

AL-FAISAL COLLEGE



ANNUAL REPORT 2007

149 Auburn Road
Auburn NSW 2144
Ph: (02) 9646 1222
Fax: (02) 9646 1333
Email: alfaisalcollege@alfaisalcollege.com
Website: www.alfaisalcollege.com

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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 the first year, enrolments were 49 students spread amongst 3 classes, from Kindergarten to Year Two. Our enrolments have grown remarkably. In 2007, we had 759 students enrolled from K-11. Our first Year 12 students will present for the Higher School Certificate in 2008.

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 each 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 merits regardless of their colour, creed or religious affiliations. Although all the students are Muslims, the 40% 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 college. 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 will include annual reporting to publicly disclose educational and financial performance measures and policies of the school and the provision of data, as required, to the Minister that is relevant to the Minister's annual report to parliament on the effectiveness of the schooling in the State.

Procedures

Procedures for implementing the policy will include:

1. identification of the staff member responsible for co-ordinating 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 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 electronic form to send to the Board of Studies by no later than 30 June in the year following the reporting year.
5. the annual report will be made publicly available on the school website by no later than 30 June in the year following the reporting year.
6. setting the annual report 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

Requests from NSW Minister for Education and Training for data that is relevant to Minister's annual report

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person 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 by the date specified in the request.

DEEWR Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

Messages from Key School Bodies

Message from the Chairperson of the School Board

The School Board congratulates the Principal and her dedicated staff for producing excellent results throughout the school. Congratulations to 2007 Year 10 students for achieving excellent results in School Certificate. The School Board acknowledges the dedication and commitment of the school staff, students and parents in providing better results every year. The School Board met on a regular basis during 2007 to discuss the progress and future direction of the school.

For many years, the progress of our school was hindered due to lack of building infrastructure. We thank Auburn Council for approving our DA for the construction of additional classrooms and other resources. In July 2006, the ground was broken for the new building which will provide much needed additional high school facilities, including design and technology – major projects studio, visual arts, second science room (including massive prep room) and additional general learning areas. The two levels of the new building was made available for use during the year. The building construction will be finalised in the first half of 2008.

Value Added Information

Principals Message

At Al-Faisal College we have a wide-ranging curriculum, which we feel best suits the needs of the students in our school, so they may have an equal opportunity to develop to their potential.

- The College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities.
- In 2007 the College participated in the celebration of Harmony Day on 21 March. The aim of the celebration was to emphasis on our traditional values, of justice, tolerance, respect, acceptance, equality and fairness. Our students participated in the Bulldogs NRL Harmony Day program at Telstra Stadium. One of our students feedback from the day was used by Department of Immigration.
- Students are encouraged to participate in Leadership programs or workshops. In 2007 a number of students from High School, attended The National Young Leaders Day. The purpose was to inspire and equip students to be more effective in their school and society.
- In sport our Infants participated in the “Buzzy Bees” Program which included various sporting activities such as gymnastics, hockey, and basketball. We had a swimming program for boys and girls from Years 2 – 10. We had other sporting activities such as athletics, rugby and soccer, and students from K – 6 participated in a Football Competition, in which our students have won for outstanding sportsmanship.
- Our students attended various excursions such as the Sydney Aquarium, Imax Theatre, Blue Mountains, Canberra, Bathurst Goldfields, Sydney Tower, Botannical Gardens and the Hyde Park Barracks.

- Once again, in 2007 a company called Deadly Australians Pty Ltd visited the school to present a hands-on show to teach our students about animals that live in the Australian bush.
- At the end of Term 4, parents joined students and staff of Al-Faisal College at a school picnic at Bicentennial Park in Homebush Bay.

As the school is expanding, the staff has increased in number and in 2007, second Deputy Principal was appointed.

- Our students progress is measured by established benchmarks across the state, such as Basic Skills Tests for Years 3 and 5, ELLA and SNAP Tests for Years 7 and 8. Our results were pleasing and encouraging.
- In 2007 the new building was under construction.
- The school started year 10 work experience program. The following activities also took place:
 - Year 7 Peer Support
 - Life Skills Presentation for Years 5-6 and 9-12
 - Year 6 Leadership Training course
 - Year 10-12 Information Evening Presentation with BOSLO representative.
- In 2006 the school introduced a number of scholarship and award incentives to reward and acknowledge academic excellence from Years 6 to 11.

1 st place:	Full scholarship
2 nd & 3 rd place:	Half scholarship
4 th & 5 th place:	Quarter scholarship

The scholarship program was very well received by the students and their parents. The scholarship program motivated our students and there was increased competition. The scholarship program will continue in the future.

School Performance in State-wide Test and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2007. The reports for the Basic Skills Test (BST), Secondary Numeracy Assessment Program (SNAP) and English Language and Literacy Assessment (ELLA) are attached below. In 2007, our College also offered the School Certificate (SC) for Year 10 students.

