



# ANNUAL REPORT 2022

## 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

Assalamu Alaikum Warahmatulahi Wabarakatu,

As the Board President of Zahra Grammar School, it is my great honour to present the Zahra Grammar School's Annual Report for 2022.

The Zahra Grammar School Board's role is to affirm the strategic direction for our school and ensure that we deliver against that strategy. This Annual Report highlights the achievements and progress towards achieving our goals as identified in the School's Strategic Plan. The School Board provides direction and facilitate the School's ongoing growth. The school started in 2018 with 22 students and now we have 196 students. This steady growth in enrolment is projected to continue, as evidenced in our extensive waiting list of applicants for enrolment. We appreciate our school community for their trust and continued support for the school.

The Board continued to manage the long- and short-term financial plans of the School to ensure a sustainable long-term growth of the School. We continued to practise responsible financial management, ensuring that the School retains its strong financial position, and maintains ongoing sustainable investment in our outstanding staff and facilities.

I am pleased to report that we conducted extensive background consultations for the introduction of a new and improved school uniform in 2023, which meets the changing needs of our students, and in line with the school community's religious ethos. We look forward to a smooth transition to the new uniform in 2023.

Zahra Grammar School is renowned to be a school of choice for those who seek a reinforcement of family values along with the development of life skills, manners, self-discipline and in providing a broad, well-balanced education including Islamic studies and values.

Our school would not be what it is without the ongoing support from our school community. Undoubtedly, a word of appreciation to all the teaching and non-teaching staff for their contribution to the school is worth mentioning here. I would like to take this opportunity to acknowledge the efforts of the staff of Zahra Grammar School, who continued to go above and beyond. As we move into the 2023 school year, I look forward to building on our successes with the students, staff, and school community as we continue our pursuit of achieving ONLY OUR BEST.

Tahira Khan

President

Zahra Education Incorporated

# MESSAGE FROM THE PRINCIPAL

Dear Zahra Community,

Assalamu Alaikum Warahmatullahi Wabarakatu

Education for our children is important and regular attendance at school is essential for students to achieve their educational best and increase their career and life options. As our fourth year in operation in 2022, we cannot be prouder of the achievement and growth.

Zahra Grammar School works in partnership with parents to encourage and support regular attendance of children. Parent and Staff satisfaction are of crucial importance and is the foundation of our school's growth and success.

At Zahra Grammar School we ensure the parents are in constant communication with the staff so that they can work together to enhance our students' academic and social potential. Parent-Teacher Interviews for instance provide parents with an enriched understanding and knowledge around their child's progress and are held at a minimum twice a year.

In 2022, we attempted to focus on the safety and wellbeing of our staff and students. Post-COVID, studies proved that the rate of individuals affected by the isolation periods had raised by multiples. Therefore, to ensure that Staff and Students were able to integrate back in to the normal life and succeed towards their achievements, it was our duty as a workplace to support their return by providing necessary services to assist.

All in all, I could not be prouder of the achievements our student's have made by the end of 2022. As life returns back to normal, our school gradually accommodated the return of assemblies, excursions and events. All which actively engage our students in their learning to support their academic growth and wellbeing.

I would like to thank our wider school community and parents who have been working with us to support their children's education by being involved in the events and activities communicated to them throughout the year.

I would like to thank the hard-working staff, our incredible Parents, children and families of our Zahra community for their ongoing care and tremendous dedication. I'd also like to thank the Board of Directors in supporting my initiatives and for their significant contributions to Zahra Grammar.

Wassalam,

Dr. Gulzar Khan  
School 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.

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

Included is also 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 2022 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 2022

2022 witnessed all NSW students return to the first full year of face-to-face learning, post COVID lockdowns. This meant that our staff worked very hard behind the scenes and prior to kicking off 2022, to ensure that they were prepared to tackle challenges and effects which the lockdowns would have had on our students' academic and wellbeing progress.

This saw many changes to our learning structures and support timetables, which were carefully designed to enhance the learning experiences for students, whilst attempting to fill any gaps which would have broadened as a result of the limited face-to-face teaching the students received within the past two years.

There was a practical attempt to gradually re-introduce events and activities, to compensate our students for the missed experiences during the challenging COVID period of time. We therefore ensured that significant events were celebrated such as Harmony Day, Anti-Bullying Day, Book Week, World Teacher's Day and Science Week to engage the Zahra Grammar School community once again in vital learning experiences.

## COVID INTENSIVE LEARNING SUPPORT PROGRAM (ILSP)

The COVID ILSP was a program suggested and introduced by the NSW Government which aimed to assist students who were academically affected by the COVID lockdowns. Support staff were carefully selected and trained to roll out the program. Effective assessments such as the ESTA-L and Numeracy Screening Tool were utilised to guarantee that the students who required assistance most, were to receive the essential support needed. These assessments also provided accurate detail which facilitated in preparing the lessons for our students. Support staff tracked progress of the sessions, and we could gladly proclaim according to the end of program results, that all of the students involved, had presented with improvements in the Instructional Priority areas which initially portrayed as a concern.

## Returning for Face-to-Face Learning

As we welcomed back our students for a full year of face-to-face learning, some precautions needed to continue to be put in place. These precautions included safety hygiene practices such as constant sanitisation of the classrooms and class items, open windows for fresh air, good hygiene practices and monitoring students and staff for symptoms of illness. Our school community continued to show their support and gladly cooperated and implemented any strategies communicated to maintain the safety of everyone on school grounds.

In a short amount of time, the feeling of returning to 'normal' was achieved. By the end of Term 1, all our students, teachers and staff at Zahra Grammar School became adaptable learners and were able to re-transition back to regular face-to-face teaching and learning experiences. We would like to thank all our staff and parents for their courage and collaborative spirit and perseverance, to ensure life at school gradually returned to normal.

