention across Years 2-8</li> <li>• Grade coordinator to reflect on student data to identify students needing Maths intervention (Reteach program) or extension in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Years 2-6 students who recorded below 65% in formative assessments were provided with topic specific intervention for 3 weeks. Unfortunately, it was interrupted in semester 2 as a result of the COVID lockdown.</li> <li>• Coordinators identified students needing Maths intervention and extension. In term 4, all grade coordinators were in-serviced on how to analysed such data in order for them to complete this task for their grades from the following year.</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>• In-service all Stage 3 staff on new Science programs, Valid assessment, experiment requirements etc.</li> </ul>	<ul style="list-style-type: none"> <li>• VALID assessment as a standardised test was cancelled due to COVID. However, it still ran as a school based assessment. All Years 4-6 teachers were in-serviced on how to teach and mark extended response questions. All</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue the College’s partnership with Get Reading Right with consultants leading lesson demonstration and observation sessions with K-2 staff.</li> <li>• In-service staff on how to use the newly developed whole school writing rubrics.</li> <li>• In-service secondary staff on PETAL writing structure and how to implement it across all curriculum areas.</li> <li>• In-service all staff on Child Protection and Duty of Care responsibilities by school’s child protection investigator.</li> </ul>	<p>staff felt a lot more prepared in teaching the new science programs.</p> <ul style="list-style-type: none"> <li>• Get Reading Right consultants attended the school and worked with K-2 teachers in demonstrating teaching phonics lessons explicitly using direction instruction.</li> <li>• The Teaching and Learning Coordinator led PDs as well as utilized the one-to-one and data conversations to support staff with the completion of the new rubrics.</li> <li>• All secondary staff were involved in a PETAL workshop and were given time to embed PETAL across all secondary programs (where applicable).</li> <li>• All staff received the annual child protection training.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Telephone system upgrade to Cisco WebX calling</li> <li>• Electronic Road LED Signage</li> <li>• Firewall upgrade</li> <li>• Sentral Enterprise Implementation and Rollout</li> <li>• Microsoft Azure Implementation for Sentral Enterprise connection</li> <li>• Security updates eg electronic gate</li> <li>• SALTO swipe card system</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone system upgrade completed in all executive rooms, administration offices and staffrooms.</li> <li>• Large LED board erected on Benham Ave</li> <li>• Firewall upgrade completed for all PC devices</li> <li>• Roll over to Sentral Enterprise and Azure completed. The process was very smooth.</li> <li>• Electronic gates installed at main school entrances.</li> <li>• Swipe cards introduced. Classroom doors installed with card system as an additional safety measure.</li> </ul>

# Reporting Area 11: Initiatives Promoting Respect and Responsibility

In 2021, 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 program had to be adapted due to COVID-19 as remote learning took place in the third term. However, the values were reinforced to the students in every online assembly, in the daily teachers' messages and during weekly class meetings.

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

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- 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.

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

## *Harmony Day:*

Harmony Day was celebrated by organising a Multicultural Dress Parade where student wore dresses from their cultures. Some cultural songs were sung, and the students performed Hakka as an exposure to other cultures.

## *Anti-bullying Day:*

Various activities were undertaken by different stages in the school. The students in Kindergarten-Year 2 grades participated in colouring sheet activities based on social inclusion. Years 3 and 4 completed activities and role plays based on Cyberbullying. Years 5 and 6 wrote poetry on the theme of bullying. High School students indulged in role play focusing on the effects of bullying, stereotyping, labelling and body shaming.

## *School Leaders' Premier's Iftar Dinner:*

The Premier of New South Wales invited School Captains for an Iftar dinner during the Holy Month of Ramadan to acknowledge and meet the leadership team.

## *Living Eggs:*

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

## *Reverse Interviews:*

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

## *Sporting Schools Program:*

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

## *Clean Up Australia day:*

Clean Up Australia Day ensured the cleanliness of the whole school with areas allocated to various classes. The SRC designed posters, raising awareness regarding the importance of cleanliness and recycling.

## *ANZAC Day:*

ANZAC Day was commemorated both in High School and Primary School with students paying respect to the soldiers who had made the ultimate sacrifice. The proper ANZAC Day protocols were followed during the ceremonies with the Last Post and Rouse being played before and after the one-minute silence observed to honour the soldiers.