1. Basic Skills Test (BST)

Basic literacy and numeracy skills are the foundation for young person's future education. The NSW Government is committed to improving the literacy and numeracy levels of school students across the State. The Basic Skills Test is an important part of the Government's Literacy and Numeracy Plan and gives parents and teachers a detailed picture of child's development.

Students from Year 3 and Year 5 participate in the Basic Skills Test, which is usually held in August. The test covered aspects of literacy and numeracy, including reading, language, number, measurement and space. The results are shown in skill bands, which indicate the levels of achievement. The skill band ranges from one (lowest mark) to five (highest mark) in year 3 and one (lowest mark) to six (highest mark) in year 5.

2. Secondary Numeracy Assessment Program (SNAP)

The Secondary Numeracy Assessment Program (SNAP) is a curriculum-based assessment, testing students' skills in particular aspects of numeracy. SNAP is also part of the Government's Literacy and Numeracy Plan.

Year 7 students participate in the test and also year 8 students are tested as part of retest. The knowledge and skills in the following areas are tested:

Number – using numbers and calculations in a variety of situations

Measurement – making and comparing measurements involving length, area, volume, mass, time and temperature.

Space – drawing shapes, working with patterns, representing 3 dimensional spaces and describing positions, using scales.

Data – identifying, organising and interpreting data in tables and graphs

Numeracy Problem Solving – asking and solving numeracy questions, checking solutions.

The results are given in a graphical form from low to high.

3. English Language and Literacy Assessment (ELLA)

The English Language and Literacy Assessment (ELLA) provide teachers and parents with valuable information about the literacy skills of students in Years 7 and 8. These skills are necessary for students to progress in all their subjects in high school.

ELLA is part of the NSW Literacy and Numeracy Plan. ELLA is based on the curriculum studied by students in high school. The results show how each individual student performed against a standard of achievement, that is, against what they should be able to do at this level; students are not compared with each other or ranked in order.

ELLA is held on Tuesday, week 6, term 1 in every year. Year 7 students sit for the ELLA test. Our school also re-tests Year 8 students. This means we are able to check on the progress students are making in Year 7 and Year 8.

Three aspects of literacy are tested through ELLA:

Writing: students write responses to two tasks; one task is factual and one is literacy

Reading: students read and respond to questions about a range of texts, including texts and diagrams that are commonly used in the key learning areas of the secondary curriculum.

Language: students respond to texts and questions about their knowledge and use of spelling, punctuation and grammar.

The results of ELLA provide information to teachers about what students can and cannot do. Teachers can use this information to design teaching programs that target the needs of their students. The results are analysed to assist school planning and to monitor literacy development over time.

Al-Faisal College Test Results

Basic Skills Test (BST) results – percentages above benchmark

2007 Test	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	School (%)	State (%)	School (%)	State (%)
Overall Literacy	98	91	100	96
Overall Numeracy	95	91	99	94
Writing	98	92	100	97

Basic Skills Test (BST) results – percentages in skills bands

2007 Test	Year 3				Year 5			
	Bands 2-5		Band 1		Bands 3-6		Bands 1-2	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
Aspects of Literacy	98	91	2	9	100	96	0	4
Aspects of Numeracy	95	91	5	9	99	94	1	6
Writing	98	92	2	8	100	97	0	3

In year 3, 98% of students achieved skill band 2 or higher in the literacy compared to 91% of the State and 95% achieved skill band 2 or higher in

numeracy compared to 91% of the State. In the literacy component student's achieved better overall in language than in reading while they performed consistently across all aspects on numeracy. Students did well in writing. In year 3, 98% of the students achieved skill band 2 or higher compared to 91% of the State

In year 5, 100% of the students achieved skill band 3 or higher in literacy compared to 96% of the state and 99% of the students achieved bands 3 or higher in numeracy compared to 97% of the State. In the literacy, students achieved better overall in language than in reading. In the language component, 67% of the students achieved results in bands 5 and 6 while in reading 46% of the students achieved bands 5 and 6.