# SCHOOL CONTEXT & CURRICULUM

Zahra Grammar school proudly shapes attitudes and values which support, encourage and empower children to be the best version of themselves. Students are constantly supported, motivated and inspired to benefit from the learning opportunities provided to them at school. Our staff are continuously trained and aided to employ the best practices which will in return give students the knowledge of the world they live in, and the skills and tools the need to work in a complex society. This empowerment allows our students to become responsible and conscientious leaders of the future.

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 Primary School 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 Faith-Based Education.

Professional learning for teaching staff is provided on a constant basis to assist in implementing and delivering the curriculum areas. Specific training had been organised and taken out to ensure our teachers are familiar with the new NSW Curriculum Reform. The reform meant that syllabuses were revised and by the following year (2023), all NSW K-2 Literacy and Numeracy Programs needed to be implemented.

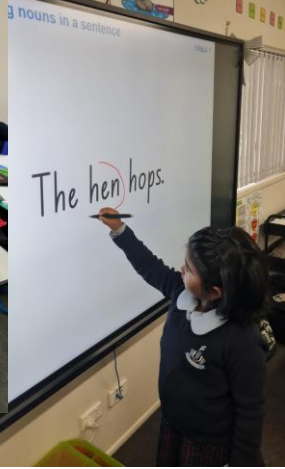
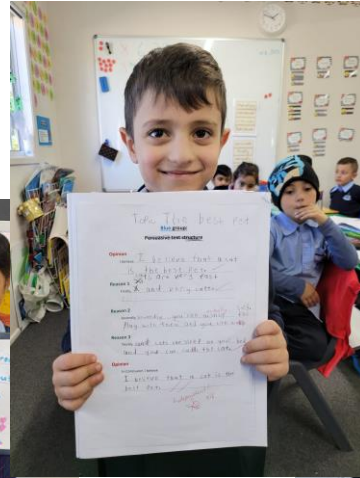
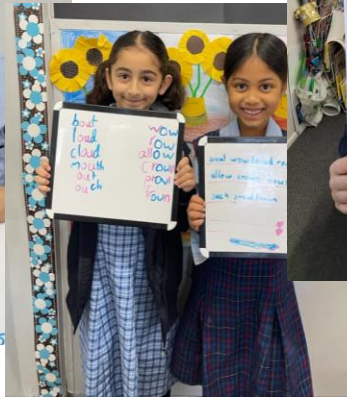
## English

As we commenced to prepare for the new K-2 English Syllabus in 2023, we yet ensured that all current aspects of Literacy were covered and addressed in our learning this year. 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. Our English programs provide learning opportunities for our students which ensure students develop the foundational basics of Reading, Writing, Speaking and Listening, Grammar and Punctuation and Handwriting.

The English programs are carefully delivered as we acknowledge the importance of the English Language as being the method of communication which shapes our understanding of ourselves and the world. Learning to read, write and speak in English potentially increases the ability to relate with others socially and is fundamental to the social, intellectual and emotional development of our children.

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.

Summative and Formative Assessment and Reflection, accommodate our classroom practice. We are committed to early intervention for children at risk through the provision of specialist programs and resources. Learning support programs and Individual Learning Plans are created to provide support to students and cater for individual student needs.

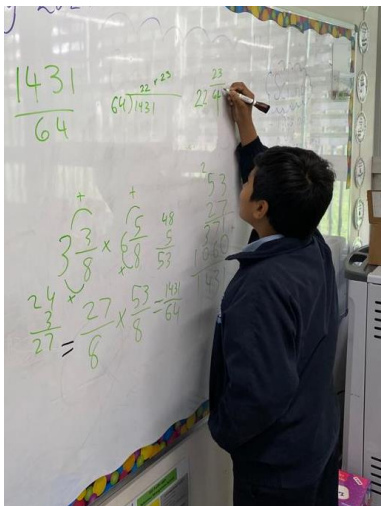


## Mathematics

The study of Mathematics provides adequate opportunities for students to understand the world around us by working mathematically and thinking critically to be able to reason and solve problems. At Zahra Grammar School we strive to motivate students through inquiry-based learning experiences, whilst encouraging them to actively participate in challenging and engaging tasks.

In alignment with the NESA Curriculum, each Primary Stage is taught the strands of *Number & Algebra*, *Measurement & Geometry* and *Statistics & Probability* by giving them the tools to work mathematically. Students are challenged to communicate, problem-solve and reason by recognising appropriate techniques to solve problems in Maths.

Mathematics is taught in the Foundation and early stages through play and interactive activities. This encourages students to think beyond formula and problems on a page and move on to talking, thinking, reasoning and wondering. If these skills are consolidated at an early age, students will move on to the Upper Primary stages confident to tackle any task at hand.



## History & Geography

Learning in History and Geography involves a process of inquiry in to the past and present where students investigate ideas and facts through teaching and learning experiences. The two Key-Learning Areas are equally interchanged throughout the year to cover 2 Terms of History content and 2 Terms of Geography content.

While History focuses on inquiring about the past and how people, events and places have developed over time to shape our current world, Geography emphasises on the connection of people to places and environments. It integrates knowledge from natural and social sciences which highlight the importance of the environments to support human life.

During these teaching and learning experiences, 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

With a rapidly developing world, Science and Technology has become one of the focus Key Learning Areas where students acquire a stronger understanding of the latest developments around the world, especially in terms of technological advancements.

The study of science education provides students with the processes and skills required to access knowledge. Science education assists students to develop understanding based on evidence and reason, whilst participating in innovative solutions and ideas relative to the world around us.



## Creative Arts

The Creative Arts curriculum is designed to deliver learning experiences for students in the areas of Visual Arts, Drama, Dance and Music. The mentioned artforms are a great means for students to consolidate information learnt in other KLA's by appreciating, making and valuing artforms from various cultures, traditions and historical values; in particular, for learning about the Aboriginal History and Culture.

Creative Arts in general, helps students develop their artistic talents through expression, foster and value. At Zahra Grammar School, we ensure that students' artistic talents are highlighted through the teaching and learning experiences, and always ensure that the tools and resources needed to implement these sessions are available.



