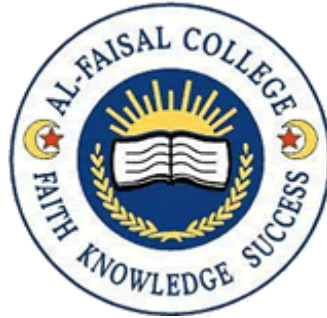


# Al-Faisal College



## ANNUAL REPORT 2012



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# Introduction

Al-Faisal College is an independent co-education school which currently caters from Kindergarten to Year 12. Al-Faisal College was established on 27 April 1998.

In its first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. In 2012, the College had 1397 students enrolled from K-12. Our fifth cohort of Year 12 students sat for the Higher School Certificate in 2012.

The College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations. Although all the students are Muslims, 25% of staff are non-Muslims.

Al-Faisal College is managed by Board of Directors. The College Board is predominantly responsible for the governance of the School. The Principal of the College is also the Secretary of the Board. The Principal is responsible for the daily management of the College including curriculum implementation, student welfare, staff selection, occupational health and safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

# Al-Faisal College Educational and Financial Reporting Policy

## *Policy*

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment & Workplace Relations (DEEWR). This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

## *Procedures*

Procedures for implementing the policy will include:

1. identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
2. for each reporting area, identification of the position of the staff member 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.
3. 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.
4. preparation of the report in an online or appropriate form to send to the Board of Studies
5. setting the annual schedule for
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - distribution of the report to the Board of Studies and other stakeholders
6. provision of information for My School website, as requested.

### **Requests for additional data**

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. She is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

### **DEEWR Annual Financial Return**

The Principal is responsible for completing the questionnaire. She is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

# Reporting Area 1: A Message from Key Bodies

## *Managing Director's Message*

Mr Shafiq Rahman Khan

It is such a privilege to write a message for the 2012 Annual Report. I have been very fortunate enough to see Al-Faisal College from its inception until the present day. It has been such a wonderful journey to work with a team of dedicated professionals who are committed in seeing a “change for the better”.

Our main aim is commitment to our parents and students. We strive to ensure that we provide our students with quality education in which they are valued learners.

The 2011, Building Education Revolution (BER) project has allowed our staff and students to utilise the upgraded and new facilities to develop and foster students' learning. Moreover, the additional sports, meeting areas and ICT rooms have meant that students had greater access to these practical amenities.

Student enrolment has continued to grow and there has been a great demand from the community to open other campuses. We hope to expand to cater for the needs of the community.

I would like to thank the Australian Government, Auburn City Council, Auburn Police, the Association of Independent Schools, and Australian Defence Force. Thanks to our Principal Mrs Adra Khan, Deputy Principals, Assistant Principal, the coordinators, teaching and non- teaching staff and parents.

Last but not least, the hard work of our students cannot be overlooked. We congratulate and applaud them on their achievements.

May Allah bless you all,

Wassalamu Alaikum

Mr Shafiq Rahman Khan  
Managing Director of Al-Faisal College

# *Principal's Message*

*Mrs Ghazwa Adra Khan*

It is with great pleasure that I present this message for the Al-Faisal College 2012 Annual Report. The purpose of this report is to provide information about the school context, student performance and achievement, professional development of staff, administration, enrolment, policies, parents and school finance.

At Al-Faisal College we continue to focus, promote and extend our accomplishments by demonstrating a deep understand of needs, interests, motivations and aspirations of students and staff.

The College has grown dramatically and the number of students has increased, thus meaning that there is hopefully an intention to open other campuses in the near future to cater for the needs of the community. The College has defined values and beliefs about teaching and learning that are used to balance the formation of our planning.

Our aim is to provide students with solid knowledge as well as an understanding of the needs of the wider community in order to equip them to fulfil careers in their lives.

The college also provides opportunities for all staff to innovate in their professional development and builds a substantial and sustained capacity for acquiring and sharing of professional knowledge. The National Partnership for example, has been a tremendous stepping-stone in equipping our staff with information about improving the quality and practice of teaching and learning. We are very thankful for that initiative introduced by the Australian Government.

Our results in the Higher School Certificate exams were very pleasing and encouraging in 2012. All students have been offered university placements. We are very proud of our students' achievements, our staff and parents contribution to the success of the College.

Our results in the NAPLAN Tests for years 3, 5, 7 and 9 were also pleasing. Similarly, our students in Year 8 sat for the Essential Secondary Science Assessment (ESSA) exam and performed very well.

The majority of our students in primary and junior high school participated in the Premier's Reading Challenge and received certificates for their participation.

In 2012, we continued with our Scholarship Awards for students who displayed outstanding academic excellence from Years 6 to 12. More students have been encouraged to try their best, as well as appreciate and value their education.

For leadership skills, our students participated in leadership conferences, workshops, and conventions to extend their skills and carry more responsibilities in the community.

There is also an active engagement of parents in the school. The school has offered an opportunity to the parents to attend workshops at the College to strengthen the relationship between the College and the community.

In sports, our students participated in sport activities and a number of them received awards for excellent achievement from Auburn City Council and Auburn Review. One of our Year 11 students even received the prestigious "Pierre De Coubertin" Award, which celebrates the Olympic Spirit. We are very proud of our award winners.

For donations and charity, our College was able to raise thirty six thousand dollars during the Holy Month of Ramadan, which will provide humanitarian aids to refugees in Somalia and Syria. We greatly appreciate the generosity of our students, their parents, staff and the community.

To conclude, I would like to thank the Australian Federal and State Governments and Auburn City Council for their continuous support to our college.

Many thanks to the Managing Director of the College, Mr Shafiq R.A. Khan for his great efforts and contributions to the expansion of the college and completion of projects.

Also a special mention of our Deputy Principals, Assistant Principal, Head of Studies, Head of Welfare for their dedication and commitment to Al-Faisal College's successful programs.

Finally, congratulations to our students, staff and parents for such a wonderful year.

Mrs Ghazwa Adra-Khan  
Principal

## *Primary Student Representative Council*

2012 was another year filled with opportunities for the students at Al-Faisal College. Captains and Prefects in Year 6 attended the 2012 National Young Leaders Day and the Primary Impact Leadership Conference. The SRC also attended the ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.

Year 6 students participated in the Peer Support Program, where students developed skills in effective leadership, problem solving, decision making strategies, commitment and responsibility. Leadership was further reinforced with a one day workshop led by Rising Generations, which aimed to challenge and encourage our students to be leaders who are capable of realising their own potential and make effective use of their gifts and energies to make a difference in their school, family and community.

Students in Year 6 participated in the “Just Like You” program where students had the opportunity to meet an inspirational young man named Daniel. The interactive sessions covered areas such as, understanding of the term disability, the power of language, types of disability and communicating with a person with a disability.

The importance of volunteering and community participation was highlighted with several students participating in the Clean Up Australia Day event organised by Auburn City Council at the Auburn Botanic Gardens. Several students also participated in the MS 24 hour Megaswim aimed at raising awareness for Multiple Sclerosis and money for the “Go for Gold Scholarships”. Students raised over \$3000 to support the event. Al-Faisal College continued to support Bandaged Bear Day, with a visit from the Bandaged Bear. A gold coin donation was made by students and teachers to support the Children’s Hospital at Westmead. The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign. Outstanding citizenship was recognised with the school captain receiving the Auburn Review Pictorial “School Citizenship Award”.

## *High School Student Representative Council*

Students were involved in a number of initiatives designed to broaden their knowledge and skills in pursuit of excellence and leadership. Members of the High School SRC attended the 2012 Impact Leadership Conference. Selected High School students with leadership potential attended various leadership days including the 2012 Halogen Young Leaders Day, World Vision Global Leadership Convention, Community Relations Youth Symposium and the Young Women’s Leadership Seminar. The SRC attended the ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.

Year 10 students continued to participate in the Peer Support Program, bringing dedication, enthusiasm and effective leadership in the delivery of their programs. Year 10 Peer Support Leaders also took on the role of facilitators of the Year 8 High Resolves Global Citizenship Program. Students in Year 9 participated in the Kindy Buddy Reading Program, supporting students in Kindergarten develop key literacy skills. University

students volunteered their time to participate in an afterschool reading program with primary school students on Monday and Wednesday afternoons. Senior students also participated in the program, providing networking opportunities with university students, and the opportunity to develop their leadership skills and mentor students in the primary school. Furthermore, students in years 9, 10 and 11 also volunteered their time after school to assist primary students with literacy and numeracy.