Comparison to 2006 results

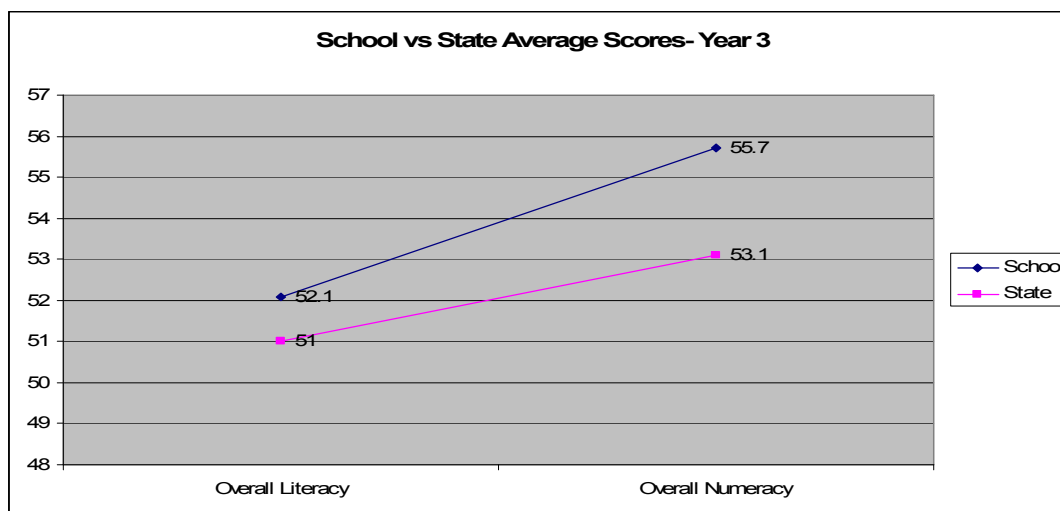
Test	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	2007	2006	2007	2006
Overall Literacy	98	98	100	98
Overall Numeracy	95	94	99	100
Writing	98	96	100	100

Basic Skills Test (BST) results – School vs State Average Scores

Year 3

The table and graphical representation clearly indicates the Al-Faisal College students have achieved above average results compared to that of the State averages in both aspects of Literacy and Numeracy. Congratulations to the year 3 students of 2007 on an excellent achievement.

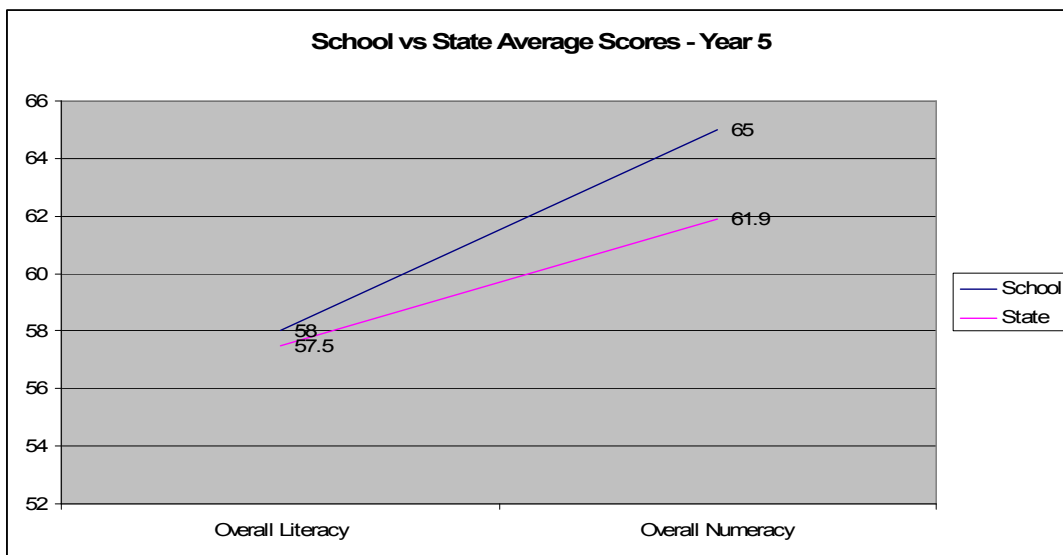
Basic Skills Test – Year 3	School	State
Writing	52.0	50.8
Language	54.1	51.3
Reading	51.6	51.5
Number, Patterns and Algebra	56.4	53.3
Measurement and Data, Space and Geometry	55.6	53.3
Overall Literacy	52.1	51.0
Overall Numeracy	55.7	53.1



Year 5

The table and graphical representation clearly indicates the students of Al-Faisal College students have achieved above average results compared to that of the State averages in both aspects of Literacy and Numeracy. Congratulations to the year 5 students of 2007 on an excellent achievement.

Basic Skills Test – Year 5	School	State
Writing	58.1	57.2
Language	59.6	57.6
Reading	57.2	57.8
Number, Patterns and Algebra	67.0	62.3
Measurement and Data	65.1	62.5
Space and Geometry	64.6	61.8
Overall Literacy	58.0	57.5
Overall Numeracy	65.0	61.9



ELLA and SNAP – Years 7 & 8

English Language and Literacy (ELLA) and Secondary Numeracy Assessment Program (SNAP) results – percentages above elementary performance

The table below summarises the ELLA and SNAP test results.

2007 Test	Percentage of Students achieving elementary bands or higher			
	Year 7		Year 8	
	School (%)	State (%)	School (%)	State (%)
ELLA – Writing	100	95	100	97
ELLA – Reading	100	96	100	98
ELLA – Language	100	93	100	96
Overall Literacy	100	96	100	98
SNAP – Overall Numeracy	100	93	100	94

English Language and Literacy Assessment (ELLA)

In the English Language and Literacy Assessment (ELLA) test students performed above the State level in each of the three components. All our year 7 and 8 students achieved elementary level or above in both literacy and numeracy. 100% of our year 7 students achieved elementary bands or higher compared to 96% of the State. 100% of our year 8 students also achieved elementary bands or higher compared to 98% of the State.