## Personal Development, Health and Physical Education (PDHPE)

The PDHPE Curriculum aims to deliver a variety of information, skills and values which in return teach the students about the importance of leading healthy, active and fulfilling lifestyles.

Personal Development units encourage an understanding and valuing of self and others, whilst Physical Education sessions promote physical activity and encourage children to identify the importance of movement interpersonal skills.

In 2022, Zahra Grammar School welcomed the team at Get the Kid Fit to implement the Physical Education program for students. The team assisted teachers fulfil the 150-minute NESA requirement of planned moderate physical activity for each child, per week. Programs were allocated to enhance student skills in Soccer, Basketball, Oz-Tag and Athletics.



# 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. In 2022 at Zahra Grammar School, several Excursions were organised to allow students to consolidate their understanding and knowledge on the topics taught in class.

## Kindergarten

On Tuesday 7<sup>th</sup> June 2022, our Kindy's embarked on an excursion to Calmsley Hill City Farm. Students have been learning about living things and their basic needs through their Science unit this term. The farm excursion was organised to enhance their learning and for them to get a chance to get a first-hand experience and feel of the characteristics of the farm animals. Students had the opportunity to experience a tour around farm stations at which they had the chance to touch, pat and interact with a variety of animals. They also enjoyed riding a farm tractor which took them on a journey to explore the entire farm.



## Year 1 Excursion

1 Daisy and 1 Peony students had been exploring the *Living World* throughout various topics during the semester. This learning area focusses on the classification, life cycles and survival of living things.

In particular, students had been investigating the habitats of aquatic animals with close attention to their environments and surroundings.

In order to consolidate their learning experiences, our Year 1 students went on an excursion on Thursday 23<sup>rd</sup> of June 2022 which took place at *The Sea Life - Sydney Aquarium + The Wild Life - Sydney Zoo*.

This excursion included a guided tour of the aquarium and a visit to see all the animals in the exhibit; after their lunch break, students then went to the Sydney Wild Life and visited the animals in the Zoo exhibition.



### Year 2 Excursion

2 Violet and 2 Tulip students went fanatic whilst learning about *Aquatic Antics* during Science this term!

They did lots of research to become familiar with the life cycles and features of aquatic animals. By visiting the *Sea Life - Sydney Aquarium* on Thursday 16<sup>th</sup> June 2022, our Year 2 students were able to familiarise themselves with most of the aquatic animals they researched during Science lessons.



### Year 3 Excursion

Year 3 students had been exploring the *Living World* throughout various KLAs this semester. This learning area focusses on the classification, life cycles and survival of living things. In particular, students had been investigating the habitats of animals with close attention to their environments and surroundings.

In order to consolidate their learning experiences, an excursion had been organised for Wednesday 8<sup>th</sup> of June 2022 which took place at *Sydney Zoo (Bungarribee)* for an educational Stage 2 Bungarribee Dreaming experience.

This excursion included a guided tour which also focused on the Aboriginals Dreamtime experience. Our students were lucky to even get their faces filled with Aboriginal art.



### Year 4 Excursion

On Wednesday 22<sup>nd</sup> June 2022, 4 Jasmine students went on an excursion to *Sydney Zoo (Bungarribee)*. Our Year 4's have spent the term learning to structure *information reports* during English; in particular about animals. The English text-type was taught based on lots of research from information books, documentaries and articles.

During the excursion, students had the chance to have close-up encounters with some animals. They therefore, took lots of notes about what they perceived and read on the plaques. For the remainder of the term, they were able to put these notes together to compile some information fact reports about lots of the animals they saw at the Zoo!



### Year 5/6 Excursion

Year 5/6 students have been exploring the history and diversity of Australia's first people through the *Eureka! It's Gold*, Gold Rush unit. This term, students have investigated ideas including the discovery of gold, mining lifestyles, wealth and success, social consequences, and how these shaped the Australia we live in today.

Students were ecstatic to know that they were going to live a day in the life of the gold miners; by attending an excursion to the *Bathurst Goldfields*. The day was filled with a 5-hour educational experience at the Goldfields where students saw the colonial housing, schooling for miner's children, steam engines, panned for gold, built mud bricks for houses, built tents and made fresh damper on a campfire.



# EXTRA CURRICULUM ACTIVITIES

## Harmony Day

On March 21<sup>st</sup> 2022, Zahra Grammar School celebrated Harmony Day and students were encouraged to come to school in either a cultural/traditional dress code or an orange t-shirt. Each of our classes took part in an information session around the importance of Harmony Day and appreciating Multiculturalism.

Our students completed tasks to celebrate their own cultures and shared these activities with the school via a ZOOM assembly where parents were invited to watch.

In addition to our school looking wonderfully colourful, we are glad that our students had the chance to celebrate Australia's cultural diversity by acknowledging people's different backgrounds, traditions, beliefs and customs.



## Islamic Book Fair

This year, Zahra Grammar School held our first Islamic Book Fair in preparation for the Holy Month of Ramadan.

Partnering with Ali Gator, we were able to sell to our school community a variety of products for Ramadan and Eid such as:

- \* *Islamic showbags & gift packs*
- \* *Islamic books*
- \* *Stationary*
- \* *Ramadan and Eid decorations*
- \* *Miscellaneous toys and much more.*

We want to thank every one who took a part and purchased for our book fair which ran for a total of 7 days.

We managed to fundraise a total of \$1140 from our Book Fair sales which went towards buying gifts for our Ramadan competition winners!



## Ramadan Competitions

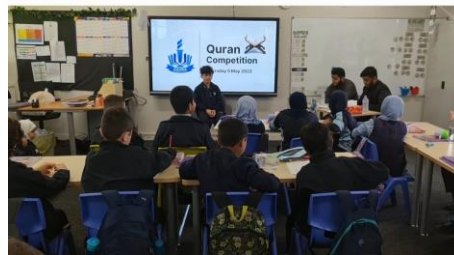
Ramadan is the Holiest Month in the Islamic Year. This year, Zahra Grammar School held a variety of competitions to encourage and motivate students to increase their knowledge in the areas of Islamic Studies and Qur'an.

