

Annual Report 2020



Zahra Grammar School

Make Learning Happen

Zahra Grammar Annual Report

Zahra Grammar School is registered by the NSW Education Standards Authority (NESA), and managed by Zahra Education Incorporated, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report provides parents and the wider School community with fair, reliable and objective account of School's operations and achievements throughout the year. The Report also outlines information about initiatives and developments of major interest and importance during the year.

The Report demonstrates accountability to the School community and Zahra Education Incorporated. This Report has been approved by Zahra Education Incorporated who monitors that the School has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website and Facebook page.

Message from the President of the School Board

Dear Zahra Grammar School Community,

Assalamu Alaikum Warahmatulahi Wabarakatu.

As the President of Zahra Grammar School Board, I am honoured to introduce the Zahra Grammar School 2020 Annual Report which provides with an update on the performance and achievements of Zahra Grammar School in 2020.

As a parent, I understand that your child's well-being and their academic and social development are of the highest importance. We believe that every child should be supported to achieve their best, whatever their ability or circumstance. When families, schools and communities work together, children usually do better and are happier at school. My role as a President is to provide leadership and guidance to the school in accordance with school's Master Plan and strategic vision. Your input and feedback on all Board related matters is therefore strongly valued and encouraged.

Despite the challenges posed by the COVID-19 pandemic in 2020, Zahra Grammar School continued to achieve major success in delivering its quality comprehensive education, and to cultivate students' academic, social, emotional and spiritual growth.

ZAHRA with strong faculty, staff, administration, and a plethora of caring and passionate volunteers, set goals each year to make it fully understood as to where Zahra is going and the path to get there. I want to give a special thanks to the parents and guardians of Zahra students. With your commitment and dedication to your children and the school we achieved where we are today and together, we will inspire continued success.

I congratulate Zahra community for their steadfast enthusiasm and support. I'm honoured to be on this ride with the entire Zahra community. I am committed to facilitate new ideas as President of the School Board, to usher in a new decade of excellence.

I would like to assure you that your children are in the best of hands and every effort will be made to make Zahra amongst the best of our Islamic schools Insha'Allah. We have the full commitment of all the staff.

Yours Sincerely

Dominick Romero
President
Zahra Education Incorporated

Message from the Principal

Dear Zahra Community,

Assalamu Alaikum Warahmatulahi Wabarakatu

Since the beginning of the school in 2018, Zahra Grammar School has made tremendous progress. Each year brings commendable achievements. I attribute this to all my staff who worked tirelessly to make it what it is now.

Despite tough challenges posed by Covid-19 pandemic in 2020, Zahra Grammar School performed exceptionally well. We immediately adopted to on-line learning through platform, Class DOJO. The staff worked relentlessly to ensure the students experienced quality delivery of lessons by engaging teaching and learning resources. The success of the on-line learning relied on the combined effort of our teachers, students, parents and the IT staff.

Towards the end of Term 2, the school transitioned to face-to-face learning and the life returned to normalcy. I am highly indebted to our wonderful Zahra Grammar Community for all of their support and partnership across all levels of our school, particularly with the COVID-19 adjustments and precautions.

At Zahra Grammar, we ensure all our children achieve their full potential in every aspect of school life. We endeavour to give the children a fully rounded education which will enable them to be part of the wider community living their lives as good Australian Muslim citizens. The increase in enrolments reflects the confidence and trust the community has on Zahra Grammar. We are thankful to the community for this appreciation.

We have hard-working staff, incredible Parents, children and families who provide ongoing care and have tremendous dedication. I'd also like to thank the School Board Members in supporting my initiatives and for their significant contributions to Zahra Grammar. Wassalam

Dr Gulzar Khan
Principal

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Annual Report Policy

Rationale:

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The Educational Act requires that Zahra Grammar School prepare an Annual Report for the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training.

Aims:

- To comply with reporting requirements of the NSW Minister for Education and the Commonwealth Department of Education, Science and Training
- To publicly disclose the educational and financial performance measures and policies of the school

Implementation:

Zahra Grammar School is responsible for reporting on student achievement to the students themselves, to parents, to the School Board and to NESA.

We participate in the NAPLAN, Literacy and Numeracy Tests and we provide parents, teachers, students and NESA with all the necessary data and we maintain copies of these reports.

The school will analyse and interpret its achievement in comparison to aggregated state-wide performance data and develop strategic responses in an effort to maximise student achievement.

Include, in numbers, details of teaching staff who are responsible for delivering the curriculum as described by the Education Act 1990

Include a summary of policies for student welfare and a summary of the Student Discipline Policy

The Annual Report will be completed by the Staff of Zahra Grammar at the end of the year. The final preparation and distribution will be seen by the Principal.