To further assist their transition to high school, students in Year 7 attended an excursion to Milson Island with Year 10 Peer Support Leaders. Students were provided with opportunities to develop skills and qualities through interaction and challenge in the outdoors. All students in Year 7 attended a Connections Leadership Training Day aimed at building a strong and positive dynamic within the year group.

Students in Year 11 and 12 attended a workshop with ProjectABLE, where they had the opportunity to meet presenters with disability. Presenters shared their experience of living with a disability and encouraged students to reassess their assumptions and view their community in a new light. Several students then went on to complete the Projectable Certificate Training Program and received a Statement of Attainment in Applying First Aid.

Senior students heard from the inspirational Mr. David M Fisher Dobbin representing the Centre for Volunteering where he encouraged students to be active participants in the community. Several students participated in the Clean Up Australia Day event organised by Auburn City Council at the Auburn Botanic Gardens. Students also participated in the MS 24 hour Megaswim aimed at raising awareness for Multiple Sclerosis and money for the “Go for Gold Scholarships”. Students raised over \$3000 to support the event. Al-Faisal College continued to support Bandaged Bear Day, with a visit from the Bandaged Bear. A gold coin donation was made by students and teachers to support the Children’s Hospital at Westmead. The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Students across all years actively participated in this campaign. The School Captain was the recipient of the Auburn Review Pictorial “School Citizenship Award”. His achievements were further recognised with another award presented on the night.

## *Reporting Area 2: School Context*

Al-Faisal College is an independent co-educational school where learning is equally valued for boys and girls from Kindergarten to Year 12. The College was established in 1998 and had been visited by the former Prime Minister the Hon John Howard, twice in the Years 2000 and 2005. Al-Faisal College's mission will be achieved 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 to Australian society. Students are taught mandatory subjects required by the NSW Board of Studies and learn the Arabic Language. Our College is offering a return ticket to the homeland of the student who comes first in Arabic in the HSC.

At Al-Faisal College, we act in a 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 four Science Labs and four computer labs as well as two preparation rooms to promote students' knowledge in a vibrant learning environment.

Our students are taught Computing studies from Kindergarten and are exposed to a wide range of audio-visual, ICT equipment and mediums. We have Smart Boards in some primary and high school classrooms and we envisage that in the near future all of our classrooms will be fully equipped with Smart Boards, featuring the latest animation, photo editing and educational software. Our welfare policy stresses the importance of 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 College has utilised its participating in the Low SES National Partnerships program to better support the literacy needs of our diverse learners. The College's participation in the National Partnerships program has resulted in the employment of ESL and ICT Learning Specialists and paraprofessionals to lead reading intervention programs. The College has also been able to purchase vital resources and offer an intensive level of professional development in-services to its teaching staff to raise the quality of teaching. Sustainability through capacity building has been a feature of paramount importance.

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 and intellectual

development and leadership. Students participate in a number of social and community programs e.g. Harmony Day, Henry Parkes Primary Schools Citizenship Conventions, Young Leaders Programs, Climate Change, Waste Watchers, Clean Up Australia Day, Athletics Challenge, Premier's Reading Challenge, NRL Terry Lamb and OZ tag Competitions, and UNSW competitions. Students have also been involved in charity events and raised money to support Bandage Bear Day, Heart, Diabetics and Cancer Foundations. We held a 'toy drive' and presented gifts to local community organisations.

**Further contextual informational about Al-Faisal College 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 2012. 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 2012 NAPLAN exams which further improved on the already high standard established in 2011. 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 ESL, Minilit/Multilit 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.

In 2012, our students also sat for the Higher School Certificate (HSC). Our fifth cohort of HSC students recorded impressive results in the exams with 100% of students being offered admission into a university undergraduate degree.

# 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 pertaining 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, 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 2012 NAPLAN years.

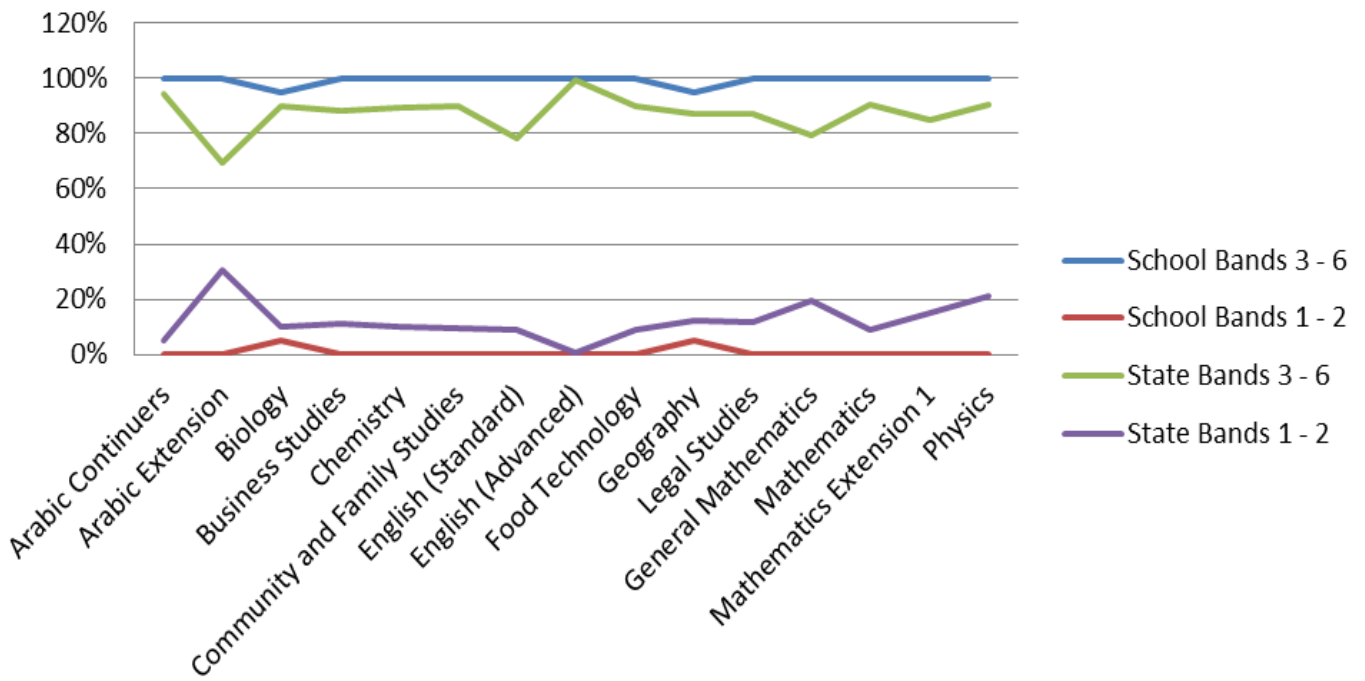
Further information regarding school performance in NAPLAN against State and National trends is available from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>). The school results shown are compared to students nationally.

## 2. Higher School Certificate (HSC)

In 2012, 35 students sat for the NSW Higher School Certificate in 15 courses. Our top HSC achiever this year scored an ATAR of 99.40. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 57% of these placed in Bands 5 and 6 (80-100 marks). This is an increase from 44% the previous year. Of the 4 candidates who sat for a one unit extension course, 100% achieved 35 marks or more out of 50. In general, student achievement was above state level. This has been a consistent trend over the past four years. This is a pleasing result, considering this as the fifth year that Year 12 students sat the HSC in 2012 at Al-Faisal College.