The competitions held were:

- \* *Best decorated-class (for Ramadan)*
- \* *Ramadan Poster Competition (K-2)*
- \* *Hadith Competition (Years 2-6)*
- \* *Islamic Studies Competition (Years 2-6)*
- \* *Knowledge of the Prophet's Competition (Years 2-6)*
- \* *Qur'an Memorisation Competition (K-6)*

By Allah's will SWT, we held the Qur'an competitions in a formal and well-organised manner. We would like to thank the two Hafiz brothers Ashif Ali and Khalid Khalak who judged our students Qur'an memorisation competition.

Alhamdulillah, by the will of Allah SWT and the help of our generous school community, we were able to fundraise enough funds to cover the costs of prizes for up to 7 winners for each segment!



## Anti-Bullying Day

Bullying is never OK!

Zahra Grammar School acknowledged Anti-Bullying Day by having our students and staff interact in various activities to highlight the danger of bullying behaviours.

Our SRC team carried out role-plays for the students to display what types of behaviours are considered as bullying and what actions we can take on to respond to them.



We are glad to claim that since our Anti-Bullying Day events, the reported Bullying incidents in our school have dropped on average, by about 80%!

### Fundraiser Cake Stall

Our SRC leaders organised a Cake Stall to fundraise for our Ramadan Competition prizes. Students were asked to bring in cakes, muffins, cupcakes and/or doughnuts. Mashallah! Our parents were so generous that we had nearly 100 items to sell! The students were ecstatic to buy and enjoy a dessert at school. This successful event helped us fundraise \$739! Thank you to everyone who helped make this happen!



### Eid Fun Day

Eid-ul-Adha falls in our mid-year semester break. But that did not stop us at ZGS from having all the fun to celebrate this significant Islamic event. During our last week of School, we ran an Eid Stall over two days. Students were encouraged to bring in items to sell from home which were either brand new or in excellent condition. We had over one hundred items brought in and the students were delighted to buy Eid gifts from the stalls for themselves, their family and friends. We had a free gift-wrapping service available and all money raised went towards buying new sporting equipment for students to use at Recess and Lunch.

On our Eid Fun Day, we also held activities which challenged the students and staff. All winners left with a prize! We ended the week with an Abaya Day and all our students went home with Eid Lolly Bags from Zahra Grammar School.



## 100 Days of Kindergarten

100 days of Kindy is SO EXHAUSTING!

Our kindergarteners celebrated 100 days of learning on Wednesday 27th July 2022.

They spent the day as 100-year-olds in their PJ's; just energetic enough to play competitive games, make a 100 Gumball Art activity, decorate their own 100 Days of Kindergarten crown and enjoy some popcorn.

In relation to the event, K Lily also read the story book "The Night before the 100th Day of School" by Natasha Wing.

With approximately another 3,512 more days of schooling, we wish our Kindy's all the best for the years to come!



## 2022 Book Week

*Story Writing Competition*- Students at Zahra Grammar School were encouraged to leash their creative abilities and respond to a Story Writing Stimulus specific to their stage. We had a great number of participants which made it challenging to choose the winners! Writing responses were marked according to a set rubric which focused on various literacy skills such as sentence structure, creativity (ideas) and grammatical features of a written text.

*The Great Book Swap*- Research has proven that reading daily can improve memory and critical thinking skills. One of the greatest benefits of reading is that your brain becomes super powerful. Children that read daily have better comprehension skills and an increased vocabulary. Therefore, on Tuesday the 23<sup>rd</sup> of August 2022 Zahra Grammar School held the event *The Great Book Swap*, where students were given the chance to purchase a book for a gold coin donation. Students were able to purchase from the Book stalls for a gold coin donation. The funding raised from this event, went towards purchasing prizes for our Book Week winners.

### *Book Character Parade*

This year, Book Week ran between the 20<sup>th</sup> to the 26<sup>th</sup> August 2022 surrounding the theme of *Dreaming with eyes open...*

At Zahra Grammar School, we take every opportunity we can to help inspire our children to read and love reading. As part of our Book Week celebrations, our school held a Book Week Character Parade on **Wednesday 24<sup>th</sup> August 2022**.

All students were asked to dress up on this day in a character costume; preferably related to a book they were familiar with. Our day was filled with fun activities and competitions, including a parade where all students from the school had the chance to share their creative outfits.



### Stage 3 Wellbeing Workshop

As part of the Stage 3 PDHPE program, all students are required to be educated about physical changes our children will undergo at the age of accountability. Through our 'Amazing Me' Health program, our Stage 3 students have been involved in learning about matters which cover various issues around self-confidence and body-image.

As we understand the sensitivity of such topics, *Jahida El Assaad* from *Metamorphosis Coaching* (a qualified Youth Mentor and Personal Development Coach) was organised to run workshops in Term 3 for our Year 5/6 girls and Mr. Imad Alsmadi (our Wellbeing Teacher) & Sheikh Hameedullah ran the workshops for the boys.

We believe that our students benefited greatly from these workshops as the following mandatory learning areas were addressed in a professional and Islamic manner:

- ❖ Self-confidence
- ❖ Positive self-image
- ❖ Healthy relationships
- ❖ Age of accountability (puberty)
- ❖ Tahara (cleanliness)



## Arabic Picnic Day & ZAKY Show

The Arabic Language was chosen by Allah SWT to be the language of the Qur'an. At Zahra Grammar School, we acknowledge the importance of learning the Arabic language. We strive to instill the love of learning Arabic within our students. As a result, we had chosen to dedicate one of our learning days towards the appreciation of the Arabic language. On Tuesday 6<sup>th</sup> September 2022, Zahra Grammar School held a Picnic Day at *Benham Oval in Minto*. On this day, we had a personalised and special show from the One 4 Kids Productions where ZAKY attended and held a special Live entertainment segment for our ZGS students.