The Principal will inform all staff members of the specific content to be included in the Annual Report.

A copy in electronic form will be sent to the NESA by the Principal before 30 June of the reporting year.

The Principal will provide additional data if requested by the Minister and ensure it is sent to the NESA in an electronic form.

The school External Independent Auditor will be completing the financial questionnaire.

Evaluation:

This policy will be reviewed annually or in response to changes as indicated by the NESA.

Parent, Teacher and Student Satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged.

Parents were given an opportunity to express their view on how we can improve.

Parents have become more involved with the school often going out into the community and recruiting new students for our school. Parents are especially happy with what we offer in terms of our Islamic Studies program.

At our year end function, parents were amazed at how much their child has learned during the year and thanked the teachers for their dedication.

At this function parents were also honoured for their contributions towards the school.

Students have raised concerns at the start of 2018 and have requested extra activities. Alhamdulillah parents have taken it upon themselves to purchase these items and donate it to the school. In 2020 the school purchased sports equipment. Students enjoyed numerous new activities.

Students were shown what constituted a healthy breakfast.

We have also introduced our student of the week, where the student who displays the correct behaviour and attitude towards his work and others is rewarded.

Teachers are happy with the behaviour of students and how they have improved. Teachers are working hard at achieving their personal goals with their respective classes. Teachers get along well and are happy with the environment they are working in. We have an open-door policy and staffs are most welcome to discuss any concerns they might have, with the Principal.

Zahra Grammar in 2020

Despite unprecedented circumstances in 2020, Zahra Grammar School performed exceptionally well. Throughout the year, the whole school was involved in assemblies, excursions, incursions as well as taking part in Harmony Day and National Day against Bullying and many other educational involvements that the children showed continuous interest and joy in. The last school event was the End of Year Presentation and Kindergarten Graduation. It was a grand function and everyone liked it.

School Context and Curriculum

Zahra Grammar school believes in providing the best supportive, encouraging and empowering environment where children are motivated and inspired to do their best. Learning at the school is purposeful and engaging where learning activities are well-structured, modified and relevant. Teachers and parents work in partnership and collaboration to ensure children receive the best education.

Zahra Grammar School is an independent co-educational school, dedicated to the academic and social development of its students. The school was established at 2018 and is currently catering to grades Kindergarten to Year 4. The school follows and implements the curriculum documents from the NSW Education Standards Authority (NESA), for the key learning areas of English, Mathematics, History and Geography, Science and Technology, Creative Arts, and Personal Development, Health and Physical Education (PDHPE), Arabic and Religious Education

Professional learning for teaching staff are provided to assist in implementing and delivering the curriculum areas.

English

At Zahra Grammar School we believe that literacy is integral to all key learning areas and is vital to the development of the whole child. We are committed to providing quality teaching and learning experiences that cater for individual needs and learning styles, and improve academic outcomes of all students. We provide a balanced English program including reading, writing, talking and listening based on the NSW Education Standards Authority (NESA) English documents, to achieve success for each child. We incorporate modelled, shared, guided, and independent teaching and learning experiences. All staff members are given ongoing professional development opportunities to ensure best practice is maintained at our school.

Assessment and reflection informs our classroom practice. We are committed to early intervention for children at risk through the provision of specialist programs and resources. Learning support programs such as MiniLit is provided to support students and caters for individual student needs.

Mathematics

At Zahra Grammar School we believe that Mathematics is an essential life skill that helps us make sense of our environment. We think that Mathematics should be meaningful for children, and we encourage the development of mathematical thinking to solve problems. Through identifying and exploring patterns and relationships, children learn to apply concepts and skills to problems in their world.

Students are provided with a well-balanced Mathematics program covering each of the strands from the NSW Education Standards Authority (NESA) Mathematics documents.

History and Geography

The aim of History and Geography is to develop in students the values and attitudes, skills, and knowledge and understandings to enhance their sense of personal, community, national, and global identity and enable them to participate effectively in maintaining and improving the quality of their society and environment.

Learning in History and Geography involves sharing ideas and working cooperatively in groups. Many opportunities are made for the students to work together, enabling them to better understand the diverse nature of people in the classroom, school, broader community, and the world. Students participate in lessons where they learn about change and continuity, culture, the environment, and social systems.

Science and Technology

Science and Technology is the area through which all students learn about the natural and made environment by investigating, designing and making, and using technology.

Due to the rapidly changing nature of development in the science area, the outcome of Science education is to provide students with the processes and skills required to access knowledge. Science education assists students to understand themselves and the environment, and provides opportunities for them to develop independent rational thought and responsible action. Students participate in lessons where emphasis is on first-hand experiences, investigation, design and make, problem solving, and clarifying understandings.