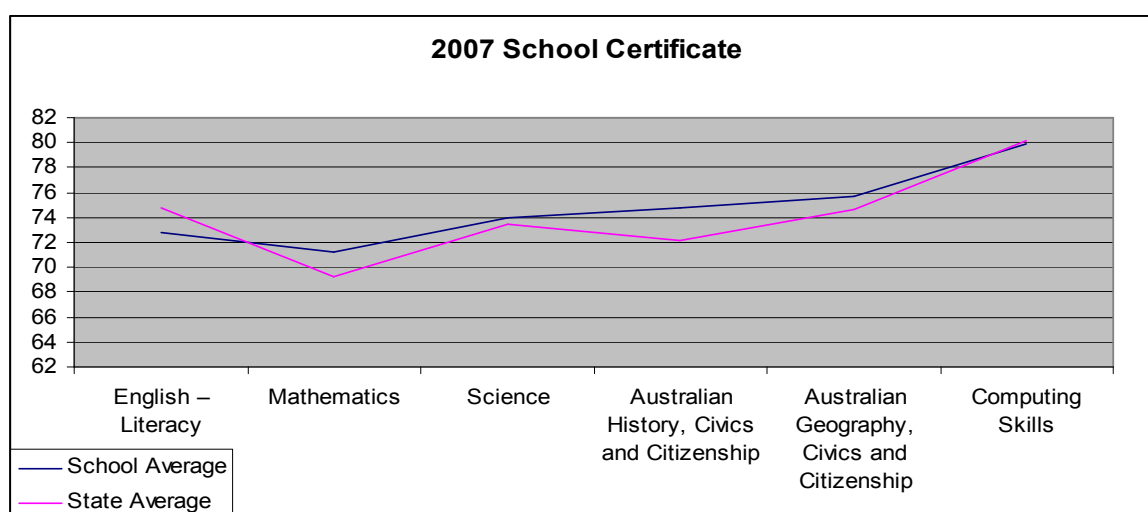
Secondary Numeracy Assessment Program (SNAP)

In year 7, 100% of the students achieved elementary bands or higher compared to 93% of the State. In year 8, 100% of the students achieved elementary or higher band compared to 94% of the State.

School Certificate Examination (SC)

20 students from Al-Faisal College sat for the School Certificate in 2007.

Course Name	No. of Students	School Average	State Average
English – Literacy	20	72.8	74.7
Mathematics	20	71.2	69.3
Science	20	74.0	73.4
Australian History, Civics and Citizenship	20	74.8	72.1
Australian Geography, Civics and Citizenship	20	75.7	74.6
Computing Skills	20	79.9	80.2



School Certificate Examination Results – Band Summary

Test	No. of Students	Performance band achievement by %			
		Bands 3-6		Bands 1-2	
		School (%)	State (%)	School (%)	State (%)
English – Literacy	20	95	76	5	14
Mathematics	20	80	90	20	10
Australian History, Civics and Citizenship	20	90	84	10	16
Australian Geography, Civics and Citizenship	20	95	89	5	11

Test	No. of Students	Competent and above		Below Competent	
		School (%)	State (%)	School (%)	State (%)
Computing Skills	20	100	97	0	3

**School Certificate Examination Results – School vs State Grading
Pattern**

Test	No. of Students	Performance band achievement by %			
		Grades C-A		Grades E-D	
		School (%)	State (%)	School (%)	State (%)
English 200 hours	20	75%	75%	25%	24%
Mathematics 200 hours	20	70%	68%	30%	32%
Science 200 hours	20	80%	73%	20%	27%
Australian Geography 100 hours	20	60%	61%	40%	29%
Australian History 100 hours	20	65%	69%	35%	31%
Arabic 100 hours	2	50%	84%	50%	16%
Arabic 200 hours	18	56%	74%	44%	25%
Design and Technology 100 hours	7	100%	76%	0%	23%
Textiles Technology 100 hours	9	77%	75%	22%	26%
Textiles Technology 200 hours	1	0%	81%	100%	20%
Visual Arts 100 hours	11	72%	79%	27%	21%
Visual Design 100 hours	10	40%	79%	60%	21%
PDHPE 200 hours	20	80%	78%	20%	23%

Professional learning, teaching standards, attendance and retention rates

Professional Learning

The school executives participated in various leadership seminars and meetings conducted by the Association of Independent Schools. All teaching staff participated in the onsite seminars organised by the Association of Independent Schools. During the school staff development day, all the staff participated in literacy seminar conducted by The Association of Independent Schools. In addition the following professional development activities were undertaken by the staff throughout 2007.