The live show was performed with Zaky's songs, quizzes and competitions where students also had a chance to win prizes. The remainder of the day was filled with nasheed performances, interactive activities and competitions which tested our students' knowledge around concepts from the Arabic language. Students also enjoyed a sausage sizzle for lunch on the day and went home with an awesome ZAKY showbag!



## Fruit and Vegie Week

Zahra Grammar School proudly worked in collaboration with the *Healthy Kids Association Australia* to assist us with promoting Healthy Eating for our students. Between the 12<sup>th</sup> and the 16<sup>th</sup> of September, our school celebrated Fruit & Vegie Week. Every day of the week, students engaged in activities within their classes or the whole-school to build their knowledge around the importance of a healthy diet.



## Australian Citizenship Day

Australia Citizenship Day is celebrated every year on 17<sup>th</sup> September.

The day is an opportunity for all Australians to celebrate their Australian citizenship by establishing the meaning and importance of the responsibilities and privileges which comes with being an Australian citizen.

This year, students at Zahra Grammar School celebrated Australian Citizenship Day by welcoming those who chose Australia as their new home. As many parents and families from our school community are citizens themselves, our students were able to relate to the idea of becoming a citizen in the country.

We are excited to share all our 'Welcoming Letters' from our students to the new citizens in Australia. These letters were put together in classes as the messages complement the current civics and citizenship curriculum; whilst also promoting a fostering relationship between our school, local government and wider community.



## Athletics Carnival

In 2022, Zahra Grammar School held our first ever school Athletics Carnival at the Campbelltown Sports Athletics Field. Students were allocated to House Groups who then held off a very competitive competition on the day. New sporting experiences unfolded and students of all ages enjoyed taking a part in every sporting challenge, to attempt to gain House points for either Hiraa, Makkah, Madinah or Aqsa!

Students participated in challenges such as Javelin, Shot Put, Captain Ball, Long Jump, Races and Relays.

With a sea of green, yellow, blue and green, it is safe to say our first Athletics Carnival was a successful one! Well done to the Hiraa team on a close-call win!



## Reptile Incursion

The Australian Reptile Park visited Zahra Grammar School on Tuesday 22<sup>nd</sup> November 2022 to an incursion where they brought their interactive and fun education program to give our students a better understanding and appreciation of the diversity importance of the world's creatures and the vital role they play in the well-being of the planet.

Students were offered a hands-on interaction with animals with a 45-minute presentation and a 45-minute animal interaction session. With a presentation tailored to the New South Wales Curriculum, the Australian Reptile Park staff will cover topics relating to the conservation of wildlife, the preservation of Australian ecosystems, and the remarkable life of the Australian wildlife. Enhance by live snakes, lizards and crocodilians. Our students met some of the friendliest reptiles in Australia.



## 2023 Kindergarten Orientation Day

The Kindergarten Orientation Day incorporated information sessions for the parents, which advised them of what to expect in their child's first year of schooling at Zahra Grammar. We discussed and assisted parents in preparing their child for kindergarten. The information sessions informed them about our school policies, Early Stage One programs, teaching & learning structures, behaviour management strategies, assessment & reporting and expectations throughout the year.

We also invited the students to attend on this day to participate in rotational activities in a classroom environment. The aim of these activities is to meet and familiarise themselves with their kindergarten teacher and new class members; whilst guiding them to transition to a primary classroom setting.



## End of Year Fun Day

To celebrate the hard work and achievements of our students in 2022, Zahra Grammar School organised a whole school **Fun Day** event at the end of the year. This event took place at Benham Oval in Minto.

Students participated in activities ranging from:

- Face painting
- Puzzles/board games
- Jumping Castle & inflatable obstacle course
- Free Play
- Mindful Colouring
- Sack Race
- Target Ball

As part of the event, students also received popcorn, fairy floss, ice block, face painting, and a piece of pizza for lunch.



# PRESENTATIONS

## Kindergarten Graduation

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 held a Kindergarten Graduation where all students are acknowledged for their hard work and efforts to complete the first year of Primary Schooling.



## End of Year Whole School Presentation

Our students work extremely hard every year to meet the NESA curriculum requirements for their specific stage group. During the year, students are assessed using a variety of methods such as observation checklists, end of semester tests and project tasks.

Zahra Grammar School holds an annual End-of-Year School Presentation to celebrate and award our top achievers across all the Key Learning Areas.

Parents were invited to attend this ceremony. The day was filled with the distribution of Awards, Medals, Trophies and most excitingly, student and class performances.



## Year 6 Graduation

As our first ever Year 6 cohort, we were very excited to share the last memory for the Year 6 students at Zahra Grammar School through a fancy Graduation Ceremony. Our students shared their celebrations in completing the last year of Primary Schooling through a ceremony which was held at Ottimo House in Denham Court.

With serene surroundings and amidst a gorgeous piece of nature, students farewelled their peers and staff in their graduation gowns. It was a pleasure to also have parents join this celebration. We wish our Year 6 students all the best in the years to come.



## ISLAMIC STUDIES REPORT

Islamic Studies and Qur'an are taught to every child in the school from Kindergarten to Year 6. From a young age, students are instilled with the love and knowledge of Islamic History, stories, Fiqh, Taqwa and Aqeedah.

Our respectable Sheikh teaches these topics through interactive and engaging lessons. A few students have been able to finish their respective Iqraa books - the foundation to learning to read the Qur'an. By the end of 2022, a fair number of students had memorised the last Juz' of the Qur'an, and some beyond, Alhamdulillah.

We pray that our students will continue the efforts and we hope our students will further improve in the coming years Insha'Allah.

Zahra Grammar School's Islamic studies program is very comprehensive and proudly caters for students of all ages. We could also proudly claim that many of our students have also memorized various Du'as and have begun to learn the foundation of prayers.