## *Mind Masters Webinar on Positive Growth Mindset:*

On 3<sup>rd</sup> May 2021, students from K-6 participated in the Mind Masters Webinar based on Positive Growth Mindset and Resilience, sponsored by Landcom. Students enjoyed various activities and plays demonstrated by the Mind Masters actors.

## *Stand Tall Livestream:*

On 9<sup>th</sup> of June 2021, Stand Tall livestreamed motivational speakers on Resilience and Innovative Ideas to hundreds of schools around Australia. Years 7-10 students from our school attended some of the sessions and were enthusiastic to see innovations put through by young adults all over Australia.

## *Police Youth Liaison Officer Workshop:*

The Police Youth Liaison Officer of Campbelltown LGA addressed the students in Years 7 and 8 regarding the dangers of Cyber Bullying and the digital footprint that bullies leave behind. Students interacted positively with the police officers and responded well to the information presented.

## *Being an Upstander Webinar:*

The K-6 students attended a webinar on bullying sponsored by NDA: Australian Government ESafety Commissioner. It was a live Virtual Classroom webinar that explored how a small action (posting a photo) can cause harm. It looked at the ways students can be upstanders and support their friends online. Students:

- used a case study to explore how being an upstander can help a situation
- learnt how to be upstanders
- recognised the harm that can be caused by cyberbullying.

The whole class participated in a live video lesson with a trainer.

## *MasterChef for Teachers:*

Team Building activities for staff were organised during the year, for example MasterChef, where all staff members participated in cooking activities and then shared the prepared meals.

## *Parent Seminar: Mastering Phonics K-2 Parents:*

K-2 Parents were invited to the school on 3<sup>rd</sup> June 2021 to attend a seminar on Phonics and how to help their children at home. The organising executive went through the school's Phonics program and how students can practise at home. The parents were appreciative of the event and asked questions, while giving positive feedback.

## *Remembrance Day:*

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

## *Charity Drives:*

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

## *R U Ok? Day*

“R U OK?” Day is a National Day of Action dedicated to reminding everyone to ask, “Are you OK?” to each other and to remember every day of the year, to support their own and other people's wellbeing. The mission of this day is to inspire and empower everyone to meaningfully connect with people around them.

In support of this initiative, Al- Faisal College - Campbelltown ran a YELLOW Mufti-Day where students were asked to wear appropriate YELLOW/ BLACK mufti shirts in exchange for a gold coin donation. This money was for the “R U OK?” registered Australian charity.

## *NSW Schools Constitutional Convention – Online Forum:*

**The Parliament of NSW** ran an annual program which sought to promote the understanding of informed discussions made by young Australians about the Australian Constitution and system of government. Year 11 Legal Studies students attended this online forum to contribute ideas. Also, two student legal studies essays were submitted after the convention. One of the essays was selected for a presentation at the Parliament House in 2022.

## *Year 12 Initiatives:*

- Elevate Workshops were held on 30<sup>th</sup> April 2021 to discuss topics like: Student Elevation, Time Management, Finishing Line for Years 11 and 12
- Excursion to the Museum of Human Diseases
- Excursion to Garigal National Park
- Excursion to ANSTO Lucas Height
- UAC Presentation: Understanding ATAR and Applying to Universities through UAC.

## *COVID-19 Related Activities during Lockdown:*

Covid-19 Management needed the school to come together as a community and be resilient. The following actions were undertaken to ensure that the school community adjusted and adapted to the day-to-day changes:

### **Parents, Staff and Community:**

- Letter to Parents and students for eSafety during Covid-19 as related to online learning.
- Formulation of High-Level Action Plan to combat Covid-19.
- Constant updates to parents and families as related to Covid-19 and steps being taken by the school to keep the students safe.
- Formulation and continuation of High-Level Action Plan for the use of community areas, eg external sports ovals.
- Online Staff Morning Tea to ensure mental health and well-being for teachers

### **HSC Related Initiatives:**

- Mental Health Virtual Session: Online Wellbeing for Senior Students Kidman Centre UTS
- Year 12 Western Sydney Careers Online Expo 24/25 June
- UAC Zoom Meeting with Year 12 with counsellor

- Free HSC Online Lecture English Standard
- Formulation and continuation of High-Level Action Plan for students doing HSC: The students were constantly updated with the current requirements during HSC exams.
- Parent Letters to encourage Year 12 students for double vaccination against Covid-19
- A zoom meeting was held with the host school (Macarthur Adventist College) and HSC Presiding Officer to ensure that the students are aware of the requirements of the host school as related to safety during Covid-19.

