



ANNUAL REPORT 2021

Zahra Grammar School

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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.

In 2021, despite facing so many challenges, students, staff and families did not lose focus. The whole of our school community came together, dug deep and adapted to ensure our students, who are at the heart of all we do, were supported and flourished throughout this difficult year.

This experience enriched our lives individually and the life of our School. The year taught us many lessons - resilience, flexibility, creativity, and determination to make the most of any situation. It strengthened our collaboration and highlighted the importance of communication and connectedness.

I would like to acknowledge the tremendous efforts and dedication of ALL our staff. Thank you to our Principal Dr. Gulzar Khan, for his exemplary stewardship, in what must be one of the toughest years of his career. To our executive and teaching staff, who truly went above and beyond to ensure our students' education transitioned almost seamlessly overnight from online platforms to face-to-face classroom teaching. Thanks also to our operations and administrative staff who provided all the background support to make the year a success.

I acknowledge and thank our parents for their tremendous support throughout the year. I especially thank them for their efforts during the weeks of enforced lockdown when our students were being taught online at home, and for their engagement and increased participation in online meetings, webinars and information session and their encouraging feedback in our surveys.

I would like to thank our wonderful students - they rose to the challenge of the year and showed adaptability, creativity, compassion and resilience. They showed strengths of character to embody exactly what a Zahra Grammar School student is.

Yours Sincerely

Dominick Romero

President

Zahra Education Incorporated

MESSAGE FROM THE PRINCIPAL

Dear Zahra Community,

Assalamu Alaikum Warahmatulahi Wabarakatu

Year 2021 was an extraordinary year. During Semester One there was a steady stream of updated NSW Health guidelines and a gradual reopening after the restrictions of 2020. NSW Health, the NSW and Federal Governments along with the Association of Independent Schools (AIS) all released updates and guidelines which we carefully followed. Covid Safety Plans and QR check-ins were added to the extensive hygiene regime established in 2020. School sport and many school events were all cancelled or adjusted. Changes were also made to how our assemblies worked, Covid safety plans were implemented and modified events took place with caution.

Naplan was held again after being cancelled in 2020 and our results continue to be strong showing steady gains from Year 3 to Year 5.

Vaccines became available in our community and all staff supported the call to be vaccinated, doing so promptly, understanding that it was for the greater good. I was delighted the Zahra Grammar School staff embraced the Covid vaccine with 100% of staff vaccinated well before the October deadline. As these first doses of Covid vaccines rolled out into the community a feeling of normality began to return and we looked to Semester 2 with hope.

The 2021 school year was one of steady growth and resilience for ZGS. We started to learn how to manage schooling in a changing environment. Like many settings we were unable to avoid the need to implement learning from home in the second half of the year. By the end of the year we were grateful to see restrictions start to ease so that we were able to return to normal school life for much of term 4. It is a testament to the staff and families that we stayed the course and achieved so much despite the disruptions.

I thank the whole school community for their continued support. From a financial perspective, ZGS remains on a stable trajectory thanks to the support of all stakeholders and good management by the dedicated staff. Wassalam

Dr Gulzar Khan

Principal

ANNUAL REPORT POLICY

Rationale

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 & STUDENT SATISFACTION

Zahra Grammar School works very closely with the school community to ensure that all feedback is addressed which will consequently enhance the teaching and learning experiences at school.

Our staff maintain good communication with parents, which guarantees that they work together to benefit the overall progress of our students. Thus, parents are always welcome to express their view on how we can improve. They are welcome to make suggestions on how we can implement extra-curricular programs and events which will be of interest to their children

With the increased satisfaction of parents, the enrolments of Zahra Grammar School students have increased. We do believe that this is due to the good reputation parents have been involved in building for the school. Hence, we have seen more enrolments due to a positive 'word of mouth' practice. Parents are especially happy with what we offer in terms of our Arabic and 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. It was a pleasure for them to see the achievements their children have accomplished, and they were proud to see them receive medals, trophies and awards for them.

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

Students have raised concerns since the beginning of 2018 and have requested extra activities. Alhamdulillah, parents have taken it upon themselves to purchase some resources and items and donate them to the school. These resources have been for student recreational and educational purposes. In 2021 the school purchased extra sporting equipment. These were used during student break times, which they looked forward to. Students enjoyed numerous new activities.

