



Zahra Grammar School

Annual Report

2024





Zahra Grammar School

Annual Report 2024

44/48 Westmoreland Rd, Minto NSW 2566

(02) 8712 1683

<https://zahragrammar.nsw.edu.au/>

Table of Contents

Message from the President of the School Board.....	4
Message from the Principal	5
Zahra Grammar School – Contextual Information 2024.....	6
School Life and Student Engagement	7
NAPLAN Performance 2024	8
Staffing	10
Workforce Composition	10
Teacher Accreditation Status	10
Teacher Professional Learning	10
Achievement of Priorities 2024	12
2025 Priority Areas for Improvement	13
Student Enrolment – 2024.....	14
Attendance – 2024.....	15
Student Attendance	15
Management of Student Non-Attendance.....	15
School Policies – Zahra Grammar School	17
Stakeholder Satisfaction	19
Student, Parent, and Staff Satisfaction	19
Staff Feedback and Wellbeing	19
Parent and Student Engagement	20
Promoting Respect and Responsibility	20
Summary of Financial Information	21
The school Income in percentage	21
Expenditure and Outgoings	22

Message from the President of the School Board

Dear Members of the Zahra Grammar School Community,

Assalamu Alaikum Warahmatullahi Wabarakatuh,

With deep gratitude to Allah (SWT), I take this opportunity to reflect on another rewarding year at Zahra Grammar School. The year 2024 has been marked by continued growth, strengthened collaboration, and a reaffirmed dedication to our vision of providing high-quality education grounded in Islamic values.

Throughout the year, our students have continued to flourish—academically, socially, and spiritually. Their achievements serve as a reminder of the strong foundations we have built and the supportive environment that encourages each learner to realise their potential.

Our success would not be possible without the tireless efforts of our teaching and support staff, whose professionalism and commitment are at the heart of our school's progress. Their enthusiasm for education and genuine care for students is evident in every classroom and interaction.

The support of our parents and carers has also played an instrumental role in our shared accomplishments. Your engagement and encouragement not only uplift your children, but also enrich the broader school community. We value this partnership and thank you for the confidence you place in us.

In 2024, we have also made important headway in areas of school planning and development, laying the groundwork for future growth, including potential pathways toward expanding into high school education. These steps are part of our long-term vision to provide continuous, faith-based education of the highest standard.

As we look ahead, our commitment remains clear: to nurture confident, capable students who are well-prepared to contribute positively to society, guided by strong moral and ethical values.

On behalf of the Zahra Grammar School Board, I extend my sincere thanks to all those who have supported our school community throughout the year. With your continued involvement, In shaa Allah, we look forward to even greater achievements in the years to come.

Warm regards,

Tahira Khan
President
Zahra Grammar School Board



Message from the Principal

Dear Zahra Grammar School Community,

Assalamu Alaikum Warahmatullahi Wabarakatuh,

It is with immense gratitude and pride that I reflect on another successful year at Zahra Grammar School. The year 2024 has been marked by growth, resilience, and continued commitment to excellence in every aspect of school life.

Our students once again demonstrated outstanding dedication to their learning and excelled across academic, cultural, and co-curricular domains. Their efforts highlight the importance of our holistic approach to education—one that nurtures both the mind and character. It has been truly inspiring to witness their confidence, creativity, and compassion continue to develop.

These achievements are a direct reflection of the exceptional dedication of our teaching and administrative staff. Their professionalism, care, and unwavering commitment to our students have created a learning environment that is not only academically robust but also nurturing and inclusive. I thank each of them for their hard work and the values they bring to our school community every day.

To our parents and guardians, your continued support and involvement remain a cornerstone of our school's success. Your trust and collaboration have played a vital role in fostering a strong and connected school community that works together to ensure every child is supported and celebrated.

In 2024, we also laid important groundwork for the future growth and strategic development of Zahra Grammar School. We have been actively working towards strengthening our curriculum, enhancing student wellbeing initiatives, and building infrastructure that will support the school's expansion in the years to come.

As we look ahead, our mission remains unchanged: to provide a safe, inclusive, and faith-inspired learning environment where every student is empowered to achieve their full potential—academically, spiritually, and personally.

Thank you once again for entrusting us with your children's education and for being a vital part of our journey, we look forward to an even brighter year ahead.