Subject	Year	No. of Students	Performance band achievement by number and/or%							
			Bands 3-6				Bands 1-2			
			School		State-wide		School		State-wide	
Arabic Continuers	2010	4	100%		95.52%		0%		4.48%	
	2011	5	100%		96.97%		0%		3.01%	
	2012	5	100%		94.25%		0%		5.25%	
Arabic Extension	2010	N/A	N/A		N/A		N/A		N/A	
	2011	1	E3-4	100%	E3-4	75.8%	E1-2	0%	E1-2	24.19%
	2012	2	E3-4	100%	E3-4	69.56%	E1-2	0%	E1-2	30.42%
Biology	2010	18	100%		89.75%		0%		9.8%	
	2011	21	100%		87.22%		0%		12.74%	
	2012	19	94.71%		89.55%		5.26%		10.06%	
Business Studies	2010	12	100%		90.18		0%		9.39%	
	2011	16	100%		86.81%		0%		13.17	
	2012	19	100%		88.1%		0%		11.05%	
Chemistry	2010	7	100%		89.12%		0%		10.29%	
	2011	8	100%		90.41%		0%		9.55%	
	2012	8	100%		89.67%		0%		9.88%	
Community and Family Studies	2011	N/A	N/A		N/A		N/A		N/A	
	2012	11	100%		89.73%		0%		9.28%	
English (Standard)	2010	9	100%		71.77%		0%		27.66%	
	2011	15	100%		72.11%		0%		27.86%	
	2012	23	100%		77.99%		0%		21.42%	
English (Advanced)	2010	14	100%		98.95%		0%		0.89%	
	2011	11	100%		98.13%		0%		1.83%	
	2012	12	100%		99.04%		0%		0.84%	
Food Technology	2011	N/A	N/A		N/A		N/A		N/A	
	2012	13	100%		89.97%		0%		9.1%	
Geography	2010	8	100%		91.91%		0%		7.61%	
	2011	12	100%		89.93%		0%		10.03%	
	2012	19	94.72%		86.87%		5.26%		12.45%	
Legal Studies	2011	N/A	N/A		N/A		N/A		N/A	
	2012	13	100%		87.26%		0%		11.85%	
General Mathematics	2010	15	100%		85.47%		0%		13.86%	
	2011	10	100%		56.7%		0%		20.26%	
	2012	18	100%		79.56%		0%		19.52%	
General Mathematics	2010	15	100%		85.47%		0%		13.86%	
	2011	10	100%		56.7%		0%		20.26%	
	2012	18	100%		79.56%		0%		19.52%	
Mathematics	2010	7	100%		88.95%		0%		10.64%	
	2011	13	100%		90.65%		0%		9.32%	
	2012	8	100%		90.56%		0%		9.18%	
Mathematics Extension 1	2011	N/A	N/A		N/A		N/A		N/A	
	2012	2	E3-4	100%	E3-4	84.98%	E1-2	0%	E1-2	14.81%
Physics	2010	2	100%		92.42%		0%		7.13%	
	2011	4	100%		91.43%		0%		8.23%	
	2012	7	100%		90.45%		0%		9.08%	

## Performance Band Achievement 2012



# Reporting Area 4: Senior Secondary Outcomes

In 2012, there were no students in Year 12 who participated in vocational and trade training.

Year 12 attaining a certificate/VET qualification

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students</b>
2012	HSC	100%
2012	VET Qualification	0%

# Reporting Area 5: Professional Learning and Teacher Standards

## *Professional Learning*

In 2012, Al-Faisal College 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, Professional Learning is seen as an ongoing educational process which should:

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

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of New Scheme Teachers (NST) through and beyond the accreditation process.

In order to support NST, the College appointed a mentor to guide and support staff through the process of accreditation at Professional Competence level. 2012 saw the successful accreditation of 5 New Scheme teachers at this level.

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.

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

Many topics 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.

### **2012 Professional Development Log**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Presenter(s)</b>	<b>Professional Learning Context</b>	<b>No. of Participants</b>
10/2/12	5 hours	AIS	Various	AGQTP Project Planning	4
2/3/12	6 hours	AIS	AIS Consultant	Using IWBs Effectively	2
12/3/12	6 hours	AIS	AIS Consultant	Pastoral Care for Senior Students	1

31/03/12	5 hours	AFC	REVIVA	Workshop Senior First Aid	32
31/03/12	3 hours	AFC	REVIVA	Workshop CPR Resuscitation	63
28/3, 9/5, 23/5, 6/6, 29/8, 12/9, 2/10	18 hours	AFC	AIS Consultant	Literacy Across Science	5
29/3, 10/5, 24/6, 7/6, 30/8, 13/9, 2/10	18 hours	AFC	AIS Consultant	Literacy Across HSIE	6
23/4/12	6 hours	AFC	AIS Consultant	Reading the Inferential	19
23/4/12	6 hours	AFC	AIS Consultant	Using IWBs in HSIE	6
23/4/12	6 hours	AFC	AIS Consultant	Using IWBs in Science	5
23/4/12 – 24/4/12	12 hours	AFC	AIS Consultant	Reading Across the Curriculum	44
24/4/12	6 hours	AFC	AIS Consultant	Developing Independent Learners	19
24/4/12	6 hours	AFC	AIS Consultant	Integrating Technologies in Languages	2
3/5, 17/5, 31/5, 14/6, 21/6	30 hours	AFC	AIS Consultant	Reading Across the Curriculum	44
9/5/12	6 hours	AIS	AIS Consultant	Enhancing Skills for Pastoral Care	2
10/5-11/5	12 hours	Macquarie Life Church	Chaplaincy Australia	School Chaplaincy Upgrade	1
11/5/12	6 hours	AIS	AIS Consultant	Positive Psychology Goes to Schools	2
30/5	6 hours	AFC	Jolly Education Consultant	Jolly Phonics and Jolly Grammar	5
8/6, 20/7, 10/8	18 hours	AFC	Growth Coaching International	Leadership Coaching	17
23/7/12	6 hours	AIS	AIS Consultant	Masterclass Series: Negotiating Skills	2
1/8/12	6 hours	AIS	AIS Consultant	Read Between the Lines	2
2/10/12	6 hours	AFC	AIS Consultant	Reading for Meaning	24
2/10, 10/10, 24/10, 28/11, 5/12	11 hours	AFC	AIS Consultant	Supporting Struggling Students in Years 7-8 Mathematics	7
9/10- 10/10	12 hours	Novotel Hotel	Various	AIS Executive Conference 2012	4
16/10/12	1.5 hours	AFC	Deputy Principal	Analysing SMART Data (Primary)	K-12
23/10/12	2 hours	AFC	AIS Consultant	Guided Reading	44
17/10/12	1.5 hours	AFC	Deputy Principal	Analysing SMART Data (Secondary)	K-12
12/10/12	6 hours	AFC	AIS Consultant	Reading Assessments (DIBELS)	44
12/11/12	6 hours	Macquarie Park	Multilit Consultant	Pre-lit training	2
12/11/12	6 hours	Macquarie Park	Multilit Consultant	Pre-lit training	3
12/11/12	6 hours	AFC	AIS Consultant	National Curriculum	2

				Familiarisation – English Syllabus	
14/11/12	6 hours	AFC	AIS Consultant	The Language Teacher's Guide to the IWB	12
27/11/12	1.5 hours	AFC	AIS Consultant	Strategies to Support Literacy Learning	3
28/11/12	1.5 hours	AFC	AIS Consultant	Strategies to Support Numeracy Learning	3
7/12/12	3.5 hours	AFC	Get Reading Right Consultant	Phonemic Awareness and Phonics	7

The average expenditure per teacher on professional learning in 2012 was \$902.68.

## *Teaching Standards*

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

<b>Category</b>	<b>Number of Teachers</b>
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, or	90
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, or	6
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

*Please note: All teachers in the third category have been employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching requirements.*

# Reporting Area 6: Workforce Composition

In 2012, Al-Faisal College did not have any indigenous staff. Al-Faisal College Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

# Reporting Area 7 and 8: Student Attendance and Management of Non-Attendance, Secondary Retention

## *Student Attendance*

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

## *Management of Non-Attendance*

Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers. Attendance is marked on individual class rolls and transferred to a central storage data bank by the Office (*Edumate*). The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:40am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. All rolls must be returned to the (K-12) office by 9:30am.
3. A print out of all daily student absences is issued to Deputy and Head of Welfare and posted in staff rooms.
4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) and Secondary (7-12) teachers.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy (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.
6. 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.
7. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
  - i. K-10: 20 days or more per academic year
  - ii. Year 11-12: 15 days or more per academic year.
8. Class and roll call teachers, Deputy (K-6) and Head of Welfare (7-12) will monitor class rolls and report any concerns to the Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.

11. 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.
12. In such cases students may be placed on probation. A meeting with the Principal, Deputy or Head of Welfare may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. 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 and Post School Destinations*

## Student Retention Rates

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

77% of the students who completed Year 10 in 2010, continued to Year 12 in 2012. A majority of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances, migrating overseas.

## Post School Destinations

<b>Student Post School Destinations</b>		<b>Number of Students</b>
<b>Further University Study</b>	University of Western Sydney	17
	University of Sydney	8
	University of NSW	4
	University of Technology Sydney	2
	Macquarie University	1
<b>Other Tertiary Studies</b>		1
<b>Workforce</b>		1
<b>Unknown</b>		1
<b>TOTAL</b>		<b>35</b>

The following table outlines specific areas of university admission:

<b>Faculty / Area of Admission</b>	<b>Number of Students</b>
Arts	3
Business	6
Construction	1
Education	1
Engineering	3
Health Science	5
Medical Science	3
Nursing	1
Pharmacy	1
Policing	2
Psychology	1
Science	4
Social Work	1
<b>Total</b>	<b>32</b>

# Reporting Area 9: Enrolment Policies and Characteristics of Student Policy

Al-Faisal College is a comprehensive co-educational K-12 school providing an education underpinned by Australian and religious values and operating within the policies of the NSW Board of Studies. All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic and cultural aims and goals of the College. Parents will be informed whether their children have been successful in gaining continued enrolment. All applications will be processed in order and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

All prospective applications also include an interview with the Principal. If a prospective applicant is arriving from a previous school, copies of reports are also required.

Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

## **Procedures**

The College will:

1. process all applications within the school's enrolment policy
2. consider each applicant's interview responses regarding their ability and willingness to support the school's ethos.
3. consider each applicant educational needs. To do this, the school gathers information and consults with parents/family, previous school and other relevant persons.
4. identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. inform the applicant of the outcome of the discussion.

The College may decline a student enrolment if:

1. all sections of the enrolment form have not been completed.
2. sections of the enrolment form have been falsely completed.

Enrolment admissions are allocated on a yearly basis and include the following requirements:

## *ADMISSION / ENROLMENT POLICY*

All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic and cultural aims and goals of the College. Parents will be informed whether their children have been successful in gaining continued enrolment. Enrolment admissions are allocated on a yearly basis and include the following requirements:

### School Fees:

- Must be paid prior to the end of the previous school term.
- Any extension of payment time must be requested from the Principal in writing.

### Enrolment:

- All student admissions are allocated on a yearly basis.
- Kindergarten applicants will be selected using an interview process due to the large number seeking admission.
- Year 7 applicants will be required to sit a selective test.
- Enrolment will comply with the Disability Discrimination Act.

### Continued Enrolment:

- Parents will be required to complete and sign a 'Re-application of Enrolment' form at the end of each academic year if they wish for their children to return to school the following year.
- Pre-requisites for continued enrolment includes satisfactory:
  - Academic performance (class work, homework and assessment) in all Key Learning Areas, and in the National Assessment Program (Years 3, 5, 7, 9).
  - Behaviour, appearance, uniform, attendance and use of college facilities and resources.
  - Payment of school fees by due date.
  - If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or any other reason without the Principal's approval, other siblings will lose their places at our College.
  - Students will be promoted to a higher grade/class if their work and attendance are satisfactory.
  - Parents will be informed whether their children have been promoted to a higher class.
  - Parents will be informed whether their children meet the requirements for promotion.

# Reporting Area 10: School Policies

## School Policies

### *General Policies*

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. **Corporal punishment is prohibited.**
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
  - informed of the alleged infringement;
  - informed as to who will make the decision on the penalty;
  - informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
  - afforded a right of review or appeal.

### Procedures for dealing with complaints against students

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate Al-Faisal College's view and likely action to the student/parents.
- Allow student/parents the right to be heard.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

### The Procedural Fairness Policy also incorporates:

- Procedures for dealing with complaints against students
- Procedures for dealing with complaints against staff
- Risk Assessment

- The Investigation
- Steps in the Investigation Process
- Findings
- Disciplinary Proceedings
- When the investigation has been completed
- Notification to the Commission for Children and Young People (CCYP)

## *Enrolment Policy*

Al-Faisal College is a comprehensive K-12 institution providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. Considerations for all applications is given to the applicant's support for the ethos of the school, siblings already attending the school, if they are the child of a former student and other criteria determined by the school from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School's rules to maintain their enrolment. Student enrolments are offered on a yearly basis.

Continuing enrolment is subject to the student's adherence to School rules (see enrolment and discipline policies) and payment of all School fees.

*The location of the full text of Al-Faisal College's policies can be found on our school website, [www.alfaisalcollege.com](http://www.alfaisalcollege.com).*

## *Student Welfare Policy*

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Our school is committed to promoting the highest standards of behaviour and learning. Students at Al-Faisal College are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Student Welfare at Al-Faisal College:

- Encompasses everything the school community does to meet the personal, social and learning needs of all students
- Creates a safe, caring school environment where students are nurtured towards learning
- Caters for individuals, acknowledging differences and promoting harmony
- Incorporates effective discipline
- Incorporates preventative health and social skills programs

- Provides opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school, and derive enjoyment from their learning

At Al-Faisal College, 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

### *Discipline Policies*

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.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

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

- Parent Information Booklets
- Student Diaries

***The location of the full text of Al-Faisal College's policies can be found on our school website [www.alfaisalcollege.com](http://www.alfaisalcollege.com)***

### *Policies for Complaints and Grievances Resolution*

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's Policy Manual and is also available on the school's website.

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

***The location of the full text of Al-Faisal College's policies can be found on our school website [www.alfaisalcollege.com](http://www.alfaisalcollege.com).***

## *Procedural Fairness Policy*

A summary of the Procedural Fairness Policy is listed below. The full text of this policy can be accessed on the School's website: [www.alfaisalcollege.com](http://www.alfaisalcollege.com)

### **General Policies**

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is prohibited.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
  - informed of the alleged infringement;
  - informed as to who will make the decision on the penalty;
  - informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
  - afforded a right of review or appeal.

### Procedures for dealing with complaints against students

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate Al-Faisal College's view and likely action to the student/parents.
- Allow student/parents the right to be heard.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

### The Procedural Fairness Policy also incorporates:

- Procedures for dealing with complaints against students
- Procedures for Dealing with Complaints Against Staff

- Risk Assessment
- The Investigation
- Steps in the Investigation Process
- Findings
- Disciplinary Proceedings
- When the Investigation has been Completed
- Notification to the Commission for Children and Young People (CCYP)

To ensure that all aspects of the College’s mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2012. Most policies are available on the schools website at [www.alfaisalcollege.com](http://www.alfaisalcollege.com)

Policy	Changes in 2012	Access to full text
Child Protection Policy. This encompasses: <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation and documentation process</li> </ul>	NIL	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
Security Policy encompassing: <ul style="list-style-type: none"> <li>• Visitor Policy</li> <li>• Emergency Evacuation Policy</li> <li>• Lockdown-Lockout Policy</li> <li>• Excursion Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile Phone Policy for students was implemented.</li> <li>• Emergency evacuation area changed from lower playground to:               <ul style="list-style-type: none"> <li>i. K-6: Civic Park</li> <li>ii. 7-12: Omar Mosque</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff Induction Manual.</li> </ul>
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> <li>• Attendance Policy</li> <li>• School Merit System</li> <li>• Homework Policy</li> </ul>	Change: Chronic absenteeism and/or lateness to be monitored by Head of Welfare (7-12) instead of Deputy (7-12). Inclusion: <ul style="list-style-type: none"> <li>• ‘Kindergarten applicants will be selected using an interview process due to the large number seeking admission’.</li> <li>• ‘Year 7 applicants will be required to sit a selective test’.</li> </ul> Inclusion of points system for Year 7-12.	Full text in: College information Booklet

<ul style="list-style-type: none"> <li>• Sick Bay Policy</li> <li>• First Aid Policy</li> <li>• Students with Special needs &amp; Counselling Policy</li> </ul>		
<p>Supervision of Students</p> <ul style="list-style-type: none"> <li>• Code of Conduct for the Care of Children</li> </ul>	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• College information booklet</li> <li>• Staff Induction Manual</li> </ul>
<p>Codes of Conduct Policy encompassing:</p> <ul style="list-style-type: none"> <li>• The role of the student representative council (SRC)</li> <li>• Rights and Responsibilities of Students, Teachers and Parents</li> </ul>	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• College information booklet</li> <li>• Staff Induction Manual</li> </ul>
<p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being</li> <li>• Grievance or Complaint Policy</li> </ul>	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• College information booklet</li> <li>• Staff induction manual</li> <li>• Student diary</li> </ul>
<p>Academic Policies encompassing:</p> <ul style="list-style-type: none"> <li>• School Assessment Policy</li> <li>• Homework Policy</li> <li>• Examination attendance Policy</li> <li>• School Certificate and HSC Appeals Policy</li> </ul>	Examination Attendance policy was implemented.	<p>Full Text in:</p> <ul style="list-style-type: none"> <li>• College Information Booklet</li> <li>• Staff Induction Manual</li> <li>• Summary in student course handbook</li> </ul>
<ul style="list-style-type: none"> <li>• Behaviour Management and Student Welfare Policy</li> <li>• Anti Bullying Policy</li> </ul>	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> <li>• Summary in Student Diary</li> </ul>
<p>Procedural Fairness Policy encompassing:</p> <ul style="list-style-type: none"> <li>• Dealing with complaints against students</li> <li>• Dealing with complaints against staff</li> <li>• Investigation Process</li> <li>• Findings</li> <li>• Disciplinary Proceedings</li> <li>• Notification to CCYP</li> </ul>	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> </ul>