Parents were also pleased to recognise their children's performance at school as they were commended for good behaviour by receiving a range of awards such as Merits, Bronze, Silver and Gold awards.

Staff have seen a big improvement in the behaviour management of students. Teachers are working hard to maintain a positive learning environment in each classroom. Teachers enjoy working in a team with positive outlooks, and who all share the same aim. Staff are well-respected and are always encouraged to share their feedback and concerns with the management team.

ZAHRA GRAMMAR IN 2021

This year was packed with fun and adventurous learning experiences, such as Clean-up Australia Day, Harmony Day, and National Day against Bullying; however, due to the spread of the COVID-19 epidemic during the middle of the school year, there was a call to lockdown school educational facilities in our Local Government Area. This meant that the school was closed for face-to-face learning and we were restricted for a vast array of face-to-face educational, cultural, and social activities.

Remote Learning therefore took place during the entire period of Term 3 and a couple of weeks in to Term 4. The school successfully transitioned to online learning for a total of 14 school weeks.

Upon our return to face-to-face in Term 4, the whole school became involved once again in other educational activities that the children showed continuous interest and joy in. The last school events were the End of Year Presentation and Kindergarten Graduation. This was a Grand function which all staff, parents and students enjoyed.

Online or Remote Learning during COVID-19

During the lockdown period during Term 3 and part of Term 4, COVID-19 had an influence on the globe by forcing schools to switch to online or remote learning. We were very pleased with how our faculty and students promptly responded to the difficulties that had risen during these uncertain times. Our staff went above and beyond our expectations. In a very short amount of time, the students, teachers, and staff at Zahra Grammar School became adaptable learners who were able to successfully traverse online learning platforms such as Zoom, Seesaw & ClassDojo. Teachers used the COVID remote learning time to ensure all our programmes were being implemented with the minimal distraction possible. Because of their courage, fortitude, collaborative spirit, and perseverance, we are thankful and appreciative of every member of the teaching staff, as well as the parents and students, for making this work.

Returning for Face-to-Face Learning

As we welcomed back our students in Term 4, we had to ensure that a number of hygiene practices and social distancing rules and precautions were taken for the safety and well-being of our students. It was fantastic to see the enthusiastic smiles of our students coming on to school grounds. Some precautions taken included mask-wearing, constant sanitisation of the classrooms and class items, open windows for fresh air, good hygiene practices and social distancing.

We were glad that all our staff, students and parents were happy to cooperate and implement these strategies to maintain the safety of everyone on school grounds.

SCHOOL CONTEXT & 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 6. 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 is provided on a constant basis to assist in implementing and delivering the curriculum areas. Our staff are always up to date with the latest and most updated courses and modules, to ensure that they are promoting revised content in class.

English

At Zahra Grammar School we believe that Literacy is integral to all Key Learning Areas and is fundamental to providing the basic capacity of using the English language for a variety of purposes. We are committed to providing quality teaching and learning experiences that cater for individual needs and learning styles and improve academic outcomes for all students. We provide a balanced English program comprising Reading, Writing, Speaking and Listening, Grammar and Punctuation and Handwriting. These are taught based on the NSW Education Standards Authority (NESA) English standards and outcomes. We incorporate modelled, shared, guided, and independent teaching and learning experiences. All staff members are given ongoing professional development opportunities to ensure the best practice is maintained at our school.



Assessment and reflection inform 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.

MiniLit Programme

MiniLit is an early Literacy intervention programme that stands for "Meeting Initial Needs in Literacy." In our school, it is intended to be given daily for one hour to small groups who have struggled to make enough progress in learning to read during their first year of school. The MiniLit programme was also beneficial for students who were disadvantaged during the phase of online learning. The objective of this programme is to help students learn phonological awareness and sounds, which will help them to become functional readers.