Warm regards,

Dr Gulzar Khan
Principal
Zahra Grammar School

Zahra Grammar School – Contextual Information 2024

Overview

Zahra Grammar School is a growing co-educational independent Islamic school located in Minto, New South Wales. Established in 2018, the school caters for students from Kindergarten to Year 6. As of 2024, the school delivers quality primary education with an integrated Islamic curriculum in a nurturing and inclusive environment. In 2024, Years 3 and 4 operated as double-streamed classes, with all other grades single-streamed, reflecting the school's steady growth and demand in the wider Macarthur region.

Vision and Ethos

Zahra Grammar School is founded on the core values of faith, integrity, and excellence, and aims to nurture students who are confident in their Australian-Muslim identity, academically capable, and guided by strong moral character. The school's ethos is rooted in Islamic values, emphasising compassion, responsibility, and service. These values are reflected in daily practice across teaching, behaviour management, and community engagement.

Curriculum and Programs

The school offers the full New South Wales primary curriculum, covering all Key Learning Areas (KLAs), including English, Mathematics, Science and Technology, Human Society and Its Environment (History and Geography), Personal Development, Health and Physical Education (PDHPE) and Creative Arts.

This is complemented by a rich Islamic education program, which includes Arabic, Islamic Studies, and Qur'anic Studies. Zahra Grammar School is committed to academic excellence and spiritual development, integrating these domains in a balanced and holistic manner.

Student Population and Diversity

Zahra Grammar's student body is culturally and linguistically diverse, with the majority of students coming from non-English speaking backgrounds. This diversity is seen as a strength and is reflected in the inclusive classroom practices, differentiated learning programs, and whole-school multicultural initiatives. The school community is characterised by strong family involvement, cultural pride, and a shared commitment to education and Islamic values.

Growth and Facilities

In response to increasing enrolment demand, Zahra Grammar School continues to invest in infrastructure and resources. In 2024, the school enhanced its physical learning environment through additional classroom spaces, improved shaded outdoor areas, and upgraded playground facilities to better support student engagement and wellbeing.

Teaching Staff and Support

Zahra Grammar School is supported by a dedicated and values-driven teaching staff who prioritise student wellbeing, individualised instruction, and professional integrity. Additional learning support staff have been appointed to address diverse learning needs across the school. Staff regularly engage in professional development to improve practice and align with current educational standards, including the integration of Islamic pedagogy.

Student Wellbeing and Co-Curricular Engagement

Student wellbeing is a key focus at Zahra Grammar School. The school implements a proactive wellbeing framework, offering structured programs, whole-school assemblies, community events, and extracurricular opportunities to foster students' social, emotional, and spiritual growth. Students participate in sports carnivals, incursions, excursions, and special religious and cultural events, contributing to a well-rounded primary school experience.

Community Engagement

Zahra Grammar maintains strong partnerships with families and the broader community. The school encourages parental involvement and fosters a collaborative culture through regular communication, events, and consultation. Respect for diversity, service to others, and commitment to faith are core themes promoted throughout the school's programs and initiatives.

School Life and Student Engagement

At Zahra Grammar School, we recognise the importance of providing students with rich, engaging learning experiences both inside and outside the classroom. Throughout 2024, students participated in a wide range of academic, cultural, and wellbeing activities designed to support their development and foster a strong sense of belonging within the school community.

We encourage families and stakeholders to explore our school newsletters, which capture highlights from excursions, celebrations, in-class projects, and student achievements. These newsletters, available on our school website <https://zahragrammar.nsw.edu.au/newsletter/>, provide a comprehensive visual and written overview of student life at Zahra Grammar School during 2024.