Description of the Professional Learning Activity	No. of Staff participating
CSOHS Online 7	1
Introduction to Work Return-to-work Coordination 4	1
A Language Day Like No Other	1
Youth Cyber Safety – Serious Threat, Serious Impacts	1
End Product: Creating Meaningful Tasks in Languages	1
Curriculum Support – Programming Year 12 English	5
Pastoral Care Conference: Valuing Pastoral Care	2
School and Financial Management Workshop	2
PDHPE Conference: Upping the Ante	1
The Resilient Child	1
Text Analysis Skills in Stage 6 Languages	1
Practical Ideas for Senior Mathematics	1
Senior First Aid Training	43
Improving Reading Comprehension	2

Depression & Related disorders in Adolescence - Training course	1
Optimism, Ethics & Young People - Conference	2
Police & Principals Forum	2
Getting the best out of your HSC Science Classes – Inservice	1
Careers Advisers open Day - UWS	1
Peer Support Foundation Seminar	2
OHS Management Systems Training - Secondary Science Labs	1
Algebraic Thinking Inservice - K-8	2
OHS Inservice	1
Literacy Support Inservice – K-6 staff and 7-12 English staff	27
PM Writing workshop	1

The average expenditure per teacher on professional learning in 2007 was \$206.40.

Teaching Standards

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

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	49
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualification	4
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	3

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 undertaking study to complete their teaching requirements.

Teacher Attendance and Retention Rates

In 2007 the average daily staff attendance rate was 96.5%. The proportion of staff retained from 2006 is approximately 84%.

Student Attendance, Retention Rates and Post School Destinations

Student Attendance

Ninety-six percent of students attended school on average each day in 2007. This was similar to the daily attendance in 2006. The school has procedures in place to monitor student attendance throughout the day.

Student Retention Rates and Post School Destinations

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 11 at the same school.

Al-Faisal College compares students completing year 10 in 2006 and that continued to year 11 in 2007. Unfortunately, the school is unable to compare year 10 students who continued to year 12 because there was no year 12 in 2007. Year 12 will be introduced in 2008 for the first time. The actual retention rate is shown in the table below:

Years Compared	Year 10 total enrolment	Year 11 total enrolment	Year 10 enrolment remaining in year 11	Actual Retention Rate
2006/2007	31	32	23	74%

Post School Destinations

Based on the information provided to the school when students leave it would appear that most of students left school because of family circumstances or going overseas while few left as they wanted a change of environment for the final years of their schooling.

Enrolment Policy

Al-Faisal College is a comprehensive co-educational K-11 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 of receipt 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's 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:

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.
- 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) and School Certificate (Year 10).
 - Behaviour, appearance, attendance and use of college facilities and resources.
 - Payment of school fees by due date.
 - If a parents withdraws a child to attend another school without the Principal's approval, other siblings will lose their places at our College.

Please note: Failure to meet the above mentioned expectations may lead to suspension or termination of enrolment..

Student Population

In 2007, the school had 759 students of whom 184 were in the secondary school. There were approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English.

Student Welfare Policy

Like any other school, Al-Faisal College needs to have an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

As an Islamic school, Al-Faisal College has certain advantages in implementing such a Student Welfare Policy, given that:

- we are a culturally and religiously unified school;
- virtually all students come from an Islamic background;
- as a faith and belief system, Islam embodies a range of values which are highly relevant in forming the basis of a Student Welfare Policy and practices.

As a registered and accredited school, Al-Faisal College must meet all relevant government requirements, specifically including those of the NSW Board of Studies, and is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

Al-Faisal College has a very comprehensive Student Welfare Policy which meets all the requirements of Board of Studies and other relevant government requirements.

The full text of the Student Welfare Policy is in the student diary and in the college information booklet, student diary and staff induction manual.

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 (or developed) during 2007.

Policy	Changes in 2007	Access to full text
<p>Child Protection Policy. This encompasses:</p> <ul style="list-style-type: none"> ▪ definitions and concepts ▪ legislative requirements ▪ reporting and investigating “reportable conduct” ▪ investigation and documentation process 	NIL	Issued to all staff including casuals and volunteers. It is included in the Staff Induction Manual.
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> ▪ Homework Policy ▪ School Merit System 	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information Booklet
<p>Security Policy encompassing:</p> <ul style="list-style-type: none"> ▪ Educational Facilities ▪ Visitor Policy ▪ Emergency Evacuation Policy ▪ Repair and Maintenance Policy ▪ Occupational Health & Safety Policy 	Changes to include K-12 and new building	To be issued to all staff members. It is included in the Staff Induction Manual.
<p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> ▪ 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 	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information booklet ▪ Staff induction manual ▪ Student diary
<p>Academic Policies encompassing:</p> <ul style="list-style-type: none"> ▪ School Assessment Policy ▪ Homework Policy ▪ Attendance Policy 	NIL	<p>Full Text in:</p> <ul style="list-style-type: none"> ▪ College Information Booklet ▪ Staff Induction Manual ▪ Student Diary
<p>Codes of Conduct Policy encompassing:</p> <ul style="list-style-type: none"> ▪ The role of the student representative council (SRC) ▪ Rights and Responsibilities of Students, Teachers and Parents ▪ Behaviour Management 	NIL	<p>Full text in:</p> <ul style="list-style-type: none"> ▪ College information booklet ▪ Staff Induction Manual