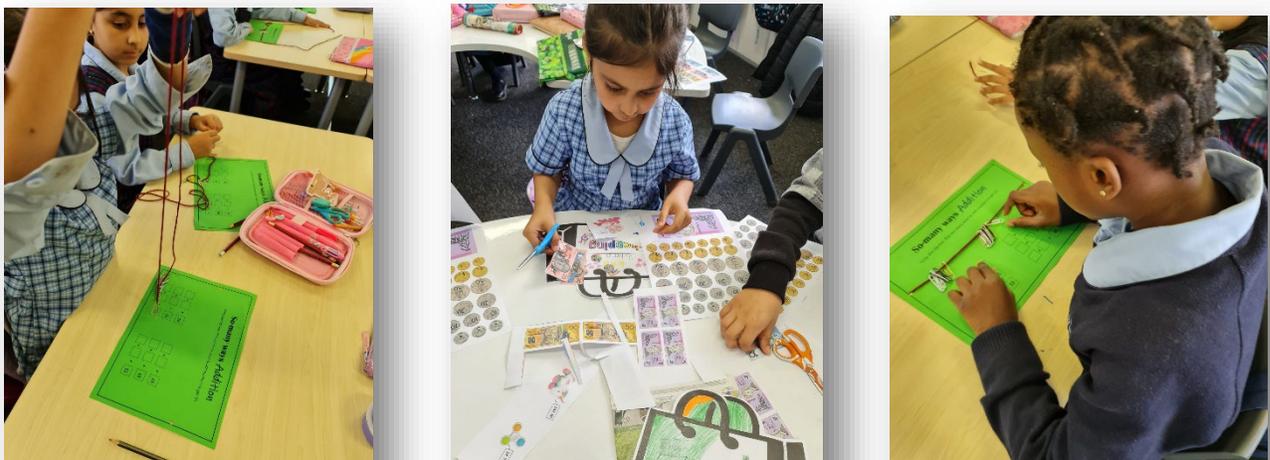


Mathematics

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.

Teachers always aim to make the math lessons as functional and enjoyable as possible, so that students can make a closer connection between math and real-life problems. In 2021, Zahra Grammar School acquired extra math resources which students used for hands-on activities to enhance their knowledge and skills in the various Mathematics topics covered.



History & 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 & Technology

Science and Technology is the area through which all students learn about the natural and man-made environment by investigating, designing, and making. This is all addressed in addition to the use of modern technological devices.

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 using computers, laptops and interactive whiteboards within the learning spaces. Our science content is usually consolidated by taking the students on excursions related to the topics being taught.



Creative Arts

The Creative Arts program is designed to cover Visual Arts, Drama, Dance and Music. Students are encouraged to 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. Our school employs a variety of Creative Arts resources for students and teachers to use during the lessons.



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.

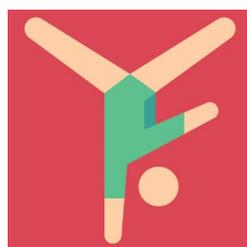
PDHPE is an important key learning area as it:

- Encourages an understanding and valuing of self and others
- Promotes physical activity
- Emphasizes informed decision-making leading to effective and responsible action.

In 2021, Zahra Grammar School was delighted to have the team at Got Game implement the Physical Education program for students.

Got Game implements an Australian Curriculum focused program which includes the latest innovative pedagogies. The team assisted teachers fulfil the 150 minute NESA requirement of planned moderate physical activity for each child, per week.

We had agreed to implement the Gymnastics program for 2021. Traditional Gymnastics was taught through lessons which focused on specialised non-locomotor skills.



GotGame

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 organised to allow students to consolidate their understanding on the topics taught in class.

Kindergarten & Year 1

Kindergarten and Year 1 went on their first excursion to Campbelltown Bicycle Education Centre. The Campbelltown Bicycle Education Centre provides education for cycling and pedestrian safety in a fun and safety environment. This excursion was linked to the PDH topic of *Road Safety*.



Kindergarten A & Kindergarten B Excursion

Students had an awesome time at Calmsley Hill Farm. They enjoyed a tractor ride around the farm, patting the animals, milking the cows and watched a wool shearing show. Students were involved in real-life experiences related to the science units they were taught in class related to animals and Living Things.



Year 1 Excursion

As part of their science unit, Year 1 students took an excursion to Symbio Wildlife. Students saw many native and other animals, partaking in close encounters, and attending wonderful workshops to apply much of their scientific knowledge.



Year 2 Excursion

Students were taken to visit the Sea Life Sydney Aquarium in the Sydney City. The embarked on this journey to consolidate their learning of the science topic 'Aquatic Antics' which explored content around aquatic animals and marine life. Students were very excited to see the amazing marine life, including a vast range of fish, turtles, penguins, ocellated eagle rays, and grey nurse sharks.