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

## ACHIEVEMENT OF PRIORITIES 2022

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>- Increase number of resources and technological devices to enhance learning opportunities</li> <li>- Improve Numeracy skills</li> <li>- Improve sporting programs and facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Catered for a Year 6 class by implementing Stage 3 programs with their resources.</li> <li>- Mathematics program was changed and implemented.</li> <li>- Involved more intense Literacy programs such as Pre-Lit and InitialLit.</li> <li>- Purchased new laptops for technology classes and NAPLAN.</li> <li>- Implemented the COVID Intense Learning Support Program.</li> <li>- Obtained Science resources and equipment for enhancing learning through hands-on activities and experiments.</li> <li>- Provided students with better sporting opportunities - engaged Get the Kids Fit team and students started to use external sporting grounds for sessions.</li> </ul>
Staff Development	Staff were offered many professional development training opportunities	<ul style="list-style-type: none"> <li>- Employed more suitably, qualified and accredited teachers.</li> <li>- Improved on staff training opportunities by providing more staff development practices.</li> <li>- Familiarised staff of the new syllabus practices.</li> </ul>
Facilities	Improve facilities (classrooms & grounds)	<ul style="list-style-type: none"> <li>- Upgraded and improved sporting venues/facilities.</li> <li>- Provided student transport to and from outdoor activity venues.</li> <li>- Upgraded our smartboards in the classroom to HI-SENSE interactive televisions.</li> <li>- Upgraded photocopying and printing services.</li> </ul>

## 2023 PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>- Provide intensive Learning Support for students with low academic results</li> <li>- Update programs to suit new English and Mathematics Syllabus for K-2</li> <li>- Implement engaging Technology programs which address latest technological advances</li> <li>- Purchase resources to assist support staff in small group lessons</li> <li>- Adopt new digital platforms which accompany our programs (teach students in interactive manners)</li> <li>- Designing updated Creative Arts- Music programs and purchasing relevant resources</li> </ul>
Staff	<ul style="list-style-type: none"> <li>- Work on assisting more staff to work towards their Proficient Accreditation</li> <li>- Update staff on latest changes in accordance to the new TAA Policies</li> <li>- Improve on staff training opportunities by providing more staff development practices</li> <li>- Familiarisation for staff of the new syllabus practices</li> <li>- Organise for more team-teaching throughout the year</li> </ul>
Policies & Procedures	<ul style="list-style-type: none"> <li>- Draft and implement a revised Enrolment Policy</li> <li>- Familiarising school community with our allocated welfare teacher</li> <li>- Focusing on student self-monitoring and behaviour management follow-up</li> <li>- Implement Sentral for all whole-school data entries of enrolment, behaviour, record-keeping</li> <li>- Change/improvement of uniform structure</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>- Upgrading or improving playground area</li> <li>- Providing filtered water systems</li> <li>- Upgrading/renovating staff rooms</li> <li>- Upgrading photocopying and printing services</li> <li>- Improving hall services to cater for bigger audiences</li> </ul>

# 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 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 191 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.

Students come from families ranging in cultural backgrounds like Pakistan, Bangladesh, Fiji, India, Lebanon, Syria, Jordan, Libya and Egypt. This means that the majority of the students come from non-English speaking backgrounds and are ESL Learners.

# 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	14
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	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 3:00pm), 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.

## 2022 STUDENT ENROLMENT

Year Level	Girls	Boys
Kindergarten	20	9
Year 1	21	28
Year 2	21	17
Year 3	18	12
Year 4	7	13
Year 5	5	5
Year 6	9	6
<b>Total</b>	<b>101</b>	<b>90</b>
	<b>191 students</b>	

## STUDENT ATTENDANCE RATE 2022

Year Level	Attendance Rate
Kindergarten	93%
Year 1	90%
Year 2	92%
Year 3	97%
Year 4	93%
Year 5	91%
Year 6	95%
<b>Total Average</b>	<b>93%</b>

# 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.

In 2022, a Behaviour Management Policy has been revised. We have now a Traffic Light System where behaviour is managed closely. The policy was revised and shared with parents through our Social Media and School platforms. Parents became aware of the consequences students will receive as a result of misconduct.

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)

We would like to commend our Year 3 and Year 5 students for completing all their NAPLAN tests which were conducted between the 10<sup>th</sup> to the 20<sup>th</sup> of May 2022.

Students did a great job transitioning to the online process of testing. Our students had the opportunity to carry out their examinations on the brand-new DELL laptops which have been purchased by the school for technology sessions.

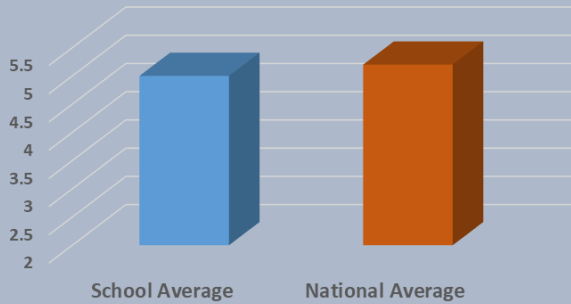
Students completed tests in the areas of *Writing, Reading, Conventions of Language & Numeracy*. The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

In Year 2022, Zahra Grammar School was in fifth year of its operation. The school catered from Year K - 6. We had 30 students in Year 3 and 10 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.

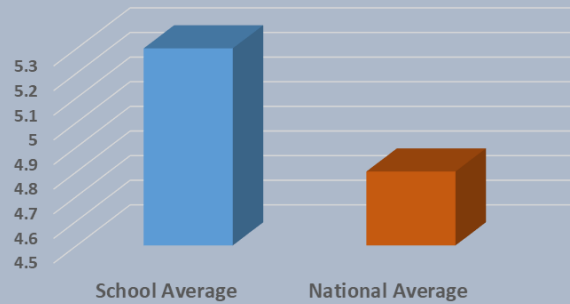
The “[My School](https://myschool.edu.au)” website provides comprehensive information and statistics for national literacy and numeracy assessment. To obtain school data, go to [myschool.edu.au](https://myschool.edu.au).