### **Student Body based Initiatives:**

- Tips on hand washing posters in the toilets and around bubblers
- Temperature Checks every day for all students and staff
- Mask Wearing
- Interactive PRC Bookshelf: students were exposed to online PRC books through Interactive Online Bookshelves where they could choose books according to their interests.
- Giants Food Science online excursion: The GWS Giants hosted an online excursion to promote healthy food. Students were able to access this excursion during lockdown.
- Mindfulness activities: The school organised for online mindfulness activities for the students to ensure their wellbeing was well looked after while in lockdown and learning online.
- Online Islamic Art Competition
- Wellbeing Wednesday: Every Wednesday during the Lockdown was considered as the Wellbeing day, in which the students had a choice of completing fun activities.
- Science Week: Online Science activities and experiments were posted by students on the school's online Platform Seesaw. Students enjoyed the activities thoroughly.
- Jersey day: Online assemblies for Jersey Day were hosted by teachers in which students wore a jersey of their favourite sporting team.
- Online assemblies: Class Assemblies were held on a fortnightly basis through Zoom which gave students a feeling of normalcy and kept up their spirits. Merit Awards were given out to students in the Head of College's Office and telecast to each class through Zoom.
- Book Character Parade: During Book week, students attended online classes dressed up in their favourite book character. The teachers participated enthusiastically as well and prepared a video for their students.
- Fruit and Vegetable week: During Fruit and Vegetable Week, students were encouraged to eat fruits and vegetables to stay healthy.
- Interactive Daily messages from teachers
- Electrical Safety week: The teachers talked to the students regarding Electrical Safety during the week as the theme for the weekly catch up sessions.

- Space Week: Space related activities and facts were posted in order for students to increase their awareness regarding space, during that week.
- Got Game Activities: The Got Game company that is the external PE provider to the school, created fitness videos for the students to be posted online for their fitness and staying active.
- Art Activities at home
- Wellbeing surveys: were posted for teacher welfare.
- Class Blogs: Students were encouraged to interact with each other through the creation of class blogs on the school's online platform Seesaw. They were trained on eSafety before this initiative. The theme for the day was also posted by the class teacher online with students responding to the content created.
- Active Lifestyle: the High School PE teacher posted activities online to encourage students to remain active and fit during lockdown.
- Mental Health videos from the School Counsellor were posted every fortnight on the platforms. The counsellor gave tips to the students regarding positive growth mindset and resilience.
- Virtual class excursions: Taronga Zoo hosted an excursion which was attended by the students during the lockdown.

### *Ramadan Activities:*

Students participated in various activities during Ramadan such as the Anasheed Concert, Abaya Day, quiz, recitation, book fair, card exchange, showbags and iftar dinner.

# 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 2021 and revealed high levels of satisfaction. Due to the Covid lockdown in Terms 3 and 4, most survey responses this year focused on gaining valuable insights from key stakeholders on the effects of lockdown, the quality of teaching and attitudes towards online learning.

### **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.

During the Covid lockdown of Terms 3 and 4, parents completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of parents who completed the survey:

Auburn School: 553 responses

Campbelltown School: 181 responses

Liverpool School: 303 responses

<b>2021 Parent Survey Results</b>	<b>Auburn</b>	<b>Campbelltown</b>	<b>Liverpool</b>
Our home internet access is acceptable	92%	96%	91%
The home learning platform of Seesaw is user friendly	84%	91%	90%
My child finds home learning 'ok' or 'easy'	69%	76%	69%
My child's motivation for home learning is 'ok' or 'high'	62%	75%	57%
The level of online work my child receives is appropriate	78%	86%	73%
My child enjoys online recorded lessons	72%	79%	75%

### **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.

During the Covid lockdown of Terms 3 and 4, staff completed a short survey in order for the College to evaluate the effectiveness of the delivery of our online programs.

Number of staff who completed the survey:

Auburn School: 62 responses

Campbelltown School: 21 responses

Liverpool School: 29 responses

<b>2021 Staff Survey Results</b>	<b>Auburn</b>	<b>Campbelltown</b>	<b>Liverpool</b>
Are you satisfied with AFC's remote learning plans?	97%	90%	93%
Do you feel supported by the school in offering remote learning?	96%	91%	92%
Are you satisfied with the workload assigned to you?	87%	91%	92%
Have you been able to maintain a work-life balance during remote learning?	72%	79%	77%

### **Student Surveys\***

In 2021, 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.