Year 3/4 & Year 5 Excursion

Science Space is an educational centre in Wollongong which comprises of two floors full of interactive science exhibits that were a lot of fun for students in grades 3/4 and 5. The exhibits sparked their natural curiosity and kept them busy all day. First, students enjoyed a STEM activity through a hands-on workshop delivered by the staff at Science Space. Then they explored the exhibit, watched a planetarium show about the Solar System, and finally participated in the Science Music and Sound Show.



EXTRA CURRICULUM ACTIVITIES

Fruit & Veggie Week

Our school understands the importance of balancing a healthy eating style, especially for young children. This is why we choose to encourage fruit and vegetable intake among the students. Students are educated that these edible items are rich in nutrients such as calcium, potassium, fiber, magnesium, and vitamin E. Students need all these nutrients for a balanced diet. We chose to have a week dedicated to encourage students to eat or try new fruits and vegetables. Student had to bring to school, one fruit and one vegetable for a whole week. We were pleased that students continued to keep that habit after the week progressed.



Harmony Day

Harmony Day is celebrated in Australia on March 21st. On this day, our school celebrates the community's core values of inclusiveness, respect for other cultures, tolerance, and diversity.



School Assembly

Our school conducted an assembly, which is an essential part of inculcating discipline among students. It provides an opportunity to build a strong sense of community. During assemblies, performances are made by the students and students who have achieved great accomplishments, were awarded for their hard work and perseverance.



Gymnastics

Our school conducted a gymnastics programme in 2021 to promote all-round physical development, muscular strength, joint flexibility, balance, coordination, and core strength in students, which are essential for students to perform everyday life activities.



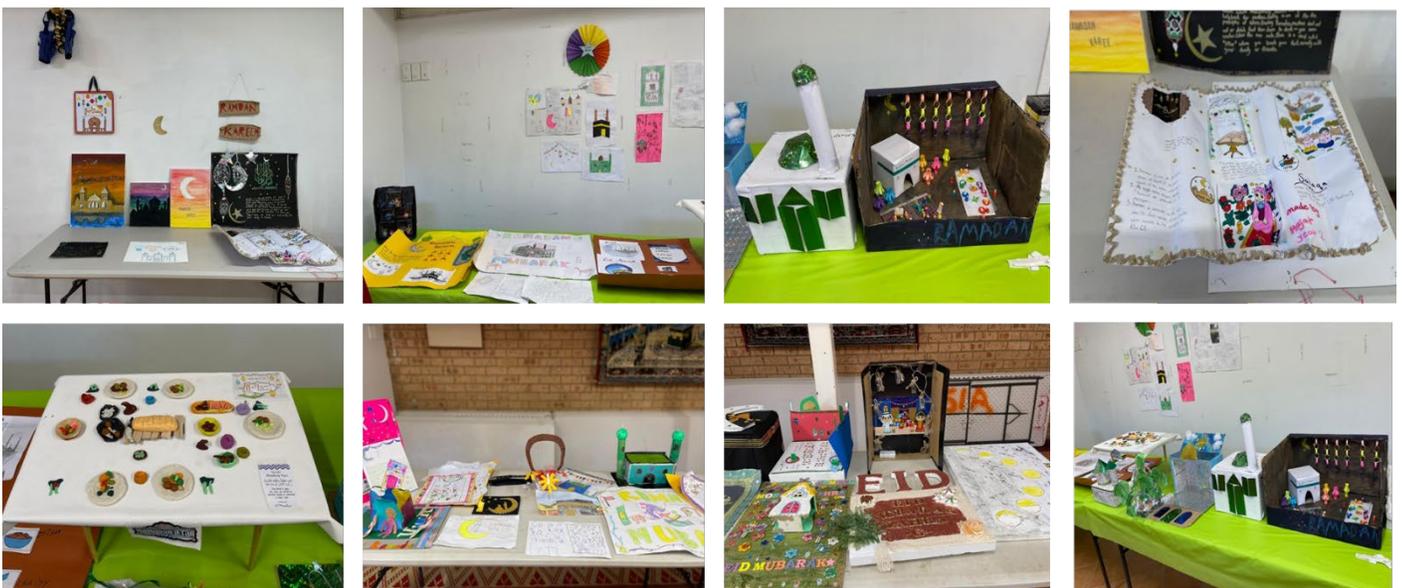
Clean-Up Australia Day

Clean-Up Australia Day day was conducted in our school in 2021. This is an important event and a way for our staff and students to take practical environmental action to reduce the impact of rubbish in our school and local area.