## Year 3 NAPLAN Results

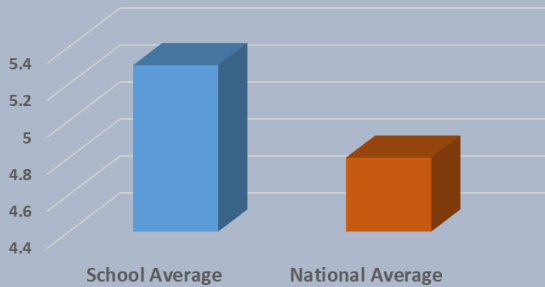
**Year 3 NAPLAN Reading Results (Bands)**



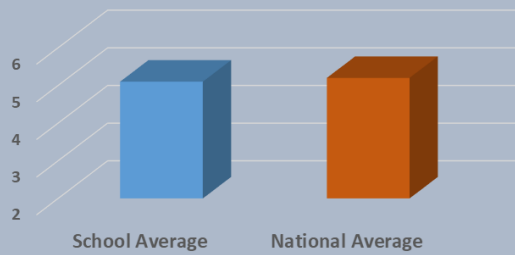
**Year 3 NAPLAN Writing Results (Bands)**



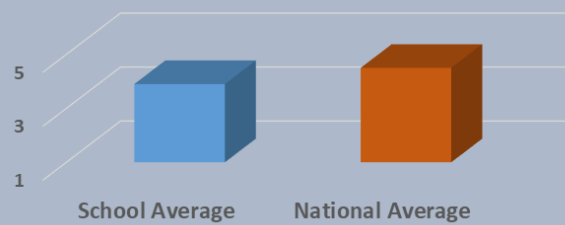
**Year 3 NAPLAN Spelling Results (Bands)**



**Year 3 NAPLAN Grammar & Punctuation Results (Bands)**

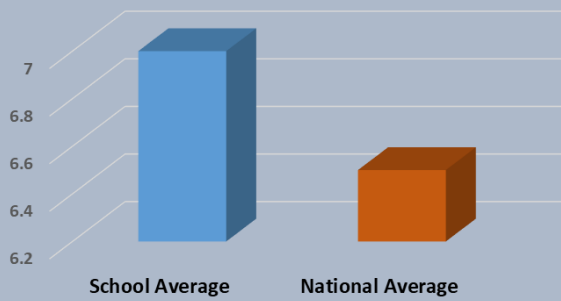


**Year 3 NAPLAN Numeracy Results (Bands)**

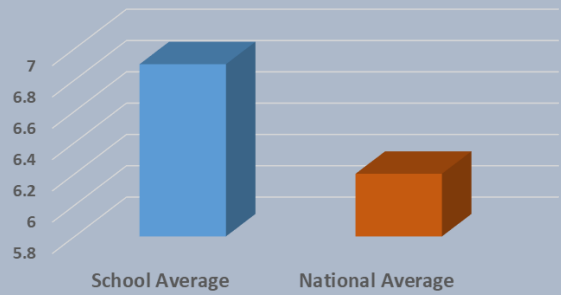


## Year 5 NAPLAN Results

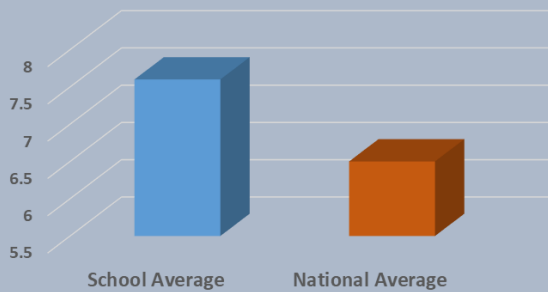
**Year 5 NAPLAN Reading Results (Bands)**



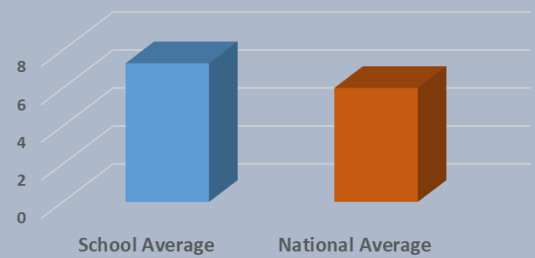
**Year 5 NAPLAN Writing Results (Bands)**



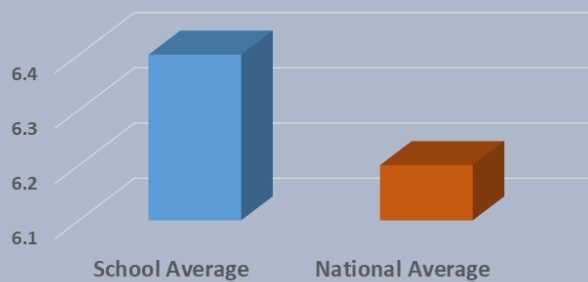
**Year 5 NAPLAN Spelling Results (Bands)**