Professional Standards Policy encompassing: <ul style="list-style-type: none"> <li>• Confidentiality and Professionalism</li> <li>• Support for College Policies</li> <li>• Equal Opportunity for Women</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> </ul>
Leaving School Grounds Policy	NIL	Full text in: <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> </ul>
Internet/Intranet and Email Policy encompassing: <ul style="list-style-type: none"> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism &amp; copyright infringement</li> </ul>	NIL	Full text in: <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> </ul>
Student Scholarships 7-12	NIL	Full text in: <ul style="list-style-type: none"> <li>• Enrolment Policy</li> <li>• Enrolment Application Form</li> <li>• Enrolment Booklet</li> </ul>
Admissions/Enrolment Policy	NIL	Full text in: <ul style="list-style-type: none"> <li>• Staff Induction Manual</li> </ul>

# Reporting Area 11: School Determined

## Improvement Targets

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Implementing a synthetic phonics program across K-2.</li> <li>• Paraprofessional to provide more structured additional support to mainstream classroom teachers across K-2 during the teaching of synthetic phonics.</li> <li>• Embed literacy across the secondary faculties of HSIE and Science to better support the literacy needs of secondary students.</li> <li>• Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade/faculty teacher representatives.</li> <li>• Stage a 'Literacy Week' at the school.</li> <li>• Stronger transitional links between home – school, primary - secondary and secondary-university through on-going support.</li> <li>• Conduct regular interviews and surveys with school community to evaluate current projects, initiatives and targets</li> <li>• Increase student engagement levels through greater innovating and collaborative models of teaching</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Continue the employment of the 7-12 Welfare Coordinator</li> <li>• Greater reliance and training given to Year Advisors</li> <li>• Continue the implementation of new merit award system as a form to reward student achievement</li> <li>• Continue the use of scholarships as a student reward and incentive program</li> <li>• Enable students to participate in programs that build leadership skills</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Maintain the employment of three (3) paraprofessionals to focus on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. Employ an additional paraprofessional to further support this initiative.</li> <li>• Maintain the employment of 3 ESL Specialists to focus on Stages One, Two, Three and Four to teach in team teaching settings.</li> <li>• Continue the employment of two ICT Specialist Teachers across K-6.</li> <li>• Data collection to inform future planning.</li> </ul>

Staff Training	<ul style="list-style-type: none"> <li>• Enhanced CRT capacity in literacy teaching through the development of staff professional learning plans linked to performance reviews</li> <li>• Series of practical workshops introducing various reading teaching strategies to be conducted</li> <li>• Teachers are better able to teach students how to get at the ‘hidden’ meanings of various text and literature.</li> <li>• Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Additional Smartboards to be installed</li> <li>• Digital resources used to enhance effective literacy instruction</li> <li>• Greater access to PRC and Lexile books to cater for the diverse learning needs of students</li> <li>• Enabling students to self-manage their own library affairs through the Independent access to the library catalogue system</li> </ul>
National Partnerships	<ul style="list-style-type: none"> <li>• Increase the percentage of students working at the level of proficiency in Years 3, 5, 7 and 9 by 6% in NAPLAN reading</li> <li>• Increase High School participation in Premier’s Reading Challenge by 20% by the end of 2012</li> <li>• Decrease the percentage of students recording below expected growth rates in reading in Year 5 from 50.6% to 40.6% by May 2012</li> <li>• Decrease the percentage of students recording below expected growth rates in reading in Year 7 from 56.3% to 46.3% by May 2012</li> <li>• A minimum of one member of the senior executive staff is involved in staff collaborative planning sessions</li> <li>• All executive staff (senior and middle managers) to use SMART data to inform future planning</li> <li>• Performance development plans developed and implemented for 50% of staff by the end of 2012</li> <li>• A 10% increase in parents being actively involved in a minimum of one grade or whole school activity per term recorded</li> <li>• Maintain the level of parent interaction at the College during parent workshop sessions</li> <li>• An increase of 25% of students are learning in ways that exposes them to innovative literacy/technological based learning strategies.</li> <li>• 66% of staff demonstrate improved ability to use and apply identified technology to improve teaching pedagogy</li> </ul>

# 2012 National Partnership Priority Areas, Targets and Outcomes

2012 saw the continuation of the College's involvement in the National Partnership initiative. Our school has always been driven by our commitment to see improvement in students' academic performances in all Key Learning across K-12. Al-Faisal College managed to secure government funding that specifically targets our students in either literacy or numeracy. As a result, our participation in the Partnership saw many positive changes within our school community. These include:

- The continued employment of ESL teachers to run supplementary classes for students in Years 1-6.
- The consolidation of Multilit and Minilit intervention reading program to target students in Years 1, 2, 3, 4, 5 and 6.
- The employment of two K-6 ICT Learning Specialists to conduct specific teaching programs to meet the needs of 21st century learners.
- Additional library resources (PRC, Lexile and general collection books).
- Parent workshops held twice a term on a variety of current and relevant topics and themes.

## Achievements of priorities identified in school's 2011 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>• Develop a K-10 whole school approach to teaching reading</li> <li>• Paraprofessional to provide additional support to mainstream classroom teachers during Guided Reading sessions</li> <li>• Regular collaborative planning sessions between ESL Specialists, K-8 grade/faculty coordinators and grade/faculty teacher representatives to take place twice a term to ensure ESL based strategies are embedded within mainstream classroom practice and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The College has developed a whole school approach to teaching reading that explicitly and systematically targets phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>• Teacher aides and paraprofessionals were used to provide vital support during guided reading sessions. Teacher aides usually worked with low progress students.</li> <li>• Literacy week was staged whereby a book fair, author and storyteller visits and a character book parade were organised.</li> <li>• Home-school, primary-high school and high school – university induction</li> </ul>

	<ul style="list-style-type: none"> <li>• Stage a 'Literacy Week' at the school.</li> <li>• Stronger transitional links between home – school, primary - secondary and secondary-university through on-going support.</li> <li>• Conduct regular interviews and surveys with school community to evaluate current projects, initiatives and targets</li> <li>• Increase student engagement levels through greater innovating and collaborative models of teaching</li> </ul>	<p>programs where organised whereby Year 6 students spent 4 weeks being taught by secondary staff within the high school. Secondary students also visited several universities and attended open days.</p> <ul style="list-style-type: none"> <li>• Action learning cycles were introduced in 2012 that increased student engagement levels through greater innovating and collaborative models of teaching.</li> </ul>
Student Achievements and Welfare	<ul style="list-style-type: none"> <li>• Employment of a 7-12 Welfare Coordinator</li> <li>• Greater reliance and training given to Year Advisors</li> <li>• Reward student achievement through the implementation of new merit award system.</li> <li>• Continue the use of scholarships as a student reward and incentive program</li> <li>• Enable students to participate in programs that build leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of Welfare Coordinator was maintained in 2012</li> <li>• All Year Advisors were provided with the opportunity to attend internal and external workshops and in-services.</li> <li>• Reward system was implemented successfully. This provided students with the intrinsic motivation to apply themselves to all areas of their schooling.</li> <li>• Students participated in various leadership programs and workshops such as 'Raising Generations', 'National Young Leaders Day' and 'Global Citizenship Presentation' programs.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Maintain the employment of three (3) paraprofessionals to focus on the implementation of the Multilit and Minilit programs to provide support to student with learning difficulties in literacy. Employ an additional</li> </ul>	<ul style="list-style-type: none"> <li>• All four employment positions were successfully filled in 2012 to offer a wider range of educational services to students</li> <li>• ESL teachers continued their employment at the College with a focus on the communicative approach in developing students language skills.</li> </ul>