Ramadan Competitions

To commemorate the Holy Month of Ramadan, our school held the Ramadan Competition in the month of Ramadan to encourage all the students to participate in competitions to celebrate this holy and blessed month. Many students participated and submitted beautiful projects and art work. Winners of competitions were announced close to Eid Day.



Art & Craft Workshops

In Term 4, our school conducted an Art and Craft Workshop. which assisted students to develop fine motor skills and develop control of small muscles in their fingers and hands. Students had the opportunity to create a variety of items such as designing their own library bags, painting their own mugs and making candle holders.



Virtual Reality Show

The Virtual Reality Show was an incursion related to Anti-Bullying. Students used devices to watch scenarios of bullying incidences in schools. They then had the chance to discuss what they learnt, including how to address bullying issues at school.



PRESENTATIONS

Kindergarten Graduations

At foundation level, we recognise that Kindergarten is one of the most important years of schooling. It is the first year of schooling for students and completing this milestone is definitely something to celebrate. At the end of Kindergarten, Zahra Grammar School holds a Kindergarten Graduation where all students are acknowledged for their hard work and efforts to complete the first year of school.



End of Year Presentation

At the end of the year, we recognise all students who have worked hard to achieve excellent progress throughout the year. The End of Year Presentation is held at the Wests League Club where parents are invited to celebrate their child's achievements. On this day, certain students receive awards, medals and trophies. We also enjoy a variety of student presentations.



ISLAMIC STUDIES REPORT

Alhamdulillah 2021 was a very good year. A few students were very determined to finish their respective Iqra books. Some students have even memorised last Juzz' Surah's, Alhamdulillah.

We hope for our students to further improve in the coming years Insha'Allah. Students have memorised various Dua's Alhamdulillah.

Zahra Grammar's Islamic studies program is very comprehensive and proudly caters for 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 2021

Area	Priorities	Achievements
Teaching and Learning	Improve reading in all stages Improve Numeracy levels	Improved literacy intervention strategies in all stages Introduce interactive whiteboards More staffing including Librarian Implement effective behaviour plan and achieve great improvement Better academic results in NAPLAN
Staff Development	Staff were offered many professional development training opportunities	Staff members successfully completed PD training Newly recruited teachers were involved in an induction process Revision of policies and procedures Staff given access to school policies and procedures through an Education Shared Drive
Facilities	Improve facilities (Classrooms)	Two new classrooms with Interactive Boards, intercom, PC More Books for the Library New classroom and library furniture General repairs - canteen, classrooms etc

2022 PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> - Cater for Year 6 class by implementing Stage 3 programs with their resources - Mathematics program to be changed and implemented - Including more intense literacy programs such as Pre-Lit and InitialLit - Purchase of new laptops for technology classes and NAPLAN - Implementing the COVID Intense Learning Support Program - Procurement of Science resources and equipment for enhancing learning through hands-on activities and experiments - Providing students with better sporting opportunities
Staff	<ul style="list-style-type: none"> - Aim to employ suitably qualified and accredited teachers - Improve on staff training opportunities by providing more staff development practices - Familiarisation for staff of the new syllabus practices
Behaviour Management	<ul style="list-style-type: none"> - Draft and implement a revised Behaviour Management Policy, focusing mainly on Anti-Bullying practices - Allocating a staff member for welfare management - Focusing on student self-monitoring
Facilities	<ul style="list-style-type: none"> - Upgrading or improving sporting venues/facilities - Student transport to and from outdoor activity venues - Upgrading our smartboards in the classroom to HI-SENSE interactive televisions - Upgrading photocopying and printing services

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 NESAs 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 organise to 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 a 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. 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 196 students ranging from Kindergarten to Year 6. 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 backgrounds other than English, and a few students with special needs.