The technology within the school is enhanced by the use of computers, laptops and interactive whiteboards within the learning spaces.

Creative Arts

The program is developed to cover Visual Arts, Drama, Dance and Music. Children can have their artistic talents expressed, fostered and valued. All children are exposed to a variety of art-making techniques, which include drawing, painting, colouring, and paper craft.

Personal Development, Health and Physical Education (PDHPE)

The aim of the PDHPE curriculum is to develop in each student the knowledge and understanding, skills, values and attitudes needed to lead healthy, active and fulfilling lives.

PDHPE is an important key learning area as it:

- encourages an understanding and valuing of self and others
- promotes physical activity
- emphasises informed decision-making leading to effective and responsible action.

Excursions

Excursions are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development in a non-school setting. At Zahra Grammar School, several Excursions were organized to allow students to further their understanding on the topics taught.



Kindergarten classes went to their first excursion at Campbelltown Bicycle Education Centre



Yr-1 Science space center at Wollongong and had a fantastic time exploring many scientific activities and concepts



Yr-2 student visited the Sea life Sydney Aquarium and explored different types of sea life animals.



Yr-3/4 student visited Taronga Zoo and explored Zoo and all the spectacular animals. They learnt about different animals and their interesting lifecycles.

Fruit and Veggie Day



Book Parade



Assemblies



Face-To-Face Learning Resumption



Dental Check-up Week



Coding Classes



Gymnastics



Bike Safety



Clean-up Australia Day and Naidoc week



End of Year Presentation & Kindergarten Graduation





Islamic Studies Report

Alhamdulillah 2020 was a very good year. Few students were very determined to finish their respective Iqra books. Some students have even memorised last Juzz suraas Alhamdulillah.

Our students can further improve in coming years Insha'Allah. Students have memorised various Dua's Alhamdulillah.

Zahra Grammar's Islamic studies program is very comprehensive that caters students of all ages.

May all students at Zahra Grammar benefit from the range of services we provide InshaAllah. May Allah grant them to become pious Muslims and productive citizens of our Australian society Ameen!

Achievement of Priorities 2020

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Continue to develop an improved whole school Scope and Sequence for all Key Learning Areas for all stages/grades. • Continue to improve all curriculum programs across for all Key Learning Areas across all stages. • Ensure programs are all differentiated • Continue to create a learning environment which caters to the different needs and abilities of students • Continue to improve student assessments • Review student behaviour and reward system • Improve Literacy/Reading across all stages • Improve Numeracy levels across all stages • Introduce an effective learning support for students who need the extra support in Literacy • Purchasing Numeracy, Literacy and Art resources to help students with their learning • Introduce students to more hands on engaging incursions and excursions relating to their learnings • Celebrate learning events such as (Literacy Week, Numeracy Week, Science Week, Harmony Day, 	<ul style="list-style-type: none"> • All Curriculum programs for all Subjects in all grades were updated • Spelling Mastery Program was introduced and teachers were trained on how to implement it. • Get Reading Right Program was introduced and teachers were trained on how to implement it. • Oxford Maths Program was introduced and teachers were trained on how to implement it. • Flying Start To Literacy Program was introduced and teachers were trained on how to implement it. • Programs were created to become more engaging and hands on to cater to all students' needs. • Programs were differentiated to cater to all students' abilities. • Teachers were trained to follow the programs and make adjustments when needed • Minilit Program was introduced to support low ability students with their reading • A new whole school reward system was introduced • Hired a teacher's aide • Trained teacher's aide with the delivery of the Minilit Program • A variety of excursions and Incursions were conducted to support students' learning

	National Day Against Bullying, Vegie Week, Clean Up Australia day etc.)	
Staff Development	<ul style="list-style-type: none"> • Supervising teachers and providing them with constructive feedback to improve their teaching skills • Offer staff with many professional development training opportunities • Training staff on how to become accredited to encourage them to achieve higher accreditations when possible 	<ul style="list-style-type: none"> • Staff members successfully completed PD training • Teachers Aides were hired to collaboratively work with teachers to improve students learning • A Teacher aides trained in MiniLit/MultiLit was hired to support students' learning
Facilities	<ul style="list-style-type: none"> • Improve all school facilities 	<ul style="list-style-type: none"> • Classroom renovations • Interactive Whiteboards purchased and installed • Student laptops purchased • Teacher computers purchased for all classrooms/teachers • Classroom furniture purchased • Updated the school canteen • Intercom system • CCTV purchased and installed across the school grounds • Continued to improve in bus services, extra buses/vans purchased • Renovations to the shaded area • New Blinds • Carpet replaced