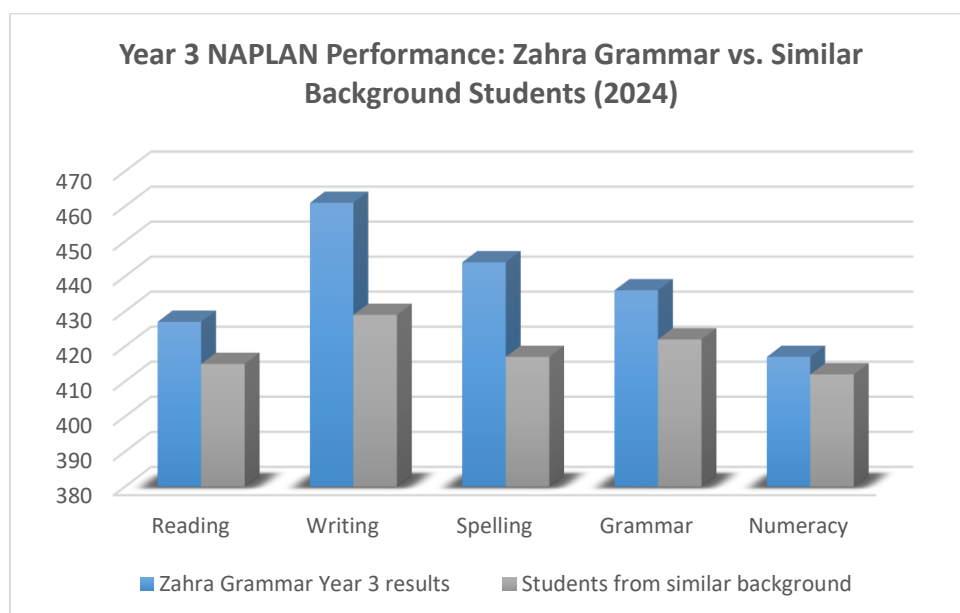
NAPLAN Performance 2024

In 2024, Zahra Grammar School participated in the National Assessment Program – Literacy and Numeracy (NAPLAN), which assesses core skills in Reading, Writing, Spelling, Grammar, and Numeracy for students in Years 3 and 5 across Australia.

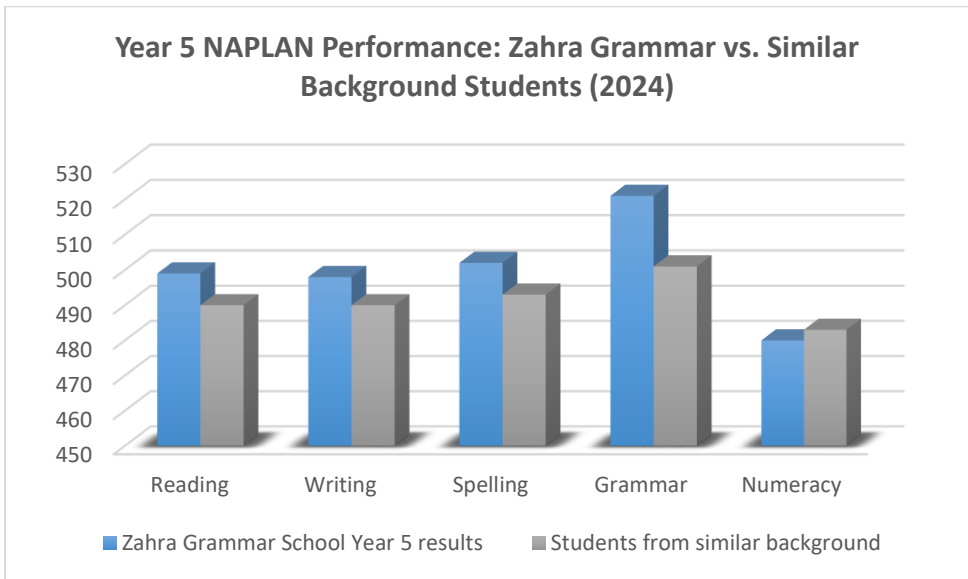
Students at Zahra Grammar demonstrated strong performance, achieving results that were above or in line with students from similar socio-educational backgrounds in several key areas. These outcomes highlight the school's focus on foundational skill development and its commitment to delivering quality instruction.

The tables and graphs below summarises Zahra Grammar School's 2024 NAPLAN results compared with students from similar backgrounds:

Year 3 NAPLAN Results 2024					
	Reading	Writing	Spelling	Grammar	Numeracy
Zahra Grammar Year 3 results	427	461	444	436	417
Students from similar background	415	429	417	422	412



Year 5 NAPLAN Results 2024					
	Reading	Writing	Spelling	Grammar	Numeracy
Zahra Grammar School Year 5 results	499	498	502	521	471
Students from similar background	490	490	493	501	483



Strong results in areas such as Writing, Spelling, and Grammar reflect the success of the school’s structured literacy programs and targeted support for student learning. Zahra Grammar School continues to use data-informed teaching practices and tailored interventions to enhance student achievement across all learning areas.