Policy	Changes in 2006	Access to full text
Excursion Policy	NIL	Full text in: ▪ Staff Induction Manual
Procedural Fairness Policy encompassing: ▪ Dealing with complaints against students ▪ Dealing with complaints against staff ▪ Investigation Process ▪ Findings ▪ Disciplinary Proceedings ▪ Notification to CCYP	Inclusion of this policy under Professional Standards	Full text in: Staff Induction Manual
Professional Standards Policy encompassing: ▪ Confidentiality and Professionalism ▪ Support for College Policies ▪ Equal Opportunity for Women	NIL	Full text in: Staff Induction Manual
Internet/Intranet and Email Policy encompassing: ▪ Legal risks ▪ Legal requirements ▪ Best practices ▪ System monitoring ▪ Plagiarism & copyright infringement	NIL	Full text in: Staff Induction Manual College Information Booklet

Policies for Student Discipline

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. **The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.**

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

The full text of the school's discipline policy and associated procedures is provided to all members of the college community through College Information Booklet, Student Diary and staff induction manual as part of the College's Student Welfare Policy.

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.

An appropriate outline of the policy and processes is provided in the College Information Booklet. This policy is under redevelopment and once finalised will be included in the staff handbook and College Information Booklet.

School-determined improvement targets

Achievements of priorities identified in school's 2006 Annual Report

Area	Priorities	Achievements
Teaching and Learning	Year 12 Program	Finalised Year 12 Program for Inspection
	Year 11 Program	Made alterations to Year 11 Programs as suggest by BOS
	Increase student computer access	Introduction of IPT and IST courses
	Increase number of Stage 6 courses	Introduction of Senior Science and English Extension courses
	Greater link between Primary and secondary staff	Introduction of K-12 coordinators meetings
	Improve study skills	Introduction of 7-12 Study Skills Program
Student Achievements and Welfare	Improve student fitness	Introduction of students fitness program for Yr 3-6 and 7-8
		Increased participation in number of school sport competitions
	Increasing need for Peer Support	Implementation of Peer Support Program for Year 7 & 10
	Dealing with an increasing number of bullying incidents	Implementation of 7-12 School Bullying Program

	Greater involvement of students within the school community	Increased number of activities available for Student Representative Council to be involved in.
Staff	Increase in student numbers	Employment of second Deputy Principal
	Increase in secondary discipline issues	Appointment of 7-12 Discipline Coordinators of Boys (1) and Girls (1)
	Assist large number of New Scheme Teachers employed by the school	Appointment of K-6 NST Coordinator Appointment of 7-12 NST Coordinator
Staff Training	Conduct Senior First Aid course for staff	Undertaken by all staff who did not have current first aid qualifications
	Conduct CPR Refresher course for staff	Undertaken by all staff who have current first aid qualifications but needed to renew CPR certification
Facilities and Resources	Construction of New Building	ore rooms More furniture More teaching resources eg computers, OHP, DVD/VCR/TVs, Student Lockers

2007 Priorities areas for improvement

Area	Priorities
Student Achievements and Welfare	<ul style="list-style-type: none"> • Revised Student welfare policy and introduction of Student behaviour management
Increase use of library	<ul style="list-style-type: none"> • Employment of Teacher/librarian
Teaching and Learning	<ul style="list-style-type: none"> • Installation of computers in the library
	<ul style="list-style-type: none"> • Installation of 2nd computer lab
	<ul style="list-style-type: none"> • Improved literacy and numeracy intervention strategies K-2 • Enhance stage 6 curriculum
Facilities and Resources	<ul style="list-style-type: none"> • Fully Roll out school wide administration software for: <ul style="list-style-type: none"> ○ Student details ○ Student attendance ○ Marks ○ Student reports ○ Student background information ○ Etc

Initiatives Promoting Respect and Responsibility

Through our ethos, practice and beliefs we exercise and teach the importance of student respect and responsibility in and beyond the school environment. Our school community is committed to producing students who belong to and represent a civil, caring and just society. Respect and responsibility are incorporated into school's management plan and affect the whole school community. This includes the contribution to a socially cohesive and culturally rich society.

We are employing a *Values Education* approach at our school. To do this at our school, we have incorporated values education into PDHPE and Islamic studies programs. Our students are actively involved in discussing and creating lists of values as the main focus. We feel that this process allows students to become more actively involved in creating classroom rules, where they are engaged in using the appropriate language and able to identify what is respectful and what is not.