2021 Priority areas for improvement

Area	Priorities
Teaching and Learning	Create a school environment which provides a challenging and engaging opportunities To improve and maintain high quality Learning and teaching Improve literacy intervention strategies in all stages. Continue to train staff
Behaviour Management	Implement effective behaviour plan and achieve great improvement Continue to improve in new School Reward System
Facilities	More Books for the Library New classroom and library furniture General repairs – canteen, classrooms etc

Enrolment Policy

Zahra Grammar School is an Islamic primary school and was established by Zahra Education Incorporated. The School aims to provide education for our children in an Islamic environment. The School teaches the NESA curriculum, Arabic and Islamic Studies. Students come from a diverse background including but not limited to South Africa, Indonesia, Bangladesh, Lebanon, Australia, Fiji and Pakistan. All parents and students are expected to support the ethos of the school. Consideration will be given to those students who have siblings who attend the school 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 rules to maintain the enrolment.

Aims:

To provide an efficient process of enrolment that satisfies the needs of both students and the school.

Kindergarten students enrolling at our school will be required to provide proof of age (indicating that they will turn 5 years of age on or before the 31 July of the year they commence school) and an immunisation certificate. Copies of the birth certificate, passport/citizenship certificate, medicare and the immunisation certificate will be kept in the student's folder.

Parents and Caregivers need to complete the Enrolment Form and return this to the office as soon as possible.

Information sessions for Parents and entrance assessments for Students will be conducted in Term 3 and 4, before the commencement of the Kindergarten school year. The assessment test is

to ascertain the literacy and numeracy skills of the student so that we can organise a support programme beforehand.

We aim to have this support programme ready when the Kindergarten student enters his/her school year.

Students enrolling from another school need to provide Zahra Grammar with a birth certificate, passport/citizenship certificate, Medicare, an immunisation record and a report or portfolio from their previous school.

The School will conduct an interview with the student and parents as soon as the family has returned the Enrolment Form.

The School will inform parents and caregivers of the School Rules, Discipline Policy and Positive Behaviour Reward System and the procedure followed by the school if a student displays inappropriate behaviour.

These students will be tested by the Coordinator, Teaching and Support staff to ascertain their basic literacy and numeracy skills so that we can determine whether the student needs to join the support group in that class.

A student will be accepted at School if there is a place for the student and we are able to accommodate the student's educational needs.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all school fees.

After parents and caregivers have completed the School Enrolment Form,' these confidential and personal details will be entered into our administrative computer systems and SchoolPRO. The hard copy will be kept securely locked in the student's folder in the locked filing cabinets in the School office.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle

Characteristics of the student body:

The school has almost 102 students ranging from Kindergarten to Year 4. There are 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, and a number of students with special needs.

Qualifications held by the teaching workforce

All our teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines'

Qualification Level	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	7
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers not having qualifications as described in (i) and (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 worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

Note: Teachers in the second and third category have been employed owing to their expertise in the content areas in Quran and Islamic studies (non-Board subjects) and work directly under the supervision of a qualified teacher.

Attendance Policy

Attendance at school is compulsory, five days a week. Apart from the legal requirements for attendance, it is important that students gain continuity in their education in order to move ahead as they should. Regular attendance at school is essential if students are to maximise their potential. Zahra Grammar School, in partnership with parents, are responsible for promoting the regular attendance of students.

The Principal and teaching staff are responsible for supporting the regular attendance of students. All teachers including support teachers are responsible for the well-being and welfare of the students under their care, this will ensure the safety and well-being of each child in their care. Therefore, it is vital for all teachers to take attendance of all students during the period of time that they are responsible for them in order to fulfil the requirements of the Child Protection Policy. All teaching staff are responsible for maintaining accurate records of student attendance in class registers/class rolls.

Roll Marking Procedures

- Each class teacher is to take attendance by 9:00am. Attendance is marked on the attendance registers (rolls).
- Students who come to school late (after 9:00am) are required to be accompanied by their parent (except for students travelling on the school bus) to fill in the late slip prior to entering class, in order for the teacher to indicate on the roll that the student is late. The teacher will discuss with parents where a student has been late more than three days per term.
- In case of early departure (any time before 3:15pm), parents must fill out an Early Leave Slip from the office stating the reason for the early leave. Upon reporting to the office, parents must wait in the office for their child. Under no circumstances must the parent(s) go directly to the student's classroom to collect the child. The office staff will deliver the early leave pass to the class teacher at the time of leaving. The class teacher will record in the attendance register and then pass this on to admin staff.
- In case of excursions, the teacher is to mark the roll in the morning before leaving the school to go to the excursion venue.