Staffing

Zahra Grammar School maintained a committed and capable team of educators and support staff throughout 2024. The school ensured appropriate staffing levels across leadership, classroom, specialist, and support roles to meet the diverse learning and operational needs of a growing student body. Teachers at various stages of accreditation were supported through targeted mentoring, professional development, and release time to ensure ongoing compliance with NESA standards and progression through accreditation pathways. While the school did not have any Aboriginal or Torres Strait Islander staff during this period, Zahra Grammar continues to foster a culturally inclusive workplace and remains committed to equal employment opportunity.

Workforce Composition

Position	FTE*
Principal	1
Primary Class Teachers	10.4
Senior Teacher/Supervisor	1.6
Specialist Teachers (Arabic, Quran and Islamic Studies)	2
Administration and Support staff	3.4

*Full time equivalent


There is nil indigenous staff at Zahra Grammar

Teacher Accreditation Status

Status	No. of Teaching Staff
Conditional	4
Provisional	2
Proficient	9
Lead/Highly Accomplished	0

Teacher Professional Learning

Zahra Grammar School remains committed to the ongoing professional growth of its staff. In 2024, teachers and support staff engaged in a range of professional learning programs designed to strengthen their knowledge, refine teaching practice, and meet key legislative and curriculum priorities.



Professional development was facilitated through both internal whole-school sessions and external training providers. These programs were carefully aligned with school-wide goals, the new NSW curriculum requirements, and student wellbeing priorities.

Key focus areas included:

- Child protection and mandatory reporting responsibilities
- Classroom behaviour management and positive behaviour strategies (K–6)
- First aid and CPR certification to ensure student safety
- Curriculum programming aligned with the new NSW English and Mathematics Years 3–6 syllabuses
- Family engagement and communication strategies
- Use of educational platforms, including Education Perfect
- Use of Sentral, mark book entries and Academic Reports
- Supporting students with individual learning plans and diverse needs

Achievement of Priorities 2024

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> - Design and implement new scopes and sequences and programs for the Years K–6 new NSW English and Mathematics Curriculum reform. - Purchase the correct resources for the new syllabus programs. - Improve technological device services so students may use laptops in class. - Aim to have Numeracy resource kits in individual classes rather than shared resources between the whole school. - Design a Track and Monitor Resource for our support students to track their academic progress. - Increase support staff to attend to students who are struggling academically. 	<ul style="list-style-type: none"> - Developed and trialled updated Years K–6 scope and sequence documents. - Purchased English and Mathematics resources aligned with the new syllabus. - Introduced more student laptops for classroom use. - Supplied individual Numeracy kits to each class. - Created a Track and Monitor tool for support students. - Increased support staff for students needing academic help.
Staff	<ul style="list-style-type: none"> - Improve on staff training opportunities by organising professional courses to run on Personal Development Days. - Keep staff updated with Accreditation notices and work with some staff towards their Proficient accreditation. - Familiarisation for staff of the new syllabus. - Organise for staff to get programming release time. - Hire a full-time maintenance staff member. 	<ul style="list-style-type: none"> - Ran targeted PD on curriculum changes and numeracy strategies. - Supported staff working towards Proficient accreditation. - Held meetings to familiarise staff with new curriculum. - Provided programming release time - Hired a full-time maintenance officer.
Policies & Procedures	<ul style="list-style-type: none"> - Update Enrolment Policy and refresh the Enrolment Form. - Outline welfare procedures and identify escalation procedures. - Implement an Attendance Improvement Plan. - Utilise Sentral for whole-school data entries in regards to Welfare. - Finalise new uniform structure. 	<ul style="list-style-type: none"> - Updated Enrolment Policy/forms. - Defined welfare and escalation procedures. - Rolled out Attendance Improvement Plan. - Implemented Sentral for welfare data entry. - Finalised and introduced new uniform structure.
Facilities	<ul style="list-style-type: none"> - Extend the K–2 play area. - Provide filtered water systems in staff rooms. - Renew carpet in Year 3 rooms. - Install flyscreens to windows. - Install teacher desktops in classrooms. - Organise a new sheltered wudu' area. 	<ul style="list-style-type: none"> - Extended K–2 play area. - Installed filtered water systems in staff rooms. - Built new sheltered wudu' area.

2025 Priority Areas for Improvement

In line with its ongoing commitment to continuous improvement, Zahra Grammar School has identified key priority areas for development in 2025. These priorities are informed by school-wide data, staff and parent feedback, curriculum reform timelines, and the evolving needs of our student community. The focus for 2025 builds upon progress made in previous years, with an emphasis on strengthening teaching and learning practices, supporting staff development, enhancing school operations, and improving learning environments and infrastructure. The following table outlines the school's strategic priorities for the year ahead.