Elements of the school plan focus on:

- the consistent use of good manners : students are reminded on a daily basis through morning assembly and before and after school prayers. This is also reinforced in classroom activities.
- ensuring that students know and understand the words of the National Anthem : regular practice in classrooms. Also the National Anthem is sung at the beginning of every assembly.
- students taking responsibility for maintaining an orderly classroom and a clean playground
- students using an appropriate manner of speech when talking to teachers, adults, members of the community.
- appropriate behaviour on the sporting field, displaying good sportsmanship
- celebrating days of cultural and historical significance such as Harmony Day and Anzac Day. Remembrance Day.: all students are actively involved through various activities. Eg poetry, designing posters, speeches, etc
- encouraging parents to set a positive example within the school.
- We promote peace and understanding through interfaith and intercultural interactions.
- We teach children in our schools to be proud Australians and model citizens, and to participate positively in building a prosperous, harmonious and safe society in Australia.

- We teach the children in our school to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.
- We teach our children about the rights of their neighbours and their entitlement to respect, care and the protection of their property and persons.

As part of our social skills program:

- Brainstorm Production were invited to our school to promote respect, responsibility and to eliminate bullying.
- Buddy Programs and Peer Support was implemented – Students were buddied up with a student from a higher grade for a range of cross-curriculum activities.

Traditions and celebrations conducted in 2007 that added value to our school were:

- Kindergarten orientation
- A whole school picnic for parents, students and teachers.
- Schools cleanup Australia Day
- The ANZAC memorial service
- Harmony day

Al-Faisal College aims to provide innovative education to develop children's potential for intellectual, emotional and physical learning. We achieve this by:

- Encouraging positive action within the school and wider community
- Providing a safe, welcoming and compassionate environment where children, parents and staff are honored.
- Celebrating school traditions.

Parent, Student and Teacher Satisfaction

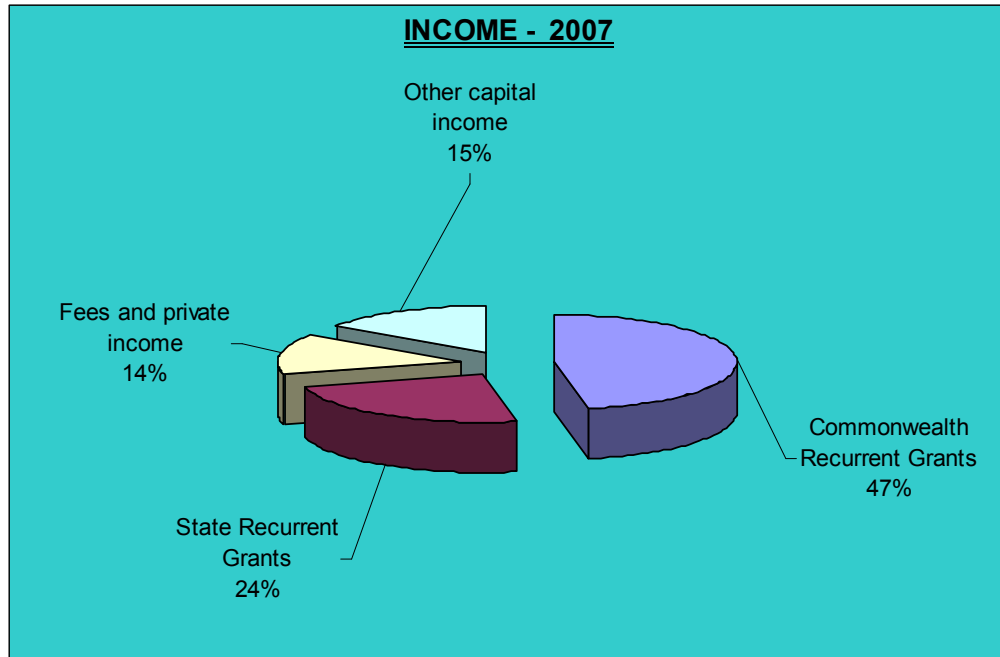
The school is very proud of its open door policy with parent involvement welcomed and encouraged. Through both formal and informal discussions throughout the year indicate that in general parent satisfaction is very positive.

The school has an active Students' Representative Council (SRC) that provide peer support, and organise various functions. Discussions throughout the year and reports included in the 2007 SRC meetings indicate that student satisfaction is also positive. The students are proud of their achievements and are always pleased to represent the school in various activities.