Student Absences

1. The parents who use the School bus service are advised to contact the bus driver the night before or before the morning run if their child will not be using the service that day and the reason for their absence. The school bus driver will update admin staff every morning any SMS messages received on the School mobile.
2. At the end of the week the admin staff will follow up any unexplained absence. In cases of two or more consecutive days of absents, admin will contact parents to receive an explanation. All phone calls are to be recorded in the Zahra Grammar School Absence Action Sheet/Parents Communication Log. Admin staff will call twice to establish contact with parents and if he/she cannot get through a letter will be posted home.
3. If, following contact via letter, the parents/carers' explanation is deemed satisfactory, the accurate cause of absence must be recorded and entered into the attendance register. If there has been no response or satisfactory explanation provided within 7 school days of the initial absence, the absence should be recorded as an unexplained absence in attendance register and must also be noted in the student's file.
4. The School Coordinator will check the attendance register at the end of each week and at the end of each term registers are scanned and copied to an external device. This device is to be kept off site and in a secured place.

Monitoring and Intervention of Unsatisfactory Attendance

- It is possible that due to an unsatisfactory record of attendance or frequent lateness, the student will not meet the course outcomes. This could affect a student's eligibility to complete the year successfully and be promoted to the following year level. It is, therefore, important that students cultivate habits of good attendance from the start of the year.
- The school recognises, however, that for a variety of sound reasons – such as illness, dental appointments, family emergencies etc – that students may be late or not attend school every day. In such cases, the student must bring a letter to excuse their lateness or the next day explaining the absence. The letter must be from the student's parent/guardian and signed and a medical certificate. All lateness and absences are recorded in the school rolls and are documented in student reports.
- Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

Resolution of attendance difficulties may require a range of additional school based strategies including:

- student and parent interviews
- reviewing the appropriateness of the student's educational program
- development of a school-based attendance improvement plan
- referral to the school counsellor or outside agencies
- support from school based personnel.
- documented plans are developed to address the needs of students whose attendance is identified as being of concern.

If the students' attendance drops below 85% (25 days) overall then parent meeting is organized by the Coordinator.

- Attendance meetings with parents/carers and students should be convened following initial contact with the parents/carers, when a student's attendance pattern is of concern to the school. The purpose of these meetings is to review strategies initiated to support the student's attendance has not been resolved. The meeting should establish a shared understanding of accountability and strategies for improving the attendance of the student. Ideally, the student should be involved in the process of problem identification and improvement goal setting.

For ongoing intensive support of students, a student support group should be convened by the Principal and attended by relevant teachers, parents/carers and the student. Professionals from other agencies may also attend as appropriate with the permission of the parents/carers. The purposes of this meeting are to ensure that the parents/carers are aware of the absences and fully appreciate the educational implications for the student, identify the reasons for the student's absences and develop a Student Attendance Improvement Plan and/or an Individual Learning Plan. When the School feels that they have exhausted all strategies for addressing a student's unsatisfactory attendance, the regional office should be contacted to provide additional advice and support. A detailed policy is available on the school website.

Student Enrolment 2020

Year Level	Girls	Boys
Kindergarten	18	19
Year 1	15	13
Year 2	4	13
Year 3	4	6
Year 4	7	3
Total	48	54

Student Attendance Rate 2020

Year Level	Attendance Rate
Kindergarten	92%
Year 1	92%
Year 2	94%
Year 3	94%
Year 4	97%
Total	94%

Student Welfare and Behaviour Management Policy

Zahra Grammar School takes a restorative approach in Behaviour Management; the School philosophy reflects the love, respect and forgiveness our religion teaches. Students are encouraged to attain high standards of behaviour and achievement and action is taken if standards are not kept. Parents will be kept informed at appropriate points throughout the Behaviour Management process. The School's ultimate aim is for the students to become self-Behaviour Management. The Student Welfare and Behaviour Management Policy is available on the school website.

The School aims to implement fairness across the community which is built on; an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning to use lifelong skills of active listening, expressing emotions and problem solving.

We value the integrity and well-being of each member of the School. We strive to cultivate genuine relationships. The School also aims to promote good order and harmony within the school community such as respect, Cooperation, Responsibility and Acceptance.

At Zahra, corporal punishment is not permitted under any circumstances. The school does not sanction the administering of corporal punishment even by the non-school persons, including parents, to enforce Behaviour Management at the school.

Student Welfare is a shared responsibility between our School, home and the community.

The School will appoint staff members who will co-ordinate student welfare across the school.