**Year 5 NAPLAN Grammar & Punctuation Results (Bands)**



**Year 5 NAPLAN Numeracy Results (Bands)**



# PROFESSIONAL LEARNING

## Staff Professional Development Log

Professional Learning Context	Participants
Identifying & Responding to Children and Young People at Risk	23
Provide an emergency - First Aid response in an education and care setting	23
NSW Primary Curriculum Professional Learning Course: General Overview	12
NSW Primary Curriculum Professional Learning Course: English K-2	12
NSW Primary Curriculum Professional Learning Course: Mathematics K-2	12
Financial Acumen for Principals and Directors	1
The Power of Purpose - PDHPE	1
The AISNSW Annual Briefing 2022	3
MEA Interpretation Workshop - Teachers	2
Covid Intensive Learning Support Program: Network Meeting - Effective teaching during small group intervention	1
COVID ILS Program: Network Meeting- Using Assessment Data in Small Group Interventions	2
School Governance Improvement Tool - Professional Learning Opportunity	1
Compass: Navigating Whole-School Wellbeing Initiative 2023 - Information Webinar	2
Supporting wellbeing as a whole school approach	15
Supporting Students with Challenging Behaviour Module 1	15
Supporting Students with Challenging Behaviour Module 2	15
Supporting Students with Challenging Behaviour Module 3	15
Supporting Students with Challenging Behaviour Module 4	15
Supporting Students with Challenging Behaviour Module 5	15
Education Perfect - Face-to-Face Professional Learning at Zahra Grammar School	2
Effective Practices for K-12 Whole-school Wellbeing Webinar	2
AISSNSW Wellbeing Conference 2022 - Along For The Ride	2
Attendance, Exemption and Enrolment Requirements for Schools	2
Risk Assessment and Management in Schools: Child protection and mental health	1

Commercial Negotiation and Contracts for Non-legal Professionals	1
Planning and Programming for the New Mathematics K-2 Syllabus	10
Planning and Programming for the New English K-2 Syllabus	10

### Workforce Composition

Position	FTE*
Principal	1
Primary Class Teachers	10.8
Senior Teacher/Supervisor	1
Specialist Teachers (Arabic, Qur'an and Islamic Studies)	2.2
Administration and Support Staff	2.6

\*Full time equivalent

There is NIL indigenous staff at Zahra Grammar School.

### Teacher Accreditation Status

Status	No. of Teaching Staff
Provisional	5
Conditional	7
Proficient	2
Lead/Highly Accomplished	0

### Staff Photo



# SUMMARY OF FINANCIAL INFORMATION

## The Period ending 31 December 2022

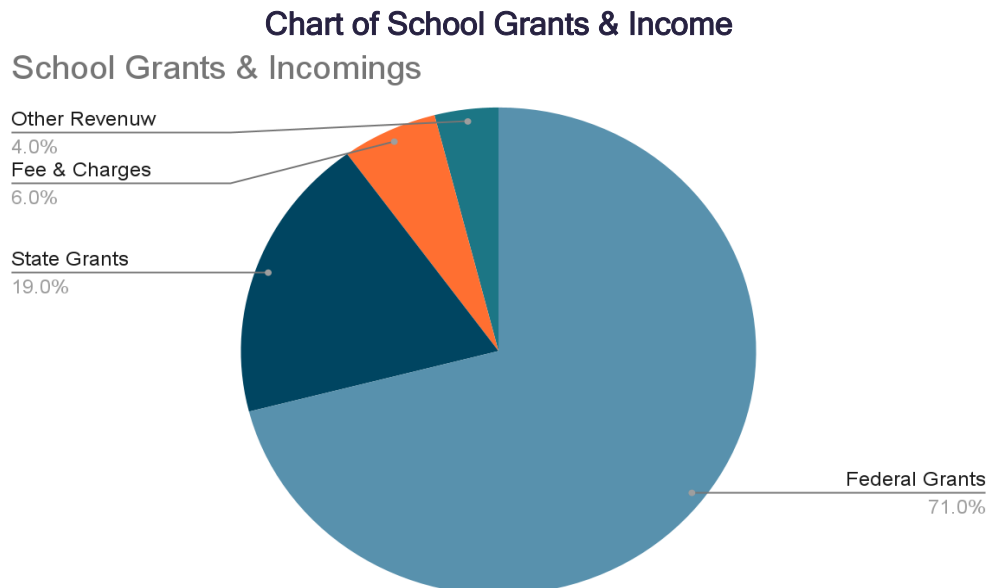
The tables and graphs below represent income and expenditure using percentage.

### The School Income in percentage

Description	%age
Federal Grants	71%
State Grants	19%
Fee & Other Charges	6%
Other Collections	4%

Zahra Grammar has successfully completed its fifth year, spanning from January 1st, 2022, to December 31st, 2022, with a total student enrollment of 196 students, ranging from Kindergarten to Year 6. The school's financial stability appears to be largely supported by external grants, accounting for 68% of the yearly incomings. Among these grants, Federal grants contribute the most significant portion, amounting to 71% of the school's income. State grants follow closely behind, making up to 19% of the total income. Moreover, the students' fees and charges constitute 6% of the income. Additionally, the school has obtained 4% from other non-recurring sources. There has not been any significant variance as compare to the school previous years.

The Following is the Pie chart representing the School Grants and Other incomings break up as mentioned in above table.



## Expenditure & Outgoings

In terms of the school's expenditures and outgoings, the data reveals some significant allocations across various categories. Employee costs account for the largest portion, constituting 68% of the school's operational expenses. This indicates that a substantial portion of the school's budget is dedicated to employing qualified staff members who play a crucial role in delivering education and maintaining the school's operations.

Teaching and resources costs make up 9% of the school's expenditures. This allocation suggests that the school prioritizes providing adequate teaching materials, resources, and tools to enhance the learning experience of its students. This investment in teaching and resources can contribute to a high-quality education environment and support effective teaching practices.

The remaining 23% is dedicated to other operational costs which, includes general maintenance of school building and assets, consultancies and compliance costs with other necessary outgoings in running the school operations

Overall, the distribution of expenditures reflects a commitment to allocating a significant portion of the budget towards human resources, emphasizing the importance of skilled and dedicated staff members in delivering quality education. Furthermore, the allocation for teaching and resources indicates a focus on providing a well-equipped learning environment for students. It is essential for the school to manage these expenses effectively, ensuring that resources are utilized efficiently to optimize the educational experience for all students while maintaining a sustainable financial position.

Operational Costs & Expenses	%age
Employee Costs	68%
Teaching and Resources Costs	9%
Other Operational Costs	23%

## Expenditure & Outgoings