	<p>paraprofessional to further support this initiative.</p> <ul style="list-style-type: none"> <li>• Maintain the employment of 2 ESL Specialists to focus on Stages One, Two and Three to teach in team teaching settings.</li> <li>• Pilot the employment of a Stage 4 ESL Learning Specialist to team teach within secondary faculties and to undertake staff mentoring and a lead role in school based PD.</li> <li>• Employment of a 2nd ICT Specialist Teacher</li> <li>• Data collection to inform future planning.</li> </ul>	<ul style="list-style-type: none"> <li>• The employment of the Stage 4 ESL Learning Specialist supported the school's target in ensuring the teaching of literacy was integrated across the Science and HSIE faculties.</li> <li>• A second ICT Learning Specialist was employed to support the learning needs of K-6 students.</li> <li>• A thorough situational analysis was conducted that analysed data pertaining to student attendance rates, retention, NAPLAN, HSC results and parent and student satisfaction.</li> </ul>
Staff Training	<ul style="list-style-type: none"> <li>• Enhanced CRT capacity in literacy teaching through the development of staff professional learning plans linked to performance reviews</li> <li>• Series of practical workshops introducing various reading teaching strategies to be conducted</li> <li>• Teachers are better able to teach students how to get at the 'hidden' meanings of various text and literature.</li> <li>• Teachers are reflecting on knowledge and insights through collaborative planning sessions to embed reading strategies across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• All K-12 coordinators participated in the Appretio performance review and development process. Professional learning and support plans were developed and implemented for all coordinators.</li> <li>• Various consultants ran literacy based workshops to develop further skills and strategies for staff to better cater for the diverse learning needs of students. The College's ESL learning specialists also played a vital role in providing internal support and follow-up.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Additional Smartboards to be installed</li> <li>• Digital resources used to enhance effective literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 20 additional SMARTboards installed across K-12 classrooms.</li> <li>• Staff have greater access to computers within classrooms. An adequate number of</li> </ul>

	<ul style="list-style-type: none"> <li>• Greater access to PRC and Lexile books to cater for the diverse learning needs of students</li> <li>• Enabling students to self-manage their own library affairs through the independent access to the library catalogue system</li> </ul>	<p>computers were noted within staffrooms.</p> <ul style="list-style-type: none"> <li>• Hundreds of PRC books were ordered and made accessible to students. The 2012 Lexile collections was also purchased as a student resource.</li> <li>• The College continued its Oliver library catalog subscription to ensure staff and students had access to the catalog system within and outside the library.</li> </ul>
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# Reporting Area 12: Initiatives Promoting Respect and Responsibility

## *K-9 Buddy Program*

Students successfully participated in the K-9 buddy reading program. Students from Year 9 were involved in Peer Support training programs and visited the Kindergarten classes twice a week. During this time the students were engaged in Literacy activities. It was a chance for the older students to show their leadership skills and for the younger students to get to know their older counterparts in a friendly, unthreatening environment. The school looks forward to expanding the Buddy Reading program to include more grades in the coming year.

## *National Young Leaders Day*

In late March, the SRC of Al-Faisal College attended the National Young Leaders Day at the Sydney Entertainment Centre, Darling Harbour. The event was organised by the Halogen Foundation that was founded in 1997 to develop strong leadership values amongst young Australians.

The event hosted 6000 schools from around Australia. It had many inspirational speakers and wonderful performances including, scientist/ TV presenter Ruben Meerman, football legend Tom Harley, comedian and writer Anh Do, Ronni Kahn, the founder of Oz harvest, Ply Crew and Flava Dance Studio.

At the end of the day, students all had a great time and learnt a lot about leadership and could not wait to come back to school and share all of their knowledge from the day with their peers.

## *Peer Support*

From the beginning of term 3, Years 3 to 6 students participated in the school's Peer Support Program. This program was led by Year 6 students who targeted developing a greater sense of awareness in an array of universal human values.

Every fortnight the peer leaders met up with their group students. Each group included about 8 to 9 students. Each student had a group number which led them to their designated rooms. Students were given a set of tasks which were completed by the whole group. The program was mainly centred on the issues of cooperation, respect and appreciating your schoolmates.

The Peer Leaders have been teaching their students about qualities of Values. In each room there were at least 2 groups with one teacher keeping a close eye on the students. The purpose of Peer Support was to teach the younger students important values to be used in their daily life.

## *Author Visit*

Al-Faisal College hosted four author talks in Literacy and Numeracy Week. Libby Gleeson, Pamela Freeman, Randa Abdel-Fattah and J.C Burke came out and gave a talk to our students about why it is important to read widely and to value reading. Libby Gleeson and Pamela Freeman presented to the primary students while High School students were spoken to by J.C Burke and Randa Abdel-Fattah. All children from Primary through to High School were very co-operative and were encouraged to read by attending the author talks. The experience has given them the incentive to read which is excellent and what Al-Faisal College hopes to continue in the years to come.

## *Year 8 Global Citizenship Presentation*

On Tuesday 28th of August, Year 10 Peer support leaders and Year 8 students attended the High Resolves Global Citizenship and Leadership Program at Al-Faisal College. The program hoped to provide and develop knowledge and skills on the concepts of Justice and Equity and involved many activities throughout the day.

## *Parent Workshops*

Al-Faisal College continued to host parent workshops in 2012 which have been a great success in the past. The workshop topics included Literacy and Numeracy (Ian Thompson and Kristen Tripet - AIS), Triple P Parenting Program (Gerard Moon- Auburn Council), practical ideas on teaching your children acts of worship (Dr Al-Nakeeb-Al-Faisal College) and strategies to support literacy needs of children during the summer holidays (Ian Thompson – AIS)

## *MS Swimathon Sydney*

Students from Al-Faisal College participated in a fantastic fundraising event - The Multiple Sclerosis 24 Hour Megaswim.

This event was created to help raise awareness for multiple sclerosis which is a disease that attacks the nervous system. In Australia there are currently 21,000 people suffering from this disease. This

Megaswim was an event that helped raise money for the MS Australia's "Go for Gold Scholarships". Our group displayed great effort and teamwork throughout the entire 24 hour swim.

Throughout the day and night, not only did students get to have fun with their team but they also got to meet some people who suffered from multiple sclerosis. It was sad to hear about their stories, but it was great to see that their smiles did not fade away. There were a few people with MS that were participating in the swim and this encouraged the team and inspired us.

After a hard working 24 hours, the Al-Faisal team managed to swim 54km. This was an amazing effort considering the team stayed for the whole 24 hours and not many students had a chance to sleep! The number of kilometres that was swum as a team was not the only great achievement, as a total of \$253, 756 was raised by the event! The Al-Faisal team contributed \$3101.25 to the total which was pleasing to see. The swim team spent many weeks before the swim collecting sponsorships and donations and it turned out to be a success.

## *Initiatives Promoting Respect and Responsibility*

The College's Mission Statement of Faith, Knowledge and Success helps the school to focus on the physical, social and emotional development of students that will produce future citizens imbued with Australian and Islamic values and knowledge.

Our aim is for each student to recognise that they are an integral and valued part of the school community, with parents and staff working together to provide pastoral care and support that develops self-esteem, mutual respect and responsibility.

At Al-Faisal College, all students from Kindergarten to Year 12 have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes universal values

We believe that students have the right to feel safe whilst learning and be treated with respect. This is to be achieved through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network and the proper guidance of behaviour and discipline.

Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2012, the following initiatives were undertaken to promote respect and responsibility within the school community. These include:

- No Bullying At Al-Faisal
- Peer Support Programs
- ANZAC Day Commemorations
- Individual Student Monitoring Program
- Student Representative Councils (SRC)
- Student Organised Charity Fund Raising
- Raising Generation Student Leadership Day
- Harmony Day Activities
- Peer Mediation
- Parent Workshops (workshops include developing good relationships, living with choices, empathy and cultural difference)

# Reporting Area 13: Parent, student and teacher satisfaction

## *Teacher Satisfaction*

It is the College's position that Professional Development is an integral component of teacher capacity building within the school. Since commencing the school's participation in National Partnerships, the College has attempted to organise Professional Development workshops and in-services as a process that targets specifically the strengths and needs of a specific teachers in order to create higher teaching capability and understanding.

It was clearly evident that the overwhelming majority of staff believed that reading was an area of literacy that students needed most support in. 81.4% of primary staff and 57.9% of secondary staff believed reading should remain the area targeted in 2013.

90.3% of primary and 84.2% of secondary staff were 'satisfied' or 'extremely satisfied' with the school's vision of how it intends to target reading in 2013.

It is the College's position that a greater level of structure, uniformity and collaboration is vital to improve current student reading levels. 87.8% of primary and 73.7% of secondary staff responded that teachers now collaborate with one another 'moderately well' or 'very well'. The collaborative planning sessions allowed for greater application of the learning that occurred during PD in-services to take place, increased 'buy in' and allowed for the fostering of ideas and strategies to be more effectively articulated. It is envisaged that 2013 will see an increase in opportunities for staff to work more collaboratively (with a greater focus on cross-curricular collaboration also evident).