The School will adopt a proactive and strategic stance with issues of student welfare, rather than a operating in a consistently reactive mode.

The School will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

The School will endeavour to implement and maintain programmes such as: Peer Support, Buddies, Student Awards, Drug Education, Committing to a whole school program to develop resilience, social skills, conflict resolution and problem solving eg: - 'You Can Do It,' Mind Matters., Anti-bullying programme, Programme for the Gifted and Talented.

Discipline and Classroom Management

Discipline in the school reflects on attitude to orderly behaviour existing within all members of the school community, an attitude which promotes proper behaviour in all situations. It is more likely to arise out of positive reinforcing within clear guidelines than

through threats and punishment. The aim of discipline within the school is behaviour modification not the instilling of fear and coercion.

The school prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Research has shown that punishment is not very effective in eliminating unwanted behaviour and can have adverse effects on emotional development:

1. Though punishment temporarily suppresses the deviant behaviour, it becomes channelled into aggression and reappears as soon as the punisher leaves the room.
2. If misbehaviour is attention seeking, punishment is reinforcing and increases the probability that misbehaviour will continue.
3. Punishment produces avoidance behaviour, i.e., keeping out of the teacher's way, skipping classes, pretending to work, cheating or daydreaming.
4. Punishment can create an attitude of resentment against the teacher, so damaging the teacher/pupil relationship.
5. Punishment can generate anxiety in the student being punished and in others who witness the punishment, which can hinder performance.
6. Punishment for poor performance causes students to assess themselves as failures generating a poor self-image, which becomes continually reinforced by the expectation of further failure. The effects of this cycle can last a lifetime and can flow into everything the person attempts to do.
7. The punishment may become associated with the general environment in the mind of the student and so generate negative feeling towards the School and School related activities.
8. When a teacher punishes, a model of behaviour is being given that would be undesirable if copied by the pupils.
9. Punishment teaches students that "might is right" and that morality has to do with avoiding punishment and seeking reward.

This is not to say that all punishment is wrong or ineffective. Rather, it should be always borne in mind that a punishment must be directed towards eliminating unwanted behaviour through behaviour modification and it should not be an automatic response inflicted without thought about the possible consequences.

The first and perhaps most important consideration in any attempt to foster a spirit of discipline within the school is the quality of the environment within which the students work and play. If teachers are poorly prepared, if needed equipment is not in place, if there is nothing for the students to do, if the students are bored, if the students are poorly

organised, nothing can be done to instil discipline. All activities within the school day must be well organised so that all concerned know what they are supposed to be doing. The School must ensure that facilities are provided and that they are in good order.

The second consideration concerns the knowledge of procedures and regulations. Everyone within the School community must be aware of what regulations exist and the correct procedures governing all activities. No area can be left to chance.

Thirdly, the reinforcement of the rules and regulations must be consistent and according to a commonly held policy. Any differences in views have to give way to the agreed upon policy, so that the students see no inconsistencies in the reinforcement of discipline.

Lastly, actual punishment for wrong doing, in whatever form, must be a last resort, used only after thought out behaviour modification techniques have been tried. The emphasis should always be on the positive so that a sense of discipline grows from a fostering of a feeling of self worth within a positive and relaxed school environment.

Anti-Bullying Policy

Zahra Grammar School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the Zahra Grammar School is respected and accepted. The Anti – Bullying policy full text is disclosed to public through the school website.

Bullying is not tolerated at Zahra Grammar School

It is our policy that:

- bullying be managed through a ‘whole-of-Zahra Grammar School community’ approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the Zahra Grammar School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Zahra Grammar School recognises that the implementation of whole-Zahra Grammar School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a ‘no-bullying’ culture within the Zahra Grammar School:

- a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year
- education, training and professional development of staff in bullying prevention and response strategies
- regular provision of information to parents/carers, to raise awareness of bullying as a Zahra Grammar School community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the Zahra Grammar School
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers
- promotion of responsible bystander behaviour amongst students, staff and parents/carers
- reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged
- interviewing students at random.
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- education of staff, students and parents/carers on health conditions to promote understanding and to reduce stigma and fear
- anti-bullying posters are displayed strategically within the Zahra Grammar School
- promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence

Prevention strategies include:

- Using the curriculum to teach students about the values
- Teaching students about protective behaviours, conflict resolution and problem solving
- During the National day of Action against bullying and violence workshops are conducted by teachers to raise awareness and educate students in regards to bullying.
- Anytime throughout the year guest speakers are invited from Police Department or from Headspace to create awareness against bullying
- Clear school classroom and playground rules displayed around the school.
- Promoting wellbeing, resilience and diversity through respect, friendship and fun in the health program.
- Implementation of a range of programs by external providers
- Develop programs to help students participate and have a say in their learning.
- Develop policies which promote student safety and co-operation.
- Provide professional development for staff.
- Counselling students who have been involved in bullying (victims and perpetrators).