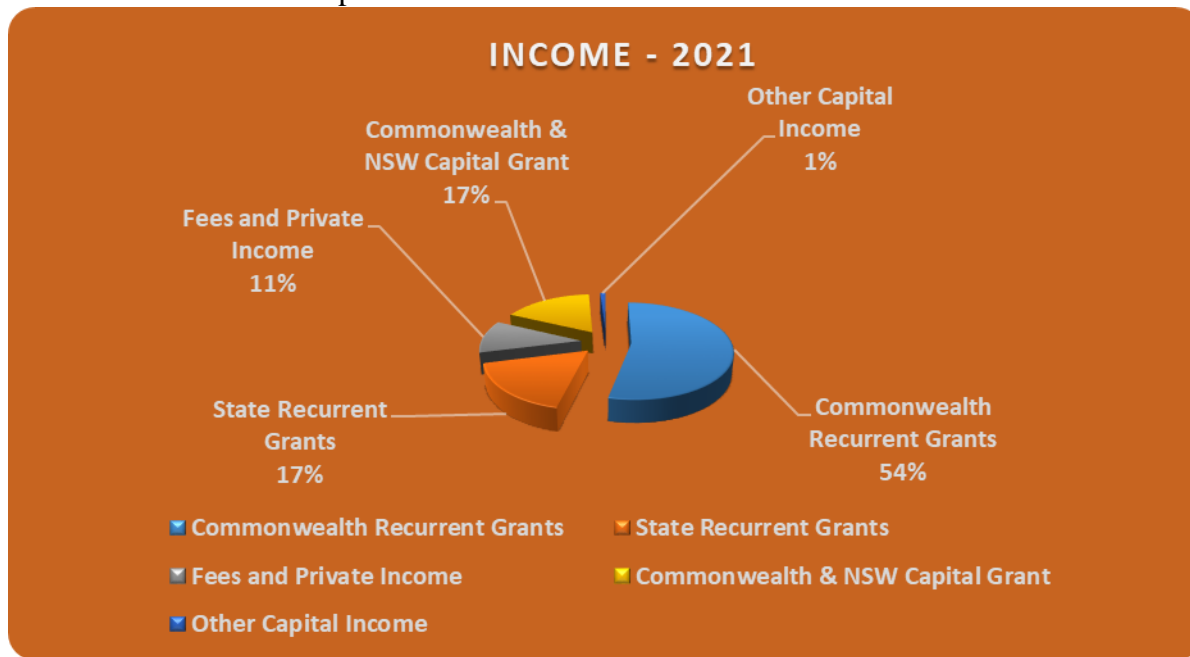
The top responses from the Year 5-10 student survey revealed:

- I feel that teachers are responsive to my needs and encourage independence with a democratic approach.
- I feel motivated to ask questions to my teacher
- 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 have applied PBIS lessons in daily practice.
- I believe the SRC positively contributes to the school by raising issues and making suggestions well.