It is the College's position that allowing for cross-curricular collaborative planning to take place within secondary departments will further lead to skills and concepts being consolidated through higher levels of literacy alignment across secondary faculties.

Another factor that contributed to the high levels of 'buy in' from staff for the school's 2012 vision was in part because of the higher level of awareness and 'education' the planned professional learning in-services had on teaching staff. The in-services have led to staff being challenged in the way they taught reading, made them more aware of current research and also allowed them to gain a greater sense of collective responsibility for teaching reading across all grades and faculties.

80% of primary staff reported that the series in-services led by Ian Thompson (AIS) supported them to improve learning opportunities for students in reading across all KLAs - 'a lot' or 'a great deal'. A further 92.7% of primary staff reported having modified their teaching practices to integrate literacy as a result of undertaking the structured PD.

There were similar trends recorded within the high school. 90% of Science and HSIE staff involved in the 'Literacy across the Curriculum' workshops with Emma Vale (AIS) reported the in-services improved learning opportunities for students in literacy across all KLAs. 100% of all secondary staff also reported having modified their teaching practices to integrate literacy as a result of undertaking structured PD.

The process of consolidating learning has been aided by the employment of specialist teachers (ESL and ICT Learning Specialists) to further engage staff in ways that extend existing teacher practice and learning. Whole staff and stage meetings have been used as forums to help to facilitate teacher learning. Most staff have reported that staff meetings are now 'less administration' focussed and more centred around improving teacher pedagogy. 78% of primary staff reported they were 'satisfied' or 'extremely satisfied' with the professional development workshops provided by the school's ESL staff.

54.7% of primary staff also believed that the ESL education provided at Al-Faisal supports the English development of students whose first language is not English 'a lot' or 'a great deal'.

With regards to ICT, 90.5% of primary staff indicated that the employment of ICT Learning Specialists has expanded opportunities for students in their subject/teaching areas. A further 76.2% of primary staff indicated that ICT resources are now being used to teach literacy and engage students in a variety of different ways.

An important development over the course of the year was the number of staff not only being aware of NAPLAN data but also knowing what to do with the data to better meet the needs of students. 92.5% of primary staff and 100% of secondary staff reported they were aware of the College's NAPLAN data. A further 82.5% of primary and 100% of secondary staff reported that information from NAPLAN - Literacy now guides their teaching practice.

# *Parent Satisfaction*

Data collected in 2012 pertaining to parent satisfaction levels revealed interesting results that need to be noted and discussed in terms of parental perceptions about the school in general and their attitudes towards literacy and numeracy.

The following findings were obtained from the surveys:

Overall, parents of the College held a favourable view of the school, with an overwhelming majority feeling welcomed describing the school environment as being safe and conducive to teaching and learning. Parents also indicated a high satisfaction in the quality of learning and teaching at the College.

When prompted about whether the facilities, resources and use of technology at the College have improved over the past 12 months, over 51% responded favourably. However this is down from 80% in 2011. This drop was expected as the College has shifted its focus in 2012 away from resources to investing in greater opportunities for collaborative planning and team-teaching to occur amongst staff. It is the College's position that investing more in staff rather than resources will more effectively assist the College to meet future educational targets.

As the College continued to phase in computers and SMARTboard into classrooms, 91.2% of parents believed that ICT resources being utilised at the College are now being used to teach and engage students in a variety of different ways.

The above finding can be attributed to teacher training and professional development opportunities staff have had over the course of the past two years in equipping them with the necessary skills to engage students in ways that has enhanced student learning. Overall, 70.2% of parents believed that student achievement levels have improved because of the increase in ICT resources.

The survey also showed the willingness of parents wanting to volunteer their time to help student learning in classrooms with 16% of parents indicating they are available to do so on a 'weekly or more' basis.

In light of this the College will expand its current parent helper program that began in 2011 (currently involving Kindergarten only) to cover other grades across the school. This coupled with parents also indicating that 83.8% would attend future literacy workshops, places the College in a position to further maximise the impact on the effect of the 'Getting Reading Right' phonics program.

The parent survey also indicated that they believed 53.6% of students 'read for fun' at home. This figure lays the foundation for continued home/school partnerships to ensure student participation in the Premier's Reading Challenge, Athletics etc improves.

## *Student Satisfaction*

It is the school's position that engagement and satisfaction are important outcomes 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.

Student surveys were conducted to gauge student beliefs and attitudes regarding their perceptions of various aspects of their school life. The following findings were obtained from the surveys:

The results of the student surveys found that students valued the teaching of English and Mathematics. Students also indicated that there were many similarities in teaching strategies in both literacy and numeracy as perceived by students in the primary and in high school. Many students believed their teachers used a range of teaching strategies such as group work, whole class teaching, quiet class work time and one-on-one assistance with students feeling comfortable in seeking help when required.

67% of student respondents viewed and described the activities planned in their daily English lessons as being 'interesting' with students acknowledging their teachers sound efforts and effective preparation skills.

The student surveys indicated that a greater general awareness exists amongst both students and staff with regards to how their literacy and language needs are being met across all subject areas. 63% of students believe that their teachers regardless of their faculty or department are actively talking about literacy. Moreover, it is evident through staff performance reviews and team-teaching opportunities that student classroom experiences have been enhanced through discussions around language choices and approaches to texts that would enable them to refine the style of their writing and their use of effective reading strategies.

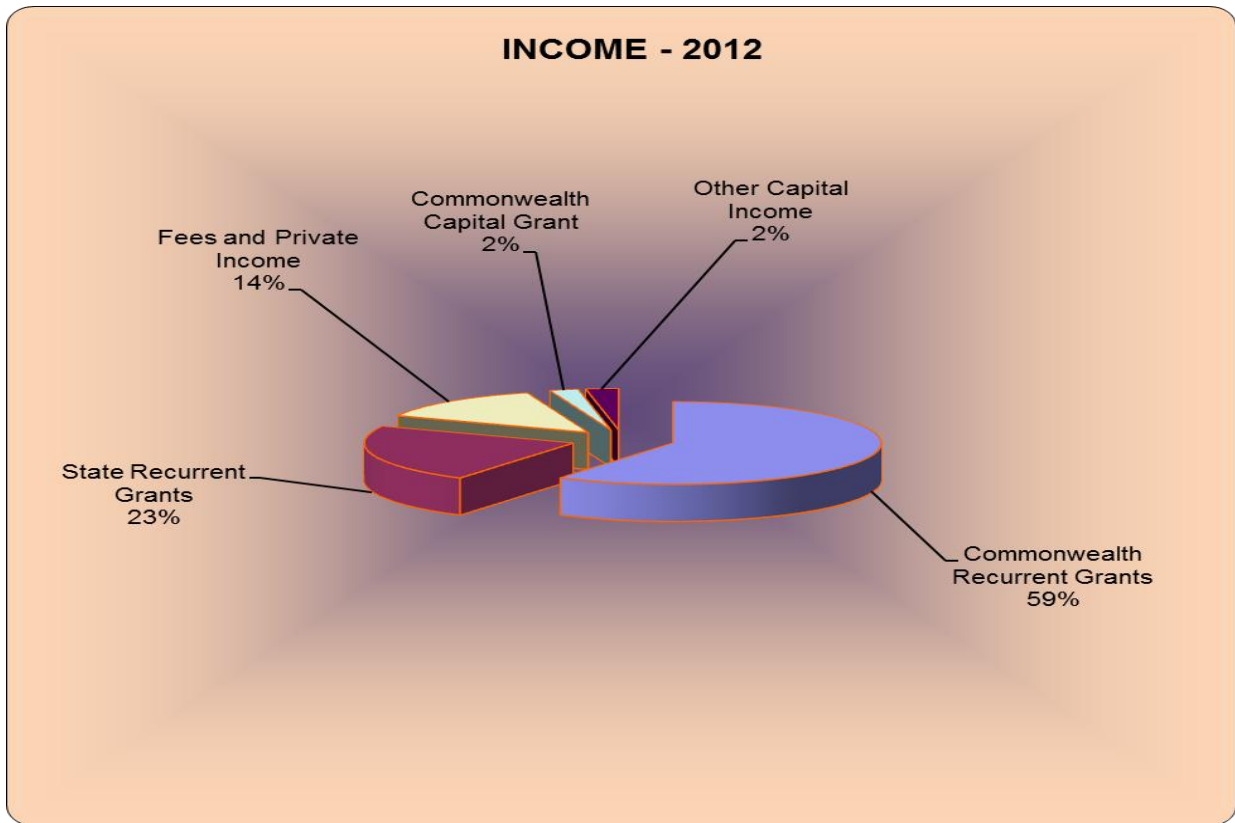
A majority of students answered favourably when prompted about accessibility to ICT within lessons and their exposure to such technology. 63% of students surveyed responded favourably when asked if their teachers include a range of electronic learning tools to teach literacy.