- Talking with parents or caregivers about the situation.
- Putting consequences in place for those who bully others.
- Empowering students to be proactive and to act against bullying.
- Teaching students proactive strategies for being upstanders.
- All staff receive training in how to address bullying effectively and respectfully.
- All staff are supported to deal with bullying when the need arises.

The following support services are available to students and staff:

- Youth Liaison Officers
- School Liaison Police.

Parent, Student and Staff Complaint and Grievances Policy

Positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment.

Aim:

To provide clear, positive and fair processes that allow grievances to be aired and resolved in a timely and in an effective manner.

Implementation:

Our school prides itself on clear, consultative and open communication. While we accept our responsibility to consult and to communicate both clearly and effectively with the community, community members also have an obligation to read notices and newsletters, to attend briefings, and to seek clarification when required. There may, however, still be times when members of the community disagree or are confused about the things that we are doing.

It is essential that the established process as outlined below is followed to resolve grievances:

- Try to establish the facts as clearly possible, be wary of third hand information or gossip.
- If the matter involves your child or an issue of everyday class operation, make an appointment to see their classroom teacher, detailing the reasons for the appointment.
- An appointment should be made with the Principal to discuss issues involving school policy, operations beyond the child's classroom and concerns about staff or grievances

that are probably not easily resolved.

- All grievances are to be kept as confidential as possible.
- Community members may be accompanied by another person, in a support role, at appointments to resolve grievances.
- All formal discussions and processes involving grievances will be documented.
- The Principal and School Board will exercise their judgement as to whether or not they will act upon anonymous complaints.
- The Principal will provide community members with appropriate contact names and numbers if grievances are not resolved.

Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently and promptly. Our school aims to provide a harmonious, positive and productive school environment and to resolve complaints fairly, efficiently and promptly

Our school seeks to provide a positive, harmonious and productive environment.

It is the Principal's responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, the Principal must ensure that all staff is aware of their rights and responsibilities.

The Principal is required to use local complaints resolution procedures, where appropriate, for resolving complaints in relation to issues that fall within the school's area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must be referred to the School Board. The School Board will in turn inform the relevant authorities. It is incumbent upon the Principal to act where unacceptable conduct is observed or brought to his/her attention. It is important that all complaints, ensuing procedures and outcomes are fully documented.

The Principal may choose to respond to a complaint through an informal process in cases where the complaint is minor or the complainant wishes the matter to be dealt with informally or the complaint has arisen from lack of or unclear communication.

Formal processes will be used when informal processes haven't been successful or a complainant seeks a formal process or the Principal believes the complaint warrants formal investigation.

The formal process involves: -

1. The Principal contacts the School Board President and requests the President to be present in the meeting with the individual/s.
2. During the meeting minutes will be taken by the President or the Principal.
3. Dismissing or accepting the complaint. Acceptance may involve further investigation by the Principal and the School Board, conciliation or counselling, informing the individual/s involved in writing, etc.

4. Preparation of a detailed confidential report.
5. Reporting to the relevant authorities by the Principal or School Board.

6. Monitoring / reviewing/ evaluating the situation.

Staff grievances: if staff members have complaints, they consult with the Principal. Friday afternoons, after school, have been reserved for a time to resolve staff grievances. Individual staff members are free to consult with the Principal any time during the week. All matters must be treated with utmost confidentiality and professional respect at all times.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

In 2020 the Australian Government cancelled these assessments due to the COVID-19 pandemic.

Professional Learning

2020 Staff Professional Development

First Aid Training	All staff	Thursday 30 th January 2020
Online Registers Training SchoolPro	All Teaching Staff	Wednesday 29 th January 2020
Interactive Whiteboard Training	All Teaching Staff	Wednesday 29 th January 2020
Familiarisation of NSW PDHPE Online course	All Class Teacher	Wednesday 29 th January 2020
Child Protection Online Modules	All Staff	Friday 31 st January 2020
CompliLearn Training	All Teaching Staff	Tuesday 28 th January 2020
Oxford Maths Training	All Teaching Staff	March 2020
Seesaw remote Learning (Online Module)	All Teaching Staff	April 2020
Mathletics Distance Learning	All Teaching Staff	April 2020
Reading Eggs and Reading Eggspress Distance Teaching	All Teaching Staff	Aril 2020
Overview for Excursion Risk Management Part 1	Management Staff	May 2020
Overview for Excursion Risk Management Part 2	Management Staff	May 2020