QUALIFICATIONS HELD BY 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	8
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	0
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 3:00pm), 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 & 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 student 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 organised 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

Year Level	Girls	Boys
Kindergarten	26	27
Year 1	20	19
Year 2	17	16
Year 3	5	16
Year 4	3	6
Year 5	9	6
Total	79	90
	170 students	

STUDENT ATTENDANCE RATE 2021

Year Level	Attendance Rate
Kindergarten	92%
Year 1	92%
Year 2	94%
Year 3	94%
Year 4	90%
Year 5	94%
Total Average	93%

STUDENT WELFARE & 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 an 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 & 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 it's duty towards 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

- 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 & STAFF COMPLAINT & 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 always maintained by staff and students, 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 have not been successful, 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 & TEACHING

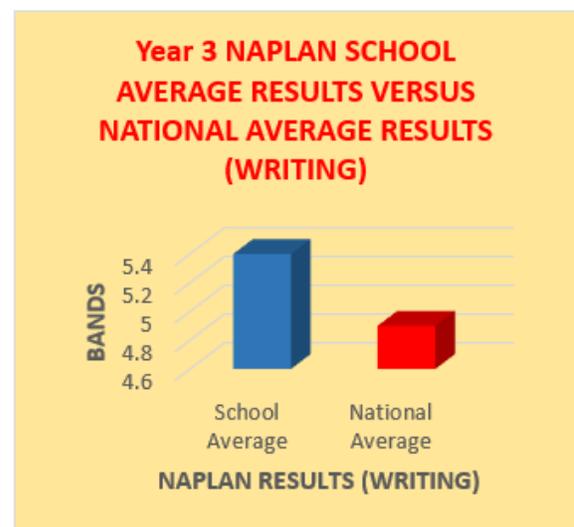
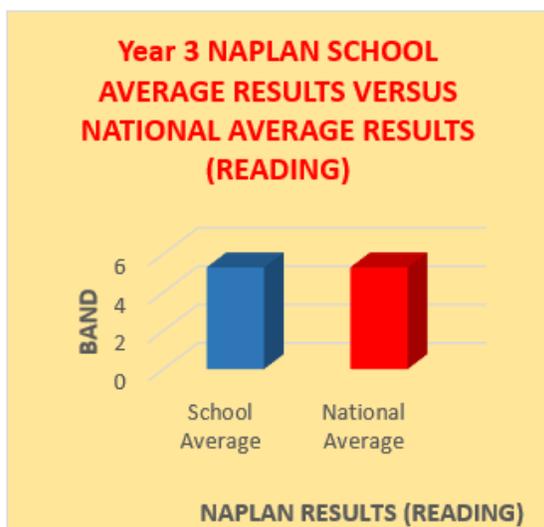
National Assessment Program – Literacy and Numeracy (NAPLAN)

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.

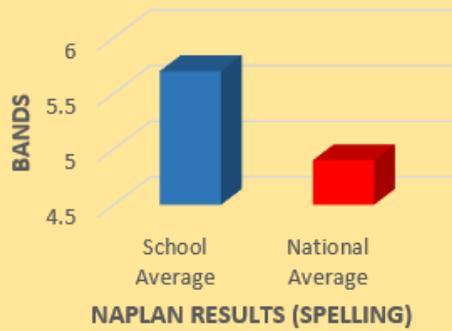
In Year 2021, Zahra Grammar School was in fourth year of its operation. The school catered from Year K - 5. We had 23 students in Year 3 and 16 students in Year 5 who sat the NAPLAN Test. Ideally, this test provides information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to enhance teaching and learning with a view to improving student performance. But in our case, we had 6 children in Year 3 out of the 23 participants, had recently arrived from other schools. A total of 7 students from the 16 students in Year 5 also recently arrived from other schools. So, the results achieved do not truly indicate the standard of learning and teaching at Zahra Grammar.

The “My School” website provides comprehensive information and statistics for national literacy and numeracy assessment. To obtain school data, go to myschool.edu.au.