It is also evident from the student survey results that many students hold the belief that the school and its teaching staff have placed a greater emphasis on the use of computers and educational software and have allowed further opportunities for students to research and to explore the internet. Many respondents also looked favourably at the use of other electronic learning tools within the classroom setting such as the introduction of SMARTboards.

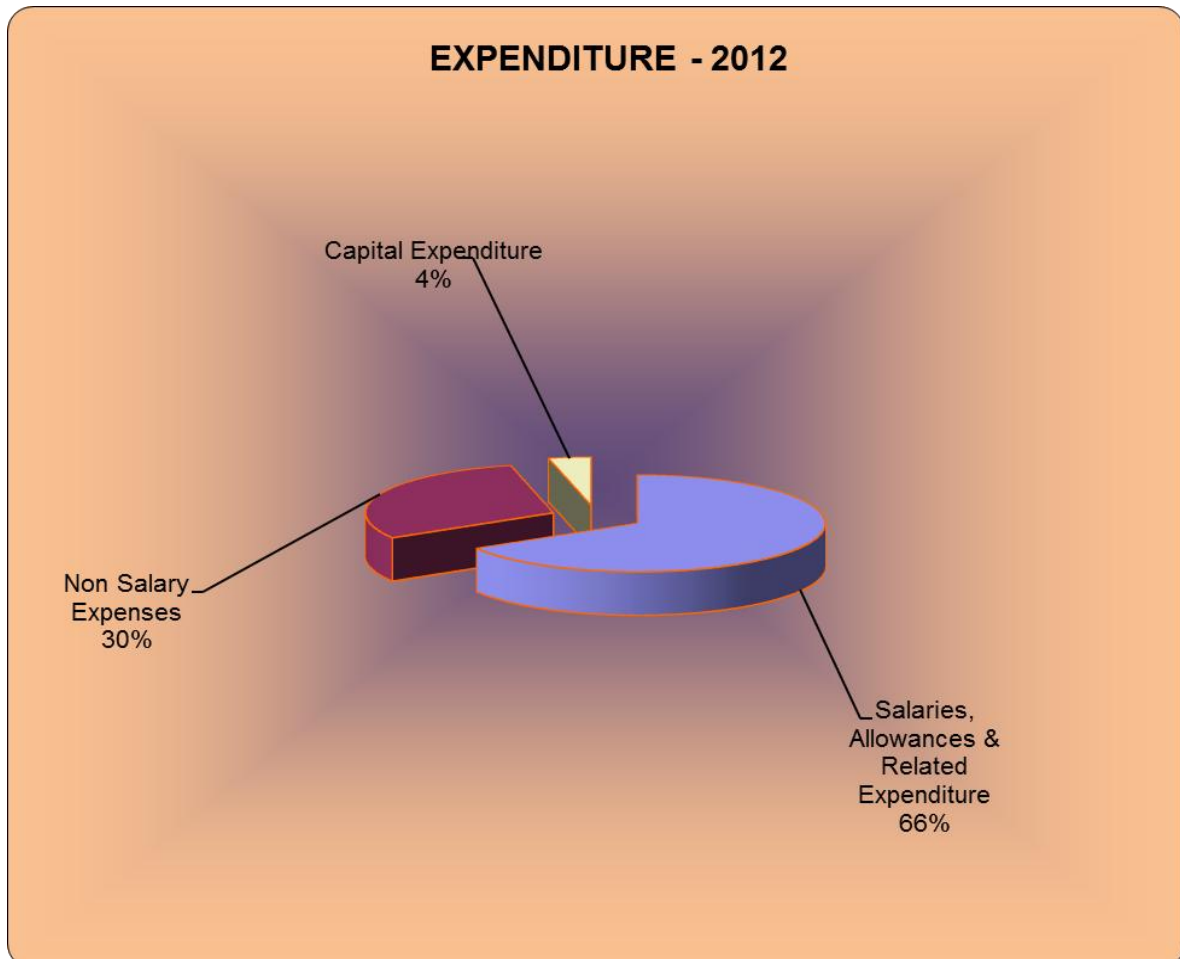
77% of students believed that they now have the computer skills to complete school work that has an ICT focus. This relatively high figure has primarily come about as a result of the employment of ICT Learning Specialists.

# Reporting Area 14: Summary financial information

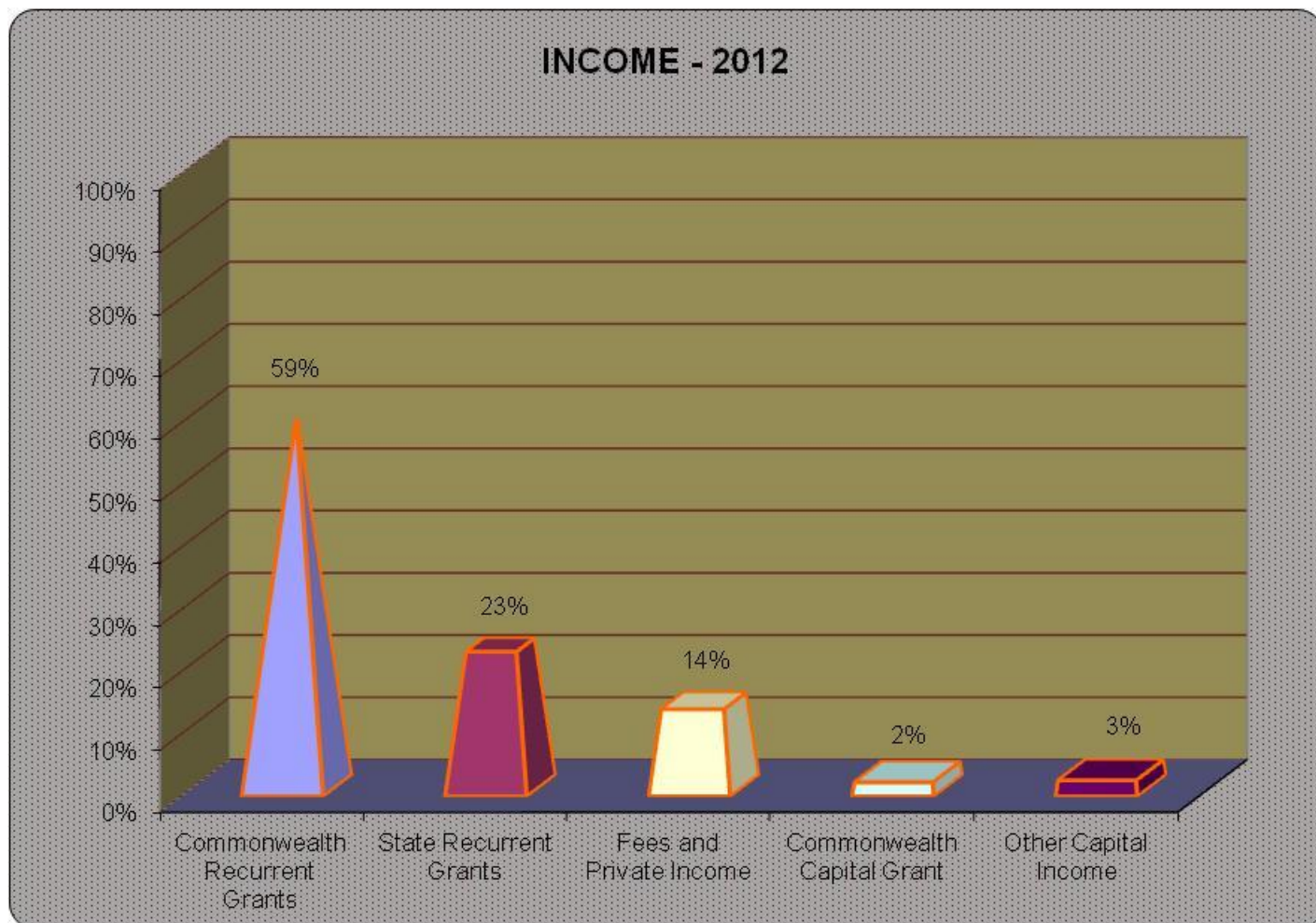
Graphic One: Recurrent vs Capital Income represented below



Graphic Two: Recurrent vs Capital Expenditure represented below



Graphic Three: Recurrent vs Capital Income represented below



Graphic Four: Recurrent vs Capital Expenditure represented below