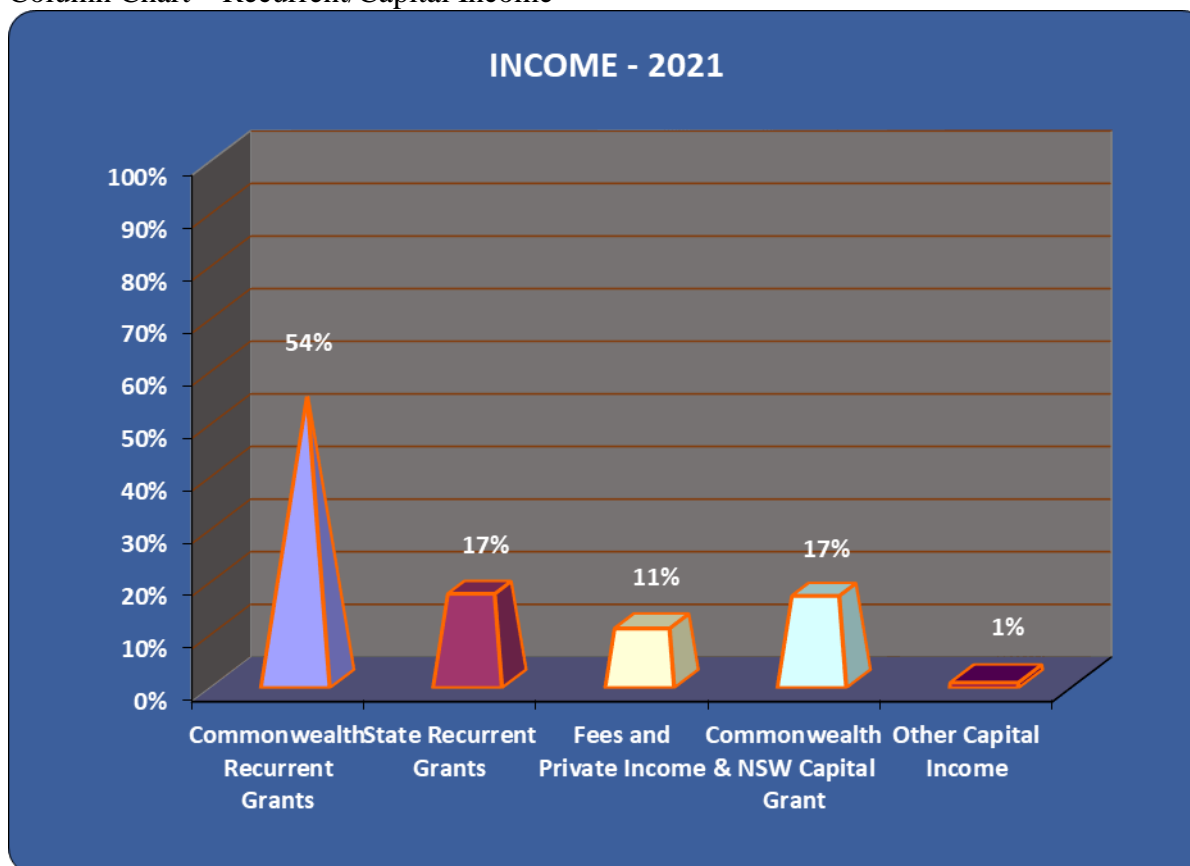
\*survey results also include responses from all Al-Faisal College schools.