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> - Implement and refine Years 3–6 programs in line with the new NSW English and Mathematics curriculum - Begin planning for K–2 Science and Technology and PDHPE syllabus updates - Strengthen literacy and numeracy data analysis to inform teaching - Expand use of digital tools to support differentiated instruction - Formalise tracking system for support and extension students across all stages
Staff	<ul style="list-style-type: none"> - Provide targeted PD in literacy (e.g. writing moderation) and numeracy - Continue supporting staff through accreditation and induction processes - Increase internal opportunities for peer observation and collaborative planning - Conduct a staff wellbeing survey and act on feedback - Appoint a staff mentors or stage coordinators to support teachers
Policies & Procedures	<ul style="list-style-type: none"> - Review and update the Behaviour and Welfare Policy - Strengthen implementation of the Attendance Improvement Plan - Digitise key school forms and processes for enrolments and parent communication - Develop a formalised escalation matrix for learning and behaviour concerns - Review homework and assessment policies to align with new curriculum expectations
Facilities	<ul style="list-style-type: none"> - Install shade structures in high-traffic outdoor learning/play areas - Upgrade whole school phone and internet connection - Upgrade classroom internet connection to minimise disruptions - Begin planning for additional classroom space to accommodate future double streaming - Improve car park safety and signage for student pick-up/drop-off

Student Enrolment – 2024

Zahra Grammar School continues to experience steady growth in enrolments, reflecting the community's trust in the school's values-based education and commitment to academic excellence. The school offers classes from Kindergarten to Year 6, welcoming students from diverse cultural and linguistic backgrounds. Our enrolment process is guided by transparency, fairness, and alignment with the school's Islamic ethos. The following table provides a breakdown of student enrolments by year level and gender for the 2024 school year.

Year Level	Girls	Boys
Kindergarten	20	10
Year 1	18	12
Year 2	19	11
Year 3	23	26
Year 4	28	16
Year 5	16	15
Year 6	6	10
Total	130	100
	School's Total	230

Attendance – 2024

Student Attendance

Regular school attendance is essential to support students' academic progress and social development. At Zahra Grammar School, attendance is compulsory five days a week, and students are expected to be present and punctual each day. In collaboration with parents and caregivers, the school actively promotes consistent attendance to ensure students remain engaged in their learning.

While parents hold the legal responsibility for ensuring their child's attendance, Zahra Grammar staff play a vital role in monitoring and following up on absences and lateness. All partial and full-day absences are recorded daily and communicated promptly to families. Attendance data is reviewed regularly, allowing staff to identify patterns of concern and implement timely interventions where needed.

Below is a summary of the student attendance rates for each year level and the whole school in 2024:


Year Level	Percentage
Kindergarten	88%
Year 1	89%
Year 2	92%
Year 3	91%
Year 4	91%
Year 5	88%
Year 6	91%
Whole School	90%

The attendance rates provided reflect average daily attendance across the 2024 calendar year, from 1 January to 31 December

Management of Student Non-Attendance

Zahra Grammar School follows a structured approach to managing student non-attendance in accordance with NESA and legislative requirements. The school recognises the importance of regular attendance in ensuring student wellbeing and academic progress.

Attendance is marked daily by 9:10 AM. Parents are required to provide written explanations for all absences within seven days, with medical certificates requested for absences exceeding three days. Students arriving late must report to the office to receive a late slip, while early departures require a signed release at the front office.



In the case of ongoing or unexplained absences, the school implements a series of follow-up measures. These may include:

- Direct communication with parents or caregivers
- Sending an unsatisfactory attendance letter
- Conducting student and parent interviews
- Reviewing the student's educational needs
- Developing an Attendance Improvement Plan
- Referral to external counselling or support services

For extended absences, parents must submit a Student Extended Absence Request Form for the principal's approval.

These processes ensure that all students are supported in maintaining consistent attendance and engagement with their learning.