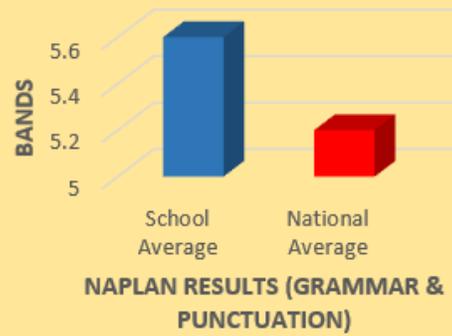
Year 3 NAPLAN Results



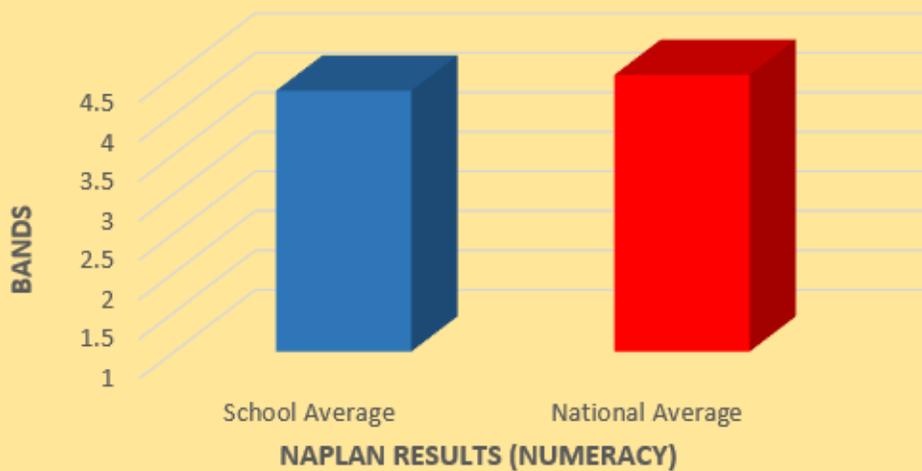
**Year 3 NAPLAN SCHOOL
AVERAGE RESULTS VERSUS
NATIONAL AVERAGE RESULTS
(SPELLING)**



**Year 3 NAPLAN SCHOOL
AVERAGE RESULTS VERSUS
NATIONAL AVERAGE RESULTS
(GRAMMAR & PUNCTUATION)**

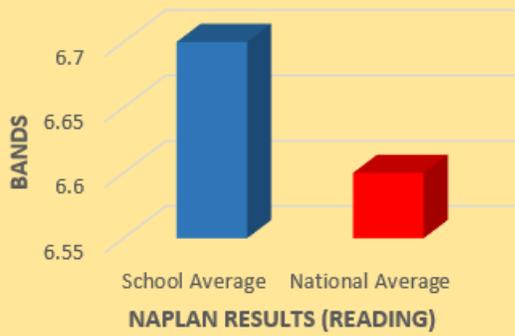


**Year 3 NAPLAN SCHOOL AVERAGE RESULTS VERSUS
NATIONAL AVERAGE RESULTS (NUMERACY)**

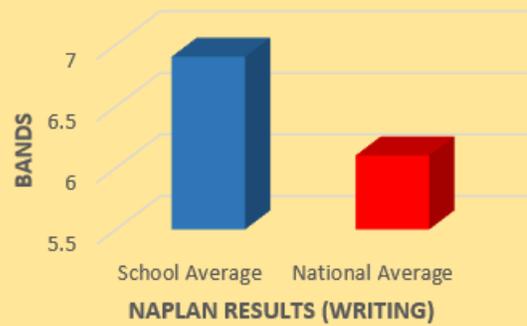


Year 5 NAPLAN Results

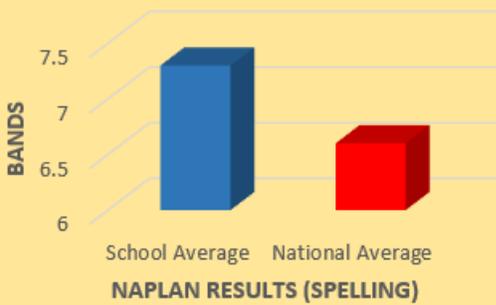
Year 5 NAPLAN SCHOOL AVERAGE RESULTS VERSUS NATIONAL AVERAGE RESULTS (READING)



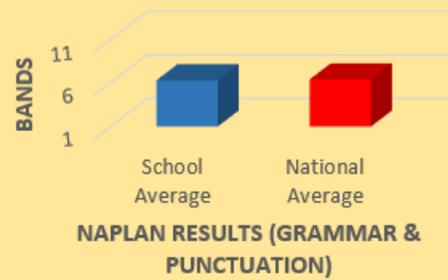
Year 5 NAPLAN SCHOOL AVERAGE RESULTS VERSUS NATIONAL AVERAGE RESULTS (WRITING)