# Reporting Area 13: Summary financial information

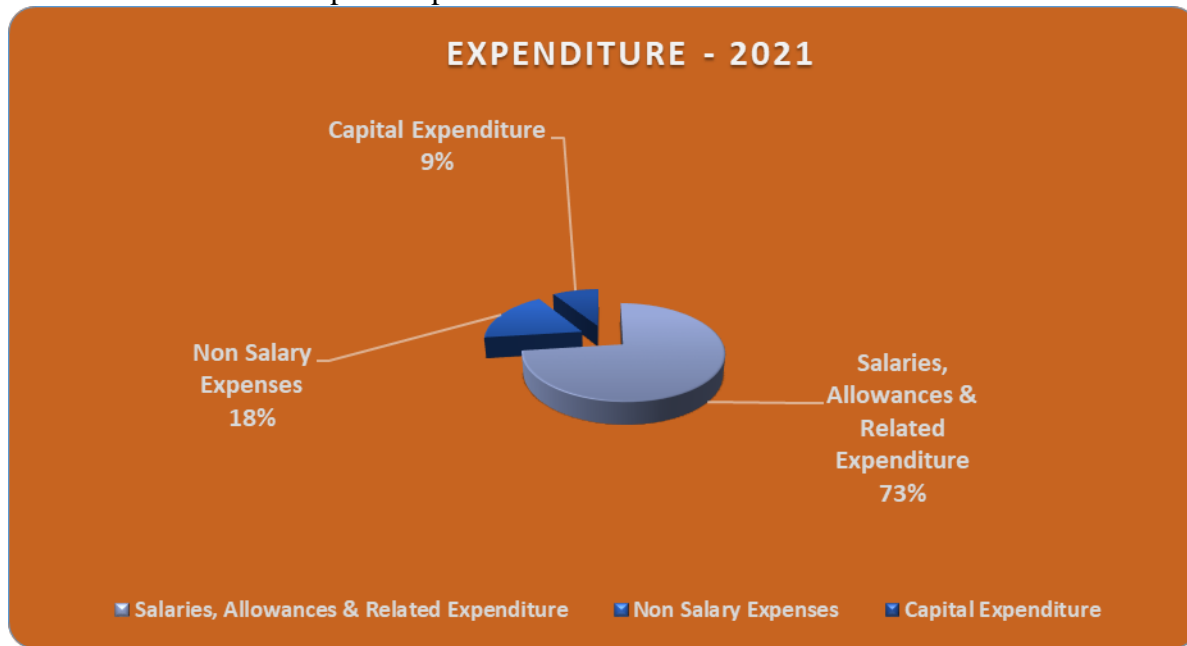
Pie Chart – Recurrent/ Capital Income



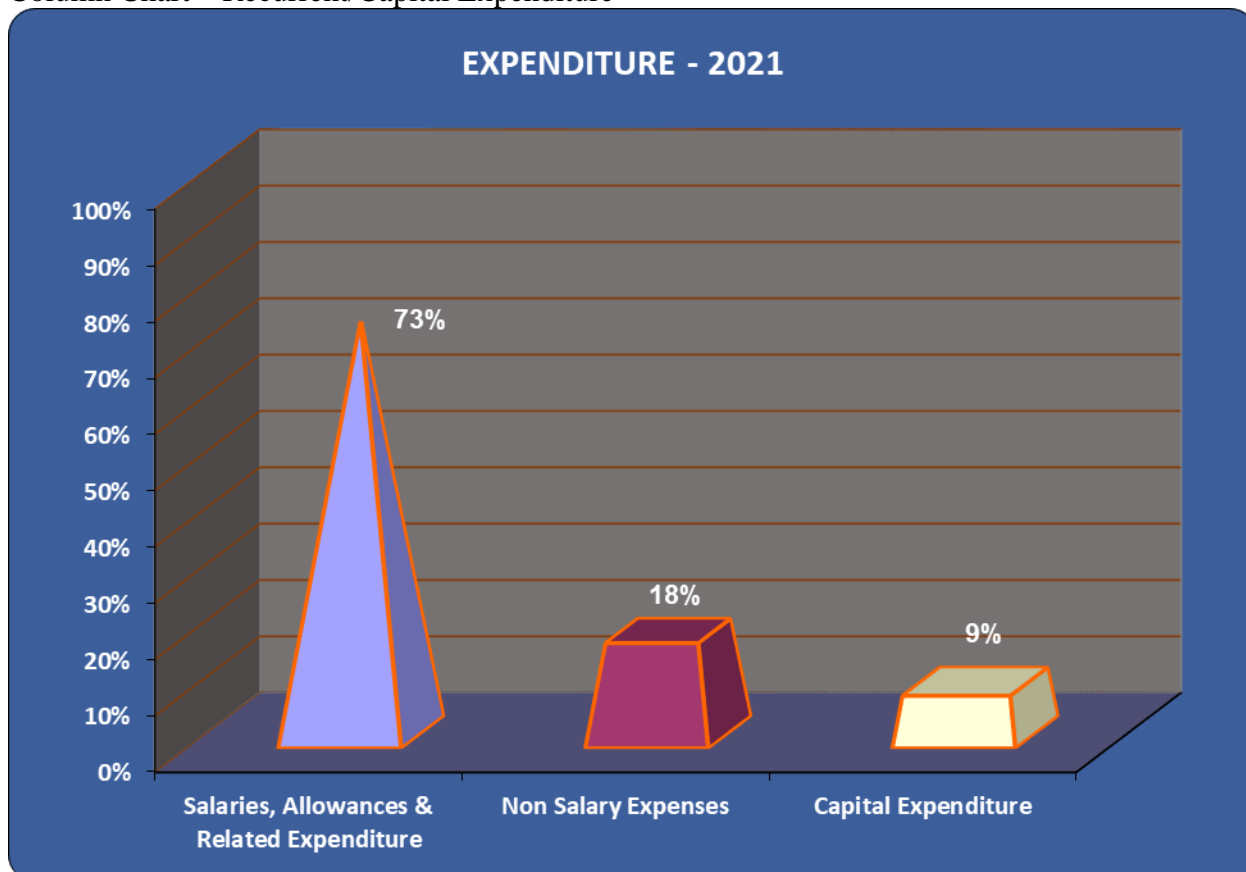
Column Chart – Recurrent/Capital Income



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.