Workforce Composition

Position	FTE*
Principal	1
Primary Class Teachers	6.1
Senior Teacher/Supervisor	1
Specialist Teachers (Arabic, Quran and Islamic Studies)	1.4
Administration and Support staff	3.8

*Full time equivalent

There is nil indigenous staff at Zahra Grammar



Zahra Grammar School

Staff - 2020
Principal: Dr Gulzar Khan



Dr Gulzar Khan



Mrs Sarah Ali



Mrs Sameema Ali



Mrs Shaza Almasri



Mrs Ajda Demir



Mrs Fatma El Hassan



Mrs Hanan Kadamani



Ms Zainab Rashed



Miss Aanisah Riyaz



Mrs Maysa Saddik



Sheikh Hameedullah Saifurahman



Miss Melissa Thompson



Mrs Faiza Umer



Mrs Amara Yasin

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Staff Photo



Zahra Grammar School

Whole School - 2020
Principal: Dr Gulzar Khan



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School Photo

Summary of Financial Information

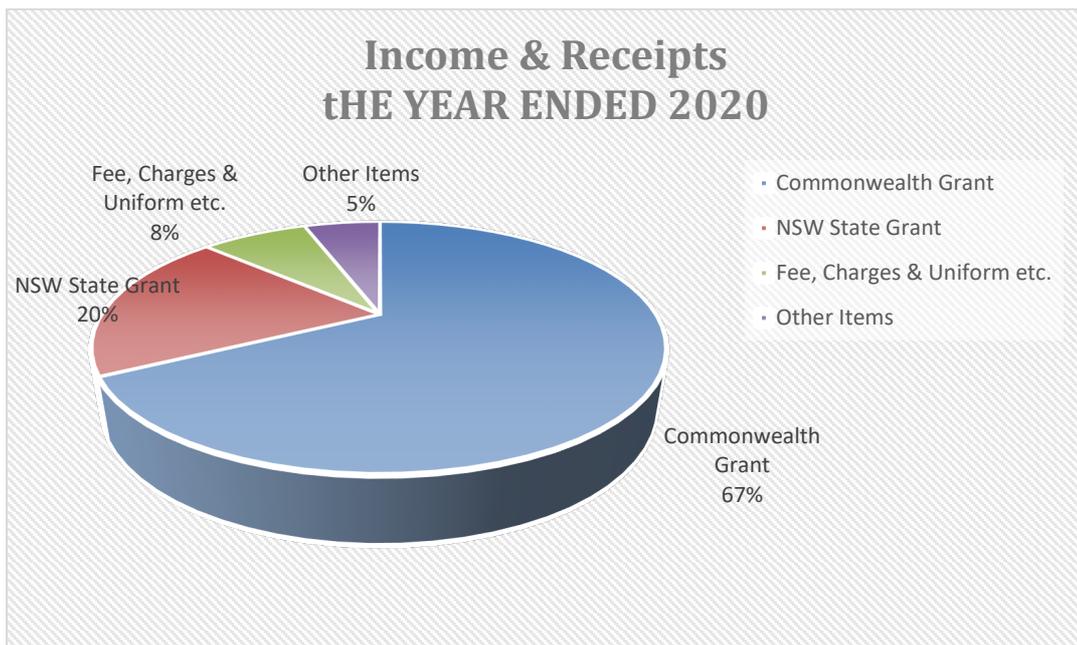
The period ending 31 December 2020

The tables and graphs below represent income and expenditure using percentage.

The School Income:

Income	%age
Commonwealth Recurrent Grants	67%
State Government Recurrent Grants	20%
Fee, Charges & Uniform etc.	8%
Other Items	5%

The Zahra Grammar School has achieved a surplus of AU\$401K for the period 1st January 2020 to 31st December 2020. This was the third year of school's operation. The major source of income was the Commonwealth and the NSW State Grants which were 67% and 20% of total Income respectively. The school Fee, Charges and Uniform etc. contributed 8% of the total Income. All percentages are rounded to the whole number.



Expenditure:

Expenditure	%age
Employees Costs & Benefits	77%
Teaching and other Resources Costs	13%
Administration & Advertisement Costs	7%
Operational Costs	3%

The last year employee cost was observed as 77% of total expenditure. The employees cost included the wages, superannuation, other related benefits and staff training. Further in 2020 the school spent 13% for in house resources for student education, included a bus service to students coming from as far as Narellan, Bradbury, St Helens Park, Willowdale, Raby, Denham Road, Macquarie Fields and other suburbs. Administration & Advertisement was 7% and other costs including depreciation charges 3% this year.