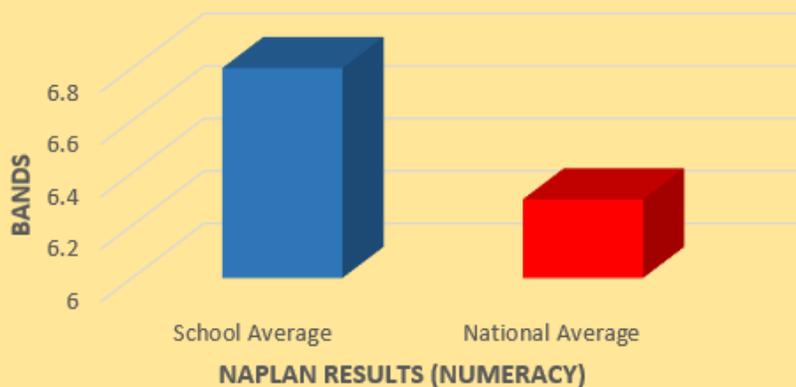
Year 5 NAPLAN SCHOOL AVERAGE RESULTS VERSUS NATIONAL AVERAGE RESULTS (SPELLING)



Year 5 NAPLAN SCHOOL AVERAGE RESULTS VERSUS NATIONAL AVERAGE RESULTS (GRAMMAR & PUNCTUATION)



Year 5 NAPLAN SCHOOL AVERAGE RESULTS VERSUS NATIONAL AVERAGE RESULTS (NUMERACY)



PROFESSIONAL LEARNING

Staff Professional Development Log

Professional Learning Context	Participants
Work Health & Safety (NSW)	17
Provide an emergency first aid response in an education and care setting	17
Tips & Tricks for Teaching Online	9
Child Protection Policy Training	17
Student Duty of Care	9
Teacher Accreditation at Zahra Grammar School	9

Workforce Composition

Position	FTE*
Principal	1
Primary Class Teachers	6.2
Senior Teacher/Supervisor	1
Specialist Teachers (Arabic, Quran and Islamic Studies)	1.5
Administration and Support Staff	4

*Full time equivalent

There is NIL indigenous staff at Zahra Grammar School.

Staff Photo



SUMMARY OF FINANCIAL INFORMATION

The Period ending 31 December 2021

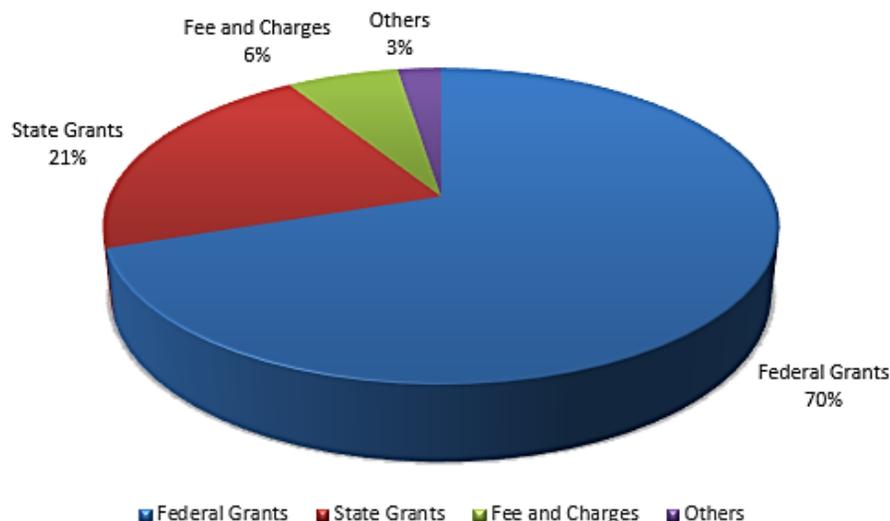
The tables and graphs below represent income and expenditure using percentage.

The School Income

Income	%age
Commonwealth Recurrent Grants	70%
State Government Recurrent Grants	21%
Fee and Charges	6%
Other Incomes	3%

The above table give information about the income of Zahra Grammar School for the period from 1st January 2021 to 31st December 2021. This was the fourth year of school's operation. The major source of Income was the Commonwealth and the NSW State Grants 70% and 21% respectively. The school fee and charges were 6% and the other incomes were 3% of the total income.

Zahra Grammar School Receipts & Income in FY 2021



Expenditure

The school's mission is to maintain quality staff therefore, the major outflow of resources was spent on employees which was 53% this year. The employees cost included the wages, superannuation, other related benefits and staff training. Further this year the school spent 10% of the budget to provide in house resources for student education and other operational costs were 37%.

Operational Costs & Expenses	%age
Employee Costs	53%
Teaching and Resources Costs	10%
Other Operational Costs	37%

ZAHRA GRAMMAR SCHOOL EXPENSES IN FY 2021