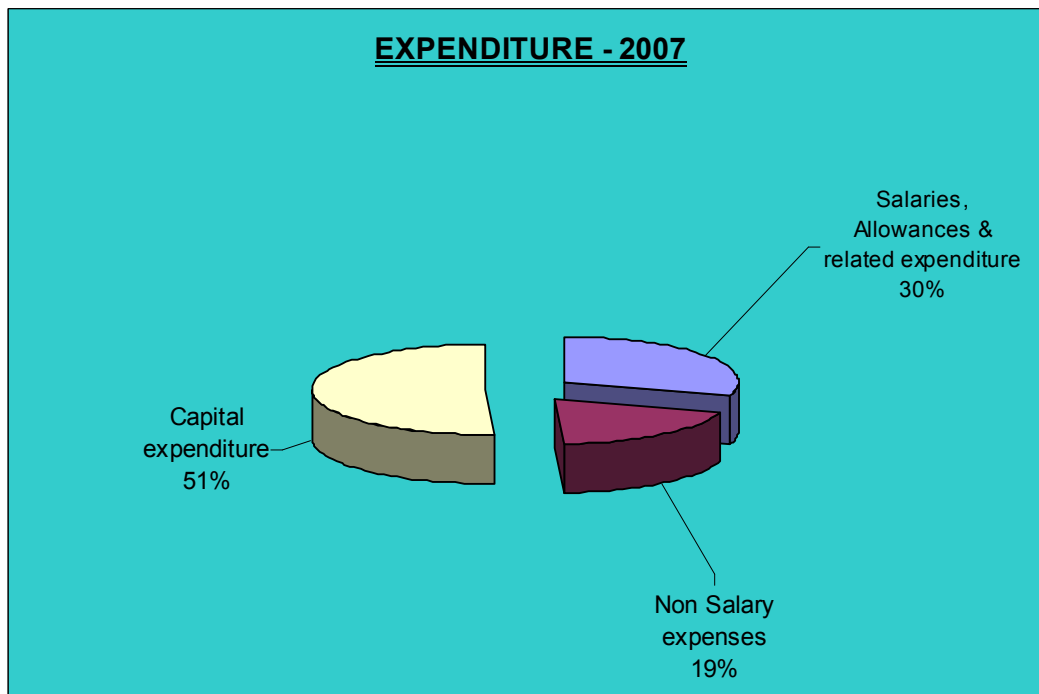
Through formal and informal feedback from teachers and discussions with executive team indicates that staffs are generally very satisfied in the majority of areas of our school. In particular, in terms of relationships, staff support, staff development, staff morale and the open door policy for all. They feel that their contributions are been valued and achieving progress. They are proud members of the school who choose to include their own children as students of this school.

Summary Financial Information

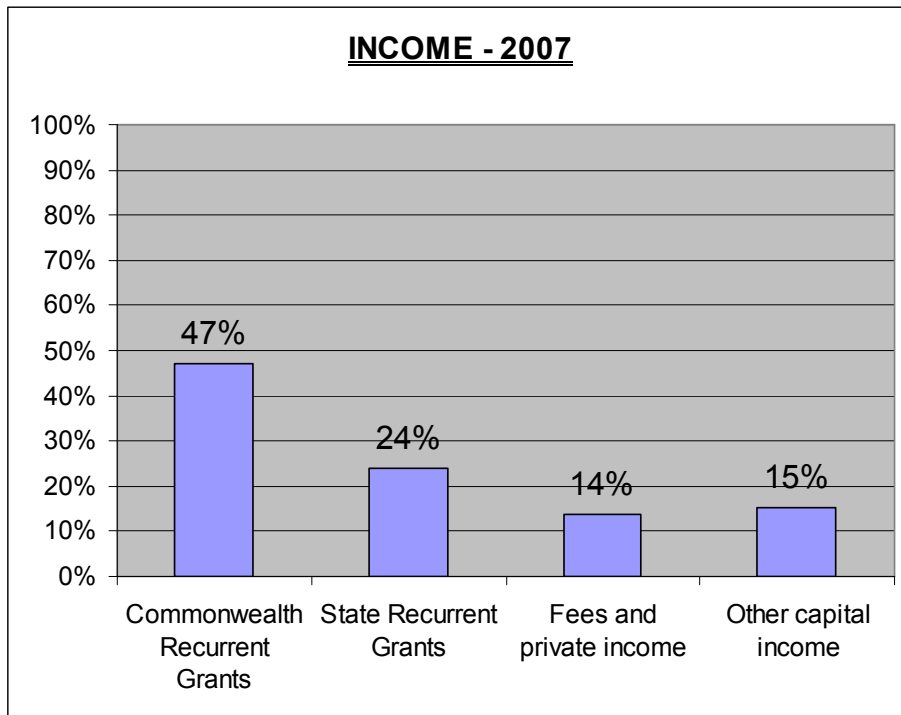
Graphic one: recurrent vs capital income represented by a pie chart



Graphic two: recurrent vs capital expenditure represented by a pie chart



Graphic three: recurrent vs capital income represented by a bar graph



Graphic two: recurrent vs capital expenditure represented by a bar graph