School Policies – Zahra Grammar School

The following school policies are publicly available on the Zahra Grammar School website at:
<https://zahragrammar.nsw.edu.au/policies/>

Policy	Summary / Changes in 2024
Academic Policy	Sets out expectations for teaching, learning, assessment, and academic progress monitoring. Emphasises curriculum alignment with NESA requirements and support for diverse learners. Reviewed and updated in 2024.
Attendance Policy	Outlines procedures for recording, monitoring, and following up on student absences. Highlights the shared responsibility between the school and families to ensure consistent attendance. Policy reviewed in 2024.
Enrolment Policy	Zahra Grammar School's Enrolment Policy outlines procedures for enrolling students from Kindergarten to Year 6. Priority is given to siblings and applicants who demonstrate a shared commitment to the school's Islamic values. The enrolment process includes a completed application, supporting documents, and an interview with school leadership. No significant changes were made to the policy in 2024.
Child Protection Policy	This policy outlines staff responsibilities under child protection legislation, including mandatory reporting, identifying risk of harm, and safe practices for working with children. It applies to all employees, volunteers, and contractors. Staff undergo regular child protection training. Minor updates were made in 2024 to reflect changes to Child Safe Standards.
Complaints Handling Policy	This policy details the process for lodging, addressing, and resolving complaints raised by parents, students, or staff. Zahra Grammar aims to address concerns fairly, promptly, and respectfully. The process includes informal resolution and formal written complaints when necessary. No major changes were made in 2024.
Behaviour Management Policy	The school's behaviour policy is built on Islamic values, promoting respect, responsibility, and personal growth. It includes proactive strategies,

	reflection practices, and intervention processes. Emphasis is placed on positive teacher-student relationships and restorative practices. Reviewed in 2024 to align with wellbeing updates.
Anti-Bullying Policy	Zahra Grammar School is committed to providing a safe and inclusive learning environment. This policy defines bullying, outlines preventative strategies, reporting mechanisms, and response procedures. Cyberbullying is also addressed. Minor updates were made in 2024 to align with current legislation and student wellbeing initiatives.
Discipline Policy	The Discipline Policy is grounded in procedural fairness and parental involvement. It confirms that corporal punishment is strictly prohibited and not condoned under any circumstances. Suspensions and expulsions follow a formal process, ensuring transparency and fairness. Policy reviewed and reaffirmed in 2024.

Stakeholder Satisfaction

Student, Parent, and Staff Satisfaction

Zahra Grammar School values ongoing engagement with its community and actively seeks feedback from students, parents, and staff to inform school improvement initiatives. As a growing primary school, strong relationships with all stakeholders are central to our school culture.

Feedback Channels in 2024:

- Informal feedback through teacher-parent meetings and daily interactions
- Staff meetings, stage meetings, and planning days where feedback is regularly collected
- Surveys administered to staff regarding professional learning and wellbeing
- Feedback forms following major school events and excursions
- Parent-teacher interviews and written reports providing space for two-way communication
- Leadership team availability for in-person conversations and follow-up discussions

This multi-layered approach ensures that stakeholder voice informs decision-making and reflects the school's commitment to transparency, care, and continuous growth.

Staff Feedback and Wellbeing

In 2024, Zahra Grammar School conducted an internal wellbeing and professional development feedback process with teaching and non-teaching staff. Key findings included:

Strengths Identified:


- Strong team collaboration and collegiality among staff
- Clear school priorities and supportive leadership
- Professional learning aligned with curriculum changes and classroom needs

Areas Highlighted for Growth:

- Additional time for curriculum programming and planning
- Structured recognition of staff contributions
- Improved work-life balance through clearer boundaries

In Response, the School Implemented:

- Scheduled planning and collaboration time for teachers across terms
- Adjustments to timetables to reduce unnecessary administrative burden
- Staff appreciation initiatives and acknowledgment at assemblies and meetings



These actions aim to support staff morale, reduce workload pressures, and foster a positive school culture grounded in mutual respect and shared values.

Parent and Student Engagement

Zahra Grammar School fosters strong parent partnerships through regular communication and engagement. Families are kept informed through Seesaw, newsletters, emails, and school events. In 2024, feedback was particularly positive following:

- Parent-Teacher Interviews (Term 1 and 3)
- Student-led assemblies and school celebrations (e.g., Harmony Day, Book Week)
- Kindergarten Orientation and Year 6 Graduation programs

Student voice is encouraged through classroom-based discussions, wellbeing conversations, and teacher check-ins. In response to student feedback, the school:

- Expanded playground areas for K–2
- Introduced more structured lunchtime activities
- Increased support for students experiencing learning challenges

These improvements reflect the school's child-centred ethos and commitment to nurturing student wellbeing and confidence.

Promoting Respect and Responsibility

Zahra Grammar School promotes respect and responsibility through a values-based approach grounded in Islamic principles. In 2024, students participated in:

- Classroom lessons on character development and personal responsibility
- Assemblies highlighting good conduct, Islamic manners, and kindness
- Award programs recognising positive behaviour and effort
- School-wide campaigns on anti-bullying, online safety, and empathy

Our welfare team supports students in resolving conflicts, developing friendships, and fostering a respectful environment where all children feel safe and valued.

Summary of Financial Information (The period ending 31 December 2024)

Zahra Grammar School successfully completed its seventh year of operation from 1 January 2024 to 31 December 2024, with a total enrolment of 234 students, from Kindergarten to Year 6.

The school's financial stability continues to rely primarily on external funding. Of the total income, Federal Government grants accounted for the largest share at 71%, followed by State Government grants contributing 19%. Student fees and charges made up approximately 9%, while the remaining 3% was sourced from other non-recurrent income.

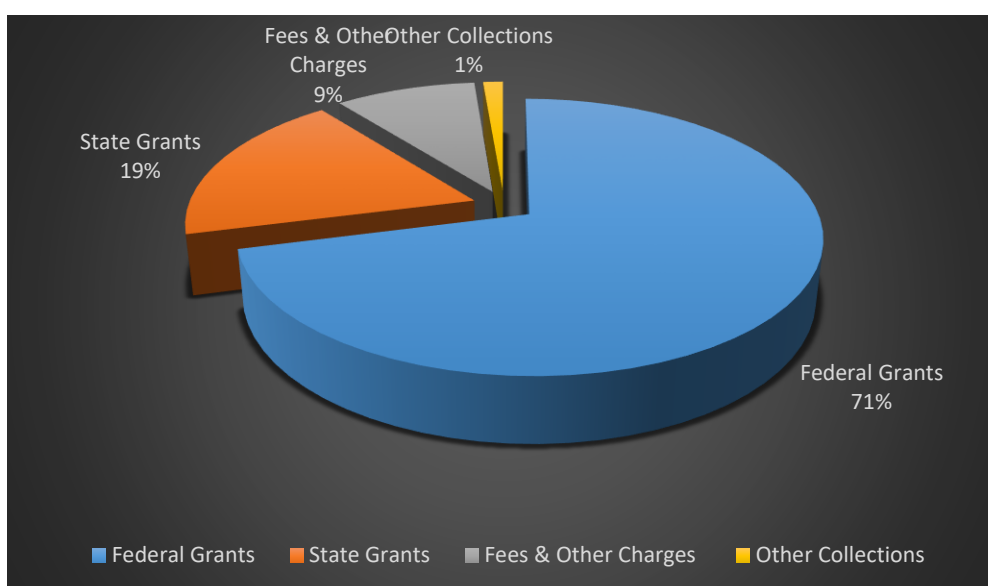
There has been no significant variance in the income distribution compared to previous years.

The school Income in percentage

The tables and graphs below represent income and expenditure using percentages

Description	%
Federal Grants	71.01
State Grants	18.36
Fees & Other Charges	9.32
Other Collections	1.31

The following pie chart illustrates the breakdown of the school's income sources, based on the percentages outlined above



Expenditure and Outgoings

In reviewing Zahra Grammar School's expenditures and outgoings for the year, the data reflects a well-considered allocation of resources across key operational areas.

Employee costs represent the largest expenditure, accounting for 56% of the school's total operational budget. This significant allocation underscores the school's commitment to employing qualified and dedicated staff who are central to delivering high-quality education and ensuring the smooth day-to-day functioning of the school.

Teaching and learning resources make up 16% of overall expenditure. This investment highlights the school's focus on equipping classrooms with appropriate materials, tools, and resources that enhance the learning experience. Prioritising these resources supports effective teaching practices and contributes to a rich educational environment.

The remaining 26% is allocated to other operational costs, including general maintenance of the school buildings and assets, consultancy services, compliance requirements, and various other essential expenses associated with running the school.

Overall, the distribution of expenditure reflects the school's strategic approach to budgeting—placing a strong emphasis on human resources and educational quality, while ensuring that operational needs are met effectively. Careful financial management remains essential to ensure that these resources are utilised efficiently and sustainably, enabling the school to continue providing a high standard of education for all students.

Operational Costs & Expenses	%
Wages and Salaries	56%
School Resources	16%
Other Operational Costs	26%
Surplus	2%

Zahra Grammar School Expenses & Surplus for the Year 2024